

# **Dunoon Grammar School**



## **Standards and Quality Report**

**Session 2011-12**

## **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 2011-12. It also lists the improvement priorities for session 2012-13.

## **How evidence was gathered**

Evidence for this report has been gathered from various sources

- 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 890.

For session 2011-12 the teaching complement was 63.5 full time equivalent. There is support staff comprising teachers from the Authority Support Team, administration and clerical staff, technicians, librarian, classroom assistants and Additional Support Needs(ASN) assistants.

## **2. Impact of Last Year's Improvement Plan**

### **Priority 1 Development of Curriculum for Excellence**

Departments continued to develop courses within the broad general education.

Some departments fundamentally redesigned their S1/2 courses, whereas others amended their existing courses and teaching methodologies to reflect the principles and practices of curriculum for excellence.

Some new interdisciplinary studies were developed but a significant number of departments still need to develop interdisciplinary learning.

We have yet to produce our S2 Curriculum wall and to use both S1/S2 walls to establish a map of permeating themes to ensure that all departments are contributing to the development of literacy, numeracy and health and well-being.

### **Priority 2 Learning & Teaching**

During the session we introduced target-setting interviews for all S5 pupils where members of the Senior Leadership Team and Heads of House met with pupils and parents to set targets for their SQA exams.

We introduced a system of texting to alert parents when pupils were not performing to expectations e.g. not doing homework or passing NABS.

The number of pupils gaining 3+ Highers has risen.

With the local authority allowing the use of You Tube there has been a marked increase in the use of ICT to enhance learning throughout the school.

Several CPD sessions were organised to enhance staff skills.

Following S4 prelims pupils who had the potential of gaining credit awards were identified, and interviewed with parents to encourage them to engage in more effective learning strategies. Information was passed back to teachers asking them to particularly focus on supporting these pupils with their revision.

Easter study classes were re-introduced.

A parent information evening on Study Skills for S3/4 pupils was reasonably well-attended. A study skills and exam preparation event on a Saturday morning was poorly attended.

Within House Time all pupils worked on a unit on how to raise their attainment.

House teachers engaged young people in tracking interviews where they discussed their learning.

We introduced a new format of reporting to parents in S1 where house teachers met with pupil and parent to discuss learning and achievement across the curriculum. This resulted in much higher parental involvement.

An increasing number of staff are employing cooperative learning techniques but this has to be more consistently employed across the school.

Staff made a good start to developing new national 3,4,5 courses. This work is ongoing.

In consultation with pupils, parents and staff we agreed to continue to give pupils their options in S2. This is an interim situation and will be kept under review as CfE models develop.

The school continues to develop effective based partnerships to enhance the learning of your people. The Performing Arts department worked with Strathclyde Police, Social Work, Church of Scotland and NHS to produce a DVD to deal with Drugs and Alcohol Abuse.

The technical department worked with pupils from Kirn primary school, developing positive links and curricular continuity.

The number of skills for work courses increased and we are able to offer hairdressing in our newly formed hairdressing salon.

The PE department deployed pupils studying the Sports Leader award in primary schools to support their PE programme.

The school did not make good progress on the development of Literacy, Numeracy and Health and Well-being as the responsibility of all teachers.

The school is making good progress in identifying pupil opportunities for personal achievements. Recognition of personal achievement formed part of the S1 parents reporting meeting. The House merit system rewarded personal achievement.

Members of staff have been involved in the authority development of Skillsbook: a piece of software to record pupils' skills development and personal achievement.

The application of Assessment for Learning technique is still too inconsistent across the school.

### **Priority 3 Self Evaluation**

As a result of the school's involvement in the new local authority partnership review we developed and piloted a new system of reviewing the work of departments. This has led to a greater focus on learning and teaching and action planning towards improvement.

### **Priority 4 Pupil Support**

There has been good progress in the development of a vertical guidance and tutor system. Guidance staff produced a vertical programme of activities and pupil evaluation of the new system was generally positive. Staff have begun the process of regular pupil interviews but this requires further development.

The process of staged intervention for both learning and behaviour is becoming more embedded in the ethos of the school. Staff have received training to support the introduction of individual interviews and parental report meetings.

### **Priority 5 Leadership**

The leadership capacity of the school has materially improved during this session. Several staff led by the good example set by our Heads of House have led initiatives as part of the House activities programme.

We have developed a course leading to the SQA qualifications in Leadership for our S5 pupils.

The new house system has increased the opportunities for pupils to engage in leadership activities.

Limited developments of School Council and House Councils have helped develop the pupil voice, but more requires to be done.

However, the school council has improved the ethos of the school through the purchase of new tables for the forum and the development of a new queuing system for lunches.

The school has made good progress in the delivery of opportunities for all.

We have developed curriculum flexibility in our senior phase by increasing the number of skills for work courses, the delivery of Open University YASS courses; delivery of Advanced Higher Geography from Oban High School, development of Youth Volunteer Award course in partnership with CLD.(Community Learning Development)

We have been actively involved in the development of Skills for Learning, Life and Work.

We have engaged fully in the 16+ Learning Choices initiative.

The school is improving communications with parents through an improved use of the website, twitter, texting and our new e-newsletter.

Improvements to internal communications include the new Head Teacher's bulletin and displaying pupil notices on television screens in the forum and on a pupil noticeboard in the forum.

### **3. Particular Strengths of Departments indicated by Principal Teachers**

The school has many hard working enthusiastic teachers who are committed to teaching and learning of their subjects and to the young people of Dunoon Grammar School.

All Departments/Faculties compile a Departmental Standards and Quality report annually. This report is based on a selection of comments from these reports.

#### **Modern Languages**

- Teamwork and sharing of ideas.
- Culture of self-improvement and reflection.
- Use of ICT and readiness to try new ideas.
- Links outwith school – Exchanges, foreign native adults helping, guest speakers etc.

#### **Business and Computing**

- Extra-curricular provision – innovative approaches to learning outwith the formal timetable. Pupils have several creative forums to further develop skills and knowledge.
- Profile of school – extra-curricular projects have gained wide ranging exposure in local and national press and media, as well as being used by Education Scotland to illustrate learning and teaching. E-newsletter produced by faculty disseminated weekly to stakeholders offers opportunity to celebrate pupils' successes and showcase their talents.

#### **Geography**

- The department has been consolidating cooperative learning and a variety of pedagogical learning styles, and is integrating them throughout their courses.

#### **History/Modern Studies**

- Consistent use of AiFL strategies within Dept. class teaching including the aim to move towards electronic Learning Intentions and Success Criteria for all courses.
- Department is moving towards a change in pedagogy making learning & teaching more active.
- Staff Commitment to the use of ICT.

- Excellent use of S1-S2 self evaluation undertaken with a large majority of our pupils providing extremely positive responses.

### **Religious Moral and Philosophical Studies**

- The Department has been consolidating cooperative learning and a variety of pedagogical learning styles, and are integrating them throughout their courses.
- Work on relationships and building rapport with pupils evidenced in the polldaddy survey.
- An effective reward and consequence scheme in place, which reinforces a strong behavior management practice.

### **English**

- Emphasis placed on the development of skills.
- Successful implementation of aspects of co-operative learning.
- Development of new resources at all levels.
- Corridor displays.
- Inclusion of interdisciplinary learning in some CfE courses.
- Effective use of ICT to enhance teaching and learning.
- Use of Personal Learning Plans.

### **Art & Design**

- P7 Teachers' Workshop cascading painting techniques within curriculum- resulting in related P7 Linking Units produced & displayed during OTM and P7 parents' visit
- S1/S2 opting for individually driven IT based unit (Book Cover)
- Staff visiting Art departments in other schools (Govan High) to observe good practice and methodology.
- Robust targeted pupil policy aimed towards better attainment and achievement (lunchtime & after school sessions)
- Use of sketchbooks in context with Homework Policy – very successful across all levels
- Continue using co-operative learning as a regularly applied methodology across the dept's classroom

### **Mathematics**

- Big commitment to the use of ICT.
- Excellent additional in-house resources which supplement our courses.
- Department takes part in the 'Enterprising Mathematics' competition.

## **PE**

- Very high expectations of every pupil in relation to the effort and positive attitude required to succeed which contributes to the excellent work ethic throughout the department
- Cooperative Learning episodes are increasing every year to engage learners and raise attainment
- Range of activities and experiences on offer to appeal to all pupils

## **Design & Technology**

- Commitment from all departmental staff to improving students' learning and attainment (including commitment to after school and lunchtime supported study and developing units and courses.)
- Integrated use of ICT in teaching and learning across all Design & Technology subjects.
- Development of engaging and challenging units of project based learning where students can development confidence in a variety of practical and more general skills. Courses foster creativity and problem solving abilities.
- High standards of achievement set 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.
- Extensive knowledge and skills base of our departmental staff regularly shared to add to the professional development of each other.

## **4. Examples of Good Practice**

### **Modern Languages**

- Primary/ Secondary transition work: Sought out best practice nationally. Examined several "showcase" transition projects and visited the school which seemed to have the best model. Built further on last session's dialogue with primary partners. Agreed a programme of teaching for primaries to promote greater consistency in French across all schools. Further liaison meeting took place at Feb in-service followed by In-Service session in June 2012, led by a local primary French practitioner who has gained national recognition. Communicated with all primary headteachers face-to-face at meeting and involved them in communications, as part of our drive to raise the profile of language-learning among partner primaries.



- Success of German Exchange continues. Currently building a new French Exchange which we hope will include more pupils than the last.
- Increasing use of music, video clips and real up-to-date content to engage learners through use of YouTube and other sources. Resources are catalogued on dedicated electronic folders and ordered by page number. Each resource corresponds to a page number of the course book – it is easy to access resources, and colleagues can easily borrow the resources of others.
- Languages Conference – mostly aimed at S2. This shows the real-life relevance and advantages of learning a foreign language, and involves several guest speakers from industry, university and other backgrounds.

### **Business and Computing**

- Moderation Feedback – Intermediate 2 Computing feedback: “The Centre is commended on the introduction of a comprehensive internal verification system. This practice should be continued”.
- DGS TV – work has been carried by BBC, STV news, Daily Mail, Daily Express and other local and national media publishers
- National contribution – staff have been proactive members on Qualification Design Teams for new Administration & IT courses and Business & Business Management courses. Staff have also produced national materials for these new courses for SQA and Education Scotland.
- BBC Comedy – pupils attended an exclusive BBC comedy workshop at the Edinburgh Festival in August. Pupils delivered a wide range of performances, including songs, sketches and stand-up. Pupils also interviewed TV comic Ed Byrne. Footage is on the BBC website.
- BBC Nature – following on from the success of Seaside Stories’ broadcast on BBC 2 last year, a group of S1-S3 pupils worked with the BBC to write, film, present, edit and produce a documentary on nature in Cowal. This film is on the BBC website.
- HRH Prince Edward was very impressed with the work of pupils in the department during their visit to the school. His equerry Alistair Bruce of Cromlech – who has worked on productions such as Downton and the King’s Speech – emailed the school to share this feedback.
- Walter Sinclair Smith, a remembrance movie produced in conjunction with S4 History pupils achieved widespread acclaim. Pupils involved uncovered the remarkable story of an ex-pupil of the school who was tragically killed during the iconic Christmas Truce of 1914. The film produced was subject to positive publicity from a range of national newspapers as well as being a main feature of the national six o’clock news on STV. The movie has received an award from PoppyScotland and can be viewed on their website.
- We Will Rock You. Significant contribution from faculty staff on all aspects of the fantastic school production – from show director and producer, to advertising sales and programme design and production. Staff attended nightly to co-ordinate refreshment/tuck shop/merchandise sales.

### **Geography**

- In Geography the department is teaching more practical applications, eg the S2 course now involves studying the impact of earthquakes on buildings and landscapes, including pupils constructing a model seismograph.
- In the S3 course there are opportunities for project based work when looking at issues such as Glasgow, and China's One Child Policy to give the pupils a deeper understanding of material being covered.

### **History/Modern Studies**

- A wide variety of differentiated material produced for use in our new S1/S2 History and Modern Studies CfE courses.
- Excellent use of AifL strategies by all members in the Department. Well on the way to having electronic ILO's; Targets and Success Criteria being displayed for each lesson taught from S1-S6.
- New Cooperative Learning exercises and pupil investigations have been introduced into our S1 and S2 History and Modern Studies courses this year to meet the new Curriculum for Excellence guidelines. Pupil choice has also been introduced where appropriate.
- Electronic copy of coursework on CD available for use by our S4 History students.

### **RMPS**

- We had a team of people from local churches led by Rev Andrew Swift sharing the Christmas and Easter Experience with all pupils in S1; this was a kinesthetic learning experience that also met the Spiritual side of holistic health and wellbeing.
- We tied in the Key Christian Beliefs S1 course to the Gideon Society assembly as led by S Clark.

### **English**

- Focusing on teaching and learning at Departmental Meetings.
- Cross curricular links with History, RMPS and Science Departments.
- Interdisciplinary learning initiatives.
- Use of collaborative skills within the classroom setting.
- Effective use of a wide range of texts to enhance teaching and learning.
- Individualised Reading Programme for S2 pupils.
- Individualised Spelling Programme for all year groups.
- High profile given to good practice in Department Displays.
- Enjoyment and choice within course structures.
- Tailoring teaching strategies and texts in all classes to meet pupils' needs.
- Effective use of AifL within the classroom setting.

- Creation of a new school magazine – *ak'sent*.

## Art

- Continued success of P7 Linking Unit initiative with all Associated Primaries. P7 Teachers' Workshop cascaded painting techniques and artists' study - application within curriculum resulting in related P7 Linking Units produced.
- Use of Cooperative Learning – especially at S1 / S2 level.
- Staff visiting other Art departments to observe examples of good practice and methodology.
- Effective use of Cross Assessment throughout the year – resulting in detailed response to parents
- Robust targeted pupil policy aimed towards better attainment and achievement (lunchtime & after school sessions)
- Continue using co-operative learning as a regularly applied methodology across the dept's classrooms
- Assessment of our good practice being highlighted by visits of both Rothesay and Campbeltown Art departments.

## Maths

- Department are teaching 'mixed ability' S1/S2 classes.
- Excellent additional in-house learning & teaching resources at many levels.
- Excellent in-house revision resources at all levels in S3 to S6.
- Excellent teaching notes/resources in particular at 'Higher' level.

## PE/HE

- **Promoting Positive Behaviour S1 & S2 Pilot Programme in PE**

Continuation of S1 & S2 Merit System that enabled pupils to build up points over each 6-week block. Focus was given to behaviour and effort (10 points), always having PE kit (10 points) and submitting homework on time and to the best of their ability (10 points).

The class with the best average gained access to the day out to Hunter's Quay. This initiative continues to be a big success with pupils buying into the scheme and being eager not to let their classmates down by losing merit points for forgetting PE kit etc.

Pupils who received three lots of the maximum 30 points received a Commendation letter home, praising their efforts. This was very well received by parents.

- **Revision Past Paper CD-Rom**

Building on from the previous success of our Standard Grade CD Rom, the PE department created an Intermediate 1 and Intermediate 2 CD Rom to help raise attainment. The Higher version will be developed next year.

- **HE:**  
S2 further develops pupils' awareness for a healthier lifestyle in the 21<sup>st</sup> Century and the need for us all to make informed choices about our diet. Several assessments through peer and teacher observation take place, along with projects through Sainsbury's Active Kids Get Cooking scheme (AKGC).
- Pupils gained confidence and have experience in a wider field when they have demonstrations both at school and on public visits to Glasgow City College and James Watt College.

### **Performing Arts**

- Extra Curricular Activities which raise the profile of the school in the wider community.
- Numerous visits to local Residential homes and hotels with choirs and vocal groups.
- Builds self confidence.
- Very good links with Community partners – demonstrated in particular with the film project in conjunction with Strathclyde Police, Social Work and NHS and days for S1 and 2.
- Encourages lifelong learning.

### **Science**

- Our department has embraced the techniques learned in the co-operative learning academy and many co-operative techniques have now been written into our new national 4 and 5 courses.
- The department make use of a range of Aifl techniques including traffic-lighting, show-me boards, acti-votes and peer assessment.
- The department recognises the importance of evaluating learning resources and have already evaluated and acted on feedback related to the new S1 and 2 cfe courses.

### **Design & Technology**

- Introducing more integrated learning with projects combining skills from across a range of technology disciplines and allowing students to apply skills to new contexts.
- Regular consultation between the teachers delivering each course or with colleagues who previously delivered the course to share information, methodology, strategies and standards.
- Regular supported study sessions run and departmental staff always available to students spending additional time in the department to improve their learning and advance their coursework

- 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.

## 5. Learning and Achievement

### Attainment

#### S4 results

5+ Level 3 results at 96% have risen by 9% and are at the highest level we have achieved over the last 8 years.

5+ Level 4 results at 81% have risen by 5% and are the second highest results we have had over the last 8 years. These do not include Skills for work courses which are not yet to hand.

5+ Level 5 results at 29% have fallen by 2% on last year's figures which in turn had fallen by 3% on the previous year. This is indeed a worrying trend and has to be a continued focus for improvement for this year.

The S5 results are disappointing in most measures with the exception of 3+ Highers which have shown an increasing trend from 17% to 20% over the last 3 years. 5+ Highers at 6% are down by 1%, 1+ by 3%.

Fewer pupils enhanced their level 3-5 performances than in previous years.

### Achievement

All departments offer opportunities for our young people to extend their personal achievements

- An inter-disciplinary venture titled "Walter Sinclair Smith" between History; English and Business and Computing Departments saw Dunoon Grammar School reach the final of Poppy Scotland's national film competition. The film involved researching the true story of an ex Grammar school pupil who fought in WW1 and was shot dead by an enemy sniper during the famous Christmas truce of 1914.
- 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. As part of the trip, pupils were encouraged to organize a number of events to assist with the costs which they responded to very well-they organized a balloon race, bag-packing at Morrisons and the co-op, bake sale and a raffle. Their efforts managed to raise £2000 towards the cost of the trip. One of our pupils, had a report on the trip published in the local paper.
- The introduction of a new school magazine (*ak'sent*) by a member of the English Department promoted writing skills.
- Our S4 Chemistry pupils recently attended a practical day at the University of Strathclyde.
- Our Physics department entered a team into a national Physics tournament at the Glasgow University.

- With support from the Physics department, Eilidh Oliphant successfully gained a place at space school and has since gone on to win a place on a trip to NASA.
- Nursery Crhymes DVD produced in conjunction with our Performing Arts Department, Spirit Aid and other local partners, specifically Strathclyde Police and Health Board. This was a very successful project and involved 40 – 50 youngsters from all year groups. As well as developing confidence in the youngsters it also allowed them to work with students from other year groups and this has developed a strong support group amongst the students.
- Our Young Musician Competition again produced a very high standard of entries and enthusiasm.
- Senior Pupils' work from The Art & Design department formed part of a local restaurant (Chatters) Summer Exhibition.
- Greenpower Electric Car Schools Challenge 2012 - Mr E. Crofts and the Young Engineer's Club participated in this event again this year, along with Mr J. Quirk, Mr C. Price and Mr T. Parker.
- Through his good work with the Young Engineer's Club, Mr Crofts was targeted to receive a 'Makerbot' and run a 3D printing project/challenge. (A Makerbot is a relatively cheap 3D printer that actually 'prints out' a 3D computer model in plastic by building it up in very thin layers.)

A small group of our senior students took on the challenge to design and construct an item that would assist someone with physical difficulties to carry out an everyday task. They attended the 'Celebration of Engineering & Science' event at the SECC (in conjunction with the Scottish Council for Development and Industry and the Young Engineers & Science Clubs Scotland) for judging and to showcase their work.

The group actually won 3<sup>rd</sup> prize in the 3D Design Challenge which was a fantastic result and this venture proved a very worthwhile and valuable experience for the students involved.

- The school show "We will Rock You" played to large audiences over four evenings. Supported by staff from many departments this rich learning experience engaged many pupils in developing a whole range of skills.
- Several pupils have achieved individual success in a wide range of sporting activities at local and national levels in swimming, badminton, sailing, football, fencing and rugby.
- 80 pupils represented Dunoon Grammar School at the Argyll and Bute Youth games in Oban at a range of activities including; football, rugby, shinty, basketball, athletics, swimming and badminton. Dunoon Grammar was very successful in a number of areas but were noticeable winners of the Rugby, Tennis and individual boy's 800m.

## 6. Curriculum and Meeting Learning Needs

All departments have been developing their courses in line with Curriculum for Excellence. There is increasing use of cooperative learning and other active learning techniques. The school continues to offer a wide range of extra-curricular activities as illustrated by the PE Department which 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. The on-going work of the eco-schools committee has seen us develop our eco-garden which has been extensively used to deliver the curriculum to young people in the learning centre. Last term saw the implementation of an ASN PE group who received an extra period of quality, planned PE. This has been increased to three periods in session 2012/13

The provision of pupil support within the school was the focus of a review by the local authority. The report indicated the following strengths:

- Provision for Additional Support Needs within the mainstream setting
- A positive ethos and atmosphere within the Support Department and the wider school
- Learning experiences within mainstream subjects for pupils based mainly in the learning centre
- Improvements in Universal Support resulting from the move to the House System
- The positive impact of recent self evaluation activity undertaken by the Support System.

The report identified the following areas for improvement:

- A need to improve communication with parents and internally within the school
- More effective use and monitoring of Support Plans
- Improvements in support assistant deployment
- More effective evaluation of support assistant timetabling.

We reintroduced the Easter Revision School with many pupils taking up the offer of extra supported study by many departments. Many departments continue to offer supported study on a voluntary basis throughout the year.

In order to meet the needs of our pupils we constantly review our course provision within the senior phase. We have introduced hairdressing and digital media studies to our portfolio of skills for work courses. We have developed a course on Leadership for our S5 pupils leading to an SQA award. A group of pupils undertook the Open University YASS courses.

## **7. Staff working with others to support young people's learning**

A key design principle within Curriculum for Excellence is relevance which is greatly enhanced by enriching the curriculum through working with others. Departments continue to make excellent links to strengthen and deepen young people's learning as illustrated by the examples below.

### **Modern Languages**

- Link with IBM European Helpdesk, Greenock – French native speakers gave written replies to Int 2 French Writing task – a letter of application for a job – brought relevance, purpose and authenticity to what is normally just preparation for an exam.
- Penpal schemes have multiplied this year. These have grown on the back of exchanges with France and Germany. Many classes now have a link. In some cases, the penpal link is used to inform the aims of the teaching – each topic learned in class can be a focus for the next letter – e.g “tell your penpal” about your home, your school subjects, etc...
- Inclusion of an increasing number of adults (of various ages) from our community and from overseas in our work with the pupils – 3 German students from Sandbank's Life College worked in our classes this year. A fourth (who worked with us in 2011) returned from Germany to do a student placement here. Huge benefits in engaging pupils' interests, and in preparing for speaking exams.

### **Business & Computing**

- Advice to partner departments – partner departments regularly consult faculty staff for advice on use of ICT to enhance learning – eg online survey/questionnaires, etc
- Faculty initiated CPD sessions have continued to support the delivery of ICT skills sharing sessions to staff during collegiate time.
- Staff welcome the use of faculty ICT suites by other departments and regularly provide advice and guidance to facilitate such use.

### **Geography**

- Visits from World Vision to highlight the work carried out by that charity and relating this to the Development and Health units of the Intermediate and Higher courses
- Liaising with EnviroKirn and the GRAB Trust
- Visiting speaker to talk to Higher and Advanced Higher pupils about proposed supermarket developments in Dunoon.

### **History/Mod Studies**



- Our Higher History & Modern Studies students attended National SQA Conferences in Paisley in March to build on their knowledge, essay and source handling skills as well as tips on improving exam technique.
- Palestinian visitors came to DGS to meet and talk to our S2 and S4 Modern Studies classes as well as pupils from RMPS about peace initiatives in the Middle East.
- Lord George Foulkes Peer from the House of Lords spoke to Higher Modern Studies pupil.
- A Christian Aid visitor spoke to S4 Modern Studies pupils regarding voluntary aid to Third World countries.

### **RMPS**

- A Christian visitor talked to S2 classes about drug addiction as part of their studies of Christians in action.
- Clifford Moss, a Procurator Fiscal for Paisley came into the higher class to talk about crime and punishment.
- Cy Price spoke to the Higher class pupils about Crime and Punishment from his time working in the Home Office.
- Rev Paul Beautyman taught two lessons to S3 SG as part of their Incarnation Unit.
- As mentioned earlier, Rev Andrew Swift brought in a team from a variety of local churches for the Easter Experience.

### **Art**

- Photographer Craig McPherson visiting dept to talk and demonstrate to S2 pupils on successful photo techniques
- S1 Mural Competition initiated by Swallow Café, Dunoon
- Joint participation with Alan Ferguson (Youth Forum) on photography unit

### **PE/HE**

- PE Department utilised local community coaches to assist with the delivery of particular activities such as Rugby, Shinty, Dance, DYFL and Pilates.
- The Home Economics department again welcomed the Cook Bus to the school as part of the government's drive to create a healthier Scotland.

### **Science**

- In a bid to enhance the learning experience of young people studying MER, links have been made with Greenpeace, the Trossachs National Park,
- The Chemistry and Physics departments have established links with Heriot Watt University in Edinburgh by arranging for lecturers to visit the school to talk to pupils studying their subjects about their field of interest.

### **English**

- Friday Reading Group organised by the school librarian and member of the English Department.

## **8. Staff and Young People Improving their Community**

Led by members of the Science and Geography departments the Eco-club has had a number of successes this year including:

- Successful enterprise projects involving growing and selling spring bulbs and Eco-friendly Christmas decorations..
- Growing vegetables from seed and planting in the school garden.
- Improving the aesthetics of the school building by acquiring three planters (located in the quadrangle) and filling them with plants.
- Planting many spring and summer bulbs on the school grounds.
- Establishing an indoor and outdoor wormery.
- Encouraging re-cycling and organizing a successful anti litter campaign.
- Fund-raising enough money to pay for the construction of a shed. (In collaboration with the technical dept)
- Collecting over 2000 2L plastic bottles for the construction of a plastic bottle greenhouse.

Business & Computing produced our new E-newsletter. The weekly email newsletter produced by the faculty has been viewed by over 10,000 recipients. The newsletter shares good news stories about the achievement of our pupils to a wide selection of stakeholders.

Our S2 History and English Department joint interdisciplinary venture using WW2 submarine interactive lessons.

Within RMPS a variety of pupils within the Higher and Standard Grade classes who attend local churches have been encouraged to get involved within their local churches. For example one pupil started to get involved with her local churches Sunday school; and S1 have been encouraged to show charity through acts of service to their family, community and environment for example by reducing their littering.

S5/6 Sports Leaders have led a range of extra-curricular activities throughout the year including Shinty, Football, Badminton and Cheerleading as well as delivering a number of extra-curricular activities at St Munn's primary school  
DGS pipe band once again thrilled the international delegates at the Scottish Learning Festival reception, this year held in the impressive Peoples' Palace, Glasgow.  
The Performing Arts department again produced a most enjoyable pantomime raising enough money to purchase a new xylophone for the department.

### **9. High expectations of All Young People.**

Most staff have high expectations for pupils and from S3 onwards set aspirational grade targets using CAT scores as a minimum baseline. In S5/6 a combination of UPS (Unified Point Scores) and past performance is used to set targets.

Within the broad general education class teachers set personal learning targets for young people.

The school engaged in several new initiatives to try to improve our SQA results by raising the attainment of pupils. All S5 pupils received a one-to-one interview with either their Head of House or link SLT members. S4 pupils who had the potential to gain 5 or more level 5 awards were likewise interviewed. Parents were also interviewed. Parents were also invited to attend both sets of interviews.

All S3 pupils received group talks to raise their expectations of their potential from their year head.

Mr Gallanagh offered a study skills and exam technique workshop on a Saturday morning. Unfortunately this was not well attended.

The Parent Council ran a similar event for Parents and S3/4 pupils. This had a good response.

The school introduced a House Merit System rewarding good behaviour, effort and homework completion.

Many departments offered Supported Study and Easter revision classes.

Targeted pupils were invited to these.

Many departments are producing revision CD's to support pupils with exam preparations.

The school held year group award ceremonies recognising pupil achievement.

During House Time all pupils undertook work on raising attainment and in the production of study cards.

## Appendix1: Attainment Figures

### SQA Results 2011

		School			Argyll and Bute		
		2010	2011	2012	2010	2011	2012
In S4	5+ Standard Grades 1-6	93	87	96	94	91	94
	5+ Standard Grades 1-4	79	72	81	82	76	77
	5+ Standard Grades 1-2	36	31	29	38	36	35
In S5	1+ Higher Grades A-C	42	44	42	47	48	45
	3+ Higher Grades A-C	15	17	20	23	26	24
	5+ Higher Grades A-C	6	6	6	8	13	10
In S6	5+Level 5	57	55	54	56	59	59
	1+ Higher Grades A-C	55	52	52	54	58	58
	3+ Higher Grades A-C	34	31	26	32	36	38
	5+ Higher Grades A-C	22	21	17	22	22	27
	1+ Advanced Higher	12	8	8	15	16	21