

Standards and Quality Report

2020-2021

(Published 2021/22)

St. Joseph's Academy



Establishment Context

School Profile

NB – Figures used are those as of September 2021.

St. Joseph's Academy is East Ayrshire's only Roman Catholic 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 672, with an FTE allocation of 49.8 teaching staff. 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 (DHT). Our campus officer is PC Dempster.

Our SIMD profile is as follows:

1	2	3	4	5	6	7	8	9	10
20%	20%	11%	8%	12%	5%	5%	8%	9%	2%

Uptake of FME sits at 24%.

At the time of writing, forty pupils are Care Experienced, twenty pupils are young carers and one hundred and sixty-three pupils are recorded as having additional support needs.

Establishment Vision, Values and Aims

Vision, Values and Aims

Our current vision, values and aims is **summarised** as follows, and has acted as the starting point for our current consultation to revise our vision, values and aims, 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.

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.

OUR VALUES

Young People have identified the following as our new School Values

Respect
Equality
Ambition
Courage
Truth
Service

Further work is ongoing to finalise our revised Vision, Values and Aims.

Improvement Priority <i>(Expressed as outcomes for learners)</i> Ensure those most likely to have found it difficult to engage in online learning are supported to re-engage with learning and school. Mitigate against further risk in the event of local or national lockdown by ensuring that the same group of young people can easily access new content online. Vary course provision to meet anticipated course changes. <i>Aligns with Education Service Plan Priorities:</i> 2.5, 4.1, 4.5		Rationale for improvement priority based on evidence <ul style="list-style-type: none"> During lockdown, weekly engagement with online learning was as low as 45%. PEF National Operational Guidance is clear in that interventions may support the need to address digital exclusion. Anticipated alteration to SQA exam diet and/or SQA course content
NIF Priorities Closing the attainment gap between the most and least disadvantaged children	NIF Driver Assessment of children's progress	HGIOS/ HGIOSELCC QI's for self-evaluation 1.5, 2.2, 2.3, 3.1, 3.2
Progress and Impact	<p>Significant work undertaken to adapt to changing instruction from SQA. St. Joseph' staff took a lead role in the generation of a local moderation model. Principal teachers and teaching staff led a number of moderation subject groups.</p> <p>Adaptation of courses was extensive and necessary in light of SQA course changes. Staff invested significant development time in adapting course and assessment content to suit changing guidance. Rigour around the approach taken mitigated against the risk of young people being disadvantaged due to lockdown and the cancellation of exams.</p> <p>The volume and scope of online materials accessible to young people increased significantly this session. Use of digital papers was expanded to departments not previously offering a digital option for in house assessment.</p>	
Next Steps	<p>Maintain contingency plans in the event of further disruption to SQA exams this session (2021/22).</p> <p>Continue to upload and revise online content in the event of lockdown or similar over winter 2022.</p> <p>This improvement priority was very much aligned to COVID recovery. Next steps are relevant in context of ongoing COVID mitigations, but strategic priority for session 2021/22 under this area relates specifically to attainment in literacy and numeracy against latest INSIGHT data.</p> <p>Miss Quigley has successfully led the introduction of our Challenge 100 and ARONA tracking which has contributed directly to improved attainment. Further embedding this work remains a focus next session.</p>	

Improvement Priority <i>(Expressed as outcomes for learners)</i> Continue to revise Universal and Targeted support mechanisms to best meet the needs of our young people. Builds on SIP improvement priority two from session 2019/20. <i>Aligns with Education Service Plan Priorities:</i> 2.1, 2.3, 2.12, 2.15, 3.3, 3.4		Rationale for improvement priority based on evidence <ul style="list-style-type: none"> Awareness of need to continue to prioritise wellbeing during school renewal in cognisance of advice from SIF
NIF Priorities Improvement in children and young people's health and wellbeing	NIF Driver School improvement	HGIOS/ HGIOSELCC QI's for self-evaluation 1.1, 2.1, 2.4, 3.1, 3.2
Progress and Impact	In session 2020/21 significant alterations were made to internal practices within Pastoral Care as they relate to: <ul style="list-style-type: none"> Young Carers Care Experienced Learners Partnership with Educational Psychologist Referral and tracking procedures Stability around Educational Psychologist input has had a significant impact on in-house planning for specific targeted young people. In terms of Universal Support, Mr Boyle led a review of whole school provision and worked with staff and pupils to develop a rationale for a whole school initiative called 'LearnWell'. This is in direct response to SIF feedback around strategic leadership of whole school wellbeing. LearnWell will focus on four arenas: emotional, physical, spiritual and social wellbeing. In tandem, revision of our Vision, Values and Aims led by Mrs Shearer will dovetail with work on LearnWell to clearly define for young people what we stand for as a school and where relevant Universal support can be found.	
Next Steps	Both LearnWell and our revised Vision, Values and Aims are scheduled to launch formally between February and June 2022. In addition, Mr Sikora is leading the revision of our House Patronage. Next steps are to launch the above successfully and ensure that young people and parents/carers are consulted on how the physical school environment should change to better reflect our revised Vision, Values and Aims and approaches to Universal wellbeing. In terms of targeted wellbeing, Pastoral Staff intend to formalise a program of regular update to staff and to work collaboratively to devise mechanisms by which Pastoral Targeted Support strategies are shared with staff on a pupil by pupil basis (i.e. clear data flow from Pastoral Care to teaching staff in terms of awareness of targeted input month to month).	

Improvement Priority <i>(Expressed as outcomes for learners)</i> Work towards overtaking areas of practice identified as emerging by Education Scotland when inspected last session. Pupils to benefit from greater coherence around the school's purpose and their role within the life of the school and wider community. <i>Aligns with Education Service Plan Priorities:</i> 2.10, 3.5 and also aligns with EACAP.		Rationale for improvement priority based on evidence Internal review of baseline assessments used when referring to support services demonstrated a lack of consistency. Participation figures for those young people in SIMD1 and SIMD2 is significantly lower than in other deciles. Lowest average attendance figures in East Ayrshire. Vision, Values and Aims last reviewed in 2008.
Improvement in children and young people's health and wellbeing	NIF Driver Teacher Professionalism	HGIOS/ HGIOSELCC QI's for self-evaluation 1.2, 1.3, 2.7
Progress and Impact	There was some crossover with work around our Vision, Values and Aims against this SIP priority (crossover evident against priority 2). The wider SIP priority references work with Parish and Community partners. Both were curtailed to a significant extent due to COVID restrictions in 2020/21. However, good progress was made in embedding YPI in the curriculum and in having pupil and staff presence at the NFLCC meetings. Progress was also evident via our pupil improvement groups led by Mrs Shearer, with the creation of a pupil improvement plan for session 2021/22 incorporated into the school improvement plan. NET ministries were well received by pupils with overwhelmingly positive reviews.	
Next Steps	Re-engaging with parish and community life (role within wider community) will depend very much upon COVID mitigations as session 21/22 unfolds. Caritas and New Farm Loch input will continue, as will YPI provision and work with Barclays and NET Ministries. Given mitigations our strategic priority in terms of partnerships for session 21/22 is at key transition points (primary, SDS, College etc.)	

Pupil Equity Fund: Aims and Impact	
Broaden Qualification portfolio to better meet needs of young people	All Principal Teachers given SCQF framework training. All departments identified courses and qualifications to offer across 2020/21 and 2021/22. Some PEF funding used to resource new SCQF courses e.g. Mental Health and Wellbeing (SCQF5) award input, First Aid at Work (SCQF6)
Target non-attendance and truancy to improve overall attendance rates	Improved attendance for targeted subgroup of young people. Re-engagement of another group who had dropped below 20% but now attending school again to a much greater extent. Significant impact on time available for Pastoral Staff to target intervention and follow up with young people as data provided daily. Less transient truancy as follow up time very quick.
Ensure appropriate counselling support to help young people develop resilience and secure access to trained staff prior to CAMHS referrals	Bethany are used extensively and have worked with circa 65 young people since PEF funding was used in this way. Pupil feedback is positive.
Creation of a learning hub to specifically support those disengaged from mainstream provision. Ties in with all of above aims.	Excellent impact on attainment of the very lowest attaining group and those disengaged. Often teaching up to ten pupils every period, many of whom were not attending or were at risk of not attaining and SCQF credits. Diversification in the type of qualification offered was also evident with some units on offer only via the base. During inspection, the feedback from parents and young people accessing this provision was overwhelmingly positive. Insight data will demonstrate a decrease in the number of young people attaining no tariff points and/or no SCQF3 literacy and numeracy awards.
Ensure that access to food and uniform is possible for all families and young people	Extensive breakfast club provision and issuing of uniform items has meant that those families who would otherwise struggle to provide breakfast or uniform do not have that burden.

Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators	
Quality Indicator 1.3 Leadership of Change	3 (Satisfactory)
Quality Indicator 2.3 Learning, Teaching and Assessment	3 (Satisfactory)
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	3 (Satisfactory)
Quality Indicator 3.2 Raising Attainment and Achievement	3 (Satisfactory)

Establishment Capacity for Improvement
<p>Given that we were inspected during session 2019/20, the SIF report for our school states clearly the areas where improvement is necessary and makes detailed reference to the areas of school life where there is evidence of ongoing capacity for improvement. The SIF can be found here:</p> <p>https://education.gov.scot/media/53ki31rt/stjosephsacademysif031219.pdf</p> <p>The need to focus on renewal, coupled with the curtailment of session 2019/20 means that many of our SIP priorities from last session will carry over into 21/22. It is anticipated that the SIF will inform the majority of our 22/23 improvement priorities.</p>