

## School Profile 2019/20



## Oban High School Area Committee Report March 2021

## **School Profile 2019/20**

<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

### **CONTEXT OF THE SCHOOL**

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 HMle. 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.

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. Mental Health and Wellbeing Award, YASS, Duke of Edinburgh).

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. This session we also introduced our School of Shinty which has the same aims as our School of Rugby.

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.

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 in each of the last 5 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 5 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. Last session we continued to deliver Foundation Apprenticeships in Business Skills and Children and Young People and added an additional Foundation Apprenticeship in Engineering. These qualifications can be up to the equivalent of two Highers, with work experience and theoretical work taking place hand in hand in an effort to bridge the gap between education and employment.

## **OHS and THS – Working in Partnership**

2019/20 – NPA Painting OHS to Tiree

- Higher Business OHS to Tiree
- National P.E OHS to Tiree
- National 5 Computing OHS to Tiree
- NPA Games Design OHS to Tiree

2020/21 – OHS to THS

Higher Business, Higher Physics, NPA Radio Broadcasting and Journalism, NPA Games Design, Nat 5 Chemistry, Nat 5 Physics, Nat 5 Childcare

2020/21 – THS to OHS

Nat 5 Biology and Nat 5 Music Technology.

Therefore, we are now seeing the benefits of a two way partnership with courses being delivered by VC from both Oban and Tiree.

## A Broad Curriculum at Oban and Tiree High School

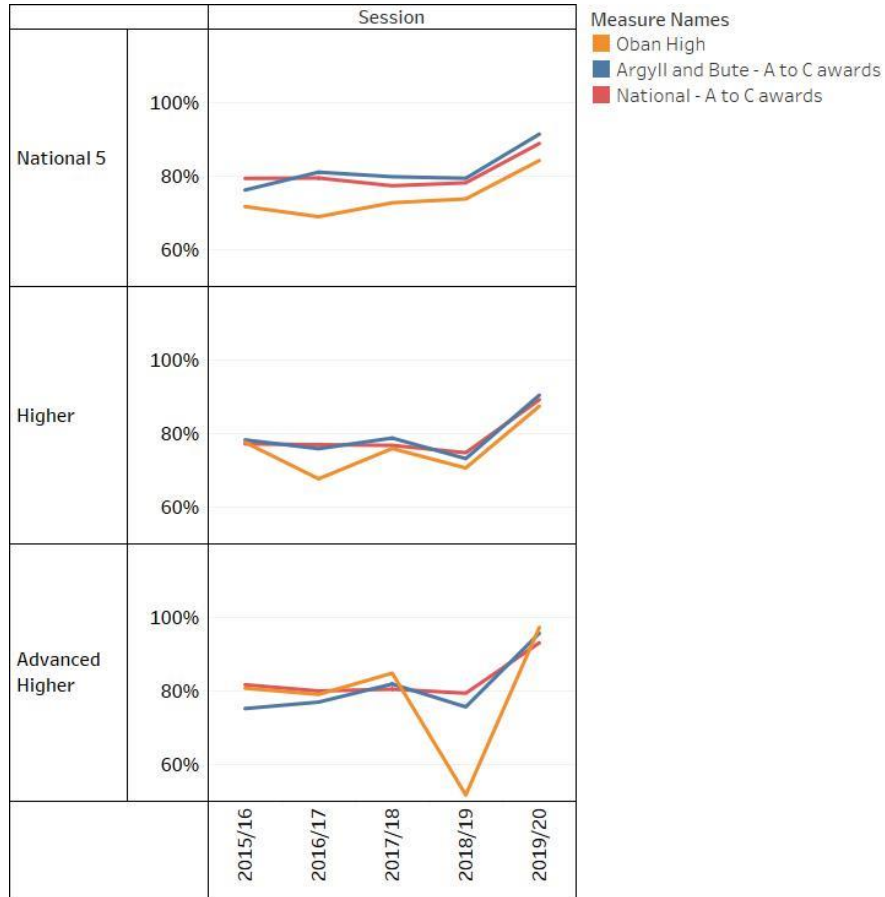
Subject	Awarding Body	Subject	Awarding Body
Acting and Performance NPA	SQA SCQF Level 6	Graphic Communication	SQA National 5, Higher
Administration and IT	SQA National 3, 4, 5, Higher	Hairdressing	Skills for Work SCQF Level 4-5
Analysing Media Content	SQA National 3	Health and Food Technology	SQA National 4, 5, Higher
Application of Mathematics	SQA National 3, 4, 5	Health and Social Care	Skills for Work SCQF Level 5-6
Art and Design	SQA National, 1, 2, 3, 4, 5, Higher, AH	History	SQA National 3, 4, 5, Higher, AH
ASDAN: Towards Independence	ASDAN	Home Economics	SQA National 1, 2, 3
Aquaculture	Skills for Work SCQF Level 5	Hospitality: Practical Cookery	SQA National 3, 4, 5
Automotive Skills	Skills for Work SCQF Level 4	Internet Safety	SQA SCQF Level 4
Bakery NPA	SQA SCQF Level 4	Journalism NPA	SQA SCQF Level 6
Beauty and Make-up Skills	SQA National 5	Leadership	SQA SCQF Level 6
Beekeeping	SQA SCQF Level 5, H	Application of Mathematics	SQA National 4, 5
Biology	SQA National 4, 5, Higher, AH	Marine Skills	Skills for Work Level 5
British Sign Language	SQA National 3	Mathematics	SQA National 3, 4, 5, Higher, AH
Business Management	SQA National 4, 5, Higher	Media Studies	SQA National 2, 3
Business Skills	Foundation Apprenticeship	Mental Health and Wellbeing	SQA SCQF Level 5
Business Skills	Foundation Apprenticeship	Modern Studies	SQA National 4, 5, Higher, AH
Caritas	SCES (pupils also gain their SQA Level 6)	Music	SQA National 4, 5, Higher, AH
Carpentry and Joinery NPA	SQA SCQF Level 5	Music Performance NPA	SQA SCQF Level 6
Children and Young People	Foundation Apprenticeship (1 & 2 Year model)	Musical Theatre NPA	SQA SCQF Level 6
Chemistry	SQA National 4, 5, Higher, AH	Performance Development	SQA SCQF Level 5
Childcare	SQA SCQF 5/6	Personal and Social Development Units	SQA National 1, 2, 3
Community Achievement	Glasgow Kelvin College SCQF 4-7	Personal Finance	SQA SCQF Level 4-5
Computing Science	SQA National 4, 5, Higher	Physical Education	SQA National 4, 5, Higher
Construction	Skills for Work SCQF Level 5	Physics	SQA National 4, 5, Higher, AH
Construction Crafts NPA	SQA SCQF Level 4-5	Polish	GCSE/A Level
Cosmetology	Skills for Work SCQF Level 4-6	Practical Craft Skills	SQA National 2
Customer Service: Principles and Practice	SQA SCQF Level 5	Practical Woodworking	SQA National 3, 4, 5
Creative Arts	SQA National 2	Radio Broadcasting NPA	SQA SCQF Level 5
Dance	SQA National 4, 5, Higher	Religion Belief and Values	SQA SCQF Level 5/6
Drama	SQA National 4, 5, Higher	RMPS	SQA National 4, 5, Higher
Early Education and Childcare	Skills for Work SCQF Level 4 and 5	Rural Skills – Animal Care	Skills for Work SCQF Level 4
Employability	SQA SCQF 3/4	Safe Road User	SQA SCQF Level 4
Engineering	Skills for Work SCQF Level 5	Saltire	Saltire Awards (hours based)
Engineering	Foundation Apprenticeship	Science in the Environment	SQA National 2, 3
English	SQA National 3, 4, 5, Higher, AH	Science Practical Experiments	SQA National 1, 2, 3
English and Communication	SQA National 2	Scots Language	SQA SCQF Level 3-6
English for Speakers of other Languages	SQA Higher	Scottish Baccalaureate	SQA SCQF Level 7
Environmental Science	SQA National 4, 5, Higher	Scottish Studies	SQA SCQF Level 4-6
Events Management NPA	SQA SCQF Level 4	Social Subjects People and Places	SQA National 2, 3

## School Roll

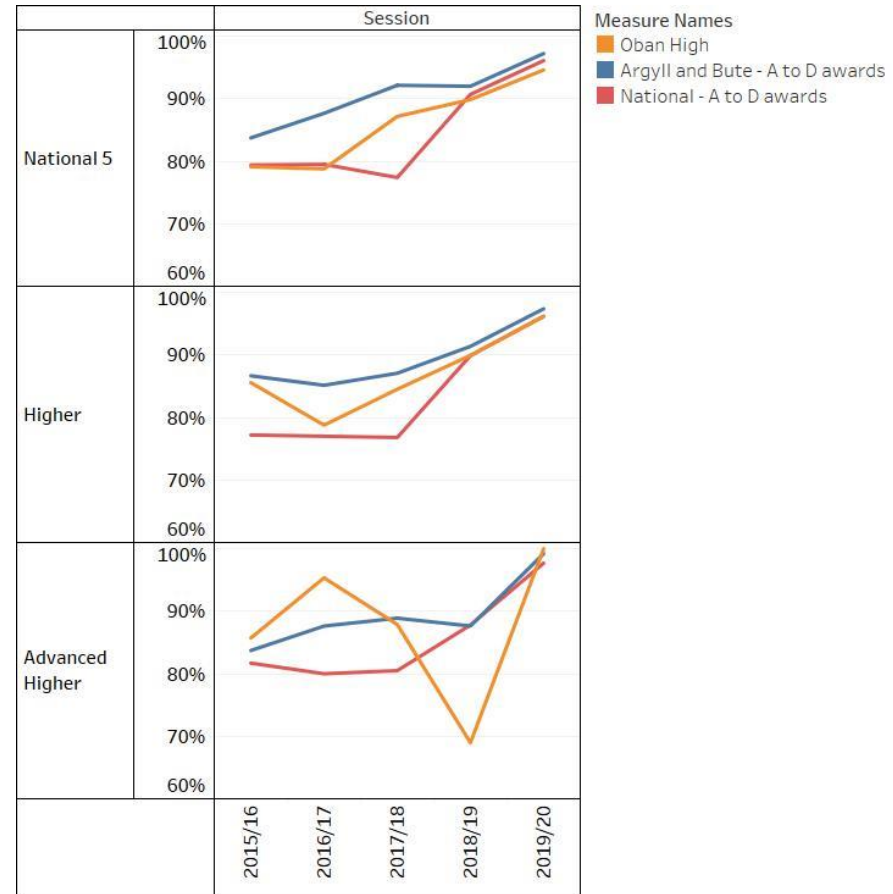
School roll as at Census	S4	S5	S6
2019/20	157	147	97

## SQA Results

### Levels A to C



### Levels A to D



## **Summary**

The following information has already been provided in a more expansive form to elected members invited to an attainment meeting. However, since that meeting we have received guidance from the Scottish Government which states that Insight data cannot be shared publicly.

In session 2019 to 20 pass rates at Oban High school rose at all levels at A to C and A to D. National 5 passes increased by 10%, Higher passes by 17% and Advanced Higher by 45%. This was after a rigorous moderation process with both internal and external procedures in place.

Further attainment data shows us that our overall attainment is strong in S5 and S6. The recent change to the curricular structure in S4 which will allow our pupils to sit 7 and up to 8 National 5 qualifications will also see an improvement to National 5 overall attainment for our pupils.

We have worked hard to improve the attainment of our most deprived pupils and we can evidence that our pupils from our most deprived areas performed as well as or better than the National average.

Our performance in Literacy and Numeracy continues to be strong with 92% of our pupils achieving SCQF Level 4 and 72% achieving SCQF Level 5.

For Breadth and Depth, our attainment is above our comparators for 5 + Level 5 and 5 + Level 6, despite significant numbers of young people choosing from a wider suite of courses not contributing to these figures.

For wider achievement, statistical evidence shows that our pupils engage in significantly higher levels and across a wider suite of qualifications than the majority of schools nationally. This traditionally leads to, as previously published, a consistent trend of very high positive destinations for our young people.



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

Please use the link below to access our Health and Well-Being Policy

[Health and Wellness policy 2020](#)

## **Blended and home Learning**

In August 2020 we adapted our timetable to enable us to provide blended and home learning should the need arise. These extensive adaptations also allowed for Covid 19 Health and Safety issues. The entire structure of the school day was altered to minimise movement around our building and keep our pupils in safe bubbles, including staggered breaks, lunches and finish times.

Please use the links below to access our Remote Learning and Risk Assessment documents:

[Remote Learning - making every lesson count](#)

[COVID-19 Risk Assessment Jan 2020](#)

## **Contingency planning**

Please use the link below to access our Planning document:

[Planning for recovery - engaging in a slow hurry](#)

Measure	15/16	16/17	17/18	18/19	19/20	% change in Roll over 5 years <sup>1</sup>
Roll (as at census)	954	887	874	907	910	-4.61%
Clothing and Footwear Grant (number of pupils) <sup>3</sup>	106	82	78	81	118	
Clothing and Footwear Grant (% of number of pupils)	11.29%	9.24%	8.92%	8.64%	12.54%	
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>	73	67	63	68	79	
Free School Meals (% of number of pupils)	7.77%	7.55%	7.21%	7.25%	8.39%	
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)	91.36%	89.60%	89.71%	89.46%	88.62%	<b>-2.74%</b>
Authorised Absence (% of school roll) <sup>8</sup>	6.90%	6.77%	6.40%	7.52%	8.34%	
Unauthorised Absence (% of school roll)	1.72%	3.61%	3.85%	2.97%	3.01%	
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	89	55	112	173	55
Exclusion Incidents - number	29	23	31	51	20
Number of Pupils	20	20	23	32	14

## **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.