

Primary School & Nursery Class

Rota Kids

Pupil Improvement Plan

2025/26



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.

PUPIL VOICE

Our Pupil Voice groups within Balmalloch Primary School and Nursery are -

- RotaKids
- 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 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: Pupil Council

STAFF MEMBERS LEADING: SMT: Mrs Murphy TEACHERS: Miss Dianne Wright, Mrs Laura Emslie and Miss Amy Martin

<u>Pupil Voice Improvement Priority</u>	<u>Targets</u>	<u>Timescale</u>
<p><u>Date Range of this Plan:</u> <u>September 2025 to June 2026</u></p> <p><u>Topic:</u> Rota Kids</p> <p><u>Our Overall aim for this Topic:</u> To work collaboratively with Kilsyth Rotary and the community to learn about the importance of citizenship and respecting others.</p>	To nominate the Chair, Vice Chair, Secretary and Treasurer within the committee	By October 2025
	To develop the promotion of Children's Rights, working in collaboration with the Rights Respecting Committee.	By June 2026
	To work with Kilsyth Rotary on local campaigns such as litter picking, and Wrap Up recycled jackets and work on national campaigns and charities.	By June 2026
	To identify significant dates in the calendar that celebrate equality or children's voices and promote these throughout the school e.g. Black History Month, Children in Need.	By June 2026
	To create opportunities for children out with the committee to represent their views or participate in competitions and discussions.	By June 2026
<u>Resources</u>	<ul style="list-style-type: none"> Pledge Cards Name badges and wrist bands Rotary Pack Kilsyth Rotary Contact 	
<u>Involvement of Parents/Carers</u>		

<u>Checkpoint 1 - Term 1</u>	•
<u>Checkpoint 2 - Term 2</u>	•
<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</p>	<p>HGIOS & HGIOELCC</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 Specific to HGIOELC 3.2: Securing children’s progress 3.3: Developing creativity and skills for life</p> <p><u>HGIOS – LEARNERES</u></p> <ul style="list-style-type: none"> ● Our Relationships ● Our Learning and Teaching ● Our School and Community ● Our Health and Wellbeing ● Our Successes and Achievements 	<p>NIF Priorities</p> <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. <p>NIF Drivers</p> <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 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		
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	August 2025	September 2025	October 2025	November 2025	December 2025
		<ul style="list-style-type: none"> - To identify members of committee for 2025-26, application forms to be given out. - To photograph members for display - Members selected and discussion of expectations and committee rules and standards 	<ul style="list-style-type: none"> - Voting of Named Chairs – Chairperson, Vice Chair, Treasurer and Secretary. - Handout of Pledge Cards and resources. - Participation in “<u>Black History Month</u>”. Committee educates themselves on this topic identifying significant figures and events. - Promotion of Black History Month around the school and creation of posters. 		<ul style="list-style-type: none"> - Collect and promote the donation of unwanted jackets. - Work with PTA and Kilsyth Rotary in organisation of Christmas Fayre
January 2026	February 2026	March 2026	April 2026	May 2026	June 2024
Creation of ‘Mirror Wall’, promotion of positive thinking and reflecting on choices.	<u>LGBT History Month</u> <u>Children’s Mental Health Week</u> <u>Worlds Random Acts of Kindness Day</u> Committee to choose how to celebrate LGBT History Month – identifying key figures and their impact.		<u>World Autism Awareness Day</u> Committee could contact Autism charity. Speak with friends or families who work with autistic children and identify ways of making our school more autism friendly. Suggest a quiet afternoon or mindfulness hour.		

