



The summary report is provided for parents/carers and partners to outline our achievements this session and our priorities for next session. Throughout this session we have taken forward our priorities as detailed in our school improvement plan. Through our processes of self-evaluation, we have identified how we can improve outcomes for our children and young people.

Our achievements and improvements this year.

We would like to highlight the following improvements/achievements

Our school motto 'Together Eastbank Achieves More' reflects the positive culture of our school and focus on collaborative learning, achievement and high expectations for all children. We are committed to developing a 'Growth Mindset' in all children using a shared vocabulary to praise effort and persistence despite set-backs and challenge. School aims and vision are well established and known by all stakeholders, reflecting our school values, current legislation and the empowering and inclusive school ethos. Our school ethos promotes collaborative leadership thus sharing ownership and responsibility for sustaining our visions, values and aims - a vision that is based on the entire school community coming together as a 'school family'

We have created a strong culture of values and citizenship by discussing, agreeing and articulating a set of shared values representing the entire school community of Eastbank. Shared values of Fairness, Honesty, Politeness, Respect and Responsibility are deeply embedded in the daily life of the school through a shared language, values-based School House System, communal displays and characters and celebration at weekly Values VIP assemblies.

Our approaches to supporting children's social, emotional and mental health and wellbeing continue to be widely recognised as examples of good practice, receiving a range of formal accolades on a national scale. We have extended sporting opportunities this year through the formation of our school Football Team, attended a range of sporting events and competitions and are expanding this further by hosting a Girls Football Team in session 22/23.

All stakeholders including parents and carers and children, work very effectively as a whole school team to ensure improvements have a positive impact on the quality of teaching and learning experiences. Staff, teaching and non-teaching, have a sound knowledge and understanding of the needs and aspirations of all children and the local community. Our School Improvement Planning incorporates Scottish Attainment Challenge priorities and opportunities afforded via the additional Pupil Equity Funding (PEF), working towards closing the poverty related attainment gap in our children's progress.

Developments in Learning and Teaching and Assessment

Our strong, supportive ethos and relationships based on school values has created a culture of shared responsibility and citizenship, impacting positively on children's learning experiences. We continue to be committed to learning for sustainability and rights education and this session we have worked hard to develop our school environment to support increased outdoor learning opportunities, spaces and teaching toolkits and enjoyed a whole school focus on Learning for Sustainability, Climate Change and COP26. We created a whole school Sustainable Development Goals window display and video and took part in a range of different projects including signing the Glasgow Children's Climate Charter, planting trees in the Lost Woods and increased vocabulary using the Lost Word Book. Thus, our learners understand what climate justice and climate change is and have the skills, knowledge and attributes to take decisions that will lessen the impact on the environment. Our robust values-based promoting positive behaviour system encourages children to achieve and behaviour is well managed, enhanced further by the introduction of our School House system and Restorative Reflection processes and area. Our children are confident individuals who demonstrate dedication and determination to making a positive contribution to the immediate and wider community of the school, in particular via whole school councils.

Children have a wide range of opportunities to apply their skills, including enterprise activities, personal research projects and shared home learning challenges and our annual Future Me and World of Work £1 Class Challenge. Further enhanced by the creation and implementation of our PEF funded CREATE4EAST Music Programme – providing a wide range of shared musical experiences across our school. Thus improving phonological awareness, concentration, listening and co-operation skills, increasing well-being and involvement in learning across the curriculum 2017-22. Further musical experiences are enjoyed through our P5 Ukulele Group and our P5-7 Sensational Strings Group and this year saw the introduction of a Brass Group and an Upper School Choir.

Participation in the 'Buoyed Up' programme in partnership with the Sir Thomas Lipton Foundation once again incorporated a range of World of Work experiences and visits, learning about the life and legacy of the entrepreneur Sir Thomas Lipton and included a 3-day sailing programme – raising aspirations, developing listening and co-operative learning skills and building resilience and growth mindset for all involved. In addition, children are well-supported to develop resilience, self-confidence and presentation skills through involvement in class and school performances including our annual Eastbank Stars Talent Show and class 'Sharing the Learning' Assemblies and follow up Parent/Carer Workshops led by the children themselves.

Teacher explanations and instructions are clear and purposeful supported by our Language and Communication Friendly School Award Accreditation in November, 2017. Our Language and Communication resources and approaches and changes to our physical environment including curricular areas and resources signs, word/picture lanyards, talking and listening posters, visual timetables for classes and individuals, the creation of class Snugs and SHARE boxes and clear group roles have enhanced and promoted opportunities for speech, language and communication. Our children have a wide range of opportunities to communicate in 1:1, group and class settings and are encouraged to ask questions and express their feelings both verbally and non-verbally.

Our P1 and P2 playful pedagogy and practice provides increased opportunities for collaborative work in small, targeted groups, peer tutoring and open-ended multi-sensory activities to develop vocabulary, motivation and critical thinking skills. Our Infant Team have participated in a range of training programmes and regular self-evaluation sessions to up-skill staff in the use of child-led learning, responsive planning, observation and creating vocabulary rich environments inclusive of our enhanced learning zones – literacy, numeracy, construction, cooking, creativity, loose parts play, outdoor learning and garden area, STAR Hotel Stage, STEM and tinker area. P1 and P2 learners show increased confidence and development of school readiness skills, pre-literacy skills and the ability to problem-solve and collaborate in an independent, experiential play-based environment, documented via observations, learning journey displays, floor books and the Leuven Scale. Our play pedagogy has been extended into Primary 3 and we are working to use play across all stages next session to support the return of our children and promote enjoyment, engagement and personalisation and choice.

We are part of the Scottish Attainment Challenge and our Glasgow's Improvement Challenge Literacy for All and Glasgow Counts programmes are being carefully and consistently embedded across the school. Our whole school focus on 'Building a School that Reads, Writes and Communicates' continued this session. Our Literacy for All focus on reading has supported P1-P3 learners to demonstrate increased confidence and skill in using word attack skills, de-coding and phonological awareness via Early Reading Cards and target sessions using the Ready, Steady, Read approach. Our P4-P7 learners demonstrate increased reading engagement and enjoyment in reading and improved awareness and application of Before, During and After reading strategies and reciprocal reading roles. Across our school the children have access to a wider range of books and are enjoying more welcoming spaces to read in their classrooms and refurbished Sunny Book Room Library. Our reading in to writing approach includes before, during and after writing strategies, classroom writing areas and Literacy for All interactive displays, rich introductions, the 3 Read Approach, our Super Sevens and Scotland Reads Buddy Reading programme, Genius Hour in partnership with Shettleston Library and the creation of our Outdoor Reading Area – enhancing literacy provision and consistency across our school. Routes through Writing is used to aid in the assessment of writing and our learners have benefitted from the success rubrics to identify next steps in writing. We will continue to embed our Word Aware Programme to build vocabulary and interest in words.

All teachers now demonstrate a deep understanding of the Glasgow Counts strategies and incorporate Visual, Abstract and Concrete methods of teaching in to daily math's sessions. Our learners demonstrate increased confidence, understanding and engagement in numeracy and improved speed and accuracy when performing mental mathematical calculations. Almost all teachers use a range of interactive number games and questioning approaches inclusive of the on-line Sumdog Interactive Maths programme, further developing the children's mathematical vocabulary and confidence when working with numbers and solving problems.

Effective systems are in place to ensure assessment is integral to teachers and school planning of learning, teaching and support programmes for individual learners and groups. School staff have engaged in a wide range of learning community and school moderation activities, increasing staff confidence in their own professional judgements and ensuring shared expectations for standards to be achieved at key milestones.

School staff use both short and long term planning and evaluating systems to effectively meet the needs of different learners. Regular Senior Leadership and Class Teacher Monitoring and Tracking Meetings support staff to develop challenging and stimulating learning opportunities for all learners inclusive of those facing additional challenges.

Progress in Promoting Well-Being, Equality and Inclusion

Our school community has a very strong, holistic approach to wellbeing and the social, emotional and mental health of all. All staff know children very well and provide a caring and safe environment for children and their families to learn in. Our dedicated staff are all vigilant and prompt to respond to any issues and have an excellent understanding of GIRFEC and Child Protection policies and procedures.

All children have various avenues to discuss and share feelings in a secure and caring environment, through class circle times, Share Boxes and relationships based on mutual respect with key adults. Our Promoting Positive Thinking Strategies (PATHS) programme, weekly PATHS class sessions and Pupil of the Day celebrations and school Health Week raise awareness of mindfulness and social and emotional health and well-being increasing readiness to learn and promoting positive mental health for all pupils and families. We make very good use of the skills and expertise of a range of community partners and parents to support children and families in keeping themselves safe and healthy. Opportunities to explore diversity, equalities and inclusion are provided via Religious and Moral Education and Personal and Social Development Circle Time Programmes.

Despite on-going covid restrictions we offered, where possible, a well-planned, yet responsive programme of targeted family learning opportunities is offered as a result of PEF and GIC interventions and potential barriers to participation are considered. We continue to host weekly Infant Literacy Heroes Parent and Child Groups, Read, Write, Count Sessions, a Withkids Biscuit and Bletter and Families Chat and Craft Group and a Family Cook School, impacting on health and wellbeing, home/school and parent/child relationships and learning.

Our family learning classes have increased aspirations and resulted in the creation of an Adult Learning Club. Parents are collaboratively engaging with a series of adult learning modules, in partnership with Glasgow Kelvin College, raising personal aspirations, improving English acquisition and allowing parent to recognise their own potential in order to gain confidence or access to the world of work.

PEF funded increased hours Support for Learning Workers continue to provide small group after school Happy Homework Clubs, providing a calm space, resources, access to ICT facilities and adult nurture and encouragement. In addition, PEF funding allowed us to employ two Play Therapists one day per week, to further develop communication skills and emotional regulation in those children requiring additional support.

Progress in Children's Learning/Raising Attainment and Recognising Achievement

Raising attainment in literacy and numeracy is an annual feature on our school's improvement agenda and has ensured almost all learners make progress from their prior levels of attainment in literacy and numeracy. A few children at each stage exceed the level across all aspects of numeracy and literacy. Overall most children are attaining appropriately in literacy and numeracy. Attainment in English and Literacy continues to improve across the school. Our Scottish Attainment Challenge 'Literacy for All' focus on reading has impacted positively on reading attainment and achievement of children across the school as well as specific PEF SIMD 1-4 target groups. A wealth of refreshed reading resources and approaches, inclusive of novel studies, reciprocal reading strategies, before, during and after reading strategies and an individualised reading and assessment programme have engaged and enthused children across all levels. Overall children's progress in writing is good, across the school children are benefitting from a literacy rich environment and increased opportunities to write for enjoyment. Children at all stages have opportunities to develop their presentation skills and benefit from increased scope for talking and listening practice via our Language and Communication Friendly School work and Accreditation. Increased use of makaton signs to communicate basic needs are providing additional support for our most vulnerable pupils, allowing them to engage more fully in their learning activities and school life in general.

Attainment in Mathematics and Numeracy continues to improve, supported by active learning approaches and opportunities for children to apply skills in a range of enterprise and financial education activities. Children demonstrate improved speed and accuracy when performing mental mathematical calculations. Most children can explain their thinking and demonstrate a range of strategies to source an answer, making very good progress in standardised numeracy. The highest attaining learners are successful at applying their skills and knowledge across a range of aspects of mathematics and numeracy to solve problems.

We have highly effective systems in place to assess and track progress and systematically monitor and evaluate the quality of learner's experiences across the school. The Senior Leadership Team review learning plans and use classroom observations, a wide range of assessment data and pupil learning conversations to measure progress over time and the impact of improvements on practice.

Children across our school have many platforms to celebrate and share personal achievements both in and out of school inclusive of weekly Values VIP and Head Teacher Award assemblies and displays. Our School House System allows children to gain recognition for attributes as well as personal successes. Children are developing team working, leadership, creativity, enterprise and active citizenship skills through participation in a range of improvement projects. We have many Pupil Leadership opportunities including our STEM Ambassadors Team, a Tech Team, a Literacy Squad, a Dining Hall Helper Team, Lunchtime Lego Leaders and our Play Champions. In addition, most children in the upper stages of the school confidently adopt a range of buddying and mentor roles and responsibilities such as Reading Buddies, Super Sevens and Learning Buddies at a local nursery. A strong focus on attendance through daily, weekly and termly monitoring by the Head Teacher, school office staff and the Education Liaison Officer, ensures attendance remains above the Glasgow school average. Our PEF funded Bright Start Breakfast Club and Walking Taxi, provides early morning enhanced nurture to targeted children and families and is showing early signs of increased attendance and readiness to learn.

Here is what we plan to improve next year.

1: Glasgow's Improvement Challenge

***Literacy - Year 6 Literacy for All (LfA) – Sustain and Maintain – continue to embed ALL 4 aspects of the LfA Programme, re-visit whole school spelling programme and approaches, improve planning, provision, opportunities and assessment of our EAL learners and relaunch our LfA Family Learning programme.**

***Language and Communication Friendly School – Sustain and Maintain.**

***Numeracy – Year 7 Glasgow Counts (GC) - Sustain and Maintain continue to embed all aspects of the GC Programme, pilot use of new Teejay materials, embed Number Talks, improve planning, provision, opportunities and assessment of our EAL learners and relaunch our GC Family Learning programme.**

***Playful Pedagogy in P1-3 and beyond.**

Ensuring high quality teaching and learning experiences and raised attainment in all aspects of literacy and numeracy through phonetic awareness and decoding, engagement with a range of texts and reading and writing genres, the application of before, during and after reading and writing skills and strategies, reciprocal reading roles, multi-sensory spelling, extending comprehension skills using the Word Aware vocabulary approach, talk through play, group talk experiences and GC strategies and Number Talks.

2: Improving our Schools

***Improving our Schools – West Partnership – high quality self-evaluation at classroom level leading to improved learning and teaching, data informed targeted interventions, improved attainment and achievement with a focus on equity and excellence for all children.**

All staff will participate in the Improving our Schools programme which will create reflective staff, capable of very effectively teaching and improving outcomes for learners. We will use data informed self-evaluation to improve achievement and attainment through professional dialogue, classroom visits, professional development and re-visiting key aspects of teaching and learning inclusive of learning intentions and success criteria, effective questioning, active learning, feedback and learning conversations, differentiation, pace of learning and metacognition.

3. Curriculum:

***Digital Learning Strategy/STEM – Sustain and Maintain.**

***Learning for Sustainability -Developing Young Workforce/Outdoor Learning – Sustain and Maintain.**

***Social Studies/Equalities.**

***Monitoring and Tracking Achievement Tool inclusive of CE children**

Enhancing current STEM teaching and learning by delivering Glasgow's Digital Learning Strategy, embedding our Developing the Young Workforce provision, continuing to build on our outdoor learning spaces and experiences and piloting our school Equalities Policy and GCC Social Studies planners and trackers.

*Continue to use our **Pupil Equity Funding** and fully comprehensive **Targeted Intervention Action Plan** to further enhance our practices in supporting those children and families most affected by the poverty related attainment gap. Focusing on early intervention, literacy and reading recovery, social, emotional and mental health and wellbeing, family learning and parental involvement – PEF 2022/2023.

*Continue to support vulnerable families through further engagement with the 'Cost of the School Day' initiative – extend school uniform swap shop, more regular foodbank collections, fundraising to support with trips and school materials etc.

How can you find out more information about our school?

Please contact us directly if you require further information or if you wish to comment on the report.

The contact e-mail address is: headteacher@eastbank-pri.glasgow.sch.uk

Our telephone number is: **0141 778 6659**

Our school address is: **80 Gartocher Road, GLASGOW, G32 OHA**

Further information is available in: **newsletters, the school website, class Seesaw pages, the school handbook and school twitter account - @EastbankPri.**