



Rothesay Joint Campus Report to Committee 2012/2013





Context of our school session 2012/2013

The Campus was inspected in March 2013, the inspection model used was that used for 3-18 schools. The inspection team looked at particular aspects of the school’s recent work, including the ethos of the campus as a learning community with improved behaviour, improving approaches to learning, teaching and assessment and how staff support all children and young people to achieve positive outcomes, through partnership working. Education Scotland concluded that:

“We are satisfied with the overall quality of provision. We are confident that most of the school’s self-evaluation processes are leading to improvements.”

We are creating an action plan that we will work on with support from local authority and Education Scotland staff as we require. Throughout this document are quotes from Education Scotland that further evidence our work. These quotes are in italics.

How well have our children and young people learned and achieved?

Strengths

Across the Campus children and young people continue to be well-behaved and are respectful of the learning environment. Effective management of behaviour remains a campus priority for continued improvement and staff development. In secondary, significant improvements in behaviour have seen improvement in attainment and achievement.

“Across the Campus, relationships between staff, children and young people are positive. Teachers use positive behaviour strategies effectively to create an encouraging learning environment for children and young people.”

S4 – These figures show what cognitive ability testing (CAT) predicted our pupils could achieve, what we were predicting in May they would achieve, their prelim results and the final SQA results (pre appeal)

	CAT	May	Prelim	SQA
5+@ Access 3/foundation standard grade	88.7	75.8	81.7	90.1
5+@ Intermediate 1/general standard grade	78.6	65.5	51.2	70.3
5+@ Intermediate 2/credit standard grade	28.0	22.9	24.3	24.6

Gains were made from predictions and prelim results to final results.

“By the end of S4, performance in English and Mathematics at SCQF level 3 has improved and is now better than schools which serve young people with similar needs and characteristics. At 5+ level 4 or better, the school performs better than schools which serve young people with similar needs and characteristics. Young people perform well in modern languages.”

S5 Higher results

	2013	2012	2011	2010
1+ pass	54.2	32.9	45.9	36.2
3+ passes	28.8	22.9	25.9	16.0
5+ passes	11.9	10.0	14.1	5.3

Higher results show gains on last years. However, this was expected from this cohort of pupils based on their S4 performance.

“By the end of S5, at 3+ level 6 and 5+ level 6 the school has improved performance from below, to in line with, national averages. Performance is now better than and much better than comparators at this level.”

“By the end of S6, there is an improving trend in performance at 5+ level 6 and 1+ level 7. Performance at 5+ level 6 is now better than comparator schools.”

In pre 5, children are enthusiastic about their learning and are well settled and secure in their surroundings. They are making increasing use of the stimulating outdoor learning opportunities both on and off Campus including our new outdoor adventure area and use of the grounds of Mount Stuart to deliver Forest Schools.



These activities have seen pupils develop confidence, team building skills and improved awareness of the local environment. Having a pre-5 DHT has improved transitions to P1 on Campus. Most children are becoming independent in their learning.

“Observing learning, interactions and informal conversations, looking at children’s work throughout the nursery rooms and in their Learning Journeys and speaking to children staff and parents suggests that almost all children in the nursery are making appropriate progress with their learning against national standards. For those who have specific barriers to their learning, progress is appropriate to their level of needs.”

At the primary and secondary stages most children and young people are motivated and enjoy learning. There is an ethos of school is for learning and teachers now have higher expectations of pupils. In most lessons, pupils talk confidently about what they are learning and work successfully to complete their activities.

Primary Burns Supper





“Within the primary stages staff have increased children’s understanding of themselves as learners through the development of Learning Journeys. Professional learning opportunities in the use of coaching techniques to develop learning conversations have resulted in more meaningful dialogue with children about their learning.”

Having a primary teacher teaching maths and English in S1 and S2 enhances the learning transition for pupils from our Campus primary. Secondary teachers providing primary non-contact time on Campus ensures more breadth, depth and enhanced learning experiences for pupils in Rothesay Primary.

Across the Campus there is increasingly a culture of attainment and achievement.

“Many teachers provide extra support during lunchtime and after school.”



Most young people move on to training, further or higher education when they leave school.

“A high proportion of young people leave school to enter higher or further education. The HE rate is consistently above comparators.”

As a Campus we place great emphasis on raising attainment, using a range of strategies, these include school and department self-evaluation calendars, tracking and monitoring, learning visits, detailed reports for each pupil, analysis of results and results discussions.

We value achievement across Campus and offer planned opportunities for achievement through participation in sporting, musical, cultural opportunities and competitions, support for community and school events. Achievements are celebrated at assemblies, open evenings, prizegivings, newsletters, the local press, displays and regular presentations of certificates and awards. Across the Campus children and young people’s learning experiences are enhanced through the wide range of links with learning partners.



“Children and young people’s learning experiences are enriched through educational visits and participation in school and local community events. These opportunities, along with leadership roles as committee and pupil council members, help children and young people become more confident and responsible citizens. This aspect is further developed through fund raising activities such as, ‘Pay It Forward International Day’ and ‘Red Nose Day’. Local community groups and clubs provide opportunities for young people to broaden their skills. Examples include: the Bute Shinty Club provide a pathway from school to the community club; weekly sessions delivered by volunteers support children to participate in the Cowal and Bute Winter League; the Bute Rugby Club deliver tag rugby for P5 pupils and secondary pupils; the local Rotary is an active partner, enabling learners at S6 to engage in mock interviews and CV planning; a P7 Dragons Den programme helps pupils to develop their enterprising, teamwork, creativity and presentation skills. The Champions in School programme helps S1/2 pupils to develop their self-belief, confidence and healthy winning attitudes. A few young people gained increased confidence, resilience and team working skills through their sailing experience with the Ocean Youth Trust. Author visits, summer reading challenge planned jointly with the school and local library raises the profile of reading for pleasure as an important life skill.”



Winners of the XL pool tournament



Remembrance day at Cnoc An Raer

In this session there has been a primary pantomime in which all pupils were encouraged to participate. The swing band again played at a number of school and community events. Pupils were successful at the Argyll and Bute Golf Championships, the Argyll and Bute Youth Games and a variety of football and shinty tournaments. Hospitality pupils catered a number of events including a staff Christmas lunch. S1-S3 pupils had the opportunity to go skiing in Italy. Our strong partnership with Mount Stuart continues with our primary choir performing at a wedding and a large number of pupils from across Campus supporting the annual Eat Bute event. Pre 5 pupils hosted a strawberry tea for parents, carers and friends whilst all primary classes shared their learning through assemblies.



Eat Bute

How well do our children and young people learn and achieve?

Priorities for future development

In pre 5 staff will continue to involve children and parents more in planning and self-evaluation of what they are going to learn and what they have learned and will link this learning to Curriculum for Excellence outcomes.

Across the Campus we will ensure that literacy, numeracy and health and well-being are coherent and embedded in all curricular areas.

Continue to develop staff understanding of the new curriculum, courses and assessment procedures.

Develop effective mechanisms for strategic tracking of attainment and achievement from pre5-S3.



How well do we support children and young people to develop and learn?

Strengths



Across the Campus, staff know the children and young people well as individuals. At the primary and secondary stages, tasks and activities are well-matched to learners' needs in most lessons. Improved use of assessment strategies and cooperative learning has led to greater pupil participation and engagement in learning. Support staff interact well with children, young people and teaching staff. The Campus has a very strong, caring and inclusive ethos.

“Almost all teachers know young people well. Information on the needs of young people, including those with more complex needs, is made available to all staff by the support for learning and guidance teams. This information, in conjunction with formal and informal meetings, contributes to the progress pupils make in their learning.”

The accessibility of promoted staff across Campus allows us to have good knowledge of each pupil as an individual with formal and informal procedures for discussion, consultation, information sharing and observation. We employ the services of a youth worker and counsellor to enhance support for pupils. We continue to use assertive discipline in conjunction with restorative practices to teach pupils the behaviour we want and foster positive relationships. We have a strong record of achieving positive outcomes for troubled pupils at risk of disengaging from the educational process. We work tirelessly with a range of agencies to deliver positive outcomes for children and young people.

Work Experience

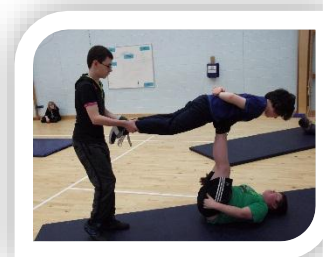


“Primary, secondary and support for learning staff are knowledgeable about the children and young people they work with. They are committed to ensuring their learning and pastoral needs are being met. They have developed strong relationships with children and young people to support their learning.”

Across the secondary, teachers have reviewed their courses, taking account of Curriculum for Excellence guidance. At the primary stages, teachers plan for all curricular areas and are making links across different subjects.

Pupil needs are regularly discussed at formal meetings at all levels.

Our secondary curriculum structure offers pupils a range of qualifications and experiences including skills for work courses, personal development (XL) and youth achievement awards.



Secondary referrals, tracking and monitoring and target setting allow for dialogue with staff pupils and parents regarding the best ways for pupils to learn. The school takes a flexible and personal approach to ensure young people access the most appropriate courses for their needs. These provide good opportunities for young people to learn in different settings and within the community.

“Children and young people develop their leadership and citizenship skills by leading and taking part in fundraising activities or community projects. The XL group organised and distributed Xmas hampers to the residents of sheltered housing. Older children within the primary and secondary stages have learnt responsibility through mentoring and supporting their younger peers.”



XL Christmas hamper



There are good transition arrangements for children moving from pre 5 providers on the island to the primary and from the Campus primary and other primary schools to the secondary.

“The curriculum aims to help children and young people make links across their learning, offer personalisation and choice and provide smooth transitions as children move from pre 5 to primary one and Primary 7 to S1.”

Priorities for future development

There is a need to extend learning further, ensuring improved pace and challenge.

Further develop opportunities for pupils to enhance their leadership.

Class teachers need to ensure they provide high-quality support for all learners in their class.

Support for learning, guidance teachers, primary class teachers and support staff need to work more closely together to provide the relevant support to meet children and young people’s additional learning needs.

We will build on young people’s prior learning at points of transition.

How well do we improve the quality of our work?

Strengths

Across Campus, staff are reflective as individuals, keen to develop professionally and to improve children and young people's learning experiences. A culture of reflection and self-improvement is developing.

"Staff are reflective and are committed to securing continuing improvements to learning and teaching. Promoted staff observe learning and teaching in classes and provide written and oral feedback to staff with action points. Teachers observe each other on an informal basis and share good practice through regular professional dialogue (this is facilitated by the small size of the school / campus which teachers feel helps them to speak to each other regularly.)"

There are robust frameworks for self-evaluation which have resulted in increased levels of understanding of responsibility and accountability, empowering principal teachers and supporting the development of their leadership.



In primary forward plans are reviewed termly with staff, this includes a discussion about pupil progress based on assessment information and tracking.

Staff at all levels in secondary are taking increased responsibility for results, attainment and data analysis. There are increased levels of understanding across Campus of using such learning to shape practice to secure improved outcomes for pupils.

"At S4 to S6, a more systematic and rigorous monitoring young people's progress and improved outcomes for learners. A mentoring people to fulfil their potential and achieve



approach to tracking and attainment is leading to programme supports young highly."

Leadership capacity across the Campus is raised standards, improved learning and increased attainment and achievement. All Campus working group and some are linked to the curriculum and assessment. year undertaken the Harvard Teaching for culminating in three sessions of Money Matters for S1 pupils and Primary 7's across the island.

improving; this has resulted in teaching methodologies and teachers are members of a leading on new developments Four Campus staff have this Understanding module,

"Staff feel well supported and value their positive relationships with senior managers. Principal teachers feel very well supported and find the headteacher and senior leadership team responsive to new ideas. Principal teachers are effectively taking forward learning and curriculum developments in their respective areas and they are taking the opportunity provided by the headteacher to contribute to the strategic direction of the work of the campus."



Priorities for future development

Continue to engage in effective joint planning of the curriculum and learning in order to share best practice and maximise the potential of being a Joint Campus. Continue to develop an ethos of self-evaluation that ensures impact and benefit to pupils.

How do we ensure equality and inclusion and promote diversity across the school?

Staff across the Campus are knowledgeable about pupils at risk of missing out and these pupils are discussed at weekly meetings by senior staff. Primary class teachers and secondary guidance teachers know which of our pupils may be at risk and they are discussed regularly with senior staff and other agencies.

Activities are planned across Campus to ensure pupils are included and achieving and there is a fund which is used to provide financial assistance for social inclusion as required.



Residential visit to Lochgoilhead



The curriculum promotes equality and inclusion. In the secondary there has recently been a focus on anti-bullying after pupils identified this as a concern. This issue continues to be high profile across Campus.

We have been successful in using alternative approaches with pupils otherwise at risk of repeated/extended exclusion.

Auschwitz Scottish Parliament Visit



“Partners value the strong working relationships they have with staff and learners. They are treated with high levels of respect and find the staff they engage with go well beyond the call of duty.

Very effective partnerships with local organisations and businesses are well used to deliver work experience. The wealth of connections leads to opportunities that are varied and closely match the interests and needs of young people. Partners such as the Glenburn Hotel, Mount Stuart and Bute FM are clear that the tailored approach and preparation work with young people leads to positive experiences which meet the needs of both learners and partners.”

New pupils, including those from other countries for whom English is a second language, feel welcome and supported and are included effectively into the Campus making good progress in their learning. Support for interrupted learning ensures pupils are able to effectively reintegrate back into class. Across Campus parties, dances, residential experiences, shows and performances are fully inclusive. In the secondary, effective arrangements are in place to ensure pupils receive appropriate support in SQA exams.

As a Campus we raise a great deal of money for charities locally, nationally and internationally. This work allows pupils to reflect on disability, illness, medical research, support for families, education and life in a third world country and how they and others are affected by such issues.

“Across the campus, School and House Captains willingly take on responsibility such as organising whole school events and are positive role models to their younger peers. Working with others they organise inter-house challenges to help pupils gain a sense of identity with their house and the school.”

Secondary pupils have participated in the lessons for Auschwitz project for the last three years sharing their learning across the Campus and the wider community through assemblies, presentations and newspaper reports.

“Children, young people and staff are very proud of their school and its place in the heart of the local community.”

