

St Andrew's Academy



STANDARDS AND QUALITY REPORT

2023

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2022-23. 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 Values are:

FAITH

RESPECT AND RESPONSIBILITY

LOVE AND COMPASSION

EQUALITY AND TOLERANCE

KINDNESS AND HONESTY

OUR SCHOOL

St Andrew's Academy is a six year denominational, school that serves the town of Paisley. The school's catchment area covers almost the entirety of Paisley and has 7 associated primary schools. The catchment area comprises of a mix of local authority, traditional and new housing. It has a diverse school roll with pupils from a broad range of nationalities speaking over 30 languages. Pupils also come from the full spectrum of socio- economic backgrounds – with 39% falling within SIMD 1 and 2. Given this context, ensuring wellbeing, equity, and inclusion for all our pupils is an essential part of our values and ethos.

The school roll is currently 1479 and is at capacity. The school building was constructed 17 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 roll 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.

SUCCESSSES AND ACHIEVEMENTS

Attainment of young people remains strong in National Examinations

Fundraising for Accord Hospice, Lisa's Gift, Mary's Meals', SCIAF, Flutterby Fundraisers

All S1 pupils have S6 Buddies

54 MVP Mentors

40 employers and academic institutions at our Senior Careers Evening

SQA request for pupils to display work at National Art Exhibition

Musical representation in a number of local- and national events

A range of wider successes in music, with pupils achieving Associated Board and Trinity exam success

42 pupils achieved the Caritas Award

West of Scotland Schools Orchestra representation

Pupil representation at Regional, National and European level in: Netball, Football, Swimming, Speed Skating, Snowboarding, Dance and Martial Arts

Mark Scott Leadership for Life Award

Staff & Pupil Fundraising- for local and national charities

Aid to the Church in Need Youth Rally

Renfrewshire Schools Athletics Championships

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. Our school has a strong Catholic ethos focusing on care, respect, valuing every individual and supporting them to achieve their potential. This ethos underpins our daily actions. Our school is ambitious for all learners; staff have an understanding of the socio-economic context of our school and this is reflected in planning. All staff have a commitment to, and a constant focus upon closing the attainment gap and removing barriers to learning.
- We are committed to building capacity across staff and facilitating professional development. Many of the initiatives in the school have been led by Project Leaders, Principal and Class teachers. Examples of this would include the Learning to Learn Committee, Professional Development Groups, a highly successful Senior Careers Evening, Caritas Awards, Mark Scott Foundation, YPI, SQA Group Awards, May in-service Learning and Teaching day and regular in-house CLPL delivered by a range of staff at all levels.
- Young people are encouraged to take on leadership opportunities in a variety of ways. This includes through the pupil council, pupil senate, the student leadership team, coaching, the Hearty Lives Team, MVP and pupil mentoring. Our learners contribute to school improvement and have shared ownership of planning and policy decisions. An increasing number are achieving Leadership and Saltire awards due to their continued efforts to support the school community.
- Learners' views continue to be key in planning for improvement; this is particularly evident in learning and teaching where pupils' opinions are regularly sought, and most feel that they are making good progress with their learning. More recently, a small group of pupils have provided valuable feedback on the new Community Charter and a revision of the Charter will take account of this.
- Restorative practice and Nurture is central to our school ethos and as a community we are well on our way to the next accreditation, having already achieved Jade, Ruby and Amethyst. St Andrew's has been recognised for having robust systems in place which has allowed for whole school implementation and evaluation of our nurturing approach.

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.
- Self-evaluation is well embedded and systematic and leads to continuous improvement. All staff are involved in Quality Assurance processes and are committed to collective responsibility in the processes of change. Questionnaires based on HGIOS 4 Challenge questions and customised questionnaires are used to seek feedback from parents, pupils, staff and partners. 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; learning walks and professional dialogue; termly meetings between principal teachers and senior managers, SMT annual reviews of all departments at results analysis meetings and a full programme of CLPL opportunities for staff.
- Robust self-evaluation across the BGE Benchmarks and Senior Phase from all departments as well as the Principal Teacher and Project leaders of Learning & Teaching (attainment), ensures effective systems for tracking and monitoring progress to support all aspects of learning and engagement in the life of the school and early identification of underachievement.

- All staff work together to ensure the right strategies are in place to support young people to fulfil their potential, to engage parents and to ensure progression pathways are tailored to each pupil's individual learning journey. Every session, we continually have over 200 pupils with staff Mentors for either attainment, engagement, Home Link, mental health and wellbeing support or attendance support in addition to Pastoral Care support.
- In house Leadership opportunities are offered at a higher level than ever before. CLPL sessions are led by staff at all levels within the school. Staff have led continuing professional learning and engagement through our Journal Club, training staff in Nurture and in Restorative practice and in the development of policy. Nurture is a regular item on Faculty / Departmental Meeting Agendas and the Faculty / Departmental representatives use this time to share progress of our Nurture journey and to share good practice.
- The Professional Reading groups (two groups: all staff and EMT) are well attended and generate high level discussion around key aspects of pedagogy and education in general. These discussions feed directly into the Skills Share where aspects of teaching and learning are discussed, put into practice then reviewed by small groups of teaching staff

Parental Engagement

- We have a highly supportive Parent Council who are involved in school planning and evaluation. At our recent P7 information evening, S1 students volunteered to lead displays of their learning for parents who were toured around the school by our incredibly strong S6 Student Leadership Team. Other S6 students, including our STEM leaders, also helped present at stalls to answer questions and highlight their experiences as part of our school community.
- We continue to develop departmental home-school learning resources to increase parental awareness of ways they can support their child's learning.
- Parents and pupils are increasingly engaged in the life of the school through accessing our Social Media platforms and this has been identified as an area of excellent practice in terms of communicating with parents and pupils and in celebrating success. Almost every Department has established their own X (Twitter) platform in order to highlight L&T in their curricular area. We have also successfully implemented Satchel One (formerly Show my Homework) and Home Learning Resources on our school website to enable parents and guardians to further support their child's learning. The use of technology in the school has grown considerably in the last few years, staff have moved towards using digital platforms such as Teams, One Note, Satchel One and Microsoft Forms as an everyday part of their teaching.
- 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.
- We returned to in person Parent's Evenings. These were well attended across all stages. Parent's also engaged in workshops to support their child with revision and exams.

Assessment of Children's Progress

- The school has a key focus on improving attainment for all learners and ensuring learners make good progress from previous levels of attainment. The school has a very clear vision that all learners should be supported to achieve as highly as possible.
- The school has a philosophy of encouraging young people to have high expectations of their likely attainment and achievement, and ensuring they are supported throughout their learner journey. It is our belief that this has helped to reduce the attainment gap for learners in S4. We ensure that each pupil is supported to choose the correct curricular pathway. We have strong curricular links with our local college and consortium schools. To provide an increased range of pathways for students we have recently introduced a great number of Wider Achievement and Group Awards including: Sports and Recreation, Mental Health and Wellbeing, Business with IT, Furniture Making, First Aid, Leadership, Scottish Studies, Creative Industries and Lab Skills.
- The positive presentation policy in relation to National Examinations has resulted in very strong attainment results for breadth and depth for students in S4, S5 and S6.
- In St Andrew's Academy we encourage our students to view their education journey as a six year programme unless they have the opportunity of a strong and confirmed positive destination. Given this, the results for students who completed their 6 years in 2022 were strong and in line with cohort expectation.
- 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. This enables them to identify what they need to do to improve and supports them in doing so.
- The high levels of attainment of young people mean that they are more likely to gain a positive destination and a high number of our student have attained a level of qualifications that allows access to Higher Education. The Guidance team have worked very closely with SDS to identify and support young people who may be at risk of not attaining a positive destination. This has been rigorously supported by Don Bosco, Home Link, our DSW Project Leader and Business Support staff.
- Three tracking reports per session assist pupils and parents to evaluate progress in key areas of their learning; these reports provide high quality feedback. Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are 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. There is scope to develop further the use of assessment in planning learning in a way that ensures appropriate levels of challenge for all.
- Our learners benefit from wide ranging leadership and wider achievement opportunities across the school. They actively contribute to the life of the school and the wider community through: an established buddying programme; the Stem Programme; paired reading; leading assemblies and learning initiatives; employability and enterprise initiatives and a wide range of charity work and supporting pupils in their own school, local primaries and special schools. Other examples include a group of S6 students who have created their own Medical Society and Young STEM Leader groups in both the Senior Phase and BGE.
- We have introduced a new BGE tracking system to complement our Pupil Track system. Pupil Support, the Attainment team and our transition processes, now identify learners at an earlier stage who may require support for Literacy, Numeracy and Attendance. Intervention groups have been established across the BGE, with an introduction of Attainment and Achieve groups as well as various Wellbeing groups to compliment the previous supports in place. This includes, but is not limited to, personalised timetables including Q Bikes, Street League and BeActive. These are allowing learners wider opportunities for engagement, success, early presentation for SQA awards and achievement in Literacy and Numeracy. Enhanced support and intervention strategies have resulted in higher levels of BGE attainment across Listening and Talking, Reading, Writing and Numeracy.

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.
- The Seemis reporting system is used to ensure that learners, in discussion with staff, set realistic but aspirational goals for performance and that they are tracked to ensure the most appropriate learner pathways suit each individual. Pupils in need of interventions are identified and supported by the Pastoral Care Team, SMT, the Attainment Team or departmental staff, as appropriate. Timely analysis of data enables us to: support students who are Care Experienced; SIMD 1 and 2; identify those at risk of missing out; who are disengaged from learning or who are impacted by discontinuity in their learning. Targeted 'wrap around' support enables us to raise attainment for each cohort. Insight is used to analyse performance at school and departmental level. Our aim is for performance in the key National Benchmarking Measures to improve or be maintained annually and to be above Virtual Comparator, Renfrewshire and National Averages.
- Staff are showing increased engagement with activities which develop their skills as classroom teachers. As a result, Active Learning methodologies are increasingly being incorporated into classroom practice. In addition to this, staff have been trained on Retrieval Practice with a focus on understanding the impact that Retrieval Practice has on short and long-term memory. Whilst the overall quality of teaching and meeting needs is good, all staff continue to strive to improve the quality of pupils' learning experiences. In many departments, learners are actively involved in their own learning. Increasingly, class teachers will engage individual students in learner conversations regarding their progress/ tracking reports and next steps in learning. Departments indicate an increase in pupil voice in relation to target setting.
- St Andrew's Academy strives to ensure attainment and achievement for all pupils. There have been significant improvements in terms of staff being more data literate. As a result of this staff are more confident in identifying those who are off track and necessary interventions are implemented in a timely manner. The mentoring programme is well established, and T&M data is used to identify a pupils who require additional support to achieve. The above process is supported by 48 EST tutors (pastoral and academic support) working with a range of pupils from all year groups.
- We have developed a programme of in-house professional learning 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. Pupil Track is used to bring together a host of data pertaining to every pupil on our role. It includes, tracking average, attendance, timekeeping, SIMD, FME, HomeLink, Don Bosco, EST, Support for Learning and participation in extracurricular activities, among others. This has been useful for class teachers to get an overview of their pupils and has eased identification of pupils for PT Attainment groups and other support groups. The data has been produced in graph form to inform SMT of pupils, particularly in the BGE, who may be off track or in need of support.
- There has been a concerted focus on increasing the number of learners who achieve a Level 5 award in S4 in Literacy and Numeracy, which has resulted in percentage achievement being 12% higher than the Virtual Comparator and 6% above the Authority percentage. The levels of attainment in S4 Literacy and Numeracy indicate our students are progressing well from their levels at the end of the BGE. Our percentage of leavers attaining Level 5 Literacy and Numeracy is also consistently above the National Establishment and Authority percentage level.
- The percentage of students attaining 5 or more National 5 qualifications in S4 for 2022 was 57.03%. It is significantly ahead of the Virtual Comparator of 52.07%. The percentage of students passing 7 out of 7 National 5 exams in 2022 was 33.58% versus an expectation of 27.27% from the virtual comparator.
- In S5, 21.77% of pupils achieved 5 Highers (based on S4 cohort) against a Virtual Comparator figure of 25.93%. 39.92% of students achieved 3 Highers against a Virtual Comparator figure of 48.99%, 64.11% achieved 1 Higher against a Virtual Comparator figure of 67.18%. This is in line with expectations of attainment based on previous cohort achievement.
- In 2019, 24.91% pupils achieved one Advanced Higher or more. In this Diet, 27.41% of pupils achieved one Advanced Higher or more. This is a rise of 7.5% since the 2018 session. It is above the Virtual Comparator figure of 26.22%. St Andrew's Academy continues to offer one of the most extensive range of Advanced Highers in Renfrewshire Council with many students from other schools taking advantage of provision at levels National 5 to Advanced Higher via consortia arrangements.

PUPIL EQUITY FUNDING

Pupil Equity Funding was allocated to support a number of initiatives and strategies to support learners across a wide range of curricular areas, in wider achievement and attainment and to support health and wellbeing.

- The wellbeing “Tree of knowledge” was issued to support young people in identifying wellbeing needs. An overall improvement in individualised packages and systems was implemented and driven by pupil engagement and evaluation. Pupil focus groups indicated that pupils enjoyed a wider sense of self knowledge and enjoyed using the resource as it allowed them to work at their own pace through the modules.
- Literacy enhancement was provided through a range of strategies including a “Closing the Vocabulary Gap” project, supporting EAL pupils, enhancing access to a range of curricular genres and focusing on promoting Reading for Pleasure. Qualitative conversations and questionnaires have indicated that impact has been positive in engagement and in confidence in accessing literacy skills.
- As part of our drive to improve inclusion, improve access and promote a sense of belonging to our school community, kit was accessed and provided to learners participating in core skills and wider achievement interventions. Engagement and uptake in whole school activities and skills for learning life and work activities was evidenced with learner participation in work experience placements and careers evenings.
- Increased opportunities for pupils to participate in activities to gain employability skills and improve positive and sustained destinations for learners beyond school was enhanced by the appointment of a PT Employability and project Leader (DYW). This ensured broader curricular pathways for pupils through the delivery of SCQF Level 4 and 5 Awards and a full and comprehensive enrichment programme was available for pupils not sitting SQA exams. Partnership working between local/national employers and further/higher education establishments increased opportunities for learners to explore a variety of career paths beyond school. Over 40 employers and further/ higher educational establishments participated in the school’s very successful Senior Careers Evening, widening pupil access to career ideas and possibilities.
- A Teacher of Inclusion was appointed enabling the school to develop alternative learner pathways and increase courses offered at Level 3 & 4. Increased support groups were offered through our inclusion base- Don Bosco; Lego therapy, Mindfulness, Create, Cooking Programmes, S3/Accelerate, S3/4 ICL, S4 Achieve, the WCS Step Link Taster Courses, The Princes Trust, Accelerate and the Duke of Edinburgh Award Scheme.
- Partnership working was increased with links with external providers to provide positive experience for learners that meet their needs and provide skills for work - Supported Work Experience through Bactive, Kibble Skills Academy, Yess Academy
- A sensory room- The Mirin Room- was developed to allow the school to support some of our most vulnerable learners- The Mirin room Further training and resources have been purchased to provide a calm environment for pupils who require sensory breaks. Sensory programmes are also delivered including Lego Therapy and Create.
- With the appointment of an Attainment PT and project leaders, the school implemented a support package and suite of strategies to raise attainment and achievement. The Attainment Team supported learners and departments to close attainment gaps identified by tracking data. Resources and experiences were also funded to support learners to mitigate any disadvantages related to poverty indicators, EAL, barriers to learning, care experience or SIMD profile at both BGE and Senior Phase level. Close working partnership with the PT Inclusion, PT Pupil Support and PT Employability ensured wrap around support for pupils at risk of missing out, giving opportunities for broader achievement and attainment.

KEY STRENGTHS OF THE SCHOOL

- The wellbeing of young people sits at the heart of the school underpinned by strong Catholic values; our values and ethos seek to promote inclusiveness and mutual respect within our immediate school community and our wider community –both locally and globally. The caring ethos and positive relationships across the school results 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.
- Equality of opportunity is a key priority and closing the attainment gap has been a particular area of focus over the last year (with access to Attainment Challenge & PEF funding). St Andrew’s Academy has for many years had a strong Pastoral Care Team carrying out a broad remit to reduce inequalities and optimise outcomes for all students regardless of background or ability. The GIRFEC agenda is well established in the school and the support of vulnerable pupils includes interventions such as Team Around the Child meetings, Home Link, Don Bosco, Sfl, and the ESRG (Educational Support Resource Group) process.
- In the last year there has been an even greater focus placed on closing the attainment gap through enhanced staffing within the pastoral care and pupil support teams has supported the upskilling of staff to deliver wellbeing initiatives such as Seasons for Growth, Mindfulness, Being Mankind, MsMissMrs and MVP. It has also allowed target groups of pupils access to a flexible curriculum with increased opportunities to improve attainment, this includes BActive, Street League, PitchinIn, Achieve groups and Zones of Regulation.
- We recognise and celebrate the talents and achievements of all our pupils through our Community Charter, annual Awards Ceremonies and special events (schools shows/concerts).
- We successfully reduce barriers to learning through early identification of pupil needs by wellbeing planning where this is appropriate. Vulnerable learners are supported by the effective and sensitive deployment of additional support needs assistants, inclusion support assistants and flexible learning outreach staff.

OUR NEXT STEPS – PRIORITIES FOR 2023-24

We believe that we have made good progress during session 2022-23 and we will use the improvement priorities listed below to build on this progress moving forward. We will:

- Continue to improve learning and teaching to ensure all young people experience consistently high-quality learning that meets their needs. Planning should support and engage pupils using digital learning skills where appropriate.
- Further raise the profile of “Satchel One” 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. Focus on key skills, professional judgements and snapshots incorporating Benchmarks, and National Standardised Assessment Data
- With changes to SQA courses we will continue to support learners to achieve and attain by ensuring they are on the correct learning pathway.
- Increase number of students receiving certification and tariff points for wider achievement activities and Group Awards.
- Continue to enhance our in school alternative pathways by offering more courses at level 5 and 6.
- Continue to build on strong partnership working with SDS, FE, HE the career service and partners in order to ensure almost all Christmas and summer leavers enter a positive and sustained destination. We will ensure unique interventions for young people, particularly for those at risk of no positive destination.
- Ensure that appropriate arrangements are in place for all young people who require support plans.
- Implement the updated authority GIRFEC policy.
- Review the implementation of our PSE Programme to ensure there is a comprehensive and cohesive programme in S4-S6
- Build on our recently updated format for Pupil Voice through our newly established Pupil Parliament.
- Embed the CIRCLE framework by delivering training to ensure all staff are familiar with language and confident in identifying and implementing support strategies to meet learner needs.
- To build on our recently developed Community Charter with a strong focus on increasing pupil ownership, ensuring we promote our shared vision, which we will consistently embed in our relationships and planning for continuous improvement.

Full details of the school’s improvement priorities and actions are detailed on the school improvement plan which can be accessed on our website or by contacting the school office.

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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