

DUNOON GRAMMAR SCHOOL: STANDARDS AND QUALITY REPORT 2010-2011

1. SUMMARY

A report on the performance of all Argyll and Bute pupils in the Scottish Qualifications Authority (SQA) examination results was presented to the Executive on 22 September 2011.

This report, presented by the Head Teacher, Mr Stewart Shaw, outlines the major achievements of the school in 2010/11 and includes the SQA examination results for pupils who sat examinations in May/June 2011. The results are based on pre-appeal data.

2. RECOMMENDATIONS

The Area Committee are asked to note the continuing improvement in the performance of pupils and the commitment of staff in their examination successes and in the wider aspects of achievement across the school.

3. DETAILS

The details are included in the attached report from the school.

4. IMPLICATIONS

Policy: None

Financial: None

Personnel: None

Equal Opportunities: None

For further information contact: Mr Stewart Shaw, Head Teacher
Dunoon Grammar School

Telephone: 01369 705010

Dunoon Grammar School



Strategic School Improvement Plan

Sessions 2009-12

School Improvement Plan

2010-11

Standards & Quality Report

2009-10

**Tell me, I forget
Show me, I remember
Involve me, I understand**

Contents

Dunoon Grammar School Vision Values and Aims	Page 3
Dunoon Grammar School Strategic Improvement Plan 2009-12	Pages 4-9
Dunoon Grammar School Annual Review of Improvement Plan Progress June 2009	Pages 10-11
Dunoon Grammar School Improvement Plan 2009-10	Pages 12-17
Argyll & Bute Vision Values and Aims	Pages 18-21
Argyll & Bute Curriculum for Excellence Action Plan 2009 – 2012	Pages 22-29
Dunoon Grammar School Standards and Quality Report Session 2009-10	Pages 30-36

Our Vision

We see Dunoon Grammar School as a school at the heart of our community where we are striving together to do our best with pride.



**Discipline Loyalty
Perseverance**

Our Values

We embrace the values of the Nation:

- Wisdom
- Justice
- Compassion
- Integrity

Furthermore as a learning community we strive to promote the values of:-

- Respect
- Honesty
- Responsibility

**Striving To Do Our
Best With Pride**

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

Dunoon Grammar School



Strategic Improvement Plan Session 2009-12

**Tell me, I forget
Show me, I remember
Involve me, I understand**

DUNOON GRAMMAR SCHOOL

IMPROVEMENT PLAN

Priority 1

A Curriculum for Excellence

- Improving continuity P5-S3
- Developing Effective Local Partnerships
- Embedding literacy, numeracy and health and well-being into the curriculum
- Engaging with outcomes and experiences
- Applying core principles

Expected Outcome

- Engagement with associated primaries to create a seamless curriculum from P5-S3
- Production of sustained links to enhance learning opportunities with associated primaries, local businesses and local volunteer organisations to recognise and record pupil achievement.
- All teachers taking responsibility for teaching literacy, numeracy and health and well-being
- All courses matched into outcome and experience statements
- All courses reflect core principles where appropriate.

Who? Leadership Team All staff Literacy and numeracy WG Health and well-being WG	When? • Sessions 2008-12	Financial £4,000
---	--	--------------------------------

Measurable impact/success criteria

- Detailed curriculum models produced and started to be implemented in session 2010-11
- Links established and system produced to record individual pupil achievement
- Policy developed for literacy, numeracy, health and well-being
- Audit of curriculum undertaken to ensure coverage of outcome and experiences and core principles

DUNOON GRAMMAR SCHOOL IMPROVEMENT PLAN

Priority 2

Learning and Teaching	<ol style="list-style-type: none"> 1 Implementation of A.i.f.L. strategies 2 Use of I.C.T. to enhance learning 3 Interdisciplinary Learning 4 Cooperative Learning 5 Raising Attainment
------------------------------	--

Expected Outcome

1. All AifL techniques will be incorporated into course and lesson plans as appropriate.
2. Pupils will increasingly use ICT to enhance their learning across the curriculum
3. Within the S1-S3 Curriculum pupils will experience at least 3 interdisciplinary learning opportunities across each school session
4. All staff will be trained in Cooperative Learning Techniques.
5. Strategies will be developed to identify and support pupils to raise their attainment across departments.

Who?

Learning and Teaching committee
PT's subject

When?

1. Sessions 2008 - 10
2. Sessions 2008 – 11
3. Sessions 2008 – 12
4. Sessions 2009 - 11

Financial

1. £4,000
2. £10,000
3. £1,000
4. £7,000

Measurable impact/success criteria

1. By session 2009-10 regular formative feedback will be given to learners. They will have a detailed awareness of the skills they will learn through engaging in planned activities, the quality of work required to meet lesson aims and know the standard required to improve their personal attainment.
2. Use of ICT will increase enjoyment and challenge, personalisation and choice and depth of learning
3. Use of interdisciplinary learning will ensure coherence and relevance of the curriculum as well as giving pupils opportunities for enjoyment and challenge, personalisation and choice and depth of learning.
4. Cooperative Learning will develop the 4 capacities in all pupils.
5. Whole School and Department STACS showing an improvement.

**DUNOON GRAMMAR SCHOOL
IMPROVEMENT PLAN**

Priority 3

Self-evaluation

1. Continuing and critical enquiry
2. Welcoming challenges
3. Collective commitment to improvement
4. Continuous professional development

Expected Outcome

1. Staff will reflect on the impact of classroom practice and respond positively to constructive criticism.
2. We will encourage innovative approaches and adopt a solution based approach to deal with challenges.
3. Staff will respond to client-centred evaluations, feedback and self-evaluation to improve learning and teaching.
4. CPD will be informed by school and departmental improvement plans.

Who? J.C. Self-evaluation WG All Staff	When? 2008-2011	Financial £1,000
--	-------------------------------	--------------------------------

Measurable impact/success criteria

Responding to client evaluations should become embedded practice
 Departmental meetings should have a strong focus on improving learning and teaching
 CPD programme should better reflect identified improvement needs.
 Staff will recognise, evaluate and embrace current excellent practice from both within the school and beyond; and will support one another to improve learning and teaching across the school.

DUNOON GRAMMAR SCHOOL IMPROVEMENT PLAN

Priority 4

Pupil Support

1. Formation of an integrated support team
2. Personal learning planning, coaching and mentoring
3. Managing behaviour
4. Recognising wider achievements and developing leadership potential in pupils
5. Liaison with parents and community to support pupils' learning

Expected Outcome

1. Staff resources and expertise will be deployed to support individual pupils to become better learners. Staff will work with a variety of agencies to identify their distinctive contributions to providing rich and inclusive educational experiences for pupils.
2. Pupils together with staff will plan for, collect and use a wide range of evidence from learning activities to decide next steps in learning and to identify who can best help.
3. Strategies and techniques of assertive discipline and restorative practices will be embedded into practice. Increased range of strategies to deal with the more challenging adolescent will be introduced.
4. The Personal Learning planning process will allow pupils to identify wider achievement. Opportunities will be built into the curriculum to develop leadership in pupils of all ages.
5. An increasing number of parents will engage with the school to support their child's learning. The school will continue to outreach into the community to provide more out of school learning opportunities for pupils.

Who?	When?	Financial
K Davidson Support Dept All Staff	<ol style="list-style-type: none"> 1. 2009 2. 2008-11 3. 2008-10 4. 2009-11 5. 2009-12 	£2,000

Measurable impact/success criteria

1. All pupils needs will be met as equitably as possible within the resources available
2. All pupils will have a staff mentor who will oversee their holistic progress and development
3. There will be a lower number of behaviour referrals and exclusions and staff will report a 'feel-good' factor
4. Pupils will be keen to record their wider achievement. It will be recognised by way of a school certificate when they leave school.
5. Parents and Community organisations will increasingly engage with the school to support pupils' learning.

DUNOON GRAMMAR SCHOOL IMPROVEMENT PLAN

Priority 5

Leadership

1. We will use Learning and Teaching as the central driver to school improvement through effective planning and staff development.
2. We will work collegiately to create the conditions where people and teams feel empowered and are confident that they can and do make a positive impact on the school.
3. Leaders at all levels will lead by example and use a range of leadership styles to mobilise people. We will value all young people and set high expectations within a context of rights and responsibilities.
4. We will encourage reflective practices and create the conditions where staff feel confident to initiate change and are committed to change, ensuring the balance between challenge and managing the pace of change required.

Expected Outcome

1. Learning will be central focus of work at all levels within the school. Staff development and C.P.D. will reflect this central focus.
2. Staff and pupils will be confident to take the initiative in developing learning.
3. Leaders will continuously reinforce an atmosphere of collective responsibility and mutual support between staff and staff, pupils and pupils and staff and pupils.
4. The whole school community will embrace change as the driver of improvement within a Curriculum for Excellence.

Who? All Staff		When? 2009-12	Financial £3,000
--------------------------	--	-------------------------	----------------------------

Measurable impact/success criteria

1. All promoted staff will undertake Leadership training and use HMle “Leading Learning” to improve Learning.
2. Appropriate focus teams will be formed to develop learning in line with ACE developments.
3. Stakeholders will report that they are supported by school leaders.
4. Self Evaluation and Continuous Improvement will be embedded in the school ethos.

School Improvement Plan 2011-12

Priority 1: Developing a Curriculum for Excellence

QI	Action	Impact/Benefit	Timescale Milestones	Personnel	Monitoring and Evaluation
1.1 2.1 5.2	Continue to develop and implement S1& S2 courses reflecting purposes and principles of CfE	Courses reflecting CfE design principles. Learning more relevant and deeper Courses offering personalisation & choice, challenge and enjoyment. Improved outcomes for pupils	Sept 10 Dec 10 Mar 11 Jun 11	All Staff led by SLT and PTs	Course Plans Curriculum Wall Dept Minutes Classroom Observation Pupil Focus Groups
1.1 2.1 5.2	Produce S2 Curriculum Wall	Courses reflecting CfE design principles. Learning more relevant and deeper Courses offering personalisation & choice, challenge and enjoyment, Improved outcomes for pupils	Mar 11 Jun 11	All Staff led by SLT and PTs	Course Plans Curriculum Wall Dept Minutes Classroom Observation Pupil Focus Groups
1.1 2.1 5.2	Use Curriculum Walls to monitor the embedding of literacy, numeracy and health & well-being across the curriculum	Improved outcomes for pupils	Dec12	All Staff led by SLT and PTs	Course Plans Curriculum Wall Dept Minutes Classroom Observation Pupil Focus Groups
1.1 2.1 5.2	Continue to develop new Interdisciplinary Studies for S1and S2	Courses reflecting ACE design principles. Learning more relevant and deeper	Sept 11 Dec 11 Mar 12 Jun 12	Staff led by PTs	Staff/Pupil Evaluation Dept Minutes Course Plans Curriculum Wall Cluster Framework
1.1 2.1 5.2	Begin to develop new S3/4 Courses to prepare pupils for presentation in 2014	Courses reflecting ACE design principles. Learning more relevant and deeper	Nov 11 Jun 12	Staff led by PTs	Course Plans
5.1 5.2	Agree curriculum Architecture to deliver CfE	More coherent curriculum. Pupils taught by fewer teachers. Increased personalisation and choice	Oct 11	A Stewart	Minutes, Timetable

QI	Action	Impact/Benefit	Timescale Milestones	Personnel	Monitoring and Evaluation
2.1 4.2 5.1 5.2 5.7 8.1	Continue to Develop Effective Local Partnerships and agreements to reinforce DGS at the heart of the community	Increased relevance of curriculum. Improved Learning experiences	Dec 11 Mar 12 Jun 12	F Biggart K Price S Welsh PT's All Staff	Minutes, Course Plans, Newsletter, Agreement documentation
2.1 5.3	Produce a report of good practice of the development of Literacy, Numeracy, Health & Wellbeing	All Staff take responsibility for teaching Literacy, Numeracy, Health & Wellbeing. Pupil attainment improved	Sept 11 Dec 11 Mar 12 Jun 12	D McLean B Wilson	Staff/Pupil Evaluation Dept Minutes Course Plans Curriculum Wall
5.5	Identification of pupil opportunities for personal achievement and ways of recognising them	Improved Ethos Greater pupil involvement in Learning	Dec 11 Mar 12 Jun 12	All Staff	Relevant documentation, Pupil & Staff Evaluations. SLT and Departmental Minutes

Priority 2: Learning & Teaching

QI	Action	Impact/Benefit	Timescale	Personnel	Monitoring and Evaluation
1.1 2.1 3.1	Implementation, across the school, of consistent strategies to set high expectations of pupils' learning	Raised attainment, better behaviour and better outcomes for young people.	Sept 11 Dec 11 Mar 12 Jun 12	All Staff	Course and Lesson Plans Classroom observation Focus Groups
1.1 2.1 3.1	Improve the use of ICT in learning and teaching	Improved outcomes for learners	Sept 11 Dec 11 Mar 12 Jun 12	ICT Coordinator All Staff	Collegiate Calendar, Plans Class Observations

1.1 2.1 3.1	Sharing Good ICT Practice through in-House CPD	Better use of ICT to support learning	Sept 11 Dec 11	Business & computing plus other skilled staff	Collegiate Calendar, Course Plans Class Observations
5.4	Develop Assessment and Reporting practices including Tracking in line with BTC5	Assessment provides evidence of learning in 4 CfE Contexts Staff engaged in professional dialogue about validity, reliability and proportionality	Sept 11 Dec 11 Mar 12 Jun 12	A Stewart All Staff	Policy, Classroom Observation, Minutes.
2.1	Continued Implementation of Cooperative Learning Techniques across the school. All staff introduce at least one new strategy per term	Improved attainment and increased opportunities for active and collaborative learning	Sept 11 Dec 11 Mar 12 Jun 12	All Staff	Classroom Observation, Dept minutes
2.1	Develop consistency in the Implementation of AifL Techniques across the school	Improved attainment and increased opportunities for active and collaborative learning	Sept11	W S Shaw Pts Curriculum	Course and Lesson Plans Classroom observation Focus Groups
2.1	Development of a planned programme of Vocational Experiences	Improved, relevant learning experiences	Sept 11 Dec 11 Mar 12 Jun 12	M Landsburgh PT's	Relevant documentation, Pupil & Staff Evaluations. SLT and Departmental Minutes

Priority 3: Self- Evaluation

QI	Action	Impact/Benefit	Timescale	Personnel	Monitoring and Evaluation
5.9	Create a Culture of Self-Evaluation by identifying, disseminating and implementing good practice	Improved delivery of service. Attainment Raised and Achievement Recognised	Sept 11 Dec 11 Mar 12 Jun 12	A Stewart All Staff	Minutes, Q & S Report, STACS HGIOS 3
5.9	Continue Good Practice Fair	Sharing best practice. Improved Courses leading to better learning	Feb 2012 or June 2012	SLT/PT's/All Staff	Questionnaire Course Plans Departmental Minutes
5.9	Continue visits to other schools identified as Best Practice.	Sharing best practice. Improved Courses leading to better learning	Sept 11 Dec 11 Mar 12 Jun 12	D McLean SLT, PT's	Questionnaire Course Plans Departmental Minutes
5.9	Development of Strategic Improvement Plan 2012-15	Increased Ownership of Improvement Agenda	Sept 11 Dec 11 Mar 12 Jun 12		Plan Produced

Priority 4: Pupil Support

QI	Action	Impact/Benefit	Timescale	Personnel	Monitoring and Evaluation
5.3 5.8	Further Develop Integrated Support Department	All pupils receiving appropriate levels of support and needs being met	Sept 11 Dec 11 Mar 12 Jun 12	K Price Support Staff All Staff	Minutes, Support Plans, Questionnaire HGIOS 3
5.3	House Teacher Training	Staff trained to engage pupils to reflect on learning and personal learning planning	Aug 11 Dec 11 Mar 12 Jun 12	D McLean All Staff	In-Service Feedback
5.3	Develop Vertical Guidance & Tutor System	Regular Pupil interviews. Enhanced Leadership for pupils. Personal learning planning.	Sept 11 Dec 11 Mar 12 Jun 12	K Price	Survey of Staff, Pupils, Parents. Focus Groups
5.3 9.3	Introduce Peer Mediation System to S1	Improved ethos. Better Behaviour Reduction in bullying	Mar 11 Jun 11	W Marshall	Questionnaire Pupil Focus groups
5.3	Develop restorative conversations and meetings	Improved ethos. Better Behaviour	Sept 10 Dec 10 Mar 11 Jun 11	SLT, PT's	Staff, Parent, Pupil evaluations and focus groups
5.3 5.5	Continue to implement and evaluate Whole School Behaviour Management Policy	Introduction of restorative practices and Staged intervention process	Sept 10 Dec 10 Mar 11 Jun 11	K Price	Discipline Data Staff, Parent, Pupil evaluations and focus groups

Priority 5: Leadership

QI	Action	Impact/Benefit	Timescale	Personnel	Monitoring and Evaluation
1.1 5.9 9.2	Leading Learning and Teaching through improved self evaluation. Developing a programme of Monitoring & Evaluation of focussed aspects of Learning eg Coop Learning, Assertive Discipline, Effective Questioning	Embedding of policy and practice	Sept 10 Dec 10 Mar 11 Jun 11	SLT PT's All Staff	SLT Minutes Departmental Minutes Course and Lesson Plans Classroom observation Focus Groups
9.2	Development of Pupil Voice, through Councils and Focus Groups	Pupils' views sought and implemented where possible	Sept 10 Dec 10 Mar 11 Jun 11	SLT PT's(Guidance) PT's(Subject) All Staff	Minutes Focus Groups
5.3 9.2	Develop a strategy for the delivery of 16+ Learning Choices	Improved provision for all pupils in S4-6	Sept 10 Dec 10 Mar 11 Jun 11	K Price	Relevant documentation. Minutes
9.3	Further Development of Departmental Ambassadors Initiative	Enhance Leadership Skills of Senior Pupils	Dec 10 Mar11	M Thomson J Kinnaird PT's	Pupil Focus Groups Leadership minutes
9.3	Development of Leadership opportunities of Senior Pupils in House Groups	Enhance Leadership Skills of Senior Pupils			

Maintenance Agenda 2011-12

A broad evaluation of the following areas will be undertaken to ensure quality provision:

Area	Q.I.	Personnel	Timescale
Improvement in performance	1.1	SLT, PT's, All Staff	On-going
Communication Strategy		F Biggart	Dec 2011
Improvements in Uniform		HoH, SLT	Oct 2011
Tracking & Reporting	5.5	A Stewart SLT School Impact Team	Nov 2010 Feb2011 May 2011
Staff Development and Review	7.3	D McLean	Oct 2011
Behaviour Management	5.5	K Price, B Marshall	Nov 2011
Review Prize Giving Format		F Biggart	
Dev Study Skills Programme	2.1		Jun2011

Argyll & Bute Vision, Values and Aims

Argyll and Bute's shared long term vision

The Council is committed to partnership working and community planning. As the statutory lead agency and as a key stakeholder in the process, the Council facilitated the process for developing a joint vision for Argyll and Bute Community Planning Partnerships of Argyll and Bute: Leading Rural Area.

Argyll and Bute : Leading Rural Area

Vibrant Communities

- Safe supportive communities with positive culture and sense of pride in the area
- Well balanced demographically with young people choosing to stay or move to the area
- Vibrant local economy that is based on core attributes of the area, flexible and open to new opportunities
- A sense of history with a view to the future
- Housing that is appropriate and affordable with local people able to participate in the housing market
- High quality public services and leisure/community facilities that attract people to settle in Argyll and Bute

Outstanding Environment

- High quality environment that is valued, recognised and protected
- The environment is respected as a valued asset that can provide sustainable opportunities for business
- An identity that is recognised and appreciated globally with a range of businesses that use the high quality image
- An area that is accessible, yet retains its remote character

Forward Looking

- Communities that are culturally rich with a desire to excel
- Proactive communities where local people and organisations look for and create opportunities
- Decentralised public sector with more delivery of high quality 'professional' services from Argyll and Bute
- Partnerships working across all sectors to coordinate developments, market Argyll and Bute and remove constraints that limit possibilities
- Communities that learn and use that knowledge

Argyll and Bute's Shared Values

The Council's core value, as expressed by its employees and endorsed by Members, are for the Council to be:

- Customer focused
- Efficient, effective and high performing
- Open and honest

- Caring, inclusive and fair
- Proactive and innovative

Argyll and Bute Council Education Service Aims

- To strive continuously to improve the quality of education for all in Argyll and Bute
- To become a learning organisation that is outward looking and values creativity and shared reflection.
- To promote actively partnership working and equality of opportunity.
- To ensure that resources are managed effectively and that best value is secured.
- To equip our children and young people with the skills and knowledge they require in order to become

Successful Learners with:

- Enthusiasm and motivation for learning.
- Determination to reach high standards of achievement.
- Openness to new thinking and ideas.

Confident Individuals with:

- Self respect.
- A sense of physical, mental and emotional wellbeing.
- Secure values and beliefs
- Ambitions

Responsible Citizens with:

- Respect for others
- Commitment to participate responsibility in political, economic, social and cultural life.

Effective Contributors with:

- An enterprising attitude
- Resilience
- Self reliance
- The ability to meet the demands of our changing world.

Argyll & Bute Curriculum for Excellence Action Plan 2009 – 2012

Area 1: Developing the Curriculum Framework				
Actions	2008-2009	2009-2010	2010-2011	2011-2012
Engaging with experiences and outcomes	<p>All schools and pre-schools to trial selected draft experiences and outcomes.</p> <p>Feedback on practicality of selected outcomes at local and national level.</p>	<p>All schools should begin to apply the finalised experiences and outcomes prioritising P6, 7 and S1.</p> <p>Begin planning approaches to profiling progress and achievement within levels in response to local and national advice.</p>	<p>All schools should continue to apply the experiences and outcomes across stages ensuring that all learners in P7 and S1 are experiencing learning and teaching based on the CfE experiences and outcomes.</p> <p>Continue to develop approaches to profiling progress and achievement.</p>	<p>All schools should continue to expand the application of the experiences and outcomes to additional stages across the curriculum.</p> <p>Implement rigorous approaches to verification and moderation of progress and achievement.</p>
Developing interdisciplinary learning	<p>The authority will develop and disseminate advice for schools on interdisciplinary learning. Cluster and school curriculum planning groups plan for the staged introduction of interdisciplinary learning, P5-S3.</p> <p>Provide appropriate CPD opportunities. Share good practice via Argyll and Bute Education website.</p>	<p>Schools and clusters begin to introduce interdisciplinary learning at selected stages in light of local and national developments.</p> <p>Continue to provide appropriate CPD opportunities. Share and build on identified successful practice and initiatives.</p>	<p>Schools and clusters continue to develop interdisciplinary learning across stages and sectors.</p> <p>Continue to provide appropriate CPD opportunities. Continue to share and build on identified successful practice and initiatives.</p>	<p>Schools and clusters continue to develop effective practice in interdisciplinary learning.</p> <p>Continue to provide appropriate CPD opportunities. Continue to share and build on identified successful practice and initiatives.</p>

Actions	2008-2009	2009-2010	2010-2011	2011-2012
Applying our expectations and aspirations	Devise an authority baseline set of core expectations and aspirations related to Building the Curriculum 3. Clusters and schools to customise expectations and aspirations to meet local needs.	Begin to implement the customised expectations and aspirations as identified by each local area.	Continue to implement the customised expectations and aspirations in each local area.	Continue to implement the customised expectations and aspirations in each local area.

Area 2: Improving Continuity 3-18				
Actions	2008-2009	2009-2010	2010-2011	2011-2012
Developing effective local partnerships	Begin to share and develop Curriculum for Excellence principles and plans with all relevant partners including parents/carers, employers/colleges, other relevant public service agencies.	Continue to share, develop and implement Curriculum for Excellence plans with all relevant partners including parents/carers, employers/colleges, other relevant public service agencies.	Continue to share, develop and implement Curriculum for Excellence plans with all relevant partners including parents/carers, employers/colleges, other relevant public service agencies.	Consult and evaluate progress towards Curriculum for Excellence and identify further development and implementation work with all partners.
Redesigning P5-S3 Curriculum	Clusters develop outline curriculum plan P5-S3.	Schools begin to implement curriculum plans P5-S3.	Schools continue to implement curriculum plans P5-S3.	Schools continue to implement curriculum plans P5-S3.
Permeating themes: Literacy, numeracy, health and wellbeing	The authority will develop and launch literacy, numeracy and health and wellbeing frameworks.	Schools develop and begin to implement whole school approaches to literacy, numeracy and health and wellbeing.	Continue to develop and implement whole school approaches to literacy, numeracy, health and wellbeing and begin to evaluate the effectiveness of these.	Continue to implement whole school approaches to literacy, numeracy, health and wellbeing and continue to evaluate the effectiveness of these.

	Support establishments with the development of literacy, numeracy, health and wellbeing strategies. Provide CPD opportunities for all staff through central and local provision. Attend national seminars/events and disseminate information.	Continue to support establishments with the development and implementation of their literacy, numeracy, health and wellbeing strategies, providing appropriate CPD for staff through central and local provision. Begin to identify good practice and share it across the authority.	Continue to support establishments with the implementation and evaluation of their literacy, numeracy, health and wellbeing strategies, providing CPD for staff through central and local provision. Continue to identify and share good practice across the authority.	Continue to support establishments with the implementation and evaluation of their literacy, numeracy, health and wellbeing strategies. Continue to provide CPD for staff and support for establishments in reviewing their practice through self-evaluation.
Action	2008-09	2009-10	2010-11	2011-12
Cross cutting themes: ICT, creativity, enterprise & sustainability	<p>Complete the set of ICT descriptors and associated Curriculum for Excellence application descriptors and place on the education website.</p> <p>Prepare for creativity as a focus for development in Session 2009-10.</p> <p>Support the development skills for life, skills for work and broaden the reach of DtS, engage employers and further embed enterprise in the curriculum.</p>	<p>Raise school and staff awareness of resources through pre-school liaison meetings, HTs and PTs meetings. Continue to provide support to staff in embedding the use of ICT into their practice.</p> <p>Biennial conference to focus on creativity across the curriculum.</p> <p>Support schools to ensure the delivery of enterprise within CfE. Set up working groups to explore creative and sustainable approaches to the delivery of skills for work and develop a strategy</p>	<p>Continue to provide support to staff in embedding the use of ICT into their practice.</p> <p>Continue to highlight good practice and encourage dissemination through the education website and QIT.</p> <p>Continue to support schools to ensure the delivery of enterprise within CfE. Continued development of skills for work and 16 plus learning choices.</p>	<p>Continue to provide support to staff in embedding the use of ICT into their practice.</p> <p>Continue to highlight good practice and encourage dissemination through the education website and QIT.</p> <p>Continue to support schools.</p> <p>Full implementation of the Scottish Government's</p>

	<p>Continue to support schools re Eco Schools development and education for sustainable development. Distribute authority advice on sustainability and continue to share good practice via the education website.</p>	<p>to implement 16 plus learning choices.</p> <p>Continue to support and implement.</p> <p>Form a working group to highlight good practice and progress across schools. Continue to share examples of good practice via the education website.</p>	<p>Continue to support and implement.</p> <p>Continue to identify and share effective practice and progress across schools.</p>	<p>requirements for DtS and 16 plus learning choices.</p> <p>Continue to support and implement.</p> <p>Continue to identify and share effective practice and progress across schools.</p>
--	---	--	---	---

Area 3: Supporting all Learners				
Actions	2008-2009	2009-2010	2010-2011	2011-2012
Personal learning planning	<p>Review and refine authority guidance for schools, linking guidance to supporting the recognition of wider achievement and personal support for pupils.</p> <p>Begin primary second stage pilot of an integrated reporting and personal learning planning process.</p>	<p>Continue to support schools and pre-schools in further developing and implementing the personal learning planning process based on revised authority guidance.</p> <p>Continue to support primary school integrated reporting and personal learning planning developments based on revised guidance for schools.</p>	Continue implementation.	Continue implementation.

		Continue to identify and share practice across the Authority.	Continue to identify and share practice across the Authority.	Continue to identify and share practice across the Authority.
Coaching and mentoring	Schools consider structures to accommodate the expectation that learners will receive sufficient, meaningful time to discuss progress and needs with a mentor. From cluster plans, develop an authority coaching staff development strategy.	Begin programme of staff training in coaching and mentoring both centrally and in clusters. Begin to implement the use of coaching and mentoring with learners.	Continue programme of staff training both centrally and in clusters. Continue to implement the use of coaching and mentoring with learners. Begin to evaluate the impact of the programme on learners as well as on PRD and staff development.	Continue implementation. Continue to implement the use of coaching and mentoring with learners. Continue to evaluate the impact of the programme on learners as well as on PRD and staff development.
Action	2008-09	2009-10	2010-11	2011-12
Recognising wider achievement	Begin to develop an authority framework for recognising pupil wider achievement. Audit of current school/cluster approaches to recognition of wider achievement. Schools/clusters will consider how they will recognise pupil achievement.	Schools pilot authority wide recognition of achievement framework. Good practice identified and shared. School/clusters will develop further their framework for recognising pupil achievement.	Pilot evaluated and rolled out across all schools. Individual schools/cluster approach evaluated Development of authority certification and award ceremony.	First authority wide pupil ceremony of recognition. Further evaluation and rolled out across all schools.

Area 4: Pedagogy				
Actions	2008-2009	2009-2010	2010-2011	2011-2012
Assessment	Continue local moderation of writing.	Authority assessment guidance for schools updated in the light of <i>Building the Curriculum 5 (forthcoming and focussing on assessment)</i> . Continue local moderation of writing. Develop a model for applying moderation to additional curricular areas.	New CfE assessment resource infrastructure available. Authority develops and disseminates guidance to schools on the use of the CfE assessment resource. Pilot local moderation model in additional curriculum areas.	Schools begin to use CfE assessment resource, supported by local moderation.
AifL (Assessment is for Learning).	Following authority AifL review, update and distribute support materials for formative assessment. Continue to provide CPD support to schools on aspects of AifL. With schools, plan for the introduction of AifL Teaching and Learning Communities (TLCs) in partnership with Tapestry in session 2009-10.	Pre-school audit of AifL implementation. Continue to update and distribute formative assessment support materials. Year 1 of AifL Teaching and Learning Communities (TLCs) in partnership with Tapestry.	Support areas identified in Pre-school audit. Continue to update and distribute formative assessment support materials. Year 2 of AifL Teaching and Learning Communities (TLCs) in partnership with Tapestry.	Continue to implement. Evaluate impact of TLC initiative.
Cooperative Learning, Critical Skills, TASC (Thinking Actively in a Social Context).	Clusters/schools to assess CPD needs in areas of cooperative learning, critical skills and TASC. Authority to develop a training plan to meet the needs of schools.	Implementation of authority training plan to allow clusters to fill skills gaps.	All critical staff will be trained and a programme to support new staff will be in place. Schools will ensure the use of these pedagogies across the curriculum.	The Authority will ensure that the use of chosen pedagogies are in place and used effectively in schools.

Actions	2008-2009	2009-2010	2010-2011	2011-2012
Active learning 3-18	<p>Gather Information on the quality and extent of active learning at the CfE early and first levels and publish Play Pilot report.</p> <p>Develop draft guidance on the principles of active learning.</p> <p>Roll out Active Learning through Play at Early Level staff development.</p>	<p>Gather information on the quality and extent of active learning at CfE second level.</p> <p>Disseminate guidance on Principles of Active Learning to all schools.</p> <p>Share practice on education website and GLOW.</p>	<p>Gather information on the quality and extent of active learning at CfE third level.</p> <p>Develop guidance on active learning at CfE second level.</p> <p>Share practice on education website and GLOW.</p>	<p>Audit and review impact of active learning on learners' achievement and attainment.</p> <p>Develop guidance on active learning at CfE third level .</p> <p>Share practice on education website and GLOW.</p>
Skills to maximise use of GLOW	<p>Schools to nominate at least one Glow mentor.</p> <p>Train GLOW mentors and provide support in whole school staff login sessions.</p>	<p>Provide schools and pre-schools with additional support to ensure staff awareness of wider applications of Glow.</p> <p>Increase number of school trained mentors if required.</p> <p>Ensure staff usage of Glow accounts.</p> <p>Begin pupil account roll out.</p>	<p>Expand the use of the components of Glow to facilitate all aspects of the educational process.</p> <p>Ensure all pupils have Glow account.</p>	<p>Monitor staff and pupil use of Glow.</p>

In addition to the above action plan, education establishments must set out their values for education. Curriculum for Excellence proposes a set of four fundamental values that should underpin everything that schools do. Schools should develop clear statements of their own values.

Dunoon Grammar School



Standards and Quality Report

Session 2010-11

Foreword

As headteacher, it is my pleasure to present the Standards and Quality Report for Session 2010-11. I hope that in reading it you will appreciate that much is being done to develop our young people to become successful learners, confident individuals, effective contributors and responsible citizens. This session has once again been a very busy one for staff and pupils and this report reflects the hard work of all within the school. I am again very impressed by the maturity and politeness of the vast majority of our pupils and the positive relationships existing between staff and pupils. I would like to take this opportunity to publicly acknowledge my gratitude to staff, parents/carers and pupils for all that they do to ensure that the good name of Dunoon Grammar School is maintained and enhanced within our community and further afield. The report follows the format of HMIe reports.

W Stewart Shaw

Purpose

This report, on the Standards and Quality of the work within Dunoon Grammar School, informs the reader about the school's major activities, achievements and key priorities overtaken in session 2010-11. It also lists the improvement priorities for session 2011-12.

How evidence was gathered

Evidence for this report has been gathered from various sources:

- HMIe Standards & Quality Report – 3 November 2009
- The school improvement plan
- Published statistical information
- Internal school evaluations
- Departmental Standards and Quality Reports,

1. The School

Dunoon Grammar School is a non-denominational secondary school which serves the Cowal Peninsula. It takes pupils from our 11 partner primaries: Dunoon, Kirn, St Muns, Sandbank, Strone, Lochgoilhead, Strachur, Kilmodan, Tighnabruaich, Innellan and Toward. In September 2010 the school roll was 957.

For session 2010-11 the teaching complement was 68 full time equivalent. There is support staff comprising teachers from Cowal Network Support Team, administration and clerical staff, technicians, librarian, classroom assistants and Additional Support Needs(ASN) assistants.

Unfortunately during the course of the session for different reasons we lost our Campus Police Officer and temporarily our School Social Worker. It is hoped that we can provide an alternative provision next session to redress this situation.

2. Particular Strengths of the school

The commitment of the staff of the school to our pupils as illustrated by

- The Science department prides itself on the positive relationships built up between staff in the department and their pupils. Staff are keen to “go the extra mile” by offering supported study, lunchtime assistance and extra-curricular activities. Evidence of these positive relationships can be seen in the uptake of the sciences at all levels.
- Skills for Work/Enterprise staff are enthusiastic and pupil-focused – expanding the remit of their courses and are involved on a National level with the development of vocational and skills-based qualifications. Relationships with pupils are very positive and rewarding for all. Pupils who experience difficulties in school with learning or behavior have been encouraged to take responsibility for projects or enterprise in the context of the NPA Enterprise & Employability Award – raising self-esteem and improving conduct in some cases. NPA classes promote inclusion and a range of options for gathering SQA evidence are promoted to ensure the equal participation of all pupils in the Group award for Enterprise & Employability e.g. hand-held video cameras, Pod Casting etc
- The excellent work ethic throughout the PE department where the setting of very high expectations of every pupil in relation to the effort and positive attitude required to succeed engenders a positive ethos.
- The commitment and enthusiasm of the Mathematics staff who enjoy their teaching and contribute voluntarily to supported study after school and at lunchtimes.
- The commitment of all staff and great team ethic in Modern Languages where they build and maintain positive relationships with classes
- The consistent focus of the RMPS department to work on relationships and building rapport with pupils.
- The Geography Department has again devoted a lot of time to offering free supported study to S4 pupils after school throughout the session, and ran 2 revision days for Intermediate and Higher candidates in the run up to the final exams.
- Regular supported study sessions are offered by Business and Computing staff (evening and Easter revision) to assist exam preparation.

- Commitment from all Technical department staff to improving students' learning and attainment (including commitment to after school and lunchtime supported study and developing units and courses)
- English Department members regularly offer 'drop in' sessions after school.
- Robust targeted pupil policy aimed towards better attainment and achievement (lunchtime & after school sessions) within Art & Design.
- Supported Study is offered after school from September – May and "drop-in sessions" are offered every Tuesday, Wednesday and Thursday after school from January – final exams, which is open to any S4-S6 History or Modern Studies student.

Emerging innovative practice in learning and teaching

- Within Business and Computing pioneering Learning and Teaching approaches are being piloted including interactive, multimedia, pupil-led, ICT resources.
- In PE, the range of activities and experiences on offer appeals to all pupils. Cooperative Learning episodes are increasing every year to engage learners and raise attainment.
- Building on from the previous success of their Standard Grade CD Rom, the PE department created an Intermediate 1 and Intermediate 2 CD Rom of Past Papers to help raise attainment.
- The Science department has embraced the techniques learned in the co-operative learning academy and many co-operative techniques have now been written into their new cfe courses. They make use of a range of Aifl techniques including traffic-lighting, show-me boards, acti-votes and peer assessment. The introduction of the ICT suite has seen a move towards more pupil led learning where they are given research tasks and asked to prepare power point presentations, posters, revision guides, quizzes etc. This is helping to change our approach to assessment and giving us the ability to hand over more responsibility to the learners.
- The Mathematics Department is committed to ongoing in-house improvement of their IT resources using, for example, MATHTYPE, GRAPH, and the interactive whiteboard.
- The RMPS Department undertook extra training in cooperative learning and is integrating it throughout their courses. Cooperative learning has had pupils working in mixed ability groups with tasks distributed according to learning preferences. This has also provided a platform for the teaching of social skills.
- One member of the English Department has been developing Digital games-based learning with S2 as part of the new Curriculum for Excellence course.
- The Modern Languages Department's pool of self-made electronic resources for the Smartboard has continued to grow, improving the range of resources available for different learners.
- The English Department is currently working on the introduction of Moving Image Education as part of its development of A Curriculum for Excellence in S1/S2. Further development is necessary in relation to consistent assessment procedures.
- Integrated use of ICT in teaching and learning across all Design & Technology subject.

- The Art & Design Department offer a wide range of experiences from S1 onward using ICT: Animation, Comic strip. Photoshop image manipulation and CadCam Design.
- S2 Drama students were involved with BBC School Report – an national project increasing the relevance of skills learned.

3. Examples of Good Practice

- The Modern Languages, Art & Design and Science departments have visited various schools to seek out good practice.
- DGS TV broadcast on national television. ‘Seaside Stories’ shown on BBC 2.(B&C) DGS ‘Seaside Stories’ written, planned, filmed and produced by the pupils of DGS TV broadcast on BBC 2, 30 January 2011.(B&C)
- Skills for Work/Enterprise teachers have presented the school’s achievements at several SQA and LTS events focused on Employability and Vocational Learning and we continue to be an advice point for other schools – both within and outwith Argyll & Bute – considering delivery of NPA Group Awards.
- SQA Moderation within Business and Computing has been recognized as best practice by SQA. Within Administration (Higher, Intermediate 2 and Intermediate 1) they stated that ‘The Centre should continue with the high standards of internal verification and formative assessment.’ In Computing (Higher) internal verification procedures were ‘The most complete they have ever seen.’
- The Modern Languages department was highlighted in the May 2011 quarterly report of the Scottish Centre for Information on Language Teaching for its highly successful Languages Conference held this year. Guest speakers worked with their S2 classes building awareness of cultural difference and the benefits of foreign language skills.
- The book production Interdisciplinary Study in English and Art & Design was featured in the TESS.
- Continued success of P7 Linking Unit initiative between Art & Design and all Partner Primaries. This year the P7 Teachers’ Workshop cascaded comic strip software and application within curriculum- resulting in related P7 work produced & displayed during Open Evening.

4. Learning and Achievement

Our 5th year results have shown an improvement on 2 key measures: 1+ Higher Grades A-C and 3+ Higher Grades A-C and the percentage of pupils gaining 5 Highers has remained constant. All measures are significantly below the Authority performance. S4 results are the poorest results in 7 years and are below the Argyll & Bute performance figures across the board. S6 cumulative results are poorer than the last 2 years but better than 2008 figures.

Strong departmental performances were recorded at all levels in Art & Design; at Higher in Geography, Biology and Graphic Communication; at Standard Grade and Intermediate 2 in Physics, Physical Education, Biology, Hospitality, Practical Woodworking Skills, Business Management, French and German; at Intermediate 1 in Hospitality, French and German. In S3 the performance in Intermediate 1 PE was very good.

Detailed analysis of key measures is shown in appendix 1.

Opportunities where our young people demonstrated their wider achievements are illustrated below.

- One of our S5 pupils received an award for attaining full marks in her SQA Intermediate 2 Hospitality: Practical Cookery examination in the 2010 examination diet.
- Seven young people with a range of Additional Support Needs participated in the Disability Scotland Athletics championships at Grangemouth and one twelve medals.
- Four S3 Skills for Work students presented at an SQA launch event in June 2011 – highlighting the benefits of Enterprise in Education and their experiences. They were highly commended on their performance and featured in the local press.
- Skills for Work students from S6 working with an S4 class organised Dunoon’s Got Talent – an end-of-term show for the whole school to enter and attend. This received good coverage in the local press and was well-supported by a number of departments and many pupils across the school. Pupils learned to improve their communication, organisation and team working skills through this experience and were creating poetry in 10 minutes!
- The Biology department enriched the curriculum by organizing a visit to London to visit the Natural History and Science Museums as well as London Zoo. One of our pupils, had a report on the trip published in the local paper.
- As part of the implementation of ACFE, the science department has worked hard along with home economics and social subjects to ensure the successful delivery of the interdisciplinary project on “food miles”. The department received a grant of £100 from the Royal Society of Chemistry to set up the project and our pupils produced a poster which was displayed at the Royal Society’s annual conference at St.Andrews this year.
- Within the Performing Arts Department Singers/Songwriters performed at Sandbank & Kirn Galas; DGS Choir - Evening of Song was very successful in raising money for their forthcoming Music trip; and the School Pantomime was a great success.
- With support from the Physics department, one of our S5 pupils has gained a place in the University of Strathclyde’s Space School where, if he impresses, he could get the opportunity to visit NASA.
- The PE Department runs an extensive weekly extra curricular programme consisting of activities such as football, badminton, basketball, gymnastics, cheerleading, fitness, shinty, short tennis, volleyball, rugby amongst others
- After a successful regional event, three swimmers from Dunoon Grammar School qualified to represent the school at the National Finals
- Similarly, after a successful regional event, three female badminton players from Dunoon Grammar School qualified to represent the school at the National Finals
- A number of pupils achieved sporting success outwith school including:
 - One of our S3 pupils being rewarded with a three year contract at Rangers,
 - An S4 pupil making the 1st team squad with Morton and attracting interest from top clubs
 - Another S4 pupil becoming Scottish Schools Sailing Champion and British Squad Member
 - An S1 pupil becoming Scottish Schools Sailing Champion
 - An S5 pupil becoming U18 Scottish Fencing Champion and British Squad Member
 - An S2 pupil becoming U14 Scottish Fencing Champion and British Squad Member

An S6 pupil becoming a Member of the ladies U18 Scottish Rugby Development Squad

- June 2011, saw the successful completion of the return leg of a new French Exchange with Collège Louis Bouilhet in Normandy.
- The RMPS Department had a team of people from local churches lead by Rev Andrew Swift sharing the Easter Experience with all pupils in S1; this was a kinesthetic learning experience that also met the Spiritual side of holistic health and wellbeing.
- The S2 pupils were learning about the true meaning of Charity and how their charity work around the school integrates into their own developing moral framework.
- Learners in S3 Computing researched, sourced and built a PC which was then raffled to generate funds for additional ICT resources. This project allowed learners to apply prior learning in an active, ‘hands on’ experience – which increased relevance, enterprise skills and depth of learning.
- Two senior pupils were highly commended in the Arnold Clark’s competition to develop a computer game to promote “The Real Deal”. They each received an i-pad as their prize.
- The Mathematics Department once again entered the ‘Enterprising Mathematics’ competition.
- S2 visit to Glasgow Museum of Modern Art
- The History/Modern Studies Department organised an enriching learning activity for two of our S6 Higher pupils who went on an educational visit to Auschwitz in Poland in Sept 2010. In addition, they organized a work placement (Politics and Languages) for one of our senior students in the European Parliament.

5. Curriculum and Meeting Learning Needs

- Modern Languages staff have visited most of our primary partners to improve the continuity of French at Transition and build relationships with primary colleagues. Having just purchased a new French course for S1/2 they shared with them the additional prior learning assumed by the new course. The new course will be delivered largely via the Smartboards including up-to-date and engaging video content. In April we repeated our S1 Celebrities project (a 3-week collaborative task culminating in a group presentation in French). This year all S1 classes completed the project, and further improvements to the scheme have been agreed.
- We experimented with some collaborative approaches in S2 which were based on models of good practice from other schools – for example a collaborative writing project which targeted a particular form of French verbs.
- Introducing more cooperative learning to project based units in S1&2 Technical courses. (One example being our new S2 Robotics unit where students work solely in cooperative groups to construct and program robotic buggies)
- Continued interpretation of relevant experience and outcomes from the Social Subjects and Technologies frameworks and use of LTS ‘Planning Tool’ has allowed the Business and Computing Department to develop relevant and engaging learning opportunities and innovative approaches to assessment of the experiences and outcomes have been identified. They have developed engaging, interactive learning resources, including publisher websites, wikis, and prezzi multimedia presentations.

- In order to deliver the new CfE experiences and outcomes for Science, the department has developed new courses for both S1 and S2. The S1 courses have now been implemented and have been evaluated favourably with young people. The standard of work we are receiving from S1 pupils is of a very high standard and pupils are performing exceptionally well in assessments.
- Introduction of Interdisciplinary study in Art & Geography based on the Rainforest in which pupils look into global issues such as land erosion, disappearing wildlife etc.
- Book Cover design – a Cross Curricular task between Art & Design and English departments. Displayed in Library pupils choose favourite novel and produce front cover using their own artwork and researched appropriate images
- The PE department launched their new S1 Curriculum, delivering the CfE Experiences and Outcomes through a range of curricular activities accompanied by relevant homework logbooks.
- The implementation of ‘A Curriculum for Excellence’ to S1/S2 pupils saw the Mathematics Department adopting and amending a programme based on materials from Angus Council. They have begun to identify activities and resources to make teaching & learning more active, including ICT and Cooperative Learning. New assessment techniques are under development.
- An interdisciplinary activity for S1 was undertaken, involving Geography, Science and Home Economics, on the theme of *where our food comes from*. The Geography input involved looking at the food supply chain for a particular foodstuff (bananas) and then at the implications of this in terms of *interdependence, food miles and carbon footprints*.
- Revamped S1 and S2 History and Modern Studies courses introduced this year to meet the new Curriculum for Excellence guidelines including a “resource wall” in History.
- Creation of a new S1 Technical Drawing unit to improve students’ understanding and create better pathway into this area.
- Extensive development of S2 courses, particularly Graphic Communication which has been completely redeveloped, to improve engagement, motivation and learning experiences in line with CfE.
- Implementation of NQs (Intermediate 2 and Intermediate 1) in Administration and Business Management in S3/4 will ensure better progression to Higher – due to improved articulation: content, structure and assessment arrangements.
- Within Business and Computing, Individual Learning Plans were produced for Access 3 pupils, to reinforce technical skills and knowledge and to utilise these to support work in other subject areas.
- To meet the needs of pupils who have struggled with Science in S4 and S5 but wish to continue their studies in the department, a new course (Managing Environmental Resources) has been developed which is offered at both Intermediate 1 and 2 levels in the department.
- The Geography Department continues to develop differentiated units for their S4 Intermediate classes.
- The RMPS Department has been initiating a variety of pedagogical techniques to suit all types of learning needs. They have been cascading debating skills and techniques from Higher down through the core courses.
- An Individualised Spelling Programme to support pupils with dyslexia, led by a Chartered Teacher, has been introduced within the English department. They have also re-introduced the paired reading initiative and revamped the Reading for Gold scheme.
- Young people with a range of Additional Support Needs were supported in developing their skills across the curriculum and organising cross-curricular projects which were highlighted in the local press and raised funds for local charities. They were involved with and supported by CLASP and Bobath Scotland.

- In S1 and S2 French potential topic areas were analysed to identify where they could easily extend the more able in their mixed-ability groups. A new programme of extended reading homework tasks suitable for mixed ability has been completed. They have also replaced their Writing assessments for S1 and S2 with a new format which is more consistent with that in S3 and S4, allowing scope for the more able as well as the less able to achieve success.
- The Individualised Reading Programme for S2 pupils in English meets the needs of all pupils.
- Three after school sessions were run in May/June for a group of P7 pupils with additional support needs to assess how they will cope with the practical work in the workshops in S1 in Technical.
- The Learning Centre worked in collaboration with the Technical Department to offer a course to young people with additional support needs. This has proven really successful with the students involved receiving more focused attention and support. We hope to run this again next session.
- The Performing Arts Faculty provided similar support in both Music and Drama as did the Home Economics Department.
- The English Department tailor teaching strategies and texts in single gender classes to meet pupils' needs.
- The Art & Design Department offers lessons based on pupils' own interests and experiences.
- Excellent differentiation material available for use by our S1 and S2 History and Modern Studies pupils.
- Use of Self Evaluation sheets within the Department. For example, after S1/S2 class tests, pupils complete their own personal targets on how to improve. Pupils also complete class survey on what they liked; disliked; how the course could be improved and what they thought of the teacher. S3 / S4 Exam analysis sheets are completed after both S3 and S4 exams and target sheets on how to further progress are then completed. Individual Higher History Essay Pupil feedback sheets are used with all homework essays; a Progress Sheet is kept by all Higher pupils outlining their understanding of each topic and the steps needed to improve. Staff encouraged to use feedback comments rather than a mark.
- Pupil Choice built into parts of the course. For example, in session 2009-2010 the S1 History course piloted a new Resource Wall where pupils chose which topics to cover and the order. There was also a new S1 History Investigation where pupils had a choice of 6-8 topics to select from. In S2 Modern Studies, pupils are offered a choice of 2 topics to debate – fox hunting or animal testing.
- Most of our S1 / S2 History / Modern Studies courses use differentiated booklets and materials produced by our staff working closely with the Support Department.
- Home Economics work with the Vanguard Group (Primary 7 pupils) who have 3 visits after school to encourage confidence prior to starting at DGS in August.
- Pupils from The Home Economics department entered the Futurechef 2011 and Rotary Chef Competitions.
- Our successful Primary 7 “On the Move” project in Design & Technology was well-received by pupils and teachers.

6. Staff working with others to support young people's learning

- Street Poet, Mark Thompson visited the school and worked with Skills for Work students from S4 and S5/6. The emphasis was on expression and creativity and sought to inspire pupils into thinking outwith their normal comfort zones.

- Bill Jarvie, Honorary Senior Lecturer at the University of Strathclyde, Hunter Centre for Entrepreneurship, chose Dunoon Grammar School as a pilot for his revolutionary 'Unpuzzled Accounting' workshop. This workshop was delivered to Higher Business Management pupils.
- Links have been established between the Science Department and Strathclyde University in the delivery of some of the practical work essential for the Advanced Higher Biology course. They have also established links with Dunoon Hospital, a local beauty therapist, the local Vet and ex pupils to promote Biology subjects in third year. Links with STEM continue to grow: this year the Science Department were given funding to assist with the purchasing of materials for the gardening club and the S1 problem solving day at SAMS in Oban.
- The PE Department utilised local community coaches to assist with the delivery of particular activities such as Rugby, Shinty, Dance, DYFL and Pilates.
- Our Modern Studies trips to both the U.K. and European Parliaments where Standard Grade pupil visits are further enriched by meeting and interviewing their M.P. and MEP.
- In addition, the Higher Modern Studies pupils took part in a London trip where they visited Downing Street and attended Prime Minister Question Time at the House of Commons.
- The RAF visited the Mathematics Department early in the session delivering their 'Maths Mission' problem solving activities with some of our more academic S2 pupils.
- In Home Economics, the Scottish Government sponsored Cooking Bus visited the school when pupils in a range of year groups had the opportunity to be involved in making a range of international dishes. A great experience in building pupils' confidence and practical skills. We also received resources including the COOKIT tool Kit.
- Staff CPD on The Cooking Bus over the week after school twilight sessions. Included staff from Primary schools also and Support staff.
- Learning within Home Economics was enhanced by visits on two occasions from Kenneth Hett (Chef Lecturer) from Glasgow City College to demonstrate Knife Skills and the Hospitality: Practical Cookery Intermediate Level 2 Exam; two visits to James Watt College for Intermediate Level 2 Hospitality: Practical Cookery; visits from JW College to DGS Home Economics Department to demonstrate to pupils studying Intermediate Level 2.
- In autumn 2011 a locally-based young German student teacher volunteered her help to the Modern Languages department. This contact resulted from a previous German volunteer who helped us in the same way last session. Her enthusiasm and successful work with our German learners has surely boosted interest in the language with uptake at Higher now exceeding that in French.
- In the course of both our French and German Exchanges this year we have involved parents and worked with a range of people within and outwith the school – most importantly, our pupils have learned or are learning from their foreign partners. We have also capitalised upon our foreign links through penpal schemes involving some classes with classes in the French and German partner schools. This has proved a great way of motivating pupils and making them see real purpose in the subject.
- Our Technological Studies classes had the benefit of the Department's link with local company Ali-Energy who brought in an Electric Vehicle and gave a presentation based on this.
- Through close collaboration with a teacher in Notre Dame High School we managed to present our first ever candidate in Higher Spanish in June 2011.

- The Geography and Business & Computing Departments invited a guest speaker in from a development company involved in a proposed new supermarket, to illustrate the role of planning in the development process to our Advanced Higher pupils.
- Teen Challenge visitors talked to S2 classes, in their RMPS classes, about drug addiction.
- The Procurator Fiscal from Paisley came into the Higher RMPS class to talk about crime and punishment.
- A member of staff who previously worked in the Home Office spoke to the Higher RMPS class about Crime and Punishment .
- Our school chaplains, as well as taking assemblies, contributed to lessons in RMPS.
- The school librarian and a member of the English Department organized the Friday Reading Group.
- S4 Skills for Work students organized a Free Kick Challenge which was well attended by pupils and staff in December. Improving their skills of organization and teamwork – the group raised £30 for Skills for Work sustainable projects and were assisted by a donated prize from First Point USA of a signed Premier League football top – First Point supporting this active sports initiative.
- Senior Singers/songwriters worked with Tigertown Records Management to enhance the relevance of their learning.
- Extensive Joint and Cross marking of internally assessed work to share standards and ensure consistency for our students. Projects in Craft & Design and Practical Craft Skills are all assessed together by 2-3 members of staff, for example.
- International Photographer Craig McPherson visited the Art & Design Department to talk and demonstrate to S2 pupils on successful photo techniques; the department has been liaising with International Artist Peter Howson on his art to the benefit of our S6 pupils; joint participation with Alan Ferguson (Youth Forum) on photography unit; an S6 student visited Erskine , Care Home for War Veterans for photography project.

6. Staff and Young People Improving their Community

- Many community-focused events were undertaken by Skills for Work students – vocational and business-based – keeping the school at the heart of its Community. Pupils were involved in organizing a CD and DVD recycling scheme to exchange for a new school football strip. This was publicized in the local press and supported by members of the local community. The new strip will be launched in 2011/2012 with local press coverage. A social evening was held in the school to celebrate St Andrews Day where elderly residents of local care homes were invited to be entertained by and receive the hospitality of the pupils. A local entertainer was the Guest Speaker and all facilities were provided and organised by Skills for Work classes (S5/6) and MiTEC Enterprise pupils (S1/S2). Working with Argyll College lecturers, S4 students produced and served Scottish-themed refreshments to their guests and local businesses provided gifts and prizes for all who attended.
- MiTEC Enterprise pupils continued to trial and explore new software and to contribute to charities using funds they generated through enterprising activities. They designed a wiki for a local Community group – Crossroads – and have also been raising funds to present to the group. MiTEC Enterprise pupils donated £100 to Tommy’s Stillborn Trust Charity from the funds they have raised over 2 years – this supported a 10k run undertaken by around 40 members of the local community.

- S3 Skills for Work students organized a Dunoon Champs League football tournament involving around 90 pupils from S1 to S3. They worked with other departments in school to create trophies and also received prizes donated by local businesses. The group hopes to make this an annual event to promote healthy activity within the school. They improved their communication and team-building skills.
- Implementation of a Drama Ambassador (S6 student) to help younger classes & raise the profile of subject was successful, with the ambassador even participating at the S2 Parents Evening.
- The use of the film "In Her Shoes." previously produced by pupils in the Performing Arts Faculty in conjunction with Argyll & Bute Women's Aid and Spirit Aid, by the Social Work Department and various other agencies to highlight issues of Child Trafficking and Prostitution.
- The Young Engineer's Electric Race Car continues to link with the local community. Local expertise is utilized, a local company sponsors the team and there have been several articles in the local newspaper regarding the initiative. At the Greenpower Electric Car Schools Challenge 2011 in Aberdeen, the team finished a creditable 10th from 18 runners although they were a little disappointed as they had set high standards from themselves. However, the team came 1st of the 18 in the 'Best Engineered Car' category. This was a fantastic achievement in addition to the students involved having a great experience.
- The gardening club has begun the process of introducing more plant life to the school grounds, and have started up a herb garden in the greenhouse with the intentions of propagating and selling the herbs at parents nights next session. Plans are currently in place to build a pond in the school grounds and landscape the surrounding area.
- A member of S6 took on the new role of Science Ambassador. She worked closely with staff to assist pupils who were struggling in Biology and Chemistry, worked as a classroom mentor in various classes and worked on re-writing risk assessments for the Physics and Chemistry departments
- RMPS had one of the Higher pupils work within the department during work experience; she was developing her student leadership skills to a high level.
- Art Pupils produced scenery for a Cowal Choral Club production.
- Continued liaison with Burgh Hall through a number of projects in Art & Design.
- PE Department worked closely with Cowal Golf Club to install state of the art indoor golf hitting and analysis equipment. This is now being utilised within aspects of the curriculum and during extra-curricular activities in conjunction with the Golf Club.
- S5/6 Sports Leaders have led a range of extra-curricular activities throughout the year including Shinty, Football, Badminton and Cheerleading.
- Senior pupil evaluation of Higher, Int.2 and Int.1 courses has informed the improvement agenda in English.
- The views of the pupils is sought and valued in Mathematics.
- A variety of pupils within the Higher and Standard Grade RMPS classes have been encouraged to get involved within their local churches.
- In RMPS, S1 have been encouraged to show Charity through acts of service to their family, community and environment for example by reducing their littering.
- Pupils in the English Department attended an author visit at Kirn Primary School as part of Scottish Book Trust initiative.

8. High expectations of All Young People.

HMIe reported that “The school is caring and welcoming. Staff and young people respect each other and have a strong sense of pride in their school. Young people are confident and friendly. Staff have improved their approaches to promoting positive behaviour. Teachers are highly committed to the care and wellbeing of young people. Young people feel safe in school. The school has high expectations of young people’s attendance and behaviour.

- Higher Geography candidates were again encouraged to believe in a *full marks philosophy* i.e. that they should not be aiming for a basic pass level in questions, homework, NABs and prelims, but should be thinking in terms of full marks (or more!) as an achievable target, using role models from previous year groups to show that this is possible with a focused look at how this can be done, using model answers, past papers and marking schemes. A competitive element was again brought into play for Higher internal assessments, something that seems to encourage greater motivation and effort.
- Regular supported study sessions run in Technical and departmental staff always available to students spending additional time in the department to improve their learning and advance their coursework.
- Consistent high attainment is achieved in Art & Design through promoting high expectations of both staff & pupils.
- High standards of achievement set within The Technical Design Department as well as high expectations of behaviour and effort from our students. Strong desire and willingness to uphold standards in our department and whole school
- All Skills for Work students are continually reminded of the high standards expected of them – both during their studies with College lecturers and during their school periods.
- Within Modern Studies & History an SQA Action Plan is set up each year post prelim results, where parents of pupils underperforming by 2 grades less than their CAT score are contacted and pupils encouraged to attend Supported Study. Personal targets and weaknesses are then identified and pupils concentrate on these areas at Supported Study.
- In Business and Computing, the department continued to work on sharing the SQA standard with exam candidates, and made use of SQA Understanding Standards, past papers, marking instructions and Assessor Reports to improve pupil performance. They continued their work on exam revision techniques to support learning – study cards, past papers and use of technology.
- The Science Department has piloted a new reward system for S1 which was a success.
- RMPS have an effective reward and consequence scheme in place, which reinforces a strong behavior management practice.
- PE launched a Merit System for S1 & S2 that enabled pupils to build up points over each 6-week block. Focus was given to behaviour and effort; always having PE kit; and submitting homework on time to the best of their ability.
- The PE Department has increased the Leadership capacity of S6 pupils through their training as Sports Leaders. They have led a range of extra-curricular activities throughout the year including Shinty, Football, Badminton and Cheerleading.

- PE staff regularly offer supported study sessions and help sessions to pupils at lunchtimes and after school; advice is given on examination revision techniques to support learning; examination candidates are encouraged to make good use of SQA past papers and marking instructions as part of their preparation; where necessary CD's at the appropriate level are available for use.
- The Mathematics Department has a considerable amount of revision material available at all levels of study and all students are positively encouraged to attempt it and to use it wisely.
- The English Department provides a variety of quality revision resources to support pupils and set high expectations both within and outwith school.
- The RMPS Department develop the ethical awareness of pupils through their participation in the annual 'Playfair' day, when young people develop their awareness of racism, domestic abuse and anti-bullying and the need for tolerance whilst appreciating diversity. Within the S3 core course all pupils study the five steps to tyranny – examining the causes of the holocaust and the dangers these causes pose to modern society.
- In English, Department Meetings focus on improving teaching and learning; examples of good practice are displayed in classrooms and in the corridors; high expectations are regularly promoted within some classroom environments.

9. Annual Review of Improvement Plan Progress June 2011

Priority 1: A Curriculum for Excellence

The development of the Curriculum Wall mapped the learning taking place across S1. This will be used to ensure that relevant experiences and outcomes, including those in literacy, numeracy and health and well-being, are systematically built into the curriculum. Some progress has been made in introducing interdisciplinary learning. The Curriculum Wall will allow staff to identify further opportunities to develop learning within this context. We did not agree a Curriculum Structure for delivery of the senior phase. This will be addressed early in the new session. Many new partnerships were established resulting in an enriched curriculum. Our PT Enterprise assisted the Education Support Officer in the construction of the Local Authority's Skills Development Framework. A cross-sectoral planning group of HT's and the ESO was established to plan skills development and recognize wider achievement.

Priority 2: Learning & Teaching

Teacher Learning Communities, although an excellent concept, could not find the time to embed the process and were abandoned. The difficulties associated with accessing GLOW have hampered its use and development within the school. The school used the new tracking and reporting system developed by SEEMIS. Further work needs to be undertaken to track pupil performance more systematically in order to set higher expectations and raise attainment. Nearly all teachers were trained at a Cooperative Learning Academy. The training was well received and has resulted in a change of pedagogy in most subjects. Staff continued to visit other schools to identify good practice.

Priority 3: Self Evaluation

Although HMIe noted that we were taking the right steps to address this issue, and the constituent parts of self evaluation practice can be evidenced across the school, we have not as yet developed a culture of self evaluation leading to school improvement. This must become a top priority for the coming session. Promoted staff received training focused on the school improvement agenda.

Priority 4: Supporting Pupils

Further progress towards establishment of the integrated department was made by the formation of the post of PT (Additional Support Needs) by amalgamating the posts of PT Learning Support and PT Promoting Positive Behaviour. Following the work of the Pupil Support Team and the Pupil Support Impact Group the school has introduced a vertical house structure where house teams comprising pupils from S1-S6 meet daily. This should lead to all pupils receiving better universal support through personal learning planning and an enhanced leadership role for PTs(Guidance) as Heads of House and for pupils at all levels but with particular opportunities for senior students. A group of S1 pupils undertook Peer Mediation training. We were unable to develop further restorative practice training. The whole school behaviour management policy has been implemented. The positive impact on behaviour is illustrated by the accompanying drop in Exclusion figures. Over the last 3 years the number of pupils excluded has been 61, 57, 45; the number of exclusions incidents 125, 97, 60; the number of days lost to exclusion 469,347, 256.

Priority 5: Leadership

The Cluster Interdisciplinary Study framework was updated but within the school only partially implemented. The school, supported by the local authority, developed a strategic plan for the acquisition of new computers. We acquired approximately 120 new computers and created two new computer suites in the course of the session. The process of monitoring and evaluation and deciding next improvement steps is still weak across the school, although there is evidence of departments making some progress towards establishing this culture. Initial work on the development of a strategy for the delivery of the 16+ agenda has been undertaken. Two faculties, Science and Performing Arts embraced the Departmental Ambassador initiative which enhanced the leaderships skills of the two senior pupils involved. Pupil Councils met throughout the year but little meaningful impact resulted from them.

Maintenance Agenda

Improvements in communication have been made by the use of SMS texting to report homework defaulters, behaviour issues and to send reminders to parents of Parents Evenings etc. Pupil notices were put onto Powerpoint presentations (Effectiveness still needs to be evaluated). Greater use of the website to communicate information to parents. The prefect system has been reviewed and greater opportunities identified to promote leadership in the upper school. This should have a positive impact on the ethos of the school. Introduction of the new SEEMIS tracking/reporting system caused increased anxiety for staff. However, the benefits afforded by the new system hopefully will outweigh the stress experienced from learning how to use a new system. The Behaviour Management policy is under constant review. The referral system was confusing but hopefully initial teething problems, having been identified, will be rectified for next session.

10. Planned Improvements

Through consultation with pupils, staff and parents/carers the school has produced its shared vision, values and aims statement. Priorities for improvement are identified in the school's Strategic Improvement Plan.

The key areas of focus for session 2011-12 are:

Priority 1: A Curriculum for Excellence

- *Continuous Review of S1 & S2 Courses including the identification of opportunities to introduce and develop interdisciplinary studies*
- *Agree a new timetable structure*
- *Ensure Literacy, Numeracy and Health & Wellbeing continue to be embedded across the curriculum*
- *Continue to build links with local, national and international partners to develop the school at "the heart of the community"*
- *Identification of pupil opportunities for personal achievement and ways of recognising them*
- *Build the Development of Skills across the curriculum through Experience and Outcome Statements*
- *Continue to review and improve transition from Primary to Secondary by ensuring curricular progression*

Priority 2: Learning & Teaching

- *Develop the use of ICT in Learning and Teaching*
- *Develop Assessment and Reporting policy and practices including Tracking in line with BTC5*
- *Continued implementation of Cooperative Learning and AifL Techniques across the school*
- *Introduce practices to promote high expectations of all young people's learning in classes*

Priority 3: Self Evaluation

- *Develop a Culture of Self Evaluation*
- *Search out and share good practice*

Priority 4: Supporting Pupils

- *Continue to develop the integrated support department*
- *Develop further processes in the vertical system to allow individual pupil interviews to support personal learning planning*
- *Introduce a simplified system to support personal learning planning*
- *Train Promoted Staff in Restorative Practice techniques*
- *Develop the 16+ Learning agenda*

Priority 5: Leadership

- *Develop teamwork approach between SLT and PT's to develop support processes to raise attainment*
- *Leading Learning*
- *Development of Pupil Voice, through Councils and Focus Groups*
- *Devolving Leadership to staff.*
- *Within the Vertical House structure, developing Leadership of Pupils*

Appendix1: Attainment Figures

SQA Results 2010

	School		Argyll and Bute		Scotland	
	2010	2011	2010	2011	2010	2011
In S4 5+ Standard Grades 1-6	93	87	94	91	88	
5+ Standard Grades 1-4	79	72	82	76	73	
5+ Standard Grades 1-2	36	31	38	36	33	
In S5 1+ Higher Grades A-C	42	44	47	48	43	
3+ Higher Grades A-C	15	17	23	26	24	
5+ Higher Grades A-C	6	6	8	13	11	
In S6 5+Level 5	57	55	56	59	50	
1+ Higher Grades A-C	55	52	54	58	46	
3+ Higher Grades A-C	34	31	32	36	33	
5+ Higher Grades A-C	22	21	22	22	22	
1+ Advanced Higher	12	8	15	16	12	

Examination Results (within Scottish Credit and Qualifications Framework)

(2009/2010 results are pre-appeal)

Percentage of the relevant September S4 roll achieving:									
By end of S4	5+ @ level 3 or better			5+ @ level 4 or better			5+ @ level 5 or better		
	2007/2008	2008/2009	2009/2010	2007/2008	2008/2009	2009/2010	2007/2008	2008/2009	2009/2010
	96	92	94	87	81	80	38	35	36

Percentage of the relevant September S4 roll achieving:									
By end of S5	1+ @ level 6 or better			3+ @ level 6 or better			5+ @ level 6 or better		
	2007/2008	2008/2009	2009/2010	2007/2008	2008/2009	2009/2010	2007/2008	2008/2009	2009/2010
	45	47	41	22	23	17	8	8	6

Percentage of the relevant September S4 roll achieving:									
By end of S6	3+ @ level 6 or better			5+ @ level 6 or better			1+ @ level 7		
	2007/2008	2008/2009	2009/2010	2007/2008	2008/2009	2009/2010	2007/2008	2008/2009	2009/2010
	27	37	34	15	24	22	9	12	12