

St Andrew's Academy



STANDARDS AND QUALITY REPORT

2024

This report will inform you of the school's progress and achievements in the last session and let you know about our plans for 2024-25. 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

LOVE

EQUALITY

KINDNESS

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 1480 and is at capacity. The school building was constructed 18 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 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.

Our school motto is the simple message of "Work Hard, Be Kind". We hope that this message encourages diligence, endeavour, empathy and kindness; qualities that will shape our young people's lives now and in the future.

SUCCESSES 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. 80 pupils completed Peer Support Training

55 MVP Mentors

Over 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

34 pupils achieved the Caritas Award

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

U15's Boys West of Scotland Basketball League

Senior Netball Team won the National Plate at the Emirates Arena

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 and Teaching Committee, the Learning to Learn Committee, Professional Development Groups, a highly successful Senior Careers Evening, Caritas Awards, Mark Scott Foundation, the Nurture Core Group, SQA Group Awards, May in-service Learning and Teaching day and regular in-house CLPL delivered by a range of staff at all levels, within school and across the Authority.
- Our “Work Hard, Be Kind” philosophy has served as a vehicle for strategic change in the areas of Health & Wellbeing, Pupil Support, Attainment and Achievement. The 6 strands of our motto form the basis for many of our school policies and are the foundation of our Pupil Parliament working groups and discussions.
- This year we have introduced a Junior Leadership Team with a junior head boy and head girl. We have also successfully implemented the Pupil Parliament which has had clear impact on the strategic direction of the school. There are six separate committees: Be Supported; Be Successful; Be Here; Be You; Belong; Be Respectful. Each committee has a role in gathering data and implementing change. The work of the pupil parliament has been recognised by UNICEF gaining the Bronze Rights Respecting School Award. This session our Pupil Parliamentarians have informed each of the strands to follow and we have updated policies, procedures, and practice as a result. Our young people have a strong sense of identity, and all learners feel a sense of agency with the school. Each committee is now involved in the evaluation and implementation of change for session 2024-25.
- 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. Pupils have provided valuable feedback on our Community Charter and continuous revision of the Charter takes account of this. Our pupils were instrumental in developing our parent and pupil friendly abbreviated School Improvement Plan and Quality and Standards reports. As part of their Pupil Parliament remit, they have developed their own improvement plan; this is now part of our whole school improvement plan and play an active role in whole school quality assurance.
- Young people are encouraged to take on leadership opportunities in a variety of ways. This includes the student leadership team, coaching, the Hearty Lives Team, MVP and pupil buddying and mentoring. An increasing number are achieving Leadership and Saltire awards due to their continued efforts to support the school community. “. Pupils exercise responsibility and have the opportunity to take leadership opportunities in: supporting the school Community Charter, the CARITAS programme, Duke of Edinburgh, event planning, our Culture Day, which pupils devised and organised, Community Involvement, ICL, Achieve, Charitable work, Mark Scott Programme, Prefects, Sports, Debating, Enterprise activities, Creative writing, Senior Student Leadership team, Class captains, supporting our school Hub (a quiet environment for pupils during interval and lunch time).
- Restorative practice and Nurture is central to our school ethos and as a community and we have achieved our Gold accreditation in Renfrewshire’s Nurturing Relationships Approach (RNRA). 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.

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

At St Andrew’s Academy we recognise that wellbeing is the responsibility of all. Staff have a shared understanding of how we support and promote wellbeing in the classroom, in departments and in the wider school community. Supporting and promoting wellbeing is the responsibility of each and every member of our school community. All children and young people benefit from high-quality universal support. This session we have introduced and embedded practice around Renfrewshire’s Staged Intervention Framework of targeted support that enables agencies to provide the most appropriate and least intrusive assessment, planning and support for any child or young person with wellbeing needs, including those with additional support needs.

- All teaching staff have been trained in Restorative and Nurture Practice to ensure that our practice reflects a commitment to positive relationships.
- Staff are showing increased engagement with activities and this year we have launched our new LTA policy alongside the St Andrew’s Learning Cycle. A reintroduction of Learning Walks highlighted that a positive learning environment has been created and that the nurturing ethos of our school community permeates each department. Furthermore, staff and pupils are in a clear routine of using Retrieval Practice to recap on previous learning.
- 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.
- All staff regularly participate in moderation and verification activities to ensure a collaborative approach to learning, teaching and assessment.
- 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 Learning and Teaching group, 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.

- 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 Learning and Teaching group, 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.
- Previously we have had project leader posts within the school which have been instrumental in allowing staff to take on leadership responsibilities, and to deliver within areas such as Personal Learning, Raising Attainment, Employability, IDL and STEM resulting in progression opportunities at BGE and Senior Phase. These posts have recently been converted into three Principal Teacher roles (Learning & Teaching (raising attainment); Employability; and Wellbeing, Personal Development & Engagement with a combined five Project Leaders working under all three Principal Teachers. This has allowed not only allowed for additional leadership opportunities within the school but also given the Principal Teachers experience of managing other staff to better prepare them for further career development.
- Our “Be You” strand considers equality and diversity, health (physical health and mental health) and wellbeing for pupils and staff. Our Mental Health first aid training is now embedded as a yearly mandatory training for all staff. Staff are highly responsive to our YP’s needs and as such have open and trusting relationships. Almost all YP feel there are a member of staff who knows them well. We have made improvements in this area due to pupil feedback and now the PT Pastoral Care teachers all have several PL classes with pupils from their House Groups. We pride ourselves on having strong relationships with our Young People, the contact the Pupil Support Team frequently has with them; feedback on Pupil Support supports this.

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.
- The school promotes an ethos and culture of positive engagement and participation with pupils and parents. Evidence to highlight this is strong communication through social media channels and using platforms like SWAY to communicate with parents in an effective way.
- Parents and pupils are increasingly engaged in the life of the school through accessing our Social Media platforms. Almost every Department has established their own X (Twitter) platform in order to highlight L&T in their curricular area. We have also successfully embeded 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. The use of digital technology has been instrumental in recording and highlighting learner’s wider achievements and rewarding these at a Wider Achievement recognition ceremony.
- 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.
- Parent’s Evenings are well attended across all stages. Parents also engaged in workshops to support their child with revision and exams.
- Parental surveys indicate parents value the diversity of school communication, with regular surveys, SWAYS, schools newsletters, text messaging, telephone contact and updates via SatchelOne.
- School Events including our Awards Ceremonies for both Junior and Senior School and Musical Events are always very well attended.

Assessment of Children's Progress

Most learners are happy in the school, are well behaved, motivated and actively engaged in their learning and they cooperate well with teachers and other staff. Pupil evaluation indicates that the majority of pupils feel staff encourage and promote positive behaviour; the vast majority believe staff have high expectations for all pupils and that they feel motivated and encouraged to do well. All learners are treated with respect within the ethos of a Catholic school. Staff feel that there is a strong sense of community in the school and that the majority of pupils treat each other respectfully. Most staff believe that pupils care about their learning and getting a good education.

- “Be Supported” is our approach to Pupil Support including the promotion of Renfrewshire’s Staged Intervention Framework. We have a systematic approach to tracking wellbeing. We use the Glasgow Motivational and Wellbeing Profile to build a clear picture of how students feel about themselves and their school. Pupils complete a questionnaire with a series of statements about school and learning. This allows us to monitor pupil wellbeing and put in place appropriate interventions. We use the Renfrewshire Wellbeing Web tool to monitor and evaluate the individual interventions that we offer in school to our young people
- “Be Here” is our approach to improving attendance. The school has played an important role in revisiting policies and procedures that support attendance. SMT analyse attendance patterns through use of Attendance Track which makes trends easier to identify. Use of sway to communicate attendance concerns to Parent/Carers has been launched this session.
- Our new Home Link Assistant has a remit of supporting YP with declining attendance and has developed relationships with families, supported YP back into school and conducted many home visits this session. Our HLA has provided family support at TAC meetings and one to one support for YP.
- Our Inclusion Department has worked with “Routes” to assist attendance for learners who have backgrounds from families with addiction issues. Young People have been supported during school holidays and after school at various activities, this in turn has had a positive impact on their school attendance.
- Utilising information in Pupil Profiles and Pupil Track allows us to know our learners well and is a fundamentally important part of departmental practice.
- “Be Successful” is our approach to Attainment, Achievement and Inclusion. The expansion of the Inclusion Department’s work on Achieve has allowed an increased number of Young People from, in particular but not exclusively, SIMD 1 - 4 to be taught in an environment that is nurturing and inclusive. The smaller number of learners and bespoke curriculum allows YP to succeed in academic areas that due to various barriers to learning they were not on track for prior to this support.
- 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, Applications of Maths and Lab Skills. This coming academic session we will be introducing Criminology, Personal Development Award, Leadership Award, N5 Apps and Maths, Lit and Comms, Level 4 Media and RMPS.

- 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.
- 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. A quality body of evidence is used to support assessment judgements and decisions about next steps. Staff knowledge of pupils and targets is excellent as demonstrated in the high level of concordance with estimated grades.
- 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 Skills Developments Scotland 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.
- 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; sports coaching at local primary schools, 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.
- A reintroduction of Learning Walks highlighted that a positive learning environment has been created and that teaching staff regularly focus on the impact of Learning and Teaching.
- 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 Tracking & Monitoring 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

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.

- 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 drive to close the Attainment Gap between our most and least deprived, is a key aspect of our School Improvement plan. We ensure we rigorously track each learner's pathway from P7 transitions through their senior Phase, to ensure the correct pathways, supports and interventions are put in place at each stage of the learner journey.
- 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. 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.
- 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 6.8% higher than the Virtual Comparator for the S4 cohort and 3% 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 90.91% of pupils attained a level 4 in Literacy and 78.64% attained Level 5. By leaving point 90.04 % have achieved their Level 5 Literacy; attainment in numeracy at this measure is also above the Virtual Comparator (SSA 77.69%, VC 76.14 %) This pattern of attainment is consistent with levels of Literacy and Numeracy attained by the end of the BGE. The pattern of performance in Literacy and Numeracy (Level 5 Leavers) where St Andrew's is above the Virtual Comparator (74.38), Renfrewshire (72.79) and National averages(68.01) , is present in all analyses of the data for gender and SIMD.
- The percentage of students attaining 5 or more National 5 qualifications in S4 at A-C for 20223 was 42%. Based on average complimentary tariff points, school attainment is in line with the Virtual Comparator, Renfrewshire and the National Establishment. This trend continues in S5 attainment.
- In 2022, 27.41% of pupils achieved one Advanced Higher or more. In this Diet, 33.86 % of pupils achieved one Advanced Higher or more. 8% 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.

- 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, with enhanced Guidance support during our Options Choices programme this session. We have strong curricular links with our local college, consortium schools and partners supporting those unable to access the school curriculum. 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 (level 44-46), Applications of Maths, Business with IT, Furniture Making, First Aid, Leadership, Scottish Studies, Criminology, Practical Electronics, Health Sector and Lab Skills. In order to support all learners, we have introduced more flexibility in curriculum delivery, with the introduction of small group learning for pupils who cannot fully access mainstream classes. This curriculum has included Internet Safety, curricular subjects at N3, the Tenancy Award and Personal and Social Development.
- In S4, S5 and S6 the trendline for attainment versus deprivation for all SIMD deciles in St Andrew's is consistently in line with or above the national average. Further work has been undertaken to identify students from lower deciles, care experienced learners and those with barriers to learning and engagement; this information has been incorporated into the school's tracking system so that tailored support can be offered to these students. Our Pastoral Care Team, Enhanced Guidance and Mentoring programmes, our Attainment PT Team, Transition Teachers classroom teachers and Inclusion Support Assistants work closely to ensure that each child feels that they are "known" and this allows a greater number of students to receive targeted interventions and support. We have appointed a PT and Project Leader of Enhanced Transition Support (Keep the Promise Lead) with a specific focus on supporting our care experienced young people through the various transitions of their school journey and in supporting their attainment and 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 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.

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 2024 were strong and in line with cohort expectation.

- For pupils who wish to embark upon curricular pathways unavailable in St Andrew's, strong college and consortium links have been established. For session 2023 – 2024 there is 6 pupils are accessing learning at consortium schools, while St Andrew's has provided 28 places in the upper school for consortium pupils. S5/6 students are also able to access suitable courses at West College Scotland, with 100 students throughout S4,5,6 accepting places.
- 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 96.02%. Students from a the most deprived background had a positive destination rate of 92.71% which is an increase from 90.70% last session. This year's figure is slightly behind the Renfrewshire figure of 92.73%. 97.7% of pupils who leave after S6 have a positive destination. This is in line with our Virtual Comparator, Renfrewshire and the National Establishment.

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 overall happiness/ wellbeing of our pupils is paramount. To promote wellbeing and inclusiveness we:

- Reconfigured the use of space within the pupil support corridor to create our Mirin Wellbeing Room to support pupils suffering from anxiety or those with sensory issues who require a quiet space to self-regulate throughout the school day.
- Implemented Achieve Groups to support pupils at risk of underachieving through absence or lack of engagement. Pupils are offered a flexible curriculum with the opportunity to gain wider achievement qualifications in a highly supportive, small group environment.
- Increased the number of staff trained in delivering group supports including Seasons for Growth, MsMissMrs, Being Mankind, Mindfulness, Zones of Regulation and Drawing & Talking. This has led to an increased number of pupils having access to these supports. Pupils can be referred for these supports via their pastoral care teacher or can self-refer via QR codes posted on the school website, on year group Teams & Satchel One and posters displayed throughout the school.
- 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.
- 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.
- Our Inclusion Department developed 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, gym activities, 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. They worked closely with partner agencies to ensure pupils at risk of missing out on key thresholds achieved SQA awards.
- 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.
- Our Learning to Learn programme continues to help students to evaluate and develop further their own learning strategies. BGE pupils found the schools L2L programme helped them to develop their skills (problem solving/team work). Furthermore, students commented that they enjoyed taking part in these activities. Senior Phase pupils recognised the value in developing strategies for study skills and time management skills and felt this supported them in preparing for national Qualifications.
- During exam study leave, The Attainment Team developed strategies for supporting learners at risk of missing out at key thresholds, creating of programmes to support attainment and achievement from BGE to SP. The Attainment Team worked closely with Don Bosco and Pupil Support to develop a wrap around package to engage pupils who were disengaged, do not attend classes and are educated out with Centre to ensure access to SQA courses and wider accreditation. They developed a sector leading package for Enrichment, Study Skills, unit catch ups and Attainment access, with a focus on inclusion and sense of

success for all pupils who participated. The Team ensured that every pupil received an “examination timetable”, whether sitting exams or not; this included days for unit catch ups, Enrichment activities and access to additional qualifications. Many pupils also were timetabled for revision and study skills support. Over 200 pupils received some format of enhanced support of the 6 week exam/ study leave period.

- 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
- Our Principal Teacher of Wellbeing & Personal Development has worked collaboratively with staff from a range of curricular areas to improve and promote Personal Social Education through the S1 – S3 Personal Learning curriculum. The S4 – S6 Personal & Social Education programme has been reviewed and updated by the pastoral care team to ensure content is relevant, up to date and promotes discussion amongst learners.
- 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.
- We successfully reduced barriers to learning through early identification of pupil needs and personal learning planning where this is appropriate. Vulnerable learners are supported by our EST process and effective and sensitive deployment of support staff.
- All learners are made to feel welcome in the school and a uniform policy ensures that there is no obvious difference between pupils from differing backgrounds. The cost of the school day is at the forefront of whole school decisions and investment in school supplies of uniform, PE kit, toiletries and stationery allow all pupils to fully engage in the curriculum without additional cost. Our school breakfast club run by our PE department is popular with pupils and incurs no costs to families.
- A Transition Teacher (Keep the Promise) and Project Lead Transitions have been appointed to support our Care Experienced learners from P7 transitions through their school journey and beyond. Transition and Inclusion Support Assistants enhance the pastoral care functions of the school with a particular focus on reducing barriers to learning through early intervention, improving attendance rates and engaging with parents/carers.

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.

- As a Catholic school our values and ethos seek to promote inclusiveness and mutual respect within our immediate school community and our wider community –both locally and globally. This Christian ethos is promoted through a well prepared religious education syllabus and a programme of liturgical events. This aspect of the school life is clearly articulated in our Vision Statement and throughout our school calendar. Retreats are established in our school calendar. St Andrew’s one of the most highly represented schools in Scotland for pupils participating in the Caritas Award.
- 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.
- Further development of our Pupil Track data records key information for pupils including – wellbeing supports, parental engagement and participation in extracurricular activities. All staff are encouraged to use this data regularly to ensure that they know their learners and plan appropriately.
- 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, Inclusion and Pupil Support 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.
- 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. School leadership continues to play a key role in promoting nurture in collaboration with a strong core group with representation from every department/faculty. There is regular sharing and discussion of RNRA between SMT/core group/all departments and there is evidence of the positive impact of change ideas developed and driven through the core group and wider school.

OUR NEXT STEPS – PRIORITIES FOR 2024-25

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 learning through the consistent use of Learning Intentions and Success Criteria, and utilise digital learning skills where appropriate.
- 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
- Identify and support pupils who are at risk of missing out due to barriers within literacy and numeracy will continue monitor supports and interventions. This will be overviewed by the attainment team.
- Enhance curricular planning and course development, continuing to support learners to achieve and attain by ensuring they are on the correct learning pathway, introducing innovative courses more appropriate to learner needs.
- Increase number of students receiving certification and tariff points for wider achievement activities and Group Awards. Introduction of Scottish Studies and by learners achieving National 4 qualifications in PE/RE during core periods.
- Continue to enhance our in school alternative pathways by offering more courses at level 5 and 6; we will promote NPA/SFW courses to senior pupils and parents. Appropriate progression pathways received from departments for senior pupils prior to options programme to allow pastoral care team to advise pupils of next steps.
- We will quality assure our S5/6 option choices in August to ensure pupil subject choices will allow pupils to achieve success at the highest level.
- We are implementing Tracking meetings with PTs (Curricular) and Attainment EST meetings with Pastoral Care and Guidance staff in order to ensure our tracking and interventions for each child are appropriate.
- Build on our introduction of a formal Enrichment and unit catch up programme for pupils at risk of missing out at key thresholds.
- Continue to develop BGE tracking and Senior Phase tracking for early identification of those at risk of missing out or disengaging, in order to build individualised pathways and possibilities for early presentation.
- 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. We will promote Wellbeing as a responsibility for all and enhance the PSE Programme with accreditation and delivery by Pastoral Care staff
- Build on our recently updated format for Pupil Voice through our newly established Pupil Parliament. We will make changes suggested by Pupil Parliament about communicating Pupil support information to Pupils
- Track pupil participation in supports and work collaboratively with partners to develop methods of measuring the impact of these interventions
- Continue to promote Mental Health First Aid and promote this with pupils
- Work towards a Silver award in the Rights Respecting Schools scheme

- have a Promise Keeper in every curricular area
- Introduce Pupil Ambassadors in Support for Learning
- Promote Young Carers (update website, notice board, PSE Lessons)
- NVR - to train all staff from Aug 2024
- Develop a consistent understanding of high-quality learning and teaching with a focus on implementing our new LTA policy and the St Andrew's Learning Cycle. Planning should support and engage pupils using digital learning skills where appropriate.
- We will continue to ensure that our learner's have a voice in school evaluation, planning and in communication.

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.

St Andrew's Academy

Barrhead Road

Paisley

PA2 7LG

0300 300 1440

Website:

<http://www.standrews.renfrewshire.sch.uk>