



School Profile 2020/21

Tobermory High School Area Committee Report November 2021

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

CONTEXT OF THE SCHOOL

Tobermory High School is a 3-18 learning community on the Isle of Mull. In session 2020/21 there were 28 pupils enrolled in ELC, 66 in Primary across three composite classes and 136 in Secondary. Pupils attending ELC and Primary are usually based in Tobermory while the Secondary School serves the North of Mull, with associated primary schools of Lochdonhead, Salen, Ulva Ferry and Dervaig. The catchment areas are SIMD 6 and 7 but within those areas there are groups significantly above and below this indication. There were also 5 pupils attending on placing requests from Highland Council.

At Tobermory High School our core purpose is Valuing Achievement, Valuing Community. Our vision is to create a 3-18 learning community that is respected and active in the wider community and which prepares all students with the knowledge, skills and attitudes for learning, life and work in the modern world. This vision is underpinned by the following values: Respect, Resilience, Confidence, Collaboration and Creativity.

Our staff and pupils show great commitment towards our vision and values and invest hugely in our young people. Collaborative working of staff has been a very positive feature throughout last year to cope with the many demands that the school community faced. There has been an intensive focus on curriculum developments to align the school day with other secondary schools within Argyll and Bute and with a restructuring of the curriculum to increase pupil choice.

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 Deputes: one in Primary and one in Secondary) has changed from October 2020 with both the Head and Depute Head of Primary being acting roles. This session our middle management also has two acting Principal Teachers of Guidance who are job sharing and due to a maternity cover there is an acting Principal Teacher in the Creative and Technology Faculty. A new permanent Head Teacher has now been appointed and is due to be in position in January 2022.

Collaborative working remains a very positive aspect of the school with Working Groups include staff from the Primary and Secondary departments. The foci of these Working Groups for this session are: Curriculum Review, Assessment and Data, Nurture and Relationship Policy and Developing the Young Workforce. The Curriculum Review group are looking at the impact of curriculum changes made across the school and will be gathering the views of pupils, staff and parents; The Assessment and Data group is looking at how data is used and shared to improve outcomes for pupils; The Nurture and Relationships Policy group are implementing the policy and practice of the school as a Nurture School including the establishment of wider Nurture Groups to support a range of pupils; The Developing the Young Workforce group is reviewing curriculum links across the school and developing links between school, employers and the wider community.

Our PEF funding amounts to £15499 this session and this is allocated to provide additional support staff in primary and secondary to provide a range of interventions including Nurture Group sessions, in-class support, Breakfast Club and Homework Club. Mentoring has also been a strong feature of our PEF programme over the past year to avoid disproportionate effects through deprivation and this has been provided by support staff and teachers within Pupil Support, resources to support activities, such as baking, and visits or the engagement of Outdoor Learning Facilitators to support identified groups in Primary and Secondary.

Funding has also been allocated to the purchase of a suitable reading scheme to support reluctant readers, resources to support differentiation and online learning as well as the subscription to SeeSaw to maintain and develop home school links in Primary.

There are currently twenty-four teaching staff, supported by a learning support teacher. In addition, there are three Childcare and Education workers in our ELC unit and two ASN assistants working across our 3 – 18 learning community, all of whom are supported by classroom assistants, clerical, janitorial and catering staff.

We have a very supportive and active Parent Council. It supports the school in its aims to ensure that all parents are included in aspects of their child's education. The Parent Council is kept fully informed on issues relating to building, staffing, curriculum and the budget. They are also the representative body in terms of any consultative processes and are kept informed of the school's progress in relation to the improvement plan.

The Parent Council holds a variety of fundraising activities that contribute funds toward the work of the school and supported the school during the curriculum development work and during the pandemic.

Since August 2021, the school has been hosting Salen Primary School in Tobermory High School due to extensive improvement works that are taking place at Salen. Through careful planning and timetabling this has run smoothly despite the pressures it has put on available space. Salen Primary School are due to move back into their own building ready for the 7th January 2022.

Over this year we have consulted with stakeholders and aligned our start and finish times to other school within our identified secondary cluster as well as change from six to five periods in a day. This alignment helped us to improve our National 5 offer from 6 subjects up to 7 subjects increasing breadth of choice, offer a greater number of college courses and increase the number of National Progression Awards on offer improving outcomes for learners.

Through this time, school has been well supported by members of the Education Management Team and the regular online meetings have been productive and appreciated.

Recognising Wider Achievement

Measure	2011/12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Partnership with Argyll College										
Skills for Work:										
Hospitality	5			8		5	3	-	8	13
Engineering	4	4	4	5	10	4	4	-	-	-
Childcare		4						-	-	-
Computer Games Development										3
Aquaculture and Maritime Skills										7
Higher Psychology										3
Higher Sociology										1
Partnership with UHI										
Business Foundation Apprenticeships										1
Wider Achievement:										
Sports Leaders Award	26	27				24	5	-		19
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	-	33

Over the past five 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. 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 Covid restrictions in place. S5-6 pupils now have a designated Wider Achievement period each week, where they have the opportunity to complete these awards. S6 pupils also have the opportunity to study Higher courses through Argyll College: currently our most popular courses are Psychology and Sociology. Tobermory High School has a strong sporting reputation and again individuals have been supported by the school to complete various leadership and coaching awards within their chosen sport. We have a number of pupils who regularly compete at local and international level in sports such as badminton, swimming and triathlon and have recognised this through the timetabling allowing them to follow 6 National 5s instead of 7 which gains time for them to catch up on work missed when they are attending competitions.

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 Science. 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
2020/21	26	19	13

SQA Results

Levels A to C



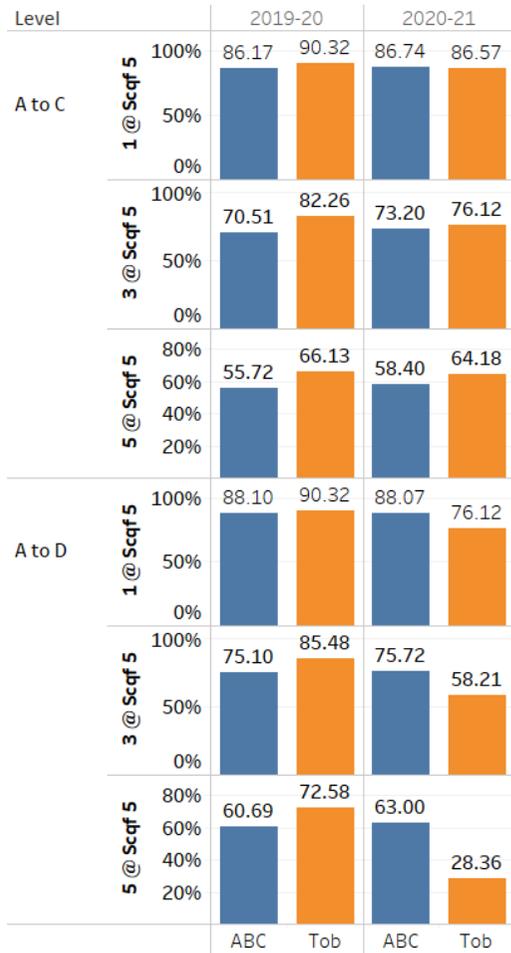
Levels A to D



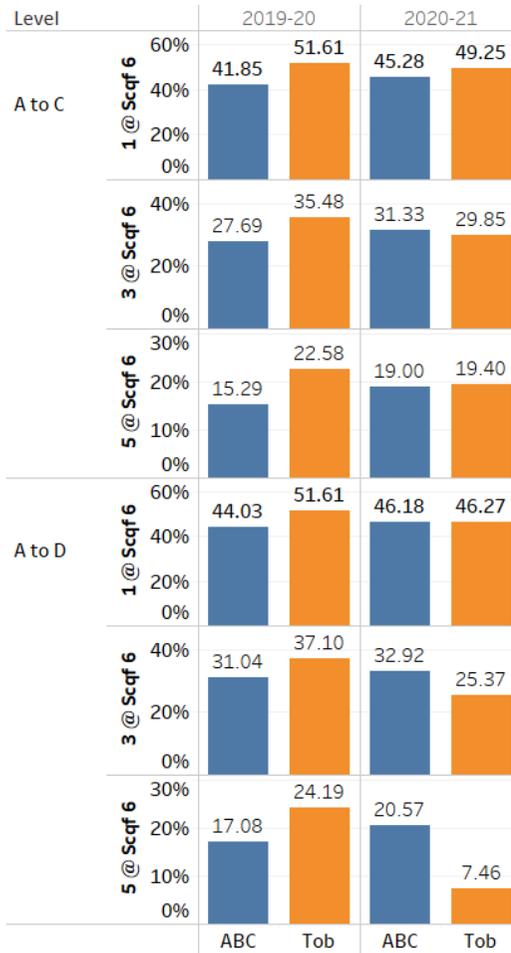
Breadth & Depth

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. From the initial return in August to the lockdown in January and the return of face to face learning shortly after has provided challenges but effective communication with all stakeholders has helped to make this as smooth as possible.

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.

To aid transitions and reduce the anxieties of the new S1 pupils joining the school we managed to run our transition week which included them all climbing Ben More, the island's only munro.

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.

Over the course of this year staff have been required to self-isolate as a result of Covid. This has increased the cover requirement of staff placing additional pressures on them during what are already challenging times.

There has been significant change over the year in regards to curriculum alignment, staffing and the Salen Decant. Staff have been put through a lot but things are beginning to stabilise as the school moves forwards.

Blended and Home Learning

During lockdown the school was open with SLT and other key staff in daily providing a Hub and as a 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 with regular live lessons.

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. The use of these technologies has continued and become a regular part of our day to day teaching.

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 the year and especially through 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.

All the staff within the school have successfully adapted to many changes over the course of the last year 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 ensured that each pupil in secondary has their own laptop for use in school, supplied laptops and chrome books to those who required access at home, increased our capacity for VC learning facilities within the school and installed new interactive boards in the majority of classes.

Aligning the timetable and increasing the potential learner pathways has been a significant part of the whole school development this year and this has seen us increase the number of National 5s pupils take from six to seven. This allows greater choice when narrowing to 4 or 5 Highers. We have also aligned a column with colleges for the first time allowing greater choice from a wider range of courses. A timetabled session for pupils who are following the Duke of Edinburgh course has been included as well as a dedicated nurture period in the timetable for pupils who require additional support with their learning.

The Salen Decant has been managed well with good support from the authority. Through careful timetabling and good communication, we have accommodated pupils and staff well being able to further strengthen links between the two schools.

Our inter-house cross country race was a great success with all the secondary pupils taking part in the event which took place at Aros Park with a number of pupils breaking records.

Our pipers attended Tobermory Remembrance Events both on the day and the following Sunday at the church. Senior pupils also held a poignant ceremony at the local War Memorial.

A number of Hallowe'en parties were held in the Primary classes this year allowing pupils the opportunity to dress up. In secondary the senior pupils organised a successful event for the new S1. Pumpkin carving also took place with the pupils who took part earning valuable house points.

Senior pupils taking National 5 and Higher English were able to meet the author Holly Race who gave a reading from her new book and gave the pupils useful tips and an insight into the creative writing process.

We now have regular weekly visits from Skills Development Scotland to carry out careers interviews and support the school. We also now have a school counsellor who is visiting weekly to effectively support a range of pupils across this school. These are welcome developments.

Active schools have helped deliver the Sports Leadership course to some of the pupils from S3-S6. This will provide them with a Go Lead qualification that will be beneficial on CVs and UCAS applications as well as developing individual pupil's confidence and leadership skills. Active schools have also helped to train some Young Ambassadors who will help support our sports captains with the planning and delivery of activities across the year. Pupils have been very proactive in leading clubs across the school both primary and secondary including Football, Netball, Basketball, Roll ball and Dance.

Pupils took part in the Stiches for Survival campaign to raise awareness of climate change which was added to the larger display at COP26.

Thirty-three pupils now have a timetabled slot for their Duke of Edinburgh Bronze award and have been taking part in volunteering opportunities in- the wider community.

'Team Balamory' an S1 group won the class competition of the First Lego League Challenge replay cup robot programming and design idea to get people more active.

On our return from the lockdown earlier in the year we benefited from the expert skills of the Ardroy Outdoor Education instructors to support the health and wellbeing of our pupils. Through a range of outdoor activities and challenges, they gave the pupils across primary and secondary a chance to develop team work skills and promote positive health and wellbeing. Pupils in S2 also worked achieving their Forester Award in conjunction with the Education instructors and local Forestry Ranger.

Tobermory also won £300 sports equipment as part of the Strava Challenge. Pupils walked, ran or wheeled the furthest average distance of all the Argyll and Bute schools, a brilliant 33km per pupil.

Overview

Measure	16/17	17/18	18/19	19/20	20/21	% change in Roll over 5 years ¹
Roll (as at census)	138	143	126	132	136	-1.45%
Clothing and Footwear Grant (number of pupils) ³	8	8	11	10	11	
Clothing and Footwear Grant (% of number of pupils)	5.80%	5.59%	8.4%	7.58%	7.91%	
Clothing and Footwear Grant (%) - Authority Average ²	12.98%	11.77%	14.59%	15.96%	15.45%	
Free School Meals (number of pupils) ³	5	5	9	*	11	
Free School Meals (% of number of pupils)	3.62%	3.50%	6.87%	*	7.91%	
Free School Meals (%) - Authority Average ²	10.53%	9.45%	11.31%	10.75%	12.34%	
Free School Meal - National Average for Secondary Schools (%) ⁴	14.1%	14.40%	15%	15.6%	Not available	

Attendance, Absence and Exclusions⁸

Measure	16/17	17/18	18/19	19/20	20/21	Range of Attendance (%) over 5 years ⁸
Attendance:						
Attendance (% of school roll)	93.42%	91.52%	92.02%	91.68%		
Authorised Absence (% of school roll) ⁸	5.58%	6.34%	4.93%	5.96%		
Unauthorised Absence (% of school roll)	1.00%	2.13	3.05%	2.30%		
Attendance Number of Pupils (%) - Authority Average ¹	91.58%	91.24%	90.3%	90.01%		
Attendance Number of Pupils (%) - National Average ⁹	91.2%	Not collated	90.7%	Not collated		

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

Footnotes

¹ 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.

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 2020

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

⁶ Exclusion data taken from Business Intelligence – Session 2020 – 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.