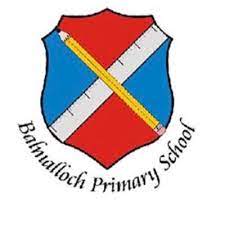
**Primary School & Nursery Class**

**Pupil Improvement Plan**

**2022/23**

responsi**B**ility

gr**A**titude

**BELIEVE IN YOURSELF**

hu**M**ility and forgiveness

persever**A**nce

**L**ove

**ACHIEVE YOUR GOALS**

h**O**nesty and gener**O**sity

compassion and respe**C**t

friends**H**ip & family

**A Place of Enthusiastic Learning and Achievement!**

Our Pupil Voice groups within Balmalloch Primary School and Nursery are –

* Pupil Council
* Rights Respecting Schools Committee
* Digital Leaders
* Young STEM Leaders
* Eco Committee
* Sports Committee
* Reading Schools Committee
* Health and Wellbeing Committee
* DYW Committee
* Fairtrade Committee
* British Council Partnership Schools Committee
* Pupil Representatives

These groups also involve children from Primary 1-7.

We also introduced School Captains, Vice-Captains and Prefects known as our Pupil Representatives during the session 2019/20 to further support Pupil Voice, making a difference to learners’ experiences and opportunities for achievement.

Our Pupil Voice groups create targets that the groups take forward through their work as part of a Pupil Voice group. The children, overseen by the adult responsible for that area, include how they will measure the success in achieving the improvement targets set and identify any resources needed.

**PUPIL VOICE**

Education Scotland state –

“In schools and early learning and childcare (ELC) settings, learner participation is core to a good education. As part of all educational experience, it is young people’s right to have a say in matters that affect them.”

Our pupil voice groups create targets that the groups take forward through their work as part of a Pupil Voice group. The children, overseen by the adult responsible for that area, include how they will measure the success in achieveing the improvement targets set and identify any resources needed.

To ensure that children are given opportunities to share their views and opinions on school improvement, we have recognised the need for a Pupil Improvement Plan that incorporates the views and opinions of our children but also allows them to have an active role within delivering improvement in Balmalloch Primary School & Nursery Class.

**rATIONALE**

**PARENTS/CARERS**

**Education Scotland**

**Engaging Parents and Families**

**A Toolkit for Practitioners – School Improvement Planning**

**‘Parents have their own perspectives on school education and what can be done to improve standards and quality. Schools should foster a positive and open ethos which encourages parents to share these perspectives’. (Scottish Schools (Parental Involvement) Act Guidance, 2006.**

**Reflective Statements:**

**The School Improvement Plan has a strategic focus with simplified, clear, streamlined, prioritised approaches along with realistic and achievable timescales that lead to improved outcomes for learners.**

**A range of evidence is used to identify priorities for improvement.**

**Parents and the school community are involved in reviewing progress and identifying priorities as part of the School Improvement Planning process and cycle.**

**School improvement planning**

**Has the School Improvement Plan been communicated to the wider parent forum, school community, children and young people, staff and partners?**

**Has a process been set up to regularly review progress of the School Improvement Plan with stakeholders and discuss/measure the impact on outcomes?**

**Is the Standards and Quality report prepared annually for parents to communicate progress on the School Improvement Plan and identify key strengths and areas for improvement?**

**Have you ensured that school improvement and reporting documents are in plain English, easily understandable and in ‘parent-friendly’ language?**

**Involving Parents/Carers**

**‘\* Vision/Aims/Rationale**

**‘\* Improvement Planning and Self-Evaluation**

**‘\* Reviewing Policies**

**‘\* Enhanced Curriculum (e.g.) Volunteers**

**‘\* Short-Life Working Groups (e.g.) Poverty Proofing**

**‘\* Developing the Young Workforce**

**Leadership of Change & Leadership of Learning**

**What is School Improvement Planning?**

School Improvement Planning is a process by which members of the school community conducts a thorough evaluation of their school’s educational programming in the previous school year/s and the development of a written school plan that:

* Establishes the starting point for ongoing evaluation of efforts
* Unifies independently organised school improvement efforts from various areas of the total school programme into a single, focused process.

**Partners in Planning for Improvement**

* Start small – the most effective programmes come when adaptions can be made freely. Pupils and parents/carers need time to get used to the formality of the meetings and what is expected of them.
* High quality discussions around school improvement planning are vital.
* Regular meetings allow for more flexibility.
* Keep staff, pupils, parents and partners updated with any progress.

**In Partnership with …**



⚫ Staff ⚫ Pupils ⚫ Parents ⚫ Community

**Improvement questions**

* How do your pupils help to shape and evaluate your school improvement plan?
* How well do you engage parents and partners in identifying/evaluating school priorities?

**Taking Account of…**

* National Improvement Framework for Scottish Education
* How Good Is Our School?, How Good Is Our School – Learners?, How Good Is Our Early Learning and Childcare?
* The Scottish Attainment Challenge

**Pupil Improvement Plan**

**Pupil Voice Group: Pupil Representatives**

**LEAD: RUTH MCCARTHY MEMBERS – PUPIL REPRESENTATIVES: Mirren/Caitlin/Ruby/Grace/Amelie Lauren/Mia/Alfie/Cameron/Luke/Lillie/Olivia/Emilie**

**MEMBERS – COMMUNITY PUPIL PARTNERSHIP: Callan/Robyn/Ameila/Jayden/Andrew/Andrew/Ava/Ella/Evie/Holly**

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| **Pupil Voice Improvement Priority** | **Targets – STAFF PROFESSIONAL DEVELOPMENT & PARENT/CARER ENGAGEMENT** | **Timescale** |
| To achieve School of Character Kitemark Plus Award to further enhance outcomes for learners. | **SHARING BEST PRACTICE**   * The school shares its own best practice with other schools in order to support them on their character journey. | March 2023 |
| **EXTERNAL CHARACTER BASED RESOURCES AND RESEARCH**   * Character Champions (Inc. non SLT) within the school access resources, training and pedagogical research from credible external sources such as the Jubilee Centre for Character and Virtue, to help evolve the school's character provision. A coordinated CPD plan is in place for this information to be explained, shared and explored as a staff team on a regular basis. A 'drip feed' approach is taken to updating, informing and training staff around character. There is consistency in understanding amongst staff and pupils about the purpose of developing good character and its link to being able to make the right choices, at the right time and for the right reason (phronesis | June 2023 |
| **STAFF DEVELOPMENT CHAMPIONS AND LEADS**   * The school has a number of Character Champion/Leads (Inc. non SLT) who ensure character is woven in across the school. There is a critical mass of staff support and buy-in to the school's character programme. | June 2023 |
| **TRAINING**   * The school provides regular character education based CPD to all staff, which is research-led and draws on outstanding practice. | June 2023 |
| **PARENT COUNCIL**   * Parent Council have worked with SLT to evaluate the success of the school's character provision and have identified areas for improvement that will inform the ongoing evolution of the school's character programme | June 2023 |
| **PARENT/CARER ENGAGEMENT**   * Parents are invited to actively work with the school to develop character within their children. This is done in a context which works for the school and its local community. Character and virtue is included within pupil reports and parent’s evenings to allow in-depth and explicit dialogues around character. | June 2023 |

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| **Pupil Voice Improvement Priority** | **Targets – CHARACTER SOUGHT** | **Timescale** |
| To achieve School of Character Kitemark Plus Award to further enhance outcomes for learners. | **ENGAGEMENT IN EXTRA CURRICULAR ACTIVITIES**   * The school has an understanding of the demographics that engage less with extra-curricular activities and have implemented measures in response. Character is explicitly and purposefully woven into the delivery of extra-curricular activities so pupils can clearly link how the activity will support the development of their character. | March 2023 |
| **PUPIL LEADERSHIP**   * Pupils clearly understand the role of virtue in effective leadership. Opportunities to develop pupil leadership are available to all pupils (and not limited to initiatives such as School Council). | March 2023 |
| **CULTURAL CAPITAL**   * The school intentionally provides all students with opportunities designed to develop cultural capital. A focus is given to more disadvantaged students to ensure they access these opportunities. Activities to develop cultural capital aren’t just restricted to trips but are woven into the school day. | March 2023 |
| **VOLUNTEERING AND SOCIAL ACTION**   * Pupils understand the purpose of civic service and how it supports their own and wider societal flourishing. Pupils demonstrate their desire to continue to undertake civic service into the future and are clearly ‘developing a habit of service. | June 2023 |
| **WORK BASED ENCOUNTERS**   * Staff and pupils demonstrate an understanding of the difference between knowledge, skills and character required for the workplace (secondary). Pupils and staff can demonstrate why character (moral and performance-based) is essential for flourishing in the workplace. | June 2023 |

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| **Pupil Voice Improvement Priority** | **Targets – CHARACTER TAUGHT** | **Timescale** |
| To achieve School of Character Kitemark Plus Award to further enhance outcomes for learners. | **CORE CURRICULUM**   * Character is integrated across the majority of subjects and year groups. All staff are confident and proficient in embedding character into their subject area. Staff collaborate and work together when integrating character into their curriculum. | January 2023 |
| **STAND ALONE**   * The school can demonstrate that the content and delivery of standalone character sessions has been reviewed and improved. There is clear evidence that the teaching of character is intentionally scaffolded and sequenced throughout the pupils' journey through the school. | January 2023 |
| **CLASSROOM OBSERVATIONS**   * Classroom observations have ensured a consistently high standard to the teaching of character across most subject areas and year groups. | January 2023 |
| **ASSEMBLIES**   * The school's assembly plan is coordinated so it directly reinforces the content of the character education that is being taught within curriculum. | January 2023 |

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| **Pupil Voice Improvement Priority** | **Targets – CHARACTER CAUGHT** | **Timescale** |
| To achieve School of Character Kitemark Plus Award to further enhance outcomes for learners. | **VIRTUES/VALUES**   * Embed the Four Capacities – Key Principles – in the Four Contexts of Learning. | March 2023  Review |
| **VIRTUES/VALUES**   * Pupils and staff have a nuanced understanding of the definitions of the school’s virtues/values and why they are essential in order to flourish. | March 2023  Review |
| **VIRTUES/VALUES**   * The school’s virtues/values inform, guide and orientate all policies, plans and activity. | March 2023  Review |
| **REWARDS AND BEHAVIOUR**   * The school uses innovative ways to communicate and celebrate pupils’ virtuous behaviour with parents and carers. Woven into the rewards system is a narrative about doing the ‘right thing for the right reason,’ and that, ‘good character is what you do when no one is looking.’ Consideration is given to motive and intention in relation to virtuous behaviour. | End of January 2023  Review |
| **PHYSICAL ENVIRONMENT**   * The school’s virtues/values are visible across all communal areas and all classrooms. Character permeates displays around the school. | End of January 2023  Review |
| **WEBSITE**   * Character and virtues/values are upfront and central on the school website and are no longer solely featured in their own section. It is evident from the website that character and values cross-cuts all parts of school life. | March 2023 - Review |
| **STAFF APPRAISALS**   * Staff appraisal templates explicitly include a section to facilitate a conversation about their own character and their role modelling of the school’s virtues/values. | June 2023 - Review |
| **STAFF RECOGNITION**   * Staff-based rewards and awards system is in place to recognise and celebrate virtuous role-modelling and the development of positive relationships. | August 2023 |
|  | **RECRUITMENT**   * Interview questions for all new staff assess their ability to teach character education. Interview questions for all new staff assess their ability to ‘live and role model’ the school’s virtues/values. | January 2023 - Review |
|  | **STAFF INDUCTION**   * The school’s character programme is covered in the staff induction process. Expectations around role modelling the school’s values are explicit in the school’s induction process. | January 2023 - Review |
|  | **CULTURAL ROUTINES**   * Cultural routines that reinforce the school’s ethos and virtues/values are fully embedded within the school | January 2023 - Review |

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| **Resources** | * External Display Boards * Pupil Representatives Photographs * Staff Photographs * Values Texts |
| **Involvement of Parents/Carers** | * Parents/carers support the school in developing character with their children. * Character and virtues shared with parents through Learning Logs/Progress Reports/Parents’ Evenings. * Parent Council review the school’s Character Programme with SL&MT. |

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| **Checkpoint 1 – Term 1** | * Voting/Judges – S6 pupils Kilsyth Academy. Updated the voting form to ensure judges engaged with the application form and with the presentation on the day. * Community Pupil Partnership group established to support leadership opportunities. The group have worked with the Dining Hall Assistant to develop communal areas. Next step to engage with the high school to plan further opportunities for high school students to support leadership opportunities for primary school pupils. * Pupils support a ‘Young Leaders’ Award at the end of the session. * Primary 7 pupils supporting the work of the school through a variety of leadership opportunities; Breakfast Club/Dining Hall/Positive Playground Buddies/Wet Play Monitors/Door and Line Monitors * Pupils photographs/profiles displayed in communal areas (e.g.) dining hall and also in the classrooms for the pupils they represent and are responsible for.   **Next Step:**  External Display Board to share our Pupil Representatives and Community Pupil Partnership groups with the community. |
| **Checkpoint 2 – Term 2** |  |
| **Checkpoint 3 – Term 3** |  |
| **Checkpoint 4 – Term 4** |  |

**Appendix 1:**

When considering your Cluster and School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIOS4 and HGIOELC:

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| **UNCRC** | **HGIOS 4 & HGIOELCC**  **HGIOS LEARNERS** | **National Improvement Framework: priorities and drivers** |
| Article 1 - definition of the child  Article 2 - non-discrimination  Article 3 - best interests of the child  Article 4 - implementation of the Convention  Article 5 - parental guidance and child's evolving capacities  Article 6 - life, survival and development  Article 7 - birth registration, name, nationality, care  Article 8 - protection and preservation of identity  Article 9 - separation from parents  Article 10 - family reunification  Article 11 - abduction and non-return of children  Article 12 - respect for the views of the child  Article 13 - freedom of expression  Article 14 - freedom of thought, belief and religion  Article 15 - freedom of association  Article 16 - right to privacy  Article 17 - access to information from the media  Article 18 - parental responsibilities and state assistance  Article 19 - protection from violence, abuse and neglect  Article 20 - children unable to live with their family  Article 21 – adoption  Article 22 - refugee children  Article 23 - children with a disability  Article 24 - health and health services  Article 25 - review of treatment in care  Article 26 - social security  Article 27 - adequate standard of living  Article 28 - right to education  Article 29 - goals of education  Article 30 - children from minority or indigenous groups  Article 31 - leisure, play and culture  Article 32 - child labour  Article 33 - drug abuse  Article 34 -sexual exploitation  Article 35 - abduction, sale and trafficking  Article 36 - other forms of exploitation  Article 37 - inhumane treatment and detention  Article 38 - war and armed conflicts  Article 39 - recovery from trauma and reintegration  Article 40 - juvenile justice  Article 41 - respect for higher national standards  Article 42 - knowledge of rights | **HGIOS & HGIOELCC**  1.1: Self-evaluation for self-improvement  1.2: Leadership for learning  1.3: Leadership of change  1.4: Leadership and management of staff  1.5: Management of resources to promote equity  2.1: Safeguarding and child protection  2.2: Curriculum  2.3: Learning teaching and assessment  2.4: Personalised support  2.5: Family learning  2.6: Transitions  2.7: Partnerships  3.1: Ensuring wellbeing, equality and inclusion  3.2: Raising attainment and achievement  3.3: Increasing creativity and employability  Specific to HGIOELC  3.2: Securing children’s progress  3.3: Developing creativity and skills for life  **HGIOS – LEARNERES**   * + - Our Relationships     - Our Learning and Teaching     - Our School and Community     - Our Health and Wellbeing     - Our Successes and Achievements | **NIF Priorities**   1. Placing the human rights and needs of every child and young person at the centre of education 2. Improvement in children and young people’s health and wellbeing; 3. Closing the attainment gap between the most and least disadvantaged children and young people; 4. Improvement in skills and sustained, positive school leaver destinations for all young people 5. Improvement in attainment, particularly in literacy and numeracy.   **NIF Drivers**   1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information |

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|  | **August 2022** | **September 2022** | **October 2022** | **November 2022** | **December 2022** |
|  |  | Pupil Representatives – roles established in partnership with S6 pupils – Kilsyth Academy  Captain  Vice-Captain  Prefects  Community Pupil Partnership | Pupil Representatives/  Community Pupil Partnership  Photographs/  Profiles/  Class Representative  Display  Establish needs for buddies and put in place. | Leadership  Opportunities –  Pupil Voice  Line Monitors  Door Monitors  Positive Playtime Buddies  Wet Play Monitors  Lunch Hall Helpers  Breakfast Club Helpers | Review Character Taught targets/Identify Next Steps |
| **January 2023** | **February 2023** | **March 2023** | **April 2023** | **May 2023** | **June 2023** |
| Review Character Caught targets & identify next steps | Survey of Civic Virtues  Development of activities/projects/  events to promote | Review Character Caught targets & identify next steps | Development of the Outdoor Classroom and outdoor area  Review of Professional Development & Parental Engagement  Survey of Learning Logs/Snapshot Jotters/Parents’ Evenings to support Character Education journey. | Review Character Caught targets & identify next steps | Application/Evidence  For Kitemark Plus |