

School Profile 2019/20

Islay High School Area Committee Report November 2020

School Profile 2019/20

<u>School Name</u>	Islay High School
<u>School Address</u>	Bowmore, Isle of Islay, Argyll, PA43 7LS
<u>Head Teacher</u>	Stephen Harrison

CONTEXT OF THE SCHOOL

Islay High School is a non-denominational fully comprehensive secondary school with a roll of 212 and part of a cluster that includes five primary schools; four on Islay (Bowmore, Port Ellen, Port Charlotte and Keills) and one on Jura (Small Isles). The catchment area covers both islands of Islay (population about 3,000) and Jura (population about 200) and is rural, remote and isolated. The students from Jura commute to the school on a daily basis. Agriculture, distilleries and tourism are the main industries on the islands.

The school's curriculum model has S1 and S2 separately timetabled in the Broad General Education (BGE). S3 to S6 are all integrated in the Senior Phase, where pupils select 5 courses per year every year from the same option choice menu. This allows for much greater efficiency of staffing giving pupils much great personalisation and choice.

Due to the remoteness of the islands, the school is completely inclusive and by necessity caters for all students however complex and severe their needs are.

There is no Gaelic Unit in the school but Gaelic / Gaidhlig is taught for learner and native speakers to Higher level and even Advanced Higher if requested.

SIMD data shows that the catchment population fits into bands 4-7 but due to the small numbers concerned this does not accurately reflect a much wider range in poverty and affluence.

The school was awarded £4,800 in Pupil Equity Funding in session 2019/20. This money was used to employ a teacher for 0.2 FTE to work with vulnerable children to help them access the curriculum, to develop their self-esteem and confidence, and to support school attendance.

The school continues to suffer from staffing issues. Up till November 2019, the school were four members of staff down (two science teachers, an Art teacher and a PE teacher) and despite repeated adverts we are unable to attract suitable candidates. In November, we were able to recruit a

new Biology /Chemistry teacher which eased the pressure to a certain extent but we had to continue with three teachers down until the lockdown in March 2020. The priority had been to maintain delivery of all courses and this was achieved but it meant that all members of the senior management were teaching full timetables. Fortunately, we were able to fill all posts for the start of this new session in August 2020 and for the first time in many years we have a full complement of staff.

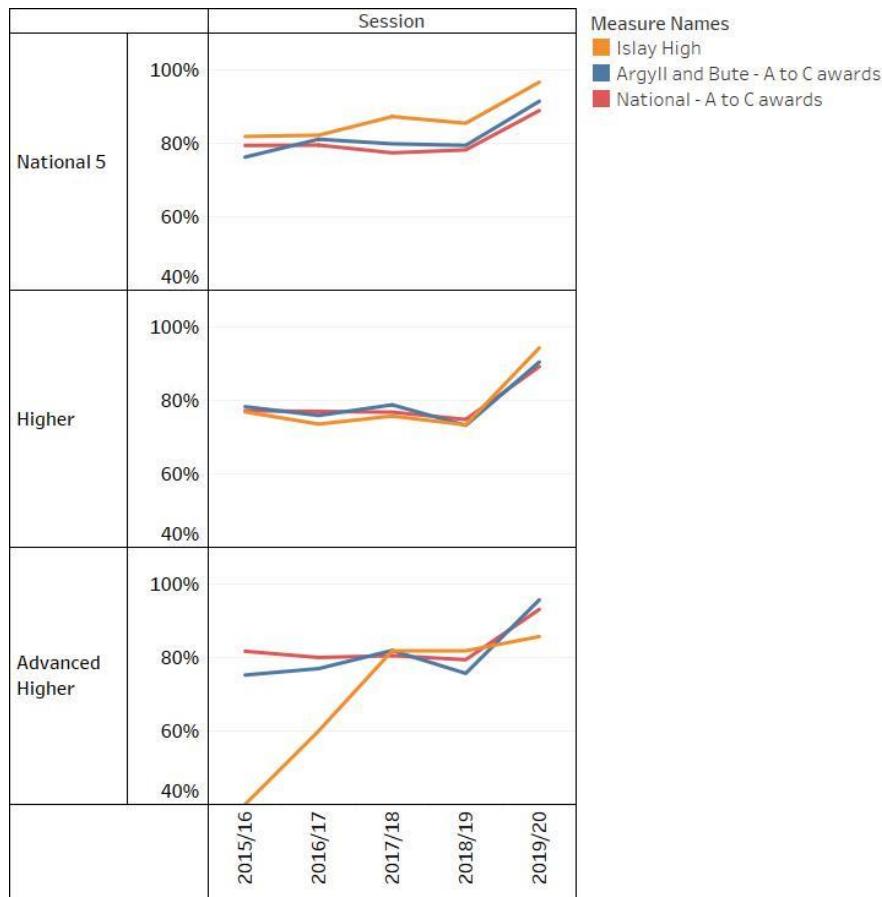
Recognising Wider Achievement

School Roll

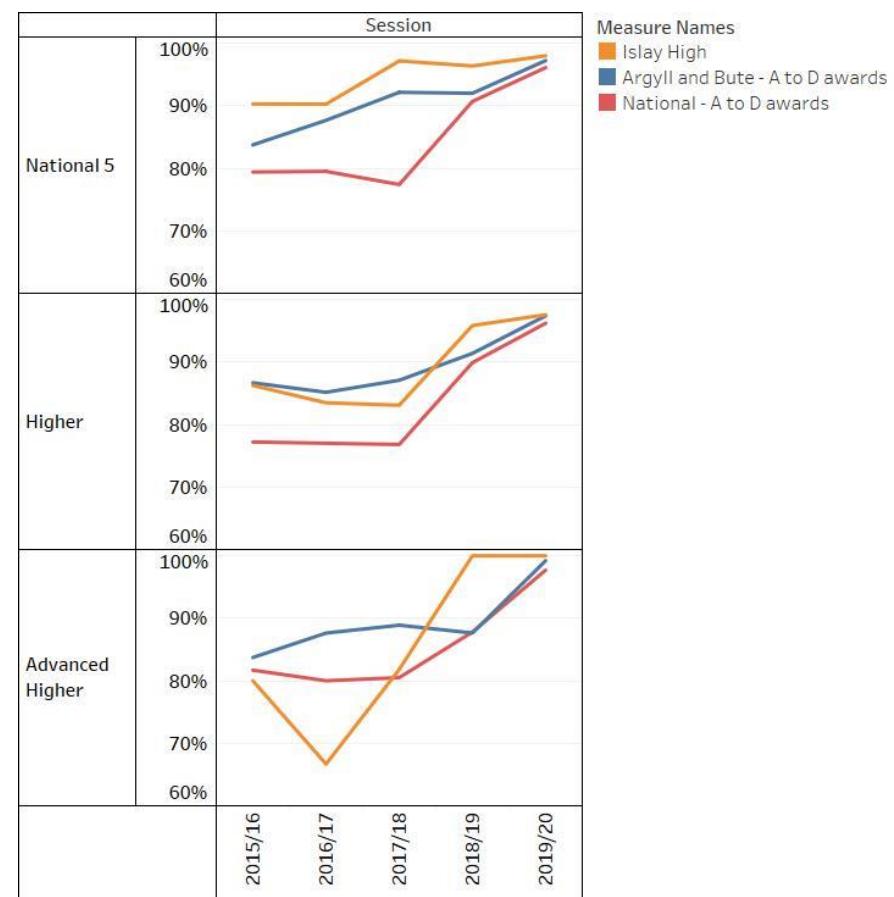
School roll as at Census	S4	S5	S6
2019/20	42	38	18

SQA Results

Levels A to C



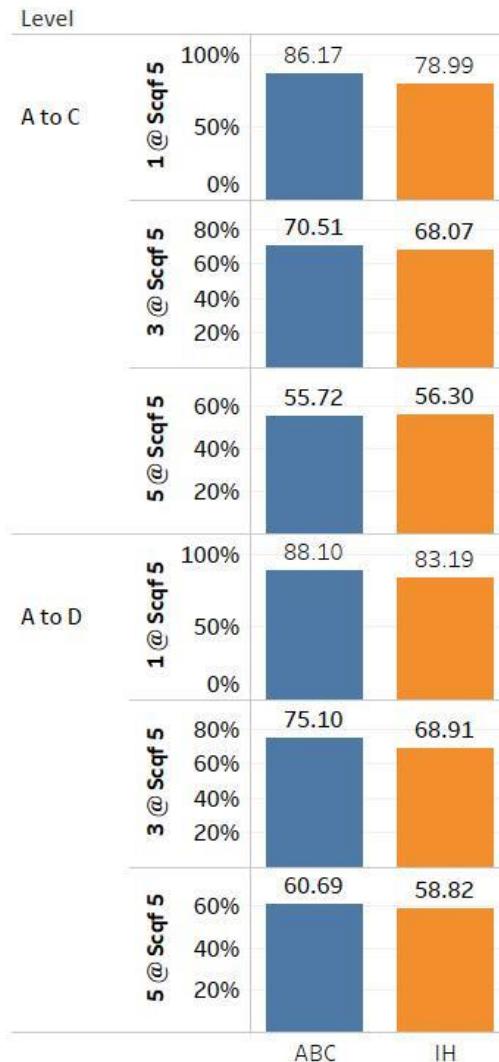
Levels A to D



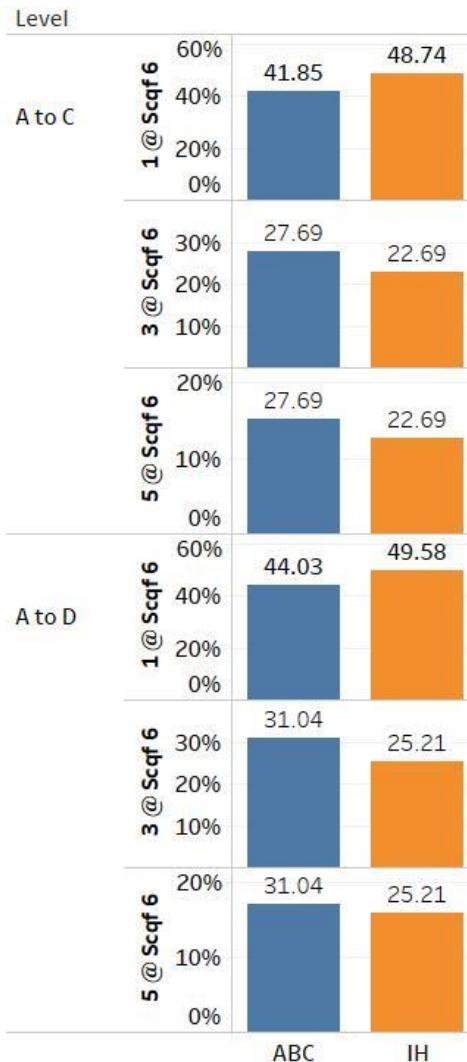
Breadth & Depth

The chart below shows SQA Breadth and Depth information for S4 to S6 (Acc)

SCQF - Level 5



SCQF - Level 6



SCQF - Level 7



Pupil and staff well-being

The lockdown in March has had a significant impact on pupils. We've seen a marked increase in anxiety amongst pupils and an increased lack of resilience. The worst affected group of pupils has been the new S1 pupils, who were not only out of school for nearly 6 months but then moved from Primary to Secondary without the usual transition events. It has also been very difficult for last year's leavers, who not only had the stress of cancellation of exams, followed by the controversy around the results, they have all suffered whether going to university, college, apprenticeships or jobs. The university and college experience has been dire and the loss in opportunities for apprenticeships and jobs has left students in a very difficult situation and there is no doubt there has been an increase mental health issues as a result.

The pressure on staff has been immense. The lack of staffing in 2019/20 session had already placed an enormous toll on teachers but to then have to cope with all the changes to online courses and now to the constant worry of infection in their work place, staff inevitably are feeling burnt out.

Blended and home Learning

During the lockdown, Islay High School used the online platform, Microsoft Teams to deliver courses to students. The staff were extremely adaptable and learnt very quickly how to make the most of the technology. All students had their own devices so that was not an issue for us, unlike most schools. The biggest difficulty was connectivity in many areas on the islands and that was something out of our control and something that need to be addressed urgently to ensure equity for our pupils. Vulnerable pupils were monitored closely with contact made to families on a weekly basis.

Contingency planning

The school is prepared to go back to full lockdown if required or to adopt a blended learning if social distancing is required in schools. For the blended learning, we would alternate with S1 and S2 in one week and S3-S6 the following week, keeping to the same timetable that we operate at present. The pupils not in school would receive their lessons online.

School successes

The biggest success is that, despite all the difficulties with staffing last year, we were able to keep all courses running and no pupils were disadvantaged. In fact pupils achieved very good results in their courses and huge credit must go to the staff for all their hard work under incredibly difficult circumstances.

Overview

Measure	15/16	16/17	17/18	18/19	19/20	% change in Roll over 5 years ¹
Roll (as at census)	216	222	209	199	203	-6.02%
Clothing and Footwear Grant (number of pupils) ³	13	10	13	18	20	
Clothing and Footwear Grant (% of number of pupils)	6.02%	4.5%	6.22%	8.74%	9.62%	
Clothing and Footwear Grant (%) - Authority Average ²	14.31%	12.98%	11.77%	14.59%	15.96%	
Free School Meals (number of pupils) ³	7	7	10	16	16	
Free School Meals (% of number of pupils)	6.02%	3.15%	4.78%	7.77%	7.69%	
Free School Meals (%) - Authority Average ²	11.2%	10.53%	9.45%	11.31%	10.75%	
Free School Meal - National Average for Secondary Schools (%) ⁴	14.2%	14.1%	14.40%	15%	Not available	

Attendance, Absence and Exclusions⁸

Measure	15/16	16/17	17/18	18/19	19/20	Range of Attendance (%) over 5 years ⁸
Attendance:						
Attendance (% of school roll)	92.95%	93.11%	93.89%	93.33%	90.61%	-2.34%
Authorised Absence (% of school roll) ⁸	4.32%	3.93%	4.49%	4.76%	6.83%	
Unauthorised Absence (% of school roll)	1.42%	3.11%	2.40%	1.91%	2.55%	
Attendance Number of Pupils (%) - Authority Average ¹	91.8%	91.58%	91.24%	90.3%	90.01%	
Attendance Number of Pupils (%) - National Average ⁹	not collated	91.2%	Not collated	90.7%	Not collated	

Measure	15/16	16/17	17/18	18/19	19/20 ⁶
Exclusions:					
Exclusion Openings - number	6	5	4	0	0
Exclusion Incidents - number	3	2	1	0	0
Number of Pupils	*	*	*	0	0

Footnotes

¹ Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2015/2016 to 2019/2020 and is not an average.

² averages based on Secondary only

³ FSMCG % based on whole school figures for session

⁴ National average for FSM taken from School Healthy Living Survey Statistics 2019

⁵ Attendance, Absence and Exclusion information is now collected on a biennial basis by Scottish Government.

⁶ Exclusion data taken from Business Intelligence – Session 2019 – EXC 6 Individual School Cumulative Report

⁷ attendance change figure shows percentage of change and is not an average

⁸ 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.

⁹ National attendance statistics taken from Scottish Government Summary statistics for schools in Scotland.