Primary School & Nursery Class
Pupil Improvement Plan
2024/25

responsi**B**ility

gr**A**titude

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 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.

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: Young Stem Leaders

LEAD: John Paterson   MEMBERS: Coral McNeill

Pupil Voice Improvement Priority	Targets	Timescale
Raise attainment in numeracy and maths, ensuring equity for SIMD 1-2 and PEF learners by developing pedagogical approaches to learning, teaching and assessment.	Building on problem solving in Maths through STEM challenges across the school – PVG to look at STEM challenge for each area of maths at each stage.	June 2025
	After receiving the STEM nation award, our next steps are to build a relationship with STEM groups in other schools in our cluster and possibly work together on building STEM in our settings.	June 2025
	STEM Week to be introduced termly in addition to STEM afternoons – embedding STEM in our school and providing exciting learning opportunities.	June 2025
	Review how teachers are finding implementing STEM and how YSL could enhance this across the school. Adapt and develop where applicable.	December 2025
	Provide creative and exciting learning opportunities through partnership working with local agencies and giving families the opportunity to engage with their children's learning in STEM.	June 2025

Resources	STEM Box Planners, YSL Programme, STEM school planners, new STEM classroom.
Involvement of Parents/Carers	

Checkpoint 1 – Term 1	
Checkpoint 2 – Term 2	
Checkpoint 3 – Term 3	
Checkpoint 4 – Term 4	

	August 2024	September 2024	October 2024	November 2024	December 2024
	Prepare packs and application forms. Gather interest – check with last years STEM leaders if they want to continue. Open to P6 pupils.	Select STEM leaders. YSL Pupil Voice Display updated. Maths Week Scotland plan with YSL – include STEM activities at each level. Survey of staff: STEM afternoons – what's working, how to develop further.	Nursery visit organised. Halloween STEM challenge? Get in touch with Cluster Schools – have children write letters/invitations to visit STEM classroom?	STEM Week Planning and working with classes – YSL Christmas Challenge. Rota for STEM leaders to be used in agreement with Class Teachers. STEM leaders to lead a station for infants on Fridays? Nursery visit? STEM classroom visit for cluster schools?	Afternoon for each STEM leader to join a class for STEM afternoon – meeting after to discuss how to help each stage. Plan an activity for assigned class to help teacher the following week. Overseeing YSL Christmas Challenge.
January 2025	February 2025	March 2025	April 2025	May 2025	June 2025
Nursery visit organised. STEM Week Planning – Valentine's Theme – Landmarks Ask to take children to visit cluster school for visits?	Lead: Lesson and Log STEM week with Valentines Challenge – help in classes. Nursery visit.	Research of different STEM projects to implement and try. YSL to prepare a STEM lesson for an upper school class (in pairs). STEM careers – parents/community to visit? STEM leaders to create posters to put in the community.	Nursery visit organised. Maths Problem Solving Day organised.	YSL to select lesson activity from the year to work in pairs and run workshops for younger children. STEM Fun Day. Nursery visit.	Tie up work on profiles. STEM celebration.

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	**HGIOS & HGIOELCC**	**NIF Priorities**
Article 2 - non-discrimination		1. Placing the human rights and needs of every child and young person at the centre of education
Article 3 - best interests of the child	1.1: Self-evaluation for self-improvement	
Article 4 - implementation of the Convention	1.2: Leadership for learning	
Article 5 - parental guidance and child's evolving capacities	1.3: Leadership of change	2. Improvement in children and young people's health and wellbeing;
Article 6 - life, survival and development	1.4: Leadership and management of staff	
Article 7 - birth registration, name, nationality, care	1.5: Management of resources to promote equity	3. Closing the attainment gap between the most and least disadvantaged children and young people;
Article 8 - protection and preservation of identity	2.1: Safeguarding and child protection	
Article 9 - separation from parents	2.2: Curriculum	
Article 10 - family reunification	2.3: Learning teaching and assessment	4. Improvement in skills and sustained, positive school leaver destinations for all young people
Article 11 - abduction and non-return of children	2.4: Personalised support	
Article 12 - respect for the views of the child	2.5: Family learning	
Article 13 - freedom of expression	2.6: Transitions	5. Improvement in attainment, particularly in literacy and numeracy.
Article 14 - freedom of thought, belief and religion	2.7: Partnerships	
Article 15 - freedom of association	3.1: Ensuring wellbeing, equality and inclusion	
Article 16 - right to privacy	3.2: Raising attainment and achievement	**NIF Drivers**
Article 17 - access to information from the media	3.3: Increasing creativity and employability	1. School and ELC Leadership
Article 18 - parental responsibilities and state assistance	Specific to HGIOELC	2. Teacher and Practitioner Professionalism
Article 19 - protection from violence, abuse and neglect	3.2: Securing children's progress	3. Parent/Carer Involvement and Engagement
Article 20 - children unable to live with their family	3.3: Developing creativity and skills for life	
Article 21 – adoption		4. Curriculum and Assessment
Article 22 - refugee children	**HGIOS – LEARNERES**	5. School and ELC Improvement
Article 23 - children with a disability		6. Performance Information
Article 24 - health and health services	• Our Relationships	
Article 25 - review of treatment in care	• Our Learning and Teaching	
Article 26 - social security	• Our School and Community	
Article 27 - adequate standard of living	• Our Health and Wellbeing	
Article 28 - right to education	• Our Successes and Achievements	
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		