

# McLaren High School



*Rooted in Nature, United in Community, Growing in Kindness.*

## Whole School Improvement Priorities 2025/26

## McLaren High School – Our Journey towards Improvement Priorities for 2025/26

At McLaren High School, our improvement planning process for session 2025/26 has been a collaborative and reflective journey, involving staff, pupils, and parents. The process began during our INSET day on **Friday 2 May**, where staff were presented with the key challenges facing the school within the context of the **National Improvement Framework (NIF)** and insights gained from our **recent thematic inspection of Literacy and English**.

Staff engaged in self-evaluation using **HGIOS4 Quality Indicator 1.1 – Self-Evaluation for Self-Improvement**, helping to identify both our current strengths and the areas we want to develop further. This was followed by a session with the **Extended Leadership Team**, including Curriculum Leaders and Pupil Support Leaders, who worked together to distil key themes and focus areas emerging from staff reflections.

Importantly, **pupil and parental voices have also been central** to this process. We are grateful to all families who contributed to our **Parental Survey**. The feedback from this will help inform the final version of our School Improvement Plan. While this plan focuses on broader strategic priorities, it is worth noting that smaller operational improvements may also be implemented throughout the year and may not always appear in the formal document.

Throughout the process, a shared understanding of the school's strengths has emerged — as noted by HMIE during our inspection, McLaren is recognised for its *'hugely impressive ethos, culturally very impressive'* and is rightly seen as *'a values-rich and rights-based school.'* These strengths provide a firm foundation for the next phase of our improvement journey.

### Our School Improvement Priorities for 2025/26:

#### Leadership of Change (QI 1.3)

We will continue to build on our strong culture by making leadership more visible, strengthening pupil voice, and fully embedding our refreshed **Vision, Values and Aims (VVA)** across school life. A key focus will also be developing a culture of **professional enquiry and reflective practice** across all departments.

#### Learning, Teaching & Curriculum (QI 2.3 & 2.2)

We are committed to raising the standard of learning and teaching by improving **pace and challenge**, especially in the **Broad General Education (BGE)**. We will support staff in developing confidence in **assessment and moderation**, and enhance how we use data to plan learning more responsively and effectively.

#### Attendance & Inclusion (QI 3.1)

Improving **attendance and engagement** remains a priority. This includes embedding the **CIRCLE framework** to support inclusive practices in the classroom and improving **P7–S1 transitions** by working more closely with our associated primaries in planning for continuity in learning.

### **Health & Wellbeing (QI 3.1)**

We will co-create a **staff wellbeing strategy** to support colleagues throughout the school year. In parallel, we are embedding a revised **Health and Wellbeing curriculum** and using the **Glasgow Motivation and Wellbeing Profile** to monitor and support pupil wellbeing. A new **Cyber Resilience and Internet Safety (CRIS)** strategy is also being developed for the whole school.

### **Raising Attainment (QI 3.2)**

We aim to strengthen the effective use of **attainment data** to support progress for all learners and target interventions where needed. In particular, we will continue to focus on raising attainment for our **most disengaged learners** and those in the **lowest 20%**.

This improvement plan reflects our shared ambition to deliver high-quality experiences for all learners at McLaren High School, rooted in strong values, inclusive practice, and a commitment to excellence. We look forward to working together as a school community to bring these priorities to life.

| Priority<br>1 | Leadership of Change - 1.3                                                                                                                                                                                                                                                   |                                                           |                                     |                           |                                                                                                                                                                                                                                              |                                   |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-------------------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
|               | Key Actions                                                                                                                                                                                                                                                                  | By When?                                                  | Person/People Responsible           | Resources Required        | Measurable Impact                                                                                                                                                                                                                            | Progress (Updated during session) |
|               | Sustain and strengthen the positive ethos across the school community through visible leadership, pupil voice, and inclusive school events. Embed the refreshed Vision, Values, and Aims (VVA) across all aspects of school life to ensure shared understanding and purpose. | VVA launch: August 2025<br><br>Creation of SLWG on Values | MFL<br><br>SWY<br>SLWG<br>All Staff | VVA promotional materials | <ul style="list-style-type: none"> <li>● Increase in participation rates in pupil leadership and community events.</li> <li>● VVA evident in displays, assemblies, curriculum planning, and pupil/staff conversations</li> </ul>             |                                   |
|               | Embed Self-Evaluation programme to ensure that it underpins leadership of change; ensure that the school knows what its strengths are, at all levels and the areas for development.                                                                                          | Self-evaluation framework: In place by October 2025       | MFL<br>SLT                          | Time from WTA             | <ul style="list-style-type: none"> <li>● Positive feedback from stakeholder surveys (pupils, parents, staff) regarding school culture and shared values</li> <li>● Audit of VVA visibility and impact across the school community</li> </ul> |                                   |

|  |                                                                                                                                                                                                                                                                                       |                                                           |                         |               |                                                                                                                                                                                                                                                  |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-------------------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |                                                                                                                                                                                                                                                                                       |                                                           |                         |               | <ul style="list-style-type: none"><li>● Almost all staff within departments are confident in knowing the strengths of the school and areas for development.</li></ul>                                                                            |  |
|  | <p>Review the current Curriculum design, looking outwards at best practice.</p> <p>Refresh our curriculum rationale, to reflect the vision, values and aims of McLaren High School.</p> <p>Start to examine approaches to project based learning in the BGE that promotes skills.</p> | From January 2026                                         | MMC<br>SLT<br>CLs       | Time from WTA | <ul style="list-style-type: none"><li>● A refreshed curriculum rationale will be developed</li><li>● Potential approaches to how project based learning could be delivered in the BGE – possibly linked to the ‘Schools Of’ programme.</li></ul> |  |
|  | Continue to embed a culture of enquiry-based learning across the school.                                                                                                                                                                                                              | Departmental enquiry projects:<br>Launch from August 2025 | PHE<br>CLs<br>All Staff | Time from WTA | <ul style="list-style-type: none"><li>● All staff engage in professional enquiry</li><li>● Pupils engage with enquiry-based learning.</li></ul>                                                                                                  |  |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|

| Priority<br>2 | Learning, Teaching and Assessment - 2.3 and Curriculum - 2.2                                                                                              |                                                                |                           |                                                                            |                                                                                                                                                                                                              |                                   |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|---------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
|               | Key Actions                                                                                                                                               | By When?                                                       | Person/People Responsible | Resources Required                                                         | Measureable Impact                                                                                                                                                                                           | Progress (Updated during session) |
|               | Focus on Pedagogy to ensure greater pace and challenge across the BGE, with a focus on differentiation and adaptive teaching strategies for all learners. | Staff Meeting – September, then ongoing throughout the session | PHE<br>CLs<br>All Staff   | Time from WTA                                                              | <ul style="list-style-type: none"> <li>Classroom observations show good pace, challenge and differentiation for all learners</li> <li>Use pupil voice to co-design engaging learning experiences.</li> </ul> |                                   |
|               | Build staff confidence in moderation and assessment practices.                                                                                            | Moderation twilight sessions: Oct 2025, Jan 2026               | PHE<br>CLs<br>All Staff   | Time for CLPL sessions<br>Access to moderation exemplars<br>4 x Moderation | <ul style="list-style-type: none"> <li>Moderation evidence reflects increased staff confidence in assessment standards</li> </ul>                                                                            |                                   |

|  |                                                                                                                                                                             |                                     |            |               |                                                                                                                                               |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--|
|  |                                                                                                                                                                             |                                     |            | Meetings      |                                                                                                                                               |  |
|  | Evaluate and review the use of tracking and monitoring data to support nimble, responsive planning of learning.                                                             | From September through ELT Meetings | ELT        | Time from WTA | <ul style="list-style-type: none"> <li>Tracking data used effectively to inform differentiated planning and learning conversations</li> </ul> |  |
|  | Ensure that the primary use of data is to improve progress in learning for all pupils, while also enabling whole-school analysis to improve pathways and curriculum design. | On-going throughout session         | PHE<br>MMC | Time from WTA | <ul style="list-style-type: none"> <li>Teachers use tracking data effectively to plan learning</li> </ul>                                     |  |

|                       |                                                                                                              |                             |                                  |                                                          |                                                                                                                |                                          |
|-----------------------|--------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <b>Priority<br/>3</b> | <b>Attendance &amp; Inclusion - 3.1</b>                                                                      |                             |                                  |                                                          |                                                                                                                |                                          |
|                       | <b>Key Actions</b>                                                                                           | <b>By When?</b>             | <b>Person/People Responsible</b> | <b>Resources Required</b>                                | <b>Measurable Impact</b>                                                                                       | <b>Progress (Updated during session)</b> |
|                       | Continue to improve the attendance of our young people, ensuring all pupils are accounted for and strategies | On-going throughout session | ACA<br>PSLs<br>Office Staff      | Use of Callander Youth Project<br>Time from Office Hours | <ul style="list-style-type: none"> <li>Improve attendance to at least 92% and for FME pupils to 88%</li> </ul> |                                          |

|  |                                                                                                                                                 |                                                           |                                                   |                                              |                                                                                                                                                                                                            |  |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | in place to support learners not engaging in school.                                                                                            |                                                           |                                                   |                                              |                                                                                                                                                                                                            |  |
|  | Embark on the inclusive classroom journey using the CIRCLE framework.                                                                           | CIRCLE self-assessment: September 2025 then termly input  | ACA<br>CLs<br>All Staff                           | Time from WTA                                | <ul style="list-style-type: none"> <li>Almost all staff have implemented inclusive practice focused on their classroom environment.</li> <li>Staff report improved inclusive practice</li> </ul>           |  |
|  | Strengthen curricular transition between P7 and S1                                                                                              | Transition planning meeting with primaries: November 2025 | PHE<br>CLs<br>Learning Community HTs and P7 staff | Time from WTA<br>LA Transition Project Leads | <ul style="list-style-type: none"> <li>Evidence of joint curriculum planning and delivery across P7–S1</li> <li>Learner and staff feedback on transition effectiveness and curricular alignment</li> </ul> |  |
|  | Further develop liaison with primary schools to collaboratively plan learning approaches in Literacy & English and Maths & Numeracy, supporting | During February INSET                                     | PHE<br>GHE<br>LPA<br>Learning Community Staff     | Time from WTA                                | <ul style="list-style-type: none"> <li>Evidence of transition data in planning S1 pathways across the curriculum</li> </ul>                                                                                |  |

|  |                                                                                                                                                                                    |                              |                    |                             |                                                                                                                                                        |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | consistency in pedagogy and progression.                                                                                                                                           |                              |                    |                             |                                                                                                                                                        |  |
|  | All PSLs and SLT participate in e-learning and are aware and confident about changes to the Staged Intervention Process. Staged intervention process will be reviewed and updated. | On-going throughout session. | ACA<br>PSLs<br>SLT | From Working Time Agreement | <ul style="list-style-type: none"> <li>QA of Staged Intervention Paperwork and Processes</li> <li>Updated process is undertaken by all PSLs</li> </ul> |  |

|                       |                                                                                                                                              |                                                   |                                  |                           |                                                                                                             |                                          |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|----------------------------------|---------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------|
| <b>Priority<br/>4</b> | <b>Health and Wellbeing - 3.1</b>                                                                                                            |                                                   |                                  |                           |                                                                                                             |                                          |
|                       | <b>Key Actions</b>                                                                                                                           | <b>By When?</b>                                   | <b>Person/People Responsible</b> | <b>Resources Required</b> | <b>Measurable Impact</b>                                                                                    | <b>Progress (Updated during session)</b> |
|                       | Develop a co-created staff wellbeing strategy that takes cognition of the pressures of the academic year and looks to mitigate against them. | By the end of term 2 form Wellbeing Working Group | MFL                              | Time from WTA             | <ul style="list-style-type: none"> <li>Staff wellbeing strategy published and reviewed annually.</li> </ul> |                                          |

|  |                                                                                                                                                                 |                                                                   |                         |                           |                                                                                                                                                                       |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | Embed the revised Health and Wellbeing curriculum across the school and track pupil progress within the BGE.                                                    | Ongoing through the Sessions with progress checks at SLT meetings | ACA<br>PSLs<br>SLT      | Time from WTA             | <ul style="list-style-type: none"> <li>Almost all pupils report that the HWB curriculum enables them to make informed decisions about their wellbeing.</li> </ul>     |  |
|  | Continue to embed the Glasgow Motivation and Wellbeing Profile across the school to ensure we have an understanding of our young people's health and wellbeing. | Pupils surveyed in October and March                              | ACA<br>PSLs<br>SLT      | Time in wellbeing classes | <ul style="list-style-type: none"> <li>Quantitative data is collated on pupils HWB twice a year and acted upon.</li> </ul>                                            |  |
|  | Develop a whole school Cyber Resilience and Internet Safety (CRIS) Strategy that dovetails with our Learning Community.                                         | CRIS Strategy launched: November 2025                             | ACA<br>MFL<br>ICT Staff | Time from WTA             | <ul style="list-style-type: none"> <li>Pupils, parents and staff have a better knowledge of CRIS and are keeping them up to date with keeping safe online.</li> </ul> |  |

| <b>Priority<br/>5</b> | <b>Raising Attainment - 3.2</b>                                                                                                                                                              |                                                                                                                |                                                                    |                                                                                      |                                                                                                                                                                                                                                  |                                          |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
|                       | <b>Key Actions</b>                                                                                                                                                                           | <b>By When?</b>                                                                                                | <b>Person/People Responsible</b>                                   | <b>Resources Required</b>                                                            | <b>Measurable Impact</b>                                                                                                                                                                                                         | <b>Progress (Updated during session)</b> |
|                       | Strengthen the use of data to drive improvement, ensuring that staff are confident in analysing and applying data (including NSA) to support appropriate pace, challenge, and interventions. | Throughout the session - post summative assessment periods and assessment windows<br>Monitored at ELT Meetings | SLT<br>CLs<br>All staff                                            | Time from WTA                                                                        | <ul style="list-style-type: none"> <li>All staff are more confident in the use of data to inform lesson planning and appropriate interventions.</li> <li>Participation in data literacy and moderation CLPL increases</li> </ul> |                                          |
|                       | Continue to implement strategies for our lowest 20% and most disengaged learners to improve their attainment and pathways.                                                                   | On-going throughout session                                                                                    | Identified English & Maths & Humanities Staff<br>LD1 and SfL staff | Callander Youth Project<br>Resources for targeted intervention (staffing, materials) | <ul style="list-style-type: none"> <li>Attainment data shows improved progression and reduced gap between predicted and actual outcomes</li> <li>Positive attainment trends for targeted learners</li> </ul>                     |                                          |

