

Rosshall Academy

131 Crookston Road Glasgow G52 3PD

www.rosshallacademy.glasgow.sch.uk [@RosshallAcademy](https://twitter.com/RosshallAcademy) 



Supporting Improvement Standards and Quality Report 2021



Throughout each session Rosshall Academy takes forward priorities as detailed in our *School Improvement Plan*, and through our processes of self-evaluation, we identify how we can improve outcomes for our children and young people. This summary report is provided for Rosshall Academy's parents/careers and partners to highlight our successes / achievements from 2020- 2021 and our priorities for session 2021 - 2022. Our comments will be categorised under four headings which align with the key **Quality Indicators** (QIs) in the self-evaluation framework of *How Good Is Our School 4 (HGIOS4)*.

A) Our achievements and improvements this year.

1) Leadership of Change

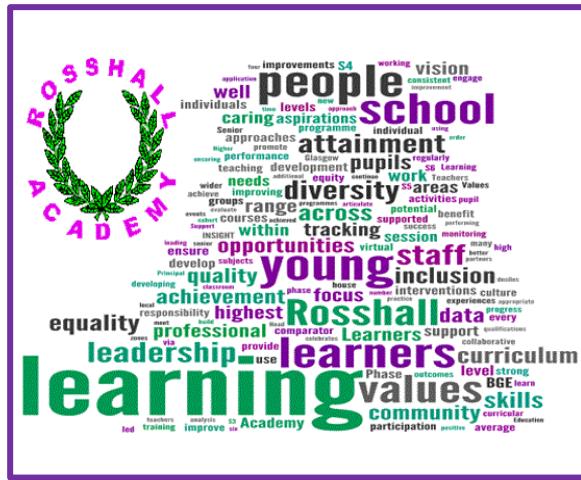
Our leadership and management of the challenges of last session was underpinned and supported by our strength as a community and our shared values: *Aspiration, Compassion, Creativity, Integrity, Perseverance and Respect*. Staff at all levels took responsibility for leadership of learning, change and improvement, to ensure that our school community continued to develop and thrive and young people were included and supported in their learning. Session 2020 – 2021 brought significant change in terms of the digital rollout, meaning our community could continue to learn and achieve during the period of lockdown. Our culture of distributed leadership was enhanced by a number of new roles created over the last few sessions, including our Home Learning Coordinator, Principal Teacher of Linguistic and Cultural Inclusion, Community Learning Officer, and our Digital Literacy and Learning coordinators. All of these leadership roles enhanced engagement and inclusion of e.g. young people with English as an Additional Language, or young people who find attendance at school and engagement in classes challenging. Pupil leadership has also been high profile with our Pupil Parliament inputting into school decision-making and improvement, including our arrangements for the blended learning contingency during the second period of lockdown and the reopening. Leadership of the school during the period of lockdown was inevitably challenging, but leaders at all levels maintained a focus on relationships, wellbeing and building capacity, to do our best for the whole school community.



2) Learning, teaching and assessment

Prior to lockdown, our teachers had engaged in significant work in *Teacher Learning Communities* to implement two programmes: *Pedagogy and Equity* and *Making Thinking Visible*, which involved sharing of practice within and beyond Rosshall Academy to improve experiences for all learners. We had also developed the work of the Teacher Learning Communities to incorporate work on the Broad General Education placing specific focus on the planning and moderation aspects. This is impacting positively on engagement and progress of all learners, and is better meeting the needs of learners with additional support needs or learners for whom English is not their first language through equitable and consistent planned learning. It is also offering learners more breadth, depth and challenge in all curriculum areas. During the Covid-19 crisis and lockdown, we developed Digital Learning across the school ensuring that learners had access to Digital Platforms to support learning at home. Our improved BGE planning helped us to continue to deliver high quality learning opportunities at home across all curriculum areas. All staff were offered staff extensive training in Digital Learning to prepare for working with learners and live teaching via Teams. We also created a Home Learning Hub to support young people to access materials in every subject area when they could not be in school. We engaged in a rigorous moderation process in school, between partner schools and across Glasgow city to ensure our assessment processes were accurate and robust throughout implementation of the ACM (Alternative Certification Model).

3) Wellbeing, equity and inclusion



Organisation and others by our own teaching staff as part of the Interrupted Learners' Service. We sourced autism training for all staff from Autism Evolves and had specialist input from the organisation for our ASD young people. We also worked closely with GEMAP to ensure appropriate financial support for families where required. Our student mental health ambassadors received specialist training and provided peer support through buddyng and the provision of safe spaces at lunchtimes, together with planning specific mental health input to raise awareness about mental health throughout the session. During lockdown, Pastoral care and other support staff ensured that regular contact was maintained with families and young people in need of support.

4) Attainment and Achievement

We are proud of the attainment and achievement of our young people over session 2020 – 2021, during such challenging circumstances.

- Our SQA S5 and S6 built on their previous year's success to achieve very good number of young people achieving Highers and Advanced Highers.
- We delivered on the Glasgow focus to improve the number of 1+ and 3+ Highers
- We further extended certificated options available to young people, with the introduction of further new courses / new levels such as Urdu, Application of Mathematics and Engineering Science. Our opportunities for wider achievement continued to expand with the extension of our Duke of Edinburgh Awards, STEM leadership and our modern apprenticeships.
- Our young people have entered and are sustaining positive destinations in a variety of competitive fields such as law, medicine, veterinary medicine and performing arts. We expect that 2021 destinations will see further increase on our highest ever number of positive destinations from 2020.

Last session we continued our strong focus on promoting wellbeing, equity and inclusion. Our training over the past few years – in mental health, nurture, behaviour, attachment, Adverse Childhood Experiences and LBGT education – has ensured that staff are confident and skilled in providing an excellent level of universal and targeted support to our young people. We had five full days of counselling per week last session, enabling young people to be seen much earlier where there are mental health concerns, thereby enabling a more proactive approach to their support. This continued online during lockdown. Our Principal Teacher of Linguistic and Cultural Inclusion and our Community Learning Officer have both enhanced the range of experiences, both in and out of school, that we can offer to our young people. Through the enhanced tracking system, our raising attainment team worked with the Pastoral Care team to highlight young people who were not progressing as expected, and this enabled early intervention to address concerns.

We have built our partnership with Young Carers who provided support for a number of young people last session and continued to work with a number of partners to support targeted young people in preparing for the post-school transition. A number of our young people were supported by the Volunteer Tutor

We are continuing to support all young people to achieve highly at Rosshall Academy. Via the Pupil Equity Fund, we had appointed two Principal Teachers of Raising Attainment and a Positive Pathways coordinator. There are now permanent posts. We also provided an extensive range of in house tutoring and created a comprehensive programme of supported study and Saturday school classes.

B) Here is what we plan to improve during session 2021 - 2022

Leadership of Change

We are currently focussing on recovery and reconnection as the COVID-19 pandemic is still with us. We are fully aware of the impact of the lockdown on wellbeing, learning and progression and our leadership focus for the session is to ensure we fully support our community to learn and achieve safely and confidently. In our School Improvement Planning we have ensured the changing context due to COVID e.g. changes in learning activities / SQA guidelines, health and safety regulations are taken account of when progressing our three priorities:

- i. **Learning and Teaching**
- ii. **Inclusion and Equalities**
- iii. **Curriculum**

We will continue to look outwards - extending liaison with our Local Improvement Group (St Paul's, Hillpark and Lourdes Secondary schools), Glasgow City Council and beyond via the West Partnership, to share and learn from colleagues' best practice locally, in Glasgow and nationally.

You can find the link to our School Improvement Plan [here](#).

C) How can you find out more information about our school?

We welcome parent / carer feedback on any aspect of this report or, indeed, on any aspect of the life and work of Rosshall Academy. Your partnership is highly important to us in our aspiration to fully meet the needs of every young person in our care. Please do not hesitate to contact us by any of the following means:

- Email: School email Headteacher@rosshallacademy.glasgow.sch.uk / Parent Council email rosshallparentcouncil@gmail.com
- Telephone: 0141 582 0200.
- Letter to the school office via your son or daughter, or to the school address (below).
- You are also welcome to make an appointment to discuss any issue with the Head Teacher, or your child's Pastoral Care Teacher or House Head (below).

Name of House	Iona	Harris	Lewis	Skye	Barra
House Head (DHT)	Ms Drennan	Mrs Stillie (S3 – S6) Mrs King (S1 – S2)	Mrs Guile	Mr Murphy	Mr Higgins
Pastoral Care	Mr Sherry	Miss Rankine	Mr Simpson	Mrs Hanley	Mrs Cawley

- Parent Council Forum, to which all parents and carers are welcome. Meetings are currently taking place by ZOOM on the second Wednesday of every month. Please contact the parent council chair on rosshallparentcouncil@gmail.com for information on how to attend or join.
- Surveys / Questionnaires: Please take the opportunity to have your say by responding to our surveys and questionnaires which are posted on our website, with notification via our twitter feed.

Please make sure you check our dedicated school website: www.rosshallacademy.glasgow.sch.uk, download our school app [here](#) (or search 'school app for parents in your app store) and also follow us on Twitter for regular updates about our activities, successes and achievements:

[@RossHallAcademy](#) 

Please also keep us updated about your child's out of school successes and achievements by emailing:

CelebrateSuccess@rosshallacademy.glasgow.sch.uk

For more information about this report or any queries about our school, please contact:

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