

Shawlands Academy

Standards & Quality Report

Session 2025 – 2026

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2025 - 2026 and to share our improvement priorities for 2026 - 2027. Throughout last session we took forward our improvement priorities as detailed in our school improvement plan. Using our approaches to self-evaluation, we have detailed in this report the impact of our work and identified how we plan to continue to improve outcomes for our children and young people.

The context of the school
Shawlands Academy is a non-denominational Secondary school located in the south side of Glasgow. In session 2025-2026, the school roll was approx. 1475 young people, with approx. 130 staff members. During last session, approximately 23% of young people live in SIMD 1 and 2 and 28% were in receipt of free school meals. There were less than 1% of young people in care or care experienced. Almost 40% of young people have English as an Additional Language. Our diverse school community is made up of 45% Black and Minority Ethnic young people, 53% white young people (and 3% not disclosed).
Our achievements and improvements 2025 – 2026
Wellbeing and Learning: - We strengthened our strategic approach to learning, teaching and assessment through whole-school quality assurance, the Learning and Teaching working group, Pedagogy in Practice, increased departmental self-evaluation, moderation and sharper use of tracking. - Most BGE learners understood their next steps (89%). For example, in Science, almost all pupils felt able to ask for help when stuck (93%); most said lessons helped them understand exam requirements (90%) and that feedback was helpful (89%). - Most learners said they were aware of the progress they were making across the year (79.5%), while a majority felt able to learn in ways that suited their needs (56.4%). - Pedagogy in Practice evidence shows that most pupils increased their participation in questioning and - when used - whole-class response strategies successfully engaged almost all pupils. Learner conversations also became more purposeful in a number of classrooms, with feedback increasingly linked to strengths and next steps. - Learning walks identified developing strengths in clear instructions, retrieval starters, modelling, show-me boards and cold calling. They also confirmed the need for greater consistency in learning intentions and success criteria, differentiation, consolidation and explicit next steps. Achievement and Progress: - The majority of young people in S1-S3 developed their meta skills by completing the Gen+ programme in PSE. - Almost all Departments / Faculties offer an appropriate SCQF progression pathway in the senior phase. - Almost all wider achievement courses offered in the senior phase are accredited SCQF qualifications. - Almost all staff are more confident in using Insight and Tracking data to identify areas of strength and development to improve attainment. - Our study support opportunities continue to be more targeted and impactful. We have continued to run group and individual study sessions, targeted supported study and 'hot housing' prior to QS prelims and examinations. We have conducted pupil evaluations regarding our study support offerings this session to inform our planning and provision for session 2026-2027. - Our Developing the Young Workforce co-ordinator continues to broaden opportunities for learning beyond the classroom. During the year, targeted groups of young people accessed the following opportunities: Sky Academy Studios, Culinary Excellence Programme with the Clayton Hotel, Glasgow, Made in Glasgow Social Enterprise programme, King's Trust Social Enterprise, Construction Aware Year 2 programme which will lead into work placement during session 26/27, Car Valeting, which also led to work experience, Towards Better Futures courses and Working Rite. - We continue to offer the Duke of Edinburgh Award for learners in S3 – S6. Approximately 75 young people achieved their Bronze Award. - As part of our approach to supporting attainment at every level, we continue to run bespoke sessions for young people at alternative times to help them attain and provided a 'Maximising May' curriculum for young people who were not sitting QS exams to enhance their achievement and attainment profile.

- Outcomes have improved for the Target 20 S4 group through robust tracking systems, personalised mentoring, and collaborative work with families and partner services. Most learners within this group benefit from clear curricular pathways tailored to their needs, interests, and aspirations. More young people accessed qualifications, supported by our Fare Worker, such as Barista level 5.
- For the few learners who have not yet attained, the school is working proactively to understand and address complex barriers through inclusive pedagogical approaches, enhanced engagement with partners, and the continued development of vocational and alternative accreditation routes.
- During session 2025 - 2026, almost all S4 young people attained QS qualifications meaning that positive pathways were opened. Most young people attained at least 1+ level 5 qualifications, with the majority of young people attaining 3+ level 5 and 5+ level 5 qualifications. The number of young people attaining 5+ SCQF level 5 qualifications increased.
- In S5, the majority of young people attained at least 1+ level 6 qualifications and the positive impact of our accredited wider achievement offering is evident – particularly the number of young people attaining 3+ SCQF level 6 and 5+ SCQF level 6 qualifications. During this session, 30% of young people achieved 5+ Higher qualifications, which is double the Glasgow average. The number of young people attaining 1+, 3+, 5+ SCQF level 5 qualifications has continued to increase where the majority of young people achieved 3+ qualifications at this level.
- At AH level, the number of young people attaining 1+ and 3+ level 7 qualification remains positive.
- This session almost all young people in Shawlands Academy attained 3rd level or above in Literacy and Numeracy by the end of S3.
- Almost all leavers (97.73%) S4-S6 go on to a positive destination. In Shawlands Academy most of our leavers move on to Higher Education (60.23%) or further education (23.86%). Less than half of positive destinations are made up of Employment 6.44%, training 6.44% and voluntary work 0.76%. Few learners end up in a negative destination – 1.52% unemployed seeking and 0.76% unknown. Our Developing the Young Workforce Team (made up of school staff and partners) continue to support all young people to transition to a positive destination.

Engagement, Participation and Inclusion:

- Rights Respecting Schools evidence shows strong knowledge of rights: almost all pupils understood what is meant by children's rights (94.9%), knew rights belong to everyone all the time (97.4%), understood adults' responsibility to protect children's rights (92.3%), and said school helps them understand why racism, prejudice and discrimination are wrong (97.4%).
- Most pupils said staff use clear language about rights and respect (81.6%). A majority said fairness, equality and respect are discussed across lessons, assemblies and PSE (71.1%), felt respected and included in school (61.5%), believed adults listen to young people's views (74.4%), and knew who to speak to if something is unfair or not right (71.8%).
- Most learners felt equality and diversity are promoted and celebrated well enough (76.8%). Culture Day, LGBT+ History Month, Purple Friday and religious and cultural awareness activity have increased the visibility of equality and inclusion across school life.
- Values Ambassador evidence shows growing leadership: most ambassadors reported being confident or very confident in role (86.7%), and a majority took part in activities during the session (68.9%).
- Pupil voice also identified areas for further improvement, including consistency in fairness, emotional wellbeing, visible follow-through on pupil feedback, and the safety and condition of some social spaces and toilets. This has also opened more collaborative working with partner agencies.
- As part of a targeted approach for specific young people, we have accessed wellbeing supports, such as Impact Arts and D'Arcy's Animal Therapy to help engage them.
- Our MCR Co-ordinator continues to support Care Experienced and vulnerable young people. This includes arranging mentors and taking a small group on a Residential trip to Blairvadoch.
- We continue to work in collaboration with our Family School Partnership. This session, they co-ordinated a successful bid for planters for our two main school playgrounds. This has enhanced the school environment and has raised eco-awareness across the school community.
- We continue to champion inclusion in many ways, via: Senior Phase Wider Achievement – L5 Mental Health and Wellbeing Award for all S4, an anti-racist curriculum, targeted EAL support and ASN interventions, diverse pupil leadership from our captaincy roles and Values Ambassadors through to our other groups that make up our Pupil Parliament and Rights are central to our equity strategy with our PEF PTs targeting gaps to promote the wellbeing and opportunities open to all of our pupils.

Attendance and Exclusion data

The average whole school attendance rate for session 2025-2026 was 86%, slightly less than the Glasgow average. In session 2025-2026, there were a total of 8 exclusions, with 5 linked to one incident. One young person was also excluded more than once. This is significantly below the Glasgow and National average.

Our improvement plan priorities 2026 – 2027

Progress:

1. To further develop and embed Shawlands Academy Excellent Learning and Teaching Framework.
2. To ensure young people are aware of which level they are working at and what they need to do to improve.
3. To improve attainment and achievement for the lowest 20% of young people in BGE and SP.

Wellbeing:

1. To increase supports and opportunities to improve Health and Wellbeing for young people and staff, which, in turn, will improve outcomes for young people.

Inclusion:

1. Equalities and Equity – to revisit and update our Promoting Positive Relationships Policy, Anti-bullying Policy and Rights Respecting School Charter to support and reflect the ongoing needs of our school community.

How Good Is Our School 4 Quality Indicator (QI)

Evaluation

Leadership of Change (QI 1.3)

Very good

Learning Teaching and Assessment (QI 2.3)

Good

Ensuring Wellbeing Equality and Inclusion (QI 3.1)

Good

Raising Attainment and Achievement (QI 3.2)

Very good

How to find out more about our school

Contact us directly if you require further information about our school or if you wish to comment on this report.

Our contact e-mail address is: Headteacher@shawlandsacademy.glasgow.sch.uk

Our telephone number is: 0141 582 0210

Our school address is: 31 Moss-side Road, Glasgow. G41 3TR

Further information is also letters to our school community, the school website, the school twitter, and the school handbook