

School Profile 2020/21



Oban High School Area Committee Report November 2021

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<u>School Name</u>	Oban High School
<u>School Address</u>	Soroba Road, Oban, Argyll, PA34 4JB
<u>Head Teacher</u>	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 1 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 (currently in virtual format) 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, this includes a group of Junior Pupil Leaders from S3.

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.

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.

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, (Covid 19 Guidance allowing) 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 Engineering and added an additional Foundation Apprenticeship in Construction. 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 - OHS to Tiree

NPA Painting, Higher Business, National P.E, National 5 Computing, NPA Games Design

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.

2021/22 – OHS to THS

Higher/N5 Business, H/N5 Admin, N5 Physics, H/N5 Chemistry, N5 Maths and H Art.

2021/22 – THS to OHS

Nat 5/H Biology, N5/H Music Technology, N5 Modern Studies and NPA Creative and Digital Media.

Therefore, our partnership continues to develop with pupils at OHS as well as Tiree benefitting from VC lessons and subjects being delivered that would not otherwise be possible due to staffing or timetable constraints.

School Roll

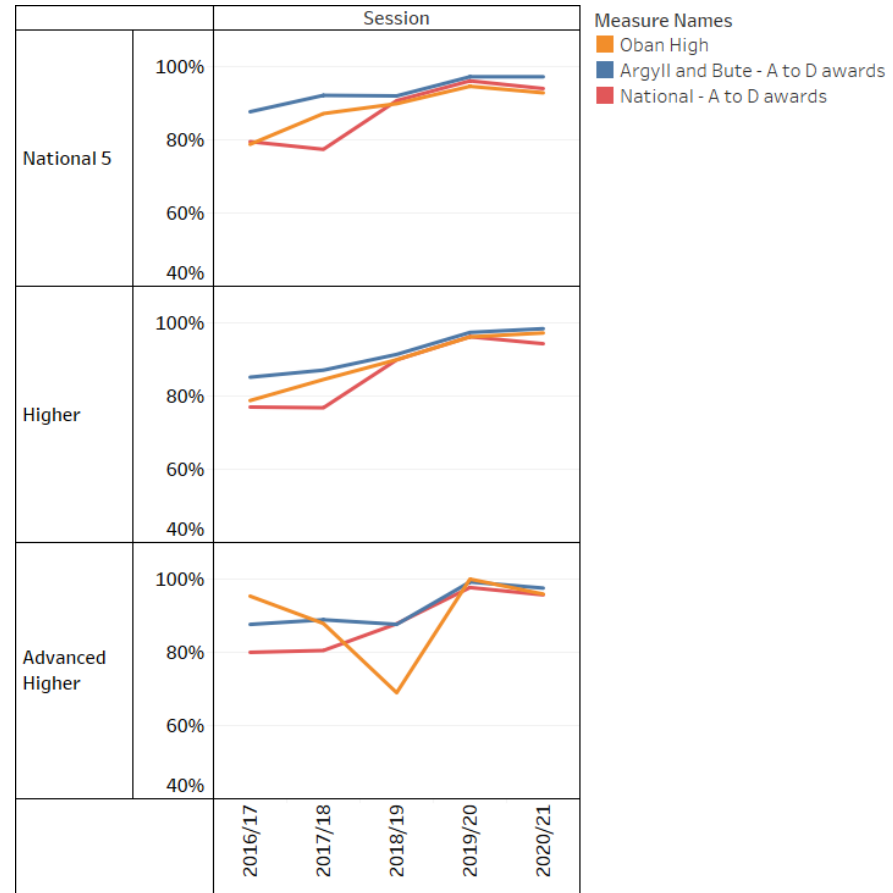
School roll as at Census	S4	S5	S6
2020/21	157	145	96

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, guidance from the Scottish Government states that Insight data cannot be shared publicly.

In session 2020 to 21 pass rates at Oban High school remained high at all levels at A to C and A to D. The Alternate Certification Model which was used for this session was based on demonstrated attainment, rather than the inferred attainment of the previous session. Moderation processes were again highly rigorous with both internal and external procedures in place.

Further attainment data shows us that our overall attainment in S4, S5 and S6 is strong and above our Virtual Comparator, Argyll and Bute and National attainment points.

For Breadth and Depth, the recent change to the curricular structure in S4 which allowed our pupils to sit 7 and up to 8 National 5 qualifications has seen attainment for 5+ Level 5 qualifications in S4 rise from 45.6% in 2020 to 63.69% in 2021. Our S5 pupils also performed very well with 25.2% gaining 5 or more Level 6 awards, a 10% increase on the previous year. The percentage of S5 pupils achieving 3 or more Level 6 awards also rose by 3.3% on the previous year. Our Leavers data which was published last year showed that 42% of all leavers at Oban High School had gained 5 or more Level 6 awards, this is a 14% increase from the previous session. Finally, the percentage of pupils gaining at least 1 Level 7 award increased from 10 to 16%.

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 94% of our pupils achieving SCQF Level 4 and 73% achieving SCQF Level 5.

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 2021, with continued Covid 19 Health and Safety Issues in mind and the determination to keep some of the successful aspects of our previous Covid 19 timetable, we once again adapted our timetable structure. This allowed us to continue to have less movement around our building, longer teaching blocks for senior pupils and retained the ability to keep our pupils in safe bubbles, including staggered breaks, lunches and finish times. This has also allowed us to continue to provide pupils who are absent for any reason with uploaded lessons on a daily basis so that they do not fall behind with their learning.

Contingency planning

Please use the link below to access our Planning document:

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

Overview

Measure	16/17	17/18	18/19	19/20	20/21	% change in Roll over 5 years ¹
Roll (as at census)	887	874	907	910	943	6.31%
Clothing and Footwear Grant (number of pupils) ³	82	78	81	118	131	
Clothing and Footwear Grant (% of number of pupils)	9.24%	8.92%	8.64%	12.54%	13.55%	
Clothing and Footwear Grant (%) - Authority Average ²	12.98%	11.77%	14.59%	15.96%	15.45%	
Free School Meals (number of pupils) ³	67	63	68	79	101	
Free School Meals (% of number of pupils)	7.55%	7.21%	7.25%	8.39%	10.44%	
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)	89.60%	89.71%	89.46%	88.62%		
Authorised Absence (% of school roll) ⁸	6.77%	6.40%	7.52%	8.34%		
Unauthorised Absence (% of school roll)	3.61%	3.85%	2.97%	3.01%		
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	55	112	173	55	47
Exclusion Incidents - number	23	31	51	20	16
Number of Pupils	20	23	32	14	13

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.