

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23



Bridgend Primary School

HIGHLAND COUNCIL | ARDOSS ROAD, ALNESS, IV17 0QA

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 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

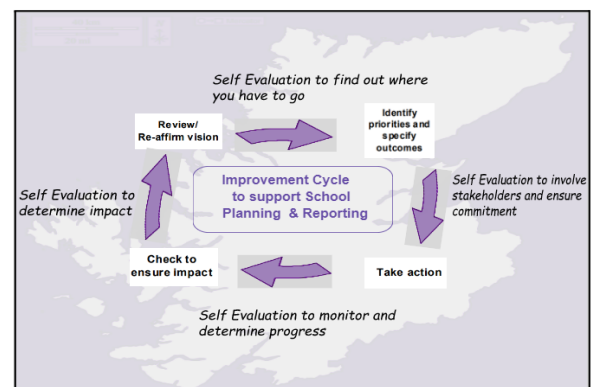
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Victoria McCarthy
Head Teacher
Bridgend Primary School

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 94.3%	Average Class Size 26	Meeting PE Target Target Met
Pupil Numbers 281	Teacher Numbers 15	Pupil Teacher Ratio 19.6

N3 ?%	N4 ?%	P1 16.1%	P2 17.1%	P3 13.6%	P4 11.2%	P5 13.3%	P6 15.4%	P7 13.3%
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SIMD Q1¹ 20-30%	SIMD Q2 30-40%	SIMD Q3 20-30%	SIMD Q4 0-10%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 40-50%	No ASN 50-60%	FSM³ 70-80%	No FSM 20-30%	EAL⁴ 0-10%	No EAL 90+%
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2021/22 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading	Writing	Listening and talking	Numeracy
Most	Majority	Most	Most

The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

¹ SIMD – The Scottish Index of Multiple Deprivation (SIMD) is a relative measure of deprivation.

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

Bridgend Primary School is located in a rural setting serving the local community of Alness,

There are 281 children attending the school and 48 children in nursery, ranging from N3 - P7. There are currently two P1 classes, two P2 classes, P3, P3-4, P4-5, P5, P6, P6-7 and P7. The nursery operates with all the children mixing between two rooms and the outside area.

The headteacher has overall leadership responsibility for Bridgend Primary School and the nursery. The headteacher is supported by a depute head teacher and a principal teacher.

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. Most children who face barriers to learning are making good progress towards meeting their individual targets.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Good progress	Good progress	Good progress	Good progress

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Our vision for Bridgend is that we will create a school which allows the children and staff to be Kind and Happy Learners.

This message is reinforced through our school values for the children to be: Responsible, Respectful, Resilient, Resourceful and Reflective. To be happy and kind, celebrate equality and diversity, engage in the democratic process and look after our global environment.

We strive to 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. School events and parental engagement opportunities are well attended. There is an active Parent Council and the school is well supported by the local community.

At Bridgend Primary School we aim to:

- provide a happy, caring, stimulating school environment of which the pupils, staff, parents and the community as a whole can be proud; where the children will be encouraged to become thinking, caring, responsible and knowledgeable members of society;
- 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
- 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.

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:

Improvement in children and young people's health and wellbeing

Purpose:

To review current practice and develop a progressive learning pathway to support the teaching of HWB throughout the school.

Progress:

The whole school community have been discussing and embedding the vision values and aims, in assemblies, class lessons and monthly newsletters to parents. The children have had focus on key values such as kindness, helping others and resilience and this has supported positive change. Children and staff have supported each other through the storm damage issues and shown true determination to achieve through adversity.

In school the children have been learning about their Health and Wellbeing through a range of targeted lessons on the identified themes.

The staff have been developing the HWB planning engaging with RSHP resource which was also shared with parents. This will be developed further next session with planned working groups. The PE planning has also been completed and will now provide a clear structure to PE lessons across the school.

The children have engaged better with the UNCRC through class charters, reference in assemblies and class lessons.

Pupil Council have been involved in using the Self evaluation document HGIOURS, they have shared their views across the school gathering pupil voice and spoken at Parent Council meetings. SMT have had several pupil meetings with P4-7 children to gather views more widely to influence positive change.

Parent Council have supported the development of play in early years, music across the school, PE and outdoor play, as well as supporting events such as the Halloween disco, Christmas events, the colour run and initiatives such as the school uniform swap.

Impact:

Most children are aware of the Vision, values and aims as identified through class discussions, assemblies and children's questionnaires. Some parents identified through their questionnaires this was an area to continue to highlight.

The P6 and P7 children have taken up Bridgend Helper roles across the school which has developed their skills and supported our positive school ethos of helping others.

Evidence for questionnaires and observations has shown that there has been some engagement with GIRFEC and the Wellbeing indicators but this needs to be revisited with a specific focus. Parents have also indicated that their knowledge of these initiatives is also limited.

Outdoor learning and developing our school grounds has started but this will be further developed next session with a planned working group with identified parents

We have now been awarded Bronze Rights Respecting School status.

Positive engagement with the children across the school and opportunities for them to see how they have influenced change and that their opinions are valued.

Parent Council continue to provide support both in school and in the wider community. Feedback from our local Care homes and groups highlighted the importance of our Christmas Kindness project which we hope to develop further next session.

Very good progress has been made in this area.

Next steps:

Revisit GIRFEC and the Wellbeing Indicators with children and parents.

Establish a working group to support the development of the outdoor areas to further promote outdoor learning.

Work towards Silver Rights Respecting School status.

School Priority:

Improvement in attainment, particularly in literacy and numeracy

Purpose:

To develop a consistent approach to the teaching and assessing of writing across the school.

Progress:

Staff engaged with the Steven Graham writing training with positive feedback from staff and children who have implemented the new structure and teaching methodology.

Some staff have engaged with the PM writing resources but this was not aligned with the bespoke training so this will be reviewed again next session.

There has been evidence of excellent differentiation in some classes but this was not consistent across the school and an area for further development next session.

Digital technology has been introduced to support identified children with their literacy tasks but this has been highlighted through staff self evaluation as an area to be developed next session to ensure best use of technology across the school.

Moderation both in school and across the ASG has had a positive impact on raising awareness of the literacy benchmarks and providing staff with clear guidance of achievement of a level in writing. Staff have indicated a desire to have more opportunities for collaborative working to support raising attainment.

Engaging the children in target setting and evaluating progress has begun but there has not been a consistent approach across the school. This is to be developed further next session.

Impact:

The quality and quantity of writing has improved across the school. Noted in Tracking/ planning minutes, discussions with children and staff and through observation of jotters.

Most children have been well supported through targeted differentiation of task, levels of support and the resources they have been provided supporting them to achieve at an appropriate level.

The introduction of a new digital learning resource has supported a few targeted children to engage more positively with their learning. This will now be rolled out across the school to support more widely.

All Staff were confident when assessing children and identifying levels of attainment in literacy. They were able to share this with parents through contact meetings, reports and the Online Profiling system, Seesaw.

Children are becoming aware of their individual targets for literacy and numeracy but this needs to be developed further and monitored more regularly to ensure there is a positive impact on raising attainment.

Good progress has been made in this area.

Next steps: Develop use of digital technology to support differentiation.

Implement more regular teacher/ pupil learning conversations and set and monitor smart targets

Engage in whole school review of learning and teaching approaches to build a consistent approach to raising attainment.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

This main focus of our plan was to support children to develop literacy skills. The staff engaged in writing workshops and the feedback from staff has been very positive, the children have shown an improvement in their writing across the school. Staff moderation has given them a clear understanding of a level and the opportunity to track specific children. There has been an increase in engagement with writing across the school and children are responding well to the structure. 67% of children in the target group have met their individual targets and appropriate levels.

Some of our other planned interventions were affected by staffing which hampered a consistent delivery and therefore did not deliver the desired results.

The use of Bridgend Primary School phonics mastery continues as an integral approach to developing sounds and blends. This has had a positive effect on the children and has supported their understanding of Phonics. Most children in the targeted group have met their individual targets, with 55% achieving the desired level for their stage.

Wider achievements

Coileanaidhean nas fharsainghe

This year a wide range of extra curricular activities have been provided by the staff and Highlife Highland. This has given the children the opportunity to develop a range of skills in the areas of sport, art and craft, model making, gardening and dance. The children have also been involved in community projects building links with local care homes and clubs. They have represented the school in community events of Remembrance, participated in the Rotary Club Quiz and celebrated the Coronation of the King. The children have also participated in a number of sporting fixtures including Flag football, Cross Country, Interschool football and the County Sports.

Some of the children have been able to develop their musical skills supported by our visiting specialists for Strings, Brass, Drumming, Woodwind and Chanter which although impacted by the building works have continued to support the children this session.

Every class has also been able to share their learning with parents through various performances throughout the year starting with our Christmas concert from P1-2, followed by our Scottish performance from P3-5 children. The year as ended with P6-7 presenting Joseph and his amazing Technicoloured dream coat. Each performance across the school was praised by those in attendance and gave the children the opportunity to show case their many talents.

We have also been able to celebrate individual achievements in school and through our monthly newsletters.

Comments from learners, families, stakeholders and staff

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

Strengths of the school have been identified through our various questionnaires and verbal feedback.

Parent comments:

They have a wonderful teaching network and good communication with parents in all aspects! The teachers and staff are welcoming and informative! My child is extremely happy in her class and in the school.

Welcoming and supportive, staff are approachable and feel issues are addressed.

School are great and encouraging in the learning environment, using local resources when they can to allow outdoor trips. The fun activities the school allow, colour run, disco and after school activities have been a great welcome.

Children Comments:

Being resilient and bouncing back, for example adapting to our new classrooms after the trouble with the roof.

Our school is Safe, Nice, Friendly, and Fun.

Making people happy learners.

Staff Comments:

Rights of the Child are discussed in every age and stage. We usually have outdoor learning and the playground is well used by all classes - the thingy and toughies trail is fantastic.

The outdoor areas are well used for HWB, Art, Numeracy and Literacy.

The pupil council seems to have had a good overall effect on children feeling involved in their school and to take more pride in it. Bridgend Helpers also seems to have allowed individuals to take more responsibility as well as setting a good example for younger pupils to aspire to take over the role in the future.

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

To ensure there is a consistent approach to high quality learning and teaching experiences across the school.

Review of HWB curriculum and resources to ensure well planned and progressive learning opportunities for children across the school.

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://bridgendprimaryblog.wordpress.com/> or by contacting the school office