



Mearns Castle Cluster Improvement Plan 2018-2019

Mearns Castle Cluster

Vision and Values

Our Vision

Our vision is for the children and young people in the Mearns Castle Cluster to have consistently high quality experiences. We will achieve this by ensuring we are a safe, inclusive and progressive learning community where everyone is enabled to realise their individual potential and fully develop as successful learners, confident individuals, responsible citizens and effective contributors.

Our Values

- Diversity-*** our cluster is enriched by the diverse communities we serve.
- Inclusion-*** our cluster supports its children, young people and their families to overcome social, emotional, educational, physical and economic inequalities.
- Community-*** our cluster provides a caring and supporting community for all who work and learn here.
- Curiosity-*** our cluster provides rich, challenging and relevant experiences which develop enquiring minds for our children, young people and staff.
- Ambition-*** our cluster ensures everyone attains, everyone achieves, through excellent experiences.

Our vision and values influence our strategic aims and are identified through our cluster improvement plan priorities.

HGIOS4/HGIOELC QIs	Strategic Cluster Improvement Priorities 2017-2020		
	2017-2018	2018-2019	2019-2020
1.1 1.3 2.2	Develop and implement our Cluster Curriculum Rationale through robust self-evaluation.	Develop and implement our Cluster Curriculum Rationale through robust self-evaluation.	
1.2 2.3 2.7 3.3	To ensure continuity and progression in learning through transition arrangements.	To improve the quality of pupils' experiences in learning in Sciences and Technologies by improving teacher confidence and skill in these curriculum areas.	
1.1 1.2 2.3 2.6	To ensure learners' experiences in Literacy and English at Early and 1st Levels are appropriately challenging and matched to pupil needs.	To ensure learners' experiences in Literacy and English are appropriately challenging and matched to pupil needs.	
1.1 1.2 2.3 2.6	To ensure learners' experiences in Numeracy and Mathematics at 2nd Level are appropriately challenging and matched to pupil needs.	To ensure learners' experiences in Numeracy and Mathematics are appropriately challenging and matched to pupil needs.	

* Cluster strategic priorities will be identified and more specifically detailed prior to each new session and as a result of ongoing self-evaluation.

Priority 1: To develop and implement our Cluster Curriculum Rationale through robust self-evaluation.	
NIF Priority 1 and 2	QIs 1.1 1.3 2.2
NIF Driver – School Leadership; Performance Information	<ul style="list-style-type: none"> LIP – Expected Outcome/Impact - An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities

Impact and Outcomes	Action	Personnel	Timescale	Resources Cost: £3000	Monitoring and Evaluation
Key stakeholders have a shared understanding of the strengths and improvement needs of the cluster.	Cluster leadership team meetings to have self-evaluation as a standing agenda item and to include the sharing of good practice within and beyond the cluster.	Cluster Leadership Team and identified cluster staff	Ongoing	<ul style="list-style-type: none"> Individual establishments' Curriculum Rationales. SIMD data Education Scotland website. Local Authority documentation on Curriculum Rationale. 	Minutes of Cluster meetings.
Increased levels of wider participation.	Use cluster diversity/ equity/ data to improve levels of P7-S1 pupils' wider participation.		June 18 ongoing	<ul style="list-style-type: none"> Local Authority Review reports. 	Cluster Leadership Team minutes
The curriculum rationale is ambitious and focuses on improvements on outcomes for all.	Use challenge questions from HGIOS4/ HGIOELC 2.2. to draft a Cluster Curriculum Rationale and consult with all stakeholders to produce a final version.		Term 1	<ul style="list-style-type: none"> Time for Cluster Leadership meetings (1 x a.m. termly). HGIOS4 Quality and improvement in Scottish education 2012-2016 	Cluster Working Group minutes Cluster Leadership Team minutes
All stakeholders have ownership of the vision and values.	Implement and promote with all stakeholders our shared vision and values, linked to the unique features of the cluster and community.		ongoing	<ul style="list-style-type: none"> Tracking Database (achievements) Ed Scotland Learner Participation 3-18 Resource How Good Is OUR School? 	
The curriculum will support the development of equity across the cluster.					

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NIF Priority 1 and 2	QIs 1.1 1.3 2.2
NIF Driver – School Leadership; Performance Information	<ul style="list-style-type: none"> • LIP – Expected Outcome/Impact - <i>An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities</i>
Audit and Evaluation:	
Suggested Next Steps:	

Priority 2: Improve Learning and Teaching in Science and Technology	
NIF Priority: 4	QIs 1.2 2.3 2.7 3.3
NIF Driver: <i>School leadership; Teacher professionalism; School Improvement;</i>	LIP – Expected Outcome/Impact: <i>A skilled and confident workforce A further improvement in school leaver destinations An increase in the number of pupils, school leavers and adults with well-developed employability skills</i>

Impact and Outcomes	Action	Personnel	Timescale	Resources Cost: c. £4000	Monitoring and Evaluation
Increased staff knowledge and confidence in Science Technology, Engineering and Maths.	Identified staff to participate in cluster SSERC CLPL in Science and Technology.	Identified Teachers	May 18 ongoing	SSERC Primary Cluster Programme in Science and Technology resources	Minutes of Cluster meetings. Cluster Leadership Team minutes
Further develop collegiality between cluster schools.	Provide opportunities for every teacher to raise their levels of expertise and confidence in Science and Technology.	Teachers	Term 2 onwards	Class cover in each cluster school Working Time Agreements	Cluster Working Group minutes Cluster Leadership Team minutes
More high quality learning experiences in Science and Technology.	SSERC group to create, plan and implement cluster Gap task following on from CLPL.	S. Hunter All Cluster staff	Term 1 onwards	Local Authority STEM Strategy	Teacher judgement information
More varied approaches to learning and teaching.	Plan and implement Primary 6 Creativity Challenge (separate plan).	S. Hunter Identified staff	Term 1 onwards	Benchmarks for Sciences and Technology	Quality Assurance Lesson Observations
Greater engagement of learners, with aspirations to pursue a career in Science, Technology or Engineering.				Support from QIO team	
Increased uptake of STEM subjects into S3.					

Priority 2: Improve Learning and Teaching in Science and Technology

NIF Priority: 4

QIs 1.2 2.3 2.7 3.3

NIF Driver: *School leadership; Teacher professionalism; School Improvement;*

LIP – Expected Outcome/Impact:

A skilled and confident workforce

A further improvement in school leaver destinations

An increase in the number of pupils, school leavers and adults with well-developed employability skills

Audit and Evaluation:

Suggested Next Steps:

Priority 3: Literacy and Numeracy Gradient of Progression	
NIF Priority 1	QIs 1.1 1.2 2.3 2.6
NIF Driver – <i>Teacher Professionalism; Assessment of Children’s Progress; Performance Information</i>	<ul style="list-style-type: none"> LIP – Expected Outcome/Impact – <i>Improved reading, writing and mathematics attainment within the years of Broad General Education</i>

Impact and Outcomes	Action	Personnel	Timescale	Resources Cost: £2000	Monitoring and Evaluation
<p>Improved attainment in literacy and numeracy with a targeted focus on boys.</p> <p>There is effective use of assessments and a shared understanding of standards to make confident professional judgements about how well children are learning and progressing in Numeracy.</p> <p>Teachers plan high quality learning experiences for all children.</p> <p>Teacher judgements in Numeracy are robust and reliable across the cluster. There is an increase in the percentage of pupils attaining appropriate CfE levels in Numeracy in line with Local Authority targets.</p>	<p>Implement the Cluster Gradient of Progression for Literacy and English and Numeracy and Mathematics.</p> <p>Provide planned opportunities for identified staff at transitions to participate in Lesson Study.</p> <p>Moderate pupil learning experiences in Numeracy across Early Learning and Childcare/ Primary transition.</p> <p>Moderate pupil learning experiences in Numeracy across Primary/ Secondary transition.</p> <p>Identified staff participate in the Inter- Authority Moderation Event with a focus on Numeracy and Mathematics.</p>	<p>Cluster Leadership Team and identified cluster staff</p> <p>G. Frew K. Shepherd</p> <p>D. Smith Y. Donaldson</p>	<p>Ongoing</p> <p>Terms 1 and 2</p> <p>Terms 1 and 2</p>	<p>Class cover in each cluster school</p> <p>Working Time Agreements</p> <p>Benchmarks for Literacy and English and Numeracy and Mathematics</p> <p>East Renfrewshire Council Numeracy Strategy</p> <p>Support from Education Scotland</p> <p>Support from QIO team</p>	<p>Minutes of Cluster meetings.</p> <p>Self-evaluation paperwork</p> <p>Cluster Leadership Team minutes</p> <p>Cluster Working Group minutes Cluster Leadership Team minutes</p> <p>Teacher judgement information</p> <p>Standardised test scores/ moderation data</p> <p>In-service Day 4 (Moderation)</p> <p>Inter- Authority Event (Moderation)</p>

Priority 3: Literacy and Numeracy Gradient of Progression

NIF Priority 1

NIF Driver – *Teacher Professionalism; Assessment of Children’s Progress; Performance Information*

NIF Priority 1

NIF Driver – *Teacher Professionalism; Assessment of Children’s Progress; Performance Information*

Audit and Evaluation:

Suggested Next Steps: