



**West Lothian  
Council**  
Education Services

**St Margaret's Academy**

**HMle Progress Report**

**March 2015**

## **Contents**

### **1. The Inspection**

HMI published a report on the inspection of St Margaret's Academy, Livingston in March 2013. The school in collaboration with the Education Authority outlined priorities for improvement in its School Improvement Plan which included recommendations from the report.

### **2. Continuous Improvement**

The Head Teacher was appointed to the school in August 2013 and a Depute Head Teacher (Curriculum) was appointed in June 2014. Together with the existing DHT (Pupil Support) and Acting DHT, they have worked with the extended leadership team (ELT) to build on the very good progress made to address the area for improvement. In this time, Principal Teachers of Curriculum (English and Modern Languages, Social Subjects and Pupil Support) have also been appointed leading to a settled ELT. The senior leadership team consults and engages with parents, pupils, staff and partners to improve the work of the school. The Head Teacher in consultation with the learning community has further developed a clear vision for school improvement and the school is well led. Staff and pupils feel valued and the school continues to develop opportunities for the learning community to make important contributions to school improvement.

### **3. Progress towards the agreed area for improvement**

- **Area for Development :**

Continue to improve the Broad General Education for young people from S1 to S3.

The Broad General Education(BGE) has been reviewed and evaluated using the principles of curriculum design with the result that programmes and the overall S3 experience have been enhanced to balance challenge with breadth of learning at this stage. The school has explored the potential of developing interdisciplinary learning to continue to improve links in learning and develop transferrable skills. An S3/4 Transition Festival has been created which celebrates the success of young people through their BGE, acknowledges and showcases the culmination of their learning and prepares them for their transition into the senior phase. The theme of the festival is based on Scotland and its culture with a focus on The Lothians. The young people have found this to be a very positive experience that has allowed them to reflect on their learning journey through the BGE and realise the next steps required to move forward in their learning into the senior phase.

The curriculum has been revised to include opportunities to revisit learning and enriched learning experiences have been introduced to provide further depth and choice in the form of an elective programme. The school has undertaken a consultation with parents, pupils and staff to review the structure of the school day, and as a result made changes that enabled a new initiative called *Smart Time* to be introduced. Pupils work together in junior and senior phases to develop a wide range of skills and engage in supportive learning conversations with teachers. This has also provided an opportunity to develop student leadership with peers taking on lead roles in supporting younger pupils. Smart Time has been evaluated and continues to evolve with input from pupils and staff designing its content and building its capacity to build skills and qualities.

PSE has been reintroduced into S3 and the programme has been completely refreshed to provide an approach to learning that models other subject areas across the curriculum. Most pupils now value learning in PSE as it is more relevant, useful and coherent with the rest of the BGE experience.

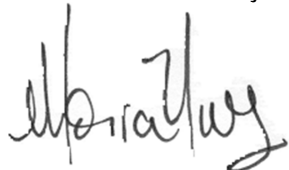
Good progress has been made in developing approaches to numeracy using the effective model in place for developing literacy. A whole school approach has been taken to improve teachers' ability to deliver numeracy across the curriculum, and raise and maintain consistent standards of teaching approaches. A review of numeracy progression is under way with the primary cluster which is building an improved pathway through the BGE and into the senior phase.

Very good progress has been made in understanding and developing tracking and monitoring of the BGE. Moderation is applied widely throughout the school from planning stages, and assessment planning is embedded with consistency of standards applied. There is confidence in most staff to provide holistic judgements based on assessment evidence, and is developed based on latest and best pieces of work. Through discussions with young people and their parents, informed decisions are made for progression pathways into the senior phase. A professional learning programme (Building Learning Power) has been launched to support quality learning conversations which develop further a growth mind set in the school community. Improving the effective formative feedback of the narrative in parental reports has been a focus with the removal of terminology, *developing, consolidating and secure*. Parents and pupils have responded positively to this approach and use reports to more confidently inform progress and pathway decisions. The school makes very good use of CAT data to inform progress and is now developing a tool which will include CEM and H&WB indicators to give an overview of significant aspects of learning.

The ethos and life of the school has continued to develop and very good progress has been made in nurturing the spiritual life of the community for example, introducing a Parish Conference and opportunities for all pupils to experience year group gatherings such as masses and class retreats. The opportunity for pupils to participate in a wide range of activities, excursions and enhanced learning activities continues to grow, and this has provided many students with personal and wider achievement experiences. Young people's achievements are recorded and celebrated during WOW time (Wider achievement online week). The values that the community holds are renewed, shared and discussed on an ongoing basis to maintain a shared vision as it moves forward.

## Conclusion

St Margaret's benefits from a clear shared vision and effective leadership from the School Management Team, from the commitment of all staff to improve the quality of teaching and learning for all pupils and from the very supportive parents within the school community. The school continues to build upon the excellent practice identified in the HMle Report and have addressed the areas for development as outlined above. The school is very committed to creating high quality learning opportunities to engage all learners and help pupils to develop the skills and attitudes they will require to lead successful, happy lives as responsible members of society.



Moira Niven  
Depute Chief Executive, Education, Planning and Area Services  
March 2015