



Glasgow City Council
Education Services
City Chambers East
40 John Street
Glasgow G1 1JL

Supporting Improvement: Standards and Quality Report

www.glasgow.gov.uk
0141 287 2000



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

We have been successful in introducing greater robustness to self-evaluation approaches through the work of our Quality Calendar. This is ensuring appropriate improvement priorities are identified. In line with local and national priorities, we have identified and agreed areas for improvement (known as Grand Challenges):

- Wellbeing and Learning
- Achievement and Progress
- Engagement, Participation and Inclusion

Intelligence gained in the process of self-evaluation is used to evaluate the impact of our work on the outcomes for young people. HMI agreed with the vast majority of our self-evaluation ratings when they conducted a full inspection of the school in January, 2023. The work of our School Quality Improvement Group in implementing our Quality Calendar enables us to make well-informed decisions about how to make further improvements.

Our revised vision and values are very significant in confirming increased aspiration. Our values permeate and impact positively on all aspects of the life of the school. The ethos, level of aspiration and sense of teamwork across the school have improved significantly. Similarly, the shared strategic approach to raising attainment is



improving outcomes for young people, with the results for 2024 being the best on record for many cohorts of learners.

Across our school, staff are enthusiastic to lead necessary change. All teachers are members of at least one school improvement group, which are refreshed on an annual basis to take account of school improvement priorities. Implementation of change is being supported by improved leadership at all levels. Young people welcome the increasing part they play in improving the school.

A majority of young people and their parents agree that their views are listened to and considered when improvements are planned. Almost all partners strongly agree that their work with staff and learners is positive and valued. They are involved consistently in the joint planning of provision.

In a recent independent self-evaluation survey, 48% of staff rated the school as having improved over the last year. In a similar survey of parents, 84% of parents indicated that they would recommend the school to other parents.

The inspection report published by HMI in March 2023 rated our leadership of change as *very good*.

Learning and Teaching

There is a calm, supportive and purposeful learning environment throughout the school. Most young people participate well in their learning across most curriculum areas. They are motivated especially in classes where they can be active participants. Most young people agree that staff help them to understand how they are progressing in their learning.

Most teachers have high expectations of young people's conduct. They use consistent classroom routines and give young people clear instructions. The majority of teachers refer to and take good account of young people's prior learning. They are also skilful in referencing future learning.

The Eastbank Way, a learning and teaching strategy, has been launched to ensure that there is a high-quality approach to learning and teaching in all curricular areas. Our self-evaluation work this session will focus on how successful we have been in its implementation.

Almost all staff use a range of assessment approaches in the classroom. These enable young people to demonstrate effectively their knowledge and understanding. Young people agree that the feedback they receive in tracking reports enables them to improve their learning.

The inspection report published by HMI in March 2023 rated our learning and teaching as *good*.

Ensuring wellbeing, equality and inclusion

Staff have a clear understanding and commitment to promoting positive relationships across Eastbank Academy. The nurturing, caring ethos is underpinned by our shared values. Positive relationships have been enhanced further by a newly implemented Promoting Positive Relationships and Behaviour policy. Young people, staff and the Parent Council worked together to develop the policy. This provides a clear approach to supporting all young people and is contributing to a climate of mutual respect. Most young people feel safe in an inclusive environment.

There are robust Child Protection systems in place to ensure our young people and staff know who to approach if they have concerns. All staff engage in annual Child Protection and Safeguarding training. Pastoral Care and Pupil Support staff, including the School Leadership Team, have a well-developed understanding of legislative



requirements and are proactive in ensuring that these have a positive impact on the learning experience of our young people.

Effective procedures are in place to identify, assess and plan for young people with an additional support need. Young people who require additional support are supported well through a range of group work, such as wellbeing and nurture groups. Care-experienced young people are supported well by Pastoral Care staff and the MCR Pathways co-ordinator. A variety of partners support groups of young people. They are responsive to the needs of the school and the community. Most pupils agree that they are treated fairly by staff, which is also evident in their positive interactions and their sense of belonging. Our Equalities policy is underpinned by the school's values and is focused on promoting equality and fairness.

The inspection report published by HMI in March 2023 rated our wellbeing, equality and inclusion as *good*.

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 and we have built on our successes from last session. We have made year-on-year improvements since 2019 and the five-year picture testifies that attainment has been improved over time.

BGE

- Almost all young people achieved Curriculum for Excellence Third Level or better in literacy and numeracy by the end of S3. The number achieving Fourth Level has improved significantly recently.

Literacy and Numeracy

- In literacy, almost all young people achieved SCQF level 4 or better and the majority achieved SCQF level 5 or better.
- In S4 in numeracy, there are clear improvements in attainment over time.

National 5

- 33% of S4 pupils achieved five or more National 5 awards. This is our best set of S4 results this century. The number of pupils in this category continues to grow (60 pupils this session compared to only 18 in 2019).
- As well as this, the quality of passes has risen, with 18% 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.
- 53% of S4 pupils achieved three or more National 5 awards (significantly higher than the 31% figure from 2019).
- 79% of S4 pupils achieved one or more National 5 awards (significantly higher than the 59% figure from 2019).

National 4

- 61% 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).

Higher

- 9% of S5 pupils achieved five or more Highers (up from 1% in 2019).
- 22% of S5 pupils achieved three or more Highers (significantly higher than the 5% figure of 2019).
- 47% of S5 pupils achieved one Higher (up from 30% two years ago).

These Higher results equal our best set of results on record.

Advanced Higher

- Just over 9% of S6 pupils achieved one or more Advanced Higher. This is our best result on record.



Our aim now is to ensure that we identify where there are gaps in our attainment and work to close these to ensure equity, as well as improving outcomes for all our learners.

The inspection report published by HMI in March 2023 rated our attainment and achievement as *satisfactory*, although this was before the publication of 2023 and 2024 exam results, in which we have demonstrated improved attainment over time. Given that we have continued to improve attainment over time, we would now rate attainment as *good*.

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 grand challenges:

Wellbeing and Learning

- Continue to improve learning and teaching;
- Develop and improve our whole-school approaches to nurture.

Engagement, Participation and Inclusion

- Ensure a more consistent approach to meeting learners' needs;
- Sustain improvements in attendance and engagement.

Achievement and Progress

- Sustain a more focused approach to closing the outcomes gap;
- Widen achievement opportunities for all young people.

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/>

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