

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEEThursday 4 February 2016Report by Director of EducationEDUCATION SCOTLAND REPORT ON
EASTWOOD HIGH SCHOOL**PURPOSE OF REPORT**

1. To inform elected members of the report by Education Scotland on Eastwood High School.

RECOMMENDATIONS

2. Elected members are asked to:
- a) note and comment on the contents of the Education Scotland report on Eastwood High School; and,
 - b) approve the school's action plan to address the agreed areas for improvement.

BACKGROUND

3. Eastwood High School was inspected by a team from Education Scotland in October 2015. The inspection covered key aspects of the work of the school and identified particular strengths and areas for improvement using the Education Scotland six-point scale.

4. The inspection team assessed and reported on:

- How well young people learn and achieve
- How well the school supports young people to develop and learn
- How well the school improves the quality of its work.

5. The report was published in December 2015 and is attached as Appendix 1. It has been issued to staff, parents, local elected members and the Convener for Education and Equalities.

REPORT

6. In assessing the indicators of quality in the school Education Scotland found four aspects of the work to be very good, i.e. improvements in performance, learners' experiences, meeting learning needs and improvement through self-evaluation; the curriculum was judged to be good. The evaluations are included in Appendix 2.

7. The particular strengths highlighted by the inspection team included:

- Articulate, well-mannered young people who are eager to learn and proud of their school.
- The very high quality of care and welfare provided by staff and partners.
- Very high and improving levels of attainment in the senior phase.
- Senior leaders and staff who 'go the extra mile' to support young people to achieve.

8. This is a very good report on an East Renfrewshire school and the judgements made by Education Scotland are similar to the department's evaluation of the quality of provision in the school. The department is pleased that the very good attainment and opportunities for achievement have been recognised in the letter to parents/carers, as has the quality of pastoral support for young people.

9. The list of key strengths can be found on page four of the letter to parents.

10. The inspection team agreed with the school and Education Department two areas for improvement:

- Ensure a coherent curriculum which delivers improved progression in the broad general education, extended learning activities and greater use of interdisciplinary learning.
- Continue to improve learning and teaching with a consistent focus on high quality questioning and feedback which support young people to be active, independent learners.

11. Appendix 3 of this paper includes the school's action plan to address the agreed areas for improvement. The Quality Improvement Service will work closely with the school to support its implementation.

12. Education Scotland will make no further reports in connection with the inspection of Eastwood High School.

13. The Quality Improvement Service will revisit the school within 18 months of the date of publication to review the impact of the school's improvement plan in addressing the agreed areas for improvement and to provide a progress report to parents.

FINANCE AND EFFICIENCY

14. There are no financial or efficiency implications related to this report.

RECOMMENDATIONS

15. Elected members are asked to:

- a) note and comment on the contents of the Education Scotland report on Eastwood High School; and,
- b) approve the school's action plan to address the agreed areas for improvement.

Mhairi Shaw
Director of Education
4 February 2016

Convener Contact Details

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Background Papers

1. Education Scotland report on Eastwood High School, 15 December 2015

Key Words

Education Scotland
report
Eastwood High School

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15 December 2015

Dear Parent/Carer

**Eastwood High School
East Renfrewshire Council**

Recently, as you may know, my colleagues and I inspected your child's school. During our visit, we talked to parents and young people and worked closely with the headteacher and staff. We wanted to find out how well young people are learning and achieving and how well the school supports young people to do their best. The headteacher shared with us the school's successes and priorities for improvement. We looked at some particular aspects of the school's recent work, including opportunities for achievement and partnership working with associated primary schools. As a result, we were able to find out how good the school is at improving young people's education.

How well do young people learn and achieve?

The school is a very positive, inclusive community of learning which young people are extremely proud to belong to. They feel safe and cared for and enjoy school. Young people treat each other with respect and kindness. They experience supportive, mutually respectful relationships with their teachers, staff and partners which increases their confidence and self-esteem. Young people demonstrate high levels of self-motivation and often work extremely well independently or in teams. They respond well to written and oral feedback which clearly explains how they can improve their work. Sometimes their lessons are overly teacher directed with limited opportunities for collaboration, deeper thinking and exploration of learning and this leads to young people being more passive. The school should continue to address this so that young people are consistently enabled to be active and independent in their learning. In most subject departments young people feel able to share their views and influence how and what they learn, but they are not always aware of any changes or decisions made as a result of their engagement in focus groups and surveys.

The school provides a rich array of opportunities for achievement across the school and young people's achievements are extensive. Many young people in S5 and S6 gain valuable experiences and skills for life and work as mentors and as members of school committees. They often lead activities through which younger pupils also achieve success. Examples of these include a Bollywood dance class, a cheerleading group and a young engineers club. Young people in S1 to S3 gain leadership skills through paired reading, buddying and as junior prefects. Others show initiative by starting up clubs that respond to the wide-ranging interests within the school community. A group of senior young people are increasing their understanding of

sexual health, pregnancy and parenting through participating in a health and wellbeing programme. Commendably, young people are increasing their understanding of mental health issues through a strong focus on this within personal, health and social education. An increasing number of young people gain awards such as Saltire awards, the Duke of Edinburgh's award, the John Muir award and Sports Leader awards in recognition of their increasing skills and commitment. Young people have brought national and international recognition to the school through, for example, winning the UK Elite Engineering Programme and receiving the prestigious Higgs Boson National Award from the Institute of Physics. Significantly high levels of participation in sports have contributed to the achievement of the Sports Scotland Gold Award for the school. Many young people engage in a wide range of music, art and drama activities which develop their skills and enhance the school community through their shows and concerts. For example, the school's ceilidh band recently performed for local P7 classes and in the community for local senior citizens. Young people are very positive about the school's celebration of their achievements including through badges linked to the merit system, the monthly school newsletter and the broadening use of school colours.

Attainment data from local authority standardised tests indicates that the school has maintained high levels of attainment in S1 and S2 in reading and mathematics over a number of years. Recently the school has been working with associated primary schools to develop improved tracking and monitoring of young people's progress through Curriculum for Excellence levels in literacy, numeracy, health and wellbeing and all curriculum areas. This data indicates that almost all young people are progressing well in reading, writing and mathematics by the end of S2. However, further work is required to strengthen approaches to assessing, tracking and monitoring young people's progress from P7 to S3 across the curriculum to ensure consistency in teachers' judgements. Current approaches often rely too heavily on test results where a broader range of evidence would give a more rounded picture of young people's progress. This includes project work and tasks which require young people to apply their knowledge and skills in new and unfamiliar situations.

Almost all young people attain very well in S4 to S6. The school has significantly improved the attainment in recent years. There are many examples of young people who achieve outstanding performance in national qualifications. By S6 young people achieve more A passes at Higher level or equivalent than young people with similar needs and backgrounds in other schools. Almost all school leavers achieve a positive destination. Over recent years the percentage of young people moving on to higher education has increased and is consistently significantly higher than for young people with similar needs and backgrounds in schools across Scotland. Almost all school leavers achieve the equivalent of National 5 or better in literacy and most achieve this in numeracy. Attainment of young people living in the most deprived areas and attainment of young people with additional support needs is consistently better than the national figure.

How well does the school support young people to develop and learn?

School staff and partners provide high levels of pastoral support for all young people. Young people describe many examples of staff working with them during supported study sessions and as part of the school's extensive programme of activities which enhance their achievements. In the majority of lessons tasks and activities are well matched to the needs of most young people. In a few subjects there are very strong examples of differentiated support provided by class teachers and pupil support assistants. Such good practice should be extended across all departments and stages to provide the appropriate level of support and challenge for all learners. Young people with additional support needs such as dyslexia and those with social, emotional and behavioural needs benefit from a range of well-planned strategies which enable them to access the curriculum and make very good progress. The school works closely with staff in associated primary schools to ensure young people, including those with additional support needs, make a smooth transition to high school.

Through its curriculum the school strives to ensure young people achieve the highest possible levels of attainment with many opportunities to develop skills and attributes. Young people in S1 and S2 build on their learning from primary school through a broad common curriculum which includes learning across all curriculum areas. Opportunities to deepen learning through interdisciplinary approaches are limited and there are few opportunities for personalisation and choice. In S3 young people choose areas of specialism and begin to work towards national qualifications. Opportunities for deeper learning and increasing skills need to be more fully developed at this stage. We have asked the school to improve progression in learning from S1 to S3. There is a need for more effective use of assessment and tracking information and improved differentiation so that all young people are appropriately challenged by their learning. Commendably, the senior phase curriculum offers a free choice of subjects for young people in S5 and S6. Strong partnership working with Community Learning and Development, colleges, other schools and education providers has supported the school well in introducing a wider range of courses and programmes to meet the needs of young people better. The curriculum includes an increased range of vocational learning opportunities for S4 to S6 and an increased focus on employability skills at all stages. For a few young people courses are available over flexible time-frames of one or two years. More young people could benefit from such approaches. Overall there are important strengths in the school's curriculum including some strong work which ensures progress in health and wellbeing. However, there are a number of aspects of Curriculum for Excellence which require further development.

How well does the school improve the quality of its work?

Eastwood High School is rightly proud of the improvements and high levels of success that have been achieved in recent years. The school has secured significant improvements in young people's attainment and achievement. The headteacher has successfully led the school through a period of significant change which included moving into the new building and implementing new national qualifications. He has established a clear sense of direction for the school which the depute headteachers and other staff have supported well. He is very well respected by staff, parents and young people. They value his open approach to communication and the way he

values their contributions to the school. High levels of commitment to continuous improvement exist amongst all those working with young people. Through their regular programme of lesson observations, senior leaders provide detailed feedback which supports all staff to reflect on their strengths and next steps. Teachers and partners increasingly work in teams to evaluate their practice and challenge each other to improve. There is scope to further strengthen the impact of the range of approaches to sharing practice across the school to increase the pace of improvement in learning and teaching. Most young people contribute to school improvement through for example, their participation in focus groups led by trained senior young people and through their responses to surveys. They are capable of contributing more to evaluations of learning and teaching. The pupil council should have a stronger role in leading this work so that young people's views of learning are fully captured, shared and have an impact through the school improvement plan. Parents are extremely positive about the school. They find the headteacher and staff approachable and responsive to any issues they raise. The school, through its strong partnership with the Parent Council, should continue to ensure parents engage with future curriculum developments. In the most recent year, the school has taken steps to introduce a more streamlined improvement plan with a clear focus on learning and teaching and Curriculum for Excellence. Overall, the school's self-evaluation is robust and we are confident the school community has the capacity to take forward the specific improvements highlighted in this report.

This inspection found the following key strengths.

- Articulate, well-mannered young people who are eager to learn and proud of their school.
- The very high quality of care and welfare provided by staff and partners which has created a strong, respectful ethos of equality and inclusion.
- Young people's participation and achievements in sports and the performing arts.
- Very high and improving levels of attainment in the senior phase.
- Effective partnership working with staff in Community Learning and Development.
- Senior leaders and staff who 'go the extra mile' to support young people to achieve.

We discussed with staff and East Renfrewshire Council how they might continue to improve the school. This is what we agreed with them.

- Ensure a coherent curriculum which delivers improved progression in the broad general education, extended learning activities and greater use of interdisciplinary learning.
- Continue to improve learning and teaching with a consistent focus on high quality questioning and feedback which supports young people to be active, independent learners.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the school's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. As part of its arrangements for reporting to parents on the quality of education, East Renfrewshire Council will inform parents about the school's progress.

Patricia Watson
HM Inspector

Additional inspection evidence, such as details of the quality indicator evaluations, for your school can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/EastwoodHighSchoolEastRenfrewshire.asp>

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0131 244 4330, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school?*¹. Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are the evaluations for Eastwood High School.

Improvements in performance	very good
Learners' experiences	very good
Meeting learning needs	very good

We also evaluated the following aspects of the work of the school.

The curriculum	good
Improvement through self-evaluation	very good

A copy of the full letter is available on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/primsec/EastwoodHighSchoolEastRenfrewshire.asp>

¹ *How good is our school? The Journey to Excellence: part 3*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf
Please note that the term "adequate" in the document has been replaced with "satisfactory".

Eastwood High School Action Plan following Education Scotland Inspection

Area for Improvement	Continue to improve learning and teaching with a consistent focus on high quality questioning and feedback which supports young people to be active independent learners				
Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
Young people are more motivated and active in their learning. They have greater opportunity to lead their learning.	Review and improve lessons/courses within the BGE to provide more opportunities for high quality learning conversations to take place	SMT/All Staff	Feb 16 – Jun 17	Time on In-service day 4 (Feb. 2016), Departmental Improvement Plans 2016/17.	Monitoring of departmental plans, pupil focus groups & lesson observations
Young people receive high-quality feedback and have an accurate understanding of their progress and what they need to do to improve	Provide more opportunities for young people to lead their own learning	SMT/All Staff	May 16 – Jun 17	Time on In-service day 4 (Feb 16) & In-service Day 2 (August 16)	Pupil focus groups & lesson observations
Improvement in the quality and consistency of questioning in lessons	Provide CLPL for staff on high quality feedback to learners and planning next steps	PTs Faculty, all staff		Time on In-service day 4 (Feb 16) & In-service Day 2 (August 16)	Pupil/staff focus groups, staff feedback on CLPL & lesson observations
Best practice in the use of digital technology shared and embedded in practice	Provide CLPL for staff in using effective questioning in lessons	PTs Faculty, All staff	August 2016	Time on In-service day 4 (Feb 16) & In-service Day 2 (August 16)	Pupil focus groups, staff focus groups, Staff feedback & a focus for lesson observations
Improvement in the range	Provide CLPL for staff on the effective use of digital technology to support better learning	DHT (CLPL) and identified staff to lead, All staff	Aug 16 – April 17	N/A	CLPL programme, staff feedback, pupil focus groups & lesson observations
	Best practice in learning and teaching from within the school is shared regularly and staff visit other establishments in the cluster and authority to observe good practice	SMT/All Staff	Aug 16- June 17		Minutes of SMT, Departmental meetings
	Provide CLPL staff in using a broader range of	PTs Faculty, All	August 2016	Time on In-	Pupil focus groups,

Eastwood High School Action Plan following Education Scotland Inspection

of assessment used in the BGE to support teacher judgements	assessment to support BGE teacher judgements.	staff		service day 4 (Feb 2016) & In-service day 2 (Aug 2016)	staff focus groups, Staff feedback & lesson observations
Processes for assessment and reporting are manageable and very effective in informing improvements in learning and in planning for progression	Provide CLPL for staff in assessing and tracking to support BGE teacher judgements and plan next steps in learning.	PTs Faculty, All staff	August 2016	Time on In-service day 4 (Feb 2016) Time on In-service day 2 (August 2016)	Pupil focus groups, staff focus groups, Staff feedback & lesson observations
S2 and S3 reports are more focused on what has been learned not future levels	Revise School Reporting Policy, BGE reporting format and guidelines to staff.	DHT working group	By October 2016	Time for working group to meet	Parental feedback, Monitoring sample of S2 and S3 reps. 16/17

Eastwood High School Action Plan following Education Scotland Inspection

Area for Improvement	Ensure a coherent curriculum which delivers improved progression in the broad general education, extended learning activities and greater use of interdisciplinary learning				
Impact & Outcomes	Action	Personnel	Timescale	Resources	Monitoring & Evaluation
Interdisciplinary learning provides more challenging opportunities for young people to learn in different and unfamiliar contexts	Undertake a thematic review of interdisciplinary learning in the BGE including learning in literacy and numeracy	Quality Assurance Strategic leadership Group	May 2016	CfE Briefing 4: Interdisciplinary Learning - Education Scotland SQA Guidelines, Partner Schools	Pupil/staff focus groups, Thematic Review Report
	Develop a framework for interdisciplinary learning to ensure that young people experience their entitlement to a broad general education	Strategic Leadership Group Teaching & Learning	August 16 & Ongoing		Record of QA activities
	Staff plan interdisciplinary learning which is relevant, challenging, enjoyable and use knowledge and skills in transferable ways. Staff involve young people in the planning of interdisciplinary learning	Strategic Leadership Group Teaching & Learning	August 16 & Ongoing		Staff plans, staff/pupil focus groups & lesson observations
	Introduction of Scottish Studies in 2017 as a cross cutting theme in S3 leading to SQA qualification in 2019	Strategic Leadership Group Teaching & Learning	August 16 – Jun 17		Minutes of SMT, staff, stage and departmental meetings
The curriculum rationale is better communicated to staff and parents	Review and update the school curriculum policy and parental leaflet in partnership with Parent Council	HT	By December 2016	N/A	Parental surveys and staff focus groups
All stakeholders contribute to the rationale, design and ongoing development of the curriculum	Revisit the recommendations of the 2014 CfE thematic review and the Education Scotland Record of Findings with staff to evaluate progress in delivering the BGE	All staff	May 2016	Time on In-service day 5 (May 2016)	Classroom observation, Interdisciplinary Thematic Review
Improved consistency in learners' experiences and stronger focus on developing key skills	Expand BGE course outlines to include approaches to learning, teaching and assessment.	Principal Teachers Faculty and link DHTs	By June 2017	N/A	School Quality Assurance procedures, DIPs and Link DHT monitoring
All young people receive their entitlement across the BGE	Review the rationale for extracting learners from MFL S1 – S3 and develop a languages for life and work course	PT Support for Learning, PT MFL	By June 16	N/A	Records of parental and pupil meetings
			By August 17	N/A	

Eastwood High School Action Plan following Education Scotland Inspection

<p>Young people have a better insight into the world of work Strengthened business partnerships at faculty and whole school</p>	<p>Staff make clearer links to real life/world of work scenarios at subject level through cascading of the “world of work” icon for learning intentions</p> <p>Develop improved business partnerships in line with DYW that provide appropriate contexts for learning and the development of employability skills</p>	<p>Faculty PTs & all staff</p> <p>DHT Skills for Work, PT Skills for Work & school DYW working group</p>	<p>By August 2016</p> <p>By June 2017</p>	<p>N/A</p> <p>Time for meetings</p>	<p>Lesson observations</p> <p>Audit of Faculty Business partnerships in May 2017 undertaken by PT DYW</p>
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