Ullapool High School

Standards and Quality Report and Improvement Plan Headlines 2018

Wellbeing
Equality

Respect
Environment
Ambition
Community
High Quality Learning and Teaching

School Vision, Values and Aims:

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.

Values

In 2017 the whole school staff, pupils and parents- led by a visioning group- worked on developing what our community thought were the important core values for Ullapool High School.

They are: Equality, Respect, Well-being, Ambition, High Quality Learning and Teaching, Community and Environment.

The school motto we agreed was "Ullapool High School-Let's climb trees"

In 2018 we developed this into our "WE REACH" statement (from the initials of our values above) and ran a logo competition won by Abi Urquhart, an S6 pupil.

The Quality Improvement Cycle

In UHS we have an improvement cycle running throughout the year. From August to October we look in detail at exam results and each department produces an analysis. This informs their Improvement plan, which also incorporates 'big' messages identified the previous May. From November until May, various exercises such as teacher learning communities, senior management visits, parent council meetings, partner meetings, staff meetings, and pupil council meetings are all utilised to help inform where improvements can be made. In May a small group consisting of some staff, parents and pupils draw up the improvement plan for the school for the next year.

There are four areas of focus identified for schools by the Scottish Government. These are:

- Ensure high attainment for all, particularly in Literacy and Numeracy
- Intervening to support learners at risk of underachieving because of socio-economic barriers
- Improving the health and well-being of our learners and our community
- Developing employability skills and supporting our young people into sustained, positive destinations

The following few pages show the main points related to these areas for our school. This includes a report on figures for the past few years, as well as our plan for improvement. A more detailed report is shared with the parent council every August. All stakeholders are welcome to attend.

Attainment in Literacy and Numeracy

The following graphs show comparisons of Ullapool High School, with a Virtual Comparator (these are pupils who attend schools similar to UHS). The last three years figures are shown. SCQF Level 4 is Nat 4, Level 5 is Nat 5, and Level 6 is Higher. It is split into Literacy and Numeracy. This is for all our S6 who have just left last year, but includes all leavers from that year group (whether they left in S4 or S5)
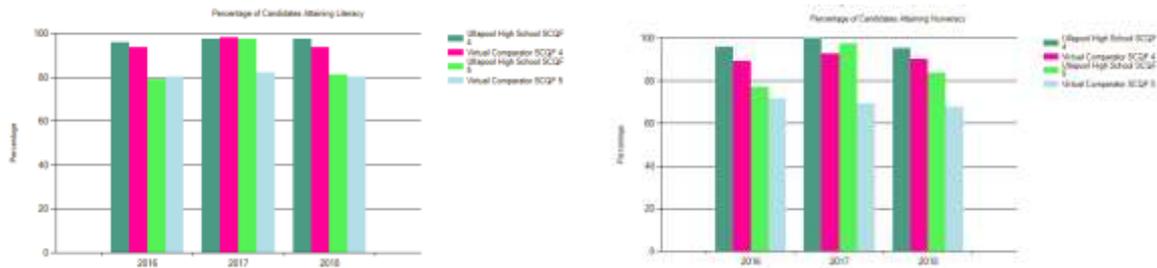
The blue box is a statement produced in the analysis that shows where there is a significance in the comparison.

Performance in **Numeracy** at **SCQF Level 5, 2018** is **much greater than your Virtual Comparator**
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These graphs add on the Higher results
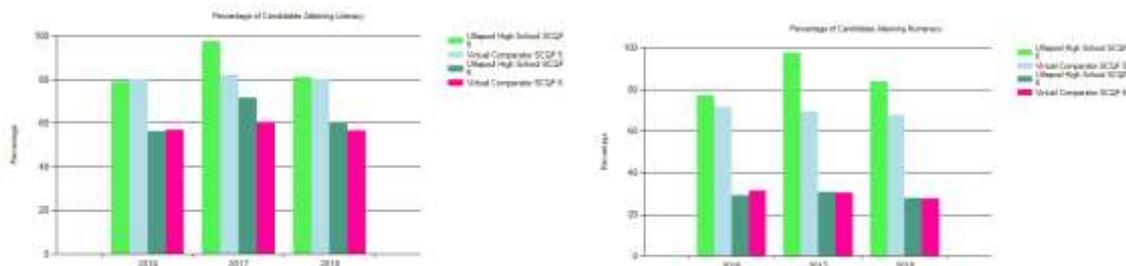
The school is very pleased with these results, we almost always outperform our virtual comparator and are usually above Highland and National performance. This is also true if we focus on current S5 and current S4.
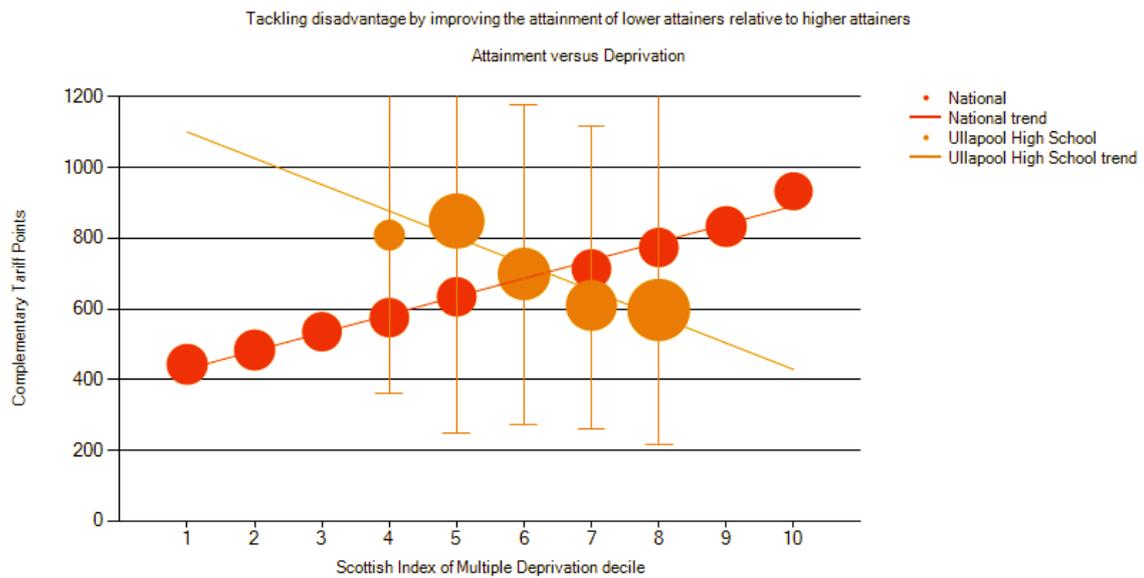
Improving Attainment for All

The following graph shows how Ullapool High School compares with Highland, National and Virtual comparators for our S6 year group who left last year. It splits them up into the 20% who scored least (about 5 pupils), the 60% in the middle (about 20 pupils) and the 20% who scored most (about 5 pupils). The score comes from the tariff points, that is a score assigned to units and grades that pupils achieve. For example an 'A' in National 5 scores 84 points - a 'B' would score 74, an 'A' in an Advanced Higher would score 480 points.
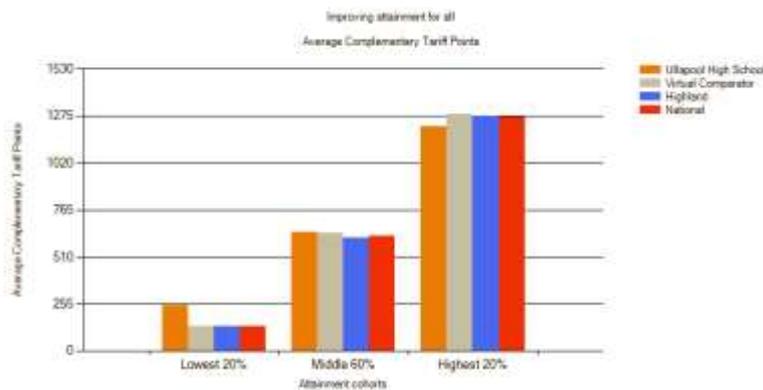
Ullapool performs well, especially for our pupils at the lower end of attainment, this has been a feature over a few years. This year we are under our virtual comparator at the upper end of attainment by about 70 points. This can be partly explained by a number of pupils who left for university in S5, therefore not sitting Advanced Highers etc which would have upped the score.

Intervening to support learners at risk of underachieving because of socio-economic barriers

This graph shows Ullapool High School compared to the National picture when deprivation is taken into account. The Scottish Government uses the Scottish Index of Multiple Deprivation which is based on postcodes.

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

Attainment versus Deprivation

At first glance it would appear that Ullapool High School 'bucks' the National trend of the 'richer' your postcode, the more you achieve. In fact what it tells us is that for us postcode does not capture the data we need to consider socio-economic circumstance. In UHS we try to know the family circumstance of each pupil and provide interventions when necessary.

Supporting Young People into Positive Sustained Destinations

This graph shows Ullapool High School's leaver destinations over the past three years, compared to our usual comparators. Another that features here is the Northern Alliance, which is basically all schools in the Highland, Island and Aberdeen areas. A positive destination can be work, University, College or an activity agreement. Data for 2018 will be available in February 2019.

Increasing post-school participation

Percentage of School Leavers in a Positive Destination
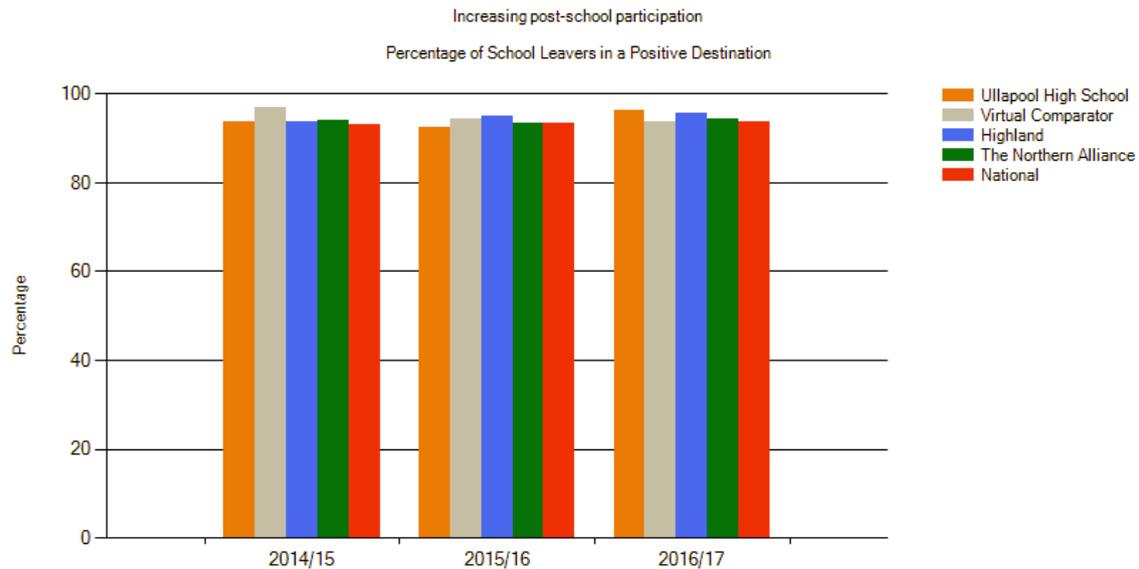
As can be seen UHS compares favourably with all measures. In our school, 1 pupil accounts for about 2.5% of the measure in the graphs. That means that 2 or 3 pupils leave our school each year with no positive destination. We work as hard as we can with partner agencies and families to assist those pupils.

Overall Achievement

The table below shows part of the table for our S6 leavers in 2018, as a percentage of the S4 roll, and how they compare to the virtual school for Ullapool (in red)

Awards	Nat 4		Nat 5		Higher		Number in Cohort
1 or more	100.00%	95.81%	100.00%	86.51%	81.40%	64.19%	43
2 or more	97.67%	93.26%	88.37%	79.77%	62.79%	56.74%	43
3 or more	97.67%	92.33%	79.07%	74.88%	58.14%	49.77%	43
4 or more	90.70%	90.23%	67.44%	69.53%	44.19%	41.40%	43
5 or more	88.37%	86.51%	67.44%	63.02%	37.21%	34.88%	43

So, for example, 88% of our pupils achieve 5 or more Nat 4's (or equivalent) when they leave (against 86.5% in our virtual school). Our performance at all levels here, is very pleasing.

(For comparison at a national level , 5 at Nat 4 is 85%, 5 at Nat 5 is 62%, 3 at Higher is 48%)

Senior Phase Partners

In Senior Phase pupils have to opportunity to follow courses provided by the West Highland and Inverness College. In 2017-18 over thirty pupils studied individual courses through Inverness College and West Highland College.

Graded Courses

	Entries	% A	% A-B	% A-C	% A-D	No award
Highers Engineering Sci/Psychology	7	28	28	86	100	0
National 5 Business Man /Hospitality Practical Cookery	6	17	33	83	100	0

Ungraded courses

	Number	% Pass
Level 6 Foundation Apprenticeship in Information Technology: Hardware/System support, Social Services Children and Young people & Sound production	8	88
Level 4 Cosmetology, Early Education & Child Care level, Hairdressing, Hospitality practical cookery & Uniformed Services	15	87

3 pupils have completed the 1st year of a 2 year Foundation Apprenticeship course.

Improvement Planning

The school continues to attempt to improve all of its provision in all of its day to day work. On top of that we have some 'bigger' themes that require action.

Last year the school made significant progress in the following:

- Improving the quality of feedback we give to learners and their families, using tracking and monitoring reports and profiling episodes
- Work on improving professional understanding around the benchmarks within the Broad General Education
- Utilising tracking and monitoring to support pupils with low attendance or other issues hindering progress
- Developing the Solution Focussed Meeting approach to help young people and families get early support and advice from partners in mental health, social work and educational psychology.
- Developing the provision and use of careers education within all subject areas
- Refreshing the school literacy and numeracy policy

This year, as well as building on some of the above we hope to:

- Look to develop a system to allow more accurate tracking through the BGE
- Prepare all staff for the roll-out of Chromebooks (hopefully in January)
- Continue to build links with Primary, particularly around Literacy and Numeracy, and utilising the Pupil Equity post holder
- Develop reports that also consider children's well-being
- Focus on identifying next steps for pupils in the reports to parent/carers
- Further develop our interventions particularly around any youngster for whom socio-economic reasons may be a barrier to learning
- Improve communication with parent/carers whose child may require additional support for National exams
- Seek out further training for staff around mental health issues in young people
- Refresh our Equalities and Diversity Policy
- Refresh detention procedure
- Build strong links with employers and providers of career opportunities
- Build on our good links with UHI