



St Margaret's Academy

SCHOOL IMPROVEMENT PLAN

2020 / 2021

Factors Influencing the Improvement Plan

School Factors

Addressing action points identified in school's self- evaluation and identified in standards and qualities report
Cluster improvement priorities- improving literacy and developing languages (1+2)
Consistency in learning, teaching and assessment
Developing digital and online school improvement priorities

Local Authority Factors

Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion;
Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
Transforming Your Council

[Corporate Plan](#)

Education Services Management Plan
West Lothian Parental Involvement and Engagement Framework
WL Literacy Improvement Plan
Subject Network Priorities

National Factors

National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
Pupil Equity Funding
How Good is Our School? 4th Edition
Getting it Right for Every child (GIRFEC)
Curriculum for Excellence
Developing Scotland's Young Workforce
Child Protection Procedures
GTCS standards and professional update
COVID-19 Pandemic
SQA response to COVID-19 Pandemic

Mission Statement

We, the community of St Margaret's Academy, with the help of God's grace, will be a school of justice, wisdom, integrity and compassion. As a community of faith and learning, we uphold the United Nations Convention on the Rights of the Child.



Our Vision and Our Aims

Leadership and Management

- To foster an ethos of effective partnership working with school, home, partner agencies and the wider community to empower our children.
- To develop leadership capacity in all staff and pupils.
- To support the continuing professional and spiritual development of staff.
- To have a clear vision about the aims of the school community based on high expectations and standards of excellence.

Learning Provision

- To commit to the integrated education and formation of the whole person, in close partnership with parents as the first educators of their children.
- To ensure the highest quality of teaching leading to successful learning outcomes for young people, and to create an enjoyable learning environment.
- To create a safe and enjoyable learning environment where children and staff can thrive and succeed, and each individual's uniqueness is celebrated.
- To develop a progressive and challenging curriculum, which develops skills for life-long learning, which is meaningful, relevant and enjoyable.
- To develop the Curriculum based on design principles that provide breadth and progression through a coherent and relevant framework.
- To reach the best level of attainment and achievement for every young person.

Successes and Achievements

- To ensure the best possible outcomes for all our learners
- To provide a welcoming, peaceful, joyful and happy environment which nurtures and develops young people to grow in faith, wisdom and compassion, and nurtures an inclusive ethos which aims to honour the life, dignity and voice of each person, made in the image of God.

Our curriculum rationale for 2020 can be found on the school website.

Contextual Data Analysis and Rationale for 2020/21 School Improvement Plan

Background

This session is like no other and will include a period of recovery from 'lock down' with a clear focus on health and well-being, literacy and numeracy to support the needs of our young people. The school improvement plan for session 2020/21 reflects the school's ongoing progress towards ensuring that all young people achieve their potential through high quality learning experiences. This year all staff will further develop effective learning and teaching strategies in class and online. In session 2019/2020 staff developed their 'Making Thinking Visible' learning strategy, which represents a change in how young people are encouraged to critically engage and think in the classroom. These skills will be further developed and incorporated into online teaching methodology. With the increased pace of 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 to be progressed.

Data

The school attainment data for session 2019/20 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 2019/20 there was significant 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 Assessment (SNSA) results. In S4, there was a significant increase for National 5 results. In S5, high performance was maintained 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. In S6, there was a significant increase in the number of young people achieving at least one Advanced Higher.

What is our 'gap' and who are our target groups and their barriers to learning?

Targeted groups will include some young people who are in receipt of free school meals, who live in an SIMD decile 1-3 area, are care experienced or are identified as having an additional support need. Although these will be the main target groups, it is extended to include pupils who are facing other potential barriers to learning including young carers, those with English as an additional language and any other factors which may impact on their learning potential.

Summary/overview of proposal & non-negotiable outcomes

The St Margaret's Academy improvement plan aims to ensure that every young person has the opportunity to achieve their potential. This requires every member of staff to know their role in improving the learning outcomes for pupils who may experience potential barriers to learning, particularly those who are living in poverty. The proposal aims to significantly narrow the attainment gap in literacy and numeracy with targeted support groups aimed at those who are experiencing difficulty in their literacy and numeracy development. The Learning Support centre will provide support programmes led by a new collaborative team with expertise from English, Maths and ASN colleagues. Our extensive study support programme will evolve to provide an online offer which will enable more young people to access this from home, supported by IT resources.

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

School priorities linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	Supports for improvement <i>(check as appropriate)</i>	NIF driver mapping <i>(check as appropriate)</i>	Proposed Actions	Timescale	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>
Raising attainment for all, particularly in literacy and numeracy:	<input checked="" type="checkbox"/> School Based <input type="checkbox"/> Cluster <input type="checkbox"/> Benchmark Group <input type="checkbox"/> WL Moving Forward in learning <input type="checkbox"/> Regional Improvement Collaborative <input type="checkbox"/> Other partnerships	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	<p><u>Priorities for Raising Attainment</u></p> <p>Maintain and improve attainment through high-quality learning and teaching provision (with a particular focus on translating strong National 5 attainment into Higher attainment), including digital learning.</p> <p>Effective moderation and sharing of standards to support teachers' assessment judgements.</p> <p>Continuous review of contingency plans and preparedness for a blended-learning model in event of partial or whole school closure.</p> <p>Review of Bright Track / Seemis to support tracking and reporting to parents.</p> <p>Supported study blocks developing opportunities for home and blended learning including learning recovery.</p> <p>Building on Home Learning as an integral part of learning progression and development.</p> <p>Building skills in use of digital and on-line learning to with pupils, staff and parents.</p> <p>Curricular courses will be adapted to include significant digital learning opportunities.</p> <p>Ensure provision of online learning for learners unable to attend school (e.g. those who are isolating).</p> <p>Study Support will make use of digital learning tools, including sharing of learning materials and live learning sessions.</p> <p>Tracking (Assessment) Monitoring and Reporting (i.e. actions for gathering evidence and effective feedback)</p> <p>Use of recording equipment to gather evidence within practical lessons.</p> <p>Digital learning tools used for submission of assessment pieces, creating a digital library of evidence for each student.</p> <p>Digital learning tools (e.g. Insights and Assignments) will be used to track engagement with online learning. Assignment criteria, Onenote-feedback.</p> <p>Planning Course Modifications 2020-21</p> <p>Course content, planning and assessments to be updated as per guidance from SQA.</p>	<p>Aug20-June 21</p> <p>Oct 20-Apr 21</p> <p>June 20-through session Sep 20</p> <p>Oct 20-Mar 21</p> <p>Sep20-Jan21</p> <p>Aug-Dec 20</p> <p>Aug 20</p> <p>Oct 20</p> <p>Oct20-Feb21</p> <p>Oct20-Mar21</p> <p>Oct20-Mar21</p> <p>Oct-Nov 20</p>	<p>National 5 and Higher results</p> <p>Teacher confidence</p> <p>Parent and pupil feedback</p> <p>Parent and teacher views-consult</p> <p>Pupil feedback</p> <p>Feedback from CLPL, parent sessions, pupil voice sessions</p> <p>Course outlines, Teams content</p> <p>Pupil feedback</p> <p>Pupil feedback</p> <p>Range of assessment evidence & associated attainment outcomes</p> <p>Pupil and teacher feedback</p>

<p>Closing the attainment gap between the most and least advantaged children:</p>	<input checked="" type="checkbox"/> School Based <input checked="" type="checkbox"/> Cluster <input type="checkbox"/> Benchmark Group <input type="checkbox"/> WL Moving Forward in learning <input type="checkbox"/> Regional Improvement Collaborative <input type="checkbox"/> Other partnerships	<input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input checked="" type="checkbox"/> Performance Information	<p><u>Covid Closure Recovery Planning for Learning and Teaching</u> Identify learners whose attainment may have been negatively impacted by COVID-related school closure (March-June). Identify gaps in learning using formative and non-intrusive assessment, with a particular focus on the skills covered during closure. Identify skills developed and plan, and provide relevant additional learning around these skills.</p> <p>Intervention / Recovery strategies Continue Reading Recovery work, using the Fresh Start and Reading Wise programmes, plan next steps, strategies for consolidation & extension. Embed Reciprocal Reading strategies into BGE classes and plan to extend to all curricular areas. Development of 'Reading Age and Stage' exemplification materials. Family Learning programme for Literacy and Numeracy. Application of Maths in small groups in place. Continue to embed Concrete, Pictorial Abstract learning strategies in BGE Maths classes and have consistent practice across the department / Integrate WLC Pathways to ensure effective transition and consistency across cluster primaries with pedagogies & learning strategies. Work with Edinburgh University to develop data education programme to be integrated into S1 STEM to support numeracy in a wider real world context.</p> <p>Supporting Literacy & Numeracy Literacy and Numeracy Recovery and Improvement planning to be shared across all departments. Establishing close links with TLC to ensure cohesive approach to recovering and 'closing gap' in literacy and numeracy skills. Identify English and Maths teachers who will support TLC to lead expertise in planning, teaching and delivery of literacy & numeracy recovery to TLC learners. Cluster Literacy Improvement Lead working with TLC and English to address priorities for recovery and progression of literacy skills (See Literacy Improvement Plan).</p> <p>Digital Learning / Digital Inclusion HoH to issue list of youngsters who require hard copies of learning resources (in event of school closures). Teachers to provide differentiated resources appropriate for stage and ability of learner; All</p>	<p>Sep 20</p> <p>Sep-Dec 20</p> <p>Sep 20</p> <p>Sep-Dec20</p> <p>Nov-Feb 21</p> <p>Nov 20 Aug-Mar 21</p> <p>Oct20- Apr21</p> <p>Sep20- May21</p> <p>Nov-Jan21</p> <p>Sep/Oct20</p> <p>Sep 20</p> <p>Aug20- Apr21</p> <p>Aug 20</p> <p>Sep20- Mar21</p>	<p>Engagement figures, pre-closure reports, settling in reports, teacher judgement</p> <p>Reading assessment analysis</p> <p>CAT and SNSA data</p> <p>Parent evaluations; HGIOS 4 2.5 Family learning Assessment data</p> <p>Baseline data measure to be identified</p> <p>Department planning incorporating numeracy & literacy strategies TLC assessment data linked to department data</p> <p>Progress and impact report</p> <p>List of students and PS monitoring record</p>
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			<p>faculties to plan for supporting digital learning, on-line home learning and inclusion (for example, through Digital Champions). Learners vulnerable to digital exclusion will be considered as having an additional support need. Staff will take appropriate measures to support their digital learning. Introduction of 'digital buddies' – digital champions to mentor and support learners at risk of digital exclusion, and those requiring digital learning support.</p>	Sep20	<p>Teams overview of support including differentiated coursework; HGIOS 4 1.3 Leadership of change</p> <p>Progress report</p>
<p>Improvement in all children and young people's wellbeing:</p>	<input checked="" type="checkbox"/> School Based <input type="checkbox"/> Cluster <input type="checkbox"/> Benchmark Group <input type="checkbox"/> WL Moving Forward in learning <input type="checkbox"/> Regional Improvement Collaborative <input checked="" type="checkbox"/> Other partnerships	<input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Chdn's Progress <input type="checkbox"/> Performance Information	<p><u>Supporting WellBeing</u> Priorities identified by analysis of Wellbeing Survey. Faculties to continue to work collegiately to support the health and wellbeing of all learners, including participation in case conferences and engaging with pastoral notes and ASN information (including those attending Nurture). All faculties to support the implementation of the Health and Wellbeing Recovery Plan (detailed plan in staff Team). Inclusion of wellbeing as a theme in surveys with stakeholders. Introduction of social spaces on Teams pages. Link cross curricular learning with PSE curriculum. HWB Family Learning integral to programme. Approaches to lessons – will adapt to promote the health and wellbeing of learners - approaches to promoting positive learning experiences adapted to current Covid safety procedures. Work closely with HoH, HWB Ambassadors, Nurture, TLC and pupil support staff to implement strategies to support HWB in all year groups including the development and implementation of PSE across all year groups. L & T strategies adapt to support needs of learners.</p>	<p>Nov 20 Aug-June21</p> <p>Aug-Mar 21</p> <p>Sep-Mar 21</p> <p>Sep 20 Sep-Dec 20 Nov 20 Sep-Jan21</p> <p>Aug-Apr 21</p> <p>Aug-Jan21</p>	<p>Well being survey data and analysis Case conference records Use of HGIOS 4 3.1 Ensuring wellbeing, equality and inclusion</p> <p>Departmental plans integrated with H&WB plan, classroom observation</p> <p>Survey results</p> <p>Teams use PSE course outlines Programme evaluation Coursework on Teams</p> <p>Pupil focus groups, PS overview, HWB survey</p> <p>Course work, class observations, focus groups.</p>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p>	<input checked="" type="checkbox"/> School Based <input type="checkbox"/> Cluster <input type="checkbox"/> Benchmark Group <input type="checkbox"/> WL Moving Forward in learning <input type="checkbox"/> Regional Improvement Collaborative <input checked="" type="checkbox"/> Other partnerships	<input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	<p><u>Developing the Young Workforce</u> New courses being developed to support DYW in addition to Skills for Work Senior Phase *Leadership opportunities *Young Enterprise continues for second session</p> <p>New progression pathways Senior Phase courses to include: Higher Classics N4 Practical Cookery N5 Sport and Fitness Music Performing and Music Technology</p>	<p>June -Dec 20</p> <p>June 20</p>	<p>SCQF attainment data for last 3 years</p> <p>Year group curriculum overview and staff capacity; careers pathways learner discussions. 2.2 Curriculum development.</p>

			<p>Making further development with second year of course: Applications of Maths</p> <p>Review of Employability awards and group bundle.</p> <p>Review and planning for online work experience and work related opportunities through a digital medium. New lead team will develop a plan to enable this to happen.</p>	<p>Sep-Dec 20</p> <p>Oct –Dec 20</p> <p>Oct-Jan21</p>	<p>Tracking assessment progress; review of first year using data analysis and national picture. Q1 2.3 learning, teaching and assessment</p> <p>SDS data and individual pupil pathways</p> <p>Pupil views, SDS partner informed</p>
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