

# Standards and Quality Report

---

2021/22



**Bower Primary School**

HIGHLAND COUNCIL | BOWERMADDEN, WICK, CAITHNESS, KW1 4TT

This report is provided to families and partners to identify our achievements this session. The next steps in our improvement journey are also outlined.

Throughout the year we continuously evaluate what we do and how it makes a difference to our learners. We want to know what is working well for our school community and what needs further improvement.

Our children and young people are actively consulted and involved in this process. We also give staff, parents/carers, and other partners the opportunity to participate in discussions and activities in order to shape our improvement journey.

When we develop our improvement projects we use key questions at planned review times throughout the session in order to know how well we progressing towards achieving these positive outcomes and changes.

## Our School

Bower Primary School lies in the farming community of Bowermadden. It has been clustered with Keiss Primary School and Nursery since 2018. I am a cluster Head Teacher and my name is Fraser Thomson. I consider it a tremendous honour and huge privilege to work with our pupils, staff, families and partners who help improve our school.

Our school is at the heart of the village and wider community. We are incredibly well-supported by families, friends and neighbours. Many of our current parents came to Bower Primary School (some when it was in the former building) and so there is a very close bond between our community and school.

Our school grounds are fantastic boasting a large tarmac play area at the front and a huge field at our back which easily holds two large football pitches along with our timber trail and container. Our playground boasts a bike shelter, built to encourage cycling and scootering to school. We also have a beautiful nature garden full of trees, plants and beds. The children have planted flowers and vegetables in them. We have a small frog pod and a bug hotel. During Summer 2021, our school was developed to provide easier access. There is a ramp to the front entrance and the school now has a private toilet area that can be used for intimate care. Both of our classrooms are equipped with Clevertouch boards.

Respect  
Initiative  
Nurture  
Happiness

Endeavour  
Teamwork  
Community  
Kindness

We have an exceptional and experienced staff team who demonstrate exemplary levels of care, compassion and commitment towards the needs of our learners. We have had two multi-composite classes in 2021-22: P1-P3 and a P4/5/7 class. Teachers share responsibility our classes on a job share basis. This year, P1-P3 were taught by Mrs Gulloch for two days and Mrs Ross for three days.

Mrs Ross leads practice in many areas. Not only in school but within our learning community. She has led the practice of Moderation in our school and local authority. She has helped further improve practice in our school. Mrs Ross has played a lead role in coordinating programmes specific to Additional Support Needs (ASN) as well as coordinating a rural schools transition programme in 2022. Mrs Ross and Mrs Duffy also led a darts after school club in Term 3.

Our P4/5/7 class are taught by Mrs Henderson on a Monday, Tuesday, Wednesday and Thursday morning. Mrs Duffy teaches the pupils on a Friday afternoon. In the afternoon, the classes come together and are taught by Mrs Gulloch on a Monday and Tuesday and Mrs Ross on a Wednesday, Thursday and Friday.

Mrs Davidson is our clerical. She is a key member of our team and not only supports the administrative element of our school but supports our learners in their education and health and wellbeing. We are also very fortunate to have two fantastic Pupil Support Assistants (PSA): Mrs Swanson and Mrs Shearer. They are key members of our team and demonstrates exemplary levels of support.

Consultation and the process of self-evaluation is crucial to improving our school. Our children are involved in the improvements in our school e.g., Pupil Council, Eco Committee, Digital Leaders. We were awarded our Green Flag Award Holder in June 2016 and had our status renewed in June 2020, thanks to the hard work of our Eco Committee and Mrs Ross.

In August 2021, we established new, school, house-system which includes three houses: Red Kites, Eagles and Buzzards. Our school have various committees such as Digital Leaders, Pupil Council, JRSO and an Eco Committee however these have not featured this year in order to establish the house system.

Juvenal Dufaur is our Active Schools Coordinator and looks to provide opportunities for our learners in and out of school.

Respect  
Initiative  
Nurture  
Happiness

Endeavour  
Teamwork  
Community  
Kindness

Seesaw serves as our main digital platform to communicate with our families but in the last two years, we have further developed how we as a school, use digital platforms to communicate developments in our school. We have a school website as well as a Twitter feed. We communicate a termly school e-newsletter using Microsoft SWAY.

Over the last two years, the school has rallied to provide learning experiences in class and remotely. We have worked as a team to recognise the importance and power of self-evaluation and reflective practice. We have challenged existing attitudes and approaches in our practice to support the culture of our school ensuring there is an open environment where dialogue is constructive and used to improve our school.

### **1.3 Leadership of Change**

At the end of last session, together, we developed a shared vision, values and aims (see below) specific to our school community. Consultation was sought with pupils, staff and families in agreeing clear standards that help provide us with a way to move forward. Further to this, we consulted and agreed a Relationships Policy across our school. Staff took part in collegiate sessions this year with input from Laurie Morrison, Educational Psychologist and Linda Thom, Development Officer, Promoting Positive Relationships.

We consulted our school community around our curriculum map which we launched at the start of the year. We were delighted to receive suggestions from our pupils, staff and families which we incorporated into the design. Our design details features of our surrounding landscape.



Staff agree working time for collegiate activity and this is appropriated across the school and nursery calendar to ensure that identified improvements are made. This year, our school improvements priorities have focused on continuing our recovery in education and ensuring that the health and wellbeing of our school community is positively developed.

Respect  
Initiative  
Nurture  
Happiness

Endeavour  
Teamwork  
Community  
Kindness

We continue to use Jigsaw to support personal, social and emotional experiences in Health and Wellbeing and continue to develop approaches in Physical Education using Better Movers Thinkers.

Our tracking and monitoring database supports our assessment information and provides an overview of learners' attainment, progress and where appropriate, opportunities to further support learners. We have added key local and national assessment data to our database in the form of Accelerated Reading, Highland Numeracy and Scottish National Standardised Assessment (SNSA) information.

As always, there have been responsive and additional features of school improvement. This year, we launched a digital school handbook and re-introduced house challenges. As part of #WakeUpWednesday, we share guidance from the organisation, National Online Safety to help educate families around developments in Digital Technologies.

### **2.3 Learning, teaching and assessment**

This year our teaching team improved practice around the learning, teaching and assessment cycle (Moderation Cycle). This provided an opportunity to create an interdisciplinary (IDL) experience consisting of four lessons identifying one learner to assess. It provided focus on forming learning intentions and success criteria. The experiences considered the design principles of Curriculum for Excellence (CfE) to create a set of coherent experiences where feedback and next steps were provided to the learner based on the evidence created. This experience has further supported our judgments around achievement of an experience/ level and helped develop [practice specific to features of the Moderation Cycle. Furthermore, it has allowed us to look at each are of the cycle to question out practice and look at ways in which we can improve.

This year, we have started to embed Number Talks into our practice in Numeracy. Staff took part in inset activity during and resources were purchased to support learning and teaching. Good practice was shared and practice was observed by the Head Teacher in across the year. We will continue to develop this priority.

Across the school, we encourage a range of teaching approaches and experiences to develop capacity in our learners. A range of assessment takes place within our school. Being a smaller school helps to provide greater focus and support to our learners.

Respect  
Initiative  
Nurture  
Happiness

Endeavour  
Teamwork  
Community  
Kindness

At the start of the 2021/22 session, we introduced our curriculum framework to further support progressive teaching and learning experiences in all curricular areas.

### **3.1 Ensuring wellbeing, equality and inclusion**

Considering the pandemic, health and wellbeing has been of paramount importance within our school and nursery community. During lockdown and social restrictions, we provided a stimulating remote learning provision which inspired events and initiatives that further promote wellbeing. Events such as an online Stepathon, online assemblies and school tours, online Christmas quizzes, Sports Days, a two-hour minimum commitment to Physical Education, P7 cluster residential trip to Fairburn Activity Centre, Swimming Lessons for all pupils and Bikeability training for all pupils in P5, 6 and 7 have helped to promote this.

Across the year, we have provided a range of dynamic after school and lunch time clubs. Thanks to our staff, parents and partners, our pupils enjoy being physically active and learning new skills. A real success story of this year was the after school darts club. It was well attended by pupils across the school.

During Term 3 and Term 4, we received funding from the Scottish Government for an additional teacher a day per week. Mrs Vicki Ross was appointed to the role. Using information from classroom observations, assessment data and tracking and monitoring database, Mrs Ross has supported targeted intervention groups in Numeracy and Literacy as well as continuing to coordinate ASN programmes.

In June 2022, we welcomed our families back into school by celebrating the Queen's Jubilee by having a BBQ and assembly. Resident artist at Lyth Arts Centre, Lisa Weller, developed a series of sessions in school and on the day. Lisa also provided a family painting session in the last week of term.

Respect  
Initiative  
Nurture  
Happiness

Endeavour  
Teamwork  
Community  
Kindness

## Term 2

| Club/Activity                | Adult Lead  | Spaces Available | Stage           | Date, Times and Location   |
|------------------------------|---|------------------|-----------------|--|
| Cluster Coding Club (Remote) | Mr Thomson  | 11               | Primary 4/5/6/7 | Monday 1 <sup>st</sup> November, Monday 8 <sup>th</sup> November, Monday 22 <sup>nd</sup> November, Monday 29 <sup>th</sup> November and Monday 6 <sup>th</sup> December 2021<br><br>3:30pm – 4:15pm   |
| Lunch Time Club              | Jay Dufaur  | 19               | All stages      | Thursday 28 <sup>th</sup> October, Thursday 4 <sup>th</sup> November, Thursday 11 <sup>th</sup> November, Thursday 18 <sup>th</sup> November, Thursday 25 <sup>th</sup> November, Thursday 2 <sup>nd</sup> December, Thursday 9 <sup>th</sup> December 2021<br><br>12:15pm – 1pm |
| After School Club            | High School Young Leader<br>Jay Dufaur<br>Parent Volunteers | 19               | All stages      | Friday 5 <sup>th</sup> November, Friday 12 <sup>th</sup> November, Friday 26 <sup>th</sup> November, Friday 3 <sup>rd</sup> December, Friday 10 <sup>th</sup> December 2021<br><br>2:45pm – 3:45pm   |

## Term 3

Bower Primary School – Term 3 2021/22

| Club/Activity                | Adult Lead                                    | Spaces Available | Stage           | Date, Times and Location   |
|------------------------------|---|------------------|-----------------|--|
| Cluster Coding Club (Remote) | Mr Thomson                                    | 11               | Primary 4/5/6/7 | Tuesday 18 <sup>th</sup> January 2022, Tuesday 25 <sup>th</sup> January 2022, Tuesday 1 <sup>st</sup> February 2022, Tuesday 8 <sup>th</sup> February 2022 and Tuesday 15 <sup>th</sup> February 2022<br><br>3:30pm – 4:15pm |
| Lunch Time Club              | Jay Dufaur                                    | 19               | All stages      | Wednesday 2 <sup>nd</sup> March 2022, Wednesday 9 <sup>th</sup> March 2022, Wednesday 16 <sup>th</sup> March 2022, Wednesday 23 <sup>rd</sup> March 2022 and Wednesday 30 <sup>th</sup> March 2021<br><br>12:30pm – 1pm      |
| Darts<br>After School Club   | Mrs Ross and Mrs Duffy                        | 19               | All stages      | Friday 21 <sup>st</sup> January 2022, Friday 28 <sup>th</sup> January 2022, Friday 4 <sup>th</sup> February 2022, Friday 11 <sup>th</sup> February 2022 and Friday 18 <sup>th</sup> February 2022<br><br>2:45pm – 3:30pm     |
| Dance<br>After School Club   | High School Young Leader<br>Parent Volunteers | 19               | All stages      | Friday 25 <sup>th</sup> February, Friday 4 <sup>th</sup> March, Friday 11 <sup>th</sup> March 2022, Friday 18 <sup>th</sup> March 2022 and Friday 25 <sup>th</sup> March 2022<br><br>2:45pm – 3:45pm                         |

Respect  
Initiative  
Nurture  
Happiness

Endeavour  
Teamwork  
Community  
Kindness

## Term 4

| Club/Activity                      | Adult Lead                      | Spaces Available | Stage                 | Day                  | Times   | Location  |
|------------------------------------|---------------------------------|------------------|-----------------------|----------------------|---|---|
| Swimming                           | Mrs Gulloch and Mrs Henderson   | 19               | P1/2/3/4/5/6/7        | Monday               | 11am – 11:30am<br>25 <sup>th</sup> April, 9 <sup>th</sup> , 16 <sup>th</sup> , 23 <sup>rd</sup> , 30 <sup>th</sup> May, 6 <sup>th</sup> , 13 <sup>th</sup> , 20 <sup>th</sup> and 27 <sup>th</sup> June | Thurso Leisure Centre – Swimming Pool                 |
| Lunch Time Club                    | Jay Dufaur                      | 19               | All stages            | Alternate Wednesdays | 12:15pm – 1pm   | Bower Primary School Playground                       |
| Scoot, Skate, Bike Lunch Time Club | Mr Thomson                      | 9                | P1/2/3                | Friday               | 12:30pm – 1pm<br>20 <sup>th</sup> , 27 <sup>th</sup> May and Friday 10 <sup>th</sup> June   | Bower Primary School Playground                       |
| Bikeability                        | Gary McDonald                   | 11               | Primary 4/5/7         | Friday               | 1pm – 2:15pm<br>Friday 29 <sup>th</sup> April, Friday 6 <sup>th</sup> , 13 <sup>th</sup> , 20 <sup>th</sup> , 27 <sup>th</sup> May and Friday 10 <sup>th</sup> , 17 <sup>th</sup> June 2022.            | Bower Primary School Playground and residential area. |
| Cricket                            | Douglas Rennie and Young Leader | 19               | Primary 1/2/3/4/5/6/7 | Friday               | Friday 22 <sup>nd</sup> April, 29 <sup>th</sup> April, 6 <sup>th</sup> May and 13 <sup>th</sup> May   | Bower Primary School Playing Field                    |

### **3.2 Raising attainment and achievement**

The data in the first table reflects learner progress in our school. It reflects the levels set out in Curriculum for Excellence (CfE). This information is based on our tracking and monitoring database and teacher judgments across the academic session. These judgments are based on learning, teaching and assessments across the year. The percentages reflect the number of learners on track in their learning. The second table reflects pupils' capacity and performance in P1, P4 and P7 in the Scottish National Standardised Assessments (SNSAs). The percentages reflect the number of pupils who are performing in line with the national norm or above. The colours correspond in P1, P4 and P7 to link ACEL judgments and SNSA performance.

Respect  
Initiative  
Nurture  
Happiness

Endeavour  
Teamwork  
Community  
Kindness



**Session 2020/21**

**Achievement of Curriculum for Excellence Levels (ACEL) 2020/21**

|                  | <b>Reading</b> | <b>Writing</b> | <b>Numeracy</b> |
|------------------|----------------|----------------|-----------------|
| <b>Primary 1</b> | 100%           | 100%           | 100%            |
| <b>Primary 2</b> | 33%            | 67%            | 100%            |
| <b>Primary 3</b> | 100%           | 100%           | 100%            |
| <b>Primary 4</b> | 100%           | 67%            | 100%            |
| <b>Primary 5</b> | 100%           | 100%           | 100%            |
| <b>Primary 6</b> | 75%            | 75%            | 100%            |
| <b>Primary 7</b> | 100%           | 100%           | 100%            |

**Scottish National Standardised Assessment data 2020/21**

|                  | <b>Reading</b>  | <b>Writing</b>  | <b>Numeracy</b>   |
|------------------|---|---|---|
| <b>Primary 1</b> | 100% of pupils performing in line with national norm and above  |   | 100% of pupils performing in line with national norm and above. |
| <b>Primary 4</b> | 100% of pupils performing in line with national norm and above  | 100% of pupils performing in line with national norm.           | 100% of pupils performing in line with national norm.           |
| <b>Primary 7</b> | 100% of pupils performing in line with national norm and above. | 100% of pupils performing in line with national norm and above. | 100% of pupils performing in line with national norm and above. |

Respect  
Initiative  
Nurture  
Happiness

Endeavour  
Teamwork  
Community  
Kindness

**Session 2021/22**

**Achievement of Curriculum for Excellence Levels (ACEL) 2021/22**

|                  | <b>Reading</b> | <b>Writing</b> | <b>Numeracy</b> |
|------------------|----------------|----------------|-----------------|
| <b>Primary 1</b> | 60%            | 80%            | 80%             |
| <b>Primary 2</b> | 100%           | 100%           | 100%            |
| <b>Primary 3</b> | 100%           | 100%           | 100%            |
| <b>Primary 4</b> | 100%           | 100%           | 100%            |
| <b>Primary 5</b> | 100%           | 50%            | 100%            |
| <b>Primary 6</b> |                |                |                 |
| <b>Primary 7</b> | 75%            | 75%            | 100%            |

**Scottish National Standardised Assessment data 2021/22**

|                  | <b>Reading</b>   | <b>Writing</b>   | <b>Numeracy</b>  |
|------------------|--|--|--|
| <b>Primary 1</b> | 80% of pupils performing in line with national norm and above. |  | 80% of pupils performing in line with national norm and above. |
| <b>Primary 4</b> | 100% of pupils performing above national norm.                 | 100% of pupils performing above national norm.                     | 100% of pupils performing above the national norm.             |
| <b>Primary 7</b> | 75% of pupils performing above the national norm.              | 75% of pupils performing in line with the national norm and above. | 100% of pupils performing above the national norm.             |

Respect  
Initiative  
Nurture  
Happiness

Endeavour  
Teamwork  
Community  
Kindness

With reference to the ACEL data, the table below reflects changes in attainment.

**Achievement of Curriculum for Excellence Levels (ACEL) 2021/22 – Increase/Decrease from previous year:**

- + Increase**
- Decrease**
- \* No change**

|                  | <b>Reading</b> | <b>Writing</b> | <b>Numeracy</b> |
|------------------|----------------|----------------|-----------------|
| <b>Primary 2</b> | *              | *              | *               |
| <b>Primary 3</b> | +              | +              | *               |
| <b>Primary 4</b> | *              | *              | *               |
| <b>Primary 5</b> | *              | -              | *               |
| <b>Primary 6</b> | *              | *              | *               |
| <b>Primary 7</b> | *              | *              | *               |

Based on the data presented, it provides suggests that further improvement in Writing and Reading would be of benefit to our school.

We will continue to challenge our approaches based on the learning, teaching and assessment (Moderation) cycle

Number Talks will continue to be embedded in our practice and we will start to identify improvements to our outdoor space at school.

Respect  
Initiative  
Nurture  
Happiness

Endeavour  
Teamwork  
Community  
Kindness

## Our School Vision, Values and Aims



Bower Primary School

Vision, values and aims

### Vision

At Bower Primary School, we are a small school that delivers a BIG Education.

### Values

We will all work together to develop our school values.

|            |           |
|------------|-----------|
| Respect    | Endeavour |
| Initiative | Teamwork  |
| Nurture    | Community |
| Happiness  | Kindness  |

### Aims

At Bower Primary School we aim to provide:

- a caring approach to our practice that considers the needs of our pupils, families and wider community,
- an ethos that fosters respect and collaboration and,
- exciting experiences that develop resilience, confidence and success for all of our learners.

Set in consultation with Pupils, Staff and Parents – September 2021

Respect  
Initiative  
Nurture  
Happiness

Endeavour  
Teamwork  
Community  
Kindness

## Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

Primary 1 - "I enjoy learning in groups at school" Primary 1 - "I like drawing at school"

Primary 1 - "I like playing with my friends, everyone is kind and we all play together."

Primary 3 - "I enjoy maths and we get to play fun maths games and get to use the chrome books."

Primary 5 - "Golden time is good because we get to play more football." "Maths is good because it is easy, I like chimney sums."

Primary 5 - "I like football and maths too, Technology is great fun"

Primary 5 - "Woodwork is the best because we get to use tools like hammers, saws and the glue gun."

Primary 7 - "We get to play Football at break time and Golden time."

Respect  
Initiative  
Nurture  
Happiness

Endeavour  
Teamwork  
Community  
Kindness

### **Pupil Voice: what changes would you like to see made?**

Our children and young people identified the following changes they would like to see and the difference these changes could make.

"We'd like a slide. A wee Seesaw and a ladder at the end of the Timber Trail." Primary 3

"I'd like more trees." Primary 1

"We'd like a maths wall outside." Primary 2

"We'd like to grow more things outside." Primary 2

"We'd like to do more outdoor learning." Primary 4

"We'd like basketball nets." Primary 7

"I find it hard to find books that I like wit Accelerated Reader. It would be good to perhaps choose some books. The orange and yellow books look very similar" Primary 4

"We love the staff in Bower Primary." All pupils

Respect  
Initiative  
Nurture  
Happiness

Endeavour  
Teamwork  
Community  
Kindness

## Our Improvement Journey Headlines Session 2021/22

These projects are linked to the vision and priorities for Scottish Education based on delivering excellence and equity. Parent/Carer information is available [here](#).

### Improvement Project 1:

**Primary focus:** School and ELC improvement

**Year of Project:** 2

**Purpose:** Recovery from Covid-19: Health and wellbeing

**Progress and impact:**

Very good progress has made in this area. The school have continued to monitor the health and wellbeing of our school community. Our pupils love coming to school and nursery and enjoy the experiences on offer.

A new vision, values and aims were set for our school and nursery providing a clear focus to everyone in our community.

Where necessary Young Carers support has been implemented to support the Health and Wellbeing of our pupils. The Jigsaw resources continues to be used in our school and we are continuing to use Better Movers Thinkers (BMT) as an approach to our two hours of teaching Physical Education.

Our school community was consulted and we introduced our relationships policy this year.

Our school is now fully accessible and has inclusive facilities.

The staff team developed a sensory space as an additional area to work and learn.

**Next steps:**

- Continue to monitor and support the HWB of pupils, staff and families
- Continue to offer lunch and after school clubs
- Continue to develop proficiency with BMT and Jigsaw resource.
- Link house and reward systems to Vision, Values and Aims

Respect  
Initiative  
Nurture  
Happiness

Endeavour  
Teamwork  
Community  
Kindness

## Improvement Project 2:

**Primary focus:** Performance Information

**Year of Project:** 2

**Purpose:** Recovery of learning, teaching and assessment and Attainment in session 21/22 (focusing on identifying new or widened gaps caused by the Covid-19 situation)

**Progress and impact:**

Very good progress has made in this area.

We have received money from the Scottish Government to fund an additional teacher for the equivalent of a term. Mrs Vicki Ross supported targeted intervention of groups in each class and as a result.

We have started to embed Number Talks and will continue to develop this in our approaches to Numeracy and Mathematics.

Our teaching team have participated in the Moderation process. Writing was the core focus and practitioners moderated in school, cross cluster and across the Wick ASG.

Our tracking and monitoring database is now providing a robust way to track and monitor learner progress and attainment. Using this data has provided clear areas for improvement in the coming years in our school.

**Next steps:**

- Continue to develop the tracking and monitoring database
- Continue the moderation process next year (Reading)
- Continue to embed the practice of Number Talks in our school
- Focus improvement priorities on Reading and Writing.

Respect  
Initiative  
Nurture  
Happiness

Endeavour  
Teamwork  
Community  
Kindness



## Evaluation of Progress

We believe we have made the following progress this session:

| Quality Indicator                                     | School self-evaluation |
|---|------------------------|
| <b>1.3 Leadership of Change</b>                       | Very good              |
| <b>2.3 Learning, teaching and assessment</b>          | Very good              |
| <b>3.1 Ensuring wellbeing, equality and inclusion</b> | Excellent              |
| <b>3.2 Raising attainment and achievement</b>         | Very good              |

Our children and young people believe we have made the following progress this session:

|   |           |
|---|-----------|
| <b>Theme 1 Our relationships</b>              | Excellent |
| <b>Theme 2 Our learning and teaching</b>      | Very good |
| <b>Theme 3 Our school and community</b>       | Excellent |
| <b>Theme 4 Our health and wellbeing</b>       | Excellent |
| <b>Theme 5 Our successes and achievements</b> | Good      |

Our overall evaluation of our school's capacity for continuous improvement is:

**We are confident in our capacity for continuous improvement.**

Respect  
Initiative  
Nurture  
Happiness

Endeavour  
Teamwork  
Community  
Kindness

## Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [ADD LINK](#) or by contacting the school office.

Respect  
Initiative  
Nurture  
Happiness

Endeavour  
Teamwork  
Community  
Kindness