

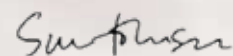


Wellington
SCHOOL

Annual Report
2021

Introduction

When the country first went into lockdown in March 2020, nobody could have foreseen just how the pandemic would evolve. We all hoped for a quick return to normality, but that was not to be. Instead, we have learnt to be patient and adaptable; we have become adept at online learning, and perhaps we have acquired an even greater appreciation of our good fortune to be part of the Wellington community. Despite the restrictions that have affected us throughout the year, school life has been as vibrant as ever and I hope that you enjoy reading about just some of the achievements and successes that have made the 2021-2022 so special and memorable



Simon Johnson
Headmaster

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Each report has been written by the Head of Department, sometimes with input from departmental staff. Due to the length of the school year, not to mention that teachers are busy teaching, there can sometimes be irregularities or omissions. We always try our utmost to ensure this is not the case, but if you do notice something awry, please do not hesitate to contact press@wellingtonschool.org so that we can update the Annual Report.



Curricular Report 2020 & SQA Results

Gail Johnson, Assistant Head (Director of Studies)

While I reflect on the 2020 academic performance, at the time of writing, we have all experienced the most unusual year and of course, like last year's examination diet which was cancelled, the 2021 diet of examinations was replaced with SQA's Alternative Certification Model. As a school that is proud of its academic success, we can also be proud of how well our community adapted and how the development of Wellington on-line very quickly ensured that our pupils did not miss out academically. S4 moved on to their Higher choices, with S2 following suit, embarking with National 5 choices. The success of our on-line provision was very much down to the hard work and dedication of the staff across both the Senior and Junior Schools. Staff worked tirelessly to collate Prelim evidence and to meet SQA deadlines for 'refined estimates'. Every pupil, awarded in the SQA examinations in the 2020 diet, is to be commended for their hard work.

As a school that is proud of its academic success, at Wellington we are pleased to have some of the best individual results in Scotland - striving always to ensure every pupil achieves his or her best possible outcome. That commitment, if anything, was strengthened during lockdown and staff ensured that the impact to learning for our pupils was minimal. As a small school, we realise the importance of celebrating individual success.

6th Year Advanced Higher Report

Overall, our Sixth Year pupils achieved a 100% pass rate at Advanced Higher. This was once again well above the national average of 85%. 86% of students were awarded an A, in one or more Advanced Higher with eight students achieving three or more straight A grade passes at Advanced Higher

The percentage of A-C passes at Advanced Higher in 2020 was 100%. All departments, offering Advanced Higher, recorded a 100% pass rate. Twenty eight out of thirty one S6 pupils (90%) achieved one or more Advanced Higher.

S6 Advanced Higher Examinations	2020			2019			2018		
	A	B	C	A	B	C	A	B	C
Wellington School, Ayr	87%	8%	5%	48%	22%	21%	52%	24%	18%
National Results - Advanced Higher	38.4%	27.7%	18.9%	31%	24%	22%	32%	26%	22%

S5 Higher Report

In S5, the 2020 results were just as impressive as in previous years. From a cohort of forty one pupils, thirty two percent of our pupils achieved straight A grade passes in five or more subjects. The A-C pass rate at Wellington School in S5, at Higher level was 99%, twenty percent above the national average of 79%. SQA focus on recognising positive achievement, and at Wellington we are extremely proud of the successes of our students.

S5 Higher Examinations	2020			2019			2018		
	A	B	C	A	B	C	A	B	C
Wellington School, Ayr	67%	22%	10%	56%	40%	10%	54%	25%	16%
National Results - Higher	31.5%	26.3%	21.1%	28%	24%	22%	28%	25%	23%

National 5

The National 5 examinations produced a 99% pass rate at A-C, compared to 81% nationally, with an impressive 74% of A grade awards, which is 36.5% above the national average. From a cohort of forty two pupils, more than one third achieved eight A grade passes at National 5.

S4 NATIONAL 5 Examinations	2020			2019			2018		
	A	B	C	A	B	C	A	B	C
Wellington School, Ayr	74%	14%	10%	68%	14%	10%	69%	21%	6%
National Results - N5	37.5%	24.9%	18.7%	35%	24%	19%	37%	24%	19%

The results achieved across S4, 5 and 6 are a collective achievement of which we should be extremely proud. Staff and pupils have worked hard all year round, in the most unusual of circumstances. Developments in the provision of cloud based platforms to minimise the disruption of learning of our students was accelerated. 'Hybrid' ways of working will continue to evolve, particularly those not related directly to teaching. Many aspects of culture and ethos within school will change as a result of changes to how we have been able to operate over the last year.

The success of all our students at all levels of attainment deserves praise. Whilst examination results are important, we are equally committed to the all-round education, health and well-being of our students.

Art & Design

Joyce Morton, Head of Department

This year has presented challenges and opportunities for our young artists and designers. While some activities have been restricted we developed new skills in technology and the impact of digital technology has transformed teaching approaches. During lockdown we were able to tour galleries and museums, join live Art demonstrations and learn how to use new computer software to realise design ideas. Opportunities have been numerous and diverse. From BBC Bitesize, to Tate Education to architectural 3D modelling software, the lockdown has been a good opportunity for our young people to develop cultural capital.

National Competitions

Our pupils have been successful in a number of National Competitions.

Isla Hall in S1 was runner up in the UK Creative Earth Art Competition with her beautiful design showing us her vision for the future planet. Her artwork will be displayed for world leaders at the COP26 Summit in Glasgow.

Sophia Girgis and Katherine Paisley in S2 were Highly Commended in the prestigious Royal Scottish Academy School Art Awards with their work exhibited on the Royal Scottish Academy website.

Kate Miller and Summer Saunders in S4 have reached the regional final of national fashion competition Junk Kouture with their innovative costume design Flanders Fields. We look forward to seeing them compete against pupils from Paris, London and Ireland on the virtual catwalk.

Pupils from Primary 4 to S1 have created stamp designs for the Royal Mail Covid Heroes competition. Our young designers thought about who their hero or heroes are in the pandemic, and then designed a stamp in their honour. A special panel of judges will pick the winning designs.

Erasmus

The art department has continued to be involved in Erasmus projects this year and we look forward very much to sharing artistic ideas with our partner schools

for the new project Europe on the Move. Working with other schools in Europe broadens our artistic and cultural awareness.

Our Art Captain Livi Roseburgh and Deputy Art Captain Susy Edwards delivered festive art workshops online for junior school pupils. We thank them for inspiring our young artists and wish them every success in their creative future pathways in Interior Design and Fashion.

Mrs Morton has continued to work for SQA this year as an Art and Design qualification development specialist.



Biology

Marion McIntyre/ Catherine Ness, Heads of Department

Rory McCluskie was elected as Biology captain. He shared his experience of the advanced higher course with current higher pupils. He also provided the national 5 pupils with some useful revision material on mitosis.

The new S1 and S2 Biology courses for 2020-2021 were developed and pupils enjoyed learning about the human body and carrying out dissections on chicken wing and kidneys.

Online learning was a challenge but pupils engaged well. We managed to do some practical activities such as making quadrats, setting pitfall traps and carrying out chromatography.

Mrs Ness did a surgery workshop with all pupils from s2 - s5 who practiced suturing on bananas.

P7 science classes visited the blackthorn evaporating tower at Ayr harbour.



A Bunsen burner is shown on a blue laboratory stand. The burner is lit, producing a bright blue flame at the base, which transitions into a larger, more intense flame with yellow and orange hues at the top. The background is a plain, light-colored wall.

Chemistry

Karis Leckie, Head of Department

This has been the year of change. This has been the year which saw the emergence of the discrete sciences. This year we welcomed every single first and second year pupil through the doors of Lab 3 to study Chemistry. A seed sown in a past discussion over potential developmental plans was nurtured and grew into a most welcome change; it has been so very rewarding to bring to fruition a junior course to capture the minds of our young scientists.

The Juniors have enjoyed the chance to work at their own pace. The course is heavily practical; not a period goes by without a chance to complete an experiment or enjoy an activity. There have been bangs, flashes, colour changes and many “wow” moments – all carefully selected to engage minds prior to delivery of the theory. We have played Chemistry Bingo, created words from Chemical Symbols and revised using Chemistry Football. The course has extension material subtly weaved throughout to ensure any keen scientists have the chance to extend their knowledge or perhaps undertake additional experiments. Chemistry truly can be for all; material has been created to not only extend learning but also to consolidate and review understanding. It has been an absolute pleasure to meet and educate our S1 and S2 pupils. My personal excitement was tangible as I realised it had been some 17 years since I had shared a lab with S1. It has been great fun working with our young people; their enthusiasm and graft is an absolute tonic! Many thanks to Mrs Peden for her unwavering support in the delivery of these new courses; she has diligently created the resources to support the experiments, assisted with teaching and suggested improvements. All in a day’s work!

An additional benefit of these Junior courses has been the potential to incorporate some Nat.5 Chemistry into the learning outcomes. Without realising, pupils have learned terms that are central to Nat.5 (and even Advanced Higher Chemistry!) and have set in motion foundations that will make the delivery of the Nat.5 course that little bit easier. Thanks must go here to Mrs Newall who has happily taught both S3 classes this session. Reports have been very favourable on the endeavour and enthusiasm that the S3 cohort have brought to the classroom this session. It speaks volumes of the calibre of both teacher and pupils that, despite the inconvenience of online learning, Mrs Newall has ended the session in the ‘normal’ planned place

of Unit 1 completed. A good job done! I look forward to seeing how this cohort tackle the review assessment in September – their first exposure to exam style questions in an exam setting! With the unwavering support of Mrs Newall, I have every confidence they will rise to that challenge.

With National Exams cancelled once more, S4 have acutely been aware of the highs and lows of continual assessment. Some excelled in the Prelim type examinations, whilst others revelled in completing smaller assessments to demonstrate their knowledge and understanding. Every pupil has had an individual path to follow in order to secure the grade which best reflects their ability. S4 have certainly ‘grown-up’ this session; some have dealt with disappointment and embraced the opportunities subsequently made available to them. Others have worked tenaciously to deliver at the first ask. As a cohort, I applaud their sustained endeavour and their ambition. Their final grades are both impressive and deserved. Well done to all involved!

Higher Chemistry remains the flagship award for our department. The pupils and I were very grateful to complete two units before the resumption of online learning. Massive praise must be heaped upon S5 who tried very hard to keep abreast of the final unit; it is no easy task learning a practical subject online! It was a great relief to return to the class and get some much needed experimental work completed. The Higher year is always a stressful one, even in ‘ordinary’ times. For this cohort they faced a challenge like no other. Post lockdown, motivation was low as the challenge seemed just too big. Little by little we have worked on focus and goals, we have encouraged ambition, we have related success to career aspirations and we have left no stone unturned in the quest for understanding. It is a pleasure to report that the cohort leaves with, for the most part, their grades attained and importantly an inherent sense of achievement. S5 have learnt that “when the going gets tough, the tough get going!”

Finally, it has been my absolute pleasure to share Advanced Higher Chemistry with an eclectic bunch of senior pupils! As expected we had a solid core of intense, career driven scientists. Additionally the ranks were swollen with a number who had no intention of continuing with Science but were there for the challenge, the fun or as Angus MacDonald quipped, “for the numerous life lessons”! This cohort contain very special scientists; the sort who become indignant if they score less than 95%. It is a very special occasion to score 100% in any assessment; it has happened three times this year! So please, take a bow Anubha Bal, Issy Girgis and Rory McCluskie. Truly exceptional performances from the three of you. It is always a delight to watch S6 own the subject. I have never had as many extra-curricular conversations regarding Chemistry as I have had this session. Simple queries have turned into discussions which have reached far beyond the curriculum. Genuine interest has sparked debate and many light-bulb moments have been achieved. From Medicine to Geography, Economics to Pharmacy and of course for Chemistry and the other discrete sciences...AH Chemistry continues to challenge, support and develop our pupils to be the best independent learners they can be. Congratulations to you all, we wish you the very best in your new adventures.



Classics

Charles Dudgeon, Head of Department

Sadly the continuing pandemic put paid to any trips to Hadrian's Wall again this year. Hopefully next year should see a resumption of our annual visit, and possibly the development of other archaeological studies concerning the Romans in Scotland.

The blended learning which took place earlier in the session led to a number of challenges and opportunities to develop new approaches. In Higher Classical Studies we used online productions of Oedipus the King and Agamemnon to deepen the understanding of Greek tragedy for candidates as they studied at home. In studying religious experiences, we were able to use audio and video in looking at mystery religions and cults in the Classical world. In Higher Latin, we have looked this year at the destruction of Pompeii as evidenced in the letters of Pliny, an eyewitness to the eruption, and used videos to see how modern scientists have revisited the eruption of Vesuvius in AD79. In Advanced Higher Classical Studies, the works of Plato and Aristotle are often the subject of online lectures from places such as Yale and Harvard. And so whilst no one would have wanted the situation we have experienced in the last year or so, it has sometimes forced innovation and added to the range of materials which students have experienced.



Computing

Graeme Currie, Head of Department

Throughout the year our pupils have engaged in a number of Cyber Security related activities and events designed to aid and improve problem solving and computational thinking and to encourage collaboration.

Pupils in S3 to S6 have taken part in the Cyber Discovery program which is run by the SANS Institute, which is a global leader in Cyber Security Training, in partnership with the UK government. This program allows pupils to attempt hundreds of Cyber Security challenges through programming, code cracking, pattern matching & web exploits, and many more. Our pupils have performed well in this program and can continue to carry their progress through to future years.

In September 2020, the entire S2 & S3 year groups took part in a virtual interactive Cyber Security workshop run by Cyber Discovery, to introduce them to some core Cyber Security concepts and to promote the different career paths available in Cyber Security.

Finally, our S5 & S6 pupils delivered Cyber Security workshops to Primary 7 in December 2020, teaching them about password security, their online presence & digital footprint and phishing attacks. Primary 7 thoroughly enjoyed these sessions and the S5/6 pupils involved into planning & running an event of this nature.



English

Daniel Howie, Head of Department

Despite the challenges this year brought, there was plenty of inventiveness on display in the English Department. Evident in our teacher's adaptability to online learning and continual devising of new initiatives, and of course, evident in the hard work and outstanding achievement of our students.

To add further value to our curriculum this year, Mr Smith developed a stand-alone unit exploring Documentary Making. This unit was designed to enable pupils to consolidate key skills in both analysis and creation. Pupils explored the features of documentaries, analysing several examples, before choosing a topic and planning and creating their own short documentary film. We were impressed by the creativity of the groups, who explored a range of topics including plastic pollution in the sea, branded goods, the Ayrshire Derby and the supernatural reputation of Alloway Kirk and Brig O' Doon.

Our Literacy Captain, Grace Woodhouse, planned a programme for our Creative Writing club. Targeting our primary 7 pupils, the focus was on increasing confidence in writing imaginatively. We are grateful for Grace's input and aim to continue developing our pupils' expertise in writing. In combination with writing, we also put a greater emphasis on reading this year, encouraging our pupils to read widely, read actively and for enjoyment. With this in mind, we instigated a fortnightly reading period for S1 and S2 pupils. As well as reading, we created a Personal Reading Journal, where pupils write down their thoughts and reflections on their reading material. This encouraged them to ask questions like, "What do I notice?" and "I wonder..?", as well as writing down some of their favourite quotations.

Poetry has always been a form of literature that we use to inspire our students. This year, Mrs Bruce devised and delivered a creative poetry unit for S2 which was based on Seamus Heaney's "Death of a Naturalist" collection. Pupils studied a variety of Heaney's poems which focus heavily on childhood experiences. We used these as a springboard for thinking about our own childhood memories and pupils were then asked to write a poem which incorporated techniques we had studied in Heaney's poems. The results were impressive, with experiences varying from losing a first tooth, to riding a bike for the first time!

We also recognise how poetry can give pupils a voice, acting as a tool to establish their opinions and identity. This session saw the S1 cohort study a variety of spoken word poetry, supported by Ms Bellwood's superb resources, which explored ever-pertinent topics such as climate change, discrimination, gender equality, and poverty. All pupils watched poetry performances from exciting events like Glastonbury, the UN Climate Summit, and President Biden's recent inauguration, and in doing so honed their analysis skills - learning to combine

poetic techniques (such as imagery, repetition, rhyme, and rhythm) with rhetorical devices and body language in order to deliver an engaging message. The unit was rounded off with learners creating their own poetry, about a topic which was meaningful to them. This allowed them to apply the techniques they had been learning about and, finally, perform their own pieces to their classmates!

As Paul Engle, American poet, said: "Poetry is ordinary language raised to the Nth power. Poetry is boned with ideas, nerved and blooded with emotions, all held together by the delicate, tough skin of words."

Finally, we recognise the outstanding efforts of all our pupils. English is often known as a challenging subject due to the many ways students can approach activities and achieve success. Therefore, special mention must go to our subject prize-winners for their originality and dedication. Firstly, Holly Bradfield's stunningly inventive Higher folio piece won the Macdonald Creative Writing Prize, and Holly also won the Rosebowl for her exceptional performance at Higher level. Furthermore, Grace Woodhouse proved her ongoing expertise at our most refined level, earning the prize for Advanced Higher.

Debating & Public Speaking

Debating continues to grow in Wellington; not even a pandemic can curb its momentum. In fact, this year's shift towards online debating and remote attendance allowed us to enter a record number of competitions, which saw multiple successes for our students.

We competed in two Edinburgh Schools' debates for the first time; juniors and seniors. The juniors event saw three teams of S1-3 pupils compete in a number of engaging motions, with the team comprising Isla Hall and Charlotte Carter (S1) accumulating almost enough points to break to the Novice Final - very impressive considering this was their first competitive debate! Katie Ronnie and Emily Taylor (S3) placed 4th and 5th respectively in the top novice speaker rankings, and appropriately, they both saw success in the S3 Public Speaking competition this year, with Katie claiming victory and Emily the valiant runner up.

The seniors event brought even more engagement and success, with ten pupils forming five teams (a Wellington record!) across a full day of high-quality debate. Two of our teams broke to the Novice Final, and a huge congratulations to Gabi Cooke (S4) and Angus Macdonald (S6), who won the final with a commanding

performance.

As inaugural winners of the John Stuart Mill Cup, we put a lot of effort into preparing our students for this challenging philosophical event, in which teams are advised to uphold ethical principles in their presentations and dialogue. After two months of online coaching from Mr Howie and former Debating Captain Callum Duffy, two teams of five competed in the regional heat and came very close to progressing to the national final. The teams were truly experts in the ethical case set by this stage, and should be commended for their progressive and nuanced thinking which will no doubt serve them well in life.

As always, we entered the Law Society's Donald Dewar Debate, an event we have seen much success in over the years. This year the Wellington effort consisted of two teams: Grace Woodhouse and Angus Macdonald (both S6), and Anubha Bal (S6) and Osman Omer (S5). They overcame the challenges of competing online impressively, both teams putting in stellar performances for the first round motion on compulsory voting and only narrowly missing out on a place in the second round.

Anubha and Angus also formed a team for the Durham Schools' debate, another event in which we made our debut this year. This featured advanced motions across two days, including a discussion on the merits of using 'doxing' to counter the oppression of marginalised groups. The event featured 132 teams from some of the top debating schools in the world; we were very happy to finish mid-field for our first run in this elite event.

A highlight of the school year was our online hustings in advance of the Scottish Parliament Election. This gave our S4-6 pupils valuable exposure to the views of the major political parties to make a well-informed vote, and provided an opportunity to ask questions about issues that matter to them. Our S6 pupils, Anubha Bal and Robyn Munro, expertly chaired the event, grilling the party members on such issues as the safety of women, the right to protest and Scottish independence. We received very positive feedback from every party after the event, particularly for our organisation and Anubha and Robyn's well-informed chairing.

Finally, a huge thank you must go to our Debating Captains, Grace Woodhouse and Angus Macdonald, for all their hard work this year. Whether it was coaching pupils thoroughly for debates, running the P7 weekly debating club when we came out of lockdown, or chairing the Interhouse debate at the end of the year - Grace and Angus truly expanded the culture of debating in the school and their legacy will be felt for many years to come.



Enterprise Education

Linda Munn, Head of Business Studies & Accounting

Business Studies

During this academic year both staff and pupils faced many challenges to ensure that the teaching and learning was as uninterrupted as possible. In the department we have all worked diligently to create and develop teaching materials and resources which suit both the classroom environment and remote learning. We would like to commend our amazing pupils who, without any quibbles, adapted and adjusted when the need arose. Here's hoping that during session 2021-22 we will be able to remain in the class room and offer more extra-curricular opportunities to enhance the learning of our pupils.

National 5 and Higher classes

During lockdown, our Higher and National 5 pupils all had the opportunity to experience a virtual tour of an Amazon Fulfilment Centre. It was hosted by Amazon personnel and took the form of a virtual guided one-hour interactive tour, ending with a question and answer session. This allowed pupils to gain an understanding of how Amazon used robotics in their highly automated warehouses, demonstrating the logistics involved from receiving a customer order to the shipping of the goods. Although the experience created will never replace the enjoyment of visiting a real work environment it will go some way to help pupils see the ways the theory they learn in the classroom is applied in real-life.

Lions' Lair (Wellington's own Dragons' Den)

The purpose of this event was to allow the S3 Business Management pupils to put their marketing knowledge into practice. Pupils were paired, then challenged with devising a new sandwich for the fast food chain - Subway. They were required to carry out market research and devise a marketing plan for their new product. Each pair had to present their final proposal to Mrs Munn who then had the very tough task of choosing a winner. It was very encouraging to see all pupils engage with the task, work collaboratively exercising excellent IT and communication skills. Overall winners for their excellent presentation were Mícheál Magee and Fraser Rillie. Ross Gibb and Nikolai Hoekstra were awarded the "the most innovative idea" prize for their new sandwich based around the Shrek movie.



Geography

Richard Ledingham, Head of Department

It is certainly an understatement to describe this session as “a year like no other”. Yet I am extremely proud of how the pupils and staff of the Geography Department have risen to the challenge of learning and teaching in such dynamic circumstances. Through their perseverance and hard work the pupils have achieved a great deal and been able to access all elements of the various Geography courses throughout the year, regardless of circumstances.

With an abundance of caution, all levels of Geography were “COVID-proofed” from the start of the academic session in August. For some year groups this meant a simple re-ordering of units to ensure in-person delivery for skills based elements; whilst for others activities were altered or changed to accommodate a digital provision. Having successfully switched to a paper-free delivery, pupils have continued to comment on the ease with which they can organise and review their resources, and when the almost inevitable second lockdown took hold, the department transitioned seamlessly to a programme of live lessons and tutorials for home learning.

As such, P7 pupils started their senior school Geography education with a unit on Hurricanes: introducing the concept of a ‘Global Issue’ as well as the causes, impacts and mitigation protocols for these devastating weather phenomena. Through a combination of interactive videos, accessed via the incredible Clickview software, and classroom activities, the children created the perfect hurricane “recipe”, dissected the anatomy of a tropical storm and took part in a competition to generate an alternative naming system for Atlantic storms. This unit was assessed via a project which allowed pupils to research a recent storm of their choice, and to present information in a range of different formats. The children did not disappoint, and many of these can now be seen adorning the walls of Room 11.

More recent work has focussed on Atlas and Ordnance Survey Map Skills. Grounded in real life examples, this work provides a context for pupils to develop skills and knowledge with regards to the world around them. Unfortunately, the pandemic prevented the integration of GPS & Geocaching activities this year, but

we are looking forward to their use next year when restrictions finally recede. As always the feedback from pupils has been overwhelmingly enthusiastic and the department continues to benefit from this early opportunity to advance our Primary 7 Geographers.

Upon our return after the summer holiday our S1 pupils completed their Weather unit. Time in school was spent using a variety of instruments to measure and analyse the weather including our school’s microclimate. The second unit, Kenya - A Developing Country enabled students to study the population, rural/urban cultures and the emerging economy of this nation with assessments including a scenario based tourism project to highlight the opportunities that exist.

The final unit on World Biomes focussed primarily on the diversity of the Tropical Rainforest and contrasted this with the Hot Deserts and Tundra regions of the world. The fragility of these ecosystems was explored through class learning and personal research projects on the impact of human activities and future sustainable development. It is hoped that once the current public health issues have gone, a junior trip to Dynamic Earth in Edinburgh will add further experiential learning on this topic.

We were also delighted to join colleagues from Art, Languages, English, History and Modern Studies to partake in a truly Interdisciplinary project for S1 pupils as they combined knowledge, skills and subject specific talents to produce a stunning range of “passports” to a host of international destinations.

As with all junior classes, the S2 course is designed to cover the three aspects of modern Geography - Physical, Human and Global Issues - in preparation for SQA courses further up the school. In contrast to Kenya, pupils started their year studying Japan - A Developed Country. Always a popular unit, this work highlights the unique nature of Japan’s population and culture. The second unit on Earth Forces allowed pupils to understand our planet’s raw power and the awesome impact of natural hazards such as Earthquakes and Volcanoes. Time at home was used to its fullest with model making and practical activities not normally possible in the classroom. The final unit on Rivers provided an introduction to a host of processes and formations, always popular topics of conversation at the family dinner table, such as the formation of Ox-Bow Lakes. A virtual journey along the River Ayr, utilising the Digimaps software was an exciting new addition and the enquiry project on the River Tees completed our comprehensive work on these landscapes.

Our S3 cohort have worked diligently since August - covering a range of topics such as Coasts, Rio de Janeiro (featuring the creation of a model favela), Climate Change, Population, Weather and most recently Health. Thanks to their S2 experience these pupils were fully versed in digital learning and assessment scores have proven the switch to electronic notes has not hindered academic progress. Of course paper jotters are still being used for important revision notes and hand-drawn diagrams but their function has changed and the recording of information has become more streamlined, facilitating additional active learning opportunities and allowing a

greater breadth and depth of classroom experiences.

S4 pupils have risen to the challenge of completing the National 5 course (Glaciation, Urban and Rural units) whilst also producing some excellent and robust evidence of their Demonstrated Attainment as required for the Alternative Certification process used by the SQA. We have also been able to embark upon a mock Assignment, based upon local residential areas, allowing pupils to partake in this integral component of the National 5 course - largely absent from most other schools this year. This has ensured that Wellington pupils have truly experienced the full measure of National 5 Geography and those who are continuing with the Higher course next year are now in a much stronger position to succeed.

In a similar vein the Higher candidates have performed excellently from start to finish. Content rich units were delivered uninterrupted between home and school. Despite the delay to prelim assessments the S5 students continued with full engagement and prepared well for the inevitable diet. Additional assessment opportunities, utilising SQA produced materials, were used to help generate attainment evidence and along with other certificate courses a comprehensive programme of internal and external quality assurance ensured fair and accurate grading for all. Whilst the traditional Assignment Field Trip could not take place pupils ventured onto Ayr Beach in June to perform data gathering techniques and were then provided with results from previous years to allow their processing and explanation.

The five Advanced Higher candidates rose to the challenge of the circumstances and produced an outstanding body of work. Virtual field trips and interactive courses hosted by outside agencies were suitable substitutes for the annual residential fieldwork weekend at FSC Blencathra, although both pupils and staff look forward to a return to normal next year. With prelim exams successfully finished, pupils focussed on the completion of their folio pieces. This year's topics included essays on deforestation, ocean pollution, the impacts of COVID-19 on climate change and the plight of Libya's migration pathways. Investigative fieldwork studies proved challenging with tiered travel restrictions but pupils astonished us with clever approaches to data gathering, combining primary and secondary information in a seamless fashion, to explore the links between deprivation and health/ education as well as more general comparisons of urban settings for Glasgow, Ayr and Newton Mearns. Physical projects focussed on the Ayrshire coastline and a biogeographical study of the hills of Straiton. We have received excellent feedback from our external moderators who are equally as impressed by these pieces of work and are delighted that they have been read by a wider audience. As such our outstanding pupils are now well prepared for what lies ahead of them and we wish them all the best as they venture to a host of exciting opportunities both home and abroad.

At the start of this session I was appointed as Convenor of the Scottish Association of Geography Teachers Worldwide Quiz - which would have seen Wellington School hosting this prestigious event. Sadly, due to the ongoing pandemic, this has not been possible but we are hopeful that this will occur next session and for many

years afterwards. Our ascent up the National Rankings from 4th in 2018 to 2nd in 2019 was promising and the prospect of a "home advantage" is exciting!

Sadly, our postponed Iceland trip from 2020 was cancelled earlier this session as Ryanair halted flights and travel advice for school trips was solidified in the wake of the escalating global health situation. However, after a great deal of effort by all concerned, we were pleased to be able to ensure a full refund for parents. Whilst this does not replace the experience of the amazing beauty and wonder of Iceland's geological power it will hopefully help to provide some comfort to those affected. The department remains committed to enriching the pupils' education via overseas travel and investigative preparations are already underway for future opportunities, once international travel conditions have returned to normal.

We stand on the precipice of a new and exciting era for geographers at Wellington School. Armed with new topics, technologies and resources we will be striving to further enrich our educational provision for all in our care in the coming years. The challenges of 2020 and 2021 have been many, but this common experience has encouraged us all to seek new and exciting opportunities when discovering the wonder of our planet and all that it contains.





History

Amy Hyslop, Head of Department

Highlights of Online Learning

During Lockdown the Department worked hard to increase the use of new resources to stimulate pupil interest such as using Loom recordings, Clickview videos, Kahoot quizzes, Jamboard and other features of the Google classroom suite to effectively consolidate learning remotely and foster more creative tasks. Below are a few of our highlights of History online learning:

Higher

The History of the NHS

In light of the pandemic, History pupils engaged in online learning relating to the History of the NHS. Arguably, there has not been a more relevant time in many of our lives to reflect on the significance of our nation's healthcare system and examine the roots of our treasured institution, since its creation in 1948. The Department firmly believes that the study of History is as much about understanding the present as it is interpreting the past. Our Higher pupils really added value to the exercise with their commitment to the process and the subject of study. Pupils created a research presentation on the foundation and History of the NHS within their topical study of The Labour Reforms 1945-51. Their presentations covered the following elements: The key players who proposed the creation of the NHS and their politics; The principles and 'incentives' of the NHS; Debate: The positives and any contemporary criticisms of the NHS; any other interesting historical facts about the NHS and finally their own reflections on the importance of the NHS.

S2

New Local History Topic: The Suffragettes in Ayrshire

Instead of studying the final unit on the Holocaust, the Department made the decision to do a filler topic on the Suffragettes in Ayrshire instead (provided by A.Shaw) which the pupils found interesting as this covered a period of fascinating local History and for some of the pupils a first look at women's historical studies. We made the decision based on the fact this topic would be more uplifting taking into account the sensitive nature of national mood during the initial lockdown period last year.

The National Library of Scotland (Online)

As a new resource, Advanced Higher pupils this session utilised the National Library of Scotland for their Dissertation research. This has been particularly useful as pupils can now use this as a free online platform for access to a wide variety of prestigious academic journals relevant to their topic on Nazi Germany. This has been most welcomed considering the unfortunate cancelling of our annual visit to Glasgow University due to Covid-19 and due to long periods of remote learning, pupils have not been able to access our department academic library as readily.

Black History Month Activities

This year our S2 classes have been studying a new unit on Civil Rights in America, delivered by Ms Hyslop and Mr McDougall. To celebrate the occasion, our pupils were allocated a different Black Hero from History and they produced a research profile of some well-known figures, such as Martin Luther King, Nelson Mandela and Rosa Parks, as well as other 'unsung heroes' such as Ruby Bridges, Harriet Tubman and Muhammad Ali.

Pupils researched their character's career, famous achievements, any iconic quotes and completed their work with their own reflections on why their characters are so inspirational in relation to their positive impact on Black History. In further activities, pupils wrote an imaginative three day diary for pioneering activist Rosa Parks. Others created a storyboard to summarise the key events of Little Rock Arkansas in 1957, when Elizabeth Eckford bravely became the first black student to enrol in the Central High School. These events attracted world-wide attention to the Civil Rights Movement. Some of our best pupil work can be viewed in the display outside our main History classroom.

Of course, Black History should certainly not just be limited to discussions once a year. At National 5, our pupils also study the topic: Britain and the Atlantic Slave Trade. Pupils have recently covered our own country's historical links with the trade watching the recent BBC documentary 'Scotland's Hidden Shame' and debated the impact of the events of June 7th 2020, when Bristol protestors tore down the statue of Slave Trader Edward Colston. Pupils also expressed their views on whether Scottish street names such as 'Jamaica Street' in Glasgow should be changed.

There has been a renewed focus on Black Civil Rights since the death of George Floyd on 25th May 2020, who was killed by a police officer during an arrest in Minneapolis. This sparked a wave of protests against police brutality across the US and internationally. This has shone a light on the "Black Lives Matter" movement. In light of recent events, the History Department firmly believe that there has never been a more relevant time to educate young people on Black History which is, in essence, a vital part of World History.

S4 Cross Curricular learning with Languages

S4 pupils in Miss MacGlade and Ms Hyslop's class undertook a cross curricular project with Languages as they are studying the Russian Revolution. Pupils engaged in a creative task on Russian language. Mrs Coontz, who is fluent in Russian from her university studies, kindly delivered a lesson to the class on Russian culture and language.

Pupils quizzed Mrs Coontz on her Russian insight and wrote down the Russian alphabet. Finally, everyone enjoyed learning how to write their own name in Russian.

Higher History Conference

Higher History pupils had the opportunity to engage in an International Conference commemorating the 700th anniversary of 'The Declaration of Arbroath 1320-2020'. This prestigious virtual conference was organised by Newbattle Abbey College and The Scottish Historical Review. During the Conference Ms Hyslop and her pupils were privileged to hear from esteemed historians and university academics delivering keynote lectures on a topic covered in their Higher course on The Scottish Wars of Independence. Some of the 'Historical Superstars' (whose work pupils have studied this year during their course) included Dr Fiona Watson (Historian, Writer and Broadcaster) and Professor Edward Cowan who was one of Ms Hyslop's favourite lecturers during her time at Glasgow University whilst studying an MA in History and an MLitt in Scottish Studies. Pupils were able to reflect on the fact that the Declaration of Arbroath is considered to be one of the most important historical documents in Scottish history (dated 6th April 1320) and its long term impact culturally and politically on Scotland and other countries such as the USA and Canada. In the final evaluation, it was clear that most of the pupils enjoyed the event, if not for the historical content, but as a preparation for what lies ahead in university learning

S1 Humanities Project

In June Ms Hyslop organised a new cross curricular project across various subjects at Wellington. The name of our S1 Humanities Project was "A Passport to...". In class, pupils undertook extensive research on a chosen country in the following different subject classes: History, Geography, Modern Studies, Art, English and Languages. Our S1 pupils worked very hard to create a research 'passport' to their country in the form of a google slide presentation. Subject teachers supported pupils with their specific subject tasks in order to facilitate a truly 'cross-curricular' learning experience. Upon completion, each pupil produced a multi-dimensional humanities passport project on their chosen country. After a judging panel of staff of met to review our pupils' hard work, the top 3 school Humanities Trophies were awarded to Verity Findlay (Australia), James Watson (Australia) and Erica Baird (Egypt) for their exceptional projects and outstanding research. We also had a special award for Isla Hall for her excellent project on Switzerland completed entirely remotely.

Ms Hyslop thanked all S1 pupils involved for their enthusiasm throughout the process and all staff involved in the project for their specialist teaching role (Mr Ledingham, Mrs Shaw, Mrs Morton, Mrs Hunter, Miss Bellwood, Mrs Bruce, Mrs O'Connell, Mr Howie, Mr Smith, Miss MacGlade, Mr McDougall and Mrs Coontz). S5 Pupil Iona Magee also deserves a special thanks for her in class support and mentoring of younger History pupils.

After a challenging year for everyone and the limitations on travelling abroad, we wanted to end the year with something a bit different and for pupils to embrace a somewhat unique and imaginative travel journey. We hope that all S1 pupils involved enjoyed their experience as they became true 'experts' in their countries as a result of their comprehensive research. Perhaps one day, our pupils will have the pleasure of being able to visit their



International Education & Modern Languages

Susan Coontz, Head of Department & International Programme Manager

This session has certainly been unusual with our international programme moving online and taking place in the virtual world. Behind the scenes, we have continued to work hard and once foreign travel resumes our pupils will have the opportunity to work face-to-face with young people in our partner schools again.

Our Celebrating Success project, which celebrates our 30-year partnership with the Mallinckrodt-Gymnasium in Germany, draws to a close this summer. In Art, our S3 classes designed jewellery inspired by the Romans as part of our investigation into our common European heritage, the theme of our Small Countries Strong Cultures project with Sint-Jozefsinstituut-college, Belgium, and Saint Stanislav's Institution, Slovenia. In Modern Studies an S6 pupil has prepared a presentation on democracy and voting systems in Scotland to share with these partners. We hope to host pupils from Belgium and Slovenia early in the new session. A new project, FuturEnvironment, started in December. Pupils have designed a logo for this and activities will start in earnest after the summer holidays. This project involves partner schools in Belgium, France, Germany, North Macedonia and Slovenia and we look forward to taking our pupils to Germany, Slovenia and France. We are delighted to announce that we have been awarded funding for a final Erasmus+ project, Europe - on the Move! This new project will start after the summer and in Session 2022-23 girls and boys will also have the opportunity to visit the partner schools involved. These projects are co-funded by the Erasmus+ programme of the European Union and funding will continue to be provided throughout the lifetime of the projects.

eTwinning is also funded by the Erasmus+ programme. This session we have been awarded three Quality Labels for our collaborative work with other schools. Our 'Lockdown 1' project, 30 Days 30 Challenges, was awarded a National Quality Label, a European Quality Label and a National Prize. Primary 6 and Primary 7 girls and boys used eTwinning to communicate with their French-speaking pen pals at the SHAPE school in Mons, Belgium.

In all language classes, this year's circumstances have required a further development of digital resources. Pupils are now experts in using a range of tools to support their language learning.

Every September, we celebrate European Day of Languages and our S6 Languages Captains organise activities for the school. This year was especially challenging and they had to be creative. They designed a poster competition for our P7 pupils and a quiz for the Senior School. Girls and boys in Primaries 1, 2 and 3 found out about different languages and introduced themselves and their cuddly toys in a range of languages including French, German, Spanish, Gaelic and Polish. In Primary 5, pupils have studied French-speaking areas in the Caribbean.

Brook Boyd won a digital internship with SCILT and wrote a blog to help young people with their language studies. Amy Leaman follows in her footsteps and will experience this professional work internship during her Sixth Year.

Throughout the year, the Department has been successful in a range of competitions. Our International Ambassadors in S6 were runners-up in the annual Young Scot Awards. This recognised the work that they have done to promote international activities and languages within school, their participation in exchanges and Erasmus+ projects and their support of a government school in India. Olivia Stark, our Head Girl and French scholar, was short-listed in the Madame Jacqueline Munro-Lafon Essay Competition organised by the Franco-Scottish Society and SCILT. We congratulate Olivia on her Highly Commended Award. In addition to being presented with a certificate, Olivia also won an Amazon voucher. The school won a prize in the UK German Connection's 15-year Anniversary Challenge and Mrs Coontz won the German Teacher Award 2020 and received a certificate and prize. The whole Wellington family followed Monsieur Levif's progress in The Voice and were so proud of his wonderful achievement!



A hand in a red sleeve is writing mathematical equations on a whiteboard. The equations include $x = 6$, $x = 36$, $x = \sqrt{100}$, and $x = 100$.

Mathematics

Peter Richmond, Head of Department

The challenges faced by all of us nationally have certainly resulted in a year like no other at Wellington School, but this did not deter pupils from giving things their best shot in the Mathematics Department and continuing to strive for all they could, not least in the various extra-curricular mathematical activities taking place throughout the year.

Sadly, the much-enjoyed annual United Kingdom Mathematics Trust (UKMT) Senior Team Challenge, for S5 and S6 pupils, and equivalent Team Challenge for S1 and S2 pupils, could not take place this year, nor could the Enterprising Mathematics competition for S3 and S4 pupils, but we look forward to hopefully seeing these reinstated after the summer. We were able, however, to compete in the UKMT individual Mathematical Challenges at various levels, as well as a small handful of our Senior pupils making use of the monthly UKMT mentoring scheme and some Pi Club puzzles via our Google Classroom platform.

In the UKMT Mathematical Challenges, students have between 60 to 90 minutes to answer varied multiple-choice mathematical problems, with high scores being awarded certificates to recognise their success in the subject. Pupils throughout Wellington won numerous Gold, Silver and Bronze Awards across the various levels of the competition:

In the Senior Challenge, aimed at pupils between the ages of 16 and 18, at Wellington this year Bronze Awards went to Callum Hamilton (S5), Scott Mitchell (S5), Anubha Bal (S6) and Issy Girgis (S6). Robyn Munro (S6) secured a Silver Award, whilst Euan Graham (S6) continued his fine form in the competition, gaining a Gold Award for his Best in School performance, and an invitation to take part in the Senior Kangaroo follow-on round, where he narrowly missed out on a Certificate of Merit for his efforts.

In the Intermediate Challenge, Ryan Ritchie (S3), Neve Ticcioni (S3), Faris Al-Nakkas (S4), Joanna Meikle (S4) and Noah O'Brien (S4) all gained Bronze Awards, whilst Silver Awards were achieved by Kathryn Taylor (S3), Katie Ronnie (S3), Cameron Hainey (S4), Bhuvan Kandimalla (S4), Matthew Wardrop (S4) and Yiming Sun (S4). Katie also attained the Best in Year certificate for S3, with Yiming winning a Best in School certificate.

The Junior Challenge took place most recently. Aimed at children in S2 and below, this is certainly the most popular across the UK, with typically over 270000 pupils taking part in an attempt to gain a certificate at Gold, Silver or Bronze level. Pupils from across S1 and S2 rose to the challenge once again, with Bronze Awards going to James Gilmour (S1), Samuel Maxwell (S1), Connor McGlynn (S1), Sushanth Srinivasan (S1), Jamie Wardrop (S1), James Watson (S1), Khalan Lendrum (S2) and Rohan Sunderesan (S2). Silver Awards were

achieved by Sophia Hamilton (S2), Charlotte Hardy (S2), Benjamin Richmond (S2) and Jack Ritchie (S1), with Jack also gaining a Best in Year certificate. Attaining a top Gold Award were Jonathan Dunn (S2), Callum Frater (S2) and Emma Henderson (S2). As well as Callum winning a Best in School certificate, alongside Jonathan and Emma all three were invited to compete in the Junior Kangaroo follow-on round, and we eagerly await news at the beginning of July as to their level of success.

This year, pupils once again took part in the annual Scottish Mathematical Challenge, a problem-solving competition for individual pupils in Scottish secondary schools and upper primary schools (mainly P7). The competition is divided into 4 divisions, and this year we had pupils in the Primary Division (P7), Junior Division (S2) and Senior Division (S6). Primary pupils completed three sets of three problems across the Autumn and Spring Terms. The P7's sterling efforts resulted in a number of credible performances, with Lara Marshall and Mahesh Mohankrishnan gaining a Bronze Award; Ava Clachan, Adam Keston and Rory Smith achieving a Silver Award; and Aimee Clitheroe, Alex Melvin and Laurence Richmond attaining a Gold Award. Accompanying the Gold and Silver Awards were much-coveted Mathematical Challenge mugs, which will no doubt take pride of place in pupils' homes! Meanwhile, those in S2 and S6 completed two rounds of five problems. Katherine Paisley (S2), Benjamin Richmond (S2) and Anubha Bal (S6) all did exceptionally well, achieving 36, 35 and 35 points respectively, out of a maximum of 40, thereby gaining Gold Awards and mugs; with Anubha competing in the most demanding Senior Division, hers is a most notable achievement indeed!

Looking ahead to next year, we look forward to welcoming a whole host of new pupils to the Wellington community and to the Mathematics Department in particular, to once again competing in the UKMT Team competitions as well as the ever-popular Mathématiques Sans Frontières whole-class competition and Enterprising Mathematics, and maybe even fitting one or two more things into our busy schedule, such as the University of Southampton's Cipher Challenge or a visit to a Maths Inspiration lecture. We are confident that pupils will continue to enjoy, and benefit from, the numerous opportunities available within the department, but in the meantime, after what has been a 'challenging' year (and not merely in the mathematical sense!) we wish everyone a thoroughly enjoyable, and well-earned, summer break.



Modern Studies

Gill MacGlade, Head of Department

2020/21 will certainly go down in history as being an extremely challenging year for society, and in Modern Studies, our pupils have had the chance to thoroughly examine the political, social and economic implications of the global pandemic. In a subject like ours, which is constantly changing in any 'normal' year, this session has provided a huge number of new opportunities for pupils to engage virtually, take the lead in questioning decision makers and develop a deeper understanding of the big issues affecting the UK and countries around the world. We are incredibly proud of the work ethic and resilience shown by all pupils this year and what you will read below is a mere snapshot of the fantastic efforts shown by S1-S6 pupils. I would also like to take this opportunity to thank Clare Smith for her outstanding contribution to the department. As a Modern Studies teacher, as well as DHT, her passion for the subject and desire to bring it to life and spark curiosity and debate has been invaluable. She will be missed by pupils and staff alike.

Our S1 course is based on the key concepts of equality, representation and participation. It gives pupils an excellent grounding for their citizenship education and understanding of the UK and Scottish politics. In the first unit on Human Rights, pupils produced and then presented their own 'desert island societies' using different political ideologies. There were many interesting and diverse societies to choose from and the vote proved that most pupils appear to value democratic rights and freedoms! During our period of online learning, classes completed a study of the Scottish Parliament; looking at its creation, powers and how MSPs are elected. This coincided nicely this year with the Scottish Parliament election and in the normal tradition, all three classes took part in a mock election. Parties were asked to produce manifestoes with policies relating to the school, local community and country as a whole. We were particularly impressed with the way in which they used the impact of COVID to shape their policies on issues like mental health awareness, help for businesses and bringing tourists to Ayrshire. Well done to 1C and P.O.P. who were this year's winners.

The focus in S2 is on international powers and involves studying the USA,

China and Terrorism. Pupils have developed their critical thinking and decision making skills this year through engagement with issues like gun control, use of the death penalty for convicted terrorists and the Communist Party of China's Child Policies. We followed the 2020 U.S. Presidential election very closely; with pupils giving weekly updates about the campaigns and developing their knowledge of the parties and policies on offer. Drawing comparisons between life in a capitalist versus communist country is a theme which is central to our study of the 'super powers' and pupils enjoyed looking at education, health and punishment in both countries. They were interested to learn about the daily marching which occurs in many schools in China; perhaps something to talk to our PE Department about! They have produced excellent presentations on a huge range of issues this term. Our study of Terrorism has been expanded to take account of right wing extremism and radicalisation of young people, and with this in mind, classes debated the prospect of Shamima Begum's return to the UK from Syria. The maturity demonstrated during these debates has been commendable.

Throughout the year, National 5 pupils have been learning about the UK political system, crime and the law and Brazil's status as a world power. Before Christmas, S3 pupils took part in a remote workshop with staff from the House of Commons as part of their study into the work of MPs. While trips to London are on hold at the moment, this gave both classes the chance to ask questions and test their knowledge in a fun and interactive way. Local MP Allan Dorans kindly took part in a video call with our pupils and they had the chance to question him extensively. They learned about on his experiences in the Commons so far and the work he is doing to try to tackle issues in the constituency. With these calls now commonplace, pupils enjoyed the chance to make themselves heard and they valued Allan's message about the importance of youth engagement in politics.

This theme of participation was continued in early May when our S4 and S5/6 pupils took part in an election hustings for the Scottish Parliament election. Ahead of many pupils being given the opportunity to vote for the first time, we worked with the English Department to identify key areas for debate and discussion and pupils were able to put their questions to a panel of representatives from a range of political parties. Topics included the prospect of a second independence referendum, recovery from the pandemic and the environment. This was an invaluable opportunity for pupils to educate themselves ahead of election day and scrutinise the manifestoes of the parties represented. Party representatives were clearly impressed with our pupils and the standard of questioning and knowledge put forward.

In another first for our senior pupils, the Advanced Higher Modern Studies class took part in a virtual conference about crime and the justice system in Scotland. In a number of sessions, they heard from a number of key speakers including Humza Yousaf, then Justice Secretary, and former Detective Chief Superintendent John Carnochan, one of the co-founders of the Scottish Violence Reduction Unit. Our pupils, who were conducting primary research for their dissertations, were able to gather incredibly useful information and unique viewpoints about the complexity and challenges of the issues discussed. There was much to discuss afterwards and participation not only helped to inform pupils, it also challenged their thinking and opinions.

As life, hopefully, returns to normal next session, we intend to take learning out of the classroom once again with plans to visit the Scottish and UK Parliaments; the Sky Academy; Sheriff Court and a prison in Glasgow. Pupils have made huge strides this year with regards to their use of ICT and the opportunities for virtual learning have been hugely beneficial. We look forward to building on this and to another busy, successful term starting in August.



Music

Dennis Haggerty, Director of Music

The Music Department has continued to thrive despite the challenges of the past year. Covid restrictions have hit the expressive arts hard, not only Nationally in terms of live theatre and performance, but also in schools. However, our pupils managed to maintain a very strong ethos in terms of performance and attitude, making a smooth change to an online platform with great skill. The results of their efforts are clear in the high quality of musical performance consistently presented in exams and competition and once again highlights Wellington School as a centre of excellence in music and performance.

Instrumental/Vocal service and Graded Examination

The Instrumental/Vocal Service provision was moved online and offered pupils the opportunity to continue improving and developing instrumental and vocal skills from home. An impressive number opted for virtual graded music exams with boards like Trinity College London and the Associated Board of the Royal Schools of Music, securing a 100% pass rate, with many passing with distinction. Studying an instrument or voice, has become so popular at Wellington that 57% of our pupils take one to one lessons with one of our 17 industry specialists in the music department. With strict Covid-19 protocol in place during the summer term, we welcomed back all music tutors apart from Brass, Woodwind and Singing, but hopeful in having everyone back for the new academic year for this impressive service to continue going from strength to strength. Wellington School will continue as a centre for excellence for examination for the three main music exam boards in the United Kingdom: Associated Board of the Royal Schools of Music for Theory Exams, Trinity College London for Classical and Rock and Pop, & London College of Music for Musical Theatre Exams. This offers more options and choice for examination to suit a variety of musical styles.

Curriculum Music

The high standard of Learning and Teaching was maintained throughout the year in Music, whether online or in the department, and early

indications for Provisional Grades, once again show an outstanding set of results and pupil achievement. After successful implementation of five new courses over the past four years, our music department is in a privileged position of being equipped to run both Music and Music Technology courses to Advanced Higher level. We are among the top performing schools in the country for Music Technology at all levels, and with our excellent facilities and purpose-built Recording Studio, we are viewed as a sector leading department. We also have a vast list of musical instruments available to pupils and continually add resources and equipment to enhance pupil learning experience.

The department has grown with the addition of Music Technology to all levels and choosing music as an option in the senior school has been steadily increasing over the past 7 years. We have an impressive number of pupils choosing to study music/music technology as a subject for National 5 to Advanced Higher in the 2021/22 academic season, with 45 choosing Music and 23 opting for Music Technology.

In the past seven years, many of our pupils have gone on to pursue a career in Music Performance and Teaching, Musical Theatre and Music Technology. This year we have two pupils pursuing a career in Music: Oliver Ledgerwood will study BMus (Hons) in Popular Music at BIMM Institute, Manchester, and Abigail Kirkwood BA (Hons) in Musical Theatre at Anglia Ruskin University in Cambridge. The music department support is for all pupils at Wellington and our impressive list of pupils going further in educational pathways is most pleasing evidence of our success.

Concert and Performance

At Wellington we take great pride in the outstanding, professional full-scale musical theatre productions that we present every year around October. Our most recent Senior School Show was Sir Andrew Lloyd-Webber's spectacular masterpiece, 'Phantom of the Opera'. This was an ambitious choice for a school show production and a first for the Gaiety Theatre accommodating one of the most challenging shows in the musical theatre repertoire. Our senior pupils gave four outstanding performances to a most appreciative full house. To showcase our talented pupils, and once again we double casted our show. We have so many talented singers that we always produce two casts of equal high quality. This was the plan for our 2020 production of 'Hairspray' and after double-casting the show, rehearsals went online using 'Google Meet' for music and 'Instagram' for dance. Despite knowing it could be cancelled, we remained hopeful and continued to rehearse and develop theatre skills working together on songs, drama, and dance routines. Our impressive school shows will return as soon as possible.

For our Christmas Virtual Concerts, we managed to perform two separate events of the normal standard and duration of previous live shows, on our YouTube Channel. Both Junior and Senior Concerts, consisted of soloists, ensembles and carols performed and presented to the highest quality and once again, outstanding feedback was received from all who watched the performances. This was a huge success and a challenging project to produce



two halves of 50 minutes for each concert, online with soloists and ensemble items. Once again, our pupils presented an impressive concert of the most professional standard and each one is a credit to our wonderful school.

The Music Department encourages all pupils with an interest in music to take part in our extra-curricular activities. We aim to add several additional groups for the new term and further alter the structure of the school orchestras to offer more options for the range of musical abilities throughout the school. The current list of activities is: Senior Choir (mixed voices S4-S6); Madrigal Group (select girls S4-S6); Chamber Choir (S3-S4 mixed voices); Junior Choir for mixed voices (P7-S2); Wellington Junior School String Orchestra (beginner to S2); Wellington School Orchestra (grade 3 and above); Jazz Concert Band (open to all Brass and Woodwind players); Folk Group (senior school pupils); Rock Band (senior pupils); & Wellington School Show Productions (S3-S6). The choral programme in the Junior School is timetabled for all pupils from Nursery to P6 and the many concerts and services throughout the academic year will again be performed to the school and wider community. The experience gained from extra-curricular activities enhances pupil skills and develops confidence in the art of performance.

Festival and Competition

The Ayrshire Music Festival was cancelled for 2021 and as a result, an online competition called 'Ayrshire Music Performer 2021' was organised by the Rotary Club Alloway for all pupils in Ayrshire schools to compete in this musical event. I am delighted to announce that Wellington had many performers successfully placed in a variety of competitions. Performers placed included: David Ness (Violin), Jessica and Emilia Ewer (Singing), Sarah Mason (Piano), Yiming Sun (Piano), Katie Ronnie (Singing) and Evie-Scott Galli (Singing). Evie also won the overall Young Musician Prize for S1-S3 category for singing. All pupils who perform at wider community events deserve a special mention for their commitment, efforts, and enthusiasm. They are all ambassadors for our school.

Our many choirs, ensembles, and soloists from Junior and Senior School are always prepared and ready to compete in The Ayrshire Music Festival, that will return in 2022, and Wellington School Music Department will continue to support this outstanding local musical event.

Conclusion

This academic year we continued to offer many excellent opportunities for pupils to develop their musical ability. It is my pleasure as Director of Music to be surrounded all day, every day with enthusiastic, aspiring young musicians and greatly appreciate the continual support of all colleagues from the music department. Our outstanding department is in an extremely strong position, and we look forward to welcoming Mr Malcolm Godsman as the new Director of Music, to lead and develop further, the success of music at Wellington School.



Nursery & Junior School

Jimmy Cox, Head of the Junior School

I am delighted to say that despite a challenging year for everyone, the children and all staff have risen to the demands of the Junior School. It is so important that we continually look to not only maintain our standards but drive them onwards and upwards. I am confident we achieved this. Lockdowns, again, were a significant part of the year but they did not dampen the spirit, commitment or enthusiasm of any of us.

We finished the year on an extremely positive note with children taking part in active sessions on our Astroturf as part of our Health Fortnight and this was preceded with visits to Dumfries House by our P5 and P5 children. There were other day trips to which brought back a semblance of normality to the school. Dunure Beach and Culzean Castle were visited, amongst others, but one of the undoubted highlights was celebrating Caleb's birthday with Danny MacAskill, who sent him a super congratulatory message.

Of course, there was lots of work in the classroom, too, and this was supported in P4, P5 and P6 with all of the children receiving new Chromebooks. These have proven to be invaluable to both the children and the teachers as they have complimented and also enriched the work done in the class. Not only did 'Lockdown' become part of all of our vocabulary but so did Google Classroom, Google Docs and Google Slides. The children now talk about these terms with absolute ease. And then, of course, we have our masks and our 'elbow bumps'. Some may look at me and say that wearing one is an improvement but the children have taken all of these things in their stride. We have also seen our P5 and P6 children do exceptionally well in local and national maths competitions and a number of our children have also been rewarded for their own hard work, outside of school. This year we have had musicians, singers, dancers, actors and sportspersons being successful outside of school. We are proud of them and will continue to support them in whatever field they enter.

Normality is a difficult word to avoid at the moment but our new IT skills allowed us to move away from the 'normal' with our Nativity plays, and, on reflection, produce great videoed performances. The end products were absolutely fantastic

and beyond our wildest dreams - a huge thank you to the Nursery, P1, P2 and P3 teachers for some fantastic keepsakes.

I would like to end by thanking all of the Junior School staff for 'mucking in' when it was required - and this was often - but as always, 'we got there!' What they did has ensured that all of the children have had great year and, perhaps most importantly, prepared all of those leaving us for their next challenges. We have said our goodbyes to P6. They have been great bunch of children but they could not be better prepared for the move 'across the road'. At our end-of-term ceremonies, some of the younger children were given Bubbles as a part of their final celebration and this was very fitting - every year group and every child has blown us away with what they have done this year! Well done to every one of them.





Outdoor Education

Leon Mooney, Duke of Edinburgh & John Muir Awards Manager

This session has been a challenging one for the Award, with lockdowns preventing expeditions and restricting pupils' ability to do a number of activities. Despite this, some pupils have managed to work through the personal sections of their awards – many making use of “DofE with a difference”, which saw a relaxing of the rules during the current pandemic. The relaxing of travel restrictions and the use of single person tents allowed many of the Bronze entrants in S3 to finally undertake their Expedition in the summer term, with the remaining S3 Bronze Level pupils aiming to do their expedition in August. This was Wellington School's first DofE outings since September 2019 – it was good to be back! S2 pupils have been signing up for Bronze Level and will be aiming to complete their expeditions in September. Hopefully pupils across all Levels will be able to get back on track and complete their awards over the coming months.



Primary 7

Lynn Clachan, Year Head

Primary 7, it started so well,
In class, together, and starting to gel.
You were now into the Senior School,
New teachers, new subjects - how cool!

After ending P6 learning from home,
You were released, reborn and ready to roam.
But we had to stay in our P7 bubble,
At least that kept you (mainly) out of trouble!

In Craigweil Lodge, with views across the sea,
It certainly feels like our VIP facility.
We even have our own private playground,
From where shrieks of fun and laughter are resounding sounds.

Quickly in Term 1 you were into the groove,
As from subject to subject you'd learned to move.
Many of your qualities immediately shone,
Your enthusiasm, creativity.. I could go on and on!

P7C, what can I say?
More than a few friendship dramas have come your way.
Growing maturity taught you to let it pass,
You were fired up to learn when back in class!

P7D's desire to learn also clearly shows,
Your enquiring minds kept your teachers on their toes.
Who? What? Why? Where? When?
Asking perhaps a question... or ten!

In Term 2 you returned to Home Learning,
Leaving your teachers and friends with longing and yearning.
You adapted again, using your Chromebook know-how,
Following your timetable to attend live Meets - wow!

You developed new skills while you learned at home,
Focusing on the positives, with barely a moan.
We can see you're more independent than before,
With added flexibility, resilience and more.

Term 3 we were back together,
Thankful for outside learning in better weather.
Willow weaving, a trip to Peacock Salt and Lit Circles in the sun,
We thought outside the box and had some fun!

You enjoyed extra-curricular life, one and all,
Cricket, athletics, bikeability and netball.
You honed your skills to Public Speak,
Through Debating Club and Talking Week.

This has certainly been an unusual year,
But throughout it all you stayed in top gear.
You really have been our superstars,
And we know, with your talents, you can't fail to go far!

Physical Education & Sport

Alistair Ness, Head of Department

Despite Covid 19 and the restrictions that were placed nationally on everyone, the department has worked hard at being as innovative and creative as possible.

PE Classes and Games lessons were taught outside all year. This has led to pupils experiencing alternative activities that are not usually found in the traditional PE curriculum. Pupils have participated in Foot golf, Rugby golf, Lacrosse, Yoshi, Target games and Striking and Fielding games. Invasion games such as Danish Long Ball and Capture the Flag also remain firm favourites.

As a result of the pupil questionnaire, the department has offered more choice to pupils and we have seen both genders playing all sports. The department has expanded the choice given to pupils academically: in 2021-2022 we are introducing Advanced Higher PE next session, and have been delighted with the uptake.

As government restrictions eased, the department slowly reintroduced clubs. Pupils have enjoyed participating in Dance, Netball, Football, Cricket, Rugby, Tennis, Table Tennis, Athletics, Hockey and Golf. Participation has been encouraging and we hope to see this continue in the future.

Pupils have participated in fixtures against other schools and clubs in Hockey, Athletics, Cricket and Rugby. Wellington has been also involved in a national golf competition where pupils submit their scorecard and points are awarded to the school.

Sport plays a huge part in the physical and mental wellbeing of the pupils. Some enjoy sport for recreation and comradeship, whilst others thrive competitively. Many pupils have achieved success and recognition in their chosen sports. Special congratulations must go to Amy Grassom, who has been selected to play Hockey with the Scotland U17 Hockey squad. To achieve selection at this level is testament to work and dedication she has given to Hockey; and we hope to see more pupils from Wellington following in her footsteps.





Physics

Michael Murray, Head of Department

Anubha Bal was elected as Physics Captain. Due to restrictions on mixing of year groups, it was difficult to have the same level of involvement from the subject captains as in previous years. In spite of this, Anubha was able to lead a small group of S3 Physics pupils participating in the British Physics Olympiad Junior Astro Challenge. This involved presentations on astronomical observations and question techniques.

All S3 pupils took part in the challenge by sitting two multiple choice tests over two days; covering many aspects of modern astronomy and space exploration throughout history. Pupils performed admirably with the school achieving 1 gold award, 5 silver awards and 14 bronze awards. A gold award for Ryan Ritchie puts him in the top 10% of candidates across the UK. Silver awards for Amy Scott, Emily Taylor, Fraser Rillie, Kathryn Taylor and Saad Omer, place these students in the top 25% nationally.

Anubha also attended a one day 'Particle Physics Masterclass' in association with the University of Edinburgh. This included a direct link with staff at CERN in Geneva, Switzerland.

S5 pupil Rachel Watson successfully applied to the University of Strathclyde's Scottish Space School. Rachel attended a week of online workshops alongside NASA astronauts. As well as providing an insight into studying and working in the field of engineering, participants also took part in a group project throughout the week. She thought the experience was out of this world.

Lillie McCluskie in S2 attended the Young WEIR-WISE: Discovering Engineering with S2 Girls outreach programme which ran online. Each participant was sent a package of materials to use to conduct their experiments online with the other girls. Lillie participated in several experiments including building spaghetti bridges and learning about careers in engineering. She really enjoyed the event.

Kathryn Taylor and Rowan MacDonald in S3 attended a virtual 3 day event run by Strathclyde University's Engineering Department called 'S3 Engineering

the Future for Girls'. Each day there were events designed to introduce various disciplines of engineering to participants. These were presented by staff from the University's Engineering Departments of Civil and Environmental, Geophysical, Design & Manufacture, Chemical and Process Engineering and Naval Architecture. In addition, staff from the firm BAM Nutall. One session involved staff from BP discussing careers in engineering. Our participants felt it was an extremely worthwhile experience.

It has been a difficult year to provide extracurricular opportunities for our students but on reflection, what we have lacked in quantity, we have more than made up for in the quality of the experiences. However, what must be recognised above all else is the resilience and determination shown by pupils throughout another challenging school year. Very well done to all our Physics students.

Sixth Year Report

Alistair Byers, Head of Senior Years

UCAS applications were a focal point for students and staff through the Autumn and Spring Terms. Medicine, Dentistry and Oxbridge applications came first as these have an earlier deadline of mid-October. Thereafter, pupils applied to a wide range of courses, ranging from Accountancy to Zoology, a true A-Z of courses, and it is pleasing to note that the vast majority of our cohort received unconditional offers.

The 2020-21 session got underway with a rather different exchange of Head Boy and Head Girl Badges of Office. We were delighted to welcome back Archie Kerr and Eilidh Thomson, whose year as Heads of School was so cruelly cut short due to the first Covid Lockdown, to pass on their badges to the new Heads of School, Callum Byers and Olivia Stark.

The 6th year elected the British Heart Foundation as their nominated good cause. This was an especially personal choice for Fraser Thomson, who sadly lost his father, Tom, to a heart attack. Throughout the year they have worked exceptionally well as a team and have consequently had a very successful year with the charity. A myriad of innovative “virtual” rows, cycles and walks were undertaken in order to raise funds in addition to our traditional House Charity Days, non-uniform days and regular cake and candy stalls. All of these generated extensive funds, while the “Kiltwalk” was a fun experience for staff and pupils alike! Furthermore, a huge “thank you” must be paid to the entire Wellington family, who gave such overwhelming support of the charity work, whether through completing a challenge or giving so generously in support of them.

Overall, the 6th year charity has a very positive impact throughout the school, bringing together Nursery, Primary and Secondary, Parents and Staff and achieves exceptional results annually. It is to everyone’s credit that the school has raised another extraordinary sum for another very worthwhile cause, with the British Heart Foundation receiving the fantastic sum of £35,829.64. This is a tremendous effort, especially in light of the testing environment of the past year.

I would like to thank our Heads of School, Callum Byers and Olivia Stark, and their

Sixth Year counterparts, for their commitment, enthusiasm, humour, hard work and determination in driving many of the charity activities. Whether the task in hand was charity fundraising, giving tours of the school, charring debates, hosting podcasts, or anything else we threw at them, their poise and positive demeanour made a lasting impression of all who interacted with them - they are all excellent ambassadors for the school.

It would be remiss of me not to mention the massive, continuing impact of Covid-19 on Sixth Year. I noted in my remarks last year that it had the most surreal period in my career; little did I know that this would continue to impact us so much in session 2020-21. For our young people, changes to SQA certification processes, and the continued restrictions on social interaction with friends, have each been significant challenges and I know that, for some, this period has been especially stressful. Your love and support has never been as important as it is right now. I thank you for the way in which you, and your sons and daughters, remained in touch with the school throughout the second period of lockdown and I must praise them for stoicism shown upon our return to on-campus education.

This is the section of my report which normally reflects on the June activities programme, Prom, Sports Day and so forth. Sadly, some of these this were, once again, lost due to lockdown. However, the day trips to Go Ape, ScotKart, Millport and Delta Force Paintball offered an opportunity to share some fun times in these, their final few days as Wellington pupils. The sports afternoon and barbecue, with music from Mr Levif, was a lovely afternoon; certainly one which will live long in the memory.

To finish, I wish each and every member of our departing Sixth Year all the very best for the future. Wellington has provided them with the opportunity to develop the academic ability and social skills required of a valued member of society and I know that each and every one of the group will go on to find success in his or her field of study/ profession. Please keep in touch with me, the school and each other.

Headmaster's Vote of Thanks

Simon Johnson, Headmaster

It is hard to believe that a year has passed since I sat to write my Vote of Thanks in 2020. Nobody knew then how the Coronavirus pandemic would unfold and if anything has been certain over the course of the last twelve months, it has been uncertainty. Most of us perhaps expected more disruption in the first term, but I doubt that many foresaw a second extended period of school closure after Christmas. More recently, the vaccination programme gives confidence, but the current spike in local cases reminds us that we cannot take anything for granted.

Despite the backdrop of restrictions and disruption, here at Wellington we have much to celebrate. This community has kept its spirits high and I have nothing but admiration for our pupils, teachers and parents. Never have resilience, optimism and determination been more important, and never have they been so clearly on display. I am about to thank individuals and particular groups of people, but I thank each and every member of the Wellington community for responding to a national and global crisis with such level heads and big hearts.

I begin with the pupils. Visitors to the school this year have commented invariably on how good it is to hear laughter, and to see happy, smiling faces. It is easy perhaps to forget that despite the restrictions and the protocols, life for us here in school has been more 'normal' than it has been for many other people. Young people have an extraordinary ability to adapt and this quality has seldom been more important. I thank the pupils for their unfailing positivity in the face of uncertainty and disruption, for the determination with which they have approached online learning when required, and for their unbounded energy and sense of humour. They are a daily inspiration to us all.

Special mention must go to S6, who have missed out on so many of the landmark events that are a highlight of their final year of school. Yet, they have been a wonderful year group and I am pleased that the traditional 'post exam' programme has been able to run more or less normally. Some S6 pupils have shared their lives here since Nursery and every leaver has spent formative years at Wellington. Paintballing, karting and cycling at Millport may sound like nothing more than good days out, but they are a chance for S6 to spend their last days together as a group and to make memories. S6 deserve a huge round of applause for their fundraising efforts this year. I have not yet seen the final figure, but the British Heart Foundation are going to receive an extraordinary sum of money, particularly in view of the fact that none of the normal flagship events were able to take place. Amongst a wide range of creative fundraising activities, a staggering distance has been run, cycled and rowed to raise money and I thank each and every pupil and parent who has literally 'gone the extra mile' this year. A heartfelt and well-deserved 'well done'!

I move on now to the support staff. There has been a lot of focus on teachers this year, but each person who works in a school has been dealing with the same uncertainties. Every single member of the Wellington staff, at some point, has been called upon to do something extraordinary. I thank those who work in the School Office, the Finance Department, the Janitors, the Cleaners, the Auxiliaries and everybody else who has helped to make the school run smoothly.

Particular thanks go to Dot, David and the catering team, who have kept us so well fed; to Marketing Manager, Aimee Cassells, who has connected us through social media, to Garry Carr, who has kept our IT systems running and so much more; to Carolynne McEwen, who has been called on to send Groupcall messages day and night; and to Marian Dunlop, who is the first point of contact for so many families as they begin their Wellington journey. I thank you all.

Traditionally, the job of a teacher is defined by bells. Since the start of the pandemic, however, there have been no bells and I cannot thank our teachers enough for their willingness to do whatever it has taken to make things work. The online learning last term was first class and that is entirely due to the hard work and commitment of our loyal and dedicating teaching staff. More recently, delivery of the SQA's Alternative Certification Model has placed unprecedented demands on the teachers of certificate classes and Heads of Department. Words cannot describe how fortunate we are here at Wellington have such an outstanding group of teachers and I thank them most sincerely, once again, for the work that they have done throughout this extraordinarily challenging period of time.

Every year, we must say farewell to those who are leaving. Mr O'Connell retires after 35 years of dedicated service at Wellington and he has made an enormous contribution. Generations of pupils have reason to be grateful for his work setting up and leading the Computing Department and for 25 years he managed and led the hugely popular Duke of Edinburgh programme. We wish him every happiness in his well-deserved retirement.

It is hard to do justice to the impact of Mr Haggerty's work over the last 7 years as Director of Music and, for many years before, as a singing instructor. Music is part of the lifeblood of Wellington and in recent years, that is largely due to Mr Haggerty, who has been an inspiration to so many. Who will ever forget shows like Phantom of the Opera, Chicago, Les Miserables? As he heads off to new adventures in the Middle East, he goes with our warmest thanks and best wishes.

Mrs Smith has been at Wellington for only 4 years, but in that time, she has been an outstanding Deputy Head and her promotion to Head of Senior School at Robert Gordon's College in Aberdeen is well deserved. We will miss her greatly and together with her family, she goes with our best wishes and most sincere thanks for a job very well done.

A lot of the work done by the Senior Management Team is unseen, even in normal times, but the last 18 months have placed additional demands on all of those in positions of particular responsibility. Mrs O'Connell has led our response to the pandemic in terms of health and wellbeing. She has become an expert in all things 'Covid' and I thank her for the exceptional work that she has done. In terms of examinations and grades, there has never been a year when so much has been required of schools. Ms Johnston has approached this with her customary rigour and care, and I am immensely grateful. Meanwhile, the Junior School has remained happy and vibrant under the keen and caring eye of Mr Cox and I thank him. Administratively, the new senior team of Mrs Peters and Mr Stewart has worked hard to keep our estates and finances 'ship shape' since David Kennedy retired at the end of March and I thank him and them for their unstinting dedication and commitment. Finally, there are few areas of school life that have not benefited from Mrs Smith's surefooted leadership. I cannot thank her enough.

The Governors may not be in the public eye, but they have continued to provide support and guidance throughout these difficult times. They carry a significant burden of responsibility for no personal gain and I thank them for their contribution. The Chair of the Board, Mrs Jennifer Simpson, remains our chief ambassador and I thank her, in particular, for her unfailing interest in the school and her valuable support.

Finally, I thank parents, grandparents and every member of the wider school community. Without the unconditional support of so many, we would not have come through the pandemic so strongly. The number of new pupils starting in August is larger than it has been for many years and that is something for us all to celebrate.

