

**Education Scotland Visit – Campbeltown Grammar School**

**Progress Report**

**March 2023**

**Education Scotland Visit:**

A team of inspectors from Education Scotland visited Campbeltown Grammar School in January 2018. The report of inspection findings was published on 24th April 2018.

The report identified the following strengths in the school’s work:

* The range and quality of learning experiences for those who require support with their learning. Learning support staff ensure that young people follow learning programmes which are well matched to their individual needs.
* The willingness of staff, learners and partners to work together to improve outcomes for young people. These positive relationships offer the potential for enhancement of young people’s learning experiences and for raising attainment.

The following areas for improvement were identified:

* Take the opportunity provided by the move to the new building to revise the school vision, values and aims, involving young people, parents and staff, to provide the school and its partners with a clear sense of direction.
* Improve the quality and consistency of the school’s approaches to self-evaluation, informed by rigorous use of data and effective planning to improve outcomes for young people.
* Develop strategic leadership across the school in order to identify key improvement priorities. Senior leaders should maintain an overview of the pace of change to ensure that it is manageable and sustainable. Planning over the mid and short term should focus on a small number of priorities.
* Develop further, as a matter of urgency, a curriculum which is relevant to the school’s context, meets the needs of all learners and provides appropriate pathways and qualifications for all young people. This should include improving learning and teaching across the school to ensure an appropriate level of pace and challenge.
* Set a strategic direction to lead developments and maintain an overview of young people’s wellbeing at Campbeltown Grammar School. This should include the development and implementation of approaches to wellbeing which support young people having a shared understanding of their own progress in wellbeing.
* Improve attainment. Develop approaches to assessment, including the monitoring and tracking of young people’s progress, to ensure there is timely reliable data on the attainment of every learner

**Follow Through Visit:**

The school was revisited in 2019 resulting in a published report in 2020 which noted improvements but concluded that the school had made insufficient progress against the points for action since the original inspection. Consequently, the school was visited again in December 2021 as part HMIE’s planned activity to engage with those establishments awaiting the outcome of further inspection. The subsequent report and letter to parents highlighted that staff had made progress in taking forward the areas for improvement from the original inspection but needed more time to fully implement its priorities for improvement. Education Scotland requested an interim report on the school’s progress six months from the publication of the letter to parents (February 2022) followed by a thorough analysis of the school’s performance one year from the publication date.

Following the interim report and discussion with HMIE colleagues in January 2023, it was agreed that the report referred to above, requested one year from the publication date of the most recent visit, should be submitted by March 2023 to allow Insight data to be taken into account. It was further agreed that the report should provide updates solely in relation to areas for improvement 4 and 6 respectively as evidence of sufficient improvement against all other areas has been evidenced.

**Progress to date:**

The Head Teacher and leadership team, working in full collaboration with Officers from Argyll and Bute Council, have shown commitment to securing improvement in the key areas identified by the inspection team. This report aims to provide an evaluative summary of the progress made by the school to date in taking forward these recommendations.

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| **Area for improvement 4**  ***Develop further, as a matter of urgency, a curriculum which is relevant to the school’s context, meets the needs of all learners and provides appropriate pathways and qualifications for all young people. This should include improving learning and teaching across the school to ensure an appropriate level of pace and challenge.*** | | |
| **How are we doing? (What has improved since the last inspection?)** | **How do we know? (What is our evidence of improvement?)** | **What are we going to do now? (How are we building on our work to ensure positive impact on learners?)** |
| Curriculum development and review:  Senior leaders have continued to build on the progress noted in the most recent Summary of Visit to develop further a curriculum which is relevant to the school’s context and meets the needs of all learners.   * As part of the planned curricular consultation subject time in S5 and S6 will be reviewed. * Progress has been achieved by working with partners to extend option choices and through the offer of twenty network college courses to senior phase pupils. * The provision of more appropriate pathways has been supported through the introduction of various courses at senior phase, increased opportunities to access qualifications provided by college partners and to explore appropriate bespoke flexible education programmes, in the form of Flexible Learning Plans. This improved provision is resulting in improved opportunities for young people to develop a broader range of skills. * To broaden curricular pathways all staff are exploring alternative provision | * Young people have access to a broader curriculum which is supporting the provision of more appropriate pathways. This is evidenced by the introduction of employability (SCQF Level 4), leadership (SCQF Level 5) and Internet Safety (SCQF Level 4) courses introduced in the senior phase, two periods of IDL at S1 and S2 resulting in an observed increase in levels of engagement and motivation and, the provision of bespoke flexible education programmes which are impacting positively on targeted young people. * Increased access to both networked and face-to-face courses provided by college partners resulting in a high % pass rate across a broad range of courses.   The offer of HNC Admin & IT and Business Management for 2023-24 further enhances the breadth of the senior phase offer.   * An increasing numbers of Senior Phase pupils are accessing these networked courses * All departments are exploring alternatives for personalised progression in subject areas e.g. environmental science (offered by science and geography). * All departments are exploring the range of National Progression Awards that can be offered. * The increasing breadth and range of the curriculum offer has been received positively by parents. | * SIP Priority 2: Improve employability skills and support all our young people to enter positive and sustained destinations. Develop appropriate pathways. * Further develop work with all key stakeholders to explore creative ways to develop the curriculum to ensure its relevance to Campbeltown Grammar’s unique context. To make effective use of our improved self-evaluation and data analysis skills to ensure our curriculum meets the needs of all learners and provides appropriate pathways and qualifications for all young people. * Further develop the use of Flexible Learning Plans to create bespoke curriculum pathways for individual learners which reflect their interests, aspirations and contexts. * A curricular review will begin with staff consultation in May 2023. The aim of the review is to widen opportunities and pathways and ensure progression for young people. * Engage with LA framework for moderation in the BGE |
| Learning, Teaching and Assessment   * A full consultation on the school’s VVA involving all key stakeholders has been undertaken * All staff are members of a School Improvement Group. Two groups are focused on Learning and Teaching, one looking specifically at pedagogy and the other focusing on sharing good practice. * SLT maintain a focus on improving learning, teaching and assessment engaging departments in ongoing dialogue about improvements they are making in this area * Our continued commitment to improve learning, teaching and assessment is evidenced in our School Improvement Plan, and is supported by the Local Authority, through our School Improvement Groups and partnership working with Ian White. * We are committed to working in partnership with parents/carers to support learning at home and in school. | * The VVA consultation and review ensures their relevance and that they reflect the unique context of CGS   There is an increased emphasis on VVA across the school (links on teaching slides and learning intention slides) and the role these have in underpinning all aspects of school life and ethos including learning and teaching   * A more streamlined version of ‘The Twelve Ingredients’ of an Effective Lesson which focuses on ‘Introduction – Engage – Evaluation’ is resulting in more focused approach to the planning and implementation of lessons. *(SIG membership, SIG minutes, ‘Introduction – Engage – Evaluation’ approach)* * A programme of lesson observations is in place (one peer visit and one formal visit from SLT/Middle Leader) supporting improvements in learning and teaching through focused professional dialogue. * A recent review against the 6 areas for improvement (identified during the 2018 inspection) identified progress made to date by each department and highlighted areas being developed. This activity is ensuring ongoing professional dialogue focused on improvement.   *(Departmental areas for improvement reflections)*   * The Link Education Manager and Education Officer for School Improvement have undertaken observations at identified points throughout the session. A recent round of visits in February 2023 involved a range of staff and departments. Some areas of positive practice were identified relating to active, learner- focused experiences. There is evidence of aspects of formative assessment becoming embedded in practice. The use of digital technologies is playing an increasing role in learning experiences.   *(Inset materials, Feedback from Ian White, lesson observations)*     * One of the School Improvement Groups is working collaboratively with the Parent Council to develop the CGS Homework Policy to promote home-school partnership working. A group of young people are also part of this consultation, presenting ideas to the Parent Council and to staff. *(Homework SIG minutes)* | * SIP Priority 1: Raising attainment with a maintained focus on excellence and equity and learning, teaching and assessment. * The SIG Learning and Teaching – Sharing Good Practice Group is working to develop a ‘CGS Way’ suite of interactive resources and materials to support effective learning, teaching and assessment. * Learning, teaching and assessment will be a priority in next session’s SIP to build on the work already done. and ensure a consistently high standard with appropriate levels of pace, challenge and learner engagement, across the school. |
| **Area for improvement 6**  ***Improve attainment. Develop approaches to assessment, including the monitoring and tracking of young people’s progress, to ensure there is timely reliable data on the attainment of every learner*** | | |
| **How are we doing? (What has improved since the last inspection?)** | **How do we know? (What is our evidence of improvement?)** | **What are we going to do now? (How are we building on our work to ensure positive impact on learners?)** |
| * Attainment continues to be an area of focus for improvement for the school and is a key priority in the school improvement plan and departmental improvement plans. * The school continues to focus on raising learners’ aspirations through the targeted mentoring/coaching programme introduced this session for senior phase learners. * As noted in the most recent Summary of Visit, the school’s tracking and monitoring systems provide clear information on attainment in all areas of the curriculum. These approaches were judged to be supporting teachers’ analysis of data. * Through focused high quality discussions with senior phase pupils the school is making progress in relation to raising pupil aspirations and expectations for the session ahead. Our tracking and monitoring approaches and quality assurance activities are ensuring there is timely reliable data on the attainment of very learner which is reviewed at key points throughout the session and used to support learners’ progress. * The drive to support improved attainment is supported further through a programme of support for young people. * The drive to support improved attainment is supported further through a range of CLPL opportunities * A more rigorous approach to LA HT attainment meetings from the   has been introduced. | * Increased presentation of young people at aspirational levels with support and interventions to promote raised attainment. * The mentoring programme (introduced this session) is now entering Phase 2.   Eight teachers are each mentoring three young people.  Case studies to date demonstrate the success of Phase 1, for example, a young person with working grades of 7 in English and 5 in Maths respectively, moved to 4 (60% in prelim) in English and 3 (68% in prelim) in maths after 4 mentoring sessions. *(Mentoring Schedule Phase 2, Case Studies)*   * As a result of further increased rigour around tracking and monitoring of progress in attainment (three tracking points per session) and associated interventions there is increased presentation at aspirational levels staff predict improved outcomes for young people this session. *(Tracking and monitoring, presentation policy, predictions)* * All staff have access to the tracking and monitoring system which, as part of Quality Assurance activities *(Attainment Timeline),* continues to support their use of data. * Discussion with Guidance staff takes place following the three tracking points. * In her role as CGS Attainment Advisor, one of the DHTs has had two one-to-one conversations with all senior phase pupils. These include discussions about career paths which have informed course choice and partnerships/apprenticeships with local businesses. Information about wider achievement opportunities, part-time employment being accessed are also discussed and recorded.   *(SP one-to-one spreadsheet, Impact case studies)*   * ‘How to pass’ videos were created as part of an advent calendar to support pupils with prelims. These were well received by young people who could access a different video each day * All departments have outlined planned interventions to support increased attainment for young people. These include a wide range of activities such as learner conversations, online study guides, supported study, home study packs, online sessions with pupils from other A&B schools, lunch time drop-ins etc. *(Interventions listed for each department)* * Easter school programme has been set *(Easter school programme)* * Dunoon Grammar maths staff delivering weekly supported study sessions for National 5 and Higher from Feb-Easter * E-sgoil is promoted and a number of pupils are benefiting from accessing it * The Senior DHT has delivered basic study skills input to S4-S6 * PT Business and Computing (DGS) has delivered Recall and Space Repetition CLPL to senior phase pupils and their parents. The session was recorded for staff access. * Live and Learn will deliver mindset/preparing for exams workshop to all senior phase pupils * Support to develop study skills at BGE is planned during study leave. * Increased number of staff becoming SQA markers/verifiers *(SQA Exam Markers)* * Increased numbers of staff attending SQA ‘understanding the standards’ events which is increasing their knowledge and confidence * Input from Insight Advisor has supported discussions around raising attainment specifically in relation to literacy and numeracy * Refreshed approach to LA attainment meetings has been introduced with increased elements of challenge and accountability relating to attainment. This includes a specific focus on presentation policy and relative attainment in each subject. This template also informs attainment presentation to elected members. As a result frameworks of support and intervention have been developed to ensure learner attainment is maximised. | * Continue to build upon progress made in rigorous tracking and monitoring of attainment, ensuring appropriate, effective interventions for all learners. * Extend the targeted mentoring/coaching to all senior phase pupils. * Further develop staff use of data to inform improvement. * Improving attainment will continue to be a priority. Departmental Improvement Plans will include a sharp focus on attainment target setting based on course comparator Insight VC data. These targets will continue to be closely monitored and progress discussed at key points throughout the session as an integral part of the school’s quality assurance procedures. * Building on work already done to date, the school will further develop moderation across the BGE and senior phase. This will support the school to look outwards in order to learn from others in the drive to improve attainment. * Continue to improve learning and teaching across the school to ensure appropriate pace and challenge in learning, and to increase learner engagement with progress in learning and maximising attainment. |

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| What are we going to do now? (How are we building on our work to ensure positive impact on learners?) |
| * Learning, teaching and assessment will be continue to be a priority in next session’s SIP to build on the work already done and ensure a consistently high standard with appropriate levels of pace, challenge and learner engagement, across the school. * A curricular review will begin with staff consultation in May 2023. The aim of the review is to widen opportunities and pathways and ensure progression for young people. * Improving attainment will continue to be a priority. Departmental Improvement Plans will include a sharp focus on attainment target setting based on Insight VC data. These targets will continue to be closely monitored and progress discussed at key points throughout the session as an integral part of the school’s quality assurance procedures. * Building on work already done to date, the school will further develop moderation across the BGE and senior phase. This will support the school to look outwards in order to learn from others in the drive to improve attainment. |

**Next steps**:

The school improvement plan priorities for the current session (2022/23) were developed in consultation with staff and demonstrate clear alignment to the action points outlined as a result of inspection activity. The priorities are listed below:

* Raising attainment with a maintained focus on excellence and equity and learning, teaching and assessment.
* Improve employability skills and support all our young people to enter positive and sustained destinations. Develop appropriate pathways.
* Support the improvement of health and wellbeing across the school community.

As part of our ongoing self-evaluation procedures, these priorities will be reviewed in the 2022/23 Standards and Quality Report and new priorities articulated in 2023/24 School Improvement Plan. There will be continued partnership working with the LA to monitor progress and plan next steps.