

## BONNYRIGG PRIMARY SCHOOL- School Improvement Plan 18/19

### Action Plan: Summary for Stakeholders e.g. Parent Council, Pupils, Partners

| Number | Priority                  | Expected outcomes for learners which are measurable or observable   | Lead responsibility | Timescales |
|--------|---------------------------|---|---------------------|------------|
| 1      | ASG<br>Numeracy: SEAL     | A wide range of creative approaches and strategies used to develop, increased engagement, motivation and attainment in numeracy. Skilled questioning is used to improve engagement of all learners.   | Lynn Thompson       | By June 19 |
| 2      | ASG<br>Science Curriculum | Experience of consistent Science curriculum. Learners will accurately know which level they have achieved in Science and what their next steps in learning are. There will be a smooth and coherent transition into S1 from P7 in the Lasswade ASG primaries.   | Louise Ferguson     | By Dec 19  |
| 3      | Community                 | <p>Families take part in BSL sessions leading to improved communications between hearing and deaf families.</p> <p>A family learning group is set up with a theme agreed with parents. Families report that the group has supported them to learn together.</p> <p>A second hand uniform stall / "Bring One, Take One" book stall supports families to tackle poverty. Parents report its value to them.</p> <p>Increased numbers of parents attend BOATS sessions which are more focused on families learning together.</p> <p>Pink post-its record feedback from these sessions.</p> <p>Increased numbers of parents attend Parent Council meetings and are actively involved in school development plans.</p> <p>Feedback from parents shows that the nursery to P1 transition supports all families.</p> <p>Learners and members of the local community report that outcomes have improved.</p> | Caroline Findlay    | By June 19 |
| 4      | Health & Wellbeing        | <p>Experience of a consistent Health and Wellbeing curriculum. Learners will accurately know which level they have achieved in Health and Wellbeing and what their next steps in learning are.</p> <p>Learners needs are being met by internal and external resources and focus groups report that children feel safe, respected, included, achieving and healthy in school.</p> <p>Learners know how to keep themselves safe online and can describe how to do this.</p>   | Kathryn Ireland     | By June 19 |

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| 5 | Visible Learning | <p>Staff and pupils regularly use feedback to plan next steps.</p> <p>Pupils feed back to some staff on lessons.</p> <p>Parents are asked to feedback on learners experiences in school and this leads to improved learning and teaching.</p> <p>Staff are using impact cycles to measure new initiatives.</p> <p>Learners can make connections between Bonnyrigg Learner Qualities and real life contexts beyond school.</p> <p>Learners (pupils and staff) are increasingly able to talk about their learning showing an awareness of how they are learning, where they are in their learning and what their next steps are.</p> <p>Increased numbers of children are participating in stories and rhymes.</p> <p>PIPS scores 2019 show increased awareness of rhyme and understanding of the purpose of reading.</p> <p>Increase staff confidence in planning.</p> <p>Planning shows clearer learning and links to next steps.</p> <p>Observations record key learning for children.</p> <p>Staff have tracked learner experiences across Early Level</p> | Karen Bowman | By June 19 |
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