

# Lenzie Academy

## Standards and Quality Report 2019-20

### School context

The school has a roll of approximately 1200 pupils and serves the areas of Lenzie and South Kirkintilloch. There are approximately 40% of pupils who attend the school as a result of placing requests from other areas of East Dunbartonshire; North Lanarkshire and Glasgow. This diverse mix ensures that the school is a rich and vibrant community where everyone's contribution is sought and valued. We have approximately 7% of pupils entitled to free school meals and 18% of our young people come from an ethnic minority background. There are in excess of 30 languages spoken by our pupils including Arabic, Cantonese, Mandarin, Hakka, Punjabi, Twi, French, Spanish and Gaelic. Currently 11% of our pupils have an identified additional support need. Our SIMD profile by quintile is Quintile 1 = 7% Quintile 2 = 16% Quintile 3 = 11% Quintile 4 = 19% and Quintile 5 = 47%.

Our school vision is to ***"... provide a learning environment where every young person feels happy, safe and can achieve their potential"***. We try and achieve this vision through the development of pupils' character which is enhanced through our shared values that encourage our pupils to have **ambition** and **high expectation** to enable them to seek **continuously improvement**. We promote **tolerance** and **respect** within our young people and we expect them to show **compassion** for others when they need it and through so doing we inculcate an inclusive ethos. We encourage our pupils to be positive, solution focused individuals who are pro-active in their attitudes so that they **embrace change** and make it work for them.

As a school we are proud of our successes in recent years i.e. a continually improving three and five year rolling average on SQA performance at all levels. We have a huge range of opportunities provided for young people outside of the classroom e.g. a high number of extra-curricular activities and clubs that we offer is extensive and we have a huge number of trips within the UK, to various places in Europe and the USA. The provision and recognition of wider achievements that we offer our pupils is commendable e.g., the charity work and community involvement that our pupils are involved in is extensive and we have built up excellent links with our local community, local churches and a number of businesses.

Over the past year, we have managed to deliver many of our identified improvement plan priorities. Of course, the impact upon the school of COVID-19 and the lockdown of 23 March 2020 was significant. The impact of the pandemic has had far reaching consequences for wider society and thus for educational provision.

## **Improvement plan targets 2019-20**

1. To improve attainment, particularly in literacy and numeracy.
2. To continue to see to narrow the attainment gap between the most and least disadvantaged children.
3. To seek improvements in young peoples' health and wellbeing.
4. To seek improvements in the employability skills and achieve sustained, positive leaver destinations for all our young people.

### **School Priority 1 – To improve attainment, particularly in literacy and numeracy**

- **NIF Priority** – Improvements in attainment, particularly in literacy and numeracy.
- **NIF Driver** – School improvement; assessment of children's progress; performance information.
- **HGIOS (4)** – 2.2 The Curriculum; 2.3 Learning, teaching and assessment; 3.2 Raising attainment and achievement

### **Progress and impact:**

- Three years of whole school literacy and numeracy moderation workshops have led to a more comprehensive shared understanding of literacy and numeracy levels across our teaching staff. All departments submitted materials with their interpretation of levels to moderation groups. Having gone through this process on a number of occasions allied to the ongoing professional dialogue led to greater understanding of Cfe levels in literacy and numeracy across the school and more accurate interpretation of the levels and the application thereof. This process is now well established and embedded within our provision.
- Greater use of differentiated materials and pedagogical approaches are more evident in the BGE. This was a focus on every departmental improvement plan and monitored through DPR meetings, PT-DHT meetings, class visits and review of DM minutes.
- Our progress on BGE tracking is developing but issues with SEEMIS has impacted upon the level of progress being achieved. The new SEEMIS package will be implemented in 2020-21.
- The implementation of the QI Machine across the school has been successful over the past two years and this is now an integral part of our ongoing self-evaluation at departmental and whole school level.

### **Next steps:**

- Continue to build upon the existing work on literacy and numeracy developments as part of our approach to the development of the tracking of progress and greater consistency of approaches across the BGE.
- We will be reviewing the use of assessment approaches in the BGE to ensure that the allocation of levels is consistent and accurate across all curriculum areas.
- We need to refine approaches to monitoring and tracking across the BGE to ensure they are manageable, consistent, systematic and robust.

***School Priority 2 – To seek to narrow the attainment gap between the most and least disadvantaged children in the school.***

- **NIF Priority** – Improvement in attainment, particularly literacy and numeracy.
- **NIF Driver** – School improvement; school leadership; teacher professionalism
- **HGIOS (4)** – 1.3 Leadership of change; 2.2 The curriculum

**Progress and impact:**

- The consultation, planning and implementation of PEF monies has been successfully achieved and the PEF PTs are monitoring the impact of this spending in a variety of ways and writing up impact assessment reports for SLT.
- The good progress made in the development of skills for learning, life and work across the school has been adversely impacted by the lockdown. This area will need to be re-visited in future. Staff training provided via SDS and in-house staff whilst SLT class visits focused on this area and demonstrated some excellent examples shared across the school. This good practice was not built upon sufficiently due to the impact of the pandemic. The focus on digital learning and learning loss in 2020-21 will further hinder future development, unfortunately.
- Initial staff training on awareness raising re meta-cognition and effective feedback took place in 2018-19. The learning and teaching committee had a number of further training sessions in 2019-20 and across all departments the implementation of retrieval practice, as a tool for learning, has been developed. Further progress on meta-cognitive strategies has been adversely impacted upon by the lockdown. We will re-inforce retrieval practices and share good practice on this before moving on to other strategies to be incorporated into school practice.
- The initial planning and curriculum development for meta-cognitive sessions for S1 and S2 were undertaken during lockdown and will be implemented in 2020-21 session.

**Next steps:**

- Further implementation of skills for learning, life and work will continue across the next academic year, where we are able to achieve this.
- The school has set up a programme of training events with the Osiris Educational Trust for the full implementation of approaches to meta-cognition and effective feedback across the next two years. This was delayed due to COVID but will be re-arranged for 2020-21.

### **School Priority 3 – To seek to improve young peoples’ health and wellbeing**

- **NIF Priority** – Improvement in attainment; improved employability skills
- **NIF Driver** – School improvement; school leadership; assessment of children’s progress
- **HGIOS (4)** – Leadership of change (1.3); The curriculum (2.2); Inclusion (3.1) Employability (3.3)

#### **Progress and impact:**

- The Rights Respecting Bronze Award achieved last year and is working towards the Silver Award in 2019-20. Again, our preparations were impacted by COVID and we will need to try and go through the procedures for the Silver Award in 2020-21.
- Engagement with academics from Glasgow University demonstrated that the school was well placed to develop as a school of ‘intentional character education’. A working group to implement aspects of the programme was set up and plans will be rolled out across 2019-20. This did not happen due to COVID and lockdown.
- HWB benchmarks incorporated in PE, SE and HFT and HWB days for year groups have taken place. The HWB Committee is working on the roll out of ‘responsibility for all’ and was a focus in 2019-20 and started to be rolled out but was impacted by the lockdown.

#### **Next steps:**

- RRSA Silver Award procedures to be implemented.
- Continued development and implementation of aspects of school provision related to Character Education.
- HWB benchmarks fully incorporated in terms of ‘responsibility for all’ across the school.

### **School Priority 4 – To further develop and improve our approaches to equity and wellbeing across the school**

- **NIF Priority** – Closing the attainment gap between the most and the least disadvantaged children; improvement in children and young people’s health and wellbeing
- **NIF Driver** – School leadership; teacher professionalism; parental engagement; performance information
- **HGIOS (4)** – Leadership of Change (1.3); Managing resources of promote equity (1.5); Safeguarding & child protection (2.1); Improving wellbeing, equality and inclusion (3.1)

#### **Progress and impact:**

- The development of extensive community engagement has been progressed well but was impacted by COVID and lockdown..
- Implementation of DYW skills across the curriculum is progressing but, again, was hampered by COVID and lockdown.
- The implementation of new vocational courses continued to be developed.
- Introduction of Careers Education Standard (CAS) and Work Placement Standard (WPS) via Inset sessions and our staff newsletter. The careers adviser attended all DMs to discuss CAS

and how it applies to their subject / curricular area. More work needs to be done on this as the development in departments was impacted adversely by the lockdown in March 2020.

- Effective progress re S4 work experience achieved. This will be built on in 2020/21 if pupils are allowed to engage with work experience opportunities. This has yet to be agreed at national and local authority level due to the impact of the pandemic.

**Next steps:**

- Continued development of community engagement activities.
- Continued development of DYW skills across the school.
- Continue to introduce new vocational courses in the Senior Phase.
- Work more on stakeholder understanding of CAS and WPS