# Brief self-evaluation summary form

**Please return the completed paper within five working days before the inspection.**

Please use this document to highlight key aspects of the school’s work as a starting point for discussion with the inspection team. You are asked to focus on the three key self-evaluation questions from [How good is our school? (4th edition)](https://education.gov.scot/improvement/self-evaluation/hgios4/) p.9 and [How good is our early learning and childcare?](https://education.gov.scot/improvement/self-evaluation/how-good-is-our-early-learning-and-childcare/) p.5 (where appropriate) and consider how you triangulate your evidence to ensure your evaluative judgments are robust.

Please ensure information provided is clear and concise, using bullet points to indicate high level evaluative messages. This can then be the focus of the discussion at the scoping meeting. The word count will help you complete the form and support you in providing high level messages.

Stakeholders should know the school’s strengths and areas for development from the school’s arrangements for self-evaluation. The self-evaluation summary paper should be shared with relevant stakeholders so that they are aware of what the school has submitted.

Self-evaluation for the school

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| **Self-evaluation summary for schools:**  **MARCH 2025, LEITH ACADEMY** | | | |
| **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) | | | |
| Shared vision - We consistently refer to our vison of Success in Learning for All and our values of Respect Honesty Diversity and Fairness. We also have a School and community moto of Persevere which is readily applied to the work we do.  Our learners should be able to articulate our vision, values and motto.  Our Senior leaders provide an aspirational vision of improved outcomes for all children irrespective of any perceived barriers.  We use our vision, values and moto within aspects of our work such as interview questions.  Our website has clear reference to our vision, values and moto. This also contributes to the ethos and atmosphere across our School.  Strategic planning – We use a range of planning and evaluation activities to make changes where needed, to improve outcomes;  -Sch Imp Plan review  -Dep/Fac Imp Plan review  -Fac SCE return feedback  -School pupil focus grp results  -Learner outcomes on insight  -Curr planning reviews  -Analysis of attendance data  -Analysis of lateness data  -Analysis of behaviour data  -Fac Review findings  Implementing improvement & change – Our teachers, our middle leaders and our senior leaders take joint responsibility to our vision statement of Success in Learning for All by working together to improve outcomes.  Staff work to put in places changes that will remove barriers and support the young people of Leith Academy to achieve their best outcomes and develop across the 4 capacitites and across the NIF aims.  We use self evaluation regularly to plan for changes. We use a wide range of sources to monitor the impact of change;  -Data from insight  -Focus groups info  -Attendance data  -Behavioural / relationship data  -Destination data  -Outcomes resulting from curr developments and pathways | -Staff know the socio-economic position of Leith by being aware of SIMD, employment, LMI and factors linked to tthose living in poverty.  -We had a refresh of our vision, values and moto in 2018 and are now seeing the consistent benefit / ownership of this work. Through our daily interactions and recent RRS Silver.  -We translate this into our daily work such as;  Assemblies often begin with our vision, values and moto and the specific links to the key messages depending on the topic / theme.  -Our policies such as our  Way to Be relationship policy, our Attendance support policy, our SQA presentation policy, our Assessment intervention policy, our Curriculum rationale, our L,T&A policy all sit in line with our values. Staff apply these high standards in a consistent way resulting in improved outcomes for learners across many demographics.  -Candidates who interview for our School often reflect on our vision, values and moto coming through the ethos of our School and through our standing items on our website.  -Our staff have a strong understanding of the social, economical and cultural context our families at time require, and provide this through flexible planning and support.  -When making change we plan this in a way that connects our shared vision for improved outcomes.  We provide clear rationale and support staff in implementing the change, examples include;  -New tracking system  -New Faculty Review process  -Changing ways to track and monitor attendance  -If time is needed to support changes, this is planned into the WTA over In Service sessions of Collegiate Activity Time (CAT).  -All Faculty Leads have an improvement plan which is streamlined to our School plan which is linked to LA and National priorities.  These plans are reviewed annually to check what is going well and what needs to be improved.  -Teams look into ways they can remove barriers to learning through;  -well planned lessons  -looking at new curr paths  -listening to the needs of learners and also to the social / economic needs of LMI (Dance, Sports coaching, DEC)  -analysing results and using tracking interventions.  -Each year we create a space for teachers to collaborate, enquire and develop a focus of pedagogy. This is protected 4hrs of time that is tracked to support joint work of similar themes. This learning culminates in a learning festival where colleagues / peers share and learn from each other. | -We will continue to use our vision, values and moto in the work we do across the School linked to improvement planning, interviews, questionnaires and other parts of our day to day work.  -We continue to use questionnaire data and feedback to help us better understand the views of our young people in having a shared identity with their School.  -As we progress beyond RRS Silver, we are looking to embed key aspects of the RRS charter into our work to help highlight the importance of rights.  -Continue to share with staff through our ongoing evaluations (noted to the left) of our strengths and our areas to improve on.  -An area to consider is formalising our T,L&A sessions towards a more enquiry based approach.  -We must continue to evaluate any changes against improved outcomes for learners and recognised improvements for staff. | Good |
| **QI 2.3 Learning, teaching and assessment (**Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring) | | | |
| Learning and engagement -The ethos of our School is one that is inclusive, welcoming and reflecting our RRS Silver achievement in Oct 2025 as we progress to Gold.  We support learners from some challenging backgrounds with a larger SIMD 1,2,3 and other demographic challenges linked to domestic themes, substance use, cycles of unemployment and cost of living. We work to provide them with learning they can be eager to engage and learn in.  Almost all youngsters are well engaged in their learning and those who are less so we look to find supportive paths for them to succeed through our vision statement.  Learning in almost all lessons is well planned, enjoyable and engaging matched to their needs and interests.  Quality of teaching – Our teaching is based on our shared work across the 4 phase lesson. This is reviewed by staff and our pupil council.  In almost all lessons, explanations and instructions are clear and learners are engaged in the tasks. | -We have a culture and ethos that reflects our values of respect, diversity, honesty and fairness. Our RRS Silver and our LGBTQ application for Gold reflects this.  -We have strong relationships with our families through our teaching staff and also our wider support work of SfL, WBH, Learning Hub, The Centre, MCR Pathways, Mental Health Counsellor, ASL 1to1 support sessions and other partners.  -Our regular unofficial learning walks demonstrate high quality, well planned, visible learning lessons.  -Our Faculty Review process (changed in 24/25) provides a sharp focus on the quality / consistency of learning and this provides positive feedback and next steps to consider.  -Digital technology is used regularly in lessons to support learning and it continues to have an increased positive influence through 1to1 iPads.  -Our Leith Academy Skills for Life (refreshed 2024) are shared with our Primary Schools and feature as part of our lesson planning.  Questioning is used widely as part of retrieval practice and plenaries to help with understanding.  We plan whole school ‘windows’ of targeted focus groups to gather the views of learners then CL’s analyse and act on feedback with their Dept / Fac teams. | -Continue to develop the way in which young people know what they are learning, where they are in terms of progress, and what they need to do next.  -Facilities / CL’s working together to share ideas and formats that work well for them in their subject and support others in making similar progress. | Good |
| **QI 3.1 Ensuring wellbeing, equality and inclusion (**Wellbeing; Fulfilment of statutory duties; Inclusion and equality) | | | |
| Wellbeing - We have a high level focus on positive relationships.  We have an ethos and culture in our school of supporting young people from a wide range of backgrounds.  We work in line with GIRFEC principles to ensure we support young people and their families at different points.  We have a shared sense of ‘what we do here’ through our Vision statement of ‘Success in Learning for All’.  Our values of Respect, Diversity, Honesty and Fairness.  Our moto is Persevere and this is referred to through growth mindset and resilience work.  Our improvement planning / self ev work is geared towards improving outcomes and wellbeing for all young people at Leith and to remove barriers as needed.  Fulfilment of statutory duties – We are aware of comply with policies linked to;  -Child protection  -Record keeping  -Storage and admin of medicines  -Monitoring attendance  Lead staff attend training to ensure latest guidance is used.  All staff are appropriately trained. Any questionnaire feedback indicating a lack of understanding around processes is followed up by DHT lead.  Inclusion and equality –  We apply policies that focus on improving outcomes for all pupils, esp those with barriers linked to ACE, CE, Poverty, Trauma or other factors.  We have a strong commitment and focus on our value, diversity, and we challenge discrimination.  We work to ensure our leaners feel safe –  ….respected  ….supported to do their best  See Imp Plan for % targets.  Our attainment for young people who have barriers to learning is positive in many areas such as;  -S4 lowest 20%  -Lit and Num  -Learners with ASN | Our pupil questionnaires reflect positively re support for pupils and feeling safe in school – though we constantly monitor this for improvement.  We have recently been accredited RRS Silver and are working towards gold.  We have a strong focus on pupil voice and agency via  -Pupil council  -Equalities Ambassadors  -Spectrum group (LGBTQ+)  -Inter cultural youth Scotland  -Leadership roles such as Head Pupils, Depute Head Pupils and our large Prefect Team where pupils take on various roles.  -Buddying groups across the School are evident and have a positive impact in supporting young people – often commented on by S1 Parents.  -Almost all pupils and staff will be aware of our vision / values and moto and can see this feature in our daily work.  -Mental Health support is led through Staff and Pupil groups and through our spaces such as WBH, The Centre and our Learning Hub.  -Our filing and record keeping of PPR’s and other pupil folders / information is in line with guidance.  -We operate a tbc follow up for pupils who are at high risk or those where there is an unusual pattern of absence.  -Our outcomes data reflects this for low20% in S4.  -Our outcomes for lit and num also reflects positive outcomes for all.  -We have supports in place to help young people achieve from backgrounds that can be challenging.  -Our young people have devised policies linked to support disability, gender, race, religion for example – uniform policy and PE changing room policy.  -Our pupil council are an active part of our school where our SLT Team meetings have a standing item on weekly agenda. Any suggestions and actions are tracked to demonstrate the ‘you said we did’ approach.  -We have youngsters involved in speaking at other schools and events, being involved in local and City wide interviews and as active members of Scottish Youth Parliament as a MSYP for example.  -Our young people are involved in important activities such as interviews / recruitment, planning events linked to city development, shaping policy across the City linked to iPad and Mobile phone use – for example. | Look to further link our day to day work with the RRS signposting / symbols to further raise awareness.  We continue to look for ways to help maximise attendance and build on the positive impact our PSO Attendance staff have had.  Work on a CEC based Attendance project to support further improved outcomes via RAG’d updates.  -Continue to work with CEC guidelines on tbc follow up policy to ensure it is proportionate.  -Having had strong Q1 data over recent years, this has been a focus for 24/25 following Aug 24. To be reviewed Aug 25  -Have a focus on youngsters with FSM access to improve outcomes for those and ensure the right supports are in place via curr paths, tracking and intervention | Good |
| **QI 3.2 Raising attainment and achievement (**Attainment in literacy and numeracy; Attainment over time; Overall quality of learners’ achievement; Equity for all learners) | | | |
| Attainment in Literacy and Numeracy  Our levels of literacy are close to VC across many categories and in some cases above VC.  Our ACEL levels of literacy in BGE are a continued focus with strong tracking interventions in place.  Our levels in Numeracy are above VC in many categories.  We have strong outcomes in BGE ACEL data which leads to positive outcomes in the Senior phase.  Our tracking interventions picks up new admissions and any learner who has not achieved lit or num. Our aim is to ensure all young people leave with a lit and num qualification.  Attainment over time – We work to ensure our pupils improve outcomes across all their subjects. There are factors that impact this; curr offer, staffing and high quality l,t&a are major factors.  Our learners make good progress over time and have increased in a variety of areas over recent years.  We have a robust tracking policy and SQA presentation policy linked to ensuring all pupils achieve and are presented at their best level.  Overall quality of learners’ achievement – Our vision statement, values and moto lead our School to be a community of confident, responsible, successful learners who contribute to a range of themes across our School (see pupil voice graphic and tracker).  Our learners are involved in many aspects of leadership and wider voice across areas such as sustainability, equality, LGBTQ support, Youth Parliament and other pupil led roles such as SCQF / Skills Ambassadors, Languages Ambassadors, Sports Leaders Program and Pupil Council weekly meetings.  Equity for All Learners – This remains a priority for us at Leith and we have a positive set of outcomes for our lowest 20% esp in S4.  We work hard to remove barriers to learning via our differentiated learning and relationships of staff. Our Well Being Hub, Our Learning Hub and The Centre.  We explore courses across different paths within SCQF, such as Leadership, Hair and Beauty, Dance, Barista training all being created with young people in mind to support improved out comes. | -We know this from the data we analyse each year.  -We also use tracking information to analyse and track at key points in each year group alongside report issue, Parents eve and ongoing formative assessment allows feedback to be given and intervention steps taken.  -All Faculty Improvement Plans have clear focus linked to whole school trends of steps they need to take in their own subject to improve uptake and outcomes for all learners.  -We take the opportunity to share the wider achievement of our learners in our weekly newsletter from the HT which is on our website.  -We also share on social media platforms where appropriate, though this has slowed down in 2025 due to wider implications linked to social media use in general.  -We track our wider achievements each year via a Key Adult engagement / form. From there our DHT Pupil support tracks those who ‘are not’ involved in any activity. They have a follow up discussion in the hope interest can be sparked to try a new activity or join an existing one. | -We continue to analyse and adjust our focus as needed. Awaiting insight 2025 in October to support decisions linked to Imp Plan Aim 1 Aim 2.  -We continue to look for areas where we need to improve. Our lowest % in S5 is an area of focus.  -This year 24/25 we also had a refreshed focus on SIMD 1and2 following a data dip in Summer 2024.  -We continue to explore paths within D&T linked to construction, and renewable energy. Forth Green ports will be based very close to Leith and we are building partnerships to support curricular interest and ultimately a skilled based workforce.  -We will continue to monitor Positive Destinations for all young people but esp those from more disadvantaged positions, such as EAL, low SIMD or other factors. | Good |
| **QI 2.2 Curriculum: theme 2 Learning pathways** | | | |
| Rationale and Design – We have a clear vision across our School of Success in Learning for All and that *‘no young person leaves with nothing’.*  Our curr is designed to try and ensure  Our Curriculum is reviewed with new pathways being explored that are designed to meet the needs of all young people, especially those with more barriers to learning.  Development of the Curr – This is annual with aspects such as decolonising and looking for new innovative paths linked to emerging sectors, for example working with Forth Green Ports and NPA construction courses.  Learning Pathways – We have a wide range of flexible pathways across our curr with an emphasis on supporting all young people in our vision of Success in Learning for All.  Skills for Learning life and Work – Skills are evident in our lesson planning and are referenced through naturally occurring ways in lessons. Our Leith Skills for Life were refreshed in 2024 alongside young people and business partners. | -Our curr supports high level outcomes in many areas across the School with pupils performing beyond the National or VC average.  -We have SfW, NPA, Wider Achievement courses in a range of subject areas where appropriate and staff resource allows. We also run Learnership courses and Skill based course via Prince’s Trust programs.  -We also link in with wider partners such as Pitchin In and Side Step through our work with Police Scotland.  -We also work with Rite to Work who are an agency that supports employment routes and skills based approaches. | -We continue to use robust self evaluation steps such as data analysis, shared classroom experience and focus groups to further shape our offer.  -Lowest 20% in S5 is an area of focus where we are looking at an increased Wider Achievement offer for pupils.  -We are developing our curr week to 50min periods in 26/27 which will align with other local schools and further allow more paths to be explored esp in S4 with availability of 7 subjects.  -We continue to explore ways to further track skills in our curr in a meaningful way to pupils and staff. | Good |
| **QI 2.7 Partnerships: theme 3 Impact on learners (parental engagement only)** | | | |
| The Development and promotion of partnerships – All our partnership work is done in line with improving our outcomes across our Imp Plan and linked to our vision statement and values.  Our partners, such as Side Step, are aware of the demographic themes we work to support within our Leith community.  We have good communication lines with our partners through a range of ways;  -day to day communication with key staff such as 3.1 lead, PSL’s, CL WBH, The Centre leader  -using our DYW co-ord to plan events linked with partnerships  -all depts / fac have a shared Aim 4 focus on skill dev’d for the world of work beyond Leith Academy  Collaborative Learning and improvement – We work together with a range of partners to help plan work that can help targeted groups or for a wider audience linked to a universal offer.  Impact on learners – Any partner work we engage should have a positive impact on learner outcomes linked to well being, achievement, destinations.  Examples of impact can be seen through a variety of avenues (see next column) | -We continue to have a focus on improving positive destinations at point of leaving school.  -We have a focus on skills for life in our lessons and as part of planned learning.  -We remain open to new partnerships that can help us improve outcomes for pupils or groups of pupils.  -Impact on learners can be viewed through Insight but also through individual and group based narrative such as Fit 4 Girls work recently or work linked a group working with Side Step.  -Our data on numeracy for leavers is very positive and we continue to work on literacy being beyond VC. It is for le4 and is close for lev5.  -The impact of our work from our Achieve program and Working Rite program demonstrates good life skills that can lead into positive destinations and positive wider experience of school.  -There is also wider positive impact in our work with Inter Cultural Youth Scotland linked to curriculum review and pupil led events. | -Increased scrutiny of formative data through the year to help us target those who may not be in a positive destination plan.  -Continue with our careers fayre inputs through the year but also an added employment event to help pupils know of local job market opps | Good |