

LOCHGILPHEAD JOINT CAMPUS: ACHIEVEMENT REPORT 2011

1.

SUMMARY

A report on the performance of all Argyll and Bute pupils in the Scottish Qualifications Authority (SQA) examination results was presented to the Executive on the 22 September 2011.

This report, presented by the Principal, Ms Anne Devine, outlines the major achievements of the school in 2010/11 and includes the SQA examination results for pupils who sat examinations in May/June 2011.

2. RECOMMENDATIONS

The Area Committee are asked to note the strong performance of pupils and the commitment of staff in their examination successes and in the wider aspects of achievement across the school.

3. DETAILS

The details are included in the attached report from the school.

4. IMPLICATIONS

Policy:	None
Financial:	None
Personnel:	None
Equal Opportunities:	None

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Lochgilphead Joint Campus
Report for Area Committee 2011

Introduction

Lochgilphead Joint Campus has now been established for 4 years, during which time we have developed a strong sense of campus identity and a common sense of purpose – to deliver a high quality education to all of the pupils between the ages 3 – 18 in mid Argyll.

How well are we achieving our aims? This year, external verification came in the form of a visit in February from HM Inspectorate of Education. To our delight, they reported very positively on the campus, identifying the following as particular strengths:

- *Stimulating and purposeful learning environment created by staff*
- *Children’s learning experiences in the Pre-5 unit*
- *Motivated and enthusiastic children and young people who achieve very well*
- *Engagement of all staff in working together to improve the school*
- *Partnerships with a range of agencies and in the community to support learning*
- *Approaches to including and supporting children and young people who require additional support for their complex needs*

How Good is our Learning, Teaching and Achievement?

“Across the school, children and young people have positive attitudes and enjoy their learning....(they) are achieving very well.....Across the primary stages, children are making very good progress in reading, writing and mathematics.

In recent years, young people have performed very well in national examinations. The school performs above or well above national averages and better than, or in line with, similar schools on almost all measures.”

(HM Inspectorate of Education, March 2011)

Pupils continue to attain highly in SQA examinations. Standard Grade results in 2010 were the best in recent years, with 48% of the cohort achieving 5 or more Credit passes. The same group produced an outstanding performance in the 2011 diet at Higher, with 21% achieving 5 passes, 38% 3 or more passes and 58% achieving 1 pass or more. Our results remain among the best in the authority and almost every pupil leaves the school with a positive destination. **Please see Appendix 1 for more details.**

Pupils are encouraged to aim high and we were delighted to see another student, Ramsay Gray Stephens, make a successful application to read history at Oxford University. We received the following feedback from the university:

“We recently offered a place to read History at St. Hilda’s to your former student...We were delighted to welcome such a high quality candidate. I am now e-mailing you to ask if you would encourage similarly committed students studying for a Higher History to consider entering the competition for our College’s History Essay Prize.”

In July 2011, a report in the Times Educational Supplement for Scotland identified Lochgilphead High School as one of only 5 Scottish schools within the top 100 comprehensives in the UK for pupils reaching Oxbridge (the others being Kingussie High, Madras College, Ullapool High and Banchory Academy).

We have been working hard to implement Curriculum for Excellence and, in the High School, the impact has been most evident in the experiences of the S1 pupils. Throughout the session, they have been following a curriculum based on the Curriculum for Excellence outcomes and experiences, with some of these being delivered through interdisciplinary learning. The first interdisciplinary block involved Primary 7 and S1 pupils working in groups to explore the theme of gender equality and culminated in a very successful Trade Fair attended by parents.

One of the key principles of Curriculum for Excellence is that pupils should be active participants in their own learning, planning their next steps in collaboration with the

teacher. To help the pupils to take ownership of their learning, Personal Learning Plans were piloted with S1 this year. This initiative has undoubtedly sharpened the focus on target-setting to ensure progression in learning and will be continued in S1 and S2 next session.

Reporting from Primary 1 to S1 also looks different, with progress through the new levels being indicated by the use of ***developing, consolidating and secure***. Our methods of reporting will be kept under review and feedback sought from parents to enable us to adopt an accessible format which gives clear information about performance and next steps.

Learning in the Pre-5 unit and the primary school continues to be enhanced through the development of the Forest Schools programme, and shared topic work has facilitated the transition from Pre-5 to Primary 1. Primary pupils have greatly enjoyed the Creative Choices slot on Friday afternoon which has given them the opportunity to follow up their own interests in areas as diverse as Crazy Science and Tai Kwan Do.

We have continued to invest in ICT to support the implementation of Curriculum for Excellence, with 2 new banks of laptops being provided for use in Home Economics and Social Subjects, although available to other departments too. A new plasma screen system has been purchased for the campus, the initial target group being pupils with severe and complex additional support needs who will be able to access the interactive touch screen to learn more actively and independently. Pupils with language and communication disorders are piloting the use of the i-phone to provide them with a contemporary means of alternative communication.

Investment in staff development is also essential for the successful delivery of the new curriculum and many members of staff have participated in the cross-sectoral Teacher Learning Communities which have given them a platform for discussing new teaching strategies and methodologies.

Achievement

“At all stages, children are developing a wide range of skills through sport, health and wellbeing and enterprise activities. They also achieve very well in singing. Across the school, children and young people have raised money very successfully for charities through activities such as a fun run and fashion show. Young people contribute very well to their local community.”

(HM Inspectorate of Education, March 2011)

Enterprise and Citizenship

- Primary 6 pupils successfully organized a Christmas Craft Fair as part of their enterprise topic, selling a variety of items which they had produced themselves and learning about funding and marketing through their teamwork. The pupils also visited Midton Acrylics to find out more about setting up and running a small business.
- Pupils from P5/6 and P6 participated in the Saltire Competition, in which they had to design and make a model of an energy machine for the future using wave or tidal power.
- The European Christmas Market, devised by the Modern Languages Department as an interdisciplinary experience involving other departments and community groups, provided a great day out for pupils and parents who snapped up the array of gifts on offer.
- Our pupils are keenly aware of their responsibilities as global citizens. P7 organised a coffee morning which raised £600 to fund 4 water boxes for Pakistan, while S6 pupils spent a night in Inveraray jail to raise £800 for UNICEF's Pakistan fund. More recently, 3 xl organized a community coffee morning and sale of work which made a total of £300 for the Japan earthquake fund.
- Closer to home, the whole campus engaged in a number of activities to support Children in Need, raising more than £1000.

Creativity

- P6 pupils had a wonderful experience when they worked with a team from Scottish Opera to put on a spectacular visual and musical performance entitled “Scotland, our Scotland”
- In its second year, High Voltage records produced another CD just in time for Christmas, showcasing the musical talents of the senior pupils
- Pupils in the Primary Learning Centre produced some brilliant models and drawings during a collaborative project with artists from Cove Park
- P4 – 7 pupils enjoyed a visit from author, Jamie Rix
- A huge number of pupils participated successfully in the Mid Argyll Music Festival and a special mention for the senior wind band who achieved the long coveted first prize this year
- The campus talent was in abundance in the run up to Christmas, with two nativity plays, the Primary 7 pantomime and the High School concert all of which were fully supported by parents and the wider community
- A fashion show in June demonstrated the ingenuity of our young designers in creating outfits from re-cycled materials and allowed the public to see the innovative masks made by the students in the Art Department

Health and Wellbeing

- All of the pupils in the Primary School have benefited greatly from the new adventure play equipment provided by funds raised by the PTA
- A successful Health Week saw the Primary pupils participating in a wide range of activities. The 3 xl group also contributed by arranging for the P3/4 class to make smoothies using the “Choose Life” smoothie bike and by providing the pupils with a goody bag to take home

- 3 xl had a challenging but enjoyable experience during their residential trip to the Lochgoilhead Outdoor Centre where they sampled canoeing, abseiling, orienteering and gorge walking
- Arran Dunkley became the first recipient of an Outward Bound scholarship and will take up his place for 3 weeks during the summer holiday
- Our busy eco-group continues to make the campus a greener and healthier place to be. We are very excited about our latest acquisition - a polytunnel, which has been put up behind the Science Department by a team of staff and pupils. This has great potential for helping us take forward the healthy eating and sustainability which are core aspects of eco development.

Partnership

“Staff work well with support agencies and other local organizations to support children’s learning. For example, the school is developing very effective partnerships with a range of community partners to support the health and wellbeing of young people.

Young people have been successful in gaining awards through the Duke of Edinburgh’s Award, Prince’s Trust xl and Millennium Volunteers.”

(HM Inspectorate of Education, March 2011)

- The 4 xl group and the S5/6 MER class were involved in an exciting project – Mid Argyll Young People’s Outdoor Learning Experience or MAYPOLE – with a range of partners, including Community Learning and Development, Mid Argyll Youth Project, Skills Development Scotland and Scottish Natural Heritage. Working on local nature reserves, groups had to come up with a product which exploited the natural beauty of the area. The pupils showed remarkable creativity and imagination, finally making a Dragon’s Den presentation to a panel of experts.
- Links with Kilmartin House Museum have been hugely beneficial to pupils across the campus. Pre 5 – P3 had great fun at a performance by the “Puppet Lab,” with a follow-up field trip to Barnlusgan being arranged for the Pre-5 and Primary 2-3

children – both organized by Kilmartin House Museum. Museum staff were also involved in an Environmental Art project with P5/6 pupils and a local artist.

- Snapberry Take 2 saw the photography collaboration between the school and SNH taken to a new level, with the images being projected for all to see during the annual lantern parade. The exhibition, which this year took place in the Archway gallery, raised more than £1000 for the Pakistan Flood Appeal.
- Strong support from our parents enhances the work of the school and enriches the experience of the pupils. The fundraising efforts of the PTA provided the fantastic new play area and the joint Parent Council is currently sampling views on the High School uniform and has set up a working group to review homework.

How Good is our Ethos?

“The school is welcoming and has a positive ethos, built upon shared values. Staff are caring and know children and young people as individuals....Staff have high expectations of children and young people. Children and young people are proud of their school and behave very well. They feel they are treated fairly and equally

(HM Inspectorate of Education, March 2011)

- The pupil voice has been developed this session through increasing use of questionnaires to sample opinion on teaching and learning. Feedback has been appropriate and constructive, and issues raised by the pupils will be used to inform future planning
- Many school events are now planned and led by the pupils, a good example being the High School Awards Ceremony where the pupils delivered excellent presentations on the achievements of their year group
- The Eco-committee has had another productive and successful year. A new action plan is in place and the areas for development are biodiversity and saving energy. Ongoing work on re-cycling, litter and school grounds has been very effective and the group is enthusiastically making plans for going greener by growing their own food in our new polytunnel

- Informal opportunities to see the work of the school and chat to teachers were extended by the introduction of a Parents Afternoon for S1 in May. Parents mingled with staff, viewed displays of coursework and enjoyed refreshments provided by the pupils in the Home Economics Department. Regular performances from some of our S1 Music students and the FUSION dance group added to a thoroughly enjoyable afternoon which will be repeated next year

Pupils at all stages benefit from a range of extra-curricular trips and visits, which included:

- Primary Learning Centre pupils visited Cove Park as part of their collaborative art project
- S5/6 Art students met and viewed the work of local artist, Ross Ryan at the Crinan Hotel
- Primary 3/4 pupils visited the island of Gigha and met up with pupils from the Primary School there
- Primary 4/5 visited Vikingar in Largs as part of their Vikings topic
- Primary 5/6 went to the Science Centre in Glasgow as part of their space topic and also visited Kelvingrove Museum and the City Halls where they watched a performance by the BBC Scottish Symphony Orchestra
- Pupils in the High School were exposed to a range of theatrical experiences, from the popular *Joseph and the Amazing Technicolor Dreamcoat* to the controversial *Black Watch* to the classic Shakespearean *King Lear*
- A group of S3 pupils were the first participants in an exchange set up with a partner school in Norway. Staying with families, they experienced the education and culture of the Kvinnherad municipality
- The biennial trip to Iceland, organized by the Geography Department at the end of term, remains one of the most exciting and educational experiences on offer to the pupils

School Improvement

“Staff work very well together and are committed to improving the school. Opportunities for teachers across the campus to work together in groups have had a positive impact on improving aspects of teaching and learning. Staff are well-placed to continue to work together, across sectors, to share good practice and to ensure further improvements.”

(HM Inspectorate of Education, March 2011)

The main areas of innovation and improvement this session were as follows:

- **Teaching and Learning**

- ✚ All courses Pre-5 to S1 matched to Curriculum for Excellence experiences and outcomes
- ✚ Forest Schools rolled out across Pre-5 and Primary
- ✚ Subject input to P7 from Science, French, Art and PSE
- ✚ Interdisciplinary pilot implemented in S1, including one cross-sectoral block where P7 and S1 worked collaboratively
- ✚ Teacher Learning communities established to promote Assessment is for Learning and share good practice

- **Assessment and reporting**

- ✚ Personal Learning Plans introduced in S1
- ✚ New Curriculum for Excellence reporting format introduced P1 to S1

- **Transitions**

- ✚ Curricular continuity developed across Pre-5 and P1 through shared topic work and joint Maths block delivered by the P1 teacher
- ✚ An exciting Induction Programme for P7 pupils based around the theme of a journey was planned by a cross-sectoral group and members of the CAST team
- ✚ 3-18 Curriculum Policy produced, providing guidance on progression through Curriculum for Excellence levels

- **Pupil Support**

- ✚ S1 – 3 PSE courses revised to ensure delivery of health and wellbeing experiences and outcomes
- ✚ New PSE course for S5/6 introduced
- ✚ SQA digital exams piloted
- ✚ Pupil Support policy produced and implemented

Appendix 1

Cumulative Whole School Attainment

The following tables show percentages of pupils gaining the stated combinations of awards by the end of S4, S5 and S6. Percentages are based on the relevant S4 roll. Note that there are no NCD values for the current year.

By the end of S4

All Candidates

	NCD								Percentage							
	2004	2005	2006	2007	2008	2009	2010	2011	2004	2005	2006	2007	2008	2009	2010	2011
Eng Lev 3	2	4	2	100	2	2	2		99	97	98	100	98	99	99	98
Maths Lev 3	5	5	4	5	3	4	2		96	95	96	95	97	98	99	98
Eng & Maths	3	5	3	4	3	3	1		96	94	96	95	96	98	99	97
5+ Level 3	2	5	4	3	2	4	2		97	93	94	95	96	95	98	99
5+ Level 4	4	5	6	3	2	4	2		84	81	78	88	87	83	89	87
5+ Level 5	7	5	6	3	3	5	2		27	34	35	41	41	35	51	44
1+ Level 6	0	1	1	1	1	0	1		0	3	3	5	2	0	6	1

Male Candidates

	NCD								Percentage							
	2004	2005	2006	2007	2008	2009	2010	2011	2004	2005	2006	2007	2008	2009	2010	2011
Eng Lev 3	3	3	3	100	100	100	3		98	98	98	100	100	100	98	98
Maths Lev 3	6	3	3	4	3	4	4		93	98	98	96	98	98	98	98
Eng & Maths	5	3	2	3	2	3	2		93	97	98	96	98	98	98	98
5+ Level 3	4	3	3	5	3	4	3		93	95	96	92	96	95	96	98
5+ Level 4	4	4	6	3	3	4	2		80	79	73	87	84	80	88	85
5+ Level 5	6	4	5	4	4	7	3		27	33	31	35	36	27	42	39
1+ Level 6	0	1	1	1	1	0	1		0	2	2	2	2	0	6	

Female Candidates

	NCD								Percentage							
	2004	2005	2006	2007	2008	2009	2010	2011	2004	2005	2006	2007	2008	2009	2010	2011
Eng Lev 3	100	6	3	100	5	4	100		100	95	98	100	96	98	100	98
Maths Lev 3	3	7	6	6	5	4	100		98	90	94	94	96	98	100	98
Eng & Maths	3	7	5	5	5	3	100		98	90	94	94	95	98	100	96
5+ Level 3	100	7	7	2	3	5	100		100	90	91	98	96	94	100	100
5+ Level 4	3	5	5	2	2	4	3		89	83	83	90	89	85	90	89
5+ Level 5	8	6	6	3	4	5	2		27	36	38	48	46	42	62	49
1+ Level 6	0	1	1	1	2	0	1		0	5	4	8	2	0	5	2

By the end of S5

The following tables show percentages of pupils gaining awards at the stated levels by the end of S5. Percentages are based on the relevant S4 roll.

All Candidates

	NCD								Percentage							
	2004	2005	2006	2007	2008	2009	2010	2011	2004	2005	2006	2007	2008	2009	2010	2011
Eng & Maths	5	4	5	3	4	3	2		94	96	94	96	96	96	99	101
5+ Level 3	5	2	5	4	3	3	4		94	98	93	95	96	96	96	99
5+ Level 4	5	4	4	4	2	2	4		82	85	83	83	89	89	86	90
5+ Level 5	3	5	4	4	2	3	3		55	47	50	51	59	56	59	63
1+ Level 6	3	7	4	3	2	2	2		46	34	43	46	50	57	54	58
3+ Level 6	3	5	3	3	2	2	4		29	22	27	26	32	32	27	38
5+ Level 6	3	2	2	4	2	2	4		13	15	16	12	20	18	12	21
1+ Level 7	0	0	1	1	1	1	0		0	0	1	1	2	1	0	2

Male Candidates

	NCD								Percentage							
	2004	2005	2006	2007	2008	2009	2010	2011	2004	2005	2006	2007	2008	2009	2010	2011
Eng & Maths	2	5	3	2	4	2	3		98	93	97	98	96	98	98	100
5+ Level 3	5	5	4	2	5	3	4		93	93	95	98	92	96	95	96
5+ Level 4	5	5	4	5	3	2	5		80	80	81	79	87	89	80	88
5+ Level 5	3	4	3	4	3	4	4		50	44	52	48	52	49	49	56
1+ Level 6	2	5	3	2	3	1	5		48	33	45	46	44	56	39	50
3+ Level 6	2	4	3	2	3	3	5		27	20	24	31	27	24	20	28
5+ Level 6	1	2	2	2	2	2	4		18	13	14	13	17	16	10	12
1+ Level 7	0	0	1	0	0	0	0		0	0	2	0	0	0	0	

Female Candidates

	NCD								Percentage							
	2004	2005	2006	2007	2008	2009	2010	2011	2004	2005	2006	2007	2008	2009	2010	2011
Eng & Maths	7	3	7	6	4	5	100		91	98	90	94	96	95	100	103
5+ Level 3	4	100	7	7	100	3	4		96	102	90	91	100	96	96	103
5+ Level 4	5	3	4	4	2	3	3		84	91	86	87	92	89	91	92
5+ Level 5	3	6	6	5	2	3	3		60	50	48	53	66	61	66	72
1+ Level 6	5	7	6	4	2	2	2		44	34	40	47	56	58	66	69
3+ Level 6	4	5	3	6	2	2	4		31	25	31	21	38	39	32	51
5+ Level 6	5	3	2	5	2	2	4		9	16	19	11	22	19	13	33
1+ Level 7	0	0	0	1	1	1	0		0	0	0	2	4	2	0	5