

St Margaret's Academy

School Improvement Plan

2024-2025



Head Teacher's Introduction

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 engaging environment for learning and teaching. Our refreshed vision and values throughout 2022-2024 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 2024/2025 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 Pedagogy team will ensure a consistent messaging around excellent teaching and learning and develop this with a focus on supporting equity and inclusion across the school community. 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. This session, we plan to further develop our practitioner enquiry model to align with our self-evaluation and pedagogy strategy.

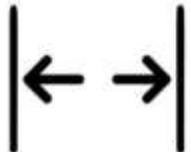
Raising Educational Attainment Strategy 2023-2028

Outcome 1 – Learning & Curriculum Ensuring every child and young person experiences varied, vibrant and challenging learning experiences which are built on the provision of high quality and inclusive learning, teaching and assessment. Fundamental to this is the design and implementation of a curriculum that creates the conditions, culture and ethos for all four capacities (successful learners, confident individuals, responsible citizens and effective contributors) to thrive and be equally valued.

Outcome 2 – Wellbeing, Inclusion & Attendance Improving wellbeing, inclusion and attendance for all children and young people, promoting confidence, independent thinking and resilience. Fundamental to this is working with families and partners to support the highest possible levels of engagement and equity for all. Improving health and wellbeing for all children and young people will lead to raised educational attainment and achievement, ensuring that learning promotes confidence, resilience, engagement, independent thinking and positive mind-sets which in turn increases personal, social, cultural and economic opportunities.

West Lothian Raising Educational Attainment Strategy 2023-2028

National Improvement Framework Priorities 2024

- 1** Placing the human rights and needs of every child and young person at the centre of education
 
- 2** Improvement in children and young people's health and wellbeing
 
- 3** Closing the attainment gap between the most and least disadvantaged children and young people
 
- 4** Improvement in skills and sustained, positive school-leaver destinations for all young people
 
- 5** Improvement in achievement, particularly in literacy and numeracy
 



2

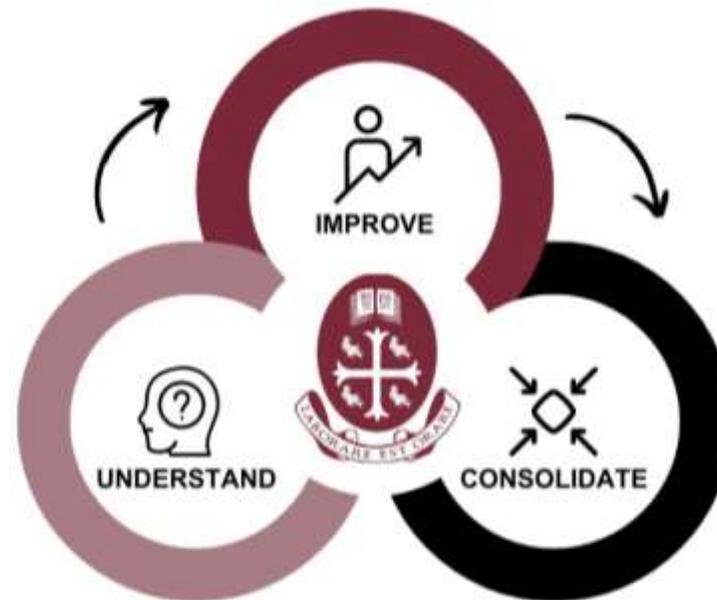


Summary of St Margaret's Academy Priorities 2024-2025

Ensure the highest quality of teaching and learning in all subjects and disciplines with a focus on inclusion and equity

Improve attendance of all young people, with a specific focus on target groups

Develop pupil leadership and pupil voice at all levels



Building a range of pathways to support positive destinations for young people

Support curriculum developments and innovation, particularly in the Broad General Education

Increase young people accessing range of supports in St Margaret's Academy via Martlet Wing

Continue to pursue the highest levels of attainment and achievement at all levels for all young people

Further develop our approaches to celebrating equality and diversity, across our school community, in line with our refreshed school values

Relentless pursuit of equity across the curriculum for all young people

Priorities for Improvement



1/ Ensuring the highest quality of teaching and learning supporting inclusive approaches

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
<i>Majority of lessons and learning episodes to be graded very good by June 2025.</i>	1.3, 2.3	Pedagogy team to share good practice through twilight sessions and bite size sessions	October 2024-May 2025	L Cochrane and Pedagogy Team A Crookston	Lesson observations Feedback from staff	
		Opening of CLPL library and dedicated space for CLPL for staff to share practice and encourage collaborative approaches	By November 2025	L Cochrane K Barr	Feedback from staff Pedagogy team meeting minutes	
<i>All staff to engage in pedagogical enquiry programme by May 2025.</i>	1.3, 2.3	October in-service to be focused on pedagogical approaches (led by Bruce Robertson)	October 2024-May 2025	L Cochrane A Crookston Teaching staff	Observation evidence Feedback from staff	
		DMs/FMs to be focused on pedagogy and approaches (1 in 4 meetings) Discussions around inclusion and equity to be a key feature of faculty improvement	September 2024-June 2025	L Cochrane PTC team	Minute meetings Pedagogical enquiries and impact statements Departmental minutes	
		All staff to undertake a pedagogical enquiry with a clear link to school and faculty improvement	September 2024-May 2025	L Cochrane PTCs All staff	Pedagogical enquiries and impact statements All staff granted time in WTA to complete enquiry	
<i>All faculties to utilise teaching and learning toolkit in self-evaluation approaches by Dec 2024.</i>	1.3, 2.3	Embedding lesson evaluation toolkit across the school – ‘Lessons that Inspire’	By June 2025	L Cochrane A Crookston ELT team	Lesson evaluation toolkit evidence Observation evidence	
		Whole school self-evaluation calendar to include learning rounds, SEAMs obs and collaborative observations with a focus on inclusive approaches.	By end of October 2024	L Cochrane A Crookston ELT team	Observation evidence	
		Staff engaging in high quality CLPL linked to improving pedagogical practices and can discuss this with peers.	Throughout session 24/25	L Cochrane A Crookston Pedagogy team	Lesson evaluation toolkit evidence Observation evidence	

2/ Improve attendance of young people

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
<i>Raise overall attendance from 88% to 92% by June 2025</i>	3.1, 3.2	FSM to target pupils with attendance under 70%	Throughout session 24/25	G Ballantyne	Attendance data Power BI attendance updates	
		HoH to regularly contact parents/carers of pupils below 80% supported by attendance lead in office – fortnightly focus	Throughout session 24/25	C Brennan J Bennett H Munro L Loran	Attendance data Power BI attendance updates	
		AHoH to regularly contact parents/carers of pupils below 80% supported by attendance lead in office – fortnightly focus	Throughout session 24/25	F McCurdy Mairi Godley Lisa McKeown L Loran	Attendance data Power BI attendance updates	
<i>Continue to improve the overall attendance of young people in receipt of FSM to at least 85%.</i>	3.1, 3.2	Continue with attendance support PSW working in conjunction with FLW to develop approaches to promote high levels of attendance	Throughout session 24/25	C Brennan J Bennett H Munro L Loran G Ballantyne	Attendance data Power BI attendance updates Pupil feedback	
		Review our attendance policy and procedures to provide clearer systems and improved use of SEEMIS codes.	Nov 24	A Crookston H Munro	Attendance data Power BI attendance updates Pupil feedback	
<i>Learning Zone provision will meet the needs of all learners at risk of not attending to encourage them back to school</i>	3.1, 3.2	Provision in the Senior Phase and Broad General Education to be revised to support all young people Scottish Online Lessons to support attendance	By Dec 2024	C Brennan H Munro J Bennett C Boyd J Slavin	Curriculum Map and overview of Learning Zone interventions to be created. Interventions tracker to be created to track progress	
		Members of staff in Learning Zone to receive training from central team in supporting learners at risk	By Dec 2024	C Boyd	Greater understanding for all staff of strategies to support young people.	
		Heads of House to support Learning Zone and learners with college applications, employment applications to ensure they all receive L5 Customer Service, Retail and Employability as a baseline.	Programme created by December 2024	C Brennan H Munro J Bennett C Boyd	Increase in attendance, attainment and positive destinations for S4/5 school leavers. Increase in attendance for S1-3 pupils at risk of not attending.	

3/ Improve outcomes for all young people (Links to WL RAISE plan)

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
<i>By June 2025 Positive destinations will increase from 93% to 97%</i>	3.1, 3.2 2.4 2.6	FSM to liaise closely with SDS to provide support to young people at risk of a negative destination.	Session 24/25	G Ballantyne A Crookston	SDS Data Attendance data	
		Hub meetings to track and monitor progress of work to ensure a positive destination for every young person	Session 24/25	G Ballantyne A Crookston	Hub meeting minutes	
		Learning Zone to support young people with employability skills and courses relating to the labour market.	Session 24/25	C Boyd Heads of House Assistant Heads of House	Learning Zone curricular planning toolkit.	
	PSE programme in S4-6 to support young people with application support, UCAS support, CV writing and interview skills. Specific sessions for UCAS, college and apprenticeship applications		C Boyd H Munro C Boyd C Brennan	PSE Curricular plan including assessments for staff to assess outcomes.		
		Close tracking and interventions by SDS, FLW and Heads of House around bespoke packages for learners unable to attend		G Ballantyne C Boyd HoH	Individualised support plans for all young people.	
<i>By March 2025 CEYP will have improved outcomes in both attendance and achievement.</i>	3.1, 3.2, 2.6, 2.4	Staff to have a clearer understanding of CEYP in our school community and ways in which to support.		R Thomson C Boyd	Staff to be aware of The Promise Staff to be aware of CEYP in school	
		CEYP PT post holder to closely track and monitor attendance and progress. Regular meetings with young people to ensure supports in place.		R Thomson C Boyd J Slavin P Amatler	All CEYP to achieve, at a minimum, L5 Numeracy and L5 Literacy supported by numeracy and literacy officers. Attendance targets set and monitored by CEYP PT.	
		Support offered by SDS, CEYP PT to ensure young people have		R Thomson C Boyd	All CEYP leavers to achieve a positive destination.	

		access to employment opportunities and applications.				
--	--	--	--	--	--	--

4/ Development of Pupil Voice and Pupil Leadership at all levels

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
<i>Achieve Rights Respecting Schools Gold Award by June 2025</i>	1.3, 3.2, 2.3	Reintroduce the pupil leadership teams for both BGE and Senior Phase	By November 2024	J Harrison	Pupil leadership group meeting minutes Pupil leadership meeting minutes	
		Embed rights respecting language throughout lessons in school.	By June 2025	J Harrison	Pupil survey Wellbeing survey findings	
		Ensure pupil activism in our positive relationship approaches, anti-bullying work, celebration of culture and diversity to ensure all young people feel valued and included.	By June 2025	J Harrison C Boyd	Pupil survey Wellbeing survey findings Evidence for gold status gathered by all stakeholders	
<i>Develop a range of faith-based leadership opportunities across the school allowing pupils to demonstrate Faith in Action and their God-given talents</i>	2.2, 2.3, 3.1	Build a leadership programme for S6 pupils through the Wellbeing Programme e.g. MVP, REACH, Charities, Big Sisters Club, House Identity, Culture Club	By April 2025	SLT Heads of House L McKeown	Leadership group action plan and impact statements	
		Young people to share their work with Parent Council and whole staff during in-service days.	By March 2025	J Harrison L Cochrane	Pupil group feedback and pupil survey feedback Pupil group feedback and pupil survey feedback Focus group feedback	
<i>Create a pupil working group focused on meeting learners needs and experience in the classroom for learners</i>						

Priorities for Consolidation

1/ Continue to pursue the highest levels of attainment and achievement at all levels for all young people

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
<i>Continue to develop literacy and numeracy skills from P7 transition to Senior Phase ensuring every young person achieves to the highest level.</i>	2.3 3.2	Integrate the development of literacy and numeracy skills across all curricular areas and within the student profiles.	By March 2025	J Slavin P Conway J Walsh A Henderson	Pupil profiles Progress data Staff feedback	
		Implement targeted support systems for pupils tracking below expected levels.	By November 2024	J Slavin P Conway J Walsh	Pupil profiles Progress data Staff feedback	
<i>To develop a coherent approach to Building Thinking Classrooms</i> <i>To continue to develop confidence in Maths ensuring all young people achieve the highest quality of numeracy qualification</i>	2.3, 3.2	Maths staff to work with cluster partners throughout transition on Building Thinking Classrooms approaches to build confidence with primary colleagues	Throughout 24/25	P Conway Maths staff	Learning observations Staff and pupil feedback	
		Evaluate and improve numeracy interventions to ensure all young people are supported fully	By December 2025	P Conway	BGE Tracking Numeracy data Student profiles	
		Level 5 numeracy attainment of young people to be closely tracked and monitored by numeracy PT.		J Slavin P Conway	Progress data Pupil profiles	
		Design maths lesson in line with Building Thinking Classrooms model and strategies	Throughout session 24/25	P Conway J Slavin	Learning observations Staff and pupil feedback	
<i>Consistent tracking and monitoring in BGE progress using new tracking system</i>	2.3, 3.2	PTCs to work with faculties to ensure a range of reliable and robust assessment data to support BGE tracking and monitoring	Throughout session 24/25	C Gill PTCs	Assessment tools successfully used to inform tracking across faculties.	
		Revise our whole school BGE tracking tool within the Progress system which brings increased clarity for parents, staff and pupils	Throughout session 24/25	C Gill PTCs	Progress judgements to inform progress over time.	
		Ensuring learning conversations are a regular feature of	Throughout session 24/25	C Gill PTCs		

		classroom practice particularly around assessment and reporting periods.				
<i>Wider achievement to be shared, tracked and celebrated in the school community</i>	1.3, 2.6	All BGE pupils to track their wider achievement via PSE on the existing profile. Pupils will be able to update over time via their PSE class.	Launched October 2024	S Allan H Ochenyi Heads of House C Boyd	Wider achievement record BGE Profiles	
		All BGE pupils to be tracked as participating in at least one wider achievement activity including trips, clubs, competitions.	Launched Sept 2024, Throughout 24/25	S Allan C Boyd	Wider achievement record	

2/ Further develop our approaches to celebrating equality and diversity, across our school community, in line with our refreshed school values

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
<i>Almost all young people to feel a strong connection to their school community</i>	3.1	Culture Club group to create a whole school event celebrating the diverse range of cultures in the school community		L Morton Culture Club team	Pupil survey Wellbeing indicators Wellbeing survey	
		A range opportunities to develop House identity across the school year with all year groups including House Assemblies, sports days and visits to namesake Abbeys	By June 2025	J Bennett	Pupil survey Wellbeing indicators Wellbeing survey	
		MVP ambassadors to support the school community at assemblies and throughout the year to tackle gender based violence.	By December 2024	D Campbell G Miller	Pupil survey Wellbeing indicators Wellbeing survey	
<i>To develop an approach to decolonise the curriculum supported by staff and pupils</i>	2.2, 2.3, 3.1	Culture and Diversity group to collaborate on and provide feedback on PSE curriculum and lessons.	By December 2024			
		Staff and pupil working group to analyse the curriculum and	Throughout 24/25		Curricular plans from departments	

		remove material which is no longer appropriate.			Culture club action plan	
		PTCs to lead departments in discussions in this area.	By June 2025		Curricular plans from departments Faculty action plan	

3/ Relentless pursuit of equity across the curriculum for all young people

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
<i>Shared understanding of equity across the community through inclusive pedagogy embedded in all classroom lessons</i>	2.3, 3.1	In-service time dedicated to inclusive approaches in classes	Throughout session 24/25	A Crookston C Gill	Lesson observations demonstrating a clear understanding of student needs	
		Improve staff awareness of changing context of the school community during collaborative time	October-December 2024	C Gill A Crookston		Parent and pupil focus groups will evidence that needs are being met in classrooms
		Lessons that inspire document to be refreshed to include reference to equity and inclusion	October 2024	L Cochrane C Gill	Learning Rounds and Learning Walks will demonstrate staff using toolkit and inspiring lessons guidance in lesson planning	
<i>All staff understand their role and responsibility in supporting learners wellbeing</i>	3.1	Engagement in network sessions on Circle framework and Equity sessions	By September 2024	Network leads ELT	Teachers feedback Pupil feedback	
		School values, GIRFEC indicators, UNCRC permeate curricular work	By June 2025	C Boyd J Harrison	Teachers feedback Pupil feedback	

Priorities for Understanding

1/ Building a range of pathways to support positive destinations for young people

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
<i>All departments to undertake a curriculum consultation looking at balance of SCQF and SQA qualifications</i>	2.2, 3.1, 3.2	Analyse the range of SQA and SCQF current options Consultation launched with staff, pupils and parents	By Nov 2024	ELT Staff in departments	Curriculum plans Staff feedback Pupil feedback	
		Continue to develop effective pathways across all subject areas and faculties	By March 2025	ELT Staff in departments	Curriculum plans Staff feedback Pupil feedback	
		Liaise with other schools both within and out with authority to discuss effective pathways Collaboration for Impact groups to be initial focus	By Dec 2024	Collaboration for Impact team groups	Staff feedback	
<i>Pathways programme to be developed in line with labour market intelligence</i>	2.2, 3.1, 3.2	Pathways programme to be developed to consider progression for all young people	By March 2025	C Gill ELT	Wider range of courses on offer for all pupils All departments to have a suitable offer	
		Development of work experience placements at suitable points	By Jan 2025	SLT/ELT HoH G Ballantyne	Building of a network of opportunities supported by the school	
<i>Pupils able to articulate the skills they are learning in their curricular areas.</i>	2.2, 2.3	Launch updated skills framework with staff and pupils	By December 2024	A Henderson PTCs	Skills framework update	
		All staff to incorporate skills conversations with learners.	By June 2025	ELT/SLT	Staff feedback	
		Skills tracker to be shared with all staff	By November 2024	K Barr	Updated tracker Pupil feedback Staff feedback	

2/ Support curriculum developments and innovation, particularly in the Broad General Education

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
<i>Develop the REACH course which is an S1/2 course focused on the development of meta skill in young people.</i>	2.2, 2.3	Develop an approach to allow for the tracking of skills across the curriculum via Unifrog platform	By November 2024	K Barr PTCs	Unifrog profile data Course outline Skills curricular plan	
		Link with faculties to support the REACH (Meta-skills) course to allow young people to identify and articulate their own skills	By December 2024	K Barr PTCs	Unifrog profile data Course outline Skills curricular plan	

<i>Almost all young people able to articulate their transferable skills across curricular areas.</i>		Development of skills across the curriculum further developed across all faculties	By May 2025	A Henderson C Gill	Staff feedback Pupil focus groups and survey data	
Sustainability course – Learning for Sustainability <i>Almost all young people are able to articulate their role as stewards of the earth through the Laudato Si programme and the Learning for Sustainability course</i>	2.2, 2.3	Develop a course which contains knowledge and skills as a pilot		M Godley	Course outline	
		Link in with partners to support delivery of outcomes including Climate Schools 180		M Godley	Course outline	
		Moderation to be undertaken around assessments used.		M Godley	Course outline	
<i>Vision and values shared across St Margaret's Academy and cluster primaries to ensure all staff aware of the specific mission of the Catholic school</i>	1.3, 3.1	Cluster work around vision, values and aims of Catholic schools to be undertaken by all staff B Coupar to deliver session on Catholic school mission	Sept 24	I Wright Cluster Heads	Feedback from staff	
		Catholic ethos to be a regular and meaningful feature of school life, start of meetings, regular opportunities for prayer, reflection and school Masses.	Throughout 24/25	I Wright A Doak Cluster Heads	Feedback from staff	
		Catholicity and Gospel Values to permeate the curriculum at all levels. Extended Leadership Team should also regularly include discussion of REACH values and how we enact them in class	By April 2025	PTCs HoH I Wright PTCs All staff	Curriculum plans Departmental minutes Departmental plans and curricular schematics	

3/ Increase young people accessing range of support in St Margaret's Academy

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
Anti-bullying approaches <i>To ensure that all young people in alignment with our REACH values, have access</i>	1.3, 3.1, 2.4	Launch consultation with pupil, parents and carers on current strategy	October 2024	C Boyd	Focus groups, survey feedback Force field analysis of target groups (Baseline analysis)	
		Create refreshed anti-bullying strategy in line with Gospel Values	December 2024	C Boyd	Focus groups, survey feedback	

<i>to comprehensive and effective supports that address and prevent bullying behaviour and unkind language, fostering a safe and respectful environment for all.</i>		Meaningful mechanisms of support to be created and shared				
		Evaluation with pupils, staff and parents on effectiveness of changes	By March 2025	C Boyd	Focus groups, survey feedback Force field analysis of target groups	
Positive relationships policy <i>To promote and nurture positive relationships across the St. Margaret's Academy community by embedding Gospel values in all interactions, ensuring that respect and compassion guide our behaviours and relationships, in keeping with our Catholic ethos and REACH values</i> <i>To provide equitable access to high-quality counselling services for all students, ensuring that every young person has the opportunity to receive mental health support.</i>	1.3, 3.1, 2.4	Refreshed positive relationships policy in line with Gospel values shared with school community.	September 2025	C Boyd	Focus groups, wellbeing survey feedback	
		Professional learning focus on positive relationships and approaches to equity in class to equip all staff to build positive meaningful relationships with all learners.	By May 2025	A Crookston C Gill	Survey with staff and pupils as baseline to approaches to equity in classrooms.	

Priorities for Understanding

1. In what ways should the curriculum develop, in both junior and senior phase, to allow for **meaningful pathways** that integrate CfE capacities and skills for life, learning, and work to better prepare students for their future?
2. How do we ensure that young people are **well informed about and have access** to a wide range of support mechanisms that promote their wellbeing and inclusion, to enhance equity and support for all learners?