

Standards and Quality Report 2016

Ullapool High School

October 2016

Aims

At Ullapool High School we aim to build on our strong foundation of care and support for our pupils to enable them to achieve at the highest level they can. We will provide high quality teaching in all curricular areas and support and develop wider opportunities and encourage pupils to participate in these. We want our young people to lead healthy and active lives, now and in the future, and to lead, challenge and support them into positive destinations when they leave school.

Equality Statement

At Ullapool High School we will work with and develop each child to reach their full potential. We seek to maximise opportunities for all our young people regardless of gender, race, sexuality, disability, religious or political beliefs.

Expectation

A big part of our ethos at Ullapool High School is that we expect our young people to be active, positive contributors to the school and its wider community. We will provide formal opportunities for this to happen but also encourage initiative amongst our pupils. We recognise that this positive engagement is a major component in the well-being of the whole community.

Our Key Strengths

- The school has a highly positive, caring ethos that pupils, staff and parents appreciate and work hard to maintain
- The school is committed to improving our practice year on year
- Overall, performance of young people at the end of S4, S5 and S6 is well above national averages and better than schools serving youngsters with similar needs and backgrounds
- The school provides rich and varied opportunities for learning both within and outwith the formal curriculum
- The school has very strong links with its parents and the local community

Improvement Planning

Review of last year

Use of INSIGHT data to inform department Standards and Quality process: Evidence that staff are engaging with this analysis and using to target specific improvements in courses.

Tracking and Monitoring enacted in Senior Phase: Strong evidence that parents like these reports and that staff and pupils are using them to keep on track through the year.

Engagement with Progression Frameworks in all departments: School will move to show pupil progression in BGE in reports next year.

New profiling process enacted for S1/2 in BGE: Pupils now engaging in evaluating skills and capturing wider achievements acquired in their time in school.

Development of Careers and Pathways: Engagement with West Highland College and UHI has shown a significant increase in uptake and types of courses on offer, twenty seven pupils (versus five in previous year).

Lesson monitoring continued with specific learning focus groups overseen by management: Opportunities to share and try new techniques were widely witnessed and were well-received by pupils.

Updated Learning and Teaching policy agreed and understood: Staff and pupils consulted.

Parent Council undertook a parental survey: Positive results with main question how do we engage all parents?

Next Year

Seek to develop a values and vision statement from all stakeholders in the school: Promote the 'heart' of the community concept and inform everyone of our core values and enact these.

Tracking and Monitoring Process to be enacted in BGE: Pupils will receive reports that as well as indicating effort etc will include a measure of each child's progress in each subject area.

Further developments in BGE Profiling: Youngsters will receive more guidance on the skills and attributes that they are gaining in each area and will learn how to articulate this.

Review of Senior Courses, including HGIOS 4 evaluations in departments: All departments will review their course provision in the light of How Good Is Our School 4, changes at National level, etc as we try and meet the changes in SQA exam requirements whilst still offering valuable teaching and learning experiences.

Closing the Gap: All staff will be aware of the drive to improve standards across the country, particularly in raising the attainment of the lowest 20% in the country to help close the attainment gap. In UHS we will maintain a statistical analysis that will allow us to work and monitor at an

individual level.

Lesson focus this year will be on professional judgements: Staff will show how they are using formative and summative assessment as part of normal classroom practice to gather evidence that pupils are working at various levels.

Resilience Training will be offered to all S3, S4 and S5: This will aid pupils in their preparation for exams and into the adult life.

Opportunities for Senior Pupils: Effort to work with all stakeholders to produce areas for senior pupils to take real ownership and drive forward projects, to allow them to 'give something back' to community for example the Youth Philanthropy Project.

Broad General Education (S1-3)

Pupils continue to make good progress through the full range of subjects. This year we will be working on a process that will allow us to accurately report where pupils are within each of the 'age and stage' levels within the broad general education.

In S3 pupils can choose to pick subject areas and electives that are of interest, as well as continuing with core areas.

Profiling is used with S1-3 as a means for each young person to reflect on their learning and to come to an understanding of where strengths and development needs lie.

Senior Phase

Nationals (in S4)

This year saw the move from 8 subjects to 6 being studied in the fourth year. This was partly in recognition of the 'crammed' nature of the S4 assessment process, but also in recognition that for many of our young people S4 is no longer the end point (over 90% stay on). This also allows more time to look at two year progressions in some areas.

Of 43 pupils (on September 15 roll), 41 stayed for exams.

68% of youngsters achieved 5 or more National 4 passes.

42% of youngsters achieved 5 or more National 5 passes.

This compares to 62% at National 4 and 37% at National 5 in Highland schools on average.

Highers (in S5)

40 pupils were enrolled in Sept 14, 38 went on into S5.

25% achieved 5 Highers

43% achieved 3 Highers

This compares with 33% achieving 3 Highers on average across Highland.

Advanced Highers (In S6)

47 pupils were enrolled in Sept 13, 26 went on to S6

15% achieved one or more Advanced Higher.

45% had achieved three or more Highers.

This compares with 18% achieving 1 or more Advanced Highers across Highland.

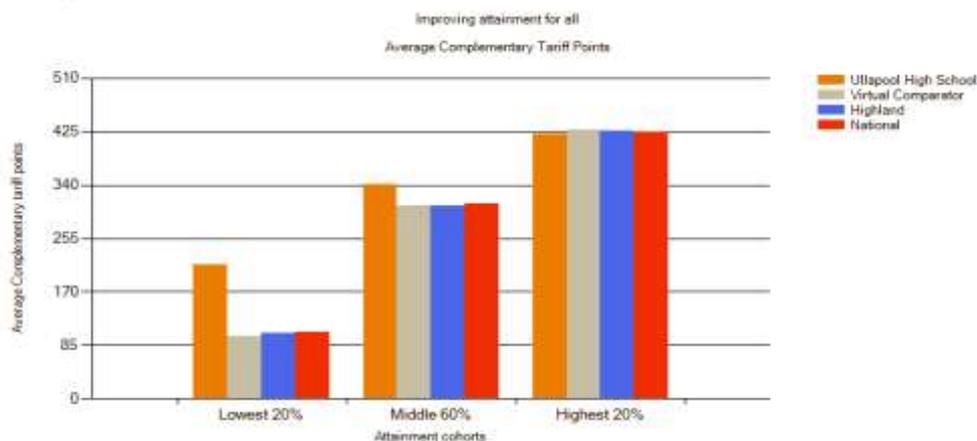
3.2 Raising Attainment and Achievement (From How Good is Our School 4)

The following graphs show the attainment (measured in points that are derived from unit passes, grades in exams etc) for each year group, measured against the year group roll when they were in S4. The graph splits the pupils into the highest 20% of points, middle 60% and the lowest 20%. This allows schools to look at the attainment gap between their highest and lowest attaining pupils.

Our 'virtual comparator' is made up of the average of several schools that share our characteristics Eg rural school, similar levels of free school meals etc.

S4 based on S4 Roll

The selected year is 2016.

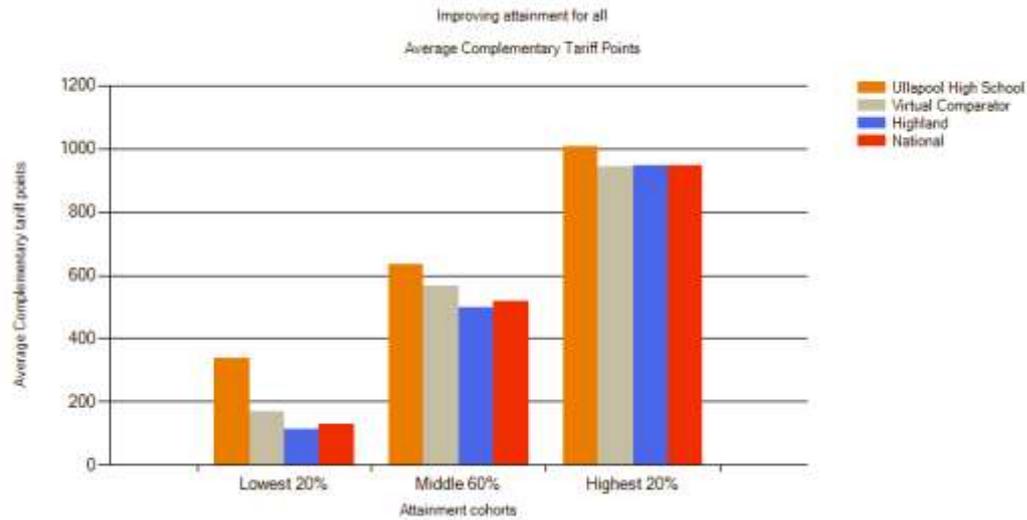


Performance in **Lowest 20%** is much greater than your Virtual Comparator

This graph shows That our highest achievers compare favourably with the national picture. Our middle and lowest outperform at all measures, with our lowest significantly scoring above the averages.

S5 based on S4 Roll

The selected year is 2016

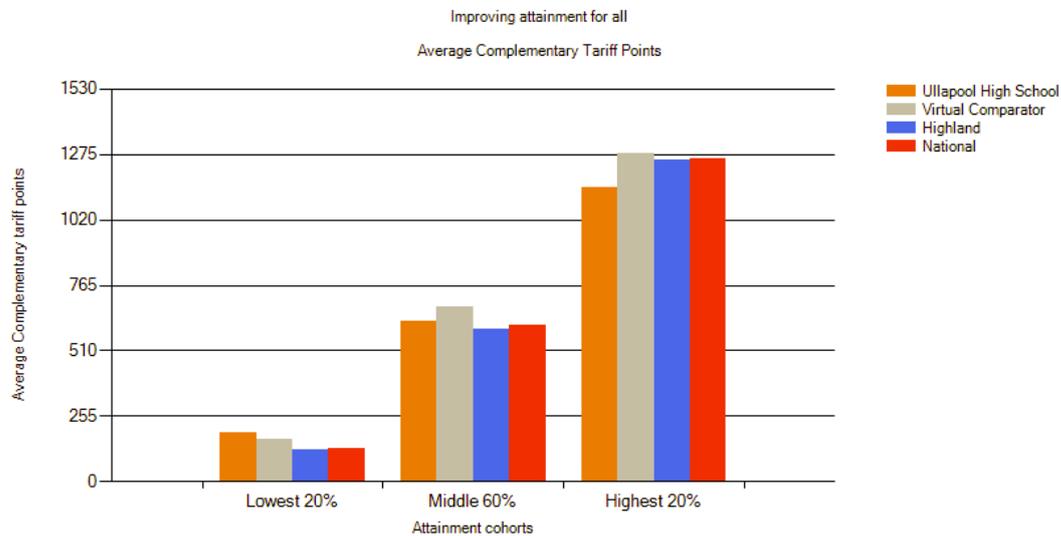


Performance in **Lowest 20%** is much greater than your Virtual Comparator
Performance in **Highest 20%** is much greater than your Virtual Comparator

This graph shows that in S5 the school achieved above average across the range.

S6 against S4 roll

The selected year is 2016



This graph shows that in S6 our highest achievers fall slightly short of other averages. This is most likely due to our slightly limited Advanced Higher provision and also a higher proportion of youngsters leaving for University in S5.

Wider Achievement

The school prides itself on the amount of opportunities it offers outside of the 'normal' school day.

In the last year we have had an S1 John Muir trip to Tanera (12 pupils achieved their award).

Success in the DofE programme including Gold Expedition to Wales and 32 Bronze, 12 Silver and 6 Gold Awards

Trip to China (22 pupils all year groups), Abernethy ski trip (22 pupils), Lagganlia S2 outdoor adventure trip (27 pupils), Social Subjects London trip (16 pupils), Battlefields trip (40 pupils). Senior French trip to Paris (6 pupils), S3 Elective Art trip to Lewis (9 pupils) and the Holocaust Educational Trust – Lessons from Auschwitz (2 pupils)

Ceilidhs, Art Exhibitions, the Albert Roux Charity dinner.

Developing Young Workforce

This year we developed stronger links with the College and UHI as we sought to increase the provision for our pupils.

This year saw the introduction of a Foundation Apprenticeship Course in Computing taking up by 4 pupils.

We also saw an increase in young people taking up a variety of courses at UHI on the Friday, we have 22 attending courses there.

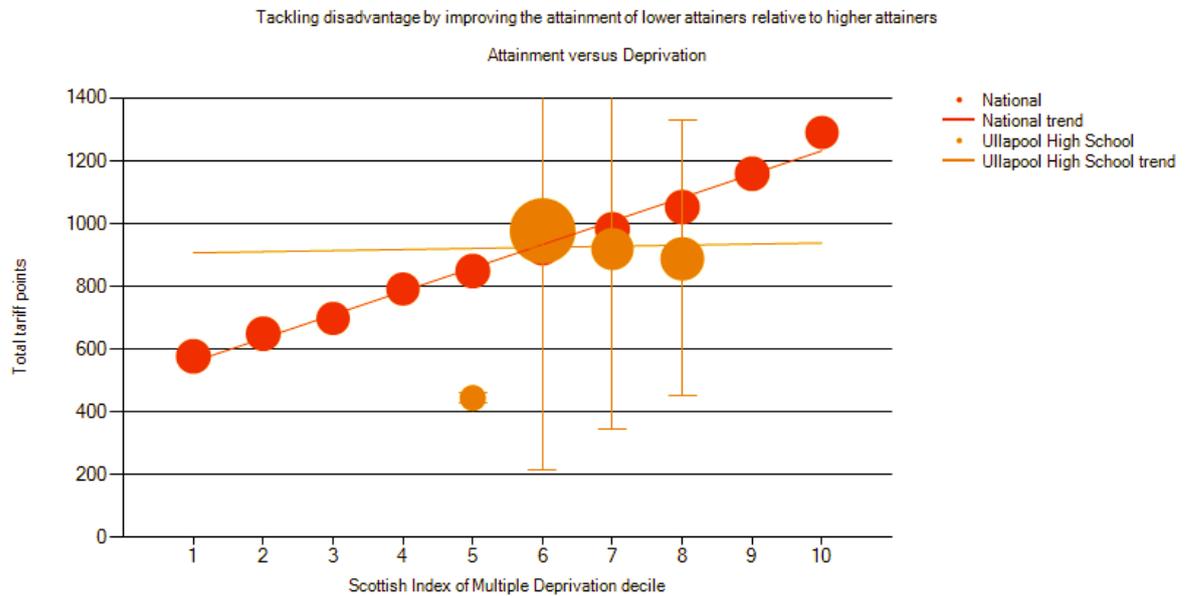
In school the College continues to provide us with Higher Psychology, National 4 Rural Skills, and new this year National 5 Business Studies and national 4/5 Hospitality Practical cookery.

All of S3 have the opportunity for one week of work experience.

Closing the Gap

One of the key drivers in education policy over the next few years, defined by the Scottish Government, will be addressing the attainment gap. The following graph illustrates this. Basically the lower the SIMD band (free school meals, deprivation etc), the lower the attainment Nationally.

The selected year is 2014/15



In Ullapool our small numbers and large postcode areas make it difficult to analyse the deprivation within the school. We have undertaken our own analysis within the school though, which all teachers are aware of, that will endeavour to help us track and intervene with any pupil in difficulty.

Our previous graphs show that we do make a difference to all our pupils but that we are especially good with our lowest 20%, this is a tribute not just to the pupils and carers themselves but also to a hard working staff of teachers and PSA's, who try to redress and potential barriers to learning.