

**Education Services
Glasgow City Council
Annual NIF Plan
2018/19**

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Introduction

Education authorities must prepare and publish annual plans detailing the steps they intend to take on the strategic priorities in the National Improvement Framework (NIF) in accordance with the Education (Scotland) Act 2016. The National Improvement Framework and Improvement Plan for Scottish Education have been designed to help deliver excellence and equity in education. This is to ensure that children and young people develop a broad range of skills and capacities regardless of their social circumstances or needs.

The following four key priorities are identified in the National Improvement Framework:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Six drivers of improvement were identified as making the biggest difference to the four key priorities. These are:

- School leadership;
- Teacher professionalism;
- Parental engagement;
- Assessment of children's progress;
- School improvement;
- Performance information.

Schools produce annual improvement plans and these should take account of Education Services' plan. This has to be underpinned by effective self-evaluation which is clearly focused on ensuring that every child makes progress in their learning. The new How Good is our School 4 (HGIOS4) and How Good is our Early Learning and Childcare (HGIOELC) should be used to carry out focused self-evaluation in order to inform school improvement priorities. Education Services' "Supporting Improvement" guidance helps inform this process. Information about the services we provide and our performance is also provided in a variety of documents, including the following:

- Annual Service Plan and Improvement Report 2018-2019;
- Education Services Standards and Quality Report 2016-2017;
- Glasgow City Children and Young People Integrated Service Plan (2017-2020);
- Glasgow City Council Plan 2018-2022;
- Inspection Reports (Education Scotland and the Care Inspectorate).

Context of City

- The 2017 mid-year estimate of Glasgow's population was 621,020. The population has been growing since 2006. Before 2006 there was a sizable decline in Glasgow's population.
- According to the National Records for Scotland there are 99,137 children aged 0-15 living in Glasgow (16% of the total population).
- There are 67,870 children attending schools in Glasgow (primary, secondary and ASL).
- 5% of children living in Glasgow attend a school outwith Glasgow and 2% of the children in Glasgow schools live in surrounding local authorities.
- There are 38,701 children from Glasgow schools living in deciles 1 and 2 (most deprived). This equates to 57.8 percent of the total school aged population in Glasgow.
- Of all the children across Scotland who live in decile 1 (most deprived) more than one third (35.2%) of these attend a Glasgow City School.
- Over one quarter (25.2%) of all children across Scotland who live in deciles 1 and 2 attend a school in Glasgow.
- 3.3% of children attending school in Glasgow were assessed and/or declared as having a disability (2.3% nationally).
- 10,487 children attending a Glasgow school were identified as having an additional support need (11.8% of all children in Scotland who have an identified additional support need).
- There are 1,579 school aged children looked after by the City Council (16.5% of all school aged children looked after in Scotland).
- There are 2,258 asylum seeker and refugee children living in Glasgow. This equates to three quarters of all asylum seeker and refugee children living in Scotland.
- There are 14,117 children from minority ethnic groups attending schools in Glasgow. This is 29.5% of all children in Scotland from a minority ethnic group.
- There are 115 main home languages spoken by children attending Glasgow schools. The 3 main languages are Urdu, Punjabi and Polish. The average number of main home languages spoken by pupils across each of the local authorities in Scotland is 47.

- There are 12,743 children attending schools across Glasgow who have English as an additional language (32.3% of the national share of EAL pupils). More than three quarters (82.4%) of all EAL pupils in Glasgow are not yet competent at English (new to English, early acquisition and developing competence).
- As at September 2017 Glasgow had 5,084 full-time equivalent teachers.

Purpose of Education Services

In Scotland education is provided at pre-school, primary and secondary levels in both mainstream and special schools. In accordance with the Education (Scotland) Act 1980, the provision of education is the responsibility of local authorities who are under a statutory duty to ensure that there is adequate and efficient provision of school education in their area. Education has to be flexible to fit individual needs, be tailored to 'age, ability and aptitude' (Education (Scotland) Act 1980) and aims to develop the 'personality, talents and mental and physical abilities of children and young persons to their fullest potential' (Standards in Scotland's Schools etc. Act 2000).

When local authorities are proposing a change in education provision, there is a statutory requirement on them to engage in a formal consultation process, in line with the requirements of the Schools (Consultation) (Scotland) Act 2010.

In Scotland, 32 Education Authorities are responsible for ensuring that statutory requirements are met and that they are diligent in taking forward nationally agreed policies and guidelines. They are also responsible for the spending and accountability for educational funding. They have responsibility for the continuous improvement of services to meet the needs of their local communities.

Across Scotland, local authorities adopt different service structures. Increasingly, education is part of a wider department, which can also include services such as leisure, culture, sports, the arts, community learning and social work services. HM inspectors, working across all areas of learning, support and challenge the work in the 32 authorities, through the process and impact of rigorous inspection (Education Scotland, 2018).

Education Services makes up one of the six services within Glasgow City Council. Education and Early Years is a key commitment of the council and our goal is to ensure our children and young people receive a high quality, broad and balanced education which will provide them with skills for learning, life and work. We are the largest education service in the country and responsible for educating approximately 80,000 children and young people in more than 300 schools and nurseries across the city. Education Services is made up of various sections and teams whose primary function is to support children and young people as well as teaching and school staff in establishments across the city.

Service Priorities

We are continuing to focus on the same four priorities which are linked to the priorities in the National Improvement Framework.

Education delivery in Scotland can present as a complex landscape which is why, in Glasgow, we focus on a small number of priorities and drive them forward relentlessly. This approach allows us to remain focused on our core business while ensuring that our children and young people receive a quality, broad and balanced education which will provide them with skills for learning, life and work.

- Raising attainment and achievement through Glasgow's Improvement Challenge 2015-2020
- Continue to improve how we meet the learning and care needs of children before they go to school and as they move through school, including how we support their families and carers
- As we move Towards the Nurturing City, continue to improve how we meet the needs of all children and young people, particularly those with additional support needs
- Make best use of our finance and resources to help ensure the best outcomes possible for our children and young people.

Raising attainment and achievement through Glasgow's Improvement Challenge 2015-2020

GIC 2015-2020 is a holistic strategy to raise attainment and achievement for all children and young people and incorporates the government's Scottish Attainment Challenge. GIC is jointly funded from Council core funding, support from third sector, including charitable foundations, such as MCR Foundation, and the Scottish Government through their Attainment Fund. The Challenge is our core business and is our prime focus. In 2018/19, schools will continue to use Pupil Equity Funding to complement and enhance strategies to improve outcomes.

Continue to improve how we meet the learning and care needs of children before they go to school and as they move through school, including how we support their families and carers

The importance of early intervention in our nurseries cannot be over-estimated. It is our ambition that all of our nurseries are family learning centres, places where families feel they belong, are supported by social work services or are signposted to third sector support. We have numerous examples of best practice where our nurseries are working with partners to build the capacity of families to be better able to support themselves, but this is not yet consistent across the city. We will be continuing to extend our provision for early learning and childcare in line with local and national policy. This will require us to work with a range of partners including Scottish Government, childminders, third sector and private providers.

As we move Towards the Nurturing city, continue to improve how we meet the needs of all children and young people, particularly those with additional support needs

We continue to invest substantial funding into the development of nurture. We have nurture corners in nurseries, nurture classes in primary schools and nurture groups in secondary schools. Increasing numbers of staff have been trained in nurturing principles. We want all our schools and nurseries to be inclusive. We are continuing to increase the range of specialist provision located in our mainstream primary and secondary schools. These enhanced provisions give flexibility and more choices to parents and provide more opportunities for children and young people to receive support and learn alongside their peers as appropriate to their needs. We are committed to continuing to provide free-standing ASL provision. However, we need to continue to reform our provision to ensure that our children and young people have a flexible range of learning pathways targeted to their specific needs.

Make best use of our finance and resources to help ensure the best outcomes possible for our children and young people

In public services, we continue to face financial challenges. It is important, therefore, that we remain focused on making best use of our finance and resources. This means that we will improve our approaches to managing the school estate through a well-managed maintenance budget for buildings. We will continue to encourage local children to be taught in local schools and monitor carefully school rolls and projections to ensure that we are making best use of our school estate.

Improving and Empowering in Glasgow

In 2015, we launched Glasgow's Improvement Challenge (GIC) 2015-2020 which includes the government's Scottish Attainment Challenge. There are five main strands:

- Raising attainment in literacy and numeracy through targeted support and interventions.
- Improving children's health and wellbeing through nurturing approaches and increased participation in physical activity and sport.
- Supporting families to be better able to support their child's learning and development.
- Enhancing the leadership of senior staff.
- Raising attainment in secondary schools through providing additional supported study, mentoring and an increased focus on learning and teaching.

Raising attainment and achievement

Raising attainment remains our key priority. As part of GIC 2015-2020, our primary schools are organised into clusters which are linked to Local Improvement Groups (LIGs). Most of our primary schools serve areas of multiple deprivation. Fifty-seven primary schools (41%) have more than 75% of their pupils living in the 20% most deprived data zones. 26 have more than 90% of their pupils living in the 20% most deprived data zones.

Every school has an improvement plan which focuses on raising attainment. All of our secondary schools provided pupils with additional targeted support through supported study sessions after school. Some provided additional study through 'Saturday school' and some took pupils on study weekends combining academic study with outdoor activities.

The achievements of the Advanced Higher Hub helped us continue to increase the proportion of pupils achieving Advanced Highers by the end of S6. Attainment remains linked to deprivation but we are improving at a faster rate than the national figures. For national qualifications, Glasgow performs consistently better than its virtual comparator.

Appendices 1 and 2 provide further information which helps contextualise Education Services priorities within the wider city council.

Continuous Improvement and Benchmarking

Continuous Improvement and Benchmarking

We participate and actively support continuous improvement and benchmarking in a number of areas nationally and locally. This is demonstrated below.

Nationally

The national benchmarking and reporting tool, Insight, allows us to compare pupil performance to the performance of a virtual comparator, which is made up of pupils from schools in other local authorities who have similar characteristics. This is helpful because it allows a comparison based on pupils who are similar based on key variables (gender, deprivation, additional support needs and stage of leaving / latest stage) that are linked to educational outcomes rather than comparison with real schools/authorities which may have quite a different pupil profile. The virtual comparator therefore controls, to a large extent, the background characteristics of pupils and offers a fairer comparison of performance.

Abroad general education (BGE) Improvement Tool (FOCUS) was launched in 2018 and has a similar function in respect of the broad general education. It allows local authorities to analyse the achievement of CfE level data in a consistent way, using a number of pupil characteristics considered to have an influence on attainment. This tool will support the growth and development of data literacy for staff in all schools.

The West Partnership

The West Partnership is a collaborative arrangement between eight local authorities that aims to ensure that all school pupils throughout the Glasgow City Region have access to consistently high quality learning experiences. The partners include; Glasgow City Council, East Renfrewshire Council, East Dunbartonshire Council, Inverclyde Council, North Lanarkshire Council, Renfrewshire Council, South Lanarkshire Council and West Dunbartonshire Council. The West Partnership is involved in the development of key education performance measures and targets across the region used to identify areas for targeted support and promote improvement in the quality and efficiency of education provision.

Glasgow

The Glasgow owned and developed FOCUS was launched in 2017. This is a web based tool for schools that helps them examine pupil achievement of CfE Levels (Teacher Judgement Survey) through a number of lenses. This includes EAL (English as an additional language), ethnicity, deprivation (Social Index of Multiple Deprivation which is Glasgow focused) and other appropriate lenses. For benchmarking purposes schools are provided with comparator schools (10 for each primary school and 5 for each secondary school).

Based on feedback from school users we know that this tool has proved useful in a number of areas for Glasgow establishments including in identifying where gaps lie in pupil attainment, targeting the use of pupil equity funding and also for school inspections. Now that the application has been in place in schools for almost a whole academic year the project team are working on phase two of FOCUS. This will include a version

for both Early Years establishments and also ASL schools. There will also be enhancements to the current version allowing for even deeper analysis of CfE data for schools with the aim of helping support attainment and achievement for all pupils and working towards closing the poverty related attainment gap.

Another web based application called Information Igloo will be launched in 2018. This application will be available to all council staff and the public. Igloo will provide longitudinal data across a number of areas including school rolls, school roll projections, nationality, gender, free school meal uptake, deprivation (Social Index of Multiple Deprivation) and a number of other areas. This information will be made available at a school level, strategic planning area level, city wide level and where possible a national comparison will be made available.

EFQM and Inspection

The Scottish Government's lifelong learning strategy aims to ensure that everyone develops the attributes, knowledge and skills they will need for life, learning and work. The curriculum is all the experiences that are planned for learners to support the development of these skills. Education Scotland has a responsibility for monitoring and evaluating the quality of learning and teaching in Scottish schools and education services through the inspection process. The 'How Good is Our School?' and 'The Child at the Centre' are tools used as part of school/pre-school self-evaluation.

The statutory duty of Best Value was introduced in the Local Government in Scotland Act 2003. The audit of Best Value looks for councils to demonstrate Best Value by showing continuous improvement in how they deliver their priorities. The first assurance report on Glasgow City Council was published by Audit Scotland in August 2018.

The report acknowledges that the socio-economic challenges in Glasgow are of a unique scale and complexity in the Scottish context, but the council and its partners have an ambitious vision for the city. With regards to education services specifically the report found:

- When deprivation is accounted for the council is performing well. Education indicators show improvements in levels of pupil exam attainment from areas of deprivation, attendance levels and exclusion rates.
- Inspectorate reports on education and care have been positive. Education Scotland's ongoing school inspections found that the quality of the council's strategic leadership of education continued to be very good. The council performed well and outcomes for children and young people continue to improve. It also found that the council was working effectively to help close the attainment gap between children from wealthier and poorer areas.
- Glasgow City Council bid for Scottish Government funding for its 'Glasgow Improvement Challenge 2015-20' which aims to build on the council's existing work to improve attainment across the city. The programme involves numerous activities, including additional teaching time, recruiting extra staff and purchasing new digital technology to support pupils. The council's targeted actions have helped improve attainment.

Education Services' "Supporting Improvement" guidance was issued in May 2016. This guidance articulates the links between national and local frameworks, policies and initiatives, focusing on continuous improvement within Education. It supports practitioners with self-evaluation for improvement in their school. Three drivers for improvement in playrooms and classrooms are focused on **better learning: leadership of management and change, learning provision** and **successes and achievements** and are aligned with Education Services senior leadership structure.

Schools are best placed to build on their progress over time and this is underpinned by a well-considered and meaningful self-evaluation process that identifies both strengths and areas for improvement. A range of approaches are used to implement and gather evidence of improvements and schools use innovative ways of delivering improvement with a range of partners within their community.

There are eight Local Improvement Groups (LIGs) across the city that support improvement through self-evaluation, focusing the improvement planning process on what we know works locally, nationally and internationally. This collaborative model provides opportunities for leaders at every level to share practice, implement and take forward improvements. This model supports the delivery of key priorities and enables us to evaluate the impact of these including Glasgow's Improvement Challenge and The National Improvement Framework within a Glasgow context.

An Executive Steering Group (Education Improvement Board) continues to drive self-improvement across Education Services; ensuring strategic alignment across local improvement groups and strategic geographical areas.

During 2018/19, Education Services will be inspected by HM Inspectors to evaluate their success in raising attainment through the Attainment Fund and Pupil Equity Funding.

Appendix 1: NIF Key Measures

The Scottish Government has made clear its commitment to closing the poverty-related attainment gap between children and young people from the least and most disadvantaged communities. Following consultation with key stakeholders the government developed a basket of key measures for measuring the gap and milestones towards closing it.

Figure 1 details the attainment gap between children and young people from the least and most disadvantaged communities across a three year period (2015 to 2017 for leavers as the 2018 leavers' data will not be available until 2019). Significant progress towards closing the gap has been made particularly SCQF attainment for school leavers, literacy and numeracy at primary stages and exclusions rates across primary and secondary.

	FIGURE 1 - NIF key measures - Leavers				
	2015	2016	2017		
	% Attainment gap between most disadvantaged and least disadvantaged (SIMD)	% Attainment gap between most disadvantaged and least disadvantaged (SIMD)	% Attainment gap between most disadvantaged and least disadvantaged (SIMD)	Target	Note
SCQF 4 or above (1 or more qualification on leaving school)	5.9%	5.1%	2.9%	Closing the gap	
SCQF 5 or above (1 or more qualification on leaving school)	16.4%	17.3%	12.8%	Closing the gap	
SCQF 6 or above (1 or more qualification on leaving school)	37.0%	33.5%	30.9%	Closing the gap	
	NIF key measures - Primary and Secondary				
	2016	2017	2018		
	% Attainment gap between most disadvantaged and least disadvantaged (SIMD)	% Attainment gap between most disadvantaged and least disadvantaged (SIMD)	% Attainment gap between most disadvantaged and least disadvantaged (SIMD)	Target	Attainment gap notes
Primary - Literacy (P1,P4 and P7 combined)	23.1%	23.0%	20.3%	Closing the gap	
Primary - Numeracy (P1,P4 and P7 combined)	17.8%	18.1%	14.5%	Closing the gap	
Secondary - Literacy	9.2%	6.7%	12.7%	In progress	Although the secondary literacy gap has widened overall across three years, attainment for those living in deciles 1 and 2 did improve between 2017 and 2018
Secondary - Numeracy	13.8%	12.2%	15.4%	In progress	The gap at secondary numeracy was successfully reduced between 2016 and 2017 before increasing again between 2017 and 2018
Primary attendance rates	3.4%	3.7%	3.9%	In progress	There has been a marginal increase in the gap with regards to primary attendance. Attendance for those living in deciles 1 and 2 remained fairly stable between 2017 and 2018
Secondary attendance rates	5.3%	5.4%	5.4%	In progress	There has been a marginal increase in the gap with regards to Secondary attendance. Attendance for those living in deciles 1 and 2 remained fairly stable between 2017 and 2018
Primary exclusion rates *rate per 1000	10.7	15.5	7.7	Closing the gap	
Secondary exclusion rates *rate per 1000	50.6	41.2	35.9	Closing the gap	

Appendix 2: Outcomes

Appendix 2 provides details of outcome data for Education Services over a number of key areas.

Attendance

Figure 1: Attendance by Sector

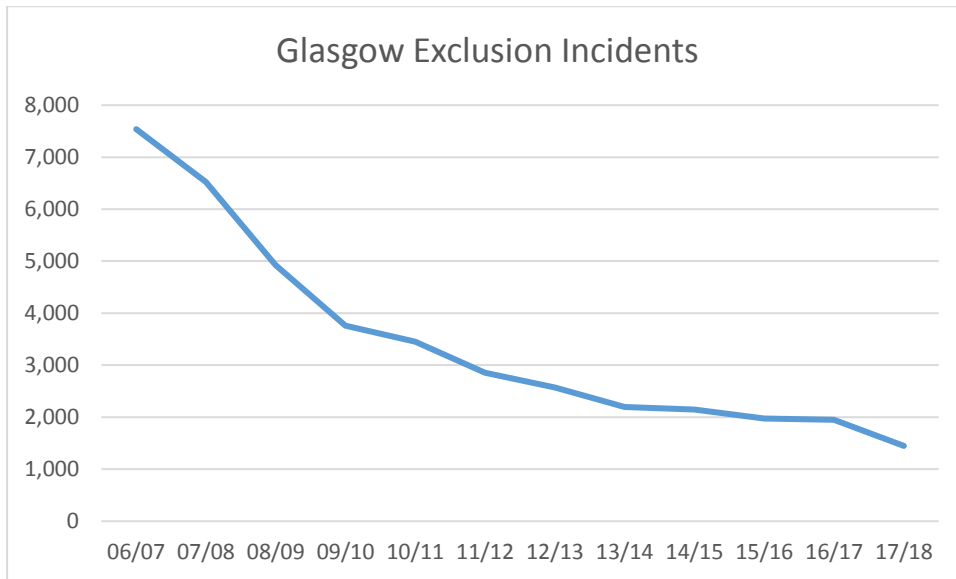
	2013/14	2014/15	2015/16	2016/17	2017/18
PRIMARY SCHOOLS (41,272 pupils*)	94.1%	93.9%	94.1%	93.7%	93.3%
SECONDARY SCHOOLS (25,358 pupils*)	91.5%	91.1%	91.1%	90.8%	90.6%

Attendance continues to show a slight decline (see Figure 1 above). Further exploration of these figures and discussion with headteachers suggests that attendance has been affected by challenges with continuity of administrative staff and the impact of a lack of supply staff which meant that, in primary schools, headteachers spent more time in class and less were less able to chase up attendance. We will continue to work with our schools and with Parent Councils and Forums to improve attendance

Exclusion

Overall exclusions are continuing to decrease. There was a significant 26% decrease in exclusions across all sectors from the previous year. There has been a further 33% reduction in the number of half days lost to exclusion from 2016/17 to 2017/18 (see Figure 2). Since 2006/07 when exclusions peaked, there has been an 81% reduction overall.

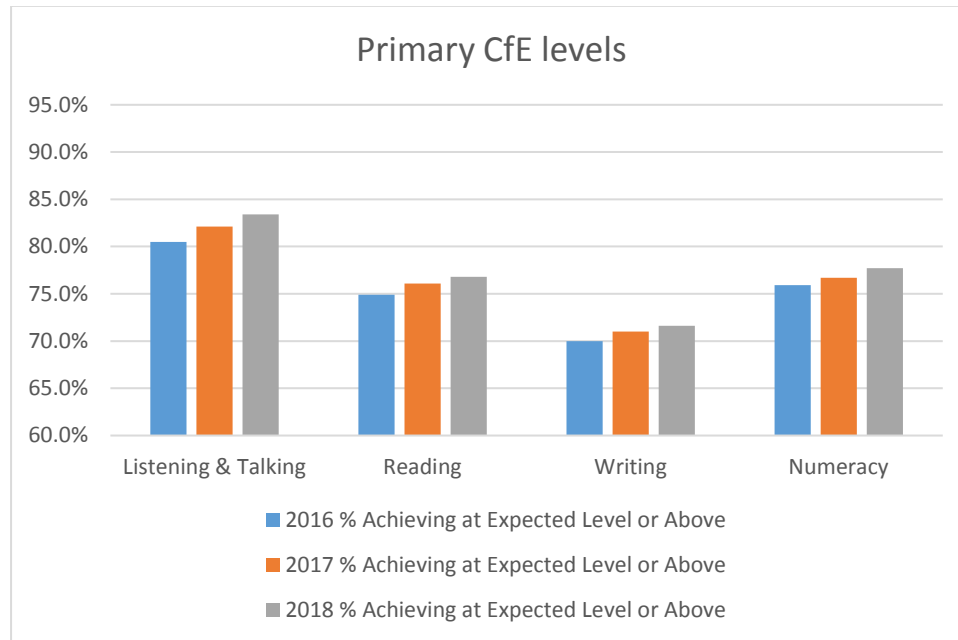
Figure 2: Exclusion Incidents between 06/07 and 17/18



Broad General Education P1 to S3

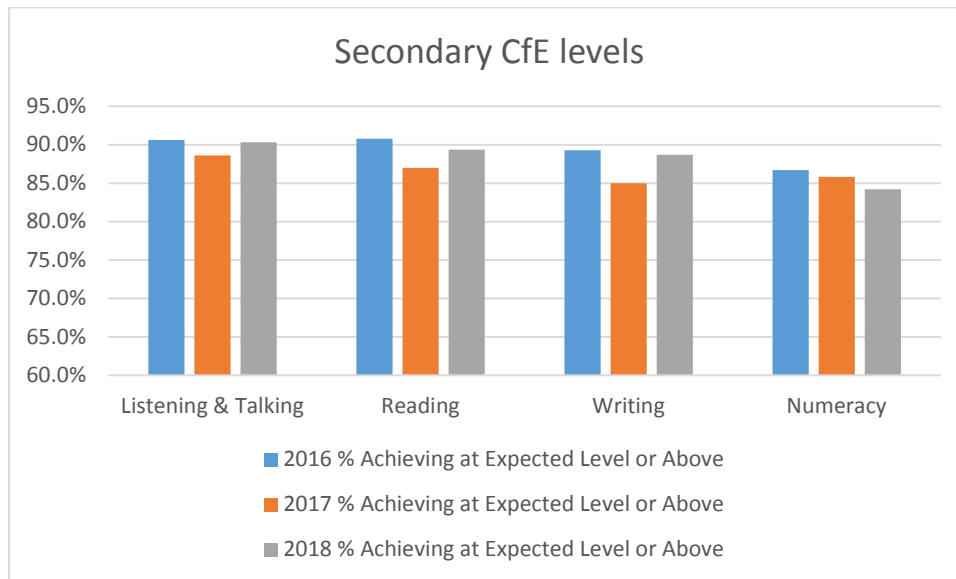
The graph below shows the city's performance for the last three years in primary schools. The totals do not include the Gaelic primary schools. The data shows an improving pattern (see Figure 3).

Figure 3: Primary School Pupils Achieving at Expected Level of Above (As a %)



While the primary figures show an increase, the secondary figures (Figure 4, below) show a slight decrease overall for literacy and numeracy. Closer analysis and discussion with secondary schools attribute the decrease to improved approaches to moderation and assessment in 2017, that is, teachers are developing a greater understanding of the standards required for pupils to demonstrate achievement of a level.

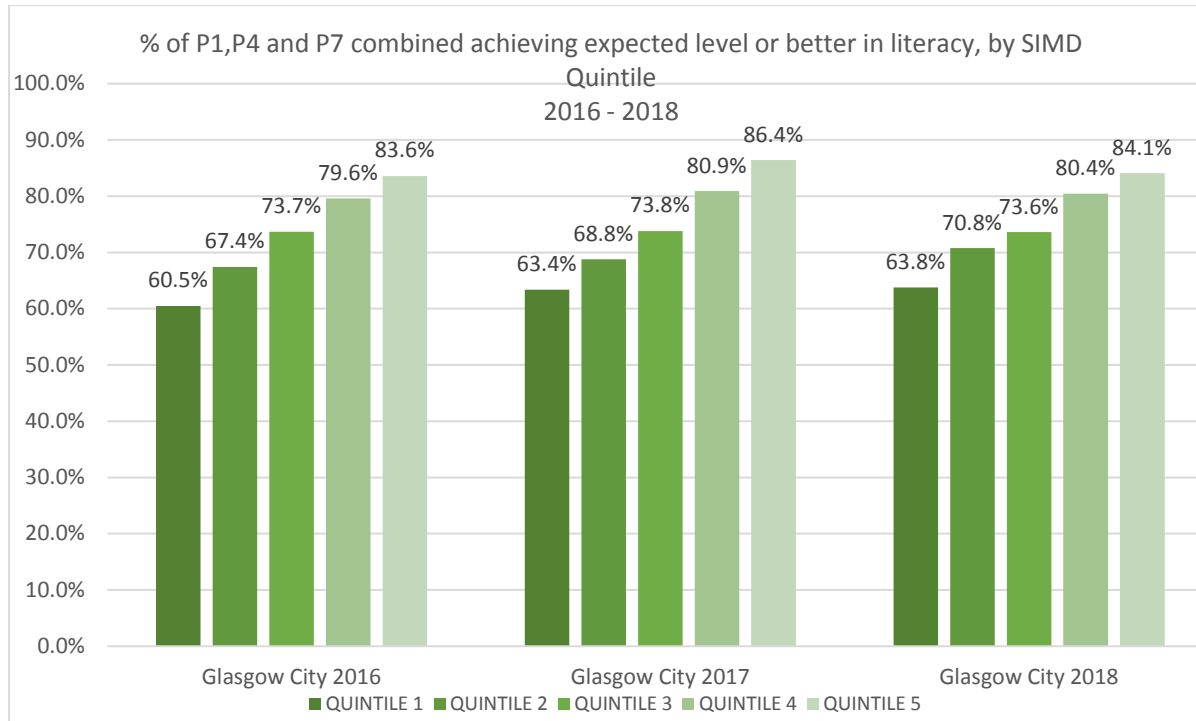
Figure 4: Secondary School Pupils Achieving at Expected Level of Above (As a %)



The graphs in this section (Figure 5 and Figure 6) and consider the combined performance of P1, P4 and P7 pupils grouped using their postcodes. Quintile 1 is the 20% most deprived postcodes and Quintile 5 is the 20% least deprived postcodes.

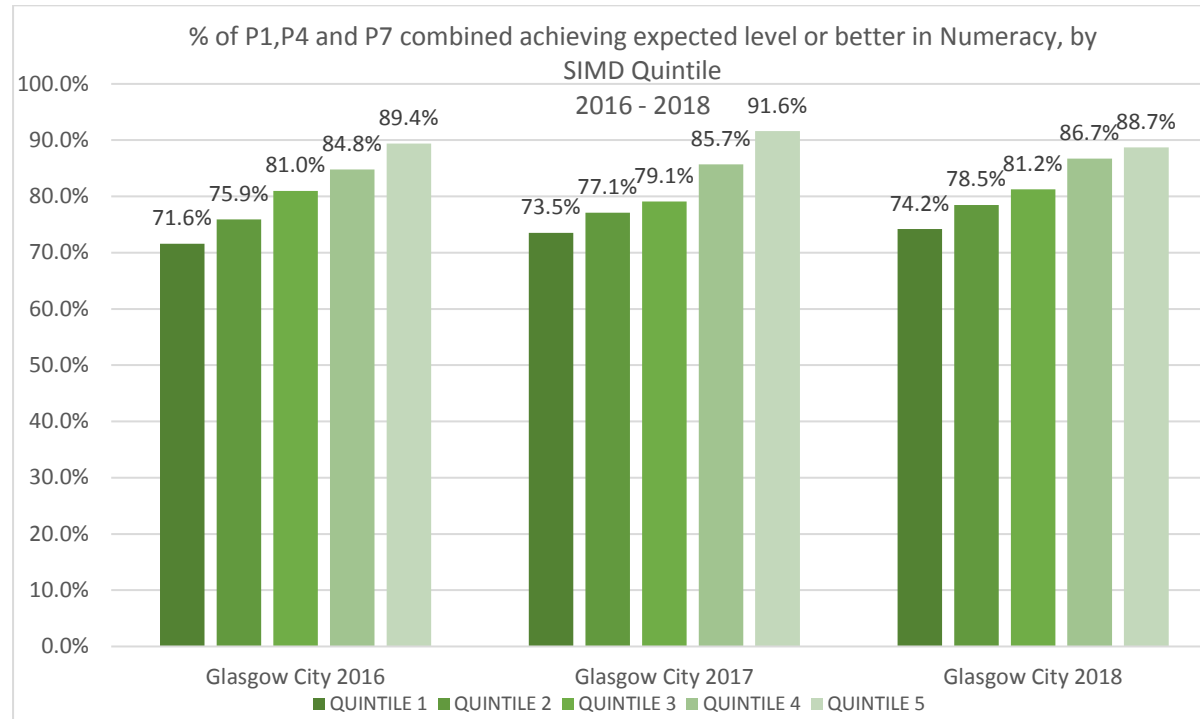
Figure 5 demonstrates that attainment in literacy continues to be linked to deprivation. However, the gap between those living in the 20% most deprived and those living in the 20% least deprived is closing. It is worth noting that 58% of pupils are living in the 20% most deprived postcodes compared to 6% of pupils living in the 20% least deprived postcodes.

Figure 5: Primary School Pupils Achieving at Expected Level of Above in Literacy by Quintile (As a %)



Similarly, Figure 6 (below) illustrates that that similar to literacy, performance in numeracy continues to be linked to deprivation and that the gap between those living in the 20% most deprived and those living in the 20% least deprived is closing.

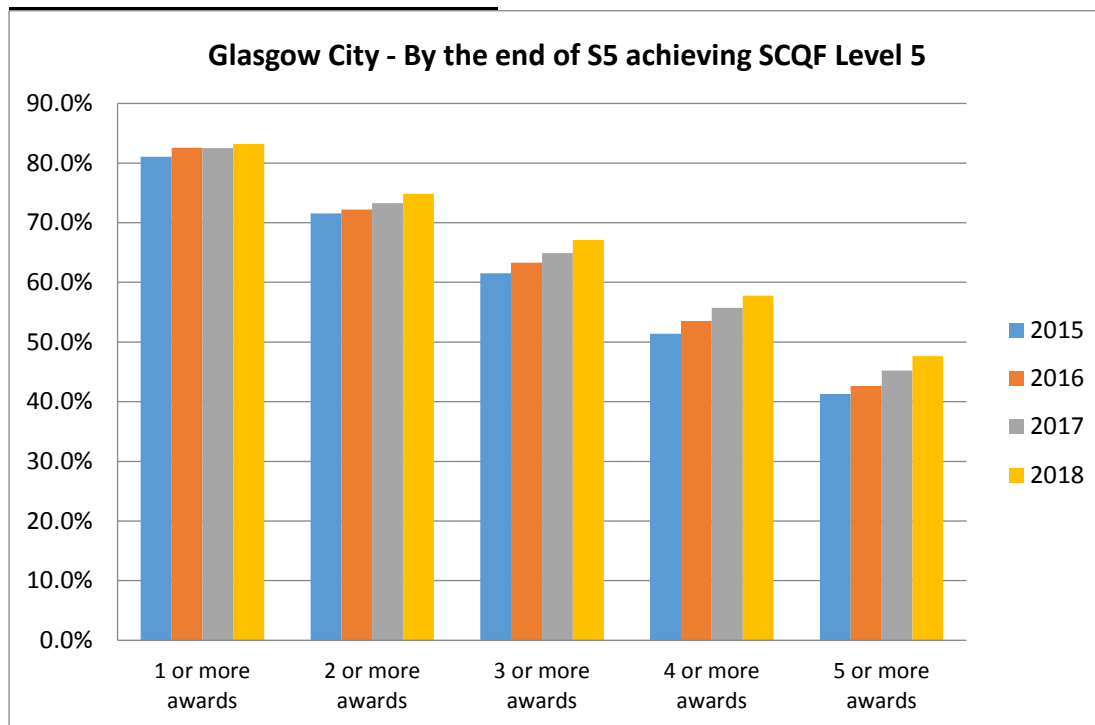
Figure 6: Secondary School Pupils Achieving at Expected Level or Above in Numeracy by Quintile (As a %)



National Qualifications 17/18

In 2007, the percentage achieving five or more awards at SCQF level 5 by the end of S5 was 33% which represents a 44% increase (see Figure 7a below).

Figure 7a: Pupils Achieving SCQF Level 5 by the end of S5 (as a %)



As can be seen from the Figures 7b below, Glasgow performs consistently better than its virtual comparator but remains below the national figures. It can also be seen that Glasgow is closing the gap with the national figures.

Figure 7b: Pupils Achieving SCQF Level 5 by the end of S5 (as a %)

SCQF level 5 by the end of S5 Glasgow/Virtual Comparator/National	2015	2016	2017	2018	2015 VC	2016 VC	2017 VC	2018 VC	2015 National	2016 National	2017 National	2018 National
1 or more awards	80.2%	81.8%	82.5%	83.2%	74.2%	75.8%	77.9%	78.3%	84.6%	85.3%	85.8%	86.5%
2 or more awards	68.5%	69.7%	73.3%	74.8%	63.1%	65.8%	68.9%	69.6%	77.0%	78.1%	79.0%	80.0%
3 or more awards	59.6%	60.4%	64.9%	67.1%	54.3%	57.3%	60.9%	62.0%	69.9%	71.5%	72.7%	73.8%
4 or more awards	49.9%	51.4%	55.8%	57.8%	46.0%	49.0%	52.8%	54.3%	62.4%	64.5%	65.7%	67.0%
5 or more awards	42.4%	43.4%	45.2%	47.6%	37.3%	39.9%	44.3%	45.3%	53.5%	55.6%	57.2%	58.6%

In 2007, only 28% achieved one or more Higher – in 2018 the figure was 55.9% representing an increase of 100%. In 2007, only 5% achieved five or more Highers – in 2018 the figure was 13.4% which represents an increase of 168%. Nationally, in the same period the increase is 55% for one or more Higher and 101% for five or more Highers. Therefore, Glasgow is improving at a faster rate than nationally. This is illustrated in Figures 8a and 8b.

Figure 8a: Pupils Achieving SCQF Level 6 by the end of S5 (as a %)

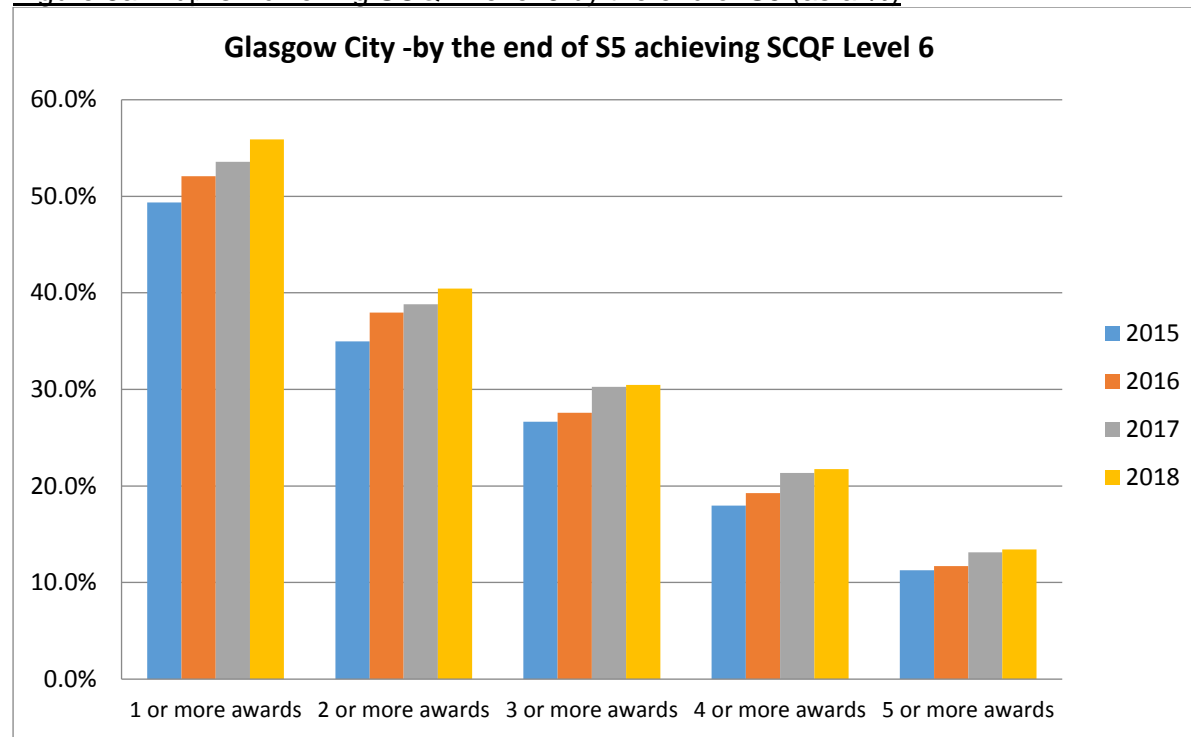


Figure 8b: Pupils Achieving SCQF Level 6 by the end of S5 (as a %)

SCQF level 6 by the end of S5 Glasgow/Virtual Comparator/National	2015	2016	2017	2018	2015 VC	2016 VC	2017 VC	2018 VC	2015 National	2016 National	2017 National	2018 National
1 or more awards	49.4%	52.1%	53.5%	55.9%	41.7%	43.7%	46.7%	47.3%	57.5%	59.1%	59.7%	60.4%
2 or more awards	35.0%	38.0%	38.8%	40.5%	30.3%	32.6%	35.4%	36.3%	45.9%	48.1%	48.5%	49.5%
3 or more awards	26.7%	27.6%	30.2%	30.5%	22.7%	24.4%	26.7%	27.9%	37.0%	38.8%	39.5%	40.4%
4 or more awards	18.0%	19.3%	21.1%	21.8%	15.8%	17.2%	19.2%	19.6%	27.8%	29.2%	30.1%	30.7%
5 or more awards	11.3%	11.7%	12.9%	13.4%	9.3%	10.2%	11.6%	12.0%	18.0%	18.8%	19.4%	20.1%

By the end of S6, Glasgow continues to perform better than its virtual comparator for Higher awards and below the national figure. The gap has closed with the national figure for one or more award but not for the other measures. In 2007, by the end of S6, 18% achieved three or more Highers, in 2017 it was 38.6% which represents an increase of 114%. Nationally, in the same period the increase is 61% (See Figures 9a and 9b).

Figure 9a: Pupils Achieving SCQF Level6 by the end of S6 (as a %)

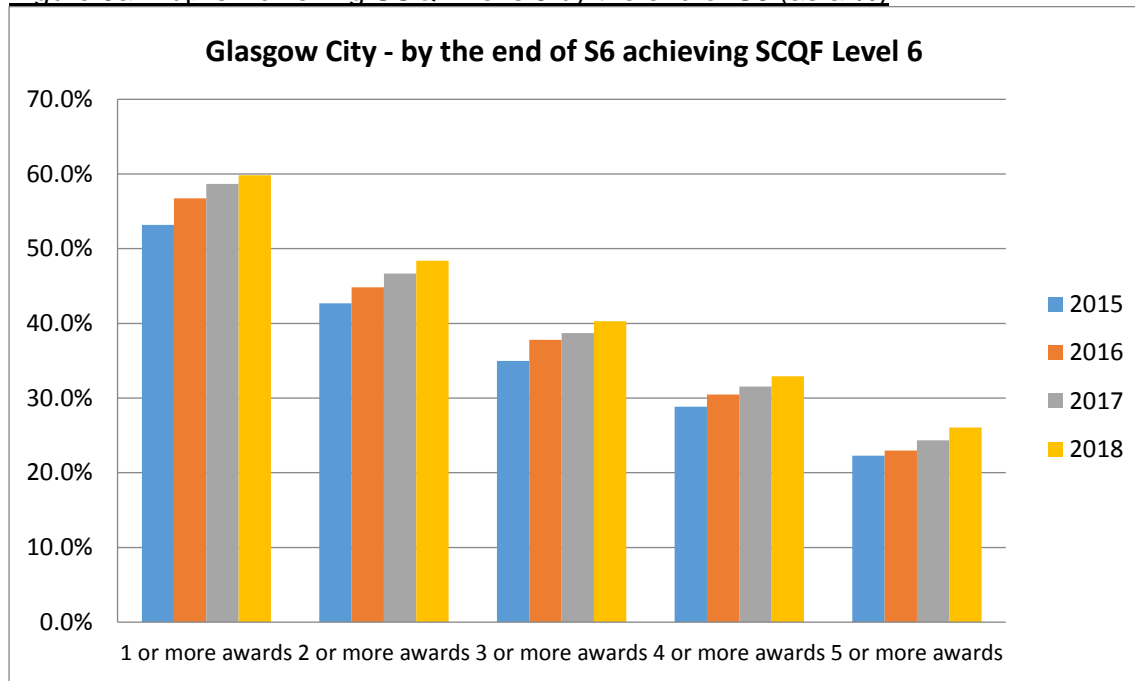


Figure 9b: Pupils Achieving SCQF Level 6 by the end of S6 (as a %)

SCQF level 6 by the end of S6 Glasgow/Virtual Comparator/National	2015	2016	2017	2018	2015 VC	2016 VC	2017 VC	2018 VC	2015 National	2016 National	2017 National	2018 National
1 or more awards	53.2%	56.7%	58.7%	59.8%	42.6%	47.1%	48.8%	51.4%	59.3%	62.6%	63.4%	63.9%
2 or more awards	42.7%	44.8%	46.7%	48.4%	34.0%	37.8%	39.2%	42.2%	50.7%	53.6%	54.7%	55.3%
3 or more awards	35.0%	37.8%	38.6%	40.3%	27.7%	31.1%	32.6%	35.0%	44.0%	46.8%	47.7%	48.3%
4 or more awards	28.9%	30.5%	31.4%	32.9%	22.8%	25.6%	26.7%	28.8%	37.7%	40.1%	40.8%	41.4%
5 or more awards	22.3%	23.0%	24.3%	26.1%	17.7%	19.8%	20.7%	22.7%	30.8%	32.6%	33.5%	34.1%

Glasgow has the highest percentage of children living in poverty in Scotland and the SIMD profile of the city is quite different from other local authorities, with notably high percentages living in SIMD1 (10% most deprived postcodes) compared to SIMD10 (10% least deprived postcodes).

The figure below (10a) shows that around 40% of S5 pupils in Glasgow live in the 10% most deprived postcodes with only 3% living in the 10% least deprived postcodes.

Figure 10a: S5 Pupils Living in SIMD Deciles (As a %)

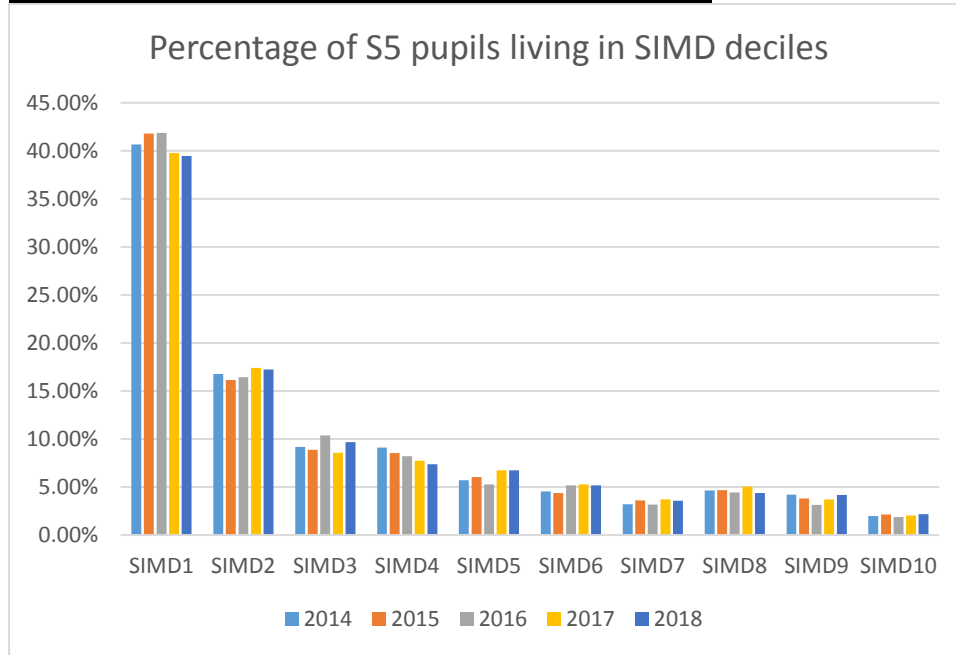


Figure 10b below shows that attainment continues to be linked to deprivation with pupils in SIMD10 having a higher average tariff score than those in SIMD1. Positively, for SIMD1 and SIMD2, which represents over 55% of S5 pupils the average tariff score is increasing overall. Additionally, Figure 13b compares Glasgow's performance to the national one taking into account deprivation. It can be seen that for SIMD1, SIMD2, SIMD3 that Glasgow consistently performs better than the national figures.

Figure 10b: Average Tariff Score by S5

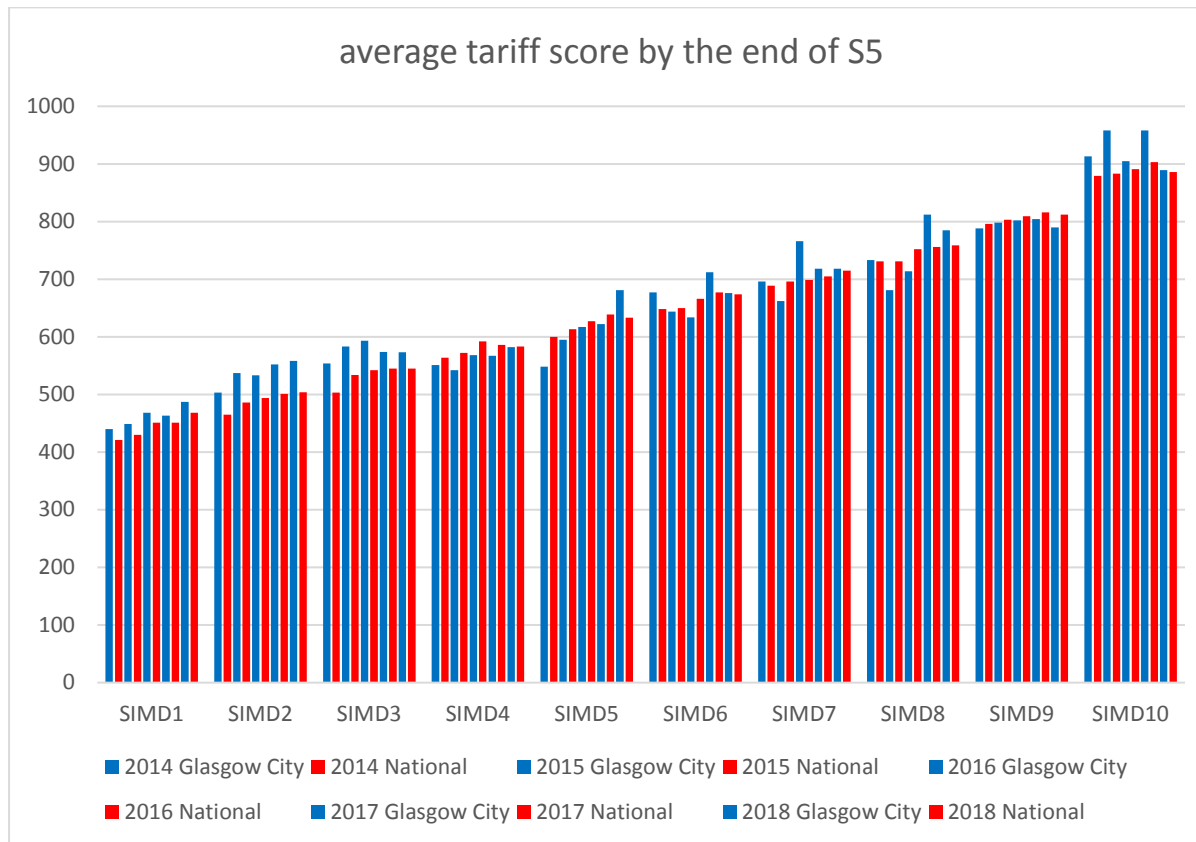


Figure 11a below shows that similar to S5, more than 40% of S6 pupils live in the 10% most deprived postcodes. Positively, the proportion is increasing which shows that more young people from the most deprived postcodes are recognising the value of staying on at school to gain better qualifications.

Figure 11a: S6 Pupils Living in SIMD Deciles (As a %)

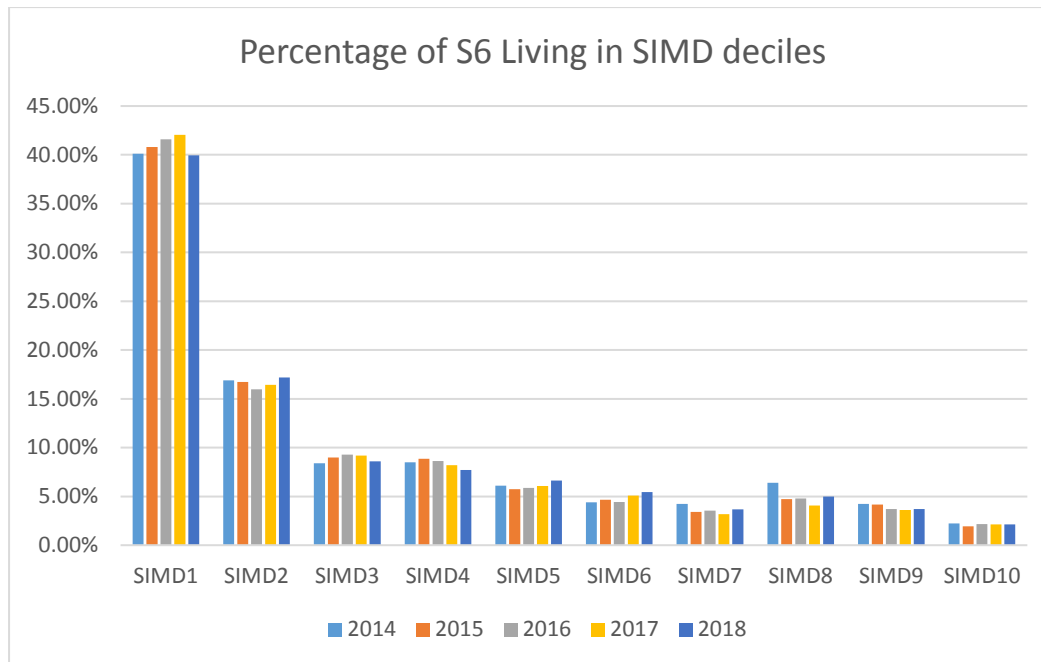
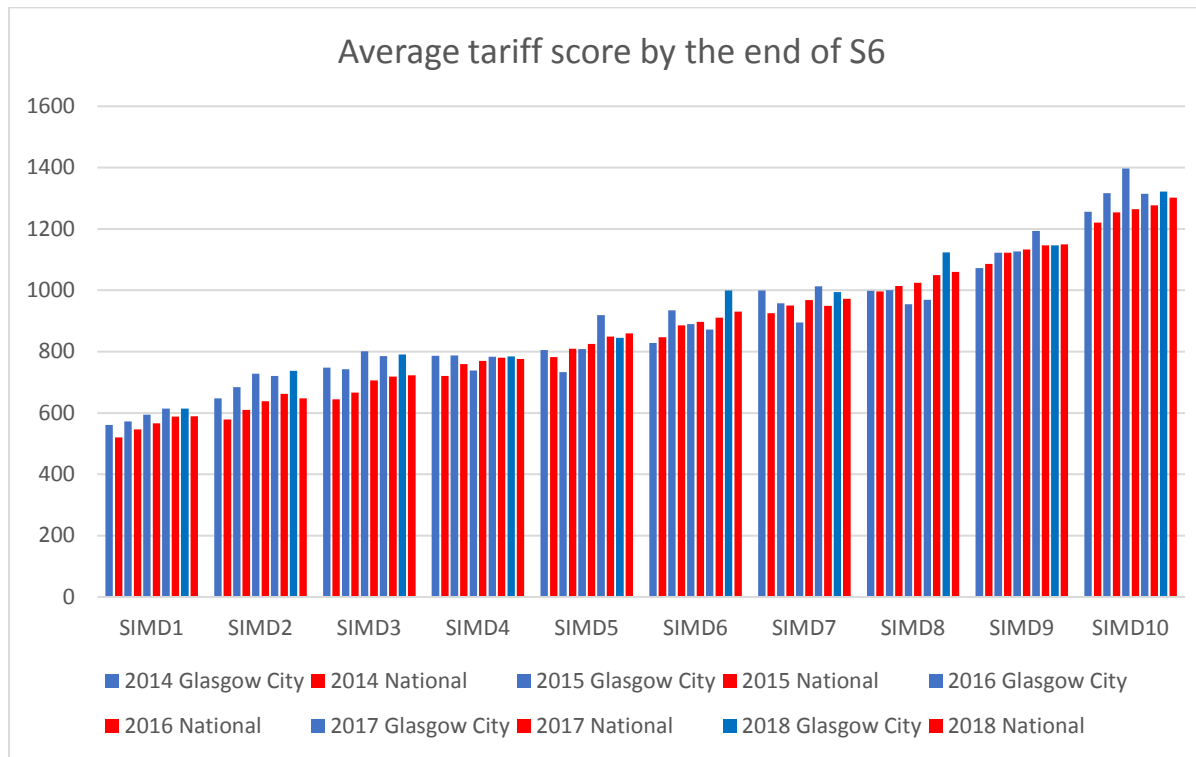


Figure 11b below shows a similar pattern to S5. The average tariff score has continued to increase over the last five years for SIMD1, SIMD2, SIMD3 and SIMD10 and for these deciles which contain around 70% of S6 pupils Glasgow performs better than the national average tariff score.

Figure 11b: Average Tariff Score by S6

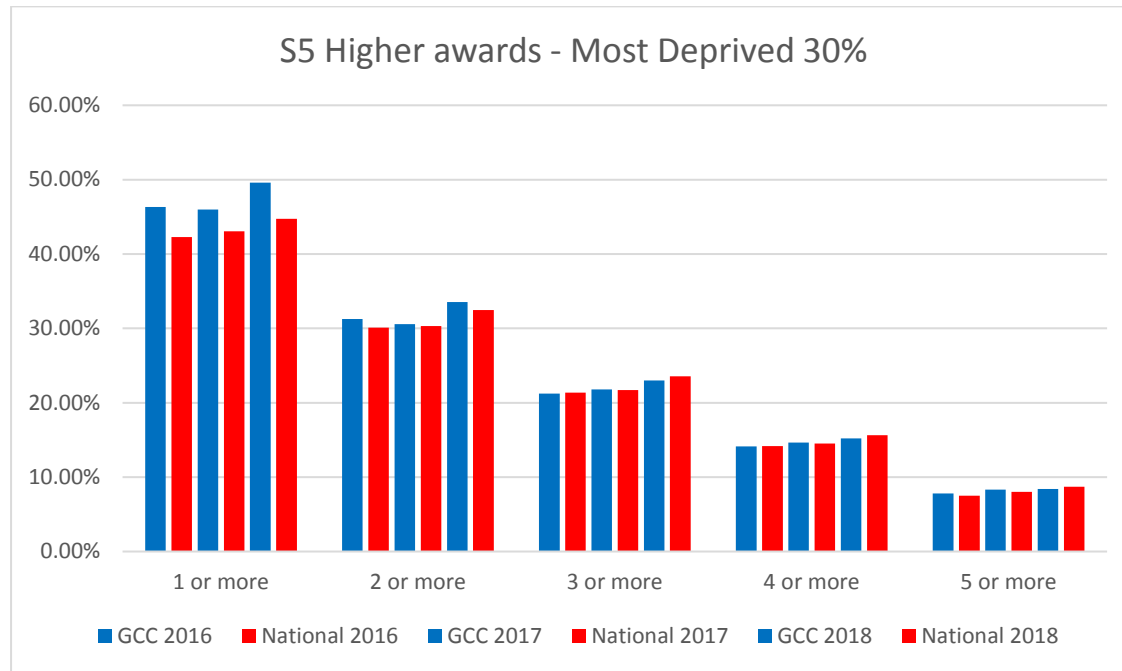


The Insight tool allows comparisons to be made by using a filter on the least deprived 30%, the most deprived 30% and the middle 40%. As the focus nationally and locally is on closing the poverty-related attainment gap, The data below consider Higher attainment by the end of S5 of the most deprived 30% and the least deprived 30%.

Figure 12a: Pupils Achieving SCQF Level 6 by the end of S5 (as a %) -30% Most Deprived

	GCC	National	GCC	National	GCC	National
	2016	2016	2017	2017	2018	2018
1 or more	46.3%	42.3%	46.0%	43.1%	49.6%	44.7%
2 or more	31.3%	30.1%	30.6%	30.3%	33.5%	32.5%
3 or more	21.2%	21.4%	21.8%	21.7%	23.0%	23.6%
4 or more	14.1%	14.2%	14.7%	14.5%	15.2%	15.7%
5 or more	7.8%	7.5%	8.3%	8.0%	8.4%	8.7%

Figure 12b: Pupils Achieving SCQF Level 6 by the end of S5 (as a %) -30% Most Deprived



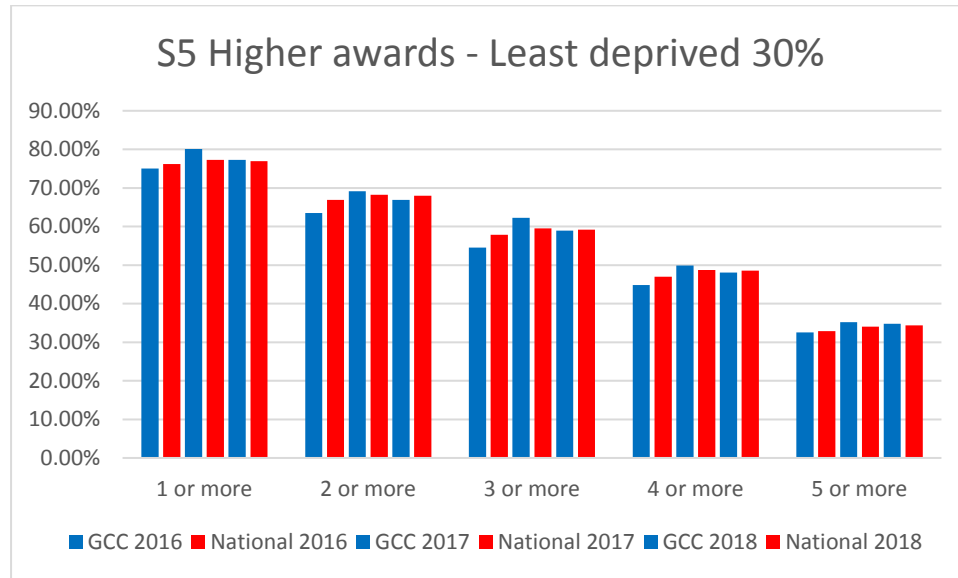
Figures 12a and 12b show that Glasgow performs notably better than the national figure for one or more Higher. For three or more and five or more Highers, the figures are broadly in line with the national figures.

It is worth noting the numbers in each category. For 2018, there are 439 S5 pupils in the 30% least deprived category and 3033 S5 pupils in the 30% most deprived category. That is, equivalent to 11% of the S5 pupils in the least deprived 30% compared to 66% in the 30% most deprived.

Figure 13a: Pupils Achieving SCQF Level 6 by the end of S5 (as a %) -30% Least Deprived

	GCC	National	GCC	National	GCC	National
	2016	2016	2017	2017	2018	2018
1 or more	75.06%	76.22%	80.12%	77.30%	77.30%	76.93%
2 or more	63.51%	66.89%	69.18%	68.19%	66.87%	68.00%
3 or more	54.50%	57.87%	62.23%	59.49%	58.90%	59.16%
4 or more	44.80%	47.02%	49.90%	48.71%	48.06%	48.55%
5 or more	32.56%	32.85%	35.19%	34.05%	34.76%	34.40%

Figure 13b: Pupils Achieving SCQF Level 6 by the end of S5 (as a %) -30% Least Deprived



Figures 13a and 13b demonstrate that Glasgow performs broadly in line with that national figure for one or more, three or more and five or more Highers.

School Leaver Destinations

Overall, the number of young people sustaining their positive destination is 90.1% which is 1.8% lower than the initial destination. This is the best figure for Glasgow to date and the first time over 90% has been achieved. We remain behind the national figure of 92.9% which is 0.8% lower than the initial destination, we have narrowed the gap with the national figure. Glasgow has achieved an improvement of 3.6% whereas nationally the rate is 1.5%. This is illustrated below in Figure 17.

Figure 14:

