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**Education Services
Glasgow City Council
Annual NIF Report
2025/26**

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Table of Contents

- 1. Introduction**
- 2. Glasgow Context**
- 3. Vision and Values**
- 4. NIF Measures**
- 5. Appendices**

1 Introduction

Education authorities must prepare and publish annual plans detailing the steps they intend to take on the strategic priorities in the National Improvement Framework (NIF) in accordance with the Education (Scotland) Act 2016. The National Improvement Framework and Improvement Plan for Scottish Education have been designed to help deliver excellence and equity in education. This is to ensure that children and young people develop a broad range of skills and capacities regardless of social circumstances or needs.

The following updated priorities are identified in the National Improvement Framework:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

Six drivers of improvement were identified as making the biggest difference to the five key priorities. These are:

- School and ELC leadership
- Teacher and practitioner professionalism
- Parent/carers involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information

Schools produce annual improvement plans and these should take account of Education Services' plan. This has to be underpinned by effective self-evaluation which is clearly focused on ensuring that every child makes progress in their learning. The new How Good is our School 4 (HGIOS4) and How Good is our Early Learning and Childcare (HGIOELC) should be used to carry out focused self-evaluation in order to inform school improvement priorities. Education Services' "Supporting Improvement" guidance helps inform this process

2 Glasgow Context

Education across Glasgow is delivered through:

109 council managed early learning and childcare settings

121 partner providers of early learning and childcare settings

142 Primary Schools

30 Secondary Schools

20 Additional Support for Learning Schools

There are 14,925 registered places for children aged 0 to 5 across Glasgow's early learning and childcare settings.

There are 71,957 school pupils in Glasgow

40,179 Primary pupils

30,358 Secondary pupils

1,420 ASL pupils

Over half (57.2%) of all pupils in Glasgow live in the most deprived Scottish Index of Multiple Deprivation deciles.

38.7% of pupils in the city speak English as an additional language. There are 147 different languages (excluding English) spoken by pupils in Glasgow's Schools. The main five languages spoken after English are Urdu, Arabic, Polish, Punjabi, Chinese (Modern Standard/Mandarin).

Glasgow also has the largest proportion of care experienced children, with responsibility for 16% of Scotland's care experienced children and young people.

3 Vision and Values

Our [All Learners All Achieving](#) Document sets out at a high level the challenges we are addressing throughout this plan. It provides clear messages on what matters to us across Education Services in Glasgow.

Our Vision

- A world class learning city founded on nurture principles.

We want Glasgow to be an outstanding place for all learners, a socially just city, where rights are respected, a place where all learners can achieve and progress in their lifelong learning journey. Everything we do will be informed by our values of compassion, ambition, trust and equity.

Our vision is to ensure Glasgow is a world class learning city, where every learner can participate and where all can thrive, flourish, and achieve. Our commitment to realising Article 29 of the convention of the Rights of the Child for all, means developing all learners to their fullest potential, with rights based, tolerant and respectful learning environments and experiences. We want to make sure that every learner has the chance to learn with the support they need when they need it.

We believe that the resilience of our learners is built on trust and a foundation of nurture. Our ambition is to embed the principles across every classroom, playroom, and learning environment. Wellbeing is key to every one of us achieving, progressing and reaching our potential.

Our Values

- Compassion, Ambition, Trust, Equity

Our Values:

- are fundamental to our collective identity both now and in the future, who and what we are, and what we want Education in Glasgow to achieve for our learners
- make visible what is important to us collectively
- give meaning to what and how we do things to improve and transform Education Services in Glasgow, giving humanity and

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dignity to our work

- permeate our work with all stakeholders, partners, agencies, children, young people and families, supporting active participation and engagement
- enable us to build respectful, inclusive and nurturing relationships across our communities
- help us to reflect on the actions and initiatives we develop, and measure impact in a meaningful way
- support ethical decision making

COMPASSION

Compassion and care lead to improved outcomes for our children and young people in Glasgow. Wellbeing is central to achievement and progress. Our aim of being a nurturing city, means embedding nurturing approaches in every classroom and playroom and learning environment and in all interactions. Knowing how to engage with each other with courtesy and kindness allows us to meet the care needs of our learners, those we work with and those who need us. Compassion involves demonstrating care, kindness, cultural responsiveness, tolerance, openness and welcoming of every learner.

AMBITION

In Glasgow we are ambitious for every learner. We retain a relentless focus at all times on lifting any barrier to learning and life opportunities.

TRUST

We are committed to a culture of mutual trust and respect, ensuring safe space and time for dialogue and collaboration. Our expectation is that we will act openly with transparency, candour and honesty to build relationships which benefit all our learners. Human rights are for us all. Basic rights and freedoms belong to us all simply because we are human.

EQUITY

Equity is at the heart of everything we do in Glasgow. We can measure Education Services' success when our collective strength and efforts ensure what we do mitigates anything which gets in the way of learning including the effects of poverty. This leads to appropriate pathways and positive outcomes for all learners.

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4 NIF Measures

Prior to publication of the 2018 NIF, the Scottish Government had worked in partnership with key stakeholders to agree a credible set of measures to fairly reflect progress in closing the poverty-related attainment gap. The approach proposed in the 2018 NIF was to use a basket of key measures to assess progress.

When looking at the following data, it is worth noting that over half of Glasgow's pupils reside in SIMD Quintile 1 compared with less than a quarter at the national level. Moreover only 7% of Glasgow's pupils reside in SIMD Quintile 5 compared with 19% at the national level.

In addition, ACEL data by SIMD Quintile for Glasgow sometimes differs from SG published statistics. This is because SG use census data for pupil address whereas Glasgow use SEEMIS data downloaded at the time of the data collection when some pupils will have changed address.

ACEL data for 2024/25 has not yet been validated by the Scottish Government.

P1, P4 and P7 ACEL Literacy combined

Figure 1.1

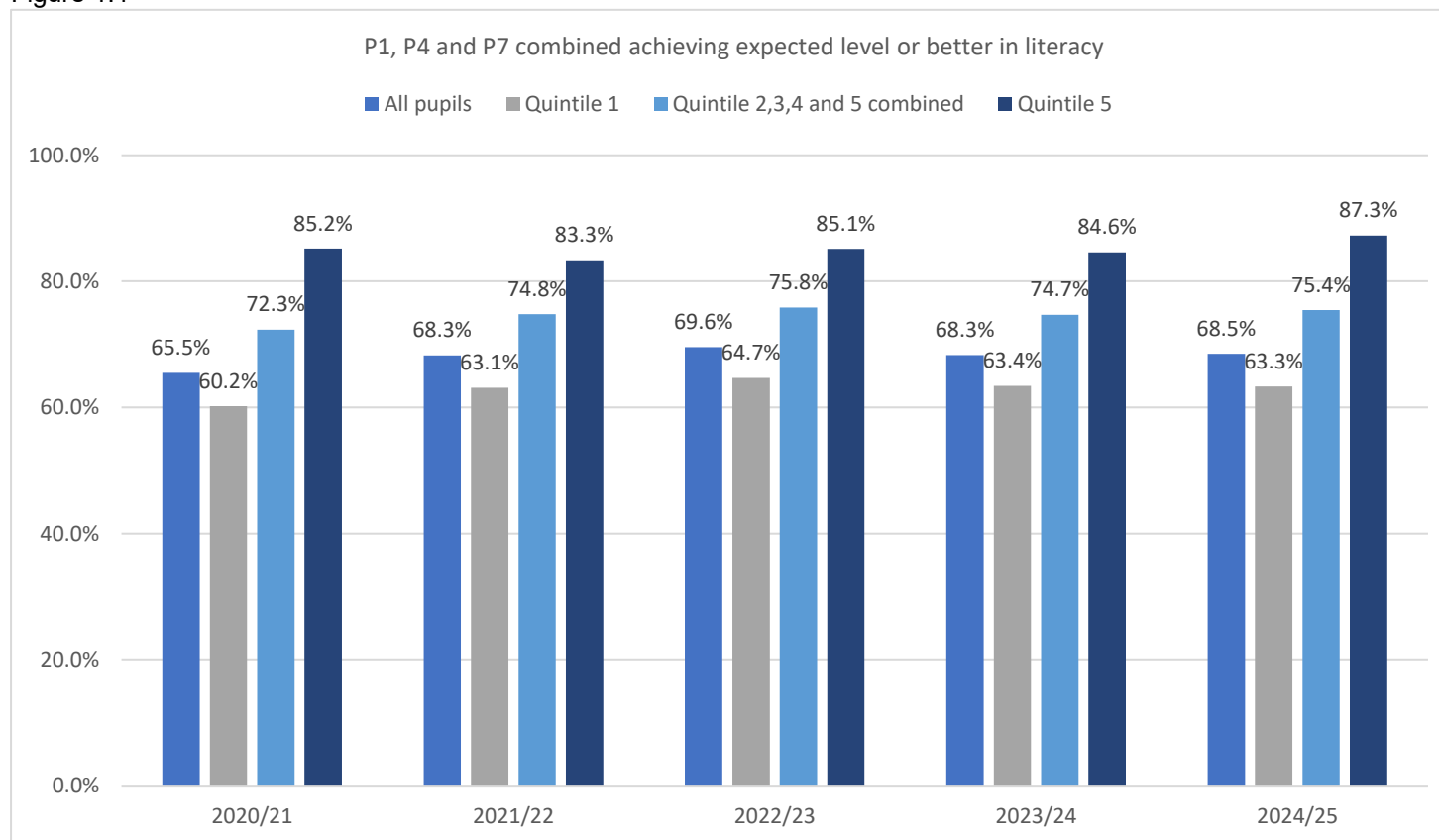


Figure 1.2

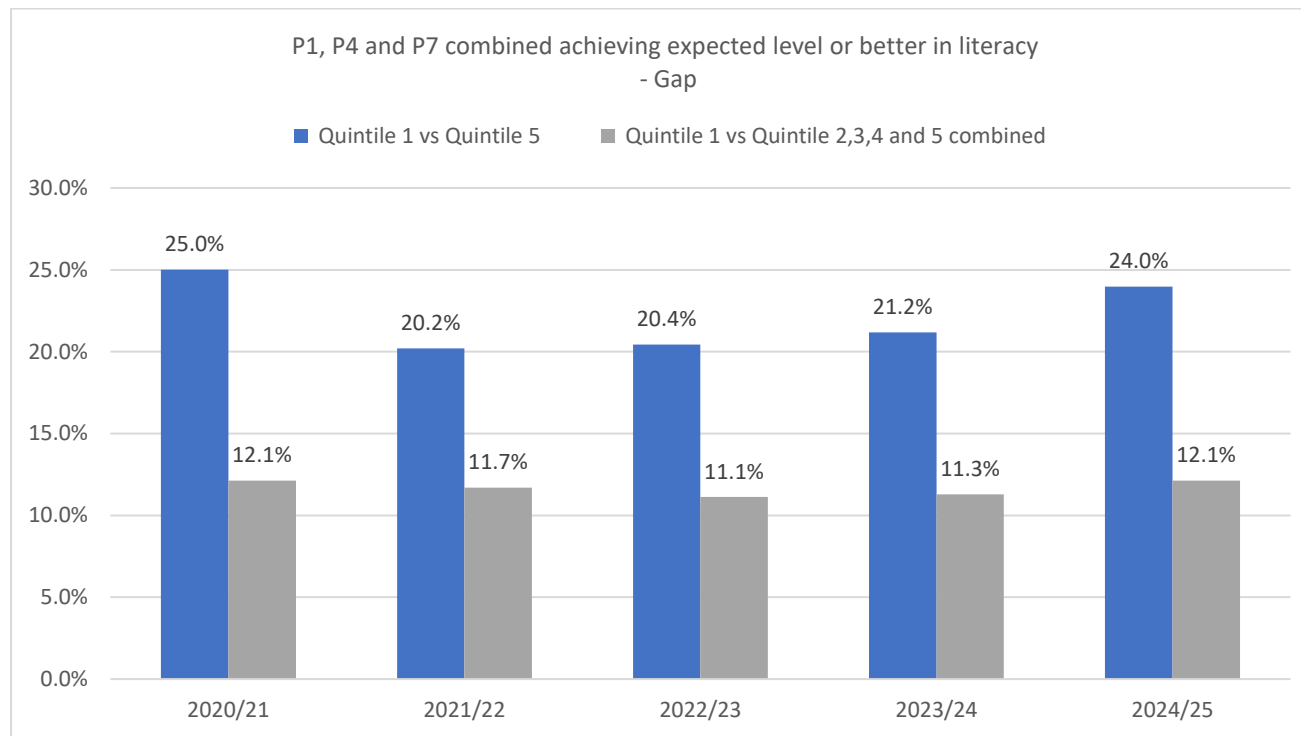


Figure 1.3

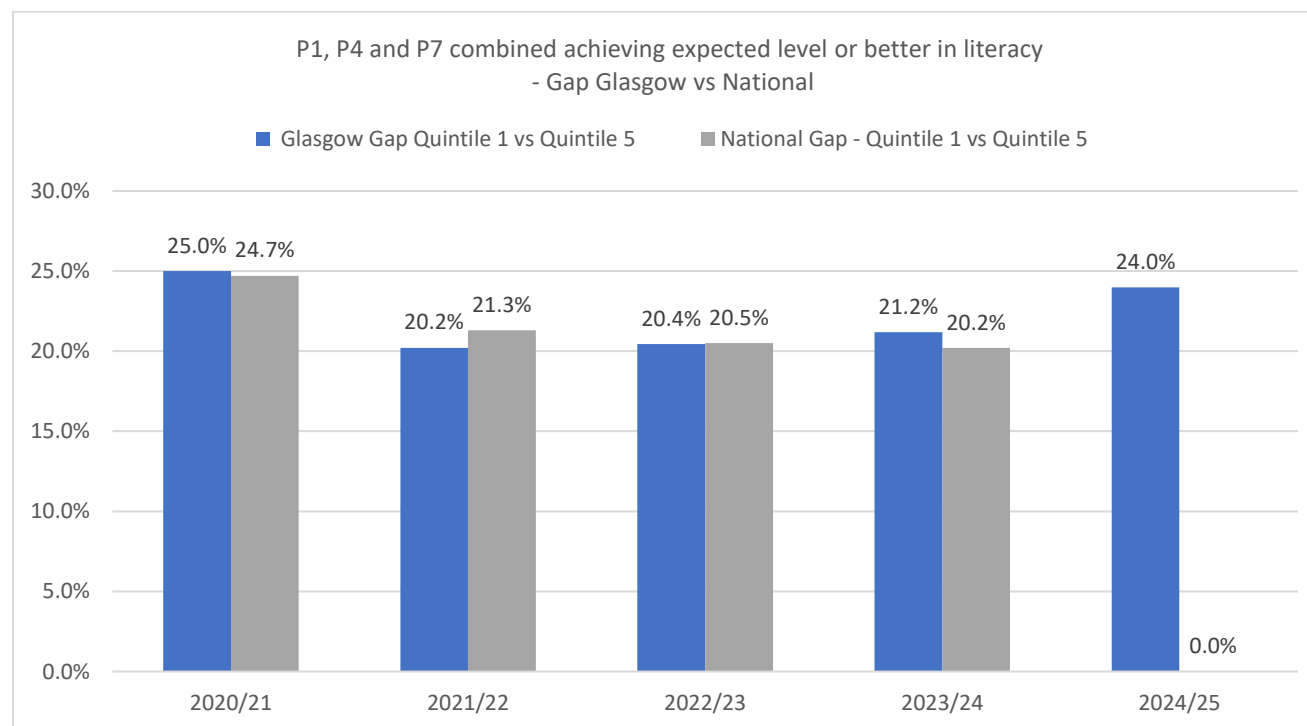
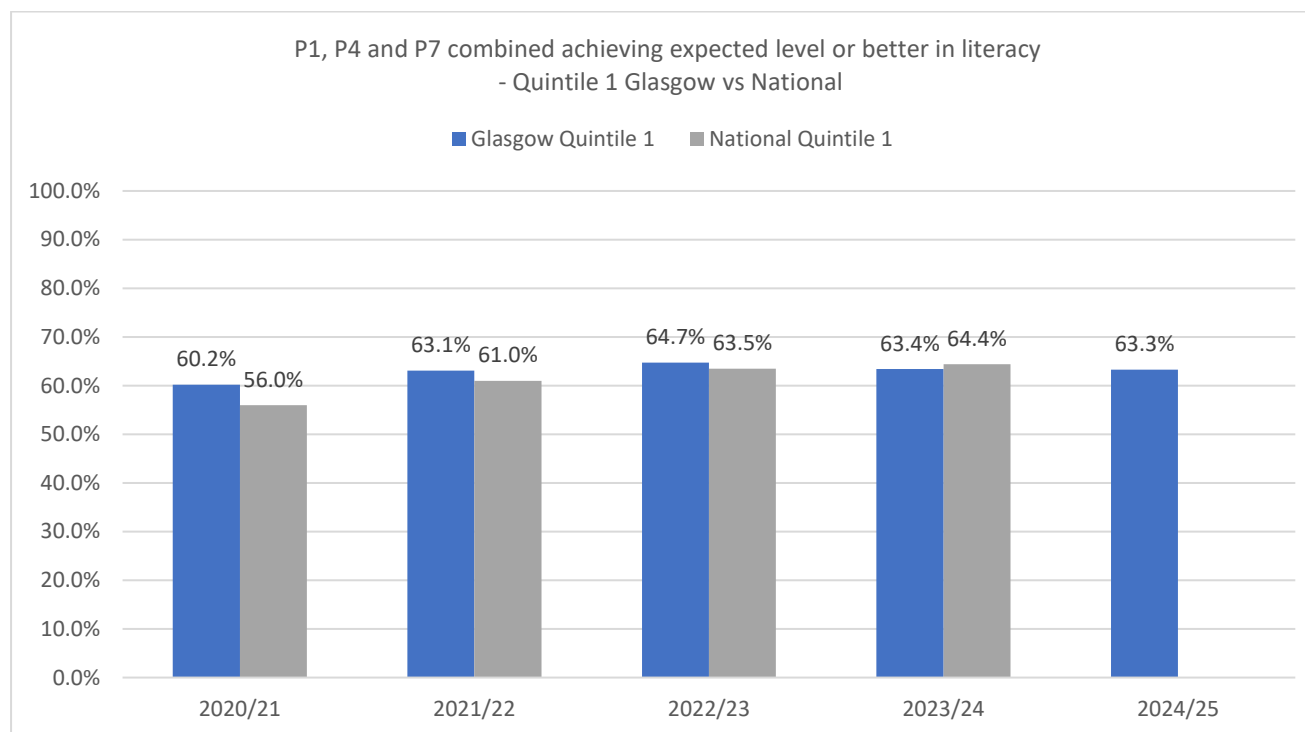


Figure 1.4



The proportion of pupils in Glasgow achieving the expected level or better in literacy increased slightly from 68.3% in 2023/24 to 68.5% in 2024/25 (Figure 1.1).

When broken down by SIMD quintile, 63.3% of pupils in Quintile 1 (most deprived) achieved the expected level, compared to 87.3% in Quintile 5 (least deprived). This represents a widening of the attainment gap between these groups, which has grown to 24 percentage points (Figure 1.2).

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Given that relatively few pupils in Glasgow reside in Quintile 5, it is more meaningful to compare Quintile 1 with Quintiles 2–5 combined. On this basis, the attainment gap has increased from 11.3% in 2023/24 to 12.1% in 2024/25 (Figure 1.2).

The attainment gap in Glasgow is broadly comparable to the gap witnessed at the national level, with national data still to be published for 2024/25 (Figure 1.3).

Table 1 Stretch Aim

	P1, P4, P7 ACEL Literacy combined			
	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	GAP (Q1-Q5)
Baseline 2020/2021	65.5%	60.2%	85.2%	25pp
Stretch Aims to be achieved 2024/25	73-75%	69-71%	87-89%	20pp-16pp
2024/25 actual (Not yet validated)	68.5%	63.3%	87.3%	24pp

Table 1 shows that in terms of closing the gap Glasgow is outwith the target that was set for 2024/25.

P1, P4 and P7 ACEL Numeracy combined

Figure 2.1

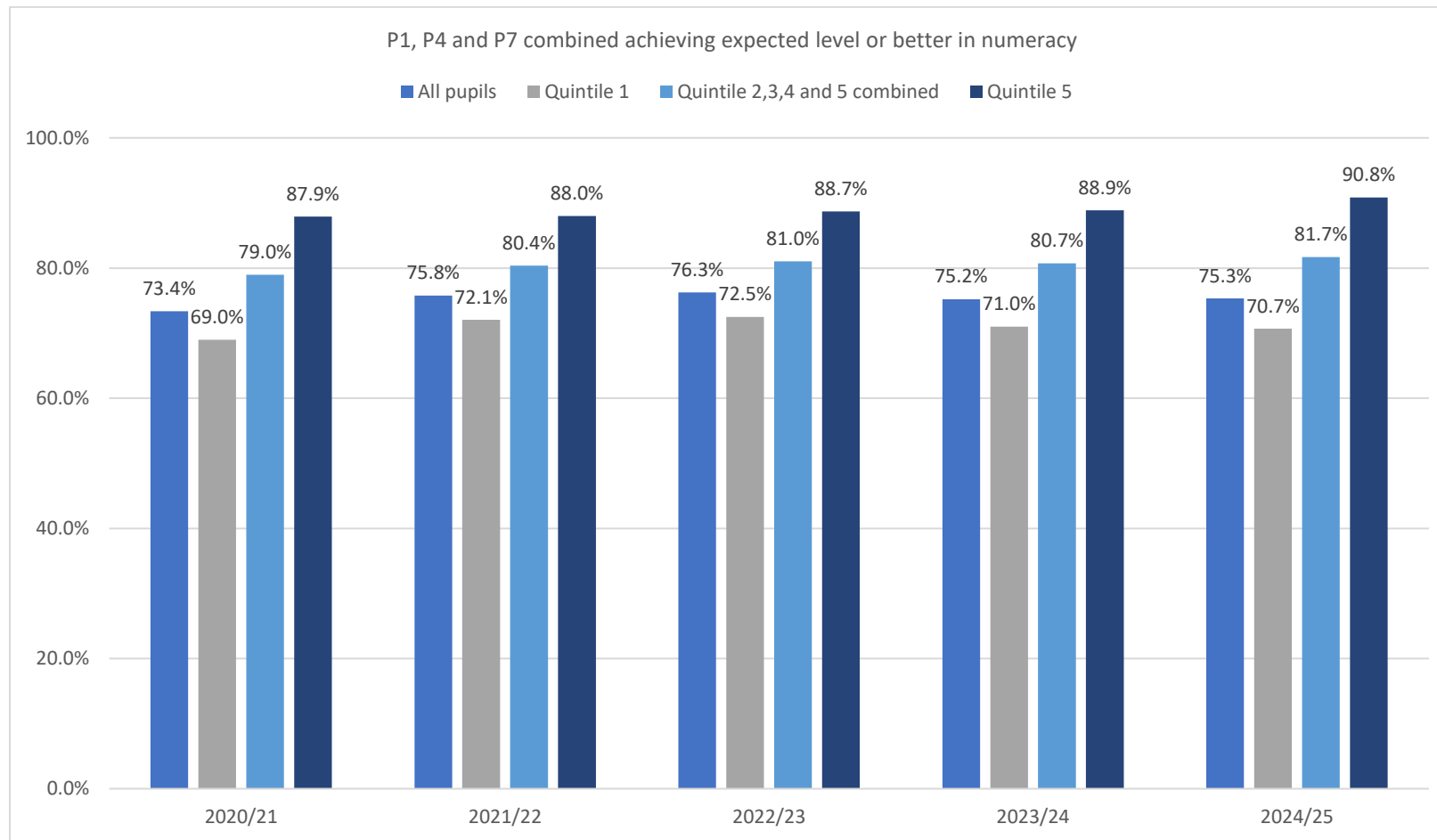


Figure 2.2

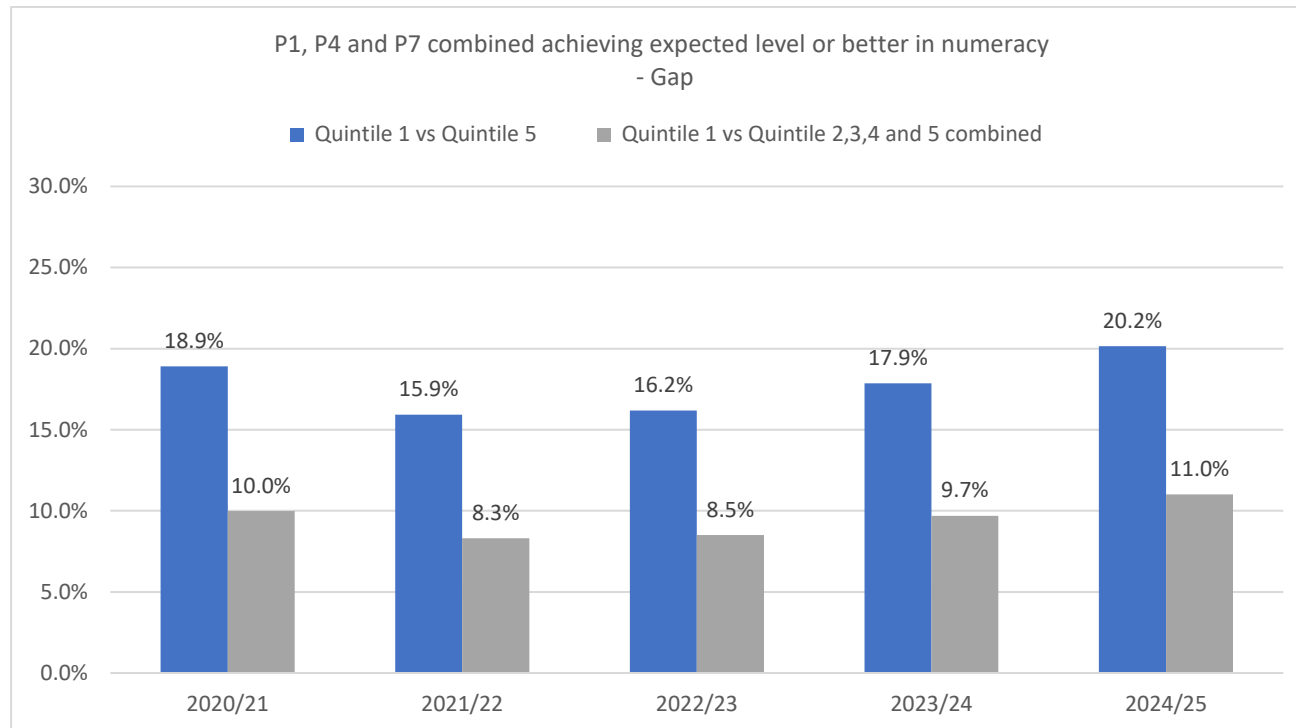


Figure 2.3

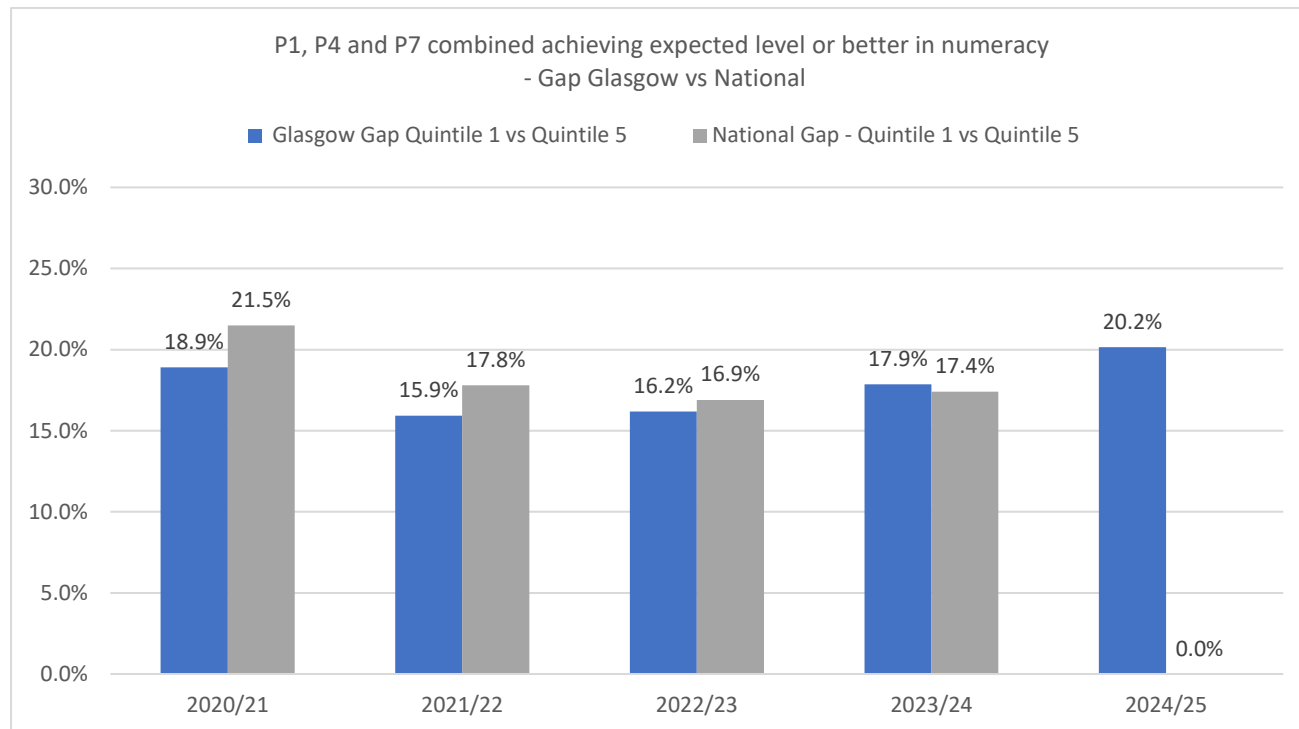
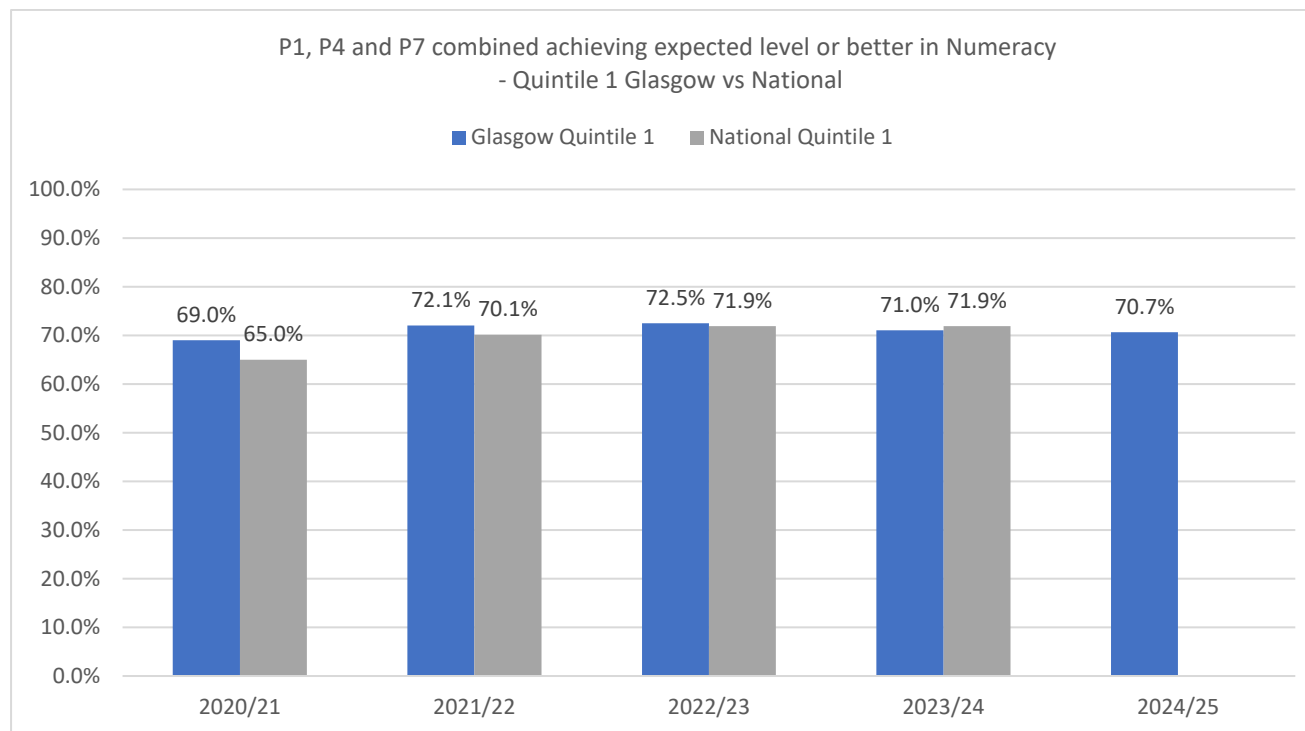


Figure 2.4



Over the past five years, the combined ACEL numeracy results for P1, P4, and P7 pupils (Figure 2.1) show that approximately three quarters of pupils in Glasgow consistently achieve at the expected level or better.

However, the attainment gap between pupils from the most and least deprived areas has widened. Between 2023/24 and 2024/25, the gap between Quintile 1 and Quintile 5 increased from 17.9% to 20.2% (Figure 2.2). Similarly, when comparing Quintile 1 with Quintiles 2–5 combined, the gap grew from 9.7% to 11%.

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Glasgow's attainment gap remains broadly in line with national trends, although national data for 2024/25 is yet to be published (Figure 2.3).

Table 2 Stretch Aim

	P1, P4 ,P7 ACEL Numeracy combined			
	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	GAP (Q1-Q5)
Baseline 2020/2021	73.4%	68.9%	87.9%	19pp
Stretch Aims to be achieved 2024/25	78-80%	76-78%	90-92%	16pp-12pp
2024/25 actual (Not yet validated)	75.3%	70.7%	90.8%	20.2pp

Table 2 shows that Glasgow remains outside the target range for closing the attainment gap in 2024/25.

ACEL S3 3rd level or better – Literacy

Figure 3.1

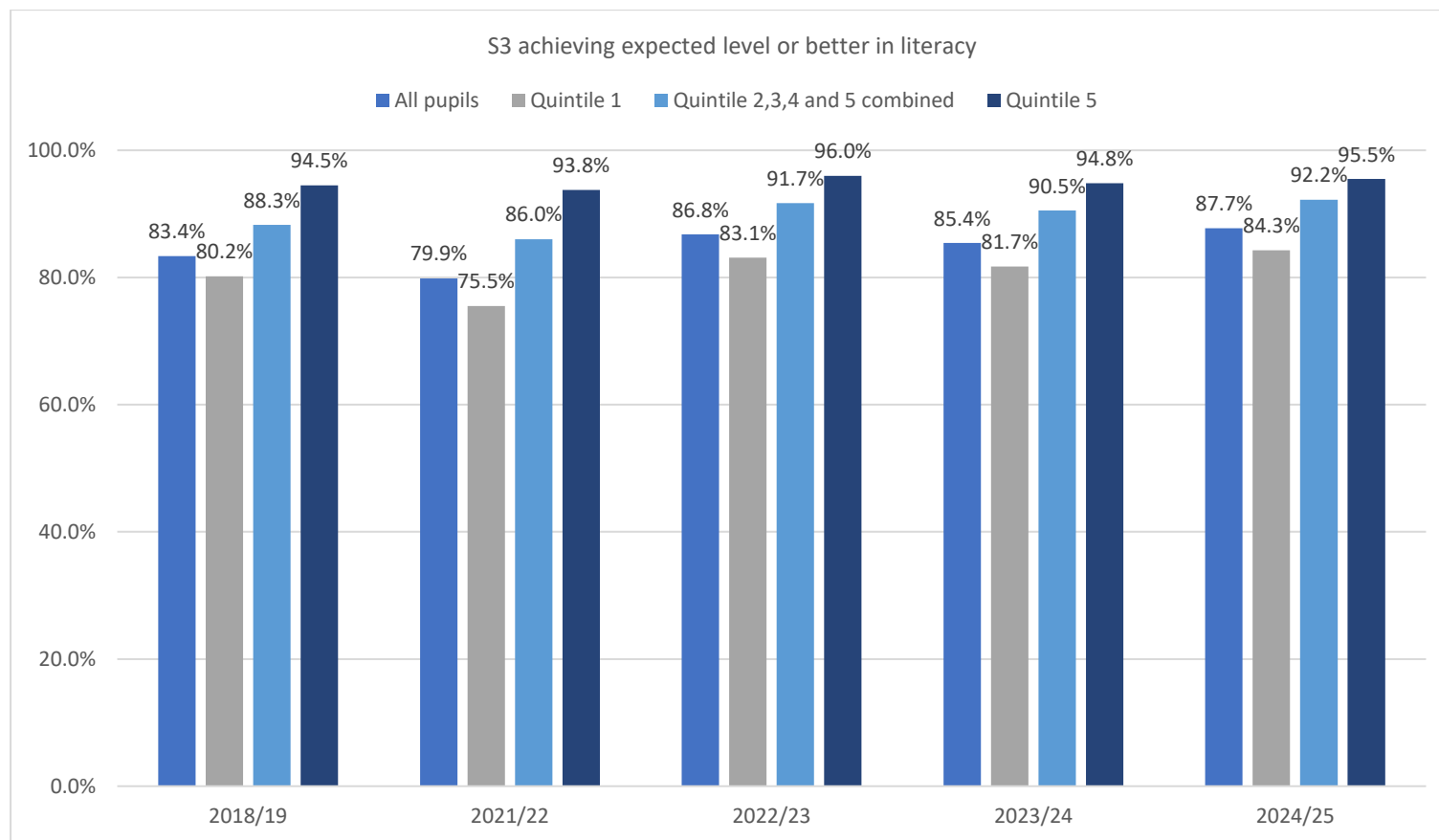


Figure 3.2

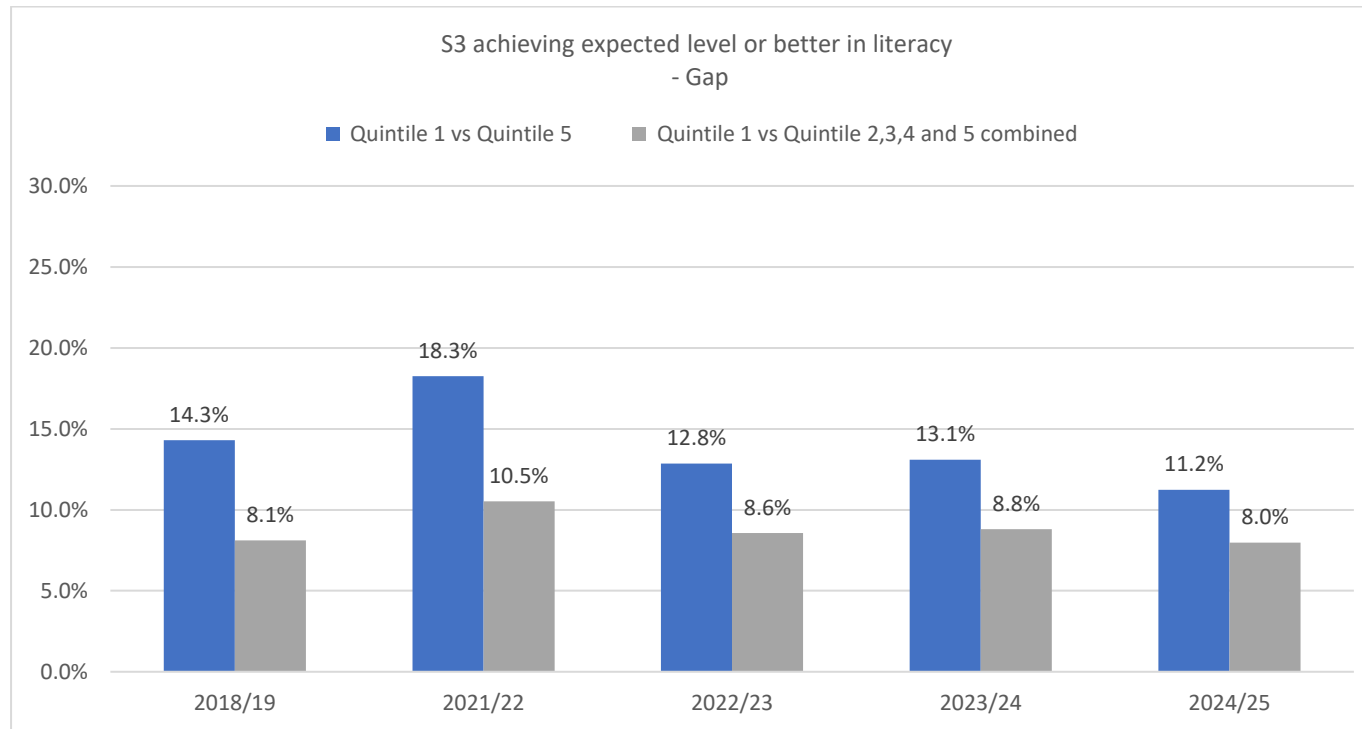


Figure 3.3

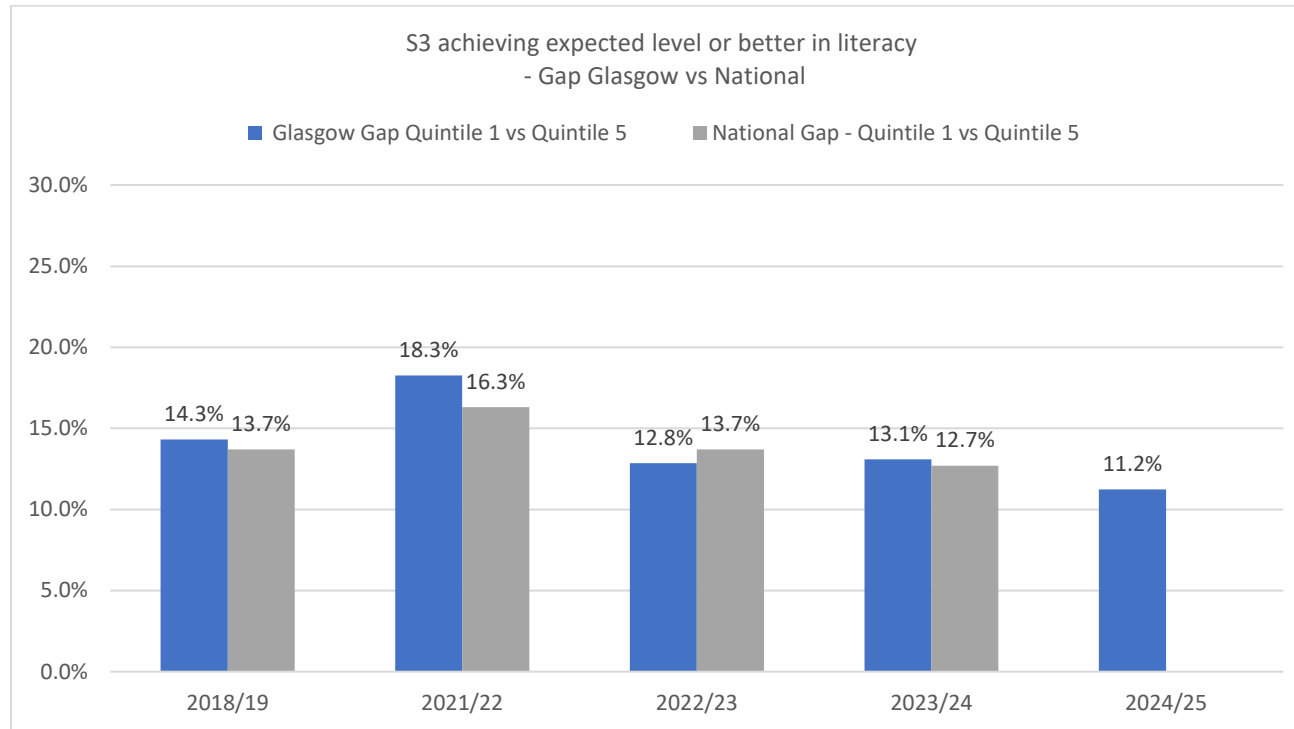
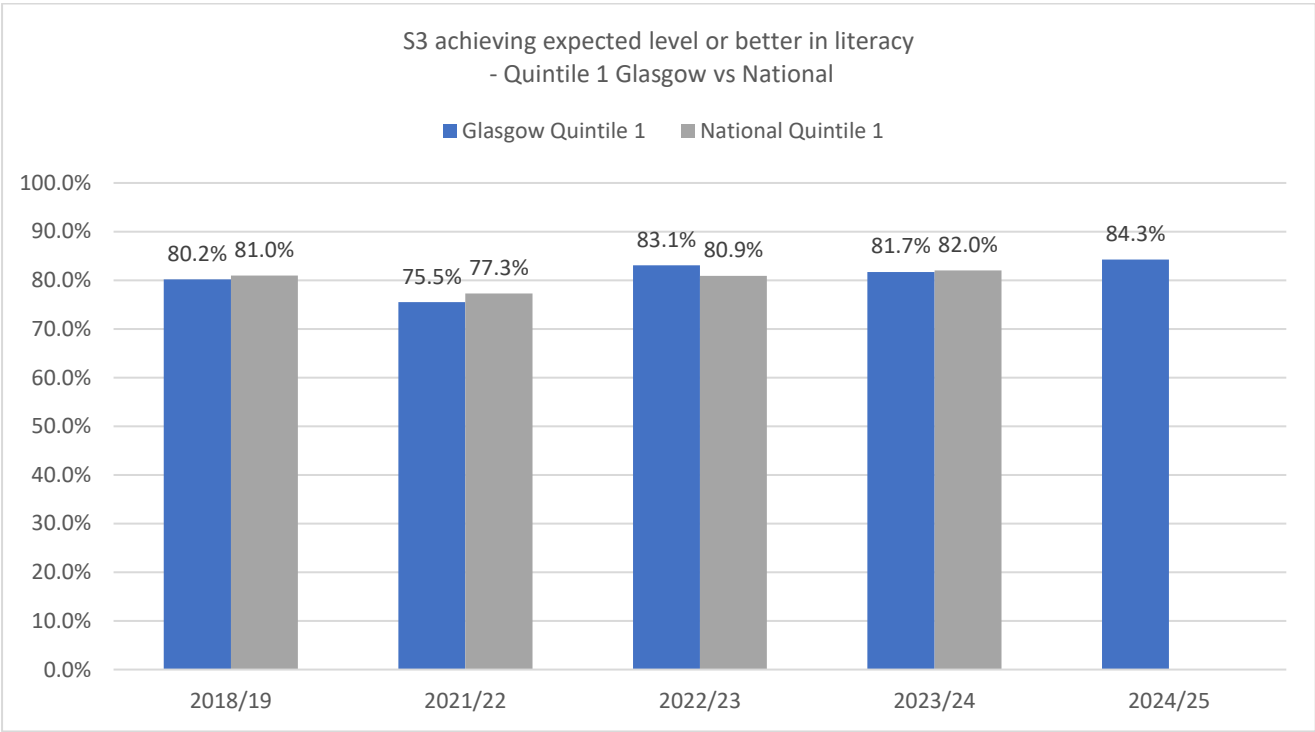


Figure 3.4



Between 2023/24 and 2024/25, the proportion of S3 pupils in Glasgow achieving the expected level in literacy increased from 85.4% to 87.7% (Figure 3.1).

Encouragingly, the attainment gap between pupils in Quintile 1 and Quintile 5 narrowed during this period, falling from 13.1% to 11.2% (Figure 3.2). A similar trend is observed when comparing Quintile 1 with Quintiles 2–5 combined, where the gap reduced from 8.8% to 8%.

As shown in Figure 3.3, Glasgow’s literacy attainment gap in 2023/24 was wider than the national average. However, national data for 2024/25 is not yet available for comparison.

ACEL S3 3rd level or better – Numeracy

Figure 4.1

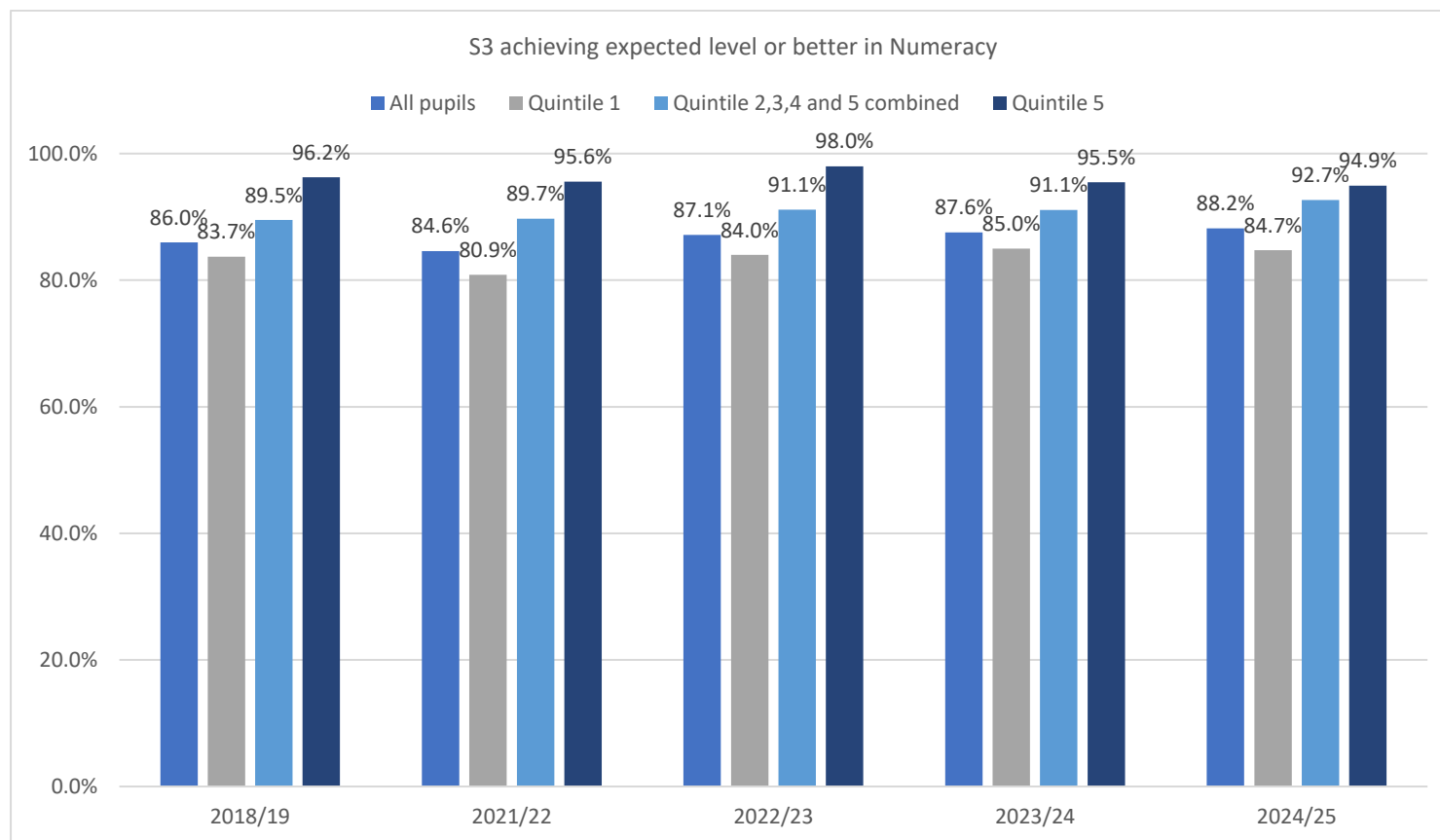


Figure 4.2

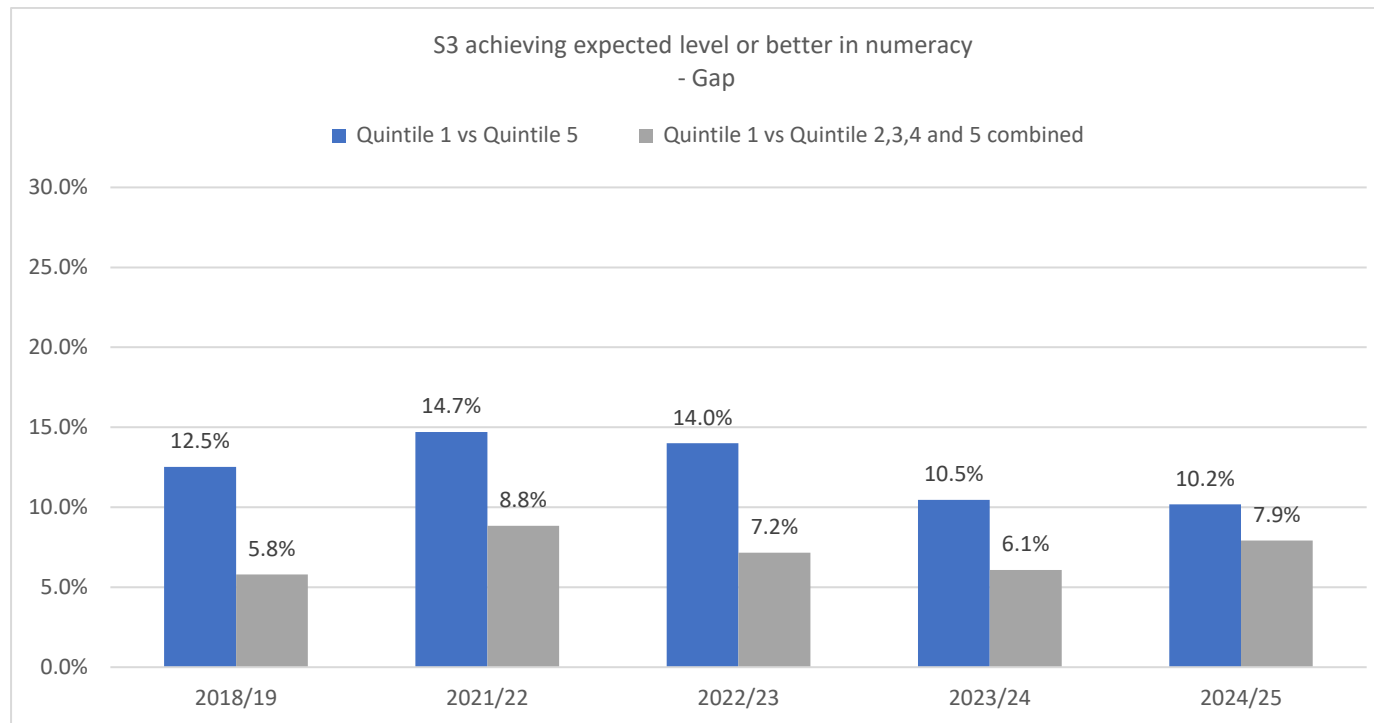


Figure 4.3

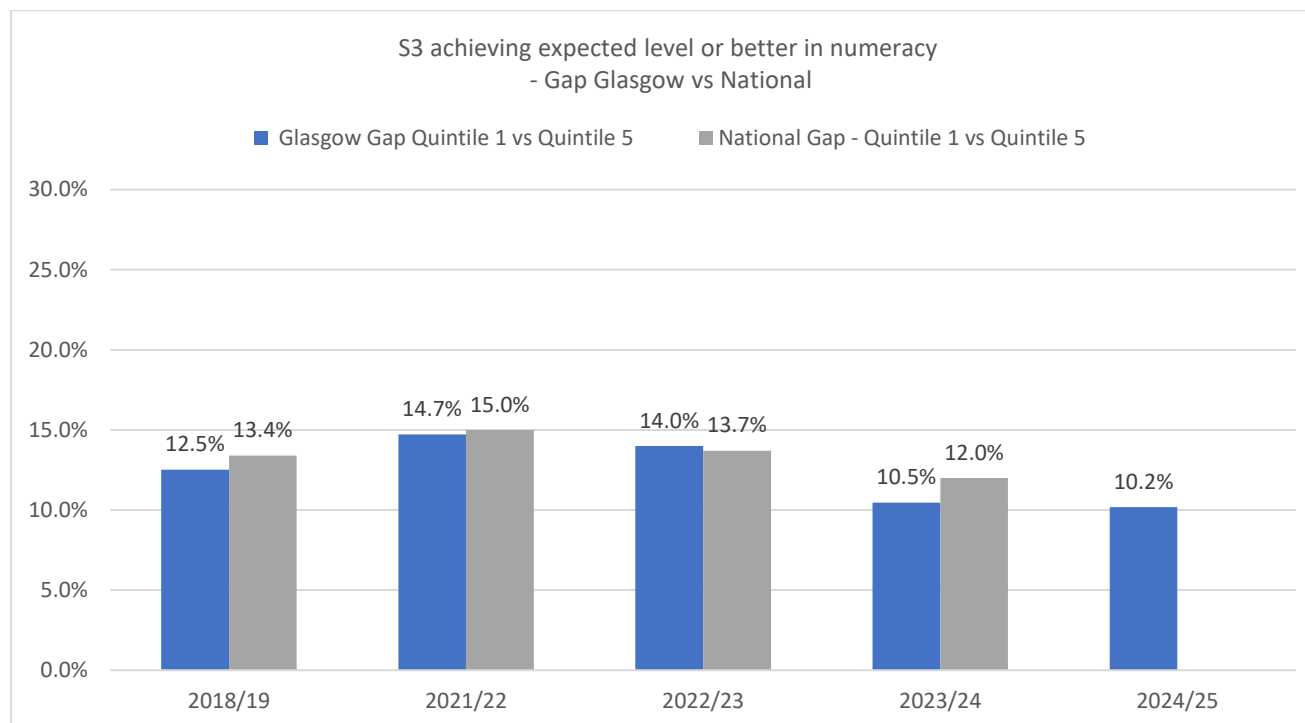
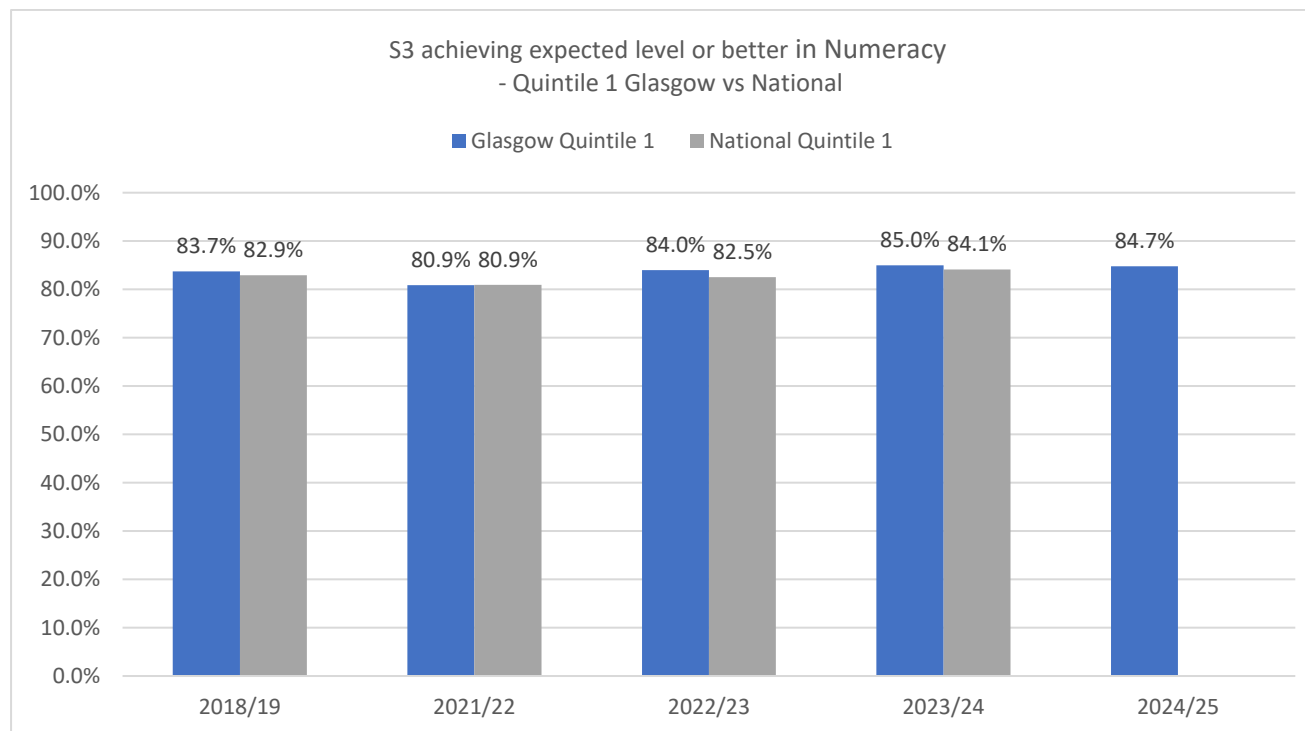


Figure 4.4



Between 2023/24 and 2024/25, the proportion of S3 pupils in Glasgow achieving the expected level or better in numeracy increased slightly from 87.6% to 88.2% (Figure 4.1).

There was a modest narrowing of the attainment gap between pupils in Quintile 1 and Quintile 5, from 10.5% to 10.2% (Figure 4.2). However, the gap between Quintile 1 and Quintiles 2–5 combined widened over the same period, increasing from 6.1% to 7.9%.

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As shown in Figure 4.3, Glasgow's attainment gap between Quintiles 1 and 5 in 2023/24 was narrower than the national gap, at 10.5% compared to 12.0%. National data for 2024/25 has not yet been published.

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School leavers attaining 1 or more pass at SCQF level 4

Figure 5.1

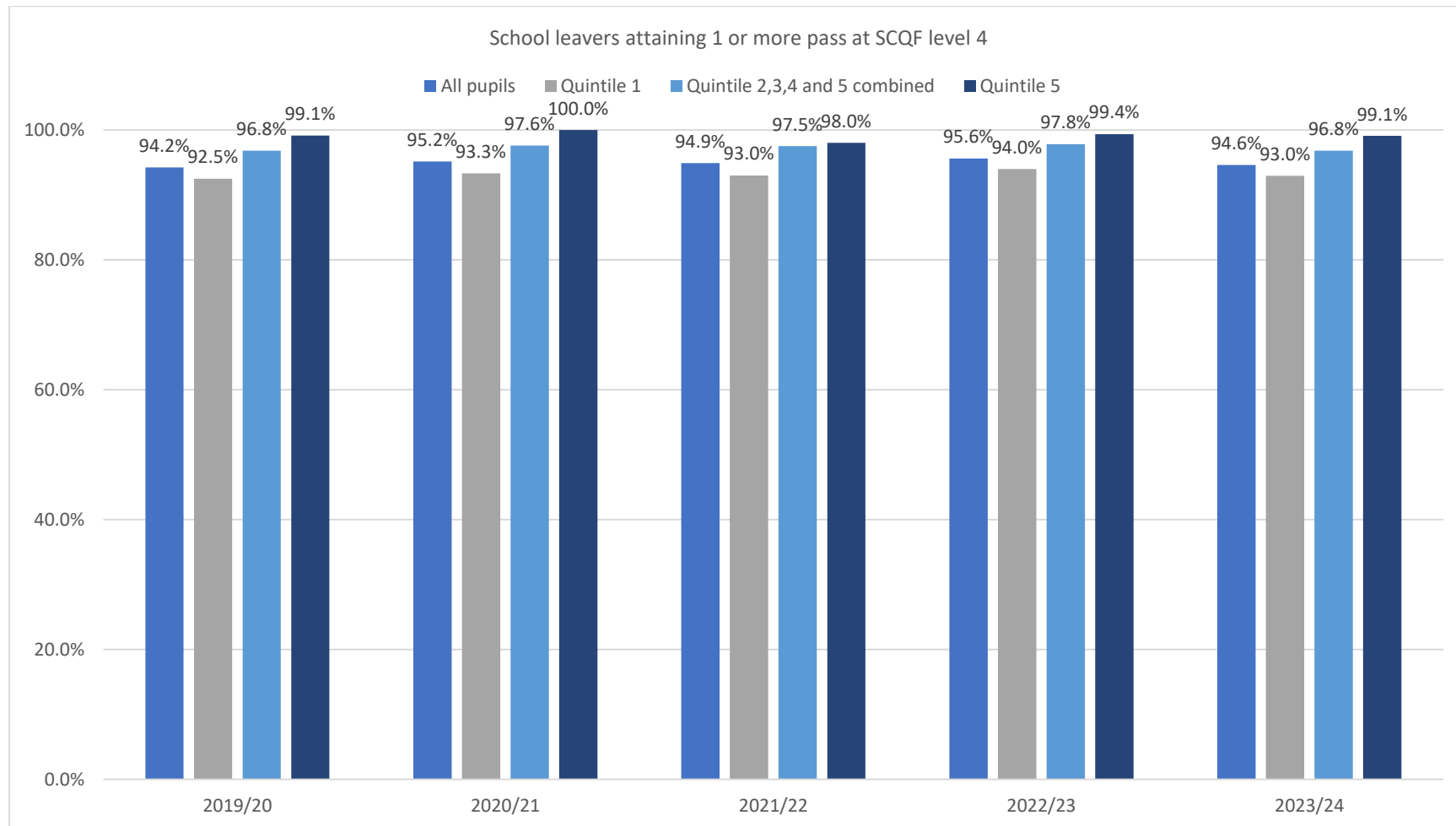


Figure 5.2

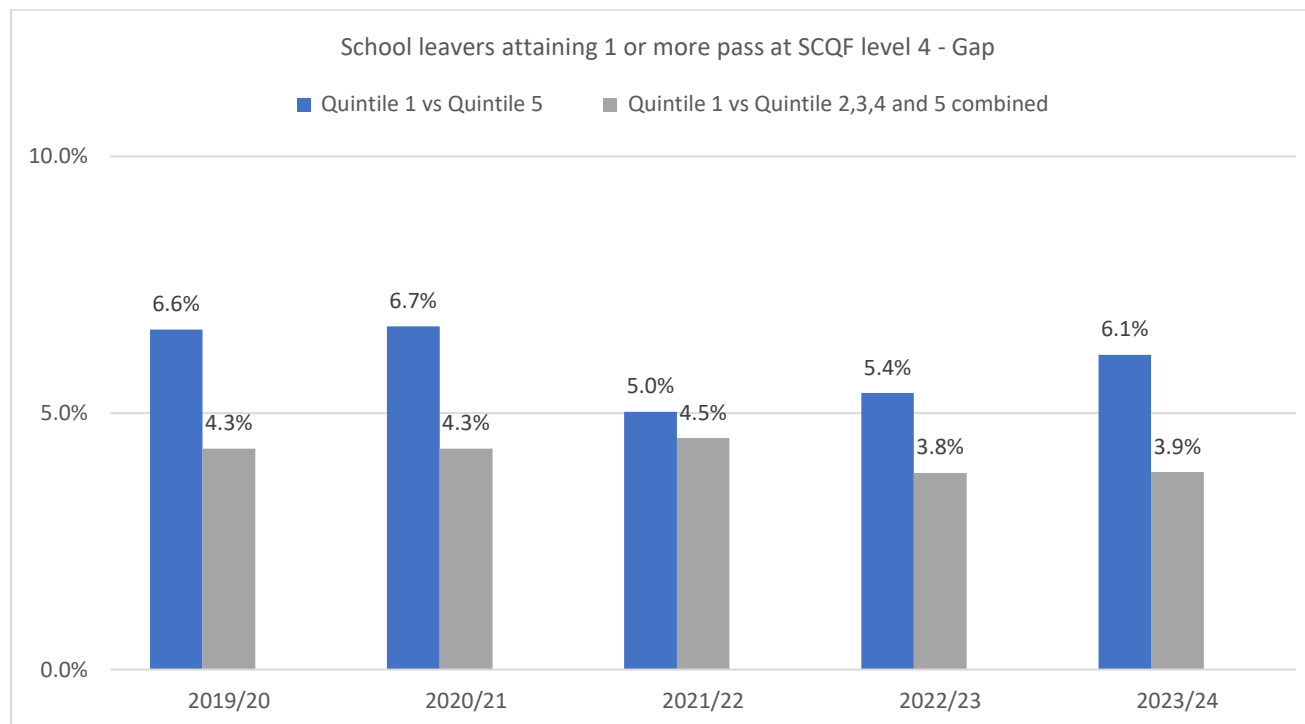


Figure 5.3

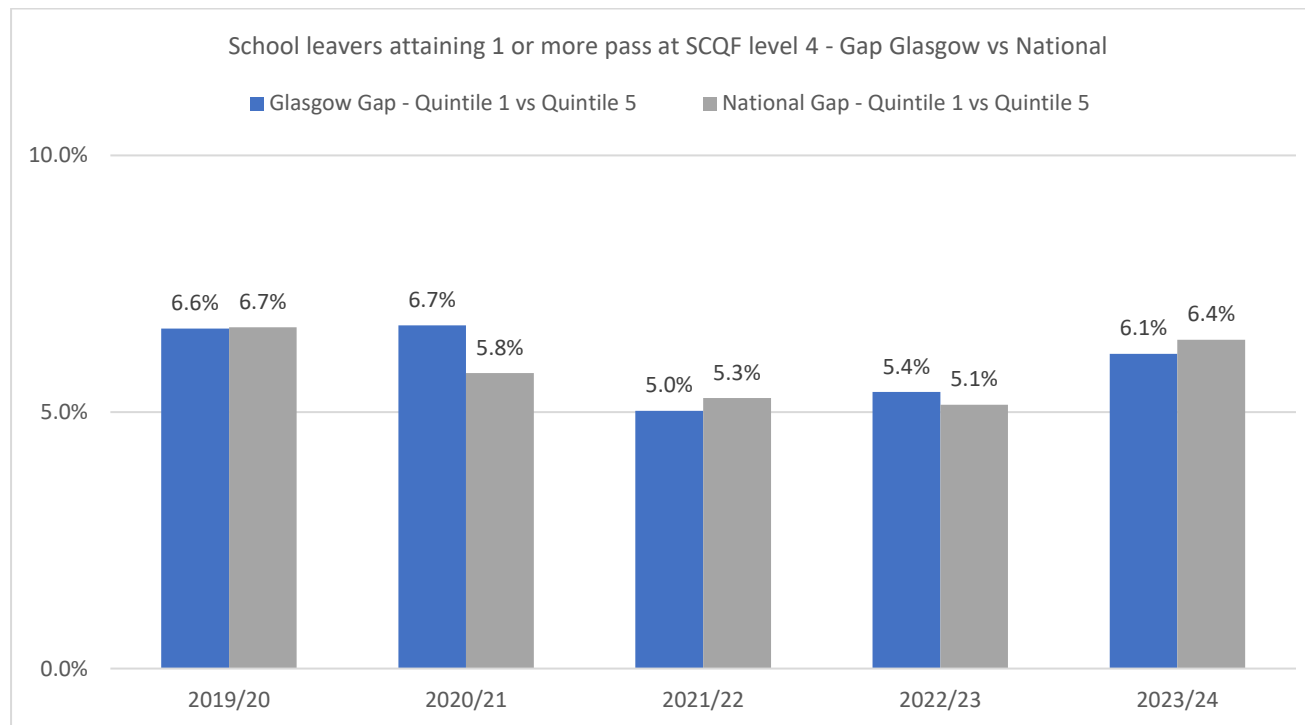
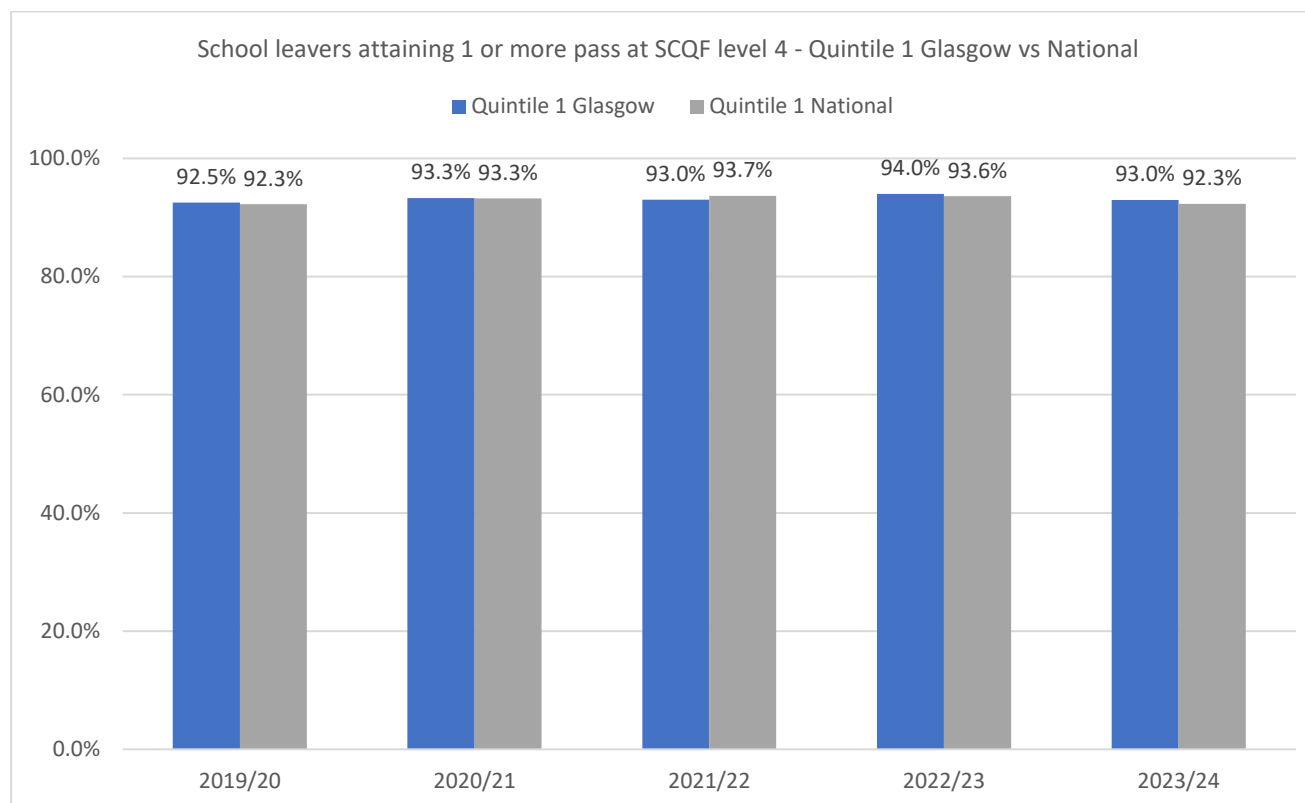


Figure 5.4



As shown in Figure 5.1, most school leavers in Glasgow continue to achieve one or more awards at SCQF Level 4, with the proportion remaining steady at around 95% over the past five years. A slight dip was observed between 2022/23 and 2023/24, from 95.6% to 94.6%.

The attainment gap between pupils in Quintile 1 and Quintile 5 widened slightly over the same period, increasing from 5.4% to 6.1% (Figure 5.2). A marginal increase was also seen in the gap between Quintile 1 and Quintiles 2–5 combined, rising from 3.8% to 3.9%.

Despite this, Glasgow's attainment gap at Level 4 in 2023/24 remained slightly narrower than the national gap, at 6.1% compared to 6.4% (Figure 5.3). Notably, Quintile 1 pupils in Glasgow outperformed their national counterparts, with 93.0% achieving one or more awards at Level 4, compared to 92.3% nationally.

School leavers attaining 1 or more pass at SCQF level 5

Figure 6.1

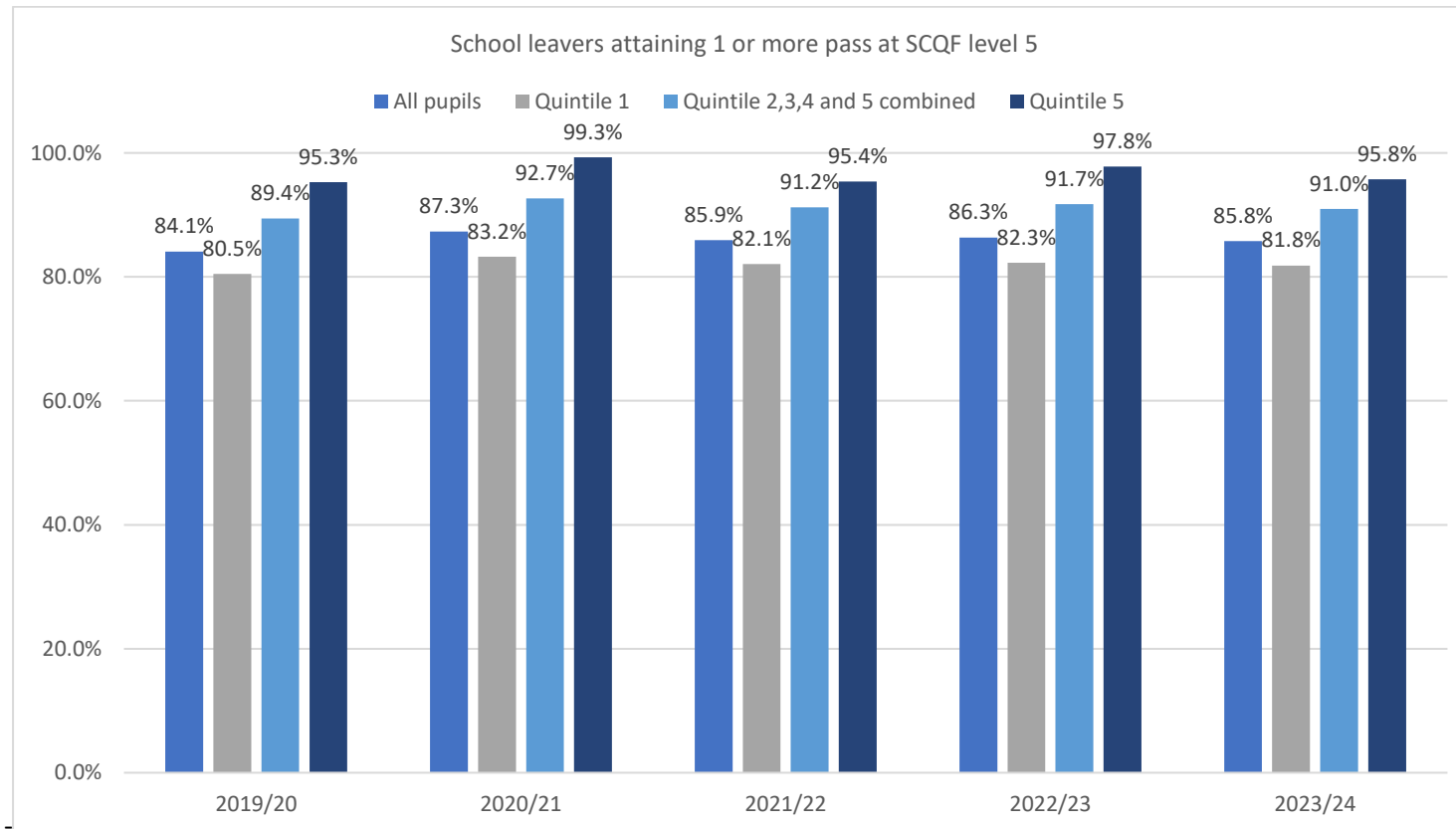


Figure 6.2

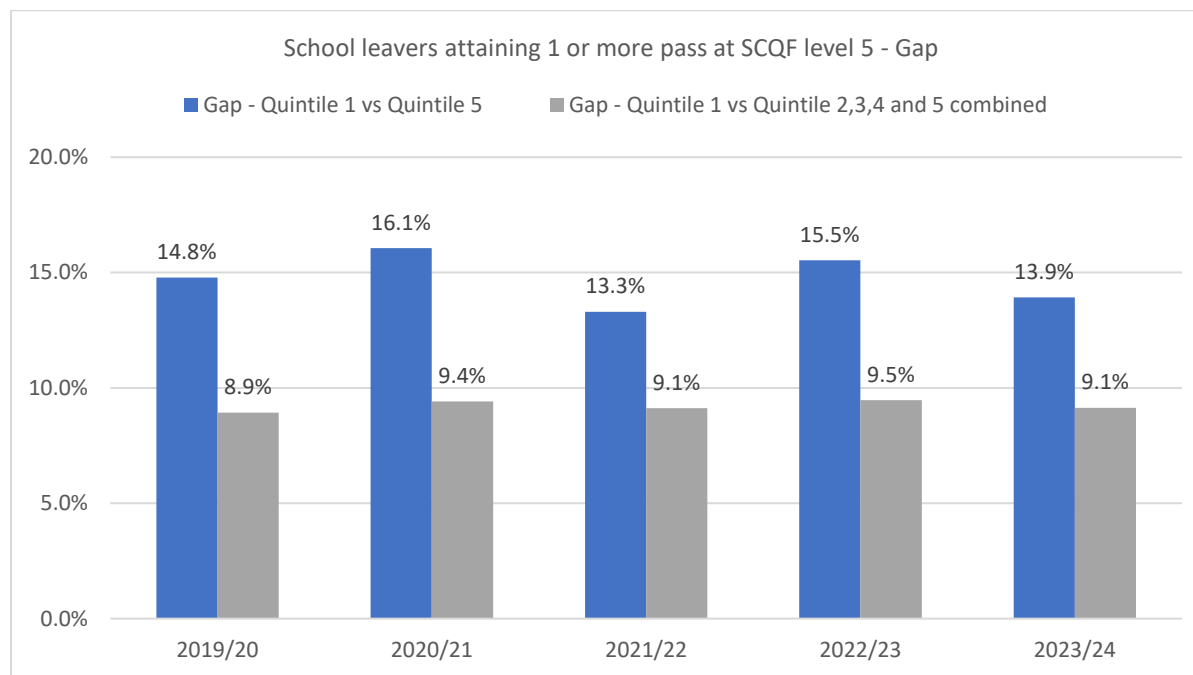


Figure 6.3

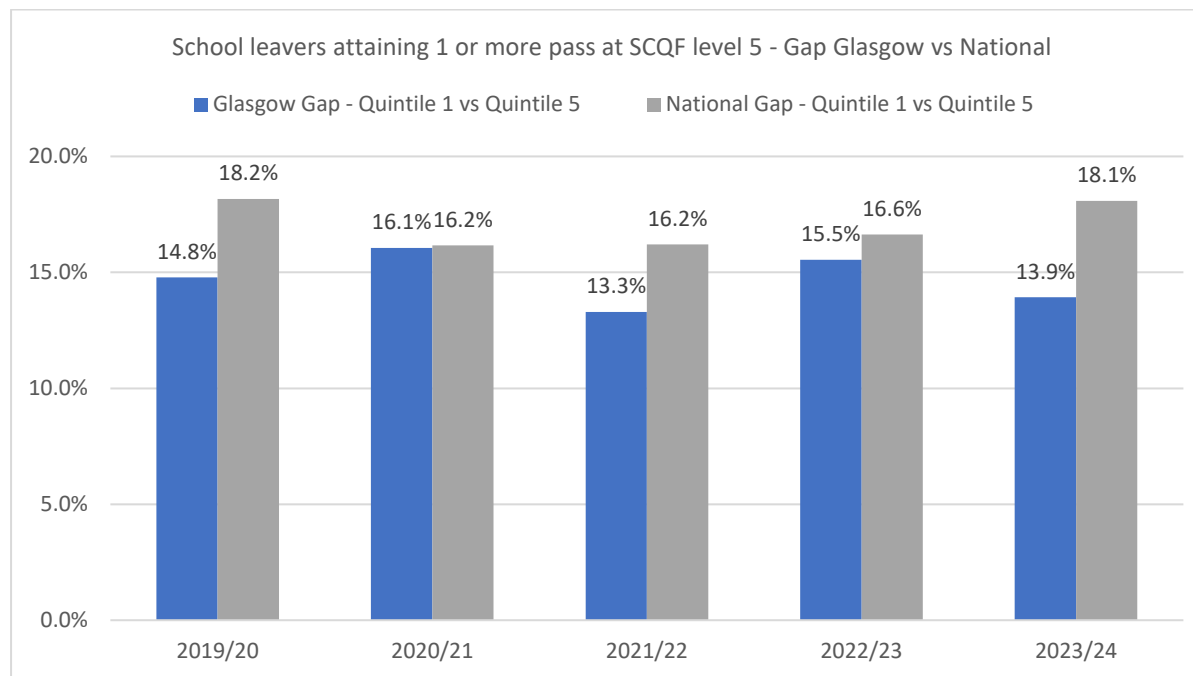
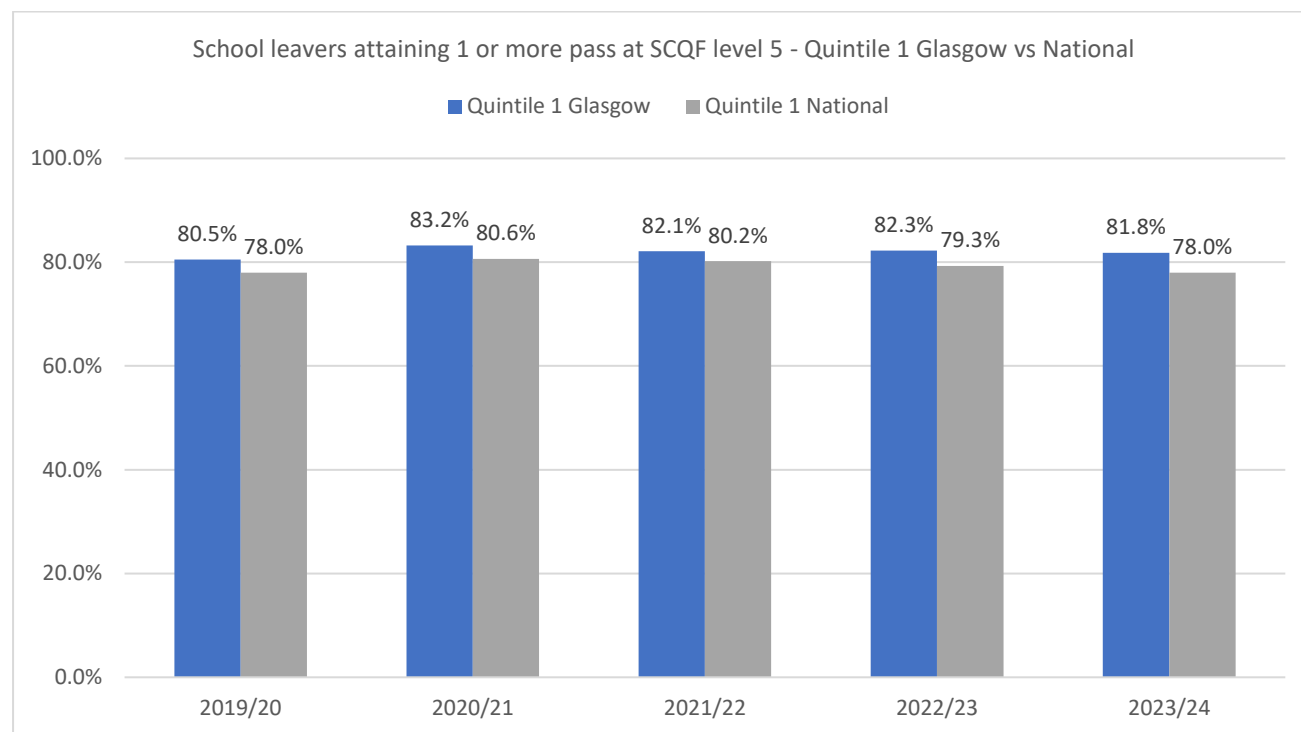


Figure 6.4



As shown in Figure 6.1, the proportion of school leavers in Glasgow achieving one or more awards at SCQF Level 5 has remained stable over the past five years. A slight decrease was observed between 2022/23 and 2023/24, from 86.3% to 85.8%.

Encouragingly, the attainment gap between pupils in Quintile 1 and Quintile 5 narrowed during this period, falling from 15.5% to 13.9% (Figure 6.2). A similar reduction was seen in the gap between Quintile 1 and Quintiles 2–5 combined, which decreased from 9.5% to 9.1%.

Over the five-year period, Glasgow's attainment gap between Quintiles 1 and 5 has consistently been narrower than the national average (Figure 6.3), indicating relatively stronger performance in closing the gap locally.

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Table 3 Stretch Aim

	SCQF Level 5 for school leavers			
	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	GAP (Q1-Q5)
Baseline 2020/2021 leavers	87.3%	83.2%	99.3%	16pp
Stretch Aims to be achieved 2024/25	88-90%	84-86%	96-98%	14pp-10pp
2024/25 actual (23/24 leavers)	85.8%	81.8%	95.8%	14pp

The stretch aim for 2024/25 (23/24 leavers) was to reduce the attainment gap to between 14 and 10 percentage points (pp). The actual gap recorded in Glasgow was 14pp.

School leavers attaining 1 or more pass at SCQF level 6

Figure 7.1

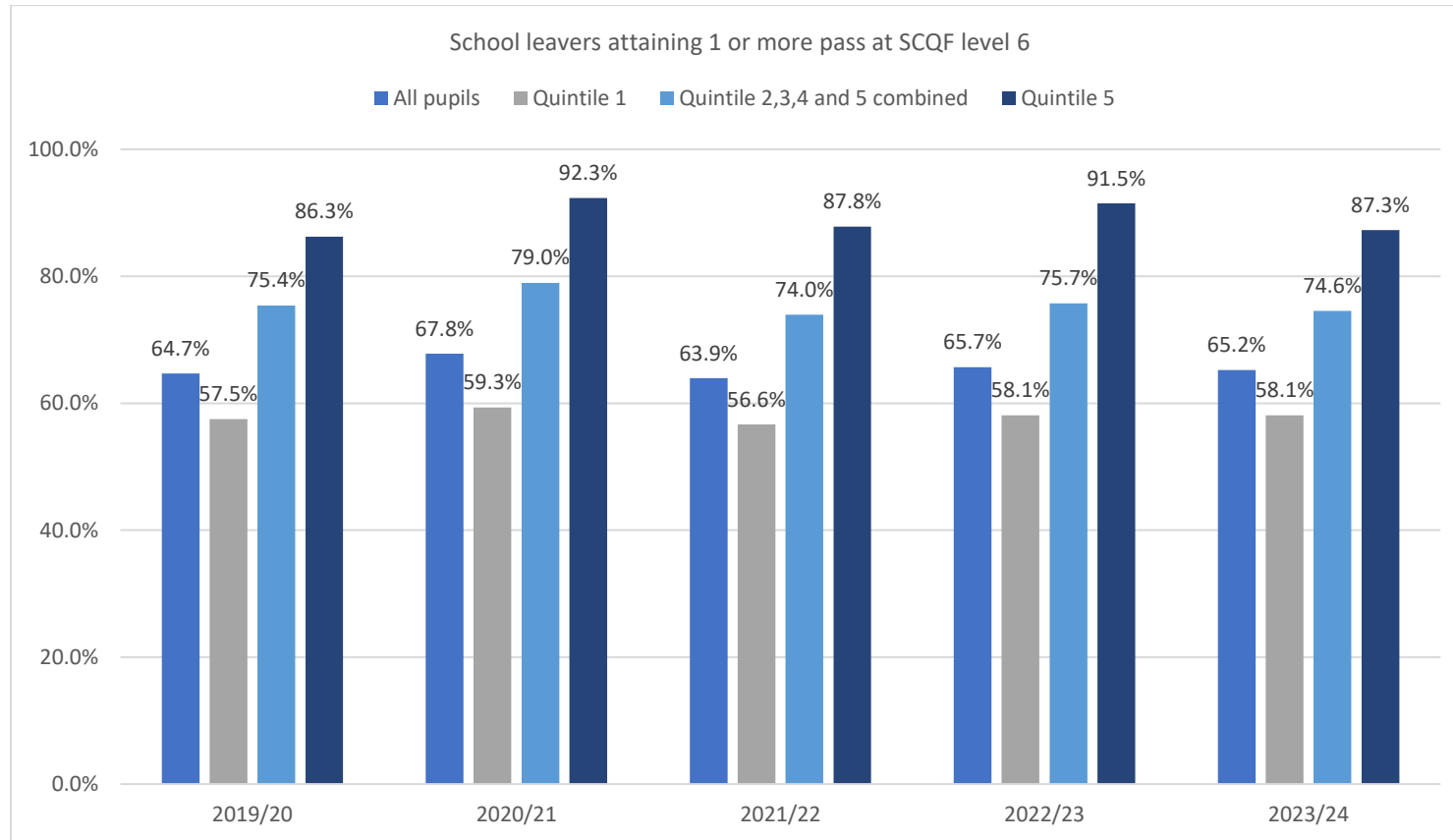


Figure 7.2

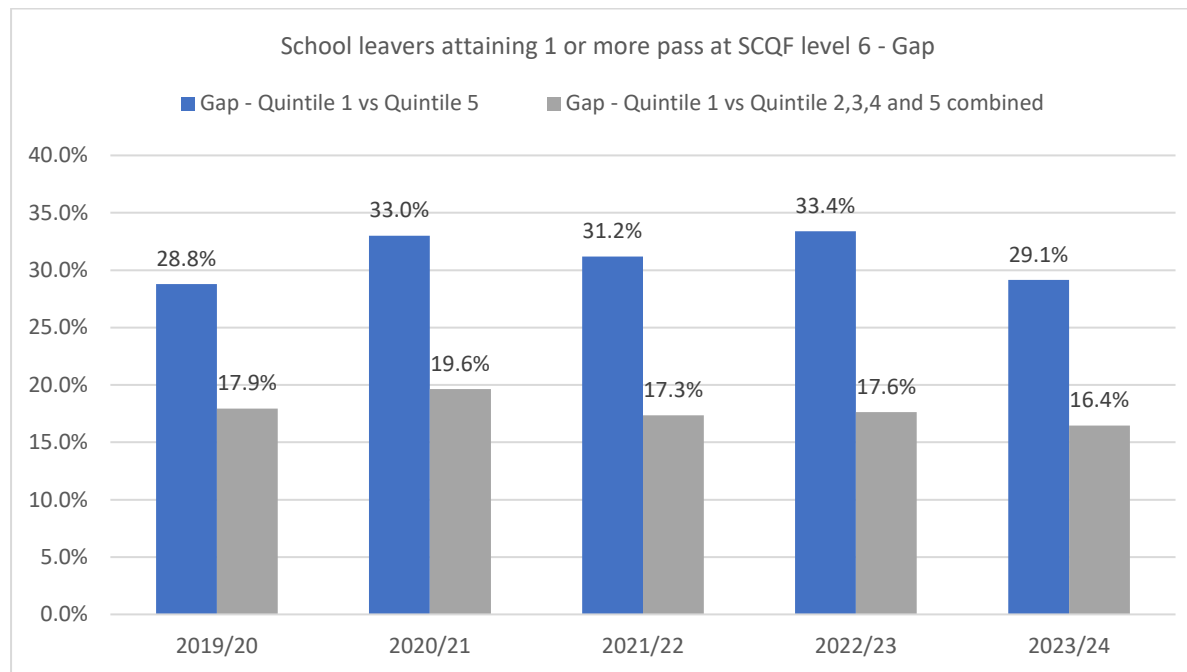


Figure 7.3

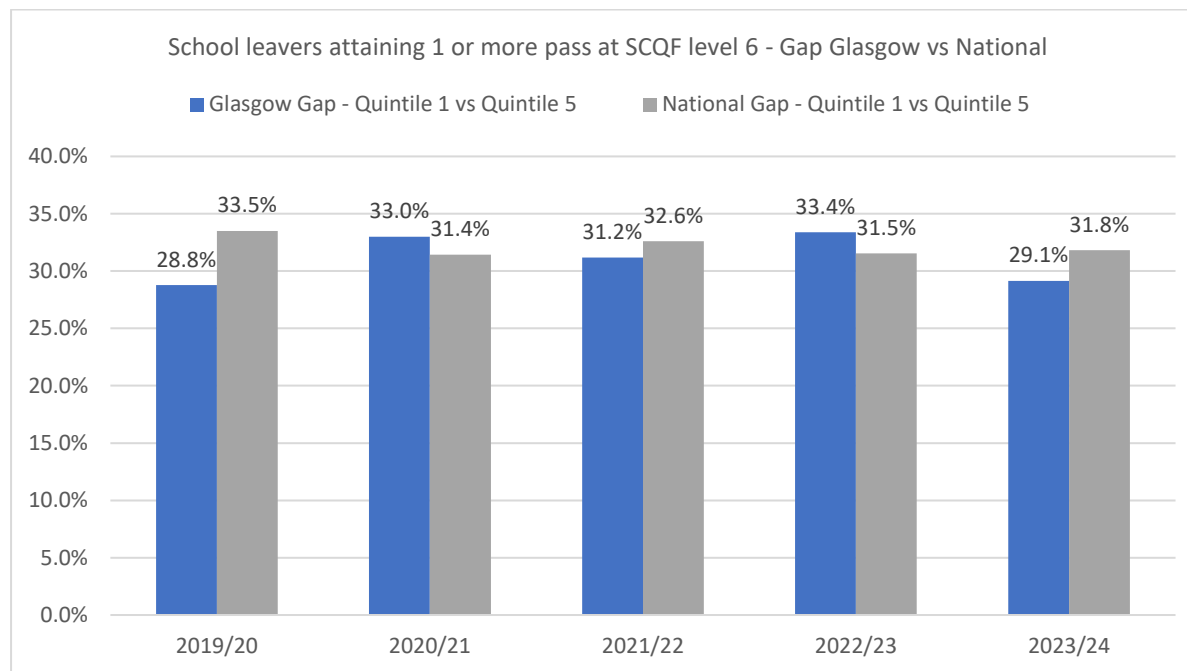
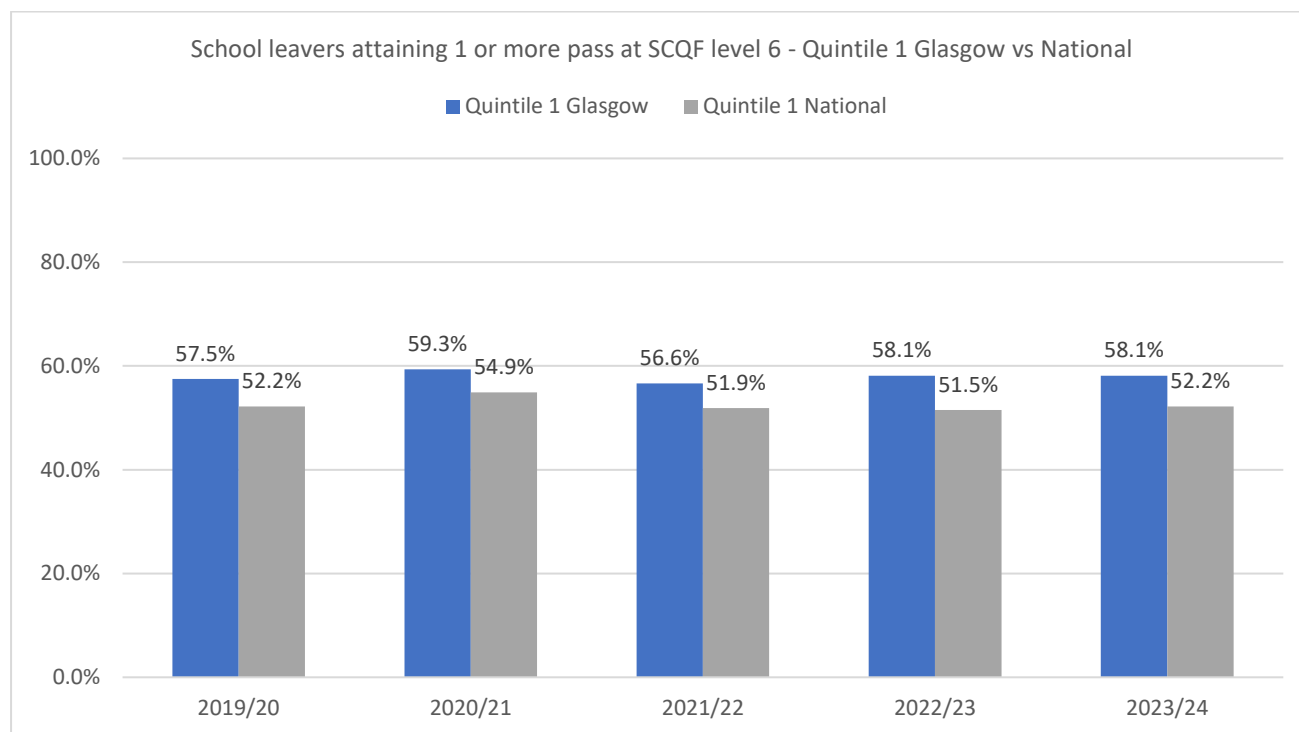


Figure 7.4



As shown in Figure 7.1, the proportion of school leavers in Glasgow achieving one or more awards at SCQF Level 6 dipped slightly over the past year, from 65.7% in 2022/23 to 65.2% in 2023/24.

During the same period, the attainment gap between pupils in Quintile 1 and Quintile 5 narrowed significantly, from 33.4% to 29.1% (Figure 7.2). A similar reduction was observed in the gap between Quintile 1 and Quintiles 2–5 combined, which decreased from 17.6% to 16.4%.

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As shown in Figure 7.3, Glasgow's attainment gap at Level 6 in 2023/24 was narrower than the national gap, at 29.1% compared to 31.8%. Furthermore, Figure 7.4 highlights that Quintile 1 pupils in Glasgow have consistently outperformed their national counterparts, demonstrating stronger outcomes in the most deprived group.

Table 4 Stretch Aim

	SCQF Level 6 for school leavers			
	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	GAP (Q1-Q5)
Baseline 2020/2021 leavers	67.8%	59.3%	92.3%	33pp
Stretch Aims to be achieved 2024/25	68-70%	59-61%	91-93%	34pp-30pp
2024/25 actual (23/24 leavers)	65.2%	58.1%	87.3%	29.1%

The stretch aim for 2024/25 (based on 2023/24 leavers) was to reduce the attainment gap to between 34 and 30 percentage points (pp). Glasgow exceeded this target, recording an actual gap of 29.1pp.

Annual Participation Measure – 16–19-year-olds

Figure 8.1

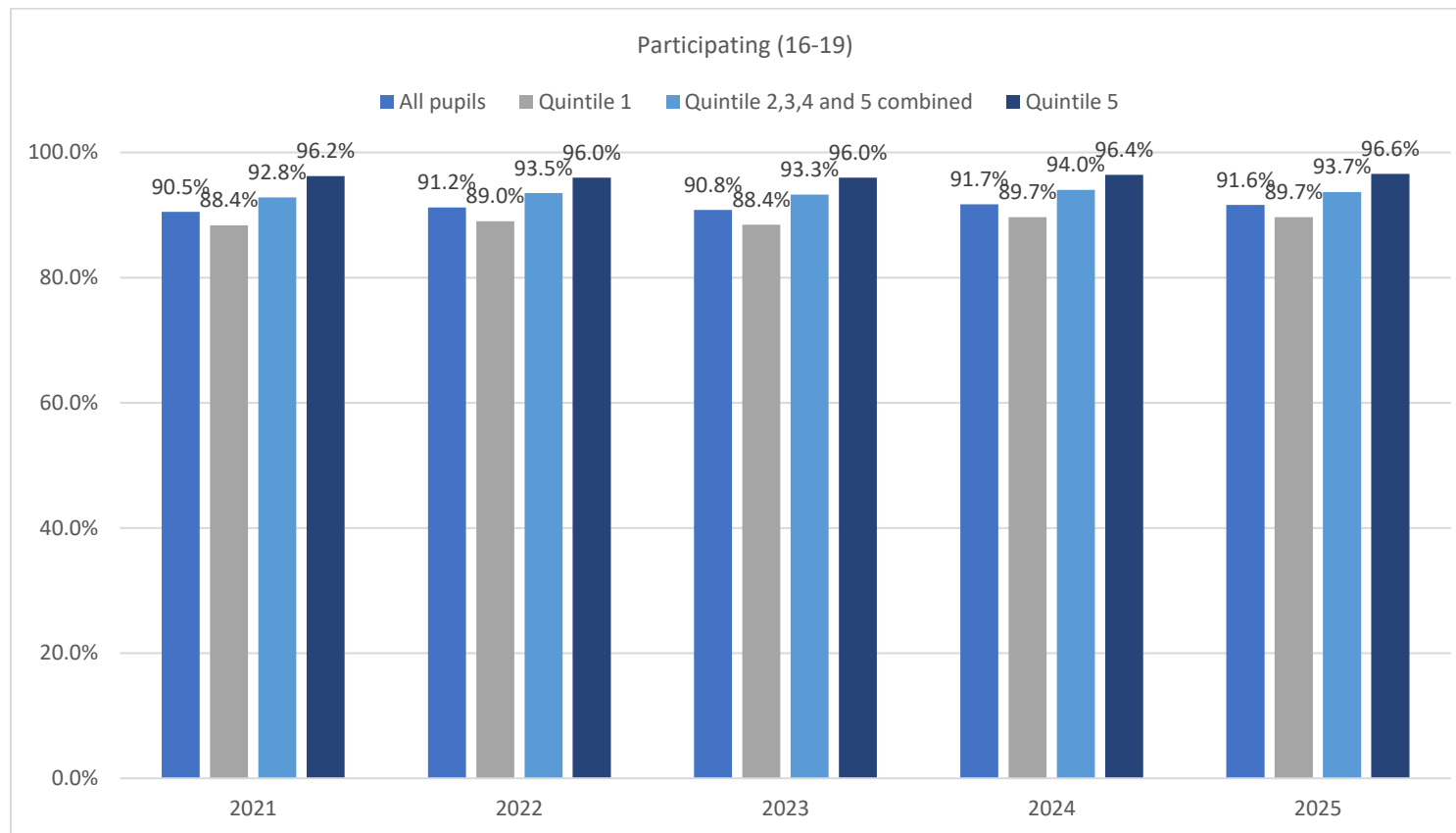


Figure 8.2

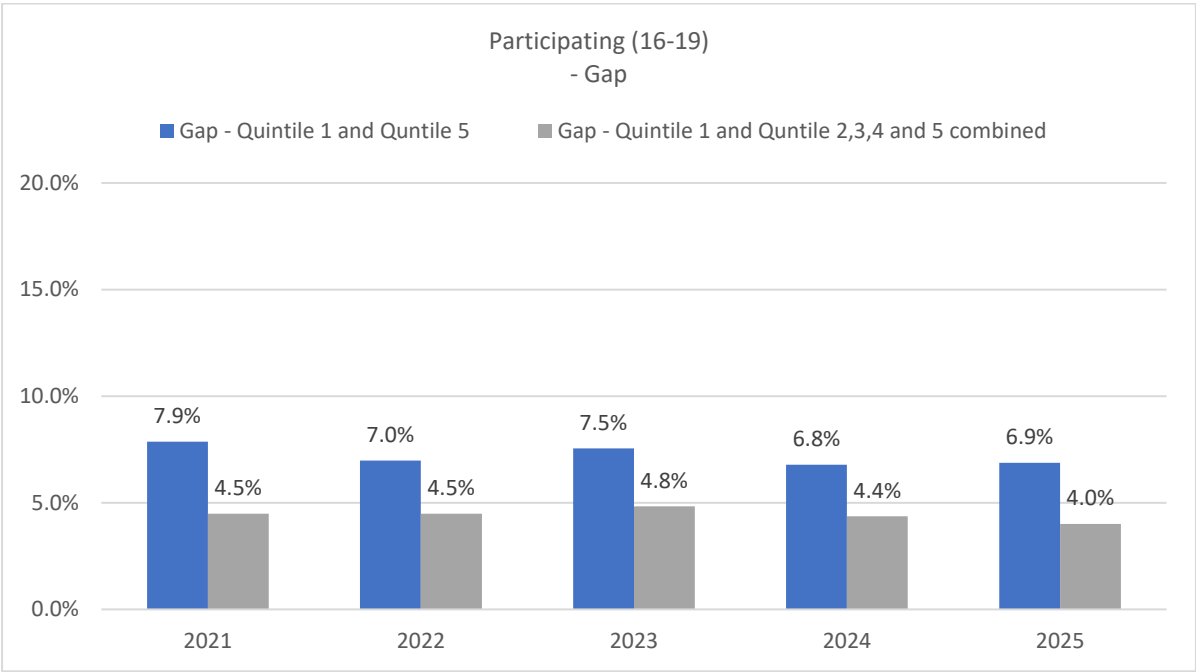
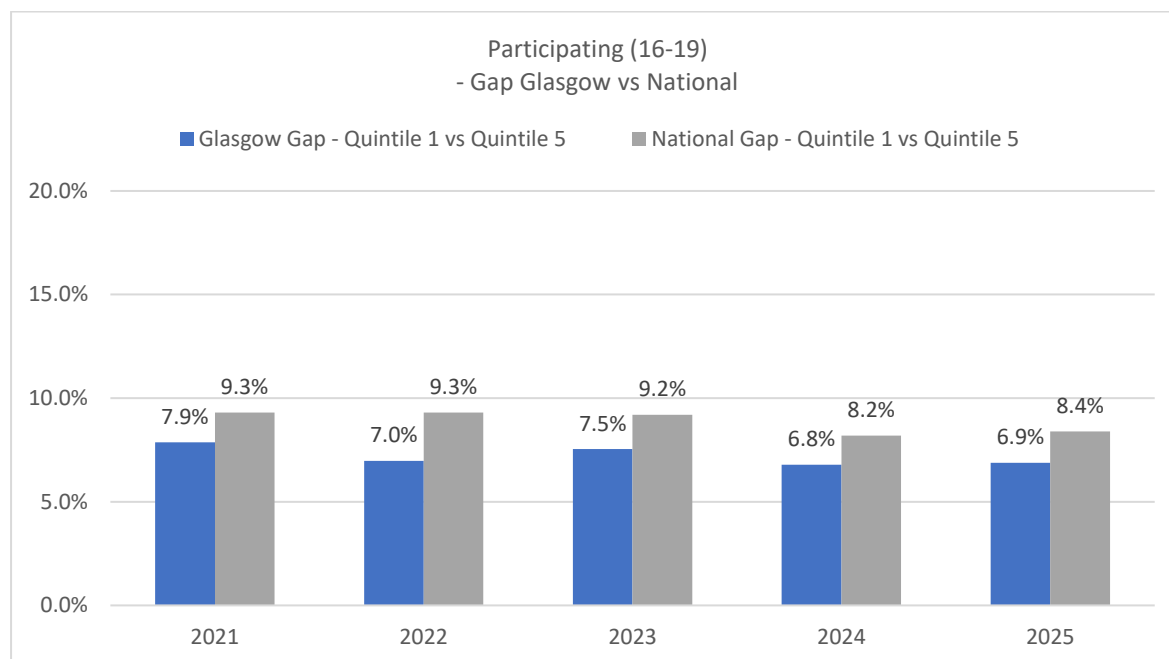


Figure 8.3



The proportion of all 16 -19-year-olds participating has been over 90% for the past five years (figure 8.1).

The participation gap between pupils in quintiles 1 and 5 has also remained steady (figure 8.2). The participation gap in Glasgow has been consistently narrower than the gap witnessed nationally.

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Table 5 Stretch Aim

	Annual Participation Measure - 16 -19-year-olds			
	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	GAP (Q1-Q5)
Baseline 2021/2022	91.2%	89.0%	96.0%	7pp
Stretch Aims to be achieved 2024/25	94-96%	92-94%	96-98%	8pp-4pp
2024/25 actual	91.6%	89.7%	96.6%	6.9%

The stretch aim for 2024/25 was to reduce the attainment gap to between 8 and 4 percentage points (pp). Glasgow recorded an actual gap of 6.9 pp.

Health and Wellbeing

Figure 9.1

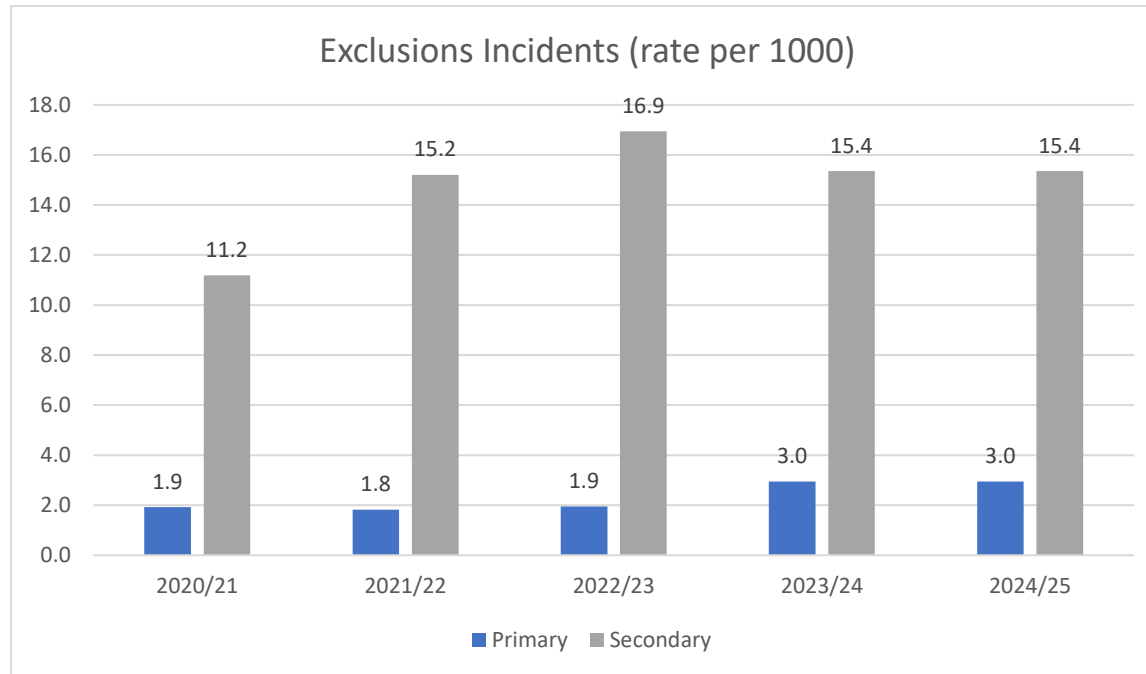
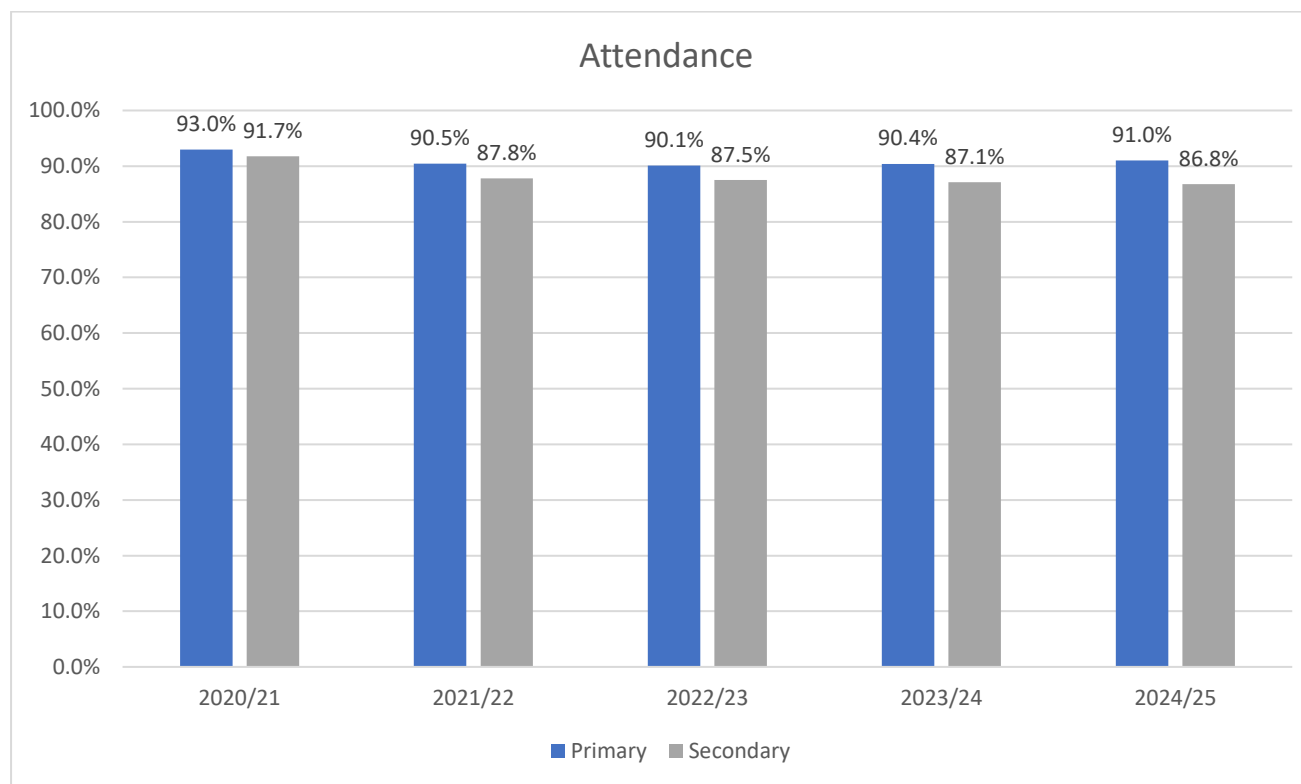


Figure 9.2



As figure 9.1 shows exclusions have remained steady over the past two years. Attendance has improved slightly in primary schools 2024/25 while a slight dip in attendance was witnessed in the secondary sector (figure 9.2).

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Table 6 Stretch Aim

	Health & Wellbeing Attendance - Primary	Health & Wellbeing Attendance - Secondary
	Overall Levels	Overall Levels
Baseline 2021/2022	90.5%	87.8%
Stretch Aims to be achieved 2024/25	93-95%	90-92%
2024/25 actual	91.0%	86.8%

Glasgow remains outside the attendance stretch aim target set for 2024/25.