



Queen Margaret Academy

Standards and Qualities Report

2022/23



Introduction

Dear Parents and Carers,

Welcome to Queen Margaret Academy's Standards and Quality Report for 2022-23.

Each year the government and the Council publish information designed to show how well schools and local authorities are improving pupil performance and achievement year on year.

Inside, you will read an overview of some of our main achievements and our performance in different areas of the school during the last session and the work we are currently taking forward.



The successful follow up inspection in January 2019 highlighted the areas of strength and focused the school on next steps for our improvement and we continue to work hard to improve. This report highlights the vital contribution of all our staff, young people and parent/carers to the community of Queen Margaret Academy. We are excited and hopeful as we look ahead.

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 shared 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. Our school values were reviewed and relaunched in 2018. We are now evaluating and auditing each of our values on an annual rotation – this year we have worked with stakeholders to review our value of Ambition, using our SCQF Ambassadors to lead this work.





OUR VALUES AND AIMS



COMMUNITY | AMBITION | RESPONSIBILITY | EQUITY | FAITH | RESPECT





Context of School

Queen Margaret Academy is an ambitious community of learning and faith where our young people are inspired, motivated and successful.

School Roll:	627	Attendance	89%	Staffing	58.3 teaching staff, PSA 17.5
SIMD Q1/2	54%	SIMD Q3/4	32%	SIMD Q5	14%
FME	22%	Clothing Grant	34%	Staying on rates	71% of pupils stay on till S6

Our catchment includes young people from communities all over South Ayrshire from a wide range of backgrounds. We work closely with our associated Primary Schools which are Sacred Heart, St Cuthbert's, St John's, St Ninians's and St Patrick's. Queen Margaret Academy takes pupils from the district of South Ayrshire and from certain adjacent parts of East Ayrshire – a wide area which includes Ayr, Prestwick, Troon, Tarbolton, Dalmellington, Maybole and Girvan. This year our S1 pupils came from 32 primary schools across Ayrshire.

We strive to promote inclusion and our school is privileged to include an authority wide resource of the Supported Learning Centre, 53 young people attend the SLC and access mainstream lessons. This year we achieved ADHD Friendly school status and the Dyslexia Friendly Practice Award.

We promote a diverse and progressive curriculum lead by 12 PTs of Curriculum, 4 PTs Guidance, a PT DYW, a PT Pupil Support and a PT SLC. This year we successfully gained Silver SCQF status and are aiming to achieve gold early next session.

Our improvement planning this session has focussed on Four Key priorities.

- Learning, Teaching and Assessment
- Wellbeing
- Curriculum
- Faith



Feedback from our Stakeholders 2022/23

Parents/Carers

I think the school is very well managed from the top down with a strong leadership team. This shows in the consistency in terms of expectations in uniform, behaviour and ethos across the school.

The teachers are lovely and always have time for our daughter. Everyone is lovely from office staff to head teacher

This year 2022 has been tough but my child has made huge progress in no small part to her hard work, the teachers/school support and significant outside help. It has taken this combination to reach this point. Her confidence has grown and she is doing well. Thank you.

We feel the school support our child very well also they are working so hard to put the educational standards very high. A huge thank you for all they do.

I cannot thank you all enough for the support and encouragement that has been given to our child. It is such a relief that she is finally happy at school. I cannot thank you enough for making her feel welcome, supported, vaulted and respected as an individual.

Pupil Focus Group Question – How do teachers encourage you to do your best?

Encouraging us to pick our best subjects. Interactive learning. Good at welcoming you to the school. Help you and provide materials for revision.

Praise postcards. Pupil of the month. Constructive feedback. Individual feedback. Comments and feedback on homework, Teachers teaching you about resilience. Being told that you are doing good work.

Pupil Focus Group Question. Describe this school in 3 words? We asked the same question of Placing request pupils...

Incredible. Respectful. Inclusive.

Equal. Inclusive. Holy.

Welcoming, respectful, diverse

Unique, interesting brilliant.,

Cool. Fun. Nice.

Fantastic and respectful, Friendly, amazing, strict



School Priority : Learning, teaching and assessment**NIF Priority: Improving Attainment, Closing the Gap****Links to HGIOS 4 1.2, 2.3, 3.2****Progress and Impact**

Our teaching and learning group has 12 representatives from across the school. They have built on previous work in MTV and Cooperative Learning to focus on pedagogy and what makes an excellent lesson in QMA. In conjunction with all stakeholders they developed a new template and focus for lesson observations and a programme of learning opportunities for staff to learn and share good practice. The impact of this was evident, 94% of teaching staff said that professional learning throughout the year had enabled them to reflect on and improve practice and 73% felt the collaborative work across the school was taking improvement forward with 83% stating that the majority of young people were engaged in their learning. Almost all Parents and carers stated they were satisfied with the quality of learning and teaching and 79% of young people enjoyed learning at school. Staff feedback showed that they appreciated this much more focused view and now understood and had ownership of our shared expectations around learning and teaching. The observation process allows us to audit areas of good practice across the school and develop our next steps.

All staff in the school have benefited from training provided in, but not limited to the, following areas:

- Cooperative Learning Refresher
- 5 modules of Classroom culture training lead by or CPI led teachers
- ClickView
- PRD coaching approach
- ASN strategies in learning and teaching
- Context of our learners

All middle leaders completed Excellence through Leadership of Learning to support them in leading excellent learning and teaching in their departments. A number of staff took up the offer of our leadership academy looking towards middle and senior leadership.

Next steps

Building on this success our plan next year is to have a termly focus on a particular area of learning and teaching. Our focus has been directed by this year's observations, departmental standards and qualities meetings and staff CLPL audit across the whole school to ensure that we are supporting school improvement and staff development.

Stakeholders views from parents/carers and young people highlighted that we need to ensure clarity around assessment standards and expectations and a focus on how parents/carers can support their young people with learning.



School Priority : Ensuring wellbeing, equity and inclusion

**NIF Priority: Assessment of child's progress,
Improving young people's health and wellbeing**

Links to HGIOS 4 3.1, 2.4

Progress and Achievements Relationships across our school continue to be positive and supportive, focused on a climate of mutual respect within a strong sense of community, shared values and high expectations. Almost all pupils agreed that Staff treated them fairly and with respect and almost all staff find this a rewarding place to work and find it rewarding to work in Queen Margaret Academy. Further to this almost all pupils said that the school includes and treats everyone equally.

Our team of 4 PTs Guidance work effectively with our pupil support team and have created an environment where young people and families feel listened to and secure in their ability to discuss personal and sensitive aspects of their lives because they know they are cared about. Pupils are now receiving a higher quality of Pupil Support with a focus on systems/processes to ensure a consistent approach. Each PT of Guidance has a strategic focus for whole school improvement.

- Transitions
- Team Around the School
- MCMC
- Lead PT of SAC Guidance Network

Further to this we utilise our Diocesan links building a network for PT Guidance across the schools. This received very positive feedback and we will continue to develop this approach to support improvement.

We have also focused on an integrated Pupil Support team highlighting the importance of working closely with Pupil Support for the best outcomes for young people. To maintain this integrated approach we have House Team meetings. We now focus on developing knowledge and skills where it has greatest impact e.g. school partnerships and STINT. We focus on using our data on wellbeing to improve outcomes for young people.

This year one priority was identification of barriers to learning, in particular Dyslexia which was under identified. We have increased the number of pupils assessed and diagnosed with dyslexia. We have achieved the Dyslexia Inclusive Practice Award. With all staff working to remove barriers and support young people to have the best possible chance of success. We have improved our approaches to support developing our Team Around the School model this has seen our processes embedded and increased input from the wider pupil support team, and more feedback to staff about how we can best support our ASN pupils. 91% of young people asked said they were encouraged and supported to be the best they can in our school. Parents/Carers

Our Team around the School model has strengthened our processes for working with partners to ensure that our young people have access to all necessary supports. This has meant increased opportunities for our young people and appropriate and timely interventions for all. The relevant staff work together with young people to plan and review supports. We will continue to work hard to get the best from all partners. This model has meant that both universal and targeted learning and support is becoming embedded and having a positive impact on young people's progression. Through CLPL we have developed a strong ethos across the school that we are committed to minimising barriers and potential barriers to learning.

Further to this our mental health Matters group achieved the Say it Out Loud Award. We will continue to develop our mental health strategy next session.

Next steps: We will continue to develop partnerships to meet the needs of our young people, from supporting our mental health strategy to developing a bespoke curriculum for those disengaged with learning. We will develop our approach to maximising the House identities beyond LOVE awards and House points, focusing on leadership roles and house assemblies. We will streamline our use of SDQs to maximise use of data and appropriate support of young people. We will focus on attendance and improving this across the school, particularly those who currently sit between 70% – 90%.



School Priority : Curriculum	
NIF Priority: Improve attainment, Closing the Gap, Improving employability skills and sustain positive destinations	Links to HGIOS 2.6 Transitions 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability
<p>Progress and Impact</p> <p>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).</p> <p>We have worked hard to develop our curriculum to meet the needs of all our young people. Our college burst for S3 are aimed at developing young people's skills and interests and we have worked hard in partnerships with college and local employers to provide pathways to further study, training and employment.</p> <p>Travel and Tourism, Environmental Science, Health Sector, Bike maintenance, Barista, Health, Sports Leaders and Sport and recreation offer young people pathways to SCQF Level 5 Qualifications and for some to Level 6. We will continue to develop our curriculum to ensure breadth and progression opportunities for all. Attainment at level 5 has increased with young people having more opportunities to achieve. In 2022 65% of young people achieved 3 level 5 qualifications and 85% of young people achieved one level 5 qualification. The challenge now is to ensure that we have progression to level 6 course for all young people.</p> <p>Our work with the college has meant that young people from S3 onwards have had a number of opportunities. 45 young people enrolled in our DYW courses and we achieved 100% pass rate. This year 39 young people completed School college courses we achieved a 97% pass rate. Our college bursts in S3 saw 20 young people complete courses in science, 26 in automotive, 19 in digital technology and 15 in Early Education and childcare.</p> <p>In S4 92% of young people achieved a level 4 literacy qualification and 88% achieved a level 5. In numeracy 78% of pupils achieved a level 4 qualification with 62%% achieving a level 5. At level 6 literacy 60% of young people achieved and in numeracy 28% achieved level 6. This year we will focus on renewing our tracking particularly around literacy and numeracy to ensure that all pupils are given the opportunity to progress to an appropriate level.</p> <p>We will continue to work with our partners in college, local business and the Princess Trust to develop opportunities for all. The successful launch of our skills framework has been well received by staff, parents/carers and partners and we will further develop this work. We have made significant progress in this area with a significant increase in our positive destinations. Last year we achieved 100% positive destinations for our leavers.</p> <p>Next Steps</p> <p>Our PT of Employability and DYW will work closely with departments to seek out opportunities to offer more level 5 and 6 courses. The skills framework will be further embedded into our practice throughout the school. We will increase the number of level 5 courses adding Practical Electronics, Health and Food technology and Drama. All of these courses will provide progress to level 6 course next year. We will also deliver level 6 travel and Tourism this session. We will work to ensure we use the SCQF framework to plan young people's learning and develop progression routes for all. We will become an accredited Gold SCQF school.</p>	

School Priority : Raising attainment

NIF Priority: Improve attainment, Closing the Gap, Improving employability skills and sustain positive destinations

Links to HGIOS 4 3.2, 3.3

Progress and Impact

Attainment overtime (National Qualifications)

	2016	2017	2018	2019	2020	2021	2022
5@4	77%	74%	83%	83%	84%	80%	84%
5@5	47%	48%	41%	50%	49%	49%	32%
1@6	61%	60%	55%	63%	66%	68%	52%
3@6	38%	40%	36%	43%	50%	48%	36%
5@6	22%	20%	23%	27%	33%	26%	22%
1@7	12%	19%	18%	29%	33%	33%	19%

Throughout this session colleagues have been involved in moderation activities to improve our share expectation and understanding of standards at Senior Phase. All staff participated in training provided by the SQA and worked collegiately with networks across the authority to ensure understanding of the standard and to support consistent application of the standard.

Further to this young people in S4 attained 3@5 was 65% and 1@5 was 85% allowing access to a level 6 course for the majority of young people. In BGE by the end of S3 82% of learners have achieved Literacy and numeracy at 3rd level and 58% will have achieved level 4. This is a continuation of a positive trend over the last few years.

Next steps

This session we will closely monitor the needs of young people, our work will identify any gaps and focus on where necessary, particularly in BGE, stripping back the curriculum and using S3 to prepare young people with the skills they need to succeed at level 5. We will use a variety of data to support our planning for BGE and Senior Phase. This will allow us to support young people to achieve their potential. Our targeted interventions will be identified using data and to ensure supports are correctly targeted. In senior phase we will aim to maximise learning and teaching time and support young people to prepare for a busy academic year and exams. We will also focus on giving departments time to ensure they understand the standards for achievement in BGE and national level, utilising our SQA markers in school but across the authority to support improvement in our understanding of standards.



Evaluation Summary

Quality Indicator	School Self Evaluation
1.3 Leadership of change	<p>The ethos of our school is based on mutual respect and focuses on the wellbeing of young people and staff. We have a shared vision, values and aims, which are regularly reviewed with all stakeholders. Our young people have opportunities to be part of the school's self-improvement journey and we are keen to improve opportunities for other stakeholders to be more involved.</p> <p>Senior leaders guide strategic change at an appropriate pace, supporting others to take the lead. We protect time for professional dialogue and to support the development of colleagues to ensure improved outcomes for young people. Our staff and young people have embraced opportunities to take on leadership roles and get involved in training opportunities presented to them. All middle leaders completed the Mark Burn's Excellence through Leadership of Learning</p> <p>We have revisited our approach to self-evaluation and have developed a deeper understanding of this process and its necessary role in ensuring we provide the highest quality learning and teaching for all young people. We have effective strategies in place to monitor the impact of change. All staff take part in collegiate training which supports the school's improvement priorities. Our improvement plan provides clear manageable targets and sets out a clear vision for improvement.</p>
2.3 Learning and teaching	<p>Almost all young people are engaged, motivated and enthusiastic participants in learning. Our observations at all levels have shown that the purpose of lessons are clear and learning activities are matched to the majority of learners needs. Our school focus on positive relationships and mutual respect mean that learners are involved in learning and have activities that are well matched to their needs.</p> <p>All staff have participated in Cooperative learning, sharing good practice learning and ADHD training which has resulted in an inclusive learning environment. We have achieved ADHD Friendly school status and have been awarded our Dyslexia Friendly Practice Award. All staff are trained in the 5 modules covered in the Classroom Culture programme. We will continue to develop strategies to support all young people.</p> <p>We are aiming to ensure a more consistent approach across the school to differentiation to ensure this is an ongoing priority we have looked at varying level of challenge and giving opportunities for young people to demonstrate their learning in numerous ways.</p> <p>We continue to work hard to ensure that across the school there is a consistent agreement of the standards to be achieved. We have clear processes in place to monitor and evaluate students' progress. All learners receive feedback so that they know where they are and what their next steps are. Almost all young people asked agreed that feedback that they are given helps them set targets to improve their learning. In BGE and Senior Phase tracking is discussed regularly with young people and this will continue to be a focus for improvement.</p>

<p>3.1 Ensuring wellbeing, equity and inclusion</p>	<p>We have worked hard to ensure a shared understanding across the school of wellbeing and the worth of every person in our school community. Relationships across the school are strong and based on a clear mutual respect. Positive relationships are promoted across our school community and we are further enhancing this with our newly developed relationships policy. With almost all young people asked stating they feel comfortable approaching staff with questions or ideas.</p> <p>From our observation cycle and survey data we know the majority of learners are included and engaged in learning, all stakeholders are treated with respect and their opinions valued. We have effective strategies in place to ensure the achievement and attainment of all regardless of barriers and have achieved ADHD Friendly school status, DIFD Award and Reading school status.</p> <p>We make effective use of PEF to address a variety of challenges faced by young people and overall their attainment and positive destinations are similar to that of young people across Scotland</p> <p>Our values mean we are an inclusive school promoting equality through our curriculum, in areas, such as PSHE, RME, and across our whole school community. Pupils have led and organised a number of events for both pupils and staff and we hope to secure our Silver RRS Award early in the coming academic session.</p>
<p>3.2 Raising attainment and achievement</p>	<p>Learners continue to make progress with literacy and numeracy across the school. We continue to raise attainment overtime ensuring that all learners are able to make progress on prior learning and attainment. We are confident in the professional judgement of staff and we continue to look outwards locally and nationally for support in continuing this high standard of assessment.</p> <p>We continue to develop a robust tracking system to ensure we are proactive with appropriate and timely interventions. We continue to work hard to improve the attainment of all of our learners.</p>

What are the key priorities for improvement in 2023/24

- Learning, Teaching and assessment
- Wellbeing
- Curriculum
- Faith

What is the capacity for improvement?

Our Self-evaluation and Education Scotland Inspection findings show clear evidence that there is capacity for improvement at Queen Margaret Academy:

Further to this an additional Depute Head Teacher in the Senior Leadership team supported us to further develop our approach and strategy to improvement. Key appointments have been made in Pastoral Care, increasing the team to 4 PTs of Guidance each with a defined whole school remit for improvement. Our PT of Employability and Developing the Young Workforce (DYW) is now a year into post to supporting our young people, staff and families in understanding next steps and building on our curriculum to ensure all young people have the opportunity for success. All SLT completed Agile Leadership training this session and all PTs have completed Excellence through Leadership of Learning programme. Further to this we have increased the capacity for pupil leadership roles to encourage young people to actively lead in our school community.

DRAFT