

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



COMMUNITY | AMBITION | RESPONSIBILITY | EQUITY | FAITH | RESPECT

<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. 	<p>June 2025</p>	<p>Adaptive teaching lead learners</p> <p>S Semple/ A Ferguson R Parry</p>
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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			
● Raising Attainment		Our self-evaluation shows a 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.			
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	Who
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	K Dunlop
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/HigherAll 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/HigherSQA markers will lead inhouse moderation activities.SQA Analysis calendar		Oct 2025	J McGhie PTs Curricular PTs Guidance Year Heads
● 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 motivated		June 2026	K Mallon PT Attendance PT Guidance PT curricular All staff
● Care experienced young people attending QMA ‘will grow up loved, safe and respected’ (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
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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		
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
<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

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> 	

