Supporting Improvement:
School Improvement Plan

SIP

SQR   Self-evaluation   EPR

SIP

SQR   Self-evaluation   EPR

SIP

SQR   Self-evaluation   EPR

Session: 2018-19

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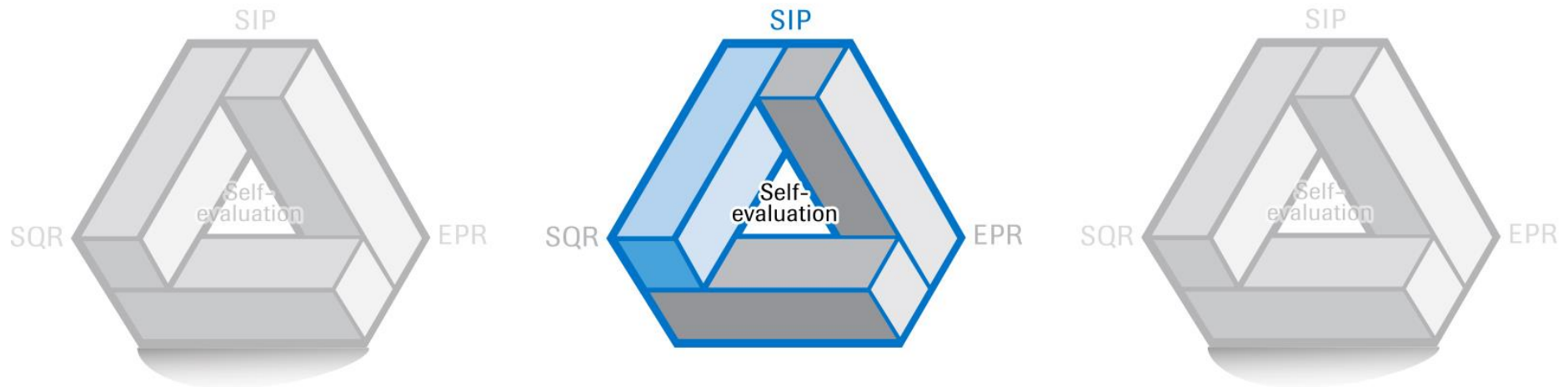
Establishment		**Hyndland Secondary School**
Head of Establishment		**Louise Edgerton**
Area/Local Improvement Group		**NW 1**

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1. Vision, Values and Aims
2. Summary of Self-Evaluation Process / Priorities for Improvement in the current session
3. Action Planning

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Action Plan Summary for Stakeholders

1. Our Vision, Values and Aims

Hyndland Secondary School
Our Goals, Our Values, Our School

Safe – Emotional and physical wellbeing is fundamental in our school and our school community

Healthy - Our school encourages all aspects of good mental and physical health choices.

Nurtured — Our school is a happy, caring and considerate environment

Included - We are involved in activities, friendships and having fun. We are welcomed and engaged in the life of Hyndland Secondary School.

Respected - Our school respects all pupils, staff and those in the community.

Responsible - We can play our part in creating a learning and social environment that is safe, secure and focused on achievement

Active — Pupils all have the opportunity to take an active role, have an active voice in the school and make decisions about their learning.

Achieving — I can make the best of the opportunities that are presented to me and approach my learning in a positive way.

   These are our school expectations, goals and values. Pupils should be aware that for excellent behaviour, setting high standards and making contributions to the school and our community, they can all be rewarded.

Departmental priorities for development:

1: Improving the quality of our teaching and learning

2: Development of leadership at all levels

3:Improving outcomes for all young people

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3. Action Planning

No.	Quality Indicator	NIF Priority	NIF Driver	Priority
1	2.2 2.3 2.4		Teacher Professionalism Assessment of children's progress Performance information	**Improving the quality of our teaching and learning**

School Priority 1	Progress and Impact	Next?
Update BGE to reflect Higher changes Use of Show My Homework	Departmental progress and audits complete Parental Workshops to increase awareness	Refinement of BGE Tracking Explore further tracking on SMH continue to engage families and young people
Literacy Programmes	Read Write Inc training has taken place, Reading Age Tests Access, Comparable with start of session	Establish Read Write Inc Critical Essay work with Associate Primaries May June – N Johnston New, level specific Broad General Education Reading Understanding Analysis and Evaluation resources
Numeracy Recovery Programme	Programme in place. Senior Stem mentors assigned.	Develop from an earlier point in next session
Nurture	Current S2 Growth group graduated, S3 group complete New S1 Group started Nurturing principles across the school Training for 25 staff / Group established pupils and staff	Further embed the 6 Nurture principles with support and further training opportunities from colleagues in the Educational Psychology Team
LGBT	Bronze Charter Award prior to end of session, inspection visit , Departmental Activity and staff training	Continue to work and develop through the steering group
Rights Respecting	Sliver Award (Report available)	Gold Award (Global Goals)
Digital Literacy	Staff audit needs, workshops, i-pads in trial, Parent council presentation, preparation of migration	April – June 2019 Distribution of i-pads to staff and training programmes Distribution of i-pads to young people in 2019 2020 session
GCC Dylan Wiliam Tapestry Teaching	Whole school activities centred around this theme, a number of staff recognised for their contributions with professional accreditiation	Mark Church: Making Thinking visible Launch August Inset 2019

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No.	Quality Indicator	NIF Priority	NIF Driver	Priority
2	1.2 1.3 1.4		School Leadership	**Development of leadership at all levels**

Tasks to achieve priority	Timescale and checkpoints	Departmental Tasks	Evidence of Impact > (data, observation, views)
Departments / Faculties to continue to explore leadership opportunities for young people within their areas including peer / cross age tutoring and supporting extra-curricular activities	Departmental Returns and whole school audits show high engagements and vast opportunities		Pupil views

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No.	Quality Indicator	NIF Priority	NIF Driver	Priority
3	3.1 3.2 3.3 2.5		Parental Engagement School Improvement	Improving outcomes for all young people.

Tasks to achieve priority	Timescale and checkpoints	Progress and Impact	Next stages
Develop a family learning strategy building on the activities in our associated primary schools to enhance the skills of parents / carers to support the learning of their young people at home.		Enhanced transition sessions for parents and pupils, increased engagement with families these sessions included a range of activities from staff members across the school; sports, cooking, library induction, English and Maths introduction and introduction to Showmyhomework A new dimension this session is through Lambhill Partnership Enhanced Transition STEM and Outdoor learning project – Whiteinch and Thornwood PS students (Feb/March 2019).	Continued themes of family strategy and policy to be devised, appointment of Principal Teacher Equity and Attainment
Continued development of tracking of pupil progress with a particular focus on the BGE and the provision of high quality interventions for those young people who are not making progress in their learning (with a particular focus on SIMD 1 & 2, LAAC pupils and more able learners should be identified and opportunities to extend their learning provided)		Support through Supported Study, bespoke planning, bespoke resourcing, open Library Saturday mornings. Rigorous tracking and interventions	Continue to involve young people in the direction of their learning and input to what works.

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