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Education Services

Annual Business Plan

2026/27

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Executive Summary

This plan sets out how Education Services will deliver improved outcomes for all children and young people across Glasgow. It reflects our shared purpose, vision, values and the key challenges we must address within both the Glasgow context and a changing national education landscape.

Our ambition is for Glasgow to be an outstanding place for all learners, a socially just city where children's rights are realised and where every learner can achieve and progress throughout their lifelong learning journey. This aligns with Scotland's national vision for excellence and equity in education, ensuring that every child and young person is supported to reach their full potential.

Our vision is clear: Glasgow will be a world-class learning city where every learner can participate, thrive and succeed. As a member of the UNESCO Global Network of Learning Cities, and an active participant in the UK Learning Cities Network and wider UK Learning City Forum, we are committed to strengthening lifelong learning through collaboration at local, national and international levels.

Our work is underpinned by the values of compassion, ambition, trust and equity. Central to this is our commitment to the United Nations Convention on the Rights of the Child, which is embedded in Scottish policy and legislation. In line with Article 29, we are committed to ensuring inclusive, respectful and rights-based learning environments that enable all learners to develop their personality, talents and abilities to their fullest potential.

From a Glasgow Education Services perspective, equity remains at the heart of everything we do. We will measure our success by how effectively we reduce barriers to learning, particularly those associated with poverty and inequality, and by the extent to which all learners achieve positive and sustained outcomes. This reflects national priorities, including closing the poverty-related attainment gap and improving wellbeing.

This plan is being delivered during a period of significant national education reform in Scotland. The transition from the Scottish Qualifications Authority to a new national qualifications body, Qualifications Scotland, alongside the establishment of a new independent inspectorate, HM Inspectorate of Education (Scotland), represents a major shift in how the system supports curriculum, assessment and assurance. Education Services will work proactively with these emerging national bodies to ensure continuity, clarity and improved outcomes for learners across Glasgow.

Our workforce is our greatest asset. We are committed to supporting a highly skilled, empowered and valued workforce through high quality career-long professional learning, leadership development and collaborative practice. This aligns with Scotland's national focus on practitioner enquiry, system leadership and continuous professional learning as key drivers of improvement.

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We will continue to strengthen our approach to self-evaluation and improvement through the effective use of data at school, establishment and system level. National benchmarking tools, alongside our local digital platforms, support a data-informed evidence-based approach to raising attainment and improving outcomes. Alongside the evolving national inspection arrangements, Glasgow's Quality Improvement Team will continue to play a central role in supporting schools through sustained, collaborative improvement activity.

In line with the Scottish education system, we recognise the importance of strong collaboration across local authorities, regional improvement partnerships and national agencies. By maintaining a clear focus on equity, excellence and wellbeing, and by responding effectively to national reform, we will continue to improve outcomes for all children and young people in Glasgow.

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Introduction

The Education Services Annual Business Plan (ABP) is a forward planning document that helps us set priorities and targets for the coming year. The ABP is part of the Council's Public Performance Reporting framework and is the document which provides our communication to staff, citizens and partners in respect to the role and priorities of the service and how our performance will be assessed.

Our aim is to make Glasgow a world class learning city built on the principles of nurture. It is this plan which takes forward the next steps in achieving that ambition. In Education Services our "[All Learners, All Achieving](#)" document sets out at a high level the challenges we want to address. These challenges localise to our Services the key strategic plans detailed below.

The Council agreed its new [Council's Strategic Plan 2022-2027](#) in November 2022 setting out its priorities and commitments over the next 5 years. The ABP will set out how our service is supporting the delivery of the Council Strategic Plan and the city's new Community Plan delivered with our community planning partners.

In order to ensure that the Council Strategic Plan clearly articulates its purpose it has been structured into Grand Challenges and their supporting Missions.

The Grand Challenges are as follows:

- Reduce poverty and inequality in our communities.
- Increase opportunity and prosperity for all our citizens.
- Fight the climate emergency in a just transition to a net zero Glasgow.
- Enable staff to deliver essential services in a sustainable, innovative and efficient way for our communities.

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The Glasgow Community Plan has the priority local outcome of Family Poverty – Reducing Poverty and Inequalities in Glasgow’s Communities, as agreed by The Glasgow Community Planning Partnership.

Glasgow’s Context

Education across Glasgow is delivered through:

109 council managed early learning and childcare settings

120 partner providers of early learning and childcare settings

142 Primary Schools

30 Secondary Schools

20 Additional Support for Learning Schools

There are 13,169 registered places for 0- to 5-year-olds across Glasgow’s early learning and childcare settings.

There are 71,581 school pupils in Glasgow

39,427 Primary pupils

30,710 Secondary pupils

1,444 ASL pupils

Over half (57.1%) of all pupils in Glasgow live in the most deprived Scottish Index of Multiple Deprivation deciles. Despite this, pupils in Glasgow in SIMD 1 achieve more tariff points (728) on average when compared to pupils in the same cohort across Scotland (655).

Over a quarter (29.1%) of pupils in the city speak English as an additional language.

There are 175 different languages spoken by pupils in Glasgow’s Schools. The main five languages spoken after English are Arabic, Urdu, Polish, Punjabi, and Chinese (Modern Standard/Mandarin).

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Glasgow has the largest proportion of care experienced children, with responsibility for 14.8% of Scotland's care experienced children and young people.

Positive Trends

Across Glasgow's attainment and participation measures, several encouraging patterns are evident. Achievement of Curriculum for Excellence levels has continued to improve in both literacy and numeracy, with a modest gain across the primary stages between 2021 and 2025. In the senior phase, Glasgow shows consistent year-on-year improvement in SCQF attainment at Levels 4, 5 and 6 by S4 and S5, with particularly strong progress in the proportion of young people achieving multiple awards at Level 5. Glasgow also continues to outperform its Virtual Comparator across almost all senior-phase measures, demonstrating that young people in the city achieve more highly than pupils with similar characteristics elsewhere. Positive leaver destinations remain very high, staying above 94% and consistently aligned with or exceeding comparator performance. Participation among 16–19-year-olds has also increased, reflecting stronger engagement in education, training and employment. Collectively, these trends highlight sustained improvement and resilience across Glasgow's education system.

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Section 1: Resources and Organisation

Purpose of Education Services

The [provision of education](#) in Scotland is the responsibility of local authorities who are under a statutory duty to ensure that there is adequate and efficient provision of school education in their area.

In that context, local authorities may review their school stock and how the location and condition of their schools meet with population patterns and educational needs. When local authorities are proposing a change in education provision, there is a statutory requirement on them to engage in a formal consultation process, in line with the requirements of the Schools (Consultation) (Scotland) Act 2010.

In Scotland, 32 Education Authorities are responsible for ensuring that statutory requirements are met and that they are diligent in taking forward nationally agreed policies and guidelines. They are also responsible for the spending and accountability for educational funding. They have responsibility for the continuous improvement of services to meet the needs of their local communities.

Across Scotland, local authorities adopt different service structures. Increasingly, education is part of a wider department, which can also include services such as leisure, culture, sports, the arts, community learning and social work services.

HM inspectors, working across all areas of learning, support and challenge the work in the 32 authorities, through the process and impact of rigorous inspection.

Service Structure and Resources

Senior Management Structure

Executive Director of Education – John McGee

Head of Service North – Brian McDermott

Head of Service South – Carolyn Davren

Head of Inclusion and Equalities – Carole Campbell

Head of Early Learning and Childcare – Heather Douglas

Head of Resources – Lorna Goldie

Senior Education Officer – Sharon McGeever

Senior Education Officer – Jane Arthur

Senior Education Officer – Geraldine Millar

Strategic HR Manager (Education) - Jennifer Tees

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Staffing Levels

Tables 1 and 2 below provide the current demographic breakdown of our teaching staff and support staff across the whole of Education Services.

Table 1: Support Staff

Grade(s)	MALE		FEMALE		WHITE		ETHNIC MINORITY		Ethnicity Not Declared		DISABLED		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1 to 4	140	4	3030	96	2136	67	279	9	755	24	105	3	3170
5 to 7	203	9	2120	91	1691	73	87	4	545	23	59	3	2323
8	12	11	101	89	101	89	2	2	10	9	2	2	113
9 to 14	1	6	17	94	17	94	0	0	1	6	1	6	18
Non PGS	11	21	42	79	14	26	1	2	38	72	2	4	53
Totals	367	6.5%	5310	93.5%	3959	69.7%	369	6.5%	1349	23.8%	169	2.97%	5677

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Table 2: Teaching Staff

Grade(s)	MALE		FEMALE		WHITE		ETHNIC MINORITY		Ethnicity Not Declared		DISABLED		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Teaching	1502	21.7%	5412	78.3%	4579	66.2%	250	3.6%	2085	30.2%	218	3.15%	6914

Financial Resources: Budget

Table 3: Objective Analysis

2025/26 Budget (£)	Expenditure	2026/27 Budget (£)
5,785,700	Support Services	6,411,600
137,728,400	Early Years	145,195,400
291,095,600	Primary Schools	309,928,100
283,486,100	Secondary Schools	309,931,600
98,565,300	Additional Support for Learning	103,597,700
7,093,800	Schools - Other	7,468,400
3,202,900	Education Maintenance Allowance/Bursaries	3,210,000

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122,600	Gateway	122,600
657,100	Education Improvement Services	878,400
3,803,800	Education - Miscellaneous	4,228,300
1,233,900	Education - Vocational Training	1,293,500
832,775,200	Direct Departmental Expenditure	892,265,600
93,974,300	Central Charges	98,232,600
926,749,500	Total Expenditure	990,498,200
	Income	
0	Support Services	0
649,000	Early Years	649,700
2,253,500	Primary Schools	1,543,500
1,865,800	Secondary Schools	1,876,000
1,936,700	Additional Support for Learning	1,974,100
675,300	Schools - Other	688,800
3,000,000	Education Maintenance Allowance/Bursaries	3,000,000
0	Education Improvement Services	0
10,380,300	Direct Departmental Income	9,732,100
916,369,200	Net Expenditure	980,766,100

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Table 4: Subjective Analysis

2025/26 Budget (£)	Expenditure	2026/27 Budget (£)
600,837,900	Employee Costs	631,691,500
104,281,700	Premises Costs	131,009,400
16,265,100	Transport and plant	16,595,100
57,329,600	Supplies and services	57,504,700
7,872,200	Third party payments	7,642,200
46,188,700	Transfer payments	47,822,700
832,775,200	Direct Departmental Expenditure	892,265,600
93,974,300	Central Charges	98,232,600
926,749,500	Total Expenditure	990,498,200
	Income	
3,000,000	Education Maintenance Allowance	3,000,000
614,600	Early Years Fees	614,600
1,639,000	School Meals	921,500
0	EDIS Charges	0
1,730,400	School Lettings	1,668,613
3,396,300	Other Customer and Client Receipts	3,527,387
10,380,300	Direct Departmental Income	9,732,100

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Financial Challenge

In 2026/27 Education Services have a total gross expenditure budget of £990 million. This constitutes 29% of the council’s total service expenditure budget. In 2026/27 the council faces a financial challenge with a spending gap of £14.5 million. As part of bridging this gap, Education Services requires to deliver £7.8 million savings in 2026/27 in relation to previously approved savings.

The profile of savings over the next year is included in Table 5.

Glasgow also receives significant resources through Pupil Equity Funding. The 2026/27 funding allocation to the City totals £23.295m. The funding is devolved fully to schools to help reduce the poverty related attainment gap.

Glasgow also receives funding for attainment and has been awarded £7.074m by the Scottish Government, same level as 2025/26 funding.

Table 5: Service Budget Change Summary 2026-27

Revenue Budget Change Summary				
Ref	Title of Budget Change	Reason for Change (all that apply) (Investment, Income Maximisation, Renewal Activity , Resource Redirection)	Council Strategic Plan Theme	Financial Impact (£000)
				2026/27
24ED25	Review of Support Services Both School and Central	Resource Redirection	Excellent & Inclusive Education	-133,000

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24ED26	Review of Technician's Support Services	Resource Redirection	Excellent & Inclusive Education	-250,000
24ED22	Early Learning and Childcare Efficiencies	Resource Redirection	Excellent & Inclusive Education	-3,000,000
24ED20	Reduction in Primary Devolved School Management	Resource Redirection	Enable staff to deliver essential services in a sustainable, innovative and efficient way.	-44,000
	Reduction in Free School Meals	Resource Redirection	Enable staff to deliver essential services in a sustainable, innovative and efficient way.	-1,000,000
Total Savings				-4,427,000
26ED21	Universal Free School Meals P7	Investment	Delivering Universal Free School Meals to Primary 7	1,000,000
Total Investment				1,000,000
NET BUDGET CHANGE (£)				-3,427,000
NET BUDGET CHANGE (%)				-0.3%

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Capital Investment

Activity in 26/27 will see a continuation of the key themes of the Education Estate Plan which was approved in 2020.

The council remains committed to providing high quality learning and teaching environments for the learners of the future. This will ensure that children, young people, staff and communities have high quality, vibrant, learning and teaching environments which support the council's commitment to raising attainment and achievement.

Activity within 26/27 will focus on the following key themes:

Condition & Suitability

The remaining general capital allowance noted in the table below will be utilised to maintain the estate in suitable condition. Significant investments will be funded from this source, including replacement roof coverings, major system replacement & upgrade, carbon reduction measures. The fund will also be utilised to make changes and adaptations to schools to create settings which are more conducive to effective teaching and learning and positive pupil experience. There are retrofit projects at Bun Sgoil Ghaidhlig a Chailtann (Calton Gaelic School) which will continue onsite and the retrofit of Linburn Academy commenced in February 2026. Both projects are match funded from LEIP funding.

School Roll Demand vs Capacity

Analysis of the capacity available in our schools to meet the demand of the local catchment areas is an ongoing activity. Where pressures are projected options to ease pressure will be prepared and delivered. Options to meet the capacity challenges within the northeast of the city are currently being reviewed as well as a review to address the suitability of the ASL estate.

A Scottish Government funded programme continues to address the capacities within school dining and kitchen production to meet the requirements of Universal Free School Meals delivery.

Environmental Sustainability / Climate Resilience / Energy Reduction / Net Zero Carbon

Identification of measures that will reduce the Council's carbon emissions, energy consumption and thermal performance will continue. Higher levels of insulation and airtightness and new and more sustainable means of heating continue to be developed to assist in the Council's net zero ambitions.

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Capacity will be constructed or retrofitted using the low carbon technologies with the re-use of existing buildings at Bun Sgoil Ghaidhlig a Chailtann (Calton Gaelic School) and Linburn Academy which will greatly reduce the embodied carbon associated with previously completed new build projects.

The PPP Estate

Ongoing monitoring of the contract performance. As we approach the end of the contract, a bespoke PPP Handback team has been created to manage all the activity related to Handback and to manage the transition from the current contract to the future arrangement.

Links with the Property & Land Strategy

All activity within the Education Estate will link back to the overarching principles contained within the Property & Land Strategy.

Consultation and Engagement with Stakeholders

Ensuring that meaningful engagement with Education staff, Parents, Carers and the local communities within which our education establishments are situated will continue to be a foundation upon which investment is made.

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Table 6: Capital investment options approved for 2026/27

Capital Investment		
Option	Council Strategic Plan Theme	Investment (£m)
Continuation of General Capital Investment	Excellent & Inclusive Education	£4.5m for 26/27
Delivering the final stages of the Early Years Expansion Investment. Completion of all outstanding nursery investments including the, completion of Scaraway development and works on the new Penilee Nursery establishment within Hillington Primary.	Excellent & Inclusive Education	£5.1m for 26/27
Bun-sgoil Ghaidhlig a Chaltainn (Calton Gaelic School)	Excellent & Inclusive Education	£23.8m
Linburn Academy	Excellent & Inclusive Education	£9.2m
Scottish Child Payment School Meals Expansion	Excellent & Inclusive Education	£18.3m
	Total Investment (£m)	£60.9m

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Section 2: Meeting Strategic Plan Commitments

Strategic Plan

The [Council's Strategic Plan 2022-2027](#), and a Mission Based approach to service priorities has been developed.

The Strategic Plan highlights Grand Challenges, and the Missions identified to address them, each of which contains a set of commitments that Services lead on.

The Grand Challenges and their Missions are as follows:

1. Reduce poverty and inequality in our communities

- End child poverty in our city using early intervention to support families.
- Meet the learning and care needs of children and their families before and through school.
- Improve the health and wellbeing of our local communities.
- Support Glasgow to be a city that is active and culturally vibrant.

2. Increase opportunity and prosperity for all our citizens

- Support Glasgow residents into sustainable and fair work
- Support the growth of an innovative, resilient, and net zero carbon economy.
- Raise attainment amongst Glasgow's children and young people.

3. Fight the climate emergency in a just transition to a net zero Glasgow

- Deliver sustainable transport and travel aligned with the city region.
- Become a net zero carbon city by 2030.

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4. Enable staff to deliver essential services in a sustainable, innovative and efficient way for our communities

- Create safe, clean, and thriving neighbourhoods.
- Run an open, well governed council in partnership with all our communities.
- Enable staff to deliver a sustainable and innovative council structure that delivers value for money.

These Grand Challenges and their Missions are underpinned by Commitments which Services will undertake to work towards the goal of each Mission. **Appendix 1** contains highlights of Education actions under each of the council's commitments, including milestones and planned activity for the year ahead. Most Education Services commitments fall under the missions below:

- Meet the learning and care needs of children and their families before and through school.
- Raise attainment amongst Glasgow's children and young people.

The Council agreed that the Strategic Plan will be subject to an annual review to reflect the volatility of outside pressures and budget constraints.

Community Plan

Glasgow Community Planning Partnership brings together public agencies, the third sector, and the private sector, to work to improve the city, its services, and the lives of people who live and work here.

The Community Empowerment (Scotland) Act 2015 requires the Partnership to publish a Local Outcomes Improvement Plan that sets out our shared priorities for the city, where we plan to make improvements, and over time show that we have made these improvements.

The Glasgow Community Plan 2024 details the priority local outcome of:

- Family Poverty: Reducing Poverty & Inequalities in Glasgow's Communities.

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Alongside a series of enabler themes through which to consider activities:

- Building good public health and community resilience
- Developing good quality housing and neighbourhoods
- Improving skills and employability support
- Driving public service reform
- Building community wealth

In addition, the Community Plan also commits the Partnership to core ways of working to deliver sustained impact for the citizens of Glasgow. These require activities that are person-centred, place-based and will drive forward public service reform.

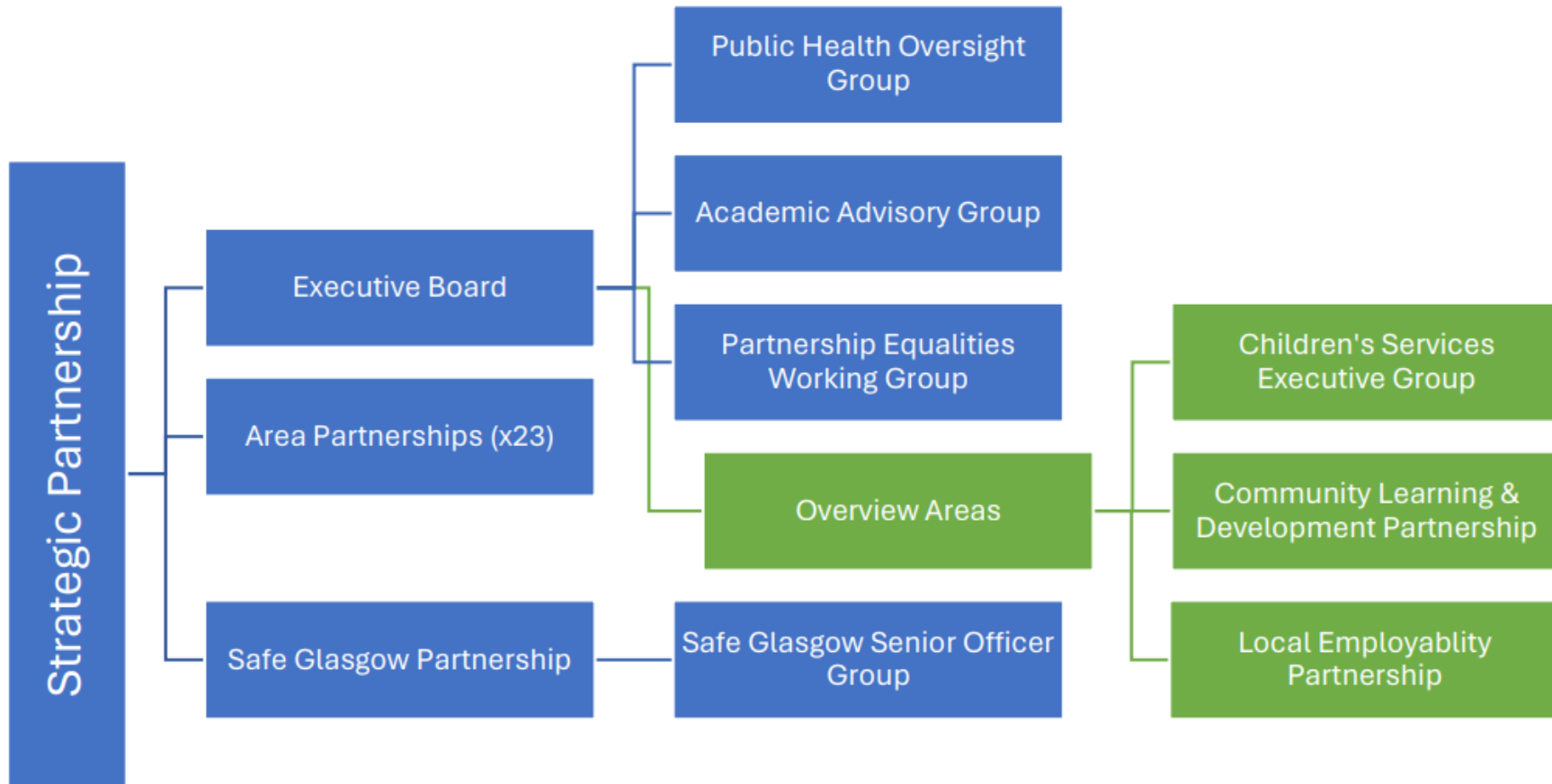
The Community Plan commits the Partnership to a Performance Framework that will detail the outcomes to be secured over the 10 years of the Plan. The Partnership committed to re-shape the approach used to demonstrate and drive impact, ensuring accountability is measured appropriately for the shared vision for the city. It was agreed that the core elements of a shared Framework should capture:

- a broad range of activity that will make a difference for communities
- the voice of our communities
- the extent of partnership working to facilitate change

Over and above this, the Partnership were steadfast in their commitment to create a Performance Framework that was not beholden to statistics and quantitative measures. Whilst important, the Partnership were keen to use these measures as a means through which to describe the impact of their joint endeavour and inform future work, and not solely to track numbers. On that basis, the Partnership was clear that the narrative informed by data was strengthened through qualitative insight and analysis in order to guide action and make decisions.

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Figure 1: Strategic Partnership Framework



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Partners have been undertaking the detailed work to shape the Framework and are now completing a testing phase to bring the first year's work across the Partnership into focus and ensure the Measures contained within the Framework are fit for purpose.

The Glasgow CLD Strategic Partnership (GCLDSP), on behalf of Glasgow City Council (GCC), is responsible for the strategic planning of Community Learning & Development in the city.

Glasgow Life facilitates and co-ordinates the governance arrangements that support the delivery of the [CLD plan](#), which aligns to the priorities of the Glasgow Community Plan. The GCLDSP report annually to the Glasgow Community Planning Partnership, GCC and Education Scotland, to demonstrate progress and impact against the plan's priorities, working with GCC to ensure alignment with the Glasgow City Plan priorities including the data/evidence to identify need and demonstrate performance. Glasgow Life are responsible for co-ordinating any CLD inspection by Education Scotland. The next CLD Plan will build on the strengths and learning of the current CLD Plan 2021-24 and will cover the period from 1 September 2024 to 31 August 2027.

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Section 3: Service Priorities – All Learners All Achieving

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 Purpose

- Sustainable Development Goal 4: Ensure inclusive and quality education for all and promote lifelong learning.

Glasgow is a diverse and global city. In Education Services our partnership with our city's children and young people, families and communities begins with our commitment to SDG4 as our purpose. The 17 Sustainable Development Goals (SDGs) recognise that tackling poverty and all inequities must align with work to improve education. SDG4 is the purpose to all that we do together. It enables us to adapt national frameworks, local policy and guidance in the local contexts of our classrooms and playrooms.

Together we know we can create the circumstances which serve all our children, young people and families to meet the promise of every child, mitigating those barriers which can get in the way of learning, achievement and progress. We want all Glasgow's children to have a childhood that enables them to grow up loved, safe and respected.

In Glasgow this means translating SDG4 targets, localising and expanding them in our context for all our learners. SDG4 and the targets are woven through Education Services' annual plan. Our commitment to SDG4 brings together an understanding of how we collectively share responsibility for making the right decisions at the right time and at the appropriate level, to impact positively on individual learners and improve outcomes.

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.

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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.

Education Services 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 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

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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.

Education Services Challenges

- Wellbeing and Learning
- Achievement and Progress
- Engagement, Participation and Inclusion
- Networked Learning Organisation
- Connected Learning

Wellbeing and Learning

Missions

1. Support nurture and wellbeing as central to a young person's success in learning.

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2. Meet the learning and care needs of children and their families before and through school.
3. Improve the quality of learning and teaching.

What are the purposes of education in our city? How do we prepare creative learners able to participate and thrive in a complex and changing world through: nurture, approaches to wellbeing, and Glasgow's Pedagogy?

Wellbeing is central to achievement and progress. Our aim is to become a nurturing city where nurturing principles and approaches are embedded in every classroom and playroom. We recognise that All Behaviour is Communication. An understanding and awareness of what we are communicating through our behaviours is essential in helping us understand what children are communicating.

Our one good adult concept captures the importance of safe, supportive relationships for all learners. Compassion and care leads to improved outcomes for our children and young people in Glasgow. In Education Services this aligns closely to our commitment to social justice. We recognise that the aspiration and the potential of Curriculum for Excellence 3-18, to provide all our learners All Learners All Achieving with a holistic, coherent and future looking approach to learning, is yet to be fully realised. The ambitions remain bold and in Glasgow we have made significant progress towards these. However, there remains work to be done to provide cohesion and consistency for all learners, as described in the recommendations of the OECD. In Glasgow we continue to transform our 3-18 curriculum whilst ensuring this builds on the critical foundations developed from birth to three.

Transforming Glasgow's Pedagogy across every setting, classroom and playroom continues to be one of our greatest challenges to ensure a strengthening of learning environments, practice and relationships. This involves a relentless focus on learning and teaching which must be at the heart of all our work. Our city is a classroom, where we can harness learning outdoors, culture and heritage: broadening and deepening learner experiences.

All practitioners across our system must be able to articulate what effective learning and teaching is. Their key role is enabling practice which continuously drives forward and improves Glasgow's Pedagogy. Our pedagogical core defines our relationships between practitioners and learners.

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Achievement and Progress

Missions

1. Improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty related attainment gap.
2. Raise attainment among Glasgow's children and young people.
3. Support Glasgow's young people into fair, positive and sustained destinations.

How do we improve equity and encourage excellence in every setting leading to appropriate pathways and positive outcomes for all? Every child and young person in our city has a right to Education. We support our learners to feel included, engaged, safe and welcomed, enabling them to attend and take part in learning wherever it is happening.

Glasgow's commitment to raising attainment and improving life chances for all children and young people has seen significant progress in our city. We are ambitious for all our learners, determined that we fulfil the promise of every child and young person through our commitment to excellence.

Glasgow is a diverse and global city. In Education Services we embrace every child, young person, family and community. Our diversity enables opportunities to explore ways of learning together, which benefit us all. Glasgow remains a city of contrasts where parts of the city still suffer from unacceptable levels of poverty and inequity. Our collective strength and effort is focused on mitigating any barrier which gets in the way of learning. This effort is providing improved life chances for learners. Schools and nurseries are important community anchors. We cannot achieve our ambitions for Glasgow's learners alone but through collaboration across services and with partners focused firmly on building community.

Engagement, Participation and Inclusion

Missions

1. Support Glasgow's learners to be active, global citizens.
2. Support the growth of innovative resilient and creative learners.

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How will we engage all learners and create opportunities for high quality and inclusive learning?

Santiago Rincon-Gallardo describes four conditions which drive intrinsic motivation: learning and doing things that matter to us (purpose); with freedom to decide what, why, when, and with whom to do it (autonomy); getting better over time (mastery); and doing it with others (connectedness).

In Glasgow we believe inclusive practice provides all learners with a fair chance to go to school, learn and develop the skills they need to thrive. Inclusive systems value the unique contributions learners of all backgrounds bring and allow diverse groups to grow side by side, to the benefit of all. In Glasgow we must continue to ensure all experience a culturally responsive curriculum, which meaningfully recognises and fairly represents the rich and diverse communities of our learners. Inclusion applies to all and this is implemented through wellbeing for learning, nurture and Glasgow's Pedagogy. This is underpinned by our commitment to UNCRC article 29.

We are responsible for supporting personal learner journeys for all. Engagement and celebration of the voice of children and young people enable contributions and ideas to be heard and considered to support the development of a meaningful curriculum. This enables contextualised experiences which provide depth and breadth of learning and application of skills.

Glasgow is rich in opportunities for all learners to engage with its heritage, its people, its outdoor spaces and its facilities, beyond the walls of the classroom or playroom. Our aim is to embrace the city as a classroom.

Whole school approaches to Learning for Sustainability support all learners to be caring, responsible and active global citizens developing the skills, knowledge and attitudes they need as adults to enjoy living in harmony with others, in a just and sustainable world.

Networked Learning Organisation

Missions

1. Enable staff to deliver a sustainable and innovative Education Services structure that delivers value for money.
2. Run Education Services in partnership with all our communities.
3. Enable all learners to engage in a broad range of lifelong learning experiences.

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How will we develop networked learning organisations for all learners, at every level in our system, to serve learning for all?

Networked learning organisations are more able to adapt, change and grow. We are committed to the model.

described by the OECD/UNICEF:

- developing and sharing a vision centred on the learning of all children and young people; creating and supporting continuous learning opportunities for all practitioners.
- promoting team learning and collaboration among all practitioners.
- establishing a culture of inquiry, innovation and exploration.
- embedding systems for collecting and exchanging knowledge and learning.
- learning with and from the external environment and larger learning system.
- modelling and growing learning leadership.

The over reliance on one leader, and one senior leadership team, must shift. We should become a networked self-improving learning system, with collective agency and efficacy.

This shift in our culture of leadership must leave behind hierarchical authority, developing relationships to support collective efforts to drive forward the optimum conditions for learning for all. We firmly believe that Education is a social movement for good.

Connected Learning

Education Services in Glasgow is delivering a significant phase of digital transformation, building on the foundations of empowered learning and progressing towards our refreshed **Connected Learning 2.0** strategy. This next phase reflects both local ambition and national priorities to ensure that all learners are equipped for life, learning and work in an increasingly digital society.

A central component of this transformation has been the large-scale rollout of digital devices to support teaching and learning. Between August 2025 and March 2026, over 60,000 iPads have been issued to pupils and teachers across the city. This investment represents a step-change in digital access, ensuring that all learners and practitioners have consistent, high-quality tools to support learning, both in educational settings and beyond.

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Through Connected Learning 2.0, digital technology is being embedded more deeply within Glasgow's pedagogical approach. This is not simply about access to devices, but about transforming learning and teaching. Digital approaches are supporting more personalised, inclusive and engaging learning experiences, while also enabling improved communication and collaboration between learners, practitioners and families.

Our practitioners are a highly valued and skilled workforce and remain central to this transformation. Education Services is committed to high-quality career-long professional learning, with a strong focus on digital pedagogy and practice. Investing in our people ensures depth of knowledge, consistency in high-quality learning and teaching, and improved outcomes for all learners.

Our ambition is to prepare children and young people to thrive in a digital future. Digital learning is now woven through Glasgow's pedagogy, supporting key priorities: raising attainment, advancing equity and inclusion, strengthening employability, and developing the young workforce.

We recognise that the context in which education operates continues to evolve rapidly. Increasingly, learning and working environments are shaped by digital and remote models. In response, Connected Learning 2.0 sets out a clear direction that embraces innovation while maintaining a strong focus on wellbeing, inclusion and equity. These developments require a sustained focus on engagement, relationships and high-quality learning experiences. By combining strong pedagogy with effective use of digital tools, we are equipping learners with the skills, knowledge and attributes they need to be successful, adaptable and confident contributors in a rapidly changing world.

UNESCO Learning City Award

The UNESCO Global Network of Learning Cities (GNLC) comprises over 350 cities across nearly 80 countries worldwide. A defining feature of UNESCO Learning Cities is their ability to connect education, training and cultural institutions while engaging diverse partners, including public-sector representatives, civil society organisations and employers. These cities effectively mobilise resources across sectors to promote inclusive, quality learning at all levels, from basic to higher education. They enhance learning within families and communities, support workplace education, and expand the use of modern learning technologies. Every three years, members gather at the International Conference on Learning Cities (ICLC) to take stock of progress, address shared challenges and collaboratively shape solutions for the future.

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Glasgow was unveiled as a UNESCO Learning City on Monday 2 December 2024 in Jubail, Kingdom of Saudi Arabia. It remains the only Scottish city to have achieved this recognition for outstanding progress in lifelong learning. Glasgow recognises that education is not just a phase of life, but a continuous journey embraced by all citizens. Its commitment to accessible, inclusive lifelong learning, supporting personal and professional growth across all age groups, has been recognised at an international level.

Since joining the network, Glasgow has continued to strengthen its role both globally and within the UK. The city is actively engaged in the UK learning cities community, including participation in the UK Learning Cities Network and the wider UK Learning City Forum. This involvement supports knowledge exchange, collaboration and shared learning across UK cities, helping to build momentum for lifelong learning and inclusive growth at a national level.

Period Dignity

The Period Products (Free Provision) (Scotland) Act 2021 places a legal obligation on all local authorities to provide free period products in all educational facilities, as well as in a range of publicly accessible community spaces.

In Glasgow, Education Services manages the provision of free products. All primary, secondary and ASN schools make free products available and have the support of the Senior Policy Officer for Period Dignity to ensure the legislation is adhered to and all pupils have access to a range of products to suit their needs. Education Services also works in partnership with Simon Community Scotland who use a team of volunteers to stock over 140 community-based spaces including all Glasgow Life run libraries, museums, sports centres and community hubs. Glasgow is a best practice city for period dignity, recognising the need for additionality work focusing on vulnerable communities and not simply meeting our legal obligations. Glasgow now stocks over 30 foodbanks and pantries, as well as some third sector venues such as asylum support, homelessness networks and women's refuges to ensure access to free products is available to all our citizens in a dignified manner.

More information on the period dignity project can be found here: [Period Dignity - Glasgow City Council](#)

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Section 4: Recruitment and Staffing

Recruitment

The recruitment process is key to successfully delivering our essential services to children and young people across Glasgow and we are committed to recruiting the right people, in the right place, at the right time. Consequently, the effective management of our well-established recruitment process, in line with a number of Council policies and LNCT agreements is key. Our Education Services Workforce Planning Board reviews the short, medium and longer-term strategic resourcing decisions for our service to ensure changing organisation needs aligns with people strategy. The HR Workforce Planning and Resourcing Team, continue to successfully embed processes and procedures to fully support efficient service delivery.

Staff Training and Development

Education Services recognise that our staff are a key asset in the delivery of services and we are fully committed to investing and supporting the development of staff throughout their career. We will collaboratively work across the service, sectors and other services to ensure the achievement of Council priorities for young people. The contribution and interdependent nature of various teams has to be recognised and embraced in order to achieve success. Consequently, every member of staff has a valuable contribution to make in maximising the potential of all children and young people in the city.

The development of staff knowledge, skills and abilities has consistently been regarded as the cornerstone of organisational development and improvement. The commitment to the development of all staff will ensure we enhance and maintain the level of competence, expertise and confidence required to deliver a service of the highest quality, in a rapidly changing environment. A critical element of the staff development strategy will be in respect of suitably diverse and effective leadership. It is through both personal and professional leadership at all levels, across and throughout the service, that the most effective cultures for success will be developed.

Teaching Staff

Career long professional learning should be a key focus for every teacher. The General Teaching Council for Scotland professional standards specifically sets out what it means to be a teacher in Scotland and the professional values expected in terms of social justice, trust and respect, and integrity. These are the roots of the Professional Standards Framework, which supports what it means to become, to be and to grow as a teacher in Scotland.

Having a strong focus on professional values helps teachers to develop their professional identity and underpins a deep commitment to all learners' cognitive, social, and emotional growth and wellbeing. They are integral to, and demonstrated through, teachers' professional relationships, thinking and actions in their professional practice. Commitment to reflecting on the connections between values and actions and career-long professional learning is a critical part of developing teacher professionalism. The service leadership development framework offers programme delivery across a teacher's career pathway from newly qualified teachers, those developing into middle leadership and then further into Headship. The framework also offers specific opportunities for Black and Minority Ethnic (BAME) teachers to access leadership development opportunities and ultimately career progression.

Each establishment is expected to develop and implement a plan for the development of staff linked clearly to the establishment's improvement priorities the needs identified through the performance review and development process and other self-evaluation processes. Each member of staff has responsibility for maintaining their own individual record and profile of development. The regular meetings of school staff development co-ordinators ensure professional learning remains a priority.

Support Staff

We remain committed to our staff undertaking high quality professional learning and, where appropriate, gaining additional qualifications associated with their role. A range of development opportunities for support staff to increase their knowledge in supporting literacy and numeracy are provided, along with opportunities to achieve additional qualifications. In addition, Child Development Officers are supported financially and provided with the necessary time off to gain additional qualifications. Our Glasgow Psychological Service and NHS will also continue to provide a range of specialist training to support staff.

Equality, Diversity, and Inclusion

We are committed to developing mechanisms for achieving outcomes in respect of Equality, Diversity and Inclusion and will continue to monitor our retention rate and offer support, where required. To help achieve this, we will promote the Corporate Equality, Diversity, and Inclusion Training and Support Calendar with all our staff, providing an accessible learning platform that delivers training, together with information and resources. The new HR functional model is supporting a more focused approach to service Equality Outcomes through both our Employee Relations Team and Workforce Planning and Resources Team.

We will continue to work with our Black and Minority Ethnic (BAME) partners to provide targeted recruitment opportunities in this area. In addition, and mindful that enhanced qualifications can lead to improved promotion opportunities we will continue to monitor closely our ethnic minority staff at Grade 5 and above. Our total BAME workforce figures have increased from 3.8% (2023) to 4.2% (2024), 4.4% (2025) and have now increased to 4.9% in 2026. This growth continues to be significantly positive, although it is noted that the percentage of BAME teachers has increased by only 0.2% in this last year. However, this still represents meaningful and positive progress that can be built on.

We will continue with our commitment to our BAME Teachers, to help support their growth and development in readiness for promoted opportunities. This includes the leadership development network, called 'BAME Support into Leadership' (BSIL), as well as our BAME PT programme where all candidates have been assigned a leadership mentor to help support both their professional learning and personal development. Seventeen (17) staff members participated in the year-long BSIL programme that concluded in May 2025. Of these BSIL participants, five (5) were successful in gaining Principal Teacher posts and all identified BSIL as instrumental in their preparation for application and interview success.

Within our budgeted resources for 2026/27, we remain committed to these programmes and will continue to listen to the feedback of participants to continuously improve the programme outcomes and candidate experiences with the overall aim to improve BAME leadership representation for teachers in Glasgow City Council. Education Service representatives and HR also attend the Local Authority Network for the National Diversity in the Workforce Group, where best practice is shared on increasing and retaining minority ethnic teachers.

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Communication & Engagement

Communication and engagement with our managers and staff is a key focus and we are committed to continuously improving the ability of our staff and managers to access HR materials/resources. Our Glasgow Online HR Service page provides a broad source of support information to improve access to the available resources to support staff at work, including a new focus on managers pages. We have increased the number of managers briefings and online webinar sessions to improve the knowledge and understanding required by Heads of Establishment as People Managers.

Attendance Management

To help manage attendance levels, Education Services continue to comply with the Council's Attendance Policies, with additional options of health support measures, including the annual provision of flu vaccinations across the organisation as well as utilising the resources of our Employee Assistance Provider (EAP), PAM Assist, and our Occupational Health provider, People Asset Management (PAM) and our continued focus on promoting Able Futures.

Our HR Attendance and Wellbeing Team work collaboratively with the Council HR community to share best practice and develop improved support mechanisms. Within the service we are improving knowledge and understanding by delivering a variety of tailored learning sessions, specific support tools, a data driven approach, specialist advice, guidance and the implementation of enhanced processes and procedures to support the management of attendance and wellbeing. This allows us to:

- Respond effectively to actual and potential problems with service delivery
- Provide assistance to staff with health problems at an early stage
- Provide professional and expert support to managers who are managing absence

The recognised benefits of managing attendance are:

- Improved employee health and wellbeing
- Providing the relevant support and assistance to staff
- Increased productivity
- Reduced costs
- Improved morale
- Ability to plan and manage workloads and service delivery
- Improved customer service and satisfaction

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Health and Wellbeing

It is recognised that our staff are our greatest asset and their health and wellbeing is of business-critical importance to the city. Through the delivery of Education Services Wellbeing Strategy action plan, in conjunction with the corporate Health & Wellbeing Strategy, we will aim to integrate health and wellbeing into day-to-day activities that support a positive and healthy working environment.

This will include ensuring all available tools, materials and council wide initiatives are communicated to support the mental health and wellbeing of our staff, including articles from staff news updates, which feature corporate health and wellbeing campaigns, events, and activities for example attendance at the Education Services Health & Wellbeing festival. Through our service stakeholder groups, we listen and respond back to our corporate colleagues on the resources and supports that are particular to Educations services staff Health and Wellbeing needs, ensuring supported communications are directed effectively through the Service.

We will also develop supportive environments that encourage individuals to talk about their mental health and wellbeing, take up opportunities to participate in wellbeing programs, and openly encourage wellbeing practices with their teams. We will also continue to promote Able Futures mental health support services ensuring support with any barriers to attendance.

Access to PAM Assist, our Employee Assistance Programme (EAP) also provides free, confidential information, and support to help staff for a variety of life circumstances and changes. This continues to be available by telephone, email, instant messaging and online.

In addition, our PAM Occupational Health, provides support, guidance and recommendations for staff and managers to assist staff to remain in work and/or returning to work after a spell of absence.

Section 5: Benchmarking, Inspection and Equalities

National Improvement Plan (NIF)

The national improvement framework and improvement [plan](#) for Scottish education is designed to help deliver the twin aims of excellence and equity in education. This document serves as the Government's single, definitive plan for securing educational improvement. Six drivers of improvement have been identified in the NIF. The drivers are all equally important. The links and connections across these key areas are essential to enabling continuous improvement and minimising unintended consequences.

The key drivers of improvement are:

- School and ELC leadership.
- Teacher and practitioner professionalism.
- Parental/carer involvement and engagement.
- Curriculum and assessment.
- School and ELC improvement.
- Performance information.

Key priorities

- 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.

Glasgow's Annual NIF report is available on our [Committee Information](#) Pages.

Glasgow's Strategic Plan and Community Plan have been covered in Section 2 of this report. The Glasgow City Integrated Children and Young People's Services [Plan](#) is another key plan for Education Services. The plan outlines the key areas of focus for children's services over three years.

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The plan sets out the strategic direction for the planning and delivery of services for children, young people and families in Glasgow City. It is a requirement of the Children and Young People (Scotland) Act 2014 and has five aims:

- Children and young people are safe, protected and valued in their communities and neighbourhoods.
- Children and young people's health and wellbeing is promoted and improved.
- Children and young people are well supported in their homes and communities.
- Children and young people achieve high quality outcomes through excellent and inclusive education and employment opportunities.
- Children and young people are involved and included, and their views are influential in the development and delivery of services.

All of these are underpinned by a focus on mental health and poverty, which are areas that children and young people identified as priorities in an extensive Consultation.

Local Government Benchmarking Framework (LGBF)

The 2024/25 [report](#) provides a high-level analysis of the performance of councils both during 2024/25 and over the longer-term. It also sets out the challenges facing councils in the context of current funding and workforce pressures, growing demand and ongoing impacts from the Covid pandemic and cost of living crisis.

LGBF Education Indicators

The table below shows Glasgow's performance across a range of indicators under the LGBF theme 'Children's Services'. Councils are arranged into 'family groups' based on shared characteristics like population type (e.g. affluence; deprivation) and area type (e.g. urban/rural). This approach enables a like-for-like comparison that is more likely to lead to useful learning and improvement.

When deprivation is factored in, Glasgow's senior phase attainment levels occupy a position in the top half of all authorities. Glasgow has consistently been above the national average in this respect. Exclusions rates are also lower in Glasgow and a greater proportion of pupils enter a positive destination after leaving school compared with the national average.

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Table 7: LGBF Education Indicators

LGBF Education Indicators – 2024-25			
Indicator	Glasgow	Family Group Average	National
Cost per pre-school education place	£13,190	£13,691	£12,055
Cost per primary school pupil	£7,439	£7,458	£7,606
Cost per secondary school pupil	£9,750	£9,102	£9,338
Average tariff score	856	823	922
Average tariff score in SIMD quintile 1 (most deprived)	728	650	655
Percentage of pupils gaining 5 plus awards at level 5 or higher	64.3%	63%	68.6%
Percentage of pupils from deprived areas gaining 5 plus awards at level 5 or higher	57.7%	51.5%	53.0%
Percentage of pupils gaining 5 plus awards at level 6 or higher	35.6%	34.5%	40.8%
Percentage of pupils from deprived areas gaining 5 plus awards at level 6 or higher	27.3%	23.0%	24.3%
Percentage of P1, P4, and P7 pupils achieving expected CFE level in Literacy	68.5%	74.0%	74.5%

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Percentage of P1, P4, and P7 pupils achieving expected CFE level in Numeracy	75.3%	79.1%	80.3%
Literacy Attainment Gap (P1,4,7 Combined)	24pp	17pp	19pp
Numeracy Attainment Gap (P1,4,7 Combined)	19pp	14pp	17pp
Percentage of pupils entering a positive destination after leaving school	94.9%	94.6%	95.7%
Proportion of funded early years provision graded good or better	87.0%	88.9%	89.0%
Attendance rate (per 100 pupils)	89.2	90.2	91.0
Attendance rate (per 100 looked after pupils; 2023-24 data)	82.8	80.8	83.7
Exclusion rate (per 1000 pupils)	9.5	17.1	15.2
Exclusion rate (per 1000 looked after pupils; 2022-23 data)	74.6	100.2	96.9
Percentage of 16 to 19 years old are participating in learning, training, or work	91.6%	92.8%	93.3%

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Glasgow's above-average pre-school costs reflect national ELC expansion combined with local factors, particularly higher levels of deprivation and additional support needs, which increase staffing intensity. Delivery model, provider market conditions and estate factors further contribute to variation.

Glasgow's higher secondary costs reflect the complexity of curriculum delivery alongside higher levels of need. Investment in equity and attainment, particularly for pupils from deprived backgrounds, combined with smaller senior phase classes and wider service pressures, contributes to a higher cost base. Whereas, Glasgow's lower primary cost reflects economies of scale and a more standardised delivery model, allowing the service to manage demand and deprivation-related pressures more efficiently than in other sectors.

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Continuous Improvement and Benchmarking

We participate and actively support continuous improvement and benchmarking in several areas nationally and locally. This is demonstrated below.

National Benchmarking

The national benchmarking and reporting tool, [Insight](#), allows us to compare pupil performance to the performance of a virtual comparator, which is made up of pupils from schools in other local authorities who have similar characteristics. This is helpful because it allows a comparison based on pupils who are similar based on key variables (gender, deprivation, additional support needs and stage of leaving / latest stage) that are linked to educational outcomes rather than comparison with other schools and authorities which may have a very different pupil profile. The virtual comparator therefore controls for the background characteristics of pupils and largely offers a fairer comparison that allows us to undertake appropriate evaluation and improvement activities.

Insight also allows for comparisons at a national level, as well as now offering the opportunity for analysis at Regional Improvement Collaborative (RIC) level. This facilitates useful reflection on performance to identify areas for improvement as well as to highlight success.

The Scottish Government's BGE (broad general education) Benchmarking Tool has a similar function in respect of the broad general education. It allows local authorities to analyse achievement of curriculum for excellence data in a consistent way with access to a range of options to facilitate professional dialogue about improvement. Unlike Insight, the tool provides actual comparators rather than virtual ones. The BGE tool offers the opportunity for schools to compare their performance with other similar schools using a comparator methodology based on nine comparator factors considered to have an influence on attainment. The tool supports improvement planning and can help identify poverty related attainment gaps.

Power BI

In the last year Education Services have driven forward several new service developments using Power BI. Power BI is Microsoft's data analytics and visualisation platform used to transform raw data into clear, interactive insights that support evidence-based decision making. It enables users to connect to multiple data sources, model and analyse information, and present results through dynamic dashboards and reports that update automatically as underlying data changes.

The first development to be introduced was the Attendance and Absence Dashboard. From September 2025, all schools were granted access to this tool, which is designed to help them explore their attendance data in greater depth. The dashboard enables schools to compare their performance with citywide sector averages and provides detailed, pupil level insights to identify those most in need of additional support to improve attendance.

In August 2026, a new and updated version of the FOCUS dashboard will be launched in schools via the Power BI platform. FOCUS will allow schools to access and interrogate data from across the Broad General Education (BGE) in line with the Scottish Governments Attainment Challenge. For benchmarking purposes schools will also be able to compare themselves to other schools across the city to encourage collaboration and the sharing of good practice. In addition, the dashboard will support quality assurance processes undertaken by Quality Improvement Officers and Heads of Service.

Several other dashboards are currently in development and work is also underway to develop an API (Application Programming Interface) from SEEMIS to facilitate a live data feed to Power BI which will greatly enhance the services capabilities to provide up to the minute data insights to schools and headquarters staff.

Developments using Power BI are not only supporting colleagues to undertake more sophisticated data analysis they are also driving significant improvements in the overall quality, accuracy, and consistency of service data. This includes the introduction of a data validation dashboard that enables colleagues to identify and resolve potential anomalies within SEEMIS records. Enhancing the accuracy of these records not only improves the integrity of service level data but also strengthens the quality of information used for statutory submissions to the Scottish Government, including the annual School and Pupil Census.

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EFQM

Education Scotland has a responsibility for monitoring and evaluating the quality of learning and teaching in Scottish schools, and education services, through inspection processes. The Education Scotland Frameworks '[How good is our school?](#)' and '[How good is our early learning and childcare?](#)' are used by our nurseries and schools to support self-evaluation and reflection by practitioners at all levels.

Self-evaluation activity undertaken within schools, in partnership with all stakeholders, is the responsibility of all staff. It is at the heart of school improvement. As collegiality is a key element of the national teachers' agreement, it is right that collegiality and partnership is at the core of sound educational practice and management and is an explicit feature of Securing Improvement. Key messages apply across all sectors and underpin self-evaluation for school self- improvement.

Inspection

Education Scotland carry out inspections in schools across all 32 local authorities in Scotland aiming to promote improvement in early learning and childcare settings as well as focusing on the quality of children's learning and achievement in primary and secondary school. They have a particular interest in how the school develops children's skills and understanding in literacy, numeracy and health & wellbeing.

The overall picture of school inspections in Glasgow is positive. Most schools in the 2025/26 academic year to date have received evaluation ratings of good or very good across the key quality indicators: leadership of change, learning, teaching and assessment, raising attainment and achievement ensuring wellbeing, equality and inclusion. School Inspection reports can be found on the [Education Scotland](#) website.

Some school inspections have generated positive news coverage which can be found at the links below:

[Cleeve's Primary](#)

[Crookston Castle Primary](#)

[Hyndland Secondary](#)

[King's Park Secondary](#)

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[Our Lady of the Annunciation Primary](#)

[St Conval's Primary](#)

[St Angela's Primary](#)

[Thorntree Primary](#)

Equalities

As published, the current Equalities Outcomes 2021–25 remain a key driver for equality and justice in Education Services. The three elements of the General Duty for Equalities remain unchanged:

- Eliminating Discrimination, Harassment and Victimisation
- Advancing Equality of Opportunity
- Fostering Good Relations

All staff and learners are of equal value irrespective of their race; gender and gender identity; religion or belief; and sexual orientation. In varying situations and with specific protected characteristics, this means consideration to providing additional support to ensure that everyone has the same opportunities and outcomes. We will continue to strengthen the equalities agenda across all areas of Education Services so that equalities work remains explicit and embedded as a core element across our service.

The Equalities in Education Working Group (EEWG), comprising senior departmental officers, centre staff and practitioners from Glasgow schools, continues to direct strategic equalities work. The EEWG works in partnership with external organisations, including the Coalition for Racial Equality and Rights and Time for Inclusive Education (TIE), to support and enhance delivery across Glasgow. Over the period 2026–2027, Education Services will move forward in the following areas:

Strategic Collaboration and Partnerships

- Work closely with statutory sector colleagues, including the Scottish Government and Education Scotland, to support and enhance equalities work.

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- Continue to strengthen partnerships with voluntary and third sector organisations to support work across all protected characteristics, including disability, race and lesbian, gay, bisexual, transgender and intersex LGBTI+ inclusion.

Embedding Anti-Racism and Inclusion

Education Services will continue to prioritise anti-racist practice as a core element of its equalities agenda, with a focus on staff capacity building, pupil voice and school-level engagement.

- **Anti-Racism Conversations (ARC):**
Continue to provide structured, city-wide dialogue for pupils and staff on racism, identity and equality. Key themes include safer spaces for dialogue, intersectionality, bias, anti-racist leadership, microaggressions and reporting of racist incidents. Pupils will engage with the Glasgow Education Services Anti-Racist Charter and contribute through creative approaches including poetry and digital media.
- **Anti-Racism Workshops and Events:**
Build on successful workshops and showcases delivered across 2025–26, supporting learning around global citizenship, multiculturalism and identity.
- **Anti-Racist Educators: The Journey (Career-Long Professional Learning – CLPL):**
Continue career-long professional learning programmes to support staff in developing confidence and competence in anti-racist practice, including themes such as positionality, bias, decolonising the curriculum and community engagement.

Professional Learning and Workforce Development

Staff career-long professional learning remains a key driver of our work, ensuring a strong focus on social justice and inclusive practice.

- Expansion of career-long professional learning (CLPL) programmes, including those delivered in partnership with TIE, which have seen significant engagement across Glasgow schools.
- Continued delivery of equalities training through English as an Additional Language (EAL) and Glasgow Dyslexia Support Service (GDSS) teams, area head teacher meetings and Learning Community collaboration.
- Ongoing development of leadership pathways, including the Ongoing development of leadership pathways, including the Black, Asian and Minority Ethnic (BAME) Support into Leadership (BSIL) programme, which aims to:
 1. Encourage exploration of leadership opportunities

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2. Support access to existing leadership pathways
 3. Provide a collaborative and supportive professional network
- Engagement with programmes addressing online harms through partnership with the Institute for Strategic Dialogue, supporting staff to respond to misinformation and digital hate.

Curriculum Development and Resources

- The Social Subjects curricular group will continue to improve the curriculum and identify appropriate, inclusive resources, working in partnership with the University of Glasgow.
- Continued development of the Equalities section within the Go Glasgow intranet, ensuring up-to-date resources and guidance for educational establishments.
- Ongoing work to support inclusive curriculum design, including decolonising approaches and representation across learning materials.

Pupil Participation and Voice

Work will continue to strengthen pupil participation and leadership in equalities:

- Ongoing development of initiatives such as Pride Lite, Anti-Racism Conversation Groups and the Allies for Inclusion, Learning, Leadership, Equality and Solidarity (ALLIES) programme, supporting LGBTI+ inclusive education.
- Continued support for the Girls for Equality Group, providing a platform for young women to share experiences and influence change.
- Recognition of the importance of engaging boys and young men as part of gender equality work including pilot project 'Young Men's Minds Matter.'
- Expansion of local Learning Community projects, supporting co-design of resources with pupils, parents and carers.

Celebrating Diversity and Citywide Engagement

Education Services will continue to deliver and expand annual events and campaigns that showcase equality work across Glasgow schools. These include:

- Events linked to Holocaust Memorial Day, promoting themes such as "Bridging Generations"

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- Participation in initiatives such as Sense over Sectarianism
- Citywide anti-racism events, including Promoting Anti-Racism Through Intercultural Education (PARTIE) showcases and workshops
- Continued delivery and expansion of inclusive education programmes such as ALLIES

We will build on these successes by developing more locally accessible models of delivery.

Supporting Vulnerable Groups

Education Services remains committed to supporting vulnerable learners, including refugees, asylum seekers and LGBTI+ young people. This includes:

- Partnership working with LGBTI+ organisations to support inclusive education and consent education
- Targeted support through EAL/GDSS teams
- Development of accessible resources for families and communities

Intersectionality

The Equalities Team recognises that individuals may experience multiple and overlapping forms of disadvantage. Our approach will continue to embed intersectionality across all developments, ensuring that service provision reflects the complexity of people's identities and experiences.

Equality Impact Assessment

Equality Impact Assessment (EqIA) remains a key tool for assessing the effects of policies and practices on equality outcomes. It supports the identification and removal of barriers and helps mitigate institutional discrimination.

The Equality Act 2010 requires public authorities to eliminate discrimination, advance equality and foster good relations. EqIA ensures that Education Services meets these duties and continues to provide inclusive and equitable services.

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We have further refined our EqIA processes to reflect legislative developments and the needs of a wider range of protected characteristics. Information on EqIA and completed assessments is available online.

Education Services remains committed to delivering strategic, embedded and measurable equalities work, ensuring safe, inclusive and equitable learning environments for all children and young people across Glasgow. Over the next year we intend to:

1. Strengthen partnerships with statutory and voluntary organisations
2. Expand campaigns and initiatives addressing discrimination, misogyny and harassment
3. Continue embedding professional learning and inclusive practices
4. Maintain and grow pupil engagement programmes such as ALLIES, PARTIE and ARC
5. Increase workforce diversity and support leadership pathways through BSIL and related initiatives

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Section 6: Outcomes for Learners

Broad General Education

Glasgow’s combined ACEL results for P1, P4 and P7 show modest improvement between 2021 and 2025, with Literacy rising from 65.5% to 68.5% and Numeracy from 73.4% to 75.3%. While this indicates steady progress, the gap with the national average has widened over the same period.

Table 8: Achievement of Curriculum for Excellence levels

	Achievement of Curriculum for Excellence levels			
	2021		2025	
	Glasgow	National	Glasgow	National
P1, P4, P7 ACEL Literacy combined	65.5%	66.9%	68.5%	74.5%
P1, P4, P7 ACEL Numeracy combined	73.4%	74.7%	75.3%	80.3%

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	Achievement of Curriculum for Excellence levels			
	2021		2025	
	Glasgow	National	Glasgow	National
S3 ACEL Literacy combined	83.4%	87.9%	87.8%	89.8%
S3 ACEL Numeracy combined	86.0%	90.2%	88.2%	90.9%

Senior Phase Education

It is worth noting over half of pupils in the Glasgow cohorts included in the tables below reside in the most deprived Scottish Index of Multiple Deprivation deciles.

Glasgow's attainment by the end of S4 shows small but positive improvements between 2021 and 2025, with performance generally moving in line with its Virtual Comparator (VC) but continuing to sit below the national average. At SCQF Level 4, Glasgow increased from 92.1% to 92.4% for achieving 1+ awards, remaining broadly level with the VC in both years but staying around two percentage points below the national figure. For 5+ awards at Level 4, Glasgow improved marginally from 74.0% to 74.3%; while this keeps pace with the VC, the national gap remains substantial at around seven percentage points. At SCQF Level 5, Glasgow shows stronger progress: 1+ awards rose from 75.8% to 80.9%, effectively closing the gap with the VC (which moved from 77.6% to 81.0%), though the difference from the national benchmark remains around five percentage points. Performance in achieving 5+ Level 5 awards also improved from 41.2% to 44.5%, narrowing the gap with the VC but still sitting below the national figure, which increased more sharply from 53.8% to 57.6%. Overall, Glasgow's attainment is improving across both levels, with encouraging movement particularly at Level 5, but national performance continues to grow at a faster rate, maintaining sizeable gaps.

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Table 9: SCQF Level 4 by end of S4

	SCQF Level 4 by end of S4					
	2021			2025		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 4 by end of S4	92.1%	93.0%	95.2%	92.4%	92.9%	94.5%
Achieved 5 or more awards at SCQF Level 4 by end of S4	74.0%	73.7%	81.5%	74.3%	76.2%	81.4%

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Table 10: SCQF Level 5 by end of S4

	SCQF Level 5 by end of S4					
	2021			2025		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 5 by end of S4	75.8%	77.6%	85.0%	80.9%	81.0%	85.7%
Achieved 5 or more awards at SCQF Level 5 by end of S4	41.2%	40.1%	53.8%	44.5%	47.2%	57.6%

Glasgow’s attainment by the end of S5 shows steady improvement across both SCQF Levels 5 and 6 between 2021 and 2025, with the city consistently outperforming its Virtual Comparator (VC) but remaining below national averages. At Level 5, Glasgow maintains strong performance in 1+ awards (84.6% in 2025), staying around three percentage points above the VC but slightly below the national figure. Improvements are more notable in the higher tariff measures: 3+ awards rise from 71.1% to 73.1%, widening Glasgow’s lead over the VC, while 5+ awards increase from 55.2% to 59.6%, again outperforming the comparator though staying around six points below the national level. At Level 6, Glasgow also demonstrates incremental progress: 1+ awards rise from 61.0% to 62.0%, remaining consistently above the VC, and similar patterns appear in 3+ awards (up to 39.8%) and 5+ awards (from 18.0% to 20.7%). Despite these gains, national performance remains higher across all Level 6 measures, with the gap particularly pronounced for 5+ awards. Overall, the data suggests Glasgow is improving and continues to outperform pupils with similar characteristics in the VC, but national attainment is increasing at a slightly faster rate.

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Table 11: SCQF Level 5 by end of S5

	SCQF Level 5 by end of S5					
	2021			2025		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 5 by end of S5	85.1%	82.7%	88.2%	84.6%	81.9%	86.4%
Achieved 3 or more awards at SCQF Level 5 by end of S5	71.1%	69.6%	78.4%	73.1%	68.1%	76.0%
Achieved 5 or more awards at SCQF Level 5 by end of S5	55.2%	55.6%	66.5%	59.6%	55.5%	65.4%

Between 2021 and 2025, Glasgow’s attainment by the end of S6 remains broadly stable at SCQF Levels 6 and 7, continuing to outperform its Virtual Comparator (VC) while staying slightly below national levels. At Level 6, Glasgow shows a small decline or near-stability across measures: 1+ awards fall slightly from 66.0% to 64.9%, 3+ awards slip from 49.5% to 48.6%, and 5+ awards move marginally from 35.5% to 35.1%. In each case Glasgow remains around eight to nine percentage points ahead of its VC but sits one to three points below the national average, with the national gap widening slightly over time. At Level 7, Glasgow’s performance is similarly steady: 1+ awards are unchanged at 26.4%, remaining well above the VC but falling further behind the

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national figure, which drops from 27.5% to 25.3% but stays marginally higher or comparable. For 3+ awards, Glasgow improves modestly from 4.6% to 5.0%, keeping a consistent lead over the VC and remaining close to the national benchmark. Overall, Glasgow’s S6 attainment profile shows resilience and sustained advantage over its comparator group, but with a slight widening of the gap to national performance in several key indicators.

Table 12: SCQF Level 6 by end of S5

	SCQF Level 6 by end of S5					
	2021			2025		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 6 by end of S5	61.0%	55.5%	66.1%	62.0%	56.0%	64.7%
Achieved 3 or more awards at SCQF Level 6 by end of S5	38.0%	35.2%	47.9%	39.8%	35.3%	46.2%
Achieved 5 or more awards at SCQF Level 6 by end of S5	18.0%	15.6%	24.8%	20.7%	18.5%	27.1%

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Between 2021 and 2025, Glasgow’s attainment by the end of S6 remains broadly stable at SCQF Levels 6 and 7, continuing to outperform its Virtual Comparator (VC) while staying slightly below national levels. At Level 6, Glasgow shows a small decline or near-stability across measures: 1+ awards fall slightly from 66.0% to 64.9%, 3+ awards slip from 49.5% to 48.6%, and 5+ awards move marginally from 35.5% to 35.1%. In each case Glasgow remains around eight to nine percentage points ahead of its VC but sits one to three points below the national average, with the national gap widening slightly over time. At Level 7, Glasgow’s performance is similarly steady: 1+ awards are unchanged at 26.4%, remaining well above the VC but falling further behind the national figure, which drops from 27.5% to 25.3% but stays marginally higher or comparable. For 3+ awards, Glasgow improves modestly from 4.6% to 5.0%, keeping a consistent lead over the VC and remaining close to the national benchmark. Overall, Glasgow’s S6 attainment profile shows resilience and sustained advantage over its comparator group, but with a slight widening of the gap to national performance in several key indicators.

Table 13: SCQF Level 6 by end of S6

	SCQF Level 6 by end of S6					
	2021			2025		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 6 by end of S6	66.0%	56.2%	67.7%	64.9%	56.4%	66.0%
Achieved 3 or more awards at SCQF Level 6 by end of S6	49.5%	41.7%	54.9%	48.6%	40.2%	51.9%

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Achieved 5 or more awards at SCQF Level 6 by end of S6	35.5%	28.4%	41.1%	35.1%	28.5%	39.3%
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Table 14: SCQF Level 7 by end of S6

	SCQF Level 7 by end of S6					
	2021			2025		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 7 by end of S6	26.4%	18.9%	27.5%	26.4%	17.7%	25.3%
Achieved 3 or more awards at SCQF Level 7 by end of S6	4.6%	2.7%	4.8%	5.0%	2.8%	4.5%

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Leavers

School leaver attainment at SCQF Levels 4 to 6 dipped slightly from 2021 to 2025, widening Glasgow’s gaps to both the Virtual Comparator (VC) and the national average.

Glasgow’s proportions achieving at least one award declined across all three levels between 2021 and 2025: Level 4 fell from 95.2% to 93.9%, Level 5 from 87.3% to 85.4%, and Level 6 from 67.8% to 65.5%. Most leavers still achieve at least one award at Level 4 and Level 5.

Table 15: SCQF School leavers

	School leavers					
	2021			2025		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 4	95.2%	96.3%	96.5%	93.9%	95.9%	95.6%
Achieved 1 or more award at SCQF Level 5	87.3%	88.2%	89.5%	85.4%	88.2%	88.0%
Achieved 1 or more award at SCQF Level 6	67.8%	68.4%	70.2%	65.5%	67.9%	68.3%

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Glasgow’s proportion of school leavers entering a positive destination fell slightly between 2021 and 2025, from 96.2% to 94.9%, but the city continues to perform strongly relative to its Virtual Comparator (VC) and remains close to the national average. In 2021, Glasgow was 2.3 percentage points above its VC and 0.7 points above the national figure; by 2025, Glasgow remains equal to the VC at 94.9% and sits just 0.8 points below the national rate of 95.7%. While the small decline mirrors a modest national increase over the same period, Glasgow still maintains high levels of positive destinations overall, and its alignment with the VC suggests its performance remains consistent with expectations for similar pupils despite the slight downward shift.

Table 16: Leaver Destinations

	Leaver destinations					
	2021			2025		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
School Leavers in a positive destination	96.2%	93.9%	95.5%	94.9%	94.9%	95.7%

Glasgow’s participation rate for 16–19-year-olds increased modestly from 90.5% in 2021 to 91.6% in 2025, indicating improved engagement in education, training or employment, though the city continues to sit slightly below the national average. Participation levels above 90% demonstrate a strong level of sustained engagement across the city’s young people.

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Table 17: Participation Measure

Participation Measure				
2021			2025	
Glasgow	National		Glasgow	National
Participating in education, training or employment 16-19	90.5%	92.2%	91.6%	93.3%

Section 7: Communication and Engagement

Glasgow Schools Forum

The Glasgow Schools Forum is open to all schools across the city to send representation. The Forum meets monthly and operates across two distinct groups:

- Primary Session – allowing up to 70 primary schools to attend
- Broad General Education (BGE) Group – open to all secondary schools, with representation from young people across S1–S3

Through activities at each Forum, young people are directly involved in co creating agendas and shaping the focus of future meetings. The Forum is grounded in the Glasgow Children’s Rights Framework, ensuring agendas are responsive to the voices of Glasgow’s young people.

Topics and Partnerships

Dialogue sessions over the past year have included:

- Widening access to university
- Vaping
- Curriculum
- Glasgow 850
- Protected characteristics
- Assessment and examinations
- Inspections
- People’s Palace consultation
- Communities and climate
- Commonwealth Games 2026
- Children’s Services Plan

The Forum has worked with partners including:

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- EDiS
- NHS
- Strathclyde University
- Glasgow 850
- Commonwealth Games 2026
- Equalities Team
- Glasgow Life
- NRS
- Chief Executive
- Scottish Qualifications Authority (SQA)
- His Majesty's Inspectorate
- HSCP

Young People's Feedback

"It will help our school grow and improve our pupil council."

"It was informative. It educated us and let us voice our opinion."

"We get to listen to opinions."

"We get to share our opinions."

"Representing our school gave us the chance to give feedback and advice."

"Hearing different ideas. Getting a voice."

"We were able to freely give our opinions. We felt heard and acknowledged."

"We gave our own opinion on various matters throughout the pupil forum."

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Senior Phase Parliament

The Senior Phase Parliament meets four times a year and identifies issues young people wish to address. A Quality Improvement Officer uses this information to source appropriate partners to engage directly with young people.

Previous contributors include:

- Scottish Qualifications Authority (SQA)
- NRS
- Strathclyde University

Young people also have the opportunity to “Ask the Director” questions about changes they would like to see in Glasgow schools.

Each November, the Parliament meets to identify priorities for the coming session. Young people volunteer for subgroups, including:

- Equalities Subgroup – focused on ensuring a consistent approach to equalities across the city, addressing all protected characteristics, not only race and gender
- SQA Subgroup – young people prepared questions and invited an SQA representative to attend their March 2024 session to challenge and discuss key issues

Anti Racism Conversations (ARC)

Anti Racism Conversations (ARC) is a pupil led programme providing safe and supportive spaces for Black and Minority Ethnic (BAME) young people in both primary and secondary schools. The programme supports young people to explore issues around race, identity, and anti-racism.

Sessions are co shaped by young people, influencing themes, guest speakers, and future actions. Staff sessions run alongside pupil activities to support professional learning and ensure consistency of practice.

Growth and Participation

- The ARC pupil group continues to grow in both numbers and school representation

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- Participation spans a wide range of primary and secondary schools, including denominational and non-denominational settings
- Additional cluster-based sessions have been delivered to extend access where required

Girls for Equality Legacy – S1 Girls Group

Following the graduation of the Girls4Equality Group (a legacy of COP26), Education Services have established a new young women's group as part of the Glasgow 850 legacy.

Key features include:

- Tracking participants from S1 to S6
- Meetings twice a year on International Women's Day and International Day of the Girl
- Support for young women to lead change initiatives within their schools

A new name and logo were explored during the initial consultation in October and will be finalised in March. Participants will develop an action plan based on identified priorities, with each session including contributions from partners who can inspire and support their goals.

S4 Young Men's Minds Project

On 30 January 2026, Education Services will launch the Young Men's Minds Project, developed in response to evidence gathered by Education Psychologists to support the mental health of young men across the city.

Key elements of the project include:

- Partnership with Strathclyde University and a range of external agencies
- An initial conference followed by school-based action planning
- Support from two coaches per school: one school based and one external volunteer
- Pre-launch support sessions for coaches to ensure a consistent approach

The project will be used by the University as research to evidence the impact of this model. All 30 secondary schools have been invited to attend with four S4 young men representing each school.

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Glasgow 2026 Commonwealth Games

In March 2025, Education Services were approached by the Glasgow 2026 organising committee to explore how young people could be meaningfully consulted about the Games.

The CWG206 Participation Officer worked with the Lead Officer for Children's Rights to organise consultation sessions through the Forums. Two sessions were held in the Banqueting Hall, involving young people from schools engaged with the Forums and Senior Phase Parliament.

Mascot Development

The Glasgow 2026 mascot was developed with the support of 76 children from 24 schools across the city, known as the Mascot Makers.

'Fun, cool, and sassy', Finnie's signature feature is a horn inspired by the iconic traffic cone atop the Duke of Wellington statue outside Glasgow's Gallery of Modern Art (GOMA).

"Being involved in creating the mascot has inspired me. To me, the mascot represents my city, Glasgow, and stands as a symbol of the 2026 Commonwealth Games. It's something I'll always feel proud to have contributed to."

Participation in Schools

Pupil voice and participation are increasingly recognised as strengths in schools through HMI reports. Feedback highlights:

"Children have a very strong sense of community and responsibility through the Gospel values."

"A whole school focus on wellbeing supports children to shape their learning environment."

"Senior leaders know children's views on what is working well and what should develop next."

"Children talk confidently about their rights and how staff support them."

"Classes have collaboratively planned Class Charters linked to the UNCRC."

Rights Respecting School Awards (RRSA)

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Pupil voice is a core element of the UNICEF Rights Respecting School Awards (RRSA). Young people are asked how their views are listened to and acted upon at all levels.

Evaluation Statements

“People ask and they’ve made it happen.”

“P6 pupils raised concerns about the lack of diversity in Heartstart manikins.”

“Primary 7 wanted more opportunities to lead and share their expertise.”

“We are designing a culture day based on everyone’s suggestions.”

Since August 2021, the Children’s Rights Education Officer has worked with schools to support understanding and implementation of children’s rights. Engagement with RRSA has increased steadily from September 2021 to December 2025.

Education Services work closely with UNICEF to train RRSA assessors and trainers, with a current team of four and plans for annual growth to ensure sustainability.

Young Leaders of Learning (YLL) Project

The Young Leaders of Learning (YLL) programme supports the Scottish Government’s ambition to engage young people in improving Scottish education:

- Staff and up to eight young people from 34 Glasgow schools were trained
- Training was delivered in partnership with the West Partnership using SPARQS materials
- Health and Wellbeing was chosen as the focus area

The group met in April 2025 to share findings. Evidence suggests YLL participation develops confidence, communication, and organisational skills.

School Captains

The Executive Director of Education meets annually with School Captains from all secondary and ASL schools. This forum allows young people to raise questions directly and ensures their voices are heard at a senior level.

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Glasgow City Council Young People's Charter

Following consultation with elected members, young people were invited to co create a charter asking Glasgow City Council to support and uphold their rights.

Through the Primary and Secondary Forums in 2024/25, UNCRC rights were explored using the Three Ps framework:

- Provision – access to education, housing, healthcare, leisure, play, and arts
- Protection – safeguarding from abuse and harm
- Participation – ensuring young people's views influence decisions

Young people narrowed the 54 UNCRC articles down to 12 priorities relevant to life in Glasgow and researched how Council services and ALEOs support young people.

“Good to hear other young people's opinions.”

“It helped us understand that the council should listen more to children.”

A City Children's Charter has been co created and will be shared with elected members, Council departments, and ALEOs, calling for their continued support.

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Appendix 1

<p style="text-align: center;">GRAND CHALLENGE ONE Reduce poverty and inequality in our communities:</p>		
<p style="text-align: center;">MISSION 2: Meet the learning and care needs of children and their families before and through school</p>		
<p>Commitment. Support affordable and accessible school uniforms, including uniform banks and lease and hire schemes and work on cost of the school day work including administering school clothing grants.</p>		
Action	Milestones 2026-27	Planned Activity
<p>Work in partnership with schools and third-sector partners to increase the availability and accessibility of school-run uniform banks, supporting families to reduce the cost of the school day</p>	<p>Continue to work in partnership with a range of partners to increase the number of accessible uniform banks across establishments.</p>	<p>Continue promoting collaboration with providers and strengthening circular economy initiatives. Align activities with the wider sustainability agenda.</p>
<p>Support the implementation and delivery of Council Free School Meal holiday payment arrangements, and report on uptake and delivery issues as required.</p>	<p>Continue to work with colleagues in CBS and our Communications team to encourage uptake of the FSM financial entitlement to maximum numbers of entitlement to the holiday payment.</p>	<p>Communication plan for August new starts.</p> <p>Communication with schools SMTs and Business Support to encourage application for financial entitlement to FSM.</p> <p>Ongoing service development to improve on the service delivery in terms of systems and processes to maximise take up.</p>

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<p>Support the continued delivery of Financial Inclusion Officer provision within Glasgow schools, and report on its impact, recognising that funding is provided outwith the Education budget.</p>	<p>Report on progress of financial inclusion support officers (FISOs) in partnership with Glasgow Helps via Child Poverty Board.</p>	<p>Continuous ongoing service development which seeks to improve how the service is delivered in terms of job roles, systems and partnerships.</p>
<p>Commitment: Ensure digital inclusion for children and young people.</p>		
Action	Milestones 2026-27	Planned Activity
<p>Review, develop and implement the ongoing impact of Education Services Digital Strategy on Glasgow learners.</p>	<p>Strengthen the support which Digital Leaders of Learning offer to schools.</p> <p>Improved community approach to strategy implementation leading to strengthened transitions, improved reporting and attainment.</p>	<p>Support/ professional learning offered by partners to drive improvements at individual/ school/ Learning Community levels.</p> <p>Share professional learning/ platform updates to establishments via Digital Leaders of Learning Business meetings/ Teams channels.</p>
<p>Commitment: Develop targeted campaigns and communications to raise awareness of misogyny, and to combat sexual harassment within our schools.</p>		
Action	Milestones 2026-27	Planned Activity
<p>Continue to support events and days of acknowledgement to raise awareness,</p>	<p>Build awareness of citywide practice.</p> <p>Progress and evaluate Career-long</p>	<p>Established based activities and learning will continue in local areas.</p>

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mainstream and embed equalities practice.	Professional Learning linked to protected characteristics.	Deliver PARTIE 2026 and launch Allies workshops.
<p>Commitment: Support marginalised groups, including refugees, asylum seekers and LGBTI+ young people, through the Education Equalities Working Group (EEWG) which has been established to direct strategic equalities work across all areas of Education Services. Continue to work with LGBTI+ Youth Scotland and Time for Inclusive Education campaign on inclusive education including consent education.</p>		
Action	Milestones 2026-27	Planned Activity
Empower the Education Equalities Working group (EEWG) to take forward work planned developments and opportunities for professional learning related to all characteristics and intersectionality.	<p>Review current practice against all protected characteristics.</p> <p>Action plans updated to include refreshed focus as appropriate.</p>	<p>Implement and embed BRL Education Scotland Programme actions.</p> <p>Ensure staff uptake and engagement with this continues.</p>

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<p align="center">GRAND CHALLENGE TWO Increase opportunity and prosperity for all our citizens:</p>		
<p align="center">MISSION 3: Raise attainment amongst Glasgow’s children and young people</p>		
<p>Commitment: Build on the significant progress we have made in improving attainment and positive destinations; supporting education staff and improving early education.</p>		
Action	Milestones 2026-27	Planned Activity
<p>Take forward the priorities of the National Improvement Framework (NIF), including stretch and core plus aims, ensuring that all learners achieve the highest standards in literacy and numeracy.</p> <p>Improve attainment measures against the National Improvement Framework and Local Government Benchmarking Framework (LGBF) indicators.</p>	<p>Progress headteacher dialogue sessions on leading Equity and strategy to close the poverty related attainment gap.</p> <p>Continue to develop the Insight process to support improvement in Secondary outcomes.</p> <p>Monitor and report on core stretch aims and stretch aims plus. Report on progress, updating on priorities to government.</p>	<p>BGE Attainment Strategy first iteration workstream plans in development.</p> <p>Literacy and Numeracy workstreams underway as part of wider BGE Attainment Strategy</p> <p>Additional workstreams across Curriculum, Self Evaluation (Pedagogy), Self-Evaluation (Data) and Wellbeing (Attendance)</p>
<p>Develop Glasgow’s Curriculum aligned to national curriculum improvement cycle (CIC), ensuring progressive delivery of the four capacities</p>	<p>Develop a strategy to ensure all practitioners are equipped to deliver the Glasgow Curriculum</p>	<p>Continue aligning curriculum development with Education Scotland’s curriculum improvement cycle, strengthening coherence, progression and learner pathways across all stages.</p>

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<p>for all Glasgow’s children and young people.</p>	<p>Revise and enhance Curriculum for Excellence frameworks to support breadth of learning experiences.</p> <p>Monitor and review secondary school actions on identified features of Glasgow BGE curriculum.</p> <p>Develop innovative project-based learning in the secondary BGE.</p>	
<p>Continue to ensure consistent use of Monitoring & Tracking Tool to recognise achievement of all children and young people with additional support needs in both mainstream and ASL sector.</p>	<p>Continue to support schools through the Tracking and management board.</p>	<p>Support Glasgow Secondary schools for monitoring in the Senior Phase.</p> <p>Develop clearer guides for all schools to support central data lifting.</p> <p>Links with the EAL Service to include reporting functions based on language acquisition.</p> <p>Glasgow ASN schools to support improvements to enhance effective monitoring of pupils.</p>
<p>Implement and embed high quality Nurture Practices across all establishments to support our most vulnerable learners and their readiness to learn.</p>	<p>Continue to promote Nurturing City, whole school approaches and quality nurture provision to support learners.</p>	<p>Implementation of Nurturing Relationships policy</p> <p>Nurture planning, professional learning & QA calendar.</p>

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Commitment: Support skills development for pathways into industries of the future by working with the further and higher education sectors across the city, and other appropriate partners.		
Action	Milestones 2026-27	Planned Activity
Through the Towards Better Futures Strategy deliver Glasgow’s aspiration of 100% positive destinations embedding skills for learning, life and work.	Develop a ‘Towards Better Futures’ Action Plan. Report to committee on School Leavers Follow Up initial destinations.	Review of plan Enhanced employer engagement – test of change – via Business in the Community (BITC) and Glasgow’s Futures/TBF.
Improve support to young people with additional support needs to help support their next steps after school.	Develop training for staff involved in supporting young people with additional support needs. Review support for young people with additional support needs to ensure that they have a range of pathways.	Explore possibility of Included, Nurtured and Supported Year 3 – or similar event - while also repeating existing Year 1 and Year 2 courses. Further collaboration with Allied health professionals and GEPS to ensure joined up cross sector CLPL offer with consistency of messages. Establish ASL Self-Evaluation Toolkit working group to
Commitment: Support period dignity in our schools.		
Action	Milestones 2026-27	Planned Activity
Ensure Glasgow City Council adheres to the Period Products (Free Provision) (Scotland) Act 2021.	Manage and monitor period products provision in schools and the community.	Continue with public venue audit and increase number of venues offering products if needed. Audit of all schools to ensure pupils have access to products without having to ask an adult / teacher.

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	Continue to fulfil all legal obligations as stipulated in the Act.	
Make Glasgow a best practice city for Period Dignity and free product provision.	<p>Publicise/advertise free products more widely.</p> <p>Engage with schools to promote Period Dignity and ensure young people have easy and stigma free access to free products.</p> <p>Increase the number of venues and schools offering reusable products. Support hard to reach / vulnerable members of the community by increasing number of third sector organisations offering products.</p>	<p>Project and app will continue to be publicised via targeted social media posts, especially during Commonwealth Games.</p> <p>Schools will continue to receive reminders to stock products and the offer of support to set up peer led steering groups and run events.</p> <p>List of venues will be regularly reviewed to ensure fair supply and choice across city.</p>
Commitment: Continue to expand Gaelic Medium Education (GME) provision and maintain GME working group.		
Action	Milestones 2026-27	Planned Activity
Agree and implement in partnership relevant Education elements of the Plana Ghàidhlig 2023 to 2028.	Support the biannual reports on development of the Plana Ghàidhlig.	<p>Development group to meet to develop resources.</p> <p>Activities related to the MOD to be shared widely and promoted across Glasgow schools.</p>

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Commitment: Continue to plan for early years education, primary and secondary provision and school estate. Create plans for a city centre school and consider what more we can do to encourage locally representative schools.		
Action	Milestones 2026-27	Planned Activity]
Progress agreed actions in relation to the Gaelic estate, including access, condition and suitability of accommodation, and report on improvements and outstanding issues.	Monitor the progress of the estate development, linking with Neighbourhoods, Regeneration and Sustainability and Gaelic Medium Education group.	Continued monitoring through the Education Estates Board, Capital Planning Board and the LEIP Board.
Undertake a review of Additional Support for Learning provision to assess whether current arrangements meet learners' needs and identify actions for improvement where required.	Establish working party to develop and implement review process. Report on Progress of Review.	Continued monitoring of Linburn Academy progress. Capital Priority work taking place with NRS. Works at Hillington Primary school continue with options being considered through the Education and Estates Planning Board.
Optimise the use of available resources to support a sustainable and innovative education structure, demonstrating value for money through improved outcomes and efficient service delivery.	Plan and continue to implement capital planning through the Education Estates Board Monitor budget in line with strategic financial planning to ensure best use of available funding	Connected Learning Programme 2 to ensure programme ends successfully. Lessons learned programme being implemented. Work with ICT partners to enhance existing business processes to more digital solutions. Surveys being carried out on the PPP estate.

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Commitment: Support children and young people to get dedicated mental health support and counselling in schools.		
Action	Milestones 2026-27	Planned Activity
Monitor and evaluate the impact of the mental health framework.	Annual report to Education Directorate on School Counselling outcomes.	School Counselling contract will ensure continued counselling support in primary and secondary schools. Educational psychologist has been seconded to lead on this project.
Commitment: Work with partners to ensure that every child or young person with additional support needs who would benefit from a Coordinated Support Plan receives one and require that all staff assigned to support people with additional needs have the appropriate training to do so effectively.		
Action	Milestones 2026-27	Planned Activity
Work with partners to ensure that every child with additional support needs has the appropriate level of planning and support within the GIRFEC national framework.	<p>Constitute a working group to review current Additional Support Needs planning processes, including Wellbeing Assessment and Plan and Coordinated Support Plans.</p> <p>Deliver to Learning Communities and support implementation of revised guidance.</p>	<p>Review and update guidance documents development to support WAP processes in school to reflect refreshed Code of Practice.</p> <p>Develop series of short inputs on technical aspects of SEEMiS Wellbeing. Finalise new systems and processes for ensuring Co-ordinated Support plans are in place in line with statutory duties.</p> <p>Update and publish Co-ordinated support plan guidance and parent information.</p> <p>Develop resources and training in relation to Co-ordinated Support Plans.</p>

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<p>Continue to review the continuum of support across all sectors to facilitate the inclusion of almost all children and young people in mainstream settings.</p>	<p>Review of outreach provision to identify strengths and areas for development. Align outreach services with existing process and ensure targeted support linked to Area Inclusion Group outcomes.</p>	<p>Streamline offer of outreach and referral criteria across the continuum of support.</p> <p>Consider Secondary area-based staffing support with additionality funding. Explore inclusion of Sfl workers/CDOs within outreach provision. Consider extending triage approach to a collaborative network approach-solution focused- CARISS drop in with EP and ENP staff.</p> <p>If referrals coming from HoS – schools will be advised to complete referral forms and HoS to email CARISS to alert.</p> <p>Utilise referral and support data more effectively to inform quality assurance of establishments and strategic overview of support by raising awareness with QIOs via AIT termly. QIOs advised to contact Outreach staff for further information.</p>
<p>Re-draft existing CSP guidance and raise awareness of senior leaders in the practice and procedures of preparing a CSP.</p>	<p>Develop complete draft</p>	<p>Disseminate guidance and raise awareness.</p>
<p>Commitment: Promote access to instrumental music tuition, primary school swimming tuition, Bikeability training, and outdoor and nature-based education.</p>		
<p>Action</p>	<p>Milestones 2026-27</p>	<p>Planned Activity</p>

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<p>Implement new and improved approaches to physical education delivery across establishments to ensure consistently high-quality provision.</p>	<p>Audit professional learning needs of schools on delivery of high-quality Physical Education, Physical Activity and School Sport (PEPASS). Promotion of support and links to resources to assist in delivery of high quality PEPASS.</p>	<p>Launch the Primary PE Progression Framework across the city.</p> <p>Extend the capacity for the Developmental PE Programme</p> <p>Delivery of 25+ Primary PE CLPL</p> <p>Establishment of a secondary ASN PE Network</p>
<p>Ensure equitable access to instrumental music tuition by requiring each secondary school to share one hour of its IMS allocation across associated primary schools and monitoring uptake.</p>	<p>Promote and report on instrumental tuition uptake.</p>	<p>Access and uptake of instrumental music lessons and wider participation in City Groups, Ensembles, Play Days, Masterclasses and partner opportunities will continue to be monitored through the CREATE Standards and Quality Report and the National Instrumental Music Survey.</p> <p>Enhanced data collection and analysis will support more robust evaluation of participation, targeting of provision and identification of gaps. Ongoing collaboration with music departments, headteachers and partners will support continued improvement in access and impact.</p>
<p>Deliver a range of physical and cultural participation opportunities and report on participation levels and learner experiences.</p>	<p>Increase numbers participating in John Muir and Duke of Edinburgh awards.</p> <p>Review and increase number and range of cultural visits by schools.</p>	<p>Maintain a full team at work to continue to support schools to grow their DofE participants.</p> <p>Spotlight celebrations for schools to encourage completion of the award.</p>

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		Currently training up new co-ordinators in many schools to build capacity for the programme.
Promote and support engagement with the Sportscotland School Sport Award to increase participation and recognition of high-quality school sport provision.	Promote & relaunch the new sportscotland School Sport Award to all schools and provide report on engagement.	Support further uptake with schools engaging in the award.
Commitment: Support play and outdoor education.		
Action	Milestones 2026-27	Planned Activity
Plan and prepare for implementation of the outdoor education Act.	Ongoing assessment for provision, costing and feasibility to ensure high quality provision is available to all Glasgow learners.	Planning and development group to be established as short term working group.
Survey our playground provision across the Primary sector through a budget commitment.	Information gathering requirement to inform business case. Working group to be set up to consist of NRS and Education.	Ongoing
Commitment: Support accessible educational and social opportunities including arts and sport and explore ways to make better use of school facilities for community use.		
Action	Milestones 2026-27	Planned Activity

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Develop further engagement with colleagues across departments and Glasgow Life to respond and implement the Sports Pitch Strategy.	Work alongside Glasgow Life and NRS colleagues to take forward the Pitch Strategy vision.	Initial Group planning and Discussion with networking across departments.
Engage and deliver Glasgow's Physical Activity Strategy with a focus on Active Places of Learning.	Physical activity workstream reporting to the Strategic H&WB Group. Physical activity shared with all central team and senior leads. Ongoing work with partners in Glasgow Life, HSCP & Council	Implementation of workstream plan to be monitored through HWB Strategic group
Commitment: Make sure educational and social opportunities available in school are accessible to young people who are new to Glasgow.		
Action	Milestones 2026-27	Planned Activity
Engage with research and best practice to identify and inform our practice across the education estate.	Liaise with Family Support Team, EAL LOL and Equalities working group to review current opportunities and supports.	Ongoing
Commitment: Support school food growing, waste reduction and recycling and work on achieving silver and gold Food for Life awards.		
Action	Milestones 2026-27	Planned Activity

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<p>Support the delivery of the Council’s Food Growing Strategy working with schools to develop growing spaces across the city.</p>	<p>Implement, monitor and evaluate “Health Your Body Matters “</p> <p>Delivery and monitor Good Food Group Actions.</p>	<p><u>Your Body Matters</u> Analyse the latest baseline data from schools.</p> <p><u>Good food groups</u></p> <p>Further support and encouragement for establishments to be involved.</p>
<p>Commitment: Address under-representation of racial and ethnic diversity in education, and across the wider council workforce, and ensure appropriate support for staff with disabilities.</p>		
<p>Action</p>	<p>Milestones 2026-27</p>	<p>Planned Activity</p>
<p>Continue the PT BAME leadership progression programme, developing and embedding opportunities for practitioners.</p> <p>Develop race conscious professional learning opportunities, aligned with all leadership strategy workstreams.</p>	<p>Monitor and Review Impact of PT BAME recruitment programme and implement mentoring sponsor offer.</p> <p>Review programme content across leadership programmes to include race conscious leadership content.</p>	<p>Evidence across both cohorts demonstrates:</p> <p>Some progression into promoted leadership posts.</p> <p>High levels of participant satisfaction and supported development.</p> <p>Effective pipeline development through BISL.</p> <p>Increased cross-sectoral and gender representation.</p> <p>The PT BAME Programme has progressed beyond its initial pilot phase and is now embedded as core business within Education Services.</p>

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		Evaluation procedures will continue to be strengthened.
Commitment: Continue to explore gender friendly nurseries.		
Action	Milestones 2026-27	Planned Activity
Continue to develop and embed a comprehensive programme of inclusion and equity focused training within the early years	Embedding of Think Equal training and strategies across the Early Learning Centre settings. Continued promotion and delivery of the Challenging Gender Stereotypes Continuing Professional Development.	Consider evaluation model to assess impact of TE Strathclyde University producing evaluation impact report on CHAMPS. Proposal for extension across 2026/27 under consideration.
Commitment: Support the expansion of free childcare hours; and make the current offer more flexible to support parents in shift work or irregular employment to be able to use them.		
Action	Milestones 2026-27	Planned Activity
Support access to funded childcare hours including exploring the potential for flexible arrangements to support working families in poverty.	Gather and analyse data on uptake and capacity. Review service delivery models as needed in response to data reporting.	Continue to work with services and Scottish Government towards a sustainable model when funding ends. Focus on potential new work in Drumchapel and Govan areas. Partnership with NRS, Inspiring Scotland and local community groups.

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Appendix 2

Teaching Staff in 2024-25

Grade(s)	MALE		FEMALE		WHITE		ETHNIC MINORITY		Ethnicity Not Declared		DISABLED		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Teaching	1486	22%	5297	78.1%	4493	66.2%	228	3.4%	2062	30.4%	180	2.6%	6783

Teaching Staff in 2025-26

Grade(s)	MALE		FEMALE		WHITE		ETHNIC MINORITY		Ethnicity Not Declared		DISABLED		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Teaching	1483	22%	5138	78.2%	4509	66.3%	235	3.5%	2057	30.3%	200	2.9%	6801

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