



Dingwall Academy

WHOLE SCHOOL IMPROVEMENT PLAN

SESSION 2024.25

Respect - Responsibility - Honesty - Determination



Overview of National and Local Priorities			
National Improvement Framework Key Priorities <ol style="list-style-type: none"> 1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people's health and wellbeing 3. Closing the attainment gap between the most and least disadvantaged children and young people 4. Improvement in skills and sustained, positive school-leaver destinations for all young people 5. Improvement in achievement and attainment, particularly in literacy and numeracy 		National Improvement Framework Key Drivers <ol style="list-style-type: none"> 1. School and ELC leadership 2. Teacher and practitioner professionalism 3. Parent/carer engagement and family learning 4. Curriculum and assessment 5. School and ELC improvement 6. Performance information 	
HGIOS/HGIOELC/ HGIOURS	Highland Council Education Priorities	GME Priorities	Health and Social Care Standards
<ul style="list-style-type: none"> • 1.1 Self-evaluation for self-improvement • 1.2 Leadership of learning • 1.3 Leadership of change • 1.4 Leadership and management of staff • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.3 Learning, teaching and assessment • 2.4 Personalised support • 2.5 Family learning • 2.6 Transitions • 2.7 Partnership • 3.1 Ensuring wellbeing, equality and inclusion • 3.2 Raising attainment and achievement/Securing children's progress • 3.3 Increasing creativity and employability/Developing creativity and skills for life and learning <p>Theme 1 Our relationships Theme 2 Our learning and teaching Theme 3 Our school and community Theme 4 Our health and wellbeing Theme 5 Our successes & achievements</p>	<ul style="list-style-type: none"> • We will raise attainment and achievement for all, especially for those children 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. • We will develop leadership skills at all levels of the system for now and the future, building a culture of empowerment and professional capital. • 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. • We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through provision of high-quality services. 	<ul style="list-style-type: none"> • Education Scotland Advice on Gaelic Education focus: high quality immersion experiences improving fluency Gaelic ethos • Secondary – Increasing immersion curriculum opportunities in BGE and Senior Phase • Initiatives that promote and support the use of Gaelic in the home, in communities and extra-curricular experiences • Activities to support Gaelic language and culture (arts, media, creative industries, workplace) • Local Authority Gaelic Language Plan priority 	<ul style="list-style-type: none"> • I experience high quality care and support that is right for me. • I am fully involved in all decisions about my care and support. • I have confidence in the people who support and care for me. • I have confidence in the organisation providing my care and support. • I experience a high-quality environment if the organisations provides the premises.



Action Plans

School Improvement Plan Priorities 2024/2025

Summary: Key School Improvement Priorities (add further rows if required):

Improvement Priority Title
1. Learning and Teaching
2. Curriculum and developing our future workforce
3. Raising Attainment - including focus on attendance and nurture provision

Strategic Three Year Improvement priorities	Session 24/25 – 26/27
---	-----------------------

Below is our three-year summary of priorities in agreed improvement areas.

QI/Improvement Area Focus	23 - 24	24 - 25	25 - 26
	Standards and Equity		
	Learning and Teaching	Learning and Teaching	Learning and Teaching
	Curriculum	Curriculum and developing the future workforce	Curriculum and developing and future workforce
	Raising Attainment	Raising Attainment	Raising Attainment



School Improvement Plan – Priority 1: Learning and Teaching			
Rationale: Our learning environments will build on positive relationships and nurturing approaches, leading to high quality learning experiences. Pupils will engage with and be challenged by their learning.			
Resource implications: Time for training. Access to professional reading and research. Learning visits plan shared with all staff and built into WTA.	Staff responsible: Led by SMT, whole staff responsibility.		
Link to National and Local Priorities			
NIF Priority: Improvement in attainment and achievement, particularly in literacy and numeracy NIF Driver: Teacher and practitioner professionalism	HGIOS Quality Indicator: 2.3 Learning, teaching and assessment HGIOURS Theme: Our learning and teaching	Highland Council Priority: We will ensure the highest quality of learning and teaching for each and every learner	GME Priority (for GME and Secondary): ES key message: High quality immersion experiences
Measures of success by end of year 1	<ul style="list-style-type: none"> • <i>All staff adhering to and using Promoting Positive Relationships Policy.</i> • <i>Almost all staff aware of the key principles of Nurture.</i> • <i>Learning visits show that most pupils are engaged in their learning.</i> • <i>Pupil voice feedback demonstrates that most pupils find their learning challenging and enjoyable.</i> • <i>Pupil voice feedback demonstrates that most pupils find their feedback from teachers helpful.</i> • <i>Shared understanding across all staff of what good quality feedback looks like.</i> • <i>The majority of staff will have considered how they can make effective use of Ai in the classroom.</i> 		
INTERVENTION/ACTION	EXPECTED OUTCOME(S) FOR LEARNERS		
Further discussion with pupil groups re challenge and feedback, focus for in-service. Focus for learning visits.	<ul style="list-style-type: none"> • Pupils are engaged and challenged by their learning. • Pupils can use teacher feedback to inform and progress with their learning. • Pupils feel empowered and engaged with helping to inform and improve the learning experience. 		



<p>Learning visits programme. Programme to be discussed and agreed by staff group. Focused learning visit to be organised with QIOs.</p>	<ul style="list-style-type: none"> • Pupils experience a consistently high-quality learning experience.
<p>Use of Ai to enhance the learning experience. Staff working group to be established and further information provided. Looking outwards to Education Scotland and SQA training available.</p>	<ul style="list-style-type: none"> • Pupils are able to experience high quality resources and materials. • Pupils are increasingly familiar with how to use Ai to aid learning. • Pupils are aware of the dangers of Ai and the concept of plagiarism.
<p>Promoting positive relationships. Continued embedding of PPR. Further training on nurture, establish S1 nurture group. Focus with pupil voice on what it means to feel safe in school.</p>	<ul style="list-style-type: none"> • Pupils experience a consistency and fairness in the application of the PPR policy. Pupils feel safe and supported in school and in a good place to learn.
<p>Nurture and support provision. Specific training for Support Staff. Optional training for all staff.</p>	<ul style="list-style-type: none"> • Pupils feel safe and able to overcome barriers to learning. • Attendance levels are high.



School Improvement Plan – Priority 2: Curriculum and Developing our Future Workforce

Rationale: Our curriculum will meet pupil needs and allow planning for progression. Our curriculum will have a focus on developing the skills our young people need in the world of work.

Resource implications: Time for course and resource development Visits to other schools and departments	Staff responsible: SMT and PTs. RH leading on Employability.
--	---

Link to National and Local Priorities			
NIF Priority: Improvement in skills and sustained, positive school-leaver destinations for all NIF Driver: Curriculum and assessment	HGIOS Quality Indicator: 2.2 Curriculum HGIOURS Theme: Our school and community	Highland Council Priority: We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation	GME Priority (for GME and Secondary): Secondary: Increasing immersion curriculum opportunities in BGE and Senior Phase

Measures of success by end of year 1	<ul style="list-style-type: none"> Reduction in number of pupils asking to amend options during session. Feedback from pupils demonstrates that almost all benefited from the “Future Focus” course. Sampling of S6 pupil progression demonstrates appropriate pathways. Positive Destinations figure remains above VC and National. Reduction in the number of pupils on part time timetables.
---	--

INTERVENTION/ACTION		EXPECTED OUTCOME(S) FOR LEARNERS
Employability course. Introduce course to S5 and S6 curriculum. Course materials and planning. Time for staff development.	R e d	<ul style="list-style-type: none"> Improved curriculum opportunity for senior phase pupils, particularly for those planning to move directly into employment. Improved employment opportunities for pupils in the local area.
Scottish Studies and MHWB review. Feedback from pupil groups. Discussion regarding alternative methods of delivery.		<ul style="list-style-type: none"> Improved learning and teaching experience for pupils for pupils working on Scottish Studies and Mental Health and Wellbeing Courses. Pupils can apply skills and knowledge from MHWB course for their own wellbeing. Improved attainment in S4, particularly for pupils achieving 1, 3 and 5 @Level 5.
Highland Council strategic plan for Future Workforce. Remain up to date with HC development and link with employability course and with DYW co-ordinator.	R e d	<ul style="list-style-type: none"> Pupils leave school with the appropriate skills to allow them to move into local employment opportunities.



Analysis of part time timetables in S3 and S4. Identify gaps in provision.

- **Pupils will have access to a full and appropriate curriculum.**



School Improvement Plan – Priority 3: Raising Attainment

Rationale: Our young people will attain at the highest possible level in a range of subjects and levels. Young people will understand where they are with their learning and set high standards for themselves. Staff will have high levels of expectation. Pupils and parents will understand the impact of attendance on attainment.

Resource implications:
 Time for Insight training
 Further development of tracking sheets – build on previous visits to other schools

Staff responsible:
 SMT, with Year Heads taking responsibility for tracking year groups.

Link to National and Local Priorities

NIF Priority:
 Closing the attainment gap between the most and least disadvantaged children
NIF Driver:
 Performance Information

HGIOS Quality Indicator:
 3.2 Raising attainment and achievement/securing children's progress
HGIOURS Theme:
 Our successes and achievements

Highland Council Priority:
 We will raise attainment and achievement for all, especially for those children from disadvantaged circumstances including rural deprivation

GME Priority (for GME and Secondary):
 ES key message: High quality immersion experiences

Measures of success by end of year 1

- S6 Pupils achieving 5@6 increases to 58%
- S6 Pupils achieving 3@6 increases to 73%
- S6 Pupils achieving 1@6 increases to 90%

- Almost all senior phase pupils can say where they are in their learning, what their target grade is and how they can move towards this target.
- Almost all staff are familiar with and able to make effective use of Insight data.
- All pupils leave school with a literacy and numeracy qualifications.
- SMT are all familiar and able to make effective use of Highland Data sets.

INTERVENTION/ACTION

EXPECTED OUTCOME(S) FOR LEARNERS

Monitoring and Tracking sheets finalised for S3 – S6. Sheets updated with SQA results to start in August.

- Evidence from tracking will be used to ensure that pupils are challenged and supported to attain at the highest possible level.
- Pupils will leave school with increased qualifications.



Consistency in department approaches to 'safety nets'	<ul style="list-style-type: none"> • All pupils will have the opportunity to achieve at the highest level, there will be a reduction in the number of pupils not attaining a qualification in any subject.
Attendance Continue to improve whole school attendance by 1% year on year aiming for 89% by the end of the 2027/28 session.	<ul style="list-style-type: none"> • By improving attendance we improve learning, we improve attainment. • Pupils will understand the importance of attendance in the world of work.
Improving attainment in S6 Introduce Communication @L6 Leadership @L6 Scientific Technologies @L6 Targeted work with identified group including contact with parents/carers	<ul style="list-style-type: none"> • Pupils will have a wider range of opportunity @L6. They will engage with and enjoy their learning.
Focus on pupils with part time timetables. All leave with literacy and numeracy qualification and a positive destination. Focus on identifying and removing barriers to learning.	<ul style="list-style-type: none"> • Every pupil will leave with a literacy and numeracy qualification. Pupils on part time timetables will be well supported.
Insight training for all staff (September In-Service)	<ul style="list-style-type: none"> • Data will be used to support and set high standards for all pupils.
Capturing wider learning. (Christmas Fair Spring Fair Outdoor Learning)	<ul style="list-style-type: none"> • Pupils will have the opportunity to learn in a wide range of contexts. They will recognise and value this learning and acquire valuable skills.
Nurture and support provision. Improved in-house intervention provision.	<ul style="list-style-type: none"> • There will be a range of in-school interventions that support a range of pupil needs.