

**Education Services
Glasgow City Council
Annual NIF Report
2023/24**

(Appendix 1)

Table of Contents

- 1. Introduction**
- 2. Glasgow Context**
- 3. Vision and Values**
- 4. NIF Measures**
- 5. Appendices**

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 has to 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 in order 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
128 partner providers of early learning and childcare settings
141 Primary Schools
30 Secondary Schools
22 Additional Support for Learning Schools

There are 15,257 registered places for 0 to 5 year olds across Glasgow's early learning and childcare settings.

There are 71,342 school pupils in Glasgow

- 40,576 Primary pupils
- 29,215 Secondary pupils
- 1,551 ASL pupils

Over half (56.4%) of all pupils in Glasgow live in the most deprived Scottish Index of Multiple Deprivation deciles.

Over a quarter (25.3%) of pupils in the city speak English as an additional language.

There are 131 different languages spoken by pupils in Glasgow's Schools. The main five languages spoken after English are Urdu, Arabic, Polish, Punjabi, Chinese (Modern Standard/Mandarin). Glasgow has the largest proportion of care experienced children, with responsibility for 17.4% of Scotland's care experienced children and young people.

3 Vision and Values

Our [All Learners All Achieving](#) Document sets out at a high level the challenges we are addressing throughout this plan. It provides clear messages on what matters to us across Education Services in Glasgow.

Our Vision

- A world class learning city founded on nurture principles.

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.

Our 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

COMPASSION

Compassion and care lead to improved outcomes for our children and young people in Glasgow. Wellbeing is central to achievement and progress. Our aim of being a nurturing city, means embedding nurturing approaches in every classroom and playroom and learning environment and in all interactions. Knowing how to engage with each other with courtesy and kindness allows us to meet the care needs of our learners, those we work with and those who need us. Compassion involves demonstrating care, kindness, cultural responsiveness, tolerance, openness and welcoming of every learner.

AMBITION

In Glasgow we are ambitious for every learner. We retain a relentless focus at all times on lifting any barrier to learning and life opportunities.

TRUST

We are committed to a culture of mutual trust and respect, ensuring safe space and time for dialogue and collaboration. Our expectation is that we will act openly with transparency, candour and honesty to build relationships which benefit all our learners. Human rights are for us all. Basic rights and freedoms belong to us all simply because we are human.

EQUITY

Equity is at the heart of everything we do in Glasgow. We can measure Education Services' success when our collective strength and efforts ensure what we do mitigates anything which gets in the way of learning including the effects of poverty. This leads to appropriate pathways and positive outcomes for all learners.

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 (56%) of Glasgow's pupils reside in SIMD Quintile 1 compared with less than a quarter (22%) at the national level. Moreover only 7% of Glasgow's pupils reside in SIMD Quintile 5 compared with 19% at the national level.

In addition, Achievement of Curriculum for Excellence Levels (ACEL) data by SIMD Quintile for Glasgow sometimes differs from SG published statistics. This is because SG 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.

ACEL data for 2022/23 has not yet been validated by the Scottish Government.

P1, P4 and P7 ACEL Literacy combined

Figure 1.1

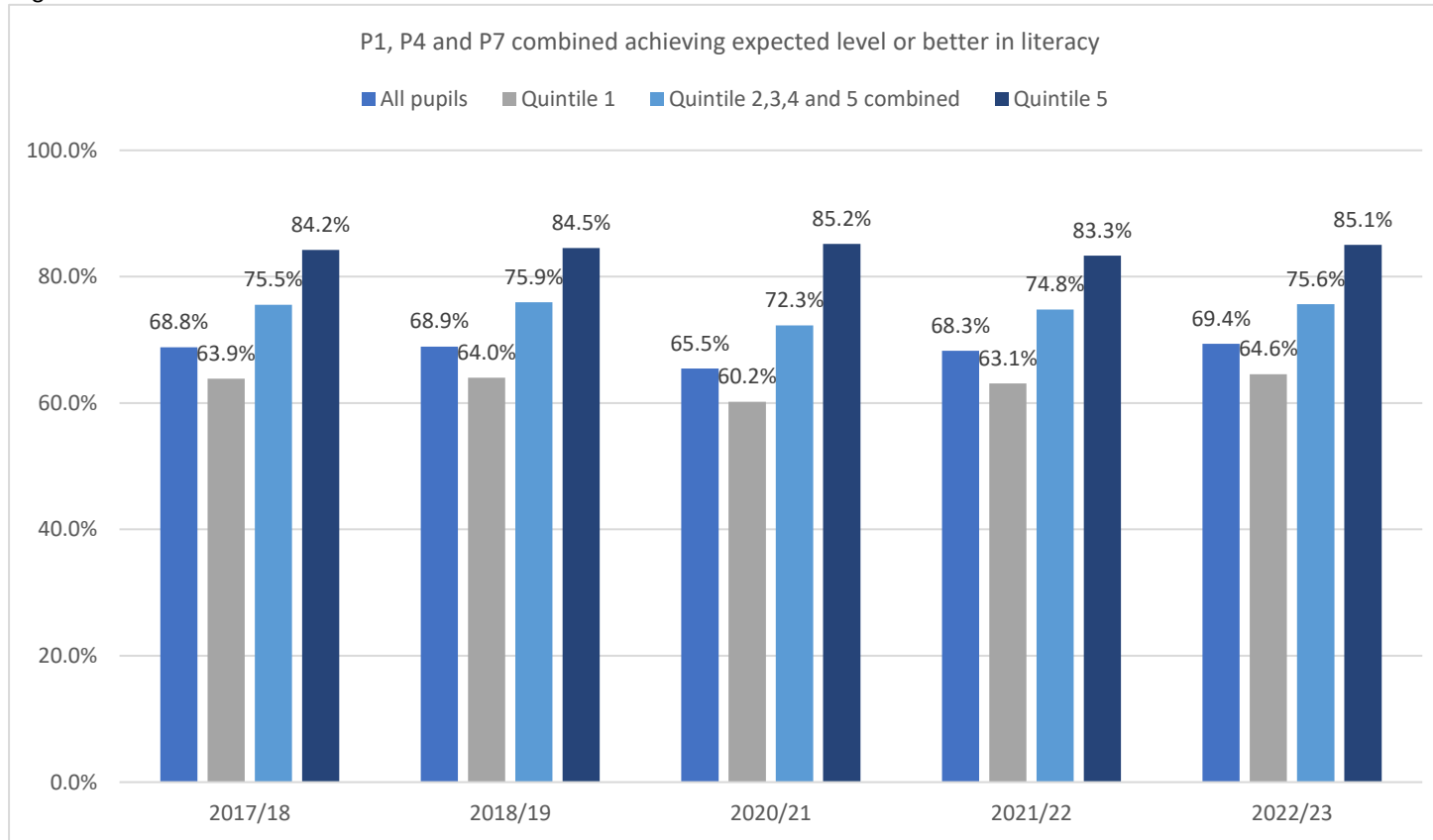


Figure 1.2

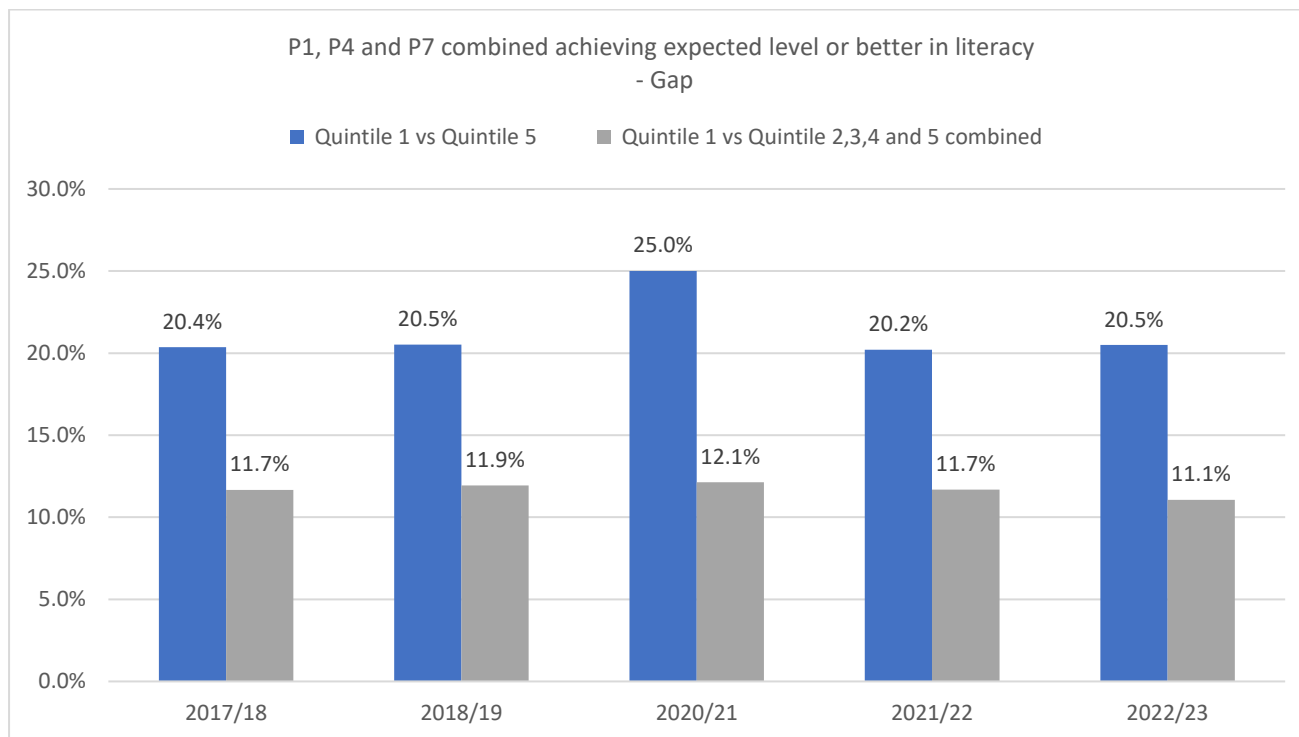


Figure 1.3

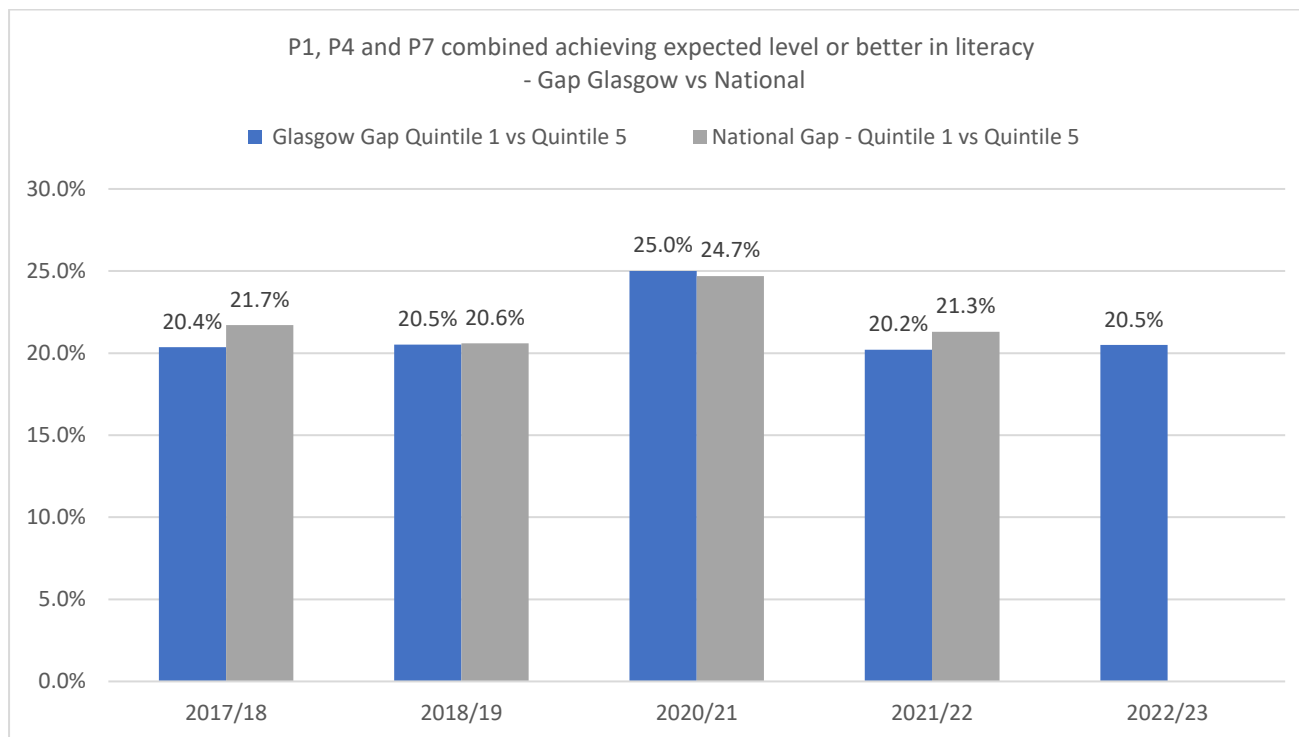
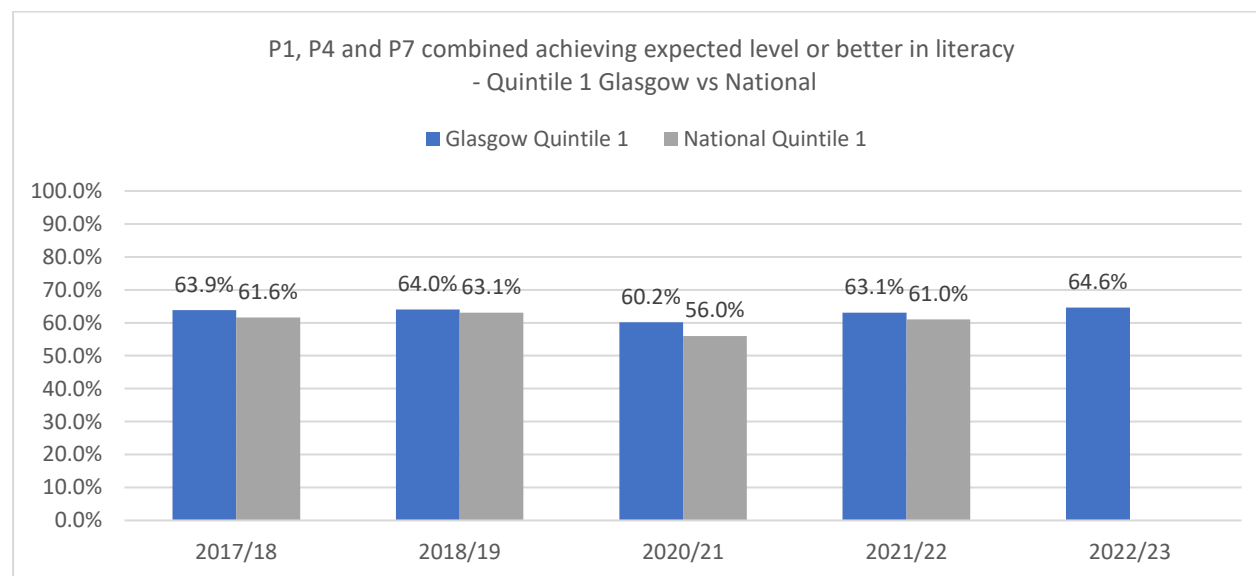


Figure 1.4



The trend over five years for P1, P4 and P7 ACEL literacy combined (figure 1.1) shows that the proportion of pupils in Glasgow achieving at the expected level or better in literacy has increased between 2021/22 and 2022/23 to almost 70%. When broken down by SIMD quintile, 64.6% of pupils in quintile 1 achieved compared with 85.1% of pupils in quintile 5.

Figure 1.2 shows the gap between pupils in quintiles 1 and 5 has remained around 20% with a notable increase witnessed in 2020/21 when returning to school post COVID may have made an impact. It is also clear that when comparing quintile 1 pupils in Glasgow, where most pupils reside, with quintiles 2 to 5 combined the gap is much narrower.

The literacy attainment gap for Glasgow is broadly comparable to the gap at the national level (figure 1.3) with the gap slightly narrower for Glasgow in 2021/22. The national data for 2022/23 has not yet been published. Glasgow tends to outperform the national cohort at quintile 1 (figure 1.4).

P1, P4 and P7 ACEL Numeracy combined

Figure 2.1

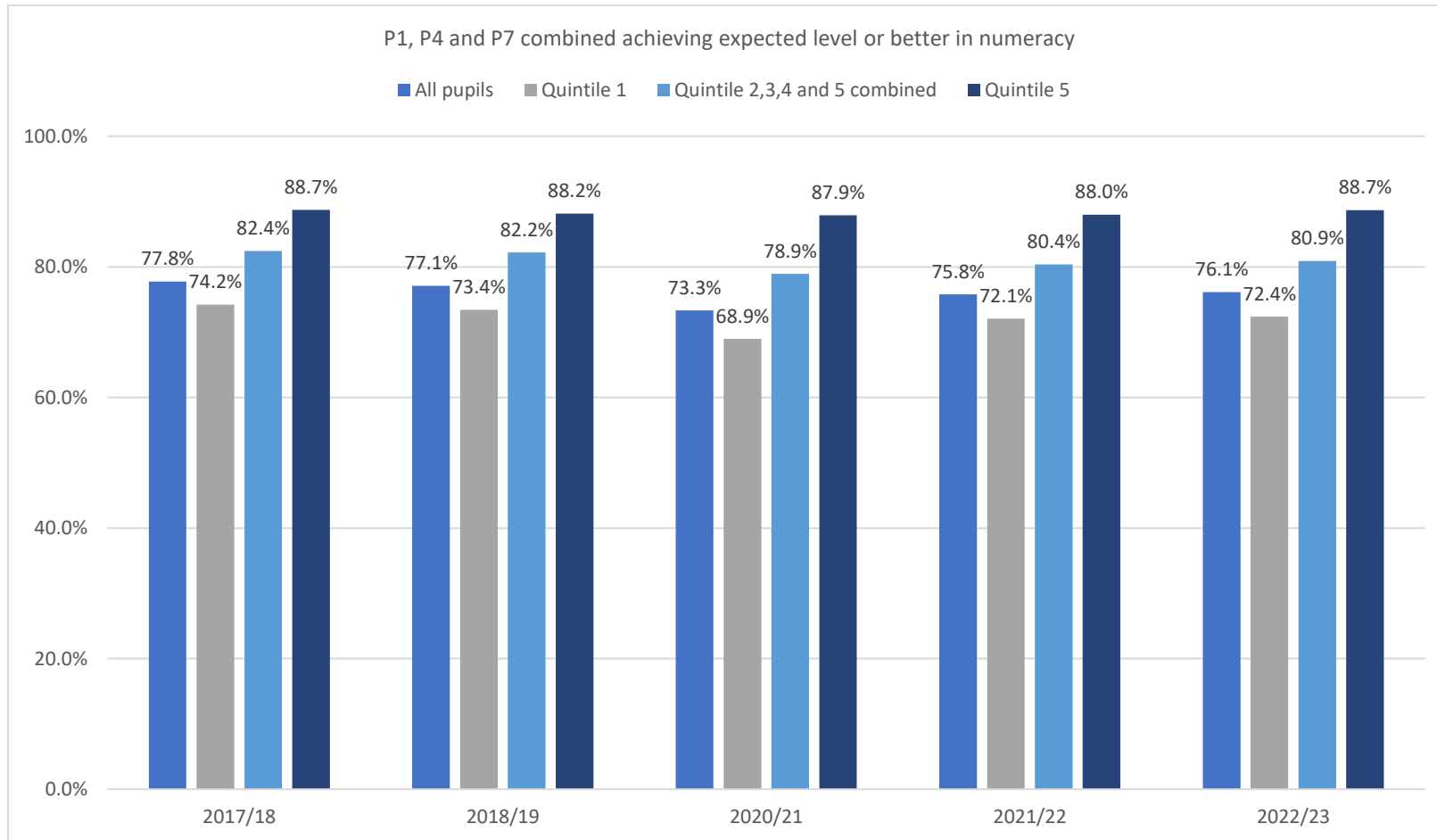


Figure 2.2

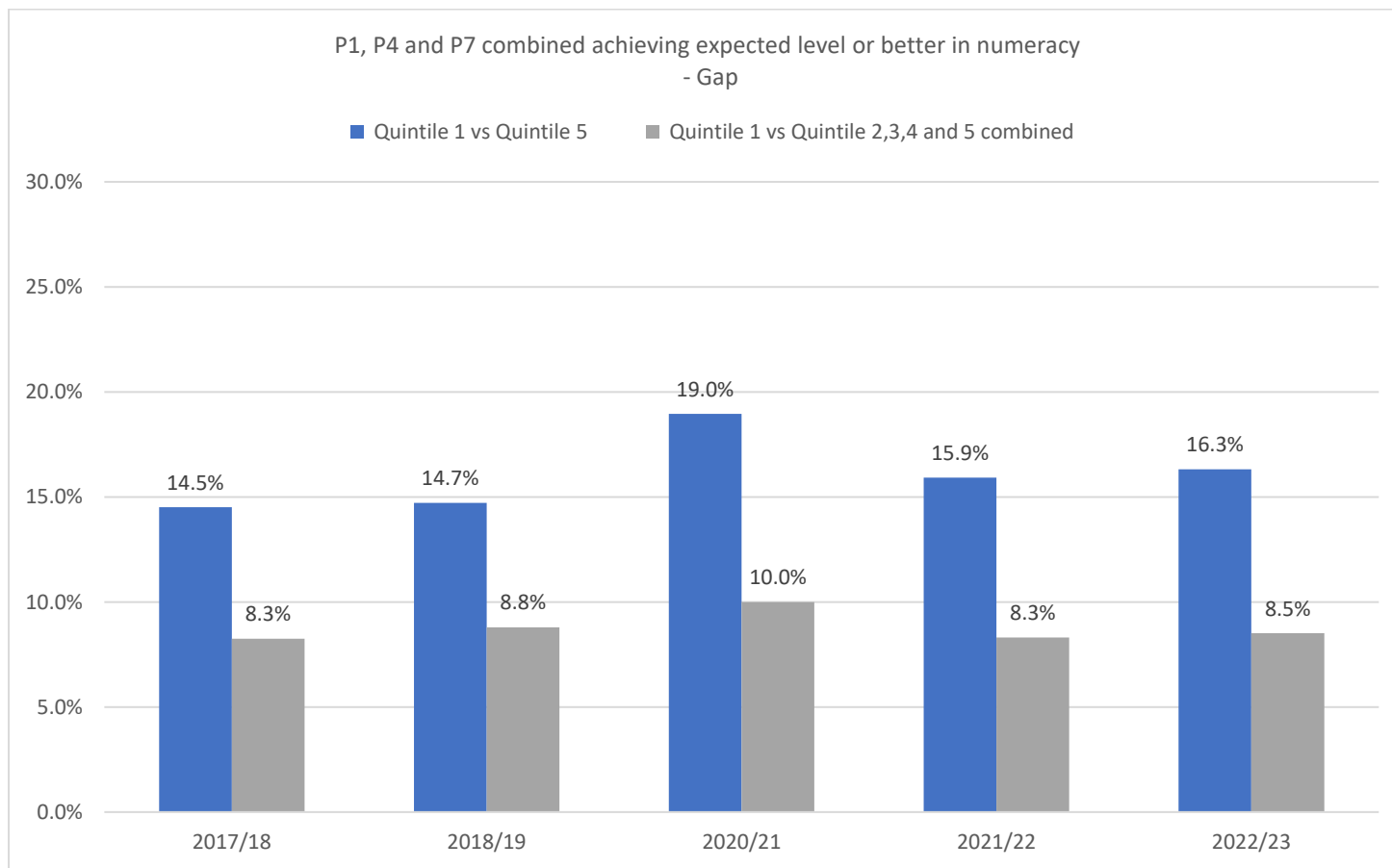


Figure 2.3

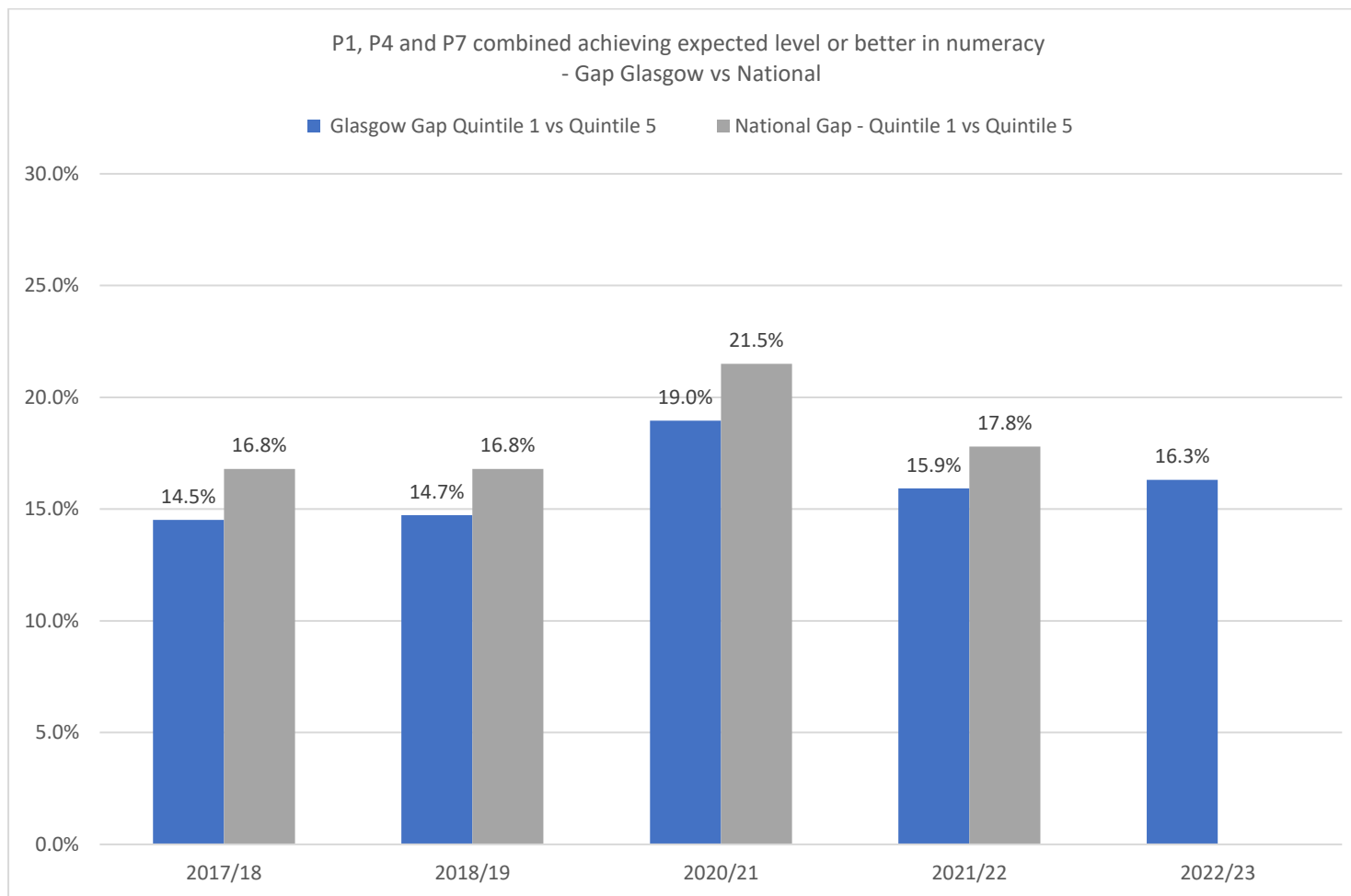
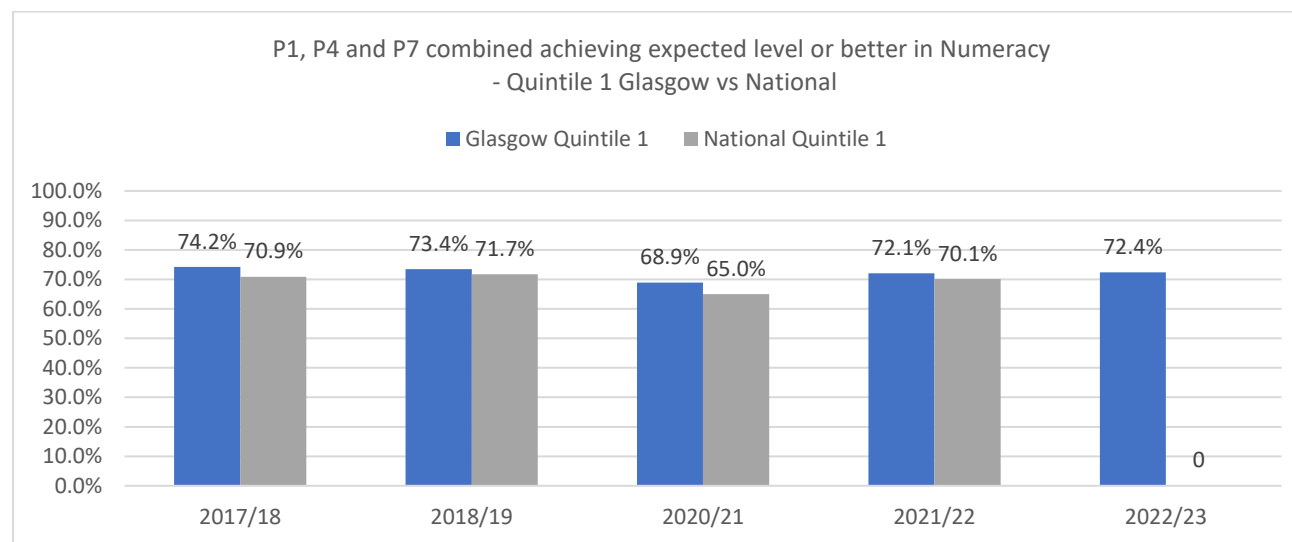


Figure 2.4



The trend over five years for P1, P4 and P7 ACEL numeracy combined (figure 2.1) shows that consistently around three quarters of pupils in Glasgow achieve at the expected level or better in numeracy and an increase was witnessed between 2021/22 and 2022/23. As with literacy the most notable decrease occurred in 2020/21.

Fewer pupils in quintile 1 achieve however this is still consistently over 70% with approximately 88% of pupils in quintile 5 achieving. Attainment at numeracy is higher than attainment at literacy across all quintiles.

Figure 2.2 shows the gap between pupils in quintiles 1 and 5 has widened slightly between 2021/22 and 2022/23. As with literacy, when comparing quintile 1 pupils in Glasgow, where most pupils reside, with quintiles 2 to 5 combined the gap is narrower.

The numeracy attainment gap at the national level tends to be higher than for Glasgow (figure 2.3). The national data for 2021/22 has not yet been published. Similar to literacy, the trend shows Glasgow outperforms the national cohort at quintile 1 (figure 2.4).

ACEL S3 3rd level or better – Literacy

Figure 3.1

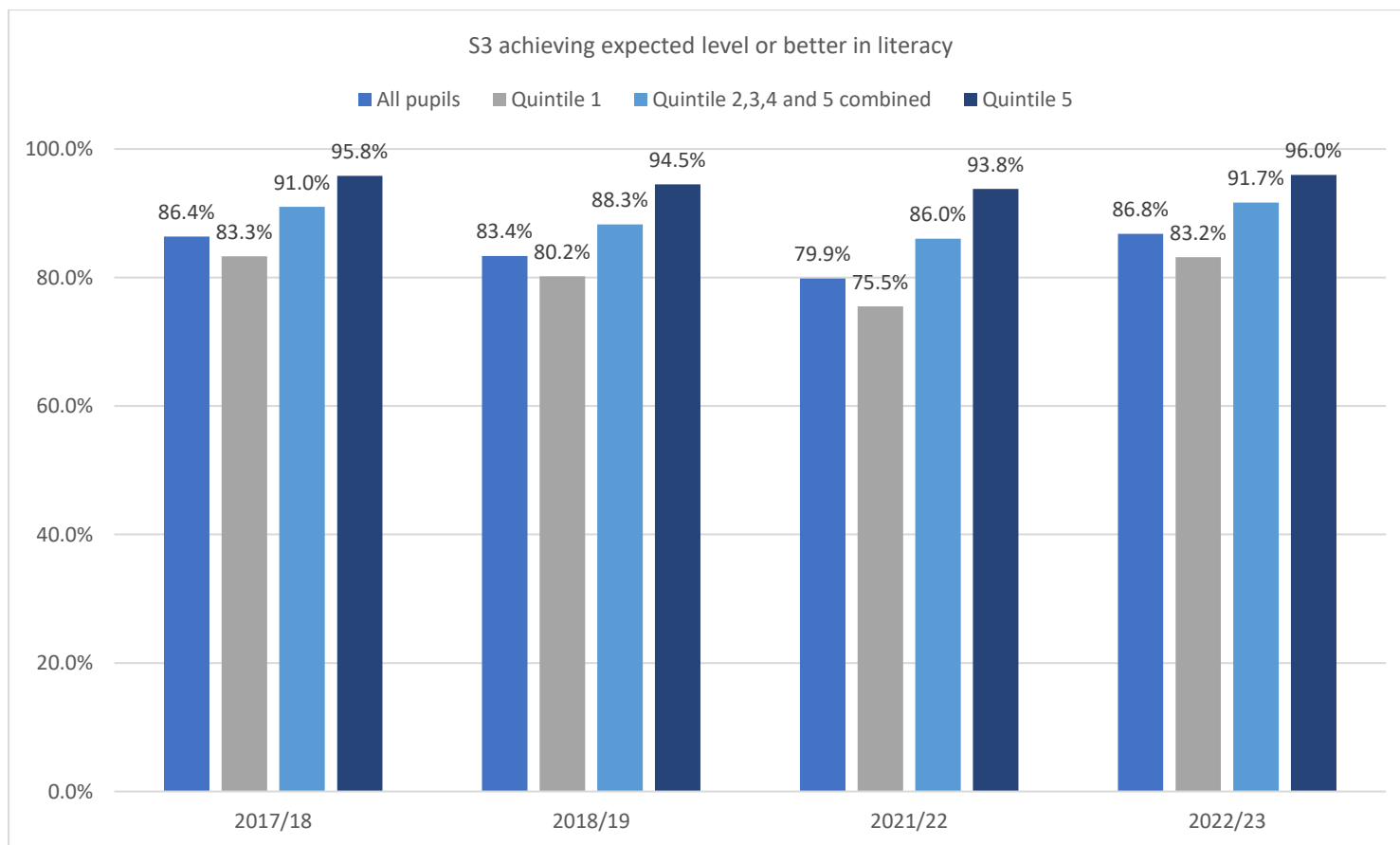


Figure 3.2

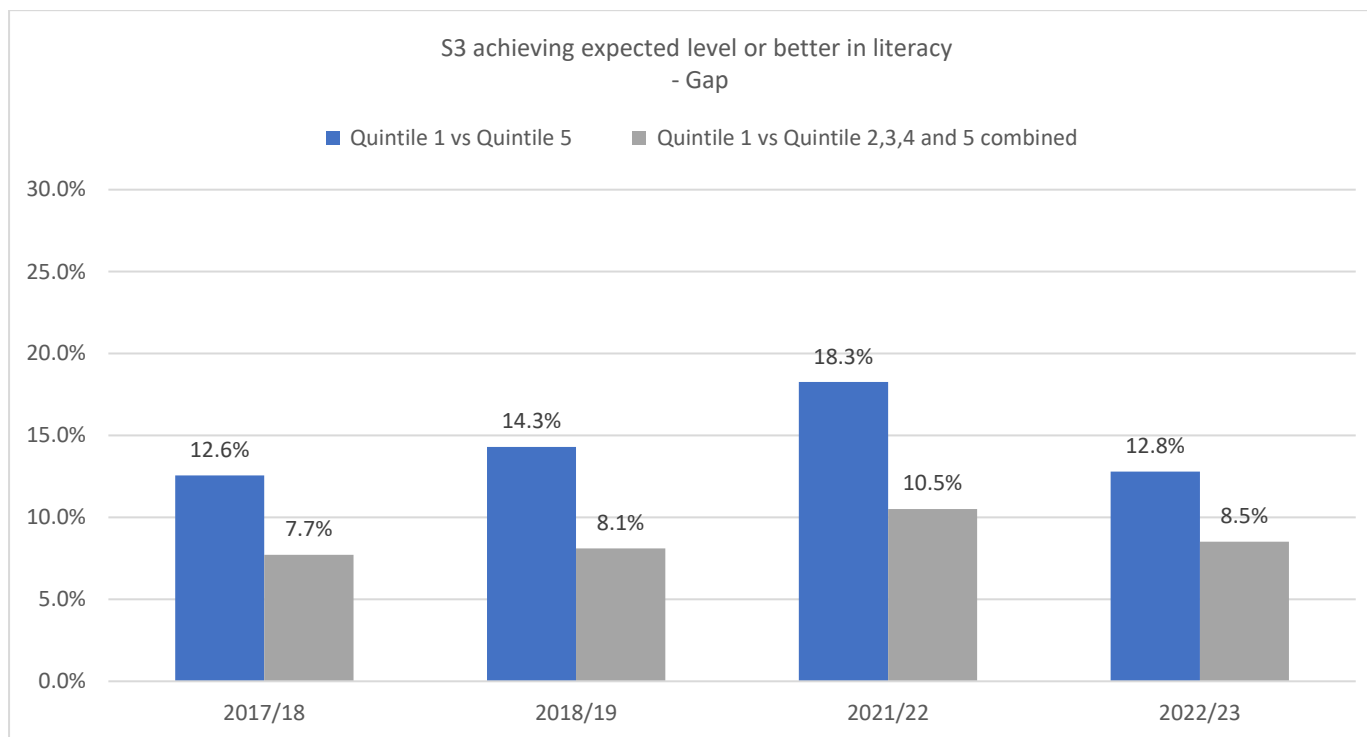


Figure 3.3

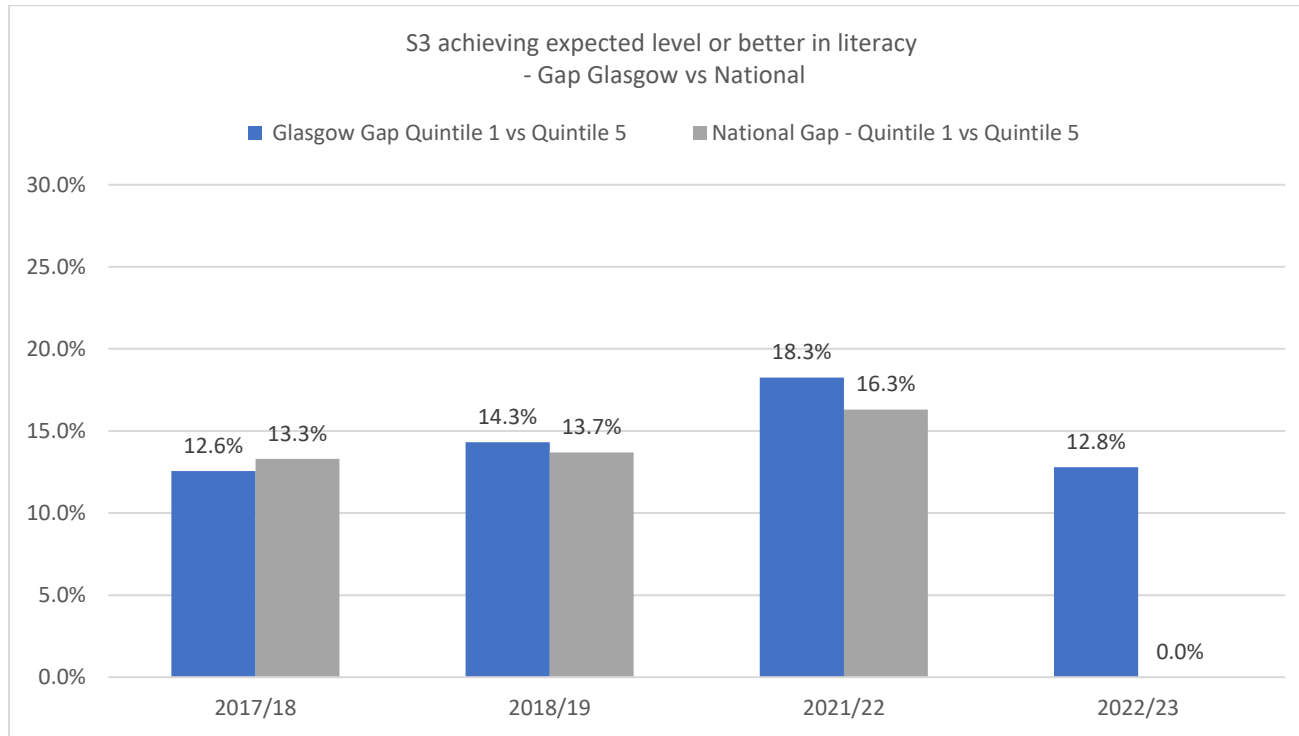
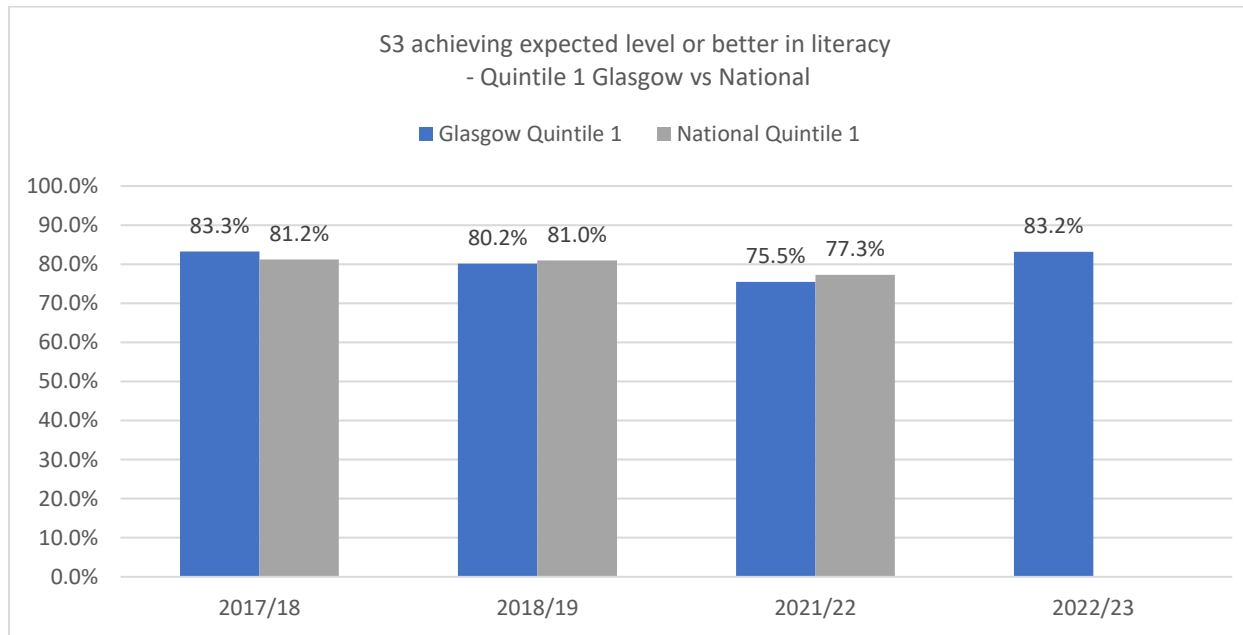


Figure 3.4



There has been a notable increase in the proportion of all S3 pupils in Glasgow achieving at the expected level or better in literacy between 2021/22 and 2022/23 (figure 3.1) and this is also witnessed for pupils in quintile 1.

The gap between pupils in quintiles 1 and 5 has narrowed (figure 3.2) and, as with the primary stages, when comparing quintile 1 pupils in Glasgow, where most pupils reside, with quintiles 2 to 5 combined the gap is narrower.

The literacy attainment gap for Glasgow tends to be slightly wider than the national cohort (figure 3.3). Trends show no significant difference between Glasgow's quintile 1 cohort and the national quintile 1 cohort (figure 3.4).

ACEL S3 3rd level or better – Numeracy

Figure 4.1

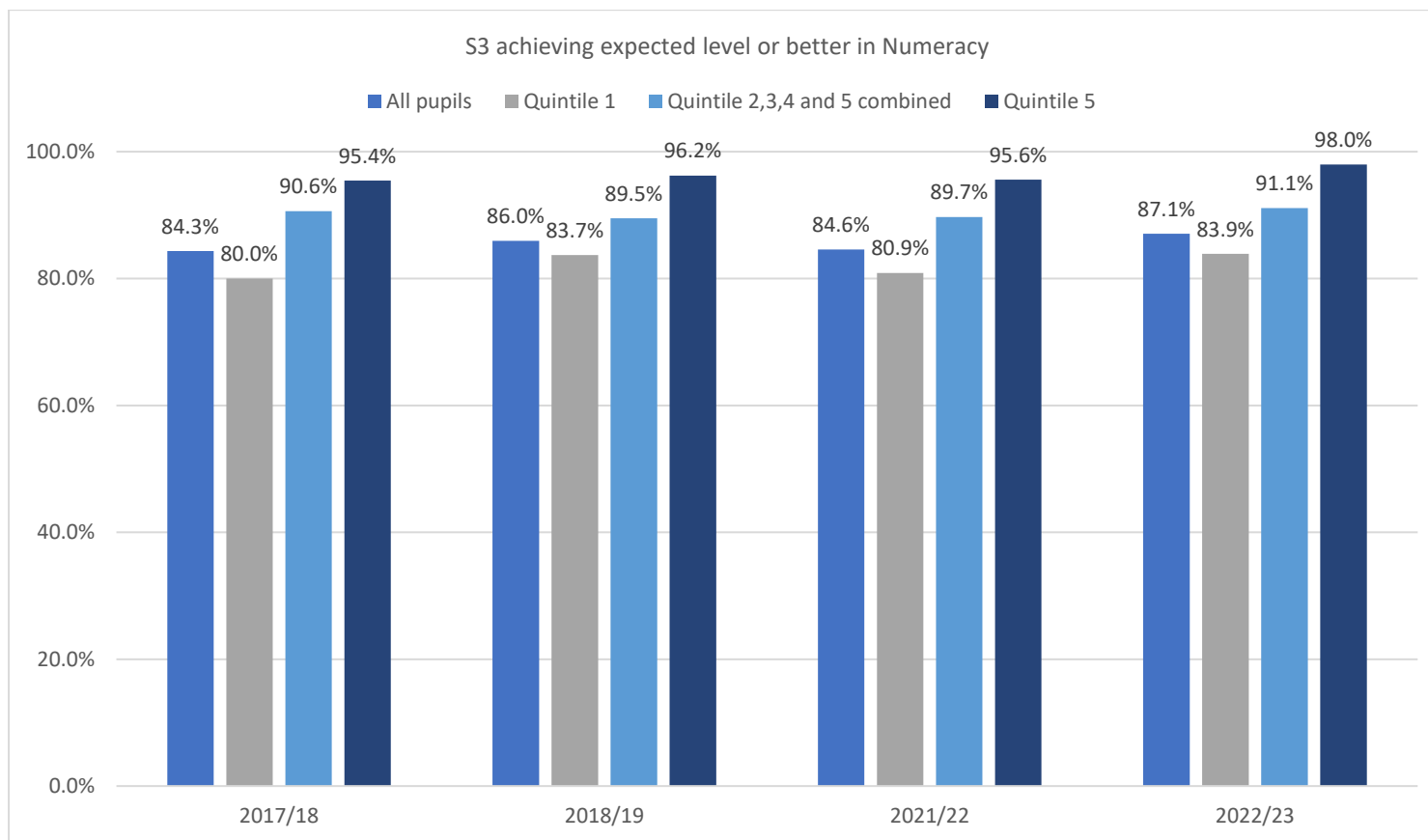


Figure 4.2

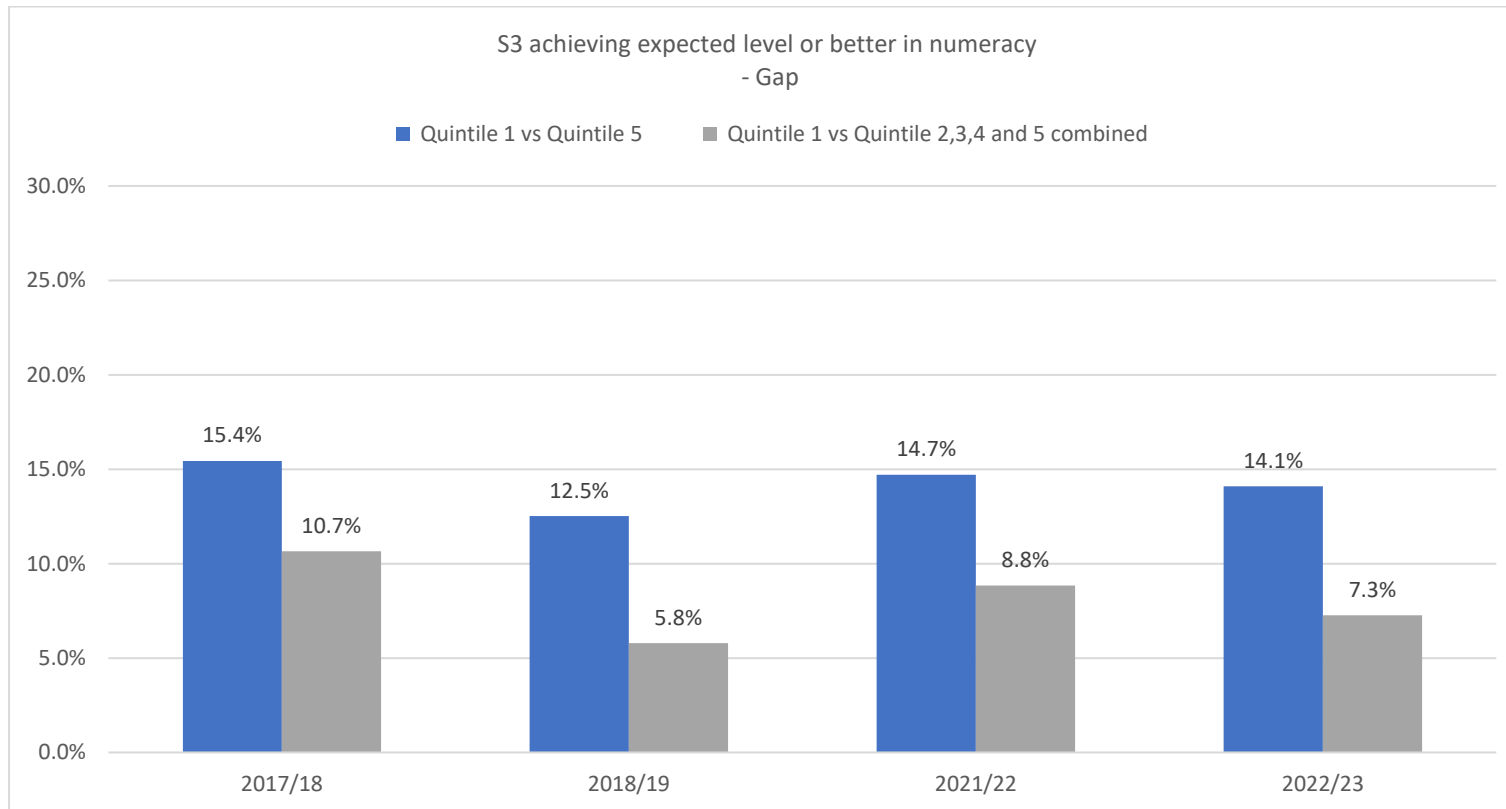


Figure 4.3

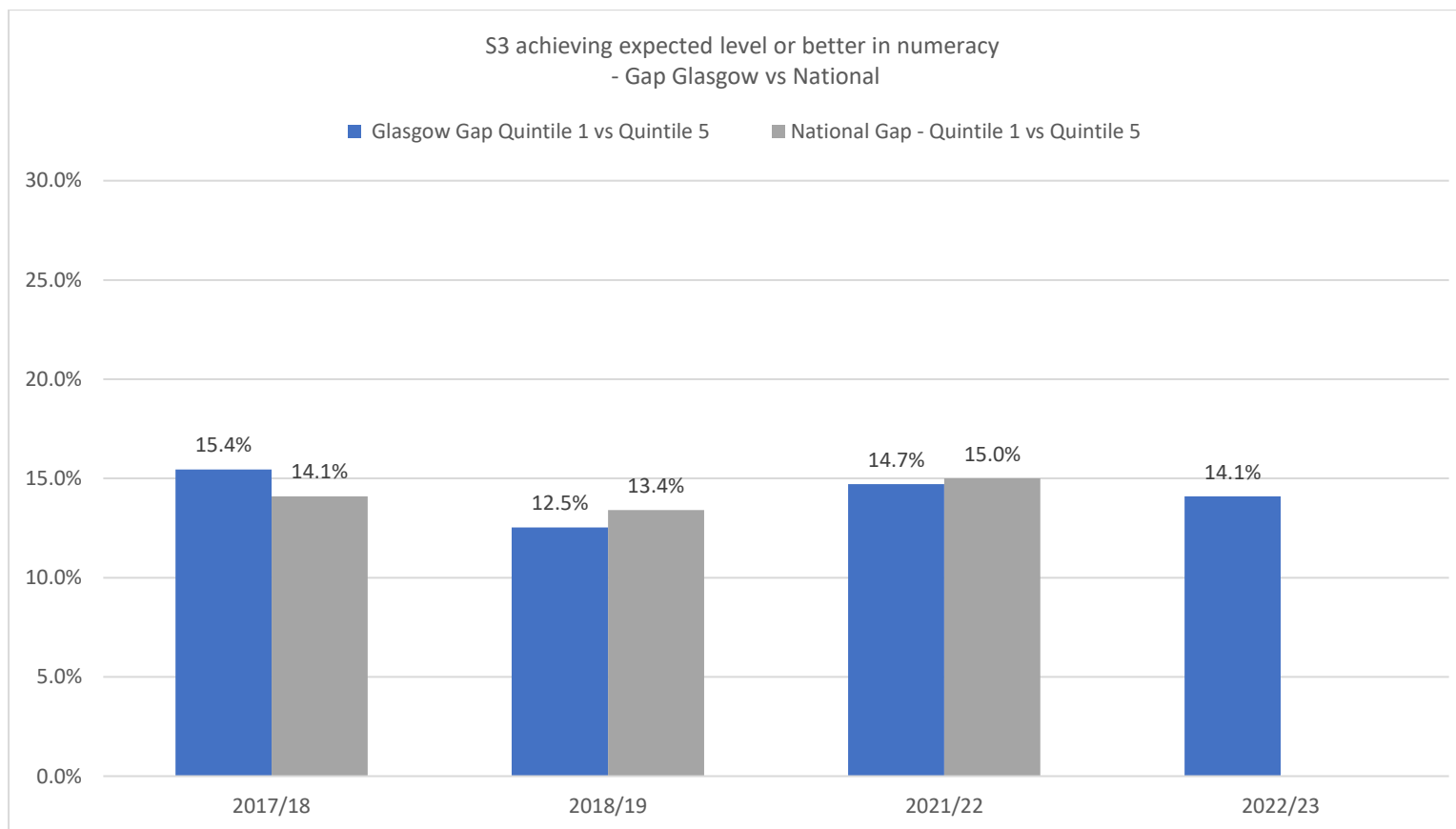
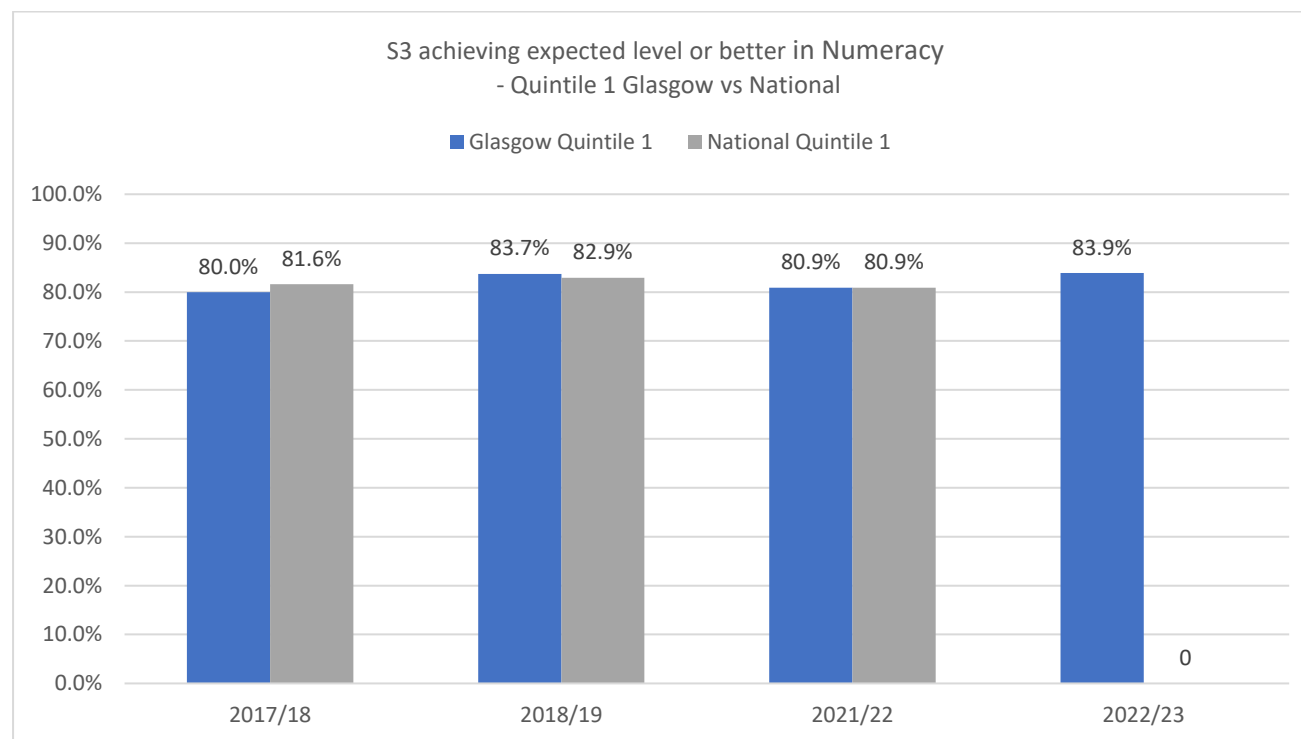


Figure 4.4



There has been an increase in the proportion of all S3 pupils in Glasgow achieving at the expected level or better in numeracy between 2021/22 and 2022/23 (figure 4.1) and this is also witnessed for pupils in quintile 1.

The gap between pupils in quintiles 1 and 5 has remained steady, narrowing slightly over the past year (figure 4.2). The gap between quintile 1 pupils compared with pupils in quintiles 2 to 5 has also narrowed.

As with literacy the attainment gap for Glasgow is broadly comparable to the gap at the national level (figure 4.3).

School leavers attaining 1 or more pass at SCQF level 4

Figure 5.1

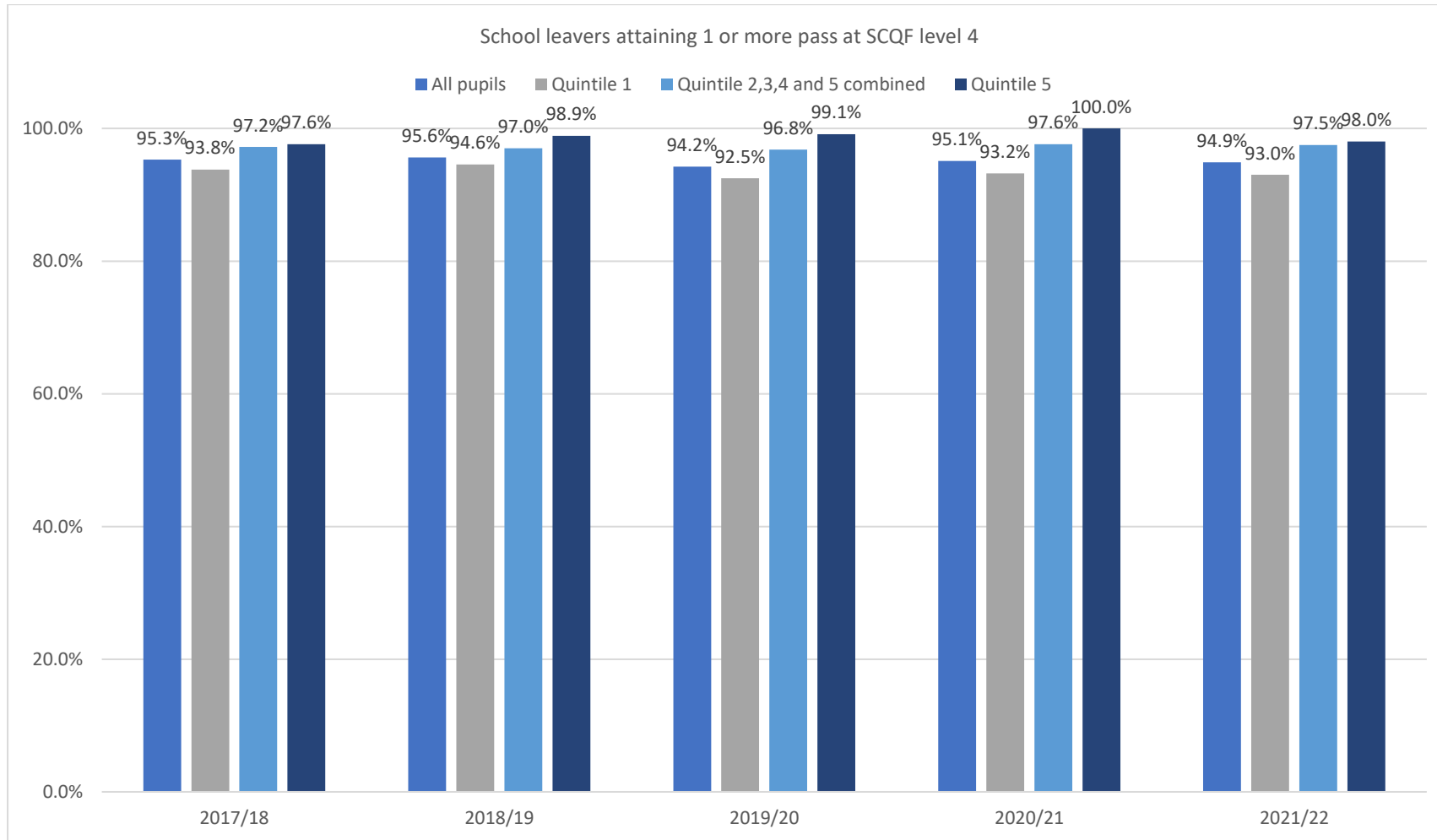


Figure 5.2

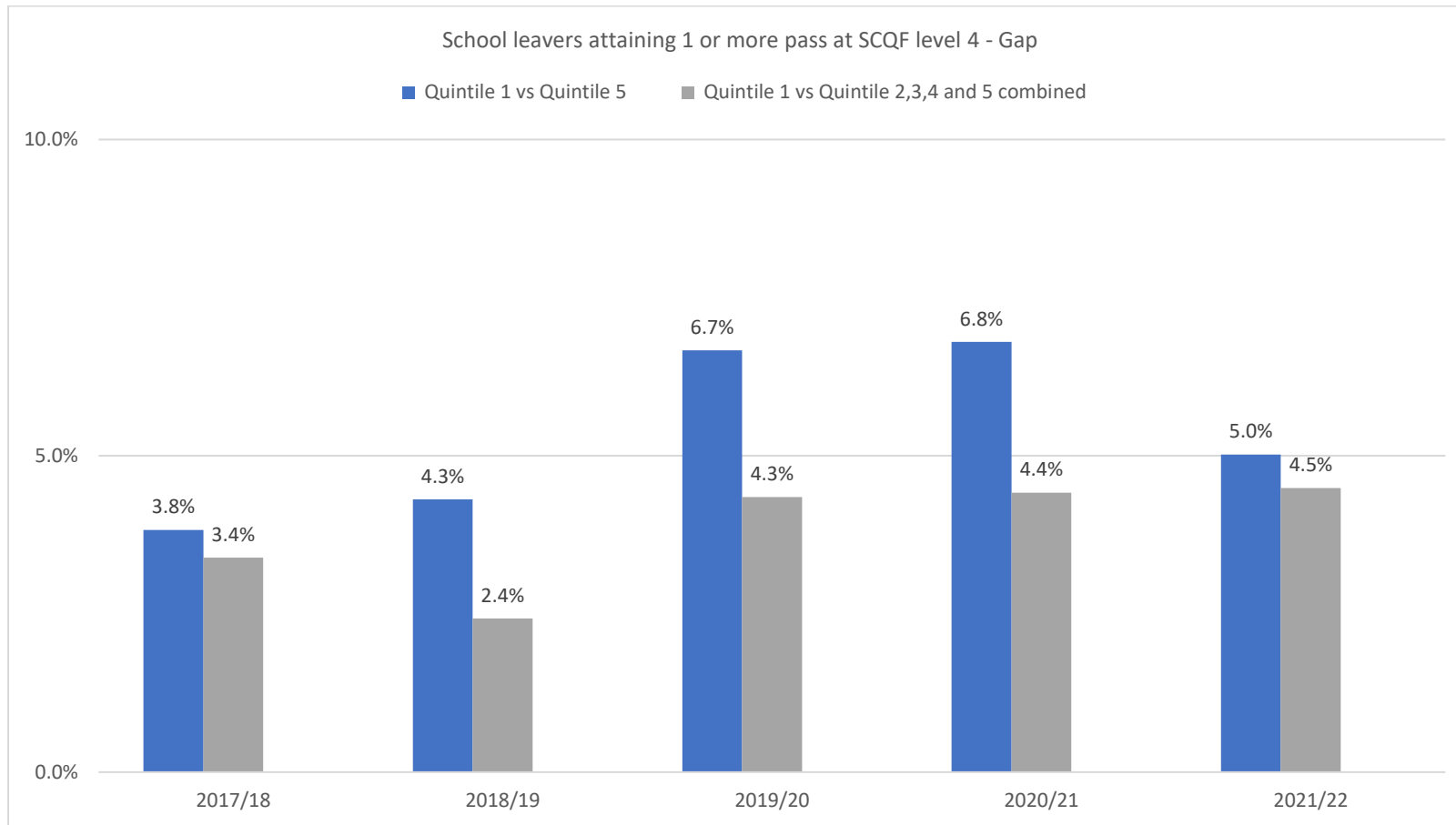


Figure 5.3

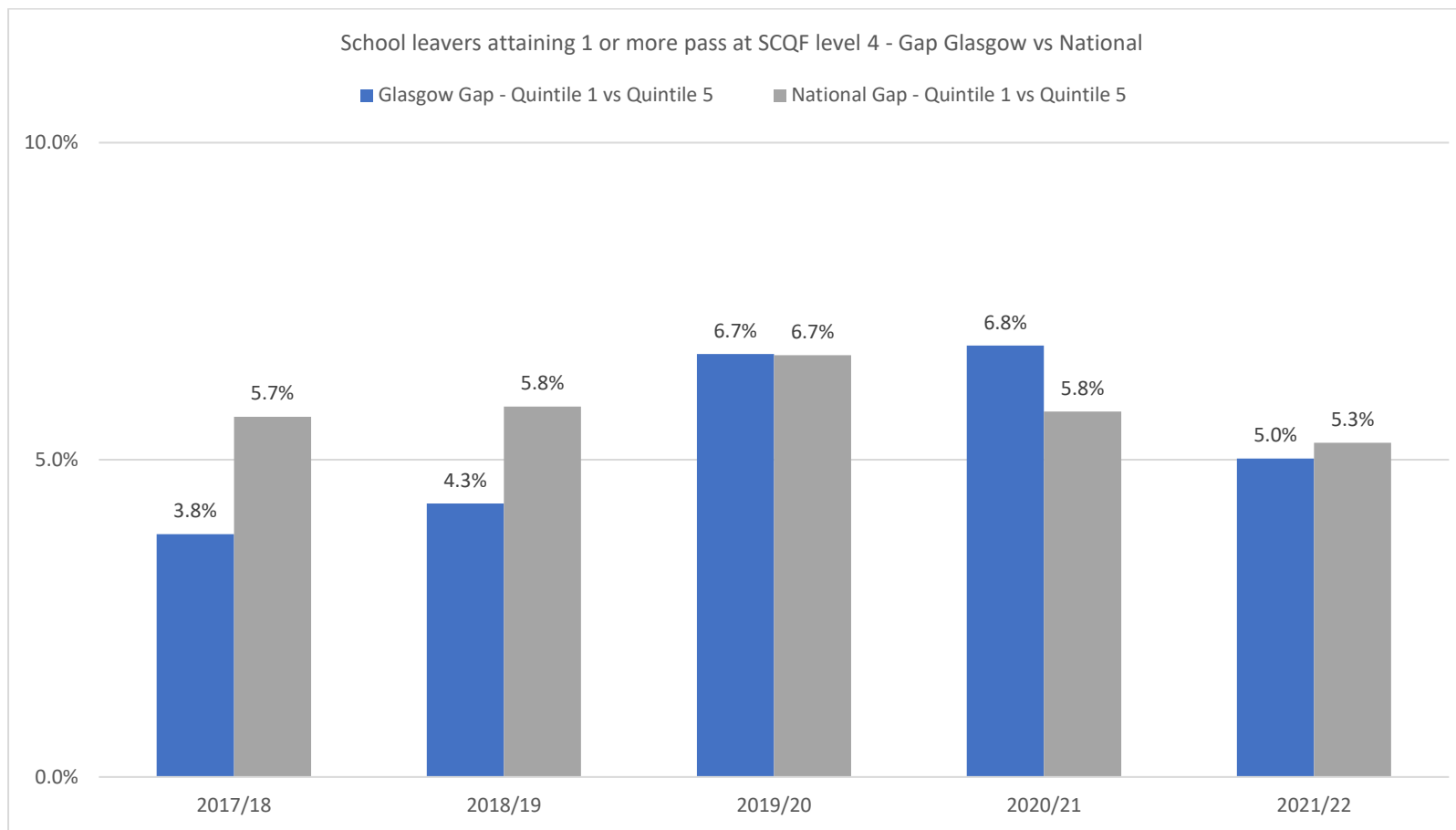
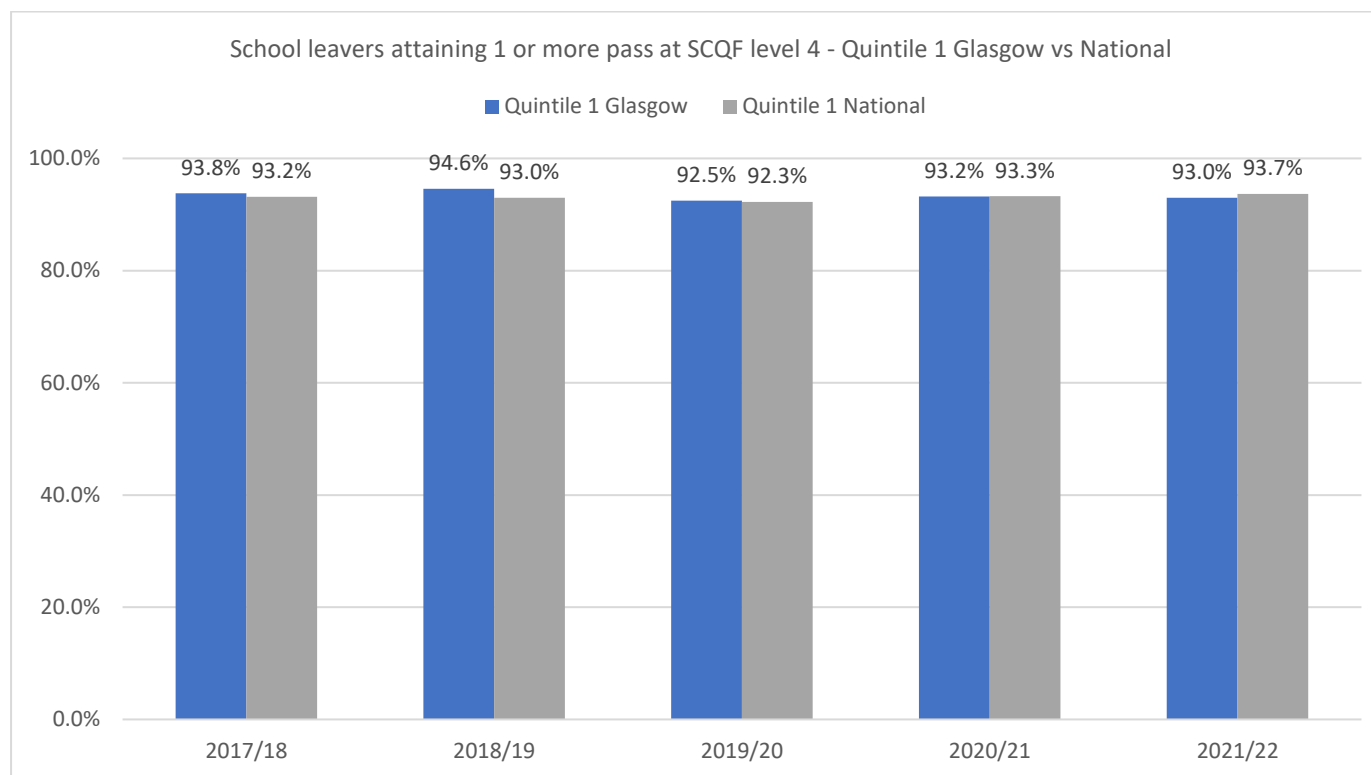


Figure 5.4



The vast majority of all school leavers in Glasgow attain one or more pass at level 4 (figure 5.1). This has remained around 95% for five years. This is also the case for most pupils in quintile 1 with typically around 93-94% of this cohort leaving school with one or more pass at level 4. Almost all pupils in quintile 5 tend to leave school with one or more pass at level 4.

The gap between pupils in quintiles 1 and 5 is narrower than the gap witnessed for ACEL (figure 5.2).

The attainment gap at the national level and for Glasgow are broadly comparable and roughly the same proportion of Glasgow and National quintile 1 pupils achieve (figure 5.4).

School leavers attaining 1 or more pass at SCQF level 5

Figure 6.1

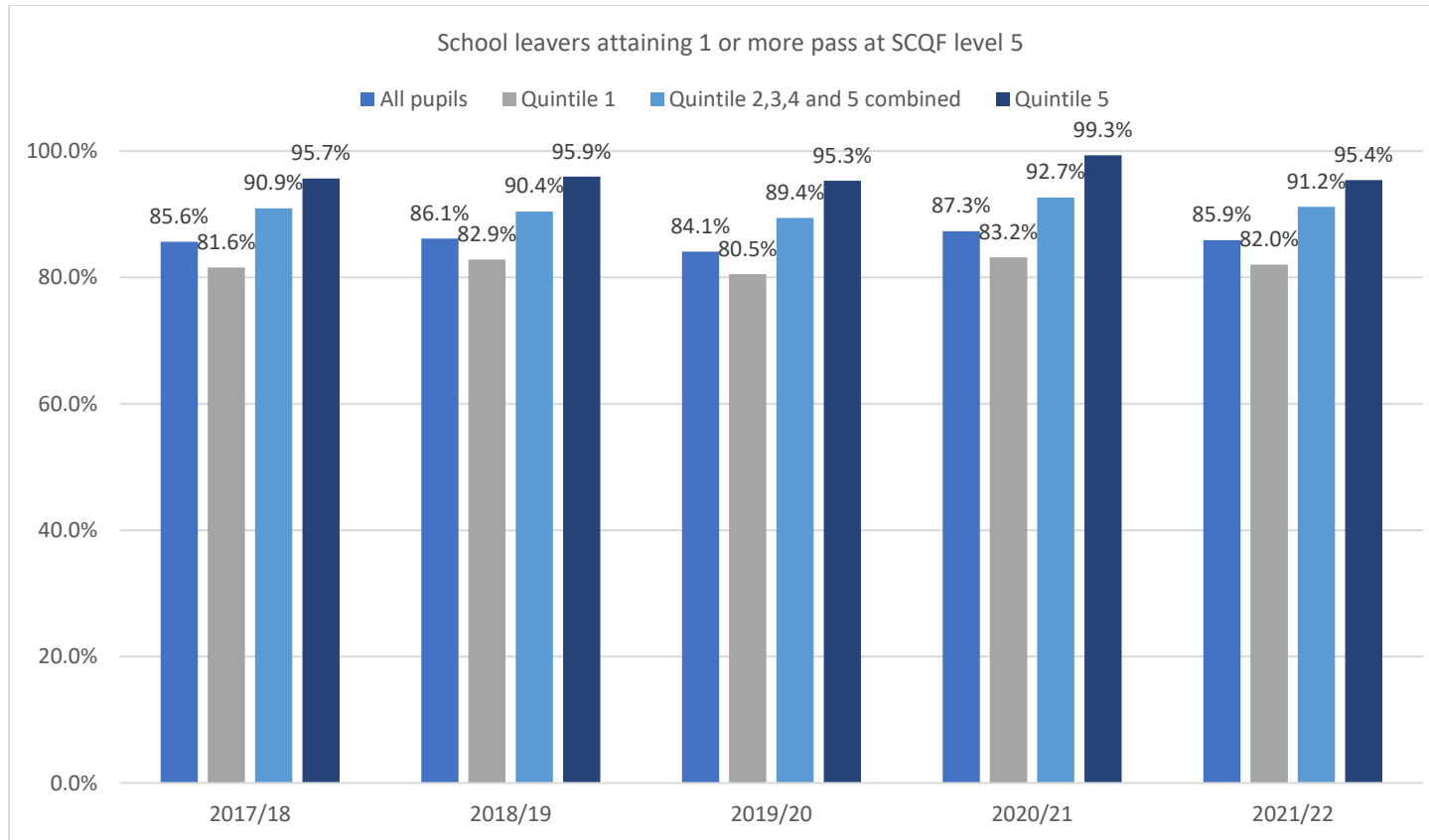


Figure 6.2

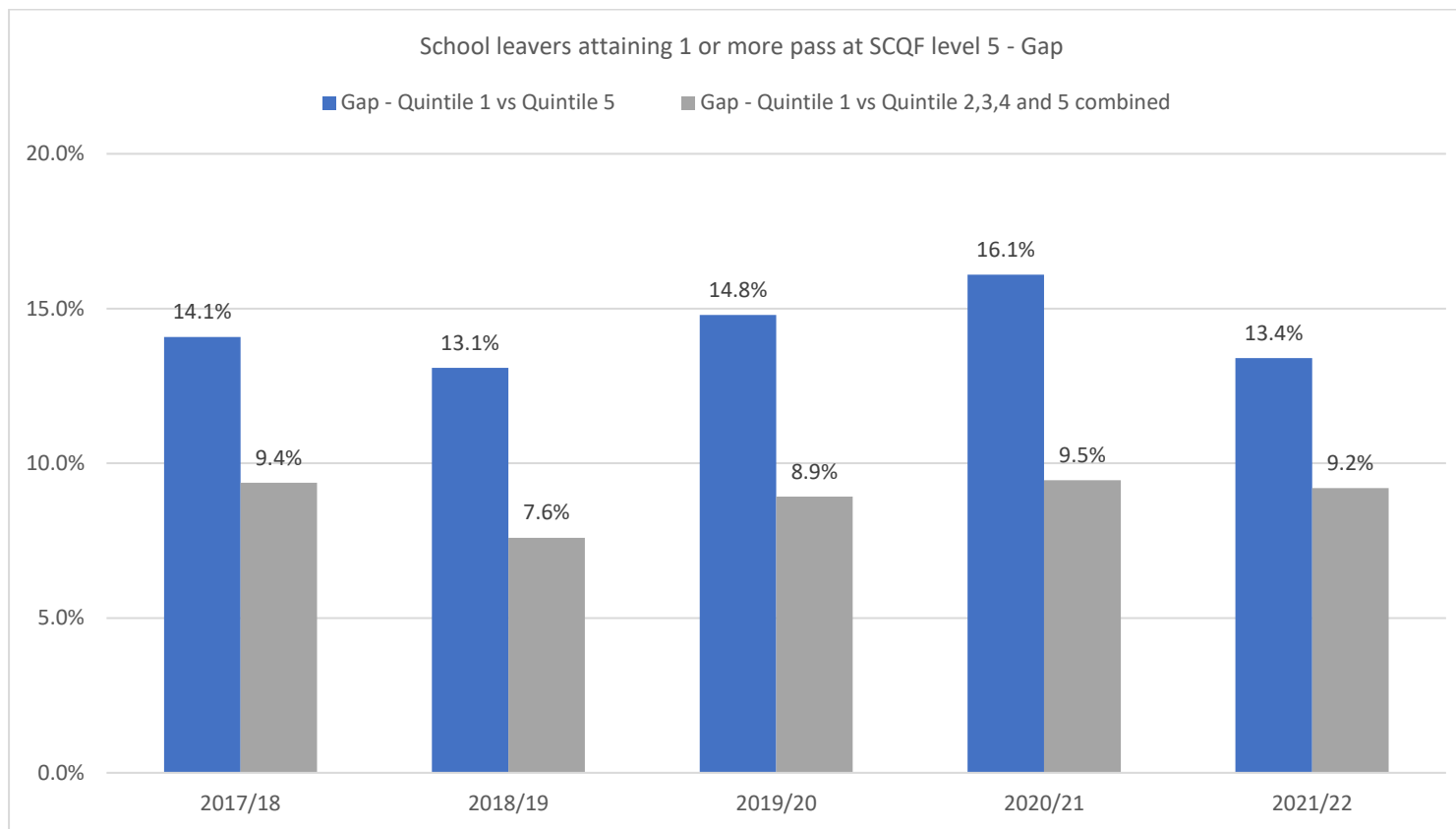


Figure 6.3

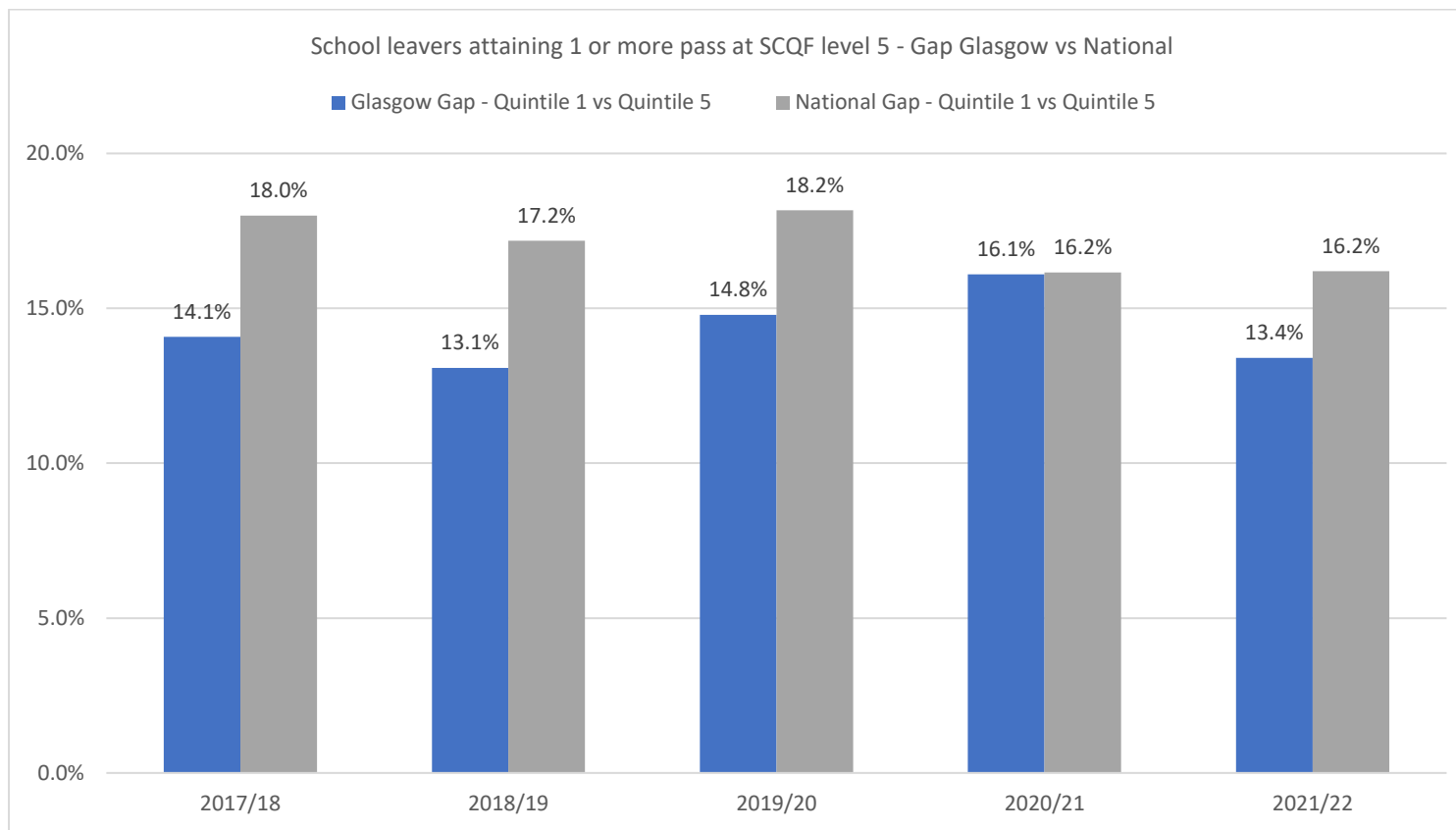
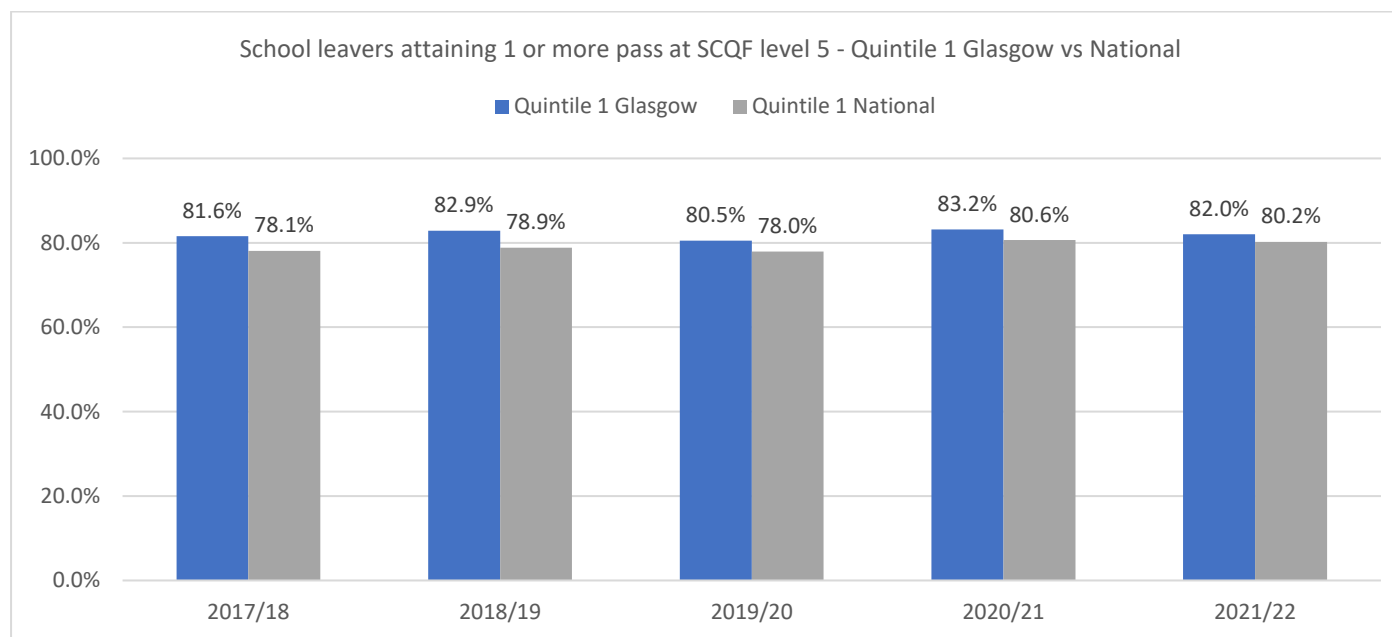


Figure 6.4



The proportion of all school leavers attaining one or more pass at level 5 has stayed steady for five years with a slight dip witnessed over the past year (figure 6.1). This is also the case for pupils residing in quintiles 1 and 5.

The gap between pupils in quintiles 1 and 5 is more pronounced at level 5 when compared with level 4 (figure 6.2). The gap between quintiles 1 and 2 to 5 combined is narrower.

Over five years the gap in Glasgow between pupils in quintiles 1 and 5 is narrower than the gap amongst the national cohort (figure 6.3). A slightly greater proportion of Glasgow quintile 1 pupils attain at level 5 as compared with the national quintile 1 population (figure 6.4).

School leavers attaining 1 or more pass at SCQF level 6

Figure 7.1

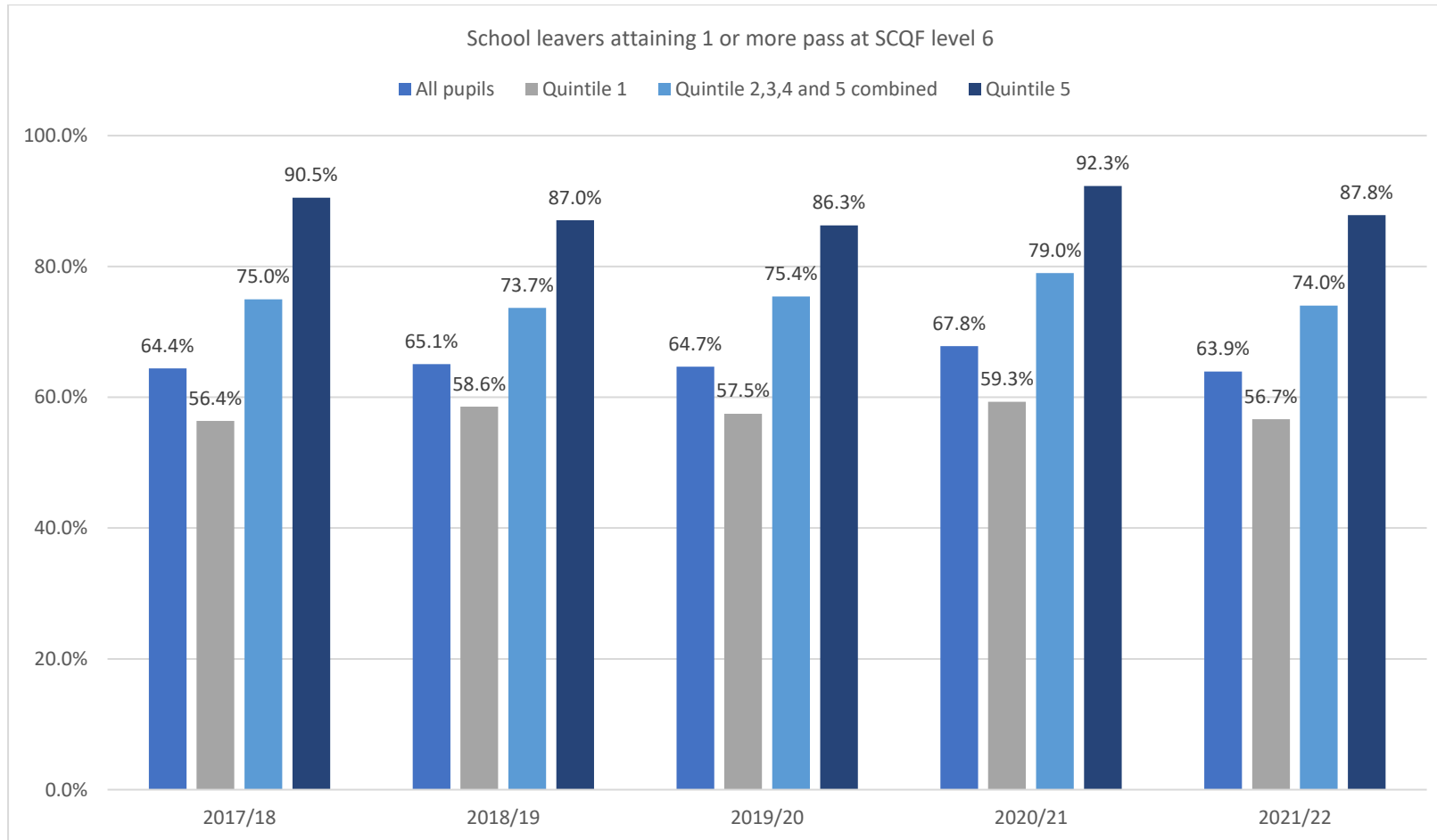


Figure 7.2

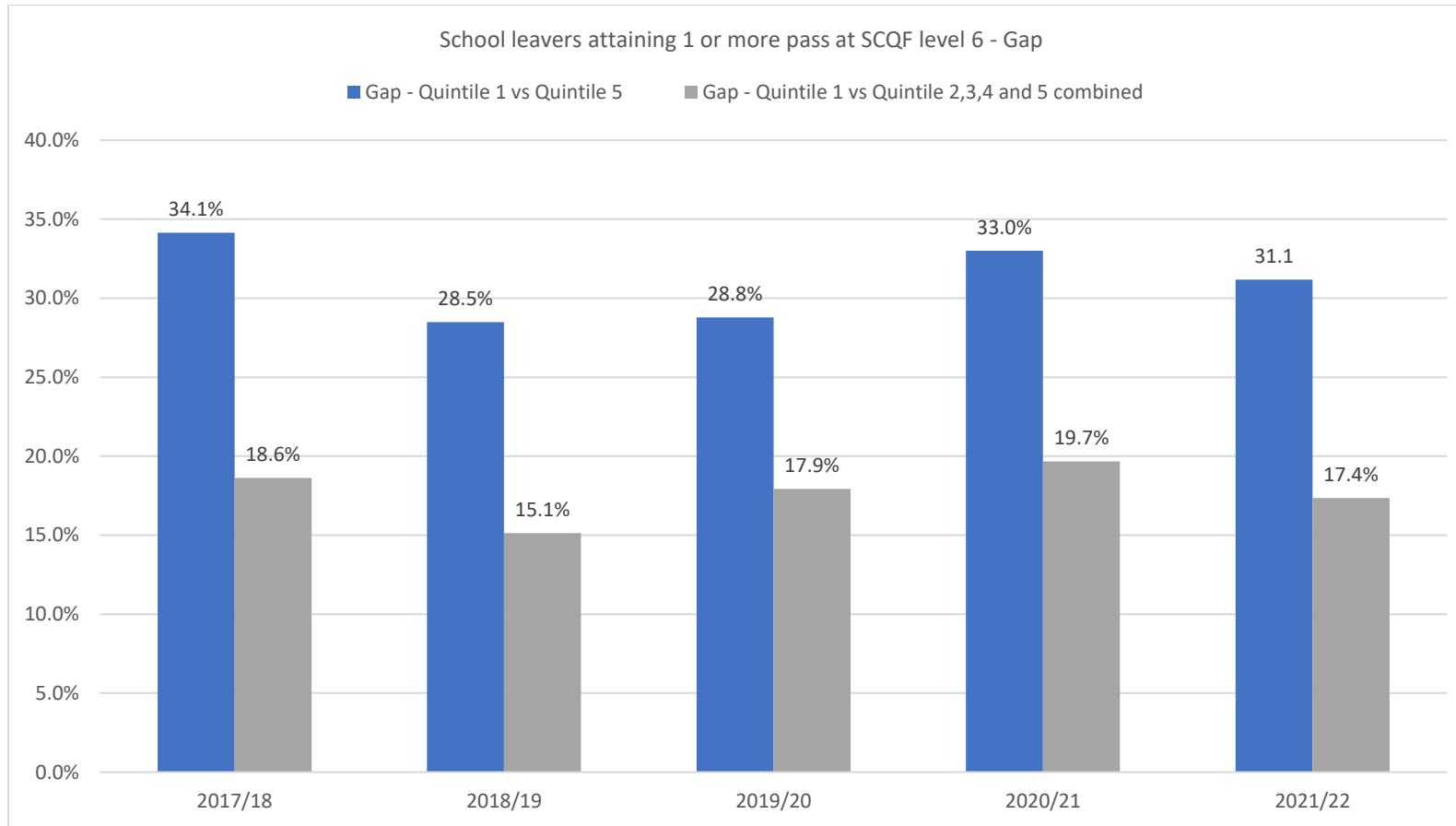


Figure 7.3

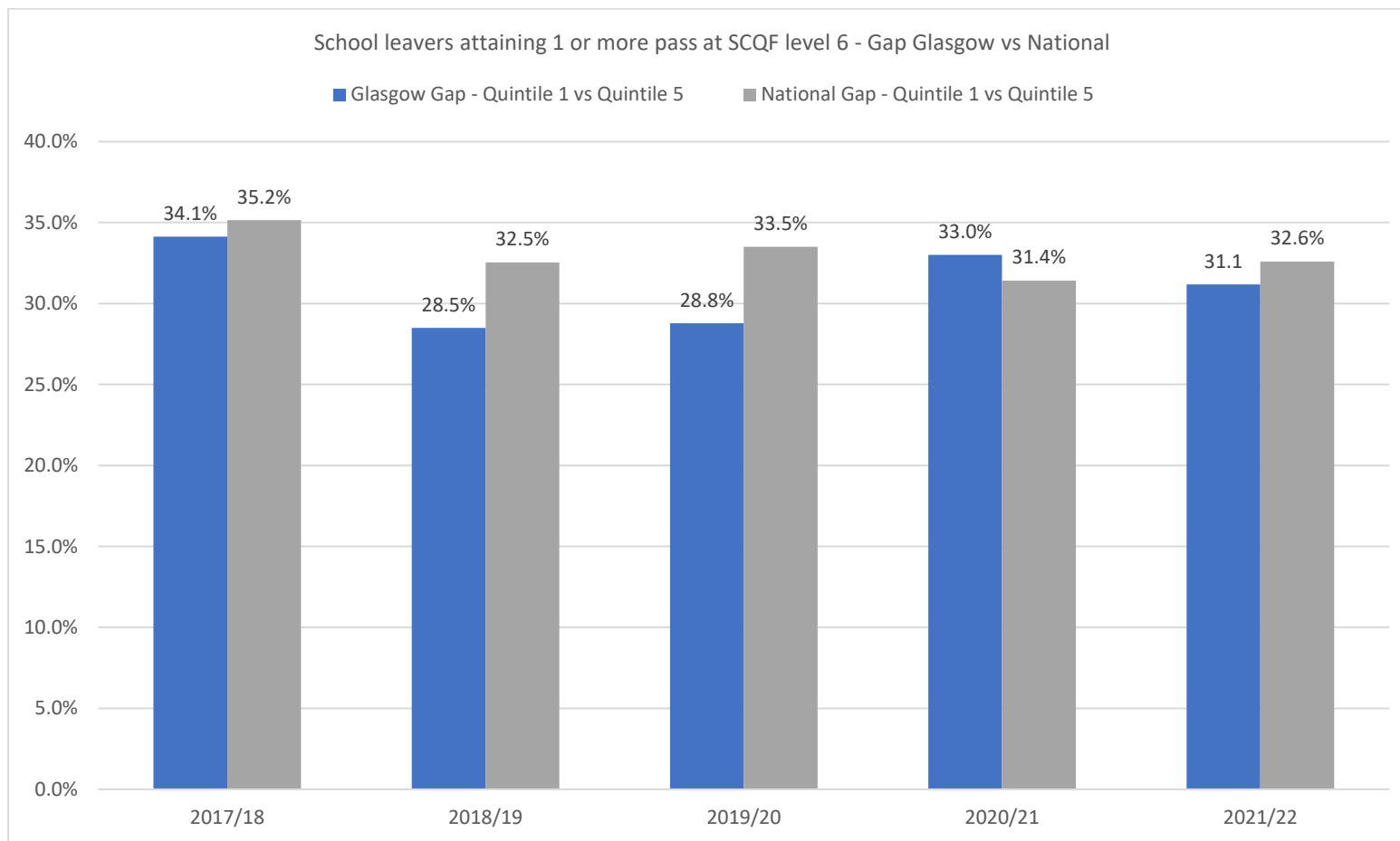
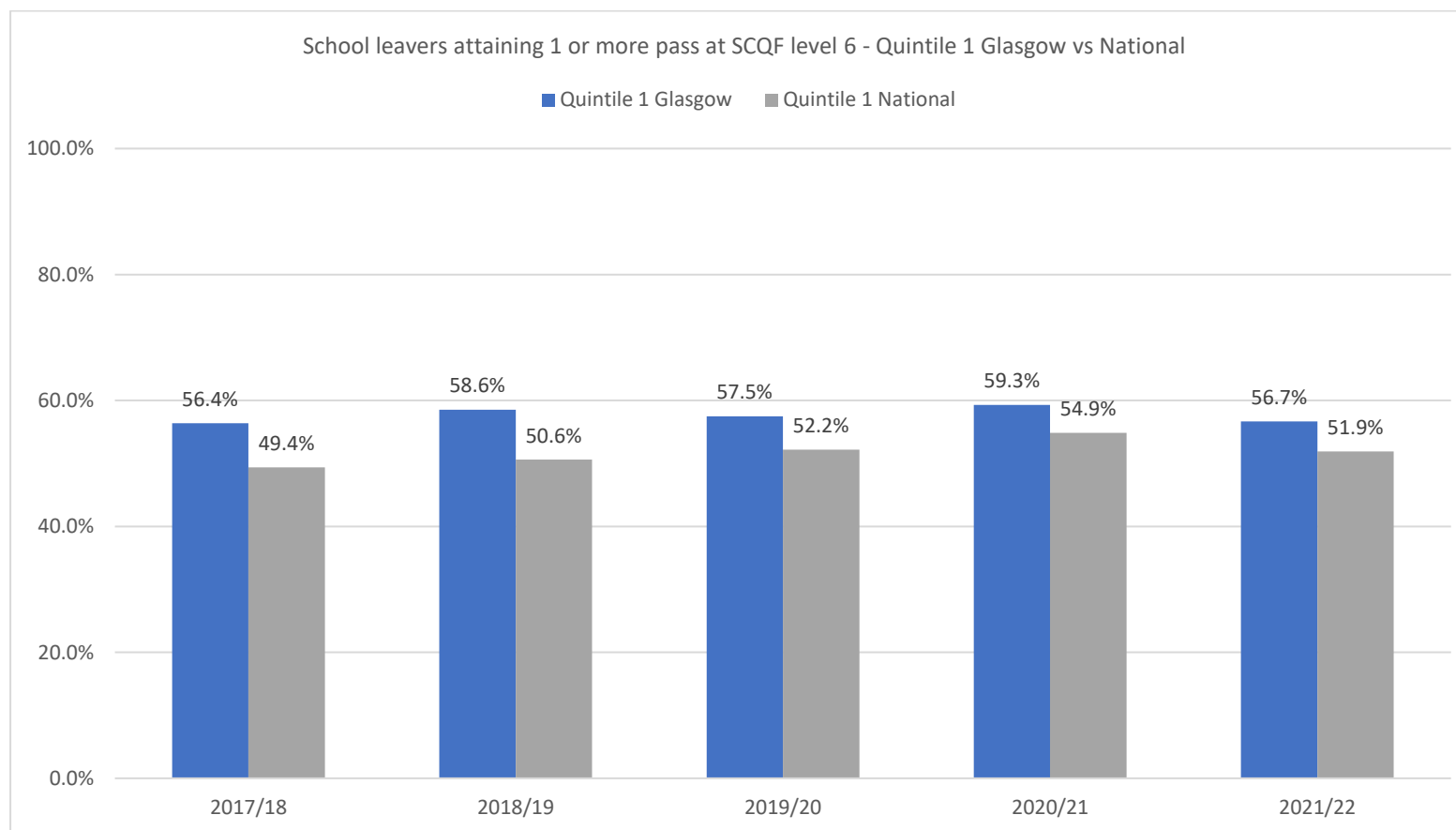


Figure 7.4



The proportion of all school leavers attaining one or more pass at level 6 has dipped slightly over the past year and this trend is also witnessed per quintile (figure 7.1). The attainment gap at level 6 is similar to the national gap (figure 7.3). Moreover, trends show Glasgow consistently outperforming the national cohort at quintile 1.

Annual Participation Measure – 16–19-year-olds

Figure 8.1

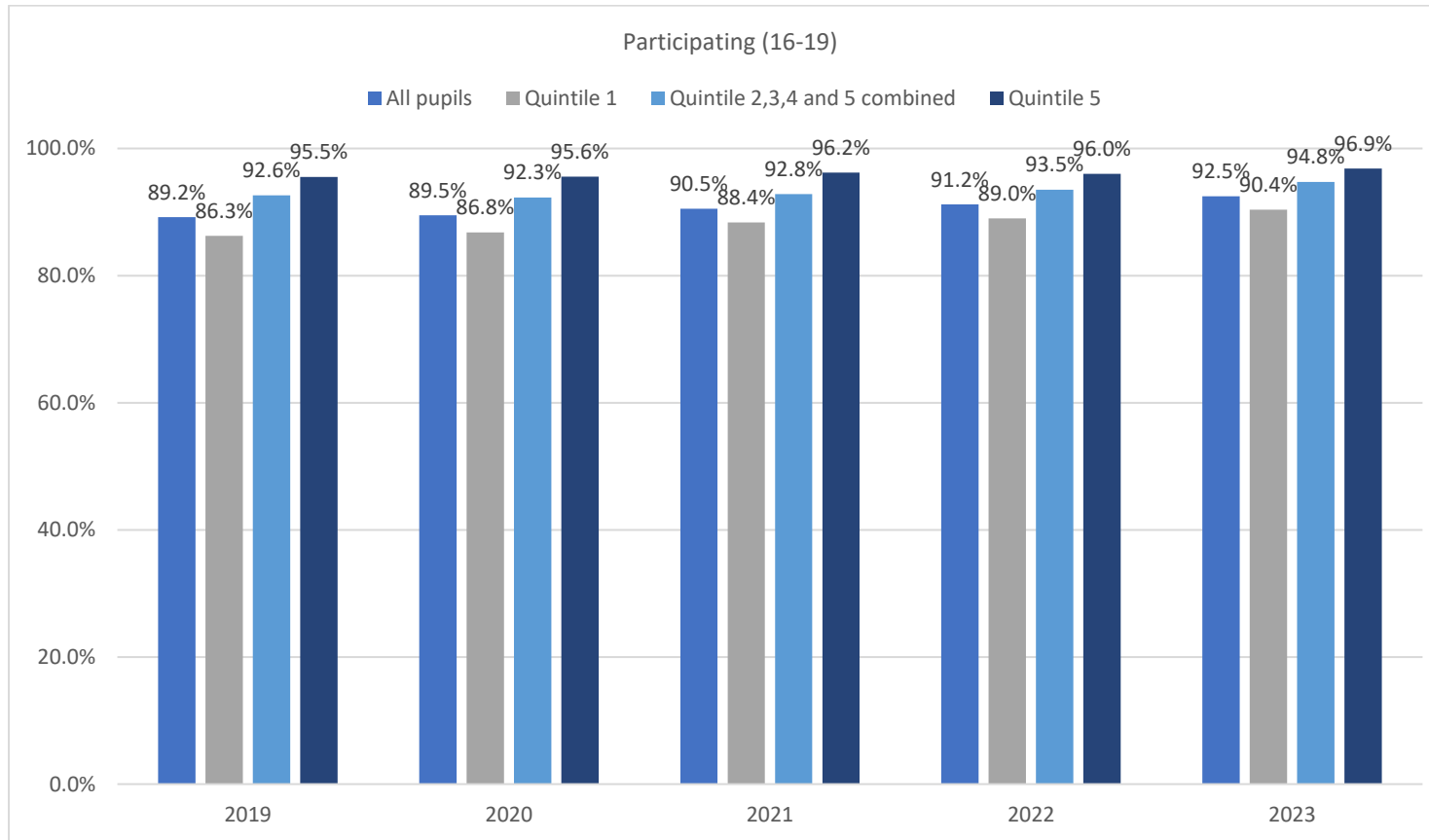


Figure 8.2

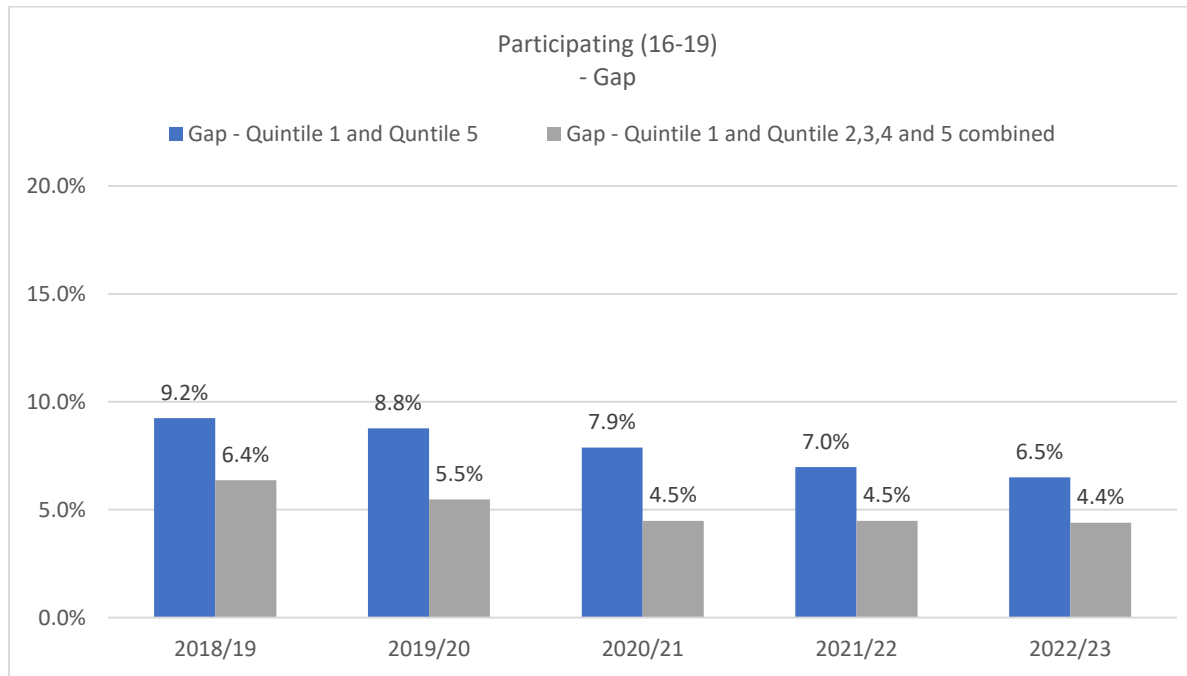
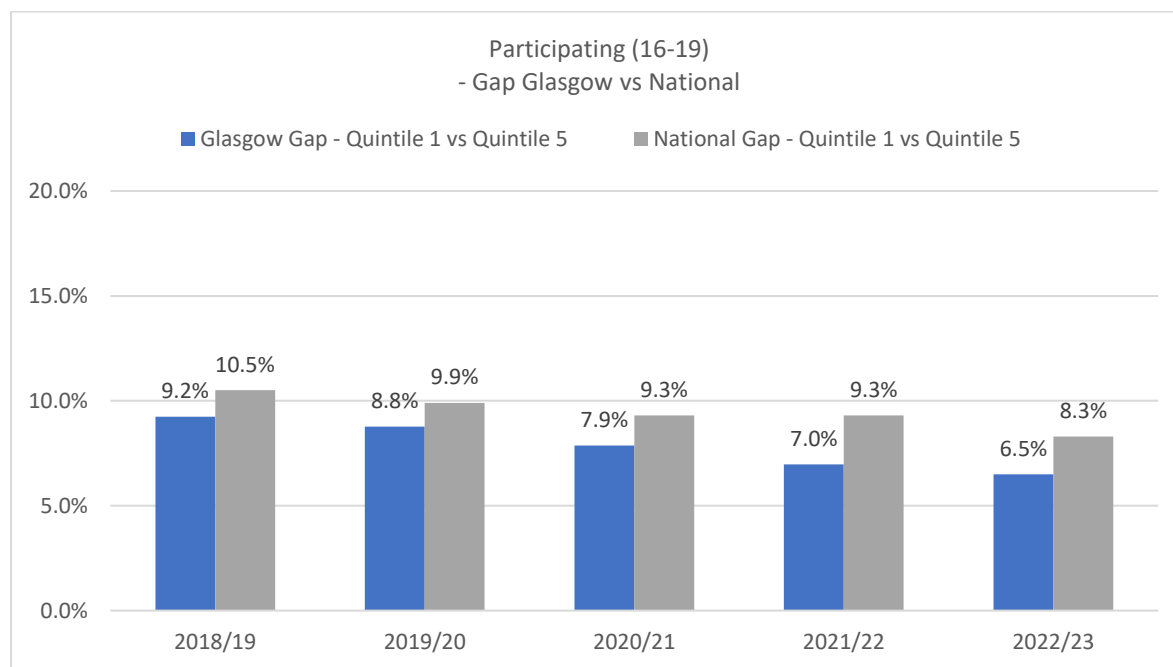


Figure 8.3



The proportion of all 16 -19-year-olds participating has continued to rise and this trend is also witnessed per quintile (figure 8.1).

The participation gap between pupils in quintiles 1 and 5 has also steadily narrowed over five years (figure 8.2). The participation gap in Glasgow has been consistently narrower than the gap witnessed nationally.

Health and Wellbeing

Figure 9.1

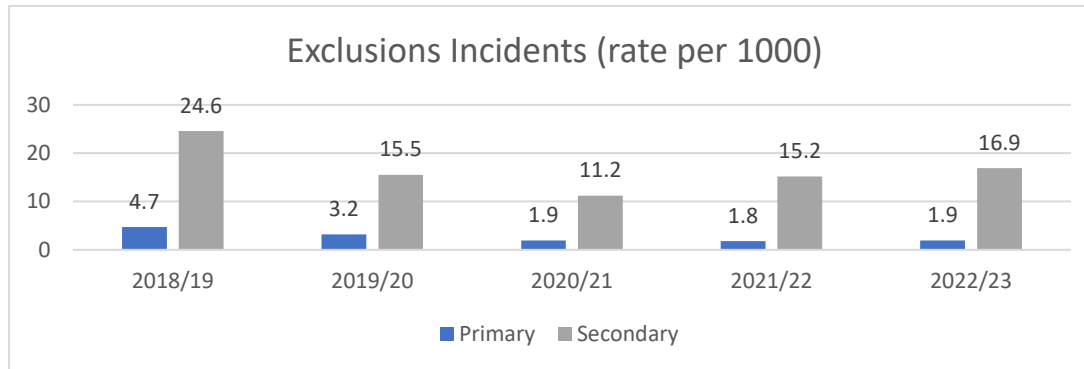
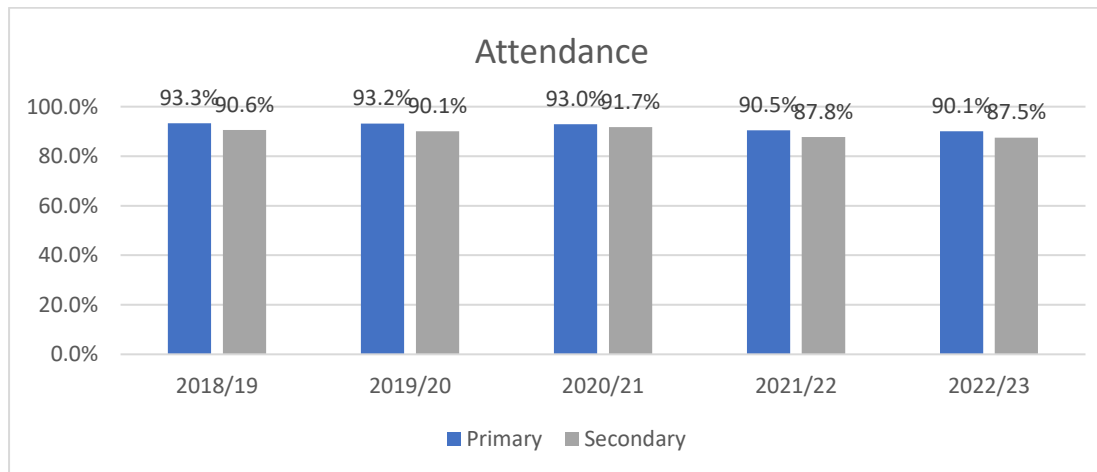


Figure 9.2



As figure 9.1 shows exclusions have risen over the past year but have nevertheless reduced over five years. Attendance has dipped slightly in 2022/23 however primary attendance is consistently over 90% (figure 9.2).

