

Context of our School

Leith Academy is a proudly comprehensive Secondary School serving the Leith and North East Edinburgh Community. We are situated in the heart of Leith at the bottom of Easter Rd with a school roll of approx. 1000 learners and approx. 120 Teaching and Support Staff. Our School vision statement is 'Success in Learning for All' which is driven by the understanding that learning takes shape in many different ways that best suit the needs of our young people.

Our School values are Respect, Diversity, Honesty and Fairness and we work daily to live out and role model these values. Our moto and the moto of Leith as a community, is Persevere.

We have several local contextual themes across Leith as we serve a wide demographic across the Scottish Index of Multiple Deprivation. Many of our learners and their Families come from deciles 1-3 but we have a school population that goes across all quintiles 1-5. We are proud of the Diversity Leith has as a community with many languages and countries represented across our School.

As a School we focus on improving outcomes for all young people, no matter their background or prior learning. This involves working across different cohorts and groups of youngsters and year groups to support them and their families make the best progress they can.

Schools are busy, dynamic places where we have to adapt and react to unplanned events or themes, our recent work in this area was linked to supporting the largest influx of Ukrainian youngsters to a Scottish School. Whatever challenges present themselves it is important we find a way to Persevere (our moto) and do the best possible for the young people and their Family.

Further information around policy, improvement planning and other information can be found on our website here [Home - \(leithacademy.uk\)](https://www.leithacademy.uk)

Standard and Quality Report 2023-2024

What have we done?	How well are you doing? What's working well for your learners?	How do you know? What evidence do you have of positive impact on learners?	What are you going to do now? What are your improvement priorities in this area?	How would you evaluate this QI using the HGIOS?4/HGIOELC? six-point scale?
QI 1.3 Leadership of change (Developing a shared vision, values and aims relevant to the school and its community; Strategic planning for continuous improvement; Implementing improvement and change)				
<p>We have continued to lead improvements across the School community over a range of themes.</p>	<p>Our moto, vision statement and values are well shared and relevant across the School community.</p> <p>We adapt when needed to support our local community.</p>	<p>Improved outcomes through consistent and reactive policy changes over several years such as SQA policy, attendance policies and L,T&A policies.</p> <p>Attendance changes to policy in line with CEC have seen month on month 'green' outcomes from CEC tracker.</p> <p>We continue to adapt to themes which need closer tracking ie SIMD 4 was the Ukraine ship.</p> <p>Parent views (214) on school is well led; -83% Agree or Strong Ag</p>	<p>Over next 3 yrs there are some significant changes to lead linked to strategic planning for improvement:</p> <ul style="list-style-type: none"> -New CEC Tracking platform and how it impacts learners -Implementing the Hayward review advice -Implementing the Edinburgh Inclusion vision -Moving to a new curriculum structure 24/25 	<p>Good</p>

QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)				
<p>L,T&A is at the front of our work through developing high quality, consistent experiences for all learners. Our annual work on self evaluating our L,T&A is showing positive consistency and quality, including the views of CEC colleagues this year 23/24. Our staff have dedicated 4hrs WTA time to developing an area of pedagogy linked to the Charter, their learning is then shared with colleagues.</p> <p>At a Faculty level and as led by our L,T & A group, pupils' views on L&T are sought on a termly basis and actions are developed from these.</p>	<p>Relationships are positive across the School with high expectations for all.</p> <p>Use of tech to enhance learning is clear.</p> <p>Tracking interventions are used to plan next steps and improve outcomes for all.</p> <p>Assessment evidence is used across depts / fac but has also been a discussion area of focus for this year 23/24.</p> <p>Pupil Voice has improved at the school and pupils report that they have a chance to express views and shape their school experience – as per Pupil Survey at 93%</p> <p>Our TeachMeets are now in place and have been well received by staff, allowing us to reflect on and shape our pedagogy.</p>	<p>Our annual Faculty Review involves SCE's, Focus Groups and Prof dialogue with CL's on agreed themes (23/24 was assessment tracking at BGE).</p> <p>The quality of our teaching has been viewed as having positive structure and consistency from our observations of both internal and external staff.</p> <p>Colleagues from CEC joined the Fac Rev this year and feedback was positive on quality and consistency of teaching.</p> <p>Pupil feedback via q'aire -85% enjoy learning at school (316 responses) -93% I get help with my learningothers available</p>	<p>Refresh our Faculty Review model to work in a way more closely aligned to SSE and external observation.</p> <p>Continue to develop high quality, consistent learning experiences.</p> <p>Continue to look outward for external views to support internal judgements.</p> <p>Move our curr structure to a 50min ppw to support good pace and variety.</p> <p>Finalise our 'What good learning looks like at Leith' document – May 2024 – and roll out to classes for 2024-25; use this to enhance and update our L,T&A Policy.</p>	<p>Good</p>

	<p>We continue to work on effective assessment via AiFL and use of plenary / success criteria to help children know where that are and what they need to do next.</p> <p>Planning tracking and monitoring will continue to be a focus through the new CEC tracking model and through our own intervention steps we take after each track window.</p>	<p>Our Faculty Review included a discussion question with CL's on 'what data do you use in order to account for working level decisions in the BGE?' This was used to help prompt thinking and discussion.</p> <p>Removal of modifications this session meant greater planning and emphasis on clear time lines within the Senior Phase and work (noted above) on BGE levels being carefully moderated and validated.</p>	<p>CL's and middle leaders shared thoughts and positive work they currently have in their own faculties. We used CL leadership session we hold after each Leadership Team meeting to allow collaboration and sharing of ideas.</p> <p>Implement the new CEC Tracking system</p> <p>This work will continue into next year with focus on children being clear on what they are learning, how they are doing, and what they need to do next. There will be sharing good work across faculties and looking outwards where possible.</p>	
QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)				
<p>We continue to work towards a calm, purposeful environment and culture that supports the needs of all young people.</p>	<p>Well Being Hub now fully in place.</p> <p>Learning Hub new location now fully in place with both now complimenting our wider support work of PSL,</p>	<p>Pupil q'aire (316 responses) show, for example;</p> <p>-83% school is a safe place for me</p> <p>-93% if things don't go well I can talk to someone</p>	<p>Continue to be clear with our high expectations of all young people.</p> <p>Continue to keep staff informed of the demographic, poverty, domestic and other</p>	<p>Good</p>

<p>Progress towards RRS Silver having gained Bronze in yr1.</p> <p>We were CEC first school to gain LGBTQ Silver, now progressing to Gold.</p>	<p>SRP, Centre, and Partners.</p> <p>Attendance developments to policy and ground work in place.</p> <p>Streamlined attendance timelines, meetings, letters to families across our learning community.</p> <p>Staff CLPL on nurture principles and trauma informed work supports staff to support young people.</p> <p>We have tracked wider ach and worked with young people not engaged / involved to try and support.</p> <p>We are moving into our 3rd year of partnership work with Intercultural Youth Scotland, which has supported in our work towards a decolonised and culturally inclusive curriculum.</p> <p>We track all young people against many themes inc</p>	<p>-95% we challenge discrimination and promote equalitymore data available.</p> <p>Attendance CEC monthly track is relative green for previous 3 months Dec-Apr 2024 which is an improved picture.</p> <p>Exclusions remain lower than city and national ave.</p> <p>Improving feedback from staff and pupils on intercultural inclusion within the curriculum and ethos of the school.</p> <p>We have continued positive sessions linked to targeted Parental engagement / learning through a tech session / tea and transitions program.</p>	<p>challenges our children can face.</p> <p>Work with CEC to implement the Edinburgh Inclusion Resource model.</p> <p>Continue to work with staff on RRS, LGBTQ Gold, safeguarding and CP and supporting pathways to help indiv learners.</p> <p>Continue to build on this work with Parent engagement / learning.</p>	
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	<p>poverty, SIMD, trauma, anxiety and other barriers. With positive outcomes.</p> <p>Inclusion and equality continue to be a focus at Leith in our day to day work.</p>	<p>Our data in areas such as SIMD 1 and 2 and those with ASN or Care Experienced is in many cases above the VC and in some cases above National average which is a strong achievement for a school of our demographic, notwithstanding the recent support we provided to Ukrainian families fleeing conflict (we are seeing an increase from other areas at present).</p> <p>Our work towards LGBTQ gold is ongoing and into our 2nd year having been the first CEC school to achieve Silver in 2017.</p>	<p>We will continue to track young people at key times in the year and provide flexible and bespoke plans that help them maximise their outcomes and develop their confidence through inclusive work.</p> <p>Our equalities ambassador program will go into yr3 alongside our ongoing commitment to programs such as MVP and working with partners such as Police Scotland on programs such as Pitchin In and Side Kick.</p>	
<p>QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)</p>				
<p>Our vision statement of Success in Learning for All remains at the core of this work.</p>	<p>See Insight Scot Govt for full picture.</p> <p>We have strengths and improvements in many areas for example;</p>	<p>Data shows a positive trend in areas over several years in certain areas.</p>	<p>Our vision will continue to steer our work of improving outcomes for all young people, esp those with barriers to learning.</p>	<p>Good</p>

<p>We have analysed the data from Aug 2023 and put plans in place to address any areas requiring support. This is mitigated against the support we provided for our Families from Ukraine.</p> <p>We have continued to develop and find new, meaningful paths that engage yp in their learning beyond a traditional model.</p>	<p>There are areas and trends above VC with other areas that need greater focus to support challenging situations such as the docked ship housing displaced families classed as SIMD4.</p> <p>Plans were put in place in a responsive way to support improvement where possible for 23/24.</p>	<p>Data and outcome judgements for 23/24 cannot be made until the Aug 2024 results are released.</p> <p>Our focus this year was also on the mitigations we had to put in place in order to support a large number of Families from Ukraine. For example the ship they lived in as they escaped war was SIMD4 which had an impact on data.</p> <p>We continue to work to track all areas that need attention such as lowest 20% in S5, though again there were 14 yp from Ukraine in this group, many of whom left the country or attended Ukraine school online so did not achieve, which makes yr on yr, and VC comparisons more challenging.</p>	<p>Plans will be developed and finalised in relation to 23/24 first data release, early August.</p> <p>We will continue to track assertively groups of young people, especially those impacted by poverty and other barriers linked to support / domestic to help.</p> <p>Our data in SIMD 1 and 2 shows positive support and we will continue to work on this.</p> <p>We continue to have a focus on lit and num for all young people at their point of exit, this has to be monitored carefully if youngsters are more transient and moving into Leith from a different school / country / situation.</p>	
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QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)				
<p>All safeguarding steps linked to child protection and well being are followed as per CEC and national guidance.</p>	<p>Maintained our position of several years.</p> <p>Care experienced youngsters are included in our School Imp Plan focus.</p>	<p>Staff training every year.</p> <p>Staff returns monitored.</p> <p>Staff q'aire asked every year. Do you know what to do in a poss CP event? -98% yes (1 don't know was addressed)</p> <p>New staff inducted when joining the school as temp or supply.</p>	<p>This will continue as a key part of our annual work keeping staff aware of updates and developments.</p>	<p>Good</p>
QI 2.2 Curriculum: Theme 3 Learning pathways				
<p>We continue to explore new pathways across subjects, including SCQF courses in Climate change, Music Technology, Criminology, Philosophy, Excellence in Sport, DEC and a 3 Science S3 program whilst developing courses started last year such as Beauty and make up.</p> <p>We have worked to match suitable pathways</p>	<p>Our course choice forms reflect a wide range across subjects and levels.</p> <p>Outcomes in many areas are positive against the national picture course line (Insight).</p> <p>We continue to work with college and locality schools on joint delivery courses.</p>	<p>Outcomes are positive across many areas.</p> <p>Our learners from the lower demographics with some barriers are making good progress against VC (Insight).</p> <p>Our leavers outperform VC at top 20%.</p> <p>Our relationship with local schools has led us to add an extra travel column to help provide further</p>	<p>A major piece of work is to move our curriculum structure to a 50min ppw.</p> <p>We continue to work with locality North East Schools to offer more flexibility in our Senior Phase curr.</p> <p>We are further developing business and work experience links to support positive destination experiences.</p>	<p>Good</p>

to our learners to help them better engage and improve their outcomes.		courses across our locality.		
QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)				
<p>We have an extensive range of positive and sustained partnerships at Leith Academy.</p> <p>These partnerships are only entered into if there is a joint commitment to improving outcomes for the young people involved.</p>	<p>It is exhaustive to list all partners, our most recent are;</p> <ul style="list-style-type: none"> -Project Scotland -Working Rite -Leith Agency <p>We have ongoing partnerships with for example MCR, IYS, DYW, SDS and partnerships linked to supporting mental health and well being.</p>	<p>Learners who are accessing these supports have shown improved outcomes and have taken steps into positive destinations.</p> <p>We work closely with our local community, for example through The Leith Trust on areas linked to employment growth and sustainability – such as Green Ports Leith.</p>	<p>Our work with Leith Agency is a 6yr plan developing into yr2 in 24/25. This will be an area of development across many subjects with an inter disciplinary theme.</p> <p>We will be working with The Leith Trust on a conference linked to future growth around The Green Port project in Leith.</p> <p>We are looking to build upon initial links with First Stage Studios in Leith – film and media production.</p>	<p>Good</p>