



ARGYLL AND BUTE COUNCIL

SUMMARISED REVIEW FINDINGS

ISLAY HIGH SCHOOL



January 2018



SCHOOL REVIEW – ISLAY HIGH SCHOOL

3rd – 5th October 2017

On the 3rd-5th October 2017, a Local Authority quality assurance (QA) team visited Islay High School as part of our quality improvement and professional engagement visits. The team consisted of two Education Managers, an Education officer, a visiting Headteacher, an associate Head Teacher, an associate Deputy Head Teacher, and a Depute Head Teacher from the school.

Our visit was based on assessing the progress made by the school with the ongoing priorities for improvement in relation to Leadership of Change and Learning, Teaching and Assessment. The school improvement priorities are outlined in Appendix A within an extract from the School Improvement Plan for 2017-2018.

Prior to our visit there was a meeting with the Head Teacher and the Senior Leadership Team to request further evidence and/or to clarify queries about the forthcoming review.

During our visit we engaged in classroom visits. We met with focus groups of staff, young people, Parent Council Chair and Vice-Chair. Discussions were also undertaken with Principal Teachers and the Head Teacher.

Appendix B outlines the quality indicators and themes reviewed and Appendix C outlines the visit programme undertaken.

How Good is our School? (4th Edition) was the framework used to self-evaluate for improvement. Challenge questions were selected from the following Quality Indicators:

- 1.3 Leadership of Change
- 2.3 Learning, Teaching and Assessment

Challenge questions were used as appropriate with observed pupils and focus groups of pupils and staff.

1.3 Leadership of Change – All themes

- Developing a shared vision, values and aims relevant to the school and its community
- Strategic planning for continuous improvement
- Implementing improvement and change

Developing a shared vision, values and aims relevant to the school and its community

Strengths

The school have recently conducted a review of their Vision, Values and Aims. This involved consultation exercises with staff, young people and the Parent Council. The revised Vision, Values and Aims are ambitious and focus on improving outcomes for all young people. The positive relationships between and amongst young people and staff demonstrate a commitment within the school to promote shared values.

Members of staff are committed to the revised Vision, Values and Aims and are committed to achieving high standards and success for all young people. There is an emerging understanding of the revised set and how these can be applied in practice. Some members of staff are actively involved in leading initiatives that promote the school's vision and values and relate to unique local characteristics and circumstances. Programmes for Sport and STEM ambassadors and Rural Skills aim to bring equity to young people's experiences.

In some lessons staff were actively promoting the Vision, Values and Aims within teaching and learning, particularly within tutor time with younger students.

Improvement Activity

- The School has identified as a priority in their Improvement Plan engagement with parents on the school's Vision, Values and Aims. In continuing to promote the revised Vision, Values and Aims, leaders at all levels should ensure that a high profile is given to these across the whole school community in order that there is a collective commitment to promoting them.
- Teaching staff should continue to promote and develop a clear understanding of the Vision, Values and Aims through planned learning across the four contexts of the curriculum.
- Young people should have a stronger voice in promoting the new Vision, Values and Aims in order that these impact in a meaningful way on improved outcomes for them.
- When planning for change and improvement, channels of communication with the community should be strengthened, for example by setting up a community focus group to explore work experience, career planning and positive destinations to further support young people.

Strategic planning for continuous improvement

Strengths

Senior leaders are linked to faculties through which they monitor the progress of departmental improvement priorities that link to the School Improvement Plan. Senior leaders meet at scheduled times with middle managers to further monitor the progress of change.

All members of staff are aware of the priorities in the School Improvement Plan. They value the opportunity provided by departmental meetings to input to planning for improvement and contributing ideas towards change.

The Senior Leadership Team has created the conditions whereby staff feel confident to initiate change. For example, members of staff are initiating change with regard to promoting positive mental health and IT/Digital learning. Senior leaders have enabled ownership of these initiatives and members of staff involved are collectively committed to supporting these.

Through the mental health wellbeing strategy the school and community are working together to improve learning outcomes for young people. Further developments are planned within this area.

Time is protected within the life of the school for taking forward school improvement priorities and the collegiate calendar identifies agreed time for self-evaluation and professional development.

Improvement Activity

- In order to strengthen current approaches to monitoring and evaluating the impact of improvement activities, senior leaders should carefully guide the strategic direction and pace of change using a robust evidence base of both qualitative and quantitative data.
- The School Improvement Plan should more clearly express measurable and achievable outcomes for young people which are regularly reviewed by all staff and stakeholders through an established process.
- Senior leaders should further develop and implement systematic approaches to effectively monitor and evaluate the impact of working groups on outcomes for learners and the work of the school to ensure that the pace of change is appropriate and sustainable.
- There is scope to strengthen pupil leadership and pupil voice to support the school improvement process and to further involve members of the Parent Council and the wider Parent Forum in the process. The creation of a self-evaluation working group with representation across the school community may help to establish an overarching approach to improvement planning.
- A clearer understanding by stakeholders of the various roles, remits and responsibilities of middle management, pastoral support staff and the Senior Leadership Team would support the capacity of the senior leaders to strategically plan, guide and manage change.

- The Education Service and school should work together to review the deployment of staff in relation to meeting strategic leadership and teaching and learning needs.

Implementing improvement and change

Strengths

Senior leaders promote and support innovation and creativity. At all levels, staff take responsibility for implementing change and promoting equality by leading various projects, for example the projects focusing on promoting positive mental health and digital learning and also initiatives in literacy and numeracy.

Effective use was made of a whole school self-evaluation exercise using 'How Nurturing is our School?' resulting in action points being taken forward within the School Improvement Plan.

Staff involvement in the school improvement process through their faculty improvement plans allows them to contribute to facilitating and implementing change.

Creative thinking is in the early stages of being promoted and developed through the 'Mediated Learning' programme. All members of staff have undergone awareness training, with some trained to deliver the programme. All young people in S1 have participated in activities. There is potential for this beneficial programme to be broadened to support the development of creative and critical thinking skills across the school with associated self-evaluation in place to measure the impact on outcomes for young people.

Improvement Activity

- Establish a clear rationale for change which builds upon existing self-evaluation procedures. As part of this rationale, the school should identify how they will demonstrate whether changes made have led to an improvement.
- Existing approaches to creativity and practitioner enquiry should be further developed to become integral to the thinking and practice of staff, young people and partners.

2.3 Learning, Teaching and Assessment – themes 1 and 2

- Learning and engagement
- Quality of teaching

Learning and engagement

Strengths

The highly positive ethos and culture of the school reflects a commitment to children's rights and positive relationships. This was reflected in teaching and learning episodes and during an assembly observed by the Review team, and through the school's plans to promote and educate young people in mental wellbeing.

Young people acknowledged that their views were sought, valued and acted upon in the creation of the newly revised Vision, Values and Aims.

Overall across the school, young people engage well in the learning planned. There were examples of learners exercising choice through the appropriate use of digital technology. Wall displays demonstrate how digital technologies are enhancing learning. The ICON project provides individual young people with a choice of theme to study with recent themes chosen including goalkeeping and architecture.

Young people contribute to the life of the school and wider community in a range of activities. For example senior pupils lead activities in the neighbouring primary school nursery, Rural Skills students contribute to primary school projects, and young people are involved in community initiatives such as the Islay Energy Trust and the WW100 commemorations.

Senior pupils were enthusiastic about the opportunities afforded them for work experience, and for the time and support from staff, for example through supported study and after school clubs. Senior pupils particularly noted the value of this in preparations prior to sitting exams.

Improvement Activity

- More consistent setting of learning intentions and success criteria, agreed with learners, will establish equity of experience for all young people and allow more learners to understand the purpose of their learning.
- Existing practice should be built upon to achieve greater consistency in learners' experiences which are appropriately challenging, enjoyable and well matched to learners' needs. Learning experiences should be differentiated more to allow for the needs of all young people to be met in terms of support and challenge.

- More opportunities should be given for young people to be active in their learning and take responsibility for aspects of learning thus becoming more independent learners.
- Further develop the range of opportunities for young people to exercise choice within their learning during timetabled lessons, particularly within the BGE.
- Further develop young people's involvement in the life of the school and the wider community by exploring the potential for projects to be accredited.
- Existing approaches to developing 'pupil voice' should be strengthened in order that young people are more meaningfully involved in influencing the quality of their learning experiences.

Quality of teaching

Strengths:

There was evidence that the newly revised Vision, Values and Aims were beginning to underpin teaching.

Teachers know their students well, which helps to inform well timed interventions to support learning. When required, explanations and instructions from staff were clear.

Young people are confident that they can access help with their learning and will receive the support they need. Young people feel that after school and lunchtime support sessions are beneficial and well attended.

There were some examples of learning being enriched by effective use of digital technologies, for example UMPCs and the support from expertise within the staff.

Across the school staff are beginning to use holistic assessment activities. An example in Health and Wellbeing allowed learners to give effective feedback to peers and suggest ways to improve.

Improvement Activity

- Continue to develop shared ownership of the school's vision, values and aims to ensure all teaching is underpinned by its key principles.
- Teaching staff should build upon existing practice to ensure that learners' experiences across the school are varied and active.
- Staff should develop consistency in the use of skilled questioning strategies to enable higher order thinking skills and promote curiosity and independence.
- Across the school, staff should further develop the effective use of holistic assessments and moderation approaches to ensure consistency of expectations.

- Continue to develop support mechanisms in the Senior Phase through, for example, Academic Mentoring, in order to strengthen interventions and allow for consistent and regular one to one engagement.

PARTICULAR STRENGTHS AND AGREED AREAS FOR IMPROVEMENT

The self-evaluation summary should be completed, discussed and agreed with the Head Teacher.

STRENGTHS	IMPROVEMENTS
<ul style="list-style-type: none"> • The highly positive culture and ethos of the school reflected in teaching and learning and within the wider life of the school. • Relationships between and amongst young people and staff that demonstrate a commitment to promoting shared values and creates a positive and supportive environment for learning. • The commitment of staff to participating in and leading initiatives and the conditions created by senior leadership to allow this to happen. • The range of opportunities for wider achievement and for young people to contribute to the wider life of the school and the community. 	<ul style="list-style-type: none"> • Continue to develop an understanding of the newly revised Vision, Values and Aims, engaging all members of the School Community in supporting and promoting these in all aspects of school life. • Continue to develop and strengthen Pupil Voice in order that the views of young people impact on learning and achievement. • Strengthen the involvement of young people, parents and partners in the school improvement planning process. • Strengthen approaches to involving community partners in planning and supporting the delivery of experiences related to lifelong skills development. • Develop the school's rationale for leading and managing change to include a robust evidence-based approach to informing further improvement. • Build on existing practice in teaching and learning to increase active involvement of young people in their learning.

APPENDICES

Appendix A – Quality Indicators and Themes reviewed

Appendix B – School Improvement Priorities – 2017-2018

Appendix C – School Review Timetable

Appendix D – School Statistical Summary Report

Appendix E – Terms used when making judgements

APPENDIX A – Quality Indicators and Themes reviewed

QI 1.3 Leadership of Change – all themes

- Collaborative approaches to self-evaluation
- Analysis and evaluation of intelligence and data
- Ensuring impact on learners' successes and achievements

QI 2.3 Learning, Teaching and Assessment – themes 1 and 2

- Learning and engagement
- Quality of teaching

Appendix B – School Improvement Priorities – 2017-2018

8.Action Plan Summary for Stakeholders eg Parent Council, Pupils, Community Partners

Number	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1	Leadership of Change 1.3.1 Developing a shared vision, values and aims relevant to the school and its community	Students understand, and have a sense of ownership of, the vision, values and aims of the school. They also understand what they can expect from the school and what is expected of them.	HT	October 2017
2	Learning provision 2.3 Learning, Teaching and Assessment (Literacy and Numeracy across the curriculum)	Literacy and numeracy is incorporated naturally into all courses in the BGE	PTs of Curriculum	June 2018
		A range of numeracy and literacy outcomes are assessed across the curriculum	PTs of Curriculum	June 2018
		All staff are able to see the attainment of each student in S1 and S2 wrt literacy and numeracy.	PTs of Curriculum and all teachers	June 2018
		The attainment of individual students is reliable and can be used with confidence to plan next steps in the learning.	Literacy and Numeracy Coordinators	June 2018
3	Learning Provision and Successes and Achievements	Whole school self-evaluation against selected HNIOS indicators is complete. Current draft Mental Health strategy as an action plan, based on	KS	June 18

	2.4 Personalised Support and 3.1.1 Ensuring Wellbeing, Equality and Inclusion: Wellbeing (Mental Health)	self-evaluation and online survey. Discipline and Anti-Bullying policies revised to reflect nurturing principles.		
		A range of opportunities are included in the school calendar for the 2017-18 session and draft calendar for 2018-19. Opportunities are sustainable and not one off events. To include Safetalk, Intro to nurture attachment for students, parents' information sessions.	KS	Ongoing
		Living life to the full, Seasons for Growth, Mindfulness, and training on the Integrated Children's Service Guidance completed by relevant staff. Peer support and mentoring training provided to Cairdean students. Cairdean students have the confidence and skills to actively fulfil their role in school.	NM	June 18
		Regular use of social media and local press to share local and national messages, campaigns, information, and opportunities. Use PSE lessons at start and end of session to record any change in student attitudes and perceptions.	KS	June 18
4	Successes and Achievements 3.2 Raising Attainment and Achievement (Adaptations to National 5 assessment arrangements)	The young people will attain National 5 qualifications in line or excess of their predictions based on CATs, and as an overall cohort, in line with or in excess of national averages.	PTs	May 2018

Appendix C – School Review Timetable

COMMUNITY SERVICES: EDUCATION

School Review October 2017

ISLAY HIGH SCHOOL



Timetable

Tuesday 3rd October

09.30 – 10.00	Review team arrive
10.00 – 11.00	SH presents self-evaluation to team with Standards and Quality report/ School Improvement Plan
11.00 – 13.00	Review team discuss self-evaluation
Lunch	
13.45 – 3.30	Review team meet with SLT

Wednesday 4th October

Periods 1 – 5	Review team follow individual students
Period 6	Review team have individual discussions with observed students
15.30 – 16.15	Review team discuss observations
16.15 – 17.00	Review team feedback to SLT

Thursday 5th October

Focus group meetings in the morning:

Period 1	Members of community
Period 2	Parents (Parent Council and non-Parent Council members)
Period 3	Teaching and Support Staff
Period 4	Students
Lunch	Review team discuss findings
Period 5	Review team feedback to SLT
14.30	Review team depart

Appendix D – School Statistical Summary Report

SCHOOL BACKGROUND AND CONTEXT

SCHOOL ROLL September 2016													
	S1		S2		S3		S4		S5		S6		
	Census 2016	41		44		33		43		35		26	
	Gender analysis – SEEMiS archive data	F	M	F	M	F	M	F	M	F	M	F	M
	19	22	25	21	15	20	21	22	20	20	18	12	

ATTENDANCE	Measure		15/16	16/17
	Attendance (% of school roll)		92.95%	93.11%
	Authorised Absence (% of school roll) ⁹		3.93%	4.49%
	Unauthorised Absence (% of school roll)		3.11%	2.40%
	Attendance Number of Pupils (%) - Authority Average		91.80%	91.90%
	Attendance Number of Pupils (%) - National Average ¹⁰		Not collated	Not yet collated

EXCLUSIONS	<table border="1"> <thead> <tr> <th>Measure</th> <th>15/16</th> <th>16/17</th> </tr> </thead> <tbody> <tr> <td>Exclusion Openings</td> <td>6</td> <td>5</td> </tr> <tr> <td>Exclusion Incidents</td> <td>3</td> <td>2</td> </tr> <tr> <td>Number of Pupils</td> <td>-</td> <td>2</td> </tr> <tr> <td>Exclusion Incidents - Authority Average</td> <td>14.6</td> <td>16.75</td> </tr> </tbody> </table>			Measure	15/16	16/17	Exclusion Openings	6	5	Exclusion Incidents	3	2	Number of Pupils	-	2	Exclusion Incidents - Authority Average	14.6	16.75
	Measure	15/16	16/17															
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REASON	<table border="1"> <thead> <tr> <th>Reason</th> <th>Number of Incidents</th> </tr> </thead> <tbody> <tr> <td>General or persistent disobedience</td> <td>1</td> </tr> <tr> <td>Physical assault with no weapon against pupil</td> <td>1</td> </tr> </tbody> </table>		Reason	Number of Incidents	General or persistent disobedience	1	Physical assault with no weapon against pupil	1										
	Reason	Number of Incidents																
	General or persistent disobedience	1																
Physical assault with no weapon against pupil	1																	

Additional Support Needs

September 2016 Census

Stage	No of ASN pupils	% of Roll
S1	10	24.39
S2	17	37.78
S3	8	24.24
S4	11	25.58
S5	6	17.12
S6	6	24.00
Total	58	26.13

Whole school roll

There are 54 designated ASN categories in SEEMiS, Islay High School has pupils in 26 categories. Included in the table below are categories containing 3 or more learners

	Autistic Spectrum Disorder	Other Moderate Learning Difficulties	Specific Learning difficulty numeric	Physical Health	Social Emotional and Behavioural
No of pupils	17	6	3	3	3
% of total pupil Roll	7.66	2.70	1.35	1.35	1.35

Co-ordinated Supported Plans	Child Plan	Flexible Learning Plan
2	5	4

No paperwork received centrally for the 4 young people on a FLP.

Level of English for Pupils with English as an Additional Language September 2016 Census	Level of English	Competent	Developing Competence	Early Acquisition	Fluent	New to English	Not assessed	Pupil Roll
	S1				1			
	S2							
	S3							
	S4							
	S5							
	S6							
	Grand Total				1			222
Free School Meals 2016-2017	Measure						15/16	16/17
	Free School Meals (number of pupils)						7	7
	Free School Meals (% of number of pupils)						6.02%	3.15%
	Free School Meals (%) - Authority Average						11.2%	??
	Free School Meal - National Average for Secondary Schools (%) ⁶						not yet collated	not yet collated

SIMD DISTRIBUTION	SiMD Decile	1	2	3	4	5	6	7	8	9	10	Grand Total
	S1				6		31	4				41
	S2				8		36					45
	S3				9		22	2				33
	S4				12		30	1				43
	S5				9		25	1				35
	S6				7		15	2	1			25
	Grand Total				51		159	10	1			222
	% of pupil Roll				22.97		71.62	4.50	0.45			

SUMMARY OF NATIONAL QUALIFICATION OUTCOMES

NATIONAL QUALIFICATIONS	2015-2016 A-C (including Passes)			2016-2017 A-C (including Passes)		
	Number of Presentations	Number Attaining A-C	% Attaining A-C	Number of Presentations	Number Attaining A-C	% Attaining A-C
Advanced Higher	5	2	40.00%	15	9	60.00%
Higher	160	123	76.88%	121	89	73.55%
National 5	221	182	82.35%	236	194	82.20%
National 4	161	161 (pass)	100.00%	146	146(pass)	100.00%(pass)
National 3				10	10 (pass)	100.00%(pass)
National 2				1	1(pass)	100.00(pass)
National 1						

NATIONAL QUALIFICATIONS	2015-2016 A-D (including Passes)				2016-2017 A-D (including Passes)			
	Number of Presentations	Number Attaining A-D	% Attaining A-D	% No Awards	Number of Presentations	Number Attaining A-D	% Attaining A-D	% No Awards
Advanced Higher	5	4	80.00%	20.00%	15	10	66.67%	33.33%
Higher	160	138	86.25%	13.75%	121	101	83.47%	14.04%
National 5	221	199	90.29%	09.71%	236	213	90.25%	09.75%
National 4	161	161 (pass)	100.00%	0	146	146(pass)	100.00%(pass)	0
National 3					10	10 (pass)	100.00%(pass)	0
National 2					1	1(pass)	100.00(pass)	0
National 1								

SCHOOL/COLLEGE PARTNERSHIP NATIONAL QUALIFICATIONS	2015-2016 A-C (including Passes)			2016-2017 A-C (including Passes)		
	Number of Presentations	Number Attaining A-C	% Attaining A-C	Number of Presentations	Number Attaining A-C	% Attaining A-C
Higher	0	0	0	0	0	0
National 5	0	0	0	7	7	100%
National 4	5	4	80.00%	0	0	0

SCHOOL/COLLEGE PARTNERSHIP NATIONAL QUALIFICATIONS	2015-2016 A-D (including Passes)			2016-2017 A-D (including Passes)		
	Number of Presentations	Number Attaining A-D	% Attaining A-D	Number of Presentations	Number Attaining A-D	% Attaining A-D
Higher	0	0	0	0	0	0
National 5	0	0	0	7	7	100%
National 4	5	4	80.00%	0	0	0

SUMMARY OF NATIONAL QUALIFICATION OUTCOMES

EVALUATIVE SUMMARY OF THE PERFORMANCE OF PUPILS IN NATIONAL QUALIFICATIONS

Islay High presented pupils for Skills for Work qualifications in house using tutors specifically employed by the school in:
 Higher Childcare and Development
 Higher Beauty
 National 4 Rural Skills

During session 2016/17 Islay High School delivered the following Skills for Work courses in house through employing their own staff:

Childcare and Development	Higher	3	1 C and 1 D pass
Early Education and Childcare	National 4	7	No results available on SEEMiS
Rural Skills	National 4	9	100% passed
Beauty	Higher	3	100% passed

SUMMARY OF WIDER ACHIEVEMENT OUTCOMES INCLUDING PARTNERSHIPS

NATIONAL QUALIFICATIONS	National Certificates; Higher National Certificates; Scottish Vocational Qualifications; National Progression Awards; Skills for Work qualifications at SCQF 5.					
	2015-2016			2016-2017		
	Qualification	Number of Pupils	Number of Courses	Qualification	Number of Pupils	Number of Courses
	YASS	0	0	HNC	0	0
Scottish Baccalaureate	0	0	YASS	2	2	
Foundation Apprenticeships	0	0	Scottish Baccalaureate	0	0	
			Foundation Apprenticeships	0	0	
COMMENT/SUMMARY OF DISCUSSION						
YASS courses on offer Retail Management and Marketing Statistics						

PARTNERSHIP AWARDS	Duke of Edinburgh; Youth Achievement; ASDAN; John Muir, School based awards etc																				
	2015-2016		2016-2017																		
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4	Hospitality NAT 5																				
10	Hospitality NAT 4																				

Teacher Professional Judgement NIF – Experimental Statistics		June 2016								
		Level	Numeracy		Reading		Writing		Listening & Talking	
		Third	7	17.07%	4	9.76%	4	9.76%	4	9.76%
		Fourth	32	78.05%	34	82.93%	34	82.93%	34	82.93%
		Achieved third level or higher	39	95.12%	38	92.68%	38	92.68%	38	92.68%
		Achieved 1 st or 2 nd Level	2	4.88%	2	4.88%	2	4.88%	2	4.88%
TOTAL	41		40		40		40			
These figures exclude pupils who were recorded as not assessed.										
		June 2017								
		Level	Numeracy		Reading		Writing		Listening & Talking	
		Third	5	15.15	1	3.03	1	3.03	2	6.06
		Fourth	26	78.79	32	96.67	32	96.67	31	93.94
		Achieved third level or higher	31	93.94	33	100	33	100	33	100
		Achieved 1 st or 2 nd Level	2	6.06	0	0	0	0	0	0
TOTAL	33		33		33		33			
These figures are subject to change following QA and submission to Scottish Government in August 2017.										
S4 - National 4/5 Outcomes in English and Mathematics in August 2017		Conversion of 2016 TPJ levels to National 4/5 Outcomes in August 2017								
		* achieved/cohort	Mathematics				English			
		National 4	7/7*		100%		7/7		100%	
		National 5	9/12*		75.00%		21/22		95.45%	
These figures include: Lifeskills Mathematics and English and Communication and English for Speakers of Other Languages.										

Literacy and Numeracy

S6 based on S4 roll	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Islay High School	2015	74.29	62.86	35
Virtual Comparator	2015	80.57	53.71	350
Argyll & Bute	2015	81.42	54.18	958
National	2015	78.58	53.57	55673
Islay High School	2016	85	75	40
Virtual Comparator	2016	84.75	62.25	400
Argyll & Bute	2016	83.33	63.92	948
National	2016	84.77	61.22	54632
Islay High School	2017	75.68	59.46	37
Virtual Comparator	2017	88.11	66.22	370
Argyll & Bute	2017	85.31	69.48	878
National	2017	87.38	63.77	52975

S5 based on S4 roll	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Islay High School	2015	82.05	74.36	39
Virtual Comparator	2015	84.62	60	390
Argyll & Bute	2015	83.1	58.5	935
National	2015	84.24	57.8	54530
Islay High School	2016	75.68	59.46	37
Virtual Comparator	2016	88.11	63.24	370
Argyll & Bute	2016	85.29	65.61	884
National	2016	87.02	60.9	52853
Islay High School	2017	64.1	61.54	39
Virtual Comparator	2017	92.31	66.41	390
Argyll & Bute	2017	88.48	66.42	807
National	2017	87.5	63.3	51836

S4 based on the S4 roll	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Islay High School	2015	29.73	18.92	37
Virtual Comparator	2015	84.05	44.59	370
Argyll & Bute	2015	57.81	27.48	877
National	2015	82.63	43.51	52297
Islay High School	2016	28.21	23.08	39
Virtual Comparator	2016	87.95	50	390
Argyll & Bute	2016	58.23	31.05	802
National	2016	83.29	47.61	51297
Islay High School	2017	51.16	32.56	43
Virtual Comparator	2017	88.37	50.23	430
Argyll & Bute	2017	88.7	53.81	814
National	2017	85.34	52.26	50336

Appendix E – Terms used when making judgements

The following table explains the words inspectors use when making judgements.

excellent	means	outstanding, sector-leading
very good	means	major strengths
good	means	important strengths with some areas for improvement
satisfactory	means	strengths just outweigh weaknesses
weak	means	important weaknesses
unsatisfactory	means	major weaknesses

The following words are used to describe numbers and proportions:

almost all	means	over 90%
most	means	75% to 90%
majority	means	50% to 74%
less than half	means	15% to 49%
few	means	up to 15%