



School Profile 2020/21



Lochgilphead High School Area Committee Report December 2021

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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 and we have had a number of pupils successfully completing Foundation Apprenticeships over recent sessions.

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; we have employed a teacher of Literacy and Numeracy to work with targeted groups/individual pupils to close the attainment gap; and we have created a temporary post of Principal Teacher of Raising Attainment to build greater capacity among the whole staff by providing training and information related to specific groups of pupils. Last session, all pupils in S1 and S2 were provided with a Chromebook, thus eliminating any inequity of opportunity related to the possession of appropriate equipment.

Partnerships and Wider Achievement

Recognising Wider Achievement

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

Course	Level	Passes
Psychology	SCQF Level 6	4
Environmental Science	SCQF Level 6	2
Foundation Apprenticeship in Social Services – Children and Young People	SCQF Level 6	3
Computer Games Development	SCQF Level 6	3
Construction Skills	SCQF Level 5	2
Engineering Skills	National 5	9
Sport and Recreation	National 5	7
Construction Craft and Technician	SCQF Level 4	10
Engineering Skills	National 4	7
Early Learning and Childcare	National 4	4

School Roll

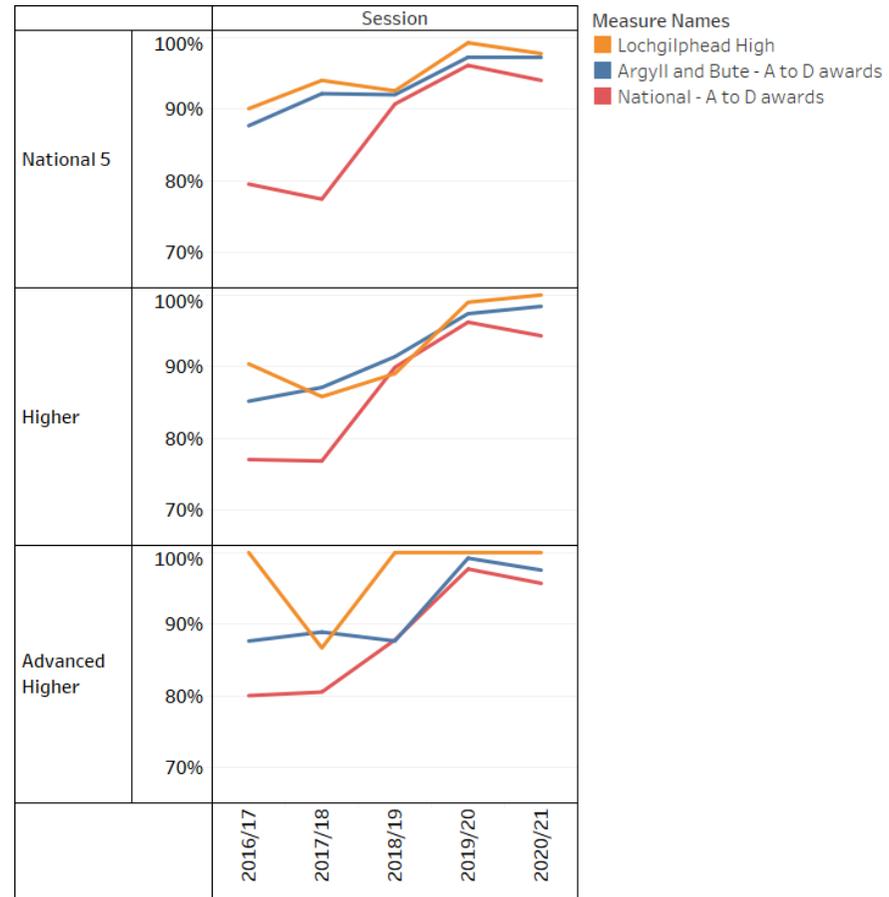
School roll as at Census	S4	S5	S6
2020/21	89	85	43

SQA Results

Levels A to C



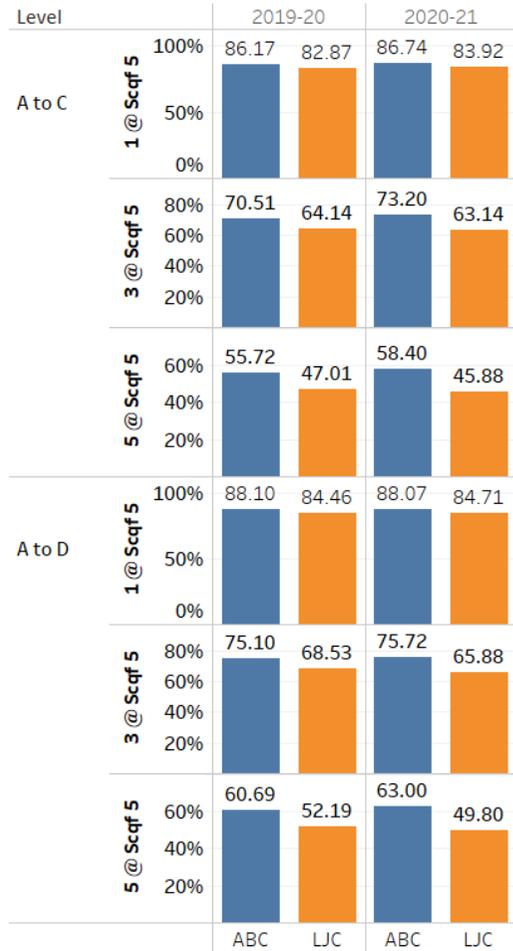
Levels A to D



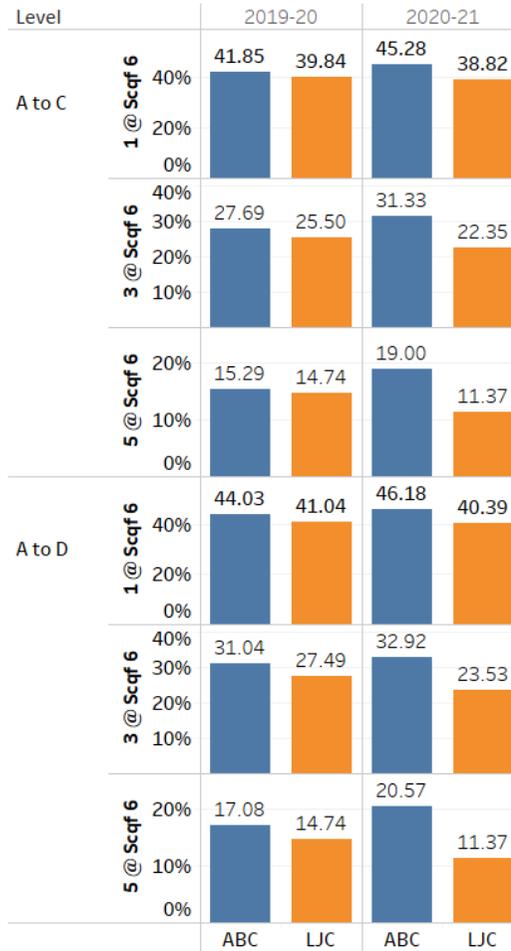
Breadth & Depth

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

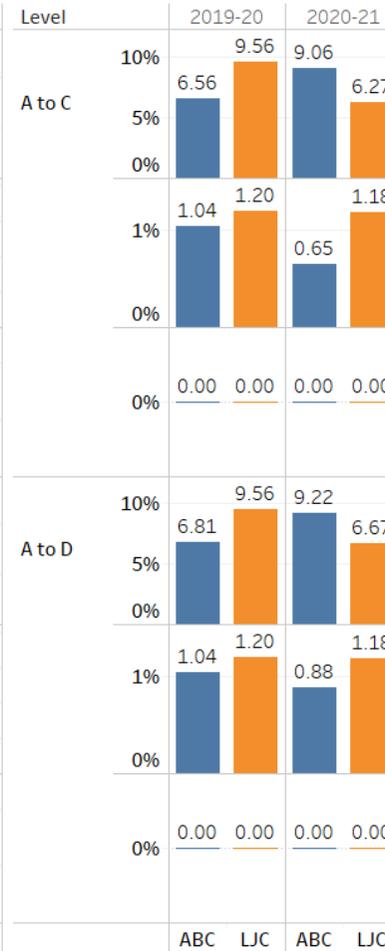
SCQF - Level 5



SCQF - Level 6



SCQF - Level 7



Performance

Pass rates at all levels are generally above both national and local averages, although the context of the results during the pandemic must be acknowledged and caution exercised with regard to judgements made.

The breadth and depth measures present a less consistent picture and we have analysed our own data thoroughly, coming to the conclusion that we need to increase the number of pupils presented for National 5 and Higher in order to increase the % of the base cohort achieving appropriate qualifications.

Argyll College courses and Foundation Apprenticeships are adding value and diversification in the Senior Phase and our relationships with the college and with local employers remain an area of real strength in the school.

Last year, 4 pupils who had been on Flexible Learning Plans gained apprenticeships as a direct result, thus achieving a positive destination due to their choice of curricular pathway in school. Such flexibility has been one of the greatest benefits of *Curriculum for Excellence*.

Our popular Wider Achievement blog highlights the many achievements of our pupils out of school.

Pupil and staff well-being

Pupils

A new nurture space has been created in the Library, providing flexible accommodation for work with individuals and small groups of pupils. This is particularly beneficial for pupils who are experiencing anxiety and require a safe space for a period of time. Support for pupils has been strengthened by the creation of a new Clan structure, each clan being supported by a team comprising a Depute Head, Principal Teacher of Guidance and a Learning Support teacher.

A very successful Primary/Secondary transition programme was delivered virtually to fully support all P7 pupils to make the move to High School. This was received very positively by pupils, parents and our Primary colleagues, and our current S1 pupils are thriving.

Key workers kept in touch virtually with pupils/families during lockdown.

Informal supported study has been provided for senior phase pupils to address worries about gaps in learning due to the lockdown.

This session, we have provided much more extensive and individualised follow-up to tracking reports, thus ensuring that all pupils have an early opportunity to discuss their learning with a member of their Clan Team and that appropriate interventions can be made to tackle possible underperformance at an early stage.

Staff

Staff welfare remains the designated responsibility of one of our Depute Head Teachers. He is also responsible for Health and Safety and ensures that all protocols relating to the pandemic are communicated clearly to staff and that he is available to discuss any concerns or anxieties.

Risk assessments are regularly updated and shared with staff.

Regular Staff Meetings are held virtually and attended by all teaching and non-teaching staff.

Staff attendance is monitored and support provided for any member of staff who is experiencing stress. Absence rates among staff are very low.

Blended and home Learning

It has been our policy to continue to post work and homework on Google classroom so that any pupils who are absent – either due to Covid or some other issue – can access classwork and interact with subject teachers so that they are not falling behind. In cases where pupils have been absent because they are self-isolating, teachers have provided live streamed lessons so that they can fully participate in the class.

During lockdown a full timetable of live streamed lessons was delivered to pupils at every stage and level and some excellent innovative practice was established e.g. Art staff working collaboratively with visualisers to provide demonstrations for pupils, thus facilitating practical work.

Virtual tutorials were provided for individuals/small groups of pupils with Additional Support Needs.

Contingency planning

As previously mentioned, the use of Google classroom is now embedded and teaching and learning could be delivered effectively were there to be another lockdown.

A blended learning timetable has been updated and is ready for use if necessary.

Robust assessment and moderation arrangements are in place for senior phase courses.

In addition to the Chromebooks issued to all S1 and S2 pupils, every pupil in receipt of a Free School Meal has been given a Chromebook, so there should be no digital disadvantage in the school.

School successes

Overview

- Good pass rates in national qualifications and excellent wider achievement
- Low exclusion rates
- Successful parental engagement through introduction of virtual Parents Evenings and virtual Parent Council meetings
- Improved tracking and monitoring of pupil progress
- Improved pupil leadership
- Strong leadership of digital learning
- Culture of ambition and achievement being developed through new Clan structure
- Excellent staff teamwork, high morale and strong mutual support

Measure	16/17	17/18	18/19	19/20	20/21	% change in Roll over 5 years ¹
Roll (as at census)	465	470	454	455	452	-2.8%
Clothing and Footwear Grant (number of pupils) ³	54	56	45	75	75	
Clothing and Footwear Grant (% of number of pupils)	11.61%	11.92%	11.09%	16.03%	16.16%	
Clothing and Footwear Grant (%) - Authority Average ²	12.98%	11.77%	14.59%	15.96%	15.45%	
Free School Meals (number of pupils) ³	58	47	46	49	59	
Free School Meals (% of number of pupils)	12.37%	10.11%	9.79%	10.47%	12.71%	
Free School Meals (%) - Authority Average ²	10.53%	9.45%	11.31%	10.75%	12.34%	
Free School Meal - National Average for Secondary Schools (%) ⁴	14.1%	14.40%	15%	15.6%	Not available	

Attendance, Absence and Exclusions⁸

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

Measure	16/17	17/18	18/19	19/20	20/21 ⁶
Exclusions:					
Exclusion Openings - number	125	286	192	54	14
Exclusion Incidents - number	27	46	35	7	2
Number of Pupils	16	27	21	5	*

Footnotes

¹ Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2016/17 to 2020/21 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 2020

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

⁶ Exclusion data taken from Business Intelligence – Session 2020 – 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.

