

Sub-Committee on Standards for Children & Families

2.00pm, Tuesday 29 January 2019

Secondary School Inspection at Leith Academy

Item number	5.1
Report number	
Executive/routine	
Wards	
Council Commitments	

Executive Summary

Education Scotland (ES), undertake an annual sample of inspections across Scotland (approximately 240 per year) covering nursery, primary, special and secondary schools. A letter to parents/carers on each inspection is published approximately three months after the inspection. On the basis of this letter the school with the support of the authority amends its improvement plan to take account of any agreed areas for improvement. Inspectors usually revisit a school within a year of the publication of the letter where weak or unsatisfactory practice has been identified. For all other schools inspected the local authority will inform the parents about the progress made in improving the quality of education. This letter and evaluations (Appendix 1) and the Summary of Inspection Findings (Appendix 2) advises the Sub-committee on the outcomes of the initial inspection

Secondary School Inspection at Leith Academy

1. Recommendations

- 1.1 The Sub-committee is requested to:
 - 1.1.1 note the findings of the report including the areas where the education authority and the school should continue to improve the school; and
 - 1.1.2 receive an authority inspection follow through report within two years of the publication of the inspection letter

2. Background

- 2.1 In February 2018, a team of inspectors from Education Scotland visited Leith Academy. During their visit, they talked to parents/carers, children and young people and worked closely with the headteacher and staff. Evidence gathered enables Education Scotland to evaluate some quality indicators from How good is our school? (4th edition). Quality indicators help schools, education authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers evaluations of quality indicators to keep track of how well Scottish schools are doing.

3. Main report

- 3.1 The report, published 24 April 2018 identified the following key strengths:
- 3.2 The inclusive and supportive environment which recognises the rich cultural and social diversity of Leith. The commitment to equalities is increasingly supporting the development of nurturing and positive relationships. As a result, most young people are positively involved in their learning across the school.
- 3.3 The positive start made by the acting headteacher in developing a team approach to improvement. The commitment of staff and partners to implement change and improve outcomes for all young people.
- 3.4 The contribution young people make to leading key initiatives which is having a positive impact on the school's ethos.
- 3.5 The following areas for improvement were identified and discussed with the headteacher and a representative from The City of Edinburgh Council:
- 3.6 In order to raise attainment and achievement for all, develop a more rigorous system for monitoring and tracking the progress of young people through the broad

general education and continue to develop this within the senior phase. Through improved tracking, demonstrate the impact of interventions on all young people including those at risk of not achieving.

- 3.7 Progress to date: a tracking system is now in place across S1-6 and designed to focus on all learners' progress, including those with protected characteristics. Attainment improved in several areas across the school due to more rigorous tracking in session 2017/18, with significant improvement for young people in S4 at risk of not achieving.
- 3.8 Through effective professional learning, continue to develop approaches to planning and monitoring school improvement. These approaches should include clearer systems to show improved outcomes.
- 3.9 Progress to date: the school has reviewed and implemented a new approach to Improvement Planning. The acting Headteacher has now been appointed as the substantive Headteacher following success in recent recruitment and selection process.
- 3.10 Improve the quality and consistency of learning and teaching across the school and allow young people more frequent opportunities to lead their own learning.
- 3.11 Progress to date: Faculty Reviews now include a focus on Pupil led Learning and opportunities to make positive use of digital technology in the Senior Phase.
- 3.12 Continue to develop the school curriculum with a view to increasing curriculum pathways enriched by further partnership approaches. In order to support this, continue to develop wider partnerships across the culturally rich and diverse Leith community.
- 3.13 Progress to date: the school has increased partnership work with Edinburgh College and other learning providers to expand range of pathways and SCQF Level 5 and 6 courses, such as National Progression Awards
- 3.14 The Quality Improvement Education Officer continues to support the Headteacher in delivery of action plan developed in response to inspection findings.
- 3.15 Below is the Education Scotland's evaluations for Leith Academy:

Quality Indicators	Evaluation
Leadership of change	Satisfactory
Learning, teaching and assessment	Satisfactory
Raising attainment and achievement	Weak
Ensuring wellbeing, equality and inclusion	Good

4. Measures of success

- 4.1 As part of their ongoing support following the inspection by Education Scotland, officers from The City of Edinburgh Council will conduct a follow-through visit at Leith Academy in February 2019 and report on progress with the agreed areas for improvement. Taking account of the progress report, Education Scotland will then decide whether further engagement with the school is required. This may involve another inspection visit.

5. Financial impact

- 5.1 There are no financial implications contained in the ES report.

6. Risk, policy, compliance and governance impact

- 6.1 The recommendations in this report have been assessed in relation to risk, policy, compliance and governance and no negative impacts have been found.

7. Equalities impact

- 7.1 There are considered to be no infringements of the rights of the child. Tracking of pupil performance by gender and Black Minority Ethnic (BME) is undertaken at school level and there are no adverse impacts.

8. Sustainability impact

- 8.1 None.

9. Consultation and engagement

- 9.1 Parents, pupils and staff completed an ES questionnaire prior to the inspection.

10. Background reading/external references

- 10.1 Leith Academy inspection report, Edinburgh Council 24/04/18
<https://education.gov.scot/assets/inspectionreports/leithacademyins240418.pdf>
- 10.2 Leith Academy summarised inspection findings, Edinburgh - 24/04/18
https://education.gov.scot/assets/inspectionreports/leithacademy_sif240418.pdf

Alistair Gaw

Executive Director Communities and Families

Contact: Darren McKinnon, Quality Improvement Education Manager

E-mail: darren.mckinnon@edinburgh.gov.uk | Tel: 0131 469 3044

11. Appendices

None