



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 2016 was 1100 and is capped at this figure. Stay on rates are very high with 84% in the current S5 and positive destination figures (SLDR) reaching 95% last session.

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

The extended leadership team (ELT) consists of six Principal Teacher Curriculum (one Acting in Mathematics) 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 the National Improvement Framework (2016); The introduction of new National Qualifications and Developing Scotland's Young Workforce (Education Working for All, June 2014) .

What we planned to improve last year:

Excellence through raising attainment and equity

Priority 1

Developing people to drive forward our improvement priorities in particular, leadership at all levels and continuing to develop teacher professionalism and career long professional learning. Engaging parents in their child's learning and developing a family learning programme to support key cross cutting areas such as literacy, numeracy and health and well-being.

Priority 2

Continuing 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.

How well did we do in 2016 - 2017?

Priority 1

Very good progress has been made in this area and is impacting positively on our learners' experiences.

Evidence indicated that:

Leadership is supported and nurtured throughout the school to build capacity as well as maintain high standards and expectations. Leadership development programmes including 'Nurturing Catholic Leadership' were well supported by staff and the feedback was very positive in raising awareness of key issues including equity and inclusion.

Staff are involved in external leadership development programmes including the West Lothian leadership programme and Stirling University Masters degree programmes. Leadership development at all levels is supported and nurtured throughout the school to build capacity and maintain high standards and expectations.

Literacy and Numeracy development teams have been established and are working to develop a whole school strategic approach to improving numeracy and literacy standards in close partnership with the local authority, partner schools and cluster primary schools.

The staff are actively involved in wider networks at both local and national level. Several members of staff are involved in working with partners including SQA, Education Scotland and other partners.

A new peer observation programme, Learning Walks, was introduced which encourages creativity and builds confidence in professional dialogue amongst staff.

The review of pupil support led to the development and implementation of new attendance procedures and this has led to a reduction in the number of unauthorised absences.

The family learning programme has started to develop with staff conducting a number of parent focus groups around family learning, reporting and communication.

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. There will also be a programme to support Nurture and Mental Health training of staff. A Professional Learning programme will be delivered by cross cutting teams and will include further building a shared understanding and consistent approach to delivering high quality learning and teaching through the development of a new learning and teaching policy.

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, as well as supporting study in the senior phase.

Priority 2

Very good progress has been made in this area and is impacting positively in improving outcomes for young people.

Evidence indicated that:

The review of moderation processes and approaches to improve consistency in assessments has led to increased confidence in teacher judgements about levels of progress in the BGE. There is increased collaboration in moderation with colleagues in hubs and other West Lothian schools.

Data such as school leavers' destinations results; attendance; exclusions; numeracy and literacy in BGE; vocational & national qualifications is being used effectively to 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 have evaluated and analysed attainment data on a class by class basis to drill into the detail of results and identify areas for improvement. Staff have collaborated with colleagues to research and implement strategies to improve performance outcomes in attainment.

Next steps:

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

The SEAMS classroom observation programme will be further extended and led by the senior leadership team with more focus on follow up outcomes on progress.

Faculties will further engage in moderation of the BGE using benchmarks and in collaboration with colleagues in hubs/networks. Teachers will share approaches to assessment to further develop consistency and plan assessment throughout the school session. Course outlines including assessment will be shared with parents/carers.

A Data Team will be launched to train staff in the use of relevant data information. The team will lead the appropriate sharing of data to inform staff so that they can provide targeted support to individual young people. Transition information will be shared with relevant staff using a planned and timely approach to ensure appropriate support is put in place for each young person.

Timelines and resources including a pack will be shared with parents/carers to enable them to support their child in literacy and numeracy learning. All young people will be provided with adequate resources and materials to ensure equity in delivery of literacy across the curriculum. Each parent/carer will have a point of contact to liaise with regarding literacy learning and homework support.

Partnership working with primary schools will develop understanding of teaching methods and approaches to literacy. Additional support programmes for pupils with potential barriers to learning including additional support needs will be implemented.

Session 2017/18

Our Mission Statement supports us in moving forward into Session 2017-2018 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.

Capacity for Continuous Improvement

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

How good is our school?

The quality indicators show that:

How good is our leadership and approach to improvement?	Leadership of Change 1.3	Excellent
How good is the quality of the care and education we offer?	Learning, teaching and assessment 2.3	Very good
How good are we at ensuring the best possible outcomes for all our learners?	Ensuring wellbeing, equality and inclusion 3.1	Very good
How good are we at ensuring the best possible outcomes for all our learners?	Raising attainment and achievement 3.2	Very good

(Indicators used in How good is our school? 4th Edition, Education Scotland 2015)