



School Profile 2019/20

Hermitage Academy Area Committee Report November 2020

School Profile 2019/20

<u>School Name</u>	Hermitage Academy
<u>School Address</u>	Cardross Road, Helensburgh G84 7LA
<u>Head Teacher</u>	Robert Williamson

CONTEXT OF THE SCHOOL

Hermitage Academy in Helensburgh is the largest school in Argyll and Bute and currently has 1296 pupils and is one of the largest schools in Scotland. The school serves the town of Helensburgh and the villages of Cardross, Rhu, Shandon, Garelochhead, Rosneath, Kilcreggan, Cove, Tarbet, Arrochar and Luss. It has a very large geographical catchment area and although no longer classified as a Rural School by the Scottish Government it has a substantial number of pupils who stay in rural areas. The school is a truly comprehensive school, with a very diverse catchment area. It has a town of 16,000 people, a large number of villages with sizeable populations and some more isolated settlements. It also has a considerable number of pupils who stay on farms and other rural dwellings. The school has pupils in every decile of the Scottish Index of Multiple Deprivation (SIMD).

Due to the Royal Navy Base at Faslane on the Gare Loch there is a considerable number of pupils who are from an Armed Forces background. There have also been a number of movements of pupils due to redeployment of the submarine fleet from the south of England to Faslane.

Curricular Vision

Hermitage Academy aims to provide an education for all of our young people which will enable them to:
Achieve their potential, experience success and be well prepared for life beyond school.

Values are enshrined in our **SHARE IT** strategy: Support, Hard Work, Ambition, Respect, Excellence, Integrity and Thoughtfulness.

We are proud to be a **Rights Respecting School**.

Recognising Wider Achievement

Hermitage Academy recognises wider achievement wherever possible and has a significant range of strategies to embrace this:
Rights Respecting School, Level 1.

In June we launched Youth Awards in partnership with Youth Scotland. This encouraged pupils from P7 transition years to S6 to participate in accrediting wider learning. Training sessions for pupils as well as parents during lockdown ensured that the whole school community could participate.

Leadership Academy, continues to encourage participation in Wider Achievement across the school

Children's University. We have 99 pupils signed up to this across S1 & S2

Subs in Schools pilot project

Lego competition: continued success having been invited to the national finals. Unfortunately cancelled due to Covid.

Virtual Summer Concert, planned virtual Christmas Concert

Investors in Young People (first in Scotland) Review.

Increased access to/uptake of a variety of courses

Course	SCQF Level	No. Learners Achieved
Maritime Skills	5	9
Hairdressing	5	4
Hairdressing	4	12
Make-Up Skills	5	5
Beauty Skills	4	17
Early Education and Childcare	5	9
Early Education and Childcare	4	11
		Total 67

Engagement in courses

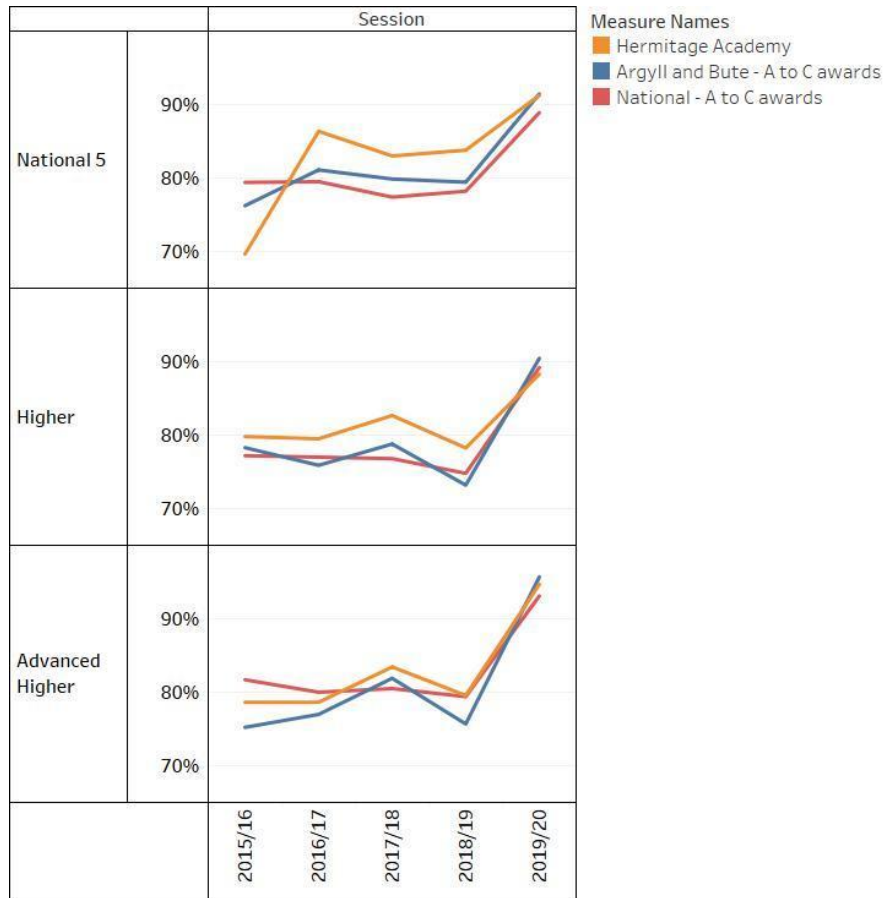
2016-17	2017-18	2020-2021
<p>Cosmetology & Hairdressing 5 S6 Students completing units in both courses</p>	<p>Cosmetology S4 Level 4 23 Students S5/6 Level 6 15 Students</p> <p>Early Education & Childcare S4 Level 4 13 Students S5/6 Level 5 16 Students</p> <p>Hairdressing Level 4 8 Students Level 5 8 Students</p> <p>Maritime S5/6 Level 4 5 Students</p> <p>Rural Skills Level 4 3 Students Level 5 9 Students</p> <p>Introduction to Psychology 5 Students</p> <p>HNC Business 1 Student</p>	<p>Beauty/Make-up Skills S3 (Introduction): 21 students S4 Level 4: 12 students S5/6 Level 5: 6 students Level 6: 12 students</p> <p>Early Education & Childcare S3 (Introduction): 24 students S4 Level 4: 20 Students S5/6 Level 5: 9 Students</p> <p>Hairdressing Level 4: 10 Students Level 5: 14 Students</p> <p>Maritime S5/6 Level 4: 10 Students</p> <p>FA Engineering S6 Level 6: 2 students</p> <p>FA Social Services Children & Young People S5/6 Level 6: 6 students</p> <p>FA Creative & Digital Media S5 Level 5: 7 students (+1 from Dumbarton Academy)</p> <p>YASS S6 Level 7: 16 students</p>

School Roll

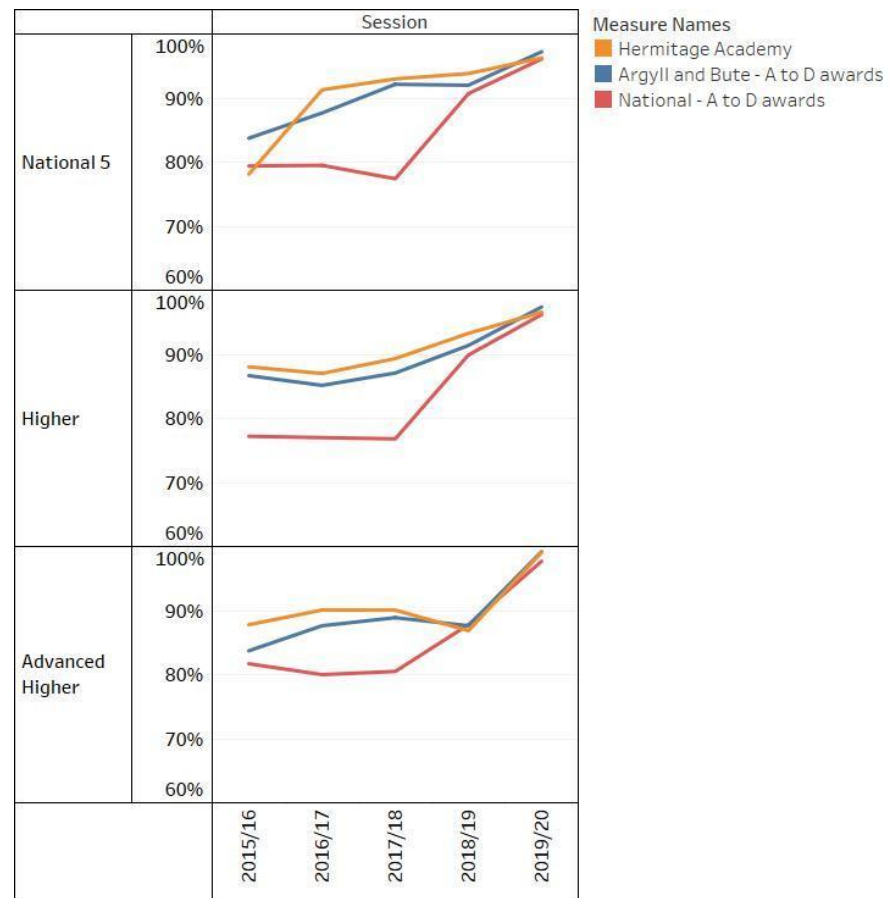
School roll as at Census	S4	S5	S6
2019/20	229	205	135

SQA Results

Levels A to C



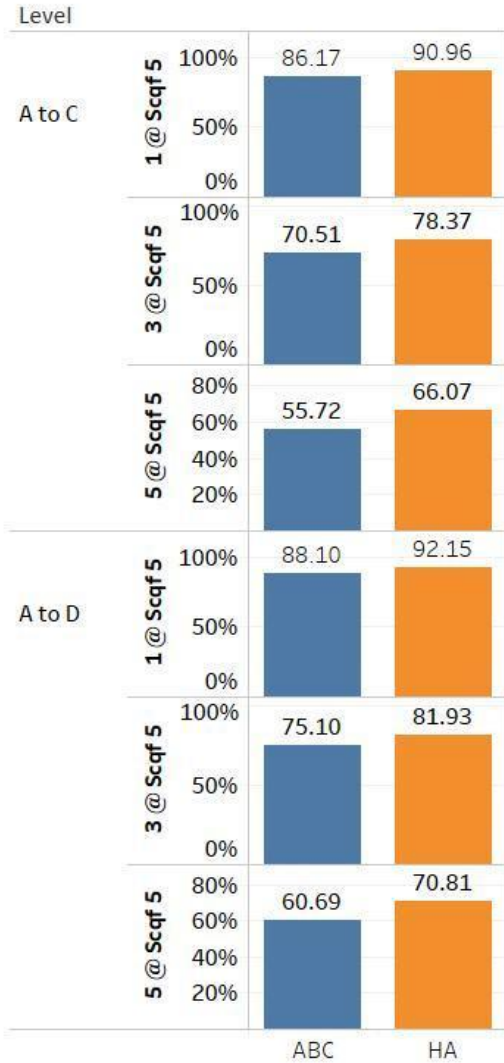
Levels A to D



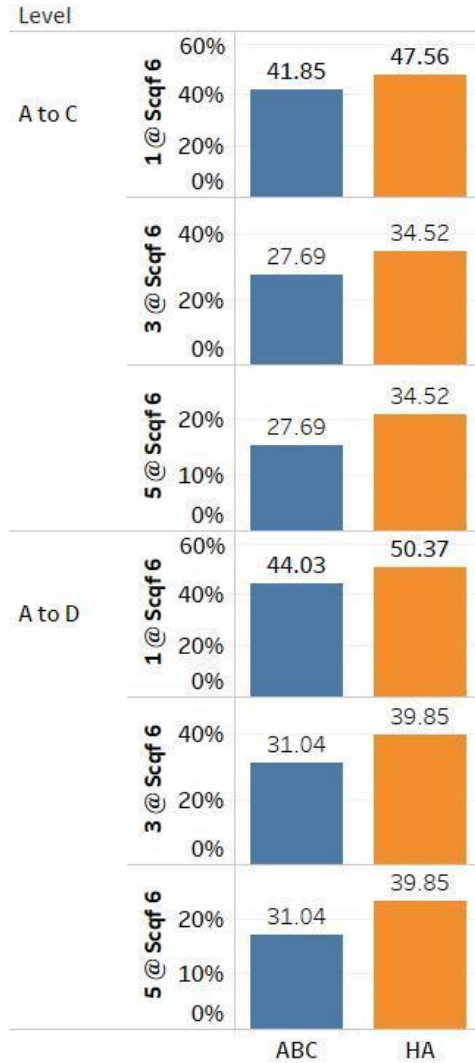
Breadth & Depth

The chart below shows SQA Breadth and Depth information for S4 to S6 (Acc)

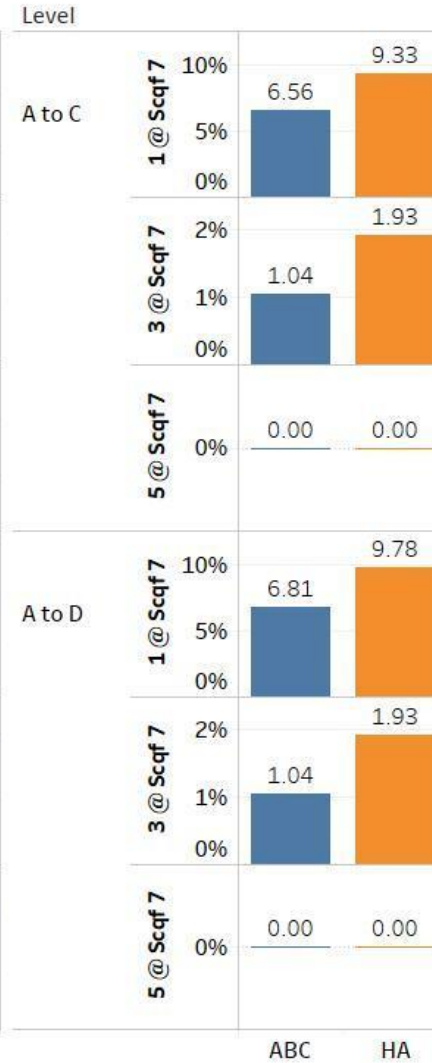
SCQF - Level 5



SCQF - Level 6



SCQF - Level 7



Pupil and staff well-being

During lockdown we introduced a number of procedures to ensure young people were safe:

School recovery guidance – hand sanitisers, face coverings, one-way system, staggered break and lunch times, different entrances etc.

Full consultation with staff associations immediately and weekly since August.

Risk assessment available to all on website

Working Time agreement – flexible time for staff

Guidance staff – making regular contact with young people who continue to remain absent

Staff Well-being group – staff group looking at staff mental health and how best to support colleagues- plan in place

Collegiate and staff development – all inputs being delivered virtually, where possible

School Improvement plan priorities – these have been reviewed to support staff workload

Covid bulletin issued weekly

SLT high visibility

Lunchtime routines for dry and wet days

Widespread signage re. distancing from staff, corridor movement, mask wearing

Supporting Pupil Wellbeing

HWB Curriculum Aug -Nov - focus on Supporting Mental Health & Resilience

Facilitation of School Health/H4U listening/counselling services - virtual and face to face

Guidance/Pupil Support contact with pupil/families - virtual where possible

Identification of 'vulnerable' pupils during lockdown. Implementation of tracking of vulnerable pupils process. Including weekly wellbeing surveys.

Creation of House Teams for each pupil/family.

Blended and home Learning

All teaching sets have a 'Google Classroom' and material is uploaded to this on a regular basis. Pupils can communicate via this resource and pupils temporarily isolating who are fit and healthy can access lesson resources. A blended 'week about' House based model is available as a contingency, should schools be forced into a limited capacity situation, with distancing and the school is in a position to deliver all courses through Google Classroom, should full closure take place at any time.

School successes

Results/Wider Achievement

Foundation Apprenticeship Developments

Youth Achievement Awards

IYP review

Contingency planning

Hermitage Academy

November 2020

Covid-19 Contingency Planning

Level	Description	Actions / Support / Solutions
1	SCHOOL FULLY OPERATIONAL <ul style="list-style-type: none"> School fully operational within normal staffing capacity. 	a) Ongoing support from central team staff as required b) School support team actively refresh supply list on a regular basis c) HT shares approved advanced contingency plans with parents/carers (eg explain how schools would utilise blended learning – for example by class/year group/house group) d) HT continues to submit weekly response detailing staff absence and current contingency level
2	SCHOOL FULLY OPERATIONAL – WITH REDUCED STAFF CAPACITY <ul style="list-style-type: none"> School fully open for all pupils and is managing to operate on a reduced staffing capacity. 	a) HT arranges appropriate supply cover b) Help available with supply list from central school support staff – argyllhouseareception@argyll-bute.gov.uk c) HT seeks permission from D Morgan (EM) for use of code 73 to cover Covid related absence cost – douglas.morgan2@argyll-bute.gov.uk
3	SCHOOL FULLY OPERATIONAL REDUCED STAFF CAPACITY – POTENTIAL RISK OF LIMITING PUPIL NUMBERS <ul style="list-style-type: none"> HT has identified the potential need to limit the number of pupils attending school due to reduced staffing capacity. Notify risk to EO/EM. 	a) HT revisits all options at level 2 b) HT makes contact with EO/EM to discuss staffing situation and identify year group/stages that would learn from home if necessary c) HTs identify issues relating to pupil access to digital devices and connectivity at home d) HT/EO/EM explore short term redeployment of staff from other establishments/teams. HOS consulted e) HT/EO/EM explore possibility of pupils attending alternative establishment in the short term. HOS consulted f) Director and Comms Team alerted to potential risk.

<p>4</p>	<p>SCHOOL UNABLE TO OPEN FULLY -REDUCED STAFF CAPACITY – PUPIL NUMBERS LIMITED</p> <ul style="list-style-type: none"> Identify and initiate rotational blended learning model maximising pupil face to face learning. Staff absent but who are able to work from home - support online learning (refer to blended learning guidance). 	<ul style="list-style-type: none"> a) HT revisits all options at levels 1-3. b) Director, HOS and Comms Team updated c) Policy Lead and Elected Members informed by Directorate d) HT use of school closure/re-opening flowchart (appendix 1) to alert all necessary contacts of partial school closure and move to rotational blended learning (refer to previously shared contingency plan at 1c) e) Blended learning model maximising pupil face to face learning established and shared with EO/EM/HOS f) HT/EO/EM actively repeat levels 1-3 in an attempt to increase staff capacity
<p>5</p>	<p>SCHOOL UNABLE TO OPEN FULLY - FURTHER REDUCTION IN PUPIL NUMBERS REQUIRED</p> <ul style="list-style-type: none"> Requirement to limit pupil numbers further due to reduction in staffing capacity or updated national guidance on social distancing. Revised rotational blended learning model maximising pupil face to face learning identified. Staff absent but who are able to work from home - support online learning using blended learning guidance. 	<ul style="list-style-type: none"> a) HT revisits all options from levels 1-4. b) Director, HOS and Comms Team updated c) Policy Lead and Elected Members informed by Directorate d) HT use of school closure/re-opening flowchart (appendix 1) to alert all necessary contacts of increased partial school closure and move to updated rotational blended learning model e) Blended learning model that maximises pupil face to face learning and meets updated local and national guidance on Covid-19 established and shared with EO/EM/HOS f) HT/EO/EM actively repeat levels 1-3 in an attempt to increase staff capacity as appropriate
<p>6</p>	<p>SCHOOL CLOSED TO ALL PUPILS AND STAFF</p> <ul style="list-style-type: none"> School closed to all pupils and staff due to further reduction in staffing capacity or updated National Guidance. Home learning for all young people supported by school staff using blended learning guidance. Welfare contact between school staff and families. Priority given to those identified as vulnerable. Welfare contact between school and staff that are at home. Potential hub support for key worker children re-established. 	<ul style="list-style-type: none"> a) HT has explored all options from levels 2-5 b) Director, HOS and Comms Team updated c) Policy Lead and Elected Members informed by Directorate d) HT use of school closure/re-opening flowchart (appendix 1) to alert all necessary contacts of full school closure e) HTs/EO/EM/HOS continue to work in partnership to ensure that home learning provision is in place and monitored effectively f) HT/EO/EM/HOS actively revisit levels 1-3 in an attempt to increase staff capacity g) All parents / carers sent contact details for support services including the Educational Psychology Service h) In the event of return to lockdown: Covid Recovery workstreams fully re-established to support schools and respond efficiently to updated national and local guidance. i) Ongoing partnership planning in preparation for return to school

Overview

Measure	15/16	16/17	17/18	18/19	19/20	% change in Roll over 5 years ¹
Roll (as at census)	1331	1296	1260	1254	1217	8.56%
Clothing and Footwear Grant (number of pupils) ³	161	151	130	139	162	
Clothing and Footwear Grant (% of number of pupils)	12.1%	11.7%	10.32%	10.87%	13.11%	
Clothing and Footwear Grant (%) - Authority Average ²	14.31%	12.98%	11.77%	14.59%	15.96%	
Free School Meals (number of pupils) ³	132	118	108	97	98	
Free School Meals (% of number of pupils)	9.92%	9.1%	8.57%	7.58%	7.92%	
Free School Meals (%) - Authority Average ²	11.2%	10.53%	9.45%	11.31%	10.75%	
Free School Meal - National Average for Secondary Schools (%) ⁴	14.2%	14.1%	14.40%	15%	Not available	

Attendance, Absence and Exclusions⁸

Measure	15/16	16/17	17/18	18/19	19/20	Range of Attendance (%) over 5 years ⁸
Attendance:						
Attendance (% of school roll)	91.62%	92.56%	92.63%	91.67%	90.83%	-0.79%
Authorised Absence (% of school roll) ⁸	5.06%	5.26%	4.82%	5.07%	6.01%	
Unauthorised Absence (% of school roll)	3.31%	2.16%	2.52%	3.24%	3.11%	
Attendance Number of Pupils (%) - Authority Average ¹	91.8%	91.58%	91.24%	90.3%	90.01%	
Attendance Number of Pupils (%) - National Average ⁹	not collated	91.2%	Not collated	90.7%	Not collated	

Measure	15/16	16/17	17/18	18/19	19/20 ⁶
Exclusions:					
Exclusion Openings - number	81	102	120	88	143
Exclusion Incidents - number	13	16	31	29	46
Number of Pupils	9	14	25	23	37

Footnotes

¹ Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2015/2016 to 2019/2020 and is not an average.

² averages based on Secondary only

³ FSMCG % based on whole school figures for session

⁴ National average for FSM taken from School Healthy Living Survey Statistics 2019

⁵ Attendance, Absence and Exclusion information is now collected on a biennial basis by Scottish Government.

⁶ Exclusion data taken from Business Intelligence – Session 2019 – EXC 6 Individual School Cumulative Report

⁷ attendance change figure shows percentage of change and is not an average

⁸ Authorised absence includes bereavement, short – term exceptional domestic situations, religious observance, weddings of immediate family. Unauthorised absence includes truancy, unexplained absence and most family holidays during term time. Attendance and absence is outlined in Management Circular 3.03.

⁹ National attendance statistics taken from Scottish Government Summary statistics for schools in Scotland.