

Education Services



Standards and Qualities Report

2025- 2026

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Foreword from the Executive Director

John McGhee

I am pleased to introduce Glasgow City Council Education Services' Standards and Quality Report for session 2025–2026. This report reflects the scale, ambition and commitment of our education community as we continue to work together to make Glasgow a world-class learning city built on the principles of nurture, equity and high expectations for all.

Glasgow's context is distinctive and demanding. We serve the largest local authority population in Scotland, with high levels of socio-economic disadvantage, significant numbers of children and young people with additional support needs, the highest proportion of care-experienced young people in Scotland, and a richly diverse school population where 175 additional languages are spoken. These factors shape both the challenges we face and the moral purpose that drives our work. Our commitment is clear: every child and young person in Glasgow should experience high-quality learning, feel included and supported, and achieve success.

During 2025–2026, Education Services continued to strengthen leadership, direction and continuous improvement across the system. Our refreshed vision, values and Grand Challenges have provided a clear strategic framework for improvement planning in establishments and across central teams. Through quality assurance, collaborative improvement visits, professional learning and partnership working, we have continued to build leadership capacity at all levels and ensure that improvement is evidence-informed, focused and sustainable.

A major focus has been the continued drive to improve literacy and numeracy. The introduction of Glasgow Reads and the development of a citywide Numeracy Framework demonstrate our

determination to provide greater consistency, clarity and quality in learning, teaching and assessment. These approaches are already showing encouraging signs of impact, with improvements in early literacy outcomes, sustained progress in numeracy and stronger use of data to identify gaps and target support. Our work in this area will continue to be central to raising attainment and ensuring that all learners make strong progress.

Inclusion remains at the heart of our service. The review of inclusive support and specialist placement processes, the review of Enhanced Nurture Provision, the development of an ASN Parental Engagement Strategy, the strengthening of ASN coordinator networks, and the professional learning framework for Support for Learning Workers all reflect our commitment to listening, learning and improving. We know that families, learners and staff must experience systems that are transparent, responsive and consistent, and this report sets out the practical steps being taken to strengthen support across the city.

The report also highlights the breadth of opportunities being created for children and young people beyond attainment alone. Through pupil voice, children's rights activity, learner participation, Learning for Sustainability, preparation for Glasgow 2026, cultural and sporting programmes, and initiatives such as Diversity Wins, young people are being supported to lead, contribute and participate fully in their schools and communities. Glasgow's Virtual School, family support, anxiety management programmes and Educational Psychology Service continue to make a significant difference for children and young people who face some of the greatest barriers to learning.

I am particularly proud that the work of Education Services has received national recognition, including awards for the Period Dignity Project and the Travel Skills Programme. These achievements reflect the creativity, compassion and determination of staff and partners across the city to remove barriers, promote dignity and improve life chances.

Looking ahead to 2026–2027, our priorities are clear. We will continue to focus on progress, inclusion and wellbeing. This means improving learning and teaching, strengthening attainment and achievement, ensuring inclusive environments and practice, promoting equity and equalities, supporting mental health and attendance, and nurturing relationships and belonging. These priorities are ambitious, but they are grounded in evidence, shaped by stakeholder feedback and driven by our shared commitment to success for every learner.

I would like to thank our children and young people, families, staff, trade unions, partners and communities for their continued contribution to education in Glasgow. Their commitment, professionalism and belief in our young people are central to everything set out in this report. Together, we will continue to build an education system that is compassionate, ambitious, trusted and equitable, and that enables all learners in Glasgow to achieve, participate and thrive.

John McGhee
Executive Director of Education Services
August 2026

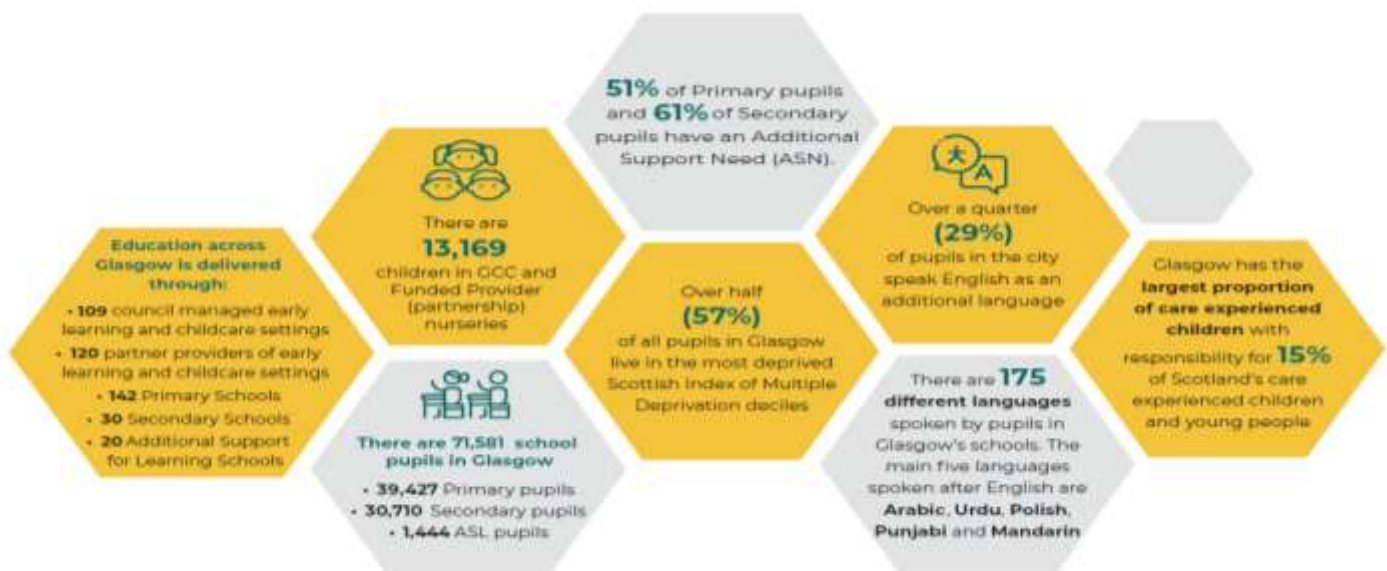


GCC CONTEXT

Glasgow City Council is the largest local authority in Scotland by population, serving approximately 650,300 residents. Socio-economic factors played a major role in shaping educational priorities. 57.1% of children and young people in primary and secondary schools lived within deciles 1–2 of the Scottish Index of Multiple Deprivation (SIMD), highlighting the need for targeted interventions to reduce inequality and improve outcomes. Additionally, 51.4% of primary pupils and 60.6% of secondary pupils had an additional support need, underlining the scale of our commitment to inclusive education.

During session 2025-2026, the city had the highest proportion of care-experienced young people in Scotland, reflecting a significant responsibility for inclusive and supportive education. The local authority supported 14.8% of Scotland's care experienced children and young people. Glasgow is a highly diverse city, with 29.1% of children and young people identified as having English as an Additional Language (EAL). Across our schools, 175 different languages were spoken, with the most common after English being Arabic, Urdu, Polish, Punjabi, and Mandarin. This linguistic diversity enriched our learning environment while presenting unique challenges for language support and cultural inclusion.

Glasgow's school attendance in 2025-2026 was 90.7% in Primary and 86.1% in Secondary; our overall average attendance was 88.7%. In the most recently available national attendance data (24-25), the national average was 91%.



In session 2025/26, Glasgow City Council provided education through:

- 142 primary schools
- 30 secondary schools
- 20 additional support for learning schools
- 109 council-managed early learning and childcare settings
- 120 partner providers of early learning and childcare

Four schools delivered Gaidhlig (Gaelic) Medium Education, supporting Scotland's linguistic heritage.

Across these settings, there were approximately 13,169 children in GCC and funded provider (partnership) nurseries. There were 48 childminders delivering funded childcare places. There were 71,581 pupils in Glasgow City Council schools – 39,427 primary pupils, 30,710 secondary pupils, and 1,444 pupils in additional support for learning (ASL) schools.



Glasgow City Council provided support to schools through the recently restructured EDIS Team (Glasgow Education Directorate Improvement Service). This service comprises two Heads of Service (HoS), three Senior Education Officers (SEO), 12.6 Quality Improvement Officers (QIO), and a team of Education Support Officers (ESO). Throughout 2025 – 2026, the team focused on challenge and support, quality assurance, targeted interventions, leadership development, and mentoring for schools.

Support to nurseries, including funded provider nurseries, is provided through the EYQIT (Early Years Quality Improvement Team). This service comprises the Head of Early Learning & Childcare (HoELC), four Area ELC Managers, one ELC Business Operations Manager, 1.6 Monitoring & Liaison Officers and a team of peripatetic teachers, the Leaders of Early Learning (LEL Team). The team focused on the same areas for nurseries that GEDIS covered for schools.

1 LEADERSHIP DIRECTION AND CONTINUOUS IMPROVEMENT

1.1 Vision Values and Aims

Education Services' vision, values and aims are both ambitious and challenging. They promote positive attitudes to social justice, equality and diversity. They are in line with national and local priorities and are clearly communicated and understood by our partners and stakeholders. Education Services' key aim is to make Glasgow a world class learning city built on the principles of nurture. The vision and values of Compassion, Ambition, Trust and Equity that underpin this aim are linked to the Council's five-year strategic plan, in particular Grand Challenges one and two which Education Services report on biannually to the Operational Performance and Delivery Scrutiny Committee.

Our vision and values were refreshed in 2022 (*All Learners All Achieving 2022 – 2027*) in consultation with headteachers, staff, children and young people, taking into consideration the highly diverse and unique context of Glasgow as a city. This consultation identified five Grand Challenges for Education Services: Wellbeing and Learning, Achievement and Progress, Engagement, Participation and Inclusion, Networked Learning Organisation and Connected Learning. Throughout session 2025 – 2026, these Grand Challenges drove improvement planning at all levels within the system, with all central team and establishment improvement plans aligned to these on a three-year cycle, whilst empowering schools to take cognisance of their own local context. This has ensured a clear and focused direction for both local authority and establishment improvement, based on local and national priorities. Our vision, values, aims and Grand Challenges were regularly revisited through Headteacher meetings, quality assurance visits and annual headteacher conferences, ensuring that we retained a laser focus on our purpose and strategic vision as an Education Service.



1.2 Fulfilment of Statutory Duties

Education Services' Governance Framework ensured that statutory requirements were fulfilled throughout session 2025 – 2026 at local authority and establishment level. The appointment of three Depute Head Teachers of Inclusion to the central team resulted in a robust review of establishment practice within the GIRFEC Principals and Additional Support for Learning legislation. As a result, a focused professional learning offer was provided for QIOs, senior leaders and staff to ensure fulfilment of statutory duties in the area of Additional Support for Learning. This work was closely monitored through establishment QA visits and Local Authority School Reviews. External validation of this work was evidenced in HMIE 2025 – 2026 reports which evaluated most establishments at good or above for Quality Indicator 3.1.

As a result of our commitment to the United Nation Convention on the Rights of Children (UNCRC) (Incorporation)(Scotland) Act 2024 we have a Children's Rights Education Officer and a UNCRC Steering Group. The Glasgow Primary and Secondary Pupil Forums met regularly to identify and discuss issues relevant to their education and life experiences. The Senior Phase Parliament met four times over the year, and the Children's Rights Framework developed by Glasgow's children and young people was used for all forum planning. Pupil voice from these forums informed decision making at establishment and local authority level. All complaints handling staff were trained in the SPSO Child Friendly Complaints process in September 2025 and all children and young people in Glasgow are consulted in any child-owned complaint where they are deemed to have capacity.

There is a designated QIO for Child Protection and a newly appointed Education Officer for Child Protection who work in partnership with agencies to ensure a robust approach to this in all establishments. All staff were trained in Child Protection procedures (August 2025), and our updated Child Protection Management Circular (MC57) is now well embedded across all establishments. Child Protection legislation was also reviewed as part of establishment QA visits. In 2025 -2026, establishment data on Child Protection was analysed centrally to ensure ongoing monitoring of good practice.

Our Education Health & Safety Team carried out an audit and delivered a programme for senior leadership teams to ensure that statutory legislation was fulfilled in this area. As a result, all senior leaders retained a high level of understanding around key legislation and policy in areas of responsibility within their establishment. Our Health & Safety team worked closely with ASL colleagues to ensure environmental safety for children and young people experiencing barriers to their learning, ensuring that we continued to fulfil the presumption of mainstream legislation.

Equalities and fairness continued to be actively promoted across the system. Education Services continued their commitment to our BAME Leadership Programme with the Education Directorate mentoring BAME Principal Teachers. During session 2025 – 2026 we saw the impact of this work with BAME staff across our establishments in the roles of Principal Teachers, Depute Head Teachers and Acting Head Teacher.

1.3 Delivering Sustained Improvement and Change

Numeracy

In response to evaluative outcomes communicated via HMIE inspection reports during session 2025-2026, recommending increased pace and challenge within learning and teaching, Education Services implemented a citywide strategic approach to improving numeracy. Led by the Numeracy QIO and PT Supporting Numeracy, in collaboration with Glasgow's Practitioner Curriculum Improvement Networks, a progressive Numeracy Framework for Primary Schools was developed. The framework is providing a more coherent and consistent approach to learning, teaching and assessment across the city, ensuring numeracy concepts are taught in a logical sequence with clearly defined learning intentions and success criteria within six-week teaching blocks. Structured assessments at the end of each block support robust monitoring of learner progress and will augment evidence utilised to inform next steps in learning.

To support successful implementation and build capacity for sustained improvement, a comprehensive professional learning programme was provided for practitioners across all primary stages. CLPL sessions offered an overview of the first teaching block, with a particular focus on the underpinning pedagogy, effective classroom practice and the use of high-quality resources. To further strengthen professional collaboration and ongoing support, online Teacher Learning Communities (TLCs) were established for the forthcoming session. Engagement with this improvement activity has been strong, with 338 practitioners from 97 establishments (69% of Glasgow primary schools) participating in the EDIS Numeracy webinars. This collaborative model strengthens leadership at all levels, building shared understanding of high-quality numeracy pedagogy and is creating sustainable structures for continuous improvement. This framework has been developed to support school improvement planning in Session 26/27.

The framework demonstrates the authority's effective use of performance evidence and stakeholder engagement to identify priorities and implement sustainable improvement at scale.



Literacy

Through our self-evaluation processes, we identified attainment across Literacy outcomes in the Broad General Education (P1, P4, P7) as key priority areas for improvement. Education Services implemented a citywide strategic approach to improving early reading and writing outcomes through the introduction of *Glasgow Reads*. Led by the Literacy QIO and GDSS team and informed by national and international research, this evidence-based programme promotes systematic synthetic phonics, explicit direct instruction, curriculum clarity and structured approaches to reading development. The initiative

builds on successful practice already established in several Glasgow schools and reflects international evidence highlighting the importance of systematic phonics instruction in improving literacy attainment. During session 2025-26, attendance at Glasgow Reads professional learning was an expectation for all primary schools, with a particular focus on P1-P3 practitioners. Over 450 practitioners participated in 13 face-to-face professional learning sessions, strengthening practitioner knowledge, confidence and consistency in the teaching of early literacy. Evaluation evidence indicates that 99% of participants found the training relevant to their professional development and aligned to current research. This strategic approach has strengthened the authority's capacity to deliver consistent, high-quality literacy pedagogy across establishments and has established a clear direction for sustained improvement in literacy outcomes across the city.

To support implementation and ensure equity of improvement, a bespoke coaching and support programme was introduced for schools where literacy attainment was identified as an area for improvement. Fifteen schools received targeted support through planning meetings, classroom coaching, professional dialogue and ongoing evaluation. Evidence from these schools demonstrates improved consistency in learning and teaching, enhanced pace and challenge, and increased learner engagement. School leaders reported greater staff confidence, improved pedagogy and stronger progression in reading and writing development.

Early impact data is highly encouraging, with all coaching schools reporting improvements in learner progress and the majority demonstrating increases in attainment. Across the sampled schools, average gains of 9.2% in P1 reading attainment and 8.4% in writing attainment were reported, with 70% of schools showing improved attainment compared to the previous session. At authority level, the previous

downward trend in P1 reading attainment has been interrupted, with reading attainment increasing by 1.1% and writing by 1% in 2025-26.

To further support consistency and sustainability, online support sessions and professional networks were established, engaging approximately 150 practitioners, while a Literacy Improvement Plan insert was developed for school improvement planning for session 2026-2027. This has strengthened alignment between authority priorities and school-based improvement activities, helping to embed a shared approach to literacy improvement and build long-term capacity for sustained change.

Review of the ASL Estate

As part of our sustained commitment to providing a high-quality provision for a growing number of children and young people with additional support needs the service has undertaken a multi-disciplinary review of the condition of the buildings within the additional support needs estate. The condition of the estate is a priority for the education department, and a report has been prepared for relevant parties regarding potential funding implications.

All capacity issues within both ASL and mainstream estates must be realised within the most efficient manner and minimise the requirements for both capital and revenue funding. The Council does not presently have any capital allocated for the construction of any new schools.

Review of Inclusive Support and Placement Processes

In line with the authority's commitment to *Getting it Right for Every Child (GIRFEC)*, the Inclusion Team completed a comprehensive review of inclusive support and specialist placement processes in response to the sustained increase in requests for specialist provision. The review provided valuable insight into the effectiveness of current arrangements and identified strengths that should be maintained alongside areas requiring improvement; these are outlined below. Evidence was gathered from school leaders, parents, carers and young people, ensuring that a range of stakeholder perspectives informed the evaluation. As a result, a multi-agency working group has been established to lead and monitor improvements to the specialist placement process.

Feedback from 160 senior leaders demonstrated strong confidence in several aspects of the current system. Respondents recognised the positive contribution of multi-agency collaboration, the introduction of school visits, the professionalism and commitment of AIG members, improvements to documentation and the strategic overview of additional support needs across the city. However, the consultation also highlighted consistent concerns regarding the availability of specialist resources, transparency and communication throughout the process, and the timeliness of decision-making. Variability in practice across placement groups, challenges associated with deadlines, the quality of

referral paperwork and the level of support available to children and young people who do not secure a specialist placement were also identified as key areas for development. These findings indicate that while the process is valued for its strategic and collaborative approach, greater consistency, clarity and responsiveness are required to enhance stakeholder confidence and improve outcomes.

Responses from 130 parents and carers reinforced many of these findings. Parents expressed high levels of confidence in the quality of specialist provision and the effectiveness of transition arrangements, highlighting these as significant strengths of the current system. Nevertheless, recurring themes relating to communication, transparency and opportunities for meaningful parental involvement suggest that families do not always feel sufficiently informed or engaged. Concerns regarding capacity and consistency of practice further indicate the need for clearer pathways and improved stakeholder communication throughout the placement process.

Engagement with young people provided important insights into their experiences. While most were unaware of the specialist placement process itself, almost all reported positive experiences within their current school setting and expressed satisfaction with their placement. Significantly, no young people indicated a desire to attend a different school, suggesting that current placement decisions are generally meeting learners' needs. Feedback relating to the quality of facilities and access to resources, including outdoor learning spaces and recreational facilities, highlights opportunities to further enhance learners' experiences and improve the learning environment.

The review has provided a robust evidence base from which to strengthen specialist placement arrangements across the authority. The newly established working group will use the findings to develop recommendations for improvement, oversee implementation and evaluate impact. This work is expected to improve transparency, consistency and stakeholder engagement, while ensuring that placement decisions continue to support positive outcomes for children and young people with additional support needs.

Enhanced Nurture Provision Review

The review of Enhanced Nurture Provisions (ENPs) has provided critical insight into the changing profile of learners accessing these specialist supports. The analysis confirmed a significant shift in presenting needs, with increasing numbers of children and young people experiencing neurodevelopmental differences, often alongside trauma, attachment difficulties, medical needs and wider family challenges. This enhanced understanding has enabled the authority to critically evaluate the extent to which existing provision aligns with current patterns of need. The review identified areas where practice has evolved significantly from its original design and highlighted opportunities to further strengthen inclusion pathways and learner outcomes.

The examination of attendance and placement patterns identified that a substantial proportion of learners access ENPs with limited engagement in mainstream settings. This evidence has been instrumental in informing strategic discussions regarding future models of support and has strengthened the authority's ability to plan provision that better promotes inclusion, participation and successful reintegration where appropriate.

The development options arising from the review provide a clear route for future improvement and demonstrate a proactive approach to ensuring that services remain responsive, effective and aligned with the increasingly complex needs of children and young people.

1.4 Effective Leadership at all Levels

Throughout session 2025–2026 we continued to create a strong collaborative culture where staff learned from and with each other through peer collaborative learning. Our approach to moderation created opportunities for practitioners from across establishments, sectors, and the West Partnership to work together to further develop a shared understanding of assessment standards and national expectations for progress within and across a level. Our secondary Learning and Teaching DHT Network worked in trios to share good practice across establishments and supported department quality assurance through identifying strengths and next steps. Headteachers worked collaboratively to identify strengths and next steps for improvement planning during Collaborative Improvement Visits and QIOs worked in partnership with colleagues in other local authorities to share and learn from good practice in leading change at system level.

Education Services' work continued to ensure staff had a strong understanding of their collective responsibility to improve outcomes for children and young people through leadership at all levels. This was evidenced in QA visits and in HMIE reports 2025-2026 with most establishments having an evaluation of good or above in QI 1.3, recognising strengths in leadership at all levels, including non-teaching staff. Education Services' embedded leadership programme offered in partnership with the University of Glasgow and Education Scotland, continued to cultivate effective leadership skills and attributes at all levels. As a result, our middle and senior leaders work effectively and collaboratively across establishments and at local authority level to drive improvement within the system.

The Early Learning & Childcare service worked in partnership with the University of Glasgow over 2024/26 to develop and deliver a bespoke mentoring offer for early years leaders. This is framed as a

structured mentoring offer from trained, experienced nursery heads to support colleagues who are new to headship or new to Glasgow. Importantly, the programme is framed not as an optional extra but as an entitlement: new heads entering the system are entitled to mentoring support for a year, alongside their induction and line management arrangements. That language reflects a clear recognition, informed by research, of the importance of sustained support at key transition points in leadership. Work is underway to design a group mentoring offer to support Deputies within nursery.

The ELC service also engaged with the University of Strathclyde over 2024/26 as part of a research knowledge exchange, developing and delivering the Changing Hearts and Minds Programme (CHAMPs) focused on working with early years senior leaders to examine attitudes and perspectives on inclusive practice within nurseries and use the research evidence base to support change.

2 IMPROVING OUTCOMES FOR ALL:

2.1 Improvement in Outcomes for Children and Young People

Raising Attainment in Literacy and Numeracy

During session 2025-2026, Education Services developed a focused strategy to raise attainment in the Broad General Education. The intended medium/long-term strategic timescale, spanning three academic years with effect from session 26-27, will see work undertaken across key areas, organised into workstreams, to maximise value-add: Pedagogy, Curriculum, Self-evaluation, Data and Wellbeing.

During the developmental phase, November 25 to June 26, short-term strategic outcomes were identified and overtaken. Opportunities for professional learning were identified, resourced and delivered, in relation to data-literacy/data-utility across the Quality Improvement Team and Head Teachers/Senior Leaders, and direct input on professional judgement of assessment evidence in Literacy and Numeracy was offered for all applicable practitioners. The former focused on supporting leaders to more effectively utilise our data tools to identify attainment gaps via demographic 'drill downs' using our FOCUS tool. Additionally, steps are underway to further enhance this work with the introduction of the Power-BI toolkit for leaders; this will support senior leaders and practitioners to analyse attainment data more rigorously early in session 26-27 once this data becomes available, including retrospective gap analysis to better inform interventions.

The latter, focused on evidence-based input on *achievement of a level*, designed and delivered by our QIO Literacy and our newly appointed QIO Numeracy, which supported, and will continue to support, both senior leaders and classroom practitioners to understand, analyse and employ assessment standards with greater consistency.

Combined, this work has supported incremental gains across Literacy and sustained and/or built upon prior improvement in Numeracy, as evidenced in our draft Achievement of Curriculum for Excellence Levels (ACEL) data being prepared for submission to the Scottish Government.

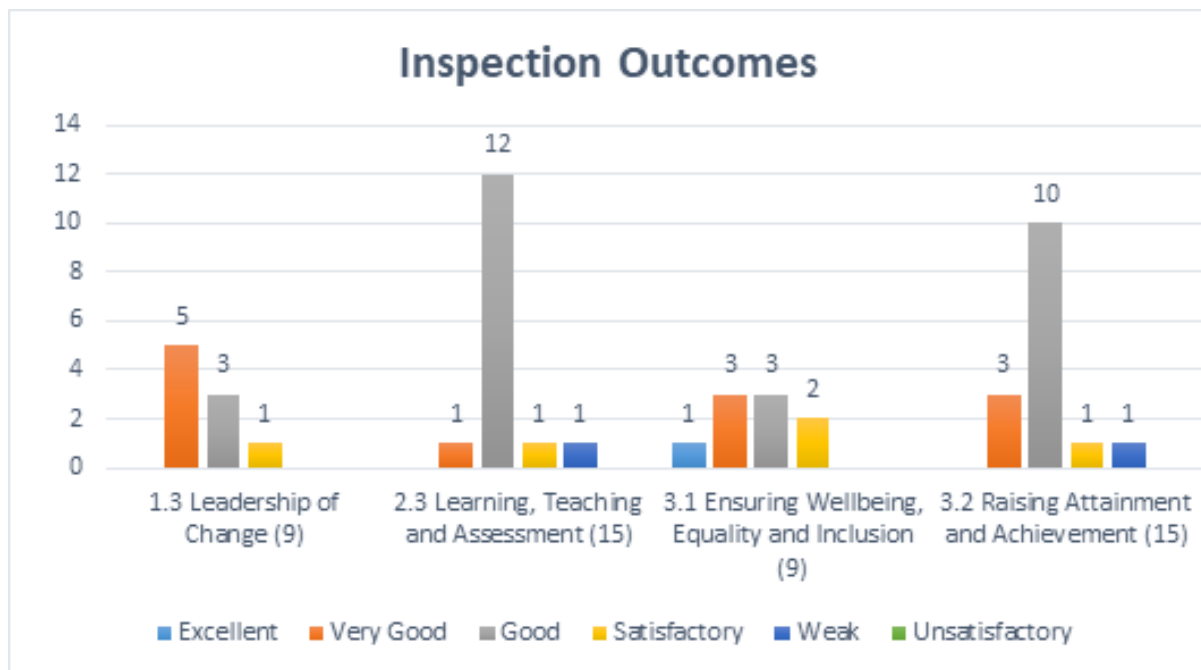
Our current attainment picture points to incremental gains aligned to our targeted area of Literacy, (P1, P4 and P7 combined) currently 69.2% (an increase of 0.7% on the previous session and our highest in outcome level in three years). In Reading, P1 levels are currently 73.5%, an increase of over 1.1% and our highest outcome across the last three years; in P4 we have maintained the improvement from the previous session, currently 73.8%; in P7, Reading is currently 78.8%, an increase of 1.6% and our

highest outcome in five years. Additionally, we have maintained last session's improved position in P1, P4 and P7 combined in Numeracy, currently 73.5%.

In S3, Literacy levels decreased by 0.2% relative to last session, currently 87.6%, but this is still 2.2% higher than 2024 and is our second highest outcome level across the last five years. Numeracy levels have improved by 1.6%, currently 89.8%, our strongest outcome across the last five years.

Inspection Outcomes: 3.2 Raising Attainment and Achievement

There were fifteen completed inspection reports for Glasgow primary/secondary schools issued by HMIE in session 25-26. The table below highlights the considerable success in the 'outcomes' Quality Indicator assessed by HMIE (3.2 Raising Attainment and Achievement) with thirteen of the fifteen schools (87%) being evaluated as 'Good' or better in this area. For context, across Scotland, only 54% of secondary schools were evaluated as 'Good' or better in the most recently published (May 2026) *Summary of Findings* document from HMIE.



In September 2025, a single shared Quality Improvement Framework (QIF) for the Early Learning & Childcare Sectors was implemented. This is now used by both HMIE and the Care Inspectorate so that ELC services are measured against the same criteria regardless of which agency is conducting the inspection. This has significantly streamlined the number of quality indicators against which services must self-evaluate and are measured. Early evidence indicates that this approach is bringing greater consistency to inspection outcomes, enabling improved tracking of progress

Numbers		CI OLD FRAMEWORK				CI - NEW FRAMEWORK			
Q.I.	GRADE	1.1 1.3 CPL	2.2 Setting	3.1 Leadership	4.3 Staffing	Leadership LMSR	CTDHQS HQS	CPL PLD	CSA NCS
LOCAL AUTHORITY	6	0	0	0	0	3	0	2	0
	5	10	9	9	9	12	0	8	13
	4	7	8	8	8	6	0	13	10
	3	0	0	0	0	2	1	0	1
	2	0	0	0	0	0	0	0	0
	1	0	0	0	0	0	0	0	0
INSPECTION TOTALS		17				23			

Those GCC services inspected by the Care Inspectorate under the old framework, 58.8% were graded as very good, which was an improvement on the previous inspection year when 54% of those inspected were graded as very good. The remainder were all graded as good, with none falling below the required National Standard.

Under the new QIF, 12.5% were graded as excellent in two inspection areas, 29.1% as very good, 45.8% as good and 12.5% as adequate. Of those grading as adequate for each of these, it was in one inspection area only with all other areas achieving good or very good.

Senior Phase Outcomes

Senior Phase Outcomes and Virtual Comparator comparisons across the Qualifications Scotland 25-26 examination diet and 25-26 leavers' destinations are unknown at the time of writing and will be included in a further report post-certification in the normal way. However, in relation to anticipated leavers' attainment, the session 25-26 final checkpoint showed an increase relative to previous sessions, including an anticipated increase of 1% on all leavers' attainment (1+ SCQF 5) and a 0.6% anticipated increase in all leavers' attainment (1+ SCQF 6).

2.2 Quality of Education – Impact on children, families and communities

Learner Participation- Pupil Voice

Education Services continued to strengthen children's rights, learner participation and community engagement throughout session 2025-26. Our commitment to the United Nations Convention on the Rights of the Child (UNCRC) is evidenced through the significant number of establishments engaged in the Rights Respecting Schools Award programme. In June 2026, 183 establishments were participating, with 25 holding Gold accreditation, 61 achieving Silver and 48 achieving Bronze status. A further 10 establishments were actively working towards accreditation. These awards demonstrate our ongoing commitment to embedding children's rights within school culture, learning and decision-making processes across the city.

Learner participation was further strengthened through citywide engagement activity. The Glasgow Pupil Conference 2026 brought together representatives from 57 establishments, including primary, secondary and additional support for learning settings. Focused on Learning for Sustainability and Glasgow's Target 2030 ambitions, the conference was largely planned and delivered by children and young people, providing meaningful opportunities for leadership, collaboration and pupil voice. Participants identified practical actions linked to sustainability, inclusion, climate action and community engagement, whilst the refreshed Glasgow Pupil Climate Charter, developed in partnership with learners, was launched and shared with all schools across the authority. Feedback demonstrated high levels of engagement, with participants reporting increased confidence to lead change within their own school communities.

Education Services worked closely with Glasgow 2026 Commonwealth Games organisers to maximise learning opportunities arising from the Games. A multi-disciplinary education planning group, comprising representatives from Children's Rights, PEPASS, CREATE, Learning for Sustainability, Equalities, Languages, Health and Wellbeing and Digital Learning, coordinated a range of curriculum, participation and community engagement opportunities for establishments across the city. Through Glasgow Schools Forums and the Senior Phase Parliament, children and young people directly informed aspects of Games planning, including consultation on festivals, volunteering opportunities and opening and closing ceremonies. This ensured that young people's views contributed meaningfully to the development of a major international event hosted in their city.





The Glasgow Schools Baton Relay engaged learning communities across the city through creative, physical activity and sustainability-focused challenges. Thirty-four school batons, crafted from the same Pollok Park tree used to create the King's Baton, travelled through learning communities connecting early years establishments, primary schools and secondary schools. Schools were further connected to the wider Commonwealth through a country-linking initiative, with more than 300

educational establishments receiving Commonwealth flags and associated learning materials to promote global citizenship, inclusion and cultural awareness. A comprehensive Glasgow 2026 education programme was also developed collaboratively by Glasgow practitioners, providing high-quality curriculum resources for learners across all stages.

Learners benefited from a wide range of cultural, sporting and creative opportunities linked to the Games. PEPASS coordinated more than 100 events connected to Glasgow 2026, including athletics, gymnastics, swimming, cycling, netball, dance and ASN-inclusive activities. Glasgow's CREATE team and schools collaborated on citywide music and dance projects celebrating the Games, while the Glasgow 2026 mascot, Finnie, engaged with children and young people through visits to schools, nurseries and education events across the city. Young people from Glasgow primary and secondary schools were also selected to represent the city at Commonwealth Day celebrations in Westminster Abbey. These experiences supported learners to develop confidence, leadership skills, cultural awareness and civic pride whilst strengthening their sense of belonging within local, national and international communities. Education Services also continued to promote equality, diversity and inclusion through learner participation programmes.



Through initiatives such as Diversity Wins, children and young people developed a greater understanding of prejudice, discrimination and respectful relationships whilst strengthening employability and meta-skills. Evaluation evidence demonstrated increased learner confidence in challenging discrimination, promoting inclusion and recognising the value of diversity within their school

communities. This work has supported the development of responsible citizens who actively contribute to creating inclusive, rights-respecting learning environments.

Glasgow's Virtual School

Glasgow's Virtual School continues to demonstrate a significant positive impact on some of the city's most vulnerable and disadvantaged learners. Across a variety of programmes, young people achieved strong educational outcomes while benefiting from personalised approaches that supported engagement, wellbeing and achievement.

Almost all S4 and S5 learners accessing the Children's House Interrupted Learners Service successfully engaged with their programmes and achieved National 3 or National 4 qualifications in literacy and numeracy. Within the Hospital Education Service, children and young people demonstrated measurable progress across literacy and numeracy from Early Level through to Level 3, while senior phase learners attained qualifications ranging from National 3 to Advanced Higher. These outcomes reflect the effectiveness of targeted intervention and sustained support in overcoming significant barriers to learning.

Similarly, high completion rates within the Enhanced Vocational Inclusion Programme, together with strong attainment in English and Mathematics, demonstrate the programme's success in maintaining learner engagement and supporting positive destinations.

Stakeholder evaluations further evidence of the service's impact. Young people reported improvements in confidence, emotional regulation and wellbeing, highlighting the value of consistent relationships and personalised support. These findings indicate that the service is successfully fostering resilience, promoting engagement with learning and supporting young people to achieve agreed goals.

GVS - Family Support and Anxiety Management Programmes

The specialist family support service continues to make a highly effective contribution to improving outcomes for care-experienced children, young people and their families. The exceptionally positive evaluation outcomes, with all respondents rating interventions and consultations at the highest level, demonstrate the quality and effectiveness of support provided. Families consistently reported enhanced emotional wellbeing, resilience, coping strategies and self-confidence. These outcomes illustrate the service's success in strengthening family capacity and promoting sustainable wellbeing.

The Let's Introduce Anxiety Management (LIAM) programme has also delivered positive outcomes for participating young people. Most learners evaluated the programme positively, with three quarters reporting improvements in their overall health and wellbeing and half reporting improved attendance.

These findings suggest that the programme is effectively supporting learners to manage anxiety, increase engagement and overcome barriers to participation in education.

Educational Psychology Service

The Educational Psychology Service continues to play a pivotal role in supporting inclusive practice across the authority. Through extensive involvement in Staged Intervention and Inclusion Meetings (SIIMs) and Learning Community Joint Support Teams (LC-JSTs), Educational Psychologists have strengthened schools' capacity to identify needs early, plan targeted interventions and access specialist support where required.

The scale of engagement across the city demonstrates the service's significant contribution to supporting children and young people with a wide range of additional support needs. The majority of cases discussed were effectively addressed through consultation and collaborative problem-solving, ensuring specialist intervention was targeted appropriately and proportionately.

Direct work undertaken with over 500 children and young people further reflects the service's responsiveness and impact. This combination of consultation, assessment and intervention has enhanced schools' capacity to meet learner needs, contributing to improved inclusion, participation and educational outcomes.

ASN Parental Engagement Strategy

The development of a city-wide ASN Parenting Strategy represents a significant step forward in strengthening relationships between families and the local authority. Engagement with ASN parent groups across the city has created meaningful opportunities for co-production and has enhanced the authority's understanding of parental experiences and priorities. This collaborative approach is already strengthening trust, transparency and partnership working. By ensuring parents play an active role in shaping future developments, the strategy is laying the foundations for improved communication, greater parental confidence and more effective support for children and young people with additional support needs.

Support for Learning Worker Professional Learning Framework

The introduction of a comprehensive Professional Learning Framework for Support for Learning Workers has strengthened workforce development and established clearer expectations regarding professional practice. The high level of participation in induction programmes demonstrates both the

scale of workforce investment and the authority's commitment to supporting staff effectiveness from the outset of their careers. Evaluation evidence indicates that almost all participants experienced increased confidence and improved understanding of local authority systems, legislative responsibilities and inclusive approaches. This has enhanced staff readiness to effectively support learners and contributes to greater consistency of practice across establishments.

Further professional learning opportunities have also been well received, with the majority of participants rating training as highly valuable and reporting an intention to apply learning within their own settings. These findings demonstrate the framework's effectiveness in building workforce capacity and promoting inclusive practice across all sectors.

The development of a credit-rated qualification further illustrates the authority's commitment to professionalising the workforce and supporting long-term recruitment, retention and career progression.

ASN Coordinators Network

The ASN Coordinators Network continued to demonstrate a strong and growing influence on inclusive practice across the city. Increasing attendance throughout the session, alongside consistently high participation within locality groups, reflects the network's value as a mechanism for professional collaboration and system-wide improvement.

The network has successfully facilitated professional dialogue, promoted the sharing of effective practice and strengthened understanding of policy and legislative developments. Contributions from Education, Psychological Services and Health colleagues have enhanced multi-agency understanding and supported greater consistency in approaches to inclusion. As a result, school leaders report increased confidence in implementing inclusive practices and supporting learners with additional support needs. This strengthened professional capacity is contributing to more consistent experiences for children and young people and increased equity of access to appropriate support across the city.

Cross-Sector Transitions Strategy Group

The establishment of the Cross-Sector Transitions Strategy Group has significantly strengthened strategic leadership and oversight of transition planning across the learner journey. The group's collaborative approach has created stronger alignment across sectors and services, supporting the development of a shared vision for high-quality transitions.

Progress made through focused sub-groups has accelerated the development of comprehensive guidance for establishments and families, providing a clear framework for effective transition planning. This work has enhanced clarity regarding roles, responsibilities and processes, creating conditions for

greater consistency and accountability across services. As a result, establishments are increasingly well positioned to implement coordinated, learner-centred approaches to transition planning. Improved collaboration and communication across sectors is strengthening continuity of support and reducing variability in practice. Learners and families are benefiting from clearer pathways, improved access to information and enhanced support during key periods of change. Collectively, these developments are contributing to more seamless transitions, increased stakeholder confidence and improved outcomes for children and young people across the authority.

National and International Recognition

The impact of Education Services' work on inclusion, equity and wellbeing has also been recognised nationally and internationally. Glasgow's Period Dignity Project was awarded third place at the Eurocities Awards 2026 in Utrecht under the category of *Breaking Gender Poverty Cycles*. Managed by Education Services in partnership with Simon Community Scotland, the project provided free period products in more than 400 publicly accessible locations across the city, including all primary and secondary schools. The initiative also promoted access to sustainable menstrual products and worked proactively to tackle stigma, reduce gender-based inequality and ensured that children, young people and families, could access essential hygiene products with dignity. The award provided an opportunity to share Glasgow's innovative approach with cities across Europe and highlighted the positive impact of the authority's work in promoting equity and inclusion.

Education Services also received national recognition through the Scottish Transport Awards 2026, where the Travel Skills Programme won the Excellence in Transport Accessibility Award. The programme supported young people with additional support needs to develop independent travel skills, confidence and wider life skills through personalised support delivered in partnership with schools and specialist staff. The programme had a significant impact on learners' independence, participation and



readiness for adulthood, and also provided wider benefits for families through increased confidence and inclusion within their local communities. This award provided external validation of the authority's commitment to improving life chances and reducing barriers for children and young people who required additional support.

EDUCATION SERVICES PRIORITIES FOR 2026-2027

Next Steps for 2026- 27

The following 3 key priorities were identified from Education Services evaluations, stakeholder feedback and attainment data:



Progress

- Learning and Teaching
- Individual Progress (Milestones/ CFE)
- Progress through CfE in line with National Expectations
- Attainment
- Achievement

Inclusion

- Inclusive environment, practice and curriculum
- Equalities and Equity
- Presumption of Mainstreaming

Wellbeing

- Relationships
- Mental Health
- Attendance
- Nurture and Belonging

Educations Services Service Improvement Plan will be shared with all stakeholders in August 2026.