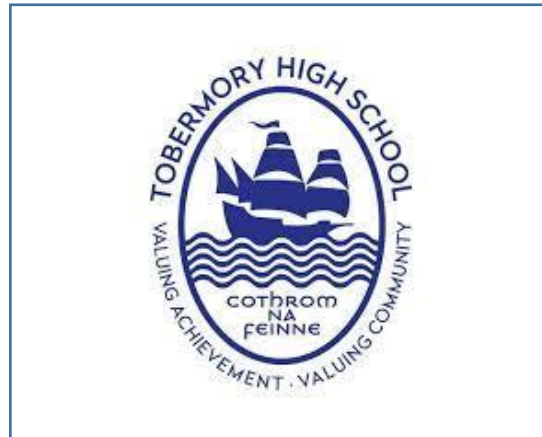




ARGYLL AND BUTE COUNCIL SECONDARY SCHOOL ATTAINMENT REPORT AREA COMMITTEE



Tobermory High School

May 2024

School information/school context – include SIMD etc.

- 2 – 18 school
- ELC – 21 pupils
- Primary – 73 pupils (serves Tobermory solely)
- Secondary – 150 pupils (Tobermory, Salen, Dervaig, Ulva Ferry and Lochdon)
- Fluent Gàidhlig speakers from Salen
- 159 families across whole school
- FME Primary (5.6% based on P6 and P7 only) and Secondary (9.9%)

Unique Island Context:

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

Section 1 S3 ACEL Attainment in Literacy and Numeracy

School	Level	% Achieved				
		Reading	Writing	L&T	Literacy	Numeracy
Tobermory High School	Third Level or better	91.4	91.5	91.4	91.4	88.5
Argyll & Bute	Third Level or better	88.5	86.9	89.0	83.9	86.0
Tobermory High School	Fourth Level	45.7	42.9	45.7	42.9	57.1
Argyll & Bute	Fourth Level	54.4	51.4	53.8	45.9	56.4

S3 ACEL – Gaelic (if applicable)

School	Level	% Achieved				
		Gaelic Reading	Gaelic Writing	Gaelic L&T		
	Third Level or better	66.7	66.7	66.7		
	Fourth Level					

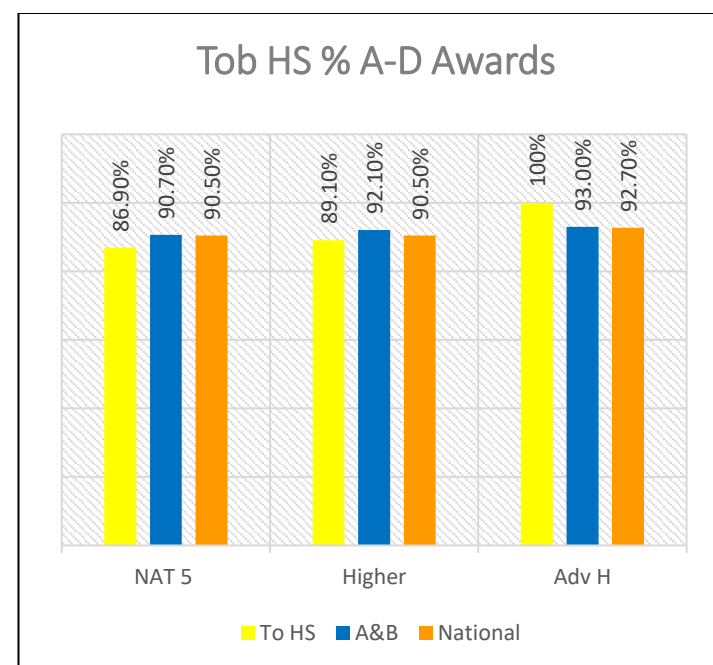
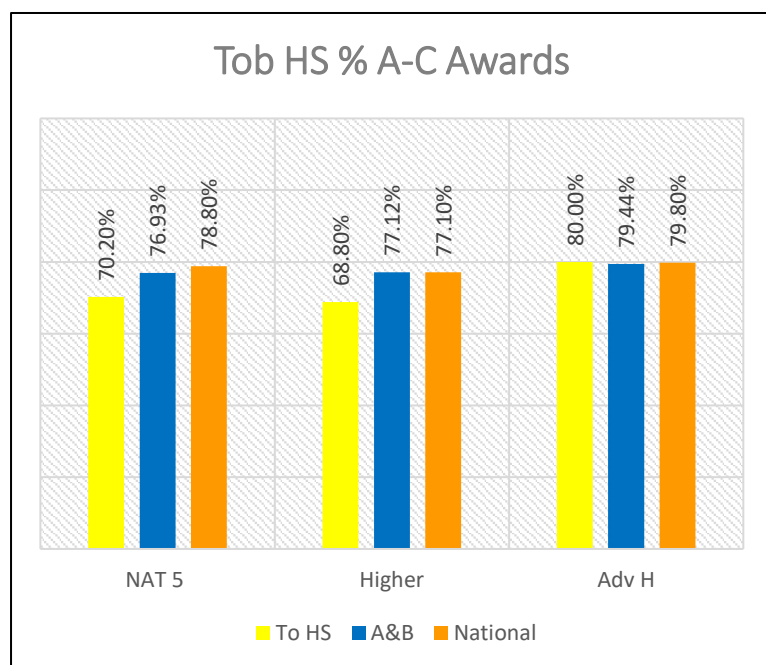
Evaluative Comment – Areas of Strength in BGE Attainment:

- Tobermory High School is outperforming the Argyll and Bute average for Third Level or better in all Literacy and Numeracy areas.
- Tobermory High School has made notable improvements in achievement at Fourth Level. Numeracy is now above the Argyll and Bute average with roughly 10% gains having been made in Literacy elements.

Evaluative Comment – Areas for Development in BGE Attainment:

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

Section 2 National Qualifications 2023 – Percentage of Awards – A-C and A-D



Evaluative Comment – Areas of Strength

- Tobermory High School outperformed both Argyll and Bute and the National picture at Advanced Higher. This was also the case in the previous session showing a maintenance of high standards. 100% of pupils gained an A-D pass at Advanced Higher, a significant outperformance on Local and National measures. 4 out of 5 Advanced Higher subjects gained 100% A-C passes.
- At both N5 and Higher, Tobermory High school performed roughly in line with Argyll and Bute and National levels for pupils gaining A-D grades.
- 8 National 5 subjects with a 100% A – C pass rate: D & M, French, Gaelic Learners, German, Music, Music Technology, PE and Practical Woodworking
- Extra-curricular Music candidates in S3 – 100% A pass rate at N5 a year early
- 4 Higher subjects with a 100% A – C pass rate: D & M, Maths, Music and Physics
- Success evident at individual pupil level – pupils gaining 8 National 5s (only a few years ago pupils were only presented for five), 5 Highers and S6 pupils leaving with 5/6 Highers overall

Evaluative Comment – Areas for Development

Tobermory High School's small pupil numbers have a significant impact on data and the traditional A-C and A-D data. In 2022/2023, each N5 candidate was worth over 3% and each S5 and S6 pupil nearly 7%. We also have a higher than national average % of pupils with additional support needs.

- A focus on bringing N5 and Higher results at A-C in line with the National picture.
- Targeting borderline pupils to support them to a C pass.
- To continue to develop attainment support for pupils through focused early interventions, including family learning regarding effective study techniques.

Section 3 Insight Data

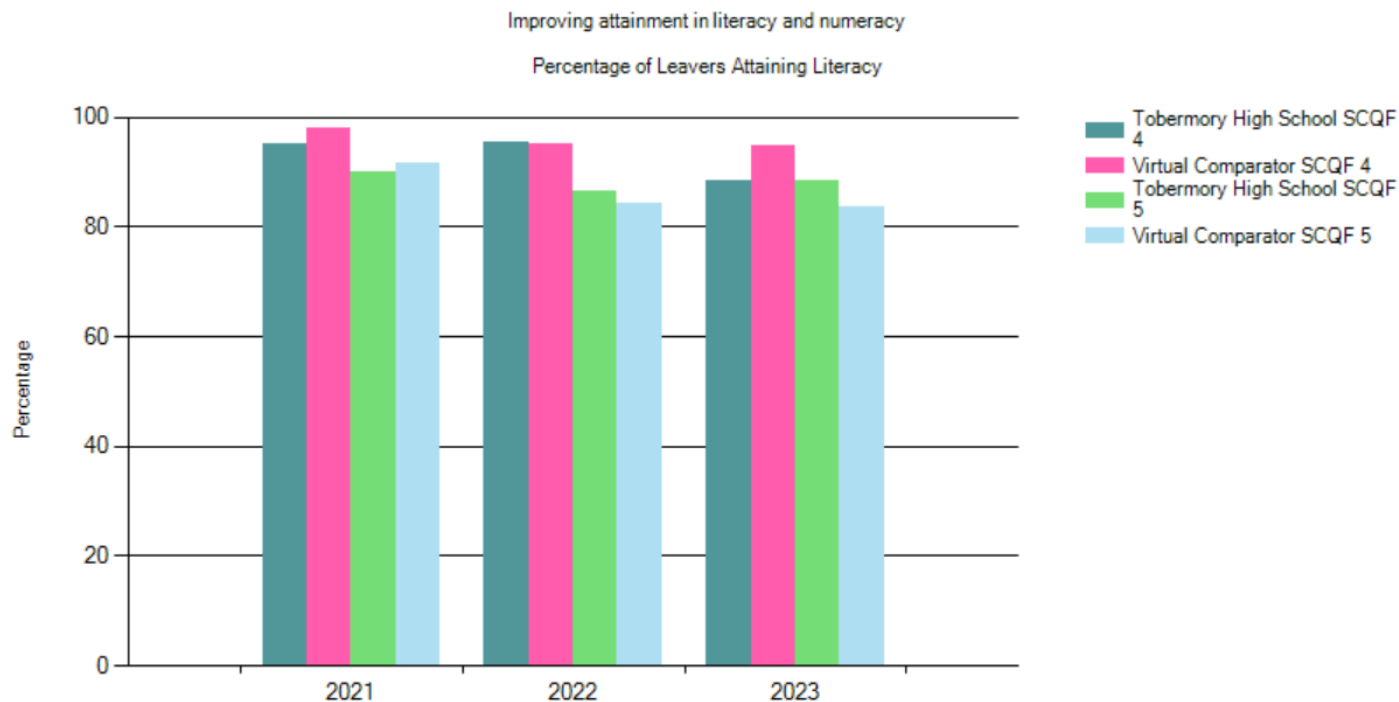
What is Insight Scotland?

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

- Improving Attainment in Literacy and Numeracy (presented below as separate Literacy and Numeracy graphs)
- Increasing Post-School Participation
- Improving Attainment for All
- Attainment Versus Deprivation

The school's data below is compared to what is termed *The Virtual Comparator*. The virtual comparator consists of a sample group of school leavers from schools in other local authorities who have similar characteristics to the school leavers from the school in question. This allows the most accurate and meaningful comparison of attainment data.

3a Improving Attainment in Literacy and Numeracy





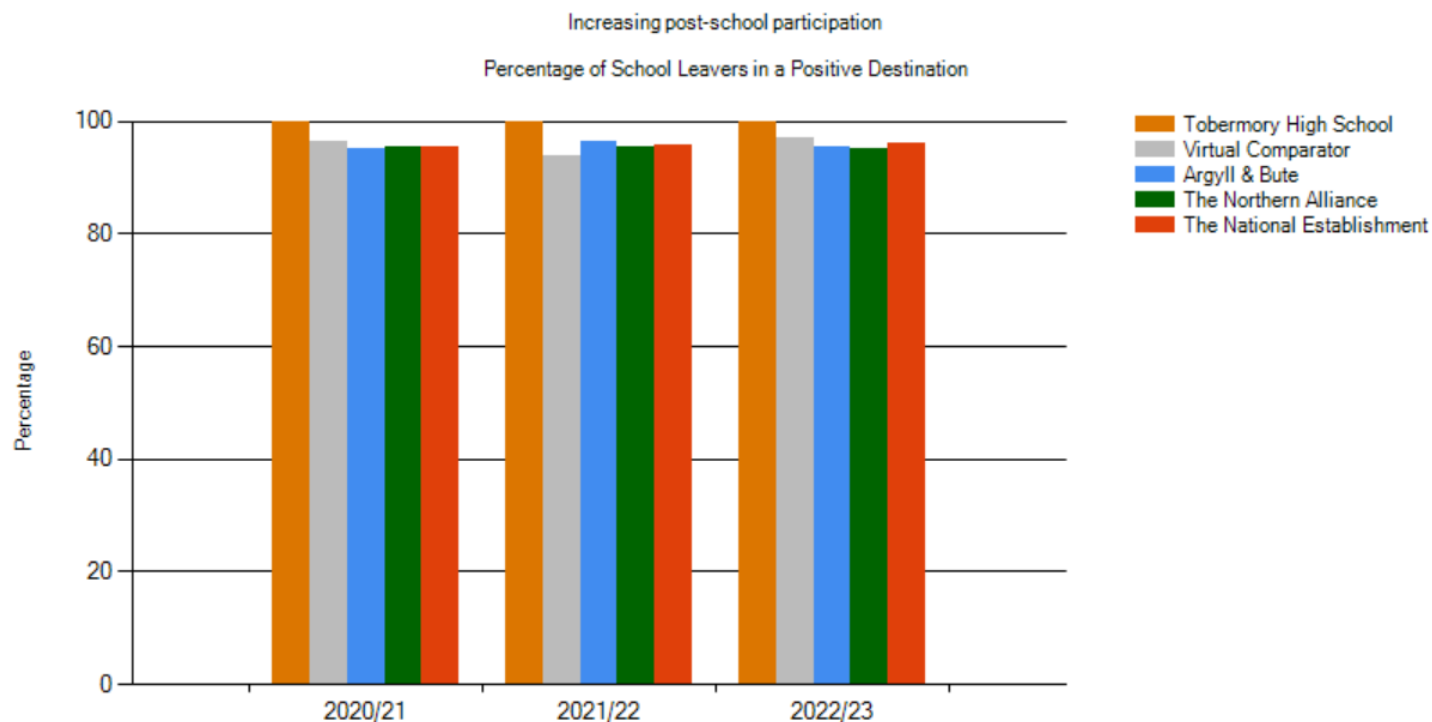
Evaluative Comment – Areas of Strength

- Tobermory High School has maintained and increased the SCQF 5 attainment in Literacy, outperforming its virtual comparator for the last two years.
- At both SCQF Level 4 and Level 5, Tobermory High School has outperformed its virtual comparator for the last two years. At SCQF Level 5 this is a three-year positive trend.

Evaluative Comment – Areas for Development

- To maintain the positive position for a third year, ensuring as many pupils as possible achieve SCQF Level 4 and 5 Literacy and Numeracy.
- To bring SCQF Level 4 Literacy back in line with previous attainment in this area.

3b Increased post-school participation



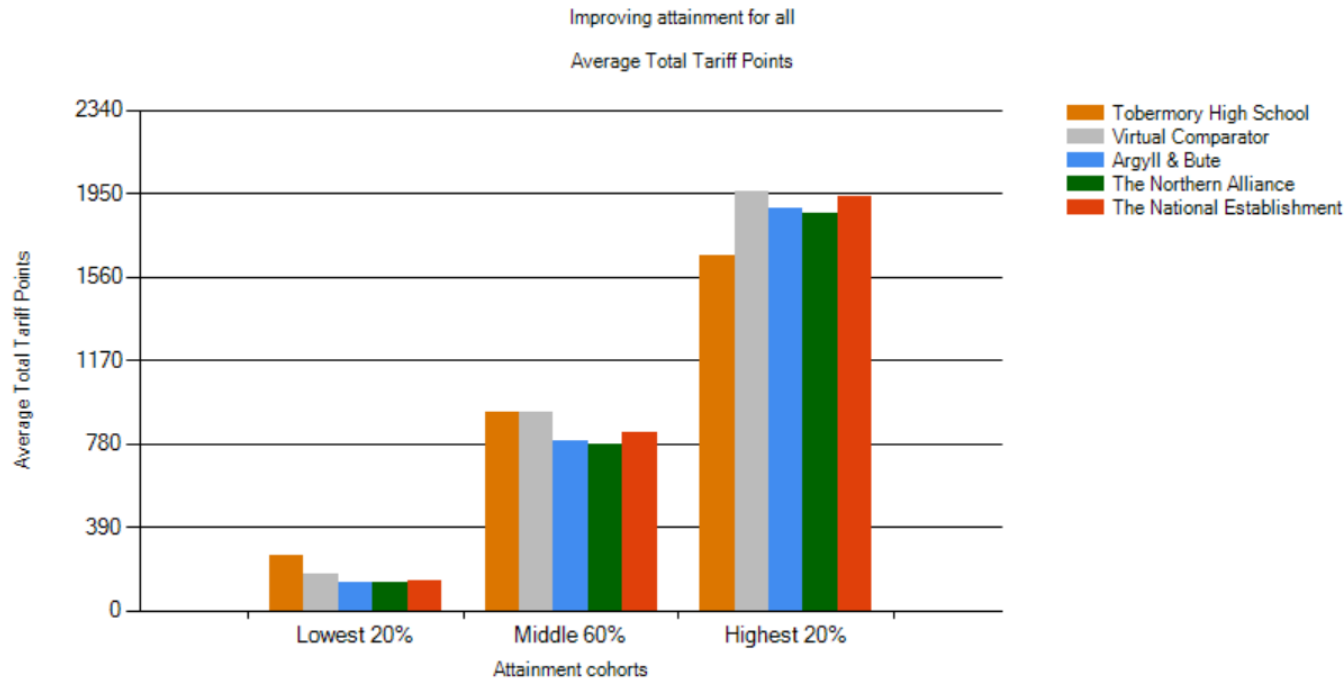
Evaluative Comment – Areas of Strength

- We have an excellent track record in supporting school leavers into a positive destination, outperforming all comparators.
- Every pupil in 2023 was supported into a positive destination post-school, maintaining the positive trend for Tobermory High School.
- We have seen a decline in any pupil categorised as economically inactive with no pupils in this category in 2022 or 2023.

Evaluative Comment – Areas for Development

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

3c Improving attainment for all



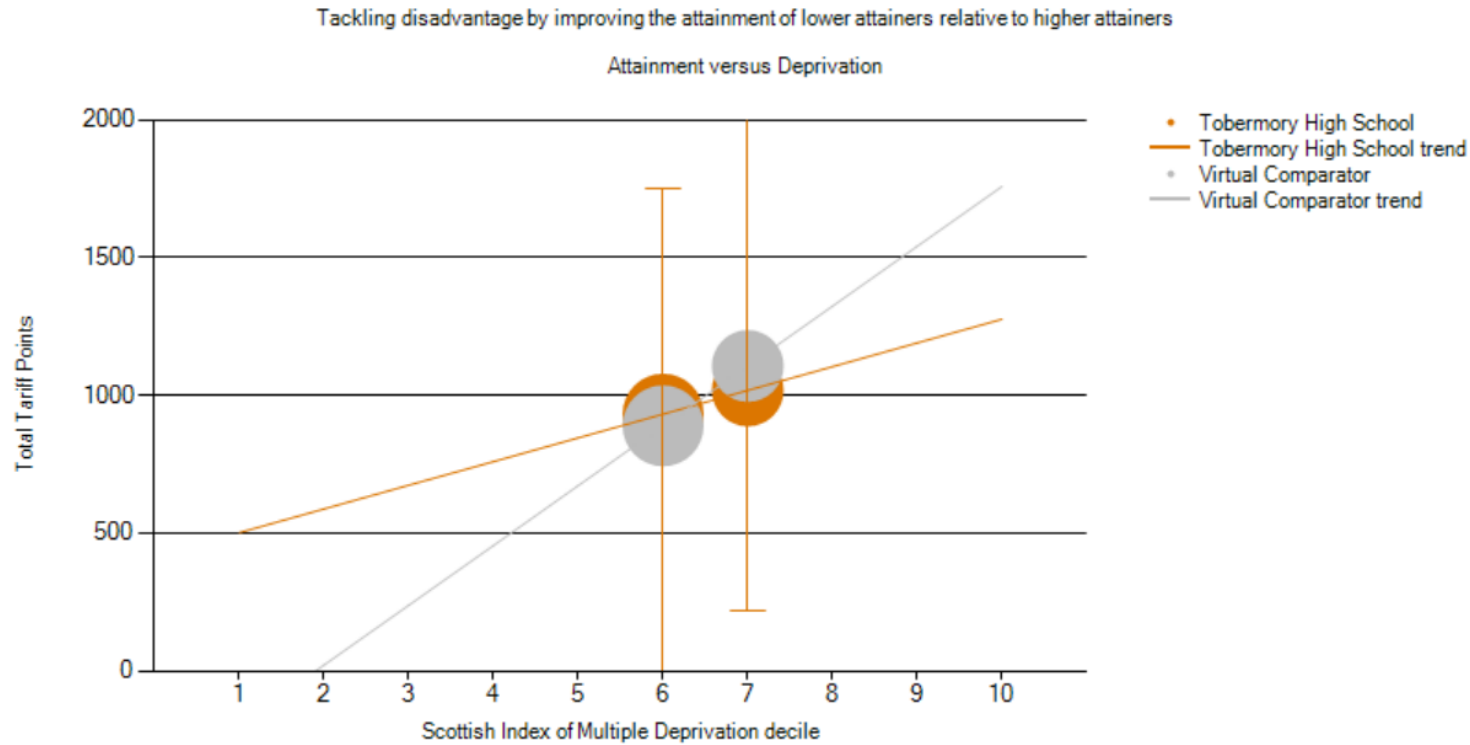
Evaluative Comment – Areas of Strength

- Tobermory High School outperforms all comparators for the Lowest 20% of pupils, with Tobermory pupils gaining almost double the Tariff Points in some cases.
- We have made improvements to the attainment for our Middle 60% cohort, bringing us in line with our virtual comparator and outperforming all other comparators, including the Argyll and Bute average.
- We have seen a significant gain in Tariff points for our S5 cohort, with a total tariff average of 600.4 compared to 492.5 the previous session.

Evaluative Comment – Areas for Development

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

3d Attainment versus Deprivation



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

At SIMD 6 we perform better than our virtual comparator.

At SIMD 7 we remain slightly behind our virtual comparator, but the gap has lessened since last session, showing that we are tackling disadvantage and improving attainment.

Section 4 Wider Achievement Qualifications

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

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

- Pupils in S4 gain a Personal Development unit accreditation through their Work Experience placement.
- Pupils in S5 and S6 have timetabled Wider Achievement time to promote this aspect of the curriculum.
- Pupils in S5 and S6 gain a Community based accreditation unit through their participation in the Youth and Philanthropy Initiative project.

- This session we also looked at widening accreditation opportunities through Physical Education (PE) and Religious, Moral and Philosophical Studies (RMPS). This was a successful approach in terms of increasing attainment. The majority of S4 pupils gained a N4 award in RMPS. Although at an earlier stage in the accreditation journey, over 41% of the same cohort also achieved an additional SQA PE unit qualification. An alternative in-house provision to replace the college offering of N5 Practical Cookery was established this session, with all pupils presented gaining at least three unit qualifications. This method of delivery was so successful that it is continuing into session 23/24.

- All pupils in S5 and S6 were presented for the SQA Mental Health and Wellbeing Award at Level 5, with a view to promote pupil understanding of the positive and negative impacts on mental health and to arm pupils with an increased awareness of healthy coping strategies. This had a strong and positive impact on attainment. Almost all pupils achieved the full course award, with over 96% of the cohort achieving a qualification in at least one unit.

Section 5 Equity and Attainment – Evaluation of Key Factors

Factor in attainment	
Attendance	School Ave. Att. 22-23: 91%
Exclusion	Exclusion Incidents 22-23: 0.03% Exclusion Openings 22-23: 2
Additional Support Needs	39%
SIMD	SIMD – all addresses on the island are in vigintiles 12/14 (not indicative of reality)
Free School Meal Entitlement	FME Primary (5.6% based on P6 and P7 only) and Secondary (9.9%)
Care Experienced (and previously Care Experienced)	3 pupils
English as Additional Language	6 pupils
Other (give details)	

Pupil Equity Funding

Impact of PEF on closing the attainment gap

- Safe space and lunchtime study support an effective support mechanism that is well utilised by pupils.
- Practical cooking skills offered to pupils to promote engagement and help to prepare pupils for independence and positive destinations post school.
- Additional in-class support offered to help vulnerable pupils
- Set up of a nurture space/sensory support for pupils with additional support needs.

Section 6 Other information

- Mental Health and Wellbeing Award offered to all S5/6.
- YPI offered to S5/6. The winning team's presentation was identified as an example of best practice nationally.
- N4 RMPS delivered through core time.
- Duke of Edinburgh offered from S3 onwards.
- Live Literature project for S1 pupils. The project was used as a case study for effective partnership working.
- Tracking developed for achievement within the House system.
- BBC worked with pupils to create a podcast "A Mull Sound Walk".
- Wellbeing Day with Waverley and Workshops – all pupils P1 to S3 and all staff involved in a whole school outing and extra-curricular workshops.
- Developed external partnerships to offer Maritime Studies for a key cohort to support engagement.
- Provision of N5 Music to a group of S3 pupils as an extra-curricular option – all pupils achieved an A grade.

Tobermory High School aimed to promote whole school approaches to an ethos of wellbeing. A successful "Wellbeing Wednesday" was held in May 2023, with every pupil from P1 to S3 and all staff involved on the day. Some senior pupils on study leave also elected to return for this day. A range of workshops were on offer, many delivered by local partners, from trampoline to ceilidh dancing and Spanish Language to Italian Cookery. All involved also enjoyed an outing on the Waverley paddle steamer. Feedback received from all stakeholders indicated that this was a very positive day.

In session 2022 – 2023 we applied for and were successful in gaining a Scottish Book Trust ‘Writer in Residency’. The early aims were to involve all of S1 in creative sessions to improve imaginative working; creativity; collaboration; confidence and team work as well as supporting positive mental health and wellbeing by engaging in fun drama based activities. By the end of the three sessions all groups had produced and performed their short stories. The final performance was a wonderful success which can be evidenced through the pupil feedback questionnaires; the evaluation from the author Alice Fernbank herself; and the photos taken of the final performances in which the confidence, learning, fun and performance skills are all clearly visible.

The Rights Respecting Schools Working Group has made some progress in its efforts to establish a culture of respect and inclusion during the current session. Tobermory High School has achieved in June 23 the Bronze Rights Committed Award, the first stage of the Unicef UK’s Rights Respecting Schools Award (RRSA). The Bronze status is a significant achievement and provides recognition for the group's efforts towards creating a culture of respect and inclusion. Good evidence of the UNCRC articles embedded across Primary and ELC is a positive sign, indicating that the group is successfully promoting the principles of the UNCRC. This suggests that the group is taking a consistent approach to implementing the UNCRC across Primary and ELC.

The use of Gaelic terminology/signage has increased greatly across the school. Gaelic terminology/signage is now displayed in all subject classrooms. Most of the GME pupils asked said that they referred to these Gaelic signs from time to time. One pupil highlighted that these signs were good for transition, particularly in Maths, since they are more familiar with the Gaelic terminology than the English.