



SQR

STANDARDS AND QUALITY REPORT
2013-2014

glasgow city council education services



**NURTURING
LEARNING
EXPECTATIONS
ACHIEVING
REFLECTIVE
SUPPORTIVE
AMBITIOUS
INNOVATIVE
STRATEGIC
PROSPEROUS
EDUCATION
CARING
CREATIVE
LEGACY**

STANDARDS AND QUALITY REPORT 2013-2014

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Standards and Quality Report 2013-14



Foreword

It is with enormous pleasure that I introduce my third Standards and Quality Report for Education Services. Yet again – with the proof in this document – we are seeing year on year improvements in our schools and nurseries across the city and what a difference our children and young people are making. We have said repeatedly that we want the very best for every Glasgow youngster and I am delighted that this commitment can be seen in every school that I visit. Our staff, despite challenging financial circumstances, are raising the bar each year and improving the lives of our children. We are certainly making great strides towards the ambitious aim for Glasgow to be a Learning City and I would like to thank everyone who has invested their time and determination to make this possible. Our young people are Glasgow’s future and we owe it to each and every one of them to provide a comprehensive high quality education. Glasgow’s education is bringing significant benefits to our young people and we have pledged to build on these improvements to be the best we can be with early intervention, raising attainment and achievement key priorities for the coming year.

A handwritten signature in black ink that reads "Stephen Curran".

Stephen Curran
Executive Member for Education and Young People





Introduction

The time has come for another standards and quality report where we reflect on how we are making a difference to children, young people and their families.

I continue to be amazed at the wonderful range of opportunities being provided to our children and young people. It is clear that through our shared commitment and dedication we are making a significant difference to the lives of children, young people and their families.

More and more young people are gaining valuable qualifications and experiences which are opening doors for them into the world of employment and further and higher education. Our innovative work with colleges is opening up even more opportunities for young people. I know and appreciate the work many of you do over and above the normal school day for the benefit of our children and their families. I also know that the current financial position is not making your job any easier. The Council is working hard to protect education but given the pressures nationally it is increasingly more difficult. It is, therefore, all the more commendable that we are continuing to improve.

A handwritten signature in black ink that reads "Maureen McKenna". The signature is written in a cursive, flowing style.

Maureen McKenna
Executive Director of Education



Vision, Value, Aims

Glasgow City Council has identified five priority areas for the next five years. These are to make sure Glasgow has:

- economic growth; and is
- a world class city
- a sustainable city
- a city that looks after its vulnerable people
- a learning city

In Education Services, we want to

- ensure that every person has the opportunity to be a successful learner, confident individual, responsible citizen and an effective contributor
- help empower communities and work with them to promote high expectations and aspirations
- celebrate diversity and reduce inequalities

We aim to

- put children, young people and their families first and promote children's rights
- embed trust, respect, wisdom, justice and integrity in all that we do
- work together with all who provide services to people in Glasgow
- continue to improve to ensure that all children and young people achieve their potential

Our Key Priorities

- raise attainment and achievement for all
- develop further Curriculum for Excellence
- meet the needs of all learners, in particular those with additional support needs
- develop further One Glasgow for our youngest citizens and their families
- improve our approaches to finance and resource management
- work with partner services to improve further outcomes for children, young people and their families

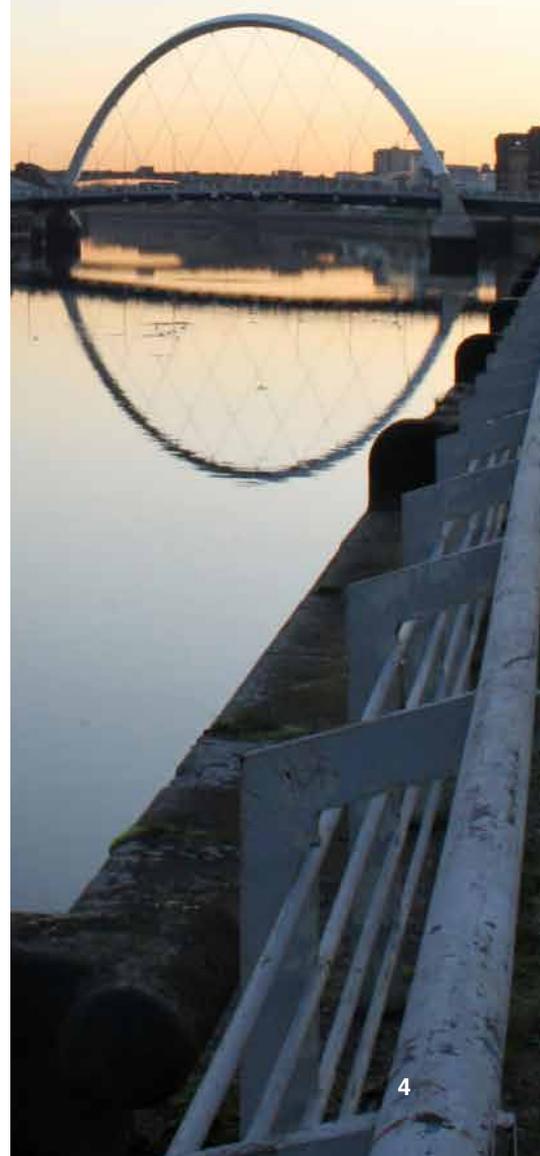
Context of city

As at June 2013 the estimated population of Glasgow had increased to 596,550 and accounted for 11.2% of the total population of Scotland. In mid 2013, the estimated percentage of people aged under 18 within the authority was 18.3% which is slightly less than the national figure of 19.4%. The estimated percentage of children age 0-4 years in 2013 was 5.8% in Glasgow, similar to the percentage in Scotland, 5.5%. The number of children aged under 16 years is projected to increase by between 13% and 16% from 2014 to 2024. For the working age population, there is a projected increase of between 0% and 3%, whilst for pensioners; there is a projected increase of approximately 13%. Around 30% of Scotland's 15% most deprived datazones are located in Glasgow. The proportion of deprived datazones in Glasgow has improved from 374 datazones in the 15% most deprived in 2004 to 289 in 2012, which is a 22% decrease. The level of income deprivation in Glasgow is higher than in Scotland in general, with 21.5% of the population of Glasgow City being income deprived, compared to 13.4% across Scotland. Unemployment rates are higher than the national rate and the percentages of claimants of Job Seeker Allowance are also higher than the national figures. The employment rate in the city has decreased by 3.3% between 2012 and 2013 against a national decrease of 0.3%. However, unemployment rates decreased slightly at a national level but increased slightly in Glasgow. Glasgow has the largest proportion of looked after children with approximately 23% of Scotland's looked after children and young people. As at July 2013, Glasgow City had 3674 children looked after. 3,405 of these children and young people were looked after in the community and 269 were looked after in residential accommodation. The percentage of young people whose first language is not English is continuing to increase. In 2013-14, around 10,400 children and young people had English as an additional language which is around 16% of the school population. Approximately 2,000 children in local authority nurseries had English as an additional language. There are approximately 115 different languages spoken among our children and young people.

Towards the Nurturing City

*A nurturing city
has schools where...*

*"We are listened to."
"We know we are valued."
"We feel we belong."*



Key achievements

Attendance has continued to increase with exclusions continuing to decrease. Exclusions have decreased by 70% since 2007.

Attainment has continued to increase. Overall, Glasgow performed better than its virtual comparator authority for all measures. When deprivation was taken into consideration, Glasgow's average tariff score was better than the national figure for young people from the 30% most deprived postcodes and the 10% least deprived postcodes.

Around 1200 young people achieved a Sports Leader qualification. Glasgow continues to be the largest awarding authority in the UK for Sports Leaders UK.

In the last four years, the number of young people participating in Duke of Edinburgh has more than doubled. The number of completions increased by 58% from 2012/13.

Glasgow schools and staff won nearly half of the available Scottish Education awards.

Ten young people from four secondary schools participated successfully in our first engineering scholarships in partnership with Kelvin College. All went on to a positive destination.

More young people than ever before are staying on at school beyond S4.

Glasgow achieved its highest ever proportion of positive destinations. The proportion of school leavers going to higher education increased to its highest ever level.

All schools and nurseries participated in a range of events in preparation for Glasgow hosting the Commonwealth Games.

The School's Baton Relay which mirrored the Queen's Baton Relay, involved more than 20,000 children and young people across the city.



St. Joachim's Primary School designed an app for the Games and won a Flourish Award and the Lord Provost's Education awards. The St. Mungo's Learning Community formed a choir called East40 and released a single they had co-written for the Games. They won a special award from the Lord Provost.

We are continuing to develop our approaches to enable Glasgow to be a Nurturing City. Nearly 3,500 staff from over 200 schools have participated in nurture training. Our nurture trainer has delivered training to staff from across agencies and in other local authorities.

Our nursery nurture corners won the Herald Society Education Award for 2014.

Our partnership with schools in Malawi continued to grow with another team of teachers visiting Blantyre to support learning and teaching. Young people from Glasgow worked with young people in Blantyre exploring the Rights of the Child.

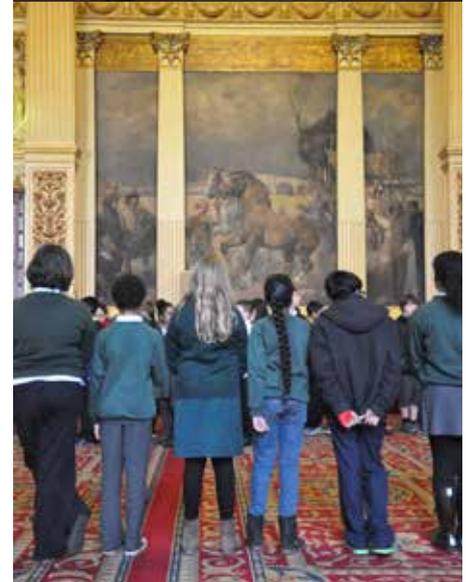
We continued to promote greater family support and learning through our One Glasgow nurseries.

We launched our first cohort of 'just coping' parents into employment. In partnership with Clyde College, 15 parents participated in a foundation stage programme to assist them in getting qualifications in early learning and childcare.

We continued to develop our partnership with parents with additional support needs hosting a conference for those parents with children with autism spectrum disorder. EVIP and John Wheatley College were awarded "Highly Commended" at the SQA Star Awards for Partnership of the Year.

MCR Pathways, a mentoring project, won the Scottish Mentoring Network "Most Promising Education Project of the Year" 2014 and was runner up in the Herald Society Awards 2014.

Over 600 young people identified by schools as being at risk of unemployment following their transition from school benefitted from the support and learning opportunities offered through the Activity Agreement Programme. The positive outcome rate was above 75% in 2013/14 – above the national Activity Agreement outcome rate.



How well do children and young people learn and achieve?

Children and young people across the city are achieving very well. Most are motivated and enthusiastic about their learning. Increasingly, children and young people are clear about what they are expected to learn and what they need to do to improve.

The Council places a high priority on raising attainment and achievement for all children and young people. Raising attainment and achievement is not just about exam performance; rather it is about everything that we do to improve outcomes for children and young people. Therefore, our standards and quality report includes data on attendance, exclusions, school leaver destinations and exam performance in SQA examinations as well as data on the range of other opportunities available for young people to achieve other qualifications and to extend their learning experiences.

Attendance

Attendance has increased across all sectors.

	2009/10	2010/11	2011/12	2012/13	2013/14
Primary Schools	93.0%	92.6%	93.8%	93.7%	94.1%
Secondary Schools	89.8%	89.6%	90.8%	91.2%	91.5%
ASL Schools	90.6%	88.3%	88.0%	88.7%	90.1%

We need to continue to develop the curriculum being delivered and improve the quality of learning and teaching so that young people engage for longer in education and are able to achieve appropriate qualifications which prepare them for the world of work.



Exclusions

Overall exclusions are continuing to decrease. There has been a further 15% reduction in exclusion incidents across all sectors in the last year. There has been a further 14% reduction in the number of half days lost to exclusion from 2012/13 to 2013/14.

Since 2006/07 when exclusions peaked, there has been a 70% reduction overall.



The greatest rate of decrease continued to be in the secondary sector. A number of secondary schools have made considerable progress in reducing exclusions due to the use of positive behaviour approaches such as restorative justice practices. These allow staff and young people to explore the causes of poor behaviour as opposed to only focusing on the outcomes of the poor behaviour.

Establishments have continued to have promoting positive behaviour on their improvement plan. Staff development activities have been delivered to staff to support this priority which is continuing to impact on exclusion reductions.

The table over shows the percentage of pupils who have been excluded. Only a very small percentage of children and young people in our schools are excluded which is very positive.

Pupils who have been excluded	2011/12	2012/13	2013/14
Primary Schools	0.70%	0.65%	0.66%
Secondary Schools	4.43%	4.17%	3.63%
ASL Schools	6.95%	7.63%	6.43%

There are no right or wrong rules for exclusions. There will always be times when for the safety of the child themselves or for the safety of others that an exclusion needs to happen. However, exclusion should only be used when there are no other options and, wherever possible, restorative approaches should be used to allow children to understand why exclusion is being considered. Staff also need to be able to reflect on the causes of exclusion and consider if there was anything they could have done to avoid exclusion being considered.

Performance in SQA Examinations

Each year young people in secondary schools sit examinations offered by the Scottish Qualifications Authority (SQA). They sit examinations at the following levels:

Level 5	National 5 which is broadly equivalent to Intermediate 2 or Standard Grade Credit Grade 1 and 2
Level 6	Higher A-C
Level 7	Advanced Higher A-C

“We were particularly impressed with the focus on raising attainment, the wider achievement agenda and your partnerships with local colleges for supporting the hairdressing and car mechanics initiatives. We were also greatly impressed with the confidence of pupils and their sense of pride in their school. Pupils clearly have high ambitions for themselves.”

Visitors from **Scottish Government Learning Directorate** to **John Paul Academy**

In 2014, new qualifications were introduced: National 1, 2, 3, 4 and 5. National 1 and 2 qualifications are designed to meet the needs of young people with additional support needs. They tend to be offered to young people who attend our ASL schools. They are internally assessed by the school and verified by SQA. National 3 and 4 qualifications are offered in both mainstream and ASL schools. They are also internally assessed and are at SCQF levels 3 and 4 respectively (formerly Standard Grade Foundation level – grades 5 and 6 and General level – grades 3 and 4, respectively).

To achieve a National 5, young people have to achieve internal assessments and sit a final externally set examination in the May diet. They can achieve an A-D pass. If they fail the external examination then they can achieve a qualification at National 4 if they have successfully passed all the internal assessments for National 5 and completed a 'bridging unit' at National 4 level.

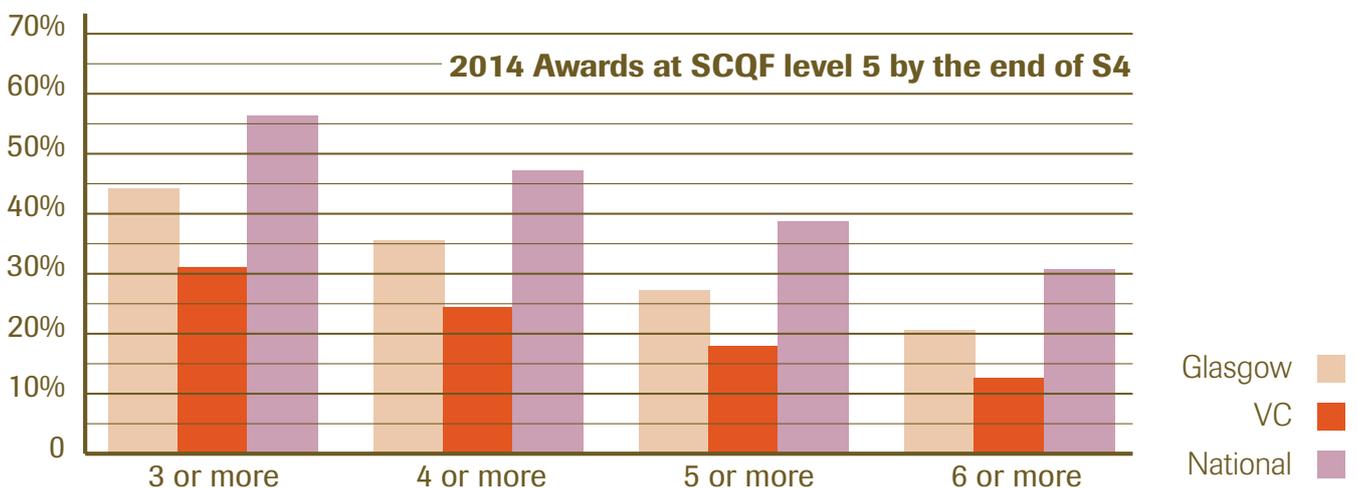
Young people achieve qualifications at different stages throughout the senior phase (S4 to S6). In the last few years, under Curriculum for Excellence, secondary schools have been developing their broad general education (S1 to S3). 2013/14 was the first year of the senior phase. In almost all mainstream secondary schools in the city, young people at S4 achieved a range of qualifications at National 3, 4 and 5. One secondary school, with the agreement of parents, had opted to bypass qualifications at the end of S4 with young people sitting examinations in May of S5. There were also different presentation approaches. The majority of young people were presented for around six qualifications. It is, therefore, not possible to compare previous years' performance by the end of S4 with this year's. It is also challenging to compare Glasgow's performance with the national performance due to the different approaches across schools nationally.

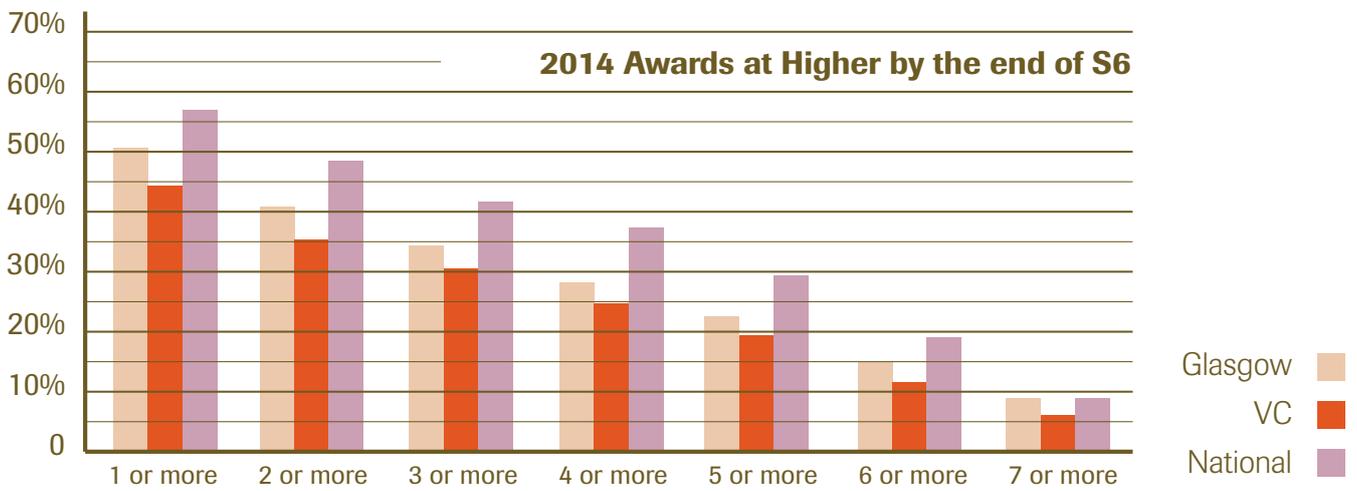
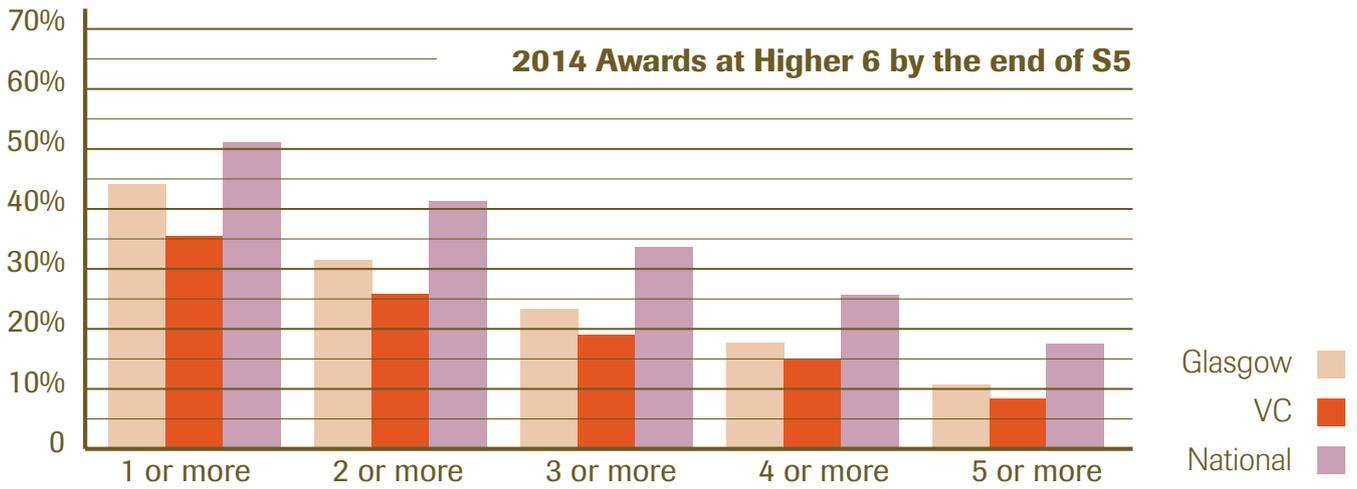
The Scottish Government has developed a new analytical tool, Insight, for performance data in examinations. The tool is still at an early stage of development but it aims to allow teachers to analyse their school's performance. We are actively participating in the ongoing development of the tool to ensure that it meets schools' needs and local authorities' needs.

Schools report that the tool has proved helpful in their analysis of attainment. However, there is still more development needed particularly for year on year analysis and for authority level data.

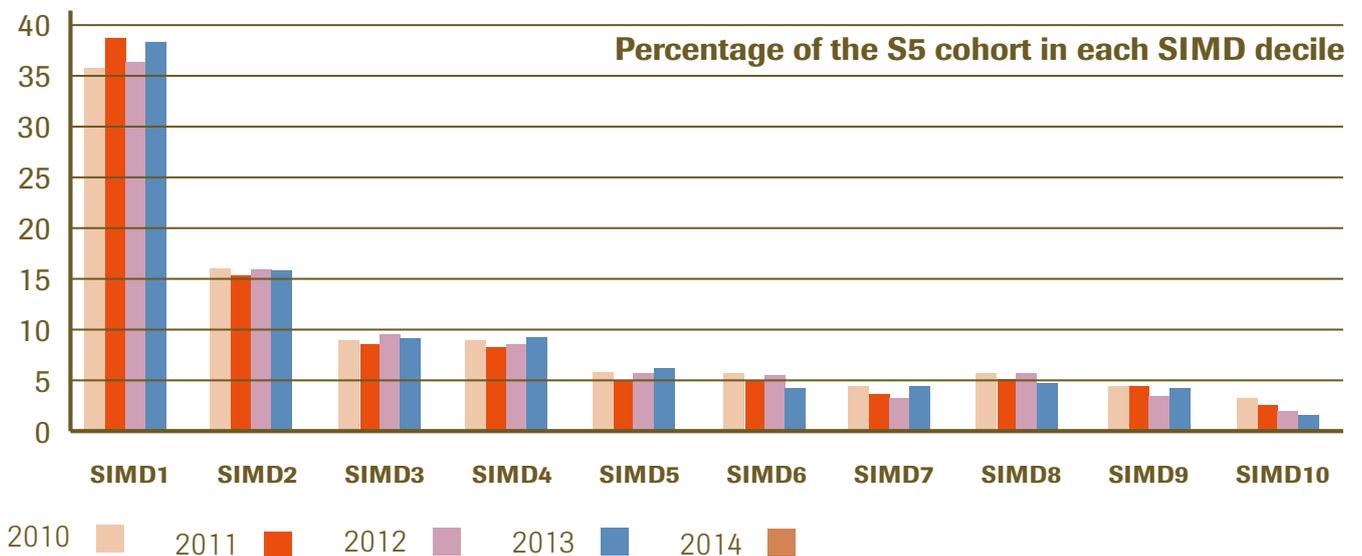
The analysis has been carried out for the city with performance being compared to national figures and to its virtual comparator authority. The virtual comparator authority is found by finding 10 pupils' performance for each Glasgow pupil using their characteristics, such as postcode, gender, additional support need.

Overall, for the number of awards at each level, the city performs better than its virtual comparator and less well than the national figures.

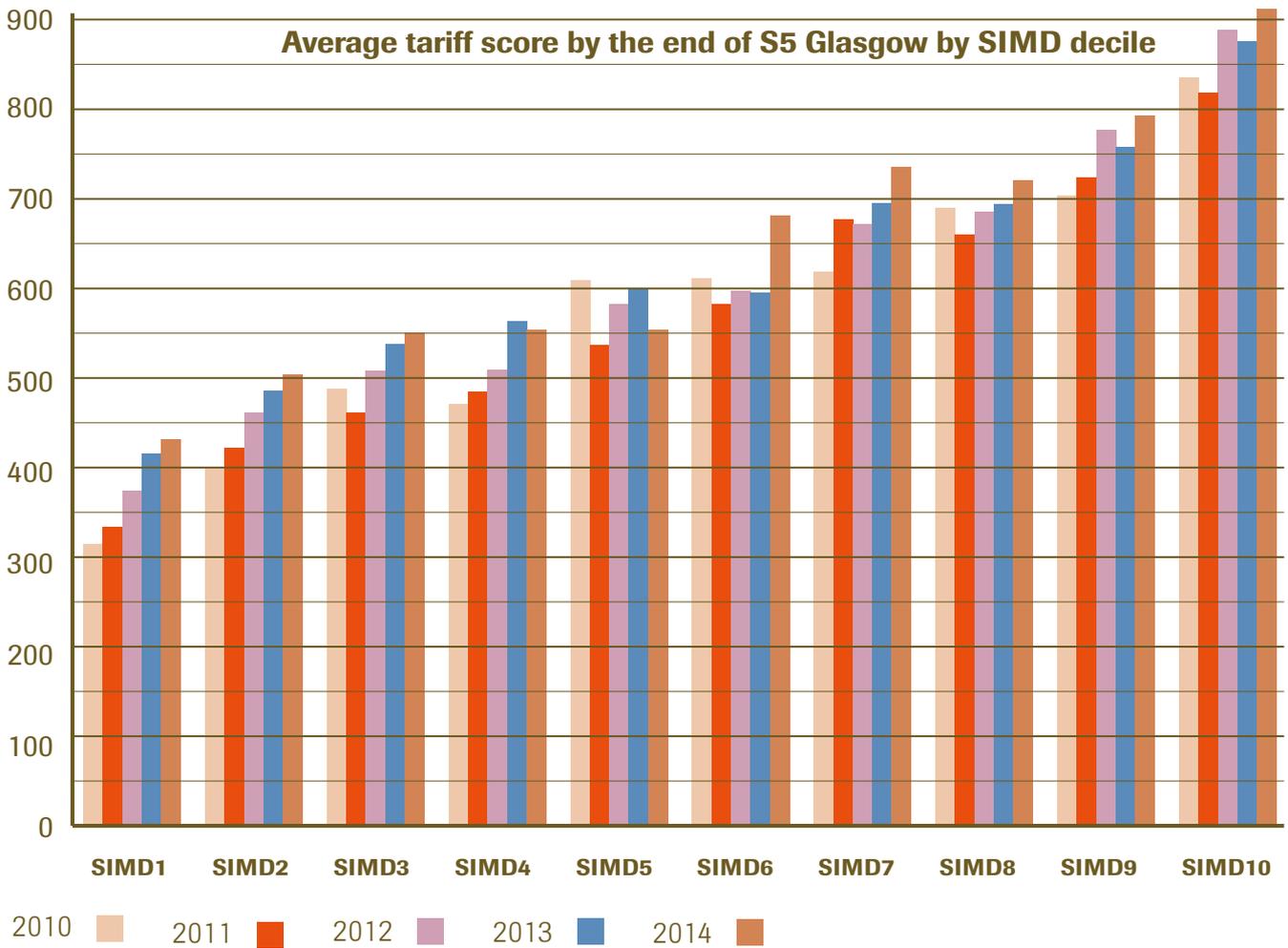




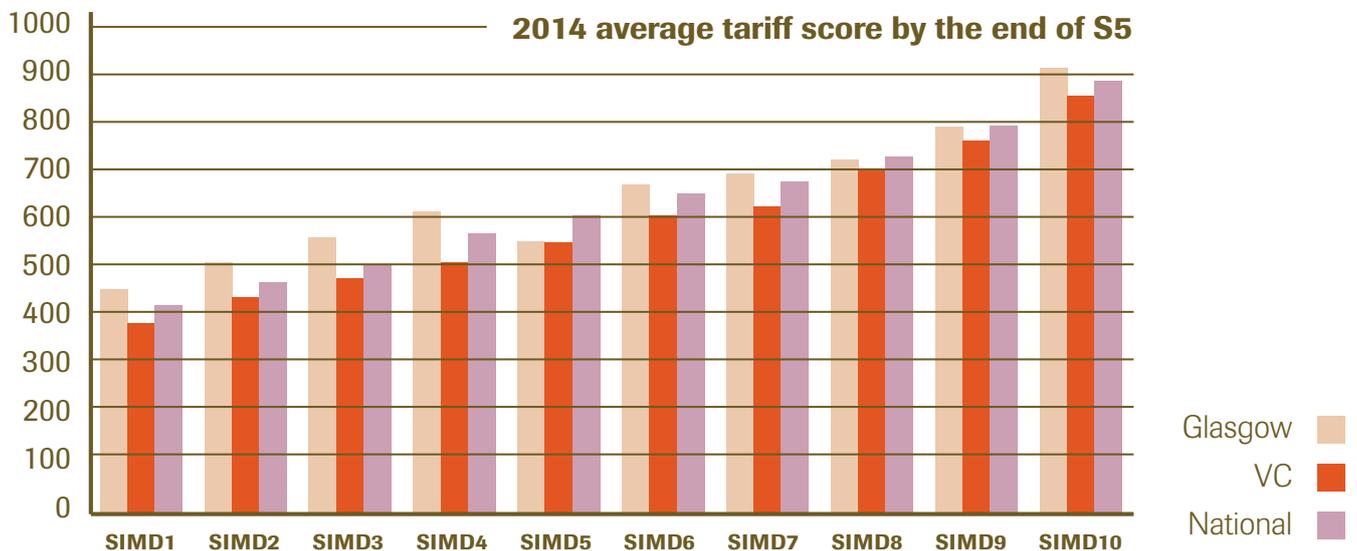
There is much research linking the effects of deprivation on attainment. The following analysis uses the Scottish Index of Multiple Deprivation (SIMD). Data zones across Scotland have been ranked and split into ten equal parts with SIMD1 being the most deprived and SIMD10 being the least deprived. It can be seen from the graph below that the majority of S5 pupils in Glasgow (nearly 75%) live in SIMD1 to 4.



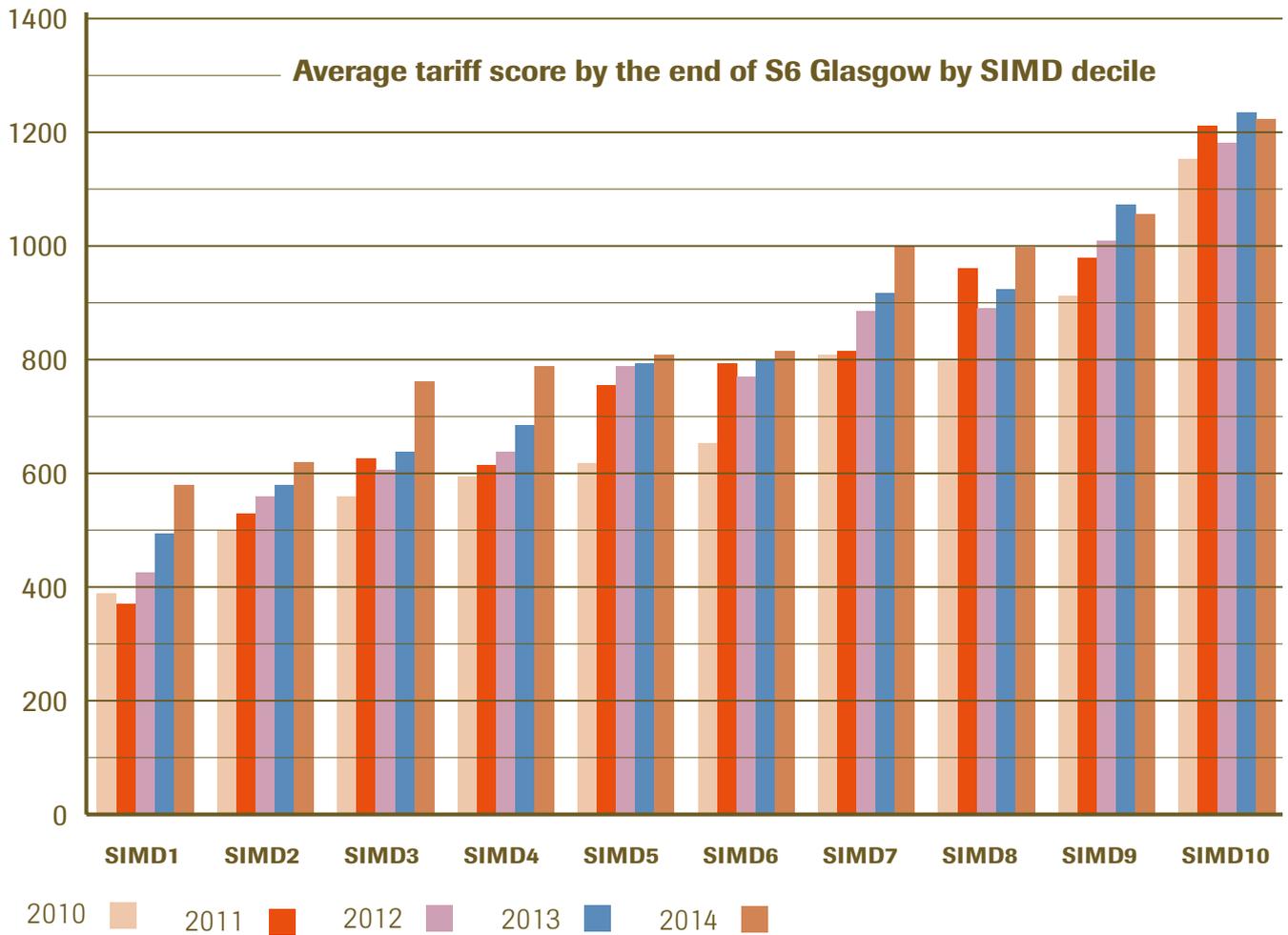
The graph below shows the average tariff score by the end of S5 across the last five years. It shows that attainment is increasing and there remains a link between deprivation and attainment.



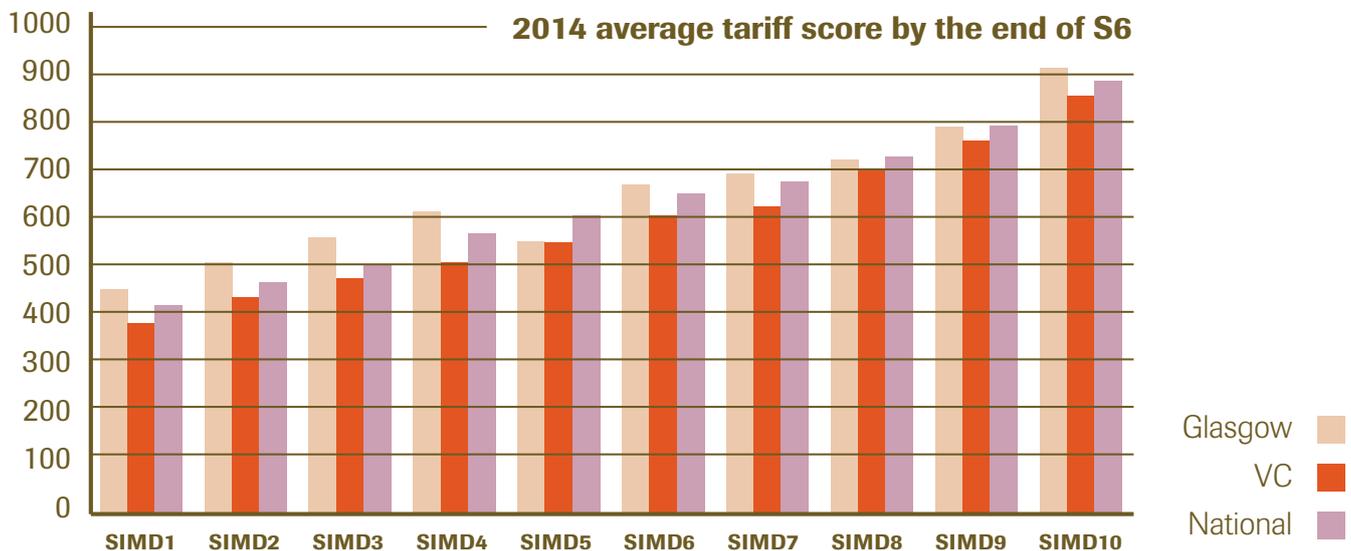
This graph shows that by the end of S5, the city performs better than its virtual comparator and better than the national figures for SIMD1 to 3, and better than its virtual comparator and in line with the national figure for SIMD4 – this represents nearly 75% of S5 pupils. The city also performed better than its virtual comparator and the national figures for SIMD6 and 10 – this represents 8% of S5 pupils.



The spread of S6 pupils across SIMD deciles is similar to S5 with nearly 70% living in SIMD1 to 4. The graph below shows that attainment is increasing with a particularly strong performance in 2014. The link between attainment and deprivation remains.



The graph below shows that performance by the end of S6 is even stronger than by the end of S5. Glasgow performs better than both the national figures and its virtual comparator for SIMD1 to 4 and for SIMD5, 7 and 10.



Advanced Higher Hub at Glasgow Caledonian University



The Hub opened at Glasgow Caledonian University in August 2013 in partnership with Glasgow City Council. The Advanced Higher Hub provides greater educational opportunities for young people across the city through its Advanced Higher subject portfolio and acts as a bridge between secondary school and university. Young people attending the hub are taught Advanced Higher Maths, English, Biology, Chemistry, History, Modern Studies and Business Management.

Nearly 100 pupils from 17 partner schools across the city attended classes at GCU in 2013/2014. The Advanced Higher Hub complements and supplements Advanced Higher provision across the city and for some, the Hub provided the only access to Advanced Higher classes in their chosen subject(s).

GCU is the first University in Scotland to employ school teachers to teach pupils on campus. The Advanced Higher Hub retention rate in its first year was 94% and average attendance for the session was 93.9%.

The first set of Advanced Higher Hub results revealed a 74% pass rate. Of those completing their studies, 23% of pupils gained an A, 31% a B and 20% a C. Advanced Higher English achieved excellent results: 100% pass rate and all at A and B grades. The Hub also offered Higher Politics to 16 of the pupils who were sitting Advanced Higher Modern Studies and achieved a 100% pass rate.

Attainment of looked after young people

We continued to improve our partnership working with colleagues in Social Work Services with a particular focus on looked after young people. Glasgow has the largest proportion of looked after children with more than 22.9% of Scotland's looked after children and young people. This is in comparison to Glasgow having around 9.7% of Scotland's general population of children and young people. We, therefore, recognise that we face significant challenges just in terms of the scale. Attainment of looked after young people remained below that of their peers but improved at a faster rate.

	% of candidates attaining Literacy & Numeracy					
	Level 4			Level 5		
	Total School Population	Looked After at Home	Looked After Away From Home	Total School Population	Looked After at Home	Looked After Away From Home
2011/12	59.09	24.19	24	18.43	3.23	8
2012/13	58.11	26.72	23.81	19.21	1.72	2.38
2013/14	72.03	34.35	51.43	28.48	3.82	14.29

Wider Achievement

In time the Insight tool aims to include information on young people's wider achievements by considering other forms of accreditation, such as Sports Leadership awards. However, this work is still developing and currently we gather the data manually. We have included below some summary information on young people's wider achievements. This data is shared with parents and carers through each school's annual standards and quality report.

In 2013/14, 1211 young people achieved a qualification from Sports Leader UK Awards. From which 726 were male, 485 were female. Young people achieve Dance Leadership, Sports Leadership and Young Leaders Awards. Of the 1211 successes, 19% were of a BME background which is more than the proportion of BME in the total population. 56% resides in the 15% most deprived postcodes. Glasgow continues to be the largest awarding authority in the UK for Sports Leaders UK. In 2014/15 we are extending our Sports Ambassador programme in partnership with Sport Scotland.

In 2013/14, 48 pupils from four Glasgow secondary schools participated in an Outward Bound Employability programme. This programme is supported by the Scottish Power Foundation. The four schools involved were Castlemilk High School, St Margaret Mary's Secondary School, King's Park Secondary School and Holyrood Secondary School. The project aimed to provide young people from disadvantaged backgrounds with the skills and confidence to consider what choices they need to make to leave school and enter a positive destination.

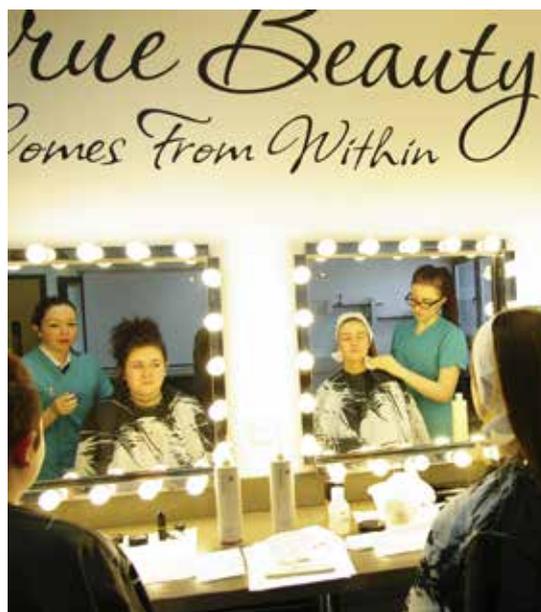
In the last four years, the number of young people participating in the Duke of Edinburgh's Award has more than doubled. This programme is supported by Scottish Power Foundation. 1087 young people participated which was an increase of 34% from 2012/13. The number of completions was a 58% increase from 2012/13. The completion rate for Duke of Edinburgh is 54% making it the 6th best local authority in Scotland. The number of leaders actively engaged in delivering the award rose from 60 to 126 and increase of 113%. The number of centres rose to 54 with an increased breadth of scope including ASL schools, apprenticeship programmes, employability programmes and colleges. At an award ceremony held in November 2014, more than 500 young people achieved awards at Bronze, Silver and Gold. This was the largest Duke of Edinburgh's Award ceremony ever held in Scotland.

At the Scottish Education Awards, city schools and staff won nearly half of the available awards. These were Headteacher of the Year, Commonwealth Games Legacy, Teacher of the Year, Health and Wellbeing, Lifetime Achievement, Sustainable Schools and Gaelic Education. The city also jointly won the National Music Council Music Education Awards' Paritor Award for New Music.

At the National Youthlink Awards, to recognise best practice in youth work from across the country, one of our Activity Agreement Coaches, who works with young people in Enhanced Vocational Inclusion Programme (EVIP), was successful in winning the award for Trusted Professional of the Year. In 2013/14, we had our first cohort of ten engineers from four secondary schools in the north east of the city. In partnership with Kelvin College, the young people completed a bespoke package of 12 units focused on engineering, a work placement and they were also able to complete qualifications in school. All ten young people went on to a positive destination, including six of whom went to Kelvin College to start an HND in engineering. In 2014/15, we are extending scholarships to more schools in engineering as well as other vocational areas. 180 pupils from 13 secondary schools participated in this year's Culinary Excellence programme. Culinary Excellence is open to young people in S5/S6 who are studying Hospitality. The programme offers young people an extended work placement in one of our partner hotels and restaurants undertaking either front of house or kitchen experience. The programme is also offered to young people from ASL schools where they are supported to gain valuable life and employability skills.



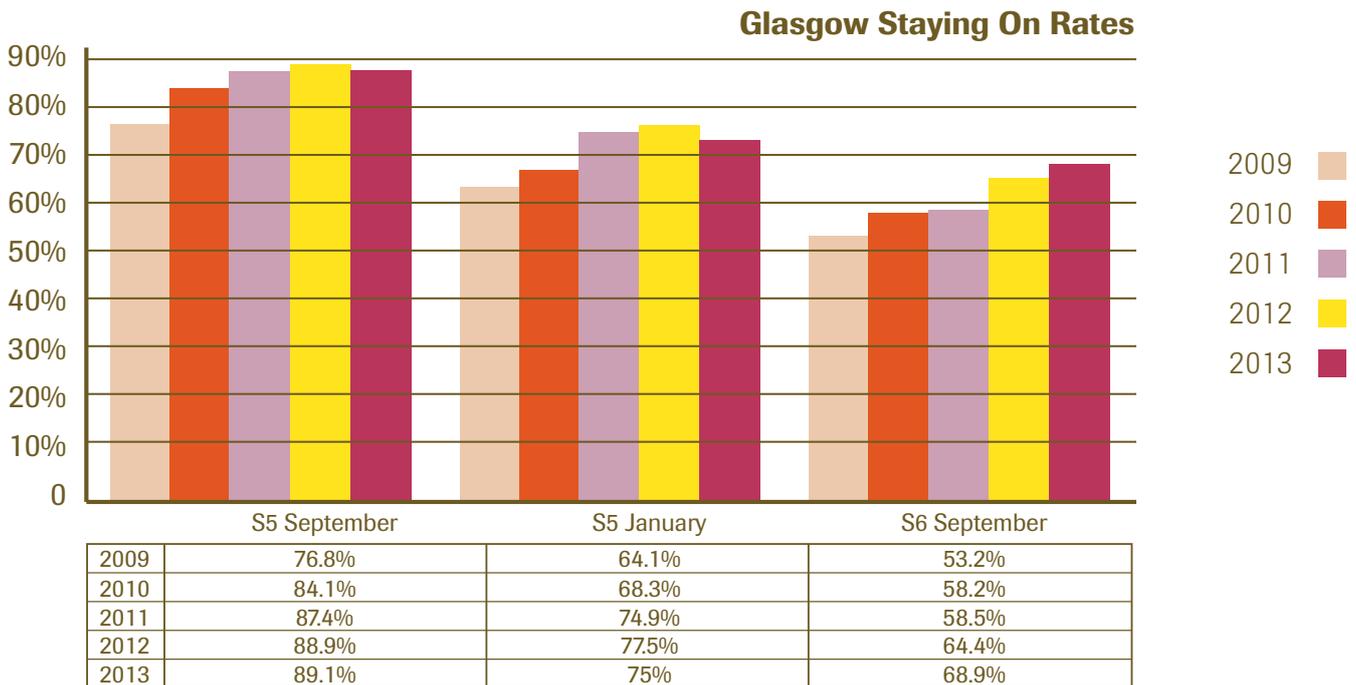
EVIP continued to grow and develop in session 2013/14 with improved achievement and attainment rates in every subject area. 65% of our full-time pupils achieved a full College award in their vocational subject – including Hairdressing, Beauty, Construction, Engineering and Hospitality. In total 906 units were achieved across the options. 61 pupils attained National 3 or National 4 English with 64 pupils attaining National 3 Maths. 20 full-time pupils also achieved the Youth Achievement Bronze award. In November 2013, EVIP and Kelvin (John Wheatley) College were awarded “Highly Commended” at the SQA Star Awards for Partnership of the Year. This was for their collaborative working with a group of vulnerable Looked After young people from the North East of Glasgow who were jointly supported with their education and transition by staff from EVIP and Kelvin (John Wheatley) College.



Two looked after pupils from Westmuir High School, a secondary school in the city for young people with social, emotional and behavioural needs, after completing a period of work experience during their fourth year, gained apprenticeship placements with Arnold Clark. Our Determined to Report Project provided 32 of our aspiring young people with a unique, set of experiences to support their intended journalistic career pathway. The project comprised media training with the Bauer Media Academy, live reporting through social media from a digital skills conference, a live newsroom experience during Games time, virtual newsroom connections across Scotland, experiential learning through visits to media institutions, work experience placements and exposure to recruitment opportunities in the field. The experience offered professional development opportunities and learning, incorporating digital media, communications, ethics and the challenges this presents, as well as hands-on work experience during the Commonwealth Games. Many of the young reporters used the experience in their personal statements when applying for Journalism and media courses. Our mentoring programme, which supports young people in care, or with an experience of care, to fulfill their academic and career potential, launched in partnership with the MCR Foundation and The Glasgow Herald in March 2014 resulted in 100 volunteer mentors trained by the end of June 2014. The mentoring project won the Scottish Mentoring Network “Most Promising Education Project of the Year” 2014 and was runner up in the Herald Society Awards 2014. The project will continue to grow throughout 2014/15.

In January 2014, schools across the city took part in a range of events to commemorate the Holocaust. There was a special event held in the City Chambers hosted by two young people from Bellahouston Secondary who had participated in the Holocaust Educational Trust’s visit to Auschwitz. Children and young people from a variety of schools heard from Arn Chorn Pond who is a survivor of the genocide in Cambodia and Dr Alfred Munzer whose family experienced the concentration camps during the war. Pupils from St Andrew’s Secondary, St Mungo’s Academy and Eastbank Academy came together to form an orchestra and choral section to premier the piece ‘Live for Tomorrow’ which had been written especially for the event.

Staying on Rate and Leavers' Destinations



In the last five years, staying on rates in Glasgow have increased.

Staying on rates nationally have also increased. Glasgow's staying on rates are below the national figures but have increased at a faster rate than national figures.

In 2013/14, there were 4,725 leavers compared to 4,572 in 2012/13. The proportion of school leavers going to a positive destination has increased again to 89.7% - an increase of 0.5%.

The proportion of school leavers going to higher education has increased again and for the third year in a row it is where the largest proportion of our leavers goes. This is extremely noteworthy and aligns with our success in raising attainment and expectations for all Glasgow's young people.

- Ten years ago, the proportion of young people going to higher education was 18.2%, in 2014, it was 32.8%
- Ten years ago, the number of young people whose destination was not known was 215, in 2014, it was 13 - our lowest ever number.
- More young people have gone into employment this year rather than training. Previous experience would suggest that this will improve our sustained destinations figures.

	Total Number of Leavers	Positive Destination	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Unknown
2009/10	4841	84.1%	27.3%	29.0%	10.3%	17.2%	0.3%	-	13.1%	1.6%	1.2%
2010/11	4750	86.4%	28.3%	28.5%	10.1%	18.4%	0.6%	0.5%	11.9%	1.2%	0.5%
2011/12	4411	87.6%	29.3%	28.3%	9.0%	19.3%	0.5%	1.1%	10.6%	1.3%	0.5%
2012/13	4572	89.2%	31.4%	27.4%	8.2%	18.6%	0.6%	3.0%	9.5%	1.0%	0.3%
2013/14	4752	89.7%	32.8%	26.5%	7.2%	20.6%	0.7%	2.1%	8.8%	1.1%	0.3%



Glasgow 2014

2014 was an extraordinary year for Glasgow with events leading up to being the host city for the 20th Commonwealth Games. Our schools and nurseries had been working towards this for the last few years and in 2013/14 they undertook their final preparations. Here are examples of some of the activities which took place before and during the Games. Gold Medal Programme 2013/14 was funded by Glasgow Housing Association and Cube Housing Association. Schools were invited to submit funding applications for projects relating to three legacy themes; Active/Healthy Living; International/Cultural; Sport/Physical Activity. Projects could be new or existing but we wanted exciting and innovative projects in particular. In total thirty projects received funding with nearly 30,000 children and young people benefiting as a result. Three of the thirty projects were citywide, and received great profile. These were **Schools' Baton Relay**, **Secondary Schools' Velodrome Track Cycling Programme** and **Playground Games**. The Schools' Baton Relay encouraged children and young people to be creative and active. In order to raise further the profile of the Commonwealth Games amongst our City's young people, Glasgow mirrored the International leg of the Queen's Baton Relay with their very own Schools'



Baton. Designed by Liam Doherty from St Andrew's Secondary, the Schools' Baton contained a message to Glasgow's young people from The Lord Provost. With the help of our Active Schools Co-ordinators, the baton travelled to over 70 schools/nurseries covering more than 200 miles across Glasgow from October 2013 – June 2014 with more than 20,000 children involved.

The partnership formed between Education Services, GHA/Cube Housing Associations and the Emirates Arena through the Gold medal programme ensured the establishment of Glasgow Schools Secondary Track Cycling Programme. The programme was offered to every secondary school in Glasgow. Twenty seven schools took part, including seven ASL schools, for whom a specific programme had been devised. A total of 2210 young people participated with 150 having gained between level 1 and 4 accreditation. In April 2014, the inaugural Glasgow Secondary Schools Track Cycling Competition took place. It featured 13 schools with over 60 riders.



Determined to Make Movies is a film-making project for young people open to all Glasgow schools. Participation provides groups of young people with the opportunity, training and support to create a short film linked for the last three years to Glasgow 2014 – in any genre – using professional film-making and editing equipment; and subsequently, to have their film shown at screening events hosted by the Glasgow Film Theatre. The project is managed by the Employment and Skills Partnership Team supported by, Education Services Graphics team, EDICT and Glasgow Film Theatre which supports teachers and, in turn, children and young people to gain the skills they need to become film-makers.



As part of a Games project, St Mungo's Learning Community created a choir called **East40**. They are a group of 46 young stars, supported by teachers from the St Mungo's Learning Community who celebrated Glasgow 2014 and its legacy by writing, producing and releasing the single 'Let the Games Begin' with famous music personalities such as Freddie Cowan from The Vaccines and Paul Thomson from Franz Ferdinand.

The single was sold in aid of the Commonwealth Games charity – UNICEF and their campaign **#Putting Children First**. They also worked with the artist Gerard Burns to design a unique cover for the single. The single was launched at the end of April. Before and during the Games East40 sang at a lots of events, including St James' Palace and along with Lulu as part of the Games Festival. East40 were given a special Lord Provost's Award for 2014.

Healthy World/Schools and Parks Commonwealth Twinning Project was a legacy project which commenced in 2010 and twinned all of Glasgow's schools and nurseries to one of 11 'hub'

parks across the city. Each of these parks has in turn been twinned with one of six Commonwealth regions (Africa, Caribbean, Americas, Asia, Oceania, and Europe) which were selected to reflect the historical connections and resources within the park. This joint initiative between Education and Land and Environmental Services allowed schools to visit their partner park and participate in a variety of practical, active and outdoor learning experiences. In addition, hand carved sculptures in each park were designed through an artist working with school pupils.

The pupils of St Joachim's Primary collaborated with the Graphic Design Team in Glasgow City Council to research and develop an app for the Commonwealth Games that would generate interest in the Commonwealth Games and engage children in the school with this event. The app is called '**Glasgow Games 2014**' and is available for download from Apple Inc. and Google. The aim was to assist the pupils in learning about the world of work by using the Commonwealth Games as a context for learning. The pupils wanted to provide visitors to the city with a comprehensive pack of information on the sports.

In the first week of the Games the app had 13,000 downloads. Overall, by end of July 2014 there had been over more than 36,000 downloads from across the world demonstrating the ability of the children to influence. St Joachim's won the Lord Provost's Education award for 2014.



“These facilities belong to the people of Glasgow – we are just lending them to the Commonwealth Games athletes for the duration of the Games.”

Councillor Archie Graham, Executive Member for the Games 2014

The Physical Education, Physical Activity and School Sport (PEPASS) team supported the delivery of the Commonwealth Games Legacy.

Through more than 500 Commonwealth Sport programmes, competitions and festivals, children and young people had the opportunity to use the spectacular facilities enjoyed by the Commonwealth Athletes. Figures from Active Schools show a 27% increase in the number of activity sessions from 2012/13. As well as more than 1200 young people achieving UK Sports Leadership Awards, 56 young people from S5/S6 became Young Sports Ambassadors. They developed leadership skills which enabled them to plan and deliver a school level strategy for sport and physical activity on behalf of their peers.

Drumchapel High School won **Secondary Sports School of the Year**, Garscadden and Camstradden Primary School shared the **Primary Sports School of the Year** in 2014. There was a notable increase in the number of entries into the Glasgow Life Sports awards in 2014.

How well do we support our children and young people to develop and learn?

We continue to provide very good support to our children and young people.

We are continuing on our journey **Towards a Nurturing City**. Studies have shown that emotional literacy is a major contributing factor for the development of resilience, which enables children and young people to do well socially, emotionally and academically despite difficulties. Glasgow City Council has become a sector leader in the field of Nurture over the last seven years and its achievements have frequently featured in the media.

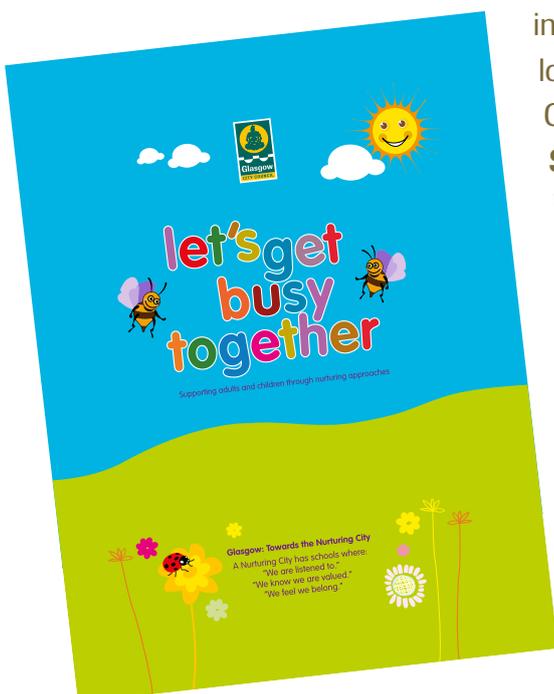
In line with our policy **Every Child is Included**, it is the responsibility of every member of Education Services staff to meet the needs of children and young people and to ensure that they are *nurtured and included*. We will only become a nurturing city when all members of staff who work with children and young people recognise and understand their role and responsibilities in relation to *nurture and included*.

We now have more than 70 nurture classes in our primary schools. In the last two years, we introduced nurture corners into 20 nurseries. We were the first local authority in Scotland to introduce these into nurseries.

Our nursery nurture corners won the **Herald Society Education Award** for 2014.

We have introduced enhanced nurture bases into two primary schools in the north to better meet the needs of primary aged children with social and emotional needs. We are taking steps to introduce one in the south of the city in 2014/15.

Nursery staff were very positive regarding the impact that the nurture training had had on their establishments. In particular, staff highlighted improvements in turn taking, sharing, sitting, concentration, friendships, confidence, appropriate behaviours and displaying and dealing with emotions.



Parents also commented on improvements in language, challenging behaviours and overall confidence levels. All parents discussed significant changes in their child's understanding of emotions, in particular an increase in empathy. This increase in empathy has resulted in a decrease in violent behaviour towards parents and peers, which parents have noted both at home and within the nursery.

Our nurture trainer delivers training to all staff, teachers, child development officers and support assistants, who run nurture groups, corners or bases. Across the city we now have 182 trained and accredited staff, with a further 80 due to be accredited in the course of this year. GTCS have very recently commended the high quality of Glasgow's nurture training and have recognised it as contributing to the ongoing professional development of teachers. In addition, during session 2013/14, 243



establishments received training on nurturing principles out of a total of 320 (76%). 91% of head teachers whose staff had been trained reported that staff understood these principles very well. 3,444 staff from 234 schools completed an online survey on nurturing principles. Their responses are helping us evaluate how nurturing our schools are and also to plan next steps in training. In addition, our nurture training officer works closely with colleagues in health and social work to ensure that nurture is becoming embedded into our approaches to early intervention. She also delivers training to other local authorities and, in session 2013/14, has worked in authorities across Scotland and in Northern Ireland.

The data on exclusions, attendance and attainment demonstrates that we have made good progress towards becoming a nurturing city. Our work on values and citizenship where we are embedding the **UNCRC Rights of the Child** is also making a strong contribution to us becoming a nurturing city.

**growing
goodcitizens
in glasgow**



This is broad ranging and includes global citizenship and the development of pupil voice where children and young people play an increasingly active part in the life of schools and nurseries. This work is also contributing towards the city becoming a UNICEF Child Friendly City.

Last year we launched our new approach to values and citizenship **Growing Good Citizens in Glasgow**. This year we developed a bespoke reflection tool to support our establishments. This professional resource outlines the entitlements of children and young people to learning for sustainability and active citizenship, both locally and globally. The reflection tool highlights Children's Rights and offers practical supports for establishments to help us achieve consistently the high expectations we have for our children and young people. Education Services was invited to share its strategic working on values and citizenship at a national conference in March 2013.

Citizenship coordinators from 78 establishments benefitted from specialist training to promote Children's Rights and active citizenship.

Five schools achieved level 1 status in Unicef's **Rights Respecting Schools Award** and our level 2 school, Swinton Primary, was reaccredited at that level. A further eight schools achieved their recognition of commitment in working towards this award.



In 2013/14 the theme of the annual **Talk2Gather** event was active citizenship.

247 children and young people shared their experiences of working within their local community to bring about improvements. There was a broad range of activities from improving health and wellbeing in the community to working with older citizens dealing with dementia.

Through a European Union-funded project, four secondary teachers visited Lithuania and took part in a conference to promote global citizenship across the secondary curriculum.

All probationer teachers benefitted from specialist input and guided professional enquiry about global citizenship.

Eastbank Primary School won the **Trades House Citizenship Award** and Oakgrove Primary took the honour of sustainable school in the National Awards. Westercraigs Nursery has been recognised nationally by Education Scotland and their work on learning for sustainability. This work was shared internationally at a conference in Japan.



During 2013/14 we hosted three very successful conferences. The first on **Video Interactive Guidance** had a range of international speakers and was planned by our Education Psychological Services team. We held two nurturing conference, one for our own practitioners and one for interested staff from across Scotland.

Glasgow continues to be one of the UK's leading education authorities for international education.

During 2013/14 Glasgow continued to build on its highly successful strategy of developing international education and international school partnerships within the curriculum. Over 120 establishments have educational partnerships

with overseas partner countries. Shawlands Academy was identified by the British Council at the end of the previous EU Lifelong learning programme as having the highest European education engagement of any UK school. Five more schools received accreditation through the British Council International School Award for outstanding development of the international dimension within the curriculum. St Roch's Secondary school received a European Quality label award for their development of eTwinning and also participated in an international school visit to St Kizito's School in Namibia funded by the UK High Commission for Namibia in July 2013. 17 schools were recognized for excellence and received Glasgow's Excellence Award for International Education.

In August 2014 we were awarded 45,000 euros of European funding under the new **Erasmus Plus** programme to take forward support for young people's employability skills in conjunction with partners in Nuremberg and Maastricht.

Schools across the city engaged with the **Connecting Classrooms** programme to enhance their collaboration with their twinned Commonwealth country.

St Albert's Primary, Carmunnock Primary, the East 40 choir, St Stephen's Primary and St Thomas Aquinas Secondary were represented at the final Commonwealth Class conference in June 2014 at the Glasgow Science Centre, presenting their educational achievements to the Commonwealth Secretary General. Glasgow has developed the Connecting Classrooms programme with a significant cluster of Commonwealth partner schools in India, Pakistan, Bangladesh, Kenya and Trinidad and Tobago, hosting 40 teachers and young people from St George East Trinidad and Tobago in June 2014 as part of our celebrations leading up to the Games.



We hosted a Commonwealth Class educational workshop around the **Commonwealth Mural** within Shawlands Academy, during the Games, for young people and teachers from 10 Commonwealth Countries. Six secondary schools took part in a series of lessons at Celtic Learning Centre to support their involvement in the British Council 'Football Remembers' initiative to commemorate the Christmas Football Truce of 1914. Their work was presented at an international Connecting Classrooms Conference in Sarajevo in September 2014. We hosted the return conference in December 2014 with guests from Bosnia, Catalonia and Poland.

We have been leading a pilot with Education Scotland and British Council Scotland based on our exemplary work on developing eTwinning to secure school improvement. The pilot has involved two secondary schools, two primary schools and one nursery. This initiative in eTwinning has been selected for presentation at the **'Comparative and International Education Society'** annual conference in Washington DC from 8-13 March 2015. The proposal: *"Embedding internationalization to affect whole-school improvement in special educational needs and mainstream schools"* is based upon the Glasgow pilot and will be presented by British Council Scotland.

Our educational partnerships with Pakistan have been recognized as making a significant contribution to developing relationships between the city and the Consulate of Pakistan who welcomed a visiting delegation of teachers from Pakistan and supported a visit of five teachers to Islamabad in February 2014.

Our Malawi Leaders of Learning (MLOL)

project went from strength to strength in 2013/14.

From schools across the city 15 young people were selected to be our first Malawi Young Leaders of Learning (MYLOLs). In Blantyre Secondary School in Malawi, 12 young people were also chosen to be

MYLOLs. For more than a year the two MYLOL teams worked in their respective countries on their leadership skills. They communicated with each other via video clips and email. The Scottish MYLOLs met regularly and the final team of 13 (two left due to exam commitments) emerged as a strong and committed group. In September 2013, the young people spent a very successful and emotional two weeks with their Malawian counterparts. They spent the majority of their time working together exploring the United Nations Convention on the Rights of the Child (UNCRC) as their core stimulus, identifying key issues that affected young people in Scotland and Malawi.

In October 2013, we hosted another six Malawian teachers from our partner schools in Blantyre. They spent two weeks working alongside our second team of Malawi Leaders of Learning in their schools. They positively engaged with classes and were continuously identifying activities which they could adapt to improve their own practice back home. We selected a group of Scottish staff too who worked together throughout 2013/14 ready to go to Malawi in September 2014.

We opened three libraries in our partner schools with support from Glasgow schools who raised the funds for the books. We also sponsored 15 girls from Stella Maris Secondary School which enabled them to stay in education.

Holyrood Secondary School continued their very strong partnership building even more classrooms and improving the learning environment of others. Springburn Academy and Lochend Community High School had a joint trip to Malawi where they improved classrooms in Chichiri Primary School. Bannerman High School also continued their partnership with Masalini Day Secondary School with a group of pupils visiting the school and also Bannerman hosting a visit from staff and pupils from Masalini. It is clear that partnerships between schools in Malawi and Glasgow are thriving with Glasgow's children and young people learning more about Malawian life and culture and their role as global citizens of the future.

Our approach to early intervention continued through 2013/14 with more nurseries developing and deepening their support to families through their own work and through improved partnership with voluntary sector organizations.

“We will live to remember MYLOL 2013 for the great success it was. It brought us together; it created an environment for intercontinental interaction, emphasised on our equality and left us with lessons that will last for a lifetime.”

Mission, MYLOL,

Blantyre Secondary School

A wide range of activity has taken place with regard to **One Glasgow**. We are moving towards a higher degree of family-centred collaborative service delivery. NHS are leading on activity around children under 30 months old, with Education leading for children 30 months to 8 years old.

Nursery-based family learning was developed further in 2013/14 by our 48 pathfinder nurseries. Such has been the success of the family learning approach, that in 2014, the focus shifted from the pathfinder nurseries to open up opportunities to engage encompassing all Council nurseries.

Practitioner training, helping staff across the children's sector to widen their knowledge and skills around family work, is key to supporting family learning. Training activity has been very broad and included evidence based parenting support training, specialist training on meeting the needs of families affected by substance misuse, family literacy, relationships education and effective family engagement. Much of this training has been made available on a multi-agency basis to education, health, social work and third sector staff. Practitioner networks have also been established in each of the three strategic areas to support the multi-agency sharing of practice around family engagement.



Successful family learning was evidenced through an innovative learning programme – **First Steps to Childcare** - delivered in partnership with Glasgow Clyde College to enable *just coping* parents, who were over 24 years old and who would normally be unable to access college based learning, to undertake their own learning. The focus of this was to increase their child development knowledge which in itself would assist them as parents - but would also potentially be the start of moving them towards employment in the childcare sector. Wrap-around childcare and individual support was provided to help them to overcome obstacles. Of the 15 parents who initially engaged with the pilot project with one leaving to gain employment 14 completed the foundation stage in May. Thirteen started on their National Progression Award in August 2014.

Aligning third sector family support services with our nurseries has also been important in contributing to the success of the One Glasgow model. Third sector partners have shifted towards much closer relationships with education colleagues and this has allowed for collaborative working and enhanced support for families.

A pilot multi-agency **Early Years Joint Support Team** (EYJST) was established in the North West

during 2012/13. This model was devised with the concept of bringing together all of the key local agencies – education, health, social work and importantly third sector partners – who could contribute to the discussion around a just coping family’s needs with the aim of agreeing an integrated package of support services, based on family need, which would help the family to move towards coping more effectively. The model evolved considerably over 2013/14 and it was agreed to align the roll-out of the model with the priority areas for each of the strategic areas identified by Community Planning Partners. There are now two EYJSTs operational within the North West, with a 3rd in the planning, three EYJSTs operational in the North East and the first team in the South was recently established and is functioning well.



One Glasgow extends into the early stages of primary school and opportunities to participate in the multi-agency training and to engage with third sector partners have also been opened up to a small number of schools. The family learning approach developed in nurseries, complements the effective work on nurture happening across the city and supports a truly holistic vision of the family.

Our schools continued to benefit from strong partnership with parents. We have a parents’ group for those parents who have children with additional support needs. This group helps advise us on policy and contribute to the development of support material for parents. In September, we held a conference for parents of children with autism spectrum which was very positively evaluated by parents who attended.

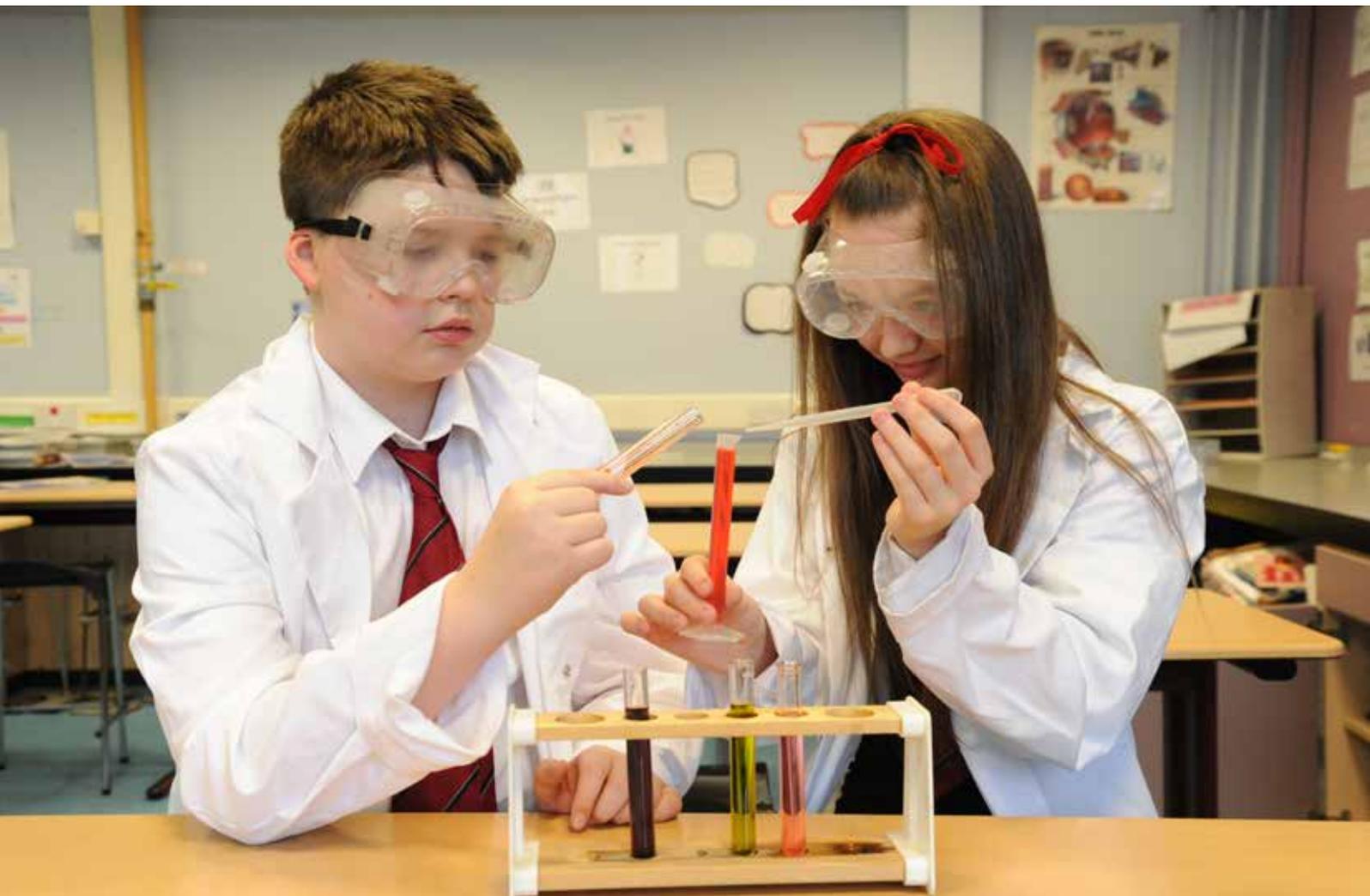
We also continued to benefit from our strong partnership with **Glasgow City Parent Council Forum**. This year parents helped us redraft our Parental Involvement Strategy.

The **Employment and Skills Partnership (ESP)** Team continued to support and co-ordinate a wide range of programmes aimed at improving young people’s ability to move from school into positive and sustained destinations and ultimately, fulfilling careers. As well as the widening access to higher education (HE) initiatives which supported a record number of pupils to move directly into HE from school, the Team also supported over a thousand young people to access college based learning as part of their senior phase entitlement across a broad range of disciplines. The attainment rate for Glasgow’s school/college programme increased by almost 40% in 2013/14.

The ESP Team also supported an increasingly varied set of models of work experience built into young people’s senior phase curriculum. Across Glasgow, almost 5,000 young people in their senior phase benefitted from one or more periods of work experience, including internships, weekly day-release programmes, sector specific taster programmes, group based problem solving challenges and supported work experience opportunities and

supported employment for young people with specific additional support needs.

Over 600 young people identified by schools as being at risk of unemployment following their transition from school benefitted from the support and learning opportunities offered through the **Activity Agreement Programme** and associated Connect2 personal development programme – delivered in conjunction with five of Glasgow’s key voluntary sector youth and employability services providers. The positive outcome rate from these school leaver programs targeted at our most vulnerable young people remained above 75% in 2013/14 – above the national Activity Agreement outcome rate.



How well do we improve the quality of our work?

We are getting better.

In the last five years, Glasgow schools have demonstrated the competencies required to move from good to great.

We are:

- enabling learners and educators to have the opportunities to be successful in a culture of high expectations and aspirations.
- putting learners first and working in collaboration and cooperation with all who provide services to people in Glasgow.
- aiming to achieve independence, choice and opportunity for all while protecting and supporting our less thriving children and families.

The most notable measurable outcomes are increased attainment, reduced exclusions, improved attendance and increased proportion of school leaver positive destinations. However, these improvements are not yet consistent across the city. There remains headroom for improvement.

What led to the improvement?

We have focused on our core business by placing improving learning and teaching at the heart of our improvement approaches. We have encouraged innovation and schools and nurseries planning to meet the needs of their own communities. In addition, we have strengthened our approaches to quality assurance through introducing a more systematic approach to support and challenge. Despite the challenging financial environment, we have continued to invest in high quality continuing professional development (CPD) for teachers and support staff. A further 60 primary teachers completed the **Improving Our Classrooms** programme in school session 2013/14. Overall, an impressive 180 primary classroom teachers have now completed the programme since it started. All participants have gained professional recognition awards from GTCS and around 20 teachers from the most recent run of the programme have linked with Strathclyde University to gain masters' accreditation for their learning on this programme.



Great CPD, very worthwhile!

Inspiring. I will use everything that I have learned to improve my teaching!

A fantastic experience...

Truly inspirational!

Many thanks for this opportunity to encourage changes in my practice after 22 years teaching.

Thank you Glasgow for a wonderful opportunity for my personal development

The most meaningful and relevant CPD to date.



Building on the success of **Improving Our Classrooms** for primary teachers, we developed a staff development programme **Improving Our Playrooms**, which is delivered by our own staff, including current heads of nurseries.



Improving our Classroom Secondary was structured to build on the success of Improving our Classroom Primary. The course has been developed by the Leaders of Learning to support secondary teachers looking to enhance their professional knowledge, understanding and skills within the Broad General Education. Feedback from the end of course evaluations are extremely positive with comments such as:

“invaluable for both my teaching and for my pupils’ learning”

“participation and engagement of the learners rose dramatically”

The use of teacher trios allowed participants to discuss concepts, share practice, visit each other’s classrooms and engage in professional dialogue.

The completed portfolios clearly illustrate the quality of improvements for our learners through a range of evidence. This is illustrated in a comment from a Glasgow learner “our class were challenged to think a lot deeper. It helped me to understand how to think better”.

During the last three years we have held large scale **Good to Great** conferences with audiences of over 400. These events have focused on learning and teaching with keynote speakers and schools

sharing best practice through workshops and displays. We have taken a very structured approach to moderation and assessment. Our focus has been on 'sharing the standard' which has allowed teachers to develop a shared understanding of secure learners across levels. Part of this initiative has been the development of learning conversations among teachers and pupils. Teachers have reported an increased confidence in their assessment and reporting of children's progress. We have supported a growing number of teachers to achieve Professional Recognition Awards with the General Teaching Council for their personal research.

“Interesting case studies for discussion.”

Thought-provoking and challenging but really enjoyable.

The course is fantastic – I am learning so much.

Good to get a range of insights from other sectors.”

Our **Aspiring Heads** programme which replaced the more expensive Scottish Qualification for Headship programme has strengthened the quality of leadership in our schools. We have had around ninety senior managers successfully complete the programme. In addition, we have participated in the Scottish Leadership Development Programme in partnership with ADES and the Scottish Government.

We have improved our approaches to support and challenge to schools and to individual teachers. We have an intolerance of any provision which results in weak outcomes for children and young people. We have remained with the same key priorities and we have chosen to drive these forward through a more simplified approach to school improvement planning.

Improving the infrastructure

The **4Rs Strategy**, a £255 million investment in the Pre-12 education estate commenced in April 2013. By the end of March 2014, 65 nurseries and primary schools had benefitted from £40 million of investment. In Year 1 of the strategy the focus was on themed investment undertaking major roof repairs, replacement windows and doors and external playground improvements. From April 2014 the focus changed to undertaking full refurbishment programmes involving either full or partial decants of children and staff. A further 52 nurseries and primary schools will benefit from a further investment of £40 million in financial year 2014/15.

In addition to refurbishment, the strategy will also deliver a number of new build nurseries and primary schools. These will be a new nursery building for Rowena Nursery in the grounds of Knightswood Primary School, the replacement for Broomhill Primary School, a campus in Sighthill for St. Stephen's Primary School, St. Kevin's Primary School and a new extended nursery to replace Sighthill Nursery School and the new Gowanbank Campus incorporating Gowanbank Primary School, Howford Primary School, Craighbank Nursery School and St. Vincent's Language and Communication Resource.



How good can we be?

In 2013/14, we again have had a very positive year as evidenced by the many achievements in this standards and quality report. We continued to have an improving pattern of attainment, achievement, attainment, exclusions and positive destinations.

We are particularly pleased with the analysis of our attainment taking into account the deprivation factors in the city and the continued increase in the proportion of school leavers going to higher education. It is very clear that our schools are making a very positive difference to the lives of children and young people in the city.

As with last year, there remains room for improvement – good is not good enough and never will be for our children and young people. We need to continue to raise our expectations of what our children and young people can achieve and to improve the quality of learning and teaching we deliver. We have continued to have a zero tolerance of anything that results in weak outcomes for our children and young people and we will maintain a zero tolerance for that which results in satisfactory outcomes.

In the 2012/13 standards and quality report we set out clear expectations for what we wanted to achieve and how we would go about achieving them throughout 2013/14. These are so critical to the success of our children and young people that we are not changing them for 2014/15.

In 2014/15, we will

- build on the improvements at Higher to continue to increase the proportion of young people entering higher education
- continue to reduce the number of young people who leave school with no qualifications
- build on the improvements in learning and teaching and continue to be intolerant of standards which do not meet children's learning needs
- continue to have the highest expectations for each and every child and young person.

We will do this by

- continuing to review our approach to quality improvement building on our success.
- improving the monitoring and tracking of children and young people and intervening as early as possible to enable all young people to achieve meaningful qualifications before they leave school
- extending the opportunities for staff to participate in high quality staff development targeted to improve learning and teaching
- working towards becoming a nurturing city where all our children and young people are nurtured and included
- Adopting a city-wide culture of only the best will do because Glasgow's children deserve the very best we can give.



“ Another area where Glasgow has been making real progress is education. I am very proud of Glasgow’s schools. Our exam results are at a record high and our young people who leave school overwhelmingly move on to jobs, apprenticeships or further and higher education. That is testament to the hard work of pupils, teachers and support staff, and the active involvement of parents in the life of the school. We are determined to build on this progress. ”

Gordon Matheson,
Leader of Glasgow City Council



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