

Lenzie Academy
Standards & Quality Report
2024-25

School context

Our school has a roll is approximately 1400 pupils and serves the areas of Lenzie, South Kirkintilloch and Lennoxton. Approximately 20% of pupils attend the school through 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 – the highest % in any EDC school. There are in excess of 30 languages spoken by our pupils including Arabic, Cantonese, Mandarin, Hakka, Punjabi, Twi, French, Spanish and Gaelic. Currently 34.8% of our pupils have an identified additional support need. Our SIMD profile by quintile (dividing the school population into 20% chunks) is Quintile 1 = **7%** Quintile 2 = **18%** Quintile 3 = **11%** Quintile 4 = **18%** and Quintile 5 = **46%**.

The current school building dates back to the 1960s and has had additions over the years e.g. a new wing was opened in 1997; a new social area and games hall were added in the early 2000s and new 3G football and rugby pitches created in recent years. Lenzie Academy will be moving to a new school over the next 3-4 years.

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** to all individuals 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 to promote the view that every individual has equal worth and respected. We encourage **compassion** for others by encouraging pupils to be at the service of others, especially those who may be less fortunate in life and have to deal with more challenges.

The school's improvement plan priorities for 2024-25 related to:

- 1. Learning and teaching.**
- 2. Attainment and achievement.**
- 3. Curriculum**
- 4. Health and wellbeing.**

In all areas there was very good progress made in delivering on the various improvement targets.

1. Learning and teaching

The school has been incorporating a range of meta-cognitive approaches into learning and teaching for a number of years. This was validated positively during the school's Education Scotland inspection in November 2024. The learning and teaching within the school was rated a strong VERY GOOD and they said:

"Staff have developed a whole-school approach to improve further the quality and consistency of learning and teaching across the school. Under the umbrella title of 'meta-cognition', this approach involves teachers identifying key methods they can use with their classes to improve the learning experience for young people. This whole-school approach helps young people improve their learning skills and take a greater lead in their learning... Teachers share a very clear and consistent language around learning well, which helps young people learn effectively. Overall, this approach is resulting in high quality learning experiences for young people".

"Almost all teachers provide effective verbal feedback and most also provide young people with helpful written feedback on their work. The very frequent and detailed feedback received by young people on how to improve, especially in the senior phase, is an important strength within the school".

2. Attainment and achievement

As a school, we continue to deliver high quality provision to our pupils resulting in strong attainment and a wealth of wider achievement opportunities.

Attainment

In terms of academic attainment, Education Scotland inspectors praised the school's results. Some commentary from the school's inspection report demonstrates this:

"Young people are attaining very well at different stages of their progression through the school. Staff have a shared commitment to a relentless focus to raise attainment for young people".

"Performance in literacy and numeracy is very strong".

"Young people's attainment, when compared using complimentary tariff scores, has been consistently strong over the last five years".

"Young people are performing very well in relation to NQs and to the virtual comparator (VC). The quality of SCQF level 6 passes, especially by S6, is exceptionally strong".

"Young people achieve strong positive destinations. This is above the national average, the local authority and VC average since 2021".

Wider achievement

In terms wider achievement, Education Scotland inspectors also painted a glowing picture of the school's provision. As well as the huge variety of trips offered by the school across all year groups. There is a wide range of curricular trips in many subject areas e.g. Geography field trips, Modern Studies trips to the Scottihs and UK Parliaments, Dance trips to London and many more. To enhance our pupils understanding of 'Skills for Learning, Life and Work' through our Developing the Young Workforce (DYW) agenda we visit many workplaces across the session so that young people can

experience the world of work and to develop their understanding of the key skills required in the workplace. In addition, we have merit trips to Blackpool for S1-3 pupils, our S1-2 Sports Tour to Salou, the S1-3 Ski Trip to the Alps, the S3 Barcelona Trip, our S4 Battlefields trip is returning for the 2025-26 session and our S5-5 USA trip departs in June 2025.

We have in excess of 68 extra-curricular activities and clubs running every week ranging from football and dance academies running before the start of the school day to a wide array of lunchtime and after school clubs encompassing a large variety of music clubs and sports clubs. There is a huge variety of other clubs such as – Computer Games Club, Craft Club, International Film Club, Cricut Club, Equalities Group, Allies, Eco-Group, Bike Maintenance Club, Dungeons and Dragons, Press Club, Fashion Club, Chess Club, Gardening Club, Horticulture Club, Relaxation Group, Scripture Union, Philosophy Circle Time and many others.

“Young people take part in the extensive range of wider achievement activities run by staff ... the young people appreciate the significant degree of choice in the type and form of activities they can participate in across the week”.

“Young people develop skills such as self-confidence and working with others while volunteering in their community ... and develop their skills in communication, organisation and teamwork through running large scale school events”.

“Increasing number of young people are gaining nationally recognised achievement awards”.

3. Curriculum

In terms of the curriculum, there were two main areas for development in 2024-25:

- (a) The introduction of our BGE Academies into our S1 curriculum.
- (b) Senior phase curriculum re-structuring.

BGE Academies

The school developed and introduced six BGE academies for our S1 pupils in 2024-25:

- **Citizenship Academy**
- **Creativity Academy**
- **Digital Academy**
- **Skills Academy**
- **STEM Academy**
- **Wellbeing Academy**

The staff within the school embraced these opportunities to develop the core skills of our pupils and ongoing evaluation by staff delivering the academies and by young people as recipients has been very positive indeed. Plans are in place to develop the programme into S2 and build upon the skills and successes achieved in the first year of the programme.

Senior phase curriculum

After extensive consultation with staff, pupils and parents/carers the school has put in place plans to re-structure the S4-6 senior phase curriculum. This involves moving from six subjects in S4 and six in

S5 to a model that will incorporate seven subjects in S4 and five subjects in S5. All departments have reviewed their courses and made the necessary changes where required.

4. Health and wellbeing

As a very diverse and multi-cultural school, the promotion of inclusion and equalities is important to everyone within the school. Strong relationships based upon mutual respect are important in helping the school delivery effectively for all young people. Education Scotland inspectors recognised this during their visit to the school in November 2024. They said:

“Staff know young people as individuals. This results in positive relationships across the school where young people feel safe and respected”.

“Almost all young people are confident and interact well with each other”.

“Young people and staff celebrate diversity frequently through assemblies and themed events such as Culture Week. Almost all young people feel that the school helps them to understand and respect other people. The strong prominence given to diversity and inclusion is an important strength of the school”.

“Across almost all SIMD deciles, attainment versus deprivation for leavers is consistently higher or much higher than that of young people living in the same deciles across Scotland. There is a particular strength in the leavers’ attainment of young people residing in deciles one and two”.

Pupil Leadership

In addition to the school’s improvement priorities, we are also very proud of the leadership opportunities that we offer our young people within the school. This includes:

- School captains
- School vice captains
- School House captains
- BGE ambassadors
- S6 buddies
- Pupil councillors for all year groups
- Mentors in violence prevention leaders
- Mental health ambassadors
- Wellbeing ambassadors
- Our Columba 1400 leadership academy programme
- Our S3 mentoring programme
- Ethics ambassadors
- The Lenzie Academy Community Engagement (LACE) team
- Sports ambassadors
- Dance leaders
- HFT ambassadors