

Supporting Improvement: **Standards and Quality Report**



The summary report is provided for parents/carers and partners to outline our achievements this session and our priorities for next session. Throughout this session we have taken forward our priorities as detailed in our school improvement plan.

Through our processes of self-evaluation, we have identified how we can improve outcomes for our children and young people.

Our achievements and improvements this year.

Leadership of Change

In line with local and national priorities, we have identified and agreed areas for improvement in Eastbank Academy:

- To improve learning and teaching;
- To improve how we meet the learning and care needs of our young people;
- To raise attainment and achievement.

We have employed a range of effective self-evaluation activities this session and have improved our capacity in this area. Intelligence gained in this process is used to evaluate the impact of the work of the school on the outcomes for young people.

All members of the school community were involved in our review of our vision, values and aims. We have introduced a Value of the Week (VOTW) which provides a focus and helps instil these values in pupils. In addition, we have modified our pupil expectations, which now align with our values. During focus group meetings staff report that they find the VOTW helpful and supportive, while HMI commented that young people can articulate our values, which are clearly a part of the fabric of school life.

Every member of teaching staff is a member of a whole-school collegiate group. We devote all our whole-school collegiate meetings and time on in-service days to working groups, which are being refreshed for the coming year. These groups are now 'bearing fruit', in the creation of whole-school policies and the delivery of training to staff at in-service days this session. Almost all staff feel that their group helped to advance the school's improvement agenda. Most staff feel that their involvement in collegiate working groups enabled them to influence the school's improvement agenda.

We have worked with an extensive range of partners - such as FARE, MCR, and Police Scotland - throughout the session to improve and maximise the learning provision and support we offer young people.

Staff, pupils, and parents reported that the range of our self-evaluation programme was *excellent*, while our commitment to our self-evaluation programme was *very good*. The ratio of staff and pupils who believe the school is improving versus those who believe the school is declining is rated as *excellent*.

Learning and Teaching

Learners' experiences are in the main appropriately challenging and enjoyable and well matched to their needs and interests. Learners have the ability to exercise choice in some lessons including the appropriate use of digital technology, and in some areas take responsibility as they become more independent in their learning.

We use a range of learning environments and are developing our creative teaching approaches. Learning is supported in most lessons by our developing use of digital technologies.

Our new Learning and Teaching Strategy Guide has been re-launched. This has been promoted through a termly focus approach on a particular area. Staff have focussed on and moved forward with active learning, effective questioning and high-quality feedback.

We observe and track learners closely to inform appropriate and well-timed interventions and future learning. We use feedback to inform and support progress in learning.

Most staff and a majority of parents believe that regular marking of work is a strength. One of our school working groups is in the process of creating a whole school homework policy to address some concerns regarding the level of homework issued.

The ethos and culture of our school is developing a stronger commitment to children's rights and positive relationships. As a result, we have attained Rights Respecting Schools Bronze status and we are now on our journey towards Silver.

Ensuring wellbeing, equality and inclusion

The well-being of all our young people is central to all staff within Eastbank Academy. Year assemblies and PSE programmes aim to promote the understanding of well-being for all learners. Well-being indicators are displayed prominently in school recreational areas.

An ethos of mutual respect, in line with our school values, creates a thriving learning and nurturing environment, in line with our focus on the United Nations Convention on the Rights of the Child and our Rights Respecting Schools approaches.

All pupils have the opportunity to be involved in the life of the school with some taking the opportunity to contribute through our Pupil Councils and Pupil Parliament. Our Senior students display leadership as part of the Pupil Leadership Team.

Sound procedures for care and well-being of all children are in place and there is a continuing high level of dedication from staff to ensure pastoral care and support of all children.

All staff have participated in 'Building Positive Relationships' training, which has enabled effective contributions to the revised Promoting Positive Relationships and Behaviour Policy.

All young people are supported to do their best. All our young people with additional support need are offered timetabled support for their in-class learning or targeted support.

Progress for improving outcomes for learners in attainment and achievement

Staff are committed to raising attainment and achievement at all levels.

Attainment continues to show strong signs of improvement (particularly when compared with 2019, the last year that SQA exams were held):

- 27% of S4 pupils achieved five or more National 5 awards (up from last year's 19%). Since 2018, this figure has risen by 21%. As well as this, the quality of the passes has improved considerably, with 15% of pupils achieving 5 or more Level 5 awards at grades A or B. This bodes well for Higher attainment of this cohort in S5.
- 43% of S4 pupils achieved three or more National 5 awards. This is the highest figure in the last four sessions.
- 63% of S4 pupils achieved five or more National 4 awards (significantly higher than the 42% figure from 2019).
- 84% of S4 pupils achieved three or more National 4 awards (much better than the 70% figure from 2019).
- 5% of S5 pupils achieved five or more Highers (up from 1% in 2019).
- 10% of S5 pupils achieved three or more Highers (double the 5% figure of 2019).

Our aim now is to ensure that the attainment of individuals and groups improves continuously over time.

We will continue to motivate, challenge and inspire our learners as we work towards raising attainment on a year-by-year basis at all levels.

Here is what we plan to improve next year.

Our school improvement plan for this session will focus on the following three areas:

- To ensure consistent, high quality Learning and Teaching;
- To improve how we meet the learning and care needs of our young people;
- To raise attainment and achievement.

Our next steps in terms of improvement in these areas are as follows:

- Involve partners more fully in planning and evaluation of change;
- Create opportunities for learners and staff to engage regularly in critical and creative thinking;
- Create opportunities for all teaching staff to reflect on, and show commitment to, the shared values as embedded in the General Teaching Council Scotland standards;
- Create conditions and opportunities to support creativity, innovation and enquiry;
- Use data to ensure all staff have a very clear understanding of the social, economic and cultural context of the local community and of current educational policy;
- Continue to work towards Rights Respecting School Silver Status;
- Continue to monitor the implementation of the Learning and Teaching Strategy Guide to improve standards and consistency, in particular in pace and challenge;
- Explore and develop innovative approaches to enhance learning with a particular focus on digital, outdoor and interdisciplinary learning;
- Establish stronger links and work with parents/carers to improve engagement in learning;
- Continue to review the PSE programme in line with National Review, local needs and further promotion of well-being;
- Continue to embed principles of whole school nurture through school improvement group for a more inclusive approach to learning;
- Increase focus on improving whole school attendance levels to bring in line with GCC rates;
- Implement a consistent whole-school approach to the delivery of Literacy and Numeracy to ensure learners make very good progress from their previous levels of attainment;
- Continue to raise learners' aspirations and levels of commitment;
- Ensure that learners continue to add value to their achievements as they move through their learner pathways;
- Ensure we have effective systems in place to promote equity of success and achievement for all our learners.

How can you find out more information about our school?

Please contact us directly if you require further information or if you wish to comment on the report.

The contact e-mail address is: headteacher@eastbankacademy.glasgow.sch.uk

Our telephone number is: 0141 582 0080

Our school address is: 26 Academy Street, Glasgow G32 9AA

Further information is available on: Twitter, the school website, and the school handbook.

<https://twitter.com/EastbankAcademy>

<http://eastbankacademy.schoolwebsite.scot/>