

Summarised inspection findings

Dingwall Academy

The Highland Council

2 April 2019

Key contextual information

Dingwall Academy is a non-denominational secondary school which serves the market town of Dingwall and a number of rural communities. Dingwall Academy has nine associated primary schools. The school has Gaelic Medium provision and an Autism Unit.

Attendance is generally in line with the national average.

In February 2017, 10.08% of pupils were registered for free school meals.

In September 2017, 1% per cent of pupils lived in the 20% most deprived datazones in Scotland.

In September 2017, the school reported that 37% of pupils had additional support needs.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- In almost all lessons observed, there were positive relationships between teachers and young people and amongst young people themselves. Almost all young people behave well, in class and around the school. Inspectors found that almost all young people show interest and commitment in their learning. Most demonstrate the ability to work independently on tasks, and collaborate well in group work and whole-class activities. Almost all respond well to teachers' questioning, showing confidence and thoughtfulness in their contributions. However, whilst young people generally enjoy learning, only in a few classes do they show real enthusiasm for their tasks. Overall, young people have too few opportunities to play active parts in their learning experiences. In a minority of classes, tasks and activities do not meet the different needs of young people, at times offering too little challenge. Many young people demonstrate clearly their potential to play a more active part in lessons. When learning contexts are chosen well to relate to young people's interests, and tasks offer appropriate pace and challenge, high levels of motivation are evident.
- Young people are using laptop computers, supplied by the school, to enhance learning in a number of areas of the curriculum. Young people are also able to use a range of other digital devices and computers, for example in lessons in business education, information and communications technology (ICT) and craft design and technology. Almost all young people are well motivated by the digital resources which they are able to access, including those which help them to plan and record homework tasks, and share information about their learning with parents and carers.
- A number of staff make effective use of digital technologies to underpin learning. For example, they use relevant, contemporary video resources effectively, to engage young people's interest. Some staff are making good use of the school's recent introduction of laptops for all young people, as a means of involving parents more in young people's learning, for example by sharing information about homework. However, many staff are still at the early stages of

exploring how the local authority's investment in laptop computers for all young people can bring significant benefits to all areas of learning.

- Planning for learning is based on Curriculum for Excellence experiences and outcomes. Most teachers organise lessons well, generally building on learning from earlier tasks, and consolidate learning through plenary discussions. However teachers are not yet planning learning which meets the needs of all learners in each class. Important school developments, including in ICT, creativity and Developing the Young Workforce, have the potential to add stimulus and new ideas to teaching.
- Inspectors observed a few lessons where teaching was of a very high quality. However, too often, young people spend too long as passive recipients and are not actively engaged with the learning activity. Whilst young people sustain their interest well, even when tasks lack stimulus or relevance, these approaches diminish young people's overall experience and their development as independent learners.
- An established protocol and practitioner guide for undertaking peer learning observations is in place across the school, with a focus on active and creative learning. There is scope for evaluating and improving the sharing of outcomes of these teacher observations, to ensure there is robust evidence of how these are positively impacting on practice and learner experiences. This should enhance the current sharing of good practice sessions and result in a whole-school shared understanding of high quality learning and teaching.
- Teachers use a variety of assessment approaches to track and monitor young people's progress. They use experiences and outcomes and National Benchmarks to plan learning, teaching and assessment. Teachers participated in the local authority-based activity on sharing standards. This practice, as well as increased school based moderation, could be developed further to ensure a consistent approach to moderation, which ensures the validity and reliability of assessment information.
- In the broad general education (BGE), young people are able to identify which level they are working at and their next level of progression in only a few areas of the curriculum. There is scope for young people to be more involved in taking ownership of their learning and understanding their strengths and identifying next steps to enable them to progress.
- In the BGE and senior phase, principal teachers have access to data that enables them to track pupil progress. Senior leaders have introduced a new system to track the progress of learners in the BGE. As this evolves, it should lead to a whole school overview of progress and attainment over time for all young people at all stages of the BGE. At the senior phase, progress is tracked using assessments that are linked to National Qualifications (NQs). The school has identified the need to ensure that the monitoring and tracking process is robust, underpinned by evidence to support young people in their learning. There is capacity for improvement in using this data to enable young people to make better progress. Tracking and monitoring information should be used more consistently, to inform young people's next steps in learning and provide appropriate interventions.
- Principal teachers, working with their link deputy headteacher, analyse senior phase attainment in order to set action points for improvement. The quality of this analysis is too variable and needs a shared, consistent approach across the school to agree strategies which will raise attainment.
- Teachers have access to information and strategies for supporting targeted learners through the school's digital information management system. When used most effectively, these strategies support young people well to access their learning. Teachers now need to use the information more consistently across the school.

- As the school takes stock of the overall quality of young people's learning and attainment, it can draw on a number of developments which are already underway. These include the potential for staff working groups to bring forward practical measures, a clear role for young people to become centrally involved in improvements, stronger use of senior leadership and peer observation, and more effective sharing of good practice. It will be important that the school drives improvements in learning, teaching and assessment more purposefully, improving the impact of senior leaders and middle managers, and raising expectations of the consistency and quality of lessons across the curriculum.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

Broad general education (BGE)

- The school provided the following information about young people's attainment in literacy and numeracy by the end of S3. In 2018, most young people achieved third curriculum level in listening and talking, reading, writing and numeracy. This represents an improvement on the previous year, where the majority of young people achieved third curriculum level in listening and talking, reading, writing and numeracy. The school reported that a minority of young people achieved fourth level in reading and writing in 2018. In 2017, a few young people achieved fourth level in reading and writing. A minority of young people achieved fourth level numeracy in 2017 and 2018. Senior leaders have identified that the higher literacy and numeracy attainment for 2018 reflects an improvement in the staff's understanding of national standards.
- The school is currently refreshing its approaches to literacy across the curriculum. Although there are a few examples of young people developing their literacy skills in other subject areas, staff recognise the need for a more consistent approach. Future plans should ensure that there is a more robust overview of how young people's literacy skills are being developed across the curriculum in the BGE.
- There is a need to ensure consistency in the school's approaches to the development and monitoring of young people's numeracy skills across the curriculum. The maths department are currently revising their BGE courses to strengthen young people's numeracy skills. Combined with an improved whole school approach to numeracy across the curriculum, this will allow teachers to develop a greater understanding of expected national standards. In addition, young people will have greater opportunities to develop their numeracy skills in a variety of contexts and become more aware of their progress.

Senior phase: Leavers

Literacy

- There is no consistent pattern of improvement in the percentage of young people attaining well in literacy by the time of leaving school. In 2017, almost all young people leaving school attained literacy at SCQF level 4 or better and most attained literacy at SCQF level 5 or better. The school performed in line with the Virtual Comparator (VC) at SCQF level 4 or better and SCQF level 5 or better in 2016 and 2017. The percentage of leavers attaining literacy at SCQF level 6 or better is variable and the school is significantly lower than the VC in three of the past four years.

Numeracy

- There is no consistent pattern of improvement in the percentage of young people attaining well in numeracy by the time of leaving school. In 2017, most leavers attained numeracy at SCQF

level 4 or better. The majority of young people attained numeracy at SCQF level 5 or better in 2017 and the school performs in line with the VC. At SCQF level 6, there is an inconsistent picture, with the lowest percentage of leavers attaining at this level in the five year period between 2013 and 2017. In 2017 the school performed significantly lower than the VC.

As young people move through the senior phase

Literacy

- In S4, most young people in S4 attain literacy at SCQF level 4 or better. There were improvements in the percentage of young people in S4 attaining literacy at SCQF level 4 or better and SCQF level 5 or better, including as a course award, between 2014 and 2017. At SCQF level 4 or better and SCQF level 5 or better, the school is in line with the VC in the latest year. By S5, there is an improving picture over the past five years with most young people attaining at SCQF level 5 or better. At SCQF level 5 or better the school is in line with the VC in the latest year, although significantly lower than the VC in the previous three years. There are steady improvements in the percentage of young people in S5 attaining at SCQF level 6, with the majority achieving this level in the latest year. The school's performance is in line with the VC for the past two years, having previously been significantly lower than the VC. By S6, the percentage of young people attaining at SCQF level 5 or better and SCQF level 6 has improved over the past five years, although the school has performed significantly lower than the VC in the latest two years at SCQF level 5 or better. At SCQF level 6 the school was below the VC in 2017 and is line with the VC in 2018.

Numeracy

- In S4, most young people attain numeracy at SCQF level 4 or better, in line with the VC. There were improvements in the percentage of young people attaining numeracy at SCQF level 5 or better between 2014 and 2017, although this has declined slightly in the latest year. The school performs in line with the VC at SCQF 5 or better in the latest year. In the previous three years, the school was significantly lower than the VC. By S5, a majority of young people attain numeracy at SCQF level 5 or better. At course level the picture is inconsistent. The percentage of young people achieving numeracy as part of a course award at SCQF level 6 is also a variable picture. In the latest year the school is significantly lower than the VC. By S6, at SCQF levels 5 or better and 6, the school is significantly lower than the VC in the latest year.

Attainment over time

Broad general education (BGE)

- Senior leaders have introduced a new system to track the progress of learners in the BGE. Data on achieving levels in all subjects is now collated twice per year through the school's reporting system. This information is analysed by senior leaders to allow targeted support to be put in place for a few young people who require specific interventions to improve their attainment. Currently, the school does not track attainment over time. As this system evolves, the school should consider how to capture the relevant assessment data held by subject departments so that it can demonstrate progress over time for all young people at all stages of the BGE. This will allow staff to provide reliable evidence that young people are making progress from their prior levels of attainment. In addition, it will provide richer evidence to monitor the progress of specific groups of young people, such as the highest attaining and those in Gaelic Medium Education (GME) and will also allow the school to demonstrate the impact of interventions at all stages of the BGE.

Senior phase

- Tracking in the senior phase is currently more robust than in the BGE. For each learner, target and working grades are included for each course leading to a qualification. This information is used to discuss possible interventions for individual learners with senior leaders. In 2017/18

staff targeted an identified cohort of young people with the aim of raising attainment in the senior phase and there are some early indications of impact.

Senior phase

- The average complementary tariff scores for all leavers and for the highest attaining 20% of leavers and middle attaining 60% of leavers are significantly lower than the VC in 2017. Tariff scores are not improving. The average total tariff scores for the lowest attaining 20% of leavers are in line with the VC. In 2017 17.2% of young people left at the end of S4.
- In S4, the average complementary tariff scores for all young people, for the lowest attaining 20%, the middle attaining 60% and the highest attaining 20% are generally in line with the VC over a five year period. By S5, there is a slight improvement in the average complementary tariff scores for all young people and the middle attaining 60%, although the average complementary tariff scores are significantly lower than the VC in the latest year for both. For the highest attaining 20% the school performs in line with the VC in the latest year. By S6, the average complementary tariff scores for the highest attaining 20% are significantly lower than the VC for the last two years.

Breadth and depth

- In S4, the percentage of young people attaining five or more to six or more courses at SCQF level 4 or better shows a decline over five years. The school is in line with the VC. The percentage of young people attaining one or more to six or more courses at SCQF level 5C or better is in line with the VC in the latest year. At five or more and six or more the school has been significantly lower than the VC in two of the past five years. The percentage of young people attaining four or more and five or more courses at SCQF level 5A has been significantly lower than the VC in two of the past five years, although in line in the latest year.
- By S5, the percentage of young people attaining one or more to four or more courses at SCQF level 5C or better is in line with the VC in the latest year. However the school has been significantly lower than the VC at three or more and four or more for the previous three years. The percentage of young people attaining five or more courses at SCQF level 5C is significantly lower than the VC in three of the previous four years, including in the latest year. The percentage of young people attaining one or more to three or more courses at SCQF level 6C or better is significantly lower than the VC in the latest year. At SCQF level 6A the school performs in line with the VC for one or more to three or more courses.
- By S6, the percentage of young people attaining one or more to six or more courses at SCQF level 5C or better is in line with the VC in the latest year. The percentage of young people attaining one or more to six or more courses at SCQF level 5A is in line with the VC in the latest year and shows signs of improvement over the five year period. The percentage of young people attaining one or more to five or more courses at SCQF level 6C or better and 6A or better is in line with the VC in the latest year.

Overall quality of learners' achievement

- The school rightly prides itself on being one with a strong sense of vibrant community. It works well with the wider community to offer a considerable range of opportunities for young people to enhance their skills and attributes. For example, in S3 young people make valuable contributions to their community through their year group involvement with Youth Philanthropy Initiative (YPI) while gaining further collaborative, research and communication skills. Celebration of a wide range of achievements takes place through assemblies, social media and newsletters. Accreditation for some of these opportunities is gained through the John Muir, Saltire and Duke of Edinburgh Awards. Young people are beginning to build an awareness of the skills that they are developing as a result of taking part in opportunities for achievement. The school has correctly identified that more young people could gain formal accreditation for the skills.
- The school is at the early stages of developing a whole school approach to monitoring and evaluating the overall quality of young people's achievements and participation. Senior leaders recognise that there is considerable scope to take a more planned and strategic approach which includes ensuring progression in skills development and increased formal accredited awards for all young people.
- Social enterprise activities provide creative opportunities for a few senior learners to develop employability skills. For example working in the Sunflower Café allows a few young people to develop skills in both hospitality and care sectors, when local residents with dementia visit. Performing arts activities enjoy a high profile in the school with 10% of the school roll developing creativity, communication and team working skills through participation in the national Rock Challenge competition, with young people winning first and second place in the last two sessions.
- There is scope to further develop the role that the school has in supporting all young people in understanding their future career pathways. The Employability Group has begun to address this with its pilot work in embedding the Careers Education Standards.

Equity for all learners

Destinations

- Over the past five years, almost all young people have entered a positive destination on leaving Dingwall Academy. The percentage of young people going to higher education on leaving school is fairly constant between 2013 and 2017. The percentage leaving school and entering further education has increased over the past five years.
- Senior leaders recognise the need for a more strategic and proactive approach to ensuring that all learners can achieve and attain appropriately. This will include a more robust system which identifies learners appropriately and measures the impact of interventions from a baseline of assessment data. There is not yet a systematic approach to directing young people to opportunities which would mitigate against the impact of socio economic disadvantage or rural isolation. Working with partners, the school is developing a range of planned interventions, aimed at ensuring equity of opportunity for all learners.
- The school's current plans for its Pupil Equity Fund (PEF) include an accelerated reading programme which targets literacy skills in S1 and S2 and specific focussed projects such as Growing2gether, which support the development of employability skills. These plans are at an early stage and there is limited evidence of impact leading to improved outcomes for learners at risk of missing out. Staff should ensure that robust systems, with baseline data, are in place for all interventions to measure impact.

Context

In recent years there have been a number of changes in staffing in the autism unit. At the time of the inspection the depute headteacher had been in post for 11 months and the principal teacher for four months. Just under half of the young people placed at the unit are on part-time placements.

QI 2.3 Learning, teaching and assessment

- Planning to meet young people's needs results in the majority of young people in the unit spending most of their time learning in mainstream classes alongside their peers. The school should ensure that young people's learning in mainstream classes best meets their needs and is in line with each young person's identified targets.
- When young people attend classes in the unit, they are eager and keen to learn. Relationships between staff, and young people and their peers are positive and this results in their learning in a caring and supportive environment. Young people's lessons are matched to those they would experience in mainstream classes and this ensures they follow the curriculum in line with their mainstream peers. Learning focusses on young people experiencing as wide a range of curricular areas as possible. Health and wellbeing lessons focus on important personal skills such as communication. Where learning provides interest and appropriate challenge, young people are motivated and engaged in their learning.
- Young people experience choice in tutorial lessons where they can choose which piece of classwork they wish to focus on. The school has recently improved how young people in the unit make option choices in the senior phase and this supports young people well to make more informed subject choices. The school should continue to develop further how young people in the unit can influence, and lead, their learning, for example through taking on leadership roles such as serving on the pupil council.
- The school needs to consider how best the current model of delivery of teaching meets young people's needs. In the unit, young people often learn in classes which are very small and offer little opportunity for learning alongside their peers. This significantly limits young people's opportunities to work in pairs or groups, share their ideas and to peer assess each other's work. Whilst teachers use questions well to inspire young people's curiosity, the very small classes limit teachers' opportunities to plan lessons which use a wide range of approaches and environments.
- Current assessment approaches use information on young people's abilities and progress from their previous school. This supports teachers to plan learning activities which build on young people's prior learning. The school is at the early stages of developing a range of assessment approaches to inform planning for learning and in implementing tracking and monitoring of young people's progress in their learning. The school now needs to ensure that information gathered from a range of assessment approaches is robustly analysed to ensure young people make improved progress in their learning. Young people's progress needs to be tracked and monitored, so that planned learning provides appropriate levels of pace and challenge.

QI 3.2 Raising attainment and achievement

Attainment literacy and numeracy

- The school is at the early stages in gathering meaningful data on young people's progress in literacy and numeracy. The school's plans to implement a tracking and monitoring system to support this, need to be taken forward in order for teachers to be able to identify how well young people are progressing in their learning. Tracking and monitoring need to complement any systems in the mainstream setting to ensure a clear picture of young people's progress.
- Information gathered from inspection activities including classroom observations, observations of young people's work and school reports would indicate that most young people are making appropriate progress in literacy and numeracy.

Attainment over time

- In line with literacy and numeracy, the school is at the early stages of gathering data regarding young people's progress across all curricular areas in the BGE. This work needs to be taken forward more purposefully to provide meaningful information on young people's progress.
- The school is beginning to pull together data on how well young people are attaining in the senior phase. From the information currently available, it is evident young people are attaining a range of unit and course awards from National 1 to Higher level across a range of curricular areas. The school now needs to use the data it gathers to analyse how well young people are attaining over time.

Achievements

- Young people are confident in discussions with others and can express their opinion when asked. They confidently move around the school and access mainstream classes, when appropriate. They can identify and express things which interest them and can express a view on their aspirations for their future.
- The school is not yet routinely identifying, accrediting, recording or tracking and monitoring young people's achievements in the unit. Young people are able to access a range of personal achievements through for example, ASDAN or John Muir awards. The school now needs to build planning for young people's personal achievements into how learning is planned, targets identified and achievements are recognised and accredited.

Equity

- Young people in the unit say they feel that they are Dingwall Academy students and are treated fairly by their teachers and peers. They access all areas of the school and curriculum and they enjoy making friends. Just under half of young people at the unit attend on a part-time placement and the school needs to work with the local authority to ensure these young people receive their full entitlement to education. As part of the school's work to gather data on young people's attainment and achievements they should include a robust analysis of young people's destinations on leaving school.

Context

Dingwall Academy provides progression to GME from Dingwall Primary School. The staffing entitlement is 2.6 full-time equivalent. There is a substantial gap in the proportion of the curriculum delivered through Gaelic in the secondary compared to the primary stages. Gàidhlig as a subject is available across the BGE, leading to NQs in the senior phase. Social subjects are available in S1 and S2, with geography available through the medium of Gaelic leading to an NQ in the senior phase (Cruinn-eòlas).

All young people in English medium education (EME) have an option to learn Gaelic as a second additional language (L3) in the BGE. There is progression to NQs in the senior phase.

The school has recently experienced challenges in sourcing long-term cover for teacher absences.

QI 2.3 Learning, teaching and assessment

- Over time, specialist staff for Gaelic have driven developments in which young people are attaining very well in a few NQs. The next step is to improve equity for young people by using bespoke self-evaluation frameworks as part of whole-school leadership of change.
- In the lessons observed by HM Inspectors, staff and young people enjoyed very positive relationships. The school's values of determination and respect were especially exemplified. In most classes for Gàidhlig, the learning environment was strongly driven by teachers' very high quality fluency in the Gaelic language. Teachers should now consider the further use of Gaelic as a target language in English medium classes undertaking pathways in Gaelic (Learners).
- Teachers are very mindful of the size of the cohorts in both GME and Gaelic (Learners). They show an understanding of getting an appropriate balance between teacher-led activities, immersion approaches and young people's independence in their learning. Young people are very motivated. They engage very well with a range of learning activities provided by their teachers. For almost all of the time in pair and small group activities, young people are very attentive and committed to completing tasks. Young people learning social subjects through the medium of Gaelic are suitably challenged in their acquisition of knowledge, as well as in specialised terminology. As senior leaders work with all staff to capture what constitutes high-quality learning and teaching, this should also be articulated to the bespoke approaches for GME.
- We observed some strong teaching in the Gaelic Department. In both GME and Gaelic (Learners), teachers are enhancing their pedagogy to make learning more active, as well as with the use of relevant contexts. There are links to the development of employability skills. National and local events and competitions are used as a context for learning. This enables young people to apply their Gaelic language skills. A driver for improving pedagogy is to increase the numbers learning the language. Teachers have correctly identified this as a priority for improvement. It would be useful to ascertain how their teaching input in all associated primaries can be used to increase the uptake for Gaelic (Learners).
- For those in GME, a recent adjustment to the curriculum means that young people are able to learn an additional second language as second additional language (L3) in S1. Importantly, continuity in L3 is being planned in addition to the entitlement for Gàidhlig up to the end of S3. The deployment of teachers of GME should be reviewed to ascertain if, for young people in GME, learning in L3 could be delivered through the medium of Gaelic. This should be taken

forward with parents. Generally, the school's information to parents, for example on the website and the school's handbook, needs to be clearer on the GME curriculum and the impact on attainment from learning through Gaelic.

- Last session, young people successfully accessed course qualifications for Gàidhlig using the national digital platform, e-Sgoil. At this time, teachers are increasing their use of laptop technology for learning, teaching and assessment.
- Teachers use a range of summative and formative assessment to gauge young people's progress. They are building their confidence in their use of National Benchmarks from which to make professional judgements on young people's achievements of Curriculum for Excellence levels. Along with other staff, they should continue to increase young people's involvement in co-creating success criteria leading to young people being clear on their next steps in learning.

QI 3.2 Raising attainment and achievement

- Young people are attaining very well in Gàidhlig and Gaelic (Learners) in the senior phase. There is scope for more consistency in young people being presented for Cruinn-eòlas as a course qualification (Geography NQ through the medium of Gaelic). From sampling young people's language skills, we noted confident speakers of Gaelic whose fluency is developing very well within the curriculum areas through which they learn. As a group of learners, they have a strong identity with GME.
- Senior leaders should monitor and track the attainment and achievement of those in GME as a group of learners. This should include helping young people who commenced their learning in GME but may not be currently accessing the curriculum in this way, to maintain their fluency. The national benchmarking measures in Insight are based on standards achieved through the medium of both Gaelic and English. Tracking the young people in GME as a group of learners would help ascertain if the best possible outcomes are being achieved.
- Overtime in the BGE, young people in both Gaelic (Learners) and literacy and Gàidhlig are reported to be achieving the third curricular level. We have asked senior leaders, and the education authority, to ensure that teachers' professional judgements on standards in GME are being submitted as part of the national collection of data for Curriculum for Excellence.
- When reviewing the range of evidence gathered to determine standards in literacy through Gàidhlig, it would be useful to note that it is not necessary for learners to demonstrate mastery of every individual aspect of learning within National Benchmarks before moving onto the next level. However, it is important that there are no major gaps in young people's learning across listening, talking, reading and writing. The gap in delivering the curriculum through Gaelic may be a factor for young people not accessing fourth level curricular outcomes. This is especially so given that the opportunities to apply Gaelic language skills across contexts is limited.
- In respect of Gaelic (Learners), it would be useful to plan the secondary specialists inputs in the associated primaries to support transition and the achievement of the third curricular level by the end of the BGE.
- Young people are building an awareness of the skills that they are developing as a result of taking part in opportunities for achievement. Young people gain much from representing their school in national competitions such as An Deasbad Nàiseanta (Debating Competition for GME). Young people have had their skills in singing and language recognised at national Mòds. The headteacher, and a number of staff's successes in choral singing at the Mòd, and other musical successes, act as positive role modelling for young people in GME. There is

potential to develop further young people's leadership skills through supporting their peers in GME and Gaelic (Learners).

- In supporting equity for young people in GME, it would be useful for all staff to capture what they are doing, and propose to do, to inform the strategic direction of GME in the school. This narrative for GME should then enable the leadership of change and improvement to be more cognisant of Dingwall Academy as a school offering two mediums of learning. A useful initial self-evaluation activity would be to ascertain the implications for the school of the Statutory Guidance on Gaelic Education, 2017. We have also discussed with staff how equity in delivering a curriculum through the medium of Gaelic may be improved within existing staffing resources. The creativity and flexibility in the curriculum encouraged in Education Scotland's Advice on Gaelic Education is still to be maximised by the school. As young people move through the school, senior leaders should more clearly promote the totality of the GME curriculum on offer.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.