

School Profile 2020/21



Dunoon Grammar School Area Committee Report November 2020

School Profile 2020/21

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

CONTEXT OF THE SCHOOL

Dunoon Grammar School has a very long and distinguished history spanning over 350 years of growth, of which high standards of academic and personal development have been the hallmarks.

Dunoon Grammar School is a mixed sex, interdenominational school which caters for pupils aged from eleven to eighteen years of age and serves the area of Cowal. Catchment is rural in nature and includes two large primary schools in Dunoon and 9 other primary schools.

There are 707 pupils on the school roll. The teaching staff compliment is 55.4FTE. The Senior Leadership Team comprises of the Head Teacher and three Depute Head Teachers. There are 10 Principal Teacher Curriculum, 4 Heads of House (Guidance) and a Principal Teacher of Learning and Behaviour.

In our school we are committed to providing appropriate learning opportunities for the young people, both in and out with school, and to secure positive destinations for all of our students. This is done in partnership with parents/carers and takes into account the needs of our young people.

The pupil equity funding for session 2020-21 was £75,187. We have used this money to continue the excellent work that was started last year by our Health and Wellbeing Officer. We have employed a life coach and two youth workers. These new appointments have been crucial to our recovery from COVID and the national lockdown.

Curriculum

We carried out a full consultation of our school curriculum. This consultation involved staff, parents/carers, partners and our young people. The outcome of the consultation can be seen below.



		Curriculum	CURRICULUM AREAS - COURSES	NUMBER OF SUBJECTS	CURRICULUM LEVELS/ASSESSMENT
BROAD GENERAL EDUCATION	S1	<p>Young people will experience a broad general education (BGE) studying courses from 8 curricular areas – Expressive Arts, Health and Wellbeing, Languages, Mathematics, Religious and Moral Education, Sciences, Social Subjects and Technologies</p> <p style="text-align: center;">No Change from last session</p>	<p>Expressive Arts – Art & Design, Drama, Music Health and Wellbeing – Physical Education, Personal and Social Education Languages – English, French or Gaelic Mathematics Religious & Moral Education Sciences – Biology, Chemistry & Physics Social Subjects – Geography, History & Modern Studies Technologies – Design & Technology, Business & Computing Personal support – House Time</p>	14	<p>Curriculum levels and assessment</p> <p>Second level – to the end of P7, but earlier or later for some young people</p> <p>Third & Fourth level – S1-S3, but earlier or later for some young people.</p> <p>Assessment Classroom observation Classwork Homework Formal class assessments CEM assessments P7 SNSA data</p>
	S2	<p>Young people will continue to experience a broad general education (BGE) studying courses from all 8 curricular areas</p> <p style="text-align: center;">Additional period of "Added value" – This period has been introduced after feedback from the recent BGE review. This is being planned during session 2020-21. The additional period was allocated to Drama for session 2020-21.</p>	<p>Expressive Arts – Art & Design, Drama, Music Health and Wellbeing – Physical Education, Personal and Social Education Languages – English, French, German & Gaelic Mathematics Religious & Moral Education Sciences – Biology, Chemistry & Physics Social Subjects – Geography, History & Modern Studies Technologies – Design & Technology, Business & Computing Personal support – House Time Added Value input – various subjects</p>	16	<p>Curriculum levels and assessment</p> <p>Second level – to the end of P7, but earlier or later for some young people</p> <p>Third & Fourth level – S1-S3, but earlier or later for some young people.</p> <p>Assessment Classroom observation Classwork Homework Formal class assessments CEM assessments</p>
	S3	<p>Young people will continue to study a broad general education. However, they will be given the opportunity to experience personalisation by selecting 7 subjects along with Mathematics and English.</p> <p>This will enable young people to develop knowledge and skills in preparation for a successful transition into the senior phase.</p> <p>Towards the end of March young people will select the 7 subjects that they plan to study in S4. Young people will also complete "mock options" in December of S3.</p> <p>Young people will be encouraged to select a subject from each curricular area however, young people will be able to select the most appropriate subjects for their chosen career pathway.</p> <p style="text-align: center;">Additional subjects added for session 2020-21</p>	<p>Young people will select from the following:</p> <p>Expressive Arts – Art & Design, Drama or Music Health and Wellbeing – Physical Education (elective), Junior Sports Leaders or Hospitality Languages – French, German or Gaelic Science – Biology, Chemistry, Physics, Scientific Studies, Environmental Science Social Subjects – Geography, History & Modern Studies, Religious & Moral Education (Elective) Technologies – Design & Manufacture, Graphic Communication, Engineering Science, Practical Woodworking, Business Management, Administration & IT or Computing Science Additional course – Hairdressing, Childcare, Construction</p> <p>All young people will take the following: English Maths 2 periods of Physical Education (Core) 1 period of RMPs (Core) 1 period of Personal and Social Education (Core)</p>	9	<p>Curriculum levels and assessment</p> <p>Third and Fourth – S1-S3, but earlier or later for some pupils</p> <p>Assessment Classroom observation Classwork Homework Formal class assessments SNSA data</p>



		Curriculum	CURRICULUM AREAS - COURSES	NUMBER OF SUBJECTS	CURRICULUM LEVELS/ASSESSMENT
SENIOR PHASE	S4	<p>Young people will select 7 courses from the 9 subjects they studied in S3. Should a young person's career pathway require them to select a new subject, this will be discussed with the young person, their parent and the relevant Principal Teacher.</p> <p>Pupils will select English and Mathematics and a further 5 subjects leading to certification at the end of S4 at the appropriate level.</p>	<p>Compulsory courses – English, Maths at the appropriate level, 2 periods of Physical Education, as per Scottish Government guidance. Young people will also take Personal & Social Education and Religious and Moral Education (Core)</p> <p>In addition, young people will select 5 subjects. As well as SQA certification there is also a number of wider achievement and skills for work opportunities available for young people. These lead to a variety of alternative qualifications.</p>	7	<p>Curriculum levels and assessment</p> <p>Young people will be presented for SQA qualifications at National 3, National 4 or National 5 level, as appropriate.</p> <p>Assessment Class observation Formal class assessments Prelim examination Course assignment where relevant SQA formal examination</p>
	S5	<p>Young people will select and study 5 courses.</p> <p>Young people are recommended for an appropriate level as they move into S5 to enable progressions and the opportunity to achieve at the highest possible level.</p>	<p>There are no compulsory subjects in S5. It is however, strongly recommended that young people continue to study English and Maths at the appropriate level.</p> <p>In addition to courses leading to SQA certification there is also a number of wider achievement courses available leading to alternative qualifications.</p> <p>College courses and Foundation apprenticeships are also available.</p>	5	<p>Curriculum levels and assessment</p> <p>Young people will be presented for SQA qualifications at National 4, National 5 or Higher level, as appropriate</p> <p>Assessment Class observation Formal Class assessments Prelim examination Course assignment where appropriate SQA Formal examination</p>
	S6	<p>Young people will have the opportunity to select up to 5 courses. However, most young people select 4 courses and use their additional time to gain experience for their chosen pathway. This is called Added value time,</p>	<p>There are no compulsory courses in S6.</p> <p>Most young people select 4 courses to study leading to additional SQA qualifications. There are also a large number of wider achievement opportunities available. Yass courses are available. College courses are also available.</p> <p>S6 pupils also take part in Added Value time. Young people can select from a large range of activities, such as, supporting in classes, work experience, or an activity related to their chosen career pathway.</p>	5	<p>Curriculum levels and assessment</p> <p>Young people will be presented for SQA qualifications at National 4, National 5, Higher level or Advanced Higher level, as appropriate</p> <p>Assessment Class observation Formal Class assessments Prelim examination Course assignment where appropriate SQA Formal examination</p>
Additional Information					
Learning Centre Curriculum	<p>The Learning Centre comprises of one BGE class and one Senior Phase class providing support for identified pupils.</p> <p>Pupils entering the BGE class have an extended transition period in primary seven to prepare them in their move to Dunoon Grammar School.</p> <p>Pupils in the senior phase begin their transition to Adult Services during S5 & S6.</p> <p>Transitions and target setting for each pupil is supported by regular Child Plan meetings, working closely with families and external agencies.</p> <p>The Learning Centre curriculum is individualised to meet each child's needs and abilities with Learning Centre, Subject specialists and mainstream classes all contributing to the timetable.</p> <p>All pupils have the opportunity to achieve National certification including SQA, ASDAN and JASS awards.</p> <p>Emphasis is also placed on Skills for Life and Lifelong Learning, ensuring that pupils have the best opportunities for reaching a positive destination.</p>				

Recognising Wider Achievement

We continue to offer a number of wider achievement opportunities in Dunoon Grammar School.

Course	SCQF Level	No. Learners Achieved	Notes
Maritime Skills	5	8	<i>3x S4 and 1xS6 - creative timetabling required to offer this to a pupil</i>
Hairdressing	5	11	
Hairdressing	4	6	<i>including 2 Learning Centre pupils</i>
SfW Construction and Engineering	3	6	
SfW Construction Craft Skills	4	5	<i>Work-based learning course Historic Environment Scotland Project</i>
Construction Crafts	4		
Beauty	6	8	
Make-Up Skills	5	7	
Beauty Skills	5	7	
Beauty Skills	4	7	
Health & Social Care	6	2	
Early Education and Childcare	5	3	
Early Education and Childcare	4	10	
Hairdressing	Intermediate 2	1	<i>Pupils from Learning Centre</i>

This year we offered 5 young people the opportunity to take part in the Historic Environment Scotland project. The young people had a great experience and achieved a number of qualifications:

Construction Crafts

Employability Skills - National 4, Construction Crafts: Plumbing - National 4, Construction Crafts: Half-Brick Walling - National 4, Construction Crafts: Site Carpentry and Bench Joinery - National 4, Construction Crafts: Decorative Painting - National 4, Construction Crafts: Roof Tiling - National 4, Construction Crafts: Electrical Installation - National 4, Construction Craft Decorative Finishes Using Waterborne Paints – National 4

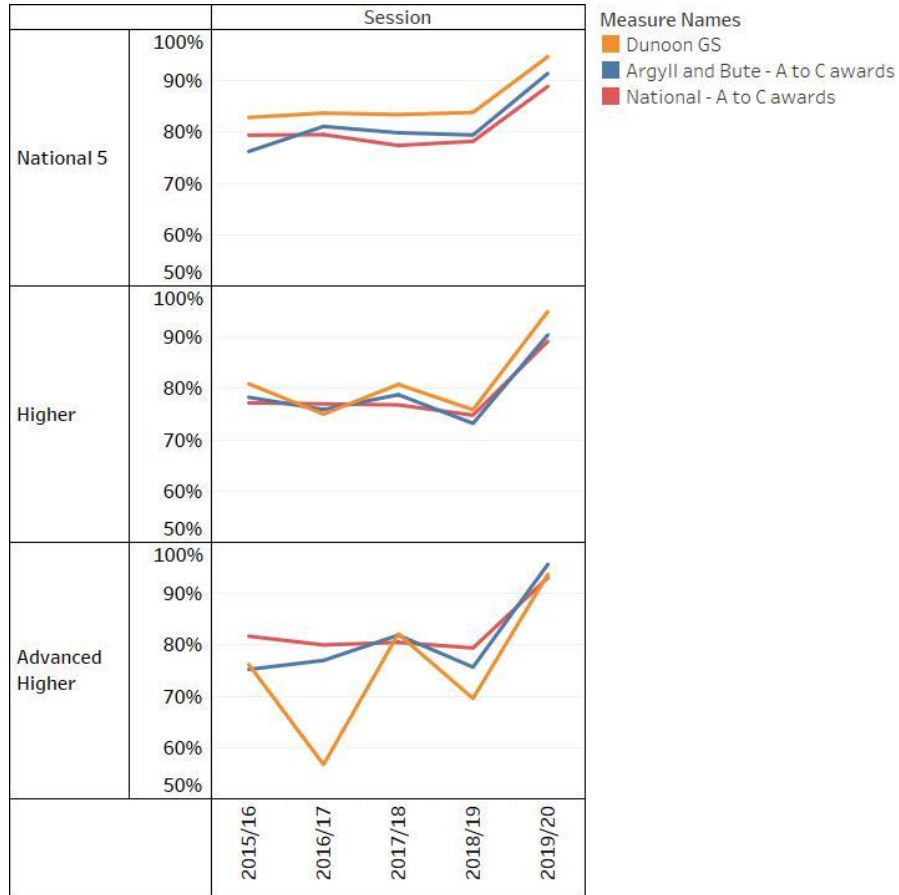
4 pupils also achieved their Saltire award

School Roll

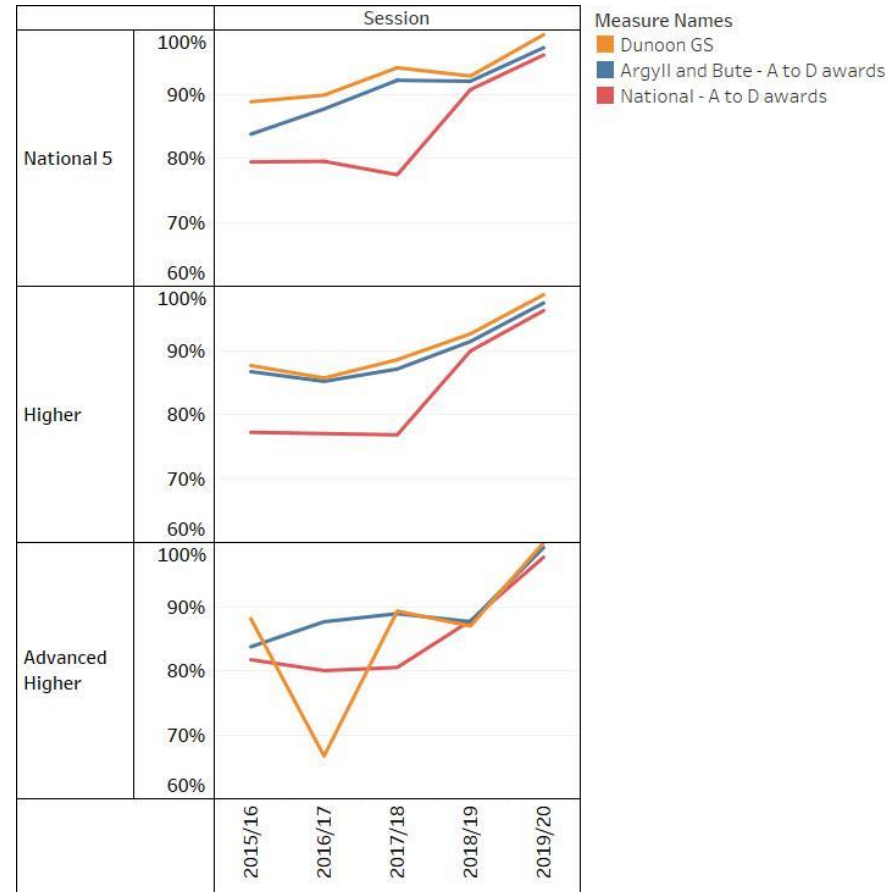
School roll as at Census	S4	S5	S6
2019/20	137	106	70

SQA Results

Levels A to C



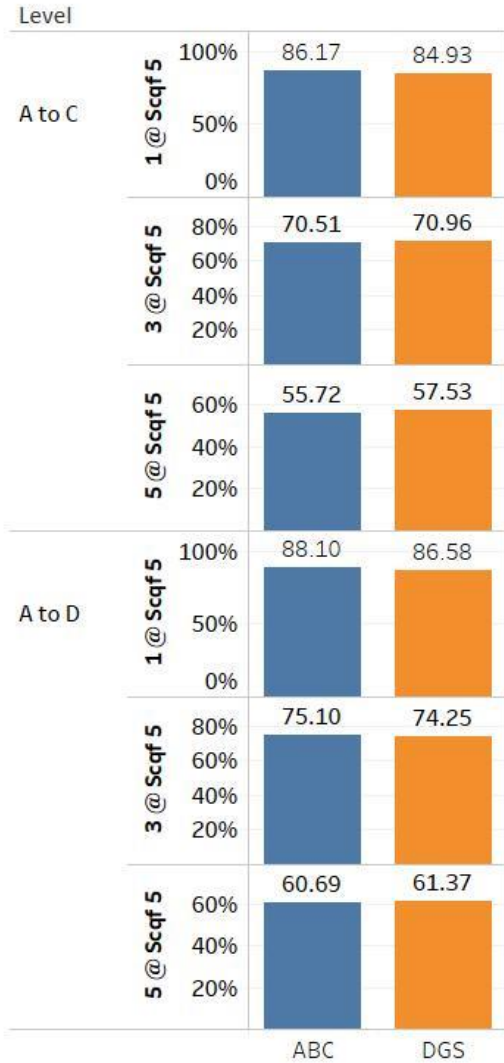
Levels A to D



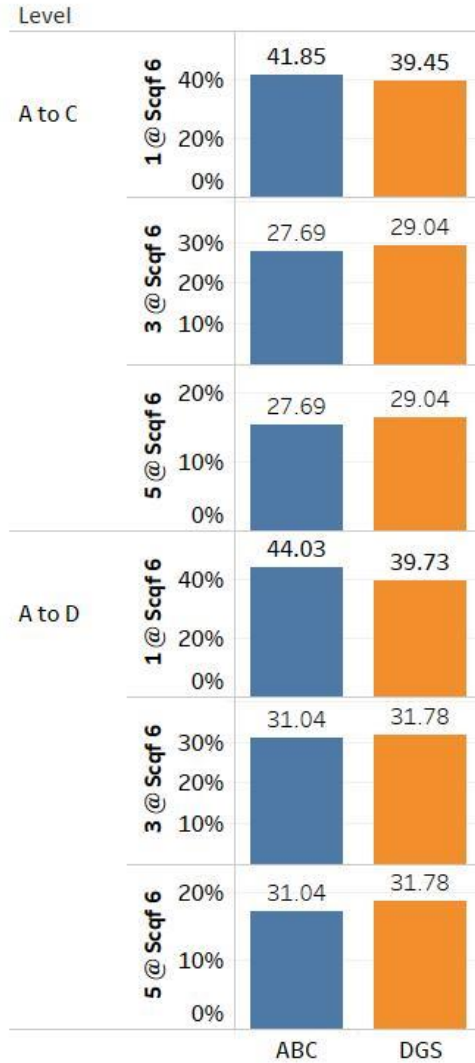
Breadth & Depth

The chart below shows SQA Breadth and Depth information for S4 to S6 (Acc)

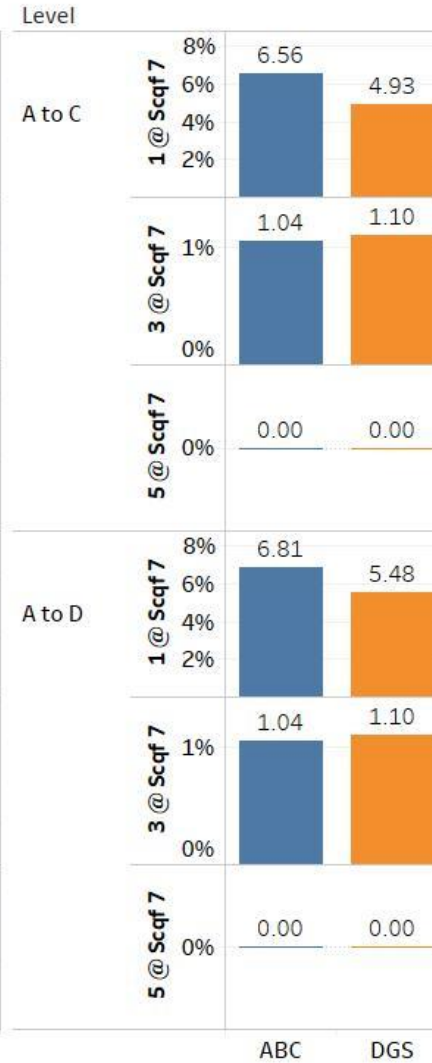
SCQF - Level 5



SCQF - Level 6



SCQF - Level 7



SQA results

Dunoon Grammar School's pass rates 2017-2020

Diet Year	Course	DGS	A&B	National
2020	NAT 4	100%	100%	90.90%
2019	NAT 4	100%	100%	88.50%
2018	NAT 4	100%	100%	91.10%
2017	NAT 4	100%	100%	92.80%
2016	NAT 4	93.83%	96.17%	93.20%
2020	NAT 5	94.69%	91.45%	88.90%
2019	NAT 5	83.83%	79.43%	78.20%
2018	NAT 5	83.41%	79.86%	77.40%
2017	NAT 5	83.70%	81.10%	79.50%
2016	NAT 5	82.85%	76.23%	79.40%
2020	Higher	95.00%	90.45%	89.20%
2019	Higher	75.86%	73.19%	74.80%
2018	Higher	80.80%	78.79%	76.80%
2017	Higher	75.00%	75.89%	77.00%
2016	Higher	80.91%	78.29%	77.20%
2020	Adv H	93.75%	95.70%	93.10%
2019	Adv H	69.57%	75.68%	79.40%
2018	Adv H	82.14%	81.90%	80.50%
2017	Adv H	56.67%	76.98%	80.00%
2016	Adv H	76.19%	75.22%	81.70%

Inspection of Dunoon Grammar School

In January 2020, a team of inspectors from Education Scotland visited Dunoon Grammar School. During their visit, they talked to parents/carers and young people and worked closely with the staff. The inspection followed the short model with a focus on two Quality Indicators, 2.3 – Learning, Teaching and Assessment and 3.2 – Raising Attainment and achievement.

The outcome of the inspection is shown below.

Quality indicators	Evaluation
Learning, teaching and assessment	good
Raising attainment and achievement	good

The six point evaluation scale

Unsatisfactory	Weak	Satisfactory	Good	Very good	Excellent
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Areas of strength

- The headteacher, ably supported by the depute headteachers, is successfully leading approaches in pursuit of consistent, high-quality learning and teaching across the school. Importantly, this is underpinned by strong relationships and promotion of values. The headteacher is highly respected by staff and stakeholders.
- The school's enterprise work with young people has been recognised with multiple national and international awards. Staff work very well with a range of local, national and international partners, businesses and charities to develop relevant, real-life contexts for learning. This results in young people developing creativity, and skills for learning, life and work. Young people's use of digital technology convinces them of its use in overcoming challenges that may be associated with rural locations.
- Aspects of young people's attainment at S4 have improved. Across stages, young people are proud of their achievements. Those in Gaelic Medium Education value the skills and fluency they gain from immersion opportunities such as Film-G.
- Young people in the learning centre are fully included in the school. They are happy, confident and positive in their outlook.

Areas for Improvement

- Senior leaders and staff have reviewed the curriculum. They should use the results of this review to continue to raise attainment, particularly in literacy. Young people should follow courses that are always aligned to their needs and aspirations, and help them to be even more successful.
- Teachers should continue to seek opportunities to work with colleagues more widely, to improve their judgement of young people's progress and attainment in S1 to S3. This should help them to tailor learning more to support and challenge all young people.
- The school's improvement plan needs to detail whole-school action points bespoke to the Gaelic sector. Senior leaders are still to explore the creativity and flexibility in learning through Gaelic that is encouraged in national advice.
- In the learning centre, staff should increase the information they gather on young people's attainment and achievements. They should use this information more robustly to continue to build on young people's successes.

Pupil and staff well-being

During this difficult time the wellbeing of staff and pupils has been a priority of the Senior Leadership Team at Dunoon Grammar School.

- During lockdown we introduced a number of procedures to ensure young people were safe
- School recovery guidance – hand sanitisers, face coverings, one-way system, staggered break and lunch times, different entrances etc.
- Health and Wellbeing officer – working with targeted young people and families
- Life coach – working with young people who are experiencing challenges and issues with mental health
- Youth workers – two youth worker employed to work and support vulnerable young people
- eXp group – partner working with young people
- Guidance staff – making regular contact with young people who continue to remain absent
- Staff Well-being group – staff group looking at staff mental health and how best to support colleagues
- Working Time agreement – flexible time for staff
- Collegiate and staff development – all inputs being delivered virtually
- School Improvement plan priorities – these have been reviewed to support staff workload

Blended and home Learning

Our blended learning plan to ready to be implemented if required. It will ensure pupils get 50% input from staff.

Senior Phase inputs

Senior Phase															
	Monday			Tuesday			Wednesday			Thursday			Friday		
	House Time	8.45am - 9.00am	15 mins	House Time	8.45am - 9.00am	15 mins	House Time	8.45am - 9.00am	15 mins	House Time	8.45am - 9.00am	15 mins	House Time	8.45am - 9.00am	15 mins
S5/6	Lesson 1 Column A	9:00am - 10:50am	1hr 50	Lesson 1 Column B	9:00am - 10:50am	1hr 50	Lesson 1 Column D	9:00am - 10:50am	1hr 50	Lesson 1 Column C	9:00am - 10:50am	1hr 50	Lesson 1 Column E	9:00am - 10:50am	1hr 50
	Break	10:50am - 11:05am	15 mins	Break	10:50am - 11:05am	15 mins	Break	10:50am - 11:05am	15 mins	Break	10:50am - 11:05am	15 mins	Break	10:50am - 11:05am	15 mins
	Lesson 2 Column A	11:05am - 12:55pm	1hr 50	Lesson 2 Column B	11:05am - 12:55pm	1hr 50	Lesson 2 Column D	11:05am - 12:55pm	1hr 50	Lesson 2 Column C	11:05am - 12:55pm	1hr 50	Lesson 2 Column E	11:05am - 12:55pm	1hr 50
	Lunch	12:55pm - 1:45pm	50 mins	Lunch	12:55pm - 1:45pm	50 mins	Lunch	12:55pm - 1:45pm	50 mins	Lunch	12:55pm - 1:45pm	50 mins	Lunch	12:55pm - 1:45pm	50 mins
	Lesson 3 Column A	1:45pm - 3:35pm	1hr 50	Lesson 3 Column B	1:45pm - 3:35pm	1hr 50	Lesson 3 Column D	1:45pm - 3:35pm	1hr 50	Lesson 3 Column C	1:45pm - 2:35pm	1hr	Lesson 3 Column E	1:45pm - 2:35pm	1hr
	Exit Building Starts			Exit Building Starts			Exit Building Starts			Exit Building Starts			Exit Building Starts		
S4	House Time	8.45am - 9.00am	15 mins	House Time	8.45am - 9.00am	15 mins	House Time	8.45am - 9.00am	15 mins	House Time	8.45am - 9.00am	15 mins	House Time	8.45am - 9.00am	15 mins
	Lesson 1 Column D	9:00am - 10:50am	1hr 50	Lesson 1 Column E	9:00am - 10:50am	1hr 50	Lesson 1 Column C	9:00am - 10:50am	1hr 50	Lesson 1 Column F	9:00am - 10:50am	1hr 50	Lesson 1 Column G	9:00am - 10:50am	1hr 50
	Break	10:50am - 11:05am	15 mins	Break	10:50am - 11:05am	15 mins	Break	10:50am - 11:05am	15 mins	Break	10:50am - 11:05am	15 mins	Break	10:50am - 11:05am	15 mins
	Lesson 2 Column D	11:05am - 12:55pm	1hr 50	Lesson 2 Column E	11:05am - 12:55pm	1hr 50	Lesson 2 Column C	11:05am - 12:55pm	1hr 50	Lesson 2 Column F	11:05am - 12:55pm	1hr 50	Lesson 2 Column G	11:05am - 12:55pm	1hr 50
	Lunch	12:55pm - 1:45pm	50 mins	Lunch	12:55pm - 1:45pm	50 mins	Lunch	12:55pm - 1:45pm	50 mins	Lunch	12:55pm - 1:45pm	50 mins	Lunch	12:55pm - 1:45pm	50 mins
	Lesson 3 Maths	1:45pm - 3:35pm	1hr 50	Lesson 3 English	1:45pm - 3:35pm	1hr 50	Lesson 3 English	1:45pm - 3:35pm	1hr 50	Lesson 3 Maths	1:45pm - 2:35pm	50 mins	Lesson 3 Maths	1:45pm - 2:35pm	50 mins
Exit Building Starts			Exit Building Starts			Exit Building Starts			Exit Building Starts			Exit Building Starts			

Broad General Education inputs

	Lesson 1	8:45am -	1hr 30	Lesson 1	8:45am -	1hr 30	Lesson 1	8:45am -	1hr 30	Lesson 1	8:45am -	45 mins	Lesson 1	8:45am -	45 mins		Column	No. Lessons	Total Time
S3	Maths	10:15am		Maths	10:15am		English	10:15am		English	9:30am		English	9:30am			English	3	180
	Break	10:15am - 10:30am	15 mins	Break	10:15am - 10:30am	15 mins	Break	10:15am - 10:30am	15 mins	Lesson 2	9:30am - 11:00am	1hr 30 mins	Lesson 2	9:30am - 11:00am	1hr 30 mins		Maths	2	180
	Lesson 2	10:30am - 12:00pm	1hr 30	Lesson 2	10:30am - 12:00pm	1hr 30	Lesson 2	10:30am - 12:00pm	1hr 30	Break	11:00am - 11:15am	15 mins	Lesson 3	11:15pm - 12:45pm	1hr 30 mins		C	2	180
	Lunch	12:00pm - 12:45pm	45 mins	Lunch	12:00pm - 12:45pm	45 mins	Lunch	12:00pm - 12:45pm	45 mins	Lesson 3	11:15pm - 12:45pm	1hr 30 mins	Lesson 3	11:15pm - 12:45pm	1hr 30 mins		D	2	180
	Lesson 3	12:45pm - 2:15pm	1hr 30	Lesson 3	12:45pm - 2:15pm	1hr 30	Lesson 3	12:45pm - 2:15pm	1hr 30	Lunch	12:45pm - 1:30pm	45 mins	Lesson 4	1:30pm - 2:40pm	1hr 10		E	2	180
	Lesson 4	2:15pm - 3:45pm	1hr 30	Lesson 4	2:15pm - 3:45pm	1hr 30	Lesson 4	2:15pm - 3:45pm	1hr 30	Lesson 4	1:30pm - 2:40pm	1hr 10	Lesson 4	1:30pm - 2:40pm	1hr 10		F	2	180
	Exit Building Starts			Exit Building Starts			Exit Building Starts			Exit Building Starts			Exit Building Starts				G	2	180
																	H	2	160
																	L	2	180
																	Wellbeing	1	70
																			mins

Home Learning

- Google classroom – All young people and staff have access to Google classroom. Each class has their own classroom where work and information is posted on a regular basis. Google classroom will be used during the week the pupils would be working from home.
- Chrome books – the school received 90 Chrome books to support young people who do not have IT access
- The school has registered with E-Sgoil who can provide online inputs to pupils who are self-isolating
- Live inputs – staff have been delivering live lessons via google meet

Contingency planning

Education service have introduced a number of recovery groups who have been supporting schools. Dunoon Grammar School has also a number of contingency plans

Argyll and Bute Council – Education Covid-19 Contingency Planning – Staffing Levels



Level	Description	Actions / Support / Solutions
1	SCHOOL FULLY OPERATIONAL <ul style="list-style-type: none"> School fully operational within normal staffing capacity. 	a) Ongoing support from central team staff as required b) School support team actively refresh supply list on a regular basis c) HT shares approved advanced contingency plans with parents/carers (eg explain how schools would utilise blended learning – for example by class/year group/house group) d) HT continues to submit weekly response detailing staff absence and current contingency level
2	SCHOOL FULLY OPERATIONAL – WITH REDUCED STAFF CAPACITY <ul style="list-style-type: none"> School fully open for all pupils and is managing to operate on a reduced staffing capacity. 	a) HT arranges appropriate supply cover b) Help available with supply list from central school support staff – argyllhouse@argyll-bute.gov.uk c) HT seeks permission from D Morgan (EM) for use of code 73 to cover Covid related absence cost – douglas.morgan2@argyll-bute.gov.uk
3	SCHOOL FULLY OPERATIONAL REDUCED STAFF CAPACITY – POTENTIAL RISK OF LIMITING PUPIL NUMBERS <ul style="list-style-type: none"> HT has identified the potential need to limit the number of pupils attending school due to reduced staffing capacity. Notify risk to EO/EM. 	a) HT revisits all options at level 2 b) HT makes contact with EO/EM to discuss staffing situation and identify year group/stages that would learn from home if necessary c) HTs identify issues relating to pupil access to digital devices and connectivity at home d) HT/EO/EM explore short term redeployment of staff from other establishments/teams. HOS consulted e) HT/EO/EM explore possibility of pupils attending alternative establishment in the short term. HOS consulted f) Director and Comms Team alerted to potential risk.
4	SCHOOL UNABLE TO OPEN FULLY – REDUCED STAFF CAPACITY – PUPIL NUMBERS LIMITED <ul style="list-style-type: none"> Identify and initiate rotational blended learning model maximising pupil face to face learning. Staff absent but who are able to work from home - support online learning (refer to blended learning guidance). 	a) HT revisits all options at levels 1-3 b) Director, HOS and Comms Team updated c) Policy Lead and Elected Members informed by Directorate d) HT use of school closure/re-opening flowchart (appendix 1) to alert all necessary contacts of partial school closure and move to rotational blended learning (refer to previously shared contingency plan at 1c) e) Blended learning model maximising pupil face to face learning established and shared with EO/EM/HOS f) HT/EO/EM actively repeat levels 1-3 in an attempt to increase staff capacity
5	SCHOOL UNABLE TO OPEN FULLY – FURTHER REDUCTION IN PUPIL NUMBERS REQUIRED <ul style="list-style-type: none"> Requirement to limit pupil numbers further due to reduction in staffing capacity or updated national guidance on social distancing. Revised rotational blended learning model maximising pupil face to face learning identified. Staff absent but who are able to work from home - support online learning using blended learning guidance 	a) HT revisits all options from levels 1-4. b) Director, HOS and Comms Team updated c) Policy Lead and Elected Members informed by Directorate d) HT use of school closure/re-opening flowchart (appendix 1) to alert all necessary contacts of increased partial school closure and move to updated rotational blended learning model e) Blended learning model that maximises pupil face to face learning and meets updated local and national guidance on Covid-19 established and shared with EO/EM/HOS f) HT/EO/EM actively repeat levels 1-3 in an attempt to increase staff capacity as appropriate
6	SCHOOL CLOSED TO ALL PUPILS AND STAFF <ul style="list-style-type: none"> School closed to all pupils and staff due to further reduction in staffing capacity or updated National Guidance. Home learning for all young people supported by school staff using blended learning guidance. Welfare contact between school staff and families. Priority given to those identified as vulnerable. Welfare contact between school and staff that are at home. Potential hub support for key workers children re-established. 	a) HT has explored all options from levels 2-5 b) Director, HOS and Comms Team updated c) Policy Lead and Elected Members informed by Directorate d) HT use of school closure/re-opening flowchart (appendix 1) to alert all necessary contacts of full school closure e) HTs/EO/EM/HOS continue to work in partnership to ensure that home learning provision is in place and monitored effectively f) HT/EO/EM/HOS actively revisit levels 1-3 in an attempt to increase staff capacity g) All parents / carers sent contact details for support services including the Educational Psychology Service h) In the event of return to lockdown: Covid Recovery workstreams fully re-established to support schools and respond efficiently to updated national and local guidance. i) Ongoing partnership planning in preparation for return to school

School successes

- Continued Enterprise success
 - Apps for Good
 - YPI
 - Subway challenge
- World Education week – Dunoon Grammar School was invited to take part in the first ever World Education week. Only 100 schools were asked to contribute.
- Inspection feedback – Dunoon Grammar School received very positive feedback from Education Scotland’s inspection team
- Pupil success – as usual many young people in Dunoon Grammar School excelled in their selected area
- Staff success – 2 staff nominated for Scottish Education Awards and were finalists. Unfortunately, the awards were cancelled this year.

Overview

Measure	15/16	16/17	17/18	18/19	19/20	% change in Roll over 5 years ¹
Roll (as at census)	735	716	670	679	689	-6.53%
Clothing and Footwear Grant (number of pupils) ³	118	137	107	115	152	
Clothing and Footwear Grant (% of number of pupils)	16.1%	19.1%	15.97%	16.36%	21.59%	
Clothing and Footwear Grant (%) - Authority Average ²	14.31%	12.98%	11.77%	14.59%	15.96%	
Free School Meals (number of pupils) ³	96	120	87	88	106	
Free School Meals (% of number of pupils)	13.1%	16.8%	12.99%	12.52%	15.06%	
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 ⁷
Attendance:						
Attendance (% of school roll)	91.6%	91.13%	90.15%	91.21%	91.09%	-0.51%
Authorised Absence (% of school roll) ⁸	5.46%	5.80%	5.90%	6.34%	6.65%	
Unauthorised Absence (% of school roll)	2.92%	3.04%	3.90%	2.41%	2.21%	
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
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Measure	15/16	16/17	17/18	18/19	19/20 ⁶
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Exclusions:

Exclusion Openings - number	61	79	105	110	76
Exclusion Incidents - number	24	29	33	33	44
Number of Pupils	19	22	21	20	30

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.