

STANDARDS AND QUALITY REPORT AITHISG INBHEAN IS CÀILEACHD

2024/25



The Bridge Education Centre
14 SEAFIELD ROAD, INVERNESS, IV11SG



Child centred, aspirational, supportive

School Profile

Pròifil na Sgoile

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 sources.

The Bridge is an off-site provision that supports young people from 7 secondary schools in the South area. The purpose of the Bridge is to support young people who have significant SEBN issues and are not able to cope with the demands of a mainstream school. The Bridge has also supported young people who have returned from out of authority placements.

In session 23/24, a referral system was set up through a Joint Admission Group (JAG) panel to ensure that the Bridge is most appropriate placement for that young person.

The JAG is held in May to enable June start, parallel with mainstream provision, as pupils move forward in their year groups. However, individual pupils may be referred throughout the year as additional spaces are held for exceptional circumstances.

Young people are supported from S1 to S6, but priority is given to S3 to S6. The aim of the Bridge is to work with the young people and ensure that they achieve qualifications that will enable them to make progress. This could be a return to school, to another partner service or onto a positive destination such as college, employment, or an apprenticeship.

Young people who are referred to the Bridge are approx. 40% with anxiety issues and 60% have behavioural issues. In addition, almost all will have adverse childhood experiences which are negatively impacting on them, and a large proportion have an ASD diagnosis or NDAS referral in place. Many pupils have not attended school for up to 1 year and a small number have not attended for over 1 year. Some pupils, who have attended school, routinely truant.

To best support our young people, the Bridge has embraced a nurture approach founded on Trauma Informed practice which is child centred with a strong focus on positive relationships.

Current staffing is 7.8 FTE teaching staff, 1.0 FTE vocational coaches, 1.0FTE Children's Service Worker and 0.4FTE Pupil Support Worker. There is also a 0.6 FTE hospital support teacher attached to the Bridge, she supports young people in hospital maintain links with their schools. We also fund a 0.2FTE college lecturer from UHI to deliver SQA awards in the salon. All teachers are ASN teachers and have a mix of primary and secondary backgrounds.

In session 23/24, 59 pupils were enrolled at the Bridge accessing 6-8 periods of education. National qualifications were offered at National 3 or 4, Maths English, Environmental Science, Personal Development Award, RME, Practical Craft, Cycle Maintenance, Autoskills, Cosmetology, with the addition of National 5 English. Pupils in S3 were encouraged to sit their National 3 in Maths and English if appropriate, many of these pupils are continuing to progress their qualifications at the Bridge or are accessing dual placements with their base schools and UHI. To support further study through UHI Schools programme, the Bridge has offered additional teaching/ study periods (face 2 face) to facilitate pupils who have elected to access National 5's online but still require additional support.

The Bridge has continued to develop the curriculum, gaining SQA approval to deliver additional Skills for Work and other National Qualifications for 2025-26 such as, Biology, Physics, languages, Personal Finance, Tenancy, Early Years and Childcare. Most teachers in the Bridge will deliver two or more national courses. The Bridge has extended groupings for senior pupils of up to 6 or 8 depending of the course on offer.

As a small service, Bridge works closely with partners to help support the young person and broaden pupils experiences and access to alternative-curriculum opportunities – base secondary school, Home to Highland, Moniack Mhor, Barnardo's, Highland Employability Service, UHI, My Future My Success, Skills Development Scotland, Highlife Highland, Calman Trust, Abriachan Trust, Glachbeg, Print Studio, Waverly Highland, Wood Foundation- YPI, Day 1, Abban Outdoors.

Child centred, aspirational, supportive

The Bridge does not have designated support services such as Educational Psychologist or Primary Mental Health worker, all applications for these services remain with the base school. However, the Bridge now has a designated Counselling Service 2024- our young people can refer directly through the Bridge to access this service.

In session 23/24 due to the needs of individual pupils, teaching has been mostly on a 1:1s, pairs and groups of up to 4. Larger grouping format has helped many pupils with their socialising skills and working with others; life skills that are required in a post school environment.

Data relating to our context: [Special School Information Dashboard \(shinyapps.io\)](https://shinyapps.io)

Pupil Numbers	Attendance	Teacher Numbers (FTE)
58	51.3%	8.4

S1 numbers	S2 numbers	S3 numbers	S4 numbers	S5 numbers	S6 numbers
0					

S1 numbers	S2 numbers	S3 numbers	S4 numbers	S5 numbers	S6 numbers
0	3	16	18	5	6

Overall ASN	Free School Meal	EAL	Glossary:
100%	100%	1.4%	FTE – Full Time Equivalent SIMD – Scottish Index of Multiple Deprivation 1= % of pupils living in most deprived areas 5=least deprived areas ASN – Additional Support Needs EAL – percentage of learners for whom English is an Additional Language

Attainment

P1-S3 – Broad General Education

In this Specialist provision most children in Broad General Education will be working between 2nd and 3rd level. Children are assessed and their progress is tracked. Interventions are put in place where we feel a child is not making progress as expected in relation to their potential.

S4-S6- Senior Phase

Most children and young people are working towards accreditation at National 3 and 4 in a range of curricular areas. A minority of learners may be working at National 5 in some curriculum areas.

This year children and young people have attained accreditation in the following areas, Application of Maths, English, Science etc. and have attained awards in Personal Development Awards, Skills for Work and Youth Philanthropy Initiative.

Destinations of School Leavers

School leavers have transitioned to further Education at UHI/ Inverness College, Work or Employability Services, Incarceration

Child centred, aspirational, supportive

School vision, values and aims

Lèirsinn, luachan agus amasan na sgoile

Vision, Values and Aims

Vision:

To provide positive learning experiences which enable young people to thrive and gain qualifications that will enable them to successful transition.

Values:

- Child centred, aspirational, supportive, trauma informed practice

Aims:

- To create a calm, safe and supportive environment where young peoples' needs are met
- To support and prepare young people to successful transitions
- To encourage young people to become good citizens

Pupil Voice: what is working well in our school?

Our children and young people identified the following strengths for our school this session:

- Positive and supportive relationships with staff
- Calm and a different learning environment to a secondary school
- Flexible learning that meets the needs of our young people
- Quieter environment that makes it easier to learn
- Everyone is known by staff, and no one is 'lost'
- Taxi to and from the Bridge is a motivator to attend

Pupil Voice: what changes would you like to see made?

Our children and young people identified the following changes they would like to see and the difference these changes could make.

- More time at the Bridge
- Higher qualifications
- Too many pupils in the shared area can be worrying
- Art and Work experience
- Location of building makes public transport, walking or cycling an issue

Support and prepare young people to make a successful transition to adulthood by:

- Involving young people in personal review and decision-making processes
- Ensuring parents and carers are involved in all aspects of their child's development and learning
- Identifying local resources, maintaining links with partnership agencies and maintaining positive working relationships e.g., third sector, colleges, employers

Encourage young people to become good citizens by:

- Rewarding positive behaviour and attitudes
- Addressing their social and emotional needs, promoting positive self esteem
- Maintain consistent expectations of behaviour across all staff and young people
- Encourage inclusion and equality through modelling non-discriminatory attitude and positive activities

Child centred, aspirational, supportive

Review of progress of improvement plan projects for session 2023/24

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 Improvement Plan Priority 1: Learning and Teaching	
Summary of impact	Next steps
<p>Attendance data- new systems were set up to ensure efficient communication with schools- Such as, twice daily inputs to base schools, monthly reports to highlight pupil attendance in each subject</p> <p>M&T data – Schools enter attainment for National Curricular subjects, All SFW and practical subjects are entered through Bridge</p> <p>Attainment data- monthly reports recorded attainment</p> <p>Pupil feedback- Annual survey, ongoing learning conversations</p> <p>Parental feedback- Annual survey, Child Plan meetings, Informal meetings and phone dialogue- recorded in PPR</p> <p>Partners feedback- Annual Survey</p>	<ul style="list-style-type: none"> • Review of reporting • Review monitoring and tracking attendance within the service • Pupil council opportunity • Improve Parental involvement through training opportunities, open days, pupil and parent review termly

School Improvement Plan Priority 2: Curriculum	
Summary of impact	Next steps
<ul style="list-style-type: none"> ✓ Improvement in attainment at National 3 and 4, using 2-year model to complete awards S3-4 ✓ Good progress was made in developing new courses. Staff training and sharing good practice supported shared moderation at National 3 and 4 standards ✓ Improved monitoring and tracking for national level qualifications, sharing resources with base schools ✓ Input from partner services such as the Disabilities team supported pupils and parents to overcome barriers and access the facility 	<p>Develop induction pack for pupils and parents.</p> <p>Offer wider range of courses</p> <p>Build on links with mainstream colleagues to support parallel syllabus to enhance opportunities for pupil return to base schools</p> <p>Improve Literacy through whole school approach</p>

Improvement Priority 3 Action Plan: Wellbeing	
Summary of impact	Next steps
<ul style="list-style-type: none"> ✓ Focus on Personal Development Award improved access to personalised PSE ✓ While positive relationships were identified as a strength, further progress could be made to develop wider access to broader range of topics. ✓ Improved focus on pupil voice has supported agency and ownership, room to develop sports and arts to support wellbeing ✓ Proposed increase to groupings, develop positive relationships policy, centre values and aims ✓ Scoping exercise to understand Bridge demographic- information gathered to enable staff to implement early interventions, working with partners and base school to support young person ✓ Implement Glasgow Motivation Wellbeing Profile to set pupil targets and demonstrate TIP success in practice ✓ Recognise range of mental health - demand for counselling services 	<p>Revisit Trauma Informed Approaches and training</p> <p>Adapt positive relationships policy, focus on aims, values and ethos</p> <p>Increase opportunities for arts and sports</p>

Child centred, aspirational, supportive

Progress and impact of Pupil Equity Fund

Adhartas agus buaidh Maoin Cothromas Sgoilearan

Not Applicable

Wider achievements

Coileanaidhean nas fharsainghe

Pupils achieved additional awards through the Dynamic Youth Awards, John Muir Award and Youth Philanthropy Initiative.

The Bridge Employability Open day offered access for pupils and parents to steer a pathway to employment, further education and other services.

Comments from learners, families, stakeholders and staff

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

Parents and partners felt the new reporting system introduced, did not give an overview of attainment. The format was clunky and lacked pastoral notes. Staff felt the new system, lacked the detail required for assessment to support SQA verification criteria. The world-bank did not showcase wider achievements for those pupils who rely on photographic evidence to illustrate their achievements and experiences

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:

	2023-2024
QI 1.3 Leadership of change	Satisfactory
QI 2.3 Learning, Teaching and Assessment	Satisfactory
QI 3.1 Ensuring Wellbeing, Equality and Inclusion	Good
QI 3.2 Raising attainment and Achievement	Good
Other QIs reviewed	

Our overall evaluation of our capacity for continuous improvement is positive;

Learning and teaching has improved, data reflects an overall improvement in attainment and young people feel safe and well supported to input into their education.

We have created a shared vision further developing relationships with external partners to develop the curriculum and support young people towards a range of opportunities within, and post school.

Key priorities for improvement planning

Prìomhachasan airson planadh airson leasachadh

Improvement Priority Title
1. Literacy
2. Health and wellbeing- embedding TIP
3.

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 our office

Appendix 1: Local and National Context

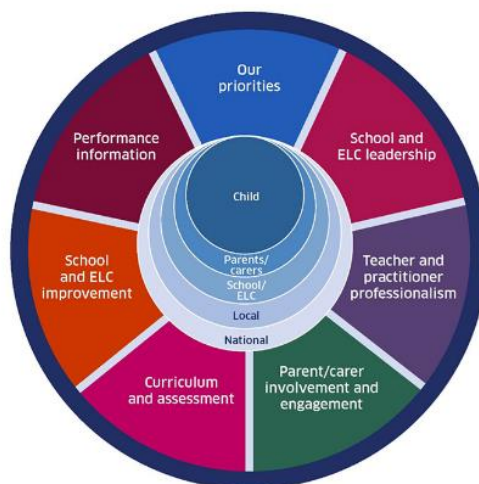
Ro-ràdh: Co-theacsa Ionadail agus Nàiseanta

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%	91% - 99%	76% - 90%	51% - 75%	16% - 50%	Up to 15%

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

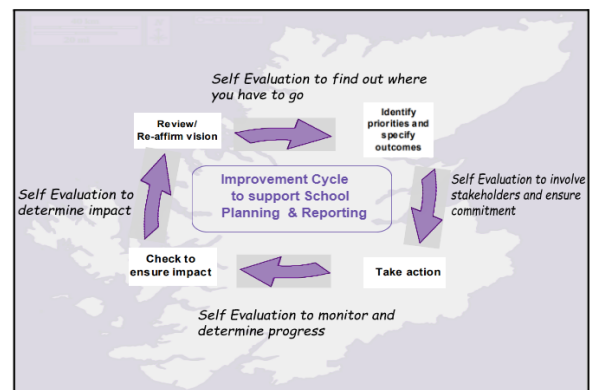
Looking to others for new ideas that challenge our practice and support continuous improvement allows us to learn from what works and what doesn't. This includes practice in other schools, learning communities and learning from educational research.

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.

Cathy MacLeod
The Bridge

Child centred, aspirational, supportive