



School Profile 2020/21

Hermitage Academy Area Committee Report November 2021

School Profile 2020/21

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

CONTEXT OF THE SCHOOL

Hermitage Academy is a six year non-denominational comprehensive secondary school, located in Helensburgh, in Argyll and Bute. The current building was completed in 2008 and provides exceptional accommodation indoors and out to meet a huge variety of needs for our ever-growing range of courses.

At census, the school roll stood at 1254 pupils (1217 in 2020). The FTE staffing complement is 91.8. The percentages of pupils accessing free school meal entitlement is 10.28%. Hermitage Academy serves a geographically diverse area, and a broad range of families in terms of socio-economic status and employment. The catchment includes both urban and rural areas and many families are also employed by the Ministry of Defence, in a wide range of occupations. Hermitage Academy has excellent links with all associate Primary Schools which are: Arrochar, Cardross, Colgrain, Garelochhead, Hermitage, John Logie Baird, Kilcreggan, Luss, Rhu, Rosneath and St Joseph's.

Hermitage Academy's curricular vision states: "Hermitage Academy aims to provide an education for all our young people which will enable them to: achieve their potential, experience success and be well prepared for life beyond school."

We are fully committed to Argyll and Bute Council's strategy, Our Children, Their Future, focusing on respect, openness and fairness. Our priorities take into account the main aims: Raise educational attainment and achievement for all; Use performance information to secure improvement for children and young people; Ensure children have the best start in life and are ready to succeed; Equip young people to secure and sustain positive destinations and achieve success in life; Ensure high quality partnership working and community engagement; Strengthen leadership at all levels.

The values of the school are summarised in "SHARE IT" – Support, Hard work, Ambition, Respect, Excellence, Integrity & Thoughtfulness. At Hermitage Academy, the priority is to ensure these are more than words and are embedded in all of our planning, research and support. In May 2021 all stakeholders participated in a School Improvement survey and feedback was gathered around the appropriateness of the current vision and values. This has identified the need for our school community to revisit SHARE IT, which we will take forward throughout the academic session.

Recognising Wider Achievement

Following the challenges of remote learning and lockdown, the school relaunched our Wider Achievement Clubs and Activities offer in September 2021. Staff, parents, carers, senior pupils and community members have worked hard to make a diverse range of activities available whilst adhering to covid mitigations.

Throughout the period of home learning, staff undertook training in several areas to upskill and improve our offer, ensuring accreditation for a variety of wider achievement opportunities.

Training opportunities:

Duke of Edinburgh Award – 8 staff at Hermitage Academy

Young STEM leader – 5 staff at Hermitage Academy and 4 staff from local cluster primaries

Youth Scotland training – 21 staff at Hermitage Academy

Mentors Against Violence – 6 members of staff at Hermitage Academy and 61 Senior Pupils

In August, a review was carried out to find out what clubs and extra-curricular activities pupils were attending both in and out with school. We have also tried to capture which activities are currently accredited. We have used the survey to identify gaps in accreditation and will look to create opportunities for staff to enable them to offer accreditation within clubs. This ensures we are working to maximise the success and achievements of our young people at Hermitage Academy.

A guide to Hermitage Academy's Clubs and Wider Achievement opportunities:

<https://docs.google.com/document/d/1mpudpCdv8aXPUURqNWl6oXKmgagT0WRq7sof9WsVqaE/edit?usp=sharing>

Accreditation opportunities in clubs and activities across Hermitage Academy:

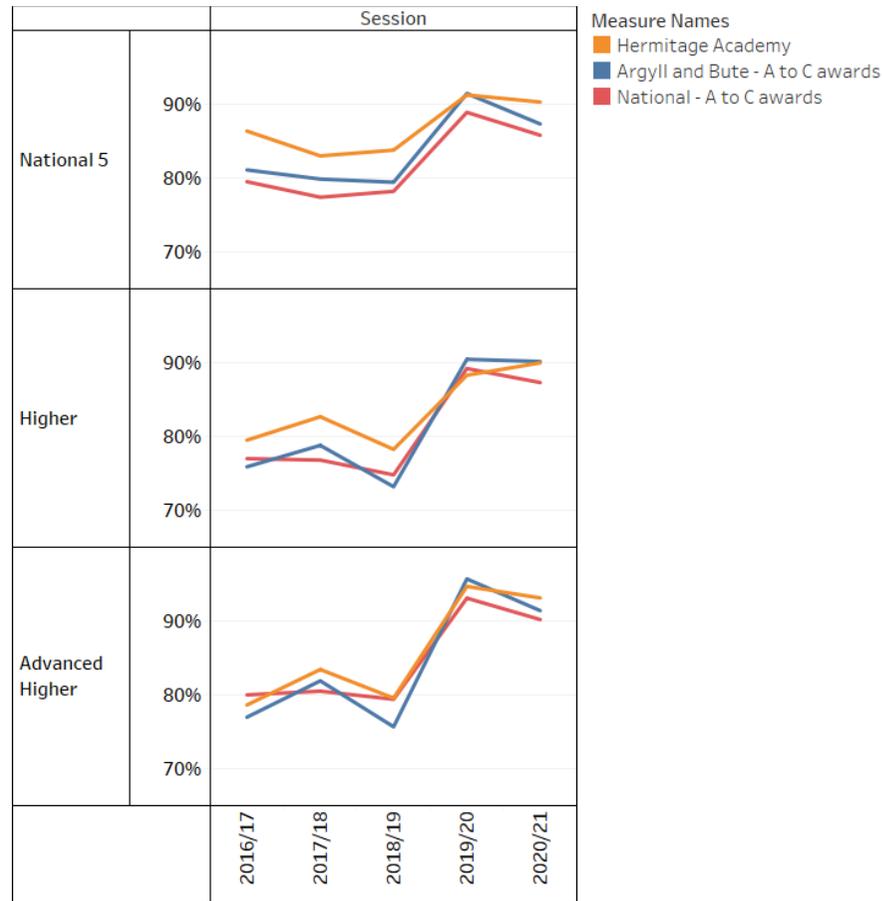
Activity	Partnerships	Ambition and Accreditation
Eco Schools Committee	Plastic Free Helensburgh A&B Education Climate Summit Surfers Against Sewage	Aiming for a Green Flag Award, A Surfers Against Sewage Award and contributing to Plastic Free Helensburgh to obtain Plastic Free Community Status. A Dynamic Youth Award for all pupils actively involved in the committee.
Rights Respecting Schools	UNICEF	RRS Gold Award. A Dynamic Youth Award for all pupils actively involved in the committee.
Young STEM Leader	Young STEM Leader Programme	Embed YSL within curriculum across science, technology and maths. Aim is to lead to SQA accreditation in Senior Phase.
Duke of Edinburgh Awards Scheme	Duke of Edinburgh Awards Scheme Helensburgh Open Awards Agency	Develop Duke of Edinburgh offer to expand year on year. Silver offer and a further Bronzed offer for 2021/22
Youth Achievement Awards	Youth Achievement Scotland	Embed in Hooked on Hermitage transition programme. Youth Scotland Award from Hi5 to Gold Youth Achievement Award
Mentors Against Violence Training	Education Scotland	Seniors working with S1 to develop understanding of positive relationships to build. Youth achievement award.
Employability SQA Award	Live Argyll	Target young people who may leave without a positive destination or may require further support to secure a positive destination. The Employability Award is offered within curriculum time to build on a young person's qualification package.
Hebridean Pursuits	Live Argyll	Target pupils from any year group who were identified as disengaged during home learning period. The aim is to continue to offer this targeted experience and award to pupils yearly. SQA Health & Wellbeing Award
Personal Development Award	Live Argyll	Continue offer of PDA during S3 yearly. Pupil Support staff undergoing training to offer the award to Senior School pupils who spend periods of time in the Pupil Support Department.

School Roll

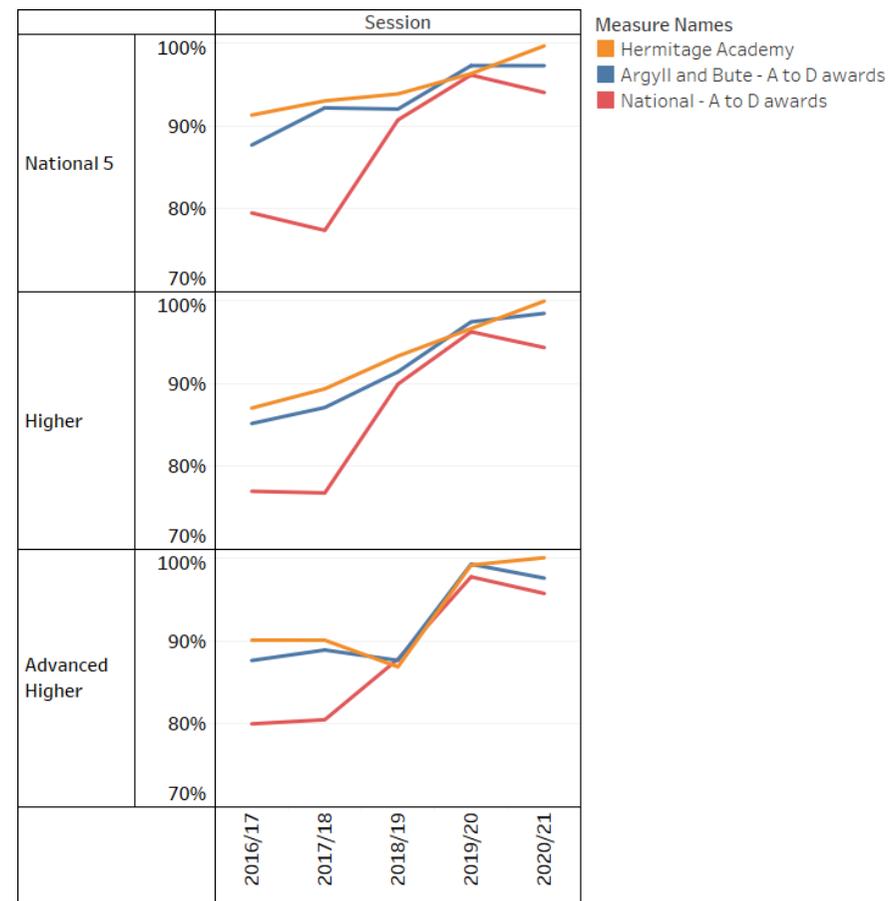
School roll as at Census	S4	S5	S6
2020/21	212	218	155

SQA Results

Levels A to C



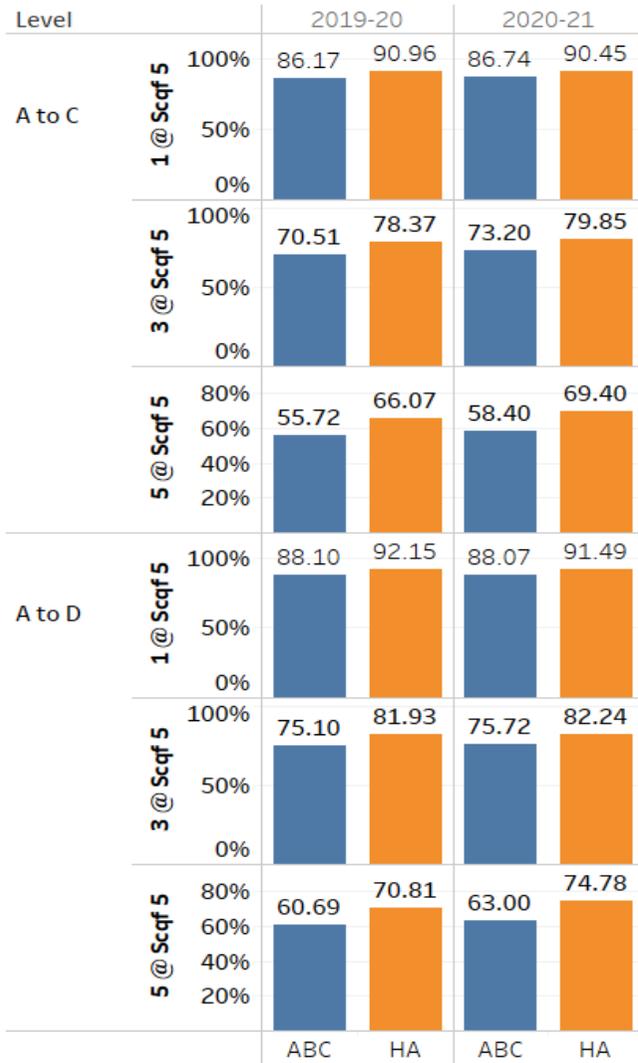
Levels A to D



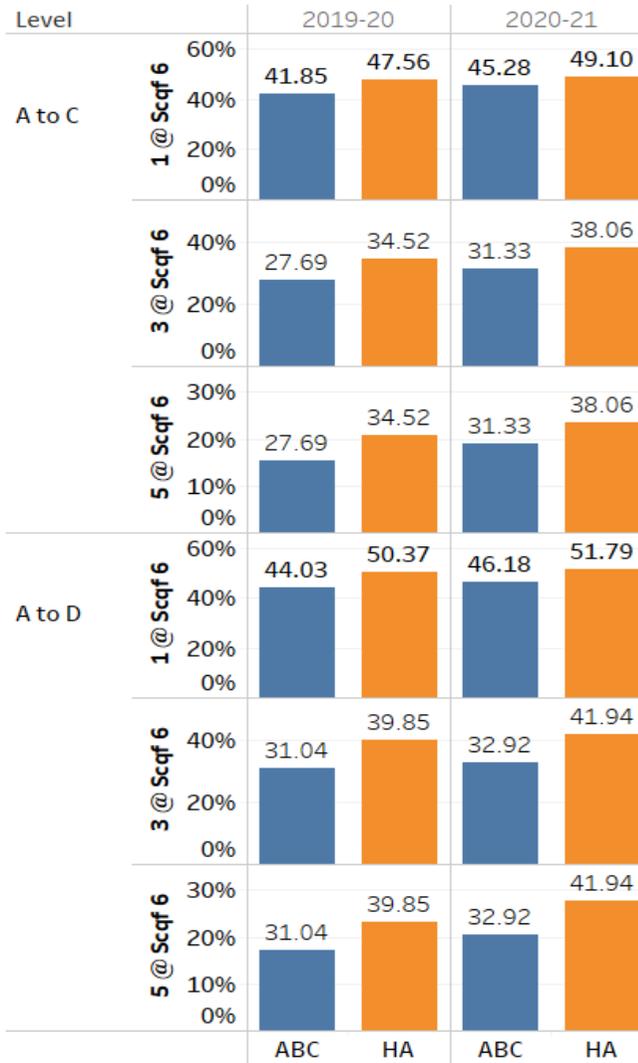
Breadth & Depth

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

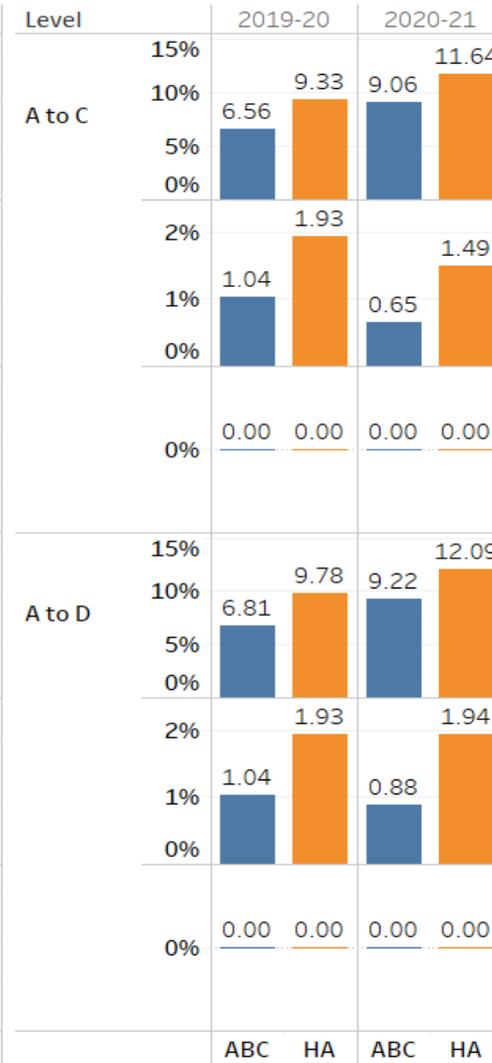
SCQF - Level 5



SCQF - Level 6



SCQF - Level 7



Pupil and staff well-being

Pupils:

The wellbeing of all of our young people has been a very high priority throughout session 2020-2021. To support positive wellbeing we implemented the following:

Health & Wellbeing online Google Classrooms were created for each Year Group, with adapted curriculum material available each week. In the BGE, there was a focus on 'Positivity' to support wellbeing during the second period of prolonged remote learning as well as developing 'Mental Health First Aid Skills' with seniors. During the months August to December 2020, we focused on 'Resilience' with S1-S3 and Mental Health Awareness with S4-S6, in order to equip our young people with the knowledge and skills to support their wellbeing throughout the pandemic.

Our Guidance staff held live H&WB sessions every week and conducted weekly wellbeing surveys/emotional check-in's to allow our young people to communicate directly with their Guidance teacher in terms of their overall wellbeing that week. This allowed Guidance staff to target support to individuals and their families who had indicated they were experiencing difficulties. Pupil support staff were in regular contact with young people who normally access support provision in school and developed individualised support for learning as well as assessing the wellbeing of our young people with additional support needs.

We continued to work in tandem with our local partners supporting wellbeing including School Health, Hear4U and Social Work Services. Many young people were supported to continue to access these services remotely.

Our fortnightly Staged Intervention meetings continued with our link Educational Psychologist, PT Pupil Support and FH WEI. Young people were referred to Staged Intervention in order for their additional support needs to be discussed and consideration given as to how best we, as a learning community, could provide further support.

The school developed a bespoke 'Engagement Tracker' that allowed us to gauge engagement across all subjects. This information allowed us to identify difficulties our young people and families may be facing regarding remote learning. Our House Teams were then able to follow up non/poor engagement to offer support as required, especially for our most vulnerable learners.

During lockdown, we operated the Hermitage Academy Hub Provision, which supported around 40 young people each day. Support was provided to access their remote learning as well as having the opportunity to participate in outdoor learning activities with Ardroy Outdoor Education.

Online sessions were arranged with the organisation Headstrong, focussing on supporting the positive mental Health for our young people. These sessions were arranged for both students and parents.

Staff:

The Hermitage Academy Staff Health and Wellbeing (*HWB*) Group was created with the aim to continue to raise staff morale, communication, develop positive relationships and wellbeing of all staff across the whole school community.

The Staff HWB Group meets at least once a month and are currently represented by seventeen members of staff drawn from a wide variety of departments across the school.

During the challenging year and a half of the pandemic the group have played an important role in keeping staff morale and spirits high, especially during the period of Online and Blending Learning. While working from home, various members from the group presented the Staff HWB Friday Focus to the whole staff cohort during the weekly Staff Google Meets. During the months of January 2021 to May 2021 the 'Friday Focus' covered: *Random Acts of Kindness, Express Yourself, Mental Health, Mindfulness, Being Active, Resilience and Health & Nutrition.*

To date, the group have implemented staff and pupil whole school initiatives (*Staff Plants, Monday Mugging, Christmas Door Competition*) the Virtual Staff Room, Staff Groups (*Yoga, Book Club, Lottery Fund, Menage*) and Staff Social Events (*Virtual Race Night, Virtual Murder Mystery, Quiz Nights, End-of-term Meet-ups*).

During the In-service day on the 29th November 2021, the Staff HWB Group organised a *Hive of Wellbeing* session for all staff to explore the themes of: *Being A Teacher In A New World, Staff Wellbeing, Managing Workload, Teacher Motivation, Relationships and Teamwork.*

Blended and home Learning

At Hermitage Academy we use Google Classroom on Glow to deliver our blended/home learning. Google classroom is an online classroom that allows teachers to upload materials, set deadlines, feedback and directly message pupils.

During our 2nd school closure pupils worked from home following their normal timetable. Live sessions were offered to pupils using Google Meet. A standardised approach was agreed with staff with senior classes (S4-6) receiving live/real time sessions for each subject they study. Health & Wellbeing lessons (S1-6) were delivered live by Guidance teachers and we added to the number of live inputs offered to BGE (S1-3) pupils whilst the closure continued.

Google Classroom continues to run alongside our normal delivery of learning & teaching. Pupils who may be ill or self-isolating can therefore access the appropriate classroom materials and tasks from home.

Contingency planning

Should the need arise, we have agreed and shared a remote learning contingency plan which builds on the provision we were able to offer during previous lockdowns. If we are unable to run our normal timetable we have a 6 stage plan with the last and final stage being a full school closure. Staff will ensure that pupils are able to follow their timetabled classes at home, gaining access to a manageable amount of work whilst gaining a set number of live/real time sessions.

School successes

COP 26

The Eco-Committee travelled to Glasgow to experience some COP26 fringe events on Tue 2nd Nov. In the morning they experience Climate Fresk, a 3-hour workshop which breaks down the scientific information collected by the IPCC and summarises it on 42 cards. Pupils collaborated in groups to put the cards in the order of cause and effect, learning more in depth about climate change as they did so. In the afternoon they visited the Gartnavel Hospitals where they experienced the Pollution Pods, a series of climatically controlled pods of five contrasting global environments where the air quality, ozone, nitrogen dioxide, sulphur dioxide and carbon monoxide levels of five cities is recreated, from the truly clean air of Tautra in Norway to the astonishing smog and pollution of London, New Delhi, Beijing and Sao Paolo. These pods accompanied Ride for their Lives, a group of hospital staff from across the UK who cycled from London to Glasgow for COP26 to raise awareness of how air pollution and climate change are causing illness and death, especially in children.

Mental Health Matters

Rights Respecting Schools: #MentalHealthMatters Before the summer holidays, we held a non-school uniform day as part of our 2021 Outright Campaign #MentalHealthMatters. We kindly asked for a donation to support SAMH, Scotland's Mental Health Charity and raised a total of £668.73. The money donated will touch people across Scotland, and transform lives in homes, schools, and SAMH services.

World Children's Day

We celebrated World Children's day in November. World Children's Day is a day to celebrate the power of children to change the world. It is a day for children by children – a day to imagine a better future for every child. Last year, registration classes were introduced to Gwendoline, Sila and Kennedy, three young people sponsored by our Bookcase Zambia project which has been unable to run due to the COVID-19 Pandemic. In order to raise funds to get these young people back into education, we held a non-uniform day on World Children's Day. The donations, along with the money raised by the Christmas concert and other donations, raised £1280 (35945 Kwacha) which allowed Gwendoline, Sila and Kennedy to return to education to continue their studies away from conflict. The money raised also paid for the young people's school shoes, bag, stationary and groceries for the year along with a further 6 young people's school fees. This year we will be celebrating and raising funds by having a Christmas Jumper Day on the 17th of December to again raise funds for Zambia in partnership with our Bookcase Zambia project.

Mentors in Violence Protection (MVP)

Since October 2021, 50 of our S5 and S6 pupils have received training and have qualified to become Mentors in Violence Protection (MVP). We already have staff trained which took place earlier in the session. Lessons for our S1 pupils, led by our S5/6 mentors have been carried out recently and has very much supported our ambition of becoming a trauma informed school as part of our nurture journey.

Outdoor Learning - Hebridean Pursuits

A group of our young people enjoyed a 4-day outdoor learning experience with the charitable organisation Hebridean Pursuits and our Community Learning partners. The young people enjoyed the variety of activities involved such as hill-walking, gorge-walking, coasteering and rock climbing. The Instructors were very impressed with the application and attitude of the young people participating. Our Community Learning partners will continue to work with the young people who successfully completed the outdoor learning experience in order to gain an SQA Health and Wellbeing Award in recognition of their efforts.

Our S2 and Senior School Sports Leaders have enjoyed a week of outdoor learning experiences focusing on developing their leadership, team building and woodland skills. The young people involved have thoroughly enjoyed being outdoors, appreciating the local nature trails around the school.

Poetry Writing Workshop

Eleven of our Advanced Higher English pupils took part in a virtual poetry writing workshop organised by the charity Never Such Innocence. Pupils were led through the workshop and the process of finding creative inspiration, getting first ideas down on paper and editing/improving on their work. The charity focuses on giving young people a voice on conflict through the medium of poetry, and has a particular focus on supporting those with family in the armed forces.

Holocaust Educational Trust's Lessons

Some of our Advanced Higher History pupils have had the opportunity to take part in the Holocaust Educational Trust's Lessons from Auschwitz Project online. They are learning and engaging with Holocaust educators and pupils from across Scotland. They will also have the opportunity to have a virtual reality visit to Auschwitz-Birkenau. In January, they will share their knowledge with the rest of the school community to commemorate Holocaust Memorial Day.

Virtual Engineering Session

In November, six of our S5 pupils took part in a virtual engineering session with an engineer from the Institute of Civil Engineering. The event allowed the pupils to gain a valuable insight into the qualifications needed to become an engineer, important skills for working in an engineering role, what is interesting about the job and what the engineer wished he knew in school to get him to his position sooner.

Weir Wise Programme

Congratulations to our S2 pupils that were selected to participate in Strathclyde University's Young WEIR-WISE Programme. The virtual programme aims to inspire and encourage female students to discover the excitement behind a career in STEM (Science, Technology, Engineering and Maths) through participation and hands-on challenges.

National Union of Journalism

Some of our staff we were lucky enough to receive training from the National Union of Journalists this year. Restrictions meant we have had to wait patiently until recently before giving our young people the opportunity to embark on this excellent training programme. A number of our pupils have now received training from the National Union of Journalists and are working collectively to further develop our communication with our community through the school newsletter.

Babcock Experience

A number of our S4 students were successful in their applications to take part in a week long virtual work experience with Babcock Clyde and Cavendish Nuclear. They all did extremely well being accepted for the opportunity as places were hotly contested. The week was split up into various sections with a group project and presentation to end the experience on the Friday. Before taking on the project task of 'Refuelling a Nuclear Submarine at a Fictitious Site' the candidates learned about what would have to be considered in a project of such magnitude. They were part of various workshops and seminars looking at sustainability, environmental considerations, project planning, finance, detail design and many more. The candidates also got the use of some advanced online CAD software to utilise when designing complex models. Throughout the week they also had the privilege of hearing multiple guest speakers talk about their area of expertise. The Navy also paid them a visit online to talk about potential career options and how they work in collaboration with Babcock & Cavendish. Further to this, the candidates took a virtual tour on a Vanguard Class Submarine which allowed them to get an insight into the magnitude and inner workings of the vessel. With their new found knowledge and understanding the smaller groups developed and delivered their presentation to a panel of guest speakers, graduates, senior leaders and the Nuclear Section of Cavendish's Chief Executive. All our candidates received their Industrial Cadets Award at Silver Level.

Focus West

We have been delighted to welcome Focus West from the University of Strathclyde into Hermitage recently. Focus West have worked with our S4 cohort to deliver a range of activities and events to encourage and prepare pupils for Higher Education at college or university. This gives our pupils time to reflect on their recent prelim experience and begin to think about opportunities open to them beyond school. Focus West have also been working one to one with a targeted group of S5 and S6 pupils to support them with the UCAS application process.

Celebration of Achievement

On Thursday 30th September, we live streamed our Celebration of Achievement Evening through the School Facebook Page. The event has been viewed more than 1200 times and a link to the recording can be found below. We would highly recommend you take the time to share in the successes of our young people: <https://drive.google.com/file/d/120W8ItMMdN9mXoWNbaIkIK0Rm0N33epc/view?usp=sharing>

Overview

Measure	16/17	17/18	18/19	19/20	20/21	% change in Roll over 5 years ¹
Roll (as at census)	1296	1260	1254	1217	1254	-3.24%
Clothing and Footwear Grant (number of pupils) ³	151	130	139	162	149	
Clothing and Footwear Grant (% of number of pupils)	11.7%	10.32%	10.87%	13.11%	12.69%	
Clothing and Footwear Grant (%) - Authority Average ²	12.98%	11.77%	14.59%	15.96%	15.45%	
Free School Meals (number of pupils) ³	118	108	97	98	132	
Free School Meals (% of number of pupils)	9.1%	8.57%	7.58%	7.92%	10.28%	
Free School Meals (%) - Authority Average ²	10.53%	9.45%	11.31%	10.75%	12.34%	
Free School Meal - National Average for Secondary Schools (%) ⁴	14.1%	14.40%	15%	15.6%	Not available	

Attendance, Absence and Exclusions⁸

Measure	16/17	17/18	18/19	19/20	20/21	Range of Attendance (%) over 5 years ⁸
Attendance:						
Attendance (% of school roll)	92.56%	92.63%	91.67%	90.83%		
Authorised Absence (% of school roll) ⁸	5.26%	4.82%	5.07%	6.01%		
Unauthorised Absence (% of school roll)	2.16%	2.52%	3.24%	3.11%		
Attendance Number of Pupils (%) - Authority Average ¹	91.58%	91.24%	90.3%	90.01%		
Attendance Number of Pupils (%) - National Average ⁹	91.2%	Not collated	90.7%	Not collated		

Measure	16/17	17/18	18/19	19/20 ⁶	20/21 ⁶
Exclusions:					
Exclusion Openings - number	102	120	88	143	168
Exclusion Incidents - number	16	31	29	46	47
Number of Pupils	14	25	23	37	30

Footnotes

¹ Please note the % change in Roll over 5 years shows the percentage change in roll figures from 2016/17 to 2020/21 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 2020

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

⁶ Exclusion data taken from Business Intelligence – Session 2020 – 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.