# landscapeA4SQRCover

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.

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|  | **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. Our school vision, values and aims have been well established over a number of years. We have created a strong culture of values and citizenship and the values of Fairness, Honesty, Politeness, Respect and Responsibility are deeply embedded in the daily life of the school. Our vision and aims are based on the school community coming together as a ‘school family’ to meet the needs of all children in a safe and supportive learning environment. Our values-based House System, communal displays and characters and celebrations at weekly Values VIP assemblies ensure school values are high profile and discussed daily.  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 continued to extend sporting opportunities through the formation of our school Football and Netball Teams who have participated in a range of sporting events and competitions throughout the session.  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. All staff 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. This session, participation in The West Partnership Improving our School (IOS) Programme has increased opportunities for self-reflection, moderation and professional dialogue amongst all staff and greater interrogation of class and school attainment data.  We remain committed to learning for sustainability and rights education and this session we have continued to develop our school environment to support increased outdoor learning opportunities, spaces and teaching toolkits. A dedicated team of parents met weekly to develop our hidden garden and outdoor classroom spaces.  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 and pupil leadership groups. In addition, all children across the school 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 including follow up parent/carer workshops led by the children themselves.  Children have a wide range of opportunities to apply their skills, including enterprise activities, personal research projects and shared home learning challenges. Our annual Future Me Developing the Young Workforce Fortnight and World of Work £1 Class Challenge offers many opportunities for children to apply their skills in real life and relevant contexts and this session we have welcomed 34 visitors from over 31 services and industries. Our PEF funded CREATE4EAST Music Programme continues to provide a wide range of shared musical experiences across our school. 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 a School Choir. Thus, improving phonological awareness, concentration, listening and co-operation skills, increasing well-being and involvement in learning across the curriculum 2017-23.  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.  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 led to 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.  Our P1 and P2 playful pedagogy and practice continues to provide increased opportunities for collaborative work in small, targeted groups and open-ended multi-sensory activities to develop vocabulary, motivation and critical thinking skills. Our enhanced infant learning zones – literacy, numeracy, construction, cooking, creativity, loose parts play, outdoor learning and garden area, STAR Hotel Stage, STEM and tinker areas support our learners to develop their communication and problem-solving skills as they take responsibility for their learning in our play-based learning zones.  We are part of the Scottish Attainment Challenge and our Glasgow’s Improvement Challenge Literacy for All and Glasgow Counts programmes continues to support our mission to ‘Building a School that Reads, Writes, Counts and Communicates’. 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 continue to 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, the 3 Read Approach, Super Sevens Buddy Reading and Routes through Writing Assessments.  All teachers effectively use 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. 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. All staff engage in learning community and school moderation activities leading to increasing staff confidence in their own professional judgements and a shared understanding of standards in learning and teaching. This session, all teachers identified a focus group for targeted intervention and completed a professional enquiry project as part of our IOS project. This led to greater ownership of data and individual teachers identifying trends, areas of strength and improvement. Thus, providing more accurate next steps for individual learners, classes and year groups.  School staff use our recently revised digital planning tool and regular evaluation 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. All staff are vigilant and prompt to respond to any issues and have an excellent understanding of GIRFEC and Child Protection policies and procedures. Soft start has been extended from P1 to P7 providing a nurturing emotional check-in start to the school day for all learners.  This session our commitment to children’s rights and celebrating and recognising all learners and families has further improved through the work of our Equalities WP and pupil leadership group, The Eastbank Explorers. Equality, diversity and respect have been reinforced through the updated Anti-Bullying School Logo and messages and class libraries and novel studies at each stage have been refreshed to explore diversity and challenge racism, religious intolerance and equality.  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, including weekly PATHS class sessions and Pupil of the Day celebrations, the return of story massage 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.  A well-planned, yet responsive programme of targeted family learning opportunities inclusive of Stay and Play, Read, Write, Count Sessions, Withkids Biscuit and Blether, a Families Chat and Craft Group and our Family Cook School, impact positively 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 and families 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, Reading Buddies, a Dining Hall Helper Team, Playground Activators, Rotakids, Eastbank Explorers and our House Captain Team.  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. |

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|  | **Here is what we plan to improve next year.** |
| * Review our **Vision, Values and Aims** with all stakeholders and update policies and paperwork accordingly. * Review and update our **Curriculum Rationale** in consultation with all stakeholders, supported by QIO training programme to take account of the four aspects and an increasingly diverse school population to further enhance opportunities for all children. * Play Team to pilot updated **Play Pedagogy Planning, Policy and Zones** and use of Plan, Do, Review practices and paperwork. * Further develop **annual planners** to ensure consistency, coverage and equity and diversity across the school. * P5-P7 CTs to continue to **develop digital planning** for all aspects of the curriculum due to 1-1 devices. * Continue to embed the philosophies and practices of a **Language and Communication Friendly School** to ensure quality and consistency across all learning experiences and classrooms and refresh all signage and visual aids. * All school staff will engage in CLPL run by Barnardo’s **PAThs** leads and will deliver PAThs lessons and pilot use of strategies for self-control and relationships. * HT/School Office/Walking Taxi Team to continue to **monitor and support attendance** and late coming through weekly reviews, diligent use of the GCC Attendance procedures inclusive of our JST and 1:1 support as required in order to return overall attendance target of 94%. * Continue to use our **PEF and GIC Targeted Interventions 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. * 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. |

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|  | **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**](mailto: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.** |