**Bonnyrigg Primary School**

Standards and Quality Report

Session 15/ 16

## Bonnyrigg Primary School

Standards and Quality Report Session 2015-2016

Dear Parents and Carers

Welcome to our Standards and Quality Report for Session 2015-2016. This report highlights strengths in key areas of our work and shares the priorities for the new session.

Our vision continues to underpin all of our work-

## AIM HIGH, CELEBRATE SUCCESS, ENJOY LEARNING.

In evaluating impact and progress in the key areas, we have drawn on a range of evidence including:

Attainment data reflecting learner performance in ongoing assessments Feedback from learners, parents, staff and the wider school community Observations of learning through shared classroom experience

 onitoring of learners’ work, teacher planning and assessment evidence

**Vision/ Teamwork** led by Jennifer Allison

Outcomes: Improve our school community

**Numeracy** led by Sarah Stark

Outcomes: Improve our learning & teaching

**1+2 Languages** led by Andrew D

Outcomes: Improve our learning & teaching

**Meeting Learners Needs** led by Allan Fleming

Outcomes: Improve our well being

**Bonnyrigg School Improvement Plan 2015/ 16**

**Visible Learning** led by Caroline Findlay

Outcomes: Improve our learning & teaching

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**Nursery** led by Rachel Coombs

Pupil Group: Pre Schoolers

Outcomes: Improve our teaching and learning

**Outdoor Learning** led by Richard Garwood

Outcomes: Improve our learning & teaching

**Parental Involvement** led by Louise Donaldson

Outcomes: Improve our school community

Maintenance

Twitter

Eco

Fairtrade- Tuck Shop

Enterprise

## OVERVIEW OF PROGRESS IN MEETING THE TARGETS WE SET FOR IMPROVEMENT FOR 2014/2015

|  |  |
| --- | --- |
|  | All or almost all targets met |
|  | Most targets met |
|  | Few targets met |

|  |  |
| --- | --- |
| **Lasswade ASG Priority** | **Progress in Meeting Targets** |
| To introduce French throughout the school |  |
| To improve our learning & teaching in numeracy |  |
| **Bonnyrigg Primary Priority** | **Progress in Meeting Targets** |
| To improve our well being |  |
| To improve our playground |  |
| To improve our parental links  |  |
| To improve our teamwork and clarify our vision |  |
| To improve our learning and teaching by developing the language of learning |  |
| To improve learning and teaching in our nursery |  |
| To improve our nursery grounds |  |

We also had many changes in staffing including appointing a new DHT.

**HOW WELL DO CHILDREN LEARN AND ACHIEVE?**

Children from Nursery to Primary 7 are motivated and eager to learn. Learning environments are engaging, challenging and supportive. There is a positive ethos in the school where learners are valued, they feel safe and are therefore making good progress. This was confirmed through parental feedback gathered during parental consultations.

As a school, we recognise the social and emotional needs of our children and the significant impact they can have on learning and achievement. This session staff have continued to use their new skills from ‘Confident Staff, Confident Children’ training to understand how children develop and learn. We also had a follow up visit from Education Scotland on GIRFEC and received positive feedback. The nursery introduced individual GIRFEC meetings with parents. We introduced a new system for tracking pupil well being.

**Attendance** Bonnyrigg Primary School has above average attendance against the local authority level.

**Exclusions** We had 0 exclusions during Session 2015/16.

## Standards of attainment based on standardised assessment scores

We use a range of data to analyse our attainment. Children in P2-7 are assessed annually using standardised tests in reading, spelling and mathematics.

Standardised tests show that almost all children have a reading age above their chronological age.

Standardised tests show that most children have a spelling age above their chronological age.

Maths and numeracy assessments allowed us to analyse strengths and next steps for development and build these into maths and numeracy programmes this session.

Baseline assessment data for P1 by June each year is measured by PIPS (Performance Indicators in the Primary School).

Cognitive Ability Tests were introduced at P6 and P3.

Data from this baseline assessment in P1 confirms that the majority of children made progress in Reading and Phonics with attainment above both local and national averages.

In Maths all 3 Primary classes made progress.

In terms of progress towards Curriculum for Excellence levels, in P1 most children are achieving the expected levels in Reading, Writing, Listening and Talking, Maths and Numeracy.

At P4, over 80% of children are secure at First Level or above in Reading, Writing, Listening and Talking, Maths and Numeracy.

At P7 the majority of children are working at Second level in Reading, Writing, Listening and Talking, Maths and Numeracy

At all levels, staff have worked together to moderate children’s writing, allowing them to confirm each other’s judgements, resulting in the majority of children achieving the expected level or above. Our Associated School group (ASG) has a process in place for the moderation of writing. This will be extended to other areas next session.

## Achievement

We provide a wide range of experiences to allow our children the opportunity to achieve success. We provide many different ways to share and celebrate this success together, including at assemblies, on Twitter, through displays and within the classroom.

There are many opportunities for our children to be involved in supporting achievements within the school community. We have our pupil focus groups for Pupil Council, SIP Group, ECO, and JRSOs. These groups have had many achievements this session.

As an ASG we have very effective P5 and P6 Learning Councils across all of our primary schools. This allows us to share our learning and develop new friendships. It also gives us an opportunity to learn from each other and several schools have developed their practice after these visits. This session we focused on Numeracy in P5 and continued with Visible Learning in P6.

Our P7 pupils have all produced an electronic profile of their achievements. High School staff will be able to access this valuable information to aid an effective and smooth transition. These profiles show that the children have a very clear idea of what their strengths and development needs are, and they clearly recognise their achievements.

Our P5 children took part in the Local History Society competition to celebrate the life of Dr Mary Noble. The focus this session was local railways. Our pupils submitted an excellent piece of work and were delighted to win the competition.

A group of our pupils played at the Festival of Music at the Usher Hall in November. At Christmas time our P4 pupils sang at the Christmas lights switch on.

Other events included P4 swimming, P6 camp at Ardeonig and P5 skiing. We also we invited parents to an open afternoon to share our work on Visible Learning.

Our DHT and PT lead a Health Week where pupils participated in activities such as ‘wake and shake’, dance and other activity sessions with coaches. As a result of Health Week we have developed new links with the community.

## Priorities for future development

 Develop shared expectations in terms of learners’ experiences with all stakeholders.

 Develop the use of leadership groups to focus more on making change within learning and teaching

 Continue to develop and embed standardised assessment; engaging staff more fully in interpreting and using data in order to develop teachers’ ability to plan next steps for individuals

 Consistently use feedback and assessment information to set achievable targets for learners

## HOW WELL DOES THE SCHOOL SUPPORT CHILDREN TO DEVELOP AND LEARN?

Our curriculum is well organised and builds children’s learning from nursery to P7. Well planned whole school focus times give coherence and assemblies allow parents and friends to share this learning.

Alongside these, teachers plan an interdisciplinary learning focus to allow the children to make connections in their learning and develop their skills across the curriculum. Personalisation and choice is developed through this approach as learners can add their ideas at the planning stages. Staff were trained in the use of Floorbooks and Talking Tubs, tools to engage children in planning.

In all classes children are actively involved in their learning and motivated and keen to learn. Primary 5 children worked with staff from the University of Edinburgh to develop peer learning conversations. Next session we will develop this with other classes.

Nursery parents are invited to stay and play and interact with pupil folios.

Through forward planning procedures teachers are using the experiences and outcomes and are becoming more familiar with assessing and tracking pupil progress. Discussions are held termly with senior management to evaluate plans and discuss the needs of all pupils within a class. Staff have been reviewing planning to make it more meaningful and to ensure there is a focus on outcomes for learners.

A variety of assessment information is used. Formative assessment allows children to plan their next steps in learning. Summative assessment allows us to identify whole school trends and areas for development. Standardised testing is used annually to track individual attainment and compare year on year progress.

The Support for Learning teacher’s timetable is reviewed termly as are Learning Assistant timetables, to ensure that support is focused on need. This may be short or long term. A few pupils have Individual Education Plans and these are evaluated termly. Review meetings take place with parents, class teachers, senior management and the Support for Learning (SFL) teacher. Targets are reviewed and updated and the child is consulted about progress and next steps. We have introduced social groups for some children to support their well being and we provided dyslexia workshops for pupils from P4-7.

We have continued to focus on Transition, both from Nursery to P1 and from P7-S1. We held our sixth, very successful P7 ASG Camp, this session at Dalguise. Over 200 P7s from across the ASG met to undertake a variety of teambuilding and transition opportunities. There was also an event before camp for activity groups to bond.

We improved the Nursery to P1 transition by introducing play dates using P1 buddies to support this. These visits give the children the opportunity to meet with other P1s, spend time in the class and the playground and meet their P7 buddies. We have developed a book for new P1 children telling them about their school day. The book was illustrated by some of our current P1 children.

To support transition to school our nursery children have opportunities to join events and assemblies. They also participate in joint whole school topics eg Scotland.

Informal evaluations indicate that these have been extremely successful events in terms of teambuilding and aiding transition.

P7 buddies are trained annually. They take turns to support the younger children in the playground and help to resolve playground disputes.

For those individuals and families who have required extra support for a range of reasons, we have continued to draw upon support out with the school through the 0-12 Forum, Speech and Language Therapy, Educational Psychologist, Occupational Therapy and the School Nursing Service.

Priorities for Future Development

 Increase consultation around expectations in learning and teaching focusing on literacy and numeracy.

 Develop an understanding of methodology in terms of literacy and numeracy based on educational research

 Involve all stakeholders in the process of profiling learning and achievement

 Develop a shared understanding of the strengths and areas for improvement in terms of children’s learning across the school

## HOW WELL DOES THE SCHOOL IMPROVE THE QUALITY OF ITS WORK?

As a school staff we constantly evaluate our work and seek to improve. We are committed to providing excellent learning experiences for all our children. We seek views via questionnaires and through the Parent Council. Newsletters are sent home monthly giving up to date news on events and developments in learning and teaching. We text and ‘tweet’ to keep all stakeholders informed.

Staff work together closely in our school and effective communication is vital to ensure a quality environment for learning.

We are developing a more effective monitoring programme throughout the school which is systematic and rigorous. This will ensure that staff are learning from each other and will allow an opportunity for professional dialogue between staff. It also gives time for feedback, personal reflection and will ensure staff to identify next steps. This gives coherence and ensures all staff are able to see the need for consistency of approach in learning and teaching.

Time is built in across the session for focused professional dialogue sessions. The focus for these this session was mainly Visible Learning. All staff attended a Visible Learning conference.

Annually, we audit key aspects of our work using a variety of tools linked to CfE. This session we carried out several cross school consultation sessions to inform our practice. We finalised our Homework and our Behaviour Policies.

As an ASG we are keen to develop our 3-18 Learning Community. Several joint CAT sessions have been held across the ASG. ASG staff are developing relationships and beginning to share developments across the schools.

Priorities for future development

 Using current research, we will continue to drive self evaluation and improvement to ensure we prioritise the right things and make learning visible within the Bonnyrigg learning community.

Involve parents and carers more in the self evaluation process


## Quality Indicators

Through evaluation, the table below indicates where the school views itself to be in relation to key Quality Indicators.

|  |  |
| --- | --- |
| **Leadership and Management** | **Good** |
| **Learning Provision** | **Good** |
| **Successes and Achievements** | **Good** |

**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: P7 Learning Council

Parent Rep: TBC

Budget: £TBC

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

**Reader’s Evaluation**

**Standards and Quality Report 2015 – 2016 and School Improvement Plan 2015-2016**

It would be very helpful if you could take a little time to answer the questions below. This will help us to judge how useful the information is and decide how it might be improved upon next year.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Yes | No |
| 1 | Does the report provide you with helpful information? |  |  |
| 2 | Is it useful to have the Standards and Quality Report and the School Improvement Plan within one document? |  |  |
| 3 | Is it laid out in an attractive way? |  |  |
| 4 | Is it easy to read? |  |  |
| 5 | Is it written in language you can understand? |  |  |
| 6 | Is there any information you think would be useful to include in next year’s Standards and Quality Report? |  |
| 7 | Is there any priorities you think are missing from next year’s School Improvement Plan? |  |