

Standards and Quality Report 2017

Dept Name: Modern Languages

Date: 26/09/2017

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. Main focus this year will be getting to grips with new N5 Assignment Writing as well as re-weighting of skills.
- **BGE.** We continue to be pleased with the skills focus derived from learning two languages in parallel and point to the increased uptake in this year's S4 across Modern Languages as evidence for the success of our curricular model. We developed a tracking format based on the progression framework as modelled by English dept last year but found it unwieldy and currently under review again.

BGE

All pupils entering S1 are given the choice of two from three languages which will be studied through till end of BGE: French, Gaelic and Spanish. French and Spanish are currently following the same themes and Gaelic looking to develop the course in parallel. Those pupils coming from GME will continue with Gaidhlig, which follows a course more similar to the English curriculum, plus one from French or Spanish. GME pupils also have one extra period via extraction from RME.

At this stage, early in S3, approximately 25% of pupils are working at level 4. This seems fairly low until two factors are considered, namely the pupils themselves (which of course is a variable year on year) and the way time is divided between the two languages. We believe that the learning of transferable skills between their two languages is a valuable long term project which will bear dividends by the time pupils make decisions about their exam courses in S4. Another 20+% are probably close to working at level 4, while the remainder are still working at level 3.

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 covering a range of benchmarks/Es&Os, and staff are increasingly 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, e.g. through provision of vocabulary booklets for slower writers and online audio files on Edmodo/Google Classroom.

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 and verification activities where standards and expectations are shared and agreed. Pupil feedback is encouraged and contributes to our self evaluation and improvement.

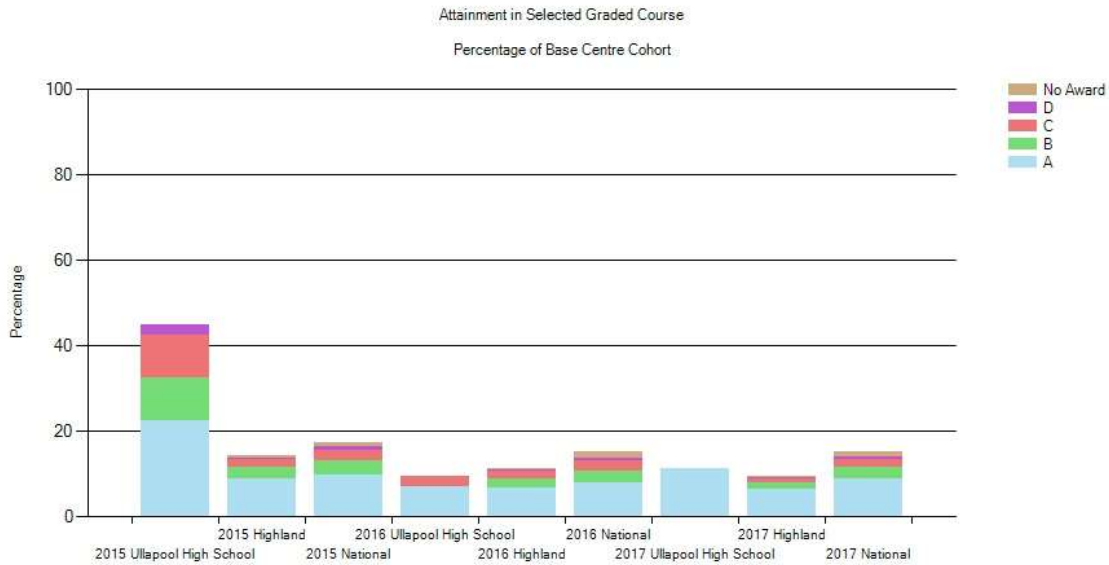
Staff are confident in the use of assessments and making professional judgements about how pupils are learning and progressing. Course tasks and assessments are continually reviewed and where necessary modified to target specific outcomes.

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 shared standards meetings across the authority is very positive.

Senior Phase

Comment on courses: Including grade breakdown and uptake

Nat 5 French



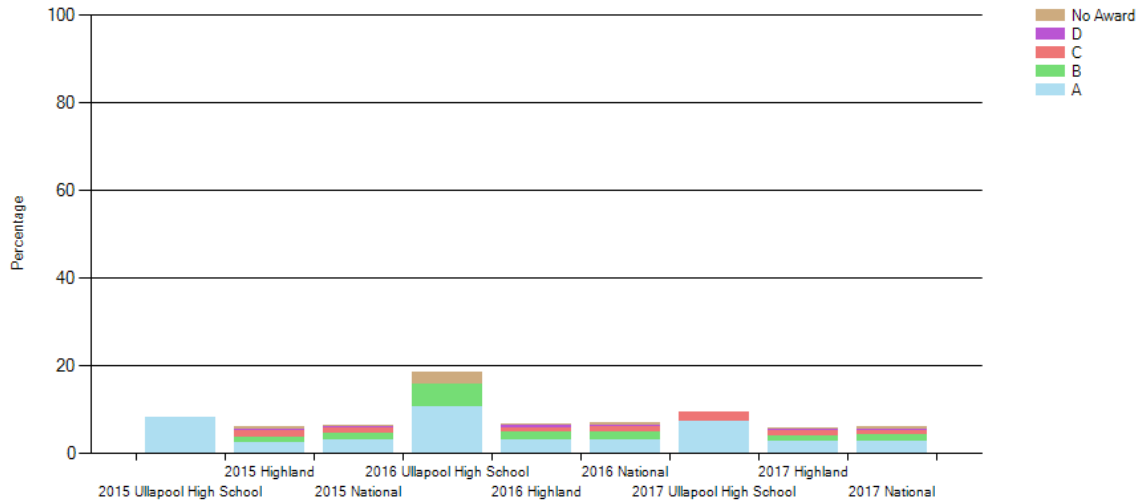
Year	Establishment	Course	Number of Entries in Regression	Course Comparator Value	95% Lower Confidence Limit	95% Upper Confidence Limit	Significant at 95% Confidence Level?
2017	Ullapool High School	French	5	1.56	-0.04	3.07	Yes
2016	Ullapool High School	French	4	-0.17	-3.67	3.33	No
2015	Ullapool High School	French	18	-0.29	-1.21	0.63	No
2017	Highland	French	225	0.06	-0.16	0.27	No
2016	Highland	French	282	-0.19	-0.38	0.00	No
2015	Highland	French	348	-0.20	-0.36	-0.03	Yes
2017	National	French	7593	0.00	-0.04	0.04	No
2016	National	French	7707	0.00	-0.04	0.04	No
2015	National	French	9093	0.00	-0.03	0.03	No

Number (and %) Entries	% Entry National	% A (%A National)	% B (%B National)	% C (%C National)	% D (%D National)	% No award
5 (11.1)	20.5	100 (58.2)	0 (17.5)	0 (13.1)	0 (4.1)	0 (7.2)

Figures continue to reflect the crippling effect on uptake as a consequence of reducing from eight to six subjects in S4, although low relative uptake in French is compensated by very high relative uptake in Spanish (see details below). Results indicate that the breadth and challenges set during the coursework prepare pupils well for Course Assignments and examination.

Higher French

Attainment in Selected Graded Course
Percentage of Base Centre Cohort



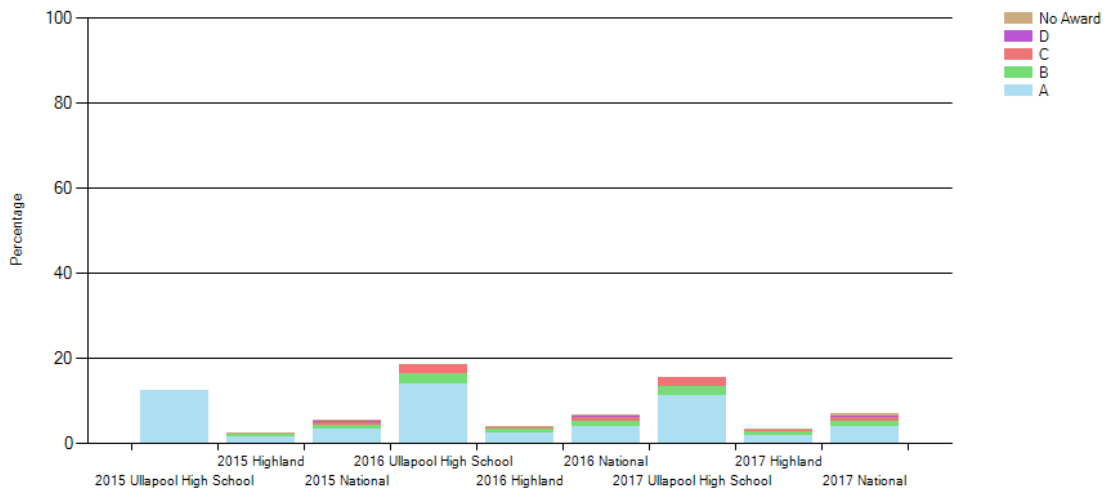
Year	Establishment	Course	Number of Entries in Regression	Course Comparator Value	95% Lower Confidence Limit	95% Upper Confidence Limit	Significant at 95% Confidence Level?
2017	Ullapool High School	French	4	0.71	-1.22	2.84	No
2015	Ullapool High School	French	7	-0.06	-1.46	1.36	No
2015	Ullapool High School	French	4	1.72	-0.27	3.71	No
2017	Highland	French	130	-0.06	-0.35	0.23	No
2016	Highland	French	141	-0.03	-0.30	0.24	No
2015	Highland	French	144	-0.32	-0.62	-0.03	Yes
2017	National	French	2722	0.00	-0.06	0.06	No
2016	National	French	3181	0.00	-0.06	0.06	No
2015	National	French	3069	0.00	-0.06	0.06	No

Number (and %) Entries	% Entry National	% A (%A National)	%B (%B National)	%C (%C National)	% D (%D National)	% No award
4 (9.5)	5.8	75 (44.4)	0 (24.9)	25 (18.5)	0 (4.1)	0 (7.2)

Uptake dropped after exceptional year in 2016. But remains strong in authority/national comparison, with course comparator value of 0.71 showing pupils achieving well.

Nat 5 Spanish

Attainment in Selected Graded Course
Percentage of Base Centre Cohort

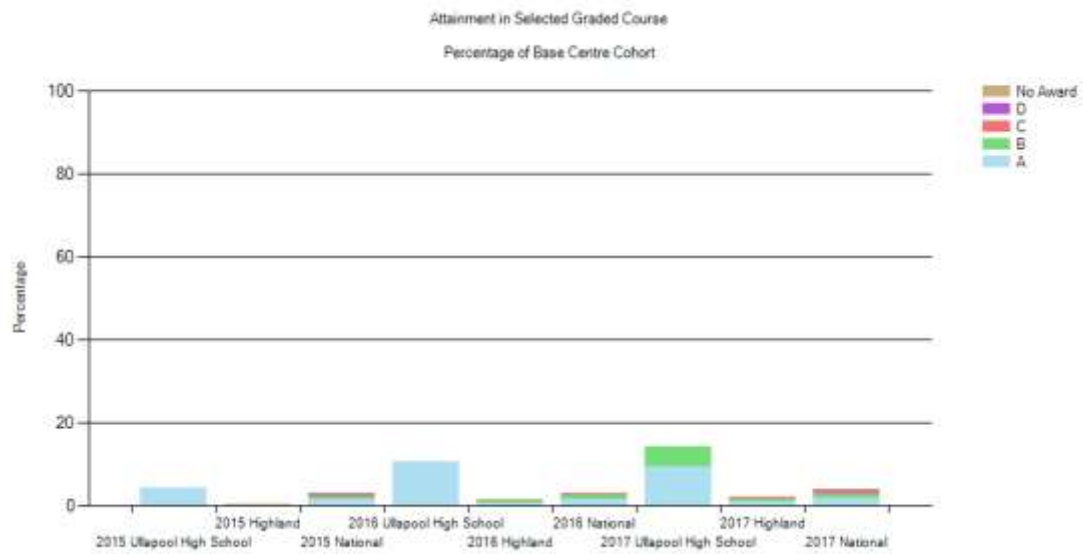


Year	Establishment	Course	Number of Entries in Regression	Course Comparator Value	95% Lower Confidence Limit	95% Upper Confidence Limit	Significant at 95% Confidence Level?
2017	Ullapool High School	Spanish	7	1.31	0.42	2.21	Yes
2016	Ullapool High School	Spanish	8	0.50	-0.41	1.42	No
2016	Ullapool High School	Spanish	8	0.98	0.52	1.44	Yes
2017	Highland	Spanish	81	-0.13	-0.48	0.21	No
2016	Highland	Spanish	101	-0.11	-0.41	0.19	No
2015	Highland	Spanish	53	0.41	-0.95	0.03	No
2017	National	Spanish	3432	0.00	-0.06	0.06	No
2016	National	Spanish	3441	0.00	-0.06	0.06	No
2015	National	Spanish	2933	0.00	-0.06	0.06	No

Number (and %) Entries	% Entry National	% A (%A National)	%B (%B National)	%C (%C National)	% D (%D National)	% No award
7 (15.6)	6.8	71.4 (57.9)	14.3 (19.3)	14.3 (12.7)	0 (4.0)	0 (6.1)

Results indicate that the breadth and challenges set during the coursework prepare pupils well for Course Assignments and examination. Good uptake with 7 of 12 pupils who had studied Spanish in S3 opting to continue to N5. Strong course comparator value at 1.31.

Higher Spanish

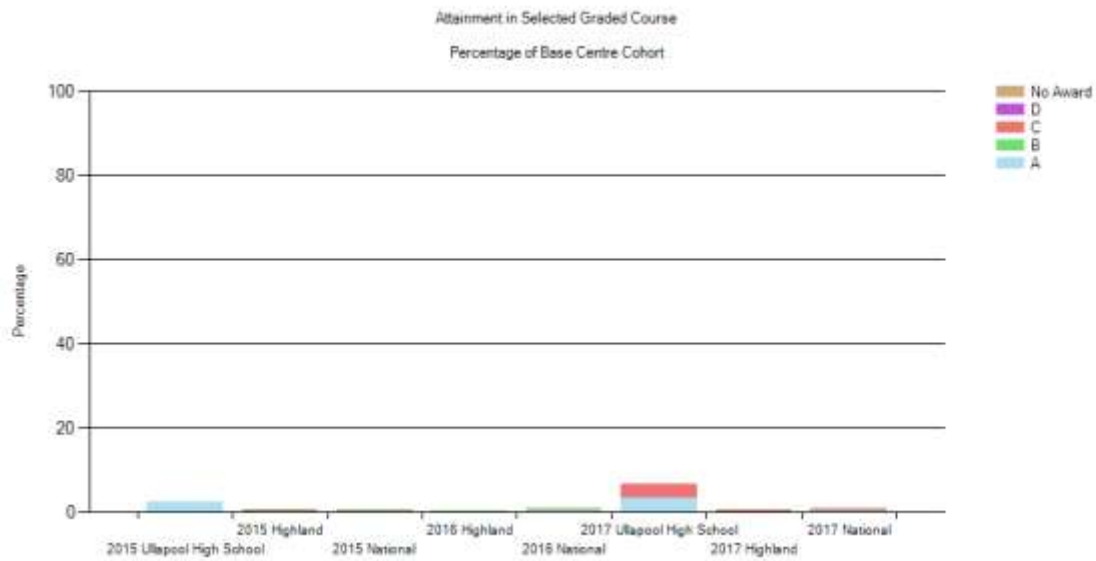


Year	Establishment	Course	Number of Entries in Regression	Course Comparator Value	95% Lower Confidence Limit	95% Upper Confidence Limit	Significant at 95% Confidence Level?
2017	Ullapool High School	Spanish	6	0.77	0.65	1.50	Yes
2016	Ullapool High School	Spanish	4	0.54	-0.29	1.37	No
2015	Ullapool High School	Spanish	2	0.61	-3.55	5.11	No
2017	Highland	Spanish	47	0.26	-0.20	0.72	No
2016	Highland	Spanish	35	0.03	-0.55	0.64	No
2015	Highland	Spanish	11	-0.23	-1.90	1.44	No
2017	National	Spanish	1756	0.05	-0.09	0.09	No
2016	National	Spanish	1442	0.05	-0.09	0.09	No
2015	National	Spanish	1399	0.05	-0.10	0.10	No

Number (and %) Entries	% Entry National	% A (%A National)	%B (%B National)	%C (%C National)	% D (%D National)	% No award
6 (14.3)	3.9	66.7 (49.6)	33.2 (22.5)	0 (15.9)	0 (4.4)	0 (7.6)

Very good uptake and results by comparison with previous years and locally/nationally. Course comparator value of 0.77. Excellent continuity from N5 Spanish last year, all students continuing to Higher.

Advanced Higher Spanish

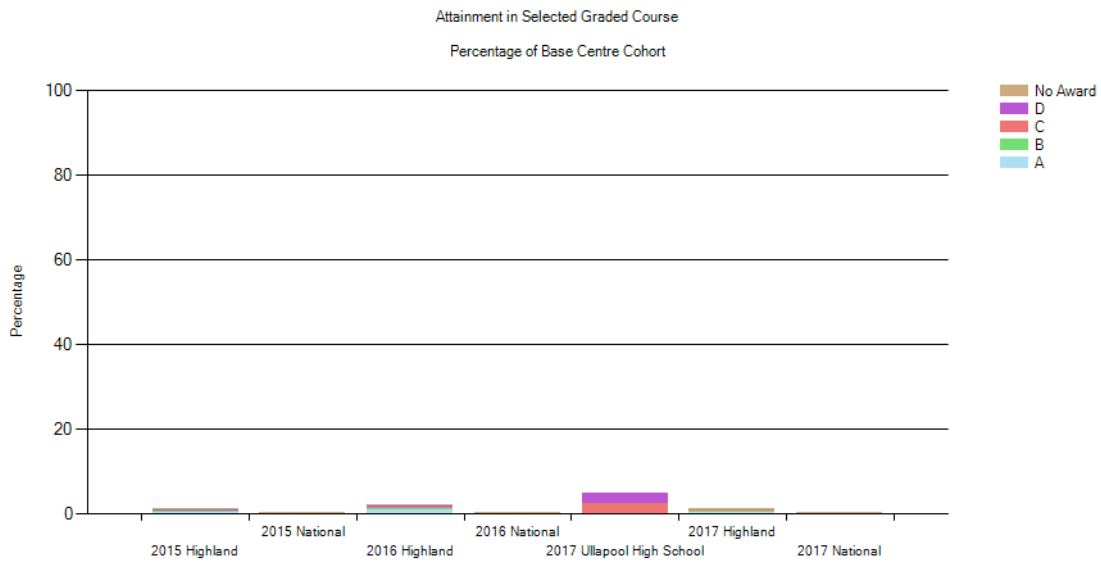


No course comparator data available on insight for this course.

Number (and %) Entries	% Entry National	% A (%A National)	%B (%B National)	%C (%C National)	% D (%D National)	% No award
2 (6.7)	1.0	50 (28.4)	0 (23.8)	50 (16.9)	0 (10.6)	0 (20.3)

Relatively high compared to both local and national figures, but these numbers are so low as to be statistically irrelevant. The focus is instead on the individuals concerned, each of whom achieved in line with expectation. Uptake healthy again this year with two of the four remaining higher pupils from last year choosing to go on to AH.

Higher Gaidhlig

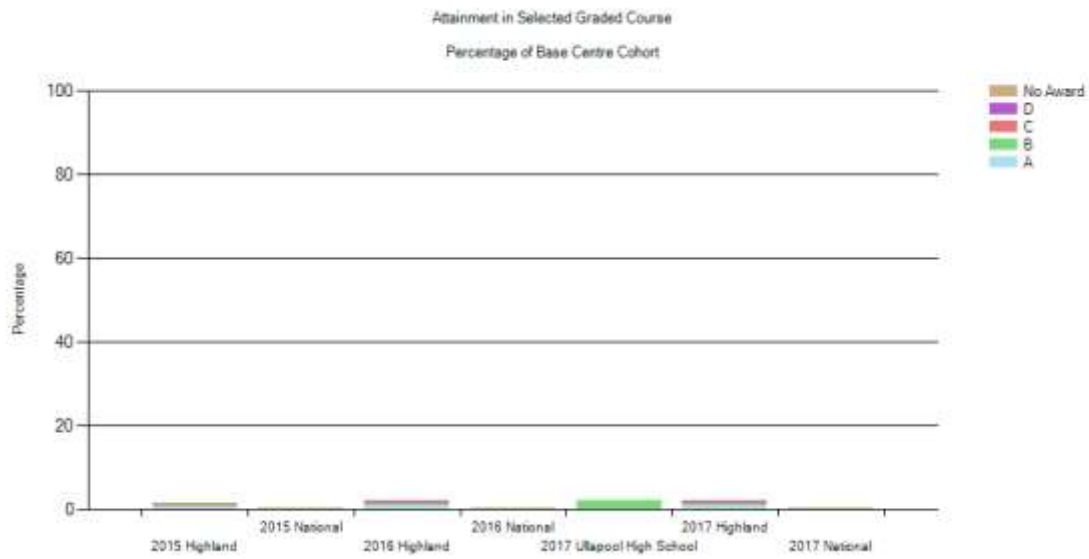


Number (and %) Entries	% Entry National	% A (%A National)	%B (%B National)	%C (%C National)	% D (%D National)	% No award
2 (5.8)	0.2	0 (42.4)	0 (22.8)	50 (17.3)	50 (7.6)	0 (9.8)

No tabular data available on insight for course comparator.

As with AH Spanish, two candidates statistically irrelevant, but one in line with expectation, the other below. Gaidhlig numbers suffering as a result of 8>6 subjects in S4. No uptake last year or this.

Gaelic N5



There is no course comparator tabular data available for this course on insight.

Number (and %) Entries	% Entry National	% A (%A National)	%B (%B National)	%C (%C National)	% D (%D National)	% No award
1 (2.2)	0.2	0 (54)	100 (16)	0 (15)	0 (7)	0 (8)

One pupil is statistically irrelevant but this result was very positive for this pupil compared to his performance elsewhere. As the pupils feeding through from new format of BGE arrive in senior phase, we anticipate numbers increasing for this course (four enrolled this year).

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 gives a clear indication that almost all pupils are achieving at, and in a high percentage, above their expected levels of performance. 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.

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:

- **Debates.** S5 Gaidhlig pupils involved in debating competition in Stornoway.
- **Cooking.** Various classes have been given the opportunity to use their language skills in the kitchen this year.
- **Video.** Various opportunities for use of film, including FilmG project with S2 Gaelic classes.
- **European Day of Languages.** Various activities ran around the school, from special menu in the canteen to short movies and language taster classes in Norwegian, Swedish and Russian amongst others. Good engagement with local community volunteers.
- **Trips.** Gaelic trip to Western Isles and Spanish exchange with Colegio Montedeva in Gijon, Spain were both successful.

Developing Young Workforce

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

- **Careers Fair.** S3 pupils (all languages) were involved in a careers fair day in Inverness promoting careers in languages across a wide variety of sectors. One of our pupils was awarded a prize for her contribution on the day.
- **Language Ambassadors.** We have developed a group of former pupils to act as inspirational figures for language learners by sharing their experiences of language use post-high school. These are on display in the corridor and we have had visits from two ambassadors in school speaking to classes.
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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.

The vocabulary resource booklet trialled last year with S1 Spanish to support those with poorer or slower handwriting was a great success and is now rolled out in S1 French and S2 Spanish. This is supplementary to the audio resources created last year for the same purpose. To be rolled out with Gaelic going forward.