



School Improvement Plan Summary for Families

St Kentigern's Academy

2026 to 2027

This family summary explains what the school will improve during the year, why each priority matters and what pupils and families should expect to see.

FAITH LEARNING OPPORTUNITY UNITY REFLECTION INTEGRITY SERVICE HOPE

Our improvement plan at a glance

Our plan is built around the ambition that every young person should flourish within a caring, inclusive and ambitious school community. It reflects national education priorities and the needs of St Kentigern's Academy, with a strong focus on learning, inclusion, achievement, relationships and preparation for life beyond school.

The priorities are organised in three groups. Improve identifies areas where we will introduce or strengthen planned changes. Consolidate focuses on making existing good work more consistent. Understand identifies areas where we need better evidence before deciding future changes.

Areas we will improve

- Questioning that involves more pupils, checks understanding and challenges thinking.
- Universal Support and Classroom Commitments that help pupils participate and learn.
- Collaborative professional learning that improves classroom practice.
- Assessment and checking of standards so progress information is reliable.
- Beyond the Classroom opportunities that develop skills, leadership and wider achievement.

Areas we will consolidate

- Senior Phase attainment, appropriate pathways and positive destinations.
- Consistent routines within the St Kentigern's Lesson.
- FLOURISH, House identity and a refreshed Positive Relationships Policy.
- High expectations for attendance, punctuality, behaviour, effort and achievement.

Areas we will understand better

- How well enhanced and alternative pathways meet pupils' needs and support progression.
- How consistently pupils can access timely and coordinated pastoral support.
- How ready staff are for national curriculum reform through the Curriculum Improvement Cycle.

How the plan will be reviewed

For each priority, we will establish the starting point, evaluate what is happening, check the consistency and impact of practice, and then improve or plan the next stage. Evidence will include pupil and family views, staff reflection, classroom visits, participation, attendance, assessment, attainment and destinations.

Improving learning in every classroom

The most immediate changes will focus on participation, challenge, support and accurate understanding of progress.

Better questioning and deeper thinking

The school will introduce five agreed questioning approaches through a series of improvement cycles. Work begins with Cold Calling, which gives all pupils time to think and prepares anyone to contribute, and Show Calling, where pupils' work is shared and discussed. Staff learning, classroom visits and pupil feedback will help us check whether questioning increases participation, strengthens classroom discussion and gives teachers reliable evidence of understanding.

Consistent support and classroom commitments

Universal Support means that helpful routines and adjustments should be part of everyday classroom practice. Staff will reinforce agreed Classroom Commitments, use learner information effectively and respond promptly when a pupil needs support. We will ask pupils how support feels in practice and check whether it removes barriers to participation and progress across all subjects.

Accurate assessment and timely intervention

Faculties will review the standard and quality of assessments, strengthen moderation and compare tracking judgements with reliable evidence and final outcomes. Accurate information will allow staff, pupils and families to understand progress more confidently and help the school provide extra challenge or targeted support at the right time.

Professional learning that changes practice

Staff will have regular opportunities to learn together, test approaches, share effective practice and carry out professional enquiry. The school will evaluate professional learning through changes in classroom practice and pupils' experiences, not simply by recording attendance at training.

What families should notice

- More pupils being expected and supported to contribute during lessons.
- Clear and predictable classroom routines across subjects.
- Support beginning in the classroom and being adjusted to individual needs.
- Progress information based on carefully checked assessment evidence.

Pathways achievement and life beyond school

Young people need suitable courses, wider experiences and clear progression routes that reflect their needs and aspirations.

Beyond the Classroom

We will map clubs, leadership, awards, trips, volunteering, community activity and other wider achievements so that we understand who takes part and where gaps remain. Pupil feedback will help identify barriers. The school will use this evidence to extend strong opportunities, improve access and recognise pupils' wider skills and achievements more consistently.

Senior Phase attainment and pathways

The school will sustain its focus on strong attainment and positive destinations. Tracking, assessment and regular discussion will identify pupils at risk of underachievement. Course choices and progression routes will be reviewed to make sure they remain appropriate, while destination information will help the school plan future pathways and support.

Enhanced and alternative pathways

Some pupils benefit from learning pathways that are more flexible or include partner organisations. We will map current provision and gather views from pupils, families, staff and partners. We will compare engagement, progress, achievement and destinations to decide which pathways should be sustained, adapted or expanded and where access could be fairer.

Preparing for curriculum reform

The national Curriculum Improvement Cycle is changing how schools think about curriculum design. During 2026 to 2027, staff will develop a shared understanding of curriculum making and apply this across the four contexts of learning in Curriculum for Excellence. The school will evaluate staff confidence and readiness so that future changes are well planned and supported.

The difference we want to make

- More pupils accessing meaningful opportunities beyond lessons.
- Pathways that support engagement, attainment, wider achievement and positive destinations.
- Earlier identification of pupils whose course choices or progress require support.
- Future curriculum changes based on clear evidence and staff readiness.

Belonging relationships and high expectations

A strong school culture combines clear expectations with positive relationships, timely support and a shared sense of belonging.

Consistent learning routines

The St Kentigern's Lesson will continue to provide a shared structure for learning. Core routines include meeting pupils at the door, a purposeful starter, clear What Why How, effective questioning and an ending that checks learning. Pupil voice and classroom visits will help us judge whether these routines create calm, purposeful and predictable learning experiences.

FLOURISH and positive relationships

Our Vision Values and Aims will be increasingly visible in lessons, relationships, recognition and wider school life. Pupil, staff and family views will inform a refreshed Positive Relationships Policy rooted in FLOURISH. House activities will strengthen identity, participation and belonging across Ninian, Columba and Margaret Houses.

Standards expectations and aspirations

We will reinforce shared expectations for attendance, punctuality, uniform, behaviour, engagement, effort and achievement. The school will review information and listen to pupils to check whether expectations are ambitious, inclusive and applied consistently. Where expectations are not yet leading to better outcomes, support and leadership action will be targeted carefully.

Understanding pastoral support

We will review how pupils receive help through Key Adults, House Teams, Support for Learning and partner services. Pupil and family feedback and a sample of individual support journeys will help us understand how quickly concerns are acted on, how clearly information is communicated and whether responsibilities are coordinated. Findings will shape future pastoral structures and referral processes.

What families should notice

- Clearer and more consistent messages about standards and expectations.
- FLOURISH guiding relationships, recognition and decision making.
- Pupils knowing how to seek support and who will help them.
- Families being involved when support or a change of pathway is needed.

What families can expect during the year

The improvement plan is a working document. Progress will be checked throughout the year and actions will be adjusted when evidence shows that something is not yet consistent or is not making the expected difference.

Our commitment	What this means for families
Listen to pupils and families	Surveys, discussion groups, Parent Parliament and individual feedback will help us understand pupils' real experiences.
Use evidence carefully	We will compare views with classroom evidence, attendance, assessment, attainment, engagement and destinations.
Act early	Tracking and pastoral information will be used to identify concerns and agree timely support or intervention.
Check consistency	We will look across subjects, Houses and pupil groups to identify where experiences or outcomes vary.
Share and improve practice	Effective approaches will be shared, while staff learning and leadership support will focus on weaker or less consistent areas.
Plan for the future	Evaluation of pathways, pastoral support and curriculum readiness will inform future provision and next year's priorities.

How families can contribute

- Encourage regular attendance, punctuality, effort and engagement.
- Talk with your child about learning, progress, support and wider opportunities.
- Take part in consultations, information events and Parent Parliament discussions where possible.
- Contact the school early when you have a concern or information that may help us support your child.

Our shared ambition

We want every young person to be known, supported and challenged to achieve their fullest potential. Through learning, relationships, pathways, faith and partnership, our shared aim is that every pupil experiences success, belonging and hope for the future.

Every young person known supported challenged and able to FLOURISH