

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.

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.

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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

<u>Pupil Voice Improvement Priority</u>	<u>Targets</u>	<u>Timescale</u>
Our overall aim for this Topic: <u>To improve attainment in literacy with focus groups across all stages, supported through the Reading Schools Framework, improving outcomes for learners</u> Reading Schools Award: <u>Aiming to reach Gold Award by June 2024</u> Date Range of this Plan: <u>August 2023 - June 2024 (May 2024 for Gold Award - accreditation evidence due)</u> Your school's current Reading School Award: <u>Core level from Scottish Book Trust Silver Level from Scottish Book Trust</u>	Continue to plan and share stories and literature in classes, literacy buddies and assemblies linked to themed weeks and School of Character - Our School Values.	June 2025
	Pupils and Staff complete book reviews and recommendations after reading and record in written and digitally then shared with partners (parents, peers, overseas). Extend to parents this year through homework grids in collaboration with pupils	June 2025
	Participate in Paired Reading sessions across the school and link with partners eg parents / cluster schools.	June 2025
	Plan for author visits and author live talks for all stages P1-7	March 2025
	Provide CLPL opportunities for staff to develop awareness of children's literature to encourage pupils' reading for enjoyment eg. Collaborate and visits to the local book company store.	March 2025
	Engage the wider school community e.g. parents/carers/businesses in Reading Schools and Literacy opportunities promoting reading at home and reading for enjoyment for everyone.	June 2025
	Engage in CLPL opportunities and have staff host CLPL opportunities for others in the cluster, online or abroad.	June 2025
	To recognise achievements in reading by issuing Star Reader awards to each class every two weeks (use success criteria).	June 2025
	To consolidate all prior award targets and achieve extended gold level	October 2025
<u>Resources</u>	<ul style="list-style-type: none"> Indoor and Outdoor reading area furnishings Books 	
<u>Involvement of Parents/Carers</u>	<ul style="list-style-type: none"> Visits Competitions 	

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<u>Checkpoint 1 - Term 1</u>	N/A
<u>Checkpoint 2 - Term 2</u>	<ul style="list-style-type: none"> - Reapply for Reading Schools Gold level - Create Reading School application - Gold level application approved - Create Reading Schools Committee (P3) - Establish Reading Buddies for P1-P7 - Read, Write, Count bag- Family event/ workshop for P2 and P3 - Book Week Scotland 2024 - Author Live Sessions P1-4 - Christmas Book Advent Calendars for P1-P3 - Christmas Fairy Project - Gather evidence from class iPads - Reading Buddy opportunities
<u>Checkpoint 3 - Term 3</u>	<p>Email staff all CLPL sessions for Reading in Term 3.</p> <p>Burns Poem competition</p> <p>Reading Ambassadors -P7</p>
<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 Article 20 - children unable to live with their family Article 21 – adoption Article 22 - refugee children	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	NIF Priorities <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 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	<ul style="list-style-type: none"> • Our Relationships • Our Learning and Teaching • Our School and Community • Our Health and Wellbeing • Our Successes and Achievements 	
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	August 2024	September 2024	October 2024	November 2024	December 2024
			Re-apply for Gold Level Organise P2 & P3 Read, Write, Count bag launch event with families and learners	Create and distribute Reading Schools applications - P3 Book Week Scotland 18-24 th November	Finalise Reading School members P1-3 Book Advent Calendars Christmas Fairies Project
January 2025	February 2025	March 2025	April 2025	May 2025	June 2025

<p>Start emailing CLPL to staff</p> <p>Design and implement fortnightly star Reader certificates</p> <p>Staff Attitude Surveys</p> <p>Reading Schools committee establish book recommendations list for pupils and staff</p> <p>Create playtime reading station/days -Ask me what I'm wearing lanyards</p> <p>Burns Poem Competition</p> <p>Contact Scotia Books and Kilsyth library</p> <p>Story of the Week - Reading Schools -X</p> <p>Reading Mentors -P7</p>	<p>National Storytelling Week 1st-9th February</p> <p>Children's Mental Health Week 3rd-9th February</p> <p>Safer Internet Day 11th February</p> <p>Read While you Wait – initiative with local community</p> <p>February – Homework Grid – Reading Schools/ Digital Books</p> <p>Book Recommendations</p> <p>Reading displays – Windows</p> <p>SLMT – Reading in Assembly</p> <p>Staff giving learners opportunities to see them read.</p> <p>Moderation – Reading – sharing work</p> <p>Borrow Box -staff room/ staff room display</p>	<p>To plan “World Book Day” for the whole school around stories linked to the School Value of the month – “Responsibility”.</p> <p>6th – World Book Day.</p> <p>P1 Bookbug Bag Party – Families and learners</p> <p>Adult/Parent lending library</p> <p>Members of the community in to read? World Book Day</p>	<p>Earth Day 22nd April</p> <p>Global Goals</p> <p>Easter Project Fairies</p>	<p>Outdoor Classroom Day 8th May</p> <p>Encourage outdoor reading experiences</p> <p>DEAR -Drop everything and read</p>	<p>National Writing Day 25th June</p> <p>Invite parents and members of the community to Reading Celebrations - whole school award ceremony..</p>
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