

# Dingwall Academy Standards and Quality Report 2004-2005

## Citizenship and Values

### Extra-Curricular Activities

Football  
Hockey  
Badminton  
Shinty  
Table-tennis  
Athletics  
Circuits



Badminton  
Air hockey  
American football  
Sub-Aqua  
Computer Learning  
Drama  
Cheerleading



Skiing  
Debating  
Music  
Scripture Union  
Sign Language  
Golf  
Footballing Families  
Choir

It is vitally important that all the young people in our school understand how to behave socially. This is because they will only fulfil their full potential as human beings if they act responsibly and are aware of the duties and responsibilities that come with living in a democratic society. They must respect the social values around them and be tolerant of cultural differences. In Scotland this is crucial as the society we live in is changing so rapidly in terms of cultural and racial diversity; indeed, there are strong arguments to suggest our economic survival will depend on how we as a nation deal with this changing social dynamic.

Obviously a great deal of work is ongoing on a daily basis to reinforce what we see as core values in terms of how students behave and how they see others, both in school and in the communities we serve; we work to foster a good school ethos in a number of ways and this is something that is frequently commented on positively by visitors to our school. A great success in fostering positive staff-pupil relationships has been the introduction of two whole school Activity Days.

In curricular terms, much of what we consider to be core social values are delivered through the Social Education programmes which the Pupil Support Team delivers. Social Subjects also deliver core units in Democracy, Law and Order and Fair Trade. Similarly, inset units on the legal and social aspects of ICT have been introduced at Standard Grade in the Business and Computer Education syllabus. There is considerable planned development of moral and philosophical content relating to citizenship in English/RMPS, both areas traditionally strong in the exploration of citizenship themes through the study of literature. Special funds are being released to both these subject areas to allow renewal of literary and media texts for the forthcoming session.

Increasingly, students have to take more responsibility for the completion of work necessary for certification. English and Art both require portfolios of student work at Standard Grade and with the introduction of Intermediate courses, there is far more emphasis on internal assessments, for which students must ensure they are prepared.

Health issues are intrinsic to the syllabus delivered in the Health and Nutrition Education faculty and a great deal of valuable work on Health and Safety is embedded in day to day work in Craft, Design and Technology and in the Sciences.

Environmental responsibilities are covered in Geography and in the Sciences and the school is exploring participation in the Eco Schools Programme. However, we continue to see too much litter being dropped by students. Hopefully we can instil a greater degree of European thinking amongst our youngsters; in many European countries, children are taught from an early age that dropping litter is an unpatriotic act, a crime against one's own country; we should all work together to convey this very simple message.

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Footballing Families  
with Ross county

We are also fortunate in that we have active support from our School Board and from our Parent and Teacher Association. These are all vital elements in creating links with the community; we have also worked in partnership with Ross County Football Club's *Life Skills Through Sport* Project and our *Footballing Families* Project (Literacy and Football) is highlighted in *The Scottish Support for Learning Associations* handbook of Good Practice; the project was a finalist in the organisation's *Partnership Learning* awards last year and featured in the Times Educational Supplement. The school has made increasing use of the Highland Football Academy's facilities and Ross County players are a regular feature at Achievement Assemblies. The recent manager, Alex Smith, and several first team players also supported the S1 Fairburn Literacy Project where they took part in a Question Time event.



Parliament Visit

Mr. Mark Boardman was appointed as the school's computer technician at Christmas time and his services have been invaluable in ensuring our large computer network runs effectively. With Mr. Di Carlo, he set up the infrastructure to allow our students to vote electronically in the Youth Elections. Our student representatives subsequently met with Jack McConnell at the new Parliament building. We have also taken school parties there to encourage interest in Scottish and European politics. We also run several foreign trips each year, organised by our Languages faculty and by the H and N faculty and the extra-curricular enthusiasts who add so much value to school life for the young people with whom we work.



On Your Marks...

We received 230 responses from the recent Parental Questionnaire we sent to all parents this year, a far higher proportion than is normal for such an exercise. As a whole school, we have been looking at this parental feedback and trying to analyse this picture of how parents perceive what we are trying to do in the academy, how well we are doing our jobs. Whilst it is reassuring to see what parents see as our major strengths (listed below), we have also been looking at areas identified as being weaker. In the new session, we will look to build on our strengths; we will also look at ways of improving the service we provide, especially in the development planning process.

*The school reports provide helpful information about my child*

*As a parent I feel welcome in the school*

*Senior staff are approachable*

*Meetings between parents and teachers are helpful and informative*

*I find it easy to discuss my child's progress with school staff*

*My child is encouraged to work to the best of his/her ability*

*My child enjoys being at school*

*There are opportunities for all children in extra-curricular activities*

*Teachers in the school believe all children can learn*



Dramatic Poise