



**Glasgow City Council**

**Operational Performance and Delivery Scrutiny Committee**

**Report by Chief Executive**

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## **UPDATE ON STRATEGIC PLAN PERFORMANCE**

### **GRAND CHALLENGE 2:**

Increase opportunity and prosperity for all our citizens

#### **MISSION 1:**

Support Glasgow residents into sustainable and fair work

#### **MISSION 2:**

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

#### **MISSION 3:**

Raise attainment amongst Glasgow's children and young people

### **Purpose of Report:**

To report the performance of the Council Strategic Plan 2022-27 and the agreed Mission based approach.

### **Recommendations:**

The committee is asked to:

- Consider and note the content of the report; and
- Consider any specific Commitments or actions that require officers to report back on with further detail or progress updates as part of the Committee's future work programme.

Ward No(s):

Citywide:

Local member(s) advised: Yes  No  consulted: Yes  No

#### **PLEASE NOTE THE FOLLOWING:**

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## 1. Introduction

- 1.1 The Council Strategic Plan was agreed at [Full Council](#) on 27 October 2022 and the Operational Performance Delivery and Scrutiny Committee is tasked with monitoring the delivery of the Strategic Plan.
- 1.2 Following agreement at the [Operational and Delivery Scrutiny Committee](#) (OPDSC) in November 2022, a template has been issued to all Services. The template structures and supports scrutiny of the Strategic Plan and illustrates the crosscutting nature of the Missions, as Services work together to deliver the Council's priorities. The template is subject to review to ensure Service and Member feedback is incorporated.

## 2. Council Strategic Plan

- 2.1 The Strategic Plan has been structured into 4 Grand Challenges and their supporting missions. The Grand Challenges are:
  1. Reduce poverty and inequality in our communities
  2. Increase opportunity and prosperity for all our citizens
  3. Fight the climate emergency in a just transition to a net zero Glasgow
  4. Enable staff to deliver essential services in a sustainable, innovative and efficient way for our communities
- 2.2 Each Grand Challenge is underpinned by Missions and Commitments. Services undertake the work to achieve the Commitments which in turn contributes to the goal of each Mission.
- 2.3 It should be noted that council agreed that the Strategic Plan will be subject to an annual review to reflect the volatility of outside pressure and budget constraints. There is an agreed change control process in place to assist this.
- 2.4 This report focuses on: **GRAND CHALLENGE 2:** Increase opportunity and prosperity for all our citizens

### **MISSION 1:**

Support Glasgow residents into sustainable and fair work

### **MISSION 2:**

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

### **MISSION 3:**

Raise attainment amongst Glasgow's children and young people

- 2.5 Council has previously received updates on Grand Challenge 2, Mission 1, 2, and 3 at meetings on [8 February 2023](#), [31 May 2023](#), [11 October 2023](#), [6 March 2024](#), [2 October 2024](#), [6 August 2025](#) and [3 December 2025](#).

### **3. Commitments and Emerging Commitments**


- 3.1 The Strategic Plan Missions outline a number of Commitments to deliver the Mission goal.
- 3.2 Services have started work to support the Commitments across a number of key areas. As already noted this report outlines progress made with respect to Grand Challenge 2, Missions 1, 2 and 3.
- 3.3 It is worth noting that all of the commitments reported here are RAG rated as green, with a number of the elements connected to the commitment now complete.
- 3.4 The update contains the following emerging commitment, reported under Grand Challenge 2, Mission 1.  
Establish a holistic, all age employability pipeline based on individual need.

### **4. Next Steps**


- 4.1 The Strategic Plan remains under review so as to allow for the consideration of emerging commitments. Where appropriate these commitments will be considered through the approval process for future inclusion in the Strategic Plan.

### **5. Recommendations**


- 5.1 The Committee is asked to:
- Consider and note the content of the report;
  - Consider the updates provided on the highlighted Grand Challenges, Missions and Commitments.

<b>GRAND CHALLENGE TWO</b>					
<b>Increase opportunity and prosperity for all our citizens</b>					
<b>MISSION 1:</b>					
<b>Increase opportunity and prosperity for all our citizens</b>					
<b>Commitment:</b> Support skills development for a just transition and pathways into the low carbon industries of the future.					
<b>Action</b>	<b>Milestones (current)</b>	<b>Progress and Impact</b>	<b>Planned Activity/ Route to Green</b>	<b>Lead Service</b>	<b>RAG</b>
Just Transition Working Group Report and recommendations, followed by a Just Transition Skills Action Plan	Approved by CAC on 14 September 2023	An action plan was developed with services to drive progress across the 18 recommendations of the Just Transition report and the most recent annual update on this work was presented to the Net Zero Committee on 20 January 2026. An annual update on the Just Transition Skills Action Plan was provided to the Net Zero Committee at its meeting of 27 May 2025.	Further work on community engagement around the Just Transition, supported through the Bloomberg Youth Climate Action Fund and participation in the EU Horizon GreenDEMO programme. The Just Transition Skills Action will be delivered in full by 2030. Activity currently in progress includes: <ul style="list-style-type: none"> <li>• The development of a sectoral skills investment fund</li> <li>• Launch of an employer engagement challenge fund which includes ensuring a line of sight from training and employability opportunities into jobs for the future.</li> <li>• Completion of green skills bootcamps</li> <li>• The promotion of a dedicated package of support for older workers.</li> </ul>	CED	


**Commitment:** Focus dedicated support to increase the number of Black, Asian and Minority Ethnic-led businesses, and women-led businesses in the city.

Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Delivery of the 25/26 Social Innovation Challenge Fund.	Four programmes were delivered in partnership with Glasgow-based organisations with lived experience of the systemic barriers to entrepreneurship faced by underrepresented groups.	100 participants received bespoke interventions to support their entrepreneurial journey. 85% of participants were female. A dedicated programmes include support for the Roma community, safe space support for trauma-experienced women.	The Social Innovation Challenge Fund will fund four programmes in 26/27, again aimed at breaking down the systemic barriers faced by underrepresented groups.	CED	

**Commitment:** Grow the number of Small and Medium Enterprises and microbusinesses alongside co-operative and social enterprises.

Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Delivery of dedicated start-up support via Business Advisory service, alongside ringfenced support for social enterprises and co-ops.	Start-up support is recorded and reported via Business Gateway National Unit.  BSU Start-up grant available to help start-ups trade sooner, or to support large purchases.  Ringfenced advisory support for co-ops and social enterprise support.	490 start-ups recorded  357 BSU Start-up grants awarded = £229500 of funding.  31 new social enterprises and Co-ops supported to start operating.	The start-up advisory service will continue in 26/27, as will the availability of a start-up grant and a ringfenced support service for co-ops and social enterprises.	CED	



**Commitment:** Explore opportunities to reform city procurement policy including payment of the living wage and supporting social enterprises and the third sector to apply for contracts.



Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Membership of Supplier	Meet the Buyer events.	17.2% of all new SME registrations to the Supplier Development	Continued membership committed into 26/27.	CED	

Development Programme.	Workshops support Glasgow SMEs.	<p>Programme came from Glasgow - the highest of any local authority in Scotland. SDP also exceeded its national target with an 8.2% annual increase in cumulative Scottish SME registrations.</p> <p>Glasgow firms were among the most engaged in Scotland, with 809 unique SMEs attending SDP training—around 19.6% of all participants (4,131 SMEs total). This level of uptake placed Glasgow at the top of local authority engagement, demonstrating strong returns on the council's investment in the programme.</p>	<p>Meet the Buyer Glasgow event scheduled for June 26 to coincide with Commonwealth Games.</p> <p>Economic Development Manager will serve as a board member into 26/27, to further influence strategy and direction.</p>		
<b>Commitment:</b> Work to expand Glasgow's thriving tech sector and support the establishment of a Tech-Scaler in Glasgow and focus on what the city already does well in supporting sectors such as cultural, design and education start-ups.					
Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Work together with cluster support organisations to identify & promote areas of distinct regional strength while supporting growth of emerging tech startups and scaleups in defined categories.	<p>Fund launch of 20 new digital SME ventures in city through Ideas2App pre-accelerator as key component of Glasgow No-Code programme pilot.</p> <p>Drive increased and consistent cross-cluster market square activity across the city tech ecosystem.</p>	<p>Creation, publication &amp; distribution of data-driven 'Why Glasgow?' storytelling series incl. 'hero' films with cluster deepdives in the areas of: i) Smart Things ii) Space Tech iii) MedTech and iv) Critical Technologies (pending delivery mid-May).</p> <p>14 new ventures currently progressing through their MVP journey from bold business idea to working app without writing code.</p> <p>Supported hosting of 20 tech events and meetups across key sectors incl.</p>	<p>Next deep dive planned on: Immersive Tech/3D Content Creation – to support final submission of AHRC-funded cluster bid (due mid-July). Fill final 6 places of cohort with open pipeline of applications over coming month. Working on securing private follow-on funding for scaling of programme incl. supporting for further cohort later in year.</p> <p>Continued support of market square activity tied to budget confirmation.</p>	CED	<span style="background-color: green; color: white; padding: 2px 5px;">G</span>

		space, healthtech, gaming, ecommerce, edtech, aerospace & robotics, reaching 4500 attendees.			
<b>Emerging Commitment: Establish a holistic, all age employability pipeline based on individual need.</b>					
<b>Action</b>	<b>Milestones (current)</b>	<b>Progress &amp; Impact</b>	<b>Planned Activity/ Route to Green</b>	<b>Lead Service</b>	<b>RAG</b>
Implement the Glasgow Futures employability programme.	<p>Annual Investment Plan (2026/27) will be approved by the Local Employability Partnership 30<sup>th</sup> April 2026.</p> <p>Approval of new employer engagement grant award June 2026 for delivery to commence October 2026.</p> <p>Integration of Employer Recruitment Incentive offer (formerly known as the Glasgow Guarantee) into the Glasgow Futures programme from 1 April 2026.</p>	<p>2025/26 delivery saw performance targets exceeded. This programme was delivered across 30 projects by a partnership of over 40 organisations.</p> <p>Provision prioritized support to: people with disabilities; ethnic minority communities; and parents.</p>	<p>Ongoing delivery of Glasgow Futures programme throughout 2026/27.</p> <p>Training for work contract and paid work placement contract to end in October 2026 to be replaced by an employer engagement grant award.</p>	CED	<span style="background-color: green; color: white; padding: 2px;">G</span>
<b>Commitment: Launch an updated Climate Ready Apprenticeship Scheme that equips our future workforce with the skills to protect our biodiversity.</b>					
<b>Action</b>	<b>Milestones (current)</b>	<b>Progress &amp; Impact</b>	<b>Planned Activity/ Route to Green</b>	<b>Lead Service</b>	<b>RAG</b>
Recruit 15 new MA SVQ SCQF5 Horti.	<p>Employment of 12 SVQ SCQF5 Horti MA's by August 2025.</p> <p>Enrolment of 12 SVQ SCQF5 Horti MA's at Glasgow College by August 2025.</p>	<p>All first year apprentices are in their final 5 weeks of completing their level 2, all milestones have been achieved to date.</p> <p>One First-year apprentice has been chosen for</p>	<p>Recruit 15 new MA SVQ SCQF5 Horti.</p> <p>Facilitate enrolment of new MAs at Glasgow College.</p> <p>Provide support to MA's including progression of MA's</p>	NRS	Complete

	Support provided to MA's throughout 2025/26.	<p>The Young Horticulturist of the year at Edinburgh Botanical Garden on Saturday 11th of April 2026. Only 6 contestants are in the Scottish final, with the winner going on to the UK final in Manchester.</p> <p>As reported in previous updates, due to the timescales involved in employing apprentices, it was not possible to fully accomplish the action. However, planned activities and milestones have been achieved for employed apprentices and noted as complete for 2025/26.</p>	<p>Milestone Plan, quarterly reviews to record achievement and facilitation of industry specific enhancements such as First Aid/ Customer Care / Machinery with a recognised provider.</p> <p>Liaise with training provider to ensure adherence to SDS regulations, e.g. completion of record of agreement and draw down of claims.</p>		
Enrol 6 2 <sup>nd</sup> year MA SCQF6 Horti at Glasgow College.	<p>Enrolment of 5 2<sup>nd</sup> year Horti MA's at Glasgow College by August 2025.</p> <p>Additional qualifications / enhancements facilitated during 2025/26.</p>	<p>Second year apprentices are on track to complete level 3 within the next 5 weeks.</p> <p>Rollo and CSCS training has been completed.</p> <p>Awaiting date to work within City Realm projects.</p>	<p>Facilitate enrolment of 5 Horti 2<sup>nd</sup> year MA's at Glasgow College.</p> <p>Facilitate additional qualifications / enhancements for 2<sup>nd</sup> year to progress MA Certificates due in August 2026.</p> <p>Liaise with training provider to ensure adherence to SDS regulations, e.g. completion of record of agreement and draw down of claims.</p>	NRS	Complete
Develop 6 x 3 <sup>rd</sup> year MA on Specialisms.	<p>Commencement of 5 3<sup>rd</sup> year MA on Specialisms by July 2025.</p> <p>Specialisms facilitated during 2025/26.</p>	<p>Third year apprentices are now nearing the completion of their apprenticeships.</p> <ul style="list-style-type: none"> <li>➤ Two with Arbor</li> <li>➤ One in fine turf</li> </ul>	<p>Provide work experience, training and the opportunity to gain industry specific training or attend FE at College HNC.</p>	NRS	Complete

		<ul style="list-style-type: none"> <li>➤ One in fruit and veg growing</li> <li>➤ Two in Parks maintenance</li> </ul> <p>Four of the apprentices are about to complete ERBG level 2 in fine turf course.</p>	<p>Liaise with training provider to ensure adherence to SDS regulations, e.g. completion of record of agreement and draw down of claims.</p> <p>3rd years completed SCQF 6 in 2nd year, completed all SDS apprenticeships.</p>		
Placements of MA's on City Centre Realm Projects e.g. George Square.	CSCS H&S training and assessment (City Building/CITB) to be undertaken by July 2025.	15 Apprentices have had a site visit to identify locations and type of work, all have completed their Rollo training.	Engage with contractors who are undertaking works and seek to provide short placements for all 2 <sup>nd</sup> and 3 <sup>rd</sup> year MA's 2025/26 on City Centre Public Realm Projects.	NRS	
Identify other potential stakeholder projects for work placements / training opportunities.	Additional stakeholder projects identified for work placements / training opportunities by March 2026.	Projects have been identified and apprentices have completed 3 small projects.	Liaise with stakeholders to identify additional projects which will provide appropriate work placement / training opportunities for MA's.	NRS	Complete
<b>Commitment:</b> Work with the Scottish Government and the taxi trade to address issues facing the sector in connection with the night-time economy, people with mobility needs and transition to low emission vehicles.					
Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Identify and seek to address issues with taxi and private hire.	Attitudinal survey to identify issues 2024.	Complete	Complete	NRS	Complete
	Monitor Foot flow and Sales of the Night Time Economy (NTE).	Ongoing.	Complete Ongoing.	NRS	
	Full public consultation on the current cap taxis/private hire licences.	Complete	Complete	NRS	Complete




		A report was presented to <a href="#">Licensing and Regulatory Committee</a> on 27 <sup>th</sup> August 2025 to allow Committee to consider responses received to the public consultation.			
	Support the development of a NTE vision including the development of a more effective approach to the quantity and quality of post 6pm transport.	A report was presented to <a href="#">City Administration Committee</a> on the 12 <sup>th</sup> March 2026 updating members on progress made through the City Centre Task Force Night time economy sub group. This included <a href="#">Nightshift Glasgow: Glasgow City Centre Night Time Vision 2026 - 2030</a> , which sets out a positive and ambitious citywide plan to deliver a safer, more diverse and vibrant night time experience between 6pm and 6am. A number of areas for action have been identified including Glasgow's night time movement within the city, which address night time transport and improving connectivity within the city and surrounding areas.	Conclusion of the NTE Strategy and ongoing work by the City Centre Task Force Working Groups on Transport and the NTE to expand the timetables of transport operators.	NRS	
Identify and address issues facing the sector in connection with people with mobility needs.	Increase in the number of licensed, disability converted taxi vehicles in use in the city.	The Civic Task Force review of the 1982 Act is ongoing. The report has been delayed slightly due to external factors and it is now anticipated that it will be before Parliament in June/July for consideration.	Ongoing encouragement of the selection of disability converted taxi vehicles for use in the city centre, through licensing regulation.  From a licensing perspective, GCC will continue to engage with the Scottish Government on the need for updated legislation covering the licensing of taxis and private	CEO – Licensing and Democratic Services	

			hire cars. The Scottish Government has agreed to set up a Task Force on Civic Licensing Reform, tasked with reviewing the licensing provisions of the Civic Government (Scotland) Act 1982 and production of a report with recommendations prior to the Scottish Parliament elections in May 2026.		
Identify and address issues facing the sector in connection with people with the transition to low emission vehicles.	Conclusion of transition to zero emission taxis in the city centre by March 2025/26	<p>Work continues to be undertaken by the licensing section in relation to suspending/revoking licence holders with non-compliant vehicles.</p> <p>There are now fewer than 10 vehicles not-LEZ compliant and steps are being taken to address this directly with the licence holders. This is positive as the whole of the licensed taxi trade is almost LEZ compliant which will soon match the whole of the licensed private hire car trade being LEZ compliant.</p>	Ongoing encouragement of the selection of low/zero emission taxi vehicles especially for use in the city centre, through licensing regulation.	CEO – Licensing and Democratic Services	<b>G</b>

<b>GRAND CHALLENGE TWO</b>					
<b>Increase opportunity and prosperity for all our citizens</b>					
<b>MISSION 2:</b>					
<b>Support the growth of an innovative, resilient and net zero carbon economy</b>					
<b>Commitment:</b> Ensure that the growth and success of Glasgow's film and TV industry contributes to the local economy with local business, training, and employment					
<b>Action</b>	<b>Milestones (current)</b>	<b>Progress &amp; Impact</b>	<b>Planned Activity/ Route to Green</b>	<b>Lead Service</b>	<b>RAG</b>

<p>Continue to support film and TV production in the city</p>	<p>Ongoing</p>	<p>During 2025 business advisers worked with 40 screen and related businesses who received £738,980 of grant funding from GCC, Scottish Enterprise, Scottish EDGE and Screen Scotland. Eleven screen clients received a total of 93 days of expert support via the Glasgow Business Growth programme, over 80% of which was allocated to Jump Cut Crew and their consultants who provided sector specific support.</p> <p>JCC also ran a creative accelerator using GBG funding for which 10 Glasgow companies attended a series of workshops, receiving mentoring and pitched ideas to commissioners. In addition a series of Creative Connexions networking events saw 25 Glasgow companies attend three sessions on Pivoting Across Scripted &amp; Unscripted, Creating True Crime Content, and Digital First Content Strategy as well as speed networking with key industry personnel.</p> <p>Local spend figures for 2025 are still being tabulated. Film Office and colleagues in NRS</p>	<p>Film Office will launch new website by late spring 2026, adopting similar style to Invest Glasgow site but maintaining GFO's recognised logo.</p>	<p><b>CED</b></p>	<p><b>G</b></p>
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		engaging with several large scale productions currently filming and planning to film later in the year.			
<b>Commitment:</b> Support work locally and at city region level to roll out a large-scale programme of Home Energy Retrofit, supporting decarbonised and more efficient home energy across the city region, including in pre-1919 stock and working to maximise local impact for residents and small businesses.					
Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
<p>Produce Glasgow's first Housing Retrofit Strategy &amp; Delivery Plan, including technical design specifications/standards, in the form of a Position Statement.</p> <p>Post completion, continue to informally review and update the position statement.</p>	<p>Position Statement drafted by August 2025.</p> <p>Consultation by September 2025.</p> <p>Present report to GCC Net Zero City Policy Monitoring Committee in November 2025.</p>	<p>The Housing Retrofit Position Statement (HRPS) has been completed and was presented at the <a href="#">Net Zero and Climate Progress Monitoring City Policy Committee</a> on the 20<sup>th</sup> of January 2026.</p> <p>The HRPS has since been disseminated to stakeholders and the team is now open to feedback from external stakeholders and shifting into delivery mode to focus on progressing the early actions outlined in the action framework.</p>	<p>Prepare a Position Statement on Housing Retrofit in Glasgow.</p> <p>Ongoing evidence gathering and analysis to inform strategic approach to housing retrofit: strategic context, stock profile, retrofit needs assessment, retrofit interventions (fabric and clean heat), retrofit costs, finance and funding, retrofit delivery mechanisms/action plan.</p> <p>Continue stakeholder engagement and maintenance of key partnership structures including Retrofit Advisory Group (RAG), Sustainable Glasgow: Heating and Housing Hub (SG: HHH), Heat Pump Accelerator Group (HPAG)GCRHR and Local Heat Energy Efficiency Strategy (LHEES).</p>	NRS	<b>G</b>

			Aim to present Housing Retrofit Update to the Net Zero City Policy Monitoring Committee in November 2025.		
Continue to expand the Housing Retrofit Research Programme to collate existing and test new retrofit approaches that will inform the strategy. Prioritise pilots for pre-1919 tenements and heat pump accelerator.	Annual progress update provided in summary table form for whole programme in August 2025 and findings report for each project on completion.	This has been ongoing.  Feedback on the Cathcart Road project (fabric repair and heat pilot) should be forthcoming in the next few months, now that the tenants have been in the homes for nearly a full winter season.	In collaboration with RAG, continue to expand research projects and develop building energy performance modelling and monitoring method. Share results widely and via Retrofit Scotland.	NRS	
Implement the Position Statement Actions.  1. Prioritise P19T retrofit guidance for homeowners & first step energy efficiency measures.	Quarterly summary progress reports provided on all actions and detail on P19T.	A project workplan is being developed to start creating Pre1919 tenement retrofit guidance.  The Retrofit Advisory Group met in March 2026 and will focus on progressing the workstream going forward.	The Council has an enabling role as progress is heavily reliant on third party involvement and resources beyond the Council's direct control. Significant activity expected with stakeholders to move forward "first-step" energy efficiency measures.	NRS	
2. Bring forward a heat pump accelerator programme via cross-sector collaboration.	Phase 1 Accelerator: - Outline concept & delivery plan in the Housing Retrofit Position Statement by Q2 25/26. - Accelerator initiated by Q4 25/26.  Heat Pump Accelerator -Research Projects initiated by Q2 25/26.	Heat pump accelerator research projects are in the process of approval. The expected start is Q1 2026/27.	The Council has an enabling role as progress is heavily reliant on third party involvement and resources beyond the Council's direct control.  Liaise via SG: HHH (HPAG), GCC (LHEES), and GCC Affordable Warmth & external stakeholders to:	NRS	

	Network Ground Source Heat Pumps - discussion paper/options analysis on the way forward in Q3 25/26.		<ul style="list-style-type: none"> <li>➤ Identify and roll out a Phase 1 Accelerator for individual heat pumps</li> <li>➤ Initiate the Heat Pump Accelerator Research Projects monitored pathfinder projects</li> </ul> <p>Explore pathfinders, procurement &amp; funding options for Networked Ground Source Heat Pumps.</p>		
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<b>GRAND CHALLENGE TWO</b>					
Increase opportunity and prosperity for all our citizens					
<b>MISSION 3:</b>					
Raise attainment amongst Glasgow's children and young people					
<b>Commitment:</b> Support holiday food and activity programme					
Action	Milestones (current)	Progress & Impact	Planned Activity/ Route to Green	Lead Service	RAG
Deliver Glasgow's Holiday Programme annually	<p>The £2.2m 2025/26 programme delivered by 59 organisations city-wide ends with Spring 2026.</p> <p>Recommendations for the 2026/27 programme are scheduled to be considered by the CAC on 23 April 2026.</p>	<p>Monitoring data from Summer and October 2025 reports 23,289 and 8,465 beneficiaries filling 127,002 and 20,892 funded spaces respectively.</p> <p>Number of anticipated beneficiaries from Spring programme is 9,368.</p>	Spring monitoring data will be available later in 2026.	CED	<b>G</b>
<b>Commitment:</b> Build on the significant progress we have made in improving attainment and positive destinations; supporting education staff and improving early education.					
Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG

<p>Take forward the priorities of the National Improvement Framework (NIF), including stretch and core plus aims, ensuring that all learners achieve the highest standards in literacy and numeracy.</p> <p>Improve attainment measures against the National Improvement Framework and Local Government Benchmarking Framework (LGBF) indicators.</p>	<p>Progress headteacher dialogue sessions on leading Equity and strategy to close the poverty related attainment gap.</p> <p>Continue to develop the Insight process to support improvement in Secondary outcomes.</p> <p>Monitor and report on core stretch aims and stretch aims plus.</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>HT Sessions held in February 26 focusing on Literacy and Numeracy attainment, P1, P4, P7 and S3 .</p> <p>Supported data literacy sessions with Primary HTs with analysis of ACEL data via demographic lenses – this to support schools to understand and develop their capacity for improvement</p> <p>Stretch Aims bi-annual report issued via Attainment Advisor with mid-session updates with marginal gains documented across BGE and Senior Phase</p> <p>New QIO Numeracy secondment advertised and recruited – March 26</p> <p>Additional data checkpoints introduced (Feb 26, May 26)</p>	<p>BGE Attainment Strategy first iteration workstream plans in development – completion by 30th April 26</p> <p>Literacy and Numeracy workstreams underway as part of wider BGE Attainment Strategy</p> <p>Additional workstreams across Curriculum, Self Evaluation (Pedagogy), Self-Evaluation (Data) and Wellbeing (Attendance)</p>	<p>ES</p>	<p><b>G</b></p>
<p>Develop a system for recognising the achievement of all children and young people with additional support needs in both mainstream and ASL sector.</p>	<p>Continuation of co-located review and produce an action plan.</p> <p>Pilot travel skills progression framework.</p>	<p>Work is progressing on establishing a consistent system to recognise the achievements of all children and young people with additional support needs across both mainstream and ASL settings, with emerging developments beginning to shape future practice.</p>	<p>Continue developing the framework in collaboration with ASL and mainstream partners, ensuring clear criteria and consistent approaches to capturing and celebrating achievements.</p> <p>Completion will be achieved once the framework is agreed, tested across</p>	<p>ES</p>	<p><b>G</b></p>

<p>Continue to explore options to continue to grow pupil voice engagement, especially those who are currently under-represented, in school decision making, and enable them to directly impact on Education Services and School Policy creation.</p>	<p>Provide annual progress report to Education Committee.</p>	<p>The Glasgow Schools Forum is open to all schools across the city to send representation. The Forum meets in two separate groups: a Primary session, allowing up to 70 schools to meet and then the Broad General Education (BGE) group which is open to all Secondary schools and has representation from young people across S1-S3. The Forum meets monthly.</p> <p>Through activities at each Forum, the young people are directly involved in co-creating the agendas and focus for all future meetings. The Forums continue to be based on the Glasgow Children's Rights Framework. Agendas are responsive to the voice of Glasgow's young people.</p> <p>Senior Phase Parliament The Senior Phase Parliament meets 4 times a year and identifies the issues they would like to address. The Quality Improvement Officer uses this information to source appropriate partners to meet with the young people to address their concerns. In addition, the young people have the opportunity to "Ask the Director"</p>	<p>settings, and implemented authority-wide.</p> <p>A programme and calendar of Professional learning to develop meaningful Pupil Participation and Voice across all establishments has been developed with staff involved in half day CLPL training, Inservice or Twilight courses. More are offered for session 2026/2027 All CLPL is offered and recorded on CPD manager</p> <p>As a result, staff will be more confident at supporting young people and this will be evidenced participation in RRSA, Glasgow Schools Forum and evaluative comments from SIF and RRSA reports.</p> <p>Opportunities are also available for school undertaking UNICEF Rights Respecting Schools Award with emphasis on Outcome 7 Children and young people value education and are involved in making decisions about their education and Outcome 8</p>	<p>ES</p>	<p></p>
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		<p>questions relating to Glasgow Schools that they would change.</p> <p>The Senior Phase Parliament meets in November each year to identify the next priorities for this session. Young people have volunteered to be part of subgroups that will lead to outcomes for this session. These are:</p> <p>Equalities – Young people keen to ensure a consistent approach to Equalities across the City, focusing on protected characteristics, not just race and gender.</p> <p>Scottish Qualifications Authority (SQA) subgroup – the young people prepared questions for the SQA.</p> <p><b>ANTI-RACIST CONVERSATIONS GROUP</b></p> <p>Anti-Racism Conversations (ARC) is a pupil-led programme providing safe and supportive spaces for Black and Minority Ethnic (BAME) young people in primary and secondary schools to explore complex issues around race, identity, and anti-racism. Sessions are co-shaped by young people, who influence themes, guest speakers, and future actions.</p> <p><b>GIRLS 4 EQUALITY LEGACY</b></p> <p>S1 Girls Group</p>	<p>Children and young people know that their views are taken seriously.</p> <p>At present GCC has 19 Gold schools, 61 Silver and 52 Bronze</p> <p>Priorities for the forums and Parliament have been identified and delivered this session. We will plan in June the Young people's priorities for 2026/2027.</p> <p>The UNCRC Strategic group has been reformed and will meet 4 times a session. The group will look to refresh the priorities for our service regarding pupil participation and refresh the Pupil Voice Framework.</p> <p>Education Services will support collaborative work and actions across services as a follow up to enactment of the UNCRC bill.</p> <p>A citywide Pupil Conference designed and delivered by young people will be planned for Climate week in May 2025 as climate has</p>		
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Following the graduation of the Girls4Equality Group, a legacy of COP26, Education Services have initiated a new young women's group as a legacy of 850. This group will be tracked from S1 to S6 in a similar way to the Girls4Equality, meeting twice a year on International Women's Day and International Day of the Girl. In addition to these sessions, young women will be supported to lead change initiatives in their schools and promote gender equality.

**S4 Young Men's Minds**  
This project has been developed to support the mental health of young men in our city based on evidence gathered by Education Psychologists. The project will be delivered in partnership with Strathclyde University and a variety of other agencies. After the initial Conference, young people will return to their schools to develop an action plan based on their own school priorities. They will be supported to do this by the allocation of two coaches, one who is based in the school and another external coach who has volunteered to support the project.

**Pupil Voice in Schools**  
Pupil voice and pupil participation is now regularly recognised in HMI

been a major priority for the Forums.

A Glasgow Young People Charter has been cocreated with the Young People of the forums and will be shared with elected members, Council departments, and ALEOS. This charter is asking for their support.

reports as being a strength in schools.

Rights Respecting School Awards (RRSA)

Pupil Voice is a key aspect of the United Nations Children's Fund (UNICEF) Rights Respecting School Awards (RRSA). At all levels schools and young people are asked about their views and to give examples of when and how they are being listened to and these are quotes in their Schools Silver or Gold Assessor reports.

In August 2021, the Children's Rights Education Officer began working with schools across the city, developing the understanding and implementation of Children's Rights in all establishments. The table below shows the increase in active schools engaging with the award from September 2021 to December 2025



CLPL


In promoting and developing engagement with the UNCRC, the Lead Officer has developed an extensive CLPL offer for all establishments, delivering to practitioners through Inservice, twilights, 1 to 1 session, in person and on teams.

Young Leaders of Learning Project



		<p>The Young Leaders of Learning Programme (YLL), Is a programme which Scottish Government wants to use to engage with young people to listen to their views about how to improve Scottish Education.</p> <p>Schools participating in YLL programme support their own self-evaluation and school improvement activities by involving learners in the process.</p> <p>Evidence so far suggests that YLLs develop confidence, communication skills, and other Organisational abilities.</p> <p><b>SCHOOL CAPTAINS</b></p> <p>The Executive Director of Education meets annually with the school captains across all Secondary and ASL schools in the city. This is the approach ensures young people have the opportunity to share their thoughts and questions with the Director directly in this forum, as well as the Director being able to give the young people a voice.</p>			
<p>Develop Glasgow's Curriculum as a coherent, progressive learner journey delivering the 4 capacities of</p>	<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</p>	<p>Work continues in line with Education Scotland's curriculum improvement cycle to develop Glasgow's Curriculum as a coherent and progressive learner journey, with emerging actions beginning to strengthen delivery of</p>	<p>Continue aligning curriculum development with Education Scotland's curriculum improvement cycle, strengthening coherence, progression and learner pathways across all stages.</p>	<p>ES</p>	<p><b>G</b></p>

<p>Curriculum for Excellence for all Glasgow's Children and young people.</p>	<p>support breadth of learning experiences.</p> <p>Monitor and review secondary school actions on identified features of Glasgow BGE curriculum.</p> <p>Develop innovative project-based learning in the secondary BGE.</p>	<p>the four capacities for all children and young people.</p>	<p>Completion will be achieved when the updated curriculum framework is agreed, embedded across sectors, and consistently delivering improved learner journeys.</p>		
<p>Continue to develop the Glasgow Tracking and Monitoring tool to support improvement in schools.</p>	<p>Continue to support schools through the Tracking and management board.</p>	<p>All Glasgow Primary and Secondary schools are making use of the platform for BGE pupils;</p> <p>Some Glasgow ASN Secondary schools are using the platform to monitor pupils in the BGE; Practitioner groups are now established for ASN, Primary and Secondary staff;</p> <p>These groups have been working closely with CGI to further develop and enhance the platform; Central staff within Education Services (QIO/ PPR) have been making use of the platform to support school improvements.</p>	<p>Continue to support Glasgow Secondary schools for monitoring in the Senior Phase; Training has been scheduled for all Glasgow Secondary schools in T4 for Senior Phase reporting;</p> <p>Develop clearer guides for all schools to support central data lifting;</p> <p>Links with the EAL Service to include reporting functions based on language acquisition;</p> <p>Glasgow ASN schools to support improvements to enhance effective monitoring of pupils.</p>	<p>ES</p>	<p><b>G</b></p>

<p>Develop a new 'Supporting Improvement' framework and policy to support and challenge schools in driving improvement.</p>	<p>Review aspects of the framework particularly the Education Perspective Report, Quality Assurance calendar and Quality Improvement Officer school visits.</p> <p>New School Review Process</p> <p>Data Analysis.</p>	<p>The Self Evaluation Report (SER) has been fully embedded session 2025 – 2026. Alignment with HMIE Self Evaluation document has reduced bureaucracy and effectively supports HT's in their HMIE scoping presentation.</p> <p>Education Services has now undertaken very effective School Reviews in both the primary and secondary sector with positive feedback from HTs, staff and HMIE inspectors. School Reviews are now fully embedded within in QA Framework.</p> <p>All QIOs trained on use of Power BI Tool and using as part of QA visits to schools in order to support HTs to analysis attainment data and identify attainment gaps in cohorts of learners.</p>	<p>Completed</p> <p>Completed.</p> <p>Completed</p>	<p>ES</p>	
<p>Review the contribution of the Education Improvement Service and Glasgow's Improvement Challenge to bring greater alignment and focus to supporting improvement in schools.</p>	<p>Review the present processes and supports across <a href="#">EDIS</a> and GIC.</p> <p>Produce a report for Directorate and then consult with schools on the review.</p> <p>Monitor and review outcomes of the review for impact.</p>	<p>The review has now been completed and there is now one organisation – GEDIS Glasgow's Education Improvement Service.</p> <p>Most post holders have moved back to positions in schools or within the GEDIS team.</p>	<p>To move forward with permanent and seconded opportunities within GEDIS to continue to drive improvement and a strategic approach to SAC funding.</p>	<p>ES</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.	Audit Career-Long Professional Learning needs annually with nursery heads.  Develop and deliver prioritised professional learning programme for early years.	Nurturing My Potential Framework - In Practice training rolled out across all GCC and Partner nurseries.  50 training spaces per session. Over 2,000 staff trained across the city.	Confidence, Curiosity and Creativity Programme designed as next steps within NMP Framework training plan. Initial training sessions underway – programmed to continue into school year 2026/27	ES	
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**Commitment: Support skills development for pathways into industries of the future by working with the further and higher education sectors across the city, and other appropriate partners.**

Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Through the Towards Better Futures Strategy deliver Glasgow's aspiration of 100% positive destinations embedding skills for learning, life and work.	Develop a 'Towards Better Futures' Action Plan.  Report to committee on School Leavers Follow Up initial destinations.	Aspects of the Plan continue to be taken forward with new Plan being considered by new head of Service to align with the broader work of the Towards Better Future team and the strategy of No One Left Behind.	Review of plan  Enhanced employer engagement – test of change – via Business in the Community (BITC) and Glasgow's Futures/TBF – first iteration by end of June 26	ES	
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.	Following an event in February, more awareness of the Framework was promoted to schools and to staff involved with delivering Towards Better Futures initiatives.	Update re Framework at next Strategic group meeting.	ES	

Improve support to young people with additional support needs to help support their next steps after school.

Develop training for staff involved in supporting young people with additional support needs.

Review support for young people with additional support needs to ensure that they have a range of pathways.

Included, Nurtured and Supported – 2-day CLPL Programme - Year 2 complete. These included sessions led by education practitioners across the Glasgow estate, GEPS, as well as allied health partners. Attended by 52 establishments – all sectors represented. All evaluations were positive, and almost all attendees expressed interested in continuing to Year 3 if going ahead.

Included, Nurtured and Supported – 3-day CLPL programme - Year 1 delivered to a new cohort of 32 establishments from all sectors. These included sessions led by education practitioners across the Glasgow estate, GEPS, as well as allied health partners. Evaluations positive with all attendees expressing interest in continuing to Year 2.

Wellbeing Assessment and Plan training delivery ongoing. 14 sessions delivered to date, attended by 342 SLT / PT Pastoral (depending on sector). Positive evaluations across all sessions, resulting in significant increase in schools engaging with SEEMiS Wellbeing Application specifically, and more generally with Wellbeing Assessment and Planning. Sessions supplemented by

Explore possibility of Included, Nurtured and Supported Year 3 – or similar event - while also repeating existing Year 1 and Year 2 courses.

Further collaboration with Allied health professionals and GEPS to ensure joined up cross sector CLPL offer with consistency of messages.

Establish ASL Self-Evaluation Toolkit working group to enhance current resource.


Launch Transition Guidelines to all establishments and publish on Glasgow Online.

ES



		<p>ongoing in-school support in response to requests from Establishments, and input into CLPL delivered by services such as GVS, Secondary Pastoral Care network, and ASL Coordinators Network.</p> <p>DHT's ASN/Equity delivered CLPL to ASL Coordinators, Year 1/2/3/4 of DHT Connect programme, GVS Designated Manager, Pastoral Care Network and Support for Learning worker CLPL offer to ensure consistency of key messages.</p> <p>Cross sector Transition Strategy group established with subgroups working on development of guidance for establishments and families to support transitions across the lifespan.</p>			
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**Commitment: Support period dignity in our schools.**


Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Ensure Glasgow City Council adheres to the Period Products (Free Provision) (Scotland) Act 2021.	<p>Manage and monitor <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>Renewed public / pupil consultation completed and results published.</p> <p>Audit of all venues offering products in progress to ensure fair coverage across city.</p> <p>Engagement with all schools to ensure every facility is supplying products</p>	<p>Continue with public venue audit and increase number of venues offering products if needed.</p> <p>Audit of all schools to ensure pupils have access to products without having to ask an adult / teacher.</p>	ES	

<p>Make Glasgow a best practice city for Period Dignity and free product provision.</p>	<p>Publicise/advertise free products more widely.</p> <p>Engage with schools to promote Period Dignity and ensure young people have easy and stigma free access to free products.</p> <p>Increase the number of venues and schools offering reusable products. Support hard to reach / vulnerable members of the community by increasing number of third sector organisations offering products.</p>	<p>Period Dignity Month 2026 ran for whole of February 2026. Included social media campaign and awareness events promoting project and app.</p> <p>Schools were all contacted and encouraged to celebrate PD Month and also reminded to order products.</p> <p>All secondary schools have been offered visit from Unicorn Cup to encourage switch to reusable products. All schools reminded they can order period pants as well disposable products.</p> <p>GCC has partnered with Aspire Housing to provide products in homelessness temp / emergency accommodating including Bellisle house which serves women only. Several more foodbanks have also been supplied with products.</p>	<p>Project and app will continue to be publicised via targeted social media posts, especially during Commonwealth Games.</p> <p>Schools will continue to receive reminders to stock products and the offer of support to set up peer led steering groups and run events.</p> <p>List of venues will be regularly reviewed to ensure fair supply and choice across city.</p>	<p>ES</p>	<p><b>G</b></p>
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**Commitment: Continue to expand Gaelic Medium Education (GME) provision and maintain GME working group.**

Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
<p>Agree and implement in partnership relevant Education elements of the</p>	<p>Support the biannual reports on development of the Plana Ghàidhlig.</p>	<p>The QIO with remit for GME is meeting regularly with schools and has also organised a team of colleagues to produce resources for mainstream schools on Gaelic language, culture and heritage. This will be launched in the new</p>	<p>Development group to meet to develop resources.</p> <p>Activities related to the MOD to be shared widely and promoted across Glasgow schools.</p>	<p>ES</p>	<p><b>G</b></p>

Plana Ghàidhlig 2023 to 2028.		session to coincide with promoting the MOD to be held in Glasgow in October 2026.			
<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>					
Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Continue to progress actions in relation to the Gaelic estate.	Monitor the progress of the estate development, linking with Neighbourhoods, Regeneration and Sustainability and Gaelic Medium Education group.	Work progresses on Bun-sgoil Ghaidhlig a Chaltainn.  Highlight reporting continues for this school. Minor changes made to the proposed building. Progress is also being monitored through the LEIP Board with additional funding given for abnormals.	Project remains on green status through the Capital Planning Board.  Continued monitoring through the Education Estates Board, Capital Planning Board and the LEIP Board.	ES	
Undertake a review of Additional Support for Learning Provision to ensure it is meeting learner needs.	Establish working party to develop and implement review process.  Report on Progress of Review.	Additional classrooms continue to be brought into the estate to deal with an increase in co-located provision across the estate due to increased numbers of children, and to take cases lost at tribunals.  LEIP project for the refurbishment at Linburn Academy progressing  Working party fed back on ASL estate review to the Executive Director of Education. Project limited through funding requirements and needs to be identified within the capital priorities for Education in line with NRS our strategic asset managers. Capital priorities identified in terms of investment requirements.	Continued monitoring of Linburn Academy progress.  Capital Priority work taking place with NRS.  Works at Hillington Primary school continue with options being considered through the Education and Estates Planning Board.	ES	

<p>Make best use of resources to support a sustainable and innovative Education Services structure that delivers value for money.</p>	<p>Plan and implement capital planning through the Education Estates Board</p> <p>Monitor budget in line with strategic financial planning to ensure best use of available funding</p>	<p>iPad refresh continues in conjunction with Digital Services. iPads now delivered to primary and early years and remaining teams with over 59,000 devices delivered as well as projectors, servers and apple TVs,</p> <p>Work continues with NRS and other partners to prepare for the PPP Handover in 2030.</p> <p>Education Estates Board considered updated roll projections and areas where there are capacity issues for August 2026.</p> <p>Milton Scaraway Early Years establishment due to open early July 2026.</p> <p>Education revenue budget reporting underspend due to low take-up of FSMs.</p>	<p>Connected Learning Programme 2 to ensure programme ends successfully. Lessons learned programme being implemented.</p> <p>Work with ICT partners to enhance existing business processes to more digital solutions.</p> <p>Surveys being carried out on the PPP estate,</p>	<p>ES</p>	<p></p>
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**Commitment: Support children and young people to get dedicated mental health support and counselling in schools.**

Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
<p>Embed whole establishment approaches to nurture and wellbeing across all schools and early learning and childcare centres.</p>	<p>Midsession report on numbers accessing: Whole school training Support &amp; development groups.</p> <p>6 monthly reports to Scottish Government.</p>	<p>The School Counselling contract is due to end in March 2025. Next report to Scottish Government is due at the end April 2025. 6 monthly performance reports were provided by the suppliers in December 2024.</p>	<p>New School Counselling contract tender has been completed, and the awards paper will go to Contracts and Property Committee on 6<sup>th</sup> February 2025. If agreed this will take effect on 1<sup>st</sup> April 2025 for 4 years with 4</p>	<p>ES</p>	<p></p>

	<p>Annual report to Education Directorate on School Counselling outcomes.</p>	<p>Report for session 2023-24 was provided to Directorate in August 2024.</p> <p>Additional Support for Learning School counselling budget is being used to develop staff training in approaches to supporting distressed behaviour. A research project evaluating effectiveness in supporting distressed learners has commenced.</p>	<p>Lots awarded to suppliers. This will ensure continued counselling support in primary and secondary schools.</p> <p>One educational psychologist has been seconded for 12 months to lead on this project, and 12 staff are currently being trained as trainers in Low Arousal Interventions. The research study will continue until August 2025.</p>		
<p>Work with partners to promote and support learners in Glasgow to achieve improved physical, mental and emotional health, and wellbeing.</p>	<p>Actions planned in response to Health and Wellbeing survey. Provide professional learning programme on Health and Wellbeing.</p> <p>Grow the Physical Education, Physical Activity and School Sport (PEPASS) team links with non-traditional partners and agencies to support and strengthen the delivery of PEPASS.</p>	<p><i>Art as Nurture</i> is delivered in 40 primaries and 8 secondaries by 57 trained staff following CLPL with Impact Arts. Feedback and evaluation evidence indicate a positive impact on pupil wellbeing, confidence and engagement, with all participants reporting that they enjoyed the experience and would recommend it, and 90% wanting it to continue. Staff also reported improvements in motivation, social interaction and emotional regulation, with the intervention supporting earlier identification of wellbeing needs.</p> <p>We continue to strengthen and maintain partnerships with more than 130 organisations, including charities, sports clubs, colleges,</p>	<p>Findings will be shared with all headteachers, and a rolling delivery model will be developed in partnership with Impact Arts to support wider and more sustainable implementation.</p> <p>Increase collaboration in line with the Physical Activity and Sport strategy with local colleges and third-sector organisations to support delivery and workforce development. Continue targeted support for SIMD 1 &amp; 2 pupils and underrepresented groups through bespoke programmes and community links.</p>	<p>ES</p>	<p><b>G</b></p>


		<p>universities and local businesses. These partnerships enhance our programmes through free or subsidised sessions, equipment, venue access and mentoring - reducing barriers to participation and increasing inclusion.</p> <p>A key new partnership this year is with Caledonian University Sport and Exercise Psychologists. This initiative provides postgraduate sport and exercise psychologists to work alongside PEPASS, offering targeted pupils mental health support through active intervention. The pilot is currently being delivered within the John Paul Academy and St Andrew's Learning Communities.</p>		
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**Commitment: Work with partners to ensure that every child or young person with additional support needs who would benefit from a Coordinated Support Plan receives one and require that all staff assigned to support people with additional needs have the appropriate training to do so effectively.**

Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Work with partners to ensure that every child with additional support needs has the appropriate level of planning and support within the GIRFEC	<p>Constitute a working group to review current Additional Support Needs planning processes, including Wellbeing Assessment and Plan and Coordinated Support Plans.</p> <p>Deliver to Learning Communities and support</p>	<p>WAP training ongoing, new programme titled 'Effective Wellbeing Assessment and Planning: Train The Trainer'. Adapted to focus more broadly on GIRFEC, National Practice Model, and good practice in Wellbeing Assessment and Planning. 2/3 sessions delivered in Term 3 with 84 establishment representatives</p>	<p>Dates to be identified and delivered in Term 4 for 'Effective Wellbeing Assessment and Planning: Train the Trainer'.</p> <p>Continue to offer bespoke WAP support at Establishment and LC level.</p>	ES	

<p>national framework.</p>	<p>implementation of revised guidance.</p>	<p>attending. Almost all who provided feedback rated the session as effective or very effective. 30% indicated they would be cascaded the information to their establishments in Term 4 25/26 and another 30% indicated they would cascade to their establishments in Term 1 26/27.</p> <p>Co-ordinated Support Plan Steering Group established with members from Inclusion Team, GEPS, Early Years, Legal services and GVS. New streamlined systems identified and work is underway to implement these.</p>	<p>Review and update guidance documents development to support WAP processes in school to reflect refreshed Code of Practice.</p> <p>Develop series of short inputs on technical aspects of SEEMiS Wellbeing.</p> <p>Finalise new systems and processes for ensuring Co-ordinated Support plans are in place in line with statutory duties.</p> <p>Update and publish Co-ordinated support plan guidance and parent information.</p> <p>Develop resources and training in relation to Co-ordinated Support Plans.</p>		
<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>	<p>Review of outreach provision to identify strengths and areas for development.</p> <p>Align outreach services with existing process and ensure targeted support linked to Area Inclusion Group outcomes.</p>	<p>Strategic lead responsibilities have changed.</p> <p>Cases current: 48 Cases to be assigned:10 Cases rejected since Aug '25: 7 Cases closed since Aug '25:29</p> <p>Review of data in relation to referrals. Delay in allocation due to access to corporate laptop.</p>	<p>Link in with AIG review to suggest that advice issued that input from outreach support should be sought to improve inclusive practice prior to AIG referral.</p> <p>Streamline offer of outreach and referral criteria across the continuum of support- ENP/CARISS/EYISS/EAL</p>	<p>ES</p>	<p><b>G</b></p>

		<p>NW – staff supporting have no capacity due to staffing issues within own establishment. Triage system introduced requesting staff visit outreach providers and support offered visits then only offered if required.</p> <p>Some support is still being sought as adhoc without following CARISS referral processes- this will need to be revisited to ensure all staff are clear of the expectation. All schools required to complete referral form. East under strain at the moment due to staffing issues. Middlefield are supporting.</p> <p>CLPL opportunities – Down Syndrome Scotland booked for outreach staff and being delivered on May inset.</p> <p>Alternative Autism CLPL gap being filled by Hayley Spence Ed Psy and Middlefield staff and delivered until new ARC employee is in post.</p>	<p>Clarify outreach staffing allocation to ensure clearly defined and staff base established for outreach staff e.g. in Royston Learning Base to ensure effective deployment of the resource.</p> <p>Consider Secondary area-based staffing support with additionality funding. Explore inclusion of SfL workers/CDOs within outreach provision. Consider extending triage approach to a collaborative network approach-solution focused- CARISS drop in with EP and ENP staff. Wellbeing Assessment should be required for referral to evidence assessment and approaches.</p> <p>If referrals coming from HoS – schools will be advised to complete referral forms and HoS to email CARISS to alert. Utilise referral and support data more effectively to inform quality assurance of establishments and strategic overview of</p>		
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			<p>support by raising awareness with QIOs via AIT termly. QIOs advised to contact Outreach staff for further information.</p> <p>Reminder of Outreach referral processes at termly ASL coordinator meetings.</p>		
<p>Continue to drive forward targeted and whole school approaches to nurture, improving wellbeing and learning outcomes for learners.</p>	<p>Annual reporting on staff who have accessed whole school &amp; Nurture Development Officer training</p> <p>Gather Boxall profile data &amp; nurture quality assurance feedback to report back on effectiveness of GCC nurture groups</p> <p>Update GCC nurture courses for targeted &amp; whole school career long professional learning in light of current research and evidence-based practice</p> <p>Provide opportunities for staff to access the nurturing staff wellbeing programme. Evaluate the use of the programme in schools.</p>	<p>4 of the 5 cohorts of the theory &amp; practice of nurture course completed. 30 staff received nurture accreditation through assignment submission so far this year.</p> <p>Term 1, 2 &amp; 3 Nurture group staff CLPL completed.</p> <p>Residential Childrens House staff training now on Gold.</p> <p>Audit of nurture groups carried out in Dec 25 and information collated in interim report.</p> <p>Boxall data from previous 3 years has showed significant improvement developmental &amp; diagnostic strands. Data is now being analysed to pick out what strands had the most improvement. Working party developing and trying out target setting planning for the diagnostic side of the profile on upper nurture groups.</p> <p>QA nurture group visits scheduled for term 3 &amp; 4.</p>	<p>Final cohort of theory and practice of nurture in May/ June. Annual nurture conference in May. Annual training data to be collated for NDO report in July.</p> <p>Annual Boxall data gathered in June along with annual audit of nurture groups.</p>	ES	

		<p>Theory and practice of nurture course now included low demand approaches, nurture principles using a neurodivergent lens and setting trauma informed consequences.</p> <p>Nurturing staff wellbeing programme completed by cohort in March 26.</p> <p>Peer support groups now running for CP coordinators and HOCs.</p>	<p>Feedback from working party to be gathered in June. Target setting document to be shared with nurture staff next session. QA nurture group visit reports due in Term 4.</p> <p>Feedback from the staff wellbeing programme to be gathered in June.</p>		
<b>Commitment: Promote access to instrumental music tuition, primary school swimming tuition, Bikeability training, and outdoor and nature-based education.</b>					
Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
<p>Continue to develop new approaches to ensure high quality physical education in establishments.</p>	<p>Audit professional learning needs of schools on delivery of high-quality Physical Education, Physical Activity and School Sport (PEPASS).</p> <p>Promotion of support and links to resources to assist in delivery of high quality PEPASS.</p> <p>Assess and maximise the delivery of the Learn to Swim Programme in line with team resource and reduction in pool access.</p>	<p><b>Secondary PE</b></p> <ul style="list-style-type: none"> <li>Continued collaboration through the Secondary PE Network to identify professional learning needs.</li> <li>Shared-city delivery model established, enabling staff to access training hosted by establishments with specific expertise.</li> <li>Training delivered in behaviour management, marking, dance, gymnastics and fitness.</li> <li>City-wide moderation event postponed to next February due to key staff availability;</li> </ul>	<ul style="list-style-type: none"> <li>Launch the Primary PE Progression Framework across the city.</li> <li>Extend the capacity for the Developmental PE Programme</li> <li>Delivery of 25+ Primary PE CLPL</li> </ul> <p>Establishment of a secondary ASN PE Network</p>	ES	<div style="background-color: #008000; color: white; width: 20px; height: 20px; display: inline-block; border: 1px solid black;">G</div>

Improved partnership and community approach to strategy implementation of nature-based education.

local departmental moderation took place across the city.

**Primary PE**

- Ongoing support of primary schools through the Learning Community Initiative. PE Lead Officers have restructured support to maximise impact for staff and pupils.  
Key priorities:
  - Implementing a consistent pedagogical approach to PE.
  - Strengthening primary – secondary transition in relation to PE.
- This work has developed into a new PE Pathway for Learning, supported by targeted CLPL, enhanced partnership working and increased links with secondary PE departments.
- CLPL is now delivered directly through participating Learning Communities.

**Developmental PE (Re-launched)**

- Introduction of a research-based movement syllabus to improve pupil readiness for learning.
- Daily exercises delivered by trained staff, supported by testing and progress checks.
- The programme targets Neuro-Motor Immaturity, which

affects perception, movement and overall wellbeing with direct impact on learning.

- Schools receive:
  - Training for SMT and Support for Learning staff.
  - Three support visits per year for guidance, assessment and pupil support.
  - Ongoing support from PE Lead Officer Jonny Penman.


**Swimming Programme**

- Over 100 swimming sessions delivered weekly.
- Programme adapted to manage pool closures and support pupils with additional needs.
- Fully aligned to the Scottish Schools Swimming Framework.
- Key areas of focus: Water Confidence, Water Safety, Stroke Technique and Physical Fitness.


ASN swimming programme delivered in partnership with Glasgow Sport for all P5 and P6 pupils in ASN establishments. This has also been able to support some mainstream pupils with additional needs effectively.



<p>Continue to expand opportunities to access instrumental tuition throughout BGE to support senior phase qualifications.</p>	<p>Promote and report on instrumental tuition uptake.</p>	<p>Work to expand access to instrumental tuition across the BGE has resulted in increased participation across primary and secondary, with 8,455 children and young people now receiving lessons. Broader opportunities through city music groups, play days, piping, drumming and Trad ensemble are improving access, widening participation and supporting progression into senior phase qualifications.</p> <p>External awards, including Trinity, ABRSM, Music Teachers' Board and the Young Scottish Music Leadership Award, are further strengthening progression routes and providing recognised accreditation with UCAS value.</p>	<p>Access and uptake of instrumental music lessons and wider participation in City Groups, Ensembles, Play Days, Masterclasses and partner opportunities will continue to be monitored through the CREATE Standards and Quality Report and the National Instrumental Music Survey.</p> <p>Enhanced data collection and analysis will support more robust evaluation of participation, targeting of provision and identification of gaps. Ongoing collaboration with music departments, headteachers and partners will support continued improvement in access and impact.</p>	<p>ES</p>	<p>G</p>
<p>Continue to provide new experiences and thinking, through participation in physical and cultural activities.</p>	<p>Increase numbers participating in John Muir and Duke of Edinburgh awards.</p> <p>Review and increase number and range of cultural visits by schools.</p>	<p><b>47.7%</b> of all Glasgow enrolments are from <b>SIMD 1-3</b>, <b>8.5%</b> from ASN and <b>29.8%</b> from ethnic minority. Glasgow</p> <p><b>52.2%</b> of all Glasgow awards achieved are from <b>SIMD 1-3</b>, <b>8.5%</b> from ASN and 31.3% from ethnic minority.</p> <p>Glasgow is leading the way nationally with these statistics.</p>	<p>DofE</p> <p>Maintain a full team at work to continue to support schools to grow their DofE participants.</p> <p>Spotlight celebrations for schools to encourage completion of the award.</p> <p>Currently training up new co-ordinators in many</p>	<p>ES</p>	<p>G</p>

		<p><b>1,525</b> young people took part in an expedition, delivering a total of <b>5,266</b> outdoor days on a DofE programme.</p> <p>Through volunteering, physical challenges, and expeditions, those who have participated have developed teamwork, communication, and problem-solving abilities. The programme encourages independence and responsibility while promoting physical health and mental well-being. It also helps bridge social divides, connecting young people from diverse backgrounds across the city.</p> <p>Many participants gain a stronger sense of purpose and community involvement, improving their employability and future prospects. Overall, the DofE empowers Glasgow's youth to realise their potential and make a positive difference in their communities.</p> <p>Between 2024-2026 the award contributed <b>19,266</b> hours of voluntary community service which equates to <b>£92,669</b> of local economic benefit.</p>	<p>schools to build capacity for the programme.</p>		
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Continue to support and promote Sport Scotland School Sport Award.	Promote & relaunch the new sportscotland School Sport Award to all schools and provide report on engagement.	<p>Many Glasgow schools have been recognised with <b>sportscotland's</b> Gold School Sport Awards. These awards highlight schools' dedication to integrating physical education, physical activity and sport into their improvement plans.</p> <ul style="list-style-type: none"> <li>• 12 new Gold Schools were celebrated at the Glasgow Sport Awards this year.</li> <li>• Current Totals: 28 schools in Glasgow hold Gold status, with 16 more working towards the award</li> </ul> <p>Participation: A total of 67 schools is currently engaged in the School Sport Awards.</p>	Support further uptake with schools engaging in the award.	ES	
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**Commitment: Support play and outdoor education.**

Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Develop an early level outdoor pedagogy transition pilot in one area of the city.	<p>Hold engagement session to develop local plan.</p> <p>Agree &amp; implement training to support.</p> <p>Agree monitoring &amp; evaluation priorities in line with the principles in the Scottish Early Childhood &amp; Families Transitions Statement.</p>	<p>Completed. Embedded within Learning Community.</p> <p>Transitions guidelines launched and shared with EY, Primary, ASC and Childminders.</p> <p>LC Transition Toolkit complete and being piloted by Whitehill and St. Mungo's LC. 1053 views of guidelines to date.</p>	<p>Family focused version of transition guidelines under development.</p> <p>Questionnaire results to be analysed March (79 responses so far).</p> <p>Info on GFIS and Glasgow website – checked and feedback available.</p>	ES	



		<p>Positive feedback from sharing guidelines:          “The guidelines are inspiring and refreshing”          “They make sense and are realistic.”</p> <p>Toolkit downloaded from GoGlasgow 50+ times to date.</p>	<p>Presenting at INS training dates.</p> <p>Considering potential primary to secondary version of guidelines.</p>		
<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 (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Continue to implement social inclusion projects and developments including Sense Over Sectarianism.	Evaluate the wide-ranging offer and the levels of engagement from schools and pupils across the city.	<p>SOS Term 1 – 23 schools / 89 Workshops / 1084 Pupils</p> <p>SOS Term 2 – 37 Schools / 94 Workshops / 1553 Pupils</p> <p>MVP – 2 x Capacity Building CPD Sessions</p>	<p>SOS Term 3 – 21 Schools / 117 Workshops</p> <p>SOS Term 4 – 5 Schools / 27 Workshops</p> <p>MVP – 2 Mentor Training CPD Event</p> <p>HMD – Annual Event including over 400 Pupils from 11 Schools</p> <p>HMD – Glasgow Film Theatre Event including 500 Pupils from 8 Schools</p>	ES	
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.	Youth Music Initiative provision has been successfully redesigned across all primary schools to support a more sustainable, project-based model, reaching 8,000 children through P1 music tuition this session. Teacher feedback remains very positive, with 95% rating delivery as excellent or very good, 87% feeling	<p>The revised YMI model continues to support sustainable delivery of P1 music tuition across all primary schools.</p> <p>A full refresh of the Expressive Arts Frameworks will be completed and launched in</p>	ES	

<p>Review Expressive Arts Frameworks from first to fourth level to support planning of high-quality learning and teaching across Music, Drama, Art and Design and Dance in the Broad General Education.</p> <p>Support the delivery of high-quality learning, teaching, assessment, and moderation in the Senior Phase with Expressive Arts Curriculum Networks</p> <p>CREATE Leadership Team roles and responsibilities will be reviewed to transform the service and provide excellent experiences for children and young people.</p>	<p>well supported to sustain delivery, and 71% indicating that they were likely to deliver music in alternating weeks.</p> <p>Progress has also been made in strengthening curriculum support and professional learning. Expressive Arts Frameworks have been reworked and informed by teacher feedback and are now fully accessible on GO.</p> <p>Senior Phase learning, teaching, assessment and moderation have been supported through curriculum networks and citywide moderation opportunities. Staff engagement has remained strong through CREATE and IMS professional learning and network activity.</p> <p>Service capacity has also been strengthened through the appointment of a second Education Support Officer and a review of leadership roles and responsibilities, improving support across a broader range of disciplines and enhancing the service's ability to deliver high-quality experiences for children and young people.</p>	<p>Term 4, including Film &amp; Screen as a new area.</p> <p>ASN and Film &amp; Screen networks will be established, alongside a return to discipline-specific meetings, to provide more targeted support across the distinct subject areas. Both Education Support Officers will be more fully embedded in EdIS planning and information-sharing to strengthen service delivery across all arts areas.</p> <p>Service evaluation findings have directly informed improvement planning for this session.</p>		
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**Commitment: Make sure educational and social opportunities available in school are accessible to young people who are new to Glasgow.**

Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Review and implement a new Education Services International Education Strategy	<p>Establish Group to review International Education Strategy Plan</p> <p>Launch Strategy Plan</p>	<p>A strategic plan has been developed aligning all aspects of International Education. This plan consists of four Grand Challenges to reflect the City Business Plan and Education Services 'All Learners, All Achieving' document. As a diverse and multicultural city, Glasgow must reflect the richness of our learners in our educational practices across all curriculum areas. The plan supports our schools to integrate a global perspective into their curriculum.</p>	<p>All schools have access to this document and relevant professional development as required across all establishments. Resources and guidance are available to support this work through the International Education link officer.</p>	ES	
Continue development of English as an Additional Language (EAL) Service	<p>Continue to develop a core Career Long Professional Learning offer for EAL teachers and champions to enhance learning and teaching for bilingual learners</p>	<p>Current Career-Long Professional Learning package for EAL teachers and champions shaped around Service priorities continues to be developed. Offer includes 3 full day core session days each year and wider Career-Long Professional Learning offering on CPD manager. EAL induction has been updated for teachers new to the service. The offer is refined each year based on feedback and service data gathering and self-evaluation.</p>	<p>Further refine offer each year. Continue to build in opportunities to reflect on whole school English Language Level data and encourage reflection on using data to shape practice through FACT STORY ACTION approach.</p> <p>Develop partnership with University and SCILT colleagues.</p> <p>Continue to build network to other authorities and strengthen college links</p>	ES	


	<p>Further develop partnerships with Principal Teachers and Faculty Heads and teachers delivering English for Speakers of Other Languages (ESOL) within the ESOL curricular Network to include all schools</p> <p>Create ESOL Strategy Group to review and update ESOL policy.</p>	<p>Partnerships continue to be enhanced through building on the ESOL curricular network. This network offers 2 sessions for PTS and Faculty Heads and 2 sessions for teachers delivering ESOL. The sessions involve SQA updates, sharing practice and supports the development of the ESOL prelim. The sessions are regularly attended by SQA lead for ESOL Mark Watson and was attended by the cabinet secretary for Education Jenny Gilruth in May 2025. The service now has access to SQA secure site and power BI insight data</p> <p>The ESOL policy has now been launched and is being used to shape ESOL provision with all secondary schools.</p>	<p>Continue to promote and encourage use of policy and monitor impact on number of Young People gaining ESOL qualifications</p> <p>Continue to implement</p>		
<p>Develop an English Language Levels framework to support English as an Additional Language Learners</p>	<p>Develop an English Language Levels framework to encourage accurate allocation of English Language Levels across the city and to provide age and level appropriate strategies and resources.</p>	<p>An interactive English Language Level (ELL) Framework has been created, piloted and launched for city wide use. The framework has been shared with EAL teachers and more widely as part of the EAL Career-Long Professional Learning package.</p> <p>The framework is available online and EAL teachers and whole schools staff are encourage to use this when updating ELL data in SEEMIS. ELL data is then reflected</p>	<p>Continue to use framework as part of Career-Long Professional Learning programme.</p> <p>Encourage use of framework with whole school staff to enhance moderation processes Continue to monitor the accuracy of ELL data.</p>	<p>ES</p>	<p><b>G</b></p>

		on each year at the second core session to encourage consistency across the city. The framework is shared with all teachers who are new to the EAL service as part of the induction programme.			
<b>Commitment: Support school food growing, waste reduction and recycling and work on achieving silver and gold Food for Life awards.</b>					
<b>Action</b>	<b>Milestones (current)</b>	<b>Progress and Impact</b>	<b>Planned Activity/ Route to Green</b>	<b>Lead Service</b>	<b>RAG</b>
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.	<u>Your Body matters</u> 2 surveys across the school years 2023-2027: baseline (August 2023-December 2025), and follow-up (June 2026 to June 2027).  <u>Good food groups</u>  Public Health Manager has some additional funding available, and we are currently planning further strategies for working with establishments.	<u>Your Body Matters</u> Analyse the latest baseline data from schools.  <u>Good food groups</u>  Further support and encouragement for establishments to be involved.	ES	
<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>					
<b>Action</b>	<b>Milestones (current)</b>	<b>Progress and Impact</b>	<b>Planned Activity/ Route to Green</b>	<b>Lead Service</b>	<b>RAG</b>
Continue the PT BAME leadership progression programme, developing and embedding opportunities for practitioners.	Monitor and Review Impact of PT BAME recruitment programme and implement mentoring sponsor offer.  Review programme content across leadership programmes to include race	The 2023–2025 cohort concluded in June 2025, with all five participants successfully completing their 23-month secondments.  Two participants secured new appointments as EAL Leaders of	Evidence across both cohorts demonstrates:  Some progression into promoted leadership posts	ES	

<p>Develop race conscious professional learning opportunities, aligned with all leadership strategy workstreams.</p>	<p>conscious leadership content.</p>	<p>Learning immediately following completion of their secondments.</p> <p>One participant reflected that the opportunity provided through the PT Equalities post enabled them to undertake leadership initiatives that were critical to interview success and helped build confidence and visibility as a leader.</p> <p>The newly appointed 2025–2027 cohort reflects a significant shift in representation and sectoral reach.</p> <p>Where the original cohort consisted of primary-sector female staff, the current cohort comprises:</p> <ul style="list-style-type: none"> <li>• 3 male and 2 female participants</li> <li>• 3 secondary sector colleagues</li> <li>• 1 primary sector colleague</li> <li>• 1 colleague from Hazelwood School</li> </ul> <p>This diversification evidence widening engagement and signals that the PT BAME Programme is now recognised as a credible and valuable leadership pathway across sectors.</p>	<p>High levels of participant satisfaction and supported development</p> <p>Effective pipeline development through BISL</p> <p>Increased cross-sectoral and gender representation</p> <p>The PT BAME Programme has progressed beyond its initial pilot phase and is now embedded as core business within Education Services.</p> <p>Evaluation procedures will continue to be strengthened.</p>		
<p><b>Commitment: Continue to explore gender friendly nurseries.</b></p>					
<p><b>Action</b></p>	<p><b>Milestones (current)</b></p>	<p><b>Progress and Impact</b></p>	<p><b>Planned Activity/ Route to Green</b></p>	<p><b>Lead Service</b></p>	<p><b>RAG</b></p>

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.	Think Equal rolled out to 141 settings in total – 83/110 GCC (75%) and 58/123 Partner (48%), impacting almost 8,000 children.  Knowledge Exchange with Strathclyde University on Inclusive Practice – CHAMPS - implemented and 4 cohorts of training offered. All training cohorts full to capacity.	Consider evaluation model to assess impact of TE  Strathclyde University producing evaluation impact report on CHAMPS. Proposal for extension across 2026/27 under consideration.	ES	
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**Commitment: Support the expansion of free childcare hours; and make the current offer more flexible to support parents in shift work or irregular employment to be able to use them.**

Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
Continue to facilitate delivery of the expanded early learning & childcare hours, reviewing and improving flexibility where possible. Particular focus on the All-Age Childcare priorities.	Gather and analyse data on uptake and capacity.  Review service delivery models as needed in response to data reporting.	All Age Childcare pilot ongoing – Scottish Government funding in place to 31 March 2027. Focus on 10 poverty booster wards.  Family Wellbeing model for children under 3 in partnership with 3 <sup>rd</sup> sector now implemented in 5 areas. New service targeting homeless families opened in city centre.  Over 200 school aged children living in poverty receiving funded access to school aged childcare.	Continue to work with services and Scottish Government towards a sustainable model when funding ends.  Focus on potential new work in Drumchapel and Govan areas. Partnership with NRS, Inspiring Scotland and local community groups.	ES	

**Commitment: Maintain the option for parents and carers, who wish, to opt their children out of standardised testing.**

Action	Milestones (current)	Progress and Impact	Planned Activity/ Route to Green	Lead Service	RAG
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Continue to distribute guidance on options for parents and carers who wish to opt their children out of standardised testing.

Provide guidance to establishments.

All schools reminded each year to inform parents via Education Scotland information for parents of parental right to withdraw children from standardised assessments.

Completed

ES



## 6. Policy and Resource Implications

### Resource Implications:

*Financial:* No direct financial impacts as a result of the report.

*Legal:* None

*Personnel:* None

*Procurement:* None

**Council Strategic Plan:** The APR reports progress against all CSP priorities.

### Equality and Socio-Economic Impacts:

*Does the proposal support the Council's Equality Outcomes 2025-29? Please specify.* No impact.

*What are the potential equality impacts as a result of this report?* No impact on equality identified.

*Please highlight if the policy/proposal will help address socio-economic disadvantage.* No impact as this is not a new/updated strategy, policy or service and has no significant budget impact.

**Climate Impacts:** No relevant environmental issues as a result of this report.

*Does the proposal support any Climate Plan actions? Please specify:* Not applicable

*What are the potential climate impacts as a result of this proposal?* Not applicable

*Will the proposal contribute to Glasgow's net zero carbon target?*

Not applicable

**Privacy and Data Protection Impacts:**

No impact on Privacy and Data Protection.

**7. Recommendations**

The Committee is asked to:

- Consider and note the content of the report; and
- Consider any specific Commitments or actions that require officers to report back on with further detail or progress updates as part of the Committee's future work programme.