JGHS

Design & ICT Faculty

Fidelis et Fortis

| Respect | Kindness | Integrity | Inclusion | High Expectations |

Design and ICT **Staff**

Design and Technology

- <u>Steve Corson</u>
- <u>Conal Kelly</u>
- Euan Cockburn
- Allan Francis
- Dave Tulloch
- Esme Anderson
- James Henderson (WT)

Art & Design

- Stephanie Troon
- Stella Christie
- Catriona Simpson
- Iona Molleson
- Gemma Grant
- Classroom Assistant

Computing Science

- Chris Meechan
- Ronan Docherty
- Jamie Steer
- *Vacancy*

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Facilities and Resources

Design and Technology:

- 2 dedicated workshops and 2 classrooms located in Malala

- Access to 3 additional shared teaching areas

Computing Science:

- 2 suites located in Malala and 1 suite in Darroch

Art:

- 5 classrooms in total: 4 in Malala and 1 in Darroch.

Challenges & Future Developments:

- Current estate capacity is insufficient to meet increased enrolment and senior phase course uptake for DT and Computing. School and LA investigating the potential construction of a new computing suite and an additional DT classroom to alleviate space issues. .

- Subject specific recruitment in Computing

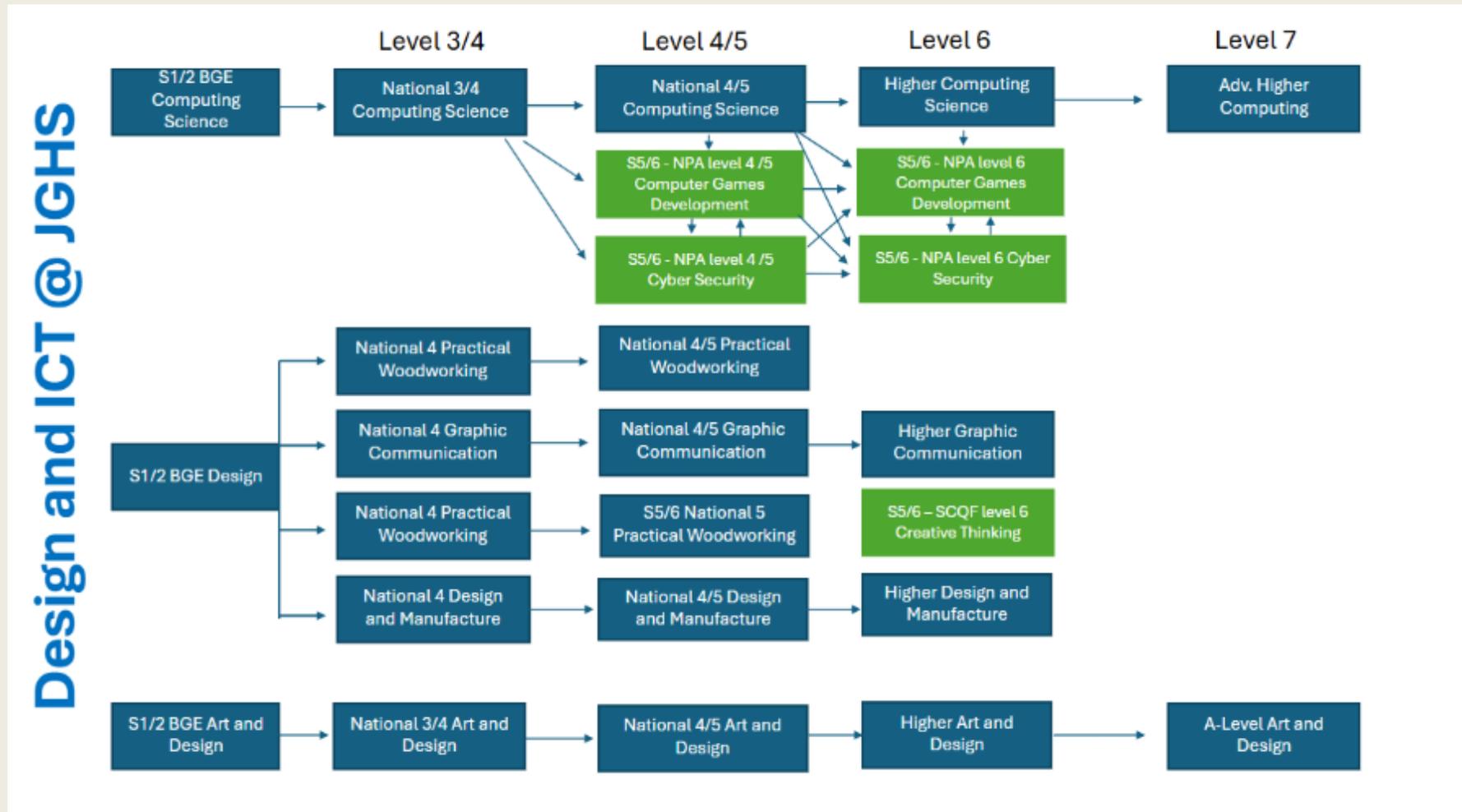| Respect	Kindness	Integrity	Inclusion	High Expectations

Learning, Teaching and Assessment Policy

Aims

Our Learning, Teaching & Assessment Policy provides a framework for how together we plan to achieve our key aims:

- All learners engaged and supported in lessons.

- Students aware of what they are *learning*, not just *doing* in lessons.

- Students are aware of what success in lessons looks like.

- Effective feedback provided so pupils understand their own learning.

- Assessment is used effectively for learning.

- We have a consistent approach to lessons and learning.

- A wide variety of effective learning and teaching techniques used.

- A culture of sharing best practice has been created amongst all staff.

- We are all committed to improving through professional learning opportunities.

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Faculty Pathways

Design and ICT @ JGHS

	Level 3/4	Level 4/5	Level 6	Level 7
S1/2 BGE Computing Science	National 3/4 Computing Science	National 4/5 Computing Science	Higher Computing Science	Adv. Higher Computing
		S5/6 - NPA level 4/5 Computer Games Development	S5/6 - NPA level 6 Computer Games Development	
		S5/6 - NPA level 4/5 Cyber Security	S5/6 - NPA level 6 Cyber Security	
S1/2 BGE Design	National 4 Practical Woodworking	National 4/5 Practical Woodworking		
	National 4 Graphic Communication	National 4/5 Graphic Communication	Higher Graphic Communication	
	National 4 Practical Woodworking	S5/6 National 5 Practical Woodworking	S5/6 – SCQF level 6 Creative Thinking	
	National 4 Design and Manufacture	National 4/5 Design and Manufacture	Higher Design and Manufacture	
S1/2 BGE Art and Design	National 3/4 Art and Design	National 4/5 Art and Design	Higher Art and Design	A-Level Art and Design

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BGE

Curriculum Design & ICT

Subjects on Offer BGE

- Design & Technology

- Computing Science

- Art and Design

Almost all learners achieve Level 3.1 in S1 and level 3.2 by the end of S2.

Understanding BGE Levels Sharing Good Practice (eg. Art & Design)

- All learners have a self assessment tool

- Teachers have regular feedback windows

- Exemplars are provided

- Pupils focus on skill development

- The 'levels wall' is there to inspire

- Timelines reflect tracking windows

- Moderation across classes takes place

- All staff understand levels and WAGOLL

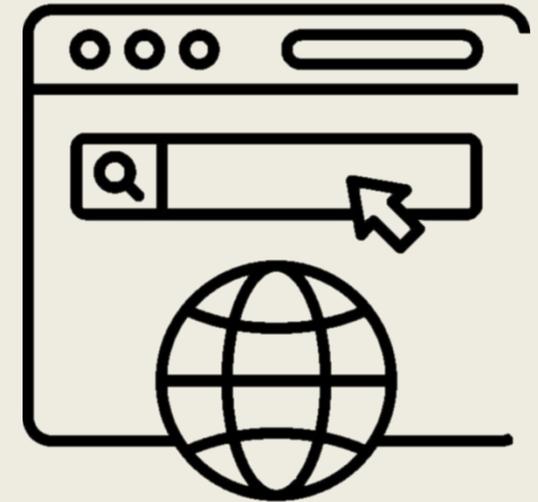
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Understanding BGE Levels: Next Steps

- Build on existing good practice

- Increase understanding of what levels look like for staff, parents and carers

- Shared approach in documentation

- Increase consistency in language

- Develop early interventions

- Update windows outlined in faculty self-evaluation calendar.

Developing Pupil and Parent SharePoint

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Senior Phase

Curriculum Design & ICT

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Design and ICT: Senior Phase Pathways

Design and Technology

- Graphic Communication N5/H
- Design and Manufacture N5/H
- Engineering Science N5/H
- Creative Thinking L5/6
- Practical Woodworking N5

Art & Design

- National 5
- Higher
- A Level

Computing Science

- National 5
- Higher
- A Level
- Advanced Higher

Design and ICT Headlines

Computing Science

N5 – highest entries in authority with 92% A-C

H – third highest entries in authority with 86% A-C

Art & Design

N5 - highest entries in authority with 97% A-C

H – second highest entries in authority with 88% A-C

Design and Technology

Engineering Science

N5 – highest entries in authority with 94% A-C

H – third highest entries in authority with 68% A

Graphic Communication

N5 – second highest entries in authority with 85% A-C

H – fifth highest entries in authority with 53% A-C

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Level 5

Attainment Analysis

Art & Design Attainment

(4-year analysis)

- Entries: Strong upward trend: 42 → 42 → 67 → 83

- A-C attainment: Slight dip: 88% → 92% → 87% → 85%

- Relative Value: 0.8 (Top 5)

- Insight: Despite a small decline in attainment, Art and Design shows significant growth in popularity and maintains high relative value. This suggests strong student engagement and curriculum relevance.

- Next Steps: consider strategies to support consistency in outcomes as demand increases.

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Computing Science Attainment

(4-year analysis)

- Entries: Fluctuating: 44 → 41 → 77 → 56

- A-C attainment : Stable and strong: 89% → 95% → 92% → 91%

- Insight: Computing Science has solid attainment but inconsistent uptake. The spike in 2024 followed by a drop in 2025 reflects staffing challenges.

- Next steps are to investigate barriers to sustained growth and consider curriculum restructure to boost uptake.

Design & Manufacture Attainment

(4-year analysis)

- Entries: Steady growth: 21 → 23 → 29 → 34

- A-C attainment: Improving: 86% → 96% → 90% → 97%

- Insight: This subject shows consistent growth and excellent attainment, peaking in 2025.

- Next steps are to explore similar pathways for S6 pupils.

Engineering Science Attainment

(4-year analysis)

- Entries: Rebounding: 37 → 23 → 35 → 51

- A-C attainment: Strong and rising: 81% → 90% → 85% → 100%

- Insight: Engineering Science has recovered from a dip and now shows both high uptake and strong attainment in 2025. This is a standout success despite staffing issues.

- Next Steps: Continue to build capacity in staff to deliver the qualification.

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Graphic Communication **Attainment**

(4-year analysis)

- Entries: Declining: 21 → 29 → 33 → 16

- A-C attainment: Steady: 77% → 78% → 87% → 81%

- Insight: Despite strong attainment in 2024, both entries and outcomes dipped in 2025.

- Next steps are to review assessment structure ahead of QS and upskill in the BGE (W1).

Practical Woodworking Attainment

(4-year analysis)

- Entries: Surging: 9 → 1 → 10 → 24

- A-C attainment: Dramatic improvement:
  58% → 92% → 90% → 100%

- Relative Value: 0.9 (Top 5)

- Insight: This subject has transformed from low uptake and attainment to high performance and growing interest. Its high relative value confirms its impact.

- Next steps are to review new case study and monitor how this impacts attainment.

Level 6

Attainment Analysis

Art and Design Results by %

	2024 Higher	2025 Higher
% Grade A	26	31
% Grade A-B	61	72
% Grade A-C	87	95
% Grade A-D	97	100
% of NA	3	0

Computing Science Results by %

	2024 H	2025 H	2024 AH	2025 AH
% Grade A	75	78	30	21
% Grade A-B	85	92	80	50
% Grade A-C	90	94	80	64
% Grade A-D	90	100	80	79
% of NA	10	0	2	3

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Design and Manufacture Results by %

	2024	2025
% Grade A	67	39
% Grade A-B	83	56
% Grade A-C	92	83
% Grade A-D	100	89
% of NA	0	2

Engineering Science Results by %

	2023	2024	2025
% Grade A	36.84	37.93	44.44
% Grade A-B	57.89	58.62	55.56
% Grade A-C	68.42	68.96	77.78
% Grade A-D	78.95	86.2	83.33
Q of NA	4	2	3

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Graphic Communication Results by %

	2023	2024	2025
% Grade A	27	7.14	48
% Grade A-B	40	64.3	60
% Grade A-C	53	71.4	76
% Grade A-D	87	100	100
Q of NA	3	0	0

L6 Creative Thinking

	2023	2024	2025
% Grade A	27	7.14	48
% Grade A-B	40	64.3	60
% Grade A-C	53	71.4	76
% Grade A-D	87	100	100
Q of NA	3	0	0

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Pathways
Curriculum Review

Design & ICT Curriculum Review

Aims/Intended impact

- Improve curriculum quality and relevance

- Align with student needs and technological, cultural and global changes.

- Support progress and equity

- Identify gaps in learning pathways and address barriers to achievement

- Close attainment gaps.

- Empower staff and pupils

- Foster collaboration and shared ownership of curriculum design

- Build capacity for ongoing reflection and continual improvement.

Celebrating Success

Design & ICT

Vex **Robotics**

2025 – Year 1

- Qualified for UK nationals
- Judges Award – 'special recognition'

2026 – Year 2

- Raised £2000
- Qualified for UK nationals
- Developed odometry system and won Think Award.
- Qualified for worlds

STEM Racing (Sterna)

- 2024 – Year 1

  - Second in Scotland

  - Second in UK

- 2025 – Year 2

  - Best portfolio in Scotland

- 2026 – Year 3

  - Fastest car

  - 1st place in Scotland

  - Nationals happening tomorrow!

Portrait Artist of the Year

- Robbie Leitch competed in Sky Arts portrait artist of the year.

- Robbie was the youngest contestant in the history of the TV show.

- He progressed to the final 3 of his stage