



**St Margaret's Academy**  
**Report on Progress**  
**and**  
**Future Developments 2016-2017**  
**(Standards and Quality Report)**

## About our School

St Margaret's Academy is a denominational school serving the Livingston area and serving six cluster primary schools. Free meal entitlement is 13%. The roll in September 2015 was 1100 and is capped at this figure. Stay on rates are very high with 88% in the current S5 and positive destination figures (SLDR) reaching 97% last session.

The Senior Leadership Team (SLT) consists of the Head Teacher, two Depute Head Teachers and a Senior Leadership development post holder. An Area Business Manager supports the team.

The extended leadership team (ELT) consists of six Principal Teacher Curriculum (one Acting) each with responsibilities for Curricular Areas, and three Principal Teacher Curriculum (PTC): Student Support with Head of House and Additional Needs responsibilities. The school has also established an Acting PTC Curriculum Religious Education this session.

School factors that have influenced the improvement plan this session are:

The further development of the curriculum through the junior and senior phase supporting young people to make successful transitions at each stage of their learning journey; The continued development of high quality learning experiences; The development and implementation of a strategy to achieve equity in attainment and achievement for all; Improving attainment in Numeracy.

The plan has also been influenced at a national level by the launch of *How Good is Our School 4, 2015* which supports self-evaluation for self-improvement; The introduction of new National Qualifications; Developing Scotland's Young Workforce (Education Working for All, June 2014) .

## **What we planned to improve last year:**

### **Priority 1 High Quality Learning and Teaching**

#### **Areas for development:**

To review and develop high quality learning experiences for young people throughout the curriculum.

To further develop the curriculum through the junior and senior phase supporting young people to make successful transitions at each stage of their learning journey.

### **Priority 2 Raising Attainment**

#### **Areas for development:**

Progress in achieving equity in attainment and achievement for all. Improving attainment in numeracy

## **How well did we do in 2015-2016?**

### **Priority 1 High Quality Learning and Teaching**

Very good progress has been made in this area and is impacting positively on our learners' experiences as well as providing a rich curriculum that provides choices, progression, challenge and enjoyment.

Evidence indicated that:

Most staff use positive language that builds resilience has had an impact which has resulted in more pupils continuing to study courses and achieving a successful outcome in terms of results and sustained positive destinations such as Further and Higher education.

All teachers aim to deliver high quality learning experiences for our young people and this is demonstrated in the wide variety of approaches to learning, active and engaged experiences and creative use of resources including digital technology. Each faculty supports excursions that enhance the curriculum and are accessible to all pupils. A series of retreats and services has been introduced by the RE team which support the spiritual growth of our young people.

The curriculum offers a significant choice throughout the range of areas which has increased breadth as well as progression. The number of vocational courses continues to grow and pupils are choosing a blend of choices to suit their chosen career pathway. More national qualifications have opened up to pupils in S4-6 supporting progression from national 4 to 5, Higher and Advanced Higher. There are also embedded links with employers and West Lothian College supporting individual courses. The introduction of a STEM faculty (Science,

Technology, Engineering and Maths) has supported new course developments such as Engineering Science, and the collaborative approach has built a team who are further developing new projects eg. S1 STEM course for session 2016-17.

A review of the Core RE curriculum and staffing has led to a new team developing the junior phase *This is Our Faith* (TIOF) ready to launch in June 2016. Early feedback from pupils and staff has given positive evidence of much more engagement with course content and discussion about faith and learning. Core RE has been accredited for senior phase pupils with approximately 100 achieving the Higher Belief and Values unit this session.

Next steps:

Professional enquiry will be embedded in the school culture of professional development and colleagues will share their findings and expertise in a collaborative way which supports improvement in every classroom.

All teachers will undertake professional learning to become experts in teaching literacy, numeracy and health and well-being. A Professional Learning programme will be delivered by cross cutting teams.

A review of moderation approaches to improve consistency in assessments and continue to increase confidence in teacher judgements. Widening collaboration in moderation with colleagues in hubs and other West Lothian schools. Teachers will ensure that pupils (and parents) have a clear understanding of their progress in the Broad General Education, know their next steps and targets to aim for.

An increased body of staff will be able to deliver core RE and strengthen expertise in teaching *This is Our Faith* both at junior and senior phases. All teachers will be encouraged to review and engage with the new range of professional learning being supported by the Scottish Catholic Education Service.

## **Priority 2 Raising Attainment**

Very good progress has been made in this area and is impacting positively on the access that all our young people have to learning experiences in our school. The level of numeracy at levels 4 and 5 in S4 has increased on the previous session (as has literacy).

Evidence indicated that:

The attainment gap between groups of pupils in S4 and S5 is decreasing and the gap between pupils in lower SIMD (Scottish Index of Multiple Deprivation) has narrowed in relation to those in higher bands. S4 attainment increased overall with pupils in SIMD bands 1 and 2 achieving more awards.

S5 attainment also increased in every indicator (with pupils in SIMD bands 1 and 2 achieving more awards).

The impact of changes to the curriculum supported increased attainment with pupils choosing subjects that were strengths and tailored to their progression pathways. Packages were devised for individual pupils in lower SIMD bands to support them with resources, study support and access to the curriculum and enhanced learning experiences.

A Hub review of Numeracy (with James Young HS and West Calder HS) identified a range of actions to take forward including the creation of a family learning programme for implementation in 2016-17.

Assessment of levels in the Broad General Education (BGE S1-3) provided information for our current S3 pupils which supported confidence in teacher judgements of a level, and showed progress from data provided at primary school (P7). The current level has enabled predictions for pupils preparing for the senior phase transition so that they can choose their strongest subjects at national qualification level.

Next steps:

A balanced range of measures will be used to evaluate our progress and inform actions to improve further. Further data analysis will provide information about closing the attainment gap between our least and most advantaged pupils, achieving equity for all our young people, and increasing attainment for all.

Staff will further evaluate and analyse attainment data on a class by class basis to drill into the detail of results and identify areas for improvement. As a result, staff will collaborate with colleagues to research and implement strategies to improve performance outcomes in attainment.

A continued increase in the number of young people achieving level 3 and 4 numeracy and literacy in the BGE leading to increased results in the NQs will be a driver for improvement and achieving equity for all.

Parental reports will give more detail and relevant information that gives best advice on progress and next steps/targets for the BGE, as well as advice about pathways into the senior phase.

A new Tracking and Monitoring programme during Smart Time called *Bright Track* will be launched for pupils in S1-3 and will be supported by high quality learning conversations between teachers and pupils.

A new St Margaret's Family Learning Programme will be designed and launched initially to support learning skills, numeracy, literacy and health and well-being.

## **Our Priorities for 2016-2017**

### **Priority 1 Excellence through raising attainment and equity**

#### **Areas for Development:**

To develop people to drive forward our improvement priorities in particular, leadership at all levels and to continue to develop teacher professionalism and career long professional learning.

To engage parents in their child's learning and develop a family learning programme to support key cross cutting areas such as literacy, numeracy and health and well-being.

### **Priority 2 Excellence through raising attainment and equity**

#### **Areas for development:**

To continue to develop robust and rigorous systems to support school improvement and identify key areas of focus. Use performance information to analyse and identify strengths and areas for development, using these as a basis for developing clear action plans for improvement which are closely tracked and monitored.

To improve on and progress with thorough moderation that supports assessment of pupils' progress in the BGE leading to accurate data that informs next steps and successful pathways into the senior phase.

(The aims associated with each priority can be seen in the abridged version of the plan. The full School Improvement Plan and abridged version are available on the school website.)

Our Mission Statement supports us in moving forward into Session 2016-2017 as our community of St Margaret's Academy, with the help of God's grace, will be a school of justice, wisdom, integrity and compassion.

Thank you to our parents, pupils and staff for their continued support of our school community.