

St Kentigern's Academy



School Improvement Plan 2022 / 2023

Factors Influencing the Improvement Plan

School Factors

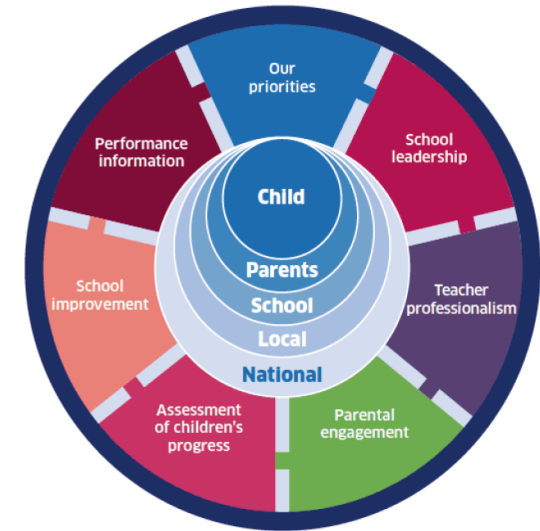
- Addressing Action Points identified in school's Self Evaluation procedures
- Cluster Improvement Plan / Priorities
- Consistency in learning and teaching, implementing recommendations of Improving Scottish Education
- Addressing Action Points identified in school's Self-Evaluation procedures
- HMIe Statement of Inspection findings (August 2017)
- St Kentigern's Cluster Plan
- Consistency in learning and teaching, implementing recommendations of Improving Scottish Education
- Ongoing Implementation of Curriculum for Excellence
- Feedback from Student Council consultation on draft priorities
- Feedback from Student Conference
- Faculty Improvement Plan Reviews
- Validated Self-Evaluation Feedback
- School self-reflection process using How Good Is Our School and Developing in Faith
- Extended Leadership Team Consultation
- Analysis of CLPL needs
- Consistency in learning and teaching, implementing recommendations of Improving Scottish Education
- Scottish Attainment Challenge
- Pupil Equity Fund

Local Authority Factors

- Moving Forward in Your Learning Secondary strategy: Agile Curriculum Pathways, Agile Pedagogies, Agile Renewal (Literacy, Numeracy, Health & Wellbeing)
- Raising attainment, including closing the gap ([West Lothian Raising Attainment Strategy](#))
- Literacy and Numeracy West Lothian Priorities, HWB Recovery Maps
- Transforming Your Council
- [Corporate Plan](#)
- Education Services Management Plan
- West Lothian Parental Involvement and Engagement Framework
- Equity Team and additional allocations
- Pedagogy Team

National Factors

- Coronavirus (COVID-19): Guidance on reducing the risks from COVID-19 in schools
- Equity Audit
- Moderation Cycle and Assessment
- National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
- Pupil Equity Funding
- How Good is Our School? 4th Edition
- Getting it Right for Every child (GIRFEC)
- Curriculum for Excellence Refresh
- Developing Scotland's Young Workforce
- Realising the Ambition
- National Qualifications
- Standardised Assessments
- Child Protection Procedures
- GTCS professional standards and professional update 2021
- National Legislation: Children and Young People (Scotland) Act 2014
- Achieving Excellence and Equity 2022: National Improvement Framework and Improvement Plan
- Putting Learners at the Centre: Towards a Future Vision for Scottish Education, The Ken Muir report, March 2022.
- UNCRC
- Presumption to provide education in a mainstream setting 2019
- Support for Learning: All our Children and All their Potential (ASL Review) 2020
- The Catholic School – Developing in Faith (Catholic School Evaluation and Planning), Scottish Catholic Education Service, 2015)



Our School Values, Vision and Aims

Our Vision:

We aspire to provide an education of the highest quality for all young people in our school community in order that they may achieve their fullest potential academically, personally and spiritually.

Our Values:

We strive to develop as a community of faith and learning through the promotion of the following core values:

- We provide a Christian atmosphere of faith, hope and love within which our students can develop their full potential
- We recognise and celebrate achievement
- We strive for equality and inclusiveness in all our courses and opportunities offered to our young people
- We value dedication and commitment
- We believe it is the right and responsibility of everyone to ensure a safe, nurturing community for all
- We show respect to all members of the school community – we treat others as we would like to be treated
- All members are encouraged to demonstrate compassion and forgiveness
- We try to be the best we can at all times

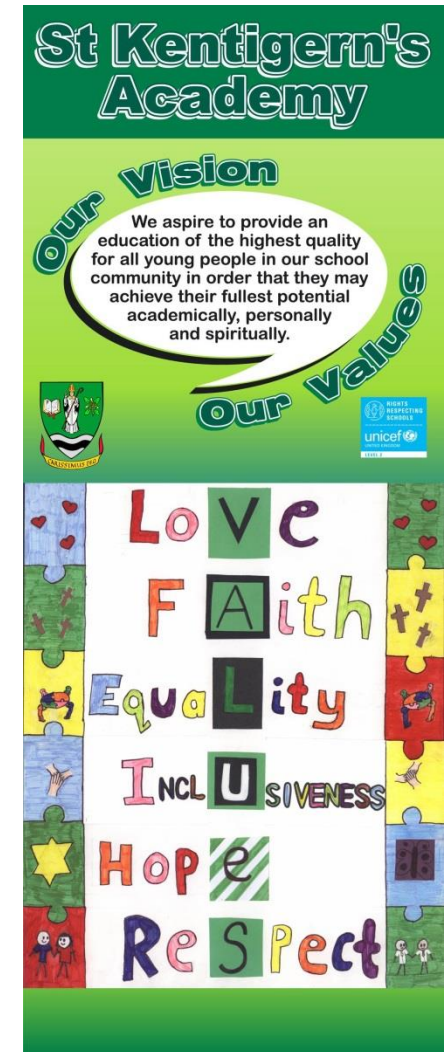
Mission Statement:

At St. Kentigern's Academy we are working together to:

- provide a welcoming, safe and caring environment in which every member of the school community is valued and supported.
- foster a Christian community in which members demonstrate their Christian values through example, faith, love, mutual respect, justice and equality.
- develop in all students a strong sense of responsibility for their own learning and personal development whilst equipping them with skills and attitudes that provide a foundation for the world of work and for lifelong learning.
- support and develop all staff personally and professionally to enable them to provide the highest quality of teaching and learning.
- encourage the involvement of parents/carers in all aspects of their child's education.

We will do this by:

- providing a broad and balanced curriculum that provides young people with the best possible learning opportunities and experiences so that they enjoy their education and become successful learners, confident individuals, effective contributors and responsible citizens.
- promoting and recognising achievement and excellence.
- providing effective support systems for all our learners, involving parents, external agencies and the wider community.
- ensuring that the school's promoted staff provide high quality leadership.



St Kentigern's Academy Curriculum Rationale

Our most recent Curriculum Rationale can be found by clicking on [Curriculum Rationale](#)

We consistently revisit our curriculum rationale to ensure that it takes account of the most recent national and local guidance.

Our most recently refreshed curriculum rationale reflects the local authority commitment to Agile Learning approaches prioritising authentic fulfilment of the four capacities and contexts for learning, within the Refreshed Narrative. See link below to the 'Resources to support the refreshed CfE Narrative'.

<https://education.gov.scot/improvement/learning-resources/resources-to-support-the-refreshed-curriculum-for-excellence-narrative/>

Our Contextual Data Analysis and Rationale for 2022/23 School Improvement Plan

a) School Information

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 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. Attendance at parents' evenings is good, and information and consultation exercises are well supported.

The roll in August 2022 is comprised of 1275 students and the school's free meal entitlement (FME) for the session was 22% (up from 9.9% in 2009). Over 1190 of the young people attending the school travel to the school via school buses (>93%). Due to the rural and distributed nature of the catchment students have difficulty accessing after school support as very limited public transport links exist.

The school has ten associated primary schools, but in session 2022-2023 our S1 will be made up of students from twenty seven primary schools, drawing a comprehensive mix of students. Almost all 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 2021-20221 was 227 students and in 2022-23 is 200

We were a Scottish Attainment Challenge school and continue to use our SAC and PEF funding to close the attainment gap between our most and least deprived students. 25.25% of our students are classified as living in SIMD 1 or 2 areas while 9.81% live in SIMD 9 or 10.

The school has an integrated Autism Support Unit (Multi-Study); both a Learning and a Nurture Base; a Health and Wellbeing Hub; a Skills Centre provision; an Employability Hub which is very successful in ensuring that students who require additional support leave school with 5+ qualifications and move to a positive and sustained destination. In session 2021-22 our positive destinations figure was 97.09%, the highest in West Lothian.

2021-22 saw challenges in terms of the global Covid-19 pandemic which continues to impact on our school community. As we continue to recover from the pandemic we are building on the successes of our approaches to learning, teaching and assessment while supporting the health and wellbeing of our learners as we all continue to navigate the ongoing challenges of Covid.

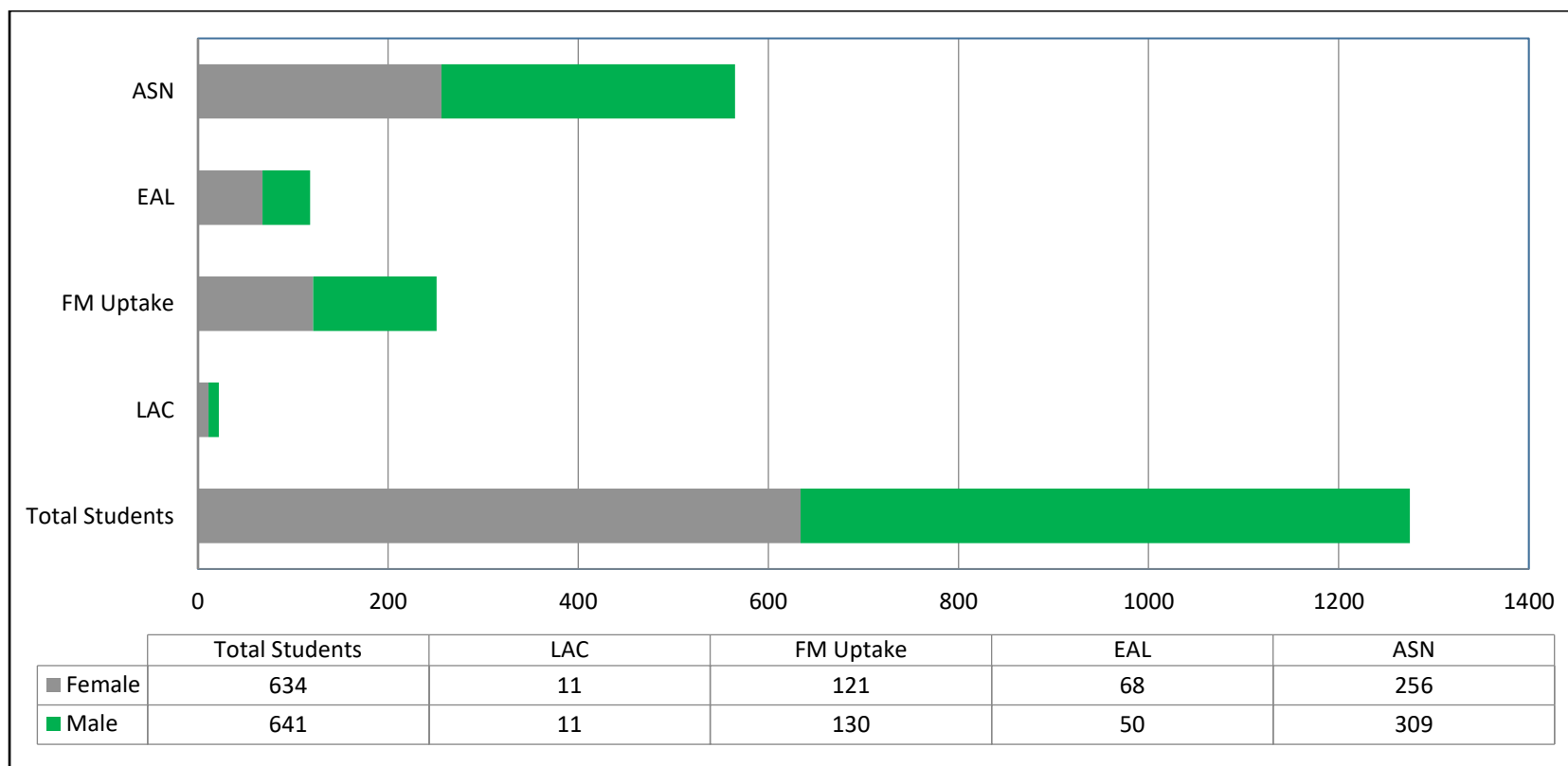
Our vision for Learning and Teaching underpinned our approaches to remote and classroom learning. Almost all of our staff attended CLPL sessions on effective remote learning, based on educational research, which helped them to plan and deliver effective learning and teaching both remotely and in class. Our Learning and teaching working group and our Digital Literacy working group will continue to build on our approaches to remote learning and the skills we have developed as a school community.

b) Data

The school is ranked second most deprived out of the eleven secondary schools in terms of SIMD in West Lothian (SIMD Index of 2887.3 against a West Lothian average of 3486.437.5 – using SIMD 2020 data). 25.16% of the school population is in decile one and two (320 students) with another 17.34% of our students in decile 3 (211 students). 9.4% of our students live in decile 9 or 10 (123 students). In the school approx 60% of the students live in areas in the bottom 50% of SIMD deciles, almost 15% more than the West Lothian average.

The learner profile is broken down as shown in the tables shown on the next two pages:

In session 2021 – 2022 our community make up was:



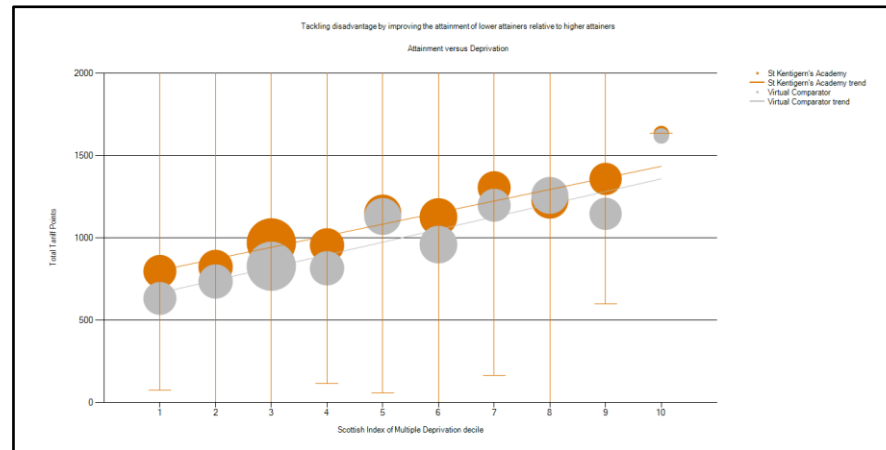
Attainment

CfE Data – End of S3

	Roll	CfE Third Level		CfE Fourth Level	
		Literacy	Numeracy	Literacy	Numeracy
All Pupils	246	98.37%	97.97%	64.63%	81.30%
Female	118	99.15%	99.15%	76.27%	83.05%
Male	128	97.66%	96.88%	53.91%	79.69%
Quintile 1 (20% most deprived)	70	98.57%	100.00%	62.86%	72.86%
Quintile 5 (20% least deprived)	19	100.00%	100.00%	63.16%	94.74%

Senior Phase Attainment Data

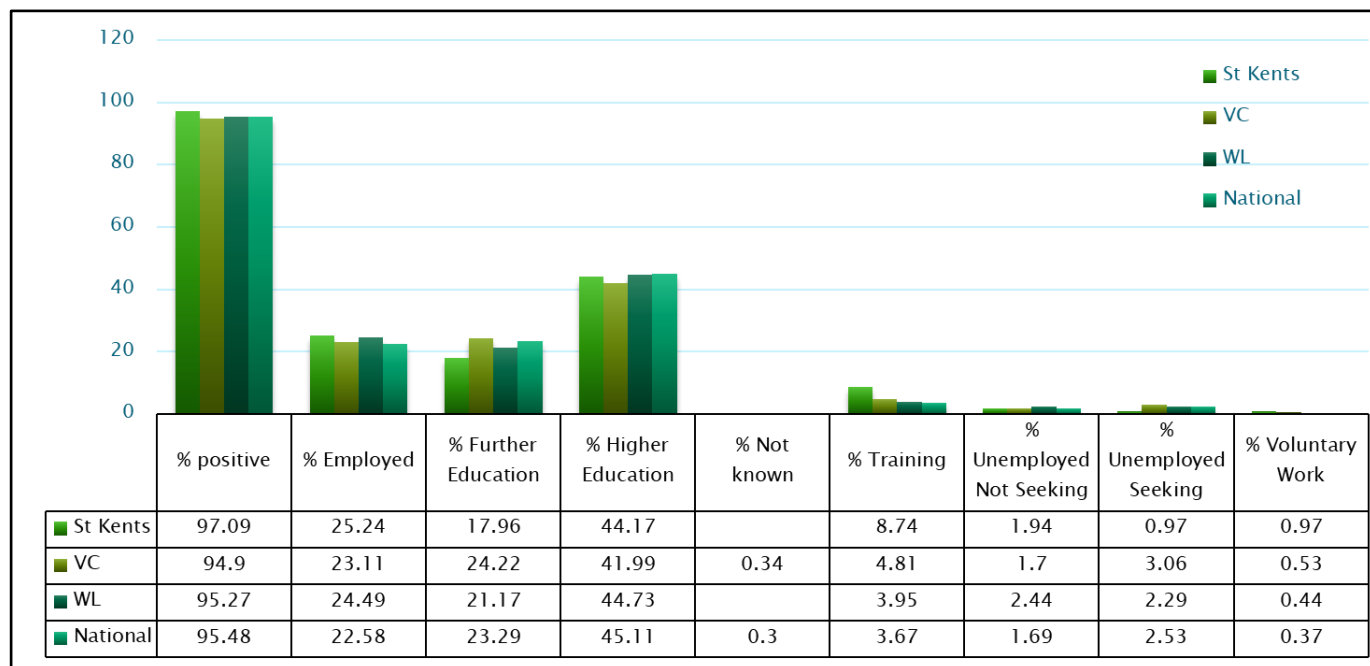
Whilst the school continues to perform very well against our virtual comparator in terms of attainment performance in the context of deprivation (as shown below for 2021) there is still a substantial gap in the average total tariff points (685 points between students in Decile 1/2 and Deciles 9/10 at their point of leaving).



Senior Phase Exam Data

Year Group	Level	2021 St Kentigern's Academy (%)	2021 Virtual Comparator (%)	2021 Gap in Favour of St Kentigern's Academy (%)
S4	5 + @ Level 5	52.6	45.82	6.78
	5 + @ Level 4	82.3	77.1	5.2
	5 + @ Level 3	92.7	82.6	10.1
S5	5 + @ Level 6	33.8	19.9	13.9
	3 + @ Level 6	51.9	43	8.9
	1 + @ Level 6	75	63.3	11.7
S6	1 + @ Level 7	27.3	23.3	4
	5 + @ Level 6	47.6	35.99	11.61
	3 + @ Level 6	59	48.8	10.2
	1 + @ Level 6	75.8	63.5	12.3
	5+ @ Level 5	69.2	62.3	6.9

Positive Destination Figures



c) What is our ‘gap’ and who are our target groups and their barriers to learning?

Additional Information relating to SCQF levels in Literacy – It is intended the strategies that we are implementing will narrow the attainment gap indicated below

Literacy	2020 – 2021 Average	2020 – 2021 Most deprived 20%	Gap (%)
% of leavers achieving SCQF level 3 or above in literacy	97.09	97.22	-0.13
% of leavers achieving SCQF level 4 or above in literacy	93.2	91.67	1.53
% of leavers achieving SCQF level 5 or above in literacy	78.64	75	3.64
% of leavers achieving SCQF level 6 or above in literacy	58.74	41.67	17.07

Information relating to SCQF levels in Numeracy – It is intended the strategies that we are implementing will narrow the attainment gap indicated below:

Numeracy	2020 – 2021 Average	2020 – 2021 Most deprived 20%	Gap (%)
% of leavers achieving SCQF level 3 or above in numeracy	94.17	94.44	-0.27
% of leavers achieving SCQF level 4 or above in numeracy	86.89	77.78	9.11
% of leavers achieving SCQF level 5 or above in numeracy	65.05	50	15.05
% of leavers achieving SCQF level 6 or above in numeracy	25.73	8.33	17.4

Our priorities for session 2022-23 are as follows:

- Improvement in all children and young people’s wellbeing
- Raising attainment for all, particularly in literacy and numeracy
- Improvement in employability skills and sustained, positive school leaver destinations for all young people
- Developing in Faith - Promoting Gospel Values

St Kentigern's Academy - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>Improvement in all children and young people's wellbeing:</p> <p>Promote strategies to ensure positive mental health for students and staff.</p> <p>Improve students' understanding of mental health and wellbeing.</p> <p>Refresh our ethos, underpinned by the UNCRC rights of the child.</p> <p>Further develop Trauma Informed Practice across staff and school community</p>	<input type="checkbox"/> School and ELC Improvement. <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - Further embedding of Health and Wellbeing (HWB) as the Responsibility of All through a mapping exercise of HWB across learning. - Embed the Mental Health and Wellbeing award in S3. - Almost all S4 students to be presented for both the Mental Health and Wellbeing Award and the Wellbeing Awards. - Student, parent and staff learning events on Mental Health awareness strategies. - Engaging the wider community in our St Kent's Way ethos including leadership opportunities for our student leadership team and positive parental engagement on ethos and de-escalation approaches. - Appoint staff and student ambassadors for the St Kent's Way - Incorporate the UNCRC into ongoing school practice and policies - Increase student and community awareness of UNCRC - CLPL on Trauma Informed Practice and subsequent development of skills and knowledge in the 'Transforming Psychological Framework' 	<p>June 2022- review December 2022</p> <p>December 2022</p> <p>October 2022</p> <p>June 2023</p> <p>January 2023</p>	<ul style="list-style-type: none"> • Undertake a whole school self-evaluation following mapping exercise and act on the findings. • All S3 students to complete the Mental Health and Wellbeing Award. • Ensure all S4 students who have not yet completed the Mental Health and Wellbeing Award do so. • Analysis and subsequent action following the regular WLC Health and Wellbeing surveys. • Number of events run and analysis of parental attendance. • Aim of 80% of parents attending parental events. • Evaluation and feedback through Microsoft Forms from parents, students and teachers on the effectiveness of St Kent's Way. • Achieve Rights Respecting Schools Silver level • CLPL on Trauma Informed Practice (TIP) delivered and impacted audited • Further opportunities to develop knowledge and skills in TIP
<p>Raising attainment for all, particularly in literacy and numeracy (universal):</p> <p>Continue to work to close the literacy and numeracy gap in the BGE.</p>	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - Continue to identify target groups for literacy and numeracy interventions in the BGE, based on data including small group support, inclusive pedagogy and targeted programmes. - Foster closer working between Support for Learning colleagues and Literacy Coordinator. - Mentor and further engage N4 English and Maths students to raise aspirations for N5. - Course more students for N5 English with targeted support. - Clearly identify the benchmarks for level 5 and link these to learning and teaching approaches. - Identify specific skillsets to be extended - Continue to use baseline data, SNSA profiles and ongoing YARC data to meet the specific needs of Target Literacy learners. - Staff training on SNSA assessments - Implement Reading to Improve Comprehension strategies across the school - Implement Choral Reading practices across the school - Promote high expectations in classes to learning and teaching approaches. - Further develop and embed digital learning and teaching across the curriculum, including digital literacy and internet safety. 	<p>August 2022</p> <p>Monthly</p> <p>June 2022</p> <p>June 2022- review December 2022</p> <p>June 2022 May 2023</p> <p>June 2022- review December 2022</p>	<ul style="list-style-type: none"> • Data analysis to identify those at risk of not achieving expected literacy and numeracy levels. • Separate tracking data for Level 5 Literacy and Numeracy to have a clear picture of progress. • SQA/ Insight data for 2023 attainment with an increase in N5 English passes. • Almost all staff using data with increased confidence to support planning and pedagogy. • In-school PDSA cycle, learning observations and self-evaluation evidence to indicate successful engagement with these strategies • Staff and student focus groups • Achievement of the Digital Schools Scotland Award • All students have access to a digital device and are competent when using technology in school and at home. • 85% of our S4 cohort to achieve Level 5 Literacy and 60% (this figure is above our Virtual Comparator) to achieve Level 5 Numeracy.
<p>Tackling the attainment gap between the most and least advantaged children (targeted):</p>	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism	<ul style="list-style-type: none"> - Improve the quality of attainment - Increase the attendance of Q1 students - New family link worker to support and engage Q1 students with low attendance. 	<p>June 2023 December 2022 August 2022</p>	<ul style="list-style-type: none"> • SQA and Insight data showing an increased level and tariff points gained by students, especially students in SIMD 1-3. • Students in Q1 to achieve 88% attendance

St Kentigern's Academy - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
<p>Increase the attainment achieved by our SIMD 1 & 2 learners by the end of S4.</p> <p>Raising the attainment of our learners, and working to close the attainment gap between the most and least advantaged learners</p> <p>Further develop inclusive practices in classrooms to meet the needs of all learners</p> <p>Improve the quality and quantity of our Senior Phase feedback to raise attainment</p> <p>Ensure students affordability and inclusion in all aspects of school life</p>	<input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - Review learning conversations process and investigate a more streamlined method of how pupils can keep and update their progress centrally for all subjects that Student Support and their class teachers can use. - Empower young people to participate fully in meaningful learner conversations - Target students at risk of underachieving for staff mentoring. - L6 First Aid for S4 - L5 Mental Health Award to be developed and implemented (S3) - L5 Wellbeing Award to be delivered in S3 - Increase in Work Placement opportunities and to include accreditation. - Co-ordination and communication of NQs being delivered across school- based interventions and external partners (ISS, Skills Station, Love Learning, Level Up Project, Larder, RUTs, Employability Hub, mainstream classes, and any other wider achievement opportunities) - Co-ordination of leadership opportunities (CARITAS, Personal Development, Sports and Music leadership) - Ensure appropriate coursing to maximise progression - Embed the Child Inclusion Research into Curriculum Learning Education (Circle) across our BGE provision by enhancing universal classroom practices. - Embed the Lesson Evaluation Toolkit to ensure consistency of learning and teaching across the school. - Creation of wider attainment team focused on understanding data to inform learning, teaching, assessment and feedback approaches - Engage with the Financial Inclusion Team (FIT) and further poverty proof the school day and increase staff awareness of the Child Poverty Action Group (CPAG) toolkit. - Set targets and then track and monitor our Care Experienced students for increased wellbeing and attainment. - Review learning pathways in light of SCQF opportunities 	<p>October 2022</p> <p>August 2022- May 2023 December 2022</p> <p>August 2022- May 2023</p> <p>December 2022</p> <p>August 2022 June 2023</p> <p>August 2022- review December 2022</p> <p>August 2022- June 2023</p> <p>August 2022- May 2023</p>	<ul style="list-style-type: none"> • Monthly learning conversations take place and inform meaningful tracking conversations. • Increased level and number of qualifications • Increased attainment levels on the key measures. • Student surveys and survey data to inform increased resilience and confidence in students tackling mental health issues. • Qualitative and quantitative feedback from key partners. • Increased number of students benefitting from leadership opportunities and gaining accreditation. • In-school PDSA cycle • Quantitative data from Circle Inclusive Classroom Scale (CICS) • Council ethos survey and feedback from stakeholders. • Feedback from Parent Council and further utilise the Cost of the School Day Toolkit from CPAG. • Data analysis from FIT regarding referrals. • CELCIS annual evaluation and school self-evaluation of The Promise. • Develop a group of SCQF ambassadors to widen school offer and ensure maximum achievement for learners. • QI activities include lesson observations using the lesson evaluation toolkit • Teachers are confident in the interpretation of data to inform and improve learning, teaching, assessment and feedback.
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>Build capacity in our curriculum to allow flexible pathways for learners into sustained and positive destinations.</p> <p>Build Interdisciplinary Learning with a focus on meta skills into our BGE curriculum</p> <p>Ensure all students are aware of the full range of career pathways post 16 and progressing to where they can fulfil their potential.</p>	<input checked="" type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - Develop existing and embed new successful links with partnership agencies including the Larder, the Royal Horticulture Society, Skills Development Scotland, MCMC, Youth Action Project, West Lothian College and the West Lothian Academy to provide our learners with flexible pathways to positive destinations. - Develop and expand the Career Ready programme to include more students - Build on established links between our Hub and SDS to provide careers advice for identified SIMD 1&2 and other at-risk students - Create meaningful IDL links between Spotlight on Skills and the wider curriculum to develop and engaging and exciting learning experiences with a focus on skills development and the articulation of skills across the BGE curriculum. - Curriculum mapping exercise on meta-skills - DYW co-ordinator appointed to achieve the ambition of the young person's guarantee. 	<p>June 2022- May 2023</p> <p>August 2022</p> <p>October 2022</p> <p>September 2022</p> <p>February 2022</p> <p>June 2022</p>	<ul style="list-style-type: none"> • Positive destination statistics. • Increased number of students engaging with partnership programmes. • Students gain an insight into the world of work and build skills and confidence via mentoring and work placement. • Evaluation of skills strategy across these courses and across the curriculum via student and staff focus groups linked to DYW strategy outcomes • S1 Spotlight on Skills pupils can recognise and articulate their skills development from their IDL project • Teachers are confident in planning and delivering IDL • Almost all students participate in work experience by the end of S6. • Students following pathway to ensure highest levels of attainment and success.

St Kentigern's Academy - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	NIF Driver	Proposed actions	Timescale	Measures of Success
		<ul style="list-style-type: none"> - Re-establish careers fayre and event for parents around pathways and employment, Further and Higher Education opportunities. - Staff training on the SCQF framework - BGE Science transferable skills and contextualised learning to be implemented in order for students to identify career pathways and cross curricular links. 	October 2022	<ul style="list-style-type: none"> • Increased tariff points for students. • Increased awareness of metacognitive skills and how these will tie in with employability for life, learning and work.
<p>Developing in Faith - Promoting Gospel Values:</p> <p>Religious education programmes reflective of Gospel values.</p> <p>Commitment to ecumenical action</p> <p>Respect for different beliefs and cultures.</p>	<input type="checkbox"/> School and ELC Improvement <input checked="" type="checkbox"/> School and ELC Leadership <input checked="" type="checkbox"/> Teacher and Practitioner Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Curriculum and Assessment <input checked="" type="checkbox"/> Performance Information	<ul style="list-style-type: none"> - School policies/Vision, Values, Aims reflective of Gospel values - Evaluate the implementation of This Is Our Faith and Called to Love - Evaluate use of PSE programmes that enable pupils to practically apply Gospel Values in their lives - Promoting Gospel Values across the curriculum, throughout the school, assemblies etc. - Evaluate Teaching of other world religions. - GIRFEC: holistic/nurturing approach to pupil development - Promoting positive behaviour: restorative practices, respect for all, buddying, peer mediating - Ecumenical activities – inviting representatives from other Christian churches - Inter-faith dialogue, anti-sectarian, anti-racist education - Celebrating diversity of cultures and traditions - Respect for other faith traditions; prayer space, languages, dress code etc. 	May 2023	<ul style="list-style-type: none"> • Policies reviewed and updated to ensure reflective of gospel Values • This is Our Faith / Good's Loving Plan being delivered appropriately and consistently • PSE programme reviewed and refreshed • RE programme reviewed via targeted VSE • Promoting positive behaviour: restorative practices, respect for all, buddying, peer mediating reviewed and updated as required. • Ecumenical and inclusive work updated in partnership with RRSa work.