

St Kentigern's Academy



Progress Report Session 2020/21

(Standards & Quality Report)

ABOUT OUR SCHOOL

St Kentigern's Academy is a Catholic school situated in Blackburn serving the west of West Lothian. It is one of two denominational schools in West Lothian. The catchment area retains a community spirit and aspects of its mining cultural heritage.

St Kentigern's Academy has an excellent reputation in the local community, particularly for the high standards of conduct and confidence displayed by students and the wearing of full school uniform. In addition to the formal curriculum, a wide range of extra-curricular and out-of-hours activities are on offer. The school receives a high level of support and encouragement from parents and is working to increase opportunities for parental partnerships. Attendance at parents' evenings is good, and information and consultation exercises are well supported.

The roll in August 2020 is comprised of 1275 students and the school's free meal entitlement (FME) for the session is 20% (up from 9.9% in 2009). Over 1090 of the young people attending the school travel to the school via school buses (>92%). Due to the rural and distributed nature of the catchment students have difficult accessing after school support as very limited public transport links exist.

The school also has an integrated Autism Support Unit (Multi-Study) and both a Learning and a Nurture Base, a Health and Wellbeing Hub and an Employability Hub.

The school has 10 associated primary schools, but in session 2020-2021 our S1 was made up of students from 22 primary schools, drawing a comprehensive mix of students. Almost all of the students from non-associated primary schools are in SIMD deciles 1 & 2. There is a close working relationship among schools in the cluster. The S1 intake in 2020-2021 was 227 students.

2020-21 saw challenges in terms of the global Covid-19 pandemic which resulted in an extended period of home working for staff and home learning for students. During this time, both staff and students upskilled in digital technology and effective pedagogical approaches to remote learning.

IMPROVEMENT PRIORITIES

Our improvement priorities are always based on the National priorities in the National Improvement Framework (NIF). Below we have indicated what progress we made with these priorities in Session 2019/20, what the impact has been and what our next steps will be to continue to address these priorities in Session 2020/21.

We have also shown which NIF driver for improvement we used – you can find out more about the National Improvement Framework and drivers at https://www.npfs.org.uk/wp-content/uploads/2016/01/NPFS_NIF_E-1.pdf.

We have also evaluated our overall provision using quality indicators (QIs) in How Good is our School?4 (HGIOS?4) which is a key aspect of the Scottish approach to self-evaluation and school improvement.

| Priority | How did we do? |
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| <p data-bbox="201 215 464 338">1. Improvement in all children and young people's wellbeing</p> <p data-bbox="201 383 488 416">Measurable Outcome:</p> <ul data-bbox="201 450 488 651" style="list-style-type: none"> <li data-bbox="201 450 488 651">• To ensure that all students' wellbeing is fully supported following the period of school closure. | <p data-bbox="512 215 871 237">We have made good progress.</p> <hr/> <p data-bbox="512 450 1374 607">During the lockdown period, all students completed two wellbeing surveys in addition to surveys on learning and ethos from WLC which gave us insight into student wellbeing and allowed us to effectively target interventions.</p> <p data-bbox="512 663 1374 819">Most of our young people noted better family relationships as a positive of the Covid lockdown, while less than half reported problems with motivation, mental health issues, sleep issues and worries about their progress in learning.</p> <p data-bbox="512 887 1374 1088">Almost all of our young people received at least one check-in call during lockdown and those who identified issues had further support and interventions. Child Planning Meetings continued remotely to provide the best support possible for our most vulnerable young people in difficult circumstances.</p> <p data-bbox="512 1144 1374 1301">Our school counselling service has three counsellors and is now available to all students every day. This can be accessed via an appointment system or the break and lunch time drop-in sessions. Many students are coming forward to access this service.</p> <p data-bbox="512 1357 1374 1514">We undertook a focused Wellbeing Week which was delivered during core RE for our senior students. This helped us to identify and address wellbeing issues, many of which will be taken forward in this year's improvement plan.</p> <p data-bbox="512 1570 1374 1771">We further developed our PSE programme to include strategies for self-regulation which has helped many young people deal with the uncertainties caused by Covid. We intend to build on this programme to include more peer mentoring and reintroduce the Mental Health First Aiders programme in the coming session.</p> <p data-bbox="512 1827 1374 1895">Our poverty proofing plan has ensured equity across curricular areas such as HFT and CDT by removing charges for participation.</p> <p data-bbox="512 1951 1374 2018">We have redeveloped our PE timetable to focus on one period per week of fitness for wellbeing which is improving the physical and mental wellbeing</p> |

| Priority | How did we do? |
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| | <p>of our young people. We introduced the SQA Health and Wellbeing Award for our S3 students via core PE. We will build on the successes of its delivery in the coming session.</p> <p>During Covid 19 we continued our virtual Nurture support for our students. Gradual transition plans were established to support young people back into the Nurture base, thus maintaining consistency and supporting transition back into school (Nurture Principle P6). We have identified individual targets for students which are co-created with the student and shared with staff to foster an ethos where behaviour is communication (Nurture Principles 4 and 5). We undertook staff evaluation of CLPL and are used this feedback to plan future sessions. Inset days/CLPL have raised the profile of Nurture in the school community, increasing awareness and understanding of the Nurture Principle of developmental learning.</p> |
| <p>NIF Driver(s):</p> <p><i>School Improvement</i> <i>School Leadership</i> <i>Teacher Professionalism</i> <i>Parental Engagement</i> <i>Assess. of Children's Progress</i> <i>Performance Information</i></p> <p>HGIOS 4 QIs: 1.3 Leadership of Change 3.2 Raising Attainment and Achievement 2.7 Partnerships</p> | <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Almost all of our young people reported feeling safe, nurtured and healthy at home, school and in their community • Our school counsellor is a well-used resource with increasing numbers of referrals to this service indicating that we are meeting a need for support for our young people • Staff evaluation of CLPL indicates an increased awareness and understanding of the Nurture Principles |

| Priority | How did we do? |
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| <p data-bbox="204 215 486 371">2. Raising Attainment for all, particularly in literacy and numeracy</p> <p data-bbox="204 421 352 477">Measurable Outcomes:</p> <ul data-bbox="204 521 486 1921" style="list-style-type: none"> <li data-bbox="204 521 486 808">• Updated vision for learning and teaching to reflect current challenges and ensure consistency of approach <li data-bbox="204 869 486 1106">• A focus on excellence in learning and teaching as a means to close the gap and raise attainment. <li data-bbox="204 1167 486 1491">• Undertaking contingency planning regarding assessment evidence, course work and home learning across all Faculties. <li data-bbox="204 1552 486 1921">• Establish a Digital Literacy working group to ensure digital learning remains at the forefront of students' experience within school and at home. | <p data-bbox="512 215 866 241">We have made good progress.</p> <p data-bbox="512 517 1382 719">Updated vision created. Our vision for Learning and Teaching underpinned our approaches to remote and classroom learning. Almost all of our staff attended CLPL sessions on effective remote learning, based on educational research, which helped them to plan and deliver effective learning and teaching.</p> <p data-bbox="512 864 1382 1106">Our learning and teaching working group consulted on and created a 'Lesson Evaluation Toolkit' and a series of Teaching Takeaways outlining effective classroom strategies based on educational research. We adapted these meet the needs of remote learning. Covid restrictions meant we could not evaluate learning and teaching as planned, however anecdotal evidence tells us that these were well received and used by teaching staff.</p> <p data-bbox="512 1167 1382 1491">During lockdown, we listened to parents and students' feedback and adapted our approaches to home learning by moving to block learning and building in non-screen learning which was welcomed by the majority of students. The school adapted its assessment processes to fully support the requirements of the SQA Alternative Certification Model (ACM) to ensure learners achieved at the appropriate level. Staff adapted home learning on an ongoing basis to allow students to submit work and receive timely feedback as well as providing live online lessons.</p> <p data-bbox="512 1552 1382 1753">Our Digital Literacy Working group co-ordinated a variety of remote CLPL sessions on using Teams and strategies for effective remote learning and created a St. Kent's Way remote learning toolkit. We achieved a consistent approach to the use of Teams so that students found it easier to access learning.</p> |

| Priority | How did we do? |
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| <ul style="list-style-type: none"> • Design the target literacy programme to meet the identified needs of the students involved. • Establish Staff professional reading to promote excellence in learning and teaching <p>NIF Driver(s):</p> <p><i>School Improvement</i> <i>School Leadership</i> <i>Teacher Professionalism</i> <i>Parental Engagement</i> <i>Assess. of Children's Progress</i> <i>Performance Information</i></p> <p>HGIOS4 QIs:</p> <p>1.1 Self Evaluation for Self Improvement 1.2 Leadership of Learning 2.2 Curriculum 2.3 learning and Teaching</p> | <p>Our English department offered online Higher supported study which successfully saw 20 young people attending on a weekly basis – all of these young people achieved A passes.</p> <p>Two additional English teachers have been trained in York Assessment of Reading for Comprehension (YARC) assessments to enable effective baselining of literacy students and a reading profile template has been designed to allow discrete application of decoding and comprehension. Less than half of YARC assessments have been completed. Literacy classes have been made smaller for the coming year.</p> <p>Staff professional reading group established focused on taking learning from current evidence and research on retrieval practice, making learning visible and the psychology of learning. This has started to impact upon practice observed in teaching and learning.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • The majority of staff have an understanding of the pedagogical strategies that can be used to close the gap and raise attainment. • Almost all PTCs used the Lesson Evaluation Toolkit as an observation and feedback tool with Probationer and Student teachers and found it useful for professional dialogue and discussing effective next steps. • Almost all staff reported increased confidence in the use of Teams for planning and delivering home learning online as well as utilising digital solutions for in-school learning. • During lockdown most of our students reported feeling like they were learning and achieving. • A small number of young people have progressed from literacy intervention classes to mainstream English classes. |

| Priority | How did we do? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|------------|--------|--------------------|--------|--------|---------------------|--|--|----|----|----|----|----|----|----|----|--|--|--------|--|--|--------|----|--|--|--------|--|--|--------|----|--|--|--------|--|--|--------|----|----|--------|--------|--------|--------|--------|-------|----|--|--|--|--|--|--|----|----|--------|--|--|--------|--|--|
| <p>3. Closing the attainment gap between the most and least advantaged children</p> <p>Measurable Outcomes:</p> <ul style="list-style-type: none"> Analysis of subject attainment data will identify gaps in attainment and support will be put in place. Flexible curricular pathways to meet the needs of all learners. Digital devices and support have been made available to ensure equity of access to digital learning. | <p>We have made good progress.</p> <p>Dedicated attainment check-ins throughout the year meant that gaps were identified and supported put into place for those in danger of missing out. Those requiring interventions were targeted and supported to attain at the most appropriate level to achieve their potential.</p> <p>Attainment figures 2020-2021</p> <table border="1" data-bbox="515 770 1385 1379"> <thead> <tr> <th rowspan="2">Year Group</th> <th rowspan="2">Level</th> <th colspan="3">2021 Figures (SQA)</th> <th colspan="3">2022 Figures (SCQF)</th> </tr> <tr> <th>1+</th> <th>3+</th> <th>5+</th> <th>1+</th> <th>3+</th> <th>5+</th> </tr> </thead> <tbody> <tr> <td rowspan="3">S4</td> <td>L3</td> <td></td> <td></td> <td>90.95%</td> <td></td> <td></td> <td>91.81%</td> </tr> <tr> <td>L4</td> <td></td> <td></td> <td>81.47%</td> <td></td> <td></td> <td>81.47%</td> </tr> <tr> <td>L5</td> <td></td> <td></td> <td>41.81%</td> <td></td> <td></td> <td>52.59%</td> </tr> <tr> <td rowspan="2">S5</td> <td>L6</td> <td>56.48%</td> <td>34.72%</td> <td>17.59%</td> <td>74.54%</td> <td>51.85%</td> <td>33.8%</td> </tr> <tr> <td>L5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>S6</td> <td>L7</td> <td>25.99%</td> <td></td> <td></td> <td>27.31%</td> <td></td> <td></td> </tr> </tbody> </table> <p>The school is above our virtual comparator in almost all categories above.</p> <p>53 students were targeted for small group working which included a one-to-one virtual hub, input from our Family Link worker and partnership working with outside agencies as appropriate. Outside agencies included programmes run by Youth Action Project, West Lothian College, SDS and The Larder.</p> <p>We issued Digital devices to identified families and to anyone who requested one during the periods of lockdown. The school also provided internet access hubs and mobile data cards to ensure everyone could access our online offering.</p> | Year Group | Level | 2021 Figures (SQA) | | | 2022 Figures (SCQF) | | | 1+ | 3+ | 5+ | 1+ | 3+ | 5+ | S4 | L3 | | | 90.95% | | | 91.81% | L4 | | | 81.47% | | | 81.47% | L5 | | | 41.81% | | | 52.59% | S5 | L6 | 56.48% | 34.72% | 17.59% | 74.54% | 51.85% | 33.8% | L5 | | | | | | | S6 | L7 | 25.99% | | | 27.31% | | |
| Year Group | Level | | | 2021 Figures (SQA) | | | 2022 Figures (SCQF) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 1+ | 3+ | 5+ | 1+ | 3+ | 5+ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| S4 | L3 | | | 90.95% | | | 91.81% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | L4 | | | 81.47% | | | 81.47% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | L5 | | | 41.81% | | | 52.59% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| S5 | L6 | 56.48% | 34.72% | 17.59% | 74.54% | 51.85% | 33.8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | L5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| S6 | L7 | 25.99% | | | 27.31% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Priority | How did we do? |
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| <ul style="list-style-type: none"> Support for Learning colleagues are working collaboratively with the English department to enhance literacy provision for targeted students. | <p>We have an increased focus on early interventions in partnership with the English department. In addition, the English department are now delivering our Target Literacy provision to targeted groups. Support For Learning (SfL) staff are working collaboratively with colleagues to develop resources for learners working at first level in curricular areas.</p> |
| <ul style="list-style-type: none"> Increased focus on early intervention, small group working and access to counselling and Family Link Worker. Teaching approaches are focused on making up for any loss of learning. “How To” guides created for students and parents to access digital learning. | <p>A new baseline assessment system has been created in order to ensure the collection of data to allow targeted interventions within Support for learning. CLPL is ongoing in order to enhance the learning and teaching pedagogies and continue to embed inclusive practice across the school. Family link worker engaging with targeted group of families and we are starting to see the positive results of this.</p> <p>Staff have adapted course content and structure to reinforce learning that took place during the periods of lockdown whilst moving learning and teaching forward. Regular check-ins, parental contact and learner conversations were used to ensure students are confident in their knowledge and that the school is aware of students requiring additional support at this time. This is monitored locally and at school level to ensure a full understanding of what is required to support learners continue to achieve.</p> <p>During the period of home learning, we supported families and young people to overcome digital exclusion. New resources were created, check ins established and paper based materials were also made available as required. We received positive feedback from parents with regard to ‘How To’ video guides which enabled many families to effectively support their children in their learning. Young people made good use of Teams and have been upskilled in using class notebook, handing in assignments and engaging in remote lessons.</p> |
| <p>NIF Driver(s):</p> <p><i>School Improvement</i> <i>School Leadership</i> <i>Teacher Professionalism</i> <i>Parental Engagement</i> <i>Assess. of Children’s Progress</i></p> | <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> For the 2021 Exam diet, our lowest 20% of learners in S4 achieved, on average, 164 points against 114 for our Virtual Comparator (VC) and 125 for the national average. For our middle 60% it was 409 against a VC score of 362 and national average of 401. For our top 20% of learners the figures were 621 against a VC score of 601 and national average of 620. This pattern of the school achieving greater than the VC and National average was repeated in S5 and S6. |

| Priority | How did we do? |
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| <p data-bbox="204 210 474 244"><i>Performance Information</i></p> <p data-bbox="204 322 384 356">HGIOS4 QIs:</p> <p data-bbox="204 383 411 456">1.2 Leadership of Learning</p> <p data-bbox="204 468 392 501">2.7 Partnerships</p> | <ul data-bbox="533 210 1391 461" style="list-style-type: none"> • In S4 our SIMD 1 and 2 students achieved an average of 322 tariff points, 27 points more than our virtual comparator and 14 points more than the national average. • This is repeated in S5 where our SIMD 1 and 2 students achieved an average of 616 tariff points, 64 points more than our virtual comparator and 79 points more than the national average. <p data-bbox="517 501 756 535">Overall Attainment</p> <ul data-bbox="533 546 1391 1021" style="list-style-type: none"> • In S4 the number of learners achieving 5 or more National 5 qualifications increased by 1% and, overall the quality of pass improved. • In S5 the number of students gaining 5+ Highers increased by 1.07% • In S6 25.99% of students passed one or more Advanced Highers, an increase of 1.59%. • Insight data also shows that 29.07% of students left St Kentigern's with 5 or more SQA Higher Awards. This is an increase on the previous year of 2.75%. • In addition, 47.58% of our students achieved 5+ Level 6 qualifications, an increase of 3.56%. <p data-bbox="517 1055 719 1088">Closing the Gap</p> <ul data-bbox="533 1099 1391 2018" style="list-style-type: none"> • S4 Learners' literacy levels for Quintile 1 at level 4 are 87.04% (Virtual Comparator 86.85%, Quintile 5 100%) Level 5: 83.33% (Virtual comparator 54.31%, Quintile 5 100%) • Learners' numeracy levels for Quintile 1 at level 4 are 66.67% (Virtual Comparator 76.11%, Quintile 5 100%) Level 5: 14.81% (Virtual comparator 36.67%, Quintile 5 80%) • Learners' data is being used effectively by most classroom teachers to identify needs in Literacy and Numeracy • Our Employability Hub supported 35 learners to achieve 99 qualifications between them. 92.6% of our S4 SIMD 1&2 students achieved at least 5 qualifications, with 89% SIMD 1&2 school leavers moving on to a positive destination. This is above our virtual comparator. • Working with outside agencies has increased the confidence of the young people involved and developed skills and abilities required for life, learning and work. • We supported young people and families at risk of digital exclusion by providing 234 students with digital devices and 8 homes with routers which enabled young people to access education remotely. • Almost all young people are confident in using our digital platforms to access learning and submit materials for assessment. |

| Priority | How did we do? |
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| <p data-bbox="204 210 489 439">4. Improvement in employability skills and sustained, positive school leaver destinations for all young people:-</p> <p data-bbox="204 472 352 533">Measurable Outcomes:</p> <ul data-bbox="204 573 489 1464" style="list-style-type: none"> <li data-bbox="204 573 489 1077">• Continued partnership working with SDS, Love Learning and other agencies to ensure meaningful links to Career Education and positive destinations for young people, especially those at risk of missing out. <li data-bbox="204 1133 489 1464">• Appoint a PTC Wider Achievement to oversee the Employability Hub which works to ensure targeted students achieve 5+ qualifications by S4. <p data-bbox="252 1525 474 1854">Development of new Spotlight on Skills course in S1 and S2 and further development of Developing the Young Workforce course in S1</p> | <p data-bbox="512 210 866 239">We have made good progress.</p> <p data-bbox="512 573 1378 857">We worked in close partnership with SDS colleagues both outwith and during lockdown periods. SDS colleagues supported students with employment and college applications and offered targeted support to those at risk of missing out. We developed our partnership with Love Learning and had 8 young people benefit from their input. Through this the young people worked on confidence building, self-esteem and developed skills for employment and life after school.</p> <p data-bbox="512 1133 1378 1373">The PTC Wider Achievement was appointed, and tracked the attainment of all S4 SIMD 1&2 students alongside other identified students at risk of not achieving 5 qualifications by the end of S4. Students have a bespoke timetable with opportunities to study at Levels 3, 4 and 5. Students receive Hub tracking letters and regular feedback. The positive ethos and culture in the Employability Hub is key to its success.</p> <p data-bbox="512 1525 1378 1637">Spotlight on Skills has been developed in collaboration with SDS to develop a Meta- Skills framework. Students will also work towards a Personal Achievement Award in S2.</p> <p data-bbox="512 1653 1378 1854">Through the DYW course all S1 and S2 students are registered on My World of Work (MWoW) and learn about job opportunities and possibilities, how their skills relate to their achievements and through profiling activities they map their skills to a range of learning opportunities which can lead to work-related qualifications.</p> |

| Priority | How did we do? |
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| <ul style="list-style-type: none"> • Skills for life, learning and work enhanced by various SCQF qualifications, National Progression Awards and Foundation Apprenticeship opportunities. • Development of a STEAM (Science, Technology, Engineering, the Arts and Maths) strategy to encourage improved pathways to employment, apprenticeships, training and other positive destinations. <p>NIF Driver(s):</p> <p><i>School Improvement</i> <i>School Leadership</i> <i>Teacher Professionalism</i> <i>Parental Engagement</i> <i>Assess. of Children's Progress</i> <i>Performance Information</i></p> <p>HGIOS4 QIs:</p> <p>2.2 Curriculum 3.3 Increasing Creativity and Employability 2.7 Partnerships</p> | <p>Students are developing transferrable skills for learning, life and work through our flexible curriculum pathways. Our partnership working with West Lothian College and ongoing pursuit of new qualifications from the SQA ensure our students have maximum opportunity to achieve success in their areas of interest.</p> <p>A STEAM policy has been created for St Kentigern's Academy that recognises the input of the DYW initiatives in the school as well as our work with SDS in ensuring that learners are informed and moving towards positive destinations. In addition, individual faculties have expanded the curricular pathways available to learners ensuring development of skills vital to employment in STEAM career pathways.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • The Employability Hub supported the delivery and assessment of 99 qualifications across 35 students. This was instrumental in 96.2% of SIMD 1 and 2 students achieving a minimum of five qualifications by the end of S4 in 2021. • Spotlight on Skills course created and taught to both S1 and S2. DYW Course enhanced and delivered to S1. • PT Wider Achievement appointed and leading on ensuring that students 'at risk of missing out' achieve appropriate qualifications. • STEAM policy and associated plans developed. • Flexible curriculum pathways continue to be developed and utilized. |

School's Attendance and Exclusion Data

The attendance figures for session 2020-2021, including the periods of lockdown and phased return to school is 92%. This is 0.49% below the West Lothian figure but is better than the figure for comparable schools within the authority by 0.74%

Temporary exclusions at St Kentigern's Academy, per 1000 incidents, for 2020 – 2021 were recorded at 33.12 with students per 1000 at 23.66. This continues the ongoing seven year pattern of decreasing temporary exclusion figures.

Effectiveness of the school's engagement with parents and other stakeholders in improvement planning and on reporting school performance

Students, staff, parents and other stakeholders were involved throughout the improvement planning process including the evaluative stages. They provided a good level of challenge, insight and vision leading to the completion of both the School Improvement Plan, PEF Plan and this Standards and Qualities Report. The final draft of the report was presented to the Parent Council for review and agreement.

A full report on the school's attainment was given to the Parent Council in September 2021 as well as regular reporting of progress against our plans and targets throughout 2020 – 2021. School performance data forms a standing item as part of the Head Teacher's report to the Parent Council at every meeting. Stakeholders feel engaged and consulted on the direction and achievements of the school.

Developing in Faith

As a Catholic School our mission is to develop as a community of faith and learning, providing the highest quality of education and offering formation through the promotion of Gospel values, through celebration and worship, and through service to the common good. (Charter for Catholic Schools in Scotland) In session 2020 – 2021 the theme the school selected to develop was 'Serving the Common Good.'

This area of development was integrated into the wider plans of the school and was developed and delivered, highlighting our "commitment to communicate Catholic social teaching and thereby promote social justice and opportunity for all." This was integrated into lessons, delivered via specific RE lessons, permeated whole school activities and underpinned our work during the period of lockdown.

We have reflected and evaluated against the characteristics relating to this theme, including the challenge questions, and whilst we, as a school community, would want to have been able to achieve even more in this area we feel we achieved our goals relating to the theme and its impact upon the faith life of the school. This is evidenced throughout this report.

Our Wider Achievements this year including successes at the time of Remote Learning

Faith in Action:

- 41 Students archived their Caritas Awards, providing service to their faith communities at a time when their efforts were never more needed.
- Our Caritas classes led our chaplaincy-based work in our school and wider community, including the following fundraising efforts:
 - Raising £1750 for the Held in our Hearts charity which provides counselling and support to families affected by baby loss.
 - Leading our annual Advent appeal for The West Lothian Foodbank. This was set as a House challenge with each House competing to see who could bring in the most donations. The weight of the donations at Christmas time was 654kg. Which equivalent to 1557 Meals.
 - Raising awareness of 'Red Wednesday', an event run by Aid to the Church in Need to support Christians who are persecuted for their religion around the world. Caritas encouraged everyone to wear something red and raised £90 in a bucket collection.
 - Co-ordinating our Lenten fundraiser for SCIAF which moved online due to Covid and encouraged young people do something positive rather than give something up. Many rose to the challenge. One RE class ran a marathon between them while the teacher did three raising over £300. Some staff undertook an individual challenges. Many more of our young people used the PE Challenge, Race to Tokyo to gain sponsorship. There were various acts of kindness from students as part of their Lenten pledge. Total raised £1520.65 which was doubled by the UK match funding.

Sport:

- One student achieved a Scottish cap for wheelchair basketball, playing at national games.
- Two students have been appointed as our Sport Scotland Young Ambassadors; The Young Ambassadors programme. These students promoted sport, and motivate and inspired other young people to get involved in sport in the schools, as well as in clubs and local communities

Arts and Culture:

- Two S6 Art student successfully applied, interviewed and attended the Royal Academy of London's 'AttRACT 2021' events for Architecture students.
- An Art Student's S6 video animation led 'Respect Me' charities Anti-Bullying National Campaign focusing on the damage of Online Bullying
- An S3 student's work from the S2 Jupiter Artland Sculpture challenge the previous session was picked as the overall winner. This piece was then being developed by Edinburgh University into a virtual sculpture which can be displayed on smart phones.
- N5 Retail students engaged with local small businesses to run the first St Kentigern's Online Retail Event for staff to view and purchase. This was an innovative way of adapting to the challenges of COVID and restrictions on normal annual events.
- The school drama club had a large number of students working on a Friday afternoon to

prepare a number of local and national competitions.

- One student achieved a distinction in the grade 8 classical guitar exam.

Leadership:

- S1, S2 and S3 students volunteered to take part in the reformed Student Leadership Team. The group were able to meet online during Lockdown and worked with Captains to making improvements in school. The group had input into the consultation on changes to the school day and Captains were consulted on plans for Holistic Assessments. The group have provided valuable input and will go on to represent student views on decisions made in school.
- Although students were not able to meet in person, a number of students continued to complete sections in their Bronze and Silver Duke of Edinburgh Awards.
- A group of senior students worked with researcher from Edinburgh University to develop a consultation exercise looking at the future of teaching of Computing Science in Scotland.

Science:

- Two hundred and fifteen students across S1 and S2 participated in the endometriosis awareness week virtually within science lessons raising awareness and understanding of the condition that affects so many women in the UK.
- All P7 learners from our cluster primaries participated in a series of inter disciplinary learning (IDL) lessons in Science, Literacy and Art and Design as part of the expanded transition sessions that were carried out virtually. These covered a greater depth of content than previous years where the focus was purely science and led to contextualised learning for our P7 learners in the cluster.
- The Science Faculty opened up new curriculum pathways, delivering the practical electronics course in school.

Health and Wellbeing:

- All P7 learners from our cluster primaries attended a face to face transition morning/afternoon at St Kentigerns where they experienced various lessons at level 2 and level 3. This was in addition to a full online transition programme. Feedback from primary teachers were that students feel that students are more confident about coming to high school thanks to our transition programme.
- All P7 students from our non-associate primary schools attended a face-to-face transition morning/afternoon at St Kentigerns in addition to engaging in a number of online activities.
- The Virtual P7 Transition evening in June was very well attended by parents/carers.
- One of our S5 students in the Multistudy received an award for a climate change film they made for Keep Scotland Beautiful. The film was shared nationally and gathered large amounts of positive feedback.

Literacy and Numeracy:

- We established a debating team in S4-6, with a focus on taking part in their first competitions this year.
- Young people from S1-6 celebrated World Book Day virtually, including Masked Reader and a competition with a National book Token as a prize.
- The virtual transition programme included all new S1s designing posters about protecting the environment, using their literacy skills, which are now displayed prominently across the school.
- A virtual reading club, established by the English Department, took place on line.
- World Literacy Day was celebrated across the school, with a focus on the gender-literacy gap, as well as the importance of libraries, to broaden young people's understanding of this within their own context.
- Virtual writing Masterclasses, to broaden young people's writing skills, were well attended and saw a slight uptake in creative writing skills.
- Modern Languages Week was celebrated with a focus on the languages we speak, culminating in a Languages Tree, displaying all the different languages spoken in St Kentigern's.
- English offered a significant virtual study support programme, allowing young people to further build upon and enhance basic literacy skills, as well as exam technique, while in Lockdown and beyond.

Other Significant Student Achievements:

- One student secured a place at Oxford University to study law
- Two students were finalists in the prestigious Scottish Cyber Security Resilience Awards
- One student has achieved a place at an Ivy League University in the USA to study for her undergraduate degree.
- Four teachers and three students from the school were identified as amongst the top 30 influencers in Computer coding by FutureScot with one of our staff celebrated as the number 1 influencer in Scotland.
- Thirty seven S5 students achieved 5 or more passes at Higher level, including 12 students gaining 5 or more passes at A, and one student achieving 7 passes at A.
- Seventy nine students achieved 5 or more level 6 qualifications in S5 including 38 that achieved 7 or more.
- Eleven of the students achieving 5 or more Level 6 qualifications have English as an additional language.
- Two of our S2 students were winners in the national cyber treasure hunt was run by the Turing Testers 2.0.
- Four S4 students took part in Generation Tech run by JP Morgan. The students completed this in their own time, attending a series of virtual meetings on a series of Saturday mornings. As part of this activity, the team developed ideas for an app to address one of the UN sustainable development goals.

Capacity for Continuous Improvement

Our school has demonstrated that it has the capacity for continuous improvement. We are highly reflective and evaluate continually to make improvements in our practice and learning activities.

How good is our school? The quality indicators* evidence that:

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| How good is our leadership and approach to improvement? | 1.3 Leadership of Change | Very Good |
| How good is the quality of the care and education we offer? | 2.3 Learning, teaching and assessment | Good |
| How good are we at ensuring the best possible outcomes for all our learners? | 3.1 Ensuring wellbeing, equality and inclusion | Good |
| | 3.2 Raising attainment and achievement | Good |

*(Indicators used in How good is our school? 4th Edition, Education Scotland 2015)