

# Summarised inspection findings

**Eastbank Academy**

Glasgow City Council

28 March 2023

## Key contextual information

School name: Eastbank Academy  
Council: Glasgow City  
SEED number: 8433232  
Roll: 988

Eastbank Academy is located in the east end of Glasgow. Young people from Bridgeton, Dalmarnock, Greenfield, Parkhead, Sandyhills, Shettleston, Springboig, and Tollcross attend the school. There are six associated primary schools. In September 2021, 77.9% of young people lived in the 20% most deprived data zones in Scotland. In February 2022, 51.4% of young people were registered for free school meals.

The headteacher has been in post for three and a half years. He is supported by five deputy headteachers, four of whom are substantive.

In September 2021, the school reported that 46.4% of pupils had additional support needs. However, senior leaders highlighted that there are approximately 200 young people with an additional support need that are not entered correctly on the school's management information system. Therefore, the correct school figure for this session is approximately 63% of young people requiring additional support.

Attendance is generally below the national average. For 2021/22 attendance is 86.3%. For 2022/23 to date, attendance is 85.5%. Exclusions are generally in line with the national average at 20.4 per 1000. Exclusions increased in 2021/22 to 56.2 per 1000. However, they have decreased this session to 19.3 per 1000.

Senior leaders highlighted challenges during the COVID-19 pandemic. This included high levels of absence for both young people and staff, particularly during the period of the alternative certification model in 2020/21.

### 1.3 Leadership of change

very good

This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are:

- developing a shared vision, values and aims relevant to the school and its community
- strategic planning for continuous improvement
- implementing improvement and change

- The headteacher has created a school culture in which there is a clear and shared sense of purpose. This is a major strength in the school. The school's recently revised vision and values are very significant in confirming increased aspiration. They complement the school's motto of 'Let your light shine' effectively.
- The headteacher engaged successfully all members of the school community in confirming the values of Eastbank Academy. The school's values permeate and impact positively on all aspects of the life of the school. They also confirm the school's commitment to the United Nations Convention on the Rights of the Child (UNCRC) cited rights for young people.
- Young people and staff are encouraged regularly to reflect on the behaviours associated with the school values. Almost all staff feel their work is underpinned by these values. Importantly, the headteacher and staff across the school model these values consistently. This has had a very positive impact on relationships across the school.
- The refreshed vision statement for the school encapsulates the headteacher's determination to raise expectations and improve outcomes for all young people. His drive to increase ambition across the school has been very influential in shaping positive attitudes to change.
- Senior leaders have been successful in introducing greater robustness to self-evaluation approaches. This is ensuring appropriate improvement priorities are identified. Staff at all levels are now beginning to analyse attainment data more effectively. This, along with other self-evaluation activities, is helping them focus well on actions that are most likely to improve outcomes for young people.
- Staff roles and responsibilities are confirmed by a policy and a quality assurance calendar that links well to school priorities. In addition to a formally agreed schedule for classroom visits, teachers in all faculties engage in a comprehensive programme of peer-observation. Senior leaders are aware of the need to ensure all self-evaluation activities are clearly coordinated.
- Senior leaders and almost all staff have a clear understanding of the social, cultural, and economic context of the school. This knowledge strongly influences plans for improving the school. Planning for the use of Pupil Equity Funding (PEF) is in line with national expectations. Funding has been directed mainly towards appointing staff, including a temporary deputy headteacher, with remits focused on raising attainment. Senior leaders should ensure that PEF results in young people who live in poverty make accelerated progress in their learning. The school improvement plan has three clear priorities. These articulate well with national and local priorities. They provide a succinct and manageable focus for the leadership of appropriate change. The cycle of improvement planning is supported by a calendar for professional learning that articulates with the improvement priorities.

- Middle leaders have improved the quality of faculty improvement plans. These plans match closely with whole-school priorities. A next step for middle leaders is to ensure all plans include measurable targets and specific details of how progress will be evaluated.
- Whilst some planned changes are at the early stages, parents, staff, partners and young people are confident in how the school is improving. They confirm positive changes in the school's work over the last three years. The ethos, level of aspiration and sense of teamwork across the school have improved significantly. Similarly, the shared strategic approach to raising attainment is beginning to improve outcomes for young people.
- Staff led effectively a range of operational changes during the recent COVID-19 pandemic. As a result, young people were able to continue their learning in a virtual, digital context. Staff are very appreciative about how their wellbeing was supported by senior leaders during and since the pandemic. Staff welcomed the flexibility and understanding demonstrated by senior leaders. This helps maintain trustful relationships that underpin a collaborative approach to leading change.
- Senior leaders have a clear vision for developing the curriculum in line with 'Developing the Young Workforce' (DYW) priorities. School staff would benefit from this being shared more widely across the school. Staff and senior leaders have reflected well on the implementation of DYW. They have identified the need to develop learner pathways within the Senior Phase. Staff and leaders now need to continue with the implementation of this strategy, including expectations for relevant skills development.
- The headteacher has been very effective in establishing collaborative approaches to the leadership of change. This has led to increasingly collegiate processes in planning approaches to school improvement. Across the school, staff are enthusiastic to lead necessary change. All teachers are members of at least one school-improvement working group. A majority of young people and their parents agree that their views are listened to and taken into account 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. Their work with the school is creating valuable opportunities for young people. For example, there are strong, well-established links with the local college for the delivery of courses for young people.
- Implementation of change is being supported by improved leadership at all levels. The headteacher has shown highly effective leadership. He is highly regarded and trusted to lead identified improvements. He is increasingly well supported by senior leaders. Their work is now shaped by more strategically focused remits. Middle leaders now feel more confident in how to lead change. They are focusing more on how self-evaluation of attainment data can be used to identify and respond to areas of under-achievement. They feel empowered to lead improvements and are positive about the support and challenge provided by their link senior leaders.
- Teacher leadership is a strong feature within the school's approach to leading change. Teachers assume distributed leadership roles in areas including leading working groups, developing approaches to digital learning and leading aspects of curriculum development in faculties. They also lead aspects of professional learning for their colleagues.
- Associate leadership roles have been created to support the implementation of change. These roles are an innovative approach to increasing leadership pathways for teachers. This positive

context should now be complemented by a clear plan for the development of leadership at all levels. A wider use of, and reflection on the GTCS Professional Standards will assist in this.

- Young people welcome the increasing part they play in improving the school. Currently formal leadership opportunities for them are mainly located in the senior phase. Young leaders from all year groups form the pupil council and pupil parliament. A few young people also work in collaboration with peers from other schools to gain a wider perspective on planned improvements. In such roles they demonstrate clearly a school community ready to transform increased ambition into improved outcomes for all young people.

## 2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- Almost all relationships between staff and young people, and most relationships between young people, are positive and respectful. The school values of ambition, respect, responsibility and kindness are evident in these relationships. There is a calm, supportive and purposeful learning environment throughout the school.
- Most young people are well mannered and polite. They have a positive attitude to their learning and to supporting the learning of their peers. Most young people participate well in their learning across most curriculum areas. They are motivated especially in classes where they can be active participants. For example, where they contribute regularly to discussions and work closely with their peers. Young people are also motivated when they can exercise choice in their learning, for example, by selecting themes of study.
- Young people's confidence and sense of wellbeing are developed across all curriculum areas through teachers providing regular verbal feedback and appropriate praise. The majority of young people demonstrate having the confidence to make 'mistakes' in classes, volunteering answers freely and participating fully in lessons.
- Young people use digital technologies effectively to broaden and deepen their learning in a few curriculum areas. However, in a majority of areas, these technologies could be used better to support learning. Challenges linked to digital technologies, for example young people forgetting to bring their digital devices or not charging their devices appropriately, affect adversely a few young people's learning.
- Most young people agree that staff help them to understand how they are progressing in their learning. However, a significant minority of young people, especially in the broad general education (BGE), cannot articulate the levels at which they are working or their progress. A next step for staff will be to develop all young people's understanding in these areas to progress further their learning. Staff should also ensure that more regular and comprehensive feedback, including written feedback, supports young people in the BGE. Most teachers use a variety of helpful written feedback to deepen young people's learning in the senior phase.
- Most teachers have high expectations of young people's conduct. They use consistent classroom routines and give young people clear instructions. The routines, which are valued by young people, include teachers welcoming young people to their classrooms. Most teachers ensure that there is a clear purpose to their lessons. This is demonstrated through them outlining consistently what young people will learn. The majority of teachers use well-considered success criteria.
- The majority of teachers refer to and take good account of young people's prior learning. They are also skilful in referencing future learning. A next step for staff will be to take greater account

of young people's views in influencing what and how they learn. Currently, only a majority of young people agree that they can influence this.

- Whilst most teachers seek to meet the needs of all young people in classes, too often teaching is directed at meeting the needs of the majority of young people. The needs of a significant minority of young people are not met well enough on a consistent basis. In a few lessons, young people would benefit from lessons having increased pace and challenge to meet their needs. The majority of teachers should use questioning more effectively to develop young people's higher-order thinking skills.
- Almost all staff use a range of assessment approaches in the classroom. These enable young people to demonstrate effectively their knowledge and understanding. In the majority of classrooms, these strategies include self and peer assessment to help young people reflect further on and consolidate their learning. Teachers should ensure that they take account of these strategies more consistently when planning young people's learning.
- Almost all departments make good use of formal assessments and reflect these in young people's tracking reports. Most young people agree that the feedback they receive in these reports enables them to improve their learning. Staff should continue to ensure that all young people receive high-quality feedback that informs their next steps in learning consistently.
- The introduction of a robust whole school moderation calendar has led to staff having a greater understanding of standards. It has also resulted in increased consistency across departments particularly in relation to the planning and reviewing of courses. All staff should ensure that they take full account of young people's prior learning when planning courses. This will help to ensure that they challenge all pupils appropriately in continuing to raise attainment.
- Whilst there is a variety of departmental tracking approaches, these articulate effectively with the whole school tracking system. These systems have led to staff understanding learners' progress and attainment more effectively. Departmental planning of courses is moderated in line with the school moderation policy.
- Staff track young people's progress regularly throughout the year. Formal tracking periods also support increasingly robust tracking and monitoring. Young people, especially in the senior phase, appreciate the increased frequency of tracking reports. Staff should continue to develop approaches to tracking and reporting young people's progress at S1 to S3, particularly with regard to understanding young people's levels of attainment. As young people become more familiar with their individual next steps in learning, the impact of tracking reports should become more impactful on learning and attainment throughout the whole school.

## 2.2 Curriculum: Learning pathways

- Staff have developed a well-planned transition programme. This is supported by established links with the cluster primary schools. Young people's literacy and numeracy levels from primary schools are shared with all staff. This is helping staff to plan appropriate progression for learners across the curriculum.
- Staff leading on the development of literacy and numeracy have clear plans in place to improve young people's outcomes in these areas. They are reflecting on the most appropriate pathways for learners. This is supported by an increased focus on ensuring all staff have a shared understanding of their roles in improving young people's literacy and numeracy. For example, in numeracy, this includes increasing the pathways on offer in mathematics, and sharing common methodologies with learners, parents and staff.
- Young people in S1 and S2 follow a BGE experience with course choice taking place at the end of S2. Helpful information about course choice is embedded into the S2 personal and social education (PSE) programme and information is available for parents and carers. In S3, all young people follow a reduced number of selected subjects. Senior leaders and staff should continue to review the S1 to S3 curriculum to ensure all young people experience their entitlement to all curricular areas in the BGE. At present, not all young people receive their full BGE entitlement. Staff should also consider how well this curriculum prepares young people effectively for the senior phase. In S4, young people continue with their S3 courses. At the end of S4, they select five courses for S5. Young people engage in bespoke learning pathways in S6.
- Young people in S1 to S4 have religious and moral education (RME), PSE and physical education (PE) timetabled each week in line with national expectations. Young people in S5 and S6 experience RME, PSE and PE through a series of inserts, some of which are optional. Young people and staff were consulted on the priorities for the inserts, and these are delivered by a combination of school staff and external providers. Senior staff should review the balance of time for senior phase study and the series of inserts.
- Staff and partners have been involved recently in undertaking a curricular audit of the courses available for young people in S3 to S6. This has led to them offering a wider range of pathways better suited to learners' needs. Young people in S4 to S6 benefit from the school's strong and sustained links with external partners. These partners provide multiple pathways for learners, including college courses and Foundation Apprenticeships. Staff and partners should continue to monitor the appropriateness of these courses in meeting the needs of learners.
- All staff have recently completed a skills audit across their curriculum areas to identify where skills are being developed in line with DYW priorities. There are a few strong examples of staff linking skills development and subject teaching to the world of work. The majority of staff are at an early stage of delivering DYW priorities through the curriculum.
- Young people are beginning to track their skills profile through the use of the 'My World of Work' skills experience tool. This allows young people to clearly see how they are developing skills and provides a useful resource to support in the preparation of applications for their next step in learning or employment.
- All young people participate in DYW focussed lessons in S3 and S4. Young people are achieving their Career Education Standard entitlements through their engagement in these lessons.

- All options for senior phase choices are promoted well within the senior options choice booklet. This promotes parity of esteem across subject choices. The majority of course-choice information highlights the skills that young people will develop throughout the course.

## 2.7 Partnerships: Impact on learners – parental engagement

- Most parents are satisfied with the school. They agree that staff treat their child with respect, are very approachable and react quickly and effectively to any issues that may arise. Parents appreciate the helpful support their child receives and the opportunities that staff offer to young people.
- Staff use a range of platforms such as apps, social media, email and text messages to communicate effectively with parents. Parents value the regular tracking reports, which help them to understand their child's progress in learning.
- Staff offer well-considered events to increase parental engagement. This includes a family learning programme which is increasing parental involvement. This is strengthening relationships between parents and staff and is helping parents to support their child more effectively with their learning.
- Senior leaders consult with the Parent Council (PC) when agreeing the school's improvement priorities. Senior leaders are also proactive in seeking the views of the PC when introducing new policies. These parents feel that their views are taken into account and make a difference.

## 2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

### 3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- Almost all staff and young people are respectful towards one another. Senior leaders and staff have a clear understanding and commitment to promoting positive relationships across Eastbank Academy. The nurturing, caring ethos is underpinned by the school's shared values. This contributes to the calm atmosphere in the school.
- 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. This approach has contributed to a reduction in young people being excluded from school this session.
- Most young people feel safe in an inclusive environment. They benefit from a wide range of opportunities to be active and to be involved in the life of the school. This is supporting the emotional, mental, and physical wellbeing of learners well. A range of clubs and support spaces are available. These provide inclusive, safe areas for young people.
- Staff throughout the school are developing a shared understanding of the language of wellbeing and the wellbeing indicators. Staff discuss wellbeing with young people. A next step is to develop consistency in the use of wellbeing indicators in teaching and learning. This would develop further young people's understanding of the relationship between wellbeing and achieving success.
- Senior leaders and the pastoral care team are at the early stages of tracking the wellbeing of groups of young people. They should now consider the most effective way to assess, track and monitor the wellbeing of all learners. This would support the school to broaden its knowledge of all young people's wellbeing needs.
- Most young people in the school agree they have someone to speak to if they are worried or upset. Young people value having their pastoral care teacher for PSE and are benefiting from this regular contact with an adult who knows them well.
- The PSE programme in S1 to S4 is relevant and current to the context of the school. As a result, young people have the knowledge and skills to make safe and informed choices about their health and wellbeing. Pastoral care staff are responsive to challenges raised by learners. Young people highlighted vaping and anti-social behaviour as topics which can impact on their wellbeing. This led to staff adjusting the PSE programme to incorporate appropriate themed lessons. A next step identified by pastoral care staff is to re-introduce formal methods of capturing the views of young people which will continue to empower all young people to feel listened to and shape the direction of future programmes. Learners in S5 and S6 would benefit

from a more formal PSE programme. This would give them the opportunity to engage in structured dialogue regularly in topics that are relevant to them.

- Effective procedures are in place to identify, assess and plan for young people with an additional support need. These are leading to most staff identifying appropriate strategies to support young people. However, there is a need for teaching staff to understand better their responsibilities in meeting the needs of all learners in classrooms. This includes using the identified strategies to support young people.
- Staff should continue, as planned, to improve support for young carers. This will help to ensure that all young carers receive their entitlement to a young carer's statement in line with the Carers (Scotland) Act of 2016.
- The local authority submitted self-evaluation information relating to compliance with the revised Nutritional Regulations 2020 and key duties, as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff. The HNI also examined documentation relating to the effectiveness of whole-school health promotion duties as far as they relate to food and nutrition. Areas for development have been agreed with the school and the school meals provider.
- Care-experienced young people are supported well by pastoral care staff and the Motivation, Commitment and Resilience (MCR) pathway programme. Young people who benefit from this programme receive effective support and most of them achieve a positive destination on leaving school.
- Attendance procedures should be strengthened to enhance the monitoring and overview of period-by-period absence. This will ensure that staff know where all young people are during the school day. Senior Leaders should also explore additional strategies to improve attendance.
- A few young people and parents reported that the school does not deal with bullying effectively. A next step for senior leaders and pastoral care staff is to ensure that all bullying incidents are recorded appropriately in line with 'Respect for All' national guidance.
- Young people who require additional support are supported well through a range of group work, such as wellbeing and nurture groups. Young people spoke of being able to discuss their differences. They also said that they are supported to develop coping strategies to help them engage more confidently with school life. This is resulting in these young people demonstrating improved social skills.
- There is an increasing number of young people, for whom English is an additional language. A small number of young people who require more intensive support access the Chilinguahub group. This group is helping young people to improve their language skills and is increasing their access to classwork.
- A variety of partners support groups of young people. They are responsive to the needs of the school and the community. They include Family Action in Rogerfield and Easthouse (FARE), who delivers various projects in the school for targeted young people. For example, StreetwYze and The Duke of Edinburgh's Award. These are resulting in accredited qualifications and improved engagement in school for some young people.

- Most pupils agree that they are treated fairly by staff, which is also evident in their positive interactions and their sense of belonging. The school's Equalities policy is underpinned by the school's values and is focused on promoting equality and fairness.
- There is a strong focus on LGBTQ issues within the school as part of the inclusion agenda. The active LGBTQ group has led to the school achieving the Silver Charter Award. This supports many young people in their inclusion and sense of identity.
- In promoting UNCRC work, the school achieved the Rights Respecting school bronze award. The majority of young people feel their voices are heard. Staff should concentrate on improving other areas of equality. They should focus on celebrating all aspects of their diverse community. This will develop further young people's identity to the school and their community. A school curricular overview of inclusion and equality is at its early stage of development.

## 3.2 Raising attainment and achievement

satisfactory

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

In September 2021, the school reported that 46.4% of pupils had additional support needs. However, senior leaders highlighted that there are approximately 200 young people with an additional support need that are not entered correctly on the school's management information system. Therefore, the correct school figure for this session is approximately 63% of young people requiring additional support. This is likely to have affected the virtual comparator (VC).

### Attainment in literacy and numeracy

#### BGE

- Most young people achieved Curriculum for Excellence (CfE) third level or better in literacy by the end of S3 in 2021/22. Young people are achieving particularly well in listening and talking. A minority of young people achieved CfE fourth level in literacy. Most young people achieved CfE third level or better in numeracy by the end of S3 in 2021/22. A minority of young people achieved CfE fourth level in numeracy. Senior leaders need to now work with staff to improve confidence in CfE fourth level judgements.
- Staff responsible for literacy and numeracy have developed robust tracking approaches. They can identify clearly young people's attainment and progress in the BGE. Using this data, staff have been successful in introducing a range of interventions, such as the Fresh Start programme and literacy and numeracy ambassadors. Data for this session shows most young people are on track to achieve CfE third level or better, with a majority achieving CfE fourth level.

#### Senior phase

- Senior leaders have identified correctly that raising attainment in literacy and numeracy is a priority. They have increased staffing, pathways and the time spent on literacy and numeracy for groups of young people most at risk of not achieving. These targeted interventions have had limited impact on the leavers' data. A few young people each year leave without literacy and numeracy at SCQF level 3 or better. However, there are clear improvements for cohorts in literacy at SCQF level 5 in S4 and across most levels in numeracy at S4, by S5 and by S6 from 2019/20 to 2021/22.

#### Leavers

- Almost all young people leave school with SCQF level 3 or better in literacy. Most do so at SCQF level 4 or better and the majority do so at SCQF level 5 or better. Between 2016/17 and 2020/21 attainment in literacy for leavers has been broadly in line with the VC. The exception is in 2020/21 where attainment has dropped to be below the VC at SCQF level 5 or better and level 6 or better.

- Overall, between 2016/17 and 2020/21 most young people leave school with SCQF level 4 or better in numeracy. A minority do so at SCQF level 5 or better and few do at SCQF level 6. While there have been improvements at SCQF level 5 or better and SCQF level 6 in recent years, attainment is significantly much lower than the VC in most measures in 2019/20 and 2020/21.

## Cohorts

- Senior leaders have worked well to raise attainment in literacy and numeracy in S4. In literacy almost all young people achieved SCQF level 4 or better and the majority achieved SCQF level 5 or better. While attainment is in line for SCQF level 3 or better and SCQF level 4 or better it is still significantly much lower for SCQF level 5 or better. However, strategies to raise attainment have had positive impact with these attainment figures being the best in the latest five years. Over the latest five-year period, attainment in literacy by S5 and by S6 is broadly in line with the VC. However, there have been declines in half the measures to significantly below the VC at both S5 and S6 in the most recent year.
- In S4 in numeracy, there are clear improvements in attainment from 2018/19 to 2021/22. Attainment at this level has moved from being significantly much lower than the VC to in line with the VC from 2020/21 onwards. Almost all young people now achieve SCQF level 3 or better and most achieve SCQF level 4 or better. A minority continue to attain SCQF level 5 or better. There have been improvements in numeracy attainment by S5 since 2019/20. Most measures are now in line with the VC for 2021/22. There have been similar improvements between 2020/21 and 2021/22 by S6 after a period of fluctuating attainment. Further improvements are required at SCQF level 3 or better and SCQF level 4 or better to bring attainment in line with the VC. However, attainment at SCQF level 5 or better and SCQF level 6 is now in line with the VC in 2021/22.

## Attainment over time

### BGE

- Senior leaders introduced a rigorous tracking system last session to ensure that young people are making appropriate progress across the BGE. This shows that the majority of young people achieve third CfE level in most curricular areas by the end of S3.
- Senior leaders use a range of data to identify and support groups of young people who are at risk of underachieving. This is beginning to improve attainment as learners who were supported in S1 are now making better progress and on track to achieve in S2. Staff use the data to forecast attainment and be more aspirational for young people. However, the tracking system is not sufficiently embedded to measure attainment over time. Senior leaders should continue to work with staff to develop further the reliability of and their understanding of the data, so they know all young people are making appropriate progress.

### Senior phase

- Senior leaders identified a number of factors that have impacted on young people's attainment across the curriculum. These include the impact of COVID-19 on staff and young people's absence levels, particularly during the ACM; the previous curriculum model; and the changing approaches to certification in recent years. To address these challenges, senior leaders are working with staff and young people to increase the aspirations of all. This includes increasing the numbers of National 5 and Higher National Qualifications (NQ) young people are presented for, and also the range of opportunities available beyond NQs.

## Improving attainment for all

### Leavers

- Attainment of young people leaving school, using average complementary tariff points, is below that of the VC for 2017/18 to 2020/21. Attainment for the lowest attaining 20% of young people leaving school is in line with the VC between 2016/17 and 2020/21. For the middle attaining 60%, attainment was in line with the VC from 2016/17 to 2018/19 but was significantly lower in 2019/20 and significantly much lower in 2020/21. Attainment of the highest attaining 20% of young people was in line with the VC between 2016/17 and 2018/19 but was significantly much lower in 2019/20 and 2020/21.

### Cohorts

- Senior leaders and staff have targeted improvements for young people's attainment in the senior phase. Interventions have included mentoring periods with staff, tutoring sessions in conjunction with the University of Glasgow and supported study clubs. These have had a positive impact on young people's attainment in S4 in particular, but also for those in S6. In S4, in 2021/22 the middle 60% and highest 20% have achieved the highest average complementary tariff scores in the last five years. This is also the case for the highest attaining 20% in S6.
- In S4, by S5 and by S6, the attainment of the lowest attaining 20% of young people was in line with the VC from 2017/18 to 2021/22, using average complementary tariff points. In S4, by S5 and by S6 there are improvements in attainment for the lowest attaining 20% from 2019/20 to 2021/22. In S4 and by S6, there is a similar pattern of improvement for the middle attaining 60% of young people and highest attaining 20% of young people. There have been slight declines in S5 in the same period with the attainment of the highest attaining 20% now significantly lower than the VC. Attainment is broadly in line with the VC. In S4 attainment of the highest attaining 20% has moved from being significantly lower than the VC in 2020/21 to in line in 2021/22. In S6, the attainment of the highest attaining 20% has moved from being significantly much lower than the VC in 2019/20 to in line for 2021/22.

### Breadth and depth

- In S4, there are clear signs of improvement in breadth and depth measures at SCQF level 5C or better for two or more awards to five or more awards and at SCQF level 5A or better for one or more to three or more awards. By S5, similar improvements can be found at SCQF level 5C or better. By S6 there are improvements at SCQF level 5C or better, 6C or better for one or more to two or more awards, and at SCQF level 7C or better for one or more awards. Staff are aware of the need to continue to raise attainment, particularly in S4 and S5 for one or more awards at SCQF level 5C or better and SCQF level 6C or better respectively. Steps taken to date have supported improved prelim performance in 2022/23 when compared to previous years. Robust approaches to tracking across the senior phase support senior leaders' predications for improved performance this year.
- In S4, most young people achieve four or more awards at SCQF level 4 or better. This is in line with the VC in 2020/21 and 2021/22. The majority of young people achieve two or more awards at SCQF level 5C or better. A minority achieved five or more awards. This is in line with the VC for two or more to five or more awards. A minority of young people achieve one or more awards at SCQF level 5A or better. This is in line with the VC from 2018/19 to 2021/22.
- By S5, the majority of young people achieved three or more awards at SCQF level 5C or better in 2020/21 and 2021/22. This is in line with the VC. A minority of young people achieved two or more awards at SCQF level 5A or better in 2021/22. This is in line with the VC. A minority of young people achieved four or more awards at SCQF level 5A or better, significantly lower

than the VC in 2020/21 and 2021/22. In 2021/22, a minority of young people achieved one or more awards at SCQF level 6C or better. This is significantly lower than the VC.

- By S6, a minority of people attained five or more awards at SCQF level 5C or better. This is in line with the VC from 2019/20 to 2021/22. A minority of young people attained one or more to four or more awards at SCQF level 6C in 2020/21 and 2021/22, in line with the VC. A minority of young people attained one or more awards at SCQF level 6A or better in 2021/22, in line with the VC. Few young people attained one or more awards at SCQF level 7C or better. This is an improvement on previous years and is now in line with VC in 2021/22, having been significantly much lower in 2019/20 and 2020/21.

### **Overall quality of learners' achievement**

- Staff have been proactive in increasing the number of young people involved in a range of activities. Data provided by the school shows that 20% of young people experience a range of activities beyond the classroom last session. This has increased to 43% this session. As a result, an increasing number of young people are gaining skills and are becoming more confident.
- Most young people can describe the skills gained through their achievements. Most agree that their achievements are recognised and celebrated. Feedback from surveys of staff and young people confirms that celebrations of success at assemblies and the merit system work well. Young people report feeling valued. They talk confidently about how they can now take a lead role and work effectively in a team setting.
- Young people who are benefiting from participating in football, cycling and basketball are supported well to engage in out of school sports activities. This is supporting them to develop communication and associated technical skills. In the current year, a few young people are working towards Sports Leader Awards. This helps them to gain leadership skills through sports coaching in local primary schools. A few young people compete at city wide and national levels in their chosen sports.
- A significant number of young people also benefit from a wide range of creative arts activities. These include a musical theatre club, a music technology club, a samba band and an art club. Through these activities, young people achieve a range of skills, which includes working together, thinking skills, and developing confidence. Young people also enjoy participating in various school performances and concerts. This enhances the school's positive contribution to the local community.
- Staff now need to track and monitor the achievements for young people. As yet, they are not collating or analysing the developing skills profile of each young person. This would assist them in targeting those young people who are not yet developing a strong skills profile or are not participating. In addition, it will help staff to demonstrate clearly all young people's latest and best achievements.

### **Equity**

- Staff have a sound understanding of the social, cultural and economic context of the school. There are signs of improvement in attainment for young people who live in the most deprived areas. For example, staff have introduced literacy strategies which are beginning to improve reading ages for a few learners. Senior leaders have used PEF to fund additional staff to help improve young people's literacy and numeracy. As a result, the number of young people in S4 who have achieved SCQF level 4 and level 5 in literacy and numeracy has improved since 2019/20.

- Senior leaders have been proactive in developing their own data approaches to monitor the impact of PEF to reflect their context. They support staff to analyse the attainment of groups with protected characteristics and plan interventions to improve attainment for these learners. Staff also use PEF to remove barriers to young people's participation in school events. This includes, for example, providing PE uniform, funding trips and providing additional support for young people to enrich their learning experience. There is improved attainment in S4 for the top 20% of young people who are entitled to free school meals. Senior leaders recognise that this remains an area for significant improvement.
- The attainment of young people leaving school living in SIMD decile one, using complementary tariff points, is in line with the VC. However, there has been a decline in the attainment of young people living in SIMD decile two. It was significantly much higher than the VC in 2018/19 but is significantly much lower in 2020/21. Senior leaders have identified correctly the priority to improve the attainment of young people who are entitled to free school meals. Senior leaders acknowledge the need to accelerate progress for these learners in line with national expectations.
- The attainment of young people who have English as an additional language is improving. This is most notable in literacy and numeracy attainment at SCQF level 4 or better and level 5 or better which has improved over the past three sessions and is now consistently above the VC.
- Staff have introduced a range of approaches to raise the attainment of groups of learners who require additional support with transition from school. This has resulted in almost all young people moving on to a positive destination on leaving school. Staff provide very effective support for young people and their families as they transition from school to college or university. This is particularly important to a number of families for whom university is a new experience. The number of young people entering a positive destination on leaving school has increased over the past few years and is now ahead of the VC as well as local and national measures. The majority of young people go to higher or further education, with a minority going to employment. All destination measures are in line with the VC.

## Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.