

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023/24



Dingwall Academy

HIGHLAND COUNCIL | DINGWALL, ROSS-SHIRE, IV7 8DG

School Profile

Pròifil na Sgoile

It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different sources.

Dingwall Academy is located in the market town of Dingwall in Ross-shire. It covers a large catchment area including a number of small, rural communities. The projected roll for next session is 1075. Pupils from Dingwall Primary, Ben Wyvis Primary, Tarradale Primary, Mulbuie Primary, Ferintosh Primary, Strathconon Primary, Marybank Primary and Strathpeffer Primary all attend Dingwall Academy. The school also has approximately 60 pupils attending following placing requests.

The Head Teacher, Karen Cormack, is supported by 4 Depute Head Teachers. There are 5 Principal Teachers of Guidance who are the first point of contact for any pastoral support. The school has 12 subject Principal Teachers.

The school has a number of supporting partners, including Developing the Young Workforce (DYW), Skills Development Scotland (SDS) and HighLife Highland.

Overall, attainment across the school in literacy and English and numeracy and Mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels.

The school currently has 24 pupils in Gaidhlig medium. Pupils can also opt to learn Gaelic, with progression possible to Advanced Higher Level. As part of the Gaidhlig provision pupils have the opportunity to compete in local and National Mods, and to work with the FilmG initiative.

The school accommodates the specialist provision for Highland Deaf Services. Pupils across the school are given the opportunity to learn British Sign Language and this subject is now available up to SCQF Level 6.

The mid-area Autism Provision 'An Caladh' is based at Dingwall Academy. Pupils attending An Caladh are referred following a meeting of the Joint Admissions Group (JAG). There are 2 Principal Teachers ASN, with one having responsibility for the An Caladh provision.

Non-teaching staff play a crucial role in the running of the school. We have a team of Pupil Support Assistants (PSAs) who support pupils in classrooms and in group activities. We also have an Attendance Officer who provides support to Guidance and SMT in managing attendance. Attendance was a focus for improvement last session and will remain a focus for this session.

Parents and Carers receive a weekly update from the Head Teacher, and pupil achievements and successes are shared via the school Facebook page.

We have an active Parent Council who organise a range of fundraising and information events throughout the session, all parents are welcome to become part of this.

Data relating to our context:

Pupil Numbers	Attendance	Exclusions	Teacher Numbers (FTE)
1075	86.6%	34	86

S1	S2	S3	S4	S5	S6
20.4%	17.5%	18.6%	18.5%	15.4%	9.5%

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
0 – 10%%	20 - 30%	40 - 50%	20 – 30%	0 - 10%	0 - 10%

Overall ASN	Free School Meal	EAL	Glossary: FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation 1=pupils living in most deprived areas 5=least deprived areas ASN – Additional Support Needs EAL – percentage of learners for whom English is an Additional Language
50 - 60%	10 - 20%	0 - 10%	

Attainment

Literacy and Numeracy in S1-S3 – Broad General Education

Level 3 2023/2024 Percentage of pupils achieving Curriculum for Excellence Levels by the end of S3

Reading	Writing	Listening and talking	Numeracy
95%	95%	95%	90%

Level 4

Reading	Writing	Listening and talking	Numeracy
65%	65%	65%	%70

Gaelic Medium

2023/2024 Percentage of pupils achieving Curriculum for Excellence Levels by the end of S3

Level 3

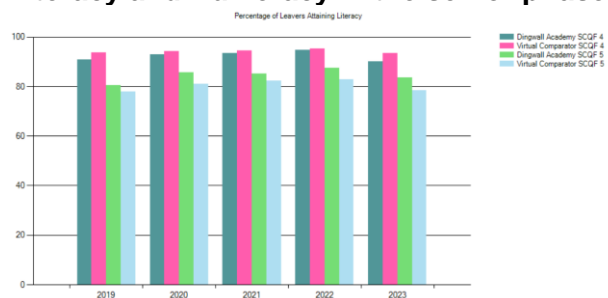
Gaelic reading	Gaelic writing	Gaelic listening and talking
%100	%100	%100

Level 4

Gaelic reading	Gaelic writing	Gaelic listening and talking
%100	%100	%100

ATTAINMENT

Literacy and Numeracy in the senior phase.

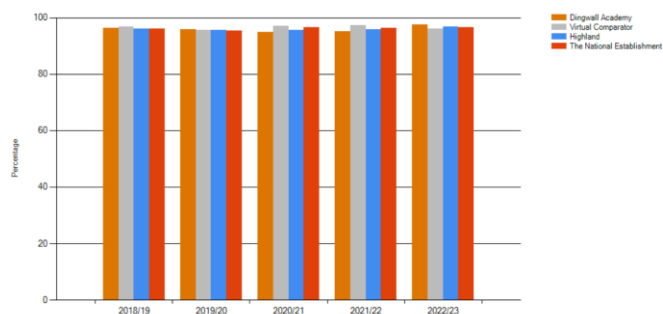


This graph shows the number of Dingwall Academy pupils leaving school with Literacy at levels 4 & 5. At SCQF Level 5 Dingwall Academy sits behind the Virtual Comparator. At SCQF level 4, Dingwall Academy sits ahead of the Virtual Comparator



This graph shows the number of Dingwall Academy pupils leaving school with Numeracy at levels 4 & 5. At SCQF Level 4 and Level 5, Dingwall Academy sits slightly behind the National Comparator.

Destinations of School Leavers



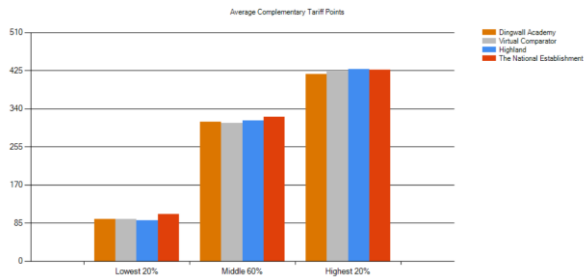
This graph shows the number of Dingwall Academy pupils who move onto a positive post school destination. Dingwall Academy sits above the Virtual Comparator and national figures.

Pupils can also work with partner organisations to achieve qualifications. This includes Inverness UHI, North Highland College and Youth Scotland. During session 22 - 23, pupils achieved qualifications in 27 different courses with 7 partner organisations.



Scotland's Rural College



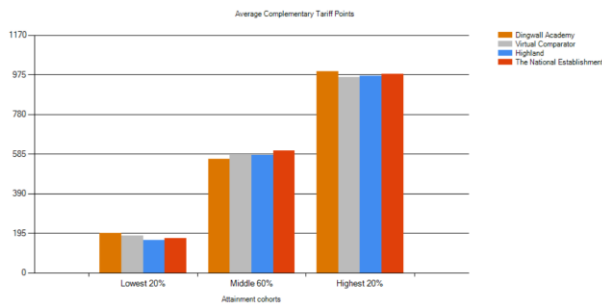


This graph shows the attainment of pupils in **S4**. The graph divides pupils into the lowest and highest attaining 20%, and the middle attaining 60%

In the lowest attaining 20% Dingwall Academy is in line with the Virtual Comparator.

In the middle attaining 60% Dingwall Academy sits slightly above the Virtual Comparator.

In the highest attaining 20% Dingwall Academy is slightly behind the Virtual Comparator.

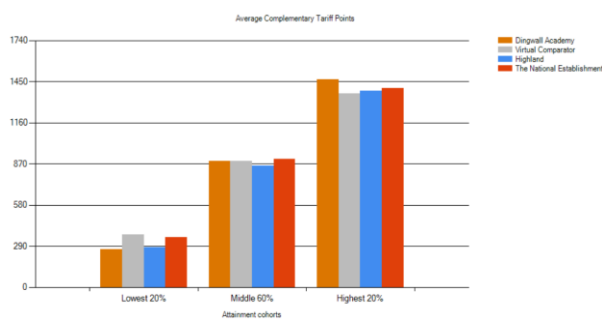


This graph shows the attainment of pupils in **S5**.

In the lowest attaining 20% Dingwall Academy is slightly above the Virtual Comparator.

In the middle attaining 60% Dingwall Academy sits slightly behind the Virtual Comparator.

In the highest attaining 20% Dingwall Academy is slightly ahead of the Virtual Comparator.



This graph shows the attainment of pupils in **S6**.

In the lowest attaining 20% Dingwall Academy is behind the Virtual Comparator.

In the middle attaining 60% Dingwall Academy is in line with the Virtual Comparator.

In the highest attaining 20% Dingwall Academy is ahead of the Virtual Comparator.

In 2023:

54% of S4 pupils achieved 5 or more subjects at Level 5

44% of S5 pupils achieved 3 or more subjects at Level 6

22% of S5 pupils achieved 5 or more subjects at Level 6

69% of S6 pupils achieved 3 or more subjects at Level 6

54% of S6 pupils achieved 5 or more subjects at Level 6

47% of S6 pupils achieved 1 or more subjects at Level 7

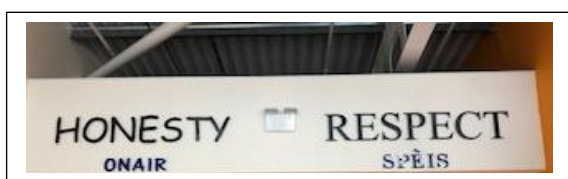
Level 5 includes National 5.
 Level 6 includes Higher.
 Level 7 includes Advanced Higher.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

A school with a sense of community. A school where, by taking collective responsibility, pupils and staff have the opportunity to achieve extraordinary things.

“Sgoil a tha na coimhearsnachd. Sgoil far am faigh sgoilearan agus luchd-obrach an cothrom co-uallach a ghabhail gus nithean iongantach a choileanadh.”



D
E
T
E
R
M
I
N
A
T
I
O
N

HONESTY

RESPECT
How do we treat each other?
Is it true? Is it kind?
Is it necessary?

RESPONSIBILITY
Don't be a bystander.
Help make our school a safe,
happy and healthy place. Report
any inappropriate behaviour,
bullying or vandalism.

"With high standards everything matters, nothing is small stuff."

"Be the best version of yourself possible."

"Never apologise for having high standards. People who really want to be in your life will rise up to meet them."

RESPECT



"You can become even more excellent by consistently setting higher and higher standards for yourself and then doing everything possible to live up to those standards."

R
E
S
P
O
N
S
I
B
I
L
I
T
Y

BEHAVIOUR
Think about how you behave when people are watching and when no one is watching.

UNIFORM
Present ourselves in the best way possible.

PHONES
Phones out of sight in the corridors.

#THE DINGWALL STANDARD

Review of progress of improvement plan projects for session 2023/24

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the priorities for Scottish Education based on the National Improvement Framework aimed to deliver excellence and equity. Parent/Carer information is available [here](#).

Standards and Equity	
Summary of impact	Next steps
<ul style="list-style-type: none"> All staff are aware of Promoting Positive Relationships Policy, and nearly all work with it. Most staff are confident in working with restorative and nurturing approaches. All staff reflected on changes they could make to improve behaviour across the school. As a result, we have a more consistent approach to addressing any behaviour issues and the school environment is typically calm. However, there continue to be groups of pupils who demonstrate increasingly challenging behaviour. The revised uniform policy has reduced conflict around issues of uniform. There are less pupils out of class allowing teachers to focus on learning and teaching. Almost all parents are aware of our quality used school uniform bank and excellent use is made of this resource. Parent feedback indicates that nearly all find our uniform policy fair and equitable. The majority of pupils and staff are aware of their attendance figure and the impact this has on learning. There has been a slight rise in our attendance moving from 85.8% to 86.6%. S6 attendance averaged 91%. School Captains carried out an extensive consultation exercise with the pupil voice. Pupils asked for more opportunity to highlight and share achievements across the school. Pupils highlighted concerns regarding the behaviour of a minority of pupils and feeling safe in school. Pupils and staff have formed a Pupils Equity Group. As a result, changes have been made to some of our internal spaces. Most parents said that their child felt safe in school. Almost all parents said that their child had at least one adult in school that they felt confident talking to. However, parents also highlight concerns with behaviour on buses, incidents of fighting and vaping. Ensuring that pupils feel safe, will be an ongoing improvement priority. All S6 pupils were trained as MVP mentors and sessions delivered to S2 pupils. 62% of S2 said that the sessions helped them to understand that there are different ways to help when they witness bullying or inappropriate behaviour, but only 35% said that the sessions had increased the chance of them intervening and helping. 	<p>The school has completed the baseline assessment for the Equally Safe at School initiative and will fully engage with the programme during next session.</p> <p>Further training on a whole school approach to Nurture.</p> <p>Continued focus to move whole school attendance to 90%.</p> <p>Ongoing work with pupil voice – what does it mean to feel safe, and what can we continue to do to raise the % of pupils feeling safe in school.</p> <p>While there has been a a reduction in the number of pupils out for uniform, we still need to reduce the number of pupils out of class for other reasons.</p> <p>Continue to deliver MVP programme. More robust follow up to support pupils to feel confident in using the skills talked about.</p>

School Improvement Plan Priority 2	
Attainment and Curriculum	Next steps
<ul style="list-style-type: none"> Key Attainment Data (Refer back to pages 4&5) In 2023 we recorded our highest number of S5 pupils achieving A passes in all 5 Higher subjects (17 pupils) Attainment in S6 sits behind the National figures and will be a focus for improvement. 16 pupils were referred to the My Future My Success programme, all now have a positive destination. All pupils in S3 – S6 set targets for prelims and final exams and almost all can explain where they are with their learning. 	<p>Continue early identification in S3 of any pupils at risk of not achieving literacy and numeracy.</p> <p>Review department practice to limit the chance of any pupils finishing S4 without a qualification.</p>

<ul style="list-style-type: none"> • 16+ Partnership meetings – partner meetings were received positively by guidance staff who perceived the meetings as a positive addition and noted that they felt they were ahead with securing positive destinations for more at risk pupils than previous years. • Positive Destination figures above Highland and National Figures. • Scottish Studies was introduced to S3 and 80% of pupils are on track to achieve @L5. • 14 pupils achieved the Sports Leadership Award @L6. 12 pupils in the group also achieved Event Organisation @L6. All pupils involved in this award felt that it had improved their confidence and that they had acquired skills that would help in employment and Higher Education. • Higher Application of Maths was introduced @L6. This has improved the learning pathways available and enabled an increased number of pupils to gain a Maths qualification at Higher level. • 7 pupils completed the SQA Assist with an Event @L4 – this was introduced as an additional qualification for some pupils following N4 English. In addition to the qualification, pupils developed key IT and communication skills. • Boxing Academy – 1 pupil completed course in partnership with Police Scotland Boxing Academy. This young person has been invited back in a leadership capacity for next session with an opportunity to achieve a leadership qualification, 6 pupils are now involved with the course. In partnership with the school, pupils working on this programme are being given the opportunity to achieve Personal Development Award @L5 and L4. • My Future Friday programme – The school trialed an in-house employability programme. This initiative strengthened partnerships by including a YDO from HLH. Pupils taking part in the programme were able to describe how they had gained skills and confidence. • S4 Mental Health & Wellbeing Course – 110 pupils are on track to achieve course @L5. 	<p>Introduce Employability Course in senior phase. Partnership working with new DYW co-ordinator.</p> <p>Leadership qualification@L6 available to increased numbers of S6 pupils. Consider how we can capture wider achievement of pupils involved with whole school events.</p> <p>Introduce L6 Communications Course.</p> <p>Monitoring and Tracking sheets adapted to import SEEMiS tracking data.</p> <p>Insight training for all staff.</p> <p>Extended range of in-house interventions, including an S1 Nurture Group.</p>
--	--

School Improvement Plan Priority 3 Learning and Teaching	
Summary of impact	Next steps
<ul style="list-style-type: none"> • September In-Service programme. Almost all staff familiar with the language of evaluation. Following this in-service we agreed shared principles that underpin our learning visits and observations. As a result, we have a better shared understanding of what a quality learning experience looks like. • Focus on effective questioning, a number of staff have made changes to their practice. • All staff have access to Power up your Pedagogy resource. The majority of staff have made use of Chapters on Questioning and Learning, Intentions/Success Criteria. Learning visits demonstrated that almost all staff were making effective use of learning intentions and success criteria. • Observation week. Staff involved found the process of professional dialogue helpful. • Pupil Voice – The majority of pupils feel that learning is challenging and enjoyable, however 30% of pupils indicated that they did not find their learning challenging and enjoyable. The majority of pupils indicated that they receive helpful feedback from their teachers, however 22% felt feedback could be improved. 	<p>Staff working group to consider format of learning visits.</p> <p>Learning and Teaching focus on quality of feedback.</p> <p>Use of Ai to support Learning and Teaching.</p> <p>Working with pupil voice to establish what makes learning challenging and enjoyable and what is effective feedback.</p>

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Our Pupil Equity Fund is used to support 2 posts in school:

- Part time attendance officer
- Teacher to support pupils with Social, Emotional and Behaviour needs.

Attendance figures have shown a slight overall improvement.

Our SEBFN staff supported over 20 young people. Almost all have demonstrated improvement in attendance, attitude, and engagement.

Wider achievements

Coileanaidhean nas fharsainghe

- Most pupils feel that they have the opportunity to learn new skills and develop a variety of talents and interests.
- The school has a wide range of extra-curricular activities and pupils can experience a range of competitive and non-competitive activities.
- The school enjoys considerable success at Ross-shire school events, including cross country, athletics and swimming. All pupils are encouraged to take part in our annual wellbeing walk, and S1 pupils also take part in an additional wellbeing walk during the summer term. This session, the School Football teams won three of the North of Scotland Cups.
- We have a very active and successful mountain biking club; part of their programme includes the 24-hour Strathpuffer Endurance event.
- There is a full inter-house programme of sporting activities.
- The music department run an excellent extra-curricular programme – with pupils able to take part in choir, Ceilidh Band, Orchestra and Jazz Band. Pupils are given the opportunity to enter local and National Mods.
- This year the school made a return to debating competitions.
- Pupils have completed Duke of Edinburgh Awards at both bronze and silver level. S3 pupils are given the opportunity to take part in the Wilderness Challenge based on the Alladale Estate.
- S2 pupils all take responsibility for organising our annual Spring Fair.
- A group of S4 pupils organised an event where the Clan Cycle Display team performed to the whole school.
- The school has an active STEM club who produce a monthly newsletter for pupils and parents. Last year the school took part in the Remote3 Project, building a Lego Mars Rover.
- Senior pupils are given the opportunity to achieve Leadership Qualification, this can be through work in PE, STEM activities or whole school activities.
- All S2 pupils have the opportunity to visit the Science Newton Room based in Dingwall.
- We currently have pupils involved with both the Children's Parliament and the Children's Commissioner.
- During study leave, targeted pupils are given the opportunity to take part in a structured employability programme.
- This year the school took part in the Aspire North programme; this encourages and supports pupils into Higher Education.
- Highlife Highland co-ordinates the Dingwall Youth Forum. They are a very active group and work to support wellbeing in the school and community.
- Pupils have all been given the opportunity to contribute to the Pupil Voice, and this feedback has been used to inform improvement planning for next session.
- We have newly formed Equality, Diversity and Inclusion group in the school.

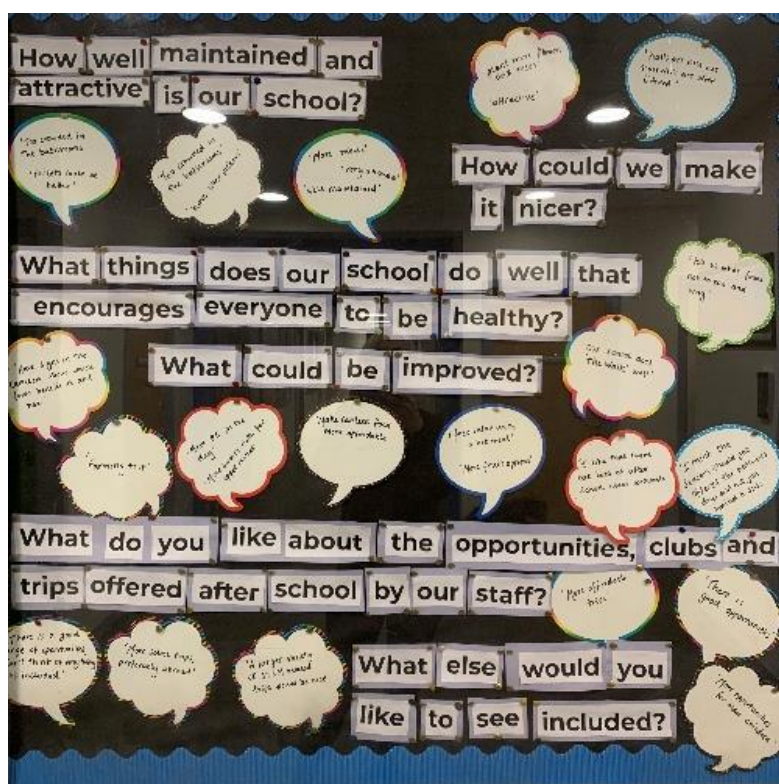
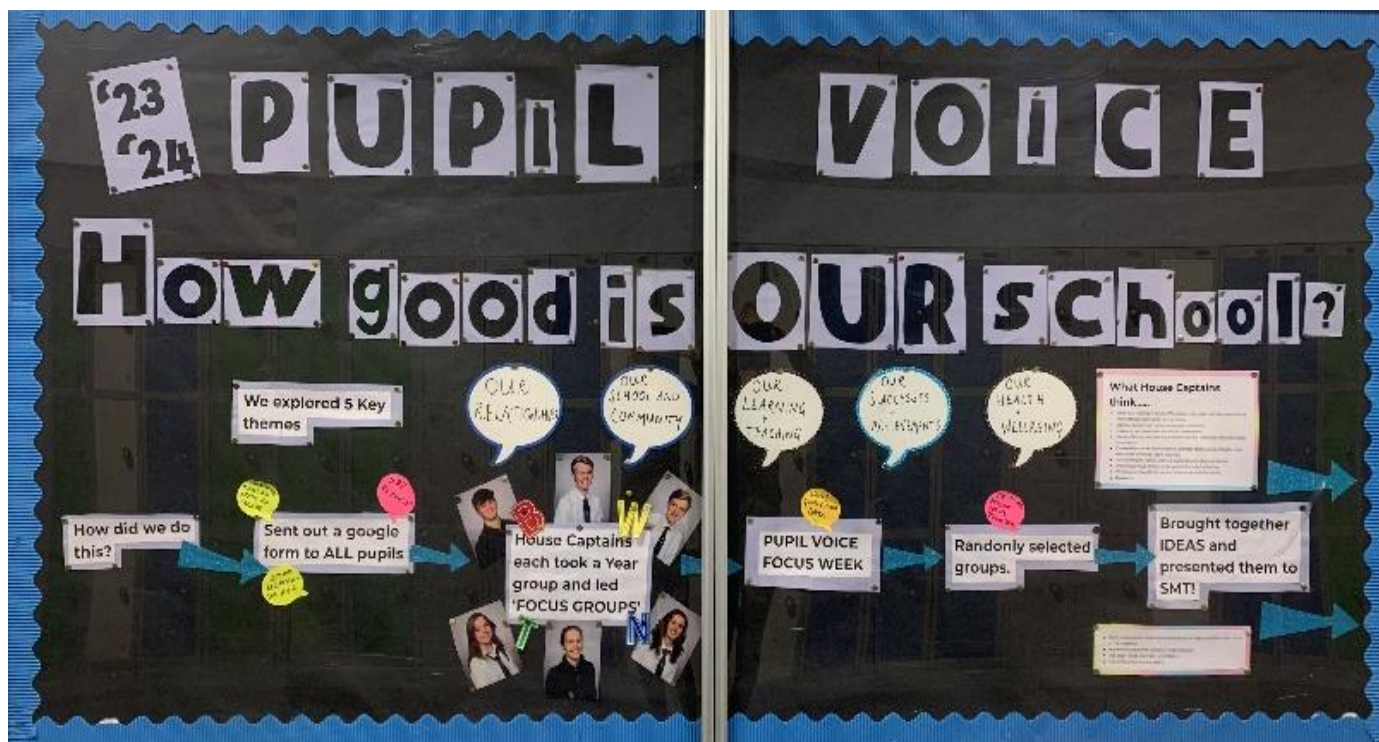
Comments from learners, families, stakeholders and staff

Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

We have an active Parent Council who are always keen to support and promote the school.

Most parents are aware of the school's improvement priorities.

The Pupil Voice used How Good is Our School to carry out an extensive consultation with pupils:



Capacity for continuous improvement

Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made progress as follows:

	2023-2024
QI 1.3 Leadership of change	Good
QI 2.3 Learning, Teaching and Assessment	Good
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Good
QI 3.2 Raising attainment and Achievement	Satisfactory

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Improvement Priority Title
1. Learning and Teaching
2. Curriculum – including preparing our Future Workforce
3. Attainment – including focus on attendance and Nurture.

Planning ahead

A' planadh air adhart

Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our [website](#) or by contacting the school office.

Respect - Responsibility - Honesty - Determination