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**Hyndland Secondary School  
School Improvement Plan – Session 2024-2025**



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# HYNDLAND SECONDARY SCHOOL

Created by @ImpactWales



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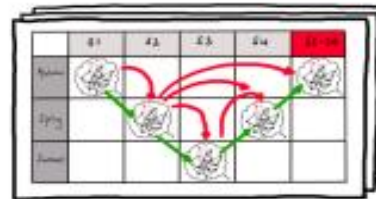
To improve the quality of learning experiences for all young people.



Using evidence-based research and strategies to help inform practice.

Using 'Lesson Study' to improve pedagogy, focussing on differentiation.

To improve our attainment, achievement and inclusion commitment through our curriculum offer.



Use SQA and SCQF partnerships to audit existing courses and identify best pathways

Young people will have a curriculum which has a strong focus on developing the skills for learning, life and work.

To improve our approaches to health and wellbeing and promote positive relationships.



Promote Nurture principles to help young people grow, maintain and develop positive relationships.

The 'For a Fairer Future' Your Voice Matters Manifesto to look after ourselves and others.



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## School Improvement Planning Session: 2024-25

<b>School</b>	<b>Hyndland Secondary</b>
<b>Learning Community</b>	<b>Hyndland Learning Community</b>
<b>Link Officer</b>	<b>Louise Ballantyne QIO</b>
<b>Head of Service</b>	<b>Jean Miller</b>
<b>School Roll</b>	<b>1030</b>
<b>Attendance Rate</b>	<b>93.17%</b>
<b>Pupils affected by the poverty related attainment gap</b> (employment, income, housing, health, access to services, education, crime), covid & other forms of poverty not listed <b>OTHER</b> – Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above.	
<b>PEF allocation 24-25: £86,000</b>	<b>SIMD Quintile 1 (25.9% and 267)</b>
<b>Carry Forward: £6,000</b>	<b>SIMD Quintile 5 (43.58% and 448)</b>
<b>Total Allocation 24-25: £92,000</b>	<b>Other 38% with 1 or more ASN</b>
<b>FME (278 and 27 %)</b>	<b>Total No Pupils 1030</b>
<b>Grand Challenges 2023-26</b> ( <i>Grand challenges are the long-term strategic changes you intend to achieve i.e 'to improve attainment in literacy'</i> )  To improve the quality of learning experiences for all young people To improve our attainment, achievement and inclusion commitment through our curriculum offer To improve our approaches to health and wellbeing and promote positive relationships	

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Challenge: To improve the quality of learning experiences for all young people						
Mission: Use evidence-based research and strategies to help inform practice					Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
All staff will collaborate and participate with the Hyndland Learning and Engagement catalogue/ policy and the interactive tools presented in this to improve learner experience.	There will be continued improvements in learning and teaching experiences building on the increased collaborative learning experiences last session Across the school, almost all learners will experience the principles and fundamentals of the Learning and Teaching Policy. All Departments will have a standing item of Learning and Teaching on their Departmental Activity where discussion of pedagogy is encouraged, highlighted, shared and discussed.	Learning and teaching policy quality assurance evidenced in visits by SLT, PTs and Trios Stakeholder Audits Focus groups of young people Parent walks	G Kearney L McGunnigle M McGuire C Ryan J Stewart	October 2024 January 2025 May 2025		
The 'lesson study' will be re-established (following a successful session in 2023/2024) and explored further in trio groups. This will be protected and form the basis of the whole school activity for the session 2024 2025. The Learning & Engagement lead group will guide/direct this. We will establish a new focus of differentiation through a literacy and numeracy focus, responsibility of all. We will also use the support and expertise from Learning community colleagues	There will be continued improvements and an increased focus in differentiated approaches in all classrooms through the use of the Power up your pedagogy and GCC pedagogy tools. Learners will experience tasks that will be varied and provide accurate insight into learner understanding and learner approaches.	Learning visits by SLT, PTs and Trios Stakeholder Audits Focus groups of young people Parent walks ASN overview	G Kearney L McGunnigle M McGuire C Ryan J Stewart Learning Community Colleagues	October 2024 January 2025 May 2025		
All staff will contribute to the digital award criteria and will work to improve confidence in their use of the digital tools to advance learner experience, This will have particular reference to the quality of our feedback to young people.	There will be continued improvements in digital learning, digital literacy, digital jotters and our use of teams. All learners will be supported and understand how to move their learning forward.	Implementation and quality assurance of the digital policy Feedback from learners and staff	A Furniss J Gillies G Mullin J McFarlane L Forrester Digital Strategy group	October 2024 January 2025 May 2025		
All staff will be involved in clearly defined opportunities for departmental and whole school moderation and assessment	There will be improvements in approaches to moderation and assessment. Assessment data will be used to inform planning for learning and teaching	Improvements in all measures related to insight Improvements in the monitoring and tracking data of the BGE	V Letford C Hayes Moderation and Assessment group	October 2024 January 2025 May 2025		
December Check Point: Evaluative Comments						

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Challenge: To improve our attainment, achievement and inclusion commitment through our curriculum offer						
Mission: Use SQA and SCQF partnerships to audit existing courses and identify best pathways					Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
All staff will be involved with the Scottish Credit and Qualifications Framework Partnership in order to promote learner pathways and subject progressions work within their subject area.	Using our partner agencies and our internal networks to work on increased opportunities for vocational learning experiences and curriculum pathways	SCQF Ambassadors will be in place. They will be visible in the community including parental events. All subjects will have a clear, consistent options process and subject progressions will be presented as Learner pathways. <i>There will be a commitment to diversifying the curriculum and a commitment to an evolving, adapting and pupil focused curriculum</i> We will have trained Barista students and our own version of the Hyndland Café	C Hayes, G Mullin Middle Leader team Partners including FARE, Glasgow Life, Rangers Foundation	October 2024 January 2025 May 2025		£46,000
All staff will be focussed on supporting the S4 cohort and a particular focus on the lowest 20% of learners in this cohort.	There will be a mentoring focus for our S4 cohort with a study skills protected focus. There will be training for S6 Ambassadors and colleagues trained mentors	Improve attainment (based on prior tracking) of the S4 cohort at L5 with particular interventions of SIMD 1 & 2 All learners will make improvements from their previous tracking	K Samuel G Mullin T Greer SLT	October 2024 January 2025 March 2025		
All staff will be involved in the universal offer of wider achievement, links with the community and the use of real-life contexts in learning.	There will be a commitment to our universal offer of wider achievement programme across the timetabled opportunities and a commitment to developing wider curricular experiences.	There will be accreditation opportunity for pupils. Improved engagement in the life of the school through high level of participation. Secure 100% +ve destinations	V Letford L Forrester SDS DYW Role	October 2024 January 2025 May 2025		
All Staff will fully embed the existing Skills framework across the curriculum to develop children and young people's skills for learning, life and work.	Lessons across all subjects will use the skills framework as a reference, consistently and appropriately. This will be evident in lessons and young people will be able to refer to them. Rights Respecting Schools & Personal and Social Education discreet classes will explore further contributions to the community & industry.	Young people will have a curriculum which has a strong focus on developing the skills for learning life and work.	Partners including SDS	October 2024 January 2025 May 2025		
December Check Point: Evaluative Comments						

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Challenge: To improve our approaches to health and wellbeing and promote positive relationships						
Mission: Use the Nurturing principles, all behaviour is communication, restorative approaches and a manifesto for a fairer future to help young people grow, maintain and develop positive relationships					Costs	
Commitments(sprint)	Expected Outcomes	Measures of Impact	Lead Responsibility	Target Date	Core	PEF
The Pupil Leadership groups and Rights Respecting steering groups will base our school improvements around the manifesto 'For a fairer future' Your Voice Matters	There will be a focus on <i>equalities, learning about prejudices and rights</i> through House Assemblies and through PSE. There will be a coherent cultural calendar and map supporting, celebrating and <i>embracing diversity and encouraging own identities</i> .	The draft Race Equality Policy will become policy across the school community. The policy will cover <i>race, class, gender and other social identities</i> There will be a successful audit and review of equalities in all areas including <i>core subjects</i> .	Pupil Leadership group K Samuel & T Squire PC Bell L Edgerton & J Stewart Anti Racism group LGBT group	October 2024 January 2025 May 2025		
All staff and young people will be involved in the SAMH partnership Wellbeing and resources. They will be supported to consider what self-care they can introduce into their lives.	There will be Mental Health training for all staff with partners SAMH. SAMH and Action for Children resources will be used for young people. This will provide an understanding of the importance of self-care and self-compassion. Mental health and wellbeing, and the importance of looking after it will be prioritised for all of the community. There will be a focus on the many strands of self-care and the SAMH <i>5 Ways to Better Wellbeing</i> .	Staff and young people will be invited and resourced to take part in guided mindfulness activities. Staff and young people will have useful sustainable mindfulness tools for every day but also during times of stress. Mental Health Ambassadors will be in place with targetted input to PSE	L Edgerton W Black	August 2024 January 2025 May 2025		£2200
All staff and young people in our community will continue to consolidate the UNCRC incorporation and share the commitment to the Rights of young people in ensuring that children's rights are recognised, respected and upheld.	<i>All young people continue to understand their rights and the rights are upheld by the school community</i>	We will review and secure our evidence for the reaccreditation of the Rights Respecting schools Gold Award. We will continue our commitment to Rights education.	J Stewart RRS team	September 2024 January 2025 May 2025		
All staff will be involved in the celebrations and rationale for celebrating success through the Rewarding Positive Relationships and Involvement in the life of the school	We will foster a culture of positive relationships through a reward system where staff have the opportunity to reward young people for consistently demonstrating our school values and for striving to be the best version of themselves through our tracking systems.	All young people will understand the rationale for celebrating success and work towards being the best version of themselves.	Promoting positive relationships group L Forrester J Lake A Furniss	August 2024 January 2025 May 2025		
December Check Point: Evaluative Comments						

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Please use the space below to note any other improvement action initiated in previous years which are continuing to be focus on the coming year but not your identified priority for 24-25.

Grand Challenge	Area of Focus	Quality Indicator
To improve our approaches to health and wellbeing and promote positive relationships	We will continue the training and principles of All Behaviour is communication & Restorative approaches to support and understand young people's attitudes to school and self fully	3.1 & 3.2
To improve the quality of Learning experiences for all young people	We will be more collaborative and planned in our self-evaluation processes continuing increased use of Glasgow Motivational tool and surveys	1.1, 2.3 & 3.2
To improve our approaches to health and wellbeing and promote positive relationships	We will support parent council to increase their understanding of the context in which we work and increase their representation across our school, and we will support the family learning initiatives to ensure relevance in our school learning context	3.1, 2.5 & 2.7

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