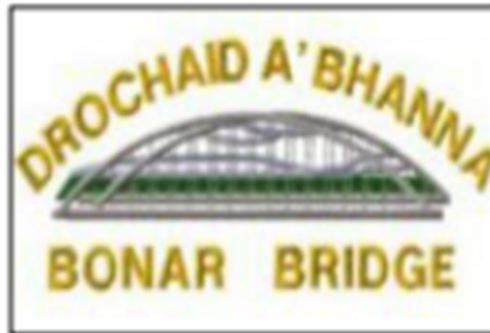




# STANDARDS AND QUALITY REPORT

2022/23



**BONAR BRIDGE PRIMARY SCHOOL**  
HIGHLAND COUNCIL | ADD ESTABLISHMENT ADDRESS

# Introduction: Local and National Context

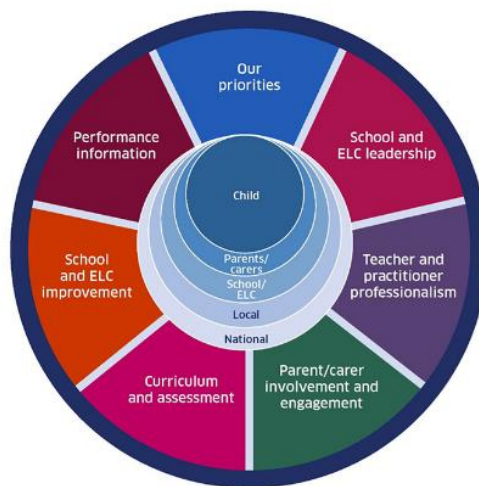
## Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

This Standards and Quality Report is influenced by both Highland and national priorities. These can be summarised as follows:

### Highland Priorities



### National Improvement Framework Priorities



#### Entitlement, Excellence & Equity:

We will raise attainment and achievement for all, especially for children and young people from disadvantaged circumstances, including rural deprivation. We will focus relentlessly on improving standards and the quality of learning and teaching, to ensure that entitlement, equity and excellence are delivered across the system.

#### Empowerment & Leadership:

We will develop leadership skills at all levels of the system, for now and the future, building a culture of empowerment and professional capital.

#### Relationships:

We will maximise health and wellbeing for all children and young people, to give them the best possible start in life. We will ensure every child and young person feels part of the community they live in.

#### Opportunity:

We will maximise opportunities for our children and young people, and for the wider Highland community and its visitors, through the provision of high-quality services.

The key priorities outlined in the National Improvement Framework are:

- Placing the **human rights and needs of every child** and young person at the centre of education
- Improvement in children and young people's **health and wellbeing**
- **Closing the attainment gap** between the most and least disadvantaged children and young people
- Improvement in skills and **sustained, positive school-leaver destinations** for all young people
- **Improvement in attainment**, particularly in literacy and numeracy.

#### Self-evaluation

To support self-evaluation, quality indicators from the national evaluative framework How Good Is Our School?4 are referenced.

Links to these sources (and others referenced) can be found here:

- [National Improvement Framework Improvement Plan](#)
- [HGIOS? 4](#) and [HGIOELC](#)
- [Health and Social Care Standards](#)
- [National Gaelic Language Plan](#)

In this report the following words are used to describe the numbers and proportions used:

All	Almost all	Most	Majority	Less than half	Few
100%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

We are pleased to present Bonar Bridge Primary and Nursery Standards and Quality Report for Session 2022-23. This report forms part of our quality improvement framework and provides important information regarding our school's progress to date and our next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the centre of our practice. We continue to develop our practice in making robust use of evidence as the basis for judgements regarding the impact of our work on our learners. All staff understand that self-evaluation is an integral aspect of our approach to continuous improvement through addressing the 3 key questions:

- How well are we doing?
- How do we know?
- What are we going to do now?

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. We inform decision making and actions through a continuous process of looking inwards, outwards and forwards.

#### Looking inwards - starts with those working with our children and young people

We focus on the impact on outcomes for learners. Our self-evaluation processes triangulate information, data, people's views and observation of practice to measure impact and inform planning for improvement.

#### Looking outwards - learning from others

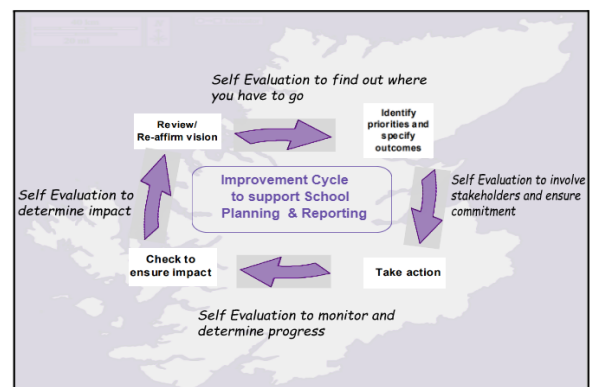
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### Looking forwards - creating a vision and planning for implementation

Through leadership at all levels, we anticipate challenges and explore creative solutions. This helps us to create an aspirational vision for our school which shapes our actions and provides a focus for 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 to shape our improvement journey.

When we develop our improvement plan, we use key questions at scheduled review times throughout the session to know how well we are progressing towards achieving these positive outcomes and changes.



Together we are working hard to ensure the Highlands is the best place for children and young people to grow up safely, learn, develop and achieve.

With positive experiences, our children and young people will always see the Highlands as home.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonnan a' faicinn na Gàidhealtachd mar dhachaigh.

Norman Ross  
Head Teacher  
Dornoch Firth 3-18 Campus

## School Profile

### Pròifil na Sgoile

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The following information can be found on [Parentzone Scotland](#). It is important to remember that statistical data alone is not a measure of how well we are doing. All schools are unique. To understand how well we are doing it is important for us to look at a range of different data sources.

**Attendance**  
**94.8%**

**Average Class Size**  
**16**

**Meeting PE Target**  
**Target Met**

**Pupil Numbers**  
**48**

**Teacher Numbers**  
**5**

**Pupil Teacher Ratio**  
**9.2**

Bonar Bridge Primary School is located in a rural setting serving the local community of Bonar Bridge and surrounding area in Sutherland.

There are 48 children attending the school and 11 children in nursery, ranging from N3 - P7. P1 - 2 are taught in a composite class and there are two other composite classes for P3-5 and P5-7. There is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Bonar Bridge Primary School, Dornoch Primary Schools and Dornoch Academy (Dornoch Firth 3-18 Campus). The headteacher is supported by a Depute Head Teacher based at Bonar Bridge. Staff and children from all our schools work together as often as possible.

As the school roll comprises a small number of children, attainment and progress will be expressed in 'overall' statements, rather than specific year groups or Curriculum for Excellence levels. This is to ensure the identity of individuals is not disclosed.

Overall, attainment across the school in literacy and English and numeracy and mathematics is good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. The majority of children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

**Reading**

Good progress

**Writing**

Good progress

**Listening and talking**

Satisfactory progress

**Numeracy**

Satisfactory progress

We have had no exclusions this year.

## School vision, values and aims

### Lèirsinn, luachan agus amasan na sgoile

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Bonar Bridge Primary School is part of the Dornoch Firth 3-18 Campus.

Dornoch Firth Campus is a close group comprising of Bonar Bridge Primary and Nursery, Dornoch Primary and Nursery and Dornoch Academy . Our schools are absolutely committed to working with everyone involved with the learning of our children and young people. We strive towards an inclusive, nurturing, family-oriented ethos for our pupils from ages 3 through to 18. We are always delighted to welcome new learners to our campus.

We want our children, families and staff to be happy, resilient and flourish in all aspects of our development and learning. We are hard-working with a strong focus on the wide range of achievements open to our children and young people. Our young people are guided to work creatively and effectively, and to fulfil their aspirations. We aim to have learning led by pupil curiosity; pupils develop imaginative solutions to problems; we encourage open-minded responses to complex issues. We work hand in hand with partners to provide a tailored education for all young people in order to prepare them for learning, life and work.

Our 3-18 curriculum rationale is focused and aspirational. It is built around the four contexts of learning (curriculum areas and subjects; interdisciplinary learning; ethos and life of the school; opportunities for personal achievement). To ensure that we remain a vibrant and progressive campus, we re-visit our rationale on an annual basis with our partners and school community. This means that we both build on our past and continue to prepare our pupils for a full and successful life as global citizens in the 21st century.

## Review of progress for session

### Ath-sgrùdadh air adhartas airson an t-seisein

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

School Priority:

### Raising Attainment

#### Purpose:

Raising attainment is a national priority and we wanted to make sure that we were raising attainment for children from different circumstances, including rural deprivation.

#### Progress:

1. Collegiately planned mathematics and literacy courses to run from Early level to end of BGE
2. Revised, Shared tracking and monitoring in numeracy and literacy.
3. PEF was used to provide interventions for numeracy.
4. Timescales for assessments were agreed and implemented.
5. A member of staff has been trained as QAMSO.
6. Collegiate cross sector approach to ACEL.
7. Revised and embedded reporting of good practice and quality assurance.
8. Included pupil and family voice in our learning provision.

#### Impact:

1. Good practice was shared across primary and secondary sectors and secured shared expectations for different levels of achievement.
2. Improved transitions as teachers were more aware of pupils starting points when they joined their classes. Collegiate moderation resulted in more robust assessment and understanding of pupils needs.
3. Vulnerable pupils were identified and received appropriate differentiated support.
4. Increased teacher knowledge of gaps in learning and informed interventions for support.
5. Moderation has meant judgements of achievement of a level are more reliable.
6. Enhanced transitions for pupils and teachers.
7. Enhanced practice and reliability of data.
8. More understanding and involvement from families and learners in learning.

#### Next steps:

- Once colleagues for other services are in post, we need to re-instate core group meetings to help accelerate the progress for some individual pupils.

School Priority:

## Learning, Teaching and Assessment

### Purpose:

To raise attainment through high quality teaching and learning, with good assessment embedded across the curriculum

### Progress:

1. Collegiate planning for literacy and numeracy across both sectors in place
2. Improved the SIP processes via working groups across the ASG.
3. Used attainment analysis to inform planning.
4. Updated policies relating to inclusion and behaviour.
5. Agreed assessment timetable for the whole school.
6. Learning visits and shared good practice.
7. Learning and Teaching policy refreshed and embedded.

### Impact:

1. Greater consistency and understanding, improved tracking and monitoring.
2. Greater understanding across the 3-18 campus and developed leadership for key staff. Secured ownership of school improvement by all.
3. Planning is more focussed on next steps in learning.
4. A greater focus on positive relationships meaning incidents are better managed with more positive outcomes.
5. Clarity about what assessments were to happen and when – also how outcome of assessments should inform next steps.
6. Colleagues were able to improve their own practice and senior management had a clear overview of the quality of teaching and learning.
7. Share knowledge across the campus and with parents and pupils regarding expectations around learning and teaching.

### Next steps:

- Refresh the curriculum rationale
- Increase opportunities for pupil voice.

School Priority:

## Health and Well Being

### Purpose:

The school collectively acknowledges that positive health and well being has to come before raising academic attainment and the effects of the health crisis of 2020-22 still has significant impact for some.

### Progress:

1. Shared the SIP with pupils and asked for their feedback.

### Impact:

1. Pupils had a voice in school improvement.

- |   |   |
|---|---|
| <p>2. Developed a policy of ‘you said, we did..’</p>  | <p>2. Pupils have a greater knowledge of how leaders are moving the school forwards.</p>  |
| <p>3. Counselling was provided internally.</p>  | <p>3. Pupils were able to access support very quickly.</p>  |
| <p>4. Equality and Inclusion became part of Pupil Council meetings and we carried out a pupil survey.</p>                     | <p>4. Increased pupil voice and understand of equality and inclusion – became a pilot school for neuro-diversity.</p>   |
| <p>5. Celebrated achievement (in class and weekly ceremonies whole school).</p>   | <p>5. Raised self esteem and increased parental knowledge of what we were doing in school and improving outcomes for pupils, allowing wider achievement to be celebrated.</p> |
| <p>6. We provided extra curricular opportunities in establishing clubs for pupils.</p>  | <p>6. Provided leadership opportunities for staff, engagement with the wider community and wider opportunities for non-academic achievement.</p>                              |
| <p>7. We established family learning partnerships through parental involvement in open days, afternoons, newsletters etc.</p> | <p>7. Parent involvement and understanding of the school improvement priorities increased.</p>  |

**Next steps:**

- Further curriculum development for PSE.
- ASN groups for life skills.
- Introduction of Decider Skills.

## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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- We continued to provide additional support for attainment in Numeracy, through our allocation of PEF funding towards a teacher of Mathematics. This teacher is allocated across all schools.
- We have had success in improving numeracy performance with the majority of our PEF identified pupils.
- We will evaluate this approach for next session, and continue to target our PEF pupils to ensure almost all or all show progress with performance in numeracy.

## Wider achievements

### Coileanaidhean nas fharsainghe

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- Bikeability training is regularly provided.
- The school has fundraised for Comic Relief, Children in Need and Save the Children
- Bonar Bridge Primary is a Silver Rights Respecting School.
- Our pupils regularly visit local care homes – The Bradbury Centre
- The school participates in all East Sutherland Schools Sports Association events
- Many of our pupils attend Bonar Bridge Football club
- Our pupils also attend golf events and local running clubs
- The school is working towards accreditation for the Kindness Award



## Comments from learners, families, stakeholders and staff

### Beachdan bho luchd-ionnsachaidh, teaghlaichean, luchd-ùidhe is luchd-obrach

TBC

## Capacity for continuous improvement

### Comas airson leasachadh leantainneach

Using indicators from 'How Good is our School 4' together with learner, parent, carer, partner and community feedback we believe we have made the following progress this session:

	ELC	PRIMARY	SECONDARY
<b>QI 1.3</b> Leadership of change	Satisfactory	Satisfactory	Choose an item.
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good	Choose an item.
<b>QI 3.1</b> Wellbeing, equality and inclusion <b>- we have a significant proportion of ASL needs, and cater to these through best practice</b> <b>- almost our pupils are catered for though mainstream provision</b>	Good	Good	Choose an item.
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress <b>- class and cohort sizes have significant impact on data</b> <b>- we focus on individual needs of pupils, acknowledging ASL needs and monitoring progress for pupils who require challenge</b>	Good	Good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

*Achieving, Belonging, Caring*

## Key priorities for improvement planning

### Prìomhachasan airson planadh airson leasachadh

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Our three annual improvement priorities are embedded as:

- **Raising Attainment**
  - Evaluating and updating our raising attainment policy
  - Continuing to improve literacy and numeracy across time
  - Developing and embedding tracking and monitoring across our schools
  - Enabling class / staff / faculty approaches to raising attainment
- **Improving Learning, Teaching and Assessment**
  - Improving moderation processes across all levels, with other schools
  - Developing Higher Order Thinking skills in all classrooms
  - Shared understanding and implementation of High Quality Teaching
  - Enabling class / staff / faculty approaches to improving learning, teaching and assessment
- **Improving Health and Wellbeing**
  - Evaluating and improving transition experiences for all pupils and stages
  - Improving pupil engagement with outdoor learning
  - Improving provision for pupils to take leadership in learning
  - Enabling class / staff / faculty approaches to improving health and well-being

## Planning ahead

### A' planadh air adhart

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Full details of the school's 2023/24 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website or by contacting the school office.