

Summarised inspection findings

Lenzie Academy

East Dunbartonshire Council

4 March 2025

Key contextual information

School Name: Lenzie Academy
Council: East Dunbartonshire Council
SEED number: 8338132
Roll: 1371

Lenzie Academy is a non-denominational, comprehensive secondary school located in the town of Lenzie in East Dunbartonshire. The school has five associated primary schools.

The headteacher has been in post for 13 years. He is supported by five substantive deputy headteachers and one acting deputy headteacher.

Attendance is generally above the national average. Exclusions are generally below the national average and are decreasing.

In September 2023, 7.7% of pupils lived in the 20% most deprived data zones in Scotland. In February 2024, 7.8% of pupils were registered for free school meals. In September 2023, the school reported that 34.8% of pupils had additional support needs.

1.3 Leadership of change

good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- Senior leaders have worked with staff to create a positive and caring ethos across the school. Staff and young people have positive relationships and demonstrate mutual respect in almost all interactions. Young people are highly motivated and reflect a healthy and mature enthusiasm for their school experience. The school values were refined by staff and young people in 2022 to two key values of ambition and inclusion to reflect the current school context. The values are displayed widely and are important in reflecting and driving the behaviours and most expectations of staff and young people.
- The headteacher is well respected across the school community. He has a calm and confident style of leadership. He demonstrates courage in empowering his middle leaders to lead their departments. The headteacher models and leads a relentless focus on securing strong attainment outcomes for young people. The senior leadership team promote a strong culture of collaborative working and as a result middle leaders have ownership of the direction of change. Staff are improving approaches to learning and teaching which supports further raising of attainment across the school.
- Middle leaders and classroom teachers gather frequently the views of learners about their experiences at classroom or subject level to support planning and improvement. Helpfully, senior leaders are now building upon this by seeking the views of young people on their learning more systematically at a whole school level. The outcome of this includes helpful information on learners' views of classroom practice. This has been used to develop different approaches to, for example, assessment. A few departments are now using this self-evaluation very well to collaborate and to improve experiences for young people. A next step for staff is to review self-evaluation evidence to be further included in systematic plans to implement change and improvement for young people.
- The headteacher drives school improvement and is sensitive as to how staff will work best with an appropriate pace of change. The school improvement plan (SIP), structured in line with local authority guidance, has three strategic priorities. These priorities are then sub-divided. The SIP is currently too complex and difficult to follow. Staff at all levels are often confused about what is being developed as a whole school and this is leading to inconsistencies across the school. As a next step, senior leaders should work to streamline the priorities to enable clear, measurable and trackable targets for staff. A few staff members are working on areas that are not currently included in the SIP. Senior leaders should ensure there is a more clearly and commonly understood whole school strategic overview of all improvement priorities. These priorities should be streamlined and be clear, measurable and trackable, and lead to improved outcomes for young people. Senior leaders should ensure that there is a more coordinated approach to self-evaluation, improvement planning, professional learning and quality assurance activities across the school.

- Almost all middle leaders are empowered to lead their own areas of responsibility. For example, departmental or pastoral leadership roles. Middle leaders are also empowered to take forward areas of whole school improvement, working closely with senior leaders in a large variety of improvement committees. These are supporting staff to have ownership of school improvement and are supporting improved outcomes for young people. Middle leaders take important leadership roles in determining how to best support the needs of identified young people. For example, middle leaders involved in supporting learners who require additional support. Most middle leaders lead their own areas of department and whole school responsibility effectively and demonstrate well how their actions are leading to improved outcomes for young people. There are examples of effective strategic work at this level, but there are also areas where young people and staff would benefit from a more frequent and strategic overview and interventions from senior leaders.
- Senior leaders work well with middle leaders appointed to lead interventions supported by Pupil Equity Funding (PEF). These middle leaders are well-placed to contribute to more detailed evaluations of PEF impact and further planning.
- Teachers are empowered to initiate and lead change in their departments. For example, teachers have led important strategic and operational tasks in the development of new elective courses and “BGE Academy” courses. Teachers and middle leaders have led the identification of required skills and knowledge and worked well with young people to identify areas of learning which young people would find relevant and engaging. As a result, young people now benefit from a range of additional courses which expand their learning and link well with later senior phase progression. Staff are supported well by senior leaders to take these initiatives and to innovate. This results in a variety of helpful approaches to support young people in aspects of their learning.
- All teachers are involved in professional learning activities relating to aspects of their work. Staff work well together to use professional learning to improve outcomes for young people. For example, learning around effective feedback has been a common area in a few departments. In a few areas, there is also a strong strategic overview from senior leaders. For example, coordinating professional learning focused on improving attainment and widening the curriculum. This has led to improved outcomes for young people. The senior leadership team should now link professional learning plans more clearly to school improvement priorities. This will help staff to have a better understanding of how their professional learning relates more clearly to whole school improvement priorities. The evaluation of the impact of professional learning should be carried out more consistently across senior leaders. It will also be important to ensure that professional learning for support staff is a part of this overview.
- Young people in S5 and S6 talk confidently about their role as change agents. The S1 to S6 pupil councils are beginning to support an increasing number of young people to recognise how their voice can influence decisions that affect them in the school. As planned, staff should continue to consider how to further expand young people’s voice in the school. The senior leadership team should work with young people to plan school improvement priorities based on clear evidence. This will support all young people to feel valued and will encourage greater ownership and sense of belonging.
- Senior leaders should continue to work closely with the Parent Council to ensure all parents have the opportunity to be fully involved in school life. Parents have a valuable role in for example, school improvement planning. Parents should be fully involved in all decisions affecting young people, including for example those relating to the curriculum.

- School leaders have developed and implemented effectively a common skills framework to support the delivery of skills for learning, life and work across all departments. This is well embedded across the school. This is supporting young people to have an improving understanding of their career pathways. The Developing Young Workforce (DYW) committee have clear actions in the SIP to develop the curriculum in line with DYW priorities. All departments now have active DYW contacts and targets for improvement are shared well with staff across the school. School leaders work well with SDS managers to agree the broad strategic approach for the delivery of Career Information Advice and Guidance services to contribute to the School Partnership Agreement (SPA).

2.3 Learning, teaching and assessment

very good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Young people learn in a calm and supportive environment where they enjoy mutually respectful and very positive relationships with staff. Young people are proud of their school and demonstrate highly respectful behaviour in their interactions with each other and staff. School staff have high expectations and aspirations for young people. Staff have established a motivating and supportive learning environment in classrooms that is contributing to positive outcomes for learners. As a result, young people are ambitious, enjoy their learning, and are motivated to achieve highly. This is a major strength and is improving attainment across the school.
- In most lessons, young people enjoy opportunities to learn independently, with their peers, and in larger groups. They readily share their ideas and responses with their teachers and each other. As a result, almost all young people develop greater confidence in their learning and in their ability to share their thinking with others. Young people are increasingly experiencing more opportunities to make choices in their learning. These experiences are helping young people to be positively engaged in their learning.
- In most lessons, real life and engaging contexts enhance the learning experiences for young people. This includes linking learning activities to careers, topical events and engaging case studies. These experiences enhance young people's motivation and help young people make meaningful connections in their learning.
- In almost all lessons, teachers' explanations and instructions are very clear. Almost all teachers use praise highly effectively to encourage young people to learn. Teachers use the Lenzie Academy 'What does a good lesson look like?' template very well to structure learning activities. For example, starter activities create an ambitious climate for learning and retrieval practice activities help young people recall previous learning. In most lessons, teachers also share what is to be learned in the lesson and help learners understand how to be successful. In a few lessons, teachers encourage young people to summarise their learning at appropriate points and connect learning to the aims of the lesson. This helps young people gain confidence in their learning and enables the teacher to correct any misconceptions. Teachers should now share this practice more widely across the school to ensure young people benefit from this highly effective practice. Overall, the use of the lesson template is an important strength which is having a positive impact on learning and teaching.
- 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 'metacognition', 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. For example, when young

people encounter a learning challenge, they are encouraged to help themselves before they ask for help from a peer or a teacher. Teachers share a very clear and consistent language around learning well, which helps young people. Other features of this practice include teachers sharing high quality examples of successful learning. Overall, this approach and the wider work of the learning and teaching committee is resulting in high quality experiences for young people.

- Across the school, teachers plan learning experiences which motivate young people and help them achieve success in their learning. In most lessons, young people complete learning activities which are appropriately challenging. Teachers are well placed to enhance the learning experiences for young people who require additional support with their learning due to high quality information available to them on individual young people's learning needs. Teachers use this to support young people effectively during their learning. A minority of learning experiences would be further enhanced by more extensively planned differentiation. A few young people, especially in S1-S3, would benefit from greater challenge in their learning. Senior leaders should continue to work with teachers to ensure that all learning activities are set at the right level of difficulty and are tailored to meet the needs of all learners. This will help young people to fulfil their learning potential.
- Teachers use a range of formative and summative assessment approaches across the BGE and the senior phase including project-based learning, skills and knowledge-based written assessments, questioning, peer and self-assessment. In the BGE, almost all teachers are continuing to develop the assessment evidence they use to inform their judgments of achievement of a Curriculum for Excellence (CfE) level. In the BGE, teachers engage in moderation activities within all subject areas. This is resulting in increased confidence in assessment judgments. In both the BGE and senior phase, school leaders should continue to build on strong expertise in the use of a wide variety of assessment approaches to ensure all teachers develop their understanding of the relationship between checking for understanding, assessment and planning of future learning.
- Staff have a strong, shared understanding of assessment standards in the senior phase. Staff are confident in their professional judgements and predictions in the senior phase. Teachers who are Scottish Qualifications Authority (SQA) appointees share their experiences well to support the planning of learning based on a strong understanding of national standards. In the senior phase, moderation and verification arrangements are robust. This results in teachers' judgements being reliable. The majority of teachers are also involved in moderation beyond the school. For example, through the local authority's professional development groups.
- Almost all teachers provide effective verbal feedback and the majority 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. Almost all teachers use digital technology effectively to share resources with young people.
- The majority of young people in the BGE are aware of the level they are working at and what they need to do to improve. In the senior phase, almost all teachers across the school engage in regular high-quality learner conversations with young people. This supports young people well to understand better the progress they are making with their learning. As a result, young people in the senior phase speak confidently about their next steps in learning. Teachers need to consider how best to further improve the quality, consistency and impact of learner conversations in the BGE.

- Teachers across the school use a variety of tracking approaches to record, track and monitor young people's progress. This allows teachers to assess the progress being made by all young people. In the majority of subjects, young people have the opportunity to record and track their own progress from S1 to S6. For example, through logbooks and progress diaries. This supports most young people to speak confidently about their strengths and next steps in learning. In the few most effective examples, class teachers and middle leaders use this data very effectively to plan and support improvements in their planning of learning, teaching and assessment. Senior and middle leaders need to consider how to share this effective practice to lead to a more consistent approach to using monitoring and tracking data to help to inform subsequent planning.

2.2 Curriculum: Learning pathways

- Staff are at the early stages of reviewing Lenzie Academy's curriculum, key parts of which are pathways within the senior phase. All stakeholders would benefit from greater clarity on proposed changes to senior phase pathways. Senior leaders should ensure that the pending consultation has a clear rationale and explores further potential to enhance the senior phase curricular offer to include a wider variety of courses within the Scottish Credit and Qualifications Framework (SCQF).
- Almost all young people experience their entitlement to learn in all curricular areas in the BGE. In S1, young people have begun to experience further learning on areas such as citizenship and skills development as part of "BGE Academy" rotations. Plans for the introduction of similar provision in S2 and S3 should account for appropriate progression through the BGE. All learners in S2 and S3 also choose elective courses.
- Skills for learning, life and work are a prominent element of the BGE curriculum. Young people across the school identify and articulate the skills that they are developing. They are supported to track their skills development as part of the personal and social education (PSE) programme. Senior leaders should establish a robust process for tracking skill acquisition at cohort level, that can then be used to inform curricular planning.
- Almost all young people continue to learn across all curriculum areas as they choose subjects within these areas. Senior leaders should monitor carefully the experiences of the few learners who are extracted from modern languages and do not receive their entitlement to modern language learning in line with the Scottish Government's 1+2 languages policy. Young people experience national expectations around physical education. Young people benefit from the use of a school library for research projects and personal reading. The school staffing structure includes a full-time librarian, based in the school library.
- In recent years, staff have expanded their curricular offer in the senior phase. This has mainly focused on an increase in National Qualifications (NQs) for S5 and S6. For example, SCQF level 6 sociology. Young people are presented for six NQs in S4, six NQs in S5 and up to six NQs in S6. As part of their review of senior phase pathways, senior leaders should consider carefully which qualifications may best meet the needs of their learners. Throughout the senior phase, skills for learning, life and work pathways include a range of appropriate options to suit individual learner needs as part of the Senior Phase Partnership Programme (SPPP). A few young people are studying Foundation Apprenticeships at the local college and there are increasing numbers of young people attending college as part of the SPPP. There are clear actions in the DYW action plan aimed at reducing the stigma of alternative pathways amongst parents and pupils. For example, a recent pathways evening attracted over 800 parents. Almost all curriculum areas display informative notice boards in corridors highlighting skills development, career opportunities and pathways linked to their subjects.

2.7 Partnerships: Impact on learners – parental engagement

- Most parents appreciate and are complimentary of the work of school staff and how well they support young people. The parental engagement staff working group has developed approaches to better support parents' understanding of the school. This group also developed a number of events to involve parents more fully. Parents appreciate the inclusion of family learning, for example. These events support parent understanding of the assessment system and how to support their child preparing for examinations.
- A few parents would like a clearer system of communication from the school. Currently there are a number of modes of communication. The headteacher should continue to work with parents to refine and clarify the processes of communication with parents to ensure easy and quick access to important information. This should include streamlined and clear procedures to collate parent views on important matters.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority that need to be addressed as a matter of urgency.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Staff know young people as individuals. This results in positive relationships across the school where young people feel safe and respected. Most young people feel they have at least one adult they trust and with whom they can share any worries and concerns. Almost all young people are confident and interact well with each other. They maximise areas around the school campus for recreational and social use. As a result of these respectful relationships and environments, and a range of other supports such as breakfast club, most young people feel safe in school.
- A whole-school emphasis on core values of ambition and inclusion has led to a positive and supportive environment for young people. The school's values are reflected clearly in departmental wellbeing pledges. These pledges are displayed in all classrooms and are successfully helping to reinforce health and wellbeing as a responsibility of all. Staff understand the importance of 'Getting It Right For Every Child' and young people benefit from staff professional learning which is helping to develop this shared understanding among staff. Staff are proactive in trying to support young people widely with their wellbeing. For example, in initiatives such as mental health ambassadors which have helped support learners' needs. As a next step, senior leaders should consider ways to develop a more consistently understood shared language of wellbeing among young people. Staff could then use this to track effectively learners' wellbeing over time. This better shared understanding may help further young people to identify challenges to their own wellbeing more confidently and seek support. More recent developments such as the S1 Wellbeing Academy could be used to help to contribute towards this clear, shared understanding.
- The PSE programme is responsive and flexible. It enables learners to reflect on a range of social and health related issues. Teachers highlight effectively equality, diversity and inclusion through the PSE programme and through targeted lessons in most curricular areas. These approaches are supported well by the work of a range of teams including, for example, the Cultural and the Wellbeing committees. The PSE programme supports young people to reflect on current issues and to understand how to develop a healthy lifestyle. Young people's discussions, often supported through peer ambassadors, successfully supports an understanding of risk and the importance of informed decision making about their health. Younger learners speak, for example, of the challenges of technology and how these challenges impact on their wellbeing. Staff have worked with young people to identify a few issues which learners feel may be benefited by PSE input. For example, learners in the senior phase now learn more about personal finance, having identified this as an area for development with staff.

- Guidance teachers maintain close contact with their house group in PSE classes. Staff provide universal support with a more targeted approach in place to address the needs of identified learners. Young people facing significant barriers to their wellbeing, learning and development benefit from more personalised support. This includes targeted interventions by Support for Learning (SfL) staff and access to different supports. For example, young people accessing 'the Hub' benefit from a nurturing environment. Young people accessing the Positive Intervention Room feel included in school and are supported to re-engage and achieve with their learning. These interventions are effective in supporting identified young people to build social skills and confidence. These interventions are successful in supporting an increasing number of identified young people to re-engage with their classes and school. This supports learners to feel nurtured, safe, included and achieving. Senior leaders should consider how they can support staff further to evaluate the impact of these interventions across all of a young person's needs and development.
- Staff use clear procedures to track and monitor young people's attendance. A range of interventions from staff and work with other services is improving attendance for individual young people within this group. An important next step for senior leaders is to ensure a clearer overview is in place for all 'at-risk' young people which aims to improve their attendance at school. This particularly includes the few young people who experience significant non-attendance at school. This should include clear and measurable targets for all affected young people. Staff use of part-time timetables should be monitored more effectively and rigorously to ensure they are time-limited and targeted effectively at improving attendance and re-engagement at school.
- Staff have processes in place to support young people with barriers to their learning. For example, care experienced young people or young carers. Young people benefit from opportunities to share their feelings, get support from appropriate partner agencies and access a safe space for them as required. Staff track the progress and support for identified cohorts of young people. This has supported improved outcomes, such as better transition support for identified young people leaving school. Senior leaders should now raise further the awareness of "The Promise" with all staff to ensure that care experienced young people are supported more widely.
- Staff respond to identified patterns in bullying incidents. For example, they have recently put in place further anti-racism strategies in response to an increase in racism-related bullying incidents. All staff should ensure that they maintain a consistent approach to supporting young people who have experienced bullying. Senior leaders should work further with learners, staff and families to establish a clearer, shared understanding of bullying and what happens as a result of this.
- Young people and staff celebrate diversity frequently through assemblies and themed events such as Culture Week. Almost all young people feel that their school helps them to understand and respect other people. The strong prominence given to diversity and inclusion is an important strength of the school. This is reinforced by young people such as Equalities ambassadors and LGBT allies, who lead and plan assemblies, input into lessons across the school and a range of other events. As a result, young people develop their personal skills as well as appreciation of different wider social issues and the responsibilities of active citizenship. Staff should consider how protected characteristics can be addressed further in PSE and other classes, in addition to interventions as appropriate.
- A whole-school awareness of cultural and religious needs is recognised and celebrated both within departments and across the whole school. Outside speakers and partners work well with

school staff and young people to reinforce this message. These programmes and events are helping to develop a rights-based approach and support young people to feel recognised, valued, cared for and included.

3.2 Raising attainment and achievement

very good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

- 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.

Attainment in literacy and numeracy

Broad General Education (BGE)

- In 2023/24, almost all young people achieved CfE third level or better in literacy and in numeracy by the end of S3. In 2023/24, most young people achieved CfE fourth level in reading and in writing and almost all young people achieved CfE fourth level in listening and talking by the end of S3. Most young people achieved CfE fourth level in numeracy by the end of S3. These high standards have been maintained over time.
- Teachers within the English and mathematics departments engage well in moderation of assessment planning designs and their judgements. This supports the reliability of these judgements. Teachers are increasingly moderating literacy and numeracy work outwith the English and mathematics departments. Senior leaders should continue to ensure that all staff develop further this shared understanding of standards of literacy and numeracy.

Senior Phase

Leavers

Literacy

- Performance in literacy is very strong. Most young people left school with SCQF level 5 or better in literacy in 2022/23. This is generally in line with the virtual comparator (VC). Most young people attained SCQF level 6 or better in literacy in 2022/23. This is significantly higher or much higher than VC in 2022/23 and for each of the preceding four years.
- Most young people who require additional support left school with SCQF level 5 or better in literacy and the majority with SCQF level 6 in 2022/23. This level of attainment has been broadly sustained over the last five years.
- A few young people leave school at the end of S4 and a minority leave by the end of S5. There is improvement in attainment in literacy for these young people, but also some inconsistencies, especially at SCQF levels 4 and 5. School leaders should consider further ways to raise attainment in literacy for the young people who leave school prior to S6.

Numeracy

- Performance in numeracy is strong. Most young people left school with SCQF level 5 or better in numeracy in 2022/23. This is broadly in line with VC for each of the last four years. The majority of young people left school with SCQF level 6 or better in numeracy in 2022/23, which

is significantly much higher than VC. Performance in numeracy at this level is very strong and is significantly higher or much higher than VC for four of the last five years. The majority of young people who require additional support left school with SCQF level 5 or better in numeracy in 2022/23 and for four of the last five years. A minority of young people who require additional support left school with SCQF level 6 or better in numeracy in 2022/23.

- Most S4 leavers in 2022/23 left with SCQF level 5 or better in numeracy in 2022/23. This improved to be in line with VC, having been significantly much lower than VC for the preceding two years. The majority of S5 leavers left school with SCQF level 5 or better in literacy in 2022/23. This improved from being significantly lower than VC to in line with the VC. A minority of S5 leavers left school with SCQF level 6 or better in numeracy in 2022/23. This improved from being in line with VC to being significantly much higher than VC.
- For young people who leave school at the end of S4 or S5, there are some inconsistencies in attainment in numeracy but generally it is improving, especially at SCQF level 6. Senior leaders are aware of this and should continue to take action to target these young people at earlier stages with interventions to improve their attainment.

Cohorts

Literacy

- As young people move through the senior phase, most young people achieve SCQF level 5 or better in literacy at S4, by S5 and by S6. This is generally in line with the VC for these year groups at this level from 2019/20 to 2023/24. As young people move into S5 and S6, they consistently sustain high standards in literacy at SCQF level 6 or better from 2019/20 to 2023/24. By S5 and S6, the majority of young people achieved SCQF level 6 or better in literacy. This is significantly higher than the VC from 2019/20 to 2023/24, except in 2020/21 when it was significantly much higher.

Numeracy

- As young people move through the senior phase, most young people achieve SCQF level 5 or better in numeracy at S4, by S5 and by S6. This is generally in line with the VC for these year groups at this level from 2019/20 to 2023/24. As young people move into S5 and S6, they consistently sustain high standards in numeracy at SCQF level 6 or better from 2019/20 to 2023/24. By S5 and S6, based on the S4 roll, the majority of young people achieved SCQF level 6 or better in literacy and this is significantly higher than VC from 2019/20 to 2023/24, except in 2020/21 when it was significantly much higher. As planned, senior and middle leaders should continue to consider ways to expand further opportunities to develop numeracy skills and qualifications for young people who are not progressing to SCQF level 6 mathematics.
- For the last five years, from 2019/20 to 2023/24, the percentage of young people at S4 presented for SCQF level 5 mathematics has been above the national average. The number and quality of passes at SCQF level 5 has been above the national average for this time. Young people have been presented for SCQF level 5 applications of mathematics from 2022/23 to 2023/24. The quality of passes is above national average for this time for young people at S4, S5 and S6.

Attainment over time

BGE

- By the end of S3, almost all young people achieve CfE third level or better in almost all curriculum areas outwith literacy and English and numeracy and mathematics. By the end of S3, the majority of young people achieve CfE fourth level or better in most curriculum areas

beyond literacy and English and numeracy and mathematics. Attainment in the BGE is sustained across curriculum areas over time, although attainment is inconsistent within curriculum areas in a few subjects. Senior leaders track learners' attainment within a level and how it matches their potential to progress.

Senior phase

Leavers

- Overall, average complementary tariff scores over the last five years demonstrate strong attainment for learners. The performance of the lowest attaining 20% of leavers has fallen from significantly above VC to being broadly in line with the VC in 2022/23. This had previously been significantly above VC in 2018/19 and significantly much above VC in 2019/20. The performance of the middle attaining 60% of leavers has risen from being broadly in line to being significantly above VC in 2022/23. This was significantly much above the VC in 2018/19 and significantly above VC in 2019/20. The performance of the highest attaining 20% of leavers is broadly in line with the VC for the last five years, except for 2021/22 when it was significantly above VC.
- Based on complementary tariff scores, learners with an additional support need are attaining well. Their performance was above VC in 2022/23 and has been for each of the four preceding years. The average complementary tariff score for young people with an additional support need has been improving over these five years.

Cohorts

- Young people's attainment, when compared using complementary tariff scores, has been consistently strong over the last five years. As learners progress through the senior phase, their attainment generally improves. Staff should continue to consider ways to further improve attainment for young people at S4 and the highest attaining 20% of young people across the senior phase and keep a close watch on the proportions of young people achieving these levels over time.
- At S4, average complementary tariff scores for the lowest attaining 20% of young people and middle attaining 60% of young people are in line with or significantly higher than the VC over the last five years from 2019/20 to 2023/24. Attainment for the highest attaining 20% of young people is consistently in line with VC.
- By S5, average complementary tariff scores for the lowest 20% of young people are generally significantly higher or significantly much higher than the VC over the last five years from 2019/20 to 2023/24. The middle attaining 60% of young people consistently attained significantly higher than the VC. In the last two years from, 2022/23, attainment for the highest attaining 20% of young people improved to be significantly higher than the VC.
- By S6, the average complementary tariff scores for the lowest attaining 20% of young people are generally significantly much higher than the VC. However, school leaders should monitor recent declines and a fall to being in line with the VC carefully. The middle attaining 60% of young people consistently attained higher than the VC and the highest attaining 20% of young people attained in line with VC for most of the last five years. Last year, in 2023/24 the highest attaining 20% of young people improved to attain significantly higher than the VC.

Breadth and depth

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

- At S4, most young people have achieved five or more awards at SCQF level 4 in 2023/24 and this has been falling over time. Young people's attainment at SCQF level 4 in S4 has been in line with VC for the last five years. Senior leaders should consider how specific actions, and planning may further benefit the cohort of young people achieving these levels.
- At S4, by S5 and by S6, young people's attainment at SCQF level 5C or better, 5A or better, 6C or better, 6A or better over the past five years from 2018/19 to 2022/23 for one or more to five or more awards, is consistently very strong. Performance at these levels is generally significantly higher or much higher than the VC. The number of young people in S6 attaining five or more qualifications at level 6A is particularly strong. This is rising as a proportion of the cohort and against the VC. Young people's attainment at SCQF level 7C or better for one or more or three awards has been generally in line with VC for most of the last five years from 2018/19 to 2022/23. It has now improved to be significantly higher than VC.

Overall quality of learners' achievement

- The majority of young people take part in the extensive range of wider achievement activities run by staff. Young people appreciate the significant degree of choice in the type and form of activity they can participate in across a school week. Young people engage enthusiastically with Columba 1400, or the sports clubs, horticulture, international film and role-playing game clubs. These take place before, during and after the school day and at weekends. The range of clubs and activities articulates well with the school's commitment to diversity. For example, its anti-racism club and its interfaith committee. This has also supported national accreditation for the school with regard to human rights.
- Staff track young people's participation and accreditation in wider achievement activities. Staff are beginning to use this information to identify young people who engage less in these activities. Staff should continue to build on this practice to improve the range and effectiveness of these interventions. Staff are at the early stages of tracking participation in achievements out of school. Staff should consider how they track young people's skills development to support learners in building a greater understanding of their own abilities and progress. Improved tracking systems should enable staff to more fully analyse need and identify which individuals and cohorts are not participating. It should also help recognise and celebrate the skills and achievements are developing locally and nationally. Young people are enthusiastic to achieve and gain awards. Achievements known by staff are celebrated, including through assemblies and on noticeboards. Young people would value more support to recognise and celebrate the skills they are building outwith school.
- An increasing minority of young people gain nationally recognised achievement awards. For example, bronze youth achievement awards and a Dynamic Youth Award. Young people record their volunteer hours, including those accumulated via the Youth Philanthropy Initiative in S3. Staff should consider how their tracking and interventions can support increased accreditation in these areas, such as increasing the number of young people gaining Saltire awards.
- Young people develop skills such as self-confidence and working with others while volunteering in their community. A few young people on the youth-led Lenzie Academy Community Engagement group develop their skills in communication, organisation and teamwork through running large scale school events. This includes organising annual Celebration of Character achievement awards ceremony.

Equity for all learners

- The majority of young people reside in Scottish Index of Multiple Deprivation (SIMD) deciles seven to ten. PEF is directed mainly towards wellbeing support and staffing. Young people benefit from targeted and universal breakfast provision which helps them, be ready to learn. Families are supported to meet costs associated with a range of residential excursions which helps more young people benefit from these experiences.
- Principal Teachers, funded through the PEF, identify young people at risk of not attaining in the BGE. Senior leaders should ensure that those identified young people benefit from a clear programme of intervention aligned to specific and manageable targets and look ahead to progression to the senior phase. In particular, a very few S4 learners continue to leave school without National Qualifications. Selected staff have begun to undertake robust analysis of interventions for young people in S1-S3. Senior leaders should ensure this analysis is developed further and also extends to interventions for young people in S4-S6.
- The percentage of young people who stay on beyond S4 and S5 is greater than the national average. The school has maintained a very high standard of leaver attainment across the last five sessions. 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 particular strength in the leavers' attainment of young people residing in SIMD deciles one and two.
- Young people achieve strong positive destinations. This is above the national average, local authority and VC average since 2021/22.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

| | |
|-------------------------|---------------|
| All | 100% |
| Almost all | 91%-99% |
| Most | 75%-90% |
| Majority | 50%-74% |
| Minority/less than half | 15%-49% |
| A few | less than 15% |

Other quantitative terms used in this report are to be understood as in common English usage.