



SQR

**STANDARDS AND QUALITY REPORT
2014-2015**

glasgow city council education services

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

STANDARDS AND QUALITY REPORT 2014-2015

Contents

Foreword	<i>page 1</i>
Introduction	<i>page 2</i>
Vision, values and aims	<i>page 3</i>
Context of city	<i>page 4</i>
Key Achievements	<i>page 5-6</i>
How well do children and young people learn and achieve?	<i>page 7</i>
Exclusions	<i>page 8</i>
Performance in SQA Examinations	<i>page 9</i>
Attainment of looked after young people	<i>page 14</i>
Wider Achievement	<i>page 16</i>
Enterprise in Education activities	<i>page 18</i>
Science, Technology, Engineering and Maths (STEM)	<i>page 21</i>
How well do we support our children and young people to develop and learn?	<i>page 23</i>
How well do we improve the quality of our work?	<i>page 30</i>
Improving the infrastructure	<i>page 33</i>
How good can we be?	<i>page 34</i>

Standards and Quality Report 2014-15



Foreword

I am absolutely delighted to endorse my first Standards and Quality Report for Education Services in my new role as Executive Member for Children, Young People & Lifelong Learning.

My title embodies all the elements that are at the very heart of education in our wonderful city – children, young people and lifelong learning.

I am passionate about this city, the council and our citizens and as a former lecturer, I am passionate about the education of every child and young person in Glasgow.

Attainment and achievement is at an all-time high in the city, school attendance is up and exclusions are down – this is all due to the commitment and dedication of teachers, school staff and education officials – and of course the pupils!

I'm thrilled to be part of this incredible team and I am loving meeting so many pupils and staff on my school visits.

My aim is to be the voice of education in Glasgow and I will do all that I can to make sure that we continue to meet the needs of every child, offering them the quality education they deserve, regardless of their background or circumstances.

We must also look to extend the lifelong learning experience for our citizens – regardless of age – and I will be using my position to work with further and higher education colleagues to make sure our learners have access to all opportunities our colleges and universities can offer.

We also need to continue to celebrate the many successes in our schools, our pupils' wonderful achievements and be sector-leading in education policy and practice – all of which you will read about in this document.

I will, along with education officials continue to forge and consolidate existing and new partnerships with stakeholders and national policy makers to make sure an education in Glasgow is something to be extremely proud of.

A handwritten signature in blue ink, which appears to read 'Liz Cameron'.

Bailie Liz Cameron
Executive Member for Children, Young People and Lifelong Learning



Introduction

Another year and another incredible set of achievements to celebrate with our young people and school staff across the city.

Our annual Standards and Quality Report is when we take time to reflect on our work and how we are really making an impact and difference to the lives of Glasgow's children, young people and their families.

Our children, with the support of staff and their families, strive to achieve their potential, to be the best they can be. Their attainment and achievement is at an all-time high because of the education and opportunities they are able to access across the city.

Our staff are among the most dedicated and committed in the country and the results in this document speak volumes.

Each year we broaden our partnerships with colleges, universities, business as well as social work, health and third sector partners and this is reaping significant rewards in improving educational standards in the city.

The council is working hard to protect education in the current financial constraints and I appreciated the efforts of everyone connected to education services for their contribution towards making our children the best they can be despite budget pressures.

A handwritten signature in dark ink that reads "Maureen McKenna". The script is fluid and cursive.

Maureen McKenna
Executive Director of Education





Vision, Value, Aims

Glasgow City Council has identified five priority areas. These are to make sure Glasgow has:

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

In Education Services, we want to

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

We aim to

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

Our Key Priorities

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

Context of city

As at May 2014 the estimated population of Glasgow had increased to 599,650 and accounted for 11.2% of the total population of Scotland. In mid-2014, the estimated percentage of people aged under 18 within the authority has remained steady at 18.2% which is slightly less than the national figure of 19.3%.

The estimated percentage of children age 0-4 years in 2014 was 5.8% in Glasgow, similar to the percentage in Scotland, 5.5%.

The number of children aged under 16 years is projected to increase by approximately 16% in the next ten years. For the working age population, there is a projected increase of around 3%, whilst for pensioners; there is a projected increase of approximately 12%.

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 increased by around 1% in the last year against a national increase of around 1.4%. However, unemployment rates decreased slightly at a national level but increased slightly in Glasgow.

Glasgow has the largest proportion of looked after children with approximately 23% of Scotland's looked after children and young people. As at July 2014, Glasgow City had 3504 children looked after. 3236 of these children and young people were looked after in the community and 268 were looked after in residential accommodation.

The percentage of young people whose first language is not English is continuing to increase. In 2014/15, around 11,200 children and young people had English as an additional language which is around 17% of the school population. Approximately 1600 children in local authority nurseries had English as an additional language. There are approximately 140 different languages spoken among our children and young people.

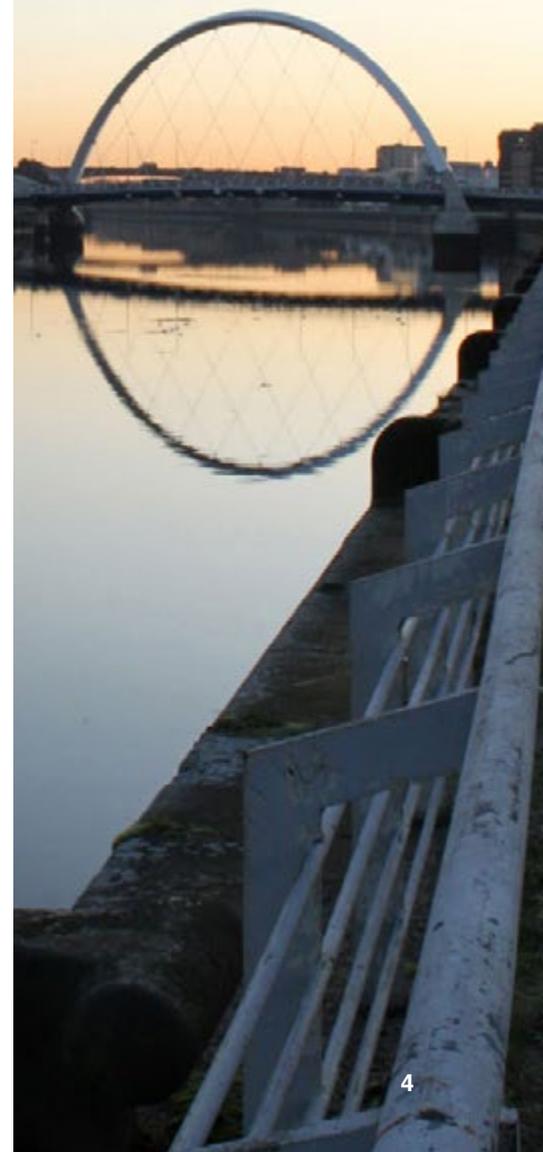
Towards the Nurturing City

*A nurturing city
has schools where...*

"We are listened to."

"We know we are valued."

"We feel we belong."



Key achievements

Attainment has continued to increase. More young people than ever before are gaining Highers. In the last ten years, we have more than doubled the percentage of young people achieving three or more and five or more Highers by the end of S5.

Overall, Glasgow performed better than its virtual comparator authority for all attainment measures. When deprivation was taken into consideration, for the last three years, Glasgow's average tariff score is consistently better than the national figure for young people from the 30% most deprived postcodes and the 10% least deprived postcodes.

Overall exclusions are continuing to decrease. There has been a further 2% reduction in exclusion incidents across all sectors. There has been a further 8% reduction in the number of half days lost to exclusion from 2013/14 to 2014/15. Since 2006/07 when exclusions peaked, there has been a 71% reduction overall.

More young people than ever before are staying on at school beyond S4 – in the last ten years it has increased from 75.5% to 89.6%.

In 2014/15 we had 1603 young people who gained a Leadership qualification/award which is more than 30% of an increase from 2013/14.

Five schools in Glasgow were accredited as Leadership Academies in recognition of the extensive range of sporting opportunities on offer. There are only nine in Scotland and 122 in the UK. St. Mungo's Academy was named runner up in the 2015 'Leadership Academy of the Year' awards.



In the last four years, the number of young people achieving Duke of Edinburgh awards has nearly trebled.

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

Our partnership with schools in Malawi continued to grow with another team of teachers visiting Blantyre to support learning and teaching. Groups of young people from Glasgow went to Malawi to improve school buildings and work alongside Malawian young people.

MCR Pathways, a mentoring project, won the Scottish Mentoring Network “Most Promising Education Project of the Year” 2014 and was runner up in the Herald Society Awards 2014. During 2014/15, MCR Pathways was extended to six secondary schools in the city.

For the third year in a row a Bannerman pupil has won a Tianjin Scholarship to study Mandarin in China for a year, only 10 are awarded each year in Scotland.

10 Glasgow schools achieved a Scottish Social Enterprise Academy Award while 16 gained a Glasgow Social Enterprise Award.

Teacher attendance continues to be very high at nearly 97%.

Over 1200 young people in Glasgow schools achieved the John Muir award in 2014/15. This represents an increase of 24% from the previous year, with 33% being delivered to young people from disadvantaged areas.



How well do children and young people learn and achieve?

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

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



Attendance

Attendance has continued to increase for ASL but attendance in primary and secondary shows a slight decrease. Our schools work very hard to promote the importance of good attendance. We will continue to work with them and with Parent Councils and Forums to improve attendance.

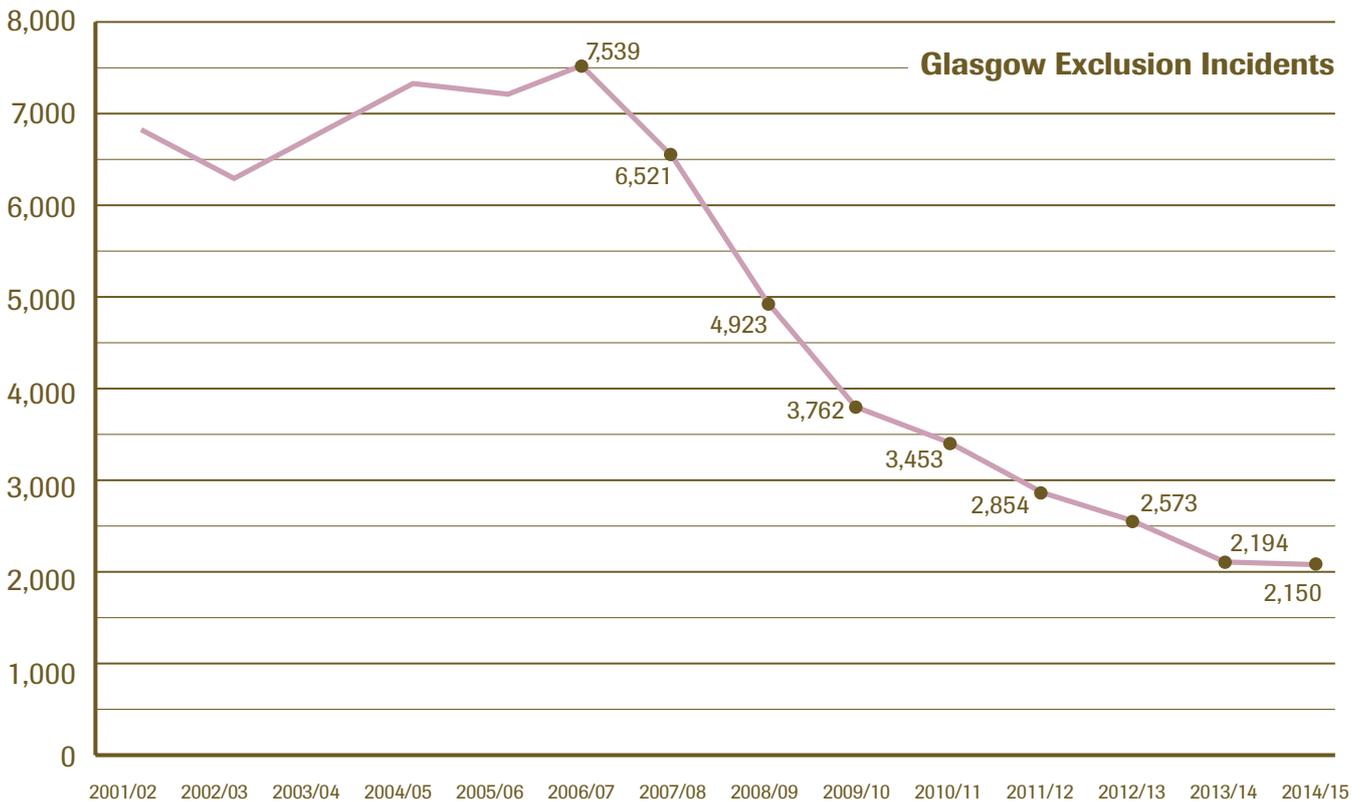
Attendance rates

	2010/11	2011/12	2012/13	2013/14	2014/15
Primary Schools	92.6%	93.8%	93.7%	94.1%	93.9%
Secondary Schools	89.6%	90.8%	91.2%	91.5%	91.1%
ASL Schools	88.3%	88.0%	88.7%	90.1%	90.3%

Exclusions

Overall exclusions are continuing to decrease. There has been a further 2% reduction in exclusion incidents across all sectors. There has been a further 8% reduction in the number of half days lost to exclusion from 2013/14 to 2014/15.

Since 2006/07 when exclusions peaked, there has been a 71% reduction overall.



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

Percentage of pupils who have been excluded

	2011/12	2012/13	2013/14	2014/15
Primary Schools	0.70%	0.65%	0.66%	0.56%
Secondary Schools	4.43%	4.17%	3.63%	3.65%
ASL Schools	6.95%	7.63%	6.43%	5.59%

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

to reflect on the causes of exclusion and consider if there was anything they could have done to avoid exclusion being considered.

Employee attendance rates

	2010/11	2011/12	2012/13	2013/14	2014/15
Teacher	96.2%	96.8%	96.5%	96.2%	96.8%
Other employee	95.3%	95.6%	95.1%	95.1%	94.9%
Education Total	95.8%	96.2%	95.8%	95.8%	96.1%
Council Total	95.7%	96%	95.6%	95.7%	95.5%

Staff attendance is important for us to monitor as staff attendance has an impact on the continuity of children’s learning.

Attendance in Education is better than the Council as a whole. Teacher attendance is consistently high.

Performance in SQA Examinations

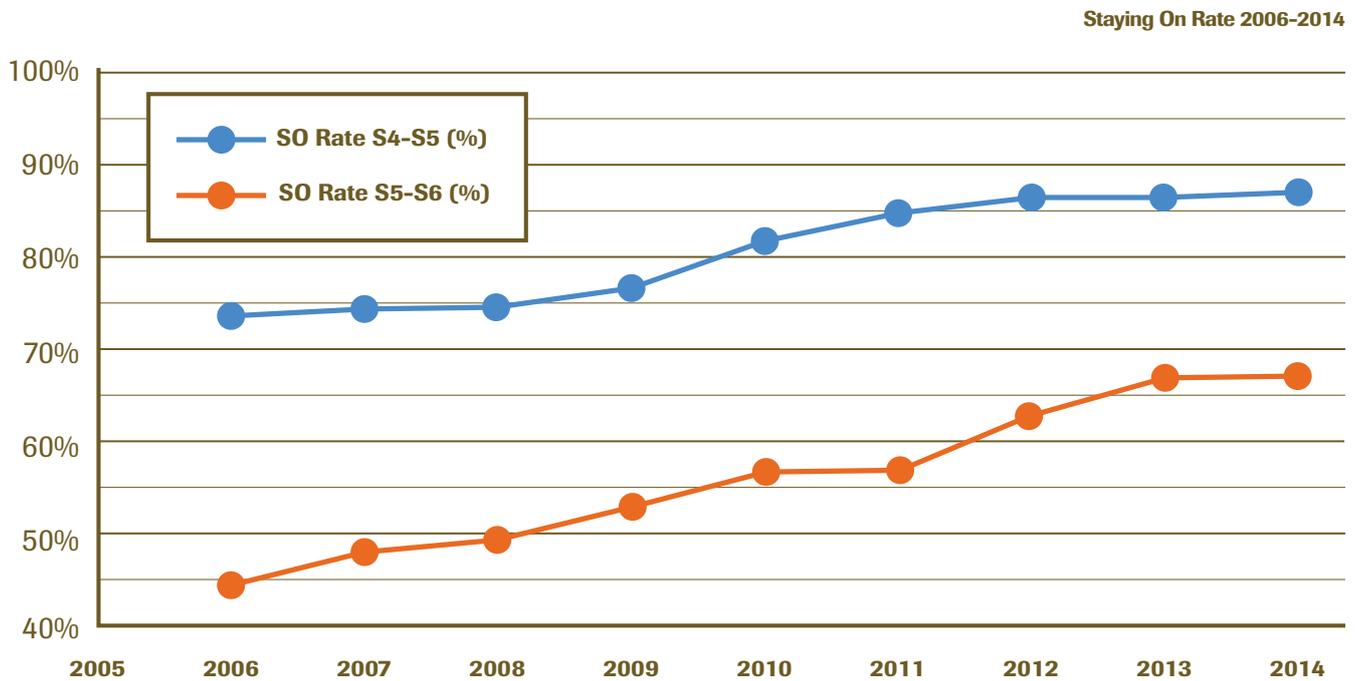
Each year young people in secondary schools sit examinations offered by the Scottish Qualifications Authority (SQA). They sit examinations at the following levels:

Young people achieve qualifications at different stages throughout the senior phase (S4 to S6). In the last few years, under Curriculum for Excellence, secondary schools have been developing their broad general education (S1 to S3). 2013/14 was the first year of the senior phase. In almost all mainstream secondary schools in the city, young people at S4 achieved a range of qualifications at National 3, 4 and 5. One secondary school, with the agreement of parents, had opted to by-pass qualifications at the end of S4 with young people sitting examinations in May of S5. There were also different presentation approaches.

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

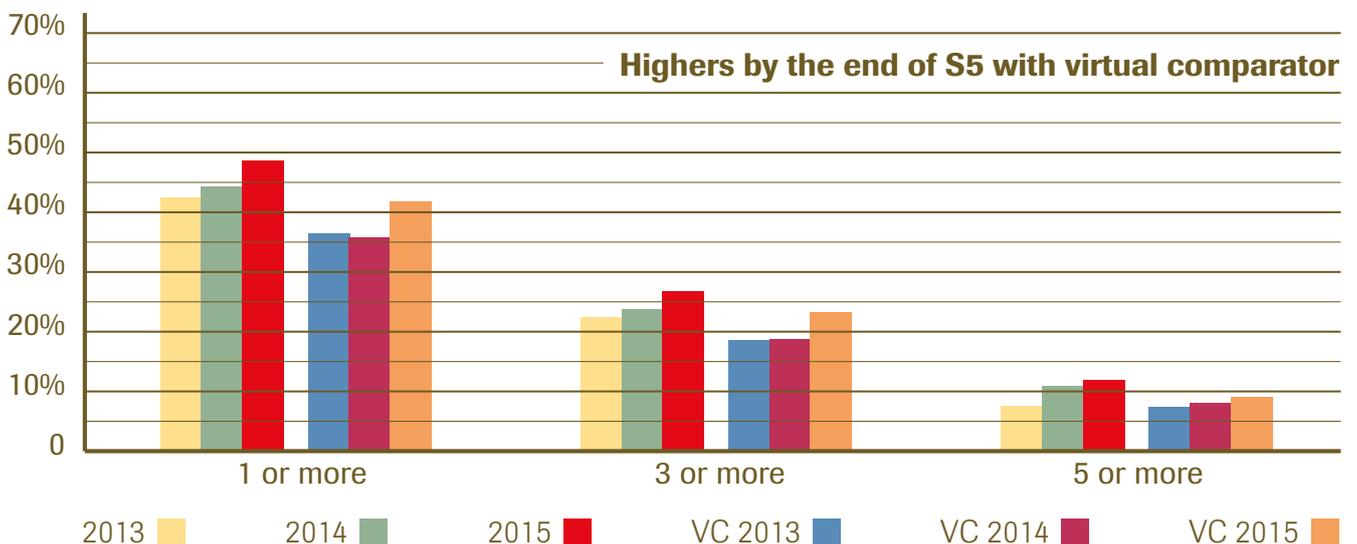
Some young people sat their Highers in S4 and some small groups or individuals by-passed S4 exams in some subjects choosing to focus on Higher at the end of S5. The majority of young people were presented for around six qualifications. It is, therefore, not possible to compare previous years’ performance by the end of S4 with this year’s. It is also challenging to compare Glasgow’s performance by the end of S4 with the national performance due to the different approaches across schools nationally.

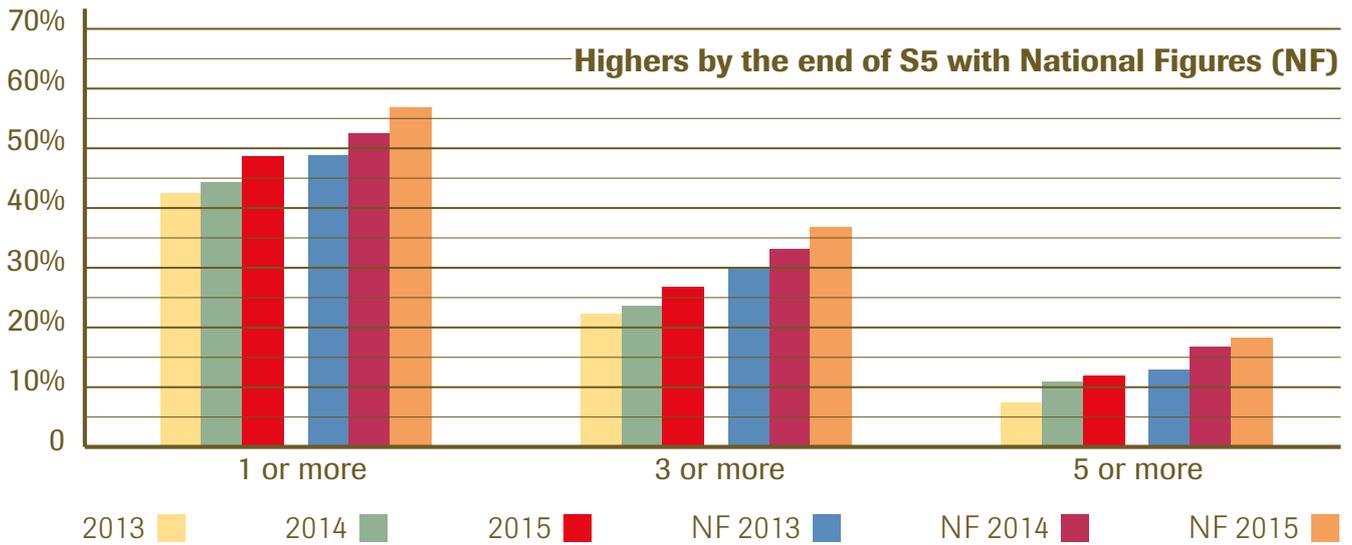
In addition, with nearly 90% of young people now staying on at school beyond S4, it is more appropriate to keep the focus on attainment by the end of S5 and by the end of S6. The graph below shows the increase in the staying on rate from 2006 to 2014.



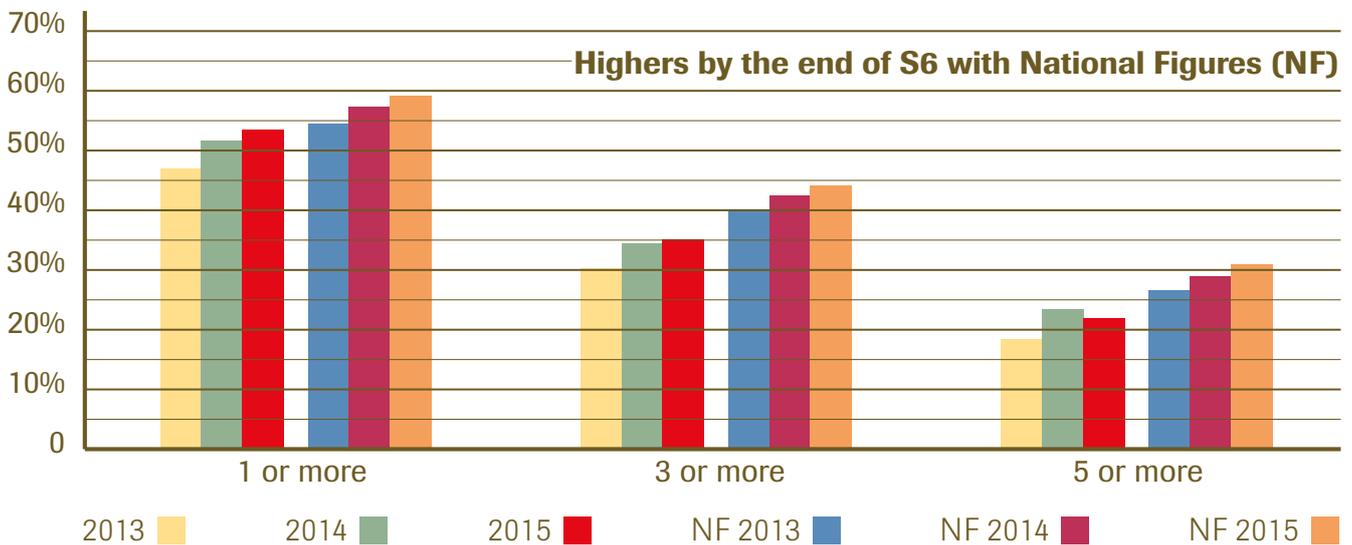
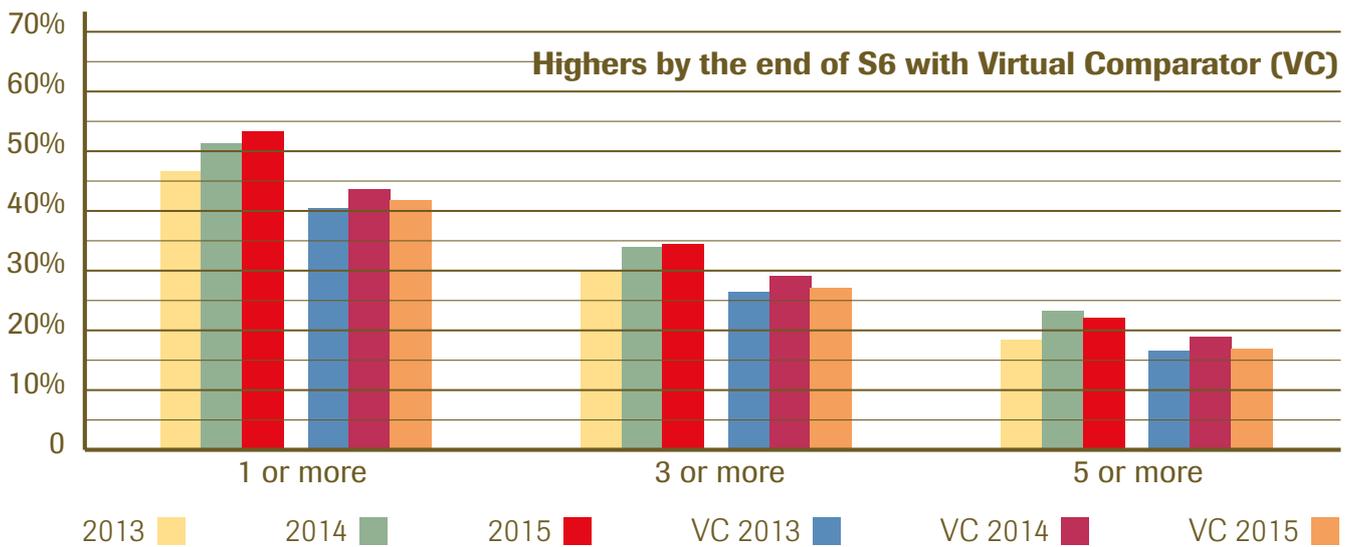
The analysis has been carried out for the city with performance being compared to national figures and to its virtual comparator authority. The virtual comparator authority is found by finding 10 pupils' performance for each Glasgow pupil using their characteristics, such as postcode, gender, additional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

Overall, as the graphs below show, for the number of awards at each level, the city performs better than its virtual comparator and less well than the national figures. The gap between national figures and Glasgow's remains broadly consistent.

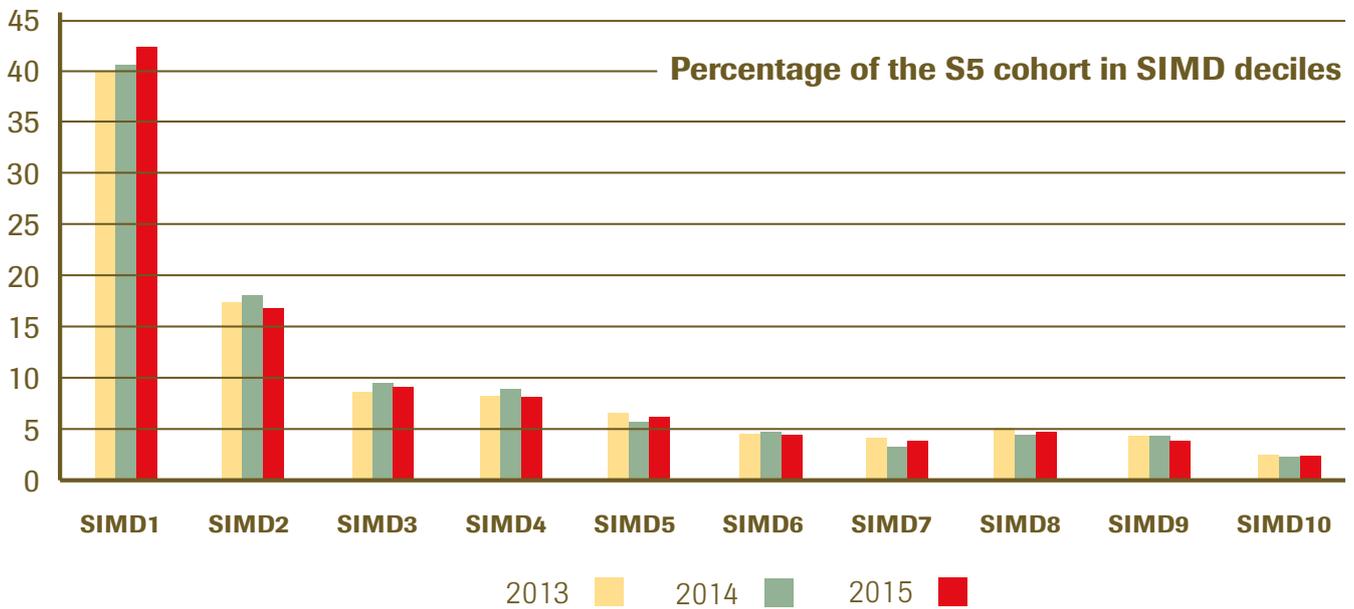




The graphs show that performance by the end of S6 is similar to that of S5, that is, consistently better than the virtual comparator but consistently less well than the national figures. The gap between Glasgow's figures and the national figures did not close.



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

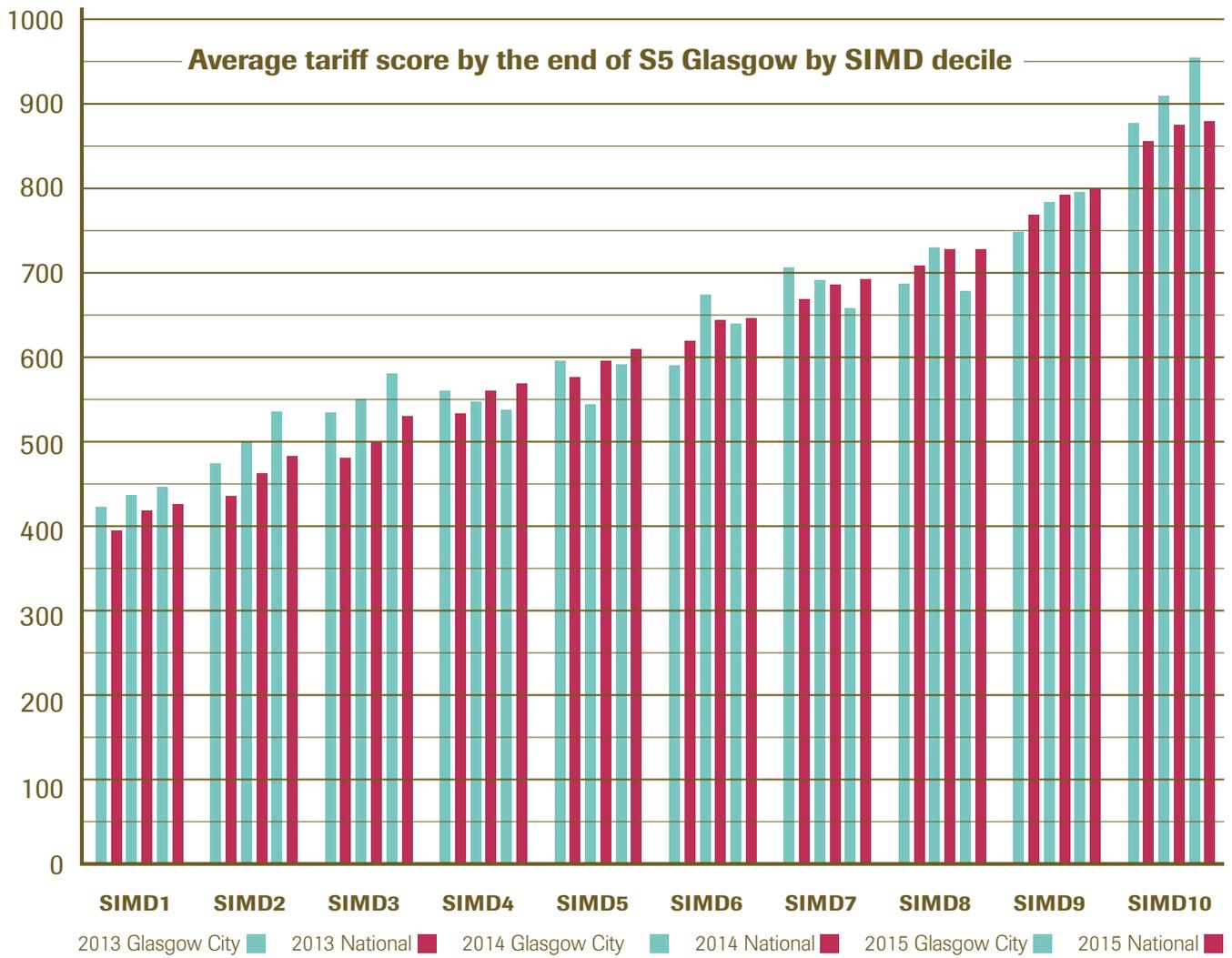


The graph below shows the average tariff score for Glasgow compared to the national average by the end of S5.

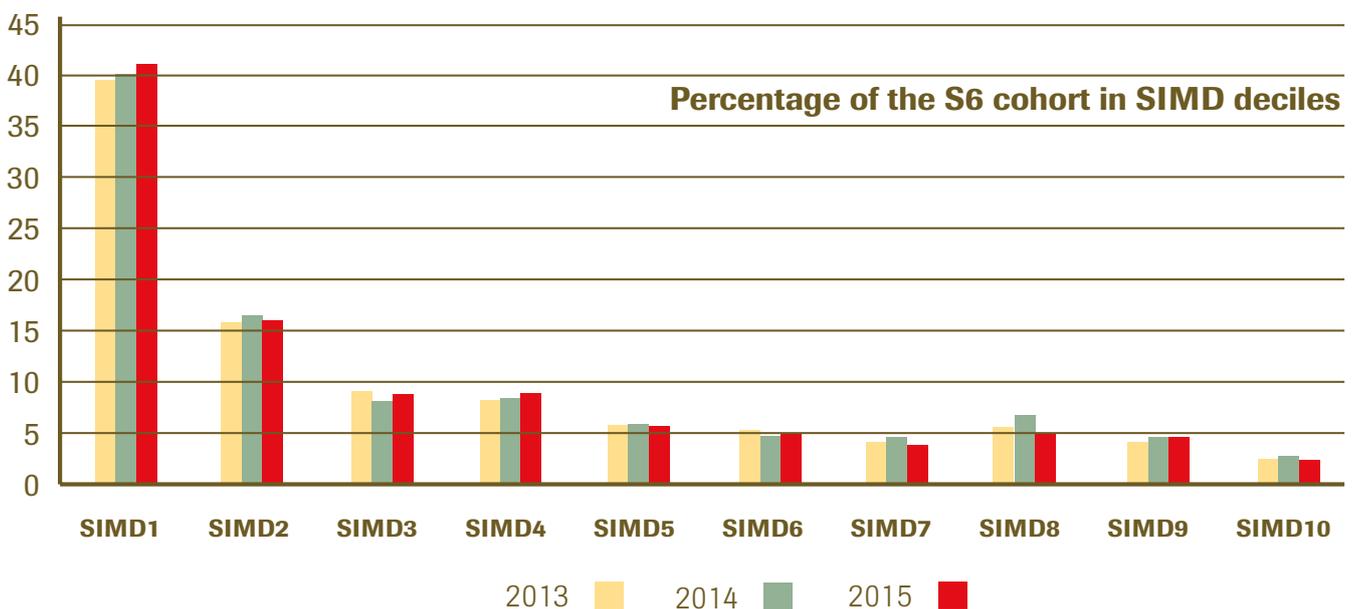
It shows that

- attainment is increasing;
- there remains a link between deprivation and attainment; and
- for the 30% most deprived postcodes and the 10% least deprived postcodes Glasgow performs better than the national average.

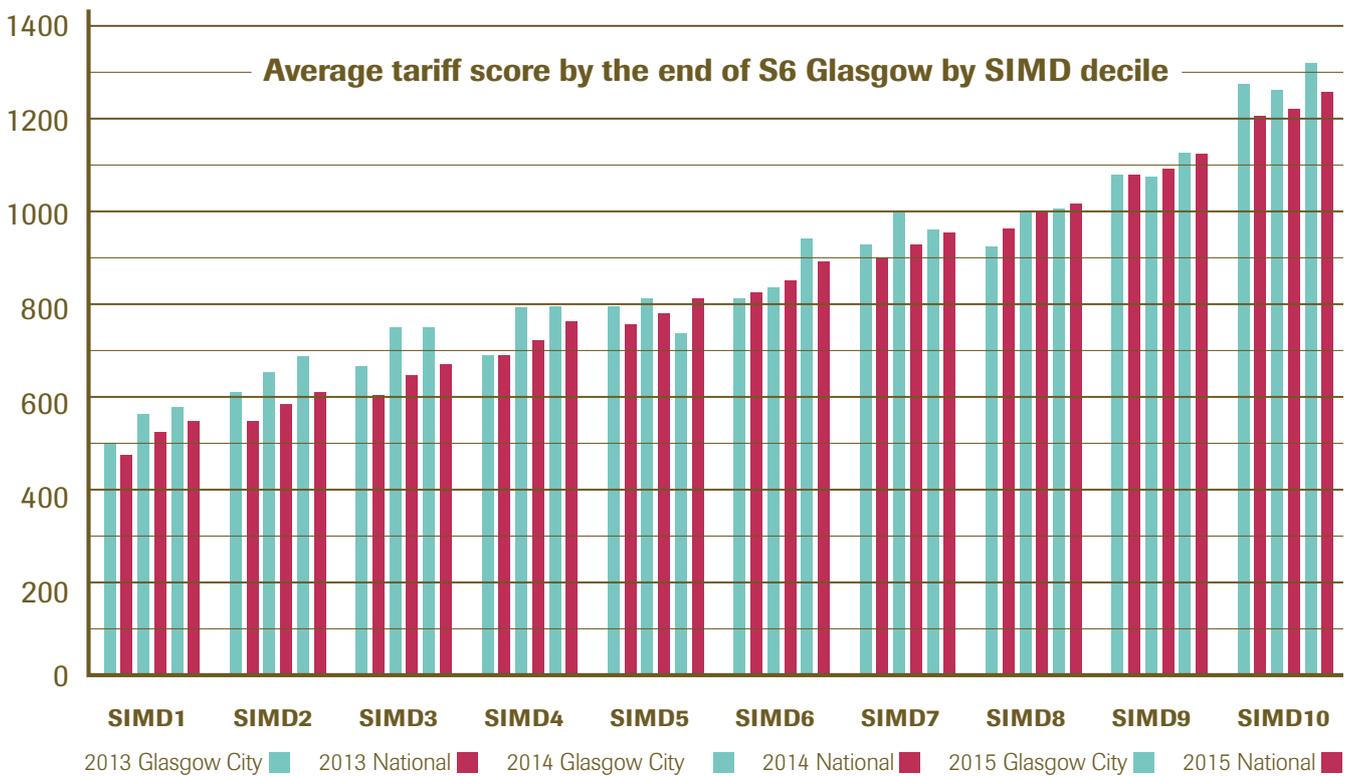
Given that around two thirds of our pupils live in the 30% most deprived postcodes this is a notable achievement.



The spread of S6 pupils across SIMD deciles is similar to S5 with nearly 75% living in SIMD1 to 4. Similar to S5, the graph shows that more young people from the most deprived postcodes are staying on at school for the senior phase.

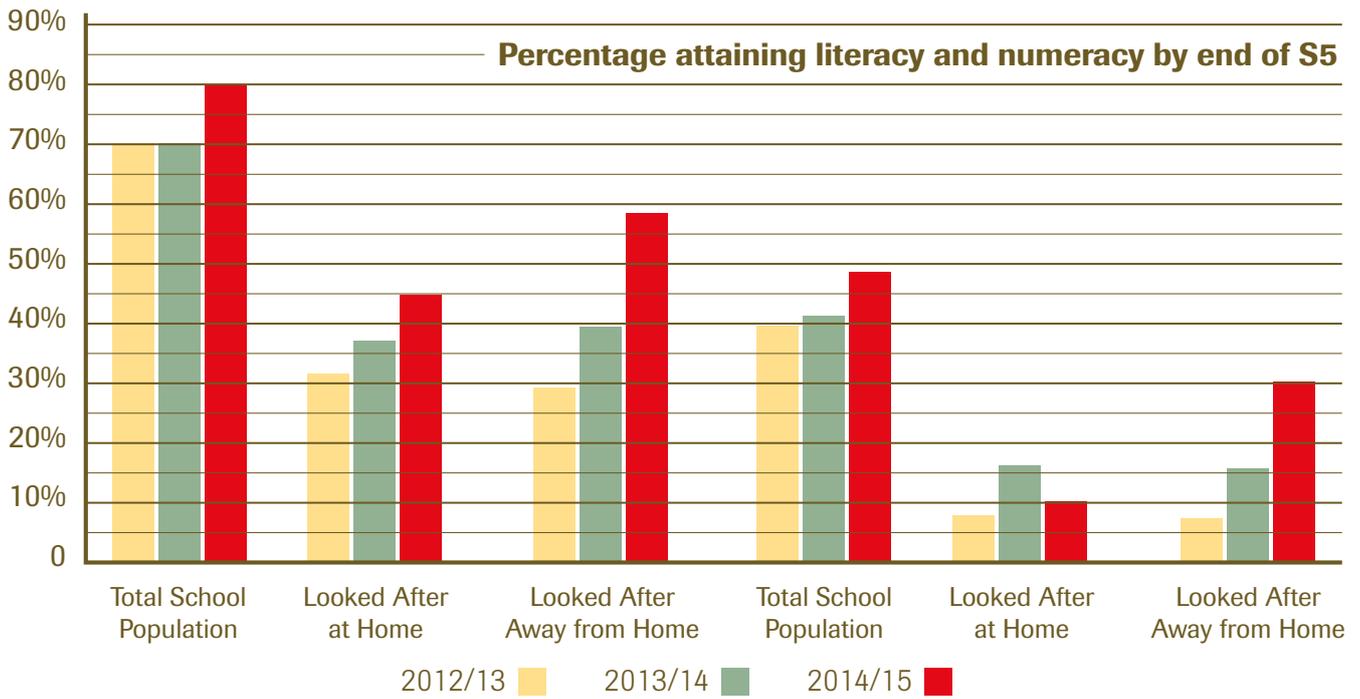


The graph below shows that performance by the end of S6 is even stronger than by the end of S5. Glasgow performs better than both the national figures for SIMD1 to 4 and for SIMD10.

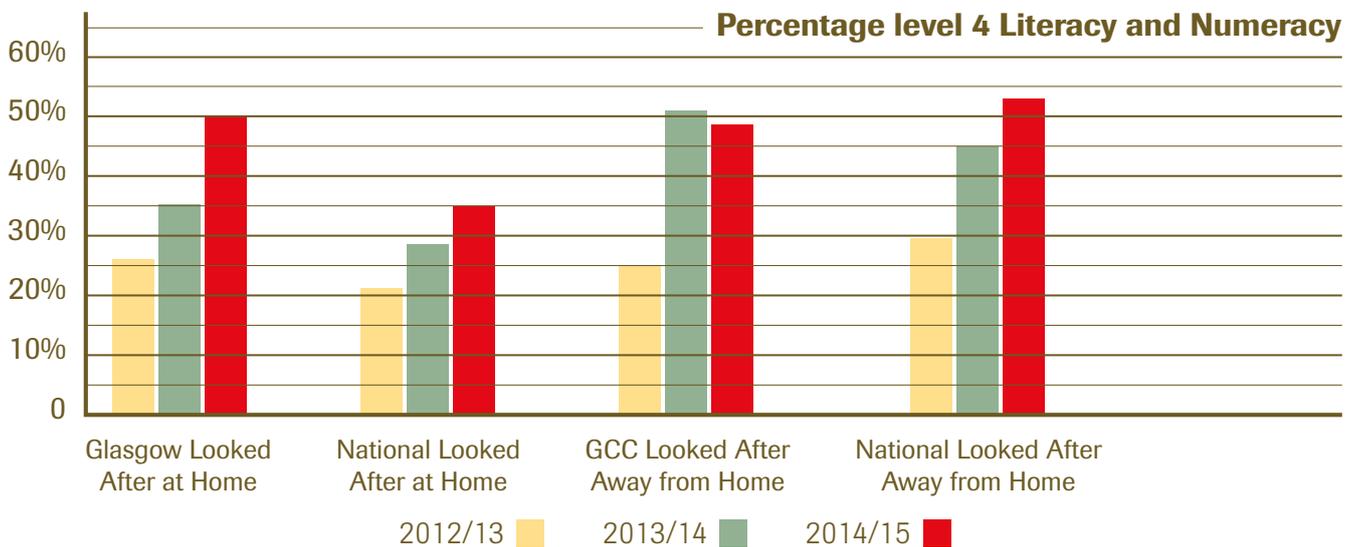


Attainment of looked after young people

We continued to improve our partnership working with colleagues in Social Work Services with a particular focus on looked after young people. Glasgow has the largest proportion of looked after children with around 23% of Scotland’s looked after children and young people. This is in comparison to Glasgow having around 9.7% of Scotland’s general population of children and young people. We, therefore, recognise that we face significant challenges just in terms of the scale. Attainment of looked after young people remained below that of their peers but improved at a faster rate. The graph below shows Glasgow’s performance at SCQF level 4 and 5. It can be seen that performance of those young people looked after at home and away from home improved significantly at level 4 but at level 5 it was more variable.



The graph below shows the performance for young people looked after at SCQF level 4 by the end of S4 in Literacy and Numeracy compared to the national performance for looked after young people. It can be seen that Glasgow’s performance is better than the national figures for the notable numbers of young people looked after at home. However, there remains much headroom for improvement in Glasgow.



Wider Achievement

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

In 2014/15, we had 1603 young people achieved a qualification from **Sports Leader UK Awards** of which 943 (58%) were boys and 660 (42%) were girls. Young people achieve Dance Leadership, Sports Leadership and Young Leaders Awards.



- 541 were SCQF4 Sports Leadership
- 216 were SCQF5 Sports Leadership
- 6 were SCQF6 Sports Leadership (this was a new pilot of the 'Higher' Sports Leadership)
- 173 were SCQF4 Dance Leadership
- 6 were SCQF5 Dance Leadership
- 242 were Young Leaders (S2s)
- 419 were Playmakers (S1s)
- 893 (56%) resided in an area classed in lowest 15% in terms of social deprivation
- 311 (19%) were classed as being of a BME background
- 2500 Leaders in the primary setting (Buddies)

Establishments can apply to Sports Leader UK to become a 'Leadership Academy'. There are only 122 establishments in the UK classed as 'Leadership Academies' with only nine in Scotland. Glasgow now has five Leadership Academies – **Bannerman High School, Drumchapel High School, St. Mungo's Academy, St. Roch's Secondary School** and **Whitehill Secondary School**.



St. Mungo's Academy was runner up as Leadership Academy of the Year 2015.

Active Schools Coordinators continued to work alongside school staff and volunteers to deliver sports sessions. In 2014/15, over 601,000 participant sessions were delivered, a slight increase from 2013/14. Over 900 volunteers delivered out of school hours' activity in our schools. Around 340 were teachers or coaches, 360 were students from local colleagues and universities and 200 were secondary pupils. There are over 180 sports clubs are linked to schools across the city.

In 2014/15, there were over 500 sporting events held in and between schools.

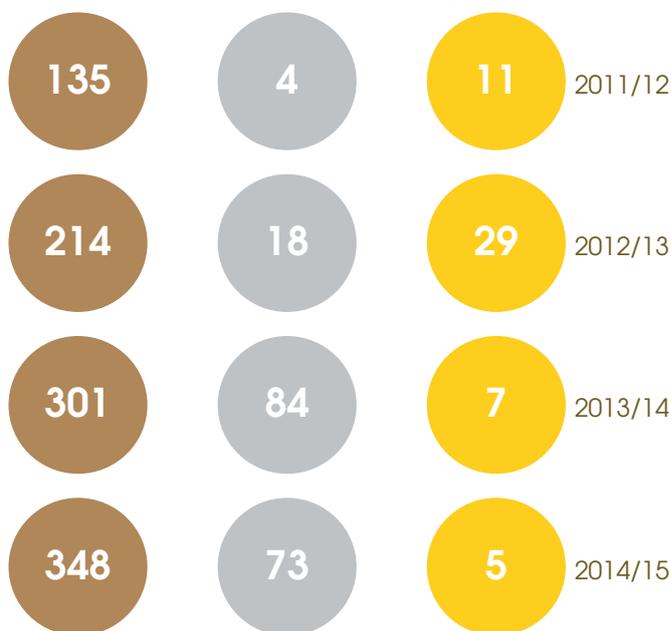
SportScotland introduced **School Sports Gold Awards**. To achieve this, young people in schools must be taking a lead role in designing and promoting sports programmes as well as increasing participation. There are 67 primary and secondary schools that have achieved this award in Scotland – so far, we have six in Glasgow – **Bannerman High School, Drumchapel High School, St. Mungo’s Academy, St. Rose of Lima Primary School, Sandwood Primary School** and **Shawlands Academy**.

Whitehill Secondary School and **Oakgrove Primary School** won **Glasgow’s Sports Schools of the Year 2015**. The judges commented positively on the continued increase in the number of applications and in the improving quality of the applications.




THE DUKE OF EDINBURGH’S AWARD
DUAIS DIÙC DHÙN ÈIDEANN

In the last four years, the number of young people participating in the **Duke of Edinburgh’s Award** has nearly trebled. The number of participants in Duke of Edinburgh dropped from over 1000 to around 850. This drop has been attributed to challenges in having enough leaders and also the costs of registration. Education Services is actively working with Duke of Edinburgh Scotland to mitigate against these challenges. For example, an additional trainer is working in the city to support more leaders. The number of centres increased to 56 which included ASL schools, apprenticeship programmes, employability programmes, community groups and colleges. At an award ceremony held in November 2014, more than 500 young people achieved awards at Bronze, Silver and Gold. This was the largest Duke of Edinburgh’s Award ceremony ever held in Scotland.



Based on year March to April

At the Scottish Education Awards, two awards went to Glasgow schools and staff they were **Teacher of the Year**, and **Learning for Sustainability**.

Young people participated in 2820 work experience placements. 35% took place over a one week duration, 17% were flexible placements. 29% were self-found placements, coordinated by young people themselves with support from their school, and 18% included extended duration, non-term time and placements linked to college vocational provision. 56 young people from the ASL schools completed supported work experience placements with a job coach, working with 38 different employers.

Enterprise in Education Activities

- Ten Glasgow schools achieved a Scottish Social Enterprise Academy Award while 16 gained a Glasgow Social Enterprise Award
- One hundred and fifty young people from 14 schools completed **Determined to Promote - Behind the Noise Programme**. Of the 51 who were planning to leave school 37 were accepted into higher and further education courses in music performance, sound production and business.
- Hollybrook Academy became the first ASL school to complete the course and open the live gigs performing alongside the mainstream schools.
- The **Behind the Noise** (BTN) trainee programme worked with 4 former BTN pupils to deliver their own music event.
- Twenty-six schools took part in Determined to Make Movies 2014 Legacy project. All Saints Secondary School's entry won the Countryside Learning Scotland Film Competition.
- **St. Paul's High School S3 Skills Academy** class worked in partnership with Intofilm, Scottish Mental Health and Bafta to write, storyboard and film their movie *Talk It Out* which was premiered at Cineworld Silverburn.
- There were 37 Princes Trust XL clubs in 23 secondary schools.
- Through **Determined to Help** we supported British Heart Foundation's aim for Scotland to be a nation of Lifesavers with:
 - Fifty schools delivering **Heartstart** programme covering Cardio Pulmonary Resuscitation, bleeding and choking and use of a defibrillator. Four schools have their own defibrillator.
 - ESP staff trained to deliver Heartstart and First Aid Training
 - Bandage15 in partnership with St. Andrew's First Aid piloted in 4 secondary schools to 450 S3 pupils and created 36 Peer Facilitators.
 - Creating Peer Facilitators from our existing school First Aiders will empower them with the skills to train their peers within their school environment. The long term plan would be that the school becomes self-sustainable in its delivery of workshops with St. Andrew's as a point of support.



2014/15 continued to increase our city's desire to mentor our care experienced and most vulnerable young people via the **MCR Pathways Programme**. By June 2015, we had over 600 volunteer registrations of interest and 280 trained mentors. Given the early evidence of improved attainment and destination outcomes across the six initial schools we are planning to expand the programme to all 30 secondary schools across the city over the next 2 to 3 years. A significant number of organisations including the Scottish Funding Council, Glasgow Life and the Wheatley Group partnered with the programme to encourage staff participation and scoping of additional young people opportunities.

Through positive working with our college partners 37 young people on our schools' scholarship programme successfully completed a National Certificate course in 2014/15 and then progressed onto a positive destination. With the exception of the two young people in part-time employment, they all continued to study or train in their respective vocational areas. Of those moving into higher education eight were studying at HND level and two at HNC level. 15 young people progressed on to other full time college courses.

Wheatley Group worked with a small number of secondary schools in the East of the city to offer housing qualifications to young people as part of their senior phase.

One hundred and eighty-five pupils from 11 secondary schools participated in this year's **Culinary Excellence** programme. Culinary Excellence is open to young people in S4/5/S6 who are studying Hospitality at National 5 level. The programme offers young people an extended work placement in one of our partner hotels and restaurants undertaking both front of house and kitchen experience. The programme includes EVIP students who can be hard to engage but with support they are able to gain valuable life, employability skills and further education. This year's partners have offered various roles in part time employment to our students. 2016 will be the Culinary Excellence programmes 20th year in operation.



The 27th January 2015 marked the 70th anniversary of the liberation of Auschwitz so Holocaust Memorial Day (HMD) took on a special significance. We had two international speakers visiting schools and taking part in our **Glasgow Schools Holocaust Memorial** in the City Chambers. Ella Weissberger who was one of only 100 children to survive the Terezin camp and Hasan Hasanovic a Serbian survivor of the atrocities in Bosnia.

Over the course of the week:

- 1,295 pupils participated in the film programme at the GFT to support Holocaust Education in schools
- 684 pupils heard direct testimony from Holocaust or genocide survivors
- 380 pupils attended the Glasgow Schools Holocaust Memorial in the City Chambers.

The City Chambers event was hosted by two young people from Whitehill Secondary School and as well as our guest speakers there were presentations from Govan High School, Whitehill Secondary School, Holyrood Secondary School, St. Thomas' Primary School, East40, Bankhead Primary School and the Glasgow String Ensemble.

HMDT commissioned Sir Anish Kapoor to design and create 70 special candles to mark the 70th anniversary. One of candles was lit at the Glasgow event. The candle is now in the collection at St. Mungo's Museum of Religious Life and Art.

These are some examples of work in schools:

- Cleveden Secondary School hosted the *Gathering the Voices* exhibition sharing stories of Holocaust and Kinder transport survivors who settled in Scotland and made their lives here. Exhibition and website allows the survivors to tell their own stories both of the Holocaust and life in Scotland afterwards. They also invited local primary schools in to the exhibition
- Carmyle Primary School – Primary 7's topic was on the on Holocaust with reference to Anne Frank, her impact on their lives and the impact of the DVD 'Paperclips' which shows a school in Whitwell, Tennessee creating a Holocaust Memorial. Primary 7 created their own memorial to remember the six million Jews who perished at the hands of the Nazis. Pupils then collected bottle tops and made a mural entitled 'Butterflies and Bottle Tops' with their message of peace and remembrance.
- First year pupils in Holyrood Secondary School worked on a dramatization of an excerpt from *The Boy in the Striped Pyjamas* which they shared at assemblies throughout the week and at the Glasgow Schools HMD event.
- Fifth and sixth year pupils at Whitehill Secondary School held assemblies across the school during HMD week based on the theme *Keep the Memory Alive* and have issued their own Facebook challenge to find the name of a Holocaust survivor to light a candle in their name and pledge to keep the memory alive.
- Young people from Govan High School visited Auschwitz-Berkeinau in October 2014 and shared their experiences with young people across the school.

We have been working towards all secondary schools in the city hosting the Anne Frank Exhibition in their schools over a three year period and by the end of this academic year we achieved this. S2 pupils were trained and guides and then over a two week period conduct tours of the exhibition for their school and primary schools in their area telling Anne's story. They also become Anne Frank Ambassadors to lead workshops in their local primary schools for P6 pupils.

Learning for Sustainability



GLASGOW GREEN YEAR 2015

Glasgow celebrated its first **Green Year** during 2015, and Glasgow schools continued to demonstrate innovative and sector leading approaches to Learning for Sustainability.

Croftcroighn Primary School won the Learning for Sustainability award at the Scottish Education Awards 2015. Since the creation of a sustainable schools award in 2008, Glasgow schools have won it 4 out of 8 times, and have also had a number of shortlisted finalists.

Over 1,200 young people in Glasgow schools achieved the **John Muir Award** in 2014/15. This represents an increase of 24% from the previous year, with 33% being delivered to young people from disadvantaged areas.

During Fair Trade fortnight 2015, over 500 young people came together on the 23rd Feb in the City Chambers to work on approaches to Fair Trade education, as well as hearing from a fair trade cotton producer from Mauritius.

One hundred and forty-two of Glasgow City Council schools/nurseries have current green flag awards, with 280 registered with Eco Schools.

STEM (Science Technology Engineering Maths)

Hillpark learning community were selected as one of five clusters across Scotland to take part in Education Scotland's **STEM** cluster programme. This two year programme supports a collaborative approach to developing STEM skills and knowledge from 3-18, with inputs from industry and external partners. The project will run until June 2016.

Twenty-two schools took part in the **Mini Game Jam**. The Mini Game Jam is a collaborative event to introduce young people to computer coding through the use of Scratch, a modular coding programme developed by MIT. Two hundred and fifty-six young people took part in five local events with the final being held in the Glasgow Clyde College Cardonald Campus.

Over 19,000 young people from Glasgow primary schools had a free visit to the Glasgow Science Centre, through funding from the Council. This offer was expanded to ASL secondary schools during 2014/15.

Go 4 Set – 13 secondary schools took place in the Go 4 Set programme, delivered in partnership with Viridor and the Engineering Development Trust. This is a 10 week long programme that develops STEM skills and links school with engineering firms.

Education services initiated the development of the **Allan Glen's STEM academy**, an innovative project to bring together schools, colleges, universities and industry to develop new approaches to STEM education, and to support young people in pathways into STEM careers or further study. The Stem academy will be housed within the City of Glasgow College and will open late 2016.



Leavers' Destinations

This year for the first time Glasgow's positive destinations were over 90%, at 90.3%. This is based on 4,592 school leavers. We have yet again increased the proportion of school leavers going to higher education and for the fourth year in a row it is where the largest proportion of our leavers goes. This is commendable and aligns with our success in raising attainment and expectations for all Glasgow's young people. The proportion going to further education increased for the first time following four years of decline. Our unemployed seeking was at the lowest level yet.

	Total Number of Leavers	Positive Destination	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed Not Seeking	Unknown
2009/10	4841	84.1%	27.3%	29.0%	10.3%	17.2%	0.3%	-	13.1%	1.6%	1.2%
2010/11	4750	86.4%	28.3%	28.5%	10.1%	18.4%	0.6%	0.5%	11.9%	1.2%	0.5%
2011/12	4411	87.6%	29.3%	28.3%	9.0%	19.3%	0.5%	1.1%	10.6%	1.3%	0.5%
2012/13	4572	89.2%	31.4%	27.4%	8.2%	18.6%	0.6%	3.0%	9.5%	1.0%	0.3%
2013/14	4752	89.7%	32.8%	26.5%	7.2%	20.6%	0.7%	2.1%	8.8%	1.1%	0.3%
2014/15	4592	90.3%	33.9%	28.4%	7.6%	19.1%	0.3%	1%	7.3%	1.3%	1.1%

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

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

For several years now Glasgow has been nationally recognised as a centre of good practice in relation to our work with nurture groups, nurture corners, nurture bases and enhanced nurture. These resources in primary schools, nurseries and secondary schools offer additional targeted support to some of our most vulnerable children and young people and research is evidencing good longer term outcomes for those who receive this support. We recognise, however, that the principles which underpin a nurturing approach are applicable across all our establishments and form a strong basis on which to build effective interventions for all our children and young people. Hence, within our vision of becoming the Nurturing City it is our expectation that all children and young people are educated in learning environments that are nurturing and inclusive.

Practitioners and senior managers within our nurture corners, groups and bases are supported by a comprehensive training and coaching programme run by the Nurture Training Officer. The introductory four day training programme has been accredited during this session by both the General Teaching Council for Scotland and by Glasgow Caledonian University. This training is supported by Glasgow Psychological Service to ensure all nurture practitioners have an understanding of attachment theory and how this informs our understanding of children's social and emotional development. The Nurture Training Officer also co-ordinates a very successful annual conference, attended this session by over 300 Glasgow practitioners. As well as an inspiring keynote address from Dr Suzanne Zeedyk workshops focused on how we nurture parents and ourselves as front line practitioners. The feedback from this conference was very positive and will inform planning for future training. Training has been delivered to around 1500 Glasgow staff and around 700 staff from other local authorities.

In 2014/15 we launched the **Let's Get Busy Together** pack of parent support materials has been specifically developed by a group of early years practitioners in Glasgow to further support the work being carried out in our early years corners. The full involvement of parents in nurture support, at all levels, contributes to its success. Nursery staff are increasingly becoming skilled at working with a range of different partners, including parents, to develop nurturing approaches for all children. The pack provides simple, fun and exciting activities for parents, carers and children to engage with and allows them to continue a nurturing approach in the home setting, supporting parents/carers involvement with their young child's early learning and development. The pack links home based activities with Nurture Corner targets within the Early Level of Curriculum for Excellence.



It can be accessed at <http://www.goglasgow.org.uk/pages/show/1948>

Nurturing Me, a GIRFEC tool, was developed by Glasgow Psychological Service in partnership with Inverclyde Educational Psychology Service during session 2014/15 using funding awarded from Education Scotland.

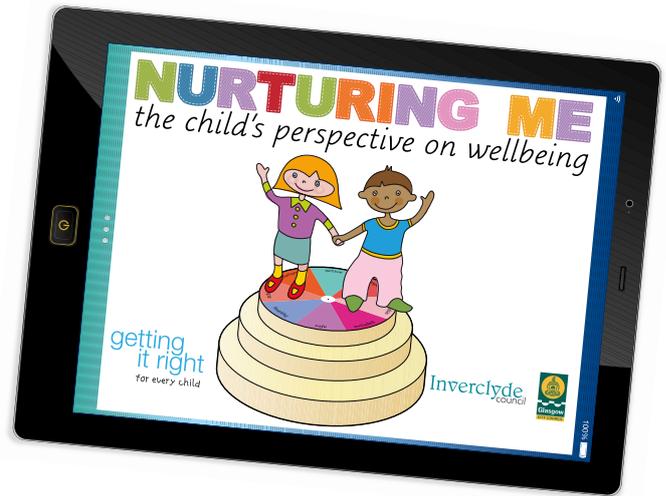
The main purpose of this tool is to allow a child/young person to have their voice heard in relation to their views about their own wellbeing.

Nurturing Me is a mediated tool which uses concrete materials and it is designed to be used by the child/young person in conjunction

with a known adult with whom they have a trusting relationship. The tool

allows children and young people to identify key people in their lives alongside their perspective on the closeness and importance of that relationship. The tool has been launched as a publically available app and can be downloaded at <https://play.google.com/store/apps/details?id=air.com.nurturingme>

or at <https://itunes.apple.com/us/app/nurturing-me/id988369996?ls=1&mt=8>



The continued improvement in attainment and wider achievement, reduction of exclusions and continued embedding of nurture across our schools and nurseries demonstrates that we are making good progress towards becoming a nurturing city. Our work on values and global citizenship embedding the UNCRC Rights of the Child is making a strong contribution to us becoming a nurturing city. Children and young people are increasingly taking leadership roles and playing an active part in the life of schools, nurseries and local communities.

**growing
goodcitizens
in glasgow**



Our **Growing Good Citizens in Glasgow**

strategy continues to develop with an additional 62 establishments participating in developing whole school approaches to ensure children and young people across the city experience their entitlements to learning for sustainability.

The bespoke reflection tool developed last year is being used well in a significant number of establishments. This has been well received by

schools and partnership nurseries. Citizenship coordinators are benefitting from specialized training in child rights, global citizenship and outdoor learning to provide quality experiences for children and young people. The Growing Good Citizens accreditation will be formally launched next session.

As part of the **Teach Global Ambassadors** project Education Services representatives presented their strategic approach to promoting global citizenship at an international seminar in Lithuania in June 2015. This was attended by other Scottish local authorities who commented on the high level of pupil participation that was clear in our strategic approach and in providing practical resources to benefit learners in exploring real life issues that motivate and inspire.

Ten schools were supported through a Games legacy project in partnership with BT and Unicef to work towards achieving the **Rights Respecting Schools** award. Nine of the ten schools achieved their recognition of commitment in record time. This was the most impressive outcome of all the UK groups taking part in this challenge and once again demonstrates the commitment of staff to ensure that children and young people are well supported to know their rights and act to make sure everyone can enjoy their rights.



In 2014/15 the theme of the annual **Talk2Gather** event was learning for sustainability. 262 staff, children and young people shared their experiences of exploring themes of equity and equality both locally and globally. There was a broad range of activities from reducing food waste to using the local area with parents as learning partners.

We were also successful in securing funding to promote our Talk2Gather approach to pupil voice, participation and active citizenship across other local authorities.

All probationer teachers benefitted from specialist input and guided professional enquiry about global citizenship. Examples of their planning and evaluations clearly demonstrated that children and young people had benefitted from quality learning experiences exploring real life and real world issues, gaining confidence and insight.

Twenty-two teachers joined the 2014/15 cohort for the **Global Storylines** course, accredited by the General Teaching Council Scotland. Children are highly motivated by the methods used to explore complex issues through this creative teaching approach. They develop skills to think critically and discuss confidently. Parents and carers

comment positively on the motivation and improvement in their children's confidence. We now have over 80 teachers who have been trained in this approach. A quarter of the group has attained professional recognition in global citizenship. 12 teachers also volunteered to present their work in Global Storylines at the 6th International Storyline Conference in Glasgow in March 2015, demonstrating their increased professional confidence and the value of an approach that has a positive influence on how children learn.



John Paul II Primary School won the **Trades House Citizenship Award**. The award continues to be well supported in schools across the city enabling communities to celebrate the ways in which they work in partnership and harmony to develop citizenship in their local area.

International Education across Education Services continues to offer young people opportunities to learn in conjunction with their peers across the world and to support their learning and attainment within the curriculum. Glasgow continues to be recognised as a lead Local Authority for international engagement across the UK and funding acquired from participation in British Council programmes continues to play a significant role in the development of international education across the City.

Developing the Inclusive legacy of the Glasgow 2014 has involved sustained engagement with the **Connecting Classrooms** programme. Holy Cross Primary School, Shawlands Primary School, St. Albert's Primary School and Bellahouston Academy have continued their links with Pakistani partner schools, strengthened the links with both the Scottish and Pakistani community through their educational activities and 7 teaching staff from Education Services have now taken part in visits to partner schools in Islamabad. The Consul General for Pakistan continues to commend the city for its engagement with this global education programme. Other schools: John Paul Academy, St. Paul's High School, Carmunnock Primary School and Oakgrove Primary School have sustained their links with Glasgow's partner local Authority in Trinidad and Tobago with partner teachers continuing visits to our schools. Other partnerships involving Commonwealth Countries including those with India, Ghana, South Africa, Namibia and Kenya are continuing to inform and support the global learning of young people in our schools through participation in Connecting Classrooms. We are linked with over 120 countries worldwide.

2015 saw many of our teaching staff securing **KA1 Erasmus Plus** funding to extend their professional skills in European partner schools and Glasgow's key developments in International education have been presented to practitioners nationally and internationally in Washington, Turin, Berlin, Barcelona and Nuremberg.

A national newspaper featured UK best practice eTwinning case studies and **St. Clare's Primary School** was identified as one of the lead schools across the UK in eTwinning. Glasgow has led the way in Scotland in the strategic development of eTwinning to support teaching and learning and five schools' developments in eTwinning evaluated by Education Scotland now feature on the national 'Learners International' website. Glasgow has played a leading role in developing a strategic mentoring role for international education using eTwinning Ambassadors and Leaders of International learning. This has informed the Education Scotland Transformative Change approach to support national school improvement. We have supported high profile visits to Glasgow from Aix Marseille, British Council Palestine, and a visit of Government ministers from PK Province Pakistan. International Education has also strengthened links with Glasgow's formally twinned twin cities Nuremberg and Marseille, through our involvement with the EU Education programme Erasmus Plus and our funded partnership with Nuremberg and Maastricht to develop young people's employability skills across three European cities was presented at the UK 2015 National Erasmus Plus conference in Edinburgh.

Our **Malawi Leaders of Learning (MLOL)** project continued to grow in 2014/15. Since June 2012, we have sent out a total of 35 staff to work in schools and nurseries (Early Childhood Development Centres (ECDCs) to work alongside Malawian teachers improving learning and teaching. Our MLOLs come from a range of backgrounds: primary headteacher, quality improvement officer, primary teachers, secondary teachers, active schools coordinators, nursery heads and child development officers. The nursery heads and child development officers worked in ECDCs run by Mary's Meals.

They have worked in nine primary schools and two secondary schools in Blantyre Urban and Rural districts. In the primary schools, school rolls are increasing due to a combination of Mary's Meals providing meals, developments in the infrastructure in some schools and the improvement in learning and teaching.

Encouragingly, there is evidence that there is an increase, recently and since MLOL has been working with the schools, in the numbers of children going onto secondary education from Chitsime Primary School and Namwiyo Primary School.

Holyrood Learning Community continue to expand their partnership and have in their eight years of partnership raised extraordinary amounts of money to support building projects in schools and under six centres around Blantyre. Each year, around 40 young people and staff spend two weeks in Malawi learning more about the culture of Malawi through working alongside Malawian young people and carrying out reparation work in schools and under 6 centres. They have carried out work in six schools constructing 19 new classrooms, refurbishing an amazing 36 classrooms, constructing libraries, a vocational centre – the list goes on.

We have now had three groups of Malawian colleagues visiting Glasgow. A total of 16 staff have visited since 2012. The Malawian staff worked alongside MLOLs in their schools. They presented at assemblies and learnt about different approaches to learning and teaching. In addition, they received training on school improvement planning and, of course, had time for cultural activities.

In 2015, each member of the team told us in advance which area they would like to focus on. We then tailored their programme to ensure that their individual learning needs were met. For example, one teacher wanted to learn more about physical education. He shadowed an active schools coordinator and



worked in 14 different schools across the city. Another wanted to learn more about literacy and the use of libraries.

We introduced our first library into Chitsime Primary School in March 2013.

The school has more than 5,000 pupils so providing meaningful resources is

challenging. We now have seven primary

schools with libraries. This means nearly 15,000 children now have more regular access to books. In November, we established links with the Malawian Library Service to enable our schools to get books provided by the charity Book Aid. We were able to deliver over 100 books to each of the libraries in place at that time for only a very small cost for transport.

In 2014/15, we have had two MYLOL groups operating consecutively. The first MYLOL group, Springburn, visited in June 2015. This MYLOL group (two leaders and seven young people) emerged, as a follow up from the school's previous MYLOL activities in 2014. In June 2014, we established a second MYLOL group. We selected 20 young people from two further Glasgow schools – Eastbank Academy and St. Mungo's Academy for the second MYLOL team.

Bannerman High School continue with their very successful partnership with Masalini Day Secondary School and Whitehill Secondary School are continuing their partnership with Nyambadwe Primary School.

The MLOLs have used their experiences from their time in Malawi to extend and enrich the learning of their pupils. Some have become the global citizenship

coordinators for their school. Those that have hosted Malawian teachers spoke very positively about the impact of these visits on their pupils – bringing global citizenship to life. Our children and young people have deepened their understanding and knowledge

of Malawian culture. Staff and young people who have spent time in Malawi comment on the life changing experience which makes them reflect much more on their own core values.

It is clear that partnerships are thriving with Glasgow's children and young people learning more about Malawian life and culture and their role as global citizens of the future.

“ The visit has also helped us to have a deeper understanding of the partnership which will help us to provide necessary support for the betterment of the education system in the two partner cities. ”

Ruth Samati, SWED Manager

“ It's amazing just how much can be done to improve our own community. It's not just the big things like the litter picks etc, it's the small things like, smiling and saying hello to people. Community is about looking after each other too. I can't wait to see what the communities in Malawi are like and what we have in common. ”

St. Mungo's pupil.

“ St. Charles' Primary has benefited greatly from my involvement with the MLOL project. Staff and children in my school have gained knowledge about Malawi. In a wider sense they have also developed a range of skills through an enhanced global citizenship programme within the school. ”

Headteacher, St Charles' Primary School

Part 6 of the Children & Young People's Act, with its focus on early years, was the first part of the Act to be implemented from August 2014 bringing with it an extended entitlement to nursery provision for 3 and 4 year olds and a new entitlement to nursery places for some 2 year olds. It also brought a refreshed approach to improving flexibility for families and new duties to consult with parents around their early learning and childcare needs.



Over 2014/15, with the help of one of the Commissioners from the national Commission on Childcare Reform, we significantly reviewed the Glasgow offer on early learning and childcare which led us towards working with Customer Business Services to implement more streamlined, responsive nursery admissions processes, developing and launching a new web-based Family Information Service for parents – www.gfis.org.uk – and formed the basis of our thinking around a transformational change programme for early years in Glasgow.

At a practical level, we progressed a broad range of projects designed to give families access to more extended flexible services. This included engaging in a social enterprise pilot to deliver a new nursery in Garrowhill, targeting low income working families; creating new nursery places in Dalmarnock, Pollokshields and Knightswood as well as planning for a major expansion of places for 2-3 year olds – 13 Council nurseries will offer places for 2 year olds for the first time and another two will expand the number of places they have for this age group – creating 237 new places as the first phase of expansion for this age group. We also continued to work with 100 partner providers across the city and following a review of demand we were able to increase the number of purchased places for 3-5 year olds by over 500 from August 2015.

Work with “just coping” families under the One Glasgow umbrella also continued and during 2014/15 we extended our relationships with the 3rd Sector to secure new services in some of our most challenged communities – offering parents the chance to attend a Supported Toddler Group or offering respite and role modelling through our Community Childminding Scheme. Education Services’ ongoing partnership with Glasgow Clyde College delivering First Steps to Childcare – a bespoke early learning and childcare programme for just coping parents recruited through the nurseries – also extended to its second cohort and its success was recognised by the programme being awarded a “Highly Commended” SQA Star Award in the category, Partnership of the Year 2015.

Our schools continued to benefit from strong partnership with parents. **Glasgow City Parent Council Forum** continued to support parents across the city. In 2014/15, the City Forum held meetings at different schools across the city in order to extend their engagement with Parent Councils. Members also continued to influence policy at national level.

How well do we improve the quality of our work?

We are getting better

We have continued to focus on our core business by placing improving learning and teaching at the heart of our improvement approaches. We have empowered our schools and nurseries to develop learning experiences to meet the needs of their own communities.

In 2014/15, our teachers, supported by a seconded depute Headteacher and the EIS Learning representatives, participated actively in the first year of Professional Update with the General Teaching Council. In this first year of implementation, Glasgow was one of the only local authorities to have 100% registered and signed off.

Despite the challenging financial environment, we have continued to invest in high quality continuing professional development (CPD) for teachers and support staff.

In January 2015, over 400 practitioners across all sectors attended a Literacy conference including Early Years, Primary, ASL and Secondary. Staff from Glasgow schools and services presented on numerous aspects of literacy developments: Phonics, Phonological awareness, Reading initiatives, Book Bugs, Support for dyslexia, emotional literacy, Promoting Alternative Thinking Strategies (PATHS), Literacy across Learning in a secondary context, Interdisciplinary Learning, and so on.

Comments from the conference included:



inspirational presentations

practical and helpful advice on literacy developments

I have been given fantastic ideas that I will take back to my school



The Dyslexia service, Leaders of Learning and Leaders of Early Learning have delivered a range of training for a wide range of staff on phonological awareness, literacy rich environments in early years, active learning for literacy strategies and higher order thinking skills (HOTS). Training approaches on HOTS developed by Glasgow Leaders of Learning was shared nationally at the National Literacy Network Conference.

During 2014/15, EdIS supported primary schools and teachers to up-skill their knowledge of effective pedagogy in mathematics. This support focused on effective learning and teaching in particular in Early Number development, The Four Operations, Percentages, Fractions and Decimals and Problem Solving. The key theme throughout the sessions was teaching for understanding rather than teaching processes. The sessions were very well evaluated with teachers and headteachers commenting that the sessions had a positive impact in the classroom.

This year, the eighth **Improving Our Classrooms (IoC)** ran from January to March 2015. A significant proportion was fairly early in their teaching career. Each course takes 30 participants. A continuing trend was for some schools to involve two teachers, with headteachers seeing advantages in mutual support within the school and shared ideas as a basis for school-based developments outweighing difficulties in providing double staffing cover. Despite the difficult context for class cover, all headteachers managed to facilitate trio visits for their teachers.

The course extends over a period of around 12 weeks. This allows ideas to be reinforced, applied and tested back in the classroom, discussed in trios, and with other colleagues, and revisited where required. From the outset of the course, teachers began to share their understanding and ideas in trios and other activities, and increasingly contribute to sessions, sometimes leading aspects of them, and making their presentations. The combination of engagement and the development of thinking over a period again facilitated good professional learning and depth of learning. Each participant completes a portfolio of their research, the folios contain compelling evidence of improvement for children.

Comments from participants:

“ The most beneficial aspect of the course was that it was based around practice in the classroom.

I feel more confident about sharing practice and leading colleagues in their development.

Excellent course that has encouraged me to think about my practice and the learning that takes place across the curriculum. ”

Blairvadach Outdoor Education Centre has been working in partnership with Finland’s Varala Sports Institute for over twelve years. Founded in 1909, Varala Institute is a pioneer among sports institutes within Finland, training future educators in a wide range of sports and outdoor activities. Each year up to four students are selected to complete a six week placement at Blairvadach. They are assessed at the end of this placement on their ability to deliver a part of the Blairvadach programme, in perfect English, to the Glasgow school children in residence during that week. In April two Blairvadach instructors were invited to visit Finland to observe and sample how the Varala Institute promotes outdoor learning to its students. Their experiences in Finland affirm the valuable role that Blairvadach plays in the delivery of Teacher Training through Outdoor Learning Card courses, journeying experiences via the Duke of Edinburgh Award and the provision of life and social skills through the Blairvadach residential programmes. These are all examples how Glasgow is recognised for delivering positive outdoor learning opportunities.



Glasgow City Council is also participating in the Scottish Government's **Inspiring Learning Spaces** initiative. The scope of the project is to identify opportunities to create new, innovative and inspiring spaces within primary schools. Glasgow has identified two exciting opportunities; firstly, to develop a "ground to plate" outside educational educational experience that can be enjoyed by all of the schools within the Glasgow boundary, and secondly, the opportunity to create bespoke "learning zones" within primary schools that present opportunities to develop reading and writing skills, as well as STEM skills in an exciting and imaginative environment. The project is currently ongoing and 2016 will see the development of these spaces within the education estate.



Improving the infrastructure



The **4Rs Strategy**, a five year £255 million investment in the Pre-12 education estate commenced in April 2013. By the end of March 2015, over 107 nurseries and primary schools have benefitted from investment. To date the programme has focused on the external and internal refurbishment of the estate.

As a result of the investment to date, the number of primary schools within the Glasgow portfolio that are classified as being in C or D condition (as at March 2015) has dropped from 100 to 39, with the remainder programmed to be completed by the conclusion of the 4Rs programme in 2017.

In addition to the large scale refurbishment programme, the strategy will also deliver seven new-build nursery and primary school projects (some of which are campuses), and will increase the capacity of a further sixteen establishments. Works have commenced on one of the seven new-build projects within the programme, that is: Rowena Nursery; with design works progressing or due to commence for the remaining projects at Towerview Nursery; Dalmarnock Nursery; Broomhill Primary School, and Gowanbank Campus, New Dalmarnock Primary School and Sighthill Campus.

In addition to the schools being delivered directly by the 4Rs programme, Glasgow is undertaking a further five new-build projects along with the Scottish Futures Trust. The first phase comprises three projects: Garrowhill Primary School, Glendale Campus and Clyde Campus. Garrowhill phase one (completion of the new school building) was completed in January 2015 with stage two (pitch and external works) commencing immediately thereafter. Stage one of the Glendale Campus commenced in August 2014, and design work on Clyde Campus is approaching completion ready for an August 2015 commencement. Phase two of the programme being delivered in conjunction with SFT will see new primary schools constructed at Carntyne and Blairdardie during 2017.

In total, upon completion of the 4Rs programme and the two SFT initiatives, over £310 million will have been invested in the estate since April 2013.

How good can we be?

In 2014/15, we again have had a very positive year despite the increasing financial challenges as evidenced by the many achievements in this standards and quality report.

Yet again, we are very pleased with the analysis of our attainment taking into account the deprivation factors in the city and the ever increasing proportion of school leavers going to higher education. The range of opportunities for wider achievement is outstanding. It is very clear that our schools are making a very positive difference to the lives of children and young people in the city.

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

In 2014/15, we launched **Glasgow's Improvement Challenge 2015-2020**. The Scottish Government offered Glasgow the opportunity to be one of the seven authorities who would be part of the Scottish Attainment Challenge. This fitted well with Glasgow's Improvement Challenge.

There are five strands to Glasgow's Improvement Challenge:

- Raising attainment in literacy and numeracy through targeted support and interventions in primary schools
- 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 a focus on learning and teaching

These strands will be our main focus for raising attainment over 2015/16 and beyond.



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