



St Mungo's Academy Standards and Quality Report 2020

This 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 2019 -20 was a very unique and unexpected 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 are our core responsibility.

Our achievements and improvements this year.

1. Leadership of Change

Our vision, values and aims lead to a clear, defined set of behaviours for the whole school community, reflecting the distinctive nature of our Catholic school and our nurture agenda.

There is a strong ethos of empowerment across the school, involving the whole school community, to lead on various aspects of our school improvement plan. Teaching staff and partners are encouraged to be creative, innovative and take responsibility for any aspect of our work that they feel they can contribute to for the benefit of our young people and the school community. This idea

was further developed through enabling pupil voice and ensuring participation is a key element of our work. Each curricular area now has a 'you said, we did' board which promotes how pupil feedback has influenced learning, teaching and assessment within that curricular area.

Teachers, partners and pupil volunteer representatives engaged in a range of activities to review the impact of each of our 5 house groups across the school and took part in a residential experience and an outdoor activity experience to promote team identity and partnership. This resulted in each house group defining their work for the foreseeable future, strongly linked to the patron of the group and how this could be translated into positive actions. All of this was supported by the Scottish Catholic Education Service, with each group developing a logo and ensuring that all young people in the house group are included by providing opportunities for suggestions and feedback through PSE and the school notice boards.

September 2019 saw us reconnecting with the Marist community who founded our school. A group of young people and 2 staff members travelled to L'Hermitage in Lyon, France as our Marist Leaders and joined 5 other schools from across Europe to learn about the life of St Marcellin, focussing on the 5 key Marist values and developing leadership skills. So far, despite lockdown, they have shared their learning at assemblies to every year group, they have been involved in charitable fundraising, supported mental health initiatives for the whole school community and are currently developing resources to include in all RE lessons across the school.

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, an MCR coordinator and a Campus Police Officer. As a resource, alongside our PEF PT



leaders (Literacy, Numeracy, Digital and Nurture), they provide another layer of response to meet the needs of our school community, families and most importantly our young people.

2. Developments in learning and teaching and assessment



As the curriculum develops there is clear evidence in most classes that learning is varied, challenging and enjoyable in the majority of lessons and that learners are becoming increasingly independent in their thinking and are leading learning. Young people have identified issues of concern / interest and met with partners to successfully plan, prepare and enact activities. The quality of learning and teaching across the school continues to be good with the incorporation, through PEF, of more active learning strategies being employed, including Making Thinking Visible. Almost all staff have

engaged in appropriate learning activities leading to an increase in confidence in their understanding of creating a thinking culture in the classroom. In the majority of lessons observed across the school by school staff, open questioning was evident and young people were being asked to justify their opinions/ideas.

Assessment evidence in almost all senior phase classes is noted as being valid and reliable while assessment in the curriculum from S1-3 is increasingly reliable, with staff being confident in making sound judgments in relation to young people achieving a level. This has been as a result of engaging with primary colleagues to ensure that we agree on standards and with other schools across GCC and indeed in other educational authorities. Teaching staff regularly use time to discuss and agree on how pieces of work is assessed. This was particularly useful when the SQA exams were cancelled and teaching staff rigorously applied standards in on line discussions agreeing on assessment grades. There continues to be a particular focus on Literacy and Numeracy developments in S1 – 3 aligned with GCC developments, most noticeably the Glasgow Counts programme, Accelerated Reading and Reciprocal Reading. These developments are started in primary school and are now continued into secondary ensuring continuity and progression in learning.

Teachers used lockdown time to engage in high quality training sessions in preparation for the digital roll out of I pads to learners this session. This continues to be a high priority ensuring that we make the most of technological innovation.

3. Progress in promoting well-being equality and inclusion

Our staff have a confident understanding of wellbeing, following both local and national policy frameworks, aligned to Getting it Right for Every Child.

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Targeted Support for young people with additional support needs has improved significantly through our Inclusion Group where teaching staff and the partnership team have developed a variety of interventions now available to our young people. Groups accessed support in anger management, self-esteem boosting, stress management, conflict resolution and emotional literacy. As well as this interval and lunchtime clubs provided a safe environment for young people to spend some time together, unwinding before heading back to class again. A second focus has been on delivering training for staff to ensure a shared understanding, consistency of support and approaches for our young people through effective pupil planning. We have reviewed how we analyse and respond to the varying needs of our school community beginning in the classroom, in our school and, when necessary, if we need the advice and support from external agencies. Throughout lockdown, our school was used as a hub to distribute thousands of food parcels which were made up and distributed by our partners, teaching staff and volunteers. Furthermore, our partnership with GEMAP Financial Inclusion Team ensured that an additional £55,000 in benefits and grants was received by our families who were entitled to apply. Our school counsellors are responding to the needs of young people 5 days a week and the testimony emerging from young people who have engaged has been very powerful – in some cases transformational. This year saw a further strengthening of our Nurture Group provision, through additional PEF funding, aimed at improving outcomes for young people in terms of social and emotional development. Our student Mental Health Ambassadors developed well beyond their initial training through the successful application of a grant from Youthlink Scotland. The team developed the Pure Mental Health Resource as part of the ‘Heids Together’ national resource which is available to young people all over Scotland to access via podcast.



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

Our work in improving BGE course-planning and the work of our PT’s in Literacy and Numeracy has ensured that learners in S1 – 3 continue to benefit from numeracy and literacy support leading to increased confidence and improved attainment. 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 significant numbers attaining National 5. This has been a steady improvement over the last 3 years. Our targeted supported study programme was very successful in engagement for learners and has positively affected our attainment statistics.

Our S4, S5 and S6 learners attained the highest numbers of National 4, National 5 and Higher qualifications the school has ever achieved.

The number of Higher qualifications over time are as follows:

Number of Highers	2017	2020
1+	37%	66%
3+	12%	28%
5+	1%	9%

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

Number of National 5	2017	2020
1+	72%	76%
3+	38%	54%

5+	11%	32%
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We have extended the curricular options to learners in the Senior Phase with courses such as Early Education and Childcare, Laboratory Science, Creative Industries, Health Sector and Travel & Tourism to best meet their needs and aspirations. Working with external partners some learners have gained vocational qualifications which link to their individual pathway beyond school. Our Wider Achievement programme in S5/6 allowed learners to gain qualifications in Sports Leader, Duke of Edinburgh, Enterprise, Refereeing, Music/Drama Leadership and SQA Personal Development which has extended the skills

development of our learners beyond traditional subjects. There has also been a large provision of learners engaging with college courses and Foundation Apprenticeships which allows for learning “on the job” while continuing to progress in school. Our alternative curriculum provision for learners who have low levels of attendance and engagement, again working with partners such as “First Steps”, Wise Group and FARE has ensured learners gain qualifications linking directly to the world of work. Developing in skills development in interviews and application processes is another important feature which has led to positive outcomes where our young people have entered, and are sustaining, destinations in a diverse range of areas, with the majority of leavers entering Further or Higher Education. Our targeted supported study programme was very successful in engagement for learners and has positively affected our attainment statistics. This is still continuing, albeit prior to the school day for this session due to local and government guidance

What we plan to improve next year.

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Key Developments - Leadership of Change:

- We will continue to work towards achieving the Rights Respecting Schools Level 2 award.
- Embed further the whole school approach to developing empowerment and participation strategies and opportunities across the school for young people, staff, parents and partners
- Make the necessary changes to ensure that during the pandemic the school community continues to flourish

Developments in learning and teaching and assessment

- A continued focus on interventions to support learners to ensure they are progressing and improving attainment and achievement.
- Further engagement and development of active learning strategies and a skills framework
- Development of an alternative curriculum to meet a wider range of pupils needs
- Continue to focus on improving digital literacy across the school to ensure all learners

Progress in promoting well-being equality and inclusion.

- Continue to provide staff training in relation to Nurture, Emotional Literacy and Trauma.
- Continue to develop an enhance the Key Adult and PSE curriculum
- Update the Anti-Bullying Policy into Practice initiative including issues around Race Equality.
- Ensuring that tracking interventions are robust and making a difference to pupil attainment and achievement.

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

- Continue the trend in improving attainment across the school
- Continue to seek appropriate learner pathways for a range of young people to move into positive destinations
- Continue to develop wider achievement opportunities including certificated courses, DYW and STE

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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