



ARGYLL AND BUTE COUNCIL SECONDARY SCHOOL ATTAINMENT REPORT AREA COMMITTEE



Tiree High School

May 2023

Tiree High School is a non-denominational, co-educational school serving the island of Tiree. We provide both Gaelic and English Medium Education (GME and EME). This academic year we have 40 pupils on the school roll.

Over the last 5 years Tiree High School has made significant improvements in a number of areas. In December 2018, the Head Teacher of Oban High School (OHS) was appointed to the position of Executive Head Teacher of Tiree Primary School (TPS) and Tiree High School (THS). A Senior Depute Head Teacher was appointed at this time, who is also the Nursery Manager. Additionally, a Depute Head Teacher for Tiree Primary School was appointed in August 2022. This has enabled both TPS and THS to benefit from strong strategic leadership and management.

THS seeks to embrace the rich heritage and culture of the island whilst promoting a progressive, inclusive and holistic approach to education. Our vision and values permeate every aspect of school life and are at the heart of EVERY strategic leadership decision. This agreed, shared vision, with its accompanying values and aims, is embedded across our school.

Tiree Schools Visions & Values

We at Tiree Primary School believe that we need to nurture and develop our academic, social, emotional and vocational knowledge and skills, inspiring all of us to achieve our full potential, whilst embracing and enriching our Gaelic heritage and culture.

Compassion Ambition Respect Resilience

THS has successfully significantly enhanced subject and course choices for all pupils year on year. This year we have pupils studying the following courses: English, Mathematics, **Mathematics Applications**, Gaelic, Gaidhlig, **Physics**, Chemistry, Computing Studies, **Digital Media**, Modern Studies, Art, History, Geography, Music, Music Technology, Business Management, Administration, Physical Education, Biology, **Creative industries**, **French**, **Home Economics**, **Practical Cookery (Through the medium of Gaelic and English)**. **Please note: Subjects in red have been added within the last 24 months.** Additionally we offer our senior pupils further subject choices during the option processes, at times this can amount to a choice of around 50 courses. These additional courses such as Radio Broadcasting and Journalism are delivered via VC. Tiree High School currently delivers 3 courses to Oban High School via VC for their senior pupils: Creative Industries, Music Technology and Digital Media. Our BGE pupils study subjects across all eight curricular areas up to the end of S3. From this point, pupils choose six subjects to progress to SQA certification at the end of S4. In S5/6, pupils will be expected to undertake 5 subjects.

In recent years we have restructured our pastoral support system in Tiree High School. Following the relaunch of the House System, every pupil attends a period of 'House Time'. In that time pupils have access to their House Teachers, they are our first line of pastoral support. In 2022 we appointed a Pastoral and Support for Learning principal Teacher for the High School. The House Teachers, the Family Liaison Officer and the PT work together to ensure timely appropriate interventions and support measures are in place for our pupils and their families. Pupils at THS all come under SIMD decile 5. In order to support our pupils we make full use of our Pupil Equity Funding (PEF). We have employed a Family Liaison Officer (FLO) who continues to be a significant support to everyone in Tiree High School.

S3 ACEL Attainment in Literacy and Numeracy

School	Level	% Achieved				
		Reading	Writing	L&T	Literacy	Numeracy
Tiree High	Third Level or better	77.8	77.8	88.9	77.8	77.8
Argyll & Bute	Third Level or better	88.3	87.0	88.2	83.9	87.8
Tiree High	Fourth Level	55.6	22.2	66.7	22.2	44.4
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		
Tiree High	Third Level or better	100.0	50.0	100.0		
Tiree High	Fourth Level	n/a	n/a	n/a		

Evaluative Comment – Areas of Strength in BGE Attainment:

Background Facts

There are 9 pupils in this cohort – each pupil equates to just over 11 percentage points.
1 pupil included in this data returned to THS a couple of weeks prior to the ACEL data uplift following a full year of enrolment in an online school and in the previous year they were unable to attend school due to mental health reasons.
Only 22% of this cohort achieved a CAT score of 100 or more.
Significant absences regarding COVID affected attendance.
One third of this cohort have identified Literacy and Numeracy ASN.

Listening and talking – Every pupil bar 1 achieved third level or better, a great achievement considering the profile of this cohort.
Reading, Writing, Literacy and Numeracy – Every pupil bar 3 achieved third level or better, all of these pupils have identified Literacy/Numeracy ASN
Although Writing, Numeracy and Literacy at Fourth level was below Argyll and Bute percentages, our results did reflect the expected outcomes suggested by CAT scores.
The Maths Department has introduced ‘Maths Anxiety Workshops’ to support learners in S3 upwards – the first session was well received by our S3 pupils.
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.

There is:

Effective use of support from class teacher/CA/ASN assistants.
Effective differentiation is in place to support pupil progress and maximise attainment.
Targeted support is implemented when appropriate.
There are clear updated Learner Profiles in place detailing individual effective and proven learning and teaching strategies that are to be used with each pupil.
Excellent relationships with the pupils leading to increased confidence, particularly in speaking and listening.
Effective monitoring and implementation of assessment support needs – extra time, Reader/Scribe/Prompter/coloured paper/use of IT etc.

Evaluative Comment – Areas for Development in BGE Attainment:

Literacy: Pupils require more focus and assistance to improve their reading/analysis skills - Dedicated time during lessons each week to improve these skills is required. Targeted intervention implemented when appropriate.

Numeracy: The full implementation of the OHS SOW. Improvement in the quality of teaching with agreed methodologies and use of appropriate resources. Update of the S1/S2 SOW to ensure pupils are building their Numeracy skills effectively and in sequence. Ensure all transition information is scrutinised and then used to plan work in S1/2 – and consequently supporting attainment of levels in S3 and beyond.

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	0	N/A	N/A	85.50%	82.60%
Higher	17	13	77%	80.90%	80.30%
National 5	38	23	61%	79.70%	81.60%

Level/Stage 2022	A	B	C	D	No Award	Grade A-B	Grade A-C	Grade A-D
National 5	(Nat. 41.20% A&B 35.40%)	(Nat. 23.00% A&B 25.57%)	(Nat. 17.43% A&B 18.69%)	(Nat. 10.79% A&B 12.73%)	(Nat. 7.60% A&B 7.60%)	(Nat. 64.20% A&B 61%)	(Nat. 81.60% A&B 79.70%)	(Nat. 92.4% A&B 92.4%)
THS National 5	18.4%	26.3%	15.8%	15.8%	23.7%	44.7%	60.5%	76.3%
S4	17.7	26.5	14.3	14.3	26.5	44.1	58.8	73.5
S5	0	0	0	100	0	0	0	100
S6	33.33	33.33	33.33	0	0	66.66	100	100
Higher	(Nat. 36.50% A&B 35.60%)	(Nat. 24.32% A&B 24.56%)	(Nat. 19.49% A&B 20.8%)	(Nat. 11.74% A&B 12.61%)	(Nat. 7.90% A&B 6.50%)	(Nat. 60.90% A&B 60.00%)	(Nat. 80.3% A&B 80.90%)	(Nat 92.10% A&B 93.50%)
THS Higher	25.0%	0.0%	25.0%	25.0%	25.0%	25.0%	50.0%	75.0%
S4								
S5	25	43.8	6.25	18.75	6.25	68.75	75	93.75
S6	0	0	100	0	0	0	100	100

Evaluative Comment – Areas of Strength

Background to stats

S4 – Although our base Cohort is recorded as 8, we had 6 pupils who completed the year and sat assessments. One pupil was a Christmas leaver and the other transferred to another school. These 2 pupils equate to 25% of any stats.

S5 – Although our base cohort is recorded as 6, we had 5 pupils who completed the year and sat assessments. The remaining pupil was a school refuser and was receiving support regarding Mental Health and Wellbeing. School supported the family and child - work was sent home and contact with teachers was maintained when possible. This one pupil equates to 16.7% of any stats.

S6 = THS only had 1 pupil in this cohort with significant support and health needs. (During this year he had 2 blood clots on the brain and was flown off to hospital etc)

Evaluative Comment

National 5 Awards were on average 20% below the national average for each of the grade boundaries. However, we only had 6 pupils in our S4 year - that means each pupil accounts for 17% each. When we interrogate XBRA data, Cat scores, SNSA data the SQA results were in fact better than initial expectation. Pupils clearly benefited from the smaller classes, individualised support and targeted intervention. In S5/6 all students entered for National 5 assessments achieved an Award.

Higher Awards were, in the A-B category, almost 9 points above the national average and they were in line with the national average and A&B average. This cohort consisted of just 5 pupils who completed the year, with 2 pupils leaving school to gain employment.

Areas for Development

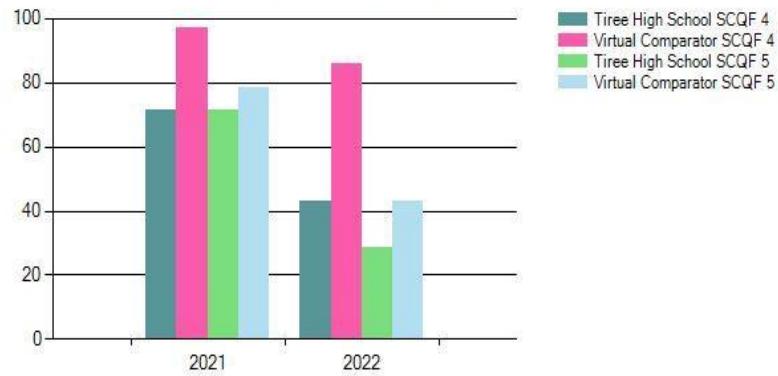
- Ensure pupils are supported when choosing course choices - ensuring they are appropriate for them.
- Support parents to understand the nature of the courses and assessment details so that they can support their child to make appropriate choices
- We have introduced Applications of Maths into our Curriculum and this is proving to be more accessible for some of our pupils when compared with mathematics

Insight Dashboard

What is Insight Scotland?

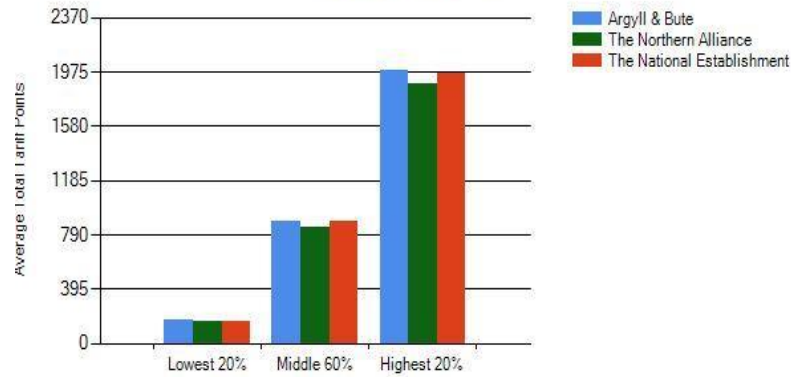
Insight is a professional tool, aimed at teachers and other staff. It is used to help secondary schools and local authorities identify areas of success and where improvements can be made for pupils in the senior phase. The dashboard has 4 measures.

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



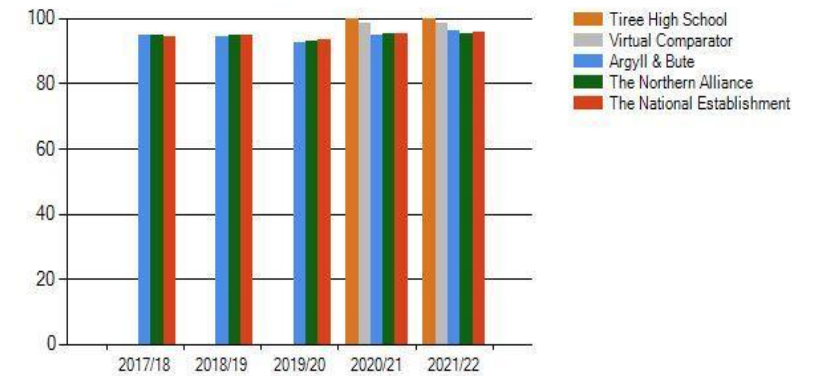
[Id to personal dashboard](#)

Improving attainment for all
Average Total Tariff Points



[Id to personal dashboard](#)

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

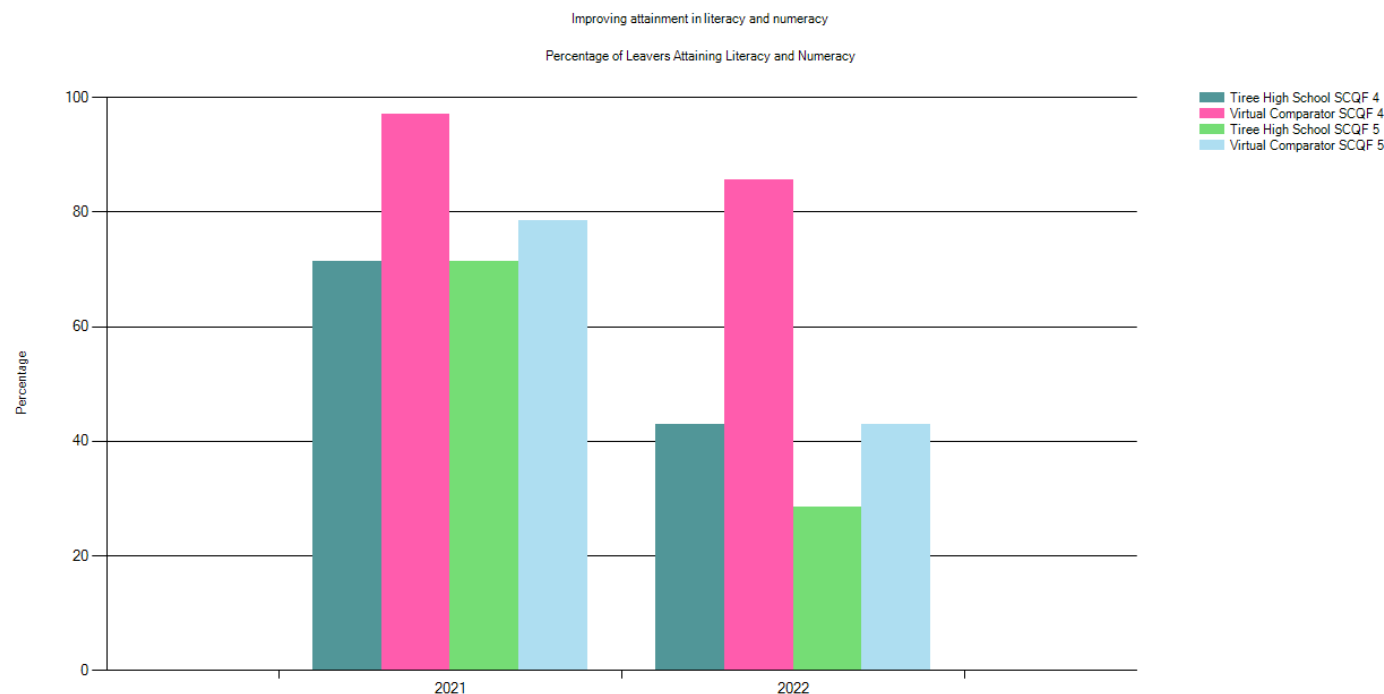


[+ Add to personal dashboard](#)

No data exist for the chosen values
Data is not available when too few candidates contribute - including when zero candidates contribute

[+ Add to personal dashboard](#)

Improving attainment in literacy and numeracy



Evaluative Comment – Areas of Strength

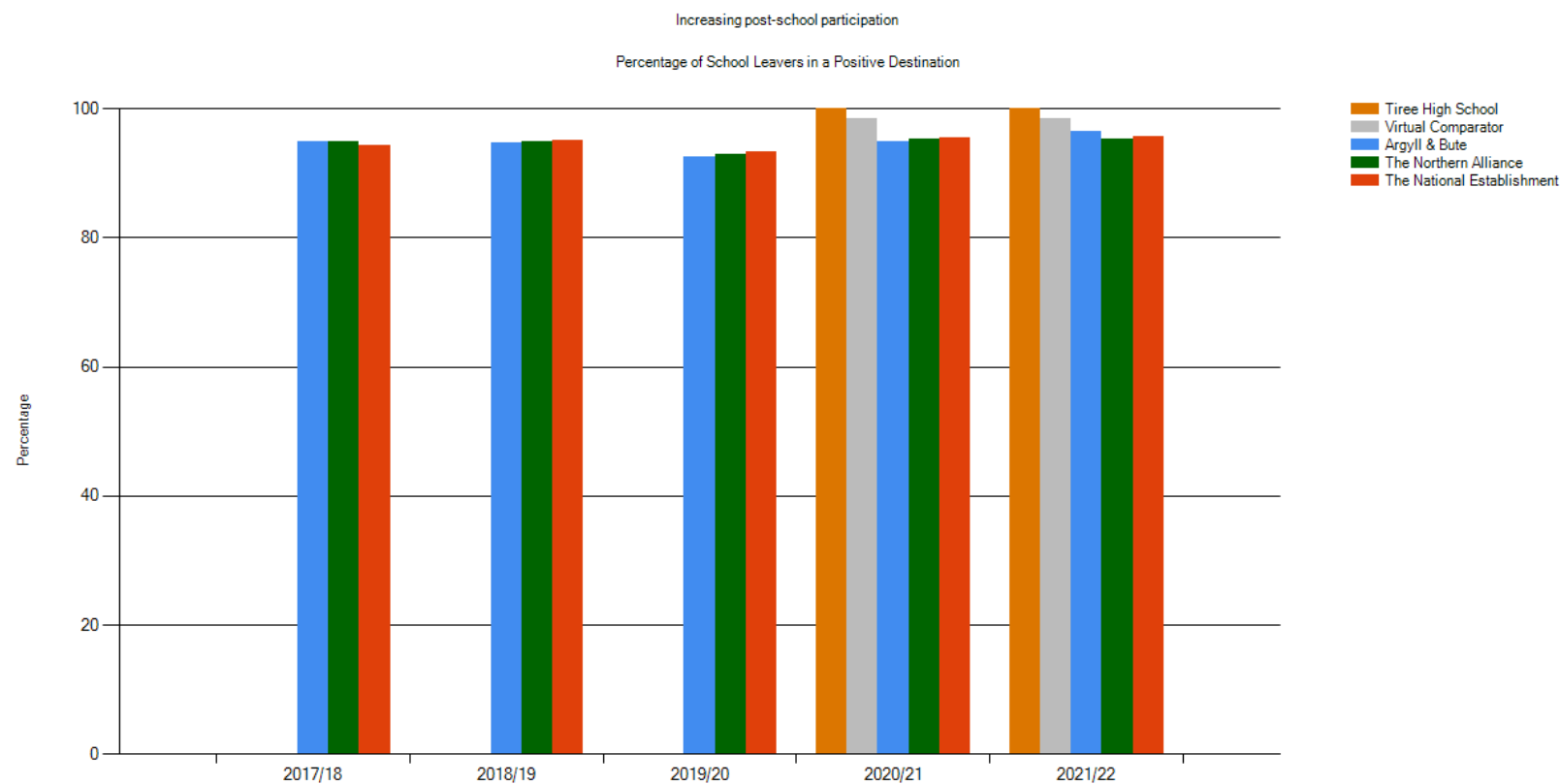
Literacy and Numeracy attainment of our leavers is showing as being significantly lower than our virtual comparator for SCQF 4 and just over 10% lower at SCQF 5. Our pupil numbers are significantly below our virtual comparison therefore an individual result will affect our percentages far more than the comparator. The results were significantly affected by attainment realised in Numeracy. THS appointed a full time permanent teachers of Mathematics December 2023.

Evaluative Comment – Areas for Development

- THS has a focus on attainment in Numeracy via completion of SQA Numeracy assessments at National 3, 4 or 5. Every pupil this year has attained a National 4 or National 5 pass in Numeracy. Unit assessments will be submitted for those pupils not attaining the full SQA award for mathematics where appropriate.
- Pupils attaining full National 3 or 4 applications are now supported to attain the Numeracy unit in the level above.
- New Schemes of Work are currently being implemented

- Most able pupils entered for Mathematics and Mathematics Applications from August 2023, with all pupils attaining National 3 or National 4 Numeracy at the end of S3.

Increased post-school participation



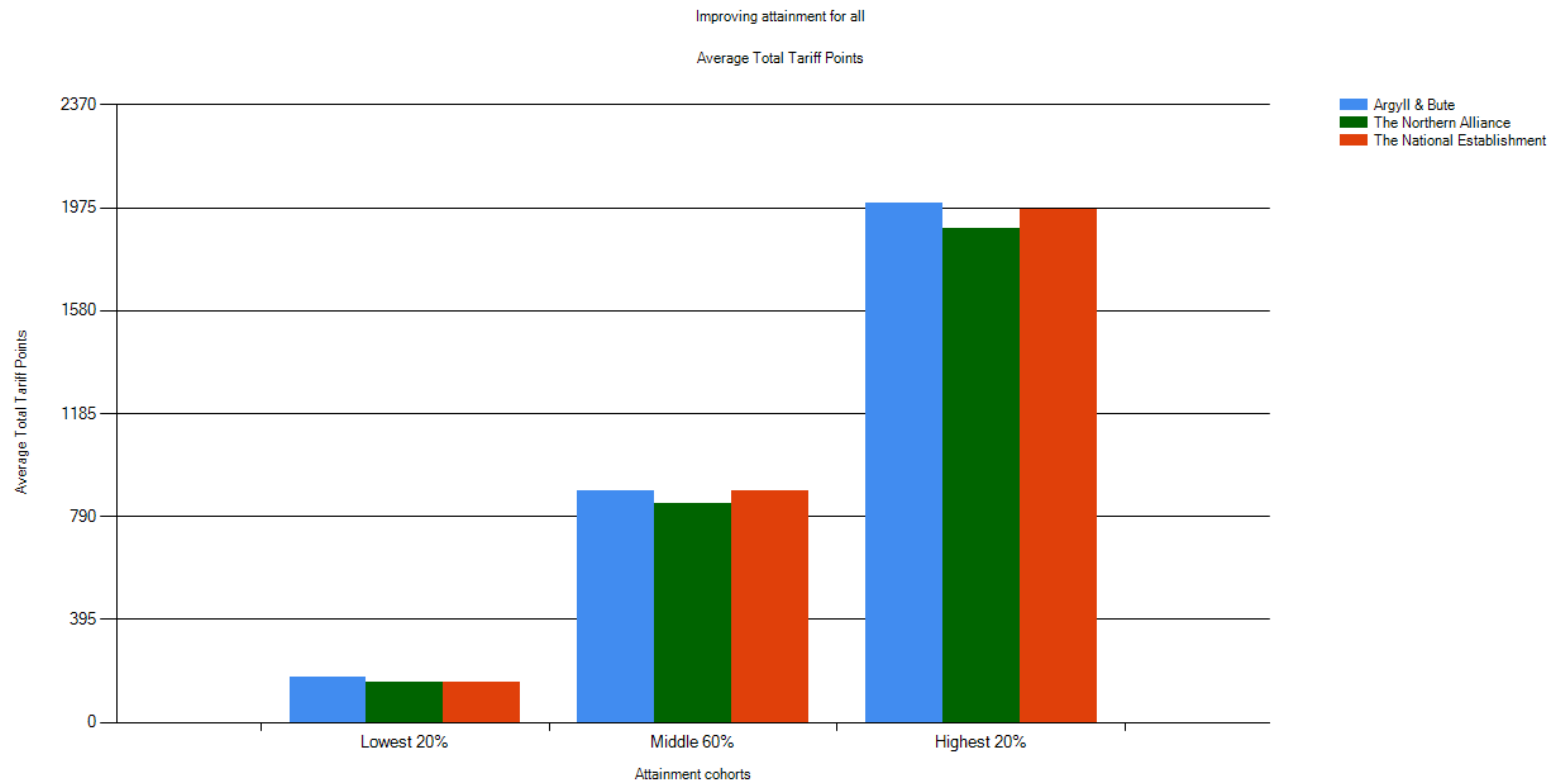
Evaluative Comment – Areas of Strength

All Tiree High Schools leavers secured a positive designation again in the year 2021/22 and this has been the case every year. THS exceeds figures for our virtual comparator and all other measures detailed in the chart above.

Evaluative Comment – Areas for Development

- THS should continue to work closely with our careers advisors from Skills Development Scotland.
- Further develop careers advice and guidance in Tiree Primary School
- Continue to involve and engage with local and National employers
- Further develop the Careers Fabre we help this year - ensuring we invite organisations out with Tiree - inspiring and informing our pupils of the possibilities available to them

Improving attainment for all



The significance of comparisons was not tested for Tiree High School.

Attainment versus Deprivation

Data is not available for Tiree High School

Evaluative Comment – Areas of Strength

Although we cannot comment in relation to data from Insight Tiree High School does observe 'hidden' deprivation. We are aware of low income families, families in receipt of school clothing grants and free school meals, along with families utilising the islands Solar Scheme. (Solar is a food aid and household essential scheme.) Additionally families are also accessing the Cruas Energy Grant offered by the Tiree Trust. This grant is a one off payment to assist with the current cost of living crisis and especially heating costs on Tiree.

Since January 2023 every pupil attending Tiree Schools' is able to access fresh fruit and salad vegetables completely free of charge on arrival to school. Our pupils may take as much as they need and choose which fruits and salad vegetables they want to. This has been a fantastic success. Pupils have really engaged with this and have even supported each other to try fruit and salad vegetables they have never had before. This initiative was to ensure that no pupils started their school day hungry.

Evaluative Comment – Areas for Development

- Continue to utilise our PEF fund to support our pupils and their families.
- Continue to signpost families to supportive organisations and funding streams
- Continue the 'Fresh Fruit and Salad Vegetable' initiative, ensuring all of our pupils have access to and benefit from a healthy food source

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:

National Certificates etc

NPA in Business, NPA Administration 100% pass rate

Scottish Studies 50% of our cohort achieved this award. All other pupils passed units but did not complete the whole award.

Personal Finance Award Level 4 was gained via a personalised timetable.

Duke of Edinburgh

Duke of Edinburgh Award has been re-launched at Tiree High School. Our pupils have the opportunity to work with and attend challenges with pupils from Oban High School. Our pupils are additionally supported by Duke of Edinburgh by the Tiree Trust Youth Worker.

Charity

This year we have engaged with the Youth Philanthropy Initiative (YPI). This has given our S1 and S2 pupils great insight into charitable organisations and empowered them to make a difference in their communities whilst developing a range of skills. YPI will be run bi-annually in THS.

SQA Awards

Scottish Studies, Mental Health and Well-being Award, Employability Award, Leadership Award are now supported in Tiree High School with increasing numbers of pupils accessing and attaining these awards.

My Tribe

Establishment of 'My Tribe' and pupils volunteering to become ambassadors in School. This supports Argyll and Bute's 'Period Products are free to everyone who needs them; initiative.

Music Clubs

Weekly music club re-established following the COVID Pandemic. This provides our pupils with free tuition on a variety of instruments. Some of our pupils also take the role of tutor to some of our Primary Pupils - this gives them opportunities for leadership. Some of our pupils have gone on to achieve grades in piano, become members of or set up their own bands playing at Ceilidh's and concerts.

Fèis Thiriodh

This is now in its 31st year with, at some point in their schooling, all of our pupils have attended and benefited from. With some attending every year. This is a week long event with instruction provided by Gaelic speaking tutors through a variety of media. Our pupils significantly benefit from attending and/or supporting this event. Some of the returning tutors are THS leavers returning to help current pupils.

Wider opportunities

- Attending Outward Bound Courses
- Attending the Skye Sports Tour
- Attending sporting events such as international Rugby matches
- Foreign School trips - Battlefields (belgium and France), Paris Disneyland, Skiing in Europe
- Attending the Royal Highland Show in Edinburgh
- Attending the Argyllshire Gathering, Oban Games
- Attending School dances with Oban High School pupils - this means our pupils can socialise with young people outwith the 12 pupils that were in our S4-S6 years.

Equity and Attainment – Evaluation of Key Factors

Factor in attainment		Evaluation of key issues in school	Proposed Actions
Attendance	School Ave. Att. 21-22: 86.3%	Heightened covid issues - large families Prolonged mental health LAC child	ANA Outside agencies employed FLO Child Plans PT Guidance/support
Exclusion	No. of Exclusion Incidents 21-22: 0 No. of Exclusion Openings 21-22: 0	We are very proud of our improved exclusion rate since Peter Bain became our Executive Head Teacher. The introduction of the House system, with House teachers offering 'First Line' Pastoral support, the employment of a PT Guidance Teacher of Secondary and a Family Liaison Officer plus the implementation of our Relations policy has most definitely moved us into this position.	Continue to foster good relationships Early intervention and appropriate support put in place Continue to foster good relationships with parents

Additional Support Needs	50%	<p>We have a significant percentage of pupils with ASN. With one tenth of our schools population at ASN stage 3.</p> <p>We struggle to employ ASN support staff at the school – and we have two temporary vacancies for 20 hours and 12 hours.</p> <p>The team we have in place are used fully with a detailed timetable in place plus explicit details regarding support required.</p> <p>We liaise with outside agencies but we have found at times our island location delays matters.</p>
SIMD	All the same SIMD - SIMD 5	<p>It should be noted that there are significant levels of poverty on the island and also at the other extreme significant wealth. Poverty is hidden in a community of just 650 residents through pride etc.</p>
Free School Meal Entitlement	8.33%	This is only 1 pupil
Care Experienced (and previously Care Experienced)	8.33%	<p>We have one pupil that is Care Experienced. This is a first for the school when looking back over the last 12 years. Support is in place and we meet regularly with social work and other outside agencies as appropriate in order to ensure support is timely and appropriate.</p>
English as Additional Language	0	
Other (give details)		

Family Liaison Officer

We utilise our PEF funding to employ our Family Liaison Officer (FLO). Since his employment he has fostered excellent relationships with a number of our families and our pupils too. Support offered includes: Relationship issues between pupils, supporting families to access financial help and/or advice; ensuring all pupils are equipped for school and providing resources as appropriate. He also provides support for teachers and the PT of Guidance in order to help them support our young people.

The FLO also organises and delivers free fresh fruit and salad vegetables to the school reception area every morning so that is is available to all pupils on arrival to school. This ensures non of our pupils are hungry and therefore able to access their teaching and learning, thus supporting maximising attainment. THS pupils seek out the FLO in order to share concerns, worries or just looking for some advice. Working alongside the PT Guidance attendance is also closely monitored by the FLO. A decrease in TBC's, work provided via google Classroom is promoted during times of absence, supported offered to parents/careers to access Glow, referrals to School Counselling, the school nurse and other supportive actions are all either initiated by the FLO or supported for the duration of the support implemented. .

Attendance is monitored daily by the FLO with appropriate action taken, this includes phoning parents/carers, arranging maximising attendance meetings etc. A weekly report is sent to all House Teachers to utilise in House Time. Supportive conversations with House teachers take place each week where appropriate, supported by the FLO and PT Guidance. We are also implementing the ANA intervention and supportive techniques too. For the session 2021 to 2022 THS attendance was 89.6%. Again due to our small numbers our stats are affected significantly by just one/two pupils. This year the figures look to be a little better, if current trends continue.

Exclusions – We had no exclusion again this year.

Other information

January 2023 - Employment of a full time Mathematics and Physics teacher

May 2023 - Employment of a full time Digital Industries with Art teacher

August 2023 - Employment of a full time Home Economics Teacher, with Gaelic

August 2023 - E, payment of a full time Geography and Social Studies Teacher

August 2023 - THS Chemistry teacher begins her units to become dual qualified in order to offer Biology at Tiree High School.

Complete refurbishment of every classroom, including new windows.

Complete refurbishment of the PE changing rooms along with newly fitted shower facilities.

Newly installed Home Economics room - gone are the 1960's cupboards and worktops. We now have enough kitchen stations for 20 pupils with new cookers, refrigeration, washing machines/tumble dryers and a digital promethium board with VC facilities etc.

S1-3 pupils participated in a poetry competition run by Young Writers called 'The Power of Poetry'. All of our pupils that completed entries have been selected to be published in a book showcasing young adults work, called 'The Power of Poetry – Set Your Voices Free'.

Our "Beataidh Banrigh Super Bee" team were invited to the Nature of Scotland Awards in Edinburgh as Finalist.

School Captains and School Vice Captains- This was a first for Tiree. 3 of our senior pupils applied and were interviewed for these positions. Throughout the year they have supported the school in a number of initiatives as well as producing news updates for our parents/cares.

[Please also view our Quality and Standards Doc](#)