



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2025-2026

Dingwall Academy



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%	Over 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

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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. 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 **95** pupils attending following placing requests. More than 65% of pupils use school transport.

There are currently 1080 children and young people on the school roll and our projected roll for next session is 1098. The Head Teacher is supported by 4 Depute Head Teachers, 12 curriculum Faculty Principal Teachers, 6 Principal Teachers of Pupil Support and 1 Principal Teacher of Support for Learning.

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).

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 have a team of front office staff who complete a huge range of tasks to support the smooth running of the school. 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.

Overall, attainment across the school in literacy and English is satisfactory and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, many children are exceeding nationally expected levels. Most children who face barriers to learning are making good progress towards meeting their individual targets.

This session there were 49 exclusions which involved 32 pupils or 2.96% of our school roll.

We have an active Parent Council who organise amongst other things the huge and very successful Christmas Fair. All parents are welcome to become part of this.

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Data relating to our context:

Pupil Numbers 1080	Attendance 86.94%	Teacher Numbers 78.5			
S1 198	S2 214	S3 219	S4 195	S5 146	S6 99
SIMD Q1 3.03%	SIMD Q2 22.73%	SIMD Q3 43.94%	SIMD Q4 22.92%	SIMD Q5 6.63%	Unknown 1.14%
ASN 46.51%	FSM 11%	EAL 5.85%	Glossary: FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation SIMD1 % pupils living in most deprived areas SIMD5 – % pupils living in least deprive areas ASN – Additional Support Needs EAL – percentage of learners whom English is an Additional Language		

Attainment
Literacy and Numeracy in S1-S3 – Broad General Education -

2024/2025 Proportion of pupils achieving Curriculum for Excellence Levels by the end of S3

Level 3

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

Level 4

Reading	Writing	Listening and talking	Numeracy
Majority	Majority	Majority	Majority

Gaelic Medium 2024/2025 Proportion of pupils achieving expected Curriculum for Excellence Levels by the end of S3

Level 3

Gaelic reading	Gaelic writing	Gaelic listening and talking
Majority	Majority	Majority

Level 4

Gaelic reading	Gaelic writing	Gaelic listening and talking
Choose an item.	Choose an item.	Choose an item.

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Senior Phase

This section gives an overview of the key attainment measures for the school. Before starting I would like to explain two of the key terms used throughout this section.

- 1) Virtual Comparator (VC): For every one of our pupils the database takes 10 pupils from across Scotland who are of the same gender, the same stage, the same ASN Level and the same socio-economic background (SIMD). The idea is that if 10 similar pupils from across Scotland perform at a certain level our pupil/pupils should perform at that level as well.
- 2) Tariff Points: Every course offered to S4-6 pupils can be measured by the level of difficulty, the amount of content and the teaching time required to complete it. The higher the content and teaching time, the more tariff points on the exam database- Insight- that schools use to analyse their results. Examples include National 4 pass= 33 points, National 5 C=64 and A=84, Higher C=160, A=204 Advanced Higher C=400, A=480.

Pupil Literacy and Numeracy at level 3/4/5/6 compared to VC

S4 Literacy and Numeracy

Establishment	Year	% Level 3 Literacy	% Level 3 Numeracy	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy	Number in Cohort
School	2025	90.05	91.54	88.06	88.06	68.16	59.2	201
VC	2025	94.88	94.48	91.44	89.95	77.81	68.26	2010
School	2024	88.27	92.86	87.76	89.8	71.43	58.16	196
VC	2024	93.98	93.32	90.56	87.91	73.01	60.92	1960
School	2023	87.63	93.81	87.11	87.11	80.41	63.92	194
VC	2023	93.71	92.73	91.91	87.89	73.61	62.99	1940
School	2022	94.74	95.26	93.16	85.26	81.05	65.26	190
VC	2022	94.47	93.11	92.26	87	73.26	58.05	1900
School	2021	96.43	95.41	93.37	81.63	82.65	31.63	196
VC	2021	94.64	92.76	92.09	86.99	72.5	54.74	1960

At level 5 both measures are significantly below VC- Literacy is 9.6% below VC and a five-year decline while Numeracy is 9% below VC but has halted the three-year decline. Both English and Maths have plans in place to address this.

S5

Establishment	Year	% Level 3 Literacy	% Level 3 Numeracy	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy	% Level 6 Literacy	% Level 6 Numeracy	Number in Cohort
School	2025	93.9	94.51	93.29	92.07	85.37	71.34	42.68	29.88	164
VC	2025	97.62	96.95	96.22	94.82	89.21	79.15	54.45	28.6	1640
School	2024	93.29	94.51	93.29	90.85	89.02	75	50	26.83	164
VC	2024	97.26	96.28	95.79	93.11	87.01	76.28	54.7	23.23	1640
School	2023	97.48	98.11	96.86	93.71	90.57	76.1	48.43	25.79	159
VC	2023	98.05	96.67	96.67	93.77	87.04	75.66	54.47	25.16	1590
School	2022	98.78	97.56	96.34	92.07	92.68	54.88	45.73	21.34	164
VC	2022	97.62	96.65	96.83	94.15	86.04	73.05	52.44	22.56	1640
School	2021	97.39	96.08	96.73	91.5	90.2	69.93	55.56	15.03	153
VC	2021	98.63	98.37	97.71	96.08	89.61	77.65	61.83	25.69	1530

In S5, Level 6 Literacy are the lowest in the last five years whereas Level 6 Numeracy is the best in the last five years. It is also 1.2% above VC. Credit goes to the Maths department for the way in which they have integrated Applications of Maths into their curriculum.

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A significant male/female attainment gap in Literacy- but not Numeracy- is evident here: at Level 6 Numeracy there is a 1.7% gap between female and male attainment. At Level 6 Literacy the gap between the same pupils is 35.96% (21% worse than VC data suggested it should be). The English department have been working this year on specific interventions to tackle the general underperformance of our males in literacy at all stages.

S6

Establishment	Year	% Level 3 Literacy	% Level 3 Numeracy	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy	% Level 6 Literacy	% Level 6 Numeracy	Number in Cohort
School	2025	96.23	96.23	96.23	95.28	96.23	91.51	72.64	45.28	106
VC	2025	98.58	97.83	98.21	97.26	95.85	90.47	79.43	42.83	1060
School	2024	99.01	98.02	99.01	98.02	98.02	86.14	72.28	49.5	101
VC	2024	98.22	98.12	97.92	97.03	95.15	89.11	77.72	39.31	1010
School	2023	100	96.67	98.89	95.56	97.78	83.33	74.44	40	90
VC	2023	98.89	98.44	98.78	97.44	96.67	88	78.89	39.89	900
School	2022	99.13	99.13	99.13	96.52	96.52	82.61	80.87	25.22	115
VC	2022	99.57	98.87	99.3	97.83	96.87	87.39	80.26	36.09	1150
School	2021	98.02	97.03	98.02	95.05	98.02	86.14	77.23	35.64	101
VC	2021	99.6	99.31	99.41	97.72	97.43	87.82	77.52	38.32	1010

It is cheering to note that last session at Level 5 we were above VC for both measures- so too at Level 6 Numeracy. The female/male attainment gap in literacy mentioned for S5 is also evident here: whilst 87.1% of S6 females achieved Level 6 literacy- 2.2% above VC, only 52.2% of males achieved this level- 19.5% below their VC.

Senior Phase Leavers

S4 Leavers

	Year	Lowest 20%	Lowest 20% Grade Neutral	Middle 60%	Middle 60% Grade Neutral	Highest 20%	Highest 20% Grade Neutral	Number in Cohort
School	2025	7	7	166	127	331	214	39
VC	2025	46	41	205	151	362	233	390
Highland	2025	22	20	188	138	358	227	408
N Alliance	2025	26	23	190	139	356	225	1590
Scotland	2025	29	27	179	133	347	221	7541

The Lowest 20% at 7 tariff points is the lowest in five years and far below the VC's 46.

The Middle 60% are slightly down from last year.

The Top 20% are stable after 2024.

We have looked at the pupils in the lowest 20% and all pupils who ended up in a non-positive destination and have implemented a "Pupils at Risk" process to address this problem. We are also taking part in a Council pilot programme to work with S3 and S4 pupils at risk of leaving without qualifications to help them onto a different pathway.

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S5 Leavers

	Year	Lowest 20%	Lowest 20% Grade Neutral	Middle 60%	Middle 60% Grade Neutral	Highest 20%	Highest 20% Grade Neutral	Number in Cohort
School	2025	37	34	293	199	625	389	62
VC	2025	72	61	321	225	769	497	620
Highland	2025	69	57	343	237	779	499	778
N Alliance	2025	86	70	371	258	802	517	3121
Scotland	2025	81	67	334	235	778	505	15550

The slight region-wide decline is reflected in Dingwall's S5 leavers data:

- Our Middle 60%'s average attainment went down from 301 → 293
- Our Highest 20%'s average attainment went down from 652 → 625
- Our drop for the lowest 20% from 89 → 37 is more acute than the regional dip. This measure is particularly difficult to address as it is entirely driven by the number of pupils who were too young to leave at the end of S4 but left when legally allowed to at Christmas of S5- having completed at most a few units.

Early intervention with identified S5 leavers will be a high priority for next session.

Cohorts – Attainment for All

S4 pupils

	Year	Lowest 20%	Lowest 20% Grade Neutral	Middle 60%	Middle 60% Grade Neutral	Highest 20%	Highest 20% Grade Neutral	Number in Cohort
School	2025	70	56	309	199	419	220	201
VC	2025	106	83	325	205	427	231	2010
Highland	2025	76	60	315	200	429	232	2581
Scotland	2025	99	78	326	205	428	231	58291
School	2024	77	62	302	197	418	220	196
VC	2024	88	70	305	196	423	227	1960
Highland	2024	71	57	309	198	427	230	2638
Scotland	2024	89	71	318	201	426	229	58243
School	2023	94	74	311	202	417	222	194
VC	2023	95	74	311	198	423	227	1940
Highland	2023	91	71	313	199	428	234	2606
Scotland	2023	105	81	321	202	426	228	57053

Our lowest 20% of pupils averaged 70 tariff points compared to a VC of 106. We are also below Highland average when data suggests we should be far above it. This is the lowest average total in the last 5 years- with 2024 the second lowest which calls into question the effectiveness of 2-2-2 model that the school has adopted for these learners. The VC for this group is the highest in the last 5 years meaning that this should not be the case. Our middle 60% were 16 points behind the VC (309 v 325) and yet

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again below Highland when we shouldn't be. The top 20% have increased by a point for the second year in a row. We will not be able to match the performance of our VC data until S4 pupils can access some Level 6 learning in S4.

S5 Pupils

	Year	Lowest 20%	Lowest 20% Grade Neutral	Middle 60%	Middle 60% Grade Neutral	Highest 20%	Highest 20% Grade Neutral	Number in Cohort
School	2025	15	12	425	284	960	562	164
VC	2025	41	34	515	353	958	565	1640
Highland	2025	15	13	479	326	952	563	2214
Scotland	2025	30	25	533	363	976	565	50250
School	2024	11	10	409	279	932	556	164
VC	2024	14	12	476	327	960	564	1640
Highland	2024	20	17	456	312	939	563	2216
Scotland	2024	24	21	516	352	973	565	49283
School	2023	17	14	470	313	990	560	159
VC	2023	38	31	500	341	961	563	1590
Highland	2023	26	22	498	336	965	564	2185
Scotland	2023	25	21	526	355	979	565	48317

Although we matched Highland's performance for the attainment of our lowest 20%, our VC data suggests we should have done much better. As already referred to, however, this figure is driven by the number of S5 pupils who leave school at Christmas. No pattern emerges when looking at the Middle 60% though it is pleasing to note that performance is better than in two of the previous three years. The performance of the Highest 20% is the second best in the last 5 years- which suggests that the curricular offer for these young people is a good one.

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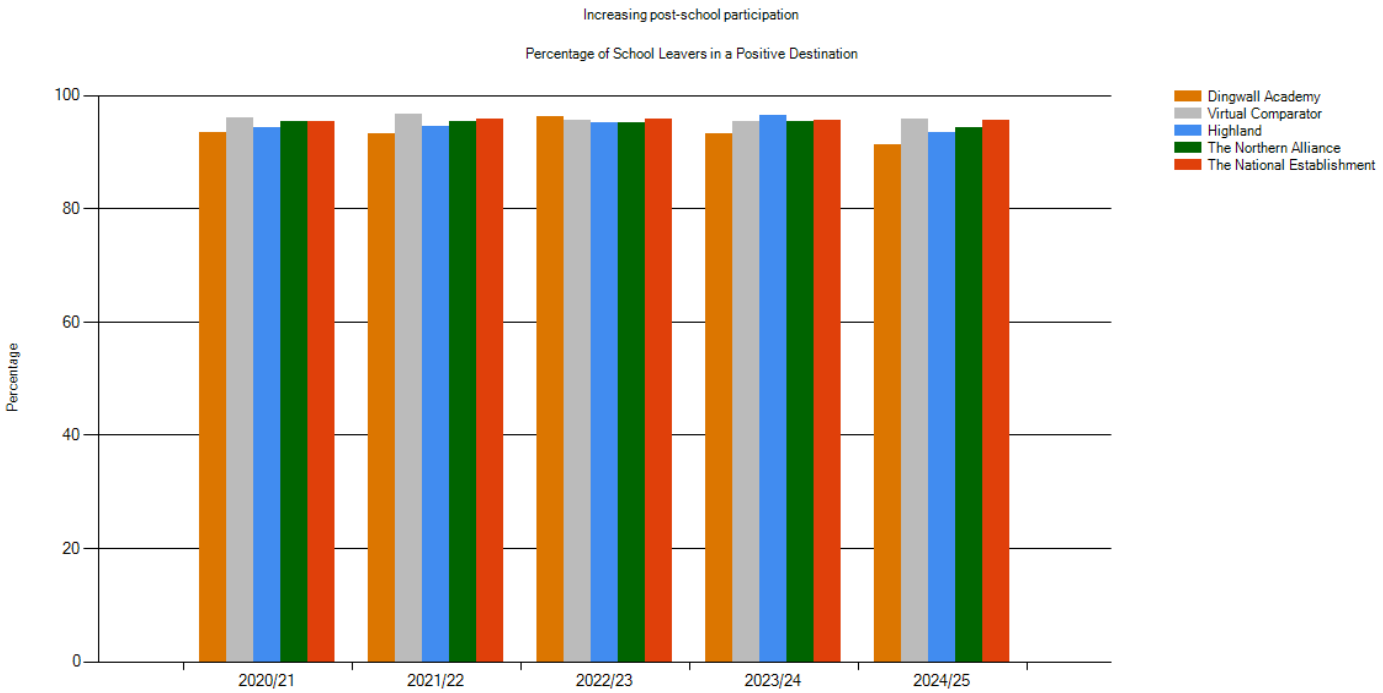
S6 Pupils

	Year	Lowest 20%	Lowest 20% Grade Neutral	Middle 60%	Middle 60% Grade Neutral	Highest 20%	Highest 20% Grade Neutral	Number in Cohort
School	2025	34	31	318	229	1095	753	106
VC	2025	65	50	570	387	1212	772	1060
Highland	2025	19	16	447	306	1135	744	1440
Scotland	2025	64	50	573	389	1236	784	33297
School	2024	108	90	519	354	1183	731	101
VC	2024	32	26	540	368	1171	755	1010
Highland	2024	25	20	487	330	1193	748	1449
Scotland	2024	45	36	554	376	1224	776	32585
School	2023	34	27	597	392	1236	748	90
VC	2023	48	37	543	368	1215	767	900
Highland	2023	17	14	491	330	1182	736	1409
Scotland	2023	42	34	555	375	1247	785	31865

Alongside the issue of who leaves during the year, S6 data must be looked at with cognisance of how many pupils disengage once they have a job, apprenticeship, college or university offer and turn their thoughts to making money or the more social aspects of being a 17-18 year old. However, the pronounced drop in attainment for the middle 60% and top 20% needs to be looked at in terms of expectations and curricular offer. Work has started in this area.

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Destinations of All School Leavers



	Year	% of Schools Leavers in a Positive Destination	Number in Cohort
Dingwall Academy	2024/25	91.22	205
Virtual Comparator	2024/25	95.76	2050
Highland	2024/25	93.5	2586
The Northern Alliance	2024/25	94.27	10006
The National Establishment	2024/25	95.67	55779
Dingwall Academy	2023/24	93.16	190
Virtual Comparator	2023/24	95.47	1900
Highland	2023/24	96.5	2629
The Northern Alliance	2023/24	95.4	9950
The National Establishment	2023/24	95.71	55961
Dingwall Academy	2022/23	96.17	183
Virtual Comparator	2022/23	95.57	1830
Highland	2022/23	95.27	2474
The Northern Alliance	2022/23	95.09	9690
The National Establishment	2022/23	95.87	54719
Dingwall Academy	2021/22	93.24	207
Virtual Comparator	2021/22	96.71	2070
Highland	2021/22	94.45	2559
The Northern Alliance	2021/22	95.41	9701
The National Establishment	2021/22	95.74	55211

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Establishment	Year	% Employed	% Further Education	% Higher Education	% Not known	% Personal Skills Development	% Training	% Unemployed Not Seeking	% Unemployed Seeking	% Voluntary Work	Number in Cohort
Dingwall Academy	2024/25	48.29	13.66	25.37	0.49		2.93	2.44	5.85	0.98	205
VC	2024/25	24.59	27.51	37.51	0.59	1.17	3.85	1.37	2.29	1.12	2050
Highland	2024/25	40.37	16.82	32.64	1.01	0.31	2.9	1.86	3.63	0.46	2586
Northern Alliance	2024/25	30.15	20.82	39.41	1.17	0.78	2.69	1.88	2.68	0.43	10006
Scotland	2024/25	21.6	26	42.31	0.38	1.09	3.99	1.56	2.39	0.68	55779

The clear message for us from the data is that the longer a young person stays in school, the more likely they are to leave to a positive destination. Our S4 Leaver data is very concerning, our S5 data has room for improvement but by S6, the picture for our leavers is an overwhelmingly positive one. A much higher percentage go into employment that our VC data suggests should but for many, this is the gateway to earnings and independence and with developments around the Green Freeport, it is hard to argue against employment pathways and apprenticeships being appropriate pathways for many.

Summary

There is a significant tension when analysing our data between the individual performance of pupils and departments and whole school measures. There is a lot of good work being done in classrooms across the school and pupils and departments are experiencing significant success as a result of their endeavours. There is always room for improvement- it is one of the inspiring challenges of teaching and education leadership and we have good staff, well supported and working hard to deliver success for our learners.

This does not really help if the pupil in question does not attend school or some classes. We know that internal truancy, emotionally based school avoidance (EBSA) and reduced faith in the value of education are rising challenges across Scotland and far beyond. But they are also our challenges and the thing that we have been increasingly doing is identifying these pupils early, intervening to amend their curriculum so that they can continue to attend and succeed to some extent. Our "Pupils at Risk" pilot, our nurturing approaches and our proactive engagement with attendance data are all giving us tools with which to intervene and support our young people. This system is being formalised to start earlier next session as we do not believe that this challenge is going away.

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School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

There is a review of the school values underway which is due to be concluded by the beginning of July. An updated version of this report will be uploaded once the new values are known.

Review of progress of improvement plan projects for session 2025/26

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](#).

School Priority 1: Successful Learners	
School Improvement Plan Priority 1	
Summary of progress	Next steps
<i>The anticipated outcomes were increased</i> • Enthusiasm and motivation for learning • Determination to reach high standards of achievement • Openness to new thinking and ideas Over the course of this session there has been progress in all aspects of this Action Plan. From the beginning we knew that this was part of a multi-year journey and as such, solid foundations are in place for sustained improvement. ✓ All teaching staff engaged with the Feedback pilot in Term 1 ✓ All teaching staff engaged with the Teaching Sprint approach to Professional Learning. ✓ All departments are reviewing their Senior Phase curriculum offer to improve the range of learner pathways that we support ✓ The introduction of Meta-Skills- supported by the rollout of the Unifrog platform- has been a particular success this year with almost all departments actively engaging through their Departmental Improvement Plan and all teaching staff supporting pupils to engage with recognising their skills and evaluating experiences. ✓ The Pupil Forum gave one meeting over to sharing their views on the quality of learning and teaching with SMT. ✓ These views aligned with the views of teaching staff when they were surveyed on approaches to learning and teaching. ✓ Based on this information the Learning and Teaching Group prepared a draft agreed standard for learning and teaching in Dingwall Academy. This will be developed and finalised next session.	Consistency- in the principles that underpin our teaching and learning and the practices that underpin our tracking and monitoring are key developments for next session. Improve the accuracy of our reporting will allow for better tracking and monitoring and timely interventions. Staff have agreed to an extra snapshot report for S4-6 pupils to make this process work more effectively.
Impact. Overall, progress has been made in this area and the school is well positioned to develop the quality of learning and teaching next session.	

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School Priority 2: Confident Individuals

School Improvement Plan Priority 2

Summary of progress

Next steps

The anticipated outcomes were increased

- **Self-respect**
- **Sense of physical, mental and emotional wellbeing**
- **Secure values and belief**
- **Ambition**

Over the course of this session there has been progress in most aspects of this Action Plan. From the beginning we knew that this was part of a multi-year journey and as such, solid foundations are in place.

Developing our capacity to effectively deliver differentiation in all classrooms is one of our top priorities for next session.

- ✓ A Learning and Teaching survey of staff confirmed that differentiation is an area that the school need to work on. Most departments have been developing their approaches but there is a need for a research-led Working Group to support and co-ordinate advice to all teaching staff.
- ✓ All staff have supported learners to engage with Unifrog, review activities and identify skills to consolidate or develop.
- ✓ All departments have started a review of their S1/2 curriculum- based on the principles of the national Curriculum review.
- ✓ One member of staff is leading an initiative to better celebrate success for all learners. This will be shared with staff next session.
- ✓ Guidance are reviewing the delivery of PSE to ensure that it aligns with the expectations around SHANARRI.
- ✓ All teaching staff have engaged with the findings of a pupil ESAS survey, have completed the Stage 1 training and identified next steps for the school to support this agenda. Increased staff awareness of the language used will allow us to better identify gender based discrimination.
- ✓ Pupils Support staff and our Attendance Support officer work hard to understand the barriers to attendance and to support pupils to improve their engagement in learning.
- ✓ A new anti-Bullying policy was rolled out by Senior Pupils. We need to capture pupil views at the start of next session about the effectiveness of this policy and amend accordingly.

Developing the pupils use of Unifrog to help support profiling and self-evaluation of their learning is a high priority for next session.

Impact. Progress has been made on this Action Plan and the school is well positioned to move forward on all aspects next session

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School Priority 3: Responsible Citizens

School Improvement Plan Priority 3

Summary of progress and impact

The anticipated outcomes were increased

- **Respect for others**
- **Commitment to participate responsibly in political, economic, social and cultural life**

Over the course of this session there has been good progress in most aspects of this Action Plan. From the beginning we knew that this was part of a multi-year journey and as such, solid foundations are in place.

- ✓ The school's Promoting Positive Relationships policy was updated in light of Scottish Government advice and rolled out to staff and pupils.
- ✓ Staff have engaged in a review of the S3 learner experience to evaluate the impact of our current curriculum model. Some departments have already started to change their delivery in light of their conclusions.
- ✓ All stakeholders have been invited to help design a new vision for the school and a set of school values. We hope that by keeping them contemporary, they will help prepare young people to take an active role in society.
- ✓ Senior School pupils are challenged about their attendance when it falls below 90% and expected to show the levels of commitment that will be required if they are to function as responsible citizens in broader society.
- ✓ The Pupil Forum engaged with a range of core aspects for education and fed back to Senior Management who have used the information to support improvement.
- ✓ A Pupil Leadership system involving opportunities for all year groups to take leadership rolls has been designed and will be rolled out by Year Heads next session.
- ✓ We had hoped to integrate labour market Intelligence into the PSE curriculum but this has not happened so far.

Next steps

Continue to support and challenge staff to use the PPR consistently.

Continue to support and challenge learners around attendance when appropriate.

Continue to develop Pupil Voice as a significant aspect of School Improvement.

Impact. Overall, the school has made good progress in this area and is well positioned to take the main improvement priorities forward next session.

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School Priority 4: Effective Contributors

School Improvement Plan Priority 4

Summary of progress

The anticipated outcomes were increased

- **An enterprising attitude**
- **Resilience**
- **Self-reliance**

Over the course of this session there has been progress in aspects of this Action Plan. Some of it was too ambitious for this session but from the beginning we knew that this was part of a multi-year journey and as such, solid foundations are in place.

- ✓ The introduction of Meta-Skills into the whole school curriculum has helped pupils reflect on themselves more deeply and to identify areas of work and society that they may wish to engage with in adult life.
- ✓ Pupil engagement with Unifrog has been impressive- this will allow PSE and core curriculum subjects to support meaningful pupil profiling.
- ✓ At a whole school level we have not managed to engage with the aspiration to develop entrepreneurship, communication and problem-solving skills. However, most departments are actively promoting these skills.
- ✓ Some departments continue to promote creativity and innovation with all classes. There is work to do to get other departments to support this essential work.

Next steps

Celebration of pupils' skills and abilities in this area needs to be promoted next session. We need to use Meta-Skills and Unifrog as vehicles to promote the importance of an enterprising attitude, resilience and self-reliance.

We need to evaluate for next session whether some of the key aspects need to be driven at a whole school level or should be devolved to departmental improvement plans.

Impact. Overall, the school have made progress in this area and we plan that the revised Vision, Values and Aims will significantly support progress in this area next session.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Improved whole school attendance by 0.4%. Several issues in December prevented us from reaching our desired target of 1% but we are happy to have continued to improve in this area and will work further on this aspect next session. There was a redirection away from behaviour management to supporting attainment during the session and it is not possible to say how successful that has been though there have already been some notable successes with pupils at National 3 and National 4 level.

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Wider achievements

Coileanaidhean nas fharsainghe

The school provide a strong extra-curricular sports programme, offering learners a wide range of opportunities to participate in physical activity, competition, and recreational sport. High levels of engagement across a variety of clubs and teams reflected pupils' enthusiasm and commitment. Staff commitment and strong pupil participation contributed positively to the wider life and ethos of the school.

Our U15 Boys Football team won their 3rd North of Scotland Cup in a row after winning it at U13s and U14s.

We have a very active and successful mountain biking club; part of their programme includes the 24-hour Strathpuffer Endurance event.

Dingwall Academy's rugby teams have had a very successful year. Our U14 & U16 girls played their first competitive games. Our U16 boys reached the final of a regional tournament and our U14 boys won their regional tournament. We have had an average of 50 pupils attend two training sessions weekly.

This year has been a hugely successful one for the Dingwall Academy Volleyball Club. The culmination was when the club was able to enter four teams into the Scottish Schools Cup tournament. The senior girls reached the semi-finals of the Cup competition, while the senior boys made it to the semi-finals of the Plate competition. The club continues to grow in strength, now featuring teams from S1 through to S6.

Pupils achieved notable success at the Ross-shire Swimming Gala and Cross-Country events. Learners achieved strong individual and team performances while displaying positive attitudes and sportsmanship throughout.

Our Interhouse Sports Programme provided learners with valuable opportunities to develop teamwork, leadership, and resilience through competition in Football, Hockey, Volleyball, Cross-Country, Swimming and Athletics. Participation levels across all year groups were high, with pupils demonstrating enthusiasm and sportsmanship.

The S6 Sports Leadership class made a valuable contribution to both the school and wider community through their involvement in local sporting events and partnership work with associated primary schools and local care homes. Their engagement helped to strengthen links within the local community and provided meaningful opportunities for learners to develop confidence, responsibility and positive role-modelling skills.

A number of pupils successfully completed a range of refereeing courses and sports leadership qualifications. Learners applied these skills effectively by volunteering to support sporting activities and events across the school and at extra-curricular activities, acting as positive role models for younger pupils.

The music department run an excellent extra-curricular programme – with pupils able to take part in choir, Ceilidh Band, Orchestra, Rock band, Piping and Jazz Band. Pupils are given the opportunity to enter local and National Mods.

The school continue to run a successful debating society for pupils.

In May a group of 24 S3 pupils enjoyed a 5-day experience at Alladale Wilderness Reserve where they camped in a remote glen for 4 nights and were responsible in groups for helping to prepare and cook their own meals. They took part in a range of activities including mountain biking, bushcraft, gorge walking, estate management and team building activities. They were immersed in nature throughout, learning about the natural environment and the ways that humans negatively and positively impact the land.

Our pupils' work contributes to the Strathpeffer Annual Art Exhibition.

We work in partnership with Forest schools to deliver a 10-week programme of bush craft and forestry skills. The sessions are delivered to S2 pupils and and mainly centred in Evanton woods.

ADD SCHOOL VALUES HERE

Bikeability- We have accessed this wonderful facility out in Croy for some of our pupils with additional support needs. The experience is very enjoyable for the pupils and provides some key safety advice as well as lots of fun.

Blooming Gardners is a wonderful opportunity for some of our pupils to gain experience in the garden and to be part of a wider community. The resource is wonderful with pupils given the opportunity to tend to animals, grew fruit and vegetables and to understand how much you can achieve in a garden.

Disability Sport- Our pupils have participated in many events across the year and have seen huge success. In particular Boccia, swimming and cross country.

S5 Travel and Tourism pupils have worked in partnership with Tulloch Castle and Ross County Stadium to achieve their employability outcomes.

This session we have collaborated with the British Deaf Association on Deaf Roots and Pride for Deaf Pupils.

We achieved Bronze Level as a Cyber First school. This means that we are delivering Cyber Security topics. Next session we will pursue the Silver Award and are planning to introduce an NPA in Cyber Security for session 2027-28.

Our S4 N4 Biology pupils enjoyed a fieldwork trip to Aigas to help contextualise their learning.

Our Higher and Advanced Higher Physics pupils enjoyed visits from the Space Academy team.
A S1/2 group attended a Girls in STEM careers event.

S2 pupils had the opportunity to write children's storybooks which they then read out to Primary One pupils.

English classes have been making good use of the local environment as a teaching resource- visiting the Peffery Way and local shops as inspiration for some of their work.

National 5 English pupils went to Aberdeen to see a live performance of their exam text- *An Inspector Calls*- and were complimented for their behaviour and attitude.

The CDT department's Enterprise Club made and sold decorations for sale at the Christmas Fair and raised approximately £260 to reinvest in further enterprise opportunities.

The Home Economics department partnered with Torridon Hotel as part of their Skills for Work Hospitality course in order to provide professional input and hands on experience for students

The Early Learning and Child-Care course had a series of learning visits to local nurseries to bring learning to life and promote ambition for future pathways.

Over the session, Afternoon Tea was provided for community groups by our Hospitality pupils which builds confidence, social skills and strengthens community and school links.

We ran a successful Master chef competition which gave students across the whole school the opportunity to engage with the department to showcase their culinary talents.

Our annual school trip to France and Germany ran again in June, including visits to the European Parliament in Strasbourg and to the renowned cathedrals of Strasbourg, Freiburg and Cologne

Our pupils regularly participate in local and national Gaelic Mods

Our pupils reached the final of the National Gaelic Schools Debate this session

ADD SCHOOL VALUES HERE

Comments from learners, families, stakeholders and staff

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

This year we chose to issue self-evaluation surveys to support us in gathering views about the quality of our work. Whilst engagement levels were low (we will promote it better next session if using this approach again), parents and carers told us that:

- Almost all pupils like being at Dingwall Academy (94%)
- Almost all children feel safe at this school (91%)
- Almost all parents/carers would recommend the school to other parents (91%)

At the same time, we acknowledge that we have work to do, based on the following feedback:

- The majority of parents/carers feel staff know their child as an individual (73%)
- The majority of parents/carers believe that the child receives the help they need to do well (73%)
- The majority of parents/carers believe that their child finds their learning activities hard enough (68%)

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:

QI 1.3 Leadership of change	Satisfactory
QI 2.3 Learning, Teaching and Assessment	Satisfactory
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Satisfactory
QI 3.2 Raising attainment and Achievement/Securing children's progress	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

Establishment Improvement Priorities	Link to National and Local Priorities
AP1 Learning, Teaching and Assessment	HGIOS4 QI 2.3: Learning, Teaching and Assessment HC ELIP Key theme: Learning and Teaching
AP2 Curriculum development to improve attainment and achievement	HGIOS4 QI 2.2: Curriculum HC ELIP Key theme: Curriculum
AP3 Self-evaluation for continuous improvement	HGIOS4 QI 1.1 and 1.3: Self-evaluation for self-improvement and Leadership of change. HC ELIP Key theme: Data Analysis for Improvement.
AP4 Health and wellbeing and whole school Ethos.	HGIOS4 QI 2.4: Personalised support, 2.6: Transitions and 3.1: Ensuring wellbeing, equality and inclusion HC ELIP Foundation principles: Inclusive Practice/ Additional Support Needs & Health and wellbeing, including Relationships and Behaviour.

Planning ahead

A' planadh air adhart

Full details of the school's 2025/26 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website at www.dingwallacademy.com or by contacting the school office.