



St Modan's High School
School Improvement Plan 2019 – 20

St Modan's High School

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 best they can be
- make the most of their God-given talents
- are happy

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

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



Our Community Values

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



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
	<ul style="list-style-type: none"> 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. <p>Key drivers of improvement</p> <ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	<ul style="list-style-type: none"> 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 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships 3.1 Improving/ ensuring wellbeing, equality and inclusion <ul style="list-style-type: none"> Specific to HGIOS 4 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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	SMT link
School Improvement Group (SI2G)	C Friel	C Friel
Positive Behaviour/ Relationships	A Shandley	A Shandley/ N McGeehan
Numeracy	D Snedden	C Friel
Literacy	A Pennock	C Pert
Learning and Teaching	C Pert	C Pert
Chaplaincy	P Stirling	A Shandley/ N McGeehan
Digital Literacy	J Reid/ B Raphael	C Friel
Celebrating Success	B McGurk	B McGurk
Mental Wellbeing	M Ramsay	A Shandley/ N McGeehan
Employability	L Kettles/ D Burns	C Pert

Improvement Priority 1:

Living Our Faith

Outcome for Learners:

Young people are able to articulate the Gospel values of our school community, be effective citizens in the wider school community, to act out their faith in acts of charity and social justice.

Key Actions	Priority Leader	Milestone Dates	Evaluation/ Analysis of Progress and Impact
Vision, Values and Aims <ul style="list-style-type: none"> Continue to embed VVAs through the updated Relationships Policy 	A Shandley	Oct 2019	<ul style="list-style-type: none"> Completed Relationship policy that reflects VVAs of the school community All staff aware of the policy and working to embed it
Pupil Leadership <ul style="list-style-type: none"> Promote events and key dates in the liturgical calendar through links with Friday Mass ie Masses to celebrate key dates associated with LC primary schools Engage more young people in the Friday Mass rota by offering specific areas of responsibility around organising Masses 	P Stirling K McArthur/ R Smith	June 2020 June 2020	<ul style="list-style-type: none"> An increase in the number of pupils attending and participating in Friday Masses More young people taking the lead with the Masses associated with their former primary schools
Spiritual Development <ul style="list-style-type: none"> Provide increased opportunities for all members of our community to be involved in the faith journey of the school 	Chaplaincy SIG	June 2020	<ul style="list-style-type: none"> Increased numbers of young people engaging in retreat opportunities New members recruited to the staff Chaplaincy SIG Members of SIG taking on extra areas of responsibility A greater number of staff are involved in supporting liturgical events.
Catholic Social Teaching <ul style="list-style-type: none"> Re-launch and re-invigorate the Charity drive in the school Establish pupil-led charity groups in each year to lead on events 	TBC	June 2020	<ul style="list-style-type: none"> Increase in the amount of money raised for each school charity More pupil involvement in leading and participating in activities Events running that are pupil-led

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.

Improvement Priority 2:

Learning and Teaching

Outcome for Learners:

To ensure that there are high quality learning experiences which motivate and challenge children and young people in St Modan's High.
To improve the use of tracking and interventions for learners to ensure children and young people maximise their successes, achievements and attainment.

Key Actions	Priority Leader	Milestone Dates	Evaluation/ Analysis of Progress and Impact
<p>Improving Pedagogy</p> <ul style="list-style-type: none"> Continue to embed the use of the 'St Modan's Standard' to support learning and teaching across the school. Whole school focus on differentiation and pupil feedback. CLPL programme provided for teaching staff. 12 staff sign up for Osiris, year-long 'Outstanding Teacher Initiative' programme <p>Raising attainment</p> <p>Focus on stretching the attainment of the top 20% attainers (T20)</p>	<p>SLT L & T SIG</p> <p>SLT L & T SIG</p> <p>C PERT L & T SIG</p> <p>C Friel/B McGurk/ SLT</p>	<p>April 2020</p> <p>Throughout session. Evaluate - April 2020</p> <p>Oct 2019</p> <p>Sep 2019</p> <p>Sept 2019 and throughout the year.</p>	<ul style="list-style-type: none"> School/ faculty self – evaluation procedures show that the 'St Modan's Standard' is being used in almost all lessons observed. Staff report being better supported through ASN team to differentiate appropriately for all pupils Greater evidence of differentiation of materials/ resources/ teaching approaches in most course/ lesson plans. Increased differentiation is observed by SLT through VSE/ Learning walks. Most pupils are able to articulate their levels of achievement and next steps in their learning. 12 staff accredited with OTI pass Improved performance on QI 2.3 evident through observations Staff report greater confidence in using a wider range of teaching strategies Teaching resources improved and shared across faculties. Tracking and Monitoring procedures improved, resulting in clearer and systematic interventions and improved attainment of T20

<ul style="list-style-type: none"> • Review and improve tracking and monitoring interventions • Implement a mentoring programme in place for targeted students • Link pupil tracking data to revised options procedures • Plan a more coherent programme of supported study/ Masterclasses/Easter school 			<ul style="list-style-type: none"> • T20 mentoring programme in place. Pupils report improved focus and attainment • Options programme includes a clear evidence base for decision making • Supported Study programmes etc are shared and clearer to young people at an early stage - Attendance by pupils in T20 increased
<p>Tracking and Monitoring</p> <ul style="list-style-type: none"> • Review of tracking in the senior phase • Review of tracking procedures in the BGE 	<p>C Friel/ SLT</p> <p>B McGurk/ SLT</p>	<p>May 2019</p> <p>Aug 2019</p>	<ul style="list-style-type: none"> • Agreed procedures are in place for effective interventions following each tracking episode. • Review of current tracking procedures in the BGE teacher, pupil and parent focus groups. • Explore skills-based vs curricular based reports as week as use of profiling. • Pupils and parents are able to articulate pupil progress and next steps for learning in each subject.
<p>Digital Literacy</p> <ul style="list-style-type: none"> • Continue to deliver CLPL in the use of Google Classrooms to school staff. • Enhance the role of Digital Champions (staff and pupils) across the school to support digital literacy. • Roll out new Chromebooks to S1 pupils and provide pupils with basic lessons on the use of the Chromebook. 	<p>J Reid/ B Raphael/ C Friel</p>	<p>Sept 2019</p>	<ul style="list-style-type: none"> • Most faculties are confident in the use of google classrooms to support learning and teaching resources as well as homework. • Teams are established to support to use of Chromebooks and Google classroom. • New pupils are confident in the use of their new chromebook.

Next Steps:

- **A focus on other aspects of 'the St Modan's Standard'.**
- **Review the BGE curriculum – develop interdisciplinary learning approaches for 2020-21.**

Improvement Priority 3:

Relationships & Inclusion

Outcome for Learners:

Young people are enabled to make positive choices through a consistent robust system in place to support positive behaviour and learner engagement.
 Young people experience restorative approaches based on Gospel values and these are evident across the school community.

Key Actions	Priority Leader	Milestone Dates	Evaluation/ Analysis of Progress and Impact
<p>Relationships</p> <ul style="list-style-type: none"> • Draft Relationships Policy in line with Stirling Council Guidance • Consult with staff, pupils and parents and introduce revised Relationships policy • Refresh understanding, as a school, of Nurture Principles and Attachment • Re-visit Positive Behaviour Policy in line with MAPA and Paul Dix teaching and compile a Behaviour Blueprint • Introduction of Restorative Approaches 	<p>A Shandley N McGeehan K Quinn & SIG</p>	<p>Oct 2019 Oct 2019</p>	<ul style="list-style-type: none"> • New policy drafted and available • Almost all staff report a clear understanding of the school policy and expectations • All staff complete MAPA training • Almost all staff report using MAPA strategies • Almost all staff report a deeper understanding of the NPs • All staff complete e-module on Attachment • Young people and staff report feeling listened to and included
<p>Rewards and Recognition</p> <ul style="list-style-type: none"> • Audit current rewards and praise system and streamline approach • Research and introduce appropriate rewards systems 	<p>B McGurk SIG</p>	<p>Sept 2019</p>	<ul style="list-style-type: none"> • Consistent, transparent and effective systems in place • Pupils report that they are noticed for going 'above and beyond'
<p>Targeted Support</p>	<p>A Shandley N McGeehan</p>	<p>June 2020</p>	<ul style="list-style-type: none"> • Flexible curriculum on offer for learners who are struggling to access mainstream timetables • Reduction in exclusions and improvement in attendance for key pupils

<ul style="list-style-type: none"> • Provide an appropriate flexible curriculum for young people struggling with mainstream lessons • Integrate the ASN/PSD teams to develop targeted support for young people. • Develop a school approach and systems for effective differentiation 	<p>C Warkentin All staff</p>		<ul style="list-style-type: none"> • Almost all young people able to maximise their potential • Almost all pupils being able to remain on full timetables and have their needs met in lessons
<p>Mental Wellbeing</p> <ul style="list-style-type: none"> • Finalise and share the Mental Wellbeing school policy • Follow agreed tasks in the MW Action Plan 	<p>M Ramsay SIG</p>	<p>Oct 2019</p> <p>June 2019</p>	<ul style="list-style-type: none"> • All staff report improved knowledge of the school’s approach and responses to Mental wellbeing • Most staff report feeling more confident in addressing the needs of our YP • All YP have a deeper understanding of the support available in and out of school
<p>Next Steps: Clear and progressive alternative curriculum offer being managed effectively by ASN/PSD Enhance knowledge and develop a deeper understanding, as a school, of trauma-informed practice.</p>			

Improvement Priority 4:

Employability

Outcome for Learners:

Young people are equipped with the necessary skills to understand their potential within the modern work environment, to be knowledgeable about the possible career pathways open to them and the next steps required to achieve their career aspirations.

Key Actions	Priority Leader	Milestone Dates	Evaluation/ Analysis of Progress and Impact
<p>Continued implementation of the Career Education Standard in session 19-20.</p> <ul style="list-style-type: none"> Establish systems to make better use of Data Hub to inform improvement planning for Employability strategy. Faculties will conduct reviews of BGE curriculum and identify/develop opportunities for explicit reference to where young people can progress with the 'I can' statements. Profiling resources will be updated to include 4Cs and pilot use of Google Classroom for profiling with a group of S2 pupils. My WoW Ambassador programme- new cohort trained and a progression pathway developed for current Ambassadors. 4Cs Skills Framework embedded within St Modan's HS and across our learning community. <p>Continue to develop alternative curriculum pathways including provision within the Vocational Training Centre and Tiny Farm.</p> <ul style="list-style-type: none"> Staff capacity developed to deliver SfW Construction through increasing the number of St Modan's staff involved in the delivery of Construction qualifications within the Vocational Training Centre. 	<p>PT DYW/ C Pert</p> <p>Faculty PT/ PT DYW/ C Pert</p> <p>PT DYW/ C Pert</p> <p>PT DYW/ C Pert</p> <p>PT DYW/ C Pert</p> <p>C Pert/ C Friel</p>	<p>Oct 2019</p> <p>Apr 2020</p> <p>Nov 2019</p> <p>Sep 2019</p> <p>Apr 2020</p> <p>Apr 2020</p>	<ul style="list-style-type: none"> Almost all appropriate staff report that they are confident in use of the data hub and can demonstrate that the information gathered has been used to develop the employability strategy. There is evidence of 'I can' statements being referenced by students in each subject area. A review will be carried out after the pilot to assess how effective it has been in profiling skills. The WOW ambassador programme has grown in numbers and the team have achieved the outcomes of their action plan. Most staff can identify the 4Cs: Collaboration, Critical thinking, Communication and Creativity. <ul style="list-style-type: none"> Staff report that they are confident in the delivery on Construction within the school. Relevant CLPL is successfully delivered.

<ul style="list-style-type: none"> CLPL provided to support delivery of bricklaying unit within SFW Construction. Continue to explore the range of vocational qualifications that can be offered through utilising the facilities available in the Tiny Farm and VTC. Evaluate current practice with regard to Gender balance and equalities across the curriculum. <p>Continue to develop partnership links and collaborative arrangements with FVC, employers and commerce to enhance the curriculum across the school.</p>	<p>PT DYW/ C Pert</p> <p>AP staff/ C Pert</p> <p>K Quinn</p>	<p>Apr 2020</p> <p>Apr 2020</p> <p>Apr 2020</p>	<ul style="list-style-type: none"> Planning in place for the delivery of the following additional qualifications in session 20/21: <ul style="list-style-type: none"> SCQF Level 5 Volunteering Award SCQF Level 5 Mental Health Award SCQF level 4 in Principles of Animal Care National 4 Skills for Work -Rural Skills KQ has conducted a review of the gender split in STEM subjects and planned an action plan for session 20/21.
<ul style="list-style-type: none"> participation in SDS SCQF Level 4 Construction Craft Technician pilot in partnership with Forth Valley College and HES Work in partnership with new and established partners to develop and deliver a new programme, Gearing Up for FAST, to provide early intervention and additional support for young people considering an apprenticeship pathway. Explore and establish partnerships within the agricultural and hospitality sector to support development of vocational skills. All Faculties to establish at least one partnership with an employer to enhance the curriculum in their respective areas. 	<p>C Pert</p> <p>PT DYW/ C Pert</p> <p>PT DYW/ C Pert</p> <p>Faculty PT/ C Pert</p>	<p>May 2020</p> <p>Nov 2019</p> <p>Throughout the year</p> <p>By Apr 2020</p>	<ul style="list-style-type: none"> Pilot programme has been successful and pupils have achieved the qualification. New “Gearing up for FAST” programme is in place and involves an increased number of employers working in partnership with the school to deliver the programme. At least 2 new partnerships have been established. All faculties have established a partnership with an employee who will support aspects of the curriculum.
<p>Continue to develop our approach to work placements and implement actions to achieve the ambitions set out in the Work Placement Standard.</p> <ul style="list-style-type: none"> Implement improved timeline and work experience procedures. Develop tracking and monitoring system for work experience from S3-6 to ensure all young people experience at least one work placement during the Senior Phase. Identify barriers to taking up a work placement in S4 and explore early intervention strategies including introduction of Gearing Up for FAST and further development of ACE programme. 	<p>C Pert</p> <p>PT DYW/ C Pert</p> <p>PT DYW/ C Pert</p>	<p>Sept 2019</p> <p>Dec 2019</p> <p>Sept 2020</p>	<ul style="list-style-type: none"> New timelines and procedures in place. New work experience tracking procedures are in place so that all pupils experience at least 1 work experience placement. Barriers to work experience have been identified and addressed through new programmes that are in place.

<ul style="list-style-type: none"> • Explore the use of google classroom to support pupils to complete the SQA Work Placement unit. • Carry forward target to pilot SCQF Level 6 Work Placement unit presentation of pupils undertaking work experience in S6. • Liaise with Stirling Council DYW link to establish a working group to explore barriers to work experience and the quality assurance of a young person's experience during a work placement. 	<p>PT DYW/ C Pert</p> <p>PT DYW/ C Pert</p>	<p>Jan 2020</p> <p>Jan 2020</p> <p>Throughout the year</p>	<ul style="list-style-type: none"> • The majority of pupils in S4 complete the SQA Work Placement unit. • A few pupils in S6 complete the SCQF Level 6 Work Placement unit. • Working group is set up and has started to explore the quality of work placements available to students.
<p>Next Steps:</p> <ul style="list-style-type: none"> • Continue to develop our STEM strategy. 			