# 20mmMarkMonoKGlasgow City Council Education Services

# Improvement Planning

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| Establishment | **Hollybrook Academy** |
| LIG Area | **South LIG2** |
| Session | **2019 - 2020** |

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**Signatures:**

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| **Head of Establishment** | **Jackie Newell** | **Date** | **June 2019** |

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| **Area Education Officer** | **Donnie Macleod** | **Date** | **June 2019** |

| **1a Our Vision, Values and Aims** |
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| To meet the needs and rights of every child in school by promoting and working towards the GIRFEC Wellbeing Indicators. This is done in partnership between home, school and community to provide a well-balanced, stimulating curriculum for every child.  We will strive to reduce inequality, celebrate diversity and raise achievement.  By working in partnership we aim to promote excellence, maximising the potential of all members of our school community and helping our pupils develop into well-adjusted adults, who will be productive members of our society.  In Hollybrook Academy we foster a climate of inclusion where we celebrate diversity, value the broad range of pupils’ talents, abilities and achievements and work with them to fulfil their potential and understand how they can make a positive contribution to their local and wider community.  Parent/carers and the different agencies we work with will have greater opportunities to work together through the introduction of greater partnership working and planning, more regular parents/carers workshops, drop in sessions to meet the teacher and raising the profile of the school website.  Through active working practice agreements with associated health professionals, our educational psychologists and our business partners we established a clear and shared understanding of our school’s vision and values. |

| **1b How our Vision, Values and Aims were developed and how stakeholders were consulted** |
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| **School Vision & Values**  Our school’s vision, values and aims, was developed by consulting extensively with staff, pupils, parents and our associated partners. This was done two years ago and has been continually reinforced throughout this last session. Through consultation and discussions at CAT sessions, it was agreed there needs a greater focus on equipping pupils for the real world by placing a greater emphasis on resilience and good mental health.  For staff, teaching and support, this will include response to ‘How good is our school?’ questionnaires, working groups, departmental meetings, staff meetings, collegiate meetings and in-service days.  For pupils, views are sought at focus groups, tutor time, year group assemblies, review meetings, student council meetings and responses to ‘How good is our school?’ questionnaire. This year we have also included pupils in the school working groups.  We revisited the school’s Vision, Values and Aims in consultation with pupils, parents and carers and all our stake holders. We have agreed on the following:  ***Dream - Achieve - Inspire***  *Hollybrook Academy is a school of excellence where every child is both challenged and inspired to achieve beyond their expectations. The essence of Hollybrook Academy is captured within our core values which will enable children to Grow, Learn and Flourish to become STRONG, responsible, forward thinking and confident citizens. Our STRONG values form the basis of our behaviour for learning policy:*  ***S*** *is for developing* ***self – confidence***  ***T*** *is for* ***teamwork****.*  ***R*** *is for being* ***responsible.***  ***O*** *is for* ***others****, showing them respect and tolerance.*  ***N*** *is for* ***nurturing*** *our talents.*  ***G*** *is for* ***gaining*** *skills for learning, life and work.*  **Pupils**  Tutor groups discussion on what they felt the school meant to them  Groups presenting at assembly  Pupil council surgeries  Links with businesses to devise the finished product  Graffiti boards to let us know how you feel  **Staff**  Questionnaires and discussion with staff at CAT sessions  Teachers working with classes in tutor time  Staff working with our business partners.  **Parents & Carers**  Completed questionnaires during whole school events  All parent asked to sum up what the school is to them and their family in one sentence  Online questionnaire through Facebook  Wider community  Questionnaires and feedback through staff visitor book |

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| 1. **Summary of self-evaluation process** |

| **How we carried out our self-evaluation and involved stakeholders** |
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| Working within the quality framework, ’How good is our school 4?’, “Applying Nurture as a whole School Approach” self-evaluation and Glasgow City Council’s “How Good is my Lesson” we gathered evidence from all our stakeholders including quantitative and qualitative data, people’s views and direct observation of learning and teaching. This year we have developed a new self-evaluation calendar to reflect the new HIGIOS4  Parents, staff, pupils and our partners all took part in responding to questionnaires on a range of topics including reporting, ethos and learning and teaching. Their views were collated and as a result, points for action were identified to be included in our improvement plan.  Our feedback from the previous HMI inspection provided us with clear areas for improvement and supported our own self-evaluation.  Through house group assemblies, tutor times and workshops, student council meetings and student focus group meetings, pupil views were sought and a student improvement plan, reflecting the school improvement plan, was agreed.  The Parent Council were fully involved in planning for improvement and with a new parent group sitting on the Parent Council this year they have already come up with a range of suggestions to take priorities forward. Parents were consulted through individual review meetings and planning for improvement meeting.  Team meetings at all levels including, management meetings, whole staff meetings, faculty meetings, pupil support team meetings and support for learning workers meetings were undertaken on a weekly basis.  We used a range of quantitative data, including levels of attainment and pupils’ progress from prior levels of attainment, pupils’ progress in meeting targets and analysis of key performance data, such as pupil attendance, exclusion rates and leavers’ destinations. |

| **High level question** | **Key strengths** | **Areas for improvement** |
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| **How good is our leadership and approach to improvement?** | * Application of GTC standards and the impact on ongoing and relevant CPD. * There are leadership opportunities for staff and pupils to be involved and lead aspects of school improvement. * School empowers young people to have a say in the quality of their education * All stakeholders are involved in creation and evaluation of school priorities | * Continuing to focus on developing outreach within the local community secondary schools. * To implement the Connected Glasgow Learning Programme for the digital roll out of I pads for pupils and continued CPD for staff. * Pupils given greater leadership opportunities * To increase parental and family involvement in the life of the school and continue to introduce ‘Cost of the School Day’ initiatives. * To establish robust processes for updating and reviewing our risk assessments |
| **How good is the quality of care and education we offer?** | * Pupils feel safe and able to know that their views will be listened to and acted on. * Young people show consideration for others and demonstrate positive behaviour and relationships. * Staff are aspirational for all the young people. * We employ a range of resources and those in the local community to support the curriculum and outdoor learning.   • We provide a range of support to promote pupil and staff wellbeing | * Increased opportunities to develop staff skills supporting the changing needs of our pupils (ACE, Resilience skills, Mental Health First Aid etc) and update our Promoting Positive Behaviour policy. * Develop the school environment to support ASD pupils with more complex needs (work towards the Language and Communication Friendly Establishment Award . * To promote HWB opportunities through introducing whole school HWB afternoon and revising the House and Student Tutor systems. * To continue engaging with the nurture self-evaluation tool and ensure best practice in our nurture provision. * To continue creating a strong ethos of community through our whole school events such as the MAGIC breakfast club and promoting our school Vision, Values and Aims * To have an on-site counsellor available to support pupils on a weekly basis and offer drop-in sessions and staff support. |
| **How good are we at improving outcomes for all our learners?** | * Transition arrangements at all stages support the raising of attainment. * Professional learning activities and whole school activities are clearly linked to SIP. * We have strong partnerships with a range of businesses and within the third sector to support and improve pupil outcomes. * We have a specialist ASD working group that supports the needs of our pupils with ASD and their families | * To review our processes for forward planning and assessment, monitoring and tracking and moderation * Develop greater differentiation of tasks, activities and resources to provide greater pace and challenge * Continue to work towards Rights Respecting School Award Level 1 and LGBT+ Youth Charter mark. * To improve the curriculum pathway for young people 3-18, further developing opportunities for Developing Young Workforce. * To incorporate technical into the curriculum through the creation of our pop-up technical department. |

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| 3. | **Priorities for improvement in the current session** |  |  |  |  |  |  |  | **Year** | **2019-2020** |

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| **No.** | **Priority** | **Stage of development** | **Main driver of priority:** | |  | **Alignment to:** | | | |
|  |  | **Exploring, Developing or Embedding** | **Self- Evaluation/VSE** | **Education Scotland report** | | **QI** | **Wellbeing**  **Framework** | **Service**  **Priorities** | **Collaboration and Partnership**  **Working** |
| **1.** | **Raising attainment and achievement for all** | **Embedding** | X | **X** | | **1.1,1.2,1.52.2**  **,2.3, 2.4, 2.7,3.2, 3.3** | **Achieving**  **Responsible**  **Included** |  | **BBC via Chamber of Commerce**  **Business partnerships**  **Local partnerships including Shawlands Academy & Holyrood Secondary**  **Educational Psychology**  **Glasgow Life**  **Parent council**  **Magic Breakfast** |
| **2.** | **Developing Health & Wellbeing priorities** | **Developing** | **X** | **X** | | **1.2,2.2,2.4,2.5,2.6,**  **2.7,3.1, 3.2,** | **Included**  **Healthy**  **Responsible**  **Active**  **Achieving**  **Nurtured**  **Safe** |  | **BBC via Chamber of Commerce**  **Business partnerships**  **Lottery funding**  **Local partnerships including Shawlands Academy & Holyrood Secondary**  **Learning Community**  **LIG South 2**  **Glasgow Life**  **Place2Be**  **SPARK counselling**  **Castlemilk stress Centre**  **ERASMUS**  **Sleep Scotland** |
| **3.** | **Transitions** | **Embedding** | **X** | **X** | | **1.1,2.1,2.2,2.3,2.4,**  **2.5,2.6,2.7, 3.2,3,3** | **Safe**  **Healthy**  **Achieving**  **Nurtured**  **Active**  **Respected**  **Responsible**  **Included** |  | **BBC via Chamber of Commerce**  **Local partnerships including Shawlands Academy & Holyrood Secondary**  **Educational Psychology**  **CAAMHS**  **Parent Council**  **Glasgow Life**  **ERASMUS**  **ENABLE**  **ARC** |

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| **4. Action Planning** |

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| **Priority No.** | **QI** | Priority | **Expected outcomes for learners which are measurable or observable** |
| **1.** | **1.1,1.2,1.52.2**  **,2.3, 2.4, 2.7,3.2, 3.3** | **Raising attainment and achievement for all.** | Learners are making good progress from prior levels and there are opportunities to identify and target support to those who need it.  Resources, planning, assessment, tracking and monitoring all meet the range of needs of the pupils and effective moderation processes are in place.  Staff and learners are confident using iPad technology to embed digital learning in educational experiences with deployment of iPads for all pupils.  BGE pupils have more personalisation and choice and senior pupils have a wider range of NQs to work towards.  All learners and staff are involved in House activities and have a sense of belonging through the new House and Student Tutor system. |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Those involved – including partners** | **Resources and staff development** |
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| To review and revise our processes for   * Forward Planning and Assessment * Monitoring and Tracking (PEF for implementing tracking system) * Moderation | November – check up  February – check up June – final check up | J Newell  L Roberts  M Barrett  M Cavanagh  SLT members | SLT meetings and collegiate working  Raise staff awareness at CAT session  Time at Faculty meetings to look at planning, monitoring and tracking, cooperative teaching  Liaison with curricular leaders in GCC  Investigate the CGI tracking system |
| Continue with the joint Outreach project liaising with local mainstream establishments. Fostering an ethos of inclusion and acceptance, tolerance and understanding through joint project work and qualification pathways. | August 2019- calendar and timetable in place  Jan ‘20- check up  May/June ‘20 | **J Newell HT**  Key management personnel at Holyrood and Shawlands  J Sharkey, T Maclean, N Fotheringham | Links with attainment challenge leaders of learning  Liaison with other secondary schools in the south – staff managing and teachers.  Feedback from staff and pupils |
| To continue implementing the Connected Glasgow Learning programme for the digital roll out of iPads for all pupils:   * Digital evening for parents/carers * Arrangements for pupil iPads * Staff training sessions * Extended to SfLWs | October 2019 and throughout the year.  February check up  March Check up | **K** **Sharkey DLOL**  **K Falconer DLOL**  ICT coordinator C Milne  R McDevitt, D Doyle  J Newell Head Teacher  Digital explorers  Connected Learning Team | Links with Apple  Links with Learning Community for GCC pilot  Time in faculties to review and audit resources  Connected Learning Team partnership  Pupil Equity Funding if required for additional resources - storage and recharging of I Pads  Staff development and CPD |
| To increase certificated opportunities through the curriculum by developing technical and outdoor learning through BGE and senior phase.   * Creation of our pop-up technical department. * Whole school approach to outdoor learning with progression pathways working towards   D of E - starting from S1 and involving all year groups, incl JMA in S2 | Throughout the session | **J Philbin**  **N Fotheringham**  A MacLeod  G Munro  Trades House Glasgow  Andy McCann (D of E) | Trades House grant  Resources, equipment and materials (PEF)  Timetabled classes, GVP and HWB afternoons  Duke of Edinburgh and John Muir Awards |
| Revision of the House and Student Tutor system and introduce HWB afternoons for all pupils.   * As many staff trained in MHFA * Team building activities * New system for celebrating pupil achievements and promote VVA * Walk a Mile * Intro to new sports (PEF) | August 19- check up  Oct/Nov 19- check up  Feb 20 – check up  May 20 – check up | **C Milne PT**  **M Cavanagh PT**  A Melvin  L Harley  A Giles  A MacLeod  B Lumsden  D Miller | Time built in to timetable through tutor time  Relevant timetabling for key staff  Time at CAT session/Staff meetings to share information and updates  PST meetings  Pupil council meetings, visits to other schools  Referral procedure in place and time to meet with counsellor and SPARK personnel  Feedback from pupils, staff and parents  CPD budget for training staff |

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| **Evidence of Impact** |
| More effective processes in place for Forward Planning, Monitoring and Tracking, Moderation and Assessment in BGE and senior phase.  Increased inclusion between Hollybrook and Mainstream pupils and staff through joint outreach programme and Glasgow Vocational Programme.  Pupils and Teachers more confident using iPads and Apps, embedded good practice in all learning experiences.  Increased personalisation and choice for BGE pupils and extended NQ opportunities for senior phase pupils.  Pupils and staff have opportunities for health and wellbeing to be embedded into their daily routines, increased levels of fitness and understanding of healthy diets and what contributes to positive mental health |

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| **4. Action Planning** |

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| **Priority No.** | **QI** | Priority | **Expected outcomes for learners which are measurable or observable** |
| **2.** | **1.2,2.2,2.4,2.5,2.6,2.7,**  **3.1, 3.2,** | **Developing Health & Wellbeing priorities** | There is a shared understanding of health and wellbeing that underpins all aspects of the curriculum.  Pupils and staff have opportunities though out the day to improve mental and physical wellbeing.  Pupil/staff relationships, the school environment and classroom organisation are ASD friendly and reflect the nurturing principals. Pupils are supported effectively through consistent use of resources and learning environment. |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Those involved – including partners** | **Resources and staff development** |
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| To work towards the ‘Language and Communication Friendly Establishment Award’. Looking at enhancing the school environment:   * Timetables use of the Sensory room * Further development of strategies and resources, and the consistent implementation of these * ASD parent support group *(Pupil Equity Fund).* | August 19- check up  October 19 – check up  May 20 | **John Sharkey**  L Hutchinson  K Sharkey  J Skelton  S Bryce  T Keenan | TACPAC training for SfLWs  Calendar and records for Sensory room use  SfLW timetable and rota  Access to Board maker resources  Parent Council  Venue and visiting speakers for family learning sessions and Staff training |
| Engage with the nurture self- evaluation tools and ensure best practice in our nurture provision. | August 19- check up  Nov 19- check up  June 20 | Allison MacLeod PT  **Louise Harley**  Louise Hutchinson  C Rogan, L McGarry  A Hayden, J Skelton | Time on INSET days and standing agenda item for staff meetings  CAT sessions  Links with Nurture Steering Group  2 day and 4 day staff training in Nurture |
| To continue implementing and running the whole school breakfast club for a third year to increase pupil motivation and concentration, and foster a STRONG sense of school community  Further opportunities to embed the schools, Vision, Values and Aims. *(Pupil Equity Fund)* | October 2019 - March 2020 review  June | **K Sharkey**  A Drennan T McLean  MAGIC Breakfast, BBC  Parent Council,  Pupil Council | Time at assemblies, house assemblies and student tutor time (Extended tutor time)  News letters  Payment for Magic Breakfast &staffing, funding for food and equipment from PEF |
| To have an in-house counsellor available for pupils on day a week, working with pupils intensively whilst also offering lunch time drop in sessions and staff support and training opportunities. | October 2019 - March 2020 review  June | Castlemik Stress Centre  J Newell  **C Milne**  **M Cavanagh**  L McGarry  L Hutchinson  R Reid  A MacLeod  C Rogan  L Bryce  P Dunbar | Castlemilk Stress Centre  Inset day  Pupil Support Team meetings  Staff referral system |
| To establish robust processes for updating and reviewing our risk assessment procedures.   * Outings and residential trips * Areas and classrooms within the school environment * Individual pupil risk assessments * Fire safety procedures * Behaviour plans | October 2019 - March 2020 review  June | **L Roberts DHT**  M Barrett  J Philbin  G Munro  GCC H&S team  G Godfrey – Inclusion team | Time to update all pupils’ RAs and have a bank of proformas for trips.  Departments to access H&S standards for specific areas of school and classrooms.  H&S training for staff – all staff eventually to have RA training? |

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| **Evidence of Impact** |
| Enhanced school environment that effectively meets the needs of all pupils, including young people with complex communication needs.  Increased up take of free breakfast, ensuring improved pupil engagement and a stronger sense of community and inclusion  Enhanced nurture provision and extra staff trained in Nurture.  Opportunities for pupils to speak with a counsellor and reduction in levels of stress and anxiety, pupils more settled and engaged in their learning. Staff also have access to training and strategies to support pupils and their own emotional health.  Risk assessments are in place and updated and reviewed on a regular basis to keep pupils and staff safe in school and when out on trips. |

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| **4. Action Planning** |

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| **Priority No.** | **QI** | Priority | **Expected outcomes for learners which are measurable or observable** |
| **3** | **1.1,2.1,2.2,2.3,2.4,**  **2.5,2.6,2.7, 3.2,3,3** | **Improved support to all young people at points of transition** | Pupils will feel secure at various points of transition.  There is planning at every stage of transition and pupils are supported to develop the necessary skills to manage the transition with confidence.  Increased positive and sustained outcomes. |

| **Tasks to achieve priority** | **Timescale**  **and checkpoints** | **Those involved – including partners** | **Resources and staff development** |
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| To continue to collaborate with Educational Psychologist to promote positive relationships and revisit our Promoting Positive Behaviour Policy   * Nurture Principles * Shared understanding of ACEs * Resilience * All behaviour is communication * Social media and LGBT+ | August ’19  October ’19,  Feb ’20 and  May ‘20 | **J Newell HT**  L Roberts DHT  Gillian Ruddock EP  M Cavanagh PT  C Milne PT  I McNally  N Fotheringham | Educational Psychological services  Time at inset and CAT sessions  Training and CPD opportunities  Relevant policies and documents  Adverse Childhood Experiences literature and documents |
| Continue to work towards Rights Respecting School Award Level 1 including further promotion of LGBT+ | Sep 19- check up  Feb 2020 and May/June ‘20 | **I McNally PT**  **N Wray**  Pupil Rights Group  All staff  LGBT group | Time to audit Level 1  Time to meet as a group and also time to keep all staff update  Business and community partnerships  Parent Council and pupil Council  Whole school assembly  Safe place in school |
| Developing Young workforce – improving the curriculum pathway for young people 3-18  Further develop opportunities for DYW in senior phase –e.g volunteering award and throughout the curriculum with all subjects promoting skills for work. | August ‘19  October ‘19  Feb ‘20  May’20 | **I McNally PT**  A MacLeod  N Fotheringham  C Milne  John Philbin | School website and social media  SQA awards  Contact with DYW personnel  ENABLE – Nicola a day a week (PEF)  SDS  BBC via Chamber of Commerce  Business partnerships  Parent Council  Cosgrove programmes and Prince’s Trust (PEF)  DYW period timetabled for pupils |
| To continue introducing initiatives for reducing the Cost of the School Day and increasing parent/family engagement. |  | **I McNally PT**  A MacLeod  L Roberts | Link worker ( Glasgow Life/Barnardos)  Mini bus pick up service to bring families into school. Uniform exchange. |

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| **Evidence of Impact** |
| Staff more understanding of the adverse childhood experiences of our pupils and the brain development of teenagers, and have a range of effective strategies for supporting these pupils consistently throughout the school. Pupils are better supported and understood, strategies shared with families, and mutual respect seen in everyday interactions.  Achievement of Rights Respecting school award level 1  Increased opportunities for pupils to develop skills for work in the senior phase, leading to improved choices and pathways for further education and sustainable positive destinations. |

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| **5. Appendix a** |

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| **Action Plan Summary for Stakeholders** |

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| **No.** | **Priority** | **Expected outcomes for learners which are measurable or observable** | **Lead responsibility** | **Timescales** |
| **1.** | **Raising attainment and achievement for all** | * Learners are making good progress from prior levels * There are opportunities to identify and direct target support to those who need it. * Resources, planning, assessment, tracking and monitoring all meet the range of needs of the pupils with effective moderation processes in place. * Staff and learners are confident using iPad technology to embed digital learning in educational experiences * BGE pupils have more personalisation and choice and senior pupils have a wider range of NQs to work towards * All learners and staff are involved and have a sense of belonging through the new House and Student Tutor system. * There is a shared understanding of health and wellbeing that underpins all aspects of the curriculum. | **J. Newell**  **L. Roberts**  **M.Barrett**  **M Cavangh**  **C Milne** |  |
| **2.** | **Develop Health and Wellbeing priorities** | * ASD pupils have effective support in all areas of their school life, access to sensory stimulating resources and are well prepared for daily changes. * All pupils feel nurtured and safe in the school environment. * Pupils have the opportunity to start the day with a healthy breakfast to increase motivation and engagement. * Pupils have access to counselling sessions and learn strategies to better cope with times of stress and anxiety in their lives. * Pupils and staff have opportunities though out the day to improve mental and physical wellbeing. * Pupils understanding of the wellbeing indicators will be evident through everyday situations. * There are robust policy and procedures in place to keep pupils safe in school and when out on trips and excursions | **C.Milne**  **M.Cavanagh**  **L Roberts**  **L Harley**  **A MacLeod** |  |
| **3.** | **Transitions** | * Learners better supported throughout the year. * Pupils will feel secure at various points of transition. * There is planning at every stage of transition and pupils are supported to develop the necessary skills to manage the transition with confidence. * Increased positive and sustained outcomes for leavers moving on to college placements. * Achievement of the Rights Respecting School and LGBT+ Youth Charter Mark, ensuring all pupils are treated fairly and feel valued and respected. * We continue to look at ways of reducing the Cost of the School Day to allow all pupils the same opportunities to participate in school activities | **I McNally**  **A.MacLeod** |  |