



St. Joseph's Academy Establishment Improvement Plan 2024/25



Official

School Improvement Plan	St. Joseph's Academy – 2024/25 Plan
Head Teacher	Joe Kane
Date Submitted	Submitted to Chief Education Officer on: 28 th June 2024

School/ Centre Vision and Values	<p>Vision and Values – Further Detail: https://blogs.glowscotland.org.uk/ea/stjosephsacademy/vision-values-aims/</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>RESPECT EQUALITY AMBITION COURAGE TRUTH SERVICE</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/>

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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.	✓

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.	✓

Head Teacher / Head of Centre Signature: Joe Kane

Pupil and parental strategic involvement

<i>For session 2024-5, 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 2024-5, 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 and is in and of itself, and improvement priority.</p> <p>At whole school and department level, young people have various opportunities to contribute to formal gathering of pupil voice pertinent to the improvement priority at hand at that time.</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> <p>Part of our engagement with parents next session will develop early work to consult on reporting and supporting information.</p>

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<p>Aligns with ESIP priorities</p> <p>1.4, 3.5, 3.6, 4.3</p> <p>Aligns with HGIOS QIs</p> <p>1.1, 1.2 1.3</p>	<p>Develop a systematic methodology for internally capturing self-evaluation evidence accumulated since our Inspection in 2018, with a particular focus on Pupil Voice at all stages.</p> <p>Outcomes will be linked to the findings of enhanced Pupil Voice activities, in that the next iteration of improvement will take account of views gathered in a coherent and strategic manner (Quality Assurance).</p>	<p>Evidence against pupil outcomes of significant and ongoing improvement in attainment and achievement as a result of strategic leadership post-inspection.</p> <p>However, there are various internal approaches to gathering and analysing data and pupil voice that now need to be streamlined and clear across the next cycle of school improvement.</p> <p>Focus initially on Learning and Teaching, Assessment and Wellbeing.</p>
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What actions are required to reach the desired outcome?	Who	When
<p>Establish centre and department level guidance on the approach towards, timing and purpose of Pupil Voice activities to ensure that learner views adequately inform school and department improvement priorities and self-evaluation.</p> <p>Ensure that the Charter for Catholic Schools in Scotland informs Pupil Voice activities, with additional appropriate integration of UNCRC guidance.</p> <p>Full integration of HGIOS (part 2) in how we offer young people the opportunity to express their views.</p>	<p>PTs J Kane D Shearer</p> <p>All staff</p>	<p>Approach by October 2024, activity ongoing throughout session.</p>

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
<p>Ensure that pupils within our ARONA group are provided with opportunity to reflect on the improvements in their attendance, attainment and broader outcomes by capturing their views via AP base provision and associated pupil voice activities.</p>	<p>Outcome will be to evidence pupil voice as to the perceived benefit of interventions that have resulted in stronger attainment for our ARONA group</p>	<p>SLT AP Base Staff</p>	<p>Approach by October 2024, activity ongoing throughout session</p>

<p>Evidence of Impact against outcomes for learners.</p> <ul style="list-style-type: none"> • Outcomes in areas such as pupil leadership are harder to quantify, but current wider achievement and leadership data will be reviewed against this session's return to develop baseline data for future reference. • Annual SCES return in respect of Developing in Faith will capture integration of the Charter for Catholic Schools and UNCRC.

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

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<p>Aligns with ESIP priorities 1.1, 1.3, 2.1, 2.2, 2.3, 4.4</p>	<p>Engage in cross-centre collaborative activities across each curricular area that result in longer term joint working for the benefit of learners in all centres.</p>	<p>Post-Covid opportunities for formal and collaborative approaches to self-evaluation and targeted improvement have been challenging. Mutual desire across three Kilmarnock based Secondary schools to re-engage in collaboration for mutual benefit.</p>
<p>Aligns with HGIOS QIs 2.2, 2.7, 3.2</p>	<p>Progress next phase of internal pedagogical focus on differentiation, with a particular focus on providing challenge within the BGE.</p>	<p>Year two observations suggest that there is potential growth in the provision of challenge within the BGE.</p>

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> • INSET day three is set aside to allow for collaboration across St. Joseph’s Academy, Grange Academy and Kilmarnock Academy. • Forward actions will be focussed on areas for improvement across one or more centres and will be factored into subsequent improvement planning and individual CLPL/PRD reviews where appropriate. • Leadership opportunities at class teacher level will emerge across all three centres as work develops. • Continue to engage in three-year programme of learning observations across the school, with a focus on input to support increased challenge in the BGE. 	<p>St. Joseph’s Academy Staff Kilmarnock Academy Staff Grange Academy Staff</p> <p>All teaching staff A Quigley</p>	<p>INSET 3</p> <p>Ongoing on a rotational basis</p>

<p>Evidence of Impact against outcomes for learners.</p> <ul style="list-style-type: none"> • Impact of increased BGE challenge evident in subsequent attainment during academic sessions when qualifications are offered • Pupil Voice data captured in priority one evidences perception of appropriate challenge against baseline 2023 data
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N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

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<p>Aligns with ESIP priorities 3.7</p> <p>Aligns with HGIOS QIs</p> <p>1.5, 2.4, 3.1</p>	<ul style="list-style-type: none"> Revise approaches to first line attendance monitoring and promotion of the importance of parents/carers acting upon their duty to ensure that young people maintain high attendance rates where possible, with a targeted increase in overall school average attendance to 92%. Tandem priority of ensuring that support from partner services which may encourage and facilitate improved attendance is well communicated and understood. 	<p>National priority against data shared by Scottish Government and forthcoming national campaign</p> <p>Local authority rationale for Attendance Symposium and associated targets</p> <p>Longer term school level attendance challenges resulting in current figure of 84% attendance average.</p>
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What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Maximise our output in terms of our duty to promote high rates of pupil attendance, including engagement with forthcoming national promotion campaigns. Ensure guidance that comes from the local authority Attendance Symposium is implemented as much as possible against resource available. Seek clarity on expectation and service level agreements for partner services with responsibility for assisting parents/carers with practical issues around ensuring young people leave home and attend school (for those with less than 70% attendance). Re-align roles and responsibilities in terms of the extensive administration associated with recording daily attendance appropriately. 	<p>A Boyle</p> <p>PT Pastoral</p> <p>SLT PT Pastoral</p> <p>AFO/Office Staff</p>	<p>Given nature of the issue at hand, daily actions necessary</p>

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
<ul style="list-style-type: none"> Ensure current approaches for ARONA and non-attenders are reviewed termly to monitor impact Continue with specific ARONA level tracking meetings and associated actions 	<p>Maintain improvement for those learners engaging well</p> <p>Impact improved attendance for those not engaging.</p>	<p>AP Staff A Boyle A Quigley PT Pastoral</p>	<p>Termly Review</p>

<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> Increase in whole school attendance figure from 84%, with an ambitious target of 92%, associated impact on wellbeing (via pupil voice) and attainment (via AP base and INSIGHT data).

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

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<p>Aligns with ESIP priorities 2.6, 4.2, 4.3, 4.5</p> <p>Aligns with HGIOS QIs</p> <p>1.3, 3.2</p>	<p>Review tracking and monitoring approaches to facilitate better data sharing across departments for those learners not identified as ARONA and captured via well established processes.</p>	<p>ARONA Tracking is well established and has resulted in sustained improvement for those learners within this grouping.</p> <p>There is now a need to revisit internal mechanisms for cohort tracking that are accessible for all staff and result in improved data sharing across departments with a view to informing targeted interventions for all other learners.</p>
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What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> • Collation and review of well utilised department level tracking to inform establishment of an internal digital system that facilitates better data sharing. 	PTs J Kane A Quigley	By October 2024
<ul style="list-style-type: none"> • Establishment of agreed approaches to sharing department level tracking for learners not currently captured within highly successful ARONA subgroup tracking 	A Quigley J Kane PTs	By March 2025
<ul style="list-style-type: none"> • Sustain and build on recent successful approaches to tracking achievement at whole school level 	J Kane D Shearer	Monthly

<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> • Teaching staff will have access to a broader range of evidence when considering pupil by pupil interventions • Year Group Heads will have access to a learner profile of attainment within subject areas and outwith SQA or ARONA tracking • Intended outcome is closer tracking of cohorts not identified as at risk, but with potential to increase their attainment incrementally as a result of more meaningful learner conversations and interventions with staff at all levels.

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

Summary of Improvement Plan

Our Leadership	Teaching and Learning Together
<ul style="list-style-type: none"> • Increase pupil agency/leadership and develop agreed and robust whole school and department approaches to pupil voice as related to learning, teaching, assessment and wellbeing. • Ensure our tangible improvements in attainment for those At Risk of Not Attaining (ARONA) are sustainable against Pupil Voice feedback from those pupils accessing this resource. 	<ul style="list-style-type: none"> • Engage in collaborative working with colleagues from two other local secondary schools to re-establish opportunities for joint working and the sharing of effective practice, particularly in relation to curriculum development. • Progress next phase of internal pedagogical focus on differentiation, with a particular focus on providing challenge within the BGE.
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
<ul style="list-style-type: none"> • Revise approaches to first line attendance monitoring and promotion of the importance of parents/carers acting upon their duty to ensure that young people maintain high attendance rates where possible, with a targeted increase in overall school average attendance to 92%. • Tandem priority of ensuring that support from partner services which may encourage and facilitate improved attendance is well communicated and understood. 	<ul style="list-style-type: none"> • Review tracking and monitoring approaches to facilitate better data sharing across departments for those learners not identified as ARONA and already captured via well-established processes. • Improve pupil level data intelligence which will inform learner conversations and interventions at all levels (SLT, PT, Class Teacher). • Build on recent successful approaches to tracking achievement and participation.