

Summarised inspection findings

Hyndland Secondary School

Glasgow City Council

21 January 2025

Key contextual information

Hyndland Secondary is based in the west end of Glasgow and has 25% of learners from the most deprived datazones SIMD 1 and 2 and 45% from the most affluent areas SIMD 9 and 10. The school has high proportions of young people with English as an Additional Language.

School Name: Hyndland Secondary School
Council: Glasgow City
SEED number: 8434638
Roll (2023): 1,034

Attendance is generally above the national average. In the most recent year 2023/24, the attendance rose to 93.1%

Exclusions are generally below the national average.

In September 2023, 20.8% of pupils were registered for free school meals.

In September 2023, the school reported that 35.5% of pupils had additional support needs.

2.3 Learning, teaching and assessment

excellent

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- The sector-leading learning environment of Hyndland Secondary School is underpinned by mutually respectful and caring relationships between staff and young people. Teachers know young people very well as learners and support each individual thoughtfully to achieve success in their learning. Almost all young people are highly motivated, eager to learn, and are proud to be part of their school. They demonstrate the school values and vision to 'be the best version of yourself' consistently through their daily interactions. Young people are empowered partners in their learning, with teachers. They ask their teachers questions with confidence and seek help proactively when they require it. Young people support the learning of their peers skilfully by offering guidance and advice to each other during learning. Commendably, young people understand the value of mistakes as opportunities to enhance and build on their learning. The outstanding culture across the school is helping young people to be active participants in and take increasing ownership of their learning.
- Young people are outstanding ambassadors of learning at Hyndland secondary. They represent themselves, their school and local community admirably. Almost all young people show very high levels of sustained engagement in their learning. Their mature outlook during learning is of an impeccable standard. Young people and teachers exhibit mutually the values of respect and responsibility very successfully in classes. As an example, young people understand the importance of contributing meaningfully during group work. They participate

consistently and with purpose during group and whole-class discussions. Teachers are highly respectful in return, and this enables young people to be confident in their participation.

- The headteacher has established an ethos across the school which values inclusion, children's rights and young people's sense of wellbeing. These are recognised as key drivers to young people's ability to attain and achieve. The highly effective leadership of learning provided by senior leaders, middle leaders and teachers has supported improvements in learning, teaching and assessment across the school. An example is the strategic and highly effective approaches to improving learner engagement by seeking and acting on the views of young people. Young people along with their teachers created and recently reviewed the impactful learning and engagement policy. As a result, the whole school community have a shared understanding of high-quality learning and teaching. Teachers apply this agreed approach consistently in lessons across the school. All young people have opportunities to provide feedback on their experiences of learning regularly at a classroom, departmental and whole school level. Staff implement meaningful changes based on learner's views and ideas.
- Teachers work very well together and seek to improve their practice through high quality professional learning founded in educational research. Sharing strong practice is an ongoing feature of departmental and whole-school collaborative time. Teachers plan lessons with creative and innovative approaches, for example in mathematics and in science. Trios of teachers have been working with young people and parents, to explore, share and embed high quality approaches to teaching and learning. As a result, staff collate pedagogical approaches which result in positive outcomes for learners in a whole school 'learning and engagement' catalogue. Senior leaders share the positive progress in the 'lesson study' approach with school leaders across the local authority. This ensures highly effective learning and teaching is consistently shared to support school and authority wide improvements. As a result of this work, most teachers are using approaches skilfully to promote active learning and to develop young people's critical thinking skills. Staff have identified a review of approaches to differentiated learning as their next area of focus.
- The overall quality of teaching across the school is of a very high standard. Almost all teachers have very strong classroom routines which help young people to progress in their learning. They make explicit links between prior and current learning and use well-planned, meaningful starter tasks to motivate and focus learners. A well-established visual reminder allows young people to identify the skills they will be employing and developing during learning activities. Teachers routinely discuss the purpose of learning and what successful learning looks like with young people. They regularly showcase success in learning through demonstrations or by employing learner experts to model strong examples of work. Importantly, most teachers review young people's progress towards success criteria throughout the learning and use well-considered plenaries to measure progress at the end of learning. There are very strong examples in departments of teachers working with young people to co-create success criteria to offer learners more autonomy and ownership of their learning.
- All teachers offer clear instructions and explanations and almost all use a range of skilful questioning techniques successfully to check for young people's understanding. Most teachers also use challenging questions to prompt young people to think deeply and to use higher order thinking skills. Teachers adapt the learning routinely based on young people's responses to maximise learner progress. Almost all teachers identify skilfully when they need to revisit aspects of learning or adopt retrieval practice to support young people's progress in learning. Teachers responsive planning is a very strong feature of practice. Young people demonstrate a range of important skills for learning to a very high level. These include the ability to analyse and synthesise information successfully and apply their learning in new and different contexts with increasing confidence.

- Almost all teachers provide young people with a range of rich and meaningful contexts for learning. They seek opportunities for young people to exercise meaningful personalisation and choice in their learning. For example, digital technology is very well-embedded as a tool for learning. Young people use digital devices with confidence to share their work, gather detailed feedback from their teacher, and access helpful resources to support their learning. Teachers use digital technology creatively in order to motivate and interest young people during learning.
- Almost all teachers use a significant range of appropriate and well-considered assessments to identify young people's progress and next steps in learning. Almost all departments use a balance of summative and formative assessments successfully. Senior leaders have developed a helpful assessment rationale which supports teachers to plan a range of highly effective approaches to assessment. All teachers use assessments to inform planning and interventions as part of the school approaches to planning learning, teaching and assessment.
- Teachers and young people's use of formative assessment strategies is well-embedded into the daily routine of lessons. Almost all teachers use approaches such as quizzes, self-and-peer assessment and exit passes to check on learners' understanding. Teachers use digital technology very effectively to capture evidence of classroom activities. This is helping to empower learners to know what to do immediately to close any gaps and take responsibility for their learning.
- All teachers carry out regularly planned learning conversations and this purposeful approach to high-quality discussions is a major strength across the school. Almost all young people value these discussions highly. Importantly, these focused learning conversations assist learners to identify their progress in learning, agree next steps, and agree their targets for success. Young people take responsibility for recording and logging these conversations on a digital platform. Parents comment on how helpful these discussions are to their own understanding of their child's progress. In the strongest practice, learner conversation targets are revisited with teachers to analyse their impact and inform next steps. This robust approach helps to ensure almost all learners feel they are supported to understand their progress and to achieve the best possible outcomes.
- Teachers use national Benchmarks carefully to widen the range and style of approaches to assessment. High quality professional learning for all teachers ensures a shared and clear understanding of the principles and purposes of assessment. This has increased creative approaches to assessing progress and almost all learners respond well to the wide range of activities planned by their teachers.
- Commendably, senior leaders have facilitated impactful moderation opportunities for all teachers to collaborate internally and externally. Teachers across all departments use collegiate time very effectively to moderate at departmental and whole school level. In a number of departments, teachers work with staff in the associated primaries to engage in effective collaborative working. They plan learning, teaching and assessment and moderate against national standards to improve children and young people's learning journey. This is helping teachers to gather important data to support young people as they transition into high school. Almost all teachers provide reliable and consistent professional judgements of progress in the broad general education (BGE) through the range of moderation activities undertaken. Senior leaders should continue to facilitate moderation opportunities to support the progress and attainment of young people throughout the BGE.
- Senior and middle leaders have established robust and well planned whole-school approaches to planning, tracking and monitoring in both the BGE and the senior phase which ensure young people make very good progress in their learning. Each department has their own valuable

approach to track learner progress. Senior staff provide departments with clear information to ensure learners who may experience additional barriers to learning are identified and supported timeously. Teachers tailor classroom approaches to provide additional targeted support, such as careful pairing of learners, additional feedback and learner conversations, further scaffolding to support progress and continual adaptations to planning. This supports staff to meet learners needs individually, suited to each person's specific needs.

- Teachers' plans are clear, well planned and coherent. They reflect very effective use of BGE experiences and outcomes and assessment approaches against the national benchmarks. In the Senior Phase, whole-school approaches to planning are supported by ongoing self-evaluation and use of data to inform next steps. This is enabling young people to have a very good understanding of their progress and next steps. Continual dialogue with learners informs both short and long-term teacher planning. Almost all departments use assessment evidence strategically to inform long-term planning.
- Teachers and pupil support staff communicate very well to ensure learners who require interventions are identified and supported timeously. Teaching and support staff work seamlessly to ensure young people receive targeted and individualised interventions. These interventions make very good use of school resources as well as partnerships to increase engagement, support learning and improve outcomes. Pupil Support staff have a lead role in supporting teachers and learners to raise attainment. They undertake on-going analysis of progress data and communicate clearly and effectively with all stakeholders to intervene successfully.

2.1 Safeguarding and child protection

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, children. In addition, inspectors examined a sample of safeguarding documentation. At the time of the inspection, there were no identified areas for development.

3.2 Raising attainment and achievement

excellent

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

The headteacher and staff at all levels have created a culture of high ambition and aspiration. All young people are encouraged and supported to achieve to their full potential. Staff work very well together to create a culture of empowerment which enables young people to take responsibility and lead their learning. The school ethos fully reflects how excellence in learning, teaching and achievement should be. This is enabling an outstanding school experience for young people.

Attainment in literacy and numeracy

BGE

- Young people attain exceptionally well in literacy and numeracy and sustaining these high standards over time. In 2022/23, almost all young people achieved Curriculum for Excellence (CfE) third level or better in both literacy and numeracy. This high level of achievement has been sustained between 2021/22 to 2022/23. Almost all young people achieved fourth CfE level in literacy and numeracy.
- Aspects of outstanding practice in primary to secondary transition result in continuity and progression in children's learning. Teachers in English and Maths at Hyndland work effectively in 'trios' with other schools across Glasgow City. Leaders of literacy and numeracy also look outwards to share good practice and moderate with schools nationally. This is having a significant impact on understanding standards that allows for seamless progression.
- Staff offer very well-planned programmes of targeted interventions for young people who require additional support to work towards achieving expected national levels of attainment. These are helping to ensure that almost all young people achieve expected national levels of attainment.

Senior Phase Leavers

Literacy

- Almost all young people leaving school between 2018/19 to 2022/23 attained literacy at SCQF level 5 or better with most achieving SCQF level 6. Over the same time period, the school is consistently performing significantly higher or much higher than the virtual comparator (VC) for the percentage of young people leaving with literacy at SCQF level 6.

Numeracy

- Most young people who left school between 2018/19 and 2022/23 attained numeracy at SCQF level 5 or better. This is generally significantly much higher than the VC. A minority of leavers

achieved SCQF level 6 in numeracy which has been significantly higher or much higher than the VC in three of the last five years

Cohorts

- As young people move through the school, they are consistently achieving sustained high levels of attainment. Performance at SCQF level 5 or better and SCQF level 6 is consistently significantly higher or much higher than the VC over the last five years, 2019/20 to 2023/24.

Attainment over time

BGE

- Young people are attaining very well in all curriculum areas and sustaining these high standards over time. In the BGE, the school collates data for all subjects showing the percentages of young people achieving the third and fourth curriculum levels.
- By the end of S3, almost all young people are achieving third CfE level or better in all other curriculum areas outwith literacy and numeracy. Rigorous whole-school systems of monitoring progress and attainment through the BGE is also helping to ensure that subject and pastoral staff support young people who may be at risk of underachieving very effectively.

Senior Phase

- Based on average complementary tariff scores, the school is sustaining very high outcomes for the lowest attaining 20%, the middle 60% and the highest 20% as they leave school. Over the last five years from 2018/19 to 2022/23 the school has sustained higher and significantly much higher attainment than the VC for the middle 60% and the top 20%. Performance for those young people with additional support needs is consistently above the VC and national average.
- As young people move through S4-S6, based on complementary tariff scores, performance remains at a high level, reflecting the very strong attainment of young people in the senior phase.
- As young people move through the school, based on complimentary tariff scores, the lowest attaining and middle attaining young people achieve higher and much higher than the VC for the past five years. The highest attaining 20% have had a strong five year pattern of higher and much higher than the VC by the time they reach S6. This is an exceptional performance by young people from the school.

Breadth and depth

- Young people have attained exceptionally well in the senior phase over the past five years.
- Breadth and depth measures are very strong across all levels. Young people are achieving very well across the stages. This is a significant area of strength for the school. Senior leaders placed a focus on looking closely at career pathways to plan individual curriculum journeys. They recently evaluated the need for widespread presentation at SCQF level 7, and decided this was not necessary for many learners and not required for Higher Education for many. Staff evaluated the breadth and depth of learning across level 6 and as a consequence introduced new courses, for example in politics and economics, as an alternative.
- At S4, there are very high standards of attainment being consistently sustained at SCQF level five or better over time. The percentage of young people attaining National Qualifications at SCQF level 5 or better, including top quality passes, for one or more to seven or more courses is significantly higher or much higher than the VC. Performance at this level is exceptional.

- By S5, the school is sustaining exceptionally high performance. The attainment of young people at SCQF level 6C or better, including top quality passes, for one or more to five or more awards is higher and significantly much higher than the VC for the last five years from 2019/20 to 2023/24. Senior leaders should proceed as planned to review attainment by S5 at SCQF level 6 or better.
- By S6, young people achieve to an exceptional level. The percentage of young people attaining SCQF level 6C or better, including top quality passes, for one or more to 6 or more is consistently significantly much higher than the VC for the last five years. At SCQF level 7C or better, young people's performance is consistently higher or much higher than the VC.
- In almost all subject areas, young people are performing much higher than national comparators and high quality passes are a notable strength.

Achievements

- The well planned achievement programme boasts over fifty clubs and activities across the school week. The majority of clubs are led by young people in partnership with their teachers. Participation is tracked closely by senior leaders. The tracking informs and highlights non-participation and any potential barriers to participation. Staff intervene to support alternative options where possible. The Fresher's Fayre and Refreshers Fayre ensures that young people engage and reengage with different activities across the school year. As a result, almost all young people are engaged in a club or group activity.
- Almost all young people demonstrate a broad range of skills by participating in an extensive programme of wider achievement. Through a wide range of engaging partnership working and school based initiatives, young people are empowered to achieve a wide range of accredited awards and leadership experiences. This is offering young people an outstanding experience.
- Young people are achieving exceptionally well in the cultural, drama, musical and sporting activities on offer developing significant skills in confidence, communication and life skills. Young people are involved actively in the local community through their work with local foodbanks, 'Befriending in the Community' and assisting in litter picks. Young people lead charity drives for Beatson Cancer Scotland and 'Refuweegee'. Young people take responsibility and leadership during these activities and as a result, make highly effective contributions to the school and community.
- Staff actively seek out impactful partnerships to support wider achievements. Charities such as the Rangers Foundation, Glasgow Life and FARE, support learners to participate in a wide range of opportunities, experiences and qualifications. Additionally, partnerships with Active Schools and Rugby not only benefit the programme, but now play integral roles in the curriculum and leadership development. As a result, partners play a critical role alongside school staff in ensuring strong outcomes for young people. Staff track carefully the skills developed by young people as a result of these activities.
- Hyndland Secondary's Duke of Edinburgh's Award is recognised by the national body as a flagship programme. Ranging from bronze to gold across S3-S6, young people are able to articulate their skills progression and identify the core benefits of the volunteering activities. Hyndland Secondary was the first school in Glasgow to achieve the Rights Respecting Schools (RRS) Gold Award. The sector leading work involved in gaining the award has impacted significantly on the life of the school community, and the continuing practice of teachers and schools across the city. Young people talk confidently about their experiences developing their leadership and organisational skills.

- The school regularly celebrates the achievements of young people. Over 350 young people were recognised at the annual awards ceremony, whilst regular celebration assemblies highlight the achievements of those excelling in class and in a range of sporting, cultural and musical activities both in and out of school. Parents speak very highly of the excellent opportunities for achievement offered to their young people.

Equity

- Staff use the Pupil Equity Funding very well to support key interventions for learners experiencing additional challenges. These are taken forward through highly effective partnerships with third sector organisations including FARE and the Rangers Charitable Foundation. These partnerships increase engagement, attendance and attainment of young people experiencing barriers to learning. An integrated approach to supporting learners and families across a range of key staff ensures timely, effective and creative interventions leading to improved outcomes for learners. Young people across all Scottish Index of Multiple Deprivation (SIMD) deciles achieve more than those from similar backgrounds nationally.
- The inclusive culture which has been fostered by all staff assists learners in accessing support to reduce the cost of the school day. Barriers to participation are removed for the most disadvantaged learners within a culture of sensitive and highly responsive universal support.
- Staff in leadership roles co-ordinate a wide range of additional supports to enhance the attainment and achievement of learners. This includes access to coaching and mentoring, additional study support, study weekends and curricular flexibility to undertake bespoke courses and qualifications. Learners with the most need who have English as an Additional Language receive specialist input and all teachers have access to professional learning and support strategies to meet the needs of these learners. This is resulting in positive attainment outcomes for these young people.
- Strong relationships between staff and learners requiring additional support ensure interventions are successful. As a result, attendance has increased and attainment for learners in quintile one is consistently above the national figure. The highly individualised and bespoke supports planned for learners assists in removing barriers and improving outcomes. Senior leaders should continue to ensure that the analysis of cohorts of learners who may experience disadvantage continues to inform self-evaluation to inform future action.
- Equitable approaches and very successful partnerships are increasing engagement in the curriculum. Strong relationships between school staff, key partners and young people help empower young people to undertake new experiences and increase aspirations. This is helping to increase positive destinations for leavers, which have been consistently above the VC for the last three years. In 2021/22 and 2022/23 all young people moved into positive destinations.
- Senior leaders have developed highly effective systems to monitor and improve attendance. The Hyndland Attendance Tracker is used on a weekly basis by senior and pupil support staff to identify young people and families requiring additional support. There is a positive and supportive approach to removing barriers to attendance. The relentless focus on improving attendance has assisted the most vulnerable learners to increase their engagement in learning.
- School attendance is higher than the national average. The headteacher and staff reflected on how to improve pupil attendance following the COVID-19 pandemic. Following self-evaluation and reflection, staff decided that the approach of sending letters home and warnings about impacts of missed school, were ineffective. Staff agreed that the approach should now reflect school as a place that all young people want to be. They adopted a positive solution focussed

approach. As a result, attendance is now higher than local and national figures. Young people also attend voluntarily, in large numbers, for classes on Saturday mornings.

Practice worth sharing more widely

Mathematics Department- approaches to learning and teaching.

The mathematics staff team work very well together to reflect and consider how to make maths exciting. The inclusive and supportive culture established and led by the principal teacher, results in teachers who work in partnership with young people to support an exciting and innovative learning environment. Teachers plan learning carefully to make sure they meet the needs of learners very well. Starter tasks are used very effectively to link previous learning with the intended outcome of the lesson. Staff have embedded collaborative learning in daily practice and young people fully embrace this as part of their learning. Pedagogical approaches are innovative, leading to regular opportunities for young people to take responsibility for, and lead, their own learning. Strategies such as 'silent teacher' and 'ask the expert' are used regularly to bring mathematics to life for learners.

Young people are confident in seeking advice from staff and are well supported in their learning. Assessment is used very effectively to inform and enhance learning and teaching. Strong moderation processes and analysis of assessment outcomes allow any gaps in learning to be quickly identified and addressed. Robust tracking and monitoring systems are in the place which support young people's attainment to continue to improve. Young people across the school love mathematics.

Science Department – approaches to learning and teaching

All staff in the science department work very collaboratively to ensure learner views are integral to the lessons. Teachers use creative approaches in practical work enabling young people to learn in ways that motivate and engage them fully. Lessons are designed to reflect a contextualised approach and deliver challenging high expectations of learners. Young people with additional needs are well supported. The science monitoring and tracking system is rigorous and highly effective. This ensures every young person is supported and challenged at a pace that suits their individual needs. As a result, young people say they enjoy science, they are learning to be scientists and the success rate across the department is very high.

Explanation of terms of quantity

The following standard Education Scotland terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.