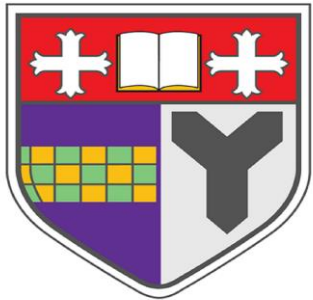
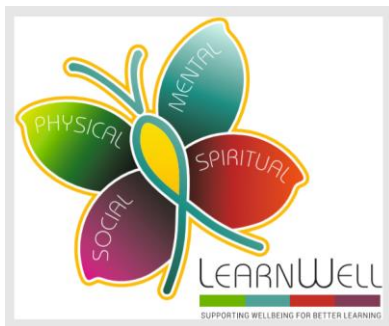


# St. Joseph's Academy Establishment Improvement Plan 2023/24



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School Improvement Plan	St. Joseph's Academy
Head Teacher	Mr. Joseph Kane
Date Submitted	September 2023
Session (Date when each year is written)	2023/24

School's/Centre's Vision and Values	<p><b>Vision and Values – Further Detail:</b> <a href="https://blogs.glowscotland.org.uk/ea/stjosephsacademy/vision-values-aims/">https://blogs.glowscotland.org.uk/ea/stjosephsacademy/vision-values-aims/</a></p> <p>We see every young person, teacher, staff member, parent/carer and partner as a unique and important person made in the image and likeness of God. Our vision is to foster a culture of academic and spiritual aspiration which is tangible in the work ethic and dedication of our staff, and in the application and commitment of our pupils. We look to our patron, St. Joseph the Worker, as an example of the care, compassion and trust we strive to witness to for the greater good of our school community.</p> <p><b>RESPECT      EQUALITY      AMBITION      COURAGE      TRUTH      SERVICE</b></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	CES	Career Education Standard	ES	Education Scotland
SWEIC	South-West Education Improvement Collaborative	ARONA	At Risk of Not Attaining	SCES	Scottish Catholic Education Service

The following local and national plans provide further context from which our planning at school level can be contextualised.

SWEIC Priorities and Drivers 2022/23 - <https://blogs.glowscotland.org.uk/dg/sweic/about-us/sweic-priorities-and-drivers-2022-23/>

NIF 2023 – [NIF Framework and Plan Summary 2023](#)

East Ayrshire Council Education Plan 2021-2024 – [EAC Education Service Plan 2021-2024](#)

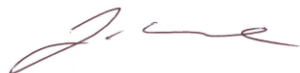
East Ayrshire Council Community Plan - <https://www.eastayrshirecommunityplan.org/resources/files/COMMUNITY-PLAN-2015-2030.pdf>

Education Scotland – Effective Improvement Planning 2023/24 - <https://education.gov.scot/resources/effective-school-improvement-planning-2023/>

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	✓
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.	✓

Head Teacher Signature:



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

### **Pupil and parental strategic involvement**

<i>For session 2023-24, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i>	<i>For session 2023-24, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i>
<p>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.</p> <p>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. In almost all actions, Pupil Voice is central to achieving our aims this session.</p>	<p>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.</p>

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i> <b>Aligns with Education Service Plan Priorities:</b> 1.1, 1.2, 1.3	<p>Across our Education Group we will come to a shared understanding of working levels in Numeracy at the point of transition between P7 and S1.</p> <p>Within our school, we will continue to target those ARONA by providing bespoke provision working towards SCQF3 and SCQF4 (Literacy and Numeracy) within our PEF funded Alternative Provision Base (PEF Funded).</p>	<p>Rationale for improvement priority based on evidence:</p> <ul style="list-style-type: none"> <li>Analysis of Curriculum for Excellence working levels in Numeracy (at the point of transition to secondary school) against subsequent attainment trends throughout the BGE/National Qualifications suggests ongoing disparity in understanding across Education group.</li> <li>Annual analysis of attendance data has identified specific pupils in S2, S3 and S4 who are ARONA in literacy and numeracy (following a ten-year high figure in SIMD1 and SIMD2 in 2021, attendance is falling)</li> </ul>
<b>NIF Priorities</b> Improvement in attainment, particularly in literacy and numeracy	<b>NIF Driver</b> Assessment of children's progress	<b>HGIOS/ HGIOSELCC QIs for self-evaluation</b> 1.1, 2.3, 2.4, 2.6, 3.2

What actions are required to reach the desired outcome?		Who	When
1.1	To build upon work undertaken in session 22/23, ensuring that all associated primary schools and our Maths and English staff have an agreed understanding of assessment standards and moderation in advance of transition to S1.	C Johnston (PT Maths) L Lloyd (PT English) A Boyle (DHT) L Cathie (PT Pastoral) Primary Colleagues	Various calendared sessions throughout 23/24 at eight-weekly intervals
PEF - What actions are required to reach the desired outcome?		Who	When
1.2	Annual establishment of ARONA and Challenge 100 groups. Staff to meet at calendared intervals to plan interventions in response to individual pupil need. Account taken of INSIGHT training in session 22/23 to assist with forecasting and positive presentation.	A.Quigley (DHT) Staff Challenge 100 Group Staff ARONA group	Various calendared sessions throughout 23/24 at six weekly intervals

Evidence of impact against outcomes for learners.	
1.1	Alignment of progression from P7/S1 CfE levels as BGE stages move through S1-S3. Analysis of current S3 and S2 pupils in addition to our and new S1 cohort (at set intervals against P7 data to inform development of assessment and moderation approaches from P7 to S3). Impact measured accumulatively against progression data by learner from current P7/S1 as they journey through the BGE to National Qualifications
1.2	Evidence that intervention because of Challenge 100 and ARONA input has delivered attainment in literacy and numeracy where risk had previously been identified during the session (by learner and against working levels in October 2023). Analysis of attainment in July 2024 used to measure impact/outcome.

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


<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i> <b>Aligns with Education Service Plan Priorities:</b> 1.2, 1.3, 3.1, 3.4, 3.5	Specific focus in two subject areas at Higher level where INSIGHT data demonstrates established negative patterns in relative value attainment (strong whole school attainment is clear, but in two subject areas further work is required).  Focus on improving attendance (PEF funded).  Quality Assurance focus on Differentiation as a means by which improved attainment can be achieved for those with ASN and those working below the level regarded as baseline for their age and stage.	Rationale for improvement priority based on evidence <ul style="list-style-type: none"> <li>Analysis of trends over time in specific subject areas with a negative relative value</li> <li>Attendance average has sat below the local authority average for the majority of the past decade.</li> <li>Increasing percentage of pupils with SfL needs (8% in four years), and an increase in pupils enrolling in S4 from the resettlement scheme</li> </ul>
<b>NIF Priorities</b> Closing the attainment gap between the most and least disadvantaged children	<b>NIF Driver</b> Assessment of children's progress	<b>HGIOS/HGIOSELCC QIs for self-evaluation</b> 1.5, 2.2, 2.4, 2.5, 3.1, 3.2

What actions are required to reach the desired outcome?		Who	When
2.1	Particular focus in two subject areas at Higher level given patterns in the relative attainment of recent cohorts.	As per 1.1 Specific Curricular PTs	As per 1.1
2.2	Year two of a three-year programme of observed lessons with a focus on Differentiation. Outcomes will feed into a wider review of SfL approaches and internal staff CLPL at whole staff meetings and during INSET days.	A. Quigley (DHT) J. Hoy (PT SfL) Curricular PTs Teaching Staff	Calendared QA department visits

PEF - What actions are required to reach the desired outcome?		Desired outcome and impact data / evidence that will be collected to track impact	Who	When
2.3	Weekly focus of promoting attendance via regular communication with the entire Parent Forum and pupils. Targeted interventions that build upon data rich culture which has emerged via PEF funded Attendance officer remit.	Very low and non-attenders continue to engage in AP provision. Larger group with transient attendance issues improve attendance rate, particularly in S3 and S4.	A.Boyle (DHT) B. Baxter (PEF) All PT Pastoral All office staff	Weekly Focus

Evidence of impact against outcomes for learners.	
2.1	As per 1.1 but when measuring attainment in two specific Higher courses on an ongoing internal basis and against local INISGHT data in September 2024.
2.2	Attendance average for St. Joseph's pupils sits above local authority average by end of session 23/24.
2.3	Clear whole school strategy to support differentiation, which by extension, removes barriers at individual pupil level where SfL/ASN needs are known.

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

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i> <b>Aligns with Education Service Plan Priorities:</b> 2.1, 2.5, 2.7 	<b>Formal Launch of LearnWell to promote and raise awareness of Mental, Physical, Spiritual and Social wellbeing across the pupil cohort (includes PEF funded Bethany Trust counselling and PEF funded retreat provision via NET Ministries).</b>  <b>Further develop implementation of the Glasgow Wellbeing Assessment (GWM) programme (pilot/lead school for EAC).</b>  <b>Build on substantial work in previous sessions to issue all leavers with an achievement profile.</b>	<b>Rationale for improvement priority based on evidence.</b> <ul style="list-style-type: none"> <li>Summary of Inspection findings pertinent to developing a strategic approach to wellbeing across the school community.</li> <li>An acknowledged need (against GWM) to identify a consistent means by which we can manageably track pupil wellbeing across each LearnWell arena.</li> <li>Hayward recommendations in tandem with ongoing work around gathering wider achievement data.</li> </ul>
<b>NIF Priorities</b> Improvement in children and young people's health and wellbeing	<b>NIF Driver</b> Teacher Professionalism	<b>HGIOS/HGIOSELCC QIs for self-evaluation</b> 1.1, 1.2, 2.4, 3.1

What actions are required to reach the desired outcome?		Who	When
3.1	Review of data gathered during pilot of Glasgow Wellbeing Assessment in 22/23 to identify areas of focus against LearnWell priorities. Ongoing review of new data to identify bespoke interventions by learner.	L.Cathie (PTPC) M.Marshall (PTPC) A. Duthie (PTPC)	
3.2	Continue work undertaken in previous sessions around celebrating success and gathering wider achievements. In light of Hayward recommendations, strive to develop an interim achievement profile for all learners at the point of leaving.	D.Shearer (DHT) Pupils Parents/Carers	

PEF - What actions are required to reach the desired outcome?		Desired outcome and impact data / evidence that will be collected to track impact	Who	When
3.3	Further development of LearnWell to capture all activities across the calendar year that contribute to the promotion of improved Mental, Physical, Spiritual and Emotional wellbeing. Ensure that this information is shared for each area on a quarterly basis as part of our formal launch.	Pupils have access to broader counselling provision than baseline. Pupils are able to nurture their spiritual development.	A.Boyle (DHT) PT Pastoral Staff PEF funded Bethany and NET provision.	Quarterly Launch of each area

Evidence of impact against outcomes for learners (noting that aspects of wellbeing are subjective and not as easy to measure with data).	
3.1	Evidence of data gathered via Glasgow Wellbeing Assessment model as the basis for targeted intervention/partner agency support.
3.2	Tangible achievement profile for subset or full cohort of leavers by the end of this session.
3.3	Measured against Pupil Awareness of school level supports in each arena. Ongoing Pupil Voice as part of rollout.

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



<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i> <b>Aligns with Education Service Plan Priorities:</b> 4.1, 4.2, 4.4	Re-establish Work Experience Placements.  Promote use of National E-Learning DYW offer (DYW Live) taking account of local Labour Market Intelligence.	Rationale for improvement priority based on evidence <ul style="list-style-type: none"> <li>COVID significantly curtailed our implementation of in-person aspects of DYW/work placements.</li> <li>Emergence of DYW Live as a resource accessible at class teacher level to promote engagement with LMI in a classroom context</li> </ul>
<b>NIF Priorities</b> Improvement in employability skills and sustained, positive school leaver destinations	<b>NIF Driver</b> School improvement	<b>HGIOS/HGIOSELCC QIs for self-evaluation</b> 2.2, 2.7, 3.3

What actions are required to reach the desired outcome?		Who	When
4.1	Implementation of Work Placement programme for S6, which was developed during session 22/23. All pupils to be offered a six-week placement through our partnership with local third sector organisations. Option of self-found placement also still available.	M. Marshall (PTPC) A. Boyle (DHT) SDS Colleagues	From September 2023 (placements for all pupils prior to Christmas)
4.2	Prior to personalisation and choice events in January, all departments will have engaged with DYW Live where possible against the resources available via eSgoil. Builds upon pathways work at department level last session.	Curricular PTs Teaching Staff	December 2023

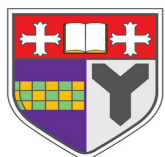
Evidence of impact against outcomes for learners.	
4.1	Better informed to make appropriate Pathway choices. Greater exposure to local partners and employers through work placements
4.2	Tangible engagement with national content designed to promote awareness of DYW and LMI within the curriculum

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



## Summary of Improvement Plan

Raising Attainment, particularly in Literacy and Numeracy	Closing the poverty related attainment gap
<ul style="list-style-type: none"> <li>Across our Education Group we will come to a shared understanding of working levels in Numeracy at the point of transition between P7 and S1.</li> <li>Within our school, we will continue to target those ARONA by providing bespoke provision working towards SCQF3 and SCQF4 (Literacy and Numeracy) within our PEF funded Alternative Provision Base (PEF Funded).</li> </ul>	<ul style="list-style-type: none"> <li>Specific focus in two subject areas at Higher level where INSIGHT data demonstrates established negative patterns in relative value attainment (strong whole school attainment is clear, but in two subject areas further work is required).</li> <li>Focus on improving attendance (PEF funded).</li> <li>Quality Assurance focus on Differentiation as a means by which improved attainment can be achieved for those with ASN and those working below the level regarded as baseline for their age and stage.</li> </ul>
Ensuring the health and wellbeing of all young people	Increased in sustained positive destinations and employability skills
<ul style="list-style-type: none"> <li>Formal Launch of LearnWell to promote and raise awareness of Mental, Physical, Spiritual and Social wellbeing across the pupil cohort (includes PEF funded Bethany Trust counselling and PEF funded retreat provision via NET Ministries).</li> <li>Further develop implementation of the Glasgow Wellbeing Assessment (GWM) programme (pilot/lead school for EAC).</li> <li>Build on substantial work in previous sessions to issue all leavers with an achievement profile.</li> </ul>	<ul style="list-style-type: none"> <li>Re-establish Work Experience Placements.</li> <li>Promote use of National E-Learning DYW offer (DYW Live) taking account of local Labour Market Intelligence.</li> </ul>



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## St. Joseph's Academy 2023/24

**RESPECT**

**EQUALITY**

**AMBITION**

**COURAGE**

**TRUTH**

**SERVICE**

