

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



BOWER PRIMARY SCHOOL

HIGHLAND COUNCIL | BOWERMADDEN BY WICK KW14TT

Respect
Nurture

Endeavour
Community

Initiative
Happiness

Teamwork
Kindness

Introduction: Local and National Context

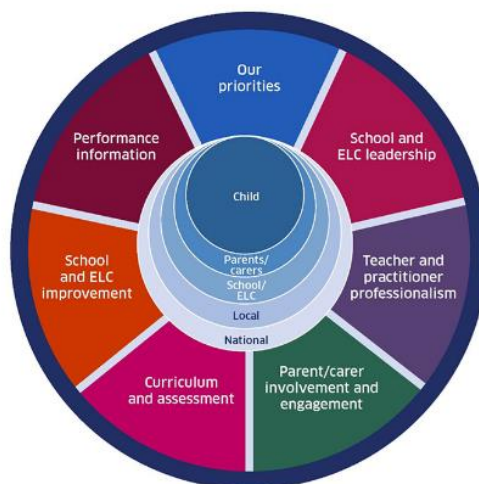
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%

Respect
Nurture

Endeavour
Community

Initiative
Happiness

Teamwork
Kindness

We are pleased to present our 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 heart of our practice. We continue to develop our practice in making robust use of evidence as a 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

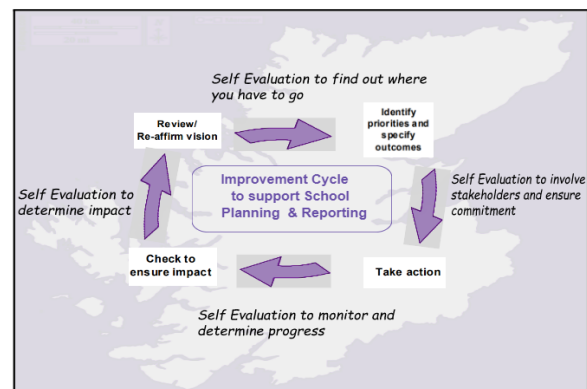
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Sylvie Sinclair

Head Teacher

Bower Primary School

Keiss Primary School & Nursery

Respect
Nurture

Endeavour
Community

Initiative
Happiness

Teamwork
Kindness

School Profile

Pròifil na Sgoile

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
96%

Average Class Size
10

Meeting PE Target
Target Met

Pupil Numbers
20

Teacher Numbers
1.5

Pupil Teacher Ratio
10.1

Bower Primary School is located in a rural setting serving the local community of Bowermadden, Bower, Kirk, Myrelandhorn, Gillock, Halcro, Hastigrow and Bower Tower on the northeast coast of Caithness. Our P4/5/6 class are taught by one teacher on a Monday, Tuesday, Wednesday and Thursday morning. In the afternoon, the classes come together and are taught by a second teacher on a Monday and Tuesday and a third teacher on a Wednesday, Thursday and Friday.

The headteacher has overall leadership responsibility for Bower Primary School and Keiss Primary School – Staff and children from both schools work together regularly.

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 very good. Children achieve appropriate CfE levels in literacy and numeracy and, across the school, a few children are exceeding nationally expected levels. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading

Very good progress

Writing

Good progress

Listening and talking

Very good progress

Numeracy

Good progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Respect
Nurture

Endeavour
Community

Initiative
Happiness

Teamwork
Kindness

Vision: At Bower, we are a small school that delivers BIG Education.

Values: We will all work together to develop our school values: Respect, Endeavour, Initiative, Teamwork, Nurture, Community, Happiness and Kindness

Aim: 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.

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:

Further develop professional understanding, knowledge and competence in the teaching of Reading and Writing by undertaking CLPL from the Highland Council

Purpose:

This project has been developed in response to dips in attainment in Reading and Writing.

Progress:

All teachers completed CLPL across the year. Team teaching sessions with Jenny Wilson (Education Support officer), joining classes remotely. Progression has been made in Reading and Writing.

Impact:

Teachers knowledge and confidence using Talk for Writing and Talk for Reading approaches has become more secure. High Quality Assessments have demonstrated that outcomes have been met. Teachers have improved their pedagogy . Teachers and children are able to self-evaluate their knowledge and understanding. They can analyse where they are now, where they want to get to and how they are going to do it.

Next steps:

- To continue to provide more training related to Talk for Writing and Reading
- To further develop competency in practitioners' knowledge and understanding of Talk for Writing and Reading and other approaches to literacy.
- Learners to become more aware of new teaching approaches.
- To continue with tracking, monitoring conversations, professional dialogue to inform progress and any amendments to be made.
- To develop accessible and clear planning tools with benchmarks.

School Priority:

Respect
Nurture

Endeavour
Community

Initiative
Happiness

Teamwork
Kindness

Understanding and improving assessment moderation and moderation strategies in learning, teaching and assessment

Purpose:

This project has been developed in response to dips in attainment in both Literacy and Numeracy across Highland. There is a variation in confidence across schools in using the Benchmarks

Progress:

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

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

We implemented a tracking system.

Impact:

It has ensured consistency in approaches in teaching numeracy and Mathematics across the school.

Teachers are more confident in making judgement about security of a level.

Our tracking and monitoring system is 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 the moderation process next year
- Continue to embed the practice of Number Talks in our school

School Priority:

Developing the outdoor space at Bower Primary School

Purpose:

Bower Primary School has a wealth of outdoor space. Pupils, staff and parents have contributed their views in how to resource our outdoor space in the terms and years ahead.

Progress:

The school acquired a Polycrubb which will be built by the end of May 2023.

Due to change in leadership at the school, progress with this priority has not been as timely as we would have liked.

Impact:

- It is expected that this will provide exciting opportunities that stimulate curiosity for our learners and staff.

Next steps:

- Acquire funds to buy items we need for our polycrubb
- More family learning sessions

Respect
Nurture

Endeavour
Community

Initiative
Happiness

Teamwork
Kindness

- Include outdoor learning into our plans
- Teaching staff to develop approaches of play based pedagogy
- Staff will develop proficiency in approaches to outdoor learning
- pupils will engage in new outdoor learning experiences.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

There are no pupil eligible for PEF in the school.

Wider achievements

Coileanaidhean nas fharsainghe

Opportunities to ensure achievement through a wide range of activities are promoted across the school. We recognise individual achievement by regularly sharing at assembly. Out of school events and success in competitions / awards are also shared at assemblies, in newsletters and on our communication tool 'Seesaw'. Winning entries of artwork, competitions etc. are displayed at the entrance of the school. We have 'Celebrating Success' wall displays. Pupils from our school took part in the Science Festival and the Music Festival. The school got first prize at the Music Festival.

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.

Children identify with this ethos of achievement and have a strong belief that they can be successful locally and nationally too. We are very proud of our pupils who are confident, aware of their responsibilities and have a positive "can do" attitude. Our small school raised £500 for Macmillian Cancer support.

Respect
Nurture

Endeavour
Community

Initiative
Happiness

Teamwork
Kindness

Comments from learners, families, stakeholders and staff

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

Comments from learners:

Pupil Questionnaire Results – March 2023				
	Strongly agree	Agree	Disagree	Strongly disagree
I enjoy learning in school.	50%	42.9%	7.1%	0%
I get along well with people in my class.	50%	42.9%	7.1%	0%
I enjoy lunch time in the dinner hall.	57.1%	35.8%	7.1%	0%
I feel safe in school.	50%	35.7%	14.2%	7.1%
My teacher listens to my views.	57.1%	42.9%	0%	0%
Staff talk to me regularly about how to improve my learning.	71.5%	21.4%	7.1%	0%
I get help when I need it.	64.3%	35.7%	0%	0%
Children in school are friendly	64.3%	28.6%	4.3%	4.3%
I think it's a good idea to wear school uniform.	57.1%	35.8%	7.1%	2.2%
I have adults in the school I can speak to if I am upset or worried about something.	78.6%	21.4%	0%	0%
Pupils think that teachers at Bower PS are good.	85.7%	14.3%	0%	0%
Staff make sure pupils behave well.	57.1%	42.9%	0%	0%
Staff are good at dealing with bullying behaviour.	85.7%	21.3%	0%	0%
The pupil council is making improvements to the school.	28.6%	57.1%	14.3%	0%
I take part in out-of-class activities and school clubs.	37%	56.5%	2.2%	4.3%
People think Bower is a good school.	78.6%	21.4%	0%	0%
I am pleased this is my school.	71.4%	13.4%	7.1%	7.1%

'I like the toys, people and hearing other people's news.'

'I like reading, playing in the teacher corner.'

'I like the snow, library and science.'

'I would like more activities, more trees and a tree house with a slide.'

'Bower school is lovely, good lunches'

I like football, basketball and work.'

'I like the food, the lunch hall and the playground.

'Maths is not too easy and not too hard. Clubs are brilliant and people are kind.'

F'I like football, maths and writing.'

'I like doing learning, playtime and lunch time.'

'I like lunch, maths, PE.'

I like teachers , pupils , school dinners.'

'It is big, it has a mud kitchen and a basket ball hoop.'

Respect
Nurture

Endeavour
Community

Initiative
Happiness

Teamwork
Kindness

I like the football stuff, outdoor equipment and indoor equipment.

Comments from families:

Parent Questionnaire Results – March 2023				
	Strongly agree	Agree	Disagree	Strongly disagree
My child likes being at this school.	76.9%	23.1%	0%	0%
Staff treat my child fairly and with respect.	84.6%	15.4%	0%	0%
I feel my child is safe at school.	76.9%	23.1%	0%	0%
The school helps my child feel confident.	76.9%	20.1%	0%	0%
I feel the staff really know my child as an individual.	69.2%	30.8%	0%	0%
My child copes well with learning.	69.2%	30.8%	0%	0%
My child receives the help he/she needs to do well.	76.9%	23.1%	0%	0%
The school is welcoming and there are opportunities to get involved.	76.9%	23.1%	0%	0%
My child is encouraged by the school to be healthy and take regular exercise.	69.2%	30.8%	0%	0%
The school supports my child’s emotional well-being.	69.2%	30.8%	0%	0%
My child is making good progress at the school.	61.5%	30.8%	7.7%	0%
I receive helpful, regular feedback of how my child is learning and developing e.g. informal feedback, reports and learning profiles.	61.5%	38.5%	0%	0%
School and class newsletters are informative and easy to understand.	69.2%	30.8%	0%	0%
The information I receive about my child reaches me at the right time.	61.5%	38.5%	0%	0%
I understand how my child’s progress is assessed.	30.8%	69.2%	0%	0%
The school gives me advice on how to support my child’s learning at home.	53.8%	46.2%	0%	0%
I receive helpful and regular information about the school.	61.5%	38.5%	0%	0%
The school organises activities where my child and I can learn together.	38.5%	46.2%	15.3%	0%
The school seeks my views and listens to my concerns.	46.2%	46.1%	7.7%	0%
I feel comfortable approaching the school with questions, suggestions and/or problems.	76.9%	23.1%	0%	0%
I feel encouraged to be involved in the work of the parent council.	61.5%	38.5%	0%	0%
I am kept informed about the work of the parent council.	61.5%	38.5%	0%	0%
I am satisfied with the quality of teaching in the school.	76.9%	23.1%	0%	0%
The school is well led and managed.	53.8%	46.2%	0%	0%
The school encourages children to treat each other with respect.	69.2%	30.8%	0%	0%
I would recommend the school to other parents.	76.9%	23.1%	0%	0%

Respect
Nurture

Endeavour
Community

Initiative
Happiness

Teamwork
Kindness

Comments from stakeholders:

'Very happy school'
 'Children are polite and respectful'
 'Lovely, nurturing atmosphere'
 'Pupils are well behaved'
 'Staff always make me feel welcome'
 'Very impressed by all staff'
 'Great school, great people, great children.'

Comments from staff:

Staff Questionnaire Results – March 2023				
	Strongly agree %	Agree %	Disagree %	Strongly disagree %
Bower Primary school has a welcoming atmosphere	100			
I find it rewarding to be a member of staff at Bower	75	25		
I feel a valued part of the school community	50	50		
Staff at all levels within the school communicates effectively with each other	50	50		
Staff treat all pupils fairly and with respect	100			
Staff and pupils respect each other	100			
I have been actively involved in developing the school's vision and values	25	75		
I have opportunities to be involved in agreeing priorities for the school		100		
I have regular opportunities to help shape the curriculum by having staff discussions and working groups		75	25	
Moderation activities are helping me to make sound professional judgements	25	75		
Staff have a shared understanding of their 'responsibility for all' in literacy, numeracy and health and wellbeing	50	50		
I am actively involved in the school's on-going self-evaluation	25	75		
Staff are encouraged to share good practice	25	75		
I am aware of and involved in the school's strategies for raising attainment for all.	50	50		
I am aware of the school's strategies for raising attainment for all	100			
I am aware of the school's procedures for protecting children	75	25		
Pupils take an active part in their learning	75	25		
All pupils are given activities which meet their learning needs.	100			
Staff regularly ask for pupil's views on how their learning experiences could be improved.	50	50		
Pupils are provided with opportunities to evaluate their own work and that of others		75	25	
The school has effective strategies to support pupils with their learning.	50	50		
Support for pupils with additional needs is effective.	25	75		
The school arrangements for engaging parents in their child's learning are effective	25	75		
Collaborative working across the school is effective in taking forward improvement	75			
The school implements the behaviour policy effectively	50			
I am provided with feedback when I report an incident		100		
I receive appropriate support for planning, preparation of resources and assessment.	25	75		
I feel my workload is manageable		75	25	
I feel supported by the management team	50	50		
Leadership at all levels is effective	25	75		

Respect
Nurture

Endeavour
Community

Initiative
Happiness

Teamwork
Kindness

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
QI 1.3 Leadership of change	Choose an item.	Good	Choose an item.
QI 2.3 Learning, teaching and assessment	Choose an item.	Good	Choose an item.
QI 3.1 Wellbeing, equality and inclusion	Choose an item.	Good	Choose an item.
QI 3.2 Raising attainment and achievement/Securing children's progress	Choose an item.	Good	Choose an item.

Our overall evaluation of our capacity for continuous improvement is:

We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Outdoor Learning and Play Pedagogy

Planning ahead

A' planadh air adhart

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 <https://blogs.glowscotland.org.uk/glowblogs/bowerprimaryschool/> or by contacting the school office.

Respect
Nurture

Endeavour
Community

Initiative
Happiness

Teamwork
Kindness