

St Mungo's Academy



Standards And Quality Report 2018-19

The summary report is provided for parents/carers and partners to outline our achievements last session and our priorities for this current session. Throughout last session we have taken forward our priorities as detailed in our school improvement plan. Through our processes for evaluation we have identified how we can improve outcomes for our young people this session.

Our achievements and improvements this year

1. Leadership of Change

Our vision, values and aims influence all discussions and actions across the whole school community and direct what we do. This is especially the case in relation to learning and teaching, supporting our learners to reach their potential and our processes for decision making. In particular our actions are affected by the distinctive nature of our Catholic school. Middle leaders meet with each other and senior leaders to ensure consistency in working towards our vision so that whole school community has the opportunity to contribute.

We have developed an easy to understand 5 year plan for school improvement and we are about to enter year 3 of that plan. We check regularly that we are making progress by carrying out surveys, focus groups and observing each other in the classroom.

We know that to do the best we can for our young people that we need to learn together. Teachers take part in lots of training and study programmes so that they are up to date in the best practices to support learners to succeed.

We have created new posts across the school through the Pupil Equity Fund so that there is a particular focus on literacy and numeracy in the early years in secondary and this is having a positive impact on our learners. Teachers are members of Improvement Groups where they are encouraged to engage in research and use that experience to change their practice so that learning improves for our young people. They then share their findings with each other.

Partners, some of whom are employed through the Pupil Equity Fund, like MCR, PEEK, FARE and Lifelink work together to make sure that they are supporting learners and their families when support is needed. They too plan together and decide on what activities will make a difference to include, more effectively, young people in the life of the school.



Young people themselves take part in a number of leadership activities across the school including Caritas, Sports Leadership, House Leadership and Emerging Leaders group; not only to develop their own skills but also to positively influence the life and work of the school.

2. Developments in learning, teaching and assessment

A key focus of the work across the school last year was to review the Broad General phase of the school curriculum – that is the S1, 2 and 3 curricula. Teachers have been focussing on how learning in the first phase of secondary influences what happens in the second. As a result we have changed the planning process in order that we develop and assess the skills that are so important in the National Examinations in S4, 5 and 6. This means that the experience from primary is built on effectively and support is provided where necessary. Planning for future study is considered as one continuous programme of learning.

Almost all teachers in the school have engaged in training called 'Making Thinking Visible'. This encourages learners to express ideas and learning in different ways which allows the teacher to gauge and assess understanding before progressing further. Learners are becoming more confident and independent in their thinking.

Assessment evidence, when checked by the SQA, in all senior phase classes is noted as being valid and reliable. Teachers across the school are working not only with colleagues in our school, but also across Glasgow and beyond, to ensure that they are secure in making assessment judgements.

We continue to work with primary colleagues to ensure our assessment judgements in S1-3 are reliable by visiting each other's classes and talking about what we observe. Through the Pupil Equity Fund there has been a particular focus on Literacy and Numeracy developments in S1 – 3, which follow Glasgow City Council strategies; most noticeably the Glasgow Counts programme, Accelerated and Reciprocal Reading. Focus on Literacy and Numeracy begins in primary and continues into secondary ensuring continuity and progression in learning. There is strong evidence that these strategies are having the desired impact in supporting learners to improve.

3. Progress in promoting well-being equality and inclusion

Most of our teaching staff are confident in their understanding of wellbeing. We have provided training and developed processes which follow not only Glasgow City Council policy, but also Scottish Government policy, related to Inclusion through 'Getting it Right for Every Child', Nurture Principles, Adverse Childhood Experiences and Trauma Informed Practice.

Targeted Support for young people with additional support needs has improved through the creation of our new partner posts, through the Pupil Equity Fund. We encourage our partners to view themselves as members of the Extended Pupil Support Team. We worked with LifeLink counselling services and we employed a Well Being Coordinator as well as two Family Liaison Officers from FARE. Our local partner PEEK engaged in running a breakfast club as well as the Emerging Leaders Programme. As with most Glasgow schools, we also employed a Campus Police Officer whose role is to develop positive relationships with families and young people and primarily prevent or deal with situations as they emerge which have the potential to impact on school life.

Through our approach to emotional wellbeing we identified a number of groups of young people who could benefit from support to improve mental health. This included accessing support in anger management, self-esteem boosting, stress management, conflict resolution, exam calm and introduction to Emotional Literacy.

Our FARE Family Liaison Officers have effectively supported young people and families, on the cusp of disengagement, by offering re-engagement programmes in home and at school. Family Learning opportunities have helpfully been made available to targeted groups of parents and carers to aid them in supporting their young people towards better engagement with their learning. These included enhanced P7 Parental Engagement, Family Cooking classes, Understanding Teenagers sessions and a Parent Employability Skills Programme.

We updated our Inclusion Policy, our pupil planning framework and other related policies like Bullying and Equalities. Through training on the impact of Adverse Childhood Experiences on young people and families we understand better how this can affect some of our young people's emotional health.

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. Additional staff were trained to run Nurture groups meaning that there was an extended nurture provision in S1.

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

The number of pupils gaining National Qualifications in session 2018-19 has improved again for the majority of learners.

Comparing key national performance measures, S4, S5 and in particular S6 pupils have produced the highest level of attainment in the school for many years. The number of S4 learners who have attained 1 or more National 5 qualifications has increased by 7% in 2018 to 73%, while 39% of learners gained 3 or more National 5's and 19% attained 5 or more.

In S5 there has been an increase in the number of learners attaining 3 and 5 Highers on previous years with the figures representing the highest percentage of pupils attaining these numbers of qualifications.

For our S6 leavers, significant progress has been made in the number of qualifications being gained. The results show that 31.3% of our S6 leavers have attained three or more Highers and 19% have attained 5 or more Highers. These figures are a cumulative total for learners and both represent an all-time high for our pupils.

Our leaver's destination information shows that 89.88% of pupils moved on from St Mungo's to positive destinations. A particular strength being that 98% of S6 leavers entered positive destinations. Overall, 33% of leavers entered further education (such as college) while 29% entered higher education (such as university). Another key highlight is that, for leavers, 75% attained Level 5 in literacy (significantly above the virtual comparator); 46.4% attained level 6 in literacy (above the virtual comparator) and 51% attained Level 5 in numeracy which matches the virtual comparator.



Through the wider achievement programme, within the senior phase, all learners have the opportunity to develop life skills through activities in Caritas, Enterprise, Construction, Sports Leadership, Hospitality and other leadership opportunities. Almost all learners achieved qualifications in this programme either through SQA or an appropriate awarding body. The majority of learners within S4 gained experience of working in a further education setting by participating in a college link program that additionally gains them qualifications certified by

Glasgow Kelvin College. Bespoke programs with partners allowed young people within the senior phase to engage with the world of work through experiential learning; for example through the innovative "Into Engineering" run with Clyde Gateway.



Other opportunities for wider achievement included 22 Young People being successfully certificated either in a Bronze or Silver Duke of Edinburgh Award. Our relationship with the Children's University continues year on year resulting in an exciting graduation ceremony. 25 learners participated in the Shakespeare's Schools programme choosing Romeo and Juliet as the text to explore themes of gang culture. Our S3 learners engaged in the Youth Philanthropy Initiative with the winning team attending the National YPI conference in Perth. Another group became ambassadors for the Anne Frank Trust in school and at exhibitions out of school to very positive feedback

Key Developments - What we plan to improve next year.

Leadership of Change

We will continue to work towards achieving the Rights Respecting Schools Level 2 award and further embed the whole school approach to developing leadership; working with young people, parents and partners to support this.

Developments in learning and teaching and assessment

There will be a continued focus on interventions to support learners, to ensure they are progressing and improving attainment and achievement, including a new targeted approach to supported study.

There will be further engagement and development of active learning strategies and thinking skills through Making Thinking Visible.

We will now be taking the principles and practices of participation into our pedagogy to support young people to lead learning in the classroom.

Progress in promoting well-being equality and inclusion

We will continue to provide staff training in relation to Nurture, Emotional Literacy and Trauma Informed Practice. The Key Adult and PSE curriculum will be evaluated and reviewed with a focus on improving provision and evaluating impact on outcomes for young people.

There will be more robust tracking and monitoring of targeted groups; making a difference to pupil attainment and achievement.

We will empower young people to work with partners to develop a school Mental Health Strategy.

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

We will be using the Pupil Equity Fund to develop a range of Literacy and Numeracy initiatives including: Continuation of Accelerated Reader Programme, Reciprocal Reading strategy and Glasgow Counts into the BGE next session

We will continue to seek appropriate learner pathways for a range of young people to move into positive destinations.

We will track wider achievement across the school community and celebrate that success.

How can you find out more information about our school

If you require further information or if you wish to comment on the report, please contact us directly:

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