

St Mungo's Academy



Standards and Quality Report 2021

The summary report is provided for parents/carers and partners to outline our achievements of the previous session and our priorities for this session as detailed in our school improvement plan. Through our processes of self-evaluation, we have identified how we can improve outcomes for our young people. Session 2020 -21 was another challenging COVID school year but despite this we continued to support our young people and their families in a very constructive and practical way, as well as ensuring that improving educational outcomes is our core principle.

Our achievements and improvements this year.

1. Leadership of Change

Our vision, values and aims reflect the distinctive nature of our Catholic school and our inclusion agenda. There are many opportunities across school, involving young people, parents, partners and of course staff to lead on various aspects of our school improvement plan. Teaching staff and partners are encouraged to think of new and innovative ways of working which could support improvement. This idea is extended further in our pupil group who are regularly asked for their views in different subject areas across the school and indeed about the school in general with regard to how things could improve. As a result, most learners are now regularly involved in planning their own learning - and this was particularly the case during lockdown and home learning activities. All pupil leadership groups identify and address priority areas for improvement through House Leadership Teams. These are linked to House Patron charisms (spiritual gifts), which has improved identity of each of the House groups within the school community, identification of each learner to their pastoral care group and resulting charitable fund raising. Almost all members of our school community have taken part in our Mental Health Strategy resulting in increased awareness and use of positive mental health strategies, managing stress & resilience.

Our partnership team continues to thrive and develop. Through the Pupil Equity Fund (PEF) we now have a highly effective team including 2 Family Liaison Officers, 2 Youth Workers, 2 DYW / Employability staff, a Counselling team, a Librarian and a Campus Police Officer. We also have an MCR coordinator. As a resource, they provide another layer of response to meet the needs of our school community, families and most importantly our young people, and are always planning new ways of engagement.

Almost all staff understand of the principles of the United Nations Convention on the Rights of the Child which is why Children's Rights are so important to improving the experience of learning and teaching across the school. This also leads to more effective decision making. Indeed, this year, for the second time we achieved the Rights Respecting schools silver award where the assessors spoke of the authentic way our young people were able to communicate.

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2. Developments in learning and teaching and assessment

Strong relationships exist in almost all classes between staff and young people, resulting in keen and motivated learners. This was never more evident than last session when once again the SQA examinations were cancelled as a result of the pandemic and an Alternative Certification Model was introduced. Learners in the senior phase were rightly concerned about what would be expected of them as the weeks progressed. However very quickly, to provide the necessary reassurance, route maps were created by each curricular area very specifically detailing clear guidance to maximise attainment and these were used by learners as the weeks and months progressed. Careful assessment, planned with learners, allowed us to track how young people were achieving – but more importantly how to support them by carefully planned, timely interventions. The quality of feedback was particularly important throughout this period and was a focus of teacher / learner interaction. Learners reported that they knew exactly what they had to improve to maximise attainment in all curricular areas. Teachers worked closely with each other agreeing that marks allocated were accurate and this process was scrutinised further by teachers in other schools. As a result of these processes, we were very confident in our judgments.

Learners in S1 – 3 (BGE) also were supported very enthusiastically during lockdown but we soon realised that despite our 'anytime learning' approach we were still struggling with the engagement of all learners. We consulted with young people about their home learning experience only to discover what we had planned was not 'hitting the mark'! They told us what would be better and we responded. The result was that for the rest of lockdown our BGE learners engaged in project-based activities, across a range of different curricular areas based largely on the goals for sustainability which is particularly apt given the COP 26 Climate Change world Conference taking place in Glasgow in November. Throughout all of these activities, in school and home learning, we continued with thinking routines and made good use of digital technology since the vast majority of our learners had been issued with an iPad. Part of the Learning Community (feeder primaries and St Mungo's) improvement plan this year was to develop a skills framework which would be used from P1 to S6 within each school so that learners could easily identify how they were developing skills for Learning, Life and Work. This will be included in the delivery of the curriculum in all learning community schools, leading to a common approach to skills development.

3. Progress in promoting well-being equality and inclusion

Our approach to ensuring all young people are supported appropriately remains a key focus of our work and continues to improve. Universal support, for all young people, is in place through the work of the Pastoral Care team and our Key Adult support (This means that all young people meet with the same teacher for at least 15 mins each day. That teacher gets to know the young people well and can pick up any issues very quickly). As well as this, young people are encouraged to participate in clubs, school events, house group leadership or house group activities. As well as this last year, all young people had access to:

- Breakfast and lunches throughout the year
- Bottled water
- Sanitary products
- The uniform 'bank' in school

Families have access to Family Liaison Officer support and the Financial Inclusion Officer (£200,000 + has been awarded to families entitled to a range of grants and benefits that they had previously been unaware about).

Our school counsellors continue to respond to the needs of young people 5 days a week and has been a lifeline for many young people and families in what has been a very difficult period of time, not just in term time and in lockdown, but during the holiday period as well.

During the lockdown period, groups of learners continued to come into school to access support which they had been receiving. Our Nurture provision continued, our EAL learners came in to school for support as well as learners with targeted interventions in numeracy and literacy in order that they continued to make progress.

On return to school, we were keen to ensure that learners made the transition back to full time education as smoothly as possible. Soft start days were developed allowing learners to express and deal with their emotions as a

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result of lockdown. They remained with their Key Adult over a number of days who was able to highlight any concerns. This allowed us to intervene quickly and effectively.

For some of our young people who found the transition back to full time schooling difficult, an alternative curriculum pathway was devised and delivered via Learning Support, partners and other teaching staff. For the majority of learners, this had the desired effect of allowing them to re connect and experience success which they may not have had the opportunity to do in a normal classroom setting.

4. Progress in children's learning /raising attainment and recognising achievement

Almost all young people attain National 3 Literacy and Numeracy (above 90%) whilst the majority of S4 leavers actually attain L4 in Literacy and Numeracy with almost all learners attaining National 5. This has been a steady improvement over the last 4 years as a direct result of literacy and numeracy interventions many of which followed on from primary.

Once again, our S4, S5 and S6 learners attained the highest numbers of National 4, National 5 and Higher qualifications the school has ever achieved, despite the interruptions of the past 2 years.

The number of Higher qualifications over time are as follows:

S4	2019	2020	2021
1+ N5	69.30%	72.5%	76.0%
3+ N5	49.50%	52.0%	56.0%
5+ N5	17.5%	27.5%	32.8%

The number of National 5 qualifications over time are as follow:

S5	2019	2020	2021
1+ Higher	38.8%	45.0%	50.9%
3+ Higher	18.8%	20.4%	23.4%
5+ Higher	5.3%	5.6%	9.4%

During lockdown we had to undertake an options process to support learners return to school. This involved the development of our school-based web page which detailed information to assist parents and young people to make appropriate choices including information on career pathways, subject information and accreditation and how to access partners for further support. On line parental meetings and pupil assemblies further supported this process.

We have extended the curricular options to further meet learner needs and aspirations. Our wider achievement programme had to be abandoned as a result of the pandemic, but we have re-introduced this year and will ensure that they continue throughout the year adding a wider portfolio of qualifications for our learners with a particular focus on developing skills for work. We continue to work with partners to ensure our learners access college courses and Foundation Apprenticeships which allows for learning "on the job" while continuing to progress in school. Our school partners also supported learners in interview skills and application processes through PSE supporting them into positive destinations.

A smaller than usual group of S6 pupils were awarded the Caritas award, mainly through their support of the house leadership activities, while another group were awarded the Mark Scott Leadership Award.

Many of the usual activities experienced by the S1 – 3 learners in the BGE again were affected by the pandemic. However, the whole S1 group were awarded a CREST award for their Developing Young Workforce course in Science.

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What we plan to improve next year.

Key Developments - Leadership of Change:

- We will continue to work towards achieving the Rights Respecting Schools Gold award.
- Developing a new Staff Leadership strategy
- Extend and embed pupil participative approaches to learning, teaching and self-evaluation.
- Extending student leadership opportunities
- Develop House Leadership Summary reports
- Pupil-friendly version of this report to feedback how pupils were listened to and how they affected change

Developments in learning and teaching and assessment

- Young people are involved in planning and reviewing the quality of learning and teaching across the school using the HGIOURS tool
- Embed SMA Learning Community Skills Framework to enable learners to articulate their developing skills and value these in terms of future learning and career pathways.
- Embed children's rights and participation into observable, accessible learning and teaching opportunities.
- Staff - Use of digital technologies to enhance teaching, learning, assessment and tracking
- Learners – Use of digital technologies to enhance learning

Progress in promoting well-being equality and inclusion.

- Further evaluation of the Inclusion Group impact, Quality Assurance of Pupil Planning and consistency in application staged intervention processes.
- Continue work on Diversity and developing a policy framework.
- Ongoing quality assurance of the Request for Assistance system for all staff.
- Create assembly calendar of Inclusion/Equalities/Diversity/Pathways topics that articulates with the PSE/Key Adult programmes and school calendar for each year group.
- Extend reach and provision for alternative curricular pathways.

Progress in children's learning /raising attainment and recognising achievement

- Focus on the lowest and highest 20% in each year group to ensure appropriate progression in learning is leading to attainment.
- A focus on S4 learners to ensure that all leave with a minimum of at least Level 4 in literacy and numeracy.
- Continued development of an employability curriculum to ensure learners within the senior phase have access to a range of courses which meet their needs.
- Embed departmental approaches to assessment planning, tracking and interventions for improved attainment.

How can you find out more information about our school

Please contact us directly if you require further information or if you wish to comment on the report. Your feedback and continued support is very important to us as we work together to ensure that St Mungo's Academy continues to improve outcomes for your child.

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