



ARGYLL AND BUTE COUNCIL  
COMMUNITY SERVICES – EDUCATION

# Campbeltown Grammar School Standards and Quality 2013/14



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## **About this Report**

This report will

- report on the school's progress towards the improvement targets set for the school year 2013/14
- set out the school's priorities for improvement in 2015/15 and beyond.
- outline the strengths of the school and the achievements of our pupils both in examinations and in a range of other areas;

## **Report Summary**

- Attainment as measured by the 2013 SQA examination results showed strong performance in a number of areas but some weakness in others.
- The school's emphasis on providing pupils with a wide range of opportunities for achievement both within and beyond the classroom continued to be very successful.
- The majority of the priority targets from the 2013/14 Improvement Plan were met in full and others partially. The new school improvement plan covers the period to 2014/15 and a summary of the main targets is included as part of this report.

# Report on Attainment 2013

## SQA Exam Results Analysis and statement on wider achievement

### Introduction:

Strengths in 2013 include the breadth of attainment and the wide range of achievement across the school. In S4, S5 and S6, there were individual pupils with very high attainment. Pupils have achieved well from Access 1 courses to Advanced Higher courses. During the summer holidays, the school held a results and coursing workshop which over 90% of senior pupils attended to plan course uptake for the new session. The school will set targets for attainment in 2014 – particularly for 5+ at Level 5 SCQF at the end of S4

### S4 attainment

Year Group Size:

104

| 5+ at Level 3 | 2009 | 2010 | 2011 | 2012 | 2013 | Argyll and Bute 2013 |
|---------------|------|------|------|------|------|----------------------|
|               | 91   | 94   | 96   | 94   | 90   | 92.4                 |
| 5+ at Level 4 | 84   | 83   | 85   | 74   | 66   | 78.0                 |
| 5+ at Level 5 | 41   | 33   | 43   | 41   | 31   | 38.7                 |

Results declined since 2012 and saw the lowest performance in 5 years. This is cohort related in that lower attainment was predicted for this particular year group both in on-going assessment and in CAT analysis.

There were strong performances in the following subjects:

|                  |           |
|------------------|-----------|
| Geography (SG)   | 64 pupils |
| History (SG)     | 71 pupils |
| PE (Int 2)       | 43 pupils |
| Craft and Design | 46 pupils |
| Hospitality      | 18 pupils |
| Music            | 34 pupils |

At Standard Grade level, there were no significant declining or improving trends.

Looked After Children performed well across a broad range of subjects and awards.

As a new HT, I am aware of the many strengths of the school – particular in pupil support. Unemployment figures and the poverty index show some of the difficulties experienced in the school's very varied catchment area.

Some pupils achieved very highly eg 5 A Highers or all Standard Grades at 1 / Intermediates at A – 16 from a cohort of 104 achieving all credits/Intermediate at A or B.

The breadth of awards and achievements for pupils with learning difficulties is also a strength. Courses include New Horizons, Towards Independence and Transition Challenge. Access 1 and 2 courses had an excellent pass rate.

But even given the challenges of the varied catchment and the cohort related issues, our

performance should grow above a third of S4 achieving 5+ awards at SCQF level 5. This figure has been above 40% each year in the last five years and the target for Campbeltown Grammar School should be a minimum of 40% for 5+ awards at SCQF level 5

**Action Plan**

- The School Improvement Plan targets learning and teaching – to devise a learning and teaching statement which sets a standard for lessons throughout the school. This work is already underway.
- Attainment discussions have taken place between HT/DHT and each subject department using Fyfe Analysis Relative Values which included target setting.

**S5 and S6 or S5/6**

**Year Group Size 2012/2013**

|    |    |
|----|----|
| S5 | 61 |
| S6 | 68 |

Attainment in S5 showed slight decline on 2012 but on the whole held steadier and was closer to Authority averages.

|               | CGS | Argyll and Bute |
|---------------|-----|-----------------|
| 5+ at Level 3 | 90% | 95%             |
| 5+ at Level 4 | 77% | 85%             |
| 5+ at Level 5 | 50% | 55.7%           |
| 1+ at Level 6 | 41% | 52.9%           |
| 3+ at Level 6 | 21% | 30.4%           |
| 5+ at Level 6 | 8%  | 13.10%          |

**At Higher level**, there were some strong subject performances including

| Higher       | Grades A-C | Numbers presented |
|--------------|------------|-------------------|
| English      | 90%        | 20                |
| French       | 100        | 3                 |
| Spanish      | 100        | 2                 |
| Geography    | 93         | 15                |
| Business Man | 100        | 4                 |
| PE           | 89         | 9                 |

**At Intermediate 2**, there were some strong subject performances including

| Int 2        | Grades A-C | Numbers presented |
|--------------|------------|-------------------|
| English      | 93%        | 27                |
| French       | 100%       | 2                 |
| Spanish      | 100%       | 3                 |
| Physics      | 100%       | 5                 |
| Geography    | 100%       | 4                 |
| History      | 90%        | 10                |
| Admin        | 100%       | 4                 |
| Business Man | 100%       | 2                 |
| Woodwork     | 100%       | 3                 |
| PE           | 100%       | 14                |

**By the end of S6** there was good Value Added performance to attainment and achievement at the end of S5 in 2012.

In Advanced higher, there was good performance in Spanish, Geography, Biology, Physics and Music.

#### Overall comment and actions arising:

There are strong subject performances across the school in S5 and S6 at all levels. This takes place in the context of bi and tri level teaching in almost all classes.

Wider achievement includes Duke of Edinburgh, ASDAN, Food Hygiene, Food Handling, Sports Leader, Coaching and various volunteering/citizenship awards.

The numbers presented for Higher seem are slightly lower than would be expected and our target for the end of S4 - minimum 40% 5+ at Level 5 –should increase presentation numbers in Higher.

As the current S4 come through National 5 for the first time, there could be an impact on improving Attainment 2015 as S4 with more specialise learning in S4 National 5 are presented for Highers.

The Action Plan for attainment at S4 also pertains to S5/6 – namely – the school Learning and Teaching Statement and comprehensive attainment reviews shared by HT/DHTs and Departments

Overall, the results confirm that there is much that makes CGS a very good school – particularly Pupil Support, Support for Learning and Curriculum as a totality of experience. The staff are committed, hardworking and open to change and new leadership.

Opportunities for achievement are very good and should continue to go from strength to strength.

## Evaluation of Improvement Plan -2013/14

- Implement the curriculum plans devised in 2012/13 – both in Broad General Education and Senior Phase

**Status:** Complete and on-going

### Evidence

Our new curriculum structure was implemented. We moved from a S4, S5 and S6 structure to one Senior Phase. Pupils were coursed within our new Options Structure which enables depth of study in addition to personalisation and choice. In Broad General Education, our S3 curriculum ran successfully with some choice, opportunities for working in an inter-disciplinary context, and rotations.

### Next Steps

Review provision in S1/2 BGE to ensure greater consistency with our S3 course.

- Evaluation of our curriculum plans in light of first year of implementation and identify any developments for curriculum in 2014/2015

**Status:** Partially complete

### Evidence

All pupils taking part in Senior Phase were consulted regarding each of their courses. The outcome of these consultations as a whole were reported to staff and parents while individual Departments/Faculties reviewed information gained from the consultation as part of their self-evaluation.

We also undertook a series of senior phase class observations.

Some minor changes were made to our Senior Phase provision eg in courses and the structure of our timetable but we would wish to see our Senior Phase curriculum through its three year cycle before embarking on any major change.

The status of this improvement is listed as 'partially' successful because we do not at present have an overall report on this evaluation activity.

- Review self-evaluation across the school and devise a whole school plan/calendar

**Status:** Incomplete

### Evidence

We did not devise a calendar as such. Certain self-evaluation activities continued to take place at set times throughout the school year such as Review of Attainment (whole school and subject based) and Departmental Standards and Quality reporting. We finally moved away from the constraints of a Sirius format to Standards and Quality reports which are more relevant and CfE based. Further self-evaluation took place eg of our transitions programme, senior phase curriculum and support for learning.

### Next Steps

Staff working group to take this forward in the new session. Collegiate time planned around understanding and working towards HMIE Increased Expectations 3.

- Devise and implement a whole school statement on learning and teaching

**Status:** Complete and on-going

### **Evidence**

Following consultation with all staff, a whole school statement has been devised. This outlines pupil entitlements in learning and sets a shared standard and methodology in learning and teaching. There is some evidence of implementation as seen in lesson observations. Departments included the impact of this statement in their self-evaluation activities.

### **Next steps**

We recognise that a school statement on learning and teaching will change in response to increased understanding and developments in pedagogy. In its next revision, the learning and teaching statement will increase its reference to assessment as part of learning.

Pupils' awareness of the statement should be increased.

Implementation will continue to be monitored through classroom observations.

- Work alongside the Council's Special Project Team in assisting the development of the new Grammar School

**Status:** Complete and on-going

### **Evidence**

All targets met at this stage in the process. New Project Request accepted.

### **Next Steps**

To complete stage 1 and stage 2 design process by July 2015. This will include the development of the site layout, floor plans, individualised room layouts and room data sheets.

- Develop a cluster based approach to assessment, tracking and monitoring at transition in partnership with associated primary schools

**Status:** Overtaken by developments in Assessment and Reporting within our authority

### **Next Steps**

As per School Improvement Plan 2014-15, to develop use of the P7 profile to inform learning plans in S1.

- Implementation of GIRFEC approach, strategies and measures throughout the school

**Status:** Complete and on-going

**Evidence**

GIRFEC terminology (including SHANARI Well-being Indicators and My World Triangle) are used as our framework when discussing pupil progress, analysing needs and in setting targets. Audit on Meeting Pupil Needs is on-going and requisite actions are also on-going in response to the Integrated Children's Services Plan

**Next steps**

Terminology is use across the school in all discussions about progress and targets.

- Development of whole school practice within the Opportunities for All framework

**Status:** Complete and on-going

**Evidence**

Awareness of the Opportunities for All initiatives in place across the school increased through session for staff on RAG data.

**Next Steps**

All staff making use of available data (eg RAG) when discussing pupil progress and analysing needs

- Further expansion of ICT in classroom use to ensure latest developments in ICT enhance learning and teaching

**Status:** Complete and on-going

**Evidence**

Several developments in use of programmes took place in response to learners' needs. We held a successful sharing good practice session with all staff. We have made good progress regarding i-pads in learning

**Next Steps**

Developments *as per* School Improvement Plan 2014-15

- Development of a user-friendly system so that all pupils and staff can easily access ICT resources. Ensure systems and network running efficiently.

**Status:** Partially complete and on-going

**Evidence**

Some improvements in 'Public' areas of the server have taken place.

**Next Steps**

As the school revises remits and forms a new team in the school office, we will take a fresh look at school administration, including access to folders, resources and the network. The school website is also in need of update and improvement.

- Continue developments in Literacy, Numeracy and Health and Wellbeing.

**Status:** Partially complete and on-going

**Evidence**

Several initiatives have taken place – particularly in Literacy and Health and Wellbeing. Literacy awareness takes place throughout the session and in Health and Wellbeing, there has been an effective combination of learning and teaching within the curriculum and additional enrichment events.

**Next steps**

Raise the profile of numeracy across the school.

- Monitor and evaluate new reporting structure for session 2013-14.

**Status:** On-going (in 2013-14 SIP as 2015 target)

**Evidence**

Workshops and training sessions for all Teaching Staff are held to provide practice models and examples of good practice.

**Next Steps**

Standards on reporting in Literacy, Numeracy and Health and Wellbeing are agreed with relevant co-ordinators and across the school;

**The School Improvement Plan for 2014/15 is attached as a separate document.**

## What did our pupils do when they left school? (Leavers' Destinations)

### NUMBER OF PUPILS LEAVING IN SCHOOL YEAR 2012/2013 - 88

|                          |       |
|--------------------------|-------|
| Higher Education         | 38.6% |
| Further Education        | 18.2% |
| Training                 | 1.1%  |
| Employment               | 38.6% |
| Voluntary Work           | 0.0%  |
| Activity Agreements      | 0.0%  |
| Unemployed (Seeking)     | 3.4%  |
| Unemployed (Not seeking) | 0.0%  |
| Not known                | 0/0%  |
| Other                    | 3.4%  |

**Positive destination % - 96.6%**

The percentage of young people entering a positive destination is improving. The number of leavers going in to the various destination categories is not significantly different from those for the authority or for Scotland as a whole. We believe the percentage entering Higher Education is understated, a reflection of the number of pupils leaving to take up employment prior to taking up courses for which they have unconditional acceptances.

### **Other Achievements, Successes and Charitable Works**

Pupils have opportunities to gain certification for their wider achievements, recognising that attainment in examinations does not tell the full story. Pupils gained awards in the course of the year from the following bodies:-

- ASDAN awards
- Duke of Edinburgh's Award Scheme
- The Associated Board of the Royal Schools of Music
- Royal Environmental Health Institute of Scotland
- UK Maths Challenge
- Scottish Maths Challenge
- Mid Argyll Music Festival
- Kintyre Music Festival
- Argyll and Bute Youth Games
- Young Leaders Sports Programme
- Saltire Awards

In addition individual pupils gained a number of National Awards. These and some of the other awards gained are detailed below:

### **Extra Curricular Activities**

The school continued to offer a wide range of activities throughout the year. Last session the following clubs were well attended and all students enjoyed this other side of school life through the following examples:

- Lunch games
- Drum and Bass
- Digital Photography
- Canoeing
- S1 Science
- Girls Fitness
- Inter-House Competitions
- Computing
- Rugby
- Powerhooping
- Educational Excursions

## **Wider Achievement**

### **Geography**

#### **National 4 and 5 Fieldwork – June 2013:**

Those who chose National 4 and 5 enjoyed a day at Carradale Water in June 2013 completing river's fieldwork. This was to give them practice in collecting fieldwork data which is required for the N4 AV unit and the N5 Assignment as part of the externally marked coursework. (See photos)



All these pupils had chosen Geography in the choice block in S3 so had already engaged in traffic surveys, land use surveys and environmental surveys. The results of these surveys enabled them to discuss how data can be collected, and methods of processing the data.



**Non-exam group May 2014:**

Pupils who were not entitled to Study Leave engaged in a mixture of fieldwork and class work at this time in the Geography Department. Numbers varied each period.

Fieldwork on sand dunes was carried out at Westport and follow up work processing their findings was completed in the class room. Unfortunately the minibus broke down after our first day at Westport so all the work could not be completed. To replace the 2<sup>nd</sup> part of the fieldwork we climbed the hill behind the school and drew field sketches overlooking the town and discussed aspects of Campbeltown's site and situation.

Other work in class involved introducing the class to Loch Lomond and the Trossachs National Park, including some OS map work.

The group finished by looking at Peru and an issue in this poor country – the coca trade. They had to say why the crop was grown so widely in Peru as well as giving reasons why the growing of the crop should be discouraged. They used some of their own knowledge from PSHE on drugs for this.

## Home Economics

In June, the department ran two extremely busy activity days with over 40 pupils opting each day to develop baking, cake decorating and sugarcraft skills.



**Cake Decoration Unit.**



**Cupcake Bouquets**

More Cakes. Hallowe'en saw a variety of cakes being produced as part of various cake courses running in the department.



**Christmas Cake Display** . The overall standard of work in this area continues to be very high. In December, S5 and S6 pupils' final projects were set out on display in G10. Prize winners were awarded certificates in a number of categories.



Enterprise Pupils in the Practical Cake Craft class made and decorated extra Christmas cakes which disappeared very quickly when they were sold at the Springbank Christmas Market. Pupils also baked cakes for a staff social function.

### Farmhouse Breakfast Fortnight

As part of Farmhouse Breakfast Fortnight, S2 pupils made and served muffins and bagels, New York style, in the foyer -hopefully encouraging everyone to have a healthy start to the day.

As part of Fairtrade Fortnight, S2 pupils made and served bananas in a butterscotch sauce in the foyer. Bananas were kindly donated by the Co op and these were distributed to pupils.



### Charity Support

In May , the study leave class baked carrot cakes for Red Cross Week. Staff in the department baked and ran various stalls in support of CGS4Gambia

### Technologies IDT

Working across three departments pupils were given the task of designing and making a biscuit which could be served with Mull of Kinyre Extra Mature Cheese. Teams also had to design the packaging and a web site to promote their product. Pupils had an organised team meeting included as part of the task and the judging was carried out by representatives from the Creamery and a local hotel at the end of May. Pupils thoroughly enjoyed the experience.





As part of the S3 course ninety pupils sat and achieved the REHIS Food Handlers' Certificate. Having developed their knowledge of food hygiene as part of the S3 course all pupils were presented with the 'Royal Environmental Health Institute for Scotland's Elementary Food Handlers Certificate' The certificate is a valuable qualification to assist them finding work in the hospitality industry and is a legal requirement for anyone wishing to work with food .

## New Course Practical Cake Craft National 5

This session saw the introduction of a new cake course at National 5 level. Our course was verified in May by the Principal verifier who commented on the very high standard of pupil work. Pictures were taken for the SQA website.



Finally, pupils not entitled to Study Leave in June cleaned up the hospitality herb garden and planted potatoes ready for our return in August.

## Physical Education

There have been many pupil successes, special events, excursions, whole school contributions, initiatives, partnership working and community events within the physical education sport and health department. Here is just a few of this years events:

Pupils have successfully represented the school within a number of competitions this year including:

- The Mid Argyll Kintyre and Islay (MAKI) competitions in Football (boys & girls), Badminton, Volleyball and Softball.
- Argyll & Bute Schools Badminton Championships
- Oban High School Dance Competition

- Argyll & Bute Secondary School Youth Games (participating in a variety of sports)
- Schools Rugby Competitions
- Schools Football Competitions
- Argyll & Bute Schools Swimming Championships
- Scottish Schools Team Championships for Swimming

### **Special Events:**

- § Youth Sports Trust Young Ambassadors Conference (William MacKinnon and Kate Cameron)
- § Legacy Leaders conference at Hampden Park, Glasgow (12 students)
- § LEAD 2014 Conference (Morgan Irwin, Nicola Blackstock, Mairi Barbour and Matthew Armour)

### **Excursions:**

- § Rugby International Match, Murrayfield Stadium in Edinburgh
- § Watersports Trip to France

### **Whole School Contributions**

- § Annual School Sports Day in June
- § School Sports Council
- § Sport Relief Mile Fundraiser

### **Initiatives**

- § Champions in Schools (S1 pupil group)
- § Sky Sports Living for Sport Initiative
- § London 2012 Legacy Leaders Initiative

### **Partnership Working**

- § Strong links with Active School Co-ordinator
- § Links with lunchtime Health Me Programme incorporating Active Me
- § Links with community based sports clubs, South Kintyre Sports Council & Campbeltown Sports Hub

# Lead 2014



LEAD 2014 Participants (2014)

Our four LEAD 2014 participants attending the conference at Strathclyde University, Glasgow on Friday 28<sup>th</sup> February 2013.



Our *Legacy Leaders* and staff attending the **Get Set to Make a Change Roadshow** at Hampden Park, Glasgow on Tuesday 29<sup>th</sup> October 2013.





Our Sky SPORTS Living for Sport Group with Commonwealth Games Gold medallist gymnast Steve Frew after his second visit to the school with the group of S5/S6 students. (left) Steve pictured with a student from the SEN Department about his sporting challenges.



Our S1 Champions in Schools group were recently visited for the second time on Tuesday 13<sup>th</sup> May 2014 by Will Wright, Ironman triathlete.



Will worked with this group over two sessions where they participated in a series of inspirational workshops on the topics of goal-setting, fitness and nutrition and winning attitudes.

## **Business Studies**

### **Personal Finance – S5 Rota**

Personal Finance is taught within the department for 2 periods within an 8 week rota along with Computing and Digital Media. I have developed a course about money, personal debt, finance, budgeting and planning for the future. It also utilizes the RBS moneysense for schools resources online. This is planned to continue for S5 in the new senior phase.

### **Newsletters and Event Planning**

The new Nat 5 curriculum in Admin and IT this year allowed for some flexibility and a hands on approach of learning where the pupils created the school newsletter and an informative brochure for the Town Hall and THI project which was distributed to the public. They also were involved in organizing their own Coffee Afternoon which raised £1000 for school funds.

### **Springbank – Tours and Work Experience**

The S5/6 Business Management class has had a close working relationship with Springbank Distillery. Sales and Marketing reps have given a presentation and Q and A session to the class. During the last week of term the pupils were also given a guided tour of the distillery to illustrate a 'real life' business and look at Operations, Marketing and Finance to the local company. The HR manager also gave the pupils an opportunity to apply for work experience or for the Whisky School free of charge – this normally is charged £1000 per person. It is hoped that 9 pupils will undertake this.

### **The Real Coco-Cola Challenge**

S3 pupils took part in a design and marketing inter-disciplinary project led by Business Studies in which pupils promoted their own brand of soft drink to professional judges.

## **Computing**

The Computing Club continues to run once a week in Computing or Administration and is reasonably popular. Pupils carry out a wide range of activities relating to subjects within the curriculum and beyond.

## **Art and Design**

We liaised with SSSI for a competition involving Art Club and Junior pupils this year. We are continuing this with the forthcoming beach drawing event.

Tabitha Broatch won recognition for being the best Fringe Entry from Argyll & Bute in this year's competition.

Although she struggled to produce enough work for Advanced Higher, Justine Nawrot applied for and was accepted for an art course at college. Staff CPD at Cardonald campus/ Duncan Jordanstone's Art and Design event helped a great deal in disseminating and sharing information with both guidance and careers.

We felt that the S3 IDT worked very well this year as it really seemed to have a genuine purpose unlike the contrived projects we have done in the past. It effectively motivated the majority of students.

## **History**

The department is very much involved in the wider life of the school. For example, the department runs a lunchtime games club, a model club, a voluntary after school Study Support Club and study days for the certificate exams during the Easter break as well as having an involvement in the Duke of Edinburgh's Award. The department was also represented in the transition weekend camp at Ardentenny.

## **Mathematics**

The Maths department continues to participate in the UKMT set of challenges at Junior/Intermediate and Senior levels. Several pupils achieved certificates from Gold to Bronze.

## **Music**

The department is encouraged to see the large amount of pupils involved in school based extra-curricular and non-school related musical activities and performances on a regular basis. These are being undertaken at a local, national and international level with pupils representing the school in competitions, festivals and performances in a wide range of instruments, groups and styles of music.

A number of pupils have also created YouTube channels and are now enjoying an online audience for their own creative productions and compositions.

The Pipe Bands are similarly worth particular mention as they embark on another busy competition programme this summer which will see them performing all around Scotland and in Europe.

The department will also, with the support of staff and pupils throughout the school, be putting on a Musical production in early October and will continue to produce regular

concerts allowing pupils an opportunity to display their talents and develop their performing skills; gaining further experience and confidence.

We are heavily involved in the wider life of the school with contributions and support for pupil-led events such as Extravaganzas and discos. The department places a high importance on extra-curricular activities, both musical and non-musical, running a vocal group, wind band, senior/jazz band, pipe bands, supported study for Music and Music Technology, x-country running, basketball, football and dance clubs. This year, the department has also been involved in Outdoor Education and Personal Finance classes for senior pupils.

## **Science**

The Department has continued to run the Science club for S1 pupils. This builds upon the interest that pupils have in science and enables them to explore aspects of science not covered by the curriculum.

We have had a very successful two day visit from the Institute of Physics' "Lab in a Lorry". Feedback from pupils and staff has been positive. Three of our S6 Advanced Higher pupils volunteered to demonstrate experiments throughout the two days, building their confidence.

We developed and ran a school based photography course for S5 pupils as part of the rotation option. Pupils attended for two periods a week for six or seven weeks. They learned some of the basic functions of a camera and skills in photography including composition, portrait photography, sport photography and group photography. Many pupils appeared to enjoy the course and successfully learned some new skills.

Staff continued to be involved in the surfing club, meeting on a Tuesday afternoon. Many pupils attend to learn or develop their skills in surfing.

## **Our Partnerships**

The school continues to work alongside a number of agencies and groups to deliver additional course and opportunities for the students. The school extends its thanks for the work and support that the agencies offer. Some examples are:

- **Skills Development Scotland** who work alongside our Pupil Support staff to deliver Careers information and advice of a high quality to our senior students.
- Partnership with **SCHOLAR** to deliver additional support for Higher and Advanced Higher students in a number of subjects – French, Chemistry, Physics, Biology and Maths
- **NHS Highland** and other agencies who continue to contribute to the school's CfE Health and Well activities.

- **Associated Primary Schools** – there continues to be a very successful partnership with our associated primary schools in delivering a highly effective primary-secondary liaison programme that includes a residential activity weekend for all Primary 7 pupils.
- **Parent Council and Parent Teacher and Student Association (PTSA)** both offering great support to the work of the school throughout the session.
- **Stuart Ivory Foundation** – the school continues to have a beneficial link with the Foundation to assist in the delivery of financial aspects of applying to College and University courses, and dealing with the aspect of living away from home and money management.

**Argyll College** for delivering the Skills for Work courses (please refer to attainment section for details)

## Charitable Works

The school supports local and national charities and also responds to appeals as they arise during the year. Throughout the year, we have been supporting CGS4Gambia – a project which saw 14 pupils and 4 staff visit Gambia. The group carried school supplies with them, took in medical supplies, organised First Aid Training and took part in construction work. This is the beginning of a global citizenship aspect of our curriculum and we hope to sustain our partnership with Gambia over many years to come.

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## Conclusion

2013/2014 was a successful and interesting year for Campbeltown Grammar School. Attainment in 2013 exceeded predictions and there was a variety of local and national achievements. The selection of a site for the new school engaged both school and community – as have early discussions about the building project. The next stage is to work on room specification and layout.

Session 13/14 has been a key year for the Grammar School. Our main achievement has been to deliver and implement our new senior phase curriculum for the young people of Campbeltown and its surrounding areas which we believe will meet the varied needs and aspirations of the pupils in our school.

We are confident that our curriculum will raise aspirations, enable successful learning and meet the needs of our community in all its variety. We aim to ensure that all our young people have choices and that, through these choices, they secure a future which is both positive and fulfilling. We have seen a good increase in the number of young people achieving positive destinations on leaving school.

I am very impressed with the scope of achievement opportunities staff offer pupils and the range of colleagues' contributions to the school. The staff have also to be commended for their unfailing resilience and cheerfulness through extremely difficult conditions pertaining to the age and stage of our current school building.

We look forward to next session and, in particular, to further developments with our new school.

Those of us already privileged to serve the young people of Campbeltown by working in Campbeltown Grammar School, now have a unique opportunity.... We are involved, along with our community and young people, in shaping a school which will be a place of learning for the children of Campbeltown and its environs long after we are not.... What an amazing thought and what a privilege to be part of it!

Catriona Hood