

**Mearns Castle High School  
Final Improvement Plan  
2018-2019  
3 September 2018**

**Interim Evaluation Date:**

**Final Evaluation Date:**

# Mearns Castle High School

## Vision Values and Aims 2018-2019

### **Our Vision**

The Mearns Castle High School community will work together to sustain a safe, inclusive and high quality learning environment that enables us to develop fully our capacities as successful learners, confident individuals, responsible citizens and effective contributors to society.

**Our Vision, based on our Values, will be realised through the achievement of Our Aims**

### **Our Values**

Respect: show self-respect and be considerate to the needs, wishes and feelings of others.

Inclusion: treat all people fairly and enable them to feel included.

Integrity: be honest and sincere.

Responsibility: be accountable for your actions and make a positive contribution to society.

Ambition: show a pride in your school and have high expectations of what you can achieve.

Achievement: be enthusiastic and show a determination to succeed in all you do.

### **Our Aims**

We will be motivated and enthusiastic in our learning and teaching and determined to reach the highest standards of attainment and achievement.

We will be confident and ambitious, build positive relationships and pursue a healthy and active lifestyle.

We will show initiative and be enterprising, creative and responsible citizens.

We will show respect for others, care for our environment and make a positive contribution to society.

# Mearns Castle High School

## School Improvement Plan 2018-2019 Self-evaluation Evidence

### Mearns Castle High School

Audit of Improvement Plan 2017-2018

Standards & Quality Report 2017-2018

Lesson Observation Evidence 2017-2018

Teaching and Support Staff Self-evaluation 2017-2018

Pupils Self-evaluation 2017-2018

Parents Self-evaluation 2017-2018

Evidence from Extended Leadership Team Meetings 2017-2018

Evidence from School Improvement Teams 2017-2018

Evidence from Teaching Staff meetings 2017-2018

### ERC Education Department and other documentation

East Renfrewshire Council      ERC Five Capabilities documentation

ERC Education Department      Local Improvement Plan 2018-2021

ERC Education Department      CfE Planning Framework 2016-2019

ERC Education Department      Recognising Achievement and Raising Attainment strategy

ERC Education Department      Advancing Excellence and Equity in Education in East Renfrewshire

ERC Education Department      GIRFEC and Children and Young People's (Scotland) Act 2014 documentation

ERC Education Department      Developing the Young Workforce In East Renfrewshire Implementation Plan 2015-2020

ERC Education Department      Review of S3 Learners' Experiences May 2017

Education Scotland      CfE documentation including National Expectations: Self-evaluation resource

Education Scotland      Follow up report CfE Working Group on Tackling Bureaucracy 2015

Education Scotland      Inspection Advice Note 2014-2015

Education Scotland      How Good Is Our School? Fourth Edition

Scottish Government      National Improvement Framework and Improvement Plan for Scottish Education 2018

School Aim		We will be motivated and enthusiastic in our learning and teaching and determined to reach the highest standards of attainment and achievement.							
NIF Priority /Driver	ERC Organisational Development Capacity	LIP Outcome / Impact	HGIOS 4 Quality Indicators	Improvement Activity	Lead Staff/ Resources	Outcome / Impact	Time Scale	Interim Evaluation	Final Evaluation
School Improvement	<b>Modernising how we work:</b> modernise our administrative and educational processes to empower staff and improve experiences and outcomes for pupils. <b>Data, evidence and benchmarking:</b> effective and accurate analysis of data to improve experiences and outcomes for pupils. <b>Prevention:</b> Improve educational experiences to better meet the needs of all pupils, leading to successful outcomes and positive sustained post-school destinations.	A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally.	2.2	Keep our school curriculum under review in line with the ERC Education Department's policy on Curriculum Design 3-18 and National advice	<b>D Smith / SLT / All Principal Teachers</b>  Collegiate time for meetings.	Our curriculum is in line with National and Local Curriculum guidance, meets the needs of all pupils, and facilitates the highest quality of educational experiences leading to the highest levels of attainment and achievement and positive sustained destinations for all pupils.	2018-2019  2019-2020  2020-2021		
School Improvement	<b>Modernising how we work:</b> modernise our administrative and educational processes to empower staff and improve experiences and outcomes for pupils. <b>Data, evidence and benchmarking:</b> effective and accurate analysis of data to improve experiences and outcomes for pupils. <b>Prevention:</b> Improve educational experiences to better meet the needs of all pupils, leading to successful outcomes and positive sustained post-school destinations.	A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally.	2.2	* Implement any appropriate recommendations from the Local Authority Review of S3 Learners' Experiences	<b>D Smith / SLT / Principal Teachers Curriculum /All Teaching Staff</b>	Our curriculum is in line with National and Local Curriculum guidance, meets the needs of all pupils, and facilitates the highest quality of educational experiences leading to the highest levels of attainment and achievement and positive sustained destinations for all pupils.	May 2019		

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School Improvement	<b>Data, evidence and benchmarking:</b> effective and accurate analysis of data to improve experiences and outcomes for pupils.	Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential. Improved reading, writing and mathematics attainment throughout the years of the broad general education.	2.3 3.2	* With reference to the CfE Design Principles and Benchmarks continue to improve the quality of pupils' experiences in the CfE Broad General Education and our arrangements for assessment, moderation and understanding standards of pupil attainment.	<b>Principal Teachers Curriculum/ Development</b> Collegiate time for meetings, appropriate CLPL activities, Replacement Teacher cover, QIO Team support.	CfE Experiences and Outcomes up to and including the 4 <sup>th</sup> level are used to plan and deliver high quality, challenging learning experiences. Effective assessment and moderation procedures which inform and support progression in learning are in place.	2018-2019  2019-2020  2020-2021		
School Improvement	<b>Data, evidence and benchmarking:</b> effective and accurate analysis of data to improve experiences and outcomes for pupils.	Partnership arrangements which ensure that all pupils experience a smooth transition from nursery to primary, primary to secondary and from secondary school to a positive and sustained destination. Improved reading, writing and mathematics attainment throughout the years of the broad general education.	1.2 2.2 2.3 2.6 2.7 3.2	Work with our Cluster partners to continue to improve pupils' experiences, progression and attainment through the BGE. (see Cluster Improvement Plan 2018-2019 for more detail).	<b>Cluster Leadership Team / relevant Cluster Staff</b> Collegiate time for meetings, appropriate CLPL activities, Replacement Teacher cover, QIO Team support, Cluster budget.	Cluster staff share best practice and understand and consistently apply standards and expectations in performance at CfE levels ensuring progressive learning experiences for pupils.	2018-2019  2019-2020  2020-2021		

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Assessment of Children's Progress	<b>Data, evidence and benchmarking:</b> effective and accurate analysis of data to improve experiences and outcomes for pupils.	Improved reading, writing and mathematics attainment throughout the years of the broad general education. An improvement in the attainment of disadvantaged children and young people.	1.1 2.3 3.2	Review and continue to implement our arrangements for tracking pupils' progress through the CfE Broad General Education.	<b>D Smith / DHTs S1,S2,S3 / G Stewart / All Principal Teachers</b>	Pupils and teachers are effectively supported to ensure that all pupils are challenged to maximise their attainment.	2018-2019  2019-2020		
School Improvement	<b>Modernising how we work:</b> modernise our administrative and educational processes to empower staff and improve experiences and outcomes for pupils.	Improved attainment in the senior phase. An improvement in the attainment of disadvantaged children and young people.	1.3 2.2 2.3 3.2	* Continue to review, develop and implement SQA Qualifications at SCQF levels 1-7 with a particular focus on National 5, Higher and Advanced Higher including the implementation of an effective assessment, moderation and verification strategy.	<b>SLT / S Hale /All Principal Teachers</b> Collegiate time for meetings, appropriate CLPL activities, Replacement Teacher cover, QIO Team support, appropriate budgets.	Teaching staff continue to develop an expertise and confidence in delivering the new SQA Qualifications and consequently pupils are engaged in consistently high quality learning and assessment experiences that lead to the highest level of attainment.	2018-2019  2019-2020  2020-2021		
Assessment of Children's Progress	<b>Data, evidence and benchmarking:</b> effective and accurate analysis of data to improve experiences and outcomes for pupils.	Improved attainment in the senior phase. An improvement in the attainment of disadvantaged children and young people.	1.1 2.3 3.2	* Continue to improve our formative and summative assessment procedures to ensure that pupils are presented at the highest appropriate levels in SQA Exams.	<b>SLT / All Principal Teachers</b> Collegiate time for meetings.	Teachers use a range of approaches to assess the outcomes of learning and use assessment information effectively to support progression and attainment. Pupils are presented at the highest appropriate level in SQA Exams.	2018-2019  2019-2020  2020-2021		

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Assessment of Children's Progress	<b>Data, evidence and benchmarking:</b> effective and accurate analysis of data to improve experiences and outcomes for pupils. <b>Prevention:</b> Improve educational experiences to better meet the needs of all pupils, leading to successful outcomes and positive sustained post-school destinations.	Improved attainment in the senior phase. An improvement in the attainment of disadvantaged children and young people.	1.1 2.3 3.2	* Continue to strive to improve our levels of pupil attainment and achievement and increase the proportion of pupils in positive sustained destinations.	<b>A Borland/ M McGarry/ Improvement Team / All Principal Teachers/ All Teaching Staff</b>	We are effective in supporting and challenging all of our pupils to achieve the highest possible levels of success in school and to make the transition to a positive, sustained post-school destination. In particular there is an improvement in the attainment of Boys in S4 and S5.	May 2019		
School Improvement	<b>Data, evidence and benchmarking:</b> effective and accurate analysis of data to improve experiences and outcomes for pupils. <b>Prevention:</b> Improve educational experiences to better meet the needs of all pupils, leading to successful outcomes and positive sustained post-school destinations.	An improvement in the attainment of disadvantaged children and young people. An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities	1.1 2.3 3.2	Recruit and effectively deploy an additional 1fte in both English and Maths to support the continued improvement of attainment in Literacy and Numeracy of our least able learners.	<b>SLT/PT English/PT Mathematics</b> Scottish Government PEF funding Education Department Lowest Attaining 20% funding	We are effective in supporting all of our pupils to achieve the highest possible levels of success in Literacy and Numeracy and to make the transition to a positive, sustained post-school destination.	2018-2019  2019-2020  2020-2021		

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School Improvement	<b>Prevention:</b> Improve educational experiences to better meet the needs of all pupils, leading to successful outcomes and positive sustained post-school destinations.	A further improvement in school leaver destinations.	2.2 2.4 2.6 2.7 3.2 3.3	Continue to improve our strategies for providing a range of appropriate learners' journeys by ensuring flexible achievement pathways to meet the needs of all pupils and ensure that post-school transition is to a positive, sustained destination.	<b>A Lewis / M McGarry/ PTs Pupil Support</b> Collegiate time for meetings.	We are effective in supporting all of our pupils to achieve success in school and to make the transition to a positive, sustained post-school destination.	2018-2019  2019-2020  2020-2021		
School Improvement	<b>Prevention:</b> Improve educational experiences to better meet the needs of all pupils, leading to successful outcomes and positive sustained post-school destinations.	A further improvement in school leaver destinations.	2.2 2.4 2.6 2.7 3.2 3.3	Continue to implement the recommendations of the Education Department's Developing the Young Workforce Strategy (See MCHS DYW Strategy 2018-2019 for more detail)	<b>M McGarry / DYW Improvement Teams</b> Collegiate time for meetings.	We are effective in supporting and challenging all of our pupils to achieve the highest possible levels of success in school and to make the transition to a positive, sustained post-school destination.	2018-2019  2019-2020  2020-2021		



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School Improvement Parental Engagement	<b>Prevention:</b> Improve educational experiences to better meet the needs of all pupils, leading to successful outcomes and positive sustained post-school destinations. <b>Community engagement:</b> actively engaging with our local community to improve experiences and outcomes for pupils. <b>Digital:</b> develop and increase our use of digital technologies to improve experiences and outcomes for pupils.	An increase in the number of pupils and school leavers with well-developed employability skills. A further improvement in school leaver destinations.	1.2 1.3 2.2 2.3 3.2 3.3	Devise, develop and pilot a Skills Development Strategy	<b>J Thomson, PT RMPS / Citizenship / M McGarry / Improvement Team</b> Collegiate time for meetings	We are effective in supporting and challenging all of our pupils to develop their life, learning and work to the highest possible level and to make the transition to a positive sustained post-school destination.	2018-2019		
Assessment of Children's Progress	<b>Prevention:</b> Improve educational experiences to better meet the needs of all pupils, leading to successful outcomes and positive sustained post-school destinations.	An increase in the percentage of pupils agreeing they have opportunities to celebrate personal achievements.	1.1 2.2 2.3 2.4 3.2	* Continue to Review and improve our arrangements for recording and tracking pupils' participation and personal achievements.	<b>M McGarry / All Principal Teachers</b>	Pupils' skills are developed and their achievements are encouraged, supported, recorded, recognised and celebrated across all aspects of the curriculum, including out of school learning, leading to excellent experiences and high levels of attainment.	2018-2019  2019-2020  2020-2021		

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School Improvement	<b>Data, evidence and benchmarking:</b> effective and accurate analysis of data to improve experiences and outcomes for pupils.	Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential.	1.2 2.2 2.3 3.3	* Continue to improve the quality of pupils' learning experiences based on Faculty/Department and Whole School self-evaluation.	<b>SLT / All Principal Teachers / All Teaching Staff</b> Collegiate time for meetings, appropriate budgets, appropriate CLPL activities, Replacement Teacher cover, Teaching and Learning resources, ICT resources.	The pedagogical skills of our teachers continue to improve and our pupils benefit from consistently high quality teaching and learning approaches across all curriculum areas, leading to excellent experiences and high levels of attainment.	2018-2019  2019-2020  2020-2021		
School Improvement	<b>Modernising how we work:</b> modernise our administrative and educational processes to empower staff and improve experiences and outcomes for pupils. <b>Data, evidence and benchmarking:</b> effective and accurate analysis of data to improve experiences and outcomes for pupils. <b>Digital:</b> develop and increase our use of digital technologies to improve experiences and outcomes for pupils.	Resources which lead to improvements for learners and service users.	1.3 2.2 2.3 3.3	Devise, develop and implement a Digital Learning Strategy	<b>I Phillips / Digital Champions/ Local Authority support</b> Collegiate time for meetings, appropriate CLPL activities, ICT resources, QIO Team support	Our pupils experience a stimulating learning environment with skilful and well-paced teaching approaches including the effective use of ICT.	2018-2019  2019-2020  2020-2021		

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School Leadership	<b>Data, evidence and benchmarking:</b> effective and accurate analysis of data to improve experiences and outcomes for pupils.	A culture of self-evaluation and continuous improvement in all schools and services.	1.1 1.3	* Keep our self-evaluation arrangements under review to ensure that they are effectively contributing to school improvement including the implementation of our How Good Is Our School 4 self-evaluation strategy involving <ul style="list-style-type: none"> <li>• Staff</li> <li>• Pupils</li> <li>• Parents</li> </ul>	<b>D Smith / SLT / All Principal Teachers/All Teaching Staff</b> Collegiate time for meetings.	Our arrangements for self-evaluation are evidenced based and generate a clear focus on how to improve our school.	2018-2019  2019-2020  2020-2021		
School Leadership	<b>Data, evidence and benchmarking:</b> effective and accurate analysis of data to improve experiences and outcomes for pupils.  <b>Digital:</b> develop and increase our use of digital technologies to improve experiences and outcomes for pupils.	A culture of self-evaluation and continuous improvement in all schools and services.	1.1 1.2 3.2	* Continue to develop our skills in the use of the Insight Senior Phase Benchmarking Tool and the Results Machine, as self-evaluation strategies, contributing to school improvement.	<b>D Smith/SLT / G Stewart / Principal Teachers/All Teaching Staff</b> QIO Team support Appropriate CLPL activities Collegiate time for meetings	The use of Insight will enhance our self-evaluation arrangements and make a further effective contribution to school improvement.	2018-2019  2019-2020  2020-2021		

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School Leadership		A culture of self-evaluation and continuous improvement in all schools and services.	1.2 1.4 2.3 3.3	* Continue to implement our revised and improved Lesson Observation policy. Develop an alternative and improved approach to Lesson Observation for implementation 2019-2020.	<b>D Smith / SLT / All Principal Teachers</b> Collegiate time for meetings.	The quality of Teaching and Learning in our school continues to improve ensuring a consistently high quality learning experience for our pupils, leading to high quality attainment.	2018-2019  2019-2020  2020-2021		
Parental Engagement	<b>Community engagement:</b> actively engaging with our local community to improve experiences and outcomes for pupils.	Higher levels of parental engagement in their children's learning and in the life of the school.	1.2 2.5	Continue to improve parental/carer engagement in the life and work of the school.	<b>SLT / Principal Teachers / All Teaching Staff</b> Time to meet with Parents/ Carers	Parents are confident in their understanding of the work of the school and feel well equipped to support their child's learning and development.	May 2019		
School Improvement	<b>Data, evidence and benchmarking:</b> effective and accurate analysis of data to improve experiences and outcomes for pupils. <b>Prevention:</b> Improve educational experiences to better meet the needs of all pupils, leading to successful outcomes and positive sustained post-school destinations.	Improved attainment in the senior phase. An improvement in the attainment of disadvantaged children and young people.	1.1 1.2 2.2 2.3 3.2	Devise, develop and implement a Literacy and Numeracy Strategy	<b>J Murphy, PT English / G Stewart, PT Dev. / Faculty/ Department Link Person</b>	We are effective in supporting all of our pupils to achieve the highest possible levels of Literacy and Numeracy and to make the transition to a positive, sustained post school destination.	May 2019		

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School Improvement	<b>Prevention:</b> Improve educational experiences to better meet the needs of all pupils, leading to successful outcomes and positive sustained post-school destinations. <b>Community engagement:</b> actively engaging with our local community to improve experiences and outcomes for pupils.	A culture based on Getting It Right For Every Child.	1.3 2.1 2.4 2.5 2.6 2.7 3.1	Implement ERC GIRFEC Framework including any guidance relating to the Children and Young People (Scotland) Act 2014.	<b>A Lewis / Pupil Support Team</b> Collegiate time for meetings Appropriate CLPL activities GIRFEC Schools Group and QIO Support	We are effective in meeting the needs of all pupils, through the provision of high quality educational experiences, leading to positive sustained post-school destinations.	2018-2019  2019-2020  2020-2021		
School Improvement	<b>Prevention:</b> Improve educational experiences to better meet the needs of all pupils, leading to successful outcomes and positive sustained post-school destinations.	A culture based on Getting It Right For Every Child. Maintain and where possible improve upon the already low exclusions and high attendance rates in our schools, especially for looked after children.	1.2 2.1 2.3 2.4 2.7 3.1 3.2	Update and implement our Classroom Management policy including SEEMIS Click & Go.	<b>P Donnelly / J Mitchell / Improvement Team / All Staff</b>	The GIRFEC framework is implemented fully and effectively to ensure that the needs of all pupils are met and that they experience continuity and progression in their learning and development.	May 2019		
School Improvement Parental Engagement	<b>Prevention:</b> Improve educational experiences to better meet the needs of all pupils, leading to successful outcomes and positive sustained post-school destinations. <b>Community engagement:</b> actively engaging with our local community to improve experiences and outcomes for pupils.	A positive culture in health and wellbeing in every school and service.	1.3 2.1 2.4 2.7 3.1	Devise, develop and implement a Health and Wellbeing Strategy	<b>R Cartledge / C Thomson / Relevant Staff</b> Appropriate CLPL activities Support from QIO Team and Partner Agencies Collegiate time for meetings	A positive culture of health and wellbeing exists in our school where pupils are experiencing the highest standards of mental health and are supported to make healthy, safe choices.	May 2019		

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Teacher Professionalism	<b>Modernising how we work:</b> modernise our administrative and educational processes to empower staff and improve experiences and outcomes for pupils.	A skilled and confident workforce.	1.2 1.4	Implement appropriate aspects of the Education Department's Leadership Strategy including providing relevant project leadership opportunities for staff to support their professional development.	<b>S Sorley / Relevant Staff</b>	Teaching staff experience improved arrangements for their development resulting in enhanced opportunities to develop their professional capacity and leading to further school improvement.	2018-2019		
Teacher Professionalism	<b>Modernising how we work:</b> modernise our administrative and educational processes to empower staff and improve experiences and outcomes for pupils.	A skilled and confident workforce. A culture of professional enquiry in all establishments.	1.2 1.4	Implement appropriate aspects of the Education Department's Leadership Strategy including encouraging and supporting staff to become involved in a range of relevant Professional Enquiry activities.	<b>S Sorley / Relevant Staff</b>	Teaching staff experience improved arrangements for their development resulting in enhanced opportunities to develop their professional capacity and leading to further school improvement.	2018-2019		
Teacher Professionalism	<b>Modernising how we work:</b> modernise our administrative and educational processes to empower staff and improve experiences and outcomes for pupils.	A skilled and confident workforce.	1.4	Take account of teacher workload issues, as described in the LNCT Joint Secretaries Advice Note, when formulating the Working Time Agreement, Programmes for In Service Days and arrangements for Collegiate Meetings.	<b>D Smith / SLT / Principal Teachers / All Teaching Staff</b>	Staffs' skills continue to improve and outcomes for pupils remain at the highest levels in the context of a manageable workload and an appropriate work-life balance for all school staff.	2018-2019		

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School Improvement	<b>Prevention:</b> Improve educational experiences to better meet the needs of all pupils, leading to successful outcomes and positive sustained post-school destinations. <b>Community engagement:</b> actively engaging with our local community to improve experiences and outcomes for pupils.	Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed.	1.2 1.3 2.2 3.1	Continue our involvement in the Unicef Rights Respecting Schools Award.	<b>C Gillan / R Henderson / J Mitchell / RRSA Steering Group / All Staff</b>	The wellbeing and relationships of pupils and staff in the school are improved and the school's positive ethos is further enhanced through successful involvement in the RRSA.	2018-2019  2019-2020		
	<b>Prevention:</b> Improve educational experiences to better meet the needs of all pupils, leading to successful outcomes and positive sustained post-school destinations. <b>Community engagement:</b> actively engaging with our local community to improve experiences and outcomes for pupils.	An increase in opportunities for young people to develop knowledge, understanding and the skills for life and active participation in a global multi-cultural society and Scotland's place in it.	1.3 2.2 3.3	Devise, develop and implement a Learning for Sustainability Strategy	<b>J Mitchell / Relevant Staff</b> Collegiate time for meetings Support from QIO Team and Partner Agencies	Our pupils experience a stimulating learning environment based on a curriculum underpinned by a coherent whole school approach to learning for sustainability.	2018-2019  2019-2020		
School Improvement	<b>Prevention:</b> Improve educational experiences to better meet the needs of all pupils, leading to successful outcomes and positive sustained post-school destinations. <b>Community engagement:</b> actively engaging with our local community to improve experiences and outcomes for pupils.	Practices and experiences which ensure that the needs of young people and adults are identified and addressed	1.3 2.1 2.4 3.1	Devise, develop and implement an Equalities Strategy focussing on the three strands of – Sexuality and Gender – Faith and Culture – Disability and Accessibility	<b>S Sorley / Relevant Staff</b> Collegiate time for meetings Support from QIO Team and Partner Agencies	The wellbeing and relationships of pupils and staff in the school are improved and the school's positive ethos is further enhanced.	2018-2019  2019-2020		

<b>School Aim</b>		We will be confident and ambitious, build positive relationships and pursue a healthy and active lifestyle. We will show initiative and be enterprising, creative and responsible citizens. We will show respect for others, care for our environment and make a positive contribution to society.							
<b>NIF Priority /Driver</b>	<b>ERC Organisational Development Capacity</b>	<b>LIP Outcome / Impact</b>	<b>HGIOS 4 Quality Indicators</b>	<b>Improvement Activity</b>	<b>Lead Staff/ Resources</b>	<b>Outcome / Impact</b>	<b>Time Scale</b>	<b>Interim Evaluation</b>	<b>Final Evaluation</b>
School Improvement	<p><b>Prevention:</b> Improve educational experiences to better meet the needs of all pupils, leading to successful outcomes and positive sustained post-school destinations.</p> <p><b>Community engagement:</b> actively engaging with our local community to improve experiences and outcomes for pupils.</p> <p><b>Modernising how we work:</b> modernise our administrative and educational processes to empower staff and improve experiences and outcomes for pupils.</p> <p><b>Digital:</b> develop and increase our use of digital technologies to improve experiences and outcomes for pupils.</p>	Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential.	1.2 1.3 2.2 2.3 3.3	Devise, develop and implement a Creativity Strategy.	<b>S Lightbown / M McGarry / S Sorley / Improvement Team</b>	We are effective developing creative processes and skills to improve the quality of our teaching and learning and the experiences and outcomes for our pupils.	2018-2019  2019-2020  2020-2021		