



ARGYLL AND BUTE COUNCIL SECONDARY SCHOOL ATTAINMENT REPORT AREA COMMITTEE



TOBERMORY HIGH SCHOOL

MAY 2023

School information/school context – include SIMD etc.

- 2 – 18 school
- ELC – 21 pupils
- Primary – 77 pupils (serves Tobermory solely)
- Secondary – 159 pupils (Tobermory, Salen, Dervaig, Ulva Ferry and Lochdon)
- Fluent Gàidhlig speakers from Salen
- 165 families across whole school
- FME – in Primary (5.2%) and in Secondary (10.1%)

Unique Island Context:

- SIMD – all addresses on the island are in vigintiles 12/14 (not indicative of reality)
- Transport implications (including pupils from mainland)
- Rural Isolation

S3 ACEL Attainment in Literacy and Numeracy

School	Level	% Achieved				
		Reading	Writing	L&T	Literacy	Numeracy
Tobermory High School	Third Level or better	100	100	100	100	92.9
Argyll & Bute	Third Level or better	88.3	87.0	88.2	83.9	87.8
Tobermory High School	Fourth Level	25	25	25	25	39.3
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		
Tobermory High School	Third Level or better	100	100	100		
Tobermory High School	Fourth Level	N/A	N/A	N/A		

Evaluative Comment – Areas of Strength in BGE Attainment:

- Tobermory High School is outperforming the Argyll and Bute average for Third Level or better in all Literacy and Numeracy areas.
- All cluster primaries have been involved in BGE moderation hosted by Tobermory High School. The focus this session was on Literacy (personal writing), Numeracy and Gaelic, as well as on embedding the rights of the child in early years. This has resulted in increased staff confidence and a more robust shared understanding of standards, as evidenced by staff feedback following the moderation groups. Staff also chose to independently arrange additional moderation sessions, which is indicative of their benefit.

Evaluative Comment – Areas for Development in BGE Attainment:

- A focus on a shared understanding of 4th level standards. N5 examination data supports the fact that we should be in line with Argyll and Bute achievements in this regard, with the target of the majority of our pupils achieving level four across all Literacy and Numeracy areas.
- Continue to develop and enhance the moderation journey, looking outwards as a small school to ensure robust procedures in place to establish nationally consistent standards.

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	13	13	100	85.50%	82.60%
Higher	58	53	91	80.90%	80.30%
National 5	131	102	78	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%)
S4	41	14	22	14	9	55	75.3	91
S5	35	30	25	0	10	65	90.42	90
S6	11.1	55.6	22.2	11.1		66.7	81.68	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%)
S4		100				100	100	100
S5	26.7	40	24.4	6.7	2.2	66.7	89.93	97.8
S6	45.4	27.3	18.2		9.1	72.7	93.46	90.9
Advanced Higher	(Nat 35.00% A&B 30.80%)	(Nat. 26.28% A&B 26.09%)	(Nat. 21.35% A&B 28.99%)	(Nat. 11.27% A&B 11.59%)	(Nat. 6.20% A&B 3.20%)	(Nat 61.2% A&B 56.7%)	Nat. 82.60% A&B 85.50%)	(Nat. 93.80% A&B 96.8%)
S5		100				100	100	100
S6	27.3	36.4	36.4			63.7	100	100

Evaluative Comment – Areas of Strength

- Every pupil who was presented for an Advanced Higher (across S5 and S6) achieved an A- C grade, considerably outperforming at both a local and national level.
- Higher A-C % pass rate across all pupils presented increased from 77.4% to 91%
- N5 roughly maintained A-C% in recovery period, evidence of the support and preparation for pupils following the challenges of the pandemic.
- In several subjects, every pupil achieved an A – C pass at N5 and in a few subjects, every pupil achieved an A grade who was presented.
- Every pupil making course choices now receives an individual SDS Career appointment, as well as there being a clear school focus on support with individual options meetings to work towards the most appropriate coursing for all. Data indicates that this approach is already having a positive impact on potential attainment.

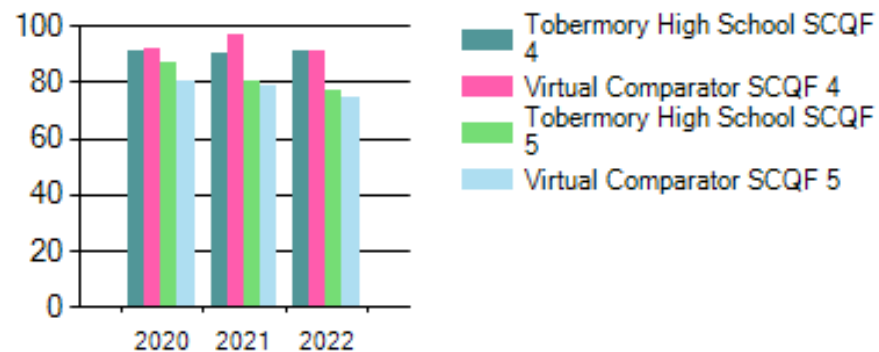
Evaluative Comment – Areas for Development

- To continue to develop attainment support for pupils through focused early interventions, including family learning regarding effective study techniques.
- Enhanced whole school tracking to monitor pupil progress.

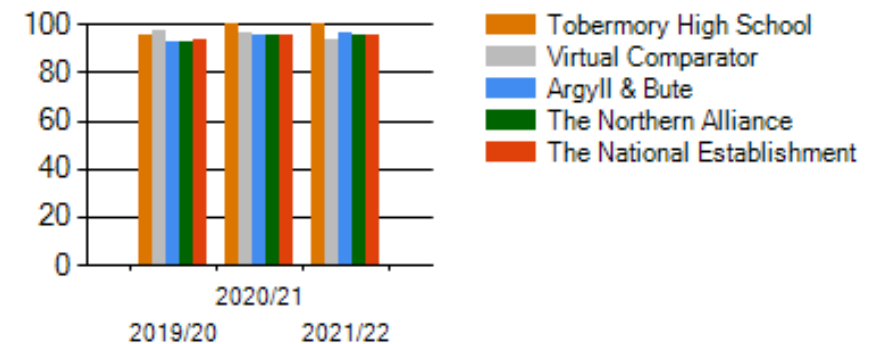
What is Insight Scotland?

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.

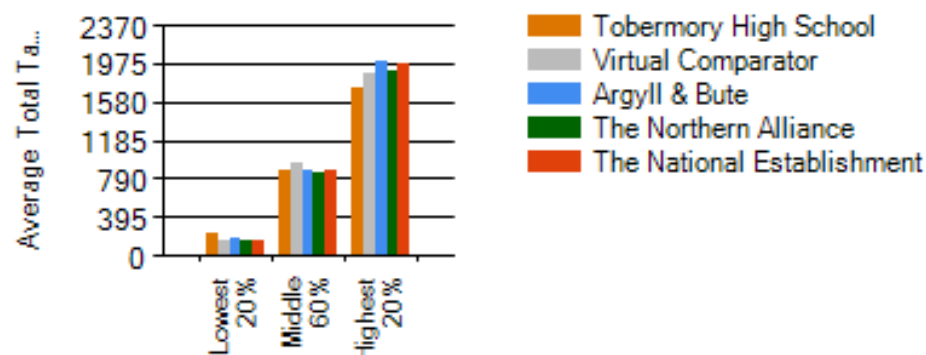
Improving attainment in literacy and numeracy
Percentage of Leavers Attaining Literacy and Numeracy



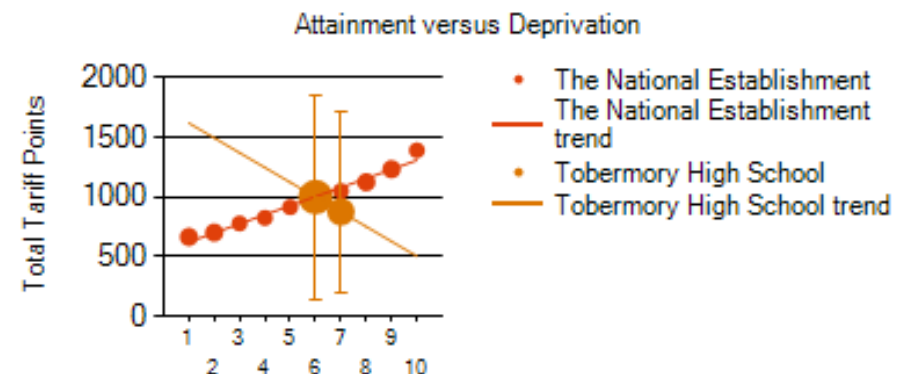
Increasing post-school participation
Percentage of School Leavers in a Positive Destination



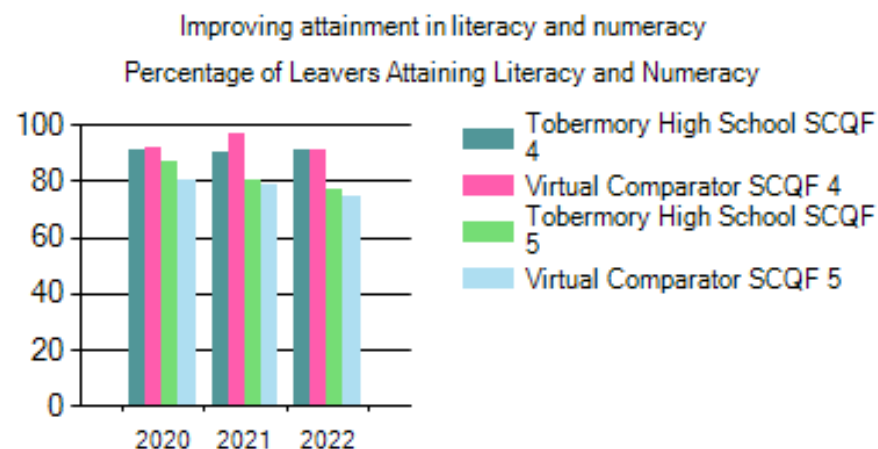
Improving attainment for all
Average Total Tariff Points



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



Improving attainment in literacy and numeracy



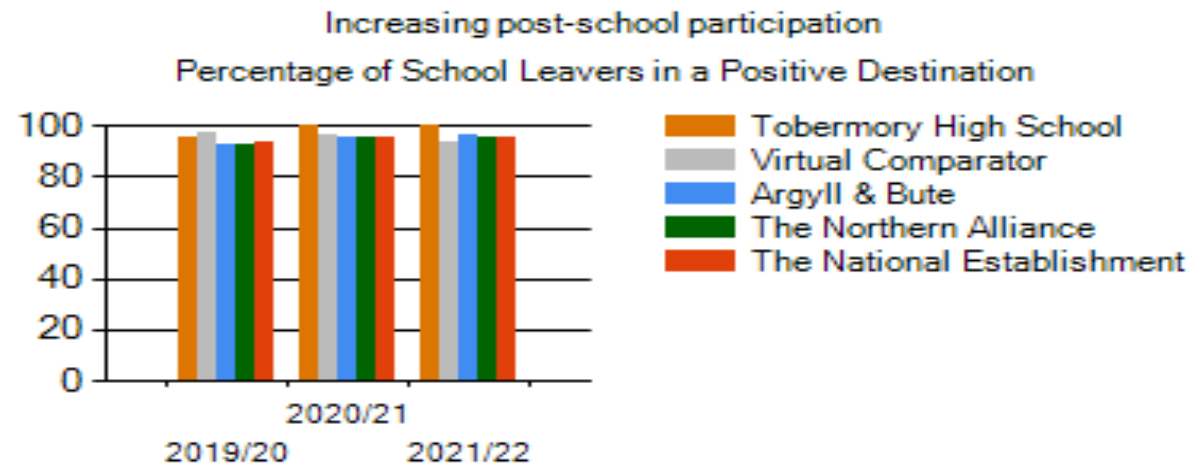
Evaluative Comment – Areas of Strength

- Tobermory High School focuses on every pupil as an individual to ensure achievement for all. Insight trainer who had been invited to the school to deliver data analysis training as part of the school focus on self-evaluation commented positively on the evidence that all pupils were supported to achieve.
- Over the last three years, Tobermory High School has been in line with or slightly outperforming virtual comparators at SCQF Level 4.
- Over the last three years, Tobermory High School has outperformed virtual comparators at SCQF Level 5.

Evaluative Comment – Areas for Development

- To utilise whole school tracking to continue to ensure that every pupil is supported to achieve in both Literacy and Numeracy.
- Increased focus on BGE moderation and a focus on 4th level as a method of targeting improved attainment at levels 4 and 5 in both Literacy and Numeracy.

Increased post-school participation



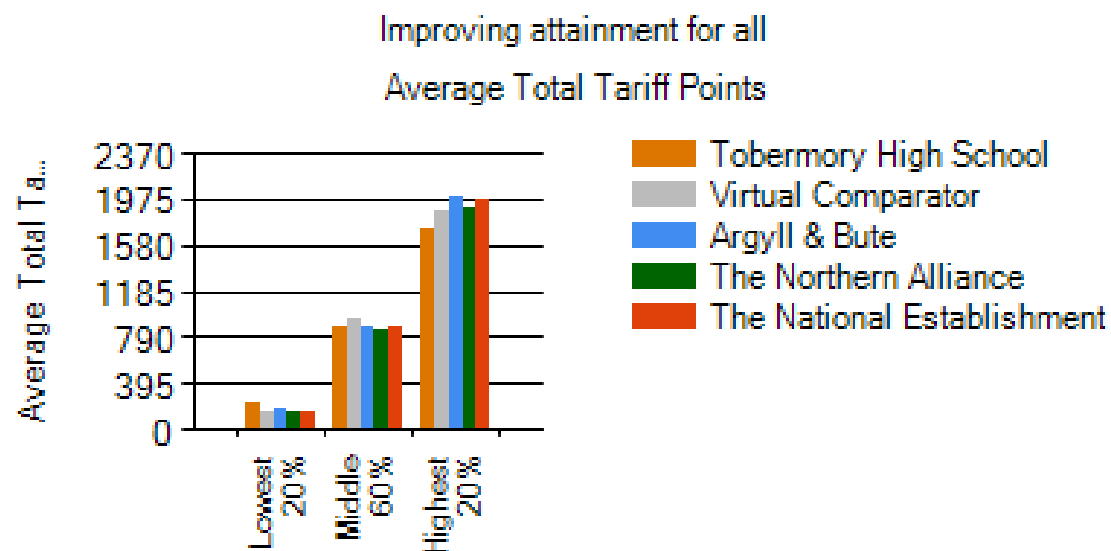
Evaluative Comment – Areas of Strength

- We have seen an improving trend in terms of positive destinations for leavers over the last three years – 91%, 95%, 100%
- Every pupil in 2022 was supported into a positive destination post-school.
- We have seen a decline in any pupil categorised as economically inactive with no pupils in this category in 2022.

Evaluative Comment – Areas for Development

- Continue to build partnership working to ensure positive and appropriate destinations for all pupils.

Improving attainment for all



Evaluative Comment – Areas of Strength

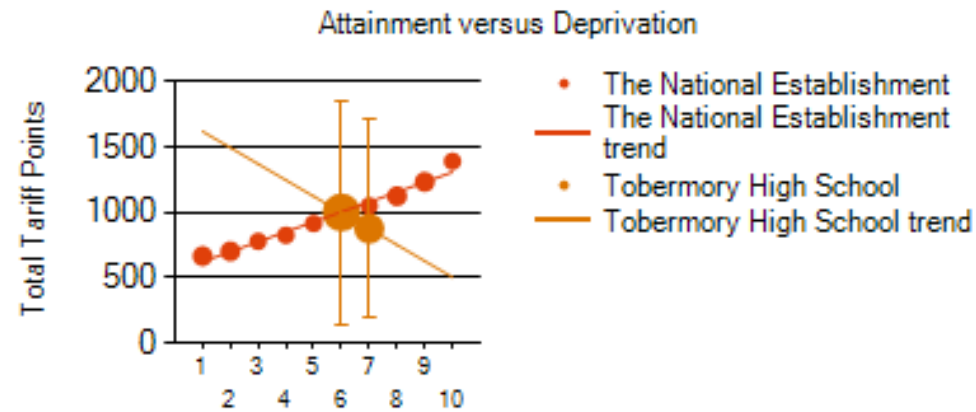
- Across all year groups S4 – S6, we are outperforming virtual comparators and the national picture for our lowest 20% cohort, with a significant positive outcome for S4 pupils in this category.
- In S4, we also outperform all comparators with the middle 60% cohort and we are in line with comparators for the top 20%.
- We are in line with Argyll and Bute attainment for middle and highest groups when looked at as an S4 – S6 overall picture.

Evaluative Comment – Areas for Development

- To focus on stretch and challenge for the highest 20% cohort to focus on enhanced attainment for this group of pupils.

Attainment versus Deprivation

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



Evaluative Comment

The restricted nature of our SIMD vigintile placement removes statistical significance in terms of analysis of this measure.

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:

- We have been working towards the implementation of the Scottish Studies Award for all S3 pupils from session 23/24 as accredited recognition of wider achievement.
- Timetabled provision for Duke of Edinburgh accreditation introduced from S3 (with 33 pupils involved across S3 – S6 and taking part in wider community volunteering).
- Pupils in S4 gain a Personal Development unit accreditation through their Work Experience placement.
- Pupils in S5 and S6 have timetabled Wider Achievement time to promote this aspect of the curriculum.
- Pupils in S5 and S6 gain a Community based accreditation unit through their participation in the Youth and Philanthropy Initiative project.
- We utilise virtual partner links to offer a wider course selection for pupils and have through proactive promotion of these extended opportunities increased the number of pupils engaging in this manner for 23/24. Pupils are working virtually towards a variety of qualifications including NPAs and Skills for Work qualifications.
- We have secured a partnership for session 23/24 to allow us to offer an NPA in Maritime Studies to a cohort of pupils across S4 – S6.

Equity and Attainment – Evaluation of Key Factors

Factor in attainment	
Attendance	School Ave. Att. 21-22: 89.64%
Exclusion	No. of Exclusion Incidents 21-22: 2 No. of Exclusion Openings 21-22: 4
Additional Support Needs	Secondary – approximately 13% of cohort
SIMD	SIMD – all addresses on the island are in vigintiles 12/14 (not indicative of reality)
Free School Meal Entitlement	FME – in Primary (5.2%) and in Secondary (10.1%)
Care Experienced (and previously Care Experienced)	
English as Additional Language	2 pupils
Other (give details)	

Pupil Equity Funding

Impact of PEF on closing the attainment gap

- Supervised homework club run at lunchtimes to support pupils to have a safe and appropriate setting in which to study or complete home learning tasks.
- Key cohort of pupils given the opportunity to develop life skills around cooking and healthy eating in a practical approach.
- All pupils in S5 are offered the opportunity to gain a Mental Health and Wellbeing Award at level 5 (SQA). This was extended to S6 pupils in 22/23 as this was the first year that this was implemented, with almost all pupils across the two year groups gaining the award.

Other information

HMIe Recovery Visit in June 2022 identified the following strengths:

- The effective GAPE programme has the potential to improve staff collaboration and ensure good practice is shared widely. It should help staff to develop expertise and a shared vision of high-quality learning and teaching.
- Staff are responsive to the wellbeing needs of young people. They know CYP and their families well and use this knowledge to offer appropriate support.
- Children and Young People enjoy accessing the extensive range of clubs and activities which support their sense of achievement. These clubs are effectively planned, and many are delivered by older peers.

Cluster primary (Salen) accommodated within Tobermory High School August 2021 – January 2022 whilst their school was being refurbished.