

# St Mungo's High School

## Standards & Quality Report

2023 -24



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## Introduction

The purpose of the annual Standards and Quality Report (SQR) is to record the successes and achievements of the school in delivering improvement relating to the identified priorities in the improvement plan 2022-2023. I am delighted to provide the following report to parents and carers of the activities, success and achievements of the school during session 2023-2024, and to outline the priorities for session 2024-2025.

As a community of love and hope we recognise the wide-ranging talent, interests and abilities of our young people and St. Mungo's High School prides itself on the high expectations and aspirations we have for our young people to develop to their full potential, firmly underpinned by our Gospel values. Last session our staff continued to undertake and participate in a range of professional learning and development to build on the previous success of our school community, to drive forward improvement, and to provide our young people with the skills, values, qualities and qualifications they need for the next stage in their lives in an increasingly complex world.

We believe that this report highlights the prominence of our school values and positive relationships between staff, young people, parents / carers and partners in supporting our young people in every aspect of their academic, personal, social and spiritual development.

The evidence from this Report is drawn from a wide variety of sources, including: evidence from performance in national examinations and awards; evidence from accreditation visits from Rights Respecting Schools, Literacy Trust; sampling of young people, staff and parent / carers opinion via questionnaires, meetings, parent council, pupil parliament and focus groups; self-evaluation and self-assessment by young people and staff using self-evaluation toolkits based on national performance indicators to evaluate aspects of provision.

This evidence is then benchmarked against standards in '*How Good is Our School?4*' (HGIOS?4) provided by His Majesty's Inspectorate (HMIe). This report will be shared with all parents/carers and can be found on our website, we welcome all feedback.

Thank-you for your ongoing support of our young people and our school community, it is greatly appreciated.

Dr Patricia Holland (Rector)

August 2024



## School Vision, values, aims and mission statement

Our vision at St. Mungo's High School is that we are a community of faith and learning committed to Gospel values. We aim to nurture the faith of all, provide a high-quality education and treat others with respect and love.

As a Catholic school our ethos is firmly based on Gospel values which sit at the heart of our policies, action and relationships. Our young people are valued as individuals and supported and challenged to reach their full academic potential in an atmosphere of care, warmth and purpose by a dedicated team of staff. We promote tolerance, compassion and respect for the views of others and are committed to equality of opportunity and to the promotion of justice and peace.

Our mission statement is to "Let Christ Shine Through You"

Last session we began a consultation on our vision, values and mission to see whether our school community believes these still describe who we are, what we think is important, and who and what our aspirations are. This work will continue in session 2024-2025.

**LET CHRIST  
SHINE THROUGH YOU**

JESUS OUR TEACHER

**Vision Statement:**  
St. Mungo's is a community of  
Faith and Learning  
committed to Gospel values

**Aims:**

- Nurture the faith of all
- Provide the highest quality of education
- Treat everyone with respect and love

*Let Christ Shine Through You*

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## School Context

St. Mungo's High School is the sole denominational secondary school which serves the area of Falkirk. It draws most of its pupils from all towns in Falkirk (with the exception of Denny). The school roll in September 2023 was 1212 and our 6 associated primary schools are Sacred Heart in Grangemouth, St. Mary's in Bo'ness, St. Joseph's in Bonnybridge, St. Andrew's in Falkirk, St. Francis Xavier's in Falkirk and St. Bernadette's in Larbert. As we serve a large catchment, many of our pupils travel by contract transport. As a result, St Mungo's has a diverse catchment encompassing Scottish Index of Multiple Deprivation (SIMD) areas 1 – 10. In 2023 27% of pupils lived in SIMD 1 – 3, the most deprived data zones in Scotland (18%, within SIMD 1-2). We had almost as many (23%) pupils living in SIMD 9 and 10. This varied social mix gives St. Mungo's a strongly comprehensive character. There has been a steady increase in the percentage of pupils with additional support needs (ASN) from 32% in 2019-2020 to 48% in 2023-2024, a high percentage of this is EAL. In session 2023-2024 the school received £127,332 through the Pupil Equity Fund (PEF). This is money given to school by the Scottish Government to help support identified pupils and their families to access schooling as equitably and effectively as possible. Targeted areas for this money included a range of appointments to enhance attainment, attendance and pastoral support with additional funds to support parents / carers with the cost of the school day.

The extended leadership team comprises Senior Leadership Team consists of the Head Teacher (Rector), 4 Depute Head Teachers (DHT's) a Resource Manager, 10 Faculty Heads, an equivalence of 5 Pastoral Heads FTE, approximately 90 FTE teaching staff and 30 support staff. In line with national context we experienced some staffing and recruitment challenges last session. Most notably after the death of a beloved colleague, we were unable to recruit to the post of DET teacher for the whole session, and also had to adapt to cover several long-term absences.

Pupils belong to one of 6 Houses named after saints, Andrew, Kentigern, Columba, Ogilvie, Margaret and Ninian. Last session we successfully moved from a system where DHTs were Year Heads, to one where they are Heads of House. Pupils are placed in the same House as siblings wherever possible to ensure families/ carers have the same Pastoral staff and Head of House wherever possible throughout their time at school. The Pastoral DHT has an identified group of young people who require an enhanced level of support, the remaining 3 DHT's are heads of 2 houses each. The pupil senior leadership team comprises of a House Captain and Depute House Captain from S6 and a Vice Captain from S5 for each of the 6 houses.



*Let Christ Shine Through You*

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## School Improvement Planning Aims Session 2023-2024

### Review of Progress:

Last session the identified improvement priorities for St. Mungo's High School took account of the National Improvement Framework (NIF) priorities and drivers, Falkirk Council "Learning to Achieve" priorities, Scottish Catholic Education Service (SCES) Framework "Developing in Faith" themes.

<p><b><u>NIF Priorities</u></b></p> <ul style="list-style-type: none"> <li>• Closing the attainment gap between the most and least disadvantaged children and young people.</li> <li>• Improvement in skills and sustained, positive school leaver destinations for all young people.</li> <li>• Improvement in attainment, particularly in literacy and numeracy.</li> <li>• Placing human rights and needs of every child and young person at the centre of education.</li> <li>• Improvement in children and young people's health and wellbeing.</li> </ul>	<p><b><u>NIF Drivers</u></b></p> <ul style="list-style-type: none"> <li>• School Leadership</li> <li>• Teacher Professionalism</li> <li>• Parent Engagement</li> <li>• Curriculum and assessment</li> <li>• School Improvement</li> <li>• Performance information</li> </ul>
<p><b><u>Developing in Faith themes</u></b></p> <ul style="list-style-type: none"> <li>• Honouring Jesus Christ as the Way, the Truth and the life.</li> <li>• Developing as a Community of Faith and Learning.</li> <li>• Serving the Common Good.</li> <li>• Promoting Gospel Values.</li> <li>• Celebrating and Worshiping.</li> </ul>	<p><b><u>Learning to Achieve Priorities</u></b></p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Learning and Teaching</li> <li>• Inclusion and Equality</li> <li>• Assessment</li> </ul>

Within the overarching priorities, the school carried out focused improvement work identified through our self-evaluation processes. Our priority areas for improvement were identified under the quality indicators (QI's) set out in the Education Scotland document "How Good Is Our School?" 4th Edition and our review of our progress is set out under the QI headings below:

1.3 Leadership of Change
2.3 Learning, teaching and assessment
3.1 Ensuring wellbeing, equality and inclusion
3.2 Raising attainment and achievement



<b>HGIOS?4 QI</b> <b>1.3 Leadership of Change</b> 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement	<b>HGIOURS</b> <b>Our relationships</b> Our learning & teaching <b>Our school &amp; community</b> Our health and wellbeing Our successes and achievements	<b>Developing our Faith</b> Honouring Jesus Christ as the Way, the Truth and the life. <b>Developing as a Community of Faith and Learning.</b> Serving the Common Good. <b>Promoting Gospel Values.</b> Celebrating and Worshipping.
<b>NIF drivers</b> <b>School Leadership</b> <b>Teacher Professionalism</b> <b>Parent Engagement</b> Curriculum and assessment <b>School Improvement</b> Performance information	<b>NIF priorities</b> Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in skills and sustained, positive school leaver destinations for all young people. Improvement in attainment, particularly in literacy and numeracy. <b>Placing human rights and needs of every child and young person at the centre of education.</b> Improvement in children and young people's health and wellbeing	<b>Learning To Achieve</b> Curriculum Learning and Teaching <b>Inclusion and Equality</b> Assessment

<b>1.3 Leadership of change</b>	GOOD
<p><b>Context (rationale)</b></p> <p><b>Developing a shared vision, values and aims relevant to the school and its community</b></p> <p>The vision and values of a school should be enacted daily in every aspect of school life through the ethos, culture, relationships and curriculum. Our vision, aims, values and mission statement are inspired by Gospel values and the charter for catholic schools and were last reviewed 7 years ago where small changes were made. In last session's school improvement plan (SIP), one of the identified improvement priorities was to move from having a traditional behaviour policy to a positive relationship policy. This was in response to the changing needs of our young people and society post-Covid, and to align our policy and practice with the values and ethos of our school. Another priority was to review our curriculum to ensure it afforded all young people equity of opportunity to experience excellent learning and teaching experiences as part of a personalised learning pathway. It became clear that in order to achieve the desired outcomes, it would first be necessary to revisit our vision and values with all stakeholders to ensure they reflect what we now value and think is important as a school community, what our collective vision and aspirations for our young people are, and that they are evident and enacted in practices across the school.</p> <p><b>School Leadership</b></p> <p>Prior to last session young people and families had several key adults across their school journey. A young person typically had one Pastoral Head and Year Head for S1&amp;S2, a different Pastoral and Year Head for S3&amp;S4, and another Year Head and sometimes also Pastoral Head for S5&amp;6. Some parents reported this made it difficult to know who to contact if there was a family issue and they had young people in different year groups, and that they would prefer to have continuity with the member of staff they had built trust and relationships with. Last session we changed from a Year Head to House Head role for Depute Headteachers (DHTs) and created House Teams comprising a (DHT), Faculty Heads and a Pastoral Head to support pupil welfare, attendance and attainment. It was important to establish consistent procedures and expectations across the new House system to improve inclusion and equity for all young people.</p>	



<p><b>Teacher professionalism and School Improvement</b></p> <p>As part of the school recovery plans Post-Covid there were limited opportunities for staff to work collaboratively across faculties. Through self-evaluation we identified and need and desire from staff to re-engage in opportunities to share best practice and learn from and with each other through staff working groups, structured professional learning, practitioner enquiry and improvement methodologies. All staff were consulted on which improvement priority they were most interested in working on and we created 5 school improvement groups (SIG's) linked to improvement priorities. All staff chose to be part of a SIG focused on either Staff Wellbeing (28 staff), Curriculum (18), Inclusion and Equity (22), Learning and Teaching (21) or Practitioner Enquiry (5).</p>	
<p><b>School Policy</b></p> <p>School Vision, Values, Aims and Mission Statement (in progress)</p> <p>Professional Learning – Collaborative practice update</p>	
<p><b>Progress and Impact</b></p> <p><b>Developing a shared vision, values and aims relevant to the school and its community</b></p> <p>As part of the Inclusion and Equity School Improvement Group (SIG), a sub-group evaluated the vision, aims and values, to look outwards to other Catholic schools and to consult groups of staff and pupils. In the groups consulted, <b>almost all</b> stakeholders felt the values were reflective of the school community and were consistently visible. <b>All</b> staff and <b>almost all</b> young people asked were able to name the school values, the <b>majority</b> were able to relate the school mission, but only a <b>few</b> were able to articulate the vision and aims. Further consultation and development of these will take place next session with an increased focus on pupil and parent/carer voice.</p> <p>There was consultation with all staff and focus groups of pupils and parents/carers around the purposes of education and how that aligned with our current values. <b>All</b> valued humanism and social efficacy above academic rationalisation (qualifications), this will be used to further develop our vision, values, aims and mission in consultation with our school community, and feed into our curriculum review.</p> <p><b>Strategic planning for continuous improvement</b></p> <p><b>New House Leadership Structure</b></p> <p>New House teams were created and led by DHT's to reduce the number of staff families had to build relationships with and communicate with to support their young people. Regular meetings with agreed agendas to support attendance, attainment and welfare were introduced to ensure consistency of support across the house teams. This will be further embedded this year as the new Progress tracking, monitoring, recording and reporting system is further embedded and the power Bi data management system is introduced.</p>	



### **Leadership Academy**

Our self-evaluation of pupil leadership opportunities showed that we did not yet have leadership opportunities for junior pupils. This led to the creation of our first Columba 1400 Young People's Leadership Academy (YPLA) where more than a third of the year group applied and 16 S3 pupils were successful. They have worked in partnership with Columba 1400 staff and 4 members of teaching staff on various workshops and a five day residential experience on the Isle of Skye in February 2024. Our YPLA have identified their vision for the school and they presented this to the Extended Leadership Team. They selected transitions as the focus for their project and planned and delivered workshops for all pupils who attended the Senior Pupil Leadership Day in June 2024. They also supported Primary/Secondary transitions with House identity activities which they planned and facilitated to all Primary 7 pupils. They will continue to build on this in session 2024/25 with pupil-led safe spaces for lunchtimes.

### **New Reporting System**

Last session a new reporting system called PROGRESS was introduced across all Falkirk Council Secondary Schools. **All** teaching staff have engaged positively with PROGRESS and are continuing to build skills and confidence in this area. **All** aims and objectives for this past session have been met with regards to engaging Pupils, Parents and Staff with the new system and using this system to report on pupil progress and attainment. This coming session this system will be expanded to include enhanced tracking and monitoring of pupil attainment and a referral and recording module to allow staff to manage and communicate information about pupil progress, successes, achievements, and wellbeing.

### **Implementing improvement and change**

#### **School Improvement Groups (SIGs)**

SIGs linked to areas of the school improvement plan were created to allow staff increased opportunities to work collaboratively, engage with research and professional learning and build relationships. Most groups were evaluated positively by staff, the biggest criticism was that there was not enough time. These groups will continue this year, but staff also requested setting up Teacher Learner Communities TLCs to share practice and learn from and with each other.

#### **Staff wellbeing**

Staff wellbeing became a focus for us as a school after the death of one of our young teachers in July of 2023. When the news broke of her untimely death, we as an SLT made contact with staff to inform them of this sad news and we arranged a day in school at the very start of our summer holiday to provide space, comfort, prayer, reflection and time for staff to gather so that they could try to come to terms with their shock, loss and grief. On the first day back after the summer holiday, we built time into our In-service day programme to offer staff a soft start to their day by gathering them in the conference room of the school. Here, our School Chaplain and the Headteacher offered help, support and prayers for everyone affected by this tragic loss and it gave staff time to be with their colleagues and to be guided on what we should say to the pupils if questioned about the





teacher's death. From this, staff were determined to highlight the importance of staff wellbeing and provide opportunities to create activities and spaces which would enhance wellbeing and bring us closer to a sense of togetherness within our school community.

With the introduction of our School Improvement Groups, one of the groups was created for Staff wellbeing. Within this School Improvement Group, staff split themselves into 4 mini groups with the purpose of looking at the following areas to support wellbeing: the creation of a social committee; provision of planned activities for staff to socialise with one another out with school; creating a warm and welcoming staffroom, school reception area and wall displays; providing opportunities for staff to be aware of and have access to resources and activities during the school day

Our first social gathering outside of school involved a social walking group of staff followed by a dinner at a local hotel. Given that this was our first attempt at this type of activity and that it happened on a Friday after school, the response was impressive as 24 members of staff (teaching and non-teaching) participated. **All** participants spoke so highly of the importance of maintaining such an event and they welcomed further events to create a sense of togetherness as well as a desire to get to know their work colleagues better. For those who could not manage the walk, they joined the rest of the staff group at a local hotel for the evening meal. New activities will be planned for this new session and hopefully, staff participation will increase following on from this initial and successful event.

The staff had made comment about the lack of time available to them to help plan for modernising our welcoming areas. However, this year, staff will be going out to visit other schools to see what changes have been made in areas, such as staffrooms and school receptions, so that new ideas can be brought forward for consideration.

A menopause cafe was introduced to coincide with our soft start days, and this has been made available to male and female staff, and on its first day we had 12 members of staff attend. The teacher responsible for creating and organising this is going to run these cafes during this session at lunchtimes on specific days / weeks.

**Next Steps:**

To develop the school vision, aims and mission in consultation with pupils, parents and staff, and embed in the language and practices across the school so that **almost all** stakeholders will be able to articulate the school values, vision, aims and mission.



<b>HGIOS?4 QI</b> 1.3 Leadership of Change <b>2.3 Learning, teaching and assessment</b> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Raising attainment and achievement	<b>HGIOURS</b> <b>Our relationships</b> <b>Our learning &amp; teaching</b> Our school & community Our health and wellbeing Our successes and achievements	<b>Developing our Faith</b> Honouring Jesus Christ as the Way, the Truth and the life. <b>Developing as a Community of Faith and Learning.</b> Serving the Common Good. Promoting Gospel Values. Celebrating and Worshiping.
<b>NIF drivers</b> School Leadership <b>Teacher Professionalism</b> Parent Engagement Curriculum and <b>assessment</b> School Improvement Performance information	<b>NIF priorities</b> Closing the attainment gap between the most and least disadvantaged children and young people. Improvement in skills and sustained, positive school leaver destinations for all young people. Improvement in attainment, particularly in literacy and numeracy. Placing human rights and needs of every child and young person at the centre of education. Improvement in children and young people's health and wellbeing	<b>Learning To Achieve</b> Curriculum <b>Learning and Teaching</b> Inclusion and Equality Assessment

<h2 style="color: green;">2.3 Learning, teaching and assessment</h2>	<b>GOOD</b>
<h3 style="color: green;">Context (rationale)</h3> <p>As part of our 2.3 Learning, Teaching and Assessment self-evaluation and Local Authority visit in March 2023, pace and challenge, pupil engagement and pupils leading learning were identified as areas for development. We also needed to incorporate our Digital Learning policy into our overall Learning, Teaching and Assessment policy as this had been highlighted by our LA evaluation and by a <b>minority</b> of our teaching staff when reviewing the Learning, Teaching and Assessment Policy. A <b>Minority</b> of teaching staff identified needing additional support with supporting young people to lead learning. Learners identified similar areas in their surveys and focus groups. <b>Most</b> teaching staff identified a learning, teaching and assessment focus when selecting voluntary professional learning sessions, they would be interest in attending in session 2023/24. Termly in-house professional learning calendars were created and shared with the days being alternated in response to staff feedback. <b>All</b> teaching staff who attended a voluntary professional learning session rated it as useful for their practice.</p>	
<h3 style="color: green;">Progress and Impact</h3> <h4 style="color: green;">Learning and engagement</h4> <p>In SLT Learning Walks, we saw <b>almost all</b> staff create a productive and positive climate for learning, in which young people are active and engaged in high-quality learning experiences. In almost all lessons, young people were welcomed using Meet and Greet as part of our Pivotal-informed approach to our positive behaviour policy. In <b>almost all</b> lessons, there are positive relationships between staff and learners. <b>Most</b> young people feel respected by staff and their peers. <b>Most</b> young people are respectful and kind to each other and adults and meet our expectations of being Ready, Respectful, Safe. They embody our school values in their interactions with each other and staff. A subgroup of the Learning, Teaching and Assessment School Improvement Group researched and carried out tests of change to further enhance pupil engagement which included QR codes for pupil recognition and gamified retrieval practice at the end of a lesson. These enquiries had positive</p>	



impacts and the practice was shared with **all** teaching staff in that School Improvement Group. In Learning Walks, pupil engagement was the most popular focus chosen by teaching staff.

### Quality of teaching

In Learning Walks, **almost all** lessons, teachers shared the purpose of learning clearly through learning intentions and success criteria which were revisited in the **majority** of lessons. **Most** teachers use effective questioning techniques to develop learners' understanding and facilitate learners actively involved in their thinking.

**Almost all** teachers used digital learning to enrich and enhance learning and teaching which has been greatly enhanced by the provision of Connected Falkirk ipads for **all** learners and teaching staff. Young people's use of digital technology to enhance learning is an important strength of the school. Senior learners were able to use digital technology to access consortia and online learning courses. The **majority** of teaching staff identified a digital professional learning need. **Less than half** of teaching staff identified using 'Digital tools to remove learning barriers' as an area of professional learning interest and two voluntary sessions were highly related by those who attended. **All** staff also had access to a 3 session 'This is Digital' programme to support professional learning.

**All** teaching staff are aware of the Skills Framework and have identified three key skills in their faculty to focus on for session 2023/24 as part of an ongoing programme

### Effective use of assessment

**Almost all** teachers use a very effective range of assessment strategies to gather thorough evidence on young people's progress. Teachers make use of a range of formative and summative assessment tools to monitor learners' progress, including digital tools. Teachers can amend learning plans to meet **almost all** young people's learning needs consistently. This is well supported by pupil support flags on the information system as well as a collaborative approach to evidence gathering for Additional Assessment Arrangements. In **almost all** lessons, young people have regular formal and informal opportunities to engage in peer and self-assessment

Teaching staff developed Broad General Education plans which embedded a range of assessment methods using Say, Write, Make, Do to reflect Curriculum for Excellence Experiences and Outcomes. This supports personalisation and choice within learning experiences and assessments.

Internal moderation and verification policy in the Senior Phase supports **all** teaching staff with a shared understanding of assessment standards. **All** teaching staff who were teaching SQA certificated courses modified their assessment schedules to incorporate the reintroduction of assignments and portfolios.

### Planning, tracking and monitoring

In **all** faculties, teaching staff regularly reflect and act on young people's ongoing feedback when designing courses, and lessons as part of their ongoing self-evaluation. Young people feel valued



<p>from their active engagement in shaping their learning in this way and would like to build on this next session.</p> <p><b>Most</b> teaching staff are having learner conversations with <b>most</b> learners prior to tracking reports to ensure that young people are aware of where they are in their learning, identify strengths and next steps.</p> <p>Teachers regularly reflect and act on young people's ongoing feedback when designing courses, lessons and assessments. Young people feel valued from their active engagement in shaping their learning.</p>	
<p><b>Next Steps:</b></p> <p>We will build in planned opportunities for young people, partners, parents and carers to shape our updated Learning, Teaching and Assessment policy and framework. <b>All</b> staff and young people will revisit and develop a shared understanding of what effective learning and teaching look like.</p> <p><b>Almost all</b> teachers in each subject department will have the opportunity to further enhance effective professional links to develop and moderate plans for learning, teaching and assessment with subject colleagues from across the Local Authority in the November 2024 Inservice days. We will collaborate with Cluster colleagues on developing a shared understanding and planned opportunities for moderation of levels.</p> <p>We are developing a culture of collaborative professionalism, where staff have strong relationships, trust each other and feel free to take risks. Three Teacher Learner Communities (TLCs) have been created in response to teaching staff feedback for session 2024/25. The three TLC pathways are research-informed and shown to have significant potential impact on learner outcomes. <b>All</b> teaching staff have the opportunity to choose the pathway they prefer. <b>A few</b> staff have also volunteered to lead the TLCs.</p> <p><b>All</b> teaching staff will continue to have the opportunity to engage with the Forth Valley and West Lothian Regional Improvement Collaborative's 'Interactive Learning, Teaching and Assessment Guide' and the corresponding self-evaluation document and the professional learning opportunities and resources.</p> <p>Our professional learning calendar will focus on supporting staff to meet the needs of all of our young people through high-quality, research-informed responsive pedagogy.</p>	



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<h3 style="text-align: center;">3.1 Ensuring wellbeing, equality and inclusion</h3>	<p style="text-align: center;">GOOD</p>
<p><b>Context (rationale)</b></p> <p>As part of self-evaluation last session, we identified wellbeing as being an ongoing priority with for our young people. This proved to be even more essential in August 2023 after the death of one of our Pastoral staff, ensuring that <b>all</b> of our young people had access to universal and targeted supports if required. In analysing our attendance figures from the previous session as part of the work in the RIC attendance pilot it was highlighted that pupils ranked mental health as one of the highest reasons for absences. This year 18% our young people saying they have been absent from school because of their mental health. As part of the review of the wellbeing check-in's which are carried out termly, young people continue to rank their mental health on average 1.5 points (out of 10) lower than all other indicators.</p> <p>Our school community has grown over the last few years into a school of many different faiths and cultures and we have worked hard to ensure that every member of our school community feels valued and included. Our school values permeate all our interactions with strong relationships being a key part of our school mission of "Letting Christ Shine Through You". <b>A minority</b> of our young people do not feel respected and there was also an increase in young people not following school expectations of being ready, respectful and safe in corridors and social areas. As part of our work to address these concerns, we recognise the importance of firstly establishing strong relationships so that all our young people are engaged, included and achieving and feel that sense of belonging within our school.</p> <p><b>Progress and Impact:</b></p> <p><b>Wellbeing</b></p>	



Pastoral Staff and pupils identified that pupils were waiting too long for Mental Health supports with on average of 20 young people being on a waiting list for over 3 months. In order to address this and an additional counsellor was recruited and a change to the referral procedures was put in place. A triage system was introduced so that pupils would be seen much quicker initially, where needs could be assessed, and allocation of appointments could then be based on level of pupil needs. A number of group sessions were introduced based on requests from pupils/pastoral staff e.g. exam stress and anxiety, anger management and relationships. A drop-in service was also introduced 3 days a week for crisis and extra support, and this has been widely used with **almost all** sessions being used every day. **Almost all** pupils seen by a school counsellor felt that counselling helped them. A Student Resource Group (**SRG**) meets every 2 weeks to identify pupils who would benefit from in-house targeted supports based on pupil needs, to support their wellbeing and engagement. This session 11 different targeted intervention groups ran with 110 pupils taking part. Additions to our targeted groups included the sensory room experience and 'Pitch in' with **almost all** pupils reporting that the group had a positive impact on their choices.

To support our young people who were displaying high levels of absence due to poor mental health and anxiety in S3/4 we increased our flexible learning space to offer a safe place for pupils every day. This was supported by our PEF funding to ensure a consistent staff member was available to offer an interrupted learner's programme focusing on attainment and achievement with a target of helping young people to feel that sense of belonging as well as achieving 5 qualifications by the end of S4. 13 young people in S4 attended this service with **all** young people achieving at least National 3 in English and Maths and the **majority** of pupils achieving the targeted 5 qualifications and their bronze Duke of Edinburgh Award. **All** pupils felt that having this space made it easier for them to come to school and **most** stated that it helped them to become more comfortable and improved their wellbeing.

A review of our pupil wellbeing check with all year groups highlighted that **almost all** pupils valued a chance to check in with their Pastoral Teacher regularly about their wellbeing. This led to a test of change where S1 pupils had a 1:1 meeting with their Pastoral Teacher to discuss their wellbeing. Both staff and pupils felt this model give them additional opportunities to discuss wellbeing and to signpost supports where necessary. It also offered a time for reflection and to gain a deeper understanding of the SHANARRI indicators. This will be further widened out to S1 and S3 next year.

Following on from the work completed in session 22-23 with the RIC Attendance pilot we continue to set improvement targets for attendance with the aim of increasing attendance of our young people to over 90%. This year we undertook several evidence-based tests of change including focusing on young people in S2 with 70-90% rates as well as taking a deeper look into the challenges around attendance for some of our young people in S4 to identify triggers. The attendance SIG worked collaboratively with pupils and parents to review the attendance messages communicated from school and a new pupil/parent friendly poster was created and will be launched next session. We continue to recognise the importance of strong relationships and robust procedures on improving attendance and these will continue to be a focus into next session.



Our family wellbeing survey highlighted the difficulties parents felt in supporting young people with a range of mental health needs and accessing the right support. We collated all the supports available into one SWAY focusing on the areas highlighted in the survey such as self-harm, building resilience and bereavement which will be launched next session alongside our parental focus groups.

### Fulfilment of Statutory Duties

Our Safeguarding and Child protection strategies are shared with staff at the start of the session with reminders at the start of each term. A review was carried out with our School Counsellors to ensure all child protection concerns are shared in a robust and timely way and so that a young person is not having to repeat information given multiple adults. All Pastoral, Pupil Support and SFLA's undertook the GIRFEC key processes training, with a focus on updated guidance and polices including UNCRC. A dedicated area has been created in the staff team for reminders of the Child Protection presentation which is available in audio format and all National, Local and School policies are available for staff to access.

### Inclusion and Equality

A key focus of session 23-24 was establishing a climate of positive relationships in all interactions within the school with the aim of establishing clear and consistent expectations building upon the school expectations of being Ready, Respectful and Safe. We re-established 'Meet and Greet' with all teachers being at classroom doors and having a clear visibility within corridors to ensure safety and to build connections with young people. Most staff stated that this had improved the relationships within their classrooms and had reduced conflict within the corridors. Most pupils feel safe in school and in corridors and commented that staff in corridors helped to establish that feeling of safety. In areas where pupils felt less safe such as the pupil toilets and outdoor areas an increased staff supervision rota was established alongside the MVP and Mental Health Ambassadors. Pupil led assemblies focused on themes of Respect, Anti Racism and being an active bystander with school values being the cornerstone in all our relationships.

Pupil feedback highlighted that **the majority** pupils feel that they are treated respectfully by each other. In instances where pupils witness behaviour not in line with our school values, pupils have been encouraged to be an active bystander and to report these to an adult. This is reflected in the increased confidence of pupils reporting bullying and racism if witnessed. Our Equalities group has worked throughout the year to build on the successes of our Anti-racism work with **almost all** staff being trained by Show Racism the Red Card Ambassadors to ensure anti-racist practices are established and 2 members of staff worked on the Building Racial Literacy (BRL) programme with **almost all** staff feeling confident in ensuring an antiracism approach in their classroom. The Equalities team were supported by the Holocaust Memorial pupil group and the MVP Ambassadors



<p>who have worked throughout the session to strengthen the culture of inclusion and acceptance throughout the school. <b>Almost all pupils</b> feel that all cultures and ethnicities are celebrated and that peer relationships are strong. A phonetic register was created for S1 pupils to ensure that pupil names are pronounced properly as pupils recognised the challenge with over 13% of our school community having English as an Additional Language and over 30 different languages being spoken at home. The phonetic register will be widened to other year groups in session 24-25.</p>	
<p><b>Next Steps:</b></p> <p>Young people have told us that they would like to see their achievements being recognised more widely across the school. To address this, we will introduce a new and revised positive referrals and celebration of success linked to our school values. We will review the frequency and how we can build positive referrals into our new progress reporting system.</p> <p>Working with stakeholders we aim to create our Relationships Policy focusing on relational practices and including a re-imagined mission statement. With relationships at the heart, we will continue to evaluate and review our expectations and consequences for young people with an aim of reducing our exclusions and providing wider supports.</p> <p>Improving the attendance and engagement of young people continues to be a priority into session 2024-25. We aim to increase our attendance for young people to above 90% and provide more flexible and bespoke supports to help our young people attend and engage with school.</p>	





<b>HGIOS?4 QI</b> 1.3 Leadership of Change 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion <b>3.2 Raising attainment and achievement</b>	<b>HGIOURS</b> Our relationships Our learning & teaching Our school & community Our health and wellbeing <b>Our successes and achievements</b>	<b>Developing our Faith</b> Honouring Jesus Christ as the Way, the Truth and the life. Developing as a Community of Faith and Learning. Serving the Common Good. <b>Promoting Gospel Values.</b> Celebrating and Worshiping.
<b>NIF drivers</b> School Leadership Teacher Professionalism Parent Engagement <b>Curriculum</b> and assessment <b>School Improvement</b> <b>Performance information</b>	<b>NIF priorities</b> <b>Closing the attainment gap between the most and least disadvantaged children and young people.</b> <b>Improvement in skills and sustained, positive school leaver destinations for all young people.</b> <b>Improvement in attainment, particularly in literacy and numeracy.</b> Placing human rights and needs of every child and young person at the centre of education. Improvement in children and young people's health and wellbeing	<b>Learning To Achieve</b> <b>Curriculum</b> Learning and Teaching <b>Inclusion and Equality</b> Assessment

<h2 style="color: green;">3.2 Raising attainment and achievement</h2>	<b>GOOD</b>
<p><b>Context (rationale)</b></p> <p>There is a well-established culture of achievement within St Mungo's High School with high expectations for all of our young people. Our students achieve through an extensive range of opportunities to learn and develop their skills in a range of contexts. Achievement is celebrated and promoted through our positive reward strategy (which includes positive referrals), Faculty noticeboards, Assemblies, our school website, "X" (Twitter) feed, weekly staff updates, termly newsletters and the local press. Our Annual Awards Ceremony provides parents and carers with an opportunity to celebrate a wide range of pupil achievements.</p> <p>Last session we introduced a new tracking, monitoring and reporting system, PROGRESS, which we have been developing with the service provider and local authority colleagues throughout the year to give us greater insight into a young person's progress with their learning and allow us to clearly communicate accessible information to young people and their parents /carers levels of progress and attainment and next steps. We successfully created "how to" guides for young people, staff and parents to help them navigate and understand the new system, including information about Broad General Education (BGE) levels to support parent/carer understanding of a young person's progress.</p> <p><b>Progress and Impact</b></p> <p><b>Developing the Young Workforces into a positive and sustained destination</b></p> <p>We have made <b>good</b> progress in our DYW agenda. Following parental, partner and student feedback after Career Cafes, Surveys and our Pathway Event, we have collated a plethora of career information and guidance documentation into a <b>PATHWAYS TOOLKIT</b>. This toolkit aims to provide centralised advice to support stakeholders researching careers, qualifications, when undertaking curriculum reviews and/or career related conversations in the classroom and at home. This toolkit will be reviewed and updated by</p>	



our SCQF Ambassadors following consultation episodes. Our aim through such awareness raising is to achieve Silver SCQF status by the end of the session.

Last session, we undertook a whole school consultation to review our current curriculum rationale which was last updated in 2018. Feedback from parents/carers, staff, learners and partners highlighted the unique features of St Mungo's, what their aspirations were for our curriculum and what activities or programmes they would like which would enhance our current provision and support all learners into a sustained and positive destination. Such rich data will inform our future curriculum review. Our curriculum rationale is in its final draft stage and will be complete by mid-September.

Skills development has been a feature of our improvement journey for the last 2 years, where Faculties identified 3 core skills and adopted a common language. To enhance this further, an S3 skills based programme was created to support the progression of skills through planned activities for implementation this session. Eleven staff planned work around cross cutting themes such as Sustainability, Digital Technology, Health & Wellbeing, STEM and Employability. A showcase event with the aim of **almost all** students being able to demonstrate progression in identified skills is planned as part of a BGE celebration event. This elective programme will be reviewed at identified times during Session 2024-2025.

Parental feedback requested more information about Work Placement and our strategy has been reviewed and streamlined. Training on the new WORKIT system has resulted in Pastoral staff supporting students in their discrete House to secure a work placement. Consequently, during curriculum reviews in February we witnessed an increasing number of students requesting placements as part of their curriculum offer. We currently have 25 students completing a work placement in S5 and S6 as one of their subject choices, which is our highest figure to date and will be accredited at Level 4, 5 & 6.

We track and monitor intended destinations resulting in bespoke support programmes including the delivery of career cafes, winter or summer leaver support, targeted opportunities and medic programmes. **Almost all** our leavers enter a positive post school destination, and although there has been a slight dip in our post school destinations to 95%, (historically it is in line with our virtual comparator), we can confidently tell the story of individual students and supports that have offered. Based on our initial tracking and monitoring systems, our predictions suggest an increase from last session.

Many widening participation programmes has seen 35% of our S6 cohort applying for LEAPS, Sutton Trust or other university or widening access programmes. This has supported us in raising aspirations and identifying relevant options for individuals and cohorts. Historically most of our leavers enter Higher or Further Education (circa 70%). Last session, 85% of students who applied to University were successful in securing a place. Similar to the last few years, all medical students (4) were successful due (in part) to the school based support group.



Pathway and Progression Plans have been constructed for each Faculty area. These documents should increase awareness for all stakeholders of current pathways, opportunities across the Faculty, key skills delivered in the subject which will support destination planning, especially during curriculum reviews.

An increasing number of wider accreditation opportunities exist across the senior phase including Duke of Edinburgh, Princes Trust (Achieve), Emergency First Aid and we plan to implement Barista training this session during the S6 skills period.

Our Curriculum encompasses a wide range of National Qualifications. We follow the principle that the curriculum is not solely about 'what' students learn, but 'how' they learn and we fully recognise and seek flexibility to secure success in NQ and personal achievement pathways.

**Almost all** Faculties deliver a range of NPAs and SCQF qualifications alongside SQA qualifications which allows many learners to access a wider range of subjects, but also subjects at appropriate levels. Staff and students are increasingly more aware of different pathways, progression routes and programmes. New courses which will be delivered this session include NPA Creative Industry, Princes Trust (Science), SfW Sport & Recreation, SfW Health Sector, NPA Admin and Business NPA. We also continue to work closely with our partners to support relevant pathways and have our highest number of students studying an Open University YASS course (10), Virtual Learning Courses (20), College (28). Overwhelming feedback from all stakeholders during whole school consultations on our Curriculum Rationale was a request to provide a greater level of courses and levels of study to better meet the needs of all. This will be a focus of our next steps. Such partnership working has resulted in courses meeting more learners needs although we recognise that we still have much work to do.

Partnership working is continuing to develop across the school, which supports **almost all** our learners to move into a positive and sustained destination. Our DYW co-ordinator worked with the Creative and Technologies Faculties in the delivery of 'thematic' and 'subject based' career focussed weeks. This resulted in the delivery of interactive sessions, industry speakers and career insights. This format was well received by students, partners and staff as it supports deeper partnerships to be formed and will be the model we use going forward to develop partnerships across the school.

### Next Steps

Building on work this session, next session there will be a focus on a Curriculum Review encompassing Curriculum Design, Programmes and Courses in **all** Faculties. A TOM (Targeted Operating Model) will be adopted in **all** Faculties to collate Developing Young Workforce (DYW) activities, and BGE plans across **all** Faculties will be updated.

### Raising Attainment & Achievement

Our SQA attainment (A – C passes) demonstrated mixed progress with S4 attainment generally in line with previous years apart from a 3% fall in the number of students achieving 5 or more awards at level 5. PEF funding was allocated to support additional posts to support targeted interventions e.g.



supporting our 5+ @ Level 3 group and this has helped to support sustained progress within this key indicator at 95%.

Fifth Year attainment will be a key focus next year, so planned and targeted interventions will be put in place. Our S6 attainment overall witnessed an increase in performance in terms of number of Highers and Advanced Highers. Across all year groups there were outstanding individual and cohort performances.

Once current INSIGHT data is available, closing the gap data will be investigated, identified with appropriate interventions and support/s put in place which will be part of our new 3 year whole school raising attainment strategy. Historical data suggests attainment gaps are found with students in the upper SIMD range (SIMD 9-10).

We currently offer a number of universal and targeted interventions including study classes, Easter School, Study Hub, mentoring and other revision supports. Our S4 students also attended study sessions from Marmalade Learning to support exam preparation and such interventions will be reviewed as part of our new tracking and monitoring strategy to complement the introduction of the PROGRESS reporting system.

### Literacy and Numeracy

We continue to closely monitor the levels of pupil's literacy and numeracy in the BGE using teacher judgement and SNSA data to identify young people who required targeted interventions to ensure they achieve their potential by the end of S3. We work collaboratively with cluster colleagues to ensure that we are making the pastoral and curricular transition process as smooth as possible. This session our next step will be for identified staff to work with cluster schools to begin to map and plan learning in literacy and numeracy in the BGE.

In 2023-2024 the % of pupils achieving the expected CfE level of literacy (above level 3) by the end of S3 was 90% which was the same as the national average in 2022-2023 (2023-2024 figures are not yet available). The % of pupils achieving numeracy at CfE level 3 or more was 97% which was well above the national average of 90% in 2022-2023.

#### % of S3 pupils at expected CfE level

	Reading	Writing	L&T	Literacy	Numeracy
3rd & 4th Level	2024	2024	2024	2024	2024
St Mungo's High School	92%	91%	93%	90%	97%

A culture of literacy has been developing across the school community through activities including celebration events such as World Book Day, 'Drop everything and Read', writing letters to care home residents, story stones working in collaboration with St Francis Xaviers, the silent reading group. This has been enhanced through the school receiving 20 wellbeing book boxes from the Scottish Book Trust. Our



Literacy Ambassador training ensured there were a number of senior leaders to promote literacy across the school as well as lessons in the BGE. The literacy ambassadors mentored targeted pupils with lower levels of literacy, carrying out paired reading activities and supporting in classes. Consequently, we were awarded the Reading School Award from the Scottish Book Trust. A Wakelet of resources also support staff, pupils and parents in promoting literacy. Similarly, Numeracy has been enhanced through support provided by student Numeracy Leaders and this year, the school were very successful in our first year of entry of the Senior Maths Challenge

### **Wider Achievement**

Our Wider Achievement Student Committee have supported the writing of a Wider Achievement Policy which summarises ways we as a school will promote, record and track wider achievement. The group has also created a nomination form to be placed on the school website so that students and parents/carers can inform us of any successes so that we can track and celebrate individual and cohort successes. The group have also supported in the development of visual CVs which promote wider achievements, linked to skills. This will support our plans moving forward in recognising, tracking and celebrating wider achievement.

### **NEXT STEPS: Raising Attainment & Achievement**

Our first priority to raise attainment and achievement next session be will the creation of a 3 year Attainment Strategy across the whole school. A key part of this will be to a revised tracking and monitoring system including interventions to support the new PROGRESS system.

### **A snapshot of wider achievement 2023 – 2024**

We have demonstrated our Mission Statement and school values of Love, Faith, Compassion, by 'Letting Christ Shine' through some activities noted below:

#### **Charity**

- Mr Thomson raised £3,191 for Marie Curie by running in the Edinburgh Marathon
- Pop Up shop run by Miss Ewart raised £159
- Staff Coffee Morning raised money for Macmillan Nurses



- Kyla in 4N participated in the Pretty Muddy event in aid of Cancer Research
- YPI Winners nominated Disability Sport who received £3000. The runner up group supported Scottish Baby Box Appeal and both groups attended the YPI Final in Perth on 12 June
- Our 'Walk for Aimee' and the Big Fit Walk raised £12,500 which was donated to the Scott Martin Foundation. The Faith in Action Team also supported Strathcarron Hospice's BEE Yellow Day
- Our inaugural Ben Nevis Walk in memory of Declan Rennie raised over £2,500 for Anthony Nolan
- Mr McWilliam's S3 English class upcycled 14 bikes to support families as part of our Christmas Appeal
- Our Faith in Action Team supported the Toy Appeal, Food Hamper Drive to support families in the Community. They also organised the school's first Lip Sync Battle

### Excursions and Exchanges

- Dalguise trip in June 2024
- London Trip in June 2024
- Exchange with our Exchange School in Creteil France
- 17 students attended the Youth for Lourdes Pilgrimage in July 2024
- 3 students attended the HCPT Pilgrimage to Lourdes in Easter 2024

### Awards & Accreditation

- 17 Sixth Year students were awarded the **Pope Benedict XVI CARITAS** Award
- **Silver RIGHTS RESPECTING SCHOOL AWARD** and are working towards GOLD status
- Our Anthony Nolan Group led by Mrs Anderson were the first group to receive the **Campbell Hunter Award**
- **VISION** school Award
- **Reading School Award** from the Scottish Book Trust
- Our Film Ambassador's supported the school in achieving the **TES Excellence in Creative Arts Award**
- Our S5 students were awarded the **SCQF Level 6 First Aid in the Workplace** qualification
- Our S1-S3 Girl's Football Team won the **Active School's Football Tournament**

### Celebratory Events

- Annual Oscar Event
- Music Concerts and Senior Art Exhibition

### Some examples of individual and/or group awards and successes

- Jeyda and Paige attended the Dance World Cup in Prague
- Rewards Trip to the Cinema for S1, S2 & S3 students
- STEM at the HELIX event with 20 S1 students
- UK Maths Challenge GOLD: James SILVER: Umar BRONZE: Patrik & Hollie
- World Wise Programme: Orla
- Hubert won the Young Cyclist of the Year Award
- Charlotte won the Scottish heat of the Young Cantenian Association Speaking Competition
- Marie won Bronze Medal in sparring



<p>We continue to have a key focus on the cost of the school day for learners and families and use Pupil Equity Funding (PEF) to ensure the cost of uniform or everyday essentials e.g. toiletries are not a barrier to a young person accessing their learning effectively. The school also has an active Parent Teacher Association (PTA) who manage a highly successful and busy uniform room to supply young people with pre-loved items of clothing in line with our Laudato Si sustainability goals.</p> <p>We continue to focus on closing the attainment gap in the classroom through targeted support for specific young people.</p>	
<p><b>A snapshot of wider achievement 2023 - 2024</b></p> <p>We will implement a strategic 3 year raising attainment strategy that will focus on developing key themes of: developing a culture of ambition, intelligent use of data, learner agency and recording, promoting and celebrating wider achievement.</p> <p>Next session we hope to have enhanced tracking and monitoring analytical insights on Progress which will help us to plan and target interventions effectively to ensure our high standards of attainment are maintained.</p>	



Key Priorities for improvement planning 2024-2025



# St Mungo's High School School Improvement Plan 2024/25

1.3

### Leadership of change

- Renewing our vision and values
- Reigniting our Cluster Mission
- Creating Pupil house Councils and Leadership Academies

2.2

### Curriculum

- Focusing on a review of our Curriculum - Curriculum design, programmes and courses
- Adopting a Targeted Operating Model (TOM) in each faculty to collate DYW activities
- Updating BGE plans

2.3

### Learning, teaching and assessment

- Updating our Learning, teaching and assessment policy
- Embedding Collaborative professionalism to meet the needs of all of our learners

3.2

### Raising attainment and achievement

- Developing a new raising attainment strategy
- Updating our tracking, monitoring and interventions to reflect the new Progress system

3.1

### Ensuring wellbeing, equality and inclusion

- Launching our Positive relationship policy
- Celebrating success linked to our values
- Improving attendance



*Let Christ Shine Through You*

*Let Christ Shine Through You*





### What is our capacity for further improvement?

We believe that we have a strong capacity for improvement and aspire to be consistently 'very good' in our service delivery for all members of the school community. All Faculties analysis of SQA performance as well as other improvement data indicates a commitment to improvement aimed at improving outcomes for all young people at St Mungo's High School.

Quality Indicator (QI)	School Self-evaluation	Inspection evaluation (HMIE March 2011)	Local Authority evaluation
1.3 Leadership of change	4 Good	Not evaluated	n/a
2.3 Learning, teaching and assessment	4 Good	5 Very Good	4 Good (March 2023)
3.1 Ensuring well-being, equity and inclusion	4 Good	4 Good	n/a
3.2 Raising attainment and achievement	4 Good	4 Good	n/a



## Appendix 1

### Conventions and Evidence References

Words, numbers and proportions are used in a consistent manner throughout this report to mirror the practice in HMIe Reports. The conventions used are as follows:

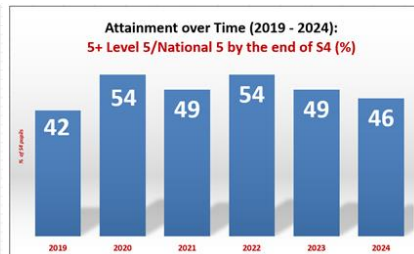
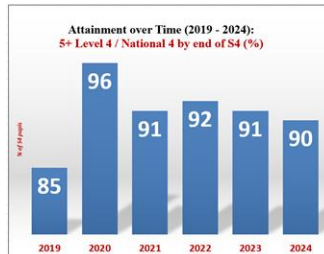
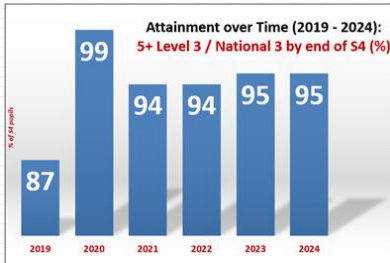
<b>Descriptor</b>	<b>Percentage (%)</b>
<b>All</b>	100%
<b>Almost all</b>	91%-99%
<b>Most</b>	Between 75-90%
<b>Majority</b>	Between 50-74%
<b>Minority/Less than half</b>	Between 15-49%
<b>A few</b>	Less than 15%



## Appendix 2: Attainment over time: Number of Qualifications

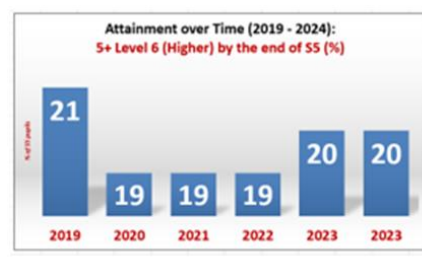
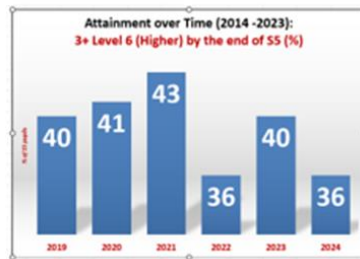
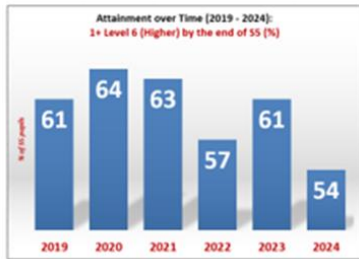
### S4 Attainment- by the of S4, the following % of students achieved:

% Achieving 5+ at Nat / level 3    % Achieving 5+ at Nat / level 4    % Achieving 5+ at Nat / Level



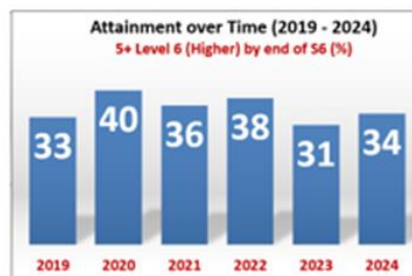
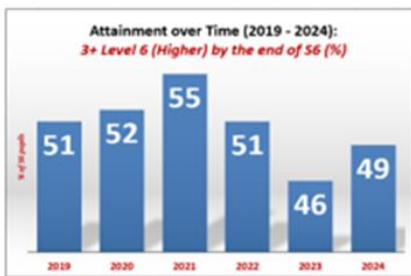
### S5 Attainment- by the of S5, the following % of students achieved

% Achieving 1 Higher    % Achieving 3+ Higher    % Achieving 5+ Higher



### S6 Attainment- by the of S6, the following % of students achieved:

% Achieving 1 Higher    % Achieving 3+ Higher    % Achieving 5+ Higher



All S5 and S6 attainment data is based on the number of pupils in that cohort when they were in S4.