

Summarised inspection findings

St Mungo's Academy

Glasgow City Council

12 March 2024

Key contextual information

School Name: St Mungo's Academy
Council: Glasgow City Council
SEED number: 8438439
Roll: 1001

St Mungo's Academy is a Roman Catholic co-educational comprehensive secondary school located in Gallowgate, Glasgow. The school was founded in 1858 by the Marist Brothers religious order. The current headteacher has been in post for approximately five months. She is supported by a team of four deputy headteachers, three of whom have been in post for a year or less. The school leadership team also includes a business manager.

Attendance is generally below the national average.

Exclusions are generally in line with the national average.

In September 2022, 55.0% of pupils were registered for free school meals.

In September 2022, 83.7% of pupils live in the 20% most deprived data zones in Scotland.

In September 2022, the school reported that 53.5% of pupils had additional support needs. School leaders provided updated figures for session 2023/24, indicating that at present 55.0% of pupils have additional support needs. 41.9% of pupils in the school have English as an additional language.

2.3 Learning, teaching and assessment

satisfactory

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Young people enjoy positive relationships with each other and with staff across the school community. Most young people listen respectfully to staff's instructions and explanations. In the majority of lessons, young people are focused well on their learning and participate in class discussion and activities. A few young people are not fully engaged with their learning and at times show low-level disruptive behaviour, such as talking to each other or looking at mobile phones instead of listening.
- In a minority of lessons, teachers plan and deliver well-considered activities that support the identified learning needs of young people. There is a need for teachers to use the rich information available to them on young people's learning needs more effectively to plan tasks and activities set at the right level of difficulty. This has the potential to support all young people with their learning.
- In a few subjects, young people lead aspects of their learning very well. In these subject areas, most young people experience appropriate levels of challenge in their learning through well-paced activities and motivational learning experiences. In the majority of subject areas, there is a balance of teacher-led and independent learning activities for young people. In a minority of subject areas, there is a need for a greater variety of teaching approaches to actively engage learners more fully. At times, young people are too passive in their learning.
- In the majority of lessons, teachers provide clear instructions and explanations. In a minority of lessons, teachers explicitly frame the aims, objectives and purpose of the learning with young people. Young people are not always clear about the purpose of the work they are carrying out in lessons. Senior and middle leaders should work with class teachers on developing more consistent approaches to planning learning. This should be geared towards identifying success criteria linked to key skills development, prior learning and assessment. This will help young people understand the purpose of their learning. Young people would also benefit from opportunities to co-construct success criteria. This will help them to develop their ability and confidence in taking responsibility for their own learning and increase engagement in learning.
- In a minority of lessons, teachers build in skilful use of questions to check for understanding and develop higher order thinking skills. There is further scope for teachers to build in checks for understanding linked to planned aims. This would also help to inform the planning of future learning.
- In a minority of lessons, digital technologies are used creatively to enrich young people's learning experiences. This is a current area of focus for improvement across the school. All young people enjoy access to a free digital device. However, in most classes, not enough

young people have their device readily available each day to maximise the potential that this can bring to their learning and engagement in a wider variety of learning activities.

- Almost all staff are confident in their use of summative assessment. They use a range of assessment approaches to provide feedback to learners and support judgments about young people's progress. A few teachers make effective use of formative assessment strategies to assess learning within the classroom and to inform follow-up lesson planning. This helps young people to be clear about what they need to do to improve their work. Teachers adopt these approaches most successfully through the senior phase.
- In the majority of subject areas, teachers provide regular, written and verbal feedback to young people on the progress of their learning. Where this is done most effectively, this provides useful information on the subject-specific detail of how young people can improve their progress. Senior leaders should plan to share more regularly examples of effective feedback to help reduce variability in the quality of feedback across the school.
- Staff across all departments are developing their skill and awareness in moderation to ensure greater consistency in applying national standards and expectations, especially for planning courses in the broad general education (BGE). In a few curricular areas, teachers have developed effective partnerships with other schools to undertake moderation activities.
- Senior leaders and teachers are currently developing approaches to improve further school approaches to tracking and monitoring. At departmental level, the majority of teachers track the progress of young people to inform and support their judgements around the achievement of Curriculum for Excellence (CfE) levels and to plan future learning. As a result, senior leaders are increasingly able to monitor the progress of learners effectively. However, approaches across the school at department level to track young people's progress in the BGE are currently too variable. Senior and middle leaders should continue to work with teachers to develop more robust BGE tracking data based on CfE Benchmarks and use a broader range of formative and summative assessment. The majority of staff are beginning to use whole-school and individual department tracking data to put in place effective and supportive interventions to improve learners' progress. In refining departmental approaches to tracking young people's progress, staff should make full use of the shared information about approaches to support young people with additional support needs.
- Senior and middle leaders are developing whole-school approaches to evaluating the quality of learning, teaching and assessment. They are correctly planning to include young people in these self-evaluation processes so that young people are aware of the difference their views make to their learning experiences. Senior leaders should ensure that all teachers have more regular opportunities to develop their awareness and confidence in identifying the attributes of highly effective practice around the quality of teaching, benchmarked against national standards and expectations. Staff awareness of the key attributes of national standards regarding high-quality learning and teaching is currently variable across the school.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

Attainment in literacy and numeracy

BGE

- In 2022/23, by the end of S3 most young people achieved CfE third level across all aspects of literacy. Almost all young people achieved CfE third level in numeracy. A minority of young people achieved CfE fourth level in reading and writing, and the majority in listening and talking and in numeracy.
- Attainment in literacy by the end of S3 has generally been maintained over the past six years. Attainment in numeracy by the end of S3 has improved in the past two years.
- By the end of S3 most young people with additional support needs (ASN) achieved CfE third level in literacy and almost all in numeracy. The majority of young people with ASN achieved CfE fourth level in all aspects of literacy and numeracy.
- Staff should continue, as planned, to work on moderation with colleagues within and outwith the school to ensure that judgments about CfE levels are firmly based on a wider evidence base. This will help to reinforce the robustness of these professional judgements. For example, staff should make greater use of the rich information provided by national standardised assessments to inform professional judgements about achievement of CfE levels in literacy and numeracy.

Senior phase

- In 2021/22, the majority of young people who left school achieved Scottish Curriculum and Qualifications Framework (SCQF) level 5 or better in literacy and numeracy respectively and a minority achieved level 6. These levels of attainment have been maintained over the past five years and are generally in line with the virtual comparator (VC). However, leavers' achievement at SCQF level 5 or better in numeracy has been significantly lower than the VC for the past three years. There is no pattern of improvement in leavers' literacy and numeracy attainment. A few young people leave the school with no qualifications in literacy and numeracy. While this improved slightly in 2021/22, senior leaders should work with middle leaders to develop approaches that ensure all leavers are accredited in literacy and numeracy.

Literacy

- At S4, most young people attain SCQF level 5 literacy and this has been in line with the VC for the past five years.
- By S5, based on the S4 roll, the proportion of the year group that attain SCQF level 6 literacy was significantly much higher than the VC in 2022/23 and significantly higher than the VC for the previous three years.

- By S6, based on the S4 roll, the proportion of the year group attaining SCQF level 6 in literacy has been significantly higher than the VC for the past five years.

Numeracy

- The percentage achieving SCQF level 5 numeracy has improved over the past five years and has been in line with the VC for the past three years, having previously been significantly lower. In numeracy there are improvements in attainment at SCQF level 6 over the past four years and this is now significantly higher than the VC for 2022/23. Attainment by S6 at SCQF level 6 has also improved in the past three years and has been in line with the VC for the past five years.
- A minority of young people in S4 who sat National 5 Applications of Mathematics in 2022/23 achieved a pass at level C or better. The majority who sat National 5 Mathematics achieved a C pass or better.
- Staff in the mathematics and English departments should continue to explore the differences between those achieving literacy and numeracy through units compared to course awards to ensure all young people are attaining as highly as possible. This will also help to address areas where more challenge is required in young people's learning.
- The attainment in literacy and numeracy of leavers with additional support needs (ASN) at SCQF levels 5 and 6 does not show a consistent pattern of improvement. At SCQF level 6 the attainment in literacy and numeracy of young people with ASN in 2022/23 was at its lowest level in five years but is broadly in line with the VC.
- Most departments across the school have introduced new approaches to improve literacy levels for young people. For example, some subjects now have periods allocated to support young people with subject-specific literacy requirements. This is providing important help to these young people, especially those for whom English is not their first language, and is having a positive impact on their attainment. As a next step, middle leaders should work together to establish which interventions are having the greatest effect in terms of improving literacy and subject-based attainment.

Attainment over time

BGE

- Across most curricular areas the majority of young people achieved CfE third level and in a minority of curricular areas most achieved that level. In most curricular areas, the majority of young people are working confidently within CfE fourth level. Teachers should continue, as planned, to work on moderation activities to improve the reliability of their judgments about achievement of CfE levels, especially CfE fourth level. This will allow middle and senior leaders to have increased confidence in patterns of improvement across all curricular areas. At present there is not a consistent approach across all curricular areas around teacher judgement of achievement of CfE fourth level.

Senior phase

Improving attainment for all

- The attainment of leavers, using complementary tariff points, has generally improved over the past five years. The attainment of the lowest attaining 20% of leavers was in line with the VC in 2021/22 having previously been significantly lower and much lower than the VC in the preceding two years. The attainment of the middle 60% and highest attaining 20% of leavers has been in line with the VC for the past five years.

- Based on the S4 roll, attainment of young people at S4 and by S5 has improved over the past five years. The lowest attaining and highest attaining 20% of S4 attain generally in line with the VC. The middle 60% of S4 has attained significantly higher than the VC for the past three years. Based on the S4 roll, by S5 and by S6 the lowest and highest attaining 20% and the middle 60% attain generally in line with VC.
- The attainment of leavers with ASN over the past five years does not show any consistent pattern of improvement but is broadly in line with the VC.

Breadth and depth

- As a result of changes to the curriculum in sessions 2021/22 and 2022/23, young people in S4, S5 and S6 have been presented for more courses than was previously the case. Senior leaders should, as planned, evaluate the curriculum in both the BGE and senior phase to ensure that it delivers the strongest outcomes for all young people.
- A minority of young people at S4 achieve 5 or more and 6 or more SCQF level 5C passes or better and this has been in line with the VC for the past five years. The proportion achieving 5 or more awards at SCQF level 5A has generally improved over the past five years and is in line with the VC.
- By S5 the proportion of young people achieving five or more and six or more SCQF level 5C passes or better has improved. This is now significantly much higher than the VC having previously been significantly higher or in line. The proportion achieving five or more and six or more passes at SCQF level 5A is in line with the VC. The proportion achieving three or more to five or more SCQF level 6 passes at C or better does not show a consistent pattern of improvement, but has been in line with the VC for the past five years. The proportion of young people achieving five or more passes at SCQF level 6A has also been in line with the VC for the past five years.
- By S6, the proportion of young people achieving five or more SCQF level 6 passes at C or better and at A has been maintained over the past five years and is in line with the VC. The proportion of young people achieving one or more passes at SCQF level 7C or better is also in line with the VC. There is no consistent pattern of improvement in attainment by S6 at SCQF 6 or SCQF 7.

Overall quality of learners' achievement

- A few young people who are involved in the Marist and Caritas programmes deliver input to whole school and house activities and events. Each school house is aligned with its own charism, which inspires the moral purpose of the activities undertaken by young people. Through this approach, all young people develop an understanding of ethical duty and community responsibility as they work for the benefit of others. As a result, the young people in these programmes develop important leadership skills and help others to develop their sense of service to the community. Almost all young people support their peers effectively in promoting positive relationships linked to the vision and values of the school.
- The school's House Leadership system enables a few young people to lead assemblies and whole school events. A minority of young people undertake ambassador roles in sports, mental health and specific subject areas. Through these roles, young people build skills and knowledge relevant for learning, life and work.
- Young people contributed to the school being recognised with the Rights Respecting Schools Gold Award. All young people in S5 are involved in work linked to the Youth Philanthropy

Initiative. Each of these aspects of the school's work provide young people with valuable social skills and experiences.

- School staff work very effectively with a variety of organisations to ensure the best possible outcomes for all young people. Key partners include a local voluntary organisation, Skills Development Scotland adviser, the local authority's Developing the Young Workforce coordinator, Active Schools staff and a Scottish Basketball coach. Partners value their work with the school and feel part of the school community. These strong partnerships are supporting the development of young people's knowledge, skills, wellbeing and resilience.
- Most young people gain skills and feel more included in school life through participation in the wide range of lunchtime and after school groups. These include activities that are aimed at young people who prefer to be in quieter locations at break and lunchtime, for example in the school library. These activities contribute to supporting young people's wellbeing in a variety of ways.
- Most young people appreciate the chance to personalise their curriculum through the S3 and senior phase electives. Staff should now work with young people to explore how the school's extensive skills framework can be more consistently applied and promoted, including in the electives. Staff should support young people to assess how they are developing key skills for learning, life and work.
- Senior leaders recognise that an important next step is to implement a clear and consistent approach to tracking and monitoring young people's achievements. This will help them to identify and address any gaps in young people's participation and skills development.

Equity for all learners

- In the most recent year, 2021/22, the attainment of young people in Scottish Index of Multiple Deprivation (SIMD) decile 1 was in line with the national average. In SIMD decile 2 it was significantly higher than the national average. The attainment of young people in these two deciles has generally improved over the past five years.
- A few young people benefit from personalised support provided by the local voluntary organisation. This helps these young people to remain engaged in their education. The majority are positive about their experiences, relationships and skills development.
- Senior leaders have used Pupil Equity Funding (PEF) to support young people at risk of not achieving success or becoming disengaged from school by employing a wide range of support staff. The school's Inclusion Group has ensured that appropriately targeted young people facing a range of barriers to learning have benefited from a suite of supports. These include counselling, support for learning, group work and one-to-one support provided by school staff, PEF-funded staff, local authority staff and external partners. This support has contributed to almost all young people achieving an appropriate positive and sustained destination. The local authority provided data showing that 99.4% of school leavers in session 2022/23 are in sustained positive destinations. The inter-agency Opportunities for All group has supported a few targeted young people to explore and access employability and post-school experiences so that they can secure a positive destination. The school's approach to working with partners helped a few young people, for example, to access apprenticeships and college and university courses. This work on ensuring equitable outcomes for all young people is an important strength of the school.
- The school is working very effectively with its partners to identify, plan and implement support for young people with significant barriers to learning in the classroom. A collegiate approach to

partnership working, for example with local authority officers, has contributed to interventions being linked clearly to young people's needs. This includes working with specific categories of young people, such as those who are care-experienced and those with additional support needs. This helps these young people to maintain their attendance, to remain in courses and to attain in external examinations.

- School staff support young people for whom English is an additional language very well. They ensure that these young people can access learning materials and are well supported with the literacy skills needed to succeed in specific subject areas. As a result, these young people attain very well.

Other relevant evidence

- The well-stocked school library includes a range of texts by authors that reflect the cultural diversity of the school community. The library provides a welcoming and safe environment for young people during class time and during breaks in the school day.
- School staff fully support a pupil-led Equalities and Equity Group which promotes cultural diversity awareness through event planning and classroom learning experiences. This helps young people to understand and respect the wide range of cultures represented in St Mungo's Academy. Young people on this group appreciate the way senior leaders empower them to plan and lead activities in the school.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.