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School Improvement Planning Template

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| **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. |
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| **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.*
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| **Challenge:**  |
| **Mission 1:**  | **Costs** |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
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| **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, spacesPupil questionnairesClearly defined areas in classesPupils 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 opportunityEvaluations/ conversationsFaculty 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 TTSurveys to gauge confidenceL+T conversations. Peer Observation feedback | May 24 |  |  |
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| 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 staffFaculty conversationsNurture target evaluationsStaff + 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 feedbackWhole staff discussions | Ross Gallagher, Kenny FalconerClair Tierney | Dec 23 | £80  |  |
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| **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 progressStaff to effectively share pupil progress ( staff, parents, for reviews) | Staff questionnairesFaculty discussionsReview of tracking documentsParent 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/ discussionFaculty discussionsSurveys | May 24 |  |  |
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| Evaluative Comment (*HGIOS 4 Link Outcome to QI Challenge Questions)* |

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| **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 surveyNurture observationsQA Visitsdiscussions | Lynn RobertsonKaren 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 AutyRobyn DelaneyBoyd Lumsden | May 24 | Staff training costs |  |
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| **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 ParharMayra HowieJohn 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 surveysEngagement logObservations and photosdiscussions | Lloyd KinnairdGraham Munro | May 24 |  | £1200 (staff training) |
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| **Evaluative Comment** *(HGIOS 4 measuring impact and progress)* |