

# Standards and Quality Report

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2021/22

BRORA PRIMARY SCHOOL



**Brora Primary school and Nursery**

HIGHLAND COUNCIL | JOHNSTONE PLACE, BRORA, KW9 6PF

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/Cluster/ASG

Brora Primary serves Brora village and the outlying areas from Doll-Kintradwell-Gordonbush. The school itself and Nursery are now clustered with Helmsdale Primary and Nursery from August 2018. The school is situated in the middle of the village and is a huge part of the community. We are lucky to have a large building, playground, garden, astro turf pitch and park which allow for a variety of indoor and outdoor learning experiences to suit all learners.

Brora Primary comprises of a nursery and now 4 classes. We offer a childcare setting for 3- and 4-year-olds. The nursery is 1140 hours. Nursery sessions typically run between 8.45am and 2.45 pm. All the school classes are composite, and a few are very close to capacity. The roll in June was 102 pupils in the school and nursery.

Currently 10% of the roll must be well considered with regard to pupil equity.

This jumps to nearly 50% of the roll if the next band is considered.

The school has a significant percentage of children with Additional Support needs, with around 40% of the school pupils at staged intervention levels 1-4 according to the council's matrix. Of the children in Nursery to P7 approximately 10% have a Child Plan. We take care to implement strategies to meet these needs and monitor carefully how effective these are in partnership with parents and appropriate professionals.

Staff are experienced and skilled in their work. We believe strong, supportive and nurturing relationships are key to our school community thriving together. Relationships at all levels are based on our key values of kindness, honesty, respect and fairness. Our children have a clear sense of moral values and behaviour is of a high standard within the school.

Meetings are planned and various methods of communication are used to keep all staff informed and working together for the benefit of the children. The children are actively consulted about their views, learning and decisions that affect their lives. We work together to ensure all have a clear vision and purpose in school.

The head teacher will retire in the summer, so the PT is currently acting head, 0.6 in the office and 0.4 teaching. The staff team consists of 3 Early years practitioners, 1 Support

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worker, 5 Class teachers, 1 Support for learning teacher, 4 Support for learning assistants, 1 Young person's practitioner, 2 Visiting teachers who cover areas in the curriculum, 1 Clerical assistant and 1 Janitor. To ensure stability and continuity PT Mairi Scott will be Acting HT until a permanent appointment is made. The staff forms a cohesive and effective staff team aiming to deliver high quality education.

Brora Primary is part of the Golspie ASG cluster and the Headteachers and all staff meet regularly to help the ASG work together for the benefit of its Staff and pupils and to ensure smooth transitions from primary to high school.

Reduced amounts of PSA support and large composite classes, plus the aftereffects of lockdowns, are slowing pupil progress. However, staff have high expectations of all our pupils and are confident progress will improve.

Our attendance rate over the year was 95.7% and we had no exclusions.

## **Our School/Cluster/ASG Vision, Values and Aims**

### **Our Shared Vision**

To provide, within a secure and caring environment, a broad, coherent and well-planned range of engaging, active, purposeful and relevant educational experiences to enable everyone:

**To be the best that they can be**

#### **To be a Confident Individual we aim:**

- to promote self-respect, secure values and beliefs, self-discipline, self-reliance and a sense of well-being for all
- to empower everyone to make balanced, informed, independent decisions

#### **To be a Successful Learner we aim:**

- to identify and support the needs and next steps of individuals, with standards and expectations shared by all
- to provide a curriculum which motivates, challenges and is a stimulus for personal achievement

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**To be an Effective Contributor we aim:**

- to sustain an enterprising ethos which allows opportunities for initiative, leadership and participation
- to maintain a supportive partnership where parents, pupils, staff and the community contribute successfully

**To be a Responsible Citizen we aim:**

- to encourage everyone to respect others
- to develop within everyone a commitment to participate responsibly in issues affecting the local and wider environment

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

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

- we get to go outside and it's fresh
- we get to have lunch with the school and see the other classes
- we like all the teachers
- we get swimming lessons and gymnastics and lots of sports
- we are good at welcoming new pupils to the school
- we get to grow fruit and veg and have a great playground
- we are good at getting people in like Mr Paterson (outdoor learning), Ross County, Mandy Mindfulness
- we have good manners for visitors, the teachers do a good job – they encourage manners and good work
- we help our friends do hard things

**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 would like to play more with the big boys and girls (nursery)
- We would like to have a music teacher
- We would like more after school activities
- We would like tomato sauce with the lunch and to choose if we want pudding
- We would like people back in to tell us about their interesting jobs
- We should have less old books in the library

**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

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**Purpose:** *Health and Well being recovery from Covid 19*

• **Progress and impact:**

- *Focus on Outdoor Learning with Mr Paterson. All classes from Nursery to P7 regularly engaged in a variety of outdoor learning. This was very popular with all children and helped to develop their team working, co-operation communication skills and general knowledge.*
- *Our continuation of our involvement in the Ross County Football Programme allowed for our children to develop teamwork, resilience, cooperation and celebration. Sessions were delivered to Nursery-P7.*
- *John Muir-environmental science qualification was attained by P6/7, P3/4 did RSPB bronze. This allowed children to engage with outside agencies and develop their knowledge and skills while caring for the environment and local community.*
- *CSW, PEF support worker and all School Staff worked hard to ensure all learners feel safe in school and can identify a trusted adult they are confident to speak to. Daily check-ins used and strategies taught to help children manage emotions.*
- *The upper classes engaged in a Youth Mindfulness course. All children and staff enjoyed the course and could identify ways to help themselves be mindful and refocus.*
- *The regeneration of the park was central to all children's outdoor experiences. The use of the new park allowed all children to be outside, assess risk, cooperate, communicate and enjoy time with their peers. Children also developed their gross motor skills while trying to manipulate the new equipment.*
- *All practitioners have access to resources/contacts to help support physical, wellbeing and mental health and wellbeing of all children in their care.*
- *Invest in Annual Autism conference for ASN teacher to cascade at later date- done by Mr Whitehead. This will help to identify and provide strategies to learners experiencing difficulties related to autism.*

**Next steps:**

- *Glasgow Mental Health & Wellbeing Profiles – use 22-23 session.*
- *Do Be Mindful training for all staff. Then full programme rolled out to children.*
- *Continue with sport coaching being bought in for all children, e.g., rugby, football, movement, etc.*
- *Make more use of local area beyond our school grounds to enhance learning.*
- *To engage in RSPB, RRSA and UNCRC awards to make children more aware of the world and people around them and their role in helping to develop and protect it/them, to be responsible citizens.*
- *To develop the second park area.*

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### Improvement Project 2:

**Primary focus:** Curriculum and assessment

**Year of Project:** 1

1) **Purpose:** Recovery of learning, teaching and assessment

• **Progress and impact:**

- *Ensure that active play from Nursery up includes Literacy and Numeracy and is in line with Realising the Ambition- Nursery confident with this, p1/2 also.*
- *Our assessment techniques for the core areas of the curriculum allowed for teachers to set achievable and realistic targets for each child, bearing in mind the loss of learning for a significant amount of time.*
- *Structured tracking embedded to ensure all children are closely monitored to ensure progress and needs are monitored.*
- *We continued to focus on the recovery elements of the Curriculum whilst still being affected by localised Covid outbreaks which closed individual classes. We focussed mainly on Numeracy and literacy to try and improve the core skills.*

**Next steps:**

- *Maintain calendar for tracking and recording. A new tracker will become available later in year so ensure all staff trained before using and all information transferred over.*
- *To structure assessments and create a calendar to ensure progression and continuity throughout the whole school. This will allow us to track learning more effectively.*
- *Engage with Moderation & Assessment work with Education Scotland and ASG.*

### Improvement Project 3:

**Primary focus:** Performance Information

**Year of Project:** 2

**Purpose:** Clear recording and tracking-focussed support

• **Progress and impact:**

- *Termly reviews of pupils' progress quickly identified any attainment gaps and we were then able to offer targeted support.*
- *Focussed support from Action for Children workers and other relevant agencies eg SaLT and Ed Psych. Online SaLT sessions were excellent in supporting the children and improvements were noted.*
- *Close working with ASN teacher for any testing needs- ASNT made good use of Just Ask and referral system*
- *All staff used the tracking format which was helpful in identifying dips in attainment/learning.*

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**Next steps:**

- In discussion with staff, select baseline assessments to use for Maths, Spelling, Reading and H&WB. These will be used in term 1 & 4.
- ASNT to work in classes for the first term to establish level of needs in each class and how best to support learning and teaching. Regular staff meeting to discuss progress and support.
- All staff to be trained in term 4 to use new tracker that is being worked on in Highland now.

**Evaluation of Progress**

We believe we have made the following progress this session:

<b>Quality Indicator</b>	<b>School self-evaluation</b>
<b>Leadership of Change</b>	<b>1.3</b> Satisfactory
<b>Learning, teaching and assessment</b>	<b>2.3</b> Satisfactory
<b>Ensuring wellbeing, equality and inclusion</b>	<b>3.1</b> Good
<b>Raising attainment and achievement</b>	<b>3.2</b> Satisfactory
<b>Quality Indicator</b>	<b>ELC self-evaluation</b>
<b>Leadership of Change</b>	<b>1.3</b> Satisfactory
<b>Learning, teaching and assessment</b>	<b>2.3</b> Good
<b>Ensuring wellbeing, equality and inclusion</b>	<b>3.1</b> Good
<b>Securing children's progress</b>	<b>3.2</b> Good

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

**Theme 1** Good  
**Our relationships**

**Theme 2** Good  
**Our learning and teaching**

**Theme 3** Good  
**Our school and community**

**Theme 4** Good  
**Our health and wellbeing**

**Theme 5** Good  
**Our successes and achievements**

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 website [ADD LINK](#) or by contacting the school office.

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