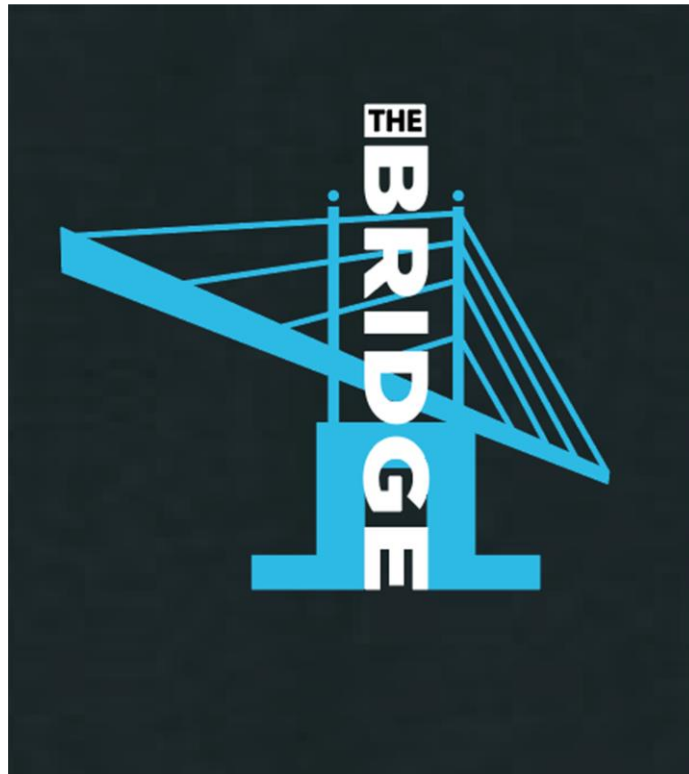


Standards and Quality Report

2023/24



The Bridge
HIGHLAND COUNCIL | INVERNESS

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 supports young people from 7 secondary schools in the South area. The purpose of the Bridge is to support young people who have significant SEBN issues and are not able to cope with the demands of a mainstream school. The Bridge has also supported young people who have returned from out of authority placements.

In session 22/23, the referral process was to send an email directly to the Bridge and almost all pupils were given a place. For session 23/24, this process has been made more rigorous and now includes a referral form and applications will go through a Joint Admission Group panel to ensure that the Bridge is most appropriate placement for that young person. The intention is to have 2 intakes a session – May/June and December/January. Additional spaces will be held for exceptional circumstances.

Young people are supported from S1 to S6, but priority is given to S3 to S6. The aim of the Bridge is to work with the young people and ensure that they achieve qualifications that will enable them to make progress. This could be a return to school or to another partner or onto a positive destination such as college, employment, or an apprenticeship.

Young people who are referred to the Bridge are approx. 40% with anxiety issues and 60% have behavioural issues. In addition, almost all will have adverse childhood experiences that are negatively impacting on them, and a large proportion have an ASD diagnosis or NDAS referral in place. Many will not attend school for up to 1 year and a small number have not attended for over 1 year. Those that did attend school routinely truant.

In order to best support the young people, the Bridge has embraced a nurture approach that is child centred with a strong focus on positive relationships.

Current staffing is 10.2 FTE teaching staff, 2.0 FTE vocational coaches, 2.0FTE CSWs and 0.4FTE Pupil Support Worker. There is also a 0.6FTE hospital support teacher attached to the Bridge, but she purely supports young people in hospital. We also 'buy in' 0.2FTE college lecturer to deliver SQA awards in the salon. All teachers are ASN teachers and have a mix of primary and secondary backgrounds.

For session 23/24 there are 3.4FTE teaching vacancies and a 1.0FTE CSW vacancy.

In session 22/23, 92 pupils were referred to the Bridge but only 58 pupils attended. Teaching contact has been limited, with a young person on average receiving 2 hours of education per week. The most contact a young person received was 6 hours per week.

Child centred, aspirational, supportive

Pupil attendance is low.

Curriculum has prioritised N4 English and N4 Maths awards. However, in addition pupils can access courses in N4 Biology, N3 Practical craft skills, N4 Skills for Work Automotive skills, N3/N4 personal achievement awards, N3/4 bike maintenance, dynamic youth awards, N4 Cosmetology and hairdressing.

The Bridge works with partners to help support the young person – base secondary school, Home to Highland, Moniak Mhor, Barnardos, Highland Employability service, UHI, My Future My Success, Skills Development Scotland, Highlife Highland, Calman Trust, Abriachan, Glachbeg, Print Studio.

The Bridge does not have designated support services such as Educational Psychologist, Counselling Services or a Primary Mental Health worker. All applications for these services must go through the base school. This has been raised with the authority as an inefficient system for our most vulnerable pupils who should be receiving priority support.

In session 22/23, teaching has been mostly on a 1 to 1 basis. This has been reviewed and for session 23/24, pupils will be taught in 1:1s, pairs and groups of up to 4. This format will help pupils with their socialising skills and working with others; life skills that are required in a post school environment.

The authority review feedback has been that attainment is weak.

Vision, Values and Aims

Vision:

To provide positive learning experiences which enable young people to thrive and gain qualifications that will enable them to successful transition.

Values:

Child centred, aspirational, supportive, trauma informed practice

Aims:

To create a calm, safe and supportive environment where young peoples' needs are met
To support and prepare young people to successful transitions
To encourage young people to become good citizens

Pupil Voice: what is working well in our school?

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

- Positive and supportive relationships with staff
- Calm and a different learning environment to a secondary school
- Flexible learning that meets the needs of our young people
- Quieter environment that makes it easier to learn
- Everyone is known by staff, and no one is 'lost'
- Taxi to and from the Bridge is a motivator to attend

Child centred, aspirational, supportive

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 course options, a broader range of courses - sports, science
- Improved links for post school transitions / employability
- Resilience and coping skills
- Sometimes work (courses) are too easy could have more challenge
- Location of building makes public transport, walking or cycling an issue

Our Improvement Journey Headlines Session 2021/22

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: Health and Wellbeing

Primary focus: Curriculum and assessment

Year of Project: 1

Purpose:

From our evaluation we noted that there are shortcomings in our PSE programme. In addition, a significant number of young people stated that feel isolated and are unable to access social groups and activities. This has been compounded by their lack of engagement and low attendance with their base school.

Progress and impact:

The PSE programme was reviewed, and it was developed to include personal development awards, youth achievement awards, employment and citizenship awards in the context of health and wellbeing, with a focus on LGBTQ, children's rights, and sexual health. This course was delivered to small groups, rather than 1 to 1s.

The impact has been to raise attainment as successful completion of this courses has led to a National 4 Personal Development award. By working in small groups, pupils have gained life and social skills that are necessary to transition onto a positive destination.

Through delivery of this course, staff were upskilled on restorative practice and conflict management. This impacted the young people by de-escalating tensions and behaviours that would hinder progress. Social skills were improved which will support post school transitions.

Throughout the session there has been an emphasis on improving links with partners – highland employability service, MYMS, DYW, HC apprenticeship scheme, autistic spectrum advisor. This has led to improved post school transitions.

Taster sessions in tennis, football, mountain biking, swimming, badminton and gym have been delivered but need to be further developed.

Some progress has been made in this area

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Next steps:

- To further develop the PSE programme to best suit the needs of the young people attending the Bridge. Pupil consultation will be required as what they need from this course. Building in SQA wider achievements awards into the course will raise attainment
- To develop and implement a promoting positive relationships policy, with a focus on trauma informed practice
- To develop and implement a google based attendance tracking system
- To develop a robust google M&T system that captures the relevant information including attainment and achievements of the young person
- Continue to review the curriculum provision and pathways including sport activities

Improvement Project 2: Leadership (staff training)

Primary focus: Teacher and practitioner professionalism

Year of Project: 1

Purpose:

Evaluation and reflection had shown that the following were required:

Upskilling and empowering of staff

Sharing good practice sessions with staff leading on numeracy and literacy strategies.

Introduce a PRD meeting timetable

Create a staff induction pack

Update policies and procedures

Progress and impact:

All staff have now had timetabled PRD meetings as per HC policy and from this staff have personalised training targets. This will improve course delivery, learning and teaching and raise standards and achievements

Staff have completed a variety of courses - leadership, autism, updating of qualifications.

Working groups have successfully developed literacy and numeracy resources for N3 and N4 Maths and English courses. Funding was obtained to support delivery of a cookery course.

Initial training has been undertaken on google tools and this will be ongoing throughout session 23/24.

Some progress has been made in this area**Next steps:**

- Clear understanding of staff role and responsibilities
- Review vision, values and aims
- Review purpose of the Bridge to ensure it best meets the needs of the young people referred.
- Communication vehicles, website, and induction packs to be completed.

Improvement Project 3: Partnerships

Primary focus: Parent/carer involvement and engagement

Year of Project: 1

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Purpose:

To develop and hold

- pupil enterprise open day
- parent/carer information sessions
- school partner open days

To create a directory of services available that could support young people – third sector, post school transitions, authority provisions, leisure sector

Progress and impact:

Two pupil enterprise open days were held in session 22/23 – November 22 and April 23.

The first open day was for parent/carers; the young people planned and led on activities that were delivered that day. The main feedback was that parent/ carers felt informed and supported with their child.

The second day had a focus on employability – third sector partners, HC employability services, welfare team. local businesses. Feedback was excellent from partners and parents/carers. This has resulted in networks being put in place that will continue to support the young people in session 23/24.

A 6 week block on information/support group sessions with Autism services took place during the summer term. The evening meetings were attended by staff and parents and this has enabled an open dialogue and improved knowledge in working with ASD. A cohesive approach to supporting young people with high levels of anxiety associated with ASD will have a positive impact on their learning and progress.

These sessions improved engagement and communication with parents and partners. Information gained supported with planning and aided transitions into and out of the Bridge.

Staff knowledge has improved and in turn this will improve relationships, empower pupils and improve parental involvement.

Good progress has been made in this area.

Next steps:

- To further develop and continue with partners/enterprise open day
- To ensure that the base secondary school works collaboratively with the Bridge to best support the needs of the young person
- Extend parental/ evening sessions as required

Evaluation of Progress

We believe we have made the following progress this session:

Quality Indicator	School self-evaluation
1.3 Leadership of Change	Weak
2.3 Learning, teaching and assessment	Satisfactory
3.1 Ensuring wellbeing, equality and inclusion	Satisfactory
3.2 Raising attainment and achievement	Weak

Quality Indicator	2022/23	2021/22	2020/21	2019/20	2018/19
1.3 Leadership of Change	Satisfactory	Choose an item.	Choose an item.	Choose an item.	Choose an item.
2.3 Learning, teaching and assessment	Good	Choose an item.	Choose an item.	Choose an item.	Choose an item.
3.1 Ensuring wellbeing, equality and inclusion	Weak	Choose an item.	Choose an item.	Choose an item.	Choose an item.
3.2 Raising attainment and achievement	Good	Choose an item.	Choose an item.	Choose an item.	Choose an item.

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	Good
Theme 4 Our health and wellbeing	Satisfactory

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Theme 5 Good
Our successes and achievements

Evidence supporting each theme:
Pupil feedback from regular discussions with lead teachers.
Input from the Pupil Voice group

Our overall evaluation of our capacity for continuous improvement is:

We have some concerns about our capacity for continuous improvement.

Staffing constraints will limit our ability to deliver a meaningful curriculum and provide the required support for the young people we support
Strategic direction required as to the Bridge's purpose, and how it fits alongside other alternative provisions in the south area

Planning Ahead

Full details of the school's 2022/23 improvement priorities and actions are detailed on the school improvement plan, which can be accessed on our website [ADD LINK](#) or by contacting the school office.