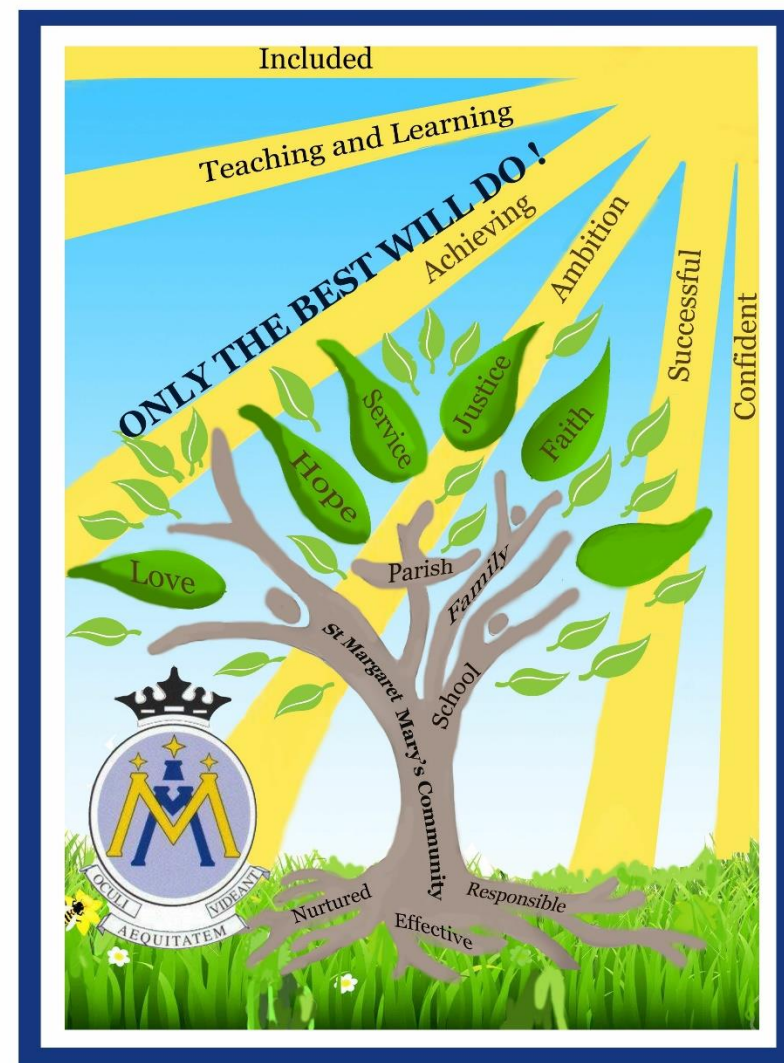
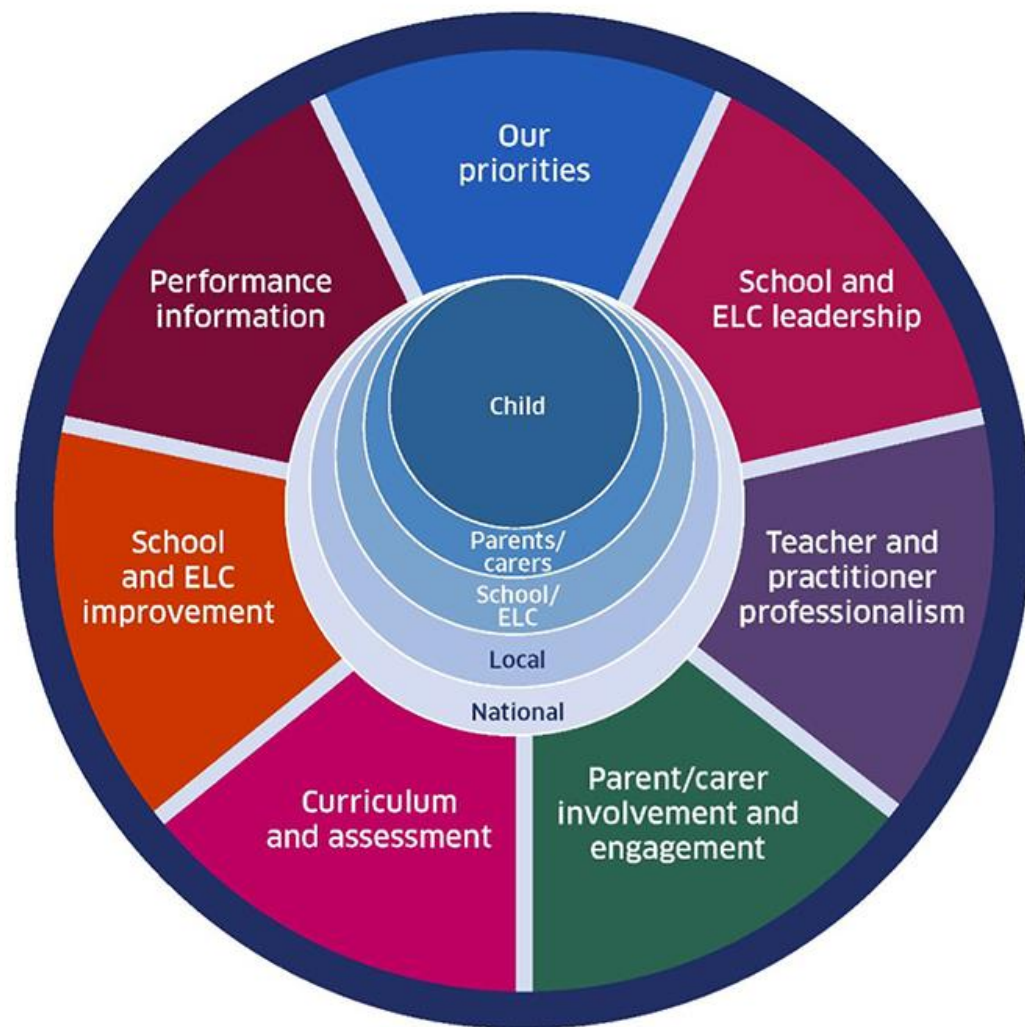


School Improvement Planning Template

School	St Margaret Mary's Secondary School
Learning Community	St Margaret Mary's Learning Community
Link Officer	
Head of Service	
School Roll	
Attendance Rate	
Pupils affected by the poverty related attainment gap (employment, income, housing, health, access to services, education, crime), covid & other forms of poverty not listed OTHER – Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above.	
PEF allocation 24-25:	SIMD Quintile 1 (% and Number)
Carry Forward:	SIMD Quintile 5 (% and Number)
Total Allocation 24-25:	Other
FME (number and %)	Total No Pupils
Grand Challenges 2023-26 (<i>Grand challenges are the long term strategic changes you intend to achieve i.e 'to improve attainment in literacy'</i>) Improve levels of Achievement and rates of Progress Increase levels of Engagement, Participation and Inclusion Improve Wellbeing and Learning	

OFFICIAL



OFFICIAL

OFFICIAL

Challenge: Improve levels of Achievement and Progress Increase levels of Engagement, Participation and Inclusion						
Mission: To continue improving L&T, Assessment, Feedback and M&T to support progress and continue the development of skills in the BGE and Senior Phase.					Costs	
Commitments(sprints)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
All staff to plan L&T and Assessment to ensure pace and challenge and to develop improved approaches to pupil feedback.	All pupils demonstrate responsibility, motivation and enthusiasm for their learning. All pupils can state what level/working grade they are working at. All staff are able to provide timely and constructive feedback to learners. All pupils are able to identify their strengths and plan next steps to improve.	Observations of learning - Evaluation of planned learning for teaching and assessment to increase consistency of pace and challenge. Enhanced variety of feedback issued to all pupils. Increase in the number of pupils who know what level/working grade they are working at.	DHT – S Wilson Staff L&T Committee Pupil L&T Committee FHs	June 25		
All staff will continue to develop M&T of pupil progress (including CEL pupils) and identify and support pupils at risk of being off track.	All staff participated in M&T training. All staff can state their role within the M&T system. All FHs have analysed subject data thoroughly. All FHs have used data to revise planned L&T. Improvement in the number of pupils who know what their strengths and next steps are. All pupils are able to identify their strengths and plan next steps to improve. All staff plan appropriate interventions for pupils identified as off track.	M&T Data Tracking spreadsheets Assessment Data SQA and BGE meetings with DHTs and FHs Observations of learning Feedback from pupils, staff and parents/carers shows better understanding of progress Staff feedback/engagement with departmental self-evaluation activities	DHT – A Moore FHs	June 25		
All staff will use the GCC M&T Toolkit to track pupils' achievement.	All types of pupils' achievement have been recorded and celebrated.	CGI M&T toolkit in use. Pastoral House Assemblies recognise and celebrate pupils' attainment and achievement termly. Faculties celebrating achievement.	PTPC – All PT S&A – K Smith PT WA – M Walker	June 25		

OFFICIAL

OFFICIAL

All staff will carry out an audit of skills using the SDS Skills Audit Toolkit	All staff can identify progress and developing skills in their curricular area. All pupils can identify links during L&T to the world of work. All pupils have an increased awareness of the different types of skills needed for different jobs in the future. All pupils can describe and demonstrate the skills they are developing through L&T.	Data from SDS Skills Audit Toolkit Improvement in the number of pupils who know how their skills enhance their learning and their future opportunities in the world of work.	DHT – S Wilson PT S&A – K Smith FHs SDS – S Mayers			
All staff will continue embedding the Rights Respecting School.	All pupils can state the rights they are entitled to, can exercise these rights and can show respect for the rights of others. All staff completed RRS Modules 1-4	Achievement of the Silver Award.	DHT – L Malley Rights Respecting School Committee	June 24		
All staff understand their responsibility for contributing to religious education in our school.	All staff participated in the annual presentation on Charter and purpose of Catholic Religious education All staff completed a questionnaire on purpose of RERC in Catholic Education and how they contribute to Religious Education both formally and informally.	All generalists CTC qualified. Campus celebration of masses and Holy Days.	HT – PT RE – C Scanlon	Aug 24 Sept 24 June 24		
To encourage parental engagement in all aspects of school life.	Many parents engage in the parent council. Many families engage in the learning events provided.	Improved participation in parent council. Improved opportunities for our families to learn new skills.	HT – PT DT – J Paterson PT WA – M Walker PTPC - All	June 25		
December Check Point: Evaluative Comments						

OFFICIAL

OFFICIAL

Challenge: Improve Wellbeing and Learning						
Mission: To improve the Wellbeing of all (including Mental Health and encouraging Positive Relationships).					Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
Create new Wellbeing Policy in line with GCC.	All staff are aware of all strategies and supports available for all pupils.	Improved understanding of all strategies and supports available. Activities undertaken in school to promote Wellbeing & Nurture Assemblies delivered wellbeing ambassadors Feedback from pupils and staff shows increased awareness and knowledge of Wellbeing	DHT – A Moore Staff Wellbeing Committee Pupil Wellbeing Committee	May 25		
Continue embedding M&T of pupil wellbeing (including CEL pupils) and identify and support areas of concern.	All pupils can indemnify their strengths and concerns. All Pupil Support staff plan appropriate interventions for pupils identified with concerns. All pupils can demonstrate motivation, resilience, increased confidence and increased self-esteem.	Pupils complete wellbeing questionnaire. Pupil Support analyse data thoroughly. Improvement in the number of pupils who know what their strengths and next steps are. Improvement in appropriate interventions being put in place.	DHT – A Moore PTPC – All WS – L Gallacher YW – M Hanrahan	Sept 24 Oct 24 Jan 25 Apr 25		
Continue improving further opportunities for Staff CPD	All staff have participated in the Improved opportunities to develop and learn new skills.	All staff participated in KTPA session 1 training. All staff participated in LCFE training. All staff participated in ND training. All staff completed Respect Me Module 2 – Responding to Bullying. All staff completed LGBT Education Scotland module.	DHT – A Moore DHT - L Malley PTPS – R Hastie EP – S Murphy	Aug 24 Oct 24 Nov 24 Feb 25 May 25		
December Check Point: Evaluative Comments						

OFFICIAL

OFFICIAL

Please use the space below to note any other improvement action initiated in previous years which are continuing to be focus in the coming year but not your identified priority for 24-25.

Grand Challenge	Area of Focus	Quality Indicator
Engagement, Participation and Inclusion	Moderation	QI 2.3
Connected Learning	Digital Literacy Policy	QI 2.3