

Mearns Castle High School Improvement Plan 2019-2020 20 May 2019

Interim Evaluation Date:

Final Evaluation Date:

Mearns Castle High School

Vision Values and Aims 2019-2020

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 2019-2020 Self-evaluation Evidence

Mearns Castle High School

Audit of Improvement Plan 2018-2019

Standards & Quality Report 2018-2019

Pupil Performance Information (Attainment/Participation/Achievement) 2018-2019

Lesson Observation Evidence 2018-2019

Teaching and Support Staff Self-evaluation 2018-2019

Pupils Self-evaluation 2018-2019

Parents Self-evaluation 2018-2019

Evidence from Extended Leadership Team Meetings 2018-2019

Evidence from School Improvement Teams 2018-2019

Evidence from Teaching Staff meetings 2018-2019

Evidence from Education Department Collaborative Improvement visits in English and Literacy and Technologies 2018-2019

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	<p>Modernising how we work: modernise our administrative and educational processes to empower staff and improve experiences and outcomes for pupils.</p> <p>Data, evidence and benchmarking: effective and accurate analysis of data to improve experiences and outcomes for pupils.</p> <p>Prevention: Improve educational experiences to better meet the needs of all pupils, leading to successful outcomes and positive sustained post-school destinations.</p>	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	D Smith / SLT / All Principal Teachers 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.	2019-2020 2020-2021 2021-2022		
School Improvement	Data, evidence and benchmarking: 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.	Principal Teachers Curriculum/ Development Collegiate time for meetings, appropriate CLPL activities, Replacement Teacher cover, QIO Team support.	CfE Experiences and Outcomes up to and including the 4 th 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.	2019-2020 2020-2021 2021-2022		

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School Improvement	Data, evidence and benchmarking: 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 2019-2020 for more detail).	Cluster Leadership Team / relevant Cluster Staff 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.	2019-2020 2020-2021 2021-2022		
Assessment of Children's Progress	Data, evidence and benchmarking: 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 based on our shared Cluster Gradient of Progression.	D Smith / DHTs S1,S2,S3 / G Stewart / All Principal Teachers	Pupils and teachers are effectively supported to ensure that all pupils are challenged to maximise their attainment.	2019-2020 2020-2021		

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School Improvement	Modernising how we work: 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.	SLT / S Hale /All Principal Teachers 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.	2019-2020 2020-2021 2021-2022		
Assessment of Children's Progress	Data, evidence and benchmarking: 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.	SLT / All Principal Teachers 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.	2019-2020 2020-2021 2021-2022		
Assessment of Children's Progress	Data, evidence and benchmarking: effective and accurate analysis of data to improve experiences and outcomes for pupils. Prevention: 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 attainment and achievement for all pupils and increase the proportion of pupils in positive sustained destinations.	A Borland/ M McGarry/ Improvement Team / All Principal Teachers/ All Teaching Staff	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.	2019-2020 2020-2021 2021-2022		

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School Improvement	Data, evidence and benchmarking: effective and accurate analysis of data to improve experiences and outcomes for pupils. Prevention: 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.	SLT/PT English/PT Mathematics 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.	2019-2020 2020-2021 2021-2022		
School Improvement	Prevention: 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 Implementation Plan (See MCHS DYW Strategy 2019-2020 for more detail).	M McGarry / DYW Improvement Team 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.	2019-2020 2020-2021 2021-2022		

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School Improvement Parental Engagement	Prevention: Improve educational experiences to better meet the needs of all pupils, leading to successful outcomes and positive sustained post-school destinations. Community engagement: actively engaging with our local community to improve experiences and outcomes for pupils. Digital: 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 implement a Skills Development Strategy starting with S1 2019-2020	J Thomson, PT RMPS / Citizenship / M McGarry 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.	2019-2020 2020-2021 2021-2022		
Assessment of Children's Progress	Prevention: 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.	M McGarry / All Principal Teachers	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.	2019-2020 2020-2021 2021-2022		

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School Improvement	Data, evidence and benchmarking: 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 and consistency of pupils' learning experiences based on Faculty/Department and Whole School self-evaluation.	SLT / All Principal Teachers / All Teaching Staff 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.	2019-2020 2020-2021 2021-2022		
School Improvement	Modernising how we work: modernise our administrative and educational processes to empower staff and improve experiences and outcomes for pupils. Data, evidence and benchmarking: effective and accurate analysis of data to improve experiences and outcomes for pupils. Digital: 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	Based on the Education Department's Digital Learning and Teaching Strategy, devise, develop and implement a Digital Learning Strategy.	I Phillips / Digital Champions Improvement Team / Local Authority support 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.	2019-2020 2020-2021 2021-2022		

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School Leadership	Data, evidence and benchmarking: 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"> • Staff • Pupils • Parents 	D Smith / SLT / All Principal Teachers/All Teaching Staff Collegiate time for meetings.	Our arrangements for self-evaluation are evidenced based and generate a clear focus on how to improve our school.	2019-2020 2020-2021 2021-2022		
School Leadership	Data, evidence and benchmarking: effective and accurate analysis of data to improve experiences and outcomes for pupils. Digital: 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.	D Smith/SLT / G Stewart / Principal Teachers/All Teaching Staff 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.	2019-2020 2020-2021 2021-2022		

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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	Implement our revised and improved Lesson Observation policy.	D Smith / SLT / All Principal Teachers 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.	2019-2020 2020-2021 2021-2022		
Parental Engagement	Community engagement: 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 with reference to the Education Department's Parental Engagement Strategy and Corporate Parenting Policy.	SLT / Principal Teachers / All Teaching Staff 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.	2019-2020 2020-2021 2021-2022		
School Improvement	Data, evidence and benchmarking: effective and accurate analysis of data to improve experiences and outcomes for pupils. Prevention: 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	Based on the Education Department's Literacy & English and Numeracy & Mathematics Strategies, devise, develop and implement a Literacy and Numeracy Strategy.	J Murphy, PT English / G Stewart, PT Dev. / Faculty/ Department Link Person	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.	2019-2020 2021-2021		

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School Improvement	Prevention: Improve educational experiences to better meet the needs of all pupils, leading to successful outcomes and positive sustained post-school destinations. Community engagement: 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.	J Mitchell / Pupil Support Team 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.	2019-2020 2020-2021 2021-2022		
School Improvement	Prevention: 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	Implement our revised Promoting Positive Relationships and Behaviour Policy based on guidance in Education Department SC21.	P Donnelly / J Mitchell / Improvement Team / All Staff	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 2020		
School Improvement Parental Engagement	Prevention: Improve educational experiences to better meet the needs of all pupils, leading to successful outcomes and positive sustained post-school destinations. Community engagement: 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	Based on the Education Department's Health and Wellbeing Action Plan, implement our Health and Wellbeing Strategy	P Donnelly / C Thomson / H&W Lead Staff Improvement Team 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.	2019-2020 2020-2021 2021-2022		

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Teacher Professionalism	Modernising how we work: 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.	S Sorley / Relevant Staff	Teaching staff experience improved arrangements for their development resulting in enhanced opportunities to develop their professional capacity and leading to further school improvement.	2019-2020 2020-2021		
Teacher Professionalism	Modernising how we work: 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.	S Sorley / Relevant Staff	Teaching staff experience improved arrangements for their development resulting in enhanced opportunities to develop their professional capacity and leading to further school improvement.	2019-2020 2020-2021		
Teacher Professionalism	Modernising how we work: 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.	D Smith / SLT / Principal Teachers / All Teaching Staff	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.	2019-2020		

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School Improvement	Prevention: Improve educational experiences to better meet the needs of all pupils, leading to successful outcomes and positive sustained post-school destinations. Community engagement: 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	C Gillan / R Henderson / P Donnelly / RRSA Steering Group / All Staff	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.	2019-2020 2020-2021		
School Improvement	Prevention: Improve educational experiences to better meet the needs of all pupils, leading to successful outcomes and positive sustained post-school destinations. Community engagement: 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	S Sorley / Improvement Team 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.	2019-2020 2020-2021 2021-2022		

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School Improvement	<p>Prevention: Improve educational experiences to better meet the needs of all pupils, leading to successful outcomes and positive sustained post-school destinations.</p> <p>Community engagement: actively engaging with our local community to improve experiences and outcomes for pupils.</p> <p>Modernising how we work: modernise our administrative and educational processes to empower staff and improve experiences and outcomes for pupils.</p> <p>Digital: 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 our Creativity Strategy	S Lightbown / M McGarry / S Sorley / Improvement Team	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.	2019-2020 2020-2021		