



St Margaret's Academy

PROGRESS REPORT FOR SESSION 2022/23

(Standards & Quality Report)

**St Margaret's Academy
Howden South Road
Livingston
EH54 6AT**

ABOUT OUR SCHOOL

St Margaret's Academy is a denominational school serving the Livingston area and four associated primary schools. Free meal entitlement is 14%. The roll in September 2022 was 1081. The Senior Leadership Team (SLT) consists of the Head Teacher, an area Business Manager and three Depute Head Teachers with remits as follows:

DHT – Curriculum and Attainment (S5/6)

DHT – Teaching, Learning and Inclusion (S3/4)

DHT – Wellbeing and Support (S1/2)

The Extended Leadership Team (ELT) consists of 6 Principal Teacher Curriculum each with responsibility for Curricular Areas as well as 1 Principal Teacher of Religious Education and 3 Principal Teacher Curriculum (Support) with responsibility for approximately 370 young within the House Structure. An Assistant Head of House supports each Principal Teacher alongside a Pupil Support Worker in each of the Houses; Dryburgh, Jedburgh and Melrose. All of the Principal Teachers Curriculum have a whole school responsibility including Family Learning, Rights Respecting Schools and Professional Learning to support whole school improvement processes.

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the national priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in session 2020/21.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at:

<https://www.gov.scot/publications/achieving-excellence-equity-2022-national-improvement-framework-improvement-plan/documents/>

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School 4 (HGIOS4) and How Good is Our Early learning and Childcare? (HGIOELC) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

PRIORITY	HOW DID WE DO?
<p>To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcome for session 2021/2022 was to increase the number of young people experiencing high quality learning and teaching experiences.</p> <p>Increase the number of Q1 learners achieving 1@L6 SQA qualification.</p> <p>Increase the number of all learners achieving 3@L6 SQA qualifications.</p> <p>Increase confidence of staff in making assessment judgements in literacy and numeracy.</p> <p>NIF Driver(s):</p> <p><input type="checkbox"/>School and ELC Improvement.</p> <p><input checked="" type="checkbox"/>School and ELC Leadership</p> <p><input checked="" type="checkbox"/>Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/>Parental Engagement</p> <p><input checked="" type="checkbox"/>Curriculum and Assessment</p> <p><input checked="" type="checkbox"/>Performance Information</p>	<p>We have made VERY GOOD progress.</p> <p>What did we do?</p> <ul style="list-style-type: none"> To raise attainment we reviewed our approaches to teaching and learning in key highlighted areas. We carried out two full curriculum area reviews this session focused on purpose of learning and engagement of learners in the STEM curricular area and in Wellbeing/PSE. We identified a gap in young people’s confidence in skills articulation in classes and engaged with SDS on CLPL for staff as well as ensuring skills were highlighted in departments. To raise attainment we used our profile and TMR data to create interventions around pupils at risk of not achieving in key areas including Level 4 and 5 Literacy and Numeracy as well as SQA qualifications including N5 Maths and English. Intensive support was provided to these groups of learners at key points in the year. We began to develop our family learning strategy to support families to develop their skills to support their children in subject areas and disciplines. Supporting your Child events were very attended with 78% of parents indicating they felt more confident to support their child after attending the event. To support the professional judgement of our teachers when assessing pupils’ work particularly in the BGE, we further engaged staff with moderation practice and sharing of standards. Moderation cycle is now used consistently in all departments and sharing of standards in BGE is a regular feature in departmental discussions. Cluster approaches to moderation were calendared through the year allowing professional discussion around second and third level. <p>Numeracy progress</p> <ul style="list-style-type: none"> We have now fully embedded the WLC progression pathways to ensure a more effective transition from P7 to S1. Staff are developing the use of digital resources including Plickers. The Applications of Maths course has now be incorporated into the Senior Phase as a viable option and to increase the number of young people achieving a maths qualification in school. A range of strategies are consistently employed to increase engagement including double sided counters and abstract learning strategies however confidence levels vary across the department. Staff are beginning to pilot ideas from ‘The Thinking Classroom’ as a result of the STEM review and these strategies will be trialled across the department in 23/24. STEM review was carried out in November 2023 which highlighted clear strengths with tracking, monitoring and reporting and data literacy of staff. As a result of the review a renewed focus on pedagogical strategies to activate learning will be trialled across the session. <p>Literacy progress</p> <ul style="list-style-type: none"> Reading Wise reading recovery has continued to support learners in S2 building confidence with decoding. A number of young people benefitted from this strategy which will be amplified this session.

	<ul style="list-style-type: none"> • All English staff worked across the Cluster to demonstrate confidence with moderation and cluster working. The Literacy Pedagogy Officer worked with the English staff in school and primary teachers across the cluster to ensure greater consistency in judgements across levels two and three. The moderation work will be continued this session and developed across other faculties. • The Reading Wise reading recovery intervention has continued to support learners in S2, focusing especially on decoding skills. • The number of young people achieving 5+ Highers including SCQF level 6 awards by the end of S5 has shown a clear increase of 8.3% percent to 54% supported by wider qualifications including Religion, Belief and Values, First Aid, Leadership and Personal Development. • All faculty PTCs have identified a range of NPA and SCQF qualifications to work alongside the SQA national qualifications ensuring that young people can achieve at the level appropriate to them. This has led to the development of Psychology L6 NPA as well as Music and Sound Production qualifications which have now been added to timetable options as needed. • All departments now include a summary self-evaluation in their faculty improvement plans which identify departmental strengths and next steps which can be demonstrated through evidence. • Staff are developing their confidence with strategies to support inclusive pedagogy through the in-service programme and CLPL approaches. <p>Our priority for next session will be:</p> <ul style="list-style-type: none"> • Develop a pedagogy group with the focus on a consistent language of learning shared across the staff. • Literacy pedagogy officer will support moderation approaches in subjects across the school following the success in session 22/23 with literacy interventions. • PT Support for Learning post create to support staff with high quality CLPL as well as build capacity across the staff in developing a nurturing and inclusive approach throughout the curriculum. • A clear curriculum action plan will increase the number of pupils achieving level 5 & 6 awards particularly pupils in SIMD 1-3. Closing the gap data will be further analysed using the recent Attainment overview and used to inform recovery and practice. This will work to support a widening approach to NPAs and SCQF in the Senior Phase.
<p>2. To close the attainment gap between the most and least disadvantaged children</p> <p><i>All children to have access to the full range of curricular and wider school opportunities</i></p> <p><i>Targeted literacy and numeracy programmes to be further developed allowing all young people to maximise attainment</i></p>	<p>We have made GOOD progress. What did we do?</p> <ul style="list-style-type: none"> • Staff within English and Maths departments used diagnostic tests to identify learners with gaps in learning. • PEF funding was utilised to create an additional post to support targeted interventions particularly around numeracy. Increased confidence was highlighted from all learners in the interventions alongside improved test scores on diagnostic assessment. • In English this was young people with significant gaps in chronological age and reading age. Reading Wise was utilised successfully with a number of young people to improve reading age.

<p>NIF Driver(s):</p> <p>To close the attainment gap between the most and least disadvantaged children</p> <p>To increase the % of Q1 young people achieving L4 numeracy</p> <p>To increase the % of Q1 young people achieving L5 numeracy</p> <p>NIF Drivers(s)</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<ul style="list-style-type: none"> Paired reading was reintroduced with a targeted group of 15 learners to improve reading confidence and fluency. With regards to numeracy; data was analysed included SNSA, CAT and diagnostic assessment. Learners at risk of not achieving Level 4 Numeracy were targeted with Dynamo Maths and Success at Arithmetic showing increased confidence with maths as well as increased test scores PEF Numeracy post-holder worked with key target groups in S1-3 at risk of not achieving L4 numeracy as well as to support attainment interventions in N5 and Higher Maths for young people at risk of missing out on a qualification. Levelling Up post-holder worked with care-experienced young people and families to ensure attendance rates improved over the course of the session. Staff supported a range of additional qualifications to ensure all care-experienced young people were given the best chances to succeed. Targeted subject specific support and counselling was provided to young people who were facing emotional challenges. Cost of the School Day group worked to create a strategy for tackling barriers to engagement and hidden poverty. Uniform bank was created in school to support young people as well as 'Take what you need' trollies to support all young people with the items needed for school. Numeracy post holder also led on our data literacy group to support evidence led intervention planning We have created a Principal Teacher for Support for Learning to co-ordinate our approach to learning support and reviewed and developed a new approach to ensure cohesive approaches across the school. The Cluster Literacy Lead worked with our TLC and English departments to address priorities for recovery and progression of literacy skills. Our numeracy post holder has further developed our school internal profiles to ensure the accuracy of transition data and to ensure gaps in learning are identified and acted upon. <p>Our priorities for next session will be:</p> <ul style="list-style-type: none"> Literacy pedagogy officer to build a consistent approach to moderation of literacy across the wider school supported by a working group Cost of the School Day Group will develop to increase pupil participation in wider curricular opportunities REACH Room to be created for all young people to access to ensure they have all items needed for a successful school day Developing the intervention and recovery strategies for Literacy and Numeracy. Numeracy post has been created to complete targeted work with small groups. Empowering staff in the use of data literacy will be key this session; further developing CLPL opportunities around approaches to the inclusive classroom. <p>The school was awarded £107,900 of Pupil Equity Funding (PEF) The new PEF planning tool was used effectively to identify gaps for learners impacted by poverty to plan and design interventions to support them and to gather evidence on their learning. 12 priorities were planned and of these 25% were fully achieved, 67% making good or better progress and 8% making moderate progress. PEF was used effectively to support a numeracy post holder, a data literacy lead to support evidence led interventions at classroom level which supported staff to put in supports at appropriate times in classes. Increasing attendance rates was a key focus</p>
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	<p>this year and improvements were made with young people with attendance less than 50%.</p> <p>Evidence indicates that the use of Pupil Equity Funding has had the following impact on learners:</p> <ul style="list-style-type: none"> • Identified pupils in attendance intervention (all below 50%) increased their attendance by minimum 7% as a result of FSW intervention, bespoke curriculum planning and nurture and small group setting support as required. • Identified pupils in Maths intervention increased their confidence with numeracy strategies and approaching different question styles. • Identified pupils in Reading Wise intervention demonstrated improvements in reading age in all participants for the year.
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<p>3. To improve children and young people's health & wellbeing</p> <p><input type="checkbox"/> School and ELC Improvement.</p> <p><input checked="" type="checkbox"/> School and ELC Leadership</p> <p><input checked="" type="checkbox"/> Teacher and Practitioner Professionalism</p> <p><input checked="" type="checkbox"/> Parental Engagement</p> <p><input checked="" type="checkbox"/> Curriculum and Assessment</p> <p><input checked="" type="checkbox"/> Performance Information</p>	<ul style="list-style-type: none"> • We have made GOOD progress • What did we do? <p><i>Well-being</i></p> <ul style="list-style-type: none"> • We identified priorities by analysis of a Wellbeing Survey which was undertaken by our pupils and repeated to show progress at points in the year. • Staff worked collegiately to support the health and well-being of all our learners, including participation in case conferences and engaging with pastoral notes and ASN information including those attending Nurture and the Almond Room (Small Group Setting). • Pupil Support Restructure in order to provide the best possible conditions to support the wellbeing of our young people. • Our system provides a holistic approach to supporting pupils. With a strong emphasis on pro-active methods which anticipate the support our pupils will require the approach adopted by our Pupil Support team acknowledge the fact that all young people need support some, if not all of the time, during their school career. <p><i>Catholic Social Teaching and Development of Laudato Si</i></p> <ul style="list-style-type: none"> • We have continued this session to develop faith life across the school community. Laudato Si and Care for the Common Home was further developed through work with the West Lothian Litter Pickers and regular litter picking opportunities in and around the school grounds allowing young people to take responsibility for their local area. • Our Eco Group promoted sustainability as they provided every young person with a water bottle to cut down on our whole school plastic us. • Our S6 pupils led on 'Take what you Need' trollies based around the school ensuring that every young person has all of the equipment they need to feel safe and valued in school. • Our school community engaged with YPI this session allowing a significant contribution to be donated to Home Start West Lothian. • The Youth Club continues to provide support to young people requiring a supportive and welcoming space over breaks and lunches for young people
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	<p>and we have seen a considerable increase in the numbers of S1/2 pupils accessing the youth club across the week in school.</p> <ul style="list-style-type: none"> • We reintroduced Masses and services for all year groups to support Faith Life across the school community. • We continue to develop our commitment to Duke of Edinburgh awards scheme and had one of our pupils achieve their gold award. • Our school community worked together on a number of charitable initiatives across the school year and the S6 Charity Committee raised awareness across the year for groups such as SCIAF, UNICEF, Water Aid and the Red Cross. • Our emphasis on the rights of workers was apparent through our promotion of Fairtrade; we had lessons in RE about Fairtrade and the moral implications of consumer decisions as well as developing a whole school approach to Rights Education as shown in our Silver Award from UNICEF. • Most young people can talk confidently about their rights and how they are enacted in the school. • 8 pupils undertaking Gold Award DoE training this session <p>Our priorities for next session will be:</p> <ul style="list-style-type: none"> • Equality and diversity at the centre of our school working. Pupil, staff and parent working group to be created to promote racial equality ensuring all young people feel safe and valued in school • Fully embed the principles of Rights Respecting Schools across the whole school community allowing every young person to fully embrace rights education in the school community
<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our curriculum offer will build on challenge and provide enhanced flexible pathways to increase attainment opportunities for young people.</p> <p>NIF Driver(s)</p> <p><input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information</p>	<p><i>We have made GOOD progress.</i> <i>What did we do?</i></p> <ul style="list-style-type: none"> • All staff participated in SDS training on developing skills across the curriculum and from this staff began to engage with Meta Skills 4.0 incorporating language of skills in teaching and learning. • We have developed a number of external partners to support the curriculum including BEAR Scotland and Land Technologies who have supported with work experience opportunities and training days to develop a project and gain valuable hands on experience. • We also had input from Speakers for Schools and Founders4schools to discuss and highlight career related opportunities for pupils. A group of pupils also completed the Medic Mentor programme in preparation for medical courses which was welcomed by parents and carers of this group of young people. • LEAPs continued to work with our young people in S5/6 considering university employing a mix of online and in person sessions. • We engaged with SCQF Ambassadors programme to broaden our course offer and ensure all stakeholders could share in the value of the SCQF course options. As a result considered labour market data to introduce new pathways for senior phase learners. A range of pathways have been offered in S4 including Horticulture, Bike Maintenance, Beauty and most recently Fashion and Fabric. • All PTCs Curriculum have engaged fully with SCQF and NPA programme to ensure, as far as possible, all young people undertaking a course can have

	<p>success at SQA and SCQF level if possible. This has allowed young people to have success at the level most appropriate to their progress.</p> <ul style="list-style-type: none"> • We continued to work with our SDS partners and staff at MCMC to ensure positive destinations for our young people, including those who faced significant barriers and our SLDR figures remained consistently high. • Most learners experienced an opportunity to engage with the world of work and find out about career related interests and progression pathways to support their future planning. • We advertised West Lothian employment Snippets to encourage Senior Phase students to seek employment which contributed to them developing life-long learning skills. • 93.75% of young people achieved an initial positive destination with pupils largely moving into Higher Education. • There was a continued focus on closing the gap with students in lower SIMD working with agencies such as LEAPS, SDS and MCMC. Continued work to be undertaken to ensure early intervention for pupils at risk of a negative destination through Head of House in 2023/24. • Emergency First Aid developed for a targeted group of S4 pupils who may be leave for employment at Christmas; additional courses related to the world of work were also undertaken by a core group to try and secure a positive destination moving forward. <p><i>Our priorities for next session will be:</i></p> <ul style="list-style-type: none"> • Develop use of Meta Skills 4.0 across the school community ensuring a shared language of skills across the school • Continue to develop school-employer partnerships across the school to enhance awareness of jobs in the local area. Development post holder to drive forward in faculties and departments • Development of the Employability Hub as part of the Martlet Wing; the hub will be further developed to support the curriculum for a group of young people which will develop their practical and employability skills. • To support pupils to access career education by incorporating The Career Education Standard through both the updated PSE programme as well as shared across the whole school curriculum • SCQF level 5 courses to be 'bundled' into bespoke packages for potential leavers or those at risk of not achieving including Creative Industries, Retail and Customer Service. <p><i>Evidence indicates the impact is:</i></p> <ul style="list-style-type: none"> • Widened range of courses on offer throughout Senior Phase providing breadth of experience and depth up to and including AH in a range of subject areas. • Greater engagement from young people who were at risk not attending or engaging in school life • Almost all young people in school can access a wide range of both SQA and SCQF qualifications within the school day
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- The attendance figures for session 2022/2023 is 86.44%. Continued work to engage with parents and carers of pupils facing difficult in attending through the use of counselling, bespoke curriculum packages and nurture.
- Temporary, short term exclusions at St Margaret's Academy were 8.29 per 1000 incidents for 21/22 were recorded.

Parental & Partner Engagement

- Parental engagement was a key focus and a number of initiatives were introduced to ensure that all parents and carers were are aware of what was happening in the school and how to address any concerns or queries that they may have. We continued to develop our parental communication for parents called 'The Round Up' as this was well received by parents and carers at the end of last session. Sharing of pupil successes and events in school has been a useful way of reaching out to our community.
- As part of our Digital Strategy we have built staff and pupil capacity with Teams ensuring that work on Teams allows parents to support their child with learning.
- Increased partnership working with parent council led to supportive discussions about PEF spending, changes to our support model and teaching and learning in school. Curriculum evenings were very well attended demonstrating a clear appetite for these type of engagement events from parents. In session 23/24 we will move from a family engagement to a family learning approach and want to develop this strategy across the school community.
- A series of events including P7 Transition, Supporting your Child in St Margaret's, UCAS and university support events and course choice showcase evenings were held across the year and were very well attended and supported by the parent body.

Developing in Faith

- As a Catholic School our mission is to develop as a community of faith and learning, providing the highest quality of education and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good.
(Charter for Catholic Schools in Scotland)
- In session 2022/2023 the theme the school selected to develop was 'Developing as a community of faith and learning'. Over the course of the session young people in St Margaret's Academy have developed their God-given talents both through the RE curriculum as well as a number of pupil led charitable activities. We have further developed our *Laudato Si* programme allowing our young people a better understanding of current and future issues which may affect their environment at a local and global level leading to being awarded the Green Flag for our efforts.
- New S1 pupils completed an S1 Retreat led by NET Ministries which encouraged pupils to reflect and build on their faith journey.
- All young people participated in Mass and services, school prayer and charitable efforts.
- S5 pupils worked towards their RBV qualification through RE by developing their understanding of complex moral issues as well as completing the YPI project where they selected and researched a local charity of their choice encouraging others in the school to support the charity's work.
- S6 pupils participated fully in faith life by supporting and leading services as they resumed over the session.

Our Wider Achievements this year have been:

- Green Flag Award for commitment to sustainability across the school community
- Finalists Sky – The Edit Competition
- Second year of delivery of SQA Polish Language for Work purposes at Level 5 and Level 6 in partnership with No Boundaries Polish School
- 40 DoE Silver participants
- 10 Duke of Edinburgh Gold participants
- UNICEF Silver Award – ‘We Are Rights Aware’
- Participation in the 1.5 Max Global Change Summit
- Participants in the SSERC Young STEM Leader project (S6 Leaders)
- Black History Month Celebration – Culture and Diversity Event
- 6 S6 pupils undertaking Caritas Award
- 4 S5 pupils graduated as Gold Industrial Cadets

How good is our school? The quality indicators* evidence that:

1.3 Leadership of Change	Good
2.3 Learning, teaching and assessment	Good
3.1 Ensuring wellbeing, equality and inclusion	Good
3.2 Raising attainment and achievement	Very good

*(Indicators used in How good is our School? 4th Edition, Education Scotland 2015 and How Good is Our Early Learning and Childcare? 2016)