Highlight Report Session 22 – 23

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THE EDUCATION IMPROVEMENT SERVICE (EdIS)



The Education Services Annual Business Plan (ABP) is a forward planning document that helps us set priorities and targets for the coming year. Education Services All Achievers, All Learning document is our plan which supports us to achieve our vision.
The Education Improvement Service (EdIS) have a clear team purpose and objectives.
Individual Officers and teams within the Service develop detailed annual, action plans and report on these at regular intervals throughout the session.

EdIS, OUR PURPOSE

- Create a networked learning organisation which provides support and challenge focused on securing improvement
- Collaborate in leading learning and teaching, to achieve the best outcomes possible for our children, young people, and families.
- Interpret national legislation and policy and provide local guidance to support practice in Glasgow's context in delivering key priorities
- Ensure continuous lifelong professional learning opportunities are available across Education Services to embed our vision of a world class learning city

EdIS, TEAM OBJECTIVES

- Promote systems leadership at all levels
- Refine approaches to self-evaluation with a focus on collaborative improvement
- Continue to improve high quality learning and teaching with high learner engagement through Glasgow's Pedagogy
- Refine approaches to curricular planning and frameworks
- Embed the ambitions of "All Learners, All Achieving" meeting the identified challenges

EdIS, OUR TEAM'S OPERATING PRINCIPLES

- We recognise our collective expertise and skills through collaboration and empowerment.
- We communicate respectfully, honestly, and openly, with clarity and integrity, in search of best outcomes for children and young people

Objective 1: Promote systems leadership at all levels

An Education Services city wide conversation was undertaken and a refreshed vision, values and priorities document published: All Learners All Achieving. 2 conferences were held with all Heads to enable dialogue with a follow up pack to enable localised conversations. It highlights how we will deliver our key purpose which is delivering high-quality education for all and challenges linked to the Council's strategic plan.

Thinking about Middle leadership – 50 practitioners successfully completed this session

Thinking about Senior Leadership – 44 practitioners successfully completed this session

Into Headship – 29 Practitioners recruited this session to cohort 9

HT mentoring - 32 HT mentors engaged in professional learning this session

HT Induction – 27 Practitioners attended

32 mentors were trained by our HT Mentor Design team and our partners from the Centre for School Leadership, Ireland and Glasgow University over 3 days. 94% of participants rated the training 5/5 and 6 % rated the training 4/5. Going into session 2023/24 we have 23 new to post/ early in post HT's who have been matched with a mentor

The Enhanced Political Awareness Programme was opened to central officers as well as senior school leaders this session. Research on the programme was completed and a joint research paper written by Heads, Officers and UofG. This was presented to the International Study Association on Teachers and Teaching, contributing to knowledge formation in this field. It was also presented at the British Education Leadership Management Administration Society conference.

Spotlight on…. Sessions included aspects of leadership professional learning e.g. Building Your Team, Time Management and, Leading Through Change.

A block of Head Teacher Bitesize sessions was provided by the Head Teacher in Residence at U of G (a joint Education Services and UofG post). 61 signed up for the seven sessions. A Moodle site with all resources was provided. Speakers included: Ines Alves and Margaret Sutherland: National Framework for inclusion, Mark Priestley :Curriculum Making, Walter Humes: Critiquing Education Policy, Janet Goodall: Parent Engagement, Khadija Mohammed: Leading Anti-Racism, Kristinn Hermannsonn: Education and the Labour Market, Kathleen Kerrigan: Maximising the Potential of Middle Leaders

Additional Head Teacher sessions were offered: Talk Scottish Education: National Discussion Session with Carol Campbell and Alma Harris (two twilight dates offered and 80 attended between the two dates), Santiago Rincon Gallardo session (twilight). Sessions provided opportunities for reflection on educational research and thinking by some of the world's leading educationalists.

Ongoing actions to enhance diversity in the workplace continue. Successful recruitment for the professional learning 23-month PT BAME participants has continued.

Building Racial Literacy Cohort 4 completed in March 23 with 31 staff now trained and 3 continuing as mentors.

The Education Directorate, EdIS Officers, Senior Education HR Officers and Heads who are part of the Leadership Strategy Group attended a day of professional learning on race conscious leadership covering key aspects of the building racial literacy programme.

An anti-racism charter has been developed for Education Services and will be launched in August 23.

Over 400 pupils from 40 schools in Glasgow attended workshops in February facilitated by TIE during ALLIES23. PrideLite was held in June 23.

Officers engaged in review of Initial Teacher Education transition and support through key transition phases. The Measuring Quality in ITE Report (MQUITE) has now been published.

8 professional learning sessions were attended by 68 early career teachers who joined GCC since August 2022. Almost all rated these as good or very good.

St Andrew's Secondary School showcased CLPL development work at Coaching for Success with the General Teaching Council Scotland.

Objective 2: Refine approaches to self-evaluation with a focus on collaborative improvement

As a result of the refreshed launch of the GCC Monitoring and Tracking Digital Tool, the pedagogy team have begun their own learning on the use of the tool to support schools with implementation in session 23/24. Almost all Secondary SLTs attended the first training session in June to collaborate on adaptations to the tools. Almost all Primary SLTs have registered for training in August.

60 Primary Heads engaged in evaluative writing sessions to improve the quality of the Education Perspective reports and approaches to improvement planning.

Completion of a CLPL needs analysis by SLTs enabled EdIS Officers to provide bespoke support to establishments across a range of remits, supporting identified development needs.

Collaborative Improvement has been evaluated positively by establishments who have engaged in this session's pilot. A further 12 schools will host a CI from August to March and we are on target to achieve 30 per session.

The Glasgow Improvement Framework core group has been identified to take forward a full refresh of the GCC Framework. A revised school improvement plan format is now with establishment for a year one trial.

47 schools and establishments have engaged in rigorous self-evaluation through Child Protection and Safeguarding Support during visits with QIO Child Protection (CP) across academic year 22-23. Schools and establishments have identified areas for improvement and action to support improvement in child protection and safeguarding practice for children and families. All senior leaders reported the sessions were valuable and have had positive impact on their practice.

All establishments who were inspected this academic year by HMI had a CP and safeguarding support visit. All establishments noted the visits helped them prepare for inspection. All school child protection and safeguarding practice was positively signed off by HMI during their inspection.

A review of Social Subjects SQA attainment data in 2022 has supported reflection and resulted in additional professional learning to enhance learning experiences and curricular planning. Assessment and moderation training has taken place for History, Modern Studies and Geography secondary curricular networks.

A pilot social subjects transition project has taken place across Lourdes Secondary and St Paul's High Learning Communities. A review has taken place and results discussed with Heads and central officers.

A social subjects knowledge framework has been developed and is currently being quality assured for pilot implementation in session 23/24

Objective 3: Continue to improve high quality learning and teaching with high learner engagement through Glasgow's Pedagogy

A successful Learning and Teaching Conference for Primary and Secondary Heads was held. The refreshed Glasgow Pedagogy was launched. As a result all establishments have the revised framework and an understanding of the key features of highly effective practice.



During session 2022 – 2023 the leaders of learning and teaching delivered high quality CLPL to 109 secondary and 174 primary probationers. Most attendees evaluated the sessions as being effective in supporting their professional development towards full GTCS registration.

During session 2022 – 2023 the leaders of learning and teaching delivered high quality CLPL to primary and secondary practitioners across the city. Almost all attendees evaluated the sessions as being effective in supporting their professional development and enhancing classroom practice.

The leaders of learning and teaching pedagogy team have supported schools in hosting collaborations with a focus on one of the key features of highly effective practice; emerging themes are the quality of feedback, questioning and collaborative learning.

Improving Our Classrooms (IOC), Improving Our Schools (IOS) and Improving Our Departments professional learning has continued to be refreshed, reviewed and strengthened with 143 teacher enrolments for IOC and over 400 for IOS over the session. This work includes strong partnership with the WP RIC and Glasgow Caledonian University.

The Alternative Autism Support Strategies (included in Level 3 of our Autism Support Framework) continues to be a popular Professional Learning opportunity and has been accessed by over 130 people this session. It is delivered jointly by staff at Middlefield school and colleagues from Glasgow Education Psychological Service and provides an extension to existing knowledge of supporting Autistic leaners in our establishments.

A mathematics conference disseminated learning from an Erasmus Plus Project with European Partners on Concrete, Pictorial, Abstract (CPA) approach to develop conceptual understanding. The associated CPA book was launched to all secondaries.

Pilot of iPad Band project in Scotstoun Primary School was an 8-week block working with all P7 children, culminating in a performance and feedback opportunity for all children. This was well received and has been followed up with an evaluation sent out to class teachers and pupils involved to allow further development of pedagogy and expand across the city.

35 Champions attended our first CREATE Champions' Conference which covered the Framework and practical workshops in each area of Expressive Arts. Feedback was gathered to inform future CLPL and

support for teaching expressive arts in Primary schools. Almost all (97%) attendees said they were very satisfied with the event. Attendees found the practical workshops particularly useful, rating them on average at 4.5 out of 5, commenting on the variety of practical activities and ideas to use in class.

In Block 3 (Jan-Mar 2023) – 39 Primary schools received 1 full day per week input from a Youth Music Initiative (YMI) Tutor, engaging 4652 pupils in high quality music making experiences on a weekly basis. Extra-curricular groups led by YMI Tutors included 3 choirs and 1 keyboard group.

Highland Cathedral Project – teaching videos and resources created for teachers to use with P1-7 and shared on website. Engagement from 40 primary schools, with a total of 248 class video performances submitted.

The new Royal Conservatoire Scotland Juniors partnership has allowed 150 pupils from across the city to engage in sessions in acting, dance, film, musical theatre, and production.

The “Glorious Glasgow” National Creative Learning Network project has involved to date 24 schools and an estimated 500 pupils with the different stages of the project. The culmination of the project will be a new learning and teaching resource for primary schools, supplemented by lesson plans and digital resources. The project has covered Digital, Expressive Arts, Health and Wellbeing and Literacy experiences and outcomes, which will naturally support the delivery of IDL opportunities in schools.

Over 500 children and young people participated in CREATE City Music opportunities and were given a range of performance opportunities including Christmas and Spring Concerts in City Halls and GSSO Concert in Sherbrook Church following their residential.

A successful digital conference was held increasing awareness and skills in enhancing learning and teaching with digital skills.

Creativity in Glasgow video was filmed, edited and premiered at the digital conference with one-to-one interviews of children from across Glasgow focusing on why creativity in education is so important.

126 Digital Leaders have now completed Apple Learning Coach with GTCS considering professional recognition of the programme.

Almost all early years and primary establishments are now actively using SeeSaw to support pupil inclusion and engagement.

A Connected Learning 2.0, 10-point plan has been developed and a business proposal is being produced.

Primary 5 and Primary 6 deployment of devices has been taken forward.

Respondents contributed to a Routes through Writing (RtW) survey and 97% agreed that RtW had improved planning and consistency of approaches in their establishments.

Tools for Writing group – Write on Track have engaged in dialogue, collaboration and trialling of sentence structure learning approaches. This will be fully piloted during session 23/24

58 secondary and 54 primary practitioners have been trained as Quality Assurance Assessment & Moderation Officers (QAMSOs)

100% of staff trained stated they now felt increased confidence and capacity in leading assessment & moderation within and across establishments.

All LCs now have at least 2 trained QAMSOs to lead and support assessment & moderation work across the LC resulting in increased consistency in the standard and robustness of LC moderation work.

Following a successful subject specific QAMSO pilot in each department within St Andrew's RC Secondary more robust assessment and moderation of individual subjects was evidenced, subsequently a subject specific QAMSO will be trained in each secondary department by June 2026.

This session 3 primary Lead QAMSOs and 8 secondary subject Lead QAMSOs in Social Subjects, English, RE, Science and Modern Languages were identified, resulting in further empowerment of practitioners to support and lead assessment & moderation across the city.

14 practitioners across 9 establishments submitted third and fourth level work to the West Partnership moderation event (Feb 2023) with 86% of submissions from GCC meeting the standards – a 7% increase on last session

Following a moderation CLPL for 51 ELCC practitioners 90% of attendees stated they felt increased confidence in engaging with P1 colleagues in the moderation of early level literacy & numeracy.

All GCC probationers (2022 – 2023) attended CLPL on Effective Planning for Learning, Teaching & Assessment, Effective Approaches to Assessment in the BGE and The Process of Moderation with 6% feeling confident in planning effective assessment and moderation prior to training and 69% feeling confident on the completion of training.

90% of CLOLs selected the Effective Assessment and Moderation session as one of the aspects of GIC training that was most beneficial to their/their establishment's current needs.

88% of HTs and DHTs selected Leading and Quality Assuring Assessment & Moderation as one of the aspects of GIC training that has had the most impact on learning & teaching in their current role.

In feedback following the Feb Inset Moderation Event (2023) 100% of secondary, 93% of primary and 90% of ELCC establishments stated that engagement in this event had positively impacted on staff's understanding of highly effective learning and teaching as well as improved consistency in their shared understanding of standards and expectations.

GCC moderation event (April 2023) involving 20 primary and secondary leaders resulted in 83% of work submitted across early – fourth level achieving the standard.

A GCC ASN moderation pilot (Feb 2023) involving 12 co-located units and 6 ASN secondary establishments identified strengths and challenges in moderation of work from ASN learners resulting in an ASN Moderation Strategy Group being established to plan and lead the first citywide ASN moderation event (Feb 2024)

Following a successful subject specific QAMSO pilot in each department within St Andrew's RC Secondary more robust assessment and moderation of individual subjects was evidenced, subsequently a subject specific QAMSO will be trained in each secondary department by June 2026.

All staff across 78 GCC establishments received CLPL sessions on different aspects of the Learning, Teaching & Assessment (Moderation) Cycle with 99% of attendee feedback evidencing increased practitioner confidence in planning for and engaging in a range of assessment approaches to gather a holistic picture of a learner's progress and in the process of moderation.

Probationers were surveyed and 99.7% stated that our Probationer CLPL programme met their needs. 93% felt confident in delivering learning and teaching across responsibility of all areas.

Objective 4: Refine approaches to curricular planning and frameworks

91 out of 142 Primary Schools have now submitted a refreshed Curriculum Rationale,

A Digital (Medium Term) Planning Tool (DPT) used for planning teaching, learning and assessment across the curriculum in primary has been created A pilot took place with 12 schools The final DPT (Primary) was launched in April 2023 with over 70 primary schools attending and showing interest in adopting the DPT.

In partnership with the Rangers Charity Foundation, Diversity Wins was delivered by coaches in 26 Primary Schools, in 40 Primary 6 and 7 classes with 831 pupils. This program focusses on discrimination, prejudice, employability and meta-skills. Pupils rated the program 4.3/5 overall. 89% had a good/excellent understanding of what discrimination and prejudice is, 79% had a good/excellent understanding of what job roles are available at a football club. 100% of teachers rated the content as good/excellent around employability and meta-skills. 97% of teachers rated the course content around discrimination as good/excellent.

In partnership with Glasgow Heritage IDL resources have been created with teachers. Gallus Glasgow is an interactive digital outreach project https://gallusglasgow.glasgowheritage.org.uk/ which explores the development of the city during the Victorian period, through the eyes of Thomas Sulman, Illustrator of the Bird's Eye View of Glasgow published in 1864. The resources were launched in April 2023 in the Riverside Museum and are available to teachers via Glasgow Online (GO) and since 5/5/23 have been downloaded over 100 times.

A successful pilot of WorkAware@ has been implemented in 22/23 with 19 primary schools participating in WorkAware@SEC in partnership with the People Team at the Scottish Events Campus

In partnership with Mock Court, 18 primary schools and 3 secondary schools participated in the Mock Court IDL Project in 22/23. An inaugural West Mock Court Finals and awards Ceremony (Primary) was held in the Burgh Court, City Chambers East with 3 Glasgow primary schools competing in the final and 10 schools winning a variety of awards presented by The Lord Provost.

All Probationers engaged in curriculum professional learning over 2 days in 22/23: Primary and Secondary, Curriculum BGE, Curriculum Frameworks, IDL, KWL and CREATING BIG Qs, Primary and Secondary, DYW, Meta-skills, Employability, My WOW (SDS), Social Enterprise (SEA) and Financial Education.

649 school staff attended 24 Spotlight on… professional learning sessions which were delivered online via Microsoft Teams during 22/23 with a variety of partners, practitioners and a few EdIS Officers. Almost all sessions were evaluated as good/excellent. These included learning on: Curriculum Frameworks, Curriculum Long Term Planning, Developing the Young Workforce, Meta-skills, Social Enterprise, Dyslexia and English as an Additional Language, Anti-Racist Clubs and Pupil Voice, Inter Disciplinary Learning, Our City as a Classroom, Repatriation Project, HMI processes, LGBT Education Primary and Secondary

Get-togethers In Glasgow (GIGs) were piloted with 6 successful GIGs hosted by 5 primary schools attended by 122 school staff. Almost all GIGs were evaluated as good/excellent. A further 7 GIGs are already planned for 23/24.

GIGs so far: Oakwood, Learning to Play, Playing to Learn, Broomhill, Diversity on Our Bookshelves, Garrowhill, Creative Use of Digital Technologies; P1-P7, Camstradden, How we Prepared for Inspection, Camstradden, The Evolution of the Acorn Base, Golfhill, Golfhill Pride: A Celebration of Inclusivity

As a result of the Science Curricular Network meeting 100% of attendees evaluated the session as supporting their Faculty leadership needs.

The STEM website has been updated with a range of additional resources. The impact of this is that teachers, at a recent Teachmeet, reported greater use of the STEM Glasgow area of the website.

As a result of CLPL delivered to Early Years Establishments, 100% of participants stated increased confidence in their ability to plan and implement STEM learning and provocations with learners.

STEM leads have held two Teachmeet sessions across the city focusing on developing Young STEM leaders programme. 100% of teachers that attended evaluated the sessions as helpful to developing STEM in their schools.

STEM nation training has taken place throughout the year. As a result of this, 22 schools have registered for the award, 19 have attended the training and 5 have achieved all aspects of the award.

Our schools continue to engage with a range of partners to support curricular enhancement e.g. Keep Scotland Beautiful report high engagement with live lessons, Upstream Battle and programmes such as LEAF. Our Learning For Sustainability Officer has continued to provide up to date resources in an online "book"

3 Primary Schools have worked with Edible Playgrounds, Trees for cities in having their playgrounds enhanced to support biodiversity and outdoor learning.

Education Services continue to engage with the city food plan and good food groups. After presenting to interested practitioners on the "good food group" 100% said that they felt more informed and left with an action point to start with.

The EAL Language Levels Framework has been drafted and has been launched for feedback.

A new English and Literacy Strategy Group and Mathematics and Numeracy Strategy Group have been set up to support refreshed strategy development.

A reading fluency research project has been initiated to enhance approaches across the city.

A cross sectoral phonics short life working group has been established. Approaches and messages have been agreed and a pilot will begin in August.

Further guidance on Literacy has enhanced GCC's online Literacy Framework.

The GCC Social Subjects Framework has been refreshed with additional resources to enhance learning experiences with a focus on providing a culturally responsive curriculum.

Health and Wellbeing curriculum professional learning provided for all probationers. 100% agreed that their confidence in this area was increased as a result.

Relationships, sexual health and parenthood (RSHP) learning was provided at H&WB co-ordinator meetings in October. All staff found the session useful and relevant. In November 98 participants undertook mental health training.

120 participants attended a drug education showcase raising the profile of this important aspect of H&WB.

In response to the data from the H&WB survey Health Improvement have created a video for parents about vaping to increase awareness of concerns.

MC71a on the reporting of substance misuse has been reviewed and is currently being consulted on.

As a result of effective partnership working a resource called Your Body Matters is now finalised for primaries to support learning and teaching around nutrition, hydration and physical activity.

Collaboration with Heath Services has enabled MC81 to be reviewed. This is now being consulted on. It updates practice and procedures to inform learning and teaching related to RSHP in all establishments.

All Secondary staff have had two staff trained by Zero Tolerance on delivering the under-pressure resources related to the impact of risky sexual behaviours.

The Sense over Sectarianism (SOS) P7 targeted resource pack entitled "Primary School Workshop Pack" was delivered directly by SOS staff to **86** primary schools across Glasgow and beyond over the current

academic year. The pack is ideally delivered in support of the novel study "The Divided City" or as a stand-alone project which compliments other areas of equality and citizenship education being delivered across the curriculum.

Objective 5: Embed the ambitions of "All Learners, All Achieving" meeting the identified challenges

In partnership with Glasgow Education Psychological Service and r*espectme*, 355 Headteachers, Depute Headteachers and an identified PT Pastoral Care (secondary) engaged in professional learning (January – June 2023) about the recording and monitoring of Bullying and Equalities incidents in schools and reflected on the impact of bullying on children and young people.

The follow up eLearning stats for GCC (i.e. for registrations using the unique link *respectme* provided) are as follows: GCC staff completed both modules: 855, GCC staff started modules: 217, GCC staff enrolled for modules: 184

In December 2022, our Glasgow Schools Forum (GSF) participated with *respectme* in their Changemakers series about bullying around body-image and appearance. 67 primary schools (approx. 200 children) and 17 secondary schools (approx. 85 young people) took part. Pupil's feedback about the nature and impact of bullying behaviour was used within the citywide training for senior leaders and to create an Anti-Bullying Charter. 77 primary schools (approx. 230 children) and 23 secondary schools (approx. 155 young people) took part in a consultation on Glasgow School's Anti-Bullying Charter during our Schools Forum in February 2023. The charter is being adopted in all Glasgow schools. The charter is available to teachers/schools within Glasgow Online (GO).

An ASL Transport Review has been undertaken and new ASL transport application process implemented, first phase concluded (all P1 and S1 transitions to ASL have completed travel assistance application with support from schools) Applications processed: P1 57 & S1 195.

A review of training provided in partnership with the autism research centre (ARC) is underway. Initial actions have included establishing a network with the Carers Service and Neurodevelopment team, work collaboratively in a sustainable way to improve services and supports provided to families and young people.

130 ASL co-ordinators attended each of four sessions. Positive feedback was particularly noted around the use of staged intervention doodle to increase understanding of staged intervention both universal and targeted. Input from allied professionals in health and social work around neurodiversity, occupational therapy and carers service increased leaders' knowledge of current policy, access and service reform.

Inclusion Manager/team in collaboration with Glasgow City Forum ASL Group, organised 3 parent events (25 spaces at each) to discuss GCC's inclusion strategy and collate information to produce an ASL parent pack

125 P1 teachers have signed up for an ASN network with 80 attending initial in-person network event. Working in partnership with Glasgow Educational Psychologist Service colleagues a needs analysis was carried out. Teachers identified challenges and what they thought they needed from network to help them improve confidence and make the biggest impact on learners. This information will be used to plan a series of support and training moving forward.

Career Ready has supported the development of the young people in the mainstream and ASL Secondaries with a mentoring through proven employability programmes delivered by volunteers from the world of work, focusing on young people who face barriers prohibiting them from realising their potential. **Cohort 2021/23 involved 138 Young People from 30 Secondary schools**. **Cohort 2022/23** involved **168 Young People from 33 Secondary schools including 3 ASN schools**

"Been a great experience. I feel better about going into the workplace"

"It allowed me to reflect on my own education journey"

Working with Save a Life Scotland we have matched previous Heartstart Resources to CFE. All secondary establishments were provided with a Call Push Rescue set. 75 members of staff attended training from 56 schools. Another session is planned for October 23

Sense Over Sectarianism Direct delivery: School Pupils - 4448, Students – 161, CLPL Sessions Staff – 110, These figures do not reflect the numbers indirectly supported by the work of SOS. In Glasgow City Council Local Authority alone 141 primary schools and 30 secondary schools undertake SOS work delivered by teachers and supported by SOS.

Mentors for Violence Prevention – we now have 13 schools delivering. This session there have been 5 Training Events with 65 staff trained

This year's Holocaust Memorial Event included 348 attendees and participants

The Equalities team reported back to Glasgow Schools Forum about Partie23 and how their opinions had helped shape the activities for Black History Month.

107 Primary schools have applied to attend the GSF. 95 Primaries have attended at least 1 session. 49 have attended both.

28 Secondary schools have applied to attend the BGE GSF. 24 have attended at least one session. 16 have attended both

157 schools have attended at least 1 forum with 28 attending all the forums

Four GCC Rights Respecting School Award Assessors (RRSA) attended training with UNICEF

There are currently 134 schools registered with UNICEF RRSA

Our Lead Officer has been assessing Bronze RRSA. We now have 4 Gold, 16 Silver, 53 Bronze

91 Glasgow schools have been awarded eco flags by Keep Scotland Beautiful since 2021.

New Parental Involvement & Engagement Strategy published using results of Parental Involvement & Engagement Census to shape priorities. Parent Friendly version also available on GCC website.

46 videos for parents and Parent Councils now available on the Glasgow City Parent Group (GCPG) YouTube Channel. https://www.youtube.com/channel/UCUMiLRO9B5o-yp-CFyvczwQ

60 Family Learning CPD sessions were delivered across all sectors with 1030 attendees. 96% of attendees stated that their confidence in supporting parental engagement and family learning increased. 96% also stated that their confidence in planning, evidencing, and evaluating family learning increased. 75% of primary schools and 84% of ELCC establishments have engaged in CPD this session.

"Both these courses and the session last week inspired us to take action in implementing family learning opportunities across our school". St Angela's Primary

16% of ELCC and 48% of primary establishments received one-to-one support from a Family Learning Officer.

Family-centred nursery-P1 progressive transition project focused on 'The Everywhere Bear' book was delivered for the third time with a total of 343 staff attendances at training on implementation of the programme. 112 ELCC and 120 Partnership Nurseries participated with all children starting P1 (6,500 in 2023) receiving a family learning kit. 100% of evaluations submitted evidenced that relationships between parents /carers, children and nursery staff were strengthened.

The Primary 1 activity focused on the 'Everywhere Bear' book supported children and their families through their early level transition. Webinars to support delivery had 116 staff attendances over the past 2 years. All

schools received resources to enable delivery. 100% of evaluations from parents evidenced a positive impact on the child and family's experience of early level transition.

Family Learning Team blog supports practitioners across the city to remain abreast of good practice and new developments https://blogs.glowscotland.org.uk/gc/glasgowfamilylearningteam/

All Play Along Maths materials have been refreshed with a launch planned for September. CLPL sessions to support the ongoing delivery of Play Along Maths have been attended by 91 staff from nurseries and primary schools since August 22.

There is a formal partnership with Save the Children for delivery of the evidence-based Families Connect programme. Three family learning officers are accredited trainers for the programme and have delivered training to 70 staff.

The EAL Service with Early Years and EdIS STEM officers prioritised professional learning in STEM+ EAL for practitioners and stakeholders. A set of bilingual STEM postcards was created and published in 12 languages and added to the EAL Glow Tile and the STEM Glasgow Tile to promote STEM partnership with bilingual families Celebration event at Glasgow Science Centre for 21 families.

Successful work with partners continued to support new to Glasgow children, young people and families including overseas enrolments. A range of projects also enabled a strong response to the needs of displaced Ukrainian families across 37 primaries and 14 secondaries in the city.

The Lord Provost Competition had 200 entries, four winners and increased participation from schools. Glasgow Schools took part in the Big Help Out during May 23 and an online book provides highlights.

A women's legacy, Erasmus Plus, conference and week of events highlighted and disseminated the work of Education Services in collaboration with the Ministry of Education of the Valencian Government and other partner Educators in Vilnius, Rome and Spain.

A project to enable the children of the new GME school in the North East to engage in learning experiences in the area surrounding the refurbished St James school has been taken forward. A digital resource is currently being developed.

Almost one year on from GirlsAtCOP26, an exhibition, #WomenAtCOP26 opened on Thursday 29 September 2022 at Street Level Photoworks, Trongate 103, Glasgow. The portraits document women from across the globe who joined the girls in discussing taking collective action to address the climate emergency from a female perspective.
An official opening was held on 11 October, the UN Day of the Girl and attended by officers, members, female leaders from across the city and beyond. Secondary schools were invited to visit the exhibit and many of our young women did so. The exhibition was a timely reminder on the Road to COP27 that COP26 was a game changer, a people's COP.