Queen Margaret Academy

OMNE OPUS BONUM

School Improvement Plan 2023 - 2024

Our Vision

Our vision is that we are an ambitious community of learning and faith where young people are inspired, motivated and successful. Our community will work together to turn this vision into share daily practice. We are proud to be part of this unique faith community and all staff have a clear understanding of our social, economic and cultural context.

As a school community we want to build trust through transparency and improved communication to ensure that everyone feels valued. We are committed to building capacity and giving opportunity for leadership which encourages everyone to contribute to strategic direction. Our improvement plan outlines our clear rationale for future improvement and the role we will all play in achieving this. Collaborative leadership is central to all staff feeling empowered, supported and challenged to ensure that we improve outcomes for all our young people.

The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes. Learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning. Our school provides an environment where young people are encouraged to work individually and collectively.

South Ayrshire Council Plan	Spaces and PLaces Live, Work, learn Civic and Community Pride

Children's Services Plan	Outstanding universal provision Tackling Inequalities Love and support for our Care Experienced young people and young carers Good physical and mental wellbeing Promoting Children's Rights

Education Services Priorities	Equity, Wellbeing and Inclusion Learning, Teaching and Assessment Curriculum Self Evaluation for Self Improvement

National Improvement Framework Priorities	Placing the human rights of every child and young person at the centre of education Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children Improvement in employability skills and sustained positive school leaver destinations for all young people Improvement in attainment, particularly in literacy and numeracy

OUR VALUES AND AIMS

COMMUNITY

BE PROUD TO CONTRIBUTE
We aim to ensure that everyone is proud to be part of our loving, supportive and spiritual learning **community**. Our community is one in which we can all participate and contribute to, both locally and globally, as we strive towards our collective goals. We value and foster a positive approach in all that we do.

AMBITION

CREATE YOUR OWN FUTURE
We promote and encourage **ambition** in all members of our community. We help shape our young people and provide them with a rich variety of opportunities to allow them to develop their knowledge, skills, qualities and character. We support them to be courageous and resilient. We strive to be the best we can be and exceed expectations. We value each individual as we help them to explore who they are, and to become who they want to be.

RESPONSIBILITY

TAKE OWNERSHIP
Our school provides an environment where young people are encouraged to work both individually and collectively. It is a place where we can influence and transform ourselves and our learning. We are independent and **responsible** as we take ownership of our learning and development.

EQUITY

CONSIDER ALL
We are an inclusive community in which everyone feels **valued** and that they belong. We value each other regardless of the differences between us. We celebrate those differences. We strive to ensure that everyone will have the support, knowledge and skills they need to succeed and achieve. Every voice will be heard, every individual will feel valued and everyone will play their part.

FAITH

LEAD AND BELIEVE
We actively celebrate our **faith** and the Gospel values by which we live. We embrace the greatness of God as we try to reflect his example through our actions. These actions are built upon our faith and the belief that we have in God and in each other. We support one another to lead by example as we encourage and inspire others to make a positive difference.

RESPECT

ALWAYS SEE ANOTHER PERSPECTIVE
The value of respect underpins everything that we do. We recognise and appreciate everyone's potential and talents. We create a safe and inspiring place to learn where individuals are nurtured, **respected** and included. Our young people are happy, healthy, considerate and reflective. We encourage each other to have empathy and maturity to allow us to see things from another perspective.

COMMUNITY | AMBITION | RESPONSIBILITY | EQUITY | FAITH | RESPECT

Strategic Priority		Rationale for Improvement Priority based on evidence	
Learning, Teaching and Assessment School Values: Responsibility and Equity SALO Dimension: • Developing and sharing a vision centred on the learning of all students • Learning with and from the external environment and larger systems		Queen Margaret Academy's school profile has significantly changed we have identified cohorts of young people who are at increased risk of disengagement and not attaining. In order to ensure that all young people have a quality learning experience we used our self-evaluation to identify key areas of focus in LTA as differenation, further development of Learning and teaching strategies. Building on the solid foundation from 2022/23 we will develop micro focuses each term and develop our observations to support professional learning and improvements in learning and teaching. Feedback from staff/Parents/carers and pupils shows that we require to work on supporting parents/carers to understand how young people are assessed. Further to this our assessment practices need to be put at the forefront and a focus on the value of S3 in preparation for National Qualifications and maximising the potential of young people to increase depth of learning improving attainment of A/B passes.	

SAC Priority	NIF Priority	NIF Driver	HGIOS? 4
1, 2	Improvement in attainment (particularly in literacy and numeracy) Close the gap between most and least disadvantaged	Teacher professionalism, Assessment of children's progress, performance information, School improvement	1.2 Leadership of Learning 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement

Desired Outcomes	Actions	When	Who

1. Young people will experience high quality learning and teaching due to improved pedagogy across the school with a focus on meeting the needs of all learners and removing barriers to engagement and attainment
 	
   • *All staff will have the opportunity to complete CLPL in each micro focus and participate in observations to support development of LTA in the school*
     ○ *Term 1 – differentiation*
     ○ *Term 2 – questioning techniques*
     ○ *Term 3 – classroom culture techniques*
     ○ *Term 4 – cooperative learning*
 	
   • *Dyslexia Inclusive Practice Award (DIPA)*
	• Learning and Teaching group to continue to lead sharing of good practice developing staff training programme responsive to school/staff needs
	• Observations cycle with analysis of observations and feedback to drive next steps
	• Productive use of Collegiate time to focus on pedagogy
	• All staff will complete DIPA Module 1 of the Award during collegiate time
		Ongoing
		
		December 2023
			M McGeough
			PTs
			All staff
			Lead Learners
			Learning and teaching group

2. Departmental strategies focusing on learning and teaching of National Qualifications will result in an increased number of A/B passes in Nationals in S4 and Higher in S5/6. Specifically
   • 5@5 A/B passes 13% of S4 learners will achieve 5 or more N5 A/B passes
   • 3@5 A/B passes 40% of S4 learners will achieve 3 or more N5 A/B passes
   • 5@6 A/B passes 13% of S5 learners will achieve 5 or more H A/B passes
3. Improved moderation across the school with better understanding of national standards
	• DM time committed to focus on what young people need to achieve A/B passes in N5/Higher
	• All staff will develop an understanding of SQA standards for N5/Higher.
	• SQA Markers should be utilised within the school or network if no school subject specific in the department.
	• DM time will be committed to moderation
	• PTs will utilise networks to support moderation for N5/Higher
	• SQA markers will lead inhouse moderation activities		

4. Develop a program of supporting parents/carers to support their child's learning	• Develop a programme of Study skills for parents • 'How to we assess?' information booklet for parents • Use Parent/Carers evenings to share with parents/carers		
5. Strategically use Freckle for S1, support set in S2 and SLC to identify next steps and support improvement 6. Continue Accelerated reader in line with GL to ensure targeted interventions are timely in BGE 7. Improved Literacy and Numeracy Leavers data – Leavers data will be inline or better than VC	• Improve our assessment and support of young people struggling with Numeracy/Literacy • Tracking of Literacy and Numeracy to ensure highest possible level achieved for all leavers.		S Sayce R Collins P Hendrie Appropriate YHs
7. Achieve Digital Schools Award- Develop a digital vision for QMA to ensure we are equipping young people with necessary skills	• Re-Launch Whole School ICT Policy/Acceptable Use Policy • Support all departments to embed digital Literacy • Promoting digital training opportunities to young people and staff • Continued resource refreshment scheme	May 2024	R Scott

Measurements/Evidence	Update
1. *Evidence: Observations, stakeholders surveys, focus groups, attainment and achievement data, feedback from staff on training* 2. *Evidence: engagement/attendance, staff leading across the school, observations, feedback on training* 3. *Evidence: options, attainment, positive destinations, evidence of partnership working, diversified curriculum, pupil focus groups/survey, staff focus group survey, ACEL, SQA Data*	

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Strategic Priority		Rationale for Improvement Priority based on evidence	
Wellbeing School Values: Faith and Community SALO Dimension: • Promoting and supporting continuous professional learning for all staff • Modelling and growing learning Leadership		Our data shows an increasing number of young people that are experiencing difficulty with their emotional wellbeing. Self-evaluation shows that staff wellbeing needs to be at forefront of our plans to ensure a strong and supportive work force, particularly during these challenging times. Our data shows that we are allocating supports appropriately for young people we will continue to monitor this and evaluate our responses to young people's needs. Our CLPL programme will link with PRD to ensure professional learning is responsive the school and staff needs. Our leadership training offer will continue into next session based on colleagues' feedback on CLPL needs. Our aim is that all staff and young people will model behaviour which promotes and supports the wellbeing of all.	
SAC Priority	NIF Priority	NIF Driver	HGIOS? 4
1, 2, 3, 4	Close the gap between most and least disadvantaged Improvement in young people's health and wellbeing	School leadership, Teacher professionalism, Assessment of children's progress, School improvement	1.3 Leadership of change 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion

Desired Outcomes	Actions	When	Who
1. An effective Team Around the School model – involving relevant partners to ensure young people's needs are supported with a multi-agency approach.	• Creating a calendar of termly meetings with partners to discuss school improvement. • Develop a partnership agreement/charter for those working closely with QMA. • Small Steps Programme to Wellbeing programme – work with colleagues to develop a supportive approach for young people and families.	Ongoing	KMallon PT Guidance
2. Embed QMA's Mental Health Strategy – 'right help, right time, right support (mental health taskforce, 2019)	• Develop a systematic approach to tracking mental health and wellbeing using strength and difficulty questionaires (SDQs). • Develop a consistent approach to mental health screening/triage to agree targeted supports for pupils. • Engage with the team around the school (school nurse, school counsellor, headstrong) to strengthen existing partnerships around mental health and measure impact of relevant services. • Identify CLPL opportunities for **skilled** and **informed** staff to support pupils' mental health and wellbeing.	June 2024	PTs Guidance K Mallon
3. Care experienced young people attending QMA '*will grow up loved, safe and respected*' (The Promise) Improved outcomes for care-experienced young people (CEYP) with a focus on: attendance; attainment and achievement; exclusions and engagement; and positive and sustained destinations.	• Identify care-experienced lead within the extended guidance team to support CEYP. • All BGE pupils will have access to mentoring programme. • Learner conversations and target setting to take place with CEYP after each tracking period. • Rigorous attendance tracking of CEYP by PTs Guidance. • Continue our commitment to The Promise through Focus on CEYP during collegiate time e.g. inservice and WSMs.	June 2024	K Mallon and SLT K Campbell and PTs Guidance
4. Young people's progress data will be tracked and scrutinized to allow early interventions to be put in place to support and improve attainment with a particular focus on • *FME - S4 20% 5@Level5/S5 40% will gain 1@6 (focus on A/B)* • *Young Carers – targets set monitored* • *Care Experienced - targets set monitored* • *SLC – POE will be tracked and monitored*	• Identification of at-risk cohorts stored in central digital folder accessible to teaching staff • Clearly identified interventions for these groups/young people • Year group conference around attainment using data to drive improvement and develop timely plans • Departments will use tracking data to ensure young people and cohorts are meeting targets and timely interventions are in place. Focus FSM/CExp/Young Carers/SLC POE • FME Coaching Programme S4/S3 • Identify a tool box of appropriate support for cohorts of young people with particular focus on 5@4 and 5@3	Ongoing	PT Curricular SLT Guidance PT J Oates K Campbell All staff P Hendrie
5. Gain Silver Status for RRS - build on the safe and inspiring environment of QMA, where children are respected, their talents are nurtured and they are able to thrive. Our Rights Respecting Schools Award will further embed our values in daily school life and give our young people the best chance to lead happy, healthy lives and to be responsible, active citizens	• Work with the wider school community to collate evidence for silver award. • Submit evidence to SAC to achieve accreditation or act on any recommendations. • Promote UNCRC within curricular areas • Promote the school charter	Dec 2023	Matthew Crammond
6. Wellbeing programmes introduced to S1 and S2 curriculum (one period a week) with a focus on: mental, emotional, social and physical wellbeing.	• Develop and implement a programme for wellbeing that compliments existing PSE programme. • Evaluate new resources for and make necessary changes for session 2024-2025.	June 2024	C McAusland
7. Achieve Digital Wellbeing Award for Cyber Resilience - Ensure all young people are educated in safe use of digital technology	• Complete Self evaluation • Integrate into school ICT Policy • Deliver programme of Cyber Sec and Internet safety in ICT • Staff training/awareness • School-wide promotion of issues	May 2024	R Scott

Measurements/Evidence	Update
1. *RFAs (mental health & SSTW), wellbeing referrals, staff views (survey/focus groups), School ethos, ICT provision, stakeholders surveys, focus groups* 2. *Reduced referrals for behaviour, observations, stakeholders views, wellbeing assessments samples* 3. *Completed relationships policy* 4. *Increased pupil engagement, stakeholders views, surveys, ethos* 5. *Wellbeing webs (track changes throughout the year). Staff views*	

Strategic Priority		Rationale for Improvement Priority based on evidence	
Curriculum School Values: Ambition, Responsibility and Equity SALO Dimensions: Promoting team learning and Collaboration among all staff Establishing a culture of inquiry, innovation and exploration		Auditing the Careers Education Standard 3-18 we noted that we need to engage children and young people in **meaningful discussion about their skills development** and assist them in profiling to support their career journeys. This needs to be effective across curriculum areas. It is vital that we **relate relevant learning experiences and skills development** to the labour market and employment opportunities including entrepreneurship and self-employment (Career Education Standard 3-18)	

SAC Priority	NIF Priority	NIF Driver	HGIOS? 4
1, 2	Close the gap between most and least disadvantaged Improvement in employability skills and sustained, positive school-leaver destinations for all young people	School improvement	2.2 **Curriculum** 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability

Desired Outcomes	Actions	When	Who
1. <mark>A curriculum that meets all of our learners needs and build progression for both academic and vocational courses.</mark> Including strong links with the college to improve our curricular offer in BGE and Senior Phase. 2. All staff will be able to talk about how the unique features of our school inform the design of our curriculum	• Audit current curriculum offer across the school and identify opportunities for breadth and progression to level 6. • Improve the provision for personalisation and choice in BGE and target YP to ensure options are appropriate to their pathway • Continued to develop the use of S3 college/inhouse bursts to offer personalisation and choice. • MCMC group will identify at risk pupils in S3 using attendance and tracking data to help identify those who would benefit from burst and more bespoke curriculum • <mark>Further embed the Skills Framework into the work of departments</mark> • <mark>All departments will start to utilise pathways display boards</mark> • Develop a S3 target group of those at risk of not attaining. This group will be working toward the Princes' Trust Certificate build further opportunities for them to achieve level 4/5 qualifications.		COates MMcGeough R Collins College partners Curricular PTs Guidance PTs
3. SLC curriculum will meet the needs of all young people and ensure that all young people have the opportunity to achieve success and attain.	• Develop a coherent and progressive set of opportunities for young people to gain qualifications • Continue to utilise College burst and school college partnership to offer breadth to young people • Continue to improve the system of tracking young people to closely monitor and support progression for all and improved attainment in Literacy and Numeracy • Ensure that outdoor learning offers young people the opportunity to gain qualifications and is progressive		SSemple PHendrie All SLC staff
4. <mark>Gold SCQF Ambassador School</mark>	• Further incorporate the SCQF Framework into all school improvement • <mark>Departments will use the SCQF framework when discussion progression in curricular areas at option time</mark>		COates College partners Curricular PTs Guidance PTs

Strategic Priority		Rationale for Improvement Priority based on evidence	

Measurements/Evidence	Update
1. *Staff views/pupil views (survey/focus groups), stake holders surveys, focus groups* 2. *Observations* 3. *Improved attainment data, uptake and progression data, positive destinations data* 4. *Increased pupil engagement, stakeholders views, surveys,*	

Strategic Priority		Rationale for Improvement Priority based on evidence	
Faith School Values: Faith and Community SALO Dimension: • Promoting and supporting continuous professional learning for all staff • Modelling and growing learning Leadership		Education Scotland ROV 2019 "Staff recognise that further work is needed to maximise the Catholicity of the school but they report that early impact is already reflected in the improving relationships demonstrated across the school campus" Further to this our Faith audit of all stakeholders has shown that we need to work hard to be inclusive of all our school community	
SAC Priority	**NIF Priority**	**NIF Driver**	**HGIOS? 4**
1, 2, 3, 4	Improvement in young people's health and wellbeing	School leadership, Teacher professionalism, School improvement, Parental Engagement	1.3 Leadership of change 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion

Desired Outcomes	Actions	When	Who
1. Work together with all stakeholders to embed the actions from the schools audit of faith to develop a shared understanding of what being a pupil, teacher, parent/carer in a Catholic School means.	• The Chaplaincy Committee will be representative of the make up of our school to ensure that the celebration of our faith is inclusive and meaningful to all • The committee will develop a clear plan for our community to celebrate our faith • Chaplaincy Committee will work with all stakeholders to develop an inclusive approach to celebrations and more opportunities to celebrate our faith	By May 2023	M Crammond O Browne Fr Stephen Chaplaincy Team

Measurements/Evidence	Update
1. *Engagement and participation in events* 2. *Stake holder surveys/focus groups* 3. *Uptake and completion of Caritas awards, improved links with local faith community, stakeholders views*	