

John Paul Academy Standards & Quality Report Session 2025 – 2026

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2024 - 2025 and to share our improvement priorities for 2025 - 2026. Throughout last session we took forward our improvement priorities as detailed in our school improvement plan. Using our approaches to self-evaluation, we have detailed in this report the impact of our work and identified how we plan to continue to improve outcomes for our children and young people.

The context of the school

At John Paul Academy, through service to the common good and recognition of the dignity and voice of each person, we commit to the pursuit of excellence, through the development of each person's God given talents.

Our school motto remains "In scientia caritas abundet", shortened to the English "Goodness and Knowledge". Our newly articulated vision statement provides the rationale and deeper understanding of why the dual focus on "Goodness" and "Knowledge" remains at the heart of all we aim to achieve in our school community.

Our school values are a reflection of how we as a school community view LIFE in John Paul Academy.

Love, Inclusion, Faith, Excellence.



John Paul Academy is a coeducational Catholic comprehensive school covering the stages S1 to S6. It serves the north-west of Glasgow. The school had a roll of 950 for session 2024/25.

The school is housed in a comfortable modern building on the edge of Summerston with an open outlook beyond the school playing fields to the north. Special features of the school include an upgraded and redesigned multipurpose hall, theatre and social area, new ICT suites, a modern library with full ICT facilities, a redesigned Art department and Home Economics department with recently upgraded facilities, a sports complex incorporating a modern fitness suite and 5G surfaced, floodlit playing field, hairdressing salon and upgraded facilities throughout the school.

John Paul Academy was opened in 1982 and named in honour of Pope John Paul II who visited Scotland in that year.

We aim to both support and challenge our pupils to ensure that they each develop their own talents to the full while ensuring that we all work together in a spirit of partnership and care.

John Paul Academy is a part of the John Paul Learning Community with St Blane's Primary, St Mary's Primary, St Charles' Primary, St Charles' Speech & Language Unit, Langa Street Nursery and Maryhill Park Nursery.

Our achievements and improvements 2024 – 2025

1.3 Leadership of Change

- Integral to improving and effecting change has been the whole school commitment to the Pivotal approach, working towards collaborative professionalism and our developments around Self Evaluation. All teaching staff have undertaken CLPL in Pivotal approaches, a large number of teaching and support staff have been trained in Nurture and the whole learning community has had training in ACES, All Behaviour is Communication and other Nurturing principles.
- All staff engage very effectively in Professional Review and Development (PRD) and Career Long Professional Learning (CLPL) in line with GTCs Standards. Self-evaluation processes are effectively embedded at all levels to ensure our vision of improving outcomes for all learners is delivered. All teaching staff have been involved in the Tapestry Professional Learning programme this session, looking at Pedagogy and Equity and our TLC approaches have been highly successful in ensuring consistent improvements are embedded in our practices.

- All staff have a clear understanding of the social, cultural and economic context and challenge of the wider school community in the lives of our young people and families and together we have used this knowledge to develop and shape the vision, values and aims for the school. As a result our vision for our learners is one which inspires inclusive and nurturing practice with high expectations for all.
- The ethos of the school promotes leadership opportunities at all levels. Through ongoing reflection and professional disclosure all staff have the confidence and capacity to innovate change. There are opportunities for Leadership roles at all levels. Our Pupil Leadership teams, VTO Leaders, Caritas, Sports and Dance Leaders, Buddying system during transitions, Mark Scott Leadership for Life, Duke of Edinburgh to name but a few opportunities for young people. For staff there are Senior Leadership and Middle Leadership shadowing, Commissions through PEF, Pupil Support shadowing, TLC Leaders, Mental Health Mentors.

2.3 Learning, Teaching and Assessment

- Positive relationships between staff and learners based on mutual trust and respect are evident across the school. In almost all classes there is a calm, purposeful and supportive ethos and almost all learners settle down quickly to work and they actively participate in lessons.
- Almost all pupils in our school are very well engaged, enthusiastic and eager to learn. They take pride in their work and contribute effectively to the life of the school.
- Almost all staff have developed excellent relationships with most pupils resulting in very good outcomes for pupils.
- Almost all learners experiences are appropriately challenging and senior pupils have the opportunity to lead learning (eg H&WB assemblies, leadership classes, Caritas, Ambassador duties, Senior School Leadership team tasks, Head Boy, Head Girl, vice-captains.)
- Most teachers use a wide range of learning approaches and creative techniques to help young people make connections across the curriculum and to develop skills for life, learning and work.
- All teachers are engaged in professional development and complete CPD records timeously. Our TLC programme has involved all teachers and has been very effective in allowing staff to share practice, try new ideas and evaluate and reflect on learning.
- The principles of effective learning and teaching are constantly being reviewed by all departments, in line with our T&L policy, to ensure they are embedded in practice within teaching in the classroom
- A variety of effective assessment approaches are used throughout the school and almost all teachers appropriately match these to the learning needs of pupils to help them understand their progress.
- Effective moderation takes place across all curricular areas.
- In senior phase verification takes place in collegiate work within departments and across our Trio schools.
- Achieving a level statements, benchmarks and progression framework are used to confirm professional judgment of teachers.
- Very effective tracking and monitoring systems are in place in all curricular areas. As a result, all pupils and their families are regularly informed of pupil progress across levels and within levels which help

to ensure effective interventions. A whole school calendar shows pupils and parents where they can expect this to take place.

3.1 Ensuring Wellbeing, Equity and Inclusion

- Learners are incredibly well supported in John Paul Academy. This work begins with our strong links with our Learning Community and our excellent transitions programme from Primary School which ensures that all learners experience a very positive start to Secondary School. We have placing requests from all over Glasgow. We pride ourselves on the fact that pupils feel safe, happy and welcome in our school.
- We are a nurturing school and Learning Community and all staff across all establishments have jointly received high quality training on nurturing approaches over the past few years. Staff are rightly proud of the caring relationships that exist within the school, and these are often remarked on by families, visitors, partners. The Pivotal approach to dealing with relationships in our school has had a significant impact and has been shared with our feeder primaries.
- Our Health and Wellbeing Hub has had a very positive impact on the resilience, social skills and attendance of an identified group of young people. Young people's successes are valued and celebrated through POTM celebrations, praise cards, school twitter account and reward trips and other events.
- Young people develop self-confidence through taking part in our wider achievement programme of activities both inside and out with school hours and we are committed to ensuring that all young people are given an opportunity to participate and are encouraged to do so.
- Inclusion and social justice firmly rooted in our Catholic values are incredibly important to us. Through Health and Wellbeing lessons, assemblies and across classes, young people understand their rights and responsibilities encapsulated through our school values of **Love, Inclusion, Faith and Excellence**. Our Catholic ethos, based on our Gospel Values, ensure we as a community are tolerant, compassionate, nurturing and kind to each other. Relationships are at the heart of our school community and incredibly important to us all.
- We prioritise supporting young people's mental wellbeing and have invested in school counsellors, restorative practices and training a range of pupils and staff in Mental Health First Aid.
- To prepare our young people for the World of Work, we focus on careers education on a regular basis and developing the Young Workforce. We work with a range of partners to achieve this including our MCR pathways coordinator who is based in the school and our employability key worker. All partners help us to support all leavers into a sustained positive destination. Our learner pathways team is made up of school staff and partners who meet on a regular basis to identify any interventions needed to support individual young people and we have a range of flexible pathways programmes to help support our young people into the world of work.
- We have effective and clear procedures in place for Child Protection and Safeguarding. These are regularly quality assured by SLT and Pupil Support colleagues to ensure we are addressing any issues.
- All members of our school Community have a shared understanding of the Wellbeing indicators, and they ensure that all children's wellbeing needs are almost always being met.
- Relationships across the school are very positive and almost all staff contribute to a climate where young people feel safe and secure.

- Almost all young people feel listened to; they know who to seek assistance from and are secure in their ability to discuss personal issues in their lives because they feel cared about.
- Almost all learners feel included, engaged and involved in the life of the school
- Social areas are used effectively to promote positive relationships and wellbeing and supervised by senior staff and SfL workers. Almost all pupils benefit from breakfast clubs, lunch clubs and after school initiatives taking place daily.

3.2 Securing Children's Progress

- In the Broad General Education (BGE) almost all learners are making progress from prior learning in Literacy and Numeracy. Learners' progress in levels is monitored and tracked using robust intervention strategies. Through collaborative working, staff have developed confidence in the benchmarks at levels 3 and 4. Professional judgements at the end of S3 indicate that almost all learners have achieved level 3 or level 4 in Reading and Talking and most have achieved level 3 or 4 in Writing and Numeracy.
- In BGE, taking account of prior levels of attainment, most pupils are making very good progress in Listening/Talking and Reading with a few making exceptional progress. Pupils at BGE levels have been tracked through the school-based Monitoring and Tracking system. Collaborative working within our departments has further developed staff confidence in assessing progress. Staff have become more confident in using moderation to assess pupil levels.
- Within our Learning Community and across departments staff share standards and expectations in support of greater and consistent confidence in making professional judgements on learners' progress.
- Our creative curriculum in BGE supports the school priorities of learner personalisation, choice and learner engagement.
- We have developed a robust monitoring and tracking system in the Senior Phase to track progress and improve attainment. This system involves all staff and is enhanced through targeted interventions by class teachers, Mentors, heads of department, SLT and Pastoral Care to identify and support young people specifically following assessment periods and prelims.
- Our wide-reaching mentoring programme in the Senior Phase provides very effective support to all learners to ensure they achieve their potential in National Qualifications by utilising all the supports available: Supported Study, Master classes, Saturday School and Easter School
- Young people are given the leadership opportunity to take responsibility, share their learning and demonstrate leadership through leadership teams, senior and ambassadors by running school clubs through e.g. sports leaders and anti-bullying ambassadors and assisting at various school events.
- As global citizens, young people contribute to our community food bank, identified Advent and Lenten charities in developing countries, local environmental projects and the Outdoor Education school's programme. As a result of this work, pupils' confidence, independence and resilience have improved. With support they also make appropriate vocational choices and achieve positive destinations after they leave school.
- The cost of the school day forms all our approaches to equity for all our young people. We continue to provide a PE kit for every pupil, weekly access to the school community food cupboard, breakfast club and ensure uniform is provided for those in any financial difficulty.
- We have a strong focus on Developing the Young Workforce, and we work closely with our attendance key worker, our Employability Officer, SDS, careers advisors and our Home School

liaison officers, working with individual learners to ensure they sustain a positive destination as we support our young people throughout the Senior Phase.

Our key attainment data for session **2024-25** and **2023-24** are shown below.

S5: Higher / Level 6 (A-C)

- 57% of our S5 and pupils achieved at least one SCQF Level 6 / Higher
- 25.7% of our S5 and pupils achieved at least three awards at SCQF Level 6 / Higher
- 8% of our S5 and pupils achieved at least five awards at SCQF Level 6 / Higher

S4: National 5 / Level 5 (A-C)

- 80.4% of our S4 pupils achieved at least one SCQF Level 5 / N5
- 61.5% of our S4 pupils achieved at least three awards at SCQF Level 5 / N5
- 39.7% of our S4 pupils achieved at least five awards at SCQF Level 5 / N5

2023-24 (pre Appeal)

S5: Higher / Level 6 (A-C)

- 43% of our S5 and pupils achieved at least one SCQF Level 6 / Higher
- 23% of our S5 and pupils achieved at least three awards at SCQF Level 6 / Higher
- 8% of our S5 and pupils achieved at least five awards at SCQF Level 6 / Higher

S4: National 5 / Level 5 (A-C)

- 81% of our S4 pupils achieved at least one SCQF Level 5 / N5
- 57% of our S4 pupils achieved at least three awards at SCQF Level 5 / N5
- 33.5% of our S4 pupils achieved at least five awards at SCQF Level 5 / N5

Attendance and Exclusion data

Our improvement plan priorities 2025 – 2026

Grand Challenges 2023-26

Wellbeing and Learning:

To improve our Learning environment, building on Nurture, Health and Wellbeing provision and meeting learner's needs.

Achievement and Progress: To improve the quality of Learning, Teaching and Assessment across the school.

Connected Learning: To improve the digital education provision, empowering learning for young people and their families.

How Good Is Our School 4 Quality Indicator (QI)

Leadership of Change (QI 1.3)

Learning Teaching and Assessment (QI 2.3)

Ensuring Wellbeing Equality and Inclusion (QI 3.1)

Raising Attainment and Achievement (QI 3.2)

Evaluation

Very Good

Very Good

Very Good

Good

How to find out more about our school

Contact us directly if you require further information about our school or if you wish to comment on this report.

The contact e-mail address is: headteacher@johnpaulacademy@glasgow.sch.uk

Our telephone number is: 0141 582 0140

Our school address is: 2 Arrochar St, Summerston, Glasgow G23 5LY

Further information is available in: The John Paul Monthly Bulletin, the school website, social media and the school handbook .

 Facebook: <https://www.facebook.com/johnpaulacademy>

 Twitter: @johnpaulacademy

 Education Scotland
Foghlam Alba <https://education.gov.scot/inspection-and-review/find-an-inspection-report/find-an-inspection-report/details?id=3102>



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