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School Improvement Planning Template

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| **School** | Hollybrook Academy |
| **Learning Community** | Shawlands |
| **Link Officer** | Anne Woods |
| **Head of Service** | Donnie MacLeod |
| **School Roll** | 118 (approx.) |
| **Attendance Rate** | **75%** |
| **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 24-25: £79,625** | **SIMD Q**uintile 1 **(% and Number) 67pupils 56% not including new s1** | | **Carry Forward:** **-£21,411** | **SIMD Q**uintile 5 **(% and Number) 2pupils 1.7% not including new s1** | | **Total Allocation 24-25:** **£58,214** | **Other 49** | | **FME (number and %) 70 pupils / 59% (includes new S1)** | **Total No Pupils 118** | | |
| **Grand Challenges 2023-26 (***Grand challenges are the long term strategic changes you intend to achieve i.e ‘to improve attainment in literacy)*  Focus on the Rights of the Child to increase levels of inclusion, participation and engagement.  To show progress in learning over time for all our learners.  Developing a whole school approach to wellbeing and learning based on the SHANARRI indicators. | |

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| **Challenge: *(copy/paste aligned challenge)*** | | | | | | |
| **Mission :** | | | | | **Costs** | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
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| December Check Point: Evaluative Comments | | | | | | |

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| **Challenge:**  ***Focus on the Rights of the Child to increase levels of inclusion, participation and engagement.*** | | | | | | |
| **Mission : To reduce barriers to participation and inclusion and support improved engagement for all learners.** | | | | | **Costs** | |
| **Commitments(sprint)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
| Almost all teaching staff to achieve Level 1 Makaton certification to support more effective language and communication approaches with learners. | By December 2024 Makaton signing supports language understanding for most learners in all curriculum areas with almost all teaching staff.  Increased levels of participation noted for specified group of pupils. | Achievement of Level 1 Cert.  Learning walks to observe Makaton in use. Inclusion in L&T Framework.  Pupil voice & staff feedback | Kate Manzor | Dec 2025 | £1539  CPD |  |
| Further embed our Language and Communication Friendly approaches by using colour to reduce language within the school building. | By December 2024 almost all pupils can independently find their way around the school using a colour coded system in corridors and on doors. | Pupil feedback  Pupil observations  Reduction in 121 support for movement | Kate Manzor | Dec 2025 | Paint |  |
| To achieve Silver Rights Respecting School Award ensuring UNCRC are embedded consistently throughout Hollybrook Academy. | Across the school almost all learners will have participated in leadership of school improvement and can demonstrate impact. | LoTS (Leadership of the School) groups improvement plans demonstrate pupil led change.  Achievement of RRS Silver Award.  Increased participation of pupils in decision making. | Kevin Maguire  Nicole Fotheringham | April 2025 |  |  |
| Staff learn to grow together by working collaboratively to complete rights related training and CPD. | All staff can demonstrate good progress towards embedding children’s rights in school policy practice and ethos. | Staff completion of LGBTQI+ TIE CPD  Equalities CPD  School achievement of Keeping The Promise Award | Frances Auty  Matthew Cavanagh | April 2025 | £150  CPD |  |
| December Check Point: Evaluative Comments | | | | | | |

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| **Challenge:**  ***To show progress in learning over time for all our learners*** | | | | | | |
| **Mission : To raise attainment in aspects of literacy.** | | | | | **Costs** | |
| **Commitments(sprint)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
| All staff write consistent forward planning documents for all learners in the BGE. All pupil learning is tracked using BSquared to demonstrate progress over time. | By October all learners in BGE have planned learning, including the areas of ROA. Moderation of learning in Literacy supports staff understanding of standards and pace and challenge. | Consistent use of forward planning documents for all learners.  Use of Bsquared to track learning. Pupil progress meetings.  Planning/tracking and moderation of ROA. | Mairi Barrett  Kevin Maguire | October 2024 |  | £525 Annual Hosting Charge |
| To raise attainment in reading. | By May 2025 learners with early reading skills will improve reading attainment using the Daily Supported Reading Programme. | Assessment Data from DSR programme.  HGIOP report from CLOL  Bsquared tracking data | Megan Sanderson | May 2025 |  | £1541 |
| Use of Kaligo app to improve handwriting fluency. | By May 2025 targeted groups of learners will have improved their hand writing skills. Evidence of related improvement in creative and functional writing. | Kaligo handwriting tracking system.  Analysis of pupil handwriting.  Monitoring and tracking of attainment in writing.  Pupil progress meetings. | Kenny Falconer  Ross Gallacher  Megan Sanderson | May 2025 |  | £252 |
| To reduce pupil anxiety around unstructured times and to raise attainment through Play Pedagogy. | Learning and development within foundation milestones is planned and tracked during daily structured play for learners in the Pine and Rowan classes. | Bsquared to track attainment and development.  Teaching staff and SfLW observations of learners.  Policy and procedures in place to ensure consistent approach to play. | Karen Devine  Nicola Hanlon | January 2025 | Resources |  |
| December Check Point: Evaluative Comments | | | | | | |
| **Challenge:**  ***Developing a whole school approach to wellbeing and learning.*** | | | | | | |
| **Mission : School VVA and Shanarri indicators underpin wellbeing targets and approaches to learning.** | | | | | **Costs** | |
| **Commitments(sprint)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
| All nurture staff will create individual wellbeing assessment profiles for all pupils. Whole school Ethos time will support development of nurturing relationships. | All learners are well known to at least ‘one good adult’ who can assess their wellbeing based on the shanarri indicators. Ethos time will embed school VVA. | Wellbeing assessment profiles available for all pupils.  Nurturing relationships evident within groups. Feedback from staff and pupils during Ethos periods. VVA prominent in all classes. | Craig Milne | Nov 2024 |  |  |
| Nurture staff will work with individual pupils to reflect on wellbeing profiles, identify SMART targets and review progress towards targets. | Almost all pupils can identify how to progress their wellbeing and learning. With nurture teachers pupils can self assess their achievements towards targets and set new targets for their next steps. | SMART targets are created by learners with the support of nurture teachers.  Pupil discussion about progress.  Staff confidence related to target setting. | Allison MacLeod  Matthew Cavanagh | Nov 2024 |  |  |
| To improve the use of digital technology to support learning. To audit current use of technology to identify whole school improvements in using iPads to support learning. | All learners experience improved approaches to learning and teaching including healthy and effective use of digital learning.  Ability to share learning with families and carers more effectively. | Digital audit, Learning walks.  Pupil feedback  DLOL observations and team teaching  Decrease in use of paper and printing. | Kenny Falconer and Ross Gallacher | Dec 2024  May 2025 |  |  |
| Complete Improving Our Classroom CPD to further develop Hollybrook Academy Learning and Teaching Framework based on Glasgow’s Pedagogy. | Create teacher learning communities within departments to focus on pedagogical improvements. | At least 1 button from Glasgow’s Pedagogy will be included in our Learning and Teaching Framework.  Department Improvement Plans  At least 1 staff member will complete IOC CPD. | Kevin Maguire | May 2025 |  |  |
| December Check Point: Evaluative Comments | | | | | | |

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| Grand Challenge | Area of Focus | Quality Indicator |
|  | Improve pupil attendance. All staff to use SEEMIS register. New Attendance (2024) policy implemented rigorously. |  |
|  | Emotion works continue to embed and increase use of shared language with all pupils. |  |
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Please use the space below to note any other improvement action initiated in previous years which are continuing to be focus in the coming year but not your identified priority for 24-25.