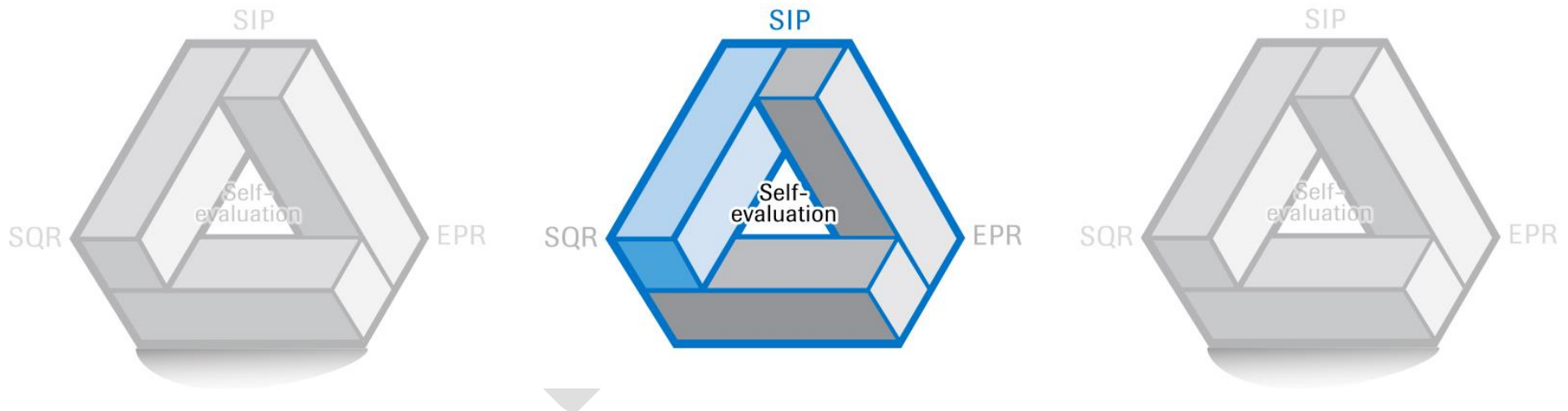




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Supporting Improvement: **School Improvement Plan**



Session: 2021 - 2022

Establishment	Hyndland Secondary School
Head of Establishment	Louise Edgerton
Area/Local Improvement Group	NW 1
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Area Education Officer/ Quality Improvement Officer	David Byrne

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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

Priorities for development:

1: Improving the quality of our teaching and learning including the use of digital learning

2: Improving outcomes for all young people through family learning and further involvement of parents

3. Further refine Self Evaluation

3. Action Planning

No.	Quality Indicator	NIF Driver	Priority
1	2.2 Curriculum 2.3 Learning, Teaching and Assessment 3.1 Ensuring Wellbeing, equality and Inclusion 3.3 Increasing creativity and employability	Teacher Professionalism Assessment of children's progress Performance information	Improving the quality of our teaching and learning

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Learning and Teaching: Continue to embed the principles in the Learning and Teaching strategy set out in the last few sessions of improvement planning 1. Cycle- pedagogy of Dylan Wiliam 2. The practical strategies of Making Thinking Visible. 3. Impact Wales input – The Science of Learning, Cognitive Science in the classroom, highly effective instruction and Blended Learning Continue to enhance our literacy and numeracy policies and intervention programmes including working towards the reading schools core accreditation.	Check point January 2022. June 2022	Classroom observations Staff / pupil / Parent feedback via questionnaires and focus groups Pupil Ambassador focus groups using HGISOURS GCC Trio Work Numeracy and Literacy data
Focus on Skills Improvement in links and connections from the curriculum to employability skills. Skills condensed into visual infographics		Skills Audit/ Profile/increased understanding of visual displays
Moderation Work: Further embed moderation across the curriculum building into the whole school calendar. Embed Moderation Activities to ensure alignment in assessment and learning and teaching.		Classroom observations Staff / pupil feedback via questionnaires and focus groups Classroom observations Staff / pupil / Parent feedback via questionnaires and focus groups Departmental Moderation policies
Health and Well Being/Inclusive Practices Continue to develop approaches to wellbeing, including staff wellbeing and restorative practice through recovery, reconnection and resilience principles Continued alignment of Nurture targets and principles and Mental Health strategy LGBT Charter (scope for Gold Award following significant success and progress)		LGBT Charter Gold Report accreditation Rights Respecting Gold Report and accreditation Mental Health Ambassador programme

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
at Bronze in 2019 and 2020) Rights Respecting Schools journey continues(Maintain the principles of the gold accreditation achieved and following success at Gold in 2020)		
Digital Literacy Continue to develop and streamline progress made in Digital Literacy		Digital Literacy strategy in place
BGE Continue to refine BGE courses and assessment in-line with benchmarks Improve consistency of approaches to feedback and learner conversations Further improve and evaluate our use of Show my Homework to support this		BGE Tracking data Show My Homework data
Staff leading on this priority – including partners		Resources and staff development
PT Post from PEF – Raising attainment PT PC PT Curriculum PST Tutors DHT L&T All teaching staff Parents / Carers		In-service Days Departmental activity time Staff training Meeting time PEF Funding WSA time

No.		Quality Indicator	NIF Driver	Priority
2		2.5 Family Learning 2.6 Transitions 2.7 Partnerships 3.2 Raising attainment and achievement	Parental Engagement School Improvement School Leadership	Improving outcomes for all young people.

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
<p>Family Learning Improve further approaches including work with associated primaries Build on the work of the Family Strategy group and Parent Council to promote greater consistency and understanding in the involvement of parents in school improvement, including use of finance</p>	January 2022	<p>Creative approaches to engage families Family learning is responsive to identified needs Family learning promotes equality, fairness and diversity Family learning is supporting families to minimise the impact of poverty on learning and achievement Staff have an appropriate understanding of Getting It right for every child and use these approaches to meet the needs of families. Finance group established</p>
<p>Parental Reporting / Engagement with learning Refinement of tracking and reporting of pupil progress using the changes of last session Continued scrutiny of the high quality interventions for those young people who are not making progress in their learning (with a particular focus on groups of learners in SIMD 1 & 2 and LAAC pupils) closing and addressing the gaps between the most and least disadvantaged.</p>	October 2021 January 2022 March 2022	<p>New BGE reporting in place and reviewed staff make effective use of the tracking and monitoring tools. Family learning is supporting families to minimise the impact of poverty on learning and achievement</p>
<p>Positive school leaver destinations for all young people Continued rigorous tracking for all leavers on skills, qualifications and pathways. Particular focus on S4 leavers and securing maximum breadth of qualifications</p>	September 2022 February 2022 April 2022	<p>Analysis and evaluation of intelligence and data through Insight Senior Phase Benchmarking tool SDS data</p>

Staff leading on this priority – including partners	Resources and staff development
DHT Pupil Support ELO PT World of Work PT Closing the gap team PT PC & PT Pupil Support – Learning PST Tutors School Councillor Glasgow Life All school staff Nurture trained staff Educational Psychologists	Meeting time Access to GCC Nurture Training Meeting time In-service Training Increased number of PSAs Time Youth worker support

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No.		Quality Indicator	NIF Driver	Priority
3		1.1 Self-evaluation for self-improvement 1.2 Leadership of learning	Performance Information	Self Evaluation

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
Collaborative approaches to Self Evaluation	January 2022 May 2022	Increased pupil participation and partners approaches across our learning community to self evaluation Views taken from learners on impact of successes and achievements and demonstration on learning and teaching, attainment and wellbeing of all learners. Departmental Perspective reports Whole school community has a shared understanding of the strengths and improvement needs of the school. More regular opportunities for parents to be support improvement by participating in the life of the school and in a range of formal and informal activities.

Staff leading on this priority – including partners	Resources and staff development
All school staff School community – Parents and carers	