

"Working together to inspire learning and achievement in Highland Communities"



Standards and Quality Report Bridgend Primary School
The Highland Council
Education, Culture and Sport Service
CSER Area



Session 2010/11

Our school vision and values

Our vision:

We want our school to be a place where learning is fun, everyone is respected and we can all reach our full potential.

We value:

Being happy

Regular opportunities to lead a healthy lifestyle

Increasing responsibility

Developing an awareness of our environment

Good behaviour

Equality, fairness and honesty

Nursery and primary education

Doing the best we can

Date of last review: May 09

Review by June 12

Our Key Strengths

Self Evaluation:

- At Bridgend Primary all staff are committed to improving our school and are fully involved in the review and development of what we do.
- Good practice is shared in the school through our Teaching, Learning Group.
- Parents have a very positive attitude towards the school.

Improving Performance:

- Pupils' progress is supported by approaches to assessment that clearly explain what they will be learning and how they will know if they have been successful.
- Pupils take increased responsibility for their learning and are able to identify what they have done well and what they need to do to improve.

Learner's Experiences:

- Pupils are treated fairly and with respect by all adults in the school and maintain high levels of motivation and behaviour.
- Pupils have quality opportunities to develop as citizens within the school.

Meeting Learner's Needs:

- Our inclusive approach and strong partnerships with professional agencies and families means that all pupils are offered the same chances in their learning.

The Curriculum:

- Class teachers have a clear understanding of the aims and purposes of Curriculum for Excellence and have been actively involved in developing a rigorous programme of work for numeracy and systems for planning and assessing other areas of the curriculum.

Our Priorities For Improvement

Self Evaluation:

- Continue to develop our approaches to self-evaluation, working closely with all stakeholders to improve what we do at Bridgend Primary.

Improving Performance:

- Continue to work on raising attainment in literacy and numeracy by maintaining our focus on good assessment practice that identifies clearly what the learner is able to do and how he/she can improve.
- Further develop approaches that monitor, track and report on pupil progress.
- Continue to work closely within the Alness School group to share and improve standards in learning, teaching and assessment.

Learner's Experiences:

- Further develop inclusive approaches that ensure all stakeholders have a say in the direction we take as a school and have opportunity to contribute to the life of the school and community in ways that are purposeful and meaningful.
- Ensure that all stakeholders are aware of what achievement means at Bridgend and how it can be shared and celebrated.
- Develop approaches to keeping profiles and portfolios which record and support pupil progress.

Meeting Learner's Needs:

- Better include pupils in the process of setting targets, evaluating how well their learning is progressing and where it needs to go next.

The Curriculum:

- Further develop approaches to the learning and teaching of our curriculum that reflect the aims and purposes of Curriculum for Excellence.

The Core Areas of our Practice

This report summarises the strengths of our school and what needs to improve. We gather this information throughout the year in a variety of ways so we can make sure our report is as accurate as possible. We reflect on the progress we have made with our improvement priorities. We take time to compare what we do with national examples of best practice. We visit each others' classes to share standards in learning and teaching. We look at children and young people's work to see how they are progressing. We make use of a range of data and information including attainment results. We gather the views of children, parents, staff and members of the local community. We use all of this information to arrive at our view of the quality of education we provide.

Improvements through self-evaluation

What we do well:

- staff are committed to improving our school and are fully involved in the review and development of what we do;
- pupils are committed to improving the school through an active Pupil Council and other decision making bodies such as the Bridgend Football Association and Eco Group;
- parents have positive attitudes towards the school;
- sharing good practice in learning and teaching across the school through our Teaching, Learning Group. This group of staff meets regularly to reflect and act upon what has been learned from focussed visits to each other's classrooms;
- as a school we gather the views of our children, staff and parents/carers in order to make our school better.

What we need to work on:

- further develop our work with partners in the Alness School Group, to share good practice in learning and teaching;
- further involve parents / carers and pupils in evaluating what we do and in making improvements.

Improvements in performance

What we do well:

- most pupils are making good progress relative to their age and ability;
- staff are committed to explaining clearly what pupils will be learning and how they will know if they have been successful;
- staff are committed to assessing pupil progress in a range of ways that clearly identify what the learner has done well, what they need to improve and how they can achieve improvement;
- pupils are taking increasing responsibility for their learning. They assess their own work, and the work of others, before setting targets for improvement;
- we work effectively with other schools in the Alness School Group

What we need to work on:

- continue to work on raising attainment in literacy and numeracy;
- further involve pupils in the process of setting targets, evaluating how well their learning is progressing and where it needs to go next;
- increase pupil and parent involvement in the ongoing assessment of learning;
- develop approaches to provide more regular information on pupil progress throughout the year;

Learners' experiences

What we do well:

- children are treated fairly and with respect by all adults in the school;
- almost all pupils demonstrate high motivation towards learning and good levels of behaviour;
- our health promotion across the school community is of high quality e.g. very effective Snack Attack Scheme which has successfully raised pupils' awareness of the need for healthy snacks;
- we provide increasing opportunities for pupils to be actively involved in their learning;
- we provide quality opportunities for pupils to develop as citizens of the school e.g. Bridgend Helpers, an active Pupil Council and the Bridgend Football Association;
- we provide opportunities for wider achievement for senior pupils through the provision of residential experiences.

What we need to work on:

- develop a clear definition of what achievement means at Bridgend and plan how achievement should be shared and celebrated;
- ensure that all pupils (particularly those in the early stages) have opportunity to participate in activity that helps them develop as good citizens locally and globally;
- begin to keep examples of pupils' progress in portfolios;
- develop pupil profiles which record progress and performance.

Meeting learning needs

What we do well:

- our inclusive approach which means that all pupils are offered the same chances in their learning;
- strong partnership with professional agencies and families;
- targeted support systems in place to support learner progress in core literacy and numeracy skills;

What we need to work on:

- increased pupil involvement in reviewing their progress towards targets within their individual educational programme.

The curriculum

What we do well:

- a curricular map is in place which has been agreed by staff and shared with parents. This provides an overview of what and how the children will be learning in Bridgend;
- staff share a clear understanding of the new curriculum [Curriculum for Excellence] and where we need to go next in order to meet it's aims and purposes;
- our nursery children experience an engaging, child-centred curriculum in a well resourced setting;
- the school has clear programmes in numeracy which provide detailed steps for learning;
- new systems for planning and assessment have been developed to ensure that pupils progress within a broad and balanced curriculum;

What we need to work on:

- develop a detailed programme and shared idea of standards in literacy;
- provide further opportunity for pupil choice in areas of their learning e.g. planning parts of topics, choosing areas of personal research, deciding on standards against which their work will be assessed;
- further develop systems to improve transition in learning from nursery into P1;
- further develop approaches to learning that involve using skills and knowledge from different areas to solve problems that are meaningful and relevant to the pupils;
- continue to work in partnership with parents/carers to ensure they are aware of, and able to support, pupils' learning at Bridgend Primary.
- further develop approaches to monitor and track pupil progress and identify next steps in learning;
- continue to share and develop standards of pupils' work both within the school, across the Alness School Group and nationally.