



Standards and Quality Report 2024 - 2025



Campbeltown Grammar School



Context of the school

Campbeltown Grammar School was founded in 1686. The new school opened in February 2018. Our facilities include an all-weather sports pitch, a piping pavilion, climbing wall, three computer suits and a Learning Centre. Our classrooms are all equipped with digital learning walls and laptop computers, chrome books and desk top computers are available for all learners.

Campbeltown Grammar School is a non-denominational secondary school located within the remote small town of Campbeltown on the Kintyre peninsula with a population of less than 10,000. At Campbeltown Grammar school, we embrace our unique heritage and culture whilst working to deliver equity for all of our learners. We strive to deliver a broad curriculum which we continue to develop with our local and national partners to meet the needs of our young people. The school's catchment area spans across the South Kintyre area and our associated primary schools include Castlehill, Dalintober, Drumlembie, Carradale, Glenbarr, Rhunahaorine and Gigha primaries.

Our roll for the 2023-2024 session was 387. 16.7% of young people receive free school meal entitlement. As of January 2024 our staffing was 33.31 FTE.

The social/economic demographic of the communities which we serve is mixed and the table below indicates the range of Scottish Index of Multiple Deprivation (SIMD) deciles of our young people

SIMD Range	Percentage of Pupils
Deciles 2 - 4	35.5
Deciles 5 - 7	64.49

Senior staff and school captains have been working together to raise the profile of our vision and values with the aim that these permeate every aspect of our school life. Our vision and values have been redesigned and shared at assemblies and feature on all of our communications with pupils, parents and partners.

School captains and S6 pupils developed our new school moto: **Committed to Success. Aim High.**

This moto encapsulates our schools ambition and determination to deliver the highest quality educational experience to all of our learners.



Committed to success
Aim High

Community

We strive to be at the heart of the South Kintyre community providing consistent high quality learning opportunities for all.



Ambition

We develop resilience alongside, academic and social and emotional skills to ensure we achieve our full potential.



Respect

We foster a shared respect for the wellbeing of all, showing care and consideration for ourselves, each other and our environment.



Equality

We welcome and encourage diversity and nurture a shared commitment to inclusion, honesty and equity for all.



Review of SIP | Priority 1

Raising attainment by developing learning, teaching and the curriculum.

Progress and Impact:

Learning and Teaching

All staff have participated in formal and informal CLPL sessions supporting them to develop skills and strategies to engage and motivate learners. 20 members of teaching staff participated in the OSIRIS Teacher Intervention Programme and 6 members of staff took part in professional learning in Growth Mindsets. 4 members of staff worked as part of a school improvement group on the GAPE programme. Classroom observations indicate that the majority of staff share learning intentions and success criteria with pupils. 10 members of staff delivered presentations following the OSIRIS programme which evidenced their personal learning within the programme. Pupil questionnaires and course evaluations in a few subjects indicate that pupils are experiencing improved learning and teaching. The recent HMIE report states that there is progress in taking forward learning, teaching and assessment with classroom teachers making more reliable and robust judgements on achievement. ACEL data for S3 evidences improvements in all areas. Pupil engagement has improved and is tracked by the Glasgow Motivation and Wellbeing Profile with 98% of the pupils questioned reporting that they are proud of the work that they do in school and their work is good. The percentage of pupil referrals has dropped by around 25% with a notable drop in referrals for disruptive or aggressive behaviour.

Learner Pathways

All senior phase pupils have completed a learner pathway document indicating their desired post school destination and suggested subject choices for their senior phase. Our tracking data indicates that there is marked increase in the number and quality of qualifications being sat at National 5 and Higher. Planning around FLPs has improved with those involved being identified earlier.

In response to feedback from learners, the curriculum has been expanded to include virtual courses delivered by e-sgoil, Argyll college and other Argyll and Bute schools through consortium arrangements. This has led to an increase in courses being delivered to young people in the senior phase. The presentation rate for S4 was 4.4, which is a 1.4 increase on the previous year and is the highest presentation rate in five years. In S4, there were 111 more presentations. This was due to the change in curricular structure and the introduction of a more rigorous presentation policy.

In addition departments have evaluated their curricular offer and have adapted their courses to include opportunities for learners to achieve alternative qualifications such as Higher Communications. This has supported learners to remain engaged which can be evidenced by our tracking data indicating that there is a 20% increase in A-C passes at Higher level this year.

All teaching staff took part in an information session on the SCQF Ambassador Programme. Senior pupils met to discuss the programme with the senior phase Depute Head. The programme will launch in session 25/26.

UKSPF has been utilised to support training and skill development to support young people to move on to sustained positive destinations. This is evidenced through the increased number of young people who have accessed college courses, achieved Cycle Maintenance qualifications, attended e-bikes sessions, accessed Loch Eil outward bound residential activities and took part in sailing sessions with Kintyre Seaports.

A work experience database has been produced and is being used to deliver some work experience for identified young people. The development of DYW resources and experiences is having some impact on learner's experiences. For the senior phase, the number of referrals for young people has dropped significantly which indicates that the pathways are more engaging and are beginning to meet the needs of our learners.

Curriculum Structure Review

Staff are at the early stages of developing the Curriculum Rationale in line with the changes to the curriculum structure. The school improvement group have begun to evaluate the refreshed curriculum, vision, values and aims and delivered feedback to all staff at in-service early in session 24/25.

Next Steps:

By May 2026, all staff PRD records show evidence of CLPL activities with a focus on improving learning, teaching and assessment. Teachers will demonstrate their improved understanding of engagement, feedback and challenge.

By May 2026, all class teachers will feel confident in providing learners with more regular, higher-quality feedback which supports them to identify their next steps in learning.

By May 2026 all of young people will record wider achievement certification on the My World of Work My Achievement and My Profile App.

By May 2026 there will be an increase in the number of young people taking part in work experience and attaining SQA work experience qualification.

By October 2025, all teachers will have access to the Pupil Pathway policy to allow planning to meet the needs of all learners.

By May 2026, all S1 and S2 pupils will have created and populated My Profile with the support of a Guidance teacher.

By May 2026 all learners will experience a relevant, engaging and meaningful BGE curriculum.

By January 2026, a robust consultation on the proposal to move to an asymmetric week will have taken place with all stakeholders including the local community, transport and education services.

Review of SIP | Priority 2

Raising attainment by developing tracking, monitoring, interventions and moderation.

Progress and Impact:

BGE Moderation

QAMSOs and the Teacher of Literacy, Numeracy and Transitions have begun to engage in moderation with our associated primary schools. Moderation has taken place at in-service events. Reported attainment in literacy and numeracy has improved at all levels. Teachers having a clearer understanding of the levels at which young people are working at leading to better planning and delivery of the transition process. Pupils, staff and parents have provided feedback indicating that the P7 transition has been successful.

All staff have participated in moderation activities throughout the year. Opportunities for moderation were planned in the collegiate calendar and at in-service. All staff took part in the authority wide in-service session on moderation and high quality assessment. QAMSOs have delivered CLPL sessions to staff on moderation and have taken part in training sessions delivered by members of the Central Education Team. Some areas of good practice are emerging and staff have reported that their use of assessment data to inform decisions is adequate. In S3, ACEL data indicates that Literacy and Numeracy attainment has improved for all measures which evidences that teacher judgements and confidence are improving.

Development and Introduction of CGS Department Review Process

The department a review process is in the early stages of consultation with middle leaders. A calendar of tracking points was produced resulting in tracking data being collected and evaluated for the BGE and senior phase throughout the session. Review meetings took place with the extended leadership team and progress was discussed with the whole staff at in-service.

A SP tracking system was developed and tracking data was processed and shared with SLT, Faculty Heads and teaching staff to support self-evaluation processes. This data was used at department review meetings and post prelim analysis. This has led to increased scrutiny of data and subsequent actions. This is evidenced in the reports produced by each FH.

The Tracking and Interventions policy has had some impact on ensuring that learners receive focussed support following tracking periods. As a result, tracking data shows that more young people have continued to study courses at N5 and Higher and the presentation rate for N4 and N5 was higher than the Argyll and Bute rate last year. Both N5 and Higher presentation rates were higher in 24/25 than the previous year.

Middle and senior leaders were all supported to engage with INSIGHT training delivered by Education Scotland. This is helping to improve the quality of data analysis and will lead to continued improvements in self-evaluation to raise attainment and improve experiences for learners. This is evidenced by feedback following ELT meetings and staff responses to the Learning & Teaching questionnaire.

Next Steps:

At the end of each term, every young person will have a clear understanding of their current level of progress based on data. Each learners experience in the classroom setting will match the level reported by their teachers.

By October 2025, a robust process to review departments will be in place leading to improved understanding of strengths and areas for development within each department.

By May 2026, all staff, pupils and parents will have a clear understanding of each learners' progress through the BGE. Teachers will be more confident and skilled in producing reports of a consistent high quality.

Review of SIP | Priority 3

Raising Attainment by developing relationships.

Progress and Impact:

Focus on wellbeing

Learning spaces have been re-evaluated and in response to feedback from staff and pupils, the rationale for the use of these spaces has been updated. There are now clearly defined spaces for learners in the Learning Centre and Learning Support. Young people who require support to access their classes will use The Dorlan (formally The Hub) where they will be supported to build their skills and confidence to return to their timetable classes in main stream. Classroom observations and the reduction in referrals for identified pupils evidences that the changes have had a positive impact on learner engagement.

The Relationships Policy and Anti-Bullying Policy have been produced by the school improvement group and will be launched in the new term. Staff are beginning to use nurturing approaches and there is evidence that relationships are improving across the school. The number of referrals has reduced by around 25% and the number of referrals in the senior phase has dropped significantly.

Staff volunteers have been trained to deliver MVP training. Some S5 and S6 pupils were trained in MVP and supported some pupils. Data from those questioned on the Glasgow Motivation and Wellbeing Profile indicates that 84% of young people feel that other pupils look out for them.

Parental Communication

A school planner was produced and shared with parents at the start of the term. The new school website was launched and key dates from the planner are available to view on the website.

<https://www.campbeltown.aryll-bute.sch.uk/>

A fortnightly parent update is emailed to all parents and is also available to view on the website. All updates are also highlighted on social media alert parents. The refreshed communication strategy has ensured that parents are kept informed about the progress that the school is making. Parents, pupils and staff have shared that parental communication has improved.

Maximising Attendance

Attendance procedures have been aligned with Argyll and Bute policies. Training in Business Intelligence has been made available to ELT and is beginning to be used at meetings to evaluate attendance and plan for improvements as evidenced by year group meetings.

With input from SLT, an attendance database has been produced by the Education Team's data analyst and the information is being used to identify individual groups of pupils who require support to improve their attendance.

Next Steps:

By December 2025, the refreshed Relationships Policy will be shared with all parents, pupils, staff and partners.

By December 2025, the refreshed Anti-Bullying Policy will be shared with all parents, pupils, staff and partners.

By May 2026 the refreshed Attendance Policy will be shared with all parents, pupils, staff and partners.

1.1 Attainment Data – S3

Attainment of Literacy Curriculum for Excellence levels 2020/21, 2021/22, 2022/23, 2023/24 and 2024-2025 (teacher judgement – confirmed levels – 5 year trend).



1.2 Attainment Data – S3

Attainment of Numeracy Curriculum for Excellence levels 2020/21, 2021/22, 2022/23, 2023/24 and 2024-2025 (teacher judgement – confirmed levels – 5 year trend).



Please Note:

The above data (1.1 and 1.2) reports achievement of a level in S3 for Secondary Schools; and All-Through Schools.

Due to the Covid 19 pandemic, there was no collection of Secondary establishment ACEL data by Scottish Government in 2020 or 2021.

In comparison to 22-23 achievement for BGE Literacy and Numeracy, **all areas have shown improvement** at school level.

For third level or better- Reading (9.8% increase), Writing (6.8% increase), L&T (6.1% increase) and Numeracy (5.6% increase)

For fourth level- Reading (15.2% increase), Writing (15.5% increase), L&T (34.8% increase) and Numeracy (25.5% increase).

For session 23-24 some areas show that Campbeltown Grammar School achievement is higher than that for Argyll & Bute.

Third level or better- Reading (3% higher), Writing (2% higher) and L&T (1% higher). Overall Literacy at third level or better is 1.5% higher than the A&B average.

Numeracy at fourth level is 4% higher than the A&B average.

In terms of 4th level, we are ahead at all curricular levels compared to the last pre pandemic year. This indicates that progress is recovering from the disruption of the pandemic.

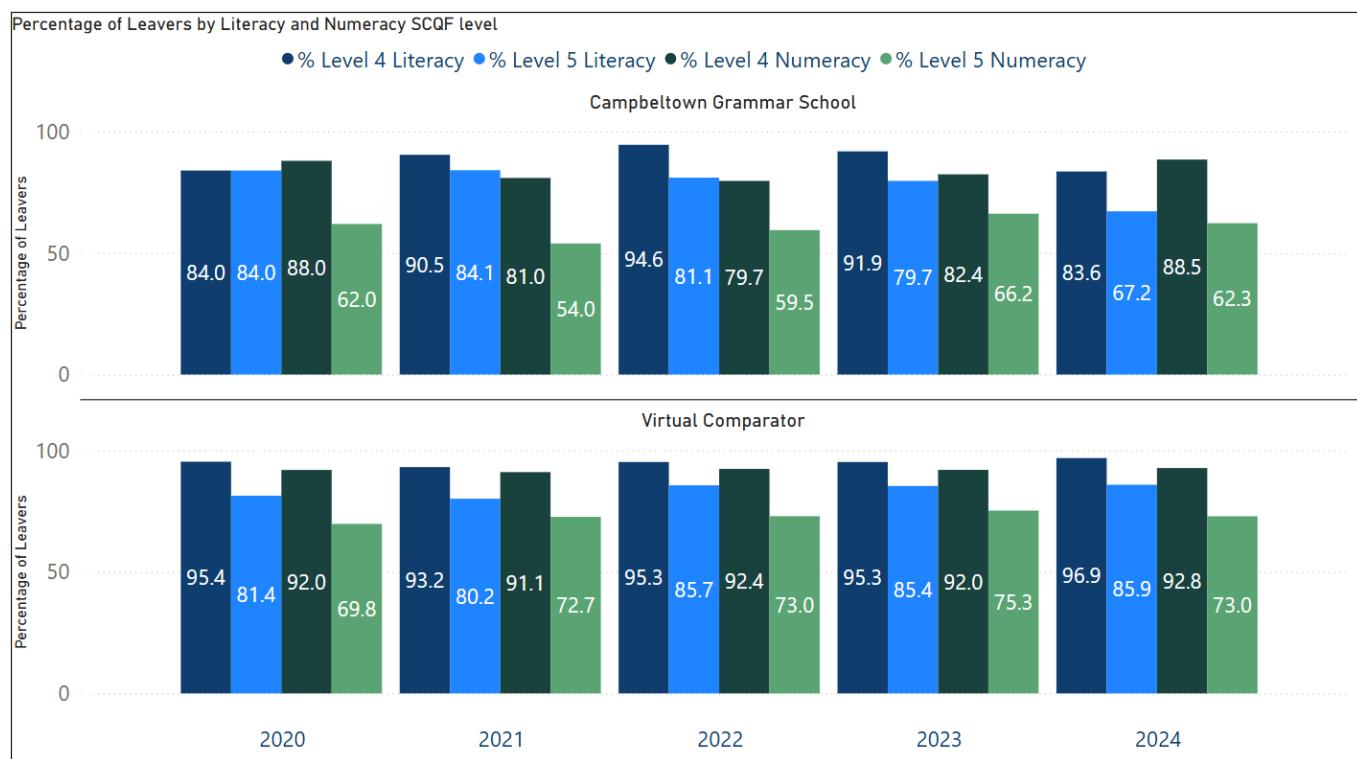
In order to build on the improvements, all teachers will engage in moderation as evidenced by Faculty Meeting minutes and attendance at whole school moderation events. By engaging with these professional development opportunities, all teachers will be able to demonstrate a clear understanding of curricular levels.

Quality Assurance and Moderation Support Officers will deliver professional learning to staff by presenting training opportunities at in-service and by working with departments at Faculty meetings. Feedback from the moderation project will be delivered to all staff at planned moderation twilight sessions.

All staff will be expected to contribute to Achievement of Curriculum for Excellence Levels (ACEL) data to ensure that all possible evidence is captured to support judgements for Literacy and Numeracy achievement of a level. This will also support pupils as they transition to the senior phase and undertake N4 or N5 qualifications. The Faculty Head of English and the Faculty Head of Maths will analyse and report on the data. This will support our plans towards future improvements.

1.3 Attainment Data

1. Benchmarking Measure: Literacy and Numeracy



The percentage of leavers attaining level 4 Numeracy is 6.1% better than last year.
Comparing 2020 and 2024 cohorts

The S4 leavers' rate increased 2024. In 2024 there were 61 leavers, 9 of whom were S4. 15% of leavers were in S4 which is higher than the Argyll & Bute average.

In 2020 there were 50 leavers none of whom were in S4.

S4 leavers have less time to achieve level 4 than 5 years ago. Leavers' who experience the full three years of the senior phase are much more likely to achieve level 4 Numeracy and Literacy. For Literacy and Numeracy at Level 4 and Numeracy at Level 5, the data indicates that with the increased numbers of leavers in S4, the overall performance matched the performance in 2020.

Three Year trend

When we look at S6 leavers who have experienced the full three years of senior phase, there is an improvement in literacy and numeracy at every level

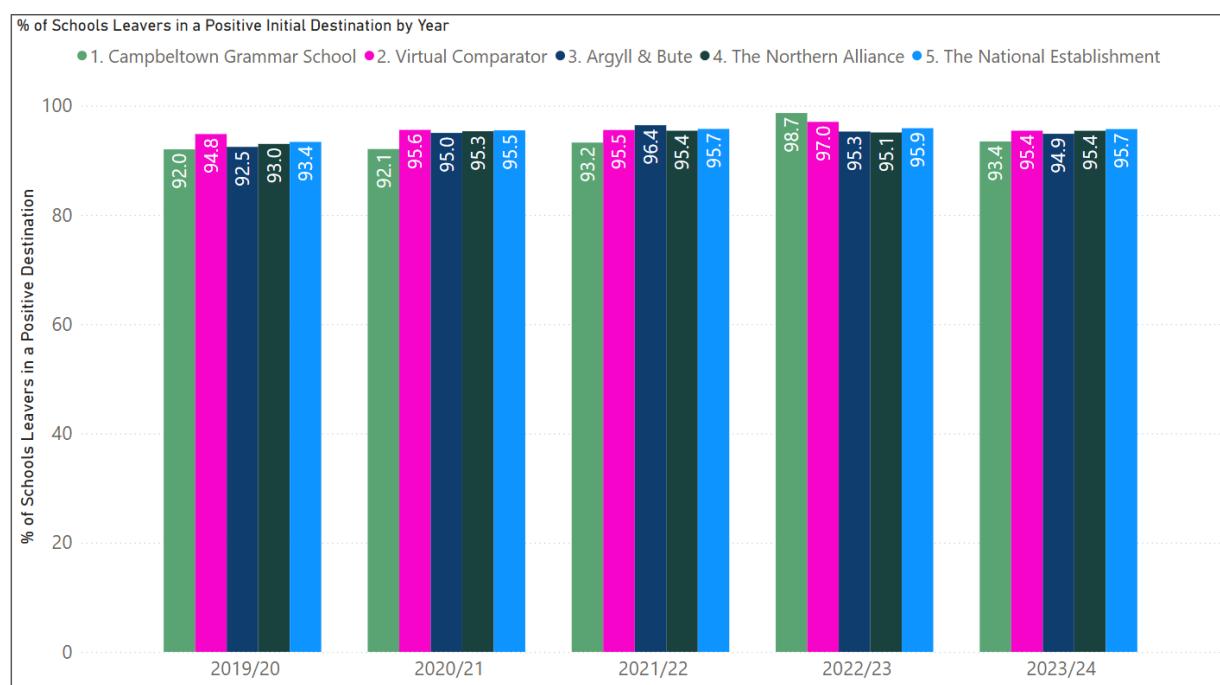
Year	Number of S6 leavers	Level 4 Literacy	Level 5 Literacy	Level 6 Literacy	Level 4 Numeracy	Level 5 Numeracy	Level 6 Numeracy
2022	48	93.75	91.67	68.75	85.42	66.67	18.75
2023	42	97.62	95.24	78.57	95.24	85.71	33.33
2024	29	96.55	93.1	82.76	100	86.21	34.48
Three Year Change		2.8	1.43	14.01	14.58	19.54	15.73

We will continue to explore the potential to develop the senior phase offer in response to data, young people's views and labour market information to ensure we are meeting the needs of all learners whilst still providing challenge to those who require it. An evolving senior phase offer

should encourage S4 learners to remain engaged in learning and support them to attain at the highest level of Literacy and Numeracy possible.

We will develop a strategy to capture Numeracy and Literacy evidence as early as possible to ensure that all S4 leavers have the highest level of Numeracy and Literacy possible. We will review our timelines to increase pace in S1-S3 which will support an increase in tracking data and therefore an increased understanding of standards. We will aim to use a broader range of evidence from across the whole school, and in some cases extending into National level content in S3. There will be an expectation that young people will overcome L4 outcomes sooner and therefore be introduced to National course content earlier.

2. National Benchmarking Measure: Leaver Initial Destinations



The percentage of leaver's positive destinations are largely in line with the percentage of positive destinations over the past five years.

The percentage of leavers initially in a positive destination is the 2nd best in the last 5 years. In 2023 and 2024, 100% of leavers who remained in school for the full three years of the senior phase went to a positive destination. This data is above the VC, A&B, Northern Alliance and National for two years in a row

For S6 leavers who have experienced the full three years of the senior phase, there has been a 7.79% increase in pupils going into employment over the past 5 years from 37.04 to 44.83% Again, this trend is seen with a 5% increase in leavers going on to Higher Education or Further Education from 50% to 55%.

We will continue to develop partnerships to support the delivery of work experience. The Principal Teacher of DYW will work with the central Developing the Young Workforce (DYW) Team to increase the offer available to learners.

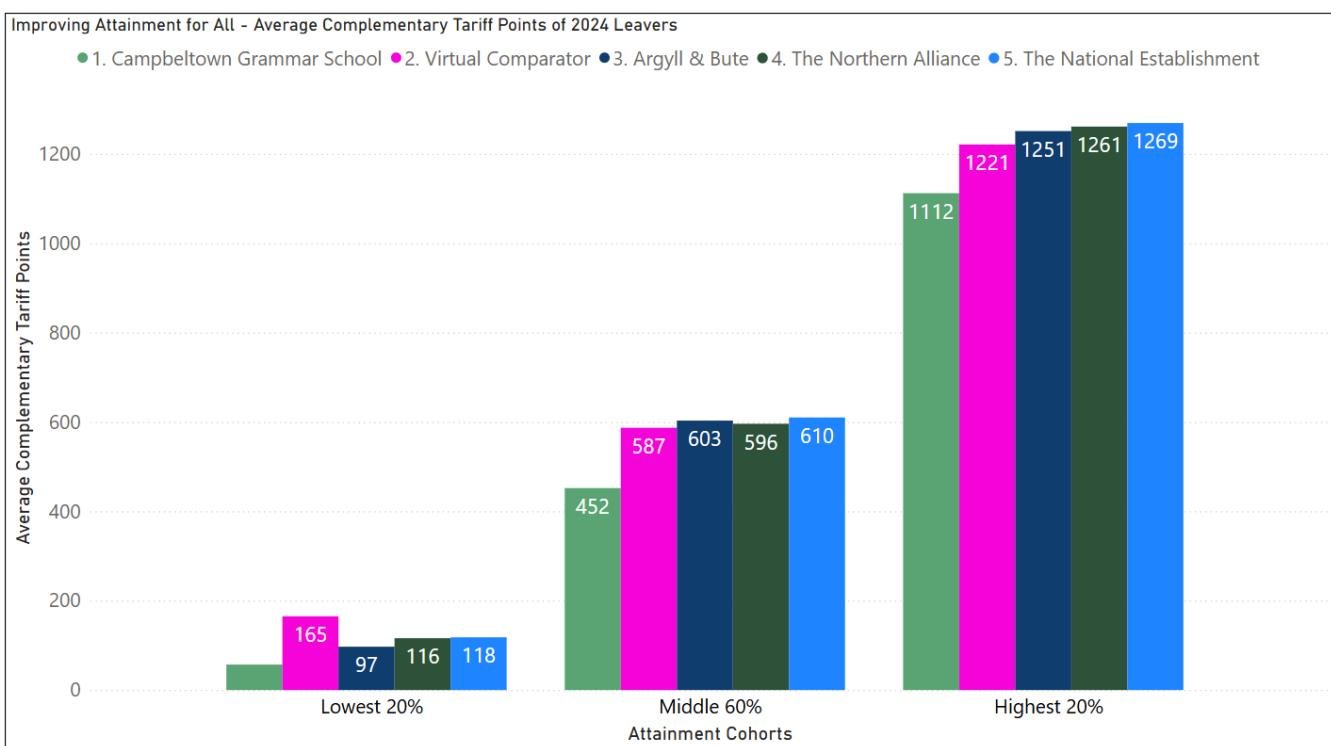
The Principal Teacher DYW will produce a data base of short term and long term work experience placements for learners including anticipated skills development.

The Pupil Pathway Policy will be introduced to inform the experiences, opportunities and curriculum made available to learners. All pupils will meet with Guidance staff to produce a planned pathway through the Senior Phase leading to a positive destination.

Exploration of MCR Pathways Mentoring is underway with MCR Pathways with a view to extending to Campbeltown Grammar School in order to support more vulnerable young people.

1.4 Attainment Data

1. National Benchmarking Measure: Improving Attainment for All (Complementary Tariff)



The average number of tariff points for the middle 60% in 2024 is in line with data from 2023.

For the middle 60% the gap between CGS and VC in 2024 was the second lowest since 2020.

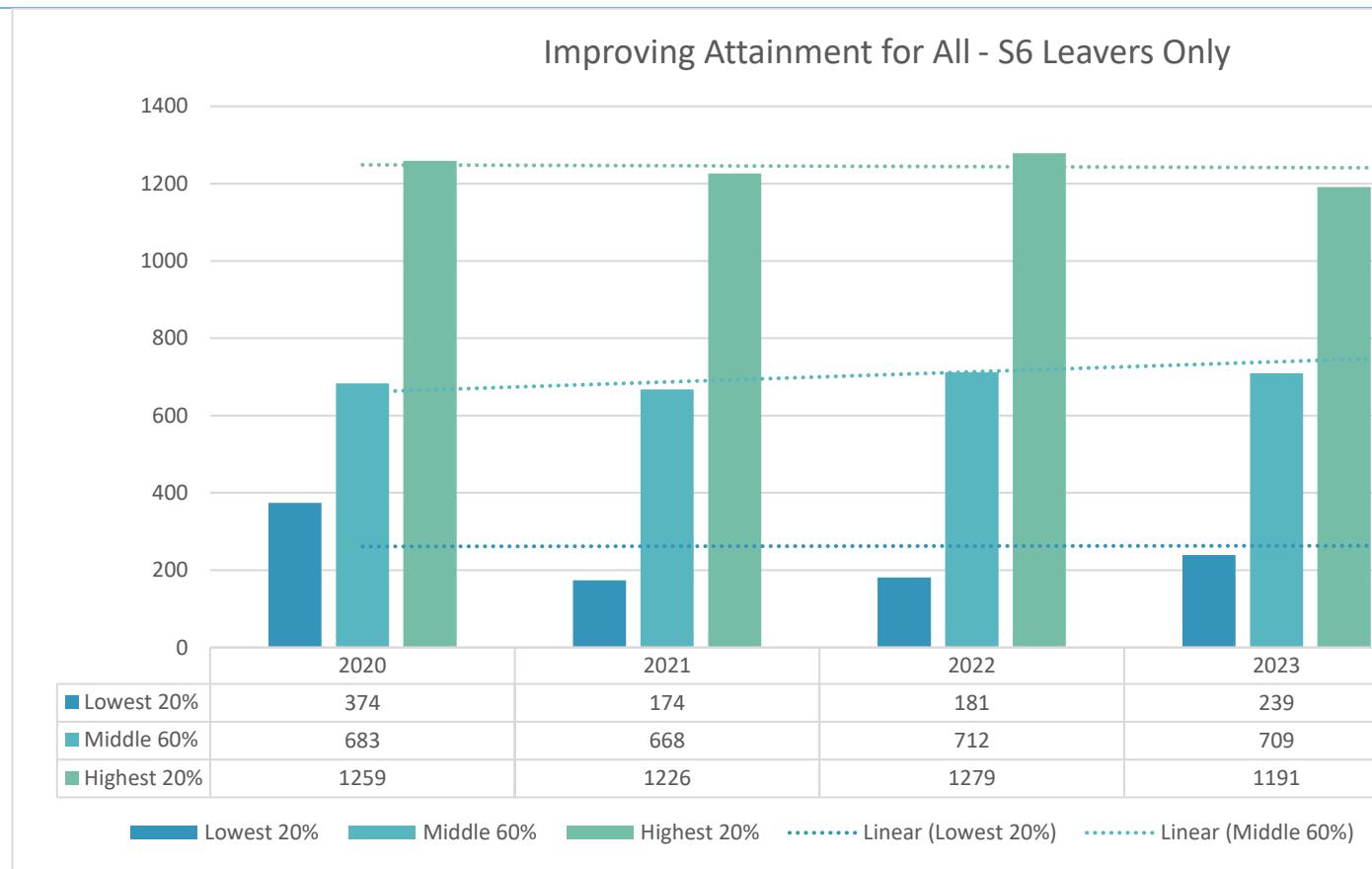
For the highest 20% the average number of tariff points is slightly higher than the data from 2023.

For the highest 20% the gap between CGS and the VC in 2024 was the second lowest since 2020.

The gap between the average total tariff points for CGS and VC in 2024 has closed slightly in comparison to 2023.

Considering the S6 cohort only, the data shows that performance in 23/24 was the best it has been for 60% middle - 2nd best for lowest 20% and highest 20% alike.

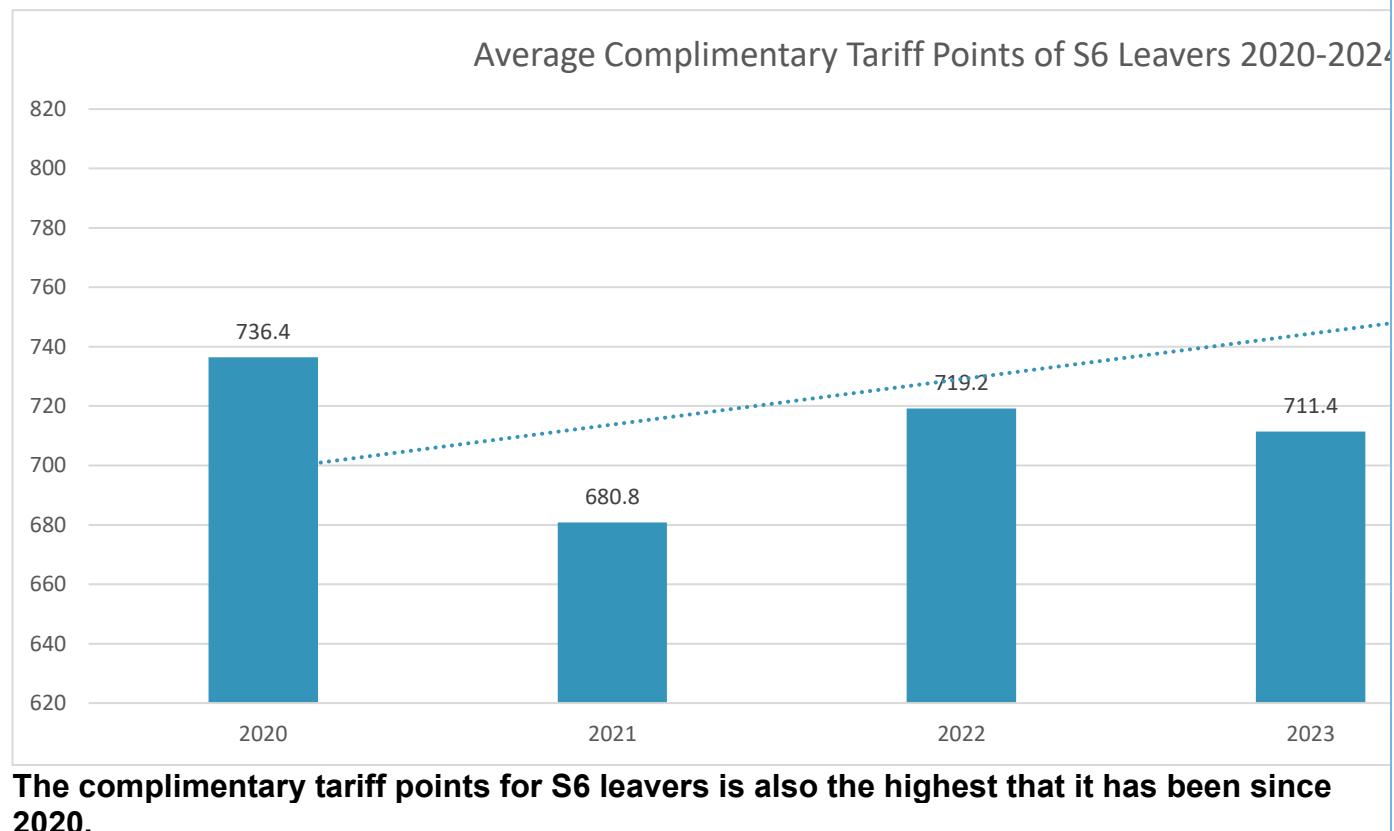
See the tables below.



Lowest 20% - 2nd highest in last 5 years

Middle 60% - highest in last 5 years

Upper 20% - 2nd highest in last 5 years



Evaluative Comment – Areas for Development

The proportion of S4 leavers has increased over the past 5 years.

Row Labels	Count of scn	Column Labels			Grand Total	
		S4	S5	S6		
2020			6.00%	40.00%	54.00%	100.00%
2021			9.52%	20.63%	69.84%	100.00%
2022			10.81%	24.32%	64.86%	100.00%
2023			8.11%	35.14%	56.76%	100.00%
2024			14.75%	37.70%	47.54%	100.00%
Grand Total			9.94%	31.06%	59.01%	100.00%

The opportunities for S4 leavers to have achieved the maximum number of tariff points has been lower due to our lower numbers of presentations. For N5, our presentation rate at S4 indicates that we were presenting 1 subject at N5 fewer than the Argyll and Bute average. Our more robust presentation policy and increased number of S4 subjects offered indicates that this year our presentation rate is 4.5. We will continue to embed the updated presentation policy to ensure more scrutiny around dropout rate, pupil's moving level and early interventions. We will continue to review and refine our policies and systems based on the data and impact of interventions.

We have introduced a 33 period week. This has allowed us to increase the curricular offer in S4. The restructuring of the school day reduces the number of transitions throughout and maximises time for learning. The 33 period week also delivers more effective, efficient timetabling of staff.

We will continue to refine and improve tracking systems and pupil profiles to support the early identification and delivery of Flexible Learning Plans for S4-S6 cohort.

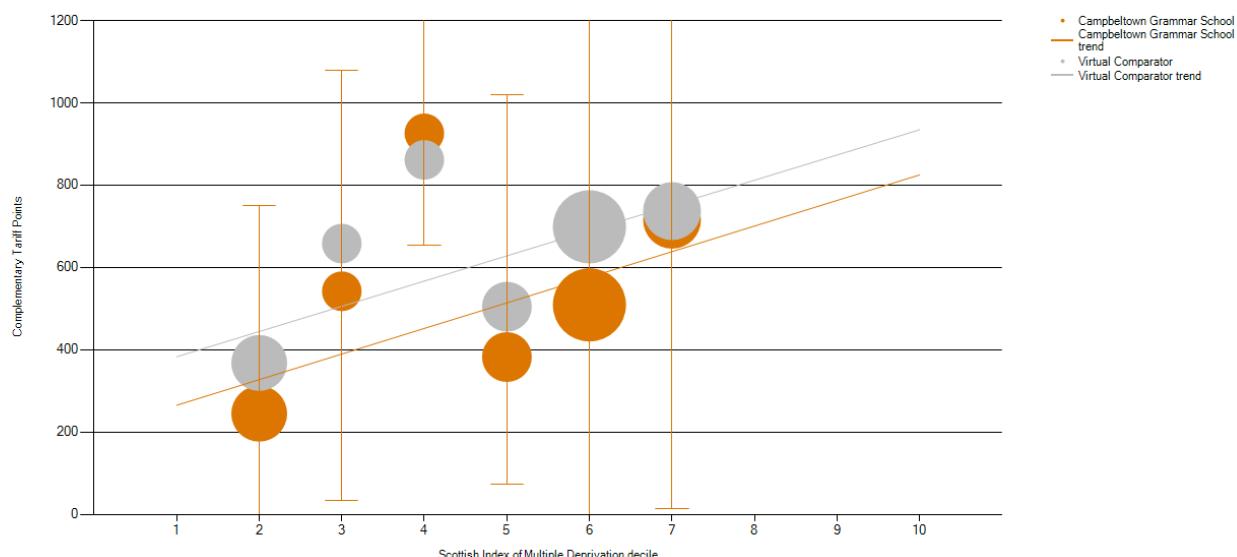
The Learning Support department will widen their curricular offer and aligned it with subjects offered out with the LS department. There will be a greater focus on SQA attainment and aspirational presentations for learners who access additional support.

2. National Benchmarking Measure: Attainment versus Deprivation (Complementary Tariff v. Virtual Comparator)

The selected year is 2023/24

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation



Establishment	Number In Cohort	SIMD 1 Average	SIMD 2 Average	SIMD 3 Average	SIMD 4 Average	SIMD 5 Average	SIMD 6 Average	SIMD 7 Average	SIMD 8 Average	SIMD 9 Average	SIMD 10 Average	Unknown Decile Number
Campbeltown Grammar School	61	0	245	542	926	382	509	716	0	0	0	0
Virtual Comparator	610	0	368	658	861	505	699	737	0	0	0	0

Comparing 2023 and 2024 attainment versus deprivation there have been some improvements.

SIMD 3- Total Tariff points higher than 2023

SIMD 4- Total Tariff points are in line with the VC and overall higher than 2023

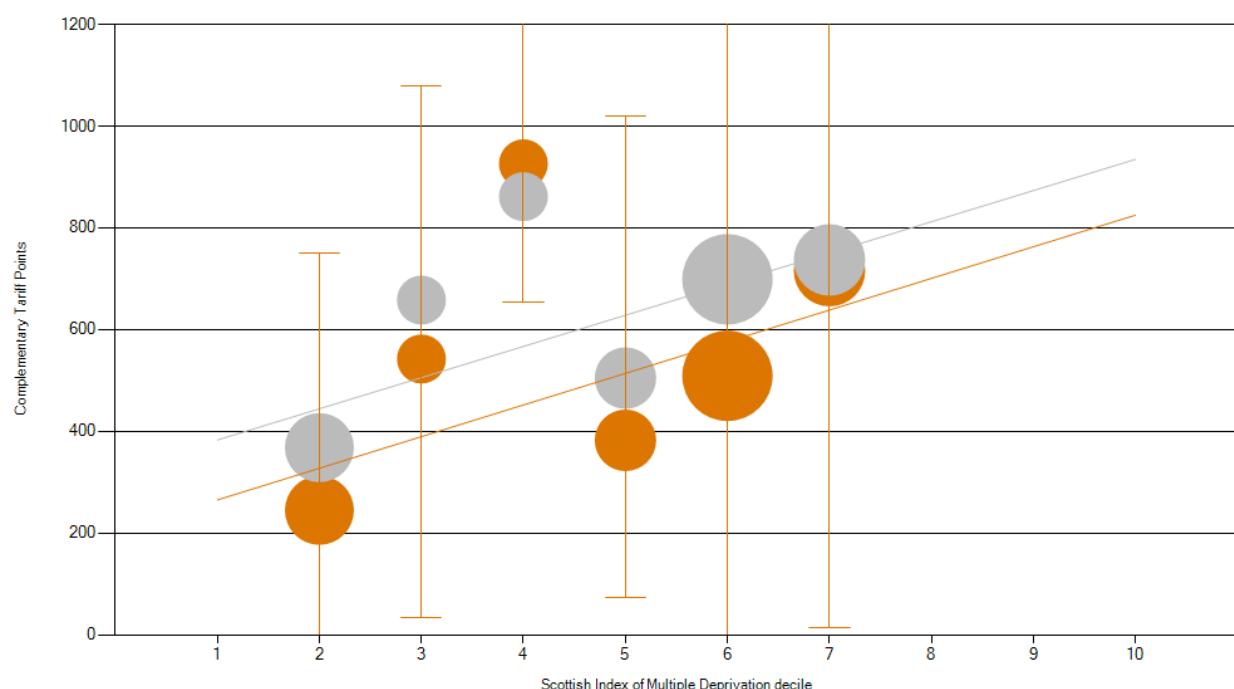
SIMD 6- Total Tariff points higher than 2023

SIMD 7- Total Tariff points higher than 2023 and closer to the VC.

The selected year is 2023/24

Tackling disadvantage by improving the attainment of lower attainers relative to higher attainers

Attainment versus Deprivation



For 2023/24, the complimentary tariff points indicate that in all 6 deciles, attainment is closer to the VC.

Evaluative Comment – Areas for Development

Whilst there are some improvements in attainment for 4 of the 6 deciles within our catchment, attainment is lower than the VC in all of the deciles. Tracking systems will be adapted to monitor attainment versus deprivation to support young people accessing interventions and direct how we support learners to attain.

We are continuing to explore the offer for our learners to encourage more engagement and attainment.

This year the additional subjects offered include:

- N5 Practical Cookery
- N5 German
- NPA Barista
- Cycle Maintenance
- Higher Modern Studies
- BGE Drama
- BGE Horticulture
- N3 Italian
- BGE Creative Industries
- Sociology
- NPA Creative Digital Media
- Cyber Security
- Photography

Wider achievements

- What opportunities for wider achievement were offered?
- What systems are in place to track and monitor participation?
- How have you addressed any gaps in participation?

The Duke of Edinburgh Awards were fully reintroduced this year. 24 young people took part and 4 of our pupils achieved bronze awards. The remaining 20 young people are being supported to complete the award and have all successfully completed the expedition.

We have introduced the Dynamic Youth Award- Almost all of our S1 & S2 pupils achieved the first level of the award this year. The award is quality assured by the SQA and credit rated. The S1 & S2 pupils who participated have all gained a minimum of 1 SCQF point.

Food Hygiene certificate- Almost all of our S3 Practical Cookery pupils achieved this certificate this year.

Sports Leader- Some S6 pupils achieved Sports Leader certification through participating in whole school events alongside timetabled sessions with the PE department.

Sailing certification- All BGE pupils were given the opportunity to take part in taster sessions with the local sailing club. Many of those who opted to continue to attend the sailing club's evening sessions achieved beginner level certification.

Qualifications delivered by Argyll College

National 5 Cake craft

Higher Childcare and Development

NPA Spots Development

Rural Skills SFW

NPA Criminology

Health Sector SFW

Sport and Recreation SFW

Engineering N5 SFW

Engineering N4 SFW

Construction Craft and Technician NPA

Practical Cookery level 3

Make-Up Skills N5 NPA

Early Education & Childcare N4 SFW

Sports

S1&S2 Girls SPAR football winners of their qualifying group.

Scottish Schools swimming championships area trials- 23 Gold, 11 silver and 11 bronze medal winners.

Scottish Schools swimming finals- 2 silver and 1 gold in the 100m backstroke Scottish Schools Champion.

CGS were the overall winners of both the MAKI badminton and volleyball competitions.

CGS pupils competed in the Scottish School's Pipe band Championships and came a fantastic 7th place in the Novice B section.

At the Scottish Brass Band Association Festival students from CGS achieved a gold award in the Intermediate band competition and the development band won the gold award and 1st place regaining the Scottish development section trophy.

CGS pupils took part in the Scottish young musicians brass ensemble competition and were crowned the Scottish Young Musicians Brass Ensemble of the year.

Many of our CGS pupils competed in the Mid Argyll Music festival with 13 youngsters winning their section.

Quality Indicator	How are we doing?	How do we know? (Evidence)	School Self-Evaluation (1-6) *
1.1 Self-Evaluation for Self-improvement	<p>Self-evaluation is being introduced to how we work within our community which has led to an increase in interventions for learners.</p> <p>Staff, pupils, parents and partners are beginning to be involved in improving the life and work of the school.</p> <p>The whole school community has an improved understanding of the improvement needs of the school.</p> <p>Across the year, there are planned tracking periods that are designed to focus attention on monitoring and evaluating learning and teaching and children's achievements, and to taking improvements forward.</p> <p>Staff are working more effectively as a team. Faculties are beginning to develop an ethos of sharing practice, and of peer support and challenge.</p> <p>Professional learning activities for all staff are clearly linked to the results of self-evaluation and identified areas for improvement.</p> <p>Some staff understand the need to be outward and forward-looking in their evaluation and improvement activities.</p> <p>Teachers are beginning to use different assessments to measure children's progress across the curriculum. They work effectively with colleagues across the learning community to moderate standards.</p>	<p>Whole School tracking and Interventions system for SP has been introduced. Whole School tracking for BGE is being developed to be introduced next session.</p> <p>The parent council have taken part in a session reviewing the improvement plan and given suggestions on how to improve the process next session.</p> <p>Pupil questionnaires have been used to gather some feedback from learners.</p> <p>All teaching staff have taken part in professional learning based on self-evaluation and identified areas of improvement.</p> <p>All departments have begun to develop high quality assessments to support them to measure learner's progress. Through A&B Moderation support at in-service QAMSOs are working with colleagues from across the learning community.</p>	3

<p>1.3 Leadership of Change</p> <p>This QI also focusses on the following aspects of empowerment:</p> <ul style="list-style-type: none"> • curriculum; • improvement activities; • parental and community engagement; and • pupil participation. 	<p>Some staff have consistently high expectations of learners.</p> <p>Some senior and middle leaders have a very clear understanding of the social, economic and cultural context of the local community of current educational policy. They use this knowledge well to shape the vision for the school.</p> <p>The vision of the school is ambitious and focuses on improvements in outcomes for all.</p> <p>Leaders are starting to motivate and inspire others to sustain collective commitment to the shared vision through daily actions.</p> <p>Time has been allocated to support all teaching staff to reflect on, and show commitment to, the shared values as embedded in the GTCS standards.</p> <p>Some staff are committed to change which results in improvements for learners.</p> <p>All staff are clear on the schools' strengths and areas for development based on a range of evidence. This is used to create a clear rationale for future improvements.</p> <p>The Head Teacher and some senior leaders carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and are sustainable.</p>	<p>Some staff utilise the interventions policy to maximise pupil attainments and achievements as evidenced by both internal assessments and improvements in SQA results.</p> <p>Senior pupils worked with SLT to revise the Vision, Values and Aims and to write the school moto.</p> <p>The Vision, Values and Aims are displayed across the whole school and shared at assemblies. All staff have been asked to display the aims on their email signature.</p> <p>Time has been allocated on the Working Time Agreement for staff to reflect on the professional standards. In-service and Professional review have time allocated to review the GTCS standards.</p> <p>Attainment evidence is shared with all staff at in-service. Time is also allocated at staff meetings to review the school improvement plan and evaluate progress.</p> <p>The OSIRIS teaching intervention programme has been introduced by the HT to support all teaching staff to develop their learning and teaching.</p>	<p>3</p>
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	<p>The Head teacher carefully considers how best to take forward priorities (e.g. use of a range of improvement methodologies).</p> <p>All staff are involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned individual and collective career-long professional learning.</p> <p>Senior leaders create conditions to support creativity, innovation and enquiry.</p> <p>We are beginning to create opportunities for learners and staff to engage in critical and creative thinking.</p> <p>Practitioners have systematic opportunities to review and refresh their pedagogical practice.</p>		
2.3 Learning, teaching and assessment	<p>Teachers are starting to develop learning environments that are built on positive, nurturing and appropriately challenging relationships.</p> <p>Systems are emerging to record and recognise learners' achievements in and out of school.</p> <p>Some learners receive some effective feedback and have an understanding of their progress in learning and what they need to do to improve in some subject areas.</p> <p>Some planning is proportionate and manageable and identifies what is to be learned and assessed</p>	<p>The circle framework has been shared with all staff. Time on an in-service day was set aside to allow teaching staff to evaluate learning spaces and plan for adjustments where required.</p> <p>A few learners have begun to build profiles on My World of Work which records both achievements and attainment.</p> <p>Some subject areas provide learners with detailed feedback following assessments. This feedback includes advice and next steps for learners.</p> <p>Some subject, such as maths and the sciences, have clear structured planning</p>	3

	<p>Assessment approaches are being developed to meet the learning needs of learners and are used to support them to demonstrate where they are in their learning.</p> <p>Evidence is used to support assessment judgements and decisions about next steps</p> <p>Processes for assessment and reporting are emerging and are sometimes used to inform improvements in learning and teaching.</p> <p>Tracking and monitoring are becoming better understood and some staff are using data to deliver improved outcomes for some learners.</p> <p>A few teachers have developed skills of data analysis which are focused on improvement.</p>	<p>available for learners to access and track their own learning.</p> <p>Attainment data indicates that improvements in teacher judgements and systems have resulted in improvements for learners.</p> <p>Middle leaders have been encouraged to use data to plan for improvement. Post prelim and SQA analysis meetings and INSIGHT analysis have been included in the self-evaluation calendar leading to next steps for department planning.</p>	
<p>3.1 Ensuring wellbeing, equality and inclusion</p>	<p>The whole learning community is developing a shared understanding of wellbeing and the children's rights.</p> <p>Most stakeholders strive to promote a climate where children and young people feel safe and secure</p> <p>All staff and partners strive to be responsive to the wellbeing of each individual child and colleague.</p> <p>Staff and partners are developing an environment where children and young people feel listened to and are secure in their ability to</p>	<p>The rights of the child are displayed across the school. The school has achieved the bronze Rights Respecting Schools award.</p> <p>The 'Relationships', school improvement group participated in professional reading on creating a nurturing environment for learners. The learning was shared with all staff at in-service.</p> <p>All staff take part in annual Child Protection training at in-service. All staff complete Argyll and Bute annual training on Child Protections, wellbeing and equality.</p>	<p>3</p>

	<p>discuss personal and sensitive aspects of their lives because they feel cared about.</p> <p>All staff and partners are expected to take account of the legislative framework related to wellbeing, equality and inclusion.</p> <p>All staff engage in professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people.</p> <p>The curriculum is evolving to provide children and young people with planned opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance.</p> <p>Outdoor spaces are being developed to promote positive relationships and wellbeing. A few staff take account of research linking benefits of outdoor learning and green space with wellbeing.</p>	<p>The RME, PSE and PA curriculum are being evaluated and plans are evolving to update the content to include more opportunities for learners to explore diversity.</p> <p>The outdoor education curriculum is evolving to include more opportunities for all learners to access learning experiences in outdoor spaces. The outdoor education curriculum includes outdoor education days for all S1 and S2 pupils, an S3 trip to Loch Eil outdoor education centre, Duke of Edinburgh for S3 pupils. All pupils are also given the opportunity to take part in sailing sessions with Kintyre Sea Sports.</p>	
<p>3.2 Raising attainment and achievement</p>	<p>Some children and young people are attaining appropriate levels.</p> <p>Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement and are raising attainment.</p> <p>Progress is demonstrated through an emerging tracking of attainment over time in some curriculum areas and stages.</p> <p>The school's data demonstrates our current learners are making progress.</p>	<p>Extensive work is being done to support staff in to make more accurate teacher judgements. Both the Faculty Heads of English and Maths are working to improve outcomes for all.</p> <p>Literacy data shows that there have been improvements on the 2024 attainment in almost all of the reported levels. In particular, there is a 26.1% improvement in 4th level Literacy and a 22% improvement in SCQF 5 Literacy.</p>	4

	<p>Teacher judgements together with benchmarking and an appropriate range of assessments are leading to some improvements in attainment.</p> <p>Almost all young people are successful in moving on to a sustained positive destination on leaving school.</p> <p>There is evidence that children and young people are applying and increasing their achievements through active participation in their local community.</p>	<p>Numeracy data shows that there have been improvements on the 2024 attainment at all reported levels. In particular, there is a 25.4% improvement in 4th level Numeracy.</p> <p>The National 5 presentation rate for S4 was 4.4, which is a 1.4 increase on the previous year and is the highest presentation rate in five years.</p> <p>There have been improvements in most of the grade bands at N5 with a slight reduction in Ds and NAs.</p> <p>The presentation rate for Higher in S5 is slightly better than 2024.</p> <p>Advanced Higher attainment at A-C has improved this year.</p>	
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* Evaluation 6-point Scale:

- 6 Excellent
- 5 Very Good
- 4 Good
- 3 Satisfactory
- 2 Weak
- 1 Unsatisfactory

