



Bonnybridge Primary School and Nursery Class

**Standards and Quality Report for session 2008 - 2009
What we plan to achieve for 2009 - 2010**

Each year the Scottish Government and Falkirk Council publish information to show how well schools and local authorities are improving performance and experience year on year.

We would like to tell you how we are progressing in our school, in this our 'Standards and Quality Report' for session 2008-2009.

We have focussed on our main achievements and outlined our priorities for next session.

I hope you find the following information helpful. If you have any questions or observations please do not hesitate to contact me and I will be pleased to offer clarification.

Derek McKenzie
Headteacher

Our school improvement plan reflects our school needs as well as local and national priorities and helps us to manage change.

During session 2008/2009 the following priorities were the focus for development:

Priority	Progress
ICT	<p>Our policy is in the process of being comprehensively reviewed and brought into line with Curriculum for Excellence experiences and outcomes.</p> <p>Additional smartboards have been bought and the final two will be installed at the end of September.</p> <p>Further development is still required to ensure they are used most effectively as a teaching tool. To this end there will be further staff attendance at in-service.</p> <p>Whole school assemblies have successfully raised the profile of 'cyber bullying' and pupils are aware of the seriousness of using technology to threaten others.</p> <p>Pupils, generally, have a high ICT skill level. P.3-7 pupils can all send e-mails and are using responsibly. Powerpoint presentations are evidenced from middle stages onwards.</p> <p>Pupils regularly use digital cameras and photographs are a part of many displays around the school and feature on our information screen.</p> <p>Generally progress in ICT is very good - our pupils are proficient and confident. An after school club supports our web page.</p> <p>Education City - a commercial resource - is used throughout the school - mainly in language. It is available for use at home for a token charge.</p>
Enterprise in Education	<p>Primary 6 pupils engaged in a two day event focussing on World of Work. Visitors included a modern apprentices co-ordinator, a development officer from Falkirk Council's Helix project and a number of parents representing a wide range of careers. Pupil feedback was very positive, illustrating their increased knowledge of work places, skills and attitudes required, health and safety issues and future employment opportunities locally and beyond.</p> <p>At every stage throughout the school, Nursery to P.7, children have immersed themselves in activities exhibiting confidence and self assurance. Particularly impressive has been their degree of engagement. Business plans have been produced by children as young as P.3. Many activities have been undertaken which have involved all classes - enhancing the school ethos. Progress made is very good. Enterprise activities are becoming more 'enterprising' and it's noticeable that our pupils are generally very confident and have an acute sense of responsibility.</p> <p>Enterprising approaches to learning and teaching continue to develop - Soft Start in P.1-3 being one example. All activities provide worthwhile contexts for pupils to develop their literacy and numeracy skills</p>

Health and Wellbeing	<p>We have continued to develop our Creating Confident Kids programme and have extended its focus which now includes friendship, fresh start, feelings and bullying. There has been a noticeable decline in the number of children who lose Golden time on Fridays! It is more evident that children are more confident in understanding and resolving their own disputes and difficulties - making informed choices and judgements. All teaching staff attended training using this very useful resource.</p> <p>Guidelines for healthy eating and the school's tuck shop are very closely followed.</p> <p>Bonnybridge is a Heartstart School, which means we actively teach emergency life support skills for young people and Health and Wellbeing remains one of our priorities - very much in line with a Curriculum for Excellence</p>
Curriculum for Excellence - Literacy and Numeracy	<p>The use of standardised assessments has impacted positively on our literacy programme by not only confirming our children's progress but identifying the occasional pupil who is capable perhaps of greater pace or consolidation. All our reading resources are being graded to be consistent with reading levels allowing us to accurately consolidate, develop or extend as required. Our classes are now working for part of the year on alternative texts supplementing reading schemes to widen experience of print . Early signs in terms of attainment are very positive.</p> <p>Baseline Assessment in P.1 in both literacy and numeracy has shown the considerable progress made by children in P.1 as compared with results on entrance to P.1 but also show us the degree of input that will be necessary to ensure good future progress. There has been a clear improvement in the quality of children's writing extending the writer's craft i.e. continuing a piece of writing in the style of the author.</p>
Curriculum for Excellence: Thinking Hats	<p>Thinking Hats - a systematic approach to thinking, problem solving and analysis - training has been undertaken by all staff and its implementation timeline has been agreed for 09/10.</p>
Pupil and Parental Involvement	<p>The Pupil Council has been very mature in their responses and suggestions and made the final decision as to which play park design would be developed in Jenny's Park - which has recently undergone development. They also designed a learning and teaching questionnaire for P.4-7 classmates and suggested a strategy for monitoring bullying type behaviours - which will be implemented next session.</p> <p>Parental Involvement in terms of two way communication and understanding children's work hopefully will be an outcome of our revised Personal Learning Planning process to be introduced next session in the form of 'reflective logs'.</p> <p>A Parents Information Evening received favourable evaluative comment but further feedback from HMIe, PTA and the Parent council suggests an earlier formal Parents Evening is preferred, and this is being addressed.</p>

Our priorities for 2009 and 2010 are outlined below with an indication of the impact on pupils we would expect.

Priority	Impact
Curriculum for Excellence: Building the Curriculum 4 and 5	These two documents deal with skills development and assessment. Following awareness raising with staff, a revised assessment programme will be developed. The documents are relevant to primary and secondary schools - initial guidance already being available to secondary schools on new qualifications to replace standard and intermediate grades. Next year P.7 pupils (09/10) will be first year group to experience the revised exam diet at secondary school!
Curriculum for Excellence: Co-operative Learning	Co-operative learning is a range of interactive techniques that involve children more in their classroom activities. Teaching and learning will not be turned on its head but it does mean that a greater range of techniques will be used. Several more teachers will be trained in co-operative learning - a 4 day training course. Several teachers are also joining teacher learning communities to further develop monitoring and day to day assessment techniques to support teaching and learning approaches. The end result, as always, is the expectation of raised attainment and achievement.
Curriculum for Excellence: Literacy and Numeracy	The new Curriculum for Excellence outcomes and experiences for number, mathematics, reading, writing and listening and talking are now published and awareness raising sessions have been held with staff. Although content is relatively unchanged the approach to teaching is evolving so that children are more involved in their learning and learn within everyday, recognisable contexts. There will be increasing opportunities for pupils to learn within their classroom topics - environmental studies, enterprise, and within school and community events. It will also mean that children will from time to time use resources other than just prescribed schemes and texts. Book Detectives which is a co-operative learning approach - will be used with novels - where pupils assume identified roles to uncover aspects of choice and use of language.
Curriculum for Excellence: Develop Personal Learning/Pupil, Parental participation	HMIe commented favourably on children's and teacher's identification of success criteria/personal targets in writing. We plan to extend this approach to Mathematics. In addition the intention is to introduce Reflective Logs from P.4 where children can evaluate their own work, note what their teachers and peers have said as their next steps and share this information with parents. It is hoped that there will be a greater exchange of information between home and school and that parents have a better feel of what their children are doing at school and where and how they may be supported.

Priority	Impact
Long Term Planning	Although there is considerable long term planning already in place it will be co-ordinated on to a single plan to allow for all suitable contexts to be identified for literacy, numeracy, health and wellbeing, ICT etc. in keeping with a Curriculum for Excellence approaches.
Curriculum for Excellence: Principles and four capacities	The Curriculum for Excellence is underpinned by 4 capacities or aims to encourage our children to be a) successful learners b) confident individuals c) responsible citizens and d) effective contributors. Also underpinning C f E are 7 principles - Challenge and Enjoyment, Breadth, Progression, Depth, Personalisation and Choice, Coherence and Relevance. We will be auditing our provision in terms of the four capacities and addressing the requirements of the principles through everything we do in our School Improvement Plan.
Thinking Skills	Our new thinking skills programme will be systematically implemented throughout the school. The advantage to this approach is that it's structured, uniform across the school, can be built on each year and provides a thorough tried and tested approach to analysis and problem solving.
Fire Risk Assessment	A full and comprehensive fire risk assessment of the building will be completed in line with recent legislation. It will aid identification of any small 'structural' changes that may be necessary. In addition a full and comprehensive overhaul of all our health, safety and security procedures will be undertaken.
Health Promotion	We hope to apply for Health promoting Schools level 3 accreditation once requirements are published.
Eco matters	We will apply for 2 nd Green Flag by maintaining our work in areas of litter, waste and energy. Pupils will develop health and wellbeing and transport.

HMIe visited in October all classes including the nursery - we ranged from good to very good across quality indicators which is a comfortable place to be. Complacency however is not acceptable and the foregoing priorities will begin to address the main areas for improvement i.e. development of a Curriculum for Excellence, increase more active learning opportunities for pupils and further develop self evaluation of our practices to encourage the above.

All school developments relating to curriculum and teaching and learning apply from Nursery to P.7.

How well did our pupils perform

		June 2007	June 2008	June 2009
Reading	School	81%	80%	82%
	E.A.	85%	85%	85%
Writing	School	82%	79%	82%
	E.A.	81%	81%	82%
Mathematics	School	86%	85%	85%
	E.A.	88%	87%	88%

The above % figures are calculated by taking the average of all pupils who have attained Level A or above at P.3, B or above at P.4, C or above at P.6 and D or above at P.7.

Higher attainment shows the % of pupils who have performed beyond Level A at P.3, B at P.4, C at P.6, and D at P.7.

		June 2007	June 2008	June 2009
Reading	School	48%	44%	42%
	E.A.	40%	42%	44%
Writing	School	22%	21%	22%
	E.A.	27%	29%	28%
Mathematics	School	43%	44%	31%
	E.A.	28%	31%	30%

Although it is possible to make a judgement as to the 5-14 level pupils have attained out pupils were assessed using National Assessments which confirm teacher's judgements.

As indicated in our HMIe report children's attainment in Mathematics, Listening and Talking is very good and good in Reading and Writing. their evaluations are made by working with pupils and looking at their day to day work. Our results are particularly good when viewed in context. We have a larger than average Support for Learning team reflecting the range and variety of development needs amongst out pupils.

Our pupil attendance was marginally below the local authority average at 95.7% compared to 96.1%. There was very little variation from term to term.