

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2022/23

BRORA PRIMARY SCHOOL



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JOHNSTONE PLACE, BRORA, KW9 6PF

To be the best that they can be

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.

Mairi Scott
Head Teacher
Brora Primary

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 95.7	Average Class Size 23	Meeting PE Target Target Met
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Pupil Numbers 9	Teacher Numbers 5	Pupil Teacher Ratio 17
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P1 15.2%	P2 14.1%	P3 10.9%	P4 17.4%	P5 9.8%	P6 16.3%	P7 16.3%
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SIMD Q1¹ 0-10%	SIMD Q2 30-40%	SIMD Q3 50-60%	SIMD Q4 0-10%	SIMD Q5 0-10%	Unknown 0-10%
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ASN² 28.3%	No ASN 71.7%	FSM³ 76.3%	No FSM 23.7%	EAL⁴ 8.4%	No EAL 91.6%
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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	Most	Most	Most

We have had no exclusions this year.

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

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

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

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

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: Health & Wellbeing

Purpose:

We are aware that our children require support to build confidence and resilience post covid. We also live in an area of rural deprivation where opportunities for extra curricular activities are limited so there is a requirement for wider achievement opportunities to be delivered.

Progress:

- Our Outdoor Learning programme has continued with pupils accessing a wide variety of activities delivered by Ian Paterson.
- The upstairs classes have achieved their John Muir award.
- The school & ELC achieved the RSPB Bronze & Silver award.
- Full and varied activities in place for all children both in and out of school.
- All classes engaging in 'Emotional check-ins' weekly. Children able to express and discuss feelings.
- The whole school has begun to engage with the RRSA through assemblies and follow up tasks in classes. We have achieved our Bronze award.
- All classes engaged with 'Mindfulness' in a variety of ways. Much of the impact was analytical for measuring health & wellbeing. Moving forward we can now put in baselines to measure impact and collect data.

Impact:

- Through their outdoor learning experiences almost all children have gained confidence in talking within groups and resilience through problem solving.
- All children have developed practical skills while building bird houses, hedgehog homes, bug hotels, etc. for the RSPB awards.
- Knowledge about conservation and local area has increased through engaging with John Muir award.
- Almost all children in the school participate in after school clubs and all are active in school. This has resulted in an increase in fitness and general wellbeing.
- Almost all children are managing their feelings and behaviour better and there are very few reports of negative behaviour.
- All children have developed their knowledge and understanding of children's rights. Motivation to learn more about this topic is high. Rights are beginning to be embedded in the school.

Satisfactory progress has been made in this area.

Next steps:

Continue to engage with UNCRC Rights respecting schools' awards. Work towards achieving our silver accreditation in the next 2 years. To engage more with parents through assemblies so that they have a good understanding of what we are working towards.

To continue with the promotion of outdoor activities both in and out of school and possible development of after school clubs.

Continue with wellbeing emotional check ins and the promotion of health and wellbeing for all children.

To be the best that they can be

School Priority: Raising Attainment in Literacy and Numeracy

Purpose:

To raise attainment in Literacy and Numeracy as we have analysed data and have evidenced dips at all stages

Progress:

- Assessment calendar now in place across the school.
- Baseline testing established to provide data and identify dips.
- Staff are more confident in reading/analysing data. This allows informed feedback to be given to children and parents.
- Whole staff attainment meetings held twice termly to target support.
- Use of tracking and monitoring across all classes. Regular staff discussions looking at results.
- Regular meetings with partner agencies are held throughout the year.

Satisfactory progress has been made in this area.

Next steps:

We will continue to develop our assessment calendar and baseline assessments.

We will look at other baselines assessments to see if we can get more useful data.

We will continue to hold attainment meetings regularly and discuss assessment results.

Continue use of online tracker.

We need to keep working to improve our attainment in literacy and numeracy.

Impact:

- Consistent evidence collecting across all classes at identified points in the school year. This allows us to build up a bank of evidence to reinforce the attainment level of each child and to focus our teaching. We also use this to inform teaching and learning and guide future planning.
- Increased understanding of data to target intervention.
- Staff have increased confidence in submitting ACEL judgements which are linked to both ongoing and standardised assessments.
- Tracking tool in place to ensure consistent and accurate recording of data. This allows us to quickly see an overview of each child's attainment, progress, support, etc. and identify where targeted intervention is needed or gaps in learning have occurred. We can use this information to help guide the improvement plan needed for the school.
- Staff are confident in using literacy benchmarks. This allows us to identify areas of literacy to work on which will help us to raise attainment.

School Priority:

Understanding and Improving Assessment 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:

- Staff have attended cluster & ASG moderation events, and they have a good understanding of levels and are confident in awarding a level.
- ELC staff are conducting high quality observations and share digitally with parents.
- ELC have an effective tracking system in place.
- Staff have used time to moderate writing in their WTA and all teachers find the process worthwhile.
- Collegiate working is evident in the moderation process across the cluster and becoming more evident across the primary ASG- teachers more confident.
- Teachers engage in a range of different assessments to measure progress across the curriculum.

Impact:

- All staff have increased confidence in submitting ACEL judgements which are linked to both ongoing & standardised assessments.
- Clear tracking of each individual child is evident.
- Moderation across ASG is consistent.
- Assessment calendar is in place
- Attainment in both Literacy and Numeracy is increasing. Through the tracking of individual pupil data we can see that attainment in both Literacy and Numeracy is increasing. Most children in P1,P4 &P7 are attaining age and stage in CFE levels.
- Clear path identified of where we are and where we need to go.
- Staff development needs identified, and training organised for next session. Stephen Graham writing, Highland Numeracy Progression and use of Highland Literacy and Numeracy Benchmarks.
- Increased knowledge of Assessment and Moderation strategies. This means consistent/fair marking and correct levels of achievement being awarded. Areas for development easily identified. All staff confident in moderating work.
- Consistent levels being awarded across the ASG as all are using benchmarks to moderate work.

Satisfactory progress has been made in this area.

Next steps:

Continue to work on moderation and assessment within the school.

Need to further develop our moderation cycle/skills and train a member of staff to become a QAMSO who will then lead training.

Improved use of Seesaw to include parents more in the whole assessment process.

Focus now on using the benchmarks when assessing literacy and numeracy in all classes, including ELC.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

PEF funding has enabled us to employ an 'Action for children' worker. She has worked in every class across the school with the goal to raise attainment in Numeracy and Literacy and close the attainment gap. Basic number facts, phonics identification & formation, reading comprehension, spelling skills and fine motor skills are the areas that were identified to support.

Small groups of children were taken out and given intensive support, using resources such as Truggs, Toe by Toe, code cracker, flashcards, concrete maths material, etc.

Attainment increased for nearly all children and children are more confident in their literacy and numeracy skills. Children are much more willing to try to spell and sound out words, comprehension skills have improved, and readers are more fluent.

Attainment in Numeracy has improved by over 11 %, and SNA results back this up. Knowledge of basic number facts has increased, and children are more engaged and confident.

Wider achievements

Coileanaidhean nas fharsainghe

The children gained a Bronze & Silver award from the RSPB. They engaged in a variety of activities such as building hedgehog house, bird counting, wildlife detecting, recording the weather, writing poems about weather, etc.

The John Muir Trust award was also achieved by looking after our environment through beach cleans, etc.

The school entered teams in the cross country running, country dancing, bench ball, basketball, football, rotary quiz and won trophies. The children have had coaching from Ross County football, dance and Rights Respecting School workshops, Feis, Kodaly, swimming lessons, rugby lessons, golf taster sessions, etc.

We have successfully fund raised for Macmillian Nurses, Highland Hospice, Highland Wildlife Centre, The Hub Brora, and The Shelter Box Appeal raising nearly £1000.

We have worked closely with many community groups providing the children with a variety of experiences from singing, archaeological digs, finding out the history of local salt pans. to preparing an area of beach ready for Arctic terns.

The children have performed very successful school shows at Christmas and in the summer term. After school clubs are well attended by the children. These clubs include Youth Club, Golf Club, Football Training, Lego Club, Pokemon Club, etc.

Parents have been very actively involved this session. We have a well-attended PTA that have ran discos, bingos, helped at coffee mornings, dance competitions, and we now have a regular bank of volunteers.

Comments from learners, families, stakeholders and staff

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

Parents/carers asked if they feel welcomed in the school:

- 'Yes, great atmosphere and fantastic teachers'.
- 'Yes, my child loves coming to school'.
- 'It's been the best start my child could have hoped for'.
- 'Yes. Always someone to chat to for any concerns.'
- 'It's a great school. The reason we moved to Brora'.

Children comments:

What is good about our school?

- 'School is so fun with lots of friends'.
- 'The teachers are really helpful when we are worrying'.
- 'There is lots of kind kids and teachers'.
- 'I think my school is amazing'.

What would make school better?

- 'More art'.
- 'More time in other classes during golden time'.
- 'More football and outside activities'.

Staff Comments:

- 'We have engaged with self-evaluation more this session. This has helped us to see what we need to do to improve learning and teaching. We will improve and raise attainment more'.
- 'I have good relationship with my class. PEF identified children have shown huge improvements in attainment'
- 'I feel I have created an inclusive classroom and have a good relationship with the children'.
- 'I feel the class have progressed well and results back this up'.

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	Satisfactory	Choose an item.
QI 2.3 Learning, teaching and assessment	Good	Satisfactory	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	Satisfactory	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

Next session we will focus on raising attainment in writing and numeracy. We will also look at our curriculum rationale to ensure progression and coverage in all curricular areas across all stages.

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 or by contacting the school

https://sites.google.com/d/10xhtjPEXzs-ILvnmtf1YmjK3IFSeW65A/p/1hNOx9RWgIRjcXx-cRo1YLIF__C2LhRNI/edit?pli=1