

**Glasgow City Council****Operational Performance and Delivery Scrutiny Committee****Report by Executive Director of Education****Contact: Carolyn Davren Ext: 74561****Literacy and Numeracy Attainment Analysis****Purpose of Report:**

To provide further detail on the attainment in Literacy and Numeracy at the Broad General Education phase, identifying challenges and next steps to improve attainment citywide

Recommendations:

The committee is asked to note the content of the report and note the continuing focus on raising attainment and improving outcomes for children and young people across the city.

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes ☐ No ☐ consulted: Yes ☐ No ☐**PLEASE NOTE THE FOLLOWING:**

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1 Background

- 1.1 Education Services previously reported to Committee on the attainment of children and young people citywide in Literacy and Numeracy in the Broad General Education (BGE) at, Primary 1, Primary 4, Primary 7 and S3.

It was reported to Committee in February 2025 that attainment showed a slight dip in both Literacy and Numeracy. The Committee requested further information on the attainment, the analysis of the data and possible identification of issues which have impacted on the attainment of the children and young people citywide.

2 Attainment Session 2023/24

- 2.1 Attainment across the city continued to increase year on year following the pandemic. By the end of session 2022/2023, schools had raised attainment to above pre pandemic levels in almost all aspects. Writing and Numeracy at P1 and P4 had not yet overtaken pre pandemic levels of achievement but the gains year on year gave a positive picture.
- 2.1 Last session, 2023/24 saw a slight dip in attainment in Primary 1 and Primary 4 in combined Literacy and Numeracy. Primary 7 children continued to improve in Literacy overall but saw a marginal dip in Numeracy. In S3 Numeracy continued to rise but there was a slight dip in combined Literacy. Combined Literacy is the achievement of Literacy by our young people in all organisers for Literacy. This includes Listening & talking, Reading and Writing. This does not include attainment in one or two of these organisers but is based on the total number of young people who have achieved all aspects at the expected level. Overall P7 and S3 attainment is above pre pandemic levels. This gives confidence in the attainment rise of our children and young people as they progress through school.
- 2.3 Attainment of Senior Phase young people is reported to Education Skills and Early Years Committee and the report for session 2023/24 can be viewed here [Committee Information - View Committee Document](#)

P1 data overtime	2019	2021	2022	2023	2024
Literacy	71%	68.4%	70.2%	70.6%	68.6%
Numeracy	81%	79.1%	80.7%	79.7%	77.9%

P4 data overtime	2019	2021	2022	2023	2024
Literacy	67%	62.4%	64.8%	66.8%	66.6%
Numeracy	74%	70.1%	73.0%	73.9%	73.7%

P7 data overtime	2019	2021	2022	2023	2024
Literacy	68%	65.7%	69.8%	71.2%	69.5%
Numeracy	74%	71.2%	73.8%	75.4%	74.1%

S3 data overtime	2019	2021	2022	2023	2024
Literacy	83.4%	N/A	79.9%	86.8%	85.3%
Numeracy	86.0%	N/A	84.6%	87.1%	87.6%

3 Data Analysis: Economic Impacts

- 3.1 The economic impact on learners across the city is measured and is nationally described as the 'Poverty Related Attainment Gap', (PRAG). This is measured by comparing the attainment of the children in SIMD Quintiles. Comparison of attainment of these group gives an indication of our progress or otherwise to close the poverty related attainment gap.

As with attainment over time, the data indicates that while we continue to make progress and close the gap at secondary, the poverty related attainment gap in primary has increased slightly. However, in both Literacy and Numeracy, Glasgow remains within the stretch banding in terms of 'Closing the Gap'.

- 3.2 Session 2023/ 24 was economically a year where many families across the city were impacted by the cost of living crisis and the ongoing challenges due to economic concerns globally. Schools should continue to focus on the PRAG and to use Pupil Equity Funding (PEF) to ensure that learners in our most deprived areas are able to access learning equitably across the city.

4 Data Analysis: Additional Support Needs (ASN)

- 4.1 Nationally we have seen an increase in the number of children and young people with Additional Support Needs and this can impact on attainment levels and should be considered. Within Glasgow in session 2023/24 we had 33.66% of our children in our primary schools recorded as having an additional support need and in our secondary sector the percentage was 50.72%. The number can appear higher within Secondary as often diagnosis of ASN can take longer. Notable levels of ASN across the city, and indeed nationally, continue to increase and work has been ongoing this session to support schools further in the accurate recording of this data. The table below shows the recorded levels of children within the reported stages P1, P4 & P7.

	ASN
P1	42%
P4	48%
P7	56%

- 4.2 Analysis has shown, that while ASN can have an impact on attainment overall, there is not enough evidence to say that this on its own has been a significant factor in reducing attainment last session. It needs to also be

understood that ASN refers to a broad spectrum of needs and while these needs can be a barrier, schools are mitigating for these continuously to ensure that they are less of a barrier to attainment. Also some needs are more transient and variable depending on the nature of the young persons identified needs eg impact of bereavement, mental health and wellbeing concerns.

5 Data Analysis: English as an Additional Language

- 5.1 Analysis of the data for session 2023/24 again did not identify a direct correlation in terms of attainment across the city and our learners for whom English is an Additional Language. The recent report to Education Skills and Early years Committee confirmed that our learners who have English as an Additional Language continue to attain increasingly as they progress through school stages especially in the Senior Phase of secondary

This analysis reinforces the positive work and impact of our EAL (English as an Additional Language) service and staff across the city. For more information on this work the committee paper can be accessed here [Committee Information - View Committee Document](#)

6 Data Analysis: Attendance

- 6.1 Attendance was significantly impacted, not just in Glasgow but nationally following the pandemic. The following table shows the dip in attendance both across Glasgow and compared to the national data:

	2017-17		2018-19		2021-22		2022-23		2023-24	
	GCC	Nat	GCC	Nat	GCC	Nat	GCC	Nat	GCC	Nat
Primary	93.7	93.7	93.3	93.2	91.8	91.4	90.1	92.2	90.4	92.5
Secondary	90.8	87.5	90.6	86.7	88.8	83.2	87.5	87.7	87.1	87.6

Attendance in Glasgow has not yet returned to pre pandemic levels. This continued long term non-attendance will impact across all stages as the children and young people move through their school career. The table below outlines the attendance in the classes which were measured in attainment last session:

Stage	Under 90% in June 2024
Primary 1	27% of P1 classes
Primary 4	41% of P4 classes
Primary 7	54% of P7 classes

With 90% attendance, children are missing one day per week at school on average. This can lead to gaps in knowledge and understanding and makes the return to school more difficult which can lead to early disengagement.

The Everyday Attendance Matters campaign this session has been designed to support and encourage positive attendance at school and promote the value of children attending every day. This work continues to be a focus for Education Services in terms of improving attendance citywide.

7 Data Analysis: Pandemic Impact

- 7.1 The Committee questioned if the pandemic had impacted on attainment of children last session. If we consider these cohorts in terms of their pandemic experience the following is worth noting. Primary 1 children last session were born in the school session 2019/20. This cohort of children may have been impacted in terms of the social engagement families could have throughout the first couple of years of their lives. Social interaction, engagement, experiences and family support could all have been limited for the cohort as infants and for their parents and carers at that time.
- 7.2 For Primary 4 cohort, the children in this stage in Session 2023/24 were in the pre-school year during the pandemic and the first lockdown. The children began their Primary education in a time when schools were working under very tight restrictions and protocols which had to be in place meant that the first years of education were not as previous cohorts had experienced. Many may have had very limited pre-school experience interrupted by a period of lockdown at home prior to beginning school. In their first session at school, there was a further lockdown, during which time the youngest cohorts, including this cohort continued to attend school while older children stayed at home.
- 7.3 Education Services will continue to explore a wide range of strategies and supports to ensure our children across the city, make progress across all our schools are fully supported in terms of their progress as they continue in our schools. At the next Education, Skills and Early Years committee a report will be presented showing the extensive range of ways Education Services supports improvement across the city. This report is based on a national thematic inspection visit to Glasgow in September 2024.

8 Next Steps

- 8.1 While the dip last session at some stages is only a small incremental dip overall, Education Services remain committed to ensuring the best possible outcomes in relation to attainment for our children and young people. Raising attainment is not viewed in isolation though and is contributed to through our work in celebrating achievement and improving the health and wellbeing of our children and young people. The following strategic actions have been planned to refocus and target attainment raising attainment in session 2023/24:
 - An in-depth analysis of the data has been undertaken, and actions have been developed and begun in terms of planning and interventions.

- A new BGE strategy is being developed in collaboration with stakeholders, including headteachers.
- Development activities to strengthen Early Years and Primary curricular transitions.
- Review of Glasgow's Improvement Challenge to have further alignment with the Education Improvement Service (EDIS) is underway by Head of Service (North) .
- Increase senior leaders' skill in data informed decision making and building class teacher capacity to use data at classroom level.
- Targeted professional learning for all staff.
- Approaches to improving attendance, particularly at early level.

9 Policy and Resource Implications

Resource Implications:

Financial: N/A

Legal: N/A

Personnel: N/A

Procurement: N/A

Council Strategic Plan: Specify which Grand Challenge (s) and Mission (s) the proposal supports. Where appropriate the relevant Commitment can also be listed.

Grand Challenge 2 – Increase opportunity and prosperity for all our citizens. Mission 3: Raise attainment amongst Glasgow's children and young people.

Equality and Socio-Economic Impacts:

Does the proposal support the Council's Equality Outcomes 2021-25? Please specify.

Outcome 14: Glasgow City Council (Education Services) has continued to improve outcomes in relation to attainment and achievement for children and young people including those experiencing socio-economic disadvantage, those for whom English is not their first language, those who identify as black and minority ethnic, and disabled children and young people.

What are the potential equality impacts as a result of this report?

Continued focus on raising attainment in Literacy and Numeracy for all children and young people will give all the opportunity to attain and achieve success.

Please highlight if the policy/proposal will help address socio-economic disadvantage.

Raising attainment continues to focus on closing the Poverty Related Attainment Gap.

Climate Impacts:

Does the proposal support any Climate Plan actions? Please specify:

N/A

What are the potential climate impacts as a result of this proposal?

N/A

Will the proposal contribute to Glasgow's net zero carbon target?

N/A

Privacy and Data Protection Impacts:

Are there any potential data protection impacts as a result of this report
No

If Yes, please confirm that a Data Protection Impact Assessment (DPIA) has been carried out

10 Recommendations

- 10.1 The committee is asked to note the content of the report and note the continuing focus on raising attainment and improving outcomes for children and young people across the city.