Cardinal Winning Secondary School:
Standards and Qualities Report 2025-2026

Cardinal Winning Secondary is a Catholic Secondary school, situated in the east end of Glasgow.
All pupils attending our school have complex additional needs and benefit from the small group teaching experiences offered within our nurturing classrooms. Pupils enjoy a broad range of secondary school subjects, delivered in ways that help ensure all pupils make good progress academically, socially and emotionally. This report is provided to parents and partners to outline our achievements in session 2025-2026. Throughout last session we took forward improvement priorities as detailed in our school improvement plan. Using our self-evaluation approaches we have detailed in this report the impact of this work and identified how we plan to continue to improve outcomes for our children and young people.

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Improvements and Achievements 2025-2026

Considerable attention was paid in session 2025-2026 to further develop our inclusive practice as we continue to welcome pupils with increasingly complex needs to our school. Timetables evidence that all pupils develop the skills needed for adult life by adapting to change, transition and by learning to work with a range of different adults at different times and for almost all learners in different areas; this builds resilience and prepares pupils for life beyond school.

18 staff achieved accreditation at Makaton Level 1; by supporting the training of our own school based Makaton tutor we have ensured a continuous programme of development, promoting attainment and inclusion for all pupils. In classrooms where our total communication approach is most embedded, practice was described as being excellent by colleagues from SALT. In almost all areas the consistently observed use of visuals and regulation areas positively supported pupil independence and wellbeing.

Senior phases courses were reviewed and streamlined to increase opportunity for deeper learning, contextualised in real life settings. We continued to celebrate achievement both in school and through our partnerships with local colleges. We continue to consider meaningful ways to help our pupils link and understand the purpose of their learning, relating it to "big ideas" within a "know", "do" "understand" framework in Interdisciplinary lessons now offered in the BGE. Bespoke and personalised experiences continue to support those who require an alternative experience.

Lesson visits continued to highlight the nurturing and caring relationships experienced by all pupils; parental and pupil views gathered indicated that pupils feel, safe, happy and supported in school. Less than half of parents complete surveys shared but all have the opportunity to do so in meetings, Family Learning events or at scheduled support reviews. The Life Skills Challenge Award, plus weekly recognition of achievement in subject areas, the introduction of "shout outs" of success recognise the wider achievement of pupils and help raise self-esteem; our wellbeing activity afternoons, partnership working with SENSE, MusicALL and community based providers provide choice and opportunity for all. All pupils in session 2025-2026 experienced at least one opportunity to learn through these wider achievement experiences.

The Catholic mission of our school underpins the ethos and life of our school; pupils benefit from exceptionally positive and nurturing relationships with all staff experiencing faith in our daily actions and interactions; pupils are encouraged to demonstrate our shared values through inclusion in fundraising, foodbank volunteering, religious observance, assembly and daily prayer. In addition, there are regular opportunities for pupils to enjoy wider experiences such through attendance at clubs, in teams, on visits and excursions, at school discos or events.

Data

Attendance 2025-2026: 85%

Literacy : First: 9%, Early: 40%, Pre-early: 51%

Numeracy: First 16%, Early 56%, Pre-early 28%

Exclusions: 0%

Leavers Destinations: 96% of pupils attained a positive destination

Wider Achievement: 100% of pupils participated in at least one wider achievement experience

Our attendance figure remains below our ambition but in line with the trends over last 3 years; term time holidays and unavoidable absence on account of ill health, for example, impact significantly on data. Work continues with EBSNA to counter the impact of emotionally based school refusal. No pupils were excluded from school last session.

Our pupils' needs are reflected in our Literacy and Numeracy data with a shifting trend from pupils arriving to school already working at or towards First / Second level to all pupils now arriving with pre early, Early or First level Literacy and Numeracy Skills. Our structures and pedagogy continue to evolve in response to this change in pupil profile.

Our destinations also reflect this change with a trend from college as a post school destination to social care packages now required for increasing numbers of our pupils. (9% in June 2025, 17% in June 2026)

PEF spending has been directed again to the improvement of school facilities, visits and excursions to enhance community inclusion, classroom sensory resources, adapted curricular experiences and staffing to ensure personalised wellbeing support when needed.

How good is our school?

Leadership of Change (QI 1.3) Good
Ensuring Wellbeing, Equity and Inclusion (QI 3.1) Very good
Learning Teaching and Assessment (QI 2.3) Good
Raising Attainment and Achievement (QI 3.2) Good

Priorities session 2026-2027

1> Effective analysis of tracking and monitoring data informs planning for all pupils, supporting attainment and wellbeing and contributing to core skills development.
2> Profiles and targets, created following robust assessment are effectively shared and reviewed to ensure the development of wellbeing and to support attainment
3>Pedagogy will support active learning experiences that develop independence and underpin achievement al all stages of development