We will work together to ensure that everyone in our community is valued and has the opportunity to
learn for life and to achieve their potential.

VISION:

To enable everyone in West Dunbartonshire to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

TO ACHIEVE OUR VISION, WE WILL:

- Create and deliver courses, activities and events which will motivate and excite learners
- Develop innovative ways to support learning
- Value diversity, promote equal opportunities and foster inclusion
- Promote partnership and community participation
- Value achievement and celebrate success
- Continually reflect on and aim to improve the quality of our services
Dumbarton Academy

Our Vision – the MIND of Dumbarton Academy

Together, we will

• Make a difference and improve the life chances of all our young people
• Instil leadership, confidence, and a strong sense of values and commitment in everyone
• Nurture a caring ethos where everyone feels safe and happy.
• Deliver a challenging curriculum and enjoyable learning experience for all.

Our Values – The HEARRT of Dumbarton Academy

Honesty
Be honest with yourself and others around you

Equality
Treat everyone fairly and give them a fair chance

Ambition
Aim to do and achieve the best you can

Responsibility
Take responsibility for your own actions

Respect
Treat others the way you would like to be treated

Trust
Believe in the reliability of those around us
Welcome to the 2016 Dumbarton Academy Handbook. We hope that you and your child find it full of useful information concerning the service we provide to the community of Dumbarton. The handbook paints the big picture of the educational experience your child will enjoy here.

You will be looking ahead to the next school session in the knowledge that your child, has to make the transition from primary school to secondary school. This transition can raise some concerns. However, it is also an exciting time for your child perhaps touched with a little apprehension of the unknown. We will do our best to ensure that this transfer from primary to secondary is a very positive, enjoyable experience for your child. Already, we have been working closely with our associated primary schools to introduce the Primary 7 pupils gradually to life here at Dumbarton Academy.

We realise the important role which parents play in their children’s education and development. Our aim is to encourage and support a partnership between parents and ourselves in order to ensure that all children achieve their best at the Academy.

This handbook is only one source of information available to parents. Before your child enters Dumbarton Academy in August 2016 we will invite you to a meeting at the school when you will have the opportunity to meet with Senior Managers and Pupil Support Staff and to raise with them any concerns you have. However, if after reading this handbook, you wish further information or clarification please do not hesitate to contact the school. We will do our best to respond to your concerns - no matter how large or how small.

Dumbarton Academy has a long proud history going back over 525 years. We are sure your child will relish being part of this great tradition when he or she joins us in August.

We look forward to meeting you and to welcoming your child to secondary education at Dumbarton Academy.

Mrs C McInally
Head Teacher
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SCHOOL CONTACT DETAILS
GENERAL INFORMATION
THE SCHOOL LOCATION

The address of the school is:-

Crosslet Road
Dumbarton
G82 2AJ

Telephone Number 01389 774560
Email: schooloffice@dumbarton.w-dunbarton.sch.uk
Website: www.scottishschools.info/dumbartonacademy
Parent Council: parentcouncil@dumbarton.w-dunbarton.sch.uk

The nominal capacity of the new school is approx. 750 pupils. Dumbarton Academy is a fully comprehensive six year secondary school for boys and girls. It is non-denominational and is zoned for pupils from the town of Dumbarton.

The current* roll for each year group is: -
S1  116  S4  101
S2  85   S5  106
S3  102  S6   81
(*November 2015) Total 591

The likely intake to S1 for the next three sessions is:
August 2016  88
August 2017  96
August 2018  112
ACCOMMODATION

Accommodation consists of:

- 23 general classrooms
- 7 Science laboratories
- 2 Art rooms
- 1 Fabric Room
- 2 Home Economic rooms
- A fully equipped Technical Department
- 5 Business Studies and Computing Studies rooms are extensively equipped with computers
- 2 Music rooms with 2 practice rooms and 2 instrumental tuition rooms – one with a recording suite
- A well equipped Modern Languages Department
- Sports facilities include
  - Games Hall and Fitness Suite
  - Gymnasium x 2
  - 2 All Weather Pitches (Astroturf) and grass pitch
- A well equipped Resources Library with IT Suite for 33 nearby
- A Conference Room for 36
- 2 Vocational spaces, hairdressing salon and a constructions skills area
- Appropriate toilets for use by disabled pupils

Letting for community groups is done by the Letting Section, West Dunbartonshire Council, Council Buildings, Garshake Road, Dumbarton.
THE STAFF

Head Teacher – Mrs C McInally
Depute Head Teacher (S1/S4) – Mr G MacKay
Depute Head Teacher (S2/S5) – Mrs L McMahon
Depute Head Teacher (S3/S6) – Mr M Hanvey
Business Manager – Mrs E McBride

ART
Ms K Lindsay F141 PT
Mrs G Grant F139
Mr B Gardiner F134

BUSINESS STUDIES
Mrs K Chatterton F179 APT
Ms L Milroy F183
Mrs L Murray F179 (0.6)

COMPUTING
Mrs L Fisher F177 PT
Mr M Penny F178

ENGLISH
Mrs A Holmes F109 PT
Mrs C Deveney F116 PS
Miss C O’Brien F112
Mrs J Neeson F115 (0.6)
Dr A Moody F113 (0.6)
Miss S Cannon F118 APT
RA (0.5)
Ms K Dover Prob

HOME ECONOMICS
Ms C Cook F145 PT
Mrs E Ruthven F143 (0.8)

LEARNING SUPPORT
Mr H Blaney F166 APT

MATHEMATICS
A Pacher G122 PT
Mrs A Pacher G128
Mrs S Fitzpatrick G129
Mr B Bhattacharyya G125
Mrs L McMillan G124 (0.6)
Mr B Lawn G131
Mr D Keany Prob
Miss L Dewar

SCIENCE FACULTY
Miss G Bream S139 HoF (0.8)
Mrs S Weir S142 HoF (0.2)
Mrs P Latimer S146 PS
Mr I Johnston S133
Mr M McLean S138 APS
Ms G Bream S140
Mr A Berrie S141
Mrs F Coleman S141
Miss L McGrotty Prob

SOCIAL SUBJECTS FACULTY
Mrs A Crawford S111 AHoF
Miss J Harvey S112
Mr C McDevitt S108
Ms C Dillon S113
Mr G Downie S109
Miss A Stewart
Miss K Smith Prob
Miss S Kennedy Prob

TECHNICAL EDUCATION
Mr F Arnott PT
Mr C Lennox PS
Mr J Christie
Mr R MacLennan
OFFICE STAFF
Mrs S Anderson       Office Supervisor
Mrs M Docherty      Clerical Assistant
Mrs F Boyle         Clerical Assistant
Ms A McCluskey      Clerical Assistant (Part-time)
Mrs A Darroch       Clerical Assistant (Part-time)
Mrs S Kinloch       Home Economics Assistant (Part-time)
Mrs V Tunney        Learning Assistant (Learning Support)
Mrs B Brown         Learning Assistant (Learning Support)
Mrs L Spence        Learning Assistant (Learning Support)
Ms M Beattie        Learning Assistant (Learning Support)
Mrs J Simpson       Learning Assistant (Learning Support)
Mrs J MacLean       Pupil and Family Support Worker
Mrs W Keir          Pupil and Family Support Worker
Mrs F Jamieson      Pupil and Family Support Worker

LIBRARY
Ms F Matheson       Librarian
Ms A Donnelly       Library Assistant

TECHNICIAN
Ms F Walsh          Senior Technician
Mrs L McMillan      Technician
Mr A Hutchison      Technician
Mr M McConville     Technician – ICT
Mr V Delussey       Technician – ICT

JANITORS
Mr G Boyle          Head Janitor
Mr D McDougall      Janitor
Mrs N Hogg          Janitor

VISITING INSTRUMENTALISTS
Mr L Cowieson
Mrs S Hatrick
Mr J O’Neill
Pr J Petrac
Miss V Scott

CAREERS OFFICER
Mrs A O’May
THE SENIOR MANAGEMENT TEAM

HEAD TEACHER – MRS C McINALLY
- Learning and Teaching
- Attainment and achievement (whole school)
- Whole school curricular issues and Curriculum for Excellence
- Self-Evaluation (whole school)
- Staffing - appointment, deployment, development and welfare
- Strategic Planning/Development Planning, Strategy for Improvement
- Staff Meetings/Board of Studies
- Community Links/Parent Council
- Pupil Voice/Pupil Council
- Child Protection Officer
- School Chaplains/Religious Observation
- Health and Safety
- DMR

DEPUTE HEAD TEACHER – MRS L McMAHON
- Deputise for HT
- Year Head for S2 and S5
- Curricular and L&T Matters for S5/6
- SQA Co-ordinator and SQA Analysis
- Pupil Support Coordinator
- School exams co-ordinator
- Timetable (shared)
- Behaviour and E Room Co-ordinator
- MCMC/College Links/ Alternative Curriculum/Vocational
- Citizenship /RRSA and Restorative Practices
- Assessment and Reporting/ Click & Go Co-ordinator (shared)
- Targeting and Tracking
- Absence Cover

DEPUTE HEAD TEACHER – MR M HANVEY
- Deputise for Head Teacher
- Year Head for S3 and S6
- Curricular and L&T Matters for S1/2 incl. P7/S1 Transition
- Supported Study Co-ordinator
- Timetable (shared)
- School Fund
- Staff Continued Professional Development
- Managing Quality Assurance and Self-Evaluation (whole school)
- Attainment (whole school) (shared)
- Teaching and Learning (whole school) (shared)
DEPUTE HEAD TEACHER – MR G MACKAY
• Deputise for HT
• Year Head for S1 and S4
• Curricular and L&T Matters for S3/4
• Curriculum for Excellence (with HT)
• Assessment and Reporting /Click & Go Co-ordinator (shared)
• Timetable (shared)
• Community Links/PTA
• Health Promoting Schools/Education
• Activities Week Co-ordinator
• ICT Co-ordinator/ ICT Development in Learning and Teaching / ICT Staff Development
• Website Co-ordinator
• Educational Visits/Trips
• Glow Co-ordinator

BUSINESS MANAGER – MRS E. MCBRIDE
• Supporting Head Teacher and SMT
• Financial / Budget Management
• SQA – exams, assessment & assisting with SQA Co-ordination
• Staff/personnel/welfare
• Supporting Attendance
• Overall management of school office staff / Pupil & Family Support Workers
• Dealing with employee relations as well as coordinating, allocating and directing administrative duties required within the school
• Health and Safety
• Supporting Staff, Pupils and a wide range of outside agencies
• Staff Absence Cover
THE SCHOOL DAY - New 32 Period Week

<table>
<thead>
<tr>
<th>Monday &amp; Tuesday</th>
<th>Wednesday, Thursday &amp; Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period</strong></td>
<td><strong>Time</strong></td>
</tr>
<tr>
<td>Registration</td>
<td>8.50am</td>
</tr>
<tr>
<td>P1</td>
<td>9.00am</td>
</tr>
<tr>
<td>P2</td>
<td>9.50am</td>
</tr>
<tr>
<td>Interval</td>
<td>10.40am</td>
</tr>
<tr>
<td>P3</td>
<td>10.55am</td>
</tr>
<tr>
<td>P4</td>
<td>11.45am</td>
</tr>
<tr>
<td>Lunch</td>
<td>12.35pm</td>
</tr>
<tr>
<td>P5</td>
<td>1.20pm</td>
</tr>
<tr>
<td>P6</td>
<td>2.10pm</td>
</tr>
<tr>
<td>P7</td>
<td>3.00pm</td>
</tr>
<tr>
<td>School Day Finishes</td>
<td>3.50pm</td>
</tr>
</tbody>
</table>

SCHOOL HOLIDAYS 2016/2017

Return Date for Teachers Wednesday 17 August 2016
Return Date for Pupils Friday 19 August 2016
September Weekend Friday 23 September and Monday 26 September 2016
First Mid-Term Monday 17 to Friday 21 October 2016 (inclusive)
Christmas/New Year Monday 26 December 2016 to Friday 6 January 2017 (inclusive)
2017 Return to School Monday 9 January 2017
Second Mid-Term Monday 6 and Tuesday 7 February 2017
Spring Holiday Monday 3 April to Monday 17 April 2017 (inclusive)
May Day Monday 1 May 2017
May Weekend Friday 26 and Monday 29 May 2017
School Close Friday 30 June 2017

IN-SERVICE DAYS

Day 1 Wednesday 17 August 2016
Day 2 Thursday 18 August 2016
Day 3 Friday 14 October 2016
Day 4 Friday 3 February 2017
Day 5 Thursday 4 May 2017

ENROLLING YOUR CHILD AT DUMBARTON ACADEMY

Most pupils enrol at the Academy by transfer from the associated Primary School. No action is required from parents in this case and pupils will transfer to the Academy in August. At other times, when parents move into the area served by the Academy, the parent and pupil will be interviewed by the appropriate Depute Head Teacher, who will describe the courses available and ensure the needs of the new pupil are catered for as far as possible. At this point essential details will be noted and the pupil enrolled. The pupil will commence at the Academy on a mutually agreed date. If appropriate, parents will be given forms for application for free meals and travel passes.
LINKS WITH PRIMARIES –
THE DUMBARTON ACADEMY CLUSTER

The Dumbarton Academy Cluster consists of the Academy plus:

ASSOCIATED PRIMARY SCHOOLS

<table>
<thead>
<tr>
<th>School Name</th>
<th>Address</th>
<th>Telephone</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aitkenbar Primary School</td>
<td>Whiteford Avenue, Dumbarton G82 3JL</td>
<td>Tel. 763931</td>
<td>Mrs C Hutchison</td>
</tr>
<tr>
<td>Braehead Primary School</td>
<td>Meadow Road, Dumbarton G82 2BL</td>
<td>Tel. 762605</td>
<td>Mrs J Paton</td>
</tr>
<tr>
<td>Dalreoch Primary School</td>
<td>Kingsway, Dumbarton G82 5AZ</td>
<td>Tel. 763028</td>
<td>Mrs Y Adams</td>
</tr>
<tr>
<td>Knoxland Primary School</td>
<td>Leven Street, Dumbarton G82 1QP</td>
<td>Tel. 761592</td>
<td>Mrs J Brock</td>
</tr>
</tbody>
</table>

Throughout the session, continuous contact is made between Dumbarton Academy and its Associated Primary Schools.

Over the last few years, working groups have developed teaching materials and common approaches in a variety of subjects. The staff at the Academy and the associated primaries work well together to enhance the transition from P7 to S1 and cross section curriculum working. Pupils in P7 take part in the S1 Thematic Projects as part of the induction process.

Support for Learning staff visit all Primary Schools for one morning each week at appropriate times during the session. Much valuable information about the strengths and weaknesses of individual pupils is gained in this way. The Pupil Support Staff play an important role in preparing Primary seven pupils for the Academy. They accompany a group of S1 pupils to their former Primary School to answer pupils’ questions. In May the Pupil Support staff meet with pupils during their two-day induction visit during which they are shown round the school, meet many of the teaching staff and experience some of the work and activities, which await them in S1. Finally, a member of the Pupil Support staff meets with the P7 class teacher in June to discuss individual pupils.

In addition to the above, throughout the session, members of staff from a variety of subject areas in the Academy work with Primary pupils in their own schools. Newsletters from the Academy are available to primary parents via the school’s website.

In May there is a Parents’ meeting at the Academy for the parents of the incoming first year at which the Head Teacher and other senior staff discuss the transfer process and answer any questions, which parents may have.
SCHOOL MEALS

Catering Direct in the main Dining Hall provides school meals, snacks and a variety of soft drinks. Catering Direct operates a cashless cafeteria, which means that pupils pay through their National Entitlement Cards. There are revaluation machines in the school where pupils can add money to their cards. (Pupils who are eligible to receive a free school meal will have their Scotcards credited each day to the value of £1.95 – the cost of a meal. Free meal tickets are therefore no longer issued.) The cafeteria is open at intervals and at lunchtimes. Pupils can spend as much or little as they like, a full school meal or its equivalent – cost £1.95. Packed lunches can be brought to school and eaten in the cafeteria. The dining hall also has a Healthy Vending Machine.

Children of parents receiving income support; job-seekers allowance (income-based) or child tax credit only with an income of £16,190 or less are entitled to a free midday meal. Information and application forms for free school meals may be obtained from schools and from Area Registration Offices and the Educational Services Department.

Special dietary requirements are available from the Catering Manager at Dumbarton Academy on request.
CLOTHING AND KIT

Pupils attending schools within West Dunbartonshire Council are strongly encouraged to wear a school uniform and an appropriate PE kit, excluding football or rugby tops. Our contact with parents in recent years has also made us aware that the vast majority are in favour of uniform. The wearing of school uniform helps promote the identity of the school in the local community and helps create an ethos of sharing and pride in the school.

Most people tend to form opinions about a school by the appearance and behaviour of the pupils. West Dunbartonshire Council supports the wearing of the uniform in all of its schools because it:

- improves school security by making it easier to identify intruders
- builds a sense of identity and belonging to the school
- gives pupils an equality of appearance thereby discouraging competition
- is cheaper to buy than other clothing which pupils may wish to wear
- encourages school discipline and a work ethic among pupils.

The forms of dress, which are unacceptable in school, are items of clothing which:

- potentially encourage faction (such as football colours)
- could cause offence (such as anti-religious or political slogans)
- could cause health and safety difficulties, such as loose fitting clothing, and sportswear made of inflammable material and body piercings/jewellery for PE and sport
- could cause damage to flooring
- carry advertising, particularly for alcohol or tobacco
- could be used to inflict damage on other pupils or to be used by others to do so
- are valuable or expensive items of clothing or jewellery which presents a security issue for the school.

Parents receiving income support, job seekers allowance (income-based), housing benefit or council tax rebate will normally be entitled to monetary grants to assist with clothing and uniform. Those in receipt of working tax credit with an exemption certificate from NHS costs and an income of £16,500 or less will also normally be entitled to such a grant. Approval of any requests for such grants may be made by parents in different circumstances and are at the discretion of the Director of Educational Services. Application forms may be obtained from schools and from area registration offices or the Educational Services Department.

West Dunbartonshire Council is concerned at the level of claims being received regarding the loss of pupils’ clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive articles of clothing are not brought to school. Parents should note that the Council does not carry insurance to cover the loss of such items and any claims submitted are likely to be met only where the Council can be shown to have been negligent.

The colour scheme and certain items of dress that comprise an individual school’s uniform should be determined through a consultation process which is appropriate to each school. This consultation process should involve pupils, parents and staff. A range of options for this uniform may be considered including, for example different items of clothing for summer, or different year groups such as S4 - S6.
DRESS CODE – SESSION 2016 - 2017

- Plain white shirt / blouse which must button to the neck
  (Please note that short fashion blouses/sleeveless tops etc baring midriffs are unacceptable)

- School tie worn and tied to cover top button

- V neck black jumper/zipped cardigan/slipover

- Black dress trousers (boys and girls). (Shorts, leggings and black jeans are not acceptable)

- Black skirt of an appropriate length and certainly no shorts or mini skirts. The rule agreed by the Pupil Council is that if a girl stands up straight with her hands by her side, finger tips should be above the hem of the skirt, otherwise the skirt is too short. Culottes are acceptable. Leggings and footless tights are not acceptable.

- Appropriate plain black footwear preferably shoes. (Designer trainers of any colour are not acceptable). Trainers are for PE only.

- Black blazer with school badge. No denim jackets or tracksuit tops. All outdoor jackets, with the exception of school blazers should be removed in class.

- For PE
  - Indoor PE Kit – Blue short sleeved t-shirt, black/navy shorts and change of footwear (vest tops, football tops, leggings, denim shorts and school shoes are not permitted).
  - Outdoor PE Kit – Jumper, water proof jacket and Astroturf trainers/boots are permitted when participating outside.
  - Hair & Jewellery – All shoulder length hair must be tied back (pupils are required to bring a bobble as part of their PE kit). All jewellery, including rings and piercings, must be removed. Pupils should not have piercings done during the school term

- If, for specific reasons, you think a slight modification to the above dress code is required to meet the needs of your child, please do hesitate to contact us.

Thank you for your continued support for our dress code.

PUPILS MUST CHANGE BACK INTO SCHOOL UNIFORM BEFORE LEAVING THE P.E. DEPARTMENT.
TRANSPORT

West Dunbartonshire Council has a policy of providing free transport to secondary pupils who live more than two miles by the recognised shortest walking route from their local school. This policy is one that is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or Educational Services Department. These forms should be completed and returned before the end of February for those pupils beginning the school in August to enable the appropriate arrangements to be made. Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. The appropriate Head of Service is authorised to grant privilege places for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred.

Information on eligibility for transport can be obtained from:

West Dunbartonshire Council, Council Offices, Garshake Road DUMBARTON

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick up point. Walking distance in total, including the distance from home to the pick-up point and from the drop-off point to the school in any one direction, will not exceed the Council’s limits (see above paragraph). It is the parent’s responsibility to ensure that their child arrives at the pick up point in time. It is also the parent’s responsibility to ensure that the child behaves in a safe and acceptable manner while boarding, travelling and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

Parents should ensure that their child knows what to do in the event of the transport not arriving at the pick-up point, if the child is not accompanied by an adult. Transport may be cancelled for example due to adverse weather conditions.

Placing Requests
West Dunbartonshire Council does not provide transport for those pupils in receipt of a placing request.

INFORMATION IN EMERGENCIES

We make every effort to maintain a full education service but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe weather, temporary interruptions of transport, power failure or difficulties of fuel supply.

In such cases we shall do all we can to let you know about the details of closures or re-opening. We shall keep in touch by using text messages to your mobile, announcements on the school website: www.scottishschools.info/dumbartonacademy and the West Dunbartonshire website: www.wdcweb.info and announcements in the press and on local radio. It is normal practice within West Dunbartonshire Council to operate a help line when emergencies arise. Details will be made available when an occasion arises.

If your child is ill and in our view should be sent home we will contact parents by phone in order to make arrangements for your child. It is therefore vital that we have an emergency contact telephone number so that we can get in touch with you should the need arise.
LEAVING DATES

When a pupil reaches his/her statutory leaving date, he/she may leave school or decide to remain at school to complete a course or commence a course.

Any pupil reaching the age of 16 between 1st March and 30th September is entitled to leave school at 31st May.

Any pupil reaching the age of 16 between 1st October and the last day of February is entitled to leave school on the last day of the first term. (i.e. at Christmas)

EDUCATIONAL MAINTENANCE ALLOWANCE

Application may be made for EMAs on behalf of pupils who have reached the age of 16 and who continue full-time education in the school in the Fifth and Sixth years. These are calculated in accordance with the EMA regulations operated by West Dunbartonshire Council. The income of parents requires to be taken into account in assessing any reward. Pupils can be paid up to £30 per week to stay after they are 16. However there are strict conditions relating to attendance, conduct and progress. Advice and application forms are available from the Depute Head Teacher or from the school office.

HOME LEARNING

The time spent on homework depends on the subjects taken and the year that the pupil is in. In First and Second Year it should be around one hour per evening. In Third Year this will increase as pupils progress to the Senior Phase.

In Fourth Year, students will be doing more homework as they are being prepared for Scottish Qualifications.

In Fifth and Sixth Year students are attending school out of choice. They are encouraged in the view that while leisure is important many hours will have to be devoted to study. They should be spending around three hours per night on study. They will also be taking greater responsibility for their own learning and should be involved in voluntary study over and above work set by class teachers.

Where regular written assignments are required, teachers will give as much notice as possible, so that students can plan their homework. Each pupil/student should have a homework diary in order to make this task easier. It is important that parents supervise this work and take an interest in what is being done. Should you have any queries about homework, please contact the school.
SUPPORT SYSTEMS

PUPIL SUPPORT

House structure
The school is divided into four houses: Leven, Luss, Clyde and Fruin. Dumbarton Academy operates a vertical House system i.e there are pupils from every year group in each House. Each House is divided into register classes. We also operate a vertical registration system. Each register class contains pupils from every year group, in the charge of a register teacher who meets with his or her class first thing every morning; in general the Register Teacher is the first person a pupil should turn to when in difficulty.

Four of our Principal Teachers Pupil Support are heads of the following houses:

- Fruin: Mr M McLean
- Clyde: Mrs C Deveney
- Luss: Mr C Lennox
- Leven: Mrs P Latimer

Raise Attainment Teacher:
Mrs S Cannon
Mr I McEwan

Mr H Blaney - Principal Teacher of Support for Learning.

Each Pupil Support Teacher has an additional remit linked to the whole school.
These are as follows:

- P. Latimer – Behaviour Support Base (Spectrum) / PSE Programme – S4
- M. McLean – Curriculum Flexibility / MCMC Co-ordinator / PSE Programme – S3
- C. Lennox – Careers Education / Curriculum Flexibility / PSE Programme – S1
- C. Deveney – Health Education / PSE Programme – S2

In a large school it is very important that the individual needs of all pupils are recognised. Pupils should feel valued, be supported through each stage in their school career and have someone who knows them well.
Pupils are introduced to their Pupil Support Teacher either in Primary 7, or on arrival and remain in the care of this teacher from S1 to S6.

Pupil Support teachers are the first contact between home and school. They have a responsibility to get to know each pupil in their group and interview pupils on a regular basis.

Pupil Support staff monitor pupil progress and attendance, deal with problems or difficulties they may have, write references for colleges, universities and employers, advise on career/course choice and liaise with many other agencies.

In addition to their teaching duties, Pupil Support Teachers make major contributions to the development and presentation of the Personalisation and Choices of Curriculum.

Pupil Support Staff welcome parental involvement and seek to foster strong links between school and home. It is important that parents take Pupil Support Teachers into their confidence in any matter relating to their child’s welfare at school. If you have any concerns relating to your child’s welfare at school please do not wait until a Parents’ Evening to contact us. Similarly, if there is cause for concern, Pupil Support Staff will contact parents, by telephone or letter in order to resolve difficulties quickly. Pupil Support Staff are in attendance at Parents’ Evenings in their capacity as Subject Teachers and can be contacted on these evenings via the appointment system.

All staff in the school are required to be aware of child protection issues and are provided with regular information on Child Protection Policy and Procedures. The school maintains close working relationships with all other relevant agencies to ensure appropriate information is shared and that professionals from various agencies work collaboratively for the well being of the children and young people.

All staff have a responsibility to report concerns regarding the welfare or safety of a child or young person to the head teacher. If the head teacher, or person deputising for the head teacher is of the view that there may be grounds for concern, they will immediately contact the duty senior social worker and advise them of the circumstances.

**ATTENDANCE**

Section 30 of the 1980 Education Act lays a duty on every parent of a child of ‘school age’ to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment Act, etc. Regulations 1993 requires each child’s absence from school to be recorded in the school register as authorised that is approved by the authority, or unauthorised that is unexplained by the parent (truancy) or temporarily excluded from school.

The policies for parents document “Achievement through Attendance” available to all parents from their child’s school outlines the importance of good attendance.

The Scottish Government has now issued guidance to all local authorities indicating that family holidays taken during term-time should be categorised as unauthorised absence (Circular no 5/03).

Only in very exceptional circumstances will it be possible for the Head Teacher, with approval of the local authority, to authorise a family holiday during term-time.

Clearly with no explanation from the parent, an absence is unauthorised.

Please let us know if your child is going to be off. Please give your child a note on their return to school, with a reason for absence. Your child’s register and Pupil Support teacher will monitor your child’s attendance and may request a visit by the Pupil and Family Support worker who has the power to investigate/confirm reasons for absence. Poor attendance can lead to referral to the Children’s Panel or to prosecution.

A system of monitoring attendance, called Truancy Call has been introduced. This system allows the school to inform parents very quickly if their child is missing from school.
Parents should try to ensure that pupils arrive in good time for school. Latecoming can become a habit that is difficult to break and it causes considerable extra work for teachers and office staff in the school. (See Appendix for summary of attendance rates)

Absence rates are calculated as a percentage of the total number of possible attendances for all pupils of the school in the stage shown, each morning and afternoon of each school day being a separate possible attendance.

Where figures or percentages are based on a number of pupils under any particular heading is between 1 and 4 no information is given and *** is inserted in place of figures.

Adults attending day school classes are excluded.

The Council's and Scotland's figures include all education authority and grant – aided secondary schools but exclude all special schools.

**DISCIPLINE**

The school operates a positive approach to discipline. This is a whole school approach in which all teachers treat pupils in a consistent manner. Pupils know precisely where they stand. The system is based on a rewards centred climate and depends on self-discipline. We regard this as being one of life’s necessities. The central approach is built around the idea that no pupil HAS to misbehave. Pupils who do misbehave are making a conscious decision to do so. Pupils can always choose to behave. Pupils also know that good behaviour brings rewards and bad behaviour brings unpleasant consequences.

**DEMERITS AND BEHAVIOUR CHECKS**

Dumbarton Academy Behaviour Management Policy is based on the School Charter and the rights of both Staff and Pupils. In order to encourage pupils to adhere to the Charter, a system of MERITS is in place. There is also a set of DEMERITS - these are the consequences of not upholding the Charter. The system is clearly explained to pupils on the first week back in August and again after every holiday.

The school will attempt to keep parents informed of merit information by issuing letters and praise postcards. Where a pupil has been given more than two Demerits in one period they will be issued with a Behaviour Check 3, which may take the form of a written exercise. Parents are therefore informed about what has happened. More serious or consistent misbehaviour will be referred to a Principal Teacher or a member of the Senior Management Team. Such referrals may result in a parent being asked to come to the school to discuss the problem, the pupil being referred to our in–school exclusion room or, if necessary the pupil being excluded from school for a short period. In serious cases, letters are used to keep in touch with parents and arrange appointments with senior staff.

Exclusion from school is not a decision that is taken lightly. It is however, one, which the self-disciplined pupil does not choose for himself or herself. The rights of the self-disciplined pupil, who are in the vast majority, weigh heavily in any decision to exclude a pupil from school.

In the interests of good partnership working, we look for and encourage continuous parental cooperation in supporting our positive discipline policy.

**RIGHTS RESPECTING SCHOOL AWARD**

In session 2009-2010 Dumbarton Academy signed up to begin our journey towards becoming a Rights Respecting School. UNICEF UK’s Rights Respecting School Award recognises achievement in putting the United Nations Convention on the Rights of the Child at the heart of a school’s planning, policies, practice and ethos. Our aim at Dumbarton Academy was to use this initiative to pull together all the work that we had been doing previously and that we continued to do to develop our School Values, Vision and Ethos.

A very important step on this journey was to introduce the Dumbarton Academy School Charter. Our School Charter outlines the responsibilities of both pupils and staff separately and those responsibilities that are shared, in respecting the rights of everyone in our school community. Our Values and Vision, the HEARRT and the MIND, a
woven into our Charter. Our Charter replaces our School/Classroom Rules. Our Charter is linked with and makes reference to the Dumbarton Academy Anti-Bullying Policy. The development of our Charter led to a review of our whole school Better Behaviour Better Learning policy and a new BC3 was developed which asks pupils to consider their actions against our School Charter. Our Charter is visible throughout our school and every pupil has a copy in their Homework Diary.

In March of 2012 UNICEF awarded Dumbarton Academy our Level 1 Rights Respecting School Award, an award that we are very proud of and which very few Secondary Schools in Scotland have achieved.

SUPPORT FOR LEARNING – ADDITIONAL SUPPORT NEEDS

The school recognises that all pupils may experience difficulties with learning at some stage during their school career. Support is provided in a variety of forms to enable pupils to achieve their educational goals.

The school and its individual pupils benefit from specialist support offered by the Sensory Impairment Service, Area Network Support, Psychological Services, English as an Additional Language Support and Speech and Language Therapy.

The Support for Learning department works closely with parents on home programmes, target setting and monitoring progress. Everyone working together in this way provides a framework of support to ensure pupils experience success.

Throughout the school courses are designed and adapted in consultation with Support for Learning. Pupil Support and Support for Learning staff work closely with the Senior Management Team to monitor and meet pupils’ needs.

Support is offered through

- co-operative teaching involving subject teacher and Support for Learning teachers
- in class support from SfL teachers or Learning Assistants
- technology assisted learning
- home programmes, particularly for spelling
- reading programmes such as Toe by Toe and Paired Reading
- small groups or individual tuition
- A study skills programme
- peer support programme

Targets are set within Individualised Education Programmes or Support Plans for pupils who require additional support for learning.

Pupil Support Staff are available for consultation with parents and carers at parents’ evenings and by appointment.

If you are concerned about any aspect of your child’s learning, please do not hesitate to contact Mr Blaney (Acting PT Support for Learning) at any time.

ADDITIONAL SUPPORT NEEDS

In West Dunbartonshire a process called staged intervention is used to identify and support children and young people (hereafter referred to as children) who have additional support needs.

Staged intervention is based on:

- strong partnership working within education, with partner agencies and with parents;
- early identification of additional support needs by assessing needs carefully and well;
- targeting of resources for maximum effectiveness through careful planning and joint working, and
- regular reviews and assessment of achievements ad progress.
In West Dunbartonshire we have four stages of intervention. Children may move between the stages as appropriate. Parents can ask at any time if their child has additional support needs and can be expected to be involved at all stages of the staged intervention process. Further information can be obtained on all aspects of additional support needs from West Dunbartonshire's Council website at:

http://www.wdcweb.info/education-and-learning/additional-support-needs/

**Enquire – the Scottish advice for additional support for learning:**

Operated by Children in Scotland, Enquire offer independent, confidential advice and information on additional support for learning through:

- a telephone helpline – 0845 123 2303
- an email enquiry service – info@enquire.org.uk
- on online enquiry service
- two websites – www.enquire.org.uk (for parents/carers and practitioners) and www.enquire.org.uk/yp (for children and young people)

Enquire also provide a range of clear and easy-to-read guides and fact sheets explaining everything from 'additional support in the early years' to 'what planning should take place for moving on from school'.
JOINT ASSESSMENT TEAM (JAT)

The school has a Joint Assessment Team to provide additional support to children who are having difficulties with learning. This group meets weekly, and includes representatives from the school, Social Work, Psychological Services, Community Police and other outside agencies who support our pupils.

ANTI-BULLYING POLICY

Pupils are actively encouraged to report any form of harassment, physical or verbal, to any of the Senior Management, Guidance or any other member of staff. Members of staff and prefects are on duty at interval and lunchtime and pupils are again encouraged to approach them with any problems.

Bullying in any form is dealt with very firmly in Dumbarton Academy.

In addition, a number of senior pupils known as the DASH (Dumbarton Academy Seniors Against Harassment) group are available during lunchtime and after school for younger pupils to discuss any worries they may have. These pupils may also befriend younger pupils in the school and keep an eye on them in the playground.

Bullying, in all its aspects, is covered as a topic in the Personal and Social Education Programme.

The school Anti-Bullying Policy was recently re-written to include cyber bullying and prejudice based bullying, with particular emphasis given to the sexual bullying prevention work that has been carried out in the school.
HEALTH AND MEDICAL CARE

Dumbarton Academy is a Health Promoting School and has a Health Promoting School working group. The main function of this group is to develop a whole school policy for Health Promotion and encourage a range of health promoting activities involving pupils, staff and parents.

SCHOOL NURSING SERVICE

The school nurse is directly involved in Health promotion and supports the work of the school and staff in all aspects of health. The school nurse:

- participates in the PSE programme health topics, years S1-S6.
- conducts Health Interviews with all S1 pupils.
- supports pupils with special medical needs.

HEALTH CONCERNS

In the event of illness at school a parent or emergency contact will be informed and arrangements made to deal with the situation. It is therefore very important that school be advised and regularly updated of any special health requirements, in writing.

If you have any concerns about your child’s health please contact the child’s Pupil Support Teacher or Year Head.
SKILLS DEVELOPMENT SCOTLAND

We have a part time Careers Adviser, who works very closely with the school’s Pupil Support Staff to help pupils make well-informed choices about their future. Pupils in their 4th, 5th and 6th Year may need the Careers Adviser’s help to decide:-

- what career would suit best
- how to train for a particular job
- which College and University courses to apply for
- when to consider leaving school
- how to find work or training

It is important to realise that pupils have open access to the Careers Adviser when they decide they need advice. Pupils can ask, through the Pupil Support Teacher, for an appointment to speak to the Careers Adviser.

There is a comprehensive careers library in the school to which all pupils have access. Internet links with the Plan-It Plus Website and Skills Development Scotland – My World of Work provides full information on jobs, and entry requirements for Higher and further Education.

Pupils are advised according to their interests and abilities and not their sex or race. Pupils with additional support needs are encouraged to look at a wide range of opportunities.

During the year senior pupils have access to a number of careers interventions including modern apprenticeship, Further Education and Employability skills workshops.
Two local exhibitions are organised, throughout the year such as Higher Education Convention, Skills Scotland, or Jobs, Education and Training Opportunities”.

Careers Officer: Ann O’May

Careers Office: Careers Scotland
32-36 High Street
Dumbarton
G82 1PQ

Careers Office Tel: 01389 761421
CURRICULAR INFORMATION

CURRICULUM FOR EXCELLENCE

Curriculum for Excellence enables professionals to teach subjects creatively, to work together across the school and with other schools, to share best practice and explore learning together.

Glow, Scotland’s, online learning network supports learners and teachers in this development. Plans are being developed for parents across the country to have access to Glow in the future.

Curriculum for Excellence balances the importance of knowledge and skills.

There are alternate ways of assessing progress and ensuring children achieve their potential. There are new qualifications for literacy and numeracy and new National 3, 4 and 5 qualifications which have replaced existing Standard Grades and Intermediate level courses from 2013/14. (www.LTScotland.org.uk)

There is personal support to help young people fulfil their potential and make the most of their opportunities with available additional support offered wherever that’s needed.

West Dunbartonshire Council’s priority for Curriculum for Excellence is to ensure effective teaching and learning. It is committed to providing Cooperative Learning training for its staff. It is working closely with all its establishments to review school structures to meet the requirements of the new teaching and learning approaches.

FIRST YEAR

The first three years at the Academy form the pupils’ Broad General Education, under Curriculum for excellence. All pupils in first year are grouped together in mixed ability classes and all study the same subjects. Primary/Secondary links are mainly encouraged in order to connect what children learn in Primary 6 and 7 to what they will learn in their first years at the Academy. The close relationship between the Academy and its associated Primary Schools will increase continuity and make the transfer for pupils much easier.

The subjects taught as a Broad General Education are:

- English
- Mathematics
- Science
- Home Economics
- French
- Social Subjects – Geography, History, Modern Studies
- Technical Studies
- Art and Design
- Music
- Health and Wellbeing
- Physical Education (PSE)
- Religious and Moral Education
- Computing Science
- Enterprise
Within the Mathematics Department, after a settling in period, pupils will be set, in broad ability bands. In certain subject areas children are taught with more than one teacher in the room. This is to allow the children to benefit from more attention to their individual needs, which is possible with a co-operative teacher in the room. Some of our children will require additional assistance from Support for Learning staff who will design schemes of work to meet their needs.

During S1, pupils will take part in 3 cross – curricular projects, Clim8, Games Based Learning and Fit4Life, each project involves a variety of subject areas, and range of different learning experiences.

SECOND YEAR

All pupils continue to study the same curricular areas as in first year as part of a Broad General Education and on a mixed ability basis although some setting takes place. They will also have a choice of Elective subjects. Currently these include areas such as Digital Animation, ECO Enterprise in Technical and ECO garden, Creative Cookery and Art for Charity.

THIRD YEAR

Under CfE, the new S3 will also encompass a Broad General Education, covering all 8 curricular areas, as in S1/2. There will however be an element of personalisation and choice in S3. Decisions on these choices will be taken after full discussion between pupils, parents, Pupil Support staff, Year Head and Careers Staff.
As part of Curriculum for Excellence pupils in S1-3 should experience a Broad General Education, part of which should be the ability to personalise their curriculum while still experiencing the 8 curricular areas. Students are asked to pick a first and second choice subject from each of the areas, however in the last column please indicate a first, second and third choice as the classes which run will be dependant on uptake.

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Language and Literacy, and skills</th>
<th>Mathematic s and numeracy</th>
<th>Social Studies</th>
<th>Sciences</th>
<th>Expressive Arts</th>
<th>Technology</th>
<th>Health and Wellbeing</th>
<th>Free Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Periods per week</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<td>Column</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>F</td>
<td>G</td>
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Clydebank College no longer start their vocational courses with S3 pupils, as such the school are developing Skills Courses to replace these options.
SENIOR PHASE (S4-S6)

The senior phase, which takes place from S4 to S6, is the phase when pupils will build up a portfolio of qualifications. It is the stage of education at which the relationship between the curriculum and National Qualifications becomes of key significance.

Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also achieve qualifications.

All young people in Dumbarton Academy have an entitlement to a senior phase of education which:

- provides specialisation, depth and rigour
- prepares them well for achieving qualifications to the highest level of which they are capable
- continues to develop skills for learning, skills for life and skills for work
- continues to provide a range of activities which develop the four capacities
- supports them to achieve a positive and sustained destination.

FOURTH YEAR OPTIONS

S4 pupils in 2015/2016 will reselect their courses for exam presentations in the summer term. Some subjects are compulsory - Religious Education, Physical Education and Personal and Social Education must also be studied by every pupil.

Course options will be finalised after consultation with the pupils, staff and the local authority.

The progress of all pupils is monitored carefully between reports to parents, with the School setting targets and tracking and monitoring departmental and pupil progress. This process is an essential component of the partnership between the school, young people and their parents.

We ask each party to make a commitment to achieve certain negotiated and agreed goals. For example:

- The school and parents work with young people to improve levels of achievement
- Young people make a commitment to study effectively, complete their course work on time and maintain a very high standard of punctuality and attendance.

Dumbarton Academy pupils in S3/4/5 are interviewed annually by their Pupil Support teacher to discuss their targets and progress. Progress, attendance and punctuality are monitored throughout the year with reports being sent home to parents. Pupils have agreed personal goals and targets as part of this process. Their Pupil Support teacher also interviews them and reports are sent home to their parents. Parents will be invited to attend the Options Information Evening in February and the interview with the PSE Teacher to discuss their child’s options for the Senior Phase.
SKILLS FOR WORK

As part of a Curriculum for Excellence Dumbarton Academy provides “Skills for Work” Courses for S4 and S5 pupils either at Clydebank College or Dumbarton Academy. Courses on offer include Hospitality, Construction, Hairdressing, Childcare, Sport and Recreation, Travel and Tourism, Motor Vehicle and Rural Skills. These are one year courses and are at NQ Levels. S4 pupils attend one afternoon per week whereas S5 pupils attend 2 afternoons per week. Psychology and Photography is also offered to senior pupils at higher level.

EMPLOYABILITY SKILLS PROGRAMME

A new Employability Skills Programme was launched in 2009 with the purpose of replacing the former ‘Work Experience’ Programme. The programme utilises the expertise of Skillseekers in finding, vetting and reviewing placements. The major change in the programme is that pupils will be offered their Employability placement in the year that they intend leaving school therefore making it more meaningful to their future ambitions.

The benefits of the new Employability Skills Programme are:

- More flexibility
- Better timing – avoiding exam/prelim times
- The quality of the experience
- Better suited to individual pupils’ needs
- Strong links to Curriculum for Excellence - Personalisation and Choice
- Improved partnership working within the employment sector

Pupils can gain Employability Skills via:

- Participation in Vocational Programmes
- PSHE classes
- Information/workshops provided by Skills Development Scotland
- Employment e.g. part time jobs
- SQA units such as Enterprise and Employability at NQ Levels
FIFTH AND SIXTH YEAR COURSES

FIFTH/SIXTH YEAR

Our upper school curriculum aims to provide an opportunity for all students to continue their studies after Standard Grade at a level appropriate to them.

Each course leads to a National Qualification.

Each subject offers courses at four levels of difficulty:

- Advanced Higher (National 7)
- National 6
- National 5
- National 4

Students can take a mix of subjects at different levels. There is the opportunity for many pupils to study up to five Highers, depending on previous exam results. Some students will take a combination of Highers and National courses.

Subjects attracting a very small number of pupils (e.g., Advanced Higher subjects) may be catered for in one or two of the consortium schools.

Advice to pupils is given through the Tutor Period, assemblies and interviews with Heads of House. Parents are invited to attend the Options Information Evenings in February. Pupils are interviewed by Pupil Support Teachers. Parents are encouraged to attend these interviews to support their children in their choices for S5/S6.
SIXTH YEAR

In Sixth Year there are three main groups of students

1. Those who have entry qualifications for College or University and are staying on for a further year’s study, e.g., taking Advanced Higher subjects, possibly with an intensive course leading to H Grade in a new subject where teaching resources are available.

2. Those who require SQA passes to complete entry qualifications for College or University or for some other Career, or who are trying to get better grades.

3. Those who wish to add to their SQA passes to improve their career prospects.

Fourth, Fifth and Sixth Year classes are timetabled together to give a degree of flexibility required in the Senior Years and to meet as far as possible the need for courses which may incorporate Advanced Highers, Highers and National Qualifications as well as other courses offered ultimately depend on the availability of staff and accommodation.

S5/6 STUDY AND SOCIAL AREAS

The Library is available to all students and provides excellent study facilities - students are encouraged to use it.

SQA PRELIM EXAMINATIONS

Prelim Examinations are held for senior phase pupils. These are seen as necessary preparation for SQA examinations, which pupils will eventually sit.
REPORTS TO PARENTS

Your child’s report will tell you about your child’s progress throughout the year. It will include information and teacher comments about:

- The breadth of learning your child has experienced within curricular areas
- The level of challenge planned for your child to ensure he/she is achieving his/her full potential and being supported appropriately
- How well your child can apply learning in new and familiar contexts

<table>
<thead>
<tr>
<th>Level</th>
<th>Stage</th>
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<tbody>
<tr>
<td>Early</td>
<td>The pre-school years and P1, or later for some.</td>
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<tr>
<td>First</td>
<td>To the end of P4, but earlier or later for some.</td>
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<tr>
<td>Second</td>
<td>To the end of P7, but earlier or later for some.</td>
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<tr>
<td>Third and Fourth</td>
<td>S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4. The fourth level experiences and outcomes are intended to provide possibilities for choice and young people’s programmes will not include all the fourth level outcomes.</td>
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<tr>
<td>Senior Phase</td>
<td>S4 to S6, and college or other means of study.</td>
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</table>

Progress within a curriculum level will be described as *developing, consolidating or secure*.

PARENTS’ EVENINGS

We consider it important that parents and staff be able to meet each other in the course of a year – particularly at critical points in each pupil’s education.

Formal contact times are listed in the calendar below. Parents will also receive:

- reports on their children’s progress
- letters of invitation to meetings
- booklets giving information on things like subject choice at key stages
- newsletters about the school and current events

These letters will normally ask parents to contact a named member of staff to discuss the problem. Parents may also be contacted by letter or telephone when their child is causing the school concern.

We ask that parents do the same for the school; that they contact us to let us know about their concerns for their children. The school is always willing to help, if it can. You can be assured of a warm welcome. We do ask that you telephone or write first so that an appointment can be made. All staff are teachers and an appointment helps you to see the teacher most concerned with your child. This person will most likely be your child’s Pupil Support Teacher or the appropriate Depute Head Teacher.
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<tr>
<th>Month</th>
<th>Grade(s)</th>
<th>Event(s)</th>
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<tr>
<td>October</td>
<td>S4/S5/S6</td>
<td>Tracking Reports issued</td>
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<td>S1</td>
<td>Tracking Reports issued</td>
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<td></td>
<td>S2</td>
<td>Tracking Reports Issued</td>
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<tr>
<td>November</td>
<td>S1</td>
<td>Parents' Evening</td>
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<td></td>
<td>S3</td>
<td>Tracking Reports issued</td>
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<td>S4/S5/S6</td>
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<td>S5/S6</td>
<td>Parents' Evening</td>
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<td>December</td>
<td>S4</td>
<td>Parents' Evening</td>
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<tr>
<td>January</td>
<td>S2</td>
<td>Parents' Evening</td>
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<td></td>
<td>S4/S5/S6</td>
<td>Issue of Prelim Timetable and arrangements</td>
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<tr>
<td></td>
<td>S2</td>
<td>Reports Issued</td>
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<tr>
<td>February</td>
<td>S3</td>
<td>Reports issued</td>
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<td></td>
<td>S3</td>
<td>Parent's Evening</td>
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<td>S4/S5/S6</td>
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<td>March</td>
<td>S2</td>
<td>Tracking Reports issued</td>
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<td>S4/S5/S6</td>
<td>SQA Exam information issued</td>
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<td></td>
<td>S4/S5/S6</td>
<td>Reports issued</td>
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<tr>
<td>May</td>
<td>S1</td>
<td>Reports issued</td>
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OTHER INFORMATION

RELIGIOUS EDUCATION AND OBSERVANCE

The term Religious Observance has been defined as

“Community acts which aim to promote the spiritual development of all members of the school community and express and celebrate the shared values of the school community”  
(SEED Circular 1/2005)

In any Religious Observance gathering in Dumbarton Academy our aims will be to provide opportunities for the school community:

• to reflect upon values, beliefs, commitments and hopes which are common to all or many of us
• to express and celebrate shared values
• to have space, stillness and time to reflect

NB: In our school, the personal response of some members of our community maybe in a form of prayer but for others it will be a period of meditation and reflection on the significant values of the school and the wider community.

The school holds Christmas, Easter and Remembrance Day services when acts of religious observance take place. A programme of other services also takes place throughout the year. Parents who do not wish their children to attend these ceremonies or take part in acts of religious observance should make their wishes known to the Head Teacher.

The school has a religious education teacher and all pupils study Religious Education as part of the school curriculum. The wishes of parents are also respected in this aspect of provision. Parents from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

THE PREFECT SYSTEM

A number of S5 and S6 students have been appointed prefects to help the Head Teacher and the staff with the day to day running of the school. They are also there for pupils, particularly younger pupils, who might be experiencing difficulties in the playground or corridors. The prefects frequently represent the school at functions. It is a privilege to be a prefect and it is an opportunity for students, who do a great deal for the school, to be given the recognition that they deserve.

EQUAL OPPORTUNITIES & SOCIAL JUSTICE

The school, following the guidance given by West Dunbartonshire Council, has been developing an Equal Opportunities Policy. The aims of this policy are to try to ensure that all pupils are given an equal chance to develop their talents and to work towards the elimination of factors, which lead to discrimination and disadvantage.
Our priorities include educating our pupils about the multi-racial nature of our society and encouraging self-respect and respect for others no matter what their background.

All subjects across the curriculum are open to boys and girls. In the first, second & third year, boys and girls study the broad curriculum. All pupils are encouraged to achieve their potential and are offered support to do so.

**EXTRA CURRICULAR ACTIVITIES**

Reference is often made to the *hidden curriculum* of a school, that is to say, all the additional activities that a school organises outwith the normal school day and which contribute to the experience of pupils. Such activities take place thanks to the willingness and enthusiasm of staff who give of their time in order that these activities may go ahead.

The fullest co-operation is required of pupils participating in them. A range of activities is available (e.g. school teams, clubs, visits, school shows, and social functions such as dances). Further information on the current activities is given in the first Parental Newsletter of the Session.

**THE PARENT COUNCIL**

The Scottish Schools (parental involvement) Act 2006 requires the following:

- Every parent is automatically a member of the Parent Forum for his/her child’s school, and may be represented by a Parent Council.
- The members of the Parent Forum decide the structure, membership, aims, objectives and constitution of the Parent Council they wish to form.
- Other members of Parent Council may be co-opted.
- Parent Councils are to be involved in the appointment of a Head and Depute Head Teacher.
- Parent Councils, the Local Authority and Schools should play an active role in supporting parental involvement in the school.
- Parent Councils have the right to represent the views of parents.
- Parent Councils are accountable to the members of the Parent Forum and should establish arrangements for reporting to the Parent Forum.
- The needs of and arrangements for all children and young people involving parents, carers and those who look after children are met.
- The school improvement plan takes account of the Local Authority’s strategy and features parental involvement as appropriate.
- A complaints procedure which covers how the Local Authority carries out its functions under the Act is in place.
- Local Authorities must provide reasonable funding to enable the Parent Council to carry out its functions.
- A combined Parent Council may be established to cover two or more schools.

In the course of session 2006/2007 West Dunbartonshire council established a Strategy Group for the implementation of the Scottish Schools (parental involvement) Act 2006. The group continues to carry out the duties and responsibilities laid out in the Act.
Parent members

Mr Iain Ellis (Chairperson)  
54 Highmains Avenue  
Dumbarton  
G82 2PT

Mrs Lynn Hume Ross (Vice Chairperson)  
33 Castlehill Road  
Dumbarton  
G82 5AL

Staff Members

Mrs C McInally (HeadTeacher) Advisor  
Mr G MacKay

E-mail the Parent Council at: parentcouncil@dumbarton.w-dunbarton.sch.uk

PUPIL COUNCIL/CLASS REPRESENTATIVES

Dumbarton Academy has a Pupil Council for each year group S1 to S6. The Pupil Council meets regularly with the Management Team of the school.

Pupil Council representatives take on roles as ambassadors of the school welcoming visitors to the school and representing the school at various events.

We will use the Pupil Council system to ensure the views of all young people are given full consideration and give pupils an opportunity to develop self confidence and self esteem through active participation in Pupil Council Meetings.

SCHOOL POLICIES AND PROCEDURES

School policies and procedures can be accessed via the school website at www.scottishschools.info/dumbartonacademy or by contacting the school office.

Examples of policies you may wish to access are: Homework Policy, Better Behaviour Better Learning Policy, Anti-bullying etc.

DUMBARTON ACADEMY NO SMOKING POLICY

With the introduction of the Smoking, Health and Social Care (Scotland) Act 2005 and the Prohibition of Smoking in certain premises (Scotland) Regulations 2006, West Dunbartonshire Council now operates a no smoking policy across all authority’s school campuses. Any person accessing the school must refrain from smoking in any of the school campus areas.

PUPILS LEAVING SCHOOL PREMISES AT BREAKS

Schools have a duty to look after the welfare of their pupils. This means that the staff should take the same care of pupils as a sensible parent would take, and includes taking reasonable care of pupils’ safety during intervals and lunchtimes. We recommend that pupils should not leave school grounds at intervals. Parents should encourage their children to follow these rules in the interest of safety.
COMMUNITY LINKS

The school is actively involved in the community in a number of different ways. We play a very active role in supporting the community by raising funds for local charities. Many of our young people are also heavily involved in volunteering and help out at local charity shops and primary schools etc. Last session a number of pupils at Dumbarton Academy achieved Saltire Volunteer Awards in recognition of individually completing upwards of 50 hours of volunteering.

Articles appear in the local press and help keep the wider community informed of the activities and outstanding achievements of the school.

OTHER LINKS WITH THE COMMUNITY

The school is committed to fostering links with the community. The local business community gives broad support to our S4 work experience programme and are strongly represented at a range of vocational events.

Staff also have close links with a range of support services, which include – Skills Development Scotland, Social Work, Psychological Services, Health Board, Community Police, Tullochan Trust and Y-Sort-It

Listening to Learn – Complaints

West Dunbartonshire Council encourages feedback on its services from parents and pupils as part of our overall commitment to giving the best possible service and to working in partnership. We are, therefore, interested in feedback of all kinds, whether it be compliments, suggestions or complaints.

If you wish to register a comment of any type about the school you can do this by writing, telephoning or making an appointment.

If, in particular, you have a complaint about the school, please let us know. It is better that these things are shared openly and resolved fairly, rather than being allowed to damage the relationship between the family and the school. There will be no negative consequences arising from making a complaint and we will deal with the issue as confidentially as possible.

Any issues or complaints should be made initially to the Head Teacher. This ensures that the school knows what is going on and has an opportunity to respond and resolve the issue. It is helpful if you can give some details of the issue and ask for an early appointment to discuss it. We will try to respond as quickly as possible, but sometimes issues can be complex and we need time to investigate.
SCHOOL IMPROVEMENT

The summary plan below details the strategic priorities for Dumbarton Academy. A full extract of the School Improvement Plan is available on the school website.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Expected Impact:</th>
<th>Local Authority Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Raising attainment, Improving Learning</strong></td>
<td>• Raised attainment and achievement of all learners</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>• Continue to improve pace and challenge in learning supported by robust tracking, monitoring and target setting (BGE and SP)</td>
<td>• Enhance learning experience for all learners</td>
<td></td>
</tr>
<tr>
<td>• Review and evaluate role of STAR re mentoring, supported study, Easter revision etc</td>
<td>• Learners achieve individual targets</td>
<td></td>
</tr>
<tr>
<td>• Continue to implement assertive mentoring programme to support identified learners and enhance skills of staff</td>
<td>• Reduced gender gap</td>
<td></td>
</tr>
<tr>
<td>• Continue to research and implement strategies to reduce attainment gap</td>
<td>• Increased pupil attendance at supported study, Easter School and Master Classes</td>
<td></td>
</tr>
<tr>
<td>• Continue to work with departments to identify action points from SQA/GL and MiDYIS attainment data</td>
<td>• Enhanced staff skills to ensure sustainability of mentoring programme</td>
<td></td>
</tr>
<tr>
<td>• (raise awareness of Insight data)</td>
<td>• National 7 courses implemented where appropriate</td>
<td></td>
</tr>
<tr>
<td>• Review Nat 4/5/6 courses and implement Nat7</td>
<td>• Profile developed for all learners</td>
<td></td>
</tr>
<tr>
<td>• Continue to develop and implement robust profiling system for all S1-S4 learners and develop use of P7 profile</td>
<td>• Increased staff capacity in data analysis</td>
<td></td>
</tr>
<tr>
<td>• Implement and review new Learning and Teaching and Home Learning Policies</td>
<td>• Home learning and Learning and Teaching policies launched</td>
<td></td>
</tr>
<tr>
<td>• Continue to embed a range of learning and teaching methodology consistently across learning at all stages to ensure pace, challenge and progression</td>
<td>• Increased involvement of parents to support home learning</td>
<td></td>
</tr>
<tr>
<td>• Research excellent practice in other schools focusing on those schools who achieved ‘very good’ or ‘excellent’ for Learners’ Experience (QI 2.1)</td>
<td>• Enhanced planning for improvement</td>
<td></td>
</tr>
<tr>
<td>• Research and implement ways to enhance parental engagement and involvement in their child’s learning</td>
<td>• Enhance parental involvement</td>
<td></td>
</tr>
<tr>
<td>• Continue to implement Pupil Voice to enhance the learning experience and ensure continuous improvement</td>
<td>• Pupil Voice enhanced with impact on improvement</td>
<td></td>
</tr>
</tbody>
</table>

| Implementation of Curriculum for Excellence and GIRFEC | | 1, 2, 3, 4 |
| • Continue to evaluate and modify S1-S3 BGE courses. | • S1-S3 BGE courses meet the needs of all learners and ensure breadth, depth, pace and challenge | |
| • Review and refine our approach to tracking and monitoring in the BGE. | • Senior phase curriculum model implemented and continually reviewed | |
| • Gather evidence of literacy and numeracy progress | • All learners are able to apply their learning across curricular areas | |
| • Share common language and resources | • More coherent transition at key stages and enhanced partnership working and curriculum planning | |
| • Develop understanding of standards | • Enhanced skill development of all learners | |
| **Health and Wellbeing** | • Continued increase in positive and sustained destinations | |
| • Review and implement the draft school HWB policy. | • More coherent transition at key stages and enhanced partnership working | |
| • Introduce the use of the Education Scotland HWB toolkit | • All pupils receive entitlement to Personal Support | |
| | • Enhanced self evaluation skills of all staff | |
| Review our Curriculum Model in the BGE with regards 1+2 Languages. |
| Revise our Whole School Assessment policy and practice to take account of the WDC Quality Assurance Framework and updated SQA guidance. |
| Promote more effective use of the NAR and WEDAR in developing our approaches to assessment in the BGE and Senior Phase. |
| As a Learning Community continue to develop effective transition arrangements from P7-S1 and develop LLC planning. |
| Continue to develop effective transition arrangements from S3-Senior Phase and beyond. |
| • Introduce a celebration event at the end of S3 which involves parents. |
| Review and enhance our Tutor Time period to ensure all learners receive their entitlement to personal support. |
| Implement our strategic plan for Developing the Young Workforce |
| • Promotion of the Career Education standard (3-18) |
| • All departments work with at least one business partner as an integrated part of their curriculum next session. |
| • All departments explicitly identify ‘skills for work’ within their curriculum. |
| • Three careers events planned and delivered. |
| • Increased parental participation in our subject choice/careers information evening. |
| • Revised reporting cycle. |
| • Participation in the Learning through Work week. |
| • Launch of WDC ‘Developing the Young Workforce’ Strategy including presentation and workshop. |
| • Collation and return of school responses to workshop. |

| Improve Self Evaluation Processes and Systems |
| Launch new self evaluation audit doc |
| Review HiGLOS 4 and implement any changes to our audit document |
| Review the school’s current PRD process and create new paperwork to support new structures |
| Further development of our Self Evaluation process |
| A more robust PRD process aligned to the standard for full registration. |
| Enhanced self evaluation skills of staff |
| Enhanced peer support for staff and engagement in professional dialogue. |
| Enhanced staff confidence and skills. |
| Enhanced skills of staff, professional knowledge, expertise and understanding |
| Enhanced leadership opportunities for all |
| 1,2,3,4 |
### Implement ICT Strategy for Learning with Technologies

- Audit the use of technology across the curriculum.
- Audit learner access to ICT outside the school environment.
- Carry out a scoping exercise to look at digital usage in identified centres of excellence. (The first three actions will inform an action plan)
- Continue to develop the use of Ourcloud/Google education, to support learning and teaching.
- Collate ICT support materials to support staff development in the use of ICT (Promethean, Ourcloud/Google, Chromebooks, tablets digital classroom examples etc.)
- Establish Promethean ‘Champions’ to support staff use of in class IWB
- Utilise the wireless model being implemented by WDC, explore the use of corporate bought and BYOD devices to support digital learning.
- Build on the technologies IDL to enhance the technologies branded subjects in light of the Education Scotland impact report.
- Continue to develop staff understanding of Insight to inform L&T
- Review Tracking and Monitoring systems with particular focus on BGE (scoping exercise to be undertaken).

### Continue to develop the ethos and life of the school and enhance partnership working

- Distribute Pre Reading for IIRP Conferencing Training to SMT and Pastoral Care Team.
- Distribute customised cards with RP Questions for use by SMT/Pastoral/ PT’s and class teachers.
- Rights Respecting & Restorative Presentation to P7 Parents
- Further Training for All Staff
- Restorative Practices Continuum
- Affective Statements
- Affective Questions (Street RP)
- Small Impromptu Conferences
- Restorative Conferencing Training for SMT and Pastoral Care.
- Restorative Question and Impromptu Conference Training for Pupil Dash Team/ Senior Prefects/House Captains

- Audit of department and pupil use of ICT, to inform action plans.
- Identified actions based on visits to centres of excellence and professional research.
- Greater use of Ourcloud and Google classroom resources to support learning and teaching.
- Bank of good practice materials and links available for staff.
- Promethean champions in place support use of IWB.
- Wireless network in use by learners in class and the wider school building.
- Greater recognition of the Technologies brand through enhanced IDL.
- Greater understanding of Insight and BGE Tracking to inform learning and teaching and learner option pathways

- Enhanced communication between staff, pupils and parents.
- Increase parental involvement across the school.
- Website developed and maintained to enhance communication.
- RRSA Level 2 achieved.
- Enhanced ethos with School Charter fully embedded.
- Enhanced PRD process.
- Staff involved in GTCS Professional Update scheme.
- Enhanced skills of staff, professional knowledge, expertise and understanding.
- Enhanced leadership opportunities for all.
- Enhanced community links and partnership working (local, national, and international).
- Learners feel valued and more involved in decision making.

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1, 2, 3, 4
PUPIL RECORDS

The subject departments keep records of their pupils’ achievements in classwork, tests and examinations. In addition subject teachers may be asked for attitude, behaviour and progress reports by Pupil Support staff or Senior Managers.

Pupil records are now kept electronically in the “Click & Go” management system. This holds information on pupil attainment as well as attendance and behaviours.

HEALTH AND SAFETY AT WORK ACT 1974

It is the duty of every pupil to take reasonable care for the health and safety of himself and others. In particular he or she must become familiar with routines and procedures related to safety, must not misuse anything in such a way as to create a hazard and must report any defect or hazard he or she discovers to an appropriate person.

PHOTOGRAPHY

In line with council policy no photography of individuals is permitted on council premises where there is a reasonable expectation of privacy without their consent, or in the case of children under 12 years, the consent of their parents or guardians.

Parents or guardians will be asked to give written permission on an annual basis for their child to be photographed or videoed, for specific purposes related to the life and the work of the school and the education service.

Photography by parents and family members will normally be permitted at school events like concerts, sports days and drama productions. The Head Teacher may ask parents to restrict their use of photographic equipment to minimise the impact on the smooth running of the event.
USEFUL CONTACTS

All authorities are required by law to issue a copy of the school handbook incorporating current policies and practices of both the council and the school to certain parents in December each year for their use as appropriate

West Dunbartonshire Council

Education Services Department
Council Offices
Garshake Road
Dumbarton
G82 3PU

Careers Office
32-36 High Street
Dumbarton
G82 1PQ

Community Education Office
Concord CE Centre
Town Centre
Dumbarton

West Dunbartonshire Councillors
Ward 3 – Dumbarton Councillor George Black
Ward 3 – Dumbarton Councillor Ian Murray
Ward 3 – Dumbarton Councillor Thomas Rainey
Ward 3 – Dumbarton Councillor David McBride
Council Offices
Garshake Road
Dumbarton

Chaplains
Pastor Oli Higham
Rock Community Church
Dumbarton

Rev Ian Johnston
Riverside Church
High Street
Dumbarton
G82 1NB
DATA PROTECTION ACT

Information on pupils, parents and guardians is stored on a computer system and may be used for teaching, registration, assessment and other administrative duties. This information is protected by the Data Protection Act 1984 and may only be disclosed in accordance with the Codes of Practice.

The Data Protection Officer for the Academy is Mrs L Bourhill, Depute Head Teacher

For further information please contact the school.

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Education Authorities and the Scottish Government have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.

What pupil data will be collected and transferred?
Data on each pupil is collected by local authorities and the Scottish Government. The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by their school and education authority but are not passed to the Scottish Government. Your postcode is the only part of your address that is transferred. Data is held securely and no information on individual pupils can or would be published by the Scottish Government.

Providing national identity and ethnic background data is entirely voluntary. You can choose the ‘not disclosed’ option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?
In order to make the best decisions about how to improve our education service, Scottish Government and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up-to-date data allows the Scottish Government, education authorities and schools to:

- plan and deliver better policies for the benefit of all pupils
- plan and deliver better policies for the benefit of specific groups of pupils
- better understand some of the factors that influence pupil attainment and achievement
- target resources better

Your data protection rights
The collection, transfer, processing and sharing of ScoXed data is done in accordance with the Data Protection Act (1998). We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. The Data Protection Act gives you the right to know how we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

The Scottish Government works with a range of partners including HM Inspectorate of Education and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also
academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Sharing Panel in the Scottish Government, which will ensure that no individual level data will be made public as a result of the data sharing and these data will not be used to take any actions in respect of an individual.

Concerns
If you have any concerns about the ScotXed data collections you can email them at scotxed@scotland.gsi.gov.uk or write to The ScotXed Support Office, the Scottish Government, Area 1B, Victoria Quay, Leith, EH66 6QQ.

Alternative versions of this information are available, on request from the ScotXed Support Office, in other languages, audio tape, Braille and large print.

Want more information?
Further details about ScotXed data exchanges are available on the ScotXed website, www.scotxed.net. The website also contains answers to commonly asked questions about ScotXed.

The Annual Electronic Staff Census
Individual level staff census data is vital for use by the Scottish Government in education work planning. As a consequence of receiving this staff information, the Scottish Government will be better able to

- plan more accurately the number of new staff to be trained each year
- identify shortages in particular sectors and subjects
- monitor movements in and out of the profession at a national level

The information yielded from the analyses of this data is also of great interest to local authorities and teachers’ unions. They were involved in drawing up the list of data fields to be sent to the Scottish Government. Following the recommendations of the Currie Report, date of birth about gender data about Educational Psychologists are now collected in order to carry out workplace planning.

Your data protection rights
The collection, transfer, processing and sharing of ScotXed data is done in accordance with the Data Protection Act (1998), the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data relating to individuals. The Data protection Act gives you the right to know how we will use your data. Full details of the uses of staff data can be found on the ScotXed website: www.scotxed.net

The Scottish Government will not publish or release any information that allows individual members of staff to be identified, nor will data be used by the Scottish Government to take any actions in respect of individuals. The information we collect will be anonymous. We will not be collecting your name and address. No information on individual members of staff can or would be published by the Scottish Government. The individual data collected by the Scottish Government is used for aggregate statistical and research purposes only. Providing national identity and ethnic background data is entirely voluntary; there is a “not disclosed” option. However, we hope that the explanations contained on the ScotXed website will help you understand the importance of providing the information.

Want more information?
Derek McGlynn, our Data Management Systems Officer will be happy to help with any queries you have regarding this section.

Telephone 01389 737389 or email Derek.McGlynn@west-dunbarton.gov.uk
Appendix 1

SQA EXAMINATION RESULTS

EXAMINATIONS

Pupils are prepared for examinations authorised by the SQA at National 3, 4 and 5, Intermediate, Higher, and Advanced Higher levels.

A number of units of courses are also offered which are assessed through the achievement of specified “learning outcomes”. Successful completion of a unit is recognised and acknowledged on the SQA certificate. As appropriate and possible, pupils may be prepared for other examinations e.g. University Bursary Competitions. Our aim is to present pupils for that number, and grade, of subjects with which they can reasonably cope, and in which they have a fair prospect of success. Schools in consultation with pupils/parents normally decide on presentation for examinations. However in the final analysis the school will accede to the wishes of the parents.

A breakdown of the 2013-2014 SQA Exam results are available in the Standards and Quality Report.

SCOTTISH CREDIT & QUALIFICATIONS FRAMEWORK

As a result of the introduction of the new Qualifications Framework, achievement is reported at Scottish Credit and Qualifications Framework (SCQF) levels.

Level 7 means Certificate of sixth year studies (CSYS) at A-C; Advanced Higher at A-C
Level 6 means Higher at A-C
Level 5 means National 5
Level 4 means National 4
Level 3 means National 3

SQA National Qualifications typically available in centres: 2012/13 to 2016/17

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Session</th>
<th>Dual Running Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>S4</td>
<td>Current Access, Standard Grade, Intermediate 1 and 2 (Final Standard Grade Certification)</td>
<td>New National 1 to National 5</td>
</tr>
<tr>
<td>S5</td>
<td>Current Higher, Intermediate 1 and 2</td>
<td>Current Higher, Intermediate 1 and 2</td>
</tr>
</tbody>
</table>
DUMBARTON ACADEMY

Standards & Quality Report
September 2015

Head Teacher  Jacqui Lynam            Date  September 2015
QIO            Julie McGorgan           Date  September 2015
**KEY IMPROVEMENTS**

**School Focus**

**Quality Indicator 1.1: Improvements in Performance**

**Strengths - Evidence shows:**

- Very good SQA results achieved by many of our senior phase cohort:

<table>
<thead>
<tr>
<th>Subject</th>
<th>No. of pupils presented at SCQF Level 4 (NH)</th>
<th>No. of pupils who passed</th>
<th>% Passed</th>
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<tbody>
<tr>
<td>English</td>
<td>38</td>
<td>38</td>
<td>100%</td>
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<tr>
<td>Mathematics Inc LSM</td>
<td>64</td>
<td>57</td>
<td>89%</td>
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<tr>
<td>English &amp; Mathematics</td>
<td>102</td>
<td>95</td>
<td>93%</td>
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<tr>
<td>Maths inc LSM</td>
<td>75</td>
<td>67</td>
<td>89%</td>
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**SCQF L4 Presentations:**

- Total: 287
- Passes: 271
- % Passed: 94%

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<tr>
<th>Subject</th>
<th>Number of those that passed at A</th>
<th>Number of those that passed at B</th>
<th>Number of those that passed at C</th>
<th>Number of those awarded D</th>
<th>Number of those with No Award</th>
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<tr>
<td>English</td>
<td>108</td>
<td>48</td>
<td>36</td>
<td>21</td>
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<td>Maths incl LSM</td>
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<td>18</td>
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<th>Number of those that passed at C</th>
<th>Number of those awarded D</th>
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<td>8</td>
<td>2</td>
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<td>34</td>
<td>23</td>
<td>12</td>
<td>3</td>
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<th>Number of those that passed at C</th>
<th>Number of those awarded D</th>
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<td>3</td>
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<td>5</td>
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<td>1</td>
</tr>
<tr>
<td>English &amp; Mathematics</td>
<td>7</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>6</td>
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• S4 Results (pre college)

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<tbody>
<tr>
<td>5+ L5</td>
<td>31%</td>
<td>31%</td>
<td>34%</td>
<td>35%</td>
<td>32%</td>
<td>33%</td>
<td>36%</td>
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<tr>
<td>5+ L4</td>
<td>77%</td>
<td>73%</td>
<td>88%</td>
<td>76%</td>
<td>78%</td>
<td>81%</td>
<td>87%</td>
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<tr>
<td>5+ L3</td>
<td>95%</td>
<td>96%</td>
<td>99%</td>
<td>98%</td>
<td>95%</td>
<td>88%</td>
<td>94%</td>
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• S5 Higher Results (pre college)

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<tr>
<td>5+ L6</td>
<td>7%</td>
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<tr>
<td>3+ L6</td>
<td>19%</td>
<td>20%</td>
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<td>25%</td>
<td>27%</td>
<td>22%</td>
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<tr>
<td>1+ L6</td>
<td>35%</td>
<td>44%</td>
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• S6 Results

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<tr>
<td>1@ L7</td>
<td>14%</td>
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<td>10%</td>
<td>17%</td>
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• Overall, the GL assessments show an improving picture with regards to Mathematics attainment. The mean standard age score for our pupils is still significantly beneath the national average. However, there is a positive trend in results.

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<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
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<tbody>
<tr>
<td>2012</td>
<td>91.8</td>
<td>93.3</td>
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<td>2013</td>
<td>95.3</td>
<td>95.6</td>
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<td>2014</td>
<td>95.8</td>
<td>97.3</td>
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<tr>
<td>2015</td>
<td>96.8</td>
<td>96.5</td>
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• Overall, the GL Assessment data shows the Mean Standard Age Score for our pupils in 2015 is slightly below the National Average but not significantly different. The Mean SAS has slightly dipped from the previous 2 years.

• The Mean SAS for boys is not significantly different from girls, although girls have done slightly better and their performance is above the National Average.

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<tr>
<th>Year</th>
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<tr>
<td>2012</td>
<td>99.2</td>
<td>103.0</td>
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<td>2013</td>
<td>99.7</td>
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<td>2014</td>
<td>100.8</td>
<td>102.5</td>
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<tr>
<td>2015</td>
<td>99.4</td>
<td>100.8</td>
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• By continuing to ensure that Learning and Teaching are at the heart of our activities and by sharing best classroom practices in a range of areas including an increasing depth and wider range of formative assessment amongst staff we have raised the standard of teaching and learning in the school, leading to improved attainment and achievement for many pupils.

• All staff set consistently high expectations and standards of attainment for all learners.

• A system of target-setting for all pupils from S3 onwards allied with a strong tracking system from S1 upwards enables us to identify young people who are underperforming at an early stage and to address concerns.

• Post-prelim and SQA analysis meetings and discussions with individual PTs/FHs identifies areas for development and targets to support learners underachieving.

• Analysis of SQA results by departments, followed by discussions between SMT and all teaching staff in each subject area leads to targets being set by departments for future improved SQA attainment.

• Easter Revision School has been established, is well attended and is viewed very positively by both learners and staff.

• The majority of learners continue to develop skills for learning, life and work through curricular innovation, citizenship and enterprise activities and extracurricular activities.
The wider achievements of learners are celebrated through Assemblies, Newsletters, Leavers’ Ceremonies, notice boards, local press, merit awards, merit trips, merit awards ceremonies, rewards system, praise postcards to parents.

Eleven young people achieved Higher Leadership Unit 1. Eight of them also achieved unit 2.

Two pupils achieved ESOL – 1 pass at N4, 1 C pass at H

There are a wide range of opportunities for young people to achieve through involvement in Young Enterprise, Duke of Edinburgh, Go4SETT, Tullochan Trust, Bankie Talk, Mark Scott, Volunteering and Citizenship.

Young people involved in Young Enterprise identified that they had gained important leadership skills, developed communication skills and team working as a result of their involvement. The team won 3 awards at the Dunbartonshire Area Final Review and Awards at Strathclyde University. The categories they won were: University of Strathclyde Award for Best Marketing Strategy; The Aggreko Award for the Best Presentation and the Young Enterprise Dunbartonshire Award for Runner-up.

Those involved in the Duke of Edinburgh Award have learned new skills and undertaken challenging activities, particularly through their expedition experience. This session five S4 pupils achieved Bronze, five S5 pupils achieved Silver and 10 S5/S6 pupils achieved Gold.

Thirty-eight young people achieved a Saltire Award during session 2014-2015.

Seven pupils achieved Bronze Youth Achievement Award.

Six pupils achieved their Mark Scott Leadership Award.

Eleven pupils who participated in Young Enterprise were successful in gaining the Strathclyde Business School Exam – 6 passes, 5 credit passes.

Twenty-eight pupils achieved their Diana Award for their participation in the Bankie Talk project.

Priorities for future development

Continue to ensure pupils are appropriately presented at the correct level for National Qualification courses.

Continue to ensure pace and challenge in all classes.

Increase the number of pupils taking and achieving 5+, 3+ and 1+ Awards at Level 6 (Higher).

Increase the number of pupils achieving 5+ Level 4 Awards.

Continue to systematically monitor and track value added and progress in English and Mathematics across primary secondary transition stages using P7 reports and profiles.

Continue to enhance Transition and Curricular Links with Primary Partners, sharing standards to raise attainment (LLC Improvement Plan).

Continue to extend the range of opportunities for pupils to enhance wider achievement.

Continue to develop a system to record wider achievement.

Track the involvement and achievement of each young person, particularly by maximising the use of the tutor period.

Continue to support and challenge departments/faculties where learners are underachieving.

Continue to develop the profiling process building on the P7 profile.

Continue to develop the process of BGE profiling to support transition to the Senior Phase.

Continue to work with WDC to raise attainment across the school. Further develop the role of the STAR to enhance mentoring, supported study, tracking and target setting ensuring interventions to improve outcomes for learners.

Continue to raise staff awareness of the use of Insight to review learners’ attainment and achievements and plan for improvements.

Carry out further analysis of the gender issues in attainment within our school and put in place measures to reduce the gap.

Quality Indicator 2.1: Learners’ Experiences

Strengths

Almost all young people work successfully together and with their teachers in a positive learning environment. The majority of learners are motivated, attentive, suitably engaged and well motivated in their learning.

Most young people think that the school is helping them feel more confident, that staff treat them with equality, respect and fairness, listen to them and pay attention to what they say.

Almost all young people feel safe and cared for while feeling that mutual respect amongst staff and young people has a high priority. All young people are aware of the support they can call on and where to find it should they need it.

Almost all young people enjoy learning at school and feel that staff give them help when it is needed, expect them to take responsibility for their own work in class and encourage them to do their best. Almost all young people think they are doing well in their schoolwork.

Most young people feel they have an increasing voice in the school and through focus groups, questionnaires and the Pupil Council, feel their views are being heard and consequently actions taken.
• In a recent Restorative Practices baseline survey carried out 91% of pupils surveyed agreed that they have people that they can go to if they have a problem in school. 97% agreed that they are expected to work hard in this school.

• A wide range of extra-curricular activities, out of class learning opportunities and educational trips and visits are offered to, and enjoyed by both the young people and the staff involved.

• Most young people and parents are confident that the school deals with incidents of bullying effectively and promptly.

• Tracking is used extensively throughout the school by all staff and specific timings are set within the monitoring calendar. The targets are discussed and set in negotiation with pupils.

• Communication and feedback to pupils and parents via one to one interviews and the tracking and reporting system is a major strength. Information is available to staff via SEEMIS and Pupil Profiles identifying strengths and areas for development which aid the job of tailoring appropriate learner support in class.

• Promotion and development of AifL continues to be a high priority at Dumbarton Academy. There is good evidence of quality feedback, self and peer assessment, ‘two stars and a wish’, traffic lighting, pupils using checklists of Learning Intentions / Success Criteria to identify appropriate support required, both in and outwith the classroom.

• Cooperative learning strategies are commonplace in most classrooms with nearly all staff having attended Cooperative Learning Academies or participated in training.

• Curriculum development is informed through departmental and whole school self evaluation strategies such as pupil self-evaluation questionnaires within curricular areas leading to pupils leading learning and increasing the pupil voice within the school.

• Personalisation and choice is given to the young people within their curriculum; project topics, discursive essays, S2 electives and increasingly in S3 and senior phase courses they are determining the courses of study.

• Learning and preparation for SQA exams for senior phase continues to be very well supported through the Supported Study Programme and Easter Revision School that is in place.

• Further support was given through our mentoring programme which supported 175 learners in S4-S6 of which the majority said they found this support to be useful/very useful.

• All departments regularly use SQA exemplars, Understanding Standards materials and PA and verification feedback reports, which are also shared with the pupils to help understanding of course requirements and sharing the standard.

• Pupil participation in Citizenship, Enterprise, volunteering and wider ethos activities continues to be of a high standard and a large number of learners increasing participate.

• Senior pupils offer peer support to younger pupils through in class support, daily in registration groups, weekly tutor classes and at after school clubs.

• All courses allow pupils to develop skills for learning, life and work and transfer these skills across curricular areas.

**Priorities for future development:**

• Continue to develop and evolve Cooperative Learning and work towards embedding Formative Assessment across the curriculum.

• Continue to develop the consistent use of learner self-evaluations and parental questionnaires in departments to improve students’ learning experiences and enhance outcomes for learners.

• Continue to develop tracking strategies, particularly in the BGE, including the use of GL Assessment data to ensure learners make good progress from their prior levels of attainment and are clear about their strengths and what they need to do to improve their performance and achieve targets across all departments.

• Continue to ensure that young people have an increasing voice in our school through focus groups, departmental questionnaires etc. Ensure that they feel their views are being heard and consequently actions taken.

• Continue to develop Profiling in S1-S3 building upon learners’ P7 profile to their final profile in S3 including a celebration event involving parents of S3 pupils.

• Continue to develop the use of technologies to support learning.

• Continue to develop pupil voice to inform improvements in learning and teaching.

• Continue to implement strategies to increase the pace of lessons and increase the level of challenge provided for all young people.

• Further develop IDLs and cross curricular working to enhance learners’ experiences.

• Continue to enhance the Tutor Period to support learners’ entitlement to Personal Support.
Quality Indicator 5.1: The Curriculum

Strengths

- The rationale for the curriculum reflects the shared Vision and Values contained within “HEARRT” and “MIND”. The school values are reflected through the totality of experiences offered to young people, not just in the classroom setting but also through opportunities to be involved in the wider life of the school. Some innovations in this area include: Young Enterprise, Duke of Edinburgh, and The Mark Scott Leadership for Life Award, John Muir Award, Bankie Talk, etc.
- Our curriculum takes account of our local circumstances and of local and national advice, as far as is possible within the current financial climate. The SMT are well briefed by the HT on areas under discussion at an Authority/National level.
- We offer a curriculum designed to promote challenge, enjoyment, breadth, depth, progression, relevance and coherence for all pupils, through a commitment from staff to ensure these areas are paramount. Flexibility and personalisation and choice for all pupils have been developed. There is choice offered in tasks, activities and assessments in most subjects.
- Increased opportunities for personalisation and choice and to make learning more relevant and enjoyable has been a major driving force in reviewing the curriculum.
- Existing opportunities for interdisciplinary learning have successfully established links across some subject areas and provided relevant contexts for developing responsible citizenship in S1 and S2.
- Enhanced curricular links through joint working between primary and secondary staff to strengthen young people’s learning particularly in Mathematics and English and more recently, these links are developing in Technical, Computing, Business and Modern Languages, etc.
- Innovative S1 cross-curricular Thematic Projects continue to be enhanced and implemented. These involve all departments to differing degrees. Evaluations from staff and pupils have been very positive.
- S1, S2 and S3 courses have been developed and implemented which incorporate the Level 2/3/4 Experiences and Outcomes for CfE. These continue to be evaluated and amended as appropriate to ensure learning is well planned and learners achieve as well as they can.
- Curriculum flexibility is appropriately used to enhance young people’s learning experiences for example, through the choice of electives in S2 and curriculum personalisation in S3. S2 electives allow young people the opportunity to investigate areas outside the traditional curriculum, a few of which include community involvement. The feedback from staff and pupils has been exceptionally positive for these initiatives.
- In S3 choice has been refined to ensure all young people have a continuum of learning and opportunities for increased specialisation in preparation for the senior phase. The curriculum structure reflects the Curriculum Organisers of CfE. This structure also ensures vocational options are available for learners who may not wish to pursue a purely academic menu of choices (eg Bike Maintenance, Finance and IT, Hairdressing). All of the work being done in this area by SMT, subject leaders and Pupil Support is intended to build a curriculum that will provide as much in-house provision for choice and progression as possible.
- All staff are building on their experiences of the first 2 years of new National Qualifications which includes the review of approaches to assessment and verification.
- Almost all staff are supporting learners to develop skills for learning, life and work and are using the relevant Es and Os to help learners acquire the key skills in literacy, numeracy and health and well being.
- Programmes of learning in the senior phase provide progression through opportunities for personal achievement with a continued focus on developing the skills and attributes of the four capacities.
- Staff refresh curricula on an ongoing basis in many departments, involving discussion at DMS, inservice and development days. (QI 5.1 is reviewed by all departments in March of each year as part of the whole school quality assurance process). We continue to reflect on the courses we offer through attainment analysis process, through self evaluation activities and through pupil focus groups, pupil responses to questionnaires administered by departments.
- The PT Support for Learning offers advice and support on ensuring the needs of learners with ASN are taken account of when planning programmes of work.
- Departments work very closely with SfL to ensure suitable curricula for all and flexible curriculum packages if appropriate.
- Flexible curriculum arrangements are in place to meet the needs of all young people.
- The consistent use of lesson guides/course planners supports pace and challenge.
- A number of National 3 courses are currently available in a range of subjects to meet the needs of learners.
- There are well developed links with colleges to enhance young people’s employability skills and work experience. There is enhanced support in the provision of work experience placements.
- All BGE courses provide progression to National 4 and National 5 courses, thereby building on prior learning and ensuring progression.
- In the senior phase, courses allow for progression in learning and achievement across almost all curricular areas, including Skills for Work courses.
• The priorities in the school improvement plan have had a positive impact on improving achievements, attainment and the well being of the majority of learners and the work of the school.
• There has been considerable success in creating curricular pathways which improve the life chances of young people in the MCMC group.
• A large number of young people choose from a wide range of Skills for Work courses in conjunction with the local college. Skills for Work provision has resulted in better transition to the world of work and supports the development of skills for learning, life and work.
• Review of student performance through unit assessments, departmental discussions and individual interviews is designed to ensure learners are presented at the level best suited to their ability.
• The school works well in partnership with other West Dunbartonshire schools and local colleges to increase opportunities for curricula choices. The school works in positive partnerships with a wide range of partner organisations including West College Scotland, Tullochan Trust, Y Sort It, social work, SDS, Duke of Edinburgh Award, Bankie Talk, Skill Seekers, Young Enterprise Scotland, Local Business, Strathclyde University (SAS, Business School), Glasgow University (REACH).
• Course choice advice for transition to the senior phase is thorough and backed by monitoring, tracking and targeting to try to ensure pupils choose courses best suited to their ability and preference.
• Pupils are well supported in making informed choices and are provided with opportunities to meet the requirements of their chosen pathways through the UCAS process and through REACH and the Strathclyde Summer School.
• Effective planning in partnerships with other providers helps to widen the curriculum. Including the work experience programme which is delivered in partnership with our WDC Employability Officers.
• Senior managers involve all staff, parents and young people in reviewing and improving the curriculum.
• The school continues to make very good progress in meeting the statutory requirements for religious observance.
• Responsibility for the PSE curriculum has now been devolved across four PT’s of Pastoral Care who review and update the PSE curriculum.
• Our arrangements at key transition points reflect our willingness to work with our partners in the primary and tertiary sectors, ensuring smooth progression for our learners. This has included a strong focus on sharing the standard of attainment in literacy and numeracy (GL Assessment data) across the sectors.
• Almost all school leavers are successful in gaining a positive and sustained post school destination.
• Young people who are likely to leave at the end of S4 are identified by using the matrix and are supported in ensuring they have the qualifications and awards and skills to help them progress into further education or employment.
• Whole school assessment and moderation framework, which supports the delivery of the curriculum, has been implemented and consistently applied by all staff.
• The provision of universal support in the senior phase ensures all learners make informed choices and are aware of and have the opportunity to meet requirements for achievement pathways to support positive and sustained destinations.

Areas for Development
• Continue to consider the implications of CfE and make relevant changes to our Senior Phase curriculum to support positive outcomes for learners and build on their achievements in the BGE.
• Audit and further develop the curriculum refocusing on the Es and Os and significant aspects of learning to improve planning for progression through the BGE whilst ensuring an appropriate focus on employability and skills for learning, life and work.
• Review strategy for raising attainment in literacy and numeracy ensuring all staff understand the expected standards. Ongoing developments are being undertaken by working groups on Literacy, Numeracy, Health and Wellbeing and ICT.
• Continue to provide opportunities across the learning community to support curriculum planning to ensure a continuum of learning. Local Learning Community Improvement Plan has been developed.
• Plan for further embedding of Inter-Disciplinary learning in S3.
• Develop the use of digital technologies to enhance teaching and enrich learning.
• Continue to incorporate greater consultation with stakeholders e.g. pupils’ and parents’ evaluations of teaching and learning.
• Launch and implement the revised Learning and Teaching and Home Learning policies in August.
• Continue to provide opportunities for staff to engage in dialogue with other colleagues and partners about curriculum developments, learning and teaching and the progress and achievements of all learners.
• Continue to provide and support opportunities for staff to collaborate across schools and with partners to share resources, understand the standard, moderate learners’ work and share best practice to enhance the learning experience.
• Launch and implement whole school Health and Wellbeing Policy which is applied consistently by all staff.
• Explore further opportunities for learning over variable time frames. (1 or 2 year programmes) including vocational education.
• Continue to develop and consolidate Consortia arrangements.
Quality Indicator 5.3: Meeting Learning Needs

Level 5

Strengths
- All teachers demonstrate that they know their pupils very well and as such are able to match tasks and activities to the needs of individual learners ensuring support and challenge.
- Appropriate pace and challenge are evident in most classrooms. Course planners clearly show that a wide variety of teaching strategies are in use, which include all learners in the learning process.
- Where appropriate and where possible broad based setting has been used to ensure that activities and resources are matched to the needs of groups with differing abilities. E.g. in Maths and English.
- Differentiated materials and resources are in evidence in almost all mixed ability classrooms.
- Cooperative Learning strategies are widely in use. The development of Cooperative Learning continues to be a strategic priority in our school in an effort to ensure that the quality and delivery of programmes include all learners in the learning process.
- Effective use is made of learning assistants and senior pupils in classrooms to include all learners in lessons and to ensure all learners can access the curriculum.
- Almost all teachers use ICT interactively to engage and motivate learners.
- A variety of AfL strategies are in use to ensure that teachers use assessment information to identify gaps in knowledge and understanding and to plan future learning.
- Pupils are frequently asked to peer and self assess and to identify next steps in their own learning.
- Teachers frequently review and set targets in negotiation with pupils.
- All classroom teachers contribute to post prelim analysis and SQA attainment meetings where they are asked to identify pupils at risk of underachieving and strategies to support them.
- There is a clear commitment to the principles of an integrated team approach and to developing inclusive practices which will remove barriers to learning and develop programmes of work which meet learners’ needs.
- The school operates a staged intervention approach (4 stages) to meeting additional support for learning needs. The policy outlines roles and responsibilities of staff and sets out procedures for meeting the needs of all pupils. JAT members meet weekly to assess the needs of young people at Stage 4 and a SAT meets weekly to assess the needs of young people at stage 3. Members of the SAT jointly plan to effectively develop a support plan to help young people progress in their learning. All paperwork is GIRFEC compliant.
- Where appropriate parents are included in decisions about their child’s learning and in plans to meet any additional support needs.
- Pupil Support staff liaise with associated primary schools and partner agencies to identify learner needs prior to the start of S1.
- ASN information is shared with whole school staff through the white folder and the regular issue of confidential memos to update information. Information is shared with partners where appropriate.
- The SIL profiles in the white folders highlight literacy and numeracy levels, recommend appropriate differentiation and provide support and advice to staff on strategies to meet learners’ needs.
- A rigorous system of target-setting for all pupils from S3 onwards, allied with a strong tracking system enables department staff to ensure that all pupils are making good progress from their prior attainment. Pupil Support staff are able to identify young people in S3–S6 who are underperforming at an early stage and to address concerns through Staged Intervention.
- Within Staged Intervention, targets are SMART and regularly reviewed at weekly SAT and JAT meetings.
- One to one or small group Pupil Support interviews are arranged for all pupils to coincide with the school assessment and reporting calendar, subject choice and university applications.
- Target setting within IEPs and support plans are written in consultation with individual children and class teachers. A simplified format ensures that targets are written from the child’s perspective and in a language and style that is meaningful to them. Class teachers’ observations are used to recognize achievements and establish next steps.
- All subject teachers and support for learning teachers work closely together and the SIL bid system promotes differentiation.
- A programme of alternative education is provided for pupils who require more choices and more chances within the school setting and in other locations. Early identification of MCMC pupils using the matrix ensures that our intervention and support for these pupils is effective and has led to positive and sustained leaver destinations.
- Pupils experiencing behavioural difficulties are supported through Spectrum, our in-school behaviour support base. The need for this level of support is identified early through the SAT and JAT meetings.
- Regular meetings with DHTs, Pupil and Family Support staff and Pastoral Care staff ensure that attendance issues are identified quickly and acted upon, including referral to the WDC Attendance Review Committee where appropriate.
- Progress has been made to incorporate restorative practices in the behaviour management procedures. Two members of staff have been trained and are RP Champions.
• The pupil and family support workers work effectively and efficiently to support young people with additional support needs and their families. This includes maintaining a contact over school holiday times. They work in partnership with the school to ensure that as far as possible young people attend all their SQA examinations and have the best possible opportunities to attain well.

• Learning support assistants know the young people very well. They support young people’s learning in and out of the classroom as appropriate.

• Our current curriculum aims to meet the needs of all learners by providing courses from National 3 to Advanced Higher.

• Young people feel that they benefit from additional help from their teachers when they need it, for example at lunchtime and through supported study sessions.

• Our young people were further supported in their learning through our mentoring programme. 80% of those supported in this way reported that they found these sessions useful/very useful.

• LAAC pupils are identified, this is recorded and they are supported as appropriate through Staged Intervention.

Areas for Development

• Further develop the use of the GL Assessment and SSLN data to identify pupils’ needs.

• Continue to promote and embed the use of Cooperative Learning strategies.

• Continue to develop positive behaviour strategies, such as Restorative Practices, and the role of Spectrum to support young people in accessing the curriculum.

• Improve collaboration between learning assistants and class teachers to support the needs of young people.

• More consistent use of differentiated materials and resources across the school.

• SfL to explore ways to increase the role of parents in supporting their child’s learning.

• Continue to enhance the tutor period to support learners’ entitlement to personal support.

• Continue to embed our shared Values, Vision, and School Charter to promote equality and fairness.

• Continue to develop our PRD process making use of the GTCS Standards to identify and meet teachers’ professional learning needs in providing additional support for learning.

Quality Indicator 5.9: Improvement through Self Evaluation

Strengths

• Staff commitment to improving the school is evident. The culture of using self-evaluation (personal, departmental and whole school) to identify strengths and aspects for development is embedded. Self evaluation gives a high priority to the quality of learning and teaching and the achievements of learners.

• The management of self-evaluation continues to improve. The importance of improving learning and teaching and sharing good practice have been repeatedly highlighted and continue to be strategic priorities for the school. Staff and young people report positive changes in the ethos of the school and improvements in learning and teaching and attainment and achievement.

• All staff, as reflective practitioners, take responsibility for evaluating aspects of their work and contribute to evaluating the work of their departments. They use a range of approaches including questionnaires, classroom observations by managers and peers and the use of more streamlined self evaluation documentation to evaluate their work and plan for improvement. Some departments gather views through the use of focus groups.

• All staff are committed to taking action to effect improvement via Departmental Improvement Plans.

• Thorough analysis of SQA exams and NQ prelims with all members of staff to ensure we are data rich and identify next steps and targets to improve attainment and achievement.

• Following observations of teaching and learning, teachers are given verbal and written feedback which helps them to reflect on the quality of the learning experience for young people and to identify areas for development for the future.

• There is very good support and encouragement for career long professional learning and development which supports school improvement.

• All staff engage in professional learning and development to support Curriculum for Excellence and the implementation of the new national qualifications.

• The majority of staff take part in a range of professional learning both within and outwith the school. Key staff engage in joint professional learning with partners, particularly in the development of the senior phase and new qualifications.

• All departments effectively utilise and customise a whole school Monitoring and Evaluating calendar which is updated annually. Quality Assurance is the responsibility of every practitioner and is regularly carried out within departments through the use of cross-marking, jitter sampling, class observations and peer observations; these activities are indicated on the calendar.

• Greater consultation with parents is seen through the regular use of HMIE questionnaires at parents’ nights. Issues are identified and quickly resolved.
- Effective arrangements are used by all staff to assess and track learners’ progress at every stage.
- Staff have established very effective partnerships with a broad range of agencies in the wider community to enhance the outcomes for learners.
- There continues to be a real sense of teamwork and a steady growth in leadership capacity and capability across all areas of the school.
- Almost all staff are ensuring a continued focus on support for leadership development, including leadership for learning and using the new GTCS standards to self-evaluate in preparation for the PRD process.
- Following observations of teaching and learning, teachers are given verbal and written feedback which helps them to reflect on the quality of the learning experience for young people and to identify areas for development for the future.
- Thorough analysis of SQA exams and NQ prelims with all members of staff ensures we are data rich and identifies next steps and targets to improve attainment and achievement.
- Regular and robust monitoring and tracking is carried out, information shared with PTs and Pupil Support staff, and this has led to accurate predictions of SQA examination results.
- New initiatives which are implemented are evaluated and information shared with staff e.g. implementation of the self-evaluation audit document.

**Areas for Development**
- Our current processes of Self Evaluation will continue to evolve, particularly in the light of changes to the inspection process and WDC’s Improvement Framework.
- Monitor and evaluate changes to the senior phase and curriculum models ensuring there are flexible progression pathways that build on the BGE.
- Continue to implement the assessment and moderation framework which supports consistency and coherence at all levels and the SQA revised Quality Assurance Process.
- Continue to develop the use of Insight by all staff as part of the school’s self evaluation process and to support the planning for improvements.
- Enhance the effectiveness of systematic approaches for gathering the views of young people and other stakeholders and make use of their views to plan for improvement.
- Enhance staff understanding and use of attainment data to identify areas for improvement in learner progress from S1-S3 (BGE), including better use of GL data.
- Continue to develop and provide opportunities for professional dialogue, professional reflection and sharing good practice, which should in turn lead to further improvements in learning and teaching and allow us to evaluate the impact of changed methodologies on outcomes for learners.
- Continue to support the development of the Local Learning Community by enhancing 3-18 curriculum planning with associated establishments.
- Continue to review our current practices with a focus on tackling bureaucracy and reducing the duplication of tasks.
- Further use a range of evidence to evaluate the impact of curriculum change and improvements in methodologies to monitor improvements in outcomes for learners.

**Quality Indicator 9.4: Leadership of Improvement and Change**

**Strengths**
- All staff are committed to promoting the Vision and Values of Dumbarton Academy.
- There is good leadership at all levels with a vision of improving the outcomes and life chances of all learners.
- Across the school staff feel empowered to take forward aspects of school improvement.
- Staff at all levels show a commitment to a culture of continuous improvement.
- All staff ensure appropriate mentoring and support for student teachers and NQTs.
- There are many opportunities for leadership including committees, IDL, extracurricular activities etc.
- The Head Teacher and SMT are highly respected by young people, parents, staff and partners. The very committed team of DHTs support the HT and together they provide strong leadership to lead continuous improvement. Staff feel very well supported and value the open and honest relationships with senior leaders.
- Curriculum leaders are highly committed and lead curriculum development and improvements in learning and teaching to enhance the learners’ experience.
- Teachers across the school take on a range of leadership roles including leading working groups, delivering professional learning to colleagues and mentoring probationers and students.
- There is very good support and encouragement for career long professional learning and development which supports school improvement.
- The majority of staff take part in a range of professional learning both within and outwith the school.
- Key staff engage in joint professional learning with partners, particularly in the development of the senior phase and new qualifications.
- There are a wide range of opportunities to support the development of leadership in learners. Pupils have the opportunity to be involved in and take lead roles in: Sports Ambassadors, Prefects, House Captains, DASH members, Young Enterprise, YPI, RO Assemblies fund raising and House Competitions, Bankie Talk, Saltire, Mark Scot etc. A number of senior pupils have successfully completed the SQA Higher Leadership Award.
- There continues to be a real sense of teamwork and a steady growth in leadership capacity and capability across all areas of the school.
- Almost all staff are ensuring a continued focus on support for leadership development, including leadership for learning and using the new GTCS standards to self evaluate in preparation for the PRD process.
- The majority of staff use self evaluation and work collaboratively to develop a shared understanding, consistently apply and improve standards and expectations. This involves moderation, sharing best practice and benchmarking. Some staff work collaboratively with other establishments in both the primary and secondary sectors (Maths and English).

**Areas for development**

- Continue to provide opportunities for learners to develop their leadership skills both within and out with the classroom.
- Continue to develop and provide opportunities for professional dialogue, professional reflection and sharing good practice, which should in turn lead to further improvements in learning and teaching and allow us to evaluate the impact of changed methodologies on outcomes for learners.
- Continue to support the development of an Integrated Local Learning Community by enhancing 3-18 curricula planning with associated establishments.
- Continue to provide opportunities to build staff capacity and capability as part of the continuum of improvement.
- Continue to develop the use of coaching skills to support the improvement of the PRD process.
SCHOOL CONTACT DETAILS

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We will work together to ensure that everyone in our community is valued and has the opportunity to learn for life and to achieve their potential.

Aim

We aim to enable everyone in West Dunbartonshire to become:

• Successful learners
• Confident individuals
• Responsible citizens
• Effective contributors

now and throughout their future lives.

To achieve our aim, we will:

• Deliver courses and activities which meet the needs of all learners
• Provide services and manage resources to support learning
• Value differences, promote equal opportunities and foster inclusion
• Promote partnership, collegiality and community participation
• Celebrate success
• Monitor, evaluate and review the quality of our services

West Dunbartonshire Council:
An Education Authority of Ambition