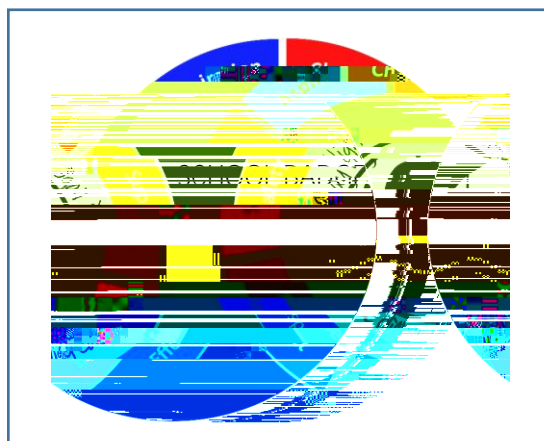




ARGYLL AND BUTE COUNCIL SECONDARY SCHOOL ATTAINMENT REPORT AREA COMMITTEE



Islay High School

5th June 2024

Islay High School is a non-denominational fully comprehensive secondary school with a roll of 188 and part of a cluster that includes five primary schools; four on Islay (Bowmore, Port Ellen, Port Charlotte and Keills) and one on Jura (Small Isles). The catchment area covers both islands of Islay (population about 3,000) and Jura (population about 200) and is rural, remote and isolated. The students from Jura commute to the school on a daily basis. Agriculture, distilleries and tourism are the main industries on the islands.

Section 1 S3 ACEL Attainment in Literacy and Numeracy

School	Level	% Achieved		
		Reading	Writing	L&T



Evaluative Comment – Areas of Strength in BGE Attainment:

At S3, the literacy values at third level or better are 3 - 6 % better than the Argyll and Bute average.

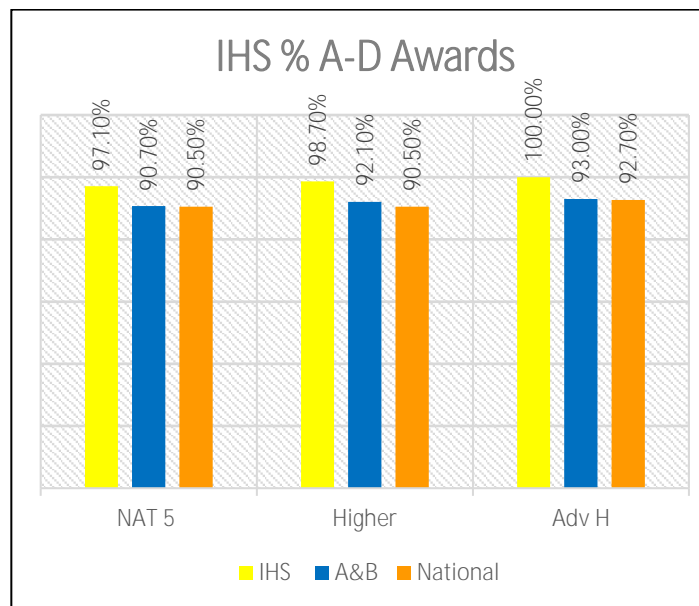
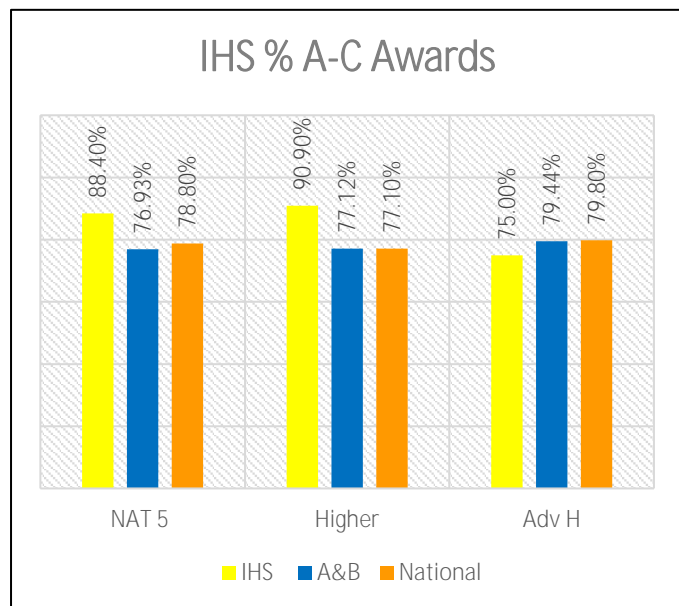
The Gaelic literacy levels at third level or better are excellent and at fourth level as good as the Argyll and Bute Literacy levels in English.

Evaluative Comment – Areas for Development in BGE Attainment:

The numeracy values at third level or better are slightly lower than the Argyll and Bute average.

The literacy and numeracy values at fourth level are all lower than the Argyll and Bute averages. However, the school bases the data on SCQF levels and not BGE levels as with other schools, which seems to have caused this discrepancy. When you look at the literacy and numeracy values for leavers (see section 3a below) authority averages.

Section 2 National Qualifications 2023 – Percentage of Awards – A-C and A-D



Evaluative Comment Areas of Strength

The percentage values for both A-C and A-D values for both National 5 and Higher are significantly above both the authority and national averages.

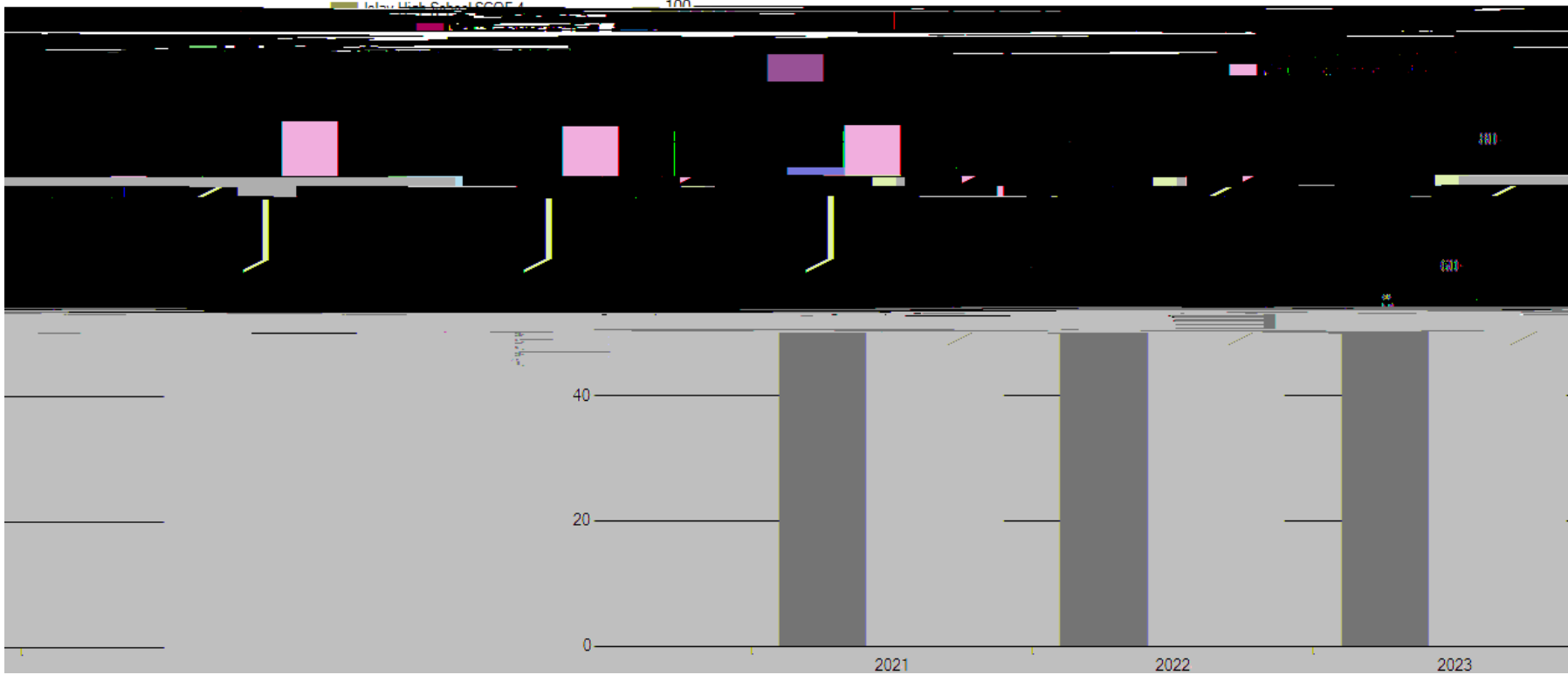
There are strong results across almost all subjects, which is very much a strength of the school.

Evaluative Comment Areas for Development

3a Improving Attainment in Literacy and Numeracy

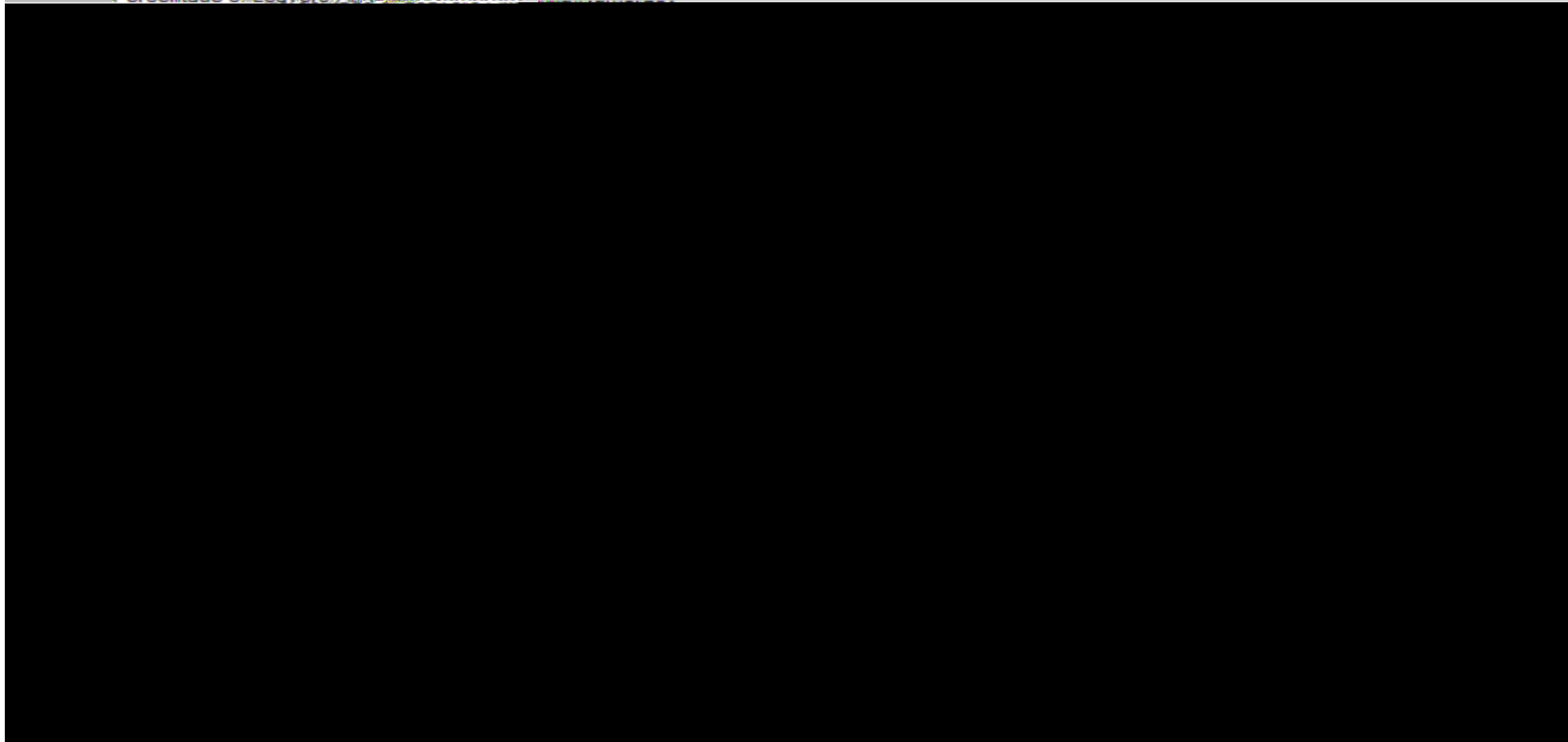
The two graphs below show the percentage of leavers attaining literacy and the percentage of leavers attaining numeracy as seen on Insight, without the S3 results.

Percentage of Leavers Attaining Literacy





The next two diagrams show the same graphs but with the S3 data included.



The added bars represent the S3 data, which is not shown on Insight

Evaluative Comment – Areas of Strength

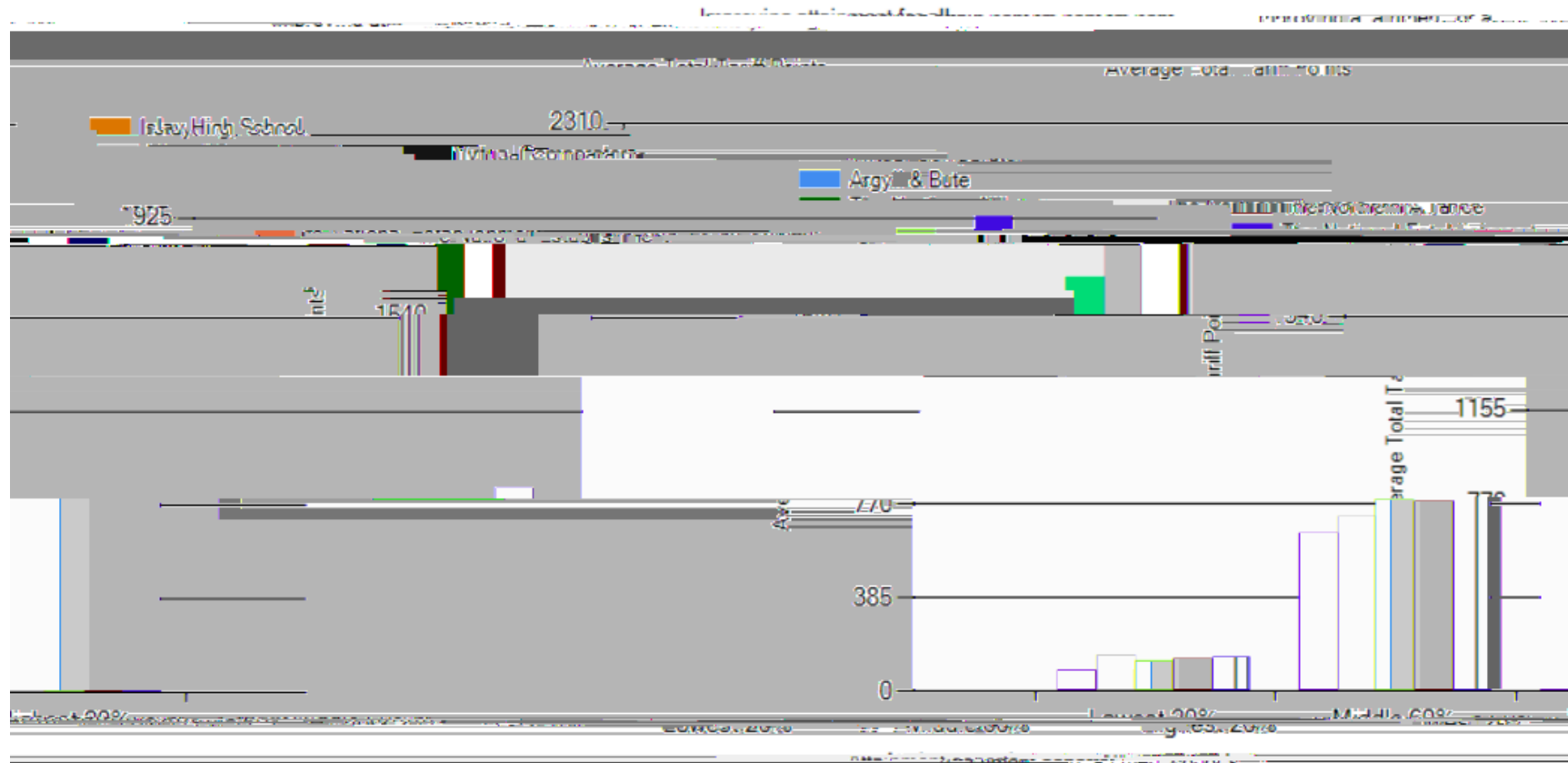
Without the S3 data the graphs do not show Islay High School favourably in comparison to the virtual comparator. However, once the S3 data is included Islay High school is consistently above the virtual comparator at level 4 for both Literacy and numeracy. The same picture is seen at level 5 , although in 2023 the values are slightly lower in literacy and about the same in numeracy.

Evaluative Comment – Areas for Development

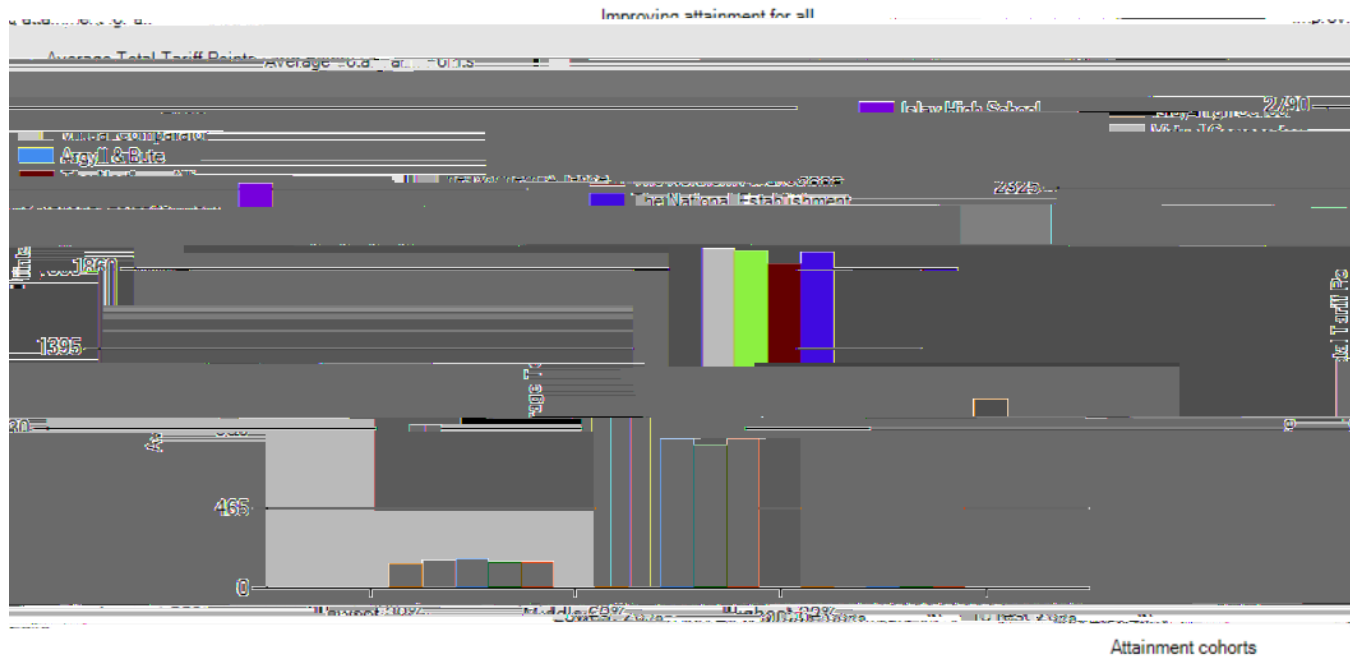
It is difficult to make any valid conclusions from one year to the next with small cohorts and differences in ability. However, the school will continue to ensure that pupils leave school with the best possible qualifications they can get.

3c Improving attainment for all

The selected year is 2023



The selected year is 2022

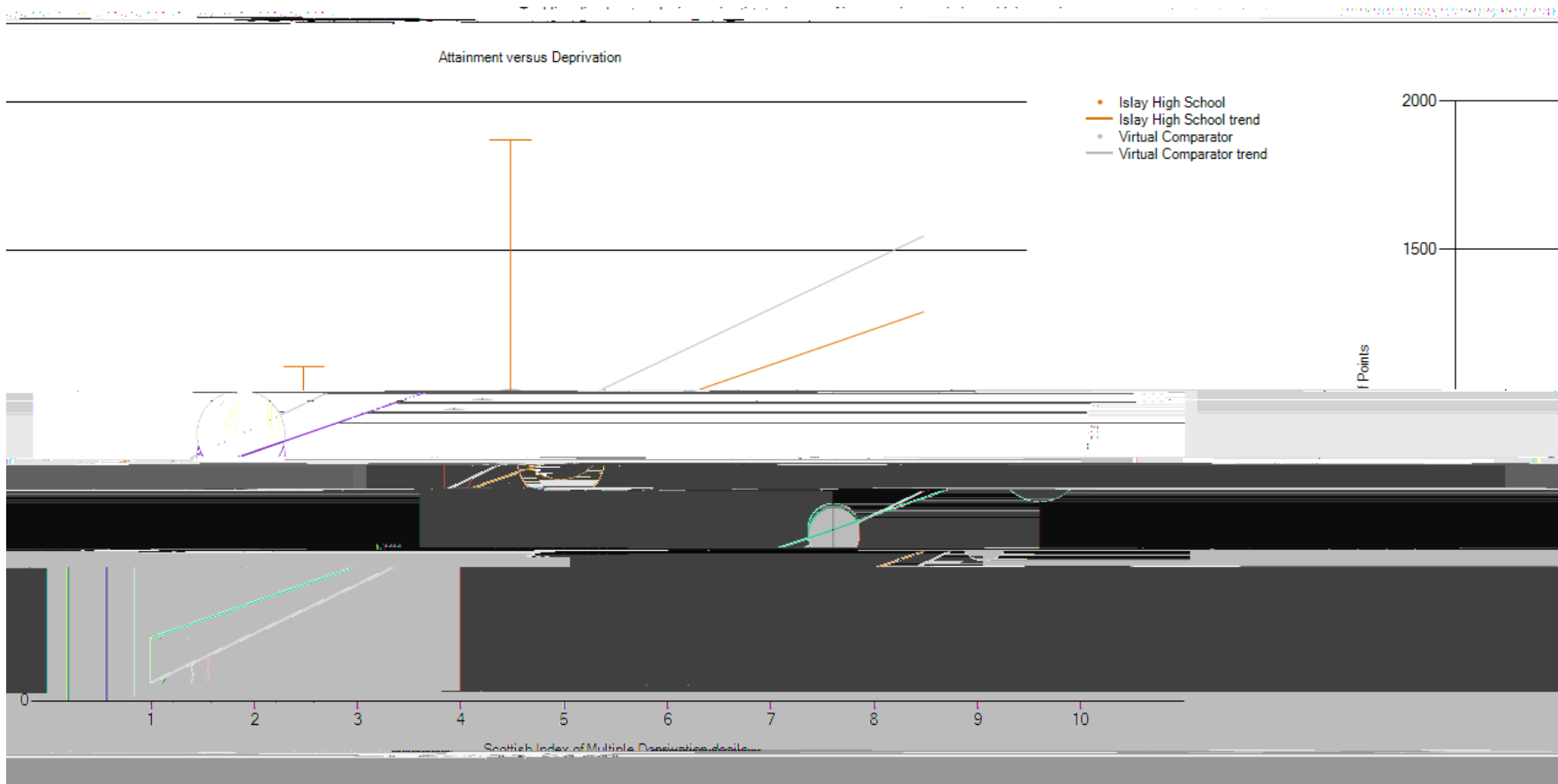


Evaluative Comment

When you look at the 2023 data the overall tariff points for Islay High school do not measure favourably with the virtual comparator and the authority and national averages. However, the year before, 2022, it is quite the opposite and this just shows the differences in cohorts from one year to the next.

The school does provide a wide-ranging curriculum and tries to offer a good mix of vocational courses together with the academic courses and does everything it can to meet the needs of all the pupils in the school.

3d Attainment versus Deprivation



Evaluative Comment

It is not possible to make any judgement on this measure. The SIMD data on Islay and Jura does not reflect the true levels of poverty and affluence in the area.

Section 4 Wider Achievement Qualifications

National Certificates; Higher National Certificates; Scottish Vocational Qualifications; National Progression Awards; Skills for Work qualifications; Foundation Apprenticeships; Scottish Baccalaureate
Overall evaluative comment/narrative on Wider Achievement Qualifications in your school:

SCHOOL/COLLEGE PARTNERSHIP NATIONAL QUALIFICATIONS	2022-23 A-C (including Passes)			
	Number of Presentations	Number Attaining A-C	% Attaining A-C	% of those commencing college course completing course
Higher	5	4	80%	
National 5	10	10		89%

Factor in attainment	
Attendance	School Ave. Att. 22-23: 89.3%
Exclusion	No. of Exclusion Incidents 22-23: 1 No. of Exclusion Openings 22-23: 4
Additional Support Needs	55.6%
SIMD	D4 - 17.5% D6 - 81% Unknown - 1.6%
Free School Meal Entitlement	10.3 %
Care Experienced (and previously Care Experienced)	9.5%
English as Additional Language	3.2 %

Pupil Equity Funding

Impact of PEF on closing the attainment gap

Our PEF funding employs a member of staff one day a week to analyse attendance data, develop strategies for learner and family engagement and to support individual students.

The impact of this funding has resulted in the ability to put key interventions in place for individuals and groups of students in order to close the attainment gap.

In order to improve attendance overall, and hence address any wider attainment gap issues, our PEF funding is further used to regularly