



# STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2023-2024

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



#### 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.

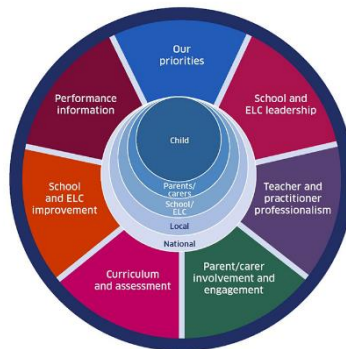
#### Relationships:

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.

#### National Improvement Framework Priorities



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](#)

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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**

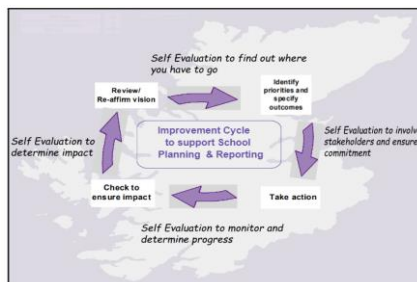
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

**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.**

To be the best we can be.

Le eòlasan deimhinneach, bidh ar cloinn is ar n-òigridh daonna a' faicinn na Gàidhealtachd mar dhachaigh.

Mairi Scott  
Head Teacher  
Brora 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.

Attendance  
92.5

Average Class Size  
19.6

Meeting PE Target  
Target Met

Pupil Numbers (inc nursery)  
98

Teacher Numbers  
7

Pupil Teacher Ratio  
15.1

N3 XX%	N4 XX%	P1 13.3%	P2 14.3%	P3 15.3%	P4 13.3%	P5 15.3%	P6 11.2%	P7 17.3%
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SIMD Q1 <sup>1</sup> 0-10%	SIMD Q2 30-40%	SIMD Q3 60-70%	SIMD Q4 0-10%	SIMD Q5 0-10%	Unknown 0-10%
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ASN <sup>2</sup> 40-50%	No ASN 50-60%	FSM <sup>3</sup> 70-80%	No FSM 20-30%	EAL <sup>4</sup> 0-10%	No EAL +90%
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2023/24 Proportions of pupils achieving Curriculum for Excellence Levels (P1, P4, P7 combined):

Reading

Writing

Listening and  
talking

Numeracy

Most

Most

Almost all

Most

<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

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The small number of exclusions that occur in schools may lead to individual pupils being identified, therefore this data is not contained in this report. If you have any questions about exclusions, you should contact us directly.

## 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.

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## 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 in Literacy and Numeracy

##### Purpose:

To raise attainment in Literacy, specifically writing, and Maths as we have analysed data and have evidenced dips at all stages.

##### Progress:

- \* Staff training has improved planning and given teachers confidence in writing and numeracy lessons and assessment strategies.
- \* Staff training has increased confidence in learning, teaching, and assessing of numeracy & writing and the moderation process.
- \* All teachers now using techniques in classes
- \* Staff more confident in teaching writing styles and numeracy techniques.
- \* Use of observations and moderation across all Classes to ensure engagement and progression of the teaching of writing and numeracy.
- \* 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.
- \* Almost all children are motivated to write.
- \* There is an increase understanding of how to use data and how to use short term interventions to increase attainment.
- \* The teaching of writing is consistent across the school.

##### Impact:

- \* Students are succeeding due to the new Stephen Graham writing program and the increased use of the Highland Numeracy Progression.
- \* Teachers are more confident in the teaching of writing and numeracy.
- \* We have a consistent writing program across the school.
- \* Pupils are clear of their expectations in writing and maths sessions.
- \* Impact on Pedagogy as all teachers using same approach to teaching and learning so more consistent.
- \* The teaching of writing and numeracy is becoming more consistent across the school and the ASG.
- \* Improved knowledge of writing & numeracy strategies.
- \* Reluctant writers engaging more and are succeeding.
- \* Technology is beginning to be used to support our children with ASN.
- \* Almost all pupils are motivated to write and understand the importance of the skill.


\* **Good progress has been made in this area.**

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**Next steps:**

- \* Continue to engage with further online sessions for teaching staff.
- \* Staff to increase use of techniques in classes.
- \* Consistent judgements will be given based on increased understanding of data.
- \* Benchmarks will be used as the tool to guide assessment and moderation discussions across the authority.
- \* Continued use of new resources to increase staff confidence and familiarity.

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School Priority:

## Curriculum Rationale – review and redesign of curriculum

### Purpose:

A curriculum rationale is a vital position statement, created in conjunction with all stakeholders, that sets out the framework for meeting the needs of all Brora Primary learners. Creating a contextualised Curriculum Rationale will identify what we want for our learners and what we are going to do to achieve it.

### Progress:

- \* All staff can identify unique features of our school community.
- \* We consulted all stake holders in constructing our revised Vision, Values and aims and what this looks like in our curriculum.
- \* We collated responses from pupils about what they liked about our school and what it had to offer.
- \* We identified the sort of young people we hope to develop.
- \* We have created a presentation of what our school offers to pupils.
- \* Older children engaged with HGIOURS.
- \* Staff are beginning to link all learning to the UNCRC.
- \* Pupils are involved with their learning and decide if the curriculum should include anything different.
- \* Staff worked collaboratively to write a draft rationale.
- \* Within self-evaluation staff completed challenge questions on: Monitoring and Tracking and Progression and identified areas for development.

### Impact:

- \* Learners feel listened to and know that their voice is central to the planning and design of the curriculum.
- \* Learners participate in pupil groups which regularly review and design the curriculum. This ensures we are adapting and meeting the needs of the learners and continuing to raise achievement.
- \* The school community is clear about our vision and ensures we all work together to achieve our aims.
- \* Learners are developing as global citizens.
- \* Pupil voice is heard; we use our groups to communicate on matters relating to different areas of the school. This means children are involved in decision making and have ownership of the school. This encourages positive behaviour and relationships.
- \* All children engage in self-evaluation to bring change and improvement.
- \* We created a clear curriculum rationale which will be an evolving document.

**Good progress has been made in this area.**

### Next steps:

- \* Re-visit Curriculum Rationale Starter Questions baseline and responses to 3 key questions. Identify changes and note impacts. Summarise in an evaluation.
- \* Build in time to review and update as part of ongoing self-evaluation and monitoring approaches.
- \* Share rationale with school community.
- \* Add curriculum review to WTA and SE/Monitoring calendars each year.

**Commented [CG1]:** Ok great - they are involved but what has the impact been. If they review the curriculum what is that doing? What improvement does it make?

**Commented [CG2]:** And?

**Commented [CG3]:** And the day time one - is it still in progress? 😊 Sorry couldn't resist! Typo...

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## Progress and impact of Pupil Equity Fund

### Adhartas agus buaidh Maoin Cothromas Sgoilearan

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The Pupil Equity Fund was used to employ an Action for Children Worker. Targeted interventions were put in place to support numeracy and literacy.

- \* Games and activities used to support numeracy and literacy across all stages of the primary. Class teachers have reported increase in confidence for all children.
- \* Class teachers report that the interventions -CPD Steven Graham writing is beginning to improve teaching and learning.
- \* Assessment and Moderation amongst ASG has improved because of training.
- \* All children in P1 have improved their fine motor skills with most of the children having correct letter formation.
- \* All children in P1 have increased confidence in basic number work with almost all children attaining Early level.
- \* All children engaged with NSA/SOFA assessments.
- \* Most children in the middle and upper stages showed a significant increase in reading scores.
- \* Teachers noted a marked improvement in reading fluency across all classes.
- \* Most children in the school are achieving the norm for their age and stage in Numeracy in the NSA/SOFA assessments
- \* Most children in the school are achieving the norm for their age and stage in Listening and Talking in the NSA/SOFA assessments.
- \* Most children in the school are achieving the norm for their age and stage in Reading in the NSA/SOFA assessments.
- \* Most children in the school are achieving the norm for their age and stage in Writing in the NSA/SOFA assessments.

## Wider achievements

### Coileanaidhean nas fharsainghe

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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

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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

Parent volunteers in classes have also been a great help, we are lucky to have such a supportive community. They have helped with art, cooking, lunch clubs, giving talks and sharing their knowledge with us.

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 childrens skills and knowledge in a variety of areas. We thank;

- \* The Charity shop
- \* The Heritage Centre
- \* The SSPCA
- \* Caithness Seal rehab
- \* Go Wild
- \* Jamminn Fitness
- \* Safe, Stong & Free
- \* NSPCC

Pupils enjoyed Generation Science workshops; Body Builders -an interactive show which explored the main organs of the body, described their main functions and delved into the role of healthy eating in maintaining their function. Day or Night used storytelling to introduce the movements of the Sun, Moon and Earth.

Our P6 Junior Leaders have worked over the year on leadership qualities. They have organised the equipment, communicated with others and planned activities. They have shown commitment, grown in confidence, and used skills to lead activities for the rest of the school.

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.

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The pupil's held two very successful Coffee Mornings, they planned, baked and hosted the events which were open to all in the community. Nearly £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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Parents/community: comments on exit passes from open days, drop in sessions and coffee afternoons

- \* The school is very welcoming and friendly
- \* Lovely atmosphere
- \* A wonderful school giving children opportunities to interact with the wider community.
- \* Always bring the village together.
- \* Always lots of opportunities to be in the school and involved.
- \* Always make everyone feel welcome and at ease.
- \* All the children are kind and polite. All the teachers are lovely too.
- \* Very transparent with everything going on in the primary, a lovely open feel to everything you do!
- \* Good communication, happy kids, good learning.

Pupils

- \* Teachers are nice and very kind.
- \* We have fun trips and people in to teach us things.
- \* We have great sports equipment.
- \* We have the best outside area.
- \* We are the best school, I love it.
- \* We are listened to and are involved in what happens.

Staff

- \* Clear vision of school aims with children included in everything.
- \* More structure to planning folders.
- \* Greater sense of community with parents coming into school more.
- \* Wall displays bright and welcoming and including pupil voice.
- \* Staff meetings productive and really useful training provided.
- \* Supportive Head Teacher.
- \* Clear path of where school has to develop and how we will do this.

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## 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	Satisfactory	Satisfactory
<b>QI 2.3</b> Learning, teaching and assessment	Satisfactory	Satisfactory
<b>QI 3.1</b> Wellbeing, equality and inclusion	Good	Good
<b>QI 3.2</b> Raising attainment and achievement/Securing children's progress	Satisfactory	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

Next session we will continue to focus on raising attainment in writing and numeracy. This will ensure all training is embedded into the school and the learning experiences continue to improve. We will also work on digital profiling.

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

*To be the best we can be.*