

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023/24



St Duthus School

HIGHLAND COUNCIL | ACADEMY STREET, TAIN, IV191ED

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.

St Duthus School is in a rural coastal setting serving a wide geographical area ranging from Alness in the South to Bonar Bridge in the Northwest, Golspie in the North and the Dornoch and Tain areas. We are a specialist provision for pupils aged 4 – 19 who have complex additional support needs.

There are currently 27 children attending the school. We have 5 composite classes in total: 1 x P1-P6, 2 x P7 – S3 and 2 x Senior Phase Classes S4-S6.

Our purpose built, temporary school building opened in August 2015. We will be moving into the new Tain Community Campus in 2025.

Staff provide a supportive and nurturing environment for pupils and have developed good relationships with our partners, including the team of wider professionals and parents. We very much encourage a team approach to meeting the needs of our young people.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

We have had no exclusions this year.

Data relating to our context:

Pupil Numbers	Attendance	Teacher Numbers (FTE)
27	89.3%	9

Age 0-8	Age 9-12	Age 13-15	16+
18.5%	29.6%	22.2%	29.6%

SIMD Q1	SIMD Q2	SIMD Q2	SIMD Q3	SIMD Q5	Unknown
0-10%	20-30%	50-60%	10-20%	0-10%	0-10%

Overall ASN	Free School Meal	EAL	Glossary:
100%	100%	0%	FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation 1= % of pupils living in most deprived areas 5=least deprived areas ASN – Additional Support Needs EAL – percentage of learners for whom English is an Additional Language

Attainment

P1-S3 – Broad General Education

In a Special School most children in Broad General Education will be working between pre-early milestones and early level. A few may be working within first in some areas. Children are assessed and their progress is tracked. Interventions are put in place where we feel a child is not making progress as expected in relation to their potential. For some children their progress may be lateral due to their individual circumstances. Pupils may also participate in awards programs and this year a group of students earned the Bronze Wild Challenge Award.

Almost all children and young people will use a range of communication systems to communicate with each other and adults. These include but not exclusively signing, symbols and assistive technologies.

S4-S6- Senior Phase

Most children and young people are working towards accreditation at level 1 and 2 in a range of curricular areas. A minority of learners may be working at level 3 in some areas.

This year children and young people have attained accreditation in the following areas.

Maths, English, Creative Arts, Social Subjects, Science, Physical Education, Food, Health and Wellbeing and have attained awards such as the Dynamic Youth Award.

Destinations of School Leavers

All our leavers this year have a positive destination.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

RESPECT • ACHIEVEMENT • COMMUNITY • HAPPINESS • COMPASSION

Review of progress of improvement plan projects for session 2023/24

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 Improvement Plan Priority 1 Leadership of Change - To increase the involvement of children and young people, parents, partners and staff in the work of the school.	
Summary of impact :	Next steps
<ul style="list-style-type: none">• Creation of Vision, Values & Aims – This is being embedded throughout the school day and within the curriculum. There has been a positive impact as pupils and staff collectively celebrate achievements with certificates and awards as well as whole school assemblies organised by one of the Teaches who has taken this as part of her remit.• Pupils and staff have a shared understanding of wellbeing by including PSE as part of the curriculum and weekly lessons being delivered to all pupils in a meaningful and tangible way.• Wellbeing Profile's were to be led by the pupils where possible and feedback shared by the parents. There has been partial engagement with this however as a school we could further support pupil independence and pupil voice.• We have completed an audit to assess where we were with total communication for our pupils and where we need to be. This gave us the information to purchase assistive technology and training to aid pupil engagement, voice and independence.• As a whole school team we have made strong efforts to engage parents and stakeholders. Opportunities have been created through activity afternoons, events and the St Duthus pupils have experienced and participated in activities to broaden the wider school community.• There has been good progress towards increasing school participation from all and the school is beginning to work as one community. We have identified steps to hear the pupils and parents voice and believe that working towards that will create positive outcomes and attitudes for our young people.	<p>Engage with parents and community to expand and embrace St Duthus Vision, Values & Aims, through joint community activities, training and support for parents.</p> <p>Encourage staff through training and collegiate activities to understand the importance of pupil independence.</p> <p>Look at ways to improve communication between home and school that supports learners and families and gives opportunity for parents to have access to school even if they cannot manage to physically be in. Consider digital applications that offer this.</p>

School Improvement Plan Priority 2 Raising Attainment - To raise attainment for all our children and young people within BGE and Senior Phase by improving our planning, assessment and tracking. We will be able to identify the best approaches to improve outcomes for our learners and know if they are making progress by having systems in place that can track this.

Summary of impact	Next steps
<ul style="list-style-type: none"> • Through collegiate activities across the Special School ASG staff were able to engage professionally to gain further knowledge on planning and delivering SQA courses. The result of this has been an increase in the range of qualifications offered within Senior Phase and the number of courses achieved. • Having a uniformed approach to planning and tracking across all classes has promoted equity and equality for all pupils. BGE pupils are beginning to access awards as well as the Senior phase pupils who have also been successful in gaining Wider Achievement Awards this year. There is the potential for us to explore this further and ensure there is a broad range of choice and diversity across the awards that are being delivered. • Skill trackers are being used alongside other assessments to assess learners progress and provide interventions that will enable planning to efficiently meet the needs of learners. • The focus on developing a clear and consistent approach to provide information about pupils wellbeing has been successful. All staff have engaged with this and understand the need for communication and wellbeing profiles along in conjunction with IEPs. This has helped when working across two settings for a pupil and in understanding the individual pupils and developing strategies to make learning positive for them. • Through improvements in planning and tracking the school is making good progress in raising attainment. There will continue to be developments to this as staff engage with moderation to ensure quality of work and assessments. 	<p>Staff would like to continue moderation with one another and across the schools. This will be accounted for in the WTA and opportunities raised within the Special School ASG.</p> <p>Progressing the schools participation with Awards and Amazing Things 5 is part of a leadership role from one of the teachers. It will be useful to explore the range of Awards across all ages.</p> <p>Adopt a uniformed IEP that is to be used across Highland. Provide staff with training in this.</p>

School Improvement Plan Priority 3 Learning and Teaching – To raise attainment and achievement for all and to provide skills for life.

Summary of impact	Next steps
<ul style="list-style-type: none"> • The use of Attention Autism to deliver lessons started off with participation across most classes and it was quite successful. Engagement has dropped a small amount possibly due to staff absence. It is clear through observations that pupil engagement increases with Attention Autism. Staff need to consider how they can use it to further extend the learners knowledge. • Pupils are accessing all curricular subjects and links have been made with the local secondary to provide access to some maths, English, science and art subjects within a mainstream setting. • We are beginning to look at the Curriculum Rationale and this has become a focal point for a PSA working group, gathering views from parents, stakeholders and pupils to ensure there are views from a wider circle. • Staff have engaged in moderation within the ASG and with each other as well as Head Teacher observations and learning walks to look at good practice and encourage self evaluation. 	<p>We want to look at how to engage with this further to support learning and teaching across the school.</p> <p>Pupils are covering more subjects however the engagement and delivery of some of these subjects could be improved. We would like to look at digital and assistive technology and how it can enhance a learners progress.</p> <p>We would like to spend more time on moderation and staff linking in with each other to work supportively.</p>

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Attention Autism is being used to deliver the curriculum and is very popular with teachers and students. Most pupils engage with Attention Autism. Teacher confidence is improving and developing and gaining experience in the use of attention autism will be continued.

Staff confidence and knowledge working with AAC has increased. Engagement from pupils and access to interventions to support their learning has helped with attainment. Support from practitioners from CALL Scotland and SLT has been invaluable. The school will continue to monitor the use of AAC in the classrooms.

Wider achievements

Coileanaidhean nas fharsainghe

Pupils have participated in the Dynamic Youth Award, Personal Development Award and the Bronze Wild Challenge Award. Pupils attend the Disability Sports events and Competed in the Disability Sports Athletics Championships having successful outcomes across several events.

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:

	2023-2024
QI 1.3 Leadership of change	Good
QI 2.3 Learning, Teaching and Assessment	Satisfactory
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Satisfactory
QI 3.2 Raising attainment and Achievement	Satisfactory
Other QIs reviewed	

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

We are making progress to improve in our own practice and deliver quality learning. Through self-evaluation and collegiate activities we are identifying areas to develop and interventions needed to make positive changes.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Improvement Priority Title
1. Transition to the New Campus
2. Curriculum Rationale
3. Assessment, Tracking and Monitoring

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 by contacting the school office

Appendix 1: Local and National Context

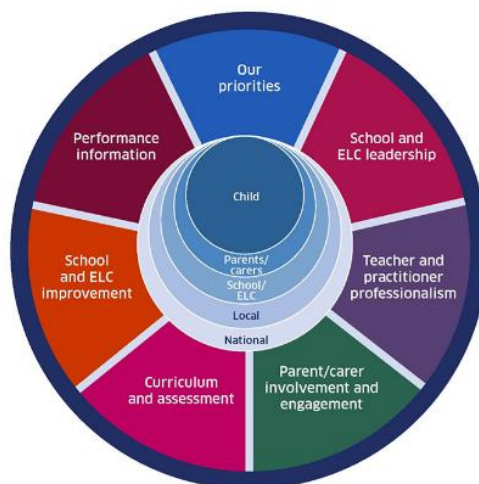
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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



Accuracy?

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%

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 heart of our practice. We continue to develop our practice in making robust use of evidence as a 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

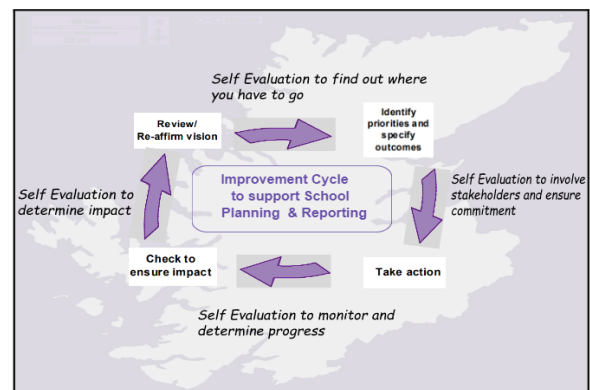
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Mel Carson
Head Teacher
St Duthus School

Self-evaluation summary for school improvement - Core QIs – For professional dialogue – remove from parental versions			
<p>How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</p>	<p>How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
QI 1.3 Leadership of change			
<p>How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</p>	<p>How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
<p>Encouraging all staff in taking forward leadership roles.</p>	<p>All staff have an leadership roles that directly relate to the improvement plan. Staff feel valued and there is a shared input to the school.</p>	<p>Regular meetings included with the WTA. Working groups to continue as part of our SIP.</p>	<p>Good</p>
<p>Working together with local secondary schools to develop links between teachers to provide YP with access to a wider range of curricular areas and increase attainment in more qualifications.</p>	<p>Teachers have subject links with TRA & any other Secondary Schools. YP have increased curriculum offer. YP working towards a wider range of awards and qualifications.</p>	<p>Look at transition into the new campus and maintain relationships with the Secondary schools. Encourage staff engagement with Awards programme and continue to promote learner achievement across a wide range of subjects.</p>	
QI 2.3 Learning, teaching and assessment			
<p>How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</p>	<p>How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	<p>How would you evaluate this QI using the HGIOS 4 six-point scale?</p>
<p>Developing Vision and Values Driving forward improvements in Teaching & Learning leading to continued improvements in progress and achievement.</p>	<p>Staff are modelling the values in their daily practice. Learning walks/ observations – individual action plans Moderation CAT sessions</p>	<p>Collaboration between staff has improved. We will continue to moderate and improve our practice through professional learning and training. Staff will continue to be well supported to self-evaluate and re visit areas of improvement.</p>	<p>Satisfactory</p>

<p>Teachers planning lessons to ensure they engage the interest of all learners and take account of individual need.</p> <p>Continuing to use a wide range of assessments to gather more evidence to show accurately how well learners are progressing.</p> <p>Teachers use assessment information to plan lessons which build more appropriately on prior skills.</p> <p>Teachers use assessment to plan lessons ensuring appropriate level of challenge.</p>	<p>Joint Moderation with the Special School ASG</p>	<p>The school improvement plan will reflect this and methods to improve pupil & parent voices will be implemented.</p>	
<p>QI 3.1 Ensuring wellbeing, equality and inclusion</p>			
<p>How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</p>	<p>How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	
<p>All staff complete annual CP training & FGM training.</p> <p>Ensure there is a consistent understanding of the uniqueness of St Duthus.</p> <p>Involve parents, learners and partners in the work of the school.</p> <p>Ensure that all parents have opportunities to be fully involved in or at least aware of the school improvement priorities.</p>	<p>Training register</p> <p>Wellness Wednesday</p> <p>Sessions for parents within the classes. To the partnership event. New campus session.</p> <p>Parents invited to join SIP discussion.</p>	<p>Further develop links with partners for parents and pupils.</p> <p>Provide parents/carers with opportunities to develop knowledge learn about new digital technology and platforms that we will be using.</p>	

<p>Staff to develop approaches to communication that parents find, ore easily accessible.</p> <p>Create for parents and learners. Signpost to agencies and activities that learners can access when not in school.</p>	<p>Successful transition event.</p>		
<p>QI 3.2 Raising attainment and achievement</p>			
<p>How well are you doing? What's working well for your learners? Not solely a description of what you have been doing...evaluative language (see guidance document p10-14)</p>	<p>How do you know? What evidence do you have of positive impact on learners? Observation/Peoples Views/Data Impact – outcomes/practice/ systems and processes to inform these?</p>	<p>What are you going to do now? What are your improvement priorities in this area?</p>	
<p>Staff have developed how the school celebrates and recognises learners' achievements through class awards, assemblies, participation in our Values board, accessing SQA and award programmes.</p> <p>As a school we are working more effectively with partners to support learners to develop their achievements in their local community.</p>	<p>End of year celebration service Assemblies Wellness Wednesday – activities to support pupil wellness.</p> <p>RNLI Lifeboat celebration St Duthus Run at the GALA Participation in St Duthac Art & Book week.</p>	<p>Continue with Awards programmes and celebration as a school through assemblies. Parents and pupils enjoyed the School awards so this will continue.</p> <p>Work with the For you & Farmer Jones project to develop skills and employability options.</p> <p>Staff engaging with work force & strategic groups to develop partnerships and transitions.</p>	<p>Satisfactory</p>