



St Margaret's Academy

SCHOOL IMPROVEMENT PLAN

2023 / 2024



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Relationships

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Values

Factors Influencing the Improvement Plan

School Factors

Addressing Action Points identified in school's Self Evaluation procedures
Cluster Improvement Priorities
Equity Priorities

Local Authority Factors

Moving Forward in Your Learning priorities
West Lothian Raising Attainment strategy 2023-28
Transforming Your Council

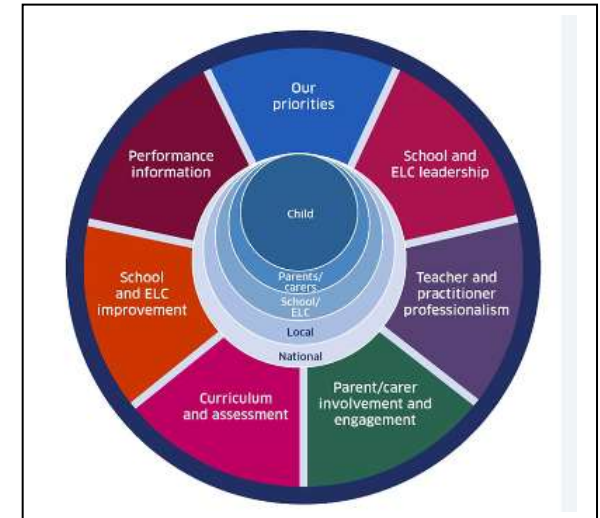
Corporate Plan

Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
Equity strategy – WL guidance on Closing the Poverty Related Attainment Gap 2023-24
Secondary annual Raising Attainment plan (to follow)

National Factors

Equity Audit
Moderation Cycle and Assessment
National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding
How Good is Our School? 4th Edition and How Good is Our Early Learning and Childcare?, National Standard for ELC
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence Refreshed Narrative
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS professional standards and professional update 2021
Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
UNCRC
Presumption to provide education in a mainstream setting 2019

Support for Learning: All our Children and All their Potential (ASL Review) 2020



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Vision, Values and Aims

St Margaret's Academy, with the help of God's grace, will promote our **REACH** values and be a school of:

RESPECT, EQUALITY, ACHIEVEMENT, COMMUNITY and HAPPINESS

- We will always value and respect each other, as we teach and learn, in the way Jesus taught us
 - We will celebrate and give thanks for each other, especially in prayer and in the Eucharist.
- We will strive to ensure every young person achieves the highest levels of attainment and achievement across the curriculum.
 - We will support everyone in need of help, in the spirit of St. Margaret.
 - We will create a happy, peaceful and joyful school community, where all will be welcome.

Statement of School Aims

To maintain the highest standard of teaching and promote effective learning, enabling young people to enjoy their education and to develop positive attitudes towards learning, in accordance with the purposes within A Curriculum for Excellence.

To provide effective support systems to meet the needs of all young people which promote personal, social and spiritual development and underpin academic achievement

To provide a welcoming, peaceful, joyful and happy environment, which actively develops confidence, self-esteem and respect for religious, cultural and social diversity

To provide high quality leadership at all levels

To promote positive links with all parts of the local community, reaching out to, and working with, our neighbours in a strong spirit of mutual respect.



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Curriculum Rationale

<http://www.stmargaretsacademy.westlothian.org.uk/article/75096/Curriculum-Design-and-Rational>

Contextual Data Analysis and Rationale for 2023/24 School Improvement Plan

St Margaret's Academy is a denominational, comprehensive school and is situated in the Howden area of Livingston West Lothian. St Margaret's Academy is a large, six-year, comprehensive school with young people attending from across West Lothian. The school has a strong, inclusive ethos and offers an exciting and dynamic environment for learning and teaching. Our refreshed vision and values throughout 22/23 involved parents/carers, staff and pupils resulting in our REACH values being shared with the whole school community.

We seek to develop the highest standards in all our pupils as they develop their God-given talents. This session, we will have a clear focus on high quality teaching and learning, developing high quality interdisciplinary approaches, skills development in young people across the curriculum as well as continuing our success with literacy, numeracy and health and wellbeing initiatives. The School Improvement Plan for session 2023/24 reflects the school's ongoing progress towards ensuring that all young people achieve their potential through high-quality learning experiences. Changes to our Wellbeing Structure followed from consultation and feedback from parents and carers as well as pupils and staff resulting in the development of a House Structure supported by Heads of House, Assistant Heads of House and a Pupil Support Worker.

There will be a re-focus on thinking skills being developed in the classroom through the use of formative assessment approaches and the enhanced use of professional learning with staff. The St Margaret's Learns group will ensure a consistent messaging around excellent teaching and learning. With evolving developments in the use of digital technology, there will be a focus on developing pupils, parents and staff skills to enable new ways of engaging with our school community. Within St Margaret's Academy, we believe that all staff are leaders of learning and are responsible for leading and driving improvements to the quality of student outcomes. There are several professional working groups allowing staff to develop their own practice in a supportive climate. This session, we plan to reinvigorate our practitioner enquiry model to align with our self-evaluation and pedagogy strategy – *St Margaret's Learns Together*

Data Outcomes

The school attainment data for session 2023/24 reflects the culture of using our God-given talents to achieve that exists amongst staff and pupils within the school. There is a high degree of collective accountability within the teaching staff towards the performance of young people and the ambitious achievement targets that are set each year demonstrate this. In session 2022/23, there was continued improvement across a number of key measures both in the Broad General Education (S1-3) and Senior Phase (S4-6).

In S3, which is a significant milestone in the learning journey of young people as they enter the Senior Phase, there was very good improvement in the Reading, Writing and Numeracy levels of young people and this is evidenced in both the professional judgement of teachers and the Scottish National Standardised



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Assessment (SNSA) results. In S4, there was a strong outcome again for National 5 results. In S5, already high performance was increased in the number of pupils achieving 5 or more SQA Higher qualifications, and additionally the number of young people achieving success at SCQF level 6.

Attainment data for this session has remained consistently strong for S4 with 56% pupils achieving 5+ SQA awards however, there was a slight drop in SCQF awards at L5 and therefore we will be creating a targeted approach making use of a range of SCQF awards including L5 Creative Industries, Waste Management and Supply Chain Operations supported by our DYW co-ordinator. Using Labour Market Intelligence, we will be able to provide young people with a bespoke package of courses, linking directly to the workplace. Our Barista Skills course will be developed this session to create packages for young people which will also include Retail and Customer Services. Barista Skills will also support our S6 Leadership Academy which will encourage greater participation from S6 pupils.

S6 experience remains a key focus for this session and we will incorporate an option for Refereeing at SCQF L7 for targeted pupils as well as supporting young people to undertake qualifications through the virtual campus. Our Leadership Academy for S6 will ensure all young people can achieve the Leadership qualification SCQF Level 6 as part of their service to the school as well as the Caritas Award through participation in Religious Education and Laudato Si initiatives.

Attainment in S5 has shown a considerable increase in 2023. 29% of young people in S5 achieved 5+ SQA Higher passes, 45% achieving 3+ SQA passes and 66% achieving 1+ SQA passes. In order to maintain such strong performance, we have worked closely with pupils, parents and carers to ensure young people are appropriately coursed to maximise their attainment. We have also reviewed our tracking and monitoring processes in school to ensure timely intervention planning through SEEMIS TMR and Progress and Achievement in the Broad General Education.



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St Margaret's Academy - School Improvement Planning for Ensuring Excellence and Equity

School priorities for session 2023/2024	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>Our school community is committed to removing barriers to ensure equal opportunity for all.</p> <p>Our young people feel safe, included and valued in all school environments.</p> <p>All young people in school to share in the school vision and values as well as the purpose and rationale for the Martlet Wing</p> <p>All children and young people will benefit from an environment which is caring, inclusive, fair and focussed on delivering learning experiences that meet pupils' individual needs.</p> <ol style="list-style-type: none"> 1. Development of Martlet Wing for benefit of all young people 2. Creation of a House model to increase support for young people and parental contact 3. PSE Programme – Review of PSE programme 	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p>Development of the Martlet Wing and sharing of rationale with pupils, parents and carers.</p> <ol style="list-style-type: none"> 1. Development of Martlet Wing for benefit of all young people <p><i>All young people in school to share in the school vision and values as well as the purpose and rationale for the Martlet Wing.</i></p> <ol style="list-style-type: none"> 2. Creation of a House model to increase support for young people and enhance quality of communication with parents (CB/AC) 3. PSE Programme – Review of PSE programme <p><i>Continuing our review and redevelopment of the PSE programme we will ensure that staff are supported in making professional judgements of pupils' progress in the BGE using Benchmarks up to level 4. (FM/MG/KN)</i></p> <p><i>To develop robust tracking and monitoring of PSE across BGE Review.</i></p> <p><i>To ensure that over 70% of young people have a positive experience of PSE in St Margaret's Academy (CB)</i></p>	<p>Sept 2023</p> <p>Dec 2023</p> <p>Feb 2024</p> <p>Feb 2024</p> <p>May 2023</p>	<p>Pupil Focus Groups Pupil surveys, Wellbeing self reporting indicators, Survey Forms, Focus Groups</p> <p>Parent Focus Groups Parent surveys Parent Council Feedback (November2023) Attendance data, participation data, Survey</p> <p>Pupil Focus Groups Pupil surveys Classroom observations</p> <p>Staff feedback Staff survey Pupil profiles</p> <p>Pupil Focus Groups</p>



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<p>4. MVP development across school</p> <p>5. Reimagine strategy for Mental Health across school</p> <p>6. ASN Strategy and data collection</p> <p>7. Peer mentoring through S6 leadership</p> <p>Positive climate for pupil voice and participation in order to achieve RRS Gold Award embedded within classrooms and whole school community.</p> <p>Embed our new vision and values across our whole school community leading to clear articulation of our school values.</p>		<p>4. MVP <i>MVP training for all young people in S6 through the Leadership Academy programme. MVP approaches to be incorporated across PSE programme in S1-5 to tackle gender based violence and increase understanding for all young people. (AC)</i></p> <p>5. Reimagine Mental Health Strategy for school <i>Short-life working group to develop MH strategy involving staff, parents and carers (CB)</i></p> <p>6. ASN Strategy and data collection <i>PT Support for Learning to create ASN strategy and GIRFEC profiling tool to ensure all staff are promoting the inclusive classroom. (HM/AC)</i></p> <p>7. S6 Leadership Academy <i>Develop leadership opportunities for young people through the introduction of MVP and a Peer Mentoring opportunity for Senior Phase pupils. (PC)</i></p> <p>Further develop and strengthen St Margaret's Academy Pupil Parliament to enhance pupil voice and levels of pupil participation within the school. Young people will engage in school evaluation and improvement activities and participatory budgeting will be a key feature of the pupil parliament in session 2023/24. (CB/JH)</p> <p>Further develop opportunities for young people to embrace the school values. All pupils and staff to be clear on the new vision and values and for all pupils to have a broad range of opportunities to enact these values in their school career such as pupil parliament, peer mentoring, participation in the REACH room and Laudato Si initiatives.</p>	<p>Oct 2023</p> <p>May 2023</p> <p>Nov 2023</p> <p>Nov 2023</p> <p>Sept 2023</p> <p>Oct 2023</p> <p>Oct 2023</p>	<p>Pupil surveys Classroom observations</p> <p>Pupil surveys Classroom observations</p> <p>Pupil surveys Wellbeing survey Staff feedback – Survey/focus group Parent feedback – Survey /focus group</p> <p>Pupil surveys Classroom observations</p>
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<p>Raising attainment for all</p> <p>Create a positive climate for learning through positive relationships and excellent learning and teaching</p> <p>Effective data analysis ensures that young people are appropriately coused and that high quality learning, teaching and assessment approaches lead to improved outcomes.</p> <p>Our young people have access to a wide range of curricular and employability pathways to support them in achieving a positive sustained destination.</p> <p>Parents will have access to a range of family learning experiences throughout the year including a focus on how to support your child with areas of the curriculum, literacy and numeracy workshops and wellbeing workshops.</p> <p>All pupils with dyslexia or dyscalculia to have bespoke strategies which have been shared with parents/carers and staff.</p> <p>Effective data analysis in literacy and numeracy ensures that young people are nurtured and supported in English and Maths classrooms.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information 	<p>Learning Rounds reinstated to support triangulation of self-evaluation approaches giving increased weight to views of staff and pupils in the process. HGIOURS to be used to support as well as pupil parliament teams and S6 Leadership Teams.</p> <p>Family learning calendar shared with parents to share both BGE and Senior Phase learning opportunities.</p> <p>PT ASN to provide a broad series of strategies for young people with Dyscalculia and, with a view to providing effective support for pupils across all stages</p> <p>PSW support within English and Maths to enhance support strategy. Dedicated member of staff in both areas.</p> <p>Promote consistently excellent learning experiences that reflect the high expectations within our St Margaret's Learns policy.</p> <p>Develop leadership capacity and promote teacher agency through the implementation of an enquiry approach reflecting updated GTCS standards. (AC/KB)</p> <p>PT Pedagogy to lead on CLPL and develop teacher agency. (PT Pedagogy)</p>	<p>Dec 2023</p> <p>Nov 2023</p> <p>Oct 2023</p> <p>Nov 2023</p>	<p>How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures.</p> <p>Evidence from learning rounds, SEAMS observations and PTC observations to support triangulation</p> <p>Parent feedback Parent survey</p> <p>Parent feedback Parent survey Staff feedback – survey/focus group Pupil feedback – survey/focus group</p> <p>Parent feedback Parent survey Staff feedback – survey/focus group Pupil feedback – survey/focus group</p> <p>Parent feedback Parent survey Staff feedback – survey/focus group Pupil feedback – survey/focus group</p>



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		<p>Creation of a pedagogy group to ensure consistency in the highest quality of teaching and learning. CLPL programme to be shared with staff to ensure consistency of approach in teaching and learning.</p> <p>To ensure that learners enjoy high levels of engagement, clear purpose of learning and a consistently high quality of experience across the school</p> <ol style="list-style-type: none"> 2. St Margaret's Learns – Whole school approach through parent, pupil and staff consultation. (IW) 3. Learning Ambassadors throughout the school (PC) 4. Digital Skills development for staff and pupils (KB) 5. Continue to develop high quality self-evaluation programme – SEAMs, PTC observations, Peer observations, Sharing best practice (IW/AC) 6. Develop a professional learning online portal to allow sharing of best practice ensuring the sharing of the enquiry model of practice. (KB) 		<p>Pupil feedback – survey/focus group Staff feedback – questionnaires Evidence of faculty meetings – departmental discussions</p>
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<p>Ensuring Equity and Tackling the poverty-related attainment gap</p> <p>Our young people are motivated and supported to attend school regularly to engage with their learning.</p>	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p>All West Lothian schools are committed to continuously developing their approach to ensure equity and tackle the poverty related attainment gap. Each school's PEF Summary provides an overview of their approach and an outline of how Pupil Equity Funding is being used to provide a range of universal and targeted approaches and interventions.</p> <p>PEF Summary – Pupil Equity Funding</p> <p>Extend the range and scope of targeted interventions and strategies to overcome barriers on an individual/family basis within the school to increase Attendance, Attainment, Inclusion, Engagement & Participation.</p> <p>Literacy Pedagogy Officer will support the development of:</p> <ul style="list-style-type: none"> • Linking critical reading & writing skills approach. • Approaches to reading universally (improving pedagogy, developing pupil of understanding, analysis and evaluation of texts). • Moderation across school of writing approaches 	<p>October 2023</p>	<p>How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures.</p> <p>Staff feedback</p> <p>Pupil feedback Parent feedback Staff-evaluation/self-evaluation-feedback Attendance data Attainment data Pupil Participation data (ongoing) Parent Participation data (ongoing)SLDR data Ethos survey data</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>As a school we pursue 100% positive destinations for young people supported by a high quality DYW strategy.</p> <p>All young people to have a clear understanding of the meta-skills in subject areas.</p>	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<p>Continue to develop a range of SCQF pathways to ensure a high quality, dynamic curriculum for all young people leading to positive destinations.</p> <p>Development of:</p> <p>Barista programme at SCQF Level 5 Fuel Change SCQF Level 6 Refereeing qualification SCQF Level 7 Scottish Baccalaureate</p> <p>Development of a Skills Framework across the school encouraging students to be able to articulate skills both within and across the school.</p>		<p>How will you baseline where you are in order to measure next steps and impact? Regularly review and analyse data from your measures.</p> <p>Pupil feedback Pupil focus groups – St Margaret's Guarantee Parent feedback Staff-evaluation/self-evaluation-feedback Attainment data Pupil Participation data (ongoing)</p>



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		<p>Pupils will be supported to access career education by incorporating The Career Education Standard into the whole school curriculum.</p> <p>Work will continue with SDS through a partnership plan to support the school in further developing the standards.</p> <p>High quality CLPL for staff to develop meta-skills throughout the curriculum.</p> <p>Staff will begin to embed skills discussions in course work and course planning.</p> <p>DYW working group led by Head of House to ensure skills are a regular feature of teaching and learning in St Margaret's Academy.</p> <p>'St Margaret's Guarantee' to be developed and shared with parents/carers to ensure coherent vision for DYW strategy is accessible to all stakeholders</p>		<p>Parent Participation data (ongoing) SLDR data Ethos survey data</p>
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