



Glasgow City Council
Education Services
 City Chambers East
 40 John Street
 Glasgow G1 1JL

www.glasgow.gov.uk
 0141 287 2000

Supporting Improvement: **Standards and Quality Report**



The summary report is provided for parents/careers and partners to outline our achievements this session and our priorities for next session. Throughout this session we have taken forward our priorities as detailed in our school improvement plan. Through our processes of self-evaluation, we have identified how we can improve outcomes for our children and young people.

Our achievements and improvements session 2021-2022

Leadership of Change:

Session 2021-2022 was a session that brought with it a unique range of challenges; the school community welcomed an new senior leadership team who quickly formed positive relationships with staff, parents, partners and crucially, of course, the young people of Cardinal Winning Secondary. This was a considerable change for the school community, in particular for our young people and their families, but regular discussion forums (TEAMS meetings, pupil focus groups, 1:1 staff meetings, assemblies when permitted, Parent Council meetings) as well as an “open door” policy within the leadership team coupled with their visible presence around the school, has helped ensure the smoothest possible transition. As a senior leadership team, the warmth of the welcome and the willingness to quickly work together for the benefit of all our young people was a notable testament to the professionalism, resilience, trust and care of the committed staff in our school.

Similar to schools across the country, much of the focus for session 2021-2022 centred around supporting the return of our young people following the covid related disruption to education, the emotional toll the pandemic may have had on their wellbeing and to build upon new and developing practice implemented through the pandemic period.

We continued to build upon the new Vision, Values and Aims jointly created by the school community; this renewed focus included developing a rewards system founded upon the same, re-visiting the PSHE provision to incorporate time to reinforce our shared values and the collegiate creation of a Relationships for Learning Policy that underpins the nurturing approach to all work undertaken in our school. In addition, our approach to managing attendance, our safeguarding practice and our SQA policies have all benefitted from scrutiny and validation, either internal or external as required, ensuring our school practice is compliant with national guidance and priorities.

Recognising the importance of counter balancing “lost learning” through times of school closure, we have worked to ensure a more seamless transition at the end of each academic year, with the new timetable starting now in June, as opposed to August. This allows us to settle and allay any anxiety our learners may

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have as they progress through the school, ahead of the long summer break, intended we hope, to ensure a more settled and relaxed summer break for our young people and their families.

Teaching, Learning and Assessment

Our teaching staff continue to focus on ensuring the most appropriate curriculum experience for all learners. An increasingly diverse range of additional needs requires a creative and solutions focussed approach, one that demonstrates an understanding of personalised experiences, embedded within the school's learning framework. We revisited how we plan for learning, communicate the purpose of learning experiences and assess the success of our young people. Staff training opportunities included a fresh look at the Nurture Principles and how these are applied in our typical practice, as well as how we can minimise emotional dysregulation and distress. Pupil and parental feedback shaped the focus of these discussions and the plans in place to ensure improvement.

Working with colleagues from other schools, in both the primary and the secondary sector, we continued to develop our shared understanding of assessment standards and evaluated our practice in focussed discussion groups, sharing examples of our good pedagogy and support. Our own self-evaluation process contributed to positive discussion about planning across all areas of the curriculum and moderation by the SQA contributed and shaped improvement in our tracking, verifying and support for those undertaking SQA qualifications. Processes have been created to ensure teaching staff can more readily track attainment and the leadership team scrutinise data to help drive improvement.

Our Curriculum Improvement Group led to positive change in the structure of planned learning experiences too, with Lifeskills lessons now explicitly taught to all learners, with History introduced as a discrete subject, following pupil feedback, a full review of the PSHE curriculum and tutor time as well as the "re-branding" of the Core department, to better align the BGE experience and the Senior phase for all our young people. This work will undoubtedly continue into session 2022-2023.

Wellbeing, Equity and Inclusion:

Session 2021-2022 saw the return of many aspects of school life, curtailed by Covid mitigations; our S4-S6 pupils were all invited to participate in a residential stay, building resilience and confidence as they developed skills in a new setting and in exciting ways. Recognising the importance of such opportunity, all pupils were also invited to attend a range of other trips/visits and excursions – the Christmas Pantomime, trampolining, M and Ds as well as the timetabled Friday wellbeing activities. These continue to be an important part of life in our school. Equine Therapy was introduced to the timetable with the aim to ensure all pupils have the chance to benefit from this experience and indeed, in most cases, to gain an extra qualification in Equine Care. This has proven to be a popular addition to the range of opportunities provided. Links with partner schools helped ensure swimming lessons were offered to some of our young people too.

Additional funding bids and generous donations, permitted the development of the outdoor areas in our school, notably the creation of sensory areas in the playground and a small, quiet Sensory Garden in the internal courtyard of our school. A traverse wall has also been added to the playground for those pupils in S1-S3, accessed by those in S4-S6 according to personalised timetables. A much needed refresh to classroom areas continues, with a significant investment in session 2021-2022 towards new furniture in all classrooms, new decoration in several rooms, updates to visuals and displays in the building and the creation of several quiet areas where young people can regulate / work without overwhelming sensory stimulation.

We have increased the number of pupils benefitting from more bespoke timetable arrangements, ensuring learning experiences are appropriate and accessible to all, working creatively in school or by linking with partner agencies. Our very successful "Working in Partnership" day ensured that families had immediate access to a range of supports from other agencies and that our young people are included and considered for all possible supports in the community.

Our new school counsellor was a welcome addition to the Cardinal Winning Team in session 2021-2022 and many pupils benefitted from this additional layer of care and support too. In addition, a very successful pilot of the Blues Programme was launched in our school and allowed a group of young people to learn new ways to manage stress and anxiety. This work continues as part of our new Tutor programme; our

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school day also changed with both a nurturing start and end to the day now timetabled for all within tutor periods. to allow for an increased focus on emotional wellbeing, physical wellbeing and literacy. Staff have been supported to help ensure a consistency of meaningful experience at the start and end of each day and our learners will benefit from these predictable routines at times of transition.

Raising attainment and recognising achievement:

Success and achievement is celebrated both formally and informally in our school, be this from class teacher feedback, from Principal Teacher and Depute Head recognition or through formal invite to a celebratory "Breakfast with the Headteacher". In session 2021-2022 we celebrated the achievements of every learner in our end of year transition assemblies, where pupils "graduated" from one year group and formally moved into the next. Our Leavers Mass, Graduation Ceremony and Prom allowed us to come together as a community, recognising and celebrating the achievements of all those moving on to new ventures.

Many of our young people benefitted from experiences out with the school environment that helped them succeed; working at Café Fuse, Love at Learning or taking part in the Employability Programme at Celtic Park. Our young people gained recognition from SQA for their achievements, complemented with success in the John Muir Award, Volunteering Awards and Sports Leaders Awards too. Our young people accessed college provision where appropriate as part of their supported and planned transitions and we continued to make effective use of our vocational learning areas; the salon, the construction room, the Digital Media provision. We strengthened links with the careers support team, welcoming our new Developing the Young Workforce co-ordinator to the school team who helped ensure the success of many activities including the transition meetings, the Chef-Fair programme, First Steps (Construction) courses as well as arranging visits from artists and Engineering companies to help inspire our young people.

Robust processes to track attainment were introduced, as well as a calendar of quality improvement activities which allows for data to be used to help drive improvement and attainment and support for all.

Summary of attainment in Literacy and Numeracy S1-S3:

Reading

	Early Level	First Level	Second Level	Total Number of Learners
June 2022	11	40	10	61

Writing

	Early Level	First Level	Second Level	Total Number of Learners
June 2022	8	45	8	61

Talking & Listening

	Early Level	First Level	Second Level	Total Number of Learners
June 2022	10	42	9	61

Numeracy:

	Early Level	First Level	Second Level	Total Number of Learners
June 2022	15	45	1	61

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SQA Attainment (Literacy and Numeracy)

English (Awards including units)

Total Number of Pupils Presented: 52

	1 or more units at National 1	1 or more units at National 2	1 or more units at National 3	1 or more units at National 4	1 or more units at National 5
June 2022	1	26	16	9	0

Maths (Awards including units)

Total Number of Pupils Presented: 50

	1 or more units at National 1	1 or more units at National 2	1 or more units at National 3	1 or more units at National 4	1 or more units at National 5
June 2022	13	17	10	7	3

Here is what we plan to improve next year.

Our School Improvement plan for session 2022-2023 highlights our plans for focus on the following areas:

- **Leadership of change: Curriculum development:**
 - to continue to develop a curriculum that places its emphasis firmly on the development of skills required for learning, life and work, ensuring the successful inclusion and attainment of all young people entrusted to our care
 - to maximise opportunity to support the attainment and wellbeing of all learners
 - To embed quality improvement practices across all areas to support continuous improvement

- **Teaching and Learning:**
 - to work together to ensure a consistency of experience, founded upon a sound understanding of the diverse needs of our young people, the Nurture Principles supported by robust and appropriate planning
 - develop a shared understanding of the moderation cycle

- **Ensuring Equity, Wellbeing and Inclusion:**
 - To further develop the enhanced support, personalised and bespoke curricular experiences for our young people
 - To develop and/or embed policies that support consistent and inclusive practice

How can you find out more information about our school?

Please contact us directly if you require further information or if you wish to comment on the report.

The contact e-mail address is: headteacher@cardinalwinning-sec.glasgow.sch.uk

Our telephone number is: 0141 778 3714

Our school address is: 30 Fullarton Avenue, Glasgow

Further information is available in: newsletters, the school website, Twitter and the school handbook

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