School profile 2017/18

Dunoon Grammar School
Area Committee Report November 2017

School Name   Dunoon Grammar School
School Address   Ardenslate Road, Dunoon, PA23 8LU
Head Teacher   David Mitchell

Vision and Values

Our Vision

We see Dunoon Grammar School as a school at the heart of our community where we are striving together to do our best with pride.

Our Values

- Wisdom
- Justice
- Compassion
- Integrity

Furthermore as a learning community we strive to promote the values of: -

- Respect
- Honesty
- Responsibility

Our Aims

- To provide the best learning experiences for all our learners, using expertise from within and outwith the school
- To have the highest expectations of all within our learning community so that each individual experiences success and reaches her/his full potential
- To provide support systems which nurture the personal growth of each individual within our school community
- To develop active citizens and responsible stewards of our world

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Our Curriculum

We have continued to develop our curriculum to meet the needs of our young people. Our S1 and S2 pupils follow a general course of study and experience 14 subjects. At the end of S2, pupils have the opportunity to personalise their learning and select 9 subjects to study. They must however, select Maths, English and a subject from each curricular area. Our young people will then select 7 subjects to study at National Qualification level. S5/6 pupils have the opportunity to select 5 courses from a suite of courses at National 5, Higher and Advanced Higher Levels. We continue to introduce new courses into options, Languages for life and work, John Muir award, STEM course (S3), Martine Studies, Energy Engineering, Creative Digital Media, Cosmetology, PDA in Youth Work, PDA in Drama, Engineering, Spanish, Personal Finance and Creative Industries. We are also working in partnership with Rothesay Academy and Argyll College to offer 2 Foundation Apprenticeships in Engineering and Social Services and Health Care. Dunoon Grammar School has 4 S5 pupils in their 2nd year of the Engineering FA. We also offer a vocational programme for our S4 pupils. This is called EXite.

S1 and S2 Curriculum

Curricular Area	Language and Literacy		Maths and Numeracy	Social Subjects	Science	Expressive Arts			Technologies		Health and Wellbeing			RMPs
Subject	English	Modern Languages	Maths	Geography History Modern St	Biology Chemistry Physics	Art and Design	Drama	Music	Design and Technology	IT	PE	Home Ec	PSE	RE
Number of periods	4	3	4	3	3	2	2	1	2	2	2	1	1	1
Interdisciplinary Learning Topics														

S3 Curriculum

Curricular area	Languages	Social Subjects	Science	Expressive Arts	Technologies	Health and Wellbeing	Free choice
Subjects All pupils will study: Maths English PE RMPs PSE	French German Gaelic	Geography History Modern Studies RMPs	Biology Chemistry Physics	Art and Design Drama Music	Design and Manufacture Graphic Communication Practical wood working Business Management Computing Science Administration and IT	Physical Education Hospitality Junior Sports leader	1 x any subject Free choice for pupils Choice will include: Hairdressing Child Care STEM course

S4 Curriculum

Pupils will continue to study Maths and English and select a further 5 National qualifications

Options	Option1	Option 2	Option 3	Option 4	Option 5
Subjects available	Biology Chemistry Computing Science Drama Gaidhlig John Muir Award Maritime Studies Modern Studies Sport and Recreation	Art and Design Creative Digital Media Design and Manufacture French Gaelic Learners Hospitality Music Physics Practical Craft Skills Support for Learning	Business Management Chemistry Early Education and Childcare EXite Geography German Hospitality Religious Studies	Administration and IT Art and Design Biology Computing Science Construction Hairdressing History Rural Skills	Art and Design Business Management EXite Graphic Communication Physical Education Practical Craft Skills Energy Engineering

S5/S6 Curriculum

Options	Option 1	Option 2	Option 3	Option 4	Option 5	Option 6 1 period choice
Subjects available at National 4 and National 5 level	Business Management Cake Decorating Cosmetology Early Education and Childcare Engineering Skills English	Art and Design Computing Science Lifeskills Maths Maths Modern Studies	Art and Design Business Management Construction Design and Manufacture Hairdressing History Physics Practical Metalwork Support for Learning	Biology English Geography Graphic Communication Hospitality Travel and Tourism Youth Achievement award	Administration Biology Hairdressing Hospitality Lifeskills Maths Maths Physical Education Sports Leadership	Columba 1400 Interact (Rotary) PE (Core) Photography Pupil View magazine Quick meals Religious Studies School Media Team English Tutorial Maths Tutorial SQA referee course SPLT Preparing for leaving SQA Leadership
Subjects available at Higher Level and Ad Higher Level	Administration and IT Biology Business Management Drama English Physics (AH) RMPs	Art and Design Biology (AH) Chemistry Computing Early Education Maths Modern Studies	Art Art (AH) Business Management Design and Manufacture Gaidligh (AH) Geography German History	Biology Chemistry Chemistry (AH) English French(AH) Mandarin Graphic Communication Graphic Communication(AH)	French Geography Health and Social Care Maths Maths (AH) Physical Education Psychology	

The Foundation Apprenticeship opportunities are also offered to S4 & S5 pupils

School Review

On the 23rd and 24th May 2017, a Local Authority quality assurance (QA) team visited Dunoon Grammar School as part of our quality improvement and professional engagement visits. The team consisted of an Education Manager, two Education Officers, an associate Head Teacher, an associate Depute Head Teacher and an Area Principal Teacher (Learning Support).

How Good is our School? (4th Edition) was the framework used to self-evaluate for improvement. Challenge questions were selected from the following Quality Indicators:

- 1.1 Self Evaluation for Self-improvement
- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 2.5 Transitions
- 3.2 Raising Attainment and Achievement

Challenge questions were used as appropriate with observed pupils and focus groups of pupils and staff.

The summary of strengths and areas for improvement are shown below

PARTICULAR STRENGTHS AND AGREED AREAS FOR IMPROVEMENT	
STRENGTHS	**IMPROVEMENTS**
•Leadership of the Head Teacher in building community with all stakeholders •Collaborative approaches to self-evaluation using a range of local and national advice and research to reflect on current practice and subsequent evaluation of changes that were introduced. •The curriculum has a clear vision and rationale shaped by the shared values of the school and its community aiming to provide equity of opportunity and flexible learning pathways to maximise the achievements of all learners. •All stakeholders promote a climate where children and young people feel safe and secure and there are positive relationships between staff and young people. •There is a comprehensive well-planned programme of transition arrangements in place from P7 to S1 highlighting pastoral support as a key strength. •Inclusion of learners with additional support needs in regular mainstream activities.	•Track and monitor improvements in the learning experience of young people arising from the developments of the self-evaluation working group. •Continue to strengthen and further develop leadership capacity of all stakeholders, linking to PRD and GTCS as appropriate. •Planning, tracking and monitoring should be further developed using SEEMIS within the BGE to provide clear information on attainment across all curriculum areas, measure attainment over time and plan interventions to improve outcomes for all learners throughout their learning journey. •Pace and challenge should be reviewed, evaluated and improved within S2 programme Attainment levels in literacy and numeracy should be a central feature of the school's priorities for improvement in raising attainment across the curriculum. •Create and improve opportunities for learners in planning, evaluating and leading learning.

Some Highlights from 2016-17

A group of S2 pupils from Dunoon Grammar School entered the Apps For good competition and after winning the Scottish final they attended the National finals in London. The group from DGS were entered for the Internet of things competition. Oliva Robertson, Rory Oxland, Caleb McLeod and Abbi Paul not only won the Internet of things title, they were crowned Apps for Good UK school of the year.

Coca Cola Challenge

A group of 3rd year pupils reached the Scottish final of the Coca Cola Challenge. They had to design a healthy drink to be sold in shops. They had to send their ideas to Coca Cola and the company selected the top 10 ideas and asked them to attend the National final in Edinburgh.

Future Chef competition

Two of our pupils progressed to the regional final of the future chef competition. Louise Morrison and Owen Weston did extremely well at the final and received some excellent feedback from the competition judges.

School Trips

The school organised as number of school trips during the session. The large number of pupils took part in the French Exchange, German exchange, the Costa Rica trip, the Italy trip and the Ski trip.

We held a number of events to support our young people prepare for their examinations. The pupils were offered an extensive Easter school, a study weekend, a study skills input and they were given a number of inputs to support them deal with the stress of examinations.

Fundrasing

During session 2016-17 Dunoon Grammar School raised over £2400 for charity. A number of events were held throughout the session including bake sales, coffee mornings, staff vrs pupil sports and with Senior Leadership Team served the S6 pupils their Christmas lunch.

More Fundraising

We held our annual fun run in memory of Karra Downie who sadly passed away in 2013. The Fun run was again a great success with a large amount of money raised.

Karra's family and friends also took part.

Our Depute Head Girl Isla Alexander-McGarry was invited to take part in International Woman's Day at the Scottish Parliament. Only 6 pupils were selected from across Scotland.

Isla had to present at the Scottish Parliament

We have been closely with the organisation "See me" to help young people understand Mental health issues. We held a "Walk a mile" event in aid of mental health. We have educated our young people about mental health issues.

Our work was recognised nationally and we were invited to attend an event by SAMH. Our pupils then met Sir Chris Hoy.

School shows

Our pupils performed two shows during the session. A panto was organised at Christmas and our end of term show this year was Grease. Both shows were well supported by the community of Dunoon.

Some other events
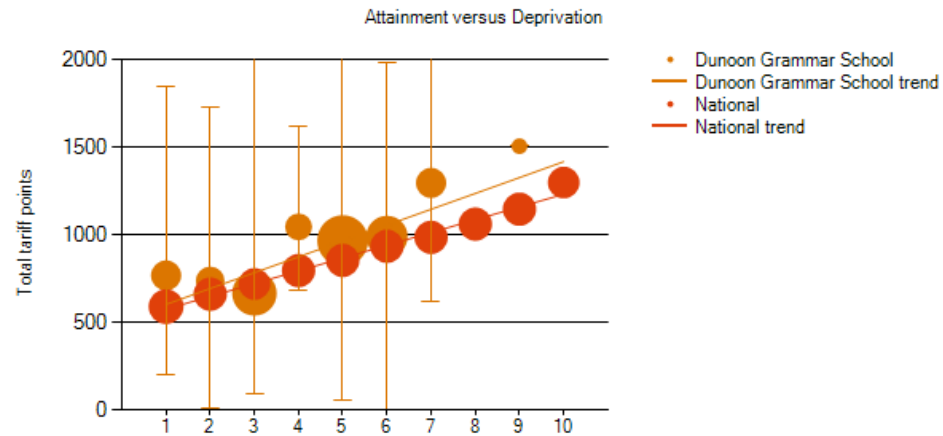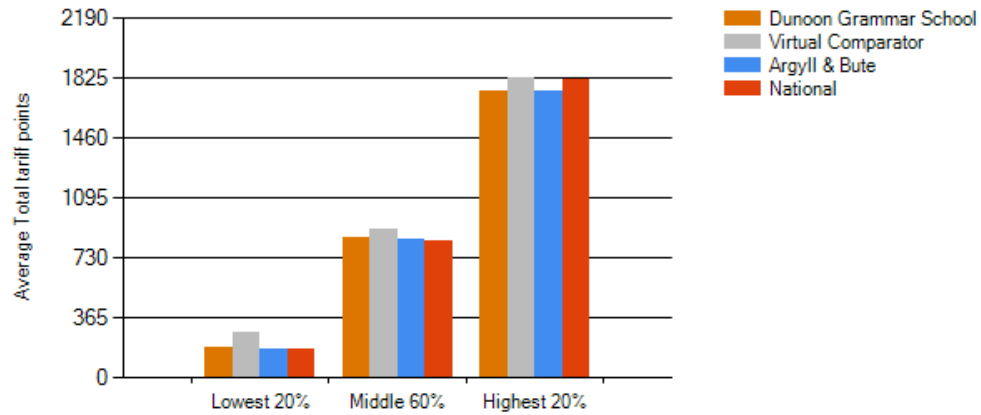

S1 Easter Experience

Health week assembly

Jim Fleeting from the SFA visits the school

Insight information

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation

Legend:
- Dunoon Grammar School
- Dunoon Grammar School trend
- National
- National trend

Improving attainment for all

Average Total Tariff Points

Legend:
- Dunoon Grammar School
- Virtual Comparator
- Argyll & Bute
- National

x-axis: Lowest 20%, Middle 60%, Highest 20%

Insight Information

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Increasing post-school participation

Percentage of School Leavers in a Positive Destination

Improving attainment in literacy and numeracy

Percentage of Leavers Attaining Literacy and Numeracy
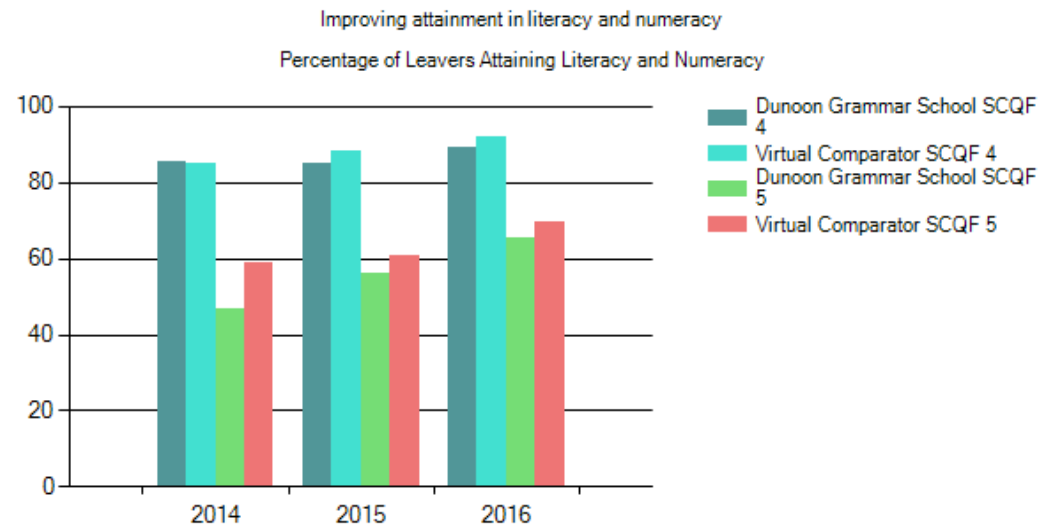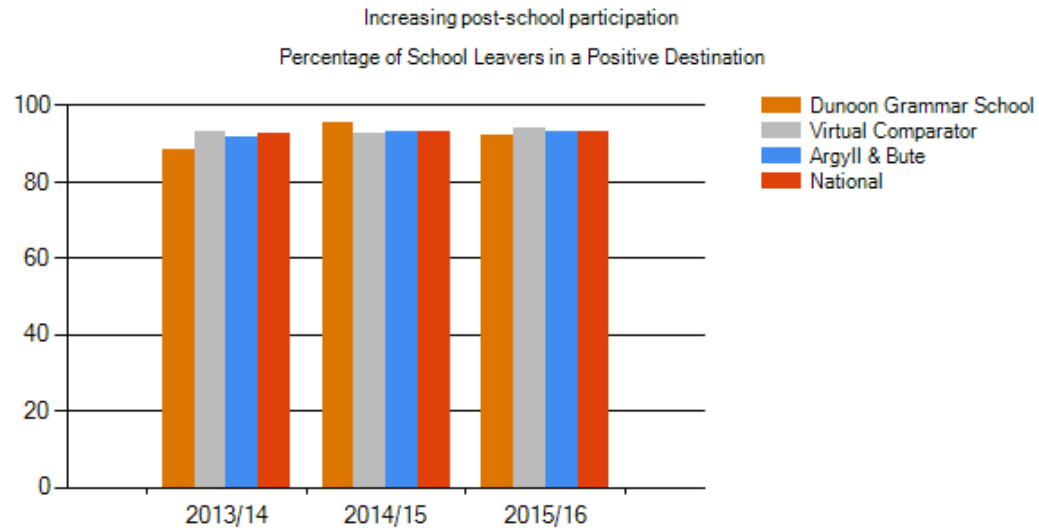
SQA Performance[1]

School roll as at Census [1a]	S4	S5	S6
2016-2017	130	135	111

Advanced Higher	14/15	15/16	16/17
Number of Presentations[1a]	50	42	30
Number of passes Grade A-C	35	32	17
% of number passes Grade A-C	70.00%	76.19	56.67
% of number passes Grade A-C Authority Average	84.07%	75.22	76.98
% of number passes Grade A-C National Average[2]	80.9%	81.7	80.00
Number of Awards Grade A-D	42	37	*
% Awarded Grade A-D	84.00%	88.1	66.67
% Awarded Grade A-D – Authority Average	92.92%	83.72	87.76
% Awarded Grade A-D – National Average	88.6%	89.2	na

Higher	14/15	15/16	16/17
Number of Presentations[1a]	512	420	412
Number of Awards Grade A-C	405	339	309
% Awarded Grade A-C	79.10%	80.71	75
% Awarded Grade A-C Authority Average	76.98%	78.29	75.89
% Awarded Grade A-C National Average[2]	76.7%	77.2	77
Number of Awards Grade A-D	446	368	353
% Awarded Grade A-D	87.11%	87.62	85.68
% Awarded Grade A-D – Authority Average	85.61%	86.67	75.89
% Awarded Grade A-D – National Average	84.8%	85.7	77

SQA Performance (continued)[1]

National 5[3]	14/15	15/16	16/17
Number of Presentations[1a]	805	767	718
Number of Awards Grade A-C	659	633	601
% Awarded Grade A-C	81.86%	82.53	83.70
% Awarded Grade A-C Authority Average	75.31%	76.23	81.10
% Awarded Grade A-C National Average[2]	79.8%	79.4	79.50
Number of Awards Grade A-D	718	681	645
% Awarded Grade A-D	89.19%	88.79	89.83
% Awarded Grade A-D – Authority Average	84.08%	83.74	87.68
% Awarded Grade A-D – National Average[2]	86.3%	86.0	na

National 4[3]	14/15	15/16	16/17
Number of Presentations[1a]	333	308	191
Number of Passes	333	289	191
% Passed	100%	93.83	100
% Passed Authority Average	100%	96.17	92.80
% Passed National Average[2]	93.3%	93.2	

Literacy and Numeracy – Levels of Attainment

S6 pupils based on the S4 roll

S6 on S4 roll	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Dunoon Grammar School	2015	92.47	62.33	146
Virtual Comparator	2015	78.9	53.15	1460
Argyll & Bute	2015	81.42	54.18	958
National	2015	78.58	53.57	55673
Dunoon Grammar School	2016	82.93	58.54	164
Virtual Comparator	2016	83.41	57.87	1640
Argyll & Bute	2016	83.33	63.92	948
National	2016	84.77	61.22	54632
Dunoon Grammar School	2017	86.11	62.5	144
Virtual Comparator	2017	87.5	62.43	1440
Argyll & Bute	2017	85.31	69.48	878
National	2017	87.38	63.77	52975

S5 pupils based on the S4 roll

S5 on S4 roll	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Dunoon Grammar School	2015	86.84	48.68	152
Virtual Comparator	2015	89.74	62.11	1520
Argyll & Bute	2015	87.5	63.68	848
National	2015	89.65	64.92	47696
Dunoon Grammar School	2016	89.15	59.69	129
Virtual Comparator	2016	94.11	70	1290
Argyll & Bute	2016	89.57	71.61	796
National	2016	91.86	68.25	46310
Dunoon Grammar School	2017	96.83	65.08	126

	Year			Number in Cohort
Virtual Comparator	2017	89.92	65.32	1260
Argyll & Bute	2017	92.01	71.54	738
National	2017	92.18	70.6	45371

S4 pupils based on the S4 roll

S4 on S4	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Dunoon Grammar School	2015	85.82	29.79	141
Virtual Comparator	2015	82.55	40.35	1410
Argyll & Bute	2015	57.81	27.48	877
National	2015	82.63	43.51	52297
Dunoon Grammar School	2016	93.18	37.88	132
Virtual Comparator	2016	81.06	41.14	1320
Argyll & Bute	2016	58.23	31.05	802
National	2016	83.29	47.61	51297
Dunoon Grammar School	2017	92	57.6	125
Virtual Comparator	2017	83.6	50.32	1250
Argyll & Bute	2017	88.7	53.81	814
National	2017	85.34	52.26	50336

School Leaver Destination Returns (SLDR)[4]

Measure	11/12	12/13	13/14	14/15	15/16
Number of Total Leavers	154	176	136	149	157
Number of Young People entering Higher Education (%)	39.0%	35.2%	34.6%	38.9%	38
Number of Young People entering Further Education (%)	27.9%	29.5%	22.1%	22.1%	22
Number of Young People entering Training (%)	1.9%	4.0%	4.4%	4%	1

Number of Young People gaining Employment (%)	18.2%	20.5%	24.3%	28.2%	31
Number of Young People gaining Voluntary Work (%)	0.0%	0.0%	0.7%	0%	0
Number of Young People entering Activity Agreements (%)	0.0%	3.4%	2.2%	2%	1
Number of Young People - Unemployed Seeking (%)	10.4%	6.3%	11.0%	4%	5
Number of Young People - Unemployed Not Seeking (%)	0.6%	1.1%	0.7%	0.7%	3
Number of Young People - Unknown (%)	1.9%	0.0%	0.0%	0%	0
Total number of young people in a Positive Destination (%)	87.0%	92.6%	88.2%	95.3%	92
Total number of young people in Other Destination (%)	13.0%	7.4%	11.4%	4.7%	8
Total number of young people in a Positive Destination (%) Authority Average	90.1%	92.5%	91.0%	93.1%	92.91
Total number of young people in Other Destination (%) Authority Average	9.9%	7.6%	9.0%	6.9%	7.09
Total number of young people in a Positive Destination (%) National Average	89.9%	91.4%	92.3%	NA	93.34
Total number of young people in Other Destination (%) National Average	10.1%	8.6%	7.7%	NA	6.68

Overview

Measure	12/13	13/14	14/15	15/16	16/17	% change in Roll over 5 years
Roll (as at census)	871	824	775	735	716	-17.8%
Clothing and Footwear Grant (number of pupils)	95	110	168	118	137	
Clothing and Footwear Grant (% of number of pupils)	10.9%	13.3%	21.7%	16.1%	19.1%	
Clothing and Footwear Grant (%) - Authority Average[5]	8.51%	9.54%	15.60%	16.16%	12.98%	
Free School Meals (number of pupils)	123	127	121	96	120	
Free School Meals (% of number of pupils)	14.1%	15.4%	15.6%	13.1%	16.8%	
Free School Meals (%) - Authority Average	13.1%	12.0%	10.8%	13.0%	10.53%	
Free School Meal - National Average for Secondary Schools (%)[6]	15.4%	15.5%	15.0%	14.2%	14.1%	

Attendance, Absence and Exclusions[7]

Measure	12/13	13/14	14/15	15/16	16/17	Range of Attendance (%) over 4 years[8]
Attendance:						0.99%
Attendance (% of school roll)	91.3%	91.9%	92.12%	91.6%	91.13%	
Authorised Absence (% of school roll)[9]	5.7%	4.8%	5.33%	5.46%	5.80%	
Unauthorised Absence (% of school roll)	2.9%	3.2%	2.51%	2.92%	3.04%	
Attendance Number of Pupils (%) - Authority Average	93.1%	93.1%	92.64%	91.8%	91.58%	
Attendance Number of Pupils (%) - National Average[10]	93.6%	not collated	93.7%	not collated	Not yet published	

Measure	12/13	13/14	14/15	15/16	16/17
Exclusions:					
Exclusion Openings	208	180	102	61	79
Exclusion Incidents	67	65	36	24	29
Number of Pupils	46	33	28	19	22
Exclusion Incidents per 1000 pupils	76.7	78.9	45.74	32.61	40.50
Exclusion Incidents per 1000 pupils - Authority Average	51.4	37.2	39.81	31.04	No longer available
Exclusion Incidents per 1000 pupils - National Average[10]	32.8	not collated	27.2	not collated	Not yet published

Footnotes

Data will be anonymised to protect individuals where there are fewer than 5 pupils and or presentations.

SQA Please note that this data is based on current interim results. It does not take into account any updated results due to the SQA Post Result Services and therefore this data could change and is not reflective of leavers exit qualifications which are cumulative. Insight data is updated at the end of February that results post-results service outcomes.

[1] SQA Performance data was collected on 23rd November 2015 from SEEMiS Vision. Information previously provided in the SQA Authority Analysis reports for Committee will differ slightly to information provided here in order to ensure consistency of approach in collating data for comparative purposes.

[1a] Please note that some schools operate a positive presentation policy whereby they present students, if at all possible or at parental request for higher units however this can impact both the percentage pass rate and the level of awards. Therefore care must be taken when comparing number of presentations to the percentage pass rate.

[2] Results up to and including 2012/13 national percentages were sourced from the Annual Statistics Report 2013 (available only as whole percentages). National percentages grades A-C for 2013/14 came from Attainment Statistics (December) 2014. National percentages for 2014/15 and grades A-D for 2013/14 came from Attainment Statistics (August) 2015. Documents produced by SQA.

[3] 2013/2014 was the first year National 4 and National 5 Qualifications were offered as part of the SQA diet. Therefore no performance data is available prior to this date. 2014/2015 was the last academic year that Intermediate 1 and Intermediate 2 qualifications were offered as part of the SQA diet of examinations. They have been superseded by National 4 and National 5. Standard Grade qualifications were offered for the last time in 2012/2013 and were superseded by National 4 and National 5.

[4] SLDR data is published by Skills Development Scotland (SDS) on behalf of The Scottish Government. The year runs from 1st August to 31st July each year and the data is collected on the 1st Monday in October each year. The data shown in this profile is the initial data collected.

- Higher Education includes HNC, HND and Degree courses
- Further Education includes Access, NPAs and Highers
- Training includes Employability Stage Funds 2 and 3 (previously called Get Ready for Work)
- Employment includes Modern Apprenticeships and any employment over 16 hours per week
- Voluntary includes Barnardos, Oxfam, Red Cross and community based volunteering
- Activity Agreements are for young people who are furthest removed from employment/training/education that are receiving mentoring support from a Trusted Professional
- Unemployment includes those young people who can't work through ill health, are caring for others or are pregnant

[5] Clothing and Footwear Grant (CFG) is not shown as a National Average as each authority set their own criteria and therefore cannot be compared accurately. Figures are based on census roll figures.

[6] National Averages for FSM have been taken from Summary statistics for attainment, leaver destinations and healthy living, June 2017 Edition,

[7] Attendance, Absence and Exclusion information is now collected on a biennial basis by Scottish Government. Data was collected in August for session 2016/17 and has not yet been published.

[8] Please note that Attendance and Exclusion data can only be compared over a 4 year period as academic session 2017/18 is not yet complete and therefore the data for the current session may change and has not been included. The 4 year percentage change compares 4 full years. Information prior to 2016/17 was extracted from SEEMiS Vision. Data from 2016/17 is extracted from the SEEMiS Business Intelligence Reporting tool.

[9] Authorised absence includes bereavement, short – term exceptional domestic situations, religious observance, weddings of immediate family. Unauthorised absence includes truancy, unexplained absence and most family holidays during term time. Attendance and absence is outlined in Management Circular 3.03.

[10] National Avera

ges for Attendance and Exclusions have been taken from Summary Statistics for Schools in Scotland, No.6 ¦ 2015 Edition.