



STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

Bridgend Primary



Introduction: Local and National Context

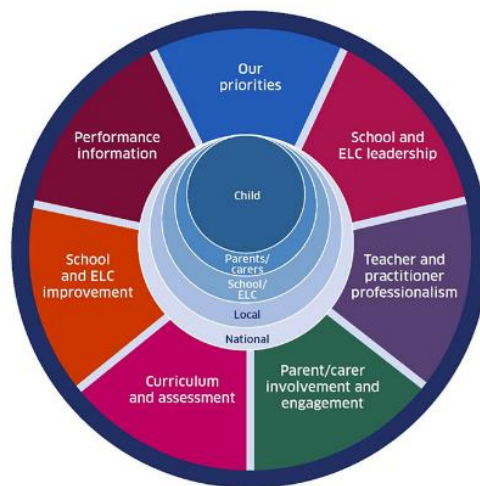
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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 our Standards and Quality Report for Session 2023-24. This report 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 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

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.

All primary schools to include

Attendance
91.6%

Average Class Size
27.8

Meeting PE Target
Target Met

Pupil Numbers (inc nursery)
278 (+49 nursery)

Teacher Numbers
13

Pupil Teacher Ratio
23.16

For schools with a roll exceeding 50

N3 6%	N4 8%	P1 10%	P2 13.8%	P3 14.7%	P4 11.3%	P5 8%	P6 11.9%	P7 13.4%
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SIMD Q1 ¹ <1%	SIMD Q2 0.04%	SIMD Q3 17.1%	SIMD Q4 <1%	SIMD Q5 <1%	Unknown 0.05%
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ASN ² 45%	No ASN 55%	FSM ³ 15%	No FSM 85%	EAL ⁴ 5.39%	No EAL 94.61%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading Most	Writing Majority	Listening and talking Most	Numeracy Majority
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We have had no exclusions this year.

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

² ASN – Additional Support Needs

³ FSM – Free school meal entitlement

⁴ EAL – English as an additional language

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

There are 278 children attending the school and 48 children in nursery, ranging from N3-P7. There are currently P1, P1-2, P2 P3, P3-4, P4,P5, P6, 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.

Overall children are making the following progress:

Reading	Writing	Listening and talking	Numeracy
Satisfactory progress	Satisfactory progress	Good progress	Satisfactory progress

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:

Improved quality and consistency of learning and teaching across the school.

Progress:

Teaching Staff have engaged with research, Education Scotland documentation and worked with the local ASG schools to moderate and reviewed their own and others teaching approaches.

Teaching Staff have implemented a structured writing programme and targeted approaches including the use of pm writing.

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.

Implementation of IDL on line programme targeting Literacy and Numeracy has supported identified children in P3-5 and a universal approach in P6-7

Impact:

- ✓ Teaching staff have increased their knowledge of key elements of quality learning and teaching and implemented positive changes to teacher practice.
- ✓ 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
- ✓ Development of pupil profiles and structured target conversations has improved the children's understanding of their progress and 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.
- ✓ Evidence gathered through the IDL assessments has shown increased attainment for some children.

Next steps:

Review literacy and numeracy curriculum focusing on revised curricular frameworks and review assessment methodology.

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

Purpose:

Improvement in planned HWB learning opportunities for children

Progress:

All teachers took part in Dave Rex training to support teaching about food and health. Staff engaged with RSHP to support a progressive approach across the school.

Parents meeting established to support parental involvement in reviewing RSHP resources and support developing a progressing programme of study for HWB.

All teachers engaging with benchmarks while planning for HWB lessons and working groups. Achieved Silver Rights Respecting School Status in March 2024

Teachers working on wellbeing indicators in their class lessons. Well being web activity introduced to support whole school discussions around wellbeing. This is to be developed further next session.

Working group has been in place and has made some progress in developing a discrete RME programme to support progression across the school, this will continue into next session.

Food being grown with the children in identified area. Working group also hoping to develop this further next session.

Outdoor learning is still an area for development but has been supported P4-7 by a designated teacher since Easter. Staff have also been involved in Active play with Inspire Scotland to support their skills in working in the outdoors.

Working group have reviewed and developed a skills progression to support DYW, this will continue into next session.

Impact:

- ✓ All Children have had focussed teaching about food and health increasing their understanding of a health lifestyle.
- ✓ Some Parents are involved in reviewing the RSHP resource to identify key aspects of teaching of next session.
- ✓ All Teaching Staff are more aware of the expectations for children's development and expected understanding of health and wellbeing across the school.
- ✓ Introduction of the Well being web tracker has supported in depth conversations around health and wellbeing for all children.
- ✓ RME discrete programme has supported conversations around the curriculum and how we celebrate equality and diversity in the school.
- ✓ Most of the children have enjoyed learning about growing food and linked this to visits in the local community.
- ✓ The majority of children have experience more outdoor learning opportunities this session through targeted teaching and active play.
- ✓ Some of the teaching staff have become more aware of the skills progression as part of the Developing Young Workforce group.

Next steps:

Embed children's rights and work towards Rights Respecting School Gold award.

Review curricular planning and assessment for different areas of the curriculum.

Embed the wellbeing web review and pupil tracker.

Continue teacher working groups to complete work in Religious and Moral Education, Developing the Young workforce and Health and Wellbeing.

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. Staff moderation and scrutiny of the benchmarks has increased staff understanding of achievement of a level. There has been an increase in engagement with writing across the school and children are responding well to the structure.

The introduction of the IDL programme has supported closer tracking of progress for identified children 73% have made good progress in reading and 22% made some progress. 78% 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.

Attendance has also been monitored and actions taken to support an increase in attendance for identified children. 60% have shown an increase in attendance since interventions have been introduced. 14% have had involvement from social work to support raising school attendance.

Wider achievements

Coileanaidhean nas fharsainghe

This year we have continued to provide 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, model making, gardening and drama. 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.

Some of the children have been able to develop their musical skills supported by our visiting specialists for Strings, Brass, Drumming, Woodwind and Chanter.

Every class has also been able to share their learning with parents through various performances throughout the year starting with our Christmas show form P1-2, followed by our Scottish performance of XXX from P3-5 children. The year as ended with P6-7 presenting An Acorn if the Clearance sharing their learning about the Highland Clearances. Each performance across the school was praised by those in attendance and gave the children the opportunity to show case their many talents.

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

Comments from learners, families, stakeholders and staff

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

Parents:

The positive atmosphere for the children and the excellent staff and teachers who ensure the children are well supported in their learning is a strength of the school.

The lower end of the school are amazing at creating a learning environment that has allowed my child to thrive and excel in all areas of school. Very friendly staff. Lots of variety of activities across the school curriculum.

Strengths for upper end seem to be lots of varied activities. Letting the p6/7's be more involved with the younger children and developing responsibilities.

Children:

The teachers make learning fun, lots of after school clubs, sports day shows they listen to you.

The school is very welcoming, it has a lot of outdoor space, they make everyone feel included in what is going on, they are really good with dealing with situations when people feel upset and making everyone included.

I love that we did a play and I love drama its so cool that we do a play and did loch inch was really fun thank you for taking us. I think Bridgend is good at when someone's hurt they do a lot to help and all the class rooms that I've been in they are very organised and I know where everything is.

Staff:

Bridgend has an incredibly welcoming staff, with a strong supportive management team and children who are happy and have a lot of opportunities.

Bridgend has a hard working and dedicated staff who are very knowledgeable of the children and work closely with the parents to best meet their needs.

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	Very good	Good
QI 2.3 Learning, teaching and assessment	Good	Satisfactory
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

To ensure there is a consistent approach to high quality learning and teaching experiences across the school.

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

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 on our website <https://bridgendprimaryblog.wordpress.com/> or by contacting the school office.