



SQR

STANDARDS AND QUALITY REPORT 2011 - 2012

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Foreword

I am delighted to be introducing Education Services Standards and Quality Report. This year's report again shows the many outstanding achievements of the children and young people of Glasgow.

It is heartening to see the continued improvement in many of our key target areas. Attainment has improved overall, exclusions continue to reduce and the proportion of young people going to a positive destination is at its highest level. I am particularly proud of the increasing percentage of young people going to higher and further education which is at its highest level for ten years.

Since taking up post as Executive Member for Education, I have been impressed by the wide-ranging activities which our children and young people experience as part of their learning. I have visited many schools and nurseries, often at the invitation of one of the local councillors, and I have thoroughly enjoyed attending prize giving and award ceremonies. The confidence and resilience of our children and young people is impressive. They are truly becoming the global citizens of the future.

Of course, none of this would be possible without the hard work and commitment of all the staff in our schools, nurseries and offices. I am very grateful for all the time and energy which our staff give for the benefit of the children and families of Glasgow.

Councillor Stephen Curran
Executive Member for Education & Young People

Introduction

The standards and quality report provides a summary of performance across all sectors from early years to secondary, including services which meet the needs of children and young people with additional support needs.

The report contains a range of qualitative and quantitative information, as well as examples of good practice, to demonstrate the impact of our service on children and young people. The report is based on a range of evidence from:

- Education Scotland's inspection reports and establishment quality reviews by Quality Improvement Officers supported by peer heads
- Glasgow City Council Measures of Improvement and Statutory Performance Indicators.
- Attainment in SQA examinations.
- Establishment Standards and Quality Reports and Improvement Plans.
- Information gathered through regular visits to establishments by Quality Improvement Officers and the members of the Directorate.
- The Validated Self-Evaluation carried out in 2011-12 in partnership with Education Scotland.

This year saw the start of two innovative projects which aim to improve the quality of education for the children and young people of Glasgow – *One Glasgow* and *Malawi Leaders of Learning*. These projects will over a sustained period of time bring benefits to children and their families both here in Glasgow and in Malawi.

I too would like to take the opportunity to thank all the staff in Education Services for their hard work and commitment, especially within the challenging financial climate that we are all working in. It is clear that without this level of commitment children's learning experiences would not be as rich as is evident from this report.



Maureen McKenna
Executive Director of Education



Vision, values and aims

Glasgow City Council's vision is to create a prosperous city for all Glaswegians. By a 'prosperous city', we mean a healthy, clean and safe city, with a strong economy, where citizens of all ages and backgrounds can work, learn and thrive.

Education Services is committed to this vision and to working with partner services both within and outwith the Council to deliver efficient and effective services to all children and families.

Our Vision

- Ensure that every person has the opportunity to be a successful learner, confident individual, responsible citizen and an effective contributor.
- Communities are empowered and we will work with them to promote high expectations and aspirations.
- Celebrate diversity and reduce inequalities

Our Values

- Put service users first and promote rights and responsibilities
- Embed trust, respect, wisdom, justice and integrity in all that we do
- Actively work in collaboration and cooperation with all who provide services to people in Glasgow

Our Aims

- Independence, choice and opportunities for all
 - Protect and support our most vulnerable children and families
 - Continuously improve outcomes for all in relation to: learning, working, healthy, safe and vibrant
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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 the Early Childhood and Extended Services strategy
- Improve our approaches to finance and resource management
- Work with partner services to improve further outcomes for children, young people and their families

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Context

In 2011 Glasgow's population had increased to 598,830 and accounted for 11.4% of the total population of Scotland. In 2011, the estimated percentage of people aged under 18 within the authority was 18.5% which is slightly less than the national figure of 19.7%. The number of children aged under 16 years is projected to increase by 11.1% from 2010 to 2020. For the working age population, there is a projected increase of 4.1%, whilst for pensioners; there is a projected increase of 5.4%. In 2011, the Glasgow population 0-4 years has increased by 15.9% since 2005. The national figure for 0-4 has increased by 12.3% since 2005.

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 and Incapacity Benefit are also higher than the national figures. The employment rate in the city has increased by 1.7% between 2010-2011 against a national decrease of 0.3%. However, unemployment rates have not changed over the last year for both Glasgow City Council or national level.

The proportion of children looked after by the Council has increased. Glasgow has the largest proportion of looked after children with more than 20% of Scotland's looked after children and young people. At the end of September 2011, Glasgow City had 1,373 children looked after away from home, with 469 of these young people of school age and 2,323 children and young people looked after in the community, with 85% of these children of school age. In addition, almost 60% of our young people looked after away from home are educated outwith Glasgow City.

The percentage of young people whose first language is not English is continuing to increase. In 2011-12, around 9,700 children and young people had English as an additional language which is around 15% of the school population. A further 2,100 children in local authority nurseries had English as an additional language. There are more than 110 different languages spoken among our children and young people.



Key Achievements

By the end of S4 attainment at all levels is increasing. For five or more awards at level 3 or better and five or more awards at level 5 or better Glasgow is closing the gap. The rate of improvement for Glasgow is much better than the national rate of improvement.

By the end of S5 in 2012, attainment increased on all measures. The levels of performance at Higher were at the highest level they have ever been.

By the end of S6, attainment is increasing at all levels. However, at S6, Glasgow has not closed the gap with the national average.

In 2012, we achieved our highest ever percentage of positive destinations with 87.6%. The proportion going to higher and further education has continued to increase and by 2012, it was 57.6%. For the second year in a row the gap between Glasgow and the national position closed by 0.2%.

In 2011-12, we doubled the number of schools involved in the Molendinar Awards – 24 schools were involved. The schools worked on projects ranging from an animation on the life of St Mungo, their local community and song writing and recording of the track.

In 2012, Glasgow won a quarter of the available Scottish Education Awards.

St Roch's Secondary in the north of the city received the prestigious European Language Label award for its innovative Skills for Life and Work course, which is delivered through its Business Education and Modern Languages departments.

St Thomas' Primary School won Glasgow Primary Sports School of the Year, Castlemilk High School won Glasgow Secondary Sports School of the Year and Eastmuir Primary School won the Lord Provost's Award for their broad sports provision.

A pupil from Hillhead High School Hillhead High won the final of the HSBC/ British Council Mandarin Chinese Speaking Competition at the British Museum in London in February 2012.

Three out of the four schools to win PoppyScotland's filmmaking award were Glasgow schools – All Saints Secondary School, Knightswood Primary School and St Brigid's Primary School.

894 young people achieved Sports Leadership awards in 2011-12 compared to 564 in 2010-11. An amazing 59% increase.

In 2011-12, there were 721 young people working towards their Duke of Edinburgh Award with 58 working towards their Gold award. This is an increase of over 30% on 2010-2011.

20 schools were awarded the Glasgow Effective Partnership Award in recognition of their work linking with local businesses and communities.

Howford Primary School achieved a Nordoff Robbins Special Recognition Award for their work in using music therapy to meet the needs of children with additional support needs.

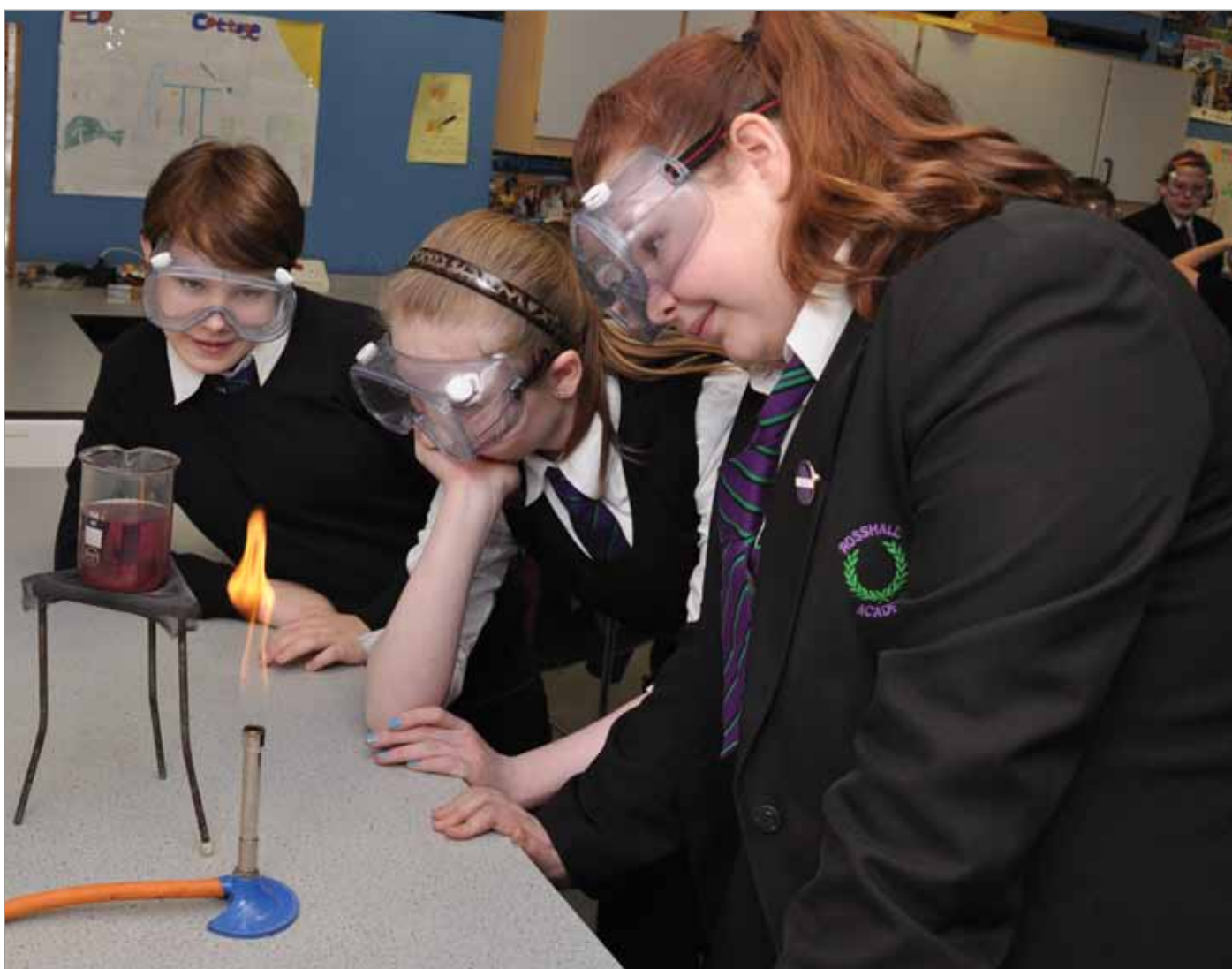
Springburn Academy were shortlisted for the Herald Society Education Award for their innovative work on mentoring which has improved the numbers of young people going to university.

Kelvindale Primary School and Knightswood Secondary were finalists in the Scottish Green Awards with Kelvindale Primary School winning the Best Green Campaign from a School Award.

Attendance in primary and secondary schools showed a notable increase. Attendance in ASL schools showed a slight increase.

Staff attendance continued to improve.

Exclusions continued to decrease. Since 2006/07 when exclusions peaked, there has been a 62% reduction overall.



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Evaluations in inspections carried out by HMI as part of Education Scotland continued to improve. The proportion of very good and excellent evaluations increased from 27% in 2008/09 to 50% in 2011/12.

As part of our international education work, 53 schools have established links with international partners. Glasgow schools linked to 95 countries.

Twelve members of staff from across the city spent five weeks in Malawi working in schools in the Blantyre area as the first team of *Malawi Leaders of Learning*.

23 nurseries were chosen to be phase one of our approach to early intervention and prevention: *One Glasgow*

2349 young people across S2 to S6 in mainstream and ASL schools undertook vocational training courses across 25 vocational areas either at colleges and/or in our schools. This was over a 50% increase on the number of 2010-11 participants. Courses ranged from engineering, retail, games design to health and cosmetology and new courses such as Higher Psychology and National Progression Award in Legal Studies.

Around 100 teachers working in Learning Communities started the two year programme – *Harvard Leaders of Learning* – a programme based on Teaching for Understanding focusing on improving the quality of learning and teaching in classrooms.

Sixty primary teachers participated in *Improving Our Classrooms*. A development programme which focuses on practice-based learning to bring about improvements in learning and teaching.

Thirty senior managers completed the first *Aspiring Heads* programme and a further thirty started the year long programme.

Twenty four teachers gained Professional Recognition Awards from the General Teaching Council for their work on global citizenship.

Throughout the year, hundreds of teachers worked together within and across Learning Communities sharing the standard of levels in Curriculum for Excellence as part of the authority's approach to moderation and assessment.



What key outcomes have we achieved?

Self evaluation Very Good

Attainment in SQA examinations

Young people sit examinations at the following levels –

Level 3 – Access 3 or Standard Grade Foundation Grades 5 and 6

Level 4 – Intermediate 1 A-C or Standard Grade General Grades 3 and 4

Level 5 – Intermediate 2 A-C or Standard Grade Credit Grades 1 and 2

Level 6 – Higher A-C

Level 7 – Advanced Higher A-C

Almost all young people sit their examinations in S4, S5 and S6. Examination results are gathered by the end of each of these years and is cumulative, i.e. by the end of S6 includes all qualifications achieved prior to S6.

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By the end of S4 attainment at all levels is increasing. For five or more awards at level 3 or better and five or more awards at level 5 or better Glasgow is closing the gap.

The rate of improvement for Glasgow is much better than the national rate of improvement.

5 + @ level 3 or better

	2007	2008	2009	2010	2011	2012
Glasgow City	86.3%	84.7%	86.3%	89.3%	91.1%	93.6%
National Average	90.6%	90.7%	91.5%	92.4%	92.7%	93.8%
Difference	-4.4%	-6.0%	-5.1%	-3.1%	-1.6%	-0.2%

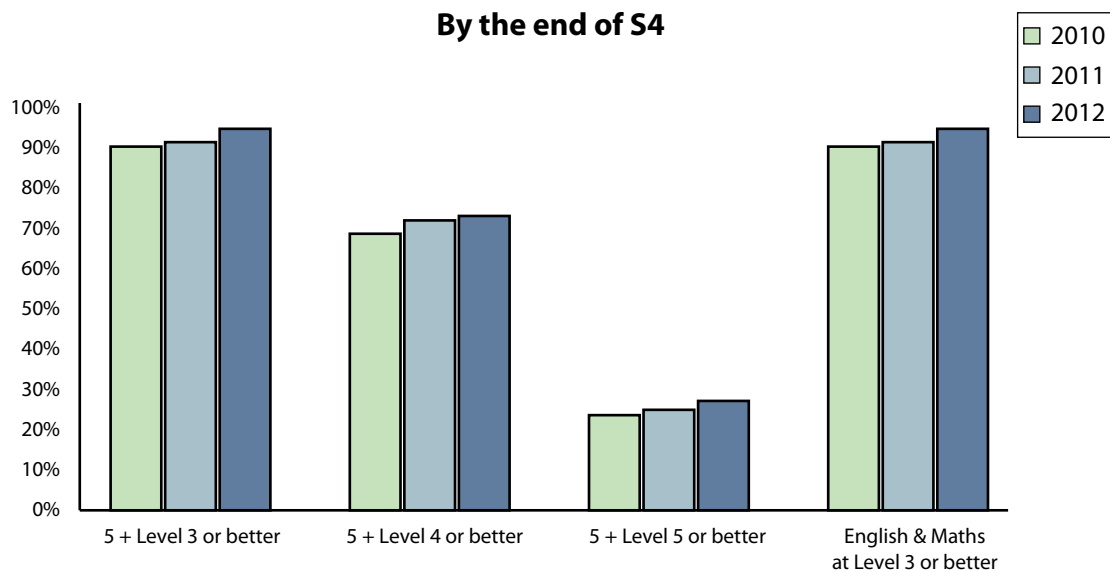
5 + @ level 4 or better

	2007	2008	2009	2010	2011	2012
Glasgow City	66.4%	65.7%	65.3%	69.1%	72.2%	73.4%
National Average	75.6%	76.3%	77.6%	78.3%	78.8%	79.6%
Difference	-9.2%	-10.6%	-12.3%	-9.2%	-6.6%	-6.2%

5 + @ level 5 or better

	2007	2008	2009	2010	2011	2012
Glasgow City	22.2%	22.2%	24.0%	24.1%	25.5%	27.1%
National Average	33.1%	34.5%	35.4%	36.1%	36.4%	36.6%
Difference	-10.8%	-12.3%	-11.4%	-12.0%	-10.9%	-9.5%

By the end of S4



Glasgow's performance remains below the national average. However, attainment by the end of S4 is improving. For almost all measures, Glasgow is closing the gap with the national average.

By the end of S5 in 2012, attainment increased on all measures. The levels of performance at Higher were at the highest level they had ever been. However, there remains headroom for improvement. We need to continue to raise expectations of staff, young people and parents to ensure that our young people achieve their full potential.

1 or more Higher

	2007	2008	2009	2010	2011	2012
Glasgow City	28%	28.4%	29%	32.1%	33%	36.6%
National Average	38.5%	38.7%	40.7%	43.3%	44.8%	46%
Difference	-10.5%	-10.3%	-11.7%	-11.2%	-11.8%	-9.4%

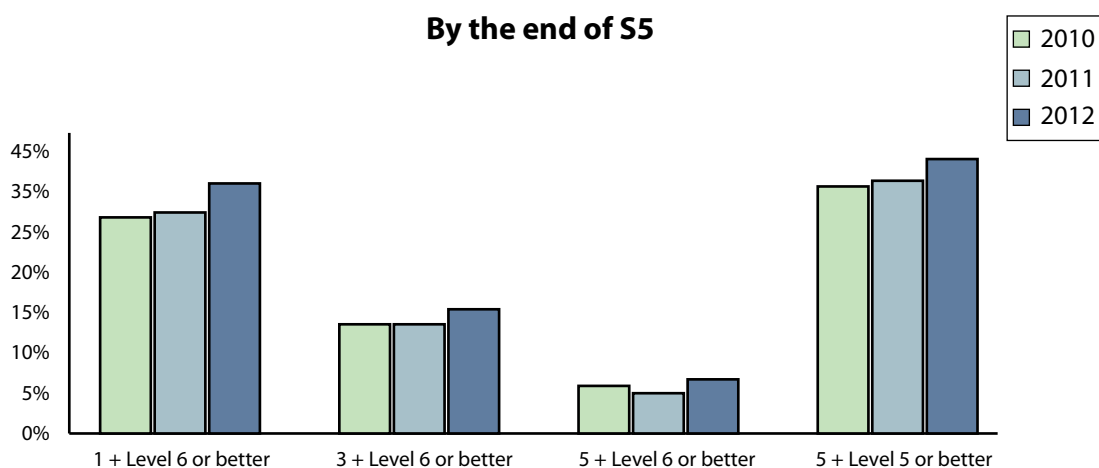
3 or more Highers

	2007	2008	2009	2010	2011	2012
Glasgow City	14.2%	14.9%	13.4%	16.7%	16.8%	18.6%
National Average	22.1%	22.4%	23.4%	25.0%	26.3%	27.2%
Difference	-7.9%	-7.5%	-10.0%	-8.3%	-9.5%	-8.6%

5 or more Highers

	2007	2008	2009	2010	2011	2012
Glasgow City	5.5%	5.7%	5.1%	7.6%	6.9%	8.2%
National Average	9.7%	9.9%	10.5%	11.3%	12.1%	13.0%
Difference	-4.2%	-4.2%	-5.4%	-3.8%	-5.2%	-4.8%

By the end of S5





By the end of S6, attainment is increasing at all levels. However, at S6, Glasgow has not closed the gap with the national average.

3 or more Highers

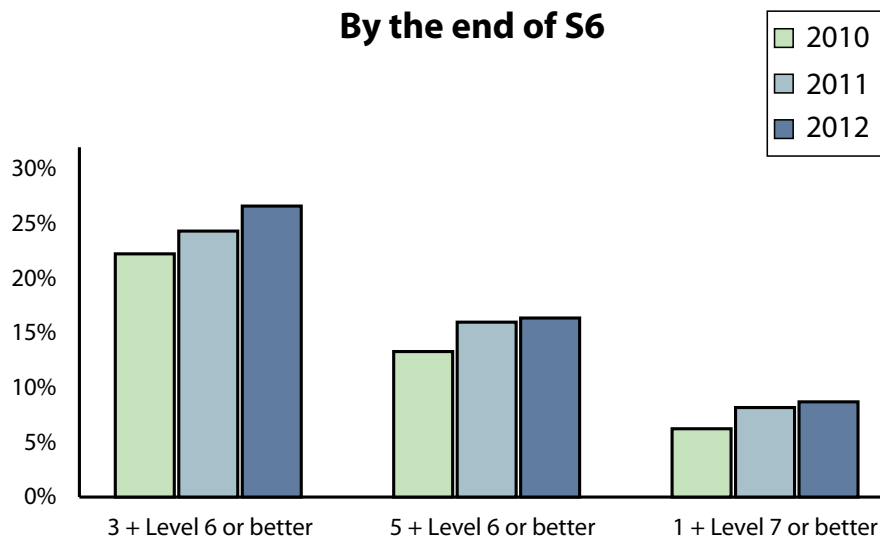
	2007	2008	2009	2010	2011	2012
Glasgow City	18.3%	20.0%	21.6%	22.1%	24.3%	25.4%
National Average	29.4%	30.0%	31.0%	33.2%	35.3%	36.8%
Difference	-11.1%	-10.0%	-9.4%	-11.1%	-11%	-11.4%

5 or more Highers

	2007	2008	2009	2010	2011	2012
Glasgow City	10.7%	12.4%	13.2%	13.2%	15.3%	16.3%
National Average	19.2%	19.7%	20.5%	22.3%	23.9%	25.7%
Difference	-8.5%	-7.3%	-7.3%	-9.1%	-8.6%	-9.4%

1 or more Advanced Higher

	2007	2008	2009	2010	2011	2012
Glasgow City	5.4%	6.6%	7.2%	6.8%	8.6%	8.2%
National Average	12.2%	12.7%	13.5%	14.6%	15.8%	16.4%
Difference	-6.8%	-6.1%	-6.3%	-7.8%	-7.2%	-8.2%

By the end of S6

Schools remain very focused on raising attainment and monitor young people's progress carefully. We need to continue to focus on raising expectations and aspirations as there continues to be headroom for improvement.

Increasingly schools are using a range of partners to better meet young people's needs, for example, through vocational qualifications in partnership with colleges. Not all vocational qualifications are included in these statistics. Skills for Work courses are included but other combinations of units are not and qualifications such as National Progression Awards and City and Guilds are not.

Achievement

Our schools continue to provide an outstanding range of opportunities for children and young people to achieve. Throughout 2011-12, these included more opportunities to develop their values and citizenship. Children and young people are increasingly influencing their own learning and are part of the decision making process in the school. They participate in Pupil Councils, Eco Councils, they become Road Safety Officers, prefects, house captains, sports leaders and so on.

In February 2012, 225 children and young people from across the city took part in Talk2Gather. This was an event held in the City Chambers where children were encouraged to explore more ways in which they could influence their schools and communities and play an active role in decision making. All workshops and activities were led by the children and young people with further opportunities for city wide networking provided.

Kelvindale Primary School won the Trades House Citizenship Award.

Glasgow has a large number of city-wide performing arts groups which are open to children and young people from primary and secondary schools.

There are 79 young people in the Symphony Orchestra, 75 young people in the Concert Band, 27 in the String Ensemble, 56 in the String Orchestra, 103 children in the String Training Orchestra and 30 in the Pipe Band. A Big Band was formed two years ago and currently has 25 members. The Voice Factory comprises of 230 primary and secondary pupils from schools across the city. Workshops take place on Saturday mornings at City Halls throughout the year. First experience strings/rare instrument programme also takes place on a Saturday morning and offers tuition in horn, violin and cello to 45 primary and secondary pupils.

Around 60 pupils aged 7 to 16 participate in drama classes at the Tramway on Saturday mornings. The Youth Theatre based at the Tramway provides an opportunity for senior pupils interested in performing arts to work on a major musical production each year. Around 35 young people are involved rehearsing three times a week with two residential weekends.

The Visual Arts Studio, based at the Tramway, provides master classes, life drawing classes and Folio Preparation Classes for young people from the city and surrounding authorities. They attend the studio two days a week. During 2011-12 there were 38 young people enrolled in the Portfolio Course. A high proportion of these young people are successful in their application to Art School.



For talented artists, a residential experience is organised each year. The summer art course provides an intense working atmosphere and it is an opportunity to bring together talented and committed staff to benefit the young people. In 2011-12, around 80 young people participated and were involved in a wide variety of projects including sculpture, portraiture, fashion and textiles design, graphic design, photography and jewellery. Their finished work is celebrated each year through a public exhibition in the Tramway.

Following the outstanding success of the original production in May 2011, amid critical acclaim from the national press and due to public demand, Education Services, Sense over Sectarianism and the Citizens Theatre joined forces to restage 'Divided City', the exciting new commission based on Theresa Breslin's popular children's novel, 'Divided City'. This production which also featured a specially commissioned musical score was the first stage adaptation of the award winning book which explores religious tension in Glasgow. The original cast of over 50 young people from schools across the city took part and the production was performed in February 2012 to acclaim in front of sell out audiences including almost 1,000 Glasgow school children.

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Glasgow's Vocational Education Programme and the 16+ Learning Choices Activity Agreement team works with over 2800 pupils from S2 to S6 and provides a practical experience in a variety of occupational sectors with exposure to skills, knowledge and experience of the simulated workplace. These courses are predominately delivered in our colleges however over session 2011-12, a greater emphasis was placed on in-school delivery by Vocational Education staff delivering a variety of SQA/ASDAN accredited qualifications.

79% or 491 young people completed vocational qualifications as part of their school curriculum. In addition young people within mainstream schools have been able to achieve a range of broader qualifications. These have ranged from Access 3 units to Intermediate 2, from Health and Safety units certificated by the British Safety Council to SQA certificated Employability units. In total 616 young people worked towards a variety of qualifications with 92% completing the programme and 75% attaining the full qualification.

Vocational Education worked in partnership with Anniesland College to deliver an Activity Programme 3 ½ day per week to S4 to S6 pupils who would benefit from an alternative programme which was complementary to school curriculum. For this pupils work within their chosen career option three days per week plus numeracy and literacy skills development for ½ a day per week. The main objective of this programme is for pupils to progress

onto a full-time college destination. A total of 67 pupils commenced the programme with a 70% positive destination rate.

Supported Vocational Programmes saw a completion rate of 85% (102 young people) and of that, an attainment rate of 85%, this is an increase in attainment of 15% from last year. This year saw the delivery of a targeted programme for 9 of our young people from complex learning needs schools. In partnership with Cosgrove Charity and within the environment of a bistro café and retail shops, five young people traveled independently and worked with others to achieve the Youth Achievement Awards at SCQF Level 4.

As the authority's only virtual school, EVIP continued to work with the city's most vulnerable young people. More than 60% of EVIP pupils are looked after by the authority.

EVIP full time S4 groups saw a 92% (122 young people) completion rate and of that, 56% achieved the full awards. In addition to these, an additional 596 awards/units were achieved – more than double from the previous year. These varied from Standard Grades in English and mathematics, Duke of Edinburgh Awards, SQA Employability Award and Access 3 English .

Other highlights for the EVIP young people include:

- A Summer Transitions programme took place in partnership with Action for Children to ensure 10 of our young people continued engagement during the summer period. This group of young people carried out a community challenge within Hampden Primary School. The pupils continued to develop EVIP's partnership with Hampden Primary School by decorating the staff room and facilities and carrying out further maintenance to the school grounds.
- 20 young people took their creativity qualification to another level when they created real life versions of their college portfolios as part of a Fashion Show. Young people styled models hair and make-up and created costumes before taking to the runway. EVIP pupils took a clean sweep at the prizegiving taking 1st, 2nd and 3rd place ahead of mainstream College students.
- EVIP Pupil Sean Gabillard was shortlisted as a finalist at the SQA Star Awards in the School Candidate of the Year Category.

Programmes for young people expecting to leave school in December were offered in five vocational areas with 95 young people participating and 83% completing the course. 42 of these young people participated in John Wheatley College programmes and were guaranteed a college place to start in January following their leaving date. Overall, 83% of young people progressed to a positive destination with 69% of them sustaining their course at college. Skills for Life and Work units were offered to pupils in S5 and S6. 25 young people achieved 48 units including the Pacific Institute PX2 and Community Sport Leader Awards.

The 16+ Learning Choices and Activity Agreement Team based within Vocational Education continues to support young people disengaged from learning to move into positive destinations after leaving school. This intervention work can only take place 6 months prior to leaving date. In 2011/12, Glasgow's Team of Activity Agreement Coaches supported 450 young people through an Activity Agreement on leaving school. The majority of these young people had disengaged entirely from school before they had reached their statutory leaving date and all of the young people supported were identified by school staff as being in need of significant levels of intensive support before being able to make a positive transition from school. Of the young people who commenced and completed their Activity Agreement during 2011/12, 89.7% progressed into a positive destination of employment, further education or a National Training Programme.

In 2011/12, 721 young people are participating on the Duke of Edinburgh's Award programme in Glasgow in a variety of settings. 129 completed the silver award and 58 are working towards the Gold award which is the highest ever participation rate at this level. Additionally the registrations include young people from mainstream schools, ASL schools, a number of community groups, EVIP, Westmuir High School, Scottish Power Apprenticeship programmes and Soccer Success.

Workplace Literacies Project (WLP) within Vocational Education started working in June 2012 with the Glasgow Dyslexia Support Service (GDSS). The objective is to link in with current Awareness Raising Sessions delivered to teachers in schools. Workplace Literacies staff met with GDSS to share good practice in the area of dyslexia. This work will be extended in 2012-13.



WLP recorded 95 learners attending a workplace literacies programme in the academic year 2011-12. The project continued to work with EVIP learners assisting the EVIP teacher with Access 3 English and Maths. Pupils expected to leave at winter were supported by dedicated weekly literacy and numeracy input as part of the Sports Leader Award.

During 2011-12, we continued to extend our programmes which developed and promoted children and young people's enterprise and employability skills. Over 1,000 pupils participated in Determined to Make Movies with the winning teams getting to view their success at Glasgow Film Theatre. New programmes such as Determined to Help were started with more than 70 staff trained with the support of the British Heart Foundation. 60 young people participated in Determined to Cook with the support of Tennent's Training Academy's Cook School. Over 80 schools supplied stories for the Shout It newspaper which published two editions over the year. Culinary Excellence continued to expand through increased partnerships with hotels and restaurants.

In 2011-12, we doubled the number of schools involved in the Molendinar Awards – 24 schools were involved. The schools worked on projects ranging from an animation on the life of St Mungo, their local community and song writing and recording of the track. The winners were Barmulloch Primary School, St Paul's (Whiteinch) Primary School and St Mungo's Academy.



In 2011/12, Glasgow won nearly a quarter of this year's Scottish Education Awards. Scotstoun Primary School won the Active Nation Award. St Stephen's Primary School won the Global Citizenship Award – they are previous winners of this award. St Andrew's Secondary School won the Aiming High Award – Glasgow schools have won this category for the last three years. Jane Saunders, headteacher of St Bartholomew's Primary School won Headteacher of the Year. Commendably, Mossbank Primary School were shortlisted for the Active Nation Award. Springburn Academy were shortlisted for the Aiming High Award. Tom McDonald, retiring headteacher of Holyrood Secondary School was shortlisted for the Lifetime Achievement Award and Caledonia Primary School was shortlisted for the Gaelic Language and Culture in Learning Award.

Vocational Education in Partnership with John Wheatley College won the SQA Star Award for Partnership of the Year for - Skills for Work: a Senior Phase strategy.

Inspections

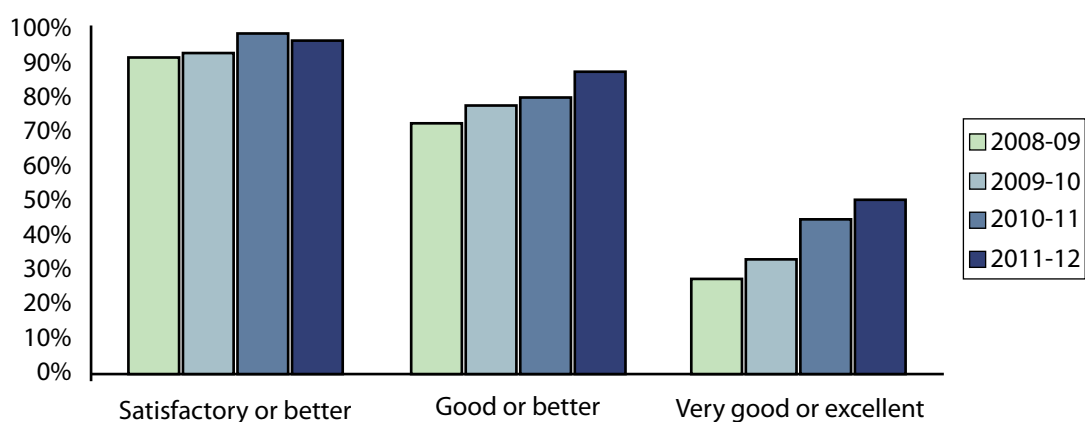
During the 2011-12, Education Scotland published 12 inspections of early years' centres, including nursery classes, 10 inspections of primary schools, five inspections of secondary schools and three inspections of Additional Support for Learning (ASL) schools or units in Glasgow City.

95% of all the quality indicators evaluated in the inspections were satisfactory or better compared to 98% in 2010-11 and 92% in 2009-10.

The quality of the evaluations has improved across the last four years.

	2008-09	2009-10	2010-11	2011-12
Satisfactory or better	91%	92%	98%	96%
Good or better	72%	77%	80%	87%
Very good or excellent	27%	33%	44%	50%

All Inspections



Staff develop meaningful contexts for children to learn about early literacy and numeracy across all areas of the curriculum. They also provide children with some basic language learning in Spanish. Children have regular opportunities to develop physical skills. Very good outdoor facilities have been developed, offering children challenging and safe 'risk-taking' experiences across a range of curricular areas. Staff child interactions are of a very high quality. Staff are confident at knowing when to leave children to play independently and when to intervene to facilitate and extend children's learning.

Cloan Nursery School
July 2011

Raising attainment continues to be a priority for Education Services. The evaluations of improvements in performance have shown an improvement over the last four years.

	2008-09	2009-10	2010-11	2011-12
Satisfactory or better	90%	91%	94%	100%
Good or better	75%	79%	85%	90%
Very good or excellent	36%	32%	54%	53%

We are confident the school will continue to improve the quality of its work. The staff are committed to providing high-quality learning experiences for children. The headteacher and senior managers are showing excellent leadership in establishing the school in its new building and in the community. All senior managers support, observe and monitor the quality of learning and teaching. They regularly work alongside staff and model best practice. All staff are clear about the school's strengths and what needs to be improved.

Hampden Primary School and Nursery Class

November 2011

Staff across the school know young people very well and most use this knowledge to give focused, targeted support during learning. Young people for whom English is an additional language have their needs very well met in class and through support by specialist staff. Young people who have support plans are making good progress towards achieving their targets.

St Roch's Secondary School

September 2011

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Validated self-evaluation

During 2011-12, Education Services worked alongside a team of HM Inspectors from Education Scotland to examine the effectiveness of our service in the delivery of education. We wanted to determine how successful we are at achieving positive outcomes for children and young people. We chose to consider this within the context of GIRFEC (Getting it right for every child) and looked at our successes in a number of the GIRFEC indicators: Achieving, Included, Nurtured and Healthy and Active. We set up four task groups to consider these areas. Each group was led by an experienced headteacher and included a range of staff from Education Services including quality improvement officers (QIOs) and educational psychologists. Other group members included staff from other council services, Glasgow Life, NHS, and HMI or Associate Assessors from Education Scotland.

The validated self-evaluation identified the following strengths:

- Strong and powerful leadership of the Executive Director.
- Clear corporate vision shared by the directorate team, education officers, quality improvement staff and heads of establishments, which is having a positive impact on outcomes for children and young people.
- Education Services' commitment to the development of self-evaluation for improvement and the highly effective analysis and interpretation of evidence to help plan and improve outcomes for children and young people, underpinned by high-quality policies and guidance.
- Highly effective self-evaluation approaches to tracking and monitoring secondary school attainment and taking action in response, leading to improvements in the performance of all children and young people.
- An improving inclusive approach in schools and establishments to meeting the learning needs of all children.

Attendance

Attendance in primary and secondary schools showed a notable increase following a slight decrease last year due to the adverse weather in December 2010. Attendance in ASL schools showed a slight increase.

	2007-08	2008-09	2009-10	2010-11	2011-12
Primary Schools	93.1%	93.2%	93.0%	92.6%	93.8%
Secondary Schools	88.4%	89.1%	89.8%	89.6%	90.8%
ASL Schools	91.1%	91.6%	90.6%	88.3%	88.4%

Attendance in secondary schools was greater than 90% for the first time which is very encouraging, especially since in 1999, attendance in secondary schools was only 82.4%. Primary attendance is also at its highest level ever.

Attendance in ASL schools is affected by the medical conditions of some children and young people. However, closer scrutiny of the attendance of individual centres shows that the overall attendance has been affected most by young people who have become disengaged with mainstream education and are now attending specialist provision.

In the last three years, Education Services' staff attendance has remained slightly better than the Council's with teachers' attendance remaining above that of all Council staff. The rate of improvement of all Council is better than that of Education staff.

	2008-09	2009-10	2010-11	2011-12	2008/09 to 2011/12
Teacher	95.4%	95.2%	96.2%	96.8%	1.4%
Other Employee	93.7%	93.9%	95.3%	95.6%	1.9%
Education Total	94.6%	94.5%	95.8%	96.2%	1.6%
All Council	94.1%	94.4%	95.7%	96%	1.9%



Exclusions

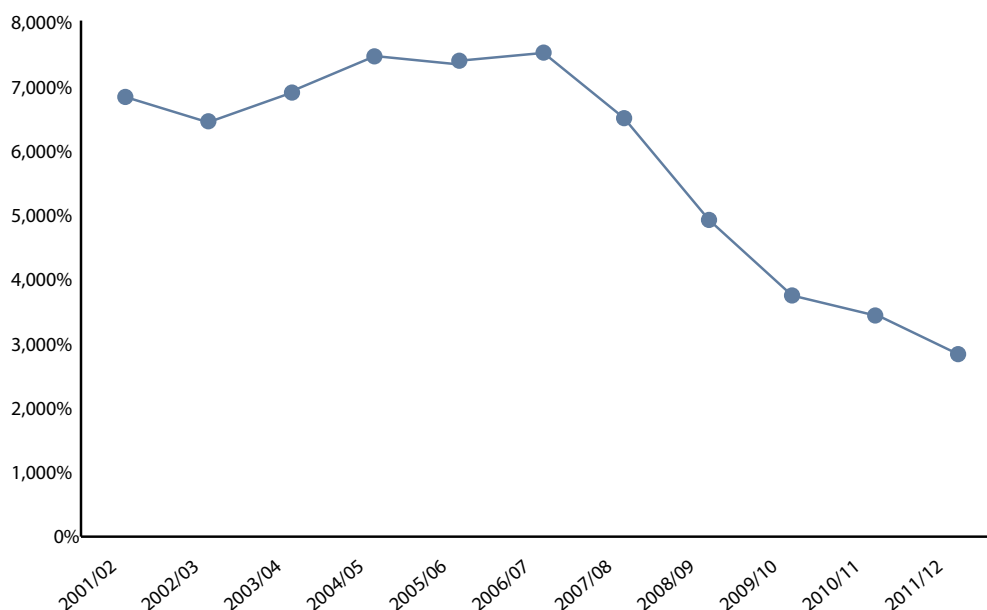
Overall exclusions are continuing to decrease. There has been a further 17% reduction in exclusion incidents across all sectors. There has been a further 25% reduction in the number of half days lost to exclusion from 2010/11 to 2011/12.

Since 2006/07 when exclusions peaked, there has been a 62% reduction overall.

Total Exclusion Incidents

	01/02	02/03	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Glasgow	6,850	6,471	6,918	7,469	7,377	7,539	6,521	4,923	3,762	3,453	2,854
Reduction	-	-8%	8%	8%	-2%	2%	-13%	-24%	-23%	-9%	-17%

Exclusion Incidents in Glasgow Schools



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 techniques. These approaches are time-consuming but schools report that they are worth investing in as it allows staff and young people to explore the causes of poor behaviour as opposed to only focusing on the outcomes of the poor behaviour.

Overall both exclusion incidents and half days lost to exclusion continue to decrease. Disappointingly, exclusion incidents in ASL schools showed a slight increase although the number of half days lost to exclusion declined.

Destinations of school leavers

In 2011-12, the percentage of leavers entering a positive destination was 87.6%, a rise of 1.2% points from last year. This is the highest ever positive destination rate recorded for Glasgow schools. Nationally, the percentage of leavers entering a positive destination in 2011-12 increased by one percentage point to 89.9%. So, for a second successive year, Glasgow closed the gap with the national figure. The gap between Glasgow and Scotland now sits at 2.3 percentage points, which is the narrowest ever gap recorded for initial school destinations between Glasgow and the rest of the country.

Notable strengths

- 29.3% going to higher education which is more than the proportion going to further education for the very first time
- The percentage of leavers entering employment increased by 0.9% from 18.4% in 2010-11 to 19.3%; the highest figure recorded since 2007-08. Nationally the proportion of school leavers entering employment increased by 0.5% to 19.8%.
- For the second year in a row the proportion unemployed has reduced
- Only 24 out of 4,411 school leavers were unknown

	Higher education	Further education	Training	Employment	Vol Work	Activity Agreements	Unemployed seeking	Unemployed not seeking	Unknown	Positive destination
2008/09	26%	30.8%	9%	18%	0.2%	-	12.4%	1.6%	2%	82.8%
2009/10	27.3%	29%	10.3%	17.2%	0.3%	-	13.1%	1.6%	1.2%	84.1%
2010/11	28.3%	28.5%	10.1%	18.4%	0.6%	0.5%	11.9%	1.2%	0.5%	86.4%
2011/12	29.3%	28.3%	9.0%	19.3%	0.5%	1.1%	10.6%	1.3%	0.5%	87.6%



How well do we meet the needs of our service users?

Self evaluation Very Good

We have had a very positive impact on our service users.

Around 100 teachers started the two year programme – *Harvard Leaders of Learning* – a programme based on Teaching for Understanding focusing on improving the quality of learning and teaching in classrooms. Twenty-six teams of teachers worked in Learning Communities on projects selected to meet the needs of their own schools.

During 2011-12, over 60 primary teachers participated in an innovative programme *Improving Our Classrooms*. Teachers worked in trios on improvement projects which included them watching each other's practice.

I have a much better understanding of curriculum ideas, teaching and learning strategies and assessment and moderation.

Firmly focused on reflective improvement in the classroom.

I found the support of my trio invaluable. I don't think I could have done this without their help.



We continue to provide high quality training for newly qualified teachers and student teachers. In 2011-12, we continued to work with Glasgow University to develop 'hub' schools extending from the North West of the city into Learning Communities in the South. In 2012-13, this partnership is to be extended to include Strathclyde University.

This year has been filled with everything I expected and even more of what I didn't expect. It has been the best year of my life and I can honestly say that I have loved every minute. The reason that I am contacting you is to firstly tell you about my fantastic, challenging P6 class made up of every demographic Scotland has to offer but who together make up one of the most intelligent, promising, inspiring group of children that I have ever met in my life. My class come from a plethora of diverse socio-economic backgrounds and every day is different with them because each child, even at their young age, carries the emotions of their home lives with them into the classroom along with their back packs every morning. The bubble they live in doesn't really extend beyond the 'flats' and the 'park' that they live in an around but their dreams for their futures are fantastic.

Probationer teacher to Executive Director

Leaders of Learning – another team of teachers was appointed for one year to support schools in improving learning and teaching. The evaluations from schools continued to be very positive.

Glasgow continues to be one of the UK's leading education authorities for international education. A total of 53 schools have established links with international partners. Glasgow schools linked to 95 countries. As part of our preparations for the Commonwealth Games in 2014 we will be increasingly building partnerships with Commonwealth countries as Legacy projects.

Eight members of staff took part in a Global school partnership visit to Glasgow's linked Local Authority in Trinidad and Tobago in February 2012 and 10 members of staff from our linked schools in TT visited their Glasgow partner schools in May 2012. The agreed learning experiences and outcomes are helping young people in all partnered schools to learn more about the historical links between Glasgow and Trinidad, the values of the Commonwealth and the biodiversity and conservation needs of species in both countries. The professional study visits are equipping staff to understand more about collaborative working within international school partnerships and to equip their young people to develop the critical understanding necessary to operate within 21st century society:

The visits have also allowed for both sets of teachers to share experiences and discuss teaching and learning. The visit to Trinidad has allowed staff to continue working within a positive international partnership. Pupils enjoyed being able to ask their questions to someone from Scotland and hear their experiences first hand.

It was an enlightening experience to see the way education is viewed in the Trinidadian culture and share these differences and similarities with our colleagues in Scotland. This enabled us to reflect on our own delivery of the curriculum as we have been able to witness different teaching styles and methodologies in a variety of schools in Trinidad

As a result of the strength and quality of Glasgow's development of international education within the curriculum, the Development Officer was invited to write the recent British Council publication 'Sustainable International School Partnerships: Make the Difference'.

Twelve members of staff were selected from over a 100 expressions of interest from across the city to become the first group of **Malawi Leaders of Learning**. They spent five weeks in Malawi working in schools in the Blantyre area modelling good practice and leading learning. It is clear that similar to many people who go to work in Africa the experience is life changing. The evaluations from the staff show that the experience has allowed them to reflect on their own core values and reassess their own experiences in light of working alongside some of the poorest people in the world.

Malawi challenged me in so many ways, both personally and professionally. The impact this project has had on my values, views and attitudes is immeasurable

A truly amazing and wholly unique and worthwhile experience, the impact of which runs deep and will last a lifetime.

Teachers from Malawi will come to Glasgow in 2012-13 to work alongside their Scottish colleagues.

Active Schools continued to deliver increasing opportunities for children to get active. This year saw over 508,000 distinct participant sessions an increase of 25,000 compared to the year before. 42% of the sessions are attended by females. There has also been an increase in the different types of activity opportunities from 49 to 65 different activities. The number of volunteers has increased by over 6%.

185 schools had at least one club link and there are over 170 clubs linking to at least one school.

The top activities in the city remain to be football followed by dance and movement.

The events programme continues to grow from strength to strength. Active Schools supported and delivered over 500 school based and city wide events which strengthened the participation programme in the city. These

events and festivals ranged from our ASL Sportstar Challenges to the annual Glasgow City Tesco and Great Scottish School Runs to area wide city netball festivals. There have been new opportunities to compete in some sports for the first time, for example, we launched the first secondary table tennis Championships.

The Active Schools team were awarded over £115,000 of funding from a range of sources that goes directly to schools to help support and enhance the current sport and physical activity provision.

Active Schools has developed a key role in the delivery, quality and sustainability of sport and physical activity in the city. The team continue to strengthen the opportunities and accessibility of sport and physical activity for all school aged children of Glasgow.

“ Young people are very positive about school where they feel safe and well cared for. They are confident their views matter but overall, would like more say in the way they learn. In class, they work well on collaborative tasks and present their findings with confidence. They are developing skills in evaluating their work and that of their peers although they need to become more skilled in identifying their next steps. International links such as the connection with a school in Trinidad, are helping young people understand other cultures better. The school has a strong focus on promoting good citizenship. Young people, mainly at the senior stages, volunteer to help others in school and in the local community. ”

King's Park Secondary School
Education Scotland, March 2012

“ Children are courteous and well behaved. They work very well together across a range of meaningful learning activities, often collaborating in pairs and groups. Staff have worked very effectively with children to help them understand themselves as learners. There are examples of very effective practice with children becoming skilled at identifying their strengths and areas for development. Children now set appropriate targets for improvement. Staff take very good account of children's views on aspects of learning and achievement. ”

St Angela's Primary School
Education Scotland, June 2012



Twenty-three nurseries were identified to be phase one of our approach to early intervention and prevention: *One Glasgow*

As part of *One Glasgow* during 2011-12, thirty four Families In Partnership projects were run in primary schools and nurseries across the city. The programmes focused on supporting vulnerable families. The nurseries and schools targeted their project to a range of age groups dependent on the assessed need. The most successful projects worked with the parenting coordinator in their area to deliver Positive Parenting Programme (Triple P) to the parents either before or during the project. More than 400 children and 400 parents or carers took part in these projects which were very positively evaluated.

Twenty nurture corners were introduced into nurseries across the city. This development extends Glasgow's commitment to nurture and is the first of its kind in Scotland. Overall improvements showed clearly that children on average had;

- greater internalisation of control
- could limit their behaviour to a greater extent
- undeveloped behaviours had reduced and children needed less support
- children were less hyperactive
- children took more care of their possessions and were better able to describe events at home



These are all showing as statistically significant improvements as a result of EY nurture corner intervention.

The Glasgow Schools Health Survey (2010) involved young people from S1 to S4 in 30 secondary schools. It reported improvements across the city in some aspects of health including statistically significant reductions in the numbers of young people smoking, drinking alcohol and using drugs, as well as an increase in the uptake of school meals, and improved dental health. As a result of the survey, during 2011-12, youth health summits were held in the three areas of the city; the South, North West, and North East.

A group of young people from every secondary school worked effectively with Education and Health staff to compile a presentation on an area of health highlighted in the survey as a development need for the school. The groups then presented their thoughts and ideas to partners in the community through local health summits. As a result of the survey and summits each school has compiled an action plan which will be addressed over the next three years.

Parent Councils continue to play a positive role in the life and work of almost all schools. Development and training opportunities on a range of topics are organised for Parent council members to assist them with their role.

The Glasgow Parent Council Forum continues to support educational developments at a city-wide level. There is ongoing dialogue between this group and senior managers within Education Services.

How Good is the Delivery of Our Key Processes?

Self evaluation Very Good

During 2011-2012, Education Services continued to support and provide strong leadership to schools in implementing Curriculum for Excellence.

A particular focus was the developing thinking around the Senior Phase of S4 to S6 in which young people engage in national qualifications. Several focused workshop mornings with secondary headteachers resulted in two position papers being agreed. These outline the authority's expectations in relation to the Senior Phase and were promoted to all staff. They form the framework for developing thinking around this phase.

In addition, between January and March 2012, an audit of all secondary establishments provided information regarding developing models for the curriculum, within the Broad General Education and the Senior Phase. During Performance Review meetings in each secondary school, Heads of Service and Area Education Officers discussed these developing models for the curriculum. This has ensured that the focus continues to be on developing thinking around the curriculum, informed by national guidance, and on providing high quality learning and teaching during this transition period.

The very structured City Moderation Strategy continued into its second year with a focus on further developing the confidence of staff in schools and nurseries to ensure that Glasgow's children and young people make good progress against the national framework of Experiences and Outcomes. As a result of sustained work by city groups, 'Pictures of a Secure Learner' at all levels, for Literacy and Numeracy were created. These will continue to be a key focus for moderation discussions among practitioners and for learner conversations with children and young people. In May 2012, Education Services also undertook a successful citywide exercise to sample approaches to moderation and assessment. This has further informed the work of the strategic groups.

Education Services' intranet, Glasgow Online, continues to be a key resource to all staff, where resources and materials are regularly updated.

In 2011-12 it was agreed to introduce Career Academies to senior phase pupils in secondary schools. Pupils are supported by a mentor from the business community over a two year period. In addition to the mentor support the pupil will be invited to attend a number of workplace visits, participate in Guru Lectures and undertake a 4 week internship within a participating

company/organisation throughout their summer break. There were 30 pupils from five secondary schools participating in this initiative. Pupils are exposed to a wealth of knowledge, expertise and future prospects within a variety of industries and sectors and have the opportunity to explore the differing routes of access into these positions. In 2012-13, this will be extended to a further 50 pupils from more secondary schools across the city.

A comparison of evaluations of the quality indicator *improvements through self evaluation* from inspections shows an improvement in the quality of evaluations over the last four years.

Improvement through self-evaluation	2008-09	2009-10	2010-11	2011-12
satisfactory or better	86%	88%	98%	93%
good or better	54%	67%	69%	83%
very good or excellent	15%	32%	35%	46%

The headteacher is a highly skilled leader who has involved fully children, parents and staff in evaluating and improving the work of the school. She demonstrates a personal and passionate commitment to delivering the school's shared values and aims. All staff have worked together really well to improve learning and teaching and develop their own practice. Commendably, children are involved in various ways in reviewing the work of the school and leading improvements. As parents, you feel that the school asks for and acts on your views on ways in which it can improve its work.

St Bartholomew's Primary School
Education Scotland, February 2012



Glasgow continues to be sector leading in relation to anti-sectarian approaches through education.

Sense Over Sectarianism (SOS) has continued to support anti-sectarian work in schools through the delivery of workshops, the Communities United programme, developing curriculum resources to support work in the classroom and training for teachers. In 2011-12 117 schools in the city were involved in delivering anti-sectarian work. SOS directly delivery 162 workshops across primary and secondary schools.

Knightswood and St Thomas Aquinas Learning Communities have continued to develop their joint approach to the anti-sectarian work. This year saw them piloting the Rainbow Fish Project in some of their nurseries. The Rainbow Fish Project focuses on the theme of friendship and being left out because of difference. It has involved P7 pupils visiting nurseries to read the story to the children and share the message of friendship. We are now working to develop and grow this initiative.

The city wide Holocaust Education programme continues to grow.

Six secondary schools in the south of the city each hosted the Anne Frank Exhibition for a two week period. 3rd Year pupils were trained as guides/ ambassadors for the project and led pupils through the exhibition. As well as ensuring that all the secondary pupils visited the exhibition each school invited the primary schools in the area and also hosted a community event where parents and members of the public were invited to visit and pupils shared their Holocaust Memorial work. A week long programme of films for schools were shown at the GFT to support the work in schools and over 2000 pupils had the opportunity to participate. The highlight of the film programme was the showing of 'Nicky's Story' and an input from Henry Wuga, a Kinder Transport survivor who settled and grew up in Glasgow.



The Holocaust Education programme culminated in a formal event for schools at the City Chambers where schools came together to share their work with each other and commemorate those people who lost their lives in the Holocaust, Nazi persecution and subsequent genocides.

Glasgow schools continued to develop outdoor learning. 40 primary teachers from around the city took part in the year long outdoor lead teacher course, delivered in partnership with Grounds for Learning. Teachers worked together to develop innovative approaches to taking learning outdoors. Other outdoor learning activities delivered in partnership with Land and Environmental Services included the Burrell Film camp day at Pollok Country Park, as part of the Glasgow Youth Film Festival, and the International Biodiversity day celebration which 200 young people from the east end of the city attended in Glasgow Green.

Schools participated in the sustainable open spaces design competition in conjunction with the Council's Development and Regeneration Services, with Eastmuir Primary, Hillpark Secondary and Carmunnock Primary each being awarded £3000 to develop their grounds.

The Commonwealth Parks Sign competition invited young people to design signs for 11 of the city's parks celebrating their commonwealth links. Over 600 entries were submitted from Glasgow schools and the winning designs put up at the parks entrances.

Education Scotland recognised Glasgow schools' innovative approaches to Global Citizenship by hosting two open day CPD events at St Paul's High School and Garrowhill Primary School for practitioners from around Scotland.

During Fair Trade Fortnight, over 200 young people from schools across the city attended the Education Fairtrade conference, hosted by Glasgow Caledonian University. The young people met producers from around the world, and took part in workshops looking at how trade affects people's lives.

During 2011-12, 59 establishments were assessed by Eco Schools Scotland, and were awarded Green Flag status.

Vocational Education in partnership with John Wheatley College developed two joint protocols in Pupil/Student School-College Partnership Discipline and Quality Assurance Arrangements. Both of these policies embed the principles of joint working and joint evaluation complementing national quality assurance frameworks for Education and Further Education.



Very good outdoor facilities have been developed, offering children challenging and safe 'risk-taking' experiences across a range of curricular areas. Staff child interactions are of a very high quality. Staff are confident at knowing when to leave children to play independently and when to intervene to facilitate and extend children's learning.

Cloan Nursery School

Education Scotland, July 2011

We are confident that the school does, and will continue to, improve the quality of its work. Some aspects of the work of the nursery will need to improve. Some areas such as reading and writing, which the school had identified as needing improvement, are now showing considerable progress. The school regularly asks parents, children and others what they think about how they are doing. Parents and children are keen to be more involved in helping the school get even better. The headteacher and depute headteacher visit classes to observe learning, they talk to and check children's jotters and learning logs. They often meet with teachers to discuss with them what they do well. Children's opinions are valued and used to improve learning.

Carmyle Primary School

Education Scotland, August 2011

SQR

How Good is Our Management and Leadership?

Self evaluation Very Good

Education Services have shown that they have a strong capacity for continuous improvement, supported by robust self-evaluation systems and processes leading to greater rigour in planning for improvement. Evidence of the effectiveness of their self-evaluation is seen in important improvements in a number of key areas such as a notable reduction in exclusions, increased attendance, improvements in attainment, positive post-school destinations, and more positive evaluations in HM Inspectors inspection reports. Recent restructuring into three geographical areas with one senior manager responsible for an area and cross cutting themes has provided greater clarity and focus for quality improvement, leading to more corporate approaches to raising attainment and achieving improvements through self-evaluation.

Validated Self Evaluation of Glasgow City Council

Education Scotland, June 2012

Heads of establishments continued to provide strong leadership which resulted in improvements for children and young people across the city. There was increased evidence of heads working collaboratively across and within Learning Communities. For example, nursery heads worked in trios carrying out quality visits to each other's nurseries. A number of primary heads took part in the Harvard Leaders of Learning programme and used their learning to more effectively develop learning and teaching in their own schools. Groups of primary heads also carried out quality visits to each other's schools to support self-evaluation processes.

These visits have enabled us to share good practice through a formal agreed agenda. We have found the process to be of dual benefit to both reviewer and reviewee, particularly in providing a further opportunity for focused professional dialogue. Head teachers are able to compare and contrast current developments in teaching and learning. The visits have also facilitated the development of learning networks across the city involving head teachers and teaching staff

Primary School Headteacher



Despite experiencing significant financial pressures in 2011-12, Education Services' expenditure remained within budget for the year. The major overspends experienced were the result of increases in non domestic rates charges, the rising cost of transport in the ASL sector and emergency repairs required to address the damage caused by the storms of January 2012. Income was under-recovered primarily as a result of a continuing reduction in the number of children resident in other local authorities and educated in our ASL establishments through placements.

The profile of the Education Services' budget over the last 3 years is as follows:

	2009/10	2010/11	2011/12
Net Expenditure	£494.43m	£494.41m	£479.59m

The Council continued to invest significantly in capital projects in Education Services. Phase 4 of the pre-12 strategy continued to deliver new school buildings. Children from Tinto Primary School and Shaw Mhor Early Years Centre enjoyed moving into their new building and four schools came together along with two nurseries to become Hillhead Primary School and Kelvin Park Early Years Centre in a fabulous new building set on the edge of Kelvingrove Park. A total of £27.2m was invested in the estate in 2011-12, of which £16.15m was in relation to the pre-12 strategy.



Thirty senior managers completed the first Aspiring Heads programme with a further thirty starting the second year long programme. Education Services also launched its Leadership Strategy. The strategy will support further the development of leadership at all levels and amongst all staff and young people in schools and nurseries.

The (leadership) strategy aims to provide a framework for educational leadership in the City. We recognise the difference which can be made when each and every member of the school community are empowered and encouraged to take on leadership roles.



How Good Can We Be?

As with last year, there are strong indications of an improving pattern of performance in attendance, attainment, achievement, evaluations in inspections and exclusions. We are particularly pleased with the improvements in quality in the evaluations and the attainment improvements by the end of S4.

The notable increase in the proportion of young people achieving five or more awards at level 3 reflects schools making more effective use of Access 3 at an earlier stage to ensure that young people gain qualifications.

The continued improvement in the quality of evaluations for inspections provides strong evidence that the work which we have been leading with our schools on improving learning and teaching through a more rigorous approach to self evaluation and maintaining a focus on outcomes is bringing about measurable improvements.

The continued increase in positive destinations in such a challenging economic climate reflects the much improved partnerships working across the city.

However, there remains headroom for further improvement. 'Good is not good enough' for our children and young people. We need to continue with a strong focus on improving outcomes for children and young people and move more evaluations from satisfactory and good to very good and excellent. We need to maintain a zero tolerance for provision which results in 'weak' outcomes for children and young people in Glasgow.

In 2012-13, we will

- build on the improvements at SCQF level 5 to improve the proportion of young people achieving Highers.
 - continue to raise expectations to increase the proportion of young people achieving three or more and five or more Highers by the end of S5.
 - continue to reduce the number of young people who leave school with no qualifications.
 - continue to raise expectations for the quality of learning and teaching and be intolerant of standards which do not meet children's learning needs.
-

We will do this by

- updating our quality assurance and improvement advice and providing further training on self evaluation for quality improvement officers, senior managers and staff across the city and including more headteachers in peer reviews and peer quality visits;
- improving the monitoring and tracking of young people so that support can be provided quickly to address areas of improvement;
- encouraging schools to have the highest expectations for young people achieving Highers. The skills needed for Higher should start to be taught at the earliest possible opportunity thereby avoiding the 'two term dash' approach to Higher.
- extending our mentoring project with Strathclyde University to increase pupils' confidence and raise their expectations and attainment;
- continuing to make innovative use of partners in the college sector to extend the range of qualifications available to young people, for example, through scholarships; and
- adopting a culture city-wide of only the best will do because Glasgow's children deserve the best we can give.

During 2011-12, we have supported around 100 staff to participate in a programme called *Harvard Leaders of Learning*. This programme will enable participants to be accredited with a module accredited by Harvard. We have also introduced a new course for primary teachers across Learning Communities which focuses on classroom practice – *Improving Our Classroom*. Both these programmes aim to improve learning and teaching. The evaluations from both these programmes has been very positive. Both programmes will continue through 2012-13.

Our leadership programmes are becoming more established. Thirty middle and senior managers completed the first Aspiring Heads programme. We reviewed the effectiveness of this, made some changes and are running a second cohort in 2012-13.

During 2011-12, we established a new partnership with Glasgow and Strathclyde Universities to improve the way in which early teacher education is delivered. A new jointly funded post was established to support students and probationer teachers. A reference group was established chaired by Professor Graham Donaldson to monitor progress in this partnership approach. We will continue to develop this partnership to deliver the recommendations from the Donaldson Review.

Throughout 2011-12, we worked with hundreds of teachers across nurseries and schools to improve teachers' understanding of levels within Curriculum for Excellence. Teachers and nursery staff worked together sharing standards. Increasingly, teachers are sharing learning outcomes with children and young people and as a result, children and young people are able to articulate what they are learning as opposed to what they are doing.

During 2011-12, we selected 23 nurseries to be part of One Glasgow. We will continue to work with health, social work and voluntary sector colleagues to improve our approaches to early intervention.



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