OLI Area Committee Report 2013-2014
Tobermory High School

Tobermory High School - OLI Area Committee Report 2014-2015

School Name   Tobermory High School
School Address   Tobermory, Isle of Mull, Argyll PA75 6PB
Head Teacher   Craig Biddick

Overview

Measure	10/11	11/12	12/13	13/14	14/15	% change in Roll over 5 years[AA]
Roll (as at census)	153	147	145	146	138	-9.8%
Clothing and Footwear Grant (number of pupils)	5	5	7	7	17	
Clothing and Footwear Grant (% of number of pupils)	3.3%	3.4%	4.8%	4.8%	12.3%	
Clothing and Footwear Grant (%) - Authority Average [A]	6.9%	7.6%	8.5%	9.5%	15.6%	
Free School Meals (number of pupils)		no data	12	10	9	
Free School Meals (% of number of pupils)[5]		no data	8.3%	6.8%	6.5%	
Free School Meals (%) - Authority Average	10.2%	0.0%	13.1%	12.0%	10.8%	
Free School Meal - National Average for Secondary Schools (%)	14.4%	15.2%	15.4%	15.5%	not yet collated	

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Attendance, Absence and Exclusions[1]

Measure	10/11	11/12	12/13	13/14	14/15	Range of Attendance (%) over 4 years[B]
Attendance:						0.8%
Attendance (% of school roll)	94.7%	94.4%	93.9%	94.3%	93.3%	
Authorised Absence (% of school roll)	5.0%	5.5%	5.9%	5.3%	5.8%	
Unauthorised Absence (% of school roll)	0.3%	0.2%	0.2%	0.4%	0.8%	
Attendance Number of Pupils (%) - Authority Average	92.5%	93.3%	93.1%	93.1%	92.9%	
Attendance Number of Pupils (%) - National Average	93.1%	not collated	93.6%	not collated	not yet collated	

Measure	10/11	11/12	12/13	13/14	14/15
Exclusions:					
Exclusion Openings	6	14	12	16	20
Exclusion Incidents		6	6	5	6
Number of Pupils		6	5		
Exclusion Incidents per 1000 pupils	19.6	40.8	41.4	34.2	42.9
Exclusion Incidents per 1000 pupils - Authority Average	61.1	51.5	51.4	37.2	22.9
Exclusion Incidents per 1000 pupils - National Average	40	not collated	32.8	not collated	not yet collated

SQA Performance[3]

Intermediate 1 *	10/11	11/12	12/13	13/14
Number of Entries	12	15	12	
Number of passes Grade A-C	9	11	10	
% of number passes Grade A-C	75.0%	73.3%	83.3%	100.0%[5]
% of number passes Grade A-C Authority Average	79.8%	78.9%	79.5%	72.8%
% of number passes Grade A-C National Average[4]	77%	78%	79%	73.5%

Intermediate 2 *	10/11	11/12	12/13	13/14
Number of Entries	69	60	58	37
Number of passes Grade A-C	52	46	46	27
% of number passes Grade A-C	75.4%	76.7%	79.3%	73.0%
% of number passes Grade A-C Authority Average	81.1%	79.1%	80.5%	70.7%
% of number passes Grade A-C National Average[4]	82%	82%	83%	78.1%

National 4 **	10/11	11/12	12/13	13/14
Number of Entries				36
Number of passes	No National 4 presentations across 10/11 - 12/13			36
% of number passes				100.0%
% of number passes Authority Average				100.0%
% of number passes National Average[4]				93.9%

National 5 **	10/11	11/12	12/13	13/14
Number of Entries				95
Number of passes Grade A-C	No National 5 presentations across 10/11 - 12/13			80
% of number passes Grade A-C				84.2%
% of number passes Grade A-C Authority Average				82.0%
% of number passes Grade A-C National Average[4]				81.3%

SQA Performance

Higher	10/11	11/12	12/13	13/14
Number of Entries	91	93	84	98
Number of passes Grade A-C	62	71	64	62
% of number passes Grade A-C	68.1%	76.3%	76.2%	63.3%
% of number passes Grade A-C Authority Average	75.9%	76.2%	77.6%	76.9%
% of number passes Grade A-C National Average[4]	77%	79%	79%	77.6%

Advanced Higher	10/11	11/12	12/13	13/14
Number of Entries	18	16	11	8
Number of passes Grade A-C	13	16	10	6
% of number passes Grade A-C	72.2%	100.0%	90.9%	75.0%
% of number passes Grade A-C Authority Average	75.5%	85.2%	79.3%	79.0%
% of number passes Grade A-C National Average[4]	81%	82%	84%	81.5%

Recognising Wider Achievement

Measure	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
Skills for Work:					
Hospitality		5			8
Engineering		4	4	4	5
Childcare			4		
Wider Achievement:					
Health And Safety at Work Certificate		26			
SQA Leadership Units			26	20	22
Sports Leaders		26	27		
Modern Languages for Work Purposes	26	24	24	26	27
John Muir Awards S1- 3	26	24	29	27	45
Duke of Edinburgh – S1-6					6
	26	24	24	26	27
Work Placements:					
S4 Work Placement (SQA unit) - annually	22	26	20	22	27

School Leaver Destination Returns (SLDR)***

Measure	10/11	11/12	12/13	13/14	14/15
Number of Total Leavers	25	28	21	23	
Number of Young People entering Higher Education (%)	32.0%	39.3%	61.9%	43.5%	
Number of Young People entering Further Education (%)	24.0%	17.9%	14.3%	13.0%	
Number of Young People entering Training (%)	0.0%	0.0%	23.8%	4.3%	
Number of Young People gaining Employment (%)	44.0%	39.3%	0.0%	30.4%	
Number of Young People gaining Voluntary Work (%)	0.0%	0.0%	0.0%	0.0%	
Number of Young People entering Activity Agreements (%)	0.0%	3.6%	0.0%	0.0%	
Number of Young People - Unemployed Seeking (%)	0.0%	0.0%	0.0%	8.7%	Data not yet collated
Number of Young People - Unemployed Not Seeking (%)	0.0%	0.0%	0.0%	0.0%	
Number of Young People - Unknown (%)	0.0%	0.0%	0.0%	0.0%	
Total number of young people in a Positive Destination (%)	100.0%	100.0%	100.0%	91.3%	
Total number of young people in Other Destination (%)	0.0%	0.0%	0.0%	8.7%	
Total number of young people in a Positive Destination (%) Authority Average	89.8%	90.1%	92.5%	91.0%	
Total number of young people in Other Destination (%) Authority Average	10.2%	9.9%	7.6%	9.0%	
Total number of young people in a Positive Destination (%) National Average	88.9%	89.9%	91.4%	92.3%	
Total number of young people in Other Destination (%) National Average	11.1%	10.1%	8.6%	7.7%	

Footnotes

[A] Clothing and Footwear Grant (CFG) is not shown as a National Average as each authority set their own criteria and therefore cannot be compared accurately. Please note that 2014-2015 data for CFG and Free School Meals (FSM) is to date (start of January 2015) and therefore may change as the year progresses.

[AA] Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2010/2011 to 2014/2015 and is not an average.

[B] Please note that Attendance and Exclusion data can only be compared over a 4 year period as academic session 2014/2015 is not yet complete and therefore the data for these years may change. The 4 year percentage change compared 4 full years. The range is the difference between the highest and lowest attendance rate for the 4 years.

* 2014/2015 is the last academic year that Intermediate 1 and Intermediate 2 qualifications will be offered as part of the SQA diet of examinations. They have been superseded by National 4 and National 5. Standard Grade qualifications were offered for the last time in 2012/2013 and were superseded by National 4 and National 5.

** 2013/2014 was the first year National 4 and National 5 Qualifications were offered as part of the SQA diet. Therefore no performance data is available prior to this date.

[1] Attendance, Absence and Exclusion information is now collected on a biennial basis and was **not** collected for 2011/2012 or 2013/2014 academic year.

[2] Authorised absence includes bereavement, short – term exceptional domestic situations, religious observance, weddings of immediate family. Unauthorised absence includes truancy, unexplained absence and most family holidays during term time. Attendance and absence is outlined in Management Circular 3.03.

[3] SQA Performance data was collected on 19th November 2014 for all data. The data was collected from SEEMiS Vision. Information previously provided in the SQA Authority Analysis 2014 report for Committee differs slightly to information provided here in order to ensure consistency of approach in collating data for comparative purposes. Data has been anonymised to protect individuals where there are fewer than five entries.

[4] Results up to and including 2012/13 national percentages were sourced from the Annual Statistics Report 2013 (available only as whole percentages). National percentages for 2013/14 came from Attainment Statistics (December) 2014. Both documents produced by SQA.

[5] Data has been anonymised to protect individuals.

*** SLDR data is published by Skills Development Scotland (SDS) on behalf of The Scottish Government. The year runs from 1st August to 31st July each year and the data was collected on the 1st Monday in October each year. The data shown in this profile is the initial data collected.
- Higher Education includes HNC, HND and Degree courses
- Further Education includes Access, NPAs and Highers
- Training includes Employability Stage Funds 2 and 3 (previously called Get Ready for Work)
- Employment includes Modern Apprenticeships and any employment over 16 hours per week
- Voluntary includes Barnardos, Oxfam, Red Cross and community based volunteering
- Activity Agreements are for young people who are furthest removed from employment/training/education that are receiving mentoring support from a Trusted Professional
- Unemployment includes those young people who can't work through ill health, are caring for others or are pregnant
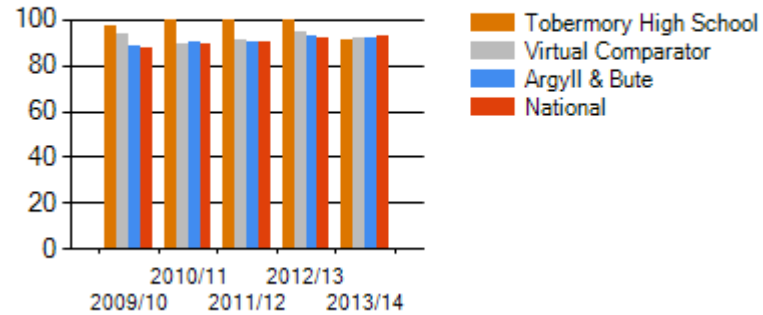
National Averages for FSM, Attendance and Exclusions have been taken from Summary Statistics for Schools in Scotland, No.4 ¦ 2013 Edition, 11th December, 2013 (amended 11th February 2014).

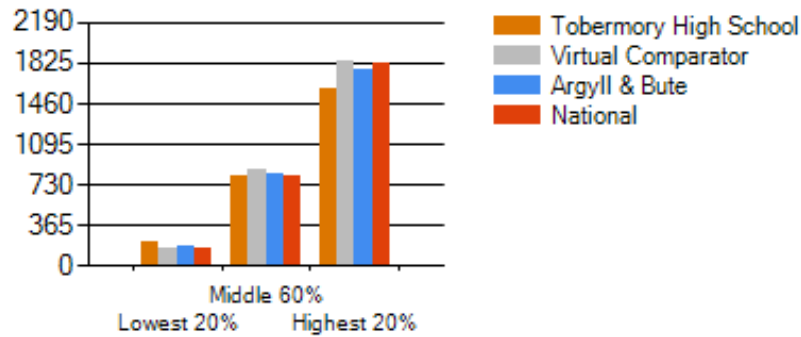# Insight Dashboard: National Measures 2013-14 (as at May 2015)

Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Literacy and Numeracy

Legend: 2010, 2011, 2012, 2013, 2014
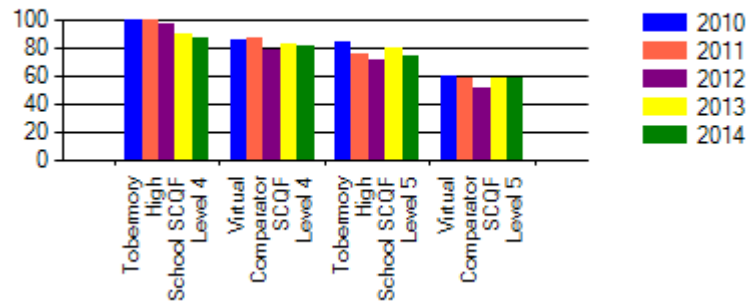
Increasing post-school participation

Percentage of School Leavers in a Positive Destination

Legend: Tobermory High School, Virtual Comparator, Argyll & Bute, National

Improving attainment for all

Average Total Tariff Score

Legend: Tobermory High School, Virtual Comparator, Argyll & Bute, National

Lowest 20%   Middle 60%   Highest 20%

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

Attainment versus Deprivation
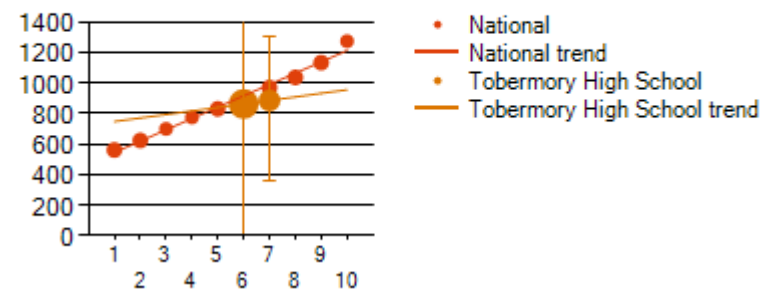
Legend: National, National trend, Tobermory High School, Tobermory High School trend

Insight: Attainment for All – Analysis of Average Tariff Scores at Year levels 2013-14

Fig 1

Improving attainment for all

Average Total Tariff Score

S4 – Improving attainment data set – Tobermory High School 2014 SQA EXAM diet

Fig 2

Improving attainment for all

Average Total Tariff Score

S5 - Improving attainment data set – Tobermory High School 2014 SQA Exam diet

Fig 3

Improving attainment for all

Average Total Tariff Score
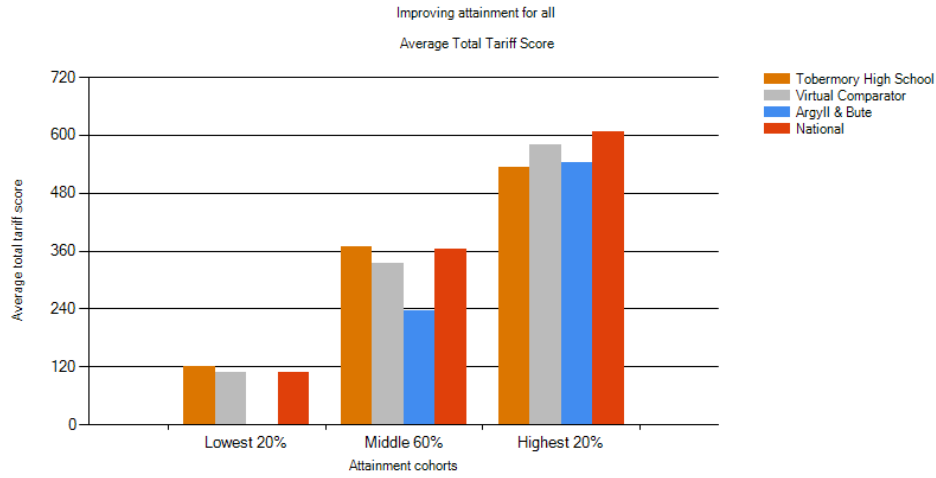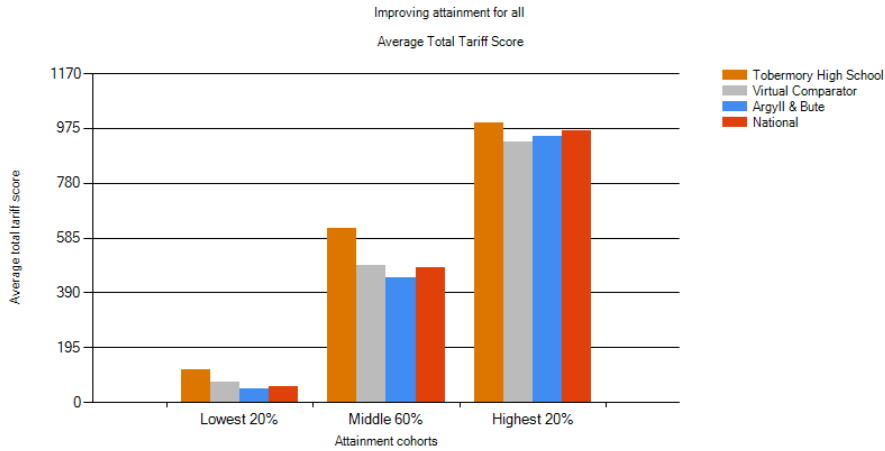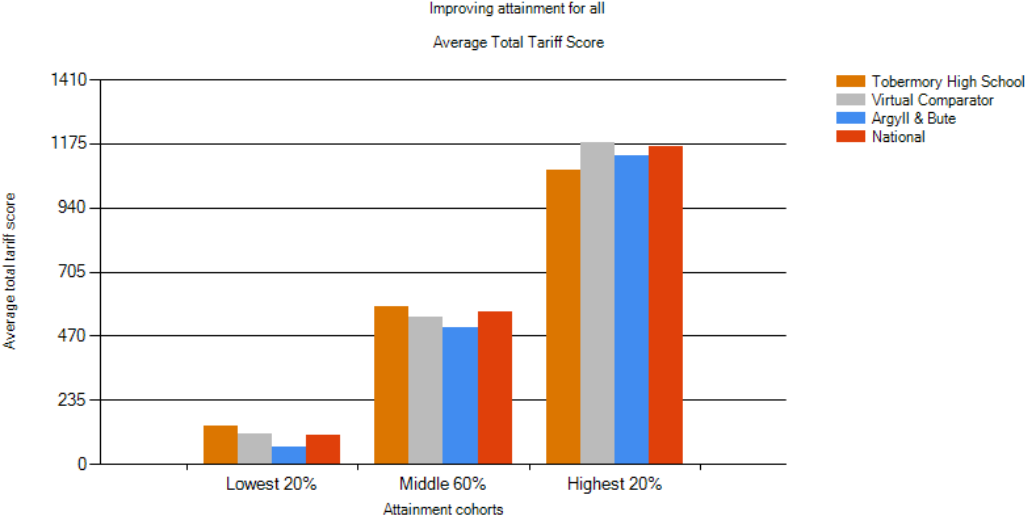
S6 – Improving Attainment data set – Tobermory High School 2014 SQA Exam diet

Achievement and Attainment

Overall the results for the 2013-14 diet fell within the expected ranges and were, in the main, in agreement with teacher estimates submitted to SQA in May.

The S4 results are pleasing overall and are higher than both the National and Authority mean figures for A-C passes. Significantly, 50 % of this cohorts results were at A1 or A2 level and this is a pleasing outcome. However, the I*nsight* analysis of the year level results (*Fig 1: Insight: Attainment for All – Analysis of Average Tariff Scores at Year levels 2013-14*) does indicate we need to look at the performance of the top 20% sub- group as their average total tariff score (tariff scores are points gained based on their attainment in exam courses at the level studied- these are totalled for all pupils and divided by the cohort number) was lower than the *virtual comparator average tariff score* which is the best set of data to use for comparison as it closely fits the characteristics of our small sample cohort. A number of strategies are being introduced at the broad general phase of Secondary education (BGE) to improve attainment with the top 20% of students being the key target. These are discussed later in this document.

Looking further at the data, most students in this S4 year group who were presented for exams studied six courses. One student with Additional Support Needs was presented for 5@National 5 and another young person with quite complex needs completed and passed two National 3 courses and is still working towards her ASDAN Bronze Award. Of those presented for six awards at National 5 awards (39% of cohort) 70% of those passed all six subjects at Grade C or above with 43% of the total cohort now having 5 passes @ N5 at grade C or above. One high attaining student worked independently on N5 French and gained an A pass and was also awarded N4 Music based on work she had completed by the end of the BGE. This student passed all N5 courses at A. Two other students attained A passes in all six N5 courses. Maths and French submitted Added Value passes for N5 candidates in June and those who were unsuccessful at N5 have already been awarded N4 in those areas. Chemistry, Physics and Geography have now also submitted Added Value passes for their unsuccessful N5 students. All National 4 candidates were successful in all courses at that level, except for one student who did not complete the Maths course.

The performance in S5 was again as expected based on the performance during the year. This had been a high attaining year group at Standard Grade but for some this did not transfer to passes at Higher level. Two students outperformed their peers. One male achieved four A grades and a C and a female student achieved 3 A grades, a B and a C. This year group did not perform well in Prelims and targeted action in school did see a vastly improved pass rate with 75% of the entries attracting A- C passes in the final exams. It has been a concern of the school that performance at S5 level has dipped for the two previous years but this has been turned around through development of better monitoring and intervention and we will continue to work on improving the achievement levels at Higher in line with our very good overall National exam grades. In terms of the old

language of key performance indicators this group had 85 % of students achieve 5 or more credit awards (old standard grade figures) 54% of students achieve 1+ award at Level 6 (Higher), 28% achieve 3+ passes at Level 6 and 18% 5+ passes at level 6. These are some of the highest figures for the last 8 years and a move in the right direction. However we feel that the student achievement levels earlier at s4 should mean even higher attainment by the end of S5 and S6 and a variety of strategies and developments are now in place. Insight data for the S5 cohort clearly shows the improved attainment and the average total tariff score for this group is higher at all bands than the national, Argyll and Bute or Virtual comparator group (*Fig 2: Insight: Attainment for All – Analysis of Average Tariff Scores at Year levels 2013-14*) . Please see later discussion for details on discussion of strategies to raise attainment from the broad general phase to senior phase.

S6 was a particularly large S4 cohort (28) with some challenging students, a number of whom who left for positive destinations at the end of S4 or S5. The year group improved performance as an S5 group and in the main have continued that growth into S6. One student achieved three Advanced Higher passes (2xA and 1xB) but unfortunately just missed out on meeting the conditions of entry to Cambridge University. Seven students were also presented for courses with Argyll College (4 Higher Psychology and 3 Higher Geology), these students all achieved at Grade C or above in these subjects. Argyll College also provided Intermediate 2 Engineering Skills for Work for three students, again all passed. Eleven students in this year successfully met the conditions of entry to continue onto Further and Higher education. Others are employed with one student returning to repeat S6 as ill health hindered attendance and performance across his S5 & 6 years. Overall, of the 18 students who were presented in June, 5 students have left school having achieved 5 or more passes at Grade C or above at Higher. The Insight data for this group clearly shows that the top 20% of students underperformed against other comparison cohorts and whilst this is a small cohort the Virtual comparator figure is a worthwhile comparison and further highlights the need to target strategies at the top 20%.

Improving Attainment and Achievement

Visible Learning

For the last two years the school has been developing a focus on learning through the Visible Learning © whole school professional development programme delivered by Osiris Education a leading professional development organisation in the UK. This work is about focussing on improved learning and teaching across the school and should impact on all learners, including the top 20% of year level cohorts.

The focus of this improvement work has been on developing enquiry based practice through consideration of Professor John Hattie's work on what really works in education uncovered through his large scale research and this forms the basis of the Visible Learning © teacher development framework. After a period of training and development relating to the use of teaching strategies with high effect sizes and work on learner feedback and related *assessment is for learning strategies*, teachers will be supported to develop practice in the classroom that closes the gap between where students are in their learning and where they need to go in order to make genuine progress into the next level.

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. 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. A recent focus is what is known as *dialogic teaching* which looks to specifically develop talk and listening skills through teacher practice that leads to more discussion and dialogue.

Staff have formed *trios* to work together to develop collegiate working and self-evaluate over the next session. This work will include collecting information on aspects of classroom practice and then thinking about ways to improve areas that are shown to be weaker. Collegiate working occurs both within larger working groups as well as these small trios and this will be written into the school working time agreement. We are already seeing increased dialogue in relation to learning and teaching amongst staff and our increasing discussions with learners about learning is creating a dynamic where students are being encouraged to be more active in their own learning and reflect on their own part in the process.

A considerable amount of *in school* professional development training will occur in school rather than externally and a major aim is to create a strong practitioner base for sharing good practice and reflecting on improvement to maximise outcomes for all students. This will also be shared with cluster schools.
The school will be the basis of a chapter in an international case study book written by Professor John Hattie and published by Routledge in 2015.

Assessment

In 2012 the school invited two senior HMIe inspectors into school to take a look at the proposed Tobermory High School assessment model which they endorsed as a useful approach and possible good practice. This was also confirmed during our 2014 Inspection by HMI and they were interested in the ideas behind our Assessment tool kit.

The tool kit approach was based on using *standards based assessment* and creating clear assessment outcomes in summative assessments or assignments undertaken by classes using tables of outcomes (or rubrics) that showed students how to achieve not just at the curriculum level but also extended performance outcomes. These tables of assessment outcomes take into account performance that displays higher order thinking skills and challenge and application in learning.

This model is school wide across the Primary to the end of S3 and uses the same language of achievement at four levels – progressing to achieved, achieved, achieved with merit and achieved with excellence. These outcomes are recorded for all major class assessments at each year level and help evaluate progress in learning as they are tracked each month. We can also separate out cohort data into groupings such as the top 20%, middle 60% and bottom 20% to monitor progress. High performing students should be achieving assessment outcomes at Merit or Excellence levels and in future years teaching staff are going to be asked to set goals to improve the percentage of students attaining different grade bands.

We see this as a very good model that appears to be unique in Scotland and answers wider national questions about tracking achievement in the broad general phase of schooling including Primary. It will also enable us to tackle the issues raised in the results for cohort sub groups presented in the school attainment data. We believe that to improve the performance of our top 20% of students we need to identify them earlier and track their progress and ability to cope with challenge in learning prior to the Senior exam phase which place students under pressure and demands more consistent application. This is discussed further, later in this document

Lead Learners

At the beginning of 2013 the school signed a contract with Fiona Carnie a leading UK Consultant on Pupil voice in learning to deliver a two day programme to 20 pupils from S1-3 students to train them for leading learning as pupils in the classroom. This strategy has been devised to assist the school in encouraging pupils to have a much more active voice in their learning as well as supporting their peers to engage with their own education. Research shows that students need to understand how they learn and relate what is happening in the classroom to their own view of themselves as a learner in order to maximise achievement and overall attainment. Some of our learners do have good skills and understand their own role in learning but many do not and are passive in the classroom. This is true of all levels of learner and we believe that some performance evidence from the last few years for the top 20% students suggests they do not have the necessary personal skills and self-knowledge to attain as highly in exams as predicted by earlier success. With this project we hope to build new skills and attitudes that will ultimately lead to better attainment by all learners. As such it is a re-culturing of the way students are involved in school and learning.

Therefore the lead learner initiative is a particular strategy designed to build a more active role for learners to work with teachers and their peers in leading activities. The lead learners will also take part in seminars and activities that give them more knowledge of what is happening in the school and what our vision for learners is including our improvement plan. Recent workshops have taken place to introduce them to the concept of Visible Learning and this work will be extended into next session.

The work is run in school by Ms Leanne Blair our Teacher of Chemistry and some of the activities undertaken by lead learners include running starter activities and writing learning outcomes and success criteria, running plenaries at the end of lessons to check understanding, helping plan units of work with the teacher, feeding back to teachers and carrying out observations on requested themes and working on things such as our Vision for learners.

At the end of our pilot year in June we will assess current progress and look to effectively timetable more working time and extend teacher engagement. The key to our evaluation will be over the next few years as the lead learner cohorts form S1-3 move into senior phase.

Effective Life Long Learner Inventory (ELLI)

The ELLI tool is a specific questionnaire and associated staff professional development programme that focuses on building specific learner knowledge and skills. The ELLI tool is based on education research at Bristol University that identified 7 common characteristics of good learners and these have been used to design a self-report on-line questionnaire that can be taken by either Primary or Secondary students.
At the beginning of the 2013-14 session all Primary Teachers and some support staff were involved in an introductory workshop along with staff from another cluster school – Salen Primary. This was followed by a second day for Project champions who were going to take the work forward. Mrs Lilian Mitchell –Stephen has been developing the programme over the year along with her Primary colleagues and they have been developing students understanding of the language, helped through the use of distinct animal metaphors. The work also involves coaching and mentoring conversations to allow staff to get alongside students and look at strengths and weaknesses. A Primary parent event at P3/4 level will be held in May when where we invite parents to complete their own inventory and discuss it with their child.

Next session, 2015-16 the ELLI tool will be rolled out into Secondary at S1 and then successive years to help build better knowledge and understanding of the important skills of learners and develop them in our senior phase students. This strategy is again designed to address aspects of student's personal self-development in raising achievement and developing the necessary mind set to improve their own meta-cognition (thinking about how they think) and cognition (thinking processes in relation to learning). We will report further on progress with this tool over coming sessions.

Self – Evaluation

One of the key drivers of improvement in school is self-evaluation mechanisms.

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 also the perception of senior staff that things had drifted over time 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 documentation.

The self-evaluation calendar was developed through the Principal Teacher Forum and went through various iterations over the last few sessions and parallel development work has also taken place at Primary and Pre – 5 level. From this phase we have now tied in the Visible Learning theme

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areas to create a comprehensive calendar of monthly monitoring events that provide evidence of performance and lead to specific changes or intervention relating to a range of areas such as teaching and learning, behaviour, homework, planning and assessment.

As part of the process the Head Teacher and Depute Head keep summaries of information collected by Principal teachers from Faculty staff. The individual returns are kept in a folder on Public 1. The key information is summarised into a booklet and distributed to Principal Teachers for a review at the Principal teacher Forum and after this meeting it then goes to the Faculty for discussion and action. Actions are tracked.

Teacher and learner observations are carried out by the senior leadership team and peer observation programmes via the trio system 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 for all staff.

A full set of Primary /Secondary; parent, staff and student surveys went out as part of the HMIe visit in 2014 and the results were generally encouraging and have led to improvement priorities. We are now due to repeat the survey the same groups this May as a benchmark to look at how we have progressed against the 2014 HMIe questions areas. **A copy of the summary of parent responses is shown below:**

		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The school helps my child to be more confident.	26%	63%	7%	2%	2%	0%	88%	9%
Q2	My child enjoys learning at school.	33%	58%	7%	0%	2%	0%	91%	7%
Q3	My child's learning is progressing well.	26%	63%	9%	0%	2%	0%	88%	9%
Q4	My child is encouraged and stretched to work to the best of their ability.	16%	56%	21%	0%	5%	2%	72%	21%
Q5	The school keeps me well informed about my child's progress.	16%	65%	12%	2%	5%	0%	81%	14%
Q6	My child feels safe at school.	58%	37%	2%	0%	2%	0%	95%	2%
Q7	My child is treated fairly at school.	40%	47%	5%	2%	7%	0%	86%	7%
Q8	I feel staff really know my child as an individual and support them well.	30%	49%	9%	0%	9%	2%	79%	9%
Q9	My child benefits from school clubs and activities provided outside the classroom.	14%	58%	14%	0%	14%	0%	72%	14%
Q10	The school asks for my views.	28%	63%	5%	0%	2%	2%	91%	5%
Q11	The school takes my views into account.	14%	58%	7%	0%	19%	2%	72%	7%
Q12	The school is well led.	37%	49%	7%	0%	7%	0%	86%	7%
Q13	Overall, I am happy with the school.	33%	47%	7%	2%	9%	2%	79%	9%

Leadership

High quality leadership is vital if the school is to be successful in meeting the targets expressed in its three year improvement plan. The school's core purpose is to value achievement; this is also 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 his findings on assessment and learning, and on 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, Skills development and budget work streams and assessment. He has presented at Mid Lothian Councils Leadership event in 2014 and presented at the national Visible learning conference in London.

As part of his own continuing professional learning he has completed a post graduate Diploma in School Leadership and Management through the University of Strathclyde, and qualified with the professional qualification of the Scottish Qualification for Headship (SQH).

The Depute Head, Secondary, also has the SQH qualification. 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 also jointly ran the school for a year (2011-12). 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 management information system, across the Authority but also within the school. She regularly attends training events or meetings relating to pupil support and the new GIRFEC systems within schools. Senior staff members are also regularly asked to be on interview panels for other schools.

There is a rotating senior management position (Senior Manager), which has been created to provide support for the Senior Leadership Team and help develop the leadership capacity within the school. The Senior Manager is part of the leadership team, and the post carries whole-school remits such as managing, monitoring and evaluation – and quality assurance in Secondary.

Three staff members have been 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.

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Staff members are continually used to help spearhead or assist in organising events such as the 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 organising principle of the Improvement Plan requires all staff to be involved in working groups. The review of this led to proposed changes to the structure and there is now specific work groups based on the improvement plan targets which will help focus activities, even out workloads, encourage distributed leadership and 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 school 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. This has given them the opportunity to look at issues in relation to the development of new Senior Phase qualifications. All staff across Primary and Secondary are part of collegial trio self -development working groups working within the self-evaluation framework to improve learning. Leadership is also evaluated as part of our evaluation tools.

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 continuing professional learning (CPL) events and are also given the opportunity for regular professional development in Early Years practice. The staff and Principal Teacher are now involved in work described in the previous Pre 5 section.

Using Data and Measuring Impact on Learning

Matching improved achievement that leads to sustainable improvement in overall attainment, with school strategies and student outcomes is notoriously difficult as many issues may confound any conclusion. A large range of factors can impinge on a learner's progress both in terms of teacher actions and student's motivation and emotional well-being. The wider strategies discussed earlier should impact on learner progress but how will we know to what degree?

Attainment data for senior phase exams is one small part of the data we may use to show impact. Over the next five years we would expect to see overall improvement for the top 20% (S4-6) and at least maintain or improve outcomes for the bottom 20% and middle 60% of learners with a key target being to perform better than the virtual comparator school sample.
Last session we turned around a two year dip in Higher exam results at S5 (see earlier exam data) and we will look to maintain that through consistent tracking and monitoring and positive interventions. Our results at S4 are good overall but we also need to ensure we extend the top 20% and improve their overall average tariff score.

To achieve this we will need to ensure we use data effectively to measure our performance at the broad general phase of education at S1-3 and that there is challenge and progression for learners - particularly our able learners in the top 20%. This will be achieved through development of curriculum that is engaging and motivates learners and close monitoring via monthly tracking of performance from S1-4 and ensuring action is taken in the relevant learning areas to improve performance. We believe that one key to improving attainment for our top 20% is to ensure adequate challenge at BGE, setting high standards of performance and building confidence and resilience through supported challenge in learning allied with support and coaching. As with staff, the focus in communicating with students is now focussed on learning and their role in making individual progress.

We are now using the Durham University's Centre for Evaluating and Monitoring (CEM) baseline assessment tests at Primary and BGE. These are designed for the Scottish context and use a large national cohort data sample to compare your school progress. This data is being analysed and used to benchmark progress at CfE as what progress looks like in the new system is an unknown. Through collecting this baseline data over time we will be able to measure trends and match that data with subject data. If for example our baseline data indicated we need to improve in a number of areas while our in-school subject tracking did not, we will need to consider if the challenge and progress in learning needed to improve further in subjects taught at S1-3. This could also be triangulated with our performance in senior phase exams.

From next session we will have collected data at the broad general phase of school in both Primary and Secondary that tells us how well a student performs at the curriculum level they are working on. As discussed earlier, all summative assessment is reported through common outcomes e.g. for a curriculum level 3 subject: progressing to achieving that level, achieved the level, achieved the level with merit, and achieved the level with excellence. All subjects track student performance through their assessments using this language and can calculate a weighted average of performance to help track progress as well as using consistent professional judgement in day-to day teaching. Through the use of these descriptions of performance we will be able to see how well students are working at their expected level and challenge them to move up a level. Subject areas will be asked to set targets to move student forward in their learning.

Progress in terms of impact on learning will be reported in successive Standard and Quality reports (and Area Committee reports) and it is hoped that attainment data for learners at the broad general phase Primary /Secondary) can be in the report alongside SQA performance data at senior phase.

Other data is also important. Through self-evaluation we look at monthly behaviour statistics and ensure that low level ill-discipline is not disrupting staff and students. We also collect information on homework standards and quality , the standard of students written work and teacher planning. We are also now developing how we record and ensure progression in wider attainment in programme such as the Duke of Edinburgh award and the John Muir award.

A school based internally accredited progression award based on the wider curriculum will be piloted next session with an award system at Primary, BGE and senior phase levels. Data will be kept in a spread sheet and students will gain merits for working and succeeding in academic, sporting, performance and cultural domains. The award data will also inform us about the range and qualities of activities students undertake and whether there is adequate involvement and progression outside the main curriculum areas over their time at school. Awards will be made at three levels based on the data and these will be updated termly and discussed with students.

Pre 5 Unit Developments

Tracking progression from Pre 5 (Nursery) through to Primary 1 (P1)

Literacy

The Pre 5 unit are to use the *Big Write* criteria to assess emergent writing skills. *Big Write* is used throughout the primary school at Tobermory High School and by evaluating achievement in Pre 5 this will support the P1 teacher in planning next steps in handwriting. Pre 5 is focused on developing physical skills children need for writing readiness. Staff observed that girls tended to reach handwriting targets faster than boys, so devised games/activities which could be attractive to boys which would also develop physicality. We devised our own emergent writing initiative called *'Getting to Grips'.*

The Principal Teacher prepared a parent pack of information on skills that were needed and home activities to develop these. This session staff hosted a workshop to demonstrate materials to be used to develop these skills. They also created a skills assessment sheet to measure progress. The Staff note observations with regard to gross/ pincer/tracking skills. Progress will be tracked through the Primary School tracking grid. The P1 teacher has created handwriting rubrics (star target booklets) to follow through into First Level 1 (P2).

Baseline Assessments

In conjunction with the Principal Teacher of Learning Support we are in the process of creating our own in-house literacy assessment.

Active Literacy Session All Pre 5 children visit the P1 class weekly for phonic activities involving the early introduction to *s a t p l n.* The P1 teacher has evaluated using planning/assessment sheet format.

Early Level planning / assessment sheets.

To ensure progression in Maths/ Literacy the Pre 5 staff devised their own format which clearly shows the prescribed Experiences and Outcomes (E and O), learning Intentions and success criteria within Early Level learning. The Principal Teacher works with Pre 5 to share criteria, i.e. 'What does an outcome look like within a particular part of level? The Early level is split into two assessment sub-stages; EL (1) 3 year olds   EL (2)   4

year olds and EL (3)   5 year olds. At present they are concentrating on one maths/ literacy outcome and one other area of the curriculum per term. They have also designed our their 'parent friendly' information booklet for pre 5 parents, to work alongside the more formal School Handbook

Maths Challenge

They have built on the success of their weekly maths challenge by now differentiating activities for 3 and 4 year olds.

PLP Learning Journeys.(PLJ)

These are now written in terms of the experiences and outcomes within curricular areas and what is achieved. Staff members are now more focussed on formulating next Steps and developing this through Possible Lines Of Development (P.L.O.D.S). This session a staff member visited another setting with excellent practice to learn more about Possible Lines Of Development. A Staff member also attended a course on 'Developing Floorbooks' From both of these professional development activities we are in the process of developing 'pupil voice' through interactive 3D Floorbooks, photographs and Mind mapping to 'capture' children's ideas and ensure learning is child-centred. The floorbook is more appealing and vibrant rather than just a list of quotes from children.

Wider Achievement

HMIe wanted to see development of home-links in the learning journeys rather than just asking parents what they thought about what children learned in nursery. The unit has Created I CAN cards. Parents are able to record children's achievements at home and these are discussed in nursery and displayed on wall before being placed into the students *Learning Journey folder*. With our implementation of **Developmental Milestones** there will be further opportunities for 'parent voice' within the learning journey.

Developmental Milestones

This is an innovative Assessment toolkit devised by Argyll and Bute Early Years team. Recently implemented, this toolkit aligns with 'Building the Ambition'. Effective delivery of the DM is emerging practice but we are very hopeful it will support us in assessing children's needs within the wellbeing indicators SHANARRI. The toolkit enables us to have a holistic view of a child's development. Tobermory Pre 5 unit is supporting the authority in measuring effectiveness of the milestones through the PDSA model for improvement.

Curriculum Development

Energetic Play

Following training on the Better Movers, Better Thinkers strategy through Education Scotland and training from the Authority PE coordinator Rona Young, the Pre 5 Unit implemented a skills programme through PE- delivered weekly in the Gym hall in the Secondary School.

Music

Pre 5 work and plan with music therapist in delivering structured weekly music lessons.

Improvement Planning – Analysis of Progress for Targets - 2014-15 Improvement Plan (Final Year 3)

Improvement Area	No of Targets	No. Achieved (Green)	No. Partial / on-going (Amber)	No. Not Achieved / Removed (Red)
Curriculum LG1.1	6	4	2	0
Assessment WG 1.2	8	5	2	1
Wider Choices / Wider Learning WG 2.1 WG 1.3	10	5	3	2
Visible Learning (LG)	3	3	0	0
Student Voice WG 2.2	6	5	0	1
School -Total Targets	33	22	7	4
% at each progress indicator level		**67**	**21**	**12**

Highlighting Success and Wider Achievement

At Tobermory High School we aim to ensure that our school enables every pupil to do his or her best and to feel safe, valued and respected. Recent highlights include:

- In 2014, our bi-annual show was showground musical 'Dazzle'. In 2015, students put on a talent show to raise funds for Comic Relief, and involved themselves in community dance and drama activities including local youth theatre. We are developing a performance culture in the school through wider opportunities to perform at events and assemblies.

- Pupils regularly hold fundraising activities for charity e.g. Red Nose Day, Children in Need.

- Each year a group of music students performs at the Edinburgh Festival.

- The Carnegie Shadowing Group attends the Edinburgh Book Festival.

- In 2013, Gaelic medium students produced a film, 'Tha an t-acras gam tholladh', which was shortlisted for a FilmG Award. In 2014, one of our students was shortlisted for the Best Young Filmmaker category at FilmG, and in 2015 she won the Best Young Filmmaker Award with a film about the independence debate, 'Geallaidhean airson na Gàidheal'

- With the help of Isle of Mull Rugby Club and the Rugby Development Officer; pupils from P4 to S6 enjoy the opportunity to develop rugby skills. From 2015, a shinty initiative is also being developed via the Active Schools programme. All students have two hours PE per week

- Students are encouraged to pursue individual excellence, as well as participating in the life of the school. For instance, one pupil, Molly Reade is a high-ranking high jumper (she took gold in the under-15 high jump at the Scottish National Age Group Indoor Championships 2015) and continues to excel in her sport.

- The school continues to support a number of pupils who are developing skills in areas such as sport and music performance.

- Piping students have won the quartet competition at the Scottish Schools Pipe Band Championships two years in succession.

- In 2014 the school gained its second Eco schools Green Flag Award, and we became a Fairtrade school in 2012.

Each year, pupils attend school trips which are designed to complement the teaching programme, and to help pupils broaden their experience and develop social and inter –personal skills. In 2014-15, pupils from Pre-5 to S6 enjoyed a range of extra-curricular trips including:

- P3/4 trip to Kelvingrove Museum in Glasgow as part of their Ancient Egypt topic and P6/7 Outward Bound experience at Kingswood

- S2 Outward Bound trip to Loch Eil

- S3 trip to Paris and Ypres (French and History)

- S5 World of Work trip

- Senior ski trip

- Parents and members of the local community come into school to share their knowledge and life experience. Each year, S4 pupils undertake a week's work experience, provided by local businesses and individuals.

- Senior Student Leaders and Prefects work alongside staff to ensure the smooth running of the school. The Primary and Secondary Student Council liaises with the Head Teacher to undertake a range of initiatives. The Eco schools student committee oversees paper recycling, and other green initiatives. The school is committed being visible in the Community e.g. painting the sea railings, visiting the Care residents and Hospital, taking part in Community Events such as Remembrance day or Concerts

- Pupil voice is being encouraged in all spheres of school including learning, culture and the arts and next session we are looking at the idea of having student subject leaders as well as continuing with our Lead Learner programme.

- In session 2015-16 we will continue to look to expand wider opportunities for learning via accredited courses and as such Duke of Edinburgh, John Muir Award and ASDAN scheme as well as looking to develop areas such as the Saltire Award scheme, Scottish Baccalaureate, Dynamic Youth and YASS.

Partnership with Parents

- 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 receive a formal reports at the end of the year and Secondary pupils receive a minimum of three performance learning reviews and a brief summary report. Parents are invited to attend consultation meetings with teachers twice a year but at Secondary level the first of these is primarily and information evening led by staff and students.

- 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 and also contribute to student voice.

- 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 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 documentation such as copies of letters sent home to parents. Website links 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 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.