



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

---

**2024-2025**

**Bridgend Primary School**



# Introduction: Local and National Context

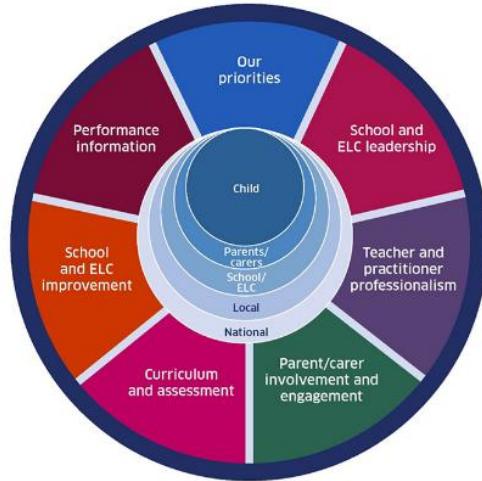
## Ro-ràdh: Co-theacsa ionadail agus Nàiseanta

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?*<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 91%	75% - 90%	50% - 74%	15% - 49%	Up to 15%

We are pleased to present our Standards and Quality Report for Session 2024-25. This report 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 what we do. 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**

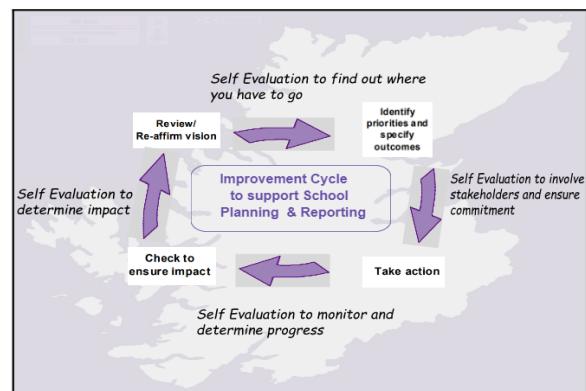
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

#### **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

## 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>91.9%</b>	<b>Average Class Size</b> <b>25.2</b>	<b>Meeting PE Target</b> <b>Target Met</b>
<b>Pupil Numbers (inc nursery)</b> <b>282 (+48 nursery)</b>	<b>Teacher Numbers</b> <b>15</b>	<b>Pupil Teacher Ratio</b> <b>19.1</b>
<hr/>		
<b>N3</b> <b>XX%</b>	<b>N4</b> <b>XX%</b>	<b>P1</b> <b>15.5%</b>
<b>P2</b> <b>13%</b>	<b>P3</b> <b>15.9%</b>	<b>P4</b> <b>17.3%</b>
<b>P5</b> <b>13.4%</b>	<b>P6</b> <b>10.8%</b>	<b>P7</b> <b>14.1%</b>
<b>SIMD Q1<sup>1</sup></b> <b>20-30%</b>	<b>SIMD Q2</b> <b>30-40%</b>	<b>SIMD Q3</b> <b>20-30%</b>
<b>SIMD Q3</b> <b>0-10%</b>	<b>SIMD Q5</b> <b>0-10%</b>	<b>Unknown</b> <b>0-10%</b>
<b>ASN<sup>2</sup></b> <b>50-60%</b>	<b>No ASN</b> <b>40-50%</b>	<b>FSM<sup>3</sup></b> <b>10-20%</b>
<b>No FSM</b> <b>80-90%</b>	<b>EAL<sup>4</sup></b> <b>0-10%</b>	<b>No EAL</b> <b>90+%</b>

2024/25 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>
Most	Most	Almost all	Most

We have had no exclusions this year.

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

There are 282 children attending the school and 48 children in nursery, ranging from N3-P7. There are currently two P1 classes, P2, P2/3 P3, P3/4, P4,P5, P5-6, 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 deputy head teacher and a principal teacher.

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

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

<sup>2</sup> ASN – Additional Support Needs

<sup>3</sup> FSM – Free school meal entitlement

<sup>4</sup> EAL – English as an additional language

# 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 have a positive attitude, work as a team, celebrate equality and diversity and be Eco friendly. We also celebrate the qualities of a good learner through the 5R's to be Responsible, Respectful, Resilient, Resourceful and Reflective.

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:

### Learning and Teaching

#### Purpose:

To ensure there is a consistent approach to high quality learning and teaching experiences across the school. Increased confidence in teaching and assessing Numeracy and Listening and Talking

#### Progress:

Staff engagement with the suggested Numeracy planning format provided through staff training.

Staff completed writing training to build on previous knowledge and further develop a consistent approach to teaching writing across the school.

Teaching staff and the Head Teacher have reviewed children's learning termly and engaged in analysing data gathered from formal and informal assessments, classroom observations and classwork to identify progress for all children.

Children have engaged in regular learning conversations to understand their own progress and identify next steps in their learning as reflected in their pupil profiles. Information on pupil progress and engagement in school is shared with Parents through Seesaw and termly contact.

Head Teacher and Depute have gathered feedback from the children about their experience of learning and teaching through pupil profile focus groups.

Children developing their use of digital technology through chrome books, micro bits, visiting IT workshops.

#### Impact:

This has had a positive impact on teaching more active maths and supported the revisiting of specific topics throughout the year.

New approaches to writing have had a positive impact for the majority of children across the school and supported raising attainment for most children.

All Staff were confident when assessing children and identifying levels of attainment in literacy using the curriculum for excellence benchmarking documents. Listening and talking was identified as an area for further development.

Further engagement with pupil profiles and structured target conversations has improved the children's understanding of their progress and helped them identify next steps for the majority of children

Information gathered from the children has supported the teachers self evaluation process and identified key areas for further development.

Use of technology has supported some identified children and increase their attainment in writing. This is an area for further development.

Good progress has been made in this area.

#### Next steps:

Review and develop planning , tacking and assessment within listening and talking.

Develop the use of IT and engagement in digital literacy to support enhancing learning and raising attainment.

Further develop pupil profiles and further engage children in learning conversations and constructive feedback.

**Purpose:**

To ensure clear progressive pathways to provide breadth and depth of learning across the school.

**Progress:**

Development of RSHP programme involved parent working groups. This has now been finalised and shared with all staff.

Children's Rights have been integrated into all aspects of learning and teaching. Children have shared in assemblies and with parents thorough Seesaw and shred leaflets through email.

Children have engaged in more outdoor learning opportunities through focussed teaching in P4-7 and integrated into the curriculum for P1-3. A teacher working group also supported obtaining funding to support playground development with increased planting and identifying resources with the children for outdoor active play sessions.

Pupils have continued to engage in wellbeing webs which have been tracked by SMT to support the wellbeing of all children.

Staff working group have developed an RME planner supported by Authority documentation which is now available to support teacher planning next session.

Developing Young Work force through IDL and curricular planning review supported planning discussions and the creation of a Careers week.

**Next steps:**

Further developing the outdoor space and resources to support the children to learn in the outdoors as part of the wider curriculum.

Also review Developing the young workforce as part of IDL development.

**Impact:**

All children now following the agreed programme to develop their understanding of RSHP as part of Heath and wellbeing.

Children and Parents are now much better aware of Children's Rights. We are awaiting feedback from our recent engagement with UNICEF to see whether we have met the criteria for Gold recognition.

All children have had more engagement with the outdoors through specific teaching and active play. Also food and health was reviewed which we hope to develop further with the playground development involving parent support. This will be developed further next session.

Children have all engaged in reviewing their wellbeing but this will be developed further next session to ensure consistency across the school.

Teachers will now have a structured plan to follow to ensure breadth of learning and a progressive approach to teaching RME across the school.

Careers week was successful and gave the children a focus to think about possible careers as part of reviewing their reflective profiles. WE hope this can be encompassed into the planning for IDL next session.

Good Progress has been made in this area.

# 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 implemented structured writing lessons and most of the children have shown an improvement in their writing across the school.

The staff used a range of formative and summative assessments to track progress and also used the results to plan for supporting children with specific targets.

The introduction of the IDL programme has supported closer tracking of progress for identified children. 67% have made good progress in reading and 21% made some progress. 71% have made good progress in their spelling and 16% made some progress.

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. WE have also continued to monitor and track attendance has also been monitored and actions taken to support an increase in attendance for identified children. 95% have shown an increase in attendance since interventions have been introduced. 13% have had involvement from social work to support raising school attendance.

## Wider achievements

### Coileanaidhean nas fharsainge

---

This year we have continued to provide a wide range of extra curricular activities supported by staff and Highlife Highland and volunteer parents. This has given the children the opportunity to develop a range of skills in the areas of sport, art and craft, knitting and sewing, model making and gardening. The children have also been involved in community projects building links with local care homes and clubs. They have represented the school in the Rotary Club Quiz. The children have also participated in a number of sporting fixtures including Flag football, Cross Country, Interschool football and the County Sports. All of these activities and the quality learning and teaching in school have supported the school to be awarded Gold Sports Scotland Award.

Some of the children have been able to develop their musical skills supported by our visiting specialists for Strings, Brass, Drumming, Woodwind and Chanter and performed for different audiences in school and the local community.

Every class has also been able to share their learning with parents through various performances. P2-4 classes shared their learning at Christmas performing "Twas the Night Before Christmas". The P5-7 classes shared a moving performance reflecting on WWII and the P1 children performed during a daffodil tea to their parents and family.

Each performance across the school was praised by those in attendance and gave the children the opportunity to showcase their many talents.

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

## Comments from learners, families, stakeholders and staff

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

---

#### Parent:

I think the school strengths are Kindness, inclusion, and learning made fun.

I think the school has caring teachers. They provide a range of after school activities. The staff listen to the kids when they have ideas. A great community feel from the staff.

That each child feels that they belong within the school regardless of where they are from, or colour or even they have learning difficulties. They make sure that they have friends and teachers that they can go to for help and support

**Children:**

I have enjoyed making improvements to the school , raising money and getting more people involved in different events. P4 girl

I like being in the Pupil council, we get to talk to each other and we got to pick the new playground equipment. P4 boy

I think learning about our rights has helped people to understand each other better. I really enjoy doing the assemblies and sharing about our rights. P7 girl.

**Staff:**

Children have lots of choice in their learning and I always make this explicit to them so they realise how seriously I am taking their views

-When we do something new, I will ask them how they want to go about doing it.

For example, when learning about money, They said they would like a shop and for the shop to be outdoors, we created this in the open area.

Collegiate working between the staff , high expectations of behaviour and whole school focus to improve our school is a key strength in Bridgend.

We work well as a team with good communication allowing for open and honest discussions , supportive SMT team who are approachable, a nice place to work.

## 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	Very good	Good
<b>QI 2.3</b> Learning, teaching and assessment	Good	Satisfactory
<b>QI 3.1</b> Wellbeing, equality and inclusion	Very 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: Satisfactory

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 planning, tracking and assessing high quality learning and teaching experiences across the school.

To ensure clear progressive pathways in all curricular areas across the school.

## **Planning ahead**

### **A' planadh air adhart**

---

Full details of the school's 2025/26 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 on 01349 882285.