

Standards and Quality Report

2022/23



ST DUTHUS SCHOOL
ACADEMY STREET, TAIN, IV19 1ED

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we progressing towards achieving these positive outcomes and changes.

Our School/Cluster/ASG (Delete as required)

St Duthus School offers specialist provision for pupils aged 4 – 19 who have severe learning difficulties and those with profound and complex needs. Some of our pupils have sensory impairments such as hearing or visual impairment. Many of our pupils are nonverbal and some require behaviour interventions and have individualised behaviour support plans.

St Duthus currently provides education for 31 pupils based over a wide geographical area ranging from Alness in the South to Bonar Bridge in the North West, Golspie in the North and the Dornoch and Tain areas.

Our purpose built, temporary school building was opened in August 2015 and provides good accommodation for the school. Funding and plans for a 3-18 Tain Community School incorporating the local secondary, two primary schools and St Duthus are progressing, we continue to develop closer links with the local schools in anticipation of the move. Anticipated move December 2024. We also offer advice and support to local schools on an outreach basis.

St Duthus benefits from a group of experienced and committed Pupil Support Assistants who know pupils well and provide consistency. Staffing continues to present the main challenge for the school. Lee Williams has taken over as Head Teacher replacing Clare Whiteford.

Staff provide a supportive and nurturing environment for pupils and have developed good relationships with our partners, including the team of wider professionals and parents. We very much encourage a team approach to meeting the needs of our young people and develop close home - school links. We are included in and fully part of the local community and look to forward to accessing pre Covid levels of engagement and interaction with the community and partners.

Nil exclusions and Attendance 91.35%

Values and Aims

Our Vision and values are currently being discussed for renewal. This was delayed due to the Covid pandemic but we look forward to consulting pupils, parents, staff and partners to embed them into our daily practice. This links heavily into us also developing our work around Rights Respecting Schools.

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

- Developing and implementing Rights Respecting School

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

- Through the development of becoming a Rights Respecting School I want to give every pupil autonomy and responsibility in accessing their curriculum and providing them with the appropriate method for them to communicate their views and values.

Our Improvement Journey Headlines

Session 2021/22

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

Improvement Project 1: Attention Autism

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: Consistent approach to curriculum delivery across the school.

Progress and impact:

- Re engaging pupils after Covid – Currently establishing in classes.
- Making learning fun and motivating for pupils so they engage without extrinsic rewards.
- Use methodology in keeping with journey to become a rights respecting school.
- Develop communication and attention skills using pupil individual strengths.
- Provide leadership opportunities at all levels.
- The learners enjoyed the Attention Autism sessions. They were visibly happy and engaged for longer periods of time. We have seen improvement in classes over the year. We have also noted a reduction in distressed behaviour and an improvement in attainment. In one particular class there has been a noticeable improvement in language. Engagement in particular has improved dramatically.

Next steps:

- Continue to deliver and support all class teachers and support staff to apply consistently in classroom settings.
- To engage attention.
- To improve joint attention.
- To develop shared enjoyment in group activities.
- To encourage spontaneous interaction in group activities.
- To increase non verbal and verbal communication through commenting.

Improvement Project 2: SQA and National Qualifications

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: Developing the Senior Phase and SQA National Qualifications

Progress and impact:

- Currently developing new SQA qualifications in the senior phase.
- Looking to develop and increase the number of qualifications adding both breadth and depth.

- Seeking good practice and working collaboratively with colleagues.
- Some learners had started on SQA units in maths, English and music.

Next steps:

- Develop and deliver a wider range of National qualifications.
- Look to add value on current curricular areas.

Improvement Project 3: Vision and Values

Primary focus: School and ELC Leadership

Year of Project: 1

Purpose: Developing and creating the School's Vision and Values

Progress and impact:

- Complete revisit of school Vision and Values.
- Looking to develop vision and values that we can embed in our day to day work to create our identity and team ethos throughout the school.
- Due to the impact of Covid we hadn't managed to deliver this and it seemed appropriate to wait until the new Head Teacher was in post.

Next steps:

- Initial information seeking process involving pupils, staff and parents. Google questionnaire to data capture key areas for development.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
Leadership of Change	1.3 Good
Learning, teaching and assessment	2.3 Satisfactory
Ensuring wellbeing, equality and inclusion	3.1 Good
Raising attainment and achievement	3.2 Satisfactory

Our children and young people believe we have made the following progress this session:

Theme 1	Very good
Our relationships	

Theme 2 Good
Our learning and teaching

Theme 3 Good
Our school and community

Theme 4 Good
Our health and wellbeing

Theme 5 Good
Our successes and achievements

Our overall evaluation of our St Duthus capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [St Duthus School | Welcome to our school website \(wordpress.com\)](#) or by contacting the school office.