



Establishment Name
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	
	We are a school situated in the South West of Glasgow and have five associated Primaries. Young people transition to Rosshall from Cardonald Primary, Craigton Primary, Crookston Castle Primary School, Hillington Primary and Sandwood Primary. Last year at the census snapshot in September 2024 the school roll was 1210. 665 young people reside in SIMD Quintile 1 which is 54.94% of the school population and 52 young people reside in SIMD Quintile 5 which is 4.29%. 42% of our young people receive Free School Meals and 62% of our school population have at least one recorded Additional Support Need. We currently have 20% of our school population who have English as an Additional Language which range from early acquisition to fluent.
Our achievements and improvements 2024 – 2025	
	A higher percentage of young people in S4 attained five qualifications at level 4 and level 5 in 2025 compared to the previous four years. The percentage of young people attaining level 5 literacy and numeracy in S4 is showing a pattern of improvement over the last five years. In particular, young people attaining level 5 literacy is showing a steady pattern of improvement in S4. The percentage of school leavers attaining level 6 literacy and numeracy has shown a steady pattern of improvement over the last three years and has been higher than the virtual comparators in 2023 and 2024. Over the past year, we’ve been exploring how the SCQF(Scottish Credit and Qualifications Framework) links to the learning that already takes place across our school. This has helped us to record just how many valuable opportunities are on offer for our pupils. These include a wide ranging offer of academic subjects to wider achievement awards like Leadership, Employability, and Personal Achievement Awards. The percentage of S4-S6 wider achievement awards attained improved in 2025 compared with the previous four years and is a greater than our Virtual Comparator for the first time in the last five years. Many young people in the senior phase were given the opportunity to achieve the level 6 First Aid award and our S6 pupil leadership team achieved the level 6 leadership award last session for the first time. These opportunities contributed to improvement in this wider achievement awards among other bespoke opportunities for groups and individual pupils. We were awarded the Rights Respecting Schools Silver status in session 2024-25. This is an initiative run by UNICEF UK, which encourages schools to place the UN Convention of the Rights of the Child at the heart of its ethos and curriculum. This means we have been recognised as a school who holds up the rights of all our young people and promotes inclusivity in all aspects of our work. Last session the school had an increase focus on promoting positive relationships, engagement and attendance across the school community and inclusion for all. All staff took part in restorative

approaches training which has supported young people in managing conflict and repairing relationships. Most young people say they feel safe and have friends in school and the majority of parents and carers feel their children are safe in school.

In recent years we have had thirty subjects on offer for qualifications in S4 leading to a varied and flexible senior phase curriculum. This diverse curriculum has supported 96.9% of school leavers in 2025 into a positive destination. This is the highest percentage of school leavers securing a positive destination compared to the previous five years and for the previous four years the percentage of leavers in a positive destination at Rosshall is higher than our Virtual Comparators.

We had a reduction in the number of S4 young people leaving school at the statutory leaving age in 2025. The number of pupils opting to leave school at the end of S4 had shown an increase from 2022 to 2024 to 17%. In 2025 the percentage had reduced to 13%. This evidences our commitment to promote and deliver a more diverse S5/6 curriculum offer which meets the needs of an increased number of young people.

We have an increasing number of young people and staff using ipads to enhance digital literacy and effectively use AI to enhance learning and teaching. Young people are reporting that their digital skills are improving as a result.

Attendance and Exclusion data

Over the last three years our overall attendance has been stable showing a slight increase in 2024-25 from the previous sessions. Below is the overall attendance data for the past three school sessions.

2022-23 – 85.2%
2023-24 – 84.85%
2024-25 – 85.14%

Rosshall had 14 exclusion incidents in session 2024-25 and 1% of the pupil population were excluded from school. For the 14 incidents a total of school days were lost due to exclusion. This was a reduction in number of incidents from seventeen in 2023-24 where 23 school days were lost due to exclusion.

Our improvement plan priorities 2025 – 2026

To Improve the percentage of young people attaining level 4 literacy and numeracy by the end of S4 and for our leavers. Improve the overall number of level 5 presentations and pupils attaining SCQF level 5 qualifications by the end of S4 thus increasing the percentage of pupils in S5 and S6 following a level 6 pathway.

We are launching and implementing our whole school strategy to promote attendance and engagement with all stakeholders. This includes an extension of our partnership working to increase the offer of interventions and programmes to support young people.

To continue to build on our improvement in percentage of young people attaining five level 4 and level 5 qualifications by the end of S4 and to maximise attainment opportunities for young people who may experience barriers to learning.

To further embed our approach to anti-bullying and a whole school approach to Gender Based Violence and Mental Health to ensure all young people are supported and engaged in all aspects of school life.

Now that we've made great progress towards our SCQF Bronze Award, we're setting our sights on achieving the Silver Award this session. The Silver stage is all about embedding the SCQF across our whole school community. This means helping staff, young people, and parents understand how the framework supports learning, builds confidence, and opens up flexible pathways for every learner

We are working towards Rights Respecting Schools Gold Award in session 2025-26. To achieve this we must explicitly adopt a child rights approach and embed this in all school policy, practice and culture. We aim to demonstrate that young people see themselves as rights respecting global citizens and are advocates for social justice, fairness and children's rights at home and abroad.

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)	Very Good
Raising Attainment and Achievement (QI 3.2)	Satisfactory

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: Headteacher@rosshallacademy.glasgow.sch.uk

Our telephone number is: 0141-582-0200

Our school address is:

Rosshall Academy
131 Crookston Road
Glasgow
G52 3PD
0141-582-0200

Further information is also ...

Twitter @RosshallAcademy

