



West Lothian
Council

St Kentigern's Academy



School Improvement Plan 2017 - 2018

School Engagement with the National Improvement Framework



Factors Influencing the Improvement Plan

School factors

- Self-Evaluation evidence session 2016-2017
- 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 Shining the Light of Christ
- Extended Leadership Team Consultation
- Analysis of CLPL needs
- Consistency in learning and teaching, implementing recommendations of Improving Scottish Education
- Scottish Attainment Challenge

Local authority factors

- Moving Forward in Learning – Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion;
- Raising attainment, including closing the gap
- Delivering Better Outcomes
- Single Outcome agreement
- Corporate Plan
- Integrated Children's Services Plan (Life Stages)
- Education Services Management Plan
- West Lothian Parental Engagement Framework
- Curriculum for Excellence Implementation Guidance
- Raising attainment, including for those at risk of missing out

National factors

- 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
- Developing Scotland's Young Workforce
- Building the Ambition
- National Qualifications
- Standardised Assessments
- Child Protection Issues / Guidance
- National Legislation: Children and Young People (Scotland) Act 2014
- General Teaching Council for Scotland revised standards and professional update
- Single Outcome agreement
- Curriculum for Excellence
- National Qualifications
- Scottish Attainment Challenge
- Shining the Light of Christ in the Catholic School, Scottish Catholic Education Service, 2009
- 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

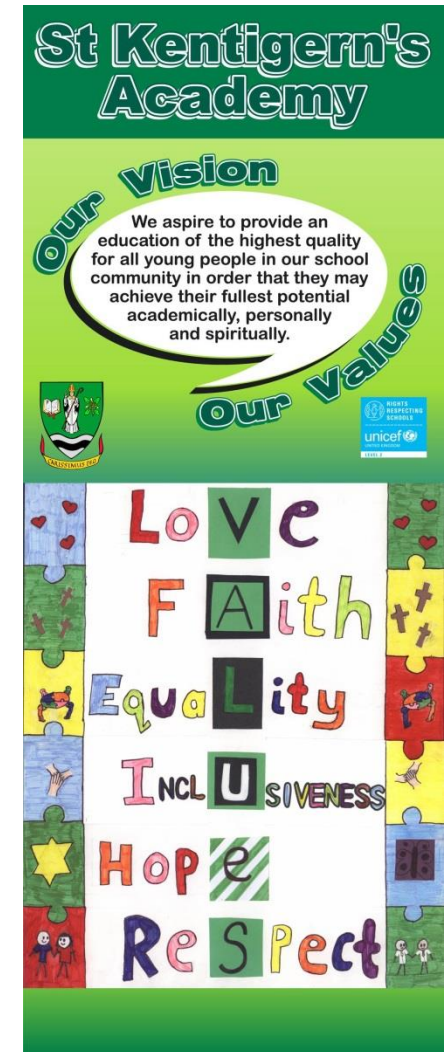
Mission Statement:

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 School Improvement Plan			Ensuring Excellence and Equity			
Desired outcomes linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	HGIOS4 QIs	Proposed Actions	By Whom	By When	Evidence <i>(include performance data, quality indicators and stakeholders' views)</i>
Raising attainment for all: * The school has a more strategic approach to school improvement through developing leadership capacity of all staff	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	1.1 Self Evaluation for Self-Improvement	Continue to increase engagement of all staff with HGIOS 4 and revise Quality Improvement practices including increasing the whole school use of 'Validated Self Evaluation'.	TW	June 2018	<ul style="list-style-type: none"> • QI Calendar • Faculty Folders containing evidence of Impact • Stakeholder self-evaluation statements • CLPL – records of impact • VSE Reports
		1.2 Leadership of Learning	Increase leadership opportunities offered to staff (see PEF)	TW	June 2018	<ul style="list-style-type: none"> • Evidence of Leadership at all levels (all staff engage with Interventions for Equity) and implement appropriate interventions to meet needs of all)
			Build capacity in Literacy and Numeracy through CLPL and developing approaches to raising attainment in Literacy and Numeracy (Lit/Num/HWB Steering)	AMcI/ TW	May 2018	<ul style="list-style-type: none"> • Evidence of strategic approach to developing and embedding Literacy/Numeracy/HWB across Learning (including FIP's) • Steering Groups (L/N/HWB) - minutes
			Continue to develop use of attainment data and diagnostic assessment to identify need and put in place appropriate & timely interventions to support all young people.	SQ/ CK	Dec. 2017	<ul style="list-style-type: none"> • Tracking Policy-Practice • Minutes of meetings with parents/students re next steps to improve performance • Monthly Tracking Data – evidence of impact • Evidence of classroom interventions – teacher records (Tracking Data) • Study Support – data - uptake
* Systems are in place to ensure that attainment data is shared effectively with students and parents.						

* All partners contribute to the planning and self-evaluation processes within the school		2.7 Partnerships (Develop & Promote)	Within the whole school planning process, review, evaluate and develop existing partnerships to ensure that partners contribution is widely understood, recognised and valued	CK/ Dev Post/ SQ	Dec. 2017	<ul style="list-style-type: none"> Family Learning Festival – Developments – next steps Evaluation of online learning resource use within the community (e.g. uptake of Rigor Maths) Evidence of engaging partners in planning and self-evaluation
			Work with parents to develop capacity to support learning at home. Review and develop homework policy in BGE.	SQ/CK /SAC Team	June 2018	<ul style="list-style-type: none"> Show My Homework – monitor parental involvement records – impact on Homework returns/quality Parent Workshops – attendance – feedback - resources
* Learning pathways in the Broad General Education provide a smooth transition into courses leading to qualifications in the senior phase.		2.2 Curriculum (Development of the Curriculum)	Develop BGE to ensure enhanced opportunities for specialisation and depth in S3 – which will better prepare young people for the transition to NQs in S4.	ELT/ All Staff	June 2018	<ul style="list-style-type: none"> Reviewed ‘Current 2 from’ Curriculum Model indicates improved opportunities for specialisation , choice & depth in learning Evidence of Consultation with stakeholders regarding curricular improvement
			Continue to develop validity of assessment and reporting in the BGE, providing opportunities for colleagues to engage in moderating using Benchmarks.	ELT/ All Staff	June 2018	<ul style="list-style-type: none"> Engagement in Hub Moderation Feedback from Hub colleagues regarding quality of moderation. Evidence of greater accuracy and consistency in assessment judgements
* Learning pathways in the Senior Phase provide a smooth transition into courses leading to qualifications		2.3 Learning, Teaching & Assessment (Learning & Engagement, Effective use of Assessment,	Review, Evaluate and Develop Learning Pathways in Senior Phase ensuring that student coursing is appropriate to meet the needs of all	ELT/ All Staff	June 2018	<ul style="list-style-type: none"> Comparison of pathways (Before & After review) Student uptake data SQA Attainment data

* Improved quality and consistency in standards of learning and teaching		Planning, Tracking & Monitoring.	Review learning and teaching approaches including pace, challenge, higher order thinking skills, differentiation and all aspects of AiFl to ensure a more consistent approach to learning and teaching assessment process across the school.	TW/SQ	June 2018	<ul style="list-style-type: none"> Evidence from staff regarding engagement in self-evaluation Records of lesson observations Evidence of positive staff engagement in CLPL Evidence of a culture of critical reflection and professional enquiry (ethos survey)
			Evaluate and develop practice in assessment and cooperative learning.	TW/SQ	June 2018	<ul style="list-style-type: none"> Evidence/data emerging from lesson observations Evidence of collaborative approaches to develop confidence and capacity (groups of three)
		2.2 Curriculum (Rationale and design, Development of the Curriculum)	Introduce Learning Planning Groups (3 Colleagues): to plan, deliver, evaluate and develop high quality teaching & learning (using cooperative learning)	SQ/ Glas. Uni.	June 2018	<ul style="list-style-type: none"> Feedback from planning groups Evidence of impact on classroom practice gathered through lesson observations
			Track young people's achievements more widely across all the contexts of their learning by exploring opportunities to embed and recognise Wider Achievement awards within BGE courses	CK	June 2018	<ul style="list-style-type: none"> Developed system which enables gathering of data on WA Evidence of increased opportunities for young people to gain WA accreditation
		Develop the application of skills for life, learning and work through the U-choose elective and skills framework and track progress within the schools TMR system	LQ	June 2018	<ul style="list-style-type: none"> Records of self & peers assessment in each course Curricular pathways – curricular outlines 	

Desired outcomes linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	HGIOS4 QIs	Proposed Actions	By Whom	By When	Evidence <i>(include performance data, quality indicators and stakeholders' views)</i>
Improvement in Literacy for all: * Young people's confidence and competency in developing and applying literacy skills is improved as a result of a literacy rich environment across the school.	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	1.3 Leadership of Change Shared Vision, Values & Aims, Strategic Planning for Continuous Improvement.	Continue to develop & sustain initiatives implemented by SAC Team. Key to this will be partnership work with the Roberts Owen Institute, Glasgow University.	SQ/ SAC Team/ All staff	June 2018	<ul style="list-style-type: none"> Emerging Practice – evidence of colleagues taking ownership/leadership & working collaboratively in SAC initiatives Improvements in attainment in reading and maths, especially in identified groupings Continued reduction in exclusions Improved positive & sustained destinations
		3.2 Raising Attainment & Achievement (Attainment in Literacy)	Targeted Early Intervention. Mixed ability setting in S1 English. Targeted set comprised of students with low reading age scores.	SS/ Dev Post Holder	June 2018	<ul style="list-style-type: none"> Baseline Data – End Point Data – allows for comparison to be made indicating improvements Records of engagement with parents
		2.7 Partnerships (Impact on Learners)	Engage families through Literacy workshops, Family learning Festival, workshops with Adult Education.	SS/SQ	June 2018	<ul style="list-style-type: none"> Attendance statistics Parental/carer self-evaluation questionnaires

Desired outcomes linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	HGIOS4 QIs	Proposed Actions	By Whom	By When	Evidence <i>(include performance data, quality indicators and stakeholders' views)</i>
Improvement in Numeracy for all: * Young people's confidence and competency in developing and applying numeracy skills is improved as a result of a numeracy rich environment across the school.	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	1.3 Leadership of Change Shared Vision, Values, and Aims , Strategic Planning for Continuous Improvement 3.2 Raising Attainment & Achievement (Attainment in Numeracy) 2.7 Partnerships (Collaborative Learning & Improvement)	With a focus on STEM Subjects develop numeracy across learning and build in consistency of approach in key areas.	AMcI/-CMcG/TW	June 2018	<ul style="list-style-type: none"> Evidence of strategic approach within Policy/Practice statements Classroom Observations
			Provide further training to enhance numeracy/maths teaching approaches e.g. Maths Recovery, Number Talks, SEAL, targeted intervention and use of active maths	AMcI /TW/ Dev. Post Holder	June 2018	<ul style="list-style-type: none"> Records of engagement of Colleagues in CLPL Evidence of sharing knowledge/practice with colleagues Evidence of impact on student learning Classroom Observations – focus on use of new methodologies Attainment Data / Student evaluation
			Introduce Rigor Maths within the school and cluster	AMcI/ Dev Post Holder	June 2018	<ul style="list-style-type: none"> Evidence of impact on student learning/attainment in Numeracy / Mathematics
			Engage families through numeracy workshops, family festivals etc.	AMcI/SQ	June 2018	<ul style="list-style-type: none"> Attendance data Self-Evaluative questionnaire Feedback
			Work with Cluster colleagues to enhance transitions through improved curriculum continuity. Evaluate and enhance use of data to ensure that pace and challenge are maintained/enhanced in transition from P7 to S1	Cluster HT's / SG	Sept 2017 – May 2018	<ul style="list-style-type: none"> Baseline data (referrals, FDW, exclusions etc.) evidence of impact from end of year data e.g. improved attendance reduction in the number of exclusions Tracking & Monitoring Data (RAG) comparison over time Evidence of improving approaches to ensure smooth curricular transition

Desired outcomes linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	HGIOS4 QIs	Proposed Actions	By Whom	By When	<ul style="list-style-type: none"> • Evidence • <i>(include performance data, quality indicators and stakeholders' views)</i>
<p>Improvement in all children and young people's wellbeing:</p> <p>* Young people are fully supported as a result of a strategic overview within student support which ensures careful and appropriate allocation of resources.</p> <p>* The Nurture Principles will underpin the learning, teaching and wider life of the school.</p>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	<p>1.2 Leadership of Learning (Children and Young People Leading Learning)</p>	<p>Review and develop student support systems to provide more focussed support for all students (additional PTC Support role).</p>	<p>AS/SG / PTC's Support</p>	<p>Sept 2017 – May 2018</p>	<ul style="list-style-type: none"> • Evidence of developed support strategies with S5-6 • Tracking and monitoring data • Attainment data • SLDR data
			<p>Continue to develop the school's strategic approach to wellbeing through a 'Nurturing School' approach by establishing a Nurture Steering Group.</p>	<p>SG/CS</p>	<p>Sept 2017 – May 2018</p>	<ul style="list-style-type: none"> • Steering group established • Data emerging from toolkit (Baseline – End point) • Classroom observations focusing on Nurture Principles in practice • Nurture Steering group established
			<p>Introduce Mentors in Violence Prevention initiative. Colleagues to work in partnership with Pilot Schools to introduce this peer mentoring approach to developing a safe respectful school community</p>	<p>Dev Post Holder</p>	<p>Sept 2017 – May 2018</p>	<ul style="list-style-type: none"> • Provide training (4 Staff for 2 days). • Reduction in exclusion figures • Attainment data /Referrals / Attendance • Increased Engagement in life of school • Evidence from student self-evaluative questionnaires • Evidence of student leadership (Student voice)

Desired outcomes linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	NIF driver mapping <i>(check as appropriate)</i>	HGIOS4 QIs	Proposed Actions	By Whom	By When	Evidence <i>(include performance data, quality indicators and stakeholders' views)</i>
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>* 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>	<input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> School Leadership <input checked="" type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assess. of Children's Progress <input checked="" type="checkbox"/> Performance Information	<p>3.3 Increasing Creativity and Employability (Increasing Employability Skills)</p>	<p>Continue to work with all departments to develop skills for work and embed in curriculum through Career Champions, and partnership with SDS to develop.</p>	<p>SQ – Dev Post Hold</p>	<p>June 2018</p>	<ul style="list-style-type: none"> • Policy-Practice in relation to Career Champions has been implemented • Evidence that Partnerships, Flexible Curriculum pathways have increased the numbers of students achieving positive destinations
		<p>2.2 Curriculum (Learning Pathways, Skills for Learning Life and work)</p>	<p>Develop partnership work with local business, industry, enterprise and college – through approaches such as 'learning through work week' in BGE and more innovative approaches to careers education evening in Senior Phase</p> <p>Explore & develop parental links in these areas including inviting mentors to present.</p>	<p>LG / KK / Dev Post Hold</p>	<p>June 2018</p>	<ul style="list-style-type: none"> • Delivered Learning Through Work Week (Increased number of partnerships with local employers, WLC, Agencies) • Stakeholders views indicate positive attitudes to partnership working • Directory of parent contacts (Local Business) • Involvement of partners in school
		<p>Develop more leadership opportunities in all year groups to build leadership capacity in students (wider achievement awards, Saltire, volunteering, student voice).</p>	<p>ELT</p>	<p>June 2018</p>	<ul style="list-style-type: none"> • Numbers of students achieving Saltire Awards • Prospectus of volunteering opportunities (within and out-with school) 	
		<p>Develop work experience opportunities which are relevant to future career pathways (in line with DYW).</p>	<p>TW / Dev. Post Holder</p>	<p>June 2018</p>	<ul style="list-style-type: none"> • Increasing numbers of students achieve Positive Destinations when leaving school • Improved attendance and reduction in the number of exclusions 	
		<p>Develop flexible curriculum pathways to meet needs and interests of all.</p>	<p>ELT / Dev. Post Holder</p>	<p>June 2018</p>	<ul style="list-style-type: none"> • Curricular Review has been undertaken and evidence of flexible curricular pathways is available 	

			<p>Develop a more systematic way of recording and sharing wider achievements. Develop a strategic overview of achievement.</p> <p>Develop whole school approach to celebrating achievement (review commendations – short life working group).</p>	SQ/ CK/ JC	Oct. 2017	<ul style="list-style-type: none"> Revised Student Commendation Procedures in place

Additionality: Pupil Equity Funding Plan:
Closing the attainment gap between the most and least advantaged children

PART 1: Contextual Data Analysis & Rationale

a) Background

The school considers consultation and involvement with all stakeholders essential to maximise the impact of our plans for our use of the Pupil Equity Fund

i. Parent Council / Wider Parent Body Consultation

The Parent Council was engaged with at their meetings in the final term of 2016 – 2017. This included introducing the Pupil Equity Fund, explaining the schools current position and then carrying out exercises to identify where they felt the monies could be best used to impact positively upon our community. School events with parents in attendance in term 3 were also used to gather further information from the wider parent body and all of this data was used to inform and shape the school PEF plan.

ii. Student Council Consultations

The Student Councils for session 2016 – 2017 were consulted on the Pupil Equity Fund and suggestions were gathered at their meetings regarding our use of the funds to create opportunities to help close the poverty related attainment gap. Many of the ideas suggested by students have been incorporated into the plan and the Student Council are very supportive of a number of the targeted initiatives.

iii. Staff Consultation

Staff were consulted both via a staff meeting, Faculty / Department meetings and an open door invitation via the weekly staff bulletin to contribute ideas for the plan. These opportunities were taken up by staff, including the formation of an Equity and Excellence steering group, and, like the other key stakeholder groups, many of the proposals have been incorporated into our final plan.

b) 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 2016 comprises of 1209 students and the school's free meal entitlement (FME) for the session is 19% (up from 9.9% in 2009). Over 1100 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 difficulty accessing after school support as very limited public transport links exist.

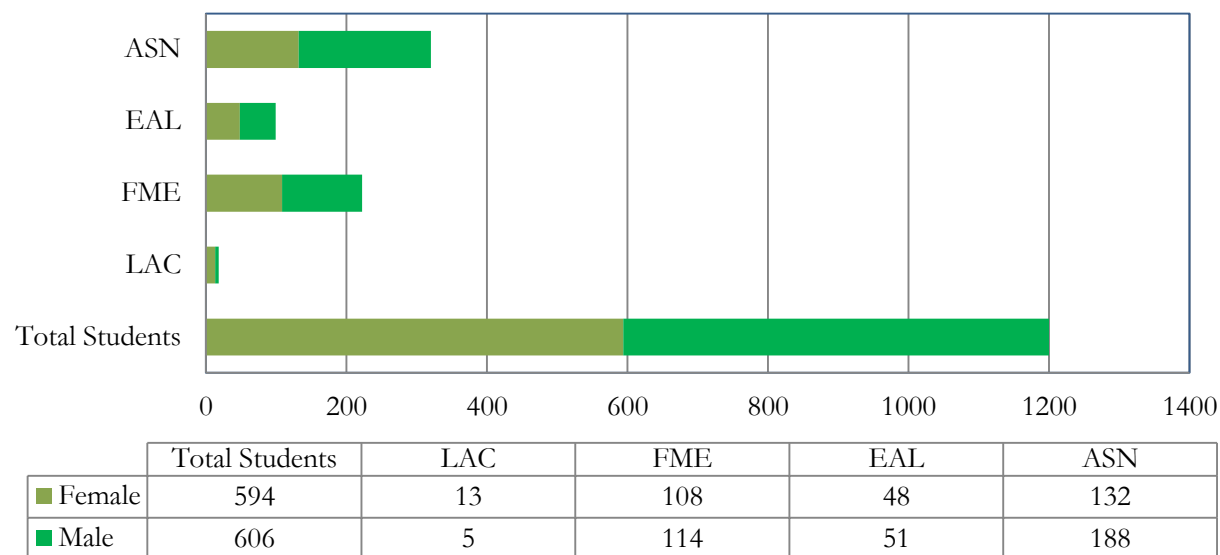
The school has an integrated Autism Support Unit (Multi-Study) and both a Learning and a Nurture Base.

The school has ten associated primary schools, but in session 2016-2017 our S1 is made up of students from twenty three 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 2016-2017 was 220 students and projected intake for 2017-2018 is 240 students.

c) Data
 The area of West Lothian that the school serves is a mix of ex-mining and industrial towns. The school is ranked third most deprived out of the eleven secondary schools in terms of SIMD in West Lothian (SIMD Index of 2793.6 against a West Lothian average of 3497.5 – using SIMD 2016 data). 22.5% of the school population is in decile one and two (270 students) with another 18.88% of our students in decile 3 (226 students). 8.02% of our students live in decile 9 or 10 (96 students). In the school two thirds 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 2015 – 2016 our community make up was:



In session 2015 – 2016 the GIRFEC profile of learners was:

GIRFEC Levels (% of students)				
	Level 1	Level 2	Level 3	Level 4
	Core – Needs are met within the classroom by teacher	Targeted – A higher level of support possibly in consultation with agencies out with education	Enhanced - The child's additional support needs requires input from two or more support service and/or different agencies	Intensive - Referral to SORG who will allocate alternative provision
First Year	82%	13%	4%	1%
Second Year	83%	12%	4%	1%

Third Year	92%	6.5%	1%	0.5%
Fourth Year	85%	6%	7%	2%
Fifth Year	92%	5%	2.5%	0.5%
Sixth Year	97.5%	1.5%	1%	0.0%

Leavers and Destinations

A significant number of students leave school at the earliest opportunity. This is reflected in the % school leaver figures for the past 9 years shown below. (% of S4 role, 2016 figures still draft) and is something the school in partnership with SDS and other Secondary Schools in the area are currently addressing in a number of ways.

	2008	2009	2010	2011	2012	2013	2014	2015	2016
S5	77	85	84	88	86	91	80	89	94
S6	61	62	64	65	66	75	69	60	56

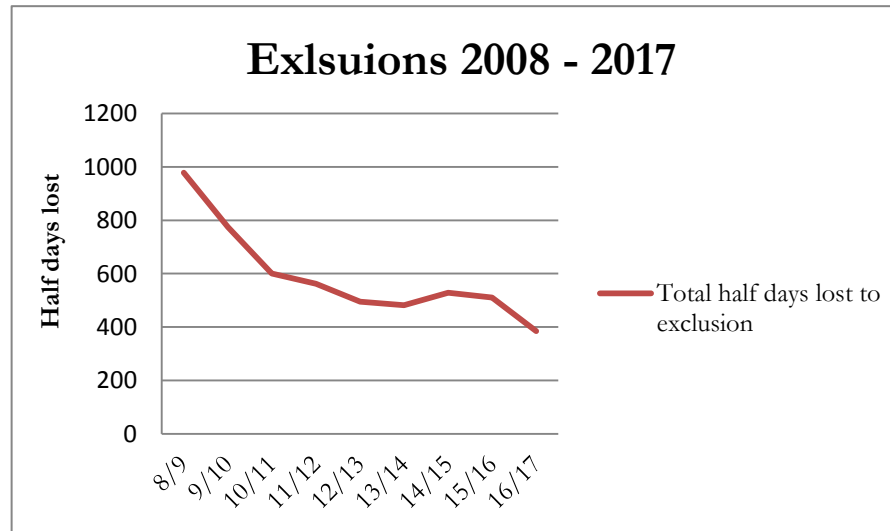
However the school achieves good positive destination figures, in line with both West Lothian and Virtual Comparator averages (%):

Year	School (%)	West Lothian Council (%)	Virtual Comparator (%)
<i>2009/2010</i>	85	84	<i>n/a</i>
<i>2010/2011</i>	85	89	<i>n/a</i>
<i>2011/2012</i>	92	91	<i>n/a</i>
<i>2012/2013</i>	91	92	<i>n/a</i>
<i>2013/2014</i>	94	93	92
<i>2014/2015</i>	91	93	92
<i>2015/2016</i>	93	93	93

Exclusions

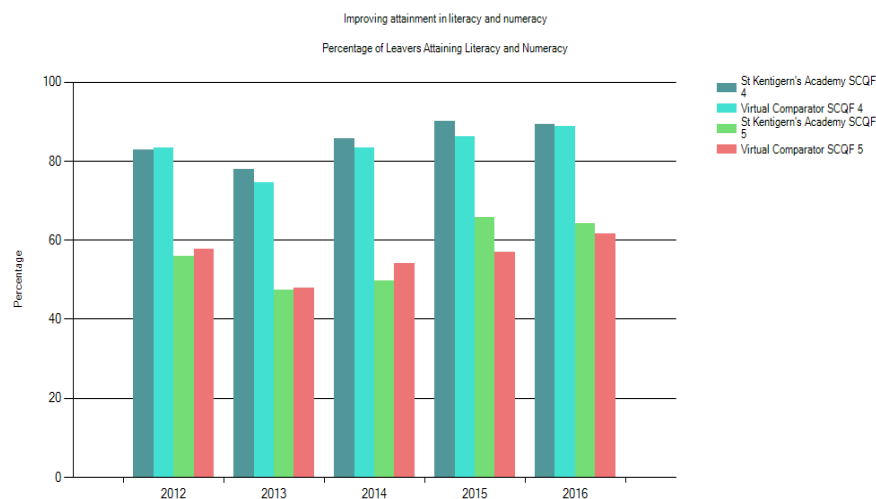
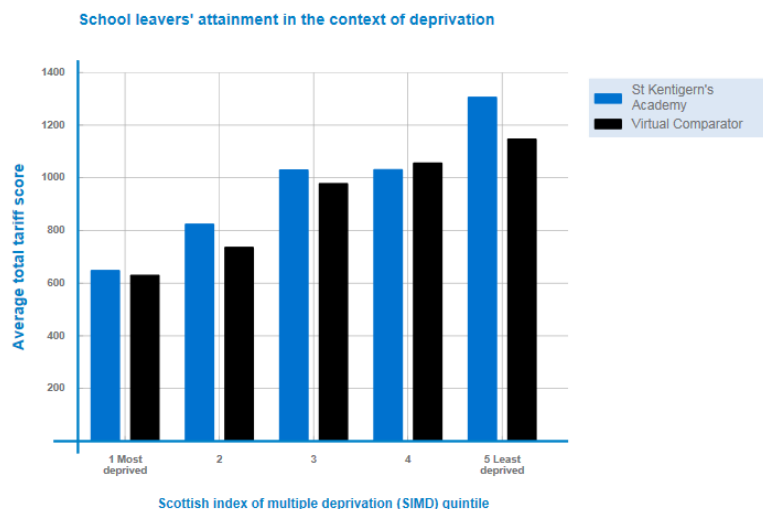
In recent years the school has made significant progress in reducing days lost to exclusion with the 2016/17 figure at 39% of the 2009 figure in a timeframe where the % of students accessing free school meals has more than doubled:

Exclusion Analysis - Half days lost									
	Year	Year	Year	Year	Year	Year	Year	Year	Year
	16/17	15/16	14/15	13/14	12/13	11/12	10/11	09/10	08/09
Total half days lost to exclusion	385	510	528	482	495	562	601	775	979



Attainment

Whilst the school performs well against our virtual comparator in terms of attainment performance in the context of deprivation (as shown below for 2016) there is still a substantial gap in the average total tariff points (600 points between students in Decile 1/2 and Deciles 9/10 at their point of leaving). The school also continues to achieve above our Virtual Comparator in students achieving Level 4 / Level 5 Literacy and Numeracy (as below in graph 2) but again there is a substantial difference in achievement between students in deciles 1/2 and in deciles 9/10.



Attendance

Since 2008, attendance has remained above 90%, as shown below. The DHT Student Support and the Pastoral Care team have reviewed their practice in this area. And this has started to have an impact on attendance as we strive to reduce the number of non-authorized absences which are marginally higher than the West Lothian and Scottish averages based on the most recent data (2014 – 2015)

Year	2016 - 17	2015 - 16	2014 - 15	2013 - 14	2012 - 13	2011 - 12	2010 - 11	2009 - 10	2008 - 09
Average Attendance	90.91%	90.82%	91.43%	93.45%	91.99%	92.80%	91.22%	91.28%	90.81%

Percentage of secondary unauthorised absences for 2014/15

Organisation	S1	S2	S3	S4	S5	S1 - 5
West Lothian	1.41%	1.99%	2.88%	4.33%	3.51%	2.81%

Organisation	S1	S2	S3	S4	S5	S1 - 5
St Kentigern's Academy	1.75%	2.96%	4.62%	5.18%	5.08%	3.88%
Scotland	1.64%	2.26%	3.09%	3.79%	3.25%	2.81%

d) What is our 'gap' and who are our target groups and their barriers to learning?

It is our belief that the opportunities provided via the Pupil Equity Fund would allow us to address a number of the inequalities many of our students face, helping them in achieving equity in educational outcomes, thereby ensuring every student has the same opportunity to succeed.

St Kentigern's Academy expects to add value in the attainment of all our students as a result of the PEF Fund but are planning to have the largest impact on our most deprived students, thereby starting to address the poverty related attainment gap.

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

Indicator	Session 2012– 2013	Session 2013 – 2014	Session 2014 – 2015	Session 2016-2017
% of leavers achieving SCQF level 3 or above in literacy	99.13%	97.51%	98.65%	tbc
Most deprived 30 % SCQF level 3 or above in literacy	98.97%	97.53%	96.00%	tbc

Indicator	Session 2012– 2013	Session 2013 – 2014	Session 2014 – 2015	Session 2016-2017
% of leavers achieving SCQF level 4 or above in literacy	93.04%	94.03%	95.50%	tbc
Most deprived 30 % achieving SCQF level 4 or above in literacy	91.75%	92.59%	90.67%	tbc

Indicator	Session 2012– 2013	Session 2013 – 2014	Session 2014 – 2015	Session 2016 – 2017
% of leavers achieving SCQF level 5 or above in literacy	56.96%	65.67%	74.23%	tbc
Most deprived 30 % achieving SCQF level 5 or above in literacy	45.36%	58.02%	61.33%	tbc

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

Indicator	Session 2012– 2013	Session 2013 – 2014	Session 2014 – 2015	Session 2016 – 2017
% of leavers achieving SCQF level 3 or above in numeracy	99.13%	99.00%	97.30 %	tbc
Most deprived 30 % SCQF level 3 or above in numeracy	100.00%	98.77%	93.33%	tbc

Indicator	Session 2012– 2013	Session 2013 – 2014	Session 2014 – 2015	Session 2016 – 2017
% of leavers achieving SCQF level 4 or above in numeracy	78.26%	87.06%	91.89%	tbc
Most deprived 30 % achieving SCQF level 4 or above in numeracy	71.13%	80.25%	84.00%	Tbc

Indicator	Session 2012– 2013	Session 2013 – 2014	Session 2014 – 2015	Session 2016 – 2017
% of leavers achieving SCQF level 5 or above in numeracy	51.30%	55.22%	70.27%	tbc
Most deprived 30 % achieving SCQF level 5 or above in numeracy	40.21%	44.44%	53.33%	tbc

Summary/overview of proposal & non-negotiable outcomes

Rationale

In session 2016 – 2017 in St Kentigern's Academy received Scottish Attainment Challenge funding to carry out a series of actions which were targeted at closing the attainment gap between SIMD 1, 2 and SIMD 9, 10. In planning and delivering the Scottish Attainment Challenge initiative there has been improved professional dialogue in the school regarding how best to raise the attainment and achievement of SMID 1 & 2 students. This has led to the development of an enhanced BGE tracking and monitoring system which provides improved statistical information on CAT, P7 CEM scores, SIMD deciles, S2 SOCSA, lowest 20%, highest 20%, end of BGE targets and CfE levels This allows staff to better target SIMD 1 and 2 students and to support their development in numeracy, literacy and HWB in the Senior Phase There are regular tracking and moderation cycles to support next steps in student learning. Discussions amongst staff regarding enhancing their teaching skills have resulted in a number good quality CLPL sessions which has improved learning and teaching in literacy and numeracy. Student self-confidence has been enhanced by Growth Mindset sessions and through HWB baseline questionnaire assessments results we are providing improved PSD sessions. Those students who needed additional support regarding self-confidence are supported by Nurture Base staff. We have held family learning events which have been positively received by parents and we will build on by offering more learning opportunities in the community

It is intended in session 2017 – 2018 to continue these activities funded by SAC and to supplement them to impact on our wider school community as outlined below by additional funding provided by the Pupil Equity Fund. These interventions will, in summary, provide:

Outcomes for Learners and Staff:

- Enhanced transferrable skills in Literacy and Numeracy, contributing to improved performance in all subject areas.
- Increased percentages of young people achieving level 3 and 4 in Literacy and Numeracy by the end of S3.
- Increased numbers of young people achieving, as a minimum, Level 5 in Literacy and Numeracy by the end of S4.
- Increased numbers of young people achieving in National Exams and Skills for Work courses.
- Increasing numbers of young people demonstrating achievement in wider aspects of school life.
- More effective aspiring Middle and Senior Leaders with an enhanced skillset.
- More effective partnership between students, parents/carers and St Kent's.

Data Required

- Insight data including breadth and depth measures
- SLDR data
- Participation data for wider achievement
- Attendance and exclusion data
- Views of parents, students and staff

PART 2: Actions & Outcomes

PEF Priority	Proposed Actions & Resources <i>(These should be based around the organisers of Learning & Teaching, Leadership, and Families & Communities. Also consider activities within and beyond the classroom)</i>	What is the expected impact on reducing the gap in your context of your proposed actions? <i>(What story will your data tell by end of next session? By June 2020? You should include any targets linked to data)</i>	How will you measure the impact? <i>(You must be specific here in terms of:</i> <ul style="list-style-type: none"> • <i>new and existing performance data and other quantitative and qualitative information that will be required</i> • <i>plans for how data will be collected and reported)</i>
Literacy	Appointment of an ASN Literacy Teacher FTE (0.44 FTE) to develop contextualised literacy linked to courses which will develop skills for work, learning and life courses. The target group will be SIMD 3 – 10	An increase in the number of SIMD 3-10 students achieving 3 rd & 4 th level by end of S2 & S3 respectively	Data from new national assessment and existing measures (including N4 / N5 Literacy, teachers' professional judgement informed by a range of evidence). Collected through tracking system (4 tracking periods in BGE, monthly tracking in Senior Phase) - including Learning Conversations with targeted students.
Numeracy	Appointment of an ASN Numeracy Teacher FTE (0.44 FTE) to develop contextualised numeracy linked to courses which will develop skills for work, learning and life courses. The target group will be SIMD 3 – 10	An increase in the number of SIMD 3-10 students achieving 3 rd & 4 th level by end S2 & S3 respectively	Data from new national assessment and existing measures (including N4 Numeracy, teachers' professional judgement informed by a range of evidence). Collected through tracking system (4 tracking periods in BGE, monthly tracking in Senior Phase) - including Learning Conversations with targeted students.
Health and Wellbeing	Appointment of Youth Services Learning Mentor FTE (0.66) to plan and deliver activities to address the social and emotional barriers which prevent students who were highlighted in the school's Well Being Indicators questionnaire from entering positive destinations	Students: <ul style="list-style-type: none"> • staying on at school post S4 increased • reduction in exclusions • improved attendance • increase in wider achievement awards • increased engagement in school life 	Measures: <ul style="list-style-type: none"> • Seemis data for exclusions, attendance, merits/demerits • results of student Health and Wellbeing Self Evaluation questionnaires. • specific feedback from Youth Services Learning Mentor on targeted individuals

		<ul style="list-style-type: none"> • increase in number of merits awarded • reduction in demerits in the school system). • increase in parental engagement 	<ul style="list-style-type: none"> • Increased levels of parental engagement and results from parental feedback.
Across Learning	<p>Posts</p> <ol style="list-style-type: none"> 1. Developing the Young Workforce Teacher (equivalent PTC (difference between and PTC salary costs)) 2. Student Support Teacher (equivalent PTC (difference between and PTC salary costs)) 3. PEF Coordination Teacher (0.22 FTE) 4. PSW – Raising Attainment (1 FTE) <p>Additional info</p> <ol style="list-style-type: none"> 1. Internal appointments on a fixed term post until 31st March 2018. The first post holder would work to develop skills for work courses and skills for life courses targeted at those students who were highlighted in the school's Well Being indicators as being disengaged or disadvantaged. 2. The second post holder would support the work of the Student Support Department in ensuring that all students feel supported and that the school has capacity to further develop its approaches to personalised support for all learners. This would include developing the capacity to ensure that all young people have a trusted adult who knows them well, has an overview of their progress in learning and who they are able to turn to if necessary. 3. PEF Coordination Teacher (0.22 FTE). This member of staff will have responsibility for the coordination of PEF activities (2017-18). This will include liaising with ELT, SLT & SAC team and monitoring and reporting on progress made with the PEF. 	<p>Improved outcomes for students in the following areas:</p> <ul style="list-style-type: none"> • increased numbers of students participating in Skills for Work Courses • Greater range of flexible pathways to meet needs/aspirations of all • Enhanced partnerships with a range of stakeholders supporting young people in their transition to work • Increase in performance in National exams • Engagement in family learning • More focused interventions for targeted students • Tightly coordinated approach to PEF and its relationship with other activities within the school. 	<ul style="list-style-type: none"> • Records of professional dialogue • Seemis data relating to numbers of students participating in Skills for Work / Vocational courses (where appropriate) • Sustained and Improving SLDR data • More appropriate targeted interventions using the available data to support students at risk of not achieving • Evidence of partnership working (including involvement of partners in planning, delivering and evaluating initiatives) • Increase in SCQF results over timeframe • Increased Leadership capacity of Middle and Senior leaders to ensure the ongoing success of interventions • Decrease in unapproved absences • Decrease in exclusion rates, especially in SIMD Decile 3 • Increase in positive destinations, especially SIMD Decile 3 attending University.

	<p>4. PSW to support the development of a Nurturing School ethos through working in the nurture base and liaising with the youth and family support workers across the school.</p> <p>Central PEF Posts:</p> <p>Numeracy, Literacy and Health & Wellbeing PEF Leads have been established to provide strategic advice, support and CLPL to schools.</p> <p>PEF Manager post has been provided to assist schools in relation to Finance, HR and Procurement.</p>	<p>This team will support schools as follows:</p> <ul style="list-style-type: none"> • Identifying the gap and providing a baseline • Assist with sourcing appropriate staff and resources to fulfil the intervention strategies • Assist with measuring the impact of the strategies • Sharing good practice across the schools to assist with 2018 planning • Provide Professional Learning Opportunities for Literacy, Numeracy and H&WB in order to upskill staff 	<p>HTs will be asked at the end of the financial year to provide feedback in relation to these central posts. This information will be used to determine if these positions have been effective in assisting schools to fulfil their strategies aimed as closing the gap.</p> <p>A decision will be made in March 2017 if these posts should be extended beyond this date.</p> <p>Professional Learning Opportunities will be evaluated and their impact will be measured in schools by staff undertaking the training.</p>
<p>Enhanced Study Support Programme</p>	<p>Study Support provide targeted sessions for targeted students studying for national examinations including extended evening study and targeted holiday provision.</p>	<ul style="list-style-type: none"> • increased numbers of targeted students attending study support classes • Increased numbers of targeted students using online glow resources • Improved attainment of targeted students in national exams 	<ul style="list-style-type: none"> • student/staff self-evaluation of study support • study support registers showing appropriate % increases in attendance • engagement of targeted students with Glow resources • data on national exams highlights impact of study support on targeted students • tracking data by SIMD decile
<p>Funding for Enhanced After school/Lunchtime clubs</p>	<p>0.66 CLD Youth Worker to develop programmes to support learners in a range of settings and increase their</p>	<ul style="list-style-type: none"> • increased numbers of targeted students attending lunch time 	<ul style="list-style-type: none"> • engagement of targeted students with Glow resources

	<p>engagement with learning.</p> <p>Support of after-school / lunchtime clubs to make them accessible to all students</p>	<p>and after school clubs</p> <ul style="list-style-type: none"> • Reduction of barriers preventing students accessing clubs and wider achievement opportunities • reduction in number of exclusions and improved attendance • increased attainment of targeted students in national exams 	<ul style="list-style-type: none"> • registers of attendance at lunchtime/study support by SIMD • profile of students engaging in wider achievement activities • student survey on views about supported study • Analysis of data (link between attendance at study support and tracking status (RAG))
Primary/Secondary MFL Programme	<p>Primary / Secondary MFL programme to support learners in Modern languages in all our associated Primary Schools to ensure equity of language provision across the cluster including developing materials and approaches to learning and teaching.</p>	<ul style="list-style-type: none"> • increased level of engagement and achievement in MFL in future years • improved curricular transition in modern languages • increased number of primary teachers trained in teaching modern languages (10 twilight CLPL sessions) 	<ul style="list-style-type: none"> • improved attainment data in ML at points of transition • production of an enhanced programme of study in MFL • increase in uptake of MFL from students in lower deciles
Outdoor Education Programme (costs include travel)	<p>Outdoor Education Programme</p>	<ul style="list-style-type: none"> • Increased number of targeted students engaging in outdoor education programme • improved confidence in targeted students • reduction in demerits • enhanced engagement of targeted students in learning 	<ul style="list-style-type: none"> • Data to show evidence of the impact of participation in outdoor education on engagement, attainment and achievement (TMR)
Leadership Programme – developing Teacher Leadership	<p>Teacher Leadership programme to develop staff approaches to leading learning to provide equity for all</p>	<ul style="list-style-type: none"> • greater consistency in the quality of learning and teaching in all classrooms • staff confident in discussing how they have improved their practice through engagement in CLPL • enhanced collaboration of staff in sharing and developing 	<ul style="list-style-type: none"> • Increase in staff understanding in removing barriers and addressing needs of targeted students – evidenced through staff self-evaluative questionnaire • Staff more focused in leading learning to ensure equity for all learners

		practice	<ul style="list-style-type: none"> • Development of leadership capacity in school
CLPL – Attendance at targeted conferences addressing inequality	Attendance at CLPL opportunities to develop our understanding of successful approaches to narrowing the poverty related attainment gap.	<ul style="list-style-type: none"> • increased number of staff engaging in targeted conferences/CLPL • evidence of a more consistent understanding among staff of the social and economic barriers to engagement in learning • tasks, activities and resources effectively delivered to ensure appropriate pace, challenge and support for all learners in all classrooms 	<ul style="list-style-type: none"> • Staff feedback to indicate an increase in awareness of current approaches in narrowing the gap – shared with colleagues across the school • Staff evaluation of courses & impact on practice • Attendance at courses shows link with positive impact on outcomes for students and contributes to ‘narrowing the gap’
Cover Costs	Costs to allow staff to attend CLPL opportunities.	<ul style="list-style-type: none"> • All staff have a shared understanding of the strengths and improvement needs of the school 	<ul style="list-style-type: none"> • Staffing records will provide evidence of staff engagement in CLPL • Staff evaluation of courses & impact on practice