



Glasgow's Improvement Challenge
Understanding and addressing educational inequalities.
The Economics Observatory.
20th May 2024.



The Glasgow Context

56.4%
living in
Deciles 1
and 2

1.5% of
CECYP

622,820
population
(2022)

46.3% of
asylum
seeker
and
refugee
children

45% of EAL
pupils
68% @ not
yet competent

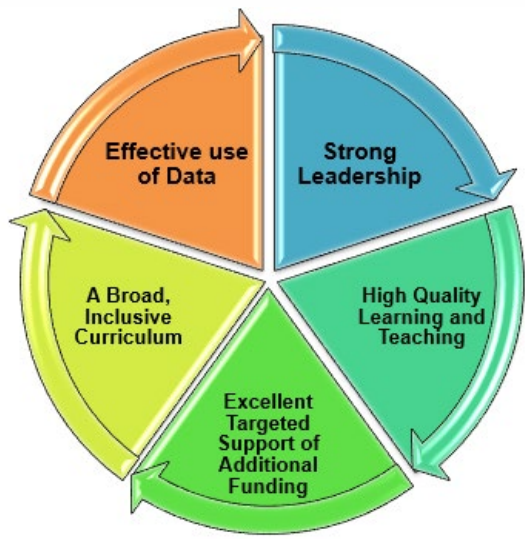
We have 131
languages in
the city

35% of
all living
in Decile
1

11.2% of
between
0-15
years

70406
school age
children





Rationale

Workstreams



Developing Pedagogy, Literacy and Numeracy.

Family Learning .

Enhancing leadership of Senior Staff.

Developing Play based Learning.

Mentoring & supported study.

Activity and Sport.

Nurture

from *Tackling disadvantage: what works in narrowing the achievement gap in schools?* Review of Education, Vol. 3, No. 2, June 2015, Demie & Mclean,



Leader of Learning (LoL) Role

Working with colleagues to research, prepare and deliver training

Working directly with school senior leaders, partner agencies and the local authority

Working collaboratively with staff to build confidence and capacity

Responding to establishment requests through the provision of support based on work streams.

Providing support in the form of collegiate sessions, school support visits, in-set training and twilights.

Promoting the work of the team through social media.

Contributing to the work of strategy groups.

Supporting the implementation of national and local initiatives

Using quality assurance processes to improve outcomes

Leading, motivating and inspiring others

Developing expertise in aspects of GIC

Commitment to raising attainment



OFFICIAL



Building capacity within the Challenge Leader of Learning (CLOL) role.

Leadership
for and of
Learning

Building
capacity

Collaboration

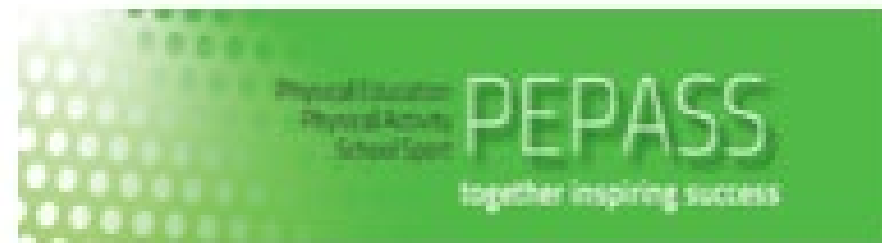
Measuring
Impact

Sustainability

Literacy and
Numeracy.



INSPIRING SCOTLAND



www.glasgow.gov.uk



Play Pedagogy.

Playful Pedagogy Team Aims

- To develop engaging spaces for play indoors and outdoors
- To support staff to develop high quality play-based learning
- To facilitate collaboration and sharing good practice across the city
- To raise attainment and achievement

Core training programme

Twilights

School Visits

Collaboration

Sharing Good Practice

Audits and Handouts

76 Primary Schools across the city



Training for Playful Pedagogy schools

- Sessions for Group A (new to play) and Group B (more experienced)
- Content to support and extend Playful Pedagogy approaches
- Twilights and SfLW/CDO training

Support Visits to schools

- 2-3 per year for each school
- Meeting with leaders and teachers, visits to see play in action
- Feedback and next steps

Collaboration and further support

- Collaboration in local areas
- Open doors events
- Guest speakers and sharing good practice sessions
- Audits and handouts

@PPGlasgow



Families and Communities.

Glasgowlife™

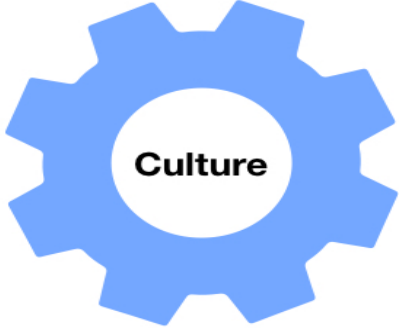


FAMILIES CONNECT

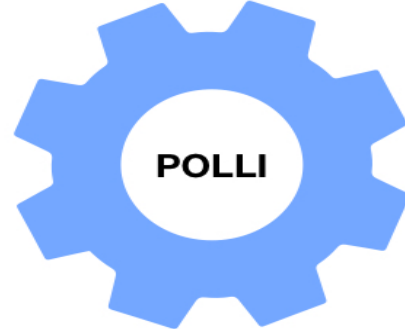


Collaborative Connections

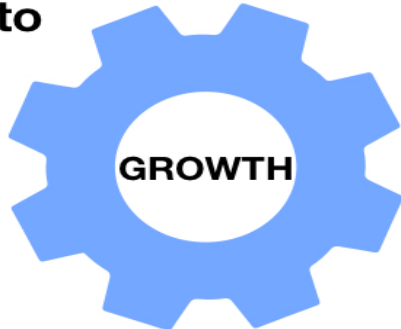
- Learning Community Groups
- GLOW Support Groups
- Networks

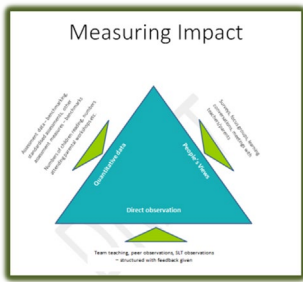


- Peer Observations of Learning Leading to Improvement
- Trio-working gold standard



- Tailored GROWTH Coaching
- Structured approach to regular meetings





Using data for improvement.



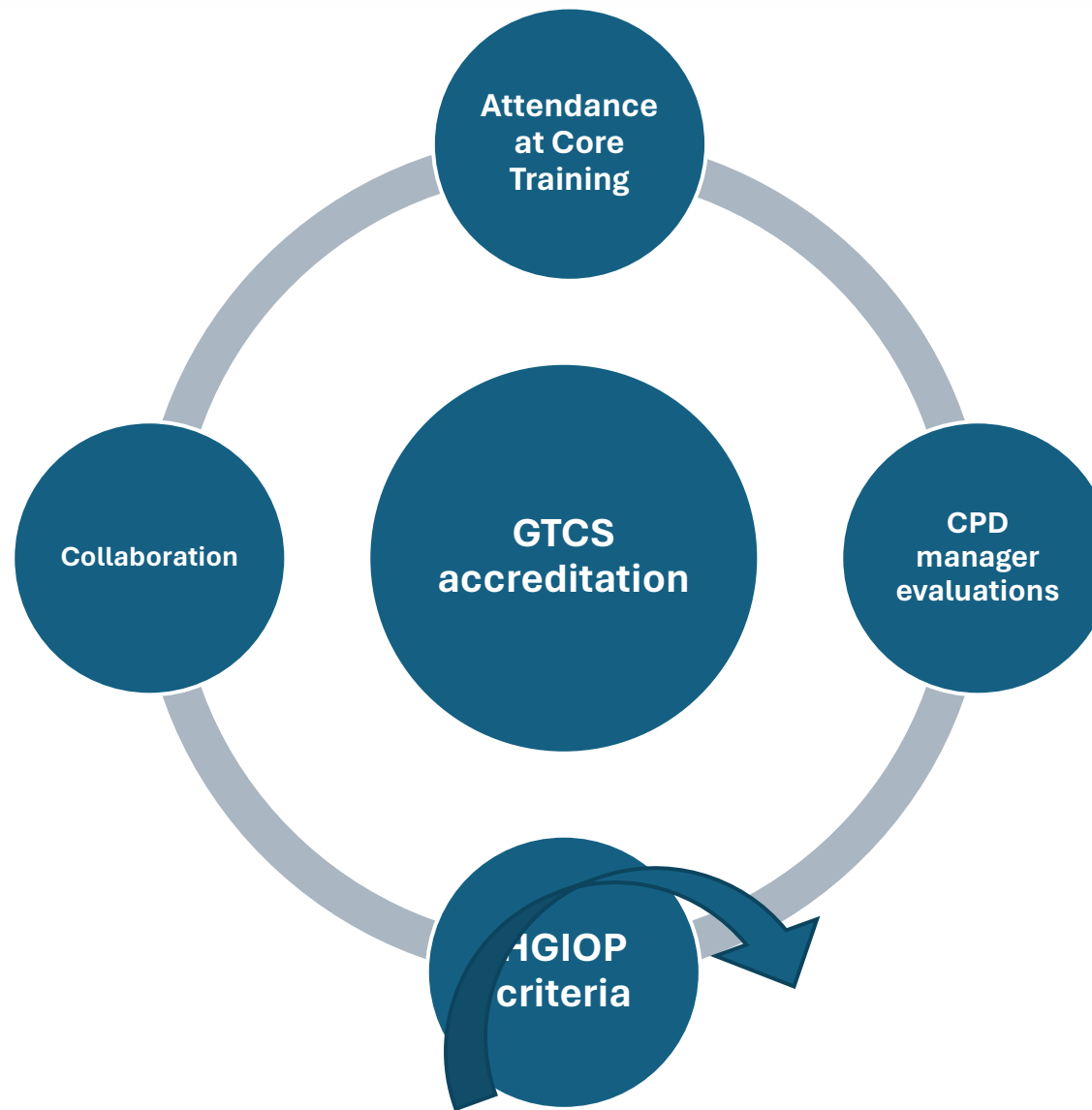
Establishment:		Improving pedagogy and closing the gap in:			
		Literacy		Numeracy	
CLoL / Lead Practitioner:		Year (please highlight): 1 2 3 N1 N2			
Additionality:	Learning Community:	Equity Profile Attached (please highlight)		YES NO	
HT:		QIO:			
Planned Outcomes					

Outcome 1	
Sources of Evidence	Complete sources of evidence as appropriate. All three sources are not required.
Peoples' Views	Tell us how people's views were obtained, who you asked, why you asked them and when.
Direct Observations	Tell us who you observed and why, and when.
Quantitative Data	Tell us how data was collected and collated. Insert all data in summary grids provided. See summary grids – appendix 4.
Analysis	
<p>Full analysis of the outcome</p> <ul style="list-style-type: none"> Was outcome achieved and how? How will gains be maintained? If not achieved, why not? Use evaluative language <p>This may take more space - expand</p>	

HG IOP How Good is our Project ?

1.3 Leadership of Change	Professional Reflection
<p>How do you plan to sustain and build upon the gains made?</p> <p>Suggested areas to include:</p> <ul style="list-style-type: none"> Building capacity within staff - all staff are committed to change which results in improvements for learners Sustainability - how effective are our approaches to evaluating and monitoring the impact and sustainability of our professional learning? New staff – plans for consistency Policies Planning for continuous improvement, consistency of forward plans to reflect GIC methodology QA calendar – aspects such as observations, curriculum review cycle, learning conversations, samples of children's output Maximising all opportunities to create collaborative conditions for staff to learn Working parties Shared area – receptacle to make materials easily accessible Maintenance of gains in attainment (continued tracking of targeted pupils) <p>What are your next steps? What is next year's plan based on this year's data.</p>	<p>What has been the biggest impact on your professional development? You should reference the GTCS standards and refer back to 1.3 Leadership of Change. See appendices attached.</p>





- **Measurable outcomes with clear evidence**
- **Professional dialogue**
- **Supporting staff development (1.2 in HGIOP)**
- **Reflection on leadership (Against GTCS standards)**



So what ?



ACEL Literacy.

Glasgow City Council. CORE AIMS.	P1, P4, P7 ACEL Literacy combined			
	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	GAP (Q1-Q5)
Current Level 2020/2021	65.5%	60.2%	85.2%	25.1pp
Stretch Aims to be achieved 2022/23	73%	70.3%	90%	19.7pp
2022/23 actual	69.6%	64.7%	85.1%	20.4pp
Difference +/- baseline	+4.1pp	+4.5pp	-0.1pp	+4.7pp



ACEL Numeracy.

Glasgow City Council. CORE AIMS.	P1, P4 ,P7 ACEL Numeracy combined			
	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	GAP (Q1-Q5)
Current Level 2020/2021	73.4%	68.9%	87.9%	18.4pp
Stretch Aims to be achieved 2022/23	80%	78.9%	90%	11.1pp
2022/23 actual	76.3%	72.5%	88.7%	16.2pp
Difference +/- baseline	+2.9pp	+3.6pp	+0.8pp	+2.2pp



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