

## **Argyll and Bute Council: Community Services – Education**

### **Campbeltown Grammar School Report on Achievement 2012/2013**

#### **Introduction**

2012/2013 was a successful and interesting year for Campbeltown Grammar School. Attainment in 2012 exceeded predictions and there was a variety of local and national achievements. The selection of a site for the new school engaged both school and community – as have early discussions about the building project. A new Head Teacher was appointed and took up post at the end of January 2013.

#### **School improvements included**

- Final preparations for the introduction of the CfE senior phase curriculum from August 2013.
- Preparing for the implementation of the new national qualifications for session 2013/14
- Development of formal policies for Literacy, Numeracy and Health and Wellbeing across the curriculum in S1 to S3.
- Developing further inter-disciplinary tasks and in particular encouraging their implementation via a new open-plan CfE teaching area developed as a national pilot.
- Continuation of the linking self-evaluation more systematically to improvement planning, standards and quality reporting and professional development.
- Developing systems for more formal recognition and systematic recording of pupils' wider achievements.
- Working alongside the Council's Special Projects Team to help develop the educational brief for the new Campbeltown Grammar School.
- Participation of 28 students and 4 staff in the Columba 1400 leadership course.
- Continued development of the school website to become the main communication channel between the school, the wider school community and beyond.

## **Improvement Plans for 2013/2014**

- Build on good practice in self-evaluation throughout the school by co-ordinating it more systematically. Increase involvement of pupils and parents/carers in self-evaluation.
- Implement the senior phase curriculum in full within the learning context of S4-S6 as a single stage.
- Continue to develop and evaluate learning and achievement within literacy, numeracy and health and wellbeing.
- Work on school ethos – re-establish uniform, improve pupil movement around the school by introducing a system of single file on the left of all stairs.
- Design a curriculum for 2014/2015 which responds to our experience in 2013/2014 in S4-S6 and which increases pupil choice in S1-S3.
- Work with associate primary schools to devise a cluster approach to assessment, tracking and monitoring.
- Develop a whole school statement on learning and teaching which sets a standard to which all staff adhere. Use this as a benchmarking tool in evaluating learning and teaching.
- Respond to local and national developments within GIRFEC.
- Respond to local and national developments within Opportunities for All.

# Report on Attainment 2012

## Attainment in 2012

### National Qualification Results

#### S4

Individual course assessment targets are discussed with each student through the school tutor group system as well as with subject teachers. The base line target, current working at grade, and the next target grade for each course are discussed and included in all reports sent home to parents.

The S4 results are disappointing compared to previous years **but were expected to be. Indeed many of the actual results were better than expected** based on the previous S3 school exams, S4 prelim grades and the working at grades issued on reports throughout the year. These results have increased the focus of staff to ensure that the students, now in Fifth year, are monitored carefully to ensure that they progressing at the appropriate level of each course.

The percentages of pupils gaining the National Qualifications shown were as follow:

	2010		2011		2012	
	CGS	Argyll & Bute	CGS	Argyll & Bute	CGS	Argyll & Bute
	%	%	%	%	%	%
5+ Level 3	94	94	96	92	91	94
5+ Level 4	83	84	85	79	71	80
5+ Level 5	33	39	43	37	41	41

\*2011 results are post appeal

\*\*2012 results are based on a year group of 78 pupils. However, 7 pupils, due to individual needs, did not sit over 4 Standard Grades or equivalent at Intermediate level. This will have made a significant impact on the overall statistics for this year group.

In relation to individual subjects at Standard Grade even some of the strongest departments with excellent results in past years show marked drops in overall % pass rates. However, under closer inspection the results show that within individual courses the grades achieved were better than the predicted grades.

Course	Grades 1 - 2			Grades 1 - 4			Grades 1 - 6		
	Year	10	11	12	10	11	12	10	11
English	36	38		95	96		97	98	
French	65	77	73	100	100	100	100	100	100
Mathematics	27	27	25	61	75	73	95	100	97
Biology	52	58	43	94	85	73	100	100	100
Chemistry	66	72	60	95	97	96	100	100	96
Physics	55	62	76	90	97	96	100	97	100
Geography	66	74	45	90	88	75	100	98	98
History	47	47	54	77	87	70	96	96	91
Computing	32	56	80	95	78	100	95	100	100
Craft & Des.	54	50	38	89	92	88	96	100	96
Home Econs	53	67	71	95	100	100	100	100	100
Drama	92	86	56	100	100	100	100	100	100
Music	78	88	84	100	96	95	100	96	95

### S4 Intermediate 1 and 2

Intermediate results in S4 again reflect a similar pattern as with Standard Grade. Results are disappointing compared to previous S4 year groups but on analysis students performed better than expected when compared to the predicted grades. Although the % of A passes was disappointing in some subjects with some marked fluctuations from year to year due to pupil numbers sitting each course, the overall A-C pass rate % improvement is encouraging.

Of the departments presenting S4 students at Intermediate 2 and Intermediate 1 the results in comparison to 2010, 2011, are:

### S4 Intermediate 2

	2010	2011	2012	2010	2011	2012
	%			%		
	A passes	A Passes	A Passes	A-C Passes	A-C Passes	A-C Passes
English			38			100
Spanish	27	20	38	74	80	75
Administration	100	30	0	100	90	100
Art and Design	73	35	40	100	100	80
PE		87	86		100	100

**English** - This was the first year of presentations at Intermediate Level 2 in S4  
**PE** – This was the second year of presentations at Intermediate Level 2 in S4

### S4 Intermediate 1

	2010	2011	2012	2010	2011	2012
	%			%		
	A passes	A Passes	A Passes	A-C Passes	A-C Passes	A-C Passes
English			29			81
Spanish		0	100		25	100
Biology	25	21	6	75	63	38
Administration	75	50	100	96	100	100
Art and Design	72	36	19	96	100	62
PE		67	59		88	100

**English** - This was the first year of presentations at Intermediate Level 1 in S4

**PE** – This was the second year of presentations at Intermediate Level 1 in S4

### S4 – Access 3 results

A number of students sat and passed Access 3 courses. These courses were at an achievable level for the pupils, many of which had support plans and behavioural issues.

Course	Number of entries	Number of passes
English	10	10
Biology	4	4
Home Economics	12	12

### S5

As with S4, the school has introduced a monitoring and tracking report system for all students in S5, and S6. The pupil's individual baseline data used is the Unified Points Score (UPS). This score is generated from the actual examination results achieved by each student when in S4. This UPS is then used through the SEEMIS tracking system to generate predicted levels of awards in each student's S5 subjects.

This system was used for the first time in session 2010/11 and involved in-service for all staff and included an information evening for all parents. This information evening was repeated in 2011/12. Students were introduced to the system through discussions with their tutor teachers as well as their own subject teachers.

	2010		2011		2012	
	CGS	Argyll & Bute	CGS	Argyll & Bute	CGS	Argyll & Bute
	%		%	%	%	%
<b>5+ Level 5</b>	53	53	53	56	56	53
<b>1+ Level 6</b>	46	48	39	49	45	45
<b>3+ Level 6</b>	20	24	23	27	23	24
<b>5+ Level 6</b>	5	9	10	13	7	10

\*2011 results are post appeal

While there has been an increase over the 2011 figures in two of the measurements, the conversion rate from S4 to S5 still remains an issue in some areas. Although the overall % rate passes are still encouraging the significant decrease in the % number of students achieving an A pass at Higher shows that there is still much work to be done in the conversion rate from Standard grade to Higher.

## S5 Higher

Of the departments presenting students at Higher the results in comparison to 2010, 2011, are:

	2010	2011	2012	2010	2011	2012
	%			%		
	A passes	A Passes	A Passes	A-C Passes	A-C Passes	A-C Passes
English	6	35	6	67	96	89
Maths	14	39	28	71	78	89
French	0	50	25	100	62	88
Spanish		100	33		100	33
Geography	59	69	58	88	100	92
History	0	56	7	82	89	53
PE	22	50	40	89	100	100
Biology	12	21	0	75	71	100
Chemistry	0	69	8	67	85	100
Physics	25	55	25	62	82	83
Administration	33	50	0	100	100	100
Business Management	40	20	0	80	80	100
Computing		0	0		100	67
Art and Design	0	0	17	100	80	83
Product Design	0		0	50		33
Music	30	42	38	90	100	62

Although the % of A passes was disappointing in some subjects and with some marked fluctuations from year to year due to pupil numbers sitting each course, the overall A-C pass rate % shows improvement over a number of Higher courses.

Of the departments presenting students at Intermediate 2 the results in comparison to 2010, 2011, are:

### S5 Intermediate 2

	2010	2011	2012	2010	2011	2012
	%			%		
	A passes	A Passes	A Passes	A-C Passes	A-C Passes	A-C Passes
English	19	12	14	85	82	88
Maths	14	22	50	29	61	75
French	100		50	100		100
Spanish	100	29	33	100	71	100
Geography	25	38	17	50	62	100
History	0	14	0	50	93	82
PE	87	74	73	100	100	100
Biology	0	6	11	43	61	67
Chemistry	40	0	50	80	67	100
Physics	25	0	0	75	100	33
Administration	33	11	0	100	100	100
Business Management		40	57		100	100
Computing	25	33	0	50	100	100
Art and Design	40	22	20	90	100	80
Product Design	0	50	50	100	100	100
Woodworking Skills	50	73	17	100	100	83
Graphic Communication		50	0		90	40

Although the % of A passes was disappointing in some subjects and with some marked fluctuations from year to year due to pupil numbers sitting each course, the overall A-C pass rate % shows improvement over a number of Intermediate 2 courses.



S6

	2010		2011		2012	
	CGS	Argyll & Bute	CGS	Argyll & Bute	CGS	Argyll & Bute
	%		%	%	%	%
<b>5+ Level 5</b>	53	57	59	59	62	59
<b>1+ Level 6</b>	46	55	56	58	53	58
<b>3+ Level 6</b>	29	34	31	37	33	38
<b>5+ Level 6</b>	15	22	21	23	25	27
<b>1+ Level 7</b>	6	15	4	16	19	21

\*2011 results are post appeal

The S6 results are very encouraging with continued improvement being shown across all levels, with a marked improvement being made in the % pass rate at 1+ level 7.

Overall the exam results continue to show signs of improvement. The final table illustrates this.

Cumulative and 3-year average whole school attainment. % S4 Roll attaining by the end of S6. CGS position against 20 comparator schools.

<b>% S4 Roll attaining</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>Performance</b>
1+ level 7 (AH)	16 <sup>th</sup>	20 <sup>th</sup>	1 <sup>st</sup>	In line with other schools
5+ level 6 (H)	16 <sup>th</sup>	5 <sup>th</sup>	3 <sup>rd</sup>	Better than
3+ level 6 (H)	19 <sup>th</sup>	9 <sup>th</sup>	5 <sup>th</sup>	Better than
1+ level 6 (H)	11 <sup>th</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	Better than

5+ level 5 (Cr)	7 <sup>th</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	Much better than
5+ level 4 (G)	6 <sup>th</sup>	5 <sup>th</sup>	2 <sup>nd</sup>	Much better than
5+ level 3 (F)	14 <sup>th</sup>	11 <sup>th</sup>	8 <sup>th</sup>	In line with other schools

### Third and Fourth Year

**Skills for Work Courses in partnership with Argyll College. The results for 2012 at the time of printing this report were not available. 2011 results were:**

A total of 28 students were involved.

Skills for Work Unit	Number of Pupils	Number of Modules passed
Intermediate 1 Construction	8	64
Intermediate 1 Childcare	6	21
Intermediate 1 Hairdressing	6	16
Intermediate 1 Rural Skills	8	56

#### Intermediate 1 Construction

Construction Crafts: Employability Skills  
 Construction Crafts: Plumbing  
 Construction Crafts: Half-Brick Walling  
 Construction Crafts: Site Carpentry and Bench Joinery  
 Construction Crafts: Decorative Painting  
 Construction Crafts: Roof Tiling  
 Construction Crafts: Practical Copper Pipework  
 Construction Crafts: Carpentry and Joinery Techniques

#### Intermediate 1 Childcare

Play in Early Education and Childcare  
 Child Development  
 Working in Early Education and Childcare  
 Parenting

#### Intermediate 1 Hairdressing

Hairdressing: Employability Skills

Hairdressing: Salon Awareness  
 Hairdressing: Working in the Salon  
 Hairdressing: Creativity

### Intermediate 1 Rural Land Skills

Estate Maintenance: An Introduction  
 Land-based Industries: An Introduction  
 Employability Skills for Land-based Industries  
 Animal Husbandry: An Introduction  
 Animal Handling: An Introduction  
 Crop Production: An Introduction  
 Soft Landscaping: An Introduction

### SQA Attainment 2011-12 – CGS Learning Centre

<b>Access 1</b>	D3JT 07	English and Communication Language Study - Conveying Information in Writing	1 student
<b>Access 1</b>	F35K 07	Physical Education: Supported Participation in Individual Activities	1 student
<b>Access 1</b>	F35J 07	Physical Education: Supported Participation in Group Activities	1 student
<b>Access 1</b>	D3K6 07	Personal Hygiene: Commonly Used Products	1 student
<b>Access 1</b>	D3K7 07	Personal Hygiene - Carrying Out Activities	1 student
<b>Access 2</b>	D556 08	Using Mathematics in Everyday Situations 1	1 student
<b>Access 2</b>	D557 08	Using Mathematics in Everyday Situations 2	1 student
<b>Access 2</b>	D558 08	Using Mathematics in Everyday Situations 3	1 student
<b>SCQF Level 3</b>	F3GK 09	Using number: Calculation	1 student
<b>SCQF Level 3</b>	F3GG 09	Using Graphical Information	1 student

### ASDAN Attainment 2011-12

<b>Course Name</b>	<b>Modules</b>	<b>Number of students</b>
<b>New Horizons</b>	Personal	3
	Social	3
	Health	3

	Citizenship	3
	Relationship	3
<b>Towards Independence</b>	Relationships	2
	Current Affairs	2
	Citizenship	3
	Out in The Community	1
	Using a Computer	1
	Sports Studies	1
<b>Transition Challenge</b>	Knowing How	1
	Making Choices	1
	Feeling Good	1
	Moving Forward	1

**What did our pupils do when they left school?**

### LEAVER DESTINATIONS

#### NUMBER OF PUPILS LEAVING IN SCHOOL YEAR 2011/2012 – 98

Higher Education	34.7%
Further Education	14.3%
Training	3.1%
Employment	33.7%
Voluntary Work	0.0%
Activity Agreements	0.0%
Unemployed (Seeking)	10.2%
Unemployed (Not seeking)	3.1%
Not known	1.0%

**Positive destination % - 85.7%**

## **Pupil Achievements**

Pupils achieve widely within and beyond school. Achievements include

**Local and national awards in Art** –the most prestigious award came when Glasgow City Council made Amy Shaw’s Olympic Mandeville design into a full sized model to advertise the commonwealth games in Glasgow.

Jordan Brown won the Wind-towers Logo Competition.

Struan Watson was shortlisted for BP Next Generation Winter School.

Shannon Ellis was runner up in Friends of the Royal Scottish Academy Schools art Award.

Justine Nawrot is the new winner of the national JoLoMo competition.

**In Modern Languages** – Sally Chute was awarded the school's first Scottish Baccalaureate for languages and will also be awarded Distinction.

Sally participated in the Euroscola trip to Strasbourg funded by the local Rotary club last February. She also won the top state school award in a national competition.

**In Music** – Kintyre Schools Junior Band - Gold Award at National Concert Band Festival in Birmingham.

Campbeltown Grammar School Pipe Band retained its Championship title.

Several pupils were successful in Associated Board of the Royal College of Music exams including Morbheinn McAllister who passed at Grade 8.

**In sport** - Neil Littleson won the u14 Boys Singles at the Argyll and Bute Secondary Schools **Badminton** Championships, held in Oban in January. Neil also won the schools singles title and the doubles, together with Raymond Gosling.

Within the school, Calum Hooper won the Boys Singles for the fourth consecutive year; he held the junior title for 3 years and has now won the senior title for the first time.

Nicola Blackstock also holds a winning record for four years - in either singles or doubles - in the schools competitions.

Our under 18 **football** team had a very successful season – particularly the 7:2 victory over Lochgilphead High School!

**In Home Economics** - 90 pupils sat and passed their Royal Environmental Health Food Handlers Certificate.

**In serving our community or serving others** - Nearly £300 was raised by S3 for the Linda Norgrove Foundation, through the RE 'making a difference / putting belief into action' & global citizenship.

S6 students raised funds, stocked, packed and delivered Christmas Hampers for senior citizens.

A cake in the shape of Campbeltown Picture House to celebrate its centenary, made in **Home Economics**, involved all s1 and s2 investigating the history of the picture house. Pupils wrote a short piece on what the picture house meant to them and then drew out design ideas for the cake. S1 and S2 pupils worked on it over a number of weeks after school, making all the component parts before putting it together with help from Karis Rich in S5.

Liam McCallum was awarded "Highly Commended" in the **Young Volunteer** category by Argyll Voluntary Action. His award is based on his fundraising for Autism Argyll by participating in last year's Mull of Kintyre 10K.

## **Conclusion**

Session 12/13 has been a key year for the Grammar School. Our main achievement has been to design a curriculum for the young people of Campbeltown and its surrounding areas which we believe will meet the varied needs and aspirations of the pupils in our school.

We are confident that our curriculum will raise aspirations, enable successful learning and meet the needs of our community in all its variety. We aim to ensure that all our young people have choices and that, through these choices, they secure a future which is both positive and fulfilling.

Priorities for this period of new Headship have included building relationships with pupils, parents and the community, praising and encouraging the many strengths of the school and setting an improvement agenda too. I am working on ethos, pupil movement and conduct around the school and uniform.

I am very impressed with the scope of achievement opportunities staff offer pupils and the range of colleagues' contributions to the school. The staff have also to be commended for their unfailing resilience and cheerfulness through extremely difficult conditions pertaining to the age and stage of our current school building.

We look forward to next session and, in particular, to further developments with our new school.

Those of us already privileged to serve the young people of Campbeltown by working in Campbeltown Grammar School, now have a unique opportunity.... We are involved, along with our community and young people, in shaping a school which will be a place of learning for the children of Campbeltown and its environs long after we are not.... What an amazing thought and what a privilege to be part of it!

Catriona A. Hood  
Head Teacher