



CALDERGLEN HIGH
SCHOOL

**STANDARDS
AND QUALITY
REPORT**

**SESSION
2025-26**



VISION, VALUES AND STRATEGIC CONTEXT

For Calderglen High School, Session 2025/26 has been a year characterised by meaningful successes and dynamic improvements, where we continue to be defined by our culture of ambition, resilience, collaboration and creativity. This report will demonstrate our vision in action of:

Working together to inspire learning and shape the future

At the heart of these achievements is strong strategic leadership that provides clear direction while fostering innovation across the school. By prioritising the continuous professional development of our staff, we cultivate high-quality teaching, empower teacher leadership, and build capacity at every level. Furthermore, consultation with the local community ensures our goals reflect local needs and strengthen vital partnerships. Crucially, a deep commitment to pupil voice ensures young people actively shape their learning environment, while our Pupil Parliament, Pupil Leadership Team and wider achievement opportunities develop pupil leadership—equipping students with the confidence, agency, and skills needed to lead both today and in the future.

As a school we are incredibly proud to celebrate the successes of our community and recognition has followed at a local and national level with the Rights Respecting School Silver Award, SCQF Gold Ambassador Status and RespectMe Award demonstrating the impact of our continued improvements. We were also delighted that Pauline Elder was awarded Teaching Assistant of the Year at the UK-wide TES Awards - Pauline's commitment to providing the highest quality of support for the young people of Calderglen is emblematic of our approach to wellbeing and getting it right for the young people of Calderglen.



LEARNING, TEACHING AND ASSESSMENT

The strategic implementation of the "Calderglen Learns" framework has established calm, purposeful, and inclusive learning environments.

- **Consistency and Routines:** All faculties have embedded consistent "ready to learn" routines, such as well-planned lesson starters, clarity of instruction and using timers to manage the pace of learning. This is supporting learners to engage their minds more promptly and explore their thought processes more readily.
- **Classroom Displays:** In a majority of Faculties, young people benefit from purposeful, consistently referenced classroom and digital displays used to model expectations, exemplify high-quality responses and make thinking visible through the breakdown of processes and reflective thinking.
- **Formative Assessment:** Staff have broadened their repertoire of questioning techniques, with hinge questions, whole-class response systems and spacing becoming vital tools for checking understanding. PE, Humanities and Performing Arts have used these "in the moment" assessments to adapt teaching in real-time to effectively meet the needs of learners. In Performing Arts in particular, young people are increasingly more ambitious in their learning and their ability to provide effective peer and self-assessment.
- **Scaffolding and Success:** High-quality success criteria and the explicit use of "command words" have successfully scaffolded learning and empowered learners to take greater responsibility for their progress. Learners are now much more aware of the levels they are working at and what they need to do to make further progress. Targeted pedagogical approaches—including Modern Languages target language immersion, Business Education Command Word Guides, English's use of BGE assessment sheets and PE's use of dual coding and practical success criteria—are driving deeper thinking, pupil confidence, and improved assessment techniques. Quality assurance and pupil voice confirm that consistent teacher modelling, high-level questioning, and shared learning intentions are empowering learners to articulate their current progress and confidently lead their next steps. High-quality success criteria and explicit modelling have empowered learners to take greater responsibility for their progress. In Art & Design, HFT and Technical, annotated exemplars make progression between levels explicit, while learners in Technical co-construct Success Criteria following teacher demonstrations, strengthening understanding of quality and next steps.

LEARNING, TEACHING AND ASSESSMENT

- **Retrieval Practice:** The effective implementation of retrieval practice in our Humanities Faculty, has led to a school-wide focus and has improved learners' long-term knowledge retention. For instance, Biology has implemented a wide variety of engaging retrieval tasks, while Mathematics used collegiate time to collectively plan S1 starter tasks to embed these routines from day one.
- **Metacognition:** We have made progress in making thinking visible which has encouraged learners to view mistakes as an integral part of the learning process. A strong example of this is in the ASN Faculty where it is building learner confidence and motivation.
- **Supporting Progression from BGE to SP:** Improved teacher understanding of combined implementation of formative and summative assessment now reliably informs tracking and monitoring data and ensures greater validity. Strengthened links between classroom learning and exam-style questioning in the BGE is helping pupils to better understand how classroom activities connect to Senior Phase expectations. Within Art, Design & Technology, collaborative moderation of Level 4 work has strengthened professional judgement and created clearer alignment between Fourth Level and Senior Phase expectations.
- **Approaches to Assessment:** An assessment mapping exercise through BGE and into the senior phase has resulted in current assessments being revamped or adjusted to align better with success criteria and ensure more accurate progress in learning. Performance logs across, for example, Music, Drama, Business & Computing clearly map progression through levels and demonstrate meaningful learner reflection and ongoing target setting linked directly to success criteria.

RAISING ATTAINMENT AND ACHIEVEMENT

The 2025/26 session has been characterised by highly effective tracking and data-driven interventions. Analysis of datasets confirms that the school is meeting or exceeding almost all strategic targets. Attainment, therefore, across both the Broad General Education (BGE) and the Senior Phase highlights a strong upward trend often outperforming historical targets.

Whole School Highlights



Literacy & Numeracy

85% of S4 pupils achieved SCQF Level 5 Literacy, and 82% achieved Level 5 Numeracy, both exceeding SIP targets. S3 Numeracy achievement increased by 5%.



S4 Performance

93% of S4 pupils achieved five National 4 qualifications, this is the highest figure in SLC while 48% of S4 pupils achieved five National 5 qualifications, the highest we have achieved in a non-COVID year.



S6 Performance

35% of S6 pupils achieved five Higher qualifications, the best we have ever achieved.

Our commitment to improvement has led to significant change across the school. In Mathematics changes including the introduction of three holistic block tests, replaced high-frequency, high-stress assessment cycle with structured, holistic assessments. This has improved learner recall and better supported their wellbeing. Mathematics is on track to hit an aspirational 80% target for S4 pupils achieving National 5 Numeracy through National 5 and Applications of Mathematics.

In Modern Languages, a strategic curriculum structure change initiated in S3 resulted in 76% of the cohort achieving a Modern Languages for Life and Work (MLLW) award at either SCQF Level 3 or 4, boosting the S4 academic profile.

RAISING ATTAINMENT AND ACHIEVEMENT



RAISING ATTAINMENT AND ACHIEVEMENT

BGE Tracking and Monitoring

The introduction of a whole-school progression framework has transformed data tracking. All Faculties have improved the validity and reliability of their achievement of level data with a particular focus in improving CFE Level 4. Design Technology strengthened the validity of BGE tracking through revised assessment bands, clearer discrete assessment areas and shared monitoring tools. Humanities have completely redesigned their S3 experience and assessment to ensure greater cohesion and validity of assessments.



CURRICULUM INNOVATION & PATHWAYS

The school's commitment to diverse learner pathways was formally recognised through the prestigious SCQF Gold Ambassador Status, a testament to a sector-leading approach to curriculum architecture. This high-quality provision has sustained school leaver participation in positive destinations at over 96%, exceeding virtual comparators and maintaining consistency against a backdrop of increased need.

Highly effective curricular planning, robust tracking, and innovative presentation strategies have secured strong and improved outcomes for every learner in both the Broad General Education (BGE) and the Senior Phase. A primary strategic driver this session was to address the "disconnect" between Broad General Education (BGE) Level 4 and the rigour of the Senior Phase. By mapping Fourth Level Experiences and Outcomes directly to National 5 benchmarks, the school has successfully established a continuum of learning that ensures every student is more appropriately challenged and prepared for the transition to formal qualifications.

The school has expanded its curriculum to offer flexible, vocational, and skills-based qualifications that maximise tariff points for learners. The school continues to add significant value, with Higher Education (HE) destinations sitting 7% above the VC and Further Education (FE) at 6% above. This success is directly attributable to our Best Fit Coursing strategy and "Most Likely Grade" (MLG) analysis. By utilising the SLC data tool to identify "battleground learners" as early as S3, House Teams and Faculty Heads have implemented precision interventions—such as small-group tutoring—to secure borderline passes and maximise tariff points. The curricular offer has been systematically broadened to act as a "shaping the future net," ensuring that achievement is not limited to traditional Qualifications Scotland discrete subjects and that portfolios of attainment and achievement will open up a broader range of emerging opportunities.

Successfully diversified pathways and learning experiences draw from the 4 contexts of learning and ensure achievements are celebrated alongside academic attainment, directly improving equity.

CURRICULUM INNOVATION & PATHWAYS

Interdisciplinary Learning (IDL)

S2 IDL has undergone a rigorous improvement cycle, culminating in June 2026 with the S2 "Top Speed" IDL project (Maths, Science, and Technical) being modernised. Lego and foam designs brought learning to life and the co-delivery by subject specialists helped pupils connect science concepts to real-world mathematical contexts like Formula One.

BGE Progression

BGE data is now better used as a reliable predictor for Senior Phase success and supports the shift to optimising pathways for young people. This maximises the breadth of courses and qualifications from S3 and beyond and our improvement focus on CfE 4th level outcomes has raised aspirations of learners.

Vocational Awards

The **SCQF Level 5 Mental Health and Wellbeing Award** enabled **63%** of the **S4** cohort to secure an additional qualification. **Business and Health & Food** staff collaborated to secure 34 Level 6 awards in NPA Enterprise and Employability, alongside an industry-recognised **Barista** qualification providing high-value certification for **40** learners and received high praise during external verification. Level 5 qualifications in **Laboratory Skills, Childcare, Practical Electronics, Health Sector and Engineering Skills** remain high-performing vocational options which strengthen the qualification profiles of both S4 and S5 learners.

STEM and Early Accreditation

The **Biology** faculty supported **11 S1 pupils** in achieving **Industrial Cadets Bronze Award** and **Young STEM Leader Award** at level 4. **Design Technology** re-engaged learners through the Green Power Scottish Schools Championship and Young Engineering Club.

STEM Leadership

Our Senior Phase STEM Leadership class continues to develop engineers of the future through both Level 6 Young STEM Leader award and Level 6 Powering Futures award.

Gaelic Culture (GME)

Collaborative redesign of **School House Crests** has elevated the profile of Gaelic culture. In partnership with the Performing Arts Faculty **Chanter instruction** for 30 learners led to a **Mòd Silver Medal**.

CURRICULUM INNOVATION & PATHWAYS

Meta-Skills Mapping

Masterclasses in Robotics, Media, and Leadership have been mapped against meta-skills (e.g., critical thinking, initiative), helping pupils articulate the attributes they develop alongside academic knowledge.

Creative Arts

The Art department continues to have an exclusive relationship with the Glasgow School of Art print room for Advanced Higher pupils, supporting their future career goals.



EXCELLENCE IN EQUITY

Strategic staffing, including a PEF DHT and a PT DYW - Targeted Support, has sharpened the focus on inclusion and targeted support.

- **The Achievement Hub:** This initiative has been a major success for vulnerable learners, with 100% positive feedback from parents regarding restored confidence and attendance. All targets set for individual learners have been surpassed through this provision.
- **Targeted Interventions:** Two six-week attendance challenge programmes resulted in 47% of participants either improving or sustaining their attendance.
- **ASN Support:** Digital accessibility tools like Read&Write have enhanced learner independence and reduced barriers to participation.
- The **Biology** department secured sustained STEM placements (Nuffield process) for young people experiencing challenges, providing practical opportunities to put theory into practice.
- We were awarded the “**Act to Make a Difference Pledge**” from the Local Authority Attachment Accreditation Group.
- Increased **partnerships** and our **bespoke and reset programmes** have contributed to further reductions in exclusions which are one of the lowest in our local authority.
- A targeted 7.7% **increase in female participation** in certificated **Physical Education** was achieved through the introduction of single-sex S2 classes and refined progression pathways throughout the Faculty, doubling capacity in Higher Health & Food Technology and Sports Development.

ACHIEVEMENTS

Calderglen celebrates success that extends far beyond the classroom.

- The tracking of achievement data confirms that **92% of pupils** participate in extra-curricular activity either in or out of school and have discussed with teachers how these link to their skills development.
- **National Recognition:** Mrs Pauline Elder won the TES National Schools Award for Teaching Assistant of the Year.
- **Rights and Citizenship:** In April 2026, the school achieved the Silver Rights Respecting Schools Award. The Pupil Parliament also secured a "Respect Me" commendation for its work on the Anti-Bullying Policy and Children's Charter.
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- **Community Impact:** The S3 EMMAUS YPI team represented the school at the National Showcase in Perth with a presentation featuring poetry and dance.
- **Alumni Pride:** Former pupil Katie Smith designed the official Bank of Scotland 'Scott McTominay' bank note and now illustrates for global brands like Coca-Cola and BMW.
- **Competitive Engineering:** S4 Computing pupils secured 3rd place overall in the NXP National Drone Competition, with an additional individual award for sustainable design.
- 16 young people achieved their **Duke of Edinburgh** Awards, 3 Silver, 13 Bronze and are all now continuing to the next level.

LEADERSHIP AND EMPOWERMENT

A culture of distributed leadership and professional ownership has been cultivated across most faculties.

- **Course Leader Model:** The formalisation of Course Leader roles in faculties like Mathematics, Performing Arts, Physical Education, Health and Food Technology, Art, Design & Technology and Humanities has distributed leadership responsibilities and empowered staff to lead peer-led upskilling workshops and take responsibility for aspect of Faculty improvements.
- **Staff Development:** The "25/26 Leadership Map" showcases how staff talents aligned with school priorities, allowing non-promoted staff to lead initiatives in, for example, Digital Learning and LGBT Literacy.
- **Pupil Voice:** The Pupil Parliament was instrumental in creating the Children's Charter and refreshed Anti-Bullying Policy, ensuring young people inform and drive improvement priorities. The ASN Faculty improved mechanisms for capturing pupil voice, ensuring ASN learners are represented in wider school leadership opportunities.
- **Aspiring Leader Pathways:** The school embedded "Aspiring Head of House" and "Aspiring DHT" pathways, providing staff with mentorship and practical shadowing opportunities.
- **Leadership CLPL for Faculty Heads** with external and internal providers has strengthened the middle and built capacity in promoted staff in areas they had identified for improvement.

WELLBEING, EQUITY, AND INCLUSION

Wellbeing remains a significant strength, with a focus on rights-based practice and trauma-sensitive approaches.

- **Accredited Wellbeing & Achievement:** The introduction of the SCQF Level 5 Mental Health and Wellbeing Award in S4 has allowed 63% of the base cohort to secure an additional Level 5 qualification. Additionally, wider achievement portfolios were expanded to include Youth Achievement Awards and Mental Health First Aid.
- **Evidenced Wellbeing & Positive Nurture Trends:** Over 1000 pupils completed our Glasgow Motivation and Wellbeing Profile (GMWP) and demonstrated a continuing positive trend in relation to all Wellbeing Indicators across all yeargroups with most pupils identifying at least one trusted adult. This was underpinned by the relationships developed through our House System and whole-school professional learning in trauma-informed and relationship-based pedagogy for staff.
- **Sector-Leading Attendance Practice:** We were identified as a model of good practice nationally for our sustained attendance figures against the national trend, supported by SLC-aligned coding reviews, EBSNA tracking, and targeted attendance intervention groups.
- **Robust Safeguarding & Multi-Agency Action:** Strengthened Child Protection pathways and multi-agency processes ensured consistently high-quality interventions were implemented to support learners most at-risk, working with key external partners including Adored and Universal Connections.



WELLBEING, EQUITY, AND INCLUSION

- **Rights-Respecting Ethos & Pupil Voice:** We secured both the RespectMe Award and the Rights Respecting Schools Silver Award, demonstrating a deep commitment to pupil voice following "Calderglen's Big Conversation" and the implementation of our co-designed Anti-Bullying policy.
- **Proactive Equity & Inclusion:** Utilised Pupil Equity Funding (PEF) to minimise the "Cost of the School Day," successfully launched a Racial Equality Action Plan featuring curriculum reform across three faculties, and expanded the Achievement Hub Outreach model to re-engage learners off-campus.

Taking the achievements and improvements secured in all of the above pillars into account, we have ensured that academic rigour and inclusive pathways are not mutually exclusive. This approach is validated by the fact that over 96% of leavers entered a positive destination, a metric that confirms the school's standing as a center of strategic excellence and equity.



NEXT STEPS

Looking ahead to the 2026/27 session, Calderglen High School remains steadfast in its commitment to continuous improvement, building upon increasingly strong strategic leadership across the school that sets a clear, ambitious vision while fostering innovation across our learning community. Central to our forward plan is a focus on empowering practitioners—investing in high-quality professional learning to refine classroom practice, nurture teacher leadership, and build strategic capacity at every level. In partnership with our families and local community, we continue to align our priorities with local needs to ensure meaningful, lasting impact. Crucially, driving pupil voice and agency remains at the center of our work; through our Pupil Parliament, Pupil Leadership Team, and expanding leadership pathways, we are empowering our young people to actively shape their learning environment and equip themselves with the skills and confidence to excel both now and in the future. The single-page summary below illustrates the key strategic priorities guiding our journey of excellence for the new session 2026/27.

