

**Glasgow City Council****Operational Performance and Delivery Scrutiny Committee****Report by Chief Executive****Contact: Cormac Quinn Ext: 76726****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:**

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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 2025 and August 2025.

3. Commitments and Emerging Commitments

- 3.1 The Strategic Plan Missions outline a number of Commitments to deliver the Mission goal.
- 3.2 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.
- 3.3 It is worth noting that the majority of commitments reported here are RAG rated as green. However, the following currently have an amber rating:

Grand Challenge 2: Mission 2

- Launch an updated Climate Ready Apprenticeship Scheme that equips our future workforce with the skills to protect our biodiversity.
- Recruit 15 new MA SVQ SCQF5 Horti.

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



4. Next Steps

- 4.1 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.

5. Recommendations



- 5.1 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.


GRAND CHALLENGE TWO					
Increase opportunity and prosperity for all our citizens					
MISSION 1:					
Increase opportunity and prosperity for all our citizens					
Commitment: Support skills development for a just transition and pathways into the low carbon industries of the future.					
Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Just Transition Working Group Report and recommendations, followed by a Just Transition Skills Action Plan	Approved by CAC on 14 September 2023	<p>An action plan was developed with services to drive progress across the 18 recommendations of the Just Transition report and presented to the Net Zero Committee on 27 February 2024. The first annual update on the plan was then presented to committee on 12 November 2024.</p> <p>A Just Transition Skills Action Plan has also been published and an update was provided to the Net Zero Committee at its meeting of 27 May 2025.</p> <p>Activity currently in progress that is worth noting includes:</p> <ul style="list-style-type: none"> • The launch of a skills investment fund • Delivery of green skills bootcamps • The promotion of a dedicated package of 	Further work on the implementation plan and skills agenda in particular, with annual updates to committee (next one due on 20 January 2026).	Economic Development	<div><div>G</div></div>

		support for older workers.			
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 and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Social Innovation Challenge Fund	Four programmes approved March 2025. Overall programme commenced delivery April 1 st 2025, with staggered starts in line with agreed programme delivery.	All programmes have launched successfully and are well into delivery phase.	Each programme will operate until the end of FY 25/26. Work is underway to design the 26/27 SICF, drawing upon learned experience from this year's programme.	Economic Development	
Inclusive Entrepreneurship Expo	Approved by ED Funding Panel				
Commitment: Grow the number of Small and Medium Enterprises and microbusinesses alongside co-operative and social enterprises.					
Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Pre-start and Start-up Advisory Support	500 new starts per year target for Business Growth Team. £185,000 Budget for	205 new start-ups supported so far this FY, well on the way to reaching our target of 500.	Further work starting to expand the reach of our start-up service, including engaging with Job Centres and	Economic Development	

BSU Grant	grants 25/26	£126500 awarded so far this FY	locating advisers in strategic areas across the city, including booster wards.		
Co-op Events and Social Ent sector	Ringfenced business support for social enterprises and similarly structured businesses.	Business Growth team has expanded reach of support to alternative ownership model businesses, including co-operatives, hosting a number of events aimed at sharing best practice and driving engagement in the sector.	Social Enterprise Celebration event being planned for early 2026.		
Commitment: Work to expand Glasgow's thriving tech sector and support the establishment of a Tech-Scaler in Glasgow and focus on what the city already does well in supporting sectors such as cultural, design and education start-ups.					
Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Work to expand Glasgow's thriving tech sector and support the establishment of a Tech-Scaler in Glasgow and focus on what the city already does well in supporting sectors such as cultural, design and education start-ups.	Establish service agreements with selected providers of acceleration and incubation to underpin regional cluster strengths and support growth of emerging tech startups in defined categories.	Continue to support (STAC) Smart Things Accelerator Centre as strategic partner, have launched their 6 th 'smart things' (SCALE) and 2 nd deeptech (Infinity G commissioned by UoG) cohorts. A total of 120 companies have now been supported (beating their goal of 100 by end-2025). They have also added an investment syndicate and corporate sourcing model to their full-service offer (alongside their Jobs and	Explore additional partnership options and mutual support mechanisms based on available levers. Look at options to leverage existing STAC partnerships with the Living Laboratory and TechScaler as part of a more joined-up ecosystem approach between government, industry, academia and the NHS to promote Glasgow as a best-in-	Economic Development	<div style="background-color: green; color: white; text-align: center; width: 20px; height: 20px; line-height: 20px;">G</div>

		<p>Invest platforms) and have plans to expand their profile, reach and support for regional SMEs further together with local and national government next year.</p> <p>Due to the partnership and support from Digital Economy team, STAC and their cohort companies benefited from:</p> <ul style="list-style-type: none"> • promotional content highlighting regional strengths in 'smart things' via a recent 'Why Glasgow' deepdive • selection of 2 cohort companies for the Smart and Connected Social Places programme funded by 5GIR (DSIT) targeted at health and social care • funding of market square activity through events scheduled at their thebeyond facility around robotics and deeptech • supporting the recent Glasgow delegation to Smart City Expo in Barcelona – under the banner of the 	<p>class tech hub. Look at further options including developing closer relationship between STAC and the West of Scotland Space Cluster.</p> <p>Understand potential options to expand SCSP challenge fund programme across areas of urban innovation (smart city solutions) exploiting CPC connections.</p>		
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		Connected Places Catapult.			
GRAND CHALLENGE TWO					
Increase opportunity and prosperity for all our citizens					
MISSION 2:					
Support the growth of an innovative, resilient and net zero carbon economy					
Commitment: Ensure that the growth and success of Glasgow's film and TV industry contributes to the local economy with local business, training, and employment					
Action	Milestones (current)	Progress & Impact	Planned Activity/ Route to Green	Lead Service	RAG
Promote sustainability within the screen sector in Glasgow.	Funding approved for FY 25-26 for Culture for Climate Scotland Screen Sustainability Group.	Group is now operational, with Glasgow represented at every meeting. This places the city at the heart of national discussions around developments in the screen sector.	An action plan to improve sustainability options within the sector is being designed and due by April 2026	Economic Development	
Promote sustainability within the screen sector in Glasgow.	The Screen Sustainability Project Steering Group convened in April 2025	The group will progress collaborative efforts to embed sustainability across Scotland's screen sector. The group brings together stakeholders from across Scotland, with a core aim of coordinating strategic leadership, funding, and delivery of sustainability initiatives within the screen	The group will oversee the role of the recently appointed Screen Sustainability Consultant. GCC ED contributes to the funding of this post.	Economic Development	



		industry, including the development of a Screen Sustainability Hub.			
Continue to support film and TV production in the city	ongoing	<p>Glasgow hosted one of its largest ever productions in summer 2025 with the latest instalment in the Spiderman franchise filming one of its tentpole action scenes here. Additionally, two other US studio films chose Glasgow for significant action scenes. Returning TV series Vigil, Shetland and Dinosaur were also based in the city. Local spend figures for 2025 will be available in early 2026.</p> <p>Screen Scotland's recently published Economic Value of the Screen Sector 2023 reports that Glasgow represents 36.5% of direct employment and 41.0% of direct GVA in the screen sector in Scotland. Glasgow's screen cluster generated 3,160 FTEs of direct employment and £188.1 million in direct GVA in 2023. Glasgow also accounted for the largest share of the total economic impact of the screen sector in 2023 with a 31.0% share of the total employment impact and a 32.4% share of total GVA impact.</p>	<p>We are currently in discussion with 2 large scale projects (one US feature and one US returning series) that are both considering Glasgow as a production base in 2026.</p> <p>We will continue to work with the NRS Filming and Events Traffic Manager to ensure a streamlined process for all large scale filming requests in the city.</p>	Economic Development	

GRAND CHALLENGE 2 :
Increase opportunity and prosperity for all our citizens.




MISSION 1: Support Glasgow residents into sustainable and fair work.



Commitment: Launch an updated Climate Ready Apprenticeship Scheme that equips our future workforce with the skills to protect our biodiversity.


Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Recruit 15 new MA SVQ SCQF5 Horti.	<p>Employment of 12 SVQ SCQF5 Horti MA's by August 2025.</p> <p>Enrolment of 12 SVQ SCQF5 Horti MA's at Glasgow College by August 2025.</p> <p>Support provided to MA's throughout 2025/26.</p>	<p>12 new MASVQ SCQF5 Horti were offered to candidates. 2 candidates failed to provide paperwork and 1 left due to medical reason. Therefore 9 were recruited, commencing their role in August and enrolling at Glasgow College.</p> <p>Working towards milestones and a milestone plan is in place. Dates for enhancement are also in place and scheduled First Aid is planned for December 2025.</p> <p>Liaised with training provider to ensure adherence to SDS regulations, e.g. completion of record of agreement and draw down of claims. This is completed every quarter and claimed.</p>	<p>Recruit 15 new MA SVQ SCQF5 Horti.</p> <p>Facilitate enrolment of new MAs at Glasgow College.</p> <p>Provide support to MA's including progression of MA's Milestone Plan, quarterly reviews to record achievement and facilitation of industry specific enhancements such as First Aid/ Customer Care / Machinery with a recognised provider.</p> <p>Liaise with training provider to ensure adherence to SDS regulations, e.g. completion of record of agreement and draw down of claims.</p>	NRS	A

			<p>Route to Green: This action is rated amber as 9 apprentices have been employed. However, 9 SCQF5 (Horticulture) candidates are on target to complete the first trimester and associated units. One first year MA is following an accelerated course of studies enrolled on SCQF 6, due to foreign status/ college funding status/ previous qualifications.</p>		
Enrol 6 2 nd year MA SCQF6 Horti at Glasgow College.	<p>Enrolment of 5 2nd year Horti MA's at Glasgow College by August 2025.</p> <p>Additional qualifications / enhancements facilitated during 2025/26.</p>	<p>All 2nd year apprentices were enrolled at Glasgow College for a 2nd year apprenticeship in August 2025.</p> <p>Liaised with training provider to ensure adherence to SDS regulations, e.g. completion of record of agreement and draw down of claims. This is completed every quarter.</p>	<p>Facilitate enrolment of 5 Horti 2nd year MA's at Glasgow College.</p> <p>Facilitate additional qualifications / enhancements for 2nd year to progress MA Certificates due in August 2026.</p> <p>Liaise with training provider to ensure adherence to SDS regulations, e.g. completion of record of agreement and draw down of claims.</p>	NRS	
Develop 6 x 3 rd year MA on Specialisms.	<p>Commencement of 5 3rd year MA on Specialisms by July 2025.</p> <p>Specialisms facilitated during 2025/26.</p>	<p>Independently paying for 2 candidates to undergo cross cutting training via DTC budget and for 1 other to be trained on specialism machinery for specialism golf courses and fine turf.</p>	<p>Provide work experience, training and the opportunity to gain industry specific training or attend FE at College HNC.</p>	NRS	

			<p>Liaise with training provider to ensure adherence to SDS regulations, e.g. completion of record of agreement and draw down of claims.</p> <p>Route to Green: This action is rated amber as not all apprentices have started specialisms by July 2025 as planned.</p> <p>All 2nd years completed Horticulture Apprenticeship on target in 1st year and now enrolled on second apprenticeship (Parks, Gardens and Greenspace). All are on track, with addition of 1st year candidate on SCQF6 as above. Continuing following SDS guidelines and drawing down funding.</p> <p>3rd years completed SCQF 6 in 2nd year, completed all SDS apprenticeships.</p> <p>There is no funding from SDS in 3rd year and DTC self fund all training for this group. To date:</p> <ul style="list-style-type: none"> ➤ 2 x Arbor specialists cross cutter training and Basic Tree Inspection 		
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			<ul style="list-style-type: none"> ➤ 1 x Greenkeeping fine turf machinery training ➤ 1 x Propagation ➤ 2 x Parks gaining further experience in chosen fields. <p>SDS guidelines are not required.</p>		
Placements of MA's on City Centre Realm Projects e.g. George Square.	CSCS H&S training and assessment (City Building/CITB) to be undertaken by July 2025.	Contractors have been engaged with and the feedback suggests at this time it is unsafe for apprentices to be on site. However, they could be utilised for aesthetic works near the point of conclusion of overall project.	Engage with contractors who are undertaking works and seek to provide short placements for all 2 nd and 3 rd year MA's 2025/26 on City Centre Public Realm Projects.	NRS	
Identify other potential stakeholder projects for work placements / training opportunities.	Additional stakeholder projects identified for work placements / training opportunities by March 2026.	Stakeholders have been engaged with to identify additional projects which will provide appropriate work placement / training opportunities for MA's.	Liaise with stakeholders to identify additional projects which will provide appropriate work placement / training opportunities for MA's.	NRS	
Commitment: Work with the Scottish Government and the taxi trade to address issues facing the sector in connection with the night-time economy, people with mobility needs and transition to low emission vehicles.					
Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Identify and seek to address issues with taxi and private hire.	Attitudinal survey to identify issues 2024.	Complete.	Complete.	NRS	Complete
	Monitor Foot flow and Sales of the Night Time Economy (NTE).	Ongoing.	Complete ongoing.	NRS	
	Full public consultation on the current cap	Complete.	On schedule.	NRS	Complete

	taxis/private hire licences.	A report was presented to Licensing and Regulatory Committee on 27 th August 2025 to allow Committee to consider responses received to the public consultation.			
	Support the development of a NTE vision including the development of a more effective approach to the quantity and quality of post 6pm transport.	<p>The Night Time Industries Association (NTIA) Scottish National Document has been published.</p> <p>The Glasgow Vision Document is in final draft and will be finalised by November 2025.</p> <p>Options with transport operators are being evaluated by the Transport Subgroup, including the creation of bus hubs.</p>	Conclusion of the NTE Strategy and ongoing work by the City Centre Task Force Working Groups on Transport and the NTE to expand the timetables of transport operators.	NRS	
Identify and address issues facing the sector in connection with people with mobility needs.	Increase in the number of licensed, disability converted taxi vehicles in use in the city.	<p>This is ongoing. At present, the currently licensed taxi fleet is 100% wheelchair accessible. There is no legislative requirement for an authority to have a percentage of wheelchair accessible private hire car licences.</p> <p>As noted previously, work is ongoing in terms of a review of the 1982 Act. The working group in respect of taxi and private hire car vehicles has met on a number of occasions</p>	<p>Ongoing encouragement of the selection of disability converted taxi vehicles for use in the city centre, through licensing regulation.</p> <p>From a licensing perspective, GCC will continue to engage with the Scottish Government on the need for updated legislation covering the licensing of taxis and private hire cars. The Scottish Government has agreed to set up a Task Force on Civic</p>	CEO – Licensing and Democratic Services	

		and the authority is providing feedback to the working group on accessible vehicles and the challenges faced in this regard.	Licensing Reform, tasked with reviewing the licensing provisions of the Civic Government (Scotland) Act 1982 and production of a report with recommendations prior to the Scottish Parliament elections in May 2026.		
Identify and address issues facing the sector in connection with people with the transition to low emission vehicles.	Conclusion of transition to zero emission taxis in the city centre by March 2025/26	<p>Work continues to be undertaken by the licensing section in relation to suspending/revoking licence holders with non-compliant vehicles. There is a statutory process to be followed in respect of suspending/revoking licences. Any decision to suspend or revoke a licence would be determined by the Council's Licensing and Regulatory Committee.</p> <p>At present, there are currently approximately 1217 taxi vehicles licensed by the Council. There are now only 44 vehicles remaining which we have on our list as non-compliant. 8 of these 44 have advised the licensing section that the vehicle has been retrofitted and checks are being undertaken to receive</p>	Ongoing encouragement of the selection of low/zero emission taxi vehicles especially for use in the city centre, through licensing regulation.	CEO – Licensing and Democratic Services	



		the certification and inspection for these vehicles to go back on the road.			
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GRAND CHALLENGE 2 :
Increase opportunity and prosperity for all our citizens.

MISSION 2:
Support the growth of an innovative, resilient and net zero carbon economy

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 (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Produce Glasgow's first Housing Retrofit Strategy & Delivery Plan, including technical design specifications/standards, in the form of a Position Statement. Post completion, continue to informally review and update the position statement.	Position Statement drafted by August 2025. Consultation by September 2025. Present report to GCC Net Zero City Policy Monitoring Committee in November 2025.	The draft Position Statement was completed in September 2025. Internal consultation is taking place during Oct-Dec 25. The statement will be presented to the Net Zero Committee in January 2026.	Prepare a Position Statement on Housing Retrofit in Glasgow. Ongoing evidence gathering and analysis to inform strategic approach to housing retrofit: strategic context, stock profile, retrofit needs assessment, retrofit interventions (fabric and clean heat), retrofit costs, finance and funding, retrofit delivery mechanisms/action plan. Continue stakeholder engagement and maintenance of key partnership structures including Retrofit Advisory Group (RAG), Sustainable	NRS	<div><div>G</div></div>

			<p>Glasgow: Heating and Housing Hub (SG: HHH), Heat Pump Accelerator Group (HPAG)GCRHR and Local Heat Energy Efficiency Strategy (LHEES).</p> <p>Aim to present Housing Retrofit Update to the Net Zero City Policy Monitoring Committee in November 2025.</p>		
Continue to 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 and heat pump accelerator.	Annual progress update provided in summary table form for whole programme in August 2025 and findings report for each project on completion.	<p>Annual progress summary provided in Position Statement.</p> <p>Research projects are continuing with a diverse range of approaches explored, primarily through third-party sources and funding, alongside some part-funded research by GCC.</p> <p>Initial findings from the Electric Wallpaper project provided no conclusive data to support this technology being an affordable clean heat solution for fuel poor households in high heat loss properties.</p>	In collaboration with RAG, continue to expand research projects and develop building energy performance modelling and monitoring method. Share results widely and via Retrofit Scotland.	NRS	
Implement the Position Statement Actions.	Quarterly summary progress reports	Detailed work programme for P19Ts provided in the Position Statement.	The Council has an enabling role as progress is heavily reliant on third party	NRS	



1. Prioritise P19T retrofit guidance for homeowners & first step energy efficiency measures.	provided on all actions and detail on P19T.	Implementation of the position statement actions will start Q3/Q4 25/26 subject to committee approval and is expected to be an ongoing endeavour over decades.	involvement and resources beyond the Council's direct control. Significant activity expected with stakeholders to move forward "first-step" energy efficiency measures.		
2. Bring forward a heat pump accelerator programme via cross-sector collaboration.	<p>Phase 1 Accelerator:</p> <ul style="list-style-type: none"> - Outline concept & delivery plan in the Housing Retrofit Position Statement by Q2 25/26. - Accelerator initiated by Q4 25/26. <p>Heat Pump Accelerator - Research Projects initiated by Q2 25/26.</p> <p>Network Ground Source Heat Pumps - discussion paper/options analysis on the way forward in Q3 25/26.</p>	<p>Detailed work programme for heat pumps provided in the Position Statement.</p> <p>Implementation of the position statement actions will start in Q3/Q4 25/26 subject to committee approval and is expected to be an ongoing endeavour.</p> <p>The heat pump accelerator research project is stalled due to funding and procurement issues.</p>	<p>The Council has an enabling role as progress is heavily reliant on third party involvement and resources beyond the Council's direct control.</p> <p>Liaise via SG: HHH (HPAG), GCC (LHEES), and GCC Affordable Warmth & external stakeholders to:</p> <ul style="list-style-type: none"> ➤ Identify and roll out a Phase 1 Accelerator for individual heat pumps ➤ Initiate the Heat Pump Accelerator Research Projects monitored pathfinder projects ➤ Explore pathfinders, procurement & funding options for Networked Ground Source Heat Pumps. 	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 (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Develop Workplace Parking Licensing (WPL) scheme and present to GCC Elected Members for decision on whether to proceed.	Report to Economy Housing Transport and Regeneration Committee in August 2025.	Feasibility has concluded and was presented to the Economy, Housing, Transport and Regeneration committee on the 19th August 2025. The report recommends not to proceed with Workplace Parking Licensing. This commitment is now complete.	No further work is required with regards to WPL at present. Officers have been instructed to review other powers noted within the Transport (Scotland) Act	NRS	Complete

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 and Impact	Planned Activity/ Route to Green	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.	Progress headteacher dialogue sessions on leading Equity and strategy to close the poverty related attainment gap.	Strategic Group established to develop Broad General Education attainment strategy.	Continued development of plan with senior leaders across the city. Launch of strategy at May Headteachers conference	ES	G
Improve attainment measures against the National Improvement Framework	Continue to develop the Insight process to support improvement in Secondary outcomes.	Session organised with Insight officer attended by secondary Headteachers. Individual schools working with officer.	Insight evaluation document adapted in light of feedback. Quality Assurance visits to secondaries by QIOs incorporate Insight discussions		
	Monitor and report on core stretch aims and stretch aims plus. Report on progress,	Updates sent to Scottish Government and data being analysed more regularly by Headteachers. Event in June 25 had an ACEL focus analysing trends and interventions to make a difference.	Insight evaluation document adapted in light of feedback. Quality Assurance visits to secondaries by QIOs incorporate Insight discussions NIF report to Education committee on 20/11/25		


and Local Government Benchmarking Framework (LGBF) indicators.	<p>updating on priorities to government.</p> <p>Review, develop and implement a refreshed city literacy strategy.</p> <p>Review, develop and implement a refreshed city numeracy strategy.</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>	<p>An initial audit/information gathering has been undertaken of co-located provision across the city along with a profile of needs.</p> <p>Pilot of travel skills successfully completed.</p> <p>Towards Better Futures (TBF) sub-group established to focus on improved outcomes/positive destinations for young people with ASN.</p> <p>Curriculum sub-group established to focus on Profiling Achievement of all learners as part of ES key purpose: All Learners All Achieving.</p>	First phase pilot was a success in enabling all pupils to develop independence skills in travelling to and from school. The roll out of the second phase pilot is currently being planned.	ES	
Continue to explore options to continue to grow pupil voice	Provide annual progress report to Education Committee.	<p>The pupil forums for Primary and BGE are now established monthly and are well supported. Mainstream and ASN are invited to attend.</p> <p>The Glasgow Schools Forum meets at monthly intervals, with an age-based group and content specific to that group.</p>	A planned programme and calendar of Professional learning to develop meaningful Pupil Participation and Voice across all	ES	



<p>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.</p>		<p>Senior Phase Parliament meets 4 times a year with the Director of Education and Directorate. After consultation with young people and schools the Senior Phase Parliament was moved to an afternoon.</p> <p>Through activities at each Forum, the young people are directly involved in co-creating the agenda's and focus for all future meetings. The Forum uses the Glasgow Children's Rights Framework to identify priorities and is used for all Forum planning. As a result, the planned agenda's is responsive to the voice of Glasgow's young people.</p> <p>Collated responses from each session are shared with young people and in the wider education community, subsequently, young people will know they have had their views heard and recognised.</p> <p>You said we did feature included to offer feedback Young People have all the presentations and materials shared on a Teams group which means they can deliver to their peers on returning to their establishment.</p> <p>Through UNICEF Rights Respecting Schools framework schools involved should support all young people to contribute to decision making through class committees, Senior school leadership teams, Rights respecting groups, good food groups etc.</p>	<p>establishments has been developed with staff involved in half day Career-Long Professional Learning training, Inservice or Twilight courses.</p> <p>As a result, staff will be more confident at supporting young people and this will be evidenced participation in RRSA, Glasgow Schools Forum and evaluative comments from SIP, HMI and RRSA reports.</p> <p>All Forums and Senior Phase parliaments are booked in to the Edis Calendar and shared with schools.</p> <p>In consultation with CWG2026 over 3 sessions to design/gather opinions on What's important to me for the opening /closing ceremonies and the community festivals</p>		
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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>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>Digital Frameworks platform established on Glasgow Online (GO) Sept 2025 is continuing to be developed by curriculum leads and practitioners to ensure a 3 – 18 progressive and coherent curricular framework across all areas.</p> <p>HOW GOOD IS OUR BGE CURRICULUM? self-evaluation audit tool for schools developed and available for all staff to use via Go Glasgow</p> <p>HOW GOOD IS OUR INTERDISCIPLINARY LEARNING (IDL)? self-evaluation audit tool for schools available for all staff via Go Glasgow.</p>	<p>Curriculum Groups continue to plan progressive frameworks to ensure coherent and progressive learning experiences within and across levels for all learners</p> <p>Ongoing professional learning for secondary schools in IDL.</p>	ES	
Continue to develop the	Continue to support schools	Most Secondary schools are making use of the resource.	Additional features have been developed	ES	



Glasgow Tracking and Monitoring tool to support improvement in schools.	through the Tracking and management board.	<p>All Learning Communities are making use of the platform to different degrees.</p> <p>All Quality Improvement Officers have access to the Authority-wide data to support improvement.</p> <p>A few ASN establishments are engaging with the resource.</p>	<p>following Practitioner input – A new Senior Phase Report has been developed to support Secondary Colleagues.</p> <p>A new format for Parental Reporting has been developed and rolled out. Additional training has been planned to support practitioners in using new features.</p> <p>A new Practitioner Group for ASN staff is planned for T3 (Jan '26)</p>		
Develop a new 'Supporting Improvement' framework and policy to support and challenge schools in driving improvement.	Continue to take forward collaborative improvement and review aspects of the framework particularly the Education Perspective Report, Quality Assurance calendar, Quality Improvement Officer school	<p>Education Services' Supporting Improvement Framework concluded the pilot stage is now fully implemented across all primary and secondary establishments.</p> <p>Collaborative Improvement (CI) visits have continued to be a valuable aspect of an establishment's Quality Assurance work, with a further 4 CI visits taking place since August 2025 and more planned in 2026. HT feedback on CI visits remains very positive.</p> <p>Based on HT feedback The Education Perspective Report was replaced with a School Evaluation Report (SER) which was successfully piloted August 2024 – June 2025. This is now fully implemented, and HT's have reported that it is a</p>	HT evaluations on Quality Assurance, including Education Services' Improvement Framework, are sought twice a year in Nov & May at the end of each Quality Assurance cycle. This feedback from HTs will continue to inform any improvements required to the	ES	

	<p>visits, new school review and data analysis.</p>	<p>more useful document as it fully aligns to the self-evaluation paperwork used by HMIE.</p> <p>Annual LA Calendar continues to support schools and LA to align Quality Assurance processes and provide evidence as required to inform reporting and improvement planning</p> <p>Bi-annual Quality Improvement Officers Quality Assurance visits to each establishment have continued to be planned based on analysis of data and intelligence from the previous Local Authority Quality Assurance cycle. This is supporting the data held by Education Services on key areas of strength/development needs in identified establishments. All feedback from HTs regarding these visits remains very positive.</p> <p>Education Services has developed and piloted a new School Review Process which is used when there is a range of intelligence and data that would suggest the school would benefit from additional support in one or more areas.</p> <p>Professional development opportunities will be provided for HTs & SLTs to attend data analysis Career-Long Professional Learning to ensure consistency in the analysis and use of data across all Local Authority establishments</p>	<p>framework when identified.</p> <p>Education Services will continue to use feedback as appropriate, following each school review to improve any aspects of the process identified.</p> <p>Plans are in place to pilot a Secondary School Review.</p> <p>Train all Quality Improvement Officers on the use of the Power BI Tool to enable them to support and challenge HTs re attainment data during Quality Assurance visits.</p>		
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Review the contribution of the Education Improvement Service and Glasgow's Improvement Challenge to	<p>Review the present processes and supports across EDIS and GIC.</p> <p>Produce a report for Directorate</p>	GIC and EDIS review now complete, and information is out with schools. New organisation created called GEdIS – Glasgow's Education Improvement Service.	Ongoing meetings being held with staff in GIC and EDIS to bring organisations together and look at key areas to continue to focus on.	ES	




bring greater alignment and focus to supporting improvement in schools.	and then consult with schools on the review. Monitor and review outcomes of the review for impact.				
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 Career-Long Professional Learning needs annually with nursery heads. Develop and deliver prioritised professional learning programme for early years.	Nurturing My Potential Framework developed and initial training delivered to c. 1500 early years staff Work beginning on embedding Nurturing My Potential Framework within the range of curriculum frameworks available to GCC education Training delivered to Education Improvement Service colleagues on the developmental approach to children's learning evident within the framework	Nurturing My Potential Framework being rolled out to staff within Funded Provider nurseries Phase two training being delivered from October 2025 on Confidence, Curiosity & Creativity for young children Communication & Language training in development	ES	
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 and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Through the Towards Better Futures Strategy	Develop a 'Towards Better Futures' Action Plan.	Action Plan was developed last session and is being taken forward by subgroups	To meet with subgroups for update on developments	ES	

deliver Glasgow's aspiration of 100% positive destinations embedding skills for learning, life and work.	Report to committee on School Leavers Follow Up initial destinations.	Report to Education, Skills and Early Years committee in October 2025 highlighting the SFLU statistics	To continue to work to keep our SFLU statistics high and the support schools to achieve this. Meetings held this year to target schools whose statistics were lower than others.		
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 opportunities for work awareness.	This was incorporated in the Towards better Futures action plan and there was a special event for schools to share practice in this area.	Subgroup is continuing to populate activities in the framework	ES	
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</p>	<p>Progressive programme on Autism and Neurodiversity being delivered to Education staff and staff from Residential Services by ARC SLDO and ES. Input delivered to college providers and ES post-16 team. Update Report due Nov 25.</p> <p>Meeting the Needs of All Learners (beyond school), included and delivered within induction programmes for Transport partners (drivers, escorts, Support for Learning Workers & Probationer teachers to ensure improved experiences of learners with ASN.</p> <p>Initial capturing of ASN data has led to collaborative work with EdIS, Towards Better Future and PPR teams. Information</p>	<p>Review of Autism/ND programme offer to enhance links with Glasgow's Virtual School to reach families taking place in Nov 25.</p> <p>Enhance work with Towards Better Futures team to identify other</p>	ES	

	have a range of pathways.	shared at ASN Networks to increase use of SEEMIS to accurately record data.	services/providers to link with to ensure access to appropriate training to support young people beyond school. Development of ASN Data Dashboard with PPR team and Towards Better Futures will commence Term 2.		
Commitment: Support period dignity in our schools.					
Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Ensure Glasgow City Council adheres to the Period Products (Free Provision) (Scotland) Act 2021.	Manage and monitor period products provision in schools and the community. Continue to fulfil all legal obligations as stipulated in the Act.	Contract with Simon Community Scotland renewed to 2028. Progress and impact reports received from SCS annually. Regular engagement with all schools to provide reminders and guidance on meeting obligations Renewed Public Consultation carried out April 2025. Participation in national Local Authority Period Dignity working group to share and learn from good practice	Continue to work closely with Simon Community Scotland to audit provision. Continue to engage with Scottish Government and other local authorities to ensure meeting legal obligations in terms of provision, communication and publicity.	ES	
Make Glasgow a best practice	Publicise/advertise free products more widely.	Period Dignity Month celebrated annually for whole February. Social media campaign and community events to promote and publicise service	Planning underway for Period Dignity Month 2026. Social media	ES	

city for Period Dignity and 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>Schools communicated with regularly as reminder to order products and offer advice on adhering to legislation.</p> <p>Secondary schools regularly offered free of charge education sessions from Unicorn Cup</p> <p>Number of venues offering reusable products has increased to 22.</p> <p>Increase in number of foodbanks / community pantries offering free products</p>	<p>campaign to be launched again on Monday 4th February 2026.</p> <p>Continue regular school engagement</p> <p>Continue to work closely with Simon Community on community provision capacity and increase provision where possible, prioritising reusable and third sector venues.</p>		
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Commitment: Continue to expand Gaelic Medium Education (GME) provision and maintain GME working group.					
Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	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.	GME working group continues to meet regularly and there is also a QIO whose remit includes GME. Schools now working in a Learning community partnership	There has been a three-year decrease in Primary 1 intakes and part of the work to try to reverse this is to produce a promotional video and develop new mainstream Gaelic resources related to language, heritage and culture.	ES	
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 and Impact	Planned Activity/ Route to Green	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.	Work progresses on Bunsgoil Gaelic a Chaltainn. Highlight reporting continues for the Calton Gaelic school. Progress is also being monitored through the LEIP Board. Meeting planned for December with the Scottish Futures Trust.	Project remains on green status through the Capital Planning Board. Continued monitoring through the Education Estates Board, Capital Planning Board and the LEIP Board.	ES	


Undertake a review of Additional Support for Learning Provision to ensure it is meeting learner needs.	Establish working party to develop and implement review process. Report on Progress of Review.	Additional classrooms continue to be brought into the estate to deal with an increase in co-located provision across the estate due to increased numbers of children. LEIP project for the refurbishment at Linburn Academy progressing to tender stage. Progress on ASL estate review nearing conclusion. Head of Inclusion appointed, and Quality Improvement Manager funded through the ASL monies back out to advert.	Continued monitoring of Linburn Academy progress. Capital Priority work taking place with NRS.	ES	
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	Modular buildings at St Thomas Aquinas are now operational. Penilee nursery being moved to Hillington Primary School. iPad refresh continues in conjunction with Digital Services. Successful rollout to Secondary estate with 33k devices now refreshed, as well as projectors, servers and apple TVs, Work continues with NRS and other partners to prepare for the PPP Handover in 2030.	Solutions being sought to address over capacity issues in the North-East. iPad refresh to progress within Primary estate December 25 to February 26 followed by Early Years with dates still to be confirmed.	ES	
Commitment: Support children and young people to get dedicated mental health support and counselling in schools.					
Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Embed whole establishment approaches to nurture and	Midsession report on numbers accessing:	The new School Counselling contract commenced on 1 st April 2025 for a 4-year period. The 3 contracted suppliers (LifeLink, With Kids and Impact Arts) were able to implement the	The contract will continue as planned.	ES	


wellbeing across all schools and early learning and childcare centres.	<p>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>contract from the start and continue to offer a high level of support across all schools.</p> <p>The 6 monthly contract review will take place on 6.10.25.</p> <p>The Primary School counselling budget will be reviewed at the start of November 2025 with any school underspend being reallocated to support schools that have requested additional funding based on need.</p> <p>Educational psychologist seconded to ASL sector has now completed project on Low Arousal interventions and has produced training materials and an implementation plan for future roll out across ASL schools and co-located ASL provision.</p>	<p>Primary School counselling budget will be reallocated to schools that require more support.</p> <p>ASL Counselling budget underspend will be reallocated to ASL schools.</p> <p>Any counselling underspend will be directed to support schools prior to end of financial year as funding cannot be carried forward.</p> <p>Implementation plan to be discussed and a timeline agreed to deliver low arousal training to schools over next 3 years.</p>		
Work with partners to promote and support learners in Glasgow to achieve improved physical, mental and	<p>Actions planned in response to Health and Wellbeing survey. Provide professional learning programme on Health and Wellbeing.</p>	<p>Over 130 partnerships were active across Glasgow schools last academic year, including charities, sports clubs, colleges and local businesses.</p> <ul style="list-style-type: none"> Partnerships supported a wide range of activities: dance, boxing, cycling, rugby, tennis, martial arts, mental health programmes and more. Many partners provided free or subsidised sessions, equipment, venues and mentoring - removing barriers to participation and increasing inclusion. 	<p>Strengthen existing partnerships and expand into new areas, focusing on mental health, family engagement and inclusive sport.</p> <p>Develop further leadership pathways</p>	ES	G

emotional 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.	<ul style="list-style-type: none"> Strong links with non-traditional partners (e.g. housing associations, youth charities, local gyms) helped reach targeted groups, including SIMD 1 & 2 pupils, ASN learners and care-experienced young people. Programmes contributed to improved confidence, attendance, physical activity levels and community engagement. 	<p>for young people through volunteering and mentoring opportunities with partner organisations.</p> <p>Increase collaboration with local colleges and third-sector organisations to support delivery and workforce development.</p> <p>Continue targeted support for SIMD 1 & 2 pupils and underrepresented groups through bespoke programmes and community links.</p>		
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 and Impact	Planned Activity/ Route to Green	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 Additional Support Needs planning processes, including	<ul style="list-style-type: none"> All Learners, All Achieving – Included, Nurtured and Supported Policy has been published online and shared with relevant HQ and Establishment Staff via email. It has also been signposted at Career-Long Professional Learning inputs for Teaching Staff, Support Staff and GEPS along with links to supporting guidance and documentation. 	<ul style="list-style-type: none"> Plan and implement ongoing training, including induction for new ASL Coordinators / Wellbeing leads in the format of a GOLD course. 	ES	<div style="background-color: green; color: white; text-align: center; width: 20px; height: 20px; line-height: 20px;">G</div>

level of planning and support within the GIRFEC national framework.	<p>Wellbeing Assessment and Plan and Coordinated Support Plans.</p> <p>Deliver to Learning Communities and support implementation of revised guidance.</p>	<ul style="list-style-type: none"> • Three DHT's for ASN/Equity continue to facilitate targeted establishment support in relation to use of the GIRFEC National Practice Model and Inclusive practice to support learners across the City on an Area Basis – NW, NE and S. • Wellbeing Assessment and Plan Guidance published on Glasgow Online. • Almost all establishments have engaged with Wellbeing Assessment and Plan Career-Long Professional Learning programme which is ongoing. • Almost all establishments are now engaging with the Wellbeing Application. • Learning Community Wellbeing Lead contact list being maintained support effective transitions and engagement with the Wellbeing Application. • Resources to support engagement with National Practice Model -My World Triangle created and piloted with identified establishments. • Interim CSP Guidance developed to support establishments with existing processes. • Updated final Draft CSP created with revised processes and is awaiting approval for publication. • Draft ASN assessment and planning review cycle created • The majority of schools have engaged with Included, Nurtured and Supported Career-Long Professional Learning since it was offered in August 2024. Year 2 of this programme has been planned in partnership with with GVS, Allied Health Professionals and GEPS who will co-deliver sessions. • Class Teacher Career-Long Professional Learning offer for Included, Nurtured and Supported has been planned and will be delivered in Nov 2025. • Teacher induction input on Staged Intervention Framework and GIRFEC National Practice Model 	<ul style="list-style-type: none"> • Plan and Implement “Train the Trainer” Career-Long Professional Learning for SEEMiS Wellbeing Application Establishment Contacts to enable them to build capacity of Staff as Establishment Contact Support. • Establishments to engage consistently with processes including Transitions, allocation of Establishment Contacts and Assessment and Planning for Students. • Resources to support engagement with National Practice Model -My World Triangle finalised, published and shared with all establishments. 		
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		<p>delivered Sept 25 to ensure all new CT's aware of this to inform assessment and planning.</p> <ul style="list-style-type: none"> • DHT's ASN/Equity supporting Career-Long Professional Learning delivery of DHT Connect, GVS Designated Manager, Pastoral Care Network and Support for Learning worker Career-Long Professional Learning offer to ensure consistency of key messages. • ASL Self Evaluation Toolkit published on Glasgow Online. Establishments encouraged to use this to support self evaluation and planning for improvement. • ASL Coordinators Network Meetings enhanced planning and publication leading to improved engagement from all sectors. Joint delivery with GEPS and Allied Health Professionals to facilitate more effective collaboration. All resources populated within Glasgow Online. • Click+Go- Guidance shared at ASL coordinators to support population of Student Need List and Staged Intervention to ensure accuracy and consistency of ASN data. 	<ul style="list-style-type: none"> • Publish and share revised CSP processes, responsibilities and guidance. • Plan and deliver CSP training in relation to content and technical aspects. • Quality Assurance of Learning Community ASN planning processes. • Provide moderation opportunities for Wellbeing Assessment and Planning. • Finalise ASN Assessment and planning review cycle framework • Implement Included, Nurture and Supported Career-Long Professional Learning Year 2 / repeat year 1 • Implement Included, Nurtured and Supported 		
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			<p>Career-Long Professional Learning Year 1 for Class Teachers.</p> <ul style="list-style-type: none"> • Continue to plan and deliver ASL Coordinators Network Meetings in response to needs analysis. • Click+Go- Further Guidance and Career-Long Professional Learning required for population of Student Need List and Staged Intervention to ensure accuracy and consistency of ASN data. 		
Continue to review the continuum of support across all sectors to facilitate the inclusion of almost all children and	<p>Review of outreach provision to identify strengths and areas for development.</p> <p>Align outreach services with existing process</p>	<p>Locality Model of support in place through improved referral process. Head Teachers of provisions involved in planning discussions to ensure equity of support within locality model is prioritised. LCR Outreach renamed as CARISS (Communication and Regulation Inclusions Support Service)</p> <p>A more robust referral process, data gathering process and access to a programme of professional learning for outreach staff is ensuring equity of support.</p>	Utilise data from referrals to identify themes of support areas and build training in response to identified areas of need through the established Cross Service Strategic Group on Autism/ND	ES	



young people in mainstream settings.	and ensure targeted support linked to Area Inclusion Group outcomes.	The new referral process is leading to increased efficiency of processing and triaging referrals Update report due Dec 25.	Professional Learning over remainder of this session.		
Continue to drive forward targeted and whole school approaches to nurture, improving wellbeing and learning outcomes for learners.	<p>Annual reporting on staff who have accessed whole school & Nurture 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>Data of schools who attend training collated annually by GEPS & NDO. This was used to identify additional schools who would like to run nurture groups.</p> <p>Boxall data gathered annually from primary schools who use GCC model of nurture groups to ensure validity of the model. GEPS analyse the data. It shows significant positive impact on all Boxall strands, indicating that the model is effective.</p> <p>Glasgow Caledonian University Credit rate the theory & practice of nurture course to ensure it is kept up to date Nurture course evaluations and yearly audit with nurture group staff are used to update nurture course material. This is informed by current research and education policy. For example nurture principles with a neurodivergent lens is now included in the theory and practice of nurture course.</p> <p>The nurturing staff wellbeing programme is available for schools to use with their staff teams. Additional supports in the form of 'reflective supervision methods' are being developed.</p>	<p>GEPS updating whole school nurture training to include nurturing boundaries.</p> <p>NDO training and Nurture Support team (NST) Career-Long Professional Learning and mentoring offered to schools who are beginning to implement nurture groups.</p> <p>Boxall data being further analysed this session by investigating the Boxall strands that have the most significant positive change. Working party with GEPS, NDO & nurture teachers set up to report on specific targets and activities to create good practice document to be shared with nurture</p>	ES	

	<p>Provide opportunities for staff to access the nurturing staff wellbeing programme. Evaluate the use of the programme in schools.</p>		<p>group staff and included in training.</p> <p>This session developmental milestones planning in nurture groups are being included in training based on feedback from nurture group staff audit. Nurturing consequences (boundaries) materials are being developed in line with GCC relationships policy and SG guidance.</p> <p>To enhance upper nurture group practice, the nurture support team are developing a target setting and planning document based on the diagnostic side of the Boxall Profile.</p> <p>The nurture support team have been trained in the 'wee breathers' programme and will trial ways to put this into practice eg peer support</p>		
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			groups. This will be evaluated.		
Commitment: Promote access to instrumental music tuition, primary school swimming tuition, Bikeability training, and outdoor and nature-based education.					
Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	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>Assess and maximise the delivery of the Learn to Swim Programme in line with team resource and</p>	<p>Secondary PE:</p> <ul style="list-style-type: none"> Continued collaboration through the Secondary PE Network to identify training needs. Planning underway for a city-wide moderation event, building on the successful pilot. <p>Primary PE:</p> <ul style="list-style-type: none"> Bespoke programme delivered by Primary PE Lead Officers to improve PE quality and attainment. Launch of a PE Learning Community with Career-Long Professional Learning and in-gym support. Ongoing Career-Long Professional Learning delivery city-wide. <p>Swimming Programme:</p> <ul style="list-style-type: none"> 5,949 pupils participated in the Learn to Swim programme. 52% were non-swimmers at the start; after 10 weeks, 81% could swim. Focus areas: Water Confidence, Water Safety, Stroke Technique and Physical Fitness. 30% of classes also accessed dry-side activities (e.g. sports halls, dance studios, libraries) with plans to expand. <p>Reach & Engagement:</p> <ul style="list-style-type: none"> 5 schools, 22 teachers, 570 pupils supported 142 teaching sessions delivered 	<ul style="list-style-type: none"> Delivery of city wide PE moderation sessions Developmental PE training on 5 Dec 2025, followed by school implementation visits Continued Primary PE Network support and Learning Community expansion Delivery of 20+ Career-Long Professional Learning courses across the city Expansion of dry-side activities alongside swimming Refresh of the PEPASS Blog to 	ES	<div style="background-color: green; color: white; text-align: center; width: 20px; height: 20px; line-height: 20px;">G</div>

	<p>reduction in pool access.</p> <p>Improved partnership and community approach to strategy implementation of nature-based education.</p>	<ul style="list-style-type: none"> • 6 Learning Community Career-Long Professional Learning sessions (161 staff), 5 city-wide sessions (42 staff) • Staff report increased confidence and knowledge in delivering quality PE <p>Additional Highlights:</p> <ul style="list-style-type: none"> • 11 Career-Long Professional Learning sessions delivered; 11 more planned • “Ready for Learning” pilot at Caledonia Primary • Developmental PE relaunched: 16 schools, 40–50 staff PE Counts resource: 700+ members 	improve resource access		
Continue to expand opportunities to access instrumental tuition throughout BGE to support senior phase qualifications.	Promote and report on instrumental tuition uptake.	<p>Prioritising growth of access to instrumental music lessons and city music groups through longer trial sessions and larger group lessons continues to see another increase in uptake of numbers across both primary and secondary and an increase in access to city groups and play days.</p> <p>A new system of data collection is being used to ensure data is more easily accessible and monitored throughout the academic year directly impacting delivery of lessons.</p> <p>A new Standards and Quality report is underway for session 24-25 along with the 24-25 National Improvement Service report. These reports have informed improvements including the additional offers of piping, traditional drumming and Trad Ensemble which have led to increased participation and have resulted in the offer of a Trad Play day and a Junior Pipe Band giving more children and young people from different backgrounds access to Scottish trad music.</p> <p>Opportunity for young people to access external qualifications through Trinity, ABRSM, Music Teacher Board and Young Scottish Music Leadership Award have continued to be extremely useful in catering to more young people's needs</p>	<p>Continuation of monitoring access and uptake of Instrumental music lessons and participation in city groups, ensembles, play days, masterclasses and partner opportunities through publication of CREATE Standards and Qualities report and collation of data for National Instrumental Music Survey and new data collection system to ensure improvements continue.</p> <p>Continued close links and strong communication with</p>	ES	

		and an additional source of valuable UCAS points. CREATE have planned to host two sessions of Trinity exams in City Halls during March and June, allowing discounts and teacher access to free resources.	music departments, head teachers and partners to ensure maximum access and impact for all. Programme of departmental visits is underway for session 25-26.		
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>Although current participant numbers show decrease (Awards Started down 32% & awards completed down 18%) this due to reporting periods. Over the full year we are expecting an overall increase in participation. Contributing factors include, staff absences, removal of a reporting deadline for schools and a change in process for finalising Gold Awards for participants.</p> <p>Based on the last financial year we still expect to see Glasgow deliver way beyond national targets for the participants from ethnic minority groups and ASN sector.</p> <p>Through volunteering, physical challenges, and expeditions, those who have participated have developed teamwork, communication, and problem-solving abilities. The programme encourages independence and responsibility while promoting physical health and mental well-being. It also helps bridge social divides, connecting young people from diverse backgrounds across the city. Many participants gain a stronger sense of purpose and community involvement, improving their employability and prospects. Overall, the DofE empowers Glasgow's youth to realise their potential and make a positive difference in their communities.</p> <p>John Muir Award (JMA)</p>	<p>Maintain a full team at work to continue to support schools to grow their DofE participants.</p> <p>Spotlight celebrations for schools to encourage completion of the award.</p> <p>Currently training up new co-ordinators in many schools to build capacity for the programme.</p>	ES	

		<p>This award has recently been relaunched, and it is unknown how many Glasgow schools are directly engaging as a provider.</p> <p>As a replacement for the JMA the Blairvadach direct delivery created the Glasgow Urban Adventure Award. The award has seen an 10% increase in participants on the award compared with the same period in 2024. The award delivers accreditation in the National Outdoor Learning Award and Paddle Scotland kayaking and caning proficiency awards for all participants.</p>			
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.	<p>Many Glasgow schools have been recognised with sportscotland's Gold School Sport Awards. These awards highlight schools' dedication to integrating physical education, physical activity and sport into their improvement plans.</p> <ul style="list-style-type: none"> Last academic Year: 13 schools received Gold status at the Glasgow Sport Awards. Current Totals: 28 schools in Glasgow hold Gold status, with 16 more working towards the award. <p>Participation: A total of 67 schools are currently engaged in the School Sport Awards.</p>	A further cohort of 12 Schools will be celebrated at the Glasgow Sport Awards this year. Support further uptake with schools engaging in the award.	ES	
Commitment: Support play and outdoor education.					
Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Develop an early level outdoor pedagogy transition pilot	Hold engagement session to develop local plan.	<p>Learning community now progressing and embedding for year two.</p> <p>Transitions guidelines launched and shared with EY, Primary, ASC and Childminders.</p>	Develop family version, begin by setting up new working group (schools, ELCs,	ES	



in one area of the city.	<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>Learning Community Transition Toolkit complete and being piloted by Whitehill and St. Mungo's Learning Community.</p> <p>1053 views of guidelines to date.</p> <p>Positive feedback from sharing guidelines: "The guidelines are inspiring and refreshing" "They make sense and are realistic."</p> <p>Toolkit downloaded from GoGlasgow 50+ times to date.</p>	<p>EYSS, HV, LEL) - session 25-26.</p> <p>Presenting at INS training dates.</p>		
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 and Impact	Planned Activity/ Route to Green	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>	ES	<div style="background-color: green; color: white; text-align: center; width: 20px; height: 20px; line-height: 20px;">G</div>


			HMD – Glasgow Film Theatre Event including 500 Pupils from 8 Schools		
Deliver range of expressive art programmes through Glasgow CREATE which provide a broad range of learning experiences.	<p>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.</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</p>	<p>YMI Tutors delivered music for the full year in all Primary 1 classes, some Primary 2 classes and in all ASN schools, with a focus on music and phonological awareness. YMI Tutors delivered whole school Ready Steady Sing sessions in 28 schools. 135 schools engaged with the city-wide music project 'It's my home, Glasgow'. The YMI Celtic Connections partnership project was delivered to all P7 and P7/6 classes in Primary & ASN schools.</p> <p>The framework has been revamped and refreshed for inclusion in the new format on Glasgow Online. CREATE has delivered a total of 51 expressive arts & creativity Career-Long Professional Learning sessions for Early Years/Primary.</p> <p>CREATE Distinguished Schools Award was launched to all primary schools in Aug 2025 – a 4-tiered award system which recognises excellence in expressive arts. 38 schools have signed up to complete the Bronze Award in 25-26.</p> <p>Calendared and well attended Network meetings in place. Clear structure and support offered from specialist city leads. Relevant Career-Long Professional Learning via partners and SQA updates shared regularly across the networks. Regular inhouse Career-Long Professional Learning sessions offered. City moderation task planned for February INSET. Strong partnership working with arts organisations to link with all schools. City-level opportunities enhanced through Glasgow Schools Youth Theatre and Glasgow School's Art & Design exhibition.</p>	<p>Continue to deliver the same model of YMI programme in all Primary and ASN schools. Deliver Ready Steady Sing in a different 29 schools.</p> <p>Deliver same model of Celtic Connections workshops in all schools.</p> <p>Plan, create materials and launch new city-wide music project for January 2026 linking with Commonwealth Games.</p> <p>Update framework resources and links. Offer Career-Long Professional Learning for teachers on accessing the Framework.</p>	ES	

	<p>Education.</p> <p>Support the delivery of high-quality learning, teaching, assessment, and moderation in the Senior Phase with Expressive Arts Curriculum Networks</p> <p>CREATE Leadership Team roles and responsibilities will be reviewed to transform the service and provide excellent experiences for children and young people.</p>	<p>All members of the CREATE Leadership Team have clearly defined roles and responsibilities and are working collaboratively to ensure effective running of the service and has enhanced opportunities for children and young people.</p>	<p>Host 4th CREATE Champion Conference as opportunity for teachers to engage in Career-Long Professional Learning and share good practice.</p> <p>Support schools to engage with Award resources and evaluate evidence submitted by schools. Continue to support the delivery of high-quality learning, teaching, assessment, and moderation in the Senior Phase with a focus on strong quality assurance and targeted Career-Long Professional Learning at city level using strengths and partnerships.</p>		
Commitment: Make sure educational and social opportunities available in school are accessible to young people who are new to Glasgow.					
Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Review and implement a new	Establish Group to review International	A strategic plan has been developed aligning all aspects of International Education. This plan consists of four Grand Challenges to reflect the City Business Plan and Education	All schools have access to this document and	ES	<div style="background-color: green; color: white; text-align: center; width: 20px; height: 20px; line-height: 20px;">G</div>


Education Services International Education Strategy	Education Strategy Plan Launch Strategy Plan	Services 'All Learners, All Achieving' document. As a diverse and multicultural city, Glasgow must reflect the richness of our learners in our educational practices across all curriculum areas. The plan supports our schools to integrate a global perspective into their curriculum.	relevant professional development as required across all establishments. Resources and guidance are available to support this work through the International Education link officer.		
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	Current Career-Long Professional Learning package for EAL teachers and champions shaped around Service priorities continues to be developed. Offer includes 3 full day core session days each year and wider Career-Long Professional Learning offering on CPD manager. EAL induction has been updated for teachers new to the service. The offer is refined each year based on feedback and service data gathering and self-evaluation. 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 and was attended by the cabinet secretary for Education Jenny Gilruth in may 2025. The service now has access to SQA secure site and power BI insight data The ESOL policy has now been launched and is being used to shape ESOL provision with all secondary schools.	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. Develop partnership with University and SCILT colleagues. Continue to build network to other authorities and strengthen college links Continue to promote and encourage use of policy and monitor impact on number of	ES	G


	<p>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>		Young People gaining ESOL qualifications		
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.	<p>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.</p> <p>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 is shared with all teachers who are new to the EAL service as part of the induction programme.</p>	<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 Continue to monitor the accuracy of ELL data</p>	ES	G
Commitment: Support school food growing, waste reduction and recycling and work on achieving silver and gold Food for Life awards.					

Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Support the delivery of the Council's Food Growing Strategy working with schools to develop growing spaces across the city.	<p>Implement, monitor and evaluate "Health Your Body Matters"</p> <p>Delivery and monitor Good Food Group Actions.</p>	<p><u>Your Body matters</u></p> <p>2 surveys across the school years 2023-2027: baseline (August 2023-December 2025), and follow-up (June 2026 to June 2027).</p> <p>Head teachers were contacted by postal letters in January-March 2025.</p> <p>Health improvement team promoted the YBM resource during Health and Wellbeing event on the 11th of March 2025 at the city chambers</p> <p>Good food groups</p> <p>17 schools awarded food for thought grant 2024/2025</p> <p>Public Health Manager has some additional funding available, and we are currently planning further strategies for working with establishments.</p>	<p><u>Your Body Matters</u></p> <p>Further work to be completed before the end of 2025 to analyse the latest baseline data from schools.</p> <p><u>Good food groups</u></p> <p>Further support and encouragement for establishments to be involved.</p>	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 and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Continue the PT BAME leadership progression programme,	Monitor and Review Impact of PT BAME recruitment programme and	Since August 2021 12 participants have completed the PT Bame programme with a cohort of 6 staff currently undertaking this opportunity.	From the current pt Bame cohort, one is currently in her second year of the	ES	

<p>developing and embedding opportunities for practitioners.</p> <p>Develop race conscious professional learning opportunities, aligned with all leadership strategy workstreams.</p>	<p>implement mentoring sponsor offer.</p> <p>Review programme content across leadership programmes to include race conscious leadership content.</p>	<p>From the cohort who have completed the programme, 67% (8 out of 12) have progressed onto new appointments. The appointments include Acting Depute head teacher and 4 candidates securing permanent Principal Teacher positions. One candidate has moved on to become the Head of a Department and another has become a Lecturer at University.</p> <p>We also have two members of staff currently undertaking the Into Headship programme.</p>	<p>programme, and the other 5 participants were appointed from August 2025.</p>		
Commitment: Continue to explore gender friendly nurseries.					
Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Promote opportunities for staff to develop inclusive practice with a focus on diversity, gender and supporting children with additional	Embedding of Think Equal training and strategies across the Early Learning Centre settings. Continued promotion and delivery of the Challenging Gender Stereotypes	<p>Think Equal now rolled out to more than 80 Glasgow nurseries, including Funded Provider nurseries.</p> <p>Positive external evaluation report on the implementation published - https://drive.google.com/file/d/1h4vGS4CbeRt_G5jR70g7wxyHgW-Q7BJQ/view?usp=drive_link</p> <p>Challenging Gender Stereotypes training ongoing. Impact of gender stereo-typing is also covered within Think Equal.</p>	<p>Further wave of funding available from British Airways to support further recruitment to the programme within Glasgow.</p> <p>Ongoing</p>	ES	

support needs.	Continuing Professional Development. Initialising of the Knowledge Exchange with Strathclyde University on Inclusive Practice.	Cohort one of the Knowledge Exchange completed successfully. Two participants are now undertaking university level further study on inclusive practices within the early years. One participant presented at the all Education conference for Glasgow staff before the summer.	Cohort Two began October 2025		
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 and Impact	Planned Activity/ Route to Green	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.	All Age Childcare early adopter funding secured until March 2027. School age childcare activity ongoing across child poverty focused booster wards. Trial underway of rolling out the Family Wellbeing delivery model for eligible 2-year-olds down to include babies from 9 months. Voice of the Baby research underway in GCC nursery baby rooms, supported by Starcatcher's and Queen Margaret University.	Piloting new Naturebugs Programme for children under 3 in Drumchapel/Anniesland; Southside Central; East Centre. Testing school age childcare delivery model with specialist school age services for children with additional support needs.	ES	<div>G</div>

Commitment: Maintain the option for parents and carers, who wish, to opt their children out of standardised testing.					
Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	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.	Guidance from Education Scotland for parents on the use of standardised assessments and how to withdraw their child from these continues to be issued to parents prior to their child undertaking National Standardised Assessments (Scotland).	Completed	ES	

GRAND CHALLENGE TWO					
Increase opportunity and prosperity for all our citizens					
MISSION 3:					
Raise attainment amongst Glasgow's children and young people					
Commitment: Support holiday food and activity programme					
Action	Milestones (current)	Progress & Impact	Planned Activity/ Route to Green	Lead Service	RAG
Deliver Glasgow's Holiday Programme for 2025/26	59 organisations are involved in the delivery of a £2.2m city-wide programme in 2025/26. Summer and October programmes have been delivered.	Monitoring data from Summer reports 23,289 beneficiaries against a projected 22,235. October monitoring data is pending, 8,048 beneficiaries projected.	Completion of October monitoring data and delivery of the Spring programme – 9,414 beneficiaries projected for Spring 26.	Economic Development	

6. 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 2025-29? Please specify. No 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.

7. 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.