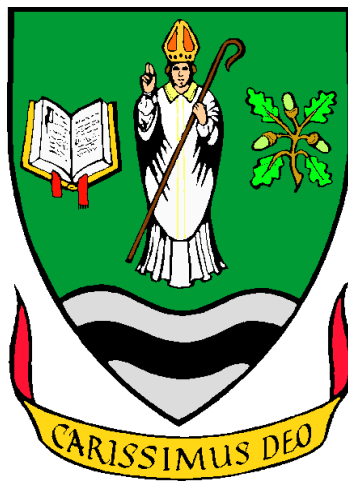


St Kentigern's Academy



Progress Report Session 2021/22 (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 2022 is comprised of 1275 students and the school's free meal entitlement (FME) for the session is 22% (up from 9.9% in 2009). Over 1150 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 extremely 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 2021-2022 our S1 was made up of students from twenty-five primary schools, drawing a comprehensive mix of students. Almost all of the students from non-associated primary schools are in SIMD (Scottish Index of Multiple Deprivation) deciles 1 & 2. There is a close working relationship among schools in the cluster. The S1 intake in 2020-2021 was 227 students.

2021-22 saw challenges in terms of the ongoing global Covid-19 pandemic which resulted in multiple periods of home working and isolation for many students and staff. 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 2021/22, what the impact has been and what our next steps will be to continue to address these priorities in Session 2022/23.

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?
<p data-bbox="201 210 461 338">1. Improvement in all children and young people's wellbeing</p> <p data-bbox="201 376 485 409">Measurable Outcome:</p> <ul data-bbox="201 450 475 1335" style="list-style-type: none"> <li data-bbox="201 450 475 819">• Improve young people's understanding of mental health and wellbeing and raise awareness of strategies to promote positive mental health. <li data-bbox="201 1133 475 1335">• Refresh our ethos in light of challenges highlighted by the pandemic. 	<p data-bbox="512 210 866 244">We have made good progress.</p> <p data-bbox="512 445 1385 692">We reviewed and re-designed our PSE (Personal Social Education) curriculum to include relevant and current information, coping strategies and support on mental health and wellbeing. We had increased partnership working with the Inclusion and Support Service in supporting young people to access an alternative curriculum. This includes Outdoor Learning, Health and Wellbeing.</p> <p data-bbox="512 745 1362 902">Opportunities and consequential thinking groups. Further links have been established with the Royal Horticultural Society in developing outdoor education. We included peer mentoring and trained 12 senior students as Mental Health First Aiders.</p> <p data-bbox="512 956 1385 1070">As a school we started in-school PDSA cycles in line with our improvement methodology, but this was restricted due to COVID and remains a goal for 2022-2023</p> <p data-bbox="512 1124 1342 1202">All S4-S6 students benefitted from two PSE conference days with varied workshops and input from both school staff and partnership providers.</p> <p data-bbox="512 1256 1374 1335">All S1-6 pupils participated in our inaugural 'Wellbeing Week'. Each faculty focused on various aspects of wellbeing in lessons.</p> <p data-bbox="512 1388 1362 1545">We introduced a Health and Wellbeing School Improvement Group. This group had representatives from all subject departments and is working to further embed Health and Wellbeing as the responsibility of all across the curriculum.</p> <p data-bbox="512 1599 1369 1713">Our school counselling service was extended to 3.5 days a week. Approximately 150 students accessed our in-school counsellor for support with their wellbeing.</p> <p data-bbox="512 1767 1339 2018">Health and Wellbeing tracker forms were introduced and carried out 3 times over the course of the year, these identified priorities and were analysed to facilitate staff action and were used to measure progress and impact. From the feedback it was clear that our students valued the supports provided and that they had gone some way in addressing their needs and supporting their wellbeing.</p>

Priority	How did we do?
	<p>Most S3 students completed the Mental Health and Wellbeing Level 5 Award. 50% of S4 students completed the Wellbeing Level 5 Award.</p> <p>We appointed a Rights Respecting School development post holder in March. Both staff and student steering groups were created, and we achieved the United Nations Rights Respecting Schools Silver Award in June.</p> <p>The “St Kent’s Way” School Improvement Group continued this session and focussed on improving reflective exercises to be inclusive of all literacy needs, particularly in the BGE (Broad General Education). The group have made links with the Rights Respecting Schools Award and the Learning and Teaching working group to embed the ethos of ready, respectful safe across the school community. Support was given to staff in how to conduct restorative meetings and MAPA training was rolled out with a MAPA champion in each faculty who supports colleagues when needed. The group gave regular presentations at both student assemblies and staff in-service days to promote our positive ethos and values.</p> <p>We exceeded our target of 75% parental attendance at events throughout the year, with an average of just over 82%. This reflects the strength of parental support and engagement with our shared mission.</p> <p>Some senior students were appointed “St Kent’s Way” ambassadors and ably upheld and supported our school ethos.</p> <p>We held a virtual school Awards ceremony, celebrated student achievement via the school twitter accounts ad internal communications and introduced a system to allow parents to share their children’s wider achievements with the school. In addition, we shared student achievement at each Parent Council via the HT’s report.</p> <p>We enhanced our Catholic ethos through the introduction of the Laudato Si programme which is being led through RE classes. We made a commitment to ecological action and education to protect our world. An Eco-Group was established and carried out an environmental review of the school whose first big success was creating bird feeders using recycled and natural materials to help bring in more variety to our school’s biodiversity. They have also been involved with revitalising our school’s garden, making 'Seed Bombs', wrapping them with recycled materials and attaching instructions on how to use them. Monthly Eco Challenges through the bulletin also raised awareness of environmental issues.</p> <p>The introduction of a new school chaplain who is highly active in our</p>

Priority	How did we do?
	community has also helped us further develop our ethos and mission as a Catholic school.
<p>NIF Driver(s): <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 (Career Long Professional Learning) indicates an increased awareness and understanding of the Nurture Principles • An increase in our lived Catholic ethos. • We achieved Rights Respecting Schools Silver Level.

Priority	How did we do?
<p data-bbox="204 210 486 371">2. Raising Attainment for all, particularly in literacy and numeracy</p> <p data-bbox="204 416 352 477">Measurable Outcomes:</p> <ul data-bbox="204 488 486 2018" style="list-style-type: none"> <li data-bbox="204 488 486 772">• Updated vision for learning and teaching to reflect current challenges and ensure consistency of approach <li data-bbox="204 831 486 1070">• A focus on excellence in learning and teaching as a means to close the gap and raise attainment. <li data-bbox="204 1128 486 1285">• Continue working to close the literacy and numeracy gap in the BGE <li data-bbox="204 1809 486 2018">• 85% of our S4 cohort to achieve Level 5 literacy and 70% to achieve Level 5 numeracy 	<p data-bbox="512 210 866 239">We have made good progress.</p> <p data-bbox="512 483 1366 640">Our updated vision was launched. Our vision for Learning and Teaching underpins our approaches to remote and classroom learning and helps ensure we have a shared understanding of excellent learning, teaching, and assessment.</p> <p data-bbox="512 696 1313 768">All our staff attended CLPL sessions on our approach to learning and teaching, based on educational research.</p> <p data-bbox="512 824 1366 1070">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. 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 1128 1382 1285">We introduced a new tracking system for Level 5 Literacy and Numeracy to better identify progress. This highlighted areas of challenge and led to a significant improvement in Literacy and Numeracy achievement for S4 students at Level 5. (See below)</p> <p data-bbox="512 1341 1382 1503">All students engaged in the Target Literacy programme have increased their reading age including 2 young people, previously in Target Literacy with reading scores well under their chronological age passed Higher English in S5 with an A and a B, respectively.</p> <p data-bbox="512 1559 1337 1630">In addition, three of our Target Literacy students from S3 last year have made significant enough progress to be coursed at National 5 this year.</p> <p data-bbox="512 1686 1326 1758">Assemblies and in-class work reiterated our raised expectations around student achievement in Literacy and Numeracy.</p> <p data-bbox="512 1814 1382 1928">In the most recent exam diet 85% of our S4 students achieved our target of a Level 5 Literacy Qualification. In Numeracy 63% of students achieved a Level 5 qualification.</p> <p data-bbox="512 1984 1374 2013">In both cases these are the highest scores we have achieved in any S4 exam</p>

Priority	How did we do?
	<p>died with the previous best results in Literacy at 72.4% and Numeracy at 52.17%</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>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>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • The majority of staff understand the pedagogical strategies that can be used to close the gap and raise attainment. • Almost all colleagues who used the Lesson Evaluation Toolkit as an observation and feedback tool found it useful for professional dialogue and discussing effective next steps. • All students engaged in the Target Literacy programme have increased their reading age with some gaining more than 3 years' worth of improvement. • Almost all staff feel more confident in their delivery of literacy across the curriculum. • There is a significant increase in the attainment of S4 students in Literacy and Numeracy • Initial exam result analysis shows an increase in achievement and attainment in nearly all key measures relative to previous exam years.

Priority	How did we do?																																																				
<p data-bbox="204 210 480 398">3. Closing the attainment gap between the most and least advantaged children</p> <p data-bbox="204 443 352 499">Measurable Outcomes:</p> <ul data-bbox="204 544 472 1928" style="list-style-type: none"> <li data-bbox="204 544 472 835">Raising the attainment of our learners, and working to close the attainment gap between the most and least advantaged learners <li data-bbox="204 1749 472 1928">Further develop inclusive practices in classrooms to meet the needs of all learners 	<p data-bbox="512 210 927 237">We have made very good progress.</p> <p data-bbox="512 539 1386 651">We implemented recovery planning to support learners to progress from disruption caused by Covid-19 and periods of absence and home learning in the previous school session.</p> <p data-bbox="512 707 1362 869">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 data-bbox="512 913 1334 940">Attainment figures 2021-2022 <i>(draft until confirmed by insight in September)</i></p> <table border="1" data-bbox="517 976 1386 1581"> <thead> <tr> <th rowspan="2">Year Group</th> <th rowspan="2">Level</th> <th colspan="3">2021 Figures (SQA (Scottish Qualifications Authority))</th> <th colspan="3">2021 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>80.4%</td> <td></td> <td></td> <td>91.4%</td> </tr> <tr> <td>L4</td> <td></td> <td></td> <td>74.7%</td> <td></td> <td></td> <td>86.9%</td> </tr> <tr> <td>L5</td> <td></td> <td></td> <td>36.3%</td> <td></td> <td></td> <td>59.2%</td> </tr> <tr> <td>S5</td> <td>L6</td> <td>54.3%</td> <td>33.2%</td> <td>13%</td> <td>86.6%</td> <td>56.9%</td> <td>37.5%</td> </tr> <tr> <td>S6</td> <td>L7</td> <td>22.1%</td> <td></td> <td></td> <td>23.5%</td> <td></td> <td></td> </tr> </tbody> </table> <p data-bbox="512 1619 1289 1688">These results were in all categories, except 5+ SQA, the best results achieved by the school in an exam diet.</p> <p data-bbox="512 1749 1358 1861">We helped to develop the Authority’s new attendance strategy and we are currently implementing this. This includes a focus on an increased engagement with families.</p> <p data-bbox="512 1917 1310 2029">Our Family Link Worker continued to work in close partnership with families and focussed on attendance and removing any barriers to participation for disadvantaged students.</p>	Year Group	Level	2021 Figures (SQA (Scottish Qualifications Authority))			2021 Figures (SCQF)			1+	3+	5+	1+	3+	5+	S4	L3			80.4%			91.4%	L4			74.7%			86.9%	L5			36.3%			59.2%	S5	L6	54.3%	33.2%	13%	86.6%	56.9%	37.5%	S6	L7	22.1%			23.5%		
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Priority	How did we do?
	<p>We helped to develop the Authority's new attendance strategy and we are currently implementing this. This includes a focus on an increased engagement with families.</p> <p>Our Family Link Worker continued to work in close partnership with families and focussed on attendance and removing any barriers to participation for disadvantaged students.</p> <p>Our poverty proofing plan has ensured greater equity and has removed previous curricular participatory charges. All S1-S3 students, following the outcome of a participatory budget consultation, had the opportunity to spend a day of Outdoor Learning at Fordell Firs with no cost implications for the young people.</p> <p>A Financial Inclusion Officer was appointed and is working closely with families to ensure all receive the support to which they are entitled.</p> <p>All staff were trained in Inclusive Pedagogy Practices using the CIRCLE framework. This has provided staff with practical strategies to support the underlying skills to enable students to fully participate in their learning. It reflects research and policy guidance and has allowed colleagues to support and secure improved achievement and attainment, especially for learners requiring additional support.</p> <p>Through our partnership with the Inclusion Support Service, forty-three students were supported in partnership with the Inclusion Support Service in school through numerous opportunities: Beechbrae Outdoor learning, Youth Action Project, Royal Horticulture Schools Garden, Swimming Lessons, Consequential Thinking, 1-1 sessions, Foundation Apprenticeship Hospitality delivered through the Skills Centre and West Lothian College, sessions at Livingston Football club and cooking classes. Outreach teaching was provided in the community for some students at risk of not achieving. This secured an additional twelve young people achieving five qualifications.</p> <p>The PTC Wider Achievement 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. A total of 31 students accessed support via the Employability Hub. A total of 88 qualifications were achieved which enhanced students' whole school attainment and achievement. Students also used their Employability Hub time to meet with</p>

Priority	How did we do?
	<p>other agencies such as SDS and MCMC to complete college applications and prepare for their next steps beyond school. The Employability Hub has a clear pathway for progression, allowing opportunities for pupils to access qualifications beyond Level 4, into Level 5.</p> <p>A significant of students in the Target Literacy programme will be able to achieve Nationally expected levels for literacy by the end of the BGE 99% of Quintile 1 students achieved a minimum of a Level 3 in literacy and 100% of Quintile 1 students achieved a minimum of a Level 3 in Numeracy. In the most recent exam diet 85% of our S4 students achieved our target of a Level 5 Literacy Qualification. In numeracy 63% of students achieved a Level 5 qualification.</p> <p>Our Pupil Support Workers allocated to Literacy & Numeracy support had a positive impact, as reflected in the results both at the end of S3 and in the exam diet, but their impact was reduced in the second half of the session due to staff absence.</p> <p>The school made significant progress in addressing the cost of the school day including removing additional costs to parents / carers for all curricular activities, producing a range of support materials, and by employing a full time Financial Inclusion Officer. Combined, these have removed several barriers for learners and supported families to access any financial support they are entitled to.</p> <p>The school counsellor supported 150 young people with one-to-one sessions. The data shows that accessing this service helped increase the student's attendance and their attainment and achievement at school.</p> <p>As part of our participatory budgeting, our community requested that we provided an outdoor education experience for our S1 – S3 learners. This took place at Fordell Firs Outdoor Centre</p> <p>The students took part in various outdoor activities including 3G swing, zipline, climbing, abseiling, tomahawk throwing, tree climb, challenge course and crate climbing. Feedback showed that:</p> <ul style="list-style-type: none"> ● 100% of students rated their experience 4 stars or higher out of 5 based on their enjoyment. ● 84% of students reported that the experience improved their confidence. ● 92% of students stated that they had tried something new.

Priority	How did we do?
	<ul style="list-style-type: none"> • 68% of students stated that they had supported and encouraged their peers during the activities • 100% of students stated that they would like to take part in outdoor education again. <p>Our students accessing the Larder provision achieved 3 National Progression Awards in Professional Cookery, with another student achieving Organisational and Professional Skills at Level 4.</p> <p>Feedback on our partnership with Love Learning showed that:</p> <ul style="list-style-type: none"> • 66% of parents responded to the survey and all agreed or strongly agreed that working with Love Learning has had a positive impact on their child's learning • all agreed their children engaged positively with their tutors • 100% agreed that it was a positive and supportive experience for the whole family <p>Student responses showed that:</p> <ul style="list-style-type: none"> • Almost all of the students responded positively and engaged with the learning • 40% of students attended and engaged more positively within the school context, whilst the other students engaged with further outreach support with additional social and emotional support enabling them to communicate with school to achieve qualifications • All students involved in Love Learning have a positive destination, and two students have returned to school for optional post 16 education. <p>Our PTC ASN (Additional Support Needs), funded by Pupil Equity Funds, provides specialist support to an allocation of eighty students with additional support needs across all year groups. This post allows for enhanced coordination of supports and planning to ensure they fulfil their full learning potential. The PTC ASN coordinates our Support for Learning, Nurture, Social, Emotional and Behavioural Needs (SEBN) and Autism Resource enabling streamlined communication with parents and carers to ensure each young person's needs are understood and supported by allowing a more intensive pastoral engagement.</p> <p>Two students who had Target Literacy support in the BGE with reading ages below their chronological age, passed Higher English in S5 with an A and a B, respectively.</p>

Priority	How did we do?
	<p>Three of our Target Literacy students have made considerable progress to be coursed at National 5 this year.</p> <p>Six S2 learners achieved the John Muir Award and gave feedback as follows</p> <ul style="list-style-type: none"> • 100% said they had increased concentration and were less distracted in class. <p>75% felt they were now able to make greater contributions in class and are displaying more responsible and safe behaviour.</p> <ul style="list-style-type: none"> • In 67% of sessions, all pupils were engaged in continuous intense activity and in the remaining 33% of sessions; they all display some intense activity. <p>The Walk and Talk group feedback as follows:</p> <ul style="list-style-type: none"> • 100% increased levels of physical activity, measured by step count. • 100% displayed increased knowledge of the benefits of regular activity. • 100% said they had improved levels of communication with peers • 67% felt they had higher levels of self-confidence. <p>100% of the S1 Nurture Group achieved a Level 1 qualification in Cycling 100% of the S2/3 Nurture Group felt more active, with 80-% feeling healthier.</p> <p>Twenty S4 students achieved Motolearn Awards and Units through engagement with the RUTS programme. The group agreed that our school has ‘frequently’ provided opportunities for them to develop a variety of different interests, talents and to learn new skills. In addition, the group felt that there were suitable opportunities to gain accreditation and awards in areas of specific interest.</p> <p>The students ‘strongly agreed’ that our school helps them to understand why getting involved in a wide range of activities and events is an important part of our education and preparation for careers and life beyond school and RUTS reinforced this message.</p> <p>The students reported that they really enjoyed the practical aspects of the course and would have liked more time riding the motorcycles to develop their skills for the final unit.</p>

Priority	How did we do?
<ul style="list-style-type: none"> Improve the quality and quantity of our Senior Phase feedback to raise attainment Increase the attainment achieved by our SIMD 1 & 2 learners by the end of S4. 	<p>Almost all students in S4 and S5 successfully completed the Level 6 Emergency First Aid qualification.</p> <p>50% of S4 students achieved the Wellbeing Award.</p> <p>The Employability Hub supported the delivery and assessment of 88 qualifications across 31 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 2022.</p> <p>A small test of change was carried out on our approach to certification of Work Experience. This proved successful and will be further developed in the coming year.</p> <p>Improvements in coursing of students meant that more students were able to achieve a higher level of qualifications.</p> <p>Work with external providers coordinated with school provision to help meet the needs of more learners.</p> <p>Department Learner conversations calendars including target setting based on existing data/pathway and regular check ins were developed and delivered.</p> <p>Training took place to help empower our young people to participate fully in learner conversations.</p> <p>Initial reviews of the exam result data indicate an increase in overall student attainment at the end of S4 for our students in SIMD 1 and 2. <i>Definitive figures on this will be added to the report when Insight is published in late September 2022.</i></p>
<p>NIF Driver(s):</p> <p><i>School Improvement</i></p> <p><i>School Leadership</i></p> <p><i>Teacher Professionalism</i></p> <p><i>Parental Engagement</i></p> <p><i>Assess. of Children's Progress</i></p> <p><i>Performance Information</i></p>	<p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Increased Teacher and student confidence in learner conversations Monthly Learner conversations have taken place in almost all subjects Monthly tracking reports reflect learner conversations An increase in the number of students achieving success relative to each new idea/initiative <p>Overall Attainment</p> <ul style="list-style-type: none"> In S4 the number of learners achieving 5 or more Level 5 qualifications increased by 6.2% and, overall, the quality of pass improved. In

Priority	How did we do?
<p>HGIOS4 QIs:</p> <p>1.2 Leadership of Learning</p> <p>2.7 Partnerships</p>	<p>addition, the number of students achieving 5+ SQA qualifications was 36.2%, the best performance in the school in an exam year.</p> <ul style="list-style-type: none"> • In S5 the number of students gaining 5+ Level 6 qualifications increased by 3.5% to 37.5% and 3+ Level 6 qualifications rose by 4.9% to 56.9%. Students achieving 1+ Level 6 qualification rose by 8.6% to 83.6% • Also, in S5, the number of students achieving 1+ and 3+ Highers was at our highest ever for an exam year. • In S6 22.12% of students passed one or more Advanced Highers, an increase of 3.12% on our last exam year and the best exam year results ever achieved. <p>Closing the Gap</p> <ul style="list-style-type: none"> • Increase level and number of qualifications passed/tariff points gained by students, especially SIMD 1&2 learners • Initial reviews of the exam result data indicate an increase in overall student attainment at the end of S4 for our students in SIMD 1 and 2. <i>Definitive figures on this will be added to the report when Insight is published in late September 2022.</i> • Qualitative and quantitative feedback from key partners shows ongoing improvement. • Increased attainment for learners from external providers (2021 figures as baseline)

Priority	How did we do?
<p data-bbox="201 210 493 439">4. Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p data-bbox="201 472 352 533">Measurable Outcomes:</p> <ul data-bbox="201 539 459 835" style="list-style-type: none"> • Build capacity in our curriculum to allow flexible pathways for learners into sustained and positive destinations. 	<p data-bbox="512 210 866 239">We have made good progress.</p> <p data-bbox="512 539 1362 949">We have introduced further flexible curriculum pathways to encourage students to remain in school and see it as a 6-year journey. Students are developing transferrable skills for learning, life and work through these flexible curriculum pathways. These include Level 5 and 6 Practical Electronics and an increasing number of students studying Application of Maths, including at Higher level for the first time. We have continued partnership working with West Lothian College and students from S3 upwards benefit from courses there. This ensures that students have maximum opportunity to develop skills and achieve in areas of their interest.</p> <p data-bbox="512 1010 1385 1420">We diversified our engagement with employers through our first ever group of students participating in the Career Ready programme. These four S5 students are completing year 1 of the 2-year programme with a paid internship over the summer holidays. All four students completed their internship; two worked with West Lothian Council gaining invaluable skills, one at the Dalmahoy Hotel and Country Club and another at the West Lothian food bank. Students completed presentations to a range of partners and enthused about their experience and skills gained. We will build on this next session with students in year 1 and year 2 of the Career Ready programme.</p> <p data-bbox="512 1480 1385 1807">We continued to work in close partnership with Skills Development Scotland (SDS) colleagues and More Choices More Chance (MCMC) partners to ensure positive destinations for all our students and targeted support for those who need it. SDS led workshops at the Senior PSE conferences. We continued our partnership with Love Learning and had six 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 1868 1385 2018">We also continued to build on our successful links with other partnership agencies including the Larder, West Lothian College, and the West Lothian Academy to provide our learners with flexible pathways to positive destinations.</p>

Priority	How did we do?
<ul style="list-style-type: none"> Build meta-skills into our BGE curriculum. 	<p>We successfully implemented a Career Ready programme for five students. Ten S4 students completed a week's Work Placement in May 2022 as part of our #StKentsMay programme. Seven extended work placements were completed throughout the year and have proved invaluable to students' future destinations.</p> <p>We started using Teams, alongside the student bulletin, to promote job and FA (Foundation Apprenticeship) opportunities, college, and university open days as they arose. Our students attended open days and received talks from LEAPS (Lothian Equal Access Policy for Schools) about equal access opportunities.</p> <p>The school's positive destination figures continued to be very strong with 97.09% of learners leaving St Kentigern's and moving on into a positive destination, an increase of 4.54% on the previous year. This can be further broken down in 100% of quintile 5 learners and 97.2 of quintile 1 learners.</p> <p>We introduced a skills framework across the S1 and S2 Curriculum, primarily through the Spotlight on Skills course. This framework brought more of a focus and consistency to the Spotlight on Skills course. We engaged with colleagues across all faculties and colleagues undertook CLPL through Skills Development Scotland on how to embed skills across the curriculum. All subject areas were asked to select some meta skills as areas of focus, this is leading to our skills framework which is currently under development.</p> <p>Our S1 Developing the Young Workforce (DYW) course embedded and continues to be re-imagined as employment trends change. Students have been introduced to Career Management Skills and created leaflets to demonstrate their learning. All S1 students are registered on My World of Work.</p>
<p>NIF Driver(s):</p> <p><i>School Improvement</i></p> <p><i>School Leadership</i></p> <p><i>Teacher Professionalism</i></p> <p><i>Parental Engagement</i></p> <p><i>Assess. of Children's Progress</i></p> <p><i>Performance Information</i></p>	<p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> A significant increase in positive destinations, rising to 97.09% the highest in West Lothian. Positive feedback on the evaluation of skills strategy via student and staff focus groups relative to the DYW strategy outcomes We appointed a DYW co-ordinator to achieve the ambition of the young person's guarantee. All students gained an insight into the world of work with targeted students building skills and confidence via mentoring and work placement.

Priority	How did we do?
<p>HGIOS4 QIs:</p> <p>2.2 Curriculum</p> <p>3.3 Increasing Creativity and Employability</p> <p>2.7 Partnerships</p>	<ul style="list-style-type: none"> We continued to build on our established links between our Hub and SDS to provide careers advice for identified SIMD 1&2 and other at-risk students leading to successful outcomes and increased engagement.

School's Attendance and Exclusion Data

- The attendance figures for session 2021-2022 is **83.85%**, this is, in part due to significant COVID disruption. For students living in Quintile 1 the figure is **80.26%** and for students living in Quintile 5 it is **89.35%**
- Temporary, short-term exclusions at St Kentigern's Academy, **32.16 per 1000 incidents**, for 2021 – 2022 were recorded. This continues the ongoing eight-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 (Pupil Equity Funding) Plan and this Standards and Qualities Report.

A full report on the school's attainment is given to the Parent Council annually as well as regular reporting of progress against our plans and targets throughout 2021 – 2022. 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 2021 – 2022 the theme the school selected to develop was 'Developing as a community of faith and learning.

This area of development was integrated into the wider plans of the school and was developed and delivered, highlighting our "commitment to further develop a community where Jesus Christ is its foundation and faith in Him is the "driving force" behind the school's planning and actions." We were also striving for "an inclusive community which welcomes, values, affirms and supports all students, parents and staff to fulfil the potential of their God-given talents."

This theme and was integrated into the overall school ethos, delivered via specific RE lessons, and permeated whole school activities, underpinning our work during the year.

We have reflected and evaluated against the characteristics relating to this theme, including the challenge questions, and as a school community, feel we have achieved our goals relating to the theme and its impact upon the faith life of the school. This is evidenced throughout this report, especially in our ongoing work to evidence the key statement - "What makes the Catholic school distinctive is its attempt

to generate a community climate in the school that is permeated by the Gospel spirit of freedom and love.” (*The Catholic School, Sacred Congregation for Catholic Education, 1977, #2*)

Our Wider Achievements this year

Faith in Action:

- 51 Students archived their Caritas Awards, providing service to their faith communities at a time when their efforts were greatly needed.
- We were able to hold our first post Covid Mass in school, the S6 Leavers’ Mass, in April 2022. Parents were invited to this moving ceremony and almost 75 of them took up the opportunity to join with us a community of faith.
- We held Feast Day services for all three of our houses, including an in-person house service for St Columba’s Feast Day on 9th of June 2022.
- Our Caritas classes led our chaplaincy-based work in our school and wider community, including the following fundraising efforts:
- The Lenten step challenge was an immense success. Students raised awareness of the work SCIAF does around the world, and all the money from our appeals this year supported climate change in Malawi. One student in S2 raised £75.05.
- We raised 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 students encouraged everyone to wear something red and we raised £190 in a bucket collection.
- Our SCIAF WEE box appeal was successful in raising £174.

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 as part of the Young Ambassadors programme. These students promoted sport, and motivated and inspired other young people to get involved in sport in school, as well as in clubs and local communities.
- Three of our talented footballers competed in the Autism League Cup final. One student scored seven goals across the day.
- A S3 student recently competed in the British Climbing Championships in Glasgow. She came 2nd in speed climbing and was placed second in the whole of Britain.
- A S6 student represented Scotland in the ICU World Dance Championships in Florida, USA.
- Two S4 students won the League Cup with Shotts Bon Accord 2006's.
- A S2 student was remarkably successful with Trojan Swimming Whitburn and District club.
- A S5 student is a player at Celtic FC Academy U17's (the official pathway to professional football). He was invited to play at the Generation Adidas Cup this April in Texas, USA. Other Academy Teams from across England and America joined Celtic Academy, including Manchester United, Los Angeles FC and New York Red Bulls and many more. His team entered the final showcase matches, where they finished top of their table.
- A S5 student has been part of the Scotland under 17's woman's football team.
- The S1 boy's football team were joint top of their league, losing only on goal difference.
- Two students completed a Sports Leaders UK SCQF Level 4 Dance Leadership Course run

by Active Schools. The new dance leaders will provide opportunities to increase participation by assisting with extra-curricular activities within their own school and wider community.

- One student completed a West Lothian Coach Academy Programme run by Active Schools. This programme is designed to develop students as sports coaches through support and training. The programme will endeavour to create a pathway for young people who are interested in choosing a sport coaching related profession once leaving school.

Arts and Culture:

- Two S6 Art students 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
- A S3 student's work won the Jupiter Artland Sculpture challenge. This piece of work was then developed by Edinburgh University into a virtual sculpture which can be displayed on smart phones.
- National 5 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 Drama Club had many students engaged on a Friday afternoon as they prepared for several local and national competitions. They proceeded to win the Millennium Trophy for first place and the Peter Gordon Memorial Cup at the Eastern division of the Scottish Community Drama Association festival in Bathgate.
- The school show "High School Musical" took place in June and was a tremendous success.
- One student achieved a distinction in the Grade 8 classical guitar exam.
- One student is part of the West Lothian School's Pipe Band. The Pipe Band was placed second in the Novice A category at the World Pipe Band Championship in August 2022.
- One student won first place for drumming in North Berwick Highland Games as part of the Boghall and Bathgate Pipe Band.

Leadership:

- The Student Leadership Team became established across the school with students representing each year and House. Students met monthly with the School Captains and presented their views on toilets and changing facilities in the school, the quality of food in the school canteen. Furthermore, after consultation with Student Support staff, they established trigger warnings for PSE lessons. Students were also consulted about skills lessons across the curriculum, holiday dates for schools in 2023-24, the School Improvement Plan and P7 to S1 Transition experience.
- One senior member of staff completed their Standard for Headship course, with 4 teaching colleagues currently undertaking Master's level qualifications in leadership and 3 undertaking West Lothian's in-house leadership programme.
- Four students were involved in a local consultation with the Blackburn Criminal Justice System. They represented themselves very well at a meeting which resulted in an invitation to

the Scottish Parliament in May to hear the debate with the First Minister, Nicola Sturgeon. They also enjoyed a tour of the Parliament after the meeting.

Science:

- Two hundred and thirty students across S1 participated in endometriosis and testicular cancer awareness week within science lessons, raising awareness and understanding of the conditions that affect so many people in the UK. Additionally, links were made with several national organisations in these areas as we have been recognised as an example of good practice.
- All P7 learners from our cluster primaries participated in a series of inter disciplinary learning (IDL) lessons in Science, Literacy, Art and Design and Social Subjects as part of the expanded transition sessions that were carried out virtually. These covered a greater depth of content than previous years and gave learners much more experience of learning with St Kentigern's Academy.
- The Science Faculty delivered the new curriculum pathway of Practical Electronics
- Attainment in the NPA (National Progression Award) Laboratory Science course was particularly good this session.
- As part of challenging gender stereotypes in STEM we introduced the Quadcopter challenge. A team of female learners participated under the leadership of female staff from STEM backgrounds

Health and Wellbeing:

- All P7 learners from our cluster primaries and those from our non-associate primary schools attended a successful 3-day transition visit.
- All P7 learners from our cluster primary attended 14 online lessons with a shared theme of sustainability delivered through all curricular areas. All students took part in a 3-day transition event allowing them the opportunity to experience secondary education and their timetable for S1.
- Thirty students took part in a comprehensive enhanced transition over 4 afternoons in the school working with the staff to ease their transition into secondary.
- Feedback from primary teachers was that students benefitted from the learning and felt more confident about coming to high school thanks to our transition programme.
- The in-person P7 Transition evening in June was very well attended by parents/carers.
- Twelve S5/6 Students were trained as Mental Health Ambassadors this session and supported and signposted students as matters arose.
- Twenty colleagues undertook the Mental Health Champions foundation programme.
- Student and Staff Health and Wellbeing steering groups were established.

Literacy and Numeracy:

- 38 students in S1-S3 have been published in the Young Writers Anthology 'Twisted Tales'.
- World Book Day took place in March and involved various activities including Stop, Drop, Read, free book tokens for all and a themed departmental dress up. Engagement with reading and its importance was high profile.

- Literacy interventions have been enhanced for those who need it with Target Literacy classes now taking place three times a week. Students are identified via diagnostic testing, and this has led to improvements in reading ages for all young people who have been assessed, after intervention, who have been re-assessed at this point.
- All S2 students participated in a “Lush Languages” day. They enjoyed workshops including monument building (La Tour Eiffel and La Sagrada Familia) using spaghetti and marshmallows, a French breakfast, a treasure hunt, and an art workshop where students worked together to reproduce paintings from famous French/ Spanish artists.

Other Significant Student Achievements:

- Three S6 students participated in the Lessons from Auschwitz programme where they attended 3 online sessions and heard the first-hand testimony of a Holocaust survivor as well as taking part in a virtual site-visit to Auschwitz-Birkenau Memorial and Museum as it is today. Each student then shared their learning with other students in the school.

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:

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	Very Good

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