



St. Mungo's R.C. High School Standards & Quality Report 2025/26



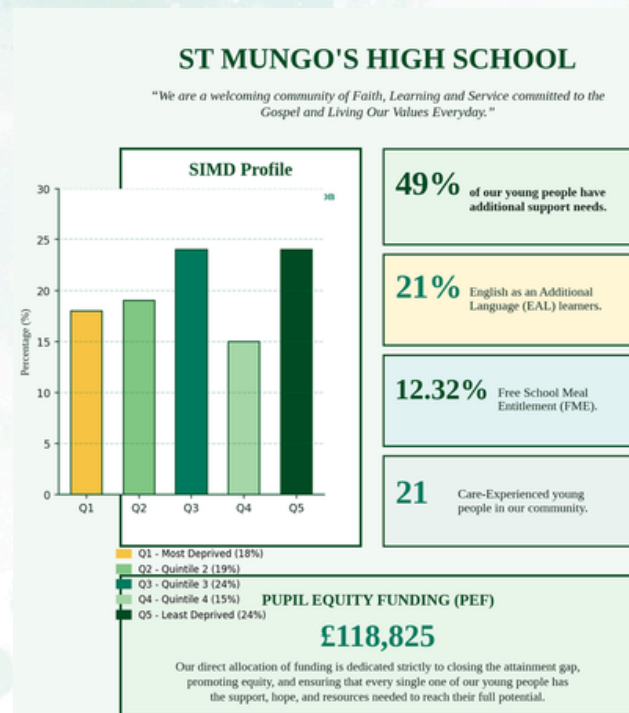
The purpose of the annual Standards and Quality Report (SQR) is to record the successes and achievements of the school in delivering improvement relating to the identified priorities in the improvement plan for session 2025-2026.

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 2025-2026, and to outline our next steps and priorities for session 2026-2027.

Our Unique School Context

St. Mungo's High School is the sole denominational secondary school serving the local authority of Falkirk. We are very proud of our vibrant, diverse and truly comprehensive school community.

The school roll in September 2025 was 1226 pupils.



Our Vision and Values



Our School Mission

"Let Christ Shine through you" is emblazoned across the heart of every young person on their blazer pocket, as a daily reminder of our mission



Our Priorities 2025/26

The School Improvement Plan 25/26 had key priorities identified under each of the 3 Local authority pillars:

1. Curriculum, Learning, Teaching & Assessment,
2. Culture, Relationships, Equality & Inclusion,
3. Improving Outcomes.





Pillar 1: Curriculum and Developing Young Workforce (DYW)

Curriculum priorities for improvement

1. Development of a new Curriculum rationale and toolkit.
2. Update the skills framework.
3. Broaden and deepen curricular offering to support progression, positive destinations and attainment for young people.

There is a growing emphasis on ensuring that our learners experience a curriculum which develops not only attainment but also the skills, attributes, experiences and achievements required for learning, life and work.



We have been developing resources and links to support parents/carers, learners and staff with curriculum choices and support in a 'one-stop' shop curriculum toolkit to be launched soon on our new school website.

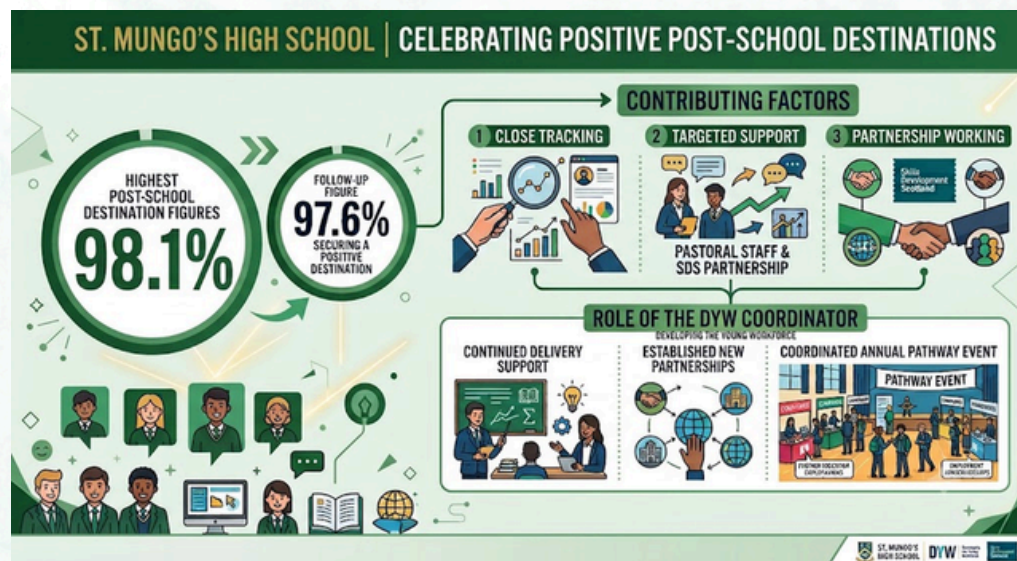


Working closely with partners, we continued to broaden our curriculum offering, introducing several new courses to support progression, positive destinations and attainment. New courses included SfW Creative Industries (L5), Skills for Work: Health (L6), Personal Finance (L5), Barista, Statistics Higher (L6), Travel and Tourism (L4 & L5), Sport & Fitness (L5), Italian, Forensics and Engineering Maths Technician Course (L6).

DYW

Our learners benefit from experiences which connect learning with the world of work to help them understand the relevance of their learning and support them to make informed decisions about future pathways.

We recorded our highest post-school destination figure of 98.1% in 2025 / 2026, with 97.8% of learners securing a positive destination.



We implemented 2 small tests of change; firstly, a Christmas Leaver programme, working in partnership with CLD and Falkirk Council. All attendees secured a positive destination.

Secondly, a short Apprenticeship group for students planning on leaving school with support from Falkirk Council, ETU and SDS offering advice on applications, interviews and CV. From the group 14/16 left school into a positive destination with almost all entering a trade related career. Two secured Falkirk Council Apprenticeships.

Our Targeted Operating Model (TOM) system shows that all Faculties worked with more DYW partners to support vocational and work-related activities. All engagement is tracked to allow us to show trends, link to future career pathways and identify pupils at risk of not achieving a destination.



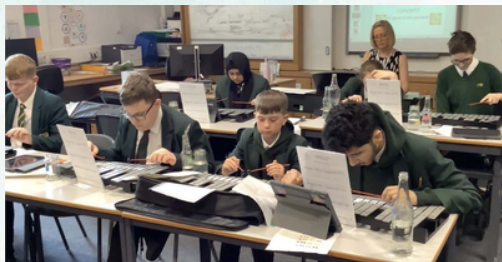
Pillar 1: Learning, Teaching & Assessment (LTA)

LT&A priorities for improvement

1. High-quality learning and teaching- shared understanding and implementation of our Successful Learning Framework
2. Broad General Education (BGE) assessment and moderation - all staff involved in BGE moderation activities.
3. All staff supported in professional learning to underpin excellence in teaching through Teacher Learning Communities.

Successful Learning Framework:

Learning walk and learner voice data evidence the impact of an increased focus on purposeful starters and plenaries in lessons. Of the 90 observed lessons, almost all (91%) of starters and most (80%) of plenaries were evaluated as very good or excellent.



BGE Assessment and Moderation:

We implemented a revised assessment and moderation policy to support robust teacher judgements and achievement of BGE levels of learners. Some staff were involved in collegiate cluster activities around the moderation of literacy levels. This partnership working with cluster staff, supported professional discussion on achievement of a level from early to third level across the cluster.



Professional learning (CLPL)

TLC's facilitate collaborative professional learning and allow opportunities for staff to build leadership capacity. Self-evaluation data informed the creation of 4 TLC groups for this session:

AI & Digital tools; Adaptive teaching strategies; Formative assessment; Questioning & Retrieval practice.



Study skills sessions

All S5, S6 pupils sitting an Advanced Higher, S4 pupils off track to achieve their target grades in two National 5 courses attended study skills sessions with Live and Learn in preparation for exams.





Pillar 2 – Culture, Ethos, Relationships, Equality & Inclusion

Improvement Priorities:

1. Develop school ethos and positive relationships.
2. CLPL to build capacity to meet learners needs.
3. Increase learner voice in school improvement
4. Provide opportunities for staff and young people to develop their spiritual formation.

Ethos and Positive Relationships

Equality and inclusion

Young people at St. Mungo's are passionate about equality and making sure everyone feels that they belong in our school community. Our incredible Equalities Ambassadors led school improvement through the 'people who shine like us project'.



They built on that by making inclusive videos to welcome our S1, planned a "wear your culture day" to mark our learning for Refugee week, and organised an EID lunch to help young people learn more about other world religions and celebrate with friends.



The feedback from young people on all of these great events is that it has helped developed our understanding of different cultures and helped people to feel seen and included.

Meeting Learners Needs

Staff undertook CLPL to help build their knowledge and skills to meet the increasing and diverse range of needs of learners. Staff identified that they would benefit from training in de-escalation techniques and decider skills, and further training in trauma-informed practice. All of this training was rated highly by most staff, and staff found it helpful in allowing them to further develop their relational practice with young people, and better understand their needs.

Spiritual formation

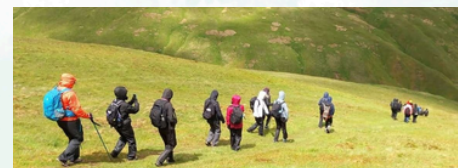
S6 pupils were given the opportunity to go on a 3 day retreat to examine their relationship with self, others and God. An impact of this was that many of them then led a Faith formation programme with Cluster pupils they created to support P7 transition through faith-based experiences and peer ministry. This not only helped senior reflect and develop their own faith in bearing witness, but was highly evaluated by P7 pupils and teachers as helping them prepare in their faith journey for secondary school.



Faith in Action

Our Faith-in-action group put their faith and our school values into action to serve their school and local communities and parishes. They raise money for charities like SCIAF through organizing fun whole school events, as well as preparing food parcels and presents for those in need at Christmas with SVDP, and residents in local care homes.

Pupils and staff raised £3000 by climbing Ben Nevis, and organised a blood donation event for S6 pupils and staff in aid of the Anthony Nolan Trust.





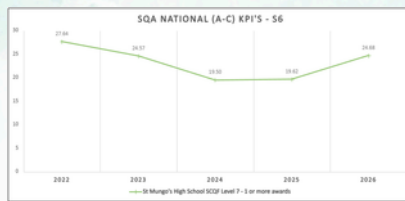
Pillar 3: Improving outcomes in attainment, wider achievement, literacy & numeracy

Attainment and Achievement Priorities:

Strengthen the whole-school approach to raising attainment and achievement through a more systematic use of tracking data, targeted interventions and shared responsibility for learner outcomes.

Improving attainment for all learners

The school has achieved its best overall examination performance of the past four years, with increased pass rates across key measures including 5@L5, 1 Higher, 3 Highers, 5 Highers and 1 Advanced Higher.



Data analysis, tracking and information sharing

Five Data Leads were commissioned to improve the school's capacity to analyse attainment data and identify trends across multiple learner groups.

Learner groups were more systematically tracked and monitored, with universal and subject-specific interventions implemented. Volunteer staff mentors provided a further level of intervention for identified learners

Tracking information was shared in real time with all staff, enabling them to have an up-to-date picture of learner progress and attainment. The introduction of tracking letters has strengthened communication around learner progress and attainment with learners and families.

A Positive Presentation Policy has led to sustained learner engagement with a more consistent and proactive focus on supporting learners to maximise learning opportunities and achieve qualifications rather than change course.

Literacy and Numeracy

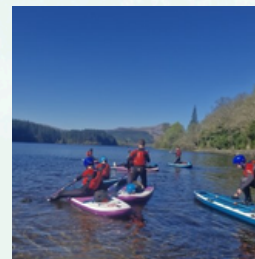
Achievement of ACEL Literacy and Numeracy levels were amongst our highest in 5 years. Robust numeracy tracking and assessment are regularly used to identify individuals and groups requiring intervention, e.g. introduction of Engineering for Maths Technicians course was introduced with 100% of students achieving 2 units at Level 6 as well as Level 6 Numeracy by the end of S4.



In English, ESOL was used extensively for identified EAL students and a standalone literacy booklet was introduced at Level 5 and Level 6 to support an increase in these measures. Literacy Ambassadors continue to support junior classes and is now an Elective Choice offering Level 6 qualification.

Wider Achievement

Achievement extends beyond attainment in qualifications. We have continued to develop opportunities for young people to participate, contribute, lead and achieve across the wider life of the school and community. These experiences contribute significantly to confidence, resilience, wellbeing, employability and development of the 4 capacities. Last session an increasing emphasis was placed on capturing wider achievement in and out of school through tracking. We expanded our elective programme into S5 and S6 to increase participation, improve attainment, provide greater personalisation and choice, and enable young people to experience success which reflected their interests, strengths, talents and aspirations.





ST MUNGO'S RC HIGH SCHOOL

SCHOOL IMPROVEMENT PLAN SESSION 2025-26



PILLAR ONE	PILLAR TWO	PILLAR THREE
Curriculum	Learning, Teaching & Assessment	Health, Wellbeing & Relationships
Engagement in Curriculum Improvement Cycle (CIC) to review effectiveness of curriculum and include Catholic Identity Themes	Engage in Falkirk Pedagogy principles through involvement in Cluster Pedagogy Pilot.	Improved learner sense of wellbeing and belonging through universal and targeted approaches which promote inclusion and equity.
Engage families in DYW activities to support learners.	Focus on The Moderation Cycle and Robust Professional judgement of achievement of a level in BGE.	Narrow the poverty related attainment gap by ensuring learners are supported to attend, achieve and attain.
Increase and track opportunities for wider achievement and participation	CLPL on adaptive teaching and pace and challenge in lessons to meet learners needs	Raise awareness of Pupil Support provisions and programmes to maximise opportunities for all learners to thrive.
Use data effectively to improve attainment, achievement and equity for all learners.	Build staff confidence in building Catholic Identity themes in curriculum through CLPL programme	Develop faith formation, Peer ministry, and evangelisation programme for learners and staff.