



ROSSHALL ACADEMY

“Our School, Our Future”

Standards and Quality Report Summary for Session 2014-2015

Our Vision Statement

At Rosshall Academy, we strive to ensure that all learners maximise their potential, aspiring to excellence, in a climate of equality, integrity and respect.’

Our Aims

We will seek to:

- Enable all young people to achieve their potential as successful learners, confident individuals, effective contributors and responsible citizens;
- Provide a full range of appropriate courses, services and resources;
- Foster genuine partnerships within our community;
- Promote equality of opportunity and social justice;
- Encourage education throughout life.

Our Values



Our Achievements This Year



We are proud of our many achievements over the session 2014 – 2015 and would highlight, in particular:

- Our best ever Higher qualifications since Rosshall Academy opened in 2002
- Strong performances in the N5 examinations, giving a strong start to next sessions S5 Higher Examinations.
- Our highest number, to date, of young people entering Higher Education
- Our increase in opportunities for our young people at all stages to demonstrate leadership and the four capacities of Curriculum for Excellence across the four contexts of learning
- Increasing partnerships which impact positively on our curricular opportunities
- The further development of our House System (introduced in session 2012 – 2013) and opportunities for pupil leadership therein

Scottish Qualifications Authority (SQA) Results 2015

Sixth Year Results

Our attainment in S6 has seen an improving trend over the last five years. During session 2014 - 2015, we established good partnerships with Glasgow Caledonian University Hub to increase the number and range of Advanced Highers young people can study in their sixth year. This was highly successful in terms of pupils' attainment at SCQF Level 6 (Advanced Higher) and in enabling pupils to experience study on a University Campus.

Fifth Year Results

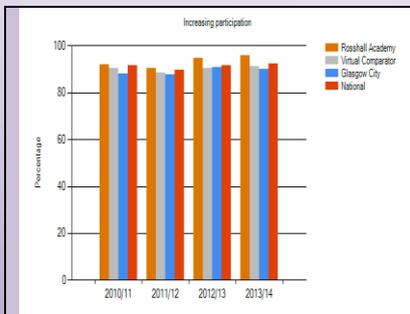
Our S5 results have improved significantly over the past three years with 2015 statistics for 5+ Level 6 (Highers) at 12.5% our best ever result in this area and significantly above the Glasgow average. Through monitoring, tracking and targeted support of identified individuals and groups, as well as focussed action planning to improve attainment in identified subjects, we have increased the number of young people achieving 1, 3 and 5 awards at Level 6 by the end of S5 as well as increasing breadth and depth of attainment and achievement in the learning journey of all young people.

	11	12	13	14	15
5+ SCQF 6 or better	7	8	9.5	7	12.5
3+ SCQF 6 or better	17	18	22	18	21
1+ SCQF 6 or better	31	34	39	37	43
5+ SCQF 5 or better	37	44	44	47	42

Fourth Year Results

In S4, young people sitting the newly introduced National 5 Examinations performed well, as did those achieving N4 and N3 qualifications which are internally assessed. Significantly, by the end of S4, 35 pupils (16.2% of our S4 cohort) achieved 7 National 5 awards (the highest number possible) compared to 14.5% of the previous year's cohort. We are delighted with the quality of these passes, which has again given us the best ever starting point for S5 Higher Examinations. Since the introduction of the new qualifications in 2014, our S4 pupils' performance in Literacy and Numeracy has improved significantly and is now well above our virtual comparator with the highest levels we have seen in the last five years.

Our **Leavers' Destinations** have also been making steady improvement as shown by the graph below (S6 leavers' example) which compares Rosshall Academy with Glasgow City, Scotland and a *virtual comparator school* (derived from a group of young people nationally with similar characteristics to our Rosshall Leavers).



Destination	2010-2011	2011-2012	2012-2013	2013 - 2014
Full time Higher Education	24	28.2	30.7	32.2
Full time further Education	40	33	27.1	28.4
Training	8.4	2.4	9.6	2.4
Employment	15.8	21.8	19.7	26.4

We are particularly pleased with the increase in the number of young people moving to Higher Education: 32.2% of young people last session (our highest ever figure in this area). The table above gives the breakdown in positive destinations over the last four years.

Learners' Experiences

Throughout last session we have focussed on ensuring all learners experience high quality teaching in every classroom as well as ensuring maximum opportunity for learners to develop and demonstrate the four capacities of Curriculum for Excellence:

- *Successful Learners*
- *Effective Contributors*
- *Confident Individuals*
- *Responsible Citizens*

We have significantly increased the opportunities for pupils to reflect on their learning and to contribute to the wider life of the school. Pupils tell us they are motivated and enthusiastic about their learning. We have a wide range of opportunities for young people to gain skills for life and work (many of which are accredited) such as:

- Saltire Awards for volunteering
- Sports Leadership qualifications
- Duke of Edinburgh Awards
- Crest Science Awards



Learning and Teaching Focus 2014-2015

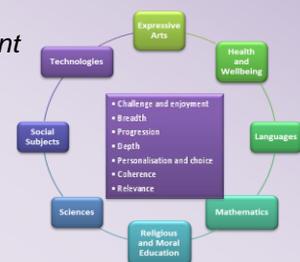
We are now working to further develop and improve our learners' experiences in the following ways:

- Embed profiling, tracking and learner feedback at all stages to ensure needs and aspirations of all individuals and groups of young people are known and supported.
- Continue to develop opportunities for Pupil Voice in departments and via our House Councils.

Our Curriculum

We have a clear vision and rationale for our curriculum, which is founded on the 7 design principles of *Curriculum for Excellence*. Our consistent aim is to **Raise Standards** for all of our young people, equipping them with the knowledge and skills they need in a fast changing world. Our curriculum has a strong focus on bringing real life into the classroom and taking lessons beyond it. We have an extensive extra-curricular programme to further support our young people's progress in the four aspects of learning. We have made significant progress over the last session in meeting the increased HMI (Her Majesty's Inspector) expectations with regards to the curriculum, and would highlight the following areas:

- *Our Broad General Education which covers the 8 curriculum areas in S1 – S3 while offering personalisation and choice*
- *Our S3 creative curriculum and the opportunities it provides for achievement and accreditation*
- *Our progress in planned opportunities for Inter-Disciplinary Learning*
- *Our successful design and delivery of new National Qualifications*
- *Our extra-curricular opportunities*
- *Our extensive partnership working*
- *Support to ensure transition to positive destinations*



We are now working to further develop or improve our curriculum in the following ways:

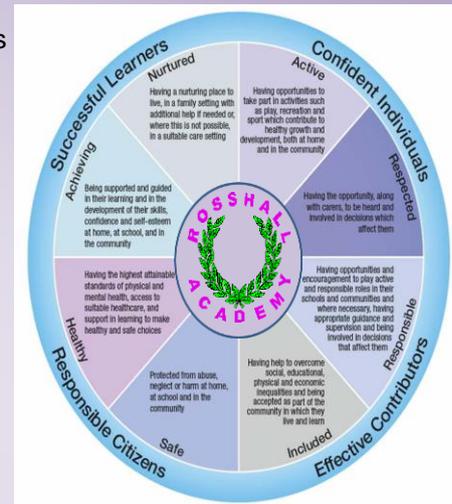
- *CfE: Implementation of new Higher courses and increase in curricular opportunities and partnerships to improve choices and pathways for our young people.*
- *Work with parents and carers to enhance their understanding of Curriculum for Excellence*

Rosshall Academy is committed to **Getting It Right For Every Child**. We provide a caring and supportive learning environment, ensuring tasks, activities and resources provide appropriate support and challenge to enable our young people to progress in all aspects of their learning.

Our teaching and support staff work effectively together and with partners to share information in order to address wide-ranging additional needs to plan for individual learners and address any barriers to learning.

To meet the social and emotional needs of young people the school has employed the services of an independent counsellor to which young people self-refer. Our Pupil Support team have introduced a number of high quality courses and programmes to provide short and long term support for individuals and groups, such as Seasons for Growth (Bereavement and Loss), Bullying Ambassadors and Peer Mediation

Across the school, the needs of higher-attaining pupils are very well met through teachers' high expectations, aspirational setting, rigorous tracking and an appropriate level of challenge in planned learning activities.



We are now working to further develop or improve the ways in which we meet learners' needs:

- To develop a more integrated approach to supporting young people, through closer working and the standardisation of practice amongst our Pupil Support Team, including our Visual Impairment Department and ensuring all tasks, activities and resources match learning needs of all.
- GIRFEC: Embedding GIRFEC framework including working towards becoming a nurturing school.

Feedback

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:

School email: Headteacher@rosshallacademy.glasgow.sch.uk
Parent Council email: rosshallpc@hotmail.co.uk
Telephone: 0141 582 0200
Letter: To the school office via your son or daughter or to the address below.
 The parents' suggestion box in our school waiting room.

In person:

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, or simply approach us at any school event.

For further information on any aspect of this summary or for a copy of the full Standards and Quality report for session 2014 – 2015, please contact:

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