



# Education Services

## Annual Business Plan

2025/26

## Introduction

The Education Services Annual Business Plan (ABP) is a forward planning document which sets out clear priorities and targets for the coming financial year. It is part of the Council's Public Performance Reporting framework and provides communication to staff, citizens and partners with regard to the role, priorities and responsibilities of Education Services, and how our performance will be assessed.

The ABP also sets out our next steps to achieve our aim of making Glasgow a world class learning city built on the principles of nurture. Our ["All Learners, All Achieving"](#) document details the challenges we want to address, and has helped shape our proposed actions.

In addition, this plan will set out how Education Services is supporting the delivery of the Council Strategic Plan and the Glasgow's new Community Plan, delivered with our community planning partners.

The plan also makes reference to Glasgow being revealed as a UNESCO Learning City in recognition for outstanding achievements in lifelong learning. We are the only city in Scotland bestowed this honour to date.

The Council agreed its [Strategic Plan 2022-2027](#) in November 2022 with established priorities and commitments over the next 5 years, grouped into Grand Challenges.

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 Glasgow [Community Plan](#) has the priority local outcome of Family Poverty – Reducing Poverty and Inequalities in Glasgow's Communities, as agreed by The Glasgow Community Planning Partnership.

## Glasgow's

## Context

Education across Glasgow is delivered through:

109 council managed early learning and childcare settings

121 partner providers of early learning and childcare settings

142 Primary Schools

30 Secondary Schools

20 Additional Support for Learning Schools

There are 14,925 registered places for children aged 0 to 5 across Glasgow's early learning and childcare settings.

There are 71,957 school pupils in Glasgow

40,179 Primary pupils

30,358 Secondary pupils

1,420 ASL pupils

Over half (57.2%) of all pupils in Glasgow live in the most deprived Scottish Index of Multiple Deprivation deciles.

38.7% of pupils in the city speak English as an additional language. There are 147 different languages (excluding English) spoken by pupils in Glasgow's Schools. The main five languages spoken after English are Urdu, Arabic, Polish, Punjabi, Chinese (Modern Standard/Mandarin).

Glasgow also has the largest proportion of care experienced children, with responsibility for 16% 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	
2014	2024
41.7%	60.5%

Pupils achieving 3 or more Highers by the end of S6	
2014	2024
31.7%	49.1%

When deprivation is factored in Glasgow outperforms the national cohort in 2024.

Pupils residing in SIMD 1 and 2 (most deprived) achieving 1 or more Higher by the end of S5	
Glasgow 2024	National 2024
52.8%	48.7%

Pupils residing in SIMD 1 and 2 (most deprived) achieving 3 or more Highers by the end of S6	
Glasgow 2024	National 2024
41.4%	35.0%

School leavers residing in SIMD 1 and 2 (most deprived) going onto Higher Education	
Glasgow 2023	National 2023
35.3%	26.8%

## 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, and which is a place where all learners can achieve and progress in their lifelong learning journey. Our vision is clear: to ensure Glasgow is a world class learning city, where every learner can participate and where all can thrive, flourish and achieve. Our actions will be influenced by our values of compassion, ambition, trust and equity. Our commitment to realising Article 29 of the convention of the Rights of the Child for all, means supporting all learners to achieve their potential, with rights based, tolerant and respectful learning environments and experiences. We want to make sure that every learner has the chance to develop 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 goal is to embed these principles across every classroom, playroom and learning environment.

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 efforts ensure what we do mitigates barriers to 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 a 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.

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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.

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** – Jean Miller

**Head of Service South** - Carolyn Davren

**Head of Inclusion and Equalities** – Catherine Gallagher

**Head of Early Learning and Childcare** – Heather Douglas

**Head of Resources** – Lorna Goldie

**Senior Education Officer** – Sharon Mcgeever

**Senior Education Officer** – Jane Arthur

**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	131	4.2	3005	95.8	2101	67	238	7.6	797	25.4	77	2.5	3136
5 to 7	203	8.7	2130	91.3	1703	73	77	3.3	553	23.7	35	1.5	2333
8	11	9.9	100	90.1	96	86.5	2	1.8	13	11.7	2	1.8	111
9 to 14	1	5.9	16	94.1	14	82.4	0	0	3	17.7	1	5.9	17
Non PGS	12	25	36	75	24	50	1	2.1	23	47.9	5	10.4	48
Totals	358	6.34%	5287	93.6%	3938	69.7%	318	5.6%	1389	24.6%	120	2.1%	5645

**Table 2: Teaching Staff**

Grade(s)	MALE		FEMALE		WHITE		ETHNIC MINORITY		Ethnicity Not Declared		DISABLED		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Teaching	1483	21.8	5318	78.2	4509	66.3	235	3.5	2057	30.3	200	2.9	6801

## 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**

<b>2024/25 Budget (£)</b>	<b>Expenditure</b>	<b>2025/26 Budget (£)</b>
5,372,600	Support Services	5,785,700
137,573,000	Early Years	137,728,400
265,414,600	Primary Schools	291,095,600
257,579,600	Secondary Schools	283,486,100
78,715,100	Additional Support For Learning	98,565,300
6,576,100	Schools - Other	7,093,800
3,197,000	Education Maintenance Allowance/Bursaries	3,202,900
122,600	Gateway	122,600
579,100	Education Improvement Services	657,100
3,445,300	Education - Miscellaneous	3,803,800
1,605,800	Education - Vocational Training	1,233,900
<b>760,180,800</b>	<b>Direct Departmental Expenditure</b>	<b>832,775,200</b>
85,794,800	Central Charges	93,974,300
<b>845,975,600</b>	<b>Total Expenditure</b>	<b>926,749,500</b>

	Income	
0	Support Services	0
648,300	Early Years	649,000
2,321,500	Primary Schools	2,253,500
3,215,100	Secondary Schools	1,865,800
2,047,100	Additional Support for Learning	1,936,700
893,600	Schools - Other	675,300
3,000,000	Education Maintenance Allowance/Bursaries	3,000,000
68,100	Education Improvement Services	0
<b>12,193,700</b>	<b>Direct Departmental Income</b>	<b>10,380,300</b>
<b>833,781,900</b>	<b>Net Expenditure</b>	<b>916,369,200</b>

**Table 4: Subjective Analysis**

<b>2023/24 Budget (£)</b>	<b>Expenditure</b>	<b>2024/25 Budget (£)</b>
545,364,100	Employee Costs	600,837,900
104,011,600	Premises Costs	104,281,700
12,600,100	Transport and plant	16,265,100
52,312,600	Supplies and services	57,329,600
7,872,200	Third party payments	7,872,200
38,020,200	Transfer payments	46,188,700
<b>760,180,800</b>	<b>Direct Departmental Expenditure</b>	<b>832,775,200</b>
85,794,800	Central Charges	93,974,300
<b>845,975,600</b>	<b>Total Expenditure</b>	<b>926,749,500</b>
	<b>Income</b>	
3,000,000	Education Maintenance Allowance	3,000,000
614,600	Early Years Fees	614,600
2,812,000	School Meals	1,639,000
68,100	EDIS Charges	0
1,995,500	School Lettings	1,730,400
3,703,500	Other Customer and Client Receipts	3,396,300
<b>12,193,700</b>	<b>Direct Departmental Income</b>	<b>10,380,300</b>

## Financial Challenge

In 2025/26 Education Services have a total gross expenditure budget of £927 million. This constitutes 29% of the council's total service expenditure budget. In 2025/26 the council faces a financial challenge with a spending gap of £51 million. As part of bridging this gap, Education Services requires to deliver £5.1 million savings in 2025/26 in relation to previously approved savings.

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

Glasgow also receives significant resources through Pupil Equity Funding. The 2024/25 funding allocation to the City totals £23.224m. The funding is devolved fully to schools to help reduce the poverty related attainment gap.

Glasgow also receives funding for attainment and has been awarded £7.075m by the Scottish Government, a reduction of £0.244m from 2024/25.

**Table 5: Service Budget Change Summary 2025-26:**

Revenue Budget Change Summary				
Ref	Title of Budget Change	Reason for Change (all that apply) (Investment, Income Maximisation, <b>Renewal Activity</b> , Resource Redirection)	Council Strategic Plan Theme	Financial Impact (£000)
				2025/26
24ED18	Review of Support Services Both School and Central	Resource Redirection	Excellent & Inclusive Education	-213,000
24ED33	Education Service Reform	Resource Redirection	Excellent & Inclusive Education	-4,472,000

24ED27	MCR Pathways	Resource Redirection	Enable staff to deliver essential services in a sustainable, innovative and efficient way.	-370,000
24ED20	Reduction in Primary Devolved School Management	Resource Redirection	Enable staff to deliver essential services in a sustainable, innovative and efficient way.	-44,000
24ED28	Increase in Charges	Income Maximisation	School Meal Charges Secondary	-27,000
<b>Total Savings</b>				<b>-5,126,000</b>
25ED40	Universal Free School Meals P6	Investment	Delivering Universal Free School Meals to Primary 6	1,800,000
<b>Total Investment</b>				<b>1,800,000</b>
<b>NET BUDGET CHANGE (£)</b>				<b>-3,326,000</b>
<b>NET BUDGET CHANGE (%)</b>				<b>-0.3%</b>

## Capital Investment

Activity in 25/26 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 25/26 will focus on the following key themes:

### **Condition & Suitability**

The general capital allowance noted in the table below will be utilised to maintain the estate in suitable condition. The retrofit project at Bun Sgoil Ghaidhlig a Chaitann will continue on site and the retrofit of Linburn Academy will commence in the next year. Significant investments will be funded from this source, including replacement roof coverings, major system replacement & upgrade, carbon reduction measures etc. This fund will also be utilised to make changes and adaptations to schools to create settings which are more conducive to effective teaching and learning.

### **School Role Demand vs Capacity**

Analysis of the capacity available in our schools to meet the demand of the local catchment areas is an ongoing activity. Where pressures are predicted options to ease pressure will be prepared and delivered. A modular augmentation project at St Thomas Aquinas Secondary School will commence in the summer of 2025.

### **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 capacity will be constructed or retrofitted using the low carbon technologies with the re-use of existing buildings at Bun Sgoil Ghaidhlig a Chaitann. and Linburn Academy avoids expending the embodied carbon associated with new build projects.

### **The PPP Estate**

Ongoing monitoring of the contract performance. As we approach the end of the contract, a bespoke PPP Handback team has been created to manage all of the activity related to handback and to manage the transition from the current contract to any future arrangement.

### **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 continue to be a foundation upon which investment is made.

**Table 6: Capital investment options approved for 2025/26**

Capital Investment		
Option	Council Strategic Plan Theme	Investment (£m)
Continuation of General Capital Investment	Excellent & Inclusive Education	Est £4m for 25/26
Delivering the final stages of the Early Years Expansion Investment. Completion of all outstanding nursery investments, completion of Scaraway development and the identification and delivery of a solution for Penilee Nursery	Excellent & Inclusive Education	Est £10m remaining
Calton Gaelic School	Excellent & Inclusive Education	£23m est
Linburn Academy	Excellent & Inclusive Education	£9m est
School Meals Catering Expansion	Excellent & Inclusive Education	£18m est
	<b>Total Investment (£m)</b>	<b>£64m</b>

## **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:

- 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.

#### **Glasgow 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 (LOIP) that sets out shared priorities for the city, where the improvements will be targeted and, over time, show that the improvements have been made.

The Glasgow Community Plan 2024 focuses on the priority local outcome of: *Family Poverty: Reducing Poverty & Inequalities in Glasgow's Communities*. It was approved by the Glasgow Community Planning Partnership's Strategic Partnership on 13 February 2024 and details the work to be undertaken to ensure the priority local outcome will be achieved.

The Partnership has a place based approach which complements the people based approach of the Child Poverty Programme. This integrated approach reduces duplication and puts into operation one plan for one area. A Performance Management Framework is in the final stages of development, which will assist the Partnership to track progress and take further action towards achieving the priority local outcome over time.

The Glasgow CLD Strategic Partnership (GCLDSP), on behalf of Glasgow City Council (GCC), is responsible for the strategic planning of Community Learning & Development in the city.

Glasgow Life facilitates and co-ordinates the governance arrangements that support the delivery of the [CLD plan](#), which aligns to the priorities of the Glasgow Community Plan. The GCLDSP report annually to the Glasgow Community Planning Partnership, GCC and Education Scotland, to demonstrate progress and impact against the plan's priorities, working with GCC to ensure alignment with the Glasgow City Plan priorities including the data/evidence to identify need and demonstrate performance. Glasgow Life are responsible for co-ordinating any CLD inspection by Education Scotland. The next CLD Plan will build on the strengths and learning of the current CLD Plan 2021-24 and will cover the period from 1 September 2024 to 31 August 2027.

### **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 that 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, and 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.

## 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 leads 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 focus 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.

## **Achievement and Progress**

### **Missions**

1. Improve outcomes for children and young people impacted by poverty with a focus on tackling 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.

## **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.

### **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.

## **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.

### **UNESCO Learning City Award**

The UNESCO Global Network of Learning Cities (GNLC) comprises 356 cities from 79 countries. A defining feature of UNESCO learning cities is their ability to connect education, training and cultural institutions while engaging diverse partners, including public-sector representatives, civil society organizations and employers. These cities effectively mobilize resources across sectors to promote inclusive, quality learning at all levels, from basic to higher education. They enhance learning within families and communities, support workplace education, and expand the use of modern learning technologies. Every three years, members gather at the International Conference on Learning Cities (ICLC) to take stock of progress, address challenges and collaboratively shape solutions for the future.

Glasgow was unveiled as a UNESCO Learning City on Monday 2 December 2024 in Jubail, Kingdom of Saudi Arabia. We are the only Scottish city to achieve this award for outstanding achievements in lifelong learning. Glasgow understands that education is not just a phase of life, but a continuous journey embraced by all citizens and our commitment to accessible, inclusive lifelong learning which fosters personal and professional growth across all age groups has now been recognised on an International level.

More information can be found [here](#).

## **Section 4: Recruitment and Staffing**

### **Recruitment**

The recruitment process is key to successfully delivering our essential services to children and young people across Glasgow and we are committed to recruiting 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 and LNCT agreements is key. Our Education Services Workforce Planning Board reviews the short, medium and longer-term strategic resourcing decisions for our service to ensure changing organisation needs aligns with people strategy. In September 2024, the HR team implemented a functional model to support service delivery and this includes a Workforce Planning and Resourcing Team.

### **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 helps 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. The service leadership development framework offers programme delivery across a teacher's career pathway from newly qualified teachers, those developing into middle leadership and then further into Headship.

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 performance review and development process and other self-evaluation processes. Each member of staff has 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. The new HR functional model is supporting a more focused approach to service Equality Outcomes through both our Employee Relations Team and Workforce Planning and Resources Team.

We will 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. Our total BAME workforce figures have increased from 3.8% in 2023 to 4.2% for 2024 and have now increased to 4.4% in 2025, which is a significant improvement across a two-year period.

We will continue with our commitment to our BAME Teachers, to help support their growth and development in readiness for promoted opportunities. All candidates on our current programmes have been assigned a leadership mentor to help support both their professional learning and personal development. Within our budgeted resources for 2025/26, we remain committed to this programme and will continue to listen to the feedback of participants to continuously improve the programme outcomes and candidate experiences with the overall aim to improve BAME leadership representation for teachers in Glasgow City Council.

### **Communication & Engagement**

Communication and engagement with our managers and staff is a key focus and we are committed to continuously improving the ability of our staff and managers to access HR materials/resources. Our Glasgow Online HR Service page provides a broad source of support information to improve the available resources to support staff at work, including a new focus on managers pages this year.

### **Attendance Management**

To help manage attendance levels, Education Services continue to comply with the Council's Attendance Policies, with additional options of health support measures, 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) and our continued focus on promoting Able Futures.

Our newly formed HR Attendance and Wellbeing Team work collaboratively with the Council HR community to share best practice and develop improved support mechanisms. Within the service we are improving knowledge and understanding by delivering a variety of tailored learning sessions, specific support tools, a data driven approach, specialist advice, guidance and the implementation of enhanced processes and procedures to support the management of attendance and wellbeing. 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
- Provide professional and expert support to managers who are managing absence

The recognised 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**

It is recognised that our staff are our greatest asset and their health and wellbeing is of business critical importance to the city. 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 for example attendance at the Education Services Health & Wellbeing festival. Through our service stakeholder groups we listen and respond back to our corporate colleagues on the resources and supports that are particular to Educations services staff Health and Wellbeing needs, ensuring supported communications are directed effectively through the Service.

We will also 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 ensuring support with any barriers to attendance. We also work with Public Health Scotland to deliver their Mentally Healthy Workplace for Managers to support our staff.

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 5: Benchmarking, Inspection and Equalities**

### **National Improvement Plan (NIP)**

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 NIP. 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 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](#).

## Local Government Benchmarking Framework (LGBF)

The 2023/24 [report](#) provides a high-level analysis of the performance of councils both during 2023/24 and over the longer-term. It also sets out the challenges facing councils in the context of current funding and workforce pressures, growing demand and ongoing impacts from the Covid pandemic and cost of living crisis.

### 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, for last year, the same proportion of pupils entered a positive destination after leaving school compared with the national average.

**Table 7: LGBF Education Indicators**

LGBF Education Indicators – 2023-24			
Indicator	Glasgow	Family Group Average	National
Cost per pre-school education place	£13,061	£13,576	£11,659
Cost per primary school pupil	£6,840	£7,093	£7,213
Cost per secondary school pupil	£8,967	£8,790	£8,957
Average tariff score	848	832	918
Average tariff score in SIMD quintile 1 (most deprived)	741	660	658
Percentage of pupils gaining 5 plus awards at level 5 or higher	61%	61%	66%

Percentage of pupils from deprived areas gaining 5 plus awards at level 5 or higher	53%	51%	50%
Percentage of pupils gaining 5 plus awards at level 6 or higher	34%	32%	38%
Percentage of pupils from deprived areas gaining 5 plus awards at level 6 or higher	26%	22%	22%
Percentage of P1, P4, and P7 pupils achieving expected CFE level in Literacy	68.3%	73%	74%
Percentage of P1, P4, and P7 pupils achieving expected CFE level in Numeracy	75.2%	78.9%	80.3%
Literacy Attainment Gap (P1,4,7 Combined)	21%	17.1%	20.2%
Numeracy Attainment Gap (P1,4,7 Combined)	17.9%	15%	17.4%
Percentage of pupils entering a positive destination after leaving school	95.7%	95.6%	95.7%
Proportion of funded early years provision graded good or better	86%	91.6%	89.8%
Attendance rate (per 100 pupils)	88.9%	89.4%	90.3%
Attendance rate (per 100 looked after pupils)	85.4%	81.5%	84.4%
Exclusion rate (per 1000 pupils)	9	17.9	16.6
Exclusion rate (per 1000 looked after pupils)	74.6	100.2	96.9
Percentage of 16 to 19 years old are participating in learning, training, or work	91.7%	92.3%	92.7%

### **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.

#### **National Benchmarking**

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.

## **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 2025.

## **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.

The overall picture of school inspections in Glasgow is positive. The majority of schools in the 2023/24 academic year to date have received evaluation ratings of good or very good across the key quality indicators: leadership of change, learning, teaching and assessment, raising attainment and achievement ensuring wellbeing, equality and inclusion. School Inspection reports can be found on the [Education Scotland](#) website.

Some school inspections have generated positive news coverage which can be found at the links below:

[Holyrood Secondary](#)

[Notre Dame High](#)

[St Cuthbert's Primary](#)

[Middlefield School](#)

[Ashpark Primary](#)

[Hampden Primary](#)

## Stakeholder Consultation

In April 2023, Education Services conducted the first Stakeholder Survey since 2018 to gather the views of pupils in stages P5 to S6, staff (Teachers, School Support Staff and Pupil Support Staff) and parents/carers. The survey gave stakeholders the opportunity to share their experiences and perceptions of Education across the city. It was subsequently agreed that the pupil survey will be repeated on an annual basis, with the staff survey and parent/carer survey repeating bi-annually.

The 2024 Stakeholder Survey ran from February to April. There were 2 separate surveys which were made available to pupils in stages P5 to S6 and staff (Teachers, School Support Staff and Pupil Support Staff). The surveys were completely voluntary and anonymous. There were also two new questions added to the Secondary pupil survey about bullying based on gender and how well the school deals with racist incidents. A total of 14,220 responses were received, which was an improvement on the previous year's response rate (9,676 responses).

Below is a summary of the results:

### Pupil Feedback

- 57.0% enjoy learning at school (primary 60.3% and secondary 54.6%). A small increase from 2023 (56.3%).
- 72.6% feel safe at school (primary 72.5% and secondary 72.7%). 5.2 percentage point difference from 2023 (67.4%).
- 71.7% felt that staff treat them fairly and with respect (primary 75.0% and secondary 69.2%). A small increase from 2023 (71.3%).
- 46.3% feel that their views are taken into account (primary 51.6% and secondary 42.4%). 0.9 percentage point decrease from 2023 (47.2%)
- 75.8% felt that staff help them understand how they are progressing with their schoolwork (primary 82.9% and secondary 70.5%). 75.7% in 2023.

### Teacher Feedback

- 83.9% find it rewarding to be a member of staff in their school. A decrease from last year (87.8%); and
- 80.2% felt that they are given the opportunity to learn and share practice with colleagues from other schools. A 5.6 percentage point increase from 2023 (74.6%)
- 72.0% felt that the school's arrangements for engaging parents in their child's learning are effective. This is 4.1 percentage point difference from 2023 (76.1%)

- 59.2% felt that staff at all levels within the school communicate effectively with each other. A small decrease from last year (59.7%).
- 98.3% felt that pupils were provided with regular feedback which helps them to progress. 98.9% in 2023; and
- 75.1% felt that the school has effective strategies to support children and young people with their learning, including those requiring additional support. This is a decrease from 2023 (78.9%).

#### Pupil Support Staff Feedback

- 82.0% find it rewarding to be a member of staff in their school, a decrease from 2023 (84.6%); and
- 39.2% feel encouraged to learn and share practice with colleagues from other schools. A small increase from 2023 (38.9%).
- 80.1% felt that the school's vision and values underpins their work, 79.8% in 2023; and
- 49.4% felt that staff at all levels within the school communicate effectively with each other. This is a decrease of 4.5 percentage points from last year (53.8%).
- 74.4% felt that children and young people are engaged in their learning, a small increase from 2023 (73.7%); and
- 76.3% felt that children and young people are provided with experiences which meet their learning needs. A decrease from 2023 (79.8%).

#### School Support Staff Feedback

- 78.6% find it rewarding to be a member of staff in their school, a small decrease from 2023 (79.3%); and
- 42.3% feel encouraged to learn and share practice with colleagues from other schools. This is an increase from 2023 (39.6%).
- 92.1% felt that children and young people are encouraged and supported to treat others with respect. This is 9.8 percentage point increase from 2023 (82.2%); and
- 57.7% felt that staff at all levels within the school communicate effectively with each other, an increase from 2023 (49.7%).

The results of the survey will be used to improve our schools. The next Stakeholder Survey for 2025 has begun and we continue to encourage participation and engagement.

## Attendance

School attendance rates in the city, and nationally, have been on a downward trend post-pandemic. However, all schools across the city have been working hard to improve attendance. They work with third sector partners and families to stress the importance of education and consistent attendance at school. Schools deploy a range of strategies to encourage pupils to attend. Education Services continue to support schools to maximise attendance and to share best practice.

An Attendance Strategy Group has been established to improve attendance. The strategic plan contains a range of actions including:

- Development of an Attendance Policy for GCC Education Services
- Identification and sharing of good practice in Schools
- Develop Attendance Practice Guidelines for Schools
- Develop plan to improve attendance for care experienced learners
- Record and analyse attendance data

We are currently developing a dashboard using Power BI, an interactive data visualization software product, which will enable schools to better understand their attendance data. The data will show schools, among other things, their overall attendance rate compared to the city-wide attendance rate as well as pupil level attendance information which will highlight pupils most in need of support to attend school. Head Teachers will receive updated data on a weekly basis.

Glasgow has also launched the Attendance Matters Every Day campaign which aims to tackle the decline in school attendance rates across the city by highlighting the critical importance of regular attendance for children's future.

<https://www.glasgow.gov.uk/article/12185/Attendance-Matters-Every-Day>

## Equalities

As published, the current [Equalities Outcomes 2021 -25](#) remain a key driver for equality and justice in Education Services. The three elements of the General Duty for Equalities remain unchanged:

- Eliminating Discrimination, Harassment and Victimisation.

- Advancing Equality of Opportunity.
- Fostering Good Relations.

All staff and learners are of equal value irrespective of their race; gender and gender identity; religion or belief; and sexual orientation. In varying situations and with specific protected characteristics, this means consideration to providing extra support and consideration so that everyone has the same opportunities and outcomes as each other. We aim to continue and strengthen the equalities agenda across all areas of Education Services so that equalities work is explicit and a core element across our service.

The Equalities in Education Working Group (EEWG), which comprises of senior departmental officers, centre staff and practitioners from Glasgow schools, continues to direct strategic equalities work. The EEWG also invite external partners, such as Coalition for Racial Equality and Rights (CRER) and Time for Inclusive Education (TIE), as and when appropriate to support our work. Over the period 2025/2026 Education Services will move forward in the following areas-

- Work closely with our statutory sector colleagues to support and enhance our work across Equalities. This includes working closely with Scottish Government and Education Scotland.
- To further our work with specific Equality characteristics and intersectionality we will continue to build on our work with voluntary sector organisations including; TIE, CRER, Autism Resource Centre (ARC). We will also seek to build links with the wider voluntary third sector and charitable organisations, to support our work around disability discrimination. This will extend from staff to children and communities.
- Staff career long professional learning will be a key driver for our work, and we will ensure that delivery across Education Services remains strong with a clear focus on Social Justice.
- Annual celebratory events will capture the great work undertaken across Glasgow schools and we will build on this, moving to locally developed and delivery models, making opportunities more accessible.
- The new Equalities section of the Education intranet Go Glasgow is in full operation. We will continue to refresh and build on the content and advice points as well as ensuring there are up to date resources and materials appropriate for educational establishments.
- The Social Subjects curricular group continues to look at improving the curriculum and identifying appropriate resources. We continue to work closely with University of Glasgow with upskilling our staff who have developed and produced up to date and appropriate curricular resources, which will be launched in the next session.

- Ensure the EAL/GDSS team continue to work closely to support and develop equalities, including resources and support with capacity building and delivery. Equalities training continues to be offered and delivered across the service. This includes input at area head teachers' meetings, as well as CPD programmes staff have accessed through CPD manager. The EAL/GDSS team are also supporting equalities training and work at the Learning Community levels.
- Work will continue with building pupil participation which will build through initiatives including Pride Lite and Anti Racist Conversations Groups.
- In relation to Gender Equalities, Education Services will continue to support and develop the Girls for Equality Group which had emerged as a legacy from Girls@Cop. This work will continue to provide a platform for young women to be able to voice their concerns and experiences discussing issues that affect their lives as young women in the city. There is clear recognition and acknowledgement that work with young boys is an essential part of gender work, thus allowing all young people to support the solutions and guide future actions.
- Education Services continue to commit to increase the diversity of our workforce. We will continue with our aspirations, appropriate strategies and initiatives to move forward. This includes the recently established Bame Support into Leadership (BSIL). The BISL group aims;
  1. To encourage BAME teachers to explore leadership and opportunities within a supportive network environment.
  2. To enable our BAME colleagues to access current leadership pathways that exist within Glasgow City Council, Education Scotland and the Glasgow University.
  3. To establish a supportive and collaborative network

Going forward the Equalities Team will utilise the effective working practices and partnerships that have been set up to continue to deliver support to pupils across the wider range of protected characteristics identified in the 2010 Equality Act. The Equalities Team recognises that our approach to tackling equality issues with intersectionality underpinning our developments. People's identities are shaped by several factors and therefore service provision should allow for the needs of those who have more than one protected characteristic.

### Equality 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. We have revised our equality impact assessment process to take

into account the change in legislation and the addition of protected groups. Further information on EqIA including a list of completed assessments can be found [online](#).

## Section 6: Outcomes for Learners

### 6.1 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 8 shows there has been a decrease in the proportion of primary school pupils achieving the expected levels in literacy and numeracy since 2018/19. There has been an increase in the proportion of secondary school pupils achieving the expected levels in literacy and numeracy since 2018/19.

Glasgow is outperformed by the national cohort however this picture changes when deprivation is factored in as is shown in the [LGBF](#) benchmarking tool. As above Glasgow is outperformed by the national cohort before deprivation is factored in as is shown in the Scottish Government [published statistics](#).

**Table 8: Achievement of Curriculum for Excellence levels**

	Achievement of Curriculum for Excellence levels			
	2018/19		2023/24	
	Glasgow	National	Glasgow	National
P1, P4, P7 ACES Literacy combined	68.9	72.3	68.3	74.0

P1, P4, P7 ACEL Numeracy combined	77.1	79.1	75.2	80.3
S3 ACEL Literacy combined	83.4	87.9	85.4	88.3
S3 ACEL Numeracy combined	86.0	90.2	87.6	90.3

## 6.2 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 9 and 10 show Glasgow is closing the gap with the national population in attainment at levels 4 and 5 by the end of S4.

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. S4 pupils in Glasgow outperformed the virtual comparator in 2024 at level 5.

**Table 9: SCQF Level 4 by end of S4**

	SCQF Level 4 by end of S4					
	2020			2024		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at	91.1%	93.8%	95.2%	92.2%	92.4%	94.1%

SCQF Level 4 by end of S4						
Achieved 5 or more awards at SCQF Level 4 by end of S4	75.1%	76.6%	82.6%	72.6%	72.6%	78.8%

**Table 10: SCQF Level 5 by end of S4**

	SCQF Level 5 by end of S4					
	2020			2024		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 5 by end of S4	77.7%	78.8%	85.2%	80.8%	78.9%	84.3%
Achieved 5 or more awards at SCQF Level 5 by end of S4	40.3%	42.9%	55.4%	43.9%	43.0%	54.5%

Tables 11 and 12 demonstrate a greater proportion of S5 pupils are attaining at levels 5 and 6 since 2020. Glasgow outperforms the virtual comparator across each measure in 2024. Glasgow is closing the gap with the national population in attainment at levels 5 and 6 by the end of S5.

**Table 11: SCQF Level 5 by end of S5**

	SCQF Level 5 by end of S5					
	2020			2024		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 5 by end of S5	83.0%	80.0%	86.7%	84.7%	80.9%	87.0%
Achieved 3 or more awards at SCQF Level 5 by end of S5	69.5%	65.4%	76.1%	71.8%	66.3%	75.9%
Achieved 5 or more awards at SCQF Level 5 by end of S5	53.4%	50.4%	63.5%	57.6%	53.0%	64.2%

**Table 12: SCQF Level 6 by end of S5**

	SCQF Level 6 by end of S5					
	2020			2024		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 6 by end of S5	60.3%	51.9%	64.3%	60.5%	54.0%	63.7%
Achieved 3 or more awards at SCQF Level 6 by end of S5	38.2%	32.6%	46.3%	38.0%	33.1%	44.8%
Achieved 5 or more awards at SCQF Level 6 by end of S5	18.8%	14.7%	24.2%	19.4%	16.5%	25.1%

Tables 13 and 14 show an upward trend in the proportion of S6 pupils attaining at levels 6 and 7. Glasgow consistently outperforms the virtual comparator in 2024.

**Table 13: SCQF Level 6 by end of S6**

	SCQF Level 6 by end of S6					
	2020			2024		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 6 by end of S6	62.8%	54.2%	65.8%	66.6%	56.7%	66.1%
Achieved 3 or more awards at SCQF Level 6 by end of S6	45.8%	39.5%	52.0%	49.1%	40.9%	51.9%
Achieved 5 or more awards at SCQF Level 6 by end of S6	31.3%	26.8%	38.1%	35.4%	28.7%	38.9%

**Table 14: SCQF Level 7 by end of S6**

	SCQF Level 7 by end of S6					
	2020			2024		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 7 by end of S6	18.3%	16.8%	24.2%	25.3%	18.0%	25.4%
Achieved 3 or more awards at SCQF Level 7 by end of S6	2.6%	2.2%	3.9%	4.5%	2.6%	4.3%

### 6.3 Leavers

Table 15 shows an increase in Glasgow's leavers achieving 1 or more award at SCQF levels 4, 5 and 6 over five years. Glasgow continues to close the gap with the national population.

**Table 15: SCQF School leavers**

	School leavers					
	2020			2024		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 4	94.2%	95.9%	96.1%	94.6%	96.4%	95.8%
Achieved 1 or more award at SCQF Level 5	84.1%	86.7%	88.0%	85.8%	88.0%	87.4%
Achieved 1 or more award at SCQF Level 6	64.7%	64.8%	68.2%	65.2%	68.0%	66.5%

Tables 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 the virtual comparator in 2024.

**Table 16: Leaver Destinations**

	Leaver destinations					
	2020			2024		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
School Leavers in a positive destination	92.8%	91.8%	93.4%	95.7%	95.1%	95.7%

**Table 17: Participation Measure**

	Participation Measure			
	2020		2024	
	Glasgow	National	Glasgow	National
Participating in education, training or employment 16-19	89.5%	92.1%	91.7%	92.7%

## **Section 7: 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](mailto:PPR@education.glasgow.gov.uk)

**Website:** [www.glasgow.gov.uk](http://www.glasgow.gov.uk)

## Appendix 1

<b>GRAND CHALLENGE ONE:</b> <b>Reduce poverty and inequality in our communities</b>		
<b>MISSION 2:</b> Meet the learning and care needs of children and their families before and through school		
<b>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</b>		
Action	Milestones	Planned Activity
Continue to work in partnership with a range of partners to increase the number of accessible uniform banks across establishments.	Continue to work in partnership with a range of partners to increase the number of accessible uniform banks across establishments.	Promote Sustainability Agenda regarding the use of clothes.
Prioritize anti-poverty policies and actions to improve wellbeing.	Monitor progress of Cost of the School Day Champions.	Promote Poverty awareness and financial inclusion information using Digital resources.
Deliver the Glasgow Pathfinder project pilot on eligible 2-year-olds optimizing financial support to families using Council nurseries.	Review financial support optimization.  Align work on the new Scottish Government/Department for Work and Pensions (DWP) data sharing project on eligible 2-year-olds with Pathfinder priorities.	Explore potential to expand Family Wellbeing <a href="#">Eligible 2's</a> project to address some of the issues. Ongoing meetings with Poverty Pathfinder on range of issues relating to childcare.
<b>Commitment: Ensure digital inclusion for children and young people</b>		
Action	Milestones	Planned Activity
Increase the number of schools recognized as centre of leadership and educational	Increase number of Primary and Secondary Establishments registered for Digital Schools Award.	Provide further support for schools engaging in the Digital Schools Award through Digital Coordinator intervention across learning communities.

excellence for learning with technology.		
Strengthen the impact of Continuous Professional Learning with partners including Apple and XMA.	<p>Increased number of Showbie and SeeSaw Ambassadors.</p> <p>Increased consistency across Learning Communities in use of preferred platforms: Showbie &amp; SeeSaw.</p>	<p>In collaboration with XMA training provider, Showbie and the Glasgow Apple Regional Training Centre (RTC) continue to support learning community roll out of the platform.</p> <p>Support our Apple Learning Coaches through a dedicated Teams channel.</p>
Strengthen the support which Digital Leaders of Learning offer to schools.	Improved community approach to strategy implementation leading to strengthened transitions, improved reporting and attainment.	Taking forward a Digital Leaders of Learning (DLoLs) surgery approach in each learning community.
<b>Commitment: Develop targeted campaigns and communications to raise awareness of misogyny, and to combat sexual harassment within our schools</b>		
Action	Milestones	Planned Activity
Continue to support events and days of acknowledgement to raise awareness, mainstream and embed equalities practice.	<p>Build awareness of citywide practice.</p> <p>Progress and evaluate Career-long Professional Learning linked to protected characteristics.</p>	<p>Secondary schools delivering Mentors Against Violence Programme</p> <p>Pastoral Care and personal and social education networks will inform improved access to resources and strategies to be used to improve learning and teaching within secondary schools.</p>
<b>Commitment: Support marginalised groups, including refugees, asylum seekers and LGBTI+ young people, through the Education Equalities Working Group (EEWG) which has been established to direct strategic equalities work across all areas of Education Services. Continue to work with LGBTI+ Youth Scotland and Time for Inclusive Education campaign on inclusive education including consent education.</b>		
Action	Milestones	Planned Activity

Empower the Education Equalities Working group (EEWG) 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.	Review of PARTIE and ALLIES , city wide events with a view to developing locality based events for children, young people and staff. Identify gaps and opportunities to further embed equalities practice and awareness raising across all sectors.
Develop further professional opportunities in liaison with inclusive education partners.	Implement, review, and evaluate Career-long Professional Learning offer.	A series of ALLIES events are planned for 2025 followed by Pride Lite events.
<b>GRAND CHALLENGE TWO:</b> <b>Increase opportunity and prosperity for all our citizens</b>		
<b>MISSION 3:</b> <b>Raise Attainment Among Glasgow's Children and Young People</b>		
<b>Commitment: Build on the significant progress we have made in improving attainment and positive destinations; supporting education staff and improving early education.</b>		
<b>Action</b>	<b>Milestones</b>	<b>Planned Activity</b>
Take forward the priorities of the National Improvement Framework (NIF), including stretch and core plus aims, ensuring that all learners achieve the highest standards in literacy and numeracy.	<p>Monitor and report on core stretch aims and stretch aims plus.</p> <p>Report on progress, updating on priorities to government.</p> <p>Review, develop and implement a refreshed city literacy strategy.</p> <p>Review, develop and implement a refreshed city numeracy strategy.</p>	<p>Strategic Equity Board meet regularly with a focus on developing approaches to Equity.</p> <p>Training for Challenge Leaders of Learning / Depute Head Teachers and Head Teachers continue to have a focus on Equity within the themes of Interventions for Equity/ Supporting Attendance and engagement/ Making Sense of DATA, Supporting moderation and assessment.</p> <p>Improvement Service team to develop support and challenge conversations with Head Teachers and school Senior Leadership Team members around attainment at senior phase.</p>

Develop Glasgow's Curriculum as a coherent, progressive learner journey delivering the 4 capacities of Curriculum for Excellence for all Glasgow's Children and young people.	<p>Develop a strategy to ensure all practitioners are equipped to deliver the Glasgow Curriculum.</p> <p>Continue to revise and enhance Curriculum for Excellence frameworks to support breadth of learning experiences.</p>	<p>Self-evaluation tools are being developed for schools to reflect and support their curriculum improvement aligned with How Good is Our School Quality Indicators.</p> <p>Days planned to share/showcase Interdisciplinary Learning.</p>
Develop and implement professional learning focused on embedding the ambitions of 'Birth to 3 Guidance' and " <a href="#">Realising the Ambition</a> : Being Me" across GCC & Funded Provider nurseries.	<p>Audit Career-Long Professional Learning needs annually with nursery heads.</p> <p>Develop and deliver prioritised professional learning programme for early years.</p>	<p>Nurturing My Potential framework training ongoing – weekly training sessions scheduled to Easter 2025.</p> <p>Deliver Changing Hearts &amp; Minds Inclusion programme pilot.</p>
Continue to explore options to continue to grow pupil voice engagement	Provide annual progress report to Education Committee.	The Glasgow Schools Forum will be promoting Glasgow 850 and the planned school celebrations throughout 2025.
<b>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.</b>		
<b>Action</b>	<b>Milestones</b>	<b>Planned Activity</b>
Through the Towards Better Futures Strategy deliver Glasgow's aspiration of 100% positive destinations embedding skills for learning, life and work.	<p>Develop a 'Towards Better Futures' Action Plan.</p> <p>Report to committee on School Leavers Follow Up initial destinations.</p>	Action Plan to be more widely shared with school HTs and wider stakeholder.

Continue to develop the Towards Better Future Framework for Skills development and work awareness,	Continue to develop the Towards better Futures framework to include Third and Fourth level to ensure that the framework includes opportunities for work awareness.	Group members are gathering and populating the Framework with resources, experiences and opportunities that will develop skills for learning life and work including Meta-skills alongside work awareness.
Improve support to young people with additional support needs to help support their next steps after school.	<p>Develop training for staff involved in supporting young people with additional support needs.</p> <p>Review support for young people with additional support needs to ensure that they have a range of pathways.</p>	<p>The subgroup will continue to meet and look at appropriate training support.</p> <p>Three Depute Head Teachers temporarily appointed via SEF to work on approaches to supporting ASL needs and Equity and to enhance training/support for schools mainly from primary sector with secondary sector increasing.</p>
<b>Commitment: Support period dignity in our schools.</b>		
<b>Action</b>	<b>Milestones</b>	<b>Planned Activity</b>
Ensure Glasgow City Council adheres to the Period Products (Free Provision) (Scotland) Act 2021.	<p>Manage and monitor <a href="#">period products provision</a> in schools and the community.</p> <p>Continue to fulfil all legal obligations as stipulated in the Act.</p>	<p>Continue to work closely with Simon Community to manage and monitor venues / usage.</p> <p>Establish a more robust auditing process for schools to ensure all are offering free products in a way which meets the requirements of the legislation</p>
Make Glasgow a best practice city for Period Dignity and free product provision.	<p>Publicise/advertise free products more widely.</p> <p>Engage with schools to promote Period Dignity and ensure young people have easy and stigma free access to free products.</p> <p>Increase the number of venues and schools offering reusable products. Support hard to reach / vulnerable members of the community by</p>	<p>Social Media publicity campaign and community pop up events planned for February as part of Period Dignity Month 2025.</p> <p>Continue to engage with schools and offer support.</p> <p>Continue to monitor service for those deemed hard to reach and add venues which target vulnerable groups.</p>

	increasing number of third sector organisations offering products.	
<b>Commitment: Continue to expand Gaelic Medium Education (GME) provision and maintain GME working group.</b>		
<b>Action</b>	<b>Milestones</b>	<b>Planned Activity</b>
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.	Continue to work with the GCC Ghàidhlig committee.
<b>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.</b>		
<b>Action</b>	<b>Milestones</b>	<b>Planned Activity</b>
Continue to progress actions in relation to the Gaelic estate.	Monitor the progress of the estate development, linking with Neighbourhoods, Regeneration and Sustainability and Gaelic Medium Education group.	Continue to explore options for funding including preparation for any LEIP funding bids.
Make best use of resources to support a sustainable and innovative Education Services structure that delivers value for money.	Plan and implement capital planning through the Education Estates Board.  Monitor budget in line with strategic financial planning to ensure best use of available funding.	Continue to explore options for funding including preparation for any LEIP funding bids.
<b>Commitment: Support children and young people to get dedicated mental health support and counselling in schools</b>		
<b>Action</b>	<b>Milestones</b>	<b>Planned Activity</b>
Embed whole establishment approaches to nurture and wellbeing across all schools and	6 monthly reports to Scottish Government.	Research study will continue until August 2025.

early learning and childcare centres.	Annual report to Education Directorate on School Counselling outcomes.	
Work with partners to promote and support learners in Glasgow to achieve improved physical, mental and emotional health, and wellbeing.	<p>Actions planned in response to Health and Wellbeing survey. Provide professional learning programme on Health and Wellbeing.</p> <p>Grow the Physical Education, Physical Activity and School Sport (PEPASS) team links with non-traditional partners and agencies to support and strengthen the delivery of PEPASS.</p>	The Wellbeing and Healthy Eating Practice Guidelines for Schools will be published in 2025. Nurturing Relationships Policy will be published in 2025. Guidelines will be shared with schools through webinars and Head Teacher meetings.
<b>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.</b>		
Action	Milestones	Planned Activity
Work with partners to ensure that every child with additional support needs has the appropriate level of planning and support within the GIRFEC national framework.	Constitute a working group to review current Additional Support Needs planning processes, including Wellbeing Assessment and Plan and Coordinated Support Plans.	<p>Draft Training Plan has been devised informed by analysis of questionnaires.</p> <p>Maintain overview of engagement of Wellbeing Application. Analysis of current procedures and processes for CSP recording. CSP guidance to be refreshed and updated.</p>
Continue to review the continuum of support across all sectors to facilitate the <a href="#">inclusion</a> of almost all children and young people in mainstream settings.	<p>Review of outreach provision to identify strengths and areas for development.</p> <p>Align outreach services with existing process and ensure targeted support linked to Area Inclusion Group outcomes.</p>	Outreach leads network meetings to continue. Depute Head Teachers Equity (Co-located) to support review of co-located provision including outreach.

Continue to drive forward targeted and whole school approaches to nurture, improving wellbeing and learning outcomes for learners.	Provide opportunities for staff to access the nurturing staff wellbeing programme. Evaluate the use of the programme in schools.	A working party with Nurture Development Officer, Glasgow Educational Psychology Service, RCH rep and nurture teachers are researching good practice and developing guidelines to support children who have sensory needs in nurture groups.
<b>Commitment: Expand our safer School Streets Programme.</b>		
<b>Action</b>	<b>Milestones</b>	<b>Planned Activity</b>
Continue to Implement safer school streets programme in partnership with the wider council family and partners.	Support prioritisation of School vehicle exclusion zones.	Support any initiatives identified.
<b>Commitment: Promote access to instrumental music tuition, primary school swimming tuition, Bikeability training, and outdoor and nature-based education.</b>		
<b>Action</b>	<b>Milestones</b>	<b>Planned Activity</b>
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.	Review the progression and transition of primary to secondary PE. Find best practice and improve knowledge and understanding across the stages.
Continue to expand opportunities to access instrumental tuition throughout BGE to support senior phase qualifications.	Promote and report on instrumental tuition uptake.	CREATE will continue to report on the impact and uptake of instrumental music through the yearly CREATE Standards and Qualities report.

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.	Support another 17 schools who are in the qualifying stages of their GOLD award.
<b>Commitment: Support accessible educational and social opportunities including arts and sport and explore ways to make better use of school facilities for community use.</b>		
Action	Milestones	Planned Activity
Develop an early level outdoor pedagogy transition pilot in one area of the city.	<p>Hold engagement session to develop local plan.</p> <p>Agree monitoring &amp; evaluation priorities in line with the principles in the Scottish Early Childhood &amp; Families Transitions Statement.</p>	Evaluate impact of pilot and plans for 2025 transitions.
<b>Commitment: Make sure educational and social opportunities available in school are accessible to young people who are new to Glasgow.</b>		
Action	Milestones	Planned Activity
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.	Deliver workshop and events including Glasgow Film Theatre Event.
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.	<p>Ready, Steady, Sing' tour and Celtic Connections programme delivered throughout the academic session.</p> <p>Career-Long Professional Learning sessions.</p>
<b>Commitment: Support school food growing, waste reduction and recycling and work on achieving silver and gold Food for Life awards.</b>		

Action	Milestones	Planned Activity
Support the delivery of the Council's Food Growing Strategy working with schools to develop growing spaces across the city.	Implement, monitor and evaluate "Health Your Body Matters "  Delivery and monitor Good Food Group Actions.	Continue to work with Health Improvement to promote resource. Support, where required with Glasgow University with ongoing evaluation of impact of resource. Continue to support and promote where required.
<b>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.</b>		
Action	Milestones	Planned Activity
Continue the PT BAME leadership progression programme, developing and embedding opportunities for practitioners.  Develop race conscious professional learning opportunities, aligned with all leadership strategy workstreams.	Monitor and Review Impact of PT BAME recruitment programme and implement mentoring sponsor offer.  Review programme content across leadership programmes to include race conscious leadership content.	Deliver Leading Anti-Racism programme.  The BAME staff into Leadership programme is continuing.
<b>Commitment: Continue to explore gender friendly nurseries.</b>		
Action	Milestones	Planned Activity
Promote opportunities for staff to develop inclusive practice with a focus on diversity, gender and supporting children with additional support needs.	Embedding of Think Equal training and strategies across the Early Learning Centre settings. Continued promotion and delivery of the Challenging Gender Stereotypes Continuing Professional Development.  Initialising of the Knowledge Exchange with Strathclyde University on Inclusive Practice.	Promote the training and strategies and support settings with implementation.  Work alongside the Think Equal charity to evaluate progress.

<b>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.</b>		
<b>Action</b>	<b>Milestones</b>	<b>Planned Activity</b>
Continue to facilitate delivery of the expanded early learning & childcare hours, reviewing and improving flexibility where possible. Focus on the All-Age Childcare priorities.	<p>Gather and analyse data on uptake and capacity.</p> <p>Review service delivery models as needed in response to data reporting.</p>	Meeting cycle established with Improvement Service.
<b>Commitment: Maintain the option for parents and carers, who wish, to opt their children out of standardised testing.</b>		
<b>Action</b>	<b>Milestones</b>	<b>Planned Activity</b>
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 an annual reminder to establishments via Education Services online platform on Education Scotland's NSA guidance for parents and carers, including what to do if they wish to withdraw their child from these assessments.