

St Andrew's Academy



STANDARDS AND QUALITY REPORT

2025

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2025-26. 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:

RESPECT

LOVE

EQUALITY

KINDNESS

OUR SCHOOL

St Andrew's Academy is a six-year denominational secondary school serving the town of Paisley. Its catchment area spans nearly the entire town and includes seven associated primary schools. The local community is diverse, with a mix of local authority, traditional, and modern housing. Reflecting this, the school has a vibrant and multicultural roll, with pupils representing a wide range of nationalities and speaking over 30 different languages. Students come from across the socio-economic spectrum, with 39% living in SIMD deciles 1 and 2. In this context, promoting wellbeing, equity, and inclusion is central to our ethos and values.

The school currently has a roll of 1,492 pupils and is operating at full capacity. The building, constructed 19 years ago, is maintained to a high standard by AMEY under a PPI contract. Facilities include a large, multi-purpose social space that serves as a canteen and assembly hall, a well-equipped library, a games hall, a gymnasium, and a fitness suite. Outdoor amenities feature an astro-turf pitch and grass playing fields. The school is well-resourced, with ICT access available across all subject areas to support learning and teaching.

Enrolment has been steadily increasing, with a significant number of pupils joining through placing requests or from non-associated primary schools. Currently, around 33% of each year group comes from out with our associated primaries.

Our school motto, **“Work Hard, Be Kind,”** captures the spirit we aim to foster—encouraging diligence, resilience, empathy, and kindness. These values are at the heart of our mission to help shape confident, compassionate young people ready to thrive in the world.



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. 81 pupils completed Peer Support Training

65 MVP Mentors

10 young people S3-S6 achieved their sailing level 2 qualification with Ocean Youth Trust Scotland.

170 pupil parliamentarians

9 of our senior pupils spent the year volunteering with ASN Adults with Ozanam group at St.Mirin's

Some of our S5 pupils attended the University of Glasgow TopUp Programme.

Our first St Andrew's Academy Promise Ambassadors, attended the Promise Champs Love2Care event, helping to design a mural on the Promise for and designed a logo to be shared at the Youth Assembly.

Over 40 employers and academic institutions at our Senior Careers Evening

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

48 pupils achieved the Caritas Award.

Due to our sector leading pupil work for Caritas, our pupils were asked to lead the opening prayer service at the Award ceremony at the Armadillo, SECC

West of Scotland Schools Orchestra representation

Pupil representation at Regional, National and European level in: Netball, Football, Swimming, Cheer, Basketball, 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- 15 Golds, 7 silvers and 7 bronze medals across S1-S3

In netball, our S2 Girls reached the Scottish cup final at the Emirates Arena.

In football, U15 Boys reached the final of the St Mirren Cup

Our Basketball Open Boys Team won the West of Scotland Cup and the West of Scotland League

S1 Basketball team reached the Semi-Finals of the West of Scotland League

HOW SUCCESSFUL HAVE WE BEEN IN IMPROVING OUR SCHOOL?

School Leadership

Leadership and Ethos at St Andrew's Academy

St Andrew's Academy fosters leadership at all levels, underpinned by a strong Catholic ethos rooted in care, respect, and inclusion. Staff are deeply committed to equity, with a clear focus on closing the attainment gap and removing barriers to learning. The school's motto, "*Work Hard, Be Kind,*" drives strategic change and shapes both policy and practice. Our school balances change with a commitment to excellence for our students, fostering a Catholic ethos centered on love, kindness, respect, and equality. We are ambitious for all learners, mindful of socio-economic factors, and focused on closing the attainment gap and removing learning barriers.

Staff Leadership and Professional Development

Leadership is distributed across the school, with staff leading initiatives such as the Learning and Teaching Committee, Nurture Core Group, and various professional development groups. A robust in-house CLPL programme supports continuous growth, with staff engaging in leadership training and postgraduate studies. Many hold delegated responsibilities within departments, enhancing leadership capacity.

Pupil Voice and Leadership

Pupil leadership is central to school life. The newly established Pupil Parliament—comprising six committees—alongside Junior and Senior Leadership Teams, plays a key role in shaping school improvement. Their work has influenced policy updates and earned recognition, including the UNICEF Bronze Rights Respecting School Award. Pupils also contribute through initiatives like buddying, mentoring, the Medical Society, and Young STEM Leaders in both the Senior Phase and Broad General Education (S1-3). Pupils actively contribute to shaping their learning experiences, including course content reviews and structured discussions. Increasingly pupil voice exercises influence upon curriculum design and teaching strategies. Regular learner reviews promote reflection on equality, diversity, and inclusivity.

Wider Achievement and Opportunities

Students are encouraged to engage in a wide range of leadership and enrichment activities, including Caritas, Duke of Edinburgh, debating, enterprise, and charitable work. The school promotes achievement through accredited awards such as Saltire and Leadership Awards. 48 S6 pupils at St Andrew's achieved the Caritas Award this year. The school was successfully verified under the new SCES verification programme, receiving high praise for the quality of pupil work and the delivery of the Caritas programme. SCES noted St Andrew's as a potential centre of best practice. Following this, Barbara Coupar, SCES Director, invited the school to lead the opening prayer service at the Caritas Award ceremony at the Armadillo, SECC.

Collaborative Leadership

Our SMT works as a highly effective team and there has been a positive impact on many areas of the school including more effective and earlier options choices and then timetabling, increased use of social media, website and education ICT opportunities for learners. We aim to be creative in seeking ongoing opportunities to ensure that all learners attain and achieve to their potential; opportunities have been created for pupils in areas such as employability, leadership and volunteering. The range of opportunities to attain accredited qualifications is being developed further to ensure that aspirations remain high for all. We have excellent relationships with our local colleges where a wide range of courses are delivered to a range of pupils in S4-6. In addition to this, the school has introduced several enhanced pathway provisions through courses such as Furniture Making, Lab Science, Health Sector, Coaching and Leadership, Mental Health and Wellbeing, Travel and Tourism and Scottish Studies. This session we have introduced Criminology, Personal Development Award, Leadership Award, N5 Apps and Maths, Lit and Comms and RMPS.

Nurture and Wellbeing

Restorative practice and nurture are central to the school's ethos, with St Andrew's achieving Gold accreditation in Renfrewshire's Nurturing Relationships Approach. This reflects the school's commitment to creating a supportive, inclusive environment where all learners can thrive

Our learners are successful, confident and compassionate. They exemplify our school values and our ethos of "work hard, be kind. The confidence of students to suggest improvements and take up of leadership opportunities and be actively involved in school improvement has grown markedly over recent years.

Teacher Professionalism

Whole School Commitment to Wellbeing

At St Andrew's Academy, we believe that wellbeing is a shared responsibility across our entire school community. Staff have a clear, collective understanding of how to support and promote wellbeing in classrooms, departments, and the wider school environment. All pupils benefit from high-quality universal support, and this year we have embedded Renfrewshire's Staged Intervention Framework to ensure targeted, proportionate support for those with additional needs. Departments foster a nurturing space where pupils feel safe, valued, and respected. There are strong positive relationships between staff and pupils.

All teaching staff are trained in Restorative and Nurture Practices, reinforcing our commitment to positive relationships and a nurturing ethos. This is evident in the positive learning environment observed during Learning Walks, where students are engaged, motivated, and supported by high staff expectations. Pupil feedback confirms that learners feel valued and are making good progress, with strong support for our Community Charter and merit-based rewards.

High Quality Learning and Teaching

The introduction of our Learning and Teaching (LTA) policy and the St Andrew's Learning Cycle has strengthened our focus on high-quality pedagogy. Staff engagement in LTA has grown, with increased use of learning intentions, success criteria, and retrieval practice helping students better understand and retain their learning. Learner conversations and target setting are now embedded in our tracking and monitoring calendar, show that students are more aware of their progress and next steps.

Teachers contribute significantly to school improvement through leadership in areas such as interdisciplinary learning and STEM, ensuring pupils are exposed to real-world contexts and career pathways. Staff-led CLPL sessions, including those on nurture, restorative practice, and inclusive pedagogy, support professional growth and align with our improvement priorities.

Self Evaluation and Quality Assurance

Self-evaluation is systematic and embedded in our culture. Staff participate in a wide range of quality assurance activities, including learning walks, professional dialogue, departmental reviews, and feedback from pupils, parents, and partners. These insights directly inform our School Improvement Plan. Moderation and verification activities across departments ensure consistency and collaboration in assessment and planning. Robust tracking systems across the BGE and Senior Phase, led by Principal Teachers and Project Leaders, allow for early identification of underachievement and targeted interventions. Over 200 pupils benefit from staff mentoring each session, receiving support in areas such as attainment, engagement, wellbeing, and attendance.

Inclusivity is central to our approach. Staff adapt learning materials and assessments to meet diverse needs, using digital tools and alternative arrangements to ensure all learners can succeed. Departments foster respectful, supportive relationships that reflect our Catholic ethos and contribute to a cohesive learning community.

Assessment is used strategically to inform planning and support individual learning. Teachers provide high-quality feedback, helping students understand their progress and areas for improvement. A variety of assessment approaches are used to meet learners' needs and guide their next steps.

While the overall quality of learning and teaching is good, we remain committed to continuous improvement. Staff collaboration, reflective practice, and a shared vision ensure that every learner is supported to reach their full potential

Pupil Voice and Recognition

Pupil voice is integral to our improvement journey. Through the Pupil Parliament and departmental focus groups, students influence policy, target setting, and school development. Their achievements are celebrated through awards, digital badges, and recognition events, creating a motivating and inclusive environment.

Parental Engagement

At St Andrew's Academy, we are proud of the strong partnership we have with our parents and carers. Our highly supportive Parent Council plays an active role in school planning and evaluation, contributing meaningfully to our improvement journey.

Parental engagement is evident in events such as our P7 Information Evening, where S1 pupils showcased their learning through interactive displays. These were led by our outstanding S6 Student Leadership Team, who also guided parents on school tours. Other senior students, including our STEM leaders, supported the event by hosting stalls and sharing their experiences as part of our vibrant school community.

We foster a culture of positive engagement and participation with both pupils and parents. Communication is a key strength, with regular updates shared through a variety of platforms including social media, SWAY newsletters, and our school website.

Digital tools such as Teams, OneNote, Microsoft Forms, and Satchel One (formerly Show My Homework) are now embedded in everyday teaching practice. These platforms not only enhance learning but also enable parents to support their child's education more effectively. Wider achievements are regularly celebrated through digital channels and recognised at our annual Wider Achievement Ceremony.

Our website, and social media platforms are regularly updated with accessible information, news, and learning resources, helping to strengthen the sense of community and keeping stakeholders well informed.

Parental involvement extends beyond communication. Parents' Evenings are well attended across all year groups, and additional workshops are offered to help families support their children with revision and exam preparation. Feedback from parental surveys consistently highlights appreciation for the variety and frequency of communication methods, including newsletters, text messages, phone calls, and Satchel One updates.

School events such as our Junior and Senior Awards Ceremonies and musical performances are always very well attended, reflecting the strong connection between the school and its wider community.

Assessment of Children's Progress

At St Andrew's Academy, we are committed to creating a nurturing, inclusive environment where every learner feels supported, valued, and empowered. Our Catholic ethos, rooted in love, kindness, respect, and equality, underpins all aspects of school life.

Wellbeing and Support

Our "*Be You*" strand focuses on equality, diversity, and the physical and mental wellbeing of both pupils and staff. Mental Health First Aid training is now mandatory for all staff annually, ensuring they are equipped to respond to young people's needs. Strong, trusting relationships are a hallmark of our school, with almost all pupils reporting that they feel known and supported by staff. Improvements in pastoral care structures, based on pupil feedback, have strengthened these connections further.

Staff wellbeing is also prioritised, with regular input from the Nurture Core Group and Senior Leadership. Our Gold Award in Renfrewshire's Nurturing Relationships Approach (RNRA) reflects the positive impact of our whole-school nurturing ethos, which has contributed to a significant reduction in exclusions and a rise in pupil agency.

Our "*Be Supported*" and "*Be Here*" strategies ensure early identification of needs and targeted interventions. Tools like the Glasgow Motivational and Wellbeing Profile and Attendance Track help us monitor wellbeing and attendance trends, while our Home Link Assistant and Inclusion Department provide tailored support for vulnerable learners, including those affected by addiction or disengagement.

Inclusion and Equity

We are proud of our inclusive practices, particularly through the work of our Inclusion Department and the *Achieve* programme, which offers bespoke, nurturing learning environments for pupils facing barriers. Our commitment to *The Promise* is reflected in our "*Belong*" strand, which includes restorative practice, nurture, and a bold ambition to have a Promise Keeper in every department. Our newly appointed PT for Enhanced Transition leads this work, supporting Care Experienced Young People (CEYP) through personalised interventions and transformative experiences like the Ocean Trust residential.

Our Community Charter is our relationships policy; our values of Love, Kindness, Respect and Equality are promoted in every classroom and social area of the school. Staff and pupils utilise this common language in discussions around pupil needs. As a result, there is a notable reduction in referrals for behaviour and exclusions. The merits system has motivated and rewarded pupils. This has been amended following pupil feedback from the Pupil Parliament discussions and tasks. Our Pupil Parliament have been pivotal in the amendments made to the policy and next session they will be looking towards promoting the merit system and rewards.

Pupil Voice and Leadership

Pupil voice is central to our school improvement. The Pupil Parliament, recognised with the UNICEF Bronze Rights Respecting Schools Award, plays a key role in shaping policy and practice. Committees such as *Be Successful*, *Belong*, and *Be You* lead initiatives on learning, wellbeing, and inclusion. Plans are underway to achieve the Silver Award next session.

Senior pupils are also trained in the Mentors in Violence Prevention (MVP) programme, delivering key messages through RE lessons and peer-led discussions. Leadership opportunities such as Culture Day, organised by S6 pupils completing the Level 5 Leadership Award, celebrate the diversity of our school community and foster a strong sense of belonging.

School Improvement

Reducing Barriers and Supporting Learners

St Andrew's Academy is committed to reducing barriers to learning through early identification, personalised planning, and effective use of support staff. Vulnerable learners are supported via the Extended Support Team (EST), Attainment EST and Pastoral Care Support. Pupil information is shared efficiently through systems like Pupil Track and Seemis. Over 200 pupils benefit annually from mentoring in areas such as attainment, wellbeing, and attendance.

Planned support is offered to those pupils with specific difficulties. Positive steps are taken to engage the small number of learners who are disengaged in school learning, and Home Link staff and Inclusion Support Assistants play a vital role in breaking down barriers in home/school relationships. Every effort is made to ensure that all learners have equal access to the curriculum.

Self-Evaluation and Continuous Improvement

Self-evaluation is systematic and embedded across the school. Staff engage in a wide range of quality assurance activities, including learning walks, professional dialogue, departmental reviews, and stakeholder feedback. These inform the School Improvement Plan and ensure a culture of collective responsibility and continuous development.

Robust tracking and monitoring systems across the BGE and Senior Phase help identify underachievement early. Staff use data effectively to tailor interventions and support progression pathways. SQA and Insight data is analysed to ensure performance exceeds virtual comparator, local, and national benchmarks.

Leadership and Professional Learning

Staff are leaders of learning in their classrooms, using data from Pupil Profiles and tracking systems to meet individual needs. Professional Learning is a priority, with in-house CLPL opportunities focused on active learning, retrieval practice, and data literacy. Staff confidence in using data has led to more timely and targeted interventions.

Pupil Voice and Leadership

Pupil leadership is thriving. The Pupil Parliament has grown significantly and plays a key role in shaping school policy. Their work, recognised by UNICEF with the Bronze Rights Respecting Schools Award, includes using *HGIOS 4 for Learners* to gather peer feedback and inform school improvement. Plans are in place to achieve the Silver Award in the coming session.

Celebrating Achievement and Community Engagement

Achievement is celebrated widely through newsletters, social media, assemblies, and awards ceremonies. The school's communication strategy, particularly through social media, has been highlighted as excellent practice. Events such as the P7 Information Evening showcase pupil leadership, with S6 students guiding tours and sharing their experiences.

Inclusive Practice and High Attainment

The school's inclusive approach supports strong attainment, especially for pupils with additional support needs, who consistently outperform virtual comparators. Staff work collaboratively to ensure all learners have equal access to the curriculum and are supported to reach their full potential

Performance Information

Whole school commitment to Attainment

The school is strongly committed to improving attainment for all learners and ensuring they make consistent progress from their previous levels of achievement. Central to this is a clear and shared vision: every learner should be supported to achieve their full potential.

Senior leaders have created a data-rich environment, enabling detailed and focused analysis of attainment data. This analysis plays a crucial role in identifying and addressing any gaps in achievement. A key priority within the School Improvement Plan is closing the Attainment Gap between our most and least deprived learners. To support this, we rigorously track each learner's journey—from P7 transition through the Senior Phase—ensuring that appropriate pathways, supports, and interventions are in place at every stage. Our tracking system enables learners, in collaboration with staff, to set realistic yet aspirational goals. Progress is closely monitored to ensure continuous improvement.

While the overall quality of teaching and support is good, staff remain committed to enhancing the learning experience. In many departments, learners are actively engaged in their own learning, with increasing opportunities for learner conversations focused on progress, tracking reports, and next steps. Departments also report a growing emphasis on pupil voice in target setting.

Learners requiring additional support are identified through a collaborative approach involving Guidance, the Senior Management Team, the Attainment Team, and departmental staff. The Pupil Track system consolidates a wide range of data—including tracking averages, attendance, timekeeping, SIMD, FME, HomeLink, Don Bosco, EST, Support for Learning, and extracurricular participation. This system provides teachers with a comprehensive overview of each pupil and supports the identification of learners for targeted interventions or who may be off track or in need of additional support.

Literacy and Numeracy Progress

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 8% higher than the Virtual Comparator for the S4 cohort and 9.5% above the Virtual Comparator at Level 4. Pupils staying on for S5 also demonstrate increases above the Virtual Comparator levels for both Literacy and Numeracy at Level 5. The levels of attainment in S4 Literacy and Numeracy indicate our students are progressing well from their levels at the end of the BGE.

In Literacy and Numeracy, Learners make very good progress from their prior levels of attainment in Literacy and Numeracy. This session in S4, 99.24 % of pupils attained a level 4 in Literacy and 84.35% attained Level 5. 94.27% achieved a level 4 Numeracy in comparison to our Virtual Comparator of 88.51%. Pupils attaining Level 5 in Numeracy was 70.99%, over 7% better than the Virtual Comparator.

Breadth and Depth of Qualifications

The percentage of students attaining 5 or more National 5 qualifications in S4 at A-C for 2024 was 52.29%. Based on average complimentary tariff points, school attainment is in line with the Virtual Comparator, Renfrewshire and the National Establishment. For pupils in our middle 60% of attainment and in our lowest 20 % of attaining pupils, we outperform our Virtual Comparator, and the National Establishment. This trend continues in S5 attainment.

In 2023, 33.86 % of pupils achieved one Advanced Higher or more. In this Diet, 43.62% of pupils achieved one Advanced Higher or more. 16.49% achieved two Advanced Higher A-C. 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.

In S4, S5, and S6, the trendline for attainment versus deprivation across all SIMD deciles at St Andrew's consistently aligns with—or exceeds—the national average. Building on this success, the school has taken further steps to identify students from lower SIMD deciles, care-experienced learners, and those facing barriers to learning and engagement. This information has been integrated into our tracking system, enabling us to provide tailored support where it is most needed.

Curriculum Pathways and Wider Achievement

The school promotes a strong philosophy of encouraging young people to set high expectations for their attainment and achievement, while ensuring they are fully supported throughout their learner journey. We believe this approach has contributed significantly to reducing the attainment gap, particularly for learners in S4.

Each pupil is guided to select the most appropriate curricular pathway, with enhanced support provided through our Options Choices programme. This session, we've strengthened our guidance provision to ensure every learner makes informed and confident decisions about their future.

We also maintain strong curricular partnerships with our local college, consortium schools, and external providers to support learners who may not fully access the traditional school curriculum. To broaden the range of opportunities available, we have recently introduced a wide variety of Wider Achievement and Group Awards. These include:

- Sports and Recreation
- Refereeing
- Jewellery Making
- Mental Health and Wellbeing (Levels 4–6)
- Applications of Maths (Higher)
- NPA Business with IT
- Furniture Making
- First Aid
- Leadership
- Criminology (National 5 & Higher)
- NPA Sports Coaching
- Practical Electronics
- Health Sector
- Lab Skills
- Assisting with an Event (Level 4)
- Barista Skills

To ensure all learners can thrive, we've introduced greater flexibility in curriculum delivery. This includes small group learning for pupils who may find it challenging to engage fully in mainstream classes. These tailored programmes have included Internet Safety, National 3 curricular subjects, the Tenancy Award, and Personal and Social Development

A collaborative approach underpins this support. Our Pastoral Care Team, Enhanced Guidance and Mentoring programmes, Attainment PT Team, Transition Teachers, classroom teachers, and Inclusion Support Assistants work closely to ensure every young person feels "known." This strong sense of connection allows for more targeted interventions and personalised support.

To further strengthen our provision, we have appointed a Principal Teacher and Project Leader for Enhanced Transition Support (Keep the Promise Lead). This role focuses specifically on supporting care-experienced young people through key transitions in their school journey, while also promoting their attainment and wider achievement.

Students with ASN are very well supported in terms of SQA qualifications with their Insight Data showing that they often achieve better than the Virtual Comparator expected average. However, this year the school will continue to focus on improving attainment and access to qualifications for pupils sitting fewer than 5 National 5s.

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. We have implemented enhanced support for pupils at risk of missing out. Our Enrichment programme targets pupils missing qualifications to support them with unit catch up, in achieving additional group award and NPA qualifications; and wider skills activities including college and construction visits.

Positive Destinations

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 2025 were strong and in line with cohort expectation.

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 the Inclusion Team, Home Link, our DSW Project Leader and Business Support staff.

Leavers' positive destinations were reported as being at 99.97%. Students from a the most deprived background had a positive destination rate of 96.15% which is an increase from 92.71% last session .This year's figure is above the Renfrewshire figure of 95.24%. 98.35% of pupils who leave after S6 have a positive destination. This is in slightly above our Virtual Comparator, Renfrewshire and the National Establishment.

These outcomes reflect the school's unwavering commitment to equity, aspiration, and sustained support—ensuring that every young person leaves St Andrew's Academy equipped for success in their chosen path.

Pupil Equity Funding – Summary of Impact

Pupil Equity Funding at St Andrew’s Academy has been strategically used to reduce barriers to learning, promote wellbeing, and improve attainment and wider achievement across the school.

Wellbeing and Inclusion

The *Mirin Wellbeing Room* provides a quiet, supportive space for pupils with anxiety or sensory needs. Many departments now offer a “Nurture Nook” or a time in toolkit which help pupils regulate emotions and access additional support when needed

Expansion of *Achieve Groups* offers flexible, nurturing environments for pupils at risk of disengagement.

Increased access to wellbeing supports such as *Seasons for Growth*, *Mindfulness*, and *Zones of Regulation*, with self-referral options via digital platforms. Staff training in wellbeing programmes has broadened the reach of targeted interventions.

Uniform and essential supplies are provided to reduce the cost of the school day, alongside a free breakfast club.

Attainment and Achievement

Our PT Attainment and project leaders has strengthened data-driven interventions and support for learners facing disadvantage. This is in conjunction with our Pastoral Care Team

The *Learning to Learn* programme helps pupils develop study skills, time management, and metacognitive strategies.

During exam leave, over 260 pupils received tailored support through enrichment, study skills, and catch-up programmes. The *Attainment Team* worked closely with Don Bosco and Pupil Support to ensure access to qualifications for disengaged learners.

Employability and Wider Achievement

A PT Employability and DYW Project Leader expanded vocational pathways and SCQF-accredited courses, offering a wide range of Enrichment Programmes during Study Leave. A successful Senior Careers Evening connected pupils with over 40 employers and education providers.

The Inclusion Department offered alternative pathways through programmes like Lego- Therapy, Cooking, ICL, The Prince’s Trust, and Duke of Edinburgh.

Transitions and Targeted Support

A Transition Teacher and Project Lead support Care Experienced Young People (CEYP) offered support to learners from P7 through to post-school.

Targeted support is delivered through the EST process, with effective deployment of support staff and early intervention strategies.

Strong partnerships with external providers offer tailored work experience and skills development.

Curriculum and Personal Development

Personal and Social Education (PSE) has been refreshed across S1–S6 to ensure relevance and engagement.

Literacy initiatives, including *Closing the Vocabulary Gap* and *Reading for Pleasure*, have improved pupil confidence and engagement.

EAL support and access to diverse curricular texts have enhanced literacy for multilingual learners.

KEY STRENGTHS OF THE SCHOOL

At St Andrew's Academy, the wellbeing of young people is central to our mission, underpinned by strong Catholic values that promote inclusiveness, mutual respect, and global citizenship. Our caring ethos and positive relationships foster a supportive environment where pupils are motivated, engaged, and empowered to succeed.

Faith and Ethos

- Our Christian values are embedded through a rich Religious Education curriculum, regular liturgical events, and retreats.
- St Andrew's is one of Scotland's most represented schools in the Caritas Award, reflecting our commitment to faith in action.

Equity and Inclusion

- We are committed to closing the attainment gap through targeted use of Attainment Challenge and PEF funding.
- A strong Pastoral Care, Inclusion, and Pupil Support Team delivers a wide range of interventions, including Home Link, Don Bosco, and the ESRG process.
- Enhanced staffing has enabled delivery of wellbeing programmes such as *Seasons for Growth*, *Mindfulness*, *Being Mankind*, and *MVP*.
- Flexible curriculum options like *BikeAbility*, *Barista Training*, *Yoga*, *Gym Access* and *Achieve Groups* support pupils at risk of disengagement.

Attainment and Pathways

- We maintain high expectations for all learners, with a relentless focus on improving life chances through attainment and achievement.
- A growing range of S4–S6 pathways, developed with partners, supports diverse learner needs and aspirations.
- Almost all pupils progress to positive destinations, including college, university, or employment.

Tracking and Personalisation

- Our *Pupil Track* system records key data on wellbeing, parental engagement, and extracurricular participation, helping staff plan effectively.
- Early identification and personalised planning ensure that vulnerable learners receive timely and appropriate support.

Celebrating Success and Nurture

- Achievement is celebrated through our Community Charter, awards ceremonies, and school events.
- Our whole-school nurturing approach, recognised through the RNRA Gold Award, is driven by a dedicated core group and embedded across all departments.
- Leadership plays a key role in sustaining a nurturing culture, with regular sharing of best practice and evaluation of impact.

Wellbeing, Inclusion, and Support (Be Supported)

St Andrew’s Academy will enhance communication with parents, carers, and pupils about support systems using SWAY and pupil-friendly formats. The pupil support environment will be improved in line with the CIRCLE Framework and feedback from the 2024 review. Wellbeing will be promoted as a shared responsibility through an enhanced, accredited PSE programme delivered by Pastoral Care staff. A CLPL programme will be developed for new support staff, including ASNAs and ISAs, and all staff will be fully trained in Non-Violent Resistance (NVR).

(Be You, Belong)

The school will introduce Pupil Ambassadors in Support for Learning and promote awareness of Young Carers through updated resources and lessons. Every curricular area will have a designated Promise Keeper to support Care Experienced Young People. The impact of wellbeing interventions will be tracked and measured, with annual reviews of the PSE programme and Pupil Parliament to ensure continuous improvement.

Learning, Teaching, and Attainment (Be Successful)

The school will fully implement the new Learning and Teaching (LTA) policy and the St Andrew’s Learning Cycle. In Year 1, the focus will be on Learning Intentions and Success Criteria; Year 2 will refresh Retrieval Practice and Skilled Questioning; and Year 3 will emphasise Effective Feedback, Learner Conversations, and Target Setting.

Achieve classes will be expanded to include S3 to S6, with new schemes of work developed to support attainment. Alternative examination pathways will be introduced, and access to National 4 qualifications in core PE and RE will be increased. Certification and tariff points will be enhanced through wider achievement awards and NPA/SFW courses. Progression pathways will be promoted, and S5/6 option choices will be quality assured to ensure alignment with pupil aspirations.

BGE and Senior Phase tracking will continue to be developed for early identification and personalised interventions. The school will also build on enrichment and unit catch-up programmes to support pupils at risk of missing key thresholds.

Curriculum and Pathways (Be Supported)

Curricular planning will be enhanced with innovative, needs-based courses and clear progression pathways. Strong partnerships with SDS, further and higher education institutions, and employers will be maintained to ensure positive and sustained destinations for all leavers. SCQF Ambassadors will be introduced and trained, and the school will apply for Bronze and Silver SCQF badges to raise awareness of learner pathways. Departments will continue to explore alternative Level 5/6 course options to support progression for all learners.

Leadership and Learning (Be Successful)

The school will further develop its CLPL programme for aspiring and middle leaders. Personal Learning Plans will be introduced for staff, aligned with GTCS standards, to inform the PRD process. The in-house CLPL programme will be redesigned based on these plans and delivered during collegiate and in-service days to increase staff engagement and attendance.

Pupil Voice and Engagement (Be Respectful, Be Here)

Efforts to improve attendance will continue through small-scale tests of change. Parent and carer infographics on the difference between conflict and bullying will be developed and incorporated into S5 and S6 PSE lessons. We will continue to prioritise learner conversations and tracking to support individual progress.

A Charities and Fundraising working group has been established, and Mental Health First Aid will continue to be promoted among pupils.

The Pupil Parliament will remain central to school evaluation, planning, and communication, ensuring that pupil voice is embedded in all aspects of school 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!

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.

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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