



ARGYLL AND BUTE COUNCIL SECONDARY SCHOOL ATTAINMENT REPORT AREA COMMITTEE



Oban High School

May 2023

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 HMIE. 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, Engineering and Construction and have added an additional Foundation Apprenticeship in Hospitality for next session. 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.

S3 ACEL Attainment in Literacy and Numeracy

School	Level	% Achieved				
		Reading	Writing	L&T	Literacy	Numeracy
Oban High	Third Level or better	95.0	93.8	95.6	93.1	94.4
Argyll & Bute	Third Level or better	88.3	87.0	88.2	83.9	87.8
Oban High	Fourth Level	80.0	80.0	79.4	76.3	61.9
Argyll & Bute	Fourth Level	49.8	47.6	51.5	45.9	57.6

S3 ACEL – Gaelic (if relevant)

School	Level	% Achieved				
		Gaelic Reading	Gaelic Writing	Gaelic L&T		
Oban High	Third Level or better	100	100	100		
Oban High	Fourth Level	100	50	0		

Evaluative Comment – Areas of Strength in BGE Attainment:

Percentage of pupils reading, writing and L&T at third and fourth level are above A&B averages. These strong performances will be maintained. Percentage of pupils achieving third and fourth level numeracy is also above A&B average.

Evaluative Comment – Areas for Development in BGE Attainment:

Although third and fourth level numeracy figures are above A&B percentages, these are the narrowest margins in the ACEL data.

In terms of Numeracy, we have introduced the SEAL intervention in the BGE to improve attainment. (Stages of Early Arithmetical Learning) The Maths department is focusing on improving attainment at fourth level. This involves the early collection of evidence of Achievement of a Level as well as evidence for N4 Numeracy. Gaps have appeared in the collection of this evidence as a result of COVID-19 disruption but this now must be addressed. The department has introduced high frequency, low stakes testing to support evidence collection. The department has run Maths anxiety workshops to support learners in S3 upwards.

In terms of Literacy, OLI primaries are in the process of organising further moderation in-service days. OHS teachers will engage with these in-service days to improve transition, data sharing and the understanding of achievement of a level. OHS staff will also attend Literacy moderation twilights organised by the Authority. Our Fresh Start targeted literacy intervention continues for S1 pupils. This programme has been running for the past 6 years and has been highly successful in improving the Literacy skills of our pupils.

As a school, we are currently re-mapping (once again!) our BGE curriculum. At present, we are focusing on Literacy and Numeracy to support the further development of these areas across the school, through the core curriculum in other subject areas and IDL.

Our CLPL programme for 2022/23 targets the development of the BGE with our in-service days focusing on the moderation cycle. This will support improvements in learning and teaching and therefore lead to improvements in attainment.

This session we hope to build on a more structured curricular transition programme across Literacy and Numeracy between Tiree Primary, Tiree High School and Oban High School. (Subject P.Ts lead and manage both departments) The experiences gained will be shared across our work with all OLI HTs.

National Qualifications – Pass rates

NATIONAL QUALIFICATIONS	2021-22 A-C				
	Number of Presentations	Number Attaining A-C	% Attaining A-C	Argyll and Bute % Attaining A-C	National % Attaining A-C
Advanced Higher	48	41	85.4%	85.50%	82.60%
Higher	480	369	77%	80.90%	80.30%
National 5	961	739	77%	79.70%	81.60%

We follow a positive presentation policy deliberately ensuring that as many pupils as possible are presented for as many courses/levels as possible. This ensures the number of pupils passing can rise but does have the effect of reducing the percentage pass rate from those we have taken a chance on. We will not raise the percentage pass rate merely by withdrawing borderline pupils.

Level/Stage 2022	A	B	C	D	No Award	Grade A-B	Grade A-C	Grade A-D
National 5	28.6% (Nat. 41.20% A&B 35.40%)	24.8% (Nat. 23.00% A&B 25.57%)	21.5% (Nat. 17.43% A&B 18.69%)	15.2% (Nat. 10.79% A&B 12.73%)	9.9% (Nat. 7.60% A&B 7.60%)	53.4% (Nat. 64.20% A&B 61%)	74.9% (Nat. 81.60% A&B 79.70%)	90.1% (Nat. 92.4% A&B 92.4%)
S4	30%	25.1%	21.3%	14.2%	9.3%	55.2%	76.5%	90.7%
S5	6.8%	18.6%	27.1%	30.5%	16.9%	25.4%	52.5%	83.1%
S6	30%	30%	10%	10.0%	20%	60%	70%	80%
Higher	33.3% (Nat. 36.50% A&B 35.60%)	20.4% (Nat. 24.32% A&B 24.56%)	21.3% (Nat. 19.49% A&B 20.8%)	15.8% (Nat. 11.74% A&B 12.61%)	9.2% (Nat. 7.90% A&B 6.50%)	53.8% (Nat.60.90% (A&B 60.00%))	75.0% (Nat. 80.3% A&B 80.90%)	90.8% (Nat 92.10% A&B 93.50%)
S4								
S5	33.5%	21.3%	19.4%	17.2%	8.6%	54.8%	74.2%	91.4%
S6	33.1%	17.8%	26.3%	11.9%	11%	50.8%	77.1%	89%
Advanced Higher	39.6% (Nat 35.00% A&B 30.80%)	25.0% (Nat. 26.28% A&B 26.09%)	20.8% (Nat. 21.35% A&B 28.99%)	4.2% (Nat. 11.27% A&B 11.59%)	10.4% (Nat. 6.20% A&B 3.20%)	64.6% (Nat 61.2% A&B 56.7%)	85.4% Nat. 82.60% A&B 85.50%)	89.6% (Nat. 93.80% A&B 96.8%)
S5								
S6	39.6%	25%	20.8%	4.2%	10.4%	64.6%	85.4%	89.6%

Evaluative Comment – Areas of Strength

Given the very positive presentation policy where we continue to present borderline pupils at all levels, the pass rates remain strong. We are particularly pleased with the improvement in Advanced Higher pass rates.

Evaluative Comment – Areas for Development

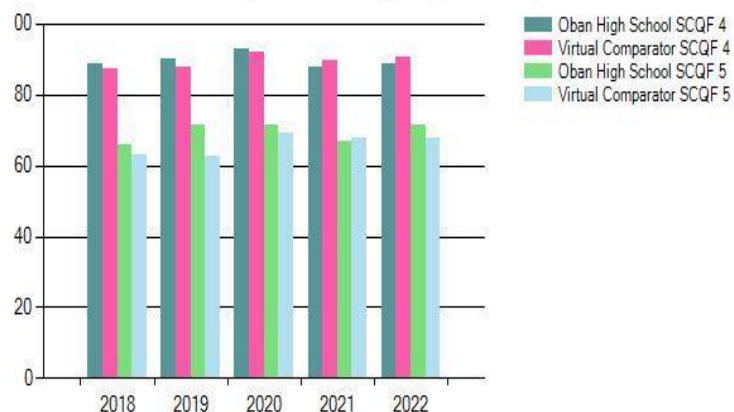
The percentage of No Awards for S5/6 pupils sitting National 5 qualifications is a concern. When analysed, it is clear S5/6 pupils re-sitting Application of Maths and Sciences accounted for the bulk of these results. Many of these pupils should have been re-coursed into subjects or qualifications where they could have achieved. The Science Department are introducing Level 5 NPA in Applied Science for this purpose and the Maths department have worked with Guidance staff to ensure more appropriate coursing of pupils.

Insight Dashboard

What is Insight Scotland?

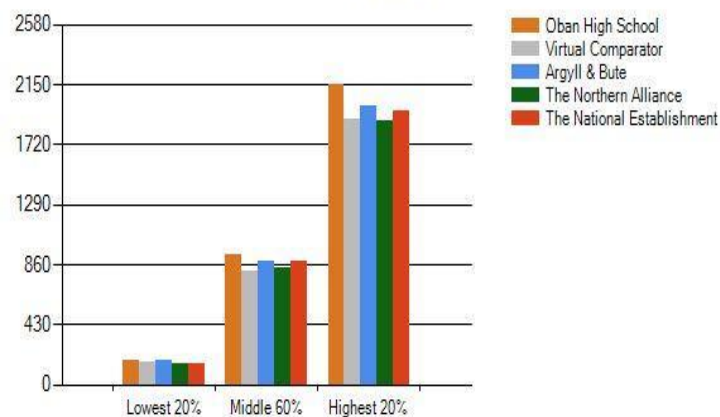
Insight is a professional tool, aimed at teachers and other staff. It is used to help secondary schools and local authorities identify areas of success and where improvements can be made for pupils in the senior phase. The dashboard has 4 measures.

Improving attainment in literacy and numeracy
Percentage of Leavers Attaining Literacy and Numeracy

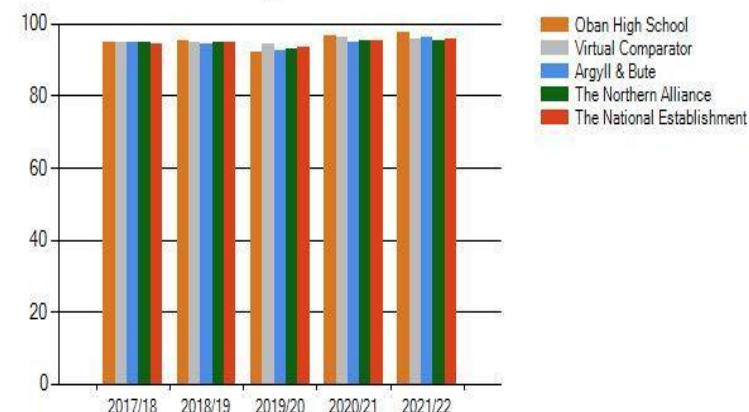


[Go to personal dashboard](#)

Improving attainment for all
Average Total Tariff Points

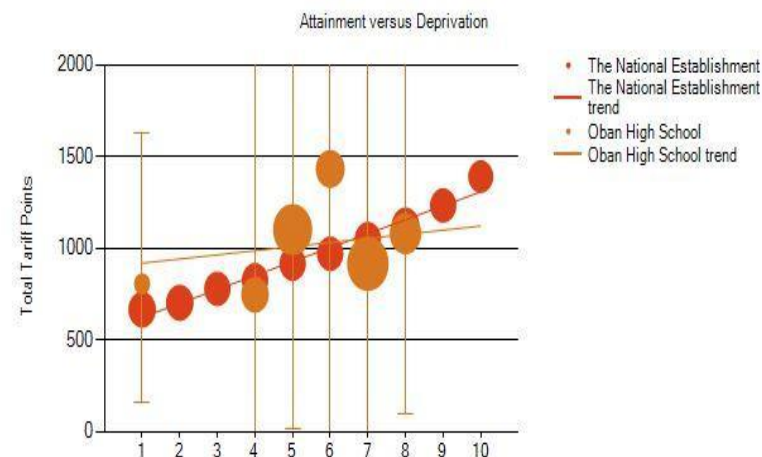


Increasing post-school participation
Percentage of School Leavers in a Positive Destination



[Add to personal dashboard](#)

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers



Improving attainment in literacy and numeracy



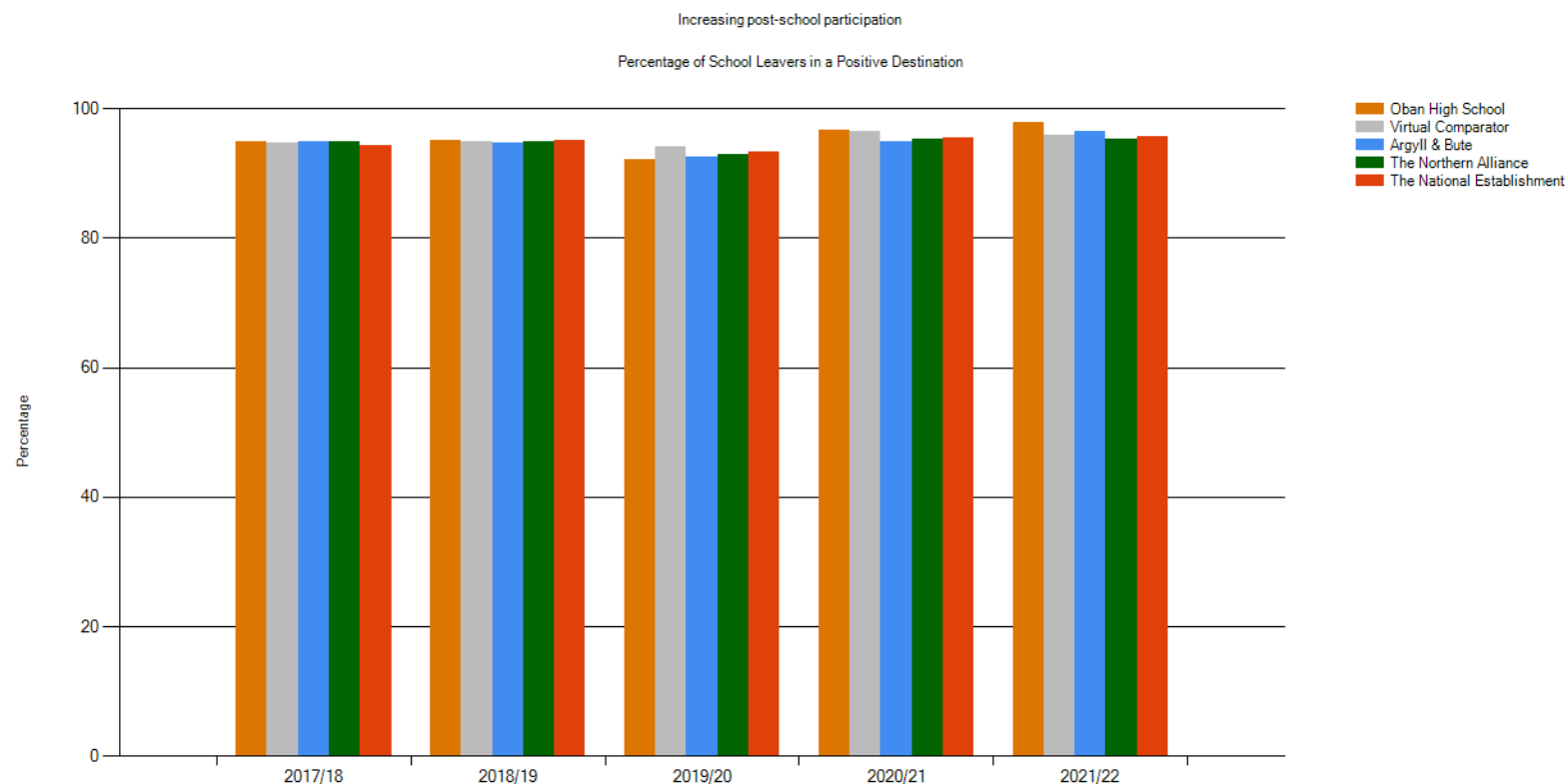
Evaluative Comment – Areas of Strength

Attainment in Literacy and Numeracy at Level 5 is 4% above our virtual comparator and has improved by 5% from our 2021 figure.

Evaluative Comment – Areas for Development

Attainment in Literacy and Numeracy at Level 4 is 1.92% below our virtual comparator. We need to ensure that our Maths and English Departments are targeting pupils to pass Level 4 Literacy and Numeracy and support more pupils to pass these qualifications.

Increased post-school participation



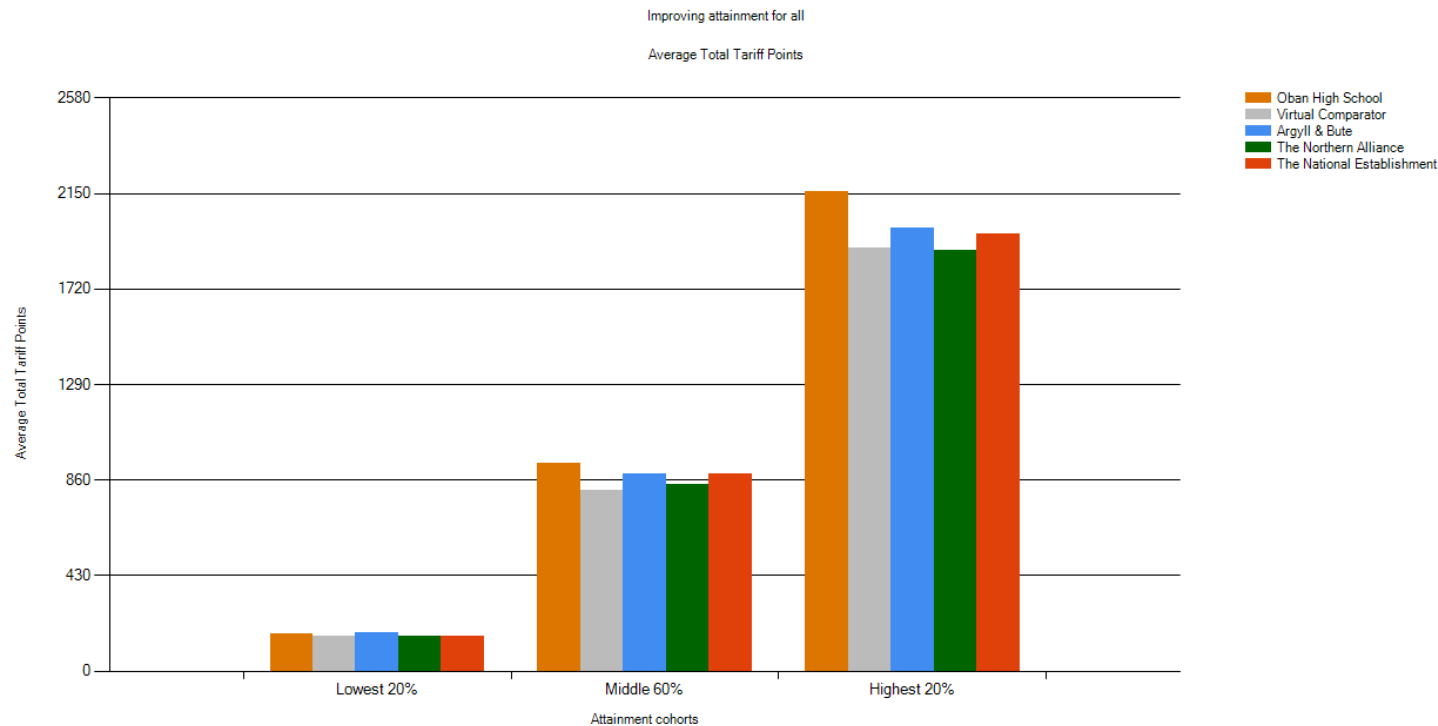
Evaluative Comment – Areas of Strength

97.81% of pupils who left Oban High School last session achieved a positive destination. This figure is above all comparators.

Evaluative Comment – Areas for Development

Continue to support our pupils into positive destinations and take account of our local context where 50.82% of our leavers went straight into employment. This is much higher than the National figure which is 25.11 and 22% more than our virtual comparator. This is why we continue to develop vocational, skills based courses that give our pupils the skills they need for the local employment market such as FAs in Construction and Hospitality.

Improving Attainment for All



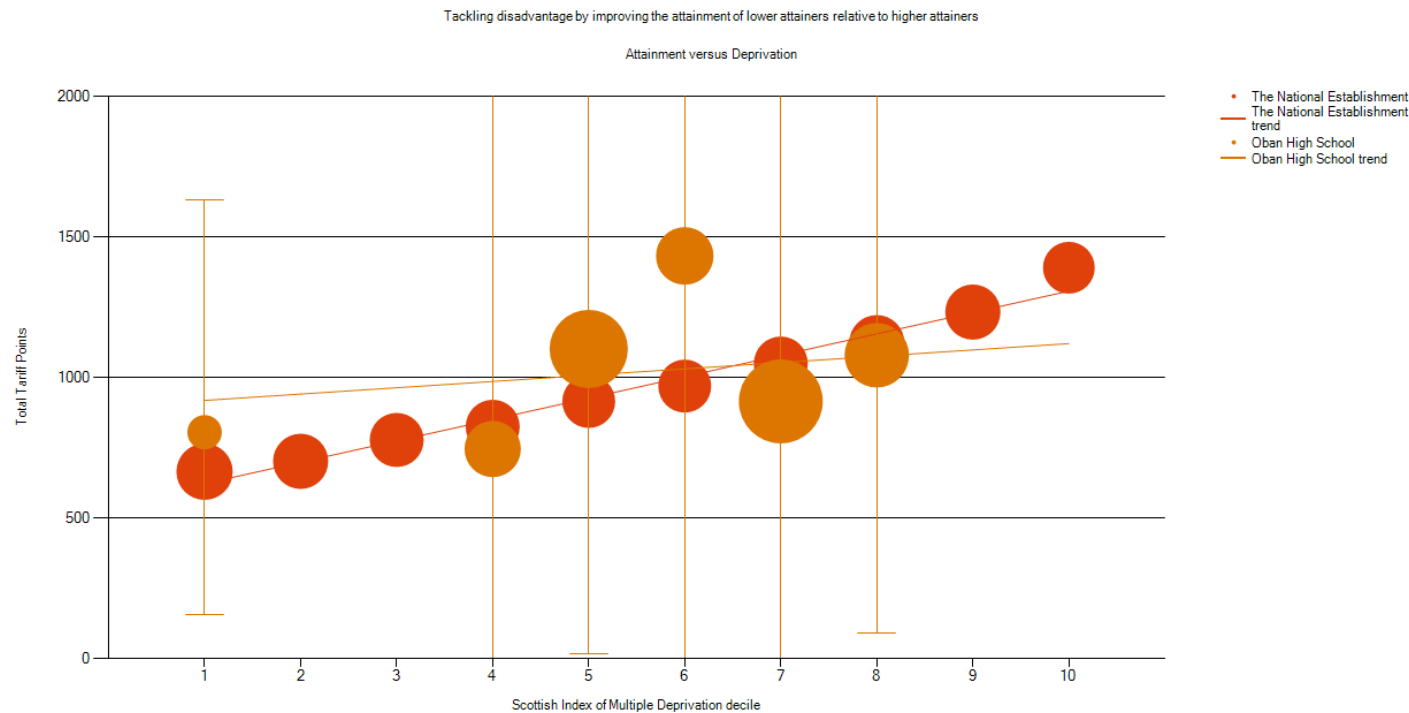
Evaluative Comment – Areas of Strength

Our most able pupils and the middle 60% achieved more qualifications than all the comparators. Our highest 20% gained 252 more tariff points than our virtual comparator and 188 points more than the national figure. Our middle 60% gained 124 more tariff points than our virtual comparator and 50 points more than the national figure.

Evaluative Comment – Areas for Development

Our lowest 20% gained 12 tariff points more than our virtual comparator but were slightly behind the Argyll and Bute figure by 2 points. This is an area for improvement.

Attainment versus Deprivation



Evaluative Comment – Areas of Strength

Performance at SIMD 1, 5 and 6 is very strong and above the National figures.

Evaluative Comment – Areas for Development

We need to target pupils in SIMD 4 and 7. Often in rural areas poverty can be hidden as the Deprivation Deciles do not accurately reflect the deprivation in some areas e.g areas of Taynuilt, Kilmelford etc.

Wider Achievement Qualifications

National Certificates; Higher National Certificates; Scottish Vocational Qualifications; National Progression Awards; Skills for Work qualifications; Foundation Apprenticeships; Scottish Baccalaureate

Overall evaluative comment/narrative on Wider Achievement Qualifications in your school:

This is an area of strength with the delivery of Foundation Apprenticeships in Engineering, Business and I.T and Construction - 31 pupils gained these awards last session.

Level 6 NPAs are delivered in Exercise and Fitness, Journalism and Sports Development - 52 pupils gained these awards last session.

Scottish Studies is also delivered with 65 National 5 Awards and 10 Higher passes achieved last session.

Mental Health and Wellbeing Level 5 is delivered in S5. There were 85 passes last session.

Leadership Level 6 is delivered in S6. There were 34 passes last session.

Our wider achievement qualifications continue to add to the experiences and qualifications our pupils gain in Oban High School

Equity and Attainment – Evaluation of Key Factors

Factor in attainment		Evaluation of key issues in school	Proposed Actions
Attendance	School Ave. Att. 21-22: 85.21%	Post Covid attendance issues Mental Health Issues	ANA Pilot to improve attendance. Outside agencies employed FLO Child Plans PT Guidance/support
Exclusion	No. of Exclusion Incidents 21-22: 24 No. of Exclusion Openings 21-22: 70		Continue to foster good relationships Early intervention and appropriate support put in place Continue to foster good relationships with parents
Additional Support Needs		40.69%	PT support and colleagues have a very clear pathway for all colleagues to follow to identify and evidence the supports required by individual pupils with ASN throughout the whole year for assessment purposes.
SIMD		We have pupils ranging from SIMD 1 to 8.	Our attainment versus deprivation data is improving.
Free School Meal Entitlement		8.09%	Continue Breakfast Club for targeted pupils. Support parents with FSM applications.
Care Experienced (and previously Care Experienced)		12	Individual targeting of pupils to assess progress and attainment and any risk of disengagement. Proactive strategies, working with partners when necessary. Christine Walker asks for regular progress reports in terms of attainment and liaises with PT Guidance as appropriate.
English as Additional Language		9 Ukrainian refugees	S1-S6 - total immersion approach with myriad of support from classroom teachers, sharing strategies, etc. One-day-a-week temporary support from EAL specialists as groups and individuals.

		All in one clan/PT Guidance. Have termly meeting/socialising with families, including St Columba's Primary attended by school staff and Argyll and Bute refugee support team.
Other (give details)		

Pupil Equity Funding

Impact of PEF on closing the attainment gap

Attendance – This was monitored weekly by the specific Clan Pastoral Team (Clan DHT, PT Guidance, Family Liaison Worker) with the DHT Raising Attainment maintaining an overview of the specific PEF target group. Pupils who fell below 90% attendance were targeted for interventions. These included one to one meetings with Family Liaison Worker, work on anxiety, resilience and depression, Outward Bound trips, attendance at a targeted Friendship group, weekly sessions at Dunollie Castle, Youth Cafe Sessions and pick-ups in the morning. For the target group 81% of pupils either improved their attendance from the previous session or it stayed the same. 44% of pupils in the target group maintained an attendance rate of 95% or above and 60% of pupils had an attendance rate of 90% or above. Therefore, all of the above strategies are helping the majority of pupils in the target group to attend school more regularly. However, 19% of pupils in the target group's attendance declined from the previous session. An analysis of these pupils shows a variety of issues affecting attendance. These included anxiety, depression, school refusing, failure to engage with Family Liaison Workers and serious mental health issues following the pandemic. For much of the session we also had to adhere to Covid 19 guidelines which meant that key strategies such as outreach and homework clubs did not run as effectively.

Attainment – This was measured using BGE Progress and Achievement Levels and Assessment Level Progress (ALP) levels for Literacy, Numeracy and Health and Well-Being. Assessment levels increased for 84% of pupils. By S3 85% of the target group had achieved level 4 in Literacy, 73% had achieved level 4 in Numeracy and 82% had achieved level 4 in Health and Well-Being. For pupils whose levels remained unchanged it is clear that this is linked to very poor attendance, behaviour or serious mental health issues. Indeed, of the 19% of pupils whose attendance declined 61% saw limited or no progress in CfE levels.

Exclusion – Exclusion rates within the target group are low. The 5 pupils from the target group who were excluded this year are working with our Family Liaison Workers on anger management, resilience and anxiety. 3 of these pupils were excluded on one occasion and the most common reason for exclusion is verbal abuse of staff. Again, this is an area that we are working on with our pupils.

Engagement – This was measured using an adapted form of the Leuven Scale for Well-Being.

45% of pupils in the target group gained an average rating of 1 for engagement across the session. 46% gained an average rating of 2 for engagement. This means that the majority of pupils in the target group remained motivated in lessons and were able to complete tasks to a high standard. 6% of the target group gained an average rating of 3 and 3% gained a rating of 4. These pupils have remained disengaged and motivation levels are low despite a variety of strategies employed.

Participation – This is measured using a questionnaire based upon how often pupils participate in extracurricular activities. Pupils complete a questionnaire in September and then in June. We then use the data to assess whether participation has improved or not. Clearly at the beginning of Session 21-22 a full suite of extra-curricular activities was not possible. However, as the session progressed and restrictions were eased, we were able to restore activities to, almost, pre-pandemic levels. Therefore, whilst a comparison between September and June is not valid for this session, we did conduct a survey of the targeted pupils in May 2022. For the target group 51% of pupils were attending at least 2 clubs per week and 68% were attending at least one club. This is a reduction of pre-pandemic levels of participation by 10%. Clearly this is an area that we need to re-focus efforts on in the coming session. Pupils from the target group (especially S1) will be encouraged to try new clubs and activities. In addition, activities offered by the Raising Attainment team such as Outreach, Coffee and Chat Club, and Girl's Gym Club will be offered again to increase participation.

Other information

Please find a link below to a report on our recent National Thematic Inspection on the Curriculum

<https://docs.google.com/document/d/17oihhIToxGw17vxyp5Lt2exveAytO2ON/edit?usp=sharing&oid=100581627322703910759&rtpof=true&sd=true>

Please also find a link to our Standards and Quality Report for June 2022

https://docs.google.com/document/d/1aGf-X09Awstiin4X-YfzfY9hGctx9kfz/edit?usp=share_link&oid=100581627322703910759&rtpof=true&sd=true

