



LoveLearning@Rosshall



Glasgow City Council
Education Services
City Chambers East
40 John Street
Glasgow G1 1JL

www.glasgow.gov.uk
0141 287 2000

Supporting Improvement: Standards and Quality Report



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:

Leadership of Change

Our school vision and values were consulted on during session 2022-23 and launched in August 2023. The Extended Leadership Team are led well by the Head Teacher and Depute Heads as a cohesive and effective group in driving forward improvements in line with the vision and values of the school. The Parent Council are an active body who's work exemplifies the school values as they consult with and lead the Rosshall Academy Parent Community. The process of becoming a Rights Respecting School and the achievement of the LGBTI bronze charter has had a positive influence in embedding values led leadership across all aspects of school life. The school have been working towards LGBTI gold status and are expecting to achieve this in January 2024.

All staff engage in Professional Reading and Training as part of their Continuing Professional Development related to key priorities including Learning and Teaching, the Curriculum and Promoting Positive Relationships. Views are sought regularly from stakeholders to ensure a collective approach to improvement is taken. Junctures in which views are sought from all stakeholders are included in the school Self-Evaluation calendar. Staff working groups are created to ensure staff from all levels with different roles and responsibilities are represented. This strategy has worked well in the leadership and implementation of our Promoting Positive Relationships policy.

A multi-agency approach and the engagement with a range of external partners for young people has created the opportunity for a broad range of appropriate learning pathways and provision for all young people.

Young people are given the opportunity to influence the direction of the school and contribute the identified improvement priorities outlined in the School Improvement Plan through a variety of forums. The Pupil Parliament are elected annually and work with the staff in the school to debate issues and represent views of the pupil population.

Comprehensive plans for the use of Pupil Equity Funding has been set out which addresses equity issues and universal support for the school community.

Staff work very well together and with key stakeholders to enhance the work of the school and there a many positive examples of shared professional learning and leadership of new initiatives within the school, authority and beyond.

Learning, Teaching and Assessment.

The inclusive culture in our school is evident in our approaches to the learning of our young people. These are underpinned by a constant focus on fostering positive relationships at all levels. Our young people participate readily in their learning and their learning experiences are engaging and positive, offering appropriate challenge. Our relentless focus on improving learning and teaching places emphasis on young people taking responsibility for their own learning. Effective use of digital technologies is an increasingly prominent feature of our lessons.

A significant number of our young people are actively involved in the wider life of the school community in a variety of ways. These include fund-raising for charities, pupil parliament, sports leaders, mental health and digital ambassadors. All young people are encouraged to become involved in the wider life which demonstrates a commitment to the development of individual confidence and commitment to responsible citizenship.

As a school we are continuing to embed our Lesson Evaluation Toolkit in every classroom. This is having a positive impact on the quality of the learning experiences of our young people. All young people and our Parent Council continue to contribute to the development of the Toolkit and their views are sought as we continue to embed our approach. The leadership team and teachers are involved in structured lesson observation programmes as part of our whole school approach to Self-Evaluation which includes peer observations.

We are committed to tracking and monitoring pupil progress across the school which leads to effective early intervention and planning next steps in learning. We have robust processes in place to moderate assessment information and each year group have three tracking points throughout the year. The leadership team use tracking information effectively to plan strategic approaches to improvement for all pupils and identified target groups.

Ensuring wellbeing, equality and Inclusion

All staff within our school community are aware of the importance of wellbeing and understand the factors that can negatively impact wellbeing and a young person's ability to thrive, learn and achieve positive outcomes. Staff approaches to supporting wellbeing mean that our young people feel safe, healthy, achieving, nurtured, active, responsible, respected and included in school.

There is a strong emphasis across the school on Promoting Positive Relationships through mutual respect, together with high expectations and shared values. Staff and partners are very good at

ensuring that relationships are positive through being restorative and nurturing in their approach to working with young people.

Our Pupil Support team ensures that young people are supported to have a positive experience and to achieve positive outcomes. Collaborative planning involving young people and families takes place to ensure that appropriate interventions are identified to address any barriers to learning that individual young people may face.

There continues to be a strong focus on mental health, with young people understanding mental health conditions and the majority aware of how to help support their own mental health and also how to access support in and outside school. Young people are aware of the support available in school from staff Mental Health First Aiders and pupil Mental Health Ambassadors. Staff who have completed mental health training report increased confidence in supporting young people who present with mental health concerns.

We understand, value and celebrate diversity and challenge discrimination. The majority of learners are able to challenge discrimination as a result of input at assemblies, in PSE, and in our Personal Support programme.

Raising Attainment and Achievement

We are employing a whole school approach to the improvement of literacy and numeracy and identifying pupils who require intervention at an early stage of Secondary. We track and monitor literacy and numeracy through our links with primary schools and continue this monitoring through the Broad General Education. In 2023 most of our pupils achieve the nationally expected level of attainment in literacy by the end of S3 and almost all pupils achieve the nationally expected level for numeracy at this stage.

The pupils leaving school with level 4 and level 5 literacy and numeracy has been stable over the last four years. In 2021 the percentage of pupils leaving with level 4 and level 5 literacy and numeracy across both is higher than our Virtual Comparators. Pupils leaving school with level 6 literacy has been in line with the Virtual Comparators over the last four years. In 2021 the percentage of pupils leaving with level 6 numeracy improved and is better than the Virtual Comparator.

Over the last five years our S6 results have shown an improving trend, out performing the Virtual Comparator for almost all benchmarks in 2022. We have a very good partnership with Glasgow Caledonian University Hub and Lourdes Secondary which has increased the number and range of Advanced Highers young people can study in their sixth year. Our local measure analysis for S6 in 2022 demonstrates that for 80% of our pupils (the middle and lowest attainment cohorts) we are performing better than our Virtual Comparator.

We demonstrated strong results in S4 and S5 in 2023 where we outperformed our Virtual Comparators across almost all benchmarks. Over the last five years our EAL learners have consistently performed higher than the Virtual Comparator for our lowest 20%, middle 60% and Highest 20% and across all year groups.

Our Curriculum for Excellence structure and provision has impacted positively on attainment and motivation of our young people in the Senior Phase. Maintaining the Broad General Education in 15 subjects across the 8 curricular areas has meant options for qualifications are later, more

OFFICIAL

informed and more suited to aspirational destinations. This has led to increased motivation and application.

Over the last five years almost all of our learners move into a positive destination as a result of an increased range of qualifications that better suit individual needs, abilities and interests.

We have a substantial programme of wider achievement clubs that run at lunchtimes and after school, providing opportunity for our young people to achieve skills for learning, life and work as well as enhancing their social skills. A number of these are pupil-led and there are also opportunities for senior pupils to work with younger pupils in the development of their academic and social skills. These contribute to citizenship awards such as the Saltire volunteering award. Wider achievements are celebrated through formal accreditation, assemblies, Personal Support, Twitter and our weekly newsletter.

Here is what we plan to improve next year.

To further embed our lesson evaluation toolkit across the school community and learning community.

Implementation of our Equalities Policy with our partner agencies including now established a partnership with Intercultural Youth Scotland to drive forward anti-racism education and approaches within the school and Inclusive Education.

To further develop health and wellbeing opportunities across the whole school community.

To further develop our curriculum offer to include a wider range of vocational and skills based qualifications.

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@rosshallacademy.glasgow.sch.uk

Our telephone number is: **0141-582-0200**

Our school address is:

**Headteacher
Rosshall Academy
131 Crookston Road
Glasgow
G52 3PD**

Further information is available in: newsletters, the school website, and the school handbook

OFFICIAL

OFFICIAL

OFFICIAL