**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**

**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**

**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.**

**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: Fairtrade Schools**

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| **Pupil Voice Improvement Priority** | **Targets** | **Timescale** |
| **Date Range of this Plan:** August 2022 to June 2023 **Topic:** Global Citizenship**Your school’s Sustainable Development Goal:** SDG 13 Climate Action **Our Overall aim for this Topic:** To work with others to address global warming and climate change, through local and overseas partnerships where we can share the actions we are taking to alter behaviours and live a more sustainable lifestyle promoting Fairtrade farming and produce.  | To develop and build on local community links with the local Co-op and other Fairtrade supplied local shops.  | By June 2023 |
| To develop knowledge of Fairtrade products and ensure these are utilised more in (indoor, outdoor, or home virtual) cookery sessions based around sustainability and reduced food waste.  | By June 2023 |
| To create Fairtrade themed progressive planners with cross curricular links for all stages of the school. | By January 2023 |
| To implement a Fairtrade Fortnight using Early, First and Second Level planners and the Fairtrade online festival. | By March 2023 |
| To ensure opportunities for staff professional development around the issues of the climate crisis, SDGs and Fairtrade.  | By June 2023 |

 **STAFF MEMBERS LEADING: SMT:** Miss Catherine Paterson **TEACHERS:** Miss Jennifer Steel and Miss Holly McDonnell

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| **Resources** | * Cooker / portable hob
* Cooking equipment
* Fairtrade products / foods
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| **Involvement of Parents/Carers** |  |

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| **Checkpoint 1 – Term 1** |  |
| **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 childArticle 2 - non-discriminationArticle 3 - best interests of the childArticle 4 - implementation of the ConventionArticle 5 - parental guidance and child's evolving capacitiesArticle 6 - life, survival and developmentArticle 7 - birth registration, name, nationality, careArticle 8 - protection and preservation of identityArticle 9 - separation from parentsArticle 10 - family reunificationArticle 11 - abduction and non-return of childrenArticle 12 - respect for the views of the childArticle 13 - freedom of expressionArticle 14 - freedom of thought, belief and religionArticle 15 - freedom of associationArticle 16 - right to privacy                                 Article 17 - access to information from the mediaArticle 18 - parental responsibilities and state assistanceArticle 19 - protection from violence, abuse and neglectArticle 20 - children unable to live with their familyArticle 21 – adoptionArticle 22 - refugee childrenArticle 23 - children with a disabilityArticle 24 - health and health servicesArticle 25 - review of treatment in careArticle 26 - social securityArticle 27 - adequate standard of livingArticle 28 - right to educationArticle 29 - goals of educationArticle 30 - children from minority or indigenous groupsArticle 31 - leisure, play and cultureArticle 32 - child labourArticle 33 - drug abuseArticle 34 -sexual exploitationArticle 35 - abduction, sale and traffickingArticle 36 - other forms of exploitationArticle 37 - inhumane treatment and detentionArticle 38 - war and armed conflictsArticle 39 - recovery from trauma and reintegrationArticle 40 - juvenile justiceArticle 41 - respect for higher national standardsArticle 42 - knowledge of rights | **HGIOS & HGIOELCC**1.1: Self-evaluation for self-improvement1.2: Leadership for learning1.3: Leadership of change1.4: Leadership and management of staff1.5: Management of resources to promote equity2.1: Safeguarding and child protection2.2: Curriculum2.3: Learning teaching and assessment2.4: Personalised support 2.5: Family learning2.6: Transitions2.7: 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** |
| See the source image | To identify members of committee for 2022-23.-application forms to be given out.-to photograph members for display.  |  | Participate in “The annual Great Big Green Week” (24 September to 2 October). To plant the Wildlife flower seeds supplied by the Fairtrade Foundation.To share our contribution to the fight against climate change with local MPs. | To provide opportunity for staff to develop their knowledge and awareness of Fairtrade and connect them with materials to support their teaching and learning experiences in the classroom. <https://schools.fairtrade.org.uk/teaching-resources/the-big-fairtrade-cpd/>Lush Store visiting speakers leading up to Christmas to encourage Fairtrade products being purchased for gifts.  | Christmas Cookery – Fairtrade Chocolate recipes |
| **January 2023** | **February 2023** | **March 2023** | **April 2023** | **May 2023** | **June 2023** |
|  | Fairtrade Fortnight**21st February - 6th March**. To plan for the whole school to participate in the online ‘Choose the World you Want Festival’ Competition with the Co-op store | Participate in World Poetry Day – Fairtrade theme – importance of the charity and link to the value of the month – Responsibility.(Acrostic poem?).  | One Planet Picnic campaign – Eco schools Keep Scotland Beautiful Use of Fairtrade product and waste free lunch event – all classes can be involved in the event. (Could be linked to reading buddies).  |  |  |