

School/Centre Improvement Plan	St. Joseph's Academy
Head Teacher	Joseph Kane
Date Submitted	July 2019
Session (Date when each year is written)	2019/20

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 2019/20 is to streamline and clarify our vision, values and aims. Work in this regard started in session 2018/19.</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 stakeholders.</p>
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Initialisms and acronyms used throughout this plan:

ESP	Education Service 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	EP	Educational Psychologist		
GMHS	Government Mental Health Strategy 2017-2027	PC	Parent Council		
CLD	Community Learning and Development	HT	Head Teacher		
VOICE	Visioning Outcomes in Community Engagement	SIP	School Improvement Plan		
LMI	Labour Market Intelligence	CMSF	Career Management Skills Framework		
DHT	Depute Head Teacher	TJS	Teacher Judgment Survey		
EEF	Education Endowment Foundation				

NB – Where S. Cowan appears in this plan, duties will be overtaken by the Acting DHT upon appointment in September 2019.

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	✓ With final consultation exercise in August 2019 at annual PC meeting.
Teachers, practitioners and ALL school/centre staff	✓ With final consultation exercise in August 2019.
Volunteers/Community partners	✓ With final consultation exercise in August 2019
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.	✓ To follow August 2019 following final consultation
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 2019-20, 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 arenas: Learning, Teaching and Assessment, Opportunities for Personal Achievement, Decision Making Groups and Wider Community engagement.

Opportunities for Personal Achievement and Wider Community engagement were our areas of focus during session 18/19, with Decision Making Groups and Learning, Teaching and Assessment our areas of focus this session.

Our calendar for this session includes tracking of learner participation, and our junior and senior pupil leadership team structure has been extended to include calendared input in relation to the four arenas listed above. Our newly launched S3 intervention period affords some young people the opportunity to engage with 'How Good is OUR school' during the timetabled school week, and these young people will lead on elements of SIP priority two.

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.

Parental strategic involvement

For session 2019-20, please describe below how parents will be involved in decisions relating to the operation of the school/centre.

During the first week of the new session, all parents/carers are invited to an open meeting with the Head Teacher. This meeting provides the school community with an opportunity to come to a shared understanding of whole school priorities for the year ahead. Consultation on PEF spend will take place at the first Parent Council meeting of the new session, following on from provisional consultation in June 2019.

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 and reporting on progress ongoing as a result of parental engagement last session.

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'), our PEF funded PT of Parental Engagement has launched outreach engagement sessions which will continue into session 2019/20.

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 again this year.

<p>Improvement Priority (<i>Expressed as outcomes for learners</i>) Aligns with Education Service Plan Priorities: 1.1, 1.3, 1.4, 2.12, 2.20, 3.1, 3.5, 3.6</p> <p>Improvement in literacy levels and consistency of TJS data in the BGE through the development and implementation of a clear, whole school approach to assessment and moderation of literacy-based activities across the curriculum, particularly in relation to writing (ESP 1.1). Focus on interpreting SNSA data as one factor in determining TJS decisions (ESP 1.3).</p>		<p>Rationale for improvement priority based on evidence</p> <p>Teacher Judgement Survey data highlights inconsistency at fourth level in writing across the last four years. TJS data does not correlate with the literacy attainment pattern at SCQF5 in S4.</p> <table border="1"> <thead> <tr> <th colspan="3">Literacy Progression from S3 TJS at fourth level to SCQF5 through lens of writing</th> </tr> <tr> <th>Year</th> <th>TJS (S3 Fourth Level Writing)</th> <th>SCQF5 (S4 literacy by measure)</th> </tr> </thead> <tbody> <tr> <td>15/16</td> <td>4%</td> <td>53.62 % (+49%)</td> </tr> <tr> <td>16/17</td> <td>73%</td> <td>58.04 % (-15%)</td> </tr> <tr> <td>17/18</td> <td>30%</td> <td>63.64% (+33%)</td> </tr> <tr> <td>18/19</td> <td>26%</td> <td>Available August '20</td> </tr> </tbody> </table>	Literacy Progression from S3 TJS at fourth level to SCQF5 through lens of writing			Year	TJS (S3 Fourth Level Writing)	SCQF5 (S4 literacy by measure)	15/16	4%	53.62 % (+49%)	16/17	73%	58.04 % (-15%)	17/18	30%	63.64% (+33%)	18/19	26%	Available August '20
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<p>NIF Priorities Improvement in attainment, particularly in literacy and numeracy</p>	<p>NIF Driver Assessment of children's progress</p>	<p>HGIOS4 QI's for self-evaluation 1.1, 2.3, 2.4, 2.5, 3.2</p>																		

What actions are required to reach the desired outcome?	Who	When
<p>Agreement on evidence used to inform TJS data, including evidence from across the curriculum (continuation of work started in 2018/19 session). Appropriate training in relation to interpreting SNSA (ESP 3.6) data as one factor in determining progress within and across a level in Literacy, including understanding baseline targets and stretch aims. PEF funded PT Moderation (£8,000) to lead.</p>	<p>L. Meechan (PT) S. Cowan (DHT) R. Devanney (PEF Plan)</p>	<p>By Oct '19</p>
<p>Sharing criteria for assessment of progress across a body of written work, including guidance on how to provide meaningful feedback in relation to written work across the curriculum (based upon initial review of evidence gathered from across the curriculum in 18/19 and against EEF research on feedback).</p>	<p>L. Meechan (PT) S. Cowan (DHT) R. Devanney (PEF Plan) Input from EA SAC Team ESP 3.1</p>	<p>By Feb '20</p>
<p>Utilise internal Supported Learning Centre to target those young people at risk of not attaining any qualification in literacy or numeracy, utilising partner services. (ESP 1.4, 2.12 and 2.20)</p>	<p>D.Ritson (PEF Plan) LA Parker (PEF Plan)</p>	<p>Initial Identification By Sept '19</p>
<p>Universal and targeted family learning programmes with a focus on supporting understanding of literacy levels and how to assist young people at home. Led by PEF funded PT Parental Engagement (£8,000). (ESP 3.5)</p>	<p>A Kelly (PEF Plan) R Devanney (PEF Plan)</p>	<p>Programme outline by Oct '19, sessions thereafter</p>
<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> • Increase in TJS writing percentage at fourth level to between 50% and 60% • 100% of the 2019/20 S4 cohort attaining at least SCQF3 in Literacy and Numeracy • Increased number of young people correctly answering band 8 and band 9 level SNSA questions shown as having caused difficulty in 2018/19 		

.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>) Aligns with Education Service Plan Priorities: 3.8, 3.9, 4.3, 4.6, 4.8 To bring consistency in understanding and implementation of our revised learning and teaching policy, with a focus on:</p> <ul style="list-style-type: none"> • Tapestry programme for all staff to re-engage with formative assessment on a collective basis • Focus on feedback as per EEF guidance and to ensure that young people and families are aware of when feedback is offered and how to act on feedback • Integration of the Leuven Scale as a means by which pupil engagement in learning can be reviewed 		<p>Rationale for improvement priority based on evidence Prior to June 2019, there were three different Learning and Teaching policies in use and a lack of clarity across the school in relation to expectations and consistency.</p> <p>A significant number of new staff, with twenty-eight staff appointed to the school or their current post in the past eighteen months.</p> <p>Sampled pupil voice data shows that the majority of young people are unable to articulate when and how they receive feedback on their progress.</p>
<p>NIF Priorities Closing the attainment gap between the most and least disadvantaged children</p>	<p>NIF Driver School improvement</p>	<p>HGIOS4 QI's for self-evaluation 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 3.3</p>

What actions are required to reach the desired outcome?	Who	When
<p>Launch and subsequent implementation of revised Learning and Teaching policy in August 2019. Whole school focus on formative assessment through participation in the Tapestry programme by all teaching staff. Factored into WTA (ESP 3.8).</p> <p>Whole school focus on the quality of feedback provided to young people, including ensuring that young people are aware of, and can articulate, occasions when feedback on progress is provided. Relevant focus on writing to align with SIP priority 1.</p> <p>Develop of an agreed programme of learning visits, in collaboration with professional associations, teaching staff and representatives of the pupil leadership team. To take account of progress in ESP priority 3.9.</p> <p>Build on work started in 2018/19 in relation to the integration of LMI and CMSF when planning BGE courses and pathways into the Senior Phase and finalising revised curriculum rationale (ESP 4.3, 4.6, 4.8)</p>	<p>All Teaching Staff Led by LT Working Group</p> <p>All Teaching Staff PLT</p> <p>Curricular PT A. Boyle</p>	<p>Aug - Jun Calendared Review</p> <p>Schedule devised by Nov 19</p> <p>Continuation of 18/19 progress</p>
<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> • Observation using Leuven Scale shows improved engagement on the part of targeted learners as the academic year progresses • Feedback collated from Learner Conversations and pupil led engagement with HGI 'OUR' S demonstrate increased confidence in understanding when and how feedback is offered 		

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>) Aligns with Education Service Plan Priorities: 2.1, 2.2, 2.3 2.10, 3.3 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>Attendance rates will continue to improve as a direct result of PEF intervention and our internal supported learning centre.</p>		<p>Rationale for improvement priority based on evidence Internal review of baseline assessments used when referring to support services demonstrated a lack of consistency.</p> <p>Participation figures for those young people in SIMD1 and SIMD2 is significantly lower than in other deciles. Lowest average attendance figures in East Ayrshire.</p> <p>Vision, Values and Aims last reviewed in 2008.</p>
Improvement in children and young people's health and wellbeing	<p>NIF Driver Teacher Professionalism</p>	<p>HGIOS4 QI's for self-evaluation 1.1, 1.5, 2.1, 2.2, 2.4, 2.7, 3.1, 3.3</p>

What actions are required to reach the desired outcome?	Who	When
Review use of baseline assessments (e.g. Wellbeing Web, Energy of Learning etc.) in collaboration with EP, Upstream (PEF Funded £14,000) and HLW to ensure that targeted MESP intervention is evidence based and consistent in light of specific need. (ESP 2.1, 2.2, 2.3).	Pastoral Care PTs EP, HLW, Upstream A. Bolye	Baselines agreed by Sept '19
PEF funded Attendance Assistant (£12,000) and school specific Youth Engagement Officer (£14,000) to improve attendance and engagement, as well as to improve home school links in partnership with HLW and PEF funded PT Parental Engagement (ESP 3.3).	PEF funded staff HLW A. Boyle A. Kelly	Aug '19 – June '20
Continued Engagement with GMHS to ensure that our PSE curriculum and intervention system takes account of promoting and maintaining positive mental health. Actions to follow review by November 2019.	PT Pastoral	Review against GMHS by Nov '19
Opportunities for staff and young people to understand and engage with community action plans (building on 18/19 progress), utilising VOICE as a means of determining next steps (EACAP, ESP 2.10).	D.Shearer PLT	Aug '19 – June '20
Vision, Values and Aims consultation in relation to Catholic Ethos and spiritual development leading to revision of House structure.	J. Kane (HT), Parents, Pupils, Staff, Parishes and Partners	Sept and Oct 2019
<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> Revised MESP baseline assessment data when referring young people to support services leads to positive feedback from partners, pupils and parents/carers during reviews and TAC meetings Increase in attendance figures for fifty targeted young people when compared to data form 2018/19 Young people develop an awareness of their role in the wider local community, evidenced through tracking participation data and UCAS/CV statements 		

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