



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/carers 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 2022-2023

Leadership of Change:

Having established positive working relationships across the whole school community, the focus of session 2022-2023 permitted collaborative evaluation of existent practices and pedagogy. Parental and pupil views were gathered through digital and/or face to face surveys to ensure that any development tasks undertaken included and reflected the views of the whole school community. The results of these surveys were shared, discussed and used as a basis for the rationale behind some of the proposed changes required to ensure equitable inclusion, appropriate learning experiences and attainment for all pupils.

The development of a validated self-evaluation cycle included all teaching staff in processes through which best practice pedagogy could be identified, shared and promoted as the standard expected in all classrooms. Using the common planning framework previously agreed helped shape lessons and better informed next steps for progress. Having introduced this framework, the focus for session 2022-2023 included therefore a more detailed analysis of classroom experience, particularly in light of a changing profile of need in our pupils; data gathered indicated that for many pupils the existent model was not the most appropriate nor inclusive practice with pupils opting out of planned learning and seeking support on other areas. Using this as the evidence base allowed for the required change to support structures in the school including classroom layout and resourcing, the creation of additional regulation spaces and the development of a wellbeing Hub; the introduction of Pivotal approaches helped improve consistency of experience and provided leadership responsibility to a range of staff leading this implementation.

The continued focus on the curriculum structure included the addition of discrete Life Skills lessons for all pupils as well as increased opportunity for more active and community based learning strategies to become part of our core offer, supporting the attainment and personal development of pupils.

Teaching, Learning and Assessment

Building on improvements from last session, our teaching and support staff were invited to contribute to the development of a new Teaching and Learning policy. This in turn shaped the focus of VSE processes with noted improvement in the number of lessons deemed to be “good” or better. In light of the changing profile of needs in our pupils, staff continue to adapt and amend experiences to support inclusive, relevant and enjoyable lessons, accessible to all. We continue to develop staff understanding of the importance of a skills based curriculum model that promotes the greatest possible sense of independence and contribution to society post school, recognising the benefits this will have for our young people’s mental health and sense of self-worth in the future.

Funding was successfully applied for which allowed for the development of the school tuck shop; an outdoor space has been created in which our new shop is accessible to all pupils, with the leadership of this business enterprise allocated to the motivated and determined Retail group in the senior phase.

Teaching staff continue to benefit from both formal and informal networks and trios which will continue to help deepen understanding around standards; well embedded moderation processes now ensure SQA requirements are met. Partnerships have been established with colleagues across the ASN estate supporting evaluation of our practice when considered within this wide context.

Working with colleagues in another school and with colleagues at CGI, we reviewed and then updated our tracking and reporting systems, aligning our school to GCC model and introducing teaching staff to the CGI tracking tool. Reports are now issued three times a year and alongside scheduled review meetings and Parents’ Evenings, these help ensure a transparency for parents in terms of pupil progress and achievement, as well as supporting the co-creation of any support plan required.

Wellbeing, Equity and Inclusion:

Session 2022-2023 provided many opportunities to support the wellbeing of our pupils; we continue to offer a range of enrichment activities within our curriculum funded in part by PEF or by a lottery donation. Our pupils all have the opportunity to attend Equine Therapy sessions achieving a qualification as part of this intervention too; we have formed a strong partnership with the Canine Trust and had a weekly visit from India, our school therapist who supports the regulation and wellbeing of identified pupils. A newly appointed Art Therapist worked to support pupils facing challenging circumstances or who were in need of more targeted support. BGE pupils were invited to enjoy a residential experience; for many this was their first night away from home and all involved recognise the significance and importance of this opportunity. We continued to offer a range of excursions and visits to promote wellbeing, equity and inclusion including activities at Pinkston, Flip Out and visits to museums, science centres and theme parks, for example.

Linking with other agencies through JST processes or the Virtual School has allowed us to successfully support pupils at risk otherwise of being excluded from education; personalised timetables have provided invaluable support to pupils requiring an intensity of provision from a range of sectors with timetables reflecting their individual needs and including college link opportunities, Blues programme, ILS support and the support of VTO. A review of CSPs has re-focussed staff on statutory requirements and internal quality improvement calendars will help support the creation of WAPs for all pupils.

In school we continue to create flexible pathways and bespoke solutions to presenting need; our Wellbeing Hub, created by re-purposing a meeting room, provides not only short-term intervention support but also the opportunity to further personalise learning experiences on a longer-term basis. In addition, it provides a nurturing Hub accessible to young people experiencing crisis or distress during the school day.

Our Pupil Council contribute to school improvement planning and regularly meet to share the views of their peers with the school leadership team and contributed to the development of the anti-bullying policy and a draft mental health policy, created in session 2022-2023 too.

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 2022-2023 we celebrated the achievements of every learner in our end of year transition assemblies, where pupils “graduated” from one year group and

OFFICIAL

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.

Reflecting the national discussion, we continue to recognise the varied and significant ways in which our pupils succeed and achieve. In collaboration with staff and pupils a values based Merit system has been introduced allowing us to share small successes on a regular basis and to acknowledge the achievements of our pupils. Notice boards and badges help celebrate pupil success and reinforce our Catholic values. The introduction of the Transition Award afforded many more pupils the opportunity to gain accreditation for their considerable personal development which complemented the efforts made by our Enhanced support staff to ensure recognition for all achievement; notable increase in attainment at National 1 and 2 demonstrated our commitment to and recognition of pupil achievement in all its many forms.

Class teachers have invested time creating visuals of exemplary work across all levels and commending pupils publicly for their achievements. Our DWY co-ordinator has fostered strong links with many providers and pupils have benefitted from visiting ACS Clothing, BAM construction sites and employability tours of cinemas and museums. In addition, senior phase pupils have taken part in Comedy and Confidence workshops, finance workshops and recycling focussed experiences.

We are proud of the number of young people who also benefitted from work placement opportunities and summer activities as part of our DYW programme. 91% (21 of 23 pupils) of our leavers in session 2022-2023 were supported into an appropriate destination following multi-agency planning meetings.

Summary of attainment in Literacy and Numeracy S1-S3:

Literacy

	Early Level	First Level	Second Level	Total Number of Learners
June 2023	12	32	7	52

Numeracy:

	Early Level	First Level	Second Level	Total Number of Learners
June 2023	11	37	3	52

SQA Attainment (Literacy and Numeracy)

English (Awards including units)

	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 2023	9	9	34	10	5

Maths (Awards including units)

	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 2023	11	16	22	13	6

OFFICIAL

Here is what we plan to improve next year.

Our School Improvement plan for session 2023-2024 highlights our plans for focus on the following areas:

Challenge 1: Challenge: Achievement and Progress

Refresh the curriculum to reflect the increasingly complex needs of learners ensuring inclusive, appropriate and engaging experiences for all

Challenge 2: Wellbeing and Learning

Increase attendance and improve wellbeing by providing opportunities to promote wellbeing within the curriculum structure, future proofing our school to meet changing needs of learners, in partnership with other agencies and families

Challenge 3: Connected Learning

Digital tools are used to enhance and enrich learning experiences. Technology is effectively used to ensure parents feel informed about and included in their child's school experience, encouraging and supporting partnership working.

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