

Inspection of local authorities

How well is Glasgow City Council improving learning, raising attainment and closing the poverty-related attainment gap?

March 2019

Introduction

In 2017, we introduced a new model of inspection of local authorities. As part of this national scrutiny, Glasgow City Council was inspected during the week commencing 3 December 2018. HM Inspectors and professional associates from education authorities, working in partnership with Audit Scotland, evaluated the education service's strategies to improve learning, raise attainment and reduce the impact of poverty on outcomes for learners. These are the aims of the Scottish Attainment Challenge, a key Scottish Government programme introduced in 2015. Within this programme, Glasgow City Council is one of the nine Challenge Authorities.

As part of this inspection, we use the same framework to evaluate the contribution of the educational psychology service to the Attainment Scotland Fund in Glasgow City Council. Our findings on this aspect are also included as part of this report.

The Attainment Scotland Fund has a total budget of £750 million over the period 2015-16 to 2020-21. As a Challenge Authority, Glasgow City Council is allocated a very significant proportion of this funding. The money is being directed to support the excellence and equity agenda. The aim is to close the attainment gap which currently exists between those living in Scotland's least and most deprived areas. This report is our findings on the progress Glasgow City Council is making and the capacity of the council to continue to make appropriate progress with this work. Whilst we worked in partnership with others to gather the evidence that underpins this, the report and the judgements in it belong solely to Education Scotland.

Throughout the report when you see text that is underlined, you can click on this text to get further information from the webpages owned by Glasgow City Council, the Scottish Government or Education Scotland. We hope you will find this useful.

The framework for this inspection includes quality indicators which enable us to evaluate aspects of leadership and management, self-evaluation and improvements in performance. We use our evidence to answer two questions.

1. How effective is the education service's use of data to target, select and evaluate the impact of initiatives?
2. How effective is the education service's leadership, governance and management of resources to improve learning, raise attainment and mitigate in impact of poverty on learner outcomes?

As a result, we are able to make an overall judgement about the extent to which Glasgow City Council is improving learning, raising attainment and closing the poverty-related attainment gap.

Context

Education Services in Glasgow City Council are responsible for the education of 80,000 children and young people across the education authority's nursery, primary, secondary, and additional support needs provision. Over a quarter of all children and young people in Scotland who live in Scottish Index of Multiple Deprivation (SIMD) levels 1 and 2, the highest levels of deprivation, attend a Glasgow school. Importantly, the demographic in Glasgow results in a significant number of schools having most or almost all of their children and young people coming from the 20% most deprived communities in Scotland.

Further important aspects of the Glasgow educational context include:

- over 14,000 children and young people from minority ethnic groups;
- over 12,500 children and young people who have English as an additional language (EAL); and
- over 1,500 care-experienced children and young people attend Glasgow education provision.

The strategic lead for education is the Executive Director for Education Services. She is supported by a newly formed team of Heads of Service. Each of these has responsibility for a function of the service including: learning, teaching and assessment; quality improvement and leadership; strategic lead for inclusion and raising attainment and achievement, curriculum and employability. Three of the Heads of Service have responsibility for a geographic area of the city. The Head of Service for Inclusion has lead responsibility for the educational psychology service.

Education across Glasgow City Council is delivered through:

110 council-managed early learning and childcare settings

123 partner providers of early learning and childcare settings

138 primary schools

30 secondary schools

27 schools for children and young people with additional support needs

The [Glasgow Council Strategic Plan 2017 to 2022](#) sets out a powerful strategic vision for the council, “to have a world class city with a thriving, inclusive, economy where everyone can flourish and benefit from the city’s success”.

Glasgow City Council’s vision is effectively translated into four themes and priorities which provide a strong drive for change and improvement:

- promote human rights and reduce inequalities across Glasgow;
- improve the life chances and choices for all our citizens;
- embed social justice in our policy making; and
- empower our citizens, giving them a stake, and a say in what happens in their local communities and communities of interest.

The overarching priority of Glasgow City Council, its elected members and education authority staff is focused on excellence and a persistent drive to reduce inequality across Glasgow. This aspirational agenda is focused on addressing the barriers created by child poverty. It runs through corporate and service planning, including [Glasgow: A learning city, Annual Service Plan and Improvement Report 2018-2019](#) and importantly, [Glasgow’s Improvement Challenge](#) to achieve improvements in learning, raising attainment and mitigate the impact of poverty on the educational outcomes of all learners. It is firmly founded in strong evidence-based practice, promoting high-quality learning and teaching in educational provision across the city.

There are five themes in [Glasgow’s Improvement Challenge](#) including:

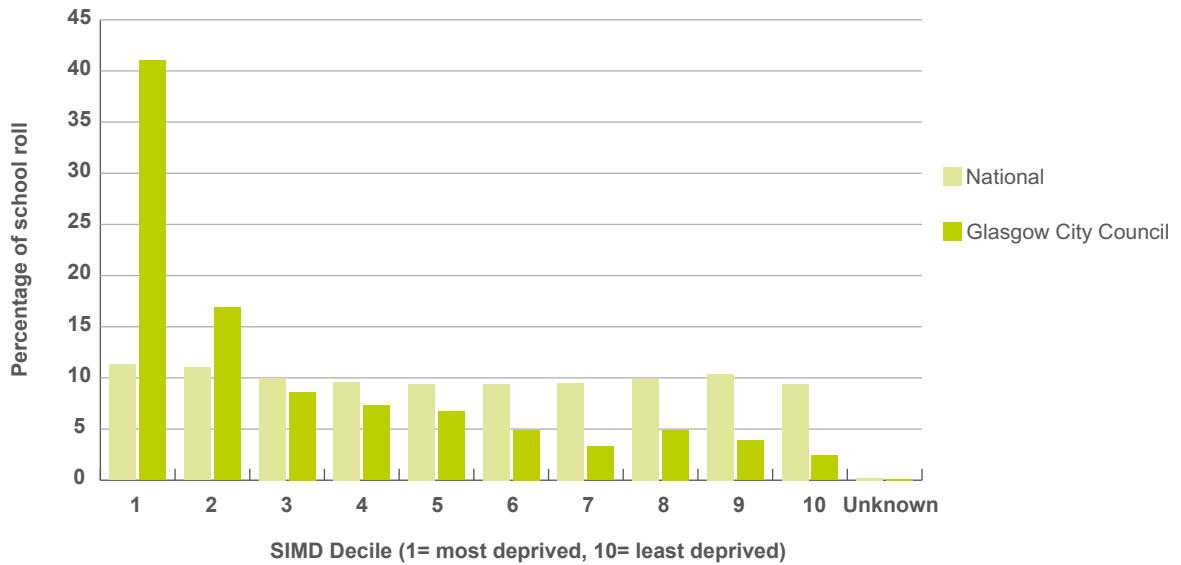
- raising attainment in literacy and numeracy, embedded within our nurturing city;
- improving children’s health and wellbeing through nurturing approaches and [increased participation in physical activity and sport](#);
- [supporting families to be better able to support their child’s learning and development](#);
- enhancing the leadership of staff at all levels; and
- raising attainment in secondary schools through providing additional supported study and mentoring with a continued focus on improving learning and teaching.

“ | **The (improvement) journey has been quite dramatic over the past 10 years.** ”

Councillor on City Administration Committee

The strategy has been revised to incorporate the Attainment Scotland Fund and the Pupil Equity Fund to ensure consistency and coherence. Glasgow’s Improvement Challenge is funded by Glasgow City Council, the Attainment Scotland Fund and support from the third sector, including charitable organisations, such as MCR Pathways, which provides a range of mentoring programmes and pathways for young people.

SIMD provides information about pupils in Scotland's schools. It tells us what percentage of pupils live in the most deprived and least deprived areas of each council. From the graph on page 4 you can see that well over half of all pupils live in the areas of highest deprivation categorised as SIMD 1 and 2. This is the highest level in Scotland.



The Attainment Scotland Fund in Glasgow City Council

In 2018-19, the funding allocated to Glasgow City Council from the Attainment Scotland Fund was approximately £8 million, and funding allocated from the Pupil Equity Fund to Glasgow schools just under £21.8 million. The total funding from the Attainment Scotland Fund and Pupil Equity Fund in 2018-19 was approximately 6% of Glasgow City Council's total education budget. Attainment Scotland Fund monies have been effectively integrated into the Authority's existing approach to closing the poverty-related attainment gap as part of Glasgow's Improvement Challenge, the Council's long-term strategy to improve attainment. This integration ensures that children and young people get the most impact from a sustainable programme of proven interventions, matched with strong capacity building initiatives across all levels of the system. Particular programmes include: [Making Thinking Visible, Pedagogy and Equity, Co-operative learning and the development of Teaching Learning Communities](#).

“ We're now all talking more about learning and teaching. ”

headteacher

The Attainment Scotland Fund began in the 2015-16 and has been used, along with core council funding, to deliver a wide range of highly effective evidence-based [initiatives in primary and secondary schools and nurseries](#) including:

- Challenge Leaders of Learning (CLOL) in the primary sector;
- Leaders of Early learning and Leaders of Learning (LOL) in the nursery, primary and secondary sectors;
- families in partnership projects to [engage parents more in learning in the nursery and primary stages](#);
- go2play as part of the Physical Education, Physical Activity and School Sport (PEPASS) approach to [increasing physical activity and participation in physical education](#);
- [nurture across the nursery, primary and secondary stages](#);
- playful pedagogy in the early stages of primary;
- leadership development at all levels, including coaching for senior leaders;
- targeted mentoring of young people in the secondary sector through MCR Pathways, Career ready UK and enhanced supported study including Saturday school and study weekends.

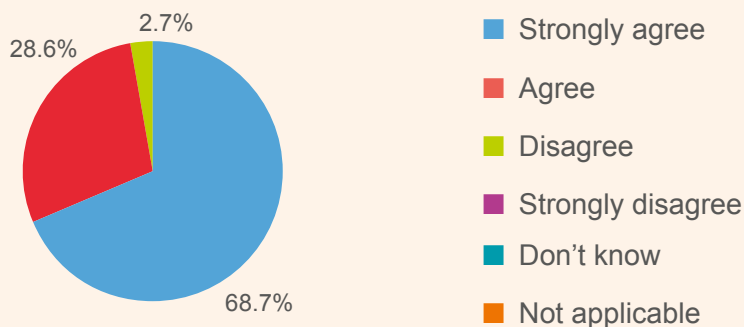
The Attainment Scotland Fund has also been used to provide additional resources, including staffing for over 119 schools, to fund the appointments of the CLOL. Through Pupil Equity Funding, schools have built on the success of the CLOL and increased the allocation of teaching time or built the CLOL position into a promoted post with additional responsibilities. The Attainment Scotland Fund has also enabled Glasgow City Council to increase the numbers of LOL posts. LOL staff consist of seconded teachers who work alongside teachers in classrooms and child development officers in playrooms, modelling good practice and delivering high-quality professional learning.

“ We are supported by the authority to find solutions that work for our school. ”

headteacher

Pre-inspection questionnaire feedback from 180 heads of establishments

The education authority strategic plan is clearly focused on raising attainment for all learners.

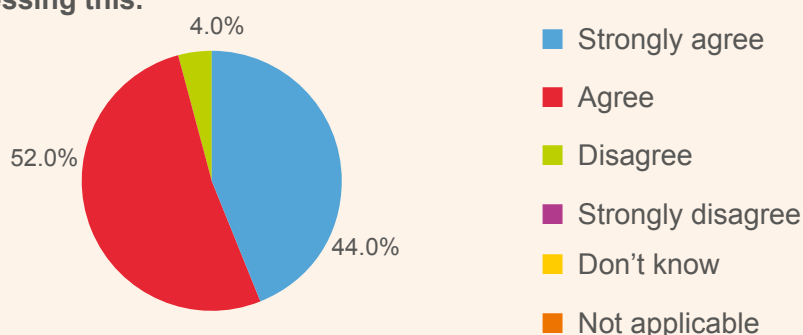


“ Pupil Equity Funding has brought a whole new dimension to the role of the headteacher in Glasgow. It offers the possibility of greater autonomy for schools. ”

headteacher

Pre-inspection questionnaire feedback from 25 elected members

I have a good understanding of the impact of deprivation on educational attainment across the council area and about how the council is addressing this.



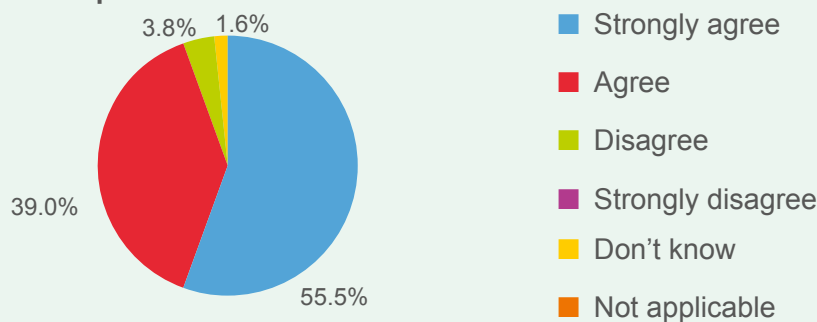
How effective is the education service's use of data to target, select and evaluate the impact of initiatives?

Glasgow has made excellent progress in its use of data to target, select and evaluate the impact of its programmes and initiatives. The authority's investment in data analysis to improve performance monitoring, supported by the Attainment Scotland Fund, is having a significant impact on attainment and achievement. Heads of establishments are confidently using data to make decisions about how additional funding can have the greatest impact in their establishments and classrooms. Heads of establishments are very well supported by Glasgow City Council's universal approach, known as Glasgow's Improvement Challenge. At the same time, they are empowered to make individual decisions to adapt approaches to meet the needs of their own school contexts. Almost all staff who responded to pre-inspection questionnaires and engaged in inspection focus groups demonstrated a very clear understanding, and a deep knowledge, of the impact of poverty in relation to their context.

Glasgow City Council has made very significant progress in improving attainment and achievement outcomes for children and young people, particularly for those who live with poverty. Over the last ten years, Glasgow City Council has significantly reduced exclusions by over 67% across the primary sector, and 80% across the secondary sector. Through strong partnership working across services, youth crime has reduced by over 48% in the same timescale. Since 2012, there has been a six-fold increase in the overall numbers of The Duke of Edinburgh's Awards achieved by young people in Glasgow. Commendably, there has been a 524% increase in the number of Awards gained by young people from the 20% most deprived communities. Children and young people report that they are now more included, involved and achieving.

Pre-inspection questionnaire feedback from 180 heads of establishments

The education authority promotes and supports effective use of data to evaluate impact and outcomes.



As a result of Glasgow's Improvement Challenge, across the primary context, learners' performance, in almost all measures, has improved. Education authority data since the start of Glasgow's Improvement Challenge indicates that across the broad general education within the primary context, the proportion of pupils from SIMD deciles 1 and 2 achieving the expected level or better for reading, writing, talking and listening, and numeracy has increased at a faster rate than the overall increase for other SIMD levels. Education Services' clear focus and drive has

mitigated the impact of poverty on the performance of primary-aged children in SIMD deciles 1 and 2 at almost all stages. This has brought their performance in line with, or in the case of numeracy, above national averages.

In the secondary context, Education Services have plans in place to support schools to address more uneven outcomes across the broad general education. Notably, at the senior phase outcomes for young people have shown a very positive upward trend over the last five years. Overall, young people are leaving school with greater levels of literacy and numeracy, and with better qualifications particularly at Higher levels. Glasgow City Council is mitigating the impact of poverty successfully for its young people at the senior phase across a number of measures. The pace of improvement is significantly faster than at national levels. Young people have used the knowledge and skills developed through the many opportunities provided including, supported study, leadership training and sport to move with confidence into positive sustained destinations. Education Services continue to focus on achieving a positive and sustained destination for every young person. Commendably, there has been a decrease in the gap between the education authority's performance and the national average.

The education authority promotes and supports effective use of data to evaluate impact and outcomes and to demonstrate progress in raising attainment. Heads of establishments and teachers value highly this support. This is particularly evident in relation to [Glasgow Counts](#) and [Literacy for All](#) programmes. Staff within schools report very positively on how the quality of data has improved their work. They are now having much richer professional discussions and therefore more meaningful learning conversations with children and young people. Staff know their pupils very well as individuals. At all levels, there are very high expectations that collectively they can improve outcomes and experiences for all children and young people.

“ The expectation now is that we will make progress for all our learners – there are no excuses. ”

CLOL

Key data for all primary and secondary schools is shared and this allows establishments to benchmark their performance against others within the City and identify best practice. Schools work collaboratively, challenging and supporting one another, within their Learning Communities, family clusters of schools with similar characteristics, and Local Improvement Groups. To support this further, the authority has developed a valuable online analysis tool [FOCUS](#) which enables primary schools to analyse Curriculum for Excellence levels using a range of factors such as deprivation, EAL, free school meals, ethnicity and care-experienced. Glasgow City Council is now working in collaboration with other education authorities to share this practice. Staff in secondary schools are now more confidently using Insight as a tool for improvement.

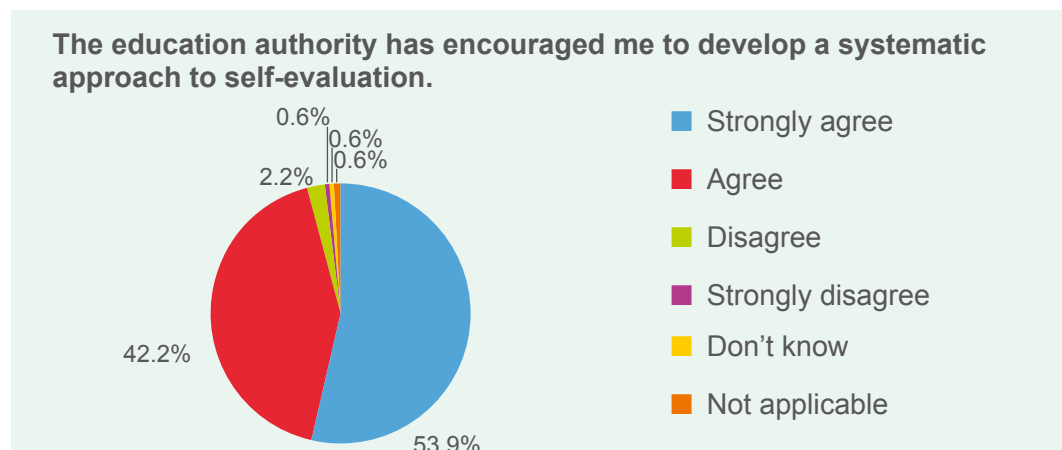
“ The data means that I feel more confident that as a headteacher I can now answer the ‘so what’ question. ”

headteacher

Glasgow City Council's Education Services have highly-effective approaches to self-evaluation. There are clear links between the strategic vision and the day-to-day practice of staff working across the service. There is a strong commitment to sharing skills and expertise. Staff in the Glasgow Improvement

Challenge central team and across education establishments feel valued and empowered to take decisions to meet the needs of their own establishment context and community, whilst understanding fully the need for clear evidence to inform improvement. Staff are knowledgeable about their role in self-evaluation and school improvement and how this links to improved outcomes for children and young people. [Glasgow's "supporting improvement"](#) framework and multi-layered approach to quality improvement, provides a strong and focused cycle of improvement. We agree with senior officers that the planned review of the multi-layered approach, to support more rigour and provide more consistency in practice would be helpful.

Pre-inspection questionnaire feedback from 180 heads of establishments



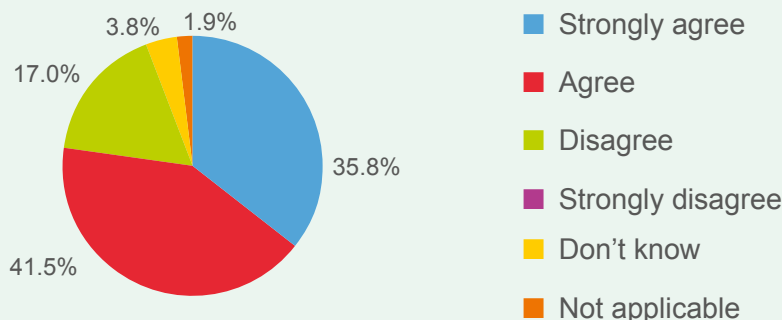
Children and young people have a strong voice and are involved in self-evaluation in various ways, for example at school level, and in community forums and various authority groups such as the Youth Council. This is ensuring that their voice is clearly heard and involved in shaping improvement. A number of very good examples which are having a positive impact across the authority include the work of young women in schools in relation to the [Tackling Period Poverty](#) initiative and the work of the Sport Scotland ambassadors through [PEPASS](#).

Education Services are working very effectively in partnership with academic institutions including, for example, the University of Strathclyde, and the University of Glasgow. Strong partnerships exist with a wide range of national organisations and local charities, for example Inspiring Scotland and go2play; along with the many creative opportunities for family learning activities through strong partnerships with Glasgow Life and a range of third sector organisations. These activities have been strengthened as a result of funding by the Attainment Scotland Fund. As planned, the authority should continue to increase the involvement of partners in self-evaluation activities. Schools recognise the need to engage Parent Councils more fully in identifying the needs of the wider school community in relation to use of Glasgow Improvement Challenge and Pupil Equity Fund monies.

“ Not only are classroom doors open but school gates are open for collaboration. ”

class teacher

The education authority promotes partnership working with other services and organisations with a focus on closing the poverty-related attainment gap.



The impact of professional learning is outstanding, and a wide range of sector-leading interventions are impacting positively on families and communities. These outcomes are based on sound evidence-informed strategies which empower staff, along with strong self-evaluation which challenges staff to continue to improve. The approach taken by Glasgow City Council to professional learning places a strong emphasis on building practitioner capacity and creating an empowered system. This approach has been very successful in creating conditions which allow practitioners, managers and leaders at all levels to make a strong contribution to local and national improvement.

The range and impact of CLOLs and LOLs are outstanding features of professional learning. The rolling programme of LOLs is providing opportunities for teachers to support colleagues to improve and to increase leadership capacity across the city. The high-quality professional learning hub at the Royston Centre, staffed by LOLs, is very well used and offers the flexibility to provide training at different times of the week. This busy centre for learning is much appreciated by staff. They feel that it demonstrates a clear commitment by Education Services to high-quality professional learning for practitioners.

Collaborative approaches by staff across the city to increase the extent and impact of professional learning are a key strength. Staff in focus groups spoke of their eagerness to improve outcomes for children and young people by improving their pedagogy through evidence-based research and learning. Almost all staff, including those more experienced staff, held the view that the professional learning they were undertaking was the best and most impactful of their career. Staff demonstrated clarity of thought and depth of understanding about their own learning and education research. This was clearly impacting on, and improving, learning and teaching in classrooms across the local authority.

“ After the Glasgow Counts training I want to get straight back into the classroom to teach maths. ”

class teacher

Sustainability is at the heart of Education Services’ approaches to professional learning. For example, authority officers have worked with a private education company to develop training to improve learning and teaching. This has been organised in such a way as to ensure that the training programme is sustainable. To date, the programme has involved over 3,000 participants. Staff are able to come together after school using the effective resources for professional learning and

collaborative practice in the Royston Centre. Almost all teachers are conscious of the need to ensure that the approaches they are implementing are sustainable. Almost all are confident that improving classroom practice will provide the most sustainable route to improvement. They can already see the benefits for children and young people. Children across the city are made to feel safe and welcome and, through the rigorous use of data and improving pedagogy, are provided with high-quality interventions which lead to improved outcomes.

Family learning

The strategy to improve learning, for and with families, is very effective, with the evaluation of impact on the ground helping schools to develop their understanding of what works and what needs to be improved.

“ My son is a different person now. With the support of everyone here he just loves maths. ”

parent of primary pupil, in relation to Glasgow Counts

Staff and a large number of partners are very proactive and collaborate very well to meet the needs of pupils, families and local communities. There is a wide range of very well-planned and targeted interventions to engage parents and then to develop how families learn and become active members of the community. Many of the interventions result in accreditation for parents and an increasing number are leading to employment, sometimes for the first time. This is building confidence in individuals and supporting families to have a better future.

“ Family group (Read, Write and Count) is good fun. My mum loves the games and helps me at home now. ”

primary pupil

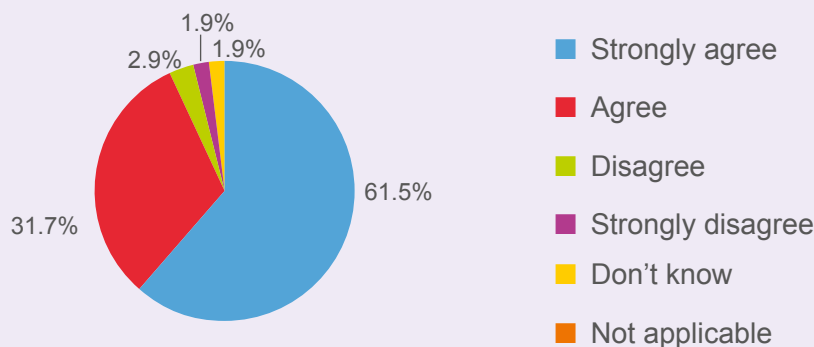
Increasingly, schools are recognising the need for parents to have more of a say in how Pupil Equity Fund money is used and how family learning interventions develop in their own establishments. This will be an important aspect of the planned review of family learning across Glasgow City Council. There is strong evidence that parents are becoming increasingly engaged in supporting their children's learning, in learning themselves and in becoming more active in the community. Particularly effective work is undertaken to welcome and support the Roma and Chinese communities living in the city. Almost all of these measures are supporting work to address the impact of poverty on the educational outcomes of children and young people.

How effective is the education service's leadership, governance and management of resources to improve learning, raise attainment and narrow the poverty-related attainment gap?

The very clear priorities established for education by Glasgow City Council have enabled it to enact its vision, providing a powerful strategic imperative for raising attainment, promoting achievement and mitigating the impact of poverty on the educational outcomes of learners. The relentless drive of the Chief Executive, Executive Director of Education Services and leaders at all levels across the education authority have effectively translated the vision into strong action. Staff across establishments have been very well supported and challenged to own and deliver the aspirational goals they have jointly created for all children, young people and families across the City of Glasgow.

Pre-inspection questionnaire feedback from 102 centrally deployed staff

There is a shared commitment to improving learning, raising attainment and closing the poverty-related attainment gap amongst staff in the education authority.



Education Services' planning and strategy documents are streamlined, clear, and set out very well the services' key priorities. This contributes to a clear and unrelenting focus on achieving improved outcomes for children and young people, particularly for those affected by poverty. Elected members are appropriately informed of progress with reports through the formal committee process, as well as through more informal briefings and direct engagement with schools.

“ This is not about one person, we are doing it together – but having clarity and drive at the top certainly helps. ”

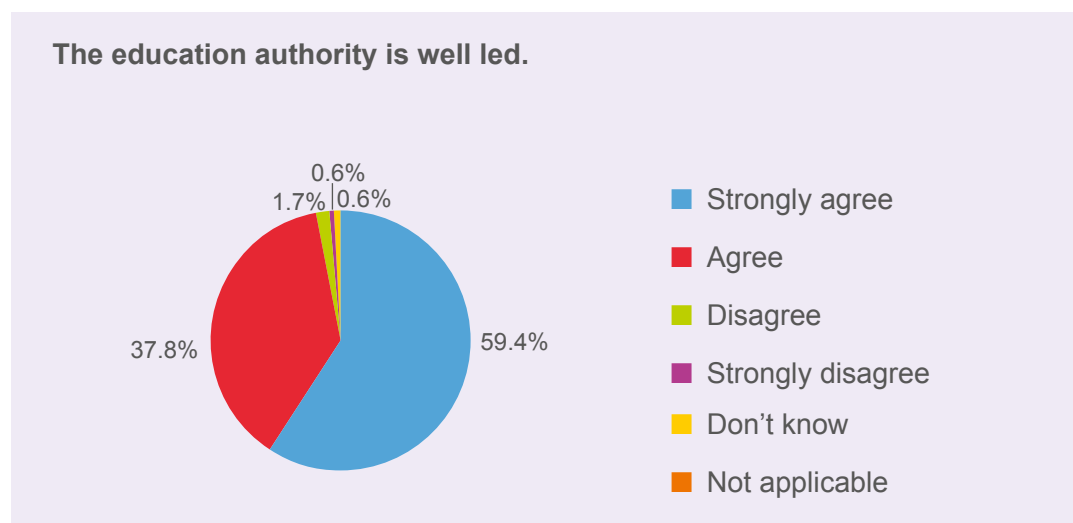
member of centrally deployed staff

Over the past year, governance arrangements supporting the Glasgow Improvement Challenge have evolved to align with amended reporting structures within the council. There are policy development and scrutiny committees for educational matters. Councillors work in close partnership with Education Services and schools within their communities. There are clear governance arrangements supported through well-defined lines of accountability for children's and young

people’s attainment and achievements in parallel with a robust focus on alleviating the impact of poverty on educational outcomes.

Appropriate financial controls are in place to account for spending under the Attainment Scotland Fund. There are clear monitoring and reporting arrangements with the Scottish Government. Appropriate financial controls are in place for the accounting of Pupil Equity Fund expenditure. Enhanced financial accounting for the reporting of the Pupil Equity Fund spend has been established at school-level. Staff have valued the strong authority support and guidance across finance, human resources, and procurement in implementing the Pupil Equity Fund. There is very good understanding and buy-in among headteachers about what the Pupil Equity Fund has to achieve as well as a recognition that ownership and accountability for the funding lies with them. Helpfully, additional staffing funded through the Attainment Scotland Fund is not considered in isolation. It is integrated into wider workforce planning across the primary and secondary sector. This has helped to address the need for succession planning and wider supply and demand issues.

Pre-inspection questionnaire feedback from 180 heads of establishments



The Executive Director of Education’s leadership is founded on her passion, commitment and relentless drive to reduce the impact of poverty on the outcomes of all children and young people. This has led to the co-creation of a well-embedded culture of educational aspiration and a citywide vision where poverty is no longer accepted as a barrier to the pursuit of excellence.

Senior leaders across the education authority, including elected members, provide very strong leadership and direction, demonstrating a strong commitment to improving learning, raising attainment and mitigating the impact of poverty on learners. This persistent focus on achieving excellence and equity for all children and young people in the city is viewed by elected members as one of their key roles. There are clearly defined expectations of, and support for, high quality leadership at all levels across Education Services. Professional and collegiate collaboration, combined with very effective officer and elected member working, is well evidenced.

“ It works, I am a better leader, a clearer leader, my job has improved so much. ”

headteacher

Heads of establishments describe enthusiastically how the quality of learning and teaching in their establishments has been enhanced by the wide range of leadership and capacity building opportunities, well supported by the Challenge LOL and the LOL delivering the Glasgow Improvement Challenge. This has promoted agency and gives staff at all levels high levels of confidence in their own leadership.

“ Being a LOL is great, it has helped me believe in myself, the children and the future. ”

LOL

Education Services have created a number of very successful teams to drive the implementation of initiatives related to the Glasgow Improvement Challenge, and provide support directly to schools. The work of these teams, including that of the literacy and numeracy teams, has been highly valued across the education authority. They have effectively supported collaboration across the clusters, trios and school communities. Recent changes to Heads of Service are providing an opportunity to re-align roles and responsibilities to further drive up standards.

Responses from heads of establishments to pre-inspection questionnaires indicate very high levels of confidence in the strategic direction and expectations set by the education authority. Very high levels of professional skills and expertise within the authority provide strong capacity to lead and manage improvement and change. This clear strategic direction is a major strength which has firmly underpinned the education authority's progress in implementing the Scottish Attainment Challenge.

There are extensive and meaningful leadership opportunities in place for parents, children and young people across the city. There are significant opportunities for parental volunteering and supported leadership. These opportunities have been carefully contextualised to respond to the needs of families in local communities. Young people have access to a wide range of leadership opportunities including sports leadership, mentoring, and, in a growing number of schools, an active role in school improvement.

“ I know what I want to do when I am older – I want to make all schools as good as mine. ”

secondary pupil

The Executive Director of Education and her senior team have strongly promoted the importance of sustainability across their universal and targeted approaches to reducing the impact of poverty on outcomes for children and young people. Staff across the authority are acutely aware of the need to establish sustainable models of practice and they make very good use of capacity building approaches across the city. There is strong evidence of a clear focus on transformational change alongside strong leadership across Education Services. As a result, Education Scotland is confident that the authority will continue to improve.

The contribution of the City of Glasgow educational psychology service to the Scottish Attainment Challenge

Glasgow Psychology Services make a strong contribution to addressing the impact of poverty on children's and young people's learning outcomes. The review of service delivery has positively impacted on Glasgow Psychology Services ability to make the biggest difference to children and young people. Glasgow Psychology Services will continue to work with partners to strengthen evidence of the extent and reach of their contribution to mitigating the impact of poverty on children, young people and their families.

Glasgow Psychology Services has built effectively on the outcomes from the [validated self-evaluation](#) to improve their strategic planning for improvement. Priorities are now closely aligned with those of Education Services, national guidance and policy, and the legislation as it relates to children and young people with additional support for learning needs. There is a much sharper focus on the impact of poverty on the learning outcomes of children and young people, and clear links with the themes identified in the Glasgow Improvement Challenge.

In refining their improvement planning process, Glasgow Psychology Services has identified the need to develop further their delivery model to ensure that all educational psychologists can focus on the greatest need at individual child, young person and family level, whilst continuing to give support at the universal level, and build capacity across the wider educational community.

Leadership across the service has been significantly strengthened as a result of the recent service redesign. There are now much clearer roles and responsibilities for educational psychologists at all levels. The clarity of roles of Principal Educational Psychologists has helped the service to strengthen its vision, values and aims, reducing duplication and layering of leadership levels. The redesign has allowed stakeholders to better access the expertise and potential of a large service. This is helping the service to target children and young people who have the greatest need.

To what extent is the education service improving learning, raising attainment and closing the poverty-related attainment gap?

Glasgow City Council is making excellent progress in improving learning, raising attainment and closing the poverty-related attainment gap. HM Inspectors are confident that the evidence and evaluation to date indicates the following strengths and aspects for development.

Strengths

- The very strong council-wide vision focused on reducing the impact of poverty on children, families and communities.
- The relentless drive of the Executive Director in improving the educational outcomes of children and young people living in poverty in Glasgow.
- The exceptional progress made in reducing the impact of poverty on the educational attainment and achievement of children and young people.
- Outstanding approaches to career-long professional learning and leadership which have strengthened the skills and knowledge of staff and, as a result, improved children's and young people's attainment.
- In-built sustainability through capacity building is at the heart of the professional learning approaches undertaken across the city. Education Services have strongly promoted the importance of long-term sustainability across all aspects of their universal and targeted approaches to permanently reduce the impact of poverty on outcomes for children and young people.

Aspects for development

- As planned, further refine the multi-layer self-evaluation approaches to continue to drive up standards.

What happens next?

Education Scotland is confident that Glasgow City Council is making excellent progress in improving learning, raising attainment and mitigating the impact of poverty on learners. A powerful strategic imperative and very strong leadership within Education Services are helping to secure improved outcomes for children, young people and their families. Education Services' self-evaluation processes are of a very high quality and are leading to improvements. As a result, we will make no further evaluative visits in connection with this inspection.

HM Inspectors
Education Scotland
March 2019

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