

## School Profile 2020/21

# Islay High School Area Committee Report November 2021



**School Name** Islay High School  
**School Address** Bowmore, Isle of Islay, Argyll, PA43 7LS  
**Head Teacher** 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 £6,200 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 has a high percentage of pupils with ASN. One third of the school roll have ASN and this includes two autistic pupils with severe and complex needs, whose behaviour regularly results in harm to staff and damage to property. 37 pupils, nearly one fifth of the school roll have child plans.

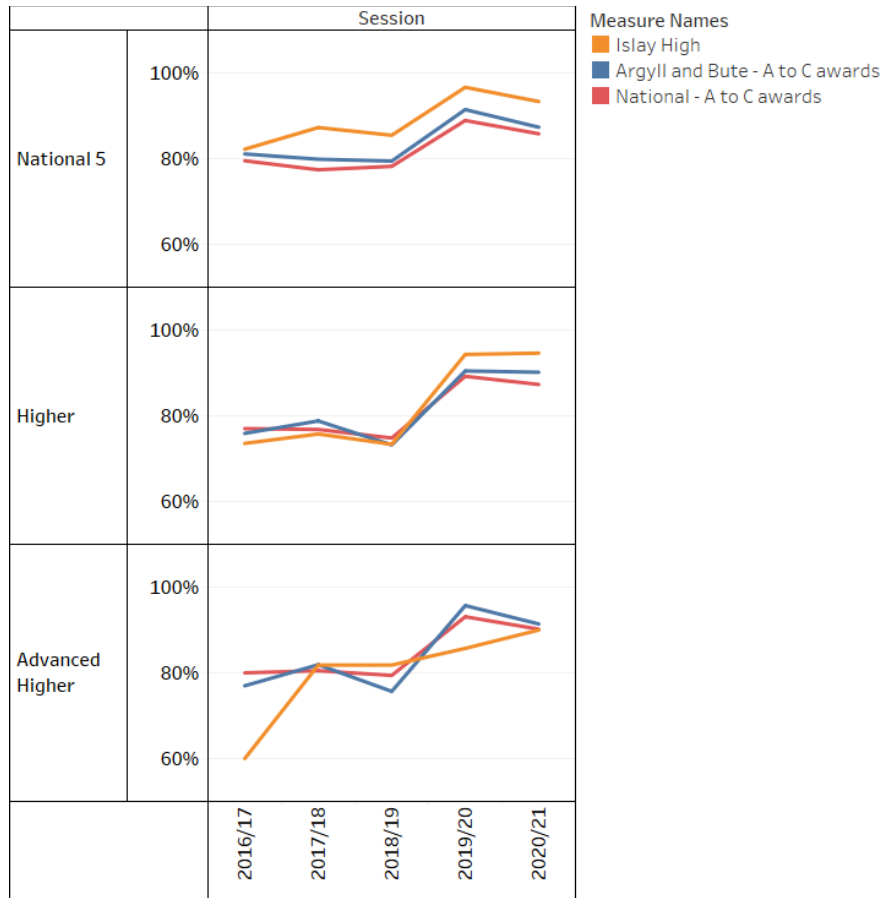
## Recognising Wider Achievement

<b>Description of course</b>	<b>Level</b>	<b>Results</b>
Computer Game Development	Level 6	1 Pass, 1 DNF
NPA Beauty	Level 4	4 Passes
Hairdressing SFW	Level 4	2 Passes, 1DNF
NPA Business	Level 5	
NPA Business	Level 6	

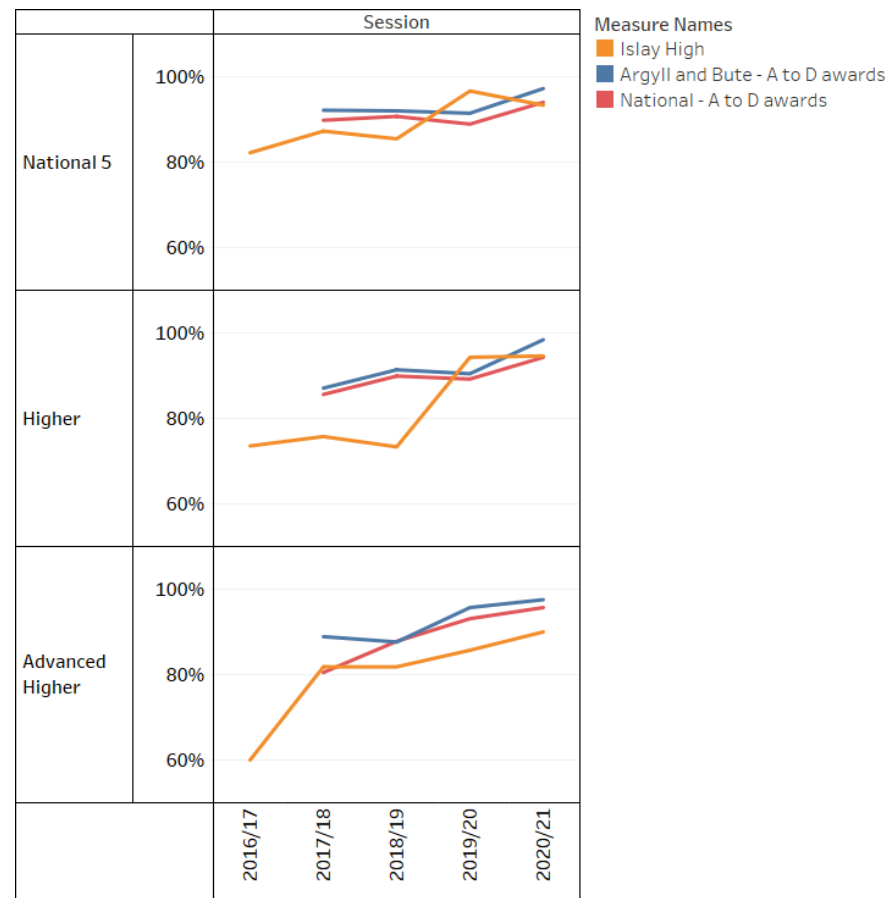
Disappointingly, we had pupils timetabled to also do Construction and Hospitality but Argyll College were not able run these courses due to a lack of tutors.

## SQA Results

### Levels A to C



### Levels A to D

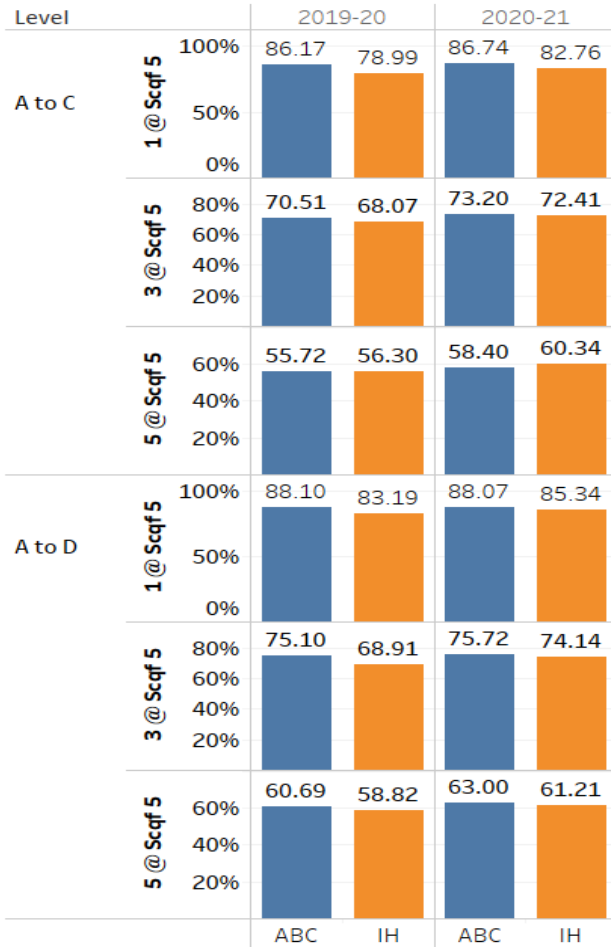


As you can see the percentage pass rates for Higher and National 5 are very good and significantly surpass the Argyll and Bute as well as the National averages. However, this is not a particularly valuable measure of attainment. The Advanced Higher results are not statistically significant due to the low numbers taking these courses.

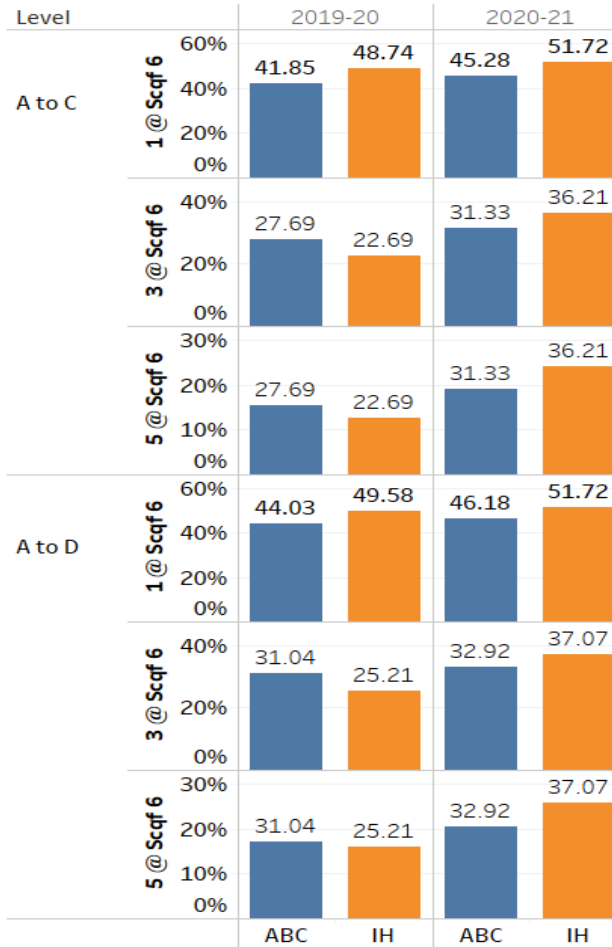
## Breadth & Depth

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

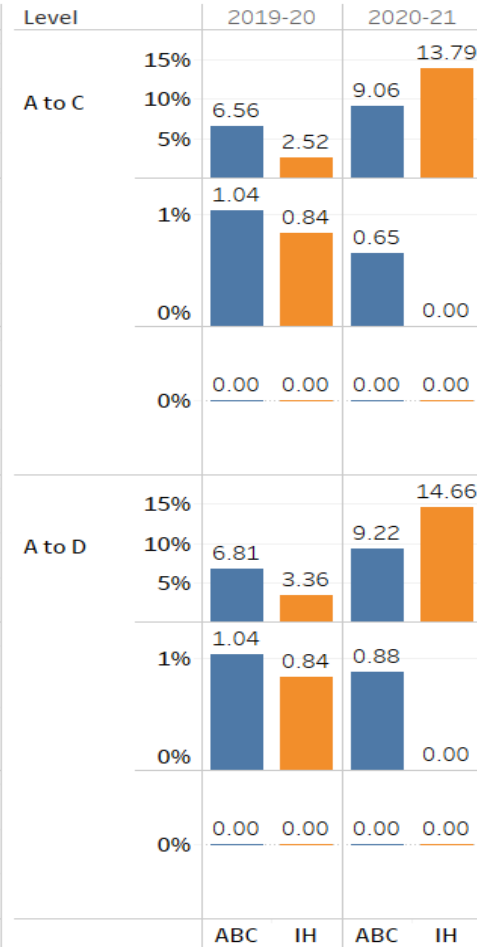
### SCQF - Level 5



### SCQF - Level 6



### SCQF - Level 7



There is a marked increase in SCQF values from 2019 to 2020 at National 5 and an even more marked increase at Higher level. This can be attributed to changes in ability levels between cohorts. In addition to that, attainment was assessed differently from 2020 to 2021 and therefore it is very difficult to make any valid conclusions.

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

The majority of pupils have come through the two lockdowns, together with the blended and home learning, incredibly well and have shown tremendous resilience in doing so. However, a small but significant number of pupils have struggled and there is clearly an increase in anxiety and stress among this group of pupils. We are now also seeing an increase in school refusers and attendance has dropped as a result. Every effort is being made to support these pupils and the school is using all available resources (PEF funding) and partners (School nurse, MAYDS counsellors, A&B counsellors, Educational Psychologist and CAMHS) to provide this support.

The staff, both teaching and non-teaching, have been remarkable. They have pulled all the stops out to ensure that whatever the circumstances, the teaching has continued, the pupils (and their families) have been supported whether that be in school or at home. Incredibly, despite the enormous challenges, the rapid changes and the stresses of the situation, the morale and wellbeing amongst the staff has remained high. They all deserve a huge amount of praise and I cannot thank them enough for all the effort that they have put in over the last year or two.

## **Blended and home Learning**

The school adopted Microsoft Teams to deliver courses during the two lockdowns for home learning as well as during the period of blended learning. This generally worked very well. Separate timetables were set up for the period of home learning during the lockdown and for the period of blended learning. Teachers adapted and learnt very quickly how to make the most of MS Teams. Fortunately all our pupils are issued with their own tablet devices so that was never an issue. The main issue for a small minority of families was poor connection on the island in specific areas and this has not been resolved.

## **Contingency planning**

Should we need to, the school could easily go back to a blended learning or home learning situation if required. Timetables are set up and ready to go.

## **School successes**

The biggest success has been how well the school community has pulled together through this pandemic and we're coming out of this pandemic stronger and more resilient as a result.

## Overview

Measure	16/17	17/18	18/19	19/20	20/21	% change in Roll over 5 years <sup>1</sup>
Roll (as at census)	222	209	199	203	211	-4.95%
Clothing and Footwear Grant (number of pupils) <sup>3</sup>	10	13	18	20	19	
Clothing and Footwear Grant (% of number of pupils)	4.5%	6.22%	8.74%	9.62%	8.72%	
Clothing and Footwear Grant (%) - Authority Average <sup>2</sup>	12.98%	11.77%	14.59%	15.96%	15.45%	
Free School Meals (number of pupils) <sup>3</sup>	7	10	16	16	14	
Free School Meals (% of number of pupils)	3.15%	4.78%	7.77%	7.69%	6.42%	
Free School Meals (%) - Authority Average <sup>2</sup>	10.53%	9.45%	11.31%	10.75%	12.34%	
Free School Meal - National Average for Secondary Schools (%) <sup>4</sup>	14.1%	14.40%	15%	15.6%	Not available	

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

Measure	16/17	17/18	18/19	19/20	20/21	Range of Attendance (%) over 5 years <sup>8</sup>
<b>Attendance:</b>						
Attendance (% of school roll)	93.11%	93.89%	93.33%	90.61%		
Authorised Absence (% of school roll) <sup>8</sup>	3.93%	4.49%	4.76%	6.83%		
Unauthorised Absence (% of school roll)	3.11%	2.40%	1.91%	2.55%		
Attendance Number of Pupils (%) - Authority Average <sup>1</sup>	91.58%	91.24%	90.3%	90.01%		
Attendance Number of Pupils (%) - National Average <sup>9</sup>	91.2%	Not collated	90.7%	Not collated		

Measure	16/17	17/18	18/19	19/20	20/21 <sup>6</sup>
<b>Exclusions:</b>					
Exclusion Openings - number	5	4	0	0	0
Exclusion Incidents - number	2	1	0	0	0
Number of Pupils	*	*	0	0	0

The drop in attendance from 2019/20 to 2020/21 will primarily be down to the increased anxiety and stress levels on a significant number of pupils. I would expect the attendance levels to drop even further in 2021/22.

For the third year running, we have avoided any need for exclusions.



## **Footnotes**

<sup>1</sup> Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2016/17 to 2020/21 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 2020

<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 2020 – 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.