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St Mungo's Academy



Standards and Quality Report 2022

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.

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. Young people, parents, partners and of course staff lead on various aspects of our school improvement plan through our focus on Participation and Empowerment. Our learners are regularly asked for their views with regard to how things could improve not only in our school but at local authority level through the Glasgow Schools Forum which provides young people the opportunity to have their views heard on a range of issues affecting them such as outdoor learning, the history of Glasgow and the environment. Their most recent participation involved looking at 'Glasgow as a Classroom' to support wider awareness of the environment around them and how they can change or influence this. Our students have been complimented on the creativity of their ideas and their enthusiastic partnership working with young people from all over the city.

This ties in well with our Gold Rights Respecting School agenda which ensures that this is not simply a one-off task or event, but a regular feature of school life. Whilst last session we still had a formal Covid Risk Assessments in place which set parameters for our work, house groups still identified priority areas for improvement through the House system. These included promoting positive mental well-being, working on the COP26 climate summit in Glasgow, spreading awareness of our schools Period Poverty campaign, continuing our project of gaining an Eco Schools Green Flag, focusing on litter, biodiversity and wellbeing, raising funds for those less fortunate through Lenten and Advent activities including collecting for local food banks and supporting the Refugee charity.

Our partnership team continued to develop to the point where they are no longer viewed as an 'addition' to the work of the school but are an intrinsic part of our work and so are known as part of a wider **Inclusion Team** which includes Family Liaison Officers, Youth Workers, Employability staff, a Counselling team, a Librarian, a Campus Police Officer and an MCR coordinator, who work alongside the Pastoral Care and Support for Learning teaching staff. The work of this wide team of experts is agreed collaboratively and young people and families benefit as a result.

2. Developments in learning, teaching and assessment

Strong relationships exist in almost all classes between staff and young people, resulting in keen and motivated learners. While Covid mitigations were still in place, it was challenging to provide the same learning experience that was evident across the school before the pandemic. However, as the year progressed and the mitigations reduced, classrooms across the school began to change back to the

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group work formation many had established in the past. This meant too that learning in the classroom could become more varied, using a range of different approaches. Teachers were encouraged to review each other's practice and share observations through an on-line evaluation tool. It has taken time to establish the routines that were once so prevalent in classrooms across the school, however it continues to develop and improve.

We worked closely with colleagues in our feeder primaries to develop a Skills Framework which is introduced in early primary years and continues throughout the Broad General Education (S1-3). The idea of this is to ensure learners understand the range of skills required to be successful in school and beyond in for the 21st century These include social, personal, problem-solving, learning, creativity, work & career skills

3. Progress in promoting well-being equality and inclusion

Our approach to ensuring all young people are supported appropriately remains strong and is a key focus of our work. Universal support for young people through Pastoral Care and Key Adult / Tutor teachers remains intact as this is seen as an opportunity for an adult to know a class well and meet with them every day. Soft start days, developed after each lockdown period, continued to be a feature after the summer holiday to ensure tutor teachers have the opportunity to establish positive relationships with their group. This means that very often issues are picked up before they develop into a concern. Young people are encouraged to participate in clubs, school events, house group leadership or house group activities.

Families continue to have access to Family Liaison Officer support and the Financial Inclusion Officer as well as a support network for parents with young people with ASD and/or ADHD. We have a school counsellor for 2 days a week responding to the needs of young people as well as therapeutic interventions for other young people available 5 days a week. Both of these services have been available during holiday periods as well, when it has been very difficult to access other health and social care services. The feedback from parents and young people has been profound at times, literally enabling positive change and choices to take place. Sanitary products are available free and there is a well-stocked uniform 'bank' in school for families who need it, including a range of winter jackets. Our Equalities Group was established focussing on the **Protected Characteristics** ensuring that the whole school community knew exactly what these are and how these are now enshrined in law through the Equalities Act. The implications of this legislation and how this impacts on our school community was explained in detail to staff as well as learners across the school, with particular focus on our response as a Catholic school – recognising the dignity of the individual and the unique way we are created in the Image and likeness God. The work of this group will be critical in supporting the Equalities agenda moving forward in the coming months and years.

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

We have further extended the curricular options to meet learner needs and aspirations. This year the addition of subjects such as Higher Latin and Classics and continued working with the Advanced Higher Hub though Glasgow Caledonia University has increased attainment, particularly in S6. Our wider achievement programme had to be abandoned as a result of the pandemic, but we have re-introduced this and this year there is a wider portfolio of qualifications for our learners with a particular focus on developing skills for work. This has allowed learners to gain career skills in areas such as Sports, Childcare, Retailing, Creative Industries and the Sciences. 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.

Almost all young people attained National 3 Literacy and Numeracy (above 90%) whilst the majority of S4 leavers attained Level 4 in Literacy and Numeracy with almost all leavers in S5 & 6 attaining Level 5. This has been a steady improvement over the last 4 years as we build on the literacy and numeracy interventions established in primary

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and we continue to ensure that all young people who require additional support have been provided AAA to ensure they are able to reach their potential.

Once again, our S4, S5 and S6 learners have attained strong results at National 4, National 5 and Higher qualifications despite the interruptions of the past 2 years and this being the first formal diet of exams any learners have participated in. In comparison to the last set of formal exam results in 2019, it is clear that there has been incremental improvement for our young people, however for Higher there has been a decrease on the 2021 results due to the nature of assessment in 2021 which was from robust internal assessment and no formal examination.

The number of National 5 qualifications attained by S4 over time are as follows:

S4	2019	2020	2021	2022
1+ N5	69.30%	72.50%	76%	83%
3+ N5	49.50%	52%	56%	57%
5+ N5	17.50%	27.50%	32.80%	34%

The number of Higher qualifications attained by S5 over time are as follows:

S5	2019	2020	2021	2022
1+ Higher	38.80%	45.00%	51%	44%
3+ Higher	18.80%	20%	23%	23%
5+ Higher	5.30%	5.60%	9.40%	7%

S6 pupil's wider achievement was recognised through the Caritas award, through their support of the house leadership activities, while other groups were awarded the Mark Scott Leadership Award. Leadership opportunities continue to be expanded throughout the school to ensure that pupil leadership has a wide impact on the ethos and life of the school.

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 again 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:

- 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.

headteacher@st-mungosacademy.glasgow.sch.uk

0141 582 0260

St Mungo's Academy, Crownpoint Rd, Glasgow G32

Twitter - @stmungosacademy

www.st-mungosacademy.glasgow.sch.uk

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