



Glasgow City Council

Operational Performance and Delivery Scrutiny Committee

Report by Chief Executive

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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 ☐

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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

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

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

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: Support Glasgow residents into sustainable and fair work					
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
Develop and implement the Just Transition Skills Action Plan (JTSAP) 2023-2030 to support the future labour market needs and help ensure a net zero, climate-resilient city.	Action plan approved 2023. Delivery ongoing. Update report to committee in June 2025.	<p>Several initiatives have already been fully implemented. Highlights worth noting include the following:</p> <ul style="list-style-type: none"> Funding the Step up to Net Zero Scaling up the SmartSTEMs programme Green skills are now embedded in all employability provision An all-age training and support fund is in place Establishment of the Colleges Local Innovation Centres (CLIC) <p>Roll out of the Youth Climate Action Fund</p>	Reporting green. Implementation to continue as planned.	Economic Development	G

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
<p>Produce Glasgow's first Housing Retrofit Strategy & Delivery Plan, including technical design specifications / standards, in the form of a Position Statement.</p> <p>Post completion, continue to informally review and update the position statement.</p>	<p>Position Statement drafted by August 2025.</p> <p>Consultation by September 2025.</p> <p>Report presented to GCC Net Zero City Policy Monitoring Committee in November 2025.</p>	<p>The Position Statement is currently 70% complete and is on track to meet milestone deadlines.</p> <p>It highlights the current low rate of home retrofit in the city stemming primarily from an absence of statutory regulation and affordability issues.</p> <p>It identifies actions to steadily increase the energy efficiency and decarbonisation of Glasgow's homes. This includes five early actions: maximising existing grants; heat pump accelerator; pre-1919 tenement energy efficiency improvements;</p>	<p>Prepare a Position Statement on Housing Retrofit in Glasgow.</p> <p>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.</p> <p>Continue stakeholder engagement and maintenance of key partnership structures including Retrofit Advisory Group (RAG), Sustainable</p>	NRS	G

		<p>improving existing heating system efficiency, and public awareness raising.</p> <p>There are six supporting actions that focus on: funding and finance; supply chain & skills development; retrofit information advice and support services; digital platforms, and policy & communication.</p>	<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>		
<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.</p>	<p>Annual progress update provided in summary table form for whole programme in August 2025 and findings report for each project on completion.</p>	<p>A diverse range of approaches continues to be explored, primarily through third-party sources and funding, alongside some part-funded research by GCC. However, progress is constrained by limited funding, challenges in robustly monitoring and evaluating outcomes, and the complexities of selecting suitable pilot schemes and managing financial risk to households.</p>	<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.</p>	NRS	
<p>Implement the Position Statement Actions.</p> <p>Prioritise pre-1919 tenements (P19T) retrofit guidance for homeowners & first</p>	<p>Quarterly summary progress reports provided on all actions and detail on P19T.</p>	<p>Implementation of the actions outlined in the Position Statement will begin in earnest from Q3 2025/26, pending its completion and approval.</p>	<p>Significant activity required in collaboration with stakeholders to move forward wide ranging actions with priority placed on P19T & Heat Pump Accelerator (refer below).</p>	NRS	

step energy efficiency measures.		It should be noted that progress on most of these actions relies on collaboration, third-party engagement, and funding streams beyond GCC's direct control.	This is rated amber as progress relies on collaboration, third party activity and funding out with GCC direct control.		
Bring forward a heat pump accelerator programme via cross-sector collaboration.	<p>Phase 1 Accelerator: - Outline concept & delivery plan in the Housing Retrofit Position Statement by Q2 25/26. - Accelerator initiated by Q4 25/26.</p> <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>Implementation of the actions outlined in the Position Statement will begin in earnest from Q3 2025/26, pending its completion and approval.</p> <p>It should be noted that progress on most of these actions relies on collaboration, third-party engagement, and funding streams beyond GCC'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. <p>All activity relies on collaboration and third party activity and funding out with the control of GCC.</p> <p>This is rated amber as progress relies on collaboration, third party activity and funding out with GCC direct control.</p>	NRS	<div>A</div>

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.	Present scheme to Economy Housing Transport and Regeneration committee in August 2025 and potentially to City Administration Committee.	Draft outputs have been received and Officers are working to develop a final report and recommendations prior to presentation to committee, scheduled for August 2025.	Work with consultants to engage stakeholders, assist with business case updates and development of scheme. Present scheme to elected members at Economy Housing Transport and Regeneration committee.	NRS	<div>G</div>

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 Modern Apprentice (MA) SVQ SCQF5 Horti.	Employment of 12 SVQ SCQF5 Horti MA's by August 2025. Enrolment of 12 SVQ SCQF5 Horti MA's at Glasgow College by August 2025. Support provided to MA's throughout 2025/26.	12 Horti SVQ SCQF5 MA's are due to start employment on 11/8/25. 12 Horti SVQ SCQF5 MA's are scheduled to enrol at Glasgow College on 18/8/25. 15 SDS funded places have been awarded for Horticulture MA SCQF 5 or 6 and 12 have been recruited. Recent years have demonstrated difficulty in turning around an extended	Recruit 15 new MA SVQ SCQF5 Horti. Facilitate enrolment of new MA's at Glasgow College. 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 /	NRS	<div>G</div>


		<p>decline in interest in Horticulture, along with other factors which have impacted on recruitment. Work is underway to reverse this trend by promoting apprenticeships in Schools / Social Work to get the message out. Further improvements are also planned e.g. starting to promote MA in January 2026.</p> <p>Discussions are underway to utilise funding from the contract for 5 MA SCQF6 posts.</p>	<p>Machinery with a recognised provider.</p> <p>Liaise with the training provider to ensure adherence to SDS regulations e.g. completion of record of agreement and draw down of claims.</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>5 2nd year Horti MA's are scheduled to enrol at Glasgow College on 18/8/25.</p> <p>1 MA has opted to enter full time education.</p> <p>SCQF6 2nd year MA programme have completed 3 trimesters and 11 milestones and 2 enhancements (Milestone Plan) to complete MA and are now moving on to additional Qualification.</p> <p>Potential additional qualifications /</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 the training provider to ensure adherence to SDS regulations e.g. completion of record of agreement and draw down of claims.</p>	NRS	G


		enhancements have been identified and will be progressed during 2025/26.			
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>5 3rd year MA on Specialisms are scheduled to start in July 2025.</p> <p>1 3rd year MA has applied for a full time post within NRS Parks and Streetscene.</p> <p>Work experience and training opportunities have been developed at a range of locations including:</p> <ul style="list-style-type: none"> ➤ Arbor Parks ➤ Rose Trials Tollcross Park ➤ Propagation at the Botanics Gardens ➤ Walled Gardens at Kings Park and Bellahouston Park. <p>This will be developed further and is likely to be dependent on availability of HNC Landscaping places through GCC and HNC Horticulture through Scotland Rural College (SRUC) based at Queens Nursery. Other Lantra or C&G/NPTC awards specific to Arbor will also be subject to funding being</p>	<p>Provide work experience, training and the opportunity to gain industry specific training or attend FE at College HNC.</p> <p>Liaise with the training provider to ensure adherence to SDS regulations e.g. completion of record of agreement and draw down of claims.</p>	NRS	<div style="background-color: green; color: white; padding: 2px 5px; border: 1px solid black;">G</div>

		authorised and availability over the next 12 months.			
Placements of Modern Apprentices (MA's) on City Centre Realm Projects e.g. George Square.	<p>CSCS H&S training and assessment Red Card (City Building/CITB) undertaken by July 2025.</p> <p>On site induction George Square by August/September 2025.</p>	<p>CSCS H&S training and assessment Red Card (City Building/CITB) is scheduled for July 2025.</p> <p>On site induction date at George Square to be confirmed, on track for August/September 2025.</p>	<p>Provide short placements for all 2nd and 3rd year MA's 2025/26 on City Centre Realm Projects.</p> <p>This is rated amber as the original agreement was scheduled to start last January, however, time needed to train and test MA's has impacted on this. Revisions to some city centre project timescales have also had an impact. Once arranged, training for the current 1st year group will follow, resulting in 10 MA's on placements over the next 2 years hence the amber rating.</p>	NRS	
Identify other potential stakeholder projects for work placements / training opportunities.	Additional stakeholder projects identified for work placements / training opportunities by March 2026.	<p>Discussions have been held on potential projects which MA's could be involved in.</p> <p>This will be progressed and will require commitment from several stake holders.</p>	Liaise with stakeholders to identify additional projects which will provide appropriate work placement / training opportunities for MA's.	NRS	


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 opportunities					
Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Continue to support film and TV production in the city	ongoing	Glasgow hosted 140 productions in 2024 resulting in an estimated local expenditure of £33m. Noted productions of scale included Shetland (S9), the second series of Apple TV's The Buccaneers, BBC's The Bombing of Pan Am 103. Sky's Lockerbie: A search for Truth and US feature film The Running Man.	We will continue to work with our colleagues in NRS to provide a free service to productions. 2025 brings 3 large scale studio features to the city for location filming and several UK TV series basing their production office and crewing up out of Glasgow.	Economic Development	<div>G</div>
Promote sustainability within the screen sector in Glasgow.	Ongoing.	The Screen Sustainability Project Steering Group convened in April 2025, to 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 industry, including the development of a Screen Sustainability Hub.	The group will oversee the role of the recently appointed Screen Sustainability Consultant. GCC ED contributes to the funding of this post. The next meeting of the group will take place in August 2025.	Economic Development	<div>G</div>


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
<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 (LGBF) indicators.</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. Report on progress, 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>	<p>Citywide sessions were held in May with headteachers from all Primary and Secondary schools. The session focussed on Glasgow's most recent attainment nationally and within Glasgow. The key messages were shared and responses gathered to feed into a City BGE Attainment Strategy.</p> <p>Special training session offered to Headteachers and QIOs from SG Insight adviser Lewis Paterson. LP has also done training with specific schools. QA visits to secondary now have an Insight focus. Impact will be seen in the SQA diet 2025</p> <p>Analysis of attainment data has identified reading as the year 1 focus for the review and development of a city literacy strategy. Pedagogy to support phonemic awareness at Early –</p>	<p>BGE Attainment Strategy to be finalised and shared with actions and planning for coming sessions.</p> <p>Further sessions planned going into next session. Views of Headteachers sought re the focus of these.</p> <p>Provide P1-3 phonics training for all staff supported by coaching in context. Review and develop pedagogy for phonics into spelling at First – Second Level,</p>	ES	<div>G</div>

		<p>First Level and Phonics Early – First Level is being finalised for launch in Aug 25.</p> <p>The Numeracy EO is currently liaising with Education Scotland to inform the review and development of the numeracy framework to align with the CIC work at national level.</p>	<p>reading fluency and comprehension Early – Third Level.</p> <p>Informed by the CIC Big Questions for numeracy, develop a new GCC numeracy and maths framework and supporting CLPL and resources for each area of the framework. Using the new progression framework and reviewed pedagogy guidance develop an updated 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>Action plan to be produced.</p> <p>Further development of travel skills progression framework.</p> <p>Further development work by the TBF sub-group.</p>	ES	


		Curriculum sub-group established to focus on Profiling Achievement of all learners as part of ES key purpose: All Learners All Achieving.	Further development work by the group on profiling achievement for all learners.		
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>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> <p>Senior Phase Parliament meets 4 times a year with the Director of Education and Directorate. After consultation with the YP and schools the SPP 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 use the Glasgow Children's Rights Framework to identify priorities, and is used for all Forum planning. As a result, the planned agenda's is</p>	<p>A planned programme and calendar of Professional learning to develop meaningful Pupil Participation and Voice across all establishments has been developed with staff involved in half day CLPL training, Inservice or Twilight courses. More are offered for session 2025/26</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 SIF and RRSA reports.</p> <p>Opportunities are also available for school undertaking UNICEF Rights Respecting</p>	ES	


		<p>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</p> <p>Young People have all the presentations and materials shared on a Teams group which means they are able to 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. Schools who have achieved Gold or Silver must show how pupil voice is heard in their establishment. School at Bronze must demonstrate how they plan to involve pupil voice.</p>	<p>Schools Award with emphasis on Outcome 7:Children and young people value education and are involved in making decisions about their education and Outcome 8:Children and young people know that their views are taken seriously.</p> <p>At present GCC has 15 Gold schools, 62 Silver and 52 Bornze</p> <p>All CLPL now on CPD manager</p> <p>Priorities for the forums and Parliament have been identified for session 2025/26</p> <p>All QIOS and GCC departments have been invited to present at the forums as identified by the YP</p> <p>All Forums and Senior Phase parliaments are booked in to the Edis Callender and shared with schools.</p>		
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			<p>Teams group for Forums and Senior Phase Parliament to share resources and gather views and opinions</p> <p>SPP will include ask the Director/ Directorate as this will ensuring young people know they have had their views heard and recognised.</p> <p>Working with QIO and Directorate to emphasize the importance that all school are involved mainstream and ASN</p>		
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</p>	<p>Three Curriculum sub-groups established including: Profiling Achievement Curriculum Transitions Interdisciplinary Learning Curriculum (Primary) Curriculum (Secondary) Linking with Early Years Curriculum Lead</p> <p>Digital Frameworks platform established on Glasgow Online (GO). Curriculum Leads/Quality Improvement Officers are progressing initial work with groups of practitioners on CfE Digital</p>	<p>Revise the Curriculum groups to reflect 3-18 Curriculum to improve Curriculum Transitions. Curriculum groups work together on developing a Curriculum Strategy.</p> <p>Further work by the Curriculum Leads/Quality Improvement Officers and practitioners to transfer existing CfE</p>	ES	



	<p>features of Glasgow BGE curriculum.</p> <p>Develop innovative project-based learning in the secondary BGE.</p>	<p>Frameworks 'Curriculum Making Made Easy'. Connected learning is one of ES grand challenges.</p> <p>Curriculum (secondary) Group of secondary headteachers have updated and are maintaining a spreadsheet of secondary schools' actions on curriculum developments. Development of a HOW GOOD IS OUR BGE CURRICULUM? self-evaluation audit tool for schools.</p> <p>Innovative project-based interdisciplinary learning is taking place in secondary schools. Research Project undertaken in a sample, 3 secondary schools resulting in a paper/journal article: Interdisciplinary Learning: A Study of Practice within Secondary Schools in Glasgow, Scotland</p>	<p>frameworks to digital platform on (GO). Launch 'Curriculum Making Made Easy' September 2025.</p> <p>Continued development and review of the features of BGE curriculum in secondary schools. Schools make use of HOW GOOD IS OUR BGE CURRICULUM? self-evaluation audit tool for schools.</p> <p>Ongoing professional learning for secondary schools in IDL. Schools make use of HOW GOOD IS OUR INTERDISCIPLINARY LEARNING (IDL)? self-evaluation audit tool.</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.	Staff Training across the year has resulted in 12 Secondary, 44 Primary and 2 ASL establishments receiving in-person support. This has resulted in an increased usage of the resource across the City.	Further training will be offered via partnership agreement with CGI; this will be targeted (see LCs with one school not using the resource) to schools not making full	ES	

		<p>As of 80% of Secondary schools are making use of the resource, with 11 LCs using this completely, and a further 5 LCs with only one school not making use of this.</p> <p>Staff from Admin & Business Support also participated in training this year. The impact on this can be seen in the decrease in support calls to CGI for Admin tasks – freeing up CGI staff to better support schools with usage requests.</p> <p>Amendments/ changes to the resource has allowed GME schools greater access/ ability to make better use for tracking pupils.</p> <p>Central support staff (HoS/ QIOs) can now access school and Learning Community data to track attainment in specific year groups. EdIS staff are better informed of school level data when preparing for QA visits.</p>	<p>use of the resource, and those looking to extend their usage and reporting to parents.</p> <p>Continue to offer supports to the Admin & Business Support team, allowing them to be better informed when working with schools.</p> <p>Work closely with the ASL establishments to better engage them when using the resource – what specific changes are required for this?</p> <p>Provide training sessions for all central support staff to better understand the data generated by the resource; this will allow greater knowledge of where supports can be offered to schools, making use of the resource and its data.</p>	
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<p>Develop a new 'Supporting Improvement' framework and policy to support and challenge schools in driving improvement.</p>	<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 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>	<p>Education Services' Supporting Improvement Framework encompassing all aspects of quality assurance within an educational setting has been developed.</p> <p>The Supporting Improvement Policy sits within the framework.</p> <p>As a result of Headteacher feedback regarding the Education Perspective Report an SER document was developed and piloted session 24 – 25.</p> <p>A Local Authority Quality Assurance Calander was developed and introduced in Aug 24. As a result, Headteachers have fed back that this has supported them to more effectively plan and align their establishment Quality Assurance to Local Authority Quality Assurance.</p> <p>A two-day School Review process has been developed whereby a team of officers engage with a school to review the quality of the school's work with a focus on areas identified through data analysis. A pilot</p>	<p>The Supporting Improvement Framework will be fully implemented in August 25.</p> <p>Pilot updated SER throughout session 2025 – 2026</p> <p>Continue with Career Long Professional Learning offer throughout session 25 – 26 to ensure consistency of data analysis across establishments/</p> <p>Continue to evaluate and review Headteacher feedback to inform any improvements in the collaborative improvement process.</p>	<p>ES</p>	
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		<p>primary School Review was carried out in April 25 with positive feedback and impact on the school's development work.</p> <p>Throughout session 24 – 25 Career Long Professional Learning has continued to be provided for Headteachers on analysis of attainment data over time. Professional development for Quality Improvement Officers has increased their capacity to analyse attainment over time. A further 10 schools have voluntarily engaged in collaborative improvement visits in session 24 – 25.</p>			
<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>	<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>	<p>Review of evidence ongoing using feedback from the HMIE thematic Review, Equity board and other relevant sources. Focus groups held with HTs</p> <p>Report will be written during the summer and draft to schools for consultation at the start of the new session.</p> <p>Review unable to be completed this session due the impact of preparing for the HMIE</p>	<p>No further development related to this part of review.</p> <p>Consultation activity with stakeholders at the start of the new session.</p> <p>Impact will be monitored once the review has been consulted on.</p>	ES	



		thematic review and capacity issues.			
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.	<p>Audit Career-Long Professional Learning needs annually with nursery heads.</p> <p>Develop and deliver prioritised professional learning programme for early years.</p>	<p>Nursery Heads audited at ELC City Heads meeting with follow-up area-based discussion at area meetings</p> <p>Individual quality conversation visits carried out with each setting, including partner settings, and training gaps identified from the feedback</p> <p>Comprehensive programme of CLPL in development for August launch as direct response to issues identified by Heads</p>	<p>ELC CLPL programme to be launched August 2025</p> <p>Key focus areas:</p> <p>Learning Teaching & Assessment Outdoor Learning & Froebel Curriculum & Development Inclusion & Equalities Implementation of Shared Improvement Framework</p>	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 deliver Glasgow's aspiration of 100% positive destinations embedding skills for learning, life and work.	<p>Develop a 'Towards Better Futures' Action Plan.</p> <p>Report to committee on School Leavers Follow Up initial destinations.</p>	<p>Plan developed and shared with all stakeholders. Three key areas of focus – Support for young people with asn; Continue to aim for 100% positive destinations; continue to develop 3-18 employability curriculum framework. Sub-groups have been established for each groups have been established for each.</p>	Held an event in May to share developments to date and share good practice of activities in our schools including work of our partners and DYW coordinators.	ES	

		Report was presented to ESEY committee in October 2025 and in June 25 a further report was presented on the activities of the Towards Better Futures team and the work of schools to support employability.	Further report will be presented in October 2025 to ESEY regarding SLDR.		
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.	The Towards Better Futures framework is now populated to Third and Fourth Level.	The Towards Better Futures framework will continue to be added to and enhanced in order to share good practice in work awareness and preparedness. The framework will be launched in September 2025 at the Connected Learning conference.	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 have a range of pathways.</p>	<p>ASL Deputes leading on a Career-Long Professional Learning review across the ASN sector across the city.</p> <p>Range of vocational courses available at senior phase to young people with ASN across the City.</p>	Areas of strength will be identified, and a programme of training events will be developed.	ES	


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.	<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>Inclusive of educational facilities, 400 venues across Glasgow now free period products.</p> <p>All legal obligations as stipulated in the Period Products (Free Provision) (Scotland) Act 2021 have been met since August 2022.</p>	<p>Continue to monitor and audit schools and community venues to ensure legal obligations fulfilled.</p> <p>Promote further awareness and usage of free period products</p>	ES	
Make Glasgow a best practice city for Period Dignity and free product provision.	<p>Publicise/advertise free products more widely.</p> <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</p>	<p>Awareness campaign / Period Dignity month running intermittently to promote service.</p> <p>Refreshed public and pupil consultation completed April 2025.</p> <p>School engagement continuing- supporting schools with establishing pupil led steering groups, the ordering process and availability of different products e.g. reusable pants.</p> <p>Number of venues offering reusable products has been increased to 20.</p>	<p>Period Dignity Month campaign to run again in February 2026</p> <p>Further awareness raising / product giveaway events planned for remainder of 2025.</p> <p>Schools to receive reminder communication around ordering process and support available</p> <p>Evaluation of reusable venues to assess if number should increase</p> <p>Evaluation of HSCP venues to assess if</p>	ES	

	organisations offering products.	50 HSCP venues now stocked annually. Foodbank / pantry provision has increased to 30 venues.	provision should continue.		
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.	Annual report given to ESEY in August 2024 Internal work on Bunsgoil Ghàidhlig a'Challtain has started with a move in date of October 2026	Continue to report developments to ESEY	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 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.	Highlight reporting continues for the Calton Gaelic school. Progress is also being monitored through the LEIP Board. Were successful in gaining additional £2m funding from the SG. Additional funding of £2m awarded from the Scottish Government to help progress the project. School expected opening date of Autumn 2026.	Continued monitoring through the Education Estates Board, Capital Planning Board and the LEIP Board.	ES	<div>G</div>



<p>Undertake a review of Additional Support for Learning Provision to ensure it is meeting learner needs.</p>	<p>Establish working party to develop and implement review process.</p> <p>Report on Progress of Review.</p>	<p>Additional classrooms brought into use to deal with an increase in co-located provision across the estate due to increased numbers of children.</p> <p>Planning permission approved for the LEIP project for the refurbishment at Linburn Academy.</p> <p>Progress on ASL estate review slightly delayed due to absence levels.</p> <p>New Quality Improvement Manager funded through the ASL monies.</p> <p>New Business Support manager appointed to focus on the ASL estate and operations.</p>	<p>Continued monitoring of Linburn Academy progress.</p> <p>Analysis of ASL estate, in partnership with Property and</p> <p>Consultancy services for future proofing for the increased numbers.</p>	ES	
<p>Make best use of resources to support a sustainable and innovative Education Services structure that delivers value for money.</p>	<p>Plan and implement capital planning through the Education Estates Board</p> <p>Monitor budget in line with strategic financial planning to ensure best use of available funding</p>	<p>Education Estates Board has considered and approved expansion for capacity, Modular building at St Thomas Aquinas.</p> <p>UFSM working group has considered the capital plans to implement FSM for SCP through the SG grant. Looking at modular for dining capacity, and improvements to kitchens</p>	<p>Work on site for St Thomas Aquinas modular. Expected opening autumn.</p> <p>Drawings have been worked up for a modular build and an internal reconfiguration. These will then be used as the basis for other priority projects. Light</p>	ES	

		<p>to cope with increased capacities.</p> <p>Looked to efficiently deliver for increased numbers of ASN children from within our existing estate.</p>	<p>equipment spend being progressed along with a seating pilot.</p> <p>Work ongoing within mainstream to accommodate an increased number of children attending co-located provision.</p>		
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 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>	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.	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.	ES	<div>G</div>

<p>Work with partners to promote and support learners in Glasgow to achieve improved physical, mental and emotional health, and wellbeing.</p>	<p>Actions planned in response to Health and Wellbeing survey. Provide professional learning programme on Health and Wellbeing.</p> <p>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.</p>	<p><i>Art as Nurture</i> was delivered in 8 secondary schools by 17 trained staff following three CLPL sessions with Impact Arts.</p> <p>Weekly sessions were held in Nurture bases or Art rooms, following a consistent structure: emotional check-in followed by creative, pupil-led activities. Pupils were referred via Pastoral Care or existing Nurture groups.</p> <p>100% of pupils said they enjoyed the experience, benefited from small group work, and would recommend it. 90% wanted to continue the intervention the following year. Staff noted increased motivation, improved social interaction, and signs of emotional regulation.</p> <p>Pupil SHANARRI data and MS Form feedback indicated positive changes in wellbeing and confidence.</p> <p>12 SEEMIS wellbeing referrals were made because of concerns raised through the intervention—suggesting staff were more attuned to pupils' emotional needs.</p> <p>Pupils produced expressive and design-based work. Some settings embedded outdoor</p>	<p>All participating schools want to continue or adapt the intervention.</p> <p>Two new cohorts (20 staff from primary and secondary) will be trained in 2025/26.</p> <p>Intervention will be extended to a wider range of Nurture and classroom contexts – led by Jenni Kerr, Nurture DO.</p>	ES	
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		<p>learning, enhancing engagement and sensory experiences.</p> <p>PEPASS: With a wide range of over 200 partnerships spanning business, sports, charity/third sector and government/local services, the initiative leverages sport as a driver for positive change. These collaborations support funding, delivery, events and the development of a young workforce, reinforcing their national, city and local impact.</p>	<p>PEPASS: Continue to grow and develop partnerships and understand the value they bring. A good example of this is our development of access to activity in the fitness and hyrox style activity with girls in their community setting.</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	Constitute a working group to review current Additional Support Needs planning	Depute Head Teacher ASN/Equity Secondment extended, and team increased to three members facilitating	Plan and implement ongoing training, including induction for	ES	<div style="background-color: green; color: white; padding: 2px 5px;">G</div>


appropriate level of planning and support within the GIRFEC national framework.	<p>processes, including Wellbeing Assessment and Plan and Coordinated Support Plans.</p> <p>Deliver to Learning Communities and support implementation of revised guidance.</p>	<p>targeted establishment support to the three areas of the city.</p> <p>Wellbeing Assessment and Plan Guidance created and published on Glasgow Online.</p> <p>Almost all establishments have engaged with Wellbeing Assessment and Plan Career-Long Professional Learning programme which is ongoing.</p> <p>Almost all establishments are now engaging with the Wellbeing Application.</p> <p>Wellbeing Lead contact list established to support effective transitions and engagement with the Wellbeing Application.</p> <p>Interim Coordinated Support Plan Guidance developed to support establishments with existing processes.</p> <p>Draft ASN assessment and planning review cycle created.</p>	<p>new ASL Coordinators / Wellbeing leads</p> <p>Review of Coordinated Support Plan processes and guidance and update Guidance</p> <p>Plan and deliver Coordinated Support Plan training</p> <p>Moderation opportunities for Wellbeing Assessment and Planning.</p> <p>Finalise ASN Assessment and planning review cycle framework</p> <p>Develop Included, Nurture and Supported Career-Long Professional Learning Year 2 / repeat year 1</p> <p>Continue to plan and deliver ASL Coordinators Network Meetings in response to needs analysis.</p>		
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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>The new referral process is leading to increased efficiency of processing and triaging referrals.</p> <p>A more robust data gathering process is ensuring equity of support. Depute Head Teacher Equity (secondment) now in post to review continuum of support and collate relevant information. Draft version created.</p>	<p>CARISS (Communication and Regulation Inclusion Support Service)- Review of data and progress in update report format. Establish wider outreach network across Continuum of Support.</p>	ES	
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 included in annual nurture report and fed back to nurture steering group.</p> <p>The significant results from the Boxall Profile show that the GCC model of core nurture group delivery (5 mornings) continues to be effective for Glasgow's children.</p> <p>The primary Quality Assurance team is now coordinated by the Nurture Development Officer and named the Nurture Support Team. They provided additional training and mentoring visit to 15 new nurture teachers. They also provided consultation at nurture staff area network meetings</p>	<p>Schools new to nurture groups to be offered awareness raising training, 4-day course and included in the nurture support team plan of city nurture networked support.</p> <p>Use data gathered from nurture group analysis in June 2025 to inform nurture group staff Career-Long Professional Learning</p> <p>Nurture support team to continue support to new nurture group staff as this was evaluated positively.</p>	ES	

	<p>Provide opportunities for staff to access the nurturing staff wellbeing programme. Evaluate the use of the programme in schools.</p>	<p>and Quality Assurance visits in term 4.</p> <p>New course material on 'supporting neurodivergent pupils through nurturing approaches and logical consequences was included in the theory and practice of nurture training and was part of nurture group staff Career-Long Professional Learning.</p> <p>The nurturing staff wellbeing programme has been evaluated, and schools have access to this.</p>	<p>Highlight the new GCC nurturing relationships policy in training</p> <p>Briefing paper on implementation methods with a view to expanding offer of wellbeing & peer support sessions in August 2025.</p>		
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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>The Secondary PE Network identified moderation as a key area to synchronise over the city. A full morning with all PE staff in the city (165 attended) was held. Very positive feedback and intention to repeat in new academic year. Training strengths within the Glasgow PE network were identified in order to support delivery of training across the city.</p>	<p>The Secondary PE Network will collaborate to deliver a further full city event with all PE staff.</p> <p>Developmental PE plan for delivery in place for approximately 20 schools.</p> <p>Whole learning community approach to support delivery model for primary PE support.</p>	ES	<div style="background-color: green; color: white; padding: 2px 5px; display: inline-block;">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>The Primary PE Lead officers continued to engage with schools to deliver a bespoke programme to improve the quality of PE and raise attainment across the curriculum through PE. Over 35 CLPL training session delivered.</p> <p>Some new staff training experiences have been through the reintroduction of Developmental PE and spotlight training where we have delivered 3 sessions covering:</p> <ul style="list-style-type: none"> - Using technology to enhance teaching and learning in PE - Developing Resilience in PE - PE Across the Curriculum <p>PE Counts online resource has over 700 members. Primary Learn to Swim Programme had over 5000 participants with over 3700 teaching lessons delivered. We also received feedback from 1000 pupil participants to get insight in to their experience.</p>	<p>Continuation of primary PE network to support teachers leading PE in the school. Over 30 PEPASS CLPL courses planned to support PE delivery.</p> <p>PEPASS Blog to be updated and refreshed. This is an area where many additional resources are hosted.</p> <p>Glasgow Schools learn to swim programme to to further include national themes (e.g. drowning prevention week/ water safety) and commonwealth games in to programme.</p>		
Continue to expand opportunities to access instrumental tuition	Promote and report on instrumental tuition uptake.	Priority for growing access to instrumental music lessons and city music groups through	Continue to monitor access and uptake of Instrumental Music	ES	


throughout BGE to support senior phase qualifications.		<p>longer trial sessions and larger group lessons has seen another increase in uptake of numbers across both primary and secondary and an increase in access to city groups and play days. 8,498 children and young people are now receiving instrumental music lessons. Numbers are reported yearly though CREATE Standards and Quality report and the National Improvement Service report.</p> <p>Additional offers of piping and drumming and a Trad ensemble has led to more children and young people from different backgrounds accessing new and exciting high quality music making opportunities.</p> <p>Opportunity for young people to access external qualifications through Trinity, ABRSM, Music Teacher Board and Young Scottish Music Leadership Award have proved extremely useful in catering to more young people's needs and an additional source of valuable UCAS points.</p>	<p>lessons and participation in City Groups and Ensembles, Play Days, Masterclasses and partner opportunities through publication of CREATE Standards and Qualities report and collation of data for National Instrumental Music Survey. Improved data collection methods and analysis have been employed this session which enable more breadth and depth to statistics and analysis. Continued close links and strong communication with music departments, head teachers and partners to ensure maximum access and impact for all.</p>		
Continue to provide new experiences and thinking, through	Increase numbers participating in John	John Muir Award (JMA)only relaunched in April 2025	The new JMA is in its early stages of roll out. The new award is not	ES	

<p>participation in physical and cultural activities.</p>	<p>Muir and Duke of Edinburgh awards.</p> <p>Review and increase number and range of cultural visits by schools.</p>	<p>following 2 years of being off the market.</p> <p>During this period Glasgow direct provision delivered its first full year of the Glasgow Urban Adventure Award (GUAA) which incorporates the national Outdoor Learning Award. 1029 YP succeeded in achieving this dual accredited award over the past 12 months. DofE continues to go from strength to strength across our schools to benefit of our YP.</p> <p>YTD Stats:</p> <p>1930 Awards started. 947 Awards Achieved. 30.9% from ethnic minority Backgrounds, 48.8% from SIMD 1,2&3 and 9.4% from ASN.</p> <p>CREATE: Examples of work taking place: 8,000 children reached via P1 music tuition</p> <p>19 city ensembles; 520 participants</p> <p>14 schools participated in Glasgow Schools' Art Exhibition which was displayed in the Gallery of Modern Art.</p>	<p>FOC and does not yet have all sections available for completion. GUAA launched through operations at Pinkston basin with a total of 1029 completing the award in the first full year.</p> <p>Delivered wider internal training programme to support schools / volunteers to deliver DofE award. Renewed local ad and national focus on improving equity of access to the scheme for SIMD, 12 & 3 and ethnic minorities</p> <p>CREATE: Next steps are to offer broader cultural opportunities for Dance and Drama.</p>		
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		<p>80 young people from 10 schools participated in drama workshops based on Glasgow.</p> <p>40 young people from 13 schools participated in dance workshops at University of Glasgow.</p> <p>Cross-city concerts, cultural visits (e.g. RSNO, Scottish Opera, Gallery of Modern Art)</p> <p>“It’s Our Home, Glasgow” citywide singing project - 325 videos submitted, 17% rise from previous year and 27% increase in school participation.</p> <p>Glasgow Baron’s became our first orchestra in residence working across all Baby Strings schools performing to over 2000 young people in school settings.</p> <p>10 primary schools took part in the Scottish Opera Clyde Built project as part of the 850 celebrations, giving schools the opportunity to work with professionals and perform in the Armadillo. In addition, the resources created for the project are a legacy for use by all schools.</p>			
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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"> • This Year's Achievements: 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 Schools working towards that will be celebrated at the Glasgow Sport Awards this year. Broader engagement with schools in the year ahead.	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 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</p>	<p>Work completed in 2024. Learning community now progressing plan locally.</p> <p>Transitions Toolkit developed and launched city wide April 2025.</p>	Ongoing monitoring of use and impact of transitions toolkit – being piloted by a number of learning communities.	ES	

	Childhood & Families Transitions Statement.				
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.	A total of 4550 young people from 96 Primary Schools have built their capacity around awareness and understanding of sectarianism and related behaviour and designed solutions around how to produce a significant reduction in sectarianism and related forms of anti-social behaviour. Evaluations completed by education staff and the young people confirmed that they had become better informed in understanding complex issues around sectarianism and felt confident in finding solutions. In addition, through the successfully evaluated method of "team teaching", a total of 131 teachers from 87 schools had their capacity to teach resources around sectarianism and felt improved confidence in challenging negative behaviour.	<p>The Summer holidays are here but already the SOS team are getting organised for the next academic term. SOS opened bookings for terms one and two in the 2025 / 2026 session and the results were once again very positive. Indeed, we have even had some schools booking in for term three to ensure their participation.</p> <p>A total of 51 Glasgow Primary Schools has booked in for a series of workshops from August until early December. This total of 51 schools encouragingly includes 14 Communities United school partnerships.</p> <p>High levels of demand</p>	ES	<div style="background-color: green; color: white; text-align: center; width: 20px; height: 20px; line-height: 20px;">G</div>


		<p>A record number of Glasgow Schools now have staff trained to implement and deliver the Mentors for Violence prevention programme. As a direct result a record number of senior high school pupils engaged in becoming trained to deliver peer education lessons aimed at addressing gender-based behaviours and violence.</p> <p>More MVP training events have been delivered this academic year than any previous periods due to increased awareness and demand from schools and staff.</p>	and participation continue to sustain the programme going forward.		
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</p>	<p>YMI provision highly successful and commended by Creative Scotland. Success of this model is being shared at the ISATT Conference to international delegates. 8,000 children reached via P1 music tuition in this session. 95% of teachers rated P1 music delivery as excellent or very good</p> <p>71% said they were likely to deliver music in alternating weeks</p> <p>87% felt well supported to sustain delivery</p>	YMI: Similar format to be used in session 25/26.	ES	

	<p>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, 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.</p>	<p>Frameworks are being reworked to follow Glasgow Counts model and feedback from teachers on ease of use.</p> <p>416 staff attended 39 CREATE CLPL sessions 303 staff attended IMS-related instrumental CLPL City moderation opportunities devised for Art & Design, Dance and Drama. Over 100 teachers attended Network meetings in Term 2 & 3.</p> <p>Second ESO appointed which provides capacity to support Art & Design, Dance, Drama, Film & Screen and Photography. Review of service and roles and responsibilities undertaken.</p>	<p>Frameworks: complete refresh, include Film & Screen and launch in Term 2.</p> <p>Networks: ASN and Film & Screen networks to be developed. Return to discipline specific meetings required to fully support the distinct differences in each area.</p> <p>Leadership: both ESOs to be included in EdIS information and planning to ensure all Arts have opportunities to be developed.</p> <p>Service evaluation to be used as basis for 25/26 improvement plan</p>		
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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 Education Services International Education Strategy	Establish Group to review International Education Strategy Plan	Plan launched to all establishments and International Education partners.	Launch International Education Strategic plan to all senior leaders across the city Work alongside Equalities	ES	<div style="background-color: green; color: white; padding: 2px 5px; display: inline-block;">G</div>

	Launch Strategy Plan	Plan used to guide all improvement and development work in relation to International Education in all establishments	leads to ensure that where Equalities development work is happening that the Grand Challenge is highlighted		
Continue development of English as an Additional Language (EAL) Service	<p>Continue to develop a core Career Long Professional Learning offer for EAL teachers and champions to 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</p>	<p>EAL teachers continue to receive a core CLPL offer consisting of 3 x full day whole service sessions alongside the city-wide sessions offered to all staff on CPD manager. EAL core sessions are centred around three core themes: Effective Learning and Teaching, Data informed practice and sharing good practice.</p> <p>ESOL curricular network continues to grow in numbers and attract increased numbers of PTs and faculty heads.</p> <p>Further links have been developed with EAL PT and ESOL teacher presenting to the English CN to discuss ESOL v English pathways</p> <p>SLT now have access to SQA secure sight to enhance moderation and verification processes,</p>	<p>Self-evaluation processes around QI 2.3 undertaken at EAL core sessions suggested that further work is required to ensure that EAL teachers and champions are confident in ensuring that learners experiencing interventions that are varied, differentiated, active and provide effective support and challenge. Key areas identified were providing effective support and challenge and confidence in recording and using data to identify and meet needs of learners</p> <p>Continue to encourage participation of PTs/faculty heads of all schools to attend</p>	ES	G

	<p>Group to review and update ESOL policy.</p>	<p>create new assessments materials and ensure service keeps up to date with the standards</p> <p>ESOL Strategy group was chaired by two secondary Headteachers and included ESOL teachers, DHTs, 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 EDIS team, the policy has now been launched and is being used to shape ESOL provision with all secondary schools.</p> <p>Cabinet Secretary attended the ESOL CN in May 25 to hear about the impact of ESOL for learners in Glasgow and how the policy has helped to support this</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	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 CLPL package. The	<p>Continue to use framework as part of CLPL programme.</p> <p>Encourage use of framework with whole school staff to enhance moderation processes</p>	ES	


	appropriate strategies and resources.	framework is available online and EAL teachers and whole schools' staff are encouraged 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.			
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.	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	<div style="background-color: green; color: white; text-align: center; width: 20px; height: 20px; line-height: 20px;">G</div>

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
<p>Continue the PT BAME leadership progression programme, developing and embedding opportunities for practitioners.</p> <p>Develop race conscious professional learning opportunities, aligned with all leadership strategy workstreams.</p>	<p>Monitor and Review Impact of PT BAME recruitment programme and implement mentoring sponsor offer.</p> <p>Review programme content across leadership programmes to include race conscious leadership content.</p>	<p>The current cohort of 5 PT BAME staff are concluding with their 23- month secondments at the end of term. This has been monitored and will be evaluated in July/ August 2025.</p> <p>Recruitment for the next cohort is taking place and we will have 5 new staff appointed to the programme beginning August 2025.</p> <p>Ongoing staff support and Career-Long Professional Learning is offered across the service. The current cohort of 17 staff completing the Building in Supported Leadership programme. The service also continues to provide a range of Career-Long Professional Learning opportunities through the Equalities Team</p> <p>Staff professional learning opportunities continue to be offered by the Equalities Team and the Equalities Glow tile. The service also works closely with third sector organisations</p>	<p>Evaluation to be undertaken with current cohort who are completing their secondments.</p> <p>Introducing the new 5 successful candidates to the programme and supporting them begin their leadership journeys.</p> <p>All five candidates will also be linked with a mentor from Education Services Directorate.</p> <p>Continue to review, update and offer appropriate Career-Long Professional Learning to staff.</p>	ES	<div>G</div>

		that have specific focus on protected characteristic Race. Staff continue to access the Building Racial Literacy Programme.	Continue to work closely with Education Scotland within the Anti Racist Education Programme Board.		
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 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>Phase Two rollout across Council nurseries complete – 71% of Council settings now implementing Think Equal training & strategies</p> <p>Initial information meeting on Think Equal with Funded Providers May 2025</p> <p>Cohort 1 complete – excellent evaluations. Some participants now pursuing higher level qualifications in inclusive practice</p>	<p>Ongoing monitoring of implementation and creation of links with other strategies / CLPL</p> <p>Phase 1 rollout to Funded Provider nurseries underway</p> <p>Cohort 2 begins September 2025</p> <p>Interest from neighbouring LAs in the programme</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 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.	<p>Gather and analyse data on uptake and capacity.</p> <p>Review service delivery models as needed in response to data reporting.</p>	<p>Ongoing analysis and reporting via the Improvement Service - May 2025.</p> <p>Staffing realignment exercise underway in response to analysis.</p> <p>All Age Childcare pilots continue to be developed, aligned with Fairer Futures Partnership priorities. National evaluation underway.</p>	<p>Next reporting due before end of 2025.</p> <p>Completion of staffing realignment by mid-October 2025.</p> <p>Contribute to national evaluation – reporting spring 2026.</p>	ES	

Commitment: Support holiday food and activity programme

Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Deliver Glasgow's holiday food and activity programme, now referred to as "Glasgow's Holiday Programme".	Glasgow's Holiday Programme for 2025/26 was approved by CAC on 24 April 2025.	<p>The 2024/25 programme ended with Spring 2025. Summer and October monitoring data identifies 29,744 reported beneficiaries across both programmes. Spring 2025 monitoring data will be available after July.</p> <p>It is anticipated that the 31,353 total projected beneficiaries for 2024/2025 will be exceeded.</p>	59 organisations will deliver a £2.2m city-wide programme from Summer 2025. It is expected that 200,679 funded spaces will be offered by providers during 2025/26.	CED	

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 a child from these is issued to parents by schools prior to their child undertaking the National Standardised Assessments (Scotland).	Completed	ES	

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 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.

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.