



School Profile 2017/2018

School Photograph Provided by School





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<u>School Name</u>	Campbeltown Grammar School
<u>School Address</u>	Hutcheon Road, Campbeltown, Argyll PA28 6JS
<u>Head Teacher</u>	Catriona Hood

2016/2017 was a busy and interesting year for Campbeltown Grammar School. It is very exciting to see our new school being built right alongside us. Following widespread consultation, we decided to have a new look in terms of uniform in preparation for moving to the new school. Pupils are very smartly turned out in shirts and ties with the option of a blazer, black pullover or cardigan. Working with our partners, the school continued to offer a wide range of curriculum enhancement activities, opportunities for wider achievement and contributions to its community.

Recognising Wider Achievement

Curriculum

Our curriculum is designed to offer time and opportunities for wider achievement. Senior phase options allow time for course completion with some flexibility to take part in activities such as volunteering, work experience and particular courses/programmes of study depending on individual interests and vocations. Pupils take part in a wide variety of activities during this time including volunteering for local charities, gaining work experience in placements such as primary schools, the hospital and Argyll and Bute Council. We are also able to use this time to enrich pupils' personal, social and health education through input from partner agencies and other specialist provision. Examples of this appear later in this report.

New School project

Work on our new building is progressing very well and is nearing completion. The bus turning area and steps to the main path is complete. Staff have visited the school as has the Student Council and other groups of pupils. Consultation has included SLT and staff representative meeting with the architect and designers to discuss internal colours. A short list was drawn up and choices made by the Student Council giving pupils involvement and a sense of ownership. Departments have been consulted on layout of rooms and carpets. Departments have also had input on equipment specific to subjects, including Health and Food Technology regarding kitchens and work units and Physical Education concerning pitches, and the climbing wall.. There has been consultation on external aspects including Pupil Support input to new garden. Staff have been asked to prepare for moving by clearing out rooms. There have been special uplifts for rubbish as well as extra recycling. We are currently working on an inventory of each room and starting to pack. Items which are not being moved but are of good quality will be offered to other schools and Council buildings.

New school uniform

As we prepare to move to our new school, we decided to consult on a new look! Consultation and implementation of the new school uniform has been very successful. Pupils/parents/staff and associated primary schools were given the opportunity to take part in consultation. Initial consultation concerned whether or not to change from the uniform first introduced in 1993. Change was widely supported and further consultation followed on how the new uniform should look. The most popular choices are trousers/skirt, tie, jumper or blazer which is worn with black school shoes. The new uniform was launched through being featured in the local press and presented at school events modelled by pupils.

Parents can choose where to purchase shoes, trousers, shirts and jumpers. The new blazer with the school crest attached and school ties are purchased through local suppliers who are traditionally our school uniform outlet. – Wee Toon Sports. New ties, funded by Morrisons and partners were presented to P7s at parental assembly at the close of Transition Week. Parents/carers were given information about School Clothing Grant and the school has made financial assistance available to individual families as required.

Implement new Homework Policy including *Show My Homework*

The Homework Policy was ready for implementation at the start of the session 16/17. Activities included staff from the working group leading in-service for all colleagues on the outcome of consultation with pupils/parents/staff. Staff from the working group also led sessions on academic research around the issue of

homework and led us to think about purpose and type of homework issued. Particular concern for equality of pupils' access to resources and support with homework led to establishing the Homework Club – afterschool provision three afternoons each week.

Homework Club is supported by members of most departments, particularly the core subjects of English and Mathematics. This ensures that those subjects have teachers available to pupils every evening which has been particularly useful in supporting homework. Pupils benefit from teachers' expertise, for example, in developing literacy skills through assisting pupils in the preparation of talks for departments around the school, as well as facilitating targeted supported study in mathematics. Pupil uptake has been consistent, with many pupils regularly opting to extend their school day to complete homework or prioritise aspects of their learning, but has been particularly useful in supporting pupils through the most challenging periods of the session, immediately prior to internal assessment and prelims when a large number of pupils have taken advantage of the facility.

A staged approach to the adoption of *Show My Homework* has taken place. As a first step, all homework was required to be published through *Show My Homework*. Once this was established as standard practice across the school, the next development was to promote the use of *Show My Homework* as a means of recording and communicating to parents the submission of homework. The next step is to make *Show My Homework* the default means of issuing quick feedback to pupils and parents on the quality of homework. There is ongoing consultation with staff and parents (usually in the form of surveys) about the value of *Show My Homework* with a review planned prior to renewing the licence in February 2018

S3 Curriculum

A new S3 curriculum was introduced for Session 2016/2017. Principles of curriculum design include personalization and choice in addition to the opportunity to learn in depth. Pupils now have choices within Curriculum for Excellence subject areas. The 2018 exam results will enable us to see the impact in terms of attainment data at the end of S4. Students who did not choose a certain subject in S3, but now wish to opt for this subject in senior phase can still do so.

Achievement in Sports and P.E.

In addition to a strong curriculum in Physical Education, pupils have opportunity to achieve in various competitions and events across Argyll and Scotland. Argyll events include MAKI league events in badminton, athletics, football, volleyball and Oban Highland Games. National competitions include Scottish Schools Championships in swimming, football and badminton.

Pupils also achieve through leadership in sport including opportunities to attend the Sports Leaders' Academy and Young Sports Ambassadors Conference. The Young Ambassadors are expected to organize events to promote sports, fitness and well-being and recently completed a very successful Active Girls Day. The school also offers a Sports Leader qualification which recently included a First Aid course for Sports Leaders. Pupils also have opportunities to lead and coach during events such as the Rugby Development Days run by the Scottish Rugby Association in partnership with the school.

The P.E. Department, in partnership with Active Schools, has been presented with a Sports Scotland Silver Award.

Achievement in Music and Art

Kintyre School Pipe Band continues to be very successful and supports a wide variety of local events as well as achievement in national competitions. Brass players perform very well in competition and the current Scottish Brass Band Solo Champion is a pupil of Campbeltown Grammar School. During session 2016/2017, the Music Department ran an extremely successful School Show – *Sunshine on Leith* – filling Campbeltown’s Victoria Hall to capacity on both nights. There have also been successful concerts and events such as the MOKFEST workshops. Three of our pupils have auditioned successfully for the National Youth Choir of Scotland.

In Art, a CGS project made it into the final four entries of Junk Kouture – a national design project upcycling junk into clothes.

CGS4GAMBIA

The school runs a major initiative to support nursery and primary schools and a clinic in Jarrol, Gambia. Extensive fundraising takes place throughout the year and staff and pupils visit the projects every second year. CGS4GAMBIA draws support from our entire community including donations from businesses, Rotary, church and community groups and our local NHS. Some registration classes sponsor individual children and the whole school becomes involved in fund raising events. This is only made possible through the dedication of the staff group which runs CGS4GAMBIA and the commitment pupils and parents involved in the project.

Volunteering and Citizenship

Several pupils are involved in volunteering and have registered for SALTIRE awards. Placements include local organisations to support the elderly such as Shopper Aide and its senior citizens’ club Elderberries, or helping people with basic I.T. skills. Our Young Sports Leaders led a very successful fitness session for senior citizens. Pupils also volunteer in primary schools and to support pupils in junior classes within our own school. Local youth organisations are supported by pupils volunteering as young leaders. Senior students act as Buddies to S1 pupils. Our Senior Phase Student Contract includes the obligation to take part in at least one citizenship activity.

The school works with a wide variety of partners to promote wider achievement:

- Opportunities for all forum – supporting pupils towards sustained positive destinations
- Curriculum delivery including ASDAN, personal safety and Health and Wellbeing
- Curriculum enhancement - raising awareness on equalities and response to events/issues as these arise
- Partnership with other agencies to promote PSHE (including Health and Well Being in BGE)
- Youth Café and KYES (Equality and Diversity, Substance Misuse; Personal Safety; Internet Safety) and individual emotional support
- Waverley Care (Equality and Diversity and Sexual Health)
- TESSA provides a general well-being programme; specialist support in sexual health and specialist ASN support regarding sexual health
- All pupils in S3 have the opportunity to qualify for a REHIS Food Handling Hygiene certificate;
- Police Scotland (Equality and Diversity; Personal Safety, Choices for Life). Through Police/Young Scot partnership working A short film ‘Bang Yer Deid’, highlighting the dangers of drugs, was produced by CGS pupils and used in drugs education in Argyll and Bute. Pupils also received information and support from Police Scotland following the Manchester Bombing.

- Police Scotland Youth Volunteers
- Shopper Aide (local charity offering support to elderly/vulnerable people to assist independent living) providing opportunities for volunteering and Saltire Awards and helping to design a logo for the charity's Men's Shed
- NHS (*Safetalk* suicide prevention awareness delivered to S6 pupils; also sessions on Sexual Health)
- Third Sector Initiative - Argyll Voluntary Action – Saltire Awards
- Carradale Bikes and Buggies – cycling maintenance programme for targeted vulnerable pupils
- Fire Service Scotland/Argyll and Bute Council – road safety workshops
- Local Employers hosting workshops about employment opportunities and the skills required for success at work including *S3 Learning Through Work Week*.
- Skills Development Scotland – input to workshops, careers classes, parents' meetings, transition week, one-to one support and participation in Opportunities for all forum
- Third Sector Initiative staff working in school to promote Saltire Awards for Volunteering
- Campbeltown Youth Café staff running sessions on personal safety
- Lessons From Auschwitz – 2 pupils, accompanied by a teacher, visited Auschwitz Concentration Camp. As part of this programme, pupils commit to raising awareness of this part of history and promoting tolerance, respect and inclusion.
- Scottish Office – funding excursion for staff and pupils to take part in the Commemoration of the Battle of Arras.
- Argyll and Bute Council – *Cool2Talk* was launched in Campbeltown Grammar School.
- Argyll and Bute Council - #GetReadyToVote. Pupils took part in hustings with candidates for Scottish Youth Parliament. We then began #GetReadyToVote with senior pupils for the Council Elections. But as there were three seats and three candidates in South Kintyre Ward, we did not have an election. Pupils living in Wards to the north were encouraged to vote.
- Project Trust – presentations to S6 about the potential of 'Gap Year' projects within global citizenship. A S6 pupil is currently working for Project Trust in Honduras.

Pupils took part in various workshop events and presentations including

- Teenage Cancer Trust
- S6 Young Drivers' Safety
- S1/2 Pedestrian Road Safety
- S1 and S3 *Smoke Free Me*
- S6 Blood Transfusion talk
- S1 Fireworks Safety
- S5 Oral Health
- Project Trust

Curriculum Enhancing Activities

Opportunities for achievement also take place in a wide variety of clubs and activities including those led by senior pupils such as Dodgeball Club and Dance Club. Other sports clubs taking place include Gymnastics, Table Tennis, Badminton, Rugby, Aqualive,(swimming pool) Volleyball, Inter-house matches, Basketball, Rugby, Canoe Club, Breakfast Boot Camp, Surfing, Cross Country Club, Boys' Bootcamp, Merry Fitmas and Archery. In addition to sports activities, we also offer clubs for Art, Smash Club (gaming) Model-making, Film, Tech Shop, Guitar Group, Eco/Recycling Group and Healthy Me.

SQA Performance¹

School roll as at Census ^{1a}	S4 - 60	S5 - 57	S6 - 39
2016-2017			

Advanced Higher	14/15	15/16	16/17
Number of Presentations ^{1a}	20	22	16
Number of passes Grade A-C	18	13	15
% of number passes Grade A-C	90.00%	59.09	93.75
% of number passes Grade A-C Authority Average	84.07%	75.60	76.98
% of number passes Grade A-C National Average ²	80.9%	89.20	80.00
Number of Awards Grade A-D	18	*	*
% Awarded Grade A-D	90.00%	68.18	100
% Awarded Grade A-D – Authority Average	92.92%	85.34	87.76
% Awarded Grade A-D – National Average	88.6%	89.20	Na

Higher	14/15	15/16	16/17
Number of Presentations ^{1a}	246	244	251
Number of Awards Grade A-C	198	190	186
% Awarded Grade A-C	80.49%	77.87	74.10
% Awarded Grade A-C Authority Average	76.98%	79.70	75.89
% Awarded Grade A-C National Average ²	76.7%	77.20	77.00
Number of Awards Grade A-D	220	211	209
% Awarded Grade A-D	89.43%	86.48	83.27
% Awarded Grade A-D – Authority Average	85.61%	86.67	85.15
% Awarded Grade A-D – National Average	84.8%	85.70	na

SQA Performance (continued)¹

National 5³	14/15	15/16	16/17
Number of Presentations ^{1a}	420	408	299
Number of Awards Grade A-C	337	311	243
% Awarded Grade A-C	80.24%	76.23	81.27
% Awarded Grade A-C Authority Average	75.31%	76.23	81.10
% Awarded Grade A-C National Average ²	79.8%	79.40	79.50
Number of Awards Grade A-D	367	340	257
% Awarded Grade A-D	87.38%	92.03	85.95
% Awarded Grade A-D – Authority Average	84.08%	83.91	87.68
% Awarded Grade A-D – National Average ²	86.3%	86.00	na

National 4³	14/15	15/16	16/17
Number of Presentations ^{1a}	179	113	91
Number of Passes	179	103	91
% Passed	100%	91.15	100
% Passed Authority Average	100%	94.46	100
% Passed National Average ²	93.3%	93.20	92.80

Literacy and Numeracy

S6 based on S4 roll

	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Campbeltown Grammar School	2015	75.89	37.5	112
Virtual Comparator	2015	68.75	43.48	1120
Argyll & Bute	2015	81.42	54.18	958
National	2015	78.58	53.57	55673
Campbeltown Grammar School	2016	80.85	51.06	94
Virtual Comparator	2016	80.21	55.74	940
Argyll & Bute	2016	83.33	63.92	948
National	2016	84.77	61.22	54632
Campbeltown Grammar School	2017	88.31	67.53	77
Virtual Comparator	2017	87.14	66.75	770
Argyll & Bute	2017	85.31	69.48	878
National	2017	87.38	63.77	52975

S5 based on S4 roll

S5 as S4	Year	% Level 4 Literacy and Numeracy	% Level 5 Literacy and Numeracy	Number in Cohort
Campbeltown Grammar School	2015	81.72	45.16	93
Virtual Comparator	2015	79.57	51.4	930
Argyll & Bute	2015	83.1	58.5	935
National	2015	84.24	57.8	54530
Campbeltown Grammar School	2016	88.61	64.56	79
Virtual Comparator	2016	86.08	62.66	790
Argyll & Bute	2016	85.29	65.61	884
National	2016	87.02	60.9	52853
Campbeltown Grammar School	2017	85.92	61.97	71
Virtual Comparator	2017	88.73	63.24	710
Argyll & Bute	2017	88.48	66.42	807
National	2017	87.5	63.3	51836

S4 based on S4 roll

S4 as S4	S4 as S5	S4 as S6	S4 as S7	S4 as S8
Virtual Comparator	2015	82.56	45.12	820
Argyll & Bute	2015	57.81	27.48	877
National	2015	82.63	43.51	52297
Campbeltown Grammar School	2016	77.94	54.41	68
Virtual Comparator	2016	84.41	48.53	680
Argyll & Bute	2016	58.23	31.05	802
National	2016	83.29	47.61	51297
Campbeltown Grammar School	2017	70.97	40.32	62
Virtual Comparator	2017	84.68	46.13	620
Argyll & Bute	2017	88.7	53.81	814
National	2017	85.34	52.26	50336

School Leaver Destination Returns (SLDR)⁴

Measure	13/14	14/15	15/16
Number of Total Leavers	88	101	91
Number of Young People entering Higher Education (%)	28.4%	33.7%	28.57%
Number of Young People entering Further Education (%)	20.5%	29.7%	17.58%
Number of Young People entering Training (%)	2.3%	0.0%	1.10%
Number of Young People gaining Employment (%)	44.3%	31.7%	45.05%
Number of Young People gaining Voluntary Work (%)	0.0%	0.0%	
Number of Young People entering Activity Agreements (%)	0.0%	0.0%	
Number of Young People - Unemployed Seeking (%)	2.3%	5.0%	3.30%
Number of Young People - Unemployed Not Seeking (%)	2.3%	0.0%	4.40%
Number of Young People - Unconfirmed (%)	0.0%	0.0%	
Total number of young people in a Positive Destination (%)	95.5%	95.0%	95.6%

Total number of young people in Other Destination (%)	4.5%	5.0%	4.40%
Total number of young people in a Positive Destination (%) Authority Average	91.0%	93.1%	92.91%
Total number of young people in Other Destination (%) Authority Average	9.0%	6.9%	7.09%
Total number of young people in a Positive Destination (%) National Average	92.3%	92.9%	93.94%
Total number of young people in Other Destination (%) National Average	7.7%	7.1%	6.68%

Overview

Measure	12/13	13/14	14/15	15/16	16/17	% change in Roll over 5 years
Roll (as at census)	482	463	429	389	370	-23.24%
Clothing and Footwear Grant (number of pupils)	38	41	63	45	54	
Clothing and Footwear Grant (% of number of pupils)	7.9%	8.9%	14.69%	11.57%	14.59%	
Clothing and Footwear Grant (%) - Authority Average ⁵	8.51%	9.54%	15.60%	14.31%	12.98%	
Free School Meals (number of pupils)	60	53	41	34	33	
Free School Meals (% of number of pupils)	12.4%	11.4%	9.8%	8.74%	8.92%	
Free School Meals (%) - Authority Average	13.1%	12.0%	10.8%	11.2%	10.53%	
Free School Meal - National Average for Secondary Schools (%) ⁶	15.4%	15.5%	15.0%	14.2%	14.1%	

Attendance, Absence and Exclusions⁷

Measure	12/13	13/14	14/15	15/16	16/17	Range of Attendance (%) over 4 years ⁸
Attendance:						1.84%
Attendance (% of school roll)	94.1%	93.0%	93.3%	92.7%	92.26%	
Authorised Absence (% of school roll) ⁹	5.3%	5.7%	4.5%	4.8%	5.04%	
Unauthorised Absence (% of school roll)	0.5%	1.2%	2.0%	2.6%	1.86%	
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	253	217	183	80	193
Exclusion Incidents	48	42	22	14	26
Number of Pupils	23	25	13	8	19
Exclusion Incidents per 1000 pupils	99.59	90.52	51.16	35.81	70.27
Exclusion Incidents per 1000 pupils - Authority Average	51.39	52.46	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 in August from SQA.

^{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.

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

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