

Rothesay Academy



Area Committee Report

June 2015



School Profile 2014/2015

School Name
School Address
Head Teacher

Rothesay Academy
 Rothesay Joint Campus, High Street, Rothesay, Isle of Bute PA20 9JH
 Patricia McCurrach

Overview

Measure	10/11	11/12	12/13	13/14	14/15	% change in Roll over 5 years ^{AA}
Roll (as at census)	390	370	324	336	300	-23.1%
Clothing and Footwear Grant (number of pupils)	40	42	62	64	92	
Clothing and Footwear Grant (% of number of pupils)	10.3%	11.4%	19.1%	19.0%	30.7%	
Clothing and Footwear Grant (%) - Authority Average ^A	6.9%	7.6%	8.5%	9.5%	15.6%	
Free School Meals (number of pupils)	64	no data	66	52	68	
Free School Meals (% of number of pupils)	16.4%	no data	20.4%	15.5%	22.7%	
Free School Meals (%) - Authority Average	10.2%	0.0%	13.1%	12.0%	10.8%	
Free School Meal - National Average for Secondary Schools (%)	14.4%	15.2%	15.4%	15.5%	not yet collated	

Attendance, Absence and Exclusions¹

Measure	10/11	11/12	12/13	13/14	14/15	Range of Attendance (%) over 4 years ^B
Attendance:						1.6%
Attendance (% of school roll)	91.9%	93.5%	93.2%	92.5%	95.3%	
Authorised Absence (% of school roll)	6.7%	4.7%	4.2%	4.3%	3.3%	
Unauthorised Absence (% of school roll)	1.3%	1.7%	2.6%	3.1%	1.2%	
Attendance Number of Pupils (%) - Authority Average	92.5%	93.3%	93.1%	93.1%	92.9%	
Attendance Number of Pupils (%) - National Average	93.1%	not collated	93.6%	not collated	not yet collated	

Measure	10/11	11/12	12/13	13/14	14/15
Exclusions:					
Exclusion Openings	205	74	108	73	76
Exclusion Incidents	58	26	37	20	20
Number of Pupils	37	22	26	9	13
Exclusion Incidents per 1000 pupils	148.7	70.5	114.2	59.5	69.5
Exclusion Incidents per 1000 pupils - Authority Average	61.1	51.5	51.4	37.2	22.9
Exclusion Incidents per 1000 pupils - National Average	40	not collated	32.8	not collated	not yet collated

SQA Performance³

Intermediate 1 *	10/11	11/12	12/13	13/14
Number of Entries	65	53	75	30
Number of passes Grade A-C	49	45	57	24
% of number passes Grade A-C	75.4%	84.9%	76.0%	80.0%
% of number passes Grade A-C Authority Average	79.8%	78.9%	79.5%	72.8%
% of number passes Grade A-C National Average ⁴	77%	78%	79%	73.5%

Intermediate 2 *	10/11	11/12	12/13	13/14
Number of Entries	163	119	152	122
Number of passes Grade A-C	121	92	113	79
% of number passes Grade A-C	74.2%	77.3%	74.3%	64.8%
% of number passes Grade A-C Authority Average	81.1%	79.1%	80.5%	70.7%
% of number passes Grade A-C National Average ⁴	82%	82%	83%	78.1%

National 4 **	10/11	11/12	12/13	13/14
Number of Entries	No National 4 presentations across 10/11 - 12/13			154
Number of passes				154
% of number passes				100.0%
% of number passes Authority Average				100.0%
% of number passes National Average ⁴				93.9%

National 5 **	10/11	11/12	12/13	13/14
Number of Entries	No National 5 presentations across 10/11 - 12/13			180
Number of passes Grade A-C				134
% of number passes Grade A-C				74.4%
% of number passes Grade A-C Authority Average				82.0%
% of number passes Grade A-C National Average ⁴				81.3%

SQA Performance

Higher	10/11	11/12	12/13	13/14
Number of Entries	256	191	183	177
Number of passes Grade A-C	180	142	134	121
% of number passes Grade A-C	70.3%	74.4%	73.2%	68.4%
% of number passes Grade A-C Authority Average	75.9%	76.2%	77.6%	76.9%
% of number passes Grade A-C National Average ⁴	77%	79%	79%	77.6%

Advanced Higher	10/11	11/12	12/13	13/14
Number of Entries	9	20		15
Number of passes Grade A-C	8	18		13
% of number passes Grade A-C	88.9%	90.0%	100.0% ⁵	86.7%
% of number passes Grade A-C Authority Average	75.5%	85.2%	79.3%	79.0%
% of number passes Grade A-C National Average ⁴	81%	82%	84%	81.5%

Recognising Wider Achievement

Measure	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
Skills for Work:					
<i>Creative Design and Media</i>	Data not available	Data not available	13	19	16
<i>Early Education and Childcare</i>			8	10	8
<i>Hospitality</i>			14	35	17
<i>Rural Skills</i>			8	16	7
<i>Sport and Recreation</i>				14	18
<i>Hairdressing</i>			6	7	
<i>Uniformed and Emergency Services</i>			22	14	
<i>Construction</i>			13	13	
Wider Achievement:					
<i>Psychology Higher</i>					11
<i>Psychology Intermediate 2</i>			9		
<i>Saltire Awards</i>				50	83
<i>Sports Leaders Awards</i>				12	12
<i>SQA Work Experience</i>			81	49	61
<i>Princes Trust XL</i>				17	19
<i>Youth Achievement Award</i>				16	1
<i>REHIS elementary food hygiene certificate</i>			61	35	62
Work Placements:					
<i>Flexible Learning Plan Placement</i>				7	6
<i>Work Experience</i>			81	51	61
<i>Work Shadowing</i>			29	50	36

School Leaver Destination Returns (SLDR)***

Measure	10/11	11/12	12/13	13/14	14/15
Number of Total Leavers	83	80	48	71	Data not yet collated
Number of Young People entering Higher Education (%)	36.1%	42.5%	35.4%	35.2%	
Number of Young People entering Further Education (%)	41.0%	22.5%	29.2%	36.6%	
Number of Young People entering Training (%)	3.6%	7.5%	8.3%	4.2%	
Number of Young People gaining Employment (%)	9.6%	7.5%	16.7%	12.7%	
Number of Young People gaining Voluntary Work (%)	0.0%	0.0%	2.1%	0.0%	
Number of Young People entering Activity Agreements (%)	0.0%	2.5%	2.1%	1.4%	
Number of Young People - Unemployed Seeking (%)	8.4%	6.3%	6.3%	8.5%	
Number of Young People - Unemployed Not Seeking (%)	1.2%	10.0%	0.0%	1.4%	
Number of Young People - Unknown (%)	0.0%	1.3%	0.0%	0.0%	
Total number of young people in a Positive Destination (%)	90.4%	82.5%	93.8%	90.1%	
Total number of young people in Other Destination (%)	9.6%	17.5%	6.3%	9.9%	
Total number of young people in a Positive Destination (%) Authority Average	89.8%	90.1%	92.5%	91.0%	
Total number of young people in Other Destination (%) Authority Average	10.2%	9.9%	7.6%	9.0%	
Total number of young people in a Positive Destination (%) National Average	88.9%	89.9%	91.4%	92.3%	
Total number of young people in Other Destination (%) National Average	11.1%	10.1%	8.6%	7.7%	

Footnotes

^A Clothing and Footwear Grant (CFG) is not shown as a National Average as each authority set their own criteria and therefore cannot be compared accurately. Please note that 2014-2015 data for CFG and Free School Meals (FSM) is to date (start of January 2015) and therefore may change as the year progresses.

^{AA} Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2010/2011 to 2014/2015 and is not an average.

^B Please note that Attendance and Exclusion data can only be compared over a 4 year period as academic session 2014/2015 is not yet complete and therefore the data for these years may change. The 4 year percentage change compared 4 full years. The range is the difference between the highest and lowest attendance rate for the 4 years.

* 2014/2015 is the last academic year that Intermediate 1 and Intermediate 2 qualifications will be offered as part of the SQA diet of examinations. They have been superseded by National 4 and National 5. Standard Grade qualifications were offered for the last time in 2012/2013 and were superseded by National 4 and National 5.

** 2013/2014 was the first year National 4 and National 5 Qualifications were offered as part of the SQA diet. Therefore no performance data is available prior to this date.

¹ Attendance, Absence and Exclusion information is now collected on a biennial basis and was **not** collected for 2011/2012 or 2013/2014 academic year.

² Authorised absence includes bereavement, short – term exceptional domestic situations, religious observance, weddings of immediate family. Unauthorised absence includes truancy, unexplained absence and most family holidays during term time. Attendance and absence is outlined in Management Circular 3.03.

³ SQA Performance data was collected on 19th November 2014 for all data. The data was collected from SEEMiS Vision. Information previously provided in the SQA Authority Analysis 2014 report for Committee differs slightly to information provided here in order to ensure consistency of approach in collating data for comparative purposes. Data has been anonymised to protect individuals where there are fewer than five entries.

⁴ Results up to and including 2012/13 national percentages were sourced from the Annual Statistics Report 2013 (available only as whole percentages). National percentages for 2013/14 came from Attainment Statistics (December) 2014. Both documents produced by SQA.

⁵ Data has been anonymised to protect individuals.

*** SLDR data is published by Skills Development Scotland (SDS) on behalf of The Scottish Government. The year runs from 1st August to 31st July each year and the data was collected on the 1st Monday in October each year. The data shown in this profile is the initial data collected.

- Higher Education includes HNC, HND and Degree courses
- Further Education includes Access, NPAs and Highers
- Training includes Employability Stage Funds 2 and 3 (previously called Get Ready for Work)
- Employment includes Modern Apprenticeships and any employment over 16 hours per week
- Voluntary includes Barnardos, Oxfam, Red Cross and community based volunteering
- Activity Agreements are for young people who are furthest removed from employment/training/education that are receiving mentoring support from a Trusted Professional
- Unemployment includes those young people who can't work through ill health, are caring for others or are pregnant

National Averages for FSM, Attendance and Exclusions have been taken from Summary Statistics for Schools in Scotland, No.4 | 2013 Edition, 11th December, 2013 (amended 11th February 2014).

Curriculum

As we look to provide the best possible attainment and achievement opportunities for our pupils Rothesay Academy has been reviewing its curriculum model and how it can further develop opportunities in the Senior Phase. Its vision is to have a curriculum that extends the pathways available to young people, while staying true to the philosophy of curriculum for excellence and the broad general education. A school working group, including a representation of parents of pupils who had sat National qualifications in S4, considered the experiences of pupils and also what could be better. From this group's feedback, a draft curriculum design paper has been produced. This will be formally consulted on with all stakeholders in session 2015/16 for possible implementation from session 2016/17. One of the main drivers for the design is to create an integrated S4/5/6 curriculum – this will relieve some of the difficulties of timetabling in a small school, but more importantly will expand the opportunities open to all. Pupils in the senior phase would no longer be arranged by age and stage in S4/5/6 but by the level of study. By creating this flexibility, more pathways then become available for pupils, supporting all of their career routes into work, college or university.

Alongside the 'formal' curriculum pupils will get more opportunity to develop additional skills for work and life. Expanding work experience and volunteering opportunities alongside classes in the school day. Rothesay already has good links with Argyll College UHI and the pupils get opportunities to study a range of skills for work courses. Discussions are currently on-going as to what additional or different courses would link well into the local economy and job prospects on Rothesay.

The highly successful Princes Trust XL group continues to flourish in school and we are expanding the number of saltire awards for volunteering. The Rotary continues to be a great supporter of the school with Young Musician of the Year, sponsorship of pupils and carrying out mock interviews for our sixth year pupils. Following a competitive selection process across Scotland, Rotary are supporting our School Captain, Marjorie Hogarth for a place on the prestigious Rotary Euroscola visit to Strasbourg and the European Parliament in March 2015. Marjorie will spend a week in Strasbourg and will have the opportunity to attend multilingual presentations in the parliament building alongside students from other European countries. In addition to attending debates, the students will have the opportunity to vote on European issues and gain a deeper insight into topical issues. For Marjorie who has been offered a place at university to study French this is a wonderful opportunity to develop her language skills and prepare for her future studies.

For the session 2015/16 pupil voice has already altered the way in which the senior class choices are organised. In consultation with pupils it became clear that some pupils felt their own aspirations had not been considered in the existing structure. This year senior pupils have indicated their 'wish list' of subjects and from this information an option form has been created which should better meet their needs and desires.

Work shadowing in S6 has again proved very successful with nearly all pupils in S6 involved in a placement. These included pupils being as far afield as Bradford to those taking up placement on the Island. All pupils relish this opportunity and feel it gives them the chance to see what the careers they are interested in really involve. The school will be ensuring that we continue to support our S6 pupils in gaining this valuable experience next session.

Proposed Curriculum Progression Model for Rothsay Academy

S1 & S2

- Broad Curriculum
- Pupils experience all subject areas
- Some pupils may experience an individualised curriculum to meet their learning needs.

S3

- Broad curriculum introducing personalisation, progression and specialisation.
- Pupils will still experience **all** key areas of the curriculum but will be able to expand their knowledge in areas of interest.
- Some pupils may experience an individualised curriculum to meet their learning needs.

S4

- Pupils personalise their subject choices. (**5 or 6 subjects in total - see bold statement below dependant on outcome of consultation**)
- English and maths are compulsory subjects for all pupils in S4.
- **Pupils may then pick three or four other subjects following curriculum consultations in Session 2015/16 with Staff, Parents and Pupils.** (The full range of subjects will be offered but timetabling constraints may mean that not all subject combinations are always available).
- These subjects are studied for 5 periods per week for one year.
- These subjects lead to qualifications at National 3,4 and 5 level.
- Some pupils may experience an individualised curriculum to meet their learning needs.

S5/6

- At the end of S4 and the end of S5 pupils will get the opportunity to select courses again.
- In S5 and S6 pupils will be able to study a range of subjects at National 3, National 4, National 5 or at Higher Level.
- These subjects will be studied for 5 periods per week for one year.
- Some pupils may experience an individualised curriculum to meet their learning needs.
- In S6 some subjects will be available at Advanced Higher

Wider Achievement, Working with the Community and the Life of the School – some highlights of the year so far.

Pupils build confidence by working with their peers and the community:



Home Economic classes took part in a series of events held as part of the 'heritage horticulture' project being undertaken by Bute Produce's parent organisation, Fyne Futures, with financial help from the Heritage Lottery Fund.

Part of the project involves the reintroduction of several rare varieties of potato, propagated on Bute in the early 20th century, to the island's soil.

S5/6 hospitality pupils made potato bread and gnocchi with invited members of the public, staff from the garden and Fyne Futures.



At Christmas, S3 XL pupils carried on our tradition of helping those less fortunate at the festive period. The pupils contacted local schools, businesses and churches for donations to make hampers. This year the group managed to make up over 100 hampers. The hampers were distributed to sheltered housing complexes where the pupils met some of the tenants. Pupils also visited the Social Work department and HELP project who passed our hampers on to those they felt would benefit most. Pupils enjoyed the experience and are proud of being able to help our local community.

They were particularly pleased when some of the recipients were kind enough to take the time and write to thank them.



Art Department Jewellery Design Project

Rothesay Art Department and Scottish Island Jewellery have been worked together on an exciting new design project to compliment the 'Bute Range' sold in the shop. Richard and Shirley from Scottish Island Jewellery approached the school with an idea to bring the theory of design into a thrilling reality with a brief to design a brooch inspired by the Isle of Bute.

The third year pupils taking art were shown Shirley Lloyd's sketchbooks and pieces of jewellery already sold by the shop by Richard Holme. The pupils were then asked to come up with a new contemporary design that could be produced by the shop and sold in conjunction with other pieces of jewellery inspired by Bute.

The pupils produced design sheets of ideas and sketches together with a final design solution which was displayed in the Scottish Island Jewellery shop at the end of November. The public was asked to choose their favourite design. The winning design will be made into pewter and sold as part of their Bute collection.



Take Time Event

In October, Rothesay Academy was once again proud to host the annual "Take Time" event. A key date in our school calendar, this event organised by Shirley McFarlane of Skills Development Scotland, Argyll College and school staff allows all school pupils to attend a busy careers fair without having to leave the Island.



This year we were fortunate to have in attendance representatives from the major colleges and Higher Education institutes. Pupils were able to speak to admissions staff from Glasgow, Heriot-Watt and Strathclyde Universities. The day was a great success and the XL and Hospitality pupils greeted guests and provided refreshments.

At a time when careers information is more important than ever, we are certain that our "Take Time" event will help prepare our young people for the future.

Pupils Promote Art around the School



Senior pupils decided they wanted to brighten up the school building. They have been doing some amazing window Art at the front of the building and are gradually working their way around the classrooms.

School Trips



The School Captains summarise their year.

As School Captains we have been involved in many events in school and in the wider community. Our first role was to attend a short ceremony at our local war memorial to mark the anniversary of the end of the Second World War. We were honoured to be invited to attend by the Isle of Bute Branch of the Royal British Legion Scotland.

In September along with the House Captains we successfully held our Welcome Back Disco with a Rio theme. It was well attended and an enjoyable night for all.



Also in September we decided to join in the fundraising efforts for ALS and held a teacher ice bucket challenge. We raised £150 for Motor Neurone Disease.

In October we organised a joint fundraising day for both McMillan Cancer and Stand up To Cancer. The 6th year table was filled with a variety of delicious cakes and biscuits for sale. Pupils wore pink in support and the teachers rolled back the years to their school uniform days.

At the end of October we held our Halloween Disco which was a great night for all who attended.



In November the School and House Captains organised the Remembrance Service. We worked alongside the Reverend Mr Jones to arrange the service and 6th year pupils spoke about their experiences on the Auschwitz and Belgium Trip.

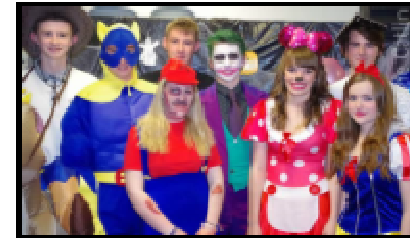
At Christmas time the captains arranged for the school to take part in the national Christmas Jumper Day. Pupils and staff wore their Christmas jumpers to raise money for Save the Children.



On 5th December we were given the duty of switching on the town Christmas Lights at Guildford Square. Thankfully it all went to plan and the lights did come on!

This year the school captains and house captains have been in partnership with the captains from Hermitage Academy. Together we have been working on an internet safety project. We have been busy writing scripts and holding filming days in Helensburgh to create several short films to raise awareness of the dangers online. It has been an enjoyable experience working with captains from another school.

Year photos have been organised and taken of all year groups to display on the school walls.



Christmas Dance 2014

Christmas would not be the same without the annual Christmas Ceilidh at Rothesay Pavilion. The majority of pupils in S1-6 all attended together for a night of dancing. It is wonderful to see all the pupils mix and enjoy themselves. They never sit down all night. The Academy pupils are already brainstorming for a location for Christmas 2015 as they know Christmas will not be the same without the Pavilion for this annual event.

