Education Services
Glasgow City Council
Annual NIF Report
2022/23

Table of Contents

1. **Introduction**
2. **Glasgow Context**
3. **Trends**
4. **Priorities**
5. **NIF Measures**
6. **Appendices**

1 Introduction

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

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

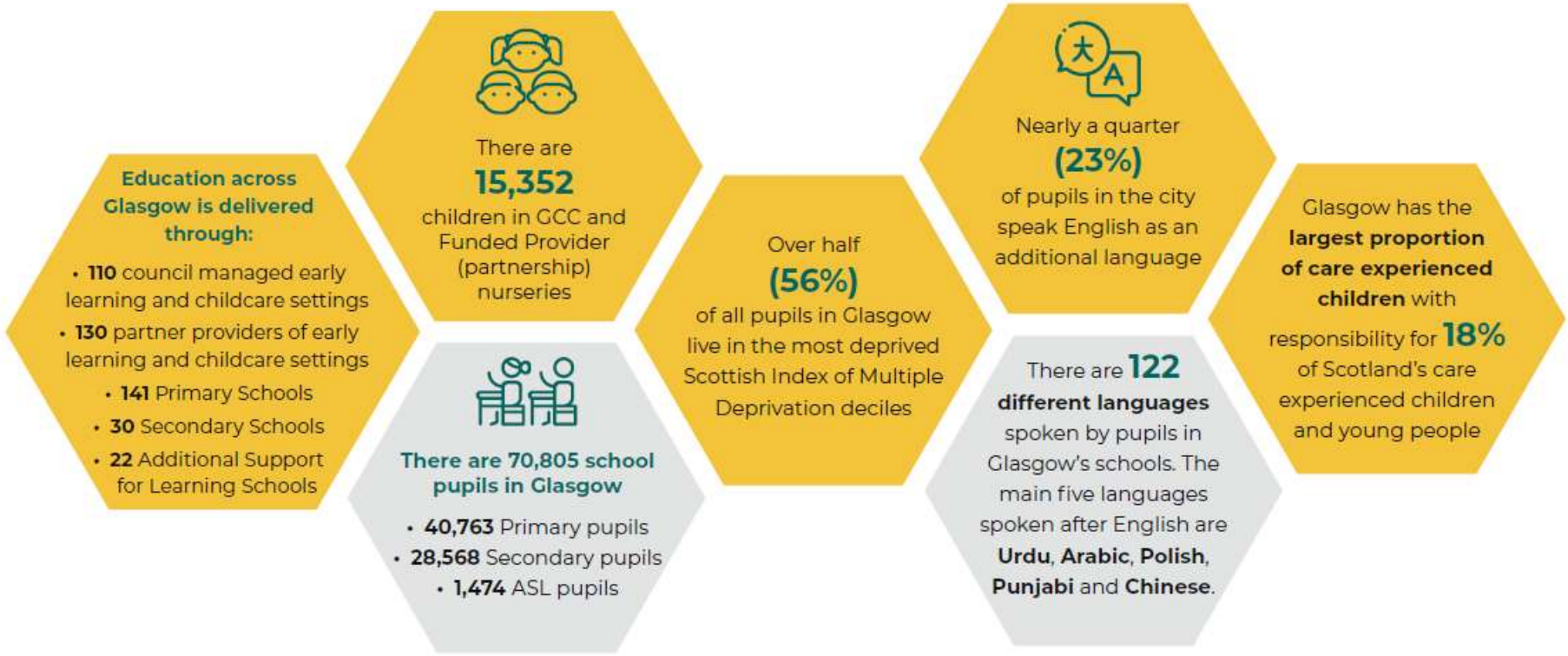
- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive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

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

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

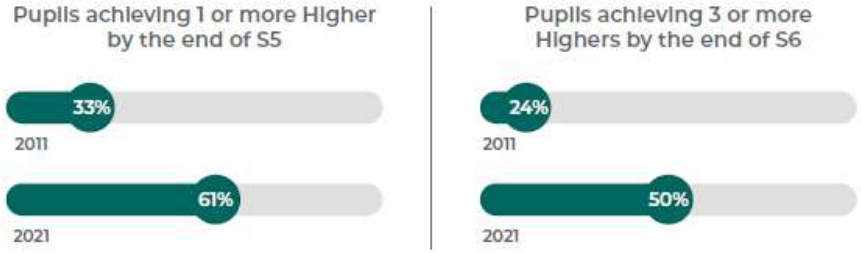
Schools produce annual improvement plans and these should take account of Education Services' plan. This has to be underpinned by effective self-evaluation which is clearly focused on ensuring that every child makes progress in their learning. The new How Good is our School 4 (HGIOS4) and How Good is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

2 Glasgow Context



3 Trends

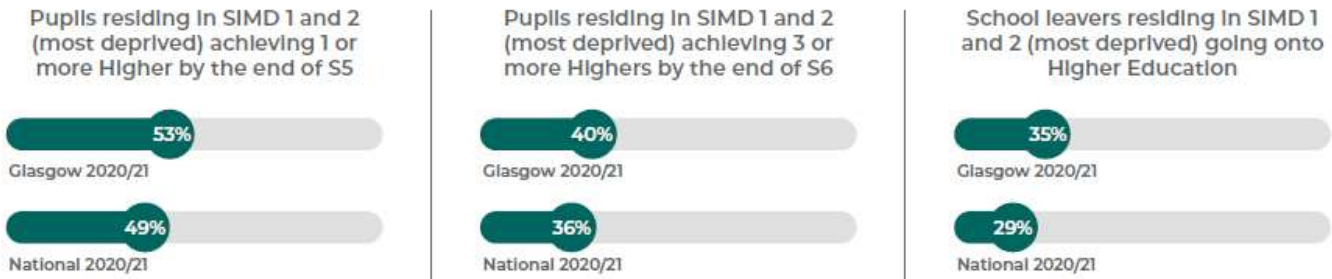
Senior phase outcomes for young people have shown a positive upward trend over the last ten years.





School attendance in Glasgow is consistently above 90%

When deprivation is factored in Glasgow outperforms the national cohort.





Cases of exclusion in our schools have reduced by 87% over the last ten years.

4 Priorities

Education delivery in Scotland can present as a complex landscape which is why, in Glasgow, we focus on a small number of key priorities which align with the National Improvement Framework and also allow us to develop Glasgow's Improvement Challenge; the city's response to the Scottish Attainment Challenge. We have continued to focus on these priorities, driving them deeper and deeper to secure improvement. This approach allows us to remain focused on our core business while ensuring that our children and young people receive a quality, broad and balanced education which will provide them with skills for learning, life and work.

The priorities are as follows:

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

We have recently became an engagement exercise with all our stakeholders to revisit our Vision, Values and Aims and the outcome from this activity will feature in next year's NIF report.

5 NIF Measures

Prior to publication of the 2018 NIF, the Scottish Government had worked in partnership with key stakeholders to agree a credible set of measures to fairly reflect progress in closing the poverty-related attainment gap. The approach proposed in the 2018 NIF was to use a basket of key measures to assess progress. The purpose of this section of the report is to compare current performance data for Glasgow City relative to our aims in 2021/22.

When looking at the following data, it is worth noting that over half (56%) of Glasgow's pupils reside in SIMD Quintile 1 compared with less than a quarter (22%) at the national level. Moreover only 7% of Glasgow's pupils reside in SIMD Quintile 1 compared with 19% at the national level.

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

ACEL data for 2021/22 has not yet been validated by the Scottish Government.

P1, P4 and P7 ACEL Literacy combined

Figure 1.1

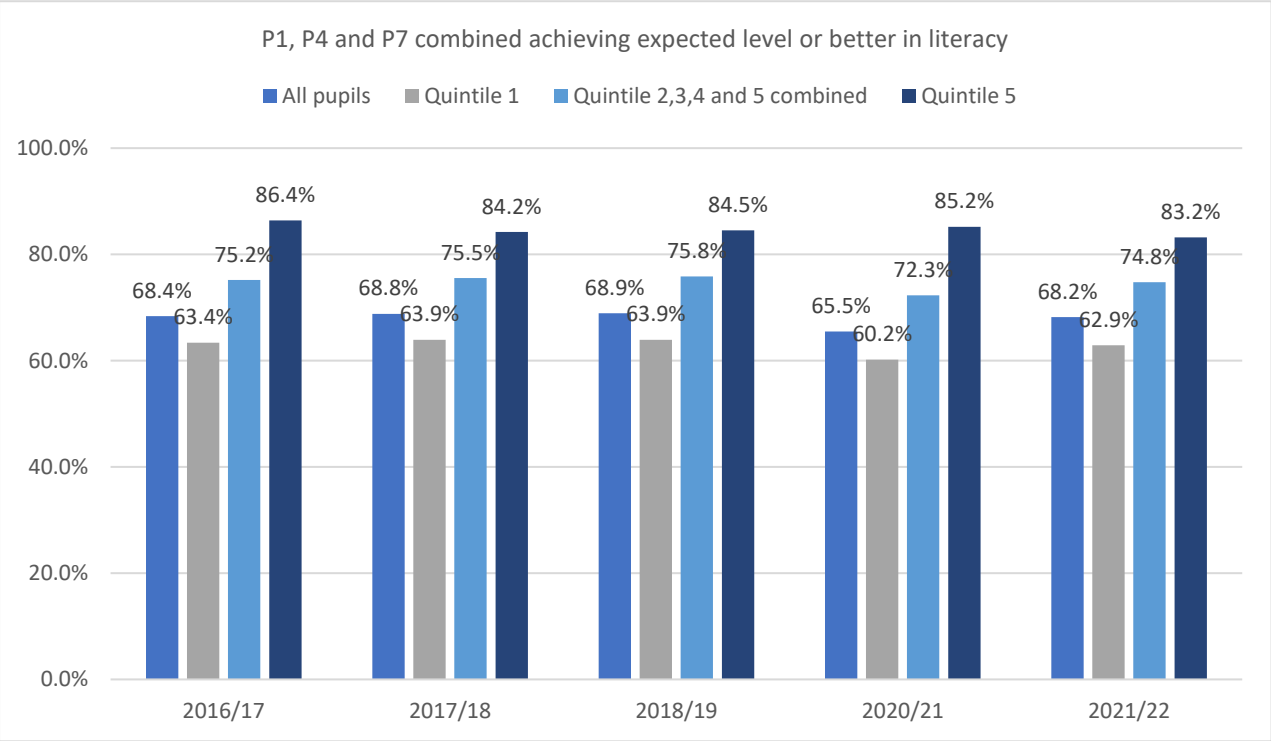


Figure 1.2

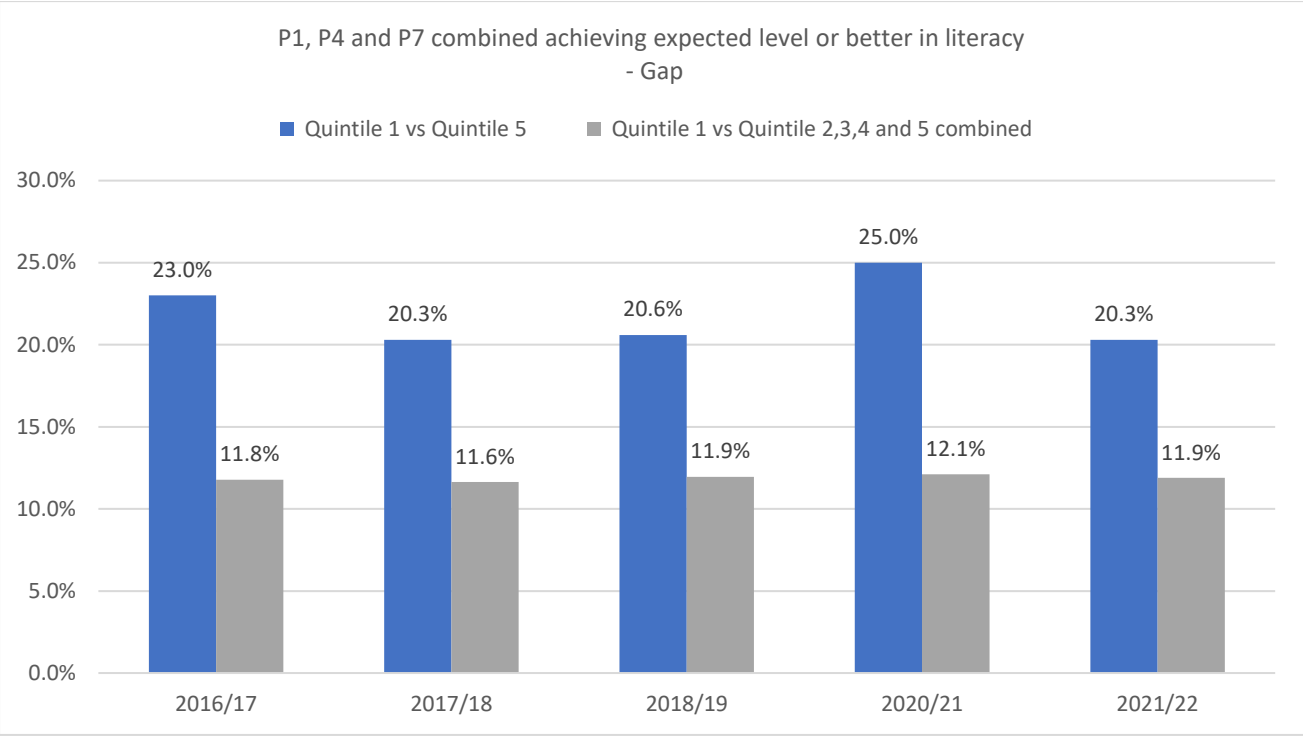

P1, P4 and P7 combined achieving expected level or better in literacy - Gap
Quintile 1 vs Quintile 5
Quintile 1 vs Quintile 2,3,4 and 5 combined
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
23.0%
11.8%
20.3%
11.6%
20.6%
11.9%
25.0%
12.1%
20.3%
11.9%
2016/17
2017/18
2018/19
2020/21
2021/22

Figure 1.3

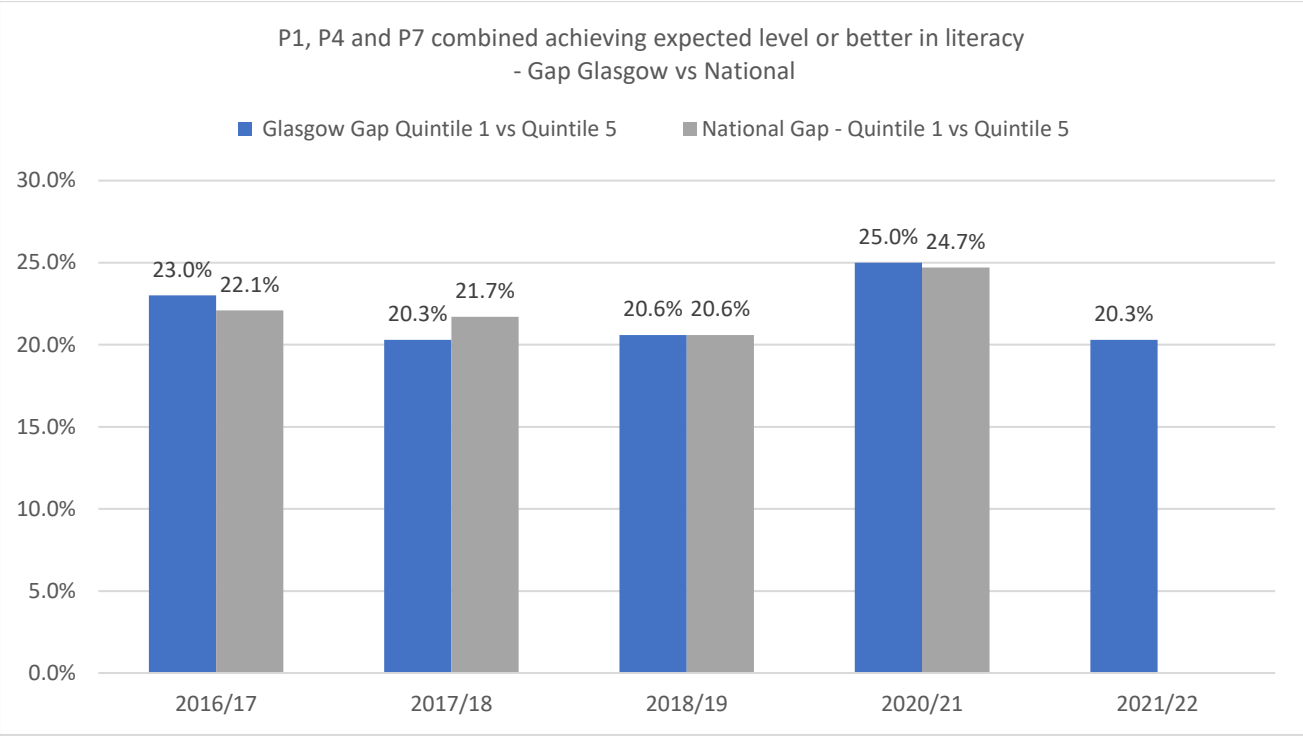
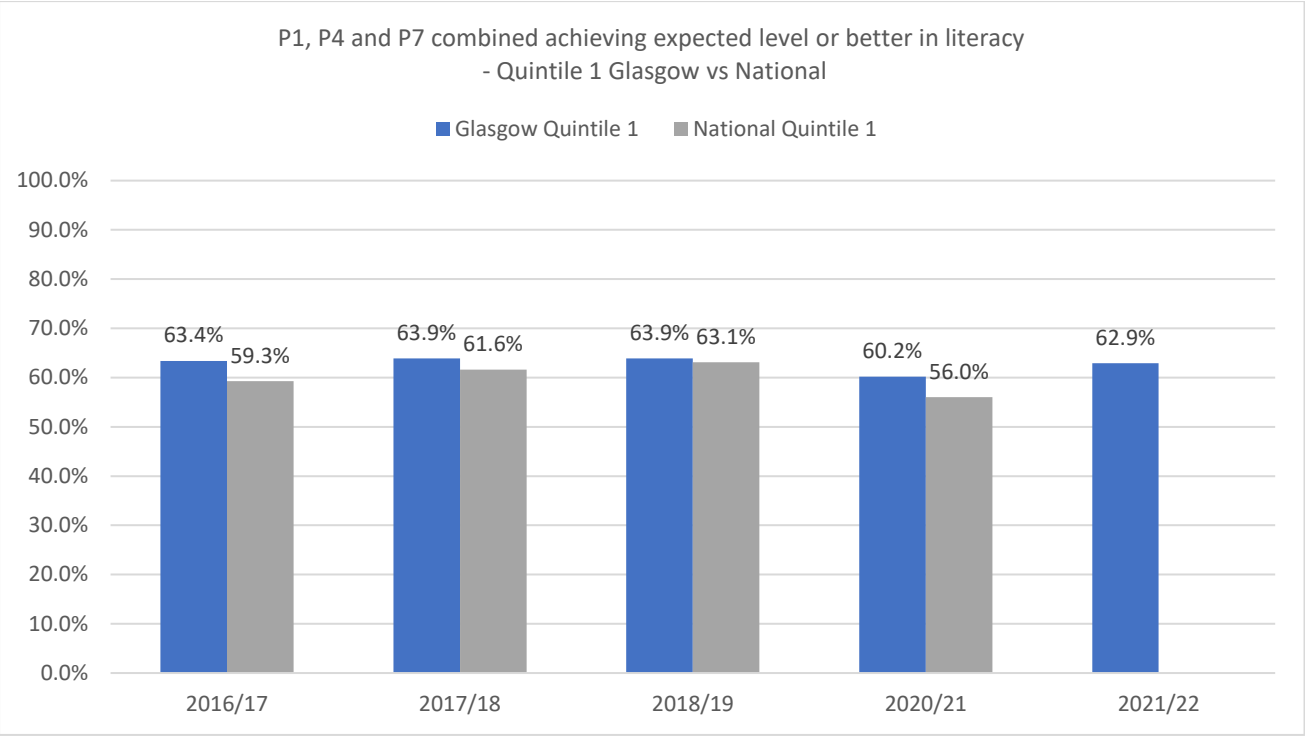

P1, P4 and P7 combined achieving expected level or better in literacy
- Gap Glasgow vs National
Glasgow Gap Quintile 1 vs Quintile 5
National Gap - Quintile 1 vs Quintile 5
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
23.0%
22.1%
20.3%
21.7%
20.6%
20.6%
25.0%
24.7%
20.3%
2016/17
2017/18
2018/19
2020/21
2021/22

Figure 1.4



The trend over five years for P1, P4 and P7 ACEL literacy combined (figure 1.1) shows that consistently 68% of all pupils in Glasgow achieve at the expected level or better in literacy. Although this has remained steady over a five-year period, a slight dip was witnessed in 2020/21. When broken down by SIMD quintile, around 63% of pupils in quintile 1 tend to achieve compared with approximately 85% of pupils in quintile 5 and there has been no significant fluctuation in this area.

Figure 1.2 shows the gap between pupils in quintiles 1 and 5 has remained around 20% with a notable increase witnessed in 2020/21 when returning to school post COVID may have made an impact. It is also clear that when comparing quintile 1 pupils in Glasgow, where most pupils reside, with quintiles 2 to 5 combined the gap is reduced by almost half.

The literacy attainment gap for Glasgow is broadly comparable to the gap at the national level (figure 1.3). The national data for 2021/22 has not yet been published. Glasgow tends to outperform the national cohort at quintile 1 (figure 1.4).

Table 1 Stretch Aim

	P1, P4, P7 ACEL Literacy combined			
	Overall Levels	**SIMD Quintile 1**	**SIMD Quintile 5**	**GAP (Q1-Q5)**
Current Level 2020/2021	**65.5%**	**60.2%**	**85.2%**	**25pp**
Stretch Aims to be achieved 2022/23	**73%**	**70.3%**	**90%**	**19.7pp**
Improvement Percentage Point	**7.5pp**	**10.1pp**	**4.8pp**	**5.3pp**

P1, P4 and P7 ACEL Numeracy combined

Figure 2.1

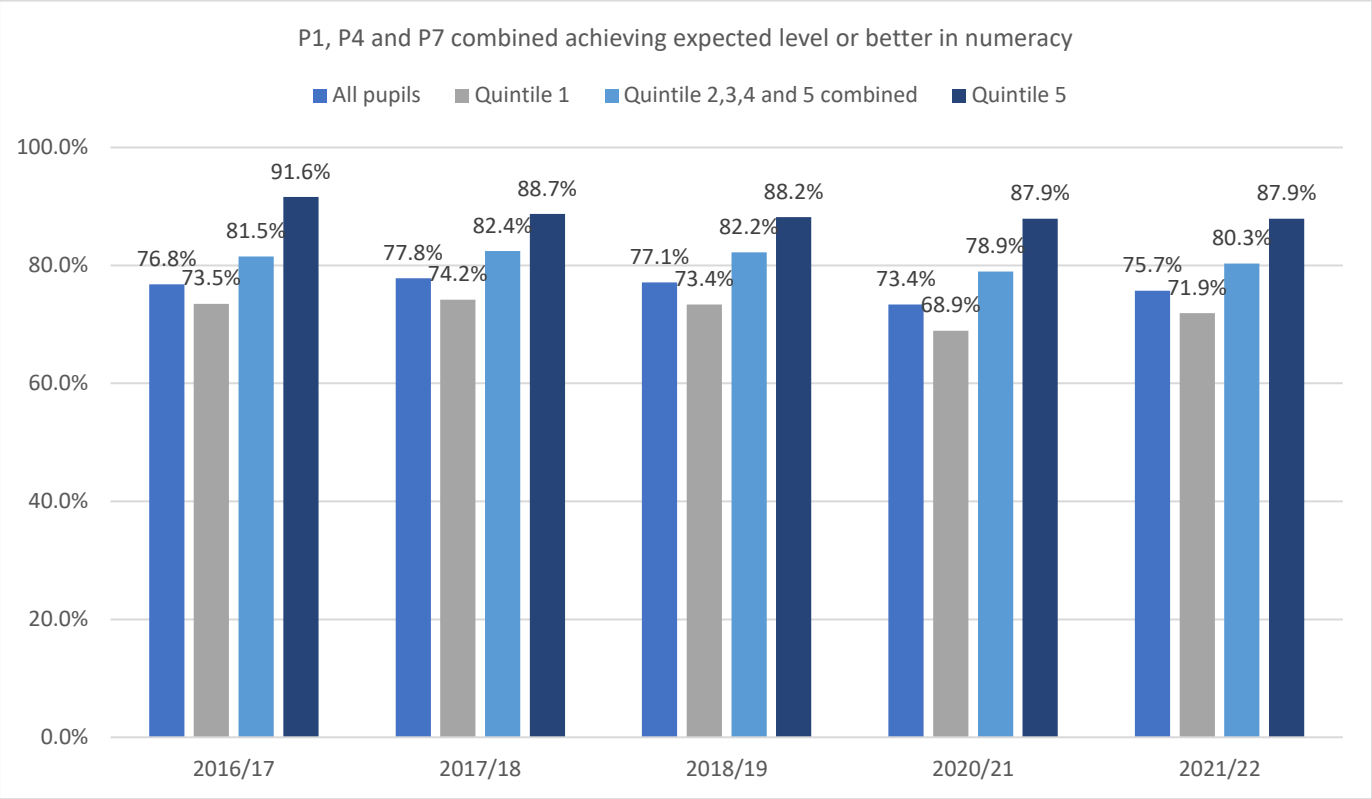


Figure 2.2

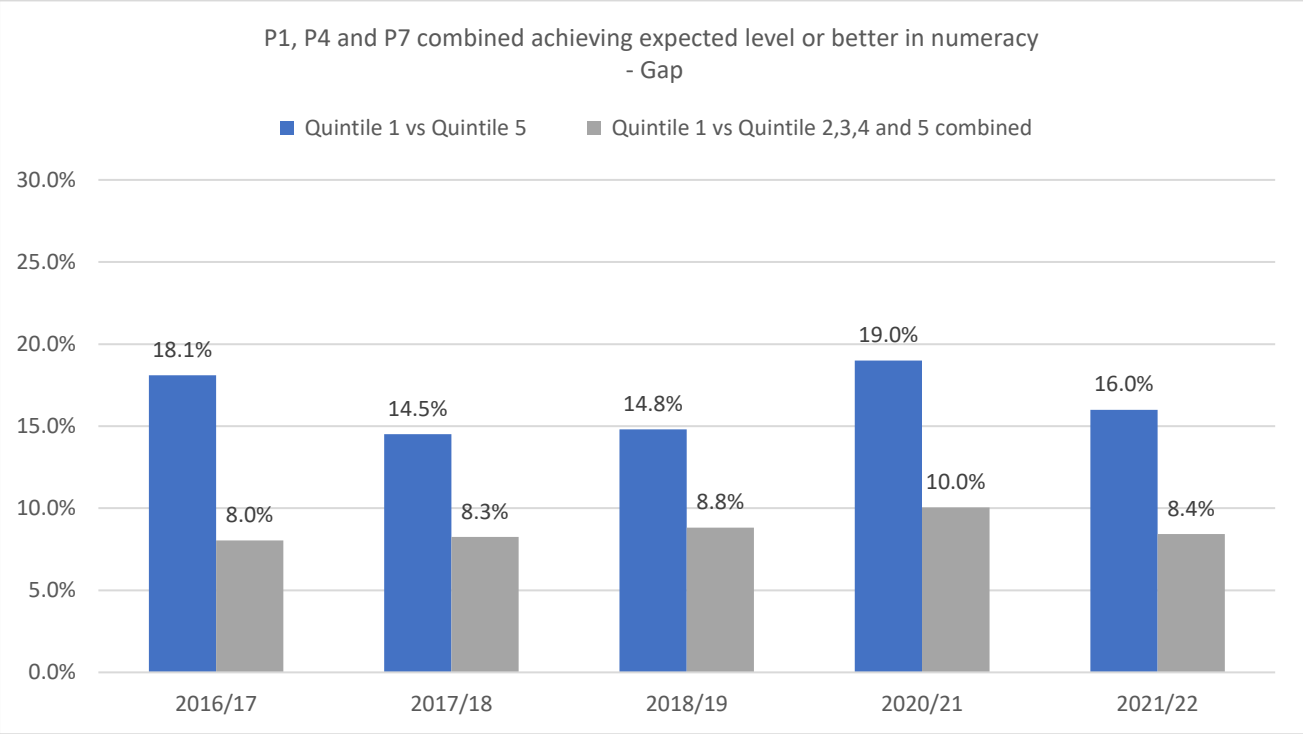

P1, P4 and P7 combined achieving expected level or better in numeracy - Gap
Quintile 1 vs Quintile 5
Quintile 1 vs Quintile 2,3,4 and 5 combined
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
18.1%
8.0%
14.5%
8.3%
14.8%
8.8%
19.0%
10.0%
16.0%
8.4%
2016/17
2017/18
2018/19
2020/21
2021/22

Figure 2.3

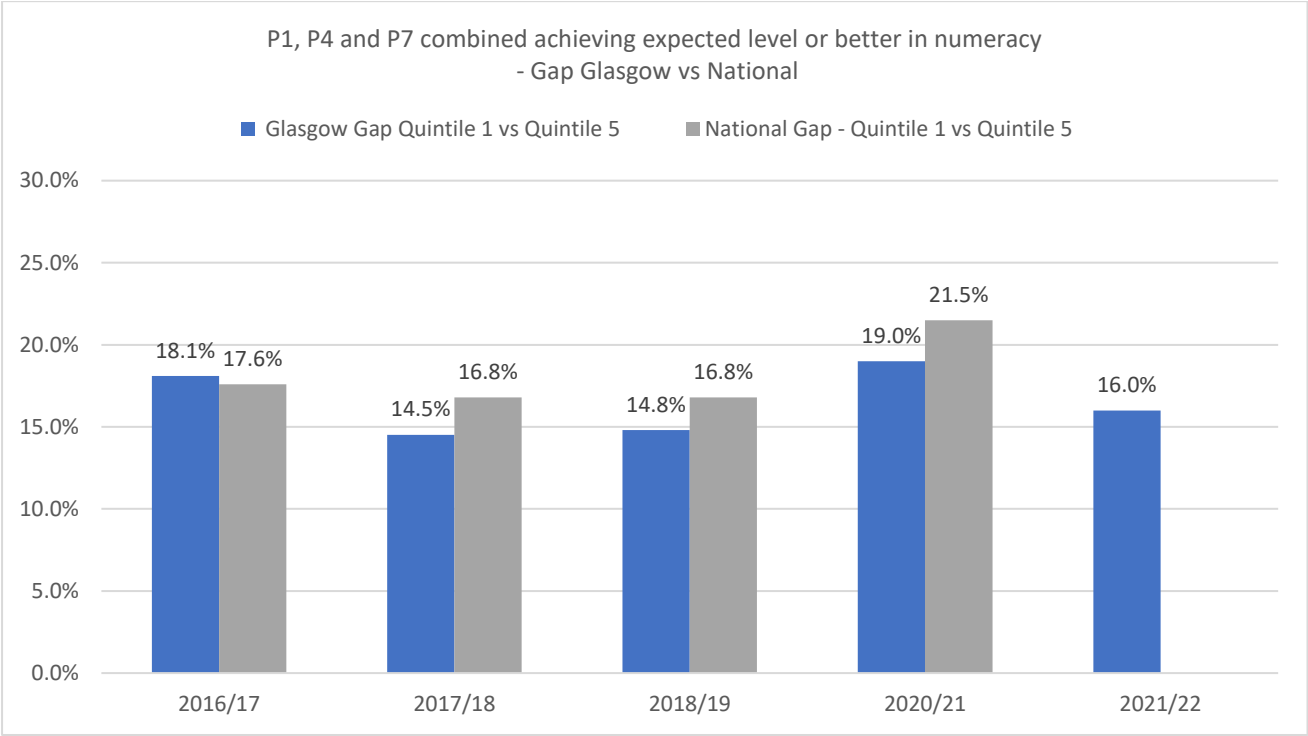
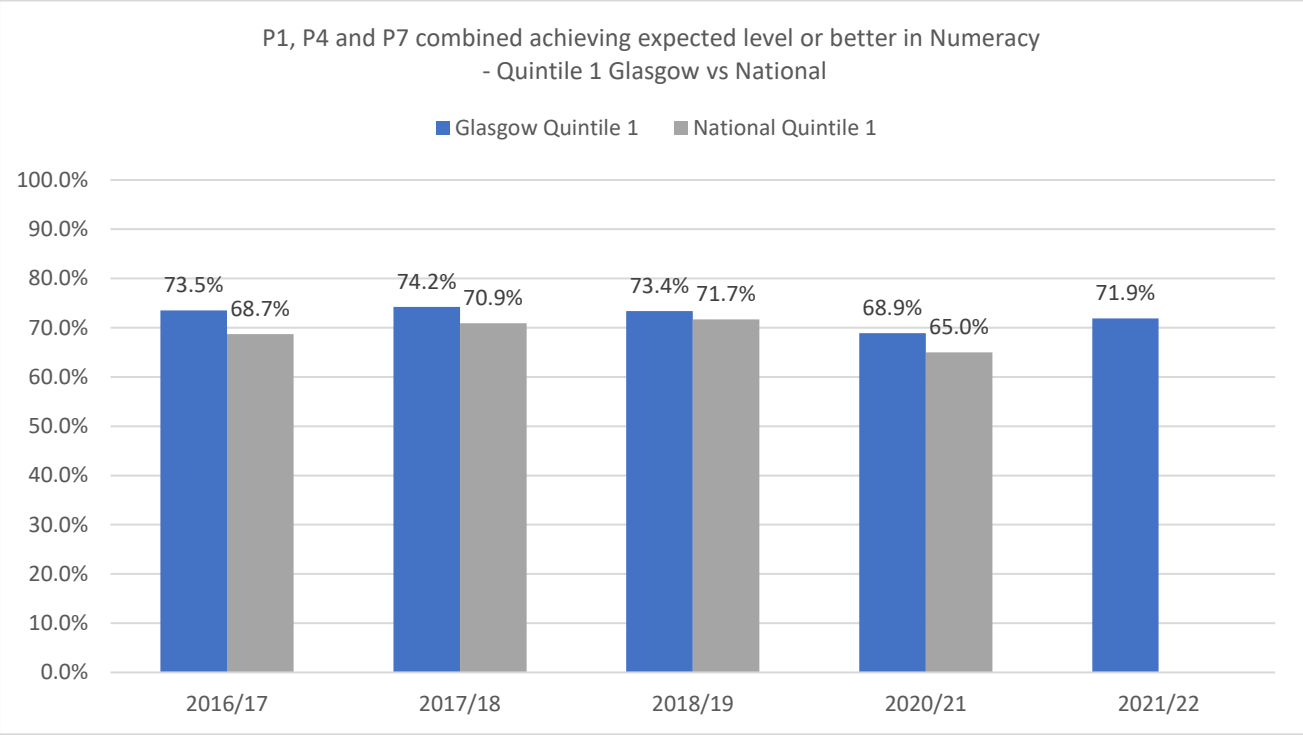

P1, P4 and P7 combined achieving expected level or better in numeracy
- Gap Glasgow vs National
Glasgow Gap Quintile 1 vs Quintile 5
National Gap - Quintile 1 vs Quintile 5
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
18.1%
17.6%
14.5%
16.8%
14.8%
16.8%
19.0%
21.5%
16.0%
2016/17
2017/18
2018/19
2020/21
2021/22

Figure 2.4


P1, P4 and P7 combined achieving expected level or better in Numeracy
- Quintile 1 Glasgow vs National
Glasgow Quintile 1
National Quintile 1
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
73.5%
68.7%
74.2%
70.9%
73.4%
71.7%
68.9%
65.0%
71.9%
2016/17
2017/18
2018/19
2020/21
2021/22

The trend over five years for P1, P4 and P7 ACEL numeracy combined (figure 2.1) shows that around 77% of all pupils in Glasgow tend to achieve at the expected level or better in numeracy although this has dipped slightly since 2018/19. As with literacy the most notable decrease occurred in 2020/21.

When broken down by SIMD quintile, around 73% of pupils in quintile 1 tend to achieve compared with approximately 88% of pupils in quintile 5. The proportion of pupils in quintile 1 achieving has decreased since 2018/19 in line with the trend witnessed for all pupils. Attainment at numeracy his higher than attainment at literacy across all pupils.

Figure 2.2 shows the gap between pupils in quintiles 1 and 5 is narrowing again after a rise in 2020/21. As with literacy, when comparing quintile 1 pupils in Glasgow, where most pupils reside, with quintiles 2 to 5 combined the gap is reduced significantly.

The numeracy attainment gap at the national level tends to be higher than for Glasgow (figure 2.3). The national data for 2021/22 has not yet been published. Similar to literacy, the trend shows Glasgow outperforms the national cohort at quintile 1 (figure 2.4).

Table 2 Stretch Aim

	P1, P4 ,P7 ACEL Numeracy combined			
	Overall Levels	**SIMD Quintile 1**	**SIMD Quintile 5**	**GAP (Q1-Q5)**
Current Level 2020/2021	**73.4%**	**68.9%**	**87.9%**	**19pp**
Stretch Aims to be achieved 2022/23	**80%**	**78.9%**	**90%**	**11.1pp**
Improvement Percentage Point	**6.6pp**	**10pp**	**2.1pp**	**7.9pp**

ACEL S3 3rd level or better – Literacy

Figure 3.1

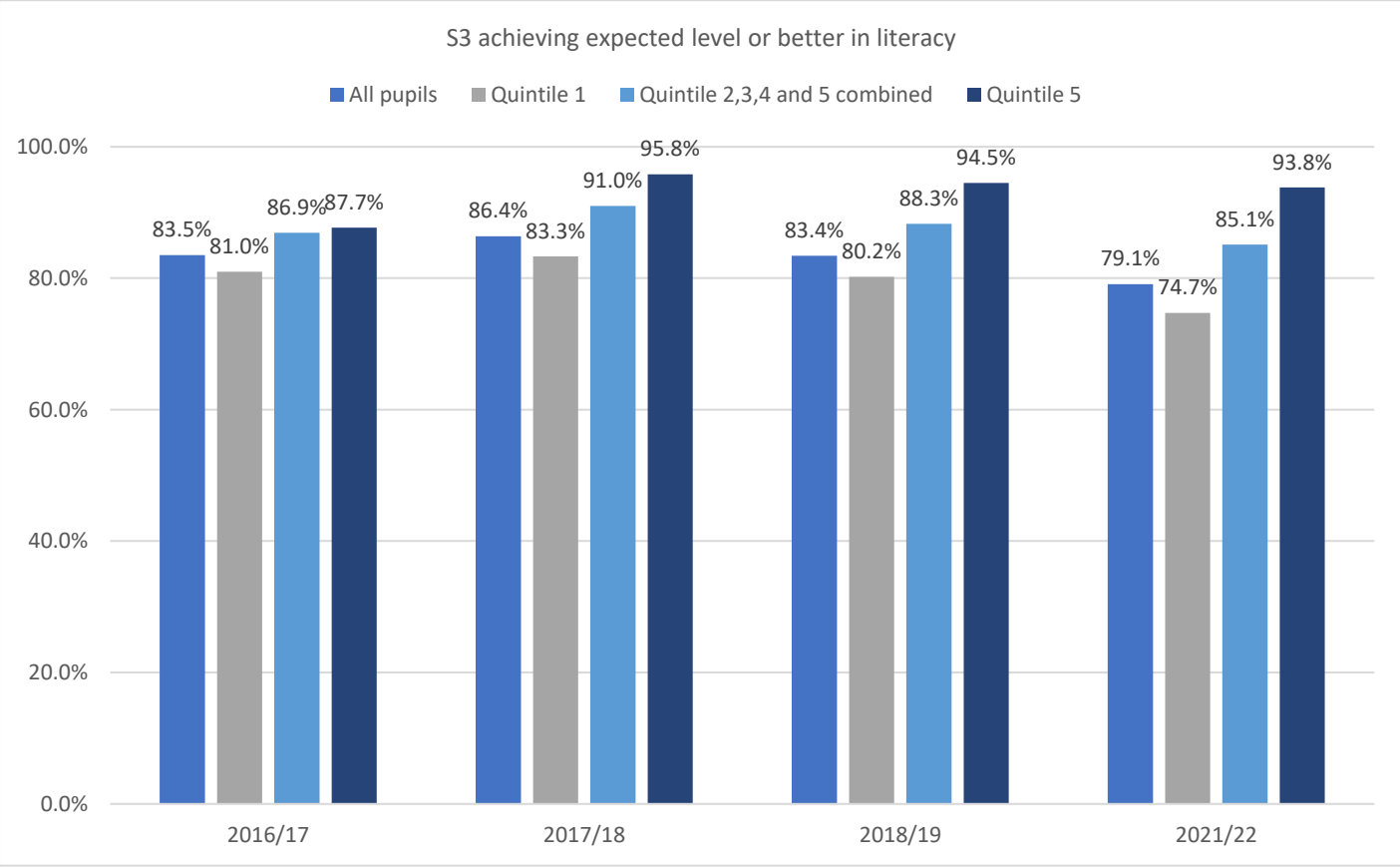


Figure 3.2

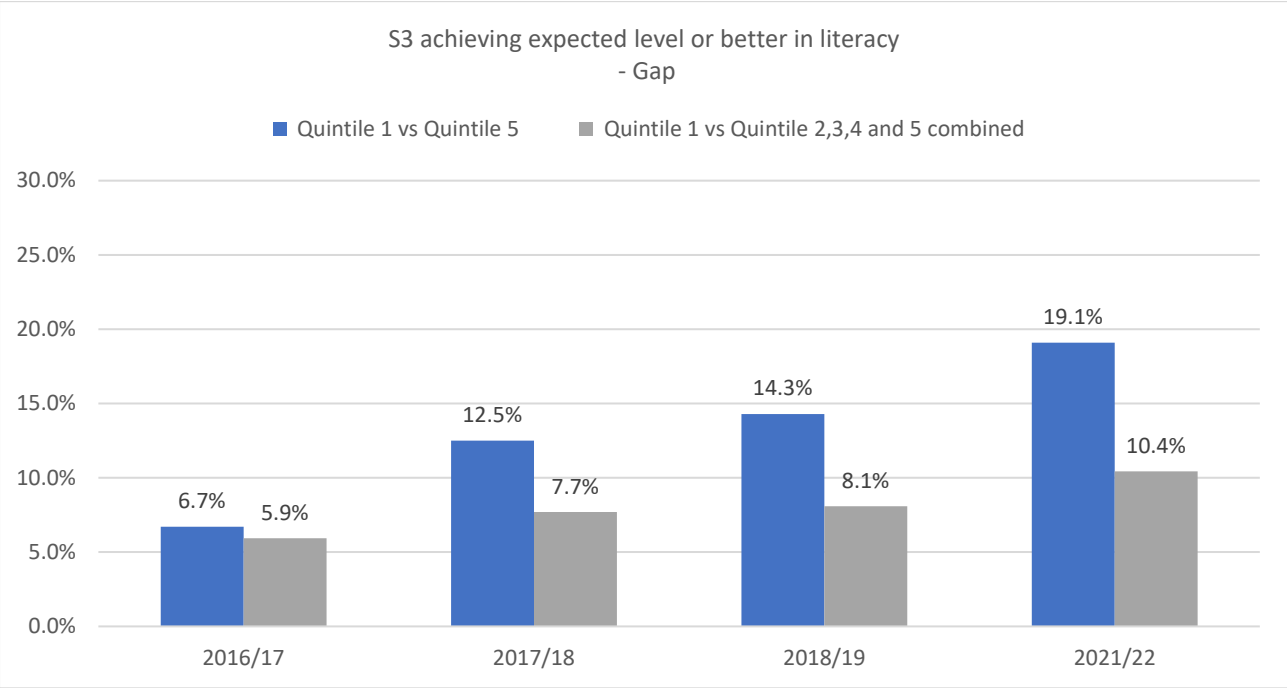

S3 achieving expected level or better in literacy
- Gap
Quintile 1 vs Quintile 5
Quintile 1 vs Quintile 2,3,4 and 5 combined
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
6.7%
5.9%
12.5%
7.7%
14.3%
8.1%
19.1%
10.4%
2016/17
2017/18
2018/19
2021/22

Figure 3.3

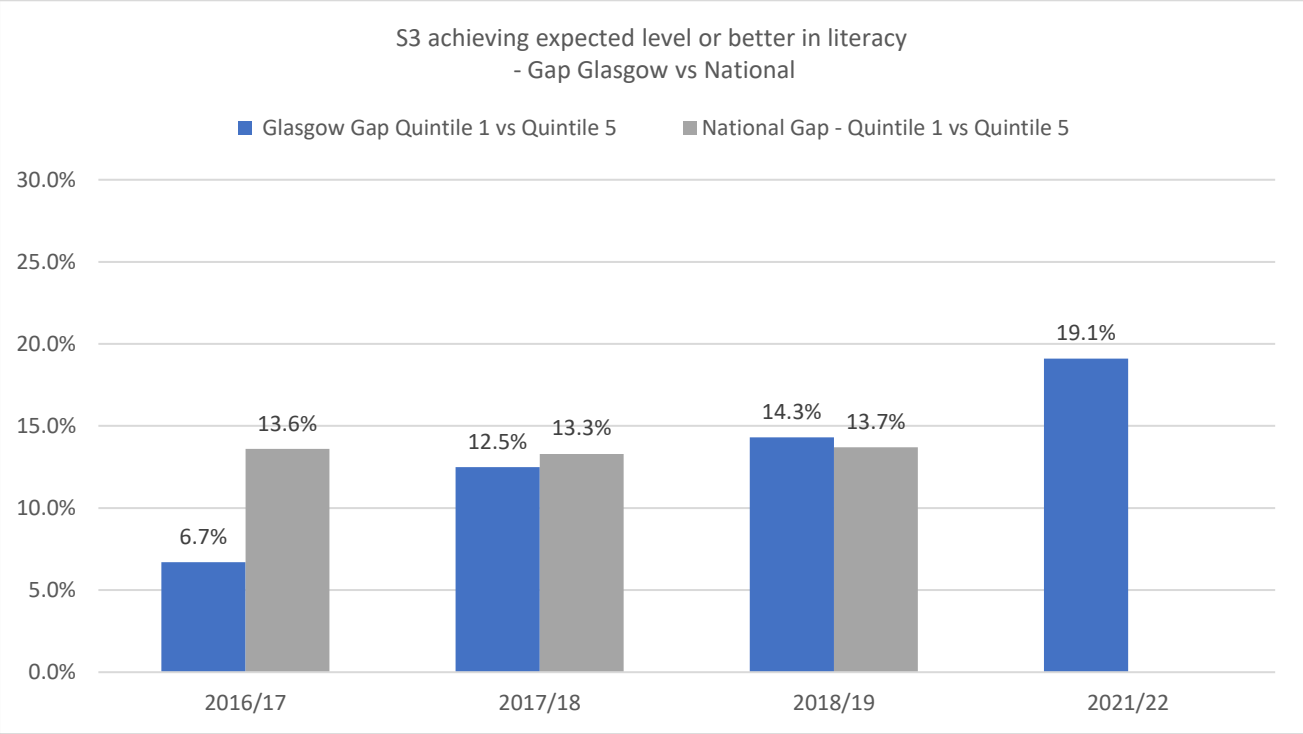
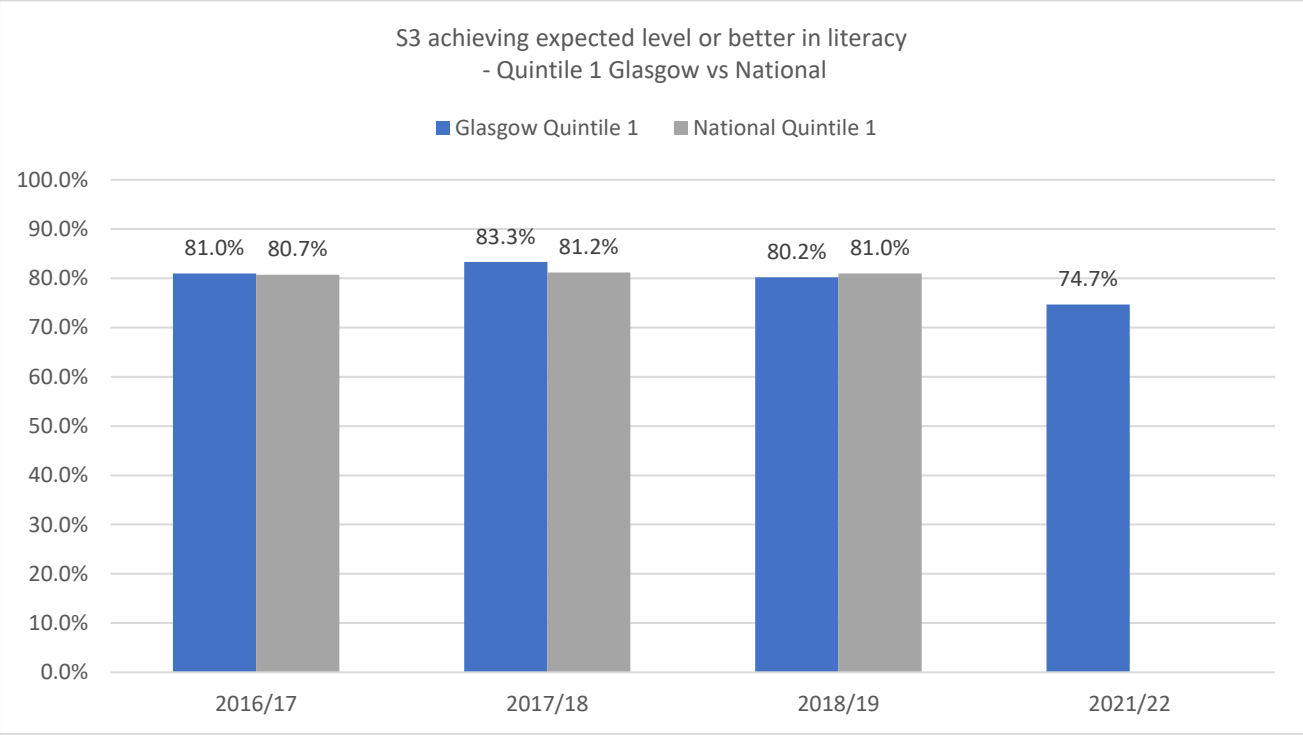

S3 achieving expected level or better in literacy
- Gap Glasgow vs National
Glasgow Gap Quintile 1 vs Quintile 5
National Gap - Quintile 1 vs Quintile 5
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
6.7%
13.6%
12.5%
13.3%
14.3%
13.7%
19.1%
2016/17
2017/18
2018/19
2021/22

Figure 3.4


S3 achieving expected level or better in literacy
- Quintile 1 Glasgow vs National
Glasgow Quintile 1
National Quintile 1
100.0%
90.0%
80.0%
70.0%
60.0%
50.0%
40.0%
30.0%
20.0%
10.0%
0.0%
81.0%
80.7%
83.3%
81.2%
80.2%
81.0%
74.7%
2016/17
2017/18
2018/19
2021/22

The proportion of all S3 pupils in Glasgow achieving at the expected level or better in literacy has decreased since 2018/19 (figure 3.1). As there was no ACEL collection at S3 for two years it is only possible to compare 2021/22 to the most recent year available. This dip is also witnessed among quintile 1 pupils. There is less of a decline among pupils in quintile 5.

The gap between pupils in quintiles 1 and 5 has been increasing (figure 3.2) and although there is less of a gap between quintile 1 pupils compared with pupils in quintiles 2 to 5, the gap between these cohorts is also increasing.

However, the literacy attainment gap for Glasgow is broadly comparable to the gap at the national level for 2017/18 and 2018/19 (figure 3.3). Trends show no significant difference between Glasgow's quintile 1 cohort and the national quintile 1 cohort (figure 3.4).

ACEL S3 3rd level or better – Numeracy

Figure 4.1

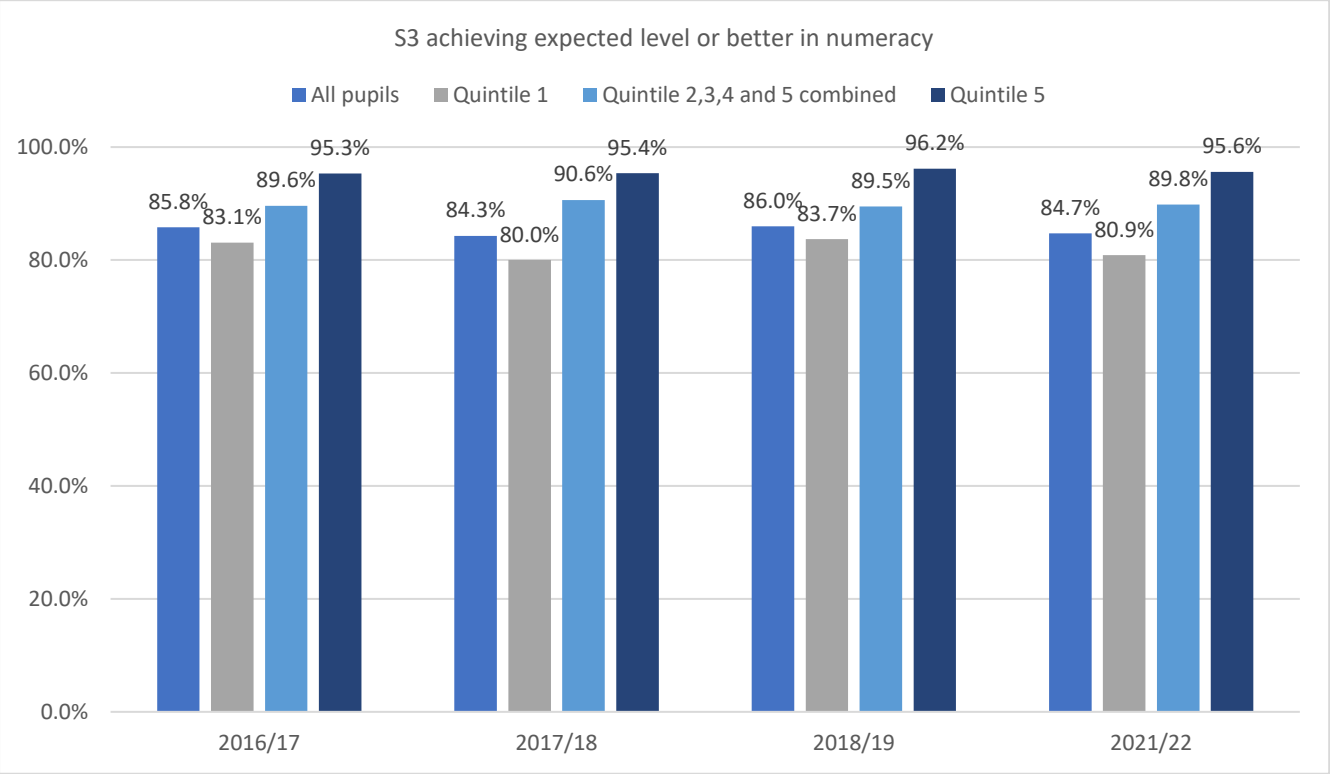


Figure 4.2

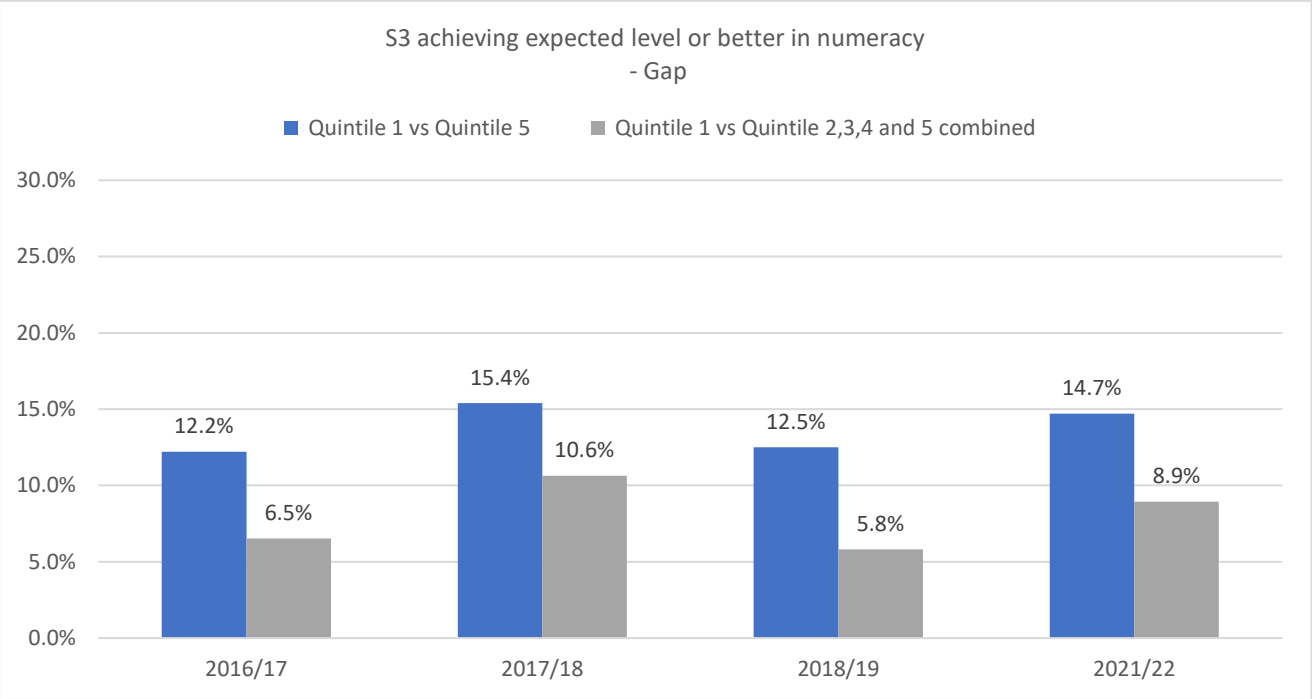

S3 achieving expected level or better in numeracy
- Gap
Quintile 1 vs Quintile 5
Quintile 1 vs Quintile 2,3,4 and 5 combined
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
12.2%
6.5%
15.4%
10.6%
12.5%
5.8%
14.7%
8.9%
2016/17
2017/18
2018/19
2021/22

Figure 4.3

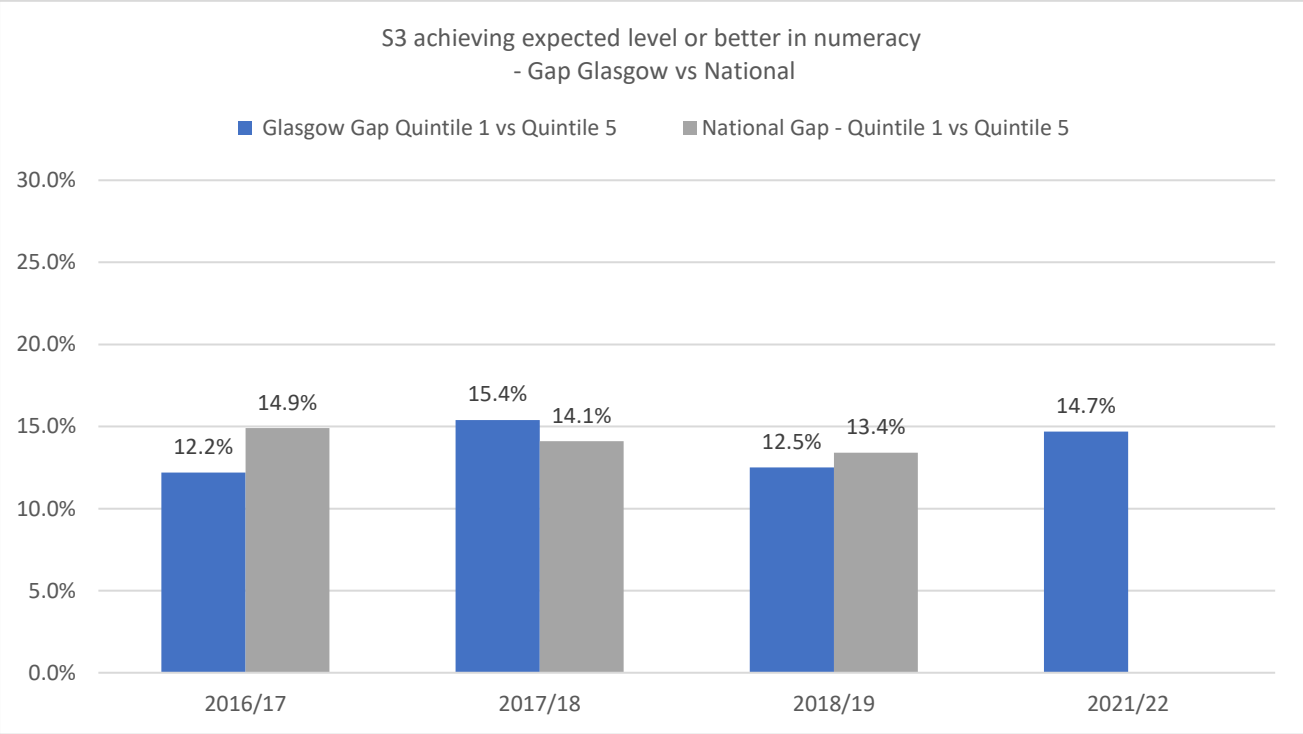
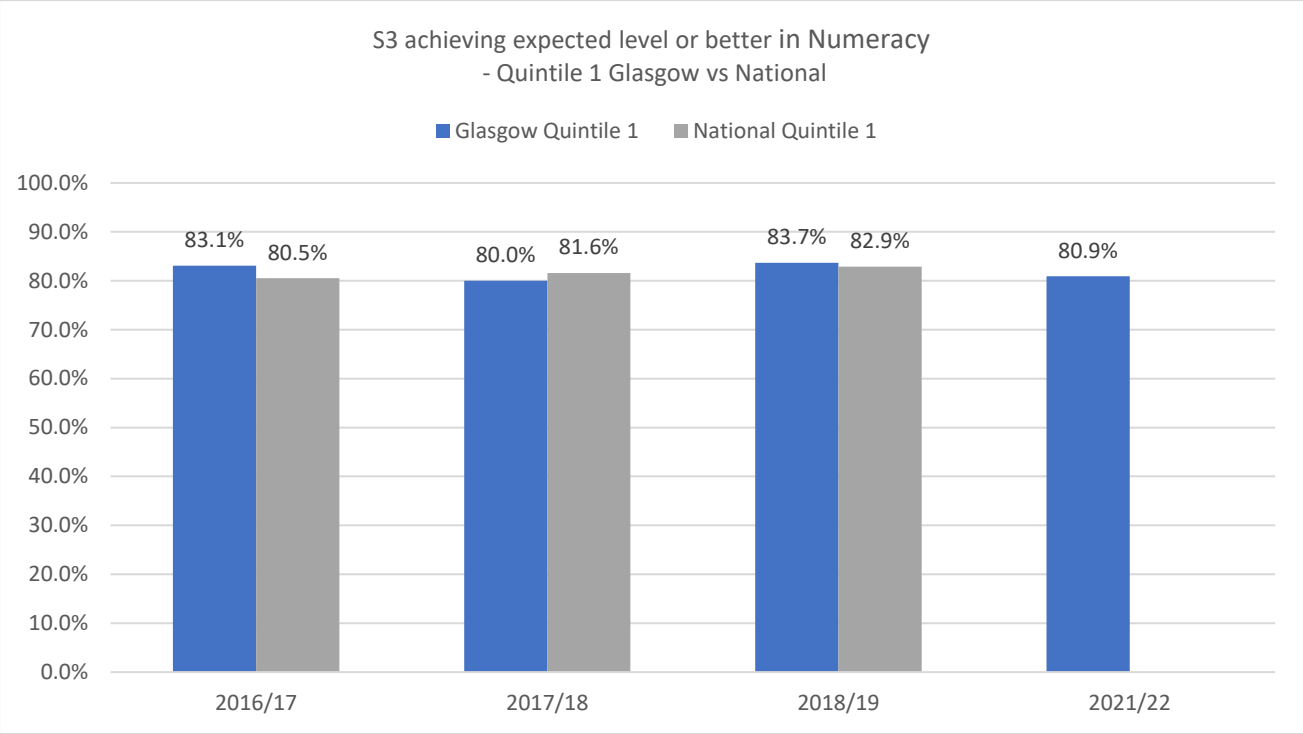

S3 achieving expected level or better in numeracy
- Gap Glasgow vs National
Glasgow Gap Quintile 1 vs Quintile 5
National Gap - Quintile 1 vs Quintile 5
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
12.2%
14.9%
15.4%
14.1%
12.5%
13.4%
14.7%
2016/17
2017/18
2018/19
2021/22

Figure 4.4



The trend over five years for S3 numeracy (figure 4.1) shows that around 85% of all pupils in Glasgow tend to achieve at the expected level or better in numeracy although this has dipped slightly since 2018/19. This dip is also witnessed among quintile 1 pupils, less so among quintile 5 pupils.

The gap between pupils in quintiles 1 and 5 has remained steady albeit with a slight increase since 2018/19 (figure 3.2). The gap between quintile 1 pupils compared with pupils in quintiles 2 to 5 follows a similar pattern. As with literacy the attainment gap for Glasgow is broadly comparable to the gap at the national level for 2017/18 and 2018/19 (figure 4.3).

School leavers attaining 1 or more pass at SCQF level 4

Figure 5.1

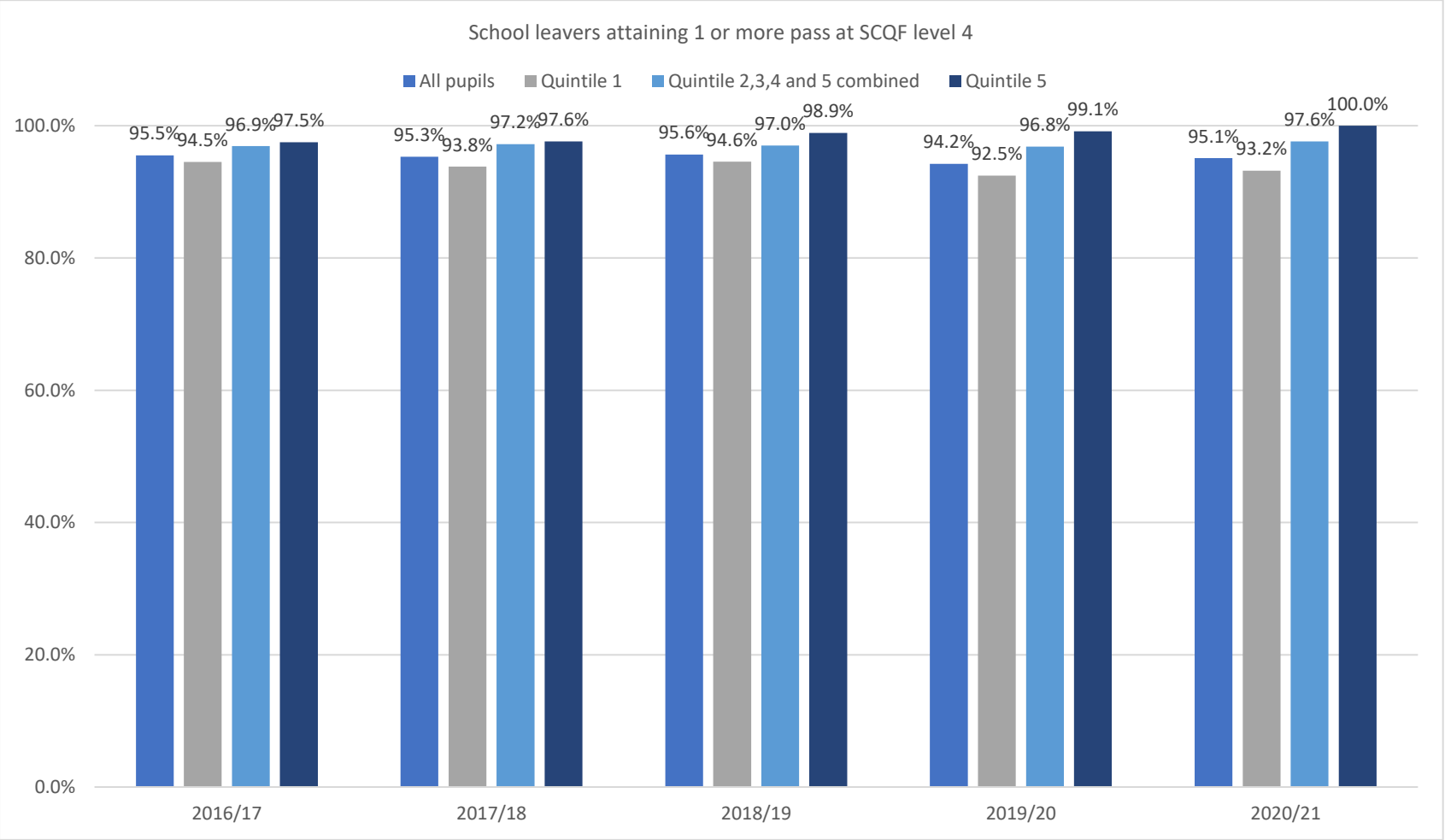


Figure 5.2

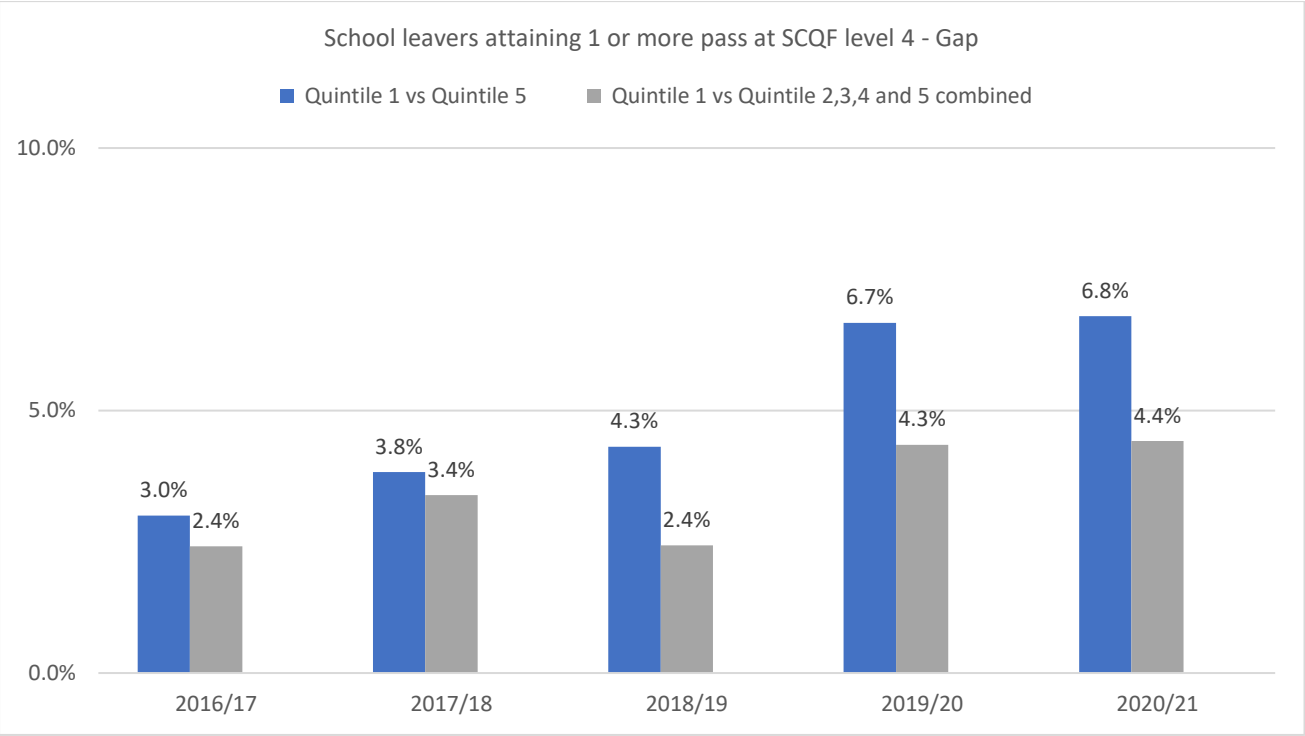

School leavers attaining 1 or more pass at SCQF level 4 - Gap
Quintile 1 vs Quintile 5
Quintile 1 vs Quintile 2,3,4 and 5 combined
10.0%
5.0%
0.0%
3.0%
2.4%
3.8%
3.4%
4.3%
2.4%
6.7%
4.3%
6.8%
4.4%
2016/17
2017/18
2018/19
2019/20
2020/21

Figure 5.3

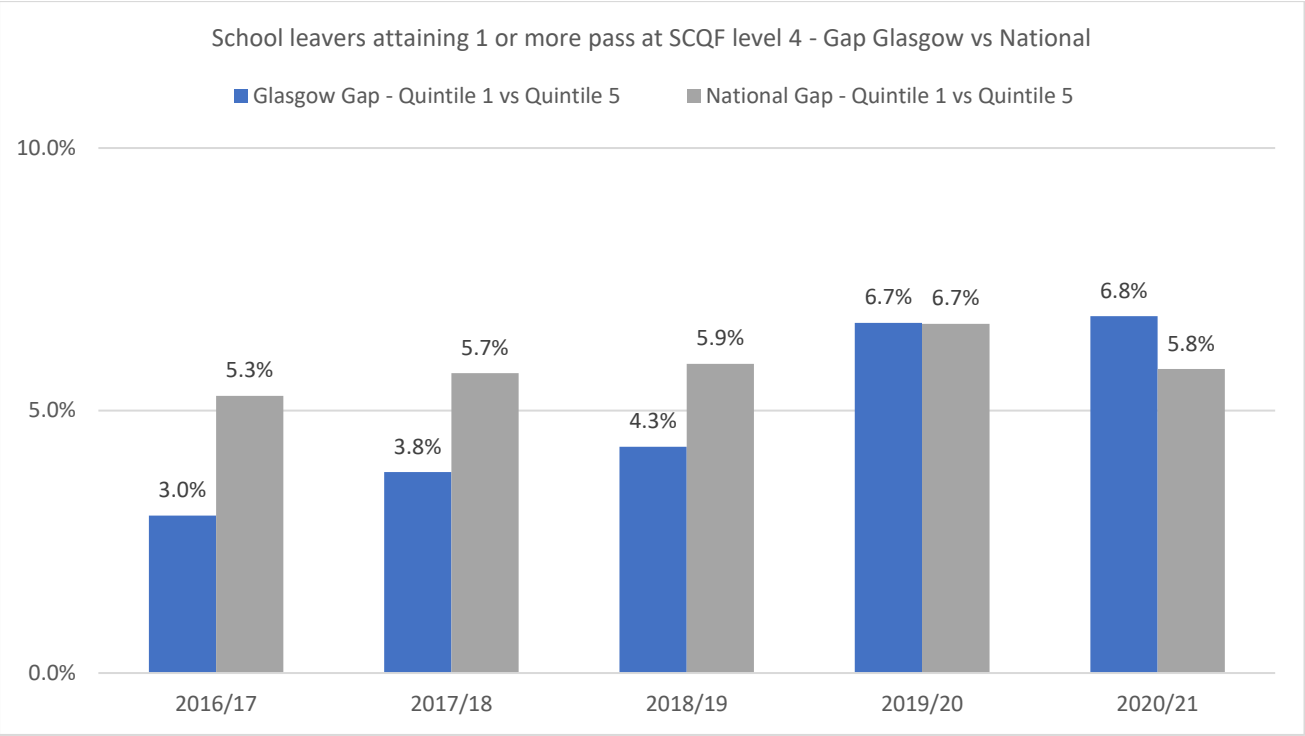
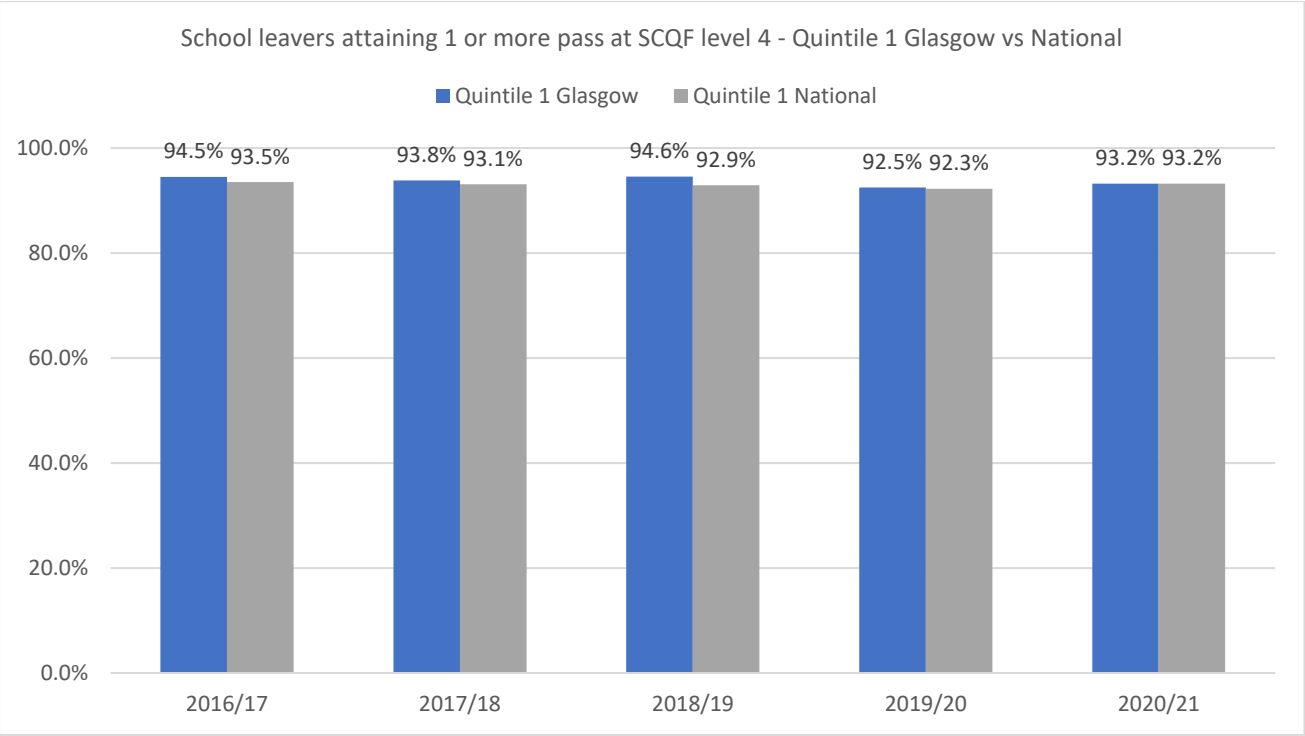

School leavers attaining 1 or more pass at SCQF level 4 - Gap Glasgow vs National
Glasgow Gap - Quintile 1 vs Quintile 5
National Gap - Quintile 1 vs Quintile 5
10.0%
5.0%
0.0%
3.0%
5.3%
3.8%
5.7%
4.3%
5.9%
6.7%
6.7%
6.8%
5.8%
2016/17
2017/18
2018/19
2019/20
2020/21

Figure 5.4



The vast majority of all school leavers in Glasgow attain one or more pass at level 4 (figure 5.1). This has remained around 95% for five years. This is also the case for most pupils in quintile 1 with typically around 93-94% of this cohort leaving school with one or more pass at level 4. Almost all pupils in quintile 5 tend to leave school with one or more pass at level 4.

While the gap between pupils in quintiles 1 and 5 is increasing this can be partly attributed to the proportion in quintile 5 achieving reaching 100% as opposed to a significant drop in quintile 1 (figure 5.2).

Prior to 2019/20 the attainment gap at the national level has been greater than Glasgow. In 2020/21 the gap in Glasgow was greater than that which was witnessed nationally (figure 5.3). Approximately the same proportion of Glasgow and National quintile 1 pupils achieve (figure 5.4).

School leavers attaining 1 or more pass at SCQF level 5

Figure 6.1

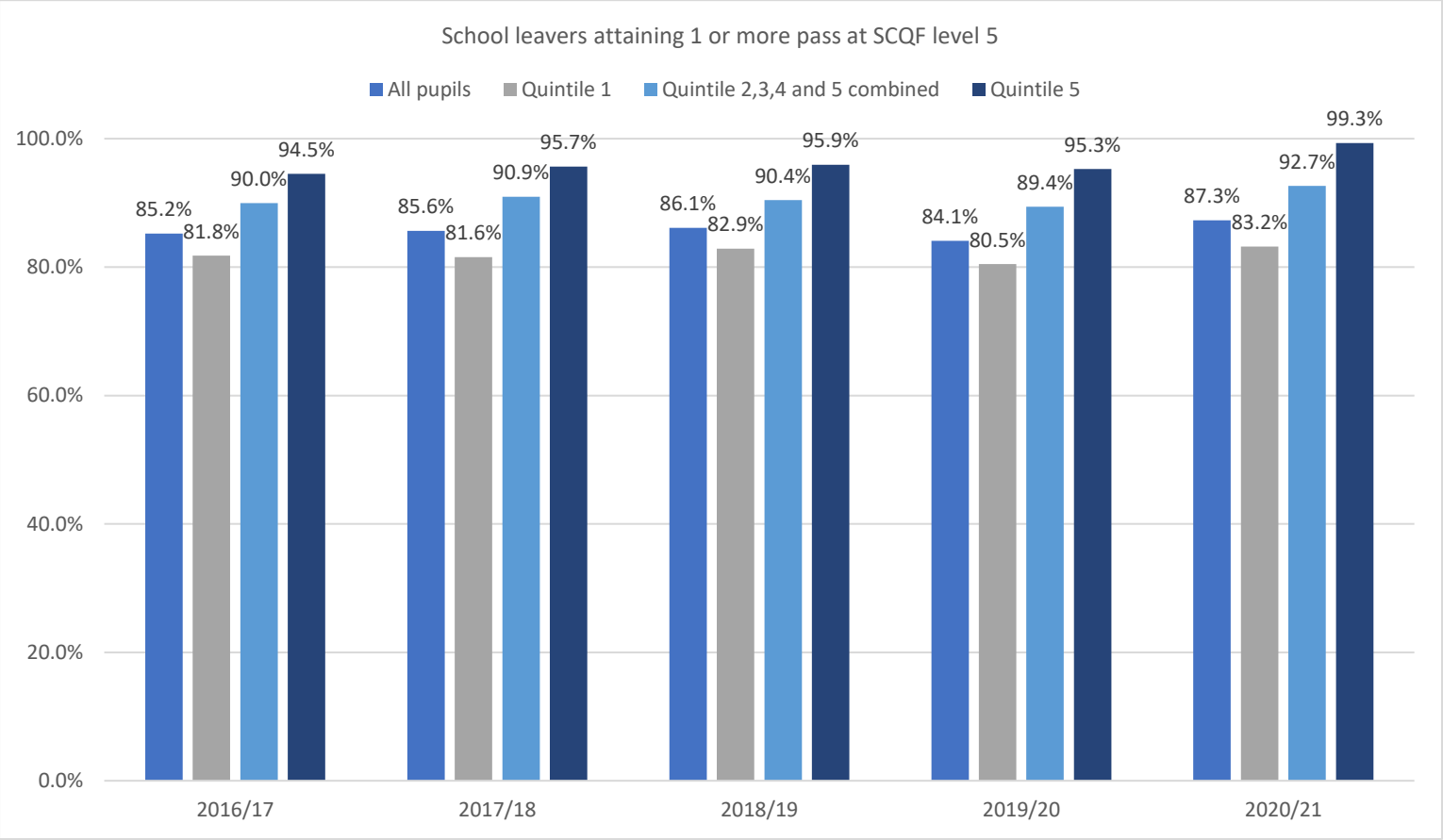


Figure 6.2

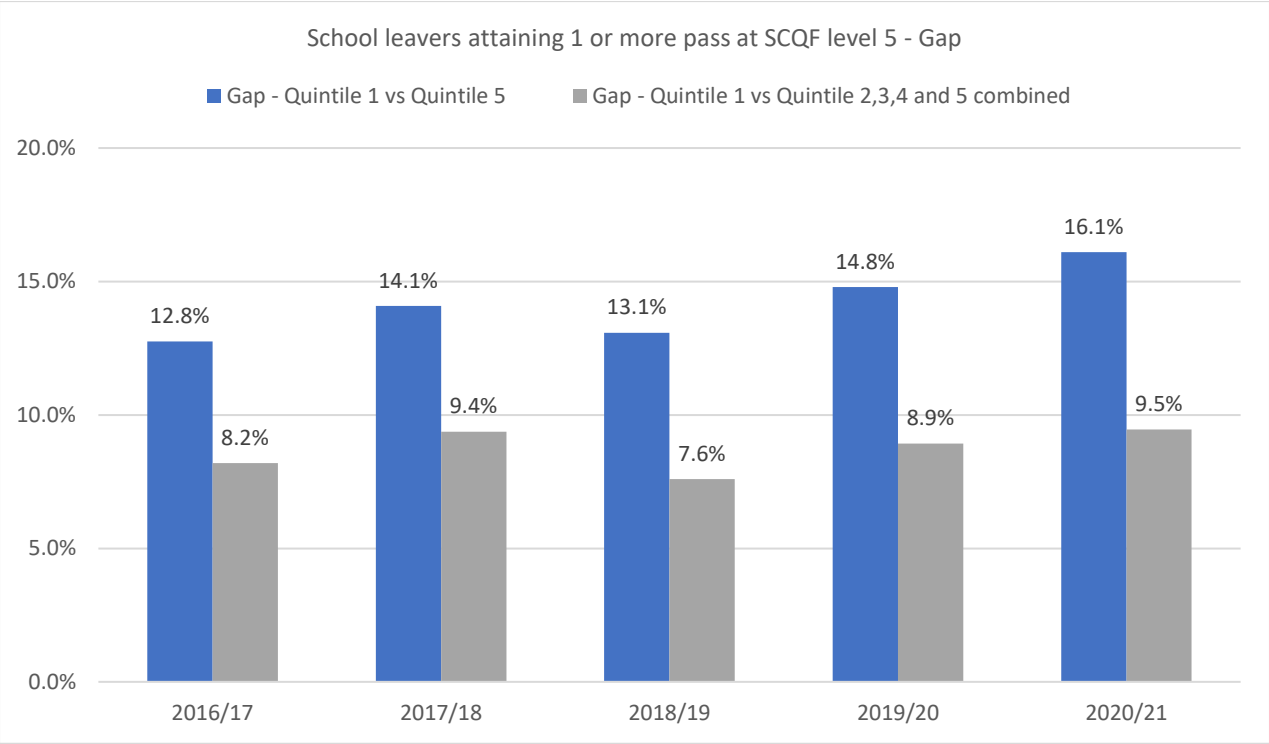

School leavers attaining 1 or more pass at SCQF level 5 - Gap
Gap - Quintile 1 vs Quintile 5
Gap - Quintile 1 vs Quintile 2,3,4 and 5 combined
20.0%
15.0%
10.0%
5.0%
0.0%
12.8%
8.2%
14.1%
9.4%
13.1%
7.6%
14.8%
8.9%
16.1%
9.5%
2016/17
2017/18
2018/19
2019/20
2020/21

Figure 6.3

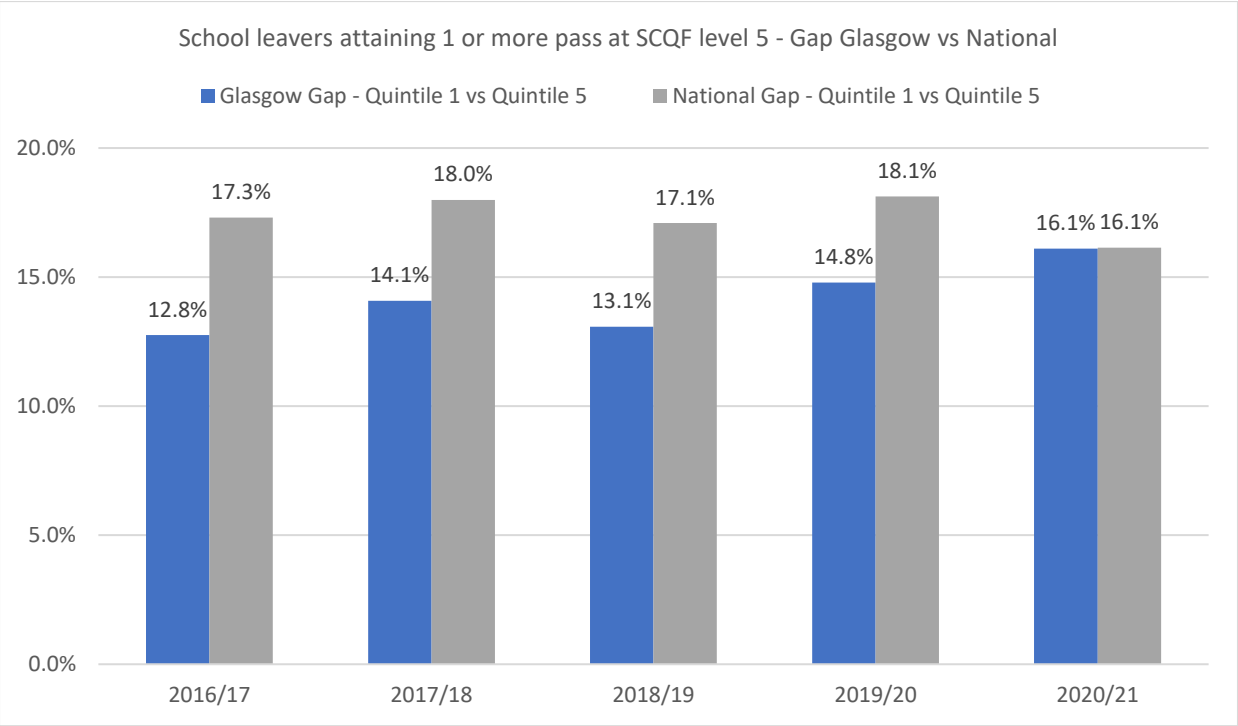
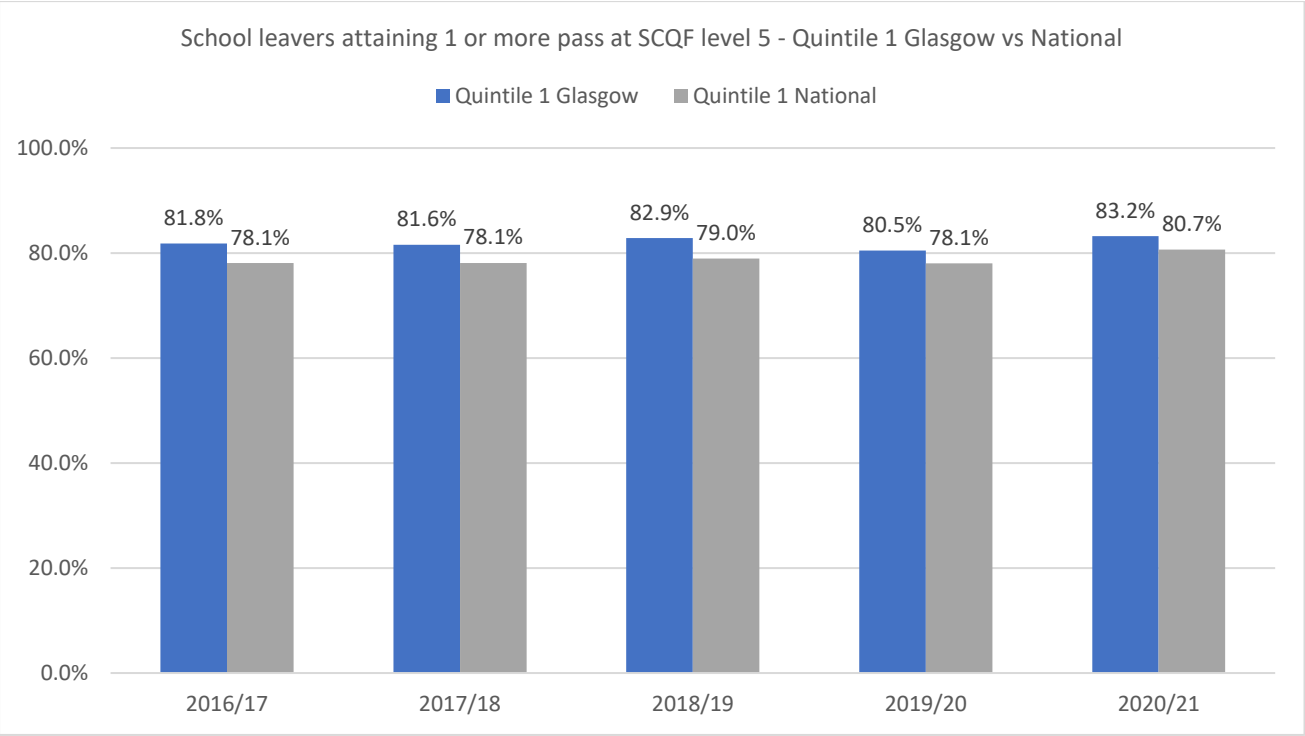

School leavers attaining 1 or more pass at SCQF level 5 - Gap Glasgow vs National
Glasgow Gap - Quintile 1 vs Quintile 5
National Gap - Quintile 1 vs Quintile 5
20.0%
15.0%
10.0%
5.0%
0.0%
12.8%
17.3%
14.1%
18.0%
13.1%
17.1%
14.8%
18.1%
16.1%
16.1%
2016/17
2017/18
2018/19
2019/20
2020/21

Figure 6.4



The proportion of all school leavers attaining one or more pass at level 5 has stayed steady for five years and has risen over the past year (figure 6.1). This is also the case for pupils residing in quintiles 1 and 5.

As with level 4, the widening gap between pupils in quintiles 1 and 5 can partly attributed to the proportion in quintile 5 achieving reaching almost 100% (figure 6.2). The gap between quintiles 1 and 2 to 5 combined is narrower.

In 2020/21 the gap in Glasgow was equal to the gap at the national level (figure 6.3) and a slightly higher proportion of Glasgow quintile 1 pupils attain at level 5 as compared with the national quintile 1 population (figure 6.4).

Table 3 Stretch Aim

	SCQF Level 5 for school leavers			
	Overall Levels	**SIMD Quintile 1**	**SIMD Quintile 5**	**GAP (Q1-Q5)**
Current Level 2020/2021 leavers	**87.3%**	**83.2%**	**99.3%**	**16.1%**
Stretch Aims to be achieved 2022/23	**90%**	**86.5%**	**99.3%**	**12.8%**
Improvement Percentage Point	**2.7pp**	**3.3pp**		**3.3pp**

School leavers attaining 1 or more pass at SCQF level 6

Figure 7.1

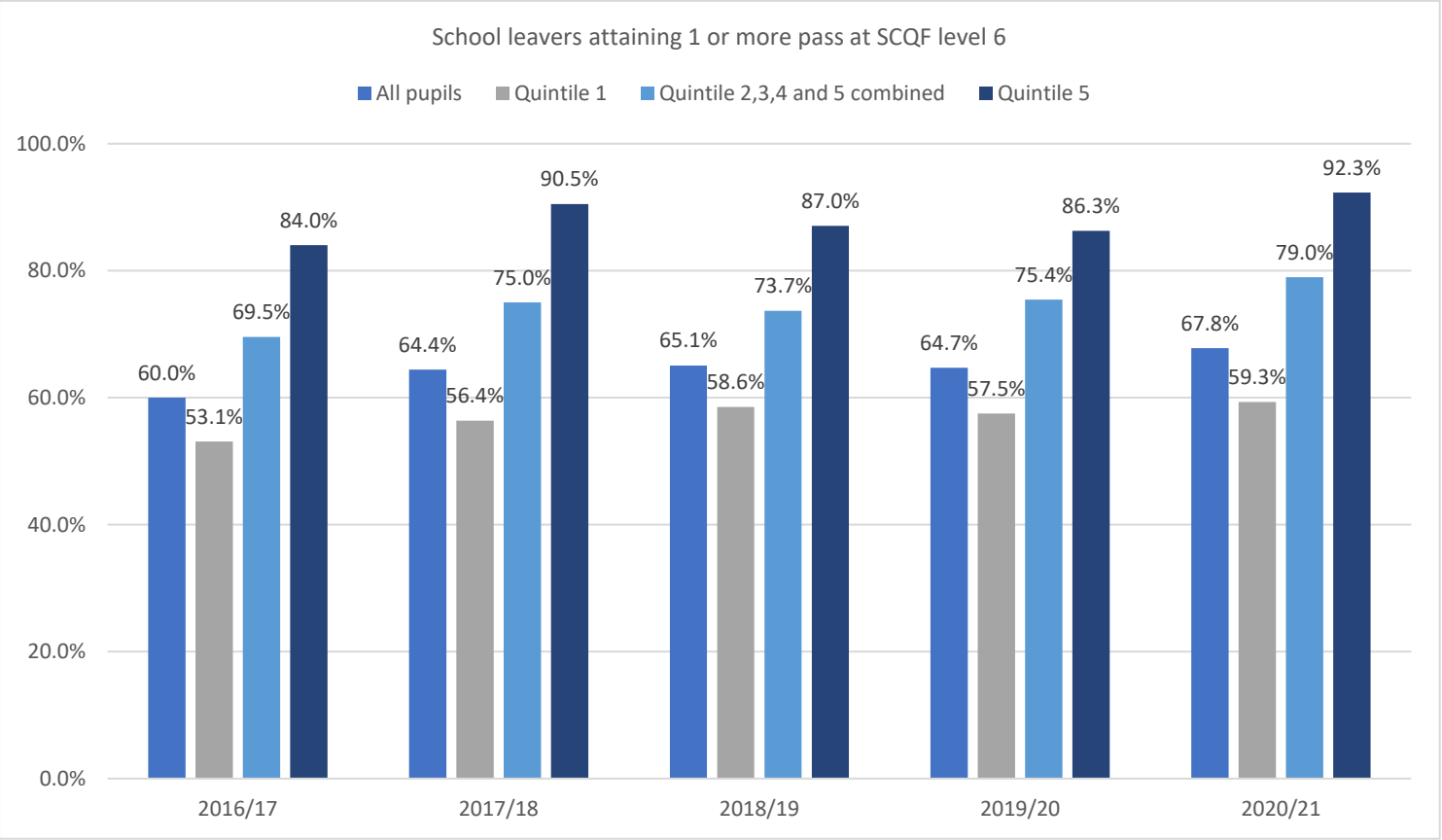


Figure 7.2

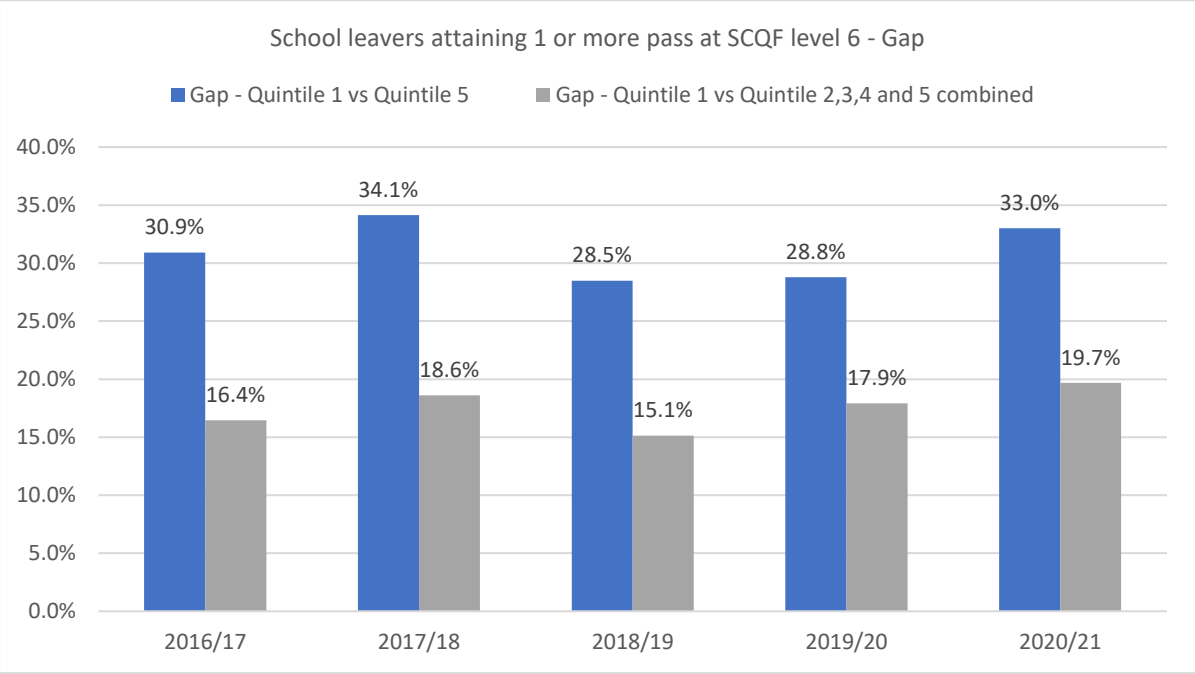

School leavers attaining 1 or more pass at SCQF level 6 - Gap
Gap - Quintile 1 vs Quintile 5
Gap - Quintile 1 vs Quintile 2,3,4 and 5 combined
40.0%
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
30.9%
16.4%
34.1%
18.6%
28.5%
15.1%
28.8%
17.9%
33.0%
19.7%
2016/17
2017/18
2018/19
2019/20
2020/21

Figure 7.3

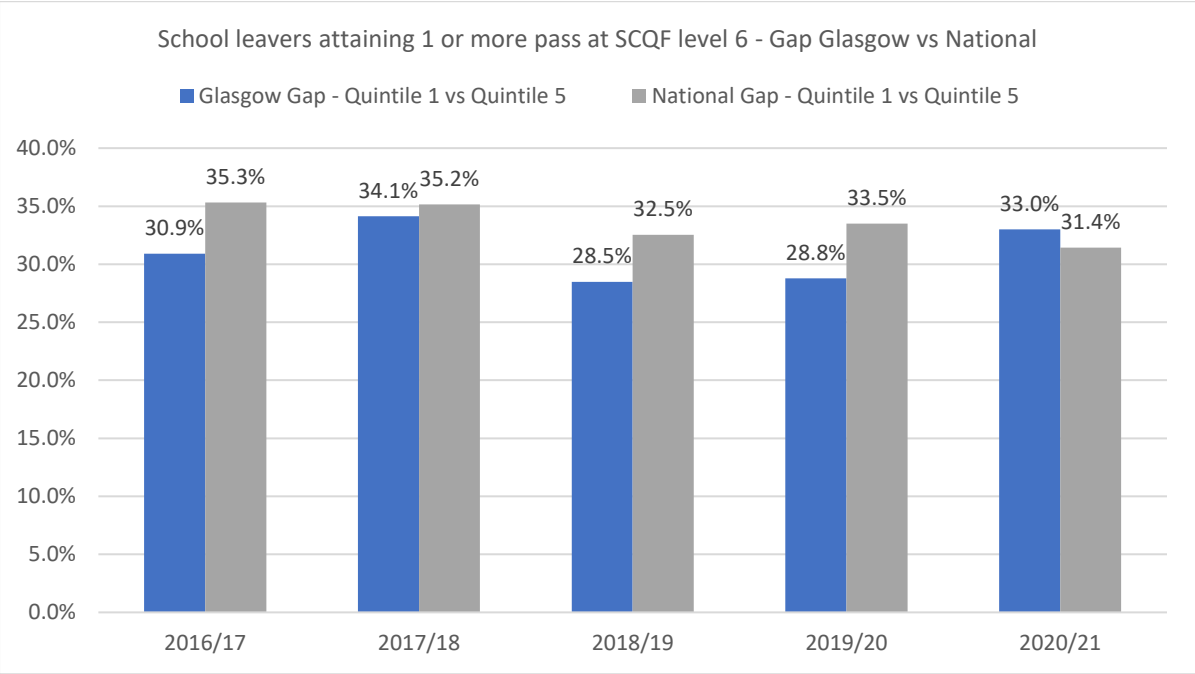
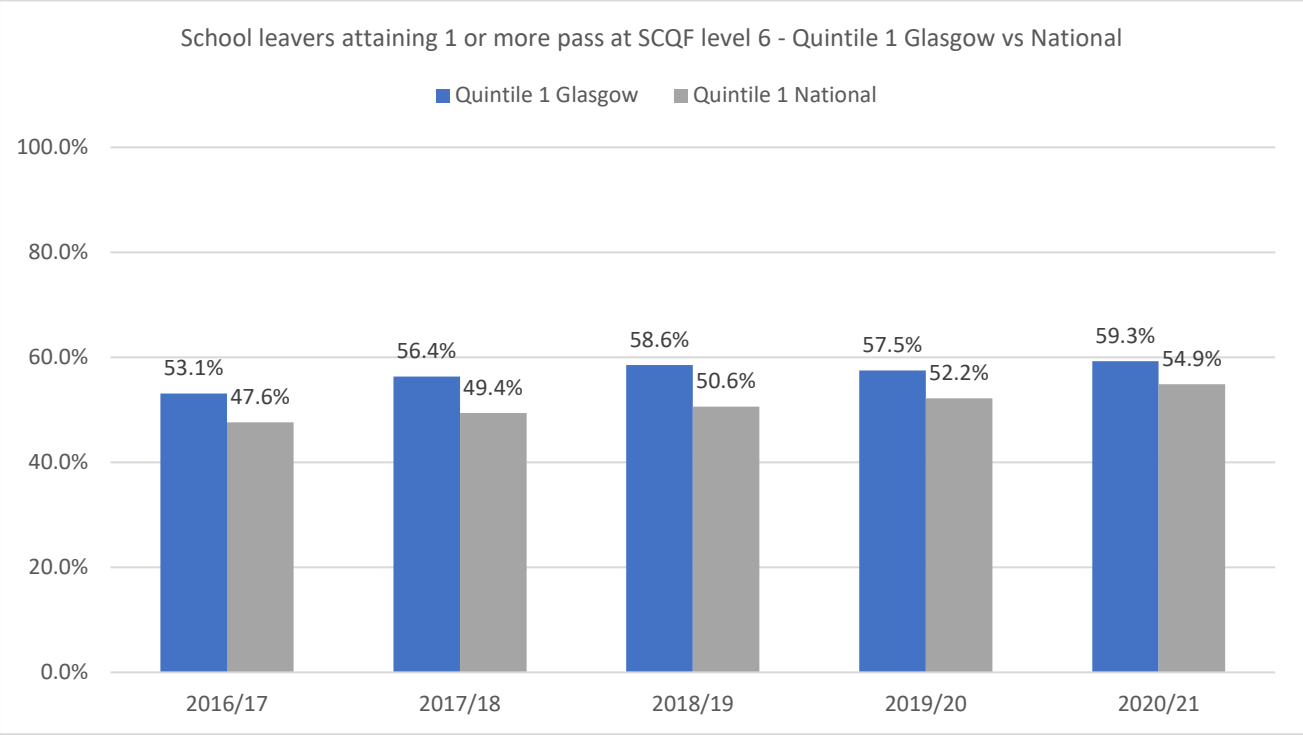

School leavers attaining 1 or more pass at SCQF level 6 - Gap Glasgow vs National
Glasgow Gap - Quintile 1 vs Quintile 5
National Gap - Quintile 1 vs Quintile 5
40.0%
35.0%
30.0%
25.0%
20.0%
15.0%
10.0%
5.0%
0.0%
30.9%
35.3%
34.1%
35.2%
28.5%
32.5%
28.8%
33.5%
33.0%
31.4%
2016/17
2017/18
2018/19
2019/20
2020/21

Figure 7.4



The proportion of all school leavers attaining one or more pass at level 6 has risen over the past year and this trend is also witnessed per quintile (figure 7.1). While the gap is widening (figure 7.2) it is nevertheless similar to the national gap (figure 7.3). Moreover, trends show Glasgow outperforming the national cohort at quintile 1.

Table 4 Stretch Aim

	SCQF Level 6 for school leavers			
	Overall Levels	**SIMD Quintile 1**	**SIMD Quintile 5**	**GAP (Q1-Q5)**
Current Level 2020/2021 leavers	**67.8%**	**59.3%**	**92.3%**	**33%**
Stretch Aims to be achieved 2022/23	**70.6%**	**62.3%**	**92.3%**	**30%**
Improvement Percentage Point	**2.8pp**	**3pp**		**3pp**

Annual Participation Measure – 16–19-year-olds

Figure 8.1

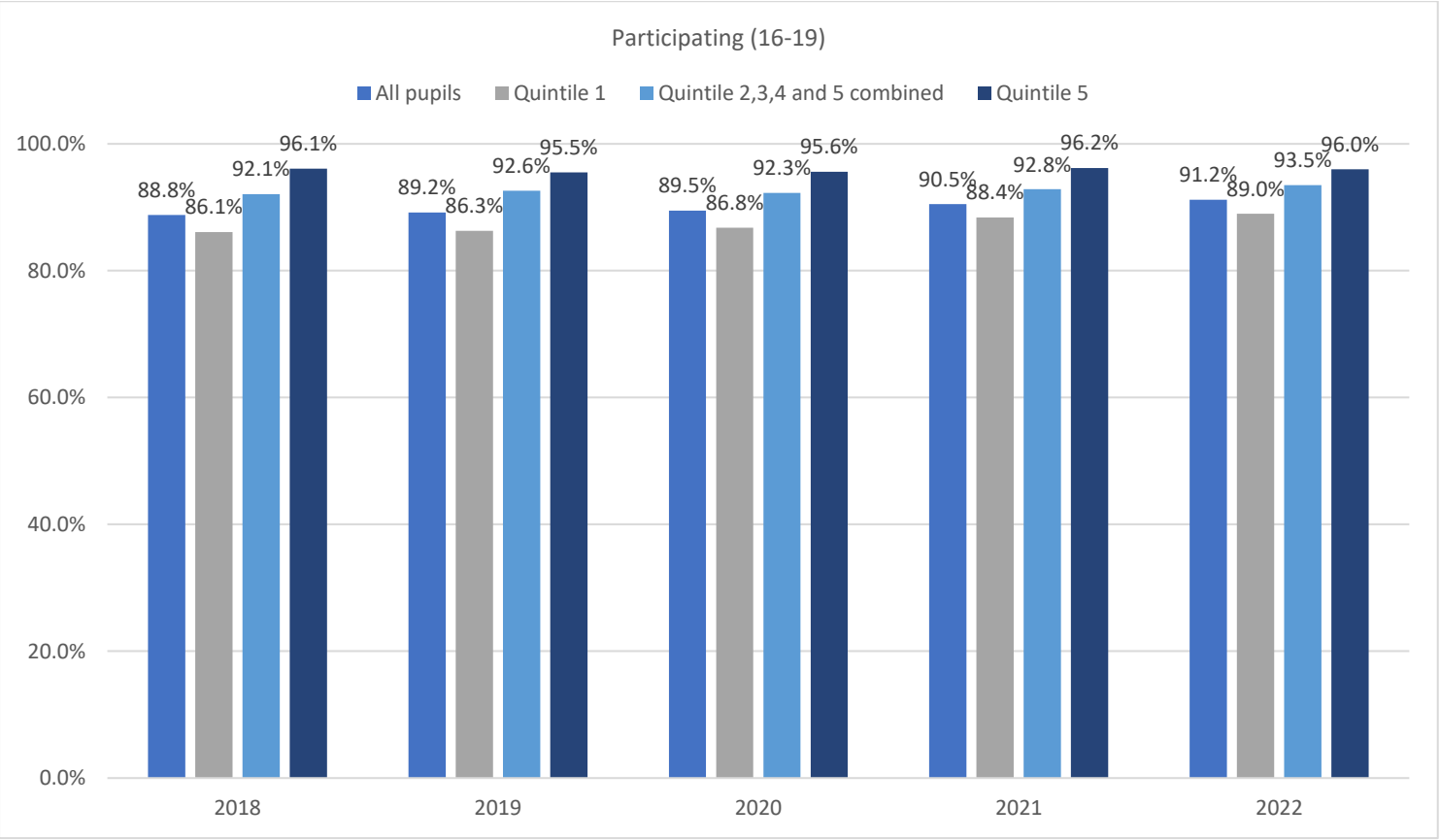


Figure 8.2

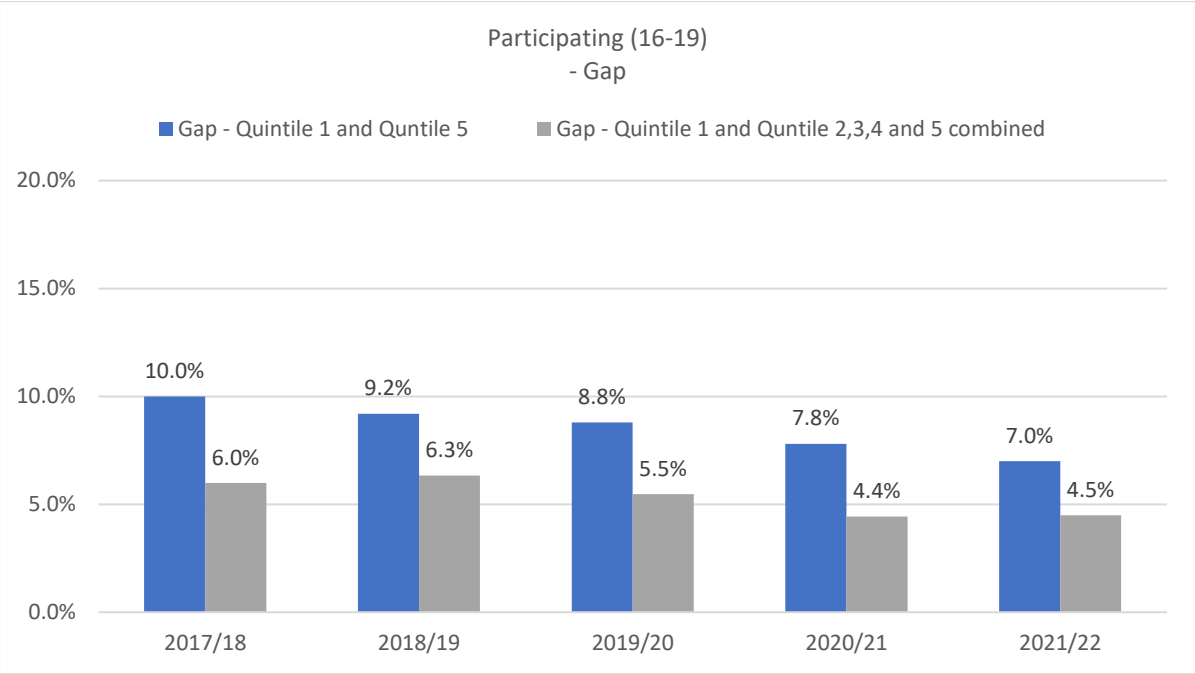
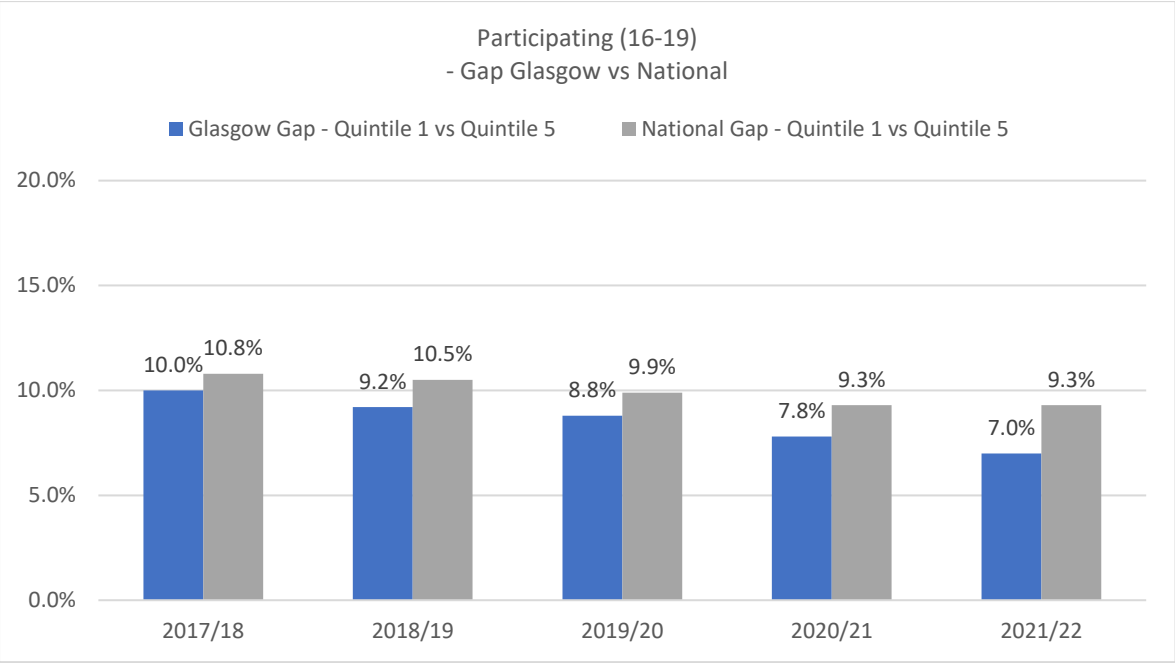

Participating (16-19)
- Gap
Gap - Quintile 1 and Quntile 5
Gap - Quintile 1 and Quntile 2,3,4 and 5 combined
20.0%
15.0%
10.0%
5.0%
0.0%
10.0%
6.0%
9.2%
6.3%
8.8%
5.5%
7.8%
4.4%
7.0%
4.5%
2017/18
2018/19
2019/20
2020/21
2021/22

Figure 8.3



The proportion of all 16 -19-year-olds participating has risen over the past year and this trend is also witnessed per quintile with the exception of a slight dip at 5 (figure 8.1).

The participation gap between pupils in quintiles 1 and 5 has steadily narrowed over five years (figure 8.2). The participation gap in Glasgow has been consistently narrower than the gap witnessed nationally.

Table 5 Stretch Aim

	Annual Participation Measure - 16 -19 year olds			
	Overall Levels	**SIMD Quintile 1**	**SIMD Quintile 5**	**GAP (Q1-Q5)**
Current Level 2021/2022	**91.2%**	**89.0%**	**96.0%**	**7pp**
Stretch Aims to be achieved 2022/23	**92%**	**89.8%**	**96.0%**	**6.2pp**
Improvement Percentage Point	**0.8pp**	**0.8pp**		**6.2pp**

Health and Wellbeing

Figure 9.1

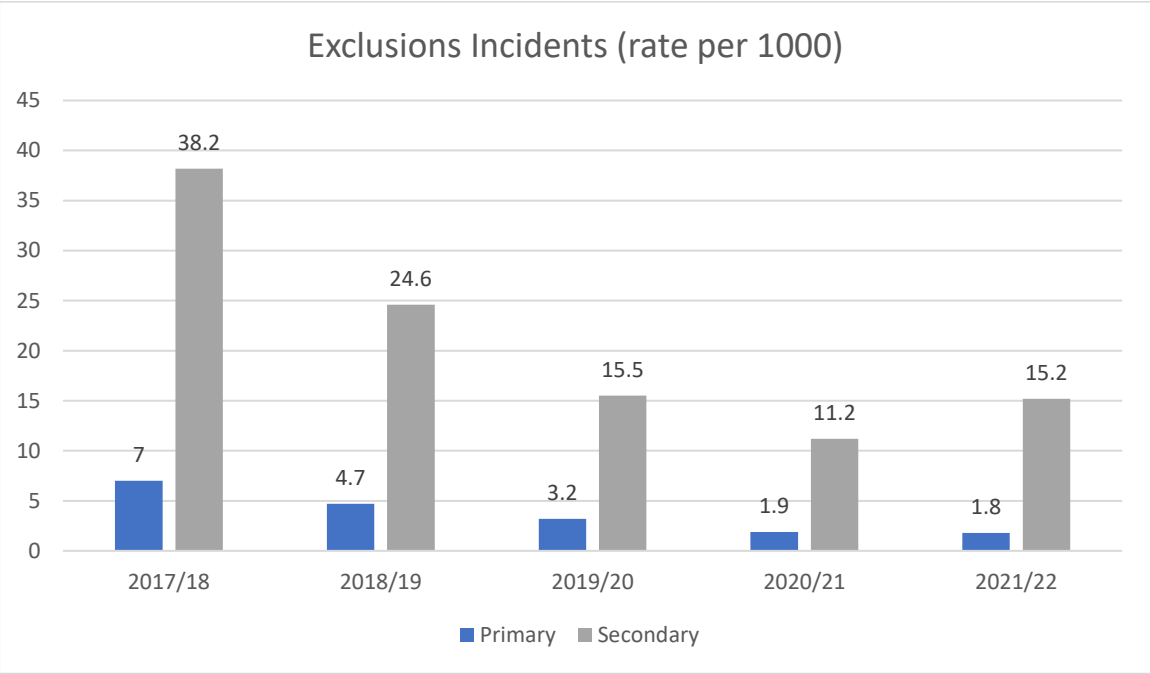
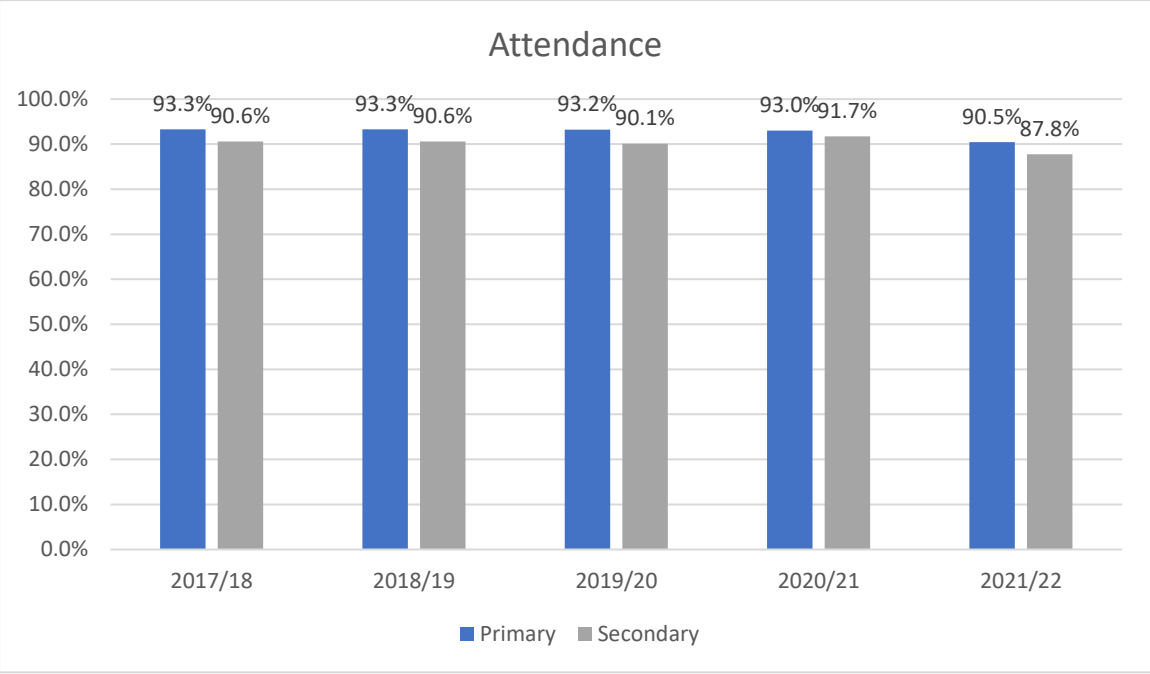


Figure 9.2



As figure 9.1 shows exclusions have been reducing over the past five years, particularly in the secondary sector although a slight rise was witnessed between 20/21 and 21/22. Attendance has dipped slightly in 2021/22 however primary attendance is consistently over 90% (figure 9.2).

For session 22/23 the core stretch aim for health and wellbeing will be our attendance data for children and young people in primary and secondary education. This will change next session once we have had the opportunity to consult more widely and identify what we consider to be appropriate evidence and tools to measure progress in the area of health and wellbeing.

Table 8

	Health & Wellbeing Attendance - Primary	Health & Wellbeing Attendance - Secondary
	Overall Levels	Overall Levels
Current Level 2021/2022	90.5%	87.8%
Stretch Aims to be achieved 2022/23	93.2%	90%
Improvement Percentage Point	2.7pp	2.2pp

Table 9

	Health & Wellbeing Primary Attendance - Care Experienced Pupils	Health & Wellbeing Secondary Attendance - Care Experienced Pupils
Current Level 2021/2022	88.9%	82.3%
Stretch Aims to be achieved 2022/23	91.4%	84.5%
Improvement Percentage Point	2.5pp	2.2pp

Appendix 1

Expanded Mission

"To use education to improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty-related attainment gap."

Setting of local stretch aims was an iterative and collaborative process within Glasgow City Council which saw school plans inform the local authority stretch aims and local authority aims and strategic plans reflected in school plans. This approach has been developed through professional discussion and collaboration with head teachers, local authority officers and Education Scotland. The professional dialogue, support and challenge has taken account of the specific local context of each school. The PPR team have subsequently used this current information to inform the attached core and core plus stretch aims. Work is already identified to support schools to achieve these ambitious but realistic targets.

Glasgow City Council

SAC Stretch Aims Submission, September 2022.

The SIMD profile in the authority is such that a significant proportion of schools have insufficient number of children in Quintile 5 to set a stretch aim. As a response to this the stretch aim for the gap of Q1 V Q5 is set against the authority Quintile 5 data.

Glasgow City Council. CORE AIMS.	**P1, P4, P7 ACEL Literacy combined**			
	Overall Levels	**SIMD Quintile 1**	**SIMD Quintile 5**	**GAP (Q1-Q5)**
Current Level 2020/2021	**65.5%**	**60.2%**	**85.2%**	**25pp**
Stretch Aims to be achieved 2022/23	**73%**	**70.3%**	**90%**	**19.7pp**
Improvement Percentage Point	**7.5pp**	**10.1pp**	**4.8pp**	**5.3pp**

Glasgow City Council. CORE AIMS.	P1, P4 ,P7 ACEL Numeracy combined			
	Overall Levels	**SIMD Quintile 1**	**SIMD Quintile 5**	**GAP (Q1-Q5)**
Current Level 2020/2021	**73.4%**	**68.9%**	**87.9%**	**19pp**
Stretch Aims to be achieved 2022/23	**80%**	**78.9%**	**90%**	**11.1pp**
Improvement Percentage Point	**6.6pp**	**10pp**	**2.1pp**	**7.9pp**

Glasgow City Council. CORE AIMS.	Annual Participation Measure - 16 -19 year olds			
	Overall Levels	**SIMD Quintile 1**	**SIMD Quintile 5**	**GAP (Q1-Q5)**
Current Level 2021/2022	**91.2%**	**89.0%**	**96.0%**	**7pp**
Stretch Aims to be achieved 2022/23	**92%**	**89.8%**	**96.0%**	**6.2pp**
Improvement Percentage Point	**0.8pp**	**0.8pp**		**6.2pp**

Glasgow City Council. CORE AIMS.	SQA Level 5 for school leavers			
	Overall Levels	**SIMD Quintile 1**	**SIMD Quintile 5**	**GAP (Q1-Q5)**
Current Level 2020/2021 leavers	**85.4%**	**81.1%**	**99.3%**	**18.2pp**
Stretch Aims to be achieved 2022/23	**88.0%**	**84.3%**	**99.3%**	**18pp**
Improvement Percentage Point	**2.6pp**	**3.2pp**		**3.2pp**

Glasgow City Council. CORE AIMS.	SQA Level 6 for school leavers			
	Overall Levels	**SIMD Quintile 1**	**SIMD Quintile 5**	**GAP (Q1-Q5)**
Current Level 2020/2021 leavers	**64.3%**	**55.3%**	**91.6%**	**36.3pp**
Stretch Aims to be achieved 2022/23	**67.2%**	**60%**	**91.6%**	**31.6pp**
Improvement Percentage Point	**2.9pp**	**4.7pp**		**4.7pp**

CORE PLUS AIMS

Glasgow City Council. CORE PLUS AIMS.	Improvements in Primary Stage Writing			
	Overall Levels	**GCC Primary 4 Levels**	**GCC SIMD Quintile 1**	**GAP (GCC Q1-GCC overall)**
Current Level 2020/2021	**68.2%**	**64.8%**	**63.1%**	**5.1pp**
Stretch Aims to be achieved 2022/23	**72%**	**69%**	**69%**	**3pp**
Improvement Percentage Point	**3.8pp**	**4.2pp**	**6.1pp**	

Glasgow City Council. CORE PLUS AIMS.	SCQF Level 5 for school leavers			
	Overall Levels	**SIMD Quintile 1**	**SIMD Quintile 5**	**GAP (Q1-Q5)**
Current Level 2020/2021 leavers	**87.3%**	**83.2%**	**99.3%**	**16.1%**
Stretch Aims to be achieved 2022/23	**90%**	**86.5%**	**99.3%**	**12.8%**
Improvement Percentage Point	**2.7pp**	**3.3pp**		**3.3pp**

Glasgow City Council. CORE PLUS AIMS.	SCQF Level 6 for school leavers			
	Overall Levels	**SIMD Quintile 1**	**SIMD Quintile 5**	**GAP (Q1-Q5)**
Current Level 2020/2021 leavers	**67.8%**	**59.3%**	**92.3%**	**33%**
Stretch Aims to be achieved 2022/23	**70.6%**	**62.3%**	**92.3%**	**30%**
Improvement Percentage Point	**2.8pp**	**3pp**		**3pp**

Glasgow City Council. CORE PLUS AIMS.	SCQF Level 4 for S4 school leavers			
	Overall Levels	**SIMD Quintile 1**	**SIMD Quintile 5**	**GAP (Q1-Q5)**
Current Level 2020/2021 leavers	**70.6%**	**67.0%**	**100%**	**33%**
Stretch Aims to be achieved 2022/23	**81.7%**	**78%**	**100%**	**22%**
Improvement Percentage Point	**11.1pp**	**11pp**		**11pp**

Glasgow City Council. CORE PLUS AIMS.	**Health & Wellbeing Attendance - Primary**	**Health & Wellbeing Attendance - Secondary**
	Overall Levels	**Overall Levels**
Current Level 2021/2022	**90.5%**	**87.8%**
Stretch Aims to be achieved 2022/23	**93.2%**	**90%**
Improvement Percentage Point	**2.7pp**	**2.2pp**