Summarised inspection findings

Campbeltown Grammar School

Argyll and Bute Council

24 April 2018

School Name: Campbeltown Grammar School
Council: Argyll & Bute Council
SEED number: 8110034
Roll (Sep 2015): 370

Attendance is generally in line with the national average (92.2%).

In February 2017 8.3% of pupils were registered for free school meals.

In September 2016 10-<15% of pupils live in 20% most deprived datazones in Scotland.

In September 2016 the school reported that 23% of pupils had additional support needs.

Key contextual information

The acting headteacher and acting depute headteacher have been in post since January 2018. The school is moving to a new building mid February 2018.

1.3 Leadership of change	weak
This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are: ■ developing a shared vision, values and aims relevant to the school and its community ■ strategic planning for continuous improvement ■ implementing improvement and change	

■ The school's brief statement of vision has been in place for a number of years. *"…to help each young person in our care to achieve success whatever his or her individual goals might be."* The statement does not fully capture or articulate the school's unique identity in a way which underpins the school values and gives overall direction to its work.

■ Staff, and to a lesser extent young people, share a commitment to some common values and aims but there is not a consistent, coherent adoption or articulation of core values and aims among staff or young people. Parents have been recently consulted as part of the school's review of its vision, values and aims but this process is incomplete. Staff are aware that young people have not yet been appropriately involved in offering views and are planning further consultation.

■ Senior leaders demonstrate a sound awareness of some important key features of the school context. For example in terms of the range of local opportunities for young people when they leave school. Looking forward, senior leaders are aware of the challenge in raising the aspirations and expectations of staff, young people and parents, in ensuring that young people have a comprehensive and ambitious understanding of their post-school options. That understanding should be equally respectful of local employment and training opportunities, and of further and higher education pathways less close to home.

- Positive, well informed leadership has underpinned a range of improvements in arrangements for supporting pupils. These have been achieved progressively over a number of years. For example, support staff have led successful development of improved procedures for behaviour management. They have provided whole-school professional learning opportunities to address issues associated with pupil support. There is clear scope for the school to replicate, in other key areas requiring improvement, the effective way that support staff have led important developments to achieve a direct positive impact on young people's experiences and achievements.

- The school can identify a few examples where staff have taken the initiative and have provided leadership in aspects of learning and teaching. For example, young people are benefiting from improved practice in use of digital technologies. This includes staff's use of interactive whiteboards, for which there is good leadership from a member of promoted staff.

- Young people have some opportunities to develop and demonstrate leadership capability. For example as reading buddies, digital leaders, My World of Work Ambassadors, through house duties and as members of school committees and councils. Some offer confident, skilled leadership in sporting contexts, and in initiating charity fundraising opportunities. For example, for a few young people the Gambia Global Citizenship programme is developing young people's leadership, entrepreneurial and team working skills through the organisation and fundraising for the programme. Overall, young people are not given enough encouragement or opportunity to make enterprising, ambitious contributions to leadership in the school. Across the curriculum, young people have few opportunities to lead learning in the context of their different courses and programmes.

- The school's processes of improvement planning are guided by local authority procedures. These are aimed at meeting the education authority's expectations, national priorities and provide the school with a framework to support its continuous improvement. Staff do not share a common understanding of how the school improvement plan is constructed. They are not, for example, aligning priorities in different areas of the curriculum with whole-school priorities.

- Whilst the school has succeeded in identifying some appropriate priorities for its work, it has not been helped by overly bureaucratic procedures and documentation. That approach has limited staff's understanding and ability to take action on the school's key priorities. The school now needs to adopt a more evidence-based, streamlined approach to identifying its improvement priorities and ensuring focus on a small number of key targets.

- Senior staff have identified the need to improve the school's approaches to self-evaluation, to ensure the quality of evidence on which to base improvement planning. Staff show a willingness to reflect routinely on their practice, and have gained some important experience in previous self-evaluation approaches including observations of learning and teaching, and analysis of performance data. Staff now need to build on these experiences by taking closer account of the views of young people, parents, and other stakeholders. Staff need to develop young people's capacities for critical reflection on their learning, as a key source of information for self-evaluation. Effective self-evaluation does not yet feature as an established aspect of staff's professional work day-to-day, or over longer periods of time.

- Senior staff have dealt well with the important practical implications of the school's imminent move to its new accommodation. The transition to a new school presents a unique opportunity to revise the school's vision values and aims, and to improve self-evaluation and improvement planning to reflect the 21st Century learning environment offered by the new accommodation.

■ The Opportunities for All forum provides opportunities for partners to come together to discuss their contributions to the school. Third-sector, community learning and development and Skills Development Scotland (SDS) partners engage in supportive discussions which help shape, inform and monitor progress being made by a number of younger learners. This includes those learners with challenging individual support needs, including disaffected learners and those with caring responsibilities. However, a more focussed forum would provide a structure for partners to share progress and influence change from their perspective, through knowledge of the social, economic and cultural context of the school to better meet the needs of young people.

| **2.3 Learning, teaching and assessment** | weak |

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- ■ learning and engagement
- ■ quality of teaching
- ■ effective use of assessment
- ■ planning, tracking and monitoring

■ Positive relationships between staff and young people are evident across the school. Most young people are polite and friendly and show respect for staff and for one another. The majority of young people speak positively about their school. They are well behaved, compliant and remain on task in most learning activities.

■ The school has produced a learning and teaching statement which has been shared with staff. However, the requirements outlined in the statement are not consistently implemented in practice. Staff have undertaken career-long professional learning on pedagogy, the impact of which is not yet evident across the whole school. In the majority of classes, teachers share learning intentions and success criteria with young people. In a few lessons, success criteria are discussed and negotiated with learners and are clearly linked to assessment. Teachers now need to make greater use of success criteria to effectively differentiate outcomes for learners. In too many classes, learning activities are overly teacher-led and directed at the whole class. In a few senior phase classes all learners are doing the same work, although they are working towards qualifications at different SCQF levels. In too many classes, the level of challenge is pitched too low and the pace is slow. Further teacher engagement with the learning and teaching statement, including a shared understanding of what makes a good lesson, will enable teachers to explore a wider variety of teaching strategies. Appropriately differentiated learning activities will ensure that young people have sufficient support and challenge. In a few examples, young people are engaged in active learning which is motivating and meaningful. Effective planning by teachers and well organised lesson structures are required to ensure all learners have opportunities to progress.

■ Currently there are no interdisciplinary learning opportunities. Examples in the past have provided opportunities for applying learning in different contexts. The school should now build on these experiences to ensure all young people have opportunities in this context for learning. There is also scope for teachers to link learning to real-life experiences and future career opportunities. There is scope for teachers across curricular areas to make use of the Career Education Standards to support this process.

■ In the majority of classes, teachers make use of interactive whiteboards. The school has recently introduced an online resource for homework which has been well received by young people and parents. There is potential to use digital technology to provide learners and their parents with feedback on the work of the young people, as well as with materials to support their learning. There is scope for all young people to further use and develop their digital skills and knowledge across the curriculum including in assessments. In moving to the new building, opportunities to make use of digital technology in all curricular areas, as part of preparing young people for a 21st century world, will enhance the learning experience for all young people.

- In the majority of classes, most young people can explain the nature of the activity in which they are engaged. Learners are provided with teacher feedback which enables them to identify some next steps in learning. However, in most cases this is not specific nor detailed enough to support the young people to move forward. More regular and more detailed feedback, both in writing and through learning conversations, will support the development of a better understanding for young people of their progress in learning and what they need to do to improve. Young people have the opportunity to self- and peer-evaluate. However they require more support to ensure this leads to them having a clearer understanding of their own learning and the development of their skills. Young people also require support to understand their own progress and consider next steps in greater depth. This will give them a stronger base from which to progress. There is insufficient use of open-ended questioning and giving learners thinking time to encourage higher order thinking and enhance their learning experience.

- In the broad general education, the school is beginning to engage with the Benchmarks in order to support teacher judgement. Tracking and monitoring is taking place within subject departments but this information is not being consistently used to inform next steps in learning for all young people. Nor is there a whole-school overview which robustly ensures appropriate interventions, support and challenge for all learners. In the majority of departments teachers are following programmes of work without taking full account of information gathered from ongoing monitoring and classroom interaction.

- As a result of the school's approach to timetabling, a few young people in the senior phase do not have dedicated teacher time. They rely largely on self-study and find this extremely challenging. Regular teacher input with clear direction, support and feedback will better enable these young people to learn independently. Staff now also need to focus on the building up of skills in independent learning in the broad general education which will help equip young people for the senior phase and beyond.

2.2 Curriculum: Learning pathways

Learning Pathways

- The headteacher is committed to improving the curriculum, so that it offers an increasing range of flexible learning pathways to raise attainment and meet the needs of all learners. Staff are members of a Curriculum Review Group (CRG). The aim of this group is to develop appropriate learning pathways for all young people. The CRG should ensure that the needs of the learners are placed at the centre of any curricular change. Inspectors recognise that difficulties in staff recruitment have had an impact.

- S1 and S2 courses provide learning at the third level for most young people. There should be greater level of communication with learners and their parents around what they are studying. This should include a clear indication of the Curriculum for Excellence levels being studied, the next steps to improve progression and how parents could help support learning. Senior leaders should ensure that young people have the opportunity to progress at different rates and in different ways across curricular areas.

- Senior leaders have reviewed and made changes to the S3 'Choices and Changes' form. This has provided a degree of personalisation and choice and the opportunity for specialisation. Many young people in S3 are specialising and working at fourth curriculum level. However, senior leaders agree that further professional learning is required to ensure that all staff have a shared understanding of progression in their curricular areas.

- In a few S3 subject areas young people are assessed using National 3 and 4 Units. The school should take account that an early focus on preparation for National Qualifications will lead to a narrowing of learning experiences within curricular areas and a lack of flexible options as young people move into the senior phase.

- Staff have identified a target group of young people and are planning interventions to raise their attainment in literacy and numeracy using Pupil Equity Funding. These include implementing a baseline assessment tool, focusing on wellbeing strategies such as mindfulness and establishing a principal teacher post with responsibility for raising attainment in the broad general education. The school should now ensure that robust data is gathered to ensure an accurate measurement of the impact of these interventions.

- At the senior phase, young people have the opportunity to work towards a range of National Qualifications and accredited awards. There is scope for the school to consider more two-year courses within curricular areas at National 5 and Higher. These would better meet some young people's need for a more gradual progression in learning across the senior phase. The school would also benefit from considering whether the current design and structure of the curriculum in the senior phase restricts choice for young people. Given the context of the school, there is scope for exploring distance learning and digital solutions to extend curricular provision.

- The school delivers an Outdoor Education programme to all young people in S3 and as an elective in S4. The programme has been developed to suit the school's local context to provide a broader deeper experience to complement and support learning in the classroom. The school should now develop a strategic overview of maximising outdoor education across the curriculum. For example, staff should highlight the skill set being developed during outdoor activities and relate these skills to experiences and outcomes in curricular areas. There are also opportunities to build upon previous professional learning activities for staff. This could

include growth mindset approaches, attachment themes and the use of praise with young people.

■ The school has established links with a number of local employers including Calmac Ferries, CS Wind, Argyll and Bute Council and smaller locally owned businesses. Many of these employers attend the Learning Through Work Week event where they support pupils to explore career option choices and understand local employment options. Whilst links with employers are positive and purposeful, they have not yet resulted fully into appropriate employment progression options.

■ School leaders involve partners in discussions relating to changes and improvements to the services they deliver. The school has developed a School Partnership Agreement (SPA) with Argyll College UHI to support and develop senior phase choice. This approach includes distribution of academic and vocational choice information during S3/S4/S5 parents' information evenings. Staff conduct meetings with Argyll College UHI staff relating to learner progress and outcomes as outlined in the SPA. However, these discussions are often informal in nature and tend to concentrate on day-to-day related issues concerning the Skills for Work programmes (SCQF levels 4 and 5). Discussions held with Argyll College UHI do not routinely identify actions required to expand the college curriculum offer to meet the learning needs and interests of school pupils. There have also been instances of courses which young people start with Argyll College at the beginning of the session, but which are later withdrawn by the college. This results in young people having to embark on a new course in school midway through the session. No young people are currently undertaking Higher National Certificate units or programmes which are available through Argyll College UHI. Argyll College UHI is contracted by SDS to deliver Foundation Apprenticeship programmes across the local region. However, currently, there are no Foundation Apprenticeship routes established for Campbeltown Grammar School pupils to follow. This restricts career development options for young people and does not support Scottish Government drivers or improvement priorities.

Literacy
■ Of late, staff in the English Department have taken some more strategic steps to recognise how all staff may impact on developing young people's literacy skills. For example, all staff have been involved in discussing and agreeing standards of writing at the third level. Staff have identified future priorities in how literacy across learning may be improved. These should now be included in the school's strategic planning for improvement and related processes for self-evaluation.

Numeracy
■ Staff recognise the importance of taking forward substantial improvements in numeracy, as a responsibility of all, alongside literacy and health and wellbeing. Over recent years, there have been a number of attempts to initiate developments in numeracy, for example through a working group, consultation with staff, professional learning based on examples of good practice in subject areas and, more recently, a survey of young people's understanding of how numeracy permeates the curriculum. At present, these initiatives have achieved very little impact beyond a degree of awareness raising, leaving the school some way behind national developments. Staff have plans in place to strengthen practice in numeracy following the move to the new school. Improvements in numeracy will require to be given an appropriate place in the school's development priorities.

■ The school has identified a few areas where gender appears to have been a factor in the uptake of subjects. The school should now take steps to promote equity especially in the science, technologies, engineering and mathematics (STEM) subjects.

2.7 Partnerships: Impact on learners – parental engagement

■ Most parents who responded to the pre inspection questionnaire feel their children like being in the school. They appreciate the curriculum offer for those who need additional help with their learning.

■ There is scope for staff to increase parents' engagement with their children's learning.

■ Parents appreciate the range of opportunities for achievement that the school and partners offer their children. A minority of parents have concerns that the school does not offer a sufficient range of subject choices for their children. They would like more information about their children's learning, progress and attainment to assist them in their role of supporting education.

■ Overall parents feel welcome in the school. Most are confident that if they raise a concern it will be responded to appropriately. However, they suggest some improvements in the way that concerns are taken forward.

■ The Parent Council is supportive of the school. They appreciate the way they are kept informed of the school's work. They are ready for more involvement in the school by discussing aspects of school practice and provision that have a more direct impact on young people. A next step for the school would be to more actively seek parents' views to inform plans for improvement.

2.1 Safeguarding

■ The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter for urgency.

<table>
<tr><td>**3.1 Ensuring wellbeing, equality and inclusion**</td><td>satisfactory</td></tr>
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This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

■ wellbeing
■ fulfilment of statutory duties
■ inclusion and equality

■ Staff's ambition is for young people to achieve success. They place a high value on providing young people with a range of opportunities to support their wellbeing. Senior leaders do not currently set a strategic direction to guide, manage and have an overview of wellbeing at Campbeltown Grammar School. In taking this forward, young people would benefit from there being a shared understanding of wellbeing, with clarity on how well their entitlements are being met and measured.

■ Young people articulate the importance of having a healthy and active lifestyle. They are positive about their learning in physical education, health and food, the 'Healthy Me' programme and outdoor education. Beyond this, they are offered a range of opportunities and experiences which encourages their active involvement in a variety of sports and physical activity. Young people report increased levels of activity and participation in a range of activities. Others, such as those in the 'Fit for Girls programme', report that this helps build their confidence by reducing barriers to participation. Staff do not yet track the resultant skills and capacities from participation in personal and wider achievements.

■ There is scope for a more systematic and strategic approach to developing young people's health and wellbeing as a responsibility of all across the curriculum. Young people experience progression through a personal and social education (PSE) programme that covers the curricular organisers. The programme is responsive to what is important to the local context and the young people. A few young people perceive PSE to be repetitive. Young people should be given a greater voice in evaluating PSE.

■ The school is not collecting sufficient data and evidence to measure the progress that young people are making in all areas of health and wellbeing. A next step is to begin to use the Benchmarks and wellbeing indicators to make robust assessments and professional judgements of young people's progress, and set targets for improvement in all aspects of health and wellbeing.

■ Young people in the senior phase benefit from leadership roles in which they show responsibility and present as positive role models. These include senior buddies, paired readers, sports leaders, house captains and a range of student ambassadors. For most of the time, young people enjoy respectful relationships with their teachers and peers. They value how people are similar and different. Young people's attendance is improving and exclusions are declining.

- Young people appreciate their views being sought through the Student Council. The school plans to use data from a young person's bullying survey to increase the impact of Campbeltown Grammar School as a safer and more inclusive learning environment for all. The pre-inspection questionnaires also indicate that a minority of young people do not believe the school deals well with bullying. Young people would welcome a more meaningful role in decision-making on important matters connected to their learning, wellbeing, rights and vision in the move to the new building. The pre-inspection questionnaires, and inspectors' discussions with young people, showed that less than half of young people feel that their views are taken into account.

- Staff have shown a commitment to career-long professional learning on health, wellbeing and inclusion. Pupil Support staff and assistants share new knowledge with their colleagues to support social and mental health needs of young people. Going forward, young people would benefit from staff having an increased awareness of their health and wellbeing needs as part of a more consistent approach as a responsibility of all.

- Staff are aware of young people who are care experienced young people and those who have a Coordinated Support Plan. Universal Child Plans are in place for all young people who have reached stage 3 of the Staged Intervention Process. The views of young people and their parents, regarding targets for improvement and support strategies, are recorded in their plan. Although plans identify desired outcomes for young people, all plans are not linked to the health and wellbeing outcomes. As new planning models are introduced, young people should be involved more fully in assessing their health and wellbeing needs and in keeping their progress in learning and changing personal circumstances under regular review.

- The school is meeting its statutory duties in relation to Religious and Moral Education.

- Approximately 40 young people have identified themselves as young carers and are now receiving effective support from Community, Learning and Development staff working in the Hub. Young people would benefit from closer partnership working between community and school staff to meet their needs and help them to overcome any barriers to learning in school.

- Effective primary to secondary transition pastoral and support programmes are in place across the cluster. Young people with a range of additional support needs benefit from enhanced transition arrangements from P6. These experiences help them to feel more confident, secure and optimistic about what they can achieve. Likewise, children in P7 enjoy participating in a transition residential outdoor experience which provides them with an opportunity to build relationships with their peers, secondary staff and to feel part of Campbeltown Grammar School.

- The pupil support team provides staff with detailed pastoral and learning information about the needs of all young people. A useful staged intervention spreadsheet captures this information plus suggested strategies to support individual young people. As part of the school's approaches to self-evaluation all staff should monitor and evaluate the impact of this information on improving outcomes for learners. In addition, pupil support staff offer relevant professional learning to enhance staff's knowledge, understanding and skills. This has the potential to equip them in meeting the learning and wellbeing needs and entitlements of all young people.

- When planning for choices and change, young people requiring additional support with their learning have access to a range of courses and programmes which are offered by learning support teachers and assistants. These curricular and vocational options offer young people opportunities to follow appropriate pathways through the senior phase and maximise their achievements and success.

- The learning support department makes very good use of staff skills and abilities to access wider achievement opportunities and enriched curricular experiences for young people with severe and complex needs. These complement and support their individualised curricula. Young people are progressing well in their learning and are well supported by additional support needs and classroom assistants who advocate for them as key workers. Effective partnership working and tailored programmes such as the Towards Independence SQA award and the John Muir Award are helping young people to develop their skills for learning, life and work within a highly nurturing and caring environment.

- Pupil support staff work collaboratively with SDS and Adult Services to support young people into positive destinations from school. The Opportunities for All group employs the risk matrix to identify young people requiring early intervention and track their progress through the destinations spreadsheet. Current data shows that the percentage of young people securing employment on leaving school is higher than the virtual comparator (VC).

- The school values diversity and is committed to ensuring equality and inclusion. The contributions made to the PSE programme and whole school events, by a range of community and health partners, are valued by young people. As a result, young people are more aware of issues, show respect for others, value difference and can challenge perceptions within the school and community. Going forward the school should continue to develop a shared understanding of equalities and diversity in relation to legislation and career pathways.

3.2 Raising attainment and achievement	**weak**

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

Broad General Education
- In 2016 by the end of S3 the majority of young people achieved third curriculum level in listening and talking, reading and writing. Most young people attained third curriculum level in numeracy. This was lower than the local authority and national averages. In 2017 the school reported that most young people achieved third curriculum level in reading and writing and almost all young people achieved third curriculum level in listening and talking and numeracy. Staff are aware that this data requires further work to ensure its reliability. Senior leaders have recently introduced an increased focus on moderation and collaborative working across the school, supported by the use of the Benchmarks. This is beginning to support the development of teacher confidence in making robust professional judgement regarding achievement of a level. It is the view of inspectors that there is headroom for improvement in young people's attainment in numeracy.

Senior Phase
Leavers
- **Literacy**: The percentage of leavers achieving an award in literacy is in line with the VC at SCQF level 3 or better and SCQF level 4 or better. Performance at course level at SCQF level 4 or better is also in line with the VC. The percentage of leavers achieving an award in literacy is significantly lower or much lower than the VC at SCQF Level 5 or better, as part of a course award at SCQF level 5 and at SCQF level 6. Performance over the five-year period is often lower or much lower than the VC in literacy.

- **Numeracy**: The percentage of leavers achieving an award in numeracy at SCQF Level 4 or better and as part of a course at SCQF level 4 or better has improved over the past five years and is mostly in line with the VC. The percentage of leavers who achieved SCQF level 5 or better, and at course level at SCQF level 5 or better in numeracy, improved in 2016 and is in line with the VC. However in the previous four years the percentage of leavers who achieved SCQF level 5 or better and as part of a course award at SCQF level 5 or better in numeracy is significantly much lower than the VC. In the last three years the percentage of young people who achieved SCQF level 6 or better is significantly lower or much lower than the VC.

As they move through the senior phase

■ The data on literacy and numeracy is a mixed picture. There are some promising indicators but this is balanced out by measures which are declining or poorer than they should be.

■ **Literacy**: The percentage of young people **in S4** attaining literacy at SCQF level 5 or better is in line with the VC over the past five years. The percentage of young people achieving a literacy award at SCQF level 5 or better shows an overall improving trend. **By S5**, the percentage of young people attaining at SCQF level 5 or better and SCQF level 6 shows an overall improving trend. The school is broadly in line with the VC at these levels for the past five years. **By S6** the school is in line with the VC for the percentage of young people attaining literacy at SCQF level 5 or better and SCQF level 6.

■ **Numeracy**: The percentage of young people **in S4** attaining numeracy at SCQF level 3 or better has fallen in the latest year and is significantly lower than the VC. At SCQF level 4 or better the school is significantly lower than the VC in the latest year, but in line with the VC for SCQF levels 4 and 5 or better as part of a course award. **By S5** the school is significantly lower than the VC for the latest year at SCQF level 4 as part of a course award. There is an improving picture at SCQF level 5 or better, and at SCQF level 6 in numeracy and the school is broadly in line with the VC. **By S6** the percentage of young people achieving at SCQF level 5 or better shows improvement in the latest year and the school is in line with the VC. At SCQF level 6 there is a declining five-year trend.

■ A few young people are leaving school without any qualifications in literacy and or/ numeracy. The school is beginning to take steps to address this.

Attainment over time
Broad General Education

■ Senior leaders recognise that the school cannot as yet provide data for attainment over time. Staff are at the early stages of collecting information about progress over time on attainment in the broad general education. Senior leaders need to put in place robust systems which support the tracking and monitoring of cohorts of young people. This should also support the provision of appropriate learning pathways for all and therefore support raising attainment and closing the gap. Teachers are very keen to have opportunities to collaborate with colleagues from across Argyll and Bute to develop further their understanding of the standards involved in achieving a level within their subject.

Senior phase

■ **Leavers:** The average complementary tariff score for all leavers has either been significantly lower or much lower than the VC for the past three years. Attainment of the lowest 20% of leavers has been in line with the VC for the past five years. The attainment of the middle 60% of leavers has been significantly much lower than the VC in the past three years. Attainment of the highest attaining 20% of leavers is much lower than the VC in 2013/14 and significantly lower than the VC in 2014/15. In the latest year attainment for this group is in line with the VC.

■ **Cohorts:** In the **S4 cohort** and **by S5** the average complementary tariff scores are in line with the VC for the highest attaining, middle attaining and lowest attaining groups in the latest year. **By S6** the lowest attaining group is significantly higher than the VC in the latest year and the middle attaining group is improving over five years, although not as much as the VC.

Breadth and depth

■ **At S4** young people can take a maximum of five qualifications. This is restricting the range and level of qualification available to young people. The percentage of young people attaining one or more to three or more at SCQF level 3 or better is in line with the VC. In the latest two years the percentage of young people attaining five or more at SCQF level 3 or better is significantly much lower than the VC. At SCQF level 4 or better the percentage of young people achieving five or six qualifications is significantly lower or much lower than the VC in the last four years. At SCQF level 5C or better the school has shown improvements in the percentage of young people attaining one or more to three or more qualifications. There is a fall in the latest year in the percentage obtaining five or more qualifications at SCQF level 5C or better.

■ **By S5** the percentage of young people achieving five or more SCQF level 3 or better is significantly lower or much lower than the VC for the latest three years. At SCQF level 4 or better the school has improved the percentage of young people achieving four or more and is in line with the VC. At SCQF level 5 the school has improved the percentage of young people achieving one or more to five or more awards. At SCQF level 6C or better for one or more and three or more the school has a five-year trend of improvement.

■ **By S6** at SCQF levels 5 and 6 the school is broadly in line with the VC over the past five years. At SCQF level 7 the school is in line with the VC.

Overall quality of learners' achievement

■ Across the school there are many opportunities for young people to engage in non-accredited and accredited wider achievement programmes and activities. Many are supported by partners, teaching staff and community volunteers. For example, John Muir Award, Duke of Edinburgh's Award, ASDAN and Sports Leadership programmes. Within individual programmes, positive impact on young people is evident. Many young people hear about opportunities through word of mouth, in specific classes or from the school bulletin. There is scope to improve ways in which wider achievement is promoted to improve uptake.

■ Tracking and monitoring of wider achievement within the Support for Learning base shows a strong uptake, progress and achievement of awards. However, uptake and completion of wider achievement opportunities across the school appears to be varied. Data is available from a range of sources, with some awards showing high numbers participating and in some areas low numbers completing. Nevertheless, a few young people value the opportunities and recognise the contribution this makes to building confidence, organisational, time management, team working skills and attitudinal changes. A few young people have chosen career paths as a result of volunteering and work placement opportunities. Overall tracking and monitoring requires significant improvement, as currently it is difficult to gauge the overall impact of the collective contribution wider achievement makes to the life chances of young people. The school would benefit from mapping the wider achievement opportunities available, the contribution of partners, the timetabling of these, as well as establishing a system for tracking and monitoring. This will help ensure there is clarity of contributions of all towards creating a shared vision, values and aims of the school. There is not yet a specific forum in which partners can share their skills, expertise and knowledge of the social and economic factors. Taken together this will provide a collective picture of the issues and needs of young people and the wider community.

- Partners contribute regularly to in service days, events, assemblies and ceremonies to increase awareness of their work and share the achievements of young people. Wider achievement is recognised within the school's merit scheme, assemblies and at yearly awards ceremonies. A few young people have had their volunteering contribution recognised through awards in addition to being nominated and winning local and regional awards. For example, Argyll and Bute Third Sector Interface's Individual Volunteer of the Year and Community Group or Organisation of the year for the Gambia Global Citizenship programme.

- Personal achievements within and outwith the school are also recorded and recognised through the school merit scheme. Young people suggest that this is mainly practiced in S1 and S2. This includes achievement of awards such as the John Muir Award and Saltire for volunteering, as well as 'diligent effort' in curriculum areas. These awards are combined to reflect a collective achievement for each house and result in the highest achieving house winning an end of term shield. Young people recognise this approach; however, more recently this has not been consistently applied. The school would benefit from revisiting their approaches to recognising and celebrating achievement.

Equity for all learners
- The Scottish Index of Multiple Deprivation (SIMD) distribution may not fully reflect some aspects of deprivation across the rural community served by Campbeltown Grammar School. There are young people living in deciles 2, 3, 5, 6 and 7 according to the SIMD 2016. There is a mixed picture of attainment across the deciles.

- One of the contributing factors to the whole school attainment picture is the inconsistency in attainment across subject areas. There is too much variability in young people's performance in qualifications across subject departments. This may limit future career options for young people. Another factor is the limit of a maximum of five qualifications in S4. Senior leaders and departments/ faculties should review the curriculum and the presentation policy for National Qualifications to ensure that young people are presented at the level that is right for them. This will better enable young people to achieve as highly as they can. In some departments/ faculties there is an unacceptably high number of 'no awards'.

Positive destinations
- For Campbeltown Grammar School pupils positive destination outcomes for 2015-16 were at 92% and 91% in 2016-17. Almost all pupils in Campbeltown Grammar School move onto positive destinations. These outcomes are a credit to the school and the young people. Consideration should be given to the sustainability of current progression routes. These are limited due to the lack of apprenticeship routes or higher level subject study options which would broaden university choice opportunities. Employment outcomes are often at entry level and this does not support young people to remain employed in times of economic downturn.

- School staff work collaboratively with SDS staff to engage and support 'hard to reach' pupils who disengage from school, to support them onto a positive destination.

■ The school is at the early stages of developing a new vision and rationale for the curriculum. The school community would benefit from a shared understanding of how the curriculum rationale reflects the social, cultural and economic context of the school. Currently staff are not clear about how curriculum design is impacting on raising attainment and improving the culture and ethos of the school. Senior leaders now need to ensure that staff, pupils, parents and partners are given the opportunity to review the curriculum, ensuring a shared understanding and informing collective responsibility for the curriculum.

■ Senior leaders are committed to ensuring that the principles of Curriculum for Excellence are delivered across the school. They recognise, especially in the senior phase, that young people are not yet experiencing a coherent and progressive curriculum. Once a clear curriculum rationale has been developed, senior leaders should use this to inform and aid discussion with young people, parents and partners to develop a design and structure that delivers an opportunity to progress in their chosen curricular area and receive an equitable school experience. For example, senior managers should review the reason for delivering registration time and Friday elective periods to ensure that they are leading to a progressive and meaningful learning experience for all young people. The immediate focus should now be on restructuring the timetable to optimise the deployment of staff and evaluating, and further developing, the curriculum to meet the range of learners' needs and entitlements. There is scope for the school to utilise the Curriculum for Excellence timetabling approaches developed within Argyll and Bute.

■ The S1 to S3 curriculum framework has been designed to enable young people to work across the third and fourth levels in most curriculum areas and have a degree of specialisation in S3. Curriculum leaders need to ensure the curriculum supports steady progression for all learners by planning units of work that can be delivered in a differentiated manner. In a few departments, refreshing the curriculum content would make the learners' experience more challenging and enjoyable.

■ The course choice arrangement at the end of S3 effectively narrows choice for young people entering the senior phase. The school need to ensure that the senior phase meets the needs of each young person and takes account of the different routes available into higher / further education, apprenticeships and employment. The school is at the very early stages of shifting from the traditional view of the curriculum as courses and qualifications to a more flexible learning pathways approach.

■ A number of naturally occurring interdisciplinary learning (IDL) projects have been delivered in recent years. For example, collaboration between the Home Economics and Technology departments delivering a project on the manufacture and sale of biscuits. The school should ensure that IDL projects are sustainable and can evolve to meet the needs of all learners.

- The school is committed to developing digital literacy as part of the curriculum. There are a number of existing initiatives aimed at improving digital literacy, such as a collaborative web based pilot programme and the S3 Digital Leaders Group. The local authority has recently published a draft Digital Learning Strategy and Action Plan. The school will use this to guide the implementation of future initiatives. The school community will soon have access to high quality digital technology resources in the new school building. The next step will be to ensure that all teachers have the necessary skills to use a range of digital technology and that young people make increased use of this technology to enhance their learning. The school utilises digital learning in the form of SCHOLAR software to help deliver Advanced Higher and some Higher courses. Senior leaders should ensure that this approach is appropriately supported by teacher input to ensure that young people receive their entitlement and make good progress in their chosen subjects.

- A few departments use interactive whiteboards and online software to enhance teaching and learning. All staff should carefully select opportunities for using technology where this will enhance the learning experience and impact upon young people's progress.

- The school currently does not have a skills framework. The school has aligned the senior phase timetable with Argyll College UHI to provide a range of curriculum pathways, for example, rural skills, aquaculture and construction. Many of these options are preparing young people for the world of work, and are Developing the Young Workforce. However, the current curriculum requires development to ensure that a variety of work-based pathways are on offer from broad general education through to the senior phase and beyond. An increased focus is required by all staff in making the links between skills being acquired throughout the course of learning and their application and relevance to employment.

- Partners contribute to the curriculum in a variety of ways. For example, in service days, assemblies and ceremonies. The local Third Sector Interface provides work placement opportunities for young people where they work with older people. This is helping to respond to a community with an ageing population and build positive cross-generational relationships. Some young people have their achievement recognised through achieving a Saltire Award. Young people value the opportunity and recognise the skills they are developing for learning, life and work.

Explanation of terms of quality

The following standard Education Scotland terms of quality are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

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