Eastwood High School

FLOREAT LABORE

Standards and Quality Report

Session 2019/20

The Standards and Quality Report – key purposes:

- to report on our progress in implementing priorities listed in the school improvement plan
- to indicate the progress made in meeting agreed targets in appropriate areas
- to provide an evaluative summary of the quality of the work across a range of areas in the school
- to highlight strengths and identify priorities for next year

Background Information:

Eastwood High School is a six year, co-educational, non denominational secondary school. The catchment area includes Newton Mearns, Neilston and Uplawmoor. The associated primary schools are Crookfur Primary, Mearns Primary, Neilston Primary and Uplawmoor Primary.

The school roll in September 2019 was 1095 and is projected to be 1112 in September 2020. Staffing is in line with authority guidelines. The school was fully staffed for session 2019/20. This included the specialist staff who support pupils with learning difficulties and with social and emotional difficulties. There were 16 Pupil Support Assistants.

The school has an active Parent Council with a Parent Council Teacher Association (PCTA) sub committee. These give considerable support to the school and provide good links to parents and the community.

The school has a devolved budget from East Renfrewshire Council which is used to support the school plan.

Our school aims:

Our aim at Eastwood High School is to provide a high quality education based on inclusion and equality.

We will do this by:

- striving to raise standards of educational achievement and attainment for every child.

- providing a range of courses appropriate to the needs of all pupils.

- developing learning and teaching strategies to support the needs of all pupils.

- supporting all pupils in their learning and development thereby encouraging them to reach their full potential.

- developing a sense of citizenship in our pupils through our partnership with parents and the wider community.

- ensuring effective use and targeting of resources, including accommodation, finance and staff.

- providing effective management and leadership that supports self evaluation and planning.

- providing a friendly and positive working environment.

RIGHTS RESPECTING SCHOOLS

unicef UNITED KINGDOM

Article 3 (best interests of the child)
The best interests of the child must be a top priority in all actions concerning children.

Article 29 (goals of education)
Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
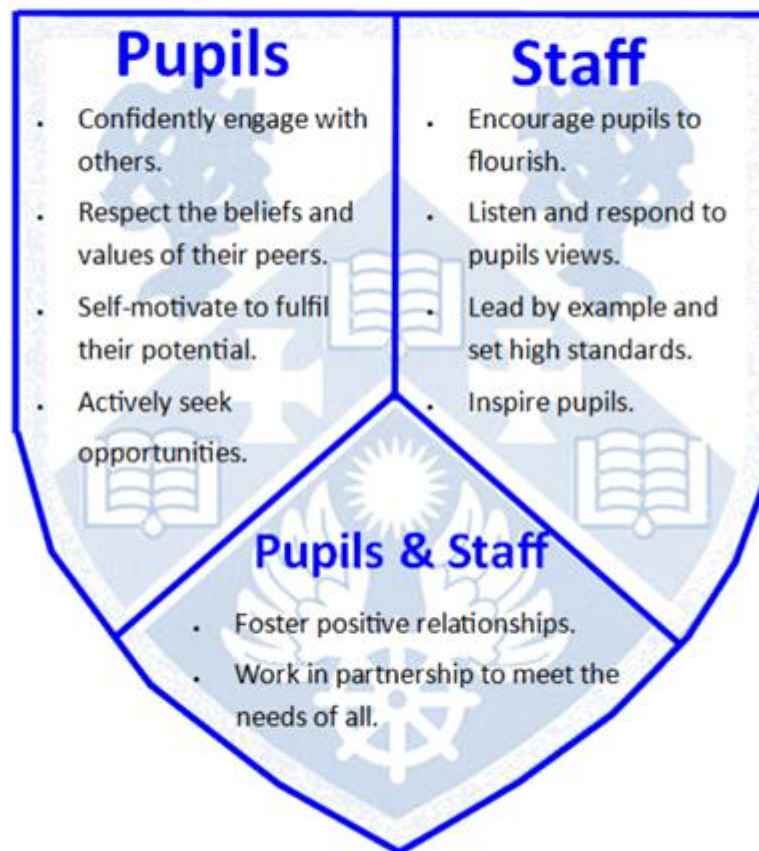
Knowledge of rights

Freedom of thought belief and religion

Eastwood High School
Rights Respecting Schools Charter

Pupils
- Confidently engage with others.
- Respect the beliefs and values of their peers.
- Self-motivate to fulfil their potential.
- Actively seek opportunities.

Staff
- Encourage pupils to flourish.
- Listen and respond to pupils views.
- Lead by example and set high standards.
- Inspire pupils.

Pupils & Staff
- Foster positive relationships.
- Work in partnership to meet the needs of all.

Goals of education

Right to an education

Our main priorities for 2019/20 – did we meet them?

- Improving the quality and consistency of Learning and Teaching for all throughout Curriculum for Excellence

- Raising Attainment, Recognising Achievement

- Safeguarding and Supporting Pupils

- Developing Leadership Opportunities Across the School

- Reducing unnecessary bureaucracy and workload

Progresses on these priorities are detailed in the sections which follow.

	Targets 2018 – 2019	Quality Indicators	N.I.F. Drivers	SHANARRI Indicators
Target 1	Improving the quality and consistency of Learning and Teaching for all throughout Curriculum for Excellence	1.1, 1.2, 1.3, 2.2, 2.3, 2.6, 2.7, 3.2, 3.3	Pupil Progress; Performance Information; Teacher Professionalism	Achieving, Included, Nurtured, Responsible
Target 2	Raising Attainment, Recognising Achievement	1.2, 1.3, 1.5, 2.2, 2.3, 2.6, 2.7, 3.1, 3.2, 3.3	Pupil Progress; Parental Engagement; Performance Information	Safe, Healthy, Nurtured, Achieving, Respected, Responsible, Included
Target 3	Safeguarding and Supporting Pupils	2.1, 2.4, 2.6, 2.7	School Improvement; Pupil Progress; Parental Engagement	Respected, Responsible, Included
Target 4	Developing Leadership opportunities across the school	1.1, 1.2, 1.3, 1.4, 2.7, 3.1	School Leadership; School Improvement; Teacher Professionalism	
Target 5	Reducing unnecessary bureaucracy and workload	1.1, 1.2, 1.3, 1.4, 1.5	School Leadership; School Improvement	

Methods of Gathering Evidence:

Each session Eastwood High School undertakes a considerable amount of formal evaluations through class visits, departmental or thematic reviews, focus groups of key stakeholders and surveys using guidelines in How Good is our School? 4 (HGIOS? 4). The focus this session has been on Quality Indicators…

1.2 (Leadership of Learning)

2.3 (Learning, Teaching and Assessment)

3.1 (Ensuring wellbeing, equality and inclusion) and

3.3 (Increasing creativity and employability).

All of these have involved staff, pupils, parents and other stakeholders throughout the year. Effective processes are in place throughout the school year to gather information on learner's achievements both academic and in the wider life of the school. Celebrating pupil achievement outside of school also remains a focus under QI's 3.1 and 3.2 and systems are in place to collect, collate and utilise pupil achievement information in its widest sense.

Moderation and Verification events within departments and in partnership with other schools have ensured the highest standards are upheld in all curricular areas. Relevant and effective professional learning sessions particularly in the areas of Learning, Teaching and Assessment, and Moderation influenced practice throughout the year, with an established school based Career Long Professional Learning (CLPL) programme working to improve learners experiences.

The school participated in the Local Authority programme of Collaborative Improvement Visits allowing staff from each of the 7 secondary's in East Renfrewshire to share practice and visit each other's classes. This session, Modern Languages and Social Subjects participated in this programme allowing for structured discussion with colleagues across the authority.

In addition, there are many informal ways in which evidence is gathered: through meetings of the Senior Leadership Team (SLT); the Extended Leadership Team (Heads of Faculty and Pricipal Teachers of Support); the Pupil Leadership Team and Pupil Councils; through regular departmental and staff meetings; through rigourous and systematic monitoring of pupil work, reports, attendance etc. and through observations of classroom lessons and activities with particular focus on the learners experiences.

STEM Lego Engineering
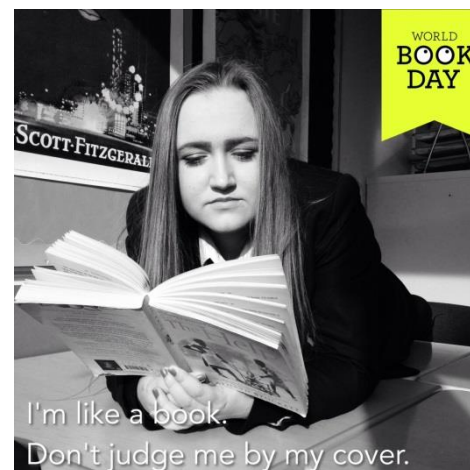
Learning Conversations

WHAT DID THE SCHOOL ACHIEVE IN 2019/20?

Improving the quality and consistency in Learning and Teaching for all through Curriculum for Excellence (1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3)

How are we doing?

Departments have very well planned courses which support staff by identifying learning outcomes, teaching strategies and methodologies, varying types of assessment and identifying excellent resources. Courses conform well to national guidelines. Teachers' day to day planning is of a very high standard.

Considerable work continued to take place this session to highlight formative assessment strategies, varying assessment types in line with Building the Curriculum 5 and on moderation of a level in the Broad General Education. This has proven to be very effective, with opportunities on In-service Days and in peer class visits to share and discuss excellent practice in this area. In addition, class teachers and faculties are improving the quality of feedback and in particular 'Learning Conversations' in order to increase pupils' understanding of the steps required to achieve their goals. A focussed apporach to differentiation within the classroom and in resource development has also proven to be successful with pupil feedback stressing the importance of choice as well as differentiation in the curriculum.The wealth of IT facilities and access to pupil Wifi continues to contribute to improvements in the overall variety of learning and teaching approaches and increasing confidence and creativity of teachers in using new technology and is assisting in implimenting the Digital Learning and Teaching Strategy for Scotland. The use of Google Classroom has increased signigicantly, especially in light of the Covid 19 situation and this has also improved the skills of staff and pupils alike.

The Scottish Qualifications at Advanced Higher Level were implemented seamlessly and we are confident that pupils in Eastwood High were well prepared for the final assessment/examinations should we have been able to finish the year without the Covid-19 crisis. Comprehensive and rigerous evidence based systems were developed and implemented to support teachers' estimates for SQA

There is very good communication and excellent relationships between pupils and teachers. The very good atmosphere in classes is created by: teachers being well organised and prepared; good classroom management; the high quality of courses/lessons; the many personal qualities of teachers in relating to pupils; teachers going the "extra mile" to support pupil learning and related assessment; and the promotion of equality and fairness.

The Senior LeadershipTeam (SLT) Learning Visits carried out throughout the session show that teacher questioning is very skilled and that varied techniques are in use in the promotion of interaction in the classroom. The pace of lessons is brisk and pupils are active and engaged in their learning. Learning Intentions, Success Criteria and Classroom activities are "badged" with Literacy, Numeracy and Health & Wellbeing logos and pupils are directed to record the skills they are learning and practising in their portfolios. There is a continuing drive to achieve a greater consistency of learning and teaching across the whole school and an active and engaged pupil experience with opportunities for more independent learning and developing further opportunities for pupils to lead learning. This is confirmed through the canvassing of pupil voice which is done in several ways - through regular whole-school surveys of pupil experience of learning and teaching, pupil focus groups as part of departmental reviews and with surveys / focus groups in departments and individual classes. These show that the majority of pupils enjoy their lessons and are experiencing a more active participation in their lessons.
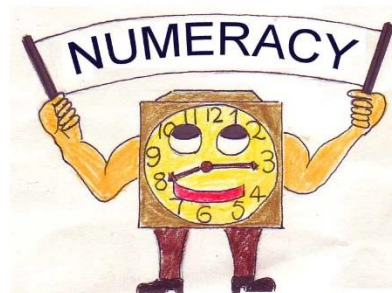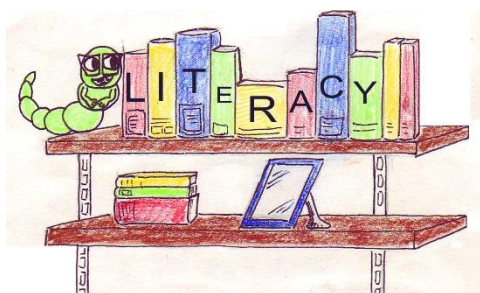
Learning and Behaviour needs are systematically identified and support staff contribute very well to meeting pupils' needs and supporting staff. Assessment is well integrated into the learning process. Pupils are made aware of the success criteria for assessments. Self assessment and peer assessment are used effectively in departments. There are many very good examples of high quality feedback to pupils which show that staff are positive in their comments and specific in detailing key strengths and next steps. Effective Learning Conversations are having a positive impact on pupil attainment and assist pupils in self directed study.

Pupils have a good understanding of the language of learning and are able to articulate what they have learned and the skills they have developed. This was confirmed by Education Officers and colleagues from other schools who undertook local authority collaborative improvement visits.

The practice of making grades and "teacher judgement" levels available to all departments to allow comparison on a pupil by pupil basis and therefore targeting underachievement is now well established. Pupils in the senior phase continue to receive their own personalised target grades for each subject. Tracking and Monitoring at all levels is highly effective and emphasises the high expectations of staff and pupils in Eastwood High School. Almost all parents feel that pupil reports are helpful and that interviews with teachers are very helpful.

How do we know?

- Departmental evaluations related to HGIOS?4,   1.1, 2.3, 3.2, 3.3;

- School's quality improvement procedures linked to the HGIOS?4 guidelines including peer, PT and SLT Learning Visits/Learning Walks;

- Local Authority collaboration visits;

- Pupil learning and teaching surveys and departmental surveys;

- Pupil focus groups;

- Minutes and work of the Strategic Leadership Groups;

- Subject course grids / planners, course materials / pupil materials;

- Departmental records of marks, whole school results tracking, Insight reports;

- Pupil report cards;

- Pupil e-portfolios;

What are we going to do now?

- continue to refine whole-school and departmental self-evaluation processes. School calendar for the session will include:
  - ➢ regular timeslot allocations for peer, PT and SLT learning visits;
  - ➢ opportunities for CLPL activities to support improvement in the quality and consistency of Learning and Teaching across the school;

  all of which include professional dialogue and feedback;
- creation of short life working groups in target areas from the School Improvement Plan;
- continue whole-school pupil evaluation of their experiences of learning and teaching;
- continue developing pupil evaluation at departmental and class levels;
- continue to provide staff In-Service Training (InSeT) on Additional Support Needs (ASN) issues, Behaviour Management, Learning / Teaching strategies, working towards achieving a consistently high quality of learning and teaching across the school;
- continue to work to narrow the attainment gap in line with the National Improvement Framework;
- continue to develop the use of Digital Technology in learning;
- continue to extend formative assessment strategies, engaging pupils actively in their learning to help them develop as independent, active and enterprising learners;
- continue to highlight the skills for learning, life and work throughout the curriculum;

WHAT DID THE SCHOOL ACHIEVE IN 2019/20?

Raising Attainment and Recognising Achievement (1.5, 3.1, 3.2)

How are we doing?

The school continues to use a plethora of strategies aimed at raising attainment including a variety of learning and teaching methods & supported study classes. Saturday classes and Easter School had been planned as normal but unfortunately due to the Coronavirus epedemic these strategies were not used as the country was in lockdown. Analysis of results, additional prelims, motivational group work for targeted pupils and a robust and rigorous approach to maintain the number of pupils presented at National 5 in S4 and the schools cotinually high levels of data tracking and monitoring proved to be exceptionally useful and robust in the light of the Covid-19 epedemic. Pastoral Support, Depute Head Teacher (DHT) and Head Teacher (HT) interviews with pupils to boost performance, mentoring of targeted pupils led by the SLG, targeted early intervention strategies are employed where appropriate and individual pupil targets based on past performance, all combine to create a set of school strategies that are robust and impactful.

Mathematics and English Standardised Test scores are 101 and 107 respectively, a phenomenal result.   By the end of S3, 97% of pupils had achieved Level 3 Numeracy and 93% had achieved level 3 Literacy. At Level 4, 79% have achieved this level in Numeracy and 82% in Literacy, this is above the National Average.

|	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Reading	100	104	100	96	98	104	101	99	100	99	103	104	96	107
Maths	100	99	100	99	99	97	99	100	100	100	102	102	99	101

S2 Standardised Test Scores
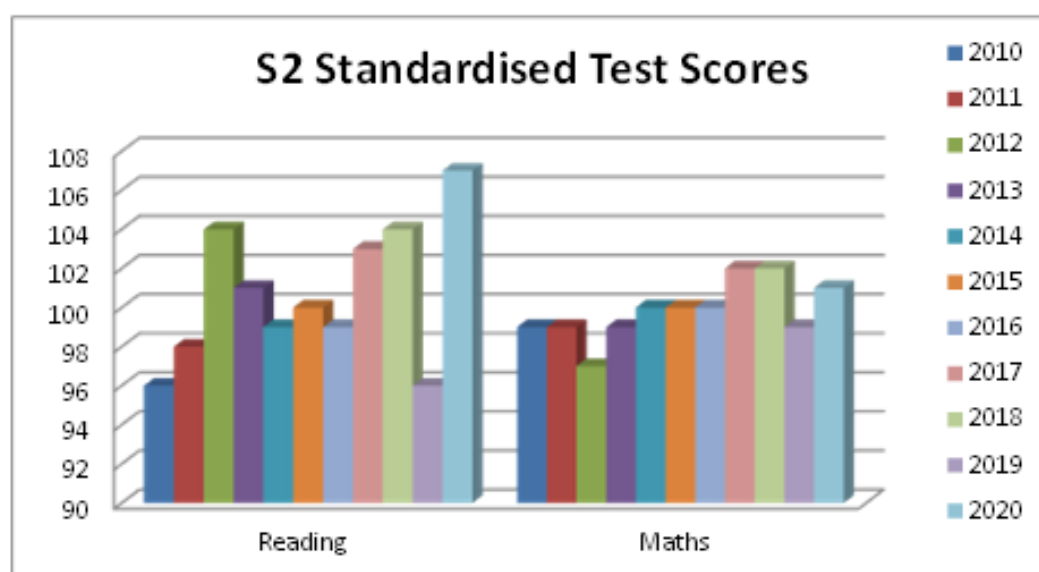
81.8% of S4 pupils achieved 5+ National 5 awards. At Higher 73.1% of pupils achieved 3+ Higher awards or better and 53.8% of S5 pupils gained 5+ Higher awards or better. 53 S4 pupils achieved 8 or more National 5 A Grades with 34 of them achieving 9 National 5 As, 15 pupils achieving 10 National 5 As and 2 pupils who achieved 11 National 5 As. 27 S5 Pupils achieved 5 A Grades at Higher and 4 pupils achieved 6 As at Higher. In sixth year, 44.8% of pupils achieved one or more Advanced Higher.

Examination Performance, S4 and S5/6

The S4 and S5/S6 targets are based on three year rolling averages and are expressed as percentages of the relevant S4 roll.
SCQF level 5 is equivalent to National 5, level 6 to Higher and level 7 to Advanced Higher.

	Average 09/10-11/12	Average 10/11-12/13	Average 11/12-13/14	Average 12/13-14/15	Average 13/14-15/16	Average 14/15-16/17	Average 15/16-17/18	Average 16/17-18/19	Average 17/18-19/20
5 or more awards at SCQF level 5 by end of S4	55	59	60	66	69	71	72	74	78
3 or more awards at SCQF level 6 by end of S5	40	43	46	50	55	57	60	61	65
5 or more awards at SCQF level 6 by end of S5	19	21	24	28	31	34	37	39	45
1 or more awards at SCQF Level 7 by end of S6	27	26	28	31	34	34	35	37	42

Examination Performance in S4 and S5/6
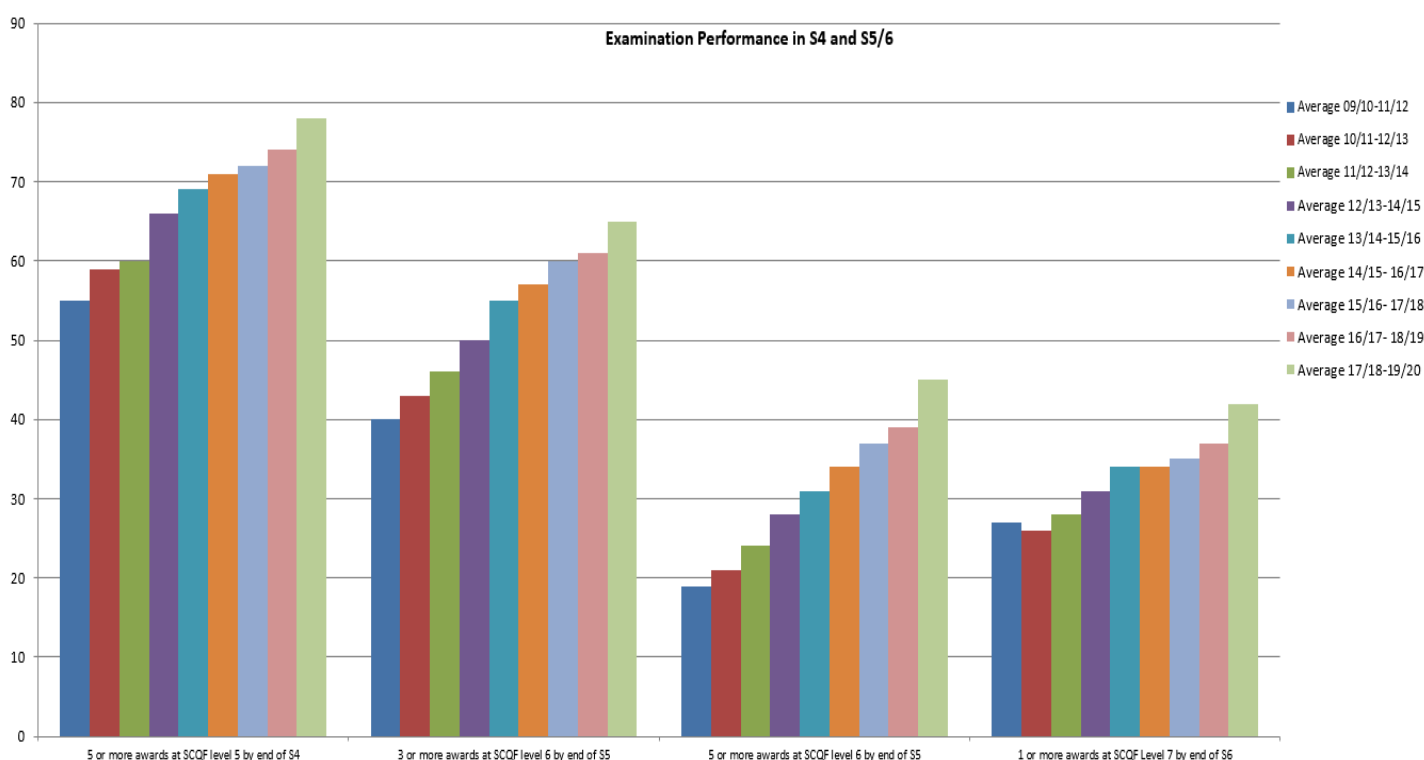
There was a large number and range of supported study classes made available throughout the session and these were well attended including evening and Saturday morning classes. In addition, there was a substantial increase in the number and range of subjects and levels available at Easter School and Study Weekends.

The Strategic Leadership Groups (SLGs) for Raising Attainment and Teaching and Learning have further developed initiatives in this area. Staff Mentors have been utilised well for targeted pupils, pupil feedback on this programme has been very positive; Celebrating Achievement Boards have been utilised in faculty areas throughout the school promoting and celebrating pupil successes in curricular areas and in wider associated areas too.

The high standards of school uniform following the *Dressing for Excellence* Guidelines from the Authority continue to support high achievement and attainment and affirms the schools ethos of high expectation.

Eastwood High School had the highest postive leaver destinations outcomes in the local authority, well above the National Average.

How do we know?

- Results analysis – Departmental, School, EMIS and Insight
- National Examination Results and Standardised Tests
- Target setting documentation
- Departmental assessment records
- Pupil reports
- Departmental / SLT minutes - review of attainment with SLT link
- Minutes of SLGs
- Supported study records

What are we going to do now?

- Formation of Short-life working groups in target areas;
- The school and department plans will include measures for raising attainment;
- The school will continue to target attainment of all pupils including the lowest performing 20% and pupils in areas of deprivation;
- The school will target resources to continue improving attainment in specific curriculum areas as identified in the Improvement Plan;
- Further improve whole school tracking and monitoring of pupils, the use of assessment data and use of both to plan for improvement;
- Continuing to develop the use of ICT in learning;
- Improve variety of learning and teaching strategies;

Recognising Other Achievements (3.2)

Due the Covid-19 epedemic, the majority of extra curricular activities ended abruptly on 20th March 2020 when the country entered the lockdown phase. This unfortunately means that our young peoples achievements in National and International competitions was unable to be completed. Our Senior Girls Football Team were due to play in the final of the St Mirren Cup, the boys and girls Junior Rugby Squad qualified for the semi-finals of the Warriors National Championships for the third consecutive year and a number of our sports teams were in strong league positions before lockdown. A very successful online Sports Awards Ceremony was held in June to recognise pupils' sporting acheivements.

Our Creative and Performing Arts departments had been working hard and were looking forward to a school show in June 2020. This has had to be postponed.

However many of our young people had success early in the year with three of our students picking up National Titles and a plethora of medals at the Scottish Tae Kwon Do Championships. One pupil continues to excite the sprinting world as she achieved yet another Scottish Indoor Championship and was on track to compete in the Scottish and British Sprint events too. We have 3 young people placing at National Swimming competitions, one pupil achieving bronze (x2) at the UK Disability Gymnastics Championships, several pupils representing Scotland in their sport and one pupil in the Great Britain Roller Derby Squad.

Two pupils had their artwork selected to be part of the Educational Institute of Scotland calendar for 2019/20. One pupil qualifying for the Junior Maths Olympiad heald by the UK Maths Trust placing him in the top 25% of finalists. S6 pupils were trained in Emergency First Aid and one staff member became the first female in Scotland to have achieved the Scottish Schools Football Association 20 year service award.
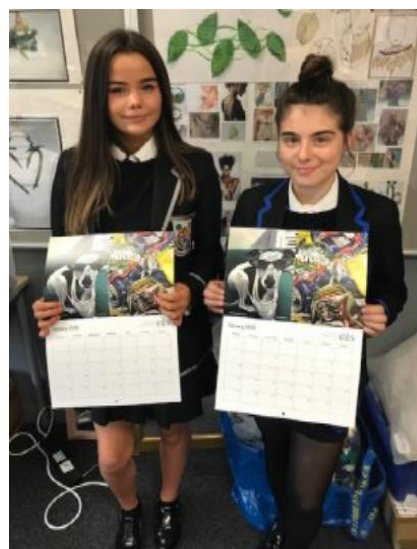
Pupils continued to participate in a phenomenal amount of extra curricular activities, charitable activities and volunteering.

WHAT DID THE SCHOOL ACHIEVE IN 2019/20?

Developing Leadership Opportunities across the school (1.1, 1.2, 1.4)

How are we doing?

School Strategic Leadership Groups (SLGs) were introduced at the start of the session 2014/15 and continue to embed in the working of the school. The SLGs cover four areas – Learning and Teaching, Quality Assurance and Pupil Support and Raising Attainment. The groups have given Principal Teachers the opportuinities to lead and manage whole school developments in the areas mentioned. These developments include setting up a mentoring programme for targeted pupils in S4; providing opportunity for staff development in the area of Pupil Support (Pastoral); and developing support for teachers evaluating the learning and teaching in the classroom.

Principal Teachers have gained experience of chairing these whole school groups and the responsibility of taking forward the initiatives and managing the staff and pupils involved.

Unpromoted staff have also been involved in the SLGs in a variety of leadership roles – as pupil mentors, taking forward the developments in Learning and Teaching and taking shaddowing Pastoral Support PT's with a view to taking pastoral responsibility for a group of pupils. A Career-Long Professional Learning (CLPL) oppirtunity was established in the form of a "leadership academy" providing staff with aspirations towards a promoted post to undertake inhouse CLPL provision. In addition unpromoted staff have been given various opportunities to lead and manage curricular change and development within their department or faculty, but also within the wider school community.

Leadership oppoprtunities have also been developed and encouraged with pupils. In addition to Pupil Councils, Year Group Prefects have been embedded throughout the school. Pupils have been given leadership opportunities throughout the session - Parents' Evenings, P7 Open Evening, leading pupil focus groups on Learning and Teaching, meeting with outside bodies to give their views on particular developments and leading extra curricular clubs. There is a thriving Pupil Council who meet regularly to discuss school issues and form action plans. Other opportunities for young people include becoming extra curricular club leaders, Sports Ambassadors, My World of Work Ambassadors and Buddies. The school continues to have the highest engagement with My World of Work in Scotland! The school Digital Leaders Group was also formed this session and pupils have been planning supports to staff, pupils and parents in the form of information packs and videos. This will be on-going next session on return to a more normal teaching environment.

How do we know?

- Minutes of the school Strategic Leadership Groups (SLGs)

- Minutes of the Extended Leadership Team (ELT)

- Minutes of Departmental Meetings

- Celebrating Achievement Boards

What are we going to do now?

- Create Short-life Working Groups to tackle areas for improvement and provide opportunity for staff to take on leadership roles, including working towards Covid 19 recovery.

Senior Pupil Leadership Team

WHAT DID THE SCHOOL ACHIEVE IN 2019/20?

Summary of Progress

Leadership and Management

"How good is our leadership and approach to improvement?"

How Good is our School? 4 Quality Indicators: 1.1, 1.2 and 1.3

National Improvement framework Drivers for Improvement:

School Leadership, Teacher Professionalism, School Improvement

In Eastwood High School, all staff agree that self-evaluation is an integral aspect of our approach to continuous improvement. Self-evaluation procedures continue to be revised and updated this session in line with How Good is Our School? 4 with "Sharing Practice" visits as an integral part of the school self-evaluation procedures. We use a wide range of effective approaches to ensure all stakeholders are actively involved in our on-going self-evaluation from focus groups and surveys to learning visits and thematic reviews.

The Modern Languages and the Social Subjects faculties both participated in the East Renfrewshire Collaborative Improvement Visit Programme where colleagues from other ERC schools could visit and share practice. These proved to be positive experiences for both Faculties and will provide good opportunities for further improvement in the near future. The findings of the group were very positive with young people demonstrating the ability to clearly articulate wider skills, speaking highly of the opportunities they receive in Eastwood High both in terms of their curricular experience and the extra-curricular experience

Moderation and Verification activities at both BGE and Senior Phase levels have been very successful at departmental, whole school and local authority level and are producing positive and robust Teacher Judgments and ensuring concordance in all SQA verification exercises.

Leadership is strong at all levels, with pupil leadership opportunities having increased again this session and a CLPL programme for staff interested in taking forward Leadership opportunities in place.

EHS Evaluative Grade: Very Good

How do we know?

- Reports from Thematic Reviews

- School and Departmental Self-Evaluation/Quality Assurance (some of which has been adopted by the local authority for Subject group reviews)

- Minutes from Pupil Council, Pupil Leadership Team and Young Ambassador Team meetings

- Minutes of Departmental Meetings

- Canvassed opinion of staff, parents and pupils

- New CLPL programme in place for staff, focussing mainly on Leadership

What are we going to do now?

- Continue to evaluate our self evaluation system and promote school self-evaluation procedures in line with HGIOS? 4

- Further investigate the use of pupils and parents in school self-evaluation.

- Continue to take an active role in ERC/National moderation activities.

- Continue to participate in ERC Collaborative Improvement Visits.

Learning Provision

"How good is the quality of care and education we offer?"

How Good is our School? 4 Quality Indicators: 2.1, 2.2, 2.3, 2.4

National Improvement framework Drivers for Improvement:
Performance Information, Assessment of Child's Progress, School Improvement.

Eastwood High School continues to improve attainment for all in both the Broad General Education and the Senior Phase (see attainment information on Pages 11 and 12).

Staff, partners, pupils and parents continue to work together to ensure the curriculum model is strong, robust and meets the needs of all stakeholders. Very good partnership working with local colleges, universities and employers ensures the curriculum is current and embeds the skills for life, work and learning. Throughout the curriculum, the cross cutting themes of Literacy, Numeracy and Health & Wellbeing are emphasised regularly and life skills such as equality and mental health are addressed in an organic yet professional manner.

Flexible learning pathways and intervention strategies are employed on an individual need basis. Consortium vocational pathways are highly effective and targeted towards key individuals who will benefit the most.

Arrangements in the school for pastoral care, pupil support, personal and social development and curricular and vocational guidance are very good. School evaluations consistently show that both parents and pupils view the school as a safe and inclusive environment.

There are clear guidelines for all staff on their responsibility for the care and welfare of pupils. There has also been considerable In-Service for all staff on anti-bullying, racist incidents, child protection, ASN, Relationships, Sexual Health & Parenthood, etc. In addition there has been considerable work in raising the profile of GIRFEC (Getting It Right For Every Child) procedures as well as "Nurture" and embedding their use across the school. Staff and pupils have been working hard to embed postive mental health strategies in the work of the school too.

All staff as class teachers play an important role in the care and welfare of pupils. Departments create an ethos in which pupils feel secure. There is good liaison between class teachers and Pupil Support teachers. There is a clear system in place for the support of pupils by staff in the Pupil Support departments. Pupils have at least one planned individual interview each year. Pupils know how to contact their Pupil Support teacher and have confidence in talking about their successes as well as personal and school problems.

Period by period attendance is in place, using Click and Go. New attendance monitoring procedures involving class teachers, Pupil Support and SLT, with the addition of the newly formed Attendance Council, are proving to have very postive outcomes. Effective use is made of texting/emailling parents of pupils who are absent. The introduction of an automated telephone system early morning to record absence notifications from parents is giving good results and a new dedicated attendance email inbox is ensuring communication from parents is received in a timeous manner. There is good communication between parents and Pupil Support Teachers/SLT in relation to pupils who need pastoral support.

Good use is made of both the Support Suite and the teachers and assistants who work with pupils who for a variety of reasons need extra support. The Support Suite has areas where learning is promoted for pupils who need some degree of curriculum flexibility. The Support Suite is also used as "safe havens" for pupils at intervals and for the reintegration of school refusers.

A Nurture programme is in place to target young people with specific learing and behavioural needs who would benefit from a bespoke programme. This has proven successful and is continuously reviewed according to need.

The Joint Support Team deals promptly with referrals, currently pupils have regular access to support and advice from educational psychologist, campus police officer and careers adviser.

There are also other arrangements in place for pupils who need support such as "buddying" and mentoring systems.

Internal and External exclusions continue to remain at very low levels.

School policies continue to be amended and updated to ensure inclusion and equality is embedded in them. School data is continuously monitored and analysed with reference to equality, fairness, additional support needs and disability.
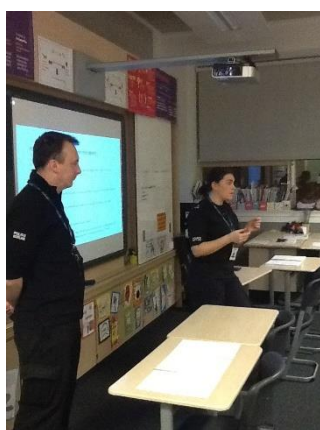

EHS Evaluative Grade: Very Good

How do we know?

- School performance information (EMIS, INSIGHT, School monitoring)

- School policies on Equality and Inclusion

- In-Service Days Agenda

- Attendance and Behaviour Monitoring Data and its analysis

- Click and Go Database records

- JST records

- Rights Respecting School Status

- Pupil and Parent Surveys

- "You said, We did" boards throughout the school

What are we going to do now?

- continue to ensure that the school is fully commited to inclusion including the promotion of better behaviour and learning, equality for disabled staff, pupils and parents, and sustaining a sense of equality and fairness in all issues

- continue to raise awareness of GIRFEC (Getting It Right For Every Child) procedures and secure their place at the heart of the work of the school.

- Continue to actively promote positive mental health and provide appropriate support for young people and staff on issues such as LGBT, exam stress, psychosis etc.

- Continue to develop the nurture programme for targeted young people.
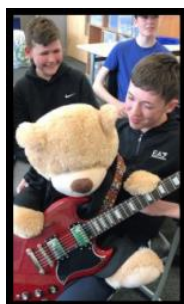
Success and Achievements

"How good are we at ensuring the best possible outcomes for all our children/learners?"

How Good is our School? 4 Quality Indicators: 3.1, 3.2, 3.3

National Improvement framework Drivers for Improvement:
School Leadership, Assessment of Child's Progress, School Improvement, and Parental Engagement.

In Eastwood High School, the SHANNARI indicators continue to be used to influence all decisions on a child's wellbeing. The high quality of learning provision forms a solid basis on which each child can grow and discover their pathway. Stakeholder surveys and focus groups confirm that almost all staff and pupils feel safe and supported in Eastwood. Relationships across the school community are consistently positive and high expectations of behaviour and performance are communicated with all. We celebrate achievement, attainment and diversity and will challenge discrimination at all times. Pupil achievements in and out of school are recognised in a plethora of ways from achievement boards, school newsletter, and school website /twitter feed, to assemblies, colours presentations and prizegiving ceremonies

Across all curricular areas attainment has increased for all learners. A wide variety of assessment types are employed throughout the curriculum to ensure high standards are maintained and local authority, school and departmental moderation exercises help with this.

Success in local, national and at times international competitions (as outlined in p14-15) ensure our young people are developing as confident individuals and the school is helping our youngsters to hone their talents in a positive manner.

Promoting the skills for life, work and learning remains a top priority and the hard work of all staff in embedding these skills into lessons means our pupils are able to articulate what they are learning and why in a positive manner. Utilising the skills of our recent alumni to provide master classes to young people in particular curricular areas is also proving to be a positive way to convey the importance of skills development in school and was recognised within ERC as an excellent way to motivate pupils.

Promoting Digital learning for staff and pupils, continuing to support and promote the governments' "Making Maths Count" policy and ensuring continuing to work on a positive mental health attitude will be our focus for next session.

EHS Evaluative Grade: Excellent

How do we know?

- Pupil and parent feedback in focus groups and surveys

- Celebrating Achievement Boards

- Headteachers Newsletter

- Awards / competition winners / published authors

- Sports achievements

- Successful events throughout the year promoting Developing the Young Workforce

- Pupil/School attainment data and postitive destination information

What are we going to do now?

- Continue to increase participation levels particularly in sports clubs

- Further develop school/departmental strategies to ensure all pupils are attaining at National 2 – 7 levels.

- Review and update our PSHE programme in line with ERC and Scottish Government guidelines.

Pupil Equity Funding

How are we doing and how do we ensure excellence and equity?

Pupil Equity Funding was utilised in 2 key areas:

To reduce the gap in extra-curricular sport participation for pupils in the BGE, by targetting those who meet the key criteria in relation to Free Meal Entitlement and Scottish Index of Multiple Deprivation and in turn improve fitness, enjoyment and health & wellbeing in general.

And

To reduce the gap in Literacy and Numeracy for similar targeted groups.

Employing additional staffing in English and Mathematics (Lowest performing 20% funding) and Physical Education (PEF finding) has allowed for greater flexibility in timetabling and facilitated greater targeted intervention.

Working in partnership with our Active Schools Coordinator we continued to develop our extra curricular recruitment fair, which now spans a fortnight rather than a week long event and ensures all young people were aware of the school club opportunities on offer, particularly in sport. The school Sports Council, Sports Ambassadors and Active Schools Coordinator worked tirelessly throughout the year to raise the profile of sport in the school and to encourage young people to 'have a go' in taster sessions. Additional staffing in Physical Education provided the opportunity to offer a more diverse range of activities adding further elements of pupil choice into the BGE curriculum which would then link to extra-curricular provision. Targeted intervention provided excellent opportunites to raise participation levels and helped to remove barriers to participation. Overall participation rates in the key areas have increased.

How do we know?

- Participation level data
- Wider achievement census
- Pupil focus groups
- Pupil attainment tracking
- EMIS unit information
- Standardised tests
- Scottish National Standardised Assesssment Data

What are we going to do now?

- Continue to respond to pupil voice regarding the types of extra-curricular clubs they would like
- Further increase leadership opportunities for senior pupils to lead clubs
- Continue to promote extra-curricular sport as a priority in Eastwood High
- Continue to employ targeted intervention techniques to further improve attainment in Literacy and Numeracy and throughout the curriculum.

What is our capacity for continuous improvement?

Eastwood High School is very well placed to continue our programme for improvement and to build upon our existing good practice. As a reflective school with a positive ethos of self evaluation we continually strive to improve upon our own current practice. We have strong self-evaluation structures in place and regularly share best practice experiences from other schools. Strong leadership and a shared vision ensures staff work together to further improve practice in all areas. We are responsive to pupil voice through focus groups and committies. The "You said, We did" boards around the school, evidence the fact that we listen to the pupil voice and where we can, adopt the Headteacher's philosophy of possibilism, striving to make change a positive experience.

Our school continues to make excellent progress academically and staff continue to work very hard, "going the extra mile", to seamlessly embed the changes in Senior Phase courses into practice, whilst maintianing their exceptionally high standards for all young people.

The support department work tirelessly to ensure all pupils have the best possible support both in terms of progress through the curriculum but also in the widest pastoral sense too.

	EHS S&Q Evaluative Grades	School self-evaluation
	Leadership and Management	Very Good
	Learning Provision	Very Good
	Success and Achievements	Excellent

	Quality Indicator	School self-evaluation
1.3	Leadership of change	Very Good
2.3	Learning, teaching and assessment	Very Good
3.1	Ensuring wellbeing, equity and inclusion	Very Good
3.2	Raising attainment and achievement	Excellent

		Follow-through Inspection Evaluation (May 2017)
	Overview	Very Good
	Curriculum	Good
	Learning, Teaching and Assessment	Very Good

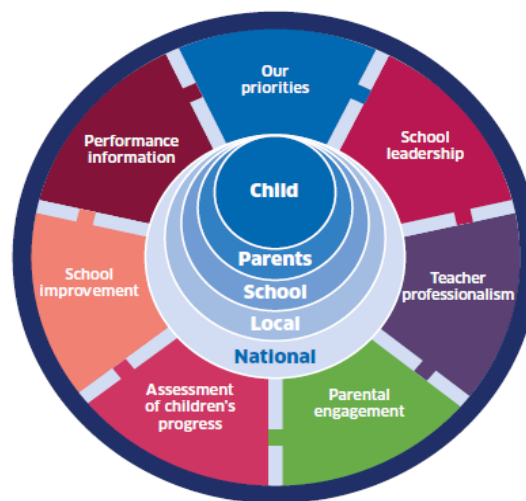|	HGIOS 3 Quality Indicators	Inspection Evaluation (Oct 2015)
2.1	Learners Experiences	Very Good
1.1	Improvements in Performance	Very Good
5.3	Meeting Learners Needs	Very Good
5.1	The Curriculum	Good
5.9	Improvement through self-evaluation	Very Good

School Improvement Priorities – Outline Targets for session 2020 / 2021

	Targets 2020 – 2021	Quality Indicators	N.I.F. Drivers	SHANARRI Indicators
Target 1	Improving the quality and consistency of Learning and Teaching for all throughout Curriculum for Excellence	1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2, 3.3	Pupil Progress; Performance Information; Teacher Professionalism; School Improvement	Achieving, Included, Nurtured, Responsible
Target 2	Raising Attainment, Recognising Achievement	1.1, 1.4, 1.5, 2.2, 2.3, 2.4, 2.6, 2.7, 3.1, 3.2, 3.3	Pupil Progress; Parental Engagement; Performance Information	Safe, Healthy, Nurtured, Achieving, Respected, Responsible, Included
Target 3	Safeguarding and Supporting Pupils	2.1, 2.4, 2.6, 2.7	School Improvement; Pupil Progress; Parental Engagement	Respected, Responsible, Included
Target 4	Developing Leadership opportunities across the school	1.1, 1.2, 1.3, 1.4, 2.7, 3.1	School Leadership; School Improvement; Teacher Professionalism	
Target 5	Reducing unnecessary bureaucracy and workload	1.3, 1.4, 2.7	School Leadership; School Improvement	

Fig. 7: The quality indicators

How Good is our School? 4th edition
Quality Indicators

2017 National Improvement Framework and
Improvement Plan for Scottish Education. Drivers for

Getting it Right for Every Child Wellbeing Wheel