



St Andrew's Academy



STANDARDS AND QUALITY REPORT

2019

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2019-2020. I hope that you find it helpful and informative.

Kevin Henry

Head Teacher

Our Vision

As a Catholic School, Saint Andrew's Academy seeks to create a community of Faith and Learning, by providing excellence in education and promoting the values of the gospel in our formation of young people, in order to develop their full capacities for the common good.

OUR SCHOOL

St Andrew's Academy is a six year denominational, school in Paisley. The school's catchment area covers almost the entirety of Paisley and has 7 associated primary schools. The catchment areas comprise of a mix of local authority, traditional and new housing. The school is situated at one end of the catchment area.

The school roll is currently 1436 and is approaching capacity. The school building was constructed 13 years ago and is maintained to a high standard by AMEY as part of a PPI contract. There is a large social space which fulfils multiple uses as canteen/assembly hall area, a well-appointed library, games hall, and gymnasium and fitness suite. There is an external astro-turf pitch and grass playing fields. The school is well resourced and learners have access to a range of ICT and audio visual facilities in all subject areas.

The role of the school has been increasing and receives many students either as placing request or from catchment but non-associated primary schools. Approximately 33% of all students in a year group are from non-associated primary schools.

The large catchment of the school is reflected in the fully comprehensive nature of the school.

SUCCESSSES AND ACHIEVEMENTS

Very positive school inspection by Education Scotland, published in April 2018

Attainment of young people remains strong in National Examinations

Over £400,000 raised for our partner school in Uganda

All S1 pupils have S6 Buddies

Scottish School Football Association Gold Award

Musical representation in a number of local events
Award

52 pupils achieved the Caritas

Renfrewshire Netball Cup winners- S3 & Seniors

Inter Authority triathlon

A range of wider achievement success in music, on stage and in sport, publicised in various social media platforms

Renfrewshire Leagues Hockey Champions (Senior)

Pupil representation at Regional & National level in: Netball, football, swimming, speed skating, snowboarding, Aquathlon, Dance and Martial Arts

Mark Scott Leadership for Life Award

Staff & Pupil Fundraising- for local and national charities

Renfrewshire League Trophy-
hockey

Aid to the Church in Need Youth Rally

Renfrewshire Schools Athletics Championships

St Mirren Cup Winners and Senior League Winners (girls)

St Mirren Cup Winners (u-18s boys)

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

- Leadership at all levels is encouraged across the school to ensure we achieve the highest possible standards and success for our school community.
- Middle leaders and non-promoted staff undertake a range of activities to develop their leadership skills. These include, leading and contributing to working groups such as learning and behaviour, literacy, numeracy, recognising positive achievement and social media and communication. This means that we work collegiately to ensure continuous improvement and the best outcomes for our learners.
- Young people are encouraged to take on leadership opportunities in a variety of ways. This includes through the pupil council, pupil senate, or student leadership team. Our learners contribute to school improvement and have shared ownership of planning and policy decisions.
- Young people are playing a key role in developing the new promoting positive behaviour policy.
- Our S6 pupils have created a valued study guide for pupils to support learners in exam revision

Teacher Professionalism

- All teaching staff have been trained in Restorative and Nurture Practice to ensure that our practice reflects a commitment to positive relationships
- Teachers are also making a valuable contribution to school improvement through taking a lead in areas such as interdisciplinary learning and science, technology, engineering and mathematics (STEM) ensuring well planned opportunities for learners to develop an awareness of the world of work.
- In house Leadership opportunities are offered at a higher level than ever before. The creation of Project Leader Posts, PT Data Literacy positions and PT inclusion (Pupil Equity Fund) have allowed staff to take on further leadership roles within the school and allowed for a greater degree of distributed leadership. The programme of in-house CPD was further expanded this session with PT's increasingly offering development CPD to staff members aspiring to promoted posts.

Parental Engagement

- We use a wide range of methods to communicate with parents to good effect such as the school website, social media and the school app. Our increasing use of social media is encouraging more parents to engage with their child's education.
- We are developing departmental home-school learning resources to increase parental awareness of ways they can support their child's learning.
- Well-maintained and accessible information on the website, school app and social media platforms provides news and learning materials which support stakeholders. These mechanisms support interaction with the school and strengthen the sense of community.

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

Assessment of Children's Progress

- Across the curriculum, a range of assessment approaches are being used effectively to capture the progress being made by learners and give high quality feedback.
- In the senior phase, young people receive helpful feedback on their learning through target sheets and learning conversations. This supports them in planning the next stages in their learning.
- Overall, good use is made of assessment standards from National Qualifications to support young people to self-assess and benchmark their work. This is helping them to identify what they need to do to improve and supports them in doing so.
- Across curriculum areas, teachers are developing their confidence in their use of the National Benchmarks. This is being supported through planned moderation of young people's work to ensure target setting across the Broad General Education clear and purposeful.
- There is scope to develop further the use of assessment in planning learning in a way that ensures appropriate levels of challenge for all.

School Improvement

- Self-evaluation is well embedded and systematic and leads to continuous improvement.
- A range of carefully planned self-evaluation activity is in place which includes staff consultation on areas for improvement which are included into our annual school improvement plan
- SMT conduct annual attainment reviews of all departments to support planning for future improvement.
- We have developed a programme of in-house CPD opportunities for staff to ensure that we continue to be at the forefront of educational knowledge, theory and development.

Performance Information

- Senior managers have ensured that the school is data rich and that our analysis of statistical data is detailed and well-focused on closing any attainment gap.
- The school has very successfully raised the attainment and achievement of young people in the senior phase in recent years.
- The school has a key focus on improving attainment for all learners.
- The school and staff have a very clear vision that all learners should be supported to achieve as highly as possible.
- The tracking system is used to ensure that learners, in discussion with staff, set realistic but aspirational goals for student performance and are tracked to ensure progression.
- Pupils in need of interventions are identified and supported by guidance, SMT or departmental staff as appropriate.

KEY STRENGTHS OF THE SCHOOL

- The wellbeing of young people sits at the heart of the school underpinned by strong Catholic values. The caring ethos and positive relationships across the school are resulting in young people who are motivated and engaged and feel well supported to learn and achieve.
- We have high expectations for what all young people can achieve. All staff demonstrate a strong commitment to this ethos. They work well together and with partners to improve outcomes for all young people.
- The high quality support provided by the Don Bosco wellbeing base, the support for learning department, the pastoral team and the home link service is promoting inclusion and improving young people's engagement with their learning. This is leading to improvements in attainment and achievement for young people.
- We have a relentless focus on improving life chances for young people beyond school through attaining and achieving highly. This has resulted in improvements in attainment for young people from S4 to S6. The school has raised attainment in literacy and numeracy for young people facing additional challenges.
- The increasing range of learning pathways in S4 to S6, planned and delivered with partners, is meeting the different needs and aspirations of young people well. This is improving their future prospects. Almost all go on to a positive destination such as college, higher education or employment on leaving school.

OUR NEXT STEPS – PRIORITIES FOR 2019-20

We believe that we have made good progress during session 2018-19 and we will use the improvement priorities listed below to build on this progress moving forward.

Continue to improve learning and teaching to ensure all young people experience consistently high quality learning that meets their needs.

Implement "Show My Homework" to support parents & carers to engage in their child's learning.

Continue to develop approaches to tracking and monitoring young people's progress from S1 to S3 to ensure appropriate pace and challenge and support young people into suitable learning pathways.

With changes to SQA courses we will continue to support learners to achieve and attain by ensuring they are on the correct learning pathway.

Ensure that appropriate arrangements are in place for all young people who require support plans.

To build on our recently developed anti bullying policy with a strong focus on increasing pupil ownership.

HAVE YOUR SAY!

Please take the opportunity to share your thoughts with us as we use feedback to help us make improvements to the school. You can do this by speaking to staff, participating in Parent Council meetings, responding to questionnaires/surveys and by completing evaluations at school events.

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