**Establishment Name**

**Standards & Quality Report**

**Session 2024 – 2025**

This summary report is provided for parents/carers and partners to outline our achievements and improvements during session 2024 - 2025 and to share our improvement priorities for 2025 - 2026. Throughout last session we took forward our improvement priorities as detailed in our school improvement plan. Using our approaches to self-evaluation, we have detailed in this report the impact of our work and identified how we plan to continue to improve outcomes for our children and young people.

|  |  |
| --- | --- |
|  | **The context of the school** |
|  | Hillpark Secondary is a non-denominational school and is part of the Hillpark Learning Community. The current roll is 1160. The school enjoys close working links with its 6 associated primaries: Ashpark Primary School, Cleeves Primary School, Darnley Primary School, Gowanbank Primary School, Merrylee Primary School, and Tinto Primary School.  The Learning Community maintains strong links with our Pre-5 partners: Burnbrae Children’s Centre, Eastwood Nursery, Jimmy Dunnachie Learning Centre and Shaw Mohr Nursery.  The school itself is an attractive, well-equipped building which boasts excellent facilities including its own swimming pool, fitness suite, games hall, playing fields a 4G all-weather pitch, eight fully equipped ICT labs, a well-resourced library, drama studio and assembly hall with state-of-the-art ICT equipment.  A significant feature of the school is the Language and Communication Unit. The unit has 33 pupils within the Autistic Spectrum. These pupils are integrated either partially or fully into mainstream classes. |
|  | **Our achievements and improvements 2024 – 2025** |
| ***1.3 Leadership of Change***  *Our stakeholders took part in a consultation over a two-year period, and we now have our new Vision and Values.*  Our new vision statement:  At the heart of our learning community is a commitment to nurturing every learner to thrive—academically, socially, and emotionally. We strive for achievement by setting high expectations and celebrating diverse forms of success. Through a caring and inclusive environment, we provide support that removes barriers and meets individual needs. Our school fosters positivity, where every learner feels motivated, valued, and empowered to believe in themselves and others. We champion innovation in learning by embracing creativity, digital tools, and real-world problem-solving. We build resilience by encouraging learners to face challenges, with a growth mindset, and persevere toward their goals. Above all, we promote equity—ensuring every learner feels respected, included, and able to participate fully in a diverse and supportive community. We value: - **A**chievement, **S**upport, **P**ositivity, **I**nnovation, **R**esilience and **E**quity.  *Policies*  *We have updated several of our policies to align with our new ASPIRE values. Our updated policies include Anti-Bullying, Digital Learning, Health and Wellbeing, Healthy Phone Use, Learning and Teaching, Maximising Pupil Attendance, Promoting Positive Ethos and Quality Assurance and Self Evaluation.*  *Leadership*  *As well as updated whole school policies, all departments have their newly updated Leadership Policy.*  *Leaders at all levels demonstrate our values through their daily practice. Leadership skills were evidenced through individual 360 evaluations followed by a programme of coaching for all promoted members of staff. 360 returns with the senior and middle leadership team as a group scoring very good or excellent in every competency.*  *New IDL Programme*  *A new S2 IDL programme has been created and implemented. The first evaluation of the S2 IDL programme took place in May 2025. We now have an enhanced BGE with assessable capture moments in Literacy, Numeracy and HWB as well as our new S2 IDL programme of learning.*  *Tracking and Monitoring*  *All departments use their own departmental tracking programmes to inform the parental tracking report. There is also a whole school and embed S1 to S6 Tracking spreadsheets for all young people to track their journey over their entire school career.*  *Pupil Voice*  *Some departments show real strengths when maximising pupil voice leading to improvement planning. They can evidence the correlation between pupil voice and improved practice. All departments need to formalise self-evaluation programmes to include Pupil Voice.*  **2.3 Learning, Teaching and Assessment**  *We have been supported this session through Glasgow’s Validated Self Evaluation programme. The collaborative improvement support took place in June 2024 and focused on our IDL programmes. The Validated Self Evaluation programme took place in May 2025. Both programmes supported our own evaluations of Teaching and Learning but with a particular focus on questioning and the practitioner enquiry progress for teachers. Our sharing good practice sessions have further supported teachers and impacted positively on young people.*  ***3.1 Ensuring Wellbeing, Equality and Inclusion***  *There has been continued reinforcement of the wellbeing indicators to ensure that they are embedded within our school culture. Within Sharing Good Practice sessions, we have included All Behaviour is Communication and Nurturing Principles. Our whole school evaluations suggested that young people needed to be encouraged to report any concerns they had – a discrete and online reporting system was introduced.*  **3.2 Raising Attainment and Achievement**  *Although most departments use their own tracking analysis to inform the parental tracking snapshot, more work needs to be done to support departments in this area.*  *There has been a positive trend regarding our ACEL results (S3) over the past 4 years:*  2019 2022 2023 2024 2025  Listening and Talking 87.5% 85.4% 97.3% 89.8% 93%  Reading 89.2% 84.9% 95.2% 89.3% 91%  Writing 84.1% 84.9% 97.3% 85.4% 90%  Numeracy 79% 70.6% 80% 89.9% 87.6%  **S4 Results – 5+ at Level 4**  **2019 2020 2021 2022 2023 2024 2025**  71.6% 85.6% 81.6% 86.3% 89.9% 81.9% 78.3%  **S4 Results – 5+ at Level 5**  **2019 2020 2021 2022 2023 2024 2025**  27.7% 30.5% 31.3% 31.2% 25.1% 33.7% 27.8%  ***The Enhanced Nurture Programme*** *reaches out to this group of pupils working towards the end of S4 and invites them in each day to sit in a dedicated space in a ratio of 1 teacher and up to 6 pupils who can work through work from different subject areas in order that National 3 and National 4 awards can be achieved.*  **S5 Results – 1+ at Level 6**  **2019 2020 2021 2022 2023 2024 2025**  55.1% 59.5% 53.9% 48.3% 49.2% 45.7% 46.4%  **S5 Results – 3+ at Level 6**  **2019 2020 2021 2022 2023 2024 2025**  20.4% 31.1% 29.9% 27% 27.8% 21.1% 21.6%  **S5 Results – 5+ at Level 6**  **2019 2020 2021 2022 2023 2024 2025**  9.52% 12.2% 17.4% 14% 13.7% 7.54% 10.3%  **S6 Results – 1+ at Level 7**  **2019 2020 2021 2022 2023 2024 2025**  13.7% 23.8% 27% 25.1% 20.6% 21.1% 20.6%  **Positive Destinations**  **2019/20 2020/21 2021/22 2022/23 2023/24**  86.3% 94.9% 96.2% 95.9% 92.2%  *Our curricular road map outlines the S1 curriculum through the eyes of the learner. We will build on this to include all assessment capture moments and CFE entitlements.* |
|  | **Attendance and Exclusion data** |
|  | Attendance Data  2021 / 2022 2022 /2023 2023 / 2024 2024 / 2025  88.1% 87.3% 86.8% 84.8%  Supporting attendance continues to be a priority at Hillpark. For session 2025/26, there will be a more coordinated approach to maximising attendance which aligns with our new and updated Policy  Exclusion Data (incidents)  2021 / 2022 2022 / 2023 2023 / 2024 2024 / 2025  17 16 8 12  Exclusion continue to be a last resort at Hillpark. |
|  |  |

|  |  |
| --- | --- |
|  | **Our improvement plan priorities 2025 – 2026** |
| ***1.3 Leadership of Change***  *Now that our ASPIRE values have been agreed, we will relaunch with our stakeholders in August 2025. We will now make relevant adaptations to the school building, school social media, powerpoint presentations and all communications.*  *To embrace our new values across the school, every department will include ASPIRE within their* ***DIPs*** *for 2025/26. Our S****elf-Evaluation and Quality Assurance*** *programme will evidence that ASPIRE is embedded within teaching and learning, our curriculum and the wider life. Achievement Awards will continue to be issued monthly to young people who are upholding the ASPIRE values.*  *Feedback from the S2 IDL evaluation has and will continue to inform our priorities in 2025/26 within IDL.*  *Throughout the session we will be reviewing the enhanced S1/S2 programmes for Literacy, Numeracy, HWB and IDL.*  *As all promoted members of staff have completed their 360 evaluation and are now in possession of their results breakdown, we will all support each other as peer coaches to reflect on the results and include within their PRD action plan. This will be further evidenced through our* ***SE*** *and* ***QA programme 2025/26.***  *The reflection of GTCS standards will be formalised within the department and PRD discussions. This will take place largely within departments and will be part of the* ***SIP 2025/26.***  ***3.2 Raising Attainment and Achievement***  *Throughout session 2025/26, SMT, Pastoral Care, Additional Support for Learning and all PTs will contribute to a whole school track for every pupil. This will be part of the* ***SE*** *and* ***QA programme within 2025/26.*** *Timely interventions will take place leading to improved practice and outcomes for young people within attendance and achievement within Hillpark. Throughout session 2025/26 we will turn our focus onto S2. Further assessment capture moments will be agreed and S2 reporting to parents will reflect this.There will be a whole school approach to raising attainment from the Enhanced Nurture provision to the Raising Attainment Mentoring programme. Factored into the SIP for 2025/26 will be the priorities for PT Raising Attainment, PT DYW and PT Attendance and Engagement.*  ***2.3 Learning, Teaching and Assessment***  *A more formalised approach to practitioner enquiry will take place in our* ***SIP 2025/26*** *and be evidenced through our* ***SE programme 2025/26.*** *Practitioners will have systematic opportunities to review and refresh their pedagogical practice. When the self-evaluation from every teacher is completed, trios will be arranged to facilitate further professional dialogue. The feedback from the collegiate time from session 2024/25 will help shape the planning for session 2025/26. Throughout session 2025/26 we will be progressing onto year 2 of our practitioner enquiries in regard to questioning. Questioning as assessment: Teachers will be more responsive and agile in relation to the answers they elicit from their questioning, adapting lessons/learning to learners’ answers. Collaborative approach to Learning and Teaching policy to ensure learning is motivating and meaningful. Involving: PTs, CTs, Learners, Parents/carers. Young people and teachers to have a shared language of learning.* ***SIP 2025/26.***  ***3.1 Ensuring Wellbeing, Equality and Inclusion***  *Throughout session 2025/26 we will be evaluating our support within our Hillpark Helps policy and practice this will be evaluated within our* ***SE programme.*** |

|  |  |  |
| --- | --- | --- |
|  | **How Good Is Our School 4 Quality Indicator (QI)** | **Evaluation** |
| Leadership of Change (QI 1.3) | Good |
| Learning Teaching and Assessment (QI 2.3) | Good |
| Ensuring Wellbeing Equality and Inclusion (QI 3.1) | Good |
| Raising Attainment and Achievement (QI 3.2) | Good |

|  |  |
| --- | --- |
|  | **How to find out more about our school** |
| Contact us directly if you require further information about our school or if you wish to comment on this report.  Our contact e-mail address is: Headteacher@Hillpark-sec.glasgow.sch.uk    Our telephone number is: 0141 582 0110  Our school address is: 36 Cairngorm Rd, G43 2XA  Further information is also … check out our website of follow us on twitter. |