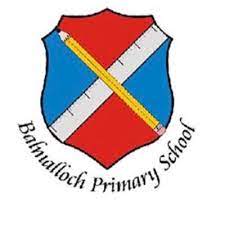
**Primary School & Nursery Class**

**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: British Council Partnership Schools**

|  |  |  |
| --- | --- | --- |
| **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 promote new ideas for recycling and reducing waste and share with the local community and with wider partnerships such as our new partner school based in Nepal. | To promote recycling in school and the wider community – use of composting tool and teaching others how to do this through workshops in person / virtual video recordings. | By April 2023 |
| Share the “Recycle to Read” campaign with whole school and wider community with the aim to reduce waste and have the positive result: earning good books for our school. | By March 2023 |
| **RECYCLE AWARNESS WEEK: 14.11.22 to 16.11.22**  Plan and share the SWAP and POP Day in school, local community and partner school in Nepal. | By June 2023 |
| To work with Marks and Spencer and local businesses promoting their recycle Christmas cards campaigns. | By December 2022 |
| Implement the Phone Amnesty campaign to increase awareness of recycling electronics safely and successfully | By June 2023 |
| To plan and arrange an Upcycling fashion show in partnership with PTA and share with partner school through virtual communication links. | By June 2023 |
| Increase opportunity for staff development – Share access to Pod online and reading on STRIDE MAGAZINE / WOSDEC / BRITISH COUNCIL CONNECTING CLASSROOM ONLINE for staff training and pupil leadership role training / visits to recycling centres. | By June 2023 |

**STAFF MEMBERS LEADING: SMT:** Miss Catherine Paterson **TEACHERS:** Miss Martin and Mrs Emslie

|  |  |
| --- | --- |
| **Resources** |  |
| **Involvement of Parents/Carers** |  |

|  |  |
| --- | --- |
| **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:

|  |  |  |
| --- | --- | --- |
| **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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PROFESSIONAL READING AND LINKS TO RECOURCES:** | **August 2022** | **September 2022** | **October 2022** | **November 2022** | **December 2022** |
| [Features and activities - Stride - online magazine for global citizenship in schools (stridemagazine.org.uk)](http://stridemagazine.org.uk/) | **COMMITTEE ORGANISATION**  To identify members of committee for 2022-23.  -application forms to be given out. | **ACTION PLAN AND COMPOSTING**  Complete thinking hats with group to note down the positives of our recycling in school and community already.  Green thinking hat – next steps to include – new composting routines, water butt collections at outdoor classroom and recycle to read campaign.  **COMPOSTER**:  Pupils in committee: learn to use the new composter tool and begin teaching small groups in other classes of the benefits. Record short video of instructions and share at assembly or visit classes. | **STAFF DEVELOPMENT**  Access the  Online campaign information and resources.  [The Pod | Recycle to Read 2022-23 (jointhepod.org)](https://www.jointhepod.org/campaigns/recycle-to-read-2021)  **COMPOSTER continued**:  Pupils in committee: learn to use the new composter tool and begin teaching small groups in other classes of the benefits. Record short video of instructions and share at assembly or visit classes.  **WATER BUTT:** Committee will do the same as composter instructions recording and share with partner school as well as whole school.  Find out what the partnership school does to recycle food and gardening waste and water. | **RECYCLE AWARENESS WEEK 14.11.22 – 16.11.22**  Assembly – introduce school pupils to the recycle to read campaign.  POWERPOINT TO SHARE WITH WHOLE SCHOOL  ***EXPLAIN****:*  *Recycle to read – we earn vouchers for books when donate toys and electronics*  **Before Christmas**  **SWAP AND POP DAY:**  **Involve parents in this event. PowerPoint and videos to share to explain the terms “SWAP” “POP”.**  Swap toys that you may not need or want anymore and Pop other into the charity shop before Christmas comes to reduce toys being thrown away and cut down waste. | **RECYCLING CHRISTMAS CARDS / PARTNERSHIP SCHOOL**  M&S Campaign to recycle Christmas cards to help raise money to help the Woodland Trust fight against climate change allowing them to plant trees. |
| **January 2023** | **February 2023** | **March 2023** | **April 2023** | **May 2023** | **June 2023** |
| **RECYCLING TECHNOLOGY:**  Share information with families around the campaign  **Phone Amnesty:**  Collect old used mobile phones, following rules for recycling electronic devices  ASSEMBLY AND LETTERS TO BE SENT OUT. | **RECYCLING CENTRE**  Visit local Recycling Centre / visiting speaker come to explain the process.  **TO PLAN:**  Upcycling fashion show – Discuss with the PTA, work with the Eco committee and P6 classes to prepare clothing and the show invitations. | **WORK TOGETHER**  Pupils and staff work together to make decisions on the books to be purchased from the Collins catalogue  Click Link:  [Recycle to Read – Collins](https://collins.co.uk/pages/recycle-to-read) |  |  |  |