Our Vision Statement

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

Our Shared Values

- Aspiration
- Compassion
- Creativity
- Integrity
- Perseverance
- Respect

Our Aims

We will seek to:

- Enable all pupils and students 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.
Quality indicator 1.1: Improvements in Performance

SQA Results 2013

Our SQA results continue to improve. The adjacent tables demonstrate our continued improvement over the past three years. We are delighted that our S5 Higher results were the best ever in 2013. Our focus for this session is to maintain improvements at all levels while increasing the number of pupils achieving Literacy and Numeracy in S4 and Advanced Highers in S6.

SCQF  Scottish Credit and Qualifications Framework
Level 7  Advanced Higher
Level 6  Higher
Level 5* Standard Grade Credit / Intermediate 2
(*National 5 from August 2014)
Level 4* Standard Grade General / Intermediate 1
(*National 4 from August 2014)
Level 3* Standard Grade Foundation / Access 3
(*National 3 from August 2014)

Our Leavers’ Destinations have also been making steady improvement and we are delighted that last year’s figure of 28.2% of pupils entering Full Time Higher Education is our best ever result and a 7% increase on the figure of 3 years previously.
Quality indicator 2.1: 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.

Quality indicator 5.1: The Curriculum

We have a clear vision and rationale for our curriculum, which is founded on the 7 design principles of Curriculum for Excellence. We have made significant progress over the last session in meeting the increased HMie 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 strategic overview of the curriculum via the electronic toolkit
- Our development and preparation for delivery of new National Qualifications
- Our extra-curricular opportunities
- Our partnership working
- Ready for Rosshall transition programme
- Support to ensure transition to positive destinations

Quality indicator 5.3: Meeting Learners’ Needs

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 strengths in this area were identified at our Authority Review last session and include:

- Our Pupil Support staff, who know our pupils well and are committed to meeting their needs
- Our systems for identifying learners’ needs and our provision to support all learners, including our most vulnerable
- Our Joint Support team - a solutions focussed approach to meeting learning needs, involving a range of partners

Over session 2012 – 2013 we have been developing 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. We have recently appointed a Principal Teacher of Inclusion who will be a key driver of collaborative approaches to inclusion within the pupil support team and across the school.
Quality indicator 5.9: Improvements Through Self-Evaluation

The following priorities for development and improvement have been identified via rigorous self-evaluation, involving all stakeholders.

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| Priority 1 | a) By focused improvement planning involving all partners, we will improve and maintain improvements, in attainment, achievement and outcomes at all levels.  
b) By devising and implementing effective systems of moderation, assessment, tracking and profiling, we will be able to demonstrate excellent provision, progress and progression throughout each stage of the BGE and senior phase. |
| Priority 2 | Further develop consistency across the school in relation to Success Criteria, feedback and effective questioning. Continue to develop strategies for effective recording of wider achievement and attainment. Continue to develop systems which enable learners to have a variety of opportunities to express their views and contribute effectively to the life of the school and the wider community. |
| Priority 3 | Delivery and ongoing development of a curriculum, both in the Broad General Education and the Senior Phase which delivers the entitlements of CfE thus ensuring that our programmes and courses meet the needs of all our learners. Particular focus will be given to the implementation of courses for Year 1 and development of courses for Year 2 of the Senior Phase and an evaluation of our Broad General Education. We will ensure that our pupils are supported as they progress through the curriculum particularly at points of transition. |
| Priority 4 | To ensure that all learners, including potentially vulnerable groups, receive the necessary support to achieve their full potential in line with GIRFEC legislation. |

For further information on any aspect of this summary or for a copy of the full Standards and Quality report for Session 2012 - 2013, please contact:

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