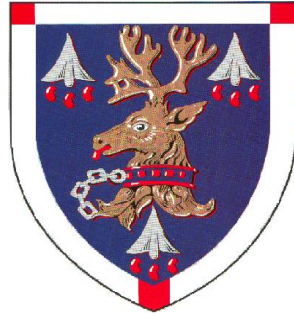# Morgan Academy

School Improvement Report
Session 2022-2023

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This document shares and celebrates the improvements in our School and embraces all ages and stages.
It is based upon our School Improvement Plan for session 2022-2023

Aims

Values

Responsibilities

Context of the School

Morgan Academy is a non-denominational comprehensive secondary school situated close to the centre of Dundee. We have a school roll of approximately 950 pupils. Pupils generally live close to the school due to its location.

Our associated primary schools are Clepington Primary School, Glebelands Primary School, Rosebank Primary School and Dens Road Primary School although we do have a high number of pupils that attend here who have attended other primary schools across the city. We work very closely with colleagues in all these schools.

Morgan Academy opened in 1868 and is steeped in history. We are exceptionally proud of our school. There is a very active former pupils' association who work hard to support the young people in the school. Our core purpose is to ensure all our young people maximise their individual potential and to take their place in society as responsible citizens. Closing the attainment gap and raising attainment for all continues to be our main priority. We aim to achieve this by ensuring that we meet the needs of every young person.

We have a strong focus on equity and support for families. 53% of our student population reside within the 20% most deprived datazones within the Scottish Index of Multiple deprivation with 36% of students residing within the most deprived 10% of datazones. 34% of our students receive free school meals. We work very closely with our community planning partners to ensure that our strategy is aligned and responsive to the needs of our local community. In May 2023 we appointed a Financial Inclusion Support Officer to work within our cluster and locality with the aim of assisting families with the burden of financial matters and with the aim of maximising funding and income for these families.

29% of our students identify English to be an additional language for them. Where English is not a first language, Urdu, Polish, Punjabi, Arabic, Bengali and Italian are the most significant first languages of students. 42% of our students are classified as having Additional Support Needs.

Our priority remains the wellbeing of all within our school community and the delivery of excellent outcomes for our learners. In line with the "Every Dundee Learner Matters" strategy we will keep a focus on improving the attendance, engagement and achievement of our learners through a continued focus on the three Ps of Presence, Participation and Progress.

Attainment Data 2022- 2023 (percentages)

Young people in Morgan Academy continue to make progress in raising attainment withing the Broad General Education. By the end of S3, most of our young people have achieved CfE level 3 or above in literacy and numeracy.

Our teachers continue to collaborate to moderate learning across the BGE, thereby increasing teacher confidence in the assessment of CfE experiences and outcomes.

S3 CfE Achievement of a level				
	Reading	**Writing**	**Listening and talking**	**Numeracy**
2020/21	85%	82%	86%	75%
2021/22	82%	82%	86%	82%
2022/23	77%	81%	81%	77%

Senior Phase Attainment

Please see a summary of Morgan Academy's SQA performance for this session past. 2023 figures are taken from Insight Senior Phase benchmarking tool.

S4

SCQF Level 4 or better

Awards at A-D	Diet 2020	2021	2022	2023
1 or more	94%	93%	92%	92%
2 or more	89%	88%	84%	85%
3 or more	87%	84%	81%	79%
4 or more	84%	74%	78%	75%
5 or more	74%	63%	72%	68%
6 or more	62%	44%	56%	63%

SCQF Level 5 or better

Awards at A-D	Diet 2020	2021	2022	2023
1 or more	74%	85%	81%	76%
2 or more	63%	73%	75%	71%
3 or more	55%	61%	67%	65%
4 or more	47%	49%	58%	55%
5 or more	33%	36%	49%	47%
6 or more	24%	26%	35%	32%

S5

SCQF Level 5 or better

Awards at A-D	Diet 2020	2021	2022	2023
1 or more	82%	79%	86%	81%
2 or more	72%	72%	79%	76%
3 or more	64%	64%	73%	71%
4 or more	56%	55%	69%	64%
5 or more	46%	49%	63%	58%
6 or more	39%	44%	51%	47%

SCQF Level 6 or better

Awards at A-D	Diet 2020	2021	2022	2023
1 or more	43%	46%	59%	51%
2 or more	33%	40%	50%	44%
3 or more	27%	32%	38%	37%
4 or more	16%	21%	29%	29%
5 or more	9%	11%	16%	19%

Green	= year on year increase
Blue	= high water mark

S6 **SCQF Level 5 or better**

Awards at A-D	Diet			
	2020	2021	2022	2023
1 or more	78%	89%	79%	87%
2 or more	67%	76%	73%	78%
3 or more	60%	67%	66%	74%
4 or more	57%	58%	60%	70%
5 or more	52%	49%	53%	66%
6 or more	47%	44%	44%	59%

SCQF Level 6 or better

Awards at A-D	Diet			
	2020	2021	2022	2023
1 or more	57%	56%	50%	63%
2 or more	49%	41%	45%	55%
3 or more	38%	36%	41%	48%
4 or more	34%	28%	36%	41%
5 or more	25%	23%	26%	33%

SCQF Level 7 or better

Awards at A-D	Diet			
	2020	2021	2022	2023
1 or more	24%	14%	29%	27%
2 or more	7%	6%	10%	11%
3 or more	3%	2%	4%	3%

S4/5/6 Leaver Initial Destinations

We have a negative trend with this measure. In 2022, 88% of Morgan Academy leavers found positive destinations and the school performed below our comparator. This trend is more significant for S4 leavers. We are continuing to develop skills for life, learning and work and working with partners to further increase the positive destinations for our young people. We have a particular improvement focus this session on outcomes for S4 leavers.

Increasing post-school participation

Percentage of School Leavers in a Positive Destination
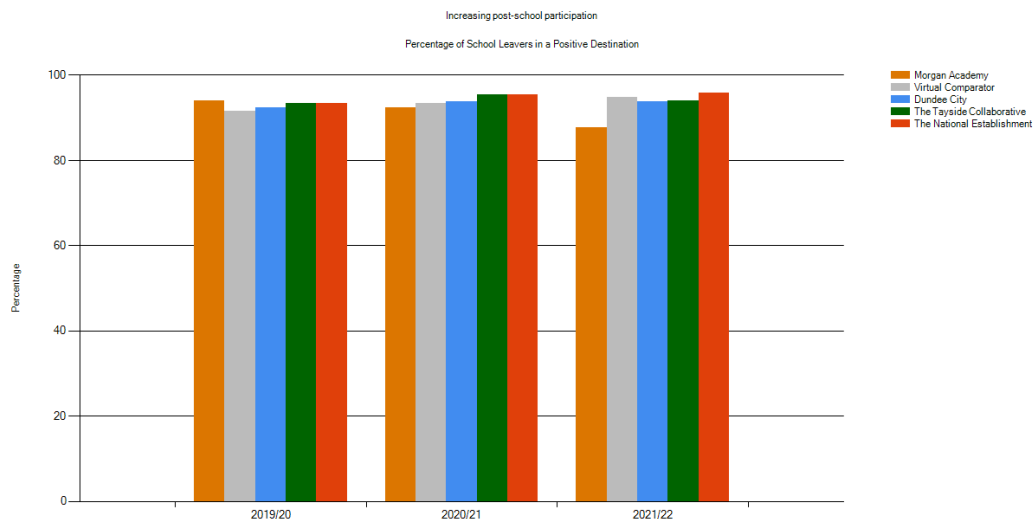
Review of Improvement Progress for Session 2022-23

School Improvement Priority 1:

Ensure all learners attend regularly and promptly.

Progress and Impact:
We have:

- Developed our Improving attendance strategy.
- Improved our learner attendance levels by 1.5% and we are showing the greatest improvement of all Dundee City Secondary Schools. We have reduced our unauthorised absence rates.
- Demonstrated impact though our Every Dundee Learner Matters (EDLM) School Inquiry Group (SIG) focusing on improving learner attendance.

We are:

- Piloting a Financial Inclusion Officer position and provision to reduce the impact of poverty within our school community. This will deliver improved access to money and welfare rights advice and increase benefit uptake for families.
- Designing and delivering a family learning programme for session 2023-24. Programme aligned to parental interest/needs and school Improvement priorities.
- Improving parental engagement through creative approaches designed based on consultation with parents.

Next Steps:
We will:

- Continue to review pupil absence procedures and interventions used to promote attendance.
- Promote positive attendance and make pupils feel valued through a collective focus on our approaches to learning, teaching and assessment, curriculum, and improved approaches to universal support.
- Develop partnership working with cluster schools and other DCC secondaries to co-ordinate attendance and support strategies where appropriate.

School Improvement Priority 2
Develop a climate within Morgan Academy where all pupils feel welcome and valued.

Progress and Impact:

We have:

- Fully implemented our universal digital 1-1 device policy.
- Achieved Rights Respecting School status (Bronze).
- Completed a curriculum review, identified, and agreed on 15 curriculum priorities to be overtaken in the next three academic sessions.
  https://sway.office.com/bLhayXWjaqvLXrfe?ref=Lin
- Received positive and constructive feedback from a recent Education Scotland visit (June 2023) in relation to the efficacy of our ethos and learning climate.
- Introduced new qualifications in the Senior Phase to broaden our offer and increase pathways for learners.

We are:

- Consolidating a shared understanding of what effective learning and teaching looks like in Morgan Academy.
- Developing learner participation through the introduction of Learner Participation Committees (LPCs). Developing learner participation processes in 5 key themes including learning and teaching.
- Improving our professional learning offer to staff, increasing opportunities for personalisation and choice.

Next Steps:

We will:

- Ensure a shared understanding of what high quality universal support looks like. Provide professional learning for staff to support understanding of effective universal support. Create a set of standards and expectations for stakeholders.
- Working closely within our School Improvement Partnership (SIP) we will moderate our understanding of and approaches to improving learning, teaching and assessment, with a particular focus on learner engagement and participation.
- Take steps to ensure that all staff know and respond well to the individual needs of pupils to support their learning and wellbeing.
- Take steps to ensure that all pupils are active participants in their learning and are challenged in their learning to ensure they achieve success.
- Take steps to ensure that our school is an inclusive learning environment. Review our approaches to tackling bullying and survey all stakeholders. Update policy and ensure a clear stepped approach is available to all stakeholders.
- Ensure we continue to promote equality and celebrate diversity at Morgan Academy.
- Increase pupil participation in wider achievement and extra-curricular activities.

School Improvement Priority 3
Developing our policies and practices to maximise the achievement and ambitions of all our pupils.

Progress and Impact:
We have:

- Delivered a second-best performance in 2023 for school attainment in the majority of our S4&S5 key performance indicators. Delivered best performance within all S6 key performance indicators.
- Outperformed comparators in literacy and numeracy outcomes for learners.
- Shown improvement in attainment outcomes of S4 students who reside in areas of relative deprivation as defined by Scottish Index of Multiple Deprivation.
- Developed and implemented a whole school approach to reading recovery within the Broad General Education.

We are:

- Using Pupil Equity Funding to support interventions in reading, inclusion, attendance support, family engagement, financial inclusion, study support, employability, and digital inclusion.
- Working to ensure that all staff have access to relevant and up to date attainment data relating to targeted groups of pupils across all year groups. Staff confidence in accessing this data is high and appropriate support is in place for staff in this process.
- Piloting a new approach to strengthening transition into S1 for learners who require enhanced support and an adjusted curriculum. A School Inquiry Group (SIG) will take forward this initiative and evaluate its impact.

Next Steps:

We Will:

- Through interrogation of data, ensure that appropriate interventions are agreed and enacted upon at the right time, for the right learners. These interventions will be evaluated and evidenced for impact.
- Develop opportunities to improve attainment for groups of young people with specific barriers to learning.
- More effectively identify pupils at risk of negative post school destination identified across all year groups. Further develop our partnerships to support more effective post school transition.
- Develop new / increased curriculum opportunities for young people, to encourage more S4 leavers to stay on at school beyond S4.

Improvement Priorities for Session 2023-24

- Improved learner attendance
- Improved parental engagement, family learning and financial inclusion for Morgan Academy families.

- Improved Universal Support
- Improved learning & teaching and learner engagement

- Improved S4 attainment outcomes
- Improved S4 leaver participation outcomes

Please submit this completed document by e mail to your link Education Officer.

Please visit https://education.gov.scot/what-we-do/inspection-and-review/reports for or HMIE Inspection Reports.

Further Information can be found at:
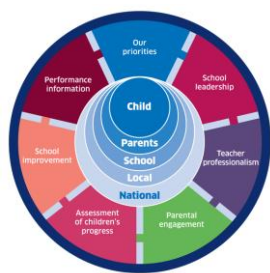
National Improvement Framework
http://www.gov.scot/Publications/2016/01/8314

HGIOS 4 Self-evaluation
https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf

Tayside Plan C&FS
Tayside_Plan 1a.pdf'

Dundee Education Plan
https://www.dundeecity.gov.uk/sites/default/files/publications/annual_education_plan_2017-18.pdf