

# **St Kentigern's Academy**

## **School Improvement Plan**

**2025-2026**



# Head Teacher's Introduction

## 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 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 students 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.

# Raising Educational Attainment Strategy 2023-2028


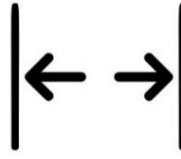


**Outcome 1 – Learning & Curriculum** Ensuring every child and young person experiences varied, vibrant and challenging learning experiences which are built on the provision of high quality and inclusive learning, teaching and assessment. Fundamental to this is the design and implementation of a curriculum that creates the conditions, culture and ethos for all four capacities (successful learners, confident individuals, responsible citizens and effective contributors) to thrive and be equally valued.

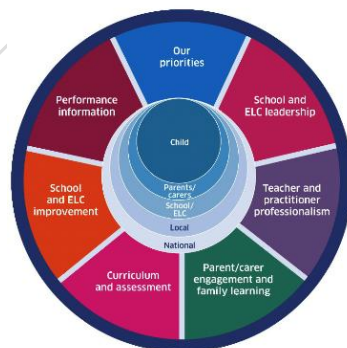
**Outcome 2 – Wellbeing, Inclusion & Attendance** Improving wellbeing, inclusion and attendance for all children and young people, promoting confidence, independent thinking and resilience. Fundamental to this is working with families and partners to support the highest possible levels of engagement and equity for all. Improving health and wellbeing for all children and young people will lead to raised educational attainment and achievement, ensuring that learning promotes confidence, resilience, engagement, independent thinking and positive mindsets which in turn increases personal, social, cultural and economic opportunities.

## West Lothian Raising Educational Attainment Strategy 2023-2028

### National Improvement Framework Priorities 2024

- 1** Placing the human rights and needs of every child and young person at the centre of education  

- 2** Improvement in children and young people's health and wellbeing  

- 3** Closing the attainment gap between the most and least disadvantaged children and young people  

- 4** Improvement in skills and sustained, positive school-leaver destinations for all young people  

- 5** Improvement in achievement, particularly in literacy and numeracy  


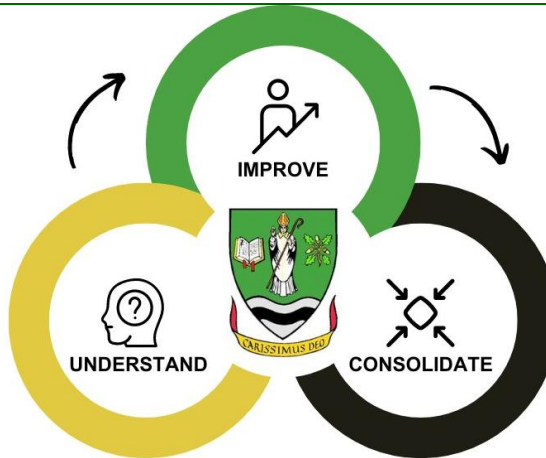


2



## Summary of St Kentigern's Academy Priorities 2025-2026

- Develop a refreshed Vision, Values and Aims
- Ensuring a consistency of high quality learning and teaching in line with the "St Kentigern's Lesson"
- Development of a strategic approach to Universal Support
- Develop an improving culture of CLPL for all staff.
- Ensuring consistency of assessment and moderation across all stages.



- Develop an understanding of the effectiveness of the provision of support for learners with an ASN
- Develop an understanding of our BGE curriculum (with a specific focus on S1 and S2)

- Consolidate our work on pathways from S2 to S6 within the curriculum.
- Consolidate our work on enhancing progress interventions through tracking and monitoring.

# Priorities for Improvement



## Develop a refreshed Vision, Values and Aims

Desired Outcome	Qis	Action	Timeline	Who	Measurement / Evidence	Progress Update
By January 2026, we will have defined a new Vision, Values and Aims for the school through consultation.	1.2 1.3 2.2 2.6 3.1	Consultation with pupils, staff, parents, and parish on current and future school values to gather wide-ranging perspectives.	Aug – Sep 2025	SLT, Pupil Council, Parent Council, VVA Collaborative Group	Survey/focus group results; consultation summary report	
		Identify common themes from consultation and draft a set of core values.	Sep 2025	SLT, VVA Group	Draft values document; staff and pupil feedback	
		Provide staff CLPL on Values by SCES to support shared understanding and reflection.	Sep – Oct 2025	SLT, SCES	Attendance registers; staff evaluations; evidence of impact on discussions	
		Facilitate house group exploration of Saints' charisms, linking them to school values and charity work.	Oct – Nov 2025	House Leaders, Chaplain, SCES	House group records; pupil reflections; alignment with Saints' charisms	
		Support house groups in developing mission statements aligned to the school's developing values, and link with chosen charities.	Oct – Nov 2025	House Leaders, Chaplain	House mission statements; charity partnerships identified	
		Engage pupils with SCES input on House Saints to deepen understanding and faith context.	Nov 2025	SCES, Chaplain, House Leaders	Session evaluations; pupil reflections; evidence of pupil-led contributions	
		Draft and consult on a whole-school Mission Statement built from consultation and house group contributions.	Nov – Dec 2025	SLT, VVA Group	Draft mission statement; consultation feedback from all stakeholders	
		Design refreshed House badges and artwork reflecting Saints' charisms and school values.	Nov – Dec 2025	House Leaders, Art Dept., Pupils	Badge/artwork designs; pupil involvement logs	
		Create new values artwork and visuals for display across the school.	Nov – Dec 2025	Art Dept., Pupils, SLT	Completed artwork; visual displays prepared	
		Consult again with all stakeholders on the draft VVA and associated artwork.	Dec 2025	SLT, VVA Group	Consultation summary; adjustments to wording/artwork	

		Finalise the Mission Statement and Values Design based on consultation feedback.	Dec 2025	SLT	Approved VVA document; shared with community	
		Officially launch the new Vision, Values, and Aims, including unveiling artwork and refreshed House identity.	Jan 2026	SLT, House Leaders, Chaplain, VVA Group	Launch event; communications to parents and parish; evidence of pupil participation	
		Plan House-based charity work for Lent linked to new values and Saints' charisms.	Jan – Feb 2026	House Leaders, Chaplain	Charity plans; pupil involvement records; publicity materials	

## Ensuring a consistency of high-quality learning and teaching in line with the “St Kentigern’s Lesson”

Desired Outcome	Qis	Action	Timeline	Who	Measurement / Evidence	Progress Update
By June 2026, almost all lessons will incorporate key elements of the “St Kentigern’s Lesson”	1.2 1.3 2.3 3.2	Establish and share the “St Kentigern’s Lesson” structure with all staff, ensuring clarity and consistency.	Aug 2025	SLT, L&T Group	Lesson framework shared; staff briefings; positive staff feedback	
		Embed “Creating the Conditions” as a foundation for the St Kent’s Lesson in all classrooms.	Sep – Oct 2025	Faculty Leads, Teaching Staff	Lesson observations; staff reflection logs; evidence of consistency in classroom climate	
		Develop a Learning & Teaching Toolkit with strategies, exemplars, and guidance to support staff in applying the St Kent’s Lesson. Present at October Inservice.	Oct 2025	SLT, Faculty Leads, L&T Group	Toolkit produced; inservice feedback; staff evaluations of usefulness and impact.	
		Develop observation criteria aligned to the St Kent’s Lesson and begin quality assurance activities.	Oct – Nov 2025	SLT, Faculty Leads	Observation pro forma; records of QA visits; feedback to staff	
		Conduct thematic review of Maths & Computing Faculty to evaluate application of the St Kent’s Lesson.	Oct 2025	SLT, Faculty Leads	Thematic review report; feedback shared with staff; examples of effective practice	
		Introduce “Challenging Thinking” element with a focus on effective questioning strategies across all subjects.	Nov – Dec 2025	SLT, Faculty Leads, Teaching Staff	Staff CPD session notes; evidence in lesson observations; pupil feedback on questioning	
		Gather pupil feedback on the impact of the St Kent’s Lesson on learning experiences.	Dec 2025 – Feb 2026	Pupil Council, SLT, L&T Group	Pupil survey/focus group notes; analysis report, HWB survey results	
		Share findings from observations and thematic reviews with all teaching staff to promote reflection and consistency.	Jan – Mar 2026	SLT, Faculty Leads, L&T Group	Staff meeting minutes; observation feedback shared; evidence of staff adapting practice	
		Conduct thematic review of Languages Faculty to evaluate progress in embedding the St Kent’s Lesson	Mar 2026	SLT, Faculty Leads, L&T Group	Review report; strengths and development areas identified	
		Undertake VSE of 2.3 (Learning & Teaching) to measure whole-school progress towards consistency.	January 2026	SLT, External Partners	VSE report; evidence of strengths and next steps	

## Development of a strategic approach to Universal Support

Desired Outcome	Qis	Action	Timeline	Who	Measurement / Evidence	Progress Update
By June 2026, almost all learners will have their needs met within the classroom.	1.2 1.4 2.2 2.3 2.4 3.2	Gather staff feedback on resource requirements to ensure classrooms are equipped to meet diverse learner needs.	Aug – Sep 2025	SLT, ASN Lead, Faculty Leads	Staff survey results; resource audit report	
		Stakeholder baseline feedback on how needs are met within the classroom.	Aug – Sep 2025	SLT, ASN Lead, Faculty Leads	Parent survey/focus group notes; consultation report	
		Develop updated “Meeting Learners’ Needs” information in an accessible format for all staff.	Sep – Oct 2025	ASN Lead, SLT	Updated guidance document; evidence of staff use	
		Conduct classroom observations of learners with identified ASN to evaluate practice and impact.	Oct-Nov 2025	Key Adults, Faculty Leads, ASN Lead	Observation records; feedback reports; evidence of strategies in practice	
		Deliver CLPL on Agile Pedagogy to enhance staff capacity to meet a wide range of needs within lessons.	Oct – Nov 2025	SLT, ASN Lead, External Partners	CLPL session attendance; staff evaluations; evidence in observations	
		Deliver CLPL on Trauma-Informed Practice to further support inclusive and nurturing classroom environments.	Nov 2025 – Jan 2026	SLT, Educational Psychologist	Training registers; staff feedback; classroom observation notes	
		Review and refine Learner Passport processes to ensure accurate, accessible, and up-to-date support information.	Nov – Dec 2025	ASN Lead, Pupil Support Team	Updated passports; staff feedback on usability; parental input	
		Develop a Universal Support Strategy document aligned with the Learning & Teaching Strategy.	Dec 2025 – Jan 2026	SLT, ASN Lead, Faculty Leads	Strategy document completed; staff consultation evidence	
		Create a Universal Support Toolkit for support staff to provide practical approaches and strategies.	Jan – Feb 2026	ASN Lead, Pupil Support Team	Toolkit developed; feedback from support staff; evidence of use in classrooms	
		Gather pupil feedback on how effectively their needs are met in the classroom.	Feb – Mar 2026	SLT, Pupil Council, ASN Lead	Survey/focus group results; thematic analysis	
		Gather parental feedback on how needs are met in the classroom.	Mar – Apr 2026	SLT, Parent Council, ASN Lead	Parent survey/focus group notes; consultation report	
		Develop enhanced support strategies for disengaged	Apr – May 2026	SLT, ASN Lead, Pupil Support Team	Strategy document; case studies; improved attendance/engagement data	



		learners to improve participation, motivation, and attainment.				
		Final evaluation of progress in meeting learner needs.	Jun 2026	SLT, ASN Lead	Whole-school evaluation report; triangulated evidence.	

## Develop an improving culture of CLPL for all staff.

Desired Outcome	Qis	Action	Timeline	Who	Measurement / Evidence	Progress Update
By June 2026, all staff will be engaged in CLPL that leads to their development and is aligned to the school improvement priorities.	1.3 1.4 1.5 2.2	Conduct a whole-school CLPL needs analysis to identify professional learning priorities linked to school improvement plan.	Aug – Sep 2025	SLT, CLPL coordinator	Staff survey results; analysis report identifying priority areas; meeting notes from faculty discussions	
		Develop a CLPL calendar aligned to SIP priorities, including whole-school, departmental, and individual learning opportunities.	Sep – Oct 2025	SLT, CLPL coordinator	Published calendar; feedback from staff on relevance; recorded attendance at sessions	
		Deliver targeted CLPL sessions on key SIP priorities (e.g., learning & teaching strategy, assessment & moderation, curriculum development).	Oct 2025 – Jun 2026	Faculty Leads, External Experts, SLT	Attendance registers; session evaluations; reflective logs; improvements observed in practice through lesson observations	
		Implement professional learning communities (PLCs) or departmental working groups to share practice, collaborate, and reflect on CLPL impact.	Nov 2025 – Jun 2026	Faculty Leads, SLT	Meeting notes; shared resources; evidence of collaborative planning; self-evaluation reports	
		Introduce individual CLPL planning and reflection documentation, where staff set learning goals, link to SIP priorities, and record impact on practice.	Oct 2025 – Jun 2026	All staff	CLPL logs; reflective journals; mid-year and end-of-year review meetings; evidence of classroom impact	
		Monitor and review engagement and impact of CLPL through SLT walkthroughs, observations, and staff feedback.	Dec 2025, Mar 2026, Jun 2026	SLT, CLPL coordinator	Observation reports; staff feedback surveys; evidence of changes in teaching practice; improvements in learner outcomes.	
		Celebrate and share successes from CLPL engagement across the school to motivate continued participation.	Ongoing from Jan 2026	SLT, CLPL coordinator	Staff recognition events; newsletter articles; shared case studies; positive staff survey feedback.	

## Ensuring consistency of assessment and moderation across all stages.

Desired Outcome	Qis	Action	Timeline	Who	Measurement / Evidence	Progress Update
By June 2026, there will be evidence from all curricular areas of robust moderation and assessment to support attainment.	1.3 2.2 2.3 3.2	Conduct a baseline audit of current assessment estimates and outcomes in the senior phase/ and moderation practices in all curricular areas.	Aug – Sep 2025	SLT, Faculty Leads	Audit report highlighting current strengths and areas for development; faculty meeting notes	
		Develop a whole-school moderation calendar aligned to SQA standards and curriculum priorities.	Sep – Oct 2025	SLT, Faculty Leads	Published calendar; staff awareness of schedule; minutes from planning meetings	
		Deliver training on effective assessment and moderation practices, including standardisation exercises for SQA assessment standards.	Oct – Dec 2025	SLT, External Moderation Leads	Attendance registers; session evaluations; reflective feedback from staff; demonstration of understanding in follow-up tasks	
		Implement faculty-based moderation sessions for assessment tasks, internal exams, and coursework, with cross-department collaboration where appropriate	Nov 2025 – Jun 2026	Faculty Leads, Teaching Staff	Meeting notes; annotated assessment evidence; comparative data; minutes of cross-faculty moderation discussions	
		Introduce consistent tracking of learner attainment linked to assessment and moderation outcomes across all curricular areas.	Oct 2025 – Jun 2026	SLT, Faculty Leads	Tracking reports; data dashboards showing attainment trends; records of interventions based on assessment data	
		Engage learners in self-assessment and feedback processes to complement moderation and support understanding of attainment.	Nov 2025 – Jun 2026	Teaching Staff, key adults	Pupil feedback surveys; examples of self-assessment tasks; improvements in pupil outcomes	
		Review and evaluate the impact of moderation processes on attainment through SLT monitoring, lesson observations, and staff/faculty feedback.	Dec 2025, Mar 2026, Jun 2026	SLT, Faculty Leads	Observation reports; evaluation summaries; faculty reflections; evidence of improved consistency in assessment outcomes	
		Celebrate and share examples of robust moderation and improved assessment practices to encourage reflective practice across the school.	Ongoing from Jan 2026	SLT, Faculty Leads	Case studies; staff recognition; newsletter highlights; positive feedback in staff surveys	

# Priorities for Consolidation

**Consolidate our work on pathways form S2 to S6 within the curriculum.**

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
By December 2025, self-evaluation of our work on curricular pathways will lead to an enhanced offer for session 2026/2027.	1.1 1.3 1.4 2.2 3.3	Conduct a full self-evaluation of current curricular pathways (S3–S6), including consultation with staff, pupils, and parents.	Aug – Sep 2025	SLT, Faculty Leads, Pupil Support	Self-evaluation report; consultation meeting notes; survey results from pupils and parents	
		Analyse attainment data and progression trends to identify strengths and areas for development in current pathways.	Sep – Oct 2025	SLT, Faculty Leads	Data analysis reports; identification of curriculum gaps; recommendations for adjustments	
		Review feedback from pupils, parents, and staff on the options process and current pathway structure.	Sep – Oct 2025	SLT, Faculty Leads	Survey results; focus group notes; summary of key findings	
		Develop proposals for an enhanced curriculum offer for session 2026/2027, including revised S3–S6 pathways, subject options, and enrichment opportunities.	Oct – Nov 2025	SLT, Faculty Leads	Draft curriculum proposals; documented rationale for changes; alignment with skills for life, learning, and work	
		Consult with stakeholders on proposed enhancements to pathways, including feedback sessions with pupils, parents, and teaching staff.	Nov 2025	SLT, Faculty Leads	Consultation meeting notes; survey responses; evidence of stakeholder engagement and support	
		Finalise and approve the enhanced curricular offer for 2026/2027, incorporating feedback and self-evaluation findings.	Dec 2025	SLT, Faculty Leads	Approved curriculum plan; communication to pupils and parents; updated curricular documentation	
		Plan implementation and transition for staff and pupils for the new session, including timetabling and guidance materials.	Dec 2025	SLT, Faculty Leads, Timetabling Team	Timetable ready; guidance booklets; staff briefings; pupil transition sessions planned	

## Consolidate our work on enhancing progress interventions through tracking and monitoring.

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
By February 2026, our work on tracking & monitoring will lead to enhanced intervention to raise attainment.	1.1 1.2 2.2 2.3 2.4 3.2	Review current tracking and monitoring processes across all stages and faculties to identify gaps and areas for improvement.	Aug – Sep 2025	SLT, Faculty Leads, Data Group	Audit report; meeting notes; identified areas for development	
		Develop an enhanced tracking system to capture learner progress, attainment, and intervention needs from S1–S6.	Sep – Oct 2025	SLT, Data Group	Updated tracking system; staff training materials; user guides	
		Provide professional learning for staff on using the tracking system effectively to inform planning and interventions.	Oct – Nov 2025	SLT, Faculty Leads	Attendance registers; session evaluations; staff confidence surveys; evidence of system usage	
		Embed regular data review cycles within faculties to monitor learner progress and identify pupils requiring targeted support.	Nov 2025 – Feb 2026	Faculty Leads, Teaching Staff	Meeting minutes; intervention action plans; tracking reports; evidence of timely identification of needs	
		Implement targeted interventions based on tracking data, including additional support, mentoring, and study sessions.	Nov 2025 – Feb 2026	Teaching Staff, Pupil Support, Faculty Leads	Intervention logs; pupil engagement records; improvement in progress data; feedback from pupils	
		Engage pupils and parents in reviewing progress and next steps to support attainment.	Dec 2025 – Feb 2026	Faculty Leads, Pupil Support	Parent meeting notes; pupil feedback; updated learning targets; evidence of understanding next steps	
		Evaluate the impact of tracking and interventions on learner attainment and engagement.	Feb 2026	SLT, Data Group, Faculty Leads	Analysis report; comparative data showing progress; staff and pupil feedback; recommendations for further improvement	
		Share effective practice and learning from interventions across the school to ensure consistency and maximise impact.	Feb 2026	SLT, Faculty Leads	Case studies; staff meeting notes; shared resources; evidence of improvements in teaching and learning	

## Priorities for Understanding

**Develop an understanding of the effectiveness of the provision on support for learners with an ASN**

Desired Outcome	QIs	Action	Timeline	Who	Measurement / Evidence	Progress Update
By June 2026, our self-evaluation will indicate areas of strength and development requirements from our provision for ASN learners.		Conduct a baseline review of current ASN provision across all stages and departments, including policies, resources, and support strategies.	Aug – Sep 2025	SLT, ASN Coordinator, Faculty Leads	Review report; audit of current resources; staff feedback; meeting notes	
		Engage in consultation with key stakeholders (pupils, parents, staff, external agencies) to gather views on ASN provision.	Sep – Oct 2025	ASN Coordinator, SLT	Survey results; focus group notes; parental feedback; evidence of pupil voice	
		Undertake self-evaluation activities linked to quality indicators (e.g., HGIOS 3.1) to identify strengths and areas for development.	Oct – Nov 2025	SLT, ASN Coordinator, Faculty Leads	Self-evaluation report; summary of strengths and development priorities; meeting notes	
	1.1 1.4 1.5	Review and analyse attainment, engagement, and wellbeing data for ASN learners to inform areas for improvement.	Oct – Nov 2025	ASN Coordinator, Faculty Lead	Data reports; identification of trends; recommendations for targeted support	
	2.2 2.3 2.4 2.5	Develop a plan for addressing identified development needs including training, resourcing, and intervention strategies.	Nov – Dec 2025	SLT, ASN Coordinator	Improvement plan; professional learning schedule; resource allocation plan	
	3.1 3.2	Implement professional learning for staff on best practice in supporting ASN learners and inclusive strategies.	Jan – May 2026	SLT, ASN Coordinator, External Trainers	Attendance registers; session evaluations; staff confidence surveys; evidence of application in classroom practice	
		Monitor and review effectiveness of interventions and strategies through observations, tracking, and feedback from learners and staff.	Jan – Jun 2026	SLT, ASN Coordinator, Faculty Leads	Observation notes; tracking data; feedback summaries; adjustments made based on evidence	
		Complete final self-evaluation report highlighting strengths, development requirements, and next steps for ASN provision.	Jun 2026	SLT, ASN Coordinator	Completed self-evaluation report; shared with staff and governors; action plan for next session	

## Develop an understanding of our BGE curriculum (with a specific focus on S1 and S2)

Desired Outcome	Qis	Action	Timeline	Who	Measurement / Evidence	Progress Update
By December 2025, through self-evaluation we will have identified areas for improvement in session 2026/27	1.4 2.2 2.3 3.3	Undertake a baseline audit of current BGE curriculum (S1–S3) to evaluate breadth, depth, progression, and alignment with national benchmarks.	Aug – Sep 2025	SLT, Faculty Leads	Audit report; faculty submissions; alignment check against national guidance	
		Engage staff in self-evaluation activities using HGIOS 4 quality indicators to reflect on strengths and areas for development in BGE delivery.	Sep – Oct 2025	SLT, Faculty Leads	Self-evaluation summaries; minutes from departmental discussions; staff survey feedback	
		Gather pupil voice on the BGE curriculum through focus groups and surveys to evaluate engagement, challenge, and relevance.	Sep – Oct 2025	Pupil Council, Faculty Leads, SLT	Survey results; focus group notes; thematic analysis of learner feedback	
		Consult parents/carers on the effectiveness and accessibility of the BGE curriculum, including progression into the Senior Phase.	Oct 2025	SLT, Parent Council	Parent survey data; focus group notes; consultation report	
		Analyse attainment and tracking data from BGE (S1–S3) to identify patterns, strengths, and areas requiring intervention.	Oct – Nov 2025	SLT, Data Group, Faculty Leads	Data analysis report; identification of gaps; correlation with pupil/parent feedback	
		Collaborate with faculties to draft curriculum improvement proposals for session 2026/27, addressing areas highlighted through self-evaluation.	Nov 2025	SLT, Faculty Leads	Draft proposals; evidence of cross-faculty collaboration; alignment with SIP priorities	
		Consult again with pupils, parents, and staff on proposed improvements to ensure clarity, shared ownership, and buy-in.	Nov – Dec 2025	SLT, Faculty Leads	Consultation notes; revised proposals; evidence of stakeholder engagement	
		Finalise improvement plan for BGE curriculum and communicate to staff, pupils, and parents in preparation for 2026/27.	Dec 2025	SLT	Approved improvement plan; staff briefing materials; communication to parents and learners	