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STANDARDS AND QUALITY REPORT
2016-2017

glasgow city council education services

Standards and Quality Report 2016-17 (using HGIOS4)

Foreword



This is my first Standards and Quality introduction as City Convener for Education, Skills and Early Years and I'm very impressed with the excellent facts and figures we are able to display.

Throughout the report you will see how well our schools are performing and how our children and young people are flourishing in their studies across the city.

We have incredible staff in our schools and I would like to take this opportunity to thank them for their commitment in helping to shape young minds.

I'm thoroughly enjoying my new portfolio – I don't come from an education background so I'm very much on a steep learning curve which is very refreshing. It does mean however that I have no pre-conceived notions about what should or should not work, I'm taking everything on its merits.

We want our children and young people – regardless of their background or challenges – to be afforded every opportunity available to them and our city government will do all that we can to ensure Glasgow's education is the very best in the country and that all of our young people can achieve to the most of their potential. Glasgow's progress in attainment over the last ten years is a credit to everyone involved in education in the city.

Well done to everyone who has made this one of our best ever years and the wonderful report card this document is.

A handwritten signature in black ink, appearing to read 'C Cunningham', written over a light-colored background.

Councillor Chris Cunningham
City Convener for Education, Skills and Early Years

Introduction



I am delighted to be able to present another very successful Standards and Quality Report for Glasgow's education services.

Once again we are able to report on the many achievements of our pupils, staff and schools in what has been another amazing year for our children and young people.

Our attainment is at an all-time high, more young people than ever before are going on to positive destinations after school, school attendance is up and exclusions the lowest we have ever recorded.

Glasgow's education services are making headlines – for all the right reasons and I couldn't be more proud.

Proud of the dedication and commitment of teachers and school staff, HQ employees and of course our children and young people and their desire to learn.

I truly believe that we are making a difference in the lives of every pupil in the city – the facts and figures in this document are proof of that.

However, we will not stand still but will continue to raise the bar because our children and young people deserve the very best we can give.

I would like to thank all the staff who day in day out contribute to the success of education in the city.

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

Maureen McKenna

Executive Director of Education

Our priorities and context

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 2017/18, schools will 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.

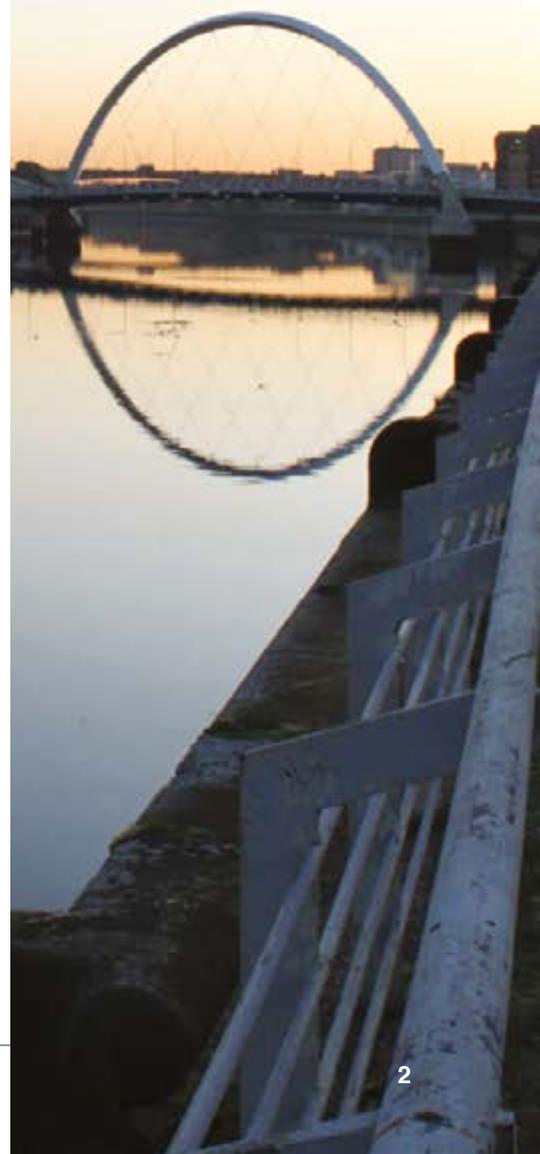
This year's standards and quality report will include some of the key achievements of GIC 2015-2020. Full reports are available on

<http://www.goglasgow.org.uk/Pages/Show/2153>

Towards the Nurturing City

*A nurturing city
has schools where...*

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



Population estimate of Glasgow mid-year 2016

The population of Glasgow has been growing since 2006. Before 2006 there was a sizable decline in Glasgow's population.



5% children living in Glasgow attend a school outwith Glasgow

2% children taught in Glasgow schools live in surrounding local authorities

38,701 children from Glasgow schools living in deciles 1 and 2 (most deprived): **57.8%** total school-aged population in Glasgow

35.2% of all children who live in decile 1 (most deprived) across Scotland attend a Glasgow city school

115 main home languages



25.2% of all children who live in deciles 1 and 2 across Scotland attend a Glasgow city school

115 main home languages spoken by children attending Glasgow schools. 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**.

Glasgow is home to **75%** of all asylum seekers and refugee children in Scotland



Children age 0-15 living in Glasgow*



*National Records for Scotland (represents 16% of total population)

As of September 2016 Glasgow has

4,942

full-time equivalent **teachers** teaching



children attending schools in Glasgow (primary, secondary and additional support for learning).

Of children attending a school in Glasgow...

3.3% assessed and/or declared as having **disability** (**2.3%** nationally)

10,487 children identified as having an **additional support need**

14,117 children from **ethnic minority groups** (**29.5%** of all children living in Scotland from ethnic minority groups)

12,743 children who have **English as an Additional Language** (EAL)

1,579 school aged children **looked after** by City Council (16.5% of all children looked after in Scotland)

Successes and Achievements

How good are we at ensuring the best possible outcomes for all our learners?

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 postcodes. 26 have more than 90% of their pupils living in the 20% most deprived postcodes.

Every school has an improvement plan which focuses on raising attainment. In the first two years of GIC 2015-2020, most of our primary schools chose to focus on improving children's literacy. During 2016/17, an increasing number included a focus on numeracy.

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 and less than the national average.

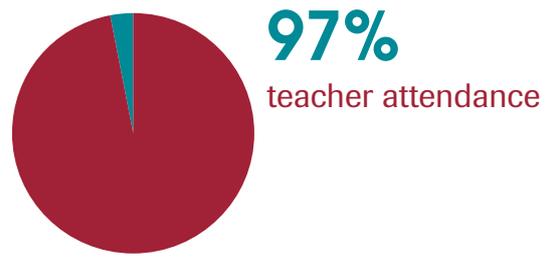
Comprehensive performance reports have been taken to Council committees and are available here

<http://www.glasgow.gov.uk/councillorsandcommittees/viewDoc.asp?c=P62AFQDN2UT1ZLZ3T1>

<http://www.glasgow.gov.uk/councillorsandcommittees/agenda.asp?meetingid=15368>

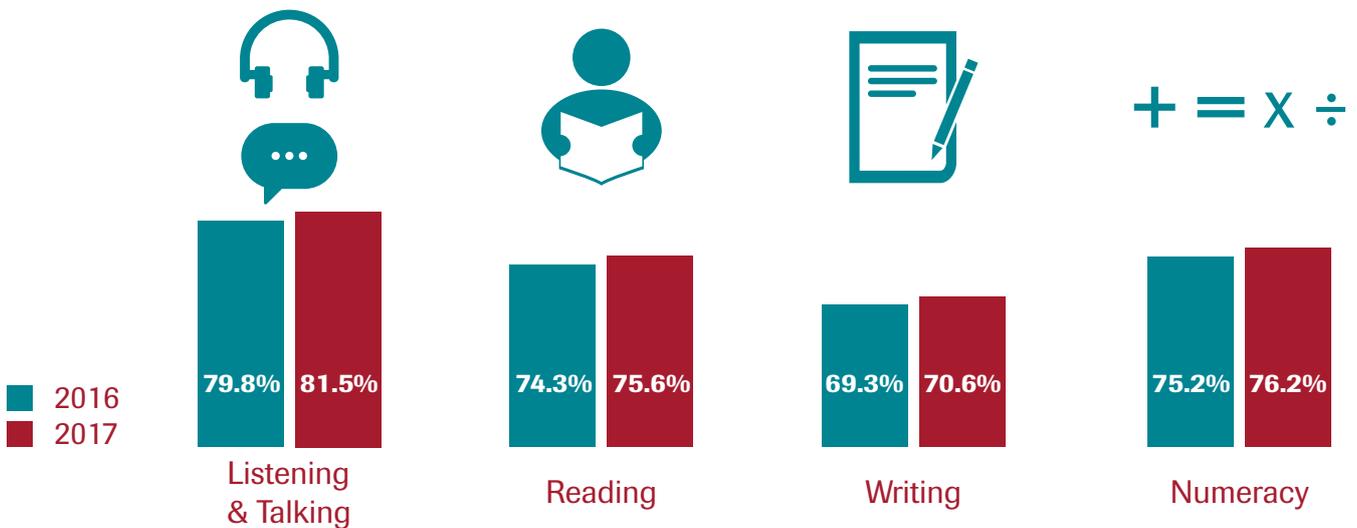


Key performance statistics

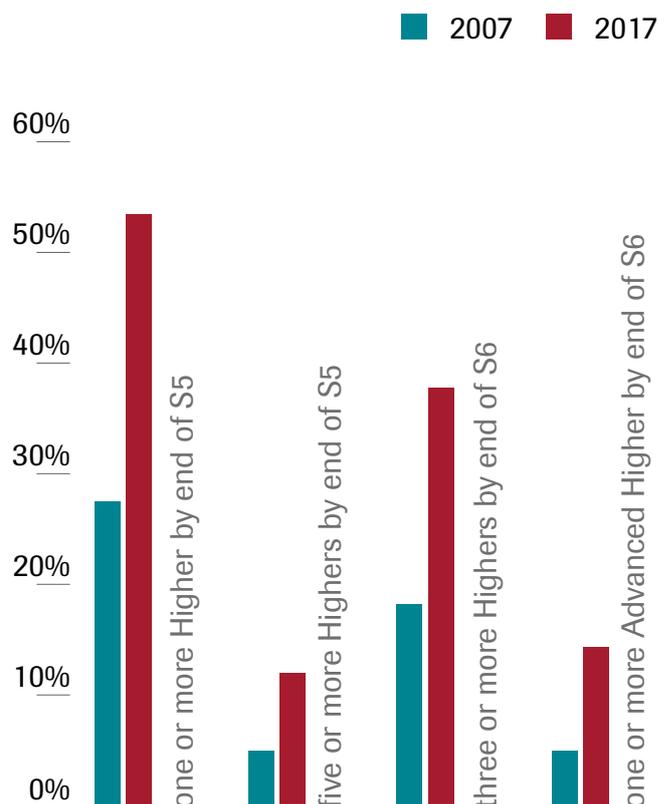


Pupil attendance remains steady across all sectors

Curriculum for Excellence levels in Primary



- In 2007, 28% achieved one or more Higher by the end of S5 – in 2017 the figure was 53.5% representing an increase of 91%.
- In 2007, only 5% achieved five or more Highers by the end of S5 – in 2017 the figure was 12.9% which represents an increase of 158%. Nationally, in the same period the increase is 53% for one or more Higher and 94% for five or more Highers.
- 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%.
- In 2007, 5% achieved 1 or more Advanced Higher by the end of S6, in 2017 it was 14.5%, which represents an increase of 190%. Nationally, in the same period the increase is 78%.



from 10% of Glasgow's **most** deprived postcodes

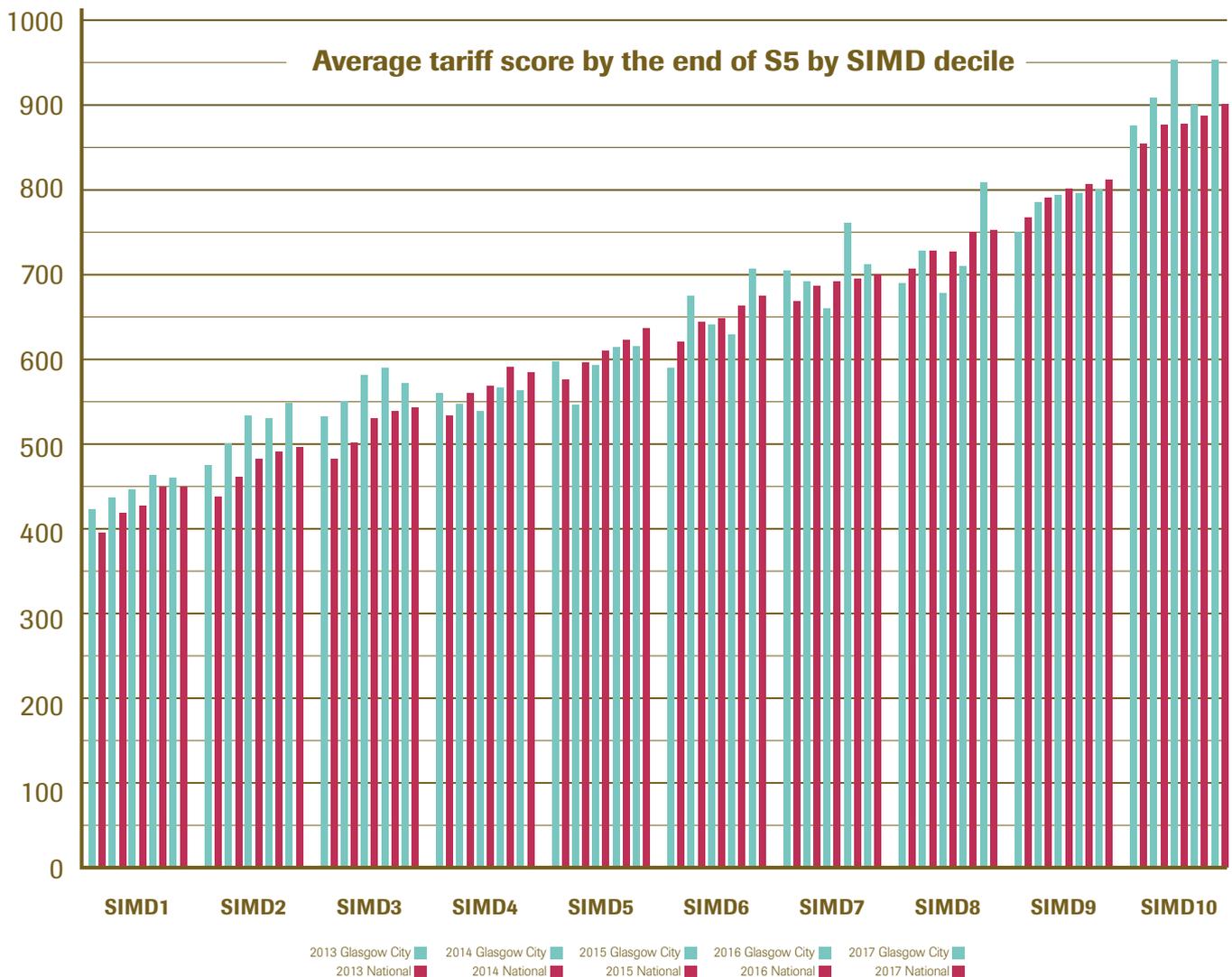


percentage of S5 pupils in Glasgow schools



from 10% of Glasgow's **least** deprived postcodes

- 40% of S5 pupils in Glasgow live in the 10% most deprived postcodes with only 2% living in the 10% least deprived postcodes.
- The graph 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. It also compares Glasgow's performance to the national one taking into account deprivation. It can be seen that for SIMD1, SIMD2, SIMD3 and SIMD10 that Glasgow consistently performs better than the national figures. This represents around 70% of S5 pupils.



School Leaver destinations 2016/17

- 91.9% of school leavers went to a positive destination – our highest ever
- In 2007, 21.6% of school leavers went to higher education, in 2017, it was 36%
- More than 20% of those going to university came from the 20% most deprived postcodes

Ensuring wellbeing, equality and inclusion

We recognise the value of extending the experiences available for our children and young people. These build their confidence and resilience and support them to be better learners.

Our schools provide an outstanding range of opportunities for children and young people to be leaders and to extend their learning experiences.

Improvement plans also include priorities which focus on improving children's health and wellbeing in line with our ambition to be a Nurturing City.

We take a holistic approach to health and wellbeing – improving outcomes through physical activity, physical education and sport, nurturing approaches and expressive arts.

As part of GIC 2015-2020, members of the PEPASS have been working with Inspiring Scotland, University of Strathclyde and third sector partners to link into the Challenge with work on active play and physical literacy. Three PE leaders of learning, with city wide remits, are delivering physical literacy programmes to children and staff which develop personal qualities such as: motivation, confidence and self-esteem, determination and resilience, responsibility and leadership, respect and tolerance and communication.

The aim of the physical literacy programme is to develop children's core skills and to support and build the confidence of staff in order to connect the children's learning and develop skills for learning life and work.

2016/17 saw 30 schools involved in physical literacy programme with over 200 teachers and all



support for learning workers trained targeting 1500 pupils. **Go2Play** are working with three third sector organisations based in Glasgow, (PEEK, and The Jeely Piece Club in 2016/17 and an additional charity FARE in 2017/18), to deliver Active Play sessions for P3/P4 children with P5/P6 children trained as Play Champions. This work complements the activity already delivered by the PEPASS team.

Working with the PEPASS team, the Go2Play team coordinate and lead this collaboration between the charities, research partners the University of Strathclyde's Department for Physical Activity and Health and Agile, who provide physical literacy support and training. Staff from PEPASS advise and attend training days to provide information and update on Glasgow's Improvement Challenge.

The key outcomes from the programme are:

- Children have increased levels of physical activity;
- Children develop confidence and self-esteem;
- Children develop physical literacy and improved fundamental movement skills (FMS);
- Awareness of play as a means to improved physical literacy is increased.

The first year of a three-year programme of **Active Play** training took place in the 2016/2017 Academic year. 296 Active Play sessions were delivered across 30 Schools with 811 children taking part and 30 teachers receiving Active Play training. In addition, 240 Play Champions sessions were delivered with 302 children engaging in Play Champion's training. Support for Learning Workers were also trained and skilled up to support.



Evidence has been gathered to support impact on each of the agreed outcomes. The programme has been very well received by the schools, teachers and support staff in Year 1. Initial research by the University of Strathclyde Department for Physical Activity and Health will provide strong evidence of the benefits of the programme when the research is complete and published.

St. Rose of Lima Primary School won Primary Sport School of the Year and Smithycroft Secondary won the Secondary Sport School of the Year with the Lord Provost Award also going to St. Rose of Lima Primary School recognising their outstanding PEPASS opportunities.

In 2016/17 a further three Glasgow schools achieved the sportscotland Gold award.

The main aim of Active Schools is to work in partnership to provide more and higher quality opportunities for pupils to take part in sport and physical activity before school, during lunchtime and after school. Active Schools develops effective pathways between schools and sports clubs in the local community.

Through the Active Schools monitoring in 2016/17 the delivery of **Out of School Hours Activity** (OOSH) across all sectors saw over 605,000 attendances. Out of the 605,000 attendances 45% of these attendances were by girls.

The OOSH programme depends on the growth and support of volunteers. Over 1600 individuals delivered OOSH activities. 68% of the deliverers were volunteers. This is a 15% increase in the number of volunteers compared to last year.



The biggest three groups of volunteers are:

- 203 Teachers
- 378 Students from local colleges and universities
- 269 Secondary pupils

The number of different pupils active at OOSH clubs was 32,635. Of the total school roll 49% of pupils attended an OOSH club in Glasgow, this is above the national average of 43%.

In Glasgow 30% of secondary school pupils, 65% of primary pupils and 79% of ASL pupils attend an OOSH activity. There were 74 different types of activity delivered in Glasgow schools. The top three being football, dance and athletics.

We continued with our active promotion and development of pupils as sports leaders. Glasgow continues to be the largest awarding authority in the UK for Sports Leaders UK qualifications. Our Young Ambassador programme was also expanded. This programme is designed for each school to have two young people who act as Young Ambassadors for sport. In Glasgow, we felt that there was a further opportunity to adapt and develop Young Ambassadors, by having six Young Ambassadors in each school and by adopting the national picture of leadership which looks at young people delivering in specific roles: Ambassador, Decision Maker, Event Organiser, Technical Official and Coach/Deliverer. Young people will receive training and support, whilst Active Schools will increase their volunteer workforce which in turn will impact positively on the amount of pupils engaging in sport and competition.

We have developed this into a rolling programme which will build sustainability and increase pupil voice within schools. Schools will recruit two new Ambassadors annually allowing them the advantage of retaining the skills and expertise.

Each year Young Ambassadors will support a different delivery role:

Year 1: Young Ambassadors will be supported as Deliverers and Officials to impact on the amount of physical activity and competition available to the pupils.

Year 2: Young Ambassadors will be supported as Decision Makers and Event Organisers, linking in with the school's Sports Council to impact on the school's submission for a sportscotland school sport award.

Year 3: Young Ambassadors will help Active Schools Coordinators mentor and support Year 1 Ambassadors in the jobs and tasks that they need to complete.

Our **Duke of Edinburgh Awards** have continued to go from strength to strength with our awards ceremony held every November needing more and more of the Concert Hall!



over 1,200

young people participated in Duke of Edinburgh awards, a **25% increase** from last year.

More than half came from 'disadvantaged backgrounds' (that is **30%** most deprived postcodes in Scotland)

over 600

achieved a bronze, silver or gold award. Overall, completion rate is **63%** which is **12%** above the national average. The percentage of young people from completing from disadvantaged backgrounds has increased by **63%**.



In the last 12 months Glasgow young people have contributed

20,912 hours

of volunteering to their community – social value of **£84,693**

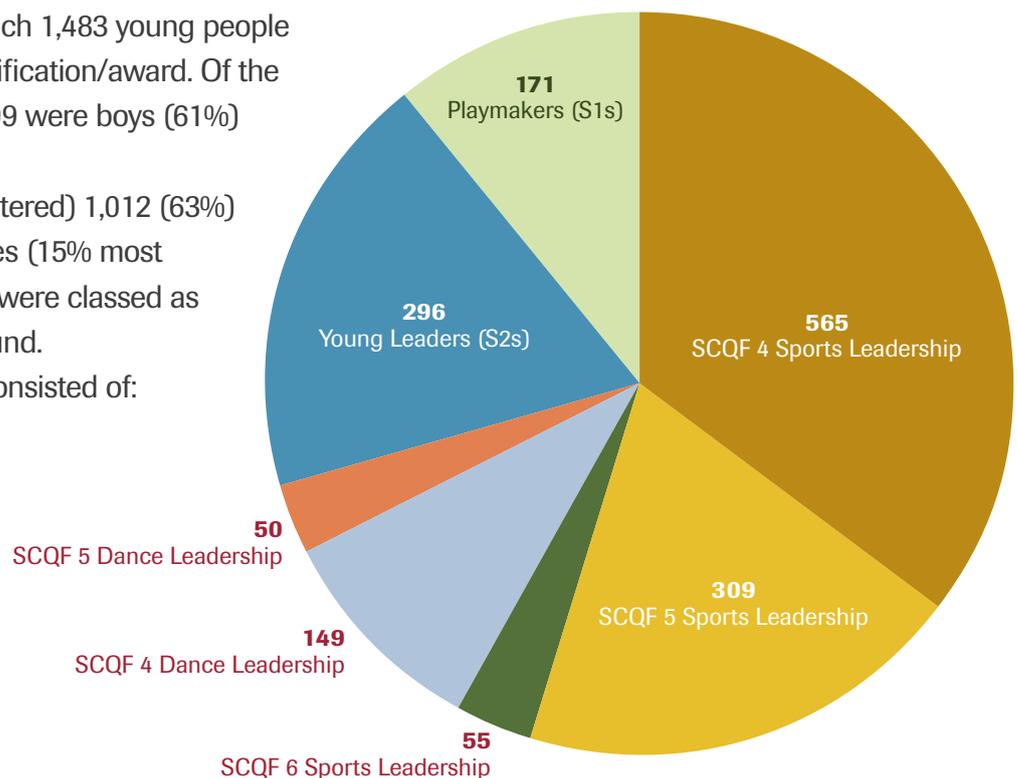


Sports Leaders

In 2016/17 1,595 pupils registered for Sports Leadership awards of which 1,483 young people gained a Leadership qualification/award. Of the successful candidates, 899 were boys (61%) and 584 (39%) were girls.

Of the (1,595 pupils registered) 1,012 (63%) lived in SIMD15 postcodes (15% most deprived) and 419 (26%) were classed as being of a BME background.

The 1,595 registrations consisted of:



Creativity and employability

Research shows that Music has a direct impact on children’s attainment and achievement.

Music4All, the music element of our **Creativity and Expressive Arts Transforming Education**

(CREATE), is in 104 primary schools providing CLPL opportunities and resources to primary teachers to upskill them to increase opportunities for children to play in a bands or ensembles resulting in increased engagement, enjoyment, participation and performance. This is closely linked to our Instrumental Music Service to

ensure improved transitions. Over 3000 children are engaged in this initiative. Early signs of improvement are showing links to attendance, health and well-being indicators and literacy skills. Moving forward specific focus is on increasing these opportunities for children living in the 20% most deprived postcodes. This initiative has included four primary schools having a whole school approach to music, including using additional funding (Pupil Equity Funding) to introduce string instruments and tuition to all of their Primary 1 and 2 pupils which will result in a String Orchestra. Music4All is also supporting Samba and Ukulele in schools.



A Skills Based Progression Pathway is now being used in every primary school to raise attainment in music with clear links to the wider curriculum. All children in Primary1–4 (25,000) receive direct support from Youth Music Initiative teachers to support both children’s development in music and provide professional development for teachers to build capacity and improve learning and teaching. To date over a thousand teachers have attended central based music training to develop learning and teaching in

music with a particular focus on Phonological Awareness at Early Level.

Through our partnership initiative with Strathclyde University CREATE has developed a Creative Learning Network with 40 teachers now being trained in using Philosophy with Children resulting in improved Creativity Skills, Higher Order Thinking Skills and Questioning Techniques. Evaluation has shown that in addition to increased creativity skills this has had a direct effect on children’s attainment in literacy as well as developing confidence, self-esteem and in addition children’s behaviour through allowing them the skills to access the curriculum more fully. In addition a number of teachers committed to taking this learning to Masters Level through completing the PGCE in Philosophical Enquiry.



Glasgow Instrumental Service has tutors working across all secondary schools to support SQA Qualifications in Music. To encourage higher standards there are a number of tutors working in our primary schools to engage our young people in orchestral instruments. Over 500 young people take part in our City Ensembles and Bands and perform in City Halls at Christmas and Spring Concerts. This year we introduced Play Days in Strings, Voice, Piano, Woodwind, Guitar and Brass which were attended by over 100 young people from primary and secondary Schools across the city. This has resulted in raised standards and opportunities for our young people to work with partners, for example the Royal Conservatoire of Scotland. The Glasgow Schools Symphony Orchestra and Concert Band also took part in wonderful *Side by Side* rehearsals with the BBC Scottish Symphony Orchestra.

This year the development of international education experiences and outcomes for all learners within Glasgow City Council schools has continued to support school improvement planning and attainment. Glasgow has the most significant engagement within the **Erasmus Plus** programme in Scotland, securing substantial funding to meet the needs of learners in a range of curricular areas and to support the professional development of staff through engagement with the international dimension and educational opportunities. This has been a key feature of our International engagement and offered many additional opportunities for lifelong learning to both staff and young people.

Our partnerships with Glasgow's twinned cities have continued to thrive and in June 2017 our European funded partnership with Nuremberg to develop young people's employability skills in transition from school to work reached a highly successful conclusion with two national dissemination conferences being held in Nuremberg and Glasgow. These conferences were attended by over 300 delegates including in Nuremberg European Ministers.



Staff have been supported to enhance their professional development through European funded opportunities to visit schools and take part in teacher training courses in Europe in a range of European cities to support their professional expertise in the field of inclusion. This has also been extended to develop the European dimension and capacity within our Psychological Services team through engagement with the city of Athens.

The Erasmus Plus partnership of St Roch's Secondary School in mathematics was represented at the European Erasmus Plus conference in Bonn to demonstrate best practice and the only Scottish partnership being presented.

Our **eTwinning partnerships** in conjunction with British Council in Scotland and Spain have been supported by both eTwinning Ambassadors and Glasgow's Leaders of International Learning and been used to demonstrate the support for school improvement through wider access to the curriculum for the international dimension to the curriculum. This project was presented as best practice at the national eTwinning conference in Nottingham with the work of Hampden school, Glasgow, demonstrating and receiving a national award for meeting the needs of learners with additional support needs through eTwinning.

Glasgow's model of international engagement with schools was used at the recent British Council Ambassador training event to facilitate the increased school Ambassador network for school support and the number of British Council school Ambassadors to support engagement with British Council school programmes increased from four to 10 in Glasgow.

The successful funding applications from five GCC schools and services for this period have been excellent reaching a total of 381,586 euros to support education in Glasgow across a wide range of curricular areas, including health and wellbeing, mathematics, modern languages and inclusion.

Our **Leaders of International Learning** programme continues to support schools to plan for the strategic development of international education experiences and outcomes and across Scotland we are unique in this and highly regarded. We encourage schools to plan the international dimension to learning strategically and become part of schools' improvement plans using the resources available from Education Scotland's Transforming Learning approach, where International Education is identified as a driver for change and innovation.

Raising expectations to widen access to higher education

The early secondary programmes which were trialled last year in partnership with University of Glasgow, has increased and is now being delivered to 8,642 S1-S3 pupils. The programme is available in 19 secondary schools and provides pupils with an insight into advanced learning opportunities. The programme will be expanded in 2017/18 to all 30 secondary schools.

Similar to 2016/17, 939 pupils participated in the Top-up initiative with 777 completing the full programme. Six hundred and sixty-one (85%) of these pupils achieved at least three Highers at grade B or above. In order to maximise the support offered through Focus West funding, Education Services funded the support for 387 of these pupils, just over 40% of the total participants. Two hundred and eighty seven of this learner cohort (74%) achieving at least three B Grade Highers. This provision enables adjusted offers for candidates seeking entry to degree programmes through a series of higher education progression agreements

Seventy S5 pupils participated in our **Access to a Career in Teaching** programme and includes those interested in secondary teaching as well as primary. We are continuing to work closely with our Initial Teacher Education departments in universities to encourage young people into a career in teaching.

In June we had a successful two week summer school taster programme at University of Glasgow for 185 S4-S5 pupils. Young people were introduced to seminars facilitated by the different faculties, and spent a week at lectures and the full campus experience

One hundred and eleven pupils from 23 Glasgow schools participated in the University of Strathclyde's Accelerate programme. For the first time four of the **2016 Accelerate Challenges** (Chemistry, Product Design, Business and Psychology) were officially credit-rated on the Scottish Credit and Qualifications Framework. One hundred and four pupils completed these four challenges and 88 (84%) passed all the assessments and gained 5 credits at level 7 as a result.



Increasing learning pathways in partnership with colleges

Over 900 students participated in the **Glasgow Senior Phase School/College Programme** for SVQF levels 1-7 across the three Glasgow Colleges. Another 230 students participated in the schools link programme. Glasgow Kelvin College delivered the highest number of programmes.

The overall success rate for students is 67%. This figure reduces predominately due to pupils withdrawing early from courses and not completing the full award. Seventy-four percent of completers passed the full qualification offered. Particular attention will be focused on attendance and supporting pupils to achieve full awards during 2017/18.

The highest achievement rates were achieved in the following courses:

- City of Glasgow College - Young Women Into Construction SCQF Level 4
- Glasgow Clyde College - Cosmetology SCQF Level 4
- Glasgow Kelvin College - Uniformed and Emergency Services SCQF Level 4

Students are being supported to attend college provision at the college campus, which best suits their vocational choice of subject area and proximity to school. A new centralised school travel system is now in place to support travelling requirements from school to college. The Glasgow Senior Phase Programme has a wide variety of STEM related courses, including automotive, engineering, ICT and Young Women into Construction.

Eleven **Foundation Apprenticeships frameworks** were offered as part of the 2016/17 portfolio with 31 young people enrolling. Nineteen pupils have returned to Year 2 of session 2016-2018 Frameworks in civil engineering, engineering systems, financial services, ICT software, Mechanical Engineering, Social Services: Children and Young People, Social Services: Healthcare. This represents a 61% retention rate from the year 1 registrations. In addition 12 students enrolled in Foundation Apprenticeship Pathfinder programme in electrical engineering during 2015/16. 7 of these students returned to complete year 2 of the course in 2016/17. Two of these students were awarded the full Foundation Apprenticeship qualification.

Two hundred and sixty-seven students participated in provision at SCQF levels 1-3. Students from mainstream and ASL schools are accessing courses supporting transition from school, and occupational areas such as Culinary Ability, Hospitality, Childcare and Construction Skills. Eighty-five percent of the students who participated in Woodskills, Painting, Safe Road User and Digital Media were successful.

Through RSBI, which is part of City Building Glasgow, students are given work experience alongside an educational qualification in the form of two units from the SVQ Performing Manufacturing Operations. During Year 1 Option of the 2016/17 academic year, 21 students who had progressed onto Year 2 participated in the programme with 98% passing the required units. Seven students who had progressed onto Year 2 participated and all passed.

In addition to these programmes RSBI also promotes their Employment Programme for students who excel in this area. A student from Abercorn Secondary School was successfully employed in a full time capacity following completion of this programme.

Parkhill Enterprise Academy in Parkhill Secondary School was established for senior students to gain practical and technical skills within Horticulture, Culinary Ability, Hotel Skills, and Professional Cookery. Courses are delivered at SCQF Level 3 and progression routes can lead to full time college education, employment or an apprenticeship. A student from Parkhill is now in full time employment with the Hilton Hotel as a direct result of participating in this programme.



Access to Hospitality at Glasgow Clyde College is a programme aimed at students in senior phase from ASL establishments who wish to gain practical skills in Cookery, Baking and Organisation within a professional kitchen. After successfully completing this programme an Abercorn student was recommended by her lecturer for the mainstream part time programme which she successfully completed finishing in the top 3 in her class. She is now undertaking full time education in Glasgow Clyde Hospitality industry.



School Business Partnerships



We work with a range of partners to help our young people get ready for the world of work.

Career Ready is a UK charity. Their focus is on business partnerships and using these to provide business mentoring for young people. From their website: “*Career Ready encourages employer involvement across the schools and colleges running our programmes, which forges closer ties with local businesses. The resulting professional networks that Career Ready students are able to take with them enhance their career opportunities. We want young*

people to not simply have jobs, but have careers. With committed educators, the generosity of employer volunteers giving their time and knowledge, and our dedicated students, we believe we can achieve that.”

The schools select young people for a two year partnership with Career Ready.

Young people are partnered with a business mentor and are supported to explore a range of issues which contribute to raising their aspirations. The businesses also offer each young person a four week paid internship during the summer holidays. For the 2015-17 programme – 110 students graduated in April 2017 from 24 secondary schools.



Maureen McKenna @maureen0207

@CareerReadyUK another fabulous runner up STEM Award for Louise

@WhitehillSec who says women don't do science??? They do in @GCC

For the 2016-18 programme – there are 116 students from 27 secondary schools all now in their second year of the programme having completed their internship over the summer.

Ryan Thorne, from Holyrood Secondary School was the 2016 Sir Winn Bishop Award winner for Scotland. Ryan went on to win the UK wide award, which resulted in a one week placement with the World Bank in New York. Ryan is now studying at the University of St. Andrews.

We also work with a range of partners to support school leavers going to higher education to access bursaries to support them with their studies. Young people achieved bursaries from a range of sources, including ICAS and Robertson Trust. Further information is available in our Widening Access brochure <https://www.glasgow.gov.uk/index.aspx?articleid=18325>

Our **MCR Pathways** programme delivered with the MCR Charitable Foundation has grown from strength to strength with outstanding achievements being celebrated in the Impact Report published July 2017. The programme has expanded from 10 secondary schools to 15 secondary schools in 2016/17. There were 504 new mentor registrations of interest for our 1:1 weekly mentoring programme between August 16 and July 17. Four hundred and eighty-eight S3 – S6 young people are being mentored.

Two hundred and sixty-eight S1 and S2 young people are actively engaged in a 12 week personal development and ambition raising programme. The programme was so successful in engaging and settling our young people it will increase to 28 weeks in 2017/18. The Knightswood group won the Glasgow City Council Determined to Make Movies Award in 2016/17.

Ten schools trialed the bespoke S1/2 Creative groupwork sessions working in partnership with Scottish Opera, Scottish Youth Theatre, Glasgow School of Art, Royal Conservatoire of Scotland and Tramway. These workshops were delivered in school by professional artists giving young people practical experience of creative participation. The programme was so successful that funding has been secured

from Creative Scotland for a full Culture Programme for S1-S6 including Creative Participation, Active Attendance and Employment and Skills that will be rolled out across 15 schools in 2017-19.

The S3 and S4 MCR Talent Taster programme of bite sized experiences designed by young people for young people includes workplace, college and university. Two hundred and sixty-four young people trialed tasters chosen from a menu of 188 jobs from within 48 organisations. The higher education Talent Tasters involved 51 young people in the S2 Glasgow Caledonian University day and 31 S3 in the Strathclyde Summer Experience days. The Talent Taster framework has been developed over two years and is now being scoped for all young people to replace the traditional model of work experience.



Learning provision

How good is the quality of the care and education we offer?

Session 2016/17 saw an additional 28 classroom teachers taking part in Cohort 11 of **Improving Our Classrooms**. This continued to be a high quality professional development opportunity which encourages staff to become more reflective practitioners leading to improved learning and teaching.

This ground breaking in-depth course continues to focus explicitly on improvement through self-evaluation at the classroom level. It coaches class teachers in developing their skills and understanding in order to achieve this. Sessions are designed explicitly to develop and apply the understanding that teachers need to identify the most important aspects which they can change to promote improvement in their class and to review their impact. Improving Our Classrooms was updated to take account of the up-to-date priorities including the Scottish Government **Attainment Challenge, Raising Attainment for**



All, Glasgow's Improvement Challenge (GIC) and How Good is Our School 4.

Teachers formed trios to encourage self- and peer-evaluation and partnership working, and there was a clear focus on improvements to the success and achievements of their learners. Teachers were expected to visit each other's classrooms, share judgements and provide constructive evidence-based comments to each other.

The impact of Improving our Classrooms included;

- improving the skills and understanding of practising class teachers in evaluating and improving the success and achievements of their learners
- developing a clear and shared understanding of key ideas about curriculum, learning and teaching and assessment which led to improvement
- encouraged the professional role of teachers and promote their skills in working together towards improvement through self-evaluation.

All 28 teachers successfully completed the course and received accreditation at Masters Level from Caledonia University and GTCS Recognition through their work in making a difference and raising standards across our classrooms.

As part of GIC 2015-2020, our Leaders of Learning team provided targeted support to schools across the year. In addition, they provided training on in-service days and twilights on Literacy for All and Glasgow Counts. Bespoke training has also been provided for Challenge Leaders of Learning who are based in schools. The Leaders of Learning team were shortlisted for the UK TES awards. The team was recognised for their work promoting collaboration and the impact on learners.

Training has been exceptional and inspirational.

The training has been excellent. There has been a helpful balance between presentations imparting new knowledge/updating existing knowledge and practical sessions to look at and discuss the materials. The training feels current and relevant whilst still drawing on many years of experience of what works. The fact that so many of the materials are shared through Glow also allows me to quickly share resources with staff. The positive atmosphere that exists at the training days is down in no small part to the preparation, organisation and expertise of the team who I believe have put the Literacy CLOLs at ease and provided plenty of realistic support and advice.

I always leave fully motivated and excited to return to school and discuss with staff and implement quickly.

I have thoroughly enjoyed training; it has been very interesting and provided me with greater confidence to help make valuable changes in our school.'

I see staff who are motivated and more eager to engage with, and learn, new approaches. I also see children being identified more quickly as requiring support (and challenge in some cases) with my input allowing quick assessment and appropriate strategies and targets implemented.

The Challenge Training has been invaluable to my own continued professional development and commitment to raising attainment and achievement in Literacy. It has provided invaluable opportunities for me to actively lead professional engagement, dialogue and collegiate working in my establishment.



We expanded our **STEM** support with the employment of a STEM Development Officer to work alongside our Sustainability Officer. Just under 20,000 visits were made to the Science Centre, an increase of 7% on the previous year. This year we expanded the Glasgow Science Centre offer to fund all S1/S2 pupils to visit and take part in *My World of Work Live* workshops which focused on STEM employability. Over 2500 participated in these workshops.



#STEMGlasgow

We had two clusters participating in the Scottish Schools Education Research Centre (SSERC) Primary Science Cluster Project: St. Thomas Aquinas/Notre Dame and Shawlands. Mentors from all associated primary schools took part in professional development throughout the year, and then delivered training to their colleagues, including an inset day for 120 primary teachers in the Shawlands cluster.

In partnership with the University of Strathclyde, we supported the Strathclyde Science Scouts. This involved undergraduates working with S5/S6 pupils from St. Paul's and St. Andrew's secondary schools to help them prepare for university life and included attending workshops and shadowing students at the university. The department of Chemical Engineering ran the first year of their Young Chemical Ambassadors initiative, a project for 16 young people from eight secondary schools. The pupils were paired with a postgraduate student, and then attended workshops in the university before delivering lessons to their peers on their return to school. We also partnered with the University of Strathclyde to deliver the Brilliant Club Programme with Hyndland and Holyrood Secondary Schools. This was the first time the programme has been delivered in Scotland, with the projects focused on Physics and Biomedical Science. The University of Glasgow, School of Life Sciences placed 4th year undergraduate students in a number of our schools to work with teaching staff on developing resources to support the teaching of Biology. This project also makes up 20% of the student's final mark. Feedback from schools and students was very positive and we will look to expand this offer further over the next few years.

Six secondary schools were invited to a presentation from Canadian Astronaut Colonel Chris Hadfield at Glasgow Science Centre. Five hundred pupils also attended Primary Space School at the same venue. Abbie Hutton, the Lead Structures Engineer of the Exo Mars Rover Project, talked to over 300 young people in Bellahouston Academy about her work. Ten Glasgow pupils gained a place on the University of Strathclyde Space School, the highest number from the city to take part in the programme to date.

Computing Science was further developed through the Mini Game Jam. Twenty-three schools participated in six local events. The Mini Game Jam is a collaborative event on block computing coding through the use of Scratch. The final took place at Glasgow Caledonian University, with over 400 young people from P6-S3 taking part throughout May and June. Barefoot Computing delivered three training events to primary teaching staff on the subject of computing science, whilst Morgan Stanley brought Bjorn Stroustrup (the inventor of the C++ language) from New York to speak to pupils at Shawlands Academy.



We continued to offer support relating to STEM in line with Developing the Young Workforce. As part of the European Conference on Climate Adaptation (ECCA), Education Services partnered with Jacobs Engineering and the ECCA local advisory board to deliver an engineering challenge for our schools which focused on flooding in Glasgow. Eleven secondary schools and eight primary schools took part in the challenge with many of them displaying their final projects at the conference at the SECC. Winners St. Thomas Aquinas also had the opportunity to present to international delegates at the conference. In continued partnership with Jacobs Engineering we will run similar Glasgow focused sustainable projects annually. Scottish Water continued to deliver the Shieldhall Tunnel Engineering Challenge to Bellahouston Academy, Lourdes Secondary, Govan High School and Shawlands Academy.

Schools continue to demonstrate innovative and engaging approaches to STEM. Highlighted examples include Oakgrove Primary's Family STEM Event, where over 200 parents and carers attended an evening event. Govan High School delivered a STEM Day in partnership with Engineering Development Trust (EDT) and BAE systems for whole year groups. St. Paul's High School delivered their first STEM focussed careers day. Holy Cross Primary also became the first school in Glasgow to gain the Gold Award for the Primary Science Quality Mark.

Towards the Nurturing City

We continued to develop and extend our approaches to nurture as part of our ambition to be a Nurturing City. Our nurture trainer provided training to over 1,100 practitioners through in-service days, twilight events, accredited training on nurture and an annual conference.

At our nurture conference we launched with Education Scotland the jointly-developed publication *Applying Nurture as a Whole School Approach*. This framework supports schools and nurseries in evaluating the impact of nurturing approaches on staff, children, young people and partners. It is linked to the key quality indicators in *HGIOS? 4* and highlights the different ways in which self-evaluation information can be triangulated with other quantitative and qualitative information. It also provides very helpful practical tools which can be used to support self-evaluation activity in the classroom or playroom, for example, Observation profile and readiness checklists.

Over 30 *Restorative Approaches* introductory training sessions were delivered to schools by educational psychologists. All participating schools were given guidance on implementation and are expected to complete a readiness check before receiving training. They are also encouraged to develop a plan for developing Restorative Approaches as a whole school initiative.

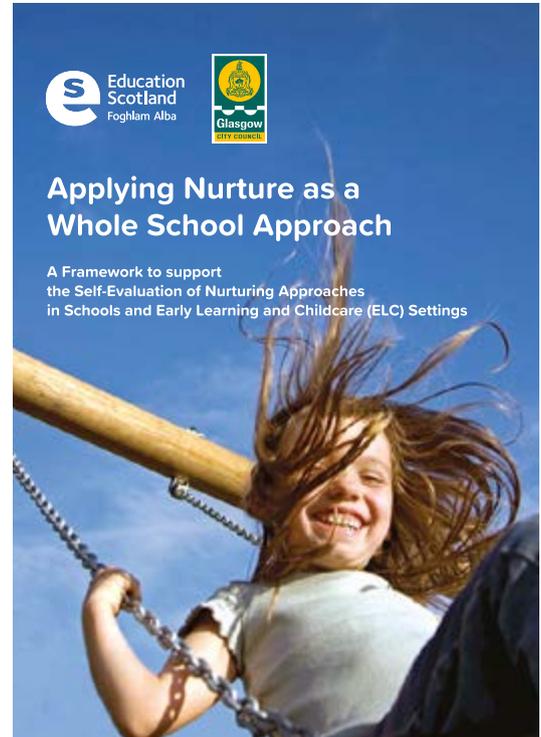
Nurture was recognised as a key strength in the inspection of Children's Services in the city (published May 2017):



A broad range of activities across universal services impacted positively on the wellbeing of children and young people.

The strong emphasis on nurture that was threaded through service provision supported children and young people to improve their wellbeing.

There was strong evidence of a nurturing ethos developing across services for children and young people. Preschool children and their parents were developing stronger attachments and improved relationships through involvement in early year's services and support groups like the play café. Young people described the nurturing approach present within their schools where they were confident there was always someone they could talk to. Younger pupils valued the support from older 'buddies' and felt cared for in the transition from primary school.



Sense Over Sectarianism (SOS) has worked with our schools and nurseries on anti-sectarian work to support inclusion over a sustained period. This year, they have been working closely with Education Scotland and Scottish Government to develop a framework to support work in schools across Scotland. SOS staff led the working group which quality assured learning resources which are now hosted on the national Improvement Hub. Resources developed within Glasgow City Council Education Services are at the centre of the work.

The theme for *Holocaust Memorial Day* (HMD) 2017 was *How Can Life Go On?* While schools across the city marked HMD individually a 10 day programme was built around the theme to support the work in schools with speakers, curriculum resources and films at the GFT. Over 1,400



HOW CAN LIFE GO ON?
HOLOCAUST MEMORIAL DAY 2017

primary pupils had the opportunity to see the film *Inside Hana's Suitcase* and almost 200 secondary pupils to see the film *Ingelore* which told the story of a young deaf woman and her experiences of growing up in Nazi Germany and her subsequent escape.

The annual Schools Holocaust Memorial Event was held in the City Chambers on the 27th January 2017. Over 380 pupils marked HMD on the anniversary of the day that the Allied Forces liberated Auschwitz. The event was hosted by two pupils from St. Roch's Secondary School who had participated in the Holocaust Education Trust's Lesson's from Auschwitz. The programme included pupils from Cardinal Winning Secondary sharing their learning from the Auschwitz trip, St. Thomas' Primary sharing their work on the Holocaust and the genocide in Darfur, a drama performance from pupils from Lochend Community High as well as performances from Smithycroft Senior Voice Ensemble and the Glasgow Schools Strings Orchestra. We had the privilege of having two inspiring guest speakers working with our schools and supporting our HMD event in the city Chambers. Saskia Tepe who was a 2nd generation survivor of the Holocaust who shared her Mum's story of life in the ghettos and the camps and the impact it had on Saskia and her family growing up. Umetesi Stewart who was a survivor of the Rwandan genocide. Umetesi was 12 years old when the genocide happened and after her mother was killed escaped to through the jungle to the Democratic Republic of the Congo looking after her 6 month old baby sister, 4 year old sister and 7 year old brother. Umetesi also helped organise a visit to Rwanda for the two presenters from St. Roch's Secondary School.

Mentors for Violence Prevention (MVP) is a model that trains and supports senior pupils in the school to deliver peer education to S1/S2 pupils which explores the culture, beliefs and attitudes around violence from a gendered perspective. Last academic year we piloted the programme in six secondary schools and having evaluated the pilot and learned from the process we now have 11 secondary schools in the city involved in delivering the programme. The programme involves teachers and community partners in schools undertaking two days of training and then they go back in to school to train and support a group of senior pupils to deliver lessons in the lower school. Issues covered in the programme include gendered expectations, homophobia, sexting, name calling, consent, rumours etc. The schools currently involved in the programme are Holyrood Secondary, St. Paul's High, Bellahouston Academy, St. Thomas Aquinas Secondary, Knightswood Secondary, Hillhead High, Drumchapel High, St. Andrew's Secondary, Smithycroft Secondary, St. Mungo's Secondary and Lochend Community High.

Parental engagement and family learning

Family learning is a key strand of GIC 2015-2020. During 2016/17, in partnership with Glasgow Life, we had six **Family Learning Officers** (FLOs) working across 24 primary schools. In each of the schools the FLOs designed programmes in partnership with parents. They focused on core literacy and health and wellbeing and all were very positively evaluated. While the impact within these schools has been very positive, we recognised that we needed to extend the reach across all primary schools in the city. A new approach was developed and presented to 76 headteachers at Family Learning workshops. During 2017/18, these new approaches will be monitored and evaluated. Almost all schools have included a family learning element in their proposals to be funded by the **Pupil Equity Fund** and most are to be delivered in partnership with local community groups and/or third sector providers. In addition, nurseries continued to develop their approaches to supporting family learning and had access to additional funding from Children's Services to support this.



Work has continued with **Volunteer Tutors Organisation** (VTO) and other third sector partners to deliver weekly homework club which supports kinship carers and the children they look after. After securing funding from Trades House, VTO has increased the number of kinship homework groups across the city to five. Senior pupils from a number of secondary schools act as tutors for younger children and provide positive role models.

We have **Parent Councils** in almost all schools and they play a key role in promoting more parents to become involved in the life of the school and their child's learning. The authority offers a training programme that supports Parent Council members in their role which is delivered in partnership with Scottish Parent Teacher Council. Online training has been added to allow parents who find it difficult to attend to access the courses.



Glasgow City Parent Council Forum represents Parent Councils. It meets once per term and all Parent Councils are invited to attend. The group is supported by Education Services and plays a vital role in city-wide and national issues.

Leadership and management

Glasgow's Leadership Framework 

“School leadership is second only to classroom teaching as an influence on pupil learning.”

Introduction

The quality of leadership in schools influences the quality of learning, the quality of teaching, the quality of staff motivation and ultimately the quality of attainment and achievement of children and young people. Indeed, Lathwood et al (2008) state: ‘School leadership is second only to classroom teaching as an influence on pupil learning.’ Glasgow’s Leadership Framework outlines the leadership journey for staff in Glasgow and recognises the dual requirements of developing leadership capacity within the current role held by staff whilst at the same time, preparing them to take on future leadership roles where appropriate. Effective practice in other areas of the service, such as Human Resources also contribute to the quality of leaders and leadership in our establishments as recruitment, talent identification and succession planning are commonly recognised features of successful practices. Similarly, within early years, engaging with families and communities to re-shape the flexible offer to parents whilst maintaining the focus on the child’s best interests is an increasingly important leadership skillset. Leadership, at all levels, is central to the success of our young people. Education in the 21st Century is no longer delivered exclusively in ‘classrooms’ or ‘playrooms’, and our models of leadership and our professional actions are equally applicable to adults engaged on the educational journey across many settings. Glasgow’s Leadership Framework, promotes the progressive development of leadership skills and behaviours focusing on leading people, leading change for improvement and pedagogical leadership. Effective models of school leadership should incorporate distributed leadership, including learner-centred leadership and collaborative leadership. A leadership framework, where leadership is distributed and where there are collaborative practices within and between schools, is a model which will ensure the highest quality of leadership across the city. This encourages the participation of staff, in every establishment, at every level in our drive to raise attainment and close the gap.

Kenneth Lathwood, Alma Harris & David Hopkins (2008) ‘Seven strong claims about successful school leadership’, School Leadership & Management, 28(1), 12-42.
*Throughout this document the term school is used to describe schools, nurseries, specialist provision and services across the city.

During 2016/17, we finalised Glasgow’s **Leadership Framework** (<http://www.goglasgow.org.uk/pages/show/645>) This outlines the leadership journey for staff in Glasgow and recognises the dual requirements of developing leadership capacity with the current role held by staff, whilst at the same time, preparing them to take on future leadership roles, where appropriate.

Leadership development builds the professional capacity of staff of schools and nurseries, ensuring we collectively focus on what is important in Glasgow’s context, enabling us to drive forward improved outcomes for all learners, building on our culture of self-improving establishments. Leaders participate in a broad range of activities, within establishments, learning communities, local improvement groups and at local authority and national level.

Leadership achievements with Scottish College for Educational Leadership (SCEL)

- Alison Forbes, headteacher of Woodside Nursery, became a SCEL Fellow
- Six senior leaders completed *Into Headship*, two have become headteachers
- Nine headteachers completed *Excellence In Headship*
- Four deputy headteachers completed *Towards Headship*.

During 2016/17 Education Services’ **Leadership for All** programmes were developed to support Glasgow’s Leadership Framework. These programmes are designed for aspiring principal teachers in all sectors as well as a programme for those considering Headship. More than 80 staff are currently undertaking these programmes, having been selected through application and interview and all focus on strategic leadership with an emphasis on closing the attainment gap.



Malawi Leaders of Learning (MLOL)



Our partnership with Malawi continued through **Malawi Leaders of Learning (MILOL)**.

In September 2016, a team of nine staff from across the city set off to spend four weeks working alongside Malawian teachers and caregivers in schools and Mary's Meals Early Childhood Development Centres (ECDCs). This year the MLOLs worked in a mixture of schools most of which had not had involvement with Malawi Leaders of Learning.

The 2016/17 annual report for MLOL is available at <http://www.mlol.co.uk/DocumentStore/ProgressReport16LR.pdf>

Some quotes from the inspection of children's services in Glasgow published May 2017:

"The city-wide Glasgow Youth Council, with 50 members, met monthly as a full council. Representation on the children and young people's policy development committee enabled the youth council to directly influence city-wide policy. Youth councillors had regular and meaningful access to elected members and senior officers which resulted in young people's views being taken seriously and taken into account in children's services planning. Pupil councils and a culture of participation were well embedded across schools, and young people indicated that they were influencing change."

"Leaders had a clear vision that 'every child would be supported to achieve their full potential and contribute positively to their communities, throughout their lives.'"

"There was a clear commitment towards directing efforts to break cycles of deprivation in communities. Staff shared their leaders' ambition for Glasgow to be a nurturing city where children and young people were provided with nurturing and inclusive learning environments. Leaders at all levels communicated the core principles of *Getting It Right for Every Child*; these were owned by staff and underpinned their work with children and young people."



Inspiring, life changing and challenging. A time of extreme opposites; poverty, starvation and limited access to quality education made me seriously reflect on my personal role in supporting Global Goals.

However, overriding these aspects of injustice are my memories of a people who have a real faith in the good of others and the world around them.

MLOL was the experience of a lifetime and an emotional rollercoaster.

It is an experience which forces you to challenge yourself, put yourself out of your comfort zone, learn and develop professionally and personally – an experience like no other!



How good can we be?

Despite the staffing challenges faced by many of our schools, our primary and secondary schools embraced Glasgow's Improvement Challenge with enthusiasm. Hundreds of teachers and support staff have attended training during the day and at twilight sessions. An indication of the high levels of professionalism in the city was the fact that 100% of teachers were signed off on their professional update.

In the senior phase, we are continuing to raise expectations and as a result more young people than ever before are achieving qualifications which are enabling them to enter employment, training and further and higher education. We are particularly pleased with the continued increase in school leavers going to higher education either at college or university, particularly those from the 20% most deprived postcodes. Nationally, only 14% of entrants to university come from the 20% most deprived postcodes but in Glasgow, 20.9% of our school leavers are going to university and are from the 20% most deprived postcodes.

As ever, there remains room for improvement – we are not complacent about the challenges we face – we continue to relentlessly focus on learning and teaching – placing children at the heart of everything we do.

We want our schools to be interesting and innovative places of learning, where children and young people feel safe, secure and where they are expected to be the very best they can be.

And finally, we always have a lot of visitors to the city – here is feedback from a group of senior staff from the Swedish Association of Local Authorities and Regions:



Sveriges
Kommuner
och Landsting



On behalf of the Swedish delegation, I would like to thank you all for a fantastic day in Glasgow last week!

We all found it very interesting and inspiring to hear about your work in the authority and in the schools.

We learned a lot!

Maureen, your message that "It's all about relationships" became very clear to us when we visited the schools in the afternoon.

We saw a genuine, warm and nurturing atmosphere in the schools, talking to headteachers, teachers and children. The day in Glasgow turned out to be the highlight of our trip.



