Item 1

6th March 2024

Glasgow City Council

Operational Performance and Delivery Scrutiny Committee

Report by Executive Director of Education Services

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STRATEGIC PLAN PERFORMANCE:
Grand Challenge 2: Increase opportunity and prosperity for all our citizens

Purpose of Report:

To report the performance of the Council Strategic Plan 2022-27 and the agreed Mission based approach.

Recommendations:

The committee is asked to:

- Consider and note the content of the report
- Consider the Grand Challenges, Mission and Commitments

Ward No(s):	Citywide: ✓
Local member(s) advised: Yes ☐ No ☐	consulted: Yes ☐ No ☐

1.0 Background

1.1 The Council Strategic Plan was agreed at Full Council on 27 October 2022 and the Operational Performance Delivery and Scrutiny Committee is tasked with monitoring the delivery of the Strategic Plan.

1.2 Following agreement at the Operational and Delivery Scrutiny Committee (OPDSC) in November 2022, a template has been issued to all Services. The template structures and supports scrutiny of the Strategic Plan and illustrates the crosscutting nature of the Missions as Services work together to deliver the Council's priorities. The template is subject to review to ensure Service and Member feedback is incorporated.

1.3 The performance template captures Actions which underpin the Commitments, Missions and Grand Challenges.

2.0 Council Strategic Plan

2.1 In order to ensure that the Plan clearly articulates its purpose it has been structured into Grand Challenges and their supporting Missions.

2.2 The Grand Challenges are as follows:

1. Reduce poverty and inequality in our communities
2. Increase opportunity and prosperity for all our citizens
3. Fight the climate emergency in a just transition to a net zero Glasgow
4. Enable staff to deliver essential services in a sustainable, innovative and efficient way for our communities

2.3 These Grand Challenges and their Missions are underpinned by Commitments which Services are undertaking to work towards the goal of each Mission.

2.4 It should be noted that council agreed that the Strategic Plan will be subject to an annual review to reflect the volatility of outside pressures and budget constraints. There is an agreed change control process in place to assist this.

2.5 For the purpose of this report there will be a focus on Grand Challenge 2: Increase opportunity and prosperity for all our citizens, focusing on Mission 3 and related commitments:

- Mission 3: Raise attainment amongst Glasgow's children and young people.

Committee has previously received updates on this area of the Council Plan at their meeting which took place on 31st May 2023

3.0 Strategic Plan – Widening the lens

3.1 In view of the focus on the new Council Strategic Plan and the Council's response to the motion on the Cost of Living crisis in June 2022; and as agreed by the Operational Performance and Scrutiny Delivery Committee (OPDSC) in November the Strategic Plan has been reported initially through a cost of living lens in order to ensure that any new activity initiated or prioritised as a response to the Cost of Living crisis can be reflected in performance reporting, and considered as part of the annual review agreed by full council.

3.2 The Plan will now be reported with a wider lens than the Cost of Living focus, reflecting the wider Commitments in the Plan while still keeping track of key Commitments that emerged through that lens.

4.0 Commitments and Emerging Commitments

4.1 The Strategic Plan Missions outline a number of Commitments to deliver the Mission goal.

4.2 Services have started work to support the Commitments across a number of key areas. As noted, as well as widening the lens on the Plan, this report will continue to provide a focus on Cost of Living related Commitments including:

- Build on the significant progress we have made in improving attainment and positive destinations, supporting education staff and improving early education;
- Support skills development for pathways into industries of the future by working with the further and higher education sectors across the city, and other appropriate partners;
- Support period dignity in our schools;
- Support holiday food and activity programme
- Support school food growing, waste reduction and recycling and work on achieving silver and gold Food for Life awards; and
- Support the expansion of free childcare hours; and make the current offer more flexible to support parents in shift work or irregular employment to be able to use them.

In addition to the Cost of Living related commitments, this report also provides a comprehensive update on a number of the additional commitment within the Plan, including:

- Continue to expand Gaelic Medium Education (GME) provision and maintain GME working group.
- Continue to plan for early years education, primary and secondary provision and school estate. Create plans for a city centre school and consider what more we can do to encourage locally representative schools.
- Support children and young people to get dedicated mental health support and counselling in schools
- Work with partners to ensure that every child or young person with additional support needs who would benefit from a Coordinated Support Plan receives

one and require that all staff assigned to support people with additional needs have the appropriate training to do so effectively.
- Expand our safer School Streets Programme.
- Promote access to instrumental music tuition, primary school swimming tuition, Bikeability training, and outdoor and nature-based education.
- Support play and outdoor education.
- Support accessible educational and social opportunities including arts and sport and explore ways to make better use of school facilities for community use.
- Make sure educational and social opportunities available in school are accessible to young people who are new to Glasgow.
- Address under-representation of racial and ethnic diversity in education, and across the wider council workforce, and ensure appropriate support for staff with disabilities.
- Continue to explore gender friendly nurseries.
- Maintain the option for parents and carers, who wish, to opt their children out of standardised testing.

4.3 This work is aligned to Education Services 'All Learners, All Achieving' plan which outlines the high-level challenges the service intends to address. It is underpinned by our ambition to make Glasgow a world class learning city built on the principles of nurture.

5.0 Next Steps

5.1 The annual review of the Strategic Plan is underway and will allow for the consideration of emerging commitments and determine whether they will require sustained focus within the Strategic Plan going forward.

6.0 Recommendations

6.1 The Committee is asked to:
- Consider and note the content of the report;
- Consider the Grand Challenges, Missions and Commitments.

7 Policy and Resource Implications

Resource Implications:

Financial:	No direct implications
Legal:	No legal implications
Personnel:	None at this stage
Procurement:	No procurement implications.

Council Strategic Plan:	Specify which Grand Challenge (s) and Mission (s) the proposal supports. Where appropriate the relevant Commitment can also be listed. **Grand Challenge 2:** Increase opportunity and prosperity for all our citizens. **Mission 3**: Raise Attainment Among Glasgow's Children and Young People
Equality and Socio-Economic Impacts:	
Does the proposal support the Council's Equality Outcomes 2021-25? Please specify.	Yes, the paper supports Outcome 3, around providing Service users with information accessible to them on services provided by the Council Family and how we measure and report on progress.
What are the potential equality impacts as a result of this report?	No direct Equality Impacts identified at this stage; as this is a reflection of existing performance; however, where performance reflects considerations around the protected characteristics this will be noted.
Please highlight if the policy/proposal will help address socio-economic disadvantage.	The proposal addresses Service response to potential deprivation as a result of the Cost Of Living crisis.
Climate Impacts:	
Does the proposal support any Climate Plan actions? Please specify:	The proposal supports the overall implementation of the city's Climate Plan, including its vision for a fairer, greener and healthier city.
What are the potential climate impacts as a result of this proposal?	No direct Impacts identified at this stage.
Will the proposal contribute to Glasgow's net zero carbon target?	No direct Impacts identified at this stage.
Privacy and Data Protection Impacts:	No

Are there any potential data protection impacts as a result of this report Y/N	

GRAND CHALLENGE TWO: Increase opportunity and prosperity for all our citizens					
MISSION 3: Raise Attainment Among Glasgow's Children and Young People					
Commitment: Build on the significant progress we have made in improving attainment and positive destinations; supporting education staff and improving early education.					
Action	**Milestones (current)**	**Progress & Performance**	**Planned Activity**	**Lead Service**	**RAG**
Take forward the priorities of the National Improvement Framework (NIF), including stretch and core plus aims, ensuring that all learners achieve the highest standards in literacy and numeracy Improve attainment measures against the National Improvement Framework and Local Government	Progress headteacher dialogue sessions on leading Equity and strategy to close the poverty related attainment gap. Continue to develop the Insight process to support improvement in Secondary outcomes. Monitor and report on core stretch aims and stretch aims plus. Report on progress, updating on priorities to government.	Submitted 2022/23 National Improvement Framework Committee Report Submitted Stretch Aims to Scottish Government. Headteachers provided training on Insight (benchmarking tool for analysing attainment data in the senior phase) by Scottish Government. Curriculum conference held in November. Local Government Benchmarking Framework data shows improvement across a range of indicators.	Committee paper on wider achievement planned for March 2024. Gather stretch aims checkpoint data to review progress towards aims and support schools to meet aims. Further support on Insight following the February Insight update.	**ES**	GREEN

Benchmarking Framework (LGBF) indicators.					
Increase the numbers of young people achieving accredited personal achievement awards in Primary and Secondary schools.	Increase the numbers of young people achieving accredited personal achievement awards in Primary and Secondary schools.	Increased the delivery and attainment of accredited personal awards in Secondary.	More opportunities for leavers and disengaged YP to attain Personal Development Awards. Increase the number of partner organisations who can deliver appropriate qualifications for our young people.	**ES**	**GREEN**
Provide support to schools to progress towards Glasgow's aspiration of every child leaving Primary with literacy and numeracy skills at age 9 or above	School Improvement Planning (SIP) Framework launched. Improved tracking of interventions, outcomes. Framework for Improvement Reviewed and Published.	Core review group established and currently reviewing draft guidance document on Improvement Planning. All Primary and Secondary establishments using revised planning template. Almost all have submitted a strategic plan 23/24 and an updated evaluation report (EPR). Strategic Framework Review Group established.	Further Career Long Professional Learning to be delivered to support improved identification of expected outcomes and evaluations of impact to date. Focus will be improved use of data to inform improvement actions. Framework review group to agree Principles of the refreshed framework.	**ES**	**GREEN**

Improve achievement and attainment for care experienced young people in literacy and numeracy	Establish strategy group Review and progress targeted approach to improve Literacy and Numeracy Implement plan utilising Interrupted Learning Staff and care experienced pool of staff Implement programme of professional learning for Designated Managers	Annual Glasgow Virtual School Report presented to Education, Skills and Early Years Policy Committee in November 2023 Glasgow Improvement Challenge and Glasgow Virtual School joint partnership work plan drawn up Promise Education Steering Group launched MCR Pathways providing regular reports for each school re young people attainment outcomes and planned presentations for Glasgow Virtual School to work on with Designated Managers	Literacy and Numeracy family workshops offered to Foster Carers and Children's House Staff Interrupted Learners Service Hub pilot will be launched in one area of the city Promise Education Steering Group will prepare the implementation of their action plans across the city in collaboration with the Designated Managers The Promise Award Train the Trainer sessions will be piloted with 20 establishments across the city Through CORRA Funding, Glasgow Virtual School are researching barriers to school engagement for a small cohort of Care Experienced Learners who are on a Compulsory Supervision Order in order to re-engage them in learning	**ES**	**GREEN**

Support establishments to effectively engage with new National Standardised Assessments (NSAs & MCNGs)	Provide programme of professional learning to include, ASL, EAL and GME practitioners Analyse data to inform planning	Bespoke Career Long Professional Learning delivered for Additional Support for Learning and Gaelic medium education establishments. Feedback indicated practitioner confidence in use of new NSA & MCNG platform had increased. NSA data analysis shows almost all primary establishments and half of secondary establishments are using NSAs diagnostically to inform planning to close gaps.	Remind establishments not engaging / not fully engaging with NSAs of national expectation to do so. Evaluate NSA data May/June 2024 to identify percentage of engagement city wide and timing of these for effective diagnostic use. Develop and carry out a survey on effectiveness / impact of NSAs in supporting planning/closing gaps to inform future improvement planning.	**ES**	**GREEN**
Develop a system for recognising the achievement of all children and young people with additional support needs in both mainstream and ASL sector.	Continuation of co-located review and produce an action plan Pilot travel skills progression framework	Co-located review: Report completed and now extended as a pilot to include standalone ASL provision. Partnership with Children in Scotland to embed pupil voice in this process – guidance document complete. Travel skills pilot : Family engagement sessions delivered with support from Enable in all schools involved	Co-located review: Expand reviews within ASL Standalone. Share key documents to guide process and ensure pupil voice is central Compile report on overall co-located and ASL, identify key themes emerging and examples of good practice Travel Skills Pilot: Monitor links with SQA accreditation and collate data on participants. Monitor and review need for family engagement sessions	**ES**	**GREEN**

		Children in Scotland/Success Looks Different: Glasgow specific data collated from Children in Scotland collated as initial measure: Group identified to promote and expand uptake of Success Looks Different award across Glasgow. Workshop organised for Inclusion Conference from Children in Scotland including input from Hillpark Secondary	Success Looks Different & CiS partnership: Expand GCC group to include secondary and ASL colleagues, identify terms of reference Share guidance document on engaging/consulting with young people Use resource created to engage ASL Senior Captains in discussion with Executive Director		
Explore options to continue to grow pupil voice engagement, especially those who are currently under-represented, in school decision making, and enable them to directly impact on Education Services and School Policy creation	Provide annual progress report to Education Committee	The three pupil forums for Primary and BGE are now established monthly and are well supported. Mainstream and ASN are invited to attend. Through activities at each Forum, the young people are directly involved in co-creating the agenda's and focus for all future meetings. 128 schools have attended the forums including 5 ASN schools. Held first Young Persons Conference for P6/7 and	Offers has been made to schools for after school Career Long Professional Learning on participation Young Leaders of Learning staff and Young People will now be trained by Lead Officer using the Relationships toolkit. Schools will be able to choose which strand of HGIOS they want to work with Young Leaders of Learning launch event will be in person not on Teams so Young People can meet their partner's school.	**ES**	**GREEN**

		S1/2/3 for all schools in Scottish Exhibition Centre. The theme for the Conference was 'All Learners, All Achieving'. The day was hosted by young people from Hyndland Secondary and included 4 workshops hosted by young people Nearly 600 Young People, Teachers and partners attended from 135 establishments applied to attend. Senior Phase Parliament meets 4 times a year with the Director of Education and Directorate.	Young People Conference 2024 planning will start after the evaluations are reviewed. This year's conference as well as being for young people, hosted by young people will also be organised by a group of young people.		
Continue to support improvement in parental involvement, parental engagement and family learning through the development, and provision of a range of learning approaches and	Increase the number of schools who are planning, monitoring, and evaluating their family learning priorities Increase the number of nurseries and schools delivering a family-centred approach to P1 transitions, incorporating Families in Partnership resources Develop the Play Along Maths resource for the Glasgow	Two sessions on effective use of the family learning toolkit have been delivered. The toolkit was also showcased at a West Partnership Webinar. 54 primary schools have received targeted support from a Family Learning Officer to help with action planning, delivery, and monitoring of a range of family learning programmes.	A further 2 sessions on effective use of the family learning toolkit are planned. Fifty nursery and school staff are booked on the first of these 2 sessions. Targeted support will continue to be on offer. We aim to support another 50 establishments by June. Showcase events on effective transitions will be delivered in February and all 120 spaces have been filled. The events will	**ES**	**GREEN**

opportunities for families, practitioners and partners	context to increase use in nurseries & schools.	Since August, there have been 552 participants from 102 Early Years establishments and 97 primary schools who attended either Continuing professional development sessions or sharing practice networks. A family-centred transitions working group met to design 2 showcase events for nursery and school staff to highlight good practice. Staff from most primary schools and nurseries have attended Play Along Maths Continuing professional development.	share best practice from across the city and their case studies will be made available to all staff via the family learning blog. Further CPD is planned to support the continued roll-out of Play Along Maths. New P2/3 resources available in February. Exploring opportunities for income generation by selling to other local authorities.		
Provide the highest quality of learning experiences for all	Improvement in evaluations of QI 2.3 following school inspections	Evaluations of 2.3 have been largely positive	Draw together common themes from SIF feedback and align with planned supports for learning and teaching work	**ES**	**GREEN**
Review, Develop and implement a refreshed city Literacy Strategy	Identify participants and establish Literacy and English Strategy Group (all sectors) Audit city practice Publish and launch Literacy and English Strategy and	Reading Fluency All four pilot schools have carried out Phase One of Sprints process, and all state that they can see improvements in practice. Meetings arranged with literacy leads from the four	Data collated to show quantitative measure of increase in accuracy and automaticity. Teacher and pupil rubrics analysed to show improvements in accuracy, automaticity and prosody.	**ES**	**GREEN**

	Action Plan Review approaches and guidance on phonics and early reading Support the improvement of approaches to reading instruction, leading to improved learner experience and increased attainment Enhance Tools for Writing pedagogy, learner experience and attainment.	schools to discuss evidence so far and next steps Phonics Group has agreed on all guidance. Guidance being created to launch Spring/Summer 24 Collaborative groups established to share approaches and impact. Tools for Writing – Write on Track Feedback from key principles has been very positive, with almost all rating very highly in all four pilot schools, opportunities for writing have increased. The Write on Track Book Creator resource has been very well received. Literacy Strategy Group continues to meet.	Phonics group to finalise key messages on Keynote – presentation, Sprints advice and resources Phonics pilot: inter authority group to share data and practice that can be added to Glasgow reading resource. Tools for Writing – Write on Track: Collate/evaluate learning conversations, quantitative data proformas and staff surveys. Literacy Strategy Group to continue to populate Teams sections for reading phase of strategy development.		
Review, Develop and implement a refreshed city Mathematics and Numeracy Strategy (build on current strengths of our Glasgow	Establish a city Mathematics and Strategy group (all sectors) Engage with all young people, practitioners and stakeholders to review current strategy and develop next steps and actions Develop Publish and launch	Strategy Group continues to meet. Draft paper developing. Engagement questionnaire prepared.	Engagement questionnaire to be used to audit across city Collation of returns to be prepared.	**ES**	**GREEN**

Improvement Challenge to raise attainment through targeted support and interventions in primary)	Mathematics and Numeracy Strategy and Action Plan	Draft strategy contents and format agreed with key roles assigned			
Develop Glasgow's Curriculum as a coherent, progressive learner journey delivering the 4 capacities of Curriculum for Excellence for all Glasgow's Children and young people	Develop a strategy to ensure all practitioners are equipped to deliver the Glasgow Curriculum Devise a Glasgow Curriculum conference Continue to revise and enhance CfE frameworks to support breadth of learning experiences	Over 100 primary schools have refreshed their Curriculum Rationales. 'A Curriculum for All Learners, All Achieving' conference for all Heads was planned and implemented on 15th November 2023. Work collaboratively with Glasgow Online (GO) and QIO Curriculum Leads to plan to improve existing Glasgow Curriculum Frameworks including/starting with: Science/STEM Social Studies Health and Wellbeing Religious and Moral Education	Follow up with primary schools who have yet to refresh/submit a refreshed curriculum rationale. Continue to engage with schools/teachers in professional learning regarding Curriculum. Promote and encourage the use of the curriculum conference materials created with middle leaders and teachers in schools. Continue to work with partners to create resources to enhance the curricular offer in schools.	**ES**	**GREEN**

	Monitor and review secondary school actions on identified features of Glasgow BGE curriculum Develop innovative project-based learning in the secondary BGE	Secondary schools continue to work on the following: Curriculum Rationale Project Based Learning Curriculum Transitions	Review Spreadsheet of secondary actions and plan next steps accordingly. Consider and prepare to take forward the recommendations of the Hayward Review – Into the Future. Create new workstreams from existing members: Profiling/tracking achievement Project Based Learning/IDL Curriculum Transitions		
Establish an Education Services Management board for the Glasgow Tracking and Monitoring Tool to improve appropriate interventions for learner	Establish a Management Board Devise a programme of professional learning opportunities to increase the number of establishments making use of the Glasgow Tracking and Monitoring Tool	Management Board established and has met on 3 occasions to progress the change requests required and plan and deliver training for all schools. Almost all secondary establishments and most primary now completed onboarding professional development sessions. Phase 4 developments completed Dec 23. Phase 5 hosting and development cost	Continue to meet as a board and discuss evaluation of recent training identifying further requests and requirements Further CLPL sessions planned Jan to March covering tracking of breadth, challenge and application. Phase 5 priority development to create city dashboard planned Feb-April. Further onboarding sessions planned March.	**ES**	**GREEN**

		and actions agreed in principle.			
Continue to develop highly effective and sustainable approaches to assessment and moderation across all sectors	Develop Education Services' Assessment & Moderation Strategic Plan 2023 – 2028 Provide a range of Career-Long Professional Learning Increase number of trained Quality Assessment and Moderation Support Officer Establish, early years, primary and secondary subject Quality Assessment and Moderation Support Officer Leads Develop a plan of support to enable all ASL establishments to participate in moderation events	Strategic plan developed based on evaluations of feedback from previous plan. 33 establishments and all GCC probationers have engaged in training on the different aspects of the moderation cycle with almost all feedback indicating that practitioners have increased confidence and skill in their understanding and use of a range of assessment approaches and the process of moderation. A further 60 Quality Assessment and Moderation Support Officers were trained across primary and secondary Assisted Support Needs Working group established and Assisted Support Needs Moderation documents developed with first whole city pilot of ASL Moderation across establishments taking place early 2024	Strategic plan to continue to inform improvement planning across the city Continue to offer Career-Long Professional Learning opportunities to further build capacity across the city in moderation leading to a more effective use of diagnostic assessment and a more consistent understanding of standards Arrange Quality Assessment and Moderation Support Officers meeting in May / June to enable sharing of challenges/solutions and an audit of how Quality Assessment and Moderation Support Officers are being used to support assessment & moderation work in establishments. Gather feedback from ASL establishments and use this to amend ASL Moderation Documents and inform future planning for moderation in the ASL sector.	**ES**	**GREEN**

Continue to improve staying on at school rate for all young people	Audit current data and engage with young people and stakeholders	Positive data set in the main. Discussion with targeted schools around existing data and patterns over time through insight discussions	Continued focus on data discussions during school visits and planned HT meetings	**ES**	**GREEN**
Deliver high quality continuous professional learning to support all staff in achieving excellent service delivery	Take forward audit of Career Long Professional Learning needs annually. Develop, signpost and support Career Long Professional Learning opportunities focused on improved commitments and priorities.	Weekly updates to programme of Career Long Professional Learning provided to establishments. Career Long Professional Learning linked to key priorities have been specifically developed.	Continue to deliver high quality Career Long Professional Learning.	**ES**	**GREEN**
Develop and implement professional learning focused on embedding the ambitions of 'Birth to 3 Guidance" and "Realising the Ambition: Being Me" across GCC & Funded Provider nurseries	Audit CLPL needs annually with nursery heads Develop and deliver prioritised professional learning programme for early years	GCC early years management teams have attended 'Nurturing my Potential' training. 1110 early year practitioners and support for learning workers are attending 'Nurturing my potential' from January to March 2024. Online bitesize training sessions have been delivered to GCC and funded providers monthly.	Due to the demand an additional date has been added for management teams. 21 training sessions are planned to be delivered for Child Development Officers and Support For Learning Workers. Bitesize sessions will continue to be delivered on Realising the Ambition. Evaluations have been sent to management teams. Training needs will be analysed, and	**ES**	**GREEN**

		Birth to three evaluations will be collated to prioritise specific professional learning programmes.	priorities identified. Training sessions will be organised to support identified needs		
Commitment: Support skills development for pathways into industries of the future by working with the further and higher education sectors across the city, and other appropriate partners.					
Action	**Milestones (current)**	**Progress & Performance**	**Planned Activity**	**Lead Service**	**RAG**
Through the Towards Better Futures Strategy deliver Glasgow's aspiration of 100% positive destinations embedding skills for learning, life and work.	Monitor and evaluate Towards Better Futures Strategy Report to committee on School Leavers Follow Up initial destinations	The Towards Better Futures Strategy – Our Next Steps is currently in development. Engaged MCR Pathways (mentoring programme) young people in Talent Tasters places.	Hold Developing the Young Workforce Conference for full Towards Better Futures team. Analysis of school leavers data will enable the continuation of the strategic goal of 100% positive destinations.	**ES**	**GREEN**
Increase the number of young people within the School Leavers Follow Up progressing to Higher or Further Education.	Report on number of young people within the School Leavers Follow Up progressing to Higher or Further Education within the School Leavers Follow Up committee report	All MCR Pathways coordinators, mentors and young people provided with contact details for widening access and care experienced managers in all 6 Glasgow universities and wider. Reintroduced the University widening access group to ensure MCR Pathways young	Increase in number and range of college Talent Tasters to ensure young people are inspired and confident. City of Glasgow are now delivering 5 new Tasters. Support Strathclyde University to apply for funding for MCR Pathways summer programme.	**ES**	**GREEN**

		people received additional support and guidance where required.			
Increase the number of young people participating in Foundation Apprenticeships and the number of young people leaving school to a Modern or a Graduate Apprenticeship	Report on number of young people participating in Foundation Apprenticeships and the number of young people leaving school to a Modern or a Graduate Apprenticeship within the SLFU committee report	Successful delivery of 2 Bridges to Employment Held a Get In MA/GA event Development and delivery of sessions - B in Tec, in partnership with DYW Glasgow and Barclays. Young people participated in Work Experience within Barclays to gain an understanding of MA and GA opportunities within Finance. 30 MCR 2024 leavers participated in a City Building construction experience covering the 4 trades. MCR Coordinators and mentors continue to promote the apprenticeship programmes and support young people applications.	Additional young people to attend B in Tech program with Barclays A Bridges to Employment being developed with City Building for 320 YP. This will support young people accessing MAs within City Building. We are also adding an additional Bridges to Employment within Early Years opportunities with GCC. 27 potential MCR leavers will undertake a week work placement with City Building to enhance their chances of securing an apprenticeship. MCR young people being supported by coordinators and mentors with applications and added value experiences.	**ES**	**GREEN**
Continue to develop the Primary	Monitor and evaluate DYW professional learning for teachers.	Professional learning for teachers/schools offered and	Professional learning for teachers/schools offered via	**ES**	**GREEN**

Developing Young Workforce (DYW) strategy/framework and the work-based learning experiences in primary schools.	Create a program of work-based experiences for learners. DYW Strategy Group update guidance to account of the Career Review 2023. Implement and disseminate the Towards Better Futures Framework for EARLY, FIRST and SECOND Level learners	implemented in DYW and Meta-skills Meta-skills resource at EARLY, FIRST, SECOND & THIRD Levels downloaded 402 times from Glasgow Online. Continue with skills focus following Career Review 2023. Work-based experiences aimed at P6 learners continue to take place. DYW Strategy Group continue to work to create a Towards Better Futures Framework for EARLY, FIRST and SECOND Level learners.	Spotlight on DYW and Meta-skills Continue to promote and encourage the use of Meta-skills resources by teachers in schools Work-based experiences aimed at P6 learners continue to take place. More P6 class visits organised with the Scottish Events Campus DYW Strategy Group members to complete and launch the Towards Better Futures Framework for EARLY, FIRST and SECOND Level learners. Group to consider THIRD Level (BGE) & Senior Phase		
Build Employability skills and development 3-18	Monitor and evaluate framework/implementation/professional learning for Meta-skills resources Develop partnerships to embed social enterprise, circular economy, and financial education opportunities for learners in our settings	Ongoing professional learning in DYW, Meta-skills and Social Enterprise. DYW Conference planned and implemented 23rd January 2024.	Tracking social enterprise, circular economy, and financial education opportunities and activity in schools. Social Enterprise Dragon's Den (March 2024). Refine Social Enterprise Framework and consider	**ES**	**GREEN**

		Ongoing partnership working with the following partners/programmes: Social Enterprise Academy Young Enterprise Scotland Youth Philanthropy Initiative Other employer/business partners Draft Social Enterprise Framework created.	incorporating this within the DYW Framework for schools.		
Introduce a revised approach to experience of Fair Work in line with the Careers Review	Continue to build partnerships and alliances with those involved in supporting career choices Co-design and undertake an engagement to audit understanding of and current practice of entitlement to work experiences at different stages of the learner journey Develop a framework, which defines outcomes, roles and responsibilities which aligns with DYW Futures recommendations	Attended events around RetroFit Opportunities to ensure Towards Better Futures team is up to speed on future workforce needs. Continued to add new employers and organisations to the Talent Taster options. Increasing number of places and types of jobs.	Discussions with Kier Construction and Tigers Training Organisation around a pathway to support YP into the construction industry using the new build of HMP Glasgow as a live site. Working in partnership with Developing the Young Workforce Glasgow around Developing the Young Workforce Hubs, enabling local employers and YP to link with ease.	**ES**	**GREEN**
Commitment: Support period dignity in our schools.					
Action	**Milestones (current)**	**Progress & Performance**	**Planned Activity**	**Lead Service**	**RAG**
Ensure Glasgow City	Manage and monitor period products provision in schools	Procurement exercise carried out. Initial (Rentokil) selected	Publicise new supplier, products list, and ordering process.	**ES**	**GREEN**

Council adheres to the Period Products (Free Provision) (Scotland) Act 2021.	and the community. Continue to fulfil all legal obligations as stipulated in the Act.	as new period products supplier. New ordering process devised and communicated to all schools at the end of 2023.	Support schools and community partners with changing to new supplier.		
Make Glasgow a best practice city for Period Dignity and free product provision.	Publicise/advertise free products more widely. Engage with schools to promote Period Dignity and ensure young people have easy and stigma free access to free products. Increase number of venues and schools offering reusable products. Support hard to reach / vulnerable members of the community by increasing number of third sector organisations offering products.	Devised publicity campaign for Period Dignity Month 2024. School visits to support pupil led period dignity steering groups. Increased number of community venues offering reusable products from 6 to 20. All secondary schools invited to stock period pants and Unicorn Cups. Increased number of food/banks pantries offering products. 50 HSCP sites are now stocked with products as part of a pilot.	Deliver Period Dignity Month Digital Campaign via Social Media channels. Continue to support schools with all period dignity related activity. Monitor demand and any issues in new venues. Monitor demand and logistics.	**ES**	**GREEN**

Commitment: Support holiday food and activity programme.					
Action	**Milestones (current)**	**Progress & Performance**	**Planned Activity**	**Lead Service**	**RAG**
Implement holiday food and activity in partnership with the wider council family and partners	Working group established with Communities Team Funding dispersed to providers Programme evaluated in line with national guidance	Participated in ongoing steering group meetings led by Communities Team Secured funding from Scottish Government to undertake co-design work on all age childcare which includes considering food provision and holiday activity	Co-design work underway in 3 areas of the city: Drumchapel/Anniesland ; East Centre ; Southside Central	**ES**	**GREEN**
Commitment: Continue to expand Gaelic Medium Education (GME) provision and maintain GME working group.					
Action	**Milestones (current)**	**Progress & Performance**	**Planned Activity**	**Lead Service**	**RAG**
Agree and implement in partnership relevant Education elements of the Plana Ghàidhlig 2023 to 2028	Support the biannual reports on development of the Plana Ghàidhlig	Development of a Gaelic schools Learning Community model to improve professional support across the estate in relation to the development of the curriculum, pedagogy, transitions. Establishment of a Glasgow wide Parents group led by Comann Nam Parant Ghlaschu and supported by the QIO for Parent Councils.	Linking with Dev officer and Glasgow University re preparing a Ghàidhlig resource for mainstream primary schools Update re developments related to Plana at next strategic group meeting	**ES**	**GREEN**

Commitment: Continue to plan for early years education, primary and secondary provision and school estate. Create plans for a city centre school and consider what more we can do to encourage locally representative schools.					
Action	**Milestones (current)**	**Progress & Performance**	**Planned Activity**	**Lead Service**	**RAG**
Continue to progress actions in relation to the Gaelic estate	Monitor the progress of the estate development, linking with NRS and GME group	Update was sent to Council cabinet with options related to Bunsgoil Ghàidhlig Ghlaschu Discussions ongoing regarding Technician Support Services within Ardsgoil Ghàidhlig Ghlaschu	Finalise decision re Technician Support Services and how the allocation of funding from SG will be spent (Ardsgoil)	**ES**	**GREEN**
Undertake a review of ASL Provision to ensure it is meeting learner needs	Establish working party to develop and implement review process Report on Progress of Review	Core review have now completed visits to almost all primary and secondary standalone provisions Core information relating to buildings/ accessibility issues/ suitability for future cohorts noted and further discussion taken place as to strategic plans moving forward Survey of pupil needs has now been completed and information analysed by Psychological Services	Further analysis of information to be shared with core group Identification of available space in current buildings to support ASL Estate moving forward Review of space across education estate Draft options to be considered by wider Directorate	**ES**	**GREEN**
Continue to offer support for schools to help them plan how to use PEF	New PEF impact plan developed and shared, schools use this to report PEF spend and impact.	PEF survey designed to identify how PEF is being spent has been disseminated to schools.	Report to be produced based on collated information from the survey.	**ES**	**GREEN**

effectively. Incr ease engagement with stakeholders, including young people to help achieve better outcomes for learners	Produce a report to highlight successful impacts				
Make best use of resources to support a sustainable and innovative Education Services structure that delivers value for money	Plan and implement capital planning through the Education Estates Board Monitor budget in line with strategic financial planning to ensure best use of available funding	Education Estates Board considering strategic issues across the estate. Review of ASL estate and capacity planning both considered. Review of Budget position with City Heads and other Senior Management groups. Consideration of pilot for ASL transport at P1 and S1 to encourage independent travel and away from reliance on school transport. Able to focus the resource on the high priority children and young people. Quarterly risk monitoring via Pentana and Education Senior Management Team and taking part in all corporate business continuity programmes. Work	Identification of ASL estates review and capacities for future. Action plans around overspends. Further expansion based on other year groups. Senior Management Team workshop on Business Continuity. Strategic risk focus at Senior Management Team. Operation Minifall planned for March with Fire Service. Continued monitoring and attendance at workshops arranged through the CMG.	**ES**	**GREEN**

		with audit to identify risk areas within the business. Service reform targets achievement of 84%. Maximising the achievement of savings through identification of non-recurring items.			
Commitment: Support children and young people to get dedicated mental health support and counselling in schools					
Action	**Milestones (current)**	**Progress & Performance**	**Planned Activity**	**Lead Service**	**RAG**
Embed whole establishment approaches to nurture and wellbeing across all schools and early learning and childcare centres. Continue partnership working with providers and establishments to implement the provision of counselling in schools	Midsession report on numbers accessing: Whole school training Support & development groups 6 monthly reports to Scottish Government. Annual report to Education Directorate on School Counselling outcomes.	Training delivered: Nurture training pathway, Early Years Support and Development Group, Restorative Approaches, LCFE, Primary Inclusion Support & Development Groups Restorative Approaches conference confirmed for March 2024 at Strathclyde University Annual report to Education Directorate on School Counselling outcomes submitted.	Ongoing training. Next reporting date for Scottish Government will be 30th April 2024.	**ES**	**GREEN**

Work with partners to promote and support learners in Glasgow to achieve improved physical, mental and emotional health and wellbeing	Actions planned in response to Health and Wellbeing survey. Provide professional learning programme on Health and Wellbeing Grow PEPASS links with non-traditional partners and agencies to support and strengthen the delivery of PEPASS	Health and Wellbeing data has informed work of Personal and Social Education network meetings. Increased opportunity for improvement in PSE delivery and access to relevant and updated resources. Partnership meetings in place with Sottish Rugby Union. Engagement with the Chamber of Commerce. Partnerships aimed to maximise resources and redirect funding to Physical Education, Physical Activity and School Sport programmes.	Health and Wellbeing Coordinator and Personal and Social Education Network meetings continue. In person Health and Wellbeing event for staff in March 24. GGC NHS Right Decisions App available as of Jan 24 making training from health improvement more accessible to staff.	**ES**	**GREEN**
Commitment: Work with partners to ensure that every child or young person with additional support needs who would benefit from a Coordinated Support Plan receives one and require that all staff assigned to support people with additional needs have the appropriate training to do so effectively.					
Action	**Milestones (current)**	**Progress & Performance**	**Planned Activity**	**Lead Service**	**RAG**
Work with partners to ensure that every child with additional support needs has the appropriate	Constitute a working group to review current ASN planning processes, including Wellbeing Assessment and Plan and Coordinated Support Plans. Deliver to Learning Communities and support	Deputy Heady Teacher has now been seconded to take this work forward. Once in post an implementation plan will be developed to deliver training across Learning Communities on the Wellbeing Assessment Plan.	Implementation plan to be developed and training to be rolled out across Learning Communities.	**ES**	**GREEN**

level of planning and support within the GiRFEC national framework.	implementation of revised guidance	SEEMIS have been asked to activate the Staged Intervention tracking within Click and Go. This will support the functionality of the system and allow Headquarters to monitor Wellbeing Assessment Plans via staged intervention.			
Provide a suite of training and coaching opportunities to ensure that all staff can identify additional support needs and plan appropriate supports in line with staged intervention processes. This to include the use of SEEMIS wellbeing assessment and planning.	Establish a working group to map existing training/support opportunities and identify gaps. Develop a professional learning framework for all staff.	Two Short term Deputy Heady Teacher Secondments agreed and currently working in training Staged Intervention Career Long Professional Learning delivered to ASL Co-ordinators, Probationer teachers, families, and carers.	Further enhance content of staged intervention Career Long Professional Learning template to measure impact and reach.	**ES**	**GREEN**
Continue to review the continuum of	Review of outreach provision to identify strengths and areas for development.	Draft version of MS forms to support process developed with core group	Core group meeting to agree final format for process	**ES**	**GREEN**

support across all sectors to facilitate the inclusion of almost all children and young people in mainstream settings.	Align outreach services with existing process and ensure targeted support linked to Area Inclusion Group outcomes.	Leads within area groups continue to allocate cases from Area Inclusion Group (P1 enhanced transition remain a priority) Delivery impacted by staffing issues across North & South establishments	Share at ASL Co-ordinator Network Glasgow Educational Psychology Service colleagues to share with Learning Community - Joint Support Teams Chairs Expand to include Early Years ISS in developments to ensure processes and service is in alignment		
Ensure education of the highest quality for the small number of children and young people who require alternative, individualised learning pathways.	Audit quality assurance processes for partnership providers. Prepare action plan of Identified gaps and areas for development.	Actions focussed on communication and ensuring clear and agreed shared learning goals are in place in order to measure impact. Draft process for school referral for third sector intervention developed with a focus on learning goals. Agreement on communication process for services providing bespoke interventions. Signposting providers to Embedded Mental Health Framework	Formalise an activity agreement with providers including progress reporting on agreed learning goals Develop tracking system to measure impact of intervention. Group including Glasgow Virtual School, Emotionally Based School Non Attendance & Headteachers to further develop and pilot Develop clear process map for referral for third sector input	**ES**	**GREEN**

Continue to drive forward targeted and whole school approaches to nurture, improving wellbeing and learning outcomes for learners	Annual reporting on staff who have accessed whole school & Nurture Development Officer training Gather Boxall profile data & nurture quality assurance feedback to report back on effectiveness of GCC nurture groups Update GCC nurture courses for targeted & whole school CLPL in light of current research and evidence-based practice Provide opportunities for staff to access the nurturing staff wellbeing programme. Evaluate the use of the programme in schools	Staff accessing training so far this session have been collected Boxall data from last session has been collated and analysed. This has been summarised in the annual nurture report to the education, skills and early years policy committee Inclusion of updated ACEs research and resources. Attachment theory section has been updated. Reading list updated. Additional videos from primary and secondary have been created and added. Staff wellbeing programme running Jan – April 2024. On CPD manager and course is full.	Staff accessing training so far this session have been collected Boxall data from last session has been collated and analysed. This has been summarised in the annual nurture report to the education, skills and early years policy committee Inclusion of updated ACEs research and resources. Attachment theory section has been updated. Reading list updated. Additional videos from primary and secondary have been created and added. Staff wellbeing programme running Jan – April 2024. On CPD manager and course is full.	**ES**	**GREEN**
Commitment: Expand our safer School Streets Programme.					
Action	**Milestones (current)**	**Progress & Performance**	**Planned Activity**	**Lead Service**	**RAG**
Continue to Implement safer school streets	Support prioritisation of School vehicle exclusion zones	Implementation is dependent on funding identification.	Continue working in partnership with NRS to identify and	**ES**	**GREEN**

programme in partnership with the wider council family and partners			prioritise the safer streets programme. Report to ESEY.		
Commitment: Promote access to instrumental music tuition, primary school swimming tuition, Bikeability training, and outdoor and nature-based education.					
Action	**Milestones (current)**	**Progress & Performance**	**Planned Activity**	**Lead Service**	**RAG**
Continue to develop new approaches to ensure high quality physical education in establishments	Audit professional learning needs of schools on delivery of high quality Physical Education, Physical Activity and School Sport (PEPASS) Promotion of support and links to resources to assist in delivery of high quality PEPASS. Assess and maximise the delivery of the Learn to Swim Programme in line with team resource and reduction in pool access Improved partnership and community approach to strategy implementation of nature-based education	Delivered citywide Career Long Professional Learning twilight opportunities to staff. Practitioners evaluated - almost all reported improved confidence, knowledge and understanding. Online PEPASS video launched with new academic timetable for school staff / pupils and parents to understand the delivery of the programme Restart of ASN Swim programme in partnership with Glasgow Spot as the delivery partner. Secondary Network collaboration meetings to	A new cohort of 11 primary schools have been identified to be supported in term 3 and 4 by the PE Lead Officers. A further 5 Career Long Professional Learning courses planned. Primary Swim Programme Development and trial of new report card / certificate. Further training opportunities for secondary network through gymnastics and inclusion. 3 Principal Teacher PE network meetings planned.	**ES**	**GREEN**

	Report on bikeability training progress	support training and deliver to PE teams across the city. Inclusion in PE training offered to all departments			
Continue to expand opportunities to access instrumental tuition throughout BGE to support senior phase qualifications	Promote and report on instrumental tuition uptake	Through CREATE Scottish Government funding has enabled us to acquire a wide range of new instruments, accessories, and musical repertoire. Internationally acclaimed performers such as Karen Cargill, Jess Gillam, and Evelyn Glennie provided masterclasses. These exceptional learning opportunities have elevated our students' skills and aspirations to new heights. The funding has supported the introduction of instrumental and vocal Play Days, a dynamic Chamber Concert series, and the CREATE Schools' Music Festival.	CREATE IMS will continue to provide high-quality Instrumental Music Tuition in every secondary school and associated primary schools to support BGE and Senior Phase Music. CREATE will provide high-quality opportunities for performance at school and city level in terms of ensembles, bands, orchestras, and choirs. CREATE Principal Teachers / Instructors will support specific instrument areas in terms of pedagogy, partnerships, performance opportunities, play days and masterclasses. CREATE will support schools to use PEF funding to raise attainment and achievement through enhanced music provision for example Baby Strings and Brass Academies.	**ES**	**GREEN**
Continue to provide new experiences	Increase numbers participating in John Muir and Duke of Edinburgh awards	Blairvadach staff continue to support the delivery of Duke of Edinburgh and John Muir	Identify a means of better promotion of cultural visits and how these are recorded	**ES**	**GREEN**

and thinking, through participation in physical and cultural activities	Review and increase number and range of cultural visits by schools	Awards through their work across all schools including access to Pinkston Basin			
Continue to support and promote Sport Scotland School Sport Award	Promote & relaunch the new sportscotland School Sport Award to all schools and provide report on engagement	Glasgow Sport Awards linked to School Sport Awards with all 7 2023 GOLD schools recognised. 57 schools engaged in school sport awards. New Glasgow Sport Award category for school programmes to be recognised – Supporting Yong Glaswegians. Winner was City of Dance Programme.	Active Schools Coordinators promoting and supporting schools to be part of School Sport Awards.	**ES**	**GREEN**
Develop an early level outdoor pedagogy transition pilot in one area of the city	Hold engagement session to develop local plan Agree & implement training to support Agree monitoring & evaluation priorities in line with the principles in the Scottish Early Childhood & Families Transitions Statement	Core group established through series of meetings Nurseries and schools leading planning and implementation Education Scotland supporting measurement and evaluation	Active play training begins Early 2024 Parent questionnaire to all nursery parents Schools creating brief for joint transitions video	**ES**	**GREEN**

Align with the Clean Glasgow programme, supporting schools to act locally and promote behaviour change	Maintain Education subgroup Develop and implement Education Clean Glasgow action plan	Knightswood Project continues to deliver local projects led by CYP in partnership with NRS and Police. School Litter League planning at point of delivery	Deliver school litter league across city	**ES**	**GREEN**
Commitment: Support accessible educational and social opportunities including arts and sport and explore ways to make better use of school facilities for community use.					
Action	**Milestones (current)**	**Progress & Performance**	**Planned Activity**	**Lead Service**	**RAG**
Continue to implement social inclusion projects and developments including Sense Over Sectarianism	Evaluate the wide-ranging offer and the levels of engagement from schools and pupils across the city	Delivered Sense over Sectarianism School Workshops and Probationer Training Event. Mentors in Violence Prevention: Secondary Schools Delivering the programme, Probationer Training Event and Capacity Building Training Events. Campus Cops Training delivered.	Sense over Sectarianism: workshops, Holocaust Memorial Event, probationer training. Mentors in Violence Prevention: more Capacity Building Training Events. Campus Cops Training, Special Constables Training	**ES**	**GREEN**
Continue to provide a range of programmes	Continue to support and strengthen the broadening of the curriculum through	Modern Apprentices started with PEPASS and are undertaking their qualification	Planned city wide events Super 7s Athletics event	**ES**	**GREEN**

of Physical Education and School Sport (PEPASS) delivering integrated and strategic approaches with partners Glasgow Life and Sport Scotland.	incorporation of a range of rich PEPASS experiences.	while they support PEPASS initiatives across schools. Delivered Gym Fest schools event Over 19,300 pupils participated in school activity club (before, during or after school). EDI sport and physical activity targeted inclusion programmes planned across the city targeting pupils from inactive target groups such as - females, those with a disability, ethnicity groups, care experience pupils and those impacted by poverty	Floor and Vault Gymnastics event.		
Deliver range of expressive art programmes through Glasgow CREATE which provide a broad range of learning experiences	Re-design of Youth Music Improvement Provision across all primary schools will ensure a more sustainable, project-based model with a focus on continued professional learning for teachers. Review Expressive Arts Frameworks from first to fourth level to support planning of high-quality learning and teaching across Music, Drama,	CREATE's primary focus has been to intensify its efforts in removing barriers to participation. Key projects include: Come Act Come Dance Drama Festival Glasgow Schools Art Exhibition Framework for Expressive Arts	A Tutor will provide direct delivery in all ASN primary schools and a bank of digital resources accessible to teachers, children, and families, promoting regular opportunities for engagement with music making. Tutors will support all Primary Schools through teacher Career Long Professional Learning, CREATE Framework for EXA, digital platforms, including an annual city-wide project	**ES**	**GREEN**

	Art and Design and Dance in the Broad General Education. Support the delivery of high-quality learning, teaching, assessment, and moderation in the Senior Phase with Expressive Arts Curriculum Networks CREATE Leadership Team roles and responsibilities will be reviewed to transform the service and provide excellent experiences for children and young people	CREATE has broadened its collaborative network by forging new and robust partnerships with external organisations, solidifying its commitment to providing a comprehensive and well-rounded musical education experience.	supported by teaching videos for P1-7. Through a collaborative improvement approach CREATE Development Officer will lead networks and support all EXA Curricular Leader Networks to identify strengths and areas for improvement. CREATE Principal Teacher will lead network of CREATE Champions and Specialist networks to support all areas of Expressive Arts in Primary Schools.		
Commitment: Make sure educational and social opportunities available in school are accessible to young people who are new to Glasgow.					
Action	**Milestones (current)**	**Progress & Performance**	**Planned Activity**	**Lead Service**	**RAG**
Review and implement a new Education Services International Education Strategy	Establish Group to review International Education Strategy Plan Launch Strategy Plan	The Strategic Plan has been shared with all senior leaders across the city, relevant partners within GCC and relevant partner organisations.	Creation of video case studies to highlight aspects of effective practise in relation to each of the Grand Challenges in the Strategic Plan Meet with Pupil Parliament to gather young people's view on the plan	**ES**	**GREEN**

			Support sessions for schools to apply for Turing funding to support Youth Mobility.		
Extend STEM+ English as an Additional Language (EAL) =Success Programme of learning experiences beyond early level to support bi-lingual learners	Provide professional learning on STEM + EAL across the Early Years STEM Leaders of Learning training programme Create a STEM ambassador role for people with STEM background who are refugee and Asylum seekers to highlight and promote the value of STEM subjects and provide role models from diverse backgrounds	EAL + STEM = Success project allowed for 3 Early Years EAL specialists to link with 3 establishments with high numbers of EAL learners to enhance good practice in STEM and provide Career Long Professional Learning for practitioners. A set of bilingual STEM postcards was created and published in 12 languages to promote STEM partnership with bilingual families Family Engagement and Celebration event hosted by Glasgow EAL Service and the Glasgow Science Centre 6 STEM Ambassadors from refugee and asylum-seeking backgrounds supported to volunteer their time and enthusiasm to bring STEM subjects to life and demonstrate their value	EAL Principal Teachers currently linking Mears Colleagues to plan to continue with STEM Ambassador role without the Education Scotland Funding Colleagues at Mears housing have identified new cohort Further session with schools to be arranged	**ES**	**GREEN**

Continue development of English as an Additional Language (EAL) Service	Continue to develop a core Career Long Professional Learning offer for EAL teachers and champions to enhance learning and teaching for bilingual learners Further develop partnerships with Principal Teachers and Faculty Heads and teachers delivering English for Speakers of Other Languages (ESOL) within the ESOL curricular Network to include all schools Create ESOL Strategy Group to review and update ESOL policy	The service structure has been revised to ensure that in addition to school allocation of EAL teachers, schools have access to an allocated EAL Leader of Learning and EAL Principal Teacher for their learning community. this learning community model is used to plan strategically for delivery of CLPL and to offer school support. Core Sessions and area network sessions are planned throughout the year. ESOL curricular network continues to grow in numbers.	Third core session planned for 20 May Learning Community trends identified from core session 2 to be shared with Quality Improvement Officer leads 2 further ESOL Curricular network sessions to focus on resource and good practice Further links with ESOL teachers in schools and collage tutors Aim to have draft of ESOL policy by June 2024	**ES**	**GREEN**
Develop an English Language Levels framework to support English as an Additional Language Learners	Develop an English Language Levels framework to encourage accurate allocation of English Language Levels across the city and to provide age and level appropriate strategies and resources	English Language Levels framework is now available and in use through Glasgow Online. Sessions have been delivered to EAL teachers at the core session, and to Challenge Leaders of Learning at Glasgow's Improvement Challenge	Further sessions to go on Continuous Professional Development manager	**ES**	**GREEN**
Commitment: Support school food growing, waste reduction and recycling and work on achieving silver and gold Food for Life awards.					

Action	Milestones (current)	Progress & Performance	Planned Activity	Lead Service	RAG
Support the delivery of the Council's Food Growing Strategy working with schools to develop growing spaces across the city	Implement, monitor and evaluate "Health Your Body Matters " Delivery and monitor Good Food Group Actions	Good Food Groups now have a pilot ongoing Demonstration of activity and progress from early years and primary school establishments has been noted taking forward identified areas of The Glasgow City Food Plan.	Sharing of good practice, carry out work on projects linked with "Year of the bean".	**ES**	GREEN
Commitment: Address under-representation of racial and ethnic diversity in education, and across the wider council workforce, and ensure appropriate support for staff with disabilities.					
Action	**Milestones (current)**	**Progress & Performance**	**Planned Activity**	**Lead Service**	**RAG**
Continue the PT BAME leadership progression programme, developing and embedding opportunities for practitioners Develop race conscious professional learning opportunities, aligned with all leadership	Monitor and Review Impact of PT BAME recruitment programme and implement mentoring sponsor offer Review programme content across leadership programmes to include race conscious leadership content	Principal Teacher BAME project continues. Sponsorship model in place. Leadership Strategy group undertook professional learning from Education Scotland on Building racial Literacy. All leads looking at programme content for this session. HT mentors had input from Prof Khadija Mohammed in March 2023.	Further adverts to be planned as appropriate. Leadership Strategy Group to revisit race conscious leadership and review progress. Programme for school leaders to be considered with Prof. Khadija Mohammed from UWS. Lead for Race Conscious Leadership now on leadership Strategy Group.	**ES**	GREEN

strategy workstreams					
Commitment: Continue to explore gender friendly nurseries.					
Action	**Milestones (current)**	**Progress & Performance**	**Planned Activity**	**Lead Service**	**RAG**
Continue to promote opportunities to address gender perceptions for our youngest children and gender imbalance in staff across nurseries	Enhance Gender Friendly Nurseries Programme in partnership Health Improvement colleagues Devising recruitment & training opportunities designed to address the gender imbalance amongst early years staff	Work with NHS colleagues to develop further training offer aligned to broader equalities issues	Presentation and consultation with Heads at February City meeting Planning to follow outcome of consultation	**ES**	**GREEN**
Commitment: Support the expansion of free childcare hours; and make the current offer more flexible to support parents in shift work or irregular employment to be able to use them.					
Action	**Milestones (current)**	**Progress & Performance**	**Planned Activity**	**Lead Service**	**RAG**
Continue to facilitate delivery of the expanded early learning & childcare hours, reviewing and improving flexibility where possible	Gather and analyse data on uptake and capacity Review service delivery models as needed in response to data reporting	Ongoing work Social media campaign to attract applications for August admission	Work with HR on staffing realignment in response to data Review uptake of 2-year-old and deferred places	**ES**	**GREEN**

Commitment: Maintain the option for parents and carers, who wish, to opt their children out of standardised testing.					
Action	**Milestones (current)**	**Progress & Performance**	**Planned Activity**	**Lead Service**	**RAG**
Continue to distribute guidance on options for parents and carers who wish to opt their children out of standardised testing	Provide guidance to establishments.	Establishments have used guidance effectively to support parental understanding of purpose and use of NSAs and standardised assessments. No parental concerns regarding use of standardised assessments have been raised by any establishment.	Continue to provide advice and guidance for establishments and parents/carers as required.	**ES**	**GREEN**