



School Profile 2019/20



Lochgilphead High School Area Committee Report November 2020

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<u>School Name</u>	Lochgilphead High School
<u>School Address</u>	Lochgilphead Joint Campus, Kilmory, Lochgilphead PA31 8AA
<u>Head Teacher</u>	Ann Devine

CONTEXT OF THE SCHOOL

Lochgilphead High School is part of a 3-18 campus and benefits from a stunning location overlooking the loch. We have excellent outdoor facilities and lots of safe forestry land around us which give extensive opportunities to promote health and wellbeing and wider achievement.

The core values of the campus are: **respect, achievement, equity** and **ambition** and we strive to work with parents and the wider community to help every pupil fulfil her or his potential. We have a skilled and dedicated group of staff, both teaching and non-teaching and, we believe, the most friendly, polite and pleasant pupils in Argyll.

Our ethos reflects our values, with an emphasis on encouragement, high expectations and the development of personal responsibility and self-discipline. We maintain the focus on academic attainment – and always will – while also building a curriculum delivering a range of courses which help pupils to become well-rounded individuals who can contribute to society and achieve personal fulfilment.

We have fully embraced *Curriculum for Excellence* and have now fully implemented the new national qualifications, the fruition of a huge amount of work by teachers over a number of years. We see almost all of our pupils leave to a positive destination, many of whom keep in touch with members of staff for several years after leaving us, demonstrating the strength of the relationships between staff and pupils which are such a vital part of the success of the school.

CURRICULUM

All pupils follow a ***broad general education*** in S1, S2 and S3, with an element of personalisation built in at the end of S2, when pupils are allowed to choose 9 subjects. The broad general education is designed to deliver the subject outcomes, to promote the development of literacy, numeracy and health and wellbeing and to offer appropriate progression to national qualifications.

In S4, most pupils opt for 7 subjects which will lead to a national qualification at an appropriate level. This is the beginning of the ***senior phase*** of education, with further specialisation in S5 and S6 where a maximum of 5 subjects can be studied each year.

A number of Skills for Work courses - delivered in partnership with Argyll College - are embedded in the senior phase and the development of excellent Employer Partnerships has allowed us to create Flexible Learning Plans to meet the needs of individual pupils from S4 onwards. Short term placements and work-shadowing opportunities are provided for many students to enhance their skills and help with decision-making about further education, training and employment. The introduction of YASS courses in S6 has also been highly successful.

PUPIL EQUITY FUNDING

As a school which is fully committed to the principle of social justice, it is essential that the additional funding provided by the government to help improve the attainment of those pupils affected by social deprivation is used correctly – that is, ethically and transparently. So far, we have invested in the creation of a nurture room to support the learning and behaviour of a targeted group of pupils; we have devised and delivered a literacy intervention programme for a small group of S1 pupils; we have created small tutorial groups to deliver a skills-based curriculum to small groups; we have invested in equipment – bicycles – to create opportunities to improve health and wellbeing; we have provided breakfast every morning for any pupil who wants it; we have employed a Family Liaison worker to support children and families to improve attendance and engagement with school; and we have employed a teacher of Literacy and Numeracy to work with targeted groups/individual pupils to close the attainment gap.

Recognising Wider Achievement

Students continue to achieve excellent results in a range of courses delivered in partnership with Argyll College

Course	Level	Passes
Introduction to Construction Crafts		10
Construction and Engineering	National 3	10
Engineering Skills	National 4	9
Rural Skills	National 4	10
Engineering Skills	National 5	7
Health Sector	National 5	4

Our Young Enterprise group submitted work for accreditation and 6 students gained a level 6 (equivalent to Higher) qualification.

3 students successfully completed the first year of a Foundation Apprenticeship (Social Services, Children and Young People) with Argyll and Bute Council

School Roll

School roll as at Census	S4	S5	S6
2019/20	95	62	59

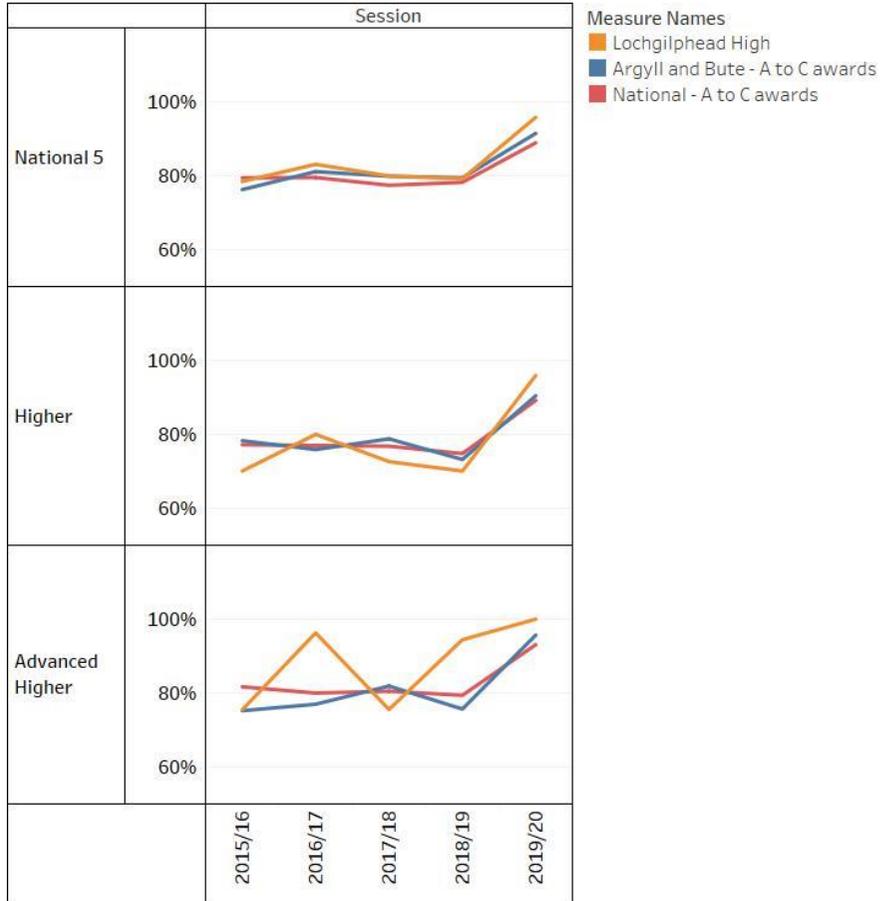
SQA Results

The unique circumstances around this year make it difficult to provide evaluative comment on performance. Importantly, pupils were not disadvantaged by lockdown and, following the decision of the Scottish Government to accept estimate grades, pass rates exceeded previous years as indicated in the table/graphs below. However our ongoing self-evaluation indicates that there remains a need to consolidate more A-C passes at both National 5 and Higher.

NATIONAL QUALIFICATIONS	2018-19			2019-20				
	A-C (including Passes)			A-C (including Passes)				
	Number of Presentations	Number Attaining A-C	% Attaining A-C	Number of Presentations	Number Attaining A-C	% Attaining A-C	ABC - A to C	National - A to C
Advanced Higher	18	17	94.44%	36	36	100.00%	95.70%	93.10%
Higher	264	185	70.08%	197	189	95.94%	90.45%	89.20%
National 5	322	255	79.19%	405	388	95.80%	91.45%	88.90%
National 4	159	159	100.00%				100.00%	
National 3	11	11	100.00%					

NATIONAL QUALIFICATIONS	2018-19			2019-20				
	A-D (including Passes)			A-D (including Passes)				
	Number of Presentations	Number Attaining A-D	% Attaining A-D	Number of Presentations	Number Attaining A-D	% Attaining A-D	ABC - A to D	National - A to D
Advanced Higher	18	18	100.00%	36	36	100.00%	99.22%	
Higher	264	235	89.02%	197	195	98.98%	97.39%	
National 5	322	298	92.55%	405	402	99.26%	97.23%	
National 4	159	159	100.00%				100.00%	
National 3	11	11	100.00%					

Levels A to C



Levels A to D



Improvement from previous year (Priorities from last year's Improvement Plan)

Priority 1 - Raise Educational Attainment and Achievement for all

- Introduced new Progress and Achievement tracking and monitoring
- Improved tracking follow-up – all pupils interviewed, targets set and monitored
- Teacher teams set up to identify and share good practice

Priority 2 - Use Performance Information to secure improvement for children and young people

- Insight data used more effectively at Department Reviews and Principal Teacher meetings to inform improvement
- Ongoing tracking and monitoring of pupil progress within departments used to target underperformance

Priority 3 - Ensure children have the best start in life and are ready to succeed

- All relevant staff trained in use of health and wellbeing app
- Regular meeting of Joint Support Team (Pupil Support staff, Educational Psychologist) established
- Family Liaison Officer deployed effectively

Priority 4 - Equip young people to secure and sustain positive destinations and achieve success in life

- Number of Flexible Learning Plans increased
- Learner Pathways extended due to excellent partnership working
- Wider Achievement audit completed

Priority 5 - Ensure high quality partnership working and community engagement

- Parental drop-in with Senior Leadership Team successfully introduced
- Use of social media platforms to communicate work of the school improved

Priority 6 - Strengthen Leadership at all levels:

- Work started on pupils participating directly in self-evaluation using HGIours
- All year groups involved in leadership activity e.g. YPI
- Middle leadership developed though regular (fortnightly) Principal Teacher meetings

Pupil and staff well-being

During lockdown we made excellent use of Google classroom both to deliver teaching and learning but also to keep in touch with pupils. All pupils considered to be vulnerable were allocated a key worker who kept in regular contact. In addition, our Family Liaison worker made weekly phone calls to families that were considered to be in need of support. Our team of staff involved in the daily delivery of Free School Meals also took it as an opportunity to informally check that pupils and parents were coping.

All staff completed online trauma training and subsequently attended an online refresher delivered by our Principal Educational Psychologist.

Staff were fully consulted about our risk assessment and health and safety protocols before the return to school and have been kept updated, as have pupils and parents.

During lockdown, there was a weekly staff meeting and a weekly Principal Teachers meeting and we also established a Staff Social Room on Google so that we could have virtual coffee mornings, participate in quizzes and competitions, etc. to maintain a sense of cohesion and community.

On our return we have encouraged pupils to use Pupil Support staff to discuss any concerns about their learning or their mental health. Staff have been encouraged to minimise time spent in the building and have been allowed to work flexibly from home as appropriate.

Blended and Home Learning

All staff attended lots of in-house training during lockdown and have developed excellent skills in the delivery of online teaching using Google classroom. Since we returned to school, we have maintained use of Google classroom so that coursework and homework tasks are available to all pupils. This has been particularly beneficial to pupils who have needed to self-isolate or who have other attendance issues. Teachers who have had to self-isolate have been enabled to live stream lessons from home, which has minimised disruption. We have also appointed an acting Principal Teacher of Digital Learning who is responsible for staff training and the development of digital teaching and learning. In addition to the Chromebooks provided by Scottish Government funding, we have ordered a sufficient number to provide every S1 pupil with a personal device, with others to be made available to pupils who would benefit from them. This should ensure equity of opportunity for all pupils.

We have a sensible blended learning plan in place, reflecting the common pattern adopted across our school cluster.

Contingency planning

The contingency plan relates to the above. The blended learning plan is kept under review and Google classroom is kept up to date. Arrangements for SQA assessment and moderation are in place. Gaps in digital provision for both staff and pupils have been addressed. Staff meetings continue to be conducted through Google meet, as do authority meetings. In the event of partial or full lockdown, a good quality of education could continue to be provided for the pupils of Lochgilphead Joint Campus.

School successes

Overview

- Management of hub school for vulnerable pupils/children of key workers and centre for food delivery during lockdown
- Support for staff and pupils during lockdown
- Effective delivery of teaching and learning during lockdown
- Planning and delivery of appropriate staff CPD to develop knowledge and skills related to digital learning
- Celebration of wider achievement
- Continuation of Flexible Learning Plans leading to positive destinations for individual pupils
- Management of safe return to school for pupils and staff
- Significant reduction in exclusion rate

Measure	15/16	16/17	17/18	18/19	19/20	% change in Roll over 5 years ¹
Roll (as at census)	469	465	470	454	455	-2.99%
Clothing and Footwear Grant (number of pupils) ³	67	54	56	45	75	
Clothing and Footwear Grant (% of number of pupils)	14.29%	11.61%	11.92%	11.09%	16.03%	
Clothing and Footwear Grant (%) - Authority Average ²	14.31%	12.98%	11.77%	14.59%	15.96%	
Free School Meals (number of pupils) ³	41	58	47	46	49	
Free School Meals (% of number of pupils)	8.4%	12.37%	10.11%	9.79%	10.47%	
Free School Meals (%) - Authority Average ²	11.2%	10.53%	9.45%	11.31%	10.75%	
Free School Meal - National Average for Secondary Schools (%) ⁴	14.2%	14.1%	14.40%	15%	Not available	

Attendance, Absence and Exclusions⁸

Measure	15/16	16/17	17/18	18/19	19/20	Range of Attendance (%) over 5 years ⁸
Attendance:						
Attendance (% of school roll)	93.39%	92.05%	91.22%	91.76%	89.25%	-4.14%
Authorised Absence (% of school roll) ⁸	3.95%	4.50%	5.36%	5.22%	6.90%	
Unauthorised Absence (% of school roll)	2.62%	3.38%	3.27%	2.90%	3.81%	
Attendance Number of Pupils (%) - Authority Average ¹	91.8%	91.58%	91.24%	90.3%	90.01%	
Attendance Number of Pupils (%) - National Average ⁹	not collated	91.2%	Not collated	90.7%	Not collated	

Measure	15/16	16/17	17/18	18/19	19/20 ⁶
Exclusions:					
Exclusion Openings - number	63	125	286	192	54
Exclusion Incidents - number	11	27	46	35	7
Number of Pupils	7	16	27	21	5

Footnotes

¹ Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2015/2016 to 2019/2020 and is not an average.

² averages based on Secondary only

³ FSMCG % based on whole school figures for session

⁴ National average for FSM taken from School Healthy Living Survey Statistics 2019

⁵ Attendance, Absence and Exclusion information is now collected on a biennial basis by Scottish Government.

⁶ Exclusion data taken from Business Intelligence – Session 2019 – EXC 6 Individual School Cumulative Report

⁷ attendance change figure shows percentage of change and is not an average

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.

⁹ National attendance statistics taken from Scottish Government Summary statistics for schools in Scotland.