

Bannerman High School

Standards & Quality Report

Session 2024 – 2025

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2024 - 2025 and to share our improvement priorities for 2025 - 2026. 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
Bannerman High School and LCR is a comprehensive state secondary school in Baillieston, Glasgow. We a roll of approximately 1200 learners, 38 of which attend our co-located Language and Communication Resource. Our school mission is to educated, to include and prepare for the future and this is underpinned by our school values of Respect, Equality, Ambition and Responsibility. In our school, 28% of young people receive free school meals. Our SIMD profile includes 32% of young people living in Quintile 1 and 5% in Quintile 5, with the school receiving £148,000 Pupil Equity Funding per year. Our school offers a wide range of curricular subjects alongside a strong wider achievement programme including Bannerman Dance Academy, Bannerman Football Academy, Duke of Edinburgh Award and Performing Arts.
Our achievements and improvements 2024 – 2025
Key Developments Our school is committed to ensuring we achieve the highest possible standards and success for all learners. Our key priorities are: improving learning and teaching; promoting equity, wellbeing and inclusion. We employ a PT Raising Attainment (Employability) through Pupil Equity Funding, focused on improving leaver destinations and work experience opportunities for learners at all stages. PEF funding has also been used to fund a PT ASN to support learning, attainment& engagement and to fund our Multi Agency Team for Education Support (MATES). This includes: 2 FARE youth workers, a Campus Officer (Police Scotland) and a MCR Pathways coordinator (0.5FTE). Developments in learning, teaching and assessment Improving classroom learning is a key driver in improving outcomes for our young people. Self-evaluation, including stakeholder surveys, tell us that in our classrooms most learners’ are encouraged to achieve, receive feedback which supports improvement and are experiencing appropriately challenging work. A majority of learners enjoy learning and are happy with the quality of learning in school. All teachers and support staff are trained in digital learning, and a new iPad rollout will take place between September and October 2025 for all learners. Our planned programme of professional learning supports the implementation of our Learning and Teaching Strategy. We are continuing to refresh our curriculum offer: by developing Interdisciplinary Learning programmes for S2 and S3 learners, with four programmes being offered in session 2025-26 across the BGE; and in the Senior Phase by extending our curriculum offer through using a wider range of courses within the SCQF Framework. Progress in promoting well-being, equality and inclusion We are committed to meeting the needs of all our young people. Our self-evaluation tells us that the majority of young people feel safe in school, are well supported and are treated with fairness and respect. They also value the opportunities to participate in our wider achievement programme. Our Pupil Support Team provides enhanced support for targeted young people through the All Stars Nurture programmes in S1 and S2, the Soft Start programme, personal development programmes in S3 &4 and bespoke learning opportunities. We have achieved the Gold LGBT Charter and we have a Silver Rights Respecting School Award and the <i>I Promise Award</i> for Care Experienced Leaners . Our wider achievement programme has led to increased learning and participation in a range of programmes including Duke of Edinburgh Award, Mental Health and Wellbeing Award, Leadership Awards and Mental Health Ambassadors. Our MATES Team, partially funded through PEF, are having a very positive impact in providing coordinated and planned interventions to support our young people and families both in school and in terms of destinations. Progress in children’s learning/ raising attainment and recognising achievement (2024-25). By end of S4: 41% of S4 pupils achieved 5 or more awards at Level 5 or above. 76% of young people achieved 5 awards at Level 4 or above.

By end of S5 (based on S4 cohort 2024): 55% of pupils achieved 1 or more award Level 6; 36% achieved 3 or more awards at Level 6 and 16% achieved 5 awards at Level 6.

By end of S6 (based on S4 cohort 2023): 57% achieved 1 or more award at Level 6; 41% achieved 3 or more awards at Level 6 and 31% achieved 5 or more awards at Level 6. 20% of S6 pupils achieved one or more at level 7.

Almost all young people move on to a positive destination (97%) when they leave school. 69% went on to Higher or Further Education in 2023 and 23% into employment.

Wider achievement opportunities and accreditation in the school include: 40 young people achieving in the college partnership programme; Duke of Edinburgh Award; Dance Academy (including HNC Dance in partnership with West College); Sports & Dance Leadership; S1 Football Academy; Mental Health Award, Personal Development Awards, School and year group captains; Youth Philanthropy Initiative Leadership; Musical Theatre Award; Foundation Apprentices in Construction (in partnership with TIGERS); Learning for Sustainability; Widening Access programmes; Career Ready Programme; STEM Leaderships Awards up to SCQF Level 7; Reader Leaders and YASS programme (Open University). We also achieved the following Awards in session 2024-25: Sports School Award (Gold); Reading Schools Award (Silver); SCQF Ambassador Award (Silver).

Attendance and Exclusion data

Our attendance rate for session 2024-25 was 86%, with most young people attending on a regular basis. In 2024-25 there were 6 exclusion incidents in the school.

Our improvement plan priorities 2025 – 2026

Our Grand Challenges for session 2025-26 are:

Wellbeing and Learning: to improve quality of learners' experiences through pedagogy and curriculum:

- Improve quality of learners' experiences in the classroom

Engagement, Participation and Inclusion: improving engagement and attendance

- Improve young people's engagement in learning and attendance in school

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)

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: bannermanparentcontact@bannermanhigh.glasgow.sch.uk

Our telephone number is: 0141 582 0020

Our school address is: Bannerman High School, Glasgow Road, Baillieston, G69 7NS

Further information is available from: newsletters, the school website, Facebook, Instagram and the school handbook