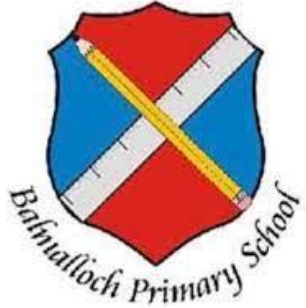


# Primary School & Nursery Class

## Pupil Improvement Plan

2026



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 respect

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.

### 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**

### 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.

## 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: Mr. Cheyne and Mrs Emma Duff

<u>Pupil Voice Improvement Priority</u>	<u>Targets</u>	<u>Timescale</u>
<p><u>School Priority 2:</u></p> <p>Our committee will work to support the increase in attainment within mathematics &amp; Numeracy and Literacy. The children will utilise their knowledge of these concepts in a real-life scenario. Pupils will be able to make a connection between their in class learning and real-life skills. This committee will explore '<i>why</i>' they are learning something and '<i>how it links to the real world</i>'.</p>	<ul style="list-style-type: none"> <li>Introduce and discuss what skills are linked to 'life, learning and work' (P4-7 groups).</li> </ul>	March 2026
	<ul style="list-style-type: none"> <li>Complete a project-based activity that allows children to develop these skills- communication, collaboration, presenting, etc. P4-7 pupils can look at this in term 3.</li> </ul>	April 2026
	<ul style="list-style-type: none"> <li>In term 4, P1-3 can take part in a small project-based activity that helps them explore jobs in the local community.</li> </ul>	June 2026
	<ul style="list-style-type: none"> <li>Explore resources provided by Enterprising schools team. Look into children participating in this year's Enterprising schools challenge (P4-7 group).</li> </ul>	May 2026
	<ul style="list-style-type: none"> <li>Through experiences in play, P1-3 pupils will develop a range of age-appropriate life skills- tying shoelaces, making a snack, zipping up jacket, etc.</li> </ul>	April 2026

<u>Resources</u>	<ul style="list-style-type: none"> <li>Resources for potential social enterprise project.</li> <li>Playroom use for P1-3.</li> </ul>
<u>Involvement of Parents/Carers</u>	<ul style="list-style-type: none"> <li>Sharing learning through the newsletter and bulletin board.</li> </ul>



<u>Checkpoint 3 - Term 3 (April 2026)</u>	
<u>Checkpoint 4 - Term 4 (June 2026)</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</p> <p>Article 2 - non-discrimination</p> <p>Article 3 - best interests of the child</p> <p>Article 4 - implementation of the Convention</p> <p>Article 5 - parental guidance and child's evolving capacities</p> <p>Article 6 - life, survival and development</p> <p>Article 7 - birth registration, name, nationality, care</p> <p>Article 8 - protection and preservation of identity</p> <p>Article 9 - separation from parents</p> <p>Article 10 - family reunification</p> <p>Article 11 - abduction and non-return of children</p> <p>Article 12 - respect for the views of the child</p> <p>Article 13 - freedom of expression</p> <p>Article 14 - freedom of thought, belief and religion</p> <p>Article 15 - freedom of association</p> <p>Article 16 - right to privacy</p> <p>Article 17 - access to information from the media</p> <p>Article 18 - parental responsibilities and state assistance</p> <p>Article 19 - protection from violence, abuse and neglect</p> <p>Article 20 - children unable to live with their family</p> <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><b>HGIOS &amp; HGIOELCC</b></p> <p>1.1: Self-evaluation for self-improvement</p> <p>1.2: Leadership for learning</p> <p>1.3: Leadership of change</p> <p>1.4: Leadership and management of staff</p> <p>1.5: Management of resources to promote equity</p> <p>2.1: Safeguarding and child protection</p> <p>2.2: Curriculum</p> <p>2.3: Learning teaching and assessment</p> <p>2.4: Personalised support</p> <p>2.5: Family learning</p> <p>2.6: Transitions</p> <p>2.7: Partnerships</p> <p>3.1: Ensuring wellbeing, equality and inclusion</p> <p>3.2: Raising attainment and achievement</p> <p>3.3: Increasing creativity and employability</p> <p><b>Specific to HGIOELC</b></p> <p>3.2: Securing children's progress</p> <p>3.3: Developing creativity and skills for life</p> <p><b>HGIOS – LEARNERS</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>

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		
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 	<p align="center"><b>February-April 2026</b></p>	<p align="center"><b>April-June 2026</b></p>
<p align="center">P1-3 Groups</p>	<p>To explore skills for life through aspects of play-tying shoelaces, making a snack, zipping up jacket, drying washing, etc.</p> <p>Focused tasks with teacher based around enterprising schools challenge from 2025-Dynamics Drinks Challenge.</p>	<p>Continue to build on life skills through play-communication, teamwork, turn-taking. Having discussions with children and reflecting on progress with these.</p> <p>Presenting skills- Ask children to come up with a business idea and present this (they can choose the method).</p>
<p align="center">P4-7 Groups</p>	<p>Introduce skills for life, learning and work. Create a goal for the term around these. Is there a specific skill they would like to work on? Or develop a range of skills?</p> <p>Project-based activity- Child work in groups to find a solution to a problem (Can you come up with a solution to wet play boredom? What would pupils like?).</p> <p>Pupils could come up with ideas, create surveys and create a presentation that can be shared with SMT.</p>	<p>£10 challenge- <a href="http://10xchallenge.org.uk">10xchallenge.org.uk</a></p> <p>NL Enterprise Lego Challenge- <a href="#">DYW &amp; SE 2026 - OneDrive</a></p> <p>NL Enterprise Choccy Challenge- <a href="#">DYW &amp; SE 2026 - OneDrive</a></p>

