



STANDARDS AND QUALITY REPORT

2022/23



DORNOCH ACADEMY
EVELIX ROAD, DORNOCH, SUTHERLAND, IV25 3HR

Introduction: Local and National Context

Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

Highland Priorities



National Improvement Framework Priorities



Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present Dornoch Academy's Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

Self-Evaluation for Self-Improvement is at the centre of our practice. We continue to develop our practice in making robust use of evidence as the basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

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. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

Looking outwards - learning from others

Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for 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 to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Norman Ross
Head Teacher
Dornoch Firth 3-18 Campus

School Profile

Pròifil na Sgoile

The following information can be found on [Parentzone Scotland](#). 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 data sources.

Pupil Numbers	Attendance	Teacher Numbers	Pupil Teacher Ratio	Meeting PE Target
197	92.9%	20	1:10	Target Met

S1	S2	S3	S4	S5	S6
37	39	46	32	28	15

SIMD Q1	SIMD Q2	SIMD Q3	SIMD Q4	SIMD Q5	Unknown
3%	45%	4%	46%	0%	3%

ASN	No ASN	FSM	No FSM	EAL	No EAL
47%	53%	8%	92%	3%	97%

Attainment in literacy and numeracy:

Broad General Education

2022/23 Proportions of pupils achieving expected Curriculum for Excellence Levels at S3

Reading	Writing	Listening and talking	Numeracy
Almost all	Almost all	Almost all	Most

Senior Phase

The majority of our senior phase pupils currently study six courses in S4. We altered the curriculum model for session 2022/23 to enable senior phase pupils to study up to eight courses in S4 from 2023/24.

We will continue to keep changes to our curriculum under close review.

By S5 the number of our senior phase pupils taking five courses improved in 2021/22 to the majority, from 2020/21 when less than half studied this number.

In S4, the majority of our pupils attain four or more awards equivalent to National 5 @ C or better from 2018/19 to 2021/22, which is in line with schools similar to Dornoch Academy.

Less than half of our pupils attain six or more awards at the equivalent of National 5 @ A or better - this is in line with similar schools from 2017/18 to 2021/22.

By S5, less than half of our pupils attain five or more awards at the equivalent of Higher @ C or better, and a few attain five or more awards at the equivalent of Higher @ A or better, from 2017/18 to 2021/22. This is in line with schools similar to Dornoch Academy.

By S6, the percentage of our pupils attaining one or more to six or more awards at the equivalent of Higher @ C or better is in line with similar schools from 2019/20 to 2021/22. This improved from being significantly below these schools in 2018/19.

The percentage of young people attaining three or more to five or more awards at the equivalent of Higher @ A or better is in line with similar schools from 2019/20 to 2021/22. This improved from being significantly below these schools in 2018/19.

The percentage of young people attaining one or more, to three or more awards at the equivalent of Advanced Higher @ C or better, or @ A, is in line with similar schools from 2018/19 to 2021/22.

School Leavers

Almost all young people leaving school in 2019/20 and in 2021/22 achieved the equivalent of National 5 or better in literacy. In 2020/21 most young people left with equivalent of National 5 or better, in literacy. The percentage of young people attaining the equivalent of Higher or better in literacy by the time they leave school has improved from 2018/19 to 2021/22. Performance at this level is in line with schools similar to Dornoch Academy.

Most young people leaving school in 2020/21 and the majority of young people in 2021/22 attained the equivalent of National 5 or better in numeracy. Less than half of young people leaving school from 2017/18 and 2021/22 achieved the equivalent of Higher or better in numeracy. Again, This is in line with schools similar to Dornoch Academy.

Since 2020, more S4 pupils gained National 4 Literacy than in schools similar to Dornoch Academy. Since 2019, more S4 pupils gained National 5 Literacy than in schools similar to Dornoch Academy.

In our S6 cohorts since 2020, all leavers have gained National 4 Numeracy, which exceeds schools similar to Dornoch Academy.

Since 2020, more pupils in S6 have attained National 5 Numeracy than in other schools similar to Dornoch Academy.

In 2022, all our S6 leavers entered a positive destination.

Cohorts

Most of our S3 cohort in 2022 / 2023 are predicted to attain Level 3 Literacy in the BGE.

A majority of the S3 cohort are predicted to attain Level 4 Literacy, by the end of S3.

A majority of our S3 cohort in 2022 / 2023 are predicted to attain Level 3 Numeracy in BGE.

A majority of the same cohort are predicted to attain Level 4 Numeracy, by the end of the BGE.

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Dornoch Academy is part of the Dornoch Firth 3-18 Campus.

Our campus is a close group comprising of Bonar Bridge Primary and Nursery, Dornoch Primary and Nursery and Dornoch Academy. Our schools are completely committed to working with everyone involved with the learning of our children and young people. We strive towards an inclusive, nurturing, family-oriented ethos for our pupils from ages 3 through to 18. We are always delighted to welcome new learners to each of our schools.

We want our children, families and staff to be happy, resilient and flourish in all aspects of our development and learning. We are hard-working with a strong focus on the wide range of achievements that are open to our children and young people. Our young people are guided to work creatively and effectively, and to fulfil their aspirations. We aim to have learning led by our pupils' curiosity, where pupils develop imaginative solutions to problems. We encourage open-minded responses to complex issues. We work hand in hand with partners to provide an individualised education for all our young people in order to prepare them for learning, life and work.

Our 3-18 curriculum rationale is focused 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. This means that we both build on our past and continue to prepare our pupils for a full and successful life as global citizens in the 21st century.

Review of progress for session

Ath-sgrùdadh air adhartas airson an t-seisein

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

School Priority:

Raising Attainment

Purpose:

As well as being a national priority, raising attainment is our leading improvement project. We want to ensure that we were raising attainment for children from different circumstances, including rural deprivation, as this feeds into our closing the attainment gap between the most and least affected by deprivation.

Progress:

1. We have collegiately planned mathematics courses to run from upper primary levels, to end of BGE. (Common resources are now in place from Early Levels through to Fourth Level in BGE)
2. Next steps in Literacy embedded through collegiate working from P6 – S3.
3. We worked on our approaches to assessment across the BGE and senior phase.
4. Revised, and shared tracking and monitoring – with focus on numeracy and literacy.
5. PEF was planned to provide interventions for numeracy.
6. Timescales for assessments were evaluated and implemented – in both sectors, covering ACEL data collection, NSA assessments, NQ assessments
7. A member of staff has been trained as QAMSO
8. Inclusion of pupil and family voice in our learning provision.

Impact:

1. Good practice shared across primary and secondary sectors and secured shared expectations for different levels of achievement. Common course resources provided across campus.
 - there is a predicted increase in numeracy attainment in BGE
2. Evaluation of specific elements of literacy needs at transition points.
 - shared high quality practice between sector staff
 - improved transition experience across classes and sectors
 - there is an increased number of BGE pupils predicted to attain Level 4 Literacy
3. Vulnerable pupils were identified and received appropriate differentiated support.
 - focussed staff support around achievement of a level in BGE
 - moderation activities embedded and utilised in improvement cycle
 - inspection report notes confidence in staff judgements of levels
4. Increased practitioner knowledge of need and gaps in learning informed supportive interventions.
 - specific work around numeracy and literacy approaches across sectors informed support in English and Maths classes
 - we identified areas to rationalise tracking and monitoring systems across schools
5. We were able to balance impact of external factors to ensure some progress was made with PEF pupils.
 - PEF progress noted in upper primary and across transition
 - PEF identification enabled focussed support in Early and First Level Numeracy
6. Enhanced transitions for pupils and teachers.
 - increased data at key transition points
 - broadened scope of information to inform learning pathways
7. Impact on good assessment practice and shared reliability of data.
 - this has been effective across sectors
8. Increased understanding and involvement from families and learners in learning.
 - pre-inspection surveys and school based questionnaires show improving engagement

Next steps:

- Raising attainment will form a core improvement area for our short, medium and long term planning.
- We will retain our focus on Numeracy through a revised approach to our PEF provision.

Purpose:

Learning teaching and assessment is our central improvement priority. We want our high quality teaching to raise attainment through effective, engaged learning, with good assessment practice embedded across the curriculum and campus. This fits into Highland Council's drive for improving learning and teaching.

Progress:

1. Collegiate planning within sectors, and across sectors is embedded. This is improving as we develop our use of data analysis to interrogate our pupils' attainment.
2. Learning and Teaching policy refreshed and embedded. Improved the SIP processes via working groups across the ASG.
3. Use of attainment analysis to inform planning.
4. Developing our approaches to inclusion and positive relationships.
5. Agreed assessment timetable for the whole school, including moderation following assessment periods.
6. Learning visits and shared good practice.

Impact:

1. Greater consistency and understanding of standards, improved tracking and monitoring across both BGE and senior phase.
 - improved pupil understanding of where they are in their learning, and next steps
2. Shared benchmark for approaches to Learning and teaching, across sectors and levels.
 - Inspection noted policy in place, recommended update as appropriate – this will be covered in next year's improvement plan.
3. Analysis of Insight data now more secure with SLT members. ELT gaining more experience and confidence in use of Insight / ACEL / NSA data
4. Increased focus on positive relationships meaning incidents are better managed with more positive outcomes.
 - reduced rates of referral for low-level incidents
 - increased ASL support to focus on relationship building and restorative practice
 - there are strong, trusting relationships between staff and young people
5. Clarity about what assessments were to happen and when – also how outcome of assessments should inform next steps.
 - reduction in stress points for learners
 - improved understanding of standards across BGE and senior phase
6. Pre-inspection learning observation provided further clarity on next steps towards high quality teaching.
 - in most lessons, teachers use thoughtful and creative approaches that support learning effectively.
 - In most lessons the pace of learning is well-matched to learners' abilities and aptitudes
 - young people are experiencing greater consistency in lesson structure
 - staff are better informed about priorities for improvement

Next steps:

- We need to carefully monitor our refreshed curriculum structure, to ensure continued entitlement within the BGE, and improved attainment in the senior phase.
- Increase opportunities across the curriculum for pupils to engage with learning more positively
- Share observed highly effective teaching practice amongst all staff
- Incorporate higher order thinking skills into more learning opportunities for our pupils

Purpose:

Ensuring our pupils have positive health and well being will impact on our raising attainment agenda, and the ongoing effects of the health crisis of 2020-22 will have significant impact for some pupils, for the greater part of their learning journey through our school

Progress:

1. Pupil Council structure reformatted, remit established. Formalised approach to reflect democratic process.

2. Embedding universal accountability through 'You said – we did' approach.

3. Counselling services available from external provider. Available to pupils across sectors. Accessed through supported or self-referral.

4. Equality and Inclusion – positive feedback on Safeguarding processes during inspection. Whole school approaches to inclusion highlighted. PSE curriculum under scheduled review.

5. Celebrating wider achievements – focus on appropriate information sharing with school, through assemblies. Recognition and awards processes evaluated and refreshed.

6. Extra curricular provision has increased significantly since last year. The school has recommenced participation in all areas since pandemic impact has reduced.

7. Re-establishment of family learning partnerships

Impact:

1. Agreed time allocation for pupil voice
- Improved pupil participation
- Increased citizenship awards across school
- Opportunities to link contexts across learning

2. Strengthened links between SLT and pupils. CPD impact for supporting staff.
- Improved communication between school and pupils reflected in inspection report
- Impact on school ethos, shared expectations and shared responsibilities

3. Additional support provision available for vulnerable pupils
- Reported positive impact on pupils accessing
- Improved SEB outcomes for ASL pupils accessing support

4. Pupil Council contribution to Equalities and Inclusion embedded.
- Improved understanding and consideration of protected characteristics throughout campus
- approaches to inclusion regularly addressed through school ethos assemblies

5. House system overhauled following pandemic. Tariff-bearing wider achievements being integrated into learning pathways.
- Wider recognition of skills for learning, life and work
- Improved recognition and recording of external achievement
- Simplified awards process, broadened inclusion

6. Improved leadership opportunities for pupils and staff, and engagement with community. Also, wider opportunities for non-academic achievement.
- Board gaming / foot and basketball / tennis – table and real
- National competitions – SEET / COPS / YPI
- Duke of Edinburgh Award Scheme

7. Re-instating of parental access to school environment
- upscaled parental involvement in BGE
- inclusion of family learning opportunities in WTA / school calendar

Next steps:

- Refresh PSE curriculum to reflect updated CfE guidelines.
- Re-establish school / sector / partner core group meetings to address paucity of external provision
- Embed use of Glasgow SEB Scale across campus – August 2023 measure
- Ensure HGIOurS surveys used for inspection are utilised out at subject level

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

- We continued to provide additional support for attainment in Numeracy, through our allocation of PEF funding towards a teacher of Mathematics.
- We have had success in improving numeracy performance with the majority of our PEF identified pupils.
- We will evaluate this approach for next session, and target our PEF pupils to ensure almost all or all show progress with performance in numeracy.

Wider achievements

Coileanaidhean nas fharsainghe

- We have reinstated the Duke of Edinburgh Award scheme at Bronze
- We are working towards Silver accreditation as a Rights Respecting School.
- Our pupils have successfully participated in the Scottish European Educational Trust competition
- Our pupils have represented the school in the Crown Office Procurator Fiscal Service public speaking contest – and won in the authority
- We have recommenced participation in the Youth Philanthropy Initiative
- We continue to participate in all small schools sports competitions
- All of our S6 leavers have all gone to positive destinations in 2023.

Comments from learners, families, stakeholders and staff

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

Learners

'The school listens to pupils – we have an established Pupil Council that has four representatives per year group – this shows commitment from the pupils.'

'Teachers are passionate and knowledgeable about their subject and encourage you to do your best – they care for more than just their subject and share knowledge beyond just the exams – they advocate for you to carry on in their subject.'

'If you're not quite comfortable in the subject, you'll get help, and you'll be made comfortable when you ask for help.'

'Class sizes are good and pupils have a good attitude, and teachers encourage you, even if you learn differently.'

Families

Almost all parents state their children like being at our school – Nov 22 survey

Almost all parents state they feel their child is safe at our school – March 23 survey

Most parents feel their child is making good progress at our school – Nov 22 survey

Most parents say their child has either never experienced bullying, or it is dealt with well – March 23 survey

'The school has a friendly atmosphere.'

'We are grateful that the concerns we previously raised are now being addressed.'

'Staff have a friendly manner and it is a pleasure to contact the school, staff are a real credit to the school.'

Staff

'Staff and pupils acted in concert, with a positive attitude, supporting each other driving improvement.'

'An array of extra-curricular activities came back into school, which has helped pupils' ability to make links between their different learning contexts.'

'Positive ethos continues.'

'The majority of pupils are very proud of their school.'

'The enhanced PE provision in the new pitch is leading to healthier and happier children.'

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 the following progress this session:

	ELC	PRIMARY	SECONDARY
QI 1.3 Leadership of change - We know this through our conversations with HMIE - We have stabilised our SLT structures across the campus - We have embedded an agreed calendar of evaluation and development work across the year	Choose an item.	Choose an item.	Satisfactory
QI 2.3 Learning, teaching and assessment - We know this through the judgement provided through our recent inspection	Choose an item.	Choose an item.	Good
QI 3.1 Wellbeing, equality and inclusion - Our safeguarding processes across the school did not require any further actions, following our recent inspection - Pupil voice through recent surveys - Pupil council participation	Choose an item.	Choose an item.	Good
QI 3.2 Raising attainment and achievement/Securing children's progress - We know this through the judgement provided through our recent inspection. - Our pupils are attaining in line with our virtual comparator schools	Choose an item.	Choose an item.	Good

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

Our three annual improvement priorities are embedded as:

- **Raising Attainment**
 - Evaluating and updating our raising attainment policy
 - Continuing to improve literacy and numeracy across time
 - Developing and embedding tracking and monitoring across our schools
 - Enabling class / staff / faculty approaches to raising attainment
- **Improving Learning, Teaching and Assessment**
 - Improving moderation processes across all levels, with other schools
 - Developing Higher Order Thinking skills in all classrooms
 - Shared understanding and implementation of High Quality Teaching
 - Enabling class / staff / faculty approaches to improving learning, teaching and assessment

- **Improving Health and Wellbeing**
 - Evaluating and improving transition experiences for all pupils and stages
 - Improving pupil engagement with outdoor learning
 - Improving provision for pupils to take leadership in learning
 - Enabling class / staff / faculty approaches to improving health and well-being

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