

# Ullapool High School

## Standards and Quality Report and Improvement Plan Headlines 2019

**W**ellbeing  
**E**quality  
**R**espect  
**E**nvironment  
**A**mbition  
**C**ommunity  
**H**igh 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, an S6 pupil.

We consulted parents early in 2019 around the education we provide in a questionnaire as part of the Chromebook roll-out, with parent/carers who responded being overwhelmingly positive about the experience their children have in school.

We are currently developing the Rights Respecting School, which involves major consultations with all stakeholders.

## The Quality Improvement Cycle

At 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:

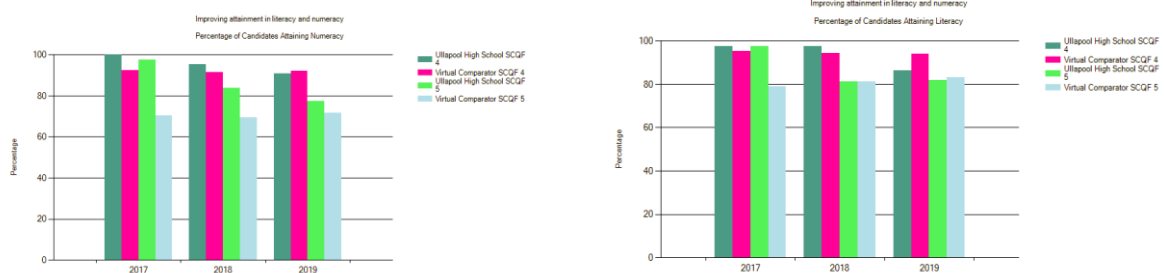
- Ensure high attainment for all, particularly in Literacy and Numeracy
- Intervening to support learners at risk of underachieving because of socio-economic barriers
- Improving the health and well-being of our learners and our community
- Developing employability skills and supporting our young people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

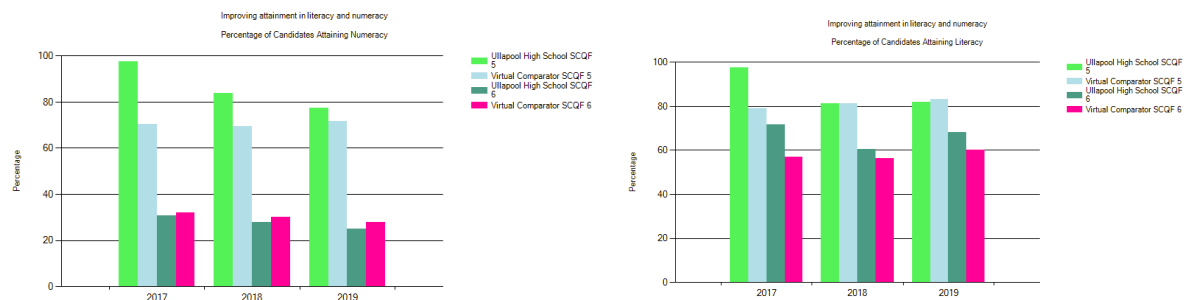
It is worth noting that 1 pupil in our school accounts for a 2.5% difference in the statistics (as we only have around 40 per year group).



The blue box is a statement produced in the analysis that shows where there is a statistical significance in the comparison.

Performance in Literacy at SCQF Level 4, 2019 is much lower than your Virtual Comparator  
 Performance in Numeracy at SCQF Level 5, 2018 is greater than your Virtual Comparator  
 Performance in Literacy at SCQF Level 5, 2017 is much greater than your Virtual Comparator  
 Performance in Numeracy at SCQF Level 5, 2017 is much greater than your Virtual Comparator

These graphs add on the Higher results

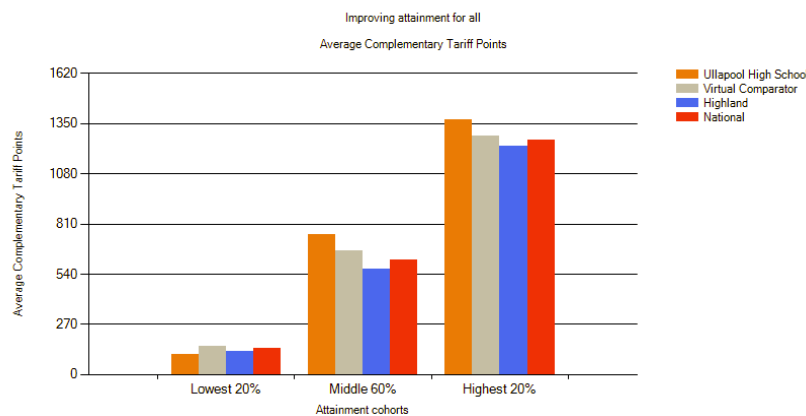


The school is very pleased with these results. We almost always match our virtual comparator and are usually above Highland and National performance. This is also true if we focus on current S5 and current S4. The year groups in the past two years have performed well against their predicted outcomes from Primary school (sometimes called value added). A number of this year group left in S4, and therefore had no results for their fifth and sixth years.

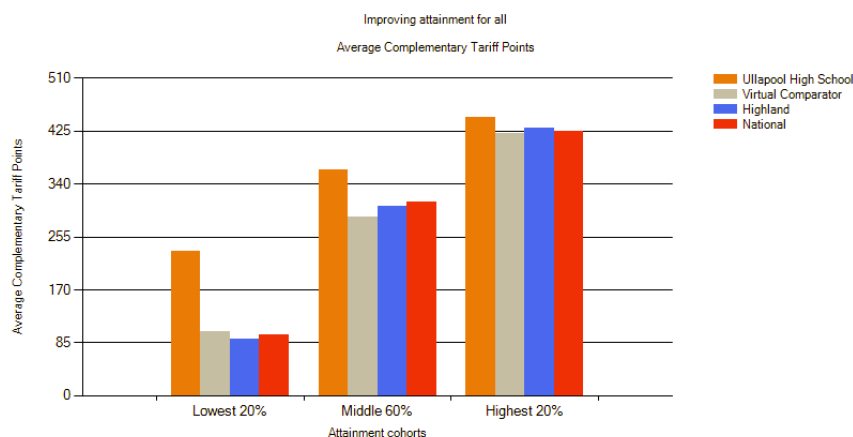
## Improving Attainment for All

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 8 pupils), the 60% in the middle (about 24 pupils) and the 20% who scored most (about 8 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.

The selected year is 2019



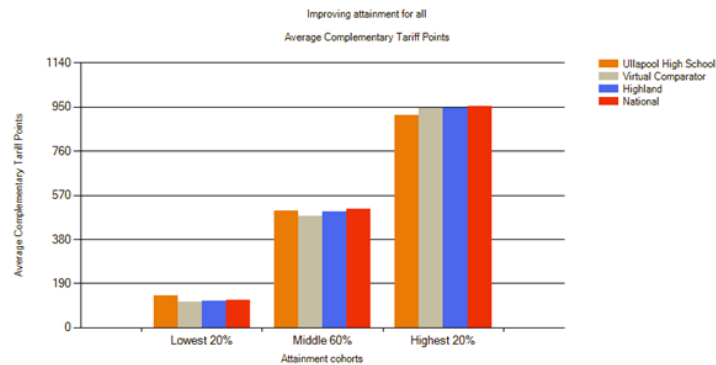
Ullapool performs well although this year we are under our virtual comparator at the lowest 20%. Many of these pupils left us at the end of S4 and did not take further qualifications, despite our best efforts. Nevertheless there is evidence of strong performance across the board.



This graph above shows last year's S4 group (note different scale to above), and shows that cohort performing well against all measures.

## S5 on S4 Comp

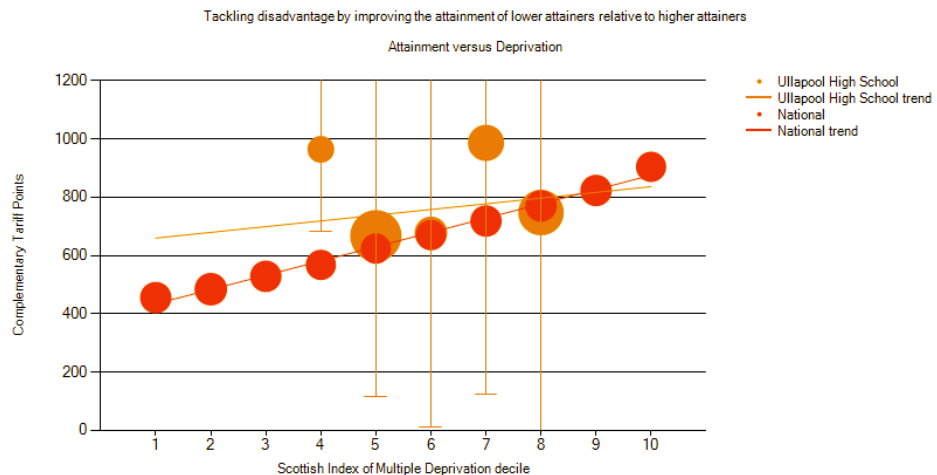
The selected year is 2019



The graph above shows last year's S5 performance, and worth noting that whilst Higher achievement was roughly the same as previous years, the quality of passes (number of A's) was down. It is also worth pointing out that the S5 worked really hard during the year and performed above 'predictors'.

## 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.

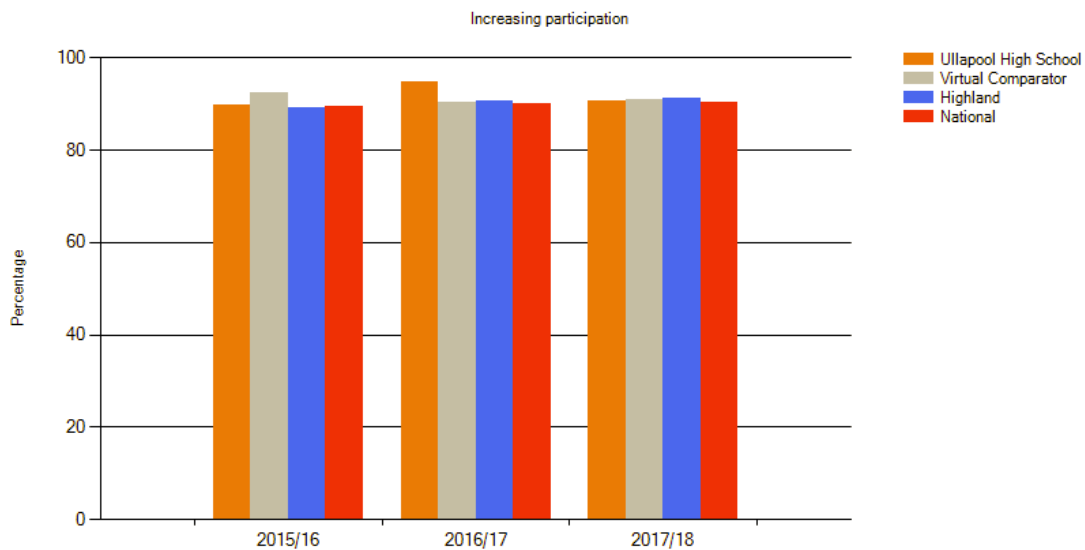


At first glance it would appear that Ullapool High School 'bucks' the National trend of the 'richer' your postcode, the more you achieve. In fact what it tells us is that for us the postcode does not capture the data we need to consider socio-economic circumstance.

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 the schools in the Highlands, Islands and Aberdeen areas. A positive destination can be work, University, College or an activity agreement. Data for 2018 will be available in February 2019.



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 leavers in 2019, as a percentage of the S4 roll, and how they compare to the virtual school for Ullapool (in red)

Awards	Nat 4	virtual	Nat 5	virtual	Higher	virtual	Number in Cohort
1 or more	91%	95%	88%	86%	79%	61%	35
2 or more	91%	94%	82%	80%	68%	53%	35
3 or more	88%	91%	79%	74%	62%	46%	35
4 or more	82%	89%	71%	67%	59%	36%	35
5 or more	79%	84%	71%	60%	44%	29%	35

So, for example, 71% of our pupils achieve 5 or more Nat 5's (or equivalent) when they leave (against 60% in our virtual school). Our performance at all levels here, is very pleasing, once again though note that young people leaving without qualifications in S4 affects the Nat 4 performance.

*(For comparison at a national level 5, 5 at Nat 4 is 85%, 5 at Nat 5 is 64%, 3 at Higher is 50%)*

## Senior Phase Partners

In Senior Phase pupils have to opportunity to follow courses provided by the West Highland and Inverness College. In 2018-19 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
<b>Highers</b> Business Management/ Environmental Science/ Psychology	5	20%	40%	40%	60%	40%
<b>National 5</b> Business Management/ Hospitality Practical Cookery/ Psychology	5	0	0	17%	34%	50%

## Ungraded courses

	Number	% Pass
<b>Level 6</b> Foundation Apprenticeship in Civil Engineering/ Social Services Children and Young people. NPA Scientific Technologies/ Sound production: Recording/ Sports Development	8	100%
<b>Level 4</b> Automotive Skills/ Business/ Hospitality Practical Cookery/ Performing Engineering Operations / Rural Skills & Uniformed Services	20	100%

2 pupils have completed the 1<sup>st</sup> year of a 2 year Foundation Apprenticeship course.



## Wider Opportunities

The following list gives some details of other opportunities provided for our pupils over the past year and some notable wider achievement as well. More detail can be found in our newsletters, also on the website.

- S3 & S4 met with Swiss penpals
- S1 – Isle Martin stay (with CALL)
- S3 – Work experience
- S2 – Lagganlia
- S1 Forensic Science Day
- Littercubes Project with Julia Barton
- Highland Apprentice Showcase
- DoE in Gold, Silver and Bronze
- V Lawton was a Pushkin Prize winner 2019
- S3 – Youth Philanthropy Initiative- Men’s Shed the winner
- Healthy Eating Week
- T Anderson won the Schools’ Programme – Foundation Apprentice Award
- Million Metre Challenge
- S Mackenzie – call up to GB U20 Athletics Team
- Seniors – The Big Day Out
- Social Studies trips to Glasgow, Edinburgh & London
- Senior pupils – Wylde Swan (Denmark)
- School Play – *The Importance of Being Earnest*
- School Musical – *Bugsy Malone*
- Rural Skills - Peatland Action
- S5/6 Mock Interviews
- Highland Schools Indoor Rowing Festival
- S2 – Hill to Grill Project
- Annual Spring Concert
- S2 – REHIS Elementary Food Hygiene Certificate
- S1 film – *Made by the Sea*
- CRY (Cardiac Risk in the Young)
- S3 Elective – social enterprise raising money for Highland Hospice by selling tote bags
- S3 Gaelic trip to Lewis
- WW1 Battlefields trip
- S1 & S3 – Broch Excavations at Clachtoll
- S6 pupils – Lesson from Auschwitz
- S6 University trip
- Visits from - Geobus (S1&2)  
Social Enterprise Academy (S3)  
The Terminal Optimist Bike Tour  
Chris Young (Film Director), Josh Quigley (Mental Health)
- European Day of Languages

## **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:**

- Further developed the quality of feedback we give to learners and their families, using tracking and monitoring reports and profiling episodes
- Utilising tracking and monitoring to support pupils with low attendance or other issues hindering progress
- Looked at Health and Well-being policy and initiated HWB reports to all parents for children in S1/2
- 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.
- Improving communication with parents around provision for pupils with additional learning needs at exam time.
- Developing the provision and use of careers education within all subject areas
- Working with Primary schools to improve Literacy and Numeracy across the board
- Re-affirmed our commitment to restorative process for positive behaviour
- Continued to build partnerships outwith the school
- Started utilising the Google classroom with the new Chromebook provision
- Revised the homework policy
- Started Right Respecting School initiative

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

- Look to further develop well-being reports to parents, including looking at wider achievement
- Develop a well-being course for delivery to S3 pupils
- Provide a mental health counsellor for all pupils who wish the service
- Develop our teacher learning community
- Give more opportunities for staff training
- Analyse our curriculum in light of any new national advice
- Refresh our Equalities and Diversity Policy
- Look to build the working group structure within parent council
- Continue to build strong links with employers and providers of career opportunities, particularly around apprenticeships
- Continue to build on our good links with UHI