

**Improvement Planning**

**Review**

(Headlines of developments since last year and comment on impact)

- **Senior Phase.** Course and unit guidelines continue to be altered by the SQA and staff have to keep apace with these and modify course delivery to suit. Assessment continues to have a major impact in this department with unrealistic levels of unit assessment and internal marking for course assignments. Latest guidance from SQA will reduce the amount of re-assessment required taking some of the pressure from pupils and staff.
- **Senior Phase Tracking and Monitoring.** Introduced this year and provides staff with regular opportunities to share information and have learning conversations with pupils.
- **BGE.** Skills Lists have been introduced to some of the projects and these are discussed regularly as pupils work through the tasks. This leads into end of project self and peer evaluation tasks. Pupils are becoming more confident in performance review and evaluation. Learning conversations occur more frequently, are more natural and pupils are well engaged in these tasks.
- **Construction Skills.** Several factors have led to the decision to take all of this work “in-house”. New work area and resources for the bricklaying units are in place.
- **Learning for Sustainability.** Mr Inglis has undertaken a yearlong professional study in sustainability. This has seen Mr Inglis and pupils involved in a variety of activities throughout the year.

**Next Year**

(Headlines of initiatives being taken forward and likely impact)

- **Tracking and Monitoring being introduced in BGE.** This will encourage and improve professional dialogue between staff, pupils and parents. Pupils will be more involved in evaluating their own work and setting targets for improvements this will have a direct impact on pupil achievements. Staff will explore level tracking processes with the intention of having structure in place this session. Progression Frameworks and SAL information for Technologies have been produced and will form the basis of this work.
- **Benchmarking in the BGE.** Teachers working together to set shared standards for assessing progress. This will ensure that pupils make progress through the learning levels, next steps can be planned and information can be shared.
- **Construction Skills – N5 Units.** Introduction of these units will provide progression from N4. Pupils undertaking these units will further develop their skills and experiences in brickwork, painting and joinery.
- **Computer Aided Design – Software update.** Computers and AutoDesk software suite to be updated during the October holiday. New software will provide staff and pupils with the latest version of software with enhanced capabilities.
- **IDL project – Fish.** Discussion with Art, English and CDT departments looking to develop linked project for S1 classes. Opportunities for manufacturing, creativity in colour, texture and language will be explored. Additional links with environmental issues such as recycling could be investigated.

- **Google Apps for Education.** Staff will explore the range of apps available with the intention to introduce some to pupils in the Senior Phase. Pupils will be able to access online resources on any device encouraging engagement, personal study and achievement.

**These initiatives, and the upcoming changes in National 4/5 and Higher courses, represent a challenging year ahead for department staff. It is important that adequate resources including time are made available in order to complete these.**

## BGE

Comment on courses, including electives. Comment on uptake in S3 (where appropriate)

S1 and S2 pupils follow a common course covering all aspects of the CDT curriculum. Tasks cover electronics, computer aided design and drawing, desktop publishing, sustainability and the environment, design and manufacture. Pupils are given the opportunity to work in small groups on larger design tasks. Self and Peer evaluation activities are built into coursework tasks and pupils are confident in sharing standards and opinions.

In S3 pupils can elect to undertake study in 2 specialised areas, **Graphic Communication** and **Design and Manufacture**. Uptake for these courses has historically been very good although numbers for Graphic Communication are down this year, maybe due to the range of subject choices available to the pupils. We intend to look at this for the coming session and identify opportunities to promote the subject to the pupils.

There may be an opportunity to create a combined Graphics, Design and Manufacture course giving all pupils in S3 a broader range of skills prior to specialised courses in S4.

### **3.2 Raising Attainment and Achievement (From How Good is Our School 4)**

“Almost all pupils are attaining appropriate levels and a few have exceeded these”

Comment: (How do we know? How are we reporting this? –this may include developments this year)

A range of assessments are built into course tasks and staff are confident in applying shared standards. Learning conversations happen naturally and pupils are encouraged to discuss and share success criteria.

We actively promote equity of success and achievement and always look to overcome obstacles to learning.

Pupils progressing to National courses are well prepared and have the appropriate experience, skills and knowledge.

“Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment”

Comment:

Self evaluation is an integral part of this department. Staff are engaged in regular moderation activities where standards and expectations are shared and agreed. Pupil feedback is encouraged and contributes to our self evaluation and improvement.

Staff are confident in the use of assessments and making professional judgements about how pupils are learning and progressing. Course tasks are continually reviewed and where necessary modified to target specific outcomes.

Staff work effectively as a team and have a commitment to sharing standards, practice and peer support. There are strong links to other schools and feedback from Highland Technology group and CADO on the work of the department is very positive. Staff regularly contribute to national online CDT forums sharing expertise, experiences and resources.

## Senior Phase

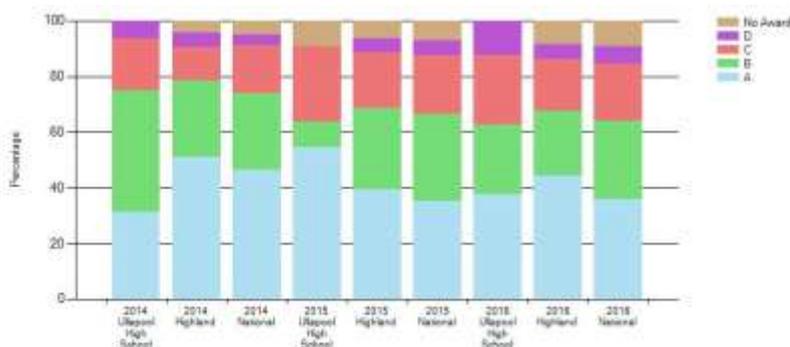
Comment on courses: Including grade breakdown and uptake  
**Nat 3 / 4**

### Design and Manufacture

3 entries and all achieved a pass at National 4

## Nat 5

### Design and Manufacture

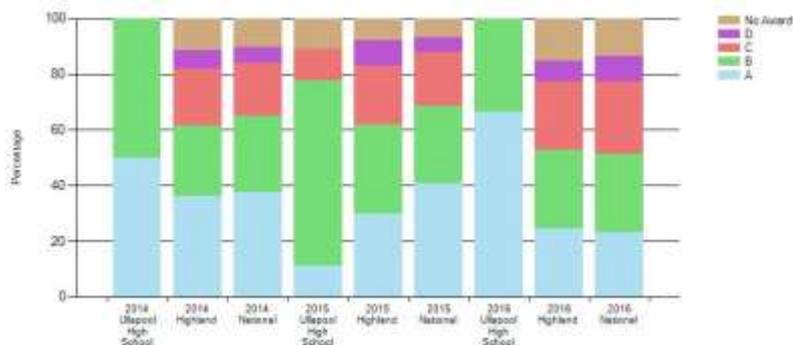


[Add to personal dashboard](#)  
[Show/Hide Aggregated](#)  
[Download Data](#)

Establishment	Year	# Grade A	% Grade A	# Grade A to B	% Grade A to B	# Grade A to C	% Grade A to C	# Grade A to D	% Grade A to D	Number in Base Cohort
Ullapool High School	2014	5	31.25	12	75.00	15	93.75	16	100.00	47
Highland	2014	92	51.11	141	78.33	163	90.56	172	95.56	2721
National	2014	1628	46.49	2905	73.98	3580	91.05	3739	95.09	53988
Ullapool High School	2015	6	54.55	7	63.64	10	90.91	10	90.91	40
Highland	2015	73	39.46	127	68.65	164	88.65	173	93.51	2462
National	2015	1409	35.02	2790	69.51	3669	87.46	3895	92.85	52297
Ullapool High School	2016	3	37.50	5	62.50	7	87.50	8	100.00	43
Highland	2016	52	44.44	79	67.52	101	86.32	107	91.45	2496
National	2016	1442	35.96	2565	63.97	3393	84.61	3635	90.65	51297

Results broadly in line with the National figures indicating that the breadth and challenges set during the coursework prepare pupils well for Course Assignments and examination. All entries performed at or above their predicted grades. Uptake in this course continues to be above National average.

## Graphic Communication



[Add to personal dashboard](#)

[Show/Hide Aggregated](#)

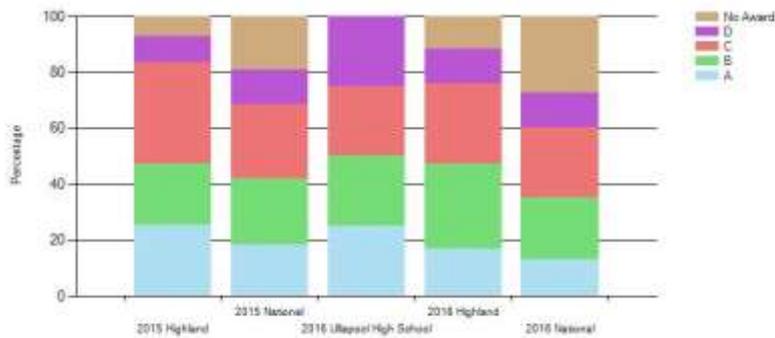
[Download Data](#)

Establishment	Year	# Grade A	% Grade A	# Grade A to B	% Grade A to B	# Grade A to C	% Grade A to C	# Grade A to D	% Grade A to D	Number in Base Cohort
Ullapool High School	2014	5	50.00	10	100.00	10	100.00	10	100.00	47
Highland	2014	147	36.30	350	61.73	332	81.98	350	88.64	2721
National	2014	2211	37.60	3826	65.07	4946	84.12	5287	88.91	53968
Ullapool High School	2015	1	11.11	7	77.78	8	88.89	8	88.89	40
Highland	2015	96	29.91	199	61.99	267	83.18	296	92.21	2462
National	2015	2267	40.72	3872	68.64	4966	87.89	5263	93.30	52287
Ullapool High School	2016	2	66.67	3	100.00	3	100.00	3	100.00	43
Highland	2016	80	24.54	172	52.76	252	77.30	276	84.66	2496
National	2016	1263	23.06	2619	51.47	4248	77.56	4746	86.65	51297

Pupils achieved at or above their expected grades. One pupil joined the class in S4 and obtained an A grade. Uptake in this session was lower than normal perhaps due to changes made to curriculum structure when they entered the senior phase.

## Higher

### Design and Manufacture

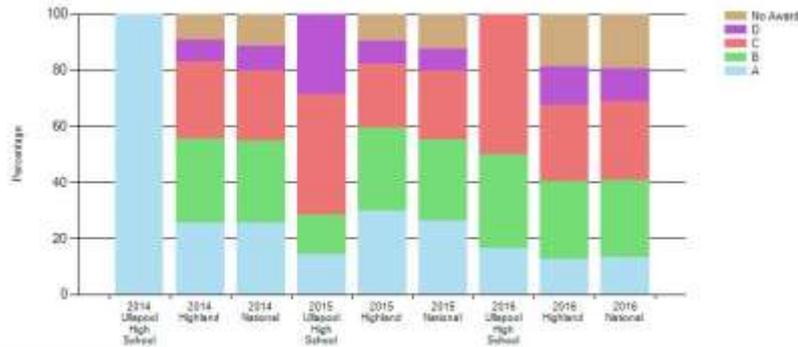


[Add to personal dashboard](#)  
[Show/Hide Aggregated](#)  
[Download Data](#)

Establishment	Year	# Grade A	% Grade A	# Grade A to B	% Grade A to B	# Grade A to C	% Grade A to C	# Grade A to D	% Grade A to D	Number in Base Cohort
Highland	2015	14	25.45	26	47.27	46	83.64	51	92.73	6507
National	2015	392	18.28	898	41.91	1472	68.62	1733	80.79	134251
Ullapool High School	2016	2	25.00	4	50.00	6	75.00	8	100.00	110
Highland	2016	23	16.67	65	47.10	105	76.09	122	88.41	6330
National	2016	394	13.27	1043	35.12	1795	60.44	2155	72.56	131669

Results are generally better than the Highland and National figures. Most pupils performed at or above expected levels. 2 pupils obtaining D grades were less motivated to academic study and their results are a fair reflection of this. Uptake in this class remains strong and it is encouraging to see those progressing from Nat 5 continuing to improve and that the course is accessible to those entering with no previous experience.

## Graphic Communication



[Add to personal dashboard](#)  
[Show/Hide Aggregated](#)  
[Download Data](#)

Establishment	Year	# Grade A	% Grade A	# Grade A to B	% Grade A to B	# Grade A to C	% Grade A to C	# Grade A to D	% Grade A to D	Number in Base Cohort
Ullapool High School	2014	3	100.00	3	100.00	3	100.00	3	100.00	83
Highland	2014	61	25.74	132	55.70	197	83.12	245	90.72	3958
National	2014	1060	25.63	2263	54.73	3384	79.90	3671	88.78	82028
Ullapool High School	2015	1	14.29	2	28.57	5	71.43	7	100.00	89
Highland	2015	76	29.80	152	59.61	218	82.25	231	90.59	4045
National	2015	1188	26.26	2494	55.13	3620	80.02	3967	87.69	81954
Ullapool High School	2016	1	16.67	3	50.00	6	100.00	6	100.00	67
Highland	2016	29	12.51	93	40.43	155	67.39	187	81.30	3834
National	2016	598	13.29	1831	40.68	3112	69.14	3624	80.52	80372

Strong performance from pupils in this subject indicating well motivated pupils who were actively involved in their learning. All pupils performed at or above expected levels. Progression from Nat 5 is very good and pupils undertaking the course with no previous experience are able to achieve good results. Uptake from senior pupils is good and they can either access the course units or push on for the full Higher.

## Adv Higher

No entries

### **3.2 Raising Attainment and Achievement (From How Good is Our School 4)**

“Almost all pupils are attaining appropriate levels and a few have exceeded these”

Comment: (How do we know? How are we using tracking and monitoring within departments to keep pupils on track?)

Evidence from Insight give a clear indication that pupils are achieving at, and in a high percentage, above their expected levels of performance. It is pleasing to see that there are no instances of no awards for our entries. Sound teacher judgements based on in-depth knowledge of our subjects and assessment requirements ensure that pupils are fully informed of progress.

Internal Verification procedures are well embedded into our courses and staff regularly liaise with other schools to standardise assessment judgements. Mr Inglis continues to be involved in central marking activities for Design and Manufacture courses. Mr Stewart has acted as Verifier/Marker for Nat 5 and Higher Graphic Communication courses for Kinlochbervie and Gairloch schools.

Senior Phase Tracking and Monitoring happens regularly and naturally and pupils are encouraged to engage with this in order to fulfil their potential.

### **Wider Achievement**

Comment

Contribution from dept on Wider Achievement agenda

The department regularly contribute to the Wider Achievement agenda offering pupils opportunities to experience skills and activities not available within the normal classroom. This year these have included:

- **Recycling project – Mud Kitchen.** Senior pupils are involved in designing and manufacturing a Mud Kitchen for the local Nursery from recycled pallets.
- **Dragsters.** Pupils build test and race model dragsters. The project introduces construction kits, assembly methods, simple electronics and belt drives.
- **Bird Boxes.** S1 pupils were introduced to our local Wildlife warden and taken on a birdspotting tour of the village. They then spent the rest of the day building a range of nesting boxes. Pupils went home with their own bird box, others were placed around the school grounds.

### **Developing Young Workforce**

Comment: Any events/ links developed with partners; work experience etc being offered?

- Construction skills pupils undertaking site visits and visits to college to enhance their knowledge and to investigate/experience the range of courses available to them.
- Construction skills pupils have undertaken several related tasks around the school such as painting and construction of fencing.
- Construction pupils attended demonstrations on timber felling, processing, furniture and cabin manufacturing and stone walling.
- CITB
- Sheiling project. S3 Design and Manufacture pupils were involved in a sustainability project combining project visits and classroom activities.

### **Closing the Gap**

Comment: (any initiatives running or planned to help with our more disadvantaged pupils Eg study club, in-class support etc)

The department encourages staff and pupils to approach us to discuss opportunities. In the main this has been to support individuals who require additional support either in class or through access to the facilities and resources outwith their normal timetable. At other times we will look to provide a more personalised curriculum to meet pupil needs.

SfL staff are an important part of this process and we welcome them into the department. We discuss the work planned and listen to advice and concerns in order that every pupil has the opportunity to experience activities and achieve their potential.