

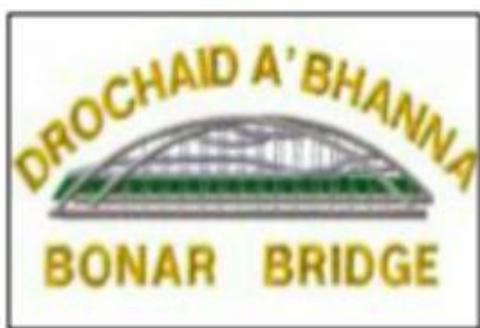


# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2024-2025**

## Bonar Bridge Primary School



Achieving, Belonging, Caring



# 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 work to 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?*<sup>4</sup> 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%	Over 90%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present Bonar Bridge Primary School and Nursery's Standards and Quality Report for Session 2024-25. This is part of our quality improvement framework and provides important information regarding our school's progress to date and next steps in school improvement.

**Self-Evaluation for Self-Improvement** is at the heart of our practice. We continue to develop that 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 continue to evaluate what we do and how it makes a difference to our learners. We always want to know what is working well for our school community and what needs further improvement. We inform our decision making and actions through the continuous process of looking inwards, outwards and forwards.

#### **Looking inwards – this 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**

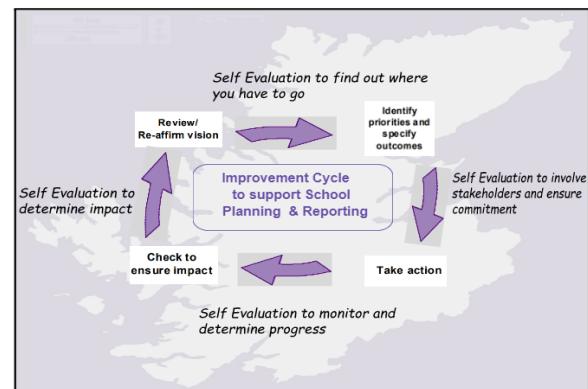
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what does not. This includes practice in other schools and establishments, learning communities and learning from educational research.

#### **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 opportunities 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 H Ross  
Headteacher  
Dornoch Firth 3-18 Campus

# School Profile

## Pròfil 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.

<b>Attendance</b> <b>92.17%</b>	<b>Average Class Size</b> <b>14.3</b>	<b>Meeting PE Target</b> <b>Target Met</b>
<b>Pupil Numbers (inc nursery)</b> <b>46 (+12nursery)</b>	<b>Teacher Numbers</b> <b>2</b>	<b>Pupil Teacher Ratio</b> <b>23:1</b>

2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Majority	Majority	Majority	Majority

Bonar Bridge Primary School is located in a beautiful rural and coastal setting, serving the local community of Bonar Bridge in the south east of Sutherland.

There are 46 children attending the school and 12 children in nursery, ranging from N3 - P7. The primary classes are made up of two composite and multi-level classes; a P1-4 and a P5-7. There is a separate nursery for 3 and 4 year olds.

The headteacher has overall leadership responsibility for Dornoch Firth 3-18 Campus schools, including Bonar Bridge Primary School. The headteacher is supported by a Depute linked to Bonar Bridge Primary School, and a campus Principal Teacher, who also has a teaching commitment in Bonar Bridge Primary. 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 satisfactory. 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 satisfactory progress towards meeting their individual targets.

Overall children are making the following progress:

<b>Reading</b>	<b>Writing</b>	<b>Listening and talking</b>	<b>Numeracy</b>
Good progress	Good progress	Good progress	Satisfactory progress

We have had no exclusions this year.

# **School vision, values and aims**

## **Lèirsinn, luachan agus na sgoile**

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Bonar Bridge Primary School is an integral part of the Dornoch Firth 3-18 Campus. All of our three schools share our vision, values and aims. These are summarised in our ethos of 'Achieving, Belonging, Caring'.

Our campus is a thriving group comprising of Bonar Bridge Primary and Nursery, Dornoch Primary and Nursery and Dornoch Academy. Our schools are 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 each one of our schools.

We want our children, families and staff to be happy, resilient and flourish in all aspects of their development and learning. We are hard-working, with a strong focus on the wide range of achievements that are open to our children and young people. We support our children to work creatively and effectively, and to fulfil their aspirations. We aim to have learning led by our pupils' curiosity, supporting them to develop imaginative responses to everything they encounter. We encourage their open-minded responses to complex and challenging issues. We work closely with our partners to provide an appropriate, individualised education for all our young people to prepare them as much as possible for learning, life and work.

Our 3-18 curriculum is aspirational, focused on appropriate attainment and achievement. It is built around our curriculum areas and subjects; learning together; the ethos and life of our school, as well as opportunities for personal achievement. We build on our past and continue to prepare our pupils for a full and successful future 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, through improving literacy, numeracy and attainment outcomes for every pupil

### Purpose:

Raising attainment is a national priority. We want to ensure that we were raising attainment appropriately for all our children in different circumstances, including those of rural deprivation.

### Progress:

1. We have continued to deliver a collegiately planned mathematics curriculum, running from Early level to end of primary BGE. Collective approaches to literacy across the primary schools have been maintained, and assessment of levels in literacy and numeracy continues as a whole-school focus.
2. Our refreshed T&M system is now firmly embedded across the primary schools. Our T&M calendar has been agreed and maintained over the session. Our staff engage in regular, scheduled analysis of attainment and target setting.
3. We put arrangements into place to allow PEF to be used to provide appropriate interventions for numeracy.
4. SOFA assessments now form a core component of the attainment data our staff use to measure achievement. NSA data is also central to this process.
5. Our campus primary staff participated in collaborative moderation in conjunction with and led by authority quality improvement managers.
6. We have focussed on our transition processes to highlight pastoral needs, as well as mental health and well-being.

### Impact:

1. We continue to share good and very good practice in learning, teaching and assessment across our primary schools. We have improved the consistency of expectations for different levels of achievement, among our staff. This has effectively fed into how we measure progress across our schools.
2. Our learners show a greater understanding of where they are in their learning, and are more able to share what their next steps are. The use of a wider range of data to augment our teachers' professional judgement has led to wider recognition of how learners can achieve levels.
3. At the start of the session, vulnerable pupils were identified and received appropriate, differentiated support.
4. Our staff report an increased resource for understanding of gaps in pupil learning that helps with making informed interventions for individual support.
5. Moderation across levels within the primary sector has increased staff confidence in making judgements of achievement of a level. Outwith P1, 4 and 7; staff are using a broader range of data to support and inform their own judgements.
6. Transition information for pupils and teachers has broadened, feeding into overall understanding of data available and how it can be used to support raising attainment.

7. We have continued to develop our pupil profiling, to ensure parity across campus.
7. Increased data sharing and opportunities for early intervention, coupled with improved pupil voice.

**Next steps:**

- We will complete the revision of our campus vision for raising attainment across the campus, to include learner voice. In support of this, we will use data from our staff voice to inform and direct our strategic next steps and day-to-day approaches
- We will review our primary BGE tracking and monitoring systems to ensure appropriate measuring of attainment across time, and an effective resource to inform attainment in the secondary BGE and senior phase.
- We will continually support level / class / department approaches to raising attainment across our campus.

School Priority:

## Learning, Teaching and Assessment

**Purpose:**

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

**Progress:**

1. We continue to improve our collegiate approaches to learning and teaching across both primary schools
2. We continued to focus on our SIP processes via working groups across the ASG. We worked to ensure our improvement processes enabled individual, level or class improvements to be pursued.
3. We continued to utilise local and campus attainment analysis to inform planning.
4. Last session we updated our policies relating to inclusion and behaviour. This session, we collectively worked on our approaches to positive relationships, gathering staff and pupil voice to improve our shared understanding of how we manage and support young peoples' and adults' expectations.
5. Following primary inspection feedback in one of our primary schools, we continued to observe purpose-filled learning and teaching. Our staff continue to share good practice.

**Impact:**

1. We observe improved consistency of learners' experiences, and sharing of good practice. Authority improvement staff have noted that our staff are delivering a good standard of learning and teaching.
2. We need further review of our approaches to self-evaluation and improvement. We need to revisit our composition of SIP working groups, to further develop and measure the impact of our collegiate working.
3. As for the previous session, our planning continues to be focussed on next steps in improving learning, teaching and assessment.
4. Challenging incidents within our school are better managed with more positive outcomes. We will continue to focus on de-escalation as a priority, without compromising the safety of our learners or staff.
5. Collegiately, we are committed to delivering lessons that are challenging, supportive and inclusive.

## Next steps:

- We will complete our campus vision for high quality learning, teaching and assessment across the campus, ensuring learner and staff voice is at the centre of our strategic and day-to-day approaches. We will have a robust, shared understanding of what high quality learning and teaching looks like. This will be shared and understood with our learners and partners.
- We will continue to consolidate our tracking and monitoring systems to enhance our interpretation of data, that will also inform how we improve our learning and teaching.
- We will support level / class / department approaches to high quality learning and teaching across the campus

## Progress and impact of Pupil Equity Fund Adhartas agus buaidh Maoin Cothromas Sgoilearan

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- We continued to plan for additional support for attainment in Numeracy, through our allocation of PEF funding towards the teaching of Numeracy, and through focussing support on pupils identified as appropriate for PEF.
- Unfortunately, the impact of staff availability has hampered our capacity to deliver PEF support at the levels we had planned. However, we were able to retain the teacher used to deliver PEF, to cover staff secondment. This ensured a higher degree of consistency of experience for our pupils.
- We continued to allow classroom teachers to focus on pupils at risk of missing out on numeracy progression and attainment, through our tracking and monitoring systems.
- We have had success in improving numeracy and literacy performance with the majority of our pupils. We measure this by looking at their progress in both areas across the session.
- We will once again evaluate this approach for 2025 – 2026. We plan for less staff movement in 2025 – 2026. We will continue to intervene for our PEF identified pupils to ensure almost all or all show progress with performance in numeracy.

## Wider achievements Coileanaidhean nas fharsainge

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- Bikeability training continues to be regularly experienced.
- The school has again fundraised for Comic Relief, Children in Need and Save the Children.
- Bonar Bridge Primary has maintained its status as a Silver Rights Respecting School.
- Our pupils regularly visit local care homes – The Bradbury Centre, and Migdale Hospital.
- The school is fully involved in the works of the local community – celebrating the anniversary of Bonar Bridge, performing to audiences, adding school updates to a quarterly local news magazine, entering local competitions and events and supporting and marking significant anniversary events e.g. Armistice Day.
- The school participates in all East Sutherland Schools Sports Association events.
- Many of our pupils attend Bonar Bridge Football club and Ross County Girls Football Club.
- Our pupils also attend golf events, local running clubs, take swimming lessons and tennis lessons.
- The school now has received accreditation for the Kindness Award – and as such, is part of the first 3-18 campuses in the UK to gain this recognition.

## 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
<b>QI 1.3</b> Leadership of change	Satisfactory	Satisfactory
<b>QI 2.3</b> Learning, teaching and assessment	Good	Good
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Good	Satisfactory

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

1. Delivering high quality learning, teaching and assessment, in every classroom, for every pupil.
2. Raising Attainment, through improving literacy, numeracy and attainment outcomes for every pupil

## Planning ahead A' planadh air adhart

Achieving, Belonging, Caring

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Full details of the school's 2024/25 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.