

Standards and Quality Report

2022/23

THE BRIDGE EDUCATION CENTRE



Bridge Education Centre

HIGHLAND COUNCIL | 14 SEAFIELD ROAD, INVERNESS, IV1 1SG

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

The Bridge is an off-site provision that provides support to children and young people within the Highland Pathway model of 'getting it right for every child'. It acts as one of the partners to the child's plan, providing both educational and emotional support, along with the child's mainstream school and other partners; health, social work, psychological services and/ or other third sector agencies, the partnership led by the needs of the child.

Bridge interventions are framed by the four capacities within Curriculum for Excellence and SHANARRI principles of wellbeing, with a significant commitment to building positive relationships and having learning conversations as a two way process. The Bridge endeavours to support young people to access qualifications, which complement their mainstream provisions, to achieve positive destinations upon leaving school.

The Bridge provides support to children from 15 different mainstream secondary schools.

Our School Vision, Values and Aims

To provide positive learning experiences which enable young people to achieve their full potential through:

- *Providing appropriate programmes based on individual need*
- *Provide high quality learning and teaching*
- *Setting realistic and achievable goals*
- *Ongoing evaluation and review*

To create a calm, safe and supportive environment where young people's development needs can be met by:

- *Setting good examples by providing appropriate role models*
- *Ensuring staff development is ongoing and relevant to improving practice and the service*
- *Promoting healthy lifestyles and wellbeing*
- *Promoting personal achievement*

Support and prepare young people to make a successful transition to adulthood by:

- Involving young people in personal review and decision making processes
- Ensuring parents and carers are involved in all aspects of their child's development and learning
- Identifying local resources, maintaining links with partnership agencies and maintaining positive working relationships e.g., third sector, colleges, employers

Encourage young people to become good citizens by:

- Rewarding positive behaviour and attitudes
- Addressing their social and emotional needs, promoting positive self esteem
- Maintain consistent expectations of behaviour across all staff and young people
- Encourage inclusion and equality through modelling non-discriminatory attitude and positive activities

Pupil Voice: what is working well in our school?

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

Young people identified the atmosphere is friendly, fun and supportive. Young people feel respected and included in the decision making surrounding their educational choices. Young people are positive about the small teacher pupil ratio and there is a consensus that good progress is made in literacy and numeracy.

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.

Improved lunch options- increasing pupil input into selecting meals which may impact health and wellbeing through nutrition and pupil engagement in mealtime social interactions.

Additions to timetable and activity choices such as, gaming, computer time, physical education- this would provide opportunities for school clubs, social opportunities and alternative qualification routes and improve attainment and positive health and wellbeing targets. Long-term focus on ICT

Opportunities for additional certificates such as, first aid, hospitality, childcare- this would improve experiences to support post school transition, qualifications, enhance curriculum vitae and other vocational related experience- work experience/ skills for work accreditations

Our Improvement Journey Headlines Session 2022/23

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 Leadership

Year of Project: 1

Purpose: *Leadership of change*

Progress and impact:

Highland Council strategic priorities focus on improving leadership at all levels, the core of which sits both, within the classroom and senior management level.

Implementation of a structured programme of career-long professional learning across the school endeavours to enhance professional outcomes for teachers, staff, and impact on positive attainment outcomes for young people.

The National Improvement Framework prioritises, 'closing the attainment gap between the most and least disadvantaged children and young people.

Improvement in children and young people's health and wellbeing'.

This School Improvement priority recognises the value of high quality teachers in providing high quality learning and teaching for Highlands most vulnerable attending The Bridge Education Centre.

Over the past two years, the Bridge has undergone significant changes within the staff group and in the recovery from Covid, the re-engagement of young people and staff wellbeing.

The Bridge underwent significant change with the amalgamation of two services. As the staff team underwent the cycle of change to perform cohesively, in relationships, systems and all aspects of learning and teaching, we collectively faced an unprecedented challenge. Throughout the pandemic, the Bridge held ground as a hub for our vulnerable pupil population. Bridge staff facilitated continued learning through an eclectic approach, addressing individual needs through face to face teaching within the school, adapted teaching and learning incorporating digital opportunities and embracing an outreach approach- delivering lessons on the doorstep or other venues as appropriate. The change highlighted the flexibility of staff and improved parent, staff relationships, increased staff administration demands and reduced social experiences for young people. As the centre returned to pre-pandemic operation, staff reflected on the need for increasing social opportunities for young people, alternative accreditation, inclusive education, LGBTQ, links with partners and improved transitions.

In line with these requirements, staff training opportunities has been highlighted as priority. Whole school refresh of Positive Relationship training- led by authority coordinators; safeguarding training updated across the service; Youth Achievement training- collaborating alongside other agencies; additional SQA Awards training - led by MFMS authority coordinator.

Teachers and ancillary staff PRD interviews to be timetabled into calendar. Leadership training for teachers- authority led- up-taken by key staff. Teachers have identified areas of professional interest and are making steps to connect

with appropriate agencies and EIS/ HC curriculum priorities – literacy and numeracy senior phase as priority.

The impact of these steps will open up opportunities for additional qualifications, meeting wellbeing targets and improved skill developments for young people seeking post school destinations.

Resulting from the appointment of new staff, the staff survey highlighted the need for an updated Staff Induction Pack. Initial steps have been taken to establish the key duties and roles of the teachers and key workers. Ongoing development of the pack will be updated and amended as key policies are updated.

Next steps:

Success of the steps to prioritise staff training and management which will be monitored through ongoing review. Evaluated by the quantifiable impact on attainment and post school destinations for young people who access the service. Regular PRD interviews to illuminate further training needs. Termly feedback from pupils, parents and partners will hope to address evolving priorities, shifts in economic and social pressures which may become future barriers to learning and teaching.

Improvement Project 2:

Primary focus: Curriculum and assessment

Year of Project: 3

Purpose: *learning teaching and assessment*

Progress and impact:

It is both national and highland council priorities to raise attainment in school, all of our students are on the margins of education. Therefore facilitating pupils to achieve and attain qualifications has required a focused approach over the previous three years.

As child centred learning is central to Bridge policies and ethos. For many care experienced young people there is a sense of disempowerment, as their personal needs remain under the auspices of corporate parenting and social services. Our service recognises the importance of ensuring young people are involved in making decisions surrounding their education that attainment targets sit beyond quantifiable qualifications.

The Bridge endeavours to encourage young people to choose area of interest and staff work hard to accommodate an individualised curriculum. Alongside national qualifications (95% success rate), there is a regular in-house award system, which values and celebrates non tangible achievements.

We have systems in place to encourage pupil dialogue in their learning journey, which are fed back to parents and carers.

Significant work and systems set up to inform and enable mainstream partners to track student progress; weekly letters- including formative assessments and learning conversations-pupil input and reflections; attendance recording- tracking and monitoring; SQA assessments- liaising with school coordinators and curriculum

leads to maintain high standards and quality. Parent and pupil questionnaires reflect these systems are a positive contribution to the learning journey. Mainstream colleagues work alongside to support and improve the process which evolves with changing needs of the child and our curriculum

We endeavour to consult and inform at every step of the education process, young people/ parents, and wider partners within GIRFEC model. However, our school improvement consultation process reflected areas for improvement. Staff traffic lighted the need for greater pupil voice, suggestions of a pupil council. Greater parental involvement, that parents and carers may benefit from regular visits and feedback to support better understanding of academic and personal achievements and may provide a safe environment to address parent needs such as, informative speakers, parent classes and school events led by pupils . Pupil and parent questionnaires revealed a need for greater selection of subjects, other qualifications and links to post school opportunities, e.g. training and work experience. Links with outside agencies were positive but better collaboration may improve outcome for pupils, e.g. accessing services, post school destinations.

Next steps:

Regular consultation with pupils parents and partners (termly), reinstate the 'Bridge Bugle'

A diary of activities and extracurricular activities throughout the year to encourage parents and families to engage in their child's school experience
As a small service, we recognise the important role of periphery services and agencies to support our pupils - develop our partnerships and the collaborative processes. Create a directory of associated services to enable staff to share contacts and links.

Improvement Project 3:

Primary focus: Performance Information

Year of Project: 3

Purpose: *Improving wellbeing/ equity/ inclusion*

Progress and impact:

Improvement in children and young people's health and wellbeing is a priority at National level. Emerging from the pandemic whereby young people have had significant disruption to the education, socialisation has had significant impact on health and wellbeing. We recognise that health and wellbeing revolve around the whole child, supporting young people to enjoy, follow interests and have positive relationships with and in their communities requires some outreach and in reach work.

The Bridge has excellent links with outside providers to support pupils with sexual health, outdoor activities, creative projects and substance misuse.

The authority has assigned school counselling services to which young people can refer, and Bridge staff are aware of third sector agencies which can support according to the child's need. There has been staff training/ guest speakers to share service criteria and availability.

With the full staffing compliment, the Bridge is developing pupil groups where PSE and citizenship curriculum is being developed further using a needs led approach. Young people will be pivotal in deciding relevant topics and exploring these in a supportive forum.

There has been an effort to re-establish cooking in the Bridge Kitchen- allowing older students to practice relevant life skills, budgeting and nutrition. Other topics are being explored through links with partners- employability, parenting and childcare.

We have art sessions, which are thriving and support wellbeing/ therapy for a number of students. The staff have taken advantage of nearby art facilities pottery, jewellery making and print. The Bridge workshop involves the pupils in an enterprise, making and selling annually. Creative literary workshops have been well used and staff are continuing to organise project links with partners- Moniack Mhor, authors, literary initiatives. Musical instruction has been accessed through Feis Rois.

Bridge Works- Carpentry, Bikes and Garage promote positive self-esteem through involving pupils in developing creative and enterprise skills through real life construction and mechanical activities.

Bridge Salon, focus on personal wellbeing and self-care. This has suffered during the pandemic. There has been significant investment in refreshing the décor and equipment. Initial feedback has been positive and we would hope to see this develop further.

Pupils and staff have expressed a wish to expand physical education and experiences. Specialist teachers/ coaches within the Bridge have relevant qualifications to lead small groups in Bridge Sports and our Corporate membership with the local leisure centre enables pupils to access facilities and to sustain links beyond school,

Additionally staff highlighted a gap in LGBTQ education. With a growing number of students requiring gender support, equality is an area flagged by staff as an imminent training need.

Next steps:

Build on current practice to develop PSE curriculum. Whole staff refresh training on gender, sexual health and substance misuse, race equality- links with training partner agencies YAT, Transitions Team, Employability.

Maintain positive links with outside providers to develop Bridge Creative. Develop Bridge Sports activity calendar.

Bridge Kitchen and develop qualifications, hygiene/ first aid.

Build upon Bridge Works enterprise, Bridge Salon treatment slots.

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	Satisfactory
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Weak
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	Good
Theme 3 Our school and community	Satisfactory
Theme 4 Our health and wellbeing	Satisfactory
Theme 5 Our successes and achievements	Satisfactory

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 our 2022/23 improvement priorities and actions are detailed on the improvement plan, which can be accessed by contacting The Bridge office.