

Glasgow City Council Education Services

Improvement Planning



Establishment	Eastbank Academy
LIG Area	North East
Session	2018-19

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Signatures:

Head of Establishment	Gordon Shaw	Date	September 2018
Area Education Officer	Gerry Lyons	Date	September 2018

1a Our Vision, Values and Aims

In Eastbank Academy, our vision, values and aims can be encapsulated in our Mission Statement which reads as follows:

Eastbank Academy is a welcoming, caring and inclusive school in which all young people are empowered to reach their full potential. We are respectful of each other, responsible and fair because we know that everyone has the right to learn in a safe, supportive and happy environment. We place strong emphasis on developing the social, emotional and physical wellbeing of all within our community. We strive to build confidence and self-esteem in our young people and foster within them the ambition to be the best they can be both within school and beyond.

Our Values:

- Mutual Respect
- Responsibility
- Fairness
- Confidence/Self-Esteem
- Social/Emotional/Physical wellbeing

1b How our Vision, Values and Aims were developed and how stakeholders were consulted

A review of our vision, values and aims began in October 2013 as part of the school's commitment to *Getting It Right for Every Child* and prior to the launch of our new Promoting Positive Behaviour Policy in early 2014. This involved consultation with all young people, parents/carers, staff and partners. A questionnaire on www.surveymonkey.com asked participants to identify five core values that they believe should define what we stand for as a community. The five values identified were:

- Mutual Respect
- Responsibility
- Fairness
- Confidence/Self-Esteem
- Social/Emotional/Physical Wellbeing

1b How our Vision, Values and Aims were developed and how stakeholders were consulted

We then met with a representative group of young people, parents/carers, staff and partners in January 2014 to create our Mission Statement. This incorporates the values and aims which our school community thinks are really important and those which should permeate every aspect of our life and work. These were published on our school website, on the social media website Twitter and in our school newsletter. We launched our new Mission Statement, Values and Aims to staff at a Whole Staff meeting in February as part of the launch of our new Promoting Positive Behaviour Policy and, subsequently, to all young people at year group assemblies. To ensure sound understanding of the term *values*, the meaning of those chosen, and their importance in society, lessons were created by the Pupil Support Team and delivered during PSE. Our Mission Statement and Values are displayed prominently in every classroom in the school and social area but, crucially, should be demonstrable in our conduct, attitudes and day to day interactions.

It is our intention to ask all stakeholders to reflect on the extent to which our values are carried out in our daily practice early in the new session and to give consideration to what more needs to be done to ensure that these permeate our work and life.

2. Summary of self-evaluation process

How we carried out our self-evaluation and involved stakeholders

The school evaluated the quality of its work in session 2016 - 17 by focusing on three key questions:

- How good is our leadership and approach to improvement?
- How good is the quality of care and education we offer?
- How good are we at ensuring the best possible outcomes for all our learners?

We know that it is in evaluating the extent to which we have progressed in these three areas that we can determine our capacity for improvement and plan strategically to meet with success. In considering the first of these questions, the school considers its leadership and approach to improvement to be *good*. Under the leadership of the Head Teacher and Senior Leadership Team, the school has a clear vision and strategic direction which is clearly articulated and widely shared among all stakeholders. A collegiate approach to the implementation of change ensures appropriate pace; staff are well aware of their responsibilities with regard to their own career long professional learning and most staff demonstrate commitment to change in order to ensure continuous improvement.

A Learning and Teaching Questionnaire is carried out annually. Key questions are asked to staff, young people, and parents/carers about the quality of learning and teaching, learners' experiences and how well the school supports young people. Evidence evaluation shows there to be major strengths in terms of the ethos and culture within the school. Rigorous interrogation of quantitative and qualitative data highlights too, the progress we have made in developing a shared vision and values. For example, exclusion rates are continuing to fall and were down by 18% on the previous year; referral rates were lower this year than in the previous 5 years, while the reduction in the numbers of young people being sent to the Time Out Facility has led the school to revise Promoting Positive Behaviour procedures and practices this session; most staff are rewarding excellence and effort in the classroom through our *Aim for the Stars* merits system although inconsistencies remain in some areas. This necessitates a review of our Promoting Positive Behaviour policy this session.

It is interesting too to note that Glasgow City Council's Review of the Broad General Education undertaken in March 2016 highlighted strong and effective leadership as a strength. Responses from staff in the most recent Learning and Teaching Questionnaire suggest, however, that the quality of leadership is variable at Middle and Senior Leadership level.

We are continuing on our journey towards excellence in terms of the quality of care and education we offer. Almost all young people responded that they feel well supported and well cared for in the range of departmental and faculty questionnaires which were undertaken in

How we carried out our self-evaluation and involved stakeholders

May of this year – a continuing trend now over several years.

As part of the school's ongoing commitment to quality improvement and self-evaluation, the Senior Leadership Team undertook a round of Learning Visits during week commencing Monday 12th December, the foci of which were the first two themes of Q.I. 2.3 Learning, Teaching and Assessment. These visits supplemented earlier Learning Visits which had been carried out by Middle Leaders in October.

Specifically, the SLT wanted to evaluate the extent to which young people are actively engaged in their learning as well as the quality of teaching to which they are exposed. The team wanted also to evidence the impact of Glasgow City Council's Attainment Challenge 2015 – 2020; specifically, the impact of Teacher Learning Communities and the extent to which they have contributed to pedagogical change. Given the high priority placed on improving the quality of learning and teaching in recent years, the SLT was keen to evaluate not only the quality and range of learners' experiences, but the consistency of standards as these will inform our planning.

In response to the question: *How good is the quality of care and education we offer?* – evidence evaluation would determine this to be *good*. The school's values of mutual respect and responsibility are clear to see. In most lessons, young people are motivated and engaged in their learning. Staff routinely shared Learning Intentions and Success Criteria resulting in learning which is relevant and purposeful. Some young people could talk confidently about what they were learning and for what purpose. In most lessons, teachers set tasks and activities at the right level to meet the needs of young people; however, there was still insufficient challenge in some areas.

In response to the third question: *How good are we at ensuring the best possible outcomes for all our learners?* Quantitative data would determine this to be *good*. We planned strategically this session utilising Scottish Government's Attainment Challenge and Pupil Equity Funding to ensure the best possible outcomes for all learners. The achievement of excellence and equity is being pursued through the school improvement priorities of raising attainment and achievement and closing the poverty related attainment gap. This session saw the school put in place an ambitious plan to ensure that those young people who are in danger of exclusion from education, because of socio-economic, factors are enabled to achieve their full potential. There is some evidence, even at these early stages, that this is meeting with success.

The Pupil Equity Funding Plan which the school submitted in late October 2017 clearly articulated the school's vision for young people, the principles of which were based on the achievement of Excellence and Equity for all.

Analysis of the correlation between attainment in SQA examination performance and those attending the Programme of Study Support shows quite significantly the positive impact that this additionality has for most young people.

The impact of targeted support in Literacy and Numeracy for the most disadvantaged young people – those living in SIMD Deciles 1 and 2 – can be evidenced in English and Literacy results; however, there has been limited impact in the attainment of young people in Mathematics and Numeracy.

High level question	Key strengths	Areas for improvement
<p>How good is our leadership and approach to improvement?</p>	<ul style="list-style-type: none"> ➤ Clear strategic vision and direction based on evidence evaluation. ➤ Shared vision, values and aims based on shared values and commitment to enhancing the life chances of the young people whom we serve. ➤ Continuing improvements in Self-Evaluation processes to inform improvement. ➤ Greater involvement of young people, staff and partners in the drive to secure continuous improvement. ➤ The development of leadership skills of un-promoted staff through our Aspiring leaders' Programme 	<ul style="list-style-type: none"> ➤ To more actively seek, and listen to, the views of young people, in evaluating the quality of our work and to act on evidence in the drive to secure improvement. ➤ To improve the quality and effectiveness of team work and communication across the school. ➤ To foster more collegial working practices. ➤ To continue to develop leadership capacity at all levels.
<p>How good is the quality of care and education we offer?</p>	<ul style="list-style-type: none"> ➤ High level of pastoral support for young people, especially the more vulnerable. ➤ Effective partnership working ensures a high level of personal support for young people who are at risk of exclusion from education. ➤ Young people feel safe, supported and cared for. ➤ Evidence of greater consistency of learning 	<ul style="list-style-type: none"> ➤ To ensure a Nurturing approach to supporting young people. ➤ To improve the quality and effectiveness of planning to meet the wide range of needs. ➤ To continue to improve the quality of learners' experiences through the professional development of staff.

High level question	Key strengths	Areas for improvement
	<p>experiences for young people</p> <ul style="list-style-type: none"> ➤ A Senior Phase which enables young people to reach their full potential with a focus on the development of skills for learning, life and work. 	
<p>How good are we at improving outcomes for all our learners?</p>	<ul style="list-style-type: none"> ➤ Polite, friendly and enthusiastic young people. ➤ Continuing trend of increased attainment in some curriculum areas, notably Expressive Arts, Health and Wellbeing, English and Business Studies. ➤ High percentage of young people entering positive destinations on leaving school. ➤ Increasing percentage of young people going on to Higher and/or Further Education. ➤ Learners are increasingly able to talk confidently about their learning and demonstrate responsibility in many aspects of school life. ➤ The celebration of the achievements of learners through the school's Promoting Positive Behaviour Strategy <i>Aim for the Stars</i>. ➤ Clear vision, values and aims, the creation of which involved all stakeholders. 	<ul style="list-style-type: none"> ➤ To raise attainment and achievement in all curriculum areas from S1 to S6. ➤ To raise the confidence and self-esteem of young people by fostering an ethos of positivity, high expectations and ambition to be the best you can be. ➤ To ensure learners' progress from prior levels of attainment. ➤ To improve rigour and consistency of staff expectations. ➤ To enhance the skills of staff in Aifl, collaborative and active learning strategies. ➤ To expose learners to high quality learning experiences which afford them greater opportunities to be actively involved in their own learning

3.	Priorities for improvement in the current session
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Year	2018-19
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No.	Priority	Stage of development	Main driver of priority:		Alignment to:			
			Self-Evaluation/VSE	Education Scotland report	QI	Wellbeing Framework	Service Priorities	Collaboration and Partnership Working
1.	To raise attainment and achievement, particularly in Literacy and Numeracy.	Developing	Self-Evaluation		3.2 2.2 2.3 2.6 1.3 3.3	Achieving	1	Partner Schools FARE Glasgow Kelvin College
2.	To close the attainment gap between the most and the least disadvantaged learners.	Developing	Self-Evaluation		3.2 1.3 1.5 2.3	Achieving Included	1 4	Partner Schools FARE Live n Learn John Muir Trust
3.	To continue to improve how we meet the learning and care needs of young people, particularly those with additional support needs.	Embedding	Self-Evaluation		3.1 2.7	Included Nurtured Healthy	2 3	Glasgow Psychological Services Social Services 16+Learning Choices SDS FARE Life Link Counselling Service

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
1.	3.2 2.3 2.2 1.3 3.3	To raise attainment and achievement, particularly in Literacy and Numeracy.	<ul style="list-style-type: none"> ➤ Learners are progressing from prior levels of attainment. ➤ Increased percentage of young people attaining 1+, 3+ and 5+ Highers. ➤ Increased percentage of young people achieving 1+ Advanced Highers. ➤ Increasing number of young people demonstrating achievement in wider aspects of school life and in vocational qualifications.. ➤ Enhanced transferrable skills in Literacy and Numeracy. ➤ Within the Broad General Education, young people are learning through interdisciplinary studies and can apply skills in new and unfamiliar contexts.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
To participate fully in Glasgow's Improvement Challenge 2015 – 2020, the aim of which is the continuing professional development of staff. We will embed Teacher Learning Communities, each focusing on a specific pedagogy to ensure a clear focus on CLPL.	By March 2019 Checkpoints: October 2018 January 2019	A Reid DHT The Tapestry Partnership TLC Leaders	INSET Day 3 INSET Day 4 Collegiate Time DHT Improvement Challenge Meetings Sharing Practice Meetings within our trios

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<i>To improve the quality of Learning and Teaching by further creating opportunities for young people to learn co-operatively, by Making Thinking Visible and through increasing use of Aifl approaches.</i>	By June 2019 Checkpoints: December 2018 March 2019	A Reid DHT Principal Teachers/Faculty Heads All Teaching Staff	INSET Day 3 INSET Day 4 Collegiate Time Departmental Meeting Time
<i>To transform the BGE to ensure greater alignment with the Senior Phase and the seven principles of curriculum design.</i>	By June 2019 Checkpoints: October 2018 December 2018 March 2019	A Reid DHT K Turner/H Scott-Heaney PT's Raising Attainment Principal Teachers/Faculty Heads	INSET Day 1 INSET Day 3 Collegiate Time Departmental Meeting Time
<i>To create an SQA Action Plan, the aim of which is to tackle under performance and increase attainment in National Qualifications.</i>	By October 2018 Checkpoints: March 2019	A Reid DHT; Principal Teachers/Faculty Heads; K Turner/H Scott-Heaney PT's Raising Attainment	Departmental/Faculty Meeting Time; Collegiate Time; Sharing Practice opportunities with colleagues in other schools.
<i>To implement agreed approaches to the teaching of Literacy, Numeracy and Health and Wellbeing, in order to ensure that these skills are embedded within the Broad General Education.</i>	By December 2018 Checkpoints: October 2017 March 2018	A Reid DHT; K Turner/H Scott-Heaney PT's Raising Attainment	INSET Day 3 Collegiate Time; Departmental/Faculty Time;
To review the current Whole School Tracking and Monitoring system.	By November 2018 Checkpoints: September 2018	G Shaw HT Monitoring and Tracking Working Group	Collegiate Time

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
To review how we report to parents/carers on the progress of their child.	By November 2018	E Gray DHT All relevant Stakeholders	Collegiate Time
<i>To implement Show My Homework.</i>	By September 2018	H Scott-Heaney All Teaching Staff	INSET Day 2 Collegiate Time Departmental Meeting Time

Evidence of Impact

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
2.	3.2 1.3 1.5 2.3	To close the attainment gap between the most and the least disadvantaged learners.	<ul style="list-style-type: none"> ➤ Increased percentage of young people achieving Level 3 in Literacy and Numeracy by the end of S3; ➤ Learners are progressing from prior levels of attainment. ➤ Increased percentage of young people attaining 1+, 3+ and 5+ Highers by the end of S5; ➤ Increasing number of young people demonstrating achievement in wider aspects of school life. ➤ Increased number of young people achieving, as a minimum, Level 5 in Literacy and Numeracy by the end of S4.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
To further develop the leadership and management skills of the Leadership Team through coaching and mentoring, with particular regard to interpreting data; target setting; monitoring and tracking of identified young people in the BGE and Senior Phase, in order to provide bespoke, targeted support to ensure maximum attainment and achievement.	By April 2019 Checkpoint: December 2018 February 2019	G Shaw/G Millar W Wight	Collegiate Time
To develop the leadership capacity of the school by offering an Aspiring Leaders' Programme to unpromoted staff.	By April 2019 Checkpoint: December 2018 February 2019	G Millar SLT	Collegiate Time

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
To further develop the leadership potential of young people in the Junior Phase by extending the Leadership Academy to the new S1.	By December 2019 Checkpoint: October 2018	SLT K Turner PT Raising Attainment (Acting)	Collegiate Time
To devise new and innovative ways of engaging young people through additional study support in which learners are exposed to new and innovative approaches to learning and teaching	By October 2018 Checkpoint September 2018	A Reid DHT K Turner PT Raising Attainment (Acting) H Scott-Heaney PT raising Attainment (Acting)	Collegiate Time
<i>To close the attainment gap by identification of the most vulnerable and the provision of bespoke, targeted support.</i>	By December 2018 Checkpoint: April 2019	A Reid DHT K Turner/H Scott-Heaney PTs Raising Attainment (Acting) All Teaching Staff	Seemis Data Insight Data Analysis Collegiate Time Additional Teaching Time CPD for Staff
To enhance the partnership between parents/carers and the school by reviewing, and extending, the role of the Family Liaison officer whose role is to work with hard to reach families and those in danger of exclusion from education because of socio-economic factors.	By October 2018 Checkpoint: December 2018 March 2019	A Reid DHT FARE	Collegiate Time
To develop the school website to ensure greater communication between parents/carers and the school.	By April 2019 Checkpoint December 2018	H Scott-Heaney PT Raising Attainment	INSET Day 5 Collegiate Time

Evidence of Impact

Empty box for evidence of impact.

4. Action Planning

Priority No.	QI	Priority	Expected outcomes for learners which are measurable or observable
3.	3.1 2.7	To continue to improve how we meet the learning and care needs of young people, particularly those with additional support needs.	<ul style="list-style-type: none"> ➤ Staff and young people know, understand and use the wellbeing indicators as an integral feature of school life; ➤ All staff and partners take due account of the legislative framework related to wellbeing, equality and inclusion and plan appropriately to meet the wide range of needs.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<i>To take a Nurturing approach to meeting the needs of all learners by ensuring that staff are aware of, and responding to, the learning and care needs of all young people, particularly those who require additional support.</i>	By April 2019 Checkpoint: December 2018 February 2019	E Gray DHT Pupil Support Team Glasgow Psychological Services	INSET Day 3 Collegiate Time Departmental/Faculty Meeting Time
To review the school's Vision, Values and Aims.	By April 2019 Checkpoint: December 2018 February 2019	A Reid DHT J Hammond PT P.E. All relevant stakeholders	Collegiate Time
To review the school's Promoting Positive Behaviour Policy to ensure greater alignment with Local and National policies and the UN Convention on the Rights of the Child.	By April 2019 Checkpoints: December 2018 February 2019	A Reid DHT Promoting Positive Behaviour Working Group	INSET Day 5 Collegiate Time SLT/MLT Meeting Time
To work towards Rights Respecting School Status Level One.	By June 2019 Checkpoints: December 2018	A Reid DHT J Hammond PT P.E. All relevant stakeholders	INSET Day 5 Collegiate Time SLT Meeting Time

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
To further develop a culture of Inclusion through the creation of Values Ambassadors.	By October 2018	A Reid DHT SLT	Assemblies

Evidence of Impact

5. Appendix a

Action Plan Summary for Stakeholders

No.	Priority	Expected outcomes for learners which are measurable or observable	Lead responsibility	Timescales
1.	To raise attainment and achievement, particularly in Literacy and Numeracy.	<ul style="list-style-type: none"> ➤ The Broad General Education is sufficiently challenging for learners and successfully prepares them for the senior phase of their education, affording them breadth, depth, challenge and coherence in learning. ➤ Learners are progressing from prior levels of attainment. ➤ Increased percentage of young people attaining 1+, 3+ and 5+ Highers. ➤ Increasing number of young people demonstrating achievement in wider aspects of school life. ➤ Enhanced transferrable skills in Literacy and Numeracy. ➤ Within the Broad General Education, young people are learning through interdisciplinary studies and can apply skills in new and unfamiliar contexts. 	A Reid DHT	By June 2017
2.	To close the attainment gap between the most and the least disadvantaged learners.	<ul style="list-style-type: none"> ➤ Increased percentage of young people achieving Level 3 in Literacy and Numeracy by the end of S3; ➤ Learners are progressing from prior levels of attainment. ➤ Increased percentage of young people attaining 1+, 3+ and 5+ Highers by the end of S5; ➤ Increasing number of young people demonstrating achievement in wider aspects of school life. ➤ Increased number of young people achieving, as a minimum, Level 5 in Literacy and Numeracy by the end of S4. 	G Shaw HT A Reid DHT	By April 2018
3.	To continue to improve how we meet the learning and care needs	<ul style="list-style-type: none"> ➤ Staff and young people know, understand and use the wellbeing indicators as an integral feature of school life; ➤ All staff and partners take due account of the legislative 	G Millar DHT	By April 2018

	of young people, particularly those with additional support needs.	framework related to wellbeing, equality and inclusion and plan appropriately to meet the wide range of needs.		
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