



SQR

STANDARDS AND QUALITY REPORT
2015-2016

glasgow city council education services

STANDARDS AND QUALITY REPORT 2015-2016

Successes and Achievements

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

Learning provision

How good is the quality of care and education?

Leadership and management

How good is our leadership and approach to improvement?

The 4Rs

How good can we be?

Standards and Quality Report 2015-16 (using HGIOS4)



Foreword

I am honoured to endorse my second Standards and Quality Report for Education Services as Executive Member for Children, Young People and Lifelong Learning.

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

I remain 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 our wonderful young people!

I'm proud to have been part of this incredible team and have loved meeting so many pupils and staff on my school visits across the city.

Our focus is to make sure that we continue to meet the needs of every child and young person, 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 – 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 here.

We remain committed to extending and consolidating 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 'Elizabeth Cameron', with a horizontal line underneath.

Bailie Liz Cameron

Executive Member for Children, Young People and Lifelong Learning



Introduction

This year Glasgow City Council's standards and quality report on Education has been designed to serve two purposes. The first is to provide the people of Glasgow with the performance information needed to understand how well Glasgow City Council is improving education across the city. The second is to provide the information required to contribute to Scottish Government's annual report on the key drivers of the *National Improvement Framework* (NIF)*.

The NIF is still developing and we will continue to work with partners to develop our approaches to reporting our progress.

I am, once again, delighted to be able to thank our staff, families, children and young people for their support, commitment and dedication which has resulted in us reporting continued improvements, particularly in the attainment of young people in their SQA examinations.

More young people than ever before are achieving qualifications which are allowing them to move into the university, college and the world of work. I am exceptionally proud not only of their performance in examinations but also in the outstanding range of experiences provided in our nurseries and schools to build children's resilience and confidence.

Maureen McKenna
Executive Director of Education



* NIF can be found at <https://education.gov.scot/improvement/Pages/nifnationalimprovementframework.aspx>



Our priorities and context

For several years, we have focused on the same six priorities and we have reported on our progress through our annual standards and quality report.

We have recorded notable success in improving outcomes for our children and young people.

- Improved attendance
- Reduced exclusions
- More young people than ever before achieving Highers by the end of S5
- More young people staying on at school for S5 and S6
- Improved positive destinations, particularly the percentage of young people going to higher education

Attainment continues to be linked to deprivation with young people living in the most deprived communities performing less well than those living in the least deprived communities. Importantly, however, attainment continues to increase which proves that we are continuing to raise the bar for all.

In 2015/16, Glasgow's Improvement Challenge (GIC) along with our aspiration to be a Nurturing City gave us the opportunity to reflect on our priorities and to review them.

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

Following consultation it was agreed that these are our new priorities –

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

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

GIC 2015-2020 is a holistic strategy to raise attainment and achievement for all children and young people and incorporates the government's Scottish Attainment Challenge. GIC is jointly funded from Council core funding, support from third sector, including charitable foundations, such as MCR Foundation, and the Scottish Government through their Attainment Fund. The Challenge is our core business and is our prime focus.

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

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

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

We continue to invest substantial funding into the development of nurture. We have nurture corners in nurseries, nurture classes in primary schools and nurture groups in secondary schools. Increasing numbers of staff have been trained in nurturing principles. We want all our schools and nurseries to be inclusive. In 2015/16, we looked closely at our approaches to addressing the protected characteristics as defined in the Equality Act. This showed that we need to continue to extend our approaches, particularly in relation to those who identify as LGBT.

Towards the Nurturing City

*A nurturing city
has schools where...*

"We are listened to."

"We know we are valued."

"We feel we belong."





We want our children and young people to be taught in their local communities and we want to reduce the number of transitions for those children with more complex learning needs. In recent years, we have been increasing the range of specialist provision located in our mainstream primary and secondary schools. These enhanced provisions give flexibility and more choices to parents and provide more opportunities for children and young people to receive support and learn alongside their peers as appropriate to their needs. We are committed to continuing to provide free-standing ASL provision. However, we need to continue to reform our provision to ensure that our children and young people have a flexible range of learning pathways targeted to their specific needs.

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



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

Improving and Empowering in Glasgow



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

- Raising attainment in literacy and numeracy through targeted support and interventions 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 an increased focus on learning and teaching

During 2015/16, we focused on building the foundations of GIC, which included recruiting additional teachers, providing staff development and developing improvement plans. Each school was allocated additional teaching time – Challenge Leaders of Learning – who worked with small groups of children, taught alongside other teachers, delivered staff development and tracked children’s progress.

We established a leadership team, led by an experienced primary Headteacher supported by a deputy Headteacher. A governance structure was established with a strategic group, chaired by the council’s Head of Curriculum, Learning and Teaching and an operational group. Education Scotland are represented on the strategic group. We extended the membership of the group to include partners from Glasgow Life and the Health and Social Care Partnership. We also established literacy and mathematics strategy groups who feed into the operational strategic group.



Unlocking Learning @GIC20152020 - 20 Nov 2015

Looks fabulous!



Saint Roch’s Primary @SaintRochsPS
 @GIC20152020 Our Literacy Champions had great fun sharing spelling games with their class!
 #improvementchallenge



Successes and Achievements

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

Raising attainment and achievement

Curriculum for Excellence defines five levels of learning. The first four levels are described in the experiences and outcomes, with progression to qualifications described under a fifth level, the senior phase.

Some children and young people will start learning at these levels earlier and others later, depending upon individual needs and aptitudes. The framework is designed to be flexible in order to permit careful planning for those with additional support needs, including those who, for example, have a learning difficulty and those who are particularly able or talented.

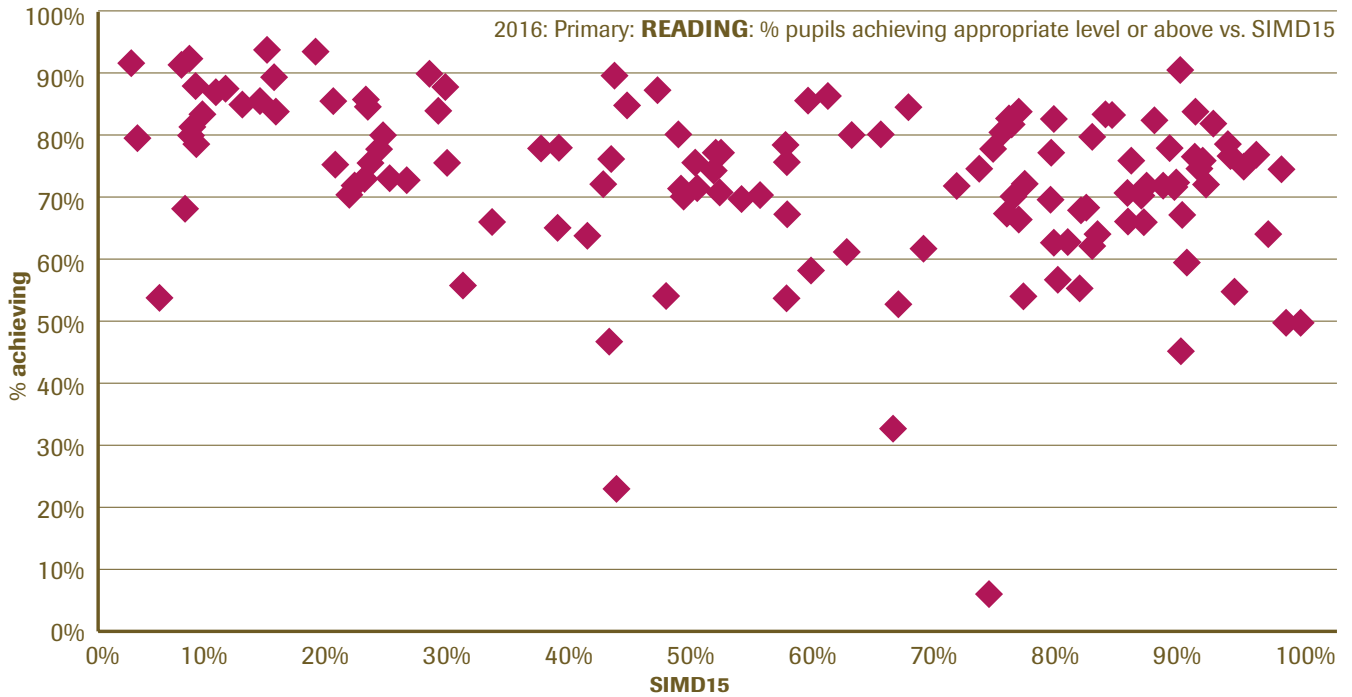
| LEVEL | STAGE |
|---------------------|---|
| Early | The final two years of early learning and childcare before a child goes to school and P1, or later for some. |
| First | To the end of P4, but earlier or later for some. |
| Second | To the end of P7, but earlier or later for some. |
| Third/Fourth | S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework Level 4. |

During 2015/16, moderation and assessment activities took place and in May and June which allowed headteachers to share standards in preparation for the submission of pupil level data before the end of June. This work built on similar exercises which had taken place across the city in previous years.

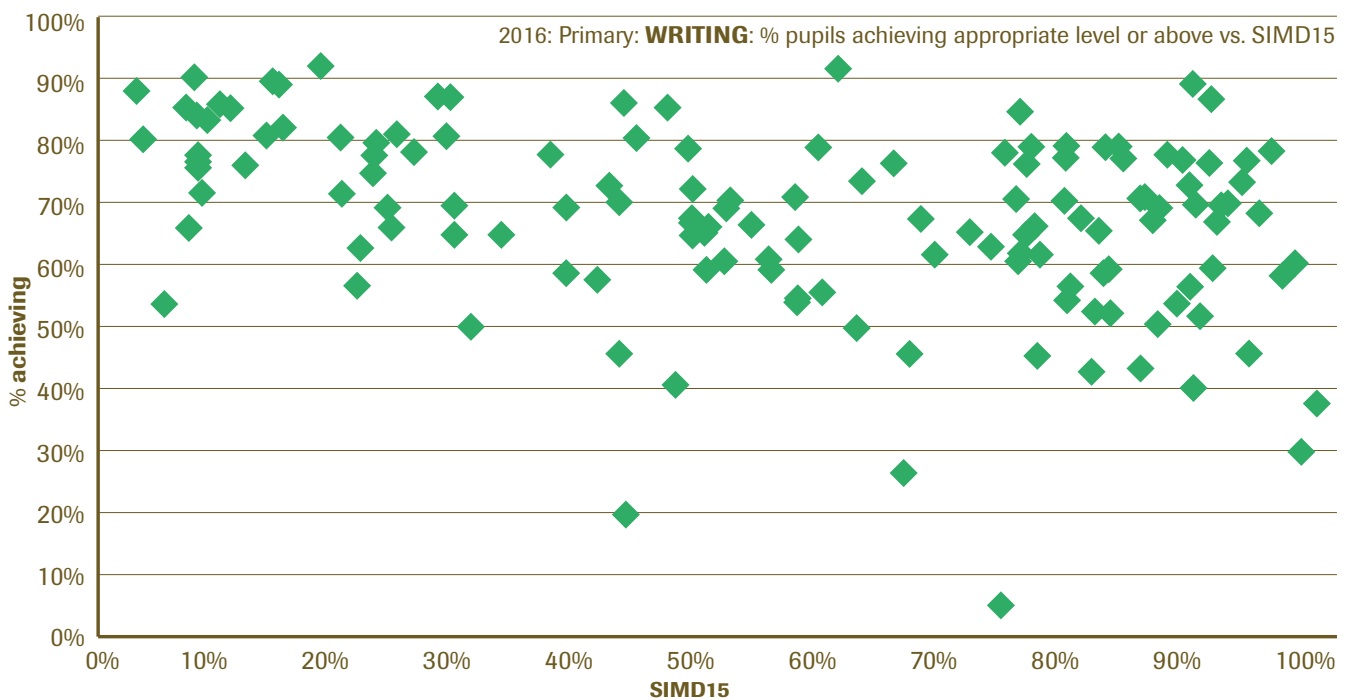
The table below shows the percentage of pupils reported to be achieving appropriate national levels in Glasgow schools. This year, the data is being described as 'experimental' and we will work with colleagues in primary and secondary schools during 2016/17 to improve the quality and robustness.

| by stage Glasgow | P1 | P4 | P7 | S3 |
|------------------------------|------------|------------|------------|------------|
| Reading | 77% | 74% | 73% | 91% |
| Writing | 75% | 68% | 66% | 89% |
| Listening and talking | 82% | 81% | 78% | 91% |
| Numeracy | 82% | 74% | 70% | 87% |

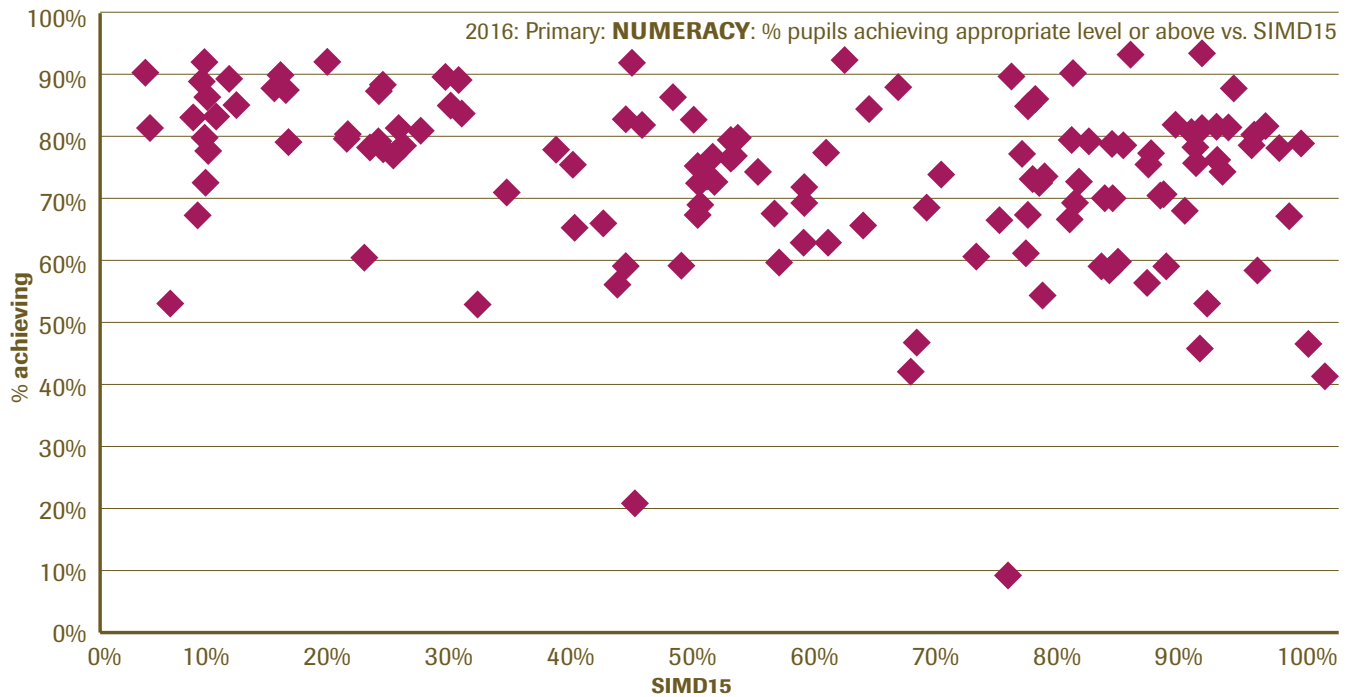
Around 20% of the pupils in our schools have English as an additional language (EAL). A number of them are at the early stages of acquisition, therefore, where a school has a notable number of pupils with EAL then we would expect their levels to be lower, particularly at the early stages.



The scatterplots shows the percentage of pupils achieving appropriate levels in reading, writing or numeracy in all primary schools in the city plotted against the percentage of pupils living in the 15% most deprived postcodes. The scatterplots do not show a statistically significant correlation between deprivation and attainment.



We will be working with the schools through the Improvement Challenge to discuss the results within the context of the school. In the first instance, we will focus on those schools who appear as ‘outliers’ to explore best practice and those whose outcomes appear lower than we might have expected.

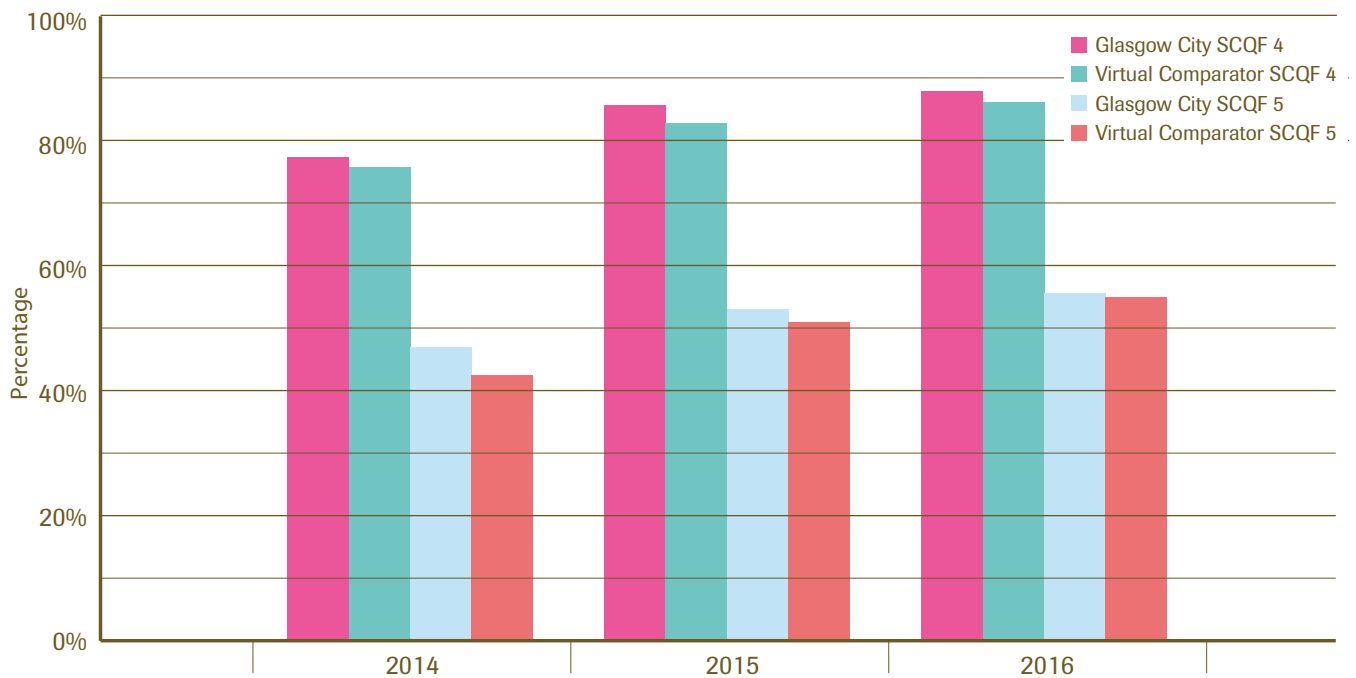


Performance in SQA Examinations

The graph below shows the percentage of pupils achieving SCQF level 4 and 5 in literacy and numeracy by the end of S5. The figures are based on the relevant S4 cohort. The graph shows:

- the percentage has been increasing between 2014 and 2016
- Glasgow performs consistently better than its virtual comparator

Improving attainment in literacy and numeracy: % of candidates attaining literacy and numeracy



Overall, attainment has continued to improve. This shows that we are continuing to raise expectations.

| By the end of S5: Glasgow | 2014 | 2015 | 2016 | 2006 |
|---------------------------|-------|-------|-------|------|
| 1 or more Highers | 41.7% | 46.8% | 52.1% | 26% |
| 3 or more Highers | 20.1% | 23.1% | 27.6% | 12% |
| 5 or more Highers | 8.6% | 9.6% | 11.7% | 5% |

The table below shows the performance of Glasgow's virtual comparator and the national figures for the same measures.

| By the end of S5 | Nat 2014 | Nat 2015 | Nat 2016 | VC 2014 | VC 2015 | VC 2016 |
|-------------------|----------|----------|----------|---------|---------|---------|
| 1 or more Highers | 52.7% | 57.5% | 59.0% | 35.7% | 41.9% | 43.4% |
| 3 or more Highers | 33.2% | 37.0% | 38.7% | 19.1% | 23.0% | 24.4% |
| 5 or more Highers | 16.6% | 18.0% | 18.7% | 8.2% | 9.4% | 10.0% |

Glasgow performs better than its virtual comparator for all three of the chosen measures.

It can also be seen that the national figures by the end of S5 are consistently better than Glasgow's. We have closed the gap with the national figures every year for one or more Highers. In 2016, the gap has closed for three or more and five or more Highers.

| By the end of S6: Glasgow | 2014 | 2015 | 2016 |
|----------------------------|-------|-------|-------|
| 1 or more Highers | 50.1% | 53.2% | 56.7% |
| 3 or more Highers | 31.7% | 35.0% | 37.8% |
| 5 or more Highers | 20.4% | 22.3% | 23.0% |
| 1 or more Advanced Highers | 12.7% | 12.8% | 13.3% |

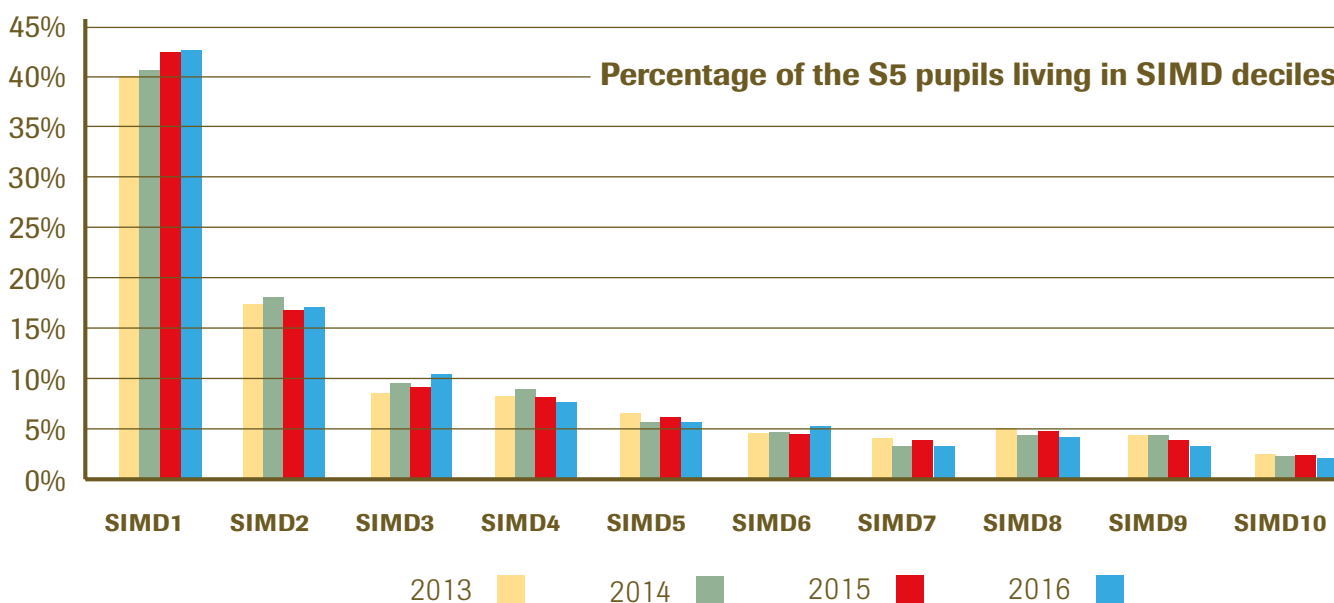
| By the end of S6 | Nat 2014 | Nat 2015 | Nat 2016 | VC 2014 | VC 2015 | VC 2016 |
|-----------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| 1 or more Highers | 57.2% | 59.3% | 62.6% | 43.6% | 42.6% | 47.2% |
| 3 or more Highers | 42.4% | 44.0% | 46.7% | 29.5% | 27.7% | 31.2% |
| 5 or more Highers | 29.5% | 30.8% | 32.6% | 19.1% | 17.7% | 19.8% |
| 1 or more Advanced Highers | 18.8% | 19.9% | 20.7% | 12.1% | 11.4% | 12.4% |

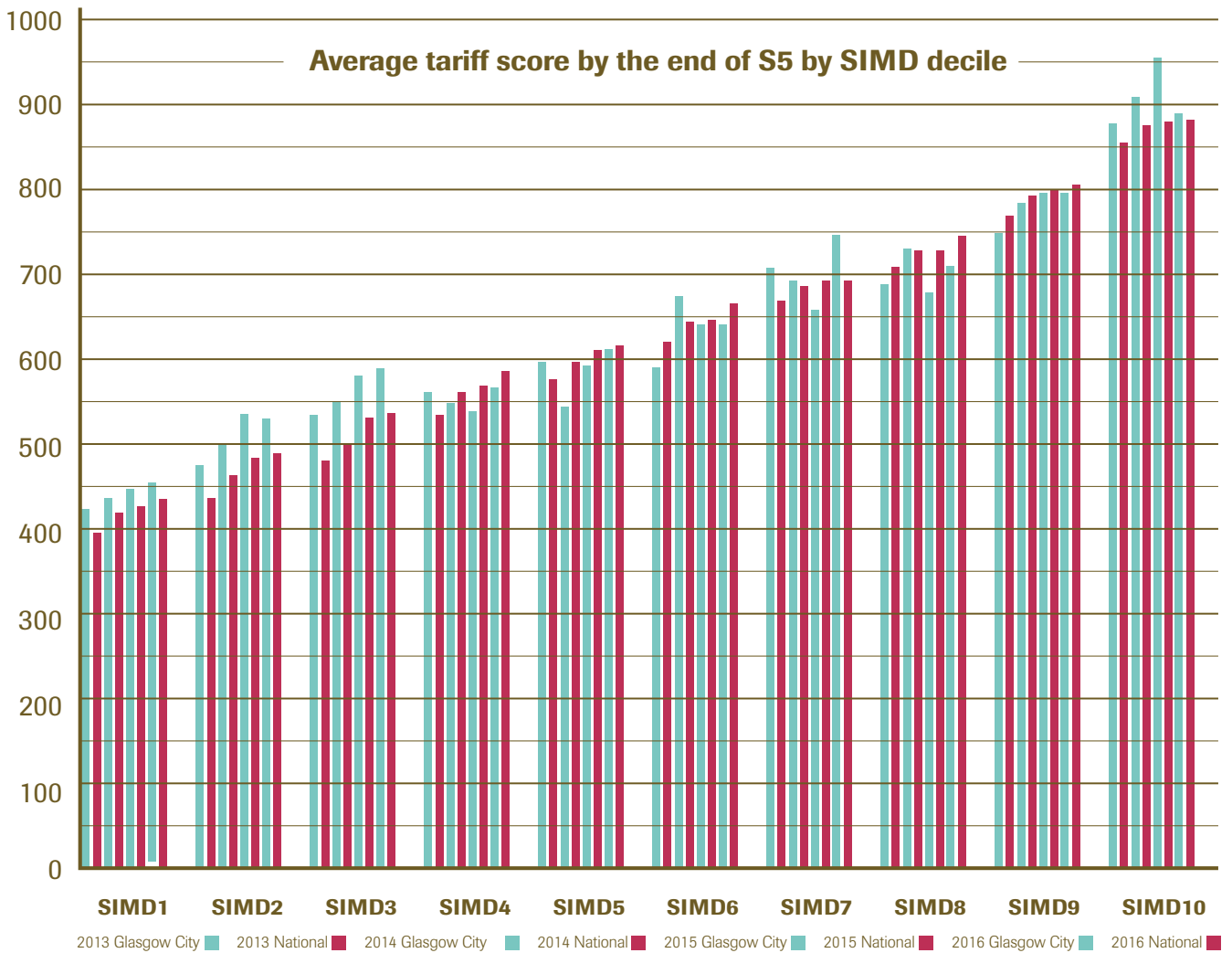
Glasgow performs consistently better than its virtual comparator local authority. Similar to S5, Glasgow performs consistently less well than the national performance by the end of S6. We have closed the gap for one or more and three or more Highers but the gap has not closed for five or more Highers or one of more Advanced Higher.

Attainment versus deprivation

By the end of S5

The graph below shows that there are more than 40% of S5 pupils living in the 10% most deprived decile (SIMD¹ 1 in the graph). Around 77% live in the 40% most deprived postcodes (SIMD40 or SIMD1-4). Under 2% live in the 10% least deprived postcodes (SIMD10 in the graph). The graph also shows that young people from the 10% most deprived postcodes are increasingly staying on at school beyond S4.



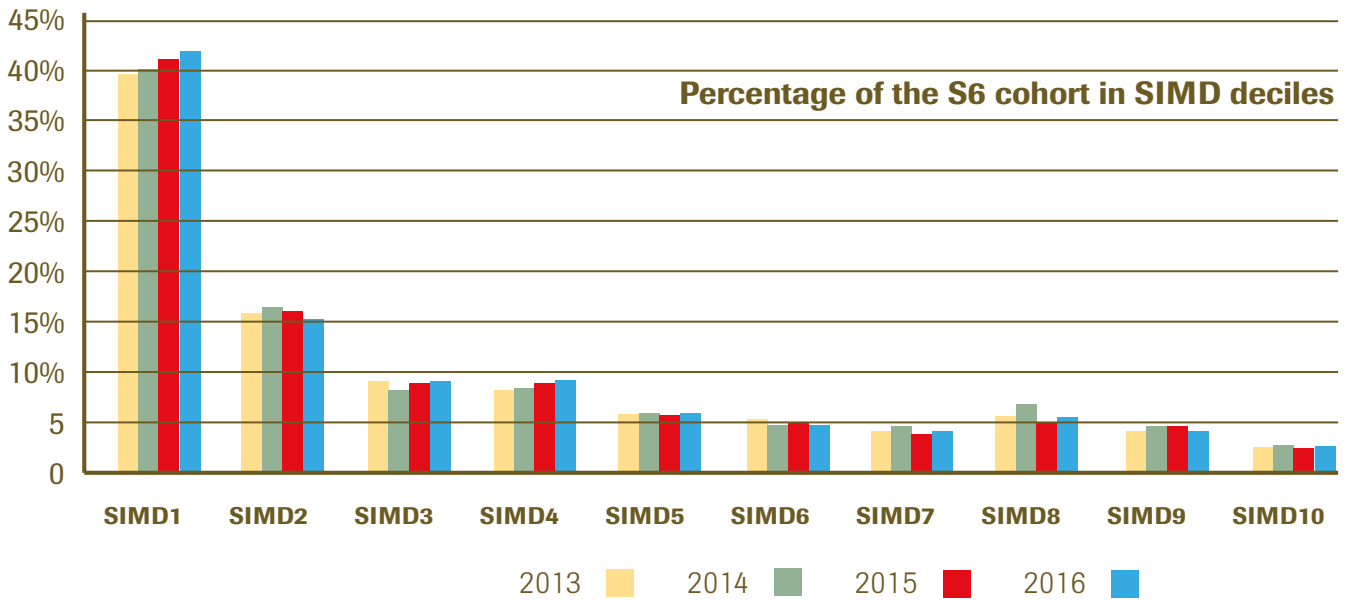


The graph above shows that attainment remains linked to deprivation. Improvement is evident, particularly for SIMD1, SIMD2 and SIMD3. This is particularly commendable as this represents nearly 69% of S5 pupils in Glasgow.

The graph also shows that consistently over the last four years Glasgow has performed above the national average for SIMD1, SIMD2, SIMD3 and SIMD10.

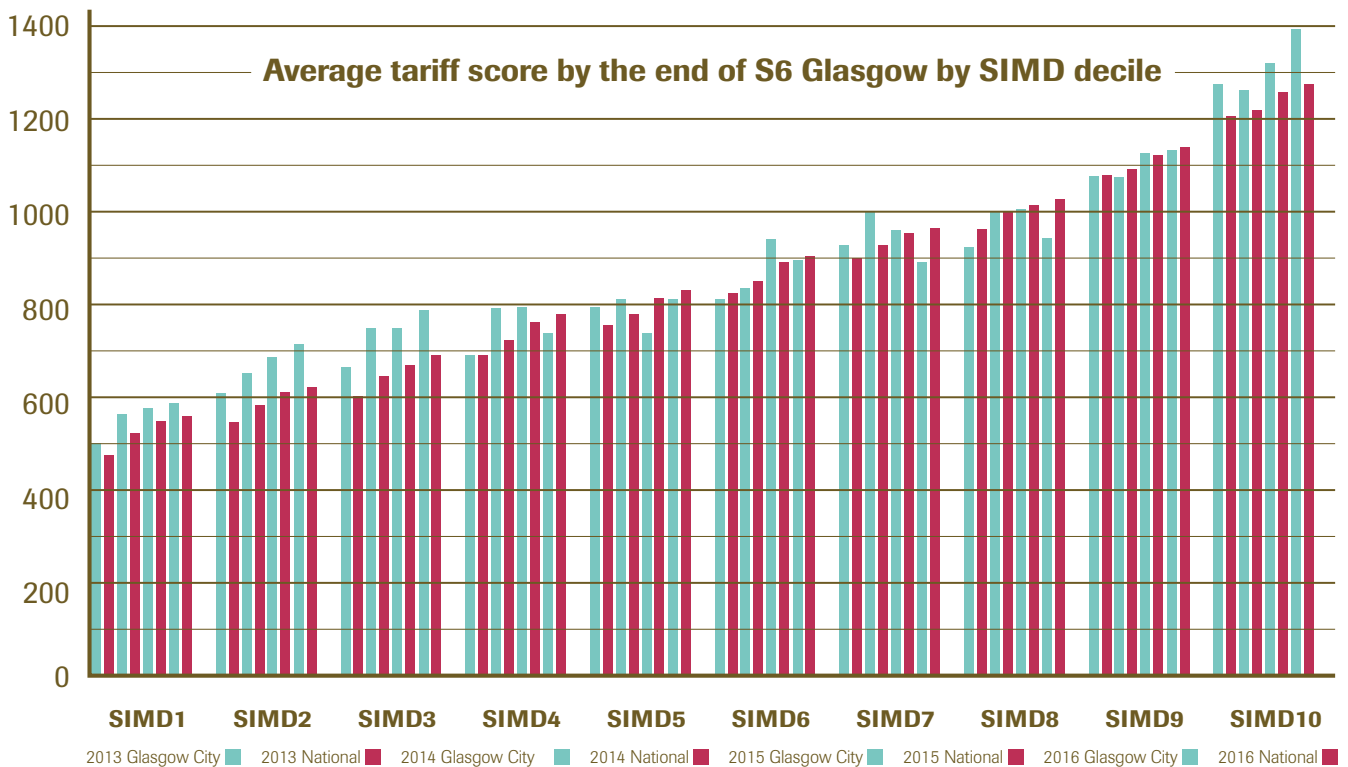
By the end of S6

The graph below shows the percentage of young people in S6 in each of the SIMD deciles. Similar to S5, the graph shows that more young people from the most deprived postcodes are staying on at school for the senior phase.



Similar to S5, the graph below shows that for SIMD1-3 and SIMD10 Glasgow performs better than the national average. Given that two thirds of S6 live in SIMD1-3 where Glasgow performs above the national average – this represents a significant achievement.

The graph also shows that attainment continues to be linked to deprivation. It is commendable that similar to S5 performance is better than the national average for the 10% least deprived postcodes.



Advanced Higher Hub

We continued with our partnership with Glasgow Caledonian University through the Advanced Higher Hub. There were a total of 171 Advanced Higher presentations with a pass rate of 91%. 41% achieved an A pass. 22 pupils were presented for Higher Politics which all 22 achieving a pass.

The Hub won the SQA Star Award for Partnership and also picked up the overall Centre Pride o' Worth Award at the 2016 awards.

Attendance

| | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 |
|--------------------------|--------------|--------------|--------------|--------------|--------------|
| Primary Schools | 93.8% | 93.7% | 94.1% | 93.9% | 94.1% |
| Secondary Schools | 90.8% | 91.2% | 91.5% | 91.1% | 91.1% |
| ASL Schools | 88.0% | 88.7% | 90.1% | 90.3% | 89.8% |

Attendance has increased for primary schools, remained static for secondary but declined for ASL. 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.

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

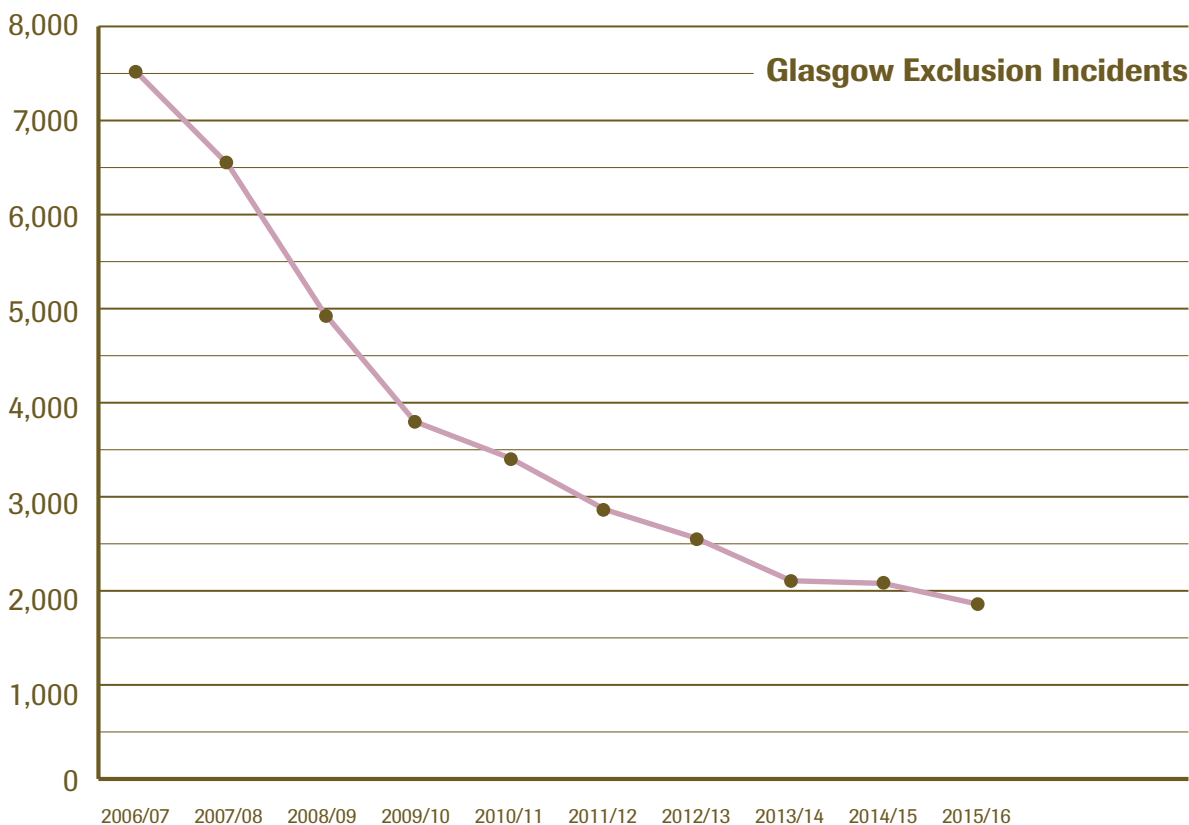
| | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 |
|------------------------|--------------|--------------|--------------|--------------|--------------|
| Teacher | 96.8% | 96.5% | 96.2% | 96.8% | 96.7% |
| Other Employee | 95.6% | 95.1% | 95.1% | 94.9% | 95% |
| Education Total | 96.2% | 95.8% | 95.8% | 96.1% | 96% |
| Council Total | 96% | 95.6% | 95.7% | 95.5% | 95.6% |

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

Exclusions

Since 2006/07 when our school exclusions peaked, there has been a 74% reduction overall.

There has been a further 11% reduction in the number of half days lost to exclusion from 2014/15 to 2015/16.



The greatest rate of decrease in the longer term has been in the secondary sector. A number of secondary schools have made considerable progress in reducing exclusions due to the use of positive behaviour approaches such as restorative justice techniques. These allow staff and young people to explore the causes of poor behaviour as opposed to only focusing on the outcomes of the poor behaviour.

All schools are provided with individual school statistics for the last three years. They are also provided with a month by month analysis of exclusion incidents and an analysis of the numbers of individual pupils who are excluded. This more detailed analysis forms part of each school’s quality assurance procedures.

An analysis has been carried out on the numbers of pupils in our schools being excluded. The table below shows that only a small percentage of children in our schools are excluded which is very positive.

| Percentage of pupils who have been excluded | 2011/12 | 2012/13 | 2013/14 | 2014/15 | 2015/16 |
|---|--------------|--------------|--------------|--------------|--------------|
| Primary (39,610 pupils*) | 0.70% | 0.65% | 0.66% | 0.56% | 0.60% |
| Secondary (24,915 pupils*) | 4.43% | 4.17% | 3.63% | 3.65% | 3.38% |
| ASL pupils (1499 pupils*) | 6.95% | 7.63% | 6.43% | 5.59% | 6.14% |

* figures from the September 2015 Census

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.



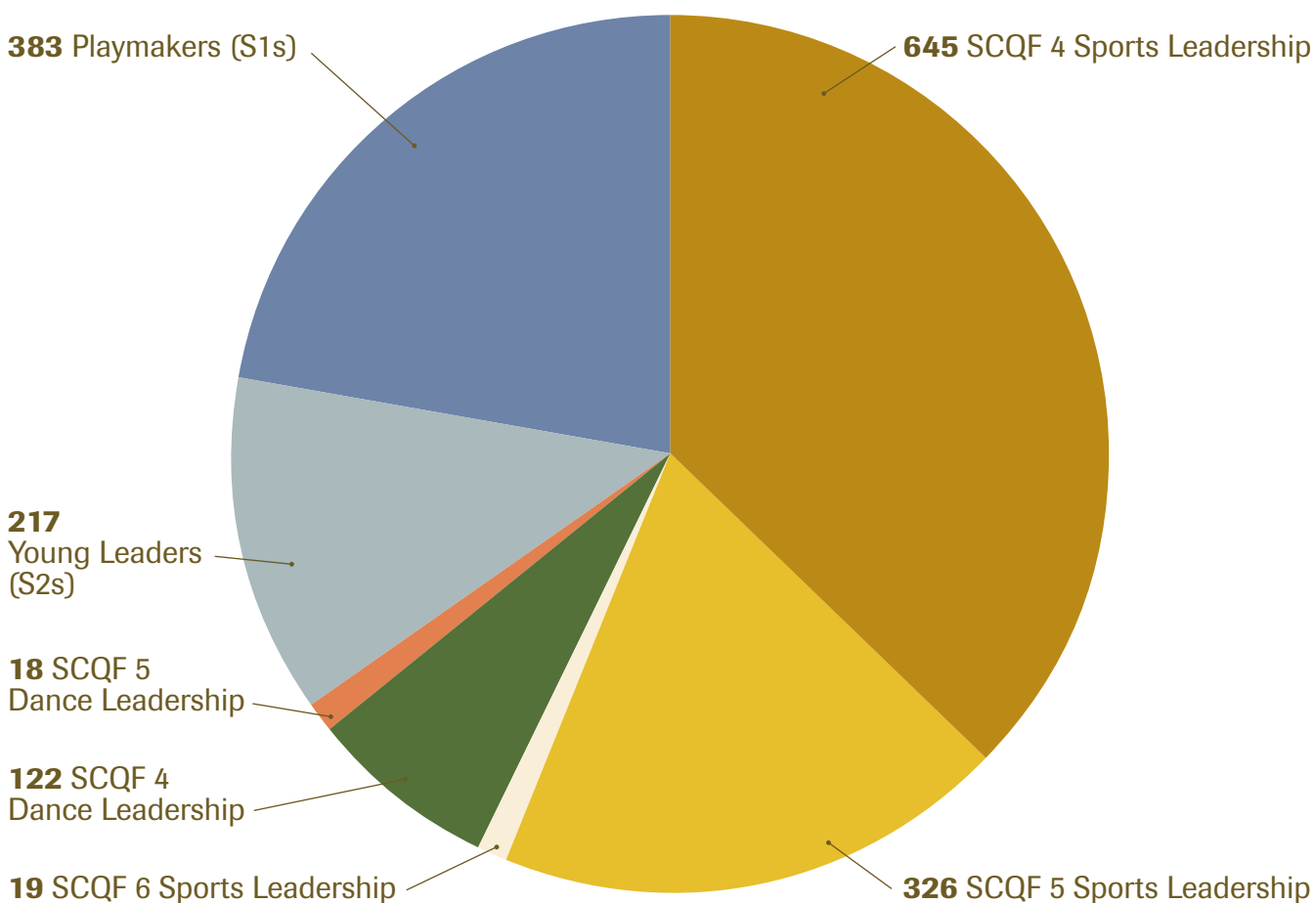
Ensuring wellbeing, equality and inclusion

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

In 2015/16 1730 pupils registered for Sports Leadership awards of which 1674 young people gained a Leadership qualification/award. Of the successful candidates, 1071 were boys (64%) and 603 (36%) were girls.

Of the (1730 pupils registered) 989 (57%) lived in SIMD15 postcodes (15% most deprived) and 462 (27%) were classed as being of a BME background. Glasgow continues to be the largest awarding authority in the UK for Sports Leaders UK.

The **1730** registrations consisted of:



2015/16 saw the introduction of the **Playmaker Award** at Primary School Level. 225 pupils registered of which 217 gained the Playmaker Award. Of the 225 registered 123 were boys (55%) and 102 (45%) were girls. Of the 225 registered pupils, 39 (17%) lived in SIMD15 postcodes and 54 (24%) were classed as being of a BME background. This award is showing an increase for 2016/17.

In 2015/16, nine Glasgow schools achieved a **sportscotland** Gold Award.



Shawlands Academy
 @ShawlandsAcad - 8 Oct 2015
 Absolutely delighted with our Gold Award today!
 @Robbiejts @maureen027 @sportsscotland
 thank you for your support.
pic.twitter.com/sgRMzk2III



St. Rose of Lima won Primary Sport School of the Year and Abercorn Secondary (ASL) won the **Secondary Sport School of the Year** with the **Lord Provost Award** going to Miller Primary School.

We are increasingly using sport as a driver for improvement through providing innovative and inspiring opportunities, below are some examples:

The City now has eight secondary schools where there is a focus on achievement through sport:

| | |
|------------------------------|---|
| Schools of Football | St. Mungo's Academy, Govan High School |
| Schools of Basketball | Shawlands Academy, Hillhead High School |
| Schools of Rugby | St. Andrew's Secondary School, Shawlands Academy, St. Thomas Aquinas Secondary School |
| Schools of Dance | Bannerman High School |

In these schools, young people are selected at primary stages and have a modified curriculum which allows them to spend more time on their chosen sport. Coaching is provided through links with local clubs and the sporting governing body.

In addition, we have a performance school of football at Holyrood Secondary School which is run in partnership with the Scottish Football Association. Young people are selected from across the west of Scotland to attend this. Our School of Sport at Bellahouston Academy continues to support a range of elite athletes in five sports.

Young Ambassadors (YAs) is an exciting programme to help develop young people as leaders in sport. Youth Sport Trust created the YAs programme to build the leadership skills of young people to encourage their peers to become more engaged in sport. The model is that each year, two pupils from each secondary school in Scotland are chosen as YAs to promote sport, and motivate and inspire other young people to get involved in sport in their schools, clubs and local communities. The key role of a YA is to support Active Schools locally and use the School Sport Award to influence six aspects of school sport.

1. Extra curricular sport provision
2. Links to community sport opportunities
3. Opportunities for competition
4. Celebration of pupil achievements in sport
5. Leadership opportunities for young people
6. PE in schools

However, in Glasgow, we felt that having only two pupils from each secondary school was too restrictive given the opportunities that being a YA brings. So with the agreement of sportscotland who promote the scheme we encourage more young people to be YAs and having listened to the views of young people we have introduced YAs to younger pupils to enable a young person to be a YA for up to three years.

In 2015/16 we held our third Young Ambassadors conference, the most successful to date. 29 schools attended with 176 pupils invited take part in setting a new direction for YAs across the city. First year YAs will be involved in delivering or help manage the deliverers of activity in the school. Second year YAs will be involved in decision making through Sports Councils and delivering events and competitions and third year YAs will assist Active Schools Coordinators in mentoring and supporting the other YAs to ensure a legacy of provision.

60% of our YAs were in their 1st year

53% had linked with their Active Schools Coordinator before

89% aspire to go to University or College

66% are involved in another form of Volunteering

78% became an ambassador for now life/work experience and to learn new skills

2015/16 saw an improved and even stronger delivery of **Out of School Hours Activity** (OOSH) across all sectors with a noted increase in the secondary sector. OOSH increased from just over 606,000 participant sessions² in 2014/2015 to over 631,000 participant sessions in 2015/2016. 45% of these participants were girls. The OOSH programme depends on the growth and support of volunteers. Over 1400 individuals delivered OOSH activities. 53% of the deliverers were volunteers: teachers, students from local colleges and universities and secondary pupils.

As part of GIC 2015-2020, members of the PEPASS (Physical Education, Physical Activity and School Sport) have been working with Inspiring Scotland, University of Strathclyde and third sector partners to link into the Challenge with work on active play and physical literacy.



success of [@PEPASSGlasgow](#) being highlighted as nationally sector-leading building the capacity of young people to lead in their communities

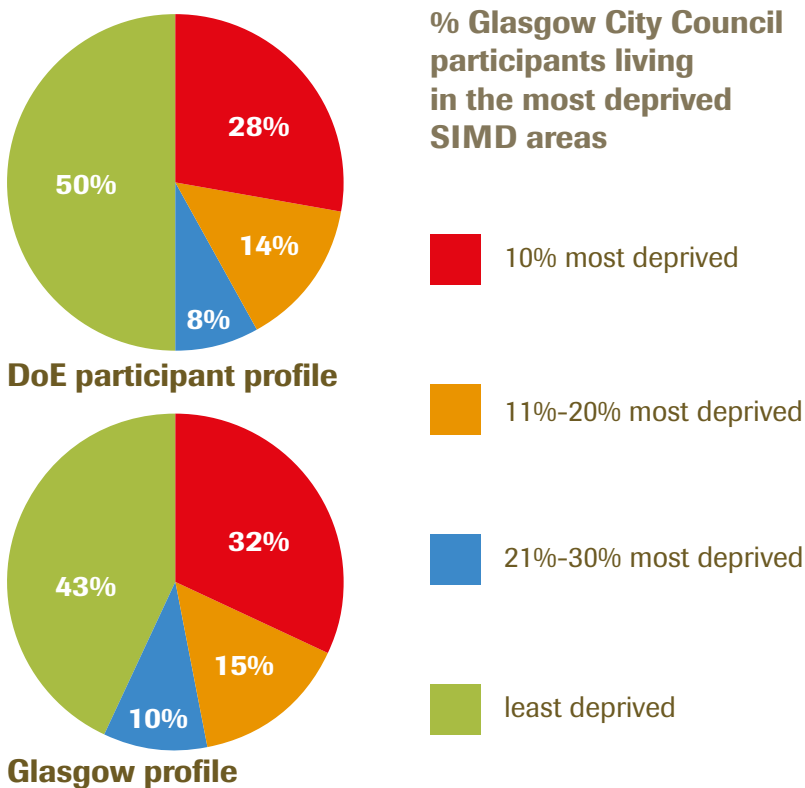
Three PE leaders of learning, with city wide remits, are delivering programmes to children and staff which will develop motivation, confidence and self-esteem, determination and resilience, responsibility and leadership, respect and tolerance and communication through a wide range of physical activities. The physical literacy programme aims to develop in children the core skills and confidence to be active in lots of different sports and activities.

The Go2Play activities, in partnership with Inspiring Scotland, delivers active play sessions by local active play workers. Play resources and playground games have been introduced in the 30 targeted schools. The Active Play work is in conjunction with the third sector groups PEEK (Possibility for Each and Every Kid) and Jeely Piece club in Castlemilk. Play Champion training has taken place. This involves older children leading activities with younger children and this has been offered to all schools. A research project with University of Strathclyde will support the evaluation of the Active Play project.

Staff from PEPASS have attended training days to provide information and update on Glasgow’s Improvement Challenge. The team has delivered physical literacy training to a wide range of staff including support for learning workers.

Glasgow schools, with the support of the PE lead officers, have been successful in meeting the government targets of two hours/two periods of well-planned core PE, which takes place within the school day each week, with a clear focus on learning. In Glasgow 99% of primary schools and 100% of secondary schools met the target of two hours/periods of PE in 2015/2016. Nationally 98% of schools (99% of primary and 95% of secondary schools) were meeting the target level of PE provision.

The table below shows that numbers of young people across the city who have achieved Duke of Edinburgh awards. This includes through community groups as well as schools.



Based on year March to April

| Year | Participants | Participants | Participants |
|---------|--------------|--------------|--------------|
| 2011/12 | 135 | 4 | 11 |
| 2012/13 | 214 | 18 | 29 |
| 2013/14 | 301 | 84 | 7 |
| 2014/15 | 348 | 73 | 5 |
| 2015/16 | 438 | 81 | 5 |

We are continuing to grow our Duke of Edinburgh provision. Our schools recognise the value employers place on this qualification and work exceptionally hard through staff volunteering to support young people and helping them with the financial commitment.

We again won a number of awards at the Scottish Education Awards: St. Albert's Primary School won the Creative Learning Award; St Blane's Primary School was a finalist in the Making Languages Come Alive category; St. Roch's Secondary School was a finalist in the STEM category; Sheona Allan, Headteacher of Caledonia Primary School won Headteacher of the Year; Abercorn Secondary School won the Gaelic Education award; and Carol McManus of St. Roch's Secondary School won the Lifetime Achievement Award.

Services work together to ensure that children and young people are physically and mentally healthy. The Health and Wellbeing Strategy, developed in partnership between Education Services, NHS Greater Glasgow & Clyde, Cordia and Glasgow Life sets out a framework for action for Education Services and partners. This ensures that all children and young people in the city develop the knowledge and skills they need to live healthy lives both now and in the future. School staff are alert to the health and development needs of children and young people. Very close work between Cordia and Education services resulted in the development of a Food Policy for Glasgow Schools which sets out actions on learning about food in schools, the food served in schools and the dining experience. The policy takes account of the national report *Beyond the School Gates*. Cordia's development of modern café type outlets within secondary schools to complement the traditional dining room experience has helped to encourage senior pupils to avoid local fast food outlets.

Children's dental health has improved. Education Services works closely with the NHS Oral Directorate to encourage primary schools and early years' establishments to participate in the Childsmile and Smile Too tooth brushing programmes. In session 2015/16 most primary schools took part in a daily tooth brushing programme for P1 and P2 children. The National Dental Inspection Programme (NDIP) for 2015 showed an improvement in dental health at P7 nationally. Seventy per cent of children in the P7 sample showed no obvious sign of having tooth decay. It is recognised that this improvement is, in part,

due to the tooth brushing programme in P1 and P2 over the years. Pre-five children's attendance at the dental hospital has improved.

Schools make excellent use of a wide range of health and wellbeing curricular materials to teach children about adopting health lifestyles now and in the future. These include education on alcohol, drugs and tobacco; and sexual health and relationships. The results of the recent secondary schools' health survey indicate that health messages are being heard and understood by young people. As a follow up to the health survey, Glasgow Health & Social Care Partnership and Education Services organised a schools health summit event in the city to engage young people to explore the survey data, and through the event, present their views or solutions to some of the key health challenges highlighted by the survey.

We have embedded a nurturing approach in our schools and nurseries. Our ambitious aim for children and young people

is highlighted in our strategy '*Towards the Nurturing City*'. This ensures that as we nurture and care for children and young people, we identify those who need support at an early stage to help them flourish.



Towards the Nurturing City

Our schools and nurseries use our sector leading publication: *How nurturing is our school?* to evaluate how well they provide care and nurture to all children and young people. The self-evaluation framework is based on Education Scotland's framework *How Good is Our School?*. It takes account of GIRFEC³ principles and includes a clear view of how the nurturing principles should be applied in our schools and nurseries.

To support this culture of self-evaluation, a suite of web-based tools has been developed which help heads to consult with staff, parents/carers and children and young people on how well embedded nurturing principles are in their establishment and across the city. Where children and young people are identified as being in need of care or support, this can be provided within very good specific nurturing provision. We have 20 *nurture corners* in our nurseries, 68 *nurture groups* in our primary schools; and 11 *nurture bases* in our secondary schools. We have three *enhanced nurture provisions* in primary schools and we will be developing secondary enhanced nurture during 2016/17.

We provide high quality training for staff in these dedicated resources and across the city more generally. Our Nurture training has been awarded a professional recognition award by GTCS. Recently, the training has been accredited by Glasgow Caledonian University as being at SCQF level 11.

Sense over Sectarianism (SOS) has continued to engage schools and nurseries in anti-sectarian work to support inclusion across the city. Through engagement in anti-sectarian work children and young people have the opportunity to explore their understanding of prejudice, discrimination, sectarianism and bigotry. Age appropriate resources have been developed to support the work in schools at four stages:

Early years

Using *'Rainbow Fish to the Rescue'* to explore the themes of friendship, and feelings around being left out because of differences.

P6/7

The novel study of *'Divided City'* and *Communities United* bringing denominational and non-denominational schools together to explore their values, attitudes and behaviours in relation to sectarianism.

S2/3

The play *'Scarfed for Life'* addresses a wide range of issues experienced by young people in our schools and in the wider community.

S5/6

Employability and Social Media workshops provide education around the history of discrimination in the work place and how the digital footprint of young people could be affecting their employment opportunities especially in relation to recent legislation.

During academic session 2015/16 the team engaged with 17 nurseries, 117 primary schools, 28 secondary schools at S2/S3 and six at S5/S6.

Holocaust Education

The theme for **Holocaust Memorial Day** (HMD) 2016 was 'Don't Stand By'. While schools across the city marked HMD individually a 10 day programme was built around the theme to support the work in schools with, speakers,



curriculum resources and films at the GFT. Of particular interest was the screening of 'Nicky's Family', the story of Nicholas Winton who was responsible for bringing 669 Jewish children from Czechoslovakia to safety in the UK as the Nazis invaded the country. The film was supported by a presentation and Q&A session with Henry Wuga who came on Kinder Transport and settled in Glasgow.

The annual Schools Holocaust Memorial Event was held in the City Chambers on the 26th January 2016 and was hosted by pupils from John Paul Academy and included inputs from Knightswood Secondary, St. Roch's Secondary, St. Thomas' Primary, Bankhead Primary and the Glasgow Schools String Orchestra. Guest speakers included Inge Auerbacher, who as a child was incarcerated in the Theresenstadt camp and Mukesh Kapila, UN Advisor in the Sudan when the Darfur crisis broke who tried to get the world to sit up and take notice of the atrocities that were happening.

Equity for All

During 2015/16, we published the finding of our thematic review where we looked at the protected characteristics as detailed in the Equality Act 2010 and related Equality Duties. The review looked specifically at race, gender and sexual orientation.

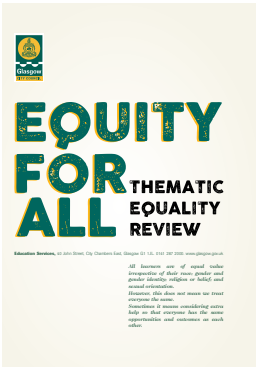
The following key strengths were found

- Schools and nurseries were warm harmonious places where staff are committed to including children and young people and meeting their individual needs.
- Across all sectors, establishments made good use of Sexual Health and Relationships Education (SHRE) and global citizenship resources to address equality issues.
- Children and young people's involvement in decision making is becoming an increasingly positive feature across establishments.

As a result of the thematic review, we have updated our Anti-bullying policy to include specific reference to the Equality Act 2010 and the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012. In addition, it was recommended that

Schools and nurseries should:

- Look for regular and age-appropriate opportunities to explore equality issues within their curriculum. Such activities should not be confined to SHRE⁴ programmes.
- Use and analyse data in relation to race and gender more consistently. This analysis should not only cover attainment and progress, but also wider achievement.
- Engage parents/carers more in relation to equality issues Consideration should be given to whether Parent Councils are reflective of their pupil demographic.



- Review their Vision, Values and Aims to include an explicit reference to equalities. Such as review should be used to engage with the whole establishment community around equality issues.

In March 2016, headteachers from across the city attended an Equity for All conference to consider the theme of assessment in Scotland and social justice. Our keynote speaker, Sir John Jones was a resounding success as he encouraged all to focus on making a difference to pupils and their families.



Maureen McKenna
@maureen0207

Sir John Jones speaking to all about the challenges we face, stressing that the gap is not about ability [#equityforall](#) [@GIC20152020](#)



simon kelly
@simo72

[@sirjohnfjones](#) you did it again, inspiring greatness in teachers, making us believe that we can make the difference [#equityforall](#)

Showcasing [#WeePlay](#) today at the [#equityforall](#) conference – lots of great work in the Family Learning zone! pic.twitter.com/ltlVxCj8Ka

Cost of the School Day

During 2015/16, we built on the findings of the *Cost of the School Day*⁵ report. The seconded member of staff worked with schools to develop and share best practice.



These are some examples:

- Highpark Primary School reviewed their fundraising and now space it out across the school year, previously had lots of fundraising around Christmas – putting pressure on already stretched family budgets.
- Springburn Academy Eco group “up-cycle” school ties and sell at low price. They now have a school badge that can be ironed onto blazer and the blazer can be bought from a supermarket, not a branded item.
- At Merrylee Primary School a parent volunteer takes school photos and develops them at a hypermarket with the total cost to school being £250.



Avenue End Primary @AvenueEndPS - Jun 15

A brilliant whole schools summer trip fully funded by our Parent Council. Every child received £2 spending money too!



⁵ The full report is available on www.cpag.org.uk/costoftheschoolday

Creativity and employability

We have been re-focusing our approach to expressive arts in primary and secondary schools. Our strategy is entitled **CREATE: Creativity and Expressive Arts Transforming Education**.

In CREATE Music all schools have been offered support in planning, challenging, inspirational and enjoyable learning and teaching activities in music, making clear links to the skills progression in the wider curriculum in particular Literacy, Numeracy and Health and Wellbeing.

Music staff from the Youth Music Initiative have completed training on phonological awareness to ensure their work supports raising attainment. They are supporting all Glasgow primary 1 and 2 classes on a fortnightly basis through the school programme.

450 primary 1 and 2 teachers and all of our English as an additional language and dyslexia specialists received training on early level music. The primary 5–7, Music 4 All Programme is in 52 schools across the city working in partnership with the “Literacy for All” initiative.

20 primary teachers have completed Philosophy with Children through Glasgow Creative Learning Network with University of Strathclyde. 17 teachers took this to the next stage and are completing their Masters Level training. Strathclyde University are carrying out an evaluation of the impact of this work on attainment in Literacy and Numeracy.



Raising expectations to widen access to higher education

A new approach to widening access to higher education was trialled in eight secondary schools. In partnership with University of Glasgow over 2000 S1–S3 pupils were provided with an insight into what further studying would be like. This programme will be expanded in 2016/17 to include P7 transitions and will include Strathclyde University in the delivery.

925 pupils participated in the Top-up programme with 765 completing it. 640 of these pupils achieved at least three Highers at B or above. In order to maximise the support offered to pupils Education Services funded the support for 285 of these pupils. 200 or 70% achieving at least three B Grade Highers. This provision enables adjusted offers for candidates, through a series of higher education progression agreements.

47 pupils participated in our Access to a Career in Teaching programme (ACT) has progressed to include young people that are interested in secondary as well as primary teaching.

Routes for All delivered by Glasgow Caledonian University and University of the West of Scotland also supported pupils to prepare for future HNC/ D students for higher education at college.

In June we also had a successful two week summer school taster programme at University of Glasgow for 183 S4 pupils. Young people were introduced to seminars facilitated by the different faculties.

112 S4/S5 pupils attended the Strathclyde University Accelerate summer programme. 46 pupils

participated in a new initiative within this programme, which included credit rated units in subjects such as Psychology, Product Design, Business and Chemistry. 82% of the candidates gained 5 SCQF credit points at level 7.

Our partnership with the Social Mobility Foundation grew this year with an increased the intake of 70 young people from 17 Glasgow schools being supported.

We also work with a range of partners to support school leavers going to higher education to access bursaries to support them with their studies. Young people achieved bursaries from a range of sources, including ICAS, Robertson Trust and Alan Glen's.

Increasing learning pathways in partnership with colleges

Over 800 pupils participated in college provision, from SCQF Levels 1-7 across the three Glasgow Colleges. Glasgow Kelvin College delivered the highest number of programmes with Glasgow Clyde College and City of Glasgow College also increasing the available range of subject areas and industry recognised qualifications. The overall success measure of pupils completing full awards averaged at 59%, with a significant numbers of courses achieving above 80% achievement rates. Highest achievement rates were achieved in National Certificate SCQF level 5, Professional Cookery (City of Glasgow College), National Progression Award level 4 in Cosmetology (Glasgow Clyde College), National Certificate in Electrical Engineering SCQF level 5 (Glasgow Kelvin College). Pupils are being supported to attend college provision at the college campus, which best suits their vocational choice of subject area and proximity to school. Pupils are supported to attend provision across the city, based on the curriculum hub offer agreed through the colleges Regional Outcome Agreement. There has been a renewed emphasis on STEM related courses, including digital media skills, computing, health care and engineering.

123 pupils participated in provision at SCQF levels 1-3. Pupils from mainstream and ASL schools are accessing courses supporting transition from school, and occupational areas such as horticulture, childcare, hospitality and construction skills.

Foundation Apprenticeships were also delivered during 2015/16 in Engineering and Financial Services. 11 out of 12 pupils completed year 1 of the two year Engineering course and 10 pupils successfully completed the one year long Financial Services programme. During 2016/17, the delivery model for Foundation Apprenticeships has changed to a two year programme, adding ICT software, ICT hardware, civil engineering, social care and health care to the portfolio. Foundation Apprenticeships are offered at SCQF level 6.

Tennents Training Academy continue to support state of the art hospitality skills development. Pupils with additional support needs have participated in a 10 week long programme, equipping pupils with high quality industry standard experiences in front of house, food preparation and master class activities. Over 200 young people have benefitted from this provision during 2015/16.

13 young people with complex learning needs also successfully completed ASDAN work experience and personal development awards during their work placements with hospitality and horticulture employers.



School Business Partnerships

The Regional Developing the Young Workforce Regional Group, facilitated by Glasgow Chamber of Commerce, have supported the establishment of school business partnerships. By June 2016, over two thirds of secondary schools and two ASL schools had been formally matched with a lead business partner. Businesses involved represent industry sectors with entry level opportunities and prominent employment prospects within Glasgow City. Organisations such as Scottish Water, BBC, Marriot Hotel, Sainsbury's, STV, Transport Scotland, Glasgow Caledonian University Business School, City of Glasgow College, Network Rail, Enterprise Rent-a-Car, CGG Construction Group and Price Waterhouse Cooper are leading the way in engaging industry expertise with schools to further enhance learning and teaching and develop a deeper insight of the workplace.

Our **Enhanced Vocation Improvement Programme** (EVIP) continued to provide valuable qualifications and learning pathways for young people who are at risk of disengagement with education. In partnership with colleges, we offer a wide range of options for S4 pupils which better suits their learning styles and aspirations. These include National 4 qualifications in mathematics and English.

International Education has continued to strengthen links with Glasgow's twinned cities namely Nuremberg and Marseille and within the Erasmus Plus programme we are working with the City of Nuremberg to develop and enhanced policy and practice to support young people's employability skills in the transition from school to work and addressing the aims of the national skills programme

Developing Scotland's Young Workforce.

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

Career Ready, which was formerly Career Academies UK, is a national charity linking local authorities and schools with employers to open up the world of work to young people. In Glasgow, Career Ready has worked with Glasgow for five years. They started with five schools and 28 pupils and in 2015/16, they worked with 23 schools and 136 pupils with the support of 38 employers. Young people work with Career Ready for two years and benefit from the support of a mentor and a 4 week paid summer internship. In October 2015, Morven Petrie from Hillpark Secondary School won the **Sir Win Bischoff 2015 Student of the Year** – this award recognises the student who has 'travelled the furthest distance' through their Career Ready experience.

We also work with a range of partners to support school leavers going to higher education to access bursaries to support them with their studies. Young people achieved bursaries from a range of sources, including ICAS and Robertson Trust.

MCR Pathways is a school based mentoring programme which provides young people with tailored one-to-one support from a carefully matched and trained volunteer adult for an hour each week for a minimum of a year, ideally two years. Secondly it provides a high quality process and structure to connect committed individuals and link organisations to provide pathways experiences and opportunities for the young people.

MCR Pathways was founded by philanthropist Iain MacRitchie's MCR Foundation. MCR Pathways works only in partnerships – the young person and their mentor, parents and carers, the school, Glasgow City Council Education Services and committed organisations. The power of MCR Pathways is that it will be embedded as 'business as usual' across Glasgow. The ultimate ambition is that all young people who experience disadvantage will remain engaged in their learning, be supported to further or higher education or employment when they leave school and, importantly, sustain a positive destination long after they have left school.

There are three MCR Pathways with mentoring and partnerships being key elements working alongside the school's high expectations and aspirations for each and every young person in their care.

Re-engaged into education and learning

Progression into further education or employment directly from school

Progression into higher education

By May 2016, there were 394 mentors either working with or being trained to support 347 young people in 10 secondary schools. 266 of young people were care experienced.

During 2016/17, MCR Pathways will extend into 15 secondary schools with a view to going into all 30 secondary schools over the next two years.

“

Our partnership with the MCR Foundation over the last seven years has had a massive impact on our school. We have ensured that through the support we have provided in partnership with MCR Foundation, our looked after young people achieve at the highest levels that they can and action the aspirations our school has for them through their education and beyond.

Headteacher, St Andrew's Secondary School



It's good to have someone that can talk to me on my level. It's the first time I have trusted an adult in a long time. It feels good to get everything off your your chest, and talk to them about stuff you can't talk to your pals about. It's my favourite thing that I do in school, when everyone in my year speaks about their mentors no one ever has anything bad to say.

Young person, Lourdes Secondary School

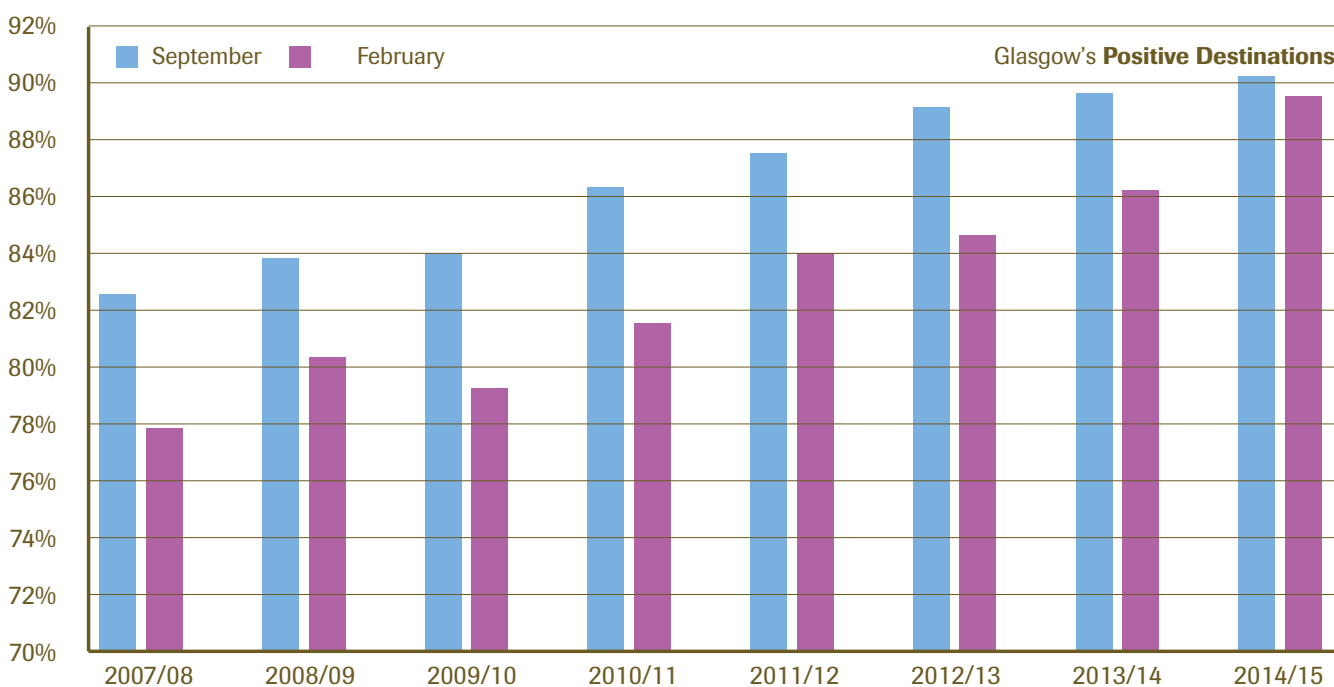
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Positive destinations

Leavers' destinations usually become available in December each year. However, in December 2016, we found out that the leaver destinations were not going to be published by SDS. Instead they will be published on Insight in February 2017.

A brief summary of leaver destinations from 2014/15 has been provided.

Glasgow recorded the highest positive destination rate of **90.3%** in the 2014/15 SDS SLDR (September). In the February follow-up, there was a decrease of only 0.7% to **89.6%**, again the highest follow-up figures we have had. There was a drop nationally of 0.9% to 92%.



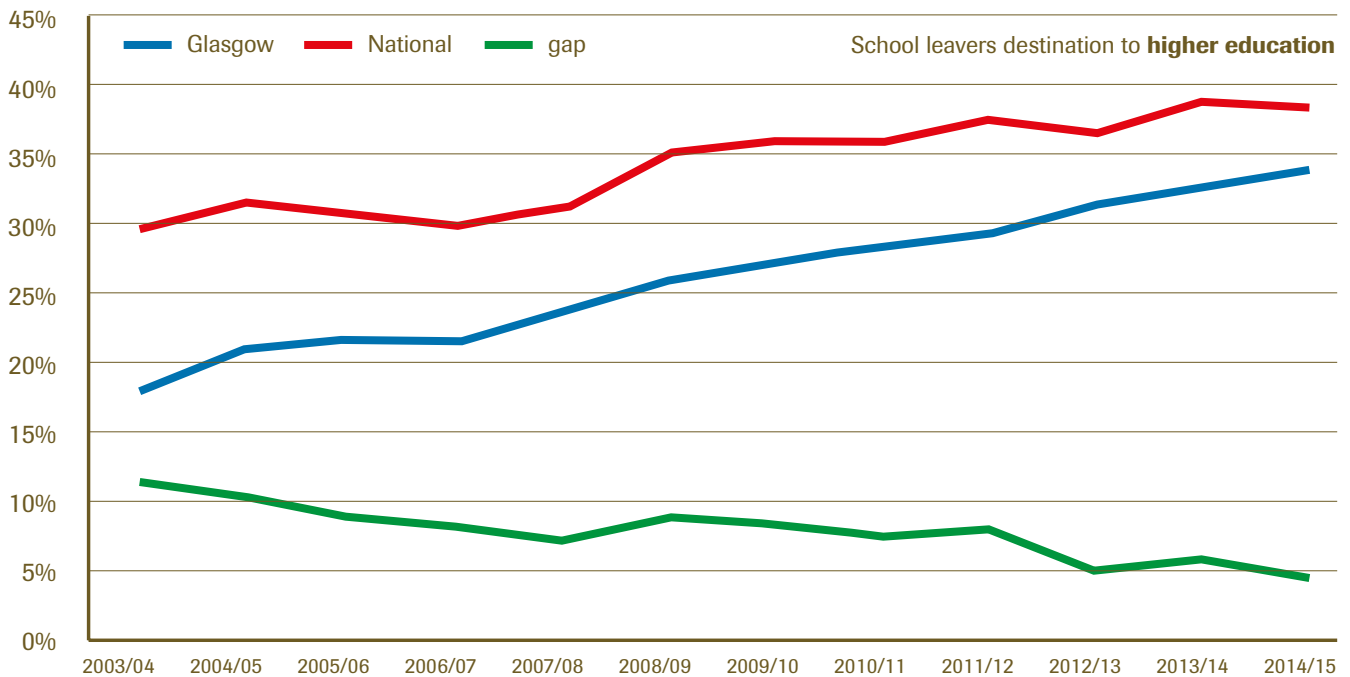
Once again, the proportion of school leavers going to higher education either at college or at university increased again. There has been year on year improvement since 2007. The graph below shows that the gap between the national figure and Glasgow's has narrowed and is now at its lowest at 4.4%.

94.3% of young people who went into higher education were still in higher education at the follow-up survey. This is a slight reduction from 2013/14 where the figure was 95.6%.

83% of those who went to further education sustained this destination. Although this appears a decline from the figures of 89.6% sustained in 2013/14, positively, 8.3% became employed compared to 3.8% the previous year.



What a difference a city makes! In 2000
39% of school leavers went to college or
university in 2015 62.3% did - that's called
EXPECTATIONS



Learning provision

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

During 2015/16 we carried out a review of the broad general education in our secondary schools. The review was carried out as a collaborative exercise across 13 secondary schools in the city. The aim of the exercise was to provide support and challenge to secondary schools in relation to curriculum, learning and teaching. There was a lead officer supported by a number of secondary headteachers. Just over 500 S1 to S3 classes had short visits.


The following strengths were noted in all or the majority of visits:

- Considerable discussion and action, is now being invested into changing the structures of the curriculum to reflect a recognition of S1-S3 as a stage of learning in its own right. Most schools visited have structures which provide learning for all in the eight curriculum areas into S3.
- Increasing recognition of the value of providing personalisation and choice through structural elements such as elective/ short course options with some very imaginative elective options in place in many schools.
- In all schools visited there was clear evidence of a nurturing ethos where staff/pupil relationships are strong. This was a notable strength.
- There is strong evidence of increasing provision of opportunities for wider achievement in the BGE, including very productive work with external partners. There is increasing evidence of employability skills in the S1-S3 curriculum through wider partnership events and opportunities and a clearer focus on the world of work in departments, particularly in Business and Technologies departments.
- Planning in the Experiences and Outcomes is now embedded and work to track progress through Significant Aspects of Learning is underway.

Aspects for further development:

- Assessment is for Learning (AifL) strategies are not yet embedded across schools. Revisiting the effective use of AifL and aspects such as effective questioning would be helpful.
- School systems and processes to track pupil progress through the BGE are in place in almost all schools visited, but in most schools processes are not yet sufficiently robust or linked to the Significant Aspects of Learning. This is a significant factor in ensuring appropriate progression pathways to senior phase. A few schools have developed promising approaches but these have yet to be fully tested. The wider range of evidence needed to confirm judgement at a level is accepted by staff.
- Confusion still exists about what constitutes good interdisciplinary learning and how this can be progressively developed through BGE. No school visited felt that they had a strong narrative around their progress or were confident in this area.
- A clear and explicit focus on skills for learning life and work in the classroom is still required to ensure that pupils can articulate these skills and understand their relevance.
- Support will be required to help teachers to be more imaginative in differentiating tasks and activities for learners, beyond the core and extension model. Consideration of more independent learning approaches, more collaborative and open ended challenge and pupil led enquiry would be helpful.

Although this review was carried out in secondary schools, the findings have been shared with all schools as there were aspects which would resonate with primary schools too. We will be looking at the BGE in primary schools during 2016/17.

 [@WellshotPrimary](#): What a great start by P1b. Everyone got special stickers for writing S. [pic.twitter.com/f0pQsFIIAe](#) they look fabs!



We value our partnerships which enhance children and young people's learning.

Working with the Violence Reduction Unit of Police Scotland teachers and community partners from six secondary schools in the city were trained in the **Mentors for Violence Prevention (MVP)** approach to tackling violence. MVP is a model that trains and supports senior pupils in the school to deliver peer education to S1/S2 pupils which explores the culture, beliefs and attitudes around violence from a gendered perspective.

The six schools were Holyrood Secondary, Bellahouston Academy, St. Thomas Aquinas Secondary, Knightswood Secondary, Smithycroft Secondary and St. Mungo's Academy. While the MVP programme is in its early stages it is hoped that the programme will have a positive impact on the ethos of the schools and instil in our young people the idea that we all have responsibility for each other. The pilot will enable us to look at rolling the programme out to other secondary schools over the coming years.

International Education has continued to support our schools as outward thinking, diverse communities where the international dimension to learning contributes to the overall ethos and curriculum to develop young people as confident and responsible global citizens with the intercultural

skills necessary for life and work. The developments within International Education in Glasgow continue to be recognised nationally and internationally as best practice and our work has been presented across Europe to support others to develop internationally.

Embedded within our strategy has been support for schools to plan their international dimension to learning strategically and become part of their improvement plans using Education Scotland's Transforming Learning approach, where International Education is identified as a driver for change and innovation. We have worked closely with British Council Scotland to develop an eTwinning pilot between 10 Glasgow schools and 10 schools in Madrid to take forward strategic curriculum planning and teaching and learning through eTwinning in a range of curricular areas with each school mentored by a Leader of International Learning and/or an eTwinning Ambassador.

Our new team of **Leaders of International Learning** have increased the impact of international education in schools. Most notably the impact within early years and ASL schools. Hampden Primary School and Lamplash Nursery School have excelled in their international developments to support children from a refugee background and their families through an enhanced eTwinning literacy strategy with a nursery in Poland at Lamplash and an extended International strategy to focus on improvement in communication skills for ASL learners in conjunction with partner schools in Valencia and Madrid at Hampden. Both these establishments were awarded the Intermediate British Council International School Award.

Thirteen establishments secured the Local Authority Excellence Award for the development of the International Dimension to Learning and St. Roch's Secondary school received a national etwinning Award in June from the British Council in the category of Curricular Integration.

We were successful in securing funding from the Erasmus Plus programme through Key Action 1 for enhanced teacher training. We have funding for 40 opportunities to take advantage of European Education training and CPD in France, Germany, Italy and Sweden. St. Roch's Secondary secured significant funding through Erasmus Plus to develop an innovative approach to teaching and learning in Maths in conjunction with partners in Catalonia and Poland.

We have seven schools linked with schools in areas of deprivation in Kolkata, to develop literacy and build social enterprise initiatives in partnership with the Social Enterprise Academy Scotland and the British Council Connecting Classrooms Programme. An additional four secondary schools worked with the University of Glasgow and partners in Milan to support their knowledge and understanding of the environmental issues around food waste and are acting as Ambassadors to cascade their learning to linked primary schools.

Education Services continued to further develop its support for **STEM** (Science Technology Engineering Maths) across establishments.

The Hillpark Learning Community STEM cluster programme continued for a second year. Highlights of the programme included the early years rocket challenge, where secondary staff and pupils worked with nursery children to build rockets that were launched on a celebration day. The evaluation of the programme will inform the supported model for developing STEM clusters across the city.

The STEM coordinator in Hillpark also developed the first Employability Bite on Chemistry that was delivered to a National 4 class. This contextualised learning programme was developed in partnership



with Skills development Scotland and industry partners. More Bites will be developed by STEM staff across the city in the following years.

St. Roch's Secondary School were one of three finalists for the STEM award at the Scottish Education Awards. The judges were particularly impressed with the inclusive nature of the schools work on STEM as well as highlighting their business partnerships as sector leading.

Engineering education was supported in a wide range of activity. As part of the Shieldhall tunnel development, Scottish Water and their Subcontractors worked with Bellahouston, Govan, Lourdes and Shawlands secondary schools on a 10 week Get into Engineering challenge project, which will continue for a further three years. Scottish Water also worked with St Andrew's Secondary School on a Women into Engineering project.

64 primary teachers from 32 primary schools took part in Primary Engineer training with a further two sessions of training arranged for 2016/17. 13 secondary schools participated in the Go4Set programme, delivered by the Engineering Development Trust (EDT) in partnership with Viridor. EDT also ran the first pre-STEM engineering challenge for the St. Mungo's Learning Community primary schools, with the final held at the Academy.

Once again, Education Services offered a funded visit for every primary class to the Glasgow Science Centre. Over 17,000 pupils visited, along with a further 20 primary schools who participated in **My World of Work** live learning about STEM careers. The Science centre also took their Body Works touring exhibition to a number of schools engaging with over 1700 pupils over the year. 250 primary pupils attended the science centre space day in June.

Over 700 primary children attended the **Periodic Fable** during December 2015, a science pantomime delivered in partnership with Clyde Gateway, the Glasgow Science Festival and Fairpley.

Glasgow University offered Polymerase Chain Reaction genetic workshops for our secondary pupils for the first time. This allowed 170 pupils Higher biology pupils from seven secondary schools to carry out practical experiments using the University's facilities.

The **Mini Game Jam** took place again this year, with 25 schools taking part in eight local events. This is a collaborative event to introduce young people to computer coding through the use of Scratch, a modular coding programme developed by MIT. Over 400 young people from P6 to S3 took part throughout May and June.

Learning for Sustainability

The second **Green Jobs Fair** took place on the 15th of September at the Glasgow Science centre. Over 400 young people from S2/S3 attended, from 12 secondary schools. They engaged with employers such as Scottish Power, SEPA, City Building, Scottish Water as well as Glasgow and Strathclyde Universities and Glasgow Kelvin and City of Glasgow colleges

Over 1300 young people in Glasgow schools achieved the **John Muir Award** in 2015/16, including 360 inclusion awards. The John Muir award also delivered two training sessions for teaching staff, along with a sharing and celebration event.

For Fair Trade fortnight 2016, 24 schools took part in the Fair trade Football festival at Toryglen regional Football centre. Over 200 young people took part in a day of 6 a side football using fair trade footballs from Bala Sport, as well as learning about the difference that fair trade makes in communities around the world.

146 of Glasgow City Council schools/nurseries have current green flag Eco School awards, with 282 establishments registered with the programme.

Eight primary schools and one secondary took part in the first year of the Scottish Schools of Cooperation award. Schools had to demonstrate an understanding of cooperative business models and develop a cooperative project of their own. The schools worked closely with the Cooperative education Trust over a period of three months, with a celebration event held in Strathclyde University in June 2016. These schools will now support the next cohort taking part in the award.



Parental engagement and family learning

Throughout 2015/16, we continued to develop high quality partnerships with parents and carers. Our Families In Partnership project continued to provide schools and nurseries with funding to enable them to set up a range of initiatives to support families be better able to support their children.

Over the past three and a half years the **Families in Partnership** (FIP) Project at Golfhill Primary School has continued to grow and develop. To date the school have worked with over 50 families throughout the school, focusing on three core family values of patience, respect and cooperation. This year we also added a few more values as a focus because some families were 'returning' families to FIP. They focused on courage, aspirations and hope.

As part of our work this year we also continued to focus on working with families where English was not the main language spoken at home, and families who may not be able to or want to commit to a residential experience.

We also were able to continue to run a group who enjoyed a residential experience, and our core group planned, organised a camping experience with support of school staff. 'Learning Together Club' also continued to run during the school day to support our bilingual families work together on learning activities.

Quote from a parent at Caledonia Primary School



We've just returned from a weekend away to Abernethy made possible by amazing funding for the parenting programme. This programme has showed us great ways to be a better parent, how to communicate and understand situations and to actually see it's not bad children but bad parenting. Whilst away this weekend, myself and my husband got to spend quality time with our daughter – no phones, tables or even internet connection which was so refreshing and definitely made us think about the way life has become. I feel I have really benefited from this programme making me not only a better parent but all round feeling of wellbeing.



Chesters Nursery has over thirty partnerships across the city including partnerships with other nurseries and their parents, primary schools, secondary schools and colleges.

However, the nursery's biggest partnership is with the families it supports. Parents have been able to gain a range of additional qualifications supported by the nursery and partners.



Caledonia Primary @CaledoniaPri
Weekend away for families! Going well.
[@maureen0207](#) [@GIC20152020](#)
pic.twitter.com/KoJ0oNFAIG



The recent HMI report cited partnership working to support family learning as a strength of the nursery. It states:

‘Through very strong leadership of the headteacher and supported by her committed staff team, there is a very strong holistic approach to meeting the needs of children and their families. Staff work with an extensive range of partners to support family learning. Supporting the whole family is seen as the key to aspiration and success.’

Health and wellbeing is an important priority for the head teacher and staff in Chesters Nursery School. A recent venture, ‘Hands Across the City’, saw parents from Chesters link up with parents from nurseries in the North East (Parkhead, Westerhouse, and Garthamlock) to look at healthy meals. With the help of Drumchapel Life, healthy flat pack meals were provided with a recipe and sold to families at a reasonable cost.

We have Parent Councils in almost all schools and they play a key role in promoting more parents to become involved in the life of the school and their child’s learning. Education Services offers a training programme that supports Parent Council members in their role and recent courses on anti-bullying, online safety and the cost of the school day have had a high level of uptake. The latter course led to the development of a parental working group which produced a ‘cost of the school day toolkit’ for Parent Councils.

We continued to enjoy very positive relationships with our **Glasgow City Parent Forum**. (GCPF). GCPF provide very valued support to Parent Councils across the city. During 2015/16, they held meetings in different parts of the city to enable more Parent Councils to engage. This group represents Parent Councils in Glasgow schools. It meets once per term and all Parent Councils are invited to attend. The group is supported by Education Services and plays a vital role in city-wide and national issues. Members of this group have also played an active part in establishing the Additional Support Needs Parent Forum in partnership with Education Services. This group held its first conference which considered issues raised by parents.

During 2015/16, we took part in a project, Partnership Schools Scotland, with the Scottish Parent Teacher Councils (SPTC). This is a pilot programme of school, family and community partnership designed to improve outcomes for young people in schools, funded by Skills Development Scotland. SPTC is using the model developed by the National Network of Partnership Schools in Johns Hopkins University, Baltimore, US. The objective of the pilot is to trial the model in a range of Scottish schools over a five year period, supporting its implementation and development in order that the model becomes embedded in the practice of the schools. Glasgow was selected as one of the first pilot authorities with three schools participating in the first year and a further five added during year 2.

We continued to support parents into employment through our innovative partnership with Glasgow Clyde College



Here we are at our graduation for First Steps to Childcare helping parents into employability @Glasgow_Clyde
pic.twitter.com/8Q0hxgWOz2



Retweet icon, Like icon, Reply icon

which enables parents to gain qualifications to assist them in a future career in childcare – First Steps to Childcare. In 2015/16 10 parents progressed on to their SVQ Level 2 after achieving their National Progression Award in 2014/15. Of this group four graduated with a Level 2 qualification. Almost all of the other parents either continued to college/university or employment.

In 2015/16 we enrolled a further 16 parents at Clyde College for the National Progression Award and seven parents successfully graduated. We also started our innovative Men Into Childcare by working with a group of dads from our nurseries in partnership with a local training provider.

Leadership and management

How good is our leadership and approach to improvement?

As part of **Glasgow's Improvement Challenge** (GIC) 2015-2020, 119 primary schools were selected on the basis of the percentage of children in each school living in the most deprived postcodes and local knowledge. The 119 primary schools have been put into clusters of between three and five primary schools. There are over 31,000 children in the selected primary schools of which nearly 21,000 live in the 20% most deprived postcodes.

The schools are in 30 cluster groupings. Due to the difficulties with recruitment (national shortage of teachers), the clusters were split into two halves. Almost all of the clusters in phase 1 were able to be staffed to support their planned interventions, with some clusters in phase 2 receiving some additional staffing during the year.

From August to October 2015, we worked with two clusters intensely to develop their plan and model. This work was then able to be shared with other clusters to help them with their planning. Schools developed individual improvement plans directly focussed on raising attainment in literacy or numeracy in relation to the Challenge. The GIC leadership team collated cluster plans to highlight over-arching themes, identify inquiry approaches and share innovative practice. This provided an analysis of need and enabled training to be appropriately targeted.

Two new roles were developed:

Challenge Leaders of Learning - experienced teachers in the cluster primary schools who know the children and their context. They work in their own school or across the cluster schools on targeted interventions.

Challenge Link – designated quality improvement officers or members of the Directorate who will take a challenge role with the cluster.

Clusters in Phase 1 identified their Challenge Leaders of Learning (CLOLs). A training base has been established in Thornwood Primary School and a training programme was developed matched to needs. The training was offered out to all schools not just those selected to be part of GIC. The uptake was so strong that we split attendees into two training groups, with approximately 40 participants overall for each session.

The Leaders of Learning offered all primary schools the chance to send their Support for Learning Workers to attend training on **Effective Questioning and Growth Mindsets**. These areas were chosen as it was felt they would have immediate impact on children in terms of learning and teaching and also to provide our Support for Learning Workers with effective development opportunities. Around 220 Support for Learning Workers attended the training with an overwhelming positive response with staff actively engaged and contributing to dialogue about how we can best support our young people.

Many commented on how important they saw Growth Mindset as a motivational tool, but also now realised the need to let pupils make mistakes and learn from this.

The successful partnership between the seconded Depute Headteacher and the EIS Learning Representative continued this session, supporting Teachers in participating fully in all aspects of Professional Update.

This again resulted in Glasgow City Council being only one of two local authorities to achieve 100% sign off by the General Teaching Council deadline.

An extensive training programme was offered to the Challenge Leaders of Learning (CLOLs) and extended to include the 19 primary schools not originally involved in the Challenge. Each establishment focused on either Literacy or Numeracy and had identified strategies to improve outcomes for their young people. Training was delivered by the Leaders of Learning, Psychological Services and Glasgow Dyslexia Support Service and addressed the training needs identified by schools. A range of interventions were identified including phonological awareness, family learning, readiness to read and Stages of Early Arithmetical Learning (SEAL).

“
*Think before you give praise.
 Now I will praise the effort.*
Support for Learning Worker
 ”

The training programme included:

- induction
- setting the climate for improvement
- high quality learning and teaching
- literacy focus events
- numeracy focus events

The Leaders of Learning worked collaboratively with the Challenge Leaders of Learning, throughout the session, to deliver training which would increase their subject knowledge, confidence and expertise. All training materials were made available through the designated GLOW site to facilitate school/cluster training and share good practice. The training was designed to build staff capacity to deliver positive outcomes for the children of Glasgow in Literacy and Numeracy.

The ninth and tenth Improving Our Classrooms (IoC) ran from August 2015 to May 2016.

The courses coincided with major national developments such as the Scottish Attainment Challenge and National Improvement Framework and it was revised to take account of these




Elmvale Primary @Elmvaleprimary 18 Oct 2015
 Does your child still find number bonds to 10 challenging?
 Why not try rainbow bonds? #ParentsAsPartners



developments as they emerged. Considering staffing cover issues, participation remained high with 25 on the ninth course and 23 teachers on the tenth course.

As with other recent courses, a significant proportion were fairly early in their teaching career. A continuing trend was for schools that had taken part in previous IoC courses to send another teacher. Some schools enabled two teachers to take part and despite challenges with staffing all headteachers managed to facilitate trio visits for their teachers.

Attendance at the course by participants, engagements during sessions and commitment to it continued to be excellent. End-of-course evaluations continued to be exceptionally positive with examples of comments from participants as follows:

 *This course has not only been great for my professional practice but it has really made a difference to the children in my classroom.*


The most amazing and inspiring thing I have done in my teaching career.

Very thought provoking discussions with highly relevant stimuli for ongoing evaluation of learning and teaching.

Working in a trio was fantastic, brilliant support network, exchanging ideas, and so on. Classroom visits were brilliant.




Our partnership with Malawi continued through **Malawi Leaders of Learning** (MLOL). In September 2015, a team of 13 staff (MLOLs) spent four weeks working in nurseries and schools in the Blantyre area of Malawi. In addition, five third year B. Ed. students from University of Strathclyde joined the team to work alongside the MLOLs in schools.

 *MLOL has given me opportunities to apply leadership skills and overcome challenges that I don't have in my daily work. I have built confidence both as an educator and personally – it is definitely the best thing I have ever done.*

MLOL who is now a principal teacher

The experience I have gained from the MLOL programme has been invaluable. Throughout my MLOL journey I have had the privilege of educating the children of Glasgow, the children and teachers of Malawi and myself.



We also had a group of 20 young people from Eastbank and St. Mungo's Academies who worked together for a year on leadership activities as **Malawi Young Leaders of Learning** (MYLOLs) in their own communities and then in Malawi in September 2016.

“ I have continued to work with people and volunteer to different projects and this is thanks to MYLOL showing me what I enjoyed doing.”

The 2015/16 annual report for MLOL is available at

<http://www.mlol.co.uk/DocumentStore/ProgressReport16LR.pdf>

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

In 2015/16, leadership pathways were enhanced further to add to the breadth of activity offered;

- 27 practitioners undertook the middle leaders programme provided by Education Services;
- A four day programme provided expertise in coaching and mentoring skills attended by 27 Heads;
- Glasgow’s extensive Aspiring Heads Programme provided professional learning for a cohort of 32 participants;
- Through the Scottish Leadership Development Programme, four headteachers, who lead schools for our children with the most complex needs engaged in the programme. They developed helpful guidance for practitioners and parents on complex needs.
- Senior staff worked in partnership with the Scottish Council for Educational Leadership(SCEL) and Universities to develop further Masters level programmes;
- Another headteacher was accepted onto the national SCEL Fellowship Programme;
- Cohort 2 of the Into Headship Masters level programme began with seven participants , whilst the 11 participants in cohort 1 continued to progress;
- Headteachers across the city were supported with twilight networks and bespoke school visits through the Improving Our Leadership Programme;
- Masters level courses for practitioners focused on a variety of important areas such as Inclusion, Physical Education and Leadership.
- A calendar of professional learning for session 2016/17 was developed and strategic groups were set up to continue to improve and develop our programmes.

Improved Infrastructure



The **4Rs Strategy**, a £256M investment in the Pre-12 education estate commenced in April 2013. By the end of 2016, over 150 nurseries, primary schools, and ASL establishments have benefitted from over £200M of investment. In addition, the 4Rs programme has delivered 12 modular extension projects to accommodate increasing rolls, and created three decant hubs to facilitate the refurbishment works to some of the establishments.

Whilst year one of the programme focused on undertaking themed investment works on external fabric such as new roofs, playground surfaces and windows, the remainder of the programme has been focused on undertaking “whole school refurbishment” which involves internal works such as classroom and corridor decoration, new ceilings, floor coverings, minor reconfigurations, toilet refurbishment, and so on as well as external fabric works.

In addition to refurbishment projects, the 4Rs programme has a significant portion of the overall budget allocated to the construction of new build nurseries and primary schools. With the design and planning stages of a new build project taking between 18 and 24 months, we are now at the point in the programme where almost all of the planned new build projects are in the construction phase. At the time of writing this report the new build programme is as follows:

| | |
|---|--------------------------------------|
| Merrylee Extension | Complete |
| Knightswood Extension/Conversion | Complete |
| Rowena Nursery | Complete |
| Tower View Nursery | Complete |
| Avenue End Primary and St. Rose of Lima Extension/Conversion | Due to commence February 2017 |
| Silverdale Nursery | Due for completion May 2017 |
| Broomhill Primary School | Under construction |
| Gowanbank Campus | Under construction |

| | |
|-----------------------------------|------------------------------------|
| Clyde Campus | Under construction |
| Carntyne Primary School | Due to commence June 2017 |
| Blairdardie Primary School | Due to commence July 2017 |
| Sighthill Campus | Due to commence July 2017 |
| Dalmarnock Primary School | Due to commence August 2017 |

At the commencement of the 4Rs programme in April 2013, 100 properties had been identified as being in C or D condition. Of the original 100 properties, only 8 remain in C or D condition, all of which are currently being refurbished and will be in B condition by the end of the 2016/17 academic term.

In addition to the investment undertaken through the 4Rs programme, an additional three new-build projects have been completed via a different investment programme. Garrowhill Primary is complete, Glendale Campus is complete, and Clyde Campus is due for completion in the late summer/early autumn of 2017. These projects have a combined value of £47.3M.

We are 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 three exciting opportunities 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 three pilot projects will be undertaken at: Pollokshields, Quarrybrae and John Paul II Primary Schools.

During 2016/17 we will be developing plans to undertake similar refurbishment projects in an additional 12 schools whose condition rating will benefit from further investment.

How good can we be?

2015/16 has been a particularly busy year for all in Education Services. Despite the staffing challenges faced by many of our schools, our primary schools embraced Glasgow's **Improvement Challenge** with enthusiasm. Hundreds of teachers and support staff have attended training during the day and at twilight sessions. An indication of the high levels of professionalism in the city was the fact that 100% of teachers were signed off on their professional update.

We have emerging evidence of the impact of the Challenge Leaders of Learning and we will be working with our schools during 2016/17 to improve the data they are using to monitor and track impact of the interventions to improve children's literacy and numeracy.

In the senior phase, we are continuing to raise expectations and as a result more young people than ever before are achieving qualifications which are enabling them to enter employment, training and further and higher education. We were delighted that we had improved our sustained destinations in 2014/15 and we are eagerly anticipating the 2015/16 destination data to evaluate our effectiveness at continuing to improve the proportion going to higher education.



In June 2016, the Deputy First Minister announced that secondary schools which served areas of deprivation would be in receipt of additional funding to help them close the attainment gap. All Glasgow secondary schools are to receive funding in 2016/17.

For 2016/17, we will continue with our agreed priorities which allow us to use education to reduce the impact of poverty on children's lives.

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

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

The following is from the OECD publication '*Schooling Redesigned: Towards Innovative Learning Systems*'.

ILE Learning Principles

- Make learning central, encourage engagement, and be where learners come to understand themselves as learners
 - Ensure that learning is social and often collaborative
 - Be highly attuned to learners' motivations and the importance of emotions
 - Be acutely sensitive to individual differences, including in prior knowledge
 - Be demanding for each learner but without excessive overload
 - Use assessments consistent with these aims, with strong emphasis on formative feedback
 - Promote horizontal connectedness across learning activities and subjects, in- and out-of-school...
- 'Schools need to drive a shift from a world where knowledge is stacked up somewhere depreciating rapidly in value towards a world in which the enriching power of communication and collaborative flow is increasing.' Foreword of *Schools Redesigned*



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