

Mearns Castle High School
School Improvement Plan
2024-2025
June 2024

Interim Evaluation Date: February 2025

Final Evaluation Date: June 2025





UNCRC

This improvement plan recognises the United Nations Convention of the Rights of the Child as fundamental principle that all children, rich and poor, strong and weak, male and female, of all races and religions, are to be treated equally and with respect and that we should do everything in our power to protect and promote their rights to survive and thrive, to learn and grow, to make their voices heard and to reach their full potential.

In particular, but not exclusively, this Improvement plan uses the principles of the following articles of the UNCRC

- **Article 3 (Best interests of the child):** The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.
- **Article 12 (Respect for the views of the child):** When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.
- **Article 28: (Right to education):** All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.
- **Article 29 (Goals of education):** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention

Mission, Vision & Values

Our Mission:



Our Vision:

Being Our Best

We will work together, supporting every member of the school community to be their best. We will learn co-operatively with equal appreciation of excellent learning experiences with the strongest outcomes. We will continue to evolve our curriculum to meet future challenges and develop our understanding and care for the world and each other. We will support the development of our skills, resilience, knowledge and wellbeing to fully realise our potential as confident individuals, successful learners, responsible citizens and effective contributors. We will identify our own personal goals and celebrate our achievements. We will take pride in our school and community, encouraging everyone to reach the highest standards in all aspects of school life.

Our Values:



Our Model of Improvement:

Our successful approach to improvement is centred around highly effective strategic planning linked to robust self-evaluation. We utilise the drivers of improvement and priorities identified in the National Improvement Framework (NIF) alongside the aspirations of ERC Education Department's Towards 2025 Vision. We have taken account of the Local Improvement Plan priorities and our self-evaluation has assisted us in combining these priorities with the improvement activity which will have most impact on learners here in MCHS. Advice from the ERC LNCT Joint Secretaries on workload has been fully considered within this streamlined SIP. All of our areas of improvement link to our six Strategic Priorities being taken forward in a planned, logical way over a three to four year period.

Our improvement approach utilises distributed leadership. Staff are empowered to lead Improvement Teams, Short Life Working Groups, Leadership Networks and liaise directly with identified SLT Strategic Leads for support and on-going review and evaluation (as outlined in the SLT/Distributed Leadership Remits). Progress is measured against Implementation Plans for each improvement focus and SLT regularly review progress plan, organise and review progress during 4 improvement cycles across the session. Leaders utilise the EEF approach to improvement – Explore, Plan, Deliver, Sustain and engage with these approaches in our Leadership Academy.

Priority	Improvement Focus	Key QIs	Lead Staff/ Resources	Outcome / Impact – what will be different?	Interim Evaluation (February)	Final Evaluation (June)
<p>Curriculum</p> <p>“To increase personalisation/ choice and widen options/ accreditation in line with a newly developed curriculum rationale”</p> <p>MCHS Strategic Plan Priority 1.</p> <p>“To utilise all contexts for learning to promote equality and diversity.”</p> <p>MCHS Strategic Plan priority 5</p>	<p>1) Exploration of development of our curriculum across all curricular areas in line with our curriculum rationale through full evaluation and planning. This will involve:</p> <p>A) Evaluation of current curriculum against our rationale and local/national guidance to assist in forming our new three-year strategic improvement plan.</p> <p>B) Professional learning for all teachers related to curriculum development with more extensive training for Curriculum Leaders.</p> <p>2) Further develop approaches to planning for and profiling meta-skills. This will involve:</p> <p>A) Successful roll-out of Gen+ to S1/2 and all cluster primaries.</p> <p>B) Successful implementation of pilot in Inter-disciplinary project based learning in S1 Citizenship.</p>	<p>2.2 2.6 3.3 3.1</p>	<p>M. McGarry – Strategic Lead.</p> <p>1 –</p> <p>A) M. McGarry, Curriculum Leaders, Curriculum Development Improvement Team.</p> <p>B) M. McGarry, Curriculum Leaders, Curriculum Development Improvement Team, All Teachers.</p> <p>2-</p> <p>A) N. Mortimer, S. Roberts, A. Hamilton, PSE Teachers, Cluster Meta-Skills Team.</p> <p>B) J. Thomson, IPBL Short Life Working Group.</p> <p>See detailed Implementation Plan for 1, 2 A&B.</p>	<p>1) Evaluation of curriculum using SE Toolkit 5 will generate clear next steps at whole school level and in each curriculum area related to our school vision and curriculum rationale.</p> <p>2) Professional learning will build on the interest generated by our Curriculum Development Network, enhancing the expertise of all teachers as curriculum makers.</p> <p>3) All S1/2 pupils will have a meta-skills profile, building on the S1 pilot, linking the Gen+ leadership and skills programme more closely to the wider curriculum, helping develop resilience, leadership, communication and collaboration.</p> <p>4) An Inter-disciplinary Project Based Learning course in S1 Citizenship will successfully promote equality and diversity in our school community, whilst developing meta-skills and providing useful learning and reflection for teachers.</p> <p>5) Evaluation of our pilot IPBL course will assist our SLWG in sharing learning alongside exemplars of practice from across Scotland as part of our curriculum review and planning.</p>		

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<p>Learning, Teaching & Assessment</p> <p>“To improve approaches to formative assessment, ensuring learners are actively engaged in self and peer assessment, taking increasing leadership of their own learning.”</p> <p>MCHS Strategic Plan Priority 2</p>	<p>1) Implement our new <i>Excellent Experiences for All</i> framework, providing a baseline for the highest quality experience in every classroom. This will involve:</p> <p>A) Self-Evaluation SE Toolkit 5 – assisting departments in identifying PL priorities..</p> <p>B) Whole school/Dept +1 focus on Adaptive Teaching & Learning.</p> <p>2) Continue to develop approaches to planning, assessment and moderation in the BGE. This will involve:</p> <p>A) Departmental collaboration with established external moderation partner.</p> <p>B) Whole school focus on learner awareness and engagement in planning for next steps.</p>	<p>2.3 1.2</p>	<p>Strategic Leads – S. Hale/N. Mortimer.</p> <p>1- A) S Hale, C Gillan, Curriculum Leaders.</p> <p>B) C Gillan, Adaptive Teaching Improvement Team.</p> <p>2- A) W. Little, BGE Assessment & Moderation Improvement Team, Curriculum Leaders & Depts.</p> <p>B) N Mortimer, W Little, BGE Assessment & Moderation Improvement Team.</p> <p>C Robertson, Young Leaders of Learning, Resilience Captains.</p> <p>See detailed Implementation Plan for 1B & 2.</p>	<p>1) Each department will have clear individualised professional learning priorities, based on our new Excellent Experiences framework.</p> <p>2) An increase in expertise related to adaptive teaching, demonstrated through observation, data from class drop-ins and increased levels of challenge indicated in pupil evaluation.</p> <p>3) An increase in aspects of formative assessment observed through on-going SLT/PT class drop-ins/learning walks compared to session 2021-22.</p> <p>4) All departments will have made further progress in developing approaches to planning, assessment and moderation alongside their external partner. Outcomes will be specific to each department and agreed as part of DIPs.</p> <p>5) Good practice approaches to learner engagement in planning next steps in learning in the BGE will be shared across curricular areas, informing further improvement.</p> <p>6) Resilience Captains & YLOL, will help increase awareness & engagement for BGE learners in planning next steps.</p>		

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<p>Wellbeing</p> <p>“To improve universal and targeted support for positive mental health and wellbeing.”</p> <p>MCHS Strategic Plan Priority 3</p> <p>“To improve approaches to tracking, recognising and intervening in relation to achievements, skills and indicators of wellbeing.”</p> <p>MCHS Strategic Plan Priority 4</p>	<p>1) Further enhance the school’s universal wellbeing offer. This will include:</p> <p>A) Key Adult for every learner fully utilising PSE/Tutor Time to discuss progress, next steps and achievements, alongside responsive PSE coverage as part of the ELM Teams.</p> <p>B) Universal Health & Wellbeing tracking fully utilised following last session’s development work and initial activity.</p> <p>C) Deliver universal Mental Health First Aid Improvement Projects led by our pupil and staff MHFA Team, co-ordinated by our Nurture Captains.</p> <p>D) Introduce PSE pupil-led inputs promoting Respect, delivered by our MVP Mentors, co-ordinated by our Respect Captains. These will build on our Humanutopia Year Group sessions.</p>	<p>2.4 3.1 3.2</p>	<p>Strategic Lead – B. Harrison</p> <p>A) S Gooch & Key Adult Resources SLWG.</p> <p>B) P Donnelly</p> <p>C) L. Brown & MHFA Impact Team with Nurture Captains.</p> <p>D) K Brophy, E. Crilley & MVP Impact Team</p>	<p>1) A more structured approach to the personal support within PSE/Tutor Time at key points for each Year Group will ensure further benefit from our ELM Team structure. Qualitative and quantitative evidence will show increased impact from these activities.</p> <p>2) Further implementation of universal health and wellbeing tracking will allow evaluation of impact from targeted interventions and refinement to approaches. More detailed analysis of Year Group data will allow further responsive action within PSE, led by ELM Teams.</p> <p>3) Pupil and staff MHFAs will deliver their own projects alongside targeted support where appropriate. Additional routes are available to access support where needed.</p> <p>4) The positive impact of Humanutopia activities will be built upon on a sustainable basis with PSE inputs led by MVP Mentors. Evidence will demonstrate that pupils have high confidence the the school promotes respect between learners.</p> <p>See detailed Implementation Plans for each Improvement Focus.</p>		

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<p>Drivers of Improvement</p> <p>“To maximise the impact of our approaches to leadership and our cluster and parental partnerships as key drivers of improvement.”</p> <p>MCHS Strategic Plan Priority 6</p>	<p>1) Further improve learner ownership of school improvement, with a new Pupil Executive of School Captains leading on specific projects promoting each of our MEARNs values.</p> <p>2) Enhance research and enquiry based approaches across teaching staff through a new partnership with Strathclyde University.</p> <p>3) Further develop effective data use by all class teachers to further enhance self-evaluation and effective intervention.</p>	<p>1.1 1.2 1.3</p>	<p>1) S Clark, B Harrison and S6 Pupil Executive.</p> <p>2) N. Mortimer, C Wasson & Research Academy Impact Team.</p> <p>3) C Robertson & Data Literacy Improvement Team.</p> <p>See detailed Implementation Plan for each Improvement Focus.</p>	<p>1) School Captains will lead SIGs (School Improvement Groups) linked to their school value and improvement project. Each SIG will develop its own improvement plan in consultation with all pupils. Evidence will show an increase in pupil confidence that their views are taken into account in key aspects of school life. Qualitative evidence will show strong learner connection to our school values.</p> <p>2) Over a two year period, almost all teachers will engage in practitioner enquiry, supported by the new school research hub in partnership with Strathclyde University. The individual impact of practitioner research will be evaluated as part of the project alongside the overall impact of the initiative.</p> <p>3) The Improvement Team will initiate and deliver Professional Learning on current data sources to further embed effective use by class teachers. An implementation plan will be developed and delivered to prepare for the roll-out of PowerBI for all class teachers next session.</p>		