Education Services

Annual Business Plan

2023/24

Introduction

The Education Services Annual Business Plan (ABP) is a forward planning document that helps us set priorities and targets for the coming year. The ABP is part of the Council's Public Performance Reporting framework and is the document which provides our communication to staff, citizens and partners in respect to the role and priorities of the service and how our performance will be assessed.

Our aim is to make Glasgow a world class learning city built on the principles of nurture. It is this plan which takes forward the next steps in achieving that ambition. In Education Services our "All Learners, All Achieving" document sets out at a high level the challenges we want to address. These challenges localise to our Services the key strategic plans detailed below.

The Council agreed its new Strategic Plan 2022-2027 in November 2022 setting out its priorities and commitments over the next 5 years. This plan will set out how Education Services is supporting the delivery of the Council Strategic Plan and the city's new Community Plan delivered with our community planning partners.

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

The Grand Challenges are as follows:

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

The Community Plan priorities are

- Economic growth
- Resilient communities; and
- A fairer more equal Glasgow

Glasgow's Context

Education across Glasgow is delivered through:
109 council managed early learning and childcare settings
128 partner providers of early learning and childcare settings
141 Primary Schools
30 Secondary Schools
22 Additional Support for Learning Schools

There are 15,257 registered places for 0 to 5 year olds across Glasgow's early learning and childcare settings.

There are 71,342 school pupils in Glasgow
40,576 Primary pupils
29,215 Secondary pupils
1,551 ASL pupils

Over half (56.4%) of all pupils in Glasgow live in the most deprived Scottish Index of Multiple Deprivation deciles.

Over a quarter (25.3%) of pupils in the city speak English as an additional language.

There are 131 different languages spoken by pupils in Glasgow's Schools. The main five languages spoken after English are Urdu, Arabic, Polish, Punjabi, Chinese (Modern Standard/Mandarin).

Glasgow has the largest proportion of care experienced children, with responsibility for 17.4% of Scotland's care experienced children and young people.

Positive Trends

Senior phase outcomes for young people have shown a positive upward trend over the last 10 years.

Pupils achieving 1 or more Higher by the end of S5	
2012	2022
36.6%	59.0%

Pupils achieving 3 or more Highers by the end of S6	
2012	2022
25.2%	48.1%

When deprivation is factored in Glasgow outperforms the national cohort in 2022.

Pupils residing in SIMD 1 and 2 (most deprived) achieving 1 or more Higher by the end of S5	
Glasgow 2022	National 2022
50.9%	47.1%

Pupils residing in SIMD 1 and 2 (most deprived) achieving 3 or more Highers by the end of S6	
Glasgow 2022	National 2022
39.5%	36.1%

School leavers residing in SIMD 1 and 2 (most deprived) going onto Higher Education	
Glasgow 2022	National 2022
32.4%	26.4%

Executive Summary

This plan is aimed at helping us deliver for all of our children and young people. Our Purpose, Vision, Values and Challenges are set out below:



We want Glasgow to be an outstanding place for all learners, a socially just city, where rights are respected, a place where all learners can achieve and progress in their lifelong learning journey. Everything we do will be informed by our values of compassion, ambition, trust and equity. Our vision is to ensure Glasgow is a world class learning city, where every learner can participate and where all can thrive, flourish and achieve. Our commitment to realising Article 29 of the convention of the Rights of the Child for all, means developing all learners to their fullest potential, with rights based, tolerant and respectful learning environments and experiences. We want to make sure that every learner has the chance to learn with the support they need, when they need it. We believe that the resilience of our learners is built on trust and a foundation of nurture. Our ambition is to embed the principles across every classroom, playroom and learning environment. Wellbeing is key to every one of us achieving, progressing and reaching our potential.

In Glasgow we are ambitious for every learner. Equity is at the heart of everything we do in Glasgow. We can measure Education Services' success when our collective strength and efforts ensure what we do mitigates anything which gets in the way of learning including the effects of poverty. This leads to appropriate pathways and positive outcomes for all learners.

Our practitioners are a highly valued and skilled workforce. Education Services holds an ambitious and deep commitment to investing in our people as our key asset by supporting sustained learning opportunities in a city-wide learning culture. Approaches to career-long professional learning and leadership have strengthened the skills and knowledge of staff and, as a result, improved children's and young people's achievement and progress.

We participate in and actively support continuous improvement and benchmarking locally and nationally. National benchmarking tools, as well as our own web-based application FOCUS, enable us to use data as part of our self-evaluation. A data rich system supports improved achievement and progress for all our learners. HMI have responsibility for monitoring and evaluating the quality of learning and teaching in Scotland's schools but are only likely to visit 20-25 schools a year in Glasgow, so our Quality Improvement Team and Collaborative Improvement approaches across the city also support schools to develop their next steps in improving outcomes for learners. Glasgow is also part of the West Partnership, a collaboration of eight local authorities across the West of Scotland who share a vision to promote equity, excellence, and empowerment across the partnership.

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Section 1: Resources and Organisation

Purpose of Education Services

The provision of education in Scotland is the responsibility of local authorities who are under a statutory duty to ensure that there is adequate and efficient provision of school education in their area.

In that context, local authorities may review their school stock and how the location and condition of their schools meet with population patterns and educational needs. When local authorities are proposing a change in education provision, there is a statutory requirement on them to engage in a formal consultation process, in line with the requirements of the Schools (Consultation) (Scotland) Act 2010.

In Scotland, 32 Education Authorities are responsible for ensuring that statutory requirements are met and that they are diligent in taking forward nationally agreed policies and guidelines. They are also responsible for the spending and accountability for educational funding. They have responsibility for the continuous improvement of services to meet the needs of their local communities.

Across Scotland, local authorities adopt different service structures. Increasingly, education is part of a wider department, which can also include services such as leisure, culture, sports, the arts, community learning and social work services.

In Glasgow, Education Services work strategically across service structures and with partners for instance collaborating with Social Work and Health on a Nurturing City approach, the Economic Development team regarding Developing the Young Workforce, and Glasgow Life on ensuring our city is a classroom, and we continue to work together to ensure increased attainment and positive destinations for young people.

HM inspectors, working across all areas of learning, support and challenge the work in the 32 authorities, through the process and impact of rigorous inspection.

Service Structure and Resources

Senior Management Structure

Executive Director of Education – Douglas Hutchison

Head of Service North East - Gerry Lyons
Raising Attainment and Achievement, Curriculum, and Employability

Head of Service North West – Jean Miller
Quality Improvement and Leadership

Head of Service South - Donnie MacLeod
Learning, Teaching and Assessment

Head of Inclusion and Equalities – Catherine Gallagher

Head of Early Learning and Childcare – Heather Douglas

Head of Resources – Lorna Goldie

Senior Education Officer – Andrea Reid

Strategic HR Manager (Education) - Jennifer Tees

Staffing Levels
Tables 1 and 2 below provide the current demographic breakdown of our teaching staff and support staff across the whole of Education Services.

Table 1: Support Staff

Grade(s)	MALE		FEMALE		WHITE		ETHNIC MINORITY		Ethnicity Not Declared		DISABLED		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1 to 4	137	4	2979	96	2092	67	198	6	826	27	54	2	**3116**
5 to 7	210	9	2228	91	1816	74	71	3	551	23	37	2	**2438**
8	11	11	92	89	90	87	2	2	11	11	3	3	**103**
9 to 14	3	20	12	80	13	87	0	0	2	13	1	7	**15**
Non PGS	13	24	41	76	44	81	2	4	8	15	4	7	**54**
Totals	374	7	5352	93	4055	71	273	5	1398	24	99	2	5726

Table 2: Teaching Staff

Grade(s)	MALE		FEMALE		WHITE		ETHNIC MINORITY		Ethnicity Not Declared		DISABLED		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Teaching	1531	22	5389	78	4551	66	206	3	2163	31	151	2	6920

Financial Resources: Budget

This section provides summary details of the service revenue budget, at objective heading covering budgets over a two year period. A departmental analysis of expenditure by subjective level heading is also provided for both years (Tables 3 and 4).

Table 3: Objective Analysis

2022/23 Budget (£)	Expenditure	2023/24 Budget (£)
5,154,000	Support Services	5,419,100
131,881,000	Early Years	134,371,800
243,506,600	Primary Schools	263,959,000
240,299,500	Secondary Schools	255,731,800
71,759,800	Additional Support For Learning	76,052,100
6,792,200	Schools - Other	7,066,100
3,182,200	Education Maintenance Allowance/Bursaries	3,191,300
122,600	Gateway	122,600
2,059,000	Education Improvement Services	2,263,000
2,830,700	Education - Miscellaneous	2,829,300
1,863,400	Education - Vocational Training	1,948,600
709,451,000	**Direct Departmental Expenditure**	**752,954,700**
65,689,400	Central Charges	85,717,600
775,140,400	**Total Expenditure**	**838,672,300**

	Income	
0	Support Services	0
575,000	Early Years	647,600
2,387,200	Primary Schools	2,290,100
3,068,800	Secondary Schools	3,148,800
1,915,800	Additional Support For Learning	2,008,300
834,300	Schools - Other	876,000
3,000,000	Education Maintenance Allowance/Bursaries	3,000,000
1,791,300	Education Improvement Services	1,794,500
13,572,400	**Direct Departmental Income**	**13,765,300**
761,568,000	**Net Expenditure**	**824,907,000**

Table 4: Subjective Analysis

2022/23 Budget (£)	Expenditure	2023/24 Budget (£)
491,868,200	Employee Costs	542,093,900
102,297,500	Premises Costs	102,297,500
10,906,400	Transport and plant	10,906,400
50,978,800	Supplies and services	52,090,800
9,686,900	Third party payments	9,599,900
43,713,200	Transfer payments	35,966,200
709,451,000	**Direct Departmental Expenditure**	**752,954,700**
65,689,400	Central Charges	85,717,600
775,140,400	**Total Expenditure**	**838,672,300**
	Income	
3,000,000	Education Maintenance Allowance	3,000,000
575,000	Early Years Fees	614,600
2,960,000	School Meals	2,769,000
1,791,300	EDIS Charges	1,794,500
1,814,700	School Lettings	1,914,700
3,431,400	Other Customer and Client Receipts	3,672,500
13,572,400	**Direct Departmental Income**	**13,765,300**

761,568,000	**Net Expenditure**	**824,907,000**

Financial Challenge

In 2023/24 Education Services have a total gross expenditure budget of £839 million. This constitutes 28% of the council's total service expenditure budget. In 2023/24 the council faces a financial challenge with saving targets of £31million. As part of this, Education Services requires to deliver £4.1m million savings in 2023/24.

The profile of savings over the next year is included in Table 5.

Glasgow also receives significant resources through Pupil Equity Funding. The 2023/24 funding allocation to the City totals £23.154m. The funding is delegated fully to schools to help reduce the poverty related attainment gap.

Glasgow also receives funding for attainment and has been awarded £7.562m by the Scottish Government across our five priorities, a reduction of £0.244m from 2022/23.

The Scottish Government has also updated the allocations for funding around Early Learning and Childcare which has resulted in a total settlement reduction of £2.191m across specific and general grant.

Table 5: Service Budget Change Summary 2023-24:

Revenue Budget Change Summary				
Ref	**Title of Budget Change**	**Reason for Change (all that apply)** (Investment, Income Maximisation, **Renewal Activity**, Resource Redirection)	**Council Strategic Plan Theme**	**Financial Impact (£000)** **2023/24**
23ED19	Service Reform Within Early Years	Income Maximisation and Resource Redirection	Excellent & Inclusive Education	-660,000
23ED20	Review of Pre-School Assessment Service	Resource Redirection	Excellent & Inclusive Education	-160,000
23ED21	Review of Support Services Models	Resource Redirection	Enable staff to deliver essential services in a sustainable, innovative and efficient way.	-1,298,000
23ED23	Review of Community Letting	Income Maximisation	Enable staff to deliver essential services in a sustainable, innovative and efficient way.	-100,000
23ED25	Review of Psychological Services	Resource Redirection	Enable staff to deliver essential services in a sustainable, innovative and efficient way.	-105,000
23ED34	Reducing the Contracts for Learning Resources	Resource Redirection	Enable staff to deliver essential services in a sustainable, innovative and efficient way.	-150,000

23ED35	Review of Resources	Resource Redirection	Enable staff to deliver essential services in a sustainable, innovative and efficient way.	-1,339,000
23ED37	Reduction in Primary Devolved Scool Management	Resource Redirection	Enable staff to deliver essential services in a sustainable, innovative and efficient way.	-188,000
23GF43	Increase in Charges	Income Maximisation	Enable staff to deliver essential services in a sustainable, innovative and efficient way.	-104,000
			Total	**-4,104,000**
			NET BUDGET CHANGE (£)	**-4,104,000**
			NET BUDGET CHANGE (%)	**-0.5%**

Capital Investment

Activity in 23/24 will see a continuation of the key themes of the Education Estate Plan which was approved in 2020.

The council remains committed to providing high quality learning and teaching environments for the learners of the future. This will ensure that children, young people, staff and communities have high quality, vibrant, learning and teaching environments which support the council's commitment to raising attainment and achievement.

Activity within 23/24 will therefore focus on the following key themes:

Condition & Suitability

The general capital allowance noted in the table below will be utilised for this purpose. Large scale maintenance and investment will be funded from this source. Items like new roof coverings, major maintenance, carbon reduction measures, boiler renewals, etc. This fund will also be utilised to make changes and adaptations to schools (after approval of the board) to create settings which are more conducive to effective teaching and learning.

Demand vs Capacity
Ongoing analysis of the capacity of our schools to meet the demand of the local catchment areas is an ongoing activity. Identification of pressures, such as those that have been experienced and now resolved at St Paul's Sec, St Mungo's Sec, St Andrew's Sec, Carntyne Pri, etc.

Environmental Sustainability / Climate Resilience / Energy Reduction / Net Zero Carbon
Identification of measures that will reduce the Council's carbon emissions, energy consumption and thermal performance will continue. New and more sustainable means of heating continue to be developed to assist in the Council's net zero ambitions.

New facilities will be constructed or retrofitted using the very latest technologies for sustainability and the re-use of buildings (e.g. St James') will always be considered before new-build.

The PPP Estate
Ongoing monitoring of the contract performance, and as we approach the end of the contract, a more focused effort will be made to ensure that at the end of the contract, at the point of hand-back, the buildings and systems are in good condition.

Links with the Property & Land Strategy
All activity within the Education Estate will link back to the overarching principles contained within the Property & Land Strategy.

Consultation and Engagement with stakeholders
Ensuring that meaningful engagement with Education staff, Parents, Carers and the local communities within which our education establishments are situated will always be a foundation upon which investment is undertaken.

Table 6: Capital investment options approved for 2023/24

Capital Investment		
Option	**Council Strategic Plan Theme**	**Investment (£m)**
Continuation of General Capital Investment	Excellent & Inclusive Education	Est £6m for 23/24
Delivering the final stages of the Early Years Expansion Investment. Completion of all outstanding nursery investments, completion of Scotland Street & Scaraway developments	Excellent & Inclusive Education	Est £10m remaining
New Gaelic Medium Education PS – St James'	Excellent & Inclusive Education	£20m est
LEIP 2 school proposal	Excellent & Inclusive Education	£7m est
	Total Investment (£m)	**£43m**

Section 2: Meeting Strategic Plan Commitments

Strategic Plan

The Council's Strategic Plan 2022-2027, and a Mission Based approach to service priorities has been developed.

The Strategic Plan highlights Grand Challenges, and the Missions identified to address them, each of which contains a set of commitments that Services lead on.

The Grand Challenges and their Missions are as follows:

1. **Reduce poverty and inequality in our communities**

- End child poverty in our city using early intervention to support families
- Meet the learning and care needs of children and their families before and through school
- Improve the health and wellbeing of our local communities
- Support Glasgow to be a city that is active and culturally vibrant

2. Increase opportunity and prosperity for all our citizens

- Support Glasgow residents into sustainable and fair work
- Support the growth of an innovative, resilient, and net zero carbon economy
- Raise attainment amongst Glasgow's children and young people

3. Fight the climate emergency in a just transition to a net zero Glasgow

- Deliver sustainable transport and travel aligned with the city region
- Become a net zero carbon city by 2030

4. Enable staff to deliver essential services in a sustainable, innovative and efficient way for our communities

- Create safe, clean, and thriving neighbourhoods
- Run an open, well governed council in partnership with all our communities
- Enable staff to deliver a sustainable and innovative council structure that delivers value for money

These Grand Challenges and their Missions are underpinned by Commitments which Services will undertake to work towards the goal of each Mission. **Appendix 1** contains highlights of Education actions under each of the council's commitments, including milestones and planned activity for the year ahead. Most Education Services commitments fall under the missions below:

- End child poverty in our city using early intervention to support families
- Meet the learning and care needs of children and their families before and through school
- Raise attainment amongst Glasgow's children and young people

The Council agreed that the Strategic Plan will be subject to an annual review to reflect the volatility of outside pressures and budget constraints.

Community Plan

Glasgow Community Planning Partnership brings together public agencies, the third sector, and the private sector, to work to improve the city, its services, and the lives of people who live and work here.

The Community Empowerment (Scotland) Act 2015 requires the Partnership to publish a Local Outcomes Improvement Plan that sets out our shared priorities for the city, where we plan to make improvements, and over time show that we have made these improvements. In Glasgow, this document is split into two parts:

- A Community Plan – which sets a strategic direction, defining focus and priority areas
- A Community Action Plan – which lays out planned actions to deliver on the Community Plan

There are clear linkages across the Strategic Plan priorities and the Community Plan priorities with Education commitments in the strategic plan linking to the theme of Childcare in the community plan.

Under the priority area Childcare, the Community Plan states that by working together we want to build on existing plans, strategies, and progress to achieve:

- More affordable and accessible quality childcare in Glasgow
- Childcare provision in those areas with limited childcare options
- Flexible and extended childcare hours that suit people's lives
- Implementation of the Scottish Government's requirement to extend more free hours to 3-5 year olds

The National commitment has now been met in full. The Scottish Government has announced its aspiration to expand childcare services for school aged children, improving accessibility and making services affordable for all and free for the most vulnerable families. Glasgow is one of the pilot local authorities exploring models for delivering this childcare expansion. Services are currently in place in 2 wards in the city (Drumchapel and East Centre) with scoping work beginning on extending to a ward in the south of the city.

The pilot in phase 1 supported children whose families fell within one or more of the 6 priority types of families set out in the Tackling Child Poverty Delivery Plan and who were in receipt of the Scottish Child Payment. Numbers are projected to increase during phase 2 (April 2023 to April 2024) and the offer will be tapered to include funding some of the costs of other families, including funding the School Aged Childcare costs for children in Kinship Care in the target areas.

The Community Action Plan website includes a performance framework. The table below includes some indicators that are linked to Education.

Table 7: Community Action Plan Performance Framework

Indicator	Baseline (2017)	Latest (2022)	▲▼
Proportion of 16-19 Year Olds Participating in Education, Training or Employment	88.2%	91.2%	▲
% of Schools Leavers in a Positive Destination	92.0%	97.1%	▲
Satisfaction with Nursery Schools	86%	89%	▲

Whilst the Glasgow Community Plan is a ten-year Plan up to 2027, there is a legislative requirement to refresh the Plan taking into consideration any change in the needs of our communities. The Glasgow Community Planning Partnership (GCPP) agreed in June 2022 to the development of a 2023-27 Community Action Plan (CAP) that would include both the priorities identified within the 2017-27 Glasgow Community Plan (including Childcare) and the work of the Social Recovery Task Force (SRTF) workstreams.

It has been agreed that the 2023-27 CAP will be a rolling action plan with the initial 18-month CAP with a focus on 4-5 SRTF workstream areas, identified by the SRTF. The CAP will have a Performance Management Framework accompanying it that will outline how progress will be measured by including performance outcomes and targets, that will be regularly updated and reported on whilst enabling public accessibility to the performance information.

The intended timetable is that a draft 18-month action plan will be approved by the GCPP Strategic Partnership in Summer/Autumn 2023 which if approved will be the focus for a period of community engagement with a final 2023 -27 CAP, supported by a refreshed Performance Management Framework, being submitted and approved in late 2023.

Glasgow's Strategic Community Learning and Development (CLD) Plan is aligned to three of the high-level areas of focus in the Glasgow Community Plan:

- Economic growth
- Resilient communities
- A fairer and more equal Glasgow

In recognition of the impacts of the Covid-19 pandemic the 2021-24 CLD plan places a strong focus Economic Recovery. There is strong evidence that the CLD plan 2021-24 is being implemented effectively, contributing to the Community Plan priorities. As people and services recover from the impacts of the pandemic, Community Learning and Development has continued to adapt and respond to individual and collective needs and challenges, including the growing cost of living crisis.

Partners are playing a significant part in raising attainment and providing opportunities for young people to thrive. Young people are benefitting from a range of projects delivered for example through the Glasgow Life School Library Service and support from Developing the Young Workforce Co-ordinators. More information is available from Glasgow CLD Strategic Partnership

Section 3: Service Priorities – All Learners All Achieving

Our All Learners All Achieving Document sets out at a high level the challenges we are addressing throughout this plan. It provides clear messages on what matters to us across Education Services in Glasgow.

Our Purpose

- Sustainable Development Goal 4: Ensure inclusive and quality education for all and promote lifelong learning.

Glasgow is a diverse and global city. In Education Services our partnership with our city's children and young people, families and communities begins with our commitment to SDG4 as our purpose. The 17 Sustainable Development Goals (SDGs) recognise that tackling poverty and all inequities must align with work to improve education. SDG4 is the purpose to all that we do together. It enables us to adapt national frameworks, local policy and guidance in the local contexts of our classrooms and playrooms.

Together we know we can create the circumstances which serve all our children, young people and families to meet the promise of every child, mitigating those barriers which can get in the way of learning, achievement and progress. We want all Glasgow's children to have a childhood that enables them to grow up loved, safe and respected.

In Glasgow this means translating SDG4 targets, localising and expanding them in our context for all our learners. SDG4 and the targets are woven through Education Services' annual plan. Our commitment to SDG4 brings together an understanding of how we collectively share responsibility for making the right decisions at the right time and at the appropriate level, to impact positively on individual learners and improve outcomes.

Our Vision

- A world class learning city founded on nurture principles.

We want Glasgow to be an outstanding place for all learners, a socially just city, where rights are respected, a place where all learners can achieve and progress in their lifelong learning journey. Everything we do will be informed by our values of compassion, ambition, trust and equity.

Our vision is to ensure Glasgow is a world class learning city, where every learner can participate and where all can thrive, flourish and achieve. Our commitment to realising Article 29 of the convention of the Rights of the Child for all, means developing all learners to their fullest potential, with rights based, tolerant and respectful learning environments and experiences. We want to make sure that every learner has the chance to learn with the support they need, when they need it.

We believe that the resilience of our learners is built on trust and a foundation of nurture. Our ambition is to embed the principles across every classroom, playroom and learning environment. Wellbeing is key to every one of us achieving, progressing and reaching our potential.

UNESCO Global Network of Learning Cities
Glasgow launched as a learning city in 1999. Lifelong learning initiatives support our challenge to become a networked learning organisation for all learners, collaborating with a purpose and supporting improved outcomes. We were formally accepted as a member of the UNESCO Global Network of Learning Cities in July 2019. Our Glasgow UNESCO Working Group co-ordinates our efforts in promoting the Learning City.

Education Services Values

- Compassion, Ambition, Trust, Equity

Our Values:

- are fundamental to our collective identity both now and in the future, who and what we are, and what we want Education in Glasgow to achieve for our learners
- make visible what is important to us collectively
- give meaning to what and how we do things to improve and transform Education Services in Glasgow, giving humanity and dignity to our work
- permeate our work with all stakeholders, partners, agencies, children, young people and families, supporting active participation and engagement

- enable us to build respectful, inclusive and nurturing relationships across our communities
- help us to reflect on the actions and initiatives we develop, and measure impact in a meaningful way
- support ethical decision making

COMPASSION
Compassion and care lead to improved outcomes for our children and young people in Glasgow. Wellbeing is central to achievement and progress. Our aim of being a nurturing city, means embedding nurturing approaches in every classroom and playroom and learning environment and in all interactions. Knowing how to engage with each other with courtesy and kindness allows us to meet the care needs of our learners, those we work with and those who need us. Compassion involves demonstrating care, kindness, cultural responsiveness, tolerance, openness and welcoming of every learner.

AMBITION
In Glasgow we are ambitious for every learner. We retain a relentless focus at all times on lifting any barrier to learning and life opportunities.

TRUST
We are committed to a culture of mutual trust and respect, ensuring safe space and time for dialogue and collaboration. Our expectation is that we will act openly with transparency, candour and honesty to build relationships which benefit all our learners. Human rights are for us all. Basic rights and freedoms belong to us all simply because we are human.

EQUITY
Equity is at the heart of everything we do in Glasgow. We can measure Education Services' success when our collective strength and efforts ensure what we do mitigates anything which gets in the way of learning including the effects of poverty. This leads to appropriate pathways and positive outcomes for all learners.

Education Services Challenges

- Wellbeing and Learning
- Achievement and Progress
- Engagement, Participation and Inclusion
- Networked Learning Organisation
- Connected Learning

Wellbeing and Learning

Missions

1. Support nurture and wellbeing as central to a young person's success in learning
2. Meet the learning and care needs of children and their families before and through school
3. Improve the quality of learning and teaching

What are the purposes of education in our city? How do we prepare creative learners able to participate and thrive in a complex and changing world through: nurture, approaches to wellbeing, and Glasgow's Pedagogy?

Wellbeing is central to achievement and progress. Our aim is to become a nurturing city where nurturing principles and approaches are embedded in every classroom and playroom. We recognise that All Behaviour is Communication. An understanding and awareness of what we are communicating through our behaviours is essential in helping us understand what children are communicating.

Our one good adult concept captures the importance of safe, supportive relationships for all learners. Compassion and care leads to improved outcomes for our children and young people in Glasgow. In Education Services this aligns closely to our commitment to social justice. We recognise that the aspiration and the potential of Curriculum for Excellence 3-18, to provide all our learners All Learners All Achieving with a holistic, coherent and future looking approach to learning, is yet to be fully realised. The ambitions remain bold and in Glasgow we have made significant progress towards these. However, there remains work to be done to provide cohesion and consistency for all learners, as described in the recommendations of the OECD. In Glasgow we continue to transform our 3-18 curriculum whilst ensuring this builds on the critical foundations developed from birth to three.

Transforming Glasgow's Pedagogy across every setting, classroom and playroom continues to be one of our greatest challenges to ensure a strengthening of learning environments, practice and relationships. This involves a relentless focus on learning and teaching which must be at the heart of all our work. Our city is a classroom, where we can harness learning outdoors, culture and heritage: broadening and deepening learner experiences.

All practitioners across our system must be able to articulate what effective learning and teaching is. Their key role is enabling practice which continuously drives forward and improves Glasgow's Pedagogy. Our pedagogical core defines our relationships between practitioners and learners.

Learning and Teaching

Building on Glasgow's Pedagogy a refreshed framework was developed and launched at a conference in November 2022



Achievement and Progress

Missions

1. Improve outcomes for children and young people impacted by poverty with a focus on tacking the poverty related attainment gap
2. Raise attainment among Glasgow's children and young people
3. Support Glasgow's young people into fair, positive and sustained destinations

How do we improve equity and encourage excellence in every setting leading to appropriate pathways and positive outcomes for all? Every child and young person in our city has a right to Education. We support our learners to feel included, engaged, safe and welcomed, enabling them to attend and take part in learning wherever it is happening.

Glasgow's commitment to raising attainment and improving life chances for all children and young people has seen significant progress in our city. We are ambitious for all our learners, determined that we fulfil the promise of every child and young person through our commitment to excellence.

Glasgow is a diverse and global city. In Education Services we embrace every child, young person, family and community. Our diversity enables opportunities to explore ways of learning together, which benefit us all. Glasgow remains a city of contrasts where parts of the city still suffer from unacceptable levels of poverty and inequity. Our collective strength and effort is focused on mitigating any barrier which gets in the way of learning. This effort is providing improved life chances for learners Schools and nurseries are important community anchors. We cannot achieve our ambitions for Glasgow's learners alone but through collaboration across services and with partners focused firmly on building community.

School Leavers' Follow Up: 22/23 is 97.1%

4 schools achieved 100% - Glasgow Gaelic School; Hyndland Secondary; Lochend High School and St Roch's Secondary School.

The MCR Pathways team and mentors continue to support the city's care experienced and disadvantaged young people throughout the year and this year 96.8% of the 317 MCR mentored leavers went onto a positive destination. Volunteer mentors are recruited from all walks of life and organisations, and currently support over 1,000 secondary age young people at 1:1 weekly meetings:
www.mcrpathways.org

Engagement, Participation and Inclusion

Missions

1. Support Glasgow's learners to be active, global citizens
2. Support the growth of innovative resilient and creative learners

How will we engage all learners and create opportunities for high quality and inclusive learning?

Santiago Rincon-Gallardo describes four conditions which drive intrinsic motivation: learning and doing things that matter to us (purpose); with freedom to decide what, why, when, and with whom to do it (autonomy); getting better over time (mastery); and doing it with others (connectedness).

In Glasgow we believe inclusive practice provides all learners with a fair chance to go to school, learn and develop the skills they need to thrive. Inclusive systems value the unique contributions learners of all backgrounds bring and allow diverse groups to grow side by side, to the benefit of all. In Glasgow we must continue to ensure all experience a culturally responsive curriculum, which meaningfully recognises and fairly represents the rich and diverse communities of our learners. Inclusion applies to all and this is implemented through wellbeing for learning, nurture and Glasgow's Pedagogy. This is underpinned by our commitment to UNCRC article 29.

We are responsible for supporting personal learner journeys for all. Engagement and celebration of the voice of children and young people enable contributions and ideas to be heard and considered to support the development of a meaningful curriculum. This enables contextualised experiences which provide depth and breadth of learning and application of skills.

Glasgow is rich in opportunities for all learners to engage with its heritage, its people, its outdoor spaces and its facilities, beyond the walls of the classroom or playroom. Our aim is to embrace the city as a classroom.

Whole school approaches to Learning for Sustainability support all learners to be caring, responsible and active global citizens developing the skills, knowledge and attitudes they need as adults to enjoy living in harmony with others, in a just and sustainable world.

Learning for Sustainability

The young people of Glasgow, Education Services and Neighbourhoods Regeneration and Sustainability colleagues began working on the co-creation of a Children and Young People's Climate Charter in May 2021. 'Engage the World to Change the World' is an Intergenerational declaration, promise and challenge. It inspires all to become Climate and Carbon Literate and empowers our young people to be active in rising to the challenge of the climate Emergency. Education Services worked in partnership with Glasgow Life and Bloomberg LP to drive forward Create4Glasgow:

- 1800 young people picked 3 environmental priorities: air pollution, water pollution, earth becoming uninhabitable.
- Young people voted for their 12 winning projects
- Workshops were organised with local schools and artists in residence to develop the winning projects.
- An Impact Toolkit for practitioners has been developed and is now being rolled out across the city with professional learning in 2023.

Financial Inclusion Support Officers

Financial Inclusion Officers are part of the innovative efforts to tackle child poverty in the city. They focus on the challenges for families of the rising cost of living, on maximising entitlement to generate income from social security benefits and on supporting parents/carers to pursue pathways into employment. They currently work across 31 secondary schools and 20 primary schools. The annual financial gains realised for families in the city over 3 years now totals approximately £5 million.

Period Dignity

Education Services has partnered with Simon Community Scotland and Glasgow Life. Using a team of 60+ volunteers, products are now available in over 140 different community venues and public spaces across the city.

February 2023 was Glasgow's first "Period Dignity Month". This campaign was launched at Holyrood Secondary School on 6th February 2023.

Our next steps will focus on expanding provision in the community, especially for our harder to reach communities. A pilot for third sector organisations in the North East is due to begin shortly following the success of a similar pilot in the North West, and we will engage further with agencies across the city to improve provision access for minority or marginalised communities.

Pupil Voice

Schools can send up to 4 delegates per school to the City Chambers to the Glasgow Schools Forum every few weeks throughout the session. The Primary Forum groups are facilitated by Senior phase young people from our Secondary schools.



Our meetings are based on the aspects highlighted through our Children's Rights Framework which was developed by the children and young people
Our Senior Phase Parliament identified Health and Wellbeing, Equalities and Diversity as key workstreams to take forward in Education Services.

We now have just under 100 schools across the city actively involved in the UNICEF Rights Respecting School Awards (RRSA). The Young Leaders of Learning Programme (YLL is providing opportunities to share views about what is important to our young people in their lives and to shape educational experiences.

Networked Learning Organisation

Missions

1. Enable staff to deliver a sustainable and innovative Education Services structure that delivers value for money
2. Run Education Services in partnership with all our communities
3. Enable all learners to engage in a broad range of lifelong learning experiences

How will we develop networked learning organisations for all learners, at every level in our system, to serve learning for all?

Networked learning organisations are more able to adapt, change and grow. We are committed to the model

described by the OECD/UNICEF:

- developing and sharing a vision centred on the learning of all children and young people; creating and supporting continuous learning opportunities for all practitioners
- promoting team learning and collaboration among all practitioners
- establishing a culture of inquiry, innovation and exploration
- embedding systems for collecting and exchanging knowledge and learning
- learning with and from the external environment and larger learning system
- modelling and growing learning leadership

The over reliance on one leader, and one senior leadership team, must shift. We should become a networked self-improving learning system, with collective agency and efficacy.

This shift in our culture of leadership must leave behind hierarchical authority, developing relationships to support collective efforts to drive forward the optimum conditions for learning for all. We firmly believe that Education is a social movement for good.

Collaborative Improvement

Approaches to Collaborative Improvement are providing opportunities for school self-evaluation for and of learning. This important development enables us to model our values together, building on trust across our networked learning organisation.



Leadership

Glasgow's Leadership pathways have been reviewed during session 22/23 and are available to practitioners and leaders at all levels. The Framework enables practitioners to undertake the pathway which is right for each individual: Practitioner leadership, Middle Leadership, Senior Leadership and Systems Leadership



Connected Learning

Mission

1. Empower all learners to be equipped with critical and creative skills that enable them to be highly adaptive and agile in a fast changing world with access to the best tools for learning

How will technology and digital learning support our learners in fundamentally new ways?

The Council's ambitious plans to affect further transformational change in digital infrastructure have included modernising digital education provision: Empowered Learning. Education Services remain committed to creating unique digital solutions for all learners, further transforming learning and teaching in all of our city's schools and early years settings.

Our practitioners are a highly valued and skilled workforce. Education Services holds an ambitious and deep commitment to the highest quality of career long professional growth for all practitioners focused on digital skills. Investing in our people to support depth of knowledge and understanding of Glasgow's Pedagogy and professional practice is the building block of consistent learning and teaching, higher levels of achievement and better progress.

Our imperative is to prepare young people to thrive in a digital future. Digital learning is being woven through Glasgow's Pedagogy, bringing a host of benefits to children, young people, families and practitioners and is based on clear and direct ambitions: to raise attainment among pupils; support equity and inclusion; strengthen future employability prospects; and developing the young workforce.

Across Education Services our thinking and behaviours have shifted in important ways in recent years. Long term shifts in the ways we structure our lives and create places for people are evident. Global economic challenges are impacting on decisions and thinking around sustainable investments and our digital strategy, for a future which will be very different.

Our re-shaped lives are increasingly online with remote modes of being. Remote learning models have resulted in emerging online learning and teaching practices. The use of future learning analytics using e.g. Artificial Intelligence in classrooms, augmented reality, digital instructional models and the importance of cyber security are aspects of focus as we reframe Education's Connected Learning Strategy 2.0.

These new ways of working and digital tools mean we all require to focus on improved, sustained and consistent levels of engagement, equipping learners with the critical skills that enable them to be highly productive, valued, adaptive and agile employees in a fast-changing world.

Connected Learning

Connected Learning began in 2017 in Glasgow City and deployed a 1:1 environment from early 2019. The project covers all 300 education establishments, including early years, primary and secondary across our city. The Connected Learning project currently involves around 88,000 devices – including devices for over 5,500 teachers and support staff.

There is a core focus on professional learning for staff. During session 22/23 a review found 93% of children said ‘My iPad helps me to work independently’, practitioners reported digital technologies used to support learning has doubled since 2017 and that supported learning through apps-based learning has increased 50% since 2017. 91% of the parents and carers engaged in the review say their young people are now using apps for learning at school and at home.

National Improvement Plan (NIF)

The national improvement framework and improvement plan for Scottish education is designed to help deliver the twin aims of excellence and equity in education. This document serves as the Government's single, definitive plan for securing educational improvement. Six drivers of improvement have been identified in the NIF. The drivers are all equally important. The links and connections across these key areas are essential to enabling continuous improvement and minimising unintended consequences.

The key drivers of improvement are:

- School and ELC leadership
- Teacher and practitioner professionalism
- Parental/carer involvement and engagement
- Curriculum and assessment
- School and ELC improvement
- Performance information

Key priorities

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

Glasgow's Annual NIF report is available on our Committee Information Pages.

Glasgow's Strategic Plan and Community Plan have been covered in Section 2 of this report. The Glasgow City Integrated Children and Young People's Services Plan is another key plan for Education Services. The plan outlines the key areas of focus for children's services over three years.

The plan sets out the strategic direction for the planning and delivery of services for children, young people and families in Glasgow City. It is a requirement of the Children and Young People (Scotland) Act 2014 and has five aims:

- Children and young people are safe, protected and valued in their communities and neighbourhoods
- Children and young people's health and wellbeing is promoted and improved
- Children and young people are well supported in their homes and communities
- Children and young people achieve high quality outcomes through excellent and inclusive education and employment opportunities
- Children and young people are involved and included, and their views are influential in the development and delivery of services

All of these are underpinned by a focus on mental health and poverty, which are areas that children and young people identified as priorities in an extensive Consultation.

Additionally, all local authorities undertook both a Health and Wellbeing Census and Parental Involvement Census in 2022. The reported measures in the Health and Wellbeing Census indicates attitudes to school, views on neighbourhood and life at home, physical health, and mental health and wellbeing differ by stage, sex and deprivation. The Parental/carer involvement and engagement Census covers parental and family engagement in the learning of children and young people, as well as parental involvement in the life and work of school. The findings from these census' will inform the planning of Education Services. Findings for both the Health and Wellbeing Census and Parental Involvement Census are published by the Scottish Government

Recruitment

The recruitment process is key to successfully delivering our essential services to children and young people across Glasgow. We are, therefore, committed to ensuring we recruit the right people, in the right place, at the right time. Consequently, the effective management of our well established recruitment process, in line with a number of Council policies including a commitment to diversify the workforce and LNCT agreements is key.

Staff Training and Development

Education Services recognise that our staff are a key asset in the delivery of services and we are fully committed to investing and supporting the development of staff throughout their career. We will collaboratively work across the service, sectors and other services to ensure the achievement of Council priorities for young people. The contribution and interdependent nature of various teams has to be recognised and embraced in order to achieve success. Consequently, every member of staff has a valuable contribution to make in maximising the potential of all children and young people in the city.

The development of staff knowledge, skills and abilities has consistently been regarded as the cornerstone of organisational development and improvement. The commitment to the development of all staff will ensure we enhance and maintain the level of competence, expertise and confidence required to deliver a service of the highest quality, in a rapidly changing environment. A critical element of the staff development strategy will be in respect of leadership. It is through both personal and professional leadership at all levels, across and throughout the service, that the most effective cultures for success will be developed.

Teaching Staff

Career long professional learning should be a key focus for every teacher. The General Teaching Council for Scotland professional standards specifically sets out what it means to be a teacher in Scotland and the professional values expected in terms of social justice, trust and respect, and integrity. These are the roots of the Professional Standards Framework, which supports what it means to become, to be and to grow as a teacher in Scotland.

Having a strong focus on professional values help teachers to develop their professional identity and underpins a deep commitment to all learners' cognitive, social, and emotional growth and wellbeing. They are integral to, and demonstrated through, teachers' professional relationships, thinking and actions in their professional practice. Commitment to reflecting on the connections between values and actions and career-long professional learning is a critical part of developing teacher professionalism.

Each establishment is expected to develop and implement a plan for the development of staff, linked clearly to the establishment's improvement priorities, the needs identified through the review process and other self-evaluation processes. Each member of staff

will have responsibility for maintaining their own individual record and profile of development. The regular meetings of school staff development co-ordinators ensure professional learning remains a priority.

Support Staff

We remain committed to our staff undertaking high quality professional learning and, where appropriate, gaining additional qualifications associated with their role. A range of development opportunities for support staff to increase their knowledge in supporting literacy and numeracy are provided, along with opportunities to achieve additional qualifications. In addition, Child Development Officers are supported financially and provided with the necessary time off to gain additional qualifications. Our Glasgow Psychological Service and NHS will also continue to provide a range of specialist training to support staff.

Equality, Diversity, and Inclusion

We are committed to developing mechanisms for achieving outcomes in respect of Equality, Diversity and Inclusion and will continue to monitor our retention rate and offer support, where required. To help achieve this, we will promote the Corporate Equality, Diversity, and Inclusion Training and Support Calendar with all our staff, providing an accessible learning platform that delivers training, together with information and resources. With our overall % of ethnic minority support staff increasing from 4% to 5%, we will also continue to work with our Black and Minority Ethnic (BAME) partners to provide targeted recruitment opportunities in this area. In addition, and mindful that enhanced qualifications can lead to improved promotion opportunities we will continue to monitor closely our ethnic minority staff at Grade 5 and above.

In 2021 we created a development opportunity for 5 promoted teaching positions, specifically for BAME teachers, to gain experience within a promoted role for a period of up to one year. Following the success of this programme, which resulted in a permanent promotion for 1 BAME teacher, a further 5 opportunities were offered in 2022 and these will be extended for a further year, with each teacher being assigned a mentor. In addition, and running parallel to this, commitment has also been given to creating a further 2 development opportunities of up to 23 months for BAME teachers at the start of the new school session in August 2024.

Attendance Management

To help manage attendance levels, Education Services continue to comply with the Council's Maximising Attendance Policy, with additional options of health support measures for Covid related absences, including the annual provision of flu vaccinations across the organisation as well as utilising the resources of our Employee Assistance Provider (EAP), PAM Assist, and our Occupational Health provider, People Asset Management (PAM). This allows us to:

- Respond effectively to actual and potential problems with service delivery
- Provide assistance to staff with health problems at an early stage

The main benefits of managing attendance are:

- Improved employee health and wellbeing
- Providing the relevant support and assistance to staff
- Increased productivity
- Reduced costs
- Improved morale
- Ability to plan and manage workloads and service delivery
- Improved customer service and satisfaction

Health and Wellbeing

Through the development of an Education Services Wellbeing Strategy, in conjunction with the corporate Health & Wellbeing Strategy, we will aim to integrate health and wellbeing into day to day activities that support a positive and healthy working environment. This will include ensuring all available tools, materials and council wide initiatives are communicated to support the mental health and wellbeing of our staff, including articles from staff news updates, which feature corporate health and wellbeing campaigns, events, and activities.

We will also aim to develop supportive environments that encourage individuals to talk about their mental health and wellbeing, take up opportunities to participate in wellbeing programs, and openly encourage wellbeing practices with their teams. We will also continue to promote Able Futures mental health support services provided on behalf of the Department for Work and Pensions.

Access to PAM Assist, our Employee Assistance Programme (EAP) also provides free, confidential information, and support to help staff for a variety of life circumstances and changes. This continues to be available by telephone, email, instant messaging and online. In addition, our PAM Occupational Health, provides support, guidance and recommendations for staff and managers to assist staff to remain in work and/or returning to work after a spell of absence.

Section 4: Benchmarking, Inspection and Equalities

Local Government Benchmarking Framework (LGBF)

The 2021/22 11th annual LGBF National Benchmarking Overview Report introduces data from 2021/22, a period when communities and council services were still managing the significant ongoing impact of Covid, while new challenges were emerging in the shape of soaring inflationary pressures and a cost of living crisis. Nevertheless, despite austerity, the cost-of-living crisis and hyper-inflation, teacher numbers have been protected and current levels of support maintained for Nurture, dyslexia services, English as an Additional Language and swimming. The report provides a high-level analysis of the performance of councils both during 2021/22 and over the longer-term.

The primary source of information for this report is the LGBF dataset, which provides longitudinal data on how councils allocate resources, the performance of key council services and levels of public satisfaction with the major services provided and commissioned by councils. The rich data supports evidence-based comparisons between similar councils (and over time, providing an essential tool for policy makers and the public. The full detail of the LGBF data is available in the LGBF Dashboard which provides access to data and analysis at an indicator level, service level, family group level and council level, along with narrative to support meaningful interpretation.

While total revenue funding for Councils increased in real terms by 5.3% in 2021/22 (excluding non-recurring Covid funding), the proportion of funding which is ringfenced and directed or provided with the expectation it will be spent on specific services has grown from 18.2% to 23.0%.

Covid, and in particular infection control measures such as lockdowns and the closure of schools and early years facilities, have had a profound and ongoing impact on children, particularly amongst those from deprived backgrounds. With the pandemic and the cost of living crisis accelerating the increase in mental health issues in children, and support needs in relation to social, emotional and behavioural difficulties, Councils are strengthening their focus on nurture and wellbeing for children and young people. This includes support delivered out-with school settings, such as family support, whole family wellbeing, and effective partnership working on mental health support. This will be key to improving outcomes including better attendance and closing the attainment gap.

LGBF Education Indicators

The table below shows Glasgow's performance across a range of indicators under the LGBF theme 'Children's Services'.

When deprivation is factored in, Glasgow's senior phase attainment levels occupy a position in the top half of all authorities. Glasgow has consistently been above the national average in this respect. Exclusions rates are also lower in Glasgow and a greater proportion of pupils enter a positive destination after leaving school compared with the national average.

Table 8: LGBF Education Indicators

LGBF Education Indicators – 2021-22			
Indicator	**Glasgow**	**National**	**Comments**
Cost per pre-school education registration	£12,220	£10,283	Glasgow has an above average spend
Cost per primary school pupil	£6,363	£6,325	Glasgow has an above average spend
Cost per secondary school pupil	£8,720	£7,898	Glasgow has an above average spend
Average tariff score	881	981	Glasgow has a below average result however the trend over 5 years shows improvement
Average tariff score in SIMD quintile 1 (most deprived)	747	702	Glasgow has an above average result

Percentage of secondary school pupils achieved 5 plus awards at SCQF level 5 or higher	61%	69%	Glasgow has a below average result however the trend over 5 years shows improvement
Percentage of secondary school pupils from deprived areas achieved 5 plus awards at SCQF level 5 or higher	54%	52%	Glasgow has an above average result
Percentage of secondary school pupils achieved 5 plus awards at SCQF level 6 or higher	34%	40%	Glasgow has a below average result however the trend over 5 years shows improvement
Percentage of secondary school pupils from deprived areas achieved 5 plus awards at SCQF level 6 or higher	26%	23%	Glasgow has an above average result
Percentage of P1, P4, and P7 pupils in my council are meeting the expected level of achievement for literacy	65.5%	66.9%	Glasgow has a below average result
Percentage of P1, P4, and P7 pupils in my council are meeting the expected level of achievement for numeracy	75.8%	78.0%	Glasgow has a below average result
Attainment gap for literacy between the most and least deprived P1, P4, and P7 pupils	20.2%	21.3%	The attainment gap in Glasgow is narrower

Attainment gap for numeracy between the most and least deprived P1, P4, and P7 pupils	15.8%	17.8%	The attainment gap in Glasgow is narrower
Percentage of pupils entering a positive destination after leaving school	97.1%	95.7%	A greater percentage of pupils in Glasgow enter a positive destination after leaving school
How satisfied are residents with local schools	71.2%	74.5%	Satisfaction levels are lower in Glasgow however the trend over 5 years shows improvement
Percentage of early years provision funded by council rated good or better	85%	89%	A lesser percentage of early years provision in Glasgow is rated good or better
Attendance rate	91%	92%	Attendance rates in Glasgow are lower
Attendance rate for looked after children	88%	88%	Attendance rates in Glasgow for looked after children match the national rate
Exclusion rate	6.5	11.9	Exclusion rates in Glasgow are lower

Exclusion rate for looked after children	64.5	77.8	Exclusion rates in Glasgow are lower for looked after children
Percentage of 16 to 19 years old are participating in learning, training, or work	91%	92%	A lesser percentage of 16 to 19 years old in Glasgow are participating in learning, training, or work however the trend over 5 years shows improvement

Stretch Aims

Stretch aims set by local authorities indicate a key element of their ambitions for recovery and accelerating progress. The setting of local stretch aims was an iterative and collaborative process within Glasgow which saw school plans inform the local authority stretch aims and local authority aims and strategic plans reflected in school plans. This approach has been developed through professional discussion and collaboration with head teachers, local authority officers and Education Scotland. The professional dialogue, support and challenge has taken account of the specific local context of each school. Work is identified to support schools to achieve these ambitious but realistic targets.

More information on stretch aims is available on the Scottish Government website.

Continuous Improvement and Benchmarking

We participate and actively support continuous improvement and benchmarking in a number of areas nationally and locally. This is demonstrated below.

Nationally

The national benchmarking and reporting tool, Insight, allows us to compare pupil performance to the performance of a virtual comparator, which is made up of pupils from schools in other local authorities who have similar characteristics. This is helpful

because it allows a comparison based on pupils who are similar based on key variables (gender, deprivation, additional support needs and stage of leaving / latest stage) that are linked to educational outcomes rather than comparison with other schools and authorities which may have a very different pupil profile. The virtual comparator therefore controls, to a large extent, for the background characteristics of pupils and offers a fairer comparison that allows us to undertake appropriate evaluation and improvement activities.

Insight also allows for comparisons at a national level, as well as now offering the opportunity for analysis at Regional Improvement Collaborative (RIC) level. This facilitates useful reflection on performance to identify areas for improvement as well as to highlight success.

The Scottish Governments BGE (broad general education) Benchmarking Tool has a similar function in respect of the broad general education. It allows local authorities to analyse achievement of curriculum for excellence data in a consistent way with access to a range of options to facilitate professional dialogue about improvement. Unlike Insight, the tool provides actual comparators rather than virtual ones. The BGE tool offers the opportunity for schools to compare their performance with other similar schools using a comparator methodology based on nine comparator factors considered to have an influence on attainment. The tool supports improvement planning and can help identify poverty related attainment gaps.

The West Partnership

The West Partnership is a collaboration of eight local authorities across the West of Scotland; East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire, and West Dunbartonshire. 35% of Scotland's school population attend a West Partnership school. There are over 1000 nurseries, primary, secondary and additional support for learning schools in the West Partnership, serving mainly urban but also many rural communities.

The Regional Improvement Plan sets out the aims and actions that will be delivered collaboratively across the eight partner authorities.

FOCUS

FOCUS is a web-based application, designed by Education Services, intended to support schools to access and interrogate holistic data across the Broad General Education (BGE) in line with the government's Scottish Attainment Challenge. Every primary and secondary school in Glasgow has access to the tool. FOCUS lets schools examine their achievement of curriculum for excellence levels data through a number of lenses including: deprivation using the Scottish Index of Multiple Deprivation (SIMD), English as an additional language and free school meal entitlement. For benchmarking purposes schools are provided with comparator schools (10

for each primary school and 5 for each secondary school). The comparator methodology matches schools with other schools in the city with similar demographic characteristics. The purpose of this is to encourage collaborative working between schools to identify areas of good practice and to target interventions and improvements.

Schools use FOCUS in a number of areas including: providing evidence to support work around the Scottish Attainment Challenge and Glasgow's Improvement Challenge, helping schools to target interventions using the Pupil Equity Fund and identifying good practice in schools as well as areas for improvement. FOCUS has been purchased for use by several other local authorities in Scotland.

Education Services are currently working in collaboration with the West Partnership to develop a version of FOCUS that will be used by local authorities from across the Regional Improvement Collaborative (RIC). This will allow primary and secondary schools to not only benchmark themselves against other comparator schools within their own local authority as well as also being able to benchmark themselves against similar schools from the other seven authorities in the RIC. This will promote collaboration and sharing of good practice between schools from across the West Partnership. The new application will be launched in 2023.

EFQM

Education Scotland has a responsibility for monitoring and evaluating the quality of learning and teaching in Scottish schools, and education services, through inspection processes. The Education Scotland Frameworks 'How good is our school?' and 'How good is our early learning and childcare?' are used by our nurseries and schools to support self-evaluation and reflection by practitioners at all levels.

Self-evaluation activity undertaken within schools, in partnership with all stakeholders, is the responsibility of all staff. It is at the heart of school improvement. As collegiality is a key element of the national teachers' agreement, it is right that collegiality and partnership is at the core of sound educational practice and management and is an explicit feature of Securing Improvement. Key messages apply across all sectors and underpin self-evaluation for school self- improvement.

Inspection

Education Scotland carry out inspections in schools across all 32 local authorities in Scotland aiming to promote improvement in early learning and childcare settings as well as focusing on the quality of children's learning and achievement in primary and

secondary school. They have a particular interest in how the school develops children's skills and understanding in literacy, numeracy and health & wellbeing.

School Inspection reports can be found on the Education Scotland website - Education Scotland - School Inspection Reports

Equalities

The council's Equalities Outcomes 2021 -25 provides a focus for our actions. Our Education Working group (EEWG) support the development and implementation of equality actions across Education Services. The group consists of practitioners, officers, and representation from external agencies. An annual action plan produced by this group ensures a focus on all protected characteristics. The group then report to GCC's Education Skills and Early Years Committee every second month.

Promoting Anti-Racism Together in Education (PARTIE 22)

Dialogue with our Schools Forum led to our PARTIE22 events. Over a 3 day period children and young people engaged with a number of sessions in the city chambers. A total of 30 schools attended Day 1 and Day 2 workshops which were facilitated by school practitioners, central officers and external partners. Workshops were designed to be safe spaces where young people explored anti-racism and expressed their thoughts, experiences and questions.

Day 3's Showcase was designed and hosted by practitioners, children and young people. The content highlighted the breadth & depth of anti-racist work taking place across City schools. 1000 young people visited the showcase.
The PARTIE22 film festival at GFT Glasgow Film Theatre was attended by 1400 young people and practitioners from Glasgow schools. Content related to Black History Month and anti-racism.

Girls At COP26 The Journey and Legacy

During November 2021 and while Glasgow hosted COP26, more than 2500 young women from Glasgow secondary schools participated in #GirlsAtCOP26 – The Solutions are Feminist, at Glasgow Caledonian University. Young people joined forces to discuss the global issues around environment and gender – UN Sustainable Development Goal 5 - alongside other female related issues including health and challenges that can affect women and girls' bodies. March 2022, two events celebrated International Women's Day. The focus was 'Breaking the Bias' which was the global theme for the day. Education Improvement Service colleagues held an event with S3 girls to discuss what our next steps should be. Almost one year on from GirlsAtCOP26, an exhibition, #WomenAtCOP26 opened at Street Level Photoworks, Trongate 103, Glasgow. The portraits documented 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 22, the UN Day of the Girl and attended by officers, members and 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. An equalities conference with representation from equalities committee across our secondaries met at St John Paul Academy on the same day.

Discussions in our secondaries have been held with the girls throughout session 22/23, with women leaders, on what action the City Government has taken since Girls@COP26, in response to their calls for action. At the same time certificates were awarded to each school in recognition of their contributions to Glasgow and partner city, Pittsburgh, winning a prestigious award for Innovation in Youth & Education from Sister Cities International for its collaboration on the initiative. More information at the GCC website

Equalities Impact Assessment

EqIA is a method or tool for assessing the effects or impacts of a council policy or function on removing barriers to equality. Research shows that the way organisations do things can have unintentional negative effects on groups of citizens; this is known as institutional discrimination.

The Equality Act 2010 introduced a new public sector equality duty which requires public authorities to try and eliminate discrimination; promote equality and good relations across a range of protected characteristics.

Equality impact assessment (EqIA) is one way to ensure public policies meet these legal requirements. More information is available on the GCC website

Section 5: Outcomes for Learners

5.1 Broad General Education

Achievement of Curriculum for Excellence (CfE) Level statistics provide information on performance in the reading, writing, listening & talking and numeracy 'organisers'. A pupil is deemed to have achieved the expected level in literacy if they have achieved the expected level in all of reading, writing and listening & talking.

Table 9 shows there has been a decrease in the percentage of primary school pupils achieving the expected levels at literacy and numeracy in 2022 compared to 2018. However, a downward trend is also witnessed among the national cohort.

There has been a notable dip in the proportion of S3 pupils achieving literacy however there has been a slight improvement at S3 numeracy.

Table 9: Achievement of Curriculum for Excellence levels

	Achievement of Curriculum for Excellence levels			
	2018		2022	
	Glasgow	National	Glasgow	National
P1, P4, P7 ACEL Literacy combined	68.8%	71.4%	68.3%	70.5%
P1, P4, P7 ACEL Numeracy combined	77.8%	78.4%	75.8%	77.9%
S3 ACEL Literacy combined	86.4%	87.3%	79.9%	85.5%
S3 ACEL Numeracy combined	84.3%	89.0%	84.6%	89.1%

5.2 Senior Phase Education

It is worth noting over half of pupils in the Glasgow cohorts included in the tables below reside in the most deprived Scottish Index of Multiple Deprivation deciles.

Tables 10 and 11 show more pupils more S4 pupils are attaining at levels 4 and 5 since 2018. Glasgow is closing the gap with the national population in terms of attainment at level 4.

The Virtual Comparator is made up of pupils from schools in other local authorities who have similar characteristics to the pupils in your school. It allows you to see how the performance of your pupils compares to a similar group of pupils from across Scotland to help you undertake self-evaluation and improvement activities. Glasgow outperformed the virtual comparator in 2022 at S4.

Table 10: SCQF Level 4 by end of S4

	SCQF Level 4 by end of S4					
	2018			2022		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 4 by end of S4	89.3%	91.9%	94.8%	93.6%	93.4%	95.3%
Achieved 5 or more awards at SCQF Level 4 by end of S4	70.5%	70.3%	78.9%	77.0%	75.2%	81.9%

Table 11: SCQF Level 5 by end of S4

	SCQF Level 5 by end of S4					
	2018			2022		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 5 by end of S4	72.9%	73.1%	82.2%	80.0%	78.4%	85.0%
Achieved 5 or more awards at SCQF Level 5 by end of S4	36.1%	34.7%	48.4%	43.9%	42.4%	54.7%

Tables 12 and 13 demonstrate a greater proportion of S5 pupils are attaining at levels 5 and 6 since 2018. Glasgow outperforms the virtual comparator across each measure in 2022.

Table 12: SCQF Level 5 by end of S5

	SCQF Level 5 by end of S5					
	2018			2022		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 5 by end of S5	83.3%	78.4%	86.5%	83.9%	81.8%	87.9%
Achieved 3 or more awards at SCQF Level 5 by end of S5	67.1%	62.1%	73.8%	69.7%	67.4%	77.4%
Achieved 5 or more awards at SCQF Level 5 by end of S5	47.7%	45.5%	58.6%	54.8%	52.4%	64.9%

Table 13: SCQF Level 6 by end of S5

	SCQF Level 6 by end of S5					
	2018			2022		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 6 by end of S5	56.2%	47.6%	60.5%	59.0%	52.0%	64.0%
Achieved 3 or more awards at SCQF Level 6 by end of S5	30.6%	28.3%	40.5%	37.6%	33.0%	46.0%
Achieved 5 or more awards at SCQF Level 6 by end of S5	13.5%	12.4%	20.2%	18.4%	15.6%	24.4%

Tables 14 and 15 show an upward trend in the proportion of S6 pupils attaining at levels 6 and 7. Glasgow consistently outperforms the virtual comparator in 2022. Glasgow is closing the gap with the national population in terms of attainment at levels 6 and 7 across all measures.

Table 14: SCQF Level 6 by end of S6

	SCQF Level 6 by end of S6					
	2018			2022		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 6 by end of S6	59.9%	51.4%	64.0%	65.8%	58.8%	68.7%
Achieved 3 or more awards at SCQF Level 6 by end of S6	40.6%	35.1%	48.4%	48.1%	43.0%	55.0%
Achieved 5 or more awards at SCQF Level 6 by end of S6	26.2%	22.9%	34.2%	33.9%	29.1%	40.3%

Table 15: SCQF Level 7 by end of S6

	SCQF Level 7 by end of S6					
	2018			2022		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 7 by end of S6	16.1%	14.9%	22.4%	24.2%	19.1%	27.2%
Achieved 3 or more awards at SCQF Level 7 by end of S6	2.0%	1.8%	3.5%	4.7%	2.6%	4.6%

Table 15: SCQF School leavers

	School leavers					
	2018			2022		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 4	95.3	96.0	96.5	94.9	96.6	96.7
Achieved 1 or more award at SCQF Level 5	85.6	86.2	88.0	85.9	87.9	88.9
Achieved 1 or more award at SCQF Level 6	64.4	62.3	66.2	63.9	65.6	67.1

5.3 Leavers Destinations

Table 16 and 17 show more pupils are moving onto positive leaver destinations and more 16 to 19 year olds are participating in education, training or employment. In terms of positive destinations Glasgow outperforms both the virtual comparator and the national cohort in 2022.

Table 16: Leaver Destinations

	Leaver destinations					
	2018			2022		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
School Leavers in a positive destination	92.3%	92.9%	94.4%	97.0%	94.3%	95.7%

Table 17: Participation Measure

	Participation Measure			
	2017/2018		2022	
	Glasgow	National	Glasgow	National
Participating in education, training or employment 16-19	88.8%	91.8%	91.2%	92.4%

Section 6: Communication and Engagement

Communication and Engagement

Members of the public may submit feedback, suggestions, or enquiries regarding the Annual Business Plan all year round by contacting Education Services on the details noted below**.**

Contact Details

Education Services
Performance, Planning & Research
Glasgow City Council
City Chambers East
40 John Street
GLASGOW
G1 1JL

Email: PPR@education.glasgow.gov.uk

Website: www.glasgow.gov.uk

Appendix 1

GRAND CHALLENGE ONE: Reduce poverty and inequality in our communities		
MISSION 1: End child poverty in our city using early intervention to support families		
Commitment: Work with the Scottish Government to deliver Free School Meals for all primary school children		
Action	**Milestones 2023-24**	**Planned Activity**
Work with the Scottish Government to deliver Free School Meals for all primary school children	Report on FME expansion at committee	Report in June 2023 on the rollout to p6 and P7 for those families in receipt of child payment. Rollout for August 2023.
Support implementation of council policy on FSM holiday payments	Implement council policy	Payments to be made in line with any funding availability.
Commitment: Continue to deliver the Glasgow Helps project		
Action	**Milestones 2023-24**	**Planned Activity**
Support the Glasgow Helps Project including the referral pilot established in selected nurseries	Support the evaluation and further development of the referral pilot	Regular meetings to monitor progress of pilot in nurseries

MISSION 2: Meet the learning and care needs of children and their families before and through school		
Commitment: Support affordable and accessible school uniforms, including uniform banks and lease and hire schemes and work on cost of the school day work including administering school clothing grants		
Action	**Milestones 2023-24**	**Planned Activity**
Continue to work in partnership with a range of partners to increase the number of accessible uniform banks across establishments	Review and report on range of accessible uniform banks	Regular meetings to gauge and audit range of uniform bank offers
Prioritise anti-poverty policies and actions to improve wellbeing	Monitor progress of Cost of the School Day Champions	Feed into ADES network and Scottish Government to ensure there are no additional costs for children.
Continue to support financial inclusion officers within Glasgow's schools and explore options to expand into early years	Report on progress of FISOs in partnership with Glasgow Helps via Child Poverty Board	Continuation of funding for FISOs. Prioritisation to families accruing debts through Parent Pay. Continuation of pilot with ELC and Glasgow Helps to identify families who can be signposted to services.
Commitment: Continue to administer the Scottish Welfare Fund		
Action	**Milestones 2023-24**	**Planned Activity**
Liaise with services to take forward supports available from	Monitor and support other services with Scottish Welfare Fund as appropriate	Ensure FISO service is up to date with benefit entitlements.

the Scottish Welfare Fund as appropriate		
Commitment: Ensure digital inclusion for children and young people		
Action	**Milestones 2023-24**	**Planned Activity**
Increase the number of schools recognised as centres of leadership and educational excellence for learning with technology	Increase number of Primary and Secondary Establishments registered for Digital Schools Award	Continue to encourage and support schools in their respective digital award journeys Increase number of schools to be registered for Digital Schools Award. Regional Training Centre to support. Liaise with Apple re reviewed Digital Skills matrix.
Strengthen the support which Digital Leaders of Learning offer to schools	Digital Learning Coordinator identified in every Learning Community	Plan outlining scope to further resource Digital Learning Coordinator in each Learning Community presented for investment.
Audit the impact of work carried out to date and devise next steps to further embed digital skills at nursery stage	Continue to explore supports needed at nursery stage to strengthen the use of digital learning strategies for the youngest children	Develop next steps in line with review of 2022 seconded team

Commitment: Develop targeted campaigns and communications to raise awareness of misogyny, and to combat sexual harassment within our schools		
Action	**Milestones 2023-24**	**Planned Activity**
Continue to support events and days of acknowledgement to raise awareness, mainstream and embed equalities practice	Build awareness of citywide practice Progress and evaluate CLPL linked to protected characteristics	Race cognisant leadership programme delivered to Senior Leaders
Commitment: Provide support in schools for children from marginalised groups, including refugees and asylum seekers and LGBTI+ young people		
Action	**Milestones 2023-24**	**Planned Activity**
Empower the Education Equalities Working group to take forward work planned developments and opportunities for professional learning related to all characteristics and intersectionality	Review current practice against all protected characteristics Action plans updated to include refreshed focus as appropriate	Monitor Equalities in Education Working Group (EEWG) action plan Create opportunities for meaningful participation with children and young people to inform the work of the EEWG

Commitment: Continue to work with LGBTI+ Youth Scotland and Time for Inclusive Education campaign on inclusive education including consent education		
Action	**Milestones 2023-24**	**Planned Activity**
Develop further professional opportunities in liaison with inclusive education partners	Implement, review and evaluate CLPL offer	Monitor uptake and impact of professional learning offer related to equalities
Commitment: Ensure processes for recording, reporting and dealing with racist and LGBTI+ bullying, sexual harassment and other abuse within schools to enable people to come forward and that a consistent zero-tolerance approach is taken		
Action	**Milestones 2023-24**	**Planned Activity**
Continue to provide professional learning on recording and reporting discrimination-based incidents and bullying including targeting training for leaders	Provide professional learning in partnership with respectme. Review and analyse bullying incidents data regularly. Liaise with GCPG on support and guidance for parents/carers around bullying. Provide opportunities for pupil voice about bullying via schools forum/pupil conference.	Monitor numbers of school staff completion of *respectme* eLearning modules Ongoing analysis of bullying incidents data Create advice and guidance for parents/carers in partnership with GCPG

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 2023-24**	**Planned Activity**
Take forward the priorities of the National Improvement Framework (NIF), including stretch and core plus aims, ensuring that all learners achieve the highest standards in literacy and numeracy	Progress headteacher dialogue sessions on leading Equity and strategy to close the poverty related attainment gap Continue to develop the Insight process to support improvement in Secondary outcomes. Monitor and report on core stretch aims and stretch aims plus	Target interventions to mitigate poverty related attainment gap Monitor uptake and impact of Insight training offer Gather stretch aims checkpoint data throughout the academic year to support schools in focused improvement in literacy and numeracy achievement and progress
Increase the numbers of young people achieving accredited personal achievement awards in Primary and Secondary schools.	Increase numbers of young people achieving accredited personal achievement awards in Primary and Secondary schools.	Target existing modern apprenticeship programmes to include DofE and increase capacity to deliver other wards across the city. 10 MA's in 2023/2024 Collaborating with new award partners such as Keep Scotland Beautiful to link awards with existing pupil experiences

		John Muir Award 905 pupils enrolled for 2023-2024
Through the Towards Better Futures Strategy deliver Glasgow's aspiration of 100% positive destinations	Monitor and evaluate Towards Better Futures Strategy	Processes are embedded with schools and partner organisations ensuring all young people are supported in the way that suits their needs.
Deliver high quality continuous professional learning to support all staff in achieving excellent service delivery	Take forward audit of Career-long Professional Learning needs annually Develop, signpost and support Career-long Professional Learning opportunities focused on improved commitments and priorities	Audit Career-long Professional Learning needs across city
Develop and implement professional learning focused on embedding the ambitions of "Pre-Birth to 3 Guidance" and "Realising the Ambition: Being Me" across GCC & Funded Provider nurseries	Audit Career-long Professional Learning needs annually with nursery heads Develop and deliver prioritised professional learning programme for early years	Finalise 0-2 and 2-3 documents and pilot along with training. Monitor and evaluate impact. Identify any further CLPL training needs and shape further training as required.

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 2023-24**	**Planned Activity**
Support skills development for a just transition and pathways into the low carbon industries of the future	Develop partnerships with low carbon industries	Measuring impact of climate heroes' engagement with schools
Build Employability skills and development 3-18	Monitor and evaluate framework/implementation/professional learning for Meta-skills resources Develop partnerships to embed social enterprise, circular economy, and financial education opportunities for learners in our settings	Continue with current partnerships and Social Enterprise (SE) activity Link each school with an established SE Increase schools/learners' participation in SE through more structured/planned opportunities and events
Continue to develop the Primary Developing Young Workforce (DYW) strategy/framework and the work-based learning experiences in primary schools.	Monitor and evaluate DYW professional learning for teachers. Create a program of work-based experiences for learners. DYW Strategy Group update guidance to account of the Career Review 2023.	Establish a DYW coordinator in primary schools DYW Framework, EARLY, FIRST and SECOND Level learners to be quality assured and launched with schools

Increase the number of young people participating in Foundation Apprenticeships and the number of young people leaving school to a Modern or a Graduate Apprenticeship	Report on number of young people participating in Foundation Apprenticeships and the number of young people leaving school to a Modern or a Graduate Apprenticeship within the SLFU committee report	Continue with Widening Access activity throughout Senior Phase whilst growing the activity within primary and BGE to support young people's aspirational goals around entering Higher Education/Further Education.
Commitment: Support period dignity in our schools		
Action	**Milestones 2023-24**	**Planned Activity**
Ensure Glasgow City Council adheres to the Period Products (Free Provision) (Scotland) Act 2021.	Manage and monitor period products provision in schools and the community. Continue to fulfil all legal obligations as stipulated in the Act.	Continue partnership with SCS to monitor/analyse usage in the community. Continue to support schools with product provision. Return requested information to Scottish Government.
Make Glasgow a best practice city for Period Dignity and free product provision.	Publicise/advertise free products more widely. Engage with schools to promote Period Dignity and ensure young people have easy and stigma free access to free products.	Continue to promote PickUpMyPeriod App via internal and external channels. Run Period Dignity Month again in February 2024. Further school visits to support staff and pupils and promote best practice.

	Increase number of venues and schools offering reusable products. Support hard to reach / vulnerable members of the community by increasing number of third sector organisations offering products.	Work with partner Simon Community Scotland to identify additional venues in the community to stock reusable products.HSCP proposal to be approved to increase number of health facilities providing free products. Third sector pilot in North East to begin Summer 2023. Foodbanks and Pantries pilot (city wide) to begin Summer 2023.
Commitment: Support holiday food and activity programme		
Action	**Milestones 2023-24**	**Planned Activity**
Implement holiday food and activity in partnership with the wider council family and partners.	Working group established with Communities Team Funding dispersed to providers Programme evaluated in line with national guidance	Smart survey re-potential process improvements to be issued in 2023 Bids to be invited April / May for issue of funds in June

Commitment: Continue to expand Gaelic Medium Education (GME) provision and maintain GME working group		
Action	**Milestones 2023-24**	**Planned Activity**
Continue to progress actions in relation to the Gaelic estate	Monitor the progress of the estate development, linking with Neignbourhoods, Regeneration and Sustainability (NRS) and Gaelic Medium Education (GME) Group	Committee paper update annually
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	Committee Paper Update annually
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 2023-24**	**Planned Activity**
Monitor the progress of the estate development of a city centre school	Estate working group with Neignbourhoods, Regeneration and Sustainability (NRS) update on progress	Committee paper annually
Undertake a review of ASL Provision to ensure it is meeting learner needs	Establish working party to develop and implement review process	Terms of reference to be agreed by June 2023 and action plan developed in July 2023 with fieldwork visits to take place early in session 2023/24.

	Report on Progress of Review	
Continue to offer support for schools to help them plan how to use PEF effectively. Increase engagement with stakeholders, including young people to help achieve better outcomes for learners	New PEF impact plan developed and shared, schools use this to report PEF spend and impact. Produce a report to highlight successful impacts	Monitor PEF spend and impact on poverty related attainment gap Report and data returns to council and government
Commitment: Support children and young people to get dedicated mental health support and counselling in schools		
Action	**Milestones 2023-24**	**Planned Activity**
Embed whole establishment approaches to nurture and wellbeing across all schools and early learning and childcare centres. Continue partnership working with providers and establishments to implement the provision of counselling in schools	Whole school training Support & development groups Develop a plan for a conference on Restorative Approaches in Education	Evaluation sessions will be held for both primary and secondary support and development groups and end of session reports made available The event date and venue will be confirmed and hold the date notifications sent out along with a booking form via Eventbrite
Work with partners to promote and support learners in Glasgow to achieve improved physical,	Actions planned in response to Health and Wellbeing survey	COSD pilot to be evaluated and inform way forward for school policies.

mental and emotional health and wellbeing	Provide professional learning programme on Health and Wellbeing survey Grow PEPASS links with non-traditional partners and agencies to support and strengthen the delivery of PEPASS	Further Career-long Professional Learning to be offered by Health Improvement and Education in response to census. Identify and develop further 3rd sector links
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 2023-24**	**Planned Activity**
Work with partners to ensure that every child with additional support needs has the appropriate level of planning and support within the Getting it Right for Every Child (GIRFEC) national framework.	Constitute a working group to review current Additional Support Needs (ASN) planning processes, including Wellbeing Assessment Plans (WAP)and Co-ordinated Support Plans (CSPs) . Deliver to Learning Communities and support implementation of revised guidance	WAP and CSP professional learning sessions developed and impact monitored Learning Community Champions to be identified.
Continue to take forward the work of the Complex Learning Needs (CLN) working group	Establish a Working Party to review current CLN Pathway Guidance and identify action plan	Online resources (Wakelet) being produced which provides CLPL on CLN for EY staff – will be online on Glasgow Early Years this session

enhancing curricular development	Develop a suite of CLPL to increase confidence and skills of staff planning individual learning pathways.	
Continue to drive forward targeted and whole school approaches to nurture, improving wellbeing and learning outcomes for learners	Annual reporting on staff who have accessed whole school & Nurture Development Officer training	As part of the children's services working plan, all staff should have an awareness of the nurturing principles.
Update and deliver sector specific all Behaviour is Communication Training.	Report on number of trainers and numbers trained across the city	Further sessions for secondary schools that did not attend the original training dates will be offered Further sessions for Early Years and primary Training for Trainers will be scheduled this session
Commitment: Expand our safer school streets programme		
Action	**Milestones 2023-24**	**Planned Activity**
Continue to Implement safer school streets programme in partnership with the wider council family and partners	Support prioritisation of School vehicle exclusion zones	Continue collaboration with NRS

Commitment: Promote access to instrumental music tuition, primary school swimming tuition, Bikeability training, and outdoor and nature-based education		
Action	**Milestones 2023-24**	**Planned Activity**
Continue to develop new approaches to ensure high quality physical education in establishments	Audit professional learning needs of schools on delivery of high quality Physical Education Physical Activity and School Sport (PEPASS) Promotion of support and links to resources to assist in delivery of high quality PEPASS.	Physical Education Lead officers to support a further 5 schools with their identified needs to deliver quality PEPASS. Primary Head teachers PEPASS survey to look at the menu of support on offer and identify their professional learning needs.
Continue to provide new experiences and thinking, through participation in physical and cultural activities	Increase numbers participating in John Muir and Duke of Edinburgh (DofE) awards Review and increase number and range of cultural visits by schools	Monitor participation rates Draw together a key database to monitor and review museum visit numbers
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	Online awareness raising learning sessions provided for schools and Active Schools Coordinators led by sportscotland.

Commitment: Support play and outdoor education		
Action	**Milestones 2023-24**	**Planned Activity**
Develop an early level outdoor pedagogy transition pilot in one area of the city	Hold engagement session to develop local plan Agree & implement training to support Agree monitoring & evaluation priorities in line with the principles in the Scottish Early Childhood & Families Transitions Statement	Half day development session to take place this session Training to begin September
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 2023-24**	**Planned Activity**
Deliver range of expressive art programmes through Glasgow CREATE which provide a broad range of learning experiences	Re-design of Youth Music Improvement Provision across all primary schools will ensure a more sustainable, project-based model with a focus on continued professional learning for teachers. Support the delivery of high-quality learning, teaching, assessment, and moderation in the Senior Phase with Expressive Arts Curriculum Networks	CREATE Service Leadership Team roles and responsibilities to be reviewed Monitor delivery, uptake and impact of professional learning opportunities

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	Mentors for Violence Prevention: In the next 12 months we will deliver a minimum of 2 large training events and meet the demand of schools for local smaller training events.
Commitment: Make sure educational and social opportunities available in school are accessible to young people who are new to Glasgow		
Action	**Milestones 2023-24**	**Planned Activity**
Continue development of EAL Service	Continue to develop a core CLPL offer for EAL teachers and champions to enhance learning and teaching for bilingual learners Further develop partnerships with PTs and Faculty Heads and teachers delivering ESOL within the ESOL curricular Network to include all schools	Continue to refine and develop all EAL core CLPL to reflect feedback. Monitor and review uptake and impact. Montior ESOL Curricular Network development Report to Committee annually
Develop an English Language Levels (ELL) framework to support English as an Additional Language Learners	Develop an ELL framework to encourage accurate allocation of ELLs across the city and to provide age and level appropriate strategies and resources	Framework to be published

Extend STEM+EAL=Success Programme of learning experiences beyond early level to support bi-lingual learners	Provide professional learning on STEM + EAL across the Early Years STEM Leaders of Learning training programme Create a STEM ambassador role for people with STEM background who are refugee and Asylum seekers to highlight and promote the value of STEM subjects and provide role models from diverse backgrounds	Continue meetings with Education Scotland to share project learning and further sharing
Commitment: Support school food growing, waste reduction and recycling and work on achieving silver and gold Food for Life award		
Action	**Milestones 2023-24**	**Planned Activity**
Implement holiday food and activity in partnership with the wider council family and partners.	Working group established with Communities Team Funding dispersed to providers Programme evaluated in line with national guidance	Smart survey around potential process improvements to be issued 2023 Bids to be invited April / May for issue of funds in June

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 2023-24**	**Planned Activity**
Continue the PT BAME leadership progression programme, developing and embedding opportunities for practitioners	Monitor and Review Impact of PT BAME recruitment programme and implement mentoring sponsor offer	Increase number of PT BAME post available Report to committee on impact on diversity in workforce
Develop race conscious professional learning opportunities, aligned with all leadership strategy workstreams	Review programme content across leadership programmes to include race conscious leadership content	Programme to be presented on race cognisant leadership for senior leaders in Headquarters June 23 Review of aspects of other leadership programmes
Commitment: Continue to explore gender friendly nurseries		
Action	**Milestones 2023-24**	**Planned Activity**
Continue to promote opportunities to address gender perceptions for our youngest children and gender imbalance in staff across nurseries	Enhance Gender Friendly Nurseries Programme in partnership Health Improvement colleagues Devising recruitment & training opportunities designed to address the	Gender Friendly Nurseries programme lead to engage with all nursery heads. Take advice from programme lead on next steps informed by consultation with nursery heads

	gender imbalance amongst early years staff	
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 2023-24**	**Planned Activity**
Continue to facilitate delivery of the expanded early learning & childcare hours, reviewing and improving flexibility where possible	Gather and analyse data on uptake and capacity Review service delivery models as needed in response to data reporting	Consider revised service model in areas where capacity exceeds demand leading to very low utilisation
Commitment: Maintain the option for parents and carers, who wish, to opt their children out of standardised testing		
Action	**Milestones 2023-24**	**Planned Activity**
Continue to distribute guidance on options for parents and carers who wish to opt their children out of standardised testing.	Provide guidance to establishments	Continue to provide CLPL and guidance on effective assessment to suit the needs of individual learners.