

St Kentigern's Academy



Progress Report

Session 2018/19

(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 2018 comprises of 1250 students and the school's free meal entitlement (FME) for the session is 19% (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 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 2017-2018 our S1 was made up of students from 23 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 2018-2019 was 248 students.

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 2018/19, what the impact has been and what our next steps will be to continue to address these priorities in Session 2019/20.

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>1. To raise attainment, especially in literacy and numeracy</p> <p>Our measurable outcomes for session 2018/19 were to</p> <ul style="list-style-type: none"> • Have a strategic approach to school improvement through developing leadership capacity of all staff. • Have all partners contribute to the planning and self-evaluation processes within the school. • Have systems in place to ensure that attainment data is shared effectively with students and parents. • Continue to review our curriculum to provide the best outcomes for young people. • Continue to improve quality and consistency in standards of learning, teaching and assessment. <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>We have made good progress.</p> <p>What did we do?</p> <p>There is increased engagement of almost all staff with How Good Is Our School 4 (HGIOS?4) and a continuation in revising Quality Improvement practices, including the use of 'Validated Self Evaluation' (VSE) at local authority, school and faculty level. VSE feedback was used to support planning and evaluation.</p> <p>The school has embedded a Strategic Quality Improvement Calendar which is held within the whole school calendar and is a standing item on Department Meeting agendas.</p> <p>School evaluation programme involving stakeholders has taken place to inform school improvement planning.</p> <p>Scottish Attainment Challenge (SAC) planning and evaluation has been streamlined by targeting key priorities linked to specific roles and outcomes. A link to the 5 key measures (attendance, inclusion, participation, engagement and attainment) has been ensured, and the monthly Tracking and Monitoring includes these measures. These are shared with parents and students. Monthly evaluations have also been streamlined thereby highlighting emerging, developing or further impact.</p> <p>There are systems and procedures in place to support all in moderating, verifying and ensuring standards across the curriculum. The verification and malpractice protocol and policy is robust. Through collaboration with Local Authority colleagues consistent moderation in applying benchmarks and standards is ensured. There is increasing staff confidence in applying both benchmarks and standards.</p> <p>The newly formed Regional Improvement Collaborative (RIC) is providing school leaders and teaching colleagues opportunities for collaboration with other schools, including RIC Network leaders within the school.</p> <p>Collegiate working at all levels has been further developed, enhancing leadership capacity in the classroom, and beyond, through professional learning with a collaborative approach. Staff leadership capacity has increased following a leadership programme with an Educational Consultant who has committed to a programme of work in the school. Through our in service programme we have undertaken professional CLPL with a focus on improvement and engagement and implemented peer learner trios with a specific and measurable focus.</p> <p>The school has developed a robust tracking and monitoring system. Data intelligence has improved to meet the needs of all learners, thereby ensuring equity of experience, continuing the drive to raise attainment and achievement. We target specialist provision at school, faculty and class level to meet the specific needs of individual students.</p>

<p>HGIOS 4 QIs:</p> <p>1.3 Leadership of Change</p> <p>3.2 Raising Attainment and Achievement</p> <p>2.7 Partnerships</p>	<p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • Learners' literacy levels for SIMD 1&2 level 4: 98% (Virtual Comparator 88%) Level 5: 70.6% (Virtual comparator 66.5%) • Learners' numeracy levels for SIMD 1&2 level 4: 82.5% (Virtual Comparator 80%) Level 5: 51% (Virtual comparator 48%) • Learners' data is being used effectively by classroom teachers to identify needs in Literacy and Numeracy <p>Overall Attainment:</p> <ul style="list-style-type: none"> • In S4 the number of learners achieving 5 or more National 5 qualifications remained static but the quality of pass improved. • In S5 the number of students achieving 5+Level 6 increased by 12.5% to 33%. • In S6 19% of students passed one or more Advanced Highers. <p>Our priorities for next session will be:</p> <ul style="list-style-type: none"> • Revisit our Learning, Teaching and Assessment strategy through a School Improvement Working Group, in line with the MFiL improvement activities. • To collaborate across our Cluster to drive attainment in Learning, Teaching and Assessment to ensure consistency of experience. • To engage with the Tapestry programme to enhance consistency of approaches to teaching and learning • To ensure staff engage with HGIOS?4 and HMIe Summary Inspection Findings (SIFs) to exemplify and evaluate very good practice. • To continue to develop teacher leadership of learning alongside professional learning opportunities to develop consistency of practice across the school, in partnership with RIC colleagues. • To implement Professional learning to support staff in learner conversations, monitored through Faculty Improvement Planning, (FIP) Departmental Meetings (DMs) and VSEs. • To further develop rigorous tracking and monitoring of Literacy and Numeracy • To target interventions for those at risk of underachievement, engaging partners, internal and external. This will include further developing the Employability and HWB hubs, including enhancing curricular provision to meet the needs of those at risk of missing out.
--	---

<p>2. To close the attainment gap between the most and least disadvantaged children</p> <p>Our measurable outcome for session 2018/19 was to</p> <p>Building young people's confidence and competency in developing and applying literacy skills, improving as a result of a literacy rich environment across the school.</p> <p>Building young people's confidence and competency in developing and applying numeracy skills, improving as a result of a numeracy rich environment across the school.</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>We have made good progress.</p> <p>What did we do?</p> <p>Through cluster working, the most deprived learners were targeted for additional numeracy support. This was delivered through a 10 week programme whereby they attended a dedicated class with a Maths specialist in St Kentigern's. In addition, the Maths and Numeracy PTC has provided primary colleagues with guidance and support whilst they implement Rigour Maths within their primary school setting.</p> <p>The S1 and S2 Maths Recovery programme targeted students who had not yet achieved Second Level Numeracy and it aimed to increase confidence and provide numeracy strategies. The S2 students that followed Maths Recovery in S1 are now engaging with Second Level Numeracy outcomes.</p> <p>All English staff and 2 Support for Learning colleagues were fully trained in the Reading Wise programme. A dedicated PSW in the English department supported students in need of extra help throughout the week. Additional and more accessible texts (Rapid Plus) were purchased to support and sustain targeted students' interest in the English classes.</p> <p>A dedicated Literacy Hub has been established. This caters for the targeted Literacy classes in S1&S2 in a safe and welcoming space. This space has been carefully designed to be less formal than a traditional classroom setting. It is also open to senior students.</p> <p>The Modern Languages curriculum was re-designed following student feedback to meet the needs of students who were targeted for extra literacy provision, whilst still engaging in a Modern Foreign Language through personalisation and choice.</p> <p>A digital literacy workshop programme took place for the most deprived learners in S1 and S2. This gave them transferrable skills to enhance their learning across the curriculum.</p> <p>Evidence indicates the following impact on learners:</p> <ul style="list-style-type: none"> • The S1 and S2 targeted Literacy classes engaged with the Reading Wise Programme. Prior to starting this programme all students engaged with the TOWRE Reading Assessment. This along with P7 SNSA data allowed us to create a baseline literacy level for each student. • In S1 the lowest 20% of students showed an average increase of 1.7 years in their reading comprehension. In S2 the lowest 20% of students showed an average increase of 2.2 years in their reading comprehension. • The Literacy assessment tool showed the impact of each individual intervention which allowed us to tailor the course accordingly to best meet the need of the learners. • Most students indicated in the student feedback focus group that they felt more
--	---

	<p>confident in their decoding skills and this increased their confidence in accessing the curriculum across the school.</p> <ul style="list-style-type: none"> • Primary colleagues have completed a survey which evidenced that they have increased confidence when judging student achievement of a level in Numeracy. Rigour Maths tracking information has enhanced curricular transition and the identification of appropriate pathways for learners. • In the S1 Maths Recovery class 78% of students significantly improved their level of maths attainment. • The P7 Numeracy group all improved significantly and they all fed back that their confidence in numeracy strategies had increased. Pre and post programme analysis showed on average a 42% increase in students' results. • One of the Primary Head Teachers fed back that the students' anxiety levels around transition to high school decreased over the course of the maths programme. • The S2 Maths Recovery class successfully accessed Second Level Numeracy outcomes as they used the strategies learnt in the Maths Recovery programme. • Parent information evening workshops were delivered to parents of P7 and S1 students. These focused on how parents can support their child's numeracy development at home. • Following the digital literacy intervention almost all students reported that they felt more confidence in using digital literacy skills across their learning. <p>Our priorities for next session will be:</p> <ul style="list-style-type: none"> • To continue with our Family Link Worker engaging with students and their families to improve attendance, and to develop positive links between the school and home. • To pilot our Family Learning and parental engagement strategies in partnership working with Family Link Worker, partners, and interested staff. • To target Literacy groups in the Broad General Education (BGE), driven by the Principal Teacher Curriculum (PTC) English and Literacy, and supported by the wider staff team • To widen the provision of Maths Recovery with targeted S1 groups to address and remove gaps in learning. • To ensure a SAC Tracking and Monitoring Development Post holder is in place to target SIMD 1&2 students in the Senior Phase. • To further develop and embed RIGOR maths across the cluster in order to improve consistency of practice, support transition and raise attainment. • To further develop staff ability to interrogate data to support SIMD 1&2 young people in their classroom through transition information and learner conversations. • To ensure Faculties have a strategic focus on interventions for equity in the classroom, through professional learning, Faculty Improvement Plan, Departmental Meetings and ongoing Quality Assurance.
--	---

<p>3. To improve children and young people's health & wellbeing</p> <p>Our measurable outcome for session 2018/19 was to ensure</p> <p>Young people were fully supported as a result of a strategic overview within student support which ensured careful and appropriate allocation of resources.</p> <p>The Nurture Principles underpinned the learning, teaching and wider life of the school.</p> <p>The mental health and wellbeing of students was supported through the creation of a Health and Wellbeing Hub. This was the central point for students to access advice and support.</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>1.2 Leadership of Learning 2.7 Partnerships</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>We have created a Health and Wellbeing Hub within the school to support students, parents/carers and families. This is a central point for students to access support from mental health first aiders and mentors from a range of disciplines.</p> <p>We have a Mental Health/HWB Policy in place and our Mental Health First aiders have undertaken further professional learning.</p> <p>We have reviewed our student support systems to provide more effective support for all students. As an outcome of this review we have implemented a structure of House DHTs to improve communication and further our child centred approach. We have provided professional learning on the role of Student Support, Nurture Principles and the wider student support network in school.</p> <p>The Mentors in Violence Prevention (MVP) initiative has been further expanded, with staff and young people trained in leading MVP support. Young people have supported their peers in Personal and Social Education (PSE) through this initiative. Colleagues are working in partnership with other pilot schools to introduce this peer mentoring approach to developing a safe and respectful school community.</p> <p>The school has introduced Health and Wellbeing Ambassadors and Autism Buddies to provide peer support to students. The school has also introduced a counselling service which is available one day per week.</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> • The 5 year downward trend in exclusions and days lost to exclusion continued. The use of alternatives to exclusion including the SEBN base and the Employability Hub have improved student engagement and achievement. • The school attendance rate improved in 2018-19, partially due to the supports being provided and is now better than the Authority average. • Senior Phase learners have a greater understanding of mental health issues and support strategies that they can use. • Learners who access Nurture are likely to have less negative interactions in school and are displaying increased resilience. • Evidence from student self-evaluative questionnaires shows an improvement in students' perception of their own health and wellbeing. • There is a raised profile of Health and Wellbeing support in the school with most students clear about what is available and how to access it.
---	---

	<p>Our priorities for next session will be:</p> <ul style="list-style-type: none"> • To have a whole school focus on Culture and Ethos, led by a School Improvement Working Group. Representation from all stakeholders, focusing on good practice. • To develop our use of our dedicated counsellor to support positive mental health and meet the needs of young people and staff. • To continue with our Mental Health Development post holder to further develop Mental Health First Aid training for staff, and action Student MVP training to support young people's wellbeing, and peer learning and mentoring opportunities. • To support the LA Wellbeing group in Thematic Review of QI 3.1 • To appoint a class teacher 2 days a week, with responsibility for physical wellbeing initiatives, including family initiatives. • To reduce the cost of the school day (HFT, CDT). All extra-curricular activities financially inclusive of all young people, this is embedded and will be sustained. • To review and refresh anti-bullying policy to reflect National guidance from Respect Me • To update practices in student support to reflect changing expectations of the role. • To review ASD provisions and impact on student engagement, achievement and attainment. Ensuring full time provision in place and young people assessed and accessing according to need. • To implement further whole staff professional learning in Nurture principles and embedding them in the school.
--	--

<p>4. To improve employability skills, and sustained, positive school-leaver destinations for all young people</p> <p>Our measurable outcome for session 2018/19 was to</p> <p>Ensure young people are increasingly able to demonstrate a range of significant skills for learning, life and work through a range of flexible learning pathways and as a result are better prepared for the world of work.</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>2.2 Curriculum 3.3 Increasing Creativity and Employability 2.7 Partnerships</p>	<p>We have made good progress.</p> <p>What did we do?</p> <p>The school has continued to work with all faculties/departments to develop skills for life work and learning, embedding this in the curriculum. Staff have reviewed learner pathways to enhance whole school and faculty improvement and further developed learner pathways, including the Level 6 West Lothian Enterprise and Employability award and Work Placements. We are continuing the development work experience opportunities that are relevant to future career pathways (in line with DYW).</p> <p>The school has further embedded our Career Champions. Staff representing all faculty areas are available to give students advice on appropriate course choices and career pathways relating to their own subject areas.</p> <p>The school has introduced a BGE (S1) Developing the Young Workforce course preparing students with the skills for work, learning and life early in their secondary curriculum.</p> <p>A Developing the Young Workforce day with our partners has been implemented, building student knowledge and experiences of skills for work, learning and life. We have further developed and sustained our mock interviews as part of this process.</p> <p>Students have been coursed for success and increased interventions to support young people in undertaking wider achievement and further accreditation.</p> <p>The school now has increased curriculum pathways, including vocational, skills for work courses and NPAs. We have continued to develop partnership work with local business, industry, enterprise and West Lothian College.</p> <p>We have implemented an Employability Hub, providing targeted support and opportunities for young people. We are working with partner agencies, providing bespoke timetables, work placements and skills for life learning and work support.</p> <p>We have continued to increase our partnerships, providing earlier and more focussed intervention for young people, increasing positive destinations and readiness for work.</p> <p>St Kentigern's is continuing to develop more leadership opportunities in all year groups to build leadership capacity in students (wider achievement awards, Saltire, volunteering, student voice).</p> <p>Evidence indicates the impact is:</p> <ul style="list-style-type: none"> Increasing numbers of students achieved a Positive Destination when leaving school. This is due to strong partnerships and flexible curriculum pathways. Young people are increasingly able to demonstrate a range of skills for life, learning and work.
--	--

	<ul style="list-style-type: none"> • The school's School Leaver Destination Rate figures show 96% of school leavers achieving a positive destination against the Council average of 94%. • Enhanced data intelligence and earlier intervention for students, increasing readiness for the future have contributed to our enhanced figures. • We have ensured wider student achievement, including further accreditation and enhanced SCQF pathways in the Senior Phase. <p>Our priorities for next session will be:</p> <ul style="list-style-type: none"> • To engage with the new DYW targets 2019/2020. • To further enable the DYW PTC in developing the Work Placement provision to meet the CES, supported by regular Hub meetings led by the Transition to Work Co-ordinator. More young people engaging in Work Placement and achieving the WL Employability Award. • To ensure the Employability Hub is fully staffed and resourced with a strategic focus on improving opportunities, flexible pathways, skills, achievement and attainment. Wider Achievement PTC to have an overview of wider curricular provision including SCQF, NPAs, FA, etc. Build further partnerships through provisions such as, The Larder, Oatridge College and RUTS. • To continue the partnership with Love Learning to support young people at risk with a particular focus on care experienced young people and Christmas leavers, to ensure optimum attainment and achievement for all. • To further develop opportunities for all young people, including all S5/S6 students being trained in Emergency Aid, Level 6. • To ensure all Faculties review progression pathways for continuity of experience, progression in learning, and achievement, whilst promoting gender equality. • To build a STEM strategy that meets the needs of young people and enhance their skills for future employment and new opportunities.
--	--

Our Wider Achievements this year have included:

- The schools developments in encouraging women into technology were celebrated in a two page article in the Scotland on Sunday Newspaper.
- Our charitable work, collecting for; SCIAF, Mary's Meals, My Name is Doddie Appeal Foundation, Marie Curie, British Heart Foundation, Teenage Cancer Trust, West Lothian Foodbank and Operation Gambia
- 50 staff trained as Mental Health First Aiders
- An S2 student won the S1 - S3 category at the Scottish Education Awards Art Competition
- The girl's Gymnastics Team took 1st place at the recent West Lothian Gymfest
- A teacher in her probation year was awarded GTC Probationer of the Year
- The S2 Girls Team won the National Data Science competition including a £1,500 prize.
- A student won the West Lothian Courier Local Hero Award
- The Cheerleaders qualified and performed very well at the National Cheerleading Finals in Perth.
- A student was awarded the Stellar Award for Best Attainment in S4
- A student was elected as a Member of the Scottish Youth Parliament.
- A student was one of ten winners of the "Letters to the Scottish Parliament" competition. Her letter now features in the "Scottish Parliament at 20" book of essays.
- A student has represented the school as a tenor with the National Youth Choir of Scotland. He has sang in both New York and Paris this year as part of this achievement.
- A very successful Spring Concert was held with over one hundred students taking part.
- A Student became the Scottish Champion at the National Gymnastics competition
- Our S6 Leavers' Mass which was attended by over 60 parents and family members in addition to the students.
- Our Feast Day Mass which was celebrated by the Archbishop, and our Feast Day Celebration.
- The Mental Health Awareness Week was hugely successful
- Nurture group coffee mornings were well supported and gave Nurture students confidence in their skills development.
- Senior Students visited the Scottish Parliament and took part in a Q&A session with Neil Findlay and Fiona Hyslop. MSPs
- The Daffodil Tea which was part of the assessment for the Hospitality SFW course was very successful as well as raising funds for the local community.
- Numerous students completed their John Muir Awards.
- The Volts, one of the many bands in the school, performed at the Howden Park Theatre.
- The Drama Club wrote and performed a play about the suffragettes to an invited audience of students, politicians and the media at the Howden Park Theatre as part of the West Lothian commemoration to the Centenary of Woman's Suffrage.
- The Drama Club also performed two shows, Antigone and Just, at the Regal Theatre in Bathgate as part of the Eastern Divisional Youth Final of the SCDA Festival of One Act Plays.
- Seven students played and learnt from world famous violinist, Nicola Benedetti at her "Play and Perform" day.
- Our S3 students made a short film: 'Survival Guide to St Kentigern's Academy' in partnership with West Lothian College which was successfully used for the P7 transition.
- 43 students achieved their Caritas Award (second highest number in a Scottish school)
- A colleague presented at a National Conference on our sector leading work on getting girls into Computing.
- School trips including a cultural exchange trip to Germany, a ski trip to Italy, a trip to Peru to help build a school, a merit reward trip to Alton Towers.

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. This has been confirmed by both an Authority and an HMIe supported VSE.

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

How good is our leadership and approach to improvement?	1.3 Leadership of Change	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)