

Establishment Context

School Profile

NB – Figures used are those as of September 2023 at census during session 2023/24.

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.

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p> <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. 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).</p> <p>Aligns with Education Service Plan Priorities:</p> <p>1.1, 1.2, 1.3</p>		<p>Rationale for improvement priority based on evidence</p> <ul style="list-style-type: none"> • 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. • Annual analysis of attendance data has identified pupils in S2, S3 and S4 ARONA in literacy and numeracy
<p>NIF Priorities</p> <p>Improvement in attainment, particularly in literacy and numeracy</p>	<p>NIF Driver</p> <p>Assessment of children's progress</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>1.1, 2.3, 2.4, 2.6, 3.2</p>
<p>Progress and Impact</p>	<p>Cohort tracking beyond S1 has been shared with all associated primary schools to inform their internal mechanisms for moderation. Head Teachers in associated schools have used S1-S3 data to cross check cohort level data submitted when those pupils were in P7. This has supported colleagues in associated schools to identify, across the education group, schools where there is clear articulation as measured against forecasted progression. While outcomes within St. Joseph's are unlikely to be evident short-term, the longer-term intention is focussed improvement on the robustness of data from some associated schools.</p> <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. English staff worked with P6/7 staff on RUAE development and moderation activities to ensure a shared understanding of second and third level assessment standards exists across all centres. Correlation between P7 levels for those joining S1 and initial assessment activity in Maths and during transition visits, suggests that most ACL levels are currently accurate.</p> <p>ARONA tracking and associated meetings led to ongoing review of attendance and intervention for those at risk of not attaining. Various and wide-ranging outreach allowed staff to gather assessment evidence at SCQF2 to SCQF6, which means no learner will complete S4 with no attainment. This practice is now well established, with INSIGHT data demonstrating stronger performance than the VC on a consistent basis over a four-year period.</p>	
<p>Next Steps</p>	<p>Current approaches within our Education Group are becoming more established and will remain a feature of calendared transition activity across centres. Next steps in terms of external partnership/moderation are to work with local secondary schools in other curricular areas to share effective practice in improving attainment across SQA and SCQF courses and will feature in our improvement plan.</p> <p>ARONA procedures are well understood and have, for several years, delivered strong attainment against the VC across local and national data releases for our lowest 20%. We regard current practice as embedded, and while it will continue, it will not feature as heavily in next year's SIP given demonstrated sustained progress in this area.</p>	

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p> <p>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).</p> <p>Focus on improving attendance (PEF funded).</p> <p>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.</p> <p>Aligns with Education Service Plan Priorities:</p> <p>1.2, 1.3, 3.1, 3.4, 3.5</p>	<p>Rationale for improvement priority based on evidence</p> <ul style="list-style-type: none"> • Analysis of trends over time in specific subject areas with a negative relative value • Attendance average has sat below the local authority average for the majority of the past decade. • Increasing percentage of pupils with SfL needs (8% in four years), and an increase in pupils enrolling in S4 from the resettlement scheme 	
<p>NIF Priorities</p> <p>Closing the attainment gap between the most and least disadvantaged children</p>	<p>NIF Driver</p> <p>Assessment of children’s progress</p>	<p>HGIOS/ HGIOSELCC QI’s for self-evaluation</p> <p>1.5, 2.2, 2.4, 2.5, 3.1, 3.2</p>
<p>Progress and Impact</p>	<p>In both subjects referenced, significant internal steps have been taken to ensure more robust procedures at department level, with a particular focus on tracking, interventions and understanding standards. Relative to the cohort in each subject, it is anticipated that there will be definite improvement in one of the two subjects, and some improvement in the other. Evaluating success will not be possible until the release of September INSIGHT data.</p> <p>Our PEF funded staff member moved on, meaning that impact against PEF spend in terms of attendance has not been possible. However, staff are engaging with EAC’s attendance symposium as early steps are taken to strategise local approaches to improving attendance.</p> <p>Year two of our three-year focus on differentiation highlighted challenge and pace in S2 and S3 as areas of focus. SLT visited five departments this session, with findings then shared with all department staff and via our PT/SLT meeting forum. A total of thirty-three lesson observations took place, with effective practice shared across the staff cohort via CLPL input.</p>	
<p>Next Steps</p>	<p>Specific subject level interventions will become clear post SQA results day and INSIGHT data release and will inform department plans where appropriate.</p> <p>Attendance in isolation will be a key focus of our 24/25 SIP, with internal procedures and mechanisms to accurate recording reviewed prior to the establishment of internal protocols which define roles and responsibilities. This will include the reallocation of office staff so that one member of the administrative team focuses solely on attendance.</p> <p>Year three will focus on challenge and pace across S2/S3. This will feature on our 24/25 SIP and will include a review of the assessments used at these stages. Internal data analysis suggests that in some departments, almost all learners attain 65%+ in S2 and S3 assessments.</p>	

<p>Improvement Priority (<i>Expressed as outcomes for learners</i>)</p> <p>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).</p> <p>Further develop implementation of the Glasgow Wellbeing Assessment (GWM) programme (pilot/lead school for EAC).</p> <p>Build on substantial work in previous sessions to issue all leavers with an achievement profile.</p> <p>Aligns with Education Service Plan Priorities:</p> <p>2.1, 2.5, 2.7</p>	<p>Rationale for improvement priority based on evidence</p> <ul style="list-style-type: none"> • Summary of Inspection findings pertinent to developing a strategic approach to wellbeing across the school community. • An acknowledged need (against GWM) to identify a consistent means by which we can manageably track pupil wellbeing across each LearnWell arena. • Hayward recommendations in tandem with ongoing work around gathering wider achievement data. 	
<p>Improvement in children and young people's health and wellbeing</p>	<p>NIF Driver</p> <p>Teacher Professionalism</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>1.1, 1.2, 2.4, 3.1</p>
<p>Progress and Impact</p>	<p>LearnWell was promoted via year group assemblies and during PSE. Further work required to improve awareness of strategy, impact and next steps with external stakeholder, including parents/carers.</p> <p>Glasgow Wellbeing Assessment was conducted with all learners in full. Analysis by Pastoral Care staff led to either individual support/intervention of cohort input via PSE. Initial data will form the basis for further review in terms of progress and individual wellbeing when re-assessment occurs by September 2024. The data returned at cohort level supported the view that against SHANNARI indicators, most learners report favourably. Some data led to referral to external support via partner organisations and/or school counselling services.</p> <p>National stalling in terms of next steps around the Hayward review and any plans for an achievement profile have limited progress in terms of launch. However, on a monthly basis, all departments track achievement, and this data is held centrally for all pupils.</p>	
<p>Next Steps</p>	<p>While work is ongoing in all three areas, attendance in particular is our wellbeing focus next session, so none of the above will feature in our 24/25 improvement plan, but in the background, and against remit responsibilities, relevant SLT and Pastoral staff will continue to undertake development work in each area.</p>	

<p>Improvement Priority <i>(Expressed as outcomes for learners)</i></p> <p>Re-establish Work Experience Placements.</p> <p>Promote use of National E-Learning DYW offer (DYW Live) taking account of local Labour Market Intelligence.</p> <p>Aligns with Education Service Plan Priorities:</p> <p>4.1, 4.2, 4.4</p>	<p>Rationale for improvement priority based on evidence</p> <ul style="list-style-type: none"> • COVID significantly curtailed our implementation of in-person aspects of DYW/work placements. • Emergence of DYW Live as a resource accessible at class teacher level to promote engagement with LMI in a classroom context. 	
<p>Improvement in employability skills and sustained, positive school leaver destinations</p>	<p>NIF Driver</p> <p>School improvement</p>	<p>HGIOS/ HGIOSELCC QI's for self-evaluation</p> <p>2.2, 2.7, 3.3</p>
<p>Progress and Impact</p>	<p>Our intended programme of work experience was implemented in part, but the third sector partner withdraw a significant number of placements at short notice. An adapted programme was delivered, and pupils had the opportunity to engage in these placements or self-found placements. The duration was not ten weeks due to partner delivery issues, which remain, in general, a barrier to meaningful implementation despite a school level desire to engage.</p> <p>Other than for S1, MyWOW engagement rates remain high against the performance data shared by SDS. We developed DYW live and apprenticeship tracking systems whereby all pupils in S4-S6 have access to an overview of opportunities within EAC and linked to the growth deal.</p>	
<p>Next Steps</p>	<p>Discrepancy in S1 MyWOW engagement will be rectified at the beginning of 24/25.</p> <p>Work experience will proceed with the current model in place, in the hope that partner services can deliver on the initial 10-week agreement in full. If they can, the programme is extensive and meets not only expectation around DYW but also community engagement, as most placements are via EAC third sector organisations.</p>	

Pupil Equity Fund: Aims and Impact	
<p>Target non-attendance and truancy to improve overall attendance rates</p> <p>(ongoing, PEF plan is a targeted medium-term intervention, with spend committed against these aims and recurring annually as long as impact evident)</p>	<p>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.</p> <p>Attendance issues for the wider 80% of learners sit outwith PEF spend but are a key SIP priority in session 24/25.</p>
<p>Ensure appropriate counselling support to help young people develop resilience and secure access to trained staff prior to CAMHS referrals</p> <p>(ongoing, PEF plan is a targeted medium-term intervention, with spend committed against these aims and recurring annually as long as impact evident)</p>	<p>Bethany is used extensively and have worked with circa 65 young people since PEF funding was used in this way. Pupil feedback is positive.</p>
<p>Creation of a learning hub to specifically support those disengaged from mainstream provision. Ties in with all of above aims.</p> <p>(ongoing, PEF plan is a targeted medium-term intervention, with spend committed against these aims and recurring annually as long as impact evident)</p>	<p>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 demonstrate upwards trends in the difference between cohort data and VC figures.</p>
<p>Ensure that access to food and uniform is possible for all families and young people</p> <p>(ongoing, PEF plan is a targeted medium-term intervention, with spend committed against these aims and recurring annually as long as impact evident)</p>	<p>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.</p>

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

Establishment Capacity for Improvement
<p>Over a four-year period, the school has worked to establish the internal architecture to support sustained strong attainment. In tandem, the school has worked to ensure the ethos supports calm, purposeful and engaging learning and teaching.</p> <p>At this point, there is need for the school to collate evidence in a systematic manner that can best support assertions around definite improvements over the past four years.</p> <p>Staff are also now well placed to begin to engage in partnership working with colleagues from across EAC.</p> <p>Grading remains the same for now simply because the time to collate and analyse evidence across all QIs before making a clear determination has not been available while roots in each area were firmly planted. It is anticipated that session 24/25 will present senior leaders with a sound evidence base from which to aim to progress from Good to Very Good in some areas.</p> <p>In many respects, this SQR and the 24/25 SIP represent the end of a five-year cycle of formation. The next phase is rigorous evidence gathering and assessment to support anticipated improvement in self-evaluated QI position across all QIs.</p>