

Learning, Teaching and Assessment

Young people across the school were given opportunities to take on a range of roles and responsibilities to help improve the school and develop leadership skills, e.g. sports leaders, young ambassadors.

Pupil voice was strong throughout the school through a range of committees who gathered young people's views and communicated very well with their peers.

Successes and achievements were celebrated widely through displays, assemblies, plasma screens, school website and school and authority award ceremonies. A regular newsletter is produced by the Head Teacher which details the range of pupil achievements across the school.

Digital technologies are used widely across the school to enhance learners' experiences and make their learning more meaningful and enjoyable. It was used well to enhance the content and delivery of the curriculum and improve the engagement and motivation of pupils.

Learner conversations take place across the school where young people discuss their progress with staff. These conversations allow learners to gain a deeper understanding of their skills development within subjects and their next steps in learning.

There was a wide and varied range of opportunities for young people to engage in extra-curricular activities delivered by staff and senior pupils. This programme of activity provides stimulating opportunities to learn in different settings and pursue individual areas of interest.

Learners continue to develop increased self-awareness and confidence through learner experiences such as contributing to assemblies and supporting the wider life of the school.

The school reviews the programme of physical activities and sport they offer to ensure the needs of the young people are met and takes into account their views.



What the school plans to do next

- Continue to improve progression throughout the broad general education leading to further improvements in attainment.
- Enhance further the meaningful opportunities for interdisciplinary learning activities and involve the learners more in the planning stage.
- Continue to undertake a range of collaborative approaches to self-evaluation which lead to continuous improvement of pupils' experiences and outcomes.

More detail on each of these priorities can be found in the school improvement plan which is available on the school's website.



Recommendation

Overall the school has made very good progress in meeting the recommendations from the Education Scotland report from December 2015. The Education Department is confident that the Head Teacher will continue to drive improvement in the school and therefore has no further plans to visit the school in relation to the report of December 2015.

The Quality Improvement Service and the link Quality Improvement Officer will continue to work with, support, and closely monitor the school to ensure continuous improvement.

Eastwood High School

East Renfrewshire Council
January 2018



Everyone Attaining, Everyone Achieving
through Excellent Experiences

Introduction

Eastwood High School was inspected by Education Scotland in October 2015 as part of a national sample of secondary schools, with the report published in December of that year.

The school was evaluated by Education Scotland under the previous inspection framework using *How Good Is Our School? 3* and judged to be very good in improvements in performance, learners' experiences, meeting learners' needs and improvements through self-evaluation; the curriculum was judged to be good.

The areas for improvement agreed with the education authority and the school were that the school should continue to:

- improve learning and teaching with a consistent focus on high quality questioning and feedback.
- ensure a coherent curriculum which delivers improved progression in the broad general education.
- provide further opportunities for interdisciplinary learning.

This leaflet is a summary of Eastwood High School's follow-through report and highlights the improvements made by the school since the Education Scotland inspection.

Overall, the school had made very good progress, with the following key strengths:

- Pupils were respectful, well-mannered and articulated confidently their involvement in the life of the school. They spoke very positively about their learning experiences and opportunities for responsibility and leading their learning.
- Very high and improving levels of attainment in the senior phase.
- The strong commitment of all staff who worked well as a team and welcomed opportunities to exercise their leadership.
- The very wide range of opportunities for pupil participation and the effectiveness in which the school recognised and celebrated achievements.

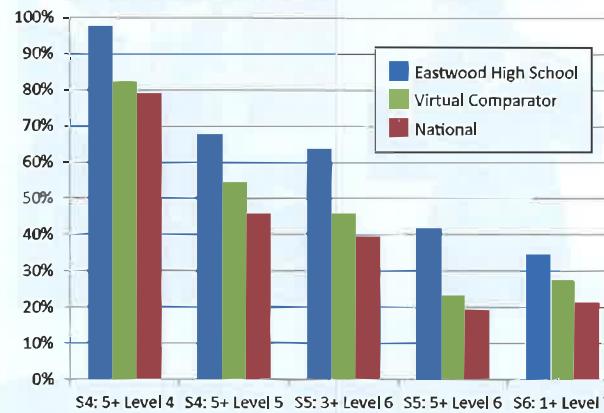
Performance Information

At S1-S2 pupils make very good progress in Reading and Maths Standardised Tests building on prior levels of attainment from primary. In 2016-17, average standardised test scores had increased above East Renfrewshire averages and expectations for both boys and girls.

In 2017, Eastwood High School attained its best ever performance across key performance indicators in S5 and S6. The graph below provides more detail of the school's performance across a range of key measures.

In 2015-16, 98% of young people entered a positive destination on leaving school. The school remained consistently above national and virtual comparator values over the past five years and performed above East Renfrewshire averages for four of the past five years.

Performance in SQA Examinations 2017



Curriculum Improvements

The school has worked collaboratively to develop the Curriculum policy and ensure it is understood by staff, parents and pupils. It takes account of learners' entitlements and the four contexts of learning and gives a clear direction for future curriculum development and improvement. There is a series of parental leaflets summarising the policy available and they are circulated electronically to all parents.

The school works in partnership with various organisations – East Renfrewshire Vocational Programme, Open University, Young Enterprise Scotland Academy, Community Learning Development – to extend the range of opportunities available to all young people in the school.

The school was runner-up in the Health and Wellbeing Award at the Scottish Education Awards as a result of the number of outdoor learning opportunities offered to pupils across a variety of subjects.

There are various opportunities held in the school which provide the pupils with relevant examples of the skills they require for life, learning and work. The Youth Philanthropy Initiative, an active citizenship programme, is embedded across the school.

UNICEF UK awarded a Level 1 Award in recognition of the school's work towards becoming a Rights Respecting School. The school are now working towards Level 2; the highest level.

