

St. John's RC Academy



Standards and Quality Report 2022-2023



Fairness-Achievement-Respect-Love

Mission Statement

In St John's RC Academy, we seek to grow together as a community of faith and learning in which every member feels welcomed, valued, and safe. Guided by the gospel values of Jesus Christ, our staff will work to provide the highest quality of education for the young people in our care. In doing so, we will help them to become successful learners, confident individuals, responsible citizens, and effective contributors to our school and to society.

Aims

The work of everyone associated with our school is directed by the following aims:

- we will help each other to grow in faith and to develop our values and spiritual lives
- we will inspire in each other a lifelong love of learning with a positive culture of achievement
- we will encourage our pupils to take responsibility for their learning and lifestyle
- we will support our families and the life of the wider community
- we will promote self-respect and show consideration for others
- we will develop our gifts in the service of others promoting a spirit of peace and forgiveness

School Context

St John's RC Academy caters for children and young people aged 2 - 18. Our school is the only all-through Roman Catholic school in Scotland, and we are very proud and honoured to serve the Catholic community of Perth and Kinross. We currently have 1117 pupils on our school roll, making us the largest all-through school in Scotland.

St John's RC Academy is situated, on the banks of the River Tay and on the doorstep of the North Inch, in one of the most beautiful parts of Scotland. Our vast campus is very well designed with modern teaching and sporting facilities that allows for first class educational experiences for all our pupils. We have a 300-seater auditorium, a lecture theatre, a drama studio, dance studio, fitness suite, football pitches, a 3 court and 4 court gym hall, street area, and extensive grounds.

We are very proud of our nursery, primary, and secondary pupils and all their achievements. Our aim is to ensure that every young person, irrespective of their background, leaves St John's RC Academy fully equipped and prepared to move onto a positive destination, whether that be further education, higher education, employment, or training. As a Roman Catholic school, it is our duty to support every pupil's emotional, physical, intellectual, and spiritual needs. We cannot do that alone, and therefore we foster strong relationships with our parents and partners, to get the very best for all our young people.

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Successes and Achievements

1.3 Leadership of Change

- In Nursery we have refreshed our vision, values, and aims to make them more accessible for Nursery with the support of staff, parents, and pupils.
- Through the Middle leadership programme for ELT and Aspiring PTs Teachers and support staff have had opportunities to undertake leadership roles, that supports their development needs and contribute to school improvement.
- There are leadership opportunities for pupils and staff across the whole school (e.g., pupil parliament, CLPL for teachers)
- Introduction of new guidance structure has brought about positive changes for pupils and staff.
- Pupils and staff were consulted on a new House structure, and we have moved to three houses: St Andrew's, St Columba, and St Margaret. Guidance teacher, Pupil Support Teacher, Pupil Support Assistant and Pupil Care and Welfare Officers have been aligned to each house.
- The restructure of the Pupil Support Department has brought about positive changes for pupils and better distribution of support across the secondary school.
- The introduction of Principal Teachers of Raising Attainment in Primary and Secondary are having a positive impact on our attainment data. Interventions to support pupils at risk of not achieving are improving our attainment data.
- The introduction of the Principal Teacher of Employability has seen a significant increase in young people securing work experience placements and external business partners supporting our school community to develop our young workforce.
- Review and restructure of the school day has increased learning time of all pupils across the school week and has helped to reduce late coming and truanting.



2.3 Learning, Teaching, and Assessment

- Positive staff-child/pupil interactions are observed throughout the whole school.
- The nursery setting has strong and effective relationships and partnerships with parents. Almost all families (89 out of 94) have connected online with seesaw (94.68%).

- In Nursery almost all families (92.5%) have attended at least one of the following: Stay and Play, Natter Sessions, PEEP, Book Bug sessions. Our clothes swap event took place allowing parents to recycle clothing.
- Gathering the views of pupils is very important to us. We record Pupil voice in nursery by using floor books to develop and record children's interests and to respond to this in our planning. In primary and secondary we are developing our pupil parliament so that all pupils' voices are heard.
- We have used the NELI programme in Primary 2 to support learners with gaps in their phonic recognition. By the end of the year, learners had improved their phonic recognition and are much better at storytelling.
- P1-6 pupils have been involved in reading buddies for reading for enjoyment as part of our journey to achieving Reading School status.
- We have supported learners in Literacy and Numeracy through targeted interventions using Pupil Equity Fund. This has included individual and small group targeted support across the school in Literacy and Numeracy, such as the Precision Teaching intervention to develop confidence and fluency in numeracy recall.
- Departments across the school are introducing new qualifications to widen the curriculum, creating pathways for pupils to experience success and build self-esteem.
- Pupils across the senior phase are offered study support and pupil drop-ins throughout the session to help with knowledge and understanding of course content.
- Departments are making external business links with a variety of partners to enhance learners experiences such as BAM Nuttall (Perth City Hall) , Dundee University (bio-tech engineering), Edinburgh University (climate change) and Edinburgh Napier design show.
- Our Skills Academy for pupils who are not sitting external examinations is continuing to grow. Pupils are increasing their qualifications, building self-esteem and the staying on rates are increasing. The introduction of new qualifications such as L5 Barista Skills and L3, 4 & 5 Comedy and Confidence Awards has increased employability and widened pathways for our senior pupils.

3.1 Ensuring wellbeing, equality, and inclusion

- The curriculum our Nursery offers and the approaches to learning ensure support of the wellbeing of all, in particular learners with additional support needs. We have developed areas within the Nursery to ensure there are spaces for self-regulation and to promote the wellbeing of our Nursery children.
- We place an emphasis on the importance of the nursery environment. Staff plan and implement an environment where children can engage in free-play, loose parts play, risky play, and real-life experiences to enhance the quality of provision on offer.
- We have had a rolling programme of extra-curricular activities which pupils have enjoyed. There has also been increased participation with Active

Schools – it is great to see pupils enjoying a range of experiences and embracing new opportunities.

- We are very proud to have gained the UNCRG Gold Rights respecting schools award for the third time.
- Primary teachers have been trained in the use of a new toolkit Glasgow Motivational Wellbeing Profile – all staff have been trained and this has been trialled in one class. It is now ready to be rolled out across Primary.
- We have continued the Roots of Empathy Programme to support Health and Wellbeing in Primary 3. All children have engaged with Roots of Empathy sessions and taken part in visits. Almost all children can talk about why the Roots of Empathy programme is important and how it has influenced their understanding of emotions.
- In secondary we have a St John's Young Carers Champion who has worked with young carers, Pupil Care and Welfare Officers and other staff to develop our young carers club. This brings together around half of our young carers fortnightly. The group have also held a coffee morning, made posters to raise awareness of young carers and are planning a trip in the new school session.
- Our MVP programme has grown from strength to strength we have more senior pupils trained and staff involved than ever before. We now have 45 senior pupils trained.
- Pupil Mental Health Ambassadors have been trained with Lighthouse. The group have many plans to promote positive mental health among their peers across our school.
- The Respecting Diversity group has helped encourage important conversations about how safe and respected pupils feel at our school with a particular focus on protected characteristics. Activities have been organised for Black History Month and Anti-bullying week, and we recently had our first 'Big Listen' where young people could come and share their concerns, experiences, and ideas to make our school a better place for everyone.
- The organisation Nil By Mouth visited the school taking part of health week where they spoke to all of S1 and S2. The focus was on countering sectarianism, protected characteristics and 'think before you post' anti-cyberbullying messages.
- 26 S3 HWB Peer Mentors have been trained and have facilitated workshops with S1 pupils on cyberbullying, mental health, and resilience.
- We have started a targeted breakfast club, Morning Munchies, for pupils who struggle to eat in the morning; who need some additional help to get organised for the school day; or who just need to check in with a supportive member of staff.



- “Reloved” is a fashion reuse project for senior phase events such as Prom and the winter ball. The initiative removes the costs associated with many whole school events.

<https://www.thecourier.co.uk/fp/education/schools/4403371/second-hand-prom-dresses-perth/>

3.2 Raising Attainment and Achievement

- Almost all (95%) of our pre-school children moving on to school have achieved their developmental milestones.
- Most (88.37%) of our N5 children can use a balance bike with the majority (72.09%) of our N5 children able to ride a pedal bike. This is a result of our Play in Pedals project.
- We prioritise the use of data to analyse information, identify gaps and next steps in learning and improve outcomes for our children and families.
- We re-established Parental engagement events e.g. Book Week, Read Write Count and Soft Starts – it has been lovely to see so many parents and carers attend.
- The parental engagement and homework club has restarted for P1-4. This has helped pupils and parents work together to promote family learning.
- The PT Raising Attainment role in Primary and Secondary has brought about significant improvements. The targeted and support provided to pupils has closed gaps and improved attainment.
- Ski trip- 40 S2 learned to ski. Most of them were complete novices- by the end of the week attained level 3 of 5 possible levels. They also developed in many other ways – working as a team, supporting, and encouraging each other and, for some, the significant improvements in resilience was outstanding.
- On the 14th of June, Reuben Shearer and Pia Aylas-Burghard won the “Our World 2022-23 Best Use of Language Award at the Premiere Awards Ceremony in Edinburgh.
- In Primary 1, most learners achieved Early Level in Listening & Talking and Numeracy. The majority of learners achieved Reading and Writing. In Primary 4, most learners achieved First Level in Listening & Talking and Reading. The majority of learners achieved First Level in Writing and Numeracy. In Primary 7, most learners achieved Second Level in Listening & Talking, Reading, Writing and Numeracy on time or early.



- Analysis of the attainment of candidates in the 2022-23 SQA diet is ongoing. Initial figures suggest a positive picture overall for our S4 cohort and reflects the raising of attainment over time. 85% of S4 pupils achieved at least 5 awards at National 3, which is higher than the PKC average and up from 82% the previous year; 76% achieved at least 5 awards at National 4, up from 73% in 2021-22; 43% achieved at least 5 awards at National 5, up from 35%. In S5, 47% achieved at least 1 Higher (A-C), down from 58% in 2021-22; 25% achieved at least 3 Highers, a drop of 8% from 2021-22, with 8% achieving at least 5 Highers, a drop of 3%. In S6, 24% achieved at least 5 Highers (A-C), with no change compared to last year. 20% achieved at least 1 Advanced Higher, a 2% drop.

Key Strengths of the School

In March 2023 the school underwent a Validated Self-Evaluation (VSE) as part of Perth and Kinross Council's annual quality improvement agenda. The key strengths of our school were identified as follows:

- The Head Teacher has a thorough understanding of the school and has clearly identified the areas for improvement.
- The school has a warm, welcoming, and safe atmosphere. There is a positive ethos which is providing the foundation for all young people to feel included and valued.
- Positive relationships between staff and pupils, and peer-to-peer, are evident across the whole school environment as well as within classrooms.
- The school has established positive partnerships with all stakeholders.
- There is an impressive diversity and range of extra-curricular activities which pupils and staff value and appreciate. The development of the House System is helping promote a sense of identity and belonging across the school.
- Staff are working hard to support young people in their learning and their efforts are appreciated by pupils.
- As a Catholic community we celebrate our Catholic faith throughout the year through our liturgical calendar.



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Attainment Data

Nursery

% Milestones Met	2021	2022	2023
Attention	100%	88%	95%
Behaviour	95%	85%	95%
Emotional Development	93%	91%	95%
Fine Motor Skills	100%	97%	95%
Gross Motor Skills	100%	94%	95%
Hearing	100%	100%	100%
Social Development	93%	91%	95%
Speech and Language	98%	94%	95%
Vision	100%	100%	100%

Primary

Broad General Education (P1-P7)

Levels achieved on time or early				
Curriculum Area	P1	P4	P7	S3
Literacy- Listening & Talking	82%	86%	92%	88%
Literacy- Reading	63%	78%	80%	84%
Literacy- Writing	67%	64%	68%	84%
Numeracy	78%	72%	77%	86%

Secondary

Broad General Education (S1- S3)

Achieved Level 3	16-17	17-18	18-19	20-21	21-22	22-23
Listening & Talking	91%	91%	92%	89%	89%	88%
Reading	90%	90%	91%	90%	86%	84%
Writing	89%	89%	90%	89%	82%	84%
Numeracy	88%	89%	90%	83%	92%	86%

Achieved Level 4	16-17	17-18	18-19	20-21	21-22	22-23
Listening & Talking	50%	21%	43%	62%	61%	47%
Reading	52%	16%	41%	57%	59%	42%
Writing	40%	17%	39%	57%	58%	42%
Numeracy	53%	26%	20%	44%	64%	61%

Senior Phase

KPI Measure	2019	2020	2021	2022	2023
5 @ 3 – S4 A-D	86%	80%	78%	85%	88%
5 @ 4 – S4 A-D	81%	72%	75%	78%	82%
5 @ 5 – S4 A-D	47%	55%	42%	39%	46%
1 @ 6 – S5 A-D	65%	65%	59%	61%	53%
3 @ 6 – S5 A-D	48%	50%	38%	40%	35%
5 @ 6 – S5 A-D	23%	20%	11%	16%	11%
1 @ 7 – S6 A-D	24%	26%	25%	22%	24%

Self-Evaluation	
Quality Indicator	
1.3 Leadership of Change	3- Satisfactory
2.3 Learning, Teaching and Assessment	3- Satisfactory
3.1 Ensuring wellbeing, equity, and inclusion	3- Satisfactory
3.2 Raising attainment and achievement	3- Satisfactory

Improvement Priorities for 23-24	
3.1 Ensuring children and young people's wellbeing through equity and inclusion	<ul style="list-style-type: none"> • Improve CIRCLE practices • Improve ASN documentation and communication around ASN, and exclusions • Increase level of parental engagement • Develop PSE Programme • Continue to develop strategies for improving attendance
2.3 Learning, Teaching and Assessment	<ul style="list-style-type: none"> • Updated Learning, Teaching and Assessment Policy • Improve collective understanding of what 'good', 'very good' and 'excellent' learning, teaching and assessment looks like in the classroom • Focus on learner engagement • Increase opportunities to share practice around pupils leading learning
3.2 Raising Attainment and Achievement	<ul style="list-style-type: none"> • Continue to improve early identification of at risk groups in Senior Phase • Improve BGE tracking (especially for Identification of targeted groups for literacy / numeracy interventions) • Develop strategies to pushing top 20 / middle 60 • Continue to improve 5@3 • Departments to clarify learner pathways and expand curriculum offer

2022-2023



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