Education Services
Glasgow City Council
Annual NIF Report
2026/27

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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 must 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 to inform school improvement priorities. Education Services' "Supporting Improvement" guidance helps inform this process

2 Glasgow Context

Education across Glasgow is delivered through: 109 council managed early learning and childcare settings 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).

3 Vision and Values

Vision

We want Glasgow to be an outstanding place for all learners, a socially just city, where rights are respected, a place where all learners can achieve and progress in their lifelong learning journey. Everything we do will be informed by our values of compassion, ambition, trust and equity. Our vision is to ensure Glasgow is a world class learning city, where every learner can participate and where all can thrive, flourish and achieve. Our commitment to realising Article 29 of the convention of the Rights of the Child for all, means developing all learners to their fullest potential, with rights based, tolerant and respectful learning environments and experiences. We want to make sure that every learner has the chance to learn with the support they need, when they need it. We believe that the resilience of our learners is built on trust and a foundation of nurture. Our ambition is to embed the principles across every classroom, playroom and learning environment. Wellbeing is key to every one of us achieving, progressing and reaching our potential.

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.

4 NIF Measures

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

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

Given the comparatively small proportion of Glasgow pupils in SIMD Quintile 5, the report also presents the gap between Quintile 1 and Quintiles 2–5 combined. This provides a broader and more representative comparison of outcomes for pupils in Glasgow's most deprived communities against the remainder of the city's pupil population. The standard Quintile 1–5 gap is retained for transparency and comparability.

4.0 Summary of Key Findings

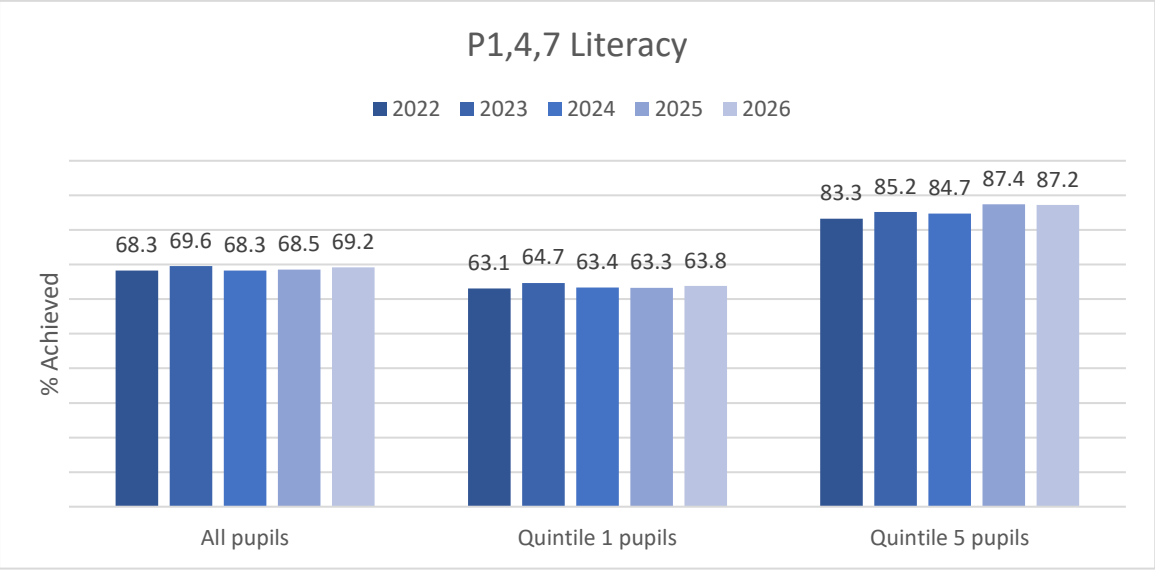
- **Primary attainment:** Literacy improved in 2026, with the overall rate rising to 69.2% and the Quintile 1 rate to 63.8%. Numeracy was unchanged overall at 75.3%, while Quintile 1 improved to 71.1%.
- **Secondary attainment:** Overall S3 literacy was 87.6%. S3 numeracy reached a five-year high of 89.8%, with Quintile 1 also increasing to 86.7%.
- **Equity:** For Glasgow, the Quintile 1 versus Quintiles 2–5 combined measure gives a fairer comparison than Quintile 1 versus Quintile 5 alone. This combined gap narrowed in primary numeracy, S3 numeracy, SCQF Levels 5 and 6, and annual participation. The literacy gaps will need to be monitored.
- **School leavers:** In Quintile 1, more than nine in ten leavers achieved at least SCQF Level 4, more than four in five achieved Level 5, and 58.7% achieved Level 6. Glasgow was above the equivalent national rate at all three levels in 2025.
- **Participation:** The overall participation rate was 91.6%. The Quintile 1 rate was 89.7%, above the national figure for the fifth year in a row.
- **Health and wellbeing:** Primary attendance was broadly stable at 90.7%. Secondary attendance fell to 86.1%, while exclusions increased in both sectors. Attendance, engagement and inclusive support therefore remain priorities.

4.1 ACEL Primary Literacy

ACEL data by SIMD Quintile for Glasgow sometimes differs from Scottish Government published statistics. This is because Scottish Government 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. Please note ACEL data is provisional and has not yet been validated by the Scottish Government.

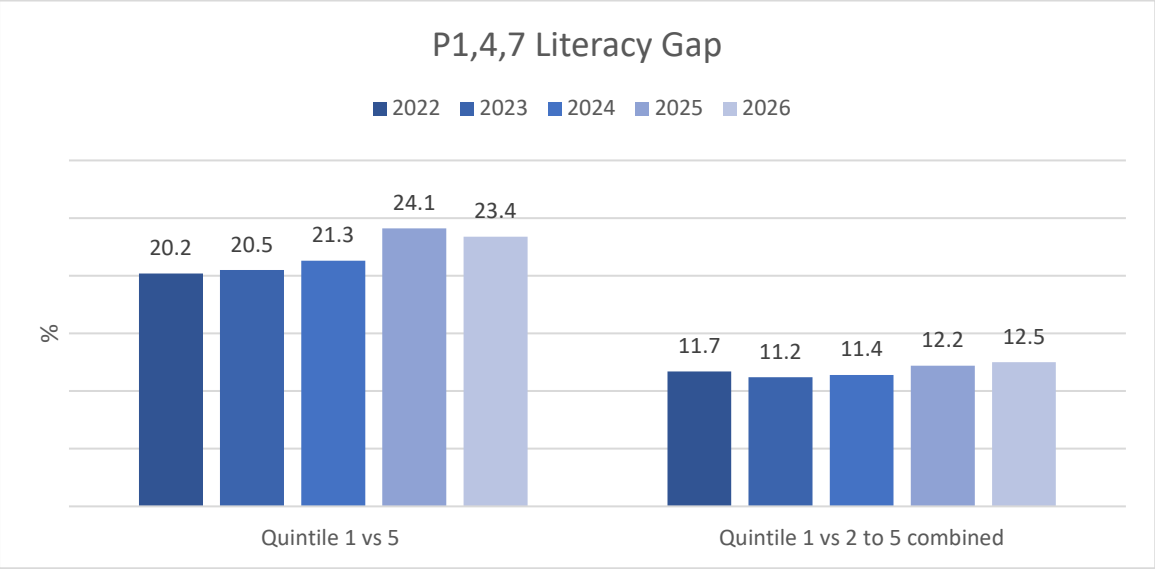
National data will be published in December 2026.

Figure 1



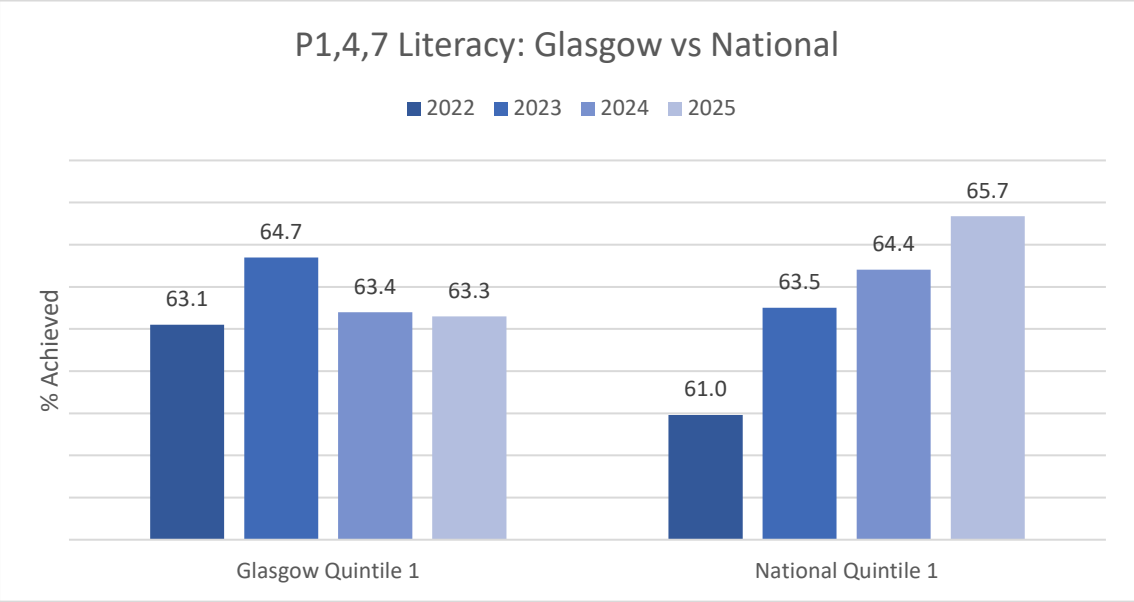
Primary literacy improved in 2026. The overall rate rose from 68.5% to 69.2%, and the Quintile 1 rate increased from 63.3% to 63.8%. Quintile 5 remained at a much higher level, at 87.2%.

Figure 2



The Quintile 1–5 literacy gap narrowed from 24.1 percentage points in 2025 to 23.4 points in 2026. For Glasgow, the comparison with Quintiles 2–5 combined is more representative and gives a much narrower gap of 12.5 points. This was slightly wider than the 12.2-point gap recorded in 2025, so the position will need to be monitored.

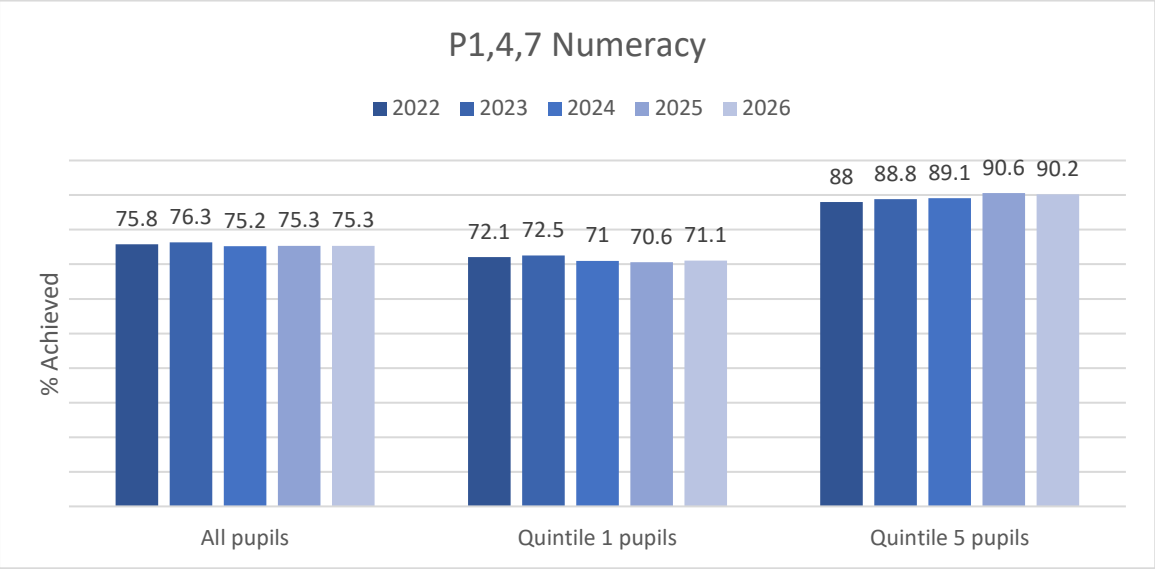
Figure 3



Quintile 1 literacy has changed little in recent years. In 2025, Glasgow's rate was 63.3%, compared with 65.7% nationally. It increased to 63.8% in 2026, although the national figure for 2026 is not yet available.

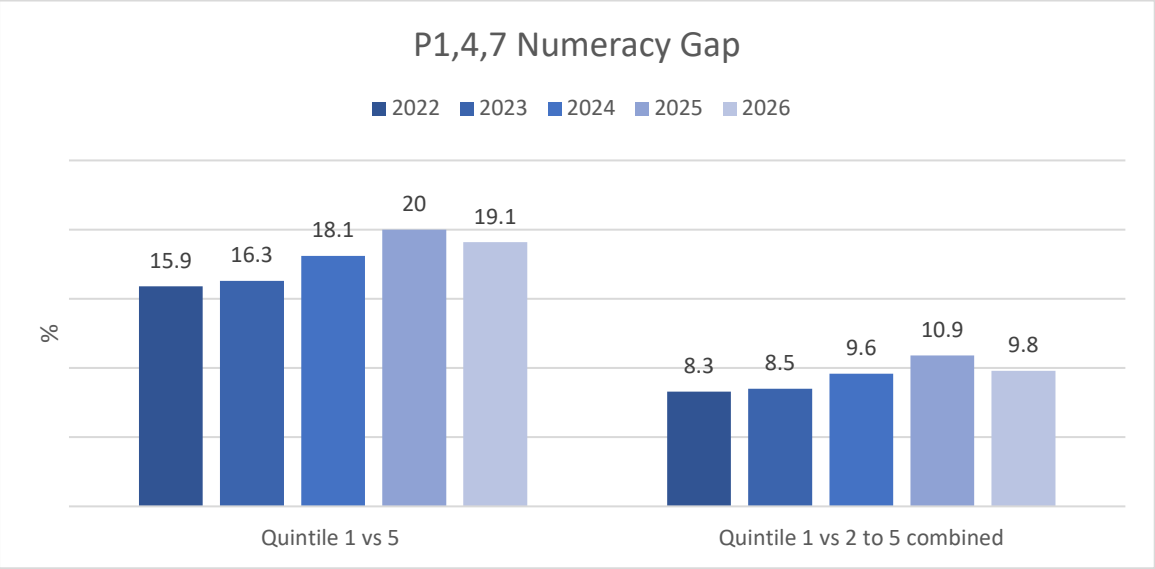
4.2 ACEL Primary Numeracy

Figure 4



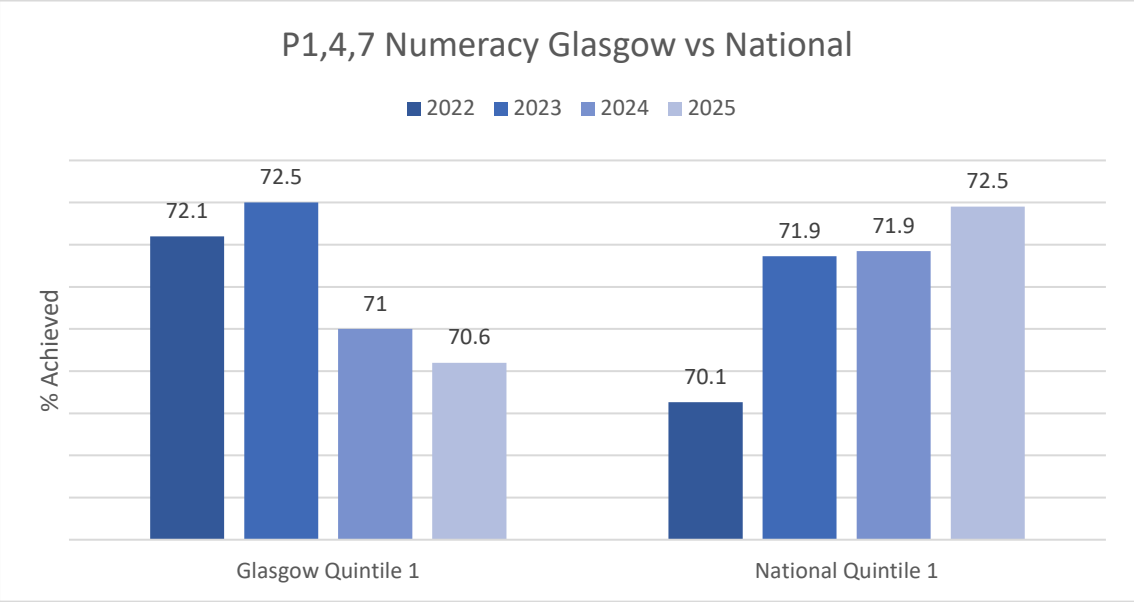
Primary numeracy was unchanged overall in 2026, at 75.3%. The Quintile 1 rate rose from 70.6% to 71.1%, while Quintile 5 remained high at 90.2% following the particularly strong 2025 result.

Figure 5



Both numeracy gaps narrowed in 2026. The Quintile 1–5 gap fell from 20.0 to 19.1 percentage points. The more representative Glasgow measure, comparing Quintile 1 with Quintiles 2–5 combined, reduced from 10.9 to 9.8 points.

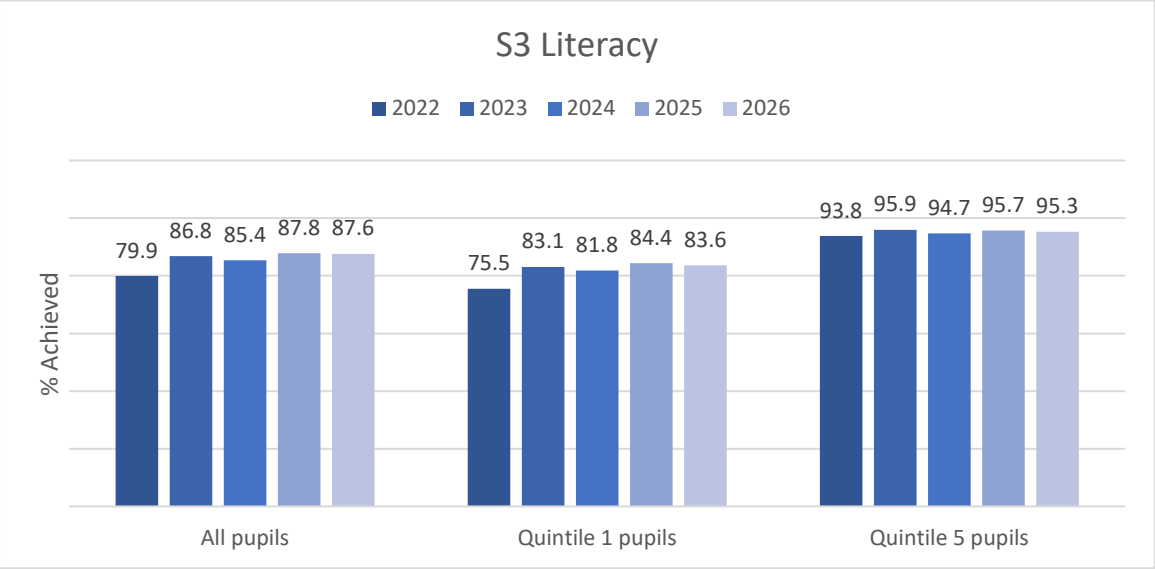
Figure 6



Glasgow's Quintile 1 numeracy rate has generally been close to the national figure. It was slightly higher in 2022 and 2023. In 2025, Glasgow recorded 70.6%, compared with 72.5% nationally. The Glasgow rate increased to 71.1% in 2026; the national result is not yet available.

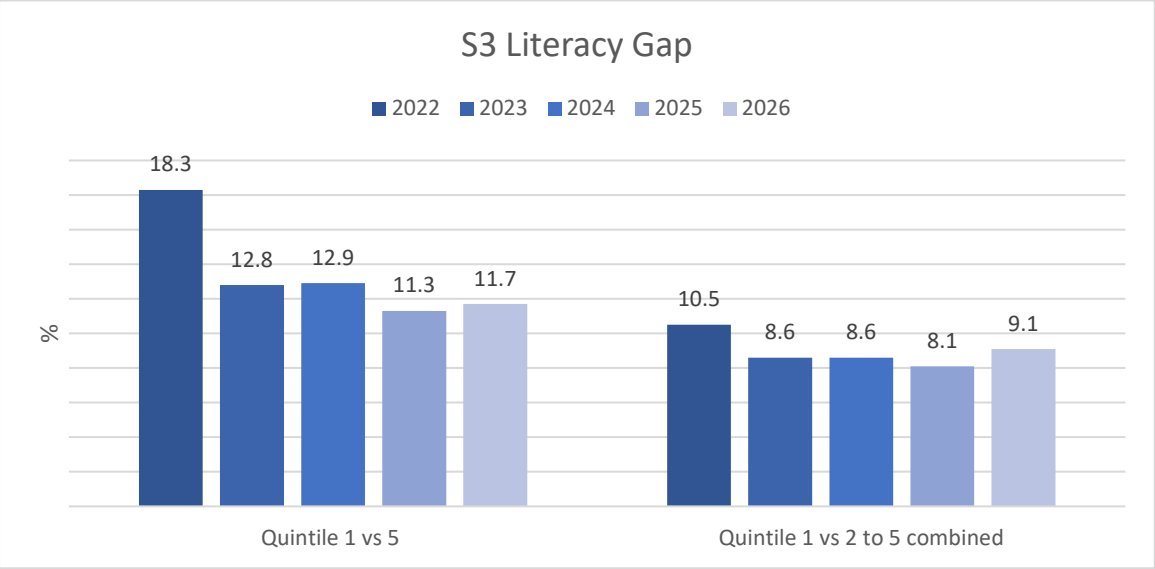
4.3 ACEL Secondary Literacy

Figure 7



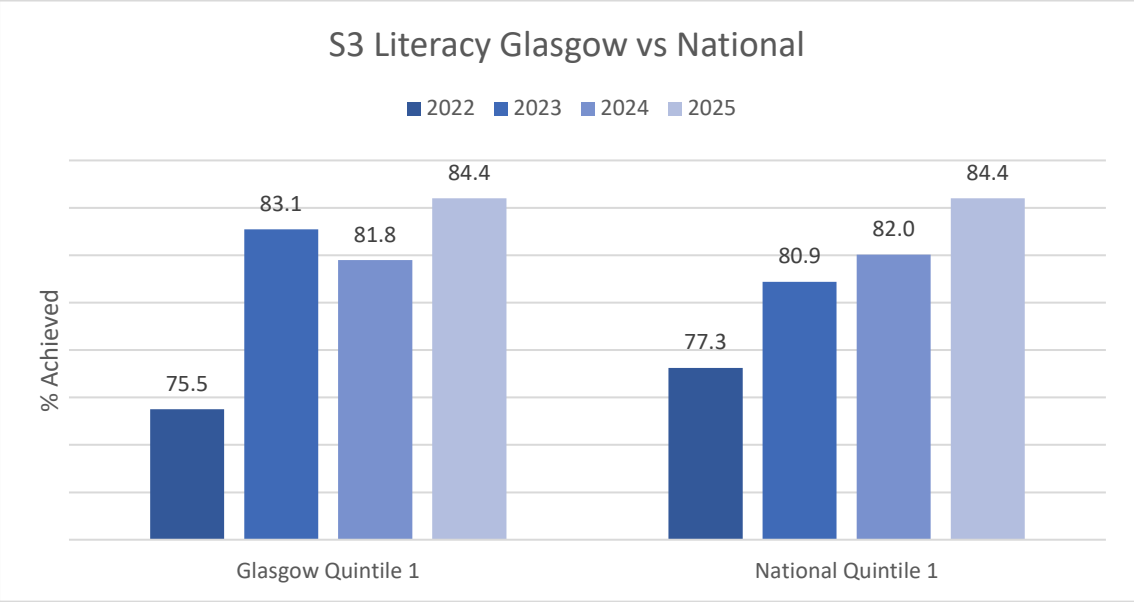
Overall S3 literacy was 87.6% in 2026, down slightly from 87.8% in 2025. Quintile 1 also fell, from 84.4% to 83.6%, although it remained above the 2022 and 2023 rates. Quintile 5 was 95.3%.

Figure 8



The S3 literacy gap is still considerably narrower than it was in 2022. The Quintile 1–5 gap was 11.7 percentage points in 2026, compared with 18.3 points in 2022, but it widened slightly in the latest year. The Quintile 1 versus Quintiles 2–5 combined gap was narrower at 9.1 points, up from 8.1 points in 2025.

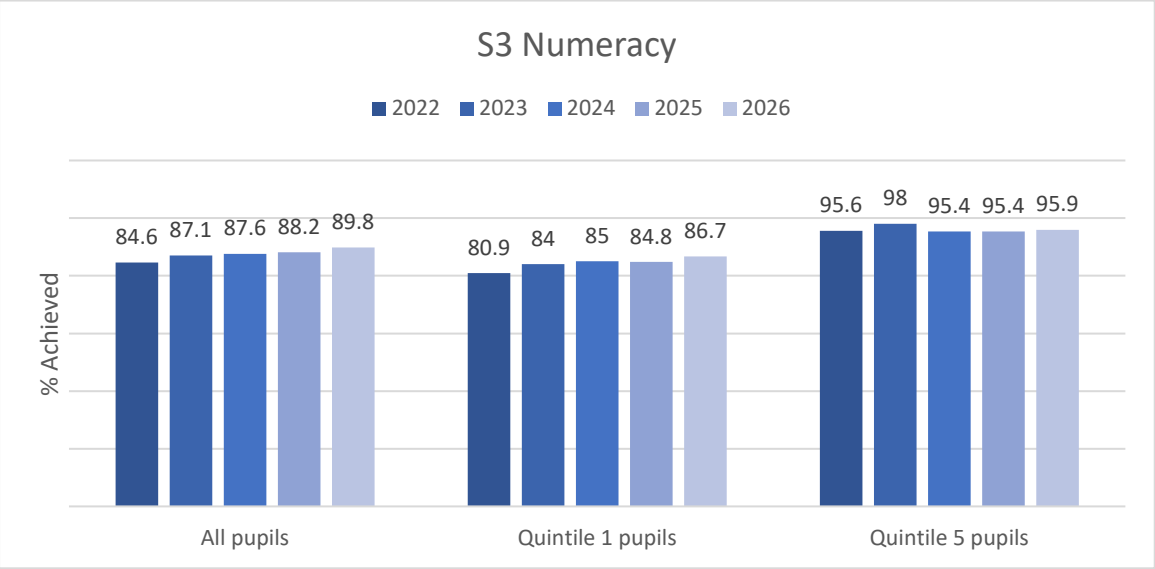
Figure 9



The longer-term trend for Quintile 1 S3 literacy remains positive. Attainment increased from 75.5% in 2022 to 84.4% in 2025, when Glasgow matched the national rate. The Glasgow figure was 83.6% in 2026; the equivalent national result is not yet available.

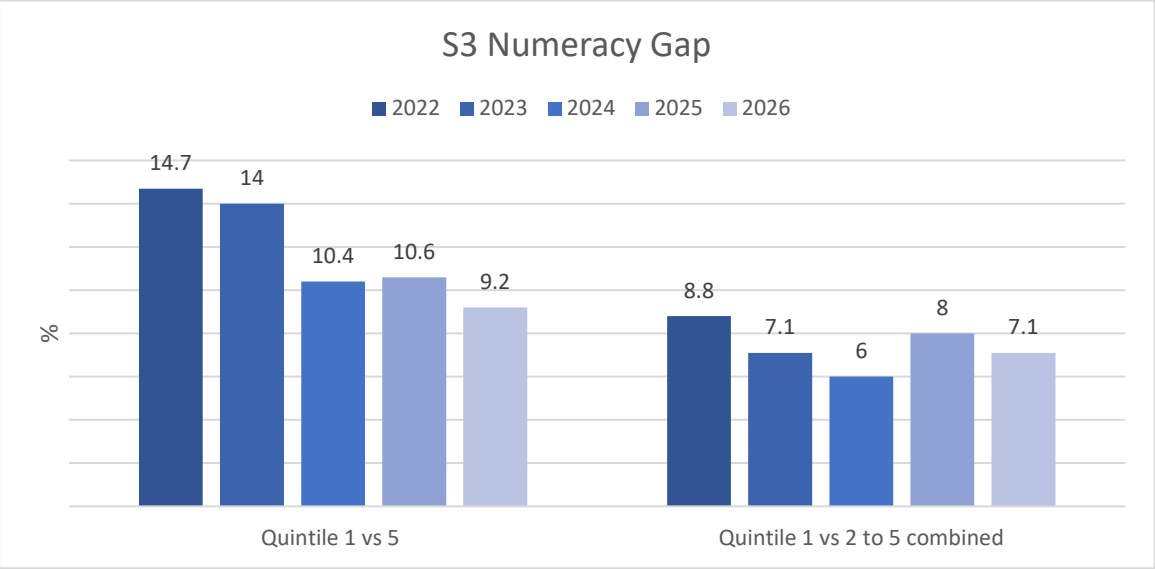
4.4 ACEL Secondary Numeracy

Figure 10



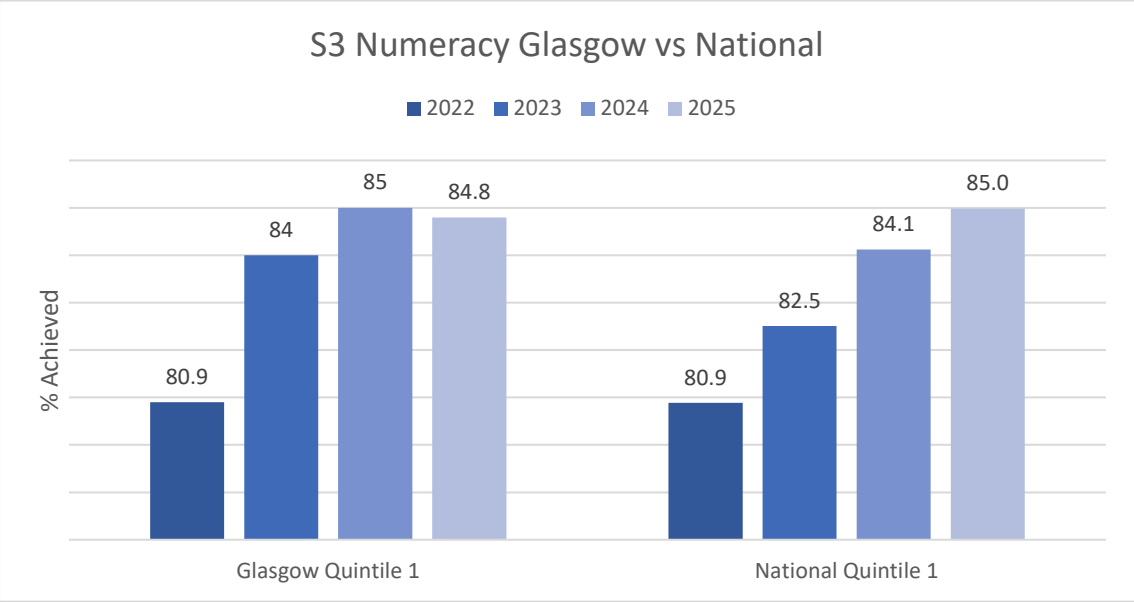
S3 numeracy improved in 2026. Overall attainment rose from 88.2% to 89.8%, the highest rate in the five years shown. Quintile 1 increased from 84.8% to 86.7%, while Quintile 5 was 95.9%.

Figure 11



The improvement in Quintile 1 attainment reduced both gap measures. The Quintile 1–5 gap fell from 10.6 to 9.2 percentage points. The gap against Quintiles 2–5 combined was narrower, falling from 8.0 to 7.1 points.

Figure 12

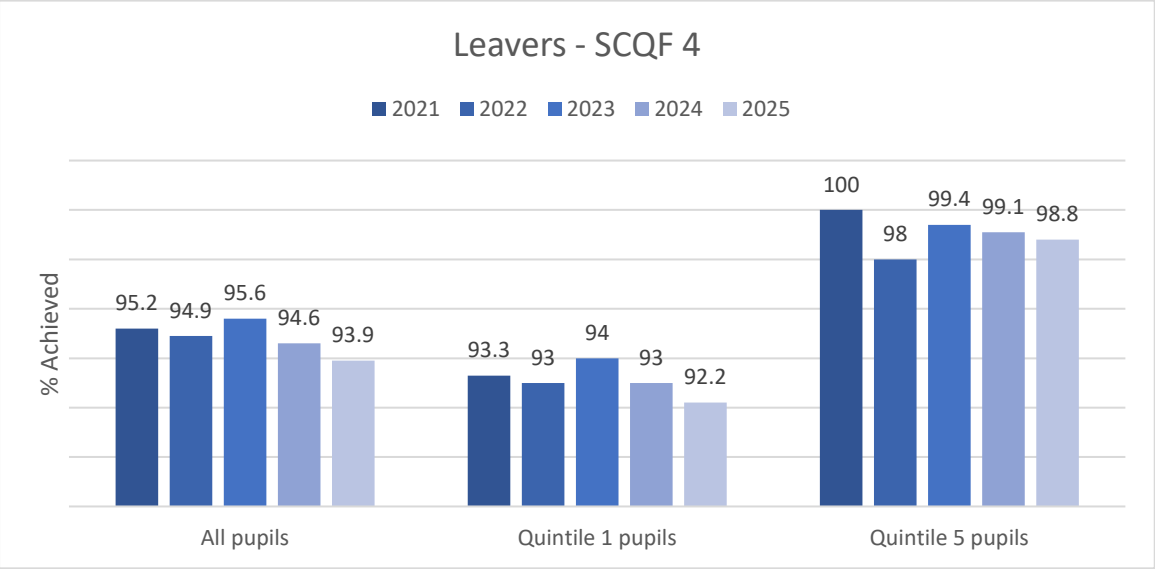


Quintile 1 S3 numeracy increased from 80.9% in 2022 to 84.8% in 2025. Glasgow matched the national rate in 2022, was ahead in 2023 and 2024, and was 0.2 percentage points lower in 2025. The Glasgow rate rose again to 86.7% in 2026, with the national figure still to be published.

4.5 School Leavers: SCQF Level 4

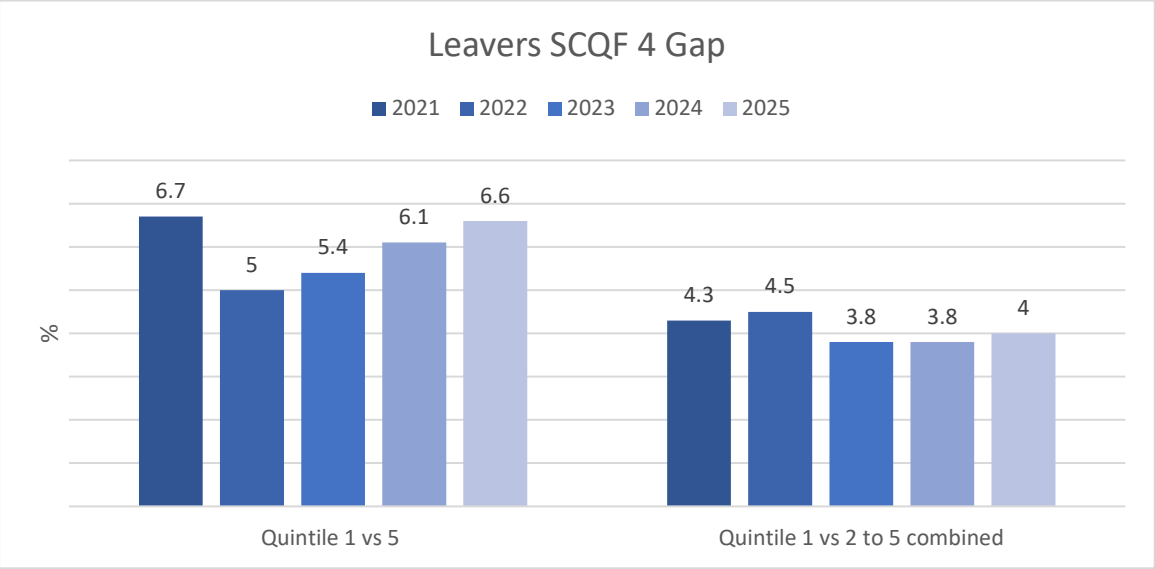
**2026 leavers data will be published in February 2027*

Figure 13



Attainment at SCQF Level 4 remained high in 2025. Overall, 93.9% of leavers achieved at least one pass, including 92.2% in Quintile 1 and 98.8% in Quintile 5. The rates were lower than in 2024, but more than nine in ten Quintile 1 leavers still reached this level.

Figure 14



At Level 4, the Quintile 1–5 gap increased slightly from 6.1 percentage points in 2024 to 6.6 points in 2025. The fairer Glasgow comparison, between Quintile 1 and Quintiles 2–5 combined, was narrower at 4.0 points and remained below its 2021 and 2022 levels.

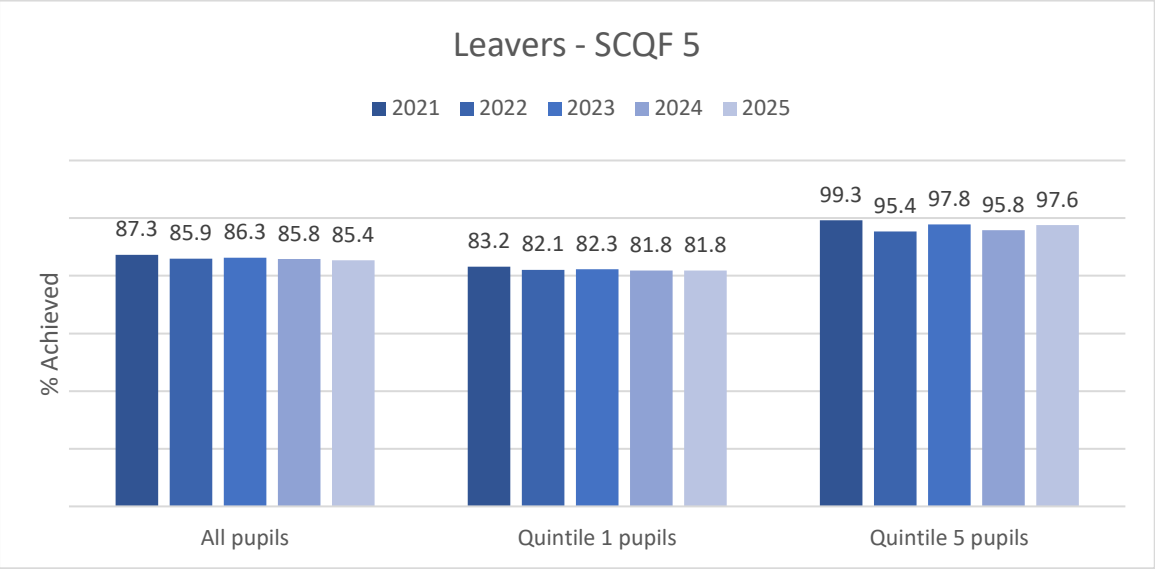
Figure 15



Glasgow's Quintile 1 Level 4 rate has compared well with the national position. It matched the national rate in 2021, was higher in 2023 and 2024, and remained slightly higher in 2025 at 92.2%, compared with 92.0%.

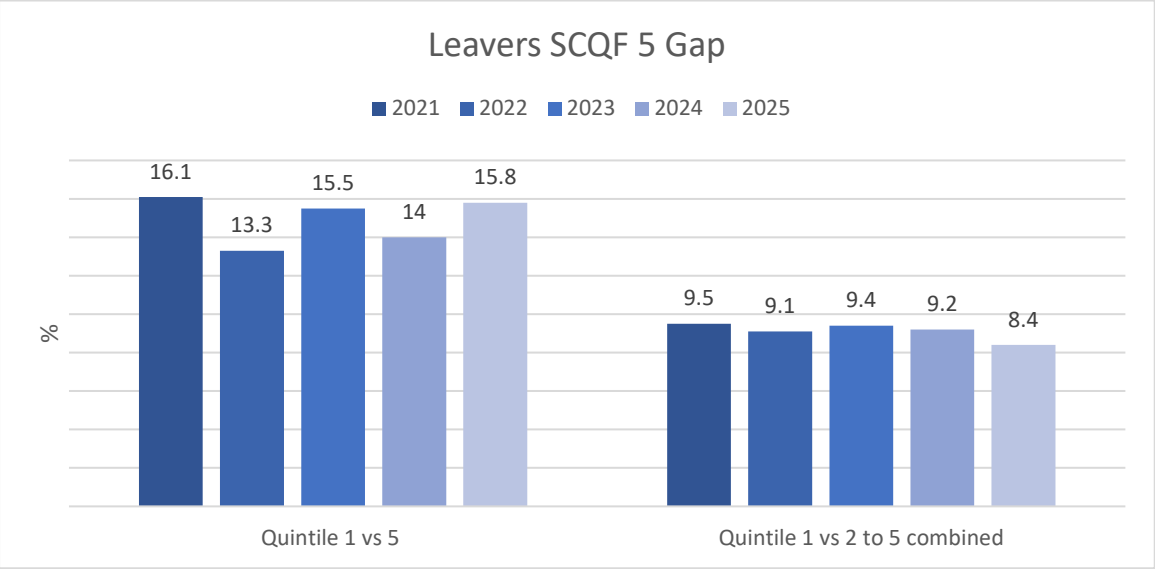
4.6 School Leavers: SCQF Level 5

Figure 16



In 2025, 85.4% of Glasgow leavers achieved at least one pass at SCQF Level 5. The rate was 81.8% for Quintile 1 and 97.6% for Quintile 5. Overall and Quintile 1 attainment were broadly stable, while Quintile 5 improved.

Figure 17



The Level 5 gap measures moved in different directions. The Quintile 1–5 gap widened from 14.0 to 15.8 percentage points, largely because Quintile 5 improved while Quintile 1 was stable. The gap against Quintiles 2–5 combined was much narrower and fell from 9.2 to 8.4 points, the lowest in the five-year period.

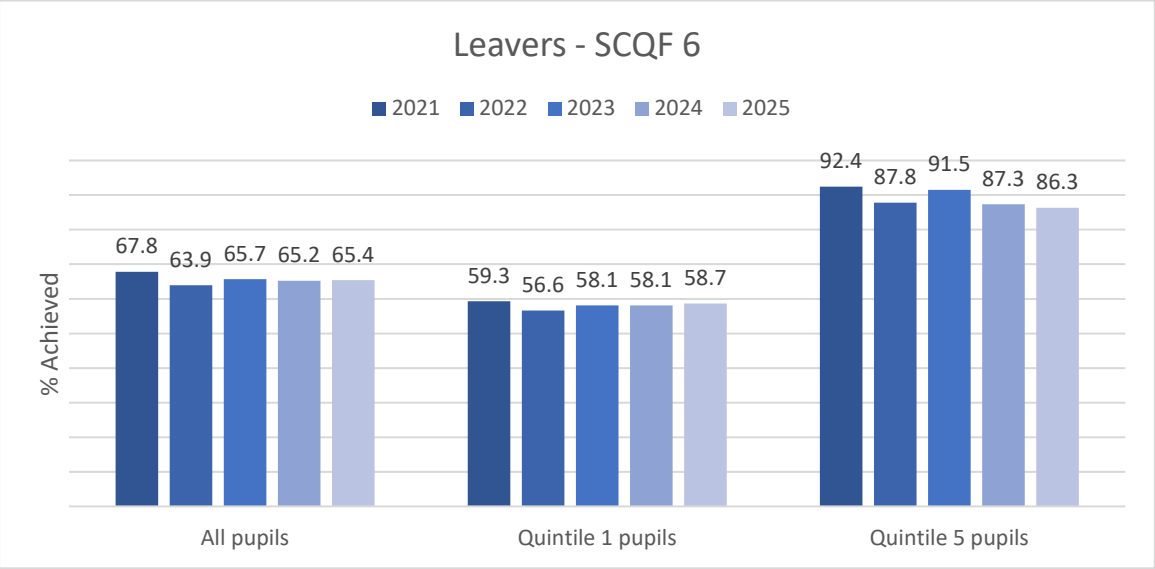
Figure 18



At Level 5, Glasgow's Quintile 1 rate was above the national rate in every year shown. In 2025, the Glasgow figure was 81.8%, compared with 79.6% nationally, a difference of 2.2 percentage points.

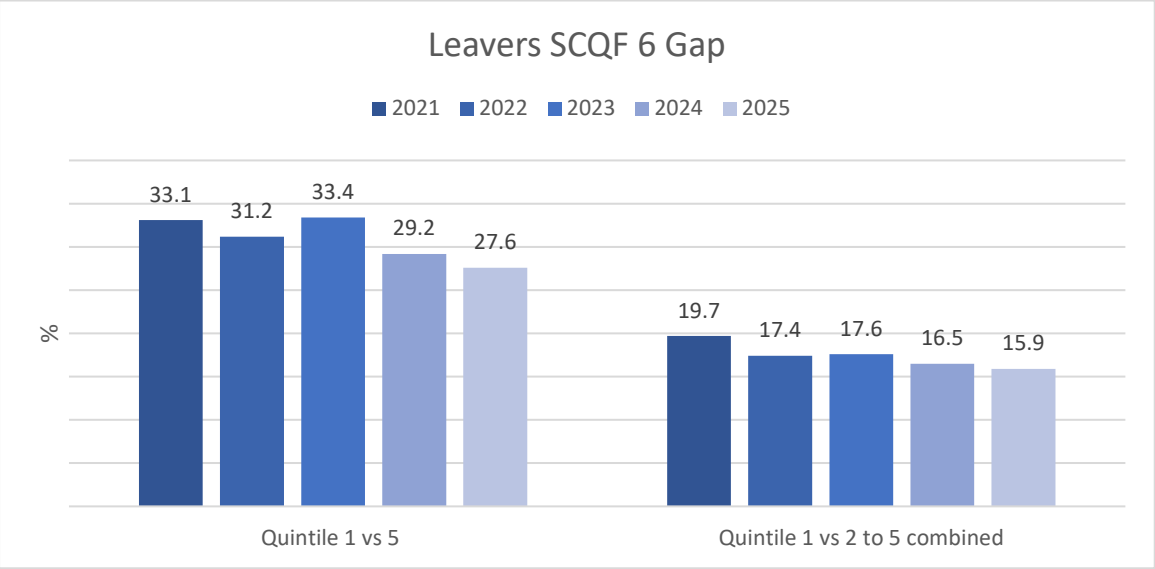
4.7 School Leavers: SCQF Level 6

Figure 19



SCQF Level 6 attainment increased slightly in 2025. The overall rate moved from 65.2% to 65.4%, and Quintile 1 rose from 58.1% to 58.7%. Quintile 5 remained at 86.3%.

Figure 20



Both Level 6 gap measures were at their lowest point in the five years shown. The Quintile 1–5 gap fell from 29.2 to 27.6 percentage points. The gap between Quintile 1 and Quintiles 2–5 combined was substantially narrower, reducing from 16.5 to 15.9 points.

Figure 21

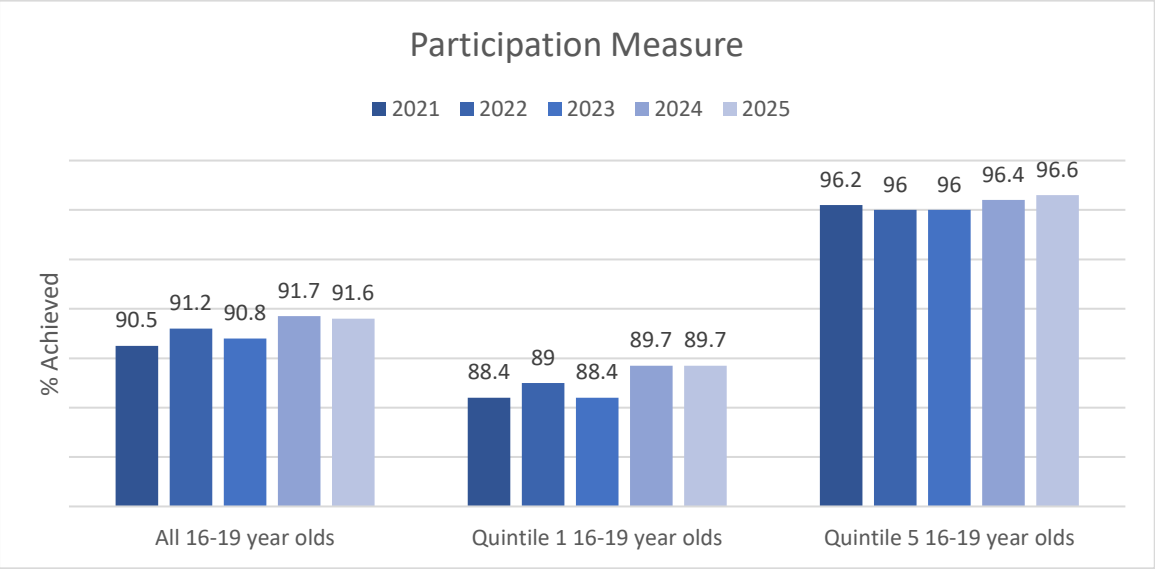


Glasgow's Quintile 1 Level 6 rate was above the national figure throughout the five years shown. In 2025, 58.7% of Glasgow leavers achieved at least one pass, compared with 54.7% nationally, a difference of 4.0 percentage points.

4.8 Annual Participation Measure

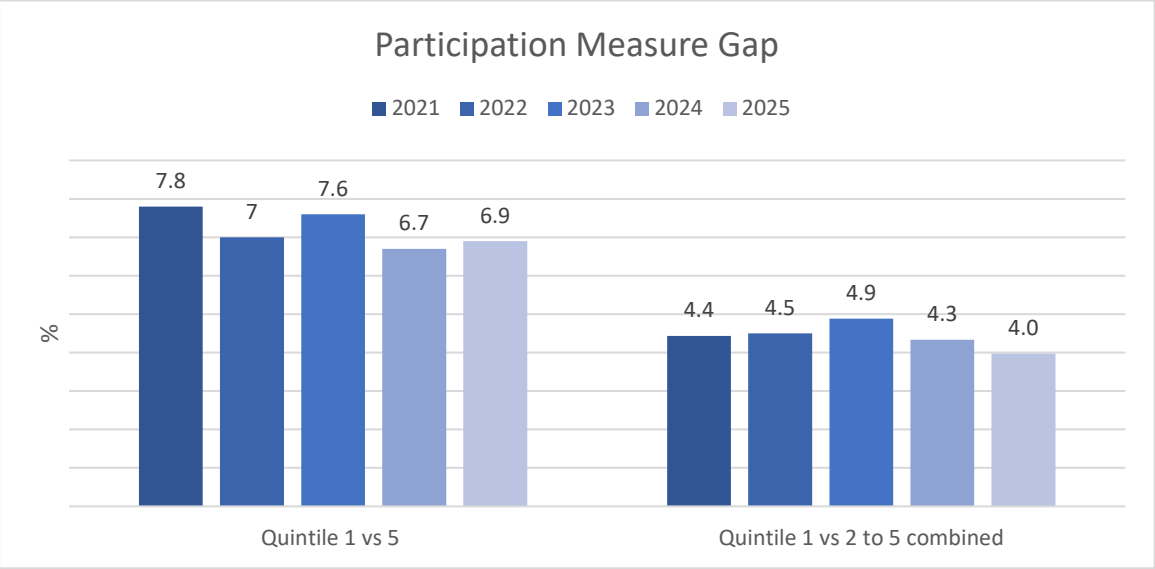
2026 Annual Participation Measure will be published in November 2026.

Figure 22



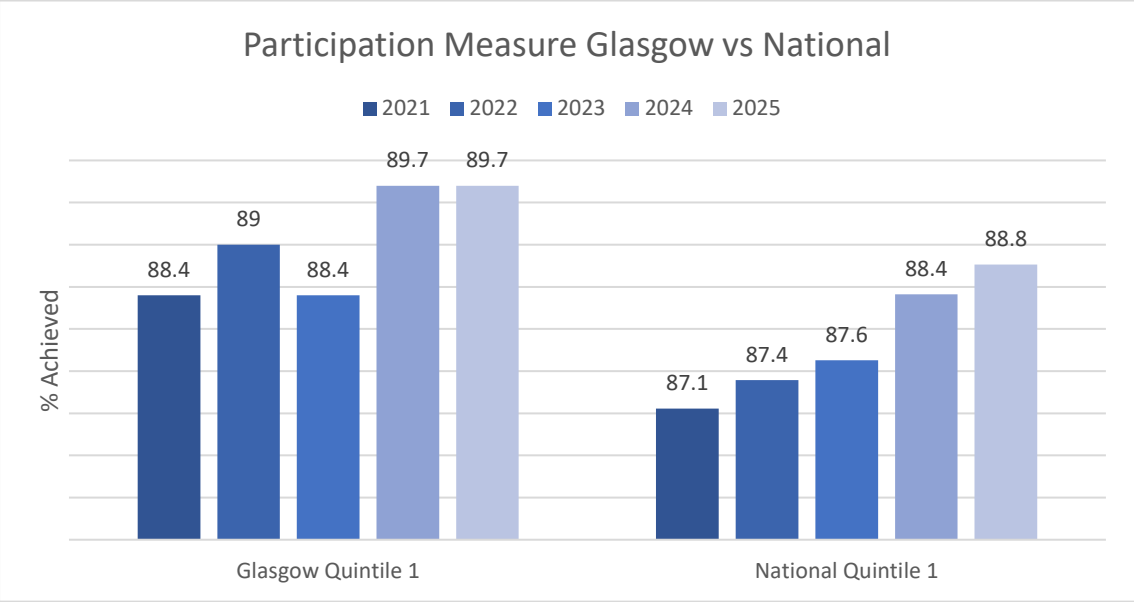
Participation among 16–19-year-olds remained high in 2025. The overall rate was 91.6%, close to the 2024 position. Quintile 1 was 89.7%, while Quintile 5 increased to 96.6%, the highest rate in the five years shown.

Figure 23



The Quintile 1 versus Quintiles 2–5 combined participation gap narrowed from 4.3 percentage points in 2024 to 4.0 points in 2025, the lowest figure in the period. This was narrower than the Quintile 1–5 gap of 6.9 points, which increased slightly as Quintile 5 participation rose.

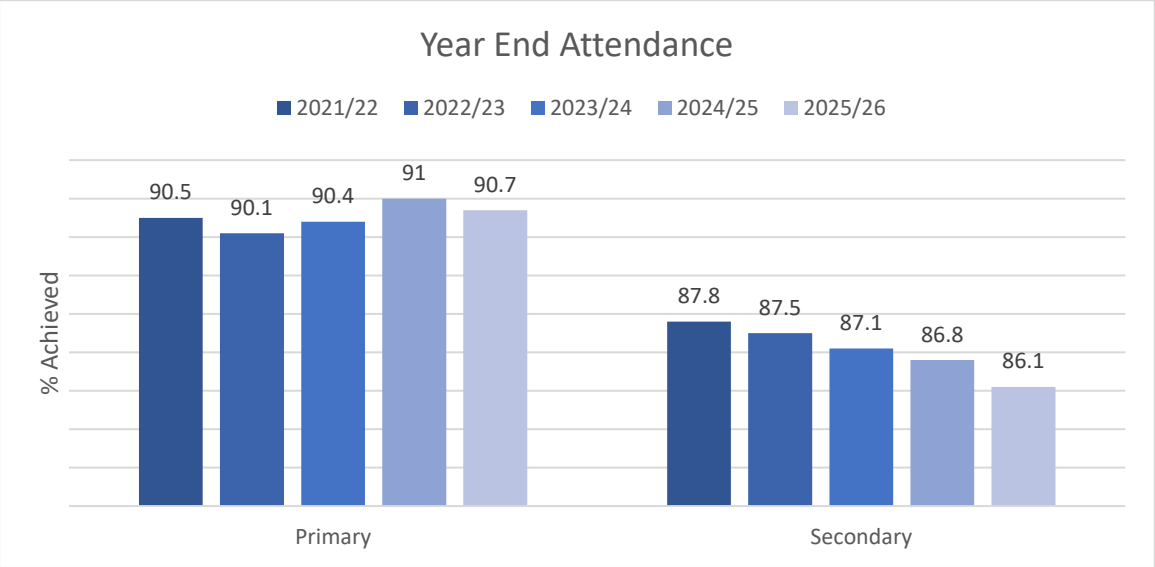
Figure 24



Glasgow's Quintile 1 participation rate was higher than the national rate in each year shown. In 2025, the Glasgow figure was 89.7%, compared with 88.8% nationally, a difference of 0.9 percentage points.

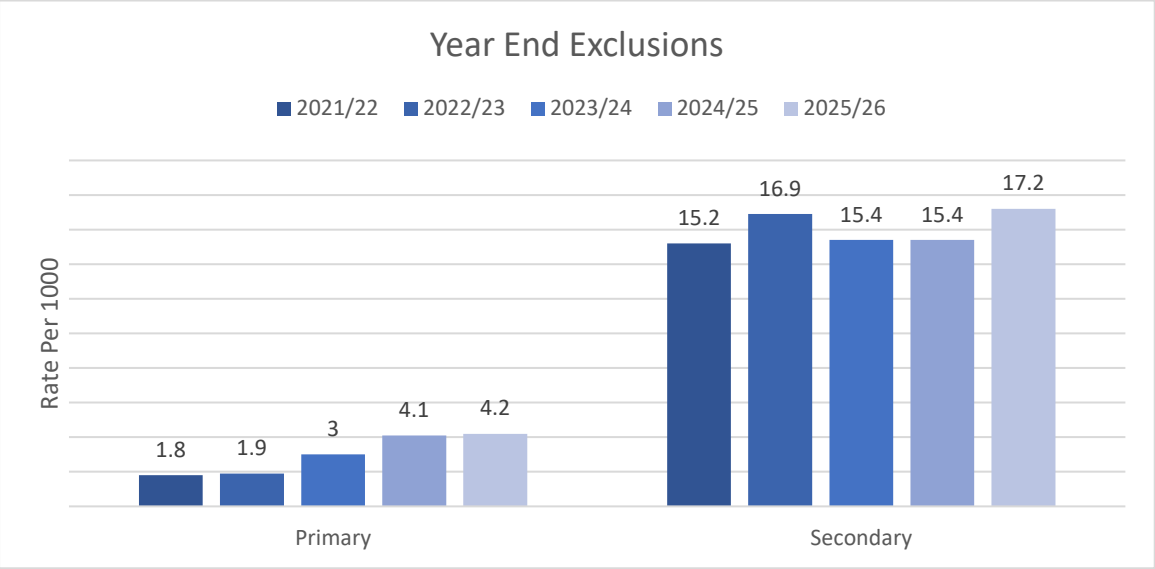
4.9 Health and Wellbeing

Figure 25



Primary attendance was 90.7% in 2025/26. This was slightly below the 2024/25 peak of 91.0% but above the first three years shown. Secondary attendance fell from 86.8% to 86.1% and has declined across the period. Improving secondary attendance remains a priority.

Figure 26



Exclusions increased in both sectors in 2025/26. The primary rate rose slightly from 4.1 to 4.2 per 1,000 pupils. In secondary, the rate increased from 15.4 to 17.2 after two years at a lower level. The reasons for the increase should be examined and used to target support and early intervention.

5 Appendix

2026/207 Stretch Aims

Core aims

Performance measure	Overall	SIMD Q1	SIMD Q5	Gap
P1, P4 and P7 ACEL Literacy combined	74–76%	69–71%	89–91%	18–22pp
P1, P4 and P7 ACEL Numeracy combined	79–81%	77–79%	91–93%	12–16pp
School leavers attaining 1+ award at SCQF Level 5	89–91%	85–87%	97–99%	10–14pp
School leavers attaining 1+ award at SCQF Level 6	69–71%	62–63%	88–89%	25–27pp
Annual Participation Measure, 16–19-year-olds	94–96%	93–94%	97–99%	4–6pp
Primary attendance	91–93%	–	–	–
Secondary attendance	87–90%	–	–	–

Core Plus: P4 Primary Stage Writing

Performance measure	Overall P1,4,7	Overall P4	Quintile 1 P4	Gap (P4 – P4 Q1)
P4 Primary Stage Writing	75–77%	71–73%	68–70%	1–5pp

Core Plus: Leaver measures

Performance measure	Overall	SIMD Q1	SIMD Q5	Gap
S4 school leavers achieving 1+ award at SCQF Level 4	76–78%	74–76%	94–96%	18–22pp
School leavers achieving 1+ Level 5 at A–C	87–89%	83–85%	97–99%	12–16pp
School leavers achieving 1+ Level 6 at A–C	66–68%	59–61%	92–94%	31–35pp