

Standards and Quality Report

2021/22

BRIDGEND PRIMARY



Bridgend Primary and Nursery

HIGHLAND COUNCIL | ADD ESTABLISHMENT ADDRESSES

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 are progressing towards achieving these positive outcomes and changes.

Our School

Bridgend Primary School is situated in the heart of Alness, a busy town lying close to the shores of the Cromarty Firth. Alness is approximately 20 miles north of Inverness. At Bridgend we provide a happy, caring, inclusive and stimulating school environment of which the pupils, staff, parents and the community as a whole can be proud. The children are encouraged to become thinking, caring, responsible and knowledgeable members of society. We support the children to learn about their rights as identified through the United Nations Rights of the Child.

There are currently 10 classes in the school from P1 -7 (the projected roll for August 2022 is 285 and 11 classes). The school's catchment area extends to both sides of the Avern River and currently approximately 42% of the school roll is placing requests.

Our nursery provides a flexible service for three and four year olds between 9.00am and 3.00pm daily. Forty-eight children are currently registered for session 22/23.

21% of our pupils are entitled to free school meals. 6 % of our pupils use English as an additional language. We have high levels of attendance and provide support when needed to ensure this is maintained. We also support all children to remain in school and have zero exclusions.

Progress has been impacted across the school this year due to blocks of time when children and staff had to work from home or isolate due to the Covid pandemic.

The school provides a very caring and supportive environment for all learners. There is a strong sense of community pride. School events and parental engagement opportunities are well supported. There is an active parent council.

Our School Vision, Values and Aims

Bridgend School and ELC Vision:

To create a school which allows the children and staff to be Happy Learners

Bridgend School and ELC Values:

Resilient, Responsible, Reflective, Respectful and Resourceful. Happiness, honesty, fairness, friendship, democracy. Our health, our community, our global environment, creativity, equality and diversity.

At Bridgend Primary School and ELC we aim to:

- create an ethos of achievement for all;
- raise pupils' attainment and establish high standards in attendance and behaviour;
- work in partnership with parents to enhance the quality of children's learning and welfare;

- present to the pupils a differentiated curriculum to cater for a range of abilities, in a lively and imaginative way, which in turn will hopefully develop in the children a positive attitude towards the learning process;
 - ensure continuity of progression by using the experience and outcomes set out in Curriculum for Excellence (published by the Scottish Education Office);
 - pursue the professional development of all staff according to identified needs;
 - create equal opportunities for all children and staff, tackle racial discrimination and promote good race relations;
 - promote the health and well being of all pupils and staff.
- Our vision, values and aims are currently under review.

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session through pupil questionnaires and Pupil Council feedback:

Happy Learners, kindness, friendships and how well the staff care for the children. The quality of the teachers and how they encourage people to be the best they can be and keep us safe.

The sporting opportunities including football, cross country, school running challenge and Funky Fridays.

How well we support our local community with fundraising and gifts.

The large school grounds and access to a range of equipment.

The children identified the 5 R's of our school values as a strength.

Learning through play and maths mastery, making learning fun.

Making us happy learners and dealing with arguments.

I think Bridgend is good at keeping the children healthy and fit and making them feel safe to talk about their worries to someone who they trust.

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.

More playground equipment and a better tarmac area with playground marking such as hop scotch.

Different lessons like drama more often, more stuff to expand our learning.

More football, after school activities, sports equipment and trips.

No fighting, shouting or arguing between the children.

No wasting time so we get more learning through play.

Nicer toilets, keeping our school tidier, more planting flowers and new paint around the whole school.

More house points and lunch clubs.

Better art resources and teaching more fun maths and reading activities.

More respect in and outside of school, better behaviour.

Listening to pupils ideas more.

The children also asked for the lifting of strict zoning but this has now taken place.

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: 1

Purpose: *Recovery from Covid-19 School Closures: Health and Wellbeing*

Progress and impact:

Across the school there has been a clear focus on the improvement of children's health and wellbeing through the provision of high quality PE lessons. Staff have developed their skills by working alongside the depute head, High life Highland and visiting external coaches which has been valuable CPD for staff. This has also build staff confidence and provided structure to the developing PE progressive learning pathway for 1st and 2nd level across the school.

There has been an increase in the opportunities for the children to engage in additional sport events such as extra curricular cross country, football (BFA) and dance classes (Funky Friday) at lunchtimes. The running challenge , swimming sessions for P4-7 children and promotion of Wow active travel to school.

Staff have begun to engage with the HWB Tree of knowledge resource to support their lesson planning resulting in positive engagement with the children.

All staff and children have engaged with UNCRC through assemblies and in class teaching. All classes have class charters in place and using UNCRC as a focus to support positive behaviour. All staff also engaged with GIRFEC and the wellbeing indicators from nursery and throughout the school. Children have a good understanding of the wellbeing indicators.

The children have been encouraged to reflect on the vision, values and aims of our school through assemblies and in class discussions.

Children, staff and parents views gathered in September to support the development of the positive behaviour policy linked to the UNCRC rights of the child and is now beginning to embed.

All children regularly share their views with the pupil council and influence positive change such as the fundraising day for Ukraine, the 60th birthday celebrations and the changes to the playground organisation.

The children have also been involved in community projects organised by the Parent Council throughout the year.

We have robust systems in place to support children with additional support needs and challenges insuring a multi agency approach.

Next steps:

Complete the work started on vision, values and aims.

Review current practice of teaching Health and wellbeing and develop a curriculum to support a more consistent approach across the school.

Develop outdoor spaces to create growing areas for the school, wildlife areas and loose parts opportunities. Work closely with Parent council to identify resources to support the development of our outdoor space.

Engage with UNCRC RRSA process to embed children's rights into the curriculum. Support the reintroduction of key roles for pupil responsibility within the school. Pupil Council to engage further with HGIOURS to support pupil voice. Establish further pupil groups to support leadership opportunities eg Bridgend buddies, Bridgend Helpers.

Improvement Project 2:

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose: Recovery of learning, teaching and assessment

Progress and impact:

Teaching staff actively engaged with the literacy benchmarks to support the development of clear writing assessment criteria and reading and writing planning documentation. Staff are now more confident in the use of the benchmarks and engage positively with a range of assessment material to support teacher judgement of progress and achievement of a level.

Teaching staff have participated in small working groups to review the processes and procedures in place to support the teaching of reading and writing This has resulted in agreeing standards and expectations across the school. They have also engaged in regular writing moderation activities.

Additional targeted resources were purchased through PEF to support identified children. The Speedy readers approach has been successful in raising attainment on average by 7 months. New resources have supported pupil engagement with reading. Differentiation is evident in all classes to support the children at appropriate levels.

Staff have been engaging with the Highland 3 year curricular plan to support the development of Inter Disciplinary Learning (IDL).

Staff have developed their understanding and built confidence in teaching science with the support of SSERC training sessions. This is also reflected in the development of IDL

Positive engagement with local external resources , Edan Court, Feis Rois, Kodaly and a range of sporting visitors organised by Highlife Highland have supported a range of opportunities for children to develop their skills. Children have also been able to visit the Newton room and local areas around Alness to deepen their understanding of the water cycle, farming and our local area.

Next steps:

Continue to engage with the benchmarks and develop staff confidence in professional judgement.

Continue focus on raising attainment in writing.

Establish a clear progressive plan, develop teacher skills and purchase any necessary resources to support implementation.

Continue work on IDL planning across the different stages, working in small focus groups and as a whole staff supported through the collegiate calendar.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Very good
3.2 Raising attainment and achievement	Good

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

Theme 1 Our relationships	Very good
Theme 2 Our learning and teaching	Very good
Theme 3 Our school and community	Good
Theme 4 Our health and wellbeing	Excellent
Theme 5 Our successes and achievements	Good

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

We are confident in our capacity for continuous improvement.

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 Blog or by contacting the school office.