



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2025-2026

The Bridge



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%

School Profile

Pròifil na Sgoile

The Bridge Education Centre is a specialist off-site provision serving young people from seven secondary schools across the Inverness South Area. The service supports learners who experience significant barriers to education, including social, emotional and behavioural needs (SEBN), neurodiversity, trauma, school avoidance, disrupted educational pathways and other additional support needs.

During session 2025–26, approximately 80 young people accessed provision at The Bridge through a combination of part-time placements, dual placements and personalised learning pathways. The service is led by a Manager and Principal Teacher team and is supported by Additional Support Needs teachers, vocational staff, Children's Services Worker, Pupil Support Worker and partner agencies.

Almost all learners attending The Bridge have identified additional support needs. Approximately 52% of learners are registered for free school meals and a significant proportion live within areas of socio-economic deprivation. Many young people have experienced prolonged periods of non-attendance prior to referral, with some having been out of formal education for extended periods.

As a specialist provision with a relatively small cohort and highly individualised learner pathways, attainment and progress are reported using overall statements rather than year group comparisons. This ensures confidentiality while providing an accurate reflection of learner outcomes.

Overall, attainment across The Bridge continues to improve. National 4 attainment has increased significantly over the past three years, and National 5 attainment continues to rise. Most learners make good progress towards their individual learning, wellbeing and attainment targets. Learners who face significant barriers to learning demonstrate increasing engagement with education and achieve success through a combination of qualifications, wider achievement awards, vocational learning, college partnerships and positive destination pathways.

Attendance remains an area of ongoing focus; however, many learners demonstrate significant improvements in attendance and engagement following referral to The Bridge. Exclusions are rare and the service places a strong emphasis on trauma-informed, relational approaches that promote regulation, inclusion and positive behaviour.

Data relating to our context: census point last September (from parentzone)

Use school overview dashboard to support completion: [School Overview Dashboard](#)

Pupil Numbers		Attendance		Teacher Numbers	
XX		XX%		XX	
S1	S2	S3	S4	S5	S6
XX	XX	XX	XX	XX	XX
SIMD Q1	SIMD Q2	SIMD Q2	SIMD Q3	SIMD Q5	Unknown
XX%	XX%	XX%	XX%	XX%	XX%
ASN	FSM	EAL	Glossary: FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation SIMD1 % pupils living in most deprived areas SIMD5 – % pupils living in least deprive areas ASN – Additional Support Needs EAL – percentage of learners whom English is an Additional Language		
XX%	XX%	XX%			

Attainment

Literacy and Numeracy in S1-S3 – Broad General Education -

2024/2025 Proportion of pupils achieving Curriculum for Excellence Levels by the end of S3

Level 3

Reading	Writing	Listening and talking	Numeracy
Choose an item.	Choose an item.	Choose an item.	Choose an item.

Level 4

Reading	Writing	Listening and talking	Numeracy
Choose an item.	Choose an item.	Choose an item.	Choose an item.

Gaelic Medium 2024/2025 Proportion of pupils achieving expected Curriculum for Excellence Levels by the end of S3

Level 3

Gaelic reading

Choose an item.

Gaelic writing

Choose an item.

Gaelic listening and talking

Choose an item.

Level 4

Gaelic reading

Choose an item.

Gaelic writing

Choose an item.

Gaelic listening and talking

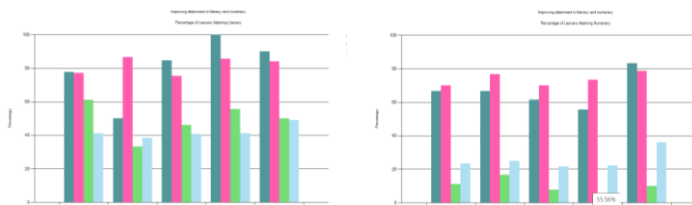
Choose an item.

For headings below, include **key** national benchmarking info from Insight which shows leavers attainment in literacy/ numeracy; overall quality of achievement and destinations.

Senior Phase

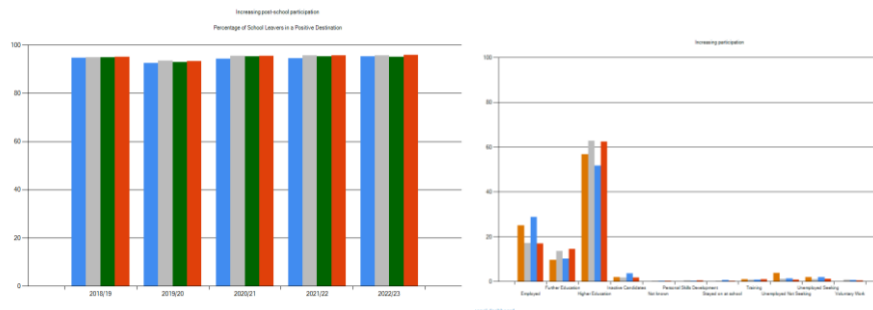
Add summary messages from attainment **meetings to graph or table**

% Pupils Lit/Num at level 3/4/5/6 in S4/5/6 compared to VC/National
eg headline message from



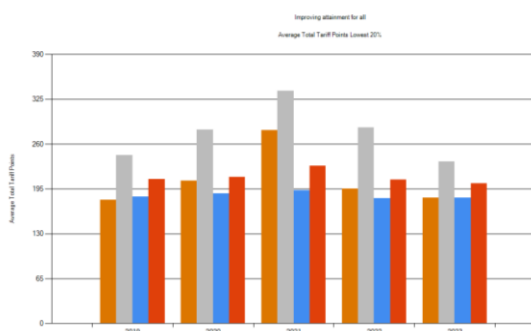
Senior Phase Leavers

Add summary messages from your March Insight analysis



Cohorts – Attainment for All

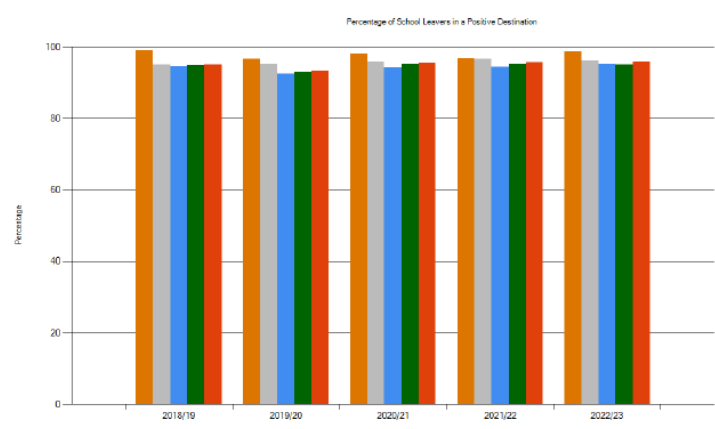
Add summary messages–



CONNECTED, EMPOWERED ASPIRATIONAL

Destinations of School Leavers

Add summary messages–



School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision

To provide a safe, inclusive and aspirational learning community where every young person is supported to reconnect with education, achieve success and develop the confidence, skills and resilience needed for learning, life and work.

Values

Connected – We build positive relationships based on trust, respect and belonging. We work collaboratively with young people, families, schools and partners to support success.

Empowered – We recognise and develop individual strengths, promote learner voice and choice, and support young people to take an active role in their learning and future pathways.

Aspirational – We maintain high expectations and create opportunities for achievement, attainment and positive destinations. We encourage young people to believe in their potential and develop ambitions for the future.

Aims

The Bridge aims to:

- Provide a safe, nurturing and trauma-informed learning environment.
- Improve engagement, attendance, attainment and achievement.
- Deliver personalised learning pathways that meet individual needs and aspirations.
- Develop literacy, numeracy, wellbeing and employability skills.
- Support successful transitions, reintegration and positive destinations.
- Promote inclusion, equity and learner participation.
- Work in partnership with families, schools and agencies to improve outcomes for young people.

Review of progress of improvement plan projects for session 2025/26

Ath-sgrùdadh air adhartas airson an t-seisein

These projects are linked to the priorities for Scottish Education based on the National Improvement Framework aimed to deliver excellence and equity. Parent/Carer information is available [here](#).

School Priority 1: Literacy for All	
School Improvement Plan Priority 1	
Summary of progress	Next steps
During session 2025–26, The Bridge continued to strengthen its focus on literacy as a key driver of attainment, achievement and inclusion. Staff worked collaboratively to develop literacy assessment and intervention approaches that better identify learner needs and provide targeted support. Literacy interventions were expanded and staff capacity increased through professional learning and training. Three additional members of staff undertook training to support literacy assessment and intervention delivery, increasing the service's ability to identify barriers to learning and provide timely support. Assessment information has been used more effectively to inform personalised planning, identify targeted interventions and monitor learner progress. Learners receiving literacy support demonstrated increased confidence, engagement and participation in learning.	The service will build on this progress through the introduction of Literacy Passports, further development of literacy across learning approaches, strengthened moderation processes and improved tracking of literacy progress and intervention impact.

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Staff report greater confidence in identifying literacy difficulties and adapting learning experiences to meet individual learner needs. Work undertaken during the year has highlighted the importance of developing a more consistent whole-service approach to literacy across all curriculum areas. Self-evaluation identified opportunities to further strengthen literacy tracking, moderation and learner profiling to ensure that literacy development is embedded across learning and contributes to improved attainment and achievement.	
Impact Increased staff capacity to assess and deliver literacy interventions. • Improved identification of literacy needs through assessment and professional dialogue. • Increased learner engagement and confidence in literacy activities. • Literacy interventions increasingly inform personalised learning pathways. • Improved attainment and achievement outcomes across the service. • Literacy identified as a key priority for continued improvement and embedding across learning.	

School Priority 2: Health and Wellbeing – Emotional Literacy, Inclusion and Trauma-Informed Practice

School Improvement Plan Priority 2

Summary of progress

During session 2025–26, The Bridge continued to strengthen its trauma-informed and relationship-based approach to supporting young people. A strong focus was placed on emotional wellbeing, inclusion, learner voice and creating conditions in which young people feel safe, respected and ready to learn.

Staff engaged in ongoing professional learning linked to trauma-informed practice, emotional literacy and inclusive approaches. Collaborative work with Educational Psychology Services supported the development of trauma-informed reintegration approaches and strengthened staff understanding of how best to support learners who have experienced adversity, disrupted educational pathways and barriers to engagement.

The service continued to develop its Positive Relationships Policy, induction procedures and pupil support processes. Weekly pupil focus meetings and revised reporting procedures improved communication, planning and responsiveness to individual learner needs. A renewed emphasis on learner voice and participation ensured that young people were increasingly involved in decisions about their learning, support and future pathways.

Wellbeing data indicates a significant improvement in outcomes for learners. The GHWB Matrix demonstrated an approximate 30% increase in wellbeing scores across the service. Almost all learners report feeling safe, respected and listened to, and most report positive relationships with staff and peers. Attendance and engagement also improved for many young people, reflecting increased trust, belonging and connection to education.

The service further strengthened safeguarding procedures through review of attendance, transport and pupil movement systems, ensuring robust oversight and clear communication with families and partner agencies.

Next steps

The service will continue to embed trauma-informed practice through all aspects of provision, further develop trauma-informed reintegration pathways with partner schools and strengthen approaches to measuring and evidencing wellbeing outcomes over time.

Impact

- Approximately 30% improvement in learner wellbeing scores.
- Almost all learners report feeling safe, respected and listened to.
- Improved attendance and engagement for many learners.
- Increased learner participation in planning and decision-making.
- Strengthened trauma-informed practice across the service.
- Improved safeguarding, attendance and transport procedures.
- Positive feedback from learners, families and partner agencies regarding relationships and support.

School Priority 3: Learning and Teaching – Pace and Challenge – Raising Attainment

School Improvement Plan Priority 3

Summary of progress and impact

During session 2025–26, The Bridge continued to develop learning and teaching approaches that promote engagement, challenge and attainment for learners with diverse needs and starting points. Staff maintained a strong focus on personalised learning, ensuring that learning experiences were appropriately differentiated and responsive to individual strengths, barriers and aspirations. Curriculum development has contributed significantly to improved learner outcomes. The introduction and expansion of curriculum pathways, including additional sciences, Modern Studies, Geography, Construction and Early Learning and Childcare, have increased learner choice and improved opportunities for attainment and achievement. Learners have benefited from a broader range of academic, vocational and employability pathways aligned to their interests and future aspirations. Professional dialogue, moderation activities and collaborative planning have supported staff in developing a shared understanding of standards, progression and learner expectations. Learning conversations and pupil voice activities have increasingly informed planning and target setting, enabling learners to take a more active role in their educational journey. Attainment continues to improve across the service. National 4 attainment increased from 33 awards in 2023–24 to 85 awards in 2025–26. National 5 attainment also increased from 2 awards to 11 awards over the same period. Most learners make good progress towards their individual learning, wellbeing and attainment targets despite significant barriers to engagement and learning prior to referral. The service has also strengthened opportunities for wider achievement, vocational learning, college partnerships and employability experiences. Increasing numbers of learners are progressing to positive destinations, including college, training, employment, apprenticeships, reintegration placements and other post-school pathways.

Next steps

Self-evaluation has identified the need to further strengthen literacy across learning, develop a whole-service numeracy framework and improve tracking of learner progress, skills development and positive destinations. Future improvement activity will focus on embedding literacy and numeracy interventions, developing learner profiling and employability passports, and strengthening pathways into further education, training and employment.

Impact

Significant increase in National 4 attainment over three years.

- Increased National 5 attainment and curriculum breadth.
- Improved learner engagement and participation in learning.
- Increased learner choice through expanded academic and vocational pathways.
- Stronger moderation and professional dialogue around standards and progression.
- Increased wider achievement and employability opportunities.
- Growing numbers of learners progressing to positive destinations.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

N/A

Wider achievements

Coileanaidhean nas fharsainghe

Young people at The Bridge continue to achieve success through a wide range of opportunities that develop confidence, skills, citizenship and community engagement.

During session 2025–26, learners participated in the Youth Philanthropy Initiative (YPI), with one learner receiving recognition for their contribution to charitable work and community engagement. Learners also worked in partnership with The Haven Respite Centre, designing and creating planters that contributed positively to the local community and provided valuable opportunities to develop practical skills, teamwork and social responsibility.

Partnership working with Moniack Mhor and the Scottish Book Trust supported learners to engage in creative literacy activities, including participation in the *Witches Project*, which encouraged creativity, communication and confidence in literacy. The service also continued to develop the Bridge Library and progressed work towards achieving Reading Schools accreditation, promoting a culture of reading and literacy across the centre.

Learners increasingly participated in activities alongside mainstream peers, including careers events, transition activities and community events. Participation in joint events, including Christmas celebrations and careers activities with local secondary schools, provided valuable opportunities for social inclusion, relationship building and preparation for future transitions.

Wider achievement opportunities continue to play a significant role in developing confidence, resilience, communication skills and aspirations. These experiences complement formal qualifications and support learners to develop the skills, attributes and capabilities required for learning, life and work.

Comments from learners, families, stakeholders and staff

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

Feedback gathered from learners, families, staff and partner agencies during session 2025–26 highlights the strength of The Bridge's relational, trauma-informed and inclusive approach.

Almost all learners report feeling safe, respected and listened to within the service. Learners value the positive relationships they have with staff and describe The Bridge as a place where they feel comfortable, supported and able to learn. Young people report that small class sizes, personalised support and flexible learning pathways help them engage with education and achieve success. Many learners identify increased confidence, improved wellbeing and stronger aspirations for the future as positive outcomes of their experience at The Bridge.

Families continue to provide positive feedback regarding communication, support and the responsiveness of staff. Parents and carers describe the service as welcoming, nurturing and highly personalised. Many families report improvements in their child's attendance, wellbeing, confidence and engagement with learning following referral to The Bridge. Families particularly value the strong relationships developed between staff, young people and home.

Partner agencies and referring schools recognise The Bridge's contribution to supporting vulnerable learners and improving outcomes for young people who face significant barriers to education. Partners highlight the service's collaborative approach, commitment to inclusion and effective multi-agency working. Increased opportunities for vocational learning, employability experiences, college links and transition planning have been recognised as strengths.

Staff report increased confidence in delivering trauma-informed, inclusive and personalised approaches. Collaborative professional learning, partnership working and ongoing self-evaluation have strengthened practice and contributed to improved outcomes for learners.

Feedback from all stakeholders continues to inform service development and improvement planning. Priorities identified through consultation have directly influenced the development of the 2026–27 School Improvement Plan, particularly in relation to literacy, numeracy, employability and positive destinations.

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 progress as follows:

QI 1.3 Leadership of change	Good
QI 2.3 Learning, Teaching and Assessment	Very good
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Very good
QI 3.2 Raising attainment and Achievement/Securing children's progress	Very good
Other QIs reviewed	

Our overall evaluation of our capacity for continuous improvement is:

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We are confident in our capacity for continuous improvement.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

1. Literacy Across Learning: Assessment, Intervention and Attainment To embed literacy consistently across all curriculum areas through improved assessment, intervention, learner profiling and tracking systems. The service will introduce Literacy Passports and strengthen approaches to monitoring progress and evaluating impact on attainment and achievement.

2. Numeracy for Life and Learning: Assessment, Intervention and Progression

To develop a whole-service approach to numeracy through improved assessment, dyscalculia awareness, targeted interventions and robust tracking procedures. The service will establish Numeracy Passports and increase staff confidence in supporting learners with numeracy difficulties.

3. Employability, Transitions and Positive Destinations

To develop a coherent employability and transitions framework that supports learners to recognise, evidence and articulate their skills, strengths and achievements. The service will strengthen work-related learning, employer engagement, destination tracking and partnership working to improve progression into further education, training and employment.

Planning ahead

A' planadh air adhart

The Bridge has made significant progress in improving wellbeing, learner engagement, attainment, achievement and positive destinations. Self-evaluation evidence indicates that the next stage of improvement should focus on embedding literacy across learning, strengthening numeracy assessment and intervention frameworks, and further developing employability and transition pathways. These priorities build on existing strengths while addressing identified areas for development and will support continued improvement in outcomes for young people.

Full details of the school's 2026/27 improvement priorities and actions are detailed on the school improvement plan, which can be accessed by contacting the school office.