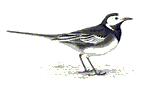
**Bonnyrigg Primary School**

**School Improvement Plan**

**Session 2016- 2017**

Our priorities are based on our Self Evaluation using HGIOS 4.

We completed a broad view of all the QIs and then reviewed more closely 1.1 Self Evaluation for Self Improvement.

We also took national and Local Priorities into account.

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| **LEADERSHIP AND MANAGEMENT** | | 1 | 2 | 3 | 4 | 5 | 6 |
| 1.1 Self-evaluation for self-improvement | Collaborative approaches to self evaluation | 0 | 0 | 3 | 15 | 1 | 0 |
|  | Analysis and evaluation of intelligence  and data | 0 | 3 | 11 | 5 | 0 | 0 |
|  | Ensuring impact on learners’  successes and achievements | 0 | 0 | 14 | 3 | 1 | 0 |
| **1.2 Leadership of learning** | Professional engagement and  collegiate working | 0 | 0 | 7 | 11 | 3 | 0 |
|  | Impact of career-long professional  learning | 0 | 0 | 7 | 12 | 2 | 0 |
|  | Children and young people leading  learning | 0 | 0 | 4 | 13 | 2 | 2 |
| **1.3Leadership of change** | Developing a shared vision, values and  aims relevant to the school and its  community | 0 | 0 | 8 | 10 | 3 | 0 |
|  | Strategic planning for continuous  improvement | 0 | 0 | 6 | 8 | 7 | 0 |
|  | Implementing improvement and  change | 0 | 1 | 8 | 10 | 2 | 0 |
| **1.4 Leadership and management**  **of staff** | Governance framework | 0 | 0 | 6 | 13 | 2 | 0 |
|  | Building and sustaining a professional  staff team | 0 | 0 | 4 | 13 | 4 | 0 |
|  | Staff wellbeing and pastoral support | 0 | 1 | 3 | 10 | 6 | 1 |
| **1.5 Management of resources**  **to promote equity** | Management of finance for learning | 0 | 0 | 2 | 10 | 8 | 1 |
|  | Management of resources and  environment for learning | 0 | 1 | 2 | 8 | 9 | 1 |

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| **Learning Provision** | | 1 | 2 | 3 | 4 | 5 | 6 |
| **2.1 Safeguarding and child**  **protection** | Arrangements for safeguarding,  including child protection | 0 | 0 | 0 | 4 | 13 | 4 |
|  | Arrangements to ensure wellbeing | 0 | 0 | 1 | 8 | 10 | 1 |
|  | National guidance and legislation | 0 | 0 | 0 | 7 | 12 | 1 |
| **2.2 Curriculum** | Rationale and design | 0 | 0 | 1 | 16 | 3 | 1 |
|  | Development of the curriculum | 0 | 0 | 3 | 12 | 6 | 0 |
|  | Learning pathways | 0 | 0 | 2 | 12 | 6 | 0 |
|  | Skills for learning, life and work | 0 | 0 | 3 | 11 | 6 | 1 |
| **2.3 Learning, teaching and**  **assessment** | Learning and engagement | 0 | 0 | 2 | 9 | 10 | 0 |
|  | Quality of teaching | 0 | 0 | 1 | 14 | 4 | 2 |
|  | Effective use of assessment | 0 | 0 | 2 | 17 | 2 | 0 |
|  | Planning, tracking and monitoring | 0 | 0 | 4 | 12 | 4 | 0 |
| **2.4 Personalised support** | Universal support | 0 | 0 | 3 | 16 | 2 | 0 |
|  | Targeted support | 0 | 0 | 4 | 9 | 7 | 1 |
|  | Removal of potential barriers to  learning | 0 | 0 | 2 | 7 | 10 | 1 |
| **2.5 Family learning** | Engaging families in learning | 0 | 1 | 9 | 6 | 5 | 0 |
|  | Early intervention and prevention | 0 | 1 | 5 | 7 | 8 | 0 |
|  | Quality of family learning programmes | 0 | 7 | 7 | 6 | 1 | 0 |
| **2.6 Transitions** | Arrangements to support learners and  their families | 0 | 0 | 4 | 6 | 11 | 0 |
|  | Collaborative planning and delivery | 0 | 0 | 4 | 7 | 10 | 0 |
|  | Continuity and progression in learning | 0 | 1 | 4 | 10 | 5 | 0 |
| **2.7 Partnerships** | The development and promotion of  partnerships | 0 | 0 | 5 | 13 | 3 | 0 |
|  | Collaborative learning and  improvement | 0 | 0 | 7 | 11 | 3 | 0 |
|  | Impact on learners | 0 | 0 | 3 | 17 | 1 | 0 |
| **SUCCESS AND ACHIEVEMENTS** | | 1 | 2 | 3 | 4 | 5 | 6 |
| **3.1 Ensuring wellbeing, equality**  **and inclusion** | Wellbeing | 0 | 0 | 1 | 5 | 12 | 3 |
|  | Fulfilment of statutory duties | 0 | 0 | 0 | 3 | 15 | 3 |
|  | Inclusion and equality | 0 | 0 | 0 | 8 | 11 | 2 |
| **3.2 Raising attainment and**  **achievement** | Attainment in literacy and numeracy | 0 | 0 | 0 | 13 | 8 | 0 |
|  | Attainment over time | 0 | 0 | 2 | 11 | 7 | 1 |
|  | Overall quality of learners’  achievement | 0 | 0 | 1 | 14 | 6 | 0 |
|  | Equity for all learners | 0 | 0 | 1 | 10 | 9 | 1 |
| **3.3 Increasing creativity and**  **employability** | Creativity skills | 0 | 1 | 7 | 9 | 4 | 0 |
|  | Digital innovation | 0 | 1 | 3 | 11 | 5 | 0 |
|  | Digital literacy | 0 | 1 | 3 | 12 | 4 | 1 |
|  | Increasing employability skills | 0 | 1 | 5 | 11 | 3 | 0 |



**Numeracy** led by Sarah Stark

Pupil Group: Yes

Parent Rep: TBC

Budget: £2000

Outcomes: Improve attainment and Learning & Teaching in Numeracy

**Literacy** led by Louise Donaldson

Pupil Group: Yes

Parent Rep: TBC

Budget: £2000

Outcomes: Improve attainment and Learning & Teaching in Literacy

**Bonnyrigg School Improvement Plan 2016/ 17**

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Maintenance

Outdoor Learning

1+2 Languages

Self Evaluation for Self improvement

Curriculum map

Childrens University

**Learning** **and Teaching** led by

Caroline Findlay

Pupil Group: Whole school

Parent Rep: TBC

Budget: £TBC

Outcomes: Improve Learning & Teaching throughout the school to ensure consistency and maximum impact

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| **Area** | **National Improvement Framework priorities** | **HGIOS 4**  **QIs** | **Staff** | **Pupils** | | **Parents** |
| **Priority 1:** Literacy (Including nursery) | Excellence through raising attainment.  Closing the gap  GIRFEC  Positive Destinations | 3.2 Raising attainment and Achievement  2.3 Learning, Teaching & Assessment | Using data  Moderation- Reading  Early Phonics  Presentation  Skills  GIRFEC  Walkthroughs  Peer learning conversations | Enhance pupil½ SIP Group  Children to identify their priority | | Workshop on phonics/ reading |
| **Priority 2:**  Numeracy  (Including nursery) | Excellence through raising attainment.  Closing the gap  GIRFEC  Positive Destinations | 3.2 Raising attainment and Achievement  2.3 Learning, Teaching & Assessment | Using data  Moderation  Presentation  GIRFEC  Walkthroughs  Peer learning conversations | ½ SIP Group  Children to identify their priority | | Sessions within class  Guideline booklets |
| **Priority 3:** Learning and Teaching  (Including nursery) | Excellence through raising attainment.  Closing the gap  GIRFEC  Positive Destinations | 3.2 Raising attainment and Achievement  2.3 Learning, Teaching & Assessment | Using data  LI & SC  Feedback  Setting targets  GIRFEC  Walkthroughs  Peer learning conversations | Learning gatherings  Setting targets  P5 & P7 Learning Councils | | Share our ‘Learner Qualities’  Find opportunities to engage parents in classroom learning  Guided questions booklet |
| **Midlothian Priority**  Leadership and Management | Excellence through raising attainment.  Closing the gap  GIRFEC  Positive Destinations | 1.1 Self Evaluation for Self Improvement  1.3 Leadership of Change | **In Midlothian**  To implement the school Leadership Programme to support the delivery of the new Education (Scotland) Act; NIF;GIRFEC; Named Person; and HGIOS 4  To grow our ASGs into Learning Communities in order to continue to build the self- improving system updating resources in line with HGIOS4 and the new NIF. | | **In Bonnyrigg**  To continue to develop the Bonnyrigg community within and beyond school  To continue to develop the Senior Leadership Team | |

**TO BE COMPLETED BY WORKING GROUPS**

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| --- | --- | --- | --- |
| LITERACY | | | |
| Activity 1 | Detail | Evidence | Impact |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| NUMERACY | | | |
| Activity 1 | Detail | Evidence | Impact |
|  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| LEARNING & TEACHING | | | |
| Activity 1 | Detail | Evidence | Impact |
|  |  |  |  |

**Lasswade ASG SIP 2016/17**

**Development Team**: Jennifer Allison, Laura Cameron, Melaine Caldwell, Darryl Wilson, LHS rep

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| --- | --- |
| **Priority** | To develop a consistent approach to tackling anti- social behaviour, including substance misuse, over the Lasswade ASG.  (This follows a process of working with community professionals, identifying what ‘makes us unique’ in relation to GIRFEC. We identified substance misuse and anti social behaviour.) |
| **CFE: HWB** | The significant aspects of learning in health and wellbeing are:  1. **Planning for choices and changes**  Learners are aware of their future choices and raise their expectations and aspirations of what will be possible. They develop the skills and attributes to secure positive destinations beyond school.  2. **Physical activity, sport and health**  Learners establish a pattern of daily physical activity which is likely to lead to lifelong participation in sustained physical activity in adult life. They are able to access and take advantage of opportunities available locally to support their physical activity levels. Learners understand the links between diet and physical activity and the role they have in preventing obesity.  3. **Substance misuse**  Learners understand the use and misuse of various substances. They understand the impact of risk-taking behaviour on their life choices. They make informed personal choices which promote a healthy lifestyle.  4. **Relationships, sexual health and parenthood**  Learners develop their social skills and their understanding of how to maintain positive relationships with a variety of people. They are aware of how thoughts, feelings, attitudes, values and beliefs influence decisions about relationships and sexual health. They understand the complex role and responsibilities of being a parent or carer. |
| **GIRFEC** | **Safe** Protected from abuse, neglect or harm at home, at school and in the community.  **Healthy** Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy, safe choices.  **Achieving** Being supported and guided in learning and in the development of skills, confidence and self-esteem,  at home, in school and in the community.  **Nurtured** Having a nurturing place to live in a family setting, with additional help if needed, or where possible, in a suitable care setting.  **Active** Having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy  growth and development, at home, in school and in the community.  **Respected** Having the opportunity, along with parents and carers, to be heard and involved in decisions that affect them.  **Responsible** Having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision, and being involved in decisions that affect them.  **Included** Having help to overcome social, educational, physical and economic inequalities, and being accepted as part of the community in which they live and learn. |
| **HGIOS 4** | 1.1: Self-evaluation for self-improvement  2.1: Safeguarding and child protection  2.2: Curriculum  2.4: Personalised support  2.6: Transitions  2.7: Partnerships  3.1: Improving wellbeing, equality and inclusion  3.2: Raising attainment and achievement  3.3: Increasing creativity and employability |
|  | |
| **Task 1** | To arrange a CLPL session for Primary and Guidance staff, including input from Education Scotland and Police Scotland, on 7th October in Lasswade High School 1.30- 3.30 |
| **Task 2** | To audit our current position |
| **Task 3** | To develop a curriculum overview on substance misuse from N-S6 |
| **Task 4** | To agree annual inputs from Police and Fire services |
| **Task 5** | To agree annual assembly focuses P1-7 |
|  | |
| **Task 1**  7th October 16 | Book speakers to set the local and National context (May bring materials)  Book room  Begin the audit of current position using an example of levels |
| **Task 2**  By Dec 16 | Collate audit to clarify current position |
| **Task 3**  By Easter 17 | Development group create a draft curriculum overview on substance misuse from N-S6  Draft to be piloted in term 4 |
| **Task 4**  By Easter 17 | To agree annual inputs from Police and Fire services to begin in session 17/18 |
| **Task 5**  By Easter 17 | To agree annual assembly focuses P1-7 to begin in session 17/18 |