



Tobermory High School

A 3-18 learning community

AREA COMMITTEE REPORT

2012-13



Respect, Resilience, Confidence, Creativity, Collaboration



Argyll and Bute Council Community Services, Education



Quality and Standards reports from the current and previous years are available on the school's website:

www.tobermory.argyll-bute.sch.uk

This document is available in alternative formats, on request.

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Tobermory High School 3-18 Learning Community

Tobermory High School is a 3-18 learning community comprising a Pre-5 unit, Primary school and Secondary school. In 2012-13 there are 20 children on the Pre-5 unit register, 63 in Primary and a Secondary roll of 141.

The Pre-5 Unit registers pupils from around the Tobermory and Dervaig areas. Primary pupils are drawn from Tobermory and its surrounding areas, as we have associated Primary schools at Dervaig, Lochdonhead, Salen and Ulva Ferry. Our emphasis is on building a learning community that values achievement at all levels across the school, and that values community: school, local, national and global. The Secondary school serves north Mull and each year around half of our S1 students transfer from Tobermory's Primary school, while the remainder make the transition from our associated Primaries. In 2012-13 we also had 7 pupils attend on placing requests from Lochaline and Kilchoan.

The Head Teacher, Mr Biddick, is supported by two Depute Head Teachers, a Senior School Manager and a team of Principal Teachers. There are currently 27 teaching staff, supported by 4 members of the Learning Support Team (ANST), who support learners in Tobermory and all its associated Primaries. In addition there are 23 support, catering and janitorial staff, many of whom are part time.

We have a very supportive and active Parent Council which supports the school in its aims to ensure that all parents are included in their children's education. The Parent Council works closely with the Head Teacher on a range of school issues, e.g. Partnership with Parents and funding initiatives. The Parent Council's annual Summer Fair raises funds for the work of the school, and to provide financial assistance for school trips. In June 2013, the Summer Fair raised £1206.67. £206 of this was raised by the P5/6 Business Enterprise Project, run by a single Primary class.

Members of the business community contribute to the school by providing work experience placements and mock interviews for senior students. Local firms in conjunction with Argyll College UHI provide training placements for our S4 and S5 Skills for Work course participants.

Throughout the year, many members of the local community visit the Pre-5 unit, Primary and Secondary classes to contribute to the wider curriculum and help learners build connections with their community. Cross-curricular events such as Health and Wellbeing Days also help to build community and share knowledge beyond the classroom. We aim to foster a partnership with parents and carers, which will allow children to develop the skills they need as they transfer up the school from Pre-5 to Primary and Secondary, and to move happily between home and school. Full details of our Partnership with Parents may be found in the Parent Handbok, and on the school's website, www.tobermory.argyll-bute.sch.uk



Achieving high quality learning

Formal Achievement

Tobermory High School student's achievement in national examinations is above the national average and has been reasonably consistent across the last ten years. The key factor in considering the results of individual cohorts is the population size which may affect statistical analysis negatively or positively.

At Tobermory High School the average cohort is around twenty five. This is a small sample size which affects the use of inferential statistics due to the increased effects of outliers who fall outside the normal range of recorded values. Therefore, in terms of accountability in relation to examination results, it is our practice to take an intelligent approach and analyse the results on an individual basis.

This process starts soon after the results arrive in August. The Head Teacher will first meet with the Depute Head of Secondary to analyse the results, looking at both the SQA diet results but also taking into consideration success in courses that are not reported directly in the cohort results, e.g. the results of skills for work courses run by Argyll College. Further, our analysis will also consider the range and number of students receiving additional support arrangements during the exam diet and consider added value in relation to courses at Access 2-3 level.

This year's results (2011-12 SQA Exam diet) indicate that the normal pattern of attainment dipped across S4 and S5. The next page summarises the outcomes in relation to student performance at S4 (Level 5 of SCQF), S5 (Level 6 SCQF) and S6 (Level 7 SCQF). This commentary is the material that was placed on the Council's Pyramid system which indicates performance against key indicators.

It gives relevant information on why some attainment figures were down for our small cohorts and gives some explanation as to the key factors. Finally, it should also be noted in relation to the performance against key indicators, that the difference in some results may be misleading in terms of the number of students not attaining that level compared to previous years. E.g. In 2011 by the end of S5 the number achieving 3 + passes at Higher fell from 23 % in 2011 to 17% in 2012. The cohort for these year groups is on average 25 – a fall of 6% equates to on average 1.5 students falling below the cut off for passing at that level.

SQA Examination Analysis 2011-12

[Analysis is based on pre-appeal data. This data was published on Pyramid in September 2012]

Achieving high quality learning

S4 Performance – Level 5

Of the twenty seven (27) students in the year group twelve (12) pupils sat eight Standard Grades.

Other course choices were also followed:

Five students studied with Argyll College on the Skills for Work, Int. 1 Hospitality (one student did not pass the final assessments).

Five other students passed Int. 1 Engineering. Students sat Int. 1 Physics – 1 A pass, 3 passed at B and another 2 sat and passed Access 3 Physics.

One student, having passed Maths at Credit level in S3, went on to sit the Higher exam this year and passed at A. This same pupil also, through independent study, passed Int. 2 Physics at A.

Overall Standard Grade performance was very pleasing for this cohort:

33% of students achieved 5+ Credit passes;

63% of students achieved 5+ passes at General 3 and above;

89% of students received 5+ passes at General 4 and above;

11% of students achieved grades within the Foundation and General bands but did not reach the threshold of 5+.

Additional comments:

The Credit pass rate is slightly below the national average but General and Foundation figures are in line with national data as published. We note that this year group were challenging but they were well managed resulting in better outcomes than target grades predicted based on performance in Prelims. With small cohorts from time to time we have year groups that have to have targeted management and destination pathways are not always academic post S4. The success with these students is not indicated in the Fyfe analysis.

Nine students in this year group qualified for Additional Support Arrangements

S5 Performance – Level 6

Twenty five (25) students were enrolled in S5 in September. It is noted that five (5) pupils from the cohort had moved on to other educational establishments due to particular talents in music and sport or due to changes in family circumstances resulting in them leaving the island. If we look at overall outcomes and positive destinations - of this twenty five (25), twenty two (22) pupils remained in school and sat exams in May. Almost all students (19/22) were presented for five subjects at either Intermediate 2 or Higher level.

As stated above, achievement in Hospitality is not reflected in our current figures.

Achieving high quality learning

Again, overall performance is very pleasing:

36% of students gained one or more A pass at Higher, with two students in this year group each achieving 3 A passes at Higher.

77% of students gained one or more pass at C or above at Higher, with three students each achieving five A-C passes at Higher.

40% of students achieved one or more A pass at Intermediate 2.

77% of students gained one or more passes at C or above at Intermediate 2.

Eight students in this year group qualified for Additional Support Arrangements.

Additional Comments:

The students who left at the end of S4 were some of our highest attaining candidates at Standard Grade and their moving is reflected in the cumulative table*. The figures for 3+ at level 6 and 5+ at level 6 are adversely affected by the fact that small cohorts at schools such as ours are seriously affected by students leaving – in this case extremely able students. Therefore five and three year trend tables show a serious dip in percentage pass rates for these indicators. Similar dips can be seen in 10 year trends and occur naturally as not all small cohorts will be stable. They do not indicate any issues with teaching and learning at the school or our student tracking and monitoring.

S6 Performance – Up to Level 7

Of the nineteen students (19) students on roll in September:

Eighteen (18) students completed the year to examination. Again in partnership with Argyll College, one student was presented for Int. 2 Hospitality and Int. 1 Childcare and another was presented for Higher Psychology, (passed at A);

27% of students had one or more A pass at Higher;

83% of students gained one or more pass at C or above at Higher;

11% of students gained an A pass at Intermediate 2;

33% of students gained one or more passes at C or above at Intermediate 2.

Additional Comments:

In all 38% of students sat one or more Advanced Higher examinations. All students at this level passed at grade C or above. Three of these students had at least one A pass each, with another student gaining two A band 1 passes. Seven students in total were presented for Advanced Higher courses. This reflects the steady increase in the school's aim to create autonomous learners. The students studying AH courses only have two periods of teacher contact per week, with the rest of their course requirements being met through supported self-study. The success at this level is for this reason, all the more significant.

Achieving high quality learning

Cumulative totals for S6 over session 2010/11 and 2011/12 – of the eighteen students completing S6:

88% leave having achieved at least one pass at C or above at Higher;

61% leave having achieved at least three or more passes at C or above at Higher;

55% leave having achieved at least five passes at C or above at Higher.

Nine students in this year group qualified for Additional Support Arrangement.

Additional Comments:

There has been a slight dip in the cumulative figure for SCQF 5+ at level 6 or better from 2010 to 2011 by 8% (a change from 31 to 23%). However analysis would indicate that when dealing with such a small cohort of students that an 8% decrease is not statistically significant and could be due to one disengaged student. Further these figures are unreliable to a large degree because they are based on the census roll for that cohort at the beginning of S4. The overall figure is affected by the number of students who leave the school for other destinations prior to completion of S6 and this alone can cause large percentage drops from year to year. The THS 2009-10 figure was 25%. I also note that the 5+ at level 6 average for Scotland is 25.4%.

The most recent Government statistics(SLDR) on leaver destinations broken down by schools in Argyll Bute shows we had 100% of our Summer 2012 leavers go to a positive destination.

The Improvement Agenda

The first year of our three year improvement plan (2012-13) was designed around three main working areas: Curriculum and Assessment, Learning and Teaching and Management areas. During the first year of the improvement plan it was decided, after a scoping exercise, that the suggested review of pupil support needed to include behaviour and discipline as well as how we supported students. The plan and progress in this work is reported in Part 8 of this report. The Primary school and Pre-Five unit were also included in these development as the school operates holistically.

The design of the improvement plan was based on the need to develop strands that were interrelated and supported the development of high quality learners across the school taking into account that we aimed to be an authentic 3-18 learning community. It is an aspiration that the school will try to move away from being driven by the norm and instead look for ways to be different and forward thinking. It is difficult to necessarily do this in terms of timetabling or staffing in the face of limited flexibility of staffing and reduced budgets. National discussions on giving schools greater flexibility are welcome and the way staffing and funds are developed needs to be looked at if we are to make the vision for Scottish schools a reality. Instead the focus is not so much about structures but how we operate within them and how we might also look for relationships with other schools beyond Argyll and Bute.

Achieving high quality learning

Functional areas of development were those that had to be implemented as part of national initiatives in learning, and involved developing curriculum and assessment that had at their heart the ethos and design principles of the Curriculum for Excellence. Work on these areas was targeted at the Early Years to level 2/3, the broad general phase from S1-3 and the senior phase from S4-6. The other related area that made up a separate group of targets was in Assessment. The assessment model developed at the P7-BGE phase of schooling addresses the question of assessing and reporting on breadth, challenge and application. It develops the idea of using some models or rubrics to help set assessment criteria and grade performance across four achievement descriptors. The assessment rubrics are teachable and are a tool that supports high quality learning through feedback and feed forward, setting a standard and allowing for students to set goals that develop higher order thinking. Another developing focus relating to this work is assessment across the early years to level 2/3 of the Curriculum for Excellence.

As part of the management of the improvement plan two large working groups were formed and these then gave rise to smaller working groups looking at various projects. One such group is involved in developing the use of SOLO as a teaching and assessment tool and they are also sharing work with secondary Faculty member. More information on SOLO is available by accessing the THS Assessment tool kit.

The main targets in the three year plan were:

1. Curriculum for Excellence – Broad General Education (BGE) / Primary:

Completion of work on developing curriculum structures that support the ethos of a broad general education from S1-S3 and developing on-going mechanisms of review and development. Decisions will be made about option structures that support students moving from the BGE phase into the senior phase. The Primary school will focus on using the seven principles of curriculum to further develop the curriculum at Early, First and Second Level, develop the outside learning environment and continue to work upon embedding numeracy across learning through the use of active mathematics.

2. Curriculum for Excellence - Senior Phase:

Successive curriculum plans and schemes of work will be developed, including assessment models that support the new senior phase courses up to S6. Assessment models will include plans for moderation and quality assurance leading to positive verification of internally assessed work.

Assessment Model P7 - S3:

A coherent assessment and reporting model will be developed that supports learner development through description of progress in relation to breadth of achievement, meeting new challenges in developing skills and knowledge and in the ability to apply knowledge to different contexts. A comprehensive assessment tool kit has been written and distributed. It will help develop professional practice in assessment over the next three years with work on assessment focusing on supporting CPD around standards or criteria based assessment in relation to knowledge, understanding and skills.

Achieving high quality learning

A common currency for describing levels within formative and summative assessments will be developed initially within the BGE phase and then for use at other levels. Assessment of cross-cutting themes will be encouraged and supported with work to be carried out on sharing standards and levels. This work could also extend into goals developed with member schools of the North Mull cluster. The assessment toolkit proposes the use of SOLO as an approach to evaluating and feeding back to students along with other rubrics such as Blooms Revised (2001) and the Six Facets of Understanding. Assessment will also need to focus on how wider achievement is recorded and profiled with an emphasis on transition stages. A meeting is to be held in May with two Inspectors from Education Scotland to discuss the schools ideas about assessment and some of the issues they have raised recently over criteria based assessment and standards.

Learning and Teaching – Visible Learning /Best Evidence Practice project.

The focus of this strand will be on developing reflective practice through consideration of Hattie's work on effect sizes. After a period of training and development relating to the use of teaching strategies with high effects sizes and work on learner feedback, teachers and support staff will be encouraged to develop an action research cycle based on adoption of context based efforts to improve learning and teaching. Intensive professional development will take place via the delivery of the Visible Learning programme from Osiris Education (see below). The Visible Learning Programme's main focus is on developing classroom feedback to enable teachers to see learning through students' eyes and at the same time develop the capacity of students to be their own teachers. Staff will be encouraged to actively use effect sizes to measure the effect of teaching strategies in the classroom. It is hoped as part of this work some staff will lead on sharing and developing strategic knowledge of teacher practice that has been shown to be highly effective and assist other staff to develop individual practice in a collaborative model. The working group will also be asked to consider how we might develop a focus on students' 'theory of self as learners' through the use of tools such as ELLI (Effective Lifelong Learning Inventory) one to two years from now. This would be targeted at the transition phase at S1 and into S2 via the personal and social development programmes. Training and resource implication will be looked at toward possible implementation in year 2 or 3. Further, the Principal Teacher forum will work as a group around monitoring and evaluation practice that assists learning and teaching through developing a collaborative and context driven calendar for monitoring and self-evaluation and a set of resources that are use across all faculties.

Review of Pupil Support and Behaviour.

This developed in the course of an initial plan to review some service areas in relation to management but the new Head Teacher decided he would start from the ground up and include a review of behaviour in and out of the classroom using an external auditor. He also started an audit of existing pupil support services and roles that lead to the development of an action plan. See Appendix for updated Action plan). As a result of the audit by Gerry Geoghegan, the ESO for Behaviour and Pupil Support – Argyll and Bute Council, a whole school-based discipline system based on Canter's assertive discipline model was initiated and staff professional development sessions were held as part of inset and twilight CPD. The systems are now in place. A step-wise discipline system was also developed and staff and student consultation held. The step-wise system will be fully in place August 2013 but some aspects will be further discussed with students e.g. detention system.

Achieving high quality learning

To see a full report on progress across these improvement areas please see the supporting document – Tobermory High School Improvement Plan 2013-15 (Year 2). This document is available in PDF format – go to www.tobermory.argyll-bute.sch.uk

Visible Learning

In order to drive the achievement agenda in developing high quality learning and teaching the school has signed up to a professional development programme called Visible Learning. This in-school professional development is delivered by Osiris Educational UK which has been licensed to deliver a highly focused programme that works on improving feedback to students based on the work of Professor John Hattie. His work is internationally recognised and involved over fifteen years of work on analysing large scales study of the educational benefits of different strategies, policies and programmes using a statistical tool called size effect. The benefit of this research is that it shows the average educational effect of all major things that have been tried and he has produced a large amount of data on what works and what is below average. The large size effect strategies are the ones we are interested in adopting. A number of these involve how teachers give and use feedback and are also about how well students see themselves as learners. In April 2013, the Head Teacher convened a Teaching and Learning panel where he discussed Hattie's research and what it meant for the development of learning and teaching in the school. The foundation day at Tobermory involved fifty staff from Tobermory High School as well as Primary teachers from our associate primaries at Dervaig, Ulva Ferry and Lochdonhead.

The Foundation day will lead to a further two days where an extended project leadership team, developed using a model of distributed leadership will look at the evidence that shows teachers are gaining feedback that enables them to see learning through students eyes and how well students are their own teachers in terms of skills as learners. This is a lot more complex than it appears and the whole CPD will run for several years but will require constant monitoring to embed its ethos and practices. A fourth day is still being developed by Osiris but it may be that an extended relationship is formed to continue to deliver on-going support.

Achieving High Quality Learning – Pre-Five

The Pre -Five Unit staff actively plan, deliver and evaluate their teaching programmes in order to achieve high quality learning and aim to assist students to make a successful transition in to P1/2 as they start their journey into Primary schooling. The unit adheres to the principles of the Curriculum for Excellence, ensuring choice and personalisation in learning and developing progression in learning through planning.



Achieving high quality learning

When planning learning the Pre-5 Unit ensures experiences are wide and varied e.g. looking at places of interest to visit, inviting interesting people to visit and speak, and involving staff from the Secondary school to provide active learning opportunities. The young people may also have an opportunity to see some of the specialist rooms in the Secondary school such as the laboratories or ICT suite.

At the heart of planning learning experiences is the ethos of inclusion and students are all involved in assisting with the planning and review of learning activities. Parents are also consistently asked to contribute to planning by sharing skills and ideas. Just as in the Primary and Secondary schools the Pre-Five Unit develops strong community links. Finally, the key factor in ensuring high quality in learning remains listening to and responding to the feedback from all stakeholders during the session and ensuring that this is evaluated and acted on when required. Thus self-evaluation leads to an impact on learning. It is notable that the unit received a very good Care Commission review in 2012.

Achieving High Quality Learning- Primary.

High quality learning has been achieved through the involvement of pupils and parents at the planning stage and involving partner agencies and strong community links to help enrich the curriculum. Throughout the year, classes have been involved in projects that have involved local partners such as visiting artists at An Tobar, Scottish Ballet and the Mull Theatre, Forest Rangers in Aros Park. Parents are often invited in to share in the learning. P1/2 parents have been involved in aspects of Polar Land topic and helped to build an igloo from plastic milk bottles, P3/4 has invited parents in to share give guided tours of their Roman islands to demonstrate what they had learned and how they had applied this to create their own island, P5/6 has involved parents by using their expertise and knowledge to help pupils in the planning of their enterprise work and P7 has invited many members of the community to share memories and experiences of the '60s.

Learning experiences have been enriched by visits into the secondary department and Music, Science, PE, Home Economics, Business, English and Art have all contributed to learning experiences.

Health and Wellbeing has been promoted throughout the year by visitors from partner agencies such as Strathclyde Fire and Rescue and NHS Scotland, discussing a range of issues including dental hygiene, hand washing and diabetes awareness raising sessions.

A particular strength has been the pupils involvement in fund raising activities both for charity events and to raise money for school events. These events are often led by pupils either as part of the whole school council, Red Nose Day, or as classes leading on events such as when P5/6 planned a disco for themselves and pupils from other local schools to raise money for their trips.

Achieving success for all learners

Secondary School:

Focus on outcomes and maximising success for all learners.

The main focus of work in the secondary department this year has been on consolidating work within the Broad General Education to further develop our courses for pupils in S1 – 3. There have also been preparations for the first year of the new Senior Phase (S4 -2013/14) and the introduction of the new National Qualifications. Staff have attended CPD events to support their practice and there have been opportunities for parents to consult on these plans and to seek advice from staff on the appropriate options for their child.

Throughout this planning phase there has also been extensive consultation with Learning Support colleagues to ensure that our courses will maximise the potential of all our young people. As pupils' progress through school it is expected that some will follow a much more personalised programme with additional tutorial support from Learning Support staff. This builds on existing good practice and will enhance the educational experience for those directly involved.

The choice process has been supported by Margaret Bennett from Skills Development Scotland. Margaret has worked with pupils in the senior school on applications for training, college and university and also lead sessions in the PSD programme. She has been in attendance at parents' consultation evenings and also supports those with additional support needs in their transition phase between school and the wider world. Within Argyll and Bute, Tobermory High School was the only school to have all our leavers retained in work, employment or training this session.

Throughout this session we have continued to build links with other external providers and partner agencies. This has enhanced our curricular delivery through working with visiting speakers and also strengthened the support for pupils and their families through multi-agency working with colleagues from the educational psychology, health and social work. In addition, partner agencies have provided training for our staff in order that we best meet the needs of all the young people across the 3-18 learning community.

The PSD programme (personal and social development) has been reviewed during this session and now reflects the Health and Wellbeing principles of the new curriculum. The programme will continue to inform young people about stage-appropriate topics such as Mental, Emotional, Social and Physical Wellbeing, Planning for Choices and Changes, Physical Activity and Sport, Food and Health, Substance Misuse and Relationships, Sexual Health and Parenthood. Again, as pupils progress through Tobermory High School, this programme may also become more personalised and we will be introducing further courses, e.g. skills for independent living.

The school is also looking to expand its delivery of wider curriculum opportunities. It does offer work experience. The John Muir award (S1/2) and Skills for Work offer alternative pathways for students but we are currently exploring the introduction of ASDAN that will offer course flexibility for a range of student needs.

Achieving success for all learners

The learning support area has also been active in developing the Friends for Life programme to support transition from P7 to S1 and is expanding this programme into Secondary in partnership with Psychological Services using the Friends for Youth programme.

These programmes are seen as important to support students to cope with the increasing pressure of life and enable them to ultimately cope with both relationships and life situations as they move away from a small island setting. One of our core values is resilience and we are aware that a number of senior students are coping with depression and anxiety disorders.

Further, as part of the need to address these issues our PT Learning Support has attended a week long training course in cognitive behaviour therapy which will enable us to provide more support in relation to anxiety and related depression disorders in students and help them with learning and goals, especially as they prepare to leave school or make transitions within school.

Finally, during this session, pupils completed a survey which asked their views on the PSD programme and more general questions about their experiences at Tobermory High School and how well they felt supported. Overall the responses are very favourable, but there are significant areas for development which will be part of our improvement planning for next session.



Achieving success for all learners

Achieving Success for All Learners – Pre Five.

The unit ensure it meets the needs of all learners through a variety of mechanisms and with a focus on good early years practice. There is a clear focus on staff training and professional development led by an able Principal Teacher based in the Primary school and this leads to a positive cycle of self-reflection and action. The unit is well maintained and the environment is clean, tidy and safe with a welcoming learning and teaching environment for all. Regular discussions are held with parents to enable the unit to meet the personal needs of students both in terms of the cognitive domain but with a focus on the development of social and personal skills. The unit also has a role in supporting and encouraging parenting that helps develop these areas and the staff members meet regularly to discuss the support needs of every student. Concerns may be shared by the PT with other specialist staff and the Depute Heads of Primary or the Head Teacher as appropriate.

Baseline assessments of literacy are used to plan the vital next steps in literacy development and help the goal of allowing a good transition into early years education in the primary school. Education authority specialists and partner agencies e.g. SPAL are involved in ensuring any additional support needs are well documented, shared with parents and an integral part of the child's learning and development plans. In line with developments across the learning community this session assertive discipline strategies are adopted in the unit and used on a daily basis but not at the expense of working to deal with the cause of specific behaviours. The principles of GIRFEC are used in dealing with and assessing students' support needs.

There are very clear induction processes operating to assist the children in the unit to move onto P1 at the Primary school on the campus. Evidence of students learning is encompassed in learning Journey's records and thinking and talking floor books.

Achieving Success for All Learners - Primary.

The needs of all children are identified and tracked through the use of standardised tests, formative and summative assessments and with support from ANST and outside agencies such as Educational Psychology, Speech and Language and NHS Scotland. Targets are developed and shared with parents through the use of support plans, learning journeys and PLPs.

Teaching staff are supported by ensuring that appropriate training and support is available and links between these agencies and parents developed by facilitating regular review meetings.

Planning for transitions is strength and strong partnership working is evident between Pre 5 and P1 which involves regular visits for the pupils and information sharing meetings with parents. Pupils are involved in setting and reviewing their own targets in literacy, numeracy and health and well-being which are shared with parents termly via reports and personal learning planning.

The school's shared vision

In his book *High Performers* – Alistair Smith looks at the factors that produce highly successful schools. One of his key findings is that to be successful, schools have a clear core purpose that is stated and continually used to guide decisions and monitor performance across performance indicators. To that end one of the first actions at the start of the new session in August 2012 saw the staff work collaboratively across two stages to come up with a core purpose statement.



The Core Purpose chosen is *Valuing Achievement, Valuing Community*, and it appears around the bottom of our revised school logo / crest as shown above. This is our clear statement of intent and we have discussed with students exactly what that means in terms of the smallest idea of community – the classroom through to the largest - Scotland. This idea of community is also allied with the four capacities and in particular the themes of being effective contributors and responsible citizens. Throughout the session reported on in this document we have continued to build very positive relationships with our community in many forums. The Parent Council has operated very effectively and has assisted the Head Teacher to reach out to the community but they have also tackled issues head on and have led discussions around issues of staffing, property issues and professional development costs with both local councillors but also the local MSP. They share the Head Teacher's vision to create an ambitious and leading small state 3-18 school that is known to be forward thinking and which creates a strong community ethos that in turn will create a highly successful learning environment.

The ethos of the school is firmly based on developing students through the delivery of the totality of the curriculum and therefore valuing achievement is also at the heart of our core purpose. This achievement in all aspects of school life, both in terms of self-discipline and good conduct but also in terms of how we each contribute to a positive, safe and rich learning environment. Excellence is a constant aspiration in achievement and the new message is that if you value achievement then that is a starting point for achieving excellence – but what follows is total commitment through clear goals and seeking feedback and support. It is not our desire to pay lip service to this idea and we will be actively looking for ways to keep this message in student's minds and keep returning to it via assemblies, forums, classroom discussion and represent it in signage around the school.

If you visit the school web site you will see a vast range of rich learning activities reported on through text, videos and photos. They cover a diverse range of learning situations both in and out of the classroom. As well as valuing wider achievement these also reinforce the idea of community links from Pre-5 to Secondary (3-18).

The school's shared vision

While developing the idea of core purpose the staff also revisited the schools vision statement and checked it was fit for purpose. The updated statement reads:

Our vision ... is to create a 3-18 school that is a learning community, 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.

Again the idea of community, a learning community, is mentioned as well as being active and respected in the community which relates again to the core purpose of valuing community. The final staff and community input involved looking at Values. The particular values chosen were:

Respect, collaboration, creativity, confidence and resilience.

The ideas relating to these values will be further developed with students over the coming session through curriculum and wider activities and in student forums. One key aim is for every student to be able to state what our core purpose and values are and understand what they mean in terms of how we operate and what we value. We also expect that if they feel adults in the community are not adhering to these values that they will tell us.

For evidence of the wide range of community and learning activities that display our shared vision please visit the website www.tobermory.argyll-bute.sch.uk



Tobermory 3-18 learning community



Tobermory 3-18 learning community



High quality leadership at all levels

The idea of high quality leadership is important if the school is to be successful in meeting the targets expressed in its three year improvement plan. The school's core purpose is value achievement but this should also be about developing staff so they can achieve professionally and personally. The school is heavily involved in work across the education authority.

The Head Teacher, who has been in post since May 2012, is a member of the Secondary Head Teachers' group and has shared on assessment and learning and the work of Professor John Hattie and the Visible Learning CPD programme at their regular meetings. He is also a member of Authority groups meeting and leading on an anti-bullying policy, budget work streams and new Head Teacher assessment. As part of his induction he has attended a two day authority event and has been trained in human resources, finance management and grievance and discipline processes via ACAS. He has completed a two-day child protection training event at level 2 and has attended professional seminars on self-evaluation run by School Leaders Scotland and attended a Foundation day in Visible Learning in Manchester. As part of his own CPD he is completing a post graduate Diploma in School Leadership and Management through the University of Strathclyde which will also give him the professional qualification of the Scottish Qualification for Headship (SQH).

The Depute Head Secondary has the SQH qualification and the Senior Manager is also completing his final submission to qualify for the SQH. This means at the senior level the school has professional and reflective leaders who have been exposed to the latest ideas on educational policy, management theory and pedagogy.

The Depute Head Secondary and Depute Head Primary of the school jointly ran the school for a year (2011-14). This provided them with excellent professional development opportunities, and they understand the nature of leadership within the context of the school and authority.

The Depute Head Secondary is part of the management group steering the management and development of SEEMIS, the student information management system, across the Authority, and also within the school. She regularly attends training events or meetings relating to pupil support and the new GIRFEC systems within schools. Senior staff are also regularly asked to be on interview panels for other schools.

There is a rotating senior management position (Senior Manager) that has been created to extend the senior leadership team and help develop the leadership capacity within the school. They are part of the leadership team and have whole school remits such as managing monitoring and evaluation – quality assurance in Secondary. The senior manager is involved in the authority ICT group and has also been a representative on the Authority CfE group and contributed to the Authorities review and development of its annual action plan.

Three staff members are being trained as external verifiers for SQA national qualification and a Gaelic teacher in the school has been appointed Principal Assessor for the Gaelic Learner examination at Higher level.

High quality leadership at all levels

Staff members are continually used to help spearhead or assist in organising events such as the recent learning and teaching panel for parents and students, Celebration of Achievement or school events or forums.

Remits aim to express the need to develop a common ethos and vision across the 3-18 community. The improvement plan includes an organising principle where all staff are involved in working groups. The review of this has led to too proposed changes to the structure and there will now be specific work groups based on the improvement plan targets which will help focus activities, even out workloads and encourage distributed leadership, initiative and professional development. Small groups will cover areas such as the visible learning development, assessment development and use of the new tool kit, pupil voice in learning and community and self-evaluation. During this session staff members have attended authority subject development days as well as subject specific events run by SQA in Stirling and Glasgow which has given them the opportunity to look at issues in relation to newer senior phase qualifications.

Primary staff members across all teaching levels have attended a diverse range of development courses relating to the curriculum and outdoor education. Pre –Five Unit employees attend all school CPD events are also given the opportunity for regular professional development in early years practice. The staff and Principal Teacher have spent considerable time on the 'I CAN' evaluation tool.

During this session a leadership evaluation tool has been produced and it will be used in three phases across the school. The tool, a 360⁰ leadership evaluation system based on that used in the Secondary Headship qualification, involves staff filling in a questionnaire about the staff member based on the leadership qualities demanded in the Standard for Headship (2005). This is then given to an evaluator who collates the information to ensure it is constructive and leads to positive goals for self-development in relation to leadership. The evaluator and leader meet to discuss the report and goals are set that can be reviewed on an annual cycle. This initiative will be reviewed as part of our self-evaluation process at the end of the 2013-14 session.



Partnerships with parents, community and others

We aim to foster a partnership with parents and carers, which will allow children to develop the skills they need as they transfer up the school from Pre-5 to Primary and Secondary, and to move happily between home and school. Full details of our Partnership with Parents may be found in the Parent Handbooks, and on the school's website, www.tobermory.argyll-bute.sch.uk

- All parents are members of the Parent Forum and eligible for election to the Parent Council, which works in close cooperation with the school.
- Regular contact with parents is made via Learning Journeys in Pre-5, home/school notebooks and Personal Learning Plans in Primary and the student planner in Secondary. In addition, Primary and Secondary pupils receive two annual school reports, and parents are invited to attend consultation meetings with teachers.
- The school's magazine, Tobermory High School Press, reports on activities in school, and the Head Teacher's newsletter addresses more formal or academic concerns.
- Parents are regularly invited through THS Press to contact the Head Teacher with any concerns. Questionnaires and surveys help the school to assess parents' aspirations for their children and the school.
- When pupils have individual support needs, these are discussed fully with parents at regular review meetings. Members of the Learning Support team are also available at parent consultation meetings, and may be contacted at any time via the school office.
- A school handbook is issued to each pupil at enrolment. The Parent Handbook (Tobermory High School 3-18 school) is available to view on the school's website, along with the School Improvement Plan and annual Quality and Standards report. All these publications can be printed on request.
- New pupils and their parents are invited to visit the school, and contact is encouraged between Pre-5, Primary and Secondary. New S1 pupils complete an induction programme designed to minimise the stress of moving from the Primary environment into Secondary.
- Parent helpers are welcome in class and on school trips, and any parents who regularly assist in this way will be asked to complete a PVG (Protecting Vulnerable Groups) check.
- The school's website, www.tobermory.argyll-bute.sch.uk, keeps the community up to date with school news, calendar dates and important documentation including copies of letters sent home to parents. Links on the website connect parents with useful sites such as Parentzone, SQA (Scottish Qualifications Authority) and BBC Bitesize.
- Parents are encouraged to contact the school if they have any concerns, either in person or via telephone (01666 302062) or email (enquiries@tobermory.argyll-bute.sch.uk). Often, informal contact may be made immediately, and if this is not possible staff will endeavour to reply to parents by telephone or e-mail as soon as possible.
- Additional invitations are issued from time to time, to school open days, special events or workshops. Tobermory High School is committed to take account of parents' concerns and expectations at all levels, and parental input is a vital component of planning for learning.
- Other members of the community, visitors with special skills and staff members from Primary schools on Mull and Iona make notable contributions to school life. School excursions and field trips also encourage pupils to widen their horizons, develop skills and abilities and gain confidence.

Self-evaluation

There is a clear mandate to report to parents in relation to the aspects covered in this report. The area of self-evaluation is probably a key area for parents to understand but as it is often mired in educational jargon and technical aspects of education management it is sometimes lost amongst all the other areas covered in the standards and quality report and may not be accessible to all parents. It is an aspiration that into next session we will give a clearer picture of progress in key areas of self-evaluation via our website and the Head Teacher's Newsletter.

The former Secondary model in the school was based on evaluation folders for Faculties and individual Principal teacher meetings with the former Head Teacher. While this model worked well for a number of Faculties there was not enough commonality in how things were evaluated or impact was measured and there were actually many examples of variable practice across the 3-18 school. It was the perception of senior staff that things had drifted over the 2011-12 session and therefore when the new Principals Teacher's Forum was set up one of the key development tasks was to develop a common monitoring and evaluation calendar and look at supporting documents.

This exercise also involved work by the Principal Teacher of Primary. She developed an evaluation calendar for the Pre School and this format was to be further developed for use in Primary. A meeting will be held in June with the Head Teacher, Depute Head Primary and Principal Teacher Primary to look at the monitoring and evaluation calendars developed. This will help put in place regular evaluation of key indicators for managing and evaluating learner's progress as well as checking forward planning, curriculum progress, behaviour, and quality of student work and aspects of home learning.

The Secondary work was led by the Senior Manager who was a Principal Teacher and a member of the PT Forum. He worked with the Head Teacher to implement a review of current practices and this led to a transition monitoring and evaluation calendar that was put in place from April to June 2013 (see next page). At the same time discussion began on systems and documentation to support authentic evaluation and feedback that would have an impact on learners and learning. The transition process documents from the leadership team have worked well in the targeted areas but some areas still need to be fully reviewed and developed. One of these is learner feedback which was delayed as the Visible Learner professional development programme will feed into this area and inform the way we collect and monitor learner's development in the classroom.

As part of the self-evaluation process the Head Teacher keeps summary information collected by Principal teachers from Faculty staff. The individual returns are kept in a folder on Public 1. The key information will be summarised into a booklet and distributed to Principal Teachers for a review meeting. At each of these meetings up to two other teachers will be invited to also make responses and suggestions. The first of these meetings will be held in August at the start of the new session.

Self-evaluation

Teacher and learner observations are carried out once a term by the senior leadership team and peer observation programmes in Faculties are also now operating. This is an area that needs on-going review and development in order to build the capacity for collegial observations across faculties that leads to sustainable improvement in learning. High trust models are important but take time to develop even in an environment with a high level of good collegial working. Again the Visible learning programme will be allied with these developments. The evidence from learner / teacher observations will also be discussed at the Principal Teacher Forum and this work together with senior team observations will lead to regular reporting and teaching and learning targets to all the staff. The first round of these observations will finish in June and be reported on at the start of the new session.

At the start of the new session in August a full monitoring and evaluation calendar (self – evaluation) will be in place and Principal Teacher's will work with their Faculty staff and senior management to ensure we are not only evaluating what we are doing and how we are doing it but also seek to take this information and use it to improve our impact on learning. This self-evaluation process will also be a key to ensuring the school improvement plan has a measurable impact.

A Primary /Secondary parent survey went out in November 2012 and the results were very encouraging. However some areas will need to be looked at more closely and will feed back into the self-evaluation process and improvement planning for next session and beyond.

The overall return rate was 49% which is a better return than in past surveys. In general most parents seem happy with the provision of education across the 3-18 community and with our leadership. A number noted that with the recent change in leadership things are 'changing' and that they support those changes. The survey did give a clear message about communication around events and trips and we are working to improve that area. Text and email, as well as letters, will be employed to keep you informed.

Around 70% of respondents noted that we did take account of parent's views, but we would like that to be higher. There were two very negative responses that considered our attempts to inform or ask for feedback was just a pretense. It is disappointing to think that people may believe this and as responses are anonymous we are unable to follow up and find out why they feel as they do.

In April the student cohort in Secondary was surveyed and these results while positive in a number of categories indicated some weaknesses in other areas of a pupil support. At the time of writing this report we are starting the process of analysing student responses and using the report as a baseline to gain improvement. One area that we are starting to report on is service levels in terms of pupil support and it is an aim that we are much more proactive in supporting students. From 2013-14 it will also be an aim for all students to have at least one meeting with a key pupil support staff member regardless of whether they are high functioning learners or the fact they report any issues.

Self-evaluation

March – June 2013

SELF EVALUATION – TRANSITION CALENDAR

Evaluation Area	Month		
	March	April	May
			June
Home Learning S1- S3 S4 –S6	● (S4-6)		● (S1-3)
Tracking progress – Seemis system – all levels	●	●	●
Jotters / Records of work		● (S4-6)	
Behaviour monitoring – all PT Faculty	●	●	●
Assertive Discipline implementation reports (checklist)		●	●
Learner Observations (class visits)	●	●	●
SLT / PT / Peer			
Progress report – Faculty improvement plans	●		●
Teacher planning – BGE / Senior level		●	
Audit – E and O's Curriculum	●		
Senior phase – course arrangements in place S4 / Nat 4 and 5		●	●
Literacy and Numeracy sampling BGE		●	
Student unit / module evaluation – at appropriate points in course across all months. PT Sampling	●		●
Service levels – PT Pupil Support & PT Learning Support		●	●
UCAS Monitoring – internal grade warnings	●	●	●

Valuing and empowering staff and young people

To value and empower students we need to ensure they are valued in the processes and actions of the school and that they are not removed from an authentic decision making process that includes feedback and feed forward.

The school has moved forward this session with interviews and a voting process for senior male and female student leaders from S6. These were appointed around October along with senior prefects who nominated themselves from S5 and S6. A new senior prefect uniform was also developed and was worn at various occasions in school and the community. This aspect of leadership is allied with the senior leadership units that students complete through SQA modules as part of the PSD – personal and social development programme.

Into next session it is planned that there will be a greater emphasis on leadership both within the prefect system but also from the school council at Secondary and Primary levels. Two P7 representatives attend the Secondary Council to ensure that the views of Primary pupils are taken into account when whole school issues are being considered. The plan will be to develop portfolios in relation to teaching and learning, eco-schools, fair trade, Amnesty International, fundraising, uniform and in-school communications and these roles could be duplicated at both Secondary and Primary level where appropriate. Any student on the school council at any year level may hold one of these portfolios. There will be two staff appointed to support the running of the council. This year the senior manager has done a good job and the council has run a number of events and fed back to the leadership in relation to issues such as the discipline system, uniform, fundraising events and other management areas.

As part of the Visible Learning programme it is also an aspiration that students are more involved in how they learn, what they learn and when, particularly in terms of the principles and aims of the curriculum for excellence at all levels of learning within the school, 3-18. The inter-disciplinary week in June in Secondary will have more student input around its design and evaluation. The whole concept of feedback as part of the visible learning professional development is about student voice in learning and developing learners who can be their own teachers in partnership with teachers.

In order to value students we also need to be aware of how we treat them and the staff and leadership team need to take account of the values put in place this session. This concept and others above will be further developed in the updated improvement plan published in June. The discipline system was discussed with students in April and as a result of that the systems will not be put in place until we have had a second chance to carry out more consultation to take account their views, particularly questions about some parts of the step wise discipline system.

Many of our activities reported on in this document and the way they will be further developed will empower students to develop as well rounded individuals. There will always be an underlying emphasis on the four capacities across 3-18 learning. While we are not always explicit in mentioning the four capacities within the totality of the curriculum offered, they actually underpin everything we do and achieve.

Valuing and empowering staff and young people

Last year the school was one of a few within the Authority who had a 100% positive destination return for leavers across S5-S6. Students are able to take part in a wide range of extra-curricular activities and trips across the 3-18 school and many outside speakers and partnership organisations contribute to delivering the wider curriculum. In fact the number of activities reported on in the THS press or our website is quite outstanding and the school is extremely active and busy every day of the week with staff contributing much to building good citizens who are learning about themselves, others and society.

The school also offers off-island, overnight school trips across P5/6 and 7 and at all levels S1-S6. Although it is now not possible to subsidise all students in the face of budget cuts every student does have an opportunity to grow and develop in urban and rural settings. The Primary school offers an extremely wide range of activities within every year level which involves education outwith the classroom or opportunities to link with partners in the community. The P5 and P6/7 week long off island trips help students learn to cope with being away from their familiar home settings and encourages personal and social development.

At Secondary level, the S1 students have a trip into a city environment over a week, S2 have an outdoor learning experience at Loch Eil, S3 have an international trip to France and Belgium with specific relationship to social studies, languages, art and history and S5/6 are able to go on a ski trip to the French Alps. These trips provide an excellent opportunity to grow in confidence and self-esteem.

The empowerment of staff is achieved through good communication systems and feedback. It is the aim of the senior leadership team to acknowledge what others do and how well they do it. Regular meetings are held and staff members have opportunities to develop leadership across a range of events and management functions. Regular inset days are held and these often involve consultation and give an opportunity for staff to have a voice. The working groups mentioned in an earlier section involve staff in areas of interest where they can work collegially and autonomously, displaying initiative and sharing ideas through professional dialogue. The idea of better ownership and involvement in school improvement is supported and promoted by the leadership team with the Head Teacher working on an instructional model of leadership.

The evaluation processes inherent in the evaluation and monitoring calendar empower staff to share good practice and ensure we know how well they are working so we can give positive feedback and feed forward. This is also strongly encouraged through faculty heads whom we expect to work collegially to meet the targets in improvement planning.

Staff events are held and major life events are celebrated in a communal way. The Head Teacher operates a high trust model and encourages staff to share issues and frustrations. He desires a solution and flexible approach to solving problems as they arise.

Personal and social development and well-being

As part of the action plan relating to pupil support a review of the planning and provision for the delivery of the social education programme (now known as PSD – personal and social development) across S1-6 was undertaken and the Principal Teacher of Pupil Support worked with the Head Teacher and Depute Principal of Secondary to revise the whole secondary programme and update content and resources. The new outline will be delivered to staff teaching this area in June at the start of session.

As part of on-going development, the staff will be encouraged to collect resources they use so they can be shared or modified to suit a year level. We will also look at opportunities to develop more partnerships with outside agencies in our local or wider community to support students' development in terms of the Health and Well-being outcomes. We are already part of a three year contract with TESSA who deliver in relation to sexual health and violence. The guiding principles across the 3-18 learning community are student centred and we have developed a model of support and guidance using the GIRFEC model (Getting it Right for Every Child). This encompasses the areas of the SHANARI rubric and the world triangle that helps assess students against key areas and indicators of wellbeing (SHANARRI – indicators are safe, healthy, achieving, nurtured, active, respected, responsible and included).

The review of behaviour and pupil support at Secondary level was the second step undertaken by the new Head Teacher as he reviewed and developed aspects of the school. An initial strategy group audited current practice and looked at development frameworks. From this a comprehensive action plan was developed and the key targets have been addressed during the 2012-13 session. As part of our action plan, a behaviour / discipline review of the Secondary and Primary areas of school was undertaken by Gerry Geoghegan, an education support officer working in the areas of behaviour and pupil support for the Argyll and Bute education authority.

This pin-pointed, low level behavioural issues in some classes in Secondary, but only very minor issues in Primary. Indeed, one area that was praised as highly effective practice was the P7 peer support programme where P7 students mentored and supported new P1/2 and in some cases P3 students in the Primary school by assisting with organised play at interval and lunchtime. They also helped monitor behaviour and intervened where there was disagreement or potential bullying. This model is being considered at S6 level where they would mentor S1 students. We also knew, and Gerry's work confirmed it, that students needed more guidance on behaviour standards and a clearer discipline system within the Secondary years.

We wanted to look again at a school wide discipline system and chose Canters assertive discipline system. Professional development workshops were delivered via twilight sessions and staff are now required to follow its ethos and the systems we developed collaboratively. The Depute Head Secondary also developed a step wise discipline system that will be fully implemented at the start of 2013-14 and worked with the PT's of Pupil and Learning Support to update the documentation used to monitor and record behaviour issues.

We have spoken to students and they have given feedback via their personal and social development classes. As a result we will look again at our proposed detention system. The action plan which is available via the school website and is in the school improvement plan includes major action points around discipline and pupil support with an emphasis on Secondary.

Personal and social development and well-being

Parallel discussions have taken place with senior Primary staff to consider any similar behaviour management needs or systems at the Primary level. The Primary school has also adopted the Canter assertive discipline model within classrooms.

The vision for Pupil Support is to be proactive across the range of needs from Pre 5 to S6 and to support the assertive discipline model beyond a simple behaviourist approach that does not interrogate and react to why students are misbehaving or having issues. This is about partnership working with staff, parents and students and in some cases external agencies. Weekly meetings between the Depute Head Secondary, PT Learning Support and the PT Pupil Support discuss students of concern from the 3-18 school and follow up with other staff as necessary to inform of needs or actions to be taken. Weekly minutes are forwarded to staff for their confidential information and the group also monitor and publish a confidential vulnerable student list. While Primary or Pre-5 lists are not published to staff they are discussed at regular Faculty meetings at primary or with Pre-5 staff and the Head Teacher is briefed via the senior leadership briefing or full weekly meeting.

The 2012-13 action plan also covered the service levels we should have in place to deliver services to students in relation to guidance/ pastoral actions or those involving improving behaviour. Clear guidelines on the time taken to initially react and follow up with students and parents were reviewed as well as child protection protocols in line with local and national guidelines. Our exclusion process was checked against the national guidelines and we looked at other ways we could react and avoid pupils being excluded. Into the next session, 2013-14, all key staff members within Pupil Support and Learning Support will have their remits and responsibilities reviewed and modified as necessary.

As part of our drive to increase the functionality of SEEMIS, the electronic student information management system that is used throughout Authority schools, we have trained staff in the use of pastoral notes on the system. This records student information that can be shared at different levels of management and also provides a full chronology of student behaviour that can be printed off and shared with parents, staff or students. The information will show patterns or give a history that can be tracked or which might trigger an intervention. This 'note' system is ultimately about maximising the impact of interventions to manage behaviour or provide pastoral support.

Another area of support that is important as students move through into the senior phase is career guidance. We work closely with Skills Development Scotland (SDS), and the Depute Head works with the key Authority staff in the post sixteen area where local and national strategies are implemented to ensure positive destinations. This should mean all students have worthwhile education / training or work destinations. Last year Tobermory High School had a 100% out turn for this indicator. The Head Teacher also worked with the PT Pupil Support to ensure the UCAS application system that students use to apply for University places was tracked and monitored in terms of student offer and the targets they needed to reach. This was shared with staff so they could trigger grade warnings and we could then work with the students and parents to remedy any fall off or issues with respect to progress in subject areas.

Next session we also want to improve the efficiency of the application process that takes several months as they collect and write up information and a personal statement.

Personal and social development and well-being

Staff members across pre-5 to Secondary (3-18) take part in an annual performance and development review process and, while this needs some revision to make it authentic and effective, it can help staff members to pursue set goals and guide what professional development activities the staff member chooses. During the last session, staff members took part in a vast number of professional development activities and, while the major focus was on Curriculum for Excellence and the Senior Phase, some other development activities were subject related in a general sense. The whole staff will collectively be involved in two major activities - the Visible Learning programme across three years until it is sustainable and, secondly, to work in developing practice in relation to the assessment tool kit with the key aim to empower teachers to reflect on evidence based practice that improves learners.

The final area of review and development was the fact that the Personal and Social Development course - PSD (formerly known as personal and social education) was not fully in place or developed across S1- S6. The Head Teacher convened a small group to look at content and a better model for delivery. He then worked collaboratively with the PT Pupil Support to write a new scheme and look at the resources used to support and extend the learning in the course which incorporates the experiences and outcomes in Health and Well-being. This work will assist non-specialist support staff to work collaboratively with each other, and learners to deliver quality material that develops the experiences and outcomes from the cross-cutting Health and Well-being theme.

Argyll and Bute Council Community Services, Education

Quality and Standards reports from the current and previous years are available on the school's website:

www.tobermory.argyll-bute.sch.uk

This document is available in alternative formats, on request.

(Please contact the Head Teacher, craig.biddick@tobermory.argyll-bute.sch.uk)