



North Ayrshire Council  
Comhairle Siorrachd Àir a Tuath



# Garnock Community Campus



## STANDARDS AND QUALITY REPORT

**June 2024**

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-2025.

I hope that you find it helpful and informative.

A handwritten signature in black ink, appearing to read 'Alan MacDougall'.

Alan MacDougall  
Head Teacher

## OUR SCHOOL

Garnock Community Campus is a 2-18 Campus located on the outskirts of the towns of Kilbirnie and Beith within the Garnock Valley. We are at the heart of the local community and work to encourage parents/carers, wider partners and our community to come and be part of our Campus community. We pride ourselves on the relationships we form with our children and young people, within our staff team, with parents/carers and with partners within our wider community. Every day we challenge our children, young people and staff to be **Ready, Respectful and Engaged**, which forms the basis of our ethos and culture.



## OUR VISION, VALUES AND AIMS

### Garnock Community Campus *Opening Doors to the Future*

through **Kindness, Growth, Determination** and **Ambition**

Garnock Community Campus is a place where everyone comes to learn: children, young people, staff and parents/carers. Our learning centred culture encourages personal and professional growth by reflecting on experiences and actions to always improve. The core purpose of leadership across the campus, is to develop the leadership of others.

Our professional actions and improvement agenda is driven by the desire to create a coherent, innovative and exciting 2-18 learning experience for our learners. Collaboration is at the centre of our approach. We all have a role to play and we recognise that we are stronger together. We have high expectations of ourselves and display this through our attainment and achievement agenda and expectations around personal and professional learning and collective involvement in Campus improvement.

Promoting positive relationships underpins all of our work. Through this approach we aim to meet the needs of all learners, support learning and achievement, encourage ambition and drive improvement. We recognise each individual and welcome various viewpoints and experiences to interrupt our thinking and act as a catalyst to improvement. Children and young people are at the centre of all decisions we make.

Garnock Community Campus is at the heart of the local community. We actively seek partnerships with parents/carers, associated primary schools, local businesses and external agencies to improve the outcomes and positive destinations of our young people. We understand our community and how we can add value within and beyond the Campus gates.

At the end of session 2023/24, following extensive consultation, we agreed that the values of **kindness, growth, determination** and **ambition** would be key to take us forward.



## ATTAINMENT & ACHIEVEMENT

### Early Years Attainment

Our Early Years attainment continues to improve. Our data shows a positive trend over the last 3 years when reflecting on pupils achieving their milestones and their performance within the curricular areas of Literacy, Numeracy and Health and Wellbeing.

### Primary Attainment

In primary our attainment picture continues to improve. **By the end of Primary 1:**

- almost all P1 learners achieved numeracy at early level;
- the majority of learners achieved literacy early level.
- listening & talking results are strong at early level in P1 as would be expected through our approach to play pedagogy.
- All measures are in line with comparator establishments.
- writing will be a focus for improvement as these learners in P2.

**By the end of Primary 4:**

- the majority of P4 learners achieved numeracy and literacy at first level;
- the majority of learners achieved listening & talking at first level;
- all measures are in line with comparator establishments.

**By the end of Primary 7:**

- the majority of learners achieved numeracy, literacy, reading, writing and listening & talking at second level;
- this has been consistent over the past five years showing a positive trend.

### Secondary Attainment

By the end of **S3**:

- almost all learners achieved third level in both numeracy and literacy measures;
- the majority of learners achieved fourth level in numeracy;
- less than half of our learners achieve fourth level in literacy by the end of S3;

Within the **Senior Phase (S4-S6)**, the following attainment was achieved:

- almost all **leavers** (trend since 2019) have achieved SCQF level 4 award in Literacy with most achieving SCQF level 5, and the majority achieving level 6 in literacy.
- attainment in literacy has been in line or better than our comparators.
- by the end of **S4**, the majority of pupils achieve SCQF level 5; an outcome that has been better than our comparators for the past five years.
- our SCQF level 6 attainment reflects positively when compared with our comparators.
- numeracy results mirror literacy, but with less than half of leavers achieving SCQF level 6.

**Attendance:** Attendance in both the primary and secondary departments of the Campus continues to be a focus for improvement.

**Exclusions:** Garnock Community Campus continues to focus on reducing exclusions from school while maintaining high standards and expectations for all.

## WIDER ACHIEVEMENT

Throughout session 2023/24, there were a wide range of opportunities available for our children and young people to achieve as widely as possible. Throughout Early Years and Primary, our learners accessed the full range of facilities and resources available across the Campus including Home Economics, Physical Education, Music and Science to enhance the experience of the curriculum.

Developing the Young Workforce (DYW) continues to be a key focus and is very much at the centre of our refreshed Vision, Values and Aims. In Early Years and Primary, our children gained the opportunity to learn about different career paths by welcoming parents/carers and the wider community to come to the Campus to talk about their work and demonstrate this in action. This led to excellent experiences for learners.

Within our Secondary, an enhanced focus on DYW has led to the establishment of key initiatives within our community which our young people have accessed to gain additional experiences and qualifications, including a new partnership with KA Leisure. We have held Career Fayres in the Campus, supported by the work of our in-house Positive Destination Steering Group, who direct and shape such activities across the Campus to meet learner needs. We have strengthened our links with Ayrshire College who have supported us to open the door to the future for many of our young people.

We encourage pupils to support each other across the Campus and this has led to the P7 and S6 pupils fulfilling the role of buddies to P1/S1 pupils. Secondary Pupils have led the start of our journey into *Mentors and Violence Prevention (MVP)* work to support the feeling of safety and inclusion in the Campus. This work will be developed next session.

We developed a new approach to Leadership Development, particularly in S6 where we established an S6 Leadership Team who worked in partnership with the Campus Senior Leadership Team to improve aspects of Campus work. This led to enhanced supervision during social times, an inclusive Prom which was accessible to all learners, fundraising/community events, in-class support for learners by S6 pupils and other initiatives where senior pupils supported the attainment of young pupils.



Key dates are supported throughout our Campus with pupils playing key roles. An example of this is Remembrance Day where pupils led proceedings through music and readings, while Primary art lessons allowed pupils to participate further.

All learners in our primary developed skills in Expressive Arts and performance by engaging in our Nativity entitled '*Aladdin Trouble*' which was met with huge appreciation from our community.

As our Primary 7 prepared to move to the secondary department of the Campus, they undertook a week at Arran Outdoors to hone their leaderships skills and consider how to effectively prepare for this transition. This experience gave our learners many key skills which will support them well in the future and helped to build a greater sense of belonging amongst the group. Wider staff from across the Campus were influential in this.

In our secondary department, further opportunities to develop key skills were available to learners through Duke of Edinburgh Expeditions, Robot Competition, Sporting challenges including matches and fixtures, trips/outings and sports days.





Our vibrant Music and Drama Faculty provided a wealth of opportunities for learners to develop skills in singing, dancing, acting and music-making. Primary pupils also experienced performance opportunities, alongside our secondary pupils by participating in concerts coordinated by our Music Department. This included Campus Concerts and a Next Generation Concert featuring young people

from across our associated primary schools. Our Secondary show *'High School Musical'* was an excellent showcase of our talented learners and a key highlight of the school year.



Our active Physical Education (PE) department provided a wide range of opportunities for pupils to contribute to the wider life of the Campus. There was an extensive variety of extra-curricular clubs available to all learners which provided high-quality opportunities for learners to engage in physical activity beyond the school day. Pupils participated in matches and competitions, achieving some excellent results.

Sports Leaders were highly active in supporting primary pupils to engage in high quality sporting activities during social times, and by supporting primary Sports Day. S3 Sports Leaders coordinated and ran a fantastic Early Years Potted Sports event where children were able to engage in fun sports activities with their parents/carers. S3 pupils facilitated this whole event and supported the children to achieve and celebrated their success with them.

Volunteering awards were introduced in the Campus last session with many senior pupils achieving their Saltire Award for volunteering within the Campus and wider community. This involved secondary pupils engaging in supporting younger learners in classes, supporting with the development of reading skills in the primary and offering alternative experiences such as sport and fitness.



Throughout session 2023/24, we have been involved in a consultation around our Vision, Values and Aims, engaging the Campus and wider Community in establishing clarity around who we are, what we stand for, and how we behave as we undertake our work. P7 pupils were involved in leading aspects of this consultation and analysing the data provided which provided them with the opportunity to understand this work in more depth.

Towards the end of session 2023/24, we launched the opportunity for senior pupils to be involved in a World Challenge. This involves a group of pupils going to Malaysia in 2026 to embed in a community and support people less fortunate than themselves. This will be a life-changing experience which pupils are required to fundraise for. As a result, we look forward to many community events in session 2024/25.

To keep up-to-date with developments around wider achievement, as well as news about the Campus, please follow us on X (formerly Twitter) for daily updates on the work of the Campus.

## **HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR ESTABLISHMENT?**

### **Priority 1: Improving the quality of learning and teaching leading to improve outcomes for young people.**

- Extensive self-evaluation of the quality of learning and teaching, at all levels across the whole Campus, has led to enhanced understanding of strengths and areas of development. A clear strategy for improvement will feature in our 2024/25 Improvement Plan.
- Processes around planning, assessment, moderation and tracking have been reviewed and honed to ensure they are improving the quality of the learning experience. These will be fully embedded in session 2024/25 with more focus on cluster moderation to enhance this work.

### **Priority 2: Establish a collaborative culture where professional learning is a key mechanism to drive improvements in practice that impact on outcomes for learners.**

- We have developed a bespoke approach to Professional Review and Development (PRD) which is the means by which all staff review their practice. This has supported the majority of staff to plan improvements to practice. Enquiry models will support this moving forward.
- Professional learning processes are now a key aspects of Campus practice which supports staff to reflect and enhance their practice. These systems will continue to work in partnership with our improvement agenda.

### **Priority 3: Develop a coherent Curriculum Rationale/Design and Pathways process which improves outcomes for all learners.**

- We have established a Curriculum Rationale to provide clarity of the aims of our curriculum across the Campus. This will be reviewed on an ongoing basis.
- Pathways processes have been refined to support learner progression, fully involving parents and carers. There are now more effective pathways through the Campus leading to enhanced attainment which will continue to be refined to meet the needs of learners.

### **Priority 4: Expand current DYW provision across the whole Campus and integrate Career Education Standard into Curriculum Design.**

- A Positive Destinations Steering Group has worked to establish more effective practices and outcomes to maximise the Positive Destinations of our young people.
- All stakeholders have been involved in discussing key skills our learners require for the future. This has led to the appointment of a Skills teacher to develop a Garnock Skills Framework.

### **Priority 5: Establish a whole Campus approach to targeted support to improve outcomes for our children and young people.**

- Our Integrated Support Team (IST) continues to improve outcomes for learners. Their work has supported pupils to return to school after lengthy absences, improve attainment of learners and support learners who struggle to access the curriculum. There have been many successes within this team.
- Wellbeing data for all learners across the Campus has been gathered. This has been used to support the development of our wellbeing strategy for next session and has provided key data for improvement in session 2024/25.

### **Priority 6: Improving the quality of parental engagement to enhance pupil outcomes.**

- We have increased parental engagement opportunities across the Campus and evaluated the experiences. This has provided more opportunities for parents/carers to be involved in their child's learning.
- We have established a parental engagement staff team across the Campus to devise a strategy and move this work forward in session 2024/25.

## IMPROVEMENT PLAN PRIORITIES 2024-2025

**AREA OF FOCUS:** Leading Change and improvement in self-evaluation, strategic planning, professional learning & pupil participation across the Campus.

**OUTCOMES:**

- Embed the new revised Vision, Values and Aims into practice with all stakeholders.
  - Enhance self-evaluation and improvement planning processes across the whole campus to enhance strategic thinking at all levels to improve outcomes for all learners.
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**AREA OF FOCUS:** Our Learning Practices

**OUTCOME:**

- Ensuring the highest quality attainment for our learners through quality learning and teaching and positive relationships.
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**AREA OF FOCUS:** Our Curriculum

**OUTCOME:**

- Ensuring 100% positive destinations through effective curricular pathways that develop the young workforce.
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**AREA OF FOCUS:** Meeting the Needs of all of our Learners

**Outcome:**

- Removing the barriers to learning to allow all learners to achieve their potential and ensure positive wellbeing for all learners.
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For more information, please see the Campus Improvement Plan for session 2024/25 which is available on our website.