



Glasgow City Council

Education, Skills and Early Years City Policy
Committee

Report by Executive Director of Education Services

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Item 3

1st October 2026

BGE Attainment 2025-2026

Purpose of Report:

To provide elected members with an overview of progress in literacy and numeracy, including the BGE Attainment Strategy, strengthened monitoring arrangements, attainment trends, and equity gaps across primary and secondary education.

Recommendations:

Note : Recommendations:

- Note progress and continuing variance in literacy and numeracy outcomes.
- Acknowledge the contribution of the BGE Attainment Strategy and associated workstreams.
- Note the continuing priorities for 2026/27.

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes ☐ No ✓

consulted: Yes ☐ No ✓

PLEASE NOTE THE FOLLOWING:

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1 Background

1.1 BGE Attainment Strategy

Raising attainment in literacy and numeracy sits at the heart of Education Services' Service Improvement Plan Grand Challenge: Progress. The BGE Attainment Strategy has been established as a key delivery mechanism through which the service seeks to improve outcomes for children and young people, reduce inequity and strengthen progression across the Broad General Education.

The strategy reflects evidence from attainment analysis, inspection activity, Quality Assurance findings, school self-evaluation and national performance measures. Collectively, this evidence highlighted the need for greater consistency in learning, teaching and assessment; stronger use of attainment and progress data; improved understanding of attainment gaps; enhanced curriculum coherence across stages and sectors; more timely intervention when learners begin to fall behind; and increased confidence in the application of Curriculum for Excellence standards.

In response, Education Services established a coordinated programme of improvement activity through the BGE Attainment Strategy, bringing together the Data Workstream, Core Curricular Workstream, Glasgow Reads, the Numeracy Framework and strengthened Quality Assurance arrangements.

The strategy represents a shared approach to improvement across Education Services. Central teams, Quality Improvement Officers, Link Officers, Learning Communities and schools are working cohesively to address common evidence-informed priorities, ensuring closer alignment between service-level improvement activity and school improvement planning.

The Data Workstream focused on implementing Power BI as a core analytical tool. Capacity was built through collaborative dashboard development and professional learning for Head Teachers and senior leaders. Data deep-dives were incorporated into Quality Assurance visits, supporting schools to examine gaps through demographic lenses, identify groups requiring closer attention, and consider each school's capacity for improvement.

1.2 Enhanced Monitoring and Tracking Through CGI and Power BI

A significant development during 2025/26 was the enhanced use of the CGI Monitoring and Tracking System. From February 2026, Education Services introduced scheduled, centrally coordinated data uplifts across the city. The first phase included P1, P4, P7, and S3, with uplifts completed in February and May 2026.

During 2026/27, the model will expand to all primary and secondary BGE stages. Centrally coordinated uplifts will take place in October, February, and May and will include P1 to P7 and S1 to S3. The data will be uploaded to the Power BI dashboard, creating a more comprehensive and dynamic evidence base for progress monitoring, attainment analysis, and improvement activity.

This strengthened infrastructure will support schools with local analysis of learner progress, enable Learning Communities to identify shared priorities, inform Link Officer support and challenge, focus Quality Improvement activity, and help the wider central team identify citywide patterns and deploy support more effectively.

The scheduled uplifts will allow attainment in key literacy and numeracy areas to be compared over time at cohort levels. Schools and Education Services will therefore be able to move beyond a reliance on annual end-point measures, track the progress of cohorts through the session, identify emerging concerns earlier, evaluate the impact of interventions and establish whether gaps are narrowing. This provides a stronger evidence base for proportionate support and challenge to schools and for collaborative action to raise attainment.

1.3 Core Curricular Workstream

The Core Curricular Workstream focused on consistency in assessment methodologies, standards, curriculum content, and pedagogy. Support was provided by the Quality Improvement Officer for Literacy and the newly appointed Quality Improvement Officer for Numeracy. The aim was to reduce variance and ensure that achievement of a Curriculum for Excellence level reflected consistent expectations across schools.

1.4 Literacy and Numeracy Improvement

Literacy was prioritised because attainment evidence demonstrated that outcomes in reading and writing were not improving at the pace required and that inconsistency in approaches to early literacy was contributing to variation in learner experiences and outcomes across the city. Attainment data, inspection activity and Quality Assurance evidence highlighted the need for greater consistency in the teaching of early reading, improved curriculum clarity and a stronger shared understanding of effective literacy pedagogy.

In response, Education Services introduced Glasgow Reads as the city's evidence-informed literacy improvement programme. The programme seeks to improve reading attainment through a consistent approach to systematic synthetic phonics, explicit instruction and high-quality literacy teaching across all establishments.

Over 450 practitioners attended 13 professional learning sessions, with 99% reporting that the training was relevant and research-aligned. Fifteen schools received targeted coaching. In those schools, average P1 reading increased by 9.2% and writing by 8.4%.

Numeracy was prioritised following evidence from attainment analysis, inspection findings and Quality Assurance activity which identified variation in learner experience, curriculum delivery, pace, challenge and assessment practice across establishments. While overall attainment remained comparatively strong, the evidence indicated that greater consistency was required in how numeracy learning was planned, delivered, assessed and monitored.

The Numeracy Framework was therefore developed to create a coherent citywide approach to progression, curriculum delivery and assessment, while providing practitioners with greater support around curriculum content, pedagogy and intervention.

Beyond raising attainment, the Numeracy Framework is designed to improve coherence across the education system. A shared understanding of progression, curriculum expectations and assessment standards will support stronger continuity between primary and secondary education.

This will help reduce unnecessary duplication of learning during the transition from P7 to S1, strengthen cross-sector moderation and improve confidence in professional judgement. Greater clarity about the knowledge, skills and understanding expected at each level will also support earlier identification of gaps and more targeted intervention.

The anticipated outcome is that learners experience greater consistency in provision, enhanced curriculum cohesion, improved support, more timely intervention and improved pace and challenge.

The authority's focus on literacy, particularly the implementation of a consistent systematic synthetic phonics approach earlier in learners' school careers, is intended to deliver direct and indirect benefits. Supported by schools with a stronger understanding of attainment gaps, improved reading should enable children and young people to access learning more effectively across all curriculum areas.

As learners become more confident and proficient readers, they are better able to engage with increasingly complex texts and participate more fully in classroom learning. The anticipated gains are therefore not limited to attainment and achievement, but include increased engagement, greater confidence and independence, stronger attendance, an enhanced sense of purpose and a stronger sense of belonging within school communities.

Taken together, Glasgow Reads, the Numeracy Framework and the enhanced use of attainment intelligence through CGI and Power BI are intended to create a more coherent, equitable and responsive education system.

Attainment Summary at a Glance:

Measure	2025	2026	Change
Primary Literacy (P1, P4 and P7 combined)	68.5%	69.2%	+0.7 pp
Primary Reading (P1, P4 and P7 combined)	74.6%	75.5%	+0.9 pp
Primary Numeracy (P1, P4 and P7 combined)	75.3%	75.3%	Consistent
S3 Literacy	87.8%	87.6%	-0.2 pp
S3 Numeracy	88.2%	89.8%	+1.6 pp

The figures show improvement in combined primary literacy and reading, stable primary numeracy, a marginal reduction in S3 literacy and the strongest S3 numeracy outcome in the five-year series.

Glasgow’s comparative national position for session 25-26 cannot be confirmed until the national dataset has been validated and shared in early December 2026, however, below is the national comparison for session 24-25:

Tables 1.1 – 1.5: Glasgow’s comparative national position, 2024-2025

Table 1.1: P1, P4, P7 Combined Literacy



Table 1.2: P1, P4, P7 Combined Reading



Table 1.3: P1, P4, P7 Combined Numeracy



Table 1.4: S3 Literacy



Table 1.5: S3 Numeracy



1.5 Primary Attainment and Gap Analysis

Table 2: Primary attainment trends, combined P1, P4 and P7

Measure	2022	2023	2024	2025	2026
Literacy	68.3%	69.6%	68.3%	68.5%	69.2%
Reading	75.6%	76.5%	74.3%	74.6%	75.5%
Numeracy	75.8%	76.3%	75.2%	75.3%	75.3%

Table 3: Primary demographic attainment gaps

Demographic	Measure	Lense	Attainment	Lense	Attainment
SIMD	Literacy	Q5	87.2%	Q1	63.8%
SIMD	Numeracy	Q5	90.2%	Q1	71.1%
ASN	Literacy	No ASN	82.5%	ASN	59.3%
ASN	Reading	No ASN	86.7%	ASN	67.2%
ASN	Numeracy	No ASN	86.7%	ASN	66.9%
Attendance	Literacy	Above 90%	75.3%	Below 80%	41.4%
Attendance	Reading	Above 90%	80.6%	Below 80%	53.0%
Attendance	Numeracy	Above 90%	80.9%	Below 80%	50.0%
EAL	Literacy	Competent	94.9%	New to English	41.4%
EAL	Reading	Competent	97.0%	New to English	46.9%
EAL	Numeracy	Competent	94.9%	New to English	53.3%

Notes:

- i. The attainment % refers to the % of children and young people attaining expected levels within that demographic. E.g. 87.2% of the children and young people in Q5 attained Literacy at the expected level.
- ii. Q1 refers to the cohort of young people in the most deprived groupings
- iii. Q5 refers to the cohort of young people in the least deprived groupings.
- iv. In Glasgow 29% of children and young people are officially recorded as having English as an Additional Language, this means they have a language other than English, Scots or Gaelic. The level of language acquisition ranges from 'New to English' to 'Competent'.

The largest primary gaps are associated with language acquisition and attendance. ASN gaps are around 20 percentage points across measures, while the poverty-related gap is 23.4 points in literacy and 19.1 points in numeracy. The CGI and Power BI model will support cohort-level tracking of these gaps across three points in the session and enable earlier, more precise intervention.

1.6 Secondary Attainment Context and Gaps

The BGE Attainment Strategy has been phased. Year 1 prioritised P1, P4 and P7, and Year 2 extended activity to all primary stages. Secondary schools have not yet experienced the same breadth of direct work. The secondary data therefore provides a baseline for extending the approaches established in primary across the BGE.

The 2026 city data shows S3 literacy attainment of 87.6% and numeracy attainment of 89.8%. Literacy is 2.2 percentage points above 2024 and is the second-highest outcome in the five-year series. Numeracy increased by 1.6 points from 2025 and is the strongest result in the series. Glasgow's comparative national position cannot be confirmed until the national dataset has been validated and shared in early December 2026.

Table 4: Secondary attainment gaps by demographic and measure

Demographic	Measure	Lense	Attainment	Lense	Attainment
SIMD	Literacy	Q5	95.3%	Q1	83.6%
SIMD	Numeracy	Q5	95.9%	Q1	86.7%
ASN	Literacy	No ASN	96.2%	ASN	82.8%
ASN	Reading	No ASN	96.8%	ASN	85.9%
ASN	Numeracy	No ASN	96.3%	ASN	86.1%
Attendance	Literacy	Above 90%	93.1%	Below 80%	72.9%
Attendance	Reading	Above 90%	94.7%	Below 80%	76.8%
Attendance	Numeracy	Above 90%	96.3%	Below 80%	72.6%
EAL	Literacy	Competent	95.8%	New to English	38.3%
EAL	Reading	Competent	97.0%	New to English	38.3%
EAL	Numeracy	Competent	97.6%	New to English	75.4%

Attendance gaps are 20.2 points in literacy, 17.9 points in reading, and 23.7 points in numeracy. ASN gaps range from 10.2 to 13.4 points. EAL gaps are largest in reading and literacy, although these comparisons reflect various stages of language acquisition and should be considered alongside cohort size.

1.7 How Workstreams Support Improvement

CGI and Power BI identify who is experiencing a gap, where the gap occurs, how cohorts progress and whether improvement actions are having an impact. Glasgow Reads and the Numeracy Framework provide the curriculum, pedagogical and assessment response. Together, the Data and Core Curricular Workstreams create a clearer line of sight from data to diagnosis, to action and impact:

- Use age, stage, level, subject, cohort and demographic gap analysis in school improvement planning and Quality Assurance.
- Strengthen progression and continuity at transitions, particularly P7 to S1.

- Reduce duplication of learning through improved understanding of prior achievement and clearer progression.
- Support cross-sector moderation and shared use of assessment standards.
- Connect identified gaps to specific changes in pedagogy and targeted interventions.
- Use three annual CGI uplifts to monitor cohort progress and evaluate whether interventions reduce gaps over time.

1.8 Next Steps

The next phase will embed the strengthened monitoring infrastructure, sustain the primary improvement focus, and progressively extend the methodology into secondary schools. Education Services will:

- Complete implementation of Glasgow Reads and the Numeracy Framework across primary establishments.
- Implement citywide CGI uplifts for P1 to P7 and S1 to S3 in October, February, and May.
- Upload uplifted data to Power BI to support school, Learning Community, Link Officer and central-team analysis.
- Develop cohort-level tracking in key literacy and numeracy measures, enabling progress to be compared over time.
- Extend professional learning on Power BI, gap analysis and use of data to primary and secondary leaders.
- Embed data deep-dives within Quality Assurance visits and strengthen evidence-based support and challenge.
- Strengthen moderation, assessment standards and continuity across stages, establishments and sectors.
- Require identified gaps to lead to pedagogical change, targeted intervention, resource deployment and measurable evaluation of impact.
- Prioritise attendance, ASN, poverty-related and language-acquisition gaps.
- Review Glasgow's comparative national position after validated national data is shared in early December 2026.

This work will support a more responsive system in which overall attainment, cohort progress, demographic gaps and curricular evidence are considered together. More timely data will enable schools and officers to identify emerging concerns earlier, intervene before gaps become entrenched, and assess whether support is producing the intended improvement in outcomes.

2 Policy and Resource Implications

Resource Implications:

Financial: No direct financial implications

Legal: Supports statutory duties to secure improvement

Personnel: Delivered through existing staffing and improvement structures

Procurement: Not applicable.

Council Strategic Plan: This work supports the City Strategic Plan, Grand Challenge 2, Mission 3.

Equality and Socio-Economic Impacts:

Does the proposal support the Council's Equality Outcomes 2025-29? Please specify.

Not applicable.

What are the potential equality impacts as a result of this report?

Not applicable.

Please highlight if the policy/proposal will help address socio-economic disadvantage.

Work on-going to support school leaders and practitioners to identify and then address gaps in literacy and numeracy across multiple demographic lenses will support in this area.

Climate Impacts:

Does the proposal support any Climate

Plan actions? Please specify: Not applicable.

What are the potential climate impacts as a result of this proposal? Not applicable.

Will the proposal contribute to Glasgow's net zero carbon target? Not applicable.

Privacy and Data Protection Impacts:

Are there any potential data protection impacts as a result of this report -
No

3 Recommendations

1. Note progress and continuing variance in literacy and numeracy outcomes
2. Acknowledge the contribution of the BGE Attainment Strategy and associated workstreams
3. Note the continuing priorities for 2026/27