**Hollybrook Academy**

**Standards & Quality Report**

**Session 2024 – 2025**

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|  | **The context of the school** |
|  | Hollybrook Academy is a stand-alone additional learning needs secondary establishment serving the south of Glasgow. In session 2024-2025 we had 118 pupils on our school roll. The school caters for young people with additional support for learning needs. Our staff includes a Head Teacher supported by a leadership team of two Depute Head Teachers and four Principal Teachers. We have twenty-five class teachers, twenty-six support for learning workers and 1 clerical assistant. |
|  | **Our achievements and improvements 2024 – 2025** |
| **Key developments (leadership of change)**  We continued on the 2nd year of our School Improvement Plan journey. Our focus remained on the challenges:   * Engagement, Participation and Inclusion * Achievement and Progress * Wellbeing and Learning   **Developments in learning, teaching and assessment**   * LotS (Leadership of the School) groups demonstrated pupil led change – including our first school yearbook, and creation of our own Rights Respecting Charter. * Digital Schools Award achieved in June 2025 to recognise the impact of our Digital Strategy on Learning and Teaching. Over 75% of staff gained Apple teacher accreditation. Introduction of new apps such as Socrative have improved approaches to learning. * Level 1 Makaton accreditation for all teaching staff, support for learning workers attended an introductory workshop. Makaton is prevalent in whole school assemblies each week and embedded in classroom learning. It also supports the daily wellbeing check in allowing more pupils to communicate their emotions. * Use of Widgit symbols to personalise resources for pupils’ and their specific contexts. * UNCRC and rights-based education has been further integrated into curriculum planning. * Programme of family Learning sessions delivered across the year. 14 sessions were attended by 39 adults. This represented 20 families, 18% of school population.   **Progress in promoting well-being equality and inclusion**   * Enhanced wellbeing based on SHANARRI indicators; pupils are happy at school; physical, emotional and learning needs are well met. * Opportunities for planned play extended due to the renovation of the ‘Spoon Patio’. New, safe environment for learners to spend time in. * Pupil Equity Funding allowed us to access Reidvale Adventure Play providing safe exploration for our most complex classes. * Sensory profiles created for all S2-S6 pupils to support their individual needs. * Level 1 and 2 TIE modules completed to improve our inclusive practices. * ‘Leading Anti-Racism’ university qualification gained by 1 staff member. Range of inclusive texts available so all pupils see themselves represented in literature. * Lunchtime clubs support pupils wellbeing. – football, boccia, basketball, boxing, karate, * Additional resources provide health and wellbeing opportunities for all learners including adapted bikes, trikes and go-karts. * MusicALL programme, and use of Emotion Works continues to support the wellbeing of our learners. * Breakfast provision within nurture each morning ensures all children are fed and ready to learn. * Music Therapy and our Youth Worker provide bespoke interventions to support aspects of learning and wellbeing.   **Progress in children’s learning /raising attainment**   * Development of Sensory storytelling allows relevant pupils to experience rich sensory learning opportunities. * Bsquared tracking, funded through PEF, ensures there is a clear picture of attainment for all S1-S3 pupils. * Daily Support Reading programme raised attainment in reading for learners in a targeted intervention group. * Use of Kaligo app improved handwriting skills. * Introduction of the Scottish National Assessments in Literacy and Numeracy for almost all S3 learners. * New courses at National 4 level in PE, Music, Modern Studies and National 5 units in Literature and Communication PE and Practical Cookery. * 100% of the National 5 candidates received an A in their exam results in Music and German. * Introduction of National Qualifications to core PSE curriculum.   **Recognising Our Achievements**   * Duke of Edinburgh Silver Award completed by 8 pupils. * School trips provided opportunity for learners to participate and achieve in new and unfamiliar situations including Blairvadach Outdoor Education Centre, in Aviemore competing and winning the National Shinty Festival and our senior celebration to Newcastle. * BBC SSO performance and workshops. The resulting artwork was used in a nationwide campaign. * Lunch time clubs provide a variety of opportunities for wider achievement including – the Big Noise Choir, chanter, disco and gaming. * Production of our school show, Alladin, in collaboration with Theatre Royal/Disney Schools with 30% of pupils participating. * Ogawa Taiko Group gained in confidence and identity this year with a new name and uniform. They played several events including the Scottish Taiko Festival (an event with a big international audience and attendance), a black tie event for the Wooden Spoon Charity held in the Glasgow Marriott and at the city Head Teachers Conference in the Royal Concert Hall. * Pupils high standard of work awarded best all-round achiever by Trades House in the Craft and Design category. * All S4/5/6 pupils participated in a pilot programme with the Scottish Ambulance Service ‘Young Minds Save Lives’. * SoundLab and Move On Up interventions for our senior cohort develop skills and confidence for transition. * Taste Buddies has been an incredibly successful community enterprise allowing our pupils to develop their hospitality skills. It has been well attended by residents and provides a valuable service to Govanhill. Our pupils have gained in confidence as well as achieving related qualifications. * Addition of a heat press machine in art promotes creativity, and allows learners to develop practical and business skills. * Employability and Business skills are developed via our car washing partnership paid through Pupil Equity Funding. * Of our 25 leavers in the 24/25 session, we have 92% in a positive destination. |
|  | **Attendance and Exclusion data** |
|  | School attendance rate increased from 75% in the previous year, to above 79%. |

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|  | **Our improvement plan priorities 2025 – 2026** |
| Level 2 Makaton proficiency will be undertaken by teaching staff. The school will work towards achievement of our Silver Rights Respecting School Award and Apple Distinguished School status. Pupil voice will be further established through the creation of a Pupil Council. There will be an increase in pedagogy focussed professional development to improve consistency of learning and teaching approaches. Improved efficiency in information gathering by using the Wellbeing Assessment tool. Our attendance target will rise to 85%. Our Family Learning will evolve to include ESOL café to support partnership with parents. |

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|  | **How Good Is Our School 4 Quality Indicator (QI)** | **Evaluation** |
| Leadership of Change (QI 1.3) | Good |
| Learning Teaching and Assessment (QI 2.3) | Good |
| Ensuring Wellbeing Equality and Inclusion (QI 3.1) | Good |
| Raising Attainment and Achievement (QI 3.2) | Good |

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|  | **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.  The contact e-mail address is: [Headteacher@hollybrook-sec.glasgow.sch.uk](mailto:Headteacher@hollybrook-sec.glasgow.sch.uk)  Our telephone number is:0141 423 5937  Our school address is: Hollybrook Academy, 135 Hollybrook Street, G42 7HU  Further information is also available in our weekly Head Teacher newsletter, Hollybrook Headlines, on our school website, and in our school handbook |