



# Follow-through Inspection Report

## Hyndland Secondary School

March 2007

### **The Inspection**

Following their inspection of the school in January 2005, Her Majesty's Inspectors of Education (HMIe) published a report in May 2005 on the key aspects of education provided by Hyndland Secondary School at all stages.

The report judged the indicators of quality on a four-point scale and all were either Very Good or Good.

Working with the education authority, the school prepared an action plan indicating how they would take forward the key strengths of the school and address the points for action identified in the published report.

Members of the Education Improvement Service visited the school at various stages since the publication to support the school and also assess the extent to which the school was continuing to improve the quality of work and to evaluate progress made in responding to the points for action.

### **Continuous Improvement**

The school has addressed the points for action very well. Working with staff, the Headteacher had responded to the report with very effective leadership by establishing and following a comprehensive and well-structured action plan.

A cornerstone of the school approach was a clear vision to engage all staff in the process of collegiate participation in planning for improvement and build on their commitment to the school and the needs of their pupils. Seven working groups made up of staff took forward key issues identified for development within the school. A representative from each group, along with senior managers formed the new School Improvement group that oversaw the actions to address the action points.

At the end of the session in which the inspection took place the performance of the school in national examinations continued to be above the national average. This was also the case in 2006 when the most notable improvement was the attainment of pupils in their fourth year and by the end of their sixth year

Support for pupils, commended in the report, had been enhanced. A new PT (Pastoral Care) has been appointed since the inspection. The School Counsellor service has been extended and a school nurse Drop-In facility had been introduced. The Tutor system and pupil-mentor programme have both been extended, as has pupil support assistant provision. Health Development and Employability and Enterprise Officers have now been appointed.

Opportunities for wider achievement by pupils included

- Drama projects
- Eco-schools project
- Duke of Edinburgh awards
- Fair Trade
- The Fulcrum challenge
- Scottish Space school
- The Mark Scott Leadership for Life Awards Scheme.

The extensive 'out of school hours' activities programme had been expanded by an increase in the number of options and places on offer. This provision was further augmented through joint working with a local sports club that uses the school facilities.

Provision for a continuing element of religious and moral education and physical education for all senior pupils was being addressed through planned curricular events, enhancement of the senior assembly programme, including input from the school chaplain, and broadened opportunity for all to engage in sports activities.

Further developments were being planned for implementation as the school moves towards a revised school week structure, in line with Glasgow City Council policy.

Overall the school has demonstrated a clear ability to sustain improvement and has met almost all the main points for action outlined in the HMIe report of May 2005.

## **Progress Towards the Main Points for Action**

The initial inspection report identified four main points for action. This section evaluates the progress made with each of the action points and the resulting improvements for pupils and other stakeholders.

### **Main point for action 1**

#### **Develop further the arrangements for evaluating the effectiveness of learning and teaching and the curriculum.**

*This recommendation has been met*

One of the seven working groups established by the Headteacher considered the monitoring of learning and teaching within the school. This group has provided effective feedback to the Headteacher and his Deputies.

The monitoring of classroom practice has now been extended within a calendar of visits agreed with staff. Principal Teachers (curriculum) are engaging in a more structured monitoring of classes within departments/faculties. A parallel programme for Principal Teachers (Pastoral Care) to monitor PSE has also been established.

Monitoring of feedback from pupils through evaluations of courses and classes taken have provided both Senior and Middle management as well as other staff within the school with valuable information on the effectiveness of classroom practice. Additionally all staff have the opportunity now to shadow pupils and visit other classes.

Pupils, through the re-structured pupil council (chaired by senior students) have greater opportunity to contribute to evaluation of all aspects of school life and work. The introduction of a centrally located suggestion box (The Voice Box) has enhanced this provision.

In S1 the pupils and parents have been formally consulted on their views regarding the overall quality of learning, teaching and the curriculum. These views have informed developments regarding progression into S2.

The process of more regular monitoring has enabled good practice to be both identified and also spread to all teaching staff to impact on pupils' learning.

### **Main point for action 2**

#### **Establish and implement clear strategies and action plans for improvement, including raising standards of performance of lower attaining pupils.**

*The school has made good progress in meeting this recommendation*

As stated earlier the school has established a good planning tool in the form of the Action Plan. The school has now employed an electronic system for tracking pupil performance as they progress through the school and development of this is ongoing.

Attendance monitoring procedures have been reviewed to allow earlier and targeted intervention by the Education Liaison Officer and Pastoral Care staff.

Additionally three of the working groups referred to in section 2 have had a specific focus on this action point. The three groups have considered a. Raising Attainment and Achievement; b. Pace and Challenge in S1/S2 and c. Formative Assessment.

A range of strategies for raising attainment and achievement (particularly for lower attaining pupils) has been disseminated across all curricular areas.

The school has reviewed the subjects offered to younger pupils in their first two years. Setting has been extended to French in S2 and Drama is now made available in S2. In response to consultation with parents, pupils and staff, changes to address issues of Pace and Challenge, Attainment and Achievement (specifically in S2) are being finalised for implementation in session 2007/8.

Staff in English and Mathematics have undergone training in “Teaching for Effective Learning” and have shared good practice with other colleagues.

ICT facilities have been extended through the Education Services ‘re-fresh’ programme in addition to the school funded provision of LCD projectors in all teaching areas. Interactive board provision has also been extended and these factors have resulted in the more effective use of ICT.

Science staff are undergoing training in CASE (Cognitive Acceleration through Science Education) and will introduce this to S1/S2 classes next session.

Within the context of an “Assessment is for Learning” approach to raising attainment, formative assessment strategies have been adopted across all subject areas and staff continue to share and embed good practice.

Improvement examples at subject level include: in Mathematics new schemes of work including time-plans have been adopted. The Principal Teacher interviews pupils twice during their Intermediate 1 and Intermediate 2 courses to ensure they are working at the most appropriate level. In History, staff have analysed all teaching programmes and identified opportunities for pupils to engage in paired, group and/or class discussion.

In all of the above the focus has been to impact positively on pupil attainment and achievement and early evidence indicates good progress to date and provides a basis for continued success and improvement.

### **Main point for action 3**

### **Involve staff more fully in discussion and decision making about plans for improvement.**

*This recommendation has been met*

As stated previously, the formation of working groups has involved the whole staff and ensured all staff feel part of the decision making process. These groups were intentionally made up of staff from a range of curricular areas and experience in order to allow a spread of views and ideas. Expressed preferences of staff were also given priority. A wide range of strategies has resulted in an increased feeling of a single purpose within the staff. These approaches have included:

- A detailed survey of staff views on the report.
- Consultation with all staff on the structure and content of the Action Plan.
- Giving working groups a high degree of autonomy.
- The adoption of recommendations made by the groups.
- Communications made electronic where possible (one of the groups considered internal communications as their task) thus allowing access to all staff.

- Senior managers working closer with Principal Teachers and staff in their subject departments. This strategy has helped realise the concept of the School Management Team.
- The engagement of a consultant as part of a staff leadership development programme.

As part of on going planning for improvement, the Headteacher had raised awareness, within the school management team, of the quality exemplars from the document “ The Journey to Excellence” (HMIE 2006). This approach which has also included the descriptors and pointers for improvement within “Improving Scottish Education” (HMIE 2006) makes particular emphasis on leadership at all levels in the school.

**Main point  
for action 4**

**Improve aspects of Health and Safety procedures identified during the inspection.**

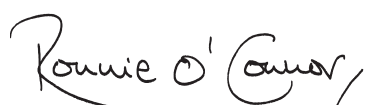
*This recommendation has been met*

The School Business Manager and SMT have liaised with the Facilities Manager who maintains the school building to ensure compliance with the recommendations on security. Similarly, signs within the school to ensure Health and Safety rules are complied with have been surveyed and renewed where appropriate.

**Conclusion  
and Next  
Steps**

Overall the school has made very good progress towards meeting the main points for action and has a strong commitment to securing further improvement.

The plans by the school to evaluate learning, teaching and the curriculum will be subject to regular review by the Education Improvement Service. Similarly, an annual analysis of performance in national examinations by Education Services Directorate maintains a check on the effectiveness of improvement strategies.



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