

Mearns Castle High School

Recovery Improvement Plan

2020-2021

June 2020

Interim Evaluation Date:

Final Evaluation Date:

Mearns Castle High School

Vision Values and Aims 2020-2021

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.

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| NIF Priority /Driver | ERC Organisational Development Capacity | LIP Outcome / Impact | HGIOS 4 Quality Indicator s | Improvement Activity | Lead Staff/ Resources | Outcome / Impact | Time Scale | Interim Evaluation | Final Evaluation |
| 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>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.</p> <p>A positive culture in health and wellbeing in every school and service.</p> | 1.2 1.3 1.4 1.5 2.1 2.2 2.3 2.4 2.5 2.6 2.7 3.1 3.2 3.3 | Based on Scottish Government Guidance and the Education Department's Local Delivery Phasing Plan, and guided by the relevant Risk Assessments and Operational Protocols, safely and successfully re-open our school to pupils and staff in August 2020. Thereafter, ensure that our school continues to function effectively through all four phases of the Recovery Plan. | SLT / All Staff Collegiate time for meetings, appropriate budgets including Digital Resources | Our school opens and functions safely and as effectively and successfully as possible despite the current challenging circumstances. | 2020-2021 | | |

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| School Improvement Parental Engagement | <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> | Higher levels of parental engagement in their children's learning and in the life of the school. | 1.3 1.4 2.5 2.7 3.1 | Based on Scottish Government Guidance and the Education Department's Local Delivery Phasing Plan effectively communicate the arrangements for the re-opening and safe functioning of our school from August 2020 to pupils, parents and staff and the wider school community. | D Smith / S Clark / SLT | All pupils, parents and staff and the wider school community have ongoing trust and confidence in the successful operational arrangements for our school | 2020-2021 | | |

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| 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 | S Clark / 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. | 2020-2021 | | |

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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 | * In the context of a blended learning approach and with a particular focus on the Responsibilities for All, Literacy, Numeracy and Health and Wellbeing 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. | 2020-2021 | | |
| 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 | * In the context of a blended learning approach and based on the Education Department's Digital Learning and Teaching Strategy, continue to develop and implement a Digital Learning Strategy focussed, in particular, on continuing to improve the quality and effectiveness of the Home Learning Experience for our pupils. | I Phillips / P Donnelly / G Sloan Digital Champions Improvement Team / Local Authority support Collegiate time for meetings, appropriate CLPL activities, ICT resources, QIO Team support | Our pupils experience a high quality and stimulating digital learning environment featuring skilful and well-paced teaching approaches. | 2020-2021 | | |

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| 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. | 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. | 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. | 2020-2021 | | |

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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. | 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 / R Cartledge / 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. | 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. | 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. | 2020-2021 | | |
| 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. | 2020-2021 | | |
| 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. | SLT / 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. | 2020-2021 | | |

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| 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 achievement s. | 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. | 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. | 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 2020-2021 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. | 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 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. | 2020-2021 | | |

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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 2020-2021 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. | 2020-2021 | | |