Primary School & Nursery Class
Pupil Improvement Plan
2024/25

responsi**B**ility

gr**A**titude

BELIEVE IN YOURSELF

hu**M**ility and forgiveness

perseve**r**Ance

Love

ACHIEVE YOUR GOAL S

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 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: Digital Leaders

LEAD: John Paterson   **MEMBERS:** Lorna Grant   Claire Da Maia

Pupil Voice Improvement Priority	Targets	Timescale
To develop a consistent and shared understanding of Nurture Approaches across all stakeholders, using the Nurture UK framework – Nurturing Schools Award – improving attainment and social/emotional competences.	To develop skills to support staff and children during Stem Monday activities, using NL tech Tuesday lessons.	June 2025
	• Continue to develop coding skills with Scratch/microbits	June 2025
	• Develop children's understanding of internet safety	May 2025
	• To promote community links, providing IT training to elderly.	June 2025
	• Run an after school club for Minecraft education	June 2025

Resources	• Laptops and iPads Minecraft Education • Microbits • Spheros
Involvement of Parents/Carers	Helpers with community involvement.

Checkpoint 1 – Term 1	Children choose the areas they would like to work on this year and skills they would like to develop.

Checkpoint 2 – Term 2	Green screen lessons went ahead. Children were able to self evaluate during lessons and change the next lesson to ensure it went smoothly. Finlay was highlighted by every teacher as being very good with the children.
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	**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 – LEARNERS** • Our Relationships • Our Learning and Teaching • Our School and Community	**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

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	• Our Health and Wellbeing • Our Successes and Achievements	

	August 2024	September 2024	October 2024	November 2024	December 2024
	Digital leaders apply for position in Term 4 last year. Organise timetable for ipads & laptop plugging in. Discuss plan for the year ahead.	Children have decided action points for the year. They would like to work on green screen, spheros and Minecraft Education.	Identify areas for development to enable application for CRIS award. Make a plan to help achieve this. Develop/plan Halloween lessons using green screen.	Carry out and assess green screen lessons.

Plan/develop sphero lessons for all stages. | Timetable for DL in classes and nursery to deliver sphero lessons. |

January 2025	February 2025	March 2025	April 2025	May 2025	June 2025
Plan activities for each stage for Internet safety day. DL to deliver.	Internet safety day, Tuesday 6th. Digital leaders to deliver lessons across the school.	Familiarise ourselves with Minecraft Education. How could it be used in classes? Could we plan a simple lesson as a taster for each stage?	Begin Minecraft Education training with NL. Applications out for next year's digital leaders.	Lead lessons in classes using Minecraft education. Current digital leaders read through application forms and help choose new digital leaders.	Run Minecraft Education lunchtime club New digital leaders involved this month.