# landscapeA4SQRCover

The summary report is provided for parents/careers 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.

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|  | **Our achievements and improvements this year.** |
| Hollybrook Academy serves the area of the South Side of Glasgow. There are currently 97 pupils between first and sixth year. The school caters for young people with additional support for learning needs arising from learning difficulties, including pupils with language and communication difficulties and autism. Our staff includes a Head Teacher supported by a leadership team of one Deputy Head Teacher and five Principal Teachers. We have twenty three class teachers, eleven support for learning workers and 1.5 clerical assistants.  We would like to highlight the following improvements/achievements:  **Leadership of Change**  Almost all pupils, staff, partners and the majority of parents and carers are engaged in continuing to embed our ‘STRONG’ Visions, Values and Aims. These are now accessible to all and reflect our community and ethos.  We have updated our Curriculum Map to better meet the changing needs of the school’s population. Current provisions have been audited and significant adaptations have been made to time-tabling, staffing, training and resources.  The majority of staff have been involved in and supported the Outreach Programme, forging links with mainstream schools to promote inclusion and mutual respect for all pupils. Raised levels of literacy and numeracy have been observed within the mainstream pupils who were all fully engaged in their learning.  We have a strategic plan in place for the roll out of iPads scheduled to take place in Autumn as part of the Connected Learning programme. Almost all staff and pupils became more familiar using Apple technology and pupils led workshops for parents, teachers and support staff.  Pupils are encouraged to lead at all levels. There is an active pupil council; house captains and vice  captains; sports leaders; volunteering classes; both long and short term work experience opportunities; weekly college placements for all S5 and S6 pupils; vocational classes for all S3 and S4 pupils and interdisciplinary learning in S1 and S2.  We have been increasing parent engagement by using PEF money to subsidise transport costs and have started an ASD parent support group that will be continued next year.  **Learning, teaching and Assessment**  We have started to improve our planning and tracking procedures to reflect Education Scotland curricular bench marks and HGIOS 4 in order to more effectively monitor individual pupils’ progress. Pupil assessment takes place in a range of contexts and is very much part of teachers’ planning. This year, we have been involved in the norming exercise where some of our S3 pupils took part in the new SNSA electronic assessment.  We now have an array of SQA policies, approved and applauded by SQA, demonstrating rigorous and robust procedures for internal verification ensuring pupils are progressing and achieving and that national standards are being met.  Almost all our classrooms are resourced with ASD friendly symbols and signage to allow pupils more autonomy of their learning areas. Lessons are paced and differentiated to meet the needs of all our pupils and there are quiet areas, including a sensory room, for those pupils needing some time out.  Parents and carers are invited to meet teachers both through parents’ evenings and an open evening. Pupil progress is reported through interim and full reports, and learning logs. The school has an open door policy at all times and our increased use of social media, especially Facebook, has improved home / school communications and proved to be a very effective way of keeping families informed of school events.  We use digital learning and multi-media at all opportunities to enhance lessons and we recently won an award at the Glasgow Improvement Challenge film festival. Our radio station has also been invaluable in allowing pupils with communication difficulties to speak out and grow in confidence.  We encourage all our pupils to try new and unfamiliar experiences and this year our residential opportunities included Blairvadach outdoor centre, Germany (through our partnership with a school in Germany and ERASMUS funding), Sheffield, Aviemore and Liverpool as well as our Duke of Edinburgh camping excursions. All of this has been supported by the funding we received from Spifox to buy a new minibus.  **Wellbeing, equity and inclusion**  Health and wellbeing continues to be an integral part of improvement planning. There is a daily nurture group; weekly fitness sessions; a dance club; football training; mental health awareness day and an internet safety day for pupils and families. Due to our successful lottery bid, we now have two new fully equipped Health and Wellbeing rooms, one with a range of weight and fitness machines and the other for relaxation and yoga sessions. Almost all staff and pupils have improved awareness, understanding and levels of fitness due to the regular opportunities to exercise together and access the new fitness resources. We work to ensure that all of our young people feel safe and well cared for with the opportunity to grow and develop into healthy young adults. A strong focus this session has been on promoting the principles of LGBT and this was one of the workshops delivered on our Health and Wellbeing day.  Most of our staff and pupils are now familiar using Makaton as a means of communication and transitions for pupils around the school are supported through the consistent use of Boardmaker symbols, signage and prompts. The majority of staff use ‘All Behaviour is Communication’ strategies and ASD friendly approaches and this has allowed pupils to feel more settled and engaged in their learning.  Through our use of Pupil Equity Funding, pupils have access to counseling sessions provided by The Spark and feedback has been very positive with pupils feeling more confident and self-assured as a result. In addition, we have strong links to Educational Psychological services, Child and Adolescent Mental Health Services, Castlemilk Health Centre and Nordoff Robbins Music Therapy.  We also used our PEF money to fund a Magic Breakfast Club. Already numbers have increased and almost all our pupils and staff take part. The positive start to the day has shown improved engagement of pupils in class and has encouraged a strong ethos of school community.  **Progress in improving outcomes for children**  In order to prepare pupils for learning out with school, we delivered an intensive programme around road safety. The majority of our S1 pupils now have the confidence and knowledge to fully participate in all future out door learning opportunities. We support interdisciplinary learning at all stages through the John Muir Award, The Princes’ Trust Award, Glasgow Vocational Programme, The Duke Of Edinburgh Award, Sports Leaders and our Social Enterprise work.  We have revised our work experience policy and there are now procedures in place that ensure almost all pupils access a placement of their choice with relevant support where required.  Our school calendar has a wide choice of transition activities and meetings. In order to ensure that college placements are appropriate and lead to sustainable and positive pathways, we used PEF money to carry out research and contacted former pupils to establish their current employment situation.  All our young people in the senior Phase have the opportunity to gain accreditation within the Scottish Credit and Qualification Framework from National 1 to National 5.  *Our SQA attainment for 2017-18:*  100% of senior phase pupils at Hollybrook Academy achieve qualifications across their chosen subject areas. Depending on individual pupil needs this can range from full course qualifications to individual units from National 1 to National 5. Progression pathways within the same SCQF level are sought and achieved where appropriate. The use of Awards and units in Scottish Contexts and Alternative Contexts supports this attainment (See attached National Qualification information. Yellow highlighted areas show where pupils will achieve certification over two years).  With the structural changes to National 5 this session, our learners will now benefit from a 2 year pathway to National 5 attainment. Achieving the free standing units before attempting the course will ensure continued attainment at this level. |

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|  | **Here is what we plan to improve next year.** |
| **Raising attainment and achievement for all** – To review our processes for forward planning and assessment, monitoring and tracking and moderation and verification. To introduce a session planner that identifies and supports our self-evaluation activities. To continue with the joint outreach project liaising with mainstream establishments. To implement the Connected Glasgow Learning Programme for the digital roll out of ipads. To increase parental and family involvement in the life of the school with a calendar of family focused sessions throughout the year.  **Developing health and wellbeing** – To work towards the GCC ‘Communication Friendly Award’ in supporting pupils with ASD. To promote and maximise the opportunities for pupils and staff to have health and wellbeing embedded into their daily routines. To continue engaging with the nurture self-evaluation tool and ensure best practice in our nurture provision. To continue creating a strong ethos of community through our whole school events such as the MAGIC breakfast club and promoting our school Vision, Values and Aims  **Improve support to all pupils at points of transition** – To promote positive relationships and increase pupils’ levels of resilience, have a shared understanding of ACE and a consistent use of strategies throughout the school. To continue to work towards the Rights Respecting School Award Level 1 and achieve the LGBT+ Youth Charter mark. To improve the curriculum pathway for young people 3-18, further developing opportunities for Developing Young Workforce. To reduce the Cost of the School Day by providing parents/carers with a calendar of when there are cost implications attached to school activities and events both in and out of school. |

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|  | **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@hollybrook-sec.glasgow.sch.uk    Our telephone number is: 0141 423 5937  Our school address is: 135 Hollybrook Street, Govanhill, Glasgow, G42 7HU  School website: www.hollybrook-sec.glasgow.sch.uk  Facebook: @HollybrookAcademyGlasgow  Twitter: @HBAcademyGlas  Further information is available in: newsletters and the school handbook |

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| Hollybrook Academy | |  |
| Attainment Data | |  |
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|  | 2016-17 | 2017-18 |
| S4 | 20 Pupils | 13 Pupils |
| S5 | 18 Pupils | 22 Pupils |
| S6 | 22 Pupils | 17 Pupils |













