



St. Joseph's Academy
Establishment Improvement Plan
2018/19



School/Centre Improvement Plan	St. Joseph's Academy
Head Teacher	Joseph Kane
Senior Education Manager	Ian Burgoyne
Date Submitted	August 2018
Session (Date when each year is written)	2018/19

School's/Centre's Vision and Values	<p>At the time of writing, we are undertaking a consultation on our school's vision, values and aims. There is currently one Vision Statement, one Mission Statement, a statement around our Catholic Ethos and eight values. Part of our improvement agenda for 2018/19 is to streamline and clarify our vision, values and aims. To date, consultation has taken place with staff. Consultation with pupils and parents will take place in October.</p> <p>Our school motto is 'Inspire and Transform', and the values of 'aim high', 'think of others' and 'take part' were consistently highlighted as those that are of importance to staff.</p>
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Initialisms and acronyms used throughout this plan:

ESP	Education Services Plan	MESP	Mental, Emotional, Social and Physical	PEF	Pupil Equity Fund
HGIOS	How Good Is Our School	BGE	Broad General Education	PT	Principal Teacher
EACAP	East Ayrshire Community Action Plan 2015-30	NIF	National Improvement Framework	HLW	Home Link Worker
SNSA	Scottish National Standardised Assessments	SCQF	Scottish Credit and Qualifications Framework	HT	Head Teacher
SWEIC	South West Education Improvement Collaborative	GMHS	Government Mental Health Strategy 2017-2027	DHT	Depute Head Teacher
SDS	Skills Development Scotland	CLD	Community Learning and Development		
VOICE	Visioning Outcomes in Community Engagement	SIP	School Improvement Plan		
LMI	Labour Market Intelligence	CMSF	Career Management Skills Framework		
ACE	Adverse Childhood Experiences	CfE	Curriculum for Excellence		

In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

Consultation on improvement plan includes the following stakeholders:	Completed
Children and Young People	✓
Parent Council and Forum	✓ Parent Forum – Tuesday 21 st August Parent Council – Monday 3 rd September
Teachers, practitioners and ALL school/centre staff	✓
Volunteers/Community partners	✓
Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre.	NA
HGIOS 4 is used as the framework to inform the content of SIPs	✓

Content of plan	Completed
Takes account of strategic priorities outlined in the education authority's Annual Plan.	✓
Takes account of the strategy for parental involvement under section 2 (4A)	✓
An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	✓
Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	✓
Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in improvement activities specified	✓
There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	✓

Head Teacher/Head of Centre Signature:



Pupil strategic involvement

For session 2018-19, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre.

In line with Education Scotland's 'Learner Participation' guidance (released April 2018), pupils will be involved in decision making in four areas: Learning, Teaching and Assessment, Opportunities for Personal Achievement, Decision Making Groups and Wider Community engagement.

In the first half of session 2018/19, Decision Making Groups and Wider Community engagement will dominate pupil involvement. We are re-establishing our pupil leadership team in the Senior Phase and introducing a BGE leadership team for S1-S3 pupils. The introduction of a Leadership Market for S6 students will ensure that all S6 pupils have a leadership role within our community. The Senior Phase leadership team will co-ordinate engagement with each of the thirteen published 'Community Action Plans'. As the only secondary school to serve the entire local authority area, our pupils are keen to support each local community group. Pupils will also take a lead role in our vision, values and aims consultation, focussing on how we can capture the voice of the entire pupil forum when considering how to best serve the needs of our young people.

In relation to Catholic Ethos, the equalities group, led by Senior and BGE leadership team members, will organise and validate a review of our House Group patronage and structure, as well as conducting a self-evaluation exercise around protected characteristics.

Tracking personal achievement is underway, with a review of how we can best celebrate success and encourage participation ongoing at the time of writing. Pupil voice will play a key role in establishing what, when, where and how we celebrate the many achievements of our young people.

Tracking and monitoring procedures include opportunities for learner conversations, and this will afford pupils the opportunity to contribute to how we evaluate our learning, teaching and assessment approaches in every department.

Parental strategic involvement

For session 2018-19, please describe below how parents will be involved in decisions relating to the operation of the school/centre.

During the first week of the 2018/19 session, all parents/carers are invited to an open meeting with the Head Teacher. This meeting provides the school and the parent forum with an opportunity to come to a shared understanding of whole school priorities for the year ahead. Consultation on PEF spending will take place at the first Parent Council meeting of the new session.

A portion of our PEF allocation is set aside to allow for participatory budgeting. The Parent Council will accept proposals from pupils, teaching and support staff and the wider Parent Forum for consideration at the second Parent Council meeting of the session.

The wider parent forum was encouraged to contribute to whole school improvement by way of a form posted on the school website. Parents/carers had the opportunity to raise any concerns in advance of the 2018/19 session. Parents/carers are also encouraged to notify the school of any achievements undertaken by the pupil forum out with school hours, and this form remains on our homepage on a daily basis.

Consideration is given to Education Scotland's participation toolkit, with work on our curriculum rationale this session and reporting on progress next session. A consultation on the transition between BGE and Senior Phase is scheduled for November 2018, as the school completes a programme of curricular adjustments. All members of the Parent Forum will be invited to participate in this consultation.

Our Home Link workers will work with targeted groups of parents in relation to the transition from primary to secondary school and, in light of recently released Scottish Government guidance (Learning Together 'Parental Involvement Strategy'), will work with fathers to try to increase the profile of fathers in the life of the school and in the learning of our young people.

Representatives of the Parent Council were involved in the recruitment of senior staff last session and will participate in the selection process for our BGE and Senior Phase pupil leadership teams.

In all other matters, the Parent Council will operate as the first point of contact to raise matters to be discussed with the school on behalf of the wider parent forum.

Improvement Priority <i>(Expressed as outcomes for learners)</i>		Rationale for improvement priority based on evidence
Improvement in literacy levels at all stages through the development and implementation of a clear, whole school approach to assessment and moderation of literacy-based activities across the curriculum. Universal and targeted approaches to intervention will be devised and utilised to support an increase in literacy levels for all pupils.		Data available on insight shows that there is disparity between attainment in literacy and attainment in numeracy across a range of measures. Teacher Judgement Survey data highlights writing as a key focus area, with 11% working at second level in S3. Analysis of SNSA data highlights punctuation and the use of capital letters as another area of focus. Departmental standards and quality reports for the 2017/18 session also highlight an absence of a clearly defined whole school approach to improving literacy outcomes for all learners.
NIF Priorities Improvement in attainment, particularly in literacy and numeracy	NIF Driver Assessment of children's progress	HGIOS4 QI's for self-evaluation 1.1, 1.3, 2.3, 2.4, 2.5, 3.2

What actions are required to reach the desired outcome?	Who	When
Formation of literacy working group led by PT Literacy (PEF funded), with activities aligned against East Ayrshire's ESP priorities and taking account of proposed INSIGHT stretch aims for third level in S3	PT Literacy S. Cowan (DHT) A. Duthie (PT English)	Oct 18
Establish areas of the S3 curriculum where assessment and moderation of literacy across learning is possible	J. Kane (HT) Curricular PTs	Sept 18
Sharing criteria for assessment of progress across a body of written work	PT Literacy Curricular PTs Teaching Staff	May 19
Revised presentation policy in English to move towards positive presentation in national qualifications	A. Duthie (PT English)	Oct 18
Introduction of paired reading programme (participatory budgeting PEF submission)	A. Duthie (PT English) English Staff	Sept 18
Universal and targeted family learning programmes with a focus on supporting understanding of literacy levels	J.Hoy (PT SfL) Home Link Workers	Aug 18 – May 19
Evidence of Impact against outcomes for learners		
<ul style="list-style-type: none"> Improvement in SCQF presentation levels when compared to S3 17/18 SNSA levels and anticipated progression into the Senior Phase Alignment of SNSA and Teacher Judgement Survey results with an improvement in writing data, specifically in relation to punctuation and use of capital letters Standards and Qualities reports at department level should demonstrate clear engagement with literacy across the curriculum Senior phase leaver data should show an improving pattern in literacy 		

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

Improvement Priority (<i>Expressed as outcomes for learners</i>) Targeted intervention will support young people in the lowest 20% to access qualifications across a range of subjects, levels and courses. Leading to an increase in attainment for this group of young people against 16/17 and 17/18 data. Universal and targeted intervention will support young people with attendance rates of between 65% and 90% in 2017/18 to attend school more often during 2018/19.		Rationale for improvement priority based on evidence Over one hundred young people with less than 85% attendance during the 2017/18 session. Overall average of less than 85% attendance across the pupil body. Attainment for our lowest 20% is well below the virtual comparator and was zero for around 10% of young people in 2016/17.
NIF Priorities Closing the attainment gap between the most and least disadvantaged children	NIF Driver School improvement	HGIOS4 QI's for self-evaluation 1.1, 1.3, 1.5, 2.3, 2.4, 2.5, 3.1

What actions are required to reach the desired outcome?	Who	When
Revised procedures at start of school day to promote inclusion and attendance (breakfast club, targeted intervention, pupil entrance)	All Staff	June '18
Implementation of internally developed attendance tracking tool to streamline interventions within Pastoral Care (SWEIC Workstream 3)	S Cowan PT Pastoral	August '18
Revised Tracking, Monitoring and Reporting policy and procedures across all stages and curricular areas, supported by 'St. Joseph's in Context' information to allow all staff to better understand the socio-economic profile of learners	S Cowan	Sept '18
Early intervention for young people with known attendance difficulties (65%-90%), including support around Free School Meal and Clothing grant applications (Additional PEF funded HLW will help provide scope for this)	Home Link Workers PT Pastoral	Aug '18 – June '19
Clear intervention policy and procedures at department level in relation to learning and teaching and presentation policy	Curricular PTs	Aug '18 – June '19
Evidence of Impact against outcomes for learners <ul style="list-style-type: none"> Improved attendance rate universally and for targeted groups because of engagement with new attendance tracking tool Whole school tracking and monitoring data for all young people at all stages which is used to inform specific interventions Home link workers broaden range of families they are working with to encourage participation Increase in attainment of lowest 20% as a result of targeted interventions that allow for access to a wider range of SCQF 3 and SCQF 4 qualifications 		

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

<p>Improvement Priority (<i>Expressed as outcomes for learners</i>) Young people at all stages will have access to appropriate and coherent personal support, drawing on the responsibilities of all in relation to planning for choices and changes, MESP wellbeing, spiritual wellbeing, CLD, relationships and pupil participation.</p> <p>Outcomes will relate to the number of pupils making an active and effective contribution, an increase in pupil confidence around MESP and the demonstration of more responsible citizenship within and outwith the school community (three of the four capacities of CfE).</p>		<p>Rationale for improvement priority based on evidence</p> <p>Review of personal support curriculum demonstrates a lack of coherence around our approaches to implementation of wellbeing organisers that are the responsibility of all.</p> <p>Publication of How Good Is OUR School and 'Learner Participation' acts as a basis for enhancing pupil participation and engagement.</p>
<p>NIF Priorities Improvement in children and young people's health and wellbeing</p>	<p>NIF Driver Teacher Professionalism</p>	<p>HGIOS4 QI's for self-evaluation 1.2, 1.3, 2.1, 2.2, 2.7, 3.1, 3.2</p>

What actions are required to reach the desired outcome?	Who	When
Formation of pupil leadership and equalities groups	D. Shearer Pupils	Aug '18
Revision of large parts of personal support curriculum to align with national priorities, the GMHS and East Ayrshire Health and Social Care plan (ESP locality information). Curriculum will take account of national PSE audit e.g. inclusion of finance and driving theory test.	A.Boyle PT Pastoral	Aug '18 – June '19
Agreed approach to tracking participation and targeted intervention around MESP, relationships and planning for choices and changes (including PEF spend on 'Upstream' befriending and counselling, baseline MESP/ACE data, national Tree of Knowledge Mental Health Survey and revised pathways into Senior Phase)	A.Boyle PT Pastoral	Aug '18 – June '19
Opportunities for staff and young people to understand and engage with community action plans, utilising VOICE as a means of determining next steps (EACAP)	J.Kane D.Shearer	Sept '18
Use of pupil version of HGIOS and newly released Learner Participation guidance as the basis for evaluation of pupil leadership, participation and voice	D.Shearer and Pupils	Feb '19
Vision, Values and Aims consultation in relation to Catholic Ethos and spiritual development leading to revision of House structure	Parents, Pupils, Staff, Parishes and Partners	Oct '18 – Jan '19
<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> Wellbeing indicators used as the basis to capture pupil views in terms of relationships, equality and rights and evaluated at set points in the year to demonstrate improvement Young people in S6 develop an awareness of their role in the wider local community, evidenced through participation and UCAS and CV statements Increased parental understanding of pathways and progression demonstrated by engagement in planning for choices and changes events Baseline data in relation to mental and emotional wellbeing to be included in profiling in advance of 19/20 session 		

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

Improvement Priority (<i>Expressed as outcomes for learners</i>)		Rationale for improvement priority based on evidence
<p>Young people will begin to benefit from a wider selection of pathways from the BGE to the point that they leave in the Senior Phase, with the desired outcome being an increase in attainment and sustained destination figures.</p> <p>These pathways will be aligned against Labour Market Intelligence and local context and some will be delivered in partnership with Ayrshire College.</p>		<p>Current course provision is narrow, particularly at the transition from BGE to Senior Phase. This view is echoed by a number of parents/carers.</p> <p>Shared nursery campus offers opportunities to offer childcare courses that could lead to pathways into further training and employment.</p>
NIF Priorities	NIF Driver	HGIOS4 QI's for self-evaluation
Improvement in employability skills and sustained, positive school leaver destinations	Assessment of children's progress	1.2, 2.2, 2.3, 2.4, 3.2, 3.3

What actions are required to reach the desired outcome?	Who	When
Review of curriculum structure at transition from BGE to Senior Phase (S3 into S4)	Parent Forum SLT	Nov '18
Revision of timetable schematic to support more varied pathways and in light of LMI (ESP)	S Cowan J Kane	March '19
Integration of Career Management Skills Framework in S3 BGE in all departments (ESP)	Teaching Staff	Aug '18 – Jun '19
Increased profile of LMI in all departments, particularly in S3 and through use of Founders4Schools (ESP)	PT Curriculum	Aug '18 – Jun '19
Introduction of Childcare with Outdoor learning to address specific LMI and gender inequality issue	A. Boyle Ayrshire College	Aug '18 – Jun '19
Targeted intervention to offer pupils appropriate opportunities to further develop CMSF on a needs basis	D.Ritson PT Pastoral	Aug '18 – Jun '19
Evidence of Impact against outcomes for learners <ul style="list-style-type: none"> S2 and S3 pupils to benefit from clearer pathways into and beyond the Senior Phase S3 pupils better placed to articulate their pathway against LMI and the CMSF Targeted group of boys able to access pathways that could lead to college placement on Childcare courses Targeted group of disengaged learners offered bespoke opportunities to engage with the CMSF in alternative placements 		

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.