

**Improving educational outcomes
through getting it right for every child in
Glasgow
@maureen0207**

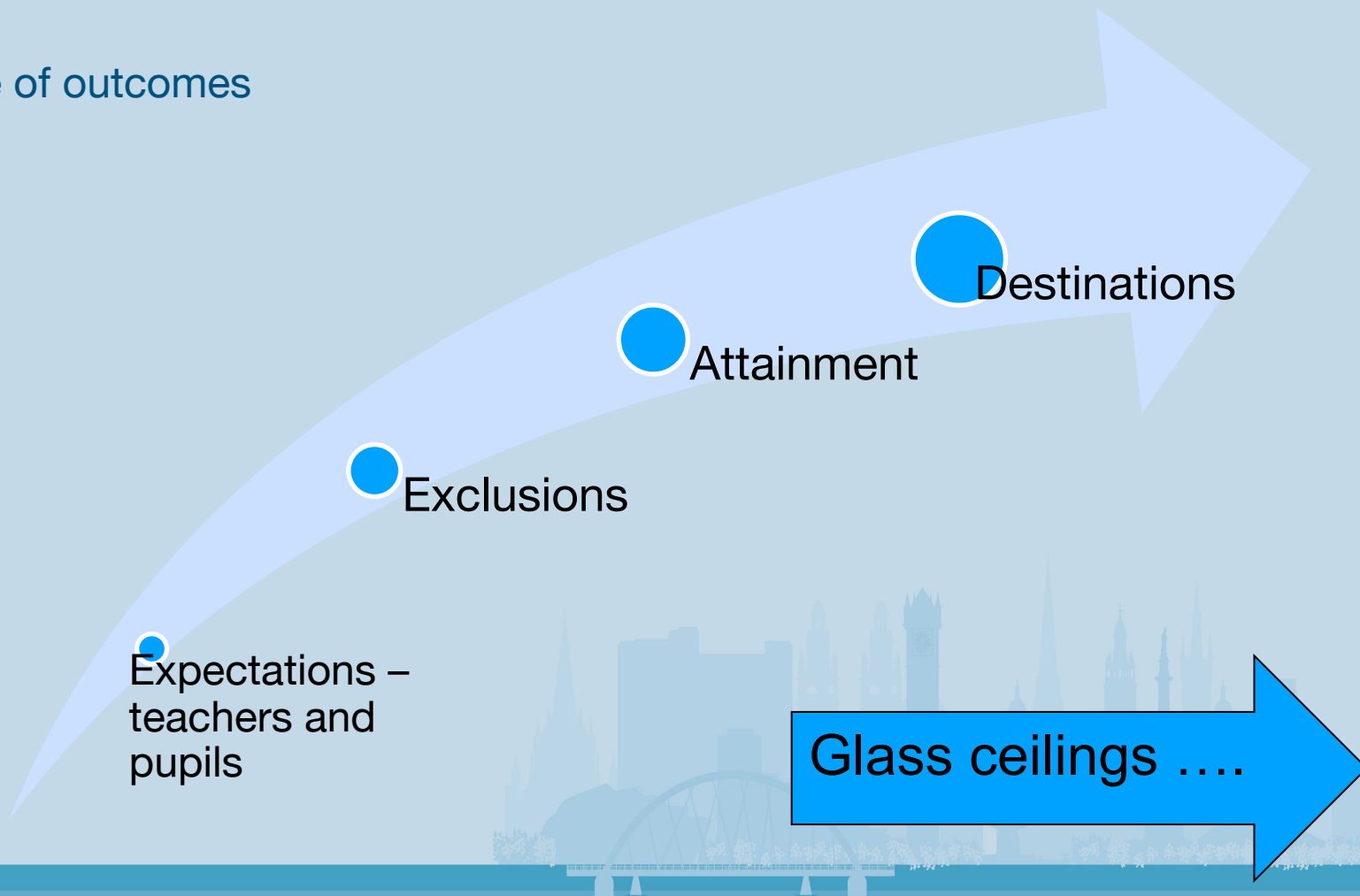


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Journey of improvement

- Range of outcomes



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Our context

- Around 30% of Scotland's 15% most deprived data zones are in Glasgow.
- Nearly 29,000 school-aged children and young people live in the 10% most deprived postcodes.
- The largest proportion of care experienced children - around 19% of Scotland's care experienced children and young people.
- Around 20% of school population (and growing) have English as an additional language.
- Many of our families face significant barriers – domestic abuse, alcohol and drug addiction, poverty, etc.



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More context

- Around 80,000 children and young people and growing
- Over 300 establishments
- Skewed demographic - 60% of pupils live in the 20% most deprived, less than 10% live in the 20% least deprived
- Inclusion in the context of an urban city with high levels of deprivation is contentious territory

'In Glasgow, there is recognition that 'these are our children' and that excluding them onto the streets or into poor quality alternative provision is not good enough. The ethos is clear: what is right for your own child must be right for other people's children.'

Paul Dix, After the Adults Change Achievable Behaviour Nirvana 2021



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Outcomes for children

- 88% reduction in exclusions in the last ten years
- 140 permanent exclusions to less than 5 – none for the last three years
- Analysis – overall, by month, number of children affected by exclusion, number of times excluded – tell the story of the child
- Wellbeing plans, positive behaviour plans, working with third sector with families, ...
- Really impressive range of approaches
- However, ... more to do – always placing child at the centre of decision-making



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Link to youth justice

- Increasing our working with partners to meet the needs of young people and their families
 - Violence Reduction Unit
 - A Community In Motion
 - Campus Police Officers
 - Community Safety Glasgow
 - Colleges
 - Youth workers in Glasgow Life, Third Sector partners
- More than 50% reduction in Youth Crime (aged 10-16) from 2008



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Towards a Nurturing City

- Holistic approach to nurture in nurseries, primary and secondary
- Enhanced nurture to support those with social and emotional needs – extending range

A nurturing city has schools in which:

- all children and young people, and their families, feel that they belong and that their lives and experiences are valued and respected.
- all children and young people, and their families, feel that staff listen to their views and that, if disagreements arise, staff respond sensitively and thoughtfully and work to resolve them



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Investing in professional learning

- *All Behaviour Is Communication*
- Language is important – *distressed behaviour*
- ‘Applying Nurture as a Whole School Approach’
- Classroom/playroom profile – watch and learn
- ‘language of emotion is modelled by staff’
- ‘restorative conversations routinely take place’
- ‘de-escalation practices are evident and used effectively’

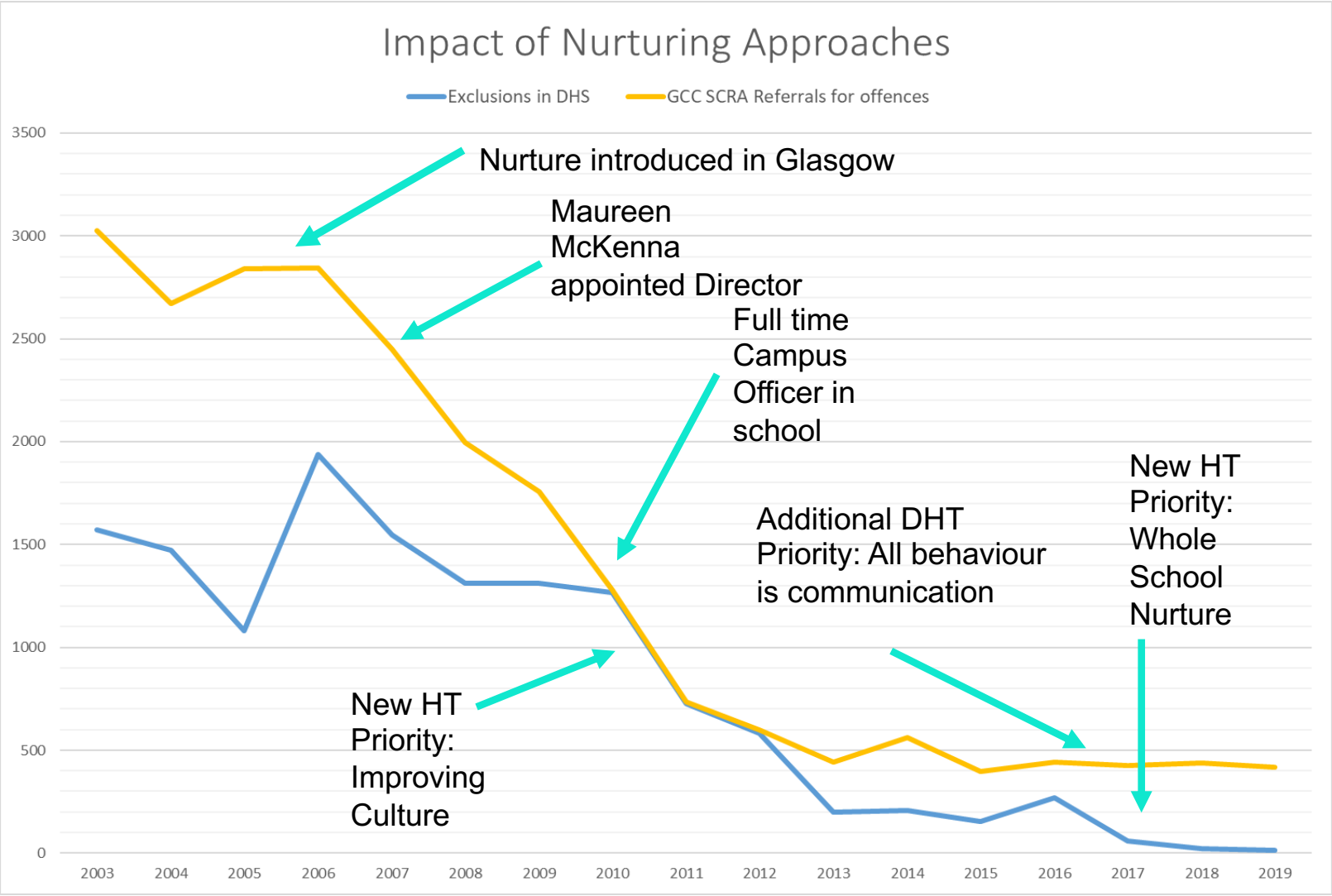


This is not about buying in from outside it is about changing what you do inside

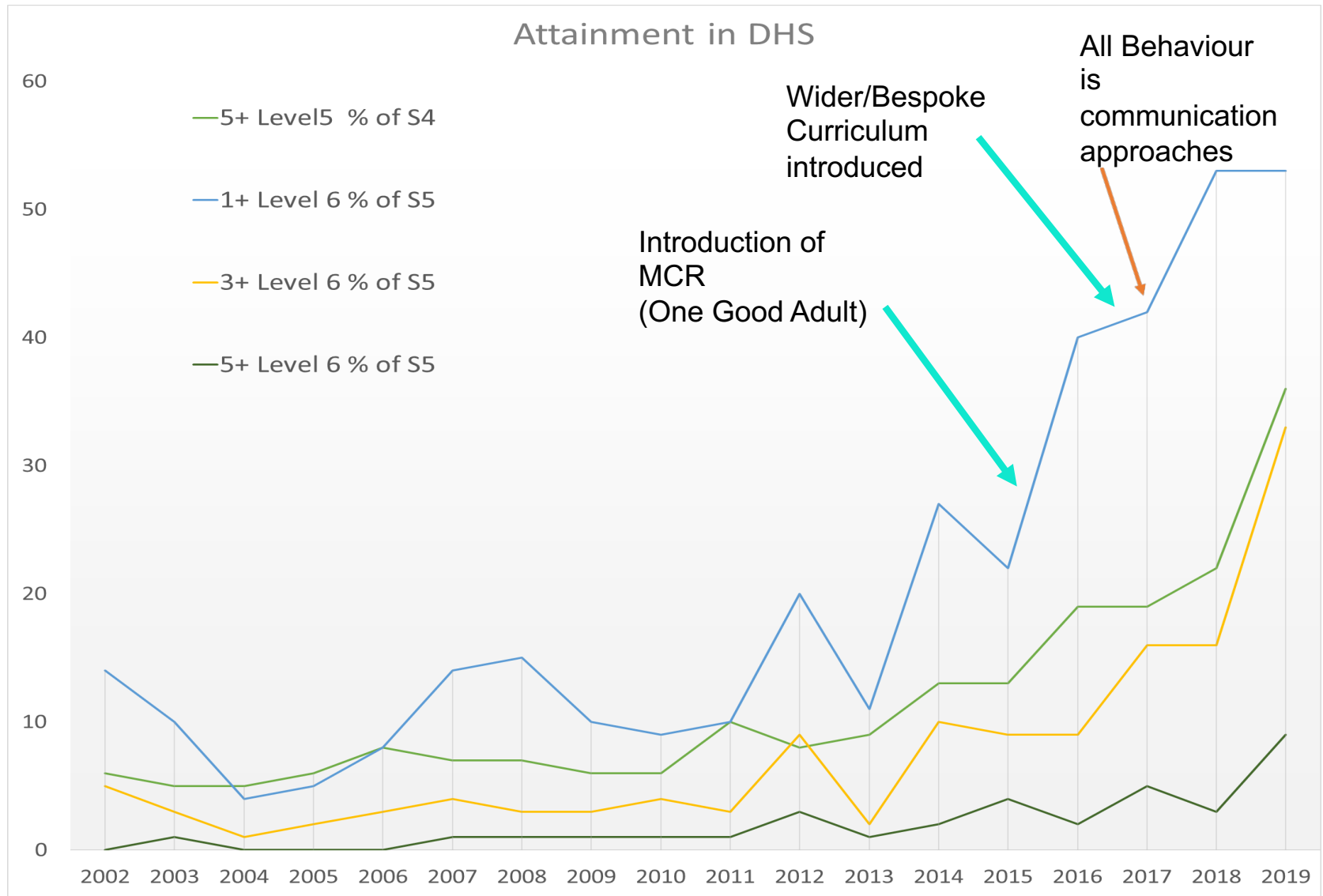


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Does Nurture work?



Impact on Attainment



Journey of Improvement

Over 70% of school leavers now go to higher and further education

1 + Level 6	2007	2017	2019	2020
National	39%	59.7%	61.6%	64.3%
Glasgow	28%	53.5%	56.6%	60.3%

5 + Level 6	2007	2017	2019	2020
National	10%	19.4%	22.1%	24.1%
Glasgow	5%	13.1%	16.1%	18.8%



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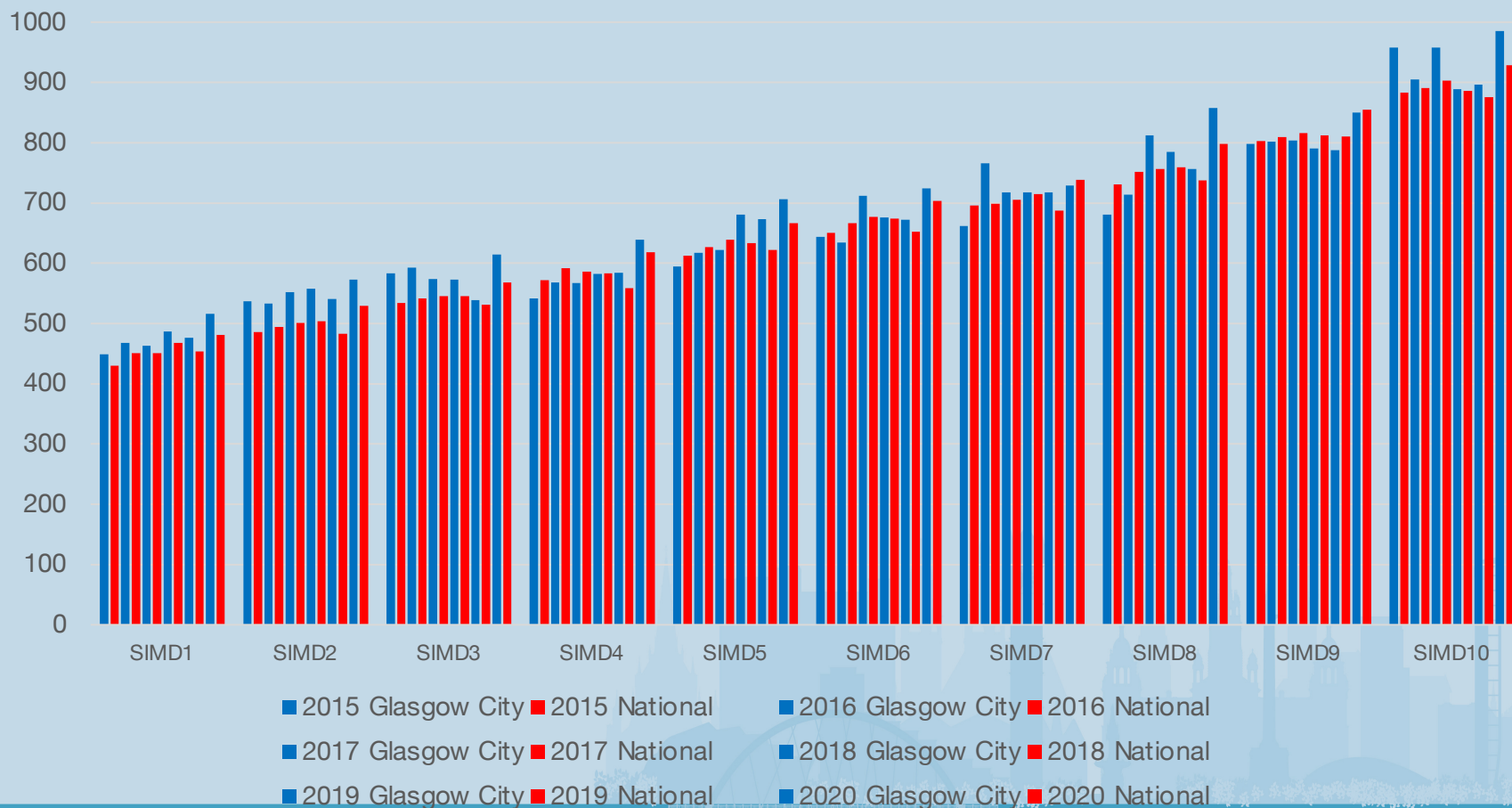
Post-school destinations

- In 2019, 94.6% of school leavers went to a positive destination
- 68.7% going to further and higher education – above the national average for the last two years
- Unemployed seeking is at its lowest ever percentage – only 3.89% - in 2007/08 it was 13.6% and in 2003/04 it was 19.7%
- Out of 4,346 school leavers - we know the destination of each and every one of them – for the very first time ever!
- However ... follow-up survey showed a drop – not all the destinations were sustainable – we need to keep thinking!
- 2020 leavers – more challenging due to COVID19 – 92.6% positive with 5.2% unemployed



Taking deprivation into account

average tariff score by the end of S5



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So much more than attainment

Developing the Leaders of tomorrow

- Working towards 2000 Sports Leaders – UK's largest awarding authority
- Duke of Edinburgh Awards – 500% increase in awards from 20% most deprived postcodes
- UN Rights of the Child - growing Glasgow's citizens
- Taking every opportunity for children to lead and contribute to the life of the school
 - Play champions through Go2Play, Holocaust/SOS, Period Equity ...
- Use of sport and culture to widen experiences – pupil voice



Glasgow's Priorities

- ❖ Raising attainment and achievement through Glasgow's Improvement Challenge;
- ❖ Continue to improve how we meet the learning and care needs of children before they go to school and as they progress through school, including how we support their families;
- ❖ As we move Towards a Nurturing City, continue to improve how we meet the needs of children and young people, particularly with additional support needs; and
- ❖ Continue to make best use of finance and resources



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School structure

- Today - 30 secondary schools, 140 primary schools, 21 schools for those with additional support needs
- 2009 – 54 ASL schools and 1685 places – 2.6%
- 2019 – 21 ASL schools and 1310 + 744 co-located – 3%
- Emerging research which supports every child's right to learn alongside their peers
- Education systems should support the development of positive, trusting relationships with a view to improving life outcomes



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Some details

- Mentoring – the role of the ‘Good Adult’ - MCR
- Building strong communities with partners – keeping schools/nurseries at the centre of communities
- Valuing the role of third sector as a bridge
- Promoting local solutions within a strategic framework
- Helping families to be better able to help themselves



Drivers for Improvement

- Headteachers as senior officers of the Council
- No 'Glasgow curriculum' – meet the needs of local communities
- Empowered system with strong accountability framework
- Investment in high quality HR, including links with professional associations

More than anything else -

- Placing children at the heart of everything we do
- Relentless focus on learning and teaching
- Intolerant of anything that results in a weak outcome for children and young people



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Getting it right for every child

- Education improvement is multi-layered and we have a much wider moral purpose which needs to be kept central
- It is all about culture and ethos – keep relationships at the forefront
- This is not about money – additional money is nice - it is about what you do with the resources you have
- Our children and families don't have time to wait – this is not just about poverty – it about meeting needs and having contextual awareness and understanding



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My message to Glasgow's staff:

Don't lose sight of and never forget!

We have much to be proud of in Glasgow and Scotland

You need to

- keep an unrelenting focus on improvement - putting learning and teaching at the heart of your work
- keep nurturing principles at the core for children and staff
- empower heads, staff and young people to lead from within

Remember to say thank you – it is a wonderful privilege to have other people's children



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