



# SQR

STANDARDS AND QUALITY REPORT 2012 - 2013





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## Foreword

Once again, I am delighted to be introducing Education Services Standards and Quality Report. The Council remains ambitious for its citizens and sees education as key to the continued prosperity of the city.

Our strategic plan for the city sets out our ambitions for Glasgow to be a Learning City. In my visits to schools and nurseries across the city I continue to be impressed by the innovative and creative work that is undertaken not just to support children and young people but their families too, recognising that strong family support is key to the educational success of their children.

The continued improvements are very significant and show that we are making a difference to the lives of children and young people. This is especially true given the difficult financial position affecting all public services.

We want to build on these improvements and provide a city where early intervention, early years and lifelong learning are strong features of the learning approach.

A handwritten signature in black ink, reading "Stephen Curran".

**Councillor Stephen Curran**

Executive Member for Education & Young People

@curranstephen





## Introduction

Our standards and quality report is an opportunity for us to reflect on how we are making a difference to children, young people and their families.

The report demonstrates that against a backdrop of increasing financial challenge, we are still able to deliver improvements. I remain very proud of the many achievements of our schools and nurseries.

I am particularly pleased with the percentage of young people going to higher education which has almost doubled since 2000. This shows that we are successfully raising expectations and challenging the 'poverty of aspiration' that continues to exist in some of our communities.

Increasingly, our work is being recognised as sector leading and we are frequently asked by Education Scotland and others to showcase our work – thank you to all who have presented at conferences or welcomed visitors to your school or nursery. Your commitment and passion is making a difference to our children, young people and their families.

**Maureen McKenna**

Executive Director of Education

 @maureen0207

## **Vision, values and aims**

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

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

## **In Education Services, we want to**

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

## **We aim to**

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



### Our Key Priorities

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

## Context

As at the 2011 census, Glasgow's population had increased to 593,245 and accounted for 11.2% of the total population of Scotland. In 2011, the percentage of people aged under 18 within the authority was 18.2% which is slightly less than the national figure of 19.7%. The percentage of children age 0-4 years in 2011 was 5.6% in Glasgow, similar to the percentage in Scotland, 5.5%.

The number of children aged under 16 years is projected to increase by 11.1% from 2010 to 2020. For the working age population, there is a projected increase of 4.1%, whilst for pensioners; there is a projected increase of 5.4%.

Around 30% of Scotland's 15% most deprived datazones are located in Glasgow. The proportion of deprived datazones in Glasgow has improved from 374 datazones in the 15% most deprived in 2004 to 289 in 2012, which is a 22% decrease. The level of income deprivation in Glasgow is higher than in Scotland in general, with 21.5% of the population of Glasgow City being income deprived, compared to 13.4% across Scotland. Unemployment rates are higher than the national rate and the percentages of claimants of Job Seeker Allowance are also higher than the national figures. The employment rate in the city has decreased by 4.1% between 2011 and 2012 against a national decrease of 0.1%. Unemployment rates decreased slightly at a national level but increased slightly in Glasgow.

The proportion of children looked after by the Council has increased. Glasgow has the largest proportion of looked after children with more than 20% of Scotland's looked after children and young people. As at July 2012, Glasgow City had 3740 children looked after. 3475 of these children and young people were looked after in the community and 265 were looked after in residential accommodation.

The percentage of young people whose first language is not English is continuing to increase. In 2012/13, around 9,700 children and young people had English as an additional language which is around 15% of the school population. A further 2,100 children in local authority nurseries had English as an additional language. There are approximately 110 different languages spoken among our children and young people.





## Key Achievements

By the end of S4 attainment at all levels is increasing. The rate of improvement of Glasgow is better than the national rate of improvement.

By the end of S5 and S6 in 2013, attainment increased at all measures.

More young people than ever before are achieving SQA qualifications giving them more choices in their future careers.

Glasgow had a record positive destination rate of 89.2%, a rise of 1.6% from last year (87.6%). This continued the recent record of closing the gap with the rest of the country for the proportion of young people progressing directly into employment, education or training from school.

The proportion of school leavers entering higher education (either at college or at university) increased to 31.4%, an increase of 2.1% from 2011/12, our highest ever level. It was also the second year in a row where more school leavers progressed into higher education than any other destination.

In 2013, Glasgow again won around a quarter of the Scottish Education Awards.

A team of S6 entrepreneurs, Organeco, from Lourdes Secondary School were awarded Most Innovative Company at Deutsche Bank Young Entrepreneurs Final in London.

Momentum, from Lourdes Secondary won the Innovation product award at the Young Enterprise Scotland Glasgow Area Board Final for creating a refillable toothbrush that used the correct amount of toothpaste for kids.

Glasgow's delivery of the 'Project Search' supported employment model for young people with additional support needs – developed in partnership with Social Work Services and Glasgow Clyde College and hosted by NHS Glasgow – won the national Scottish Urban Regeneration Forum Award for best practice in the 'People' category.

A team of six S3/S4 Springburn Academy pupils won the Employment Skills Partnership Spider Online Create an E-Product Challenge

Lourdes Secondary, St Oswald's Secondary, Hollybrook Academy and St Albert's Primary were awarded a Social Enterprise Award by John Swinney MSP, Cabinet Secretary for Finance and Sustainable Growth at the Social Enterprise Academy Awards in the Assembly Rooms Edinburgh.

150 Education establishments were awarded Glasgow Education Services Partnership Awards

Glasgow Gaelic Secondary School won the Glasgow heat of the Go4set Engineering Challenge in partnership with Viridor.

St Andrew's Secondary School won two of the three Scottish Power Duke of Edinburgh Inspiration Awards in Glasgow; winning awards for 'Most Creative Expedition' and overall 'Project Of The Year'.

Determined to Debate for primary schools with the English Speaking Union was linked to Science and the renewables. Twelve schools worked with scientists to perfect their skills and knowledge of the subject before the Final in the Council Debating Chamber which was won by Castleton Primary School.

The annual Trades House competition presented 14 students with a monetary prize and certificates for their dedication to the Culinary Excellence programme. The pupils were invited to showcase their skills by working front of house at the P7 Burns Supper event held in the Banqueting Hall and "Tea with the Lord Provost" event for Comic Relief.

Camstradden Primary School won Glasgow Primary Sports School of the Year and King's Park Secondary School won Glasgow Secondary Sports School of the Year.

Malawi Leaders of Learning won a special International Flourish Award. Our project, Future Works, which provides supported work experience for young people with a range of additional support needs won the Learning Flourish Award.

St Joachim's Primary School was the overall winner of the nationwide Science, Technology, Engineering and Mathematics Leader's Award. The competition was run by the national STEM group and Strathclyde University. One of the children was selected as an overall winner for her design of a 'safe firework' and was presented with an award by the Cabinet Secretary for Education and Lifelong Learning at a ceremony in the Barony Hall. Her original design and submission was framed and mounted and is currently on display in his office.

Glasgow has the single biggest Sportsleadership programme in the UK. In 2012/13, 992 young people achieved Sports Leadership Awards. This is more than double the figure in 2010-11.

Bannerman High School was named a Leadership Academy of Excellence by Sports Leaders UK. Their football teams were the U15 Scottish Shield Champions, the U15 British Champions and the winners of the Senior Cameronian Cup (Glasgow Cup champions)

15 year old Aamir Mehmod from Shawlands Academy, designed the winning tartan for Glasgow 2014.

Over 100 schools are partnered with Commonwealth countries in preparation for 2014. Glasgow is one of the UK's top performing local authorities for its engagement within the European and Connecting Classrooms programmes for schools.

The first team of twelve Malawi Leaders of Learning all achieved Professional Recognition Awards from the General Teaching Council Scotland (GTCS) for their work in Malawi and in their own classrooms.

Almost 100 teachers achieved accreditation as Harvard Leader of Learning – a programme based on Teaching for Understanding which focused on improving the quality of learning and teaching in classrooms.

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

An additional 60 primary teachers participated in Improving Our Classrooms. All 120 primary teachers who successfully completed this programme over the last two years achieved Professional Recognition Awards from the GTCS at a ceremony in the City Chambers in June 2013.



Across Learning Communities, teachers worked with colleagues from Glasgow and Strathclyde Universities to mentor student teachers and share the assessment of their progress as part of a partnership approach to initial teacher education.

Attendance in primary, secondary and ASL schools continued to increase.

Exclusions continued to decrease. There was a further 10% reduction in incidents and a further 15% reduction in the number of half days lost to exclusion from 2011/12 to 2012/13.

Evaluations in inspections carried out by HMI as part of Education Scotland continued to improve. The proportion of good or better evaluations increased to 88%.

A further 23 nurseries were chosen to be part of our approach to early intervention and prevention: One Glasgow.

1,538 young people from S2 to S6 in mainstream and ASL schools undertook vocational training courses across 25 vocational areas either at colleges and/or in our schools. Courses covered areas as diverse as engineering, retail, games design, health and cosmetology, psychology and legal studies.



## What key outcomes have we achieved?

**Self evaluation:** Very Good

### Attainment in SQA examinations

Young people sit examinations at the following levels –

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

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

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

Level 6 – Higher A-C

Level 7 – Advanced Higher A-C

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

By the end of S4 attainment at all levels is increasing.

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

#### Five or more awards at level 3 or better by the end of S4

	2008	2009	2010	2011	2012	2013
<b>Glasgow City</b>	<b>84.7%</b>	<b>86.3%</b>	<b>89.3%</b>	<b>91.1%</b>	<b>93.6%</b>	<b>93.2%</b>
<b>National Average</b>	<b>90.6%</b>	<b>91.5%</b>	<b>92.4%</b>	<b>92.7%</b>	<b>93.8%</b>	<b>94.6%</b>
<b>Difference</b>	<b>-5.9%</b>	<b>-5.1%</b>	<b>-3.1%</b>	<b>-1.6%</b>	<b>-0.2%</b>	<b>-1.4%</b>

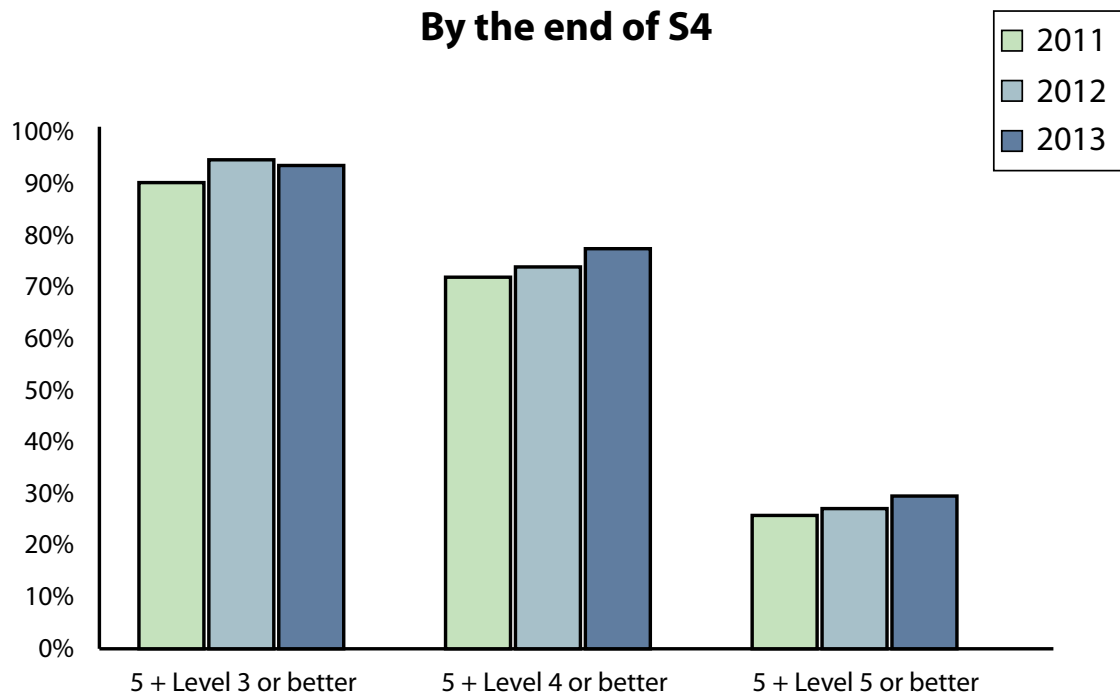
## Five or more awards at level 4 or better by the end of S4

	2008	2009	2010	2011	2012	2013
<b>Glasgow City</b>	<b>65.7%</b>	<b>65.3%</b>	<b>69.1%</b>	<b>72.2%</b>	<b>72.8%</b>	<b>74.3%</b>
<b>National Average</b>	<b>76.2%</b>	<b>77.6%</b>	<b>78.3%</b>	<b>78.8%</b>	<b>79.6%</b>	<b>82.1%</b>
<b>Difference</b>	<b>-10.5%</b>	<b>-12.3%</b>	<b>-9.2%</b>	<b>-6.6%</b>	<b>-6.8%</b>	<b>-7.8%</b>

## Five or more awards at level 5 or better by the end of S4

	2008	2009	2010	2011	2012	2013
<b>Glasgow City</b>	<b>22.2%</b>	<b>24.0%</b>	<b>24.1%</b>	<b>25.5%</b>	<b>26.5%</b>	<b>28.6%</b>
<b>National Average</b>	<b>34.4%</b>	<b>35.4%</b>	<b>36.1%</b>	<b>36.4%</b>	<b>36.6%</b>	<b>39.4%</b>
<b>Difference</b>	<b>-12.2%</b>	<b>-11.4%</b>	<b>-12.0%</b>	<b>-10.9%</b>	<b>-10.1%</b>	<b>-10.8%</b>

## By the end of S4



Glasgow's performance remains below the national average. However, attainment by the end of S4 is improving.

By the end of S5 in 2013, attainment increased at all measures. Glasgow has closed the gap for all measures by the end of S5.

## One or more Higher by the end of S5

	2008	2009	2010	2011	2012	2013
<b>Glasgow City</b>	28%	29%	32%	33%	36.6%	41.1%
<b>National Average</b>	39%	41%	43%	44%	46%	48.6%
<b>Difference</b>	-11%	-12%	-11%	-11%	-9.4%	-7.5%

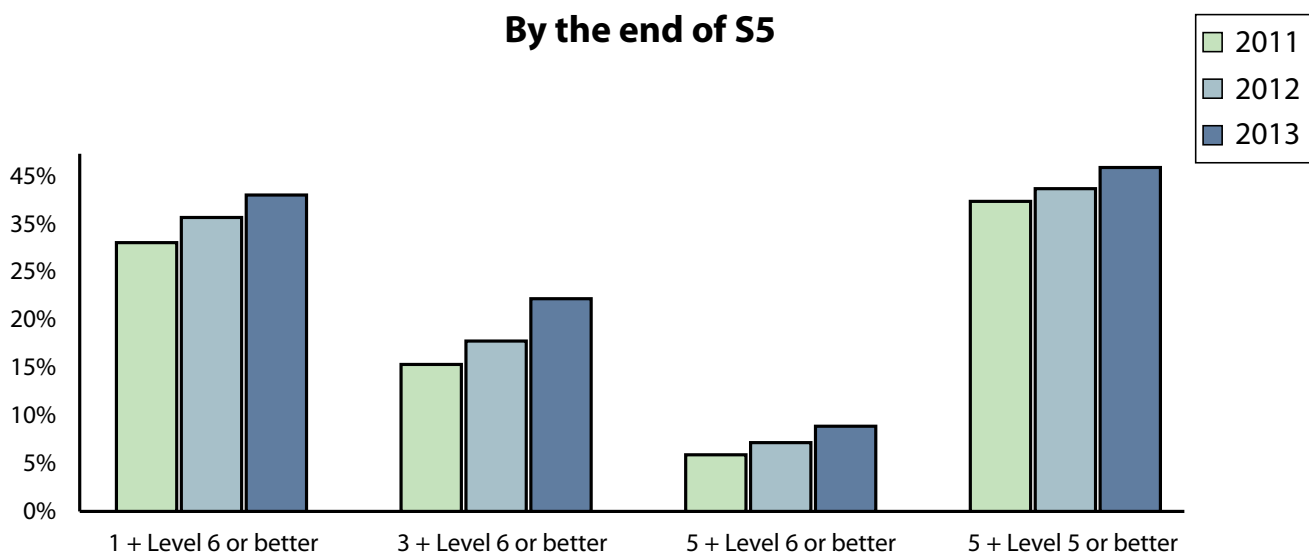
## Three or more Highers by the end of S5

	2008	2009	2010	2011	2012	2013
<b>Glasgow City</b>	14.9%	13.4%	16.7%	16.8%	17.9%	21.2%
<b>National Average</b>	22.4%	23.4%	25.0%	26.3%	26.6%	28.8%
<b>Difference</b>	-7.5%	-10.0%	-8.3%	-9.4%	-8.7%	-7.6%

## Five or more Highers by the end of S5

	2008	2009	2010	2011	2012	2013
<b>Glasgow City</b>	5.7%	5.1%	7.6%	6.9%	7.6%	8.9%
<b>National Average</b>	9.9%	10.5%	11.3%	12.1%	12.6%	13.6%
<b>Difference</b>	-4.2%	-5.4%	-3.8%	-5.2%	-5%	-4.7%

## By the end of S5





By the end of S6, attainment is increasing at all levels. Glasgow has closed the gap with the national average.

#### Three or more Highers by the end of S6

	2008	2009	2010	2011	2012	2013
Glasgow City	20.0%	21.6%	22.1%	24.3%	25.1%	29.1%
National Average	30.0%	31.0%	33.2%	35.3%	36.4%	38.2%
Difference	-10.0%	-9.4%	-11.1%	-10.9%	-11.3%	-9.1%

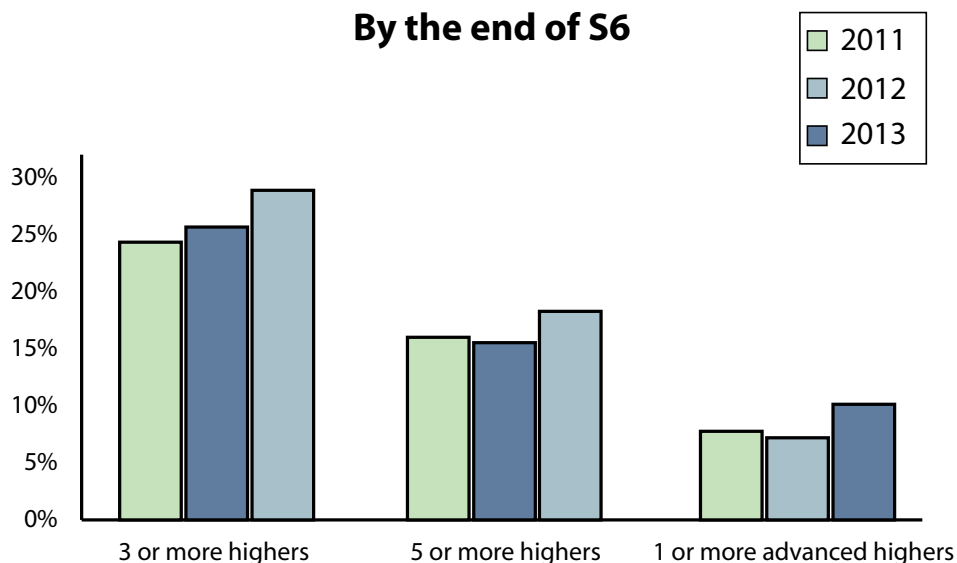
#### Five or more Highers by the end of S6

	2008	2009	2010	2011	2012	2013
Glasgow City	12.4%	13.2%	13.2%	15.3%	16.2%	18.1%
National Average	19.7%	20.5%	22.3%	23.9%	25.4%	26.6%
Difference	-7.4%	-7.4%	-9.0%	-8.4%	-9.2%	-8.5%



**One or more Advanced Higher by the end of S6**

	2008	2009	2010	2011	2012	2013
<b>Glasgow City</b>	<b>6.6%</b>	<b>7.2%</b>	<b>6.8%</b>	<b>8.6%</b>	<b>8.0%</b>	<b>10.1%</b>
<b>National Average</b>	<b>12.7%</b>	<b>13.5%</b>	<b>14.6%</b>	<b>15.8%</b>	<b>16.0%</b>	<b>17.3%</b>
<b>Difference</b>	<b>-6.0%</b>	<b>-6.4%</b>	<b>-7.9%</b>	<b>-7.0%</b>	<b>-8.0%</b>	<b>-7.2%</b>

**By the end of S6**

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

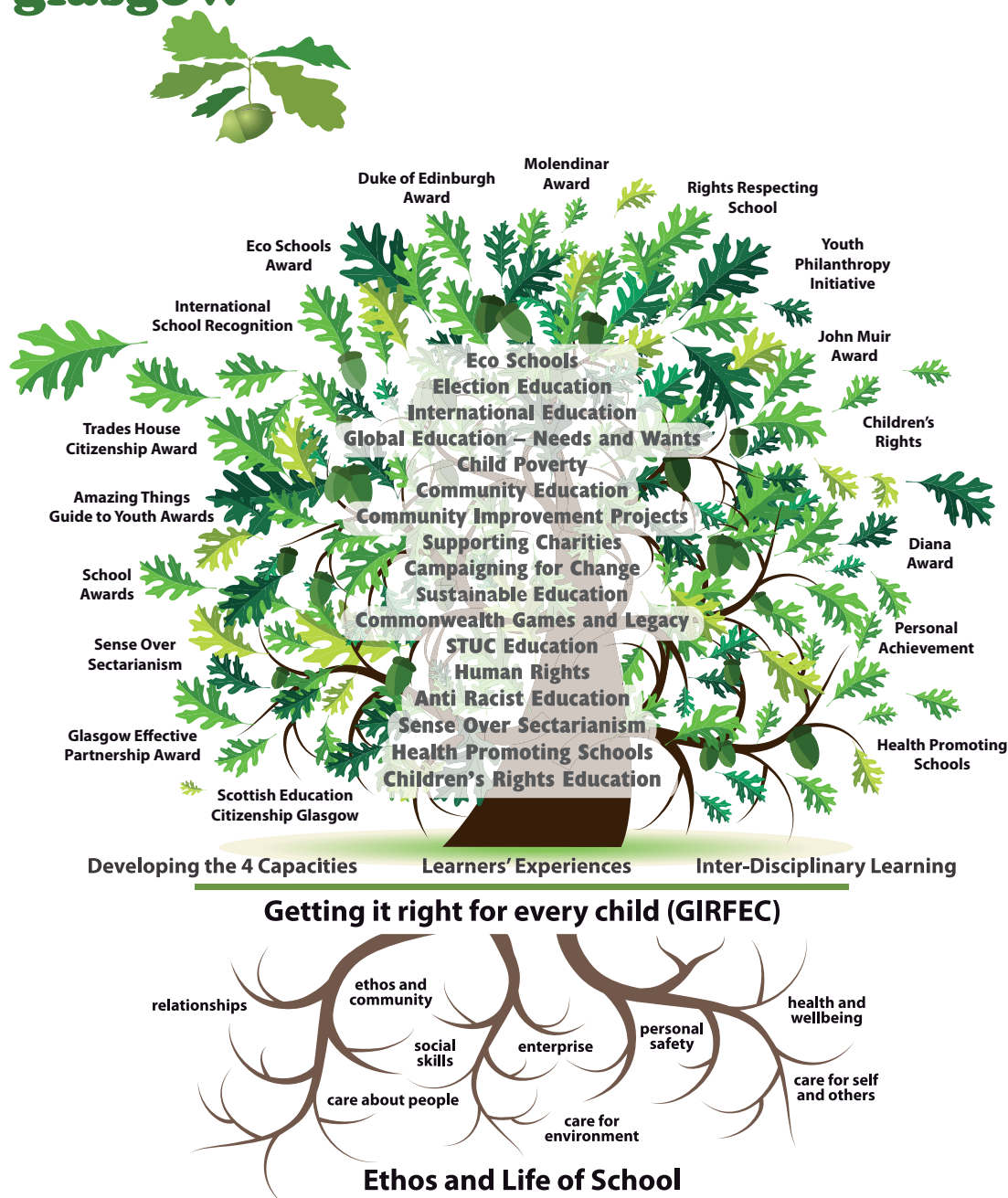
Increasingly schools are using a range of partners to better meet young people's needs, for example, through vocational qualifications in partnership with colleges. Not all vocational qualifications are included in these statistics. Skills for Work courses are included but other combinations of units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

There is significant research which highlights the impact of deprivation on pupil performance. In 2012, Scottish schools participated in the PISA international study organised by the OECD. One of the main findings was that the extent to which the link between disadvantage/deprivation and performance in Scotland had improved since the last study in 2009. Given that 42% of the young people in schools in Glasgow live in the 10% most deprived postcodes in Scotland, this is further evidence to confirm Glasgow's improving performance.

## Achievement

Our schools continue to provide an outstanding range of opportunities for children and young people to achieve. During 2012/13, we launched our new approach to Children's Rights that underpins all our initiatives to develop children and young people's values and citizenship: ***Growing Good Citizens in Glasgow.***

**growing  
goodcitizens  
in glasgow**





In 2012/13, we held another Talk2Gather event focusing on children's rights where 248 children and young people from across the city came together to share the ways in which they influenced their schools and local communities.

Swinton Primary School achieved level 2 of the Unicef Rights Respecting School Award. St Stephen's Primary School, St Monica's Primary School, St Catherine's Primary School, Blackfriars Primary School and Haghill Park Primary School have all achieved the level 1 award.

Darnley Primary School won the Trades House Citizenship Award.

Blairvadach Outdoor Centre provided residential outdoor experiences for 2331 pupils from 105 Glasgow Schools. 1525 came from primary schools, 762 from secondary schools and 44 from ASL provision. Our courses ranged from one day to one week. 266 Glasgow teachers received staff development from staff at Blairvadach.

Over the past five years Education Services' Sport & Dance Leadership Programme has grown from strength to strength. In 2009/10 around 400 young people achieved Sport and Dance Leadership awards. In 2010/11 this increased to 564 with a further increase to 894 in 2011/12. This year the figure is currently 992. School session 2012/13 highlights:-

- 35 Secondary Schools, involving both mainstream and ASL, have Sports Leaders
- 54 courses in Sports Leadership have been delivered in total



- 992 young people gained a qualification
- Five different qualifications and awards were delivered: Level 1 Sports Leadership, Level 2 Sports Leadership, Level 1 Dance Leadership, Level 2 Dance Leadership, Young Leaders Award
- Our 3rd 'Leadership Academy' was launched at Whitehill Secondary (we now have 3 centres of excellence in Glasgow out of 100 in the UK)
- Glasgow has the single biggest Sportsleadership programme in the UK
- St Mungo's Sports Leaders were involved in the launch of the Lead2014 Youth Sports Trust Conferences at Hampden
- Knightswood Secondary delivered our first ever Dance Leadership Level 2 qualification
- All Saints Secondary S2s took part in a six week Young Leaders Award

In school session 2012/13 every secondary school in Glasgow was given the opportunity to be part of the Young Ambassador Programme for the first time.

- 24 secondary schools (including ASL) in the city took up this offer and we hope to increase this further in the new academic year.
- Nation wide training was delivered at the Emirates Arena and the young ambassadors used their skills to strengthen the sporting and physical activity with their secondary and local primary schools.



- Drumchapel's Young Ambassadors/Sports Captains programme highlighted by Sport Scotland and school used for promotion of National programme.

King's Park Secondary School was named as Glasgow Sports Secondary School of the Year and Camstradden Primary School won Glasgow Primary Sports School of the Year.

Glasgow's Vocational Education Programme supported 1,538 pupils from S2 to S6 providing practical experience and sector focused learning opportunities in a variety of occupational areas. Courses were delivered mainly in partnership with Glasgow's colleges although 2012/13 also saw a greater emphasis placed on delivery by Employment and Skills Partnership (ESP) staff delivering a variety of SQA and ASDAN accredited qualifications.

98% of those leaving school after completing our school/college courses progressed into a positive destination. Qualifications ranged from Access 1 units to Higher, from Health and Safety units certificated by the British Safety Council to SQA Leadership qualifications. In total 701 young people worked towards a variety of qualifications with 73% completing their chosen programme and 73% attaining the full qualification.

Partnership work with Glasgow Clyde College (formerly Anniesland College) saw the development and delivery of an 'Activity Programme' for S4 and S5 pupils at risk of disengaging from learning. 54 pupils participated in the programme with 89% progressing onto a full-time college course.

108 young people with additional support needs took part in Supported Vocational Programmes. 92% of those who left school following this programme moved into a positive destination.

A total of 79 pupils from our ASL schools successfully completed a supported work experience placement, working with over 40 employers.

The ASL Youth Employability Group was successful in gaining funding through Opportunities for All to enable a number of alternative provision programmes and produce a DVD for employers to highlight the skills our ASN young people have.

Programmes for young people expecting to leave school in December were offered in six vocational areas with 41 young people participating and 88% completing the course. Overall, 66% of young people progressed to a

positive destination and nearly a quarter into a Modern Apprenticeship

During 2012/13, we continued to extend our enterprise focused 'Determined to ...' branded programmes. Highlights include:

- 'Determined to Make Movies' working with DRS and Glasgow 2014 continued to expand with the production of over 50 movies by schools across the city and two awards ceremonies held at the Glasgow Film Theatre.
- 'Determined to Play' with Hamley's was introduced to 15 primary 1 classes.
- 36 S6 pupils from 15 Secondary schools successfully gained the SQA Leadership Qualification through Determined to Lead.
- 45 Primary schools worked in partnership with City Building and The Prince and Princess of Wales Hospice for Determined to Build Brick by Brick Challenge.
- 40 Primary schools and 22 secondary schools entered the Determined to Engineer, 'Mars Rover and Rocketry Challenge' in partnership with the University of Strathclyde and the Space School
- 'Determined to Promote – Behind the Noise' was extended to 14 secondary schools culminating in participants organizing two gigs at the Classic Grand in April
- Determined to Cook – 10 schools and 200 students were involved in the annual DtC competition with Whitehill Secondary being the overall winners. Each student from the winning school received one week's work experience at Cameron House as well as signed cook books, chef whites and a trophy.
- 14 schools (185 students) participated in the Culinary Excellence (CE) programme from which 16 students secured full-time or part-time employment with their partner business. In addition 10 CE students were recruited by business link "Selective Personnel" offering part time employment at various contracted venues and events across the City.



We supported, in conjunction with Princes Trust and Glasgow Life, 33 XL Clubs across Glasgow schools with approximately 495 students participating.

106 Glasgow City Council pupils, from 17 schools took part in the S@S Accelerate programme run by the Innovative Routes to Learning (IRL) Unit within the School of Education at the University of Strathclyde – our highest participation rate to date. Participants chose from 12 one-week subject-specific Challenge programmes and were led through these by undergraduate and postgraduate student mentors; 61 from the University of Strathclyde and five from the University of Glasgow. The majority of participants subsequently progressed into or applied to attend the University of Strathclyde.

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

96 young people (87%) successfully completed their fourth year as part of EVIP. A total of 755 awards/units were achieved – 78% more than in the previous session. These varied from Standard Grades in English and mathematics, Duke of Edinburgh Awards, SQA Employability Award and Access 3 English. There was improved success in Standard Grade attainment, with 39 achieving S Grade English and 21 achieving S Grade Mathematics (previously 14 in each case).





In 2012/13, Glasgow won around a quarter of the available Scottish Education Awards. Abercorn Secondary School won the Active Nation Award (Photograph on p9). Right to left: Kay Dingwall from Knightswood Secondary School won Headteacher of the Year, Megan Mellon from Annette Street Primary School won Probationary Teacher of the Year, Caledonia Primary School won the Gaelic Awareness Award and St Anne's Primary School won the Aiming High Award.



Other highlights for the EVIP young people include:

- S3 and S4 Construction groups based at John Wheatley College undertook a programme of redevelopment of the outdoor play area of Lamplash Nursery after it had been destroyed by vandalism, building large wooden play furniture, sheds for outdoor shelter and play and landscaping of the garden areas. They received runner up in the Evening Times Streets Ahead Award.
- EVIP received its first Partnership Award (Silver) arising from its growing network of effective and productive partnership links.
- For the second year running EVIP achieved “Highly Commended” at the SQA Star Awards, this year in the category of Partnership of the Year for our programme delivered in conjunction with John Wheatley College for young people who were Looked After at Home or in Kinship Care.

The Activity Agreement Team continued to support young people disengaged from learning to make a supported and positive transition from school into continued education, employment or training. During the reporting year, 2012/13, the number of young people participating in Activity Agreements in Glasgow rose to 619 with 79% of these young people progressing from an Activity Agreement into a positive and sustained destination of employment, training or further education – compared to a 70% national progression rate.

Activity Agreements have been extended to include the development and delivery of Connect2- a flexible personal development and employability programme, covering stages 1 and 2 of the Employability Skills Pipeline. The organisations involved are Move On, Tomorrow’s People, Venture Trust, Impact Arts and FARE. Young people can participate in Youth Achievement Awards through this intervention. Connect 2 has supported over 300 young people during 2012/13.

In 2012/13, 811 young people participated in the Duke of Edinburgh’s Award scheme in Glasgow across a variety of settings. 175 completed the silver award and 57 made progress towards the Gold award - the highest ever participation rate recorded in the city at this level. During this period the number of centres working with education increased from 36 to 48 and the numbers of leaders rose from 46 to 60.

We developed further our links with the Celtic Foundation to co-ordinate and support a number of programmes of activity. These include:

- 200 young people supported to attend and participate in 'Career Masterclasses' delivered by Glaswegians who are leaders in their field covering a range of topics including games design, the use of technology in the fight against cancer, engineering, business marketing, film production and fashion and design.
- The delivery of a summer activity programme, which provided personal development activity sessions for 50 P7 to S2 looked after young people and young carers for four weeks over the summer holiday period.
- a one week Glasgow School of Art programme for over 60 primary and secondary budding artists.
- Celtic Foundation also supported a number of schools with projects.

The 'MCR Pathways' pilot project, which supports looked after and vulnerable young people has proven hugely successful in increasing attainment levels and opportunities for positive and sustained progressions from school for its participants. The success of the programme, which includes the provision of support through inter-generational mentoring and input from universities, was recognized by the Scottish Government with the awarding of additional funding to support the expansion of the programme in 2013/14 into seven schools in the North East of the city – supporting 250 young people.

In 2012/13, Glasgow won around a quarter of the available Scottish Education Awards. Abercorn Secondary School won the Active Nation Award, Caledonia Primary School won the Gaelic Awareness Award, St Anne's Primary School won the Aiming High Award, Megan Mellon from Annette Street Primary School won Probationary Teacher of the Year and Kay Dingwall from Knightswood Secondary School won Headteacher of the Year.

## Inspections

During 2012/13, Education Scotland published eight inspection reports of nurseries, 13 inspection reports on primary schools, three inspection reports on secondary schools and five inspection reports of Additional Support for Learning (ASL) schools or units in Glasgow.

100% of all the quality indicators evaluated in the inspections were satisfactory or better compared to 95% last year and 92% in 2009/10.

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

	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Satisfactory or better</b>	<b>91%</b>	<b>92%</b>	<b>98%</b>	<b>96%</b>	<b>100%</b>
<b>Good or better</b>	<b>72%</b>	<b>77%</b>	<b>80%</b>	<b>87%</b>	<b>88%</b>
<b>Very good or excellent</b>	<b>27%</b>	<b>33%</b>	<b>44%</b>	<b>50%</b>	<b>41%</b>

Children are learning and achieving very well. Almost all children enjoy school and feel they are treated fairly. They are learning to be reflective and are developing an understanding of their own progress. They record their achievements in journals which they share with their parents. Building on these positive approaches, children need more help from staff in identifying and planning next steps.

Children feel their views are taken into account and make a difference to the school. Their contributions to improvements include a review of home learning and a 'Happy Play Code'.

**Langside Primary School**

April 2013

Improving the quality of learning and teaching to raise attainment continues to be a priority for Education Services. The evaluations for improvements in performance and children's learning experiences show improvement overall.

### Improvements in performance

	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Satisfactory or better</b>	<b>90%</b>	<b>91%</b>	<b>94%</b>	<b>100%</b>	<b>100%</b>
<b>Good or better</b>	<b>75%</b>	<b>79%</b>	<b>85%</b>	<b>90%</b>	<b>93%</b>
<b>Very good or excellent</b>	<b>36%</b>	<b>32%</b>	<b>54%</b>	<b>53%</b>	<b>45%</b>

### Learning experiences

	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Satisfactory or better</b>	<b>96%</b>	<b>97%</b>	<b>98%</b>	<b>97%</b>	<b>100%</b>
<b>Good or better</b>	<b>82%</b>	<b>85%</b>	<b>86%</b>	<b>90%</b>	<b>100%</b>
<b>Very good or excellent</b>	<b>35%</b>	<b>41%</b>	<b>45%</b>	<b>60%</b>	<b>51%</b>

“The range and quality of achievements of many young people are outstanding. The opportunities to achieve are well planned and enable young people to link and apply their learning from across the school.

Almost all young people feel they are successful and are developing a range of skills for life and work. Leadership skills are given a high priority and young people take the initiative and develop a 'can do' attitude

**St Andrew's Secondary School, January 2013**

 @StAndrewsRCSec

Overall, children are making excellent progress in their learning. Almost all children have English as an additional language. In early language and mathematics they are successfully developing and applying confidently their skills and knowledge in a variety of ways in the nursery, outdoors and at home.

They listen attentively to instructions, each other and stories. Their talking skills continue to increase as they become more confident without always relying on using facial gestures or prompts. Almost all children show a high level of interest in wanting to read their favourite stories, identify sounds, letters and words in the local environment.

They are extremely enthusiastic about writing as they eagerly write captions for their stories and make notices. Children show a high level of determination in recording numbers, solving challenging activities as they actively explore solutions in discussion with each other.

**Woodside Nursery School**

February 2013

The outstanding school ethos is helping children to learn and achieve very well. Children's behaviour is exemplary. Almost all are highly motivated and confident individuals.

Children say they feel safe, respected and sensitively cared for. They are proud of their school and its many achievements. At all stages, children work very well together.

Much of their learning is active and successfully promotes their information and communications technology skills.

**St Paul's (Whiteinch) Primary School**

December 2012





## Attendance

Attendance in primary, secondary and ASL schools continued to increase.

	2008/09	2009/10	2010/11	2011/12	2012/13
<b>Primary Schools</b>	<b>93.2%</b>	<b>93.0%</b>	<b>92.6%</b>	<b>93.8%</b>	<b>93.8%</b>
<b>Secondary Schools</b>	<b>89.1%</b>	<b>89.8%</b>	<b>89.6%</b>	<b>90.7%</b>	<b>91.2%</b>
<b>Asl Schools</b>	<b>91.7%</b>	<b>91.0%</b>	<b>88.8%</b>	<b>88.5%</b>	<b>89.1%</b>

Attendance in secondary schools continued to show the greatest improvement over the last five years.

	2008/09	2009/10	2010/11	2011/12	2012/13	08/09 to 12/13
<b>Teacher</b>	<b>95.4%</b>	<b>95.2%</b>	<b>96.2%</b>	<b>96.8%</b>	<b>96.5%</b>	<b>1.1%</b>
<b>Other Employee</b>	<b>93.7%</b>	<b>93.9%</b>	<b>95.3%</b>	<b>95.6%</b>	<b>95.1%</b>	<b>1.4%</b>
<b>Education Total</b>	<b>94.6%</b>	<b>94.5%</b>	<b>95.8%</b>	<b>96.2%</b>	<b>95.8%</b>	<b>1.2%</b>
<b>All Council</b>	<b>94.1%</b>	<b>94.4%</b>	<b>95.7%</b>	<b>96%</b>	<b>95.6%</b>	<b>1.5%</b>

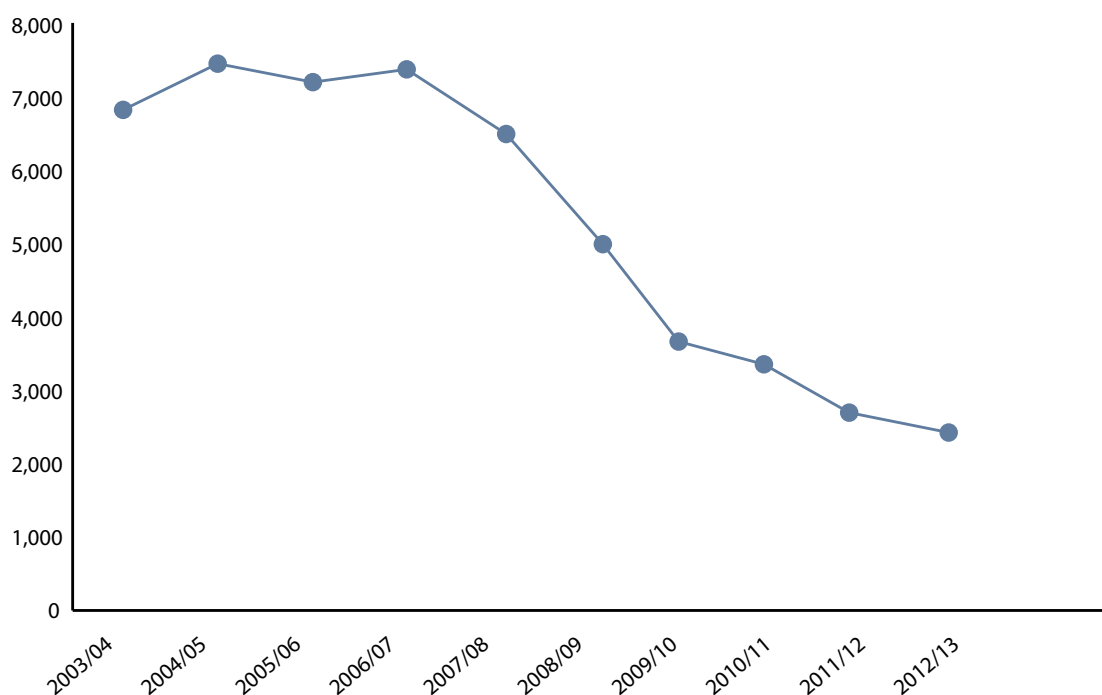
Staff attendance showed a slight decrease in 2012/13. In the last five years, Education Services' staff attendance has remained slightly better than the Council's with teachers' attendance continuing to remain above that of all Council staff. The rate of improvement of all Council staff is better than that of Education staff.

## Exclusions

Overall, exclusions continued to decrease. There was a further 10% reduction in incidents and a further 15% reduction in the number of half days lost to exclusion from 2011/12 to 2012/13.

	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11	11/12	12/13
<b>Glasgow</b>	<b>6,827</b>	<b>7,375</b>	<b>7,250</b>	<b>7,399</b>	<b>6,462</b>	<b>4,926</b>	<b>3,771</b>	<b>3,450</b>	<b>2854</b>	<b>2574</b>
<b>Reduction</b>	<b>-</b>	<b>8%</b>	<b>-2%</b>	<b>2%</b>	<b>-13%</b>	<b>-24%</b>	<b>-23%</b>	<b>-9%</b>	<b>-17%</b>	<b>-10%</b>

**Exclusion Incidents in Glasgow Schools**



The greatest rate of decrease continued to be in the secondary sector. A number of secondary schools have made considerable progress in reducing exclusions due to the use of positive behaviour approaches such as restorative justice techniques.

Throughout 2012/13, all establishments have had promoting positive behaviour on their improvement plan. Staff development activities have been delivered to staff to support this priority which is continuing to impact on exclusion reductions.



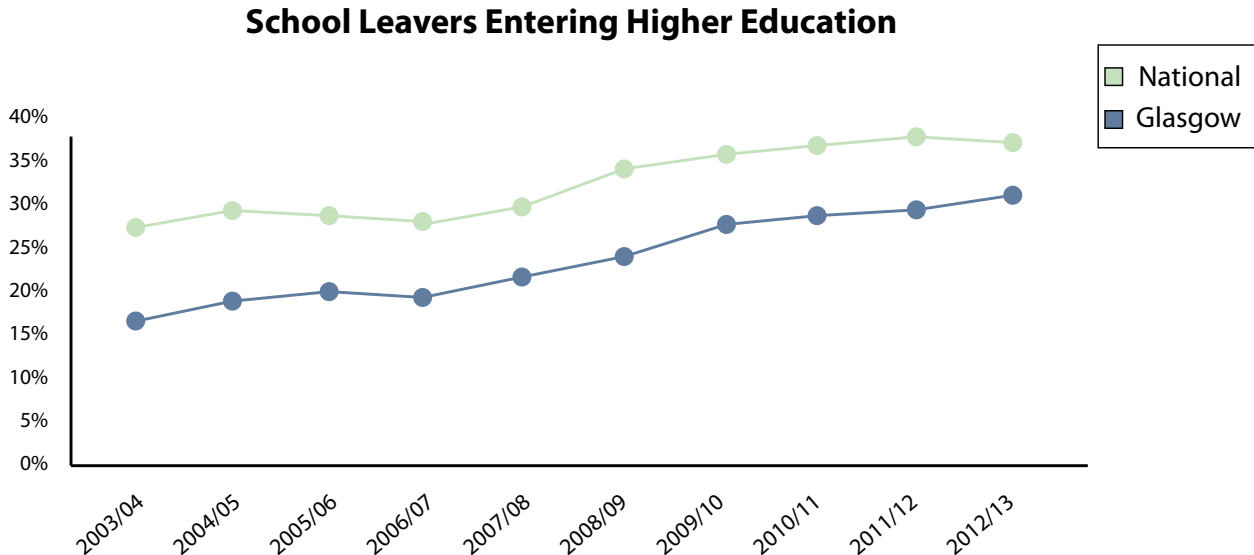
Disappointingly, exclusion incidents in ASL schools showed an increase again this year although the number of half days lost to exclusion declined again. This shows that schools are using exclusions for shorter periods although further work needs to be done to reduce the incidents occurring in ASL schools. Scrutiny shows that the exclusions are occurring mostly but not exclusively in those schools which meet the needs of children and young people who have become disengaged with mainstream education.

## Destinations of school leavers

In 2012/13, the percentage of school leavers entering a positive destination was 89.2%, an increase of 1.6% from last year. This is the highest ever positive destination rate recorded for Glasgow schools. Nationally, the percentage of leavers entering a positive destination in 2012/13 increased by 1.5% to 91.4%. So for the third successive year, Glasgow closed the gap with the national figure.

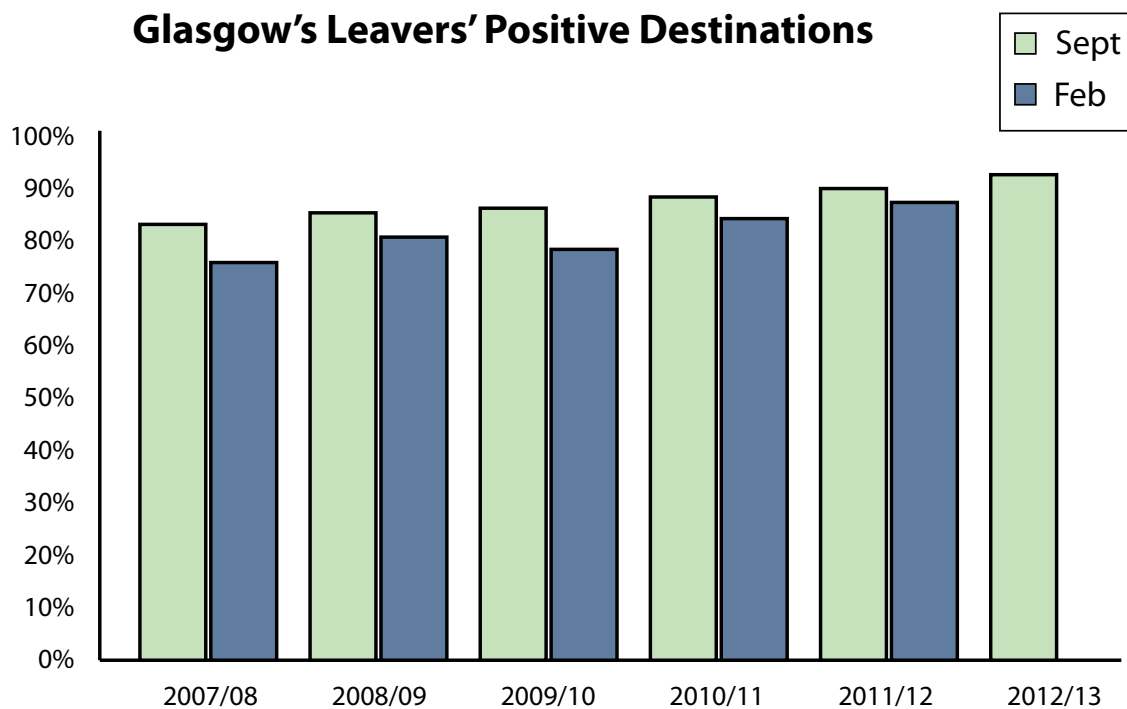
The proportion of leavers entering higher education (either at college or at university) increased to 31.4%, an increase of 2.1% from 2011/12. This represented Glasgow's highest ever proportion of young people progressing into higher education from school. It is also the second year in a row where more school leavers progressed into higher education than any other destination.

Nationally, the proportion of leavers entering higher education decreased by 0.8% to 36.5%. The graph below shows the strong increasing pattern for Glasgow compared to the national pattern.



The percentage of leavers recorded as unemployed seeking decreased by 1.1% to 9.5%. This is the first time this figure has ever been below 10% in Glasgow. It is the city's lowest ever percentage of school leavers recorded as unemployed and fit to take part in a learning activity. It is worthy of note that in 2003/04 this figure was 19.7%. Nationally the figure also declined to its lowest ever level at 7.1%.

Leavers' destinations are measured in September and again in February. The graph below shows that the proportion of positive destinations declines between September and February, although the gap has narrowed.



	Positive Destination	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Unknown	no. of unknown
2008/ 09	83.9%	26.0%	30.8%	9.0%	18.0%	0.2%		12.4%	1.6%	2.0%	103
2009/ 10	84.1%	27.3%	29.0%	10.3%	17.2%	0.3%		13.1%	1.6%	1.2%	58
2010/ 11	86.4%	28.3%	28.5%	10.1%	18.4%	0.6%	0.5%	11.9%	1.2%	0.5%	24
2011/ 12	87.6%	29.3%	28.3%	9.0%	19.3%	0.5%	1.1%	10.6%	1.3%	0.5%	24
2012/ 13	89.2%	31.4%	27.4%	8.2%	18.6%	0.6%	3.0%	9.5%	1.0%	0.3%	14





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

### Self evaluation: Very Good

We continue to have a very positive impact on our service users.

In the Glasgow Household Survey of 2013, respondents' satisfaction with secondary schools was at its highest level.

'While satisfaction with nurseries and primary schools remained stable (at 84% and 90% respectively), the result for secondary schools was up by ten percentage points, to 90%.'

In May, we held a conference to launch ***Towards A Nurturing City***. We recognise that ongoing work in relation to health and wellbeing is closely connected to nurtured and included. For children and young people to be nurtured and included, they must also be safe, healthy and active, attaining and achieving and respected and responsible.

A ***nurturing city*** has schools<sup>1</sup> in which:

- all children and young people, and their families, feel that they belong and that their lives and experiences are valued and respected.
- all children and young people learn and develop and are supported as they move towards their chosen positive destinations
- all children and young people, and their families, feel that staff listen to their views and that, if disagreements arise, staff respond sensitively and thoughtfully and work to resolve them

<sup>1</sup> By 'schools' we mean primary, secondary, ASL schools, nurseries and services.

- all staff understand the principles of nurture and how these relate to the experiences and development of children and young people
- a web of well planned, appropriate and effective support is in place, through which staff, working in partnership with colleagues in health and in social work and with a range of other agencies and providers, ensure the needs of children and young people are met.
- children and young people who experience barriers – of any kind – to their learning have their needs carefully and holistically assessed and have appropriate and effective planned interventions put in place as early as possible and, wherever possible, within their local communities
- services and partner agencies recognise, understand and value each other's roles, responsibilities and expertise, plan and evaluate their work together and, as a result, provide highly effective support for children, young people and families.

Through taking a strategic approach over the next three years, Glasgow will increasingly be identified as a nurturing city.

Almost 100 teachers completed the two year programme – Harvard Leaders of Learning – a programme based on Teaching for Understanding which focused on improving the quality of learning and teaching in classrooms. Twenty-six teams of teachers in Learning Communities worked on projects selected to meet the needs of their own schools. A number of colleagues who participated in the course continue to meet and plan, to grow this good practice through collegiate working and presentations to establishment heads about 'Teaching for Understanding' Several colleagues from this cohort have also been invited to contribute to authority working groups on learning and teaching, to further this development.

In 2012/13, a further 60 primary teachers participated in the innovative programme Improving Our Classrooms. Teachers worked in trios on improvement projects which involved them visiting each other in their schools. The programme has been accredited by the General Teaching Council Scotland (GTCS) – the first staff development programme to achieve this. This means that all future participants will achieve a Professional Recognition Award from GTCS.



During 2012/13, 120 primary teachers received Professional Recognition Awards from GTCS for Improving Our Classroom.

Visiting trios is a springboard for excellent ideas and excellent classroom practice.

Fantastic experience working with and getting to know the teachers in my trio.

Implemented lots of practical teaching strategies to improve teaching and learning in my class.

Made me reflect on my classroom practice, and more importantly, the impact on the children.

The course has given me a new lease of life and has given me more confidence when teaching. This has been felt by the children and the parents have notice improvements in learning in their children and have enthusiastically commented on these. I am able to still share all of my experiences with my trio as we still meet up and discuss our topics/ teaching on a social level. Thank you ever so much for the course.

We continue to provide high quality training for newly qualified teachers and students. During 2012/13, teachers worked with colleagues from the Glasgow and Strathclyde Universities to mentor student teachers and share the assessment of their progress as part of our partnership approach to initial teacher education.

All probationer teachers participated in a global citizenship project as part of their induction programme. This work has led to this approach being promoted nationally through the Global Learning Project.

Glasgow continues to be one of the UK's leading education authorities for international education. As part of our preparation for the Commonwealth Games we have been increasing our international partnerships. More than 100 schools have established links with international partners. Glasgow is also recognised as one of the lead UK Local Authorities for engagement with the EU Lifelong Learning programme, now Erasmus Plus. In 2013, Glasgow's Comenius Regio partnership with Marseille on EU support for newly arrived young people into Education, 'Education for All', was one of ten EU partnerships invited to present at the EU Comenius Conference in Vilnius October 2013.

Glasgow continues to develop International Education contexts for Curriculum for Excellence through its extensive engagement with the British Council Connecting Classrooms and Commonwealth Class programmes and is leading developments with partner schools in Catalonia, Pakistan, India, Bangladesh, Trinidad and Tobago and Namibia. Glasgow is also leading UK developments in eTwinning, demonstrating the transformative effect on teaching and learning of online European collaboration with twinned partner schools, through a nationally acclaimed pilot involving five Glasgow schools.

“eTwinning has given a real focus and purpose to learning. Up to six parents now want to join the eTwinning class to learn Italian. International Education has provided real opportunities for learning to be exciting and to plan topics with partner colleagues overseas.

**Headteacher**  
St Charles Primary School



‘As Hillhead High is such a multicultural and diverse school our involvement in Connecting Classrooms has allowed a greater understanding and connection between different pupils within the school and within our community.’

**S. Morran, Class teacher**

Hillhead High School  @HillheadHS

We continued our successful international link through the Lord Provost's office with Nuremberg in Germany. Nine early years teaching students came to Glasgow and completed successful placements in our nurseries.

‘It was very interesting to observe how staff work with children in Scotland because it is so different from what we do in Germany.’

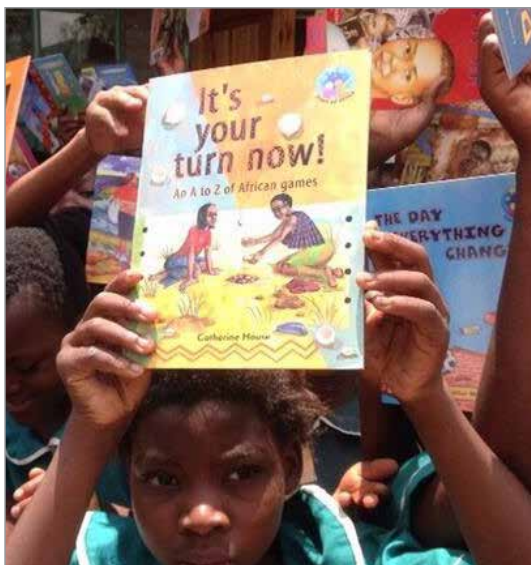
**Eric**

3rd year student

‘I especially liked working in the nursery beside the school in the park – what a setting!’

**Ingrid**

Early years and social work student



In October 2012, six Malawian teachers from our partner schools in Blantyre, Malawi came to Glasgow to spend two weeks working alongside our first team of **Malawi Leaders of Learning** in their schools. It became clear from the evaluations of our first team and from this visit that our project is improving education in Glasgow as well as Malawi. In June 2013, our second team of Malawi Leaders of Learning spent four weeks in the Blantyre area working with our partner schools modeling good practice and leading learning.

In March 2013, the Executive Director visited Blantyre and switched on electricity in two of our partner schools. Electricity will allow more children to study in the evenings and in the winter. During this visit, our first library was introduced to Chitsime Primary School. The library is managed by the Mothers' Group who also cook the Mary's Meals porridge. A sewing machine has been provided to allow the mothers to make book bags to allow the books to be taken home. The mothers are using the sewing machine to make school uniforms for orphan children and to sell uniforms to families to make money to buy more books.

Truly inspired to be part of the warm heart of Africa and experience how wonderful the people are.

Taking this role in our partnership has given me confidence to take on more leadership opportunities in Glasgow.

During 2012/13, our approach to delivering physical education, physical activity and school sport (PEPASS) was reviewed. Education Services, Glasgow Life and sportscotland have developed an integrated and strategic approach to the delivery of PEPASS. Our key priorities are:

- 2014 legacy sport
- Physical education and school sport
- Coach education and leadership
- Club coaching and volunteering
- Events and competition

We used funding from sportscotland to deploy physical education Lead Officers who aim to

- support targeted schools not delivering two hours/periods of physical education
- identify, support and increase the teachers with the post graduate certificate in physical education
- promote more staff development opportunities in physical education
- support schools in timetabling to maximize the use of facilities in school and in the local community
- lead development and support for National Qualifications

In the 2012/13 Active Schools coordinators supported over 470,000 participant sessions (visits) in schools. Activity sessions increased to 25,982 during the academic year 2012/13 from 25,421 in 2011/12. There were 63 different activities that were delivered within the city to engage children and young people

In addition, the number of people delivering Active Schools supported sessions has risen from 1,218 in 2011/12 to 1,296 in 2012/13, of which 50% are volunteers.

School club links increased to 1,139 from 894 in 2011/12, with over 170 clubs linking with 183 schools.

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



The events programme continues to grow from strength to strength. Active Schools supported and delivered over 400 school based and city wide events which strengthened the participation programme in the city. These events and festivals ranged from our ASL Sportstar Challenges to the annual and Great Scottish School Runs to area wide city festivals. New opportunities such as the Glasgow Schools Gymfest were introduced to celebrate the large impact of the Active Schools Gymnastics programme.

The Active Schools team were awarded over £170,000 of funding from a range of sources that goes directly to schools to help support and enhance the current sport and physical activity provision. Active Schools has developed a key role in the delivery, quality and sustainability of sport and physical activity in the city. The team continue to strengthen the opportunities and accessibility of sport and physical activity for all school aged children of Glasgow.



## One Glasgow

Our approach to early intervention continued in 2012/13 through more nurseries becoming part of **One Glasgow**. In addition, we took an active part in the Scottish Government's Early Years Collaborative and used the methodology to bring about improvements in our support for 'Just Coping' families.

Through **One Glasgow**, 48 nurseries across the City have become the pathfinders in developing a more holistic, asset based, family learning focused approach towards working with children and families. Small amounts of funding have been awarded to allow them to create, improve and expand space within their buildings for parents. In addition, small amounts of funding have enabled nurseries and schools to develop a range of engagement projects under the Families in Partnership banner.

These projects have ranged from "soft touch" confidence and self-esteem building ; parent and child early literacy Bounce & Rhyme sessions supported by Glasgow Life ; the delivery by the Central Parenting Team, nursery staff and 3rd sector partners of evidence based parenting programmes ; local days out and weekend residential trips with staff modelling strategies for parents to use with their children ; and planned support developed in conjunction with Glasgow Clyde College which will enable just coping parents to undertake their own learning and move towards the job market and ultimately into employment.

We established a multi-agency Joint Support Team (JST) for early years in the North of the city. This forum took referrals from social work, health and education and provided a multi-agency approach in order to agree an integrated package of support services, based on a family's needs, which would help the family to move towards coping more effectively. The JST is evolving and will be extended to different areas of the city in 2013/14.

Parent Councils and parent groups continued to provide strong support to their schools and nurseries. Development and training opportunities were provided to Parent Council members to assist them with their role.

The Glasgow City Parent Council Forum (  @gpcfcommittee ) supported educational developments at a city level. They improved their reach and communication with parents through innovative use of social media, such as Twitter. Increasingly, schools and Parent Councils are using social media very effectively to celebrate their achievements and communicate with their local community.

Our ASL Parents Group worked together with staff to help Education Services better understand the needs of their children and families and to help shape services. They plan to publish a parents' guide in 2013/14.

Many young people from across the school are involved in work to support the local community. This includes recycling work, voluntary work in community placements, community regeneration work, fundraising activities and 'Bella's Garden' in Bellahouston Park. Young people attending Glasgow School of Sport provide support for health and wellbeing activities to local clubs and primary schools. Across the school, young people develop their understanding of global citizenship through various projects linking with schools in Pakistan, Malawi, Italy and Germany.

**Bellahouston Academy**

Education Scotland, October 2012

Children are developing well the learning skills they need to be successful. They work confidently on their own and in small groups. In most classes, children receive helpful feedback from teachers about how to improve their learning. There are examples of very effective practice where children decide what their learning targets are and how they will know if they have achieved them successfully. Children feel they are listened to and have a say in making things better in school.

**Blairdardie Primary School**  @BlairdardiePS

Education Scotland, August 2012

## How Good is the Delivery of Our Key Processes?

**Self evaluation** = Very Good

In 2012/13, Education Services continued to support and provide strong leadership to schools and nurseries in implementing Curriculum for Excellence.

We developed further the senior phase in secondary schools where young people from S4 to S6 engage in national qualifications. Ongoing discussions with headteachers resulted in a further authority position paper on 'Transition from Broad General Education to National Qualifications' being issued during the session. We supported parents and carers of S3 pupils by publishing a newsletter jointly with Glasgow Parent Council Forum which outlined developments at national, local and school level.

We carried out a further audit of all secondary establishments in early 2013. This confirmed schools' proposed models for their curriculum within the Broad General Education and the Senior Phase. This is an evolving picture nationally and Education Services continue to be informed by national guidance in this area.

Through a range of short-term secondments and commissions, we developed materials for National 4 and 5 courses in specific subjects and contributed nationally to the bank of support materials which was developed.

As a further support to quality assuring the curriculum, all secondary headteachers engaged in a series of collaborative visits to schools. The purpose of this exercise was to provide challenge and support to each other in evaluating the quality of the curriculum against increased national expectations. Feedback from these visits has been very positive.

Our structured City Moderation Strategy continued with a focus on developing further staff's confidence to ensure that Glasgow's children and young people make good progress against the national framework of Experiences and Outcomes. We built on the 'Pictures of a Secure Learner' which had been created for literacy and numeracy, and published guidance on achieving a level for other subject areas. These will continue to be a key focus for moderation discussions among practitioners and for learner conversations with children and young people.



Glasgow Caledonian University (GCU) were awarded nearly £1million for session 2013/14 from the Scottish Funding Council to establish an on-campus centre to deliver Advanced Higher programmes to young people, initially from 15 Glasgow secondary schools, as part of the University's commitment to widening access to higher education.

During 2012/13, our approach to the delivery of vocational education and employment focused skills was reviewed and a new Employment and Skills Partnership (ESP) Team was created. The ESP Team was established to develop and co-ordinate the provision of a coherent and responsive set of employment related learning opportunities for children and young people in the city. These opportunities are delivered in partnership with, among others, schools, colleges, universities, businesses and other Council services.

We extended our partnership with Career Academies to pupils in the senior phase of secondary school. Pupils are supported by a mentor from the business community and are invited to attend a number of workplace visits, participate in Guru Lectures and undertake a 4 week internship within a participating company/organisation throughout their summer break. 27 pupils graduated from the programme in May 2013 with each progressing onto a range of positive destinations.

Fifty pupils from 10 secondary schools joined the programme in August 2012. 47 successfully engaged in and completed an internship within 20 organisations throughout the city. As a result one pupil secured a Modern Apprenticeship opportunity with the host company with another being offered a part time post to complement a college course.



“ Mentoring a CA student over the past 18months has been a hugely rewarding experience. Having the opportunity to work with a young person at such a key time in their lives, to share experience, to help raise their aspirations and work with them to explore possibilities for the future is a privilege – and a tremendous opportunity to make a positive difference.

**Gary Merrylees**  
Diageo

“ I think that this internship has genuinely changed people’s opinions within the workplace as to the abilities of young people in a very positive way. I think that those involved will take a different view to young applicants in the future.

**Manager**  
Barclays Wealth



The Career Academies development is one example of the increasing priority given to supporting the development of business partnerships across our schools. Work commenced with Glasgow Chamber of Commerce to develop a comprehensive school and business partnership strategy which will drive our approach to employment focused learning in 2013/14.

A total of £618,000 was given to 91 primary schools, 44 nurseries and 23 secondary schools to support their outdoor learning. A further £78,000 was given to others such as Blairvadach and third sector organisations to provide training and play sessions to schools and nurseries. Blairvadach staff delivered a total of 24 full day courses, training 210 teachers in the use of the 'Outdoor Learning Cards'. This is to continue into the next session with support and a training model being delivered by lead teachers in outdoor learning.

Schools and nurseries were asked to submit bids with examples such as – outdoor equipment for playgrounds, outdoor clothing, training for John Muir Awards, garden equipment to develop raised beds, equipment for Duke of Edinburgh, outdoor classrooms such as a 'Hobbit House', class sets of wellies, wildlife garden, visiting artist working with children to paint a mural in the playground.

Work around learning for sustainability has remained a focus. 27 of our schools are now officially recognised as Fairtrade Schools. The Eco Schools programme is still very well supported with 279 (97%) of our establishments across all sectors being registered and 145 (52%) maintaining Green Flag status.

We extended our successful mentoring project which started in Springburn Academy to focus on young people who are looked after. This successful project is funded through a three way partnership between MCR Charitable Foundation, the University of Strathclyde, CELCIS and Glasgow City Council.

In 2012/13, we continued to review the ASL sector and built on the changes in the way in which service is delivered to children and young people with additional support needs. We closed some free standing provision and opened more enhanced specialist support within mainstream primary and secondary schools. This approach is more inclusive and enables young people with additional support needs to continue to receive high quality specialist support for their learning but also allows them opportunities to learn and play alongside their peers as appropriate to their learning needs.



## How Good is Our Management and Leadership?

**Self evaluation** = Very Good

The partnership between the Directorate, Quality Improvement Officers and heads of schools and nurseries continued to strengthen resulting in continued improvements in key areas such as reduction in exclusions, increased attendance, improvements in attainment and positive post-school destinations.

Heads increasingly worked collaboratively across and within Learning Communities. Secondary heads worked in small groups carrying out learning visits to each other's schools to look in more detail at the quality of the curriculum. The visits allowed senior managers to share practice and to be 'critical friends'. During learning visits senior managers met with staff and with young people to discuss their learning.

Throughout 2012/13, we reviewed our approach to quality improvement taking into account the improvements in self-evaluation in our schools and nurseries. In January 2013, we held a conference for all senior managers sharing good practice in approaches to quality improvement.

Thirty senior managers completed the second Aspiring Heads programme. Twenty-eight principal teachers/Faculty Heads successfully completed the Middle Managers course with a further thirty in the second cohort.

In 2012/13, 33 nursery heads and deposes from our own nurseries and partnership nurseries completed the Early Years Leadership programme. A total of 77 heads and deposes have now completed this programme.

‘ I found the course to be enjoyable, thought-provoking and an opportunity to reflect on my leadership. Ultimately this has and will continue to impact on the children, parents and staff.

**Nursery head** 

As part of our approach to widening access to university, two secondary schools participated in leadership programme for senior pupils. The programme is run by the ESP Team in partnership with Strathclyde University and is supported by students from the Business School. Sixteen young people participated in the programme and as one of their assignments led information sessions on HE Institutions with over 60 S2/3 pupils from their schools.

‘ Our students will be running a widening access programme with senior school pupils, and those senior school pupils will then go on to run a widening access programme with the younger pupils in their school. I think it’s also good that our Strathclyde students are gaining accreditation for work that they are doing that allows the pupils in the school to gain a qualification. And I think it’s quite nice that this is vocational education with Glasgow City Council. And quite often we would work with areas of the council’s education department that are more geared towards university and higher education. And it’s nice to hear that distinction between vocational education and higher education doesn’t really exist, and there should be more fluency between them.’

**Staff member** 

Strathclyde University  @UniStrathclyde 

Twenty four secondary schools in Glasgow had young people participating in the Mark Scott Leadership for Life Award.

‘ I would say that it improved your teamwork, organisation, and leadership skills. Gives you an idea of how to plan and work from scratch therefore preparing you for the future.

**Kyle** 

King’s Park Secondary School



“ I learnt that it [bigotry] promotes prejudice, intolerance and hinders human progress.

Dan

Cleveden Secondary School 🐦 @ClevedenS

We continued to experience financial challenges throughout 2012/13, but despite this, Education Services' expenditure remained within budget. The profile of the Education Services' budget over the last four years is as follows:

	2009/10	2010/11	2011/12	2012/13
<b>Net Expenditure</b>	<b>£494.43m</b>	<b>£494.41m</b>	<b>£479.59m</b>	<b>£481.54m</b>

In 2012/13, we continued to invest in capital projects. The pre-12 strategy was completed with the closure of the St Peter's and Notre Dame Primary Schools' buildings in June 2013. The children from both schools moved to their beautiful new refurbished and extended new Notre Dame Primary School in the former Dowanhill Primary School building. They were joined there by the new Elie Street Nursery which was formerly Anderson Nursery School.

Planning started on the ambitious five year improvement programme to refurbish or rebuild the remainder of the Education estate. In April 13, work started across the city. The Council has committed £250 million with £40 million to be spent in the first year.

## **How Good Can We Be?**

In 2012/13, we accomplished much of what we set out to achieve. We have continued the strong improving pattern of performance in attendance, attainment, achievement, evaluations in inspections, exclusions and positive destinations. We are particularly pleased with the notable increase in the proportion of school leavers going to higher education. This is very strong evidence that our work to raise expectations and widen access to higher education is working.

We have sustained the proportion of young people achieving five or more awards at level 3 and close scrutiny of the reasons behind why around 7% did not, reveal a wide range of reasons which included English as an additional language and health issues. However, most had become disengaged with school at an earlier stage. This requires us to engage earlier with these young people to ensure that they achieve as many qualifications as possible.

More young people than ever before are achieving SQA qualifications which enable them to have more choices in their future careers.

It was also pleasing to note that for the first time all evaluations from Education Scotland inspections were satisfactory or better, although there was a decrease in the proportion of very good or excellent. Closer scrutiny revealed that this was as a result of increased expectations from HM Inspectors around the curriculum and improvement through self-evaluation.

There remains headroom for further improvement. 'Good is not good enough' for our children and young people. We need to continue to raise our expectations about what our children and young people achieve and the quality of learning and teaching we deliver. We need to maintain a zero tolerance for provision which results in 'weak' outcomes for children and young people in Glasgow and develop a zero tolerance for that which results in 'satisfactory' outcomes.



In 2013/14, we will

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

We will do this by

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

We will continue to deliver high quality staff development which focuses on learning and teaching. We will continue to deliver Improving Our Classrooms to more primary teachers in 2013/14.

In 2012/13, we developed an early years version Improving Our Playrooms targeted at Child Development Team Leaders. This will continue in 2013/14. In addition, we will deliver a secondary version of Improving Our Classrooms. These programmes are being developed and delivered by quality improvement officers and senior managers from schools and nurseries in the city. They will be completed and evaluated in 2013/14.

Throughout 2012/13, we continued to work in partnership in Glasgow and Strathclyde Universities to improve the way in which early teacher education is delivered. The reference group chaired by Professor Graham Donaldson drove forward developments which enabled Education Services along with the universities to be at the forefront of delivering the recommendations from Teaching Scotland's Future.

We benefited from additional national funding to allow us to work with Glasgow and Strathclyde Universities to develop innovative ways in which teachers can achieve masters' accreditation. This work will be continued in 2013/14 when the first cohort of teachers will be supported to achieve masters' modules.

‘ Very impressive improvements and I do think that Glasgow is in the vanguard of showing how it can be done.

I want to make sure that those who aren't doing as well as you learn from what you are doing.

**Michael Russell MSP**

Cabinet Secretary for Education and Lifelong Learning

 @Feorlean





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