



sustainable thriving achieving

East Dunbartonshire Council

www.eastdunbarton.gov.uk

**EAST DUNBARTONSHIRE COUNCIL
EDUCATION SERVICE
HMIE FOLLOW THROUGH REPORT**

School name – Lenzie Academy

Date of HMIE Inspection – September 2011

Date of Follow Through Report – October 2013

The purpose of the Follow Through Report

The purpose of the report is to inform parents, young people and the local community about the school's progress in taking forward the area for improvement identified by HMIE in the inspection report, published in October 2011. The following report is based on the local authority's evaluation of progress at October 2013, following scrutiny of the evidence presented by the school.

Area for Improvement

To move forward with Curriculum for Excellence based on improved approaches to self-evaluation involving young people, parents and partners more effectively.

Progress:

Significant progress has been made in taking forward this recommendation.

The introduction of the 33 period week and the changes to pupil option forms have allowed increased flexibility and further choice for learners. Pupils now study a wider range of subjects in S1 and S2. The school continues to audit the experiences and outcomes for Curriculum for Excellence to ensure delivery of the entitlements to all pupils and is committed to ongoing evaluation of pupil progress across the Broad General Education to facilitate breadth and depth of learning.

S3 pupils have a wider choice of subjects than previously was the case and the school has developed programmes of study based upon Level 4 Experiences and Outcomes incorporating, where appropriate, aspects of National 4 and National 5.

The school has made significant progress in delivering the entitlements to personal support in a variety of ways. The PSE programme has been comprehensively redeveloped and there is enhanced transition for S1 pupils from primary schools. Guidance staff have been given more time to discuss with pupil their academic progress, their wider achievements and the development of the S3 profile. A programme of mentoring has been developed and extended across the school with volunteer mentors. Robust evaluation of the programme has been carried out and the school plans to review how personal support can be developed yet further. Every young person is supported to regularly review their learning and plan next steps with the young person at the centre and actively involved. Young people and parents welcome this approach.

Inter-disciplinary learning (IDL) is embedded in S1 and S2 and there are plans to extend this to S3. Work is clearly linked to the experiences and outcomes from Curriculum for Excellence and provides a motivating and enjoyable learning experience. The school has identified that it needs to develop a more strategic approach to ensure more opportunities for the application of skills, taking account of national advice and local authority seminars. The school is aware that skills progression could be tracked more clearly and that pupils' should be more involved so that their awareness of the application of skills development is clearer.

The school offers a wide range of opportunities for young people to enhance their wider achievements such as the Duke of Edinburgh, ASDAN and others. Increasingly the school has sought accreditation for more of its wider achievements e.g. SQA wider achievement awards and Saltire awards. Wider achievement is recognised through assemblies and prize giving and the school has sought to enhance the recognition of wider achievement through the development of a sports awards ceremony, the newsletter, the school website, the local press and dedicated display boards.

Pupils are encouraged to record their wider achievements in diary planners and to discuss this with their guidance teachers, year heads, mentors and parents/carers. A new initiative is a planned database which will allow achievement to be tracked more effectively. There is also a very good range of provision for young people who require more support to ensure they leave school to a positive destination through the vocational programme and employability courses offered in the Senior Phase. As part of the 33 period week the school has developed a range of innovative electives for young people to enhance their skills and the school is continuing to monitor and review this provision with a view to enhancing it for next session

The school is conscious that it needs to build upon the work it has already achieved on literacy, numeracy and health & wellbeing (HWB). Curricular changes made in light of the 33 period week have allowed the school to deliver more effectively in these key areas. For example, an additional period of PE in S1 enhances HWB; an additional period in English and mathematics in S1 and S2 has been provided to enhance literacy and numeracy more directly whilst other curricular changes have been made to develop literacy, numeracy and HWB across the curriculum. The school recognises that there is scope to build upon the work on the committees in literacy, numeracy and HWB and to involve pupils more in recognising and evaluating their literacy and numeracy skills across curricular areas and tracking progress in literacy and numeracy.

The school has made a good start in further developing a culture of self-evaluation across the school.

The school had brought in revised learning and teaching calendars for all departments that provide clear guidance and greater standardisation on quality assurance procedures. The new format for Standards and Quality Reports ensures they are more evaluative and that areas for improvement identified are clearly linked to targets within departmental improvement plans. These changes allied to regular meetings between principal teachers and senior managers ensures that there is a constant focus on school improvement.

Pupil voice is being further developed across the school. The head teacher meets with pupil focus groups and provides feedback to staff on areas of importance to encourage staff to take matters forward. This practice is spreading across departments and an increasing number of them are using pupil voice in addition to a range other self-evaluation strategies to improve learning and teaching. The revised pupil planners provide a mechanism for pupils to reflect and evaluate their learning.

A programme of class visits by principal teachers and the senior management team has been implemented. This has resulted in enhanced professional dialogue and allowed senior managers to highlight effective practice in other areas of the school. The school has identified ways to further develop and spread effective practice across the school. This session there will be a whole school focus based upon areas identified within the school improvement plan.

A wide range of professional learning opportunities is provided for staff. This includes a group to develop learning and teaching. They have attended local authority and national training events to supplement self-help sessions within the school. Many have participated in professional group discussion and the school plans to develop more opportunities for staff to engage in peer visits to observe practice and participate in professional dialogue. The school is aware that the further sharing of good practice can be aided by visits to other schools, within and beyond the local authority, to observe aspects of the curriculum and approaches to self-evaluation.

There is recognition by departmental heads that there needs to be a more formalised approach to ensure that strategic discussion in departmental meetings and other forums is recorded. Within the school improvement

plan there is a clear understanding of the need to have more regular strategic discussion on areas such as the curriculum, learning and teaching, assessment, meeting learners' needs and moderation.

There should be a clear focus for the work of the self-evaluation committee, with time being set aside for this committee to meet on a more regular basis. It should be an important mechanism to ensure more consistent approaches to self-evaluation across all departments and to share the good practice in some departments. It would also be useful for staff to visit other schools to observe good practice in self-evaluation as part of professional learning.

The monitoring and tracking of pupil progress in the Senior Phase was led by senior managers in a pilot programme in 2011-12. A co-ordinated whole school approach to tracking pupil progress was successfully implemented into S4 in 2012-13; there is now more robust use of data to improve attainment and support pupils' progress. This approach has now been extended in S5/6 and there are plans to extend this into S1-3. All staff are now able to access information on young people's progress in all subject areas. This is being used to identify pupils who need support and ensure early intervention. Additionally, the school has now developed systems to inform parents/carers about their child's progress and to offer support to ensure that they are given every opportunity to improve upon their performance. The school should continue to develop tracking within the Broad General Education to ensure there is robust evidence of standards of achievement within Curriculum for Excellence levels.

The school should develop a consistent approach to moderation to ensure there is a focus on learning, teaching and assessment with an agreed and shared understanding of standards. This should take account of the most recent advice from Education Scotland.

Partners interviewed said they felt welcomed, included and consulted by the school. The views of parents/carers are sought via parental questionnaires and there is now a greater involvement of parents in school improvement. Parents interviewed praised the quality of communications received and valued interim reporting on pupil progress.

Non-teaching staff have opportunities to take leadership roles, for example supporting Duke of Edinburgh awards and contribute to numerous wider achievement activities. They are also included in whole school committees.

The school should continue to develop its curriculum structures taking full account of the authority's Secondary Curriculum Framework. This should be done by evaluating a number of different curriculum structures in consultation with staff, pupils and parents supported by the education authority. The school should review its work with partners to ensure effectiveness of their contribution to the curriculum.

Capacity for improvement

There is clear evidence that the Head Teacher and all staff at Lenzie Academy have made significant progress. They are committed to continuous improvement within the school. The Head Teacher is knowledgeable and well informed about current educational developments in Curriculum for Excellence and is ably supported by the Senior Management Team. The Education authority will continue to support the school to implement Curriculum for Excellence.