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 2013 was in line with predictions and there was a variety of local and national achievements. The prospect of a new school engages both school and community – as do 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

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- 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

To implement the curriculum in line with Curriculum for Excellence (CFE)

This is the first year of our new Senior Phase Curriculum. We have implemented our curriculum and are learning as it progresses. As we hoped, it has given individual pupils considerable flexibility to follow personalised programme of activities and studies — including work experience, work placements and volunteering. The amount of choice available to students has increased motivation among pupils and we are seeing fewer referrals for poor conduct and better participation in school.

We are looking carefully at our Friday programme and the period structure on these days and monitoring attendance and pupils' experiences.

In response to evaluation of session 2013-2014, identify any developments for curriculum in 2014/2015

Comments above about our new curriculum are made in early days of implementation. A full evaluation involving pupils, parents, school staff and partner providers will take place and the results of this will influence curriculum design for next session. Our curriculum will not change radically – but we will be able to improve provision in response to what we learn when evaluating this year's programmes.

Improvement through self-evaluation

We are planning a programme of evaluation activities and these will involve parents/carers and pupils. Examples include evaluating the Senior Phase curriculum, the reports we send home to parents/carers, homework and learning and teaching in our classes.

Devise and implement a whole school statement on learning and teaching

We are working on learning and teaching by taking what we do best and using this to set a standard for learning and teaching across the whole school. We now have a statement which has been agreed with staff. Our next step is to share it with pupils and parents. This statement will set the standard against which we monitor and evaluate learning and teaching across the school.

To work alongside the Council's Special Project Team in assisting the development of the new Grammar School

This is the most exciting part of our improvement plan as we share ideas and respond to consultation about our new school.

Develop a cluster based approach to assessment, tracking and monitoring at transition in partnership with associated primary schools

We are working closely with our associated primary schools to make sure we have a common approach to assessment and a shared understanding of the levels and terminology we use in reports to parents/carers. Our early S1 reports make better use of assessment information transferred from primary.

Monitor and evaluate new reporting structure for session 2013-14

Changes to our senior phase curriculum give us the opportunity to consider how we report to parents. We are working on structures for interim and full reports and have plans in place to improve the quality of these. We are also re-introducing tracking and monitoring reports in S1, S2 and S3.

In addition to the projects and targets above, we will continue to develop

- Getting It Right For Every Child ensuring the best outcomes for every young person in our care and working closely with partner agencies to support every young person to be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included (known as SHANARRI well-being indicators)
- Opportunities for All ensuring the best outcomes for all young people at 16+ in partnership with Skills Development Scotland
- Use of ICT making best use of ICT resources and planning for the future
- Literacy, Numeracy and Health and Wellbeing across the school with particular emphasis on how we report progress to parents/carers

Report on Attainment 2013

SQA Exam Results Analysis and statement on wider achievement

Introduction:

Strengths in 2013 include the breadth of attainment and the wide range of achievement across the school. In S4, S5 and S6, there were individual pupils with very high attainment. Pupils have achieved well from Access 1 courses to Advanced Higher courses. During the summer holidays, the school held a results and coursing workshop which over 90% of senior pupils attended to plan course uptake for the new session. The school will set targets for attainment in 2014 – particularly for 5+ at Level 5 SCQF at the end of S4

S4 attainment

Year Group Size:		10	104			
5+ at Level 3	2009	2010	2011	2012	2013	Argyll and Bute 2013
	91	94	96	94	90	92.4
5+ at Level 4	84	83	85	74	66	78.0
5+ at Level 5	41	33	43	41	31	38.7

Results declined since 2012 and saw the lowest performance in 5 years. This is cohort related in that lower attainment was predicted for this particular year group both in on-going assessment and in CAT analysis.

There were strong performances in the following subjects:

Geography (SG)
History (SG)
PE (Int 2)
Craft and Design
Hospitality
Music

64 pupils
71 pupils
43 pupils
46 pupils
18 pupils
34 pupils

At Standard Grade level, there were no significant declining or improving trends.

Looked After Children performed well across a broad range of subjects and awards.

As a new HT, I am aware of the many strengths of the school – particular in pupil support. Unemployment figures and the poverty index show some of the difficulties experienced in the school's very varied catchment area.

Some pupils achieved very highly eg 5 A Highers or all Standard Grades at 1 / Intermediates at A-16 from a cohort of 104 achieving all credits/Intermediate at A or B.

The breadth of awards and achievements for pupils with learning difficulties is also a strength. Courses include New Horizons, Towards Independence and Transition Challenge. Access 1 and 2 courses had an excellent pass rate.

But even given the challenges of the varied catchment and the cohort related issues, our performance should grow above a third of S4 achieving 5+ awards at SCQF level 5. This figure has been above 40% each year in the last five years and the target for Campbeltown Grammar School should be a minimum of 40% for 5+ awards at SCQF level 5

Action Plan

- The School Improvement Plan targets learning and teaching to devise a learning and teaching statement which sets a standard for lessons throughout the school. This work is already underway.
- Attainment discussions have taken place between HT/DHT and each subject department using Fyfe Analysis Relative Values which included target setting.

S5 and S6 or S5/6

Year Group Size 2012/2013

S5 61 68

Attainment in S5 showed slight decline on 2012 but on the whole held steadier and was closer to Authority averages.

CGS	Argyll and Bute
90%	95%
77%	85%
50%	55.7%
41%	52.9%
21%	30.4%
8%	13.10%
	CGS 90% 77% 50% 41% 21% 8%

At Higher level, there were some strong subject performances including

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Higher	Grades A-C	Numbers presented
English	90%	20
French	100	3
Spanish	100	2
Geography	93	15
Business Man	100	4
PE	89	9

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At Intermediate 2, there were some strong subject performances including

Int 2	Grades A-C	Numbers presented
English	93%	27
French	100%	2
Spanish	100%	3
Physics	100%	5
Geography	100%	4
History	90%	10
Admin	100%	4
Business Man	100%	2
Woodwork	100%	3
PE	100%	14

By the end of S6 there was good Value Added performance to attainment and achievement at the end of S5 in 2012.

In Advanced higher, there was good performance in Spanish, Geography, Biology, Physics and Music.

Overall comment and actions arising:

There are strong subject performances across the school in S5 and S6 at all levels. This takes place in the context of bi and tri level teaching in almost all classes.

Wider achievement includes Duke of Edinburgh, ASDAN, Food Hygiene, Food Handling, Sports Leader, Coaching and various volunteering/citizenship awards.

The numbers presented for Higher seem are slightly lower than would be expected and our target for the end of S4 - minimum 40% 5+ at Level 5 - should increase presentation numbers in Higher.

As the current S4 come through National 5 for the first time, there could be an impact on improving Attainment 2015 as S4 with more specialise learning in S4 National 5 are presented for Highers.

The Action Plan for attainment at S4 also pertains to S5/6 – namely – the school Learning and Teaching Statement and comprehensive attainment reviews shared by HT/DHTs and Departments

Overall, the results confirm that there is much that makes CGS a very good school – particularly Pupil Support, Support for Learning and Curriculum as a totality of experience. The staff are committed, hardworking and open to change and new leadership.

Opportunities for achievement are very good and should continue to go from strength to strength.

Wider Achievement

Pupils have opportunities to gain certification for their wider achievements, recognising that attainment in examinations does not tell the full story. Pupils gained awards in the course of the year from the following bodies:-

- ASDAN awards
- Duke of Edinburgh's Award Scheme
- The Associated Board of the Royal Schools of Music
- Royal Environmental Health Institute of Scotland
- UK Maths Challenge
- Scottish Maths Challenge
- Mid Argyll Music Festival
- Kintyre Music Festival
- Argyll and Bute Youth Games
- Young Leaders Sports Programme
- Saltire Awards

In addition individual pupils gained a number of National Awards. These and some of the other awards gained are detailed below:

Extra Curricular Activities

The school continued to offer a wide range of activities throughout the year. Last session the following clubs were well attended and all students enjoyed this other side of school life through the following examples:

- Lunch games
- Drum and Bass
- Digital Photography
- Canoeing
- S1 Science
- Girls Fitness
- Inter-House Competitions
- Computing
- Rugby

- Powerhooping
- Educational Excursions

S3 pupils who chose **Geography** in the 'Personalisation and Choice' block were involved in field work.

Pupils were engaged in traffic surveys, land use surveys and environmental surveys within Campbeltown. The results of these surveys enabled them to discuss and use data which had been collected and then to process some of the data.

One of the most successful aspects of **Geography** fieldwork was the 'pretend' river in the i-arena where all had good fun measuring the speed of the river with table tennis balls and stopwatches, measuring the depth of the river and measuring pebbles from the river.

Those who have chosen National 4 and 5 will now have the opportunity to visit Carradale Water on 7th June to collect real data which some may use for National 4 Added Value assignments or National 5 assignments.

The S5/6 **Business Management** class has had a close working relationship with Springbank Distillery. Sales and Marketing reps have given a presentation and Q and A session to the class. During the last week of term the pupils were also given a guided tour of the distillery to illustrate a 'real life' business and look at Operations, Marketing and Finance to the local company. The HR manager also gave the pupils an opportunity to apply for work experience or for the Whisky School free of charge – this normally is charged £1000 per person.

In June, the **Home Economics** department ran two very busy activity days with over 40 pupils opting each day to develop baking, cake decorating and sugarcraft skills.

The overall standard of work in this area continues to be very high. In December, S5 and S6 pupils' final projects were set out on display in G10. Prize winners were awarded certificates in a number of categories.

This year staff cakes were also on display and much admired after staff and pupils joined us, for cake decoration classes, after school to develop cake decoration skills.

As part of **Farmhouse Breakfast Fortnight**, S2 and S4 hospitality pupils made and served muffins and bagels, New York style, in the foyer - hopefully encouraging everyone to have a healthy start to the day.

In February, to promote **Fairtrade Fortnight**, S4 hospitality pupils made dishes using Fairtrade produce and set up a stall in the foyer.

In January, as part of an IDT with Art, S2 pupils investigated seasonal, sustainable food and designed menus for 'Café Scotland' as part of a national art/ nutrition competition. Although the art department, due to staffing, didn't manage to complete the posters, a number had finished with us and these were sent off.

In May, we held the last **Hospitality Oscars** ceremony. Pupils were nominated in a variety of categories by their peers and teacher and the winners were awarded prizes. Chef of the year and runner up were awarded.

Working across three departments in a **Technology IDT**, pupils were given the task of designing and make a biscuit which could be served with Mull of Kinyre Extra Mature Cheese. Teams also had to design the packaging and a web site to promote their product. Pupils had organised team meeting s half way through the task and the judging was carried out by representatives from the Creamery and a local hotel. Pupils have thoroughly enjoyed this task.

In May, a large number of pupils became involved in the **Picture House Centenary**

Project. S1 and S2 pupils wrote of their memories of the picture house and helped draw out design ideas for the cake. Junior pupils came in after school two nights a week and Karis Rich in s6 used her hospitality periods to help decorate a stunning cake to celebrate the Centenary of The Picture House. The cake, storyboard and designs will be on display in the town for a week before being set up on the evening of the gala event. A cutting cake made by S5 hospitality pupils, using Fairtrade ingredients, was also presented on the evening.

A successful bid from the Food Standards Agency allowed 80 pupils from Hospitality to sit and achieve the REHIS Food Handlers' Certificate. A representative from Environmental Health is visiting in June to award certificates to all S3 pupils.

The P7 transition week involved all pupils making fresh fruit salads and learning the importance of a balanced diet and '5 a day'. They were very ably assisted by S3 Columba 1400 pupils when learning how to use sharp knives to prepare the fruit.

In April we ran a busy **Chocolate Workshop** for S1 and S2 after school

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

Kintyre Schools' Pipe Band retained its exceptionally impressive form both in competition and in performance at home.

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

In **Computing**, the Computing Club runs once a week in Computing or Administration. Pupils are also given the opportunity to compete in the Young Game Designer BAFTA awards which is a yearly competition, this is open to programmers or to young people who have an "idea" even if they don't have programming skills

2013-2014 pupils have been given the opportunity to take part in Microsoft's Kodu Cup using the Kudo game language. Computing Science has 10 Xbox controllers which can be used for this purpose; pupils must be familiar with the Kodu programming language. Pupils will experience this in 2nd year (2013-2014).

The **Maths** department continues to participate in the UKMT set of challenges at Junior/Intermediate and Senior levels. Several pupils achieved certificates.

Pupils are also encouraged to take part in the Scottish Maths Challenge organised by Glasgow University.

In **Modern Languages**, Sally Chute became the first ever pupil in CGS to have gained an Advanced Higher Spanish. We are confident that she will also gain her full Scottish Baccalaureate in Languages. Sally also took part in the Euroscola trip to Strazbourg where she attended the Youth Parliament and addressed the forum in French and in Spanish.

Sally Chute further won third prize in the Amopa National Speaking competition run by Heriot Watt University. Mr. Gerry Toner came to Campbeltown to present Sally with her prize.

48 pupils took part in a cultural visit to Northern Spain during the Spring Break, many of whom have expressed an interest in studying or have opted to study Spanish in the senior phase

Approximately 50 S1 and S2 pupils enjoyed a visit to the Glasgow Film Theatre to see La Guerre des Boutons and thoroughly enjoyed both the film and the outing, many stating that it made the language real for them.

The **History** department is very much involved in the wider life of the school. For example,

the department runs a lunchtime games club, a model club, a voluntary after school Study Support Club as well as having an involvement in the expedition side of the Duke of

Edinburgh's Award. We were also involved on the School trip to Spain this Easter. The department was also represented in the transition weekend camp at Castle Toward.

In **Art**, an S3 pupil, Justine Nawrot won the national Jolomo award – winning £500 and praise from the Scottish Government.

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.

In P.E., teams from Campbeltown Grammar School won:

- MAKI Football (Junior Girls)
- MAKI Volleyball
- MAKI Badminton
- Argyll and Bute Secondary School Boys Gold Championship
- Argyll and Bute Secondary Schools Youth Games Girls Swimming
- Argyll and Bute Secondary Schools Youth Games Badminton

At national level, Campbeltown Grammar School came third in the Brodie Scottish Schools Team Championship in Swimming.

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 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.

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

2012/2013 was a successful and interesting year for Campbeltown 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 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 opportunity and what a privilege to be part of it!

Catriona Hood