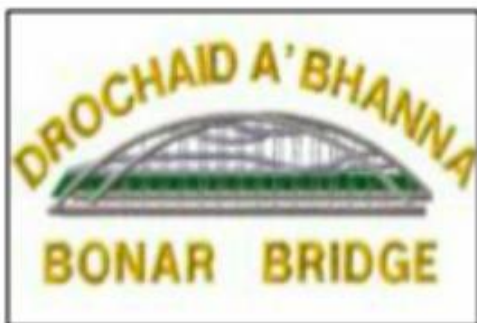




STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Bonar Bridge Primary School



Introduction: Local and National Context

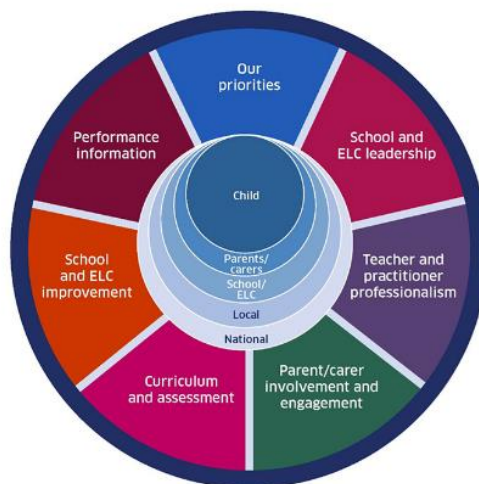
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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?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 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 2023-24. This forms part of our quality improvement framework and 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 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 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 our decision making and actions through a 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

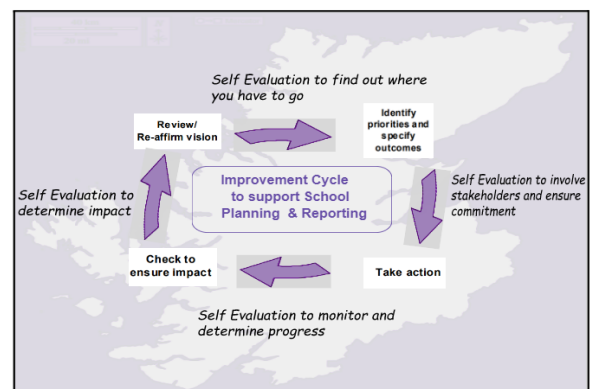
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools and establishments, learning communities and learning from educational research.

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 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 daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Norman H Ross
Headteacher
Dornoch Firth 3-18 Campus

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
90.4%

Average Class Size
14.3

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
43 (+7 nursery)

Teacher Numbers
3

Pupil Teacher Ratio
14:1

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

Reading

Writing

**Listening and
talking**

Numeracy

Majority

Majority

Majority

Majority

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

There are 43 children attending the school and 7 children in nursery, ranging from N3 - P7. The primary classes are made up of three composite and multi-composite classes; a P1-3, a P4/5 and a P6/7. 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 Principle 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:

Reading

Writing

**Listening and
talking**

Numeracy

Satisfactory progress

Satisfactory progress

Satisfactory progress

Satisfactory progress

We have had no exclusions this year.

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Bonar Bridge Primary School is part of the Dornoch Firth 3-18 Campus. Each of our three schools share our vision, values and aims.

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

We want our children, families and staff to be happy, resilient and be able to 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 issues. We work closely with partners to provide an appropriate, individualised education for all our young people to prepare them for learning, life and work.

Our 3-18 curriculum rationale 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. To ensure that we remain a vibrant and progressive campus, we re-visit our rationale on a regular basis with our partners and school community. This means 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

Purpose:

Raising attainment continues to be a national priority. We want to make sure that we were raising attainment for all our children in different circumstances, including rural deprivation.

Progress:

1. Collegiately planned mathematics courses ran from Early level to end of primary BGE. Collective approaches to literacy across sectors continued.
2. After considerable consultation and planning, tracking and monitoring in numeracy and literacy has been improved through a refreshed T&M system.
3. PEF continues to be used to provide appropriate interventions for numeracy.
4. Timescales for assessments were agreed and implemented. This included the embedding of SOFA assessments.
5. Collaborative opportunities for staff in moderation across levels. Campus signed up for a new 'moderation collaborative' in Highland Region for next session.
6. Collegiate cross sector approach to ACEL continues, with additionality of SOFA assessments.
7. Refresh and revision of pupil profiling systems, to ensure parity across campus.

Impact:

1. Good practice is shared across primary and secondary sectors. Consistency of expectations for different levels of achievement feed into progress across campus.
2. A collectively agreed system now exists that allows for data interrogation across levels and across time. This improves the timing and breadth of early interventions.
3. Vulnerable pupils were identified and received appropriate differentiated support.
4. This has increased staff understanding of gaps in pupil learning and informed necessary interventions for support.
5. Moderation across levels (and into secondary BGE) has increased staff confidence in making judgements of achievement of a level.
6. Transition information for pupils and teachers is broadening, feeding into overall improvement of data analysis in relation to raising attainment.
7. Increased data sharing and opportunities for early intervention.

Next steps:

- We will revisit our campus vision for raising attainment across the campus, ensuring learner and staff voice informs and directs our strategic and operational approaches
- We will embed our primary BGE tracking and monitoring systems to further utilise our available data

- We will support level / class / department approaches to raising attainment across the 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 literacy and numeracy across both primary schools
2. We continued to focus on our SIP processes via working groups across the ASG, with satisfactory progress
3. Used local and campus attainment analysis to inform planning.
4. Updated policies relating to inclusion and behaviour. We have also worked on our approaches to positive relationships.
5. Again, an assessment timetable has been agreed for the whole school.
6. Purpose-filled Learning visits and sharing of good practice – following HMiE feedback

Impact:

1. Improved consistency and sharing of good practice, and, at the end of session, improved tracking and monitoring systems set up.
2. We now need to review our set-up and composition of SIP working groups, to improve the impact of collegiate working.
3. Our planning continues to be focussed on next steps in learning.
4. A greater focus on positive relationships is reflected in incidents that are better managed with more positive outcomes. We focus on de-escalation as a priority.
5. This continues to provide clarity about what assessments were to happen and when – also how outcomes of assessments should inform next steps.
6. Colleagues continue to hone their own practice and senior management gather an accurate overview of the quality of teaching and learning.

Next steps:

- We will refresh 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 operational approaches. We will have a robust, shared understanding of what high quality learning and teaching looks like.
- We will continue to consolidate our tracking and monitoring systems to enhance our interrogative approach to data, that will inform how we improve our learning and teaching.
- We will support level / class / department approaches to high quality learning and teaching across the campus

Purpose:

The campus continues to assert that improved health and well-being is a key contributor to raising attainment and achievement.

Progress:

1. Through the Pupil council, the ethos of the school was shared and pupils asked for feedback
2. We continued our policy of 'you said, we did..'
3. Counselling continues to be provided internally.
4. Equality and Inclusion remains a part of Pupil Council meetings and we carry out an annual pupil survey.
5. We ensure the continuation of our celebrating achievement (in class and weekly ceremonies - whole school).
6. We continued to provide a broad range extra curricular opportunities in establishing opportunities for pupils.
7. We continued our family learning partnerships through parental involvement in open days, afternoons, newsletters etc.

Impact:

1. Pupils exercise their voice in the provision of health and well-being support within the school
2. Pupils continue to understand how leaders are moving the school forwards.
3. Pupils are able to access support very quickly, and at appropriate times.
4. Increased pupil voice and understand of equality and inclusion.
5. Raised self esteem and increased parental knowledge of what we were doing in school and improving outcomes for pupils, allowing wider achievement to be celebrated.
6. Provided leadership opportunities for staff, engagement with the wider community and wider opportunities for non-academic achievement.
7. Parent involvement and understanding of the school improvement priorities continues, and we seek feedback from parents on an annual basis.

Next steps:

- Although Health and Wellbeing will be a specific project in next year's improvement plan, we will consistently monitor our policy and practice at an operational level.
- We will ensure the primacy of GIRFEC practices across all three schools.
- We will continue to ensure Bonar Bridge Primary is included in all transition activities, and that the ongoing provision of enhanced experiences for Bonar Bridge primary pupils is shared widely.

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

- 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.
- 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 performance with the majority of our pupils. We measure this by looking at their progress in numeracy across the session.
- We will once again evaluate this approach for 2024 – 2025. 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 fharsainghe

- 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, teaghlachan, 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
QI 1.3 Leadership of change	Satisfactory	Satisfactory
QI 2.3 Learning, teaching and assessment	Good	Good
QI 3.1 Wellbeing, equality and inclusion	Good	Good
QI 3.2 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

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.