

School/Centre Improvement Plan	St. Joseph's Academy
Head Teacher	Joseph Kane
Date Submitted	September 2021
Session (Date when each year is written)	2021/22

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 2021/22 is to streamline and clarify our vision, values and aims.</p> <p>Our school motto is 'Fidelis, Justus, Prudens', 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:

MESP	Mental, Emotional, Social and Physical	PEF	Pupil Equity Fund	HGIOS	How Good Is Our School
BGE	Broad General Education	PT	Principal Teacher	NIF	National Improvement Framework
EP	Educational Psychologist	PC	Parent Council	DYW	Developing the Young Workforce
SIF	Summary of Inspection Findings	HT	Head Teacher	DHT	Depute Head Teacher
SIP	School Improvement Plan	LMI	Labour Market Intelligence	CES	Career Education Standard

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 November 2021 following AGM in October 2021.
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.	✓ November 2021
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:



Pupils and Parents - Strategic Involvement

For session 2021-22, 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 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.

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 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 priorities.

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.

For session 2021-22, please describe below how parents will be involved in decisions relating to the operation of the school/centre.

In a normal session, we would hold an open meeting for all parents/carers where the Head Teacher would outline proposed priorities and provide a means by which views can be gathered. Given the ongoing uncertainty around COVID and associated mitigations, consultation will be virtual.

The Parent Council will be consulted on improvement plan priorities and PEF spend. It should be noted that the majority of our PEF spend is a continuation of services/provision we are committed to for a 24 or 36 month period.

Ongoing challenges in respect of the time available to undertake strategic activity against the need to mitigate against COVID remains a reality.

Improvement Priority 1 – Raising Attainment <i>(Expressed as outcomes for learners)</i> Continue to target those at risk of not attaining appropriate awards in literacy and numeracy. Targeted intervention via AP staff to mitigate against impact of non-attendance on potential attainment across all areas of the curriculum (outcome to increase attendance figures and breadth of awards attained). Aligns with Education Service Plan Priorities: 1.3, 3.1 also linked to SIP Priority 3 - Transitions.		Rationale for improvement priority based on evidence While improving annually, those leaving within the lowest 20% still require support to attain in literacy and numeracy. Rate of improvement for this group to align with broad improvements for middle 60% and highest 20% of learners as evidenced via INSIGHT. INSIGHT data demonstrates a varied attainment pattern for those in receipt of Free School Meals at SCQF level 5 for literacy and numeracy.
NIF Priorities Closing the attainment gap between the most and least disadvantaged children	NIF Driver Assessment of children's progress	HGIOS4 QI's for self-evaluation 2.3, 2.4, 3.2

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Build on progress last session of the 'Challenge 100'/'ARONA' and alternative SCQF (PEF) programmes to target specific young people identified via data analysis. Evidence of department level discussion and subsequent actions around progress of those identified within 'Challenge 100' and 'ARONA' groups. Build on existing good practice within our Alternative Provision Hub (PEF) and through our Attendance officer (PEF) to broaden the attainment portfolio of those young people who experience difficulty in attending class/school. This will take the form of extended input from subject specialists, either by way of delivery within the AP base (where possible) or via development of online resources that can be accessed by AP support workers for use with young people. Initial focus on literacy and numeracy. 	A Quigley D Shearer ARONA group A Boyle C Millar Various Teaching staff	Calendared monthly throughout session In response to individual pupil need within AP base
Evidence of impact against outcomes for learners <ul style="list-style-type: none"> Improving trend in respect of literacy and numeracy for lowest attaining 20% (evidenced against INSIGHT trends, specifics added to plan post local data release on 30th September 2021) Further close the gap to our Virtual Comparator in light of recent good progress for overall attainment awards (lowest 20%). 		

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

<p>Improvement Priority 2 – Vision and Wellbeing <i>(Expressed as outcomes for learners)</i></p> <p>Launch LearnWell programme and revised Vision Values and Aims to enhance pupil awareness of, and access to, spiritual, emotional/mental, social and physical wellbeing support when in school. Work will take account of SCES, UNCRC and ‘Every Child, Every Chance’ guidance.</p> <p><i>Aligns with Education Service Plan Priorities:</i> <i>2.1, 2.2, 2.4</i></p>		<p>Rationale for improvement priority based on evidence</p> <p>School Inspection Findings (2019) – Progress curtailed by COVID</p> <p>‘The vision, values and aims have been in place since 2010 ... these need to be developed in conjunction with the wider school community to ensure all stakeholders share ownership of these.’</p> <p>‘Staff recognise the need to extend the language of wellbeing across all aspects of school life.’</p>
<p>NIF Priorities</p> <p>Improvement in children and young people’s health and wellbeing</p>	<p>NIF Driver</p> <p>School improvement</p>	<p>HGIOS4 QI’s for self-evaluation</p> <p>1.1, 1.5, 2.1, 3.1</p>

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Continue with work undertaken against last session's SIP to develop revised Vision, Values and Aims and our LearnWell strategy <ul style="list-style-type: none"> This will include pupil led work to determine how the profile of both is raised across the school Development of pupil friendly calendars linked to VVA and LearnWell to make clear support at various points in year Specific focus on support for those who are care experienced (aligns to aims of The Promise) Pupil leadership of community interaction in respect of VVA and LearnWell 	D Shearer A Boyle Pastoral PTs Pupil Leaders	Launch by March 2022
<ul style="list-style-type: none"> Review current provision against SCES Vision, Values and Aims guidance for Catholic schools in Scotland <ul style="list-style-type: none"> Integrate SCES advice on Social Justice with 'Every Child, Every Chance' Continue to offer unconditional support around meal, clothing and learning material access and raise parental and pupil awareness of support available via school staff 	D Shearer J Sikora Pupil Leaders	As above
<ul style="list-style-type: none"> Staff CLPL focus on Trauma Informed Practice led by EAC Educational Psychologists and building on previous work around ACES with a view to developing a whole school Mental Wellbeing strategy linked to LearnWell 	All Staff (Training) A Boyle	August INSET and then ongoing
Evidence of Impact against outcomes for learners		
<ul style="list-style-type: none"> 'Every Child, Every Chance' work to increase participation among those for whom low income may have been a barrier to participation Clarity for learners around support and activities targeting Mental, Emotional, Physical and Spiritual wellbeing 		

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

Improvement Priority 3 - Transitions <i>(Expressed as outcomes for learners)</i> Ensure work placement standards and wider DYW considerations are implemented at school level to create appropriate pathways based on projected attainment. Develop clear rationale for how data taken from new BGE primary tracking model is used to inform practice and pathways in S1 and beyond. Focus on pupil led communication initiatives at all stages of transition internal to secondary environment (S2, S3, S4 and S5). Aligns with Education Service Plan Priorities: 1.6, 3.5, 4.2		Rationale for improvement priority based on evidence Positive destinations data (INSIGHT) shows a fluctuating pattern over time (DYW Focus) Impact of COVID on transition activity across sectors (Transition Focus) Pupil Voice feedback in respect of communication and awards/rewards (Pupil Leadership Focus)
Improvement in employability skills and sustained, positive school leaver destinations	NIF Driver Performance information	HGIOS4 QI's for self-evaluation 2.6, 2.7, 3.3

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> DYW co-ordinator, working in partnership with EAC team, to evaluate school level provision as it relates to LMI, CES and the Young Person's Guarantee and to revise school level strategy for actioning the aims of priorities. Aligns with additional NIF priority of improving employability skills, and sustained, positive school leaver destinations Transition focus at P7 into S1 stage, particularly around moderation of data from associated primary schools in order that the data can be regarded as commensurate across centres prior to Secondary transition Pupil leadership team has identified the need for clearer internal communication. Pupil led strategy to be developed. Pupil leadership team has identified need to revise awards system (linked to SIP priority 2). 	M Marshall A Kelly A Boyle L Cathie Curricular PTs D Shearer All Staff D Shearer Awards Committee	Review by January Policy by March Ongoing November (Review) March
Evidence of Impact against outcomes for learners <ul style="list-style-type: none"> INSIGHT data for leavers destinations in 2023 evidence impact of DYW input and transition activity for school leavers Increase in percentage of pupils joining S1 from our associated primary schools 		

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