RESPECT

Compassion + Honesty +

Trust +

Service +

Responsibility +

Inclusion +

Our Community Values

ST MODAN'S HIGH SCHOOL STIRLING

SAPIENTIA ET GRATIA

St Modan's High School
Draft School Improvement Plan 2018-19

SCHOOL AIMS

In partnership with our families, local parishes and partner Primary schools St Modan's High School aims to create a community of faith and learning where…

- Gospel values sit at the heart of all our policies, actions and interactions
- dignity and respect is accorded to all
- achievements are shared and celebrated
- there is a culture of high expectations and praise
- all are encouraged to grow in wisdom and grace

and where all young people…

- feel included
- are able to access a curriculum which meets their individual needs
- are nurtured, encouraged, supported and challenged to be the be the best they can be
- make the most of their God-given talents
- are happy

St Modan's High School
'Sapientia et Gratia'
Wisdom and Grace

Compassion
We show love, kindness and understanding

Honesty
We say and do what we believe to be right

Responsibility
We are accountable for our actions

Inclusion
We treat people equally and include everyone in what we do

Service
We put others first and look for ways to do good

Trust
We can be relied upon to do what is right

Respect
We treat everyone with dignity. We are polite and listen to others

RESPECT

Compassion + Honesty + Responsibility + Inclusion + Service + Trust + Our Community Values

Our Values: The things our school community believes are important in the way we live and work

Improvement Planning Overview – Wider Context

National Improvement Framework Priorities	HGIOS 4 Quality Indicators	Regional Improvement Collaborative Priorities
• Improvement in attainment, particularly in literacy and numeracy. • Closing the attainment gap between the most and least disadvantaged children. • Improvement in children and young people's health and wellbeing. • Improvement in employability skills and sustained, positive destinations. Key drivers of improvement • School leadership • Teacher professionalism • Parental engagement • Assessment of children's progress • School improvement • Performance information	• 1.1 Self-evaluation for self-improvement • 1.2 Leadership for learning • 1.3 Leadership of change • 1.4 Leadership and management of staff/ practitioners • 1.5 Management of resources to promote equity • 2.1 Safeguarding and child protection • 2.2 Curriculum • 2.3 Learning teaching and assessment • 2.4 Personalised support • 2.5 Family learning • 2.6 Transitions • 2.7 Partnerships • 3.1 Improving/ ensuring wellbeing, equality and inclusion • Specific to HGIOS 4 • 3.2 Raising attainment and achievement • 3.3 Increasing creativity and employability	• Develop collaborative approaches which build staff capacity to deliver high quality literacy learning experiences for all. • Work together to strengthen and improve teacher confidence, understanding and teaching of numeracy. • Work as a collaborative to strengthen the quality of the ELC workforce to support the quality dimension of the expansion. • Provide professional learning that helps drive forward collaborative leadership at all levels. • Ensure performance information and improvement approaches support raising attainment for all
Developing in Faith - SCES	**Applying nurture as a whole school approach - A framework to support self-evaluation**	**Children's Services Plan Outcomes**
• Honouring Jesus Christ as the Way, the Truth and the Life • Developing A community of faith and learning • Promoting Gospel values • Celebration and worshiping • Serving the common good	• Children's learning is understood developmentally (NP 1) • The environment offers a safe base (NP 2) • The importance of nurture for the development of wellbeing (NP3) • Language is a vital means of communication (NP 4) • All behaviour is communication (NP 5) • Transitions are important in children and young people's lives (NP 6)	• Some key outcomes are: • The attainment gap relating to poverty, additional support needs and looked after children and young people is reduced. • All children thrive as a result of nurturing relationships and stable environments in their own school and community. • Children, young people and their families are respected as equal partners in decision making and planning. • Children's and young people are mentally and emotionally healthy.

School Improvement Groups

SIG	Group Leader	DHT link
Literacy	A Pennock	C Pert
Raising attainment	B McGurk	B McGurk
Numeracy	D Snedden	C Friel
Self Evaluation	C Friel	C Friel
Mental Wellbeing	M Farrugia	A Shandley
Positive Behaviour	C Mitchell	B McGurk
Digital Champions	J Reid	C Friel
Tracking and Monitoring Group	B McGurk	B McGurk
Employability	L Kettles/ D Burns	C Pert
Chaplaincy	P Stirling	A Shandley
Learning and Teaching	C Pert	C Pert

Improvement Priority 1:	Living Our Faith		

Living Our Faith

Outcome for Learners:
To develop our community of faith and learning, providing the highest quality of education, and offering formation through the promotion of Gospel values, through celebration and worship, and through the service to the common good. (Charter for Catholic Schools in Scotland)

Key Actions	Priority Leader	Milestone Dates	Evaluation/ Analysis of Progress and Impact
Vision, Value and Aim • Embed the revised VVA across the school community.	SLT	**June 2019**	➢ Each faculty promotes an aspect of the school's values. ➢ Almost all members of our community are able to articulate the school's revised VVA (including Parents/ Carers).
Pupil Leadership • Develop the role of the pupil Chaplaincy teams. • Review current delivery model for Caritas and pilot new school approach. • Work with Learning Community to provide progression and opportunities for pupils with the Pope Francis Award.	**P Stirling** **A Pennock** **A Shandley**	June 2018 June 2019 April 2019	➢ An increase in the visibility of Junior and Senior Chaplaincy Teams at liturgical events. ➢ The uptake in pupil's who are successful in gaining the Award increases ➢ Overview of work completed at LC primaries is readily available. ➢ S1 Faith Challenge is embedded in S1 RE.
Spiritual Development • Provide increased opportunities for all members of our community to be involved in the faith journey of the school.	**Chaplaincy SIG**	June 2019	➢ Increased active participation in the school Chaplaincy Group is evident ➢ A greater number of staff are involved in supporting liturgical events.

• Improve understanding of the role of the school chaplain in the life of the school and enhance this role further			• Almost all staff report a greater understranding of the role of the school chaplain and are able to articulate this.
Commitment to Catholic social teaching • Review and improve whole-school Advent and Lent programmes.	**RE Dept**		Revised and improved programmes in place.
• Carry out a review of current charity commitments and consult pupils when planning for 2018-19	**S McGrandles & S6 team**		Focus groups/pupil participation in formulation of plan. Clear targets in place for 2018-19.

Next Steps:
Continue to engage all young people in their faith
All members of our school community support and promote the aims, vision, values and ethos of our Catholic community.

Reflective Questions:
- How well are staff encouraged to reflect on their own practice in supporting and promoting the aims, mission, values and ethos of the school?
- How effectively do we provide opportunities for our pupils to commit to various forms of service to the common good?
- How effectively do we promote pupil participation in school life through active involvement in our Pupil Council and other groups?
- Are staff provided with opportunities for spiritual development? Does the school chaplain support these activities?
- What strategies are we using to promote Gospel values across the curriculum eg. In social studies, literacy, science?

Developing in Faith

Improvement Priority 2:
Learning, Teaching and Assessment

Outcome for Learners:

To ensure that there are high quality learning experiences for children and young people in St Modan's High across all faculties.

To develop the range of creative teaching resources and strategies used to ensure learning is motivating, meaningful and challenging.

To improve the use of assessment strategies by staff and learners to ensure children and young people maximise their successes, achievements and attainment. (2.3)

Key Actions	Priority Leader	Milestone Dates	Evaluation/ Analysis of Progress and Impact
Improving Pedagogy • Update our Learning and Teaching Policy and create a toolkit to support the policy.	C Pert L&T SIG	October 2018	➤ L & T Policy revised and implemented.
• Provide a high quality CLPL programme with a focus on pedagogy.	C Pert L&T SIG	Completed June 2019	➤ CLPL programme in place and offered to staff ➤ Success of programme measured through self-evaluation procedures carried out at SMT and Faculty level. ➤ Improved performance on QI 2.3 - in particular, a wider range of teaching resources and strategies observed and shared.
• Enhance opportunities for 'Pupil Voice' to evaluate Learning & Teaching using HGIOS 4 (Pupils): Theme 2 (Our learning and Teaching).	C Friel Self-Evaluation SIG	August 2018	➤ Pupil focus group established to measure impact of L & T strategy. Group will meet before policy has been implemented to assess L& T and contribute to policy.
Literacy • Toolkit and Policy embedded	AJ Pennock Literacy SIG	April 2019 November 2018	➤ SMT/Faculty self-evaluation procedures evidence that both the Literacy Policy and Toolkit are used as part of everyday learning, teaching and assessment by both pupils and staff

• Moderation across L and S. • Whole school CLPL delivered to staff on understanding standards. • Parental workshop delivered to support parental confidence/involvement in literacy development • S4 target group for literacy identified and tracked for progress in literacy. Strategies shared for improving literacy in target group • Literacy levels for Pupils from S1- S6 are identified and shared with all teachers	**Raising Attainment SIG**	By December 2018 June 2018 August 2018	➢ All staff in L&S take part in at least 2 moderation activities in Literacy. Evidence of standards shared and moderation activities across L & S Faculty and Authority level. ➢ Staff report increased confidence in making judgements of pupil levels in Literacy for all teaching staff. ➢ Workshop takes place and feedback from Parents/ Carers indicated that it has helped them support their child with Literacy at home. ➢ Target group identified and tracked for progress in Literacy in S4. Expected improvement in literacy levels by end of S4. Evidence of suggested literacy strategies in use across faculties ➢ Staff report that data is more easily acceptable and that strategies are effective in improving literacy levels for target groups. ➢ Improved moderation discussions are evident across Faculties, ensuring that all pupils receive appropriate challenge in class.
Numeracy • Toolkit and Policy embedded • Moderation across MST. • Whole school CLPL delivered to staff on understanding standards. • Parental workshop delivered to support parental confidence/involvement in literacy development	**D Snedden Numeracy SIG** **Raising Attainment SIG**	April 2019 November 2018 By December 2018	➢ SMT/Faculty self-evaluation procedures evidence that both the Numeracy Policy and Toolkit are used as part of everyday learning, teaching and assessment by both pupils and staff ➢ All staff in L&S take part in at least 2 moderation activities in Literacy. Evidence of standards shared and moderation activities across MST Faculty and Authority level. ➢ Staff report increased confidence in making judgements of pupil levels in Numeracy for all teaching staff. ➢ Workshop takes place and feedback from Parents/ Carers indicated that it has helped them support their child with Numeracy at home.

• S4 target group for literacy identified and tracked for progress in literacy. Strategies shared for improving literacy in target group • Literacy levels for Pupils from S1- S6 are identified and shared with all teachers	**Raising Attainment SIG**	June 2018 August 2018	➢ Target group identified and tracked for progress in Literacy in S4. Expected improvement in literacy levels by end of S4. Evidence of suggested literacy strategies in use across faculties ➢ Staff report that data is more easily acceptable and that strategies are effective in improving literacy levels for target groups. ➢ Improved moderation discussions are evident across Faculties, ensuring that all pupils receive appropriate challenge in class.
HWB • Mental Wellbeing –Create and share Mental Wellbeing Policy. • Implementation of the school action plan for Mental Wellbeing.	**M Farrugia**	October 2018 June 2019	➢ Staff are familiar with the policy aims. ➢ Pupil leadership group established to lead on the Mental Wellbeing action plan. ➢ All aspects of the policy are implemented and evident across the school
• HWB – Responsibility of all: Evaluation of Theme 4 – 'Our Health and Wellbeing' with Pupils. Identify 2 actions for this session.	**R Lewis HWB SIG**	August 2018	➢ Pupil focus group established to analyse existing practices in HWB ➢ 2 actions identified and planned to improve HWB at St Modan's. Actions evidenced through self-evaluation and pupil voice ➢ Pupil focus group established to analyse existing practices in HWB
• Moderation to take place across ACH. • Whole School CLPL delivered to further develop a shared understanding of HWB Standards. • Deliver a Parental workshop to support parents in aspects of HWB	**R Lewis HWB SIG** **R Lewis HWB SIG**	November 2018 December 2018	➢ All staff in ACH take part in at least 2 moderation activities in HWB. Evidence of standards shared and moderation activities across ACH Faculty. ➢ Staff report increased confidence in making judgements of pupil levels in HWB. ➢ Parental Workshop takes place and feedback from Parents/ Carers indicated that it has helped them support their child with their health and wellbeing at home.
Digital Literacy • Deliver CLPL for staff in the use of Google Classroom and Chrome books.	**J Reid**	November 2018	

Action	Lead	Timescale	Measures of Success
• Embed the use of Google Classrooms in core subject areas. • Set up a team of Digital Champions Teams (staff and BGE pupils) to support digital literacy. • Introduction of Chrome Books to new S1.	**Digital Literacy SIG**	August 2018 September 2018	➢ CLPL delivered to ensure that teaching staff are familiar with the content of Google Classroom and the opportunities for enhancing digital learning and digital literacy in pupils. ➢ Teams established and used to support and promote the use of google classroom across the school. ➢ S1 Pupils report being confident when using their Chrome Books and parents/ pupils have a clear understanding of their roles are responsibilities.
Assessment • All faculties review the use of benchmarks and moderation to assess progress in the BGE. • Review and update whole school Assessment Policy.	**B McGurk FPTs**	September 2018	➢ Faculties are confident in their assessment procedures using benchmarks to assess the progress of their pupils in the BGE. ➢ Pupils and Staff are able to articulate their current level in each subject and understand next steps. ➢ The Assessment Policy is reviewed, updated and shared with staff. Staff are familiar with the content of the policy.
Tracking and Reporting • Review current tracking procedures. (Whole School and Faculty). • Develop improved tracking and monitoring protocols. • Review and improve parental reports.	**B McGurk T&M SIG PTs**	August 2018	➢ Tracking protocols are reviewed to ensure a positive impact on L&T (in particular for H20%) ➢ Staff report being familiar with the purpose of the procedures and their role in intervention actions for pupils who are off track. ➢ Staff/ parental/ pupil focus groups established to review information contained in Parental Reports. Agreed improvements are implemented.

Next Steps:
- **Evidence of improvement in the quality of learning and teaching after introducing quality CLPL, actions in Literacy, Numeracy , HWB and new tracking procedures. (Learning walks, Faculty evaluation procedures)**
- **Measure impact of actions on pupil attainment.**

Reflective Questions:

- How well do we encourage staff to reflect on and share their own practice? How do we know that the changes we have made have improved outcomes for children? (QI 1.1)

- How well do we deploy a wide variety of innovative and creative resources and teaching approaches including digital technologies? (QI 2.3)
- How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups? (QI 2.3)
- How confident are we that all learners experience activities which are varied, differentiated, active and provide effective support and challenge? (QI 2.3)

Improvement Priority 3:
Raising Attainment

Outcome for Learners:

To ensure that our school is achieving the best possible outcomes for all learners. Our success is measured in attainment across all areas of the curriculum and through our ability to demonstrate learners' achievements in relation to skills and attributes. (3.2)

Key Actions	Priority Leader	Milestone Dates	Evaluation/ Analysis of Progress and Impact
Provide key data to staff.	**PTs Raising Attainment SIG**	August 2018	➢ A simplified spreadsheet created and distributed to all staff. (SIMD, ASN, LAAC, Literacy Level, Numeracy Level, Attainment data (20/60/20))'
CLPL provided on the use of data at classroom and faculty level to raise attainment	**PTs Raising Attainment SIG**	August 2018 – Inset day 1	➢ Staff are confident in the use of the data and are able to use the data to support their classroom practice, in particular provide appropriate differentiation. This is evidenced through whole school/ Faculty evaluation procedures.
Create target groups • Highest 20% (from S1-6) • Boys in Senior School (s4-6) • Attainment of pupils with ASN in Senior School.	**PTs Raising Attainment SIG A McG/ A L**	September 2018 – After Insight	➢ Target groups of pupils are identified and information is shared. ➢ Young people are tracked and their attainment is monitored. ➢ Intervention procedures are in place for "off track" pupils.
Review and update raising attainment interventions within Faculties. Ensure pace and challenge is appropriate in all classes and for all pupils Ensure Learning Conversations are taking place regularly and recorded	**Faculty Principal Teachers**		➢ Faculties review their intervention procedures as well as their progress with QI 3.2. Staff are familiar with the Insight Data and able to use the data (along with other measures) to identify areas for improvement.

Next Steps:

- **Measure the impact of providing staff with key data.**
- **Review the impact of the target groups created, is there clear evidence of raised attainment?**

Reflective Questions:

- Does the curriculum experienced by our learners reflect our rationale? How do we know? **(QI 2.2)**
- How well are our approached to raising attainment improving outcomes for children and young people? **(QI 3.2)**
- How well do we utilize accreditation where appropriate, to recognize and celebrate achievement? **(QI 3.2)**

Improvement Priority 4:
Employability

Outcome for Learners:

Improvement in employability skills and sustained positive school leaver destinations for all our young people.

Key Actions	Priority Leader	Milestone Dates	Evaluation/ Analysis of Progress and Impact
Plan for the full implementation of the Career Education Standard in session 18-19:			
• Complete whole-school audit of entitlements outlined in CES.	C Pert	August 2018	➢ Established "Where are we now?" and "Where are we going?" in terms of ensuring the entitlements outlined in CES are being met. ➢ Faculty career evaluation wheel's completed and returned to L Kettles for analysis.
• PT DYW to attend Faculty meeting once per term to lead DYW focus.	L Kettles/D Burns	September 2018/ February 2019/May 2019	➢ DYW profile is raised within Faculty areas
• Faculty reviews of BGE Curriculum - identify opportunities young people can progress with 'I can' statements	L Kettles/D Burns/Faculty PTs	November 2018	➢ All curricular plans evidence where and when CES entitlements are being met in Faculties.
• Develop My WoW Ambassador Programme	D Burns	June 2018-June 2019	➢ Increase pupil registration on MyWoW to 85% across all stages. ➢ All stakeholders are familiar with MyWoW resource and how to use it. ➢ Increased use of MyWoW within curricular areas.
• Embed Stirling Council's Skills framework across the Learning Community.	L Kettles/D Burns	June 2019	➢ Reference to Stirling Council's Skills framework is evident in lesson planning across the school e.g. Direct reference to Skills development in learning intentions
• Profiling includes learner reflection on progress with "I can" statements and Skills framework	B McGurk	February 2019	

• HWB Curriculum- review and development of lessons/resources for planning for choices and changes in BGE.	**L Kettles/D Burns/SDS**	June 2019	➢ Learners are familiar with the "I can" statements and the Skills framework and can articulate their progress. Profiles include explicit reference to 'I can' statements ➢ Learner Log developed and piloted within the S3 cohort. ➢ High quality HWB lessons are in place which support young people to develop their CMS.
Continue to review the Senior Phase curriculum to develop alternative curriculum pathways including provision within the Vocational Training Centre: • SQA Approval for SfW National 4 Construction • Develop staff capacity to deliver SfW Construction • Faculty review of SQA suite of qualifications	**C Friel/C Pert**	August 2018 June 2019 December 2018	➢ SQA Approval in place and successful presentation of cohort of S4 pupils for SfW N4 Construction. ➢ Support from FVC to moderate assessments ➢ Evidence that due consideration has been given to alternative qualifications in the Senior Phase e.g. NPA. Planning for future delivery of any courses is underway.
Continue to develop partnership links and collaborative arrangements with FVC, employers and commerce to enhance the curriculum across the school: • Continue to develop DEC within Technologies curriculum and the partnership with WSP • Further develop Careers Week to include Construction Takeover event and increase pupil, parent and teacher participation • Work in partnership with Faculties to establish business links to enhance curriculum delivery • Further develop Careers Event during Options evening	**D Burns** **C Pert** **D Burns/L Kettles** **D Burns/L Kettles**	June 2019 November 2018 June 2019 February 2019	➢ DEC embedded in the technologies curriculum. Programme evaluated. ➢ Event leads to increased awareness of pathways into construction industry including FA, MA and graduate level. (Exit passes, follow-up activities, focus groups). ➢ Business link established in all Faculty areas. At least one employer engagement event during Careers Focus Week. ➢ A wide-range of business partners, further education and universities in attendance representing most major job families. ➢ Increased parental attendance

	C Pert/D Burns	June 2019	➢ Evaluation (Exit questionnaire, Pupil Focus groups)
• Further develop partnership with Historic Environment Scotland	C Pert	June 2019	➢ Pilot project in place and evaluated.
Baseline our current approach to work placements and plan actions to achieve the ambitions set out in the Work Placement Standard: • Improve systems in place for S4 Work Placement programme. • Development of materials to support SQA Work Placement qualification at SCQF 4,5,6 • Pilot presentation of SQA Work Placement with S6 pupils undertaking work experience.	**C Pert/PTs DYW/PTs PSD**	September 2018 September 2018 May 2019	➢ Established "Where are we now?" and "Where are we going?" in terms of ensuring the entitlements outlined in WPS are being met. ➢ Increase % of S4 cohort experience a work placement (***) ➢ Materials are in place and available at all levels. ➢ Increased number of pupils in Senior Phase gaining the qualification.

Next Steps:
- **Continue to implement the strategic DYW framework**
- **Continue to embed partnerships and vocational opportunities at St Modan's HS**

Reflective Questions:
- How well are we working with learners, parents and carers, employers, colleges and other partners to develop an effective approach to careers education which supports them into sustained positive destinations?
- How well do we support learners with additional support needs and those leaving care to access sustained positive destinations.
- Do young people make effective use of relevant digital and online resources to help them make informed decisions about future pathways?

HGIOS 4