

In our School, may there be prayer,
learning and humour, hard work,
faith and friendship.



Welcome

The crest of St. Joseph's Catholic Academy is a shield divided vertically. The left half is blue with a white lily. The right half is white with a red cross. A blue banner at the bottom contains the Latin motto 'Caritas Christi Urget Nos'.

Welcome to St. Joseph's Catholic Academy

Information Evening

Parents of Year 10 Pupils

Caritas Christi Urget Nos

FAITH LEARNING RESPECT

Housekeeping announcement

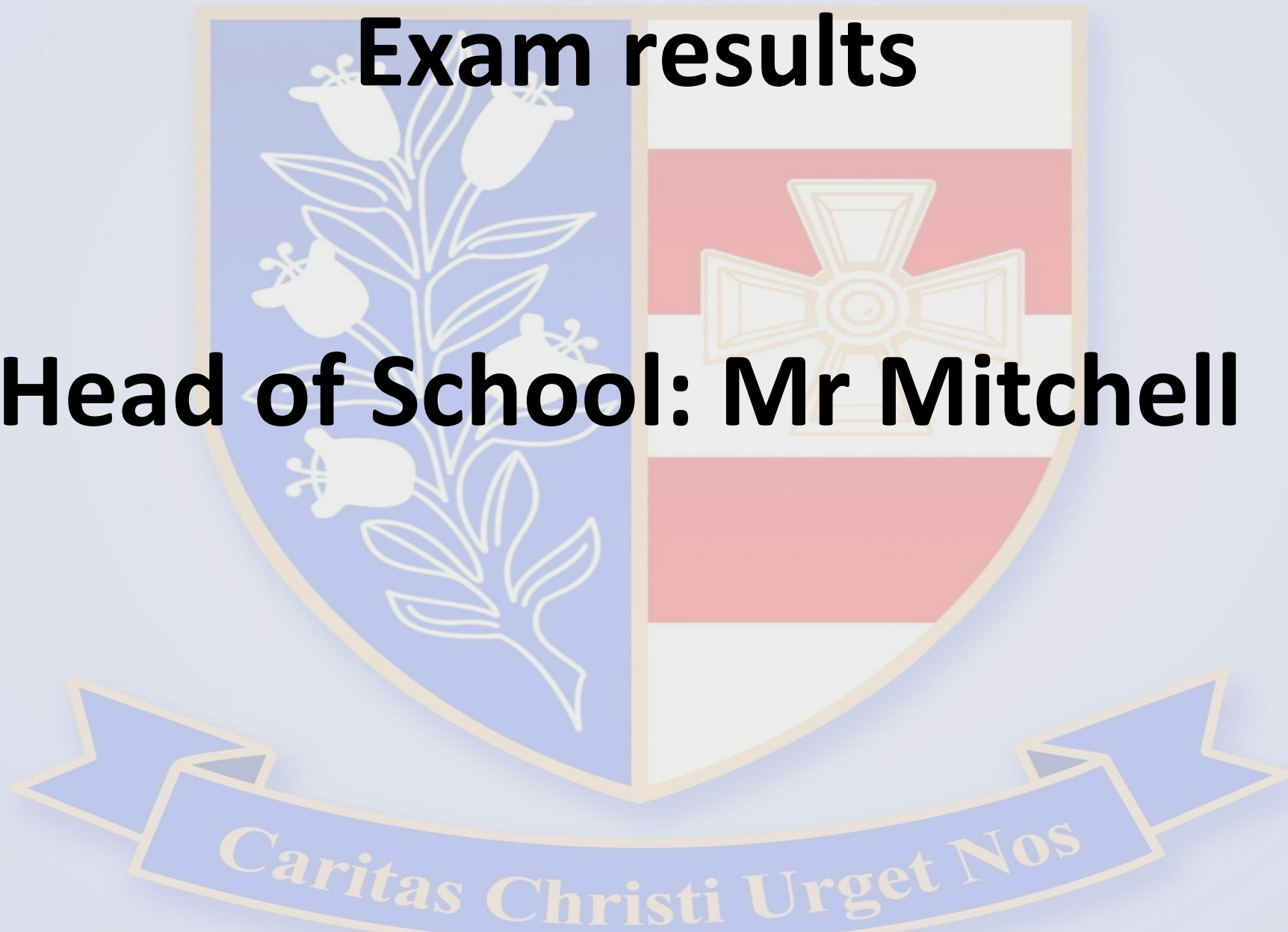
We are not anticipating a fire drill this evening, in the event of a fire alarm please do not use any lifts and follow the staff outside to the Car Park.

Caritas Christi Urget Nos

FAITH LEARNING RESPECT

Exam results

Head of School: Mr Mitchell



FAITH LEARNING RESPECT

Moving Forward Progress

2016/17
Well Below
Average
P8 = -0.42

2017/18
Below
Average
P8 = -0.31

2018/19
Average
P8 = -0.15

2019/20
Above
Average
P8 = +

Caritas Christi Urget Nos

Exam results

School Name	Attainment 8 score	% (9-5) in English and Maths	% (9-4) in English and Maths	% Grades at 9-4	% Grades at 9-5	% Grades at 9-7	% (9-5) in English	% (9-5) in Science
	52.35	49.7%	76.4%	81%	65%	24%	72%	
	50.1	42.1%	67.8%	87%	61%	21%	63%	57%
St Josephs Catholic Academy	48.25	38.3%	63.8%	75%	59%	20%	61%	50%
	46.62	38.1%	63.0%	75%	55%	20%	59%	
	46.41	36.3%	60.1%	71%	54%	17%	56%	
	42.85	31.1%	58.5%	65%	44%	13%	52%	
	42.51	30.5%	54.0%	64%	42%	14%	50%	
	42.5	26.8%	51.7%	67%	42%	10%	48%	
	36.61	20.9%	43.5%	59%	37%	6%	36%	
South Tyneside Secondary AV	45.36	35%	60%	72%	51%	16%	55%	

Caritas Christi Urget Nos

FAITH LEARNING RESPECT

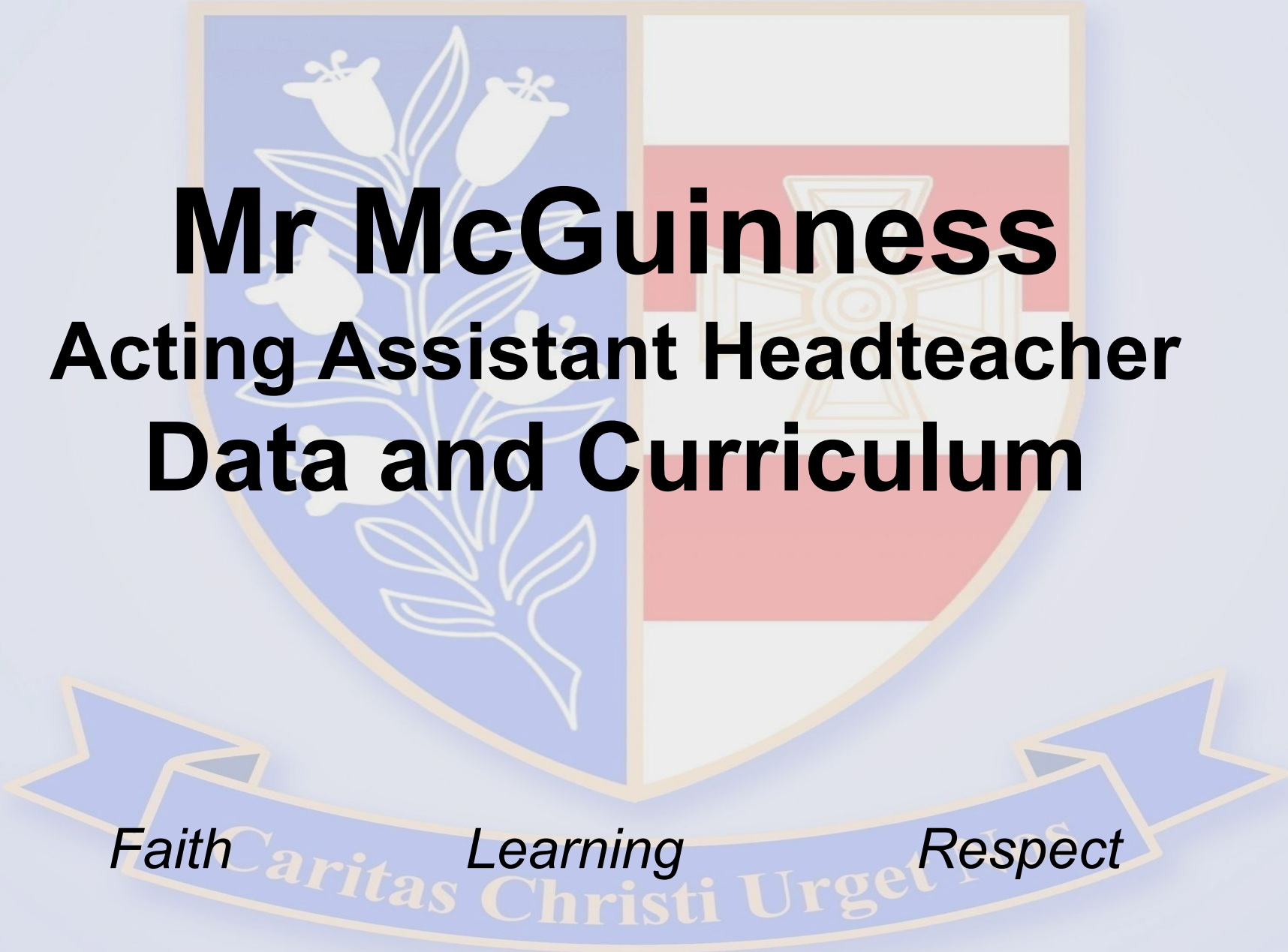
Exam results

Link to School League Tables information:

<https://www.compare-school-performance.service.gov.uk/schools-by-type?step=default&table=schools®ion=393&la-name=south-tyneside&geographic=la&for=secondary>

FAITH LEARNING RESPECT

Christi Urget Nos



Mr McGuinness

Acting Assistant Headteacher

Data and Curriculum

Faith

Learning

Respect

Caritas Christi Urget Nos

Target Setting

Where are they from

We use information from the The Fischer Family Trust, a non-profit organisation which provides data, estimates and analyses to all schools and LAs in England and Wales.

How we use targets

- Using the start point of where they were at in Key stage 2 (Maths and Reading)
- Targets are for the end of each academic year (5 Way points to year 11)
- Increasing a target for a subject when students start to work at their target



Pupil	Attainment				FFT Benchmark			Set a target		
Details & context	Key Stage 2 Results				Based on High challenge setting			Combine data, know		
	HML	Reading	Writing	Maths	Chance of each grade	Risk of lower grade	FFT 20 grade	Chance of higher grade	Target grade	
Pupil A	PP EAL SEN ALERTS	M	5C	4	4A	<div><div></div></div> <div>1 2 3 4 5 6 7 8 9 ~ 2 10 33 32 14 7 2 ~ Chance (%)</div>	45%	5-	23%	5
Pupil B	PP EAL SEN ALERTS	H	5C	5	4A	<div><div></div></div> <div>1 2 3 4 5 6 7 8 9 ~ ~ 3 20 32 23 16 5 1 Chance (%)</div>	23%	5+	45%	6
Pupil C	PP EAL SEN ALERTS	H	5B	5	6C	<div><div></div></div> <div>2 3 4 5 6 7 8 9 ~ ~ 1 4 13 24 33 25 Chance (%)</div>	42%	8-	25%	8
Pupil D	PP EAL SEN ALERTS	H	5A	5	5B	<div><div></div></div> <div>1 2 3 4 5 6 7 8 9 ~ ~ ~ 4 14 23 29 23 7 Chance (%)</div>	41%	7	30%	7
Pupil E	PP EAL SEN ALERTS	M	4A	4	5C	<div><div></div></div> <div>1 2 3 4 5 6 7 8 9 ~ ~ 2 16 29 23 19 9 2 Chance (%)</div>	47%	6-	30%	6
Pupil F	PP EAL SEN ALERTS	M	4A	4	4B	<div><div></div></div> <div>1 2 3 4 5 6 7 8 9 1 5 16 38 27 9 3 1 ~ Chance (%)</div>	22%	4+	40%	5

How the new grades compare with the old ones

Old grades	New grades
A*	9
	8
	7
A	6
B	5 STRONG PASS
	4 STANDARD PASS
C	
D	3
E	2
F	
G	1
U	
	U

Reporting

When will you receive a report

- At the end of each of the 3 modules you will receive a report
- Once a year this will include a written report from the form tutor

What will the report include

- A **working at grade** for each subject (w, 1-, 1, 1+, 2-, 2, 2+,, 9, 9+)
- A **predicted final grade** for each subject (w, 1-, 1, 1+, 2-, 2, 2+,, 9, 9+)
- An end of year **target grade** for each subject (w, 1-, 1, 1+, 2-, 2, 2+,, 9, 9+)
- An **attitude to learning grade** for each subject. (E – A)
- A **class work** for each subject (E – A)
- A **homework grade** for each subject (E – A)

Attitude	
Code	Meaning
A	<ul style="list-style-type: none"> A conscientious learner who wants exceed the target grade. Very interested and highly engaged in learning and has the confidence and curiosity to raise questions that help to move learning forward. Very committed to learning and carries out a high level of independent research. A range of skills are developing at a consistently high level. Enjoys being challenged to go into more depth, and “stick at it” when learning gets harder.
B	<ul style="list-style-type: none"> A keen learner who wants to achieve and possibly exceed the target grade. Is mostly interested and engaged in learning and is developing the confidence to raise and answer questions to expand their thinking and learning. Good commitment to learning most of the time and carries out additional independent research. Is developing a range of skills to help move learning forward. Is quite good at “sticking at it” when learning gets harder.
C	<ul style="list-style-type: none"> Shows some enthusiasm for learning and is working towards the target grade. Interest and engagement in lessons is satisfactory and questions are answered in class and group work situations. Commitment is shown in some lessons and occasionally independent research is carried out. Is beginning to develop a range of skills to help learning. Sometimes finds it hard to “stick at it” when learning gets harder.
D	<ul style="list-style-type: none"> Not always enthusiastic about learning and this is affecting working towards the target grade. Interest and engagement in learning is not satisfactory and is inconsistent with questions in class answered only occasionally. Commitment to learning is inconsistent and the ability to work independently needs to improve. A basic level of skills <u>have</u> been developed. Finds it hard to “stick at it” when learning gets harder.
E	<ul style="list-style-type: none"> Not very enthusiastic about learning and this is having a noticeable impact on working towards the target grade. Interest and engagement in learning is unsatisfactory and questions in class are answered solely when prompted by the teacher, therefore time needs to be spent thinking about how to learn more effectively. A lack of commitment hinders learning at both an individual and whole class level, with no independent work carried out. Does not always pay attention in class and requires frequent reminders to remain on task due to their learning attitude. Rarely, if ever, “sticks at it” when learning gets harder.

Classwork	
Code	Meaning
A	Work is always completed to the best of their ability
B	Work is mostly completed to the best of their ability.
C	Work is often satisfactory and there needs to be a greater amount of focus upon completing it to the best of their ability
D	Work often has missing or incomplete parts as they are not completing it to the best of their ability and this needs to be addressed t immediately
E	Class work is often of an unsatisfactory standard with many incomplete or missing parts. This needs to be addressed immediately and repair work should be requested from the teacher.

Homework	
Code	Meaning
A	Homework is always completed to the best of their ability. They are very organised with homework.
B	Homework is mostly completed to the best of their ability. They are organised with homework.
C	Homework is often satisfactory and they need to focus upon completing it to the best of their ability. They need to become more organised with homework as it is sometimes late.
D	Homework often has missing or incomplete parts as it is not completed to the best of their ability and this needs to be addressed immediately Homework is disorganised and it is often late.
E	Homework is often of an unsatisfactory standard with many incomplete or missing part. This needs to be addressed immediately and repair work should be requested from the teacher. Homework is very organised and it is very often late

KS4 Academic Progress Profile



Key Information

Name	
Tutor Group	
Attendance	
Credits	
Debits	
Parent's Evening Date	
Key dates	

Subject	PFG	WAG	Target	Criteria 1 Attitude	Criteria 2: Class work	Criteria 3: Homework
Art						
English						
French						
Geography						
History						
Mandarin						
Mathematics						
Music						
Physical Education						
Religious Education						
Science						
Technology						



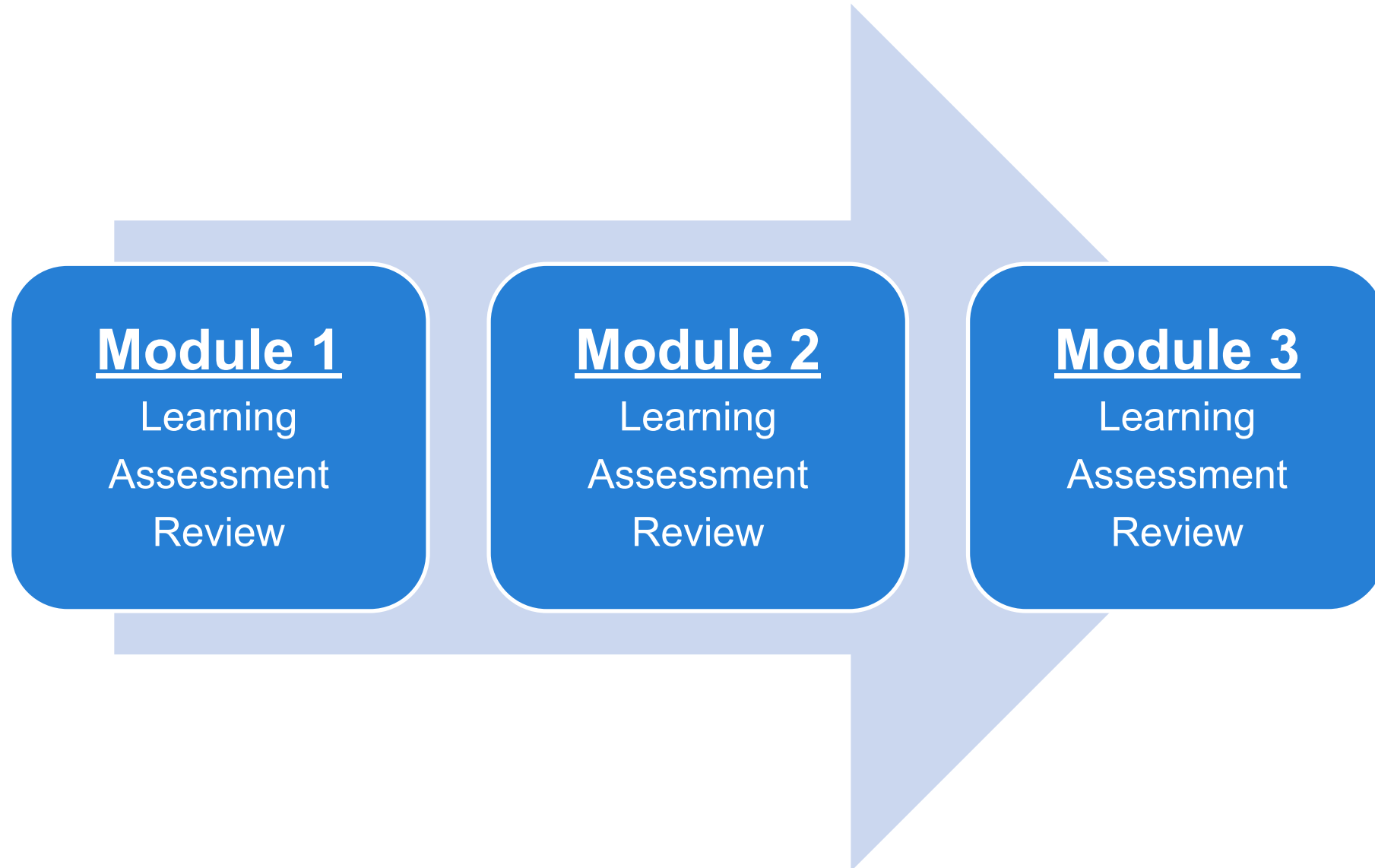
Mrs Ritchie
Deputy Headteacher
Teaching and Learning

Faith

Learning

Respect

The modular structure of the year



Measuring progress

Key Tasks:

We assess progress throughout each module using key tasks. These are teacher marked. Key tasks are cumulative across the year.

Homework:

Each subject will set homework – details are in the leaflet.

End of year exams:

All pupils will sit end of year exams for each subject.



Mrs Lewis Dale
Assistant Headteacher
& Head of Sixth Form

Faith

Learning

Respect

Careers Vision

Students leave St Joseph's resilient, confident and well rounded individuals with the knowledge to make informed future choice. Driven to success by clear goals, they are outward facing members of society making positive contributions.



Year 10 Careers enrichment

What enrichment?

Careers Interviews

Work Experience

External speaker –Apprenticeship information

External speaker-University information

Employer Careers talks/Local Business assemblies

Year 11 Taster day, A Level and College options

Visit to local University



Careers Interviews

Think of the things you are interested in.

What subject do you enjoy?

Do you like to work on your own? With people?

Do you like set times off? Or would you be prepared to work shifts?

Would you like to travel? Or do you like to be near home?

They will not tell you what to do, they will simply help identify what factors may lead to successful and interesting career options.



A Careers Action plan will be produced based on what you say. This will be shared with you using your school email account. Look out for this following your careers interview.

Think about different Career Options

It's a good idea to have several careers in mind rather than just one.

You may change your mind!

It pays to be knowledgeable about more than just one career field. The average graduate changes their job seven times in their life.

It also pays to develop a wide variety of general skills, particularly those related to communication. You need to know how to transfer your skills if/when you change jobs.



St Joseph's Sixth Form

Local Labour Market Information

- 4 Main areas of Development/ strategic Importance
- Inform our careers programme
- Aware of when making links to careers in subjects



"High Expectations of what students can and should achieve"

Digital

Software, cloud computing, buildings information, modelling, gaming. Emerging specialisms include data analytics, immersive technologies and cybersecurity

Advanced Manufacturing

Automotive and medicine manufacturing

Health and Life Sciences

Excelling in clinical research, innovation in pharmaceuticals, responding to an aging population

Energy

Offshore Energy and subsea technologies, regional energy and demonstration and innovation

Employer Careers talks

Range of Businesses will run talks during assemblies at the end of year 10 and in year 11

Listen

Different routes into jobs

Different jobs roles



Visit to University

Subject tasters designed to inform and inspire students about specific subjects that they are able to study at university

Campus tours

Talks about student life

Raise aspirations



PSME

November-December

Career Goals- How to choose a career. Getting the best out of careers interviews.

Work Experience planning

Health and Safety in the Workplace

Interview Skills

Apprenticeships



Work Experience

What will you gain?

- Experience a real working environment
- Understand how your current subjects may link to jobs
- Develop personal/social skills- confidence, timekeeping, deadlines, communication with different people
- Make you stand out from others when applying for apprenticeships, jobs and University
- Help you to work out what you want to do...Gives you an informed decision.

SIEMENS



South
Tyneside
Homes



How does work experience work at St Joseph's?

It is your responsibility to find yourself a work experience placement

Work experience is

6th July Year 10

You need to start thinking about what kind of work experience you would like, then start contacting employers.

You need to get in there quickly to make sure you have a choice. There are lots of you, and lots of other school who carry out work experience in the summer



How we will support you

Time in PSME lessons with staff to contact possible placements

Log book and resources

Contacts with a range of local businesses- some placements to apply for



Work Experience Placement Form

Please ensure that as much information as possible is filled in and that handwriting is legible. Have a great placement!

Learner Details

Learner Name: _____ Tutor Group: _____

Learner Age: Under 16 ☐ 16-17 ☐ 18 plus ☐ (tick appropriate box) Gender: Male ☐ Female ☐

Notes eg. Medical conditions or allergies:

Placement Details

Name of person organising placement (eg. Parent, student, school staff): _____

Placement Start Date: _____ Placement End Date: _____

Business Name: _____ Landline Number: _____

Contact Name: _____ Mobile Number: _____

Contact Position: _____ Email: _____

Business Address: _____

Postcode: _____

Location of placement if different to the above: _____

Signature: _____ Date: _____

Description of Duties: _____

Proposed working days ☐ Mon ☐ Tues ☐ Wed ☐ Thurs ☐ Fri ☐ Sat ☐ Sun

Travel Arrangements: _____

Report to: _____ Start Time: _____

Dress Code/ PPE: _____ Meal Arrangements: _____

Insurance

In order for a company to take on a learner for work experience they MUST have the necessary insurances in place.

Insurance Company Name: _____

Employer Liability Insurance Yes ☒ No ☐ Policy Number: _____ Expiry Date:

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Public Liability Insurance Yes ☒ No ☐ Policy Number: _____ Expiry Date:

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Parent/ Carer Agreement

As a responsible parent/guardian I confirm the above learner participating in the work experience at the above arranged placement.

Parent/Guardian Signature: _____ Relationship to Student: _____ Date: _____

School Agreement

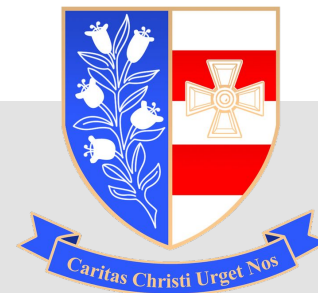
I agree to this placement, subject to a successful health and safety assessment.

Name: _____ Signature: _____ Position: _____ Date: _____



Key Information for the form.

- Names
- Placement name and address
- Dates of placement
- Travel arrangements
- Signature from business
- Business Insurance details
- Parent signature



Deadlines for Work Experience placement forms

All placements secured and completed forms handed into tutors by 10th February

To get the best placements you need to get them arranged by Christmas.

Using your enrichment experiences to get you to your future pathways

"Deborah has experiences as a cadet for St John's ambulance, volunteering in St Catherine's Care home and a placement at the RVI. As a peer supporter she showed empathy and a mature approach to challenges. Her continued drive for knowledge demonstrates her commitment and determination to fulfil her ambition of becoming a Doctor. In these activities Deborah has developed compassion when supporting others and is confident in communicating on different levels."

