



United Learning
The best in everyone™

Dunottar School

**Academic
Performance
Statement**

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ACADEMIC PERFORMANCE STATEMENT

Dunottar School is committed to enabling each individual student to be the best they can be and attain the highest grades possible. It is our aim to raise attainment beyond that predicted in relation to the individual student's ability. In all areas of the curriculum teaching will encourage effort, be that intellectual, physical or creative, and will enable all pupils to increase their understanding and develop skills in the subjects taught according to their ability. Pupils are encouraged to display the characteristics of the Warrior Learner: tenacity, creativity, independence, curiosity, aspiration, collaboration and inclusivity inside and outside the classroom to underpin their success in education and in future employment.

Tracking and Reporting Progress:

Midyis, Yellis and Alis are used as baseline measures and pupils take GCSEs and A Levels.

All teachers submit marks from a common assessment task (CAT) every half-term for Key Stages 4 and 5 and every term for Key Stage 3. Pupil progress is recorded and tracked centrally and sent to the Teaching and Learning Team for analysis. The data are monitored by the Heads of Departments reporting to the Deputy Head (Academic). Data is analysed to ensure that each pupil is making good progress according to their ability and to effectively inform planning, teaching, support pupil progress and highlight any individual interventions that are needed. Analysis of data also allows results to be compared with national norms and with other schools across the group.

Each pupil will receive a full annual report at least once a year and interim reports according to the reporting schedule. This will be shared electronically via the parent portal on Firefly. Reports, where appropriate include attainment marks for KS3 and minimum expected grades and challenge grades at GCSE and A Level. Year 13 pupils also receive their UCAS predicted grades in the Autumn term.

Reference ISSR Part 1, paragraph 3. (g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

For the academic year 2024-25 we are extremely pleased to announce the following results:

GCSE 2025	Dunottar School
% 9 - 7	48%
% 9 - 6	76%
% 9 - 4	99%

GCSE Results (2025)	Dunottar School	National Average
% 9 - 4	99%	67.1%

A-Level Results (2025)	Dunottar School	National Average
% A* - C grades	83%	77.7%

Results year on year

Dunottar School uses a variety of internal and external assessments to inform teaching and learning. These assessments are intended to facilitate pupil progress and the evaluation of that progress against relevant national norms.

GCSE	2025	2024	2023	2022	2021**	2020*	2019	2018
% 9-8 Grades	26	33	30	28	23	19	10	17
% 9-7 Grades	48	12	53	50	53	42	25	38
% 9-6 Grades	76	53	77	74	78	73	51	68
% 9-5 Grades	94	91	94	93	96	91	78	85
% 9-4 Grades	99	99	99	99.7	99	98	91	98

*Results determined by Centre Assessed Grades due to COVID-19 pandemic.

** Results determined by Teacher Assessed Grades due to COVID-19 pandemic.

A Level	2025	2024	2023	2022	2021**	2020*	2019	2018
% A*-A Grades	37	30	25	45	27	41	40	9
% A*-B Grades	72	54	61	71	77	64	73	47
% A*-C Grades	83	94	85	90	100	82	87	81
% A*-E Grades	99	97	100	100	100	100	100	100

*Results determined by Centre Assessed Grades due to COVID-19 pandemic.

** Results determined by Teacher Assessed Grades due to COVID-19 pandemic.

A Level Leavers:

Of our 2025 leavers, 93% of students applied to University and Higher Education establishments and 7% went on to organised gap years or the world of work. Of the students that applied, 84% got their first-choice university but 100% of those who applied were placed. Dunottar students have moved on to study a wide range of courses from History to Economics. In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the main school office.

2024-2025	Total of Year 13's = 27	Percentage of the cohort applying to university
Number who applied to university	25/27	93%
1 st Choice (Firm Choice)	21/25	84%
2 nd Choice (Insurance Choice)	4/25	16%
Gap year	2/27	7%

Year 13 Destinations Data 2025:

Destination	Course
Birmingham	Chemistry
Birmingham	Medicine
Bournemouth	Forensic Investigation
Bristol	Biology
Bristol	Mathematics
Cardiff	Accounting and Finance with a Professional Placement Year
Cardiff	Medical Pharmacology
Cardiff Met	Criminology
Cardiff Met	Business and Management (Marketing)
Cardiff Met	Sport and Exercise Science
Exeter	Geography
Exeter	History
Exeter	Psychology
Exeter	Geography
Lancaster	Ecology and Conservation
Reading	Business and Management
Sheffield	Biochemistry
Southampton	History
Southampton	History
Sussex	Economics
Swansea	Business and management
Swansea	Business and management
Warwick	Politics
Warwick	Law
Warwick	Mathematics
Worcester	Cricket Coaching & Management (Integrated Masters)

This policy applies to all members of our school community. Dunottar School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity policy document.

Dunottar School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the main school office and should be read in conjunction with the following documents: the Curriculum Policy, the Assessment, Recording and Reporting Policy, the Teaching and Learning policy and the Equal Opportunity policy.

This document is annually reviewed by J. Hislop or as events or legislation change requires.

Document review:

Authorised By	Name J. Hislop	Date 08/21
Date Document Reviewed	Sept 2021	N. Wintle/ L. Longstaff/ S. Thorne
Updated	Jan 2022	A.Tarrant
Updated	Dec 2024	A.Tarrant / R.Pope/ N.Jackson/J.Hislop
Updated	Feb 2025	J.Hislop
Updated	March 2026	J Hislop/N.Wintle
Governor responsible for Policy	Oliver Moses	