



## School Profile 2019/20

# Tobermory High School Area Committee Report November 2020

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<b><u>School Name</u></b>	Tobermory High School
<b><u>School Address</u></b>	Tobermory, Isle of Mull, Argyll, PA75 6PB
<b><u>Head Teacher</u></b>	Richard Gawthrope (Acting)

### **CONTEXT OF THE SCHOOL**

Information about school context should be included here, including SIMD, PEF funding, staffing and any recent inspection activity. Also include information about your curriculum model and learner pathways.

Tobermory High School is a 3-18 learning community comprising of an ELC Unit, Primary Department and Secondary Department. Currently for Session 2020-21 the school roll is 221 with 20 children in the ELC Unit, 65 in the Primary and 136 in the Secondary Department. Generally, the children in ELC and Primary are drawn from Tobermory and its immediate surrounding area only. We have associate Primaries at Salen, Dervaig, Lochdonhead and Ulva Ferry. The catchment areas are SIMD 6 and 7 but within those areas there are groups significantly above and below this indication. 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 5 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 our shared staff development days which have taken place for the last two years.

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 pupils and others provide support to the full range of students. We are currently recruiting for a Geography teacher.

Our PEF funding amounts to £12921 this session and this is allocated to additional staffing providing one-to-one and small group tuition; tailored teaching support in secondary including a practical course in Sound Production and support given to continue a mentoring programme that was established during lockdown to avoid disproportionate effects through deprivation.

Tobermory High School is committed to developing a cohesive 3-18 provision. The school's Senior Leadership Team (made up of the Head Teacher and two Deputies: one in Primary and one in Secondary) has changed from October 2020 with both the Head and Deputy Head of Primary being acting roles. This session our middle management team has two newly appointed acting Principal Teachers of Guidance who are job sharing. 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: Curriculum; Literacy; Numeracy; and Health and Wellbeing.

The Literacy and Numeracy working groups are developing policies that reflect the work in these areas across the school; Health and Wellbeing is looking at aspects of nurture that can improve our day to day practice and inform the new relationships and behaviour policy; and the Curriculum group has investigated how to develop the number of subjects on offer to the Senior Phase as well as the range of courses on offer. 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 help with finding suitable accommodation for new staff as well as setting up, running and helping with a range of school events.

## Recognising Wider Achievement

Measure	2011/12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Partnership with Argyll College									
<b>Skills for Work:</b>									
Hospitality	5			8		5	3	-	
Engineering	4	4	4	5	10	4	4	-	-
Childcare		4						-	-
<b>Wider Achievement:</b>									
Health and Safety at Work Certificate	26	-	-	-	-	-	-	-	-
SQA Leadership Units		26	20	22	-	-	-	-	-
Sports Leaders Award	26	27				24	5	-	
Modern Languages for Work Purposes	24	24	26	27	26	-	-	24	18
John Muir Awards	24	29	27	45	23	20	28	23	-
Duke of Edinburgh Award S1-6				6	25	29	18	1	-
Saltire Award					16	5	28	-	-
Dynamic Youth Award: Level 1					1	-	-	-	-
Level 2					3	-	-	-	-
Level 3					3	-	-	-	-
SCQF4 Award in Volunteering Skills					-	-	-	9	-
<b>ASDAN</b>									
Foodwise Course					4	-	-	-	-
Careers and Experiencing Work					3	-	-	-	-
Mathematics					2	-	-	-	-
Roadwise					3	-	-	-	-
PSHE Course					3	-	-	-	-

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. In addition to the awards noted above, S3 and S4 pupils complete an SQA accredited unit in RME. Usually, all S4 pupils are presented for SQA certification for the annual work placement that they complete in the summer term, however this did not take place due to the lockdown. S5-6 pupils now have a designated Wider Achievement period each week, where they have the opportunity to complete these awards and have studied Spanish and German as well as course run by West College. 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.

We are working with West College Scotland, students are currently taking the following broad range of courses mostly at SVQ 5 in the following areas: Children and Young People's Mental Health, Diversity in the Workplace, IT Skills, Electrical Safety, Nutrition and Health, Food Hygiene and Financial Management. 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. Our Principal Teacher: Skills Development had as part of his remit which ended in October 2020 to extend our Wider Achievement offer and this resulted in the following courses being run. Practical Cookery, Photography, Sound Production and Psychology.

A number of our students also take on roles in the Student Council, as prefects and/or peer mentors. These responsibilities are all acknowledged at our annual Celebration of Achievement. These pupils are supported throughout by our Pupil Senior Leadership team. Since returning in the new school year, this senior team of pupils have been incredibly supportive of all the new measures and have helped implement the safe day to day procedures required across the school due to Covid-19. Wider achievement is also celebrated regularly on our Facebook page in the absence of fortnightly assemblies. Further to this, pupils have been working as ambassadors in a range of subject areas including Gaelic, PE, Numeracy and Music. This has had to be scaled down to avoid pupil bubbles mixing. This year the school continues its focus on meeting the standards of a Dyslexia Friendly School and we have a group of pupils helping build this positive aspect of our strong ethos for equity. 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.

## School Roll

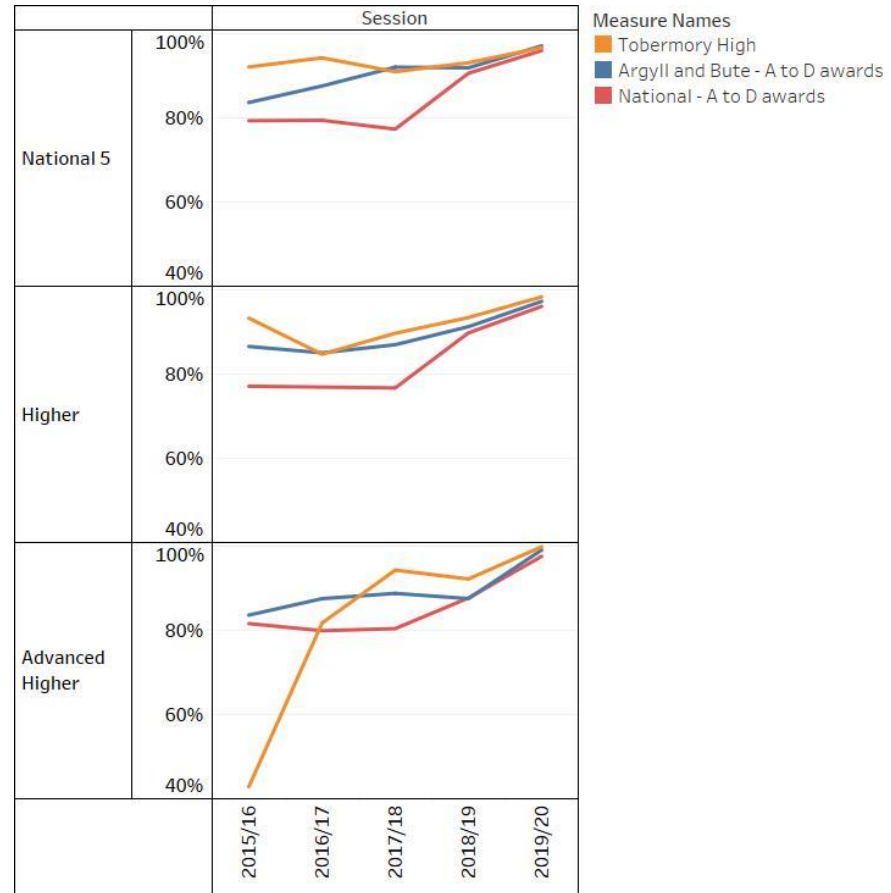
School roll as at Census	S4	S5	S6
2019/20	22	15	20

## SQA Results

### Levels A to C



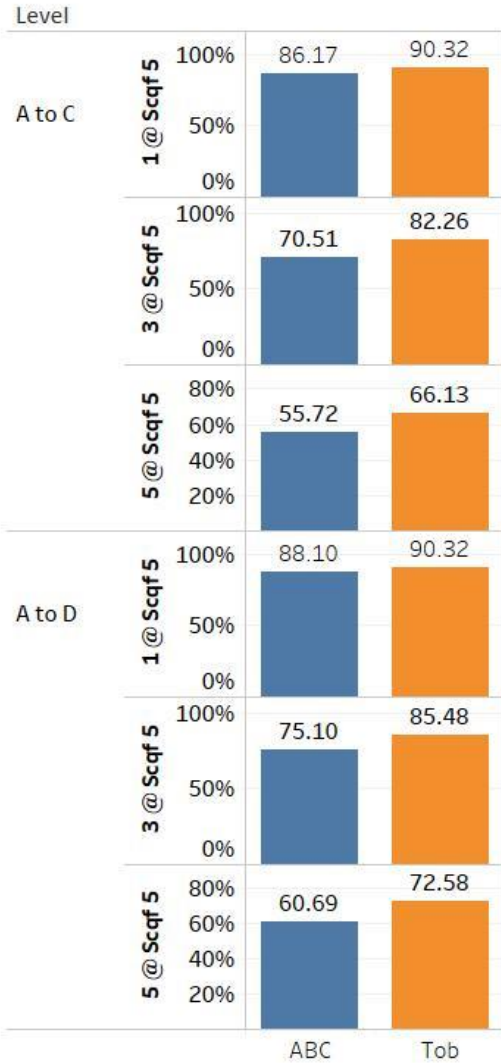
### Levels A to D



## Breadth & Depth

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

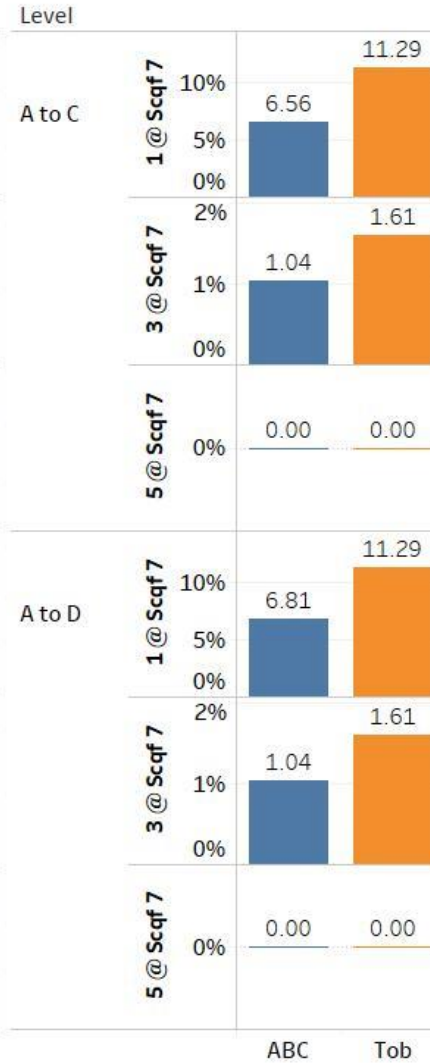
### SCQF - Level 5



### SCQF - Level 6



### SCQF - Level 7



## **Pupil and staff well-being**

This year has been a real challenge that Tobermory High School has responded to positively.

During lockdown, contact with staff was maintained regularly through online faculty meetings. Individual members of staff were often e-mailed or phoned to check on their well-being. Members of the Senior Leadership team were in daily contact with each other as well as checking in on the principal teacher team regularly to ensure that any issues or concerns could be dealt with promptly. The SLT were also in regular contact with the authority through online meetings as well as the other local Head Teachers from the Cluster Primary schools providing a very effective support network.

Contact with pupils and families was maintained through the online learning platforms and through regular direct messages from the Pastoral guidance teacher and other teachers who supported this initiative. Phone calls were made to families and pupils to ensure that they felt supported and gave them the opportunity to ask for help should they require it.

Throughout lockdown, staff contributed to a number of activities, challenges and songs that were shared with pupils and families via the school's Facebook page.

We celebrated achievements online, held virtual assemblies reflecting the core values of the school and had a virtual maths week with a range of numeracy challenges for pupils and families posted online. However, the activity that seemed to attract the most interest was our virtual sports week. This involved pupils challenging themselves to take part in a range of activities setting records and gaining house points. This event also involved the wider community as the house colours were displayed across the island in a number of creative ways to show support of the house teams.

To aid transitions and reduce the anxieties of the new S1 pupils joining the school, a virtual transition project took place online with all of our new pupils contributing work towards a time capsule.

A short song and video involving many of the staff was produced to wish our departing P7s good luck as they moved into S1. They also attended a socially distanced leavers event to allow them the opportunity to read out special leavers speeches that they had written during lockdown.

As a school we were deeply saddened by the death of one of our colleagues Colin Buchanan. Some members of staff managed to attend his funeral and a memorial service was held in school to mark the contributions that he had made to the school.

Since returning to school we have continued to promote positive Health and Wellbeing and held a number of house events and non-uniform day to raise money for charities and school funds.



## **Blended and home Learning**

During lockdown the school was open as Hub and as the centre for the distribution of free school meals on the island. Staff from across the island worked in the Hub and the canteen was supported by members of the local community to deliver school meals across the North of the island. Resource packs including paper, card and stationary were sent home to all Primary aged pupils to support the online learning taking place. Digital resources such as laptops and WiFi dongles were sent out to support families who hadn't access to appropriate resources to access the online learning. These were delivered to families by staff and members of the community.

From the start of lockdown, we maintained teaching and learning using different methods at each stage.

ELC used a closed Facebook page to keep in touch with families sharing activities, stories and information. Families contributed regularly to this page and often used the private message facility to contact staff about concerns that they may have had or to request additional resources. The work of pupils was regularly posted such as the sharing of nursery rhymes and photos. The pupils also managed to share clips of them singing a song, led by one of our ELC Childcare and Education Workers, which was then edited by one of our senior pupils. Primary used the SeeSaw app to share work and this allowed pupils to respond to challenges in a creative way with many pupils sharing videos of experiments and work that they had created.

Secondary classes used Google classroom to share work and some live lessons were trialled with senior pupils as lockdown continued. Throughout the lockdown we had very good engagement from pupils which we monitored carefully following up any concerns. On all of these platforms there was regular dialogue between staff, pupils and their families.

## **Contingency planning**

The careful planning that took place prior to the return of schools in August has helped us prepare for a range of possible outcomes that we may encounter going forwards. Full risks assessment planning has taken place and been shared with staff, pupils and families so that everyone is aware of the range of measures that have been taken to mitigate the risks that we face. We have contingency plans in place to deal with a range of eventualities that are underpinned by authority guidance. We are prepared for staff and pupil absence and are ready to deal with a full or partial closure of the school as we are able to return to either a remote or blended model of learning as required.

From the lessons we learnt over lockdown we are aware of many of the families that will require additional support and in some cases support, such as access to laptops, has remained in place. Staff and pupils' skills have developed through the usage of the online materials and additional training on the use of online platforms has also been made available to staff to further develop their skills in these areas.

## **School successes**

Throughout lockdown the school and community demonstrated very good partnership working. An effective Hub school was available to those that needed it, free school meals were delivered across the North of the island to those requiring them, resources provided and most importantly regular contact was maintained with pupils and families. During this period of time the school has also seen several members of staff retire and we have been fortunate to recruit new staff into these positions.

All the staff within the school have successfully adapted to a new way of teaching and learning demonstrating a huge capacity for change in a short period of time. This has been challenging at times but their dedication and commitment to support the pupils, families and each other during these times deserves commendation.

The school has continued to invest in new technology and has now supplied each pupil in secondary with their own laptop for use in school. Fifteen new interactive boards have been purchased for classrooms which are used, not only daily in lessons but, to connect with partners from outside the school who would usually visit.

As a school we have tried to maintain many established events and links, albeit with a slightly different approach. Our inter-house cross country race was still able to go ahead with all the secondary pupils taking part in the event.

Chief Chebe joined an S3 and S4 RMPS lesson to discuss prejudice, discrimination and respect and to share a story about a greedy spider with ELC. Classes have also been joined by Locum Minister Liz Gibson by video to discuss charity.

Our Remembrance service took place in a different way this year with members of S3 producing a video of a wreath laying ceremony at the local war memorial to share in all classes prior to the two-minute silence that was observed across the school.

Gaelic week took place in school with a number of activities aimed at promoting awareness of the Gaelic language and culture. This included socially distanced social dancing, which took place on our all-weather pitch.

We have managed to continue to work in partnership with our Active Schools Coordinator to train senior pupils as Sports Leaders.

On Halloween, events were held in ELC and Primary to allow pupils an opportunity to dress up and take part in a number of games in their social bubble which helped them celebrate Halloween in a way that was not possible in the community this year.

Musicians in secondary have taken part remotely in events working with the Mull Music Makers who held virtual fiddle lessons.

Socially distanced drama sessions have also been held for Primary classes allowing them to work outside with Andi Stevens from Mull Theatre.

Our annual walk up Ben More with the new S1 still managed to take place slightly later than planned in October supported by school staff; active schools coordinators; and mountain leaders and senior pupils.

## Overview

Measure	15/16	16/17	17/18	18/19	19/20	% change in Roll over 5 years <sup>1</sup>
Roll (as at census)	139	138	143	126	132	<b>-5.04%</b>
Clothing and Footwear Grant (number of pupils) <sup>3</sup>	15	8	8	11	10	
Clothing and Footwear Grant (% of number of pupils)	10.79%	5.80%	5.59%	8.4%	37.04%	
Clothing and Footwear Grant (%) - Authority Average <sup>2</sup>	14.31%	12.98%	11.77%	14.59%	15.96%	
Free School Meals (number of pupils) <sup>3</sup>	8	5	5	9	*	
Free School Meals (% of number of pupils)	5.76%	3.62%	3.50%	6.87%	*	
Free School Meals (%) - Authority Average <sup>2</sup>	11.2%	10.53%	9.45%	11.31%	10.75%	
Free School Meal - National Average for Secondary Schools (%) <sup>4</sup>	14.2%	14.1%	14.40%	15%	Not available	

## Attendance, Absence and Exclusions<sup>8</sup>

Measure	15/16	16/17	17/18	18/19	19/20	Range of Attendance (%) over 5 years <sup>8</sup>
<b>Attendance:</b>						
Attendance (% of school roll)	93.63%	93.42%	91.52%	92.02%	91.68%	<b>-1.95%</b>
Authorised Absence (% of school roll) <sup>8</sup>	2.11%	5.58%	6.34%	4.93%	5.96%	
Unauthorised Absence (% of school roll)	1.24%	1.00%	2.13	3.05%	2.30%	
Attendance Number of Pupils (%) - Authority Average <sup>1</sup>	91.8%	91.58%	91.24%	90.3%	90.01%	
Attendance Number of Pupils (%) - National Average <sup>9</sup>	not collated	91.2%	Not collated	90.7%	Not collated	

Measure	15/16	16/17	17/18	18/19	19/20 <sup>6</sup>
<b>Exclusions:</b>					
Exclusion Openings - number	12	0	0	0	20
Exclusion Incidents - number	5	0	0	0	5
Number of Pupils	*	0	0	0	*

## **Footnotes**

<sup>1</sup> 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.

<sup>2</sup> averages based on Secondary only

<sup>3</sup> FSMCG % based on whole school figures for session

<sup>4</sup> National average for FSM taken from School Healthy Living Survey Statistics 2019

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

<sup>6</sup> Exclusion data taken from Business Intelligence – Session 2019 – EXC 6 Individual School Cumulative Report

<sup>7</sup> attendance change figure shows percentage of change and is not an average

<sup>8</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>9</sup> National attendance statistics taken from Scottish Government Summary statistics for schools in Scotland.