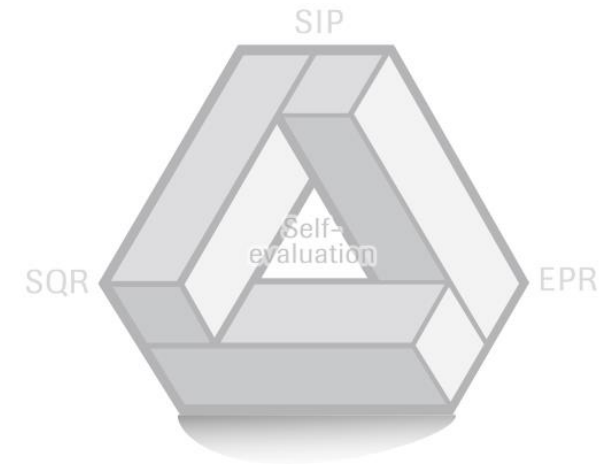
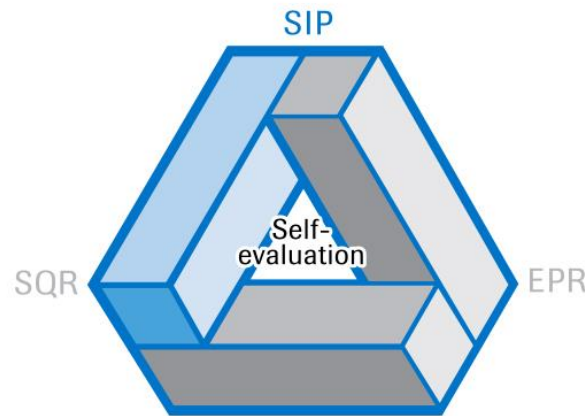




Glasgow City Council  
**Education Services**  
City Chambers East  
40 John Street  
Glasgow G1 1JL

[www.glasgow.gov.uk](http://www.glasgow.gov.uk)  
0141 287 2000

# Supporting Improvement: **School Improvement Plan**



**Session: 2017-18**

Establishment	<b>Hillhead High School</b>
Head of Establishment	<b>Karen McAlaney</b>
Area/Local Improvement Group	<b>NW LIG 1</b>
Head of Service	<b>Jim Wilson</b>
Area Education Officer/ Quality Improvement Officer	

**CONTENTS**

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

**Action Plan Summary for Stakeholders**

<b>1. Our Vision, Values and Aims</b>
<p>At the core of our Vision of Excellence (which was developed by staff, pupils and parents in 2013) is a commitment to deliver:</p> <ul style="list-style-type: none"><li>• The highest levels of attainment and achievement for every learner</li><li>• Positive aspirational destinations for all our learners</li></ul> <p>Our values are: resilience, respect, ambition, integrity and kindness.</p>

## 1. Our Vision, Values and Aims

The aim of the school is to deliver a Curriculum for Excellence where:

- young people have opportunities to become successful learners, confident individuals, responsible citizens and effective contributors
- we offer a curriculum, with appropriate support, that meets the needs of all learners
- young people develop the skills and knowledge that will equip them for the future
- we ensure that all young people have a positive destination and a clearly defined 16 + learning choice
- we instil in our young people the highest of expectations for themselves

## 2. Summary of our self-evaluation process

Time is set aside on Inset Days 2 and 5 each year to discuss our approaches to self-evaluation and school improvement and all staff were asked to suggest how we could tackle bureaucracy this session as part of an online survey on self-evaluation and school improvement planning during the Inset Day in May 2017. All responses were shared with all staff. For the last three years a Short Life Working Group of volunteers then came together to create a draft of the School Improvement Plan. The members of the group read local and national advice, including EIS and LNCT guidelines, and also feedback from departmental reviews, Link Meetings, Pupil Council feedback, PT and SMT minutes throughout the session. Members of the group consulted with pupil focus groups as well as members of the Pupil Council and with parents and partners. This led to the identification of our three whole school priorities and the tasks linked to each one. This session, instead of having three separate groups for the school calendar, Working Time Agreement (WTA) and School Improvement Plan (SIP), a School Negotiating Group made up of nine members of staff met to create our calendar and WTA. Our SIP retains many of the same priorities as last session, but also reflects our Scottish Attainment Challenge/Pupil Equity Fund Bid and Glasgow City Council's Learning and Teaching Strategy.

As part of our commitment to tackling bureaucracy and allowing time for our priorities, working groups will not run this session but will be replaced with Short Life Working Groups (SLWG) if/when needed. There is flexibility within our WTA to allow those who may wish to take part in any SLWG to do so.

**Priorities for development:**

- 1: Maximise attainment and achievement - with a particular focus on closing the poverty related attainment gap**
- 2: Learning and Teaching: sharing best practice by developing a professional learning community**
- 3: Develop approaches to growth mindset, leadership and inclusion**

### 3. Action Planning

No.	Quality Indicator	Priority
1	1.1, 2.2, 3.2, 2.7	Maximise attainment and achievement - with a particular focus on closing the poverty related attainment gap

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
(a) Raise attainment of lowest achieving pupils in the senior phase through tracking of targeted support for pupils (identified by SIMD and other factors – e.g. EAL, attendance, Looked After Children)	Sept 2017  Jan 2018	Analysis of prelim results, SQA results, Insight data and leaver destinations level informs whole school and departmental action plans and priorities.  Increased attainment (especially in literacy and numeracy) in order to close the gap between our lowest and higher attaining pupils.
(b) continue to embed approaches to BGE tracking of attainment and achievement taking account of tackling bureaucracy.	Mar 2018	Tracking of attainment and achievement in BGE improves outcomes for pupils – especially for those who have been identified as most disadvantaged – and better supports transition into the senior phase.
(c) Improve communication and partnership with parents in order support and promote attainment and achievement – e.g. new school website, senior phase pathways evening, updated departmental information on senior phase options and assessment.	Dec 2017	Evaluation of new school website and senior phase pathways information shows that parents and pupils feel more informed and supported at key transition points. More support / intervention for pupils from most deprived backgrounds.

Staff leading on this priority – including partners	Resources and staff development
(a) J. Meechan, Pupil Support, PTs Raising Attainment (b) PTs/FHs (Curriculum), Pupil Support, PTs Raising Attainment (c) S. Mullin, Parent Council, PT Skills, PTs/FHs (Curriculum), S. Brown S. Neil, J. Meechan, K. McAlaney, Skills Development Scotland	Pupil Equity Funding – 3 PTs Raising Attainment, additional staff in Support for Learning and English, targeted Supported Study classes etc. Training for PTs Raising Attainment, Insight training for SLT, PTs

No.	Quality Indicator	Priority
2	1.2, 1.3	Learning and Teaching: developing a teacher learning community

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
(a) Whole school training on Pedagogy and Equity and creation of Teacher Learning Communities (TLCs) and TLC leaders to embed consistent approaches to formative assessment across the school.	Sept 2017 April 2018	Greater consistency of approach to formative assessment can be seen through lesson observation, departmental self-evaluation and pupil feedback.
(b) Development of leadership at all levels – e.g. Staff Leadership Academy to support leadership of change, SLT and PTs Raising Attainment to engage with growth mindset coaching.	Oct 2017 May 2018	Uptake and evaluation of Leadership Academy and other leadership CPD opportunities. Staff questionnaires / evaluations on leadership opportunities. Evaluation of Leadership Team meetings shows a greater focus on sharing best practice.
(c) Update our approaches and processes for self-evaluation in line with How Good is Our School? 4 (HGIOS?4), the National Improvement Framework (NIF) and Educational Perspective Reports (EPR)	Dec 2017 May 2018	Greater consistency of approach to departmental self-evaluation is evident across the school and can be seen in departmental minutes, Standards and Quality reports and EPRs.

Staff leading on this priority – including partners	Resources and staff development
(a) H. Campbell, leaders of the TLCs, Tapestry, GCC Learning and Teaching Strategy Group. (b) S. Brown, TeachMindset (c) K. McAlaney, S. Neil, PTs/FHs (whole leadership team)	Pupil Equity Funding- Training programme set up by GCC – twilight training sessions for TLC leaders. Whole school training will take place during staff meetings and Inset Days. CPD on approaches to self-evaluation for PTs/FHs.

No.	Quality Indicator	Priority
3	3.1, 1.2	Develop approaches to growth mindset, leadership and inclusion, with a particular focus on closing the poverty related attainment gap

Tasks to achieve priority	Timescale and checkpoints	Evidence of Impact > (data, observation, views)
(a) Targeted support for pupils most in need – e.g. homework clubs in school and in local community, additional funding of school counselling services	Mar 2018	Tracking of attendance at homework clubs and supported study, uptake of counselling. Evaluation of impact of all of these on attendance, attainment, wellbeing shows a positive impact.
(b) Leadership opportunities for pupils, with a focus on those from the most deprived backgrounds -e.g. S1 and S3 Leadership Academies, Duke of Edinburgh, Higher Leadership award, Saltire Awards, S6 mentors, MVP Mentors	Feb 2018	Tracking shows that pupils from most deprived backgrounds have access to leadership opportunities and that the impact of these activities is measured and evaluated -e.g. pupil focus groups, analysis of attendance, Insight data etc.
(c) Work to achieve the LGBT Charter Mark	June 2018	Feedback from staff, pupils and parents shows that all are more aware of how to support all young people and are more informed about key issues.

Staff leading on this priority – including partners	Resources and staff development
<p>(a) J. Meechan, H. Campbell, PTs Raising Attainment, Pupil Support, Bethany Christian Trust</p> <p>(b) PTs Raising Attainment, D, Gillespie, N. Jackson, S. Neil, J. Hewitt, N.Kerr, Parents, D. Foster, H. Campbell, J. Meechan</p> <p>(c) J. Hewitt, N, Kerr, S. Macpherson, LGBT Scotland, pupil group</p>	<p>Pupil Equity Funding- Leadership Academies for pupils, Leadership Awards, supported study, homework clubs, counselling, Columba 1400</p> <p>Further training for staff leading on LGBT and training for all staff at May Inset</p>