**Bonnyrigg Primary School **



 **Standards and Quality Report & Improvement Plan**

**Year *2016 - 2017***



**Contents – Standards and Quality Report**

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**1. Our School Vision, Values and Aims**

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| **OUR NEW SCHOOL VISION****OUR VALUES**At Bonnyrigg Primary School we value:* a warm and caring school community
* everybody’s contribution
* working together as a team and in partnership with parents and community
* Out of School Achievements, In School Achievements, personal success and progress made by all – staff and pupils alike.
* our Health

OUR AIMSAt Bonnyrigg we aim to create a stimulating learning environment by ensuring:* There is breadth and balance across the curriculum with opportunities for active learning and achievement for all pupils through continuity and progression.
* There are programmes of learning and teaching based on summative and formative assessment of individual pupils ensuring equal opportunities for all.
* All pupils develop a caring, respectful and responsible attitude towards others and the environment in which they live.
* All pupils treat everyone the way they would like to be treated.
* There is a positive ethos, which values all individuals, enhances self esteem and provides opportunities for lifelong learning.
* All staff are valued and can continue to learn and develop professionally within a supportive team.
* Healthy lifestyles and healthy attitudes towards all areas of school life are actively promoted.
* Partnership between school, parents and the wider community is actively encouraged.
* Quality resources are well organised, easily accessible and known to staff.
* Progress and attainment is monitored throughout the school through the process of self-evaluation.
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**2. How our vision, values and aims were developed and how our stakeholders were consulted.**

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| Staff, pupils and parents all participated in a session identifying aspirational words to answer the following questions:* What do we want parents and the wider community to feel/think about the school?
* What do we want pupils to be by the time they leave Bonnyrigg Primary School?
* What do we want staff to feel/think about the school?

We then created a Wordle using all of these words. The Wordle above shows what our community aspire to be and what we value. In Session 2017/2018 we will embed our vision throughout our community and review our values and aims. |

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| **3. Context of the School**Seen as one of the principal towns in Midlothian, Bonnyrigg is located in mid-north Midlothian close to other settlement areas such as Loanhead, Dalkeith and Newtongrange.The town centre mostly dates from the 19th century, though buildings at the main crossroads were rebuilt in the 1960s. Bonnyrigg Town Centre is still home to a weekly market. The area has a selection of shops. There are several examples of successful companies located in the area and a noticeable increase in the numbers of those self-employed. Only 4.1% of the population are unemployed.In the Bonnyrigg/Lasswade locality 36.6% of households are not deprived in any dimension. On all scales of language proficiency, there is a high level of residents who have a good proficiency in English. 3.8% of the population have proficiency in another language.Bonnyrigg Primary School is one of the five primary schools within the town of Bonnyrigg and one of the eight primary schools which feed into Lasswade High School. The Bonnyrigg community is growing rapidly as new houses continue to be built. By 2037, Midlothian’s population is expected to have grown by 17.7% in total. The largest projection is with people aged 50 and over, increasing by 46.8%.Bonnyrigg is within easy commuting distance to Edinburgh with access via the new Borders Railway, an excellent bus service and good road links.Bonnyrigg Primary School uses Curriculum for Excellence to plan the learning experiences within classes. As part of this, in line with Scottish Government priorities, we teach 1+2 languages and two hours of PE a week. We focus on raising attainment for our learners and celebrating their achievements.The key factor which prevents us achieving all our aims is the lack of resources both staffing and accessing services. |

**4. Review of progress for Session 2016-17**

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| **School priority 1: Literacy** |
| NIF Priority**Improvement in attainment, particularly in literacy and numeracy****Closing the attainment gap between the most and least disadvantaged children****Improvement in employability skills and sustained, positive school leaver destinations for all young people**NIF Driver**Assessment of children’s progress****School Improvement** | HGIOS 4 Quality Indicator(s)**1.2 Leadership of Learning****2.2 Curriculum****2.3 Learning, Teaching and Assessment****3.2 Raising Attainment and Achievement** |
|  | Local Priority**Excellence through raising attainment****Closing the Gap****GIRFEC****Positive Destinations** |
| **Progress and Impact:** New Library- Designed and organised by P7 Literacy Laureates: Children have ownership, the profile of reading has been raised and pupils are motivated to read.Reading Statement- Sets out clear expectations at each stage clarifying the curriculum for staff and providing a progressive structure for teaching reading**Next Steps:** Review the assessment of writing using the benchmarks and moderation |

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| **School priority 2: Numeracy** |
| NIF Priority**Improvement in attainment, particularly in literacy and numeracy****Closing the attainment gap between the most and least disadvantaged children****Improvement in employability skills and sustained, positive school leaver destinations for all young people**NIF Driver**Assessment of children’s progress****School Improvement**  | HGIOS 4 Quality Indicator(s)**1.2 Leadership of Learning****2.2 Curriculum****2.3 Learning, Teaching and Assessment****3.2 Raising Attainment and Achievement** |
|  | Local Priority**Excellence through raising attainment****Closing the Gap****GIRFEC****Positive Destinations** |
| **Progress and Impact:** All staff are using MUMP planners, meaning there is better consistency across the whole school. Three out of Four Primary One staff are trained in the SEAL. A Problem Solving progression has been developed from Nursery to P7. After discussion with Linda Sinclair, it was felt that a Mental Maths progression was not required, as this was in place through the MUMP planners. Staff are gradually feeling more confident in using the Benchmarks to assess children. Numeracy/Maths continues to be embedded in the Nursery, but more through play, rather than structured activities. This ensures that children are being exposed to activities, and are accessing them when they are interested and ready. Formative and Summative assessments have been used throughout the school to identify progress and next steps. Data has been used to begin to identify children who require support within Numeracy, and children who need to be challenged further.**Next Steps:** Rubrics/Assessment ladders used more throughout Maths Topics. Parent Information Leaflets and Videos created. Consistent jotter layout used across the school. Continue and build on targeted support groups for Numeracy. Train Learning Assistants to up-skill them – Numeracy sub-champion to go to Numeracy co-ordinator meetings with Teaching staff/SLT.  |

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| **School priority 3: Learning and Teaching** |
| NIF Priority**Improvement in attainment, particularly in literacy and numeracy****Closing the attainment gap between the most and least disadvantaged children****Improvement in employability skills and sustained, positive school leaver destinations for all young people**NIF Driver**Assessment of children’s progress****School Improvement** | HGIOS 4 Quality Indicator(s)**1.2 Leadership of Learning****2.2 Curriculum****2.3 Learning, Teaching and Assessment****3.2 Raising Attainment and Achievement** |
|  | Local Priority**Excellence through raising attainment****Closing the Gap****GIRFEC****Positive Destinations** |
| **Progress and Impact:** Language of Learning embedded into daily practice in most classes in Primary 3-7. Children and teachers in P1 and P2 becoming increasingly confident in using Language of Learning. Some Language of Learning introduced in the Nursery. Ten original Learner Quality characters made, unique to Bonnyrigg Primary. Each has a name, a visual and a story. Stickers have been produced to reinforce Language of Learning. Bookmarks have been made and are awaiting printing. Regular Learning Gatherings have been held reinforcing Language of Learning and giving pupils opportunities to share their learning. Following on from training completed with the previous year’s P5 children, Pete Tarrant offered training to all staff through observation of him working with a class. Several staff took up this opportunity and some are now using pupil learning conversations regularly in class. Professional dialogue sessions held on Learning Intentions and Success Criteria. More staff now co-constructing Success Criteria with children. Children becoming more aware of what they are learning and how they will be successful.**Next Steps:** Introduce Learner Qualities to parents through an Open Afternoon. Continue monthly Learning Gatherings. Build on knowledge of Language of Learning in P1 and P2. Look at different categories of feedback and provide professional dialogue opportunities to improve the feedback we give to pupils. Encourage staff to begin to seek feedback from pupils in order to inform their practice. Peer Learning Conversations to be introduced to staff through training and opportunities given for an initial conversation with Pete Tarrant. SLT will then support staff to begin conversations with one another in trios. |

**5. What is Our Capacity for Continuous Improvement?**

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| **Quality Indicator** | **School Self Evaluation** | **Authority Inspections / Theme visits** | **HMIe Inspection Grades** |
| 1.1 Self Evaluation for self improvement | **5** | **NA** | **NA** |
| 1.3 Leadership of Change | **5** | **5** | **NA** |
| 2.3Learning, teaching and assessment | **4** | **4** | **NA** |
| 3. Ensuring well being equity and inclusion | **5** | **NA** | **NA** |
| 3.2 Raising attainment and achievement | **4** | **NA** | **NA** |
| 2.2 Curriculum – Theme: Learner pathways | **4** | **NA** | **NA** |
| 2.7 Partnerships – Theme- Impact on learners | **4** | **NA** | **NA** |

**6. Highlights from Session** 2016-17

**CLPL**- Professional dialogue, ASG CAT on ‘Substance Misuse’, iCollaborate, DHT/PT Network

**SIP**- Library, Learning Quality Characters, Consistency in maths, 1+2 Languages,

**Community**- Christmas Fair, New Chair of Parent Council, New Chair of Fundraising group, Dress down days, Scottish Week, Health Week, P7 Camp, Sports days, Cycle Training, Connection with the local church, Assemblies for parents, Talks by the Police (Clowns, Cyber bullying), Green Santa charity work by P7B, CPR training, Choir, RBS Money Sense, Skiing, Swimming, African drums, Euro Quiz, Inter school sports, P1/Nursery Coffee and Chat, Fun Day, Parent Helpers

**Meeting Needs**- GIRFEC system, Inspirational Learning Spaces, Play therapy, Book bug session with parents, Flu vaccination,

**Staff** – Ethos of staff, Nursery Team, Students, Appointment of new Principal Teacher,

**Communications** - Twitter, Newsletter, E-mailing, P1 notice boards, Starting P1 Book

# Part 2: Midlothian Education Improvement Planning

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| Establishment | **Bonnyrigg Primary School** |
| Area  | **Lasswade ASG** |
| Session | 2016-17 |
| Planning Cycle | **Baseline – cycle 1** |

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| ***SIGNATURES*** |
| ***Head of Establishment*** | ***Jennifer Allison*** | ***Date*** |  |
| ***ASG Manager*** | ***Craig Biddick*** | ***Date*** |  |
|  |  |  |  |

 **The Single Midlothian Plan**

**Midlothian Education Strategic Overview**

**Creating a World Class Education System through Excellence and Equity**

**HGIOS 4**

**NIF**

 **Creating a Competent System**

*Common values, aims and core beliefs*

*Systems leadership*

*System enablers*

**Visible Learning**

*Creating a pedagogy of excellence that is about evidence based practice and the best current research*

**Leadership Learning Community**

*Creating strategic*

*leaders who collaborate across*

*the system*

**1. Priorities for Improvement in Current Year**

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| **Overview** | **Planning cycle** | **Session: 2017/ 18** |

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| **Number** | **Priority** | **Stage of Development** | **Main driver of priority** | **Alignment with:** |
|  |  | Exploring, Developing orembedding | Self-evaluation/ school review/VSE | Education Scotland Report | HGIOS 4 QI | Well BeingWheel | Midlothian strategic priorities | NIF | Partnership working |
| 1. | LEARNING PROVISION- Curriculum: Social Subjects | Exploring | Self Evaluation | NA | 1.22.22.33.2 | Responsible Achieving RespectedIncluded | Positive Destinations | Improvement of employability skills and sustained, positive school- leaver destinations for all young people | Bonnyrigg History Society |
| 2. | LEARNING PROVISION- Curriculum: Science Subjects | Exploring | Self Evaluation | NA | 1.22.22.33.2 | Responsible Achieving RespectedIncluded | Positive Destinations | Improvement of employability skills and sustained, positive school- leaver destinations for all young people | Hopefully the Bush, Roslin Institute |
| 3. | LEARNING PROVISION- Curriculum: Technologies  | Exploring | Self Evaluation | NA | 1.22.22.33.2 | Responsible Achieving RespectedIncluded | Positive Destinations | Improvement of employability skills and sustained, positive school- leaver destinations for all young people | Hopefully BAE systemsEdinburgh College |
| 4.  | LEARNING PROVISION- Visible Learning | Continuing to Develop | Self Evaluation | NA | 1.22.22.33.2 | Responsible Achieving RespectedIncluded | Positive Destinations | Improvement of employability skills and sustained, positive school- leaver destinations for all young people | Edinburgh University |
| 5.  | **Maintenance**- Literacy, maths, GIRFEC | Embedding | Self Evaluation | NA | 1.22.22.33.2 | Responsible Achieving RespectedIncluded | Excellence through Raising Attainment | Improvement in attainment, particularly in literacy and numeracy |  |

**2. Priority Summary and High Level Strategic Targets**

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| **Priority No.** | **Priority** | **Key Target(s)** | **Expected outcomes for learners which are measurable and/ or observable** |
| 1 | **Social Subjects** | Review and develop a curriculum across each stage that is coherent, progressive, enjoyable and challenging and that makes good use of the local context. | Draft social curriculum progression using benchmarks to assess achievement of a levelClear progression of skillsGreater involvement with local employers |
|  | **Science Subjects** | Review and develop a curriculum across each stage that is coherent, progressive, enjoyable and challenging and that makes good use of the local context. | Draft social curriculum progression using benchmarks to assess achievement of a levelClear progression of skillsGreater involvement with local employers |
| 3 | **Technologies** | Review and develop a curriculum across each stage that is coherent, progressive, enjoyable and challenging and that makes good use of the local context. | Draft social curriculum progression using benchmarks to assess achievement of a levelClear progression of skillsGreater involvement with local employers |
|  | **Visible Learning** | Continue to develop consistency and embed deliberate pedagogies that link with the philosophy of practice of Visible Learning | ‘Walkthroughs’- observe assessment capable learners identifying their strengths and next steps.Forward Plan Dialogue- Evidence of pace and challenge using tracking information. |

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| **3. Action Plan: Summary for Stakeholders e.g. Parent Council, Pupils, Partners** |
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| **Number** | **Priority** | **Expected outcomes for learners which are measurable or observable** | **Lead responsibility** | **Timescales** |
| **1** | **Social Subjects** | * all learners achieve and make progress relative to their starting points and learning goals relative to the benchmarks and E&Os
* achievement gaps are narrowing between different groups of learners
* learners develop personal, social and employability skills
 | Louise Ferguson | TBC |
| **2** | **Science Subjects** | * all learners achieve and make progress relative to their starting points and learning goals relative to the benchmarks and E&Os
* achievement gaps are narrowing between different groups of learners
* learners develop personal, social and employability skills
 | Richard Garwood | TBC |
| **3** | **Technologies** | * all learners achieve and make progress relative to their starting points and learning goals relative to the benchmarks and E&Os
* achievement gaps are narrowing between different groups of learners
* learners develop personal, social and employability skills
 | Kate Brandwood | TBC |
| **4** | **Visible Learning** | * assessment capable learners identifying their strengths and next steps.
* Pupils being challenged using tracking information.
 | Caroline Findlay | TBC |

**2.4** Working Group or Management Framework for Improvement Plan

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| **Working Group**  | **Priority** | **Suggested staffing** | **Lead responsibility** |
| **1** | **Social** | TBC | Louise Ferguson |
| **2** | **Science** | TBC | Richard Garwood |
| **3** | **Technology** | TBC | Kate Brandwood |