

LOCHGILPHEAD JOINT CAMPUS

STANDARDS AND QUALITY REPORT AND CAMPUS IMPROVEMENT PLAN 2013



Lochgilphead Joint Campus

Standards and Quality Report 2012 – 13

Introduction

The purpose of this report is to share with parents the successes and achievements of our pupils over the last school year. It also enables us to evaluate the work of the campus, reflect on the improvements we have secured and plan our development priorities for next session.

The format has changed this year to reflect the areas of focus identified by HMle, so the report will be written in 3 sections:

- **How well do children and young people learn and achieve?**
- **How well does the school support children and young people to develop and learn?**
- **How well does the school improve the quality of its work?**



How well do children and young people learn and achieve?

Across the campus, children and young people learn and achieve very well. In S4, 5 and 6, pupil performance in most areas is well above local and national averages. The table below provides a snapshot of our attainment compared to local authority averages:

<i>Lochgilphead High School</i>	%	<i>Argyll and Bute</i>	%
5+ Credit	41	5+ Credit	41
5+ General	81	5+ General	80
1+ Higher A-C	50	1+ Higher A-C	45
3+ Higher A-C	30	3+ Higher A-C	24
5+ Higher A-C	14	5+ Higher A-C	10

Pupils are now benefiting from the implementation of *Curriculum for Excellence* and there has been a welcome focus on skills development in the Primary which will equip every child to become an independent learner. Forest Schools remains an integral part of the educational experience of Pre-5 and Primary pupils, helping them to learn how to work collaboratively and co-operatively and providing a real and exciting context for interdisciplinary learning. The Primary curriculum has again been enhanced by the Creative Choices programme which allows the pupils to choose from a range of activities including animation, samba drumming and Nordic walking. Two Primary 7 pupils excelled in the Scottish Mathematics Challenge, Sinead Pow winning a silver and Caitlin MacDonald a bronze award.

In the High School, S3 pupils have completed their broad, general education, an occasion which was marked with a special assembly – developed and presented by the pupils - to celebrate their achievements. They have enjoyed being exposed to different learning styles and activities and are well-prepared for the challenges of the new national qualifications next session. In S4, most pupils will study 7 subjects at National 4 and 5.

We continue to offer a varied set of options for senior students and are working closely with partners such as Argyll College and the University of the Highlands and Islands to provide greater breadth and opportunities for achievement.

We were very proud that a Lochgilphead High School student, Eoghan Anderson, was the first in Argyll and Bute to successfully complete a university module in S6.

In addition to their learning, young people in Lochgilphead Joint Campus participate and achieve in the creative arts, sport and enterprise. They are encouraged to develop citizenship through contributing to the school and the community and continually exceed our expectations with their willingness to volunteer.

Creative Arts

- Writing talent continues to be nurtured in the English Department, with S1 pupil, Holly Smith, being shortlisted in the final 50 of the thousands of pupils who entered the Radio 2 short story writing competition
- The importance of writing was further highlighted by the entertaining presentation made to pupils in S2 and 3 by author, Alan Bissett and by Lori Dou to P6 pupils
- S3 pupils produced their own movie in a cross-curricular media collaboration between the English and Music departments
- The Wind Band achieved success in the Scottish Youth Brass Band Championships and Argyll Brass
- As well as winning in the Mid Argyll Music Festival, the High School choir performed in several community events
- As usual, audiences were delighted by the performances of the Primary 6/7 pupils in the annual pantomime – *Snow White* this year – and by the nativity plays put on by the Pre-5/P1 and P2/3 groups. An added bonus this year was *A Big Green Adventure*, a performance with a message put on by P4 and P5
- Evidence of artistic talent was on display at both ends of the spectrum in the exhibitions mounted by Pre-5 children and Advanced Higher students

- In a fantastic partnership with local business, Crinan Cycles, S3 Art students were given a brief to design a stained glass window for the company, with the winning designs being displayed in the shop window for all to see

Sport

- The campus Fun Run was extremely well supported by pupils, staff and parents, raising almost £600 for the chemotherapy unit at the Mid Argyll Hospital
- Two S6 students – Alistair MacVicar and Fraser MacNicol – trained as Sports Ambassadors and made a big impact by organising extra-curricular events and fundraising for two sets of team strips
- Pupils were given the opportunity to experience winter sports, taking part in the Scottish Schools Snow Cross event and achieving second place in the Scottish Schools Ski Qualifier



Enterprise and Citizenship

- Ongoing activity has taken place across the campus to secure our third Green Flag, much of the focus being on planting and growing our own food for use in the canteen and in the Home Economics Department. We were selected to participate in the Litter Less campaign, with a launch in November followed by a range of initiatives including a litter pick, a beach clean, liaising with local councillors to improve waste facilities and producing a litter education leaflet



- The P6/7 MacMillan Coffee Morning was very well organised by pupils and well supported by parents, making £270
- Our resourceful and creative Young Enterprise group won two awards, including best overall company, at the regional finals and were the first students in recent years to get through to the national final in Glasgow



- Skills for Work courses were promoted to the incoming S3 pupils through a series of workshops delivered by current students and Argyll College tutors
- S3 Business Management students outlined their exciting and original business plans and marketing strategies at the S3 celebration of achievement in May
- A group of S3 pupils delivered a powerful presentation to their peers and the P7 pupils to acknowledge Holocaust Memorial Day and to consider the impact of genocide in contemporary society
- Debating has been resurrected in the senior school, with lively sessions regularly taking place at lunchtime. Supported by the Parent Council, the debating club visited the Scottish Parliament to see political debate in action
- We were delighted – through the efforts of the S6 Charity Committee – to support local charities Rainbow Valley and Crossroads Dalriada with a donation of just under £300 to each and to contribute £900 to the proposed Chemotherapy Unit at the Mid Argyll Hospital
- The annual European Christmas Market was the most successful yet, raising £2 400 for school funds
- Budding journalists, Ellie Donald, Morven Reid, Nina Joynson and Olivia Kerr have taken over much of the publicity for the campus, doing a fabulous job of promoting school events and activities in school and in the community through regular contributions to the Squeak
- Working with Laura Sweeney during weeks of preparation, a group of S6 students put on a brilliant version of Strictly Come Dancing, showing real talent and commitment and providing a great evening of entertainment for a capacity audience



How well does the school support children and young people to develop and learn?

We are committed to removing barriers to learning and supporting all of our pupils to fulfil their potential. There are good systems in place for identifying vulnerable pupils at an early stage and this year a nurture group was created to work intensively with a small number of Primary pupils to help them to develop the social and learning skills necessary for success in school. Feedback has been very positive and the nurture group will run again next year.

Problems with literacy can be an impediment to learning across the curriculum and the Learning Support department in the High School piloted a literacy programme with a group of S1 pupils for whom it was felt that some additional support would be beneficial. The pupils worked in small groups over a period of 12 weeks and by the end of the scheme the reading age of every pupil involved had increased.

Pupils in the additional support class have enjoyed therapeutic music sessions with ex-pupil, Struan Thorpe and the secondary pupils loved the Science programme customised for them and delivered by Mr. Lemmon, the course culminating in a visit to the Science Centre in Glasgow.

The robust systems of tracking, monitoring and target-setting already in place have been enhanced by the introduction of Skillsbook, an electronic record – or eportfolio – of a pupil's attainment, achievement and targets for improvement. Introduced with S3 pupils, this initiative will be extended to other stages next year.

We realise that to fully support the development and learning of our young people, we must work in partnership with parents, the community and a diverse range of other agencies.

There is a particularly strong and productive partnership between the school and Community Learning and Development, with staff collaboratively planning and delivering the xl course to groups of pupils and providing a range of support and opportunities for accreditation to individuals.

The campus is strongly supported by a proactive Parent Council, the members of which represent all of the sectors, Pre-5, Primary and Secondary. The Principal meets regularly with the Chair of the Parent Council to discuss parental involvement and the progress in the implementation of *Curriculum for Excellence* is a standing item on the agenda of the termly Parent Council Meeting. We have recently proposed that the formal meetings should include presentations by members of staff and pupils on aspects of the life and work of the school. The first of these – a presentation on Meeting the Needs of Learners – was well-received by the members who attended the May meeting. We have also collaborated to produce a questionnaire for parents on the work of the Parent Council and on communication between home and school and this should be issued to all parents in



August.



How well does the school improve the quality of its work?

Like every other school, we have an Improvement Plan which is distilled into an Action Plan that is updated annually – the Action Plan for next session is included as an appendix to this document.

In addition to the improvement planning cycle, there are a number of self-evaluation procedures embedded in the school year. Members of the Campus Leadership Team and Principal Teachers make regular classroom visits to monitor the quality of the teaching and learning and to assess how well learners' needs are being met. Observations are recorded and shared at team meetings and, in the majority of lessons seen, the teaching and learning is very good. This process allows good practice to be identified and shared, thus building capacity for improvement across the campus. Constructive feedback is also given on the minority of lessons where practice could be improved.

Principal Teachers produce an annual Standards and Quality Report which is discussed with members of the Senior Leadership Team in September. At the review meeting, the department/faculty improvement targets for the year are discussed and action points are agreed as appropriate.

We also recognise the importance of developing the skills of all of our staff and building capacity for leadership across the campus, a significant number of teachers now having completed the authority's leadership course and many others having attended training related to the implementation of the new national qualifications. Members of staff have also contributed to initiatives at authority level through membership of the numeracy group, the writing moderation team and the eportfolio development group.

The improvement targets achieved this year are:

- Introduction of systematic development and tracking of skills across the curriculum P1 – P7
- Full implementation of the broad, general education 3-15
- Preparation for the introduction of the new national qualifications in S4 successfully completed – a major undertaking
- In-house P7 profile developed for effective transfer of information at P7/S1 transition
- Skillsbook eportfolio piloted with S3
- Ongoing work on *Curriculum for Excellence* assessment materials completed at all stages and levels
- GIRFEC developments consolidated
- Excellent progress in Eco developments, particularly with food and the environment

LOCHGILPHEAD JOINT CAMPUS ACTION PLAN 2013 – 2014

AIM Review curricular structures to ensure breadth, depth, personalization and choice, enjoyment and challenge, progression , coherence and relevance

	ACTION	WHO	WHAT	WHEN
1.	Review implementation of Broad General Education 3 - 15	HTL Primary and Secondary	<ul style="list-style-type: none"> • Match 3-15 curriculum to <i>CfE</i> design principles • Identify progression routes • Evaluate strengths and identify areas for development • Produce Action Plan 	October 2013 December 2013
2.	Review implementation of senior phase and introduction of new national qualifications	DHT S3-6	<ul style="list-style-type: none"> • Review S4 -6 Options structure and progression pathways • Evaluate strengths and identify areas for development • Formulate proposals for next session 	October 2013 November 2013
3.	Evaluate the impact of literacy and numeracy across learning	HTL Primary and Secondary	<ul style="list-style-type: none"> • Track delivery of experiences and outcomes 3-15 • Track pupil progress across the curriculum • Produce report and action points 	October 2013

				December 2013
4.	Evaluate the impact of interdisciplinary learning at all stages and levels	HTL Primary and Secondary	<ul style="list-style-type: none"> • Sample interdisciplinary learning 3-15 • Compare outcomes achieved through interdisciplinary learning to similar delivered discretely • Evaluate assessment of interdisciplinary learning • Produce report and action points 	<p>October 2013</p> <p>December 2013</p>

LOCHGILPHEAD JOINT CAMPUS ACTION PLAN 2013 – 2014

AIM Raise attainment at all levels

	ACTION	WHO	WHAT	WHEN
1.	Implement systems for tracking and monitoring pupil progress at all stages	HTL Primary and Secondary DHT Pupil Support	<ul style="list-style-type: none"> • Establish agreed procedures and calendar • Establish procedures for addressing underperformance and recording targets 	December 2013 June 2014
2.	Review implementation of Homework Policy S1-S6	HTL Secondary PTs	<ul style="list-style-type: none"> • Collate feedback from pupils, staff and parents • Produce report and action points 	August 2013
3.	Implement targeted, intensive support for literacy and numeracy in P6/7	DHT Pupil Support ASN staff	<ul style="list-style-type: none"> • Identify target group (s) • Diagnose areas of difficulty and develop individualized programmes to address problems • Deliver and monitor individual progress 	August 2013 March 2014

4.	Sustain programme of learning visits and feedback to teachers	CLT PTs	<ul style="list-style-type: none"> Produce and implement updated monitoring and evaluation calendar 	Ongoing
5.	Develop pupil voice in secondary	HTL Secondary	<ul style="list-style-type: none"> Implement new mechanism for pupil consultation in secondary 	October 2013

LOCHGILPHEAD JOINT CAMPUS ACTION PLAN 2013 – 2014

AIM Fully implement assessment, recording and moderation procedures 3-18

	ACTION	WHO	WHAT	WHEN
1.	Develop appropriate assessment materials for courses at all stages and levels	HTL Primary and Secondary PTs, class teachers	<ul style="list-style-type: none"> Produce course assessments based on <i>Curriculum for Excellence</i> levels 	Ongoing
2.	Implement arrangements for moderation and standardization of assessment across the campus	HTL Primary and Secondary PTs	<ul style="list-style-type: none"> Implement agreed criteria for the assessment of writing across sectors Use in-house exemplars to share standards Implement and evaluate SQA assessment materials for new national qualifications 	Ongoing

3.	Evaluate Skillsbook pilot	HTL Secondary PTs Pupil Support	<ul style="list-style-type: none"> • Collate feedback from pupils, staff and parents • Evaluate impact • Plan for rollout if appropriate 	September 2013
4.	Produce Campus Assessment and Reporting Policy	HTL Primary and Secondary	<ul style="list-style-type: none"> • Set up cross-sectoral working group • Produce draft policy for CLT and Parent Council • Implement policy 	August 2013 March 2014 August 2014

LOCHGILPHEAD JOINT CAMPUS ACTION PLAN 2013 – 2014

AIM Review transition arrangements with emphasis on Opportunities for All
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	ACTION	WHO	WHAT	WHEN
1.	Review options arrangements in secondary	DHT Pupil Support PTs Pupil Support	<ul style="list-style-type: none"> • Evaluate arrangements session 2012 - 2013 • Incorporate changes into Guidance Calendar/Year Planner 	June 2013 August 2013
2.	Review transition programmes Pre-5 to P1 and P7 to S1	DHT Pre/P5 DHT P6 – S2	<ul style="list-style-type: none"> • Evaluate impact of pupil profiles • Evaluate effectiveness of information transfer • Review curricular arrangements to ensure continuity and progression • Produce report/Action Plan 	August 2013 October 2013

3.	Consolidate partnership working to improve post-school transition	DHT Pupil Support DHT S3-6 PTs Pupil Support	<ul style="list-style-type: none"> • Review senior options to include opportunities for wider achievement • Review post-school destinations data to identify trends • Identify vulnerable pupils at an early stage and agree appropriate support with partner agencies 	Ongoing
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LOCHGILPHEAD JOINT CAMPUS ACTION PLAN 2013 – 2014

AIM Review Pupil Support Structures and deliver full support entitlement to all

	ACTION	WHO	WHAT	WHEN
1.	Review arrangements for the delivery of pastoral support in secondary	DHT Pupil Support	<ul style="list-style-type: none"> • Evaluate effectiveness of existing structures • Formulate proposal(s) for revised structure • Produce plan for implementation of new structure 	<p>October 2013</p> <p>December 2013</p> <p>February 2014</p>
2.	Fully implement GIRFEC and raise whole staff awareness of key points	DHT Pupil Support	<ul style="list-style-type: none"> • Review progress of implementation and identify points for action • Revise policy to fully reflect GIRFEC • Arrange training for staff 	<p>November 2013</p> <p>January 2014</p> <p>February 2014</p>
3.	Fully implement health and wellbeing experiences and outcomes 3-18	DHT Pupil Support	<ul style="list-style-type: none"> • Set up cross-sectoral working group to review progress • Produce Action Plan • Evaluate impact 	<p>June 2014</p>
4.	Integrate Learning Support and Behaviour Support departments	DHT Pupil Support	<ul style="list-style-type: none"> • Consult with staff • Formulate proposal for integration of services • Produce revised policy/procedures and implement 	<p>March 2014</p> <p>April 2014</p> <p>June 2014</p>

LOCHGILPHEAD JOINT CAMPUS ACTION PLAN 2013 – 2014

AIM Improve engagement with parents and wider community
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	ACTION	WHO	WHAT	WHEN
1.	Refresh and re-launch website	Principal	<ul style="list-style-type: none"> • Re-design home page to ensure it is more attractive up to date and user friendly • Introduce department/faculty blogs to share homework 	<p>August 2013</p> <p>October 2013</p>
2.	Promote wider membership of Parent Council and improve communication with parents	Principal Parent Council Chair	<ul style="list-style-type: none"> • Issue parental questionnaire about the work of the Council and communication with parents • Produce Action Plan from questionnaire results • Evaluate impact • Review Parental Involvement Policy 	<p>August 2013</p> <p>October 2013</p> <p>May 2014</p> <p>May 2014</p>
3.	Implement programme of presentations to Parent Council	Principal	<ul style="list-style-type: none"> • Agree topics in consultation with parents • Liaise with appropriate staff and pupils to plan and deliver presentations • Evaluate impact 	Ongoing but initial programme complete by June 2014

4.	Invite parental input to production of Campus Handbook and consult more widely on Improvement Plan	Principal	<ul style="list-style-type: none"> • Set up Parent Council sub-group to revise Campus Handbook • Use feedback from questionnaire and from Council meetings to inform Improvement Plan 	<p>Task complete by December 2013</p> <p>Ongoing</p>
5.	Review format of consultation and information evenings for parents	HTL Primary and Secondary	<ul style="list-style-type: none"> • Collect feedback on existing arrangements from parents, staff and pupils • Consult CLT and Parent Council on proposed changes • Implement revised programme 	<p>December 2013</p> <p>February 2014</p> <p>August 2014 onwards</p>