

## St. Joseph's Academy



## Establishment Context

### School Profile

***NB – Figures used are those as of September 2023.***

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 648, with an FTE allocation of 45.8FTE 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%	19%	12%	8%	11%	5%	6%	8%	9%	2%

Uptake of FME sits at 24%.

At the time of writing, thirty-seven pupils are Care Experienced, twenty-one pupils are young carers and one-hundred and seventy-eight pupils are recorded as having additional support needs.

## **Establishment Vision, Values and Aims**

### **Our School Motto: Fidelis – Justus – Prudens**

#### **Our Vision**

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.

#### **Our Values and Aims**

##### **Respect**

We appreciate the diversity of our community regardless of faith or culture.  
We treat ourselves and each other with dignity, tolerance and compassion.  
We, as a Catholic school, are ambassadors for the rights of others.

##### **Equality**

We recognise everyone as unique and made in the image of God.  
We create an inclusive ethos where everyone has a voice.  
We ensure our diverse values and views are heard and respected by all.

##### **Ambition**

We strive to reach our full potential while developing our God given talents.  
We aim to develop our holistic wellbeing Spiritually, Mentally, Physically and Socially through LearnWell.

##### **Courage**

We have faith in God to help us persevere throughout our learning journey.  
We embrace challenge and show resilience in making and learning from mistakes.

##### **Truth**

We uphold an ethos of openness, honesty and integrity as reflected through Gospel values.  
We cultivate a faith community in which we all live and work together in understanding and love.

##### **Service**

We respond to the needs of our school and wider community by promoting the principles of Catholic Social Teaching.  
We are generous with our time and take pride in putting others first.  
We help improve our community by being patient and kind in our interactions with others.

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>  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. Within our school, we will continue to target those ARONA (at risk of not attaining) by providing bespoke provision working towards SCQF3 and SCQF4 (Literacy and Numeracy) within our PEF funded Alternative Provision Base (PEF Funded).  <b><i>Aligns with Education Service Plan Priorities:</i></b>  <b>1.1, 1.2, 1.3</b>		<b>Rationale for improvement priority based on evidence</b>  <ul style="list-style-type: none"> <li>• Analysis of CfE working levels in Numeracy at the point of transition to secondary school against subsequent attainment trends throughout the S1-S3 BGE (and when undertaking National Qualifications) suggests ongoing disparity in understanding across Education group.</li> <li>• Annual analysis of attendance data has identified pupils in S2, S3 and S4 ARONA in literacy and numeracy</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 QI's for self-evaluation</b>  <b>1.1, 2.3, 2.4, 2.6, 3.2</b>
<b>Progress and Impact</b>	<p>Our transition programme from P7 into S1 has been revised to build in CLPL sessions during pupil activity for P7 staff from across our Education Group. In these sessions and during Education Group Meetings, P7 into S1 Numeracy data has been shared and analysed to establish trends and patterns. All P7 staff from all associated primary schools have worked with our PT Maths and PT English to engage in awareness raising around our curriculum in the BGE and to work towards a shared understanding of standards across sectors. Impact will be evident in planning P7 and S1 curriculums for session 23/24. The programme is also being extended to include SfL, PE and Modern Languages with calendared dates shared with all associated schools.</p> <p>PEF funded Alternative Provision staff are now conducting outreach visits twice per week to a total of one working day. This allows staff to ensure that those ARONA (at risk of not attaining) are given bespoke home support to re-engage with school and attain Literacy and Numeracy awards. This builds upon well established practice that has resulted in Free School Meal and ASN data for all leavers being above the VC, EAC and National averages at SCQF3, 4 and 5 in the most recent INSIGHT data release (both in respect of 2023 leavers data and 2023 local data). School to VC gap in school's favour against local S5 based on S5 data is a gap of 176 tariff points.</p>	
<b>Next Steps</b>	<p>In respect of these specific areas, there is need to further develop early progress in terms of agreeing a shared understanding of ACEL levels across the Education Group. As much time as possible is given over to this work within next session's planning and WTA. However, associated schools are at significantly different places in terms of the robustness of their evidence base, particularly at the point of transition into P7. For those associated schools with identified priorities from their own self-evaluation processes, our Maths and English staff will engage as much as possible in planning and assessment in the forthcoming session.</p>	

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>  Further Embed Challenge 100 and ARONA targeted tracking to support pupils identified as at risk of not attaining.  Continue to offer breadth by utilising a suite of SCQF courses that sit outwith traditional SQA qualifications.  Community focus on improving attendance (PEF funded).  Quality Assurance focus on Differentiation as a means by which improved attainment can be achieved.  <b><i>Aligns with Education Service Plan Priorities:</i></b>  <b>1.2, 1.3, 3.1, 3.4, 3.5</b>		<b>Rationale for improvement priority based on evidence</b>  <ul style="list-style-type: none"> <li>Awareness of need to continue to prioritise wellbeing during school renewal in cognisance of advice from SIF</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 QI's for self-evaluation</b>  <b>1.5, 2.2, 2.4, 2.5, 3.1, 3.2</b>
<b>Progress and Impact</b>	<p>Calendared Challenge 100 and ARONA meetings were adhered to and staff leading on tutoring/interventions were able to work with our Opportunities for All team to deliver attainment that would lead to a positive destination. Our positive destination data is the highest across five sessions and ARONA and OFA directly impacted on the attainment of those at risk of not securing a positive destination had interventions not been in place.</p> <p>Department visits were re-introduced this session with a particular focus on Differentiation. This is the first session in a three-year visit cycle with differentiation as the main focus and is based on the presumption of mainstream policy position that necessitates class teacher mastery of differentiation as well as SIF feedback. Learning from each department has informed internal CLPL for next session, which in turn will have an impact on class teacher delivery.</p>	
<b>Next Steps</b>	While significant resource and PEF funding is directed to preventing against ARONA pupils from leaving with low attainment, there was still a gap to our VC at SIMD1 when measuring attainment v deprivation in 2023 leaver data. Pleasingly, 2023 local data from the September release demonstrates impact as we outperform our VC for these learners. The Challenge 100 programme is impacting data and closing the gap, but consideration is being given to a tiered challenge programme to ensure attainment opportunities are maximised. There is need in two specific subject areas to analyse internal assessment approaches and interventions. In both cases, there is an emergent pattern of underperformance against relative value, which contradicts general ongoing and demonstrable improvements across almost all measures.	

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>  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).  Further develop implementation of the Glasgow Wellbeing Assessment (GWM) programme (pilot school for EAC) alongside Dyadic Developmental Psychotherapy (DDP) training for identified lead staff.  Review our Learner Participation/Celebrating Success policy and practice in light of our revised Vision, Values and Aims.  <b><i>Aligns with Education Service Plan Priorities:</i></b>  <b>2.1, 2.5, 2.7</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>• Pupil Voice feedback during the development of our refreshed Vision, Values and Aims (VVA) cites Celebration of Success as the natural next phase of our VVA work.</li> </ul>
Improvement in children and young people's health and wellbeing	<b>NIF Driver</b>  Teacher Professionalism	<b>HGIOS/ HGIOSELCC QI's for self-evaluation</b>  <b>1.1, 1.2, 2.4, 3.1</b>
<b>Progress and Impact</b>	<p>Significant improvement evident in the faith life of the school, which included participation in the first annual schools retreat weekend for Catholic secondary schools. This then led to the formation of Generation Hope pupil led faith group. Draft school level policy in place for Spiritual, Social and Mental wellbeing. The above will allow all stakeholders to better understand the role of school staff when promoting wellbeing and the referral routes for further support.</p> <p>Participation as an EAC pilot school for the Glasgow Wellbeing Assessment has provided school data that is being used at local authority level to inform next steps. The data gathered at school level feeds into the LearnWell interventions agreed this session.</p> <p>Data gathering in terms of pupil achievement was launched last session. All departments report monthly on wider achievement and school merits. This information is collated and analysed to direct pupils to opportunities available to them. Celebrating success policy was realised in the form of House competitions across the year, mainly in respect of merits awarded at class level.</p>	
<b>Next Steps</b>	<p>Formally launch LearnWell in the three areas in draft. This will increase the profile of wellbeing and works to address HMIE feedback in 2019.</p> <p>Continue to develop use of GWM to generate cohort level wellbeing data and to ensure onward referral and signposting is appropriate against identified need.</p> <p>Work towards issuing leavers with an achievement profile reflecting their contribution to the wider life of the school when pupils here. Ties in with Hayward recommendation around profiling.</p>	

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>  Re-establish engagement with Work Placement Standard.  Promote use of National E-Learning DYW offer (DYW Live) taking account of local Labour Market Intelligence.  Secure Digital School Award.  <b><i>Aligns with Education Service Plan Priorities:</i></b>  <b><i>4.1, 4.2, 4.4</i></b>		<b>Rationale for improvement priority based on evidence</b>  <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> <li>• Significant strong staff-led development of digital practice across the school</li> </ul>
Improvement in employability skills and sustained, positive school leaver destinations	<b>NIF Driver</b>  School improvement	<b>HGIOS/ HGIOSELCC QI's for self-evaluation</b>  <b>2.2, 2.7, 3.3</b>
<b>Progress and Impact</b>	Our new S6 will benefit from a ten-week work placement experience next session following extensive engagement with the Work Placement standard. Partnering with local third sector organisations, all pupils were offered a placement during their study column in S6. Where this was not possible, alternative placement times were offered. The prolonged and integrated placements will directly impact our pupils ability to put the skills they have acquired into practice in a work setting and while helping local third sector organisations.  In June 2023, we secured Digital Schools status in line with our SIP priority. We also attained an Eco award and Green Flag status in light of extensive work by our Eco-Committee as we implement the Laudato Si initiative.	
<b>Next Steps</b>	Engagement with the DYW Live content is ongoing and will remain a priority next session. Significant attention has been given to a pathways event to be held in September 2023.  Realise planned work experience/placements whereby all S6 complete a six week placement prior to Christmas 2023.	

Pupil Equity Fund: Aims and Impact	
Broaden Qualification portfolio to better meet needs of young people	All Principal Teachers given SCQF framework training. Some PEF funding used to resource new SCQF courses e.g. Mental Health and Wellbeing (SCQF5) award input, First Aid at Work (SCQF6). Significant upwards trends evident again in local INSIGHT data from September 2023.
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.
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. Insight data has demonstrated a decrease in the number of young people attaining no tariff points and/or no SCQF3 literacy and numeracy awards. Latest leaver and local data also demonstrates upwards trends in the difference between cohort data and VC figures.
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.



<b>Establishment Self Evaluation: How Good is Our School? 4 Quality Indicators</b>	
Quality Indicator 1.3 Leadership of Change	<b>3 (Good)</b>
Quality Indicator 2.3 Learning, Teaching and Assessment	<b>3 (Good)</b>
Quality Indicator 3.1 Ensuring Wellbeing, Equality and Inclusion	<b>3 (Good)</b>
Quality Indicator 3.2 Raising Attainment and Achievement	<b>2 (Very Good)</b>

<b>Establishment Capacity for Improvement</b>
<p>There is significant evidence of ongoing improvement in raising attainment and achievement which is supported by INSIGHT data and trends. This data also shows that attainment for those with Free School Meals and ASN is better than that of the VC in almost all cases. The school has demonstrated significant improvement over a sustained period since inspection, which leads to an upturn in self-evaluation gradings as above.</p>