

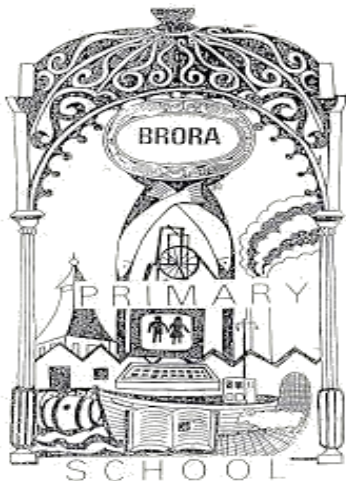


# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

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**2024-2025**

## Brora Primary School



To be the best we 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%	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.

Mairi Scott  
Head Teacher  
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**  
**93.5%**

**Average Class Size**  
**18.6**

**Meeting PE Target**  
**Target Met**

**Pupil Numbers (inc nursery)**  
**93 (+ 15 nursery)**

**Teacher Numbers**  
**7**

**Pupil Teacher Ratio**  
**14.1**

**N3**  
**XX%**

**N4**  
**XX%**

**P1**  
**9.7%**

**P2**  
**15.1%**

**P3**  
**17.2%**

**P4**  
**16.1%**

**P5**  
**12.9%**

**P6**  
**17.2%**

**P7**  
**11.8%**

**SIMD Q1<sup>1</sup>**  
**0-10%**

**SIMD Q2**  
**40-50%**

**SIMD Q3**  
**50-60%**

**SIMD Q4**  
**0-10%**

**SIMD Q5**  
**0-10%**

**Unknown**  
**0-10%**

**ASN<sup>2</sup>**  
**40-50%**

**No ASN**  
**50-60%**

**FSM<sup>3</sup>**  
**10-20%**

**No FSM**  
**80-90%**

**EAL<sup>4</sup>**  
**0-10%**

**No EAL**  
**90+%**

2024/25 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

**Reading**

Most

**Writing**

Most

**Listening and  
talking**

Almost all

**Numeracy**

Almost all

We have had no exclusions this year.

<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

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#### Vision

"To be the best we can be."

#### Our School Values

**Build Friendships**

**Respectful**

**Open-Minded**

**Responsible**

**Always Kind**

#### Aims

- We aim to build friendships by making sure everyone is included, nurtured and caring towards each other. This will help us become confident individuals.
- We aim to be respectful by knowing about our rights, listening to adults and progressing through our Rights Respecting School Awards.
- We aim to be open-minded by not being afraid of trying new things and doing them with a can-do attitude. This will help us be effective contributors.
- We aim to be responsible by looking after our school, each other, the environment and our local community which makes us responsible citizens.
- We aim to always be kind by treating others the way we want to be treated and being happy for peers' achievements in becoming successful learners.

## 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:

#### Assessment, Tracking & Monitoring

**Purpose:** HC directive for all schools to engage with Progress & Attainment (P&A) and Seemis as a tracking and monitoring tool.

**Progress:**

- \* Staff training has improved staff knowledge
- \* Staff training has increased confidence
- \* All teachers now using P&A to report to parents
- \* Staff have a better understanding of analysing data and using this to target interventions

**Impact:**

- \* Teachers are more confident in the using the system
- \* We have a consistent reporting format across Highland.
- \* Reduction in workload for teachers and admin.

**Next steps:** Continue to increase confidence and embedded processes. Training for new staff to ensure consistency.

School Priority:

#### Improvement in Attainment of Writing

**Purpose:**

This project was to further embedded and develop attainment in writing across the school as results had dipped.

**Progress:**

- Staff are involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned CPD.
- Staff training has improved planning and given teachers confidence in writing lessons and assessment strategies.
- Tracking & monitoring are well understood and used effectively to secure improved outcomes for all learners.
- Staff training in writing has increased confidence in learning, teaching, and assessing writing & the moderation process.
- Most children are attaining appropriate levels.

**Impact:**

- Pupils are succeeding due to the structure and implementation of the Steven Graham writing program.
- Teachers are much more confident in the teaching of writing.
- Pupils are clearer of their expectations in writing sessions.
- Reluctant writers are engaging more.
- We have a consistent writing program across most of our schools within our ASG.
- Knowledge of language and how to become a better writer has improved and this is evidenced through our attainment.
- Further improvements have been made to our tracking system to ensure accurate recording of data following in depth conversations around attainment.

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- Good progress is demonstrated through robust tracking of attainment over time in literacy and at all stages.

#### Next steps:

- Continue to improve attainment in writing further by ensuring strategies continue to be used.
- Benchmarks to be used as the tool to guide assessment and moderation discussions within school & ASG.

#### School Priority:

### Improving numeracy

#### Purpose:

This project has been developed in response to dips in attainment across Highland.

#### Progress:

- \* Most children and young people are attaining appropriate levels, and a few have exceeded these.
- \* Staff involved in the process of change and in evaluating the impact of improvements. This is supported by carefully planned CPD.
- \* There is an increase understanding of how to use data and how to use short term interventions to increase attainment

#### Impact:

- Increased use of the Highland Numeracy Progression by teaching staff.
- The teaching of numeracy strategies has increased and improved the learning for all.
- Technology is beginning to be used to support our children with ASN which is having a positive impact on their attainment.
- Staff training has increased confidence in learning, teaching, and assessing of numeracy.

#### Next steps:

- Continue to improve attainment in numeracy further by ensuring strategies continue to be used.
- Benchmarks to be used as the tool to guide assessment and moderation discussions within school & ASG

## Progress and impact of Pupil Equity Fund

## Adhartas agus buaidh Maoin Cothromas Sgoilearan

### Impact of Pupil Equity Fund on Literacy and Attainment

The Pupil Equity Fund was strategically used to employ an Action for Children Worker, enabling targeted interventions to support literacy development across all stages of the primary school. Key outcomes include:

- **Literacy Interventions:**

- Games and activities were implemented across all stages, with class teachers reporting increased confidence among all pupils.
- Targeted support was provided through **Trugs** and **Toe by Toe** for identified groups and individuals.
- Ongoing **termly attainment meetings** ensured progress was monitored and next steps planned effectively.
- Continued professional development, including **Steven Graham writing CPD**, has enhanced teaching and learning in writing.

- **Assessment and Moderation:**

- Training has strengthened **assessment and moderation practices** across the ASG (Associated Schools Group).
- All pupils engaged with **NSA/SOFA assessments**, providing a comprehensive picture of attainment.

- **Attainment Highlights:**

- **Reading:** Most children in middle and upper stages showed significant gains in reading scores, with improved fluency noted across all classes.
- **Numeracy, Listening & Talking, Reading, and Writing:** Most pupils are achieving age and stage norms in all areas assessed by NSA/SOFA

## Wider achievements

### Coileanaidhean nas fharsainghe

Pupils have enjoyed the experiences that East Sutherland School's Sports Association (ESSSA) has given them. Competitions have helped the pupils form positive friendships and relationships across the cluster and Associated School group promoting health and wellbeing and giving them access opportunities for participation in sports.

- \* Cross Country
- \* Scottish Dancing
- \* Football
- \* Basketball
- \* Badminton
- \* Bench ball
- \* Swimming
- \* Golf

Volunteers have made huge changes in pupil's self-image by promoting a growth mindset and increasing their confidence in a variety of situations. They help our pupils increase and develop social skills and connect with people in their community thus increasing their self-understanding, independence, and confidence. With the help of our Active School's Coordinator, family links through parental engagement and community links we have had the opportunity to run these clubs.

- \* Dancing
- \* Running
- \* Basketball
- \* Badminton
- \* Football
- \* Running
- \* Zumba

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Local community groups have worked closely with the school and supported us in many ways such as workshops or donations. This has allowed us to enhance the children's skills and knowledge in a variety of areas. We thank;

- \* The Charity shop
- \* The Heritage Centre
- \* Go Wild
- \* Safe, Strong & Free
- \* The Hub
- \* Exotic animals

Kodaly and Fèis featured on our calendar. Kodaly is the idea that music should be a social and cultural experience. Kodály is musical education which teaches concepts, creativity, and collaboration for young children in nursery and up to P3/4.; Fèis worked with P5-7 giving them the opportunity to participate in traditional music and Gaelic learning. The Fèis provides opportunities for learners to develop their skills and talent with the emphasis always on fun.

There were opportunities in our school to be healthy and safe. Safe, Strong, and Free initiative is a programme of interactive puppet workshops which give the pupils strategies to use which will help them stay safe if they encounter bullying, an approach from a stranger or an unwanted/inappropriate approach from an adult they know.

Childsmile is a national programme designed to improve the oral health of children and reduce inequalities both in dental health and access to dental services. Children take part in this initiative with toothbrushing and visits with our Oral Health Educator.

The school received its silver Rights Respecting School award. Children's Rights are well embedded across the school with children leading learning.

The pupils held two very successful Coffee Mornings, they planned, baked and hosted the events which were open to all in the community. Over £2000 was raised and much of it was donated to various local charities.

## Comments from learners, families, stakeholders and staff

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

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#### Learners

- I am really proud of my reading. I scored well in my reading placement test. It is all much easier for me now.
- I really like doing my reading in school. It helps me settle and relax and then I am ready for work.
- Everybody in our school is kind, I have some really good friends.
- I like doing gymnastics in P.E. I am getting better at it.
- I love chimney sums in maths.
- I liked doing paired reading with the younger classes.
- I found the ICT buddies really good. It was fun teaching the younger children.
- I like helping around the school and doing jobs for Miss Scott.

*To be the best we can be.*

### Families

- I like coming into the school and seeing all the progress she makes.
- There are so many fun things you can do at this school.
- My child has made massive improvements in his work since starting in Brora.
- I enjoy seeing all the fantastic project work and assemblies.
- It's great to see kids happy at work.
- I really appreciate the support from the school. Thanks for being such a great school!

### Staff

- In terms of writing, I feel that my teaching of it has really improved this year. My teaching input is more effective, we go over examples together and we discuss ways to make it even better – all using the Steven Graham techniques. The children really enjoy doing the description bubbles, using similes and putting more describing words into their work. Again, when we did instruction writing we spoke about how we could enhance our work for instance putting more detail into the steps and using some describing words.
- The Highland Numeracy trackers are a great way to keep track of where each child is and identify maybe who needs a bit of support. The basic facts are a great way to keep number bonds fresh in their minds and resources such as Numicon help when needed.
- I think the progress tracker that we have up and running is brilliant. It is great to have all assessment and tracking information in the one place where we can monitor progress and attainment and identify gaps and target support/intervention.
- We are making significant progress embedding the Highland Numeracy Framework across the school.
- Regular attainment meetings with the HT & ASNT have been valuable and successful, as they help identify gaps and highlight the areas where interventions are needed.
- My class have become more confident using ICT to create Powerpoints, reports, and other digital content. The older children have been successful in teaching younger children ICT skills, digital buddies.

## Capacity for continuous improvement Comas airson leasachadh leantainneach

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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:

*To be the best we can be.*

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

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 continue to focus on raising attainment in reading and numeracy. This will ensure continual improvement in all areas of the school and the learning experiences. The authority have revised their Highland Raising Attainment Strategy which will be a priority for all schools.

## 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 or <https://sites.google.com/golspiehigh.org.uk/broraprimary/home> or by contacting the school office