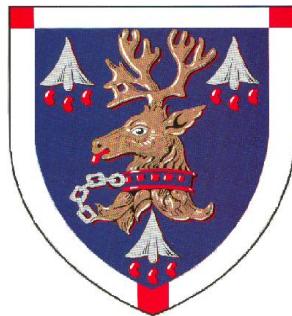


Morgan Academy



School Improvement Report Session 2024-2025



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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 2024-2025

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 980 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 are very supportive of 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 data zones within the Scottish Index of Multiple deprivation with 36% of students residing within the most deprived 10% of data zones. 32% 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 July 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. This provision has generated £560k of income maximisation for Morgan families over the past calendar year.

33% of our students identify a language other than English to be their "home" language and 17% identify English to be an additional language. Where English is not a first language, Urdu, Polish, Punjabi, Arabic, Bengali and Italian are the most significant first languages of students. 51% 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. Within the national context of decreasing learner attendance, we have achieved successive year on year improvements in our attendance rate.

Attainment Data 2024- 2025 (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. However, due to a change in the way we assessed and moderated, numeracy has dropped and is a key focus on our improvement plan for 2025-26.

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
2021/22	82%	82%	86%	82%
2022/23	77%	81%	81%	77%
2023/24	77%	76%	81%	76%
2024/25	76%	71%	80%	58%

Senior Phase Attainment

Please see a summary of Morgan Academy's SQA performance for this session past. 2025 figures are taken from our DCC data and Insight Senior Phase benchmarking tool. Our number of passes at National 5, Higher and Advanced Higher all increased from last year with National 5 passes being a record high.

N Passes A-C	N5	Higher	Adv Higher
2025	594	369	53
2024	590	334	26
2023	571	364	48
2022	574	386	64

S4 SCQF Level 3 or better

Awards at A-D	2019	2020	2021	2022	2023	2024	2025	
1 or more	95%	94%	95%	94%	92%	97%	102%	
2 or more	91%	90%	90%	86%	88%	92%	96%	
3 or more	88%	88%	87%	83%	80%	85%	90%	
4 or more	83%	85%	78%	80%	76%	79%	79%	
5 or more	70%	81%	65%	72%	66%	67%	66%	
6 or more	47%	67%	46%	56%	53%	47%	51%	

S4 SCQF Level 4 or better

Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	2025	
1 or more	89%	91%	92%	94%	93%	91%	90%	93%	91%	
2 or more	85%	83%	89%	89%	86%	83%	84%	89%	80%	
3 or more	82%	74%	85%	87%	81%	79%	77%	80%	70%	
4 or more	77%	65%	73%	82%	70%	73%	69%	67%	62%	
5 or more	59%	53%	48%	71%	56%	59%	58%	53%	49%	
6 or more	35%	32%	25%	57%	34%	36%	41%	31%	42%	

SCQF Level 5 or better

Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	2025	
1 or more	59%	59%	62%	73%	81%	77%	73%	79%	68%	
2 or more	46%	43%	50%	60%	65%	65%	64%	65%	57%	
3 or more	38%	37%	40%	50%	58%	52%	53%	54%	46%	
4 or more	33%	34%	28%	40%	44%	41%	39%	40%	41%	
5 or more	21%	26%	19%	27%	34%	31%	30%	28%	32%	
6 or more	13%	17%	11%	21%	20%	19%	18%	21%	26%	

S5 SCQF Level 5 or better

Diet

Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	2025	
1 or more	74%	73%	68%	80%	79%	87%	81%	78%	85%	
2 or more	60%	59%	58%	66%	70%	75%	73%	70%	76%	
3 or more	55%	53%	54%	58%	60%	68%	63%	59%	69%	
4 or more	41%	47%	48%	49%	52%	62%	57%	53%	56%	
5 or more	33%	42%	42%	42%	46%	56%	49%	45%	49%	
6 or more	29%	38%	34%	34%	41%	49%	37%	38%	40%	

SCQF Level 6 or better

Diet

Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	2025	
1 or more	33%	41%	39%	40%	45%	54%	50%	46%	54%	
2 or more	23%	29%	33%	28%	38%	46%	37%	35%	38%	
3 or more	15%	23%	26%	24%	28%	34%	28%	27%	27%	
4 or more	11%	16%	17%	15%	14%	24%	22%	20%	21%	
5 or more	4%	9%	9%	9%	9%	11%	10%	11%	11%	

S6

SCQF Level 5 or better

Diet

Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	2025	
1 or more	75%	75%	73%	75%	87%	85%	93%	86%	83%	
2 or more	68%	62%	61%	63%	71%	73%	77%	74%	74%	
3 or more	61%	56%	56%	56%	62%	63%	71%	66%	63%	
4 or more	52%	46%	51%	52%	52%	56%	65%	60%	56%	
5 or more	47%	39%	46%	49%	46%	49%	59%	54%	51%	
6 or more	42%	33%	41%	44%	40%	44%	56%	45%	45%	

SCQF Level 6 or better

Diet

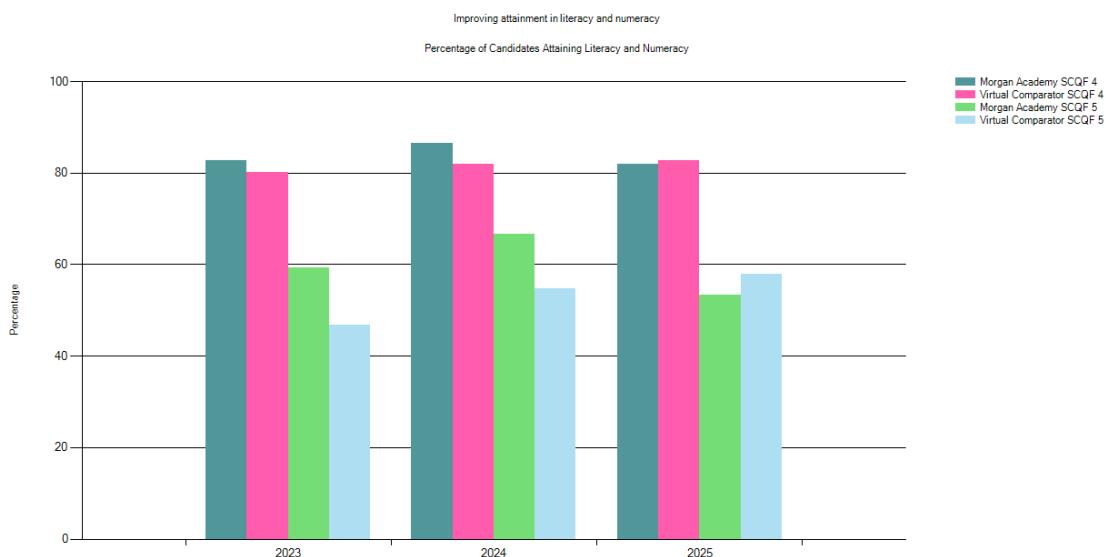
Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	2025	
1 or more	49%	39%	46%	54%	52%	53%	66%	60%	57%	
2 or more	35%	31%	37%	44%	38%	44%	49%	48%	48%	
3 or more	29%	24%	26%	36%	30%	39%	43%	38%	37%	
4 or more	24%	21%	20%	28%	25%	29%	35%	29%	30%	
5 or more	20%	18%	15%	21%	21%	20%	27%	25%	24%	

SCQF Level 7 or better

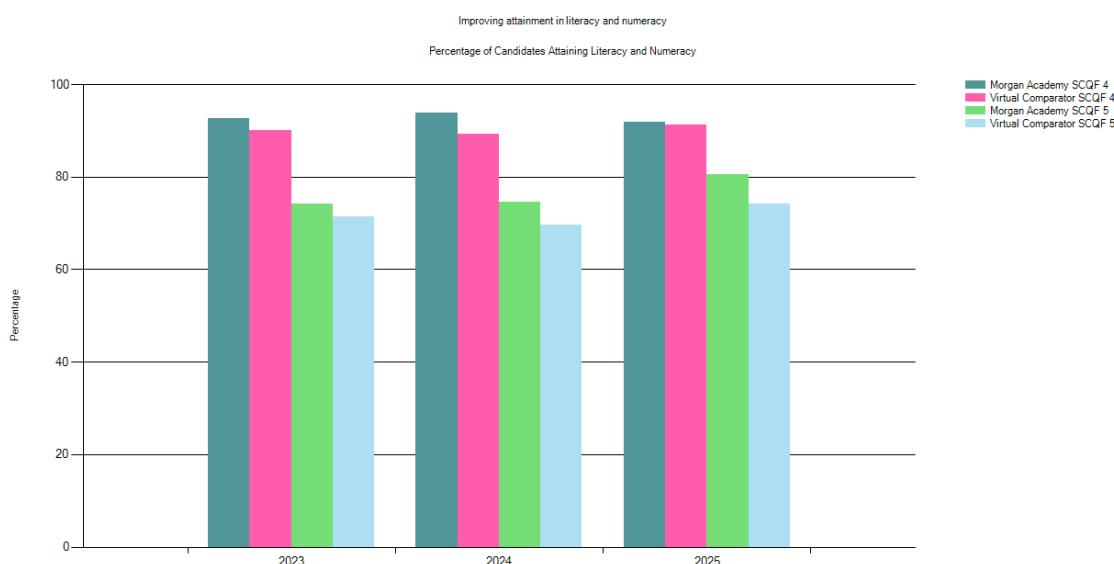
Diet

Awards at A-C	2017	2018	2019	2020	2021	2022	2023	2024	2025	
1 or more	16%	9%	12%	22%	16%	27%	23%	16%	20%	
2 or more	5%	3%	5%	6%	4%	7%	4%	2%	7%	
3 or more	1%	1%	2%	3%	2%	2%	1%	1%	2%	

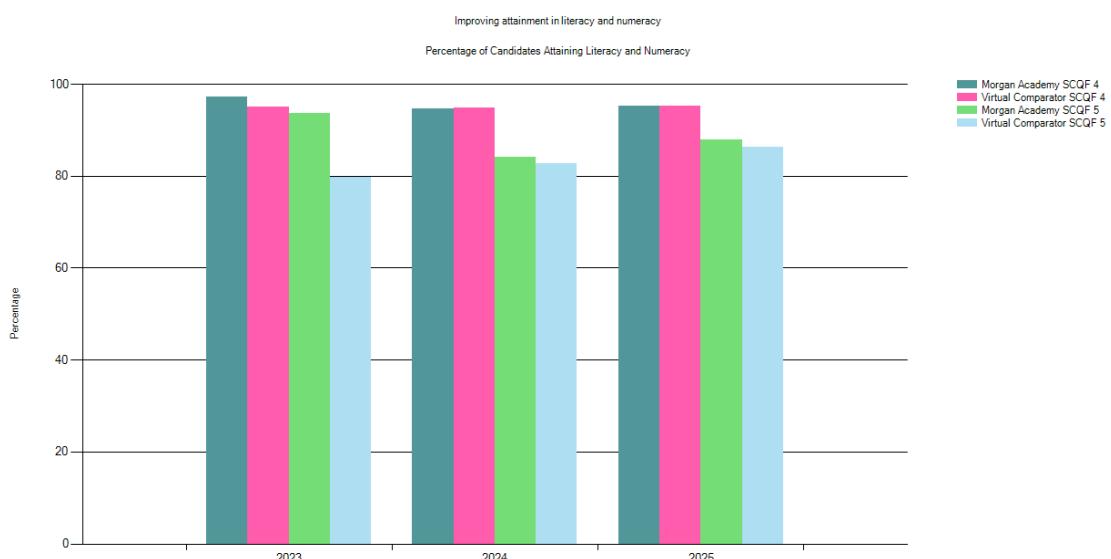
Local Benchmarking Measure: Literacy and Numeracy by SCQF Level (S4)



Local Benchmarking Measure: Literacy and Numeracy by SCQF Level (S5)

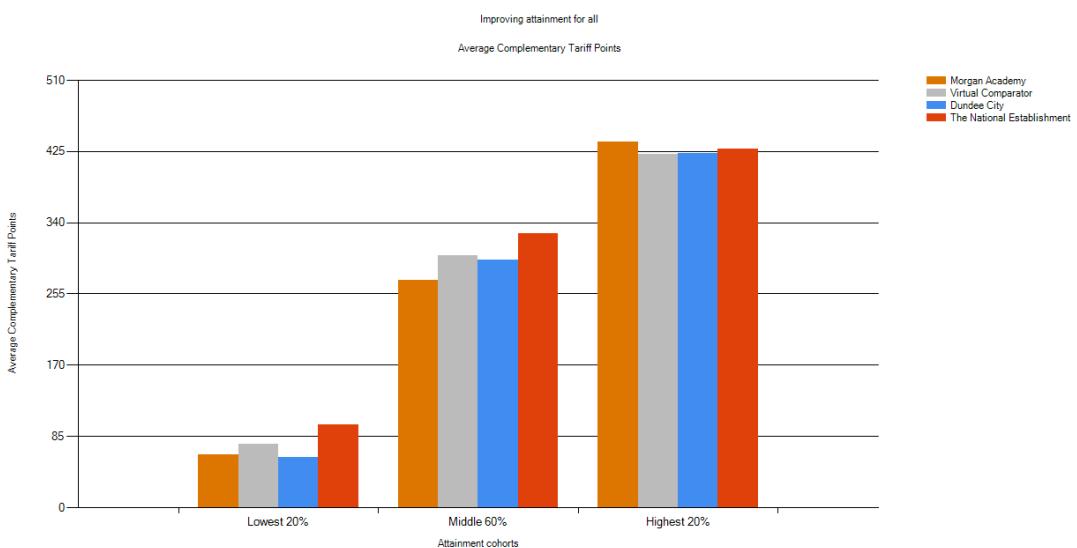


Local Benchmarking Measure: Literacy and Numeracy by SCQF Level (S6)



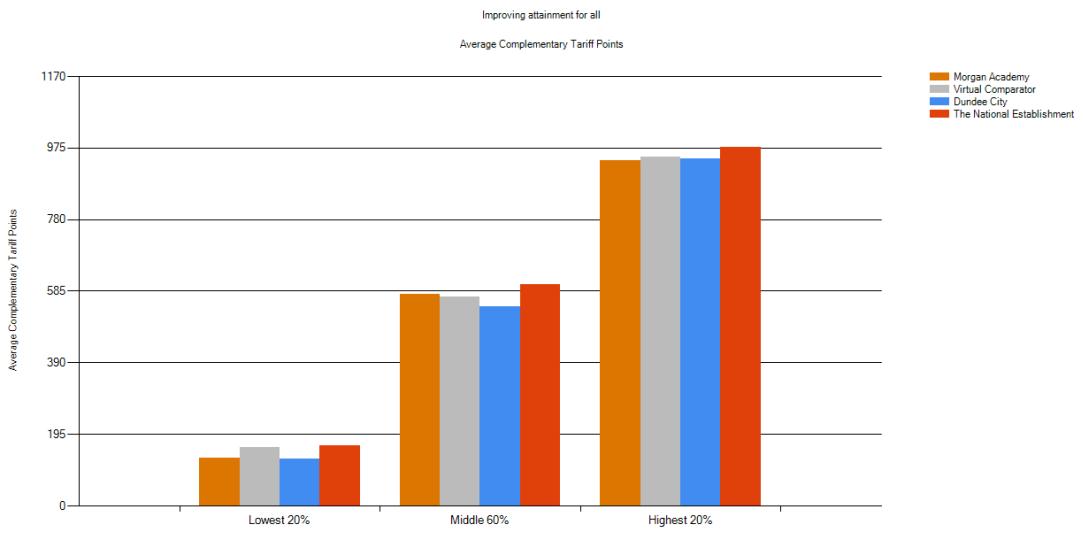
Local Benchmarking Measure: Improving Attainment for All (S4)

The selected year is 2025



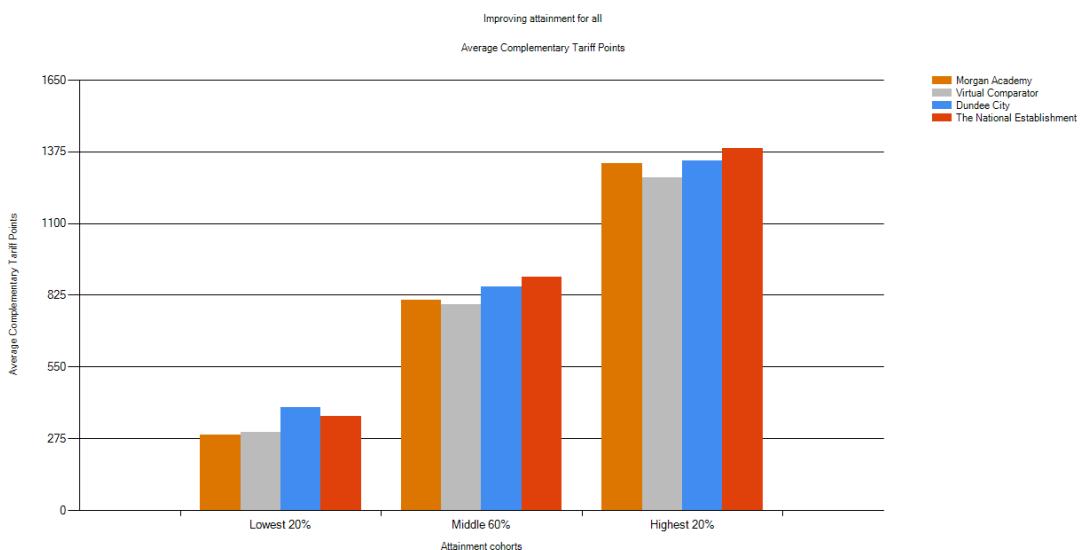
Local Benchmarking Measure: Improving Attainment for All (S5)

The selected year is 2025



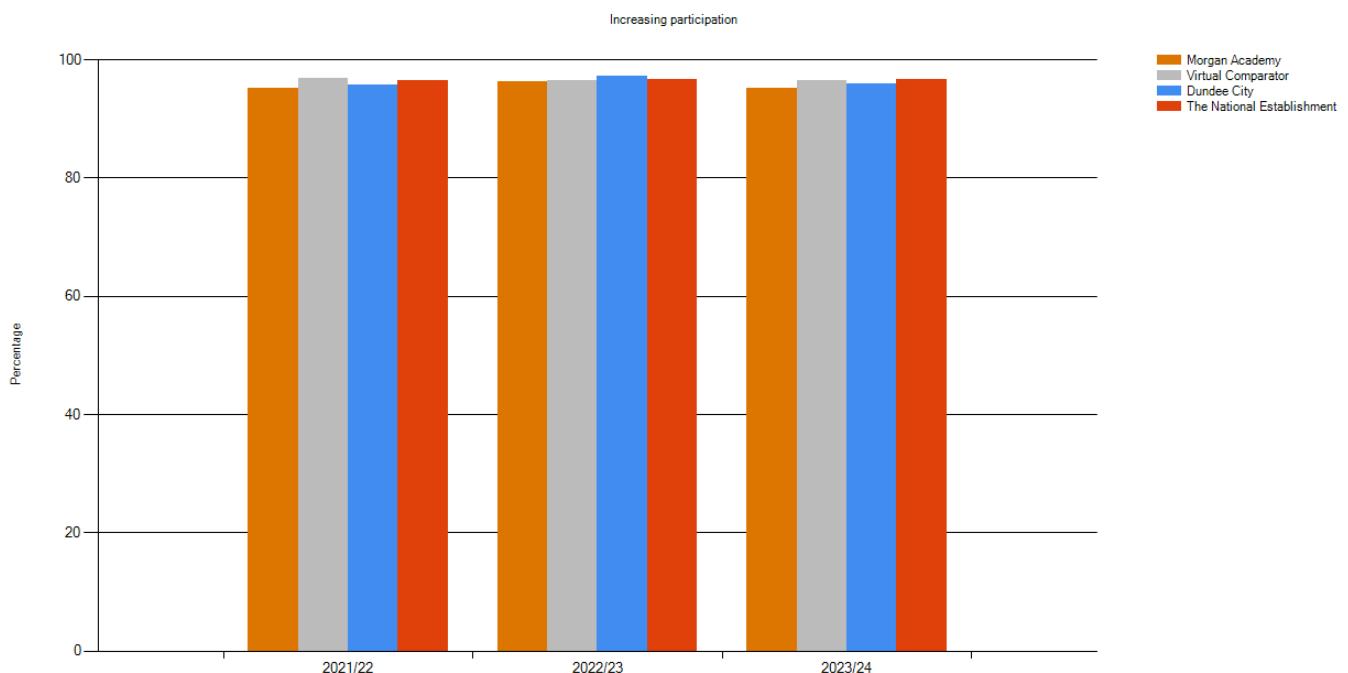
Local Benchmarking Measure: Improving Attainment for All (S6)

The selected year is 2025



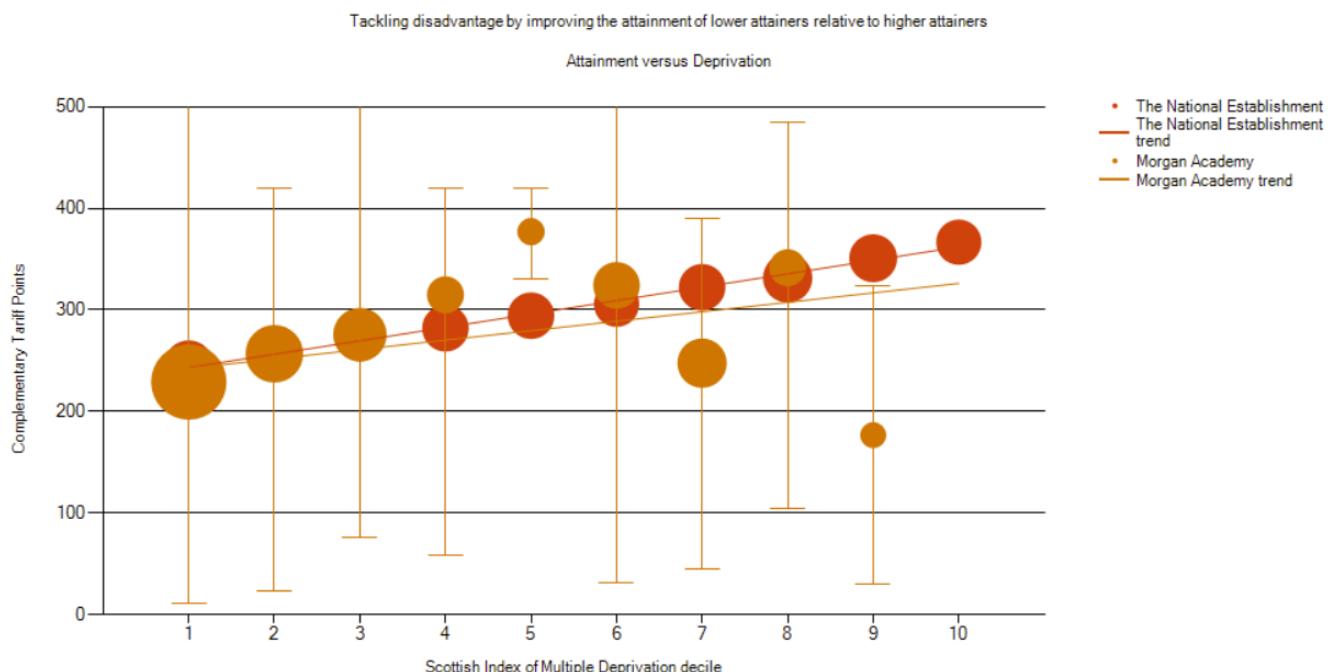
S4/5/6 Leaver Initial Destinations

We have shown improvement with this measure. In 2024, 96% of Morgan Academy leavers found positive destinations, placing the school performance in line with our comparator. Risk of negative initial destinations is greater for our 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.



Local Benchmarking Measure: Attainment versus Deprivation (S4)

The selected year is 2024/25



Review of Improvement Progress for Session 2024-25

School Improvement Priority 1:

Ensure all learners attend regularly and promptly.

Progress and Impact:

We have:

- Further developed our “Improving attendance” strategy.
- Our overall learner attendance levels dropped by 0.6% over session 2024-25 but we are still the 3rd highest rate of attendance in Dundee.
- Demonstrated impact through our Every Dundee Learner Matters (EDLM) School Inquiry Group (SIG) focusing on improving learner attendance.
- Developed the role of attendance champions, building further capacity to improve.
- Piloted a Financial Inclusion Officer position and provision to reduce the impact of poverty within our school community. This delivered improved access to money – (£560k over session 2023-24 and £240k in 2024-25 with shared FISO with Baldragon) and welfare rights advice and increase benefit uptake for families.
- We continue to promote the positive aspects of attendance and have our PSW attendance and engagement who supports pupils and families with attendance and the root causes on low attendance.

We are:

- Designing and delivering a family learning programme for session 2025-26. Programme aligned to parental interest/needs and school and community improvement priorities.
- Continuing to improve parental engagement based on consultation with parents.

Next Steps:

We will:

- Continue to review and develop pupil absence procedures and interventions used to promote attendance.
- Develop partnership working with cluster schools and other DCC secondaries to co-ordinate attendance and support strategies where appropriate.
- 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.
- Design and deliver family learning programme for 2025-26.
- Conduct further evaluation of our parental engagement approaches in partnership with the Morgan Academy Parent Partnership.

School Improvement Priority 2

Develop a climate within Morgan Academy where all pupils feel welcome and valued.

Progress and Impact:

We have:

- Implemented our universal digital 1-1 device policy and have achieved Digital School status.
- 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 Level 6 qualifications in the Senior Phase to broaden our offer, increase attainment and pathways for learners.
- Developed learner participation through the introduction of five Learner Participation Committees (LPCs).

We are:

- Introducing new inclusive approaches within S1 following a strengthened transition process.
- Further consolidating a shared understanding of what effective learning and teaching looks like in Morgan Academy and making improvements to our practice through professional collaboration.
- Continuing to improve our professional learning offer to staff, further increasing opportunities for personalisation and choice.
-

Next Steps:

We will:

- Take steps to ensure that all staff know and respond well to the individual needs of pupils to support their learning and wellbeing and 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 with a Rights based approach evident in school.
- Plan for increased pupil participation in wider achievement and extra-curricular activities through house competitions.
- Review and further develop the supported set for identified S1 pupils to support transition and access to curriculum.
- Consolidate our shared understanding of what effective teaching, learning and assessment looks like at Morgan Academy.
- Further improve learner participation in the self-evaluation process
- Ensure our Learning & Teaching CLPL will allow personalisation & choice and enhance PLC collaboration.
- Working closely within our School Improvement Partnership (SIP) we will moderate our understanding of and approaches to improving learning, teaching and assessment particular focus on learner engagement, participation and challenge.

School Improvement Priority 3

Developing our policies and practices to maximise the achievement and ambitions of all our pupils.

Progress and Impact:

We have:

- Over a six-year period, delivered improvements and best-ever performances with our school leavers (2023):
 - Initial post-school destinations  6%
 - 5+ qualifications at L5  20% (percentage points) since 2018
 - 3+ qualifications at L6  18.5% (percentage points) since 2018
 - 5+ qualifications at L6  15.5% (percentage points) since 2018
- Over a six-year period, delivered improvements and best-ever performances with our school leavers (2023) from the most disadvantaged data zones (SIMD Q1):
 - Post-school destinations  9.5% (percentage points) since 2018
 - Tariff attainment  17% increase in tariff scores since 2018
 - 5+ qualifications at L5  7% (percentage points) since 2018
 - 3+ qualifications at L6  7% (percentage points) since 2018
 - 5+ qualifications at L6  13% (percentage points) since 2018
- In 2024, delivered improved performance for school attainment in the majority of our S4 key performance indicators and some improvements across S5 & S6.
- Outperformed comparators in literacy and numeracy outcomes for learners.
- Used Pupil Equity Funding to support interventions in reading, inclusion, attendance support, family engagement, financial inclusion, study support, employability, and digital inclusion.
- Worked 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.

We are:

- Evaluating our Pupil Equity Funding for impact.
- 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.
- Developing a new curriculum offer in S4 targeting young people at risk of leaving school and becoming economically inactive.

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.
- Take steps to safeguard achievement and attainment for learners affected by poor attendance and participation.
- 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 2025-26

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

- Continue to implement DCC Inclusive Practice Model across our school to ensure high quality universal support.
- Develop our inclusive learning & teaching approach focussed on challenge and differentiation for all.

- Improved S4 attainment outcomes and BGE Achievement
- 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/Framework_SelfEvaluation_FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf

Tayside Plan C&FS
Tayside_Plan_1a.pdf

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