



## ***Driving Equity and Excellence***

### **Improvement Report**

#### **Session 2024-25**

<b>School:</b>	St Margaret's High School
<b>Cluster:</b>	St Margaret's High School
<b>Head Teacher:</b>	Kevin O'Connor

<b><u>AIR Submission Date</u></b>	<b><u>Submission Focus Area</u></b>	<b><u>Progress towards improvement priorities</u></b>
4 <sup>th</sup> October 2024	QIs 3.1 & PEF Update	Internal only. No submission necessary.
6 <sup>th</sup> December 2024	QI 1.3 and 3.2 & PEF Update	Internal only. No submission necessary.
21 <sup>st</sup> March 2025	QI 2.3 & PEF Update	Internal only. No submission necessary.
13 <sup>th</sup> June 2025	Full submission: All QIs.	Submission required – A summary of progress towards identified priorities.
Mid-term submission should be emailed to <a href="mailto:QISSIP-SIR@northlan.gov.uk">QISSIP-SIR@northlan.gov.uk</a> . The final report will be collected using a GLOW form and the link will be sent prior to the final submission date, in June 2024.		

## Section 1: Establishment Details

### Establishment Improvement Report

#### Context of the school:

*This section should be used to give brief background information in relation to the type of establishment, location, its management structure and staffing, the school community etc. It should also include some or all of the following: the school's vision, values and aims; local contextual issues; factors affecting progress (e.g., staffing changes/issues);*

*Key information such as SIMD, FME, school roll, PEF allocation, self-evaluation grades and outcomes of external inspection, will be collected via the Glow form used to support submission of the AIR, therefore there is no requirement to include this information here. Schools will also be asked to identify main focus areas for new priorities on the Glow form.*

St Margaret's High School is a six-year Roman Catholic Comprehensive High School serving the areas, parishes and local communities of Airdrie, Chapelhall, Plains, Caldercruix, Greengairs, Longriggend, Glenmavis and Salsburgh. The school has a roll of 1150 pupils with over 80 teaching staff and approximately 20 non-teaching staff within the areas of catering, cleaning, janitorial, technical support, administration, and learning support. The school building opened in 1974.

The Head Teacher has been in post since August 2022 and is supported by 4 Depute Head Teachers along with 7 Faculty Principal Teachers (Curriculum), 4 Principal Teachers of Pupil Support, a Principal Teacher of Support & Inclusion, and a Pupil Equity Fund (PEF) Support Team.

St Margaret's demonstrates a Catholic Christian ethos, with respectful and polite pupils and caring staff. It is a community in which staff, pupils, families work in partnership to provide an education of the highest quality for all of our pupils. The school works hard to promote positive and active partnerships across the wider community which is reflected in the work with partner Primary Schools and other Secondary Schools.

The Free School Meal entitlement is currently 19.3% and the clothing grant uptake is 21.2%. This is the 13<sup>th</sup> highest Secondary school for Free School Meal and Clothing Grant uptake in North Lanarkshire.

The SIMD profile is as follows:

SIMD 1 & 2 %	SIMD 3 & 4 %	SIMD 5 & 6 %	SIMD 7 & 8 %	SIMD 9 & 10 %
44.7%	20.3%	15.5%	17.1%	2.41%

Within North Lanarkshire, St Margaret's has the 4<sup>th</sup> highest deprivation (SIMD 1/2).

In session 2022-23, our Columba 1400 Values Team developed the Vision, Mission, Values and Aims of the school in consultation with young people, families and staff.



# VISION

## St Margaret's High School



*Changing lives through Love, Faith and Learning*

# MISSION

"Our mission is to use our God-given talents to live in the light of St Margaret as an inspiration of love, faith, charity and leadership to go through life doing good."

# VALUES



# AIMS

Our school AIMS, developed by our Columba 1400 Values Leadership Team, are:

- To develop the values, attitudes and practices that are consistent with the **invitation to faith**.
- To make a positive difference to the school community by putting beliefs and **values into action**.
- To ensure all young people are **safe, happy and supported** to reach their full potential in qualifications, skills and life experiences.
- To foster a climate that enables **enjoyment, excitement and excellence** within all learning experiences and the wider school community.
- To develop a school community that ensures **opportunity for all** and fosters ambition for young people.
- To ensure experiences in our community of faith take account of the school's vision, mission, values and partnership with home and parish.

**READY**

**RESPECTFUL**

**RESPONSIBLE**

## Attendance and Exclusion Information: (Evidence of strategies employed to improve attendance and reduce exclusions)

In session 2024-25, St Margaret's HS implemented the revised Attendance Strategy involving the Senior Leadership Team, Pupil Support Team, the PEF Support Team, FESA, and the Cluster Inclusion and Improvement Lead. St Margaret's HS established a temporary Principal Teacher of Attendance & Inclusion role, funded by the Pupil Equity Fund, to lead and co-ordinate improvement in attendance and GIRFEC planning.

In 2024-25, the attendance was 84.57% increasing 1.6% on the previous year. School Improvement Planning along with the targeted PEF plan will continue the focus on increasing attendance and engagement.

In session 2024-25, the total number of Exclusion incidences was 13 which is 11 incidences per 1000. The number of Exclusion days were 21 with the total number of Exclusion openings 42. The pre-Covid average number of pupil Exclusion incidences was 22 in St Margaret's and, therefore, the school pattern of Exclusion incidences has reduced by a significant number in session 2024-25. The school has a range of strategies to include pupils including a Nurture service, a Refresh Support Base, access to Cluster Support Teacher, BOSCH/At Home curriculum alternatives, and partnership working with the Virtual School Care Experience service.

### Details of consultation: Pupils/Parents/carers/staff/stakeholders

St Margaret's has a Self-Evaluation process that systematically collects the views of pupils, parents/carers, and staff. The Parent Council is regularly consulted, and parents/carers are periodically requested to provide feedback, for example after Parents' Evenings and to provide feedback about preferred Communication platforms.

In May 2025, the school carried out the annual Self -Evaluation feedback event. As part of the Validated Self-Evaluation process, a comprehensive range of online feedback was gathered from pupils (134 responses), teaching staff (14 responses), non-teaching staff (6 responses), and parents/carers (95 responses).

The collated self-evaluation feedback will be used to inform the whole-school VSE event in September 2025. Four HGIOS4 quality indicators are evaluated (1.3 Leadership of Change, 2.3 Learning, Teaching & Assessment, 3.1 Ensuring wellbeing, equality and inclusion, 3.2 Raising attainment and achievement) and approximately 30 episodes of learning will be reviewed and evaluated.

## **Section 2: What progress have you made in closing any poverty related attainment gap?**

**(Submission Dates: 4th October, 6th December, 21st March and 13th June 2025.)**

### **Equity Plan**

*Please write a brief summary (500 words max.) of your approach to ensuring equity and the progress you have made.*

*The following key questions could be considered:*

*Focus on short/medium/long term outcomes. What has improved/changed for young people affected by poverty?*

*What difference did your approach make to the wider tackling poverty agenda? In what ways are you reducing the poverty-related attainment gap? To what extent are you considering long-term sustainability as part of your planning and reporting process? What are your next steps?*

*There is no requirement to submit PEF/Equity Plans during session 2024/25; random sampling will continue throughout the academic session.*

The St Margaret's High School Equity Plan is characterised by its rationale in establishing a PEF Support Team to identify and co-ordinate interventions at Universal, Additional and Intensive, aligned with school improvement priorities, for identified pupils.

Our Universal, Additional and Intensive supports provide us with an opportunity to plan interventions that disrupt the inequity between deprivation and pupil achievement. These interventions include the following roles and services: Breakfast Club, Uniform Bank, additional targeted ASNA support, Campus Police Officer, Future Friday programmes, Achievement for All programme, STEM opportunities, planned Health and Wellbeing interventions, and enhanced Parental Engagement opportunities. Our strategy continues to be founded on blending the implementation of specific intervention programmes with long term cultural and sustainable change.

### Rationale of PEF funding spend for session 2024-25

The PEF Allocation for St Margarets High School for session 2024-25 was £137,200. The St Margaret's High School Equity Plan is characterised by its rationale in establishing a PEF Support Team to identify and co-ordinate interventions at Universal, Additional and Intensive, aligned with school improvement priorities:

- 1. Attainment and Achievement Strategy**
- 2. Health and Wellbeing Strategy**
- 3. Learning and Inclusion Strategy**

The PEF Team roles which were created are as follows:

### **1. Attainment and Achievement Strategy – 2 roles:**

#### **A Depute Head Teacher of Pupil Equity and a PT PEF Tracking & Interventions**

- To lead and coordinate the Pupil Equity programme and interventions to disrupt poverty related barriers to learning.
- Enhance tracking and data to improve poverty related barriers to learning.
- Co-ordinate the performance monitoring of pupil equity interventions.
- Co-ordinate tracking data in the BGE and Senior Phase to identify target pupils experiencing barriers.
- Co-ordinate the sharing of tracking data information with staff to identify the attainment gap and plan targeted improvement to support the Pathways to 5 Achievement Strategy.

### **2. Health and Wellbeing Strategy - 4 roles:**

#### **PT GIRFEC & Attendance, 2 PT PEF Targeted Support (Iona/Newbattle and Melrose/Trinity) and a PT PEF HWB & Positive Relationships**

- Co-ordinate GIRFEC planning across all Houses, including GIRFEC matrix, personalised curriculum provision, review of interventions, planning, Gifme plans, Wellbeing App.
- Manage a targeted caseload of pupils with identified pastoral needs and attendance below identified levels.

- Co-ordinate the development of the HWB Personal and Social Education (PSE) programme across all Year Groups with a focus on improving outcomes for pupils experiencing barriers to learning.
- Co-ordinate the development of the Positive Relationships & Values strategy, including the recognising success programme and Columba 1400, to increase pupil inclusion and engagement and removing barriers to learning.

### 3. Learning and inclusion strategy - 3 roles:

#### PT PEF Learning & Inclusion, PT PEF Digital Learning and PT PEF Assessment & Moderation

- To Co-ordinate the SMHS Learning, Teaching & Assessment Framework Policy to improve the inclusion of pupils experiencing barriers to learning.
- Co-ordinate the development of learning and teaching pedagogy to ensure targeted pupils experiencing barriers to learning are included.
- Co-ordinate the self-evaluation of learning and teaching through the Learning Walk programme, including the views of both staff and pupils.
- Co-ordinate the development of digital learning pedagogy with a focus on supporting staff and pupils experiencing barriers to learning.
- Co-ordinate whole school digital engagement by supporting pupil groups, faculties & staff to develop & share effective digital learning strategies.
- Co-ordinate the development of BGE Assessment & Moderation with a focus on supporting staff and pupils experiencing barriers to learning.
- Co-ordinate BGE moderation activities across all curriculum areas and Cluster Primary schools to ensure early intervention is in place.

At mid-term review submissions – please highlight any significant challenges to PEF plan and any significant underspends so this can be discussed with your EFM and/or a member of the SAC team.

#### October Update

(Consider planned intervention, impact and evidence)

The PEF Plan for session 2024-25 is:

Staff	Role	Key Leadership Remit	Outcomes
Paul Higgins	DHT Pupil Equity & Interventions	SLT Remit	
Paul Sheridan	PT Tracking & Interventions	<ul style="list-style-type: none"> <li>• Lead and co-ordinate tracking data in the BGE (eg standardised assessment &amp; pathways information) and Senior Phase (Insight, CFE Machine) for the identification of pupils experiencing barriers to learning and the 20%/60%/20% attainment groups.</li> <li>• Lead and co-ordinate the sharing of tracking data information with staff to identify the attainment gap and plan targeted improvement for those pupils experiencing barriers to learning.</li> <li>• Lead and co-ordinate interventions to improve attainment gaps to support the Pathways to 5 Achievement Strategy in S4 and Aim Higher Strategy in S5.</li> <li>• Co-ordinate Non-Exam Leave programme in May for a target group of 54 pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• 95% of all 54 pupils in SIMD 1/2 and FME will achieve SCQF level 4 in Literacy and Numeracy by 2025.</li> <li>• 90% of all 54 pupils in SIMD 1/2 and FME will achieve 5 SCQF level 3 qualifications and above.</li> </ul>
Ryan Williamson	PT Learning & Inclusion	<ul style="list-style-type: none"> <li>• Lead, develop and co-ordinate the SMHS Learning, Teaching &amp; Assessment Framework Policy, including the professional development programme for staff, to improve the inclusion of pupils experiencing barriers to learning.</li> <li>• Lead and co-ordinate the development of learning and teaching pedagogy in the BGE and Senior Phase, with a focus on ensuring targeted pupils experiencing barriers to learning are included.</li> <li>• Lead and co-ordinate the self-evaluation of learning and teaching through the Learning Walk programme, including the views of both staff and pupils.</li> <li>• Co-ordinate Non-Exam Leave programme in May for a target group of 54 pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• All classes to provide all pupils with an engaging learning experience through consistent learning intentions, success criteria and skills development by June 2025.</li> </ul>
Eddie Walsh	PT Digital Learning	<ul style="list-style-type: none"> <li>• Lead and co-ordinate the development of digital learning pedagogy with a focus on supporting staff and pupils experiencing barriers to learning.</li> <li>• Lead and co-ordinate whole school digital engagement by supporting pupil groups, faculties and staff to develop and share effective strategies for digital learning.</li> <li>• Co-ordinate Non-Exam Leave programme in May for a target group of 54 pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased engagement in digital learning of pupils in SIMD 1/2 and FME Target Groups (S1-3) with 95% engaged in digital learning in at least one curriculum area.</li> </ul>
April MacDougall	PT Assessment & Moderation	<ul style="list-style-type: none"> <li>• Lead and co-ordinate the development of BGE Assessment &amp; Moderation with a focus on supporting staff and pupils experiencing barriers to learning.</li> <li>• Lead and co-ordinate BGE moderation activities across all curriculum areas and Cluster Primary schools.</li> <li>• Co-ordinate Non-Exam Leave programme in May for a target group of 54 pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• 92% achieving CFE Third Level by end of S3 in Literacy and Numeracy.</li> <li>• 80% of pupils in S3 SIMD 1/2 and FME will achieve at least CFE Third Level in Literacy and Numeracy by the end of S3 in 2025.</li> </ul>
Monica Bell	PT Targeted Support (Iona/Newbattle)	<ul style="list-style-type: none"> <li>• Lead and co-ordinate the pastoral wellbeing of a targeted caseload of pupils and families with barriers to learning across 2 Houses.</li> <li>• Co-ordinate GIRFEC planning, personalised curriculum provision and review interventions for a targeted caseload of pupils and families with barriers to learning across 2 Houses.</li> <li>• Co-ordinate Non-Exam Leave programme in May for a target group of 54 pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce the cost of the school day and ensure that 100% of pupils in SIMD 1/2 and FME Target Groups (S1-3) have no financial barrier to learning.</li> <li>• Universal, Additional and intensive support is in place for target caseload in each House.</li> </ul>
Louisa McLean	PT Targeted Support (Melrose/Trinity)	<ul style="list-style-type: none"> <li>• Lead and co-ordinate the pastoral wellbeing of a targeted caseload of pupils and families with barriers to learning across 2 Houses.</li> <li>• Co-ordinate GIRFEC planning, personalised curriculum provision and review interventions for a targeted caseload of pupils and families with barriers to learning across 2 Houses.</li> <li>• Co-ordinate Non-Exam Leave programme in May for a target group of 54 pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce the cost of the school day and ensure that 100% of pupils in SIMD 1/2 and FME Target Groups (S1-3) have no financial barrier to learning.</li> <li>• Universal, Additional and intensive support is in place for target caseload.</li> </ul>

Rachael Currie	PT HWB & Positive Relationships	<ul style="list-style-type: none"> <li>Lead and co-ordinate the development of the HWB Personal and Social Education (PSE) programme across all Year Groups with a focus on improving outcomes for pupils experiencing barriers to learning.</li> <li>Lead and co-ordinate the development of the Positive Relationships &amp; Values strategy, including the recognising success programme and Columba 1400, to increase pupil inclusion and engagement and remove barriers to learning.</li> <li>Co-ordinate Non-Exam Leave programme in May for a target group of 54 pupils.</li> </ul>	<ul style="list-style-type: none"> <li>90% of pupils in the SIMD 1/2 and FME to report themselves "safe, happy and healthy" at the end of S3 by 2025.</li> <li>54 Target Group of pupils to achieve 5 qualifications at SCQF level 3 and above.</li> </ul>
Claire Grehan	PT GIRFEC & Attendance	<ul style="list-style-type: none"> <li>Lead and co-ordinate GIRFEC planning across all Houses and co-ordinate the implementation of the Attendance Strategy.</li> <li>GIRFEC Planning Co-ordinator across all Houses (including liaison with CIL and HSPO).</li> <li>Co-ordination of GIRFEC matrix overview, planning, Gifme &amp; Wellbeing App, and interventions.</li> <li>Attendance Co-ordinator across all Houses managing Termly Attendance Action Meetings and tracking and monitoring procedures for attendance.</li> <li>Manage a targeted caseload of pupils with identified pastoral needs and attendance below identified levels.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils with a barrier to learning captured in the GIRFEC Matrix with universal, additional and intensive support recorded and moderated.</li> <li>Increased attendance of 31-5 pupils in SIMD 1/2 and FME to 78% supporting whole school increase to 86%.</li> </ul>
Sean McCann	PT Physical Education & Wellbeing	<ul style="list-style-type: none"> <li>Lead and co-ordinate Physical Education within the Faculty of Creative &amp; Performing Arts.</li> <li>Lead development of pupil learning and tracking interventions in health &amp; wellbeing.</li> <li>Co-ordination of health &amp; wellbeing curriculum and course planning.</li> <li>Support the production of the Health &amp; Wellbeing Improvement Plan and co-ordinate the HWB budget to target resources effectively.</li> <li>Lead and manage health and safety requirements and apply these as appropriate.</li> <li>Co-ordination of Extra-Curriculum programme for all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Increased engagement in wider achievement activity of pupils in SIMD 1/2 and FME Target Groups (S1-3) with 95% engaged in at least one experience related to wider achievement by 2025.</li> </ul>
Scott Bettley	PT DYW	<ul style="list-style-type: none"> <li>Co-ordinate Positive Destinations planning and pathways (including 16+ meetings) across all Houses</li> <li>Co-ordinate supported curriculum experiences for leavers.</li> <li>Develop employability skills as part of a wider Skills Framework including Employability Airdrie programme.</li> <li>Review, manage and implement the DYW Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>Increased number of pupils in SIMD 1/2 and FME Target Groups moving into positive and sustained destinations to 98% in 2025 (leavers).</li> </ul>
Chris Wardlaw	PT Enrichment & WA	<ul style="list-style-type: none"> <li>Future Friday programme</li> <li>Wider Achievement programme including Employability Airdrie programme</li> <li>Alternative Curriculum opportunities (including Barista &amp; Podcast vocational programme)</li> </ul>	<ul style="list-style-type: none"> <li>95% of all 54 pupils in SIMD 1/2 and FME will achieve SCQF level 4 in Literacy and Numeracy by 2025.</li> <li>90% of all 54 pupils in SIMD 1/2 and FME will achieve 5 SCQF level 3 qualifications and above.</li> </ul>

## December Update

## End of Session Update (June 2025)

### Consider overall impact of PEF plan and evidence.



## St Margaret's High School

PEF Impact report 2024-25



### 5. End of Year PEF Impact and outcomes:

#### 1. Attainment and Achievement outcomes:

In 2024-25, the implementation of the new Progress Sequential monitoring and tracking system has led to enhanced, data-driven interventions which have enabled deeper analysis of pupil data (SIMD, EAL, ASN, etc.). This has created data-rich M&T files which have improved our data modelling and lead to better targeting of attainment strategies this year with more successes such as the Aiming Higher Programme where 49 S5 pupils were targeted and at least 19 will have achieved 5 Highers A-C. Also, the Step-Up Programme: Supported 40 S5 pupils with prior C grades at N5 to progress to Higher level. Furthermore, the Pathways to 5 program identified 42 vulnerable S4 pupils who have been supported with 14 of the 20 pupils from the young attainers program successfully achieving 5+ qualifications at N3/N4.

In addition, Supported Study and Masterclasses have been piloted this year with 33 in-school supported study sessions and 19 subject-specific Masterclasses delivered and 108 pupils participating in Easter School. Live-n-Learn workshops have been delivered to over 100 pupils, focusing on study skills and resilience.

Widening Participation Initiatives this year include:

Engagement with Glasgow University's Top Up and Reach programmes, Sutton Trust, and Focus West with 7/14 pupils achieving TopUp accreditation and 7/8 Reach participants achieved certification. Furthermore, 30 S6 pupils participated in Routes for All, with 19 securing college places.

Case specific example 1: a targeted intervention through the Young Attainers Programme successfully supported a chronically non-attending S4 pupil (AK) from a SIMD 1 background with complex barriers including social work involvement and transport issues. By implementing a bespoke two-day-a-week curriculum and coordinated support involving the school, family, and external agencies, the pupil re-engaged the pupil in education. This led to improved attendance, the achievement of five National Qualifications including N4 Numeracy, and progression towards a positive post-school destination through Skills Development Scotland (SDS). The intervention disrupted a cycle of disengagement and exemplified the school's commitment to equity, inclusion, and raising attainment.

Example 2: CB, a pupil with severe anxiety and mental health challenges, was supported through the Young Attainers Programme after being identified as a Young Learner at Risk. With a history of low attendance and difficulty engaging in full-time classes, CB received a bespoke in-

school curriculum and targeted support, particularly in Art and Design. Over time, CB built confidence, increased attendance, and achieved 1 National 5 (Grade A) and 5 National 4 qualifications. The intervention not only disrupted a cycle of disengagement but also enabled CB to secure a positive post-school destination—an HNC Drama course—demonstrating the power of personalised support and strong school-home-agency collaboration.

Example 3: DM, a young carer from a SIMD 3 background with ASN and communication needs, was supported through a series of Widening Participation (WP) programmes from S3 to S6. These included Focus West, Aiming Higher, and the University of Glasgow's TopUp programme. Through consistent monitoring, mentoring, and targeted interventions, DM overcame significant barriers to learning, achieving strong National 5 results (AAABCCCC), 3 Highers in S5, and further qualifications in S6. Completion of the TopUp programme earned him SCQF Level 7 credits and adjusted university entry requirements. DM has now secured a university place for August 2025, exemplifying the long-term impact of sustained, inclusive support.

## **2. Health and Wellbeing outcomes:**

There have been several key impacts from our PEF interventions aimed at tackling health and wellbeing outcomes for pupils affected by poverty, for example: The S3 Active Girls Group improved attendance rose for the group overall from 83% to 94% over the duration of the intervention and similarly the S3 Boys Boxing Therapy Group reported individual attendance gains of up to 28%, with one pupil increasing from 60% to 81%. One S3 girl's attendance improved from 39% to 93% following intervention and another young person was able to maintain 100% attendance during the programme, with a yearly average of 98.78% despite significant challenges outside of school in her home life.

Furthermore, improvements in mental health and wellbeing were reported by all pupils who reported increased confidence, improved coping strategies, and better emotional regulation. Participants also demonstrated learned mindfulness, relaxation, and stress management techniques with all the intervention groups highlighting high levels of enjoyment and personal growth.

Consequently, these groups also have led to improved signs of academic progress and stability with one young person on track in 5 subjects, post-intervention (up from 2), and another young person who was supported by the intervention to maintain performance in 7 subjects, halting a previous decline identified at the start of the year. These interventions have helped prevent disengagement and supported continued academic achievement.

Finally, these interventions have led to improved positive peer relationships and social development with pupils forming new friendships and improved social confidence and coaches and facilitators observed stronger group cohesion and peer support. These observations should lead to sustained engagement and future readiness with pupils expressing interest in continuing with similar programmes and increased resilience and readiness for future academic and personal challenges.

GIRFEC PEF intervention outcomes: At St Margaret's High School, the implementation of the GIRFEC (Getting It Right For Every Child) Matrix enabled swift and effective support for a pupil facing significant child protection concerns, including domestic violence and substance abuse at home. Despite these challenges, the pupil maintained a high attendance rate of 98.77% and experienced minimal disruption to learning and attainment. Our use of the GIRFEC Matrix tracking helped us proactively use planning meetings, wellbeing app updates, and targeted interventions—such as inclusion in extracurricular activities like horse riding to ensure the pupil remained engaged and supported. This case highlights the importance of early identification, coordinated response, and inclusive practices in safeguarding pupil wellbeing.

Additionally, the use of the GIRFEC Matrix enabled timely and tailored support for a young person with severe OCD and anxiety who was unable to attend school during S4. Despite his condition, the young person engaged in education through a personalised 1-to-1 support plan and achieved qualifications in English, Maths, Geography, History, and Personal Finance. The intervention ensured that he remained connected to learning and avoided educational disengagement. The early identification of the barriers for this young person enabled flexible planning, and compassionate support in safeguarding the wellbeing and academic progress which ultimately would not have been possible were it not for the systems and procedures created by the GIRFEC Matrix meetings.

## **3. Learning and Inclusion strategy:**

Inclusive learning and teaching pedagogy and individualised personal support for young people have led to significant progress for our young people in their feelings of inclusiveness in St Margaret's. This is highlighted in GMWP scores for young people working with our Targeted Support PEF PTs where **all** young people who completed baseline assessments demonstrated improvements in all areas of their engagement (Agency, Affiliation, Autonomy and Health and Safe). For example, Case study 1: DM, a pupil from SIMD 2, faced significant challenges with attendance and engagement due to long-standing gaps in learning. Despite a decline in attendance from 51.6% to 45.03%, DM demonstrated notable progress in engagement and wellbeing. His scores on the GMWP scale improved across all four domains—affiliation, agency, autonomy, and health and safety—indicating a stronger sense of belonging, increased confidence, and improved mental wellbeing. These gains suggest that while attendance remains a barrier, DM is more connected to school life and better equipped to engage when present and he will successfully achieve 5 N3 qualifications due to his increased engagement when at school. Furthermore, SM, living in SIMD 2 and experiencing complex family dynamics, showed marked improvements in both attendance and engagement. Her attendance rose from 59.62% to 66.23% by May 2025, supported by increased involvement from her grandmother. SM's engagement also improved significantly, as reflected in her GMWP scores, which increased in all areas. These gains highlight her growing sense of school belonging, trust in staff, and emotional readiness to participate in learning, marking a positive shift in her educational experience. Finally, LH, a pupil from SIMD 2 with emotional regulation challenges and caring responsibilities at home, made strong progress in behaviour and engagement. Although his overall attendance slightly declined to 79.87%, recent months showed a marked improvement, with attendance reaching 90–100%. Behaviour referrals dropped from 5 to 1 from last year, and both school staff and his TeenTalk counsellor noted improvements in emotional wellbeing. His GMWP scores rose significantly, reflecting better self-regulation, increased trust in staff, and a clearer focus on future goals, including career aspirations. These are only three highlighted successes from our PEF Targeted support team this year who will continue to build on these relationships next year and set improved targets for all young people on their caseloads.

In summary, these outcomes highlight the continued impact of the PEF Support team in breaking and challenging the barriers to learning created by the effects of poverty for our young people in our community. Whilst not all targets have been achieved, these roles will be further developed into next year 2025-26 to help build on these successes and reprioritize some of the target stretch aims we have set for our PEF interventions for equity.

## Areas for action and development into 2025-26:

All of the PEF Support roles will be rolled over into session 2025-26 with new targets created and re-prioritised stretch aims to tackle inequity. Whilst staffing changes and at the end of June 2025 will impact on a number of the PEF Support roles, these will be reviewed to identify any gaps or areas of need as a school. As a result of the Attainment and Tracking role, a new substantive PT role of Tracking and interventions was created within our school structure for 2025-26 to create sustainable interventions to tackle the effects of poverty. This new role will be taken on by our current PEF PT for Attainment and therefore will create scope for the possibility of a new enhanced role or PEF finance which could be utilised to help support existing PEF interventions. This will be reviewed at the beginning of August 2025 to allow for analysis of SQA attainment, end of year attendance, settled staffing and any new school improvement priorities. Similarly, updated PEF Plans from the PEF Support team will be created in August 2025 to help create an updated PEF Equity plan for session 2025-26 along with continued support and intervention measure from session 2024-25.

### **Section 3: Summary of Impact of Annual Improvement Plan Priorities** **(Submission June 2025)**

<b>Cluster Priority 1(Long Term Outcome):</b> By the end of session 2024/25 all school staff will have an increased knowledge of their corporate parenting responsibilities, and almost all schools will have achieved the national Keeping the Promise Award (We Promise level) having a positive impact on GIRFEC Planning.		
<b>(Please insert the relevant information below)</b>		
<b>NIF Priority:</b> 1. Improvement in attainment, particularly in literacy and numeracy; 2. Closing the attainment gap between the most and least disadvantaged children; 3. Improvement in children's and young people's health and wellbeing;	<b>NIF Driver:</b> 1. School Leadership 2. Teacher Professionalism 3. Parental Engagement 4. Assessment of Children's Progress 5. School Improvement 6. Performance Information	
<b>NLC Priority:</b> 1. Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy. 2. Equity - Closing the attainment gap between the most and least disadvantaged children and young people. 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing. 5. Vulnerable Groups-Improved outcomes for vulnerable groups.	<b>QI:</b> 1.2 Leadership of learning 2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement	
<b><u>If you used any aspect of your PEF fund to support this priority: please detail the expenditure here:</u></b>		
<b>RATIONALE:</b> <p>Approximately 3% of learners in North Lanarkshire schools are care experienced. Historically, outcomes for learners who experience care (attainment, attendance levels, exclusions, post-school destinations) are significantly less positive than for non-care experienced learners. Whilst this is a gradually improving picture both locally and nationally, the commitment made to children and young people through The Promise, highlights the need for adults working with care experienced learners to reaffirm their commitment to improving outcomes and in turn the life chances of these vulnerable learners.</p> <p>Participation in the Keeping the Promise Award programme through a cluster approach, will improve outcomes for care experienced learners through developing a shared understanding and knowledge of The Promise, the definition of care and the impact of trauma on learning. It will support colleagues across North Lanarkshire in delivering on their commitment to care experienced learners and improving outcomes through meeting their corporate parenting responsibilities, planning appropriately and working collegiately to ensure supports are in place for children, young people and their families as required.</p>		
<b>OUTCOMES:</b> <p>By <b>June 2025</b> all learners will benefit from <b>all staff</b> having an increased awareness of The Promise.</p> <p>GIRFEC planning will be enhanced through an improved understanding of care, corporate parenting responsibilities and the impact of trauma on learning.</p> <p>Children and young people who are care experienced will have more informed dialogues with staff, which lead to informed planning within the school and cluster.</p>		
<b>EXPECTED IMPACT:</b>		

**Summary of Progress and Impact:** (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)

All establishments within the Cluster have completed the training for the We Promise award. Completing the award has had a significant impact on both our children/young people and establishments as it promotes a culture of inclusion and support for care experienced children and young people. The training provided learning opportunities that enhanced practitioner understanding of The Promise and our role and responsibilities as the corporate parent.

Establishment	Award Level	Evidence	Certification	Staff Trained
St Margaret's High	We Promise	Submitted	Received	82
St Serf's Primary	We Promise	Submitted	Received	27
St Mary's Primary (Crux)	We Promise	Submitted	Received	9
St Edward's Primary	We Promise	Submitted	Received	26
St Dominic's Primary	We Promise	Submitted	Received	21
St David's Primary	We Promise	Submitted	Received	20
St Andrew's Primary	We Promise	Submitted	Received	22
St Aloysius' Primary	We Promise	Submitted	Received	29
All Saints Primary	We Promise	Submitted	Received	11

All establishments offer flexible learning opportunities and bespoke timetables to meet individual learner needs and have a shared approach to the impact trauma can have on learning which leads to improved coordination of support with a child centred approach.

Almost all establishments have a greater focus on mental health which is supported by cluster counselling and school-based nurture groups and monthly reviews with CIIL are almost embedded in all schools, enabling early identification of need and coordinated interventions.

Adult-led check-ins are present in most schools which supports strong relationships, early intervention and informed planning.

**Next Steps:** (What are we going to do now?)

- Ensure consistent implementation and refresh modules across all establishments and continue collaborative review through Cluster HT and PFCWB meetings.
- Continue to develop more detailed discussions to support planning for CE learners.

**Cluster Priority 2 (Long Term Outcome):** Embedding LGBT into the curriculum as agreed by SCES.

(Please insert the relevant information below)

**NIF Priority:**

1. Improvement in attainment, particularly in literacy and numeracy;
2. Closing the attainment gap between the most and least disadvantaged children;
3. Improvement in children's and young people's health and wellbeing;

**NIF Driver:**

1. School Leadership
2. Teacher Professionalism
3. Parental Engagement
4. Assessment of Children's Progress
5. School Improvement
6. Performance Information

**NLC Priority:**

1. Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.
2. Equity - Closing the attainment gap between the most and least disadvantaged children and young people.
3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing.
5. Vulnerable Groups-Improved outcomes for vulnerable groups.

**QI:**

- 1.2 Leadership of learning
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement

If you used any aspect of your PEF fund to support this priority, please detail the expenditure here:

<p><b>RATIONALE:</b></p> <p>Incorporating LGBT education within Catholic schools fosters a safe and inclusive environment, reflecting Catholic values of compassion and respect. This initiative addresses bullying and discrimination, ensuring every child/young person/key person, including those identifying as LGBT, feels valued and supported.</p> <p>Aligning LGBT education with SCES guidelines ensures age-appropriate content consistent with Catholic teachings, emphasising human dignity and respect for all individuals. This approach promotes understanding, reduces stigma, and prepares student to engage thoughtfully with diverse perspectives.</p> <p>Moreover, addressing contemporary issues through accurate information equips students to navigate societal complexities. Supporting mental health and wellbeing is paramount, and inclusive education reduces stigma, fostering a culture of acceptance and understanding.</p> <p>This plan underscores the commitment to creating respectful, inclusive school environments, balancing Catholic teachings with the need to support all students. By integrating LGBT education, Catholic schools can uphold their mission of compassion, respect and holistic development, ensuring a supportive future for every child/young person.</p>
<p><b>OUTCOMES:</b></p>
<p><b>EXPECTED IMPACT:</b></p>
<p><b><u>Summary of Progress and Impact:</u></b> (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)</p> <p>This cluster priority has not been implemented as the LGBT programme of work has not yet been approved by SCES to be able to teach within Catholic schools.</p>
<p><b><u>Next Steps:</u></b> (What are we going to do now?)</p> <p>This will be ongoing and the Cluster will begin working towards this priority as and when it is approved.</p>

<b>Cluster Priority 3 (Long Term Outcome):</b> Improving Attendance to impact on attainment and achievement.	
<b>(Please insert the relevant information below)</b>	
<p><b>NIF Priority:</b></p> <ol style="list-style-type: none"> <li>1. Improvement in attainment, particularly in literacy and numeracy;</li> <li>2. Closing the attainment gap between the most and least disadvantaged children;</li> <li>3. Improvement in children's and young people's health and wellbeing;</li> </ol>	<p><b>NIF Driver:</b></p> <ol style="list-style-type: none"> <li>1. School Leadership</li> <li>2. Teacher Professionalism</li> <li>3. Parental Engagement</li> <li>4. Assessment of Children's Progress</li> <li>5. School Improvement</li> <li>6. Performance Information</li> </ol>
<p><b>NLC Priority:</b></p> <ol style="list-style-type: none"> <li>1. Attainment and Achievement- Improvement in attainment, particularly in literacy and numeracy.</li> <li>2. Equity - Closing the attainment gap between the most and least disadvantaged children and young people.</li> </ol>	<p><b>QI:</b></p> <ol style="list-style-type: none"> <li>1.2 Leadership of learning</li> <li>2.1 Safeguarding and child protection</li> <li>2.2 Curriculum</li> <li>2.3 Learning, teaching and assessment</li> </ol>

3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing. 5. Vulnerable Groups-Improved outcomes for vulnerable groups.	3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement
<b>If you used any aspect of your PEF fund to support this priority; please detail the expenditure here:</b>	
<b>RATIONALE:</b>  Improving attendance is crucial for children and young people's success. Consistent attendance fosters academic achievement, social development, and overall well-being. Addressing barriers to attendance, such as health issues, family circumstances, or disengagement, ensures every child/young person has the opportunity to thrive. Implementing a cluster-wide improvement plan promotes consistency and support across schools, leveraging shared resources and strategies. This collaborative approach enhances early intervention, encourages parent's involvement, and cultivates a culture of accountability and commitment. By prioritising attendance, we invest in our students/futures, ensuring they receive the education and support necessary for lifelong success.	
<b>OUTCOMES:</b> By June 2025, improve attendance of an identified group of children across the cluster whose low attendance rate is directly impacting on attainment	
<b>EXPECTED IMPACT:</b>	
<p><b><u>Summary of Progress and Impact:</u></b> (based on outcomes for learners): (How are you doing? How do you know? What action was taken and what was the impact?)</p> <p>Cluster attendance from August 2023 – May 2024 was 88.6% and this has increased to 89.4%, which is an overall increase of 0.8%.</p> <p>St Margaret's High School attendance has increased from 85.3% to 86.4%, an overall increase by 1.2% this session. Attendance increased at almost all stages with the greatest increase in S6 by 3.9%, followed by S3 by 2.7%. Within the 12-month period S2 attendance dropped slightly by 0.4% and S5 saw a decrease of 1.7%.</p> <p>Almost all primary schools within the cluster have increased in attendance with St Dominics Primary having a 2.1% increase from 91.7% to 93.7%.</p> <p>St Serfs Primary School saw an increase of 1.9% which took attendance levels above the school's target of 87% this session.</p> <p>CIIL and SLT members have worked together to analyse data for those under 75% and finding out the underlying reasons for this – anxiety is one of the main factors when dealing with children not in school.</p> <p>Monthly meetings with HT/DHT and CIIL have highlighted specific cases where non-attendance is an issue. These meetings allow us to discuss what has already been put in place and know the challenges before devising a further support plan to get the children/young people back into school. The FESA continues to engage with families where attendance is a concern and direct families to suitable support.</p> <p>Most schools have an allocated member of SLT to track attendance on a monthly basis. They are following processes from phone calls, letters and meetings to encourage parents/carers to get non-attenders back into school.</p> <p>The families that the FESA has engaged with this session has seen an overall attendance increase of 65.38% with only one young person maintaining their attendance due to lack of engagement from the family.</p> <p>Attendance figures may have been impacted by ongoing discussions on attendance codes for SEEMIS. These have been discussed at monthly meetings with HT/DHTs. Professional dialogue will continue to improve the use of the codes in accurately reflecting attendance and how best to support children/young people and their families.</p>	

**Next Steps:** (What are we going to do now?)

- Develop reporting between the FESA and schools for maximum impact
- Identify partner agencies who could support further with non-engaging families where attendance is a concern, especially where mental health is a challenge.

<b>Priority 1 (Long Term Outcome):</b>	To support and develop the mental, emotional, social, physical and spiritual wellbeing of all young people, families and staff.	
<b>(Please insert the relevant information below)</b>		
<b>NIF Priority: 2</b>	<b>NIF Driver:1, 2, 3, 6</b>	
<b>NLC Priority:2, 3, 5</b>	<b>QI:3.1</b>	
If you used any aspect of your PEF fund to support this priority: please detail the expenditure here. PEF used to fund 1FTE Acting PEF DHT £13000, 5 x 1FTE PEF Posts		
<b>RATIONALE:</b> Attendance and exclusions data and our own tracking and monitoring information highlight improving attendance, continuing with our focus on nurture and inclusion and reducing exclusions as key drivers in the aspirations in this priority.		
<b>OUTCOMES:</b> <ul style="list-style-type: none"><li>• Achieve whole school attendance target of 86%+ by June 2025.</li><li>• Refreshed expectations and standards through the development of a Positive Relationships Strategy with a focus on values, positive relationships, school uniform, the school environment and an overarching blueprint with clear school rules, visible consistencies for pupils and staff, recognition of over and above behaviours, and clear staged intervention.</li><li>• Reduce Exclusions by 10%.</li><li>• Develop and improve support service systems and structures with staged intervention approaches and clear stages to request assistance.</li><li>• Close the poverty related attainment and wellbeing gap through the development of a PEF Support Team.</li><li>• Ensure all pupils and staff feel supported and positive about their wellbeing.</li><li>• Celebrate the ethos and history of St Margaret's within the community during the 50th Jubilee Year of 2024.</li></ul>		
<b>EXPECTED IMPACT: Improved attendance, inclusion, and resilience for all learners.</b> <ul style="list-style-type: none"><li>• Accessible support and resources for families established to improve engagement and resilience in school.</li><li>• Inclusive strategies for all learners established with targeted approaches for specific groups.</li><li>• Universal, targeted, and intensive support national practice model in place to meet the needs of all learners.</li><li>• The vision, mission, values, aims and rules of the school revised and embedded in school life.</li><li>• Improved House identity and values that supports the ethos of the school community.</li></ul>		
<b>Summary of Progress and Impact:</b> (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?) <ul style="list-style-type: none"><li>• In 2024-25, the attendance was 85% increasing by 1% on the previous year. School Improvement Planning along with the targeted PEF plan and GIRFEC Needs Based Matrix will continue the focus on increasing attendance and engagement.</li><li>• The GIRFEC Needs Based Matrix is now a key strategy and tool used by the school to monitor and moderate Universal, Targeted, and Intensive support. The Pupil Support Team and Year Heads meet regularly to monitor and moderate the key stages of support in a systematic way.</li><li>• A revised values-based Relationships Policy is now in place and was launched with staff during an In-service day in conjunction with The Promise training. All staff are aware of the “visible adult consistencies” and pupil assemblies highlighted “visible pupil consistencies”.</li><li>• Pupil Conference Workshops led by Barbara Couper (Director of the Scottish Catholic Education Service) provided senior pupil leaders in S6 to reflect on their values and how this could be put into action within their school House. Each House has now developed a mission and has adopted one of the 5 school values.</li><li>• Inclusion and Support service structures were reviewed and revised to reflect the growing additional support needs of young people. The former Library area has now been re-purposed as a flexible Support Hub learning space to accommodate different services such as ICT support, Literacy/Numeracy support, 1-1 reading support.</li><li>• 88.3% of all pupils in S4 achieved 5 or more qualifications at National 3. This is the second highest recorded level for St Margaret's in National 3 level courses.</li><li>• In session 2024-25, the total number of Exclusion incidences was 13 which is 11 incidences per 1000 equating to an approximate 50% reduction on last year. The number of Exclusion days were 21 with the total number of Exclusion openings 42. The pre-Covid average number of pupil Exclusion</li></ul>		

incidences was 22 in St Margaret's and, therefore, the school pattern of Exclusion incidences has reduced by a significant number in session 2024-25. The school has a range of strategies to include pupils including a Nurture service, a Refresh Support Base, access to a Cluster Support Teacher, BOSCH/At Home curriculum alternatives, and partnership working with the Virtual School Care Experience service.

- For Leavers, attainment for pupils in SIMD 1 – 6 was above the national average. Attainment for Leavers in SIMD 1 was below the national average.
- In terms of support and positivity about their wellbeing, St Margaret's has a number of positive feedback measures: 87% of pupils report feeling safe in school and 82% report that the school helps them to feel safe; 83% of pupils also report that they have someone in school they can speak to if they are upset or worried about something; 73% of pupils say that St Margaret's teaches them how to lead a healthy lifestyle with 80% reporting there are lots of chances at the school for them to get regular exercise.
- In session 2024-25, St Margaret's celebrated the ethos and history of the school by marking the 50<sup>th</sup> anniversary of the school building. These celebrations included: a Mass celebrated by Bishop Toal bringing together pupils, families and civic leaders; a 50<sup>th</sup> Anniversary Open School event providing members of the public with tours of the school building; and the introduction of a new commemorative school Tie for S6 pupils to mark this milestone.

**Next Steps:** (What are we going to do now?)

- Build on the improvement in attendance and target 90% for session 2025-26
- Further embed the GIRFEC Needs Based Matrix to monitor and moderate the key stages of support in a systematic way.
- Support the implementation of the Relationships Policy and Promise Training by targeting universal and additional CPD staff activities.
- Develop senior pupil leaders as role models for an S1-6 Leadership Academy using the newly created House mission statements.
- Embed Inclusion and Support service structures within the newly created Support Hub learning space to develop different services such as ICT support, Literacy/Numeracy support, 1-1 reading support.
- Continue to support the furthest 20% from achievement by maintaining 90% of pupils in S4 achieving at least 5 qualifications or more at National 3.
- Maintain inclusion strategies to ensure Exclusion incidences are 11 per 1000 pupils.
- For Leavers attainment, target S4-6 pupils in SIMD 1 to ensure their curriculum offer is aspirational. St Margaret's will develop timetabling models to combine the S4 curriculum with S5/6 to provide a wide curriculum offer especially at SCQF level 5/National 5 level for S5/6 pupils.
- Maintain support and confidence in our young people to develop their confidence and healthy lifestyle. In session 2025-26 the focus will be on making the equalities and inclusion policies of the school visible and transparent to ensure all young people are aware of their right, responsibilities and support on offer in school; this includes the Anti-Bullying Policy and the 9 protected characteristics set out in the Equality Act.
- Build on the community events in session 2024-25, to maintain pride in and further embed partnership with the local community.

<b>Priority 2 (Long Term Outcome):</b>	To improve the consistency and quality of learning and teaching for all young people, leading to improved attainment and achievement for all young people.	
<b>(Please insert the relevant information below)</b>		
<b>NIF Priority: 2,3</b>	<b>NIF Driver:1,2,4,5,6</b>	
<b>NLC Priority:1,2,4,5</b>	<b>QI:2.2, 2.3, 3.2</b>	
If you used any aspect of your PEF fund to support this priority: please detail the expenditure here. 1 x PT PEF Raising Attainment, 1 x PT PEF Digital Learning		
<b>RATIONALE:</b> School Validated Self-Evaluation processes have highlighted the consistency of learning and teaching and assessment in the BGE as a key focus for improvement.		
SNSA data and INSIGHT data (along with our own tracking and monitoring information) highlight improving S3 ACEL outcomes as a continuing target. Our SQA provision and performance is comparable with our virtual comparator in most measures. Pupils achieving 5 plus awards at National 3 in S4 and 5 Higher qualifications in S6 is a gap that we targeted to close.		
<b>OUTCOMES:</b> <ul style="list-style-type: none"><li>95% 5 @ SCQF level 3 achievement in S4</li><li>90% 5 @ SCQF level 4 achievement in S4</li><li>50% 5 @ SCQF level 5 achievement in S4</li><li>15% 5 @ SCQF level 6 achievement in S5</li><li>95% SCQF Level 4 Literacy in S4</li><li>65% SCQF Level 5 Literacy in S4</li><li>90% SCQF Level 4 Numeracy in S4</li><li>55% SCQF Level 5 Numeracy in S4</li><li>Curriculum Review implemented with Curriculum Rationale.</li></ul>		
<b>EXPECTED IMPACT:</b> <p>Enhanced digital experiences in all curriculum areas. More consistency in literacy and numeracy experiences across all curriculum areas. Developed and implemented Pathways to 5 Strategy. Greater consistency in learning and teaching. Clear learning pathways and connections to Developing the Young Workforce in place. A clear skills pathway including wider achievement experiences in place. Developing the Young Workforce experiences and opportunities planned and embedded within all curriculum areas.</p>		
<b><u>Summary of Progress and Impact:</u></b> (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?) <p>The continued strategic approach to raising attainment saw resources and professional actions focused on embedding an ethos of achievement for all. This was underpinned by the “Pathways to 5” Strategy, and the SQA Presentation Policy that prohibits withdrawal in favour of changing levels.</p> <p>The implementation of the Pathway to 5 Strategy has seen the most vulnerable pupils identified, tracked and supported to ensure they can achieve at least 5 qualifications before they leave school. The strategy of ensuring young people were given the chance to be presented at N3 and above contributed to the second highest 5+ National 3 achievement in S4 for St Margaret’s. In addition, the Aim Higher strategy provides support to young people to achieve 5 Highers by the end of S5.</p> <p><b>The impact has been:</b></p> <ul style="list-style-type: none"><li>88.3% of all pupils in S4 achieved 5 or more qualifications at National 3. This is the second highest recorded level for St Margaret’s in National 3 level courses.</li><li>81.1% of all pupils in S4 achieved 5 or more qualifications at National 4. This is the second highest recorded level for St Margaret’s in National 4 level courses apart from 2023.</li><li>At National 5 level in S4, the number of pupils achieving 5 or more qualifications increased by 5.5% in 2025 compared to the previous year.</li></ul>		

- In S5, there was a notable increase in pupils achieving 5 Highers, improving by 1.3% to 10.6%. There was a notable reduction in young people achieving 1 Higher and 3 Highers.
- In S6, there were notable increases in pupils achieving 3 Highers increasing by 1.4% to 44.6%. In addition, young people achieving 1 Advanced Higher increased by 4.4% to 12%.
- In terms of outcomes for school leavers leaving school by August 2024, the majority of measures have increased and are above the virtual comparator school: 1 @ SCQF 4, 1 @ SCQF 5, 5 @ SCQF 3, 5 @ SCQF 4, 1 @ SCQF 6, 3 @ SCQF 6, 5 @ SCQF 6, and 1 @ SCQF 7.
- Leavers' Literacy & Numeracy outcomes at SCQF level 4 for school leavers is the second highest recorded, 88.46%, apart from leavers in 2023. This is above the Virtual Comparator for the second time. Improvements in Numeracy at SCQF 4 and Literacy at SCQF 4 are also notable.
- The reported outcomes for Positive Destinations were below the previous year at 92.31% down from 97.2%. This is below the Virtual Comparator, however, a trend of improvement over the past 5 years has been maintained.

A summary of SQA National Course (no SCQF awards included) is below:

YEAR	AWARDS	2019	2020	2021	2022	2023	2024	2025
S4	Nat 3 (+5 Awards)	71.1	84.1	78.7	76.2	89.7	84.3 (5.8)	88.3
	Nat 4 (+5 Awards)	62.6	76.8	73.5	71.8	86.2	80.1 (8.4)	81.1
	Nat 5 (+5 Awards)	34.8	41.8	48.8	47.0	52.2	33.80 (-0.7)	39.3
S5	Highers (+1)	48.2	52.9	50.5	60.2	60.2	57.7 (7.8)	47.7
	Highers (+3)	24.6	31.6	33.6	41.2	37.6	33.9 (4.9)	24.1
	Highers (+5)	7.0	15.0	16.8	11.4	12.2	9.3 (-3.9)	10.6
S6	Highers (+3)	41.6	38.6	42.8	37.7	44.5	43.2 (3.1)	44.6
	Highers (+5)	27.4	21.9	30.5	27.7	32.2	27 (3.5)	25
	Adv Highers (+1)	6.3	8.3	7.0	11.8	18.5	7.6 (-8.8)	12

#### Leavers: All SCQF Awards

Measure	2018	2019	2020	2021	2022	2023	2024
1 @ SCQF 3	95.3	93.2	95.1	96.2	94.6 (-4.1)	98.6	97.6 (-0.19)
1 @ SCQF 4	93.9	91.9	94.1	96.2	93.1 (-4.6)	96.3 (-1.4)	96.63 (0.2)
1 @ SCQF 5	81.6	81.5	87.8	90.3	88.7 (-2.5)	91.1 (-0.3)	85.1 (1.25)
5 @ SCQF 3	86.8	82.4	87.8	94.2	84.2 (-7.5)	89.3 (-2.6)	89.42 (4.08)
5 @ SCQF 4	82.6	79.7	86.8	89.1	83.3 (-5.6)	88.8 (-0.2)	84.62 (5.2)
5 @ SCQF 5	57.1	53.6	68.6	70.5	61.6 (-8.5)	68.2 (-3.3)	59.13 (-0.25)
1 @ SCQF 6	60.4	59	87.8	68	60.6 (-9.4)	68.2 (-2)	57.69 (-2.07)
3 @ SCQF 6	50.5	44.6	51.2	57.1	47.3 (-8.5)	54.2 (-1.7)	49.04 (4.09)
5 @ SCQF 6	36.3	29.7	33.8	43.6	32 (-7.6)	39.7 (-0.3)	37.02 (3.85)
1 @ SCQF 7	13.2	8.1	10.3	18	20.7 (-4.7)	23.4 (-4.3)	10.58 (-10.3)

- The newly developed Learning, Teaching & Assessment Framework continued in session 2024-25 and was complimented by the Learning Walk self-evaluation programme. The Learning Walk programme introduced a collaborative approach to self-evaluation. The impact has seen almost all lessons with clear Learning Intentions and Success Criteria.
- A new BGE Assessment Strategy was developed and introduced to support the pedagogy of achievement of a level. This provided support and guidance to staff and benchmarked CfE achievement of a level for all curriculum areas. The impact saw an increase in CfE level achievement in S1, S2 and S3. Most notably, the achievement of Literacy (Listening & Talking, Reading and Writing) and Numeracy by the end of S3 was the highest recorded for St Margaret's.
- The Course Choice process was revised with clearer advice to pupils about their learning pathway and the types of qualifications they should choose to achieve their aspiration.

- In session 2024-25, St Margaret's introduced a Wider Achievement programme to capture the skills developed and volunteering hours achieved by young people. Over 50 pupils achieved recognition for their work through the Saltire Award programme. In addition, the school introduced the Head Teacher HEART Award and there was an end of term BGE HEART Award ceremony to recognise the values and skills demonstrated by young people.
- St Margaret's implemented the Curriculum Review and has produced a draft Curriculum Rationale. The impact has seen a wider range of SCQF award qualifications being introduced for young people at SCQF 5 and 6 levels.

**Next Steps:** (What are we going to do now?)

- To maintain and sustain the successful "Pathways to 5" Raising Attainment Strategy and further develop tracking and intervention strategies through the implementation of the system Sequential Progress in its second year.
- Embed achievement in S4 and ensure progression and translation into achievement of 1, 3 and 5 Highers by the end of S5.
- To re-introduce a Learning Discussion process for S1-3 young people to review their progress, evaluate their achievement of a level, and set individual targets.
- Embed the new Learning, Teaching and Assessment Framework alongside the Learning Walk self-evaluation programme to develop the quality of learning experience and sustain consistency.
- Implementation of the new Curriculum Rationale to ensure the curriculum offer is varied and relevant for all young people and supports their learning journey and aspirations.
- Further develop the BGE Assessment Strategy through the implementation of Sequential Progress tracking and monitoring procedures.
- Further develop the wider achievement skills programme, including Future Fridays, with a focus on recognising achievement and celebrating success.
- Development of consistent BGE experience including assessment, tracking, learning conversations, and skills progression.
- Further develop the tracking of young people's participation in wider achievements and develop a skills framework in order that young people can articulate their skills more readily.

<b>Priority 3 (Long Term Outcome):</b>	To develop a collaborative approach to self-evaluation to ensure a positive impact on learners' successes and achievements.	
<b>(Please insert the relevant information below)</b>		
<b>NIF Priority: 1, 4</b>	<b>NIF Driver: 1, 2, 5, 6</b>	
<b>NLC Priority: 4</b>	<b>QI: 1.3</b>	
If you used any aspect of your PEF fund to support this priority; please detail the expenditure here.		
<b>RATIONALE:</b> Re-establishing self-evaluation processes for Self-Improvement to ensure a self-sustaining process for improvement, building leadership capacity across the school.		
<b>OUTCOMES:</b> A Validated Self-Evaluation (VSE) Strategy developed for the whole school and faculty that involves all stakeholders and provides priorities for school improvement. A framework of leadership opportunities for staff established based on school improvement priorities. Use of national benchmarking tools to ensure self-evaluation informs school improvement. Collegiate opportunities planned to ensure good practice is shared systematically.		
<b>EXPECTED IMPACT:</b> Evidence-based VSE Reports that inform real-time knowledge of school strengths and next steps. An improvement plan in place with collegiate collaboration involving the leadership of staff at all levels. Use of ACEL levels, prior learning curriculum experiences, INSIGHT Benchmarking and CfE Results Machine to inform improvement.		
<b>Summary of Progress and Impact:</b> (based on outcomes for learners): (How are you doing? and How do you know? What action was taken and what was the impact?)  The school introduced and further developed self-evaluation tools at all levels including: <ul style="list-style-type: none"> <li>The establishment of a whole school Validated Self-Evaluation process with a BGE VSE carried out in May 2024.</li> <li>The implementation of the Learning Walk programme introduced a collaborative approach to self-evaluation by working with Faculties and ensuring lesson observations are a shared experience. The impact has seen almost all lessons with clear Learning Intentions and Success Criteria.</li> <li>The wider life of the school continued to be improved through the delivery and development of a range of wider achievement opportunities: Young Philanthropy Initiative, Enterprise Award, Year Group and Whole School Pupil Council groups, the creation of a pupil Events Team to lead school events, the Caritas experience, the work of the SDVP pupil group, Senior Volunteers, Leadership Award classes, and senior pupils acting as Future Friday leaders.</li> <li>The established work of Pupil Councils in every year group with a School Council meeting with the Head Teacher every term.</li> <li>The school continued to embed the systematic collation of stakeholder feedback and a cycle of self-evaluation through the use of online Microsoft Form surveys with parents, pupils and staff and in-person focus groups.</li> <li>A majority of staff at all levels continue to lead school improvement activities. The school Leadership Framework provides opportunities for most staff to contribute to and lead school improvement in different ways. In addition, the PEF Support Team of PTs has given formal leadership roles to a range of staff to lead the identified strategic priorities of the school which include: Pupil Equity, Tracking &amp; Interventions, Learning &amp; Inclusion, Assessment &amp; Moderation, Digital Learning, Targeted Support, HWB &amp; Relationships, GIRFEC and Attendance.</li> <li>The introduction of the Sequential Progress Tracking and Monitoring system has allowed staff to benchmark achievement of a level in the BGE and analyse progress over time.</li> </ul>		
<b>Next Steps:</b> (What are we going to do now?) <ul style="list-style-type: none"> <li>To embed a consistent understanding of the social, economic and unique context of the school by staff and parents/carers in order that school profile information has a positive impact on learning and teaching.</li> <li>Embed and further develop the collaborative opportunities for staff to be involved in self-evaluation and school improvement.</li> </ul>		

- Increase opportunities for parental participation in school improvement activities and the work of the Parent Council.
- Further embed the Self-Evaluation Framework Policy (including whole-school VSE, Faculty VSEW and Learning Walks) into the school improvement cycle for all staff.
- Further embed Tracking and Monitoring processes and interventions through the continued implementation of the system Sequential Progress.
- Further develop the Literacy and Numeracy Strategy with the English and Maths faculty with a particular focus on SCQF level 5.
- To embed the assessment and moderation of BGE levels through the implementation of the Sequential Progress Tracking and Monitoring system to ensure pupils' progress over time is tracked and analysed.

## **Section 4: Key strengths/successes linked to Quality Indicators**

(NB: establishments should continue to ensure that their own self-evaluation calendar reflects a cyclical coverage of all quality indicators.)

Using the information gathered through ongoing self-evaluation processes, including discussions in family groups, please briefly outline key strengths/successes in relation to each of the core QIs, and next steps. (QIs should not exceed 500 words.)

**Please refer to submission information, on page 1, which outlines required submission dates for the core Q.I.s, when completing this document.**

### **How good is our leadership and approach to improvement?**

<b>QI 1.3 Leadership of change</b>		
Developing a shared vision, values and aims relevant to the school and its community	Strategic planning for continuous improvement	Implementing improvement and change
<b>Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in blue.</b>		
<b>NIF Priority: 4, 5</b>		
<b>NIF Driver: 1</b>		
<b>UNCRC: 28</b>		
<b>RECR (if appropriate) 3</b>		
<b>Linked SIP/PEF Priority: 3</b>		
<b>How well are you doing? What's working well for your learners?</b>		
<ul style="list-style-type: none"><li>• There is confidence among pupils, staff and parents/carers regarding the school's ethos.</li><li>• The school has developed a revised statement of the Vision, Mission, Values and Aims of the school through the work of the Columba 1400 programme with pupils. This included the school community of pupils, families and staff in the development process.</li><li>• Most pupils feel valued by staff.</li><li>• The school has developed a Leadership Framework programme, the Future Leaders programme, to focus on the implementation of improvement priorities and the professional development of leadership and management skills of staff.</li><li>• A majority of staff demonstrate an understanding of the social, economic and unique context of the school.</li><li>• School improvement is founded on the analysis of data, observations, feedback across the school community and partnership working outwith the school.</li><li>• A collaborative approach to developing and implementing curriculum change exists: engaging with Education Scotland, engagement with stakeholders, analysing data.</li><li>• Some staff are developing an inward, outward and forward culture in implementing school improvement and change.</li><li>• A clear rationale for change exists based on performance data, observations and feedback from the school community. A majority of pupils and staff demonstrate an understanding of this rationale for change.</li><li>• Tracking information is more accessible and provided in real-time for pupils, parents and staff. More regular tracking updates are provided to pupils and parents. A review of tracking and communicating pupil progress in BGE is underway.</li><li>• Wider involvement of pupils through the Pupil Council, Caritas, SDVP, Senior Ambassadors, Leadership classes, Future Friday leaders.</li><li>• A majority of parents/carers are satisfied with the direct and frequent communication with them through email, SWAY, redesigned Website and newly created Instagram.</li></ul>		

- A 3-year strategic plan has been established to provide the appropriate strategic direction and manage the pace of change.
- The establishment of a Self-Evaluation Framework Policy, leading to layers of evaluation at individual staff, faculty/support team and whole school level.

### **How do you know? What evidence do you have of positive impact on learners?**

#### **Evidence (based on HMle Surveys for Pupils and Parents/Carers):**

- Encouragement and Support: Most students (42.7% 'Strongly Agree' and 45.62% 'Agree') feel encouraged by staff to do their best. This finding suggests a positive and supportive learning environment where students feel motivated to achieve their potential.
- Feedback and Progress: Most students (34.31% 'Strongly Agree' and 46.35% 'Agree') believe that the feedback they receive on their work helps them improve their learning. Furthermore, most students (29.79% 'Strongly Agree' and 54.96% 'Agree') feel that staff help them understand their progress in schoolwork. These results highlight the positive impact of constructive feedback and clear communication about progress on student learning.
- Subject Choice Guidance: Most students (14.6% 'Strongly Agree' and 62.04% 'Agree') report receiving good advice about choosing the right subjects for them. This indicates effective guidance and support in academic planning, which can contribute to student engagement and success.

#### **Other Evidence**

- A majority of pupils in pupil council and staff focus groups demonstrate confidence in the school ethos.
- Assemblies incorporate aspects the school values and faith to develop a sense of ownership with pupils.
- Pupil Council groups, staff focus groups, the weekly school information SWAY and the Parent Council have opportunities to provide feedback to the school. Focus groups and online feedback opportunities are embedded into the work of the school.
- The whole school and faculty planning process is centred on achieving the school priorities. A holistic planning approach connecting school and faculty planning now exists.
- There is collaboration across the school between colleagues/faculties and outwith the school with other schools and partners such as Police Scotland, Routes to All, Focus West, St Vincent De Paul, and the Malawi Partnership.
- Approximately 80 pupils are involved in the Pupil Voice programme from S1-6, inviting pupils to be involved in the life and improvement of the school. This is an encouraging indicator of pupils wishing to be part of the school vision and ethos.
- Non-promoted staff are involved in leadership roles such as contributing to and leading school improvement priorities and are part of the more formal PEF Support Team as Principal Teachers.

### **What are you going to do now? What are your improvement priorities in this area?**

- To continue to embed the vision and values into all aspects of school life and learning experiences.
- To develop a more consistent understanding of the social, economic and unique context of the school by staff and parents/carers in order that school profile information has a positive impact on learning and teaching.
- To further promote a clear rationale for change throughout the implementation of school improvement.
- Increase collaborative opportunities for staff to be involved in school improvement.
- Increase parental participation in school improvement activities.
- Continue to develop our data and tracking information, particularly in the BGE, to impact positively on outcomes for all learners.
- Embed the Self-Evaluation Framework Policy into the school improvement practice of all staff.

## How good is the quality of care and education we offer?

QI 2.3 Learning, teaching and assessment			
Learning and engagement	Quality of teaching	Effective use of assessment	Planning, tracking and monitoring
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.			
NIF Priority: 3			
NIF Driver: 2, 4			
UNCRC: 2, 6, 12, 28			
RECR (if appropriate): 3			
Linked SIP/PEF Priority (if applicable): 2			
How well are you doing? What's working well for your learners?			
<ul style="list-style-type: none"> <li>The newly developed Learning, Teaching &amp; Assessment Framework continued in session 2024-25 and was complimented by the Learning Walk self-evaluation programme. The Learning Walk programme introduced a collaborative approach to self-evaluation. The impact has seen almost all lessons with clear Learning Intentions and Success Criteria.</li> <li>A new BGE Assessment Strategy was developed and introduced to support the pedagogy of achievement of a level. This provided support and guidance to staff and benchmarked CfE achievement of a level for all curriculum areas. The impact saw an increase in CfE level achievement in S1, S2 and S3. Most notably, the achievement of Literacy (Listening &amp; Talking, Reading and Writing) and Numeracy by the end of S3 was the highest recorded for St Margaret's.</li> <li>The Course Choice process was revised with clearer advice to pupils about their learning pathway and the types of qualifications they should choose to achieve their aspiration.</li> <li>A majority of our young people are eager and active participants who are fully engaged and interact well during learning activities.</li> <li>Less than half of staff are engaged in professional learning built around the 5 pillars of pedagogy.</li> <li>A majority of staff use feedback including use of peer and self-evaluation to ensure learners are aware of their progress and are able to identify their strengths and next steps in learning.</li> <li>Most staff have robust arrangements for moderation across the Senior Phase and use the Senior Phase Assessment Toolkit based on NLC guidance.</li> </ul>			
How do you know? What evidence do you have of positive impact on learners?			
<b>Evidence (based on HMle Surveys for Pupils and Parents/Carers):</b>			
<ul style="list-style-type: none"> <li><b>Encouragement and Support:</b> Most students (42.7% 'Strongly Agree' and 45.62% 'Agree') feel encouraged by staff to do their best. Additionally, most students feel comfortable approaching staff with questions or suggestions (17.52% 'Strongly Agree' and 60.58% 'Agree'). These findings suggest a positive and supportive learning environment where students feel comfortable seeking help and are motivated to achieve their potential. The majority of parents feel that their child likes being at school, feels safe, and is treated fairly and with respect by the staff. The school also seems to be effective in helping children feel confident.</li> <li><b>Subject Choice Guidance:</b> Most students (14.6% 'Strongly Agree' and 62.04% 'Agree') report receiving good advice about choosing the right subjects for them. This indicates effective guidance and support in academic planning, which can contribute to student engagement and success. Parents generally agree that the staff knows their child well as an individual and that their child receives the help they need to succeed.</li> <li><b>Feedback and Progress:</b> Most students (34.31% 'Strongly Agree' and 46.35% 'Agree') believe that the feedback they receive on their work helps them improve their learning. Furthermore,</li> </ul>			

most students (29.79% 'Strongly Agree' and 54.96% 'Agree') feel that staff help them understand their progress in schoolwork. These results highlight the positive impact of constructive feedback and clear communication about progress on student learning. A majority of parents believe their child is making good progress and felt supported in making subject choices.

- **Open communication and approachability:** The school demonstrates a strength in maintaining open communication, with most parents feeling comfortable approaching the school with questions or concerns.

#### **What are you going to do now? What are your improvement priorities in this area?**

- To embed the newly developed Learning, Teaching & Assessment Framework across all learning experiences, including the cycle of self-evaluation Learning Walks three times in the year, to develop the quality of learning experience and sustain consistency.
- To re-introduce a Learning Discussion process for S1-3 young people to review their progress, evaluate their achievement of a level, and set individual targets. All staff to engage with Learning Profiles to improve learning and engagement focusing on increasing pupil ownership of learning across the curriculum.
- To ensure consistency in the learning experience for all learners to include differentiation and personalisation, which supports appropriate pace and challenge and progression.
- To develop a strategic approach to moderation and assessment across the whole school which supports tracking and reporting in the Broad General Education in particular.
- Implementation of the new Curriculum Rationale to ensure the curriculum offer is varied and relevant for all young people and supports their learning journey and aspirations.
- Further develop the BGE Assessment Strategy through the implementation of Sequential Progress tracking and monitoring procedures.
- Further develop the tracking of young people's participation in wider achievements and develop a skills framework in order that young people can articulate their skills more readily.

## How good are we at improving outcomes for all our learners?

<b>QI 3.1 Ensuring wellbeing, equality and inclusion</b>		
Wellbeing	Fulfilment of statutory duties	Inclusion and equality
<b>Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.</b>		
<b>NIF Priority: 2</b>		
<b>NIF Driver: 1, 2, 3, 6</b>		
<b>UNCRC: 3, 6, 24</b>		
<b>RECR (if appropriate) 3</b>		
<b>Linked SIP/PEF Priority: 1</b>		
<b>How well are you doing? What's working well for your learners?</b>		
<ul style="list-style-type: none"> <li>All of our young people have access to a key person in Pupil Support and a DHT Year Head link, which ensures they have an immediate network of support in the school. This network of support has been expanded to include the PEF Support Team for targeted groups and the Cluster Inclusion and Improvement Lead.</li> <li>All of our young people benefit from a staged approach to support services, which is Pupil Support led and managed at Universal level; GIRFMe Planning processes and school-cluster approaches at Additional level; and both school-cluster and local authority approaches at Intensive level.</li> <li>A Review of Safeguarding and Child Protection procedures has taken place with a range of improvement actions now in place including access to CP co-ordinator information in all classrooms, procedures for medical, and processes for the retention of records.</li> <li>Almost all young people benefit from access to Universal, Additional and Intensive support which are in place to reflect the variance in need and include: early allocation to Pupil Support, a dedicated Support and Inclusion specialist supporting the cluster with transition information and GIRFEC planning, P7 Induction days, parent and pupil information sessions; GIRFMe Plans, Senior Pupil Ambassador sessions.</li> <li>In 2024-25, the attendance was 85% increasing by 1% on the previous year. School Improvement Planning along with the targeted PEF plan and GIRFEC Needs Based Matrix will continue the focus on increasing attendance and engagement.</li> <li>The GIRFEC Needs Based Matrix is now a key strategy and tool used by the school to monitor and moderate Universal, Targeted, and Intensive support. The Pupil Support Team and Year Heads meet regularly to monitor and moderate the key stages of support in a systematic way.</li> <li>A revised values-based Relationships Policy is now in place and was launched with staff during an In-service day in conjunction with The Promise training. All staff are aware of the "visible adult consistencies" and pupil assemblies highlighted "visible pupil consistencies".</li> <li>Inclusion strategies are working effectively to reduce the number of Exclusions. In session 2024-25, the total number of Exclusion incidences was 13 which is 11 incidences per 1000 equating to an approximate 50% reduction on last year. The number of Exclusion days were 21 with the total number of Exclusion openings 42.</li> <li>School ethos and values have been developed to promote a shared understanding of individual wellbeing and worth of every individual.</li> <li>Leadership of pupils through the Pupil Council, Caritas, SDVP, Senior Ambassadors, Leadership classes, Future Friday leaders.</li> </ul>		
<b>How do you know? What evidence do you have of positive impact on learners?</b>		
<b>Evidence (based on HMIE Surveys for Pupils and Parents/Carers):</b>		
<ul style="list-style-type: none"> <li>In terms of support and positivity about their wellbeing, St Margaret's has a number of positive feedback measures: 87% of pupils report feeling safe in school and 82% report that the school</li> </ul>		

helps them to feel safe; 83% of pupils also report that they have someone in school they can speak to if they are upset or worried about something; 73% of pupils say that St Margaret's teaches them how to lead a healthy lifestyle with 80% reporting there are lots of chances at the school for them to get regular exercise.

- Most students feel safe at school ('Strongly Agree': 11.68%, 'Agree': 74.09%) and believe that the school helps them to feel safe ('Strongly Agree': 9.49%, 'Agree': 69.34%).
- Most students have someone in school to talk to if they are upset or worried ('Strongly Agree': 28.47%, 'Agree': 51.82%).
- The school is perceived to deal well with bullying by less than half of all pupils ('Strongly Agree': 13.14%, 'Agree': 31.02%, 'Strongly Disagree': 10.22%, 'Disagree': 19.71%, 'Never experienced this': 25.91%).
- Encouraging Healthy Habits and Exercise(Q11): A majority of parents agree or strongly agree that the school encourages their children to adopt healthy habits and engage in regular exercise. This suggests that the school is actively promoting physical well-being.
- Support for Emotional Well-being (Q12): Most parents feel that the school provides adequate support for their child's emotional well-being, indicating a positive environment that fosters mental health.

### Other Evidence

- Support and Inclusion information available for all staff.
- Cluster Family Engagement Support Assistant working with families, not only the child. This is having an impact on individual pupil attendance and on links with families who have traditionally been difficult to engage with.
- Process in place where levels of need are identified through a GIRFEC Support Needs Matrix for the whole school and where GIRFEC planning, evaluating and reviewing underpin need and interventions.
- Senior leadership visits to all associated primaries.
- Consistency in transfer of ASN information, with primaries completing assessments through the work of a dedicated Support and Inclusion teacher.
- A majority of pupils in P7 benefit from Senior Pupil Ambassador visits.
- Enhanced transition programme incorporating CLD partners, police, ASNAs and parents with targeted pupils from the Cluster.
- The re-introduction of PSE in S1 and S2 year groups.
- In session 2024-25, St Margaret's celebrated the ethos and history of the school by marking the 50<sup>th</sup> anniversary of the school building. These celebrations included: a Mass celebrated by Bishop Toal bringing together pupils, families and civic leaders; a 50<sup>th</sup> Anniversary Open School event providing members of the public with tours of the school building; and the introduction of a new commemorative school Tie for S6 pupils to mark this milestone.

### What are you going to do now? What are your improvement priorities in this area?

- Build on the improvement in attendance and target 90% for session 2025-26
- Further embed the GIRFEC Needs Based Matrix to monitor and moderate the key stages of support in a systematic way.
- Support the implementation of the Relationships Policy and Promise Training by targeting universal and additional CPD staff activities.
- Develop senior pupil leaders as role models for an S1-6 Leadership Academy using the newly created House mission statements.
- Embed Inclusion and Support service structures within the newly created Support Hub learning space to develop different services such as ICT support, Literacy/Numeracy support, 1-1 reading support.
- Continue to support the furthest 20% from achievement by maintaining 90% of pupils in S4 achieving at least 5 qualifications or more at National 3.
- Maintain inclusion strategies to ensure Exclusion incidences are 11 per 1000 pupils.

- For Leavers attainment, target S4-6 pupils in SIMD 1 to ensure their curriculum offer is aspirational. St Margaret's will develop timetabling models to combine the S4 curriculum with S5/6 to provide a wide curriculum offer especially at SCQF level 5/National 5 level for S5/6 pupils.
- Maintain support and confidence in our young people to develop their confidence and healthy lifestyle. In session 2025-26 the focus will be on making the equalities and inclusion policies of the school visible and transparent to ensure all young people are aware of their right, responsibilities and support on offer in school; this includes the Anti-Bullying Policy and the 9 protected characteristics set out in the Equality Act.
- Build on the community events in session 2024-25, to maintain pride in and further embed partnership with the local community.

## How good are we at improving outcomes for all our learners?

QI 3.2 Raising attainment and achievement			
Attainment in literacy and numeracy	Attainment over time	Overall quality of learners' achievement	Equity for all learners
Please identify relevant NIF details and highlight links to SIP/PEF Plans. Please record specific PEF evaluations in Blue.			
NIF Priority: 2, 3			
NIF Driver: 1,2,4,5,6			
UNCRC: 2, 6, 12, 28			
RECR (if appropriate) 3			
Linked SIP/PEF Priority: 2			
How well are you doing? What's working well for your learners?			
<ul style="list-style-type: none"> <li>88.3% of all pupils in S4 achieved 5 or more qualifications at National 3. This is the second highest recorded level for St Margaret's in National 3 level courses.</li> <li>81.1% of all pupils in S4 achieved 5 or more qualifications at National 4. This is the second highest recorded level for St Margaret's in National 4 level courses apart from 2023.</li> <li>At National 5 level in S4, the number of pupils achieving 5 or more qualifications increased by 5.5% in 2025 compared to the previous year.</li> <li>In S5, there was a notable increase in pupils achieving 5 Highers, improving by 1.3% to 10.6%. There was a notable reduction in young people achieving 1 Higher and 3 Highers.</li> <li>In S6, there were notable increases in pupils achieving 3 Highers increasing by 1.4% to 44.6%. In addition, young people achieving 1 Advanced Higher increased by 4.4% to 12%.</li> <li>In terms of outcomes for school leavers leaving school by August 2024, the majority of measures have increased and are above the virtual comparator school: 1 @ SCQF 4, 1 @ SCQF 5, 5 @ SCQF 3, 5 @ SCQF 4, 1 @ SCQF 6, 3 @ SCQF 6, 5 @ SCQF 6, and 1 @ SCQF 7.</li> <li>Leavers' Literacy &amp; Numeracy outcomes at SCQF level 4 for school leavers is the second highest recorded, 88.46%, apart from leavers in 2023. This is above the Virtual Comparator for the second time. Improvements in Numeracy at SCQF 4 and Literacy at SCQF 4 are also notable.</li> <li>The reported outcomes for Positive Destinations were below the previous year at 92.31% down from 97.2%. This is below the Virtual Comparator, however, a trend of improvement over the past 5 years has been maintained.</li> <li>Coherent tracking and interventions that supports young people to attain and achieve in the senior phase which includes: Pathways to Five, Aiming Higher group &amp; Step-Up group, mindset workshops, study skills workshops, exam plus workshops, mentoring programme, supported study, Easter school, Masterclasses during study leave, online resources such as Achieve and a Widening participation programmes such as Top-Up, Reach, Focus West And Routes for All.</li> <li>The Future Friday programme provides enjoyment, skills development and accreditation planned across each year. This has led to the accreditation of approximately 50 pupils with the SQA Leadership Award and the Saltire Award for volunteering.</li> <li>A new BGE Assessment Strategy was developed and introduced to support the pedagogy of achievement of a level. This provided support and guidance to staff and benchmarked CfE achievement of a level for all curriculum areas. The impact saw an increase in CfE level achievement in S1, S2 and S3. Most notably, the achievement of Literacy (Listening &amp; Talking, Reading and Writing) and Numeracy by the end of S3 was the highest recorded for St Margaret's.</li> <li>The Course Choice process was revised with clearer advice to pupils about their learning pathway and the types of qualifications they should choose to achieve their aspiration.</li> </ul>			

- In session 2024-25, St Margaret's introduced a Wider Achievement programme to capture the skills developed and volunteering hours achieved by young people. Over 50 pupils achieved recognition for their work through the Saltire Award programme. In addition, the school introduced the Head Teacher HEART Award and there was an end of term BGE HEART Award ceremony to recognise the values and skills demonstrated by young people.
- St Margaret's implemented the Curriculum Review and has produced a draft Curriculum Rationale. The impact has seen a wider range of SCQF award qualifications being introduced for young people at SCQF 5 and 6 levels.

### How do you know? What evidence do you have of positive impact on learners?

#### Evidence (based on HMIE Surveys for Pupils and Parents/Carers):

- Encouragement and Support: Most students (42.7% 'Strongly Agree' and 45.62% 'Agree') feel encouraged by staff to do their best. Additionally, most students feel comfortable approaching staff with questions or suggestions (17.52% 'Strongly Agree' and 60.58% 'Agree'). These findings suggest a positive and supportive learning environment where students feel comfortable seeking help and are motivated to achieve their potential.
- Subject Choice Guidance: Most students (14.6% 'Strongly Agree' and 62.04% 'Agree') report receiving good advice about choosing the right subjects for them. This indicates effective guidance and support in academic planning, which can contribute to student engagement and success. Parents generally agree that the staff knows their child well as an individual and that their child receives the help they need to succeed.
- Feedback and Progress: Most students (34.31% 'Strongly Agree' and 46.35% 'Agree') believe that the feedback they receive on their work helps them improve their learning. Furthermore, most students (29.79% 'Strongly Agree' and 54.96% 'Agree') feel that staff help them understand their progress in schoolwork. These results highlight the positive impact of constructive feedback and clear communication about progress on student learning. A majority of parents believe their child is making good progress and felt supported in making subject choices.

### What are you going to do now? What are your improvement priorities in this area?

- To maintain and sustain the successful "Pathways to 5" Raising Attainment Strategy and further develop tracking and intervention strategies through the implementation of the system Sequential Progress in its second year.
- Embed achievement in S4 and ensure progression and translation into achievement of 1, 3 and 5 Highers by the end of S5.
- To re-introduce a Learning Discussion process for S1-3 young people to review their progress, evaluate their achievement of a level, and set individual targets.
- Embed the new Learning, Teaching and Assessment Framework alongside the Learning Walk self-evaluation programme to develop the quality of learning experience and sustain consistency.
- Implementation of the new Curriculum Rationale to ensure the curriculum offer is varied and relevant for all young people and supports their learning journey and aspirations.
- Further develop the BGE Assessment Strategy through the implementation of Sequential Progress tracking and monitoring procedures.
- Further develop the wider achievement skills programme, including Future Fridays, with a focus on recognising achievement and celebrating success.
- Development of consistent BGE experience including assessment, tracking, learning conversations, and skills progression.

## **Section 5: NIF Quality Indicators: Summary (Submission June 2025)**

**This information will be collected via a Glow form and therefore head teachers can decide whether to complete this section for internal use, or record this information via the GLOW form only.**

### **Assigning levels using quality indicators**

*School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6-point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.*

Quality indicator	School self-evaluation	HMIE Inspection evaluation (if appropriate)
1.3 Leadership of change	Good	
2.3 Learning, teaching and assessment	Good	
3.1 Ensuring wellbeing, equity and inclusion	Good	
3.2 Raising attainment and achievement	Good	

## Key priorities for improvement planning next session

*This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).*



## St Margaret's High School

3-Year Strategic School Improvement Plan 2023-26



Please find below a summary of the key school improvement priorities:

Priority	School Improvement Priorities	What will we do?
School Priority 1	To support and develop the <b>mental, emotional, social, physical and spiritual wellbeing</b> of all young people, families and staff.	<p>We will aim to:</p> <ul style="list-style-type: none"> <li>Refresh expectations and standards through the development of a Positive Relationships Strategy with a focus on values, positive relationships, school uniform, the school environment and an overarching blueprint with clear school rules, visible consistencies for pupils and staff, recognition of over and above behaviours, and clear staged intervention.</li> <li>Develop and improve support service systems and structures with staged intervention approaches and clear stages to request assistance.</li> <li>Close the poverty related attainment and wellbeing gap through the development of a PEF Support Team.</li> <li>Sustain engagement in learning and improve attendance for specific groups of pupils.</li> <li>Ensure all pupils and staff feel supported and positive about their wellbeing.</li> <li>Celebrate the ethos and history of St Margaret's within the community during the 50<sup>th</sup> Jubilee Year of 2024 with a sustainable legacy.</li> </ul>
School Priority 2	To <b>improve the consistency and quality of learning and teaching</b> for all young people, leading to <b>improved attainment and achievement</b> for all young people.	<p>We will aim to:</p> <ul style="list-style-type: none"> <li>Develop a learning, teaching and assessment policy to provide a framework of priorities for learning experiences.</li> <li>Develop a framework for literacy, numeracy and health &amp; wellbeing across all learning in the BGE.</li> <li>Develop a Digital Learning Strategy to transform learning for pupils.</li> <li>Further develop and implement the "Pathways to 5" Strategy with programmes of intervention to enhance attainment and engage young people pupils at risk of not achieving SCQF level awards.</li> <li>Revise Tracking and Monitoring systems and Tracking Report systems.</li> <li>Further develop the Curriculum Review Strategy through the school's Curriculum Rationale, clear learning pathways and connections to Developing the Young Workforce.</li> <li>Develop an Assessment Strategy based on proposed national modifications and changes.</li> <li>Further develop an Enrichment &amp; Wider Achievement strategy, including the Future Friday programme and the Ambassador</li> </ul>
		<p>Academy, with a focus on recognising achievement, celebrating success and an accreditation framework to complement skills and wider achievement experiences.</p> <ul style="list-style-type: none"> <li>Develop a St Margaret's Skills Framework for pupils, parents/carers and staff to articulate skills for learning, life and work.</li> </ul>
School Priority 3	To develop a <b>collaborative approach to self-evaluation</b> to ensure a positive impact on learners' successes and achievements.	<p>We will aim to:</p> <ul style="list-style-type: none"> <li>Develop a clear statement of Vision, Mission, Values, and Aims for St Margaret's that provides a rationale and framework for planning and self-evaluation.</li> <li>Develop and implement a Validated Self-Evaluation (VSE) Strategy at classroom, faculty and whole school level that involves all stakeholders and provides priorities for school improvement.</li> <li>Develop a framework of leadership opportunities for staff, based on school improvement priorities, to embed collegiate and collaborative opportunities within and outwith the school.</li> <li>Develop a framework of leadership opportunities for young people in all year groups that recognises skills, achievements and volunteering.</li> </ul>

## Appendix 1

### SCHOOL BASED COUNSELLING MONITORING FORM (One submission per cluster)

(Submission Dates: Dates: 4<sup>th</sup> October, 6<sup>th</sup> December, 21<sup>st</sup> March and 13<sup>th</sup> June 2025.)

THIS SECTION SHOULD **ONLY** BE SUBMITTED BY THE CLUSTER CHAIR/SECONDARY HEAD TEACHER ON BEHALF OF THEIR CLUSTER. **ONE** COPY OF THIS FORM SHOULD BE SUBMITTED, IN LINE WITH AIR SUBMISSION DATES – **4<sup>th</sup> October, 6<sup>th</sup> December, 21<sup>st</sup> March and 13<sup>th</sup> June 2025.**)

TO THE [QISSIP-SIR@northlan.gov.uk](mailto:QISSIP-SIR@northlan.gov.uk) MAILBOX. Please also copy Merle Lang [langmerle@northlan.gov.uk](mailto:langmerle@northlan.gov.uk) into your return.

THESE SUBMISSION WILL SUPPORT FINANCIAL PLANNING AND FACILITATE GOOD PRACTICE FOR AUDITING PURPOSES. SUBMISSIONS WILL ALSO ALLOW FOR TARGETED SUPPORT TO ENSURE EQUITABLE CLUSTER PLANNING AND PROVIDE A VEHICLE FOR COLLECTING OBSERVATIONAL EVIDENCE OF THE IMPACT OF THE SERVICE. (AN EXEMPLAR OF THIS FORM IS AVAILABLE ON THE HEAD TEACHER SHAREPOINT.)

**Cluster Name:**

**Counselling in Schools Monitoring Sheet Session: 2024-25**

Term \_\_\_\_\_ Submission Date \_\_\_\_\_

#### Financial Summary

2023-24 SG Funded Allocation	£ _____
Projected spend	£ _____
<b>Fund Balance</b>	<b>£ _____</b>

<u>Provider</u>	<u>Start date</u>	<u>End date</u>	<u>Number of days per week</u>	<u>Total Cost</u>	<u>Notes</u>
<b>TOTAL</b>				£	
<b>BALANCE</b>				£	

#### INTERVENTION SUMMARY

<b>INTERVENTION</b>	<b>IMPACT</b> (Please include the following: planning, distribution throughout cluster, impact to date (initial observations & assessments)	<b>SUMMARY</b>

Current Legered spend	£
Completed by	
Date	

## Appendix 2

When considering your Cluster and School Improvement Priorities, you are asked to provide links to the following, as well as the Quality Indicators within HGIO54 and HGIOELC:

UNCRC	HGIO5 4 & HGIOELCC	National Improvement Framework: priorities and drivers
Article 1 - definition of the child Article 2 - non-discrimination Article 3 - best interests of the child Article 4 - implementation of the Convention Article 5 - parental guidance and child's evolving capacities Article 6 - life, survival and development Article 7 - birth registration, name, nationality, care Article 8 - protection and preservation of identity Article 9 - separation from parents Article 10 - family reunification Article 11 - abduction and non-return of children Article 12 - respect for the views of the child Article 13 - freedom of expression Article 14 - freedom of thought, belief and religion Article 15 - freedom of association Article 16 - right to privacy Article 17 - access to information from the media Article 18 - parental responsibilities and state assistance	1.1: Self-evaluation for self-improvement 1.2: Leadership for learning 1.3: Leadership of change 1.4: Leadership and management of staff 1.5: Management of resources to promote equity 2.1: Safeguarding and child protection 2.2: Curriculum 2.3: Learning teaching and assessment 2.4: <u>Personalised</u> support 2.5: Family learning 2.6: Transitions 2.7: Partnerships 3.1: Ensuring wellbeing, equality and inclusion 3.2: Raising attainment and achievement 3.3: Increasing creativity and employability Specific to HGIOELC 3.2: Securing children's progress 3.3: Developing creativity and skills for life	NIF Priorities 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

Article 19 - protection from violence, abuse and neglect Article 20 - children unable to live with their family Article 21 – adoption Article 22 - refugee children Article 23 - children with a disability Article 24 - health and health services Article 25 - review of treatment in care Article 26 - social security Article 27 - adequate standard of living Article 28 - right to education Article 29 - goals of education Article 30 - children from minority or indigenous groups Article 31 - leisure, play and culture Article 32 - child labour Article 33 - drug abuse Article 34 -sexual exploitation Article 35 - abduction, <u>sale</u> and trafficking Article 36 - other forms of exploitation Article 37 - inhumane treatment and detention Article 38 - war and armed conflicts Article 39 - recovery from trauma and reintegration Article 40 - juvenile justice Article 41 - respect for higher national standards Article 42 - knowledge of rights	<b>PEF INTERVENTIONS</b> 1. Early intervention and prevention 2. Social and emotional wellbeing 3. Promoting healthy lifestyles 4. Targeted approaches to literacy and numeracy 5. Promoting a <u>high quality</u> learning experience 6. Differentiated support 7. Using evidence and data 8. Employability and skills development 9. Engaging beyond the school 10. Partnership working 11. Professional learning and leadership 12. Research and evaluation to monitor impact <b>Education and Families Priorities</b> 1. Improvement in attainment, particularly literacy and numeracy 2. Closing the attainment gap between the most and least disadvantaged children 3. Improvement in children and young people's health and wellbeing with a focus on mental health and wellbeing 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 5. Improved outcomes for vulnerable groups	5. Improvement in attainment, particularly in literacy and numeracy. <b>NIF Drivers</b> 1. School and ELC Leadership 2. Teacher and Practitioner Professionalism 3. Parent/Carer Involvement and Engagement 4. Curriculum and Assessment 5. School and ELC Improvement 6. Performance Information
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#### Developing In Faith

*Roman Catholic Schools are required to provide links within their SIP and SIR to the themes contained within 'Developing in Faith', as requested by the Bishops' Conference of Scotland.*

1. Honouring Jesus Christ as the Way, the Truth and the Life
2. Developing as a community of faith and learning
3. Promoting Gospel Values
4. Celebrating and Worshiping
5. Serving the common good.