



Glasgow City Council

Education, Skills and Early Years Committee

Report by Executive Director of Education

Contact: 287 Ext: 74561

Item 1

20th August 2026

Education Services Standards and Quality Report

Purpose of Report:

The purpose of this report is to present the Education Services Standards and Quality Report for session 2025/26 and provide elected members with an overview of the progress, performance and improvement activity undertaken across Education Services during the academic year.

Recommendations:

1. To note the content of the Education Services Standards and Qualities Report 2025/ 26.
2. To acknowledge the progress made by Education during session 2025/26 in improving outcomes for children and young people across Glasgow.
3. Note that the findings and priorities identified through the Standards and Qualities Report will inform the Education Services Improvement Plan 2026/27.

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes ☐ No ☐ consulted: Yes ☐ No ☐

1 Background

1.1 Introduction

The **Education Services' Standards and Quality Report 2025/26** (Appendix 1) provides an evaluation of the effectiveness and impact of Education Services during session 2025/26. The report reflects the service's commitment to continuous improvement and sets out the progress made in delivering positive outcomes for children and young people across Glasgow.

Education Services remains committed to ensuring that every child and young person has access to high-quality learning experiences which enable them to achieve their full potential, regardless of background or circumstance. Throughout 2025/26, the service has continued to work closely with establishments, partners, families and communities to improve outcomes, reduce inequalities and strengthen opportunities for all learners.

The report provides evidence of progress against the priorities within the Education Services Improvement Plan and the wider strategic objectives of Glasgow City Council. It highlights key strengths, identifies areas for further improvement and demonstrates the impact of leadership, support and challenge activities delivered across the city's education system.

1.2 Context

Education Services delivers education provision across a large and diverse learning community encompassing early years establishments, primary schools, secondary schools, additional support for learning provisions and specialist services.

The operating context during 2025/26 continued to present significant challenges. As with other education authorities across Scotland, Glasgow has worked within a backdrop of various pressures, increasing complexity of learner need, workforce challenges and the continuing requirement to address the long-term impact of poverty and deprivation on educational outcomes.

Education Services has continued to deliver significant improvement activity through a strong focus on:

- Raising attainment and achievement.
- Improving attendance and engagement.
- Promoting inclusion and reducing exclusions.
- Supporting the health and wellbeing of children and young people.
- Developing leadership capacity at all levels.
- Improving outcomes for children and young people affected by poverty.
- Strengthening self-evaluation and quality assurance processes.

This work remains aligned with national educational priorities, including the Scottish Attainment Challenge, United Nations Convention on the Rights of the

Child (UNCRC), Getting it Right for Every Child (GIRFEC) and the aspirations of Glasgow's Children's Services Plan.

1.3 Evaluation of Progress

The Standards and Quality Report demonstrates that Education Services has made good progress against its identified priorities during 2025/26.

Across the city, establishments have continued to engage positively with improvement planning processes informed by robust self-evaluation and evidence-based approaches. Strengthened quality assurance arrangements have supported schools and establishments to identify strengths, address areas for improvement and share effective practice.

A programme of educational leadership and learning reviews, quality assurance visits and collaborative professional dialogue has provided support and challenge to establishments. These activities have contributed to improved professional learning, strengthened leadership, and greater consistency in approaches to improvement.

Education Services has continued to invest in leadership development at all levels. Opportunities for aspiring, middle and senior leaders have supported succession planning and strengthened leadership capacity across the service. Collaborative networks have enabled practitioners and leaders to share effective practice and develop collective approaches to addressing common challenges.

The service has also continued to work closely with partners to support children and young people whose learning and wellbeing are adversely affected by poverty, disadvantage or additional support needs. This has included targeted interventions, enhanced partnership working and further development of inclusive practices.

1.3 Attainment and Achievement

Improving attainment and achievement remains a key priority for Education Services.

Throughout 2025/26, schools have continued to utilise attainment data, professional judgement and evidence from improvement activities to identify and address gaps in learning. Targeted interventions have focused on improving outcomes in literacy, numeracy, and health and wellbeing, while supporting progression across all curricular areas.

Schools and establishments have continued to provide a broad range of opportunities which support achievement beyond the classroom, including participation in arts, sport, leadership, volunteering, outdoor learning and wider achievement programmes.

There is evidence of continued commitment across establishments to improving outcomes for learners most at risk of underachievement. Schools have maintained a focus on equity and inclusion, ensuring resources and interventions are targeted where they are likely to have the greatest impact.

1.4 Inclusion and Wellbeing

Education Services remains committed to delivering an inclusive education system in which all children and young people feel safe, respected, included and supported to achieve.

During 2025/26, significant work has been undertaken to strengthen inclusive practice across establishments. Support has been provided through professional learning, guidance, quality assurance activity and partnership working to ensure that children and young people receive the support they require to engage successfully in learning.

Wellbeing continues to be recognised as a key foundation for learning and achievement. Establishments have prioritised approaches which promote positive relationships, nurture, attendance, engagement and participation.

The service has continued to work collaboratively with health, social work and third-sector partners to improve outcomes for children and young people with additional support needs and those requiring targeted interventions.

1.5 Leadership and Workforce Development

Strong leadership remains central to improving outcomes across Education Services.

Throughout 2025/26, leaders at all levels have demonstrated a clear commitment to continuous improvement and collaborative working. Professional learning programmes have supported practitioners to develop knowledge, skills and confidence in leading improvement. The service has continued to promote distributed leadership and professional agency. Staff across all sectors have been encouraged to take an active role in self-evaluation, innovation and improvement activity.

Effective partnership working and professional collaboration have strengthened capacity across establishments and contributed to a culture focused on raising achievement and improving outcomes.

1.6 Quality Assurance and Self-Evaluation

Education Services has maintained a comprehensive programme of quality assurance activity throughout 2025/26.

The service's approach continues to combine support and challenge through educational leadership and learning reviews, focused quality assurance visits, thematic reviews, attainment discussions and ongoing engagement with school leaders.

Evidence gathered through these activities has informed service-level evaluations and has enabled strengths and areas for improvement to be identified consistently across establishments. There is evidence that schools and establishments increasingly use self-evaluation effectively to inform planning, monitor progress and demonstrate impact. Strengthened use of data and evidence continues to support more targeted improvement activity and better-informed decision making.

1.7 Key Strengths

The Standards and Quality Report identifies several strengths across Education Services including:

- Strong commitment to equity, inclusion and improving outcomes for all learners.
- Effective leadership at all levels.
- Robust quality assurance and self-evaluation arrangements.
- Positive collaboration between establishments and partners.
- Ongoing investment in workforce development and leadership capacity.
- Strong focus on wellbeing and inclusion.
- Continued commitment to reducing the poverty-related attainment gap.

1.8 Areas for Further Improvement

While significant progress has been made, the report identifies priorities for further development during 2026/27:

- Further improving pupil progress across all sectors.
- Strengthening attendance and learner engagement.
- Continuing to reduce poverty-related inequalities in educational outcomes.
- Further embedding inclusive practice across all establishments.
- Enhancing the use of data and evidence to demonstrate impact.
- Continuing to develop leadership capacity and succession planning.
- Further strengthening partnership approaches to improving outcomes for children and young people.

1.9 Conclusion

The Education Services' Standards and Quality Report 2025/26 demonstrates that Education Services has continued to make positive progress in delivering improved outcomes for children and young people across Glasgow.

Strong leadership, effective collaboration and a continued focus on improvement have enabled the service to respond positively to ongoing challenges while maintaining high aspirations for learners, families and communities.

The findings contained within the report provide assurance regarding the effectiveness of Education Services and will inform the priorities contained within the Education Services Improvement Plan 2026/27, ensuring a continued focus on maximising pupil progress, promoting inclusion and improving wellbeing for all children and young people across Glasgow.

2 Policy and Resource Implications

Resource Implications:

<i>Financial:</i>	There are no direct financial implications arising from this report
<i>Legal:</i>	The report provides evidence of Education Services fulfilment of its statutory duties and responsibilities
<i>Personnel:</i>	None
<i>Procurement:</i>	None

Council Strategic Plan: This report supports the Council Strategic Plan commitments relating to:

- Improving outcomes and life chances for children and young people.
- Reducing inequalities and promoting inclusion.
- Improving educational attainment and achievement.
- Supporting positive health and wellbeing.
- Developing excellent leadership and workforce capacity across the education system

Equality and Socio-Economic Impacts:

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

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

(no significant impact, positive impact or negative impact)

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

Climate Impacts:

Does the proposal support any Climate Plan actions? Please specify:

There are no direct climate implications arising from this report. However, the report includes examples of work undertaken across Education Services to support sustainability and climate education

What are the potential climate impacts as a result of this proposal?

Will the proposal contribute to Glasgow's net zero carbon target?

Privacy and Data Protection Impacts:

Are there any potential data protection impacts as a result of this report
Y/N

There are no direct climate implications arising directly from this report

If Yes, please confirm that a Data Protection Impact Assessment (DPIA) has been carried out

2 Recommendations

1. To note the content of the Education Services Standards and Qualities Report 2025/ 26.
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3. To note that the findings and priorities identified through the Standards and Qualities Report will inform the Education Services Improvement Plan 2026/27.