

School Improvement & Development Plan 2026/27: Strategic Priorities

At Castle Rushen High School, our overarching goal for the 2026/27 academic year is **Inclusion**. We believe that true inclusion is not just about additional interventions, but about making sure our everyday school environment allows every single student to thrive.

Guided by our 'Head, Heart, and Hands' vision, we have set out six strategic priorities to ensure we provide a consistently high-quality, inclusive experience for all our learners.

Here is what we are focusing on this year and what it means for your child:

Priority 1: Inclusive Classrooms & Adaptive Teaching

We want to ensure that every student gets the best possible support right inside their regular classrooms, reducing the need to pull them out for extra interventions.

What this means for your child: Our teachers will develop their use of "adaptive teaching" methods, meaning they will adjust the challenge and support in their lessons 'in the moment' to make sure every student can understand and access the learning. We are focusing heavily on removing barriers so that all learners, including those with additional educational needs (AEN), can succeed together.

Priority 2: Whole-School Literacy & Core English Skills

Reading comprehension and a strong vocabulary shouldn't be a barrier to a student accessing their education.

What this means for your child: We are taking a unified approach to literacy across the whole school. In Key Stage 3, students will now have a dedicated fourth weekly English lesson focused specifically on reading fluency, spelling, and comprehension. Teachers in every subject across the school will be explicitly teaching the more complex, subject-specific vocabulary so that students feel confident tackling challenging texts in all areas of their education.

Priority 3: The Digital Generation Strategy

We want to equip our students with the practical skills and confidence needed to navigate the current and future digital world.

What this means for your child: We are embedding digital fluency across the curriculum, so students learn to use technology creatively, critically, and safely. Alongside a universal rollout of Microsoft 365, students in Years 8 and 9 will work towards a formal digital qualification (the SQA PC Passport Level 4). We will also be launching a student digital panel to ensure our learners have a voice in how technology is used in our school.

Priority 4: Strategic Use of Data to Support Every Student

We are transforming how we use school data, moving from simply collecting information to using it to spark rapid, supportive action.

What this means for your child: Teachers and pastoral staff are using a new, consistent 5-step cycle (Track, Review, Plan, Intervene, Reflect) to monitor student progress. This means if a student's data shows they are beginning to struggle, our staff will spot it quickly and put evaluated, purposeful support in place to help them get back on track.

Priority 5: Personal Development, Wellbeing, and Resilience

We are strengthening our personal development curriculum to proactively support student mental health and build resilient character (our 'Heart' and 'Hands' vision).

What this means for your child: We are giving curriculum time to explicitly teach mental health literacy, emotional vocabulary, and the science behind anxiety and self-regulation. Students will learn practical coping strategies during the school day to build emotional robustness. We will also explicitly connect their learning to future careers and ensure that all students have equitable access to resilience-building enrichment activities like Sport, the Duke of Edinburgh's Award and Performing Arts.

Priority 6: Targeted Pastoral Care & Attendance

We are using diagnostic pastoral data to identify needs early and provide the right support at the right time.

What this means for your child: Our pastoral team will be looking at both a student's cognitive potential (CAT4 data) and their 'Attitude to Learning' (ATL) to truly understand the root cause of any struggles. This means our tutors can have highly tailored, supportive conversations to help students improve their attitudes to learning. We will also be providing intensive, multi-faceted support to help students who struggle with persistent absence get back into school successfully.