

St. Joseph's Academy



Standards and Quality Report 2018-19

The Standards and Quality Report – Key Purposes:

- to report on our progress in implementing priorities listed in the school/centre improvement plan, taking into account national and local priorities
- to provide an evaluative summary of the quality of the work across a range of areas in the school using quality indicators to support self-evaluation
- to highlight strengths and identify priorities for next year

Context of the School/Centre:

School Profile

NB – Figures used are those as of September 2019.

St. Joseph's Academy is East Ayrshire's only denominational secondary school. Situated in Kilmarnock, we serve the entire local authority area. Our associated primary schools are:

Mount Carmel – Kilmarnock

St. Andrew's – Kilmarnock (with whom we share a campus)

St. Sophia's – Galston

St. Patrick's – Auchinleck

St. Xavier's – Patna

A long-standing inter-authority arrangement sees the small number of primary seven pupils attending St. Xavier's primary school transition to Queen Margaret Academy in Ayr, South Ayrshire.

Our school roll is currently 685, with an FTE allocation of 50 teaching staff. Additionality, in the form of NQTs, means that we are currently staffed at 51.3 FTE. We are supported by four priests from local parish communities and employ nine classroom assistants. The SLT is comprised of Mr Kane (HT), Mrs Shearer (DHT), Mr Boyle (DHT) and Miss Quigley (Acting DHT). Our campus officer is PC Dempster.

Our SIMD profile is as follows:

1	2	3	4	5	6	7	8	9	10	NF
17%	23%	11%	10%	9%	4%	6%	8%	8%	2%	2%

Uptake of FME sits at 22.99%. This represents a 3% increase against the 18/19 figure, which is in part down to a drive to engage some families who qualified but had not applied. We believe that there are a number of families who would qualify but do not apply and intend to work on this on an ongoing basis.

At the time of writing, fifty-four (7.8%) of pupils are Care Experienced and one hundred and sixty-five are recorded as having additional support needs.

Attainment

Improving attainment in literacy and numeracy (BGE)

Teacher Judgement Survey – S3 Pupils

Reading	Achieved 2 nd Level	Achieved 3 rd Level	Achieved 4 th Level	Not Assessed
2017	4.46%	16.96%	72.32%	6.25%
2018	8.59%	44.53%	45.31%	1.56%
2019	12.4%	48.84%	37.45%	2.33%

Writing	Achieved 2 nd Level	Achieved 3 rd Level	Achieved 4 th Level	Not Assessed
2017	2.68%	16.07%	73.21%	8.04%
2018	11.72%	55.47%	30.47%	2.34%
2019	24.03%	47.29%	25.58%	3.10%

Listening and Talking	Achieved 2 nd Level	Achieved 3 rd Level	Achieved 4 th Level	Not Assessed
2017	8.04%	20.54%	63.39%	8.04%
2018	7.03%	31.25%	59.38%	2.34%
2019	17.05%	38.76%	41.09%	3.10%

Numeracy	Achieved 2 nd Level	Achieved 3 rd Level	Achieved 4 th Level	Not Assessed
2017	14.29%	16.96%	62.50%	6.25%
2018	20.31%	20.31%	58.59%	0.78%
2019*	6.20%	22.48%	66.67%	1.55%

*NB – 3.1% of pupils achieved first level Numeracy in 2019.

Improving attainment in literacy and numeracy (Senior Phase)

	St. Joseph's SCQF 4	Virtual Comparator SCQF 4	St. Joseph's SCQF 5	Virtual Comparator SCQF 5
2015	87.79%	86.41%	63.36%	59.08%
2016	81.93%	86.20%	62.65%	57.59%
2017	85.25%	84.10%	63.11%	57.62%
2018	92.50%	87.33%	71.67%	61.58%
2019 (local data only)*	83.17%	91.29%	68.32%	64.46%

*National leaver data to be released March 2020, local data does not take account of attainment across all three stages of Senior Phase at point of exit

Improving Attainment for All – Complementary Tariff

In the tables shown below, the colour red indicates a deficit against the virtual comparator, the colour green represents a higher figure than the virtual comparator.

Initial 2018/19 **local** attainment data (released in September 2019) is as follows:

Improving Attainment for All – 2018/19 **local** Results – Complementary Tariff

S4 based on S4 roll

	St. Joseph's	Virtual Comparator (VC)	East Ayrshire	National
Lowest attaining 20%	62	82	93	98
Middle attaining 60%	296	281	301	311
Highest attaining 20%	417	416	412	425

While still down against the VC for the lowest 20% in S4, the total complementary tariff points attained is a year on year increase of 24 tariff points against 2017/18 attainment. Attainment for the highest 20% is above the VC for the first time in a number of years.

S5 based on S5 roll

	St. Joseph's	Virtual Comparator	East Ayrshire	National
Lowest attaining 20%	84	144	147	175
Middle attaining 60%	450	511	518	574
Highest attaining 20%	917	931	913	966

Caution should be applied when considering data recorded against last year's S5 given the number of young people to have left but still on the school roll at the point of census. Nonetheless, the figures recorded are a year on year drop in all categories.

S6 based on S6 roll

	St. Joseph's	Virtual Comparator	East Ayrshire	National
Lowest attaining 20%	423	328	412	358
Middle attaining 60%	809	802	864	867
Highest attaining 20%	1342	1324	1321	1365

Attainment in S6 is above the VC in all three categories for the first time in three years.

Closing the attainment gap – Scottish Index of Multiple Deprivation – Local Data 18/19, cumulative complementary tariff (S4 based on S4 roll)

	Number in cohort	SIMD 1 Average	SIMD 2 Average	SIMD 3 Average	SIMD 4 Average	SIMD 5 Average	SIMD 6 Average	SIMD 7 Average	SIMD 8 Average	SIMD 9 Average	SIMD 10 Average
St. Joseph's	132	220	236	314	257	282	401	341	305	364	0
Virtual Comparator	1320	239	229	259	284	299	301	312	324	346	0

Closing the attainment gap – Scottish Index of Multiple Deprivation – Local Data 18/19, cumulative complementary tariff (S5 based on S5 roll)

	Number in cohort	SIMD 1 Average	SIMD 2 Average	SIMD 3 Average	SIMD 4 Average	SIMD 5 Average	SIMD 6 Average	SIMD 7 Average	SIMD 8 Average	SIMD 9 Average	SIMD 10 Average
St. Joseph's	101	421	435	326	355	506	507	579	711	653	1020
Virtual Comparator	1010	413	420	473	507	575	640	618	730	664	691

Closing the attainment gap – Scottish Index of Multiple Deprivation – Local Data 18/19, cumulative complementary tariff (S6 based on S6 roll)

	Number in cohort	SIMD 1 Average	SIMD 2 Average	SIMD 3 Average	SIMD 4 Average	SIMD 5 Average	SIMD 6 Average	SIMD 7 Average	SIMD 8 Average	SIMD 9 Average	SIMD 10 Average
St. Joseph's	59	804	702	934	618	833	1004	1081	782	998	982
Virtual Comparator	590	683	709	764	757	779	754	843	997	1050	1006

Attainment data **over time** is as follows and will be updated to include 2019 data in March 2020:

Improving Attainment for All: 2015 – 2018 – Complementary Tariff Leavers Data

Lowest attaining 20%	St. Joseph's	Virtual Comparator	East Ayrshire	SWEIC	National
2015	139	159	130	148	142
2016	84	132	122	148	145
2017	52	100	127	152	148
2018	130	122	121	146	143

Middle attaining 60%	St. Joseph's	Virtual Comparator	East Ayrshire	SWEIC	National
2015	590	616	560	594	610
2016	506	546	572	618	631
2017	500	520	584	619	634
2018	636	527	602	615	646

Highest attaining 20%	St. Joseph's	Virtual Comparator	East Ayrshire	SWEIC	National
2015	1240	1263	1161	1223	1255
2016	1236	1197	1195	1232	1266
2017	1109	1197	1191	1243	1269
2018	1209	1213	1210	1239	1281

Percentage of School Leavers in a Positive Destination

	St. Joseph's	Virtual Comparator	East Ayrshire	SWEIC	National
2015	96.18%	93.28%	94.19%	94.42%	93.02%
2016	86.75%	92.11%	91.78%	93.89%	93.33%
2017	94.62%	92.05%	94.27%	94.11%	93.72%
2018	92.50%	92.92%	93.54%	94.19%	94.40%

Context Specific Information

The 2018/19 session brought to an end the vast majority of long-term staffing issues. In the past eighteen months, the following appointments have been made.

Headteacher	February 2018
DHT (x2)	June 2018, September 2019 (Acting)
PT Pastoral Care (x2)	October 2018
PT SfL	March 2018
PT PE/HE	December 2018
PT Expressive Arts	December 2018
PT Social Subjects	September 2019 (Acting)
PT Science	June 2019
PT Technical	May 2019

Eleven of our seventeen promoted post holders have taken up post since February 2018.

In addition, eleven class teachers have been appointed to permanent posts in the same eighteen-month period, while a further seven staff are either NQTs or appointed to temporary contracts. In total, 28 FTE of the 51.3 FTE staff were appointed in the last eighteen months.

It is recognised that in the medium to long term, the wide range of appointments brings exciting opportunities for the school. However, in the short term, such vast change is significantly challenging, particularly in relation to understanding our context, applying consistency in practice and building relationships across the staff, pupil, parent and partner bodies.

Senior leaders are acutely aware of the need to clearly define our local context for our new staff, and the production of 'St. Joseph's in Context' (file attached) acts as evidence of our commitment to ensure that staff and partners have a clear understanding of the socio-economic profile of the community we serve. This guidance acts as the starting point for revising our vision, values and aims.

Work undertaken in 2018/19 has laid the foundations for a full revision of our vision, values and aims during 2019/20. Strategically, it was thought important to define our context before redefining our vision, values and aims. Revising our vision, values and aims is something that most stakeholders acknowledge is necessary. The timing of this revision is important when viewed against significant recruitment and the changing socio-economic profile of our cohort.

Vision, Values and Aims

Our current vision, values and aims is **summarised** as follows, and has acted as the starting point for our consultation, which began with staff last session.



Our mission is to make our Catholic school a community of faith and a centre of excellence in learning and teaching where all members of our community may develop their talents and abilities to the full.

This is our vision statement. It encapsulates our aspirations, our values and our approach to the education and formation of our young people at St. Joseph's. The experiences we offer our pupils should inspire them. The word 'inspire' is derived from Latin and means 'to breathe life into'. It has come to mean 'to motivate' or 'drive' someone to do something challenging or demanding, but ultimately rewarding and in the past referred to inspiration from God. We feel it sums up the traditions and values of the Catholic Church and suggests the opportunities that our pupils will receive that should encourage them to live life to the full.

Our school can play a role in transforming the lives of all those who work in it. This can occur simply through the relationships we develop at school that changes us for the better or offer us new ways of seeing things. The learning that our pupils experience should also offer them the chance to change and grow as they become more aware of the world, of themselves and of the opportunities open to them. We hope that our pupils go on to transform the lives and experiences of others.

When they leave us, a St. Joseph's pupil is a young 'man or woman of dreams', like our patron Saint himself. They are able to realise the dreams they have for themselves and use their talents and abilities in the service of others and for the greater good.

OUR VALUES

Working together makes great learning

Take part

Make your mark

Aim high

Be curious

Be open to inspiration

Make a difference

Think of others

2018/19 Priorities

The priorities of our 2018/19 improvement plan were:

- 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. (Assessment of Children's Progress)
- 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. (School Improvement)
- 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. (Teacher Professionalism)
- 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. These pathways will be aligned against Labour Market Intelligence and local context and some will be delivered in partnership with Ayrshire College. (Assessment of Children's Progress)

Review of Progress 2018-19 School Improvement Plan

<p>Establishment priority 1:</p>	<p>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. (Assessment of Children's Progress)</p>
<p>- Derived from NIF priority:</p> <p>- NIF Driver:</p> <p>- Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</p>	<p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Assessment of children's progress</p> <p>1.1, 1.3, 2.3, 2.4, 2.5, 3.2</p>
<p>Progress and Impact:</p>	<p>The intended actions associated with this priority can be summarised as follows:</p> <ol style="list-style-type: none"> 1. Formation of a 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 <p>The scope of the PEF appointed PT was extended to Moderation in a broad sense, as opposed to just Literacy. However, Literacy was the focus area during session 18/19. The PT was appointed in December 2018 and undertook QAMSO training. The PT led an education group activity on moderation and analysed the curricular audit referenced in last year's SQR to identify areas of the S3 curriculum where the same benchmarks were used to assess progress in literacy. Four departments contributed to an in-house moderation activity in relation to writing in S3. This activity took place in May 2019 and utilised East Ayrshire's revised guidance on Moderation.</p> <p>Part of the findings associated with this exercise highlighted the need to improve the quality of feedback offered in relation to the written work that was moderated. This focus on feedback has fed into our whole school SIP for 2019/20. The PEF funded PT, our PT SfL and our returning PT English met with East Ayrshire's SAC team to share practice in May 2019. We have devised a clear</p>

structure of responsibility for literacy across the curriculum as follows:

Universal provision – PT English

Targeted provision – PT SfL

Moderation across the curriculum – PT Moderation (PEF)

INSIGHT data for 2016 and 2017 show significant downward figures in comparison to the VC. The 2018 figure is higher than the VC without significance. Our INSIGHT data shows early signs of improvement. It is clear that we need to continue to focus on the reliability of TJS data in S3 and the PT English has factored this into the Department Improvement Plan for next session. It also appears as a school wide priority. The PT English has relaunched guidance on literacy across the curriculum which, if managed correctly, should act a catalyst for more robust engagement next session.

2. Establish areas of the S3 curriculum where assessment and moderation of literacy across learning is possible

Completed as above by PT Moderation (PEF funded). This was completed and actioned in May and June 2019, with reliability of conclusions to be further tested through ongoing engagement in 2019/20.

3. Sharing criteria for assessment of progress across a body of written work

The working group of PT English, PT SfL and PT Moderation, having identified departments best placed to engage in this activity, will build upon early identification in May 2019 throughout next session.

4. Revised presentation policy in English to move towards positive presentation in national qualifications

A class group were identified early in the session for positive presentation. In the past this group would have been entered for N4. However, the English department altered their provision to provide the opportunity for these young people to sit N5 (or in some cases elements of N5 in the form of units). The impact of this was to increase our local S4 literacy N5 pass percentage by 5% year on year. Our presentation percentage at N5 in 2018 was 40% against a national average of 67%. In 2019 our presentation percentage at this level was 62% against a national average of 69%. This acts as evidence of an increase in SCQF presentation levels as stated as a

	<p>potential outcome of this improvement priority. INSIGHT leavers data (2018) also shows a definite improvement in literacy attainment at SCQF4 and SCQF5, another of the intended areas of impact stated in the SIP.</p> <p>5. Introduction of paired reading programme (PEF funded via participatory budgeting)</p> <p>The English department successfully applied to the Parent Council for PEF funding in order to offer a paired reading programme last session. The programme will continue into the new session. The impact in terms of outcomes for learners is difficult to measure in one academic year, but the impact for staff has been to look outwards and seek out best practice in use of paired reading as strategy to improve attainment. Visits to a school in Renfrewshire have supported staff to build confidence in the delivery and application of paired reading strategies.</p> <p>6. Universal and targeted family learning with a focus on literacy</p> <p>Both our Home Link Workers and PT Parental Engagement offered parents in partnership (PIP) programmes last session. However, in response to the immediate needs of the families concerned, the focus was not on literacy. Our PIP programmes will, in time, and in response to identified need, grow to include a specific session on literacy.</p>
<p>Next steps:</p>	<p>Extensive work in relation to literacy across the curriculum was undertaken during session 2016/17. A combination of significant staff turnover and shifting annual priorities has meant that staff awareness of the good work undertaken is not as strong as it was around that time. The PT English, as the lead on universal provision, has relaunched the pupil booklets, which include differentiated versions, and the staff guidance (which can be seen in all classrooms). We acknowledge that awareness of literacy as a priority for all staff is an area of focus in the coming sessions and this is reflected in our improvement plans of 18/19 and our provisional plan for 19/20.</p> <p>The PT Moderation (PEF) funded, will build upon early work in relation to the agreement of standards when moderating across a body of work. This will include continued input at education group level and was started in February 2019, with additional work completed in May and June 2019.</p>

	<p>The PT SfL, as lead on targeted intervention, will work specifically with 1MAC (a targeted group of S1 learners who are following a bespoke BGE experience in S1). This group have been identified as those who would benefit most from planned targeted intervention in session 19/20.</p>
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Establishment priority 2:	<p>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.</p>
<p>- Derived from NIF priority:</p> <p>- NIF Driver:</p> <p>- Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</p>	<p>Closing the attainment gap between the most and least disadvantaged children</p> <p>School improvement</p> <p>1.1, 1.3, 1.5, 2.3, 2.4, 2.5, 3.1</p>
Progress and Impact:	<p>The intended actions associated with this priority are summarised as follows:</p> <ol style="list-style-type: none"> 1. Revised procedures at the start of the school day to promote inclusion and attendance (breakfast club, targeted intervention, pupil entrance) <p>While this can be regarded as a soft measure of culture and ethos, the use of one pupil entrance each morning has significantly increased first contact opportunities with all young people. SLT and Pastoral staff utilise this time to follow up on any known concerns and to make themselves available to learners. It also allows staff to reinforce basic expectations at point of entry. Uniform as a means by which we promote a sense of community and togetherness is more widely worn since the launch of a single point of entry. The breakfast club, staffed by home link workers was a highly successful initiative in session 18/19, with 58% of those accessing provision from SIMD 1 and SIMD 2. Teaching staff also supported the breakfast club to help foster a sense of care at the start of the school day. At its peak, the breakfast club attracted over fifty young people. Provision may alter next session to include</p>

support from EA catering, but the breakfast club initiative will continue given early success. Some of those attending breakfast club had previously arrived late for school prior to its inception. This action and associated impact may not directly relate to attainment, but it has provided more opportunity for establishment of relationships that continue into school life throughout the rest of the day.

2. Implementation of internal attendance tracking tool

This was implemented until October 2018 but was found to be unsustainable. However, it did highlight a major area for attention. As a result, PEF funding has been set aside from within our 2019/20 allocation to recruit a clerical assistant to solely focus on attendance monitoring, intervention and follow-up. At the time of writing, the post is awaiting approval from HR. We hope to appoint by the October break. The newly appointed member of staff will be based in the Pastoral Care base and will undertake anomaly checks, checks of those on the vulnerable pupil list and first point of contact calls home.

The sheer volume of attendance concerns justifies use of PEF for this purpose and in part explains the difficulty in sustaining a model which depended upon Pastoral and SLT staff alone.

That is not to say that progress was not noted. Pastoral Staff were aware of the need to work to improve attendance, and as a result of a combination of daily interventions and the launch of our inclusion base, overall attendance rates increased from 87.2% to 88.49%. The gap between our attendance rate and the authority average closed from 2.2% in 2017/18 to 0.98% in 2018/19.

3a. Revised whole school tracking and monitoring tool

It became clear early in the process of considering how to best track progress that planned learning in the BGE was inconsistent across the school. It is futile to track against a curriculum that is not planned in line with national expectations. As such, the work undertaken has been to audit planned learning in the BGE at all stages and in all curricular areas. At the time of writing, the initial BGE audit is complete and available to staff, with quality assurance of audited units an agenda item for HT/PT meetings early in session 2019/20. Some staff have started to use this audit to inform work related to their remit e.g. PT Moderation (PEF). The next step is to interrogate this audit via a database which will be used to highlight areas of the

curriculum where delivery and assessment of experiences and outcomes and benchmarks overlap. Following review, a tracking and monitoring tool in the BGE will be devised which is bespoke to our offering and not dependent upon systems far removed from the curriculum (such as SEEMIS). The new tracking tool will take account of local authority guidance on tracking within and across levels and will ultimately lead to a phased process in 2019/20 which will see SEEMIS no longer used to track BGE progress.

At Senior Phase level, tracking has focussed on those at risk of not attaining (ARONA), with revised guidance available to staff and used to inform interventions. Interventions are currently applied differently from department to department. With this in mind, the DHT with responsibility for tracking and monitoring has devised whole school guidance to be used during the first intervention period (September 2019) of next session.

3b. St. Joseph's in Context

The 'St. Joseph's in Context' booklet was shared with all teaching staff during 2018/19 to provide staff with a means by which they could better understand socio-economic profile of our pupils. This will be rolled out to all partners in 2019/20 and the Head Teacher shared use of the context document with all Head Teachers in East Ayrshire in June 2019. The data shared includes, but is not limited to:

- School Catchment Area Information
- School Roll
- SIMD Profile by Year Group
- Associated Primary Schools
- Parish Links
- Attainment Data (INSIGHT)
- Positive Destinations
- Attendance
- Exclusions
- TJS Data
- Labour Market Intelligence
- Health and Social Care Data
- Mental Health in Ayrshire

4. 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)

FME uptake has increased year on year by around 3%, partly as a result of offering direct assistance to a number of families. We believe that there is still scope to increase this figure and are awaiting the outcome of an authority wide pilot on integrating FME and clothing grant applications as part of the initiatives surrounding the transformation agenda across the authority.

Our intervention model for disengaged learners altered significantly mid-session. Two PEF funded PT Inclusion posts were created, and we launched an internal supported learning centre, targeting those known to have disengaged from education. Request for assistance forms are used as part of the referral process and we are set to meet with representatives of the Educational Psychology Team to agree upon baseline assessments and to assist in identifying those who would benefit from bespoke support. To date, around twenty-three young people with attendance rates of 70% or less have engaged with the base and have either completed, or started to complete, units and courses at SCQF3, 4 and 5 level. Funding will continue into the 2019/20 session. The base only launched in January, but engagement figures have increased. We have also pro-actively visited homes and hosted TACs in the homes of those young people most reluctant to re-engage. The SIP outcome target of broadening home link engagement has been addressed by the PEF funded PTs as well as Home Link staff.

Staff leading the base have devised a bespoke curriculum offering and are working to engage a number of external partners who are able to offer short course certified input next session. Staff within the base targeted S4 pupils and we have noted a year on year increase in tariff points in S4 for the lowest 20%, moving from 38 in 17/18 to 62 in 18/19. We recognise that while we remain below our VC, the significance of marginal gains is hard to measure, but we do value a gain equivalent to two SCQF3 qualifications from year to year. Work with Educational Psychologists next session will ensure that our review processes are robust and moderated by EP.

5. Clear intervention policy and procedures at department level in relation to learning and teaching and presentation policy.

Revised intervention guidance has been devised and will be used in 2019/20. The advice is based upon identified internal good practice in some departments. We recognise that approaches to using interventions after a tracking

	<p>period vary from department to department. Presentation policies in each department are broadly in favour of promoting aspiration. However, in English, adaptations were made as described above. An overarching policy on presentations and pathways is still in development and was not fully overtaken during session 18/19. However, an alteration to our approach to timetabling has meant that we have delivered free choice in S4-S6, opening up combinations and pathways not previously available to learners. This should lead to more positive presentations as progression through the senior phase is now possible in almost all subject areas.</p>
Next steps:	<p>Our breakfast club provision will continue but will follow the Magic Breakfast programme, to launch in October 2019. The outgoing model led by Home Link was very successful and is supported by positive feedback from young people.</p> <p>We will migrate our BGE tracking from SEEMIS to an internally devised system that aligns with planned learning in the BGE. The new system will make use of East Ayrshire's tracking scale as opposed to the DCS system currently available on SEEMIS.</p> <p>We aim to standardise intervention procedures across departments as current practice may result in a lack of clarity for young people.</p> <p>PEF funding has been set aside to recruit a clerical assistant to work with Pastoral Care staff on attendance only.</p> <p>We will aim to continue to implement a free choice model in the Senior Phase. Late in session 19/20 we will begin to consult staff, parents and partners on our revised Senior Phase offering, as our 2019/20 S3 cohort (first to come through our revised BGE offering) will be moving into S4. The S4 structure/schematic does afford breadth for almost all learners. We are conscious of the need to analyse and develop elements of our S5/S6 offering and schematic in light of low retention rates from S5 into S6 and reports of blocked progression in some cases in recent years.</p>
Establishment priority 3:	<p>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>
- Derived from NIF priority:	<p>Improvement in children and young people's health and wellbeing</p>

<p>- NIF Driver:</p> <p>- Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</p>	<p>Teacher Professionalism</p> <p>1.2, 1.3, 2.1, 2.2, 2.7, 3.1, 3.2</p>
<p>Progress and Impact:</p>	<p>The intended actions associated with this priority are summarised as follows:</p> <ol style="list-style-type: none"> 1. Formation of pupil leadership and equalities groups <p>Extensive revision of our pupil leadership structure took place in 2018/19. We established a Junior Leadership Team, whereby two S6 pupils were appointed as Head Boy and Head Girl of the Junior Leadership Team. The Junior Leadership Team was comprised of pupils in S3.</p> <p>We re-modelled our Senior Phase Leadership Team somewhat with some additional ambassadorial roles offered to complement the traditional positions available to S6 pupils. All pupils in both teams had to undertake an interview process and our parent council and chaplain contributed to the election of leadership team members. All pupil leaders complete a servant leadership course with the Conforti institute in order to best understand and support our Catholic Ethos.</p> <p>The Junior Leadership Team met on a weekly basis and made a significant contribution to work undertaken in relation to anti-bullying and supporting our Catholic Ethos. The JLT launched our ‘Bee Kind’ initiative and set up two safe spaces within school.</p> <p>Two of our senior leadership pupils started an equality group and promoted access to mental health first aid kits within the library. They also launched anonymous tip off boxes should a pupil wish to report a concern. The group were tasked with tracking any concerns brought to them via the forums mentioned (they did not access the concerns but touched base with staff accessing concerns). Happily, the group did not identify any protected characteristics where a culture of disrespect or bullying was prevalent, and indeed only raised one issue across the entire academic year. We also launched an online form to allow pupils, parents and carers to notify us of concerns. A very small number (less than ten) of concerns were raised through the form which remains live on a permanent basis.</p>

2. 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 revision will take account of national PSE audit e.g. inclusion of finance and driving theory test.

Our Pastoral Team have revised our PSE curriculum at all stages. Our new curriculum includes SCES developed material on inclusive education as well as taking account of pupil feedback garnered during the 18/19 session. As an example, we have secured input from the Stuart Ivory Financial Education Trust to raise awareness of financial matters post school with our senior pupils.

All young people have completed a wellbeing web exercise to gather baseline data as we look to focus on making our engagement with HWB more explicit in the coming academic years.

3. 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).

We acknowledge that the above priority was ambitious in terms of scope. We have started to track and monitor achievement/participation and have a system to support this. Interrogation of data and subsequent interventions will follow in session 19/20.

Significant time was given to the re-development of guidance for pupils, parents and carers during personalisation and choice events, and feedback was very positive. While we acknowledge that planning for choices and changes extends beyond internal pathways, we can point to the positive feedback in terms of the quality of information shared in this respect as an early sign of progress in implementing the aims of the 'Making the links...making it work' (can be sourced on National Improvement Hub). A feature of our timetabling was to ensure that more pathways within our current S5/S6 structure were accessible to young people. We successfully implemented a free choice model to support this.

Upstream services are used extensively, with regular review meetings held with Upstream staff. A partnership

agreement is in place with Upstream and reviewed annually. Given the nature of counselling, it is hard to measure progress, but we are working with Upstream to compare referral reasoning against pupil engagement as a means by which we can determine the cause of referral(s) which lead to greatest engagement.

4. Opportunities for staff and young people to understand and engage with community action plans, utilising VOICE as a means of determining next steps (EACAP)

We have invested significant time in actively increasing the number of community partners we work with. Much of this work stems from a focus on Education Scotland's learner participation guidance. We worked with Craigie Care Home and East Ayrshire's volunteer centre on an intergenerational project and have plans in place to continue to build on our relationship with both organisations next session.

Pupil representation was evident on the New Farm Loch Community Council (NFLCC), as well as community action plan work as it relates to the Auchinleck area. Our pupils actively participated in the work of both groups. We have a long standing mutually beneficial partnership with the NFLCC and worked together to secure Fire Reach funding and diversity/anti-sectarianism projects.

More broadly, East Ayrshire Council's Housing Association team and Gracelands care home offer volunteering opportunities for our Caritas pupils and our local foodbank reported that we are the single biggest contributor, donating over a tonne of food.

Conscious of the scope of our catchment area, we invited a range of partners to attend outreach events in Auchinleck and Galston including housing and the NHS.

While our engagement year on year has increased significantly, we are yet to utilise VOICE when engaging with these partners but do plan to revisit this in session 19/20.

5. Use of pupil version of HGIOS and newly released Learner Participation guidance as the basis for evaluation of pupil leadership, participation and voice.

Learner Participation guidance has provided us with a strategic framework from which we can build an active and thriving relationship with a range of partners. Extensive

	<p>work was undertaken by Mrs Shearer and the pupil leadership team in relation to learner participation, some of which is detailed above.</p> <p>A short life working group of staff are in the process of reviewing our partnership working as it relates to curricular delivery. Most recently, pupils and staff are involved in the regeneration of Kilmarnock Town Centre. Our revised S3 curriculum includes one intervention period per week. For some of our learners, this time will be used to analyse and implement HGI 'OUR S. One focus of the group's work in 2019/20 will be in relation to HWB across the curriculum.</p> <p>6. Vision, Values and Aims consultation in relation to Catholic Ethos and spiritual development leading to revision of House structure</p> <p>Most of our work in terms of our Vision, Values and Aims has been to clearly define our local socio-economic context (through the sharing of 'St. Joseph's In Context' and as described earlier). With around fifty percent of our current staff cohort appointed since February 2018, there is a need to come to a renewed understanding of our community, purpose, vision, values and aims.</p> <p>Our revised vision, values and aims will be informed by SCES documentation on ensuring that our values are inspired by the aims of the SCES charter and the Catholic faith and build on work underway in relation to pupil ownership through our S3 intervention input on HGI OUR S and our Learner Participation strategy.</p>
<p>Next steps:</p>	<p>The inclusion of How Good is OUR school as part of our timetabled S3 provision will afford us the time to begin to embed pupil input in our improvement processes. Learner Participation currently enjoys a high profile across the school, and we believe that the work undertaken so far has the potential to be sector leading in time.</p> <p>Our revised PSE curriculum will be delivered in its entirety this session. There is a need to ensure that we review the curriculum on a regular basis, and to do so in partnership with young people.</p> <p>We are continuing to review how we use baseline data as it relates to Mental, Emotional and Social wellbeing to better informed targeted intervention. Both Upstream (PEF funded counselling service) and East Ayrshire Council's Educational Psychology Team are working with our staff to</p>

	<p>develop a policy which will inform practice during 2019/20 and beyond.</p> <p>We have plans in place to build upon last session's wide engagement with local community partners and community action plans.</p> <p>We anticipate that our full consultation on our Vision, Values and Aims will be completed around December 2019.</p>
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Establishment priority 4:	<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>- Derived from NIF priority:</p> <p>- NIF Driver:</p> <p>- Self –evaluation supported by HGIOS 4/ HGIOELC QIs:</p>	<p>Improvement in employability skills and sustained, positive school leaver destinations</p> <p>Assessment of children's progress</p> <p>1.2, 2.2, 2.3, 2.4, 3.2, 3.3</p>
Progress and Impact:	<p>The intended actions associated with this priority are summarised as follows:</p> <p>1. Review of curriculum structure at transition from BGE to Senior Phase (S3 into S4).</p> <p>Parents/Carers were consulted on proposed changes to our S3 curriculum offering. Prior to this session, our S3 and S4 offering had undergone significant change on a near annual basis. In recent years the school has experimented with offering six presentations in S4 and two-year Higher pathways. Unfortunately, attainment trends over time for young people coming through the school and following these models showed a decline in attainment. In session 2016/17, the decision to move to seven subjects in S4 was taken and implemented during session 2017/18. In the two years since, S4 attainment has started to improve across a range of measures.</p>

When analysing our S3 offering and S4 uptake, it became clear that our recent models relied heavily on traditional core subjects. Around 75% of young people were taking six or seven of only around ten options. This was in part down to the fact that departments and areas of the curriculum previously on offer had disappeared from our Senior Phase offering (Home Economics, Computing Science, Drama, Business Education). This not only prevented access to National Qualifications in many subject areas, it also removed the potential to offer alternative NPA courses or similar in those subject areas.

The outgoing S3 structure also created disparity in breadth in some curricular areas. Technologies, Expressive Arts and Health and Wellbeing and all associated subjects were competing against one another for what was often one or at most two subject choices.

An extensive consultation paper was produced for stakeholders, clearly outlining our rationale against national expectations and shifting labour market intelligence.

The parent forum agreed with our proposed changes and our new timetable offers guaranteed breadth in all curricular areas until the end of the BGE. We have also included one 'intervention and improvement period'. One period per week, S3 pupils can benefit from:

Additional Literacy Period

Additional Numeracy Period

Bespoke provision for those at risk of disengaging

How Good is OUR School Leaders

SafeSpot Leaders

Current Affairs

Additional Modern Foreign Language (to protect viability of dual linguists in advance of Senior Phase)

This period offers ongoing flexibility to respond to the needs of young people. In some cases, targeted intervention will lead to the allocation of provision during this period, in others, pupils will elect to attend a particular class. In the longer term, there is scope to use this period for profiling purposes and to deliver inter-disciplinary learning.

While we acknowledge the need to continually review our curricular offering, we are also acutely aware of the volume of change to the BGE structure at St. Joseph's across the past six years. Rigorous approaches to

timetabling will be utilised in future to deliver alternative bespoke provision on a needs basis, with the structure of our S1-S3 provision now settled.

2. Revision of timetable schematic to support more varied pathways and light of LMI

Methodical planning allowed us to make some significant changes to our schematic as follows:

- Breadth across S3 as described above
- Introduction of a flexible period in S3 schematic
- Free choice delivered in S4, S5, S6
- Integration of vocational bursts in S2 (College Partnership within BGE)
- Dual delivery of College pathway courses in S3 (Childcare with Outdoor Learning)

We have started to introduce more variety in our S5/S6 offering, with Health Sector and Creative Industries introduced within the past two academic years.

3. Integration of Labour Market Intelligence and the Career Management Skills Framework (CMSF) across all S3 BGE courses

The entirety of our BGE delivery has been audited against the CMSF. Interrogation of this data is ongoing at the time of writing. There is an increasing awareness of the importance of career management skills among staff, but this is not yet supported by widespread evidence of engagement during lessons.

The reintroduction of S3 My World of Work ambassadors has ensured that pupil leadership in relation to SDS input is increasing year on year.

LMI data can be found in our 'St Joseph's in Context' documentation and was used to inform the business partners working with us on relaunched SDS days.

4. Introduction of Childcare with Outdoor Learning

We introduced Childcare with Outdoor Learning in S3 in response to LMI and recruitment issues in relation to childcare, both locally and nationally. A group of our pupils worked with nursery pupils on campus to build upon learning undertaken during the week. The learning model was one of co-delivery, with college staff working in school to support young people. One of our Drama changing

	<p>areas was converted into a Nursery and remains so in advance of session 19/20. We were pleased to engage some of our S3 boys in this work, given the gender imbalance that exists within this sector. Funding to support delivery next session is in place. We are expanding this provision to include courses in Hair and Makeup, Milkshake Making and Bike Maintenance.</p> <p>5. Targeted Intervention to offer pupils appropriate opportunities to further develop Career Management Skills on a needs basis</p> <p>Our move to launch the AP base altered our priorities against this plan. However, we did offer two young people the opportunity to engage in longer term work placements in order to develop skills that they may require at the point when they left school.</p> <p>Our AP planning for 19/20 includes bespoke provision that will allow for longer term work placements for those most in need.</p>
<p>Next steps:</p>	<p>While we believe that our recently revised BGE offering ensures that young people are able to access their entitlement to a broad general education, we acknowledge the need for further curricular review in relation to our S5/S6 provision. Adjustments to our staffing cohort in terms of subject specialism allowed us to bring more subject areas back into the curriculum, and this will feed into potential pathways in the coming years. However, we are still restricted in what we can offer in Home Economics and Business Education. Staffing is currently 0.6 FTE in each department, which allows for the delivery of entitlement in the BGE. Ideally, we would want to increase staffing to 1FTE in both areas to ensure that progression is possible into S4-S6 is possible in these subject areas.</p> <p>There is more scope for some of the innovative College integration in S2 and S3 to extend beyond College courses delivered at College for Senior Phase pupils and we are exploring the possibility of dual delivery next session. Given the fact that we were able to deliver free choice for all S4-S6 last session, we intend to move to a responsive model which will depend more on what young people wish to take on (provided it is a viable pathway and in their best interests) and less on traditional timetabling schematics. This requires expertise in the nuances of timetabling, which we believe we have. It is necessary to ensure that all members of the Senior Leadership Team are offered opportunities to further develop their</p>

	<p>understanding of timetabling to make this a sustainable delivery model.</p> <p>In relation to LMI and the Career Education Standard/Career Management Skills framework, we are at the awareness raising stage with both. Curricular Principal Teachers have audited their BGE delivery against CMSF and understand the need to take account of LMI when devising pathways.</p>
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How Good is Our School/Early Learning and Childcare?

Inspection Team

Please note, the broad content that would normally sit within this section of our SQR can be found within our Self-Evaluation Summary form to be sent to Education Scotland by Friday 27th September. Our school level deadline for our SQR is Monday 30th September, to coincide with our Parent Council AGM.

Parents/Carers

This section of our Standards and Qualities report usually includes commentary on our progress against some of the Quality Indicators found within How Good is Our School (fourth edition).

Our internal deadline for the generation of our Standards and Qualities report for the 2018/19 session is Monday 30th September 2019. This date coincides with our Parent Council AGM, where this report will be shared and follows the release of national attainment data for the 18/19 session in mid-September. We report at this time of year to ensure that our review of last session takes account of initial attainment data.

However, we have received notification of inspection during the week beginning Monday 7th October 2019 and must submit a self-evaluation summary paper to the inspection team which aligns exactly with the sections we usually report on here. Some of the information included in the summary documentation submitted to Education Scotland is sensitive, and as such cannot appear on this version. The format also differs slightly between both documents.

To avoid a circumstance whereby staff are directly duplicating work on two different documents simultaneously, we intend to release this section of our Standards and Qualities Report to parents/carers post-inspection. This has been communicated to our Parent Council Chair and met with their approval.

While supporting detail will follow post inspection, we can state our self-evaluated gradings in advance of inspection. They are as follows:

- 1.3 Leadership of Change – Good
- 2.3 Learning, Teaching and Assessment – Satisfactory
- 3.1 Ensuring Wellbeing, Equality and Inclusion – Satisfactory
- 3.2 Raising attainment and Achievement – Satisfactory

A full overview of our self-evaluated progress against each quality indicator will be released post inspection.

Pupil Equity Funding:
Level of PEF funding:

PEF funding for the outgoing session (18/19) was set at £99,600. In 2017/18 it was £86,400.

How was this allocated last session?

Consultation with the Parent Council, and the sharing of proposed spend at the annual HT meeting with the Parent Forum resulted in approval of the following spend.

Bethany Trust Counselling	Other	Bethany Trust	£12,000	Counselling and Befriending Service
Home Link Worker (shared with St. Andrew's and Mount Carmel primary schools)	Staff	EA	£14,500	Continuing from last session
Additional Home Link Worker	Staff	EA	£13,900	To support the launch of our AP base and to work exclusively with pupils of St. Joseph's Academy
PT Moderation	Staff	EA/Internal	£9,000	Post to ensure moderation procedures both internally and across P7/S1 Transition are robust and understood against National and Local guidance, for benefit of interventions for those young people in SIMD1 and SIMD2 (Started January 2019 to continue until review in April 2020)
PT Inclusion x 2	Staff	EA/Internal	£5,000	To setup internal alternative provision for the most disengaged young people and families as a mechanism by which they can re-engage with school life. Initially this will be in response to a large number of non-attenders, and in time will be a pro-active mechanism to prevent disengagement.
PT Parental Engagement	Staff	EA/Internal	£6,000	Given the vastness of our catchment area, and a changing profile in terms of families residing in SIMD1 and SIMD2 areas, we believe there is a need to appoint a PT with responsibility for auditing and building upon Parental Engagement and Family Learning. Aim is to engage more families from hard to reach areas or experiencing difficulty in engaging with the life of the school for the benefit of learners
Breakfast Club and Uniform Support/Stock	Other	Various	£2,500	Stock for breakfast club and uniform supply

Targeted Family Learning Provision	Other	EA	£3,000	In terms of Enhanced Transition and Parents in Partnership programmes. Finance used to secure transport and materials as well as cover cost of staffing and associated preparatory and follow up home visits.
Grade 3 SflW	Staff	External	£16,440	In light of reduced central allocation and to maintain level of provision currently on offer
PEF Support Costs	Other	EA	£4,920	EA Top Sliced
Participatory Budgeting - Pupils, Staff, Parent Council	Other	TBC	£15,000	Bids submitted by departments for approval at Parent Council meetings

Evidence of impact so far:

Approximately twenty young people are regularly engaging with our counselling and befriending provision, either through Upstream or Barnardos. This provision would not be possible without use of PEF funds. Given the nature of counselling, it is difficult to report impact without breaching confidentiality. Our Pastoral team, work with both organisations to gather data at point of entry and exit. Early indications are that young people report favourably on their experience with both groups.

Our additional HLW worked well with staff to re-engage three of our most disengaged young people, and to encourage those young people to work with staff in our newly launched AP base. These young people are at risk of completely disengaging from education and the progress made in a short time was significant.

Our HLW shared with Mount Carmel and St. Andrew's, along with a centrally SAC funded HLW led our PIP and Enhanced Transition programmes, which were reviewed as extremely positive by those families involved. Input related to Adverse Childhood Experiences, Parenting, Social Media and Health and Wellbeing. Funding from one associated school was withdrawn, and then re-secured but our HLW has decided to pursue more permanent employment in a similar role with East Ayrshire. We will retain our SAC funded HLW and plan to use the funds released to recruit an inclusion worker and attendance officer to support our AP provision.

Our AP provision shows signs of having an immediate and definite impact on those most disengaged. The two staff appointed enjoy excellent relationships with parents and families and between January and May, we have witnessed young people re-engaging who had very low (less than 20%) attendance prior to the launch of the base. The bespoke curriculum on offer reduces anxiety around following a traditional timetable for those concerned. In 2019/20 we hope to ensure that all young people with very low attendance can access a BGE or Senior Phase workstream bespoke to their needs.

Our PT Moderation has taken responsibility for moderating literacy at the point of transition and across the curriculum. This will serve to enhance the accuracy of

teacher judgement, and by extension, result in specific support for those young people not yet able to access the curriculum at Third level. This will also work to improve system level partnership between our school and associated primaries.

Our PT Parental Engagement has led a number of initiatives to remove barriers for families and young people, including period poverty, outreach parents' meetings and an audit of perceived support offered by the school. An increasing number of families residing in SIMD1 and SIMD2 may experience hardship and our PT Parental Engagement is tasked with ensuring all aspects of school life are accessible regardless of socio-economic circumstance.

Breakfast club numbers continue to rise, and PEF funds support this provision as well as the procurement of uniform and PE kit which can be issued to young people at no cost.

PEF funds allowed us to maintain our classroom assistant provision in the face of central cuts and an increasing number of young people with additional support needs.

A number of subject level submissions were approved by the parent council, including but not limited to reading wise and paired reader materials and software to directly support the improvement of literacy for many young people. Support to provide equipment for DoE expeditions was also secured and allowed some families to access Duke of Edinburgh provision where it would otherwise have not been possible.

Our planned PEF spend for 2019/20 will be discussed at our final Parent Council meeting in June, with sign off in August. At the time of writing, we plan to recruit two staff as above, with all other provision maintained.