

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*<sup>2</sup>. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Lenzie Academy

<b>Improvements in performance</b>	<b>very good</b>
<b>Learners' experiences</b>	<b>very good</b>
<b>Meeting learning needs</b>	<b>very good</b>

We also evaluated the following aspects of the work of the school.

<b>The curriculum</b>	<b>good</b>
<b>Improvement through self-evaluation</b>	<b>good</b>

A copy of the full letter is available on the Education Scotland website [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk) or by clicking this link <http://www.hmie.gov.uk/ViewEstablishment.aspx?id=7806&type=3> .

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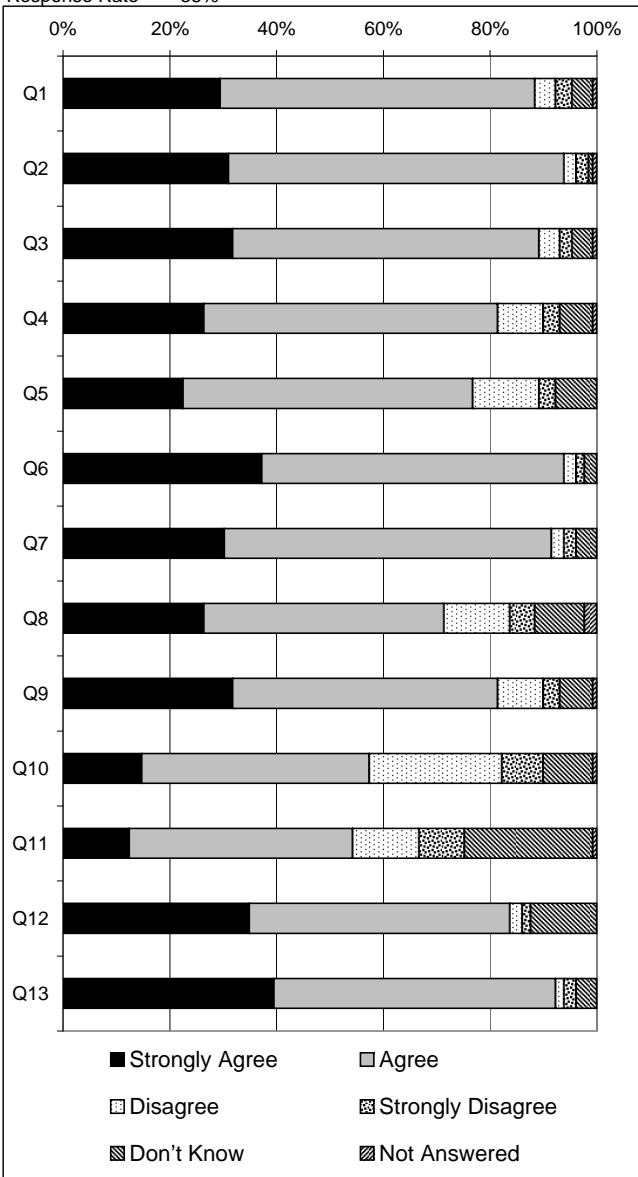
<sup>1</sup> This is a service for deaf users. Please do not use this number for voice calls as this will not connect.

<sup>2</sup> *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2003, <http://www.hmie.gov.uk/Publications.aspx>.

A sample of parents, children and young people, and all members of staff were invited to give their views of the school using a pre-inspection questionnaire. Their views informed the inspection process, including the nature of discussions in a number of meetings. Strengths and issues identified were explored by the inspection team, and the findings are included in the inspection report. The following information gives the statistical detail from those that returned questionnaires.

## Parent Questionnaire Summary

Centre Name Lenzie Academy  
 SEED Number 8338132  
 Quest. Issued 340  
 Quest. Input 129  
 Response Rate 38%

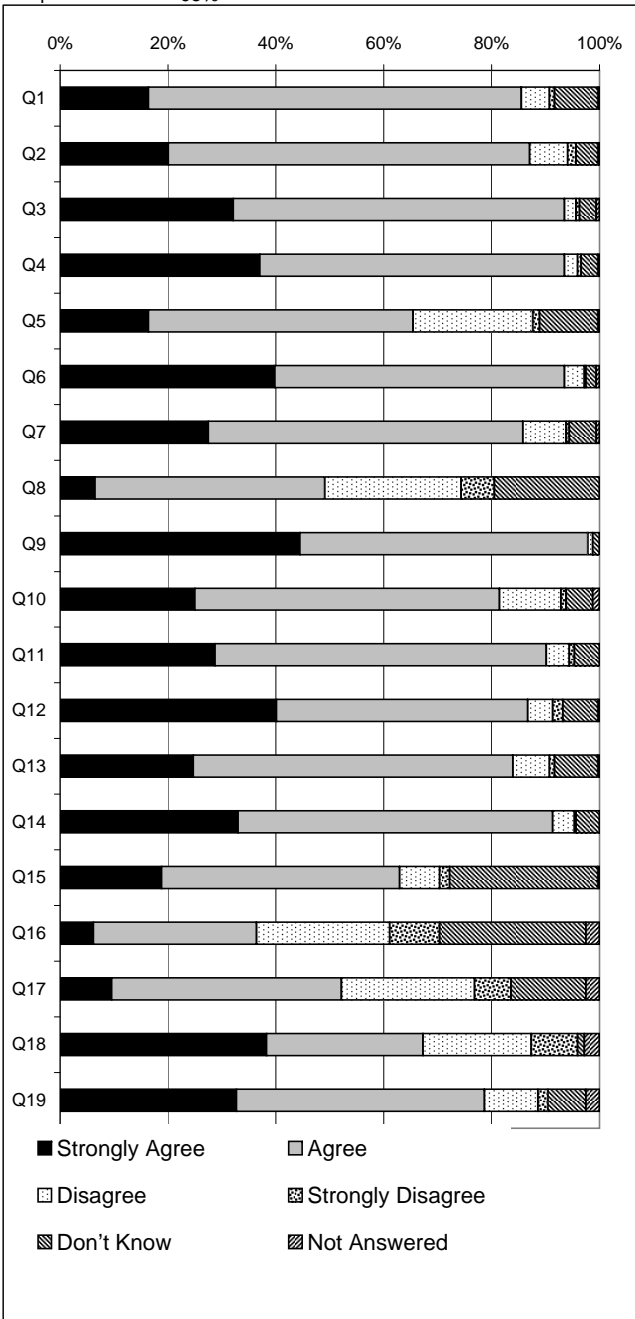


		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The school helps my child to be more confident.	29%	59%	4%	3%	4%	1%	88%	7%
Q2	My child enjoys learning at school.	31%	63%	2%	2%	1%	1%	94%	5%
Q3	My child's learning is progressing well.	32%	57%	4%	2%	4%	1%	89%	6%
Q4	My child is encouraged and stretched to work to the best of their ability.	26%	55%	9%	3%	6%	1%	81%	12%
Q5	The school keeps me well informed about my child's progress.	22%	54%	12%	3%	8%	0%	77%	16%
Q6	My child feels safe at school.	37%	57%	2%	2%	2%	0%	94%	4%
Q7	My child is treated fairly at school.	30%	61%	2%	2%	4%	0%	91%	5%
Q8	I feel staff really know my child as an individual and support them well.	26%	45%	12%	5%	9%	2%	71%	17%
Q9	My child benefits from school clubs and activities provided outside the classroom.	32%	50%	9%	3%	6%	1%	81%	12%
Q10	The school asks for my views.	15%	43%	25%	8%	9%	1%	57%	33%
Q11	The school takes my views into account.	12%	42%	12%	9%	24%	1%	54%	21%
Q12	The school is well led.	35%	49%	2%	2%	12%	0%	84%	4%
Q13	Overall, I am happy with the school.	40%	53%	2%	2%	4%	0%	92%	4%

**Note:** Will not always sum to 100% due to rounding

# Pupil Questionnaire Summary

Centre Name Lenzie Academy  
 SEED Number 8338132  
 Quest. Issued 340  
 Quest. Input 324  
 Response Rate 95%

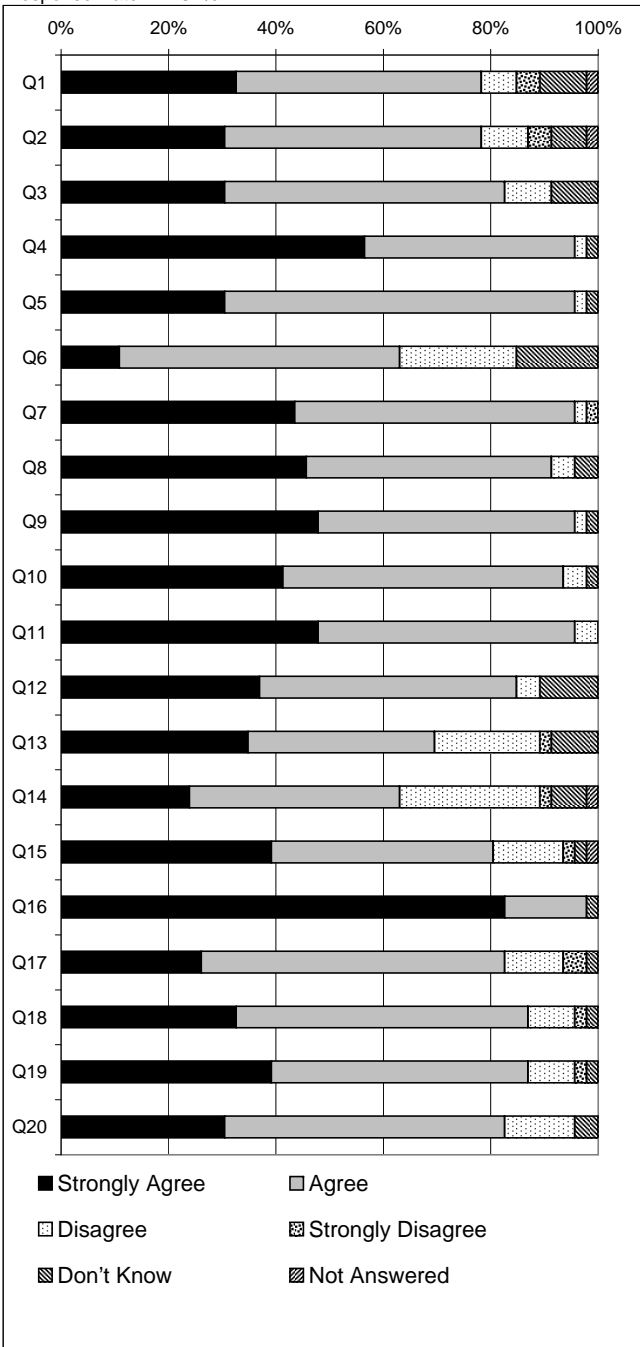


		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	The school is helping me to become more confident.	16%	69%	5%	1%	8%	0%	85%	6%
Q2	I enjoy learning at school.	20%	67%	7%	2%	4%	0%	87%	9%
Q3	I am getting along well with my school work.	32%	61%	2%	1%	3%	1%	94%	3%
Q4	Staff encourage me to do the best I can.	37%	56%	2%	1%	3%	0%	94%	3%
Q5	Staff talk to me regularly about how to improve my learning.	16%	49%	22%	1%	11%	0%	65%	23%
Q6	I get help when I need it.	40%	54%	4%	0%	2%	1%	94%	4%
Q7	Staff listen to me and pay attention to what I say.	27%	58%	8%	1%	5%	1%	86%	9%
Q8	I have a say in making the way we learn in school better.	6%	43%	25%	6%	19%	0%	49%	31%
Q9	Staff expect me to take responsibility for my own work in class.	44%	53%	1%	0%	1%	0%	98%	1%
Q10	Staff and pupils treat me fairly and with respect.	25%	56%	11%	1%	5%	1%	81%	12%
Q11	I feel safe and cared for in school.	29%	61%	4%	1%	5%	0%	90%	5%
Q12	I have adults in school I can speak to if I am upset or worried about something.	40%	47%	5%	2%	6%	0%	87%	6%
Q13	I find it easy to talk to staff and they set a good example.	25%	59%	7%	1%	8%	0%	84%	8%
Q14	Staff make sure that pupils behave well.	33%	58%	4%	0%	4%	0%	91%	4%
Q15	Staff are good at dealing with bullying behaviour.	19%	44%	7%	2%	27%	0%	63%	9%
Q16	The pupil council is good at getting improvements made in the school.	6%	30%	25%	9%	27%	2%	36%	34%
Q17	The school encourages me to make healthy-food choices.	10%	43%	25%	7%	14%	2%	52%	31%
Q18	I take part in out-of-class activities and school clubs.	38%	29%	20%	9%	1%	3%	67%	29%
Q19	I know what out-of-school activities and youth groups are available in my local area.	33%	46%	10%	2%	7%	2%	79%	12%

**Note:** Will not always sum to 100% due to rounding

# Teacher Questionnaire Summary

Centre Name      Lenzie Academy  
 SEED Number    8338132  
 Quest. Issued    126  
 Quest. Input     46  
 Response Rate   37%

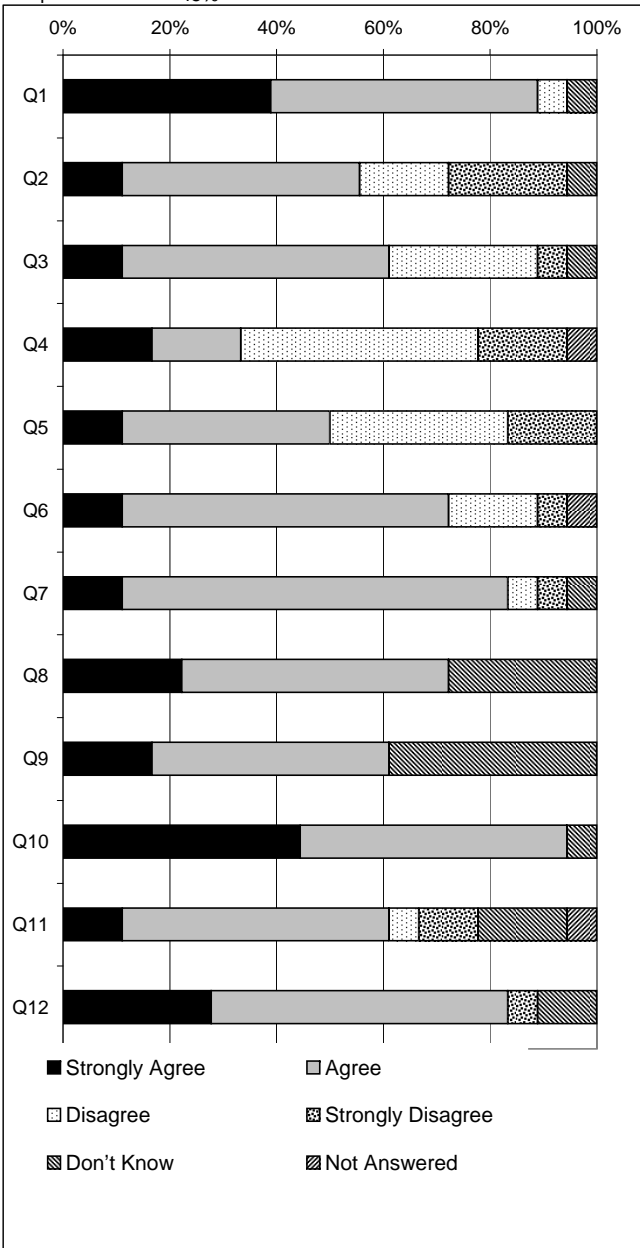


		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	Staff regularly discuss how to improve achievement for all pupils at both stage and whole-school level.	33%	46%	7%	4%	9%	2%	78%	11%
Q2	All pupils are given activities which meet their learning needs.	30%	48%	9%	4%	7%	2%	78%	13%
Q3	Pupils are involved in setting learning targets.	30%	52%	9%	0%	9%	0%	83%	9%
Q4	Pupils are provided with regular feedback on what they need to do to improve.	57%	39%	2%	0%	2%	0%	96%	2%
Q5	Pupils are provided with opportunities to evaluate their own work and that of others.	30%	65%	2%	0%	2%	0%	96%	2%
Q6	Staff regularly ask for pupils' views on how their learning experiences could be improved.	11%	52%	22%	0%	15%	0%	63%	22%
Q7	Pupils take an active part in their learning.	43%	52%	2%	2%	0%	0%	96%	4%
Q8	Staff treat all pupils equally.	46%	46%	4%	0%	4%	0%	91%	4%
Q9	Staff and pupils respect each other.	48%	48%	2%	0%	2%	0%	96%	2%
Q10	The pupils are well behaved.	41%	52%	4%	0%	2%	0%	93%	4%
Q11	Support for pupils with additional support needs is effective.	48%	48%	4%	0%	0%	0%	96%	4%
Q12	Parents are fully involved in the school and their children's learning.	37%	48%	4%	0%	11%	0%	85%	4%
Q13	I have been actively involved in developing the school's vision and values.	35%	35%	20%	2%	9%	0%	70%	22%
Q14	I am actively involved in setting priorities to improve the school.	24%	39%	26%	2%	7%	2%	63%	28%
Q15	I have regular opportunities to help shape the curriculum by having staff discussions and working groups.	39%	41%	13%	2%	2%	2%	80%	15%
Q16	I am aware of the school's procedures for protecting children.	83%	15%	0%	0%	2%	0%	98%	0%
Q17	Leadership at all levels is effective.	26%	57%	11%	4%	2%	0%	83%	15%
Q18	Staff communicate effectively with each other.	33%	54%	9%	2%	2%	0%	87%	11%
Q19	I have good opportunities to take part in continuing professional development.	39%	48%	9%	2%	2%	0%	87%	11%
Q20	Staff across the school share good practice.	30%	52%	13%	0%	4%	0%	83%	13%

**Note: Will not always sum to 100% due to rounding**

# Non-Teaching Questionnaire Summary

Centre Name Lenzie Academy  
 SEED Number 8338132  
 Quest. Issued 40  
 Quest. Input 18  
 Response Rate 45%



		Percentage %							
		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Not Answered	Strongly Agree & Agree	Disagree & Strongly Disagree
Q1	I have access to the information I need to carry out my work.	39%	50%	6%	0%	6%	0%	89%	6%
Q2	All staff and pupils respect each other.	11%	44%	17%	22%	6%	0%	56%	39%
Q3	Pupils are well behaved.	11%	50%	28%	6%	6%	0%	61%	33%
Q4	I am involved in staff discussions about how to achieve school priorities.	17%	17%	44%	17%	0%	6%	33%	61%
Q5	I have good opportunities to be involved in making decisions.	11%	39%	33%	17%	0%	0%	50%	50%
Q6	Staff communicate effectively with each other.	11%	61%	17%	6%	0%	6%	72%	22%
Q7	Staff treat all pupils equally.	11%	72%	6%	6%	6%	0%	83%	11%
Q8	Support for pupils with additional support needs is effective.	22%	50%	0%	0%	28%	0%	72%	0%
Q9	Parents are fully involved in the school and their children's learning.	17%	44%	0%	0%	39%	0%	61%	0%
Q10	I am aware of the school's procedures for protecting children.	44%	50%	0%	0%	6%	0%	94%	0%
Q11	Leadership at all levels is effective.	11%	50%	6%	11%	17%	6%	61%	17%
Q12	I have good opportunities to take part in training activities.	28%	56%	0%	6%	11%	0%	83%	6%

Note: Will not always sum to 100% due to rounding

DISCLOSURE CONTROL APPLIED

## Additional inspection evidence

### Selected attainment information

Inspectors use this information together with a wide range of other information gathered during the inspection to evaluate and report on young people's overall achievement. It helps inspectors and schools to understand how successful young people are in SQA qualifications compared to young people nationally and to those in other schools which serve young people with similar needs and backgrounds<sup>1</sup>. However, this is only one aspect of young people's achievement, and it is only by blending these results with a wide range of other information, including achievement in the four capacities of curriculum for excellence<sup>2</sup>, the quality of learning in lessons and other activities, the impact of the curriculum, and the extent to which learning needs are being met, that a well-informed evaluation of achievement can be made. You can find this evaluation of young people's overall achievement in the report on the school, published on this website.

#### Scottish Credit and Qualifications Framework (SCQF) levels:

7: Advanced Higher at A-C/CSYS at A-C

6: Higher at A-C

5: Intermediate 2 at A-C; Standard Grade at 1-2

4: Intermediate 1 at A-C; Standard Grade at 3-4

3: Access 3 Cluster; Standard Grade at 5-6

#### Percentage of relevant S4 roll gaining awards by end of S4

		2009	2010	2011 <sup>3</sup>
<b>English and Mathematics @ Level 3</b>	<b>Lenzie Academy</b>	100	100	100
	<b>Comparator schools<sup>1</sup></b>	95	97	96
	<b>National</b>	93	93	93
<b>5+ @ Level 3 or better</b>	<b>Lenzie Academy</b>	100	99	99
	<b>Comparator schools</b>	96	97	96
	<b>National</b>	92	92	93
<b>5+ @ Level 4 or better</b>	<b>Lenzie Academy</b>	96	97	95
	<b>Comparator schools</b>	88	87	87
	<b>National</b>	78	78	78
<b>5+ @ Level 5 or better</b>	<b>Lenzie Academy</b>	54	59	64
	<b>Comparator schools</b>	51	51	50
	<b>National</b>	35	36	35

## Percentage of relevant S4 roll gaining awards by end of S5

		2009	2010	2011 <sup>3</sup>
<b>5+ @ Level 4 or better</b>	<b>Lenzie Academy</b>	97	97	98
	<b>Comparator schools<sup>1</sup></b>	88	89	90
	<b>National</b>	79	80	81
<b>5+ @ Level 5 or better</b>	<b>Lenzie Academy</b>	75	72	79
	<b>Comparator schools</b>	63	66	67
	<b>National</b>	47	49	50
<b>1+ @ Level 6 or better</b>	<b>Lenzie Academy</b>	64	66	64
	<b>Comparator schools</b>	58	59	60
	<b>National</b>	41	43	44
<b>3+ @ Level 6 or better</b>	<b>Lenzie Academy</b>	43	45	45
	<b>Comparator schools</b>	38	40	40
	<b>National</b>	23	25	26
<b>5+ @ Level 6 or better</b>	<b>Lenzie Academy</b>	23	22	23
	<b>Comparator schools</b>	19	20	20
	<b>National</b>	11	11	12

## Percentage of relevant S4 roll gaining awards by end of S6

		2009	2010	2011 <sup>3</sup>
<b>5+ @ Level 5 or better</b>	<b>Lenzie Academy</b>	79	77	76
	<b>Comparator schools<sup>1</sup></b>	64	67	70
	<b>National</b>	48	50	53
<b>1+ @ Level 6 or better</b>	<b>Lenzie Academy</b>	74	72	75
	<b>Comparator schools</b>	58	63	65
	<b>National</b>	44	47	49
<b>3+ @ Level 6 or better</b>	<b>Lenzie Academy</b>	59	56	59
	<b>Comparator schools</b>	45	50	52
	<b>National</b>	31	33	35
<b>5+ @ Level 6 or better</b>	<b>Lenzie Academy</b>	43	39	44
	<b>Comparator schools</b>	34	36	39
	<b>National</b>	21	22	23
<b>1+ @ Level 7 or better</b>	<b>Lenzie Academy</b>	33	26	32
	<b>Comparator schools</b>	24	28	32
	<b>National</b>	14	15	15

More attainment information and other statistics for this school can be found on the Scottish Schools Online Website <http://www.ltscotland.org.uk/scottishschoolsonline/>

<sup>1</sup> The comparator schools taken into account in HMIE's evaluations are those schools (up to 20) which are statistically close enough to the school in terms of the key characteristics of the school population.

<sup>2</sup> The four capacities are successful learners, confident individuals, responsible citizens, effective contributors.

<sup>3</sup> 2011 Pre Appeal