

Queen Margaret Academy



School Improvement Plan 2025- 2026

South Ayrshire Council Plan

- Spaces and Places
- Live, Work, Learn
- Civic and Community Pride

Children's Services Plan

- **The Promise:** Our commitment to Keeping the Promise
- **Family:** Promoting whole family wellbeing
- **Included:** Early help for children with diagnosed or undiagnosed additional support needs
- **Healthy:** Improving physical and mental health for children and young people
- **Voice:** Involving children and young people in local decision making
- **People:** Collaborative learning and reflection opportunities for the workforce

Education Services Priorities

- Engaged and Included
- Outstanding learning, teaching and assessment
- Developing our curriculum
- Self Improving Service

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 and young people
- 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



Strategic Priority		Rationale for Improvement Priority based on evidence		
Learning, Teaching and Assessment School Values: Responsibility and Equity SALO Dimension: <ul style="list-style-type: none"> Developing and sharing a vision centred on the learning of all students. Learning with and from the external environment and larger systems 		We strive to give a consistent experience to all young people supporting them to be active participants in learning. Young people in Queen Margaret Academy are engaged and motivated during learning, which is appropriately challenging, matched to their needs and supports them reach their true potential. Our expectations and instructions are clear, and we skilfully use a variety of strategies to ensure a consistent experience for our learners across the school. We continue to foster an ethos of professional engagement and collegiate working leading to improvements in learning and teaching and improved outcomes for young people. Our collegiate time and CLPL is focussed on our context with over 57% of young people having 1 or more ASN and 10% of young people speaking English as an Additional language. We are intentional with our collegiate time and CLPL planning to support our staff to best meet the needs of all our young people. All our staff are actively engaged in our improvement journey utilising departmental data to focus on improvements in LTA in the department.		
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
<ul style="list-style-type: none"> A consistent approach to learning and teaching that meets the needs of all our learners with relevant strategies being appropriately utilised to support all young people to reach their potential. 		<ul style="list-style-type: none"> Departments will use self-evaluation to develop appropriate plan to ensure, monitor and evaluate the consistent use of 'excellent lesson' criteria. This will be clearly mapped out in DIPs. 	Oct 2025	DHT PTs Curricular/Pastoral All staff Lead Learners Learning and teaching group
<ul style="list-style-type: none"> Parents/Carers will be given advice and support on how to support their child's learning at home. 		<ul style="list-style-type: none"> We will create a programme to support parents/carers to support young people at home. Online supports PR Campaign Curricular Open Evenings Use ParentBooking to create slots in parent 	June 2026	DHT Learning and Teaching Group PT Curricular
				Learning and Teaching subgroup

<ul style="list-style-type: none"> • Meet learners needs and continue to improve LTA. 	<p>evenings for short workshops.</p> <ul style="list-style-type: none"> • AI subgroup will develop our approaches to using AI to support teaching and young people. • Adaptive teaching programme subgroup will audit provision and build CLPL plan to support. • Achieve CFS Level 2 • All staff will be trained in SARs and departments will develop approaches to disciplinary literacy. 	June 2025	Adaptive teaching lead learners S Semple/ A Ferguson R Parry
------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------	------------------------------------------------------------------------

Measurements/Evidence Priority 1 LT	Update
<ol style="list-style-type: none"> 1. Observation data will show that targets for individual departments are met (see DIPS) 2. Staff Survey data will show: <ul style="list-style-type: none"> • that almost all staff find it rewarding to work here. • that almost all staff find CLPL training provided support their practice. 3. Pupil Survey data will show: <ul style="list-style-type: none"> • More than 90% of students reporting that staff feedback helps them with their learning an increase from 84% this session. • More than 60% will agree that homework helps with their learning an increase from 55% this session. 4. Parent/Carer Survey will show: <ul style="list-style-type: none"> • Over 90% of parents/carers will agree My child finds learning activities hard enough. • More than 75% will agree the school gives me advice on how to support my child's learning at home an increase from 70% this session. • Almost all parents/carers will agree that they are satisfied with the quality of learning and teaching in the school. 5. Uptake of in person and online support will increase. 6. All DIPs will have individual plans for departments to ensure, monitor and evaluate consistency of learning and teaching. 7. Attainment- Increase attainment around 5@3/5@4/ 5@5/5@6 measures. Targets for end of session are: <ul style="list-style-type: none"> • 5@3 90% • 5@4 88% • 5@5 45% • 5@6 22% 	

Strategic Priority		Rationale for Improvement Priority based on evidence		
<ul style="list-style-type: none"> Raising Attainment 		<p>Our self-evaluation shows that our work around the lowest 20% has had impact with learners' attainment but our work around the middle 60% learners and top 20% continues to be a focus. With over 50% of learners having one or more ASN and over 10% of our learners having English as a second language we are committed to developing a learning environment which ensures that all our learners can reach their potential. Our attainment is a significant priority this session and we have particularly focussed on the point of exit for S6 and our S5 5@6 attainment which had taken a dip in 2022. We will continue to focus on national measures but will carefully track cohorts such as FSM, EAL and SIMD 1 and 2.</p>		
SAC Priority	NIF Priority	NIF Driver	HGIOS? 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
Improved attainment across the BGE with a comprehensive system to track all young people, identify trends and cohort information to ensure early intervention. More pupils achieving L4 in Lit and Numeracy. Target of 60%.		<ul style="list-style-type: none"> Develop whole school policy for BGE tracking. Develop whole school calendar of action for BGE tracking. Moderation – partner school exemplification of a level to develop understanding of progression. Develop departmental exemplification of a level pupil/parent/carer friendly document. 		Ongoing
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 above 26% of S4 learners will achieve 5 or more N5 A/B passes. 3@5 A/B passes above 60% of S4 learners will achieve 3 or more N5 A/B passes. 5@6 A/B passes above 11% of S5 learners will achieve 5 or more H A/B passes		<ul style="list-style-type: none"> Identify A/B cohort early. 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. SQA Analysis calendar 		Oct 2025
<ul style="list-style-type: none"> We will improve attendance and across the school. Aim will be an increase of 2% to move towards 90%. 		<ul style="list-style-type: none"> New tracker and letters launch. CLPL will focus on developing an understanding of barriers to attendance and engagement. Develop universal supports to ensure an inclusive and welcoming learning environment every day. Departments will investigate engagement in learning and teaching of low attenders developing strategies to support all learners to be engaged and motived 		June 2026
<ul style="list-style-type: none"> Care experienced young people attending QMA '<i>will grow up loved, safe and respected</i>' (The Promise) 		<ul style="list-style-type: none"> Identify and support new care-experienced lead within the guidance team. All BGE pupils will have access to mentoring programme. 		Oct 2025
				K Mallon, G Paterson K Mallon, J Ingles

Improved outcomes for care-experienced young people (CEYP) with a focus on: attendance; attainment and achievement; exclusions and engagement; and positive and sustained destinations.	<ul style="list-style-type: none"> • Learner conversations and target setting to take place with CEYP after each tracking period. Emerging data to be analysed to assess for progress against national and local trends. • Track wellbeing, attendance, engagement, attainment, and wider achievement • Continue our commitment to The Promise through Focus on CEYP during collegiate time e.g., in-service and WSMs. 		G Paterson K Mallon K Mallon, G Paterson
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------

Measurements/Evidence	Update
<ol style="list-style-type: none"> 1. Use BGE tracker, which is utilised across the school by SLT, PT and class teachers to support progression of all young people. 2. Moderation activities with another centre that support our understanding of Four Stages of Progress 3. Student and Parent/Carer information from school and departments to support understanding of progress young people are making and next steps. 4. Focus on A/B targets: <ul style="list-style-type: none"> 5@5 A/B passes above 26% of S4 learners will achieve 5 or more N5 A/B passes. 3@5 A/B passes above 60% of S4 learners will achieve 3 or more N5 A/B passes. 5@6 A/B passes above 11% of S5 learners will achieve 5 or more H A/B passes. 5. Improved attainment in BGE and Senior Phase <ul style="list-style-type: none"> • CExp individual targets set. • SLC POE tracking • EAL individual targets set. <ul style="list-style-type: none"> S4 5@3 100% S4 5@5 50% S5 1@6 60% S5 5@6 50% • Whole school Targets SP <ul style="list-style-type: none"> S4 5@5 45% 5@4 88% 5@3 90% 	

- S5 5@6 22%

3@6 50%

1@6 60%

6. Improvement in attendance for all young people in line with authority average.

Cohorts of young people will see a 4% increase in attendance. Overall school attendance to increase by 2%.

7. Engagement will be measured through attainment

Strategic Priority		Rationale for Improvement Priority based on evidence		
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
<ul style="list-style-type: none"> Cross curricular programme of IDL for S1 and S2 students throughout the academic year to develop skills for life, learning and work. All staff will understand the Curriculum Improvement Cycle and Technical Frameworks 		<ul style="list-style-type: none"> Launch Daydream Believers curriculum that is sustainable and impactful. Evaluations and pupil focus groups will take place in term 4. Develop a working group to lead CIC work and support departments to stay up to date. Staff to be issued with updates as appropriate. Develop a school strategy and work with other schools to roll out technical frameworks. WSM will be used to consult with staff over proposed changes. 	Aug 2025 Ongoing By June 2026	Learning and teaching group DHT J McGhie/ S Semple

Strategic Priority		Rationale for Improvement Priority based on evidence		
Faith and Ethos School Values: Faith and Community SALO Dimension: <ul style="list-style-type: none"> 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". After our Faith Audit in 2021/22 we focussed on being inclusive in our approach to ethos and Faith. Last year we were intentional, focussing on the actioning of our Faith. This year are aiming to be inclusive and inspirational whilst giving opportunities across the school for reflection and service		
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. Our school is a school of faith we will actively celebrate our Catholic values in all that we do. We will demonstrate respect for all beliefs and cultures and support the development of the whole person. 2. We will demonstrate and ethos which includes everyone and celebrates all members of our community. 3. Through our celebrations, charitable activities, assemblies, staff meetings we will further develop our commitment to the spiritual formation of our community and the promotion of social justice and opportunity for all.	<ul style="list-style-type: none"> RRS Going for Gold House system programme of assemblies House Ambassadors and full calendar at beginning of academic term Departments will monitor the distribution of merits and PTs will ensure that merits are given to each class across the department. Monthly reports will be shared with Depts and discussed at DMs. We will appoint someone to lead on compiling and sharing information with departments. Review our current Relationships policy and update to include meeting learners needs and staff relationships. Support programme for staff wellbeing such as wee breathers and focus on modelling and demonstrating the school values 		Oct 2025 Oct 2025 By June 2026	SLT PT Guidance M Crammond Chaplaincy Team KMallon

Measurements/Evidence	Update
<ol style="list-style-type: none"> 1. <i>RRS Gold Award</i> 2. <i>Consistent celebration of our values through the merits system led by departments.</i> 3. <i>House identity evident and understanding of house groups from all stakeholders.</i> 4. <i>Programme of assemblies House and year Group</i> 5. <i>Updated Relationships policy</i> 6. <i>Liturgical Calendar</i> 7. <i>Chaplaincy committee minutes</i> 	

