



Glasgow City Council

Operational Performance and Delivery Scrutiny Committee

Report by Chief Executive

Contact: Michelle McGinty Ext: 76732

UPDATE ON STRATEGIC PLAN PERFORMANCE

GRAND CHALLENGE 2:

Increase opportunity and prosperity for all our citizens

MISSION 1:

Support Glasgow residents into sustainable and fair work

MISSION 2:

Support the growth of an innovative, resilient and net zero carbon economy

MISSION 3:

Raise attainment amongst Glasgow's children and young people

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; and
- Consider any specific Commitments or actions that require officers to report back on with further detail or progress updates as part of the Committee's future work programme.

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes ☐ No ☐ consulted: Yes ☐ No ☐

PLEASE NOTE THE FOLLOWING:

Any Ordnance Survey mapping included within this Report is provided by Glasgow City Council under licence from the Ordnance Survey in order to fulfil its public function to make available Council-held public domain information. Persons viewing this mapping should contact Ordnance Survey Copyright for advice where they wish to licence Ordnance Survey mapping/map data for their own use. The OS web site can be found at <http://www.ordnancesurvey.co.uk> "

If accessing this Report via the Internet, please note that any mapping is for illustrative purposes only and is not true to any marked scale

1. Introduction

- 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.

2. Council Strategic Plan

- 2.1 The Strategic Plan has been structured into 4 Grand Challenges and their supporting missions. The Grand Challenges are:
 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
- 2.2 Each Grand Challenge is underpinned by Missions and Commitments. Services undertake the work to achieve the Commitments which in turn contributes to the goal of each Mission.
- 2.3 It should be noted that council agreed that the Strategic Plan will be subject to an annual review to reflect the volatility of outside pressure and budget constraints. There is an agreed change control process in place to assist this.
- 2.4 This report focuses on: **GRAND CHALLENGE 2:** Increase opportunity and prosperity for all our citizens

MISSION 1:

Support Glasgow residents into sustainable and fair work

MISSION 2:

Support the growth of an innovative, resilient and net zero carbon economy

MISSION 3:

Raise attainment amongst Glasgow's children and young people

- 2.5 Council has previously received updates on Grand Challenge 2, Mission 1, 2, and 3 at meetings on [8 February 2023, 31 May 2023, 11 October 2023, 6 March 2024, 2 October 2024, 7 February 2024](#)

3 Strategic Plan – Widening the lens

- 3.1 The initial report presented to committee had been prepared through a cost of living lens as agreed at the Operational Performance and Delivery Scrutiny Committee in November 2022. The Strategic Plan has initially been reported 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 Strategic Plan is now being reported with a wider lens than the Cost-of-Living focus and reflects the wider commitments in the Strategic Plan, while keeping track of commitments which emerged through the ongoing Cost of Living lens.
- 3.3 The review of the Strategic Plan was completed and presented to [Full Council](#) in October 2024.

4. 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 already noted this report outlines progress made with respect to Grand Challenge 2, Missions 1, 2 and 3.
- 4.3 It is worth noting that the majority of commitments reported here are RAG rated as green. However, the following currently have an amber rating:

GC2, Mission 1 - Develop Workplace Parking Licensing (WPL) scheme, present to GCC Elected Members for decision on whether to proceed.

GC2, Mission 3 - Review the contribution of the Education Improvement Service and Glasgow's Improvement Challenge to bring greater alignment and focus to supporting improvement in schools.

GC2 Mission 3 – Continue to provide new experiences and thinking, through participation in physical and cultural activities.

- 4.4 Updates on the progress of all commitments, including those noted in the above point, are contained within the report.

5. Next Steps

- 5.1 The Strategic Plan remains under review so as to allow for the consideration of emerging commitments. Where appropriate these commitments will be considered through the approval process for future inclusion in the Strategic Plan.

6. Recommendations

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

5 Policy and Resource Implications

Resource Implications:

Financial: No direct financial impacts as a result of the report.

Legal: None

Personnel: None

Procurement: None

Council Strategic Plan: The APR reports progress against all CSP priorities.

Equality and Socio-Economic Impacts:

Does the proposal support the Council's Equality Outcomes 2021-25? Please specify. Not applicable as not a new/updated strategy, policy or service and has no significant budget impact.

What are the potential equality impacts as a result of this report? No impact on equality identified.

Please highlight if the policy/proposal will help address socio-economic disadvantage. No impact as this is not a new/updated strategy, policy or service and has no significant budget impact.

Climate Impacts: No relevant environmental issues as a result of this report.

Does the proposal support any Climate Plan actions? Please specify: Not applicable

What are the potential climate impacts as a result of this proposal? Not applicable

Will the proposal contribute to Glasgow's net zero carbon target? Not applicable

Privacy and Data Protection Impacts: No impact on Privacy and Data Protection.



6. Recommendations



The Committee is asked to:

- Consider and note the content of the report; and
- Consider any specific Commitments or actions that require officers to report back on with further detail or progress updates as part of the Committee's future work programme.



GRAND CHALLENGE TWO					
Increase opportunity and prosperity for all our citizens					
MISSION 1:					
Increase opportunity and prosperity for all our citizens					
Commitment: Grow the number of Small and Medium Enterprises and microbusinesses alongside co-operative and social enterprises.					
Action	Milestones (current)	Progress & Performance	Planned Activity	Lead Service	RAG
Delivery of Business Glasgow service, including Business Gateway Glasgow and SME Growth support.	To date, Glasgow City Council has supported 348 businesses to start trading this year. Of these, some 24 are social enterprises. The team continues to work closely with Glasgow Social Enterprise Network and has recently funded a collaborative policy development session with the Co-operative sector.	Increase of number of starts on 23/24, growth in number of established SMEs receiving support through the Business Growth Framework and/or Digital Expert Support and/or Green Business Support.	Completion of existing business support programmes for 24/25, continuation of all programmes into FY 25/26.	Economic Development	G
Commitment: Support Small and Medium Enterprises to undertake the transition to Net Zero and develop business models for the Post-Carbon economy.					
Action	Milestones (current)	Progress & Performance	Planned Activity	Lead Service	RAG
The Economic Development business team continues to deliver a range of Green Business Support programmes.	Develop and deliver a range of Green Business Support interventions for Glasgow-based SMEs.	As of January 2025: <ul style="list-style-type: none"> The Green Grant has supported 15 businesses in the financial year 24/25. Some 24 businesses have gone through Lot 9 Green Business Support Lot of the Business Growth Framework. Some 12 businesses and 12 individuals have benefitted from training and support through the 	All Green Business Support activity will continue to be funded for financial year 25/26. Work is underway to expand the scope and nature of the carbon baseline service.	Economic Development	G

		<p>Step up to Net Zero circular economy demonstrator.</p> <ul style="list-style-type: none"> 108 Glasgow SMEs have received a carbon baseline through the Extend Plus programme. 			
Commitment: Focus dedicated support to increase the number of Black, Asian and Minority Ethnic-led businesses, and women-led businesses in the city.					
Action	Milestones (current)	Progress & Performance	Planned Activity	Lead Service	RAG
Launch and delivery of the Social Innovation Challenge Fund (SICF.)	Launch SICF by end of 2024. Host a series of Information Sessions with prospective suppliers.	<p>The SICF was launched in December 2024, having secured CAC approval; three online information sessions have been held, as well as a series of one-to-one meetings.</p> <p>£250K for financial year 25/26 has been identified and ring-fenced to fund this activity.</p>	Complete Eol process in collaboration with potential suppliers; invite formal applications and make awards in time for financial year 25/26.	Economic Development	<div>G</div>
Commitment: Engage with partners to improve access to employment for people with disabilities in Glasgow.					
Action	Milestones (current)	Progress & Performance	Planned Activity	Lead Service	RAG
Establish a formal partnership with the Apt (Disability Employment Gap) Public Social Partnership to improve the access to and retention of people with disabilities in employment across Glasgow.	<p>Phase 1 of the project completed in March 2024.</p> <p>Phase 2 of the project will commence in January 2025 to conclude in December 2025.</p>	<p>Partnership is up and running, funded by GCC.</p> <p>The partnership has engaged with a range of employers of varying sizes and across different sectors.</p> <p>Intensive training and capacity building support has been provided to 10 employers.</p> <p>Scottish Union of Supported Employment (SUSE) is now a partner on the Local Employment Partnership, providing strategic direction and guidance to this agenda.</p>	<p>A second phase of funding has been awarded to the SUSE to support an additional 30 employers through a 12-month training programme. Employers will include the Council family.</p> <p>Further ringfenced funding from the Scottish Government is anticipated for 2025/26 to be used exclusively for employment support for disabled people. Plans for this are in development.</p>	CED	<div>G</div>

GRAND CHALLENGE TWO: Increase opportunity and prosperity for all out citizens					
MISSION 2: Support the growth of an innovative, resilient and net zero carbon economy					
Commitment: Deliver the Glasgow Tourism Strategy to deliver significant targeted visitor spend to the economy.					
Action(s)	Milestones	Progress and Performance March 2024-January 2025	Planned Activity 2025	Lead Service	RAG
Refresh the Glasgow Tourism Strategy to 2030	Complete – October 2023	<p>The refreshed Tourism Strategy was presented to the Economy, Housing, Transport and Regeneration City Policy Committee on 15th August 2023.</p> <p>The City Administration Committee (CAC) approved the strategy on 28th September 2023 and the official launch took place with industry and stakeholders on 26th October 2023.</p> <p>The strategy can be read here: www.visitglasgow.org.uk/media/mfyfrf4d/glasgow-2030-tourism-strategy_june-2024.pdf</p>	Complete – October 2023	Glasgow Life	
With partners deliver the two year action plan to support the Glasgow Tourism Strategy to 2030	2024-2026	<p>The two year action plan is live and will run from January 2024 to December 2026 incorporating a variety of actions from industry and partners. The action plan will be monitored by the Glasgow Tourism Advisory Forum (GTAF); the strategic group for tourism in the city.</p> <p>The GTAF membership includes a variety of tourism stakeholders, Glasgow Life, VisitScotland, GCC, the SEC, Airport and industry. The GTAF Chair reports into Glasgow Economic Leadership (GEL).</p> <p>The Tourism Action Plan can be read here: www.visitglasgow.org.uk/media/qehdw0zn/glasgow-tourism-action-plan-2024-26-final.pdf</p> <p>2022: STEAM data (Tourism statistics) Tourism Jobs: 28,840 Volume of overnight visitors: 2.65m Value of day and overnight visits: £1.58bn Average length of stay: 3.1 nights</p> <p>2023 STEAM data: Tourism Jobs: 37,117</p>	In action	Glasgow Life	

		<p>Volume of overnight visitors: 3.91m Value of day and overnight visits:£2.35bn Average length of stay: 2.5 nights</p> <p>On 10 October 2024 Glasgow Life delivered an industry event for the Tourism and Events sector celebrating the first year of the Tourism strategy and action plan, attended by over 120 businesses.</p>			
Commitment: Support work locally and at city region level to roll out a large-scale programme of Home Energy Retrofit, supporting decarbonised and more efficient home energy across the city region, including in pre-1919 stock and working to maximise local impact for residents and small businesses.					
Action	Milestones	Progress & Performance	Planned Activity	Lead Service	RAG
Establish a Model for Climate Investment for Glasgow	<p>Appoint external legal and procurement specialists</p> <p>Appoint external financial specialists</p> <p>Establish options for routes to procurement for both Delivery Vehicle and Climate Investment Model</p>	<p>Budget of £4m to establish an internal and external team to define and create the procurement to deliver the Model for Climate Investment was approved at CAC in March 2024. Following the appointment of a Climate Finance Manager an internal team comprising legal, finance and procurement specialists has been established. On 16th January 2025 the legal contract to appoint external legal and procurement advisors was approved.</p>	<p>Complete an options appraisal with recommendations on best way forward for Glasgow to establish the Model for Climate Investment.</p> <p>Develop procurement strategy for delivery</p>	ED	
Lay foundations to produce Glasgow's first Housing Retrofit	<p>Quarterly progress report.</p> <p>Draft Position</p>	<p>Fuel poverty paper and appraisal of Kensa Shared Ground Loop Array model progressed. The Fuel Poverty paper is now complete and the Shared Ground Loop Array (SGLA) paper is ongoing.</p> <p>P19T project position statement has been produced for internal discussion.</p>	Continue evidence gathering and analysis to inform strategy: strategic context, stock profile, retrofit needs assessment, retrofit interventions (fabric and clean heat), retrofit costs,	NRS	

Strategy & Delivery Plan, including technical design specifications / standards.	Statement by Q4.	<p>Further research has been carried out into clean heat & building energy monitoring options.</p> <p>Evidence gathering has been continuing at pace but will pause at the end of Q3 to allow write up in Q4.</p> <p>Interesting opportunities are being pursued to:</p> <ol style="list-style-type: none"> 1. Develop retrofit guidance for P19T with external stakeholders. 2. Develop heat pump pathfinders for individual heat pumps and SGLA. <p>Preparation is ongoing for Glasgow Retrofit Action Week and Summit in February 2025.</p> <p>There has also been ongoing stakeholder engagement & maintenance of partnership structures.</p>	<p>finance and funding, retrofit delivery mechanisms/action plan.</p> <p>Continue stakeholder engagement and maintenance of key partnership structures including Retrofit Advisory Group (RAG), Sustainable Glasgow: Heating and Housing Hub (SG:HHH), GCRHR and Local Heat Energy Efficiency Strategy (LHEES).</p>		
--	------------------	---	---	--	--



Expand the Housing Retrofit Research Programme to collate existing and test new retrofit approaches that will inform the strategy. Prioritise pilots for pre-1919 tenements.	Summary research findings report by Q4.	<p>The Electric Wallpaper research project brief was finalised and findings are expected in July 2025.</p> <p>Other third party research has been brought into the programme e.g. Whole Tenement Retrofit Case study.</p> <p>A collaborative cross sector approach to produce Pre 19T retrofit guidance is being pursued.</p>	In collaboration with Retrofit Advisory Group, continue to expand research projects and develop building energy performance modelling and monitoring method. Share results widely.	NRS	
Explore the opportunity to bring forward a heat pump accelerator programme via cross-sector collaboration.	<p>Concept paper and one pathfinder established by end Q2.</p> <p>Outline plan and programme by Q4 with other pathfinders.</p>	<p>An inaugural Heat Pump Accelerator Group meeting has been held.</p> <p>Two research project briefs have been developed to provide a cornerstone for the able-to-pay heat pump accelerator programme. 3rd party funding timescales are dictating the Heat Pump research project timescales. Aim to initiate this in Q4.</p>	Liaise via SG:HHH, GCC (LHEES) and GCC Affordable Warmth to identify concept and monitored pathfinder projects.	NRS	



Commitment: Undertake an evidence-based review and develop a business case for consideration on Workplace Parking Licensing, with any potential revenues to be invested fully in sustainable transport projects within the city, and review options around road user charging and at-city boundary congestion charging models.

Action	Milestones	Progress & Performance	Planned Activity	Lead Service	RAG
Develop Workplace Parking Licensing (WPL) scheme, present to GCC Elected Members for decision on whether to proceed.	Present scheme to Economy Housing Transport and Regeneration committee by December 2024 and potentially to City Administration Committee.	<p>Stakeholder engagement phase 1 was undertaken. Feedback was used to develop a long list of potential options which will be sifted, considered and appraised as part of the business case.</p> <p>Scheme options are scheduled to be presented to elected members at Economy, Housing, Transport and Regeneration committee in April 25.</p>	<p>Work with consultants to engage stakeholders, assist with business case updates and development of scheme.</p> <p>Present scheme options to elected members at Economy, Housing, Transport and Regeneration committee.</p>	NRS	A

GRAND CHALLENGE TWO					
Increase opportunity and prosperity for all our citizens					
MISSION 3:					
Raise attainment amongst 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
<p>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.</p> <p>Improve attainment measures against the National Improvement Framework and Local Government Benchmarking Framework</p>	<p>Progress headteacher dialogue sessions on leading Equity and strategy to close the poverty related attainment gap.</p> <p>Continue to develop the Insight process to support improvement in Secondary outcomes.</p> <p>Monitor and report on core stretch aims and stretch aims plus.</p> <p>Report on progress, updating on priorities to government.</p>	<p>Stretch aims have been submitted over a three-year cycle until June 2026. The recent stats demonstrate that Literacy combined was down 1.3% on previous year therefore does not meet stretch aim. However, the gap between SIMD Q1 versus Q5 is within the stretch banding at 21.3%.</p> <p>Numeracy combined data is also down 1.1% on previous year and is not within the predicted banding for Q1 Versus Q5.</p> <p>All Secondaries completed response re Insight data and results were discussed as part of the new Quality Assurance visits process.</p>	<p>Schools have submitted their initial checkpoint data predictions in November 2024 which are down on previous years. There has been direct engagement with schools who are currently predicting decreases.</p> <p>Scottish Attainment Challenge Lead and Attainment adviser sharing latest statistical updates with Head of Service to communicate at Head Teacher business meetings February 2025.</p> <p>Head of Service issued process and template for Insight Analysis and discussions.</p> <p>Attainment adviser has supported Education Services - Improvement Service team to develop support and challenge conversations with Head Teachers and school Senior Leadership Team members around attainment at senior phase.</p> <p>Attainment Adviser and Scottish Attainment Challenge lead supporting schools by request.</p> <p>Biannual Scottish Attainment Challenge reports created by Head of Service Scottish Attainment Challenge lead and attainment Advisor.</p>	ES	<div>G</div>


(LGBF) indicators.	<p>Review, develop and implement a refreshed city literacy strategy.</p> <p>Review, develop and implement a refreshed city numeracy strategy.</p>		<p>Submitted to Scottish Government December 2024.</p> <p>Head teacher conversation cafes provide opportunity for peer discussion and collaboration across themes of Equity.</p> <p>Strategic Equity Board meet regularly with a focus on developing approaches to Equity.</p> <p>Training for Challenge Leaders of Learning / Depute Head Teachers and Head Teachers continue to have a focus on Equity within the themes of Interventions for Equity/ Supporting Attendance and engagement/ Making Sense of DATA, Supporting moderation and assessment.</p> <p>Activity to promote the strategy include approaches to P7/S1 transition, developing GC approaches across BGE, survey of achievement in numeracy, review of universal assessments in numeracy and the use of the Magna maths tool. All of these are currently ongoing.</p>		
Develop a system for recognising the achievement of all children and young people with additional support needs in both mainstream and ASL sector.	<p>Continuation of co-located review and produce an action plan.</p> <p>Pilot travel skills progression framework.</p>	Profiling Achievement group established.	<p>Profiling Achievement group has already met with Education Scotland, Skills Development Scotland and is continuing to work towards a profile of achievement for all learners.</p> <p>Joint working with Glasgow Improvement Challenge Glasgow Counts Leaders of Learning and Inclusion Quality Improvement Officers to enhance frameworks reflecting milestones.</p>	ES	G

Continue to 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.	<p>City meetings of the Glasgow Schools Forum for Primary and Secondary BGE young people continue monthly. The agenda is fully booked through to June and the end of the school session. This session there is an ongoing focus and consultation with young people around a young people's City Charter which was reported on to the Wellbeing, Equalities, Communities, Culture And Engagement City Policy Committee (WECCE) in June 2024.</p> <p>Additionally, a Senior Phase Parliament meets four times annually to ensure the voice of senior pupils is heard.</p> <p>School engagement with UNICEF RRSA (Rights Respecting School Award) continues to be supported and professional learning and assessment is delivered by central Education Services - Improvement Service officer. Schools engaged include pupil voice in school planning and improvement.</p>	<p>The Glasgow Schools Forum will be promoting Glasgow 850 and the planned school celebrations throughout 2025.</p> <p>The Forum has already begun consultation with young people around the key priorities for the City Charter. This will be ongoing and will be reported to WECCE committee in September 2025.</p> <p>Annual committee report on Pupil Voice and Engagement planned to be presented at ESEY in March 2025.</p> <p>RRSA school engagement continues to rise annually with 9 Gold schools and 48 Silver schools and 63 Bronze currently. Planning in place for supporting schools when government funding ends.</p>	ES	
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.	<p>Develop a strategy to ensure all practitioners are equipped to deliver the Glasgow Curriculum</p> <p>Continue to revise and enhance Curriculum for Excellence frameworks to support breadth of learning experiences.</p>	<p>Established Primary and Secondary Curriculum strategy groups continue to progress with curriculum improvement priorities.</p> <p>Curriculum Frameworks are being revised and transferred onto Glasgow Online (GO) to ensure consistency and sharing of content, contexts and relevant learning experiences and outcomes in line with Curriculum for Excellence.</p> <p>Started to work with secondary middle leaders on BGE curriculum design and improvement.</p> <p>Journal article published and shared at recent Effective Transitions city conference with three secondary schools providing case studies and input on</p>	<p>Self-evaluation tools are being developed for schools to reflect and support their curriculum improvement aligned with How Good is Our School Quality Indicators:</p> <ul style="list-style-type: none"> >How Good is Interdisciplinary Learning? >How Good is Our Broad General Education (BGE)? >How Good are Our Curriculum Transitions? <p>Two days planned to share/showcase Interdisciplinary Learning in the Banqueting Suite, City Chambers: March 17th – Primary May 28th – Secondary</p> <p>All groups to continue to drive improvement in curriculum.</p>	ES	



	<p>Monitor and review secondary school actions on identified features of Glasgow BGE curriculum.</p> <p>Develop innovative project-based learning in the secondary BGE.</p>	<p>their successful project-based interdisciplinary learning.</p> <p>Established sub-groups to focus specifically on the following: Interdisciplinary Learning Profiling Achievement Curriculum Transitions</p>			
Continue to develop the Glasgow Tracking and Monitoring tool to support improvement in schools.	Continue to support schools through the Tracking and management board.	<p>Link work of tool with city wide reporting on attainment.</p> <p>Introduce authority wide reporting to the tool.</p>	<p>Scottish Attainment Challenge Lead joined core management group. August 2024.</p> <p>Authority access has now been developed by CGI giving further analysis of attainment and progress in literacy and numeracy. This is now moving from pilot stage to being shared wider with Directorate members.</p>	ES	
Develop a new 'Supporting Improvement' framework and policy to support and challenge schools in driving improvement.	<p>Develop an online 'Supporting Improvement' framework with links to key areas of the framework.</p> <p>Develop a corresponding policy for the framework.</p> <p>Continue to take forward collaborative improvement and</p>	<p>Framework has been developed by the Strategic Group and final section of School Review recently added.</p> <p>The Framework will effectively be the policy.</p> <p>A number of schools continue to be involved in Collaborative Improvements. The Education Perspective Report has now been replaced by the School Self Evaluation report. Schools have received a Quality Assurance calendar at the start of session</p>	<p>The Framework will be issued to stakeholders for consultation.</p> <p>Awaiting responses from a feedback activity from schools re the changes to Quality Assurance.</p>	ES	

	review aspects of the framework particularly the Education Perspective Report, Quality Assurance calendar, Quality Improvement Officer school visits, new school review and data analysis.	<p>and QIO visits have been revamped to include a one-day visit to schools.</p> <p>During term 1 the LA also was part of a National Thematic Inspection, and this went very well.</p>			
Review the contribution of the Education Improvement Service and Glasgow's Improvement Challenge to bring greater alignment and focus to supporting improvement in schools.	<p>Review the present processes and supports across EDIS and GIC.</p> <p>Produce a report for Directorate and then consult with schools on the review.</p> <p>Monitor and review outcomes of the review for impact.</p>	Due to the National Thematic Inspection, this review has been delayed but is about to started.	Review process to be decided and started.	ES	A
Develop and implement professional learning focused on embedding the ambitions of	Audit Career-Long Professional Learning needs annually with nursery heads.	<p>Audit completed and priorities for Career-Long Professional Learning identified with nursery heads.</p> <p>Nurturing My Potential Framework developed, and training programme being rolled out – 1500 staff attended to date.</p>	<p>Nurturing My Potential framework training ongoing – weekly training sessions scheduled to Easter 2025.</p> <p>Changing Hearts & Minds Inclusion programme pilot beginning January 2026 for 16 weeks.</p>	ES	G

'Birth to 3 Guidance" and " Realising the Ambition: Being Me " across GCC & Funded Provider nurseries.	Develop and deliver prioritised professional learning programme for early years.	Changing Hearts & Minds Inclusion programme developed in partnership with Strathclyde University.			
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.	Develop a 'Towards Better Futures' Action Plan. Report to committee on School Leavers Follow Up initial destinations.	Action Plan developed and shared with Employability group. Report to Education, Skills and Early Years Policy Committee <u>ESEY</u> in October 2024.	Action Plan to be more widely shared with school HTs and wider stakeholder.	ES	<div>G</div>
Continue to develop the Towards Better Future Framework for Skills development and work awareness,	Continue to develop the Towards better Futures framework to include Third and Fourth level to ensure that the framework includes	Employability Strategy Group is now established with a subgroup taking forward the Towards Better Futures (TBF) Framework from EARLY right through to THIRD and FOURTH Level.	Group members are gathering and populating the Framework with resources, experiences and opportunities that will develop skills for learning life and work including Meta-skills alongside work awareness.	ES	<div>G</div>

	opportunities for work awareness.				
Improve support to young people with additional support needs to help support their next steps after school.	<p>Develop training for staff involved in supporting young people with additional support needs.</p> <p>Review support for young people with additional support needs to ensure that they have a range of pathways.</p>	<p>This is another area which is part of the employability Action Plan and is being taken forward by a sub-group.</p> <p>Work within GIC too with further Career-Long Professional Learning and joint work to support Inclusion.</p>	<p>The subgroup will continue to meet and look at appropriate training support.</p> <p>Three Depute Head Teachers temporarily appointed via SEF to work on approaches to supporting ASL needs and Equity and to enhance training/support for schools mainly from primary sector with secondary sector increasing.</p>	ES	

Commitment: Support period dignity in our schools.




Action	Milestones (current)	Progress & Performance	Planned Activity	Lead Service	RAG
Ensure Glasgow City Council adheres to the Period Products (Free Provision) (Scotland) Act 2021.	<p>Manage and monitor period products provision in schools and the community.</p> <p>Continue to fulfil all legal obligations as stipulated in the Act.</p>	<p>Current provision sits at over 200 Community venues offering products across Glasgow. 21 venues now offer reusable products.</p> <p>Most schools fully compliant with many offering both disposable and reusable products, as well as having pupil led steering groups</p>	<p>Continue to work closely with Simon Community to manage and monitor venues / usage.</p> <p>Establish a more robust auditing process for schools to ensure all are offering free products in a way which meets the requirements of the legislation</p>	ES	
Make Glasgow a best practice city for Period Dignity and	Publicise/advertise free products more widely.	Pickupmyperiod app is regularly promoted via different channels – social media, pop up events, school sessions	Social Media publicity campaign and community pop up events planned for February as part of Period Dignity Month 2025.		

free product provision.	<p>Engage with schools to promote Period Dignity and ensure young people have easy and stigma free access to free products.</p> <p>Increase the 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.</p>	<p>All schools offered support from Senior Officer around how to meet obligations.</p> <p>Schools also offered unique sessions such as Unicorn Cup sessions, and access to reusable products such as period pants. Support offered to ASN schools with many now utilising period pants for pupils.</p> <p>Venues offering products have increased each year. 27 foodbanks and pantries now supplied with products to support those most vulnerable.</p> <p>Temporary Accommodation venues now supplied to assist women facing homelessness. Multiple third sector venues reaching BME communities now also supplied, such as Refuweegee.</p>	<p>Continue to engage with schools and offer support.</p> <p>Continue to monitor service for those deemed hard to reach and add venues which target vulnerable groups.</p>		
-------------------------	--	--	--	--	--

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.	We continue to provide updates regarding education in the Plana Ghaidhlig and also used aspects of this for our recent grant request to the Scottish Government.	To continue to work with the GCC Ghàidhlig committee.	ES	<div>G</div>

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 Neighbourhoods, Regeneration and Sustainability and Gaelic Medium Education group.	<p>Bunsgoil Gaelic a Chaltain works progressing though there are issues with the overall cost of the programme of works identified.</p> <p>Options paper was considered by the Gaelic Medium Education group for further Gaelic provision, however funding requirements are subject to funding being identified through the Council's Capital investment programme.</p> <p>Works funded within Berkley Street campus through Scottish Government grant monies.</p>	Continue to explore options for funding including preparation for any LEIP funding bids.	ES	
Undertake a review of Additional Support for Learning Provision to ensure it is meeting learner needs.	<p>Establish working party to develop and implement review process.</p> <p>Report on Progress of Review.</p>	<p>Review in progress for determining the future requirements of the estate.</p> <p>Assessment of current properties considered.</p> <p>Report to Education Estates Board outlining issues and progress.</p> <p>Linburn Academy refurbishment progressing through the Capital and LEIP funding programme.</p>	<p>Short term measures required to cope with number of increased placements for either stand alone or co-located provisions.</p> <p>Fully costed options paper to be prepared for consideration at the Education Estates Board</p>	ES	
Make best use of resources to support a sustainable and innovative Education Services structure that	<p>Plan and implement capital planning through the Education Estates Board</p> <p>Monitor budget in line with strategic financial planning</p>	<p>Education Estates Board continues to monitor the Education Capital monitoring and consider all capacity issues and investments required in the estate.</p> <p>Financial Monitoring ongoing.</p>	Continue to explore options for funding including preparation for any LEIP funding bids.	ES	

delivers value for money.	to ensure best use of available funding				
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.	<p>Midsession report on numbers accessing: Whole school training Support & development groups.</p> <p>6 monthly reports to Scottish Government.</p> <p>Annual report to Education Directorate on School Counselling outcomes.</p>	<p>The School Counselling contract is due to end in March 2025. Next report to Scottish Government is due at the end April 2025. 6 monthly performance reports were provided by the suppliers in December 2024.</p> <p>Report for session 2023-24 was provided to Directorate in August 2024.</p> <p>Additional Support for Learning School counselling budget is being used to develop staff training in approaches to supporting distressed behaviour. A research project evaluating effectiveness in supporting distressed learners has commenced.</p>	<p>New School Counselling contract tender has been completed and the awards paper will go to Contracts and Property Committee on 6th February 2025. If agreed this will take effect on 1st April 2025 for 4 years with 4 Lots awarded to suppliers. This will ensure continued counselling support in primary and secondary schools.</p> <p>One educational psychologist has been seconded for 12 months to lead on this project and 12 staff are currently being trained as trainers in Low Arousal Interventions. The research study will continue until August 2025.</p>	ES	<div>G</div>
Work with partners to promote and support learners in Glasgow to achieve improved physical, mental and emotional	<p>Actions planned in response to Health and Wellbeing survey. Provide professional learning programme on Health and Wellbeing.</p>	<p>The Wellbeing and Healthy Eating Practice Guidelines for Schools will be published in March 2025.</p> <p>Nurturing Relationships Policy will be published April 2025.</p>	<p>These guidelines will be shared with schools through webinars and Head Teacher meetings.</p>	ES	<div>G</div>

health, and wellbeing.	Grow the Physical Education, Physical Activity and School Sport (PEPASS) team links with non-traditional partners and agencies to support and strengthen the delivery of PEPASS.				
------------------------	--	--	--	--	--

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 level of planning and support within the GIRFEC national framework.	<p>Constitute a working group to review current Additional Support Needs planning processes, including Wellbeing Assessment and Plan and Coordinated Support Plans.</p> <p>Deliver to Learning Communities and support implementation of revised guidance.</p>	<p>ASL Self Evaluation Toolkit created, consultation with focus group, updated and shared with QIOs, HT's Area Forums, ASL Coordinators.</p> <p>Wellbeing Assessment and Plan Guidance created and shared- QIOs, HT's Area Forums, ASL Coordinators, Wellbeing Application Leads.</p> <p>Wellbeing Assessment and Plan Guidance Introductions Shared at Area/LC Twilights- all Learning Communities visited, with 117 establishments attending.</p> <p>Wellbeing Application Lead contact identified for 136 Establishments.</p> <p>Staged Intervention clarification included within WAP guidance.</p>	<p>Catch up session for LC schools who have not yet engaged 22-Jan-25.</p> <p>Share Wellbeing Application Lead contacts with Learning Communities.</p> <p>Individual Support Visits currently booked for 7 Establishments.</p> <p>Drop-In Support Sessions available each Friday for staff to book.</p> <p>Email support for Establishments ongoing. Updated Wellbeing Assessment and Plan Guidance will be shared on Glasgow Online with associated appendices.</p> <p>Update Inclusion Pages on Glasgow Online.</p>	ES	<div style="background-color: green; color: white; text-align: center; width: 20px; height: 20px; line-height: 20px;">G</div>

		<p>Career-Long Professional Learning delivered as part of Teacher Induction Programme.</p> <p>Individual support visits to 29 Establishments/ remote support 46</p> <p>Liaison with SEEMiS PPR team to establish roles and responsibilities to inform guidance.</p>	<p>Wellbeing Application FAQs page on ASL coordinators section within Glasgow Online.</p> <p>Draft Training Plan has been devised informed by analysis of questionnaires completed at LC Guidance Introduction Twilights.</p> <p>Training Programme to be shared on CPD manager for Term 4 delivery.</p> <p>Maintain overview of engagement of Wellbeing Application.</p> <p>Analysis of current procedures and processes for CSP recording.</p> <p>CSP guidance to be refreshed and updated.</p>		
Continue to review the continuum of support across all sectors to facilitate the inclusion of almost all children and young people in mainstream settings.	<p>Review of outreach provision to identify strengths and areas for development.</p> <p>Align outreach services with existing process and ensure targeted support linked to Area Inclusion Group outcomes.</p>	<p>We have a number of staff from our ASL co-located establishments who have accessed the outreach teacher Career-Long Professional Learning programme. Focus is on consistency of support through use of SCERTS.</p> <p>New system established to ensure equity of access to outreach support and monitor impact. New support request process shared with all establishments through ASL Coordinator networks and HT Networks.</p>	Outreach leads network meetings to continue. Depute Head Teachers Equity (Co-located) to support review of co-located provision including outreach.	ES	
Continue to drive forward targeted and whole school	Annual reporting on staff who have accessed whole school & Nurture	Data collated annually and included in the annual nurture steering group report.	Due to a high number of new nurture teachers who have accessed the theory and practice of nurture training, the primary nurture quality	ES	

<p>approaches to nurture, improving wellbeing and learning outcomes for learners.</p>	<p>Development Officer training</p> <p>Gather Boxall profile data & nurture quality assurance feedback to report back on effectiveness of GCC nurture groups</p> <p>Update GCC nurture courses for targeted & whole school career long professional learning in light of current research and evidence-based practice</p> <p>Provide opportunities for staff to access the nurturing staff wellbeing programme. Evaluate the use of the programme in schools.</p>	<p>Boxall data is gathered annually in June from nurture group teachers and analysed by Glasgow Educational Psychology Service. The Quality Assurance team and Nurture Development Officer have updated nurture group guidelines and developed upper nurture group guidelines.</p> <p>The theory and practice of nurture course content is audited by Glasgow Caledonian University.</p> <p>The nurturing staff wellbeing programme for schools has been developed by Glasgow Educational Psychology Service and the Nurture Development Officer and is delivered annually for staff. The programme is adapted to include current wellbeing concerns.</p>	<p>assurance team is providing mentoring support to this group, as well as visits to nurture groups.</p> <p>Glasgow Educational Psychology Service to feedback Boxall results to steering group.</p> <p>Upper nurture guidelines to be shared with headteachers.</p> <p>A working party with Nurture Development Officer, Glasgow Educational Psychology Service, RCH rep and nurture teachers are researching good practice and developing guidelines to support children who have sensory needs in nurture groups.</p> <p>Nurture Development Officer & City Principal Psychologist have been developing wellbeing supports for managers. This is being delivered this session and will be evaluated in June 2025.</p>		
---	---	---	--	--	--

Commitment: Expand our safer School Streets Programme.


Action	Milestones (current)	Progress & Performance	Planned Activity	Lead Service	RAG
Continue to Implement safer school streets programme in partnership with the wider council family and partners.	Support prioritisation of School vehicle exclusion zones.	Part of the school safety partnership with NRS and other partners.	Will further support any initiatives identified.	ES	<div>G</div>

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.	<p>Audit professional learning needs of schools on delivery of high-quality Physical Education, Physical Activity and School Sport (PEPASS).</p> <p>Promotion of support and links to resources to assist in delivery of high quality PEPASS.</p>	<p>Training Career-Long Professional Learning for Primary and secondary teachers Over 28 courses planned and over 200 teachers supported through these courses to date.</p> <p>Through the GIC PE programme 18 schools have currently been supported out of the 24 targeted for this year.</p> <p>Primary PE Network has been formed and key themes identified. We are connecting with 3- primary schools who have a teacher leading on the delivery of PE.</p> <p>PE Counts resource is being strengthened with a stronger collaboration with Glasgow counts.</p> <p>Development of online videos to promote opportunities and celebrate success. PEPASS twitter account grows its reach.</p>	<p>Whole city moderation session planned for PE Teachers across the city.</p> <p>The primary PE Lead officers are reestablishing the Developmental PE programme and have several pilots planned. Training and qualification in process for PE Lead officer.</p> <p>Review the progression and transition of primary to secondary PE. Find best practice and improve knowledge and understanding across the stages.</p> <p>Full learn to swim programme delivered. We aim to have engaged with around 6000 pupils but the end of the academic year.</p>	ES	<div>G</div>

	<p>Assess and maximise the delivery of the Learn to Swim Programme in line with team resource and reduction in pool access.</p> <p>Improved partnership and community approach to strategy implementation of nature-based education.</p>	<p>Learn to Swim primary programme has delivered 2 of 4 blocks of swimming. Pool access has challenged progress and performance. 104 schools forming 198 school groups for a 10 week block.</p> <p>Pupil forum on OL complete and results can be found here</p> <p>Creation of the Outdoor Learning Purpose and Progression to signpost practitioners to existing OL resources.</p>	<p>Feedback indicates that all school levels would like more OL.</p> <p>Further circulate the OL Purpose and Progression. Explore the feasibility of an Outdoor Learning Festival with delivery partners to showcase OL opportunities within the city.</p>		
Continue to expand opportunities to access instrumental tuition throughout BGE to support senior phase qualifications.	Promote and report on instrumental tuition uptake.	<p>Work continues to expand the offer of IMS in primary schools across the city using innovative ideas to stretch the reach and impact of the IMS during term time, for example during SQA exam times instructors have been involved in Play Days, Workshops, Masterclasses, primary taster sessions and trials for P7 pupils in associated primary schools when senior phase pupils are on exam leave, in addition the offer of City Music Groups has expanded to include Pipe Band, Trad Ensemble and Steel Pans.</p> <p>Partnerships have also afforded additional music experiences in addition to core offers, including work with SCO, RSNO and Scottish Opera plus Baby Strings schools have expanded across 12 primary schools with baby woodwind and baby brass being offered where time allows and a brand-new</p>	<p>CREATE will continue to report on the impact and uptake of instrumental music through the yearly CREATE Standards and Qualities report, Scottish Government Improvement Service IMS report and MEPG research report along with tracking through the Education Services - Improvement Service plan. Impact is also measured through the Creative Scotland YMI End of Year report which covers the impact and outcomes of all primary 1 & 7 input.</p> <p>In addition to the core offer from IMS & YMI, CREATE are working to maintain and expand partnerships to help offer a rich variety of experiences for all young people. CREATE website and social media are used to promote the</p>	ES	G

		<p>partnership with Glasgow Barons as Orchestra in Residence for all Baby Strings schools.</p> <p>Celtic Connections sessions ensure all P7 children have accessed music lessons throughout the year enhancing transitions for all.</p>	service offer as well as communications across all schools via email.		
Continue to provide new experiences and thinking, through participation in physical and cultural activities.	<p>Increase numbers participating in John Muir and Duke of Edinburgh awards.</p> <p>Review and increase number and range of cultural visits by schools.</p>	<p>John Muir Award no longer exists.</p> <p>Glasgow direct provision is now through the Glasgow Urban Adventure Award (GUAA) which incorporates the national Outdoor Learning Award</p> <p>DofE continues to go from strength to strength across our schools to benefit of our young people.</p> <p>YTD Stats: 1994 Awards started - 28% increase on previous year. 962 Awards Achieved 16% increase on previous year. 963 (SIMD 123) Awards Started increase of 13% on previous year 506 (SIMD) Awards Achieved. Increase of 29% on previous year.</p>	<p>The John Muir Award is due for relaunch in April 2025. At this stage it is unclear as the new format of the award and whether it will remain a free access award.</p> <p>GUAA launched through operations at Pinkston basin with a total of 988 pupil booked for the first academic year.</p> <p>Delivered wider internal training programme to support schools / volunteers to deliver DofE award. Investment in the DofE team has enabled ease of access to the equipment stores and additional support for schools.</p> <p>Both initiatives are removing barriers to accessing the award. Continued focus on disadvantaged groups across the city.</p>	ES	A
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.	Continued promotion of the awards through PEAPSS active Schools team and our Young Ambassadors. This year 13 GOLD schools were recognised at the Glasgow Sport Awards. In total we have 19 schools with GOLD Status.	We are supporting another 17 schools who are in the qualifying stages of their GOLD award. In total there are 72 schools engaging in the awards	ES	G
Commitment: Support play and outdoor education.					
Action	Milestones (current)	Progress & Performance	Planned Activity	Lead Service	RAG

Develop an early level outdoor pedagogy transition pilot in one area of the city.	<p>Hold engagement session to develop local plan.</p> <p>Agree & implement training to support.</p> <p>Agree monitoring & evaluation priorities in line with the principles in the Scottish Early Childhood & Families Transitions Statement.</p>	<p>Pilot developed, training implemented and delivered between January and October 2024. Presentation on findings at Education conference November 2024.</p> <p>Schools and nurseries in the area developed and implemented their own monitoring and evaluation process with the support of Education Scotland.</p>	<p>Recall of group in February 2025 to discuss impact of pilot and plans for 2025 transitions.</p> <p>Ongoing to support transition.</p>	ES	
---	---	---	--	----	---

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.	<p>SOS Term 1 – 23 schools / 89 Workshops / 1084 Pupils</p> <p>SOS Term 2 – 37 Schools / 94 Workshops / 1553 Pupils</p> <p>MVP – 2 x Capacity Building CPD Sessions</p>	<p>SOS Term 3 – 21 Schools / 117 Workshops</p> <p>SOS Term 4 – 5 Schools / 27 Workshops</p> <p>MVP – 2 Mentor Training CPD Event</p> <p>HMD – Annual Event including over 400 Pupils from 11 Schools</p> <p>HMD – Glasgow Film Theatre Event including 500 Pupils from 8 Schools</p>	ES	
Deliver range of expressive art programmes through Glasgow	Re-design of Youth Music Improvement Provision across all primary schools will ensure a more	This is the second year of the Youth Music Initiative programme redesign, providing weekly music lessons for all Primary 1 children, and a six week block of Celtic Connections lessons on traditional instruments for all P7 children.	CREATE 850 Digital Project 'It's Our Home, Glasgow' launch February 2025, 'Ready, Steady, Sing' tour and Celtic Connections programme delivered throughout the academic session 24-25 to all primary schools, Career-Long Professional Learning sessions advertised on CPD manager	ES	

<p>CREATE which provide a broad range of learning experiences.</p>	<p>sustainable, project-based model with a focus on continued professional learning for teachers.</p> <p>Review Expressive Arts Frameworks from first to fourth level to support planning of high-quality learning and teaching across Music, Drama, Art and Design and Dance in the Broad General Education.</p> <p>Support the delivery of high-quality learning, teaching,</p>	<p>All primary class teachers have access to a range of Career-Long Professional Learning opportunities to support their professional learning and delivery of music lessons throughout the year. In addition, Ready Steady Sing sessions are offered to all primary schools on a rotational basis for all P1-7 children and all Primary schools can take part in the CREATE city digital project. CREATE Champions are now in all Primary schools and are responsible for sharing and cascading all expressive arts new and opportunities in school and take part in the CREATE Champions Day.</p> <p>Work has begun to transfer existing framework to new GCC platform. Development of 4th Level has paused due to Education Scotland review & Curriculum Improvement Cycle.</p> <p>Each Expressive Art has held an autumn/ winter network meeting, best attended to date with 100 teachers over 4 meetings. Each EA has planned a CREATE moderation activity which can be undertaken, if desired, as part of the February INSET. Each EA has a strong network, identified leads for specialist support and receives a weekly update on relevant news, Career-Long Professional Learning and offers from external partners. A second ESO has been appointed, and a review of remits is underway to refine roles and responsibilities.</p>	<p>and delivered throughout academic session 24-25. CREATE Champions Day planned to take place in term 4.</p> <p>Transfer existing framework to GCC platform.</p> <p>Adapt format of network meetings to new GCC format. Further promote departmental/ faculty visits. Participate in CIC opportunities.</p>		
--	---	--	--	--	--

	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.				
--	--	--	--	--	--


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	Plan launched to all establishments and International Education partners. Plan used to guide all improvement and development work in relation to International Education in all establishments	Launch International Education Strategic plan to all senior leaders across the city Work alongside Equalities leads to ensure that where Equalities development work is happening that the Grand Challenge is highlighted.	ES	<div>G</div>
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	Career-Long Professional Learning package for EAL teachers and champions shaped around Service priorities. Offer includes 3 full day core session days and wide Career-Long Professional Learning offering on CPD manager, and EAL induction for teachers new to the service. The offer is refined each year based on	Further refine offer each year. Continue to build in opportunities to reflect on whole school English Language Level data and encourage reflection on using data to shape practice through FACT STORY ACTION approach	ES	<div>G</div>


	<p>enhance learning and teaching for bilingual learners</p> <p>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</p> <p>Create ESOL Strategy Group to review and update ESOL policy.</p>	<p>feedback and service data gathering and self-evaluation.</p> <p>Partnerships continue to be enhanced through building on the ESOL curricular network. This network offers 2 sessions for PTS and Faculty Heads and 2 sessions for teachers delivering ESOL. The sessions involve SQA updates, sharing practice and supports the development of the ESOL prelim. The sessions are regularly attended by SQA lead for ESOL Mark Watson.</p> <p>ESOL Strategy group was chaired by two secondary Headteachers and included ESOL teachers, Depute Head Teachers, EAL PTS, EAL Leaders of Learning and Lead Officer. The group has updated the GCC ESOL policy and following a consultation with teachers delivering ESOL, Headteachers and the Education Services - Improvement Service team, the policy has now been launched and is being used to shape ESOL provision with all secondary schools.</p>	<p>Gain access to SQA secure sight to enhance moderation and verification processes, create new assessments materials and ensure service keeps up to date with the standards</p> <p>Continue to encourage use of policy in all schools to ensure that suitable candidates have access to this pathway.</p> <p>To share key message that higher ESOL qualification is now recognised as equivalent to Higher English for all Scottish Universities.</p>		
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	An interactive English Language Level (ELL) Framework has been created, piloted and launched for city wide use. The framework has been shared with EAL teachers and more widely as part of the EAL Career-Long Professional Learning package. The framework is available online and EAL teachers and whole schools staff are encourage to use this when updating ELL data in seemis. ELL data is then reflected on each year at the second core session to encourage consistency across the city. The framework	<p>Continue to use framework as part of Career-Long Professional Learning programme.</p> <p>Encourage use of framework with whole school staff to enhance moderation processes</p>	ES	G

	strategies and resources.	is shared with all teachers who are new to the EAL service as part of the induction programme.			
--	---------------------------	--	--	--	--

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 continue to meet and are led by Practitioner. Resource support available to all school from Health Improvement team. Continued	Continue to work with Health Improvement to promote resource. Support, where required with Glasgow University with ongoing evaluation of impact of resource. Continue to support and promote where required. 17 Glasgow establishments working on Food for Thought projects after gaining funding from education Scotland.	ES	

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	Monitor and Review Impact of PT BAME recruitment programme and implement mentoring sponsor offer. Review programme content across leadership programmes to	Currently, there are the five BAME Principal teachers who are completing their 23-month secondments, which will end in June 2025. The current cohort continues to work in their establishments with specific areas of responsibility commensurate with the promoted post. The Leading Anti-Racism programme with Glasgow University continues and we currently have 53 staff who are participating in the programme. It is encouraging that this group has a good range of staff from senior levels within schools and come from all sectors in Education. (secondary, primary, early years)	The five post holders will continue through this year, concluding their secondments in June 2025. We will continue to refer them to explore further opportunities in career-Long Professional Learning linked to leadership. The Leading Anti-Racism programme is continuing this session. The BAME staff into Leadership programme is continuing this session.	ES	


learning opportunities, aligned with all leadership strategy workstreams.	include race conscious leadership content.	Our work with the BAME staff who are establishing the BAME staff into Leadership currently has 17 principal teachers participating with the programme. This continues this session, and the 17 participants will have 3 more sessions up to June 2025 when they will conclude with this programme.			
---	--	--	--	--	--

Commitment: Continue to explore gender friendly nurseries.


Action	Milestones (current)	Progress & Performance	Planned Activity	Lead Service	RAG
Promote opportunities for staff to develop inclusive practice with a focus on diversity, gender and supporting children with additional support needs.	<p>Embedding of Think Equal training and strategies across the Early Learning Centre settings. Continued promotion and delivery of the Challenging Gender Stereotypes Continuing Professional Development.</p> <p>Initialising of the Knowledge Exchange with Strathclyde University on Inclusive Practice.</p>	<p>Think Equal training ongoing – 61 settings signed up.</p> <p>Open Doors event to promote programme took place in October 2024 – attended by 30+ settings</p> <p>LEL team given access to training materials to assist in promotion</p> <p>Knowledge Exchange established – will support CHM Inclusion programme pilot</p>	<p>Continue to promote the training and strategies and support settings with implementation.</p> <p>Work alongside the Think Equal charity to evaluate progress</p> <p>Launching January 2025</p>	ES	<div>G</div>

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. Particular focus on the All-Age Childcare priorities.	Gather and analyse data on uptake and capacity. Review service delivery models as needed in response to data reporting.	Ongoing – monitored monthly Working with Improvement Service to consider potential to shift delivery model for 2-year-olds to improve uptake. The uptake of nursery places for 3- and 4-year-olds is at 97%. The uptake for eligible 2-year-olds is lower at 52% but we are working with the Improvement Service on strategies to increase the uptake. Attending nursery is non-statutory so parents can choose not to send their child if they do not wish to. In terms of more flexibility, such as supporting shift work or irregular hours, we address this through our inclusion of Registered Childminders on the ELC Funded Providers framework for 1140 hours.	Meeting cycle established with Improvement Service. Meeting to scope out support in January 2025	ES	
---	--	---	--	----	---

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	Provide guidance to establishments.	Parent and Carer enquiries regarding their child's participation in NSAs continues to be handled very successfully at establishment level, using Education Scotland's Guidance. This supports headteachers to manage any parental enquiries and concerns sensitively, resulting in children withdrawn from NSAs being for educational reasons only.	Continue to provide an annual reminder to establishments via Education Services online platform on Education Scotland's NSA guidance for parents and carers, including what to do if they wish to withdraw their child from these assessments.	ES	

out of standardised testing.					
Commitment: By 2024, we will have in place a holistic, all age employability pipeline based on individual need (Emerging Commitment)					
Action	Milestones (current)	Progress & Performance	Planned Activity	Lead Service	RAG
Launch of the Glasgow Futures employability programme	<p>Programme formally launched in June 2024.</p> <p>All projects have been commissioned, with agreements and contracts in place up to March 2026.</p>	<p>Over 30 employability projects are being delivered by over 40 organisations.</p> <p>Provision supports people and groups who are furthest from the labour market or experiencing in work poverty.</p> <p>Projects focus on barrier removal through to in-work support and are being delivered through a key worker model underpinned by partnership working and a no-wrong door approach.</p>	<p>Work is underway to establish a value for money framework, and define impact with a view to determining funding priorities and commissioning options moving forward.</p> <p>Work is ongoing to align provision with the Child Poverty Programme, with significant proportions of funding allocated to pathfinder projects.</p>	CED	<div>G</div>
Commitment: support holiday food and activity programme					
Action	Milestones (current)	Progress & Performance	Planned Activity	Lead Service	RAG
Deliver Glasgow's holiday food and activity programme, now referred to as "Glasgow's Holiday Programme".	Glasgow's Holiday Programme for 2024/25 was delivered during Summer and October 2024 and will end with the Spring 2025 programme.	The £2m programme supported 49 organisations to deliver local programmes during Summer and October 2024. It is anticipated that 48 organisations will deliver a programme during Spring 2025.	The application process for the 2025/26 programme opened on 11 November and closed on 9 December 2024. Applications are currently being assessed. Subject to confirmation of budgetary provision, it is anticipated a report on 2025/26 funding recommendations will be presented to CAC in April.	CED	<div>G</div>

Case Study

Grand Challenge 2, Mission 1 – Case Study	
Commitment	<i>Support Small and Medium Enterprises to undertake the transition to Net Zero and develop business models for the Post-Carbon economy.</i>
Action	The Economic Development business team continues to deliver a range of Green Business Support programmes.
Milestone	Develop and deliver a range of Green Business Support interventions for Glasgow-based SMEs.
Case study title	<i>Transitioning to Net Zero and developing a business models for Post-Carbon economy</i>
RAG Rating	<i>the transition to Net Zero and develop business models for the Post-Carbon economy</i>
Synopsis (100 words)	The Extend Plus programme, funded by Economic Development through the UK Shared Prosperity Fund (UK SPF), offers Glasgow SMEs a free Greenhouse Gas (GHG) Carbon Baseline assessment. This baseline provides a comprehensive one-year snapshot of a business's GHG emissions, serving as a starting point on the journey towards Net Zero.
The challenge	By understanding their current carbon footprint, businesses can monitor changes over time, set achievable sustainability goals, and develop effective strategies for reducing emissions. The carbon baseline also identifies opportunities for cost savings and CO2 reductions, supporting businesses to contribute to broader climate and sustainability objectives.
The solution	Delivered at no cost, the programme categorises GHG emissions into Scope 1, Scope 2, and Scope 3, with the Extend Plus and Glasgow Business team guiding SMEs through the process and offering tailored recommendations to accelerate their Net Zero ambitions.
The impact (including cost savings/income generated if applicable)	<p>Spotlight on Fat Buddha</p> <p>One notable success story is Fat Buddha, a streetwear retailer located on Queen Street in the city centre, with a significant online operation. They undertook a free carbon baseline delivered through Extend Plus, which led to improved energy efficiency, reduced waste, and provided skills training to the business to support them in monitoring future efforts to reach Net Zero. Their personal reflections can be found here.</p> <p>Fat Buddha's engagement with the team has had the spillover effect of allowing us to signpost them to other relevant services and support. This reflects our ongoing commitment to ensuring that a green thread runs through all of our business support services. Furthermore, it is an example of our aim that our engagement with SMEs is not just a one-off, one-topic intervention, but part of an ongoing relationship that reflects the needs and growth potential of the business.</p> <p>Spotlight on FoSho Studios</p> <p>FoSho is a Digital Content Agency based in Glasgow's city centre. They are a supplier on Glasgow's Business Growth Framework, with a strong working relationship with GCC's Business Support team and other actors in the SME ecosystem, such as the Glasgow Chamber of Commerce.</p> <p>FoSho was interested in their business's impact on the environment, particularly from their on-location shoots. Following engagement with the Business Growth team, FoSho took advantage of a free carbon baseline; this provided insight into the environmental impact of the business's productions</p>

	and suggested practical steps that could be taken to mitigate this impact. Crucially, the report signposted FoSho towards other sources of funding, which supported them in making substantial changes to business practices to reduce emissions and move towards net zero. More details can be found here .
How is the new approach being sustained?	
Lessons learned:	
Contact:	
Links to relevant documents:	