Dunoon Grammar School

Area Committee Report October 2018

School Profile 2018/2019

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 achieve excellence.

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

We have just completed a consultation exercise on our vision statement with all stakeholders. We received feedback from pupils, parents, staff, partners and the community of Dunoon. The feedback we received was extremely positive and that Dunoon Grammar School is at the heart of the community.

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, Duke of Edinburgh and Creative Industries. We are also working in partnership with Rothesay Academy and Argyll College to offer Foundation Apprenticeship opportunities. We also offer a vocational programme for our S4 pupils. This is called EXite. We are currently reviewing the Broad General Education in Dunoon Grammar School. The staff have completed the initial exercise. We plan to make any require changes for the start of session 2019-20.

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 opportunities														

S3 Curriculum

| 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
Duke of Edinburgh |
|---|---|---|---|---|---|---|---|

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
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	Physical Education Media UCAS Senior PSE input
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.

Action from School review

The school has actioned the improvement points from the school review by implementing

1) A robust Tracking and Monitoring programme for the Broad General Education
2) Increased pupil voice in their learning by introduced DGS WEE HGIOS
3) Introduced a Literacy coordinator
4) Created time to develop curricular transition. We have also employed a Science teacher to develop a Science Pathway from P5-S1

Improvement plan

Dunoon Grammar School's Improvement plan has been developed in consultation with all stakeholders. We held events for parents, pupils, staff and partners. From the information we received we identified a number of priority areas including:

1) Develop a Skills Academy in Dunoon Grammmar School
2) Review the Broad General Education
3) Introduce Interdisciplinary Learning tasks in S1 and S2
4) Improve the Work Experience programme
5) Improve the curricular transition
6) Implement DGS WEE HGIOS to increase pupil voice in their learning
7) Continue to develop work on Mental Health awareness
8) Increase Leadership opportunities for young people
9) Introduce Show my Homework
10) Develop a consistent approach to Homework
11) Review policy and procedure documents and simply them

School achievement

We have many school and pupil achievements. These will be shared at the Area Committee meeting

SQA Performance[1]

School roll as at Census [1a]	S4	S5	S6
2017-2018	114	118	83

Advanced Higher	15/16	16/17	17/18
Number of Presentations[1a]	42	30	28
Number of passes Grade A-C	32	17	23
% of number passes Grade A-C	76.19	56.67	82.14
% of number passes Grade A-C Authority Average	75.22	76.98	81.90
% of number passes Grade A-C National Average[2]	81.7	80.00	80.50
Number of Awards Grade A-D	37	*	25
% Awarded Grade A-D	88.1	66.67	89.29
% Awarded Grade A-D – Authority Average	83.72	87.76	88.89
% Awarded Grade A-D – National Average	89.20	na	88.50

Higher	15/16	16/17	17/18
Number of Presentations[1a]	420	412	375
Number of Awards Grade A-C	339	309	303
% Awarded Grade A-C	80.71	75	80.80
% Awarded Grade A-C Authority Average	78.29	75.89	78.79
% Awarded Grade A-C National Average[2]	77.2	77	76.70
Number of Awards Grade A-D	368	353	332
% Awarded Grade A-D	87.62	85.68	88.53
% Awarded Grade A-D – Authority Average	86.67	75.89	87.08
% Awarded Grade A-D – National Average	85.7	77	85.50

SQA Performance (continued)[1]

National 5[3]	15/16	16/17	17/18
Number of Presentations[1a]	767	718	645
Number of Awards Grade A-C	633	601	538
% Awarded Grade A-C	82.53	83.70	83.41
% Awarded Grade A-C Authority Average	76.23	81.10	79.86
% Awarded Grade A-C National Average[2]	79.4	79.50	77.50
Number of Awards Grade A-D	681	645	607
% Awarded Grade A-D	88.79	89.83	94.11
% Awarded Grade A-D – Authority Average	83.74	87.68	92.15
% Awarded Grade A-D – National Average[2]	86.0	na	89.90

National 4[3]	15/16	16/17	17/18
Number of Presentations[1a]	308	191	144
Number of Passes	289	191	144
% Passed	93.83	100	100
% Passed Authority Average	96.17	100%	100
% Passed National Average[2]	93.20	92.80%	100

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	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
Dunoon Grammar School	2018	94.74	66.92	133
Virtual Comparator	2018	86.54	60.15	1330
Argyll & Bute	2018	89.01	69.54	801
National	2018	87.82	65.34	51942

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	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
Virtual Comparator	2017	89.92	65.32	1260
Argyll & Bute	2017	92.01	71.54	738
National	2017	92.18	70.6	45371
Dunoon Grammar School	2018	89.54	67.97	128
Virtual Comparator	2018	87.81	60.63	1280
Argyll & Bute	2018	90.64	69.27	833
National	2018	88.23	63.17	50932

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	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
Dunoon Grammar School	2018	78.95	52.63	114
Virtual Comparator	2018	79.82	48.60	1140
Argyll & Bute	2018	83.64	48.18	770
National	2018	81.06	49.53	49776

School Leaver Destination Returns (SLDR)[4]

Measure	14/15	15/16	16/17
Number of Total Leavers	149	157	149
Number of Young People entering Higher Education (%)	38.9%	38	35.57
Number of Young People entering Further Education (%)	22.1%	22	22.82
Number of Young People entering Training (%)	4%	1	5.37
Number of Young People gaining Employment (%)	28.2%	31	29.53
Number of Young People gaining Voluntary Work (%)	0%	0	0
Number of Young People entering Activity Agreements (%)	2%	1	0.67
Number of Young People - Unemployed Seeking (%)	4%	5	2.01
Number of Young People - Unemployed Not Seeking (%)	0.7%	3	4.03

Number of Young People - Unknown (%)	0%	0	0
Total number of young people in a Positive Destination (%)	95.3%	92	93.96
Total number of young people in Other Destination (%)	4.7%	8	6.04
Total number of young people in a Positive Destination (%) Authority Average	93.1%	92.91%	94.66%
Total number of young people in Other Destination (%) Authority Average	6.9%	7.09%	5.34%
Total number of young people in a Positive Destination (%) National Average	NA	93.34%	93.72%
Total number of young people in Other Destination (%) National Average	NA	6.68%	6.28%

Overview

Measure	13/14	14/15	15/16	16/17	17/18	% change in Roll over 5 years
Roll (as at census)	824	775	735	716	670	-18.69%
Clothing and Footwear Grant (number of pupils)	110	168	118	137	107	
Clothing and Footwear Grant (% of number of pupils)	13.3%	21.7%	16.1%	19.1%	15.97%	
Clothing and Footwear Grant (%) - Authority Average[5]	9.54%	15.60%	16.16%	12.98%	11.77%	
Free School Meals (number of pupils)	127	121	96	120	87	
Free School Meals (% of number of pupils)	15.4%	15.6%	13.1%	16.8%	12.99%	
Free School Meals (%) - Authority Average	12.0%	10.8%	13.0%	10.53%	9.45%	
Free School Meal - National Average for Secondary Schools (%)[6]	15.5%	15.0%	14.2%	14.1%	14.40%	

Attendance, Absence and Exclusions[7]

Measure	13/14	14/15	15/16	16/17	17/18	Range of Attendance (%) over 4 years[8]
Attendance:						1.97%
Attendance (% of school roll)	91.9%	92.12%	91.6%	91.13%	90.15%	
Authorised Absence (% of school roll)[8]	4.8%	5.33%	5.46%	5.80%	5.90%	
Unauthorised Absence (% of school roll)	3.2%	2.51%	2.92%	3.04%	3.90%	
Attendance Number of Pupils (%) - Authority Average	93.1%	92.64%	91.8%	91.58%	91.24%	
Attendance Number of Pupils (%) - National Average[7]	not collated	93.7%	not collated	Not yet published	Not collated	

Measure	13/14	14/15	15/16	16/17	17/18
Exclusions:					
Exclusion Openings	180	102	61	79	105
Exclusion Incidents	65	36	24	29	33
Number of Pupils	33	28	19	22	21
Exclusion Incidents per 1000 pupils	78.9	45.74	32.61	40.50	49.25
Exclusion Incidents per 1000 pupils - Authority Average	37.2	39.81	31.04	No longer available	No longer available
Exclusion Incidents per 1000 pupils - National Average[7]	not collated	27.2	not collated	Not yet published	Not Collated

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

[5] Please note that Authority Clothing Grant and Free School meal information prior to 2016/17 was extracted from SEEMiS Vision. Data from 2016/17 is extracted from the SEEMiS Business Intelligence Reporting tool.

[6] National Averages for FSM have been taken from Summary statistics for attainment, leaver destinations and healthy living, June 2018 Edition (Table 1b).

[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 was published in the Summary Statistics for school in Scotland, No 8: 2017 Edition. Please note that Attendance and Exclusion information prior to 2016/17 was extracted from SEEMiS Vision. Data from 2016/17 is extracted from the SEEMiS Business Intelligence Reporting tool.

[8] 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.