-

School Improvement Planning Template

|  |  |
| --- | --- |
| **School** | **Hollybrook Academy** |
| **Learning Community** | **Shawlands Learning Community** |
| **Link Officer** | **Anne Woods** |
| **Head of Service** | **Donnie MacLeod** |
| **School Roll** | **126** |
| **Attendance Rate** |  |
| **Pupils affected by the poverty related attainment gap (**employment,  income,  housing,  health,  access to services,  education, crime), covid & other forms of poverty not listed  **OTHER** – Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above. | |
| |  |  |  |  | | --- | --- | --- | --- | | **PEF allocation 23-24:** | **£79625** | **SIMD Q**uintile 1 **(% and Number)** | **26 (21%)** | | **Carry Forward:** |  | **SIMD Q**uintile 5 **(% and Number)** | **7 (6%)** | | **Total Allocation 23-24:** |  | **Other** | **2-4= 50 (40%) 6-20= 42 (33%)** | | **FME (number and %)** | **76 pupils (60%)** | **Total No Pupils** | **126** |   **Grand Challenges 2023-26 (***Grand challenges are the long term strategic changes you intend to achieve i.e ‘to improve attainment in literacy)* | |
| 1. Engagement, participation and Inclusion: *Creating a learning community, environment and curriculum which is safe and stimulating, meeting the needs of all our learners and our changing pupil population.* 2. Achievement and Progress: *Planning, Recording, reporting and recognising attainment and achievement for all our learners, across all levels.* 3. Wellbeing and Learning: *Developing an ethos for staff and young people to support wellbeing and learning using a shared language of emotional literacy, having a deeper understanding of the nurture principles across the school and using the local community to further develop learning spaces.* | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Challenge:** | | | | | | |
| **Mission 1:** | | | | | **Costs** | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Challenge 1:**  Engagement, participation and Inclusion: *Creating a learning community, environment and curriculum which is safe and stimulating, meeting the needs of all our learners and our changing pupil population.* | | | | | | |
| **Mission 1:** As a school communitysupport the practice and policy of a language and communication friendly environment and aim to successfully achieve the Language and communication award this year. . | | | | | **Costs** | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility: Louise Hutchinson** | **Target Date** | Core | **PEF** |
| All staff to engage in the process of creating L+C friendly school. | Staff completed environmental audit of their class. Policy for L+c friendly approaches across all areas. Established procedures for L+C friendly classroom.  L+C friendly corridors and open spaces. | Observations of classes, spaces  Pupil questionnaires  Clearly defined areas in classes  Pupils confident using their space and accessing help and resources. | L Lorenzzo, A N’Kere, G Rainey, G Hendry | Nov 23 |  | £459 |
| To further develop our relationships policy to support the needs of our pupils | An agreed policy in place. The school community have clear policy and practice to promote positive behaviours and relationships. | Staff, pupils, visitor feedback, Agreed  L+c school policy. |  | Dec 23 | £50 (school fund) |  |
| **Challenge 1:**  Engagement, participation and Inclusion Contd… | | | | | | |
| **Mission 2:** Increase knowledge, Understanding and confidence working across a range of levels in response to our changing pupil population | | | | | **Costs** | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility: Kate Manzor** | **Target Date** | **Core** | **PEF** |
| Develop programme of CPD to support changing needs of our pupils | Planning for all learners is relevant, differentiated and appropriate to the needs of every learners.  Staff use a variety of L+T methods to engage our more complex learners. | 100% staff to engage in at least 1 CPD opportunity  Evaluations/ conversations  Faculty and whole staff discussions. CPD record of Impact. | Mairi Barrett, Megan Sanderson, Louise Harley | Oct 23 | CPD costs- as required |  |
| Programme of Peer L+t support to be established across levels/ subject areas. (in HB and schools in community) | Staff to increase K+U of pupil supports required across different levels. Increased staff confidence working across different levels. Creating an ethos of shared learning between staff and across schools | 100% staff to be involved in the shared learning exercise via cover TT  Surveys to gauge confidence  L+T conversations. Peer Observation feedback | May 24 |  |  |
|  |  |  |  |  |  |  |
| Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions)* | | | | | | |
| **Challenge 2:**  Achievement and Progress: *Improved Planning, Recording and reporting for all our learners with effective methods in place to capture and record pupil achievements throughout their school journey.* | | | | | | |
| **Mission 1:** To have clearly defined learning plans (lit, num + HWB) for all pupils that are accessible for all which will to positively impact Learning, Teaching and pupil support. | | | | | **Costs** | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility: Allison MacLeod** | **Target Date** | **Core** | **PEF** |
| To develop comprehensive profiles linked to WAPs and L+T targets. | Pupil Information (targets, goals, key information) captured in one document for ease of use re supports, monitoring and reporting. | Questionnaires to all staff  Faculty conversations  Nurture target evaluations  Staff + Pupil conversations | Matthew Cavanagh, Mairi Barrett | Nov 23 |  |  |
| Further develop recording of Achievements for all. | Effective system in place to record pupil achievements. All pupils have an accessible portfolio of achievements recording school journey. | Portfolio of achievements for all ( esp s3 profiles and s6 leavers)  Pupil/ staff feedback  Whole staff discussions | Ross Gallagher, Kenny Falconer  Clair Tierney | Dec 23 | £80 |  |
|  |  |  |  |  |  |  |
| **Challenge:**  Achievement and Progress Contd… | | | | | | |
| **Mission 2: To have robust system for tracking and monitoring for BGE , easily accessible by all staff for S1-S3.** | | | | | **Costs** | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility: Joseph Glen** | **Target Date** | **Core** | **PEF** |
| To develop staff K+U and confidence using Bsquared to support L+T in BGE. | Staff to effectively track + monitor pupil progress  Staff to effectively share pupil progress ( staff, parents, for reviews) | Staff questionnaires  Faculty discussions  Review of tracking documents  Parent feedback. | Jill Skelton, Tricia Maclean | Dec 23 |  | cost of additional licences |
| To review current planning documents and assess suitability across all levels / classes | We will have robust and consistent policy in place for planning and tracking learning. | Whole staff feedback/ discussion  Faculty discussions  Surveys | May 24 |  |  |
|  |  |  |  |  |  |  |
| Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions)* | | | | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Challenge 3:** Wellbeing and Learning: *Developing an ethos for staff and young people to support wellbeing and learning using a shared language of emotional literacy, having a deeper understanding of the nurture principles across the school and using the local community to further develop learning spaces* | | | | | | | | |
| **Mission 1: Create a deeper understanding of Nurture and its importance on pupil support and learning across the school** | | | | | | | **Costs** | |
| **Commitments** | **Expected Outcomes** | | **Measures of Impact** | | **Lead Responsibility:**  **Nicole Fotheringham** | **Target Date** | **Core** | **PEF** |
| To develop a fully inclusive Nurture programme that can be delivered by all and has the Nurture Principles at its core. | Comprehensive programme in place for Nurture time. All pupils have identified key adult. Common lang embedded to support emotional literacy | | Staff/pupil survey  Nurture observations  QA Visits  discussions | | Lynn Robertson  Karen Devine | May 24 | Resources for Nurture |  |
| School work towards creating an inclusive mental health strategy for whole school community. | School has robust structure in place to promote + support mental health across school community. | | Mental Health strategy in place, positive conversation and pupil actions.  staff feedback | | Frances Auty  Robyn Delaney  Boyd Lumsden | May 24 | Staff training costs |  |
|  |  | |  | |  |  |  |  |
| **Mission 2 : To further develop links with mental, physical, emotional health and learning pathways** | | | | | | | | |
| **Commitments** | | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility:**  **Craig Milne** | | **Target Date** | **Core** | **PEF** |
| Support learning for Sustainability and taking learning beyond the classroom. Making positive connections in community | Staff will use outdoor spaces and local community for L+T. Pupils will be knowledgeable about their local community and importance of LfS | | Increase in pupils fully engaged in learning. Successful attainment of SQA units. | | Katherine Parhar  Mayra Howie  John Barbour | Dec 23 | training | Hire of relevant outdoor spaces. |
| Staff group to lead Outdoor learning across the different curric areas. | All s2/3 pupils to have Forrest school experience with positive impact on teamwork + confidence. Positive links made with local schools and staff. Achieve Forest school status. | | Pupil surveys  Engagement log  Observations and photos  discussions | | Lloyd Kinnaird  Graham Munro | May 24 |  | £1200 (staff training) |
|  |  | |  | |  |  |  |  |
| **Evaluative Comment** *(HGIOS 4 measuring impact and progress)* | | | | | | | | |