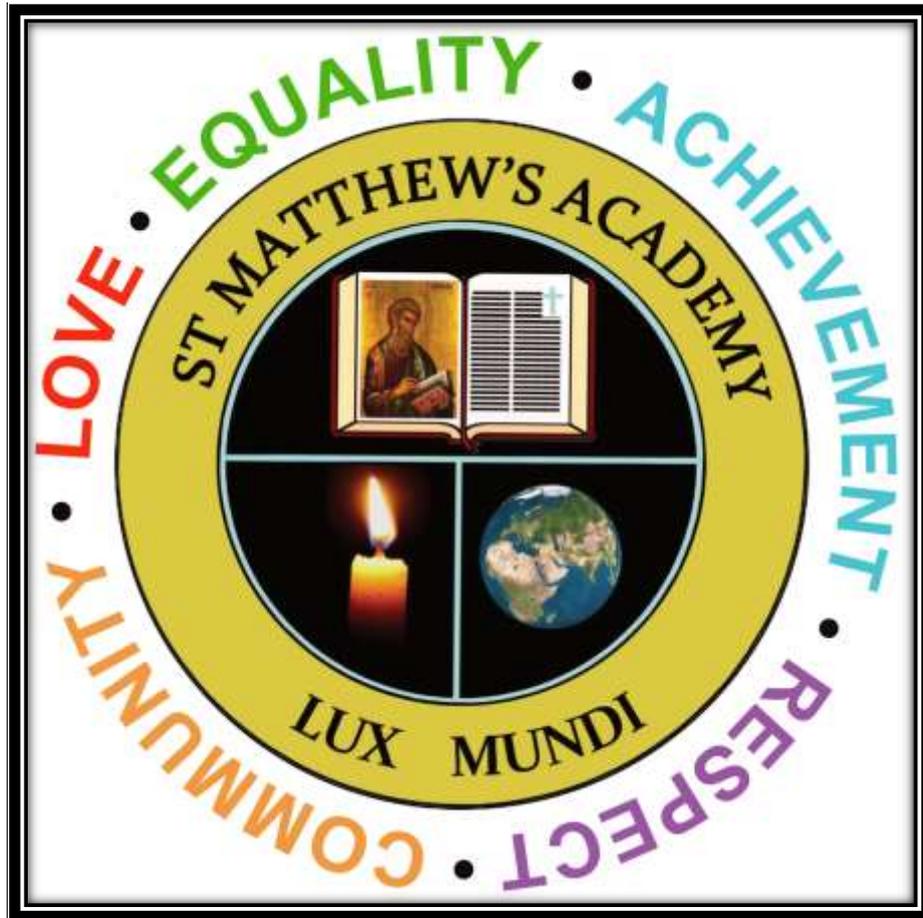


# SAINT MATTHEW'S ACADEMY



## STANDARDS & QUALITY REPORT

SEPTEMBER 2019

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 2019) is 1227, a large number of whom live in recognised areas of socio-economic deprivation: 51% of leavers in 2018 live in Scottish Index of Multiple Deprivation (SIMD) 1 or 2.

At present, the school has a teaching staff of 85.6 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, 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 tracking data, classroom observation summaries, staff surveys and 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 evaluations of the impact of initiatives.

#### *Literacy and Numeracy – Leavers Data*

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 English faculty continues to work to improve Literacy at all levels and in session 18/19 delivered excellent outcomes for leavers with almost all achieving at least at Level 4. Level 5 literacy continues to perform strongly and this reflects the quality of learning and teaching in the faculty.

<b>Establishment</b>	<b>Year</b>	<b>% Level 4 Literacy</b>	<b>% Level 5 Literacy</b>
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	92.96	76.85

North Ayrshire	2017	95.39	81.62
National	2017	94.41	80.87
Saint Matthew's Academy	2018	99.59	88.02
Virtual Comparator	2018	94.34	81.74
North Ayrshire	2018	96.38	83.54
National	2018	94.30	81.67

Attainment in Level 4 Numeracy rose steadily between 2016 and 2018 and now outperform the virtual comparator and the Authority figure. Over the past three years a renewed focus on Level 4 Numeracy in S4 has led to significant improvements and this is now starting to be seen in Leavers data. It is anticipated that this will be a trend that continues in the coming year

Level 5 Numeracy attainment consistently outperforms the virtual comparator school. However, work has been underway to draw closer to the Authority and National average. In Session 2018/19 S4 data outperformed the Authority and National averages and we anticipate this improvement will be seen in Leavers data in the next two years.

Establishment	Year	% Level 4 Numeracy	% Level 5 Numeracy
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
Saint Matthew's Academy	2018	90.50	67.36
Virtual Comparator	2018	90.37	66.98
North Ayrshire	2018	88.34	70.04
National	2018	90.81	69.18

#### *Improving Attainment for All – Leavers Data*

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 the virtual comparator. We have also produced stronger outcomes than the North Ayrshire figure in the past two years and stronger outcomes than the National figure 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 and Authority 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. S6 students are encouraged to aspire to achieve at the highest level possible and in many cases this means success at Advanced Higher level.

	Year	Lowest 20%	Middle 60%	Highest 20%
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
Saint Matthew's Academy	2018	228	776	1810
Virtual Comparator	2018	165	775	1722
North Ayrshire	2018	170	815	1785
National	2018	164	858	1851

*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 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 detailed target setting using the planning and attainment history reports within the school's electronic management system, SEEMIS. Last session our bespoke BGE tracking system was developed to track learners' progress and attainment. Education Scotland identified our systems as supporting teachers to make effective use of assessment information to plan targets in learning, monitor young people's progress and make appropriate interventions,

where required. They are also helping teachers to make robust judgements of achievement of CfE levels based on each learner's progress.

### *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 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	2019	2018	2017	2016	2015
S4 5+ SCQF 3/N3	79% (78%)	77% (81%)	92% (86%)	85% (83%)	91% (84%)
S4 5+ SCQF 4/N4	73% (71%)	70% (75%)	83% (80%)	79% (77%)	83% (78%)
S4 5+ SCQF 5/N5	49% (39%)	37% (41%)	42% (39%)	36% (35%)	42% (38%)
S5 1+ SCQF 6/H	52% (55%)	58% (56%)	50% (51%)	58% (54%)	55% (53%)
S5 3+ SCQF 6/H	32% (35%)	38% (35%)	30% (31%)	37% (35%)	30% (32%)
S5 5+ SCQF 6/H	17% (17%)	17% (16%)	16% (13%)	17% (16%)	17% (14%)
S6 1+ SCQF 6/H	63% (59%)	57% (56%)	63% (60%)	61% (59%)	55% (55%)
S6 3+ SCQF 6/H	48% (44%)	44% (40%)	48% (43%)	41% (42%)	37% (39%)
S6 5+ SCQF 6/H	33% (30%)	30% (26%)	33% (30%)	25% (28%)	24% (26%)
S6 1+ SCQF 7/AH	21% (17%)	18% (16%)	26% (18%)	19% (17%)	12% (18%)

*All percentages taken from the Scottish Government Insight website. Data in brackets represents Virtual Comparator data. 2019 data calculated prior to marking review outcomes.*

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;
- participation in Skills Academy: Life opportunities to recognise wider achievement;
- and sharing information between PTs on strategies to raise attainment.

All departments are 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 have been introduced to all S3 pupils to encourage reflection on feedback.

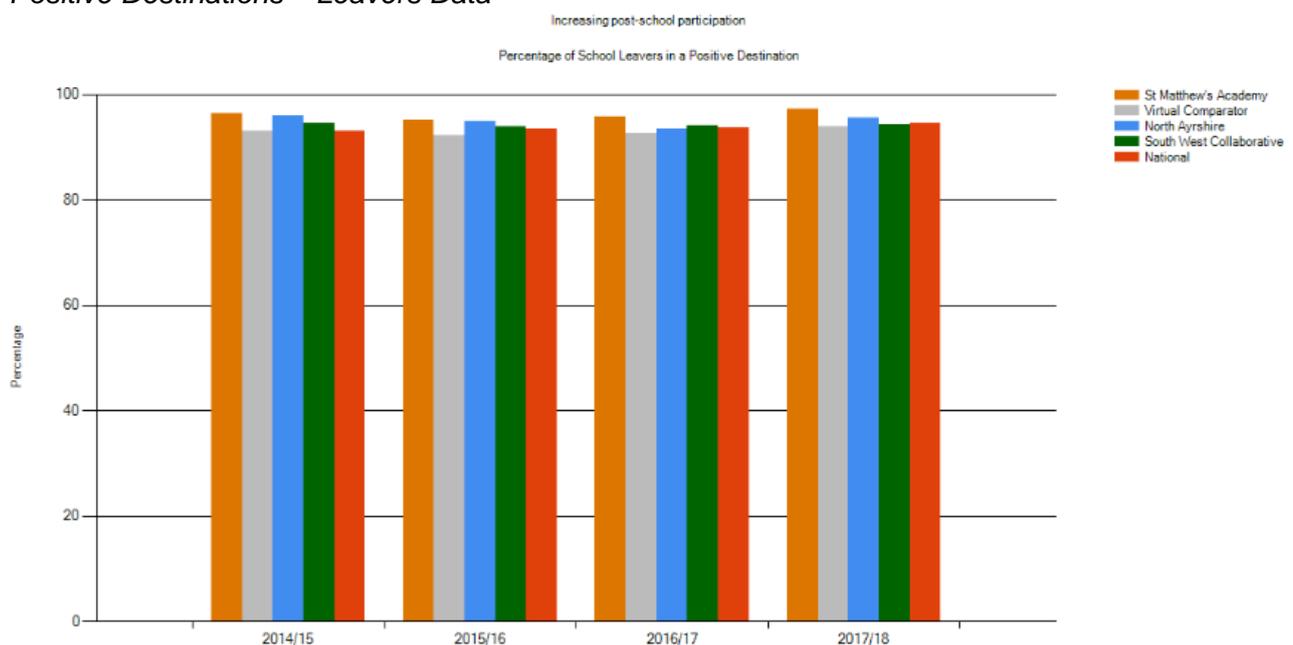
As part of classroom practice, pupil views are increasingly sought both in relation to the learning experience and in connection to individual target setting. All departments display pupil voice outcomes which show the impact of pupil consultation.

Young people are increasingly able to evaluate their own and others' work. Last year an S1-S6 pupil survey was carried out by Education Scotland as part of their Inspection visit. The information obtained was reviewed alongside the parent survey, the staff survey and the programme of reflective questions undertaken by all stakeholders. 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 – Leavers Data*



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: Work 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. This enables students 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.

#### *Education Scotland Visit*

Session 18/19 saw Education Scotland staff conduct an inspection of Saint Matthew's Academy. This was a short model inspection focusing on Learning, Teaching and Assessment and Raising Attainment and Achievement. Education Scotland rated Saint Matthew's Academy as "Very Good" in both categories.

The inspection team found the following strengths in the school's work:

- The effective engagement of the young people in creating a strong sense of community. They are motivated to succeed and are proud of their school.
- Teachers work collaboratively with a strong and shared sense of purpose. They create a positive climate for improvement. They provide high quality learning experiences and an increasing range of opportunities for young people to be successful.
- The strong leadership of the headteacher, who is supported well by the senior leadership team. They provide clear strategic direction for the school and prioritise what is best for young people.
- The school's values, underpinned by Gospel values, are strong, visible and well-embedded.

The following areas for improvement were identified and discussed with the Head Teacher and a representative from North Ayrshire Council.

- Continue to look outwards at other practice nationally, to help staff to develop further their understanding of national standards and expectations for the achievement of a Curriculum for Excellence level across all curriculum areas.
- Continue to support young people to understand and articulate the skills they are developing, for example, in using digital technology.
- Continue to focus on improving flexible learning pathways in the senior phase to further raise attainment and meet the needs of all young people.

Education Scotland stated that they are confident that the school has the capacity to continue to improve and so they will make no more visits in connection with this inspection. North Ayrshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

**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 challenging year for all members of our school community given the loss of one of our students and the inevitable stresses a visit from Education Scotland bring 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. Senior students attended Servant Leadership training to enable them to put our values into practice in their support of younger pupils. We embedded our vision and values and ensured these 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 61 students who successfully completed the Caritas Award – this is the highest number any school in Scotland has achieved, surpassing the record we set in 2018 and translates into 2440 hours of volunteering in the local community and parishes. An outstanding example of our school vision in practice.*

**Nurture**

*We undertook a whole school 3 year strategy to embed Nurture Principles across the school. Principles 2 and 5 formed our focus for 18/19. Through classroom observation and staff training we ensured that Nurture strategies were a priority for all staff. The Nurture Base was entered its second year and candidates for the base were identified through the enhanced transition programme in partnership with our cluster colleagues and our Area Inclusion Worker. Significant success was recorded for almost all pupils who participated in the work of the Nurture Base.*

**Use of PEF to close the Attainment Gap**

*Additional, and promoted, staff were sourced for Numeracy, Family Engagement, Emotional Wellbeing and Pupil Support. Additional staff were sought for Literacy but no candidates were available. The Campus Police Officer returned to the school and became a valued support for young people. We provided a breakfast club for all pupils. Dyslexia Tool Kits were made available in every classroom.*

*Pupils in our most deprived communities had access to wider achievement opportunities and outward bound activities. A programme for tracking engagement with wider achievement was developed and allowed staff to target support to maximize impact. Additional administration support to address attendance issues was established. Education Scotland identified our approaches as “robust”.*

**Development of Emotional Wellbeing Strategy**

*Staff and pupils have received training in emotional wellbeing approaches such as Mental Health First Aid and Safe Talk. A PT Wellbeing has been appointed using PEF funds to co-ordinate and deliver the implementation of the Wellbeing Strategy. A wellbeing week took place to encourage positive approaches to mental health and wellbeing. Mindfulness sessions were delivered to staff, pupils and parents.*

## Next Steps:

*Classroom observation cycle will prioritise Nurture strategies 1 and 4.*

*We will ensure our learning and teaching involves appropriate use of Digital Technology.*

*We will further develop personalised learning pathways to ensure young people have access to accreditation relating to skills for life, learning and work.*

## School Priority 2:

Continue to develop curriculum in across all aspects of learning to improve standards for all pupils.

### National Improvement Framework Priority

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

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

2.2, 2.3, 3.3

### **Literacy and Numeracy**

*We completed year 2 of our 3 year strategic programme for Literacy and Numeracy. English and Mathematics continued to meet with cluster colleagues to moderate learning and share standards. This ensures greater consistency and improved teacher judgement. Moderation tasks ensured a high level of understanding of standards. Standardised Assessment continued to be used to inform teacher judgement. Appropriate assessment tasks were created and delivered. Colleagues are 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. Broad Band setting in S3 was employed in Mathematics. Applications of Mathematics courses were piloted to support attainment.*

### **Growth Mindset**

*S4 pupils mentored targeted S1 pupils through a programme of Growth Mindset in order to support positive attitudes towards learning. Parental training in Growth Mindset was delivered. The Science department developed and delivered resources relating to Growth Mindset. Approaches to feedback were informed by Growth Mindset philosophy.*

### **Next Steps:**

*We will continue to use Pupil Equity funds to provide additional staffing in English and Mathematics. We will use Pupil Equity funds to support parents to understand SQA expectations and to provide opportunities for accreditation. We will build upon the Applications of Mathematics pilot programme and ensure all pupils are sitting courses which give the best opportunity for success. We will set further ambitious targets for BGE level attainment and for Level 4 and 5 outcomes.*

### School Priority 3:

To utilise analysis of data to inform individual needs, learning and teaching across school.

#### National Improvement Framework Priority

“Improvement in attainment, particularly in literacy and numeracy”

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

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

1.1, 2.3, 3.2

#### **Insight Analysis**

*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**

*Our model for tracking and reporting in the BGE was embedded in our 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.*

*Careful analysis of BGE data ensured effective transition into Senior Phase for students.*

*A resource document was created to support this.*

#### **Self-evaluation and quality assurance**

*Thr model for self evaluation and quality assurance was further embedded across the school involving all stake holders. This information was used to inform the improvement plan and the self evaluation document presented to Education Scotland during their inspection visit.*

#### **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 evaluate the impact of our new self evaluation model to ensure positive outcomes.*

## School Priority 4:

To ensure all young people achieve their potential.

### 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, 2.6

### **Family Engagement Strategy**

*We introduced a new School app to increase communication between the school and home. We introduced a new online booking system for parent information evenings. We increased use of our school website by moving all newsletters online and texting links to parents.*

*We worked with the student team of Family Engagement Ambassadors to develop “how to” videos. These short videos are designed to encourage parents to support their child's learning at home. We continued our programme of Family Learning through our work with CELCIS and the North Ayrshire Council (NAC) Family Engagement Team. We continued to promote the use of Show My Homework.*

*We provided some opportunities for parents to support the work of the school through participation in events such as our annual Careers Evening.*

*Our Parent Council continued to play a key role in the development and implementation of our school policies and quality assurance processes.*

### Next Steps:

*We will continue to look to reduce jargon in all communication home.*

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

*We will review our use of Show My Homework which is designed to support parental engagement.*

*We will seek opportunities to provide accreditation to parents for learning undertaken within the school.*

*We will continue to deliver increased opportunities for parental engagement through a variety of Family Learning events.*

*We will continue to seek further strategies to encourage parental engagement with learning.*

## School Priority 5:

To ensure all young people achieve a positive and sustained destination upon leaving Saint Matthew's Academy.

### 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

2.4, 2.7, 3.2

## **Personalised Learning Pathways**

*We built upon our existing Skills Academy pathway and piloted additional opportunities for pupils to achieve accreditation for learning.*

*We introduced Vocational Bursts into our S3 curriculum. This programme, delivered in partnership with Ayrshire College, enabled pupils to develop skills beyond the traditional curriculum and ensured greater numbers of pupils had access to Skills Academy: Work opportunities.*

*Our My World of Work Ambassadors worked with PSE classes to deliver inputs into use of the resource. Our engagement rose from 44% to 74% over the course of the session.*

*Our Careers Evening careers event provided a wide variety of possible pathways for young people to explore.*

### **Skills Academy**

*We reviewed our existing Skills Academy programme as it entered the 5<sup>th</sup> year. This led to the piloting of Skills Academy: Work and Skills Academy: Life pathways which ensured more pupils had the opportunity to gain skills accreditation in areas such as Leadership and Personal Development. We developed our S3 PSE programme to support young people to achieve SQA recognition for their Work Experience placement.*

*We amended our existing S3 input to provide opportunities for wider achievement and accreditation. Targeted S4 students had the opportunity to participate in the existing Skills Academy, now titled Skills Academy: Work, and the pilot Skills Academy: Life programmes.*

*Targeted S5 students participated in the pilot Skills Academy: Life programme to provide enhanced recognition for existing learning.*

### **Next Steps:**

*We will seek to further develop the S3 Skills Academy: Work "Vocational Bursts" in partnership with Ayrshire College.*

*We will continue to review and adapt existing Skills Academy programmes (Skills Academy: Work and Skills Academy: Life to complement the classroom practice of Skills Academy: Learning) to meet evolving needs.*

*We will commit to providing every S6 student with the opportunity to gain a Skills Academy: Work accreditation which will enhance their CVs.*

*We will develop a Skills Framework to assist young people in making connections across their learning and beyond to the world of work.*

*We will provide further training to all staff in the Careers Management Skills Framework*

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

*We will increase the number of pupils accessing and using My WOW (S1-S6) from the current figure of 74%.*

Session 18/19 can be considered by all members of the school community to be one of significant success. Very positive feedback from Education Scotland recognised the ongoing and consistent work of the school to provide positive outcomes for all young people. Leavers data suggested year on year improvements in academic achievements. 2019 results are among the strongest since the school opened. Evaluation of the improvement plan suggests many improvements are becoming embedded in practice. However, complacency cannot be allowed to take hold and we are committed to continuing the improvement journey of the school in the session ahead.

Throughout all that we try to achieve we must never lose sight of the shared vision for Saint Matthew's Academy - *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.*

It is only by working in partnership with parents and parishes to deliver the highest quality of education will we be able to provide our young people with the values and skills required to best support the common good and make a positive difference to the lives of others. This continues to be the guiding principle of our Catholic secondary school.

Stephen Colligan  
Head Teacher  
September 2019