

Standards and Quality Report

2021/22



**Bonar Bridge Primary, Dornoch Primary, Dornoch
Academy**

HIGHLAND COUNCIL | EVELIX ROAD, DORNOCH, SUTHERLAND, IV253HR

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 are progressing towards achieving these positive outcomes and changes.

Our Campus

Dornoch Firth Campus includes Bonar Bridge Primary and Early Years, Dornoch Academy and Dornoch Primary and Early Years. These schools retain their individual identity and commit to our values of 'Achieving, Belonging and Caring'. Both primary schools provide 1140 hours wrap-around care.

We continue to work closely as a learning community on planned aspects of school improvement, through our school improvement plans and sharing expertise through working groups.

Our 3-18 vision, aims and values are under periodic review with our school community and partners. From these vision, aims and values, we continue to develop our 3-18 curriculum and 3-18 policies in learning, teaching and assessment, raising attainment and achievement and equalities and diversity. PEF funds are targeted on numeracy and will continue to be. We are committed to improving our family learning and increasing strong links with our local community.

We provide flexible learning pathways for our learners. Our commitment is to provide individual pathways that are well suited to the aspirations of our young people.

- From March 2020 to June 2022, our school improvement plan focussed on Health and Wellbeing. From August 2022, for the next three sessions, we intend to focus on Raising Attainment.
- We will never preclude Health and Wellbeing from our improvement plans – we believe it is integral to Raising Attainment.
- Our campus has experienced significant staff movement over the last two and half years, with (17) changes taking place across staff remits and staff allocation.
- We anticipate a more stable staffing model to become embedded across the campus schools, over the next two years.
- We provide significant Additional Support for Learning across our three schools, ensuring inclusion and equity of provision.
- We continue to ensure that all our campus pupils enjoy equal access to learning and teaching experiences.
- We have maintained positive attendance rates across our three schools, and continue to have a zero rate of pupil exclusion.

Our Campus Vision, Values and Aims

Dornoch Firth Campus is a close learning community comprising of Dornoch Academy, Dornoch Primary and Nursery school and Bonar Bridge Primary and Nursery school. Our schools are deeply committed to working with everyone involved with the learning of our children and young people and we foster an inclusive, nurturing, family school ethos from ages 3 to 18. We are always welcome new learners who join our community.

We want our children to be happy and resilient, flourishing in all aspects of their development and learning. We are hard-working, with a strong focus on the widest range of achievements open to our children and young people. Our young people are supported to work creatively and effectively, to fulfil their aspirations. We want learning to be led by pupil curiosity so pupils develop imaginative solutions to problems; we encourage open-minded responses to complex issues. We work hand in hand with our partners to provide a tailored education for our young people, to prepare them for learning, life and work.

Our 3-18 curriculum rationale is focussed and aspirational. It is built around the four contexts of learning (curriculum areas and subjects; interdisciplinary learning; ethos and life of the school; opportunities for personal achievement). To ensure that we remain a vibrant and progressive campus, we re-visit our rationale on an annual basis with our partners and school community. We build on our past and continue to prepare our pupils for a full and successful life as global citizens in the 21st century.

Pupil Voice: what is working well in our school?

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

Sources of our comments:

- Pupil voice, through pupil council, pupil focus groups, learning conversations
- Pupil feedback through Guidance and Additional Support for Learning
- Pupil feedback through annual questionnaire

Almost all pupils feel safe in our school
Almost all pupils feel included in our school
Relationships between staff and pupils are good
Almost all pupil learning experiences are positive
The school is well cared for and welcoming
There is good provision for pupil health and wellbeing
Our pupils value tolerance and inclusion
Pupil voice has been improved with a new pupil council

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.

- **Improved relationships with staff**
- **More consistency in learning experiences across our schools**
- **Increase in support and provision for Mental Health and Wellbeing**
- **Refresh interdisciplinary learning**
- **More attention to sustainability – with a focus on recycling**
- **More extracurricular provision across our campus**
- **More sustainability in canteen**
- **More ways for the school to celebrate success and achievements**

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: Health and Wellbeing

Primary focus: School and ELC improvement

Year of Project: 2

Purpose: We want to safeguard mental and physical health and improve our campus Health and Wellbeing

Progress and impact:

- We maintained a collegiate approach to Health and Wellbeing, to support high attainment for all pupils.
 - **Our inclusion of Health and Wellbeing as the principal project in our school improvement plan**
 - **our learning community promotes a climate where children and young people feel safe and secure**
 - **our staff understand their role and responsibility in supporting learners' health and wellbeing**
- We used focussed self-evaluation using challenge questions directly linked to Health and Wellbeing.
 - **Our staff understand their responsibility in improvement through self-evaluation**
- We improved positive relationships across our learning community.
 - **Our learning environment is built on positive, nurturing and appropriately challenging relationships**
- We created opportunities for nurturing and counselling across our 3-18 campus.
 - **Our learners have regular communication and discussions with a key adult**
- We refreshed how we celebrate achievement across our campus family.
 - **Our schools recognise and value the personal achievements of learners**
- We provided nurture / HWB activities in appropriate class contexts.
 - **Our staff take account of the views and experiences of our children and young people**
- We maintained our commitment to supporting diversity and inclusion.
 - **Our schools promote a shared ethos and culture of positive engagement and participation**
- We established a baseline for pupil voice and re-measure at key curricular points.
 - **We listen to and involve our children and young people**
 - **We ensure annual questionnaires and shared analysis of results with our learners**
 - **We have re-established our pupil councils across our three schools**
- Pupil voice through pupil councils and surveys show an overall positive attitude to learning and school
- Pupils can talk about where they are in their learning and where they need to get to
 - **Across our schools, learning conversations are recorded as appropriate to age and stage**
- Our work in Health and Wellbeing reflects the National Improvement Framework priority of **'Improvement in children and young people's health and wellbeing'**
- We evaluate the school's actions to improve excellence and equity as **satisfactory**, and that our planning to achieve positive outcomes for all children and young people is clear.
- **OVERALL - We have made satisfactory progress in improving Health and Wellbeing for our children.**

Next steps:

- We will keep Health and Wellbeing in our improvement plans, linking this directly to Raising Attainment
- We will continue to develop pupil voice, participation and impact across our campus
- We will broaden our support for mental health and wellbeing through our in-school provision partnership working
- We will continue to provide equality and inclusion and celebrating achievement across our schools
- We will re-energise our extra-curricular provision and family learning partnerships

Improvement Project 2: Learning, Teaching and Assessment

Primary focus: Curriculum and assessment

Year of Project: 2

Purpose: We want improved outcomes for all pupils through high quality learning, teaching and assessment

Progress and impact:

- We improved our collegiate approach to learning, teaching and assessment.
 - **We use an appropriate range of approaches which enable us to learn together**
 - **We work to make our planning proportionate and manageable to identify learning and assessment.**
- We provided broad evidence of levels of attainment across levels, collegiately and to learning partners
 - **We use evidence from tracking meetings, professional dialogue and assessments to measure progress**
 - **Our processes for assessment and reporting are manageable, informing improvements in learning and teaching**
- We carefully managed assessment periods to support pupils in their health and wellbeing.

- Our assessment approaches are matched to the needs of our learners and used to support them
- We measure progress through tracking of attainment over time
- Our pupils and staff have been supported to access and understand appropriate assessment guidance.
 - We recorded, analysed and used assessment information to identify learner development needs
 - We utilised information and support materials drawn from a range of local and national resources
 - We engaged with research, policy sources and developments in learning and teaching
- We continued to develop and upskill our campus family in IT.
 - We have increased engagement with digital technologies, to support learning and teaching
 - We have improved our digital technologies to support communication and collaboration with others
 We will provide focussed and appropriate support and interventions for certificate classes
 - Our tracking and monitoring is understood and used to improve outcomes for our learners
 - We measure success in attainment across all areas of our curriculum
 - Our staff take account of the views of our learners
- We maintained our commitment to supporting diversity and inclusion in our classrooms
 - Our learners show consideration for others and demonstrate positive behaviour and relationships
 - Our learners are knowledgeable about equalities and inclusion, demonstrating ability to challenge discrimination
- Our work in Learning, Teaching and Assessment reflects the National Improvement Framework driver of 'Teacher and practitioner professionalism' and the priority of 'Placing the human rights and needs of every child and young person at the centre of education'.
- We evaluate the school's actions to improve Learning, Teaching and Assessment as **satisfactory**, and that our ongoing plans to improve learning, teaching and assessment for all children and young people are clear.
- **OVERALL - We have made satisfactory progress in improving our Learning, Teaching and Assessment across our campus.**

Next steps:

- We will ensure effective Learning, Teaching and Assessment is our key link between Raising Attainment and Health and Wellbeing
- We will ensure collegiate approaches to our delivery of all aspects of learning, teaching and assessment, maintaining our focus on raising attainment especially in Numeracy and Literacy.
- Our approaches to assessment and moderation will ensure inclusion for all our pupils.
- We will ensure a moderated, quality assured approach to assessment across our campus, targeting improved attainment across our three schools.
- We will continue to develop positive relationships across our campus, to positively impact on learning, teaching and assessment.

Improvement Project 3: Raising Attainment

Primary focus: School and ELC improvement

Year of Project: 2

Purpose: We want to raise attainment and wider achievement across our campus

Progress and impact:

- We have refreshed our collegiate approach to raising attainment across all levels of learning
 - We have focused attention across our campus on monitoring and evaluating learning and teaching and children's achievements
 - Our staff work effectively together, in an ethos of sharing practice, and peer support and challenge.
- We established ACEL attainment data and use this to inform future attainment needs.

	May 22 - % achieving appropriate level, (national % 2021, 2022 TBC)					
Dornoch PS	No. Pupils	Reading	Writing	Listening / Talking	Numeracy	Literacy
P1	20	95% (77%)	85% (74%)	95% (84%)	90% (81%)	85% (71%)
P4	17	88% (74%)	76% (67%)	94% (82%)	71% (81%)	71% (64%)
P7	26	81% (76%)	63% (69%)	78% (82%)	63% (72%)	63% (66%)

Bonar B PS	No. Pupils	Reading	Writing	Listening / Talking	Numeracy	
P1	7	86% (62%)	86% (57%)	86% (84%)	57% (81%)	86% (71%)
P4	7	57% (77%)	57% (67%)	71% (82%)	71% (72%)	57% (64%)
P7	10	80% (76%)	70% (69%)	40% (82%)	60% (72%)	40% (66%)
S3 DA (%2019)	26	93% (91%)	90% (90%)	90% (91%)	83% (90%)	87% (88%)

- We analysed our national attainment in certificated subjects and use to inform attainment planning

August 2022 SQA Initial Analysis S4 – 34 pupils	% Achieving 5 Awards Level 5 A-D (National 5)	% Achieving 5 Awards Level 5 A-C (National 5)
Dornoch Academy %	64%	56%
Highland %	49.62%	41.31%

August 2022 SQA Initial Analysis S5 – 32 pupils in S4	% Achieving 5 Awards Level 6 A-D (Higher)	% Achieving 5 Awards Level 6 A-C (Higher)
Dornoch Academy %	20%	17%
Highland %	15.16%	12.91%

August 2022 SQA Initial Analysis S6 – 37 pupils in S4	% Achieving 5 Awards Level 6 A-D (Higher)	% Achieving 5 Awards Level 6 A-C (Higher)
Dornoch Academy %	24%	22%
Highland %	TBC	TBC

- We managed assessment to support attainment, ensuring entitlement and appropriate challenge
 - We take account of our learners' entitlements and share our understanding of progression
 - Our assessment tasks, activities and resources provide appropriate pace and challenge
- Our tracking and monitoring ensured appropriate interventions to support attainment
 - analysis of Insight Data shows higher than average presentation levels across curriculum
 - presentation levels for pupils match successful attainment rates in agreed areas
- We targeted pupils at risk, to meet and exceed national attainment levels.

Note – the table below shows our internal analysis of core attainment in S4 – we will post Highland and Scotland percentages in this measure as soon as they are available on Insight.

National 4 / 5 Attainment 2022	% Dornoch Academy S4	% Highland Council S4	% Scotland S4
Numeracy N4	58%	TBC%	TBC%
Numeracy N5	39%	TBC%	TBC%
Numeracy N4 + N5	97%	TBC%	TBC%
Literacy N4	28%	TBC%	TBC%
Literacy N5	69%	TBC%	TBC%
Literacy N4 + N5	97%	TBC%	TBC%

- We provided focussed and appropriate support and interventions for pupils at risk of low attainment.
 - We monitor our interventions and make appropriate adjustments to improve the impact of our support
 - We support our learners to make progress from prior levels of attainment
 - We review the progress of our children, including those requiring additional support for learning
- We continue to analyse attainment across time, pupil groups and subjects to inform our improvement agenda
- Our pupils show motivation and engagement in their learning
 - We aspire to an ethos and culture of positive engagement**
 - Our improved curriculum displays increased uptake across a broader range of options**
- Our work in Raising Attainment reflects the National Improvement Framework priority of 'Improvement in attainment, particularly in literacy and numeracy and the priority of 'Closing the attainment gap between the most and least disadvantaged children and young people'.
- We evaluate the school's work in Raising Attainment as **satisfactory**, and that our future plans will have an increased impact on attainment across our campus.
- OVERALL - We have made satisfactory progress in Raising Attainment for our children.**

Next steps:

Achieving, Belonging, Caring

- We have agreed on Raising Attainment as the key priority for our campus improvement plans, for the next three years
- Through our ongoing collegiate approaches to raising attainment, we will work to improve Numeracy and Literacy, as well as closing the attainment gap for our children
- Across our campus, our assessment approaches will effectively contribute to improved attainment, reflecting increased engagement within our learning community
- We will refresh our approach to family learning, to increase engagement and support for raising attainment

Evaluation of Progress

We believe we have made the following progress this session:

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

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

Theme 1 Our relationships	Good
Theme 2 Our learning and teaching	Good
Theme 3 Our school and community	Good
Theme 4	Good

Achieving, Belonging, Caring

Our health and wellbeing

Theme 5 Good **Our successes and achievements**

Our overall evaluation of our campus 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 [ADD LINK](#) or by contacting the school office.