

## N4

Number (and %) Entries	% Entry National	% pass	% pass national	% No award		
2 (2%)	3%	100				

- 2 pupils achieved a pass at Nat 4. One pupil performed much better in Expressive work and passed a unit at N5 level.
- Both pupils made progress on their BGE level 3 work and completed some good outcomes.

## N5

Number (and %) Entries	% Entry National	% A (%A National)	%B (%B National)	%C (%C National)	% D (%D National)	% No award
10(9%)	7%	50 (46.6)	40 % (27)	10 (17)	0% (4)	0 (6)

## N5

- 10 pupils passed N5 with 5 'A's , 3 'B's and one 'C'.
- It was clear that pupils achieving N5 at A and B level were those who had comfortably been working at mainly Level 4 level at the end of S3.

## H

Number (and %) Entries	% Entry National	% A (%A National)	%B (%B National)	%C (%C National)	% D (%D National)	% No award
8 **11%)	7%	50 (29)	12.5 (29)	** 0% (24)	0% (9)	38 (10)

\*\* 2 Pupils did not complete the course - one girl left to concentrate on other studies and the other managed to gain H units, with health and family issues affecting her ability to complete the course

\*\* 1 pupil's grade is not mentioned in INSIGHT data as one of her unit passes had not been input to the system due to an admin error. This has been sorted and she has since been awarded a 'C' pass. Data is a little 'skewed' as result.

- 6 pupils passed H with 4 'A's, 1 'B' and 1 'C'.
- Notable that the 'C' candidate had done the course over 2 years but had not made significant progress on her A at N5. This pupil had not been predicted to do as well at N5 by SOSCA interestingly enough. This is something to consider in the future although this is only one candidate and therefore not enough data to suggest it was down to this decision rather than just the ability of individual.
- Also worth noting that one of the A candidates work had been predicted at a C pass by staff - so need to check our understanding of standards.

### **IMPROVEMENT**

- **Make sure all unit passes have been input to system**
- **Attend SQA days to continue to improve knowledge of standards**
- **Continue to offer after school supported studio facilities to maintain high standards at senior level**
- **Look at pushing N4 candidates to N5 if they are capable of D pass**

### **BGE Analysis**

#### **S1-end S2**

- S1 arrive with a wide range of Art & Design experience behind them . Many are working still at level 1 and 2 and our coursework allows them to develop skills at both levels while aiming to reach level 3. We assess at level 3 and by the end of S2 many pupils are comfortably producing level 3 work in most areas with a smaller % reaching level 3 in only very few areas. By the end of S1 2016-17 15% of pupils were still working to achieve level 2, while 33% are working towards level 3. There were 52 % working at level 3 in most areas.
- We are still trying to gain an understanding of the levels and benchmarks have helped a little with this, although with no visual exemplars this is still difficult to gain an understanding of national standards. It does appear that level 3 is more demanding than we had thought – with level 2 work clearly not being covered at Primary level this does impact on course content and design. We will be evaluating our current course provision carefully against benchmarks this year.

#### **S3**

- We had a very large uptake in S3 Art & Design this year, with numbers exceeding 20 which meant we could run 2 S3 classes. The course provided opportunities for pupils to

tackle themes not yet explored in S1/2 ( Portraiture and Jewellery Design) and techniques such as clay and print-making and 3D construction were introduced. By the end of the year, all pupils had reached level 3 or beyond.

- More provision needs to be made for developing critical skills into written work in S3, as this was the area where pupils had least amount of evidence for at Levels 3 and 4.

### **Course Enrichment Activities**

In 16/17 S1 and S2 pupils had opportunity to work with artist Julia Barton on an environmental awareness art/science project which was very successful and worthwhile in terms of community links and interdisciplinary learning. Students really saw the value of being active citizens and making a difference through Art. Art activities in the context of S1 Tanera Trip and activities afternoons were also valuable opportunities for pupils to work with different teachers and in different contexts than the classroom.

### **IMPROVEMENT**

- **Connect as much as possible with other schools to improve awareness of standards.**
- **Improve Primary links to find out how they are tackling art & design teaching now that they have lost subject specialists in many of our feeder schools. See if we can advise or help them with benchmarking and providing exemplars.**
- **Focus on literacy at S1-3 more.**