# 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.

|  |  |
| --- | --- |
|  | **Our achievements and improvements this year.**  |
| Hollybrook Academy serves the area of the South Side of Glasgow. The school is a two storey building situated in Govanhill. There are currently 102 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 four full time Principal Teachers and one part time Principal Teacher. We have twenty four class teachers including full time and part time teachers, ten full time and part time support for learning workers and 1.5 clerical assistants. We work as active partners in Shawlands Learning Community and have recently started workingin partnership with Holyrood Secondary and Shawlands Academy to support their more vulnerable learners.Many of our pupils have previously attended: Howford Primary and Kirkriggs Primary, and wework closely with the primaries sharing the aspiration that all of our young people recognise and achieve their fullest potential.We would like to highlight the following improvements/achievements:* The breadth of pupil attainment from National 1 to National 5, including Awards
* Our 100% positive destinations for our school leavers
* All our S4,5 and6 pupils going on a variety of work experiences
* Our partnership with a school in Germany through the ERASMUS funding
* Our on-going Chamber of Commerce partnership with the BBC that allows us many business opportunities. These including a full school show with their outside broadcasting team; we sit on their diversity board and they offered an apprenticeship to a S6 leaver.
* Our representation at the Special Olympics in Sheffield, where almost 10% of the school took part.
* Our Nurture group, including representation at the city at the annual nurture conference.
* Our residential opportunities this session: Blairvadach outdoor centre, Germany and leavers trip to Barcelona.
* Our range of outdoor learning to promote positive relationships and wellbeing.
* Our successful lottery bid to build a new sports facility to support health and wellbeing.
* Our Sense Against Sectarianism triathlon event with Shawlands Academy and Holyrood Secondary
* Range of clubs and activities on offer to support pupil interests.

**Leadership of Change**We revisited the school’s Vision, Values and Aims the academic session 2015-16. This was in in consultation with pupils, parents and carers and all our stake holders. Last session, 2016-17, we embedded these into the school community and through our daily teaching and learning. Our Pupil Council worked closely with the BBC to help develop these into a school logo, easily recognisable and visible around the school community and online:**Dream - Achieve - Inspire** Hollybrook Academy is a school of excellence where every child is both challenged and inspired to achieve beyond their expectations. The essence of Hollybrook Academy is captured within our core values which will enable children to Grow, Learn and Flourish to become STRONG, responsible, forward thinking and confident citizens. Our STRONG values form the basis of our behaviour for learning policy:**S** is for developing **self - confidence.****T** is for **teamwork**.**R** is for being **responsible.****O** is for **others**, showing them respect and tolerance.**N** is for **nurturing** our talents.**G** is for **gaining** skills for learning, life and work.Pupils attend weekly whole school or house assemblies where we explore the themes of the values in different contexts; looking at ourselves; our community and through wider national and international Contexts. Pupils have the opportunity to present at assemblies and have the chance to reflect on what the values mean to them.The school’s house system works to support our sense of community and individual achievement. All staff have high expectations for our pupils, one way this is supported is through the reward system to celebrateachievements of individuals and groups. Pupils are encouraged to lead at all levels. There is an active pupil council; house captains and vice captains; sports leaders; voluntary opportunities and 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 inter disciplinary learning in S1 and S2. Staff are encouraged to be creative and innovative in their teaching and learning methods. They are encouraged to lead at all levels and a considerable amount of time is devoted to ensuring all staff have up to date and relevant professional development opportunities. All our working groups, driving the School Improvement Plan Priorities, are led by teaching staff. There is a strong culture of continuousprofessional learning and this is well supported through alignment to the General Teaching Council Standards and by the senior leaders. **Learning, teaching and Assessment**Our high expectations, combined with individualised approaches to teaching and learning, have resulted in very good levels of attainment and achievement. Our unauthorised attendance is below the city average, as are our exclusion levels. Our pupils enjoy school, feel safe, valued and have regular opportunities to air and discuss their views.A focus of our school improvement for this session, 2016-17,was to enhance our nurture work and continue to ensure our everyday practice and interactions reflect the Nurturing Principles. These are part of our vision, values and aims and our staff presented at the annual Glasgow citywide conference on Nurture. The nurture principles translate to how pupils conduct themselves; they are polite, tolerant of different cultures and backgrounds and engaged in their learning. Pupils start the day with a daily tutor time with their tutor teacher. This gives the staff and pupils the chance to reflect on how they feel, talk through the day and alleviate any potential challenges. We also maintained a strong focus on the Getting it Right for Every Child wellbeing indicators using the Glasgow Wellbeing and Motivational tool to work with and support our pupils. These are also the basis for pupils’ Wellbeing Assessment plans and individual learning goals. Learners’ achievements in and out of school are recorded through individual achievement folders and recognised and celebrated in a range of ways. The school actively engage in both Facebook and Twitter to celebrate all success and share learning. Pupils, parents and carers and staff all actively contribute to this on a daily basis. There are regular newsletters home to share success and pupils’ achievements are recognised and celebrated through our weekly assemblies. Pupils’ smaller, individual successes are linked to learning notes and tokens; a way to support pupils understand how their achievements help them develop knowledge and skills for life, learning and work.Pupil assessment takes place in a range of contexts, settings and is very much part of teachers’ planning. Parents and carers are invited up to meet teachers both through parents’ evening and an open evening. Pupil progress is reported through interim and full reports and for S1s and s2s, through learning logs. The school has an open door policy at all times and parents and carers are welcome to make an appointment to meet the teachers.  **Wellbeing, equity and inclusion**Health and wellbeing continued to be an integral part of improvement planning last session. There is a daily nurture group; a group to support young people who struggle with sleep; weekly fitness sessions; dance club; football training; mental health awareness day and an internet safety day for pupils and families. 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. The Wellbeing Indicators, outlined in Getting it Right for Every Child, form the core of our planning through Wellbeing Assessment Plans. Pupils work every day with their first line pastoral care teacher, their tutor teacher to support wellbeing. Our PSE programme and Sexual Health and Relationships Education also supports our pupils understanding of relationships and wellbeing. There is a member of the leadership team on duty each period to support pupils’ wellbeing and behaviour. Pupil support is at the core of all we do and there are effective systems in place to ensure pupils have the right support in place and that more individual support can be targeted to help a young person who is facing challenges, for example a bereavement or mental health problems. We work closely with Educational Psychology and have internal Joint Support Team meetings to help plan for our most vulnerable pupils. In addition, we have strong links to Child and Adolescent Mental Health Services, Nordoff Robbins Music Therapy and counselling support to those who need additional help.**Progress in improving outcomes for children** Our young people have the opportunity to gain accreditation within the Scottish Credit and Qualification Framework from National 1 to National 5, and across a range of awards including Scottish Studies, Volunteering, Cycling, Personal Development and Personal Achievement. We also support interdisciplinary learning at all stages through the John Muir Award, The Princes’ Trust Award, Glasgow Vocational Programme, The Duke Of Edinburgh Award, MyMerit, Sports Leaders and our Social Enterprise work. From S3 onwards pupils start to engage with colleges and by the time pupils are in S5 and S6 they all attend at least a day a week in college. In S3 and S4 pupils are part of Glasgow Vocational Programme where they have the opportunity to take part in digital media; kayaking; hair and beauty; film making; photography and drama.In S5 and S6 pupils attend a range of different colleges in Glasgow and have the opportunity to undertake a choice of the following: Hairdressing; Safe Road User; Personal Presentation; Woodwork; Car Valeting; Hospitality; The Tennant’s Cook School; Horticulture; Digital Media; Art; Sports Coaching; Performing Arts; First Aid and Childcare.We are pleased with our improvement in performance and plan to continue extending our curricular range further especially in skills for life and work in order to maximise our pupils work readiness.Our staff and partners provide good opportunities for our young people to develop skills for learning life and work, starting from S1 through to S6., This is through careful planning both for experiences both in and out of school and beyond school. For the past three years all our pupils have moved to a positive destination of their choice; college, training or a job. One pupil this year has just completed a three month internship with the BBC.We strive to ensure our young people are aware of the range of careers and opportunities open to them and the skills required for them. Our school calendar has a wide choice of of activities and meetings to ensure there are clear processes in place to ensure all our pupils and their families get the right targeted support and move post school to the positive destination of their choice. Our SQA attainment underpins this progression. *Our attainment for 2016-17:*

|  |  |
| --- | --- |
|   | 2016-17 |
| S4 | 20 Pupils |
| S5 | 18 Pupils |
| S6 | 22 Pupils |
| **SCQF Level** | 2016-17 |   | 2016-17 |
| **National 5** | S4 | S5 | S6 |   | S4 | S5 | S6 |
| **Course title** | **Course** | **Unit Title** | **Units** |
| Administration & IT  |   |   | 2 | Administrative Processes |   |   | 1 |
|   |   |   |   | IT Solutions for Admin |   |   | 1 |
|   |   |   |   | Communication in Admin |   |   | 1 |
| Art & Design |   |   |   | Design Activity |   | 1 | 4 |
| English |   |   | 3 | Analysis and Evaluation |   |   | 4 |
|   |   |   |   | Creation and Production |   |   | 4 |
| German |   |   |   | Understanding Language |   |   | 3 |
| Music |   |   |   | Performing Skills |   | 1 |   |

|  |  |  |  |
| --- | --- | --- | --- |
| **SCQF Level** |   |   |   |
| **National 4** | S4 | S5 | S6 |   | S4 | S5 | S6 |
| **Course title** |  | **Unit Title** |  |
| Admin and IT |   | 1 |   |   |   |   |   |
| Art & Design | 6 |   |   | Design Activity |   |   |   |
|   |   |   |   | Expressive Activity |   | 1 | 2 |
|   |   |   |   | Practical Activity |   |   |   |
| English | 8 |   |   | Analysis and Evaluation |   | 5 | 3 |
|   |   |   |   | Creation & Production |   | 2 | 2 |
|   |   |   |   | Literacy  |   | 1 |   |
|   |   |   |   | AVU |   |   |   |
| Geography |   | 4 |   | Physical Environment |   |   |   |
|   |   |   |   | Human Environments | 1 | 4 | 2 |
|   |   |   |   | Global Issues |   |   |   |
|   |   |   |   | Assignment |   | 4 |   |
| Lifeskills Mathematics |   |   | 3 | Numeracy |   |   |   |
|   |   |   |   | Managing finance and statistics |   |   | 7 |
|   |   |   |   | Geometry and Measure |   |   | 3 |
|   |   |   |   | AVU |   |   | 3 |
| Media |   |   | 1 |   |   |   |   |
| Music |   |   | 1 | Composing |   |   |   |
|   |   |   |   | Performing |   |   | 4 |
|   |   |   |   | Understanding  |   |   | 1 |
|   |   |   |   | Music Performance |   |   | 2 |
| Physical Education | 3 | 5 | 1 | Factors Affecting Performance |   |   |   |
|   |   |   |   | Performance Skills |   |   |   |
|   |   |   |   | Religious and Philosophical Questions |   | 2 | 1 |
| RMPS |   |   |   | World Religions |   |   | 1 |
|   |   |   |   | Morality and Belief | 6 |   | 1 |

|  |  |  |  |
| --- | --- | --- | --- |
| **SCQF Level** |   |   |   |
| **National 3** | S4 | S5 | S6 |   | S4 | S5 | S6 |
| **Course title** |  | **Unit Title** |  |
| Administration and IT | 8 |   |   | IT Solutions for Admin |   |   | 1 |
| Business |   | 5 | 2 |   |   |   |   |
| Chemistry | 6 | 3 |   | Chemical Changes and Structure |   | 1 |   |
| English | 5 | 6 | 4 | Producing Language |   | 1 |   |
|   |   |   |   | Understanding Language |   |   |   |
|   |   |   |   | Literacy |   | 1 |   |
| Health and Food technology |   |   |   | Food for Health | 4 | 1 |   |
| Hospitality |   | 4 | 2 | Cookery Skills, Techniques Processes |   | 2 |   |
|   |   |   |   | Understanding and Using Ingredients |   |   | 1 |
|   |   |   |   | Organisational Skills for Cooking |   |   | 1 |
| History |   | 1 |   | Historical study: Scottish |   |   |   |
|   |   |   |   | Historical study: British | 3 | 3 | 2 |
|   |   |   |   | Historical study:Europe&World | 3 | 3 |   |
| Lifeskills Maths |   | 6 |   | Manage Money and Data | 8 |   |   |
|   |   |   |   | Numeracy | 8 |   |   |
|   |   |   |   | Shape, Space, Measure |   | 9 |   |
| Media |   | 1 | 4 |   |   |   |   |
| Physical Education |   |   | 1 | Performance Skills |   |   |   |
|   |   |   |   | Factors Impacting Performance |   |   |   |
| Music |   |   | 1 | Performing |   | 2 | 3 |
|   |   |   |   | Composing |   |   |   |
|   |   |   |   | Understanding  |   |   | 1 |
| RMPS |   |   | 3 | Morality and Belief | 13 |   |   |
|   |   |   |   | Religious and Philosophical Questions |   | 6 | 5 |
|   |   |   |   | World Religion |   |   | 2 |

|  |  |  |  |
| --- | --- | --- | --- |
| **SCQF Level** |   |   |   |
| **National 2** | S4 | S5 | S6 |   | S4 | S5 | S6 |
| **Course title** |  | **Unit Title** |  |
| Creative Arts |   |   |   | Developing Skills in Creative Arts | 2 | 1 | 2 |
|   |   |   |   | Working with Textiles | 1 | 1 | 2 |
| English & Communication | 6 |   |   | Creating Texts |   |   |   |
|   |   |   |   | Understanding Language |   |   |   |
|   |   |   |   | Listening and Talking |   |   |   |
| Food, Health and wellbeing |   |   |   | Food for Health | 5 | 3 |   |
| Lifeskills Mathematics |   |   |   | Number Processes | 7 | 1 | 1 |
|   |   |   |   | Shape,Space, data | 7 |   |   |
|   |   |   |   | Measurement |   | 1 |   |
|   |   |   |   | Time | 7 |   |   |
| Physical Education | 8 |   | 3 | Taking Part in Physical Activities | 9 |   |   |
|   |   |   |   | Factors Affecting Performance |   |   | 3 |
|   |   |   |   | Improving Performance | 1 |   | 3 |
| **SCQF Level** |   |
| **National 1** | S4 | S5 | S6 |
| **Unit Title** |  |
| Creating Text | 1 |   |   |
| Length | 4 |   |   |
| Number Processes | 4 |   |   |
| Recognising Numbers | 5 |   |   |
| Recognising Signs | 1 |   |   |
| Using a Calculator | 4 |   |   |
| Time | 5 |   |   |
| Volume | 4 |   |   |
| Weight |   | 3 | 1 |

 |

|  |  |
| --- | --- |
|  | **Here is what we plan to improve next year.** |
| **Raising attainment and achievement for all:** *Learners are making good progress from prior levels and there are opportunities to identify and direct target support to those who need it.* *Resources, planning, tracking and monitoring all meet the range of needs of the pupils and there are opportunities to recognise and celebrate success.***Developing Health & Wellbeing priorities:** *There is a shared understanding of health and wellbeing that underpins all aspects of the curriculum. Pupils and staff have opportunities though out the day to improve mental and physical wellbeing.***Improved support to all young people at points of transition:** *Pupils will feel secure at various points of transition.* *There is planning at every stage of transition and pupils are supported to develop the necessary skills to manage the transition with confidence.* *Increased positive and sustained outcomes.* |

|  |  |
| --- | --- |
|  | **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 5937Our school address is: 135 Hollybrook Street, Govanhill, Glasgow, G42 7HUFurther information is available in: newsletters, the school website, and the school handbook   |