

Primary School & Nursery Class

Pupil Improvement Plan

2024/25



responsi**B**ility

gr**A**ttitude

BELIEVE IN YOURSELF

hu**M**ility and forgiveness

persever**A**nce

Love

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!

RATIONALE

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 achieving 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.

PUPIL VOICE

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.

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 adaptations 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
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Pupil Improvement Plan

Pupil Voice Group: British Council Partnership Schools

STAFF MEMBERS LEADING: SMT: Miss McCarthy

TEACHERS: Mrs Macfarlane and Mrs Emslie



<u>Pupil Voice Improvement Priority</u>	<u>Targets</u>	<u>Timescale</u>
Date Range of this Plan: <u>August 2024</u> To June 2025 Topic: <u>Global Citizenship</u> Your school's Sustainable Development Goal: Our Overall aim for this Topic: To establish a connection with a school abroad and gain a better understanding of the partner school's country and language.	To establish a connection with the British Council Partnership organisation by sending them proof of our school on headed paper per their email request. They have advised this may take 6 weeks.	By September 2024
	Meet committee to make them aware of partner school and our connections with them along with our intentions for the year.	September 2024
	Meet committee and formulate the plan outlining example activities we will take part in over the course of the year as evidence towards our award.	October 2024
	Assembly to the school based on our partner country and accompanying suggested tasks and resources given to classes to complete.	December 2023
	Go over feedback from the organisation and plan how to take forward any suggestions.	January 2025
	Work with RRS and Rota Kids committees to develop an international project with our partnership school: Contact: Dogan ALA Center-Richet Primary School rue Gambetta Luxeuil-les-Bains Franche Comté 70300 France	June 2025
	Work towards the International Schools Award - Foundation/Intermediate Level.	June 2025
	Come together with committee to complete impact and evaluation on the activities.	June 2025
Resources		

<u>Involvement of Parents/Carers</u>	
<u>Checkpoint 1 - Term 1</u>	We successfully established the committee and made contacts with a number of schools in France. Unfortunately, we did not have many meetings together due to a number of interruptions from infant pupils.
<u>Checkpoint 2 - Term 2</u>	We formulated our action plan of activities after partnering with a French school. The children generated ideas of what they would like to do as part of this partnership. They decided that video and audio recordings would be beneficial in order to learn more about our partner school as well as telling them about our school. We will be back in touch with them after Christmas.
<u>Checkpoint 3 - Term 3</u>	
<u>Checkpoint 4 - Term 4</u>	

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	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	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.

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	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 <u>HGIOS – LEARNERES</u> <ul style="list-style-type: none"> • Our Relationships • Our Learning and Teaching • Our School and Community • Our Health and Wellbeing • Our Successes and Achievements 	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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PROFESSIONAL READING AND LINKS TO RESOURCES:	August 2022	September 2022	October 2022	November 2022	December 2022
Features and activities - Stride - online magazine for global citizenship in schools (stridemagazine.org.uk)	<u>COMMITTEE ORGANISATION</u> To identify members of committee for 2022-23. -application forms to be given out.	<u>ACTION PLAN AND COMPOSTING</u> 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. <u>COMPOSTER:</u> 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	<u>STAFF DEVELOPMENT</u> Access the Online campaign information and resources. The Pod Recycle to Read 2022-23 (jointhepod.org) <u>COMPOSTER continued:</u> 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. <u>WATER BUTT:</u> Committee will do the same as composter	<u>RECYCLE AWARENESS WEEK 14.11.22 – 16.11.22</u> Assembly – introduce school pupils to the recycle to read campaign. POWERPOINT TO SHARE WITH WHOLE SCHOOL <u>EXPLAIN:</u> <i>Recycle to read – we earn vouchers for books when donate toys and electronics</i> <u>Before Christmas SWAP AND POP DAY:</u> Involve parents in this event. PowerPoint and videos to share to explain the terms “SWAP” “POP”.	<u>RECYCLING CHRISTMAS CARDS / PARTNERSHIP SCHOOL</u> 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.

		instructions and share at assembly or visit classes.	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.	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.	
January 2023	February 2023	March 2023	April 2023	May 2023	June 2023
<u>RECYCLING TECHNOLOGY:</u> Share information with families around the campaign <u>Phone Amnesty:</u> Collect old used mobile phones, following rules for recycling electronic devices ASSEMBLY AND LETTERS TO BE SENT OUT.	<u>RECYCLING CENTRE</u> Visit local Recycling Centre / visiting speaker come to explain the process. <u>TO PLAN:</u> 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	Waste Week The POD – how can we recycle plastic bottles?	Recycle to Read Campaign Collect textiles to exchange for book tokens.	Recycle to Read Campaign continued. Collect textiles to exchange for book tokens.

