

ST MATTHEW'S ACADEMY



STANDARDS & QUALITY REPORT

SEPTEMBER 2018

St Matthew's Academy is a six-year denominational secondary school situated in Saltcoats, North Ayrshire. The catchment area of the school covers the whole of North Ayrshire. Pupils who attend the 10 denominational primary schools have the right to enrol in St Matthew's while others are enrolled through the placing request legislation. The current roll (September 2018) is 1222, a large number of whom live in recognised areas of socio-economic deprivation: 54% of leavers in 2017 live in Scottish Index of Multiple Deprivation (SIMD) 1 or 2.

At present, the school has a teaching staff of 89.7 full-time equivalent (FTE). The Senior Management Team comprises the Head Teacher and 4 Depute Head Teachers. There are currently 11 Curriculum Leaders each of whom manages a group of subjects, a leader of Pupil Support and 6 Principal Teachers of Pastoral. The teaching staff are supported by a full complement of Administrative, Technician (currently an advertised vacancy), Librarian and Classroom Assistant staff.

St Matthew's Academy is a denominational school and, as such, we seek to be a centre of excellence providing the highest possible quality of education in a Catholic community where care, cooperation and mutual respect are at the heart of everything we do. We want to give all the members of our community the opportunity and encouragement to achieve their full potential.

Vision

Our vision for Saint Matthew's Academy is one of a community of faith and learning dedicated to Gospel Values. We work together to ensure the effective formation and development of the whole child by providing the highest quality of education. We strive to ensure our young people develop their talents and abilities in order to best support the common good.

Values

Our values underpin our ethos within Saint Matthew's Academy. They are CLEAR and we strive to ensure they are visible throughout our school.

Community - we understand that each of us - pupils, parents, staff, parishes and partners - are called to engage as full members of our Community of Faith and Learning. We must use our gifts and abilities to help and support those around us while at the same time allowing ourselves to be supported.

Love - Jesus teaches us that the greatest commandment is to love God with all our heart. The second is that we must love our neighbour as ourselves. We show love in our charity, in our service, in our forgiveness, in our compassion and in our patience. Love is the foundation of all our actions.

Equality - we believe that all people are created in the image and likeness of God. By recognising the equal dignity of all, we celebrate difference and strive to create an inclusive, tolerant and welcoming ethos where each individual has the opportunity and support to participate fully in our community.

Achievement - our Catholic school is one in which everyone has the opportunity to reach their potential. By providing high quality learning experiences we encourage all to achieve. We pursue excellence in all that we undertake to ensure each member of our community has opportunities to develop and grow their talents and skills in order to fulfil their potential in every area of their lives.

Respect - Gospel Values only truly exist in our interaction with each other and with the world around us. By ensuring that all relationships are built on a mutual and genuine respect we create a Community of Faith and Learning where all can attain their full potential. We have respect for others and for ourselves as we understand and greatly value the gift of life we have been given.

As a Catholic school, our aims are:

- to promote Gospel values of love, understanding and respect through all our activities and at all times;
- to develop all members of our community spiritually, morally, intellectually, socially and physically;
- to provide the highest possible standards of learning and teaching;
- to develop in our young people awareness of and respect for different cultures and an understanding of our social responsibilities;
- to nurture in our young people creativity and aesthetic appreciation;
- to provide a safe, stimulating and welcoming environment;
- to work in close partnership with parents, the Church and the wider community; and
- to provide opportunities for the personal and professional development of staff.

Our Gospel values are at the heart of the Curriculum for Excellence which Saint Matthew's Academy provides. We strive to ensure our young people have opportunities to put faith and learning into practice. We encourage our students to act justly and with compassion. We challenge them to use their gifts and abilities in order to work together for the good of the whole community so that they may aspire to become:

- successful learners;
- confident individuals;
- responsible citizens; and
- effective contributors.

In order to assess the school's current level of performance, a range of self-evaluation procedures were used including analysis of Scottish Qualifications Authority (SQA) examination and other assessment results, visits to classrooms, consultations and discussions with pupils, parents, staff and outside agencies, and detailed consideration of some of the key Quality Indicators (QIs) from "How Good Is Our School 4" (HGIOS4) and "Developing In Faith". A wide range of evidence was collected in the process of carrying out this evaluation of performance including minutes of meetings, pupil target setting sheets, classroom observation summaries, staff focus groups, departmental displays of pupil work, pupil evaluations, press articles, questionnaire results, presentations to various groups, draft policy and procedure documents, improvement plans and written evaluations of the impact of initiatives.

Literacy and Numeracy

Attainment in literacy at Level 4 and 5 for school leavers has continued to outperform Local Authority and National data and is consistently higher than the virtual comparator school, which is a measure from the Insight Benchmarking Tool.

The department continues to work to improve Literacy at all levels and in session 17/18 delivered an innovative programme of elective learning for all pupils in S1. This programme involved a variety of guest speakers including journalists and fashion design students. This well received programme ensures delivery of literacy skills in an engaging and relevant context.

Establishment	Year	% Level 4 Literacy	% Level 5 Literacy
Saint Matthew's Academy	2015	97.25	83.49
Virtual Comparator	2015	93.76	76.01
North Ayrshire	2015	95.79	74.14
National	2015	93.51	74.58
Saint Matthew's Academy	2016	96.12	84.95

Virtual Comparator	2016	93.20	77.28
North Ayrshire	2016	95.67	79.35
National	2016	94.05	79.04
Saint Matthew's Academy	2017	95.77	86.38
Virtual Comparator	2017	92.16	76.10
North Ayrshire	2017	95.39	81.62
National	2017	94.41	80.87

Attainment in Level 4 Numeracy rose steadily between 2015 and 2017 but continues to underperform against the virtual comparator school. Under the leadership of the new Curricular Leader, Mrs Day a renewed focus on Level 4 Numeracy took place in S4 and this has led to Level 4 outperforming S4 virtual comparator for the first time. This improvement will be seen in forthcoming Leavers data.

Level 5 Numeracy attainment outperforms the virtual comparator school. However, work remains to be done to draw closer to the Authority and National average. Mathematics is not compulsory in S5 but those pupils who opt for elective courses and do not have Level 5 Numeracy are now required to complete this course in order to enhance their skills. It is anticipated that this will lead to improvements in our comparison with Authority and National data.

Establishment	Year	% Level 4 Numeracy	% Level 5 Numeracy
Saint Matthew's Academy	2015	80.73	61.93
Virtual Comparator	2015	87.75	61.10
North Ayrshire	2015	86.05	64.87
National	2015	87.45	62.45
Saint Matthew's Academy	2016	84.47	66.99
Virtual Comparator	2016	89.08	63.83
North Ayrshire	2016	88.76	68.49
National	2016	89.60	66.77
Saint Matthew's Academy	2017	85.45	64.79
Virtual Comparator	2017	87.65	62.72
North Ayrshire	2017	88.02	66.83
National	2017	90.67	68.81

Improving Attainment for All

Attainment continues to be very good at Saint Matthew's Academy.

Lowest 20% - our school continues to ensure that pupils in our lowest 20% are given opportunities to be successful and are fully tracked to ensure that they achieve a positive set of qualifications and experiences. Pupils in this cohort do better at Saint Matthew's Academy than they do elsewhere in North Ayrshire in two of the past three years and National in all of the past three years.

Middle 60% - attainment is broadly in line with our virtual comparator school. We have underperformed against North Ayrshire and the National figures. This has led to a review of our curriculum and the subsequent introduction of new courses and wider achievement opportunities.

Highest 20% - while attainment at our virtual comparator school, at Authority level and at National level has remained constant Saint Matthew's Academy has delivered significant improvement over the past three years. Careful review of tracking and effective parental engagement has helped to ensure that fewer pupils opt to drop subjects in S6 following unconditional university offers.

	Year	Lowest 20%	Middle 60%	Highest 20%
Saint Matthew's Academy	2015	193	775	1664
Virtual Comparator	2015	184	780	1737
North Ayrshire	2015	186	760	1719
National	2015	168	823	1834
Saint Matthew's Academy	2016	171	755	1795
Virtual Comparator	2016	160	777	1732
North Ayrshire	2016	182	786	1779
National	2016	170	838	1822
Saint Matthew's Academy	2017	180	760	1801
Virtual Comparator	2017	127	758	1734
North Ayrshire	2017	174	805	1785
National	2017	172	842	1830

What is meant by Tariff Point? They provide a summary view of a wide range of achievements and different awards from a range of providers. They capture the latest and best achievements of a learner – for example if your child has sat National 5 in Geography and then Higher in Geography the tariff point that is captured is from the Higher.

If a course is SCQF accredited it will be given tariff points – if you are interested in learning about tariff points then please access the Insight Help pages on <http://insight-guides.scotxed.net/support/InsightTariff.pdf>

Almost all our young people are motivated to learn and behave well in class and this is reflected both in the continuing improvements in examination performance as well as by the fact that St Matthew's performs above expectations and better than its virtual comparator in almost all of the key attainment indicators.

Broad General Education

Positive progress continues to be made with regard to the Broad General Education (BGE). All pupils from S1-3 engage with the Experiences and Outcomes in the 8 curricular areas. Staff are increasingly confident in their delivery of the BGE and significant progress is being made with regard to assessment and moderation. In many areas, S3 pupils are progressing through the Fourth Level.

The school continues to identify targets for improvement and makes effective use of more detailed target setting using the planning and attainment history reports within the school's electronic management system, SEEMIS. This exercise is being repeated this session in order to make further improvements in these figures, particularly in writing and Mathematics.

Breadth and Depth

This section breaks attainment down into the number of qualifications achieved (A to D as shown on the Benchmarking tool - Insight) by a pupil at the end of S4, S5 and then S6 compared to the virtual comparator school. From the data below you can see that in all measures, positive trends are apparent over the past five years. This very good achievement is due to the strong commitment of staff, parents and pupils to establishing an ethos of achievement and maximising potential. The school has a strong supported study programme which take place in November and March. This is complemented by an Easter School programme and Masterclasses which take place just prior to each SQA examination. The key to this improvement has been the tracking and monitoring system in Senior Phase which is robust and ensures that all children are tracked regardless of level. Detailed learning conversations take place with all pupils at three key points in the year and this ensure pupils have a clear understanding of where they are in their learning and the next steps they should take. In order to continue to improve attainment the school will continue to review learner pathways, identify alternative courses which provide greater opportunities for young people to achieve and continue to review the Broad General Education in S1-S3. This final step will ensure young people have the appropriate skills in order to succeed in the Senior Phase.

Category	2018	2017	2016	2015	2014
S4 5+ N3 (SCQF 3)	73 (79)	92 (86)	85 (83)	91 (85)	90 (85)
S4 5+ N4 (SCQF 4)	67 (74)	83 (80)	79 (77)	83 (79)	81 (79)
S4 5+ N5 (SCQF 5)	37 (40)	42 (39)	36 (36)	42 (39)	31 (34)
S5 1+ H (SCQF 6)	58 (54)	50 (52)	58 (56)	55 (53)	46 (50)
S5 3+ H (SCQF 6)	38 (33)	30 (31)	37 (36)	30 (31)	28 (28)
S5 5+ H (SCQF 6)	16 (15)	16 (14)	17 (16)	17 (13)	10 (12)
S6 1+ H (SCQF 6)	57 (56)	63 (61)	61 (58)	55 (56)	57 (52)
S6 3+ H (SCQF 6)	44 (40)	48 (44)	41 (41)	37 (38)	38 (30)
S6 5+ H (SCQF 6)	30 (25)	33 (30)	25 (27)	24 (25)	23 (16)
S6 1+AH (SCQF 7)	18 (16)	26 (19)	19 (16)	12 (16)	15 (15)

All percentages taken from the Scottish Government Insight website. Data in brackets represents Virtual Comparator data. 2018 data calculated prior to marking review outcomes. Insight calculates data differently from previous methods therefore 2013 may be slightly different from prior reports.

The annual SQA analysis meetings continued to focus not only on performance but on strategies for continuous improvement. Class teachers were involved in the process by evaluating the performance of their own section(s) in some detail. The consideration of strategies for improvement also formed the basis for ongoing discussions/monitoring within departments and between PTs and link SMT members. These strategies were shared across the school as well as with the local authority and led to a number of whole-school initiatives which contributed to improvements in performance. The strategies included:

- closer ongoing monitoring (pupil by pupil);
- target-setting and increased tracking reports in S4 – S6;
- gathering evidence early in the session in order to ensure that pupils either improved their performance or were placed at a more appropriate curricular level;
- targeting pupils for inclusion in the supported study programme;
- undertaking a comprehensive analysis of both S4 and S5/6 prelims and using this analysis to target pupils whose performance lay on the boundaries between levels/grades;
- motivational seminars designed to ensure young people are fully focused on learning;
- and sharing information between PTs on strategies to raise attainment.

All departments are now utilising a wide range of learning and teaching approaches to deliver the curriculum which is resulting in developing our pupils to be successful learners, confident individuals, responsible citizens and effective contributors. All students from S1-S3 participated in

the Broad General Education last session in line with Curriculum for Excellence expectations. The various approaches being used in classrooms have enabled young people to develop their skills by taking greater responsibility for their own learning as well as developing their ability to work in partnership with others. Strategies such as active learning, critical skills and assessment for learning are widely used and teachers are reporting notable improvements in young people's thinking and communication skills, increased confidence and a continued improvement in classroom and whole-school ethos. Learning pathways have been developed in Mathematics to allow young people to access the curriculum at the most appropriate level while learning logs feature in a number of curricular areas.

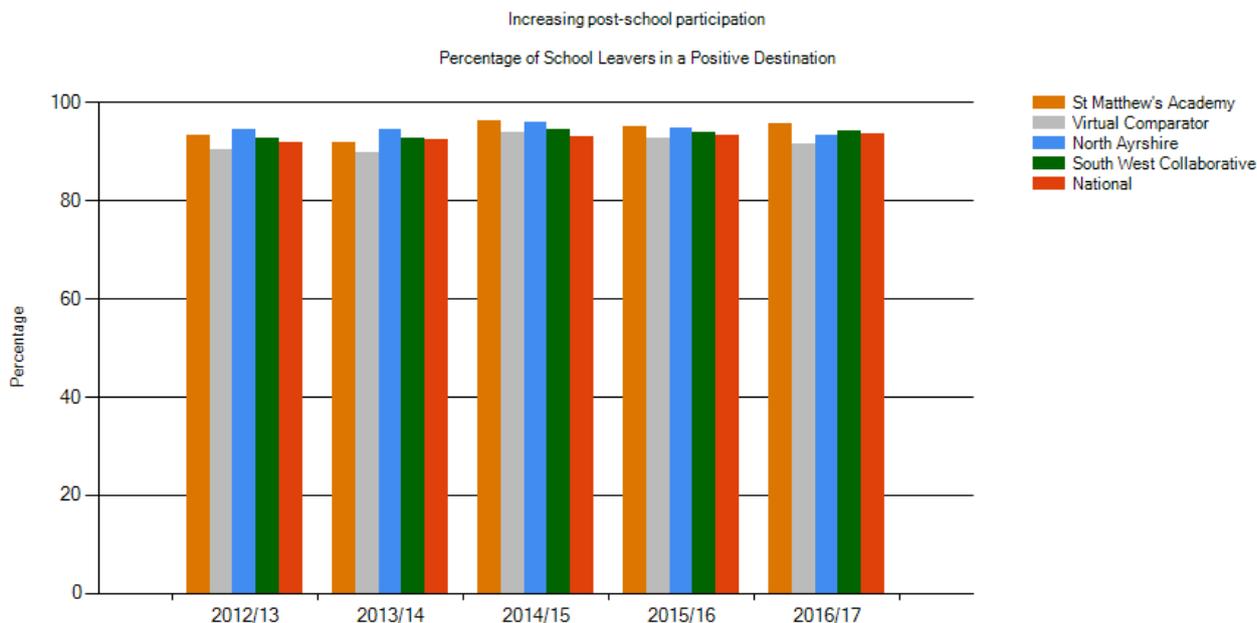
As part of classroom practice, pupil views are increasingly sought both in relation to the learning experience and in connection to individual target setting. All departments display pupil voice outcomes which show the impact of pupil consultation.

Young people are increasingly able to evaluate their own and others' work. Last year an S1-S6 pupil survey was carried out by North Ayrshire Council as part of their support programme following the events of September 2017. The information obtained was reviewed alongside the parent survey undertaken in Spring, the staff focus groups meetings and the programme of reflective questions undertaken by all stakeholders. Subsequently the Improvement Planning group used this data to inform and direct the school improvement agenda.

Skills seminars are delivered at the end of each year of the BGE. This allows pupils to evaluate the skills developed over the course of the past year. Pupil evaluations of the successful strategies employed in S1-S3 were shared with departments and form a key aspect of their self-evaluation and reflection.

Most young people are taking part in a wide range of opportunities outside the classroom where they can demonstrate their talents in a variety of ways. Leadership, volunteering and buddying in the senior school are supplemented by musical, sporting, creative, linguistic and other opportunities many of which are developed in partnership with the local community and outside organisations.

Positive Destinations



Saint Matthew's Academy continue to have significant success in ensuring that our young people move onto positive destinations when they decide to leave school. In the past three years, positive destinations have outperformed all available comparator data and this continues to be a key priority for all within the school. By allying our award winning Skills Academy programme with a robust Careers Education programme delivered through Personal and Social Education and our very good partnership working with local businesses, Skills Development Scotland and Ayrshire

College, we ensure that our learners receive appropriate advice and valued experiences which enables them to make informed decisions regarding their next steps when they decide to leave school. We intend to continue to develop this highly successful aspect of our curriculum to ensure all young people move directly to a positive destination.

Review of Improvement Planning

School Priority 1:

Continue to develop a nurturing and secure ethos where all young people feel included and involved.

National Improvement Framework Priority

“Improvement in children's and young people’s health and wellbeing”

How Good is Our School? (version 4) Quality Indicator

2.3, 3.1

Catholic Ethos

Our Catholic Ethos continues to be central to all we undertaken here in Saint Matthew’s Academy. During what was a traumatic year for all members of our school community we took comfort from the support and strength our community of Faith and Learning provided. All young people had the opportunity to participate in liturgical celebration. We developed a high profile strategy to ensure our vision and values were clear and visible throughout all aspects of the school. We continued to work with parents and parishes as they support young people on their faith journey. A notable success was the 53 students who successfully completed the Caritas Award – this is the highest number any school in Scotland has achieved and translates into 2120 hours of volunteering in the local community and parishes. An outstanding example of our school vision in practice.

Nurture

All staff were trained in the core principles of Nurture. A steering group was established to lead the implementation of this new strategy. CLPL was employed to support all staff to develop and deliver the nurture principles. The Nurture Base was established and candidates for the base were identified through the enhanced transition programme in partnership with our cluster colleagues and our Area Inclusion Worker.

Dyslexia Friendly School Strategy

The British Dyslexia Association awarded the school the Dyslexia Quality Mark in November 2017 in recognition of our work to support students with dyslexia type difficulties. We implemented the new NAC Dyslexic policy. We worked with Primary colleagues to ensure consistent approach to supporting dyslexic pupils. We delivered workshops to support and inform parents of dyslexic pupils. Young people from the Dyslexia Friendly committee delivered awareness raising assemblies to all students.

All Faculties have access to Dyslexia tool kits which are designed to support learning in the classroom.

Next Steps:

*Classroom observation cycle will prioritise Nurture strategies 2 and 5.
We will use Pupil Equity funds to deliver Dyslexia Tool Kits to every classroom.
We will develop an Emotional Wellbeing strategy to support all members of our school community.*

School Priority 2:

Continue to implement the all aspects of the curriculum in a consistent and coherent manner across the school.

National Improvement Framework Priority

How Good is Our School?
(version 4) Quality Indicator

“Improvement in attainment, particularly in literacy and numeracy.”

2.2, 2.3

Literacy and Numeracy

We continued our 3 year strategic programme for Literacy and Numeracy. Setting in the BGE for Maths was reviewed and mixed ability classes are now present throughout S1 and S2. English and Mathematics staff have met with cluster colleagues to moderate learning and share standards. This ensures greater consistency and improved teacher judgement. Benchmarks are now embedded in practice and assessment has been reviewed to ensure consistency. Standardised Assessment has been implemented and is being used to inform teacher judgement. Colleagues are increasingly confident in their judgements in the BGE and this is leading to better outcomes for young people with regard to Level 4 and Level 5 Literacy and Numeracy.

Next Steps:

*We will use Pupil Equity funds to provide additional staffing in English and Mathematics.
We will introduce broad band setting in S3 to provide the best opportunity for young people to achieve their potential.
We will set ambitious targets for BGE level attainment and for Level 4 and 5 outcomes.
We will develop a programme to promote Growth Mindset in S1 pupils through mentoring training with S4 students.*

School Priority 3:

Continue to monitor and evaluate attainment in S1 – S6, by making effective use of all relevant data to consistently provide appropriate feedback.

National Improvement Framework Priority

How Good is Our School?
(version 4) Quality Indicator

<p>“Improvement in attainment, particularly in literacy and numeracy”</p> <p>“Closing the attainment gap between the most and least disadvantaged children.”</p>	<p>3.2</p>
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Insight Analysis

A support document for analysis of Insight data was developed for Whole School and Departmental use.

Faculty Heads worked with Senior Management to review whole school attainment and propose next steps for improvement.

Departments worked with Senior Management to review departmental attainment and inform next steps for improvement.

BGE Analysis

A new model for tracking and reporting in the BGE was developed to work alongside Standardised Assessment.

Senior Management used the model to review whole school attainment in the BGE and the effectiveness of the whole school curriculum.

Departments used the model to review Departmental attainment, Departmental analysis of curriculum and to support moderation.

A resource document was created to support this.

Improvement Planning

A new model for improvement planning was introduced this session. Building on the previous introduction of reflective questioning to inform quality assurance, staff volunteers worked with senior management to review all aspect of quality assurance to develop improvement priorities for the coming session.

Next Steps:

We will continue to use school Insight analysis document to inform improvement in practice.

We will continue to use school BGE tracking system in tandem with standardised testing to inform improvement and next steps.

We will invite partners and parents to participate more actively in our rigorous and robust self-evaluation and quality assurance programme leading to continuous improvement.

School Priority 4:

To develop a programme of Family Engagement with particular focus on SIMD 1-3 and FME.

National Improvement Framework Priority

“Improvement in attainment, particularly in literacy and numeracy.”

“Closing the attainment gap between the most and least disadvantaged children.”

“Improvement in children's and young people’s health and wellbeing”

**How Good is Our School?
(version 4) Quality Indicator**

2.5

Family Engagement Strategy

Through use of the Pupil Equity Fund, we appointed a PT Family Engagement who worked with families of identified pupils in S1-S3. These parents were drawn from FME and SIMD 1-2.

We implemented two programmes of Family Learning through our work with CELCIS and the NAC Family Engagement Team.

We developed the use of a Homework App designed to support parental engagement.

We delivered increased opportunities for parental engagement through a variety of Family Learning events.

We explored further strategies to encourage parental engagement with learning including visits to associate primaries, transportation to information evenings, support to complete free meal, Education Maintenance Allowance and clothing grant forms, uniform exchanges and additional one to one meetings to support targeted young people.

Parent attendance at information evenings rose on average by 6% for S1-S5 following implementation of these strategies.

Next Steps:

We will explore alternative means of communication with parents including the introduction of an app to share news and information items.

We will look to reduce jargon in all communication home.

We will pilot an online booking format for parent information evenings.

We will continue a programme of Family Learning through our work with CELCIS and the NAC Family Engagement Team.

We will continue to promote the use of Show My Homework which is designed to support parental engagement.

We will deliver increased opportunities for parental engagement through a variety of Family Learning events. We will seek to identify further strategies to encourage parental engagement with learning including, where appropriate, alternative parent information events.

School Priority 5:

Continue to develop a coherent all through programme for students in line with the Developing Young Work Force National Priorities.

National Improvement Framework Priority

“Improvement in employability skills and sustained, positive school leaver destinations for all young people.”

How Good is Our School? (version 4) Quality Indicator

2.3, 3.2

Alternative Curriculum

We developed a targeted alternative curriculum for those S4 pupils in danger of missing out. Through negotiation a curriculum designed to ensure identified pupils have opportunity to develop Skills for Learning, Life and Work was developed. Further work is required in this area to ensure full engagement.

Skills Academy

We reviewed our existing Skills Academy programme as it entered the 4th year. This led to the introduction of residential opportunities to provide further opportunities for achievement. We provided a timetabled Skills Academy in S5 and S6 to allow pupils to develop further skills. We developed elective opportunities in S5 to provide opportunities to learn skills for life, learning and work alongside the existing curriculum. We piloted an S3 input during Work Experience to support pupils at risk of underachievement to participate in an Accelerated Senior Phase programme designed to develop skills in Numeracy, Literacy, Health and Wellbeing and Digital Literacy.

Next Steps:

We will seek to further develop the S3 Skills Academy strand to provide “Vocational Bursts” in partnership with Ayrshire College.

We will deliver a Careers event for all pupils and those in neighbouring schools in order to encourage all young people to gain access to a positive destination after school.

We will continue to review and adapt existing Skills Academy programme to meet evolving needs.

We will seek to identify meaningful Work Experience opportunities to further develop Skills for Learning, Life and Work.

We will review our existing My World of Work (My WOW) Ambassador programme and will encourage pupils from S3/4 to participate.

We will increase the number of pupils accessing and using My WOW (S1-S6).

We will provide training to staff to embed resources from My WOW into their lessons.

Stephen Colligan
Head Teacher
September 2018