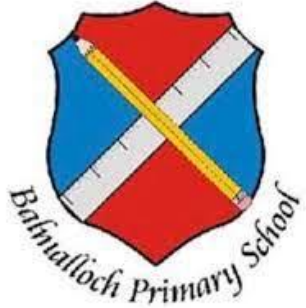


Primary School & Nursery Class  
Pupil Improvement Plan - ECO SCHOOLS  
2025/26



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 2025/26 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: Eco Schools

**STAFF MEMBERS LEADING:** Miss Bryden (P4-7) Mrs Emslie (P1-3) SMT: Miss Lorraine Meechan

**TEACHERS:** Miss Bryden



<u>Pupil Voice Improvement Priority</u>	<u>Targets</u>	<u>Timescale</u>
<p><b>Eco-Schools Topic:</b> <u>Litter</u></p> <p><b>Date Range of this Plan:</b> <u>February 2026 - June 2026</u></p> <p><b>Your school's Sustainable Development Goal:</b> <u>SDG 13 Climate Action</u></p> <p><b>Our overall aim for this Topic:</b> <u>To reduce litter and waste in our school and local community through a variety of Eco friendly approaches.</u></p>	To plan and implement themed activities around World Earth Day. Pupils will be able to explore the ways in which being more eco-friendly and sustainable can help the Earth.	By April 2026
	Participate in the <i>Great Spring Clean Playground Clean up.</i>	By April 2026
	Participate in the <i>Climate Action Live lessons - Keep Scotland beautiful Eco Schools for 2025/26.</i>	By June 2026
	Access and share <i>jointhePod</i> online and <i>Keep Scotland Beautiful / Eco schools</i> for staff training and pupil leadership role training.	By June 2026
	Promote recycling and reusing clothes during <i>Fashion Revolution week.</i>	By June 2026

<u>Resources</u>	<ul style="list-style-type: none"> <li>• Composter</li> <li>• Litter pickers</li> <li>• Appropriate recycling bins</li> </ul>
<u>Involvement of Parents/Carers</u>	

<u>Checkpoint 1 - Term 1</u>	n/a
<u>Checkpoint 2 - Term 2</u>	n/a
<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
<p>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            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</p>	<p><b>HGIOS &amp; HGIOELCC</b></p> <p>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</p> <p>Specific to HGIOELC</p> <p>3.2: Securing children’s progress            3.3: Developing creativity and skills for life</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><b>NIF Priorities</b></p> <ol style="list-style-type: none"> <li>1. Placing the human rights and needs of every child and young person at the centre of education</li> <li>2. Improvement in children and young people’s health and wellbeing;</li> <li>3. Closing the attainment gap between the most and least disadvantaged children and young people;</li> <li>4. Improvement in skills and sustained, positive school leaver destinations for all young people</li> <li>5. Improvement in attainment, particularly in literacy and numeracy.</li> </ol> <p><b>NIF Drivers</b></p> <ol style="list-style-type: none"> <li>1. School and ELC Leadership</li> <li>2. Teacher and Practitioner Professionalism</li> <li>3. Parent/Carer Involvement and Engagement</li> <li>4. Curriculum and Assessment</li> <li>5. School and ELC Improvement</li> <li>6. Performance Information</li> </ol>



	<b>February 2026</b>	<b>March 2026</b>	<b>April 2026</b>	<b>May 2026</b>	<b>June 2026</b>
	Pupils will meet to create an action plan.	<p>Spring Clean week beginning 16<sup>th</sup> March</p> <p>Pupils will be able to do a 'Spring Clean' of the playground using litter pickers. Creating posters to display around the school to encourage pupils to ensure they are not littering.</p> <p>Global Recycling Day 18<sup>th</sup> March</p>	<p>Fashion revolution week 22<sup>nd</sup> to 28<sup>th</sup> April</p> <p>Pupils will look at ways fast fashion damages the environment and will look at ways we can be more sustainable such as recycling and reusing clothes.</p>	<p>Walk to School week 18<sup>th</sup> to 22<sup>nd</sup> May.</p> <p>Pupils will be encouraged to walk or cycle to school rather than in cars and explore the impact how we travel can affect the environment.</p>	<p>The Great Big Green week 6-14<sup>th</sup> June.</p> <p>Pupils can reflect on how they can be more sustainable in their everyday lives e.g. recycling, switching light switches off, using less water etc..</p>

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