

Lenzie Academy

Standards and Quality Report 2020-21

School context

The school has a roll of approximately 1260 pupils and serves the areas of Lenzie and South Kirkintilloch. There are approximately 35% 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 = **18%** Quintile 3 = **11%** Quintile 4 = **18%** and Quintile 5 = **46%**.

Our school vision is to *"... provide a learning environment where every young person feels happy, safe and can achieve their potential"*. We facilitate this vision by developing our pupils' character through our shared values of **ambition** and **inclusion**. Through ambition we have **high expectations** of all learners and we seek **continuous improvement** from them. We inculcate inclusion through the development of **respect** of each individual regardless of their gender, race, religion, sexual orientation, academic ability or socio-economic background. We foster **tolerance** in pupils' attitudes through exposure to and celebration of cultural diversity in a systematic way across the school and we encourage **compassion** for others by encouraging pupils to be at the service of others less fortunate.

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. In normal years 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.

This academic session, like part of last year, has been impacted by the COVID pandemic. Whilst we had all pupils in school from August-December 2020 our ability to offer a wide range of activities and trips beyond the immediate classroom was significantly curtailed. The lockdown from January-March 2021 followed by having 5-8% of senior pupils being in school and then the instigation of a blended learning model was very challenging for pupils, parents/carers and staff. The main priorities across the year related to recovery from learning loss and the preparation for an 'alternative certification model' in light of the cancellation of the 2021 SQA examination diet.

Recovery plan targets 2020-21

1. Health and wellbeing, including nurture.
2. Family engagement.
3. Transitions.
4. Continuing to ensure equity, excellence and educational continuity.

School Priority 1 – Health and wellbeing, including nurture.

- **NIF Priority – Improvements in children and young peoples’ health and well being**
- **NIF Driver – Assessment of children’s progress**
- **HGIOS (4) – QI 3.1: Improving wellbeing, equality and inclusion**

Progress and impact:

- We created more time for our guidance staff to engage in one to one interviews with our pupils to ascertain any issues, concerns and worries affecting young people coming back to school after six months out of school, learning from home.
- All staff were given training on nurture prior to pupils returning to school in August. This helped with the transition back to school for pupils.
- The feedback from guidance and wellbeing interviews and wellbeing questionnaires for every pupil within the school was triangulated with the results from tracking reports and professional discussions about learning loss in October between the HT and PTs (Curriculum). There were follow up wellbeing questionnaires with all pupils throughout the year. These approaches allowed us to focus our efforts on those youngsters who needed most help and support to re-integrate back into school and catch up on their learning. We created new wellbeing groups as required e.g. a Senior Phase group to deal with a number of pupils who had experienced heightened anxiety due to lockdown and their concerns about assessments. The BGE DHTs worked with PEF PTs to develop intervention programmes based upon feedback from questionnaires and other data coming from departmental tracking reports. These intervention programmes were both universal and targeted in nature.
- Follow up interviews demonstrated that the vast majority of our pupils had shown significant resilience and had integrated back into school and the established routines thereof very well.
- Follow up feedback from subject departments indicated that pupils were back on track with learning, particularly senior phase pupils.
- We continued to offer learning support sessions through LA Launch for BGE pupils on Mondays, Tuesdays and Thursdays. In the Senior Phase supported study and Easter school programmes were introduced to support those pupils who needed some extra help.
- We have created a new Positive Intervention Base within the school and appointed dedicated staff to work within the base across the whole week to aid and enhance wellbeing for identified young people who need targeted interventions.
- We have forged a new partnership with the Spark organisation to provide school counselling across three days per week.

- Throughout lockdown the school continued to provide support for the children of key workers and youngsters who were identified as vulnerable. Every day we had bespoke programmes for the vulnerable youngsters and guidance staff continued to have ongoing dialogue with parents/carers throughout the lockdown period of January-March.

Next steps:

- We will be conducting another set of follow up interviews with those youngsters who were identified as having struggled most during lockdown to ensure that the interventions made have had a positive impact on those young people and that their wellbeing is much improved.
- We are re-aligning the focus of our PEF PTs remits to enhance wellbeing within the school and to provide more focus on wellbeing, learning loss and strategies to combat this.
- We will be evaluating and evolving the role of positive intervention within the school across the session 2021-22.

School Priority 2 – Family engagement

- **NIF Priority – Improvements in attainment, particularly literacy and numeracy**
- **NIF Driver – Parental engagement**
- **HGIOS (4) – QI 2.4: Family learning**

Progress and impact:

- The establishment of a Parental Engagement Strategy group has led to the creation of five separate work streams covering the following: (a) Refresh of the schools vision, values and aims. (b) The development of a parental survey to ascertain how parents/carers feel are the most effective ways for the school to communicate with them. (c) The development of strategies to highlight the work of the school to all parents/carers and the benefit of said work to their children in school. (d) A work stream will look into the best ways to facilitate parental engagement with regard to family learning to best support their children's school work. (e) We will create a 'You Tube' channel to celebrate aspects of school life which parents and others can easily access.
- Our attempts to build on parental engagement sessions within school in 2019-20 were hampered by COVID and our ability to meaningfully engage with parents/carers in a face-to-face manner. It should be noted, however, that there was enhanced engagement through Teams and through the development of video and audio presentations in many areas. These were sent to all parents/carers and thus engagement was provided for and in many cases enhanced our traditional provision.
- DHTs and PTs Guidance engaged in TAC meetings and other forms of meetings about our pupils via Teams and, where appropriate, through ongoing telephone conversations and conference calls.
- All staff within the school were given a presentation from the Parental Strategy group and the aims of the working groups were outlined. This was met with universal support.
- The DHT with strategic oversight of the Parental Strategy group presented the aims of the working group to the Parent Council. The Parent Council members were very much in favour of the aims of the group and the implementation strategies.

Next steps:

- The progress of the Parental Strategy group has been heavily impacted by the fact face-to-face engagement with parents has been all but ceased as no parent is allowed inside the school building. Notwithstanding this, enhanced parental engagement has been facilitated through Teams. Meetings of the Parent Council has been purely through Microsoft Teams and this has impacted positively on the level of engagement with greater number of parents/carers attending council meetings. In addition, the cancellation of SQA examination diet in 2020 and the development of an alternative certification model has put significant pressure on teaching staff within the school. In the circumstances it was decided to rein back on the work streams for parental engagement with a view to implementation in session 2021-22.

School Priority 3 – Transitions

- **NIF Priority – Improvements in children and young people’s health and wellbeing**
- **NIF Driver – Assessment of children’s progress**
- **HGIOS (4) – QI 2.6: Transitions**

Progress and impact:

- A range of activities were facilitated via Microsoft Teams for our new S1 pupils. There were virtual assemblies; virtual tours of the school; the P7 pupils could ask questions via Teams to our S3 mentors and our school captaincy team.
- We managed to take all of our S1 pupils away for the day (in class groups) to Auchengillen to allow them to bond more as a class and to engage in teambuilding activities.
- We used our current S1 pupils to devise a virtual visit for next year’s S1 pupils. In addition, we facilitated virtual conducted tours of the school organised by the DHT (S1) along with the S3 Mentors and the School Captaincy Team.
- In line with EDC policy we brought our P7 pupils up to the school from feeder primaries in small groups to ensure that they were familiar with the layout and geography of the building and to meet key staff within the school.
- We provided two full reports for our S1 cohort and facilitated follow up communication with parents via staff phone calls to answer any further questions they may have had in light of the second full report. This approach was also used for parents in regard to our course choice programmes
- Guidance staff were given additional time for the purpose of more one to one discussions with their new S1 cohort and to introduce themselves via phone calls with our new S1 parents/carers. This made up for the deficit caused by having no guidance welcome evening for S1 parents/carers in school.
- The development of narrated power points and video presentations for personalisation and choice and course choice events was successfully implemented. It is likely that we will continue to utilise this approach for future years.
- The use of GLOW forms for S2-3 personalisation and choice; S3-4, S4-5 and S5-6 course choice was successfully introduced across 2020-21. It is likely that we will use the approach in future years regardless of whether or not the COVID pandemic remains a public health issue.

Next steps:

- We will utilise the experiences gained through increased use of ICT to enhance our existing provision for P7 pupils as well as our personalisation and choice / course choice procedures.
- The use of narrated power points and video presentations will be retained and used for sessions 2021-22 regardless of where we are with the pandemic. If parents/carers are allowed in school we will supplement with videos and power points to support those who can’t and/or won’t come into the school. We will continue to use GLOW forms for personalisation and choice / course choice procedures.

School Priority 4 – Continuing to ensure equity, excellence and educational continuity

- **NIF Priority – Improvement in attainment, particularly literacy and numeracy**
- **NIF Driver – Assessment of children’s progress**
- **HGIOS (4) – QI 3.2: Raising attainment and achievement**

Progress and impact:

- The audit of learning loss through GLOW forms; departmental feedback and guidance interviews took place and the data reviewed. A range of universal and targeted approaches was implemented through specific replacement of certain core subjects at certain times in the year. For S1 we had extra PSE slots from August-November to allow S1 pupils to form greater links with their guidance teacher. S1 pupils were also given extra sessions for literacy / numeracy and skills. We also introduced a 12 week programme on metacognition for all S1 classes. The use of elective time in S2 and S3 was used for literacy / numeracy enhancements, particularly numeracy as this is what was cited as of most concern through questionnaires. There were also sessions on metacognition for S2 and S3 put in place across the session. Across the BGE targeted support for those individuals most affected by lockdown and those who had not engaged sufficiently with online learning was provided via LA Launch on Mondays, Tuesdays and Thursdays after school.
- In the Senior Phase the replacement of core subjects such as PE and RME with additional support for pupils in their SQA classes was provided. S4 pupils were afforded more time through the ceding of PE from March to May. In S5/6 we used elective time to allow pupils general revision time and / or subject specific revision and support.
- The WTA Agreement was amended to provide more time for teachers to engage in curriculum development. This was used mainly for the digitisation of existing courses and the development of new approaches to online / digital learning.
- Staff training was provided to upskill teachers in the use of Microsoft Teams to enable them to engage more productively with young people through online / digital learning.
- Through the period August – December 2020 all departments engaged in more regular assessments for S4-6 pupils to collect more robust evidence for the purpose of the derivation of grades for SQA courses.
- Supported study and Easter programmes were provided for senior phase pupils in November / December 2020 and across the period from April / May 2021.
- We had a dedicated member of staff who supported pupils who had to self-isolate by liaising with their subject teachers and putting together programmes of work to make sure that they could keep up to date with the work of the class whilst self-isolating.
- We had a dedicated member of staff who supported pupils during lockdown with ICT support and trouble-shooting to make sure that they could keep up to date with the ongoing work of their classes and did not fall behind.
- Throughout the session we continued to offer wider achievement opportunities e.g. our S3 pupils continued to work on the Youth Philanthropy Initiative (YPI).

Next steps:

- Monitoring and interventions for learning loss will be continued in session 2021-22. Where required we will deliver more literacy / numeracy / skills sessions for BGE pupils.
- Further interventions via metacognition and flipped learning will be built into courses across 2021-22.
- Continued staff development on ICT will be a feature of next year as part of departmental provision. We will offer continued ICT training sessions a part of our in-house CPD programme in 2021-22.
- The WTA Agreement will reflect the extra time required to consolidate the ICT gains made during lockdown.