

# 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

**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!**

## 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



## Pupil Improvement Plan

### Pupil Voice Group: Developing the Young Workforce & Social Enterprise

LEAD – SMT: Mr John Paterson TEACHERS: Mrs Hannah Macaulay & Mrs Emma Duff MEMBERS:

| <u>Pupil Voice Improvement Priority</u>   | <u>Targets</u>  | <u>Timescale</u>                 |
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| To enhance a Digital Pedagogy across all stages of the curriculum this session, developing employability skills and social enterprise to improve outcomes for all learners. | <ul style="list-style-type: none"><li>Progress further with the NLC Pathways Award. Contact with DYW coordinators to ask about future opportunities.</li></ul>  | Term 1 2024                      |
|   | <ul style="list-style-type: none"><li>To host a World of Work Week that will incorporate visitors and resources from our families and wider community. Continue to look at Life Skills.</li></ul>   | May 2024                         |
|   | <ul style="list-style-type: none"><li>To provide opportunities for the Primary 3 stages to experience social enterprise by running a business with social purpose.</li></ul>  | One Project during Term 1/2 2024 |
|   | <ul style="list-style-type: none"><li>Consider Shark Tank for this session – social enterprise. Contact organisers.</li></ul>   | Term 1/2 2024                    |
|   | <ul style="list-style-type: none"><li>To support staff in developing employability skills throughout the curriculum over the session 24-25 and allow for opportunities for staff training relating to this and incorporating social enterprise within our school.</li></ul> | By June 2025                     |

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| <u>Resources</u>                     | <ul style="list-style-type: none"><li>Resources for potential social enterprise project.</li><li>Possible workshops for DYW week.</li><li>Presentation for possible Pathways Award.</li><li>DYW class packs – relating to specific Life Skills and careers.</li></ul> |
| <u>Involvement of Parents/Carers</u> | <ul style="list-style-type: none"><li>Involving parents/carers during World of Work Week (sessions with specific classes) to discuss their careers.</li></ul>   |

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| <b><u>Checkpoint 1 - Term 1</u></b> | The committee from last session received the North Lanarkshire Pathways award for the second year in a row. Applications were distributed to Primary 3 and 4 for this year's committee and the pupils were selected by teacher leads. Due to timings of the committee, it was decided to not go forward with Shark Tank this year for Social Enterprise. |
| <b><u>Checkpoint 2 - Term 2</u></b> | The committee were focussing on the 'Dynamics Drinks' challenge - set by NLC Pathways. The children had to come up with their own healthy drink and design a brand name, logo, recipe, and advertisements. The children are preparing to present their creations at a whole school assembly next term.   |
| <b><u>Checkpoint 3 - Term 3</u></b> |  |
| <b><u>Checkpoint 4 - Term 4</u></b> |  |

#### **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:

| <b>UNCRC</b>  | <b>HGIOS 4 &amp; HGIOELCC<br/>HGIOS LEARNERS</b>  | <b>National Improvement Framework: priorities and drivers</b>  |
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| Article 1 - definition of the child<br>Article 2 - non-discrimination<br>Article 3 - best interests of the child<br>Article 4 - implementation of the Convention<br>Article 5 - parental guidance and child's evolving capacities<br>Article 6 - life, survival and development<br>Article 7 - birth registration, name, nationality, care<br>Article 8 - protection and preservation of identity<br>Article 9 - separation from parents<br>Article 10 - family reunification<br>Article 11 - abduction and non-return of children<br>Article 12 - respect for the views of the child<br>Article 13 - freedom of expression<br>Article 14 - freedom of thought, belief and religion<br>Article 15 - freedom of association<br>Article 16 - right to privacy<br>Article 17 - access to information from the media<br>Article 18 - parental responsibilities and state assistance<br>Article 19 - protection from violence, abuse and neglect<br>Article 20 - children unable to live with their family | <b>HGIOS &amp; HGIOELCC</b><br><br>1.1: Self-evaluation for self-improvement<br>1.2: Leadership for learning<br>1.3: Leadership of change<br>1.4: Leadership and management of staff<br>1.5: Management of resources to promote equity<br>2.1: Safeguarding and child protection<br>2.2: Curriculum<br>2.3: Learning teaching and assessment<br>2.4: Personalised support<br>2.5: Family learning<br>2.6: Transitions<br>2.7: Partnerships<br>3.1: Ensuring wellbeing, equality and inclusion<br>3.2: Raising attainment and achievement<br>3.3: Increasing creativity and employability<br><b>Specific to HGIOELC</b><br>3.2: Securing children's progress<br>3.3: Developing creativity and skills for life | <b>NIF Priorities</b><br><ol style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in children and young people's health and wellbeing;</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people;</li> <li>Improvement in skills and sustained, positive school leaver destinations for all young people</li> <li>Improvement in attainment, particularly in literacy and numeracy.</li> </ol><br><b>NIF Drivers</b><br><ol style="list-style-type: none"> <li>School and ELC Leadership</li> <li>Teacher and Practitioner Professionalism</li> <li>Parent/Carer Involvement and Engagement</li> </ol> |

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| <p>Article 21 – adoption</p> <p>Article 22 - refugee children</p> <p>Article 23 - children with a disability</p> <p>Article 24 - health and health services</p> <p>Article 25 - review of treatment in care</p> <p>Article 26 - social security</p> <p>Article 27 - adequate standard of living</p> <p>Article 28 - right to education</p> <p>Article 29 - goals of education</p> <p>Article 30 - children from minority or indigenous groups</p> <p>Article 31 - leisure, play and culture</p> <p>Article 32 - child labour</p> <p>Article 33 - drug abuse</p> <p>Article 34 -sexual exploitation</p> <p>Article 35 - abduction, sale and trafficking</p> <p>Article 36 - other forms of exploitation</p> <p>Article 37 - inhumane treatment and detention</p> <p>Article 38 - war and armed conflicts</p> <p>Article 39 - recovery from trauma and reintegration</p> <p>Article 40 - juvenile justice</p> <p>Article 41 - respect for higher national standards</p> <p>Article 42 - knowledge of rights</p> | <p><b><u>HGIOS – LEARNERES</u></b></p> <ul style="list-style-type: none"> <li>• Our Relationships</li> <li>• Our Learning and Teaching</li> <li>• Our School and Community</li> <li>• Our Health and Wellbeing</li> <li>• Our Successes and Achievements</li> </ul> | <p>4. Curriculum and Assessment</p> <p>5. School and ELC Improvement</p> <p>6. Performance Information</p> |
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|   | August 2024   | September 2024  | October 2024   | November 2024  | December 2024   |
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| <br> | <p>To create and distribute application forms for the DYW and Social Enterprise Committee for session 24-25.</p> <p>To reapply for Social Enterprise Award.</p> | <p>To meet our committee and photograph our members for our display.</p> <p>Create Pupil Improvement Plan.</p> <p>Developing a new business.</p> <p>Prepare presentation for NL Pathways award with previous members.</p> | <p>Develop our products and pricing and marketing to sell our products at the Christmas Fayre.</p> | <p>Develop our products and pricing and marketing to sell our products at the Christmas Fayre.</p> <p>Sell our products at Parent's Evening (if possible).</p> | <p>Sell our products at our Christmas Fayre.</p> <p>Customer feedback survey will be distributed.</p> |
| January 2025  | February 2025   | March 2025  | April 2025   | May 2025   | June 2025   |



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| Discussion around Skills for Life and how to implement these. | Create a letter to send out to local businesses for opportunities for workshops and participation in DYW Week. | Plan World of Work Week for all stages across the school. Planning for visitors to our school and corresponding resources to use in class. | Plan World of Work Week for all stages across the school. Planning for visitors to our school and corresponding resources to use in class. | Host the World of Work Week across the school. Distribute a survey for pupils regarding DYW Week. | Distribute staff survey on our WOW Week this year. Identify strengths and next steps for the following session. |
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