



## **Education Improvement Service Report (Session 24 – 25)**

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## THE EDUCATION IMPROVEMENT SERVICE (EdIS)



The Education Service Annual Business Plan (ABP) is a forward planning document that helps us set priorities and targets for the coming year. Education Services “All Learners, All Achieving” document is a framework that supports us to achieve our vision.

The Education Improvement Service (EdIS) has a clear team purpose and objectives. Individual officers and teams within the Service develop detailed annual action plans to drive improvement and report on these at regular intervals throughout the session.

### EdIS, OUR PURPOSE

- Create a networked learning organisation which provides support and challenge focused on securing improvement
- Collaborate in leading learning and teaching, to achieve the best outcomes possible for our children, young people, and families.
- Interpret national legislation and policy and provide local guidance to support practice in Glasgow’s context in delivering key priorities
- Ensure continuous lifelong professional learning opportunities are available across Education Services to embed our vision of a world class learning city

### EdIS, TEAM OBJECTIVES

- Promote systems leadership at all levels
- Refine approaches to self-evaluation with a focus on collaborative improvement
- Continue to improve high quality learning and teaching with high learner engagement through Glasgow’s Pedagogy
- Refine approaches to curricular planning and frameworks
- Embed the ambitions of “All Learners, All Achieving” meeting the identified challenges

### EdIS, OUR TEAM’S OPERATING PRINCIPLES

- We recognise our collective expertise and skills through collaboration and empowerment.
- We communicate respectfully, honestly, and openly, with clarity and integrity, in search of best outcomes for children and young people



# Grand Challenge - Wellbeing & Learning

## **Glasgow 850**

To mark 850 years since Glasgow's founding as a Burgh, Education Services and partner services led an ambitious year-long education programme across nurseries, primary and secondary schools, designed to inspire the city's young citizens to reflect on Glasgow's past, present and future, and recognise the role they can play over the next fifty years. Feedback from the Glasgow School Forum was instrumental in shaping the 850 programme, supporting young people's ownership and agency throughout its design.

**Schools' Festival:** Many establishments participated in a Glasgow 850 Schools Festival (28 April to 2 May), with others marking the occasion later in the year. EdIS and practitioners created and shared curriculum content on Glasgow Online (Go Glasgow), including Glasgow timeline investigations and sustainability lessons. From April to December EdIS and the Apple Regional Training Centre worked in partnership to deliver bi-monthly digital lessons and two city-wide live sessions to deepen pupils' connection to Glasgow's history and future. As a result, children developed a broader knowledge about Glasgow's heritage, while further developing skills such as research, collaboration and creativity.

**CREATE initiative:** The citywide project *It's Our Home, Glasgow* invited all schools to perform a multilingual song (English, Scots, Gaelic) with Makaton signing. Over 135 primary schools, three ASL schools, one nursery and a home-education group submitted videos, showcasing creativity, inclusivity and community. Teaching videos and learning packs supported the song, while interdisciplinary arts projects, including a Scottish Opera partnership, developed cultural literacy.

**Physical Education Physical Activity & School Sports Events (PEPASS):** Children showcased sporting talent in Glasgow 850 themed PEPASS events that promoted wellbeing, city pride and leadership. The Young Ambassadors' Conference in August brought together 250 young people to learn new skills in sporting leadership, reinforcing civic engagement.

**Professional Learning:** Two citywide webinars, with input from all partnership providers, supported over 220 establishments to deliver the Glasgow 850 programme effectively. Early years, ASN and mainstream establishments creatively designed celebrations to meet their learners' needs and interests.

**Visibility & Recognition:** Many schools publicised their Glasgow 850 events across social media. Coverage by major outlets including *The Times*, ITV News and *What's On Glasgow* emphasised the scale and significance of these city-wide school celebrations, boosting awareness and elevating the programme's profile.

This year-long Glasgow 850 Education Programme was an impactful, inclusive and memorable initiative that empowered learners to explore the city's story and imagine its future. Through rich learning experiences, collaboration and pupil voice, the programme helped children and young people to feel connected to their city and its history, creating a meaningful legacy for Glasgow's young citizens.

## **Curriculum Improvement Cycle - a national process designed to refresh and strengthen the curriculum.**

As part of its strategic role in supporting curriculum reform, EdIS has taken a proactive lead in promoting meaningful engagement with the Curriculum Improvement Cycle (CIC) across Glasgow's education establishments. To inform this work, a senior education officer, a QIO and an Early Learning and Childcare Area Service Manager worked together to review key national discussion papers, participate in webinars and contribute to curriculum reform networks, ensuring alignment with current national thinking and developments.

EdIS officers helped shape the local strategy through professional dialogue with national leads, including Education Scotland's curriculum leads. EdIS designed and delivered professional learning sessions tailored to Early Years, Primary and Secondary senior leaders. These sessions aimed to unpack complex policy through accessible language, enabling schools to develop a shared understanding and strategic implementation of the CIC. The quality and clarity of this support has been well received by all sectors.

Practitioners across Glasgow are directly engaged in CIC working groups, ensuring the city's voice is represented in national discussions. One example of this in practice is King's Park Primary School, where a renewed focus on creativity has shaped a whole-school approach. As shared by Depute Headteacher Richard McKean, the school's leadership engaged deeply with Education Scotland's CIC creativity sessions. These sessions offered valuable opportunities for reflection, dialogue and collaboration with colleagues across Scotland, supporting the development of a local vision for creative learning. King's Park's journey illustrates the power of national collaboration to influence school-level practice and reinforces the CIC's potential to bring about meaningful, learner-centred change across the city. Furthermore, by providing professional learning, promoting practitioner involvement and supporting innovative school practice, EdIS is helping to ensure that curriculum reform is meaningful, inclusive and grounded in the experiences of learners and educators in Glasgow.

## **Family Learning**

The family learning team have worked with 148 staff across 127 primary and early years establishments. As a result, almost all schools and early years establishments have improved the quality of their family learning programmes and increased parental engagement.

23 new establishments have embedded the Families Connect Programme – a Save the Children evidence based programme which supports parents to more effectively engage in their child's learning. 24 new establishments have embedded Play Along Maths, building child and parent confidence in numeracy and maths through a play based approach.

The Family Learning Team have delivered 40 professional development sessions to 1014 staff members across primary and early years. All attendees stated that sessions increased their confidence in planning, evidencing and evaluating family learning within their own establishment.

An increased number and range of partners are working with establishments as a result of family learning. 8 Family Learning Action Groups (FLAGS) were established, providing primary and early years establishments the opportunity to develop partnership working with a range of community partners who support families and family learning experiences. As a result, an increased number of schools and early years establishments now have access to Glasgow Life Family Finance Workers, play sessions for families whose children have additional support needs, Eco drama friendly programmes, Clyde College parent learning programmes and the Central Parenting Team workshops. All staff and families who attended the above sessions stated that they gained new knowledge and confidence in supporting families and children to improve outcomes in learning and in the quality of family experiences.

### **Forest School Impact**

Glasgow Virtual School (GVS) Forest School ran four groups for primary age children at Hogganfield Loch, providing play-based, practical outdoor learning that linked school topics to real life. The multi-sensory outdoor environment enhanced knowledge retention and positively influenced behaviour—calming children and encouraging others to engage more. 100% of evaluations rated the programme 5/5. Overall, Forest School education demonstrably supported young people’s wellbeing and positively impacted their learning and behaviour.

### **Creativity and Expressive Arts Transforming Education (CREATE)**

CREATE places nurture at the heart of its offer, embedding wellbeing across Art & Design, Dance, Drama and Music. Over 8,000 Primary 1–2 pupils received fortnightly music sessions, supporting phonological awareness, executive functioning and social-emotional development. In Additional Support for Learning (ASL) settings, tailored music programmes were highly valued for their inclusive, multi-sensory approach. Drama initiatives, such as Glasgow Schools’ Youth Theatre (GSYT), provided safe spaces for self-expression, building confidence and resilience. The Art as Nurture pilot continued to expand, supporting mental health through therapeutic visual arts practice.

Almost all (95%) teachers reported increased confidence in delivering music; 87% felt well supported. Pupils in Glasgow Schools Youth Theatre (GSYT) and Come Act sessions reported increased self-belief, with staff citing benefits in teamwork and communication.



## **Grand Challenge - Achievement & Progress**

### **Primary Learning Exchange**

The EdIS team led the Primary Learning Exchange which brought together pupils and staff from across the city to showcase and celebrate innovative learning across Glasgow’s primary and ASL sectors. Designed as a platform for peer-to-peer learning, professional dialogue and inspiration, the event engaged 15 schools (13 primary and 2 ASL) as exhibitors and more as visiting participants. Each sharing school presented a chosen aspect of their curriculum through interactive displays and pupil-led explanations. Pupils showcased learning in areas such as Science, Technology, Engineering and Maths(STEM), financial education, digital, outdoor learning, Talk for Writing, anti-racism, pupil voice (UNCRC), and playful pedagogy. The Learning Exchange had a clear and positive impact on pupil confidence, communication skills and engagement. Pupil presenters displayed enthusiasm, ownership of learning and pride in representing their school. Visiting pupils benefited from rich peer learning opportunities, evident in their curiosity, insightful questions and reflective comments.

“It was the best day ever!” – P6 pupil exhibitor

“Everyone’s displays are brilliant. I’ve learned lots from going round and seeing what different schools are sharing.” – Visiting pupil

These experiences promoted critical thinking, collaboration and deepened understanding of different approaches to interdisciplinary learning.

**Impact on Staff and Practice:** Teachers described the event as valuable professional learning, with many highlighting new ideas to take back to their own contexts. The opportunity to engage with innovative approaches and have professional conversations in a pupil-led setting was particularly impactful.

“This has been great CPD. I have so many take-aways from today.” – Attending teacher

The Primary Learning Exchange was a highly successful and inspiring event, fostering a culture of collaboration, innovation and shared learning. It empowered pupils as leaders of learning and strengthened professional connections across sectors.

### **Probationer Teacher Training Programme**

Through the comprehensive support and training programme provided by Glasgow City Council, in partnership with the General Teaching Council Scotland (GTCS) and the Scottish Government Teacher Induction Scheme, almost all (93%) probationer teachers across the primary and secondary sector achieved the Standard for Registration.

Almost all (97.5%) probationer teachers stated that the training workshops enhanced their classroom practice and enabled them to reflect on the best practice for the pupils in their class, leading to enhanced learning and teaching.

### **Literacy - Phonics**

Clearer messaging around literacy pedagogy, enhanced practitioner understanding, and improved learner experience have been achieved through the following:

**Professional Learning:** Six half-day training sessions were attended by 109 practitioners from 63 schools. All evaluation responses rated the training as relevant, and research informed. Practitioners reported intentions to improve the use of decodable texts, teaching of sight vocabulary, pacing, routine design, and opportunities for oral blending and segmenting.

**Impact on Achievement:** In 75% of schools receiving extended support, Early Level reading achievement rose between 2024 and 2025, with an average increase of 5.7%.

### **Literacy – Writing**

#### **Write on Track**

#### **Increased staff knowledge, confidence, and improved learner experience**

84.6% of schools using the Write on Track approach reported increased knowledge and confidence among all staff; 15.4% noted this for almost all staff. Practitioners consistently reported a positive impact on writing quality, with improvements in pupil confidence, motivation, and engagement. Schools’ self-evaluation noted high-quality, well-structured teaching and strong engagement. Those using the Leuven Scale reported improved learner engagement in nearly all cases. Enjoyment of writing increased significantly across all schools’ post-intervention, with most to almost all pupils enjoying writing most to almost all of the time—an improvement from prior levels.

#### **Progression in sentence-level competencies (Tools for Writing)**

94% of schools participating in the writing project evidenced improvement in writing from baseline samples. Post-intervention evaluations showed that almost all targeted pupils used punctuation accurately, a significant

shift from baseline, where the majority were not doing so. Most to almost all targeted learners now demonstrate appropriate use of punctuation, vocabulary, and sentence structure in line with stage expectations.

### **Improved reading attainment at First and Second Levels (Primary)**

All schools participating in the project reported improved consistency and pedagogy of reading. At Primary 4, all primary schools showed increased reading attainment from 2024 to 2025, averaging an 8.5% rise; 75% achieved their highest attainment in five years and added value from Primary 1 data. At Primary 7, half the schools improved attainment by an average of 6.2%. All schools added value between Primary 4 and 7.

### **Improved reading pedagogy, learner experience, and progress**

School evaluations showed significant gains in learner motivation, engagement, and attainment across most classes, with target groups improving fluency rates and accuracy. Observations showed improved fluency and high-quality feedback; assessments indicated positive engagement trends. Target groups progressed in fluency, with 7–17% added value from the previous year.

### **Glasgow's Virtual School**

Through Glasgow's Virtual School's (GVS) Interrupted Learner Service, specialist teachers provided targeted support to S4 pupils across 18 Children's Houses who faced significant barriers to attendance and qualification completion. As a result, nearly all engaged S4/5 learners are now on track to achieve National 3/4 literacy and numeracy qualifications. Additionally, wellbeing teachers delivered personalised emotional and educational support, leading to increased self-confidence and wellbeing among young people facing severe challenges.

2,002 young people benefited from the Motivation, Commitment and Resilience (MCR) Pathways programme, which included mentoring, groupwork, and coordinated support. Volunteer mentors contributed 30,338 hours—a 29% increase—resulting in excellent feedback and strengthened partnerships that support disadvantaged pupils' academic success and positive destinations. The Trades House-funded Blairvadach summer programme notably transformed participants, boosting confidence and social engagement.

The Enhanced Vocational Inclusion Programme (EVIP) ran five vocational class groups across Glasgow Regional Colleges, supporting pupils to achieve 103 SQA units at Level 4 and qualifications in Employability, Wellbeing, and Work Placement. Over half of EVIP learners regularly volunteered in the community, actively contributing to GVS's Rights Respecting School journey, and 93% applied for post-school opportunities such as further education or employment. Overall, these targeted interventions demonstrated clear positive impact on learner progress, wellbeing, and successful transitions beyond school.

### **Learning for Sustainability (LfS)**

A refreshed LfS working group was established during session 24/25, with representation from early years, primary and secondary. As a result, a 'road map' has been created to outline the targets and commitments for Glasgow Education Services as we work towards Target 2030 as part of the ongoing commitment to the Learning for Sustainability and sustainable development goals being embedded across the curriculum. This work is also recognised as part of Glasgow City Council's commitment to Net Zero.

### **Travel Skills Pilot**

55 young people from 5 of our Additional Support for Learning (ASL) Secondary schools participated in the travel skills pilot. As a result, 15 young people no longer require to be transported to and from school by taxi and are able to do this independently. This has improved all participant's confidence, independence and general wellbeing.



# Grand Challenge - Networked Learning Organisation

## **Glasgow's Pedagogy**

66 senior Learning and Teaching Leads from primary, secondary and ASL establishments attended sector-specific *Introduction to Glasgow Pedagogy* sessions. In addition, 284 Pedagogy Champions participated in *Glasgow Pedagogy Whole School/Department Training* during 2024/25. The Glasgow Pedagogy Team delivered a range of training opportunities across the 8 key pedagogical areas:

- Connecting and Framing the Learning
- Active and Collaborative Learning
- Differentiation
- Assessment
- Metacognition
- Thinking Routines
- Questioning
- Feedback

All attendees who completed evaluations reported increased confidence in applying elements of the training to their professional practice, with an average added value, pre and post training, of +65%. As a result of attending the training, senior leaders have developed a clearer vision of the most impactful approach to whole school or department improvement. This is evidenced by more consistent completion of School Improvement Plans across the city, QIO QA visits to establishments and HMIE inspections.

Practitioner representatives were empowered to lead and develop pedagogical improvements in their establishments. This was achieved through engagement with the most relevant and validated professional research and practice and is evidenced by the formation of Teacher Learning Communities (TLCs) in a variety of school contexts.

Sample statements from evaluations completed by senior leaders and practitioners:

*"An extremely useful, hands-on approach to pedagogy training... I look forward to applying the ideas in the classroom and sharing with my department."*

*"The discussion around resources and effective practical strategies was particularly useful – I am excited to see the impact they will have on our pedagogy."*

*"An excellent opportunity to hear from the 'experts'. I have a clear idea of how TLCs should run in my establishment."*



### **Probationer Teacher Training Programme**

Almost all (98.7%) probationer teachers reported that they felt more connected to the support team and to other peer probationers, leading to supportive networks developing throughout the year. This enabled them to share good practice and seek solutions to issues on an ongoing basis, leading to enhanced practice and a better outcome for the pupils in their class.

Most Probationer Teachers (80%) said that the support clinics were very helpful in supporting them throughout their probation experience and enabled them to have more of a solution focused approach to any problems that they were experiencing in class, leading to improvements for all pupils.

### **Middle and Senior Leadership**

Almost all participants in the middle and senior leadership courses stated that they valued the networking opportunities afforded to them by linking in with other middle and senior leaders and course speakers. This enabled them to share good practice and enhanced collaboration across the city, leading to positive outcomes for many schools. As a result, strong future school leaders are being developed.

### **Quality Assurance**

In partnership with Head Teachers from across sectors, all quality assurance documents were reviewed to ensure clear and concise guidance to support greater consistency in writing school improvement plans and standards and quality reports. Workshops to support senior leaders in this area were delivered with positive feedback evidencing increased confidence and skill in the quality assurance of their own school's work and in preparation for HMIE inspections.

The EdIS team developed a city wide quality assurance calendar and revised the focus of the bi annual quality assurance visits to establishments. As a result, headteachers stated that they received an increased level of support and challenge from their link officer which positively informed school improvement planning.

### **Mathematics Transition Project**

The Mathematics Transition Project involved practitioners from across 55 primary schools and 27 secondary schools, collaborating to enhance the quality of P7 – S1 transitions in Numeracy & Mathematics. Three sessions ran in each area of the city with 100% of attendees evaluating the sessions as very good or excellent. These sessions laid the groundwork for a Maths Transition Document to be developed in session 25-26, with the aim of providing a more streamlined approach for the transfer of key data in learner attainment in Numeracy & Mathematics at second level transition.

### **Partnership Working at Local Authority Level**

There have been increased opportunities for partnership working with other local authorities and Education Scotland through our Literacy Quality Improvement Officer's role as chair of the West Partnership group and chair of one of the National Response to Improving Literacy panels. Strong links have also been made with Glasgow Dyslexic Support Services (GDSS) and English as Additional Language Services (EAL). This has led to greater confidence in and continuity of key messages around the teaching of reading and the sharing of core resources across establishments.

There has been an increase in the number of secondary schools who have undertaken professional learning and projects to support Literacy within the Broad General Education (BGE) in S1-3. The areas of focus have been vocabulary, phonics, fluency and Write on Track, and these have been promoted through the Secondary English network groups. Three secondary practitioners have been identified as links for the development of the new Literacy framework.

## **Leading Anti-Racism**

58 senior leaders have completed the *Leading Anti-Racism* programme, resulting in greater confidence in embedding anti-racist leadership. Participants are now applying this learning at school level, integrating it into quality assurance processes.

## **SmartSTEM (Science, Technology, Engineering & Mathematics) community engagement work**

In conjunction with the Chief Executive's Office, SmartSTEM engaged with 20 schools (60 classes and teachers) to deliver a range of STEM activities across the city. Feedback from staff and pupils was very positive with the impact of this seen in continued engagement with STEM work across schools, with young people presenting their work at assemblies and open afternoons.

## **Leadership**

Through the development of a more cohesive and comprehensive research based leadership pathway, there has been increased opportunity for developing leadership at all levels across education establishments in Glasgow. This has led to participation and engagement from class practitioners, including probationers through to headteachers. As a result, there has been an ongoing focus on strengthening leadership, with 563 individuals accessing leadership development across all levels.

There are three middle leadership programmes which enable aspiring middle leaders and senior leaders to access quality leadership development and practice-based learning in a collaborative and networked way. Almost all participants have reported that these courses have enhanced their leadership experience and have enabled them to lead significant changes within their own school, leading to positive impact on outcomes for all learners.

## **City Heads Conferences**

2 leadership conferences were hosted by Education Services for heads with a focus on All Learners, All Achieving:

1. Effective Transitions
2. Engagement Participation and Inclusion

Over 300 heads attended each conference empowering leaders with fresh insights, practical strategies and renewed inspiration to drive meaningful improvement in their establishments.

## **Leadership, Scholarship and Praxis in Education Journal (LSPE)**

In partnership with the University of Glasgow Education, EdIS published and launched its first open access Educational Journal. This included contributions from our Director, Lead Officers and Education Leaders within Glasgow, amplifying the voices of education leaders in Glasgow and sharing the impact of their research and practice leading to improved outcomes for learners.



# Grand Challenge - Connected Learning

## **Monitoring & Tracking (M&T)**

56 establishments (primary, secondary and ASL) attended a series of sessions on effective use of the M&T resource, with all attendees evaluating the sessions as good and very good. As a result, senior leaders have increased their ability to better track learners through their learning journey and particularly at second level transition.

## **Digital Leaders**

45 Digital Leaders from Primary, Secondary and ASL schools attended a series of planned workshops and support sessions throughout the year. The feedback from almost all attendees evaluated these sessions as very good and allowed work to be developed at school level across the city. As a result of this work, a strong network of leaders has been developed to enhance digital learning across schools.

## **Digital Conference**

350 Practitioners from across all sectors attended our annual conference, showcasing the digital work taking place across their educational establishments. Almost all attendees evaluated the conference as good or very good. Feedback evidenced that practitioners at all levels had increased their knowledge and skill in use of digital resources within the Connected Learning programme and gained further insight into new approaches to support further integration of digital learning into their schools and classrooms.

## **CREATE Digital Learning**

CREATE expanded its digital offer across all Expressive Arts. Online resources, teaching videos, and YouTube content have improved access and extended learning beyond the classroom. The photography programme supported digital skills and creative expression. Music Technology and iPad Band initiatives ensured digital fluency in curricular and extracurricular settings.

*It's Our Home, Glasgow* video received 4,284 views in the first week, more than double the previous year. A new Photography Exhibition (in partnership with the University of Glasgow) supported digital image-making across BGE and Senior Phase. Professional learning for teachers in iPad Band, Music Tech, and digital recording enhanced cross-disciplinary digital confidence as well as learning experiences for pupils.

## **Magma Maths Pilot Success:**

The Magma Maths pilot across 11 Glasgow schools demonstrated clear, measurable impact on attainment, engagement and inclusion. In upper primary (P5–P7), pupils improved by an average of +3.29 points, and secondary pupils (S2–S3) saw gains of +3.91 points—both statistically significant ( $p < 0.05$ ). The platform's

accessibility features were widely used: 296 out of 1,438 pupils actively engaged with the translation tool, supporting learning in 115 different languages, while the text-to-speech function was used over 2,364 times. These outcomes highlight Magma Maths' potential to raise attainment, foster equity, and support Glasgow's digital learning strategy.

### **Professional Learning**

In the 2024/2025 session, Glasgow Regional Training Centre delivered 128 high-impact professional learning sessions, with 3,616 sign-ups and 2,176 actual attendees. Engagement spanned 2,604 primary staff and 972 secondary staff, highlighting strong cross-sector commitment to digital pedagogy.

The offer directly supported key priorities in Glasgow's Pedagogy, which emphasises high-quality learning experiences rooted in digital questioning, feedback, metacognition, collaboration, and assessment. Sessions were intentionally designed to develop these core elements, with staff supported to explore tools that enhance learning and teaching through technology.

- 14 Showbie sessions, including *"Kickstart with Showbie"* and *"Tracking Pupils' Progress Across the School"*, equipped educators to build responsive, feedback-rich digital classrooms.
- 10 AI-focused sessions, such as *"Smart Teaching: Leveraging AI for Educational Success"*, provided practical entry points for embedding AI in planning, assessment, and inclusive practice in line with Glasgow's Education AI Policy.
- Other sessions focused on key platforms like Book Creator, Kaligo and Explain Everything—each mapped to pedagogical areas within the Glasgow Pedagogical Framework.

The professional learning sessions on Glasgow's Pedagogy Through a Digital Lens, Kaligo, Showbie and AI reinforce the EdIS Digital Strategy and the commitment to providing continual support for teachers across all sectors.

### **Exam.net Pilot**

The Exam.net pilot currently running across 11 Secondary schools in Glasgow aims to provide schools with a digital exam solution that allows students to access exams and provide accessibility support for students requiring additional support needs within an exam assessment environment.

The introduction of the Digital Exam solution through the Glasgow City Council pilot reflects the authority's strategic commitment to equity, inclusion, and innovation in digital assessment. The platform is enabling schools to reimagine assessment practices (both internal and external) that better support learner needs while reducing logistical and staffing pressures.

The platform provided a range of accessibility features—including text-to-speech, speech-to-text, language translation, individual timers, and secure, distraction-free assessment environments within the secure iOS Apple Assessment mode. These tools replace the need for human scribes in many cases, helping to reduce anxiety for pupils who may otherwise feel singled out or uncomfortable during formal assessments.

Early feedback from pilot schools highlights a number of operational and pedagogical benefits:

- Streamlined exam administration: less printing, fewer lost papers, and secure digital submission.
- Consistency across departments: internal assessments can be centrally shared and reused.
- Reduced workload: features like auto-marking support teacher efficiency.
- Robust tools for mathematics: built-in equation editor, Desmos, GeoGebra, and calculator support.

- No need for logins and full use of iPad assessment mode, offering a secure alternative to less reliable platforms such as MS Teams or Chromebooks.

As part of the pilot, S3 pupils began using the platform for internal assessments from April 2025. This phased approach will allow schools to ensure learners are confident with the platform ahead of prelims or formal exams in 2026. This pilot reflects Glasgow's broader digital ambition—to remove barriers, reduce inequality, and deliver high-quality, inclusive assessment experiences that are fit for the future.

### **Apple Distinguished School Award**

Glasgow's professional learning offer is not only supporting day-to-day practice but also enabling schools to aspire toward international recognition. Currently, three schools—St Charles' Primary, St Bernard's Primary, and St Andrew's Secondary—are progressing through the Apple Distinguished Schools accreditation process. Their participation reflects how the Glasgow RTC's structured digital professional development offer is building the capacity of educators and school leaders to embed creativity, digital literacy, and innovation at a whole-school level.

These schools are using their knowledge and tools gained through the RTC professional learning programme to evidence impact in key areas such as leadership, learning environments, and measurable outcomes for learners. The programme's emphasis on digital pedagogy, accessibility, and curriculum integration directly supports the standards required by Apple.

Looking ahead, Holybrook Secondary (ASL) will begin the accreditation journey in 2025/2026 which will take approximately 12 months. With continued support from the RTC and its targeted professional learning pathway, Holybrook could become the first Additional Support for Learning (ASL) school in the world to achieve Apple Distinguished School status—highlighting Glasgow's leadership in inclusive, technology-enhanced education.



## **Grand Challenge - Engagement, participation & Inclusion**

### **Glasgow's Pedagogy (ASL)**

A multi-agency working group of primary and secondary ASL practitioners, Educational Psychologists and Inclusion Team representatives worked alongside the Glasgow Pedagogy Team to develop a more inclusive Glasgow Pedagogy Framework. The revised framework has ensured alignment with evidence-informed, inclusive practice for learners with additional support needs (ASN) working from early level in mainstream and ASL settings.

In 2024-25, the group reviewed and updated existing Glasgow Pedagogy materials, producing three ASL inclusive toolkits and Teacher Learning Community materials, alongside a professional learning programme for

implementation in 2025–26. A pilot of the revised ‘Thinking Skills’ resource in an ASL setting demonstrated improved learner motivation, greater independence in thinking and enhanced progress. Staff reported increased confidence and more consistent pedagogy. An introductory session for ASL headteachers was attended by 27 schools, with positive feedback and strong interest in the wider training rollout.

### **International Education**

A third of primary schools now have a link school within Glasgow’s twin cities. As a result, learners are developing their understanding of other cultures in a meaningful context.

### **Duke of Edinburgh Award (DofE)**

Enrolment in the DofE award across the city rose from 1856 to 1930 participants. Achievers of the award consisted of 31% of pupils from ethnic minority background, 49% of pupils from Scottish Index of Multiple Deprivation 1 – 3 and 9.4% from learners with an additional support need. All secondary schools remained committed to deliver DofE and evaluations from participants evidenced an increased investment in their local community. 78% agreed and strongly agreed that they felt a greater connection to their own neighbourhood and increased trust in their local area and community.

### **Keeping the Promise**

To date, 219 staff have completed the Keeping the Promise Train the Trainer programme with Glasgow’s Virtual School (GVS), 1,100 have earned the I Promise Award, and 37 establishments achieved the We Promise Award. Senior leaders reported that these initiatives have fostered a more inclusive culture, increased staff understanding and care, strengthened awareness of The Promise and GCC’s educational aims.

### **Pupil Voice and Rights Respecting School Award (RRSA)**

Glasgow’s Primary and Secondary Broad General Education (BGE) S1-3 pupil forums are well-established and inclusive, actively involving pupils from our mainstream and Additional Support for Learning establishments in co-creating agendas guided by the Glasgow Children’s Rights Framework. This ensured meetings were responsive to young people’s voices and that their contributions were valued and shared widely across the education community. With 134 schools participating in at least one forum and 47 attending multiple sessions in 2024/25, pupil engagement remained strong, supported by accessible materials shared via Teams, enabling peer-to-peer dissemination within schools.

Our Senior Phase Parliament met quarterly to address student concerns, successfully engaging partners such as SQA and Strathclyde University, and fostering direct dialogue through initiatives like “Ask the Director,” reflecting a genuine commitment to youth-led school improvement.

Glasgow’s Rights Respecting Schools Award (RRSA) programme demonstrated steady growth, with 174 schools active (52 Bronze, 62 Silver, 15 Gold), highlighting increased embedding of pupil voice in school decision-making and leadership structures.

A comprehensive professional learning programme enhanced staff confidence and capacity to facilitate meaningful pupil participation, as evidenced by improved pupil voice outcomes in RRSA, Glasgow Schools Forum, and external inspections.

HMIE reports recognised Glasgow schools for their strategic, effective use of pupil voice and children’s rights to improve learner engagement, inclusion, and wellbeing, confirming these as core drivers of attainment and achievement.

### **Equalities**

Over 1,500 young people engaged in city-wide events focused on protected characteristics and equalities, supported by a structured calendar of learning. Feedback from professional learning opportunities for staff evidence enhanced confidence in managing sensitive issues. Feedback from forums confirmed that young people felt more listened to and valued.

The Principal Teacher (PT) Black and Minority Ethnic (BAME) programme concluded in June 2025 with all five participants completing their 23-month secondments. Two progressed to EAL Leaders of Learning roles. In parallel, the *Building in Supported Leadership* (BISL) programme supported 17 BAME staff, with five securing PT posts for 2025–27. All attributed their success to participation in BISL, demonstrating its effectiveness in supporting leadership progression.

### **ASL Coordinator Sessions**

Each term, 100 Senior leaders, with responsibility for inclusion, attended an ASL Coordinator network session. These sessions were evaluated as meeting the immediate learning needs of staff attending and providing relevant information. As a result, ASL Coordinators stated that they are more confident leading inclusion within their setting and are further aware of supports available from wider services. The impact of the sessions supported establishments to improve the quality of the systems in place to support assessment and planning for all learners, informed by the National Practice model, including tracking progress of learning, attendance and the use of the wellbeing application planning tool.

### **Creativity and Expressive Arts Transforming Education (CREATE)**

CREATE ensures that all children and young people have access to high-quality arts experiences, regardless of background. Expressive Arts professional learning engaged 416 staff across the year, widening access and supporting curriculum delivery. Projects such as *It's Our Home, Glasgow* and Glasgow Schools' Art and Photography Exhibitions encouraged citywide participation, regardless of need or location. Dance and Drama events, including Dance Day and Glasgow Schools Youth Theatre (GSYT), offered targeted opportunities for those with limited extra-curricular experiences.

*It's Our Home, Glasgow* received 325 submissions from 135 schools (up 27% on last year). GSYT grew from 12 to 20 schools, now engaging 50 pupils. Dance Day and Come Act workshops involved over 120 pupils, promoting inclusive creative practice.

### **PEPASS – City of Dance**

2000 young people took part in 17 area based heats across the city which culminated in 50 school dance acts, approximately 900 performers took part in the city wide finals event at the Royal Concert Hall 2025. As a result, pupils developed their physical, social and mental wellbeing through the medium of dance.

### **ASN Inclusion Holiday Camps**

Our Additional Support Needs (ASN) Inclusion Holiday Camp has supported over 300 families across Glasgow in the last year. We delivered 36 inclusive and engaging sessions tailored to the needs of children with additional support needs. These camps have provided safe, active environments that promote participation and enjoyment. Families have consistently praised the positive impact on confidence, social skills and wellbeing.

### **Learn to Swim Programme**

Over 5,500 primary pupils have taken part in our Learn to Swim programme this past year. The initiative has improved swimming ability, water confidence and safety awareness. This foundational skill opens doors to lifelong physical activity and wellbeing. It reflects our commitment to providing all children with vital, life-enhancing opportunities.

### **Modern Apprenticeship Programme**

Our PEPASS Modern Apprenticeship programme continues to be a success, with 10 apprentices graduating this year. Every participant moved on to a positive destination, equipped with skills, qualifications and confidence. These young people are now ambassadors for sport and physical activity in Glasgow. We look forward to welcoming our next cohort of 10 apprentices in September 2025.

## **20 Years of Active Schools**

Active Schools in Glasgow proudly celebrated 20 years of promoting and coordinating sport and physical activity. Over two decades, we've built the UK's largest sports leadership programme, empowering thousands of young people. Our success is rooted in the strong partnerships with schools across the city. Together, we continue to inspire, engage and support the next generation through sport.