



St. Mungo's R.C. High School Standards & Quality Report 24/25

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 for session 2024-2025.

I am delighted to provide the following report to parents and carers of the success and achievements of St. Mungo's High School during session 2024-2025, and to outline our next steps and priorities for session 2025-2026.

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 a range of professional learning 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.

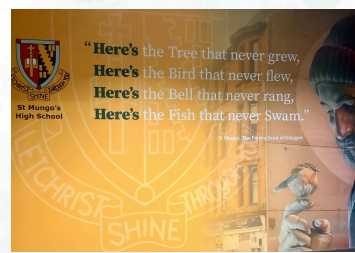
This report highlights the prominence of our school values and positive relationships between staff, young people, parents / carers and partners in supporting our young people in every aspect of their academic, personal, social and spiritual development.



Our Vision and Values

St. Mungo's High School is an inclusive and welcoming community of faith, learning and service committed to the Gospel and Living Our Values Every day (L.O.V.E.)

Our school mission is to Let Christ Shine through you, and our renewed school values co-created by our young people, staff and parents / carers are:
Success, Hope, Integrity, Nurture and Equality.



Our school Context

St. Mungo's R.C. High School is the sole denominational secondary school serving the local authority area of Falkirk (with the exception of pupils from Denny who are mostly in the catchment for St. Modan's HS Stirling). This makes us a very diverse, vibrant and truly comprehensive school.

The school roll was 1215 in September 2024, 47% of young people had an additional support need, 20% of which is English as an additional language (EAL).

In 2024-2025 the school received £118,825 through the Pupil Equity Fund (PEF). This is money given to school by the Scottish Government to help support identified young people to access schooling as equitably and effectively as possible. Targeted areas for this money included a range of appointments to enhance attainment, attendance, pastoral support, and support with the cost of the school day. This work was in close partnership with our fantastic PTA who fundraise and support at school events, and our Parent Council.

Vision, Values and Voice

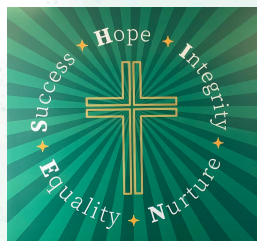


Leadership groups of young people led the reviewing of our school vision, values and expectations with our school community to ensure they reflect what we all think is important in who, what and how we are.

Vision and Values

Our renewed values are our SHINE values: Success, Hope, Integrity, Nurture and Equality, reflecting our school mission to Let Christ Shine Through You. Our values are underpinned by our catholic ethos and promote a culture of relational based practice which builds strong connections across our school community.

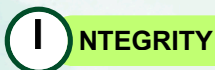
Our renewed school values are now being used to recognise achievements of young people's achievement who put our values into action through monthly SHINE awards.



Our Cluster Mission

In the Jubilee Year of Hope we collaborated with cluster colleagues and CARITAS pupils to develop a faith formation aspect to our P7 transition programme This built on our Laudato Si foundation, focusing on the spiritual, moral, social and cultural development of our young people.

This culminated in a Cluster Pilgrimage of Hope. The Scottish Catholic Education Service (SCES) recognised the work of our cluster as inspirational at the Catholic Schools Festival in May 2025.



Wellbeing, Inclusion and equity

Positive Relationships

There is a strong sense of community where staff promote positive relationships in the classroom based on shared values and high expectations. All staff undertook trauma -informed practice and "The Promise" training to further understand core relational practice. Our positive relationship blueprint has been revised to reflect our renewed school values, and this will now be linked to our SHINE awards and PROGRESS system.



Equality and Inclusion

Our RISE equity strategy has increased engagement and achievement for identified young people. Our CLD worker alongside our Equity lead work with young people and families with barriers to attendance and engagement. All staff engaged with Time for Inclusive Education training, and Senior MVP ambassadors led an inclusive equalities peer education programme with S2. We are working towards our Gold Rights Respecting School accreditation.

Attendance

Our young people understand the importance of good attendance through our Attend, Achieve, Succeed strategy launched this session. Our strategy allows for targeted and intensive supports for pupils for whom attendance is a barrier. This has supported an improvement in attendance for targeted groups, and an overall improvement to 90.6%, a rise of 2% on the previous year's attendance.



Attainment & Achievement

There is a well-established culture of achievement within St. Mungo's High School, with high expectations and aspirations for our young people.



Tracking & Monitoring

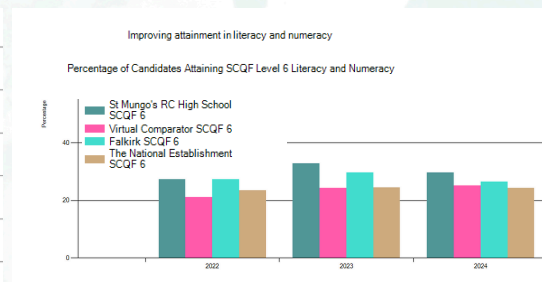
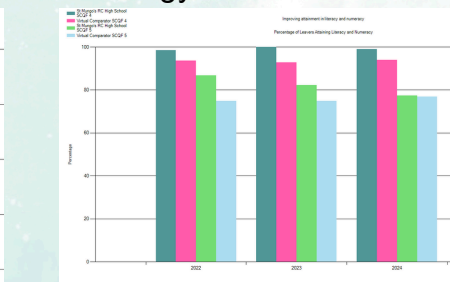
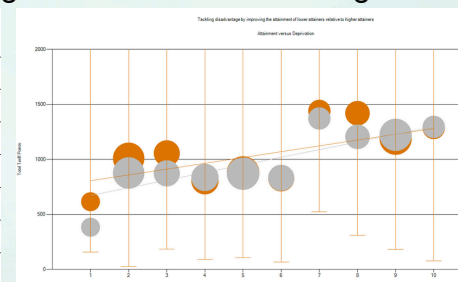
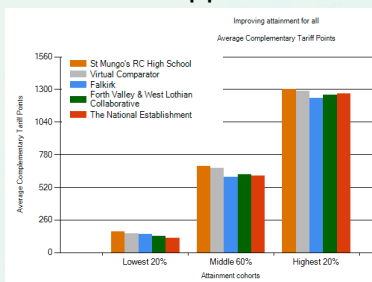
This session we developed a tracking & monitoring policy to align with the new PROGRESS tracking system as part of our raising attainment strategy. This allowed us to identify learners who are not meeting their potential earlier, and to effectively utilise interventions and supports to maximise their progress.

Improving attainment for all learners

St. Mungo's learners attain highly in National and SCQF qualifications. Each qualification has a tariff point associated with its SCQF level. The complementary tariff point is the best 5 grades achieved by this stage. Over the last 5 years, our learners consistently attain above or in line with all comparators for the lowest, middle and almost all of the highest attaining groups of learners.

Excellence and Equity

We continue to make good progress on closing the equity gap. Learners from higher areas of deprivation (SIMD decile 1-3) perform significantly better than our virtual comparator, as do our lowest 20% attaining learners. We have closed the equity gap for all leavers in achieving the 1@level5 and 1@ level6 measures. We have achieved this through our focus on training staff in inclusive practice, positive relationships, and effectively using PEF to fund additional support and targeted interventions through our RISE strategy.



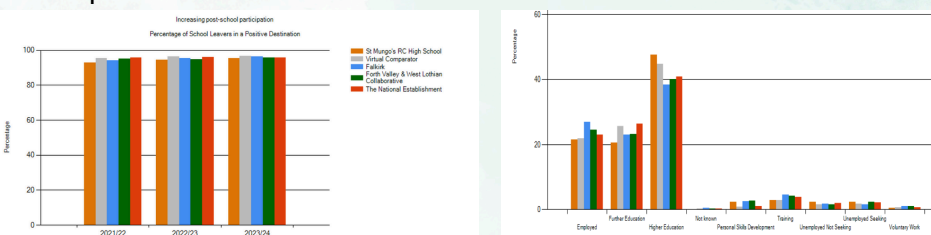
Curriculum

Pupils continue to make very good progress across all areas of the curriculum and make positive transitions to their destinations.

This session we reviewed the S3/4 and aspects of the S5/6 curriculum. From 2025/2026, S3 & S4 learners will study 8 subjects rather than 7. S5/6 learners will have enhancement periods to allow for more choice and progression to courses at the right level, and the opportunity for additional qualifications in the senior phase. A targeted operating model (TOM) to collate all Developing Young Workforce (DYW) activities across all faculties was developed. This improved partnership working and provided opportunities to enrich learner experiences across the curriculum.

Leaver destinations

Our leaver destinations remain high with 95% of all leavers and 97% of S6 leavers entering a positive destination, 69% of which progressed onto Higher education. This is above all comparators.



Literacy and Numeracy

99% of all leavers attained level 4, 77% attained level 5, 30% attained level 6 literacy and numeracy, performing above all comparators.



ST MUNGO'S RC HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN SESSION 2025-26



PILLAR ONE

Curriculum, Learning, Teaching & Assessment

Learning and Teaching

Almost all young people will experience successful learning and teaching as outlined in St. Mungo's Successful Learning Framework

Learning and Teaching

All teaching staff will undertake collaborative professional learning in identified areas to enhance the learning experience for young people.

Maximising Progression through the Broad General Education (BGE)

All teaching staff along with cluster colleagues will participate in activities to quality assure young people's progress through the BGE to ensure a consistent approach to assessment and moderation.

Curriculum Improvement Cycle

Staff, young people and parents / carers will work together to revisit our BGE curriculum rationale to maximise opportunities for success leading to positive destinations

PILLAR TWO

Culture, Relationships, Equality & Inclusion

Ethos and positive relationships.

All staff and young people will work together to develop a positive relationships strategy to further support positive relationships

Supporting Learners' Needs

All staff will undertake professional learning to build their capacity to understand and support the needs of all young people.

Learners' Voice

Almost all young people will feel that their opinions are valued, and that their voice makes a difference to school improvement

Spiritual Formation & Relationship with God

All young people and staff will be given the opportunity to develop their spiritual formation and relationship with God.

PILLAR THREE

Improving Outcomes

Maximise attainment

Maintain and improve the overall attainment and achievement outcomes for all young people in line with school and local authority stretch aims.

Maximise Progression in Senior Phase

Maximise attainment of identified groups of learners in S4/5/6 in relation to Scottish Government national comparators.

Wider Achievement

Most young people will participate in wider achievement opportunities to ensure equity for all.

Family Learning

Staff, parents / carers and young people will work together to develop a family learning strategy to increase confidence and aspiration in supporting young people.