



GLASGOW: A LEARNING CITY

ASPIR 2016/17



Annual Service Plan and Improvement Report

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# Introduction

The Annual Service Planning and Improvement Report (ASPIR) is both a forward planning document and part of the Council's Public Performance Reporting framework.

The council's strategic plan identifies six priority themes. This Annual Service Plan and Improvement Report (ASPIR) reflects and reports on one of these priority themes: A Learning City. Through the ASPIR we are provided with the opportunity to set out for elected members, staff and citizens the following:

- How Education Services will deliver its strategic priorities for the budgetary period 2016/17, including the Transformation Programme;
- How Education Service is demonstrating that it is providing Best Value and ensuring that it provides value for money (VfM) through the use of benchmarking or other external service comparison exercises; and
- Progress in implementing priorities identified through self-assessment (for example. European Foundation for Quality Management (EFQM)), external audit and inspection or equality impact assessments (EQIAs).

Information about the services we provide and our performance is provided in a variety of documents, including the following:

- Education Services Standards and Quality Report 2014-15;
- Glasgow Integrated Children's Service Plan 2013-2015; and
- Inspection Reports (HMI, Care Inspectorate).

# Context of City

As at May 2014 the estimated population of Glasgow had increased to 599,650 and accounted for 11.2% of the total population of Scotland. In mid-2014, the estimated percentage of people aged under 18 within the authority has remained steady at 18.2% which is slightly less than the national figure of 19.3%. The estimated percentage of children age 0-4 years in 2014 was 5.8% in Glasgow, similar to the percentage in Scotland, 5.5%.

The number of children aged under 16 years is projected to increase by approximately 16% in the next ten years. For the working age population, there is a projected increase of around 3%, whilst for pensioners; there is a projected increase of approximately 12%.

Around 30% of Scotland's 15% most deprived datazones are located in Glasgow. The proportion of deprived datazones in Glasgow has improved from 374 datazones in the 15% most deprived in 2004 to 289 in 2012, which is a 22% decrease. The level of income deprivation in Glasgow is higher than in Scotland in general, with 21.5% of the population of Glasgow City being income deprived, compared to 13.4% across Scotland. Unemployment rates are higher

than the national rate and the percentages of claimants of Job Seeker Allowance are also higher in Glasgow than the national figures. The employment rate in the city has increased by around 1% in the last year against a national increase of around 1.4%. However, unemployment rates decreased slightly at a national level but increased slightly in Glasgow.

Glasgow has the largest proportion of looked after children with approximately 23% of Scotland's looked after children and young people. As at July 2014, Glasgow City had 3504 children looked after. 3236 of these children and young people were looked after in the community and 268 were looked after in residential accommodation.

The percentage of young people whose first language is not English continues to increase. In 2014/15, around 11,200 children and young people had English as an additional language which is around 17% of the school population. Approximately 1600 children in local authority nurseries had English as an additional language. There are approximately 140 different languages spoken among our children and young people.

# Contents

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# Section 1

## Resources and Organisation

### Service Structure and Resources

Figure 1 below provides details of the current senior management structure within Education Services.

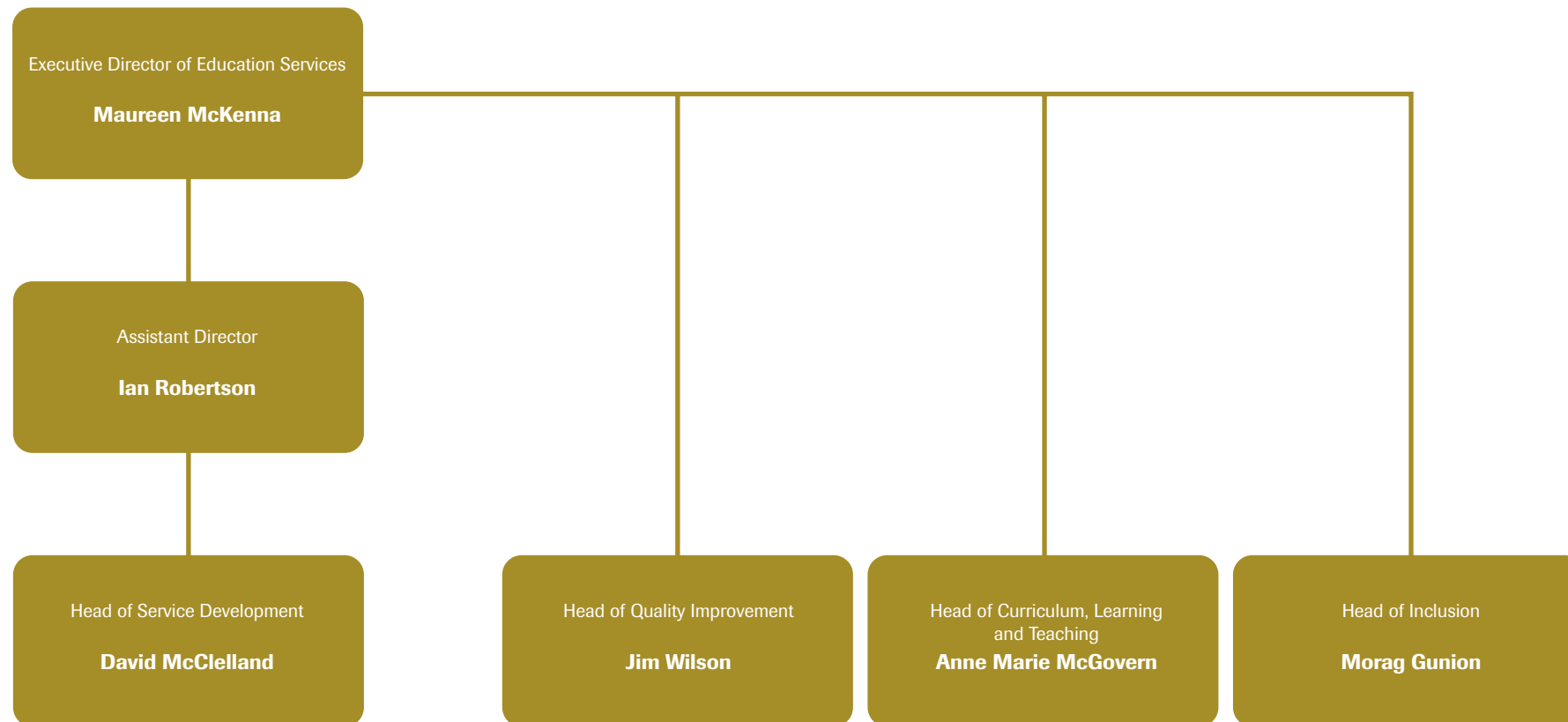


Figure 1: Senior Management Structure

## Head of Service Development

### David McClelland

- Lead on Finance, Education Support Services and ICT
- Responsibility for Service Reform
- Management of the service's relationships with Council family service providers including Cordia, Access, and CBS
- The support services remit includes policy planning and research, children and young people's support, transport, and communications

## Head of Curriculum, Learning and Teaching

### Anne Marie McGovern

- Area responsibility for South
- Links with Heads of Children's Services and Youth Justice in South
- Management of delegated budget

#### *Strategic areas of responsibility*

- Curriculum 3-18
- Learning and Teaching, including professional update
- Community Learning and Development
- Additional Support for Learning provision within South, including CSPs

## Head of Quality Improvement

### Jim Wilson

- Area responsibility for North West
- Links with Heads of Children's Services and Youth Justice in North West
- Management of delegated budget

#### *Strategic areas of responsibility*

- Quality Improvement, including performance and planning
- Home Education and Partnership with Parents
- Staff Development, including Professional Update and Leadership
- Management Information Systems
- Additional Support for Learning provision within North West, including CSPs

## Head of Inclusion

### Morag Gunion

- Area responsibility for North East
- Links with Heads of Children's Services and Youth Justice in North East
- Management of delegated budget

#### *Strategic areas of responsibility*

- Additional Support Needs
- Looked After Children/Corporate Parenting
- Equalities
- Nurture
- Glasgow Psychological Service
- Additional Support for Learning provision within North East, including CSPs

Figures 2 and 3 below provides the current demographic breakdown of our teaching staff and support staff across the whole of Education Services. Staff numbers are reflective of the impact of Tomorrow's Support Services and the migration of staff to Customer and Business Services (CBS).

Figure 2: Support Staff

The number and percentage of staff that are:

Grade(s) (FTE)	MALE		FEMALE		WHITE		ETHNIC MINORITY		ETHNICITY NOT DECLARED		DISABLED		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
<b>1 to 4</b>	101	5	1961	95	1107	54	140	7	-	-	17	1	2062
<b>5 to 7</b>	181	10	1625	90	1002	55	238	13	-	-	19	1	1806
<b>8</b>	12	12	89	88	73	72	17	17	-	-	4	4	101
<b>9 to 14</b>	8	57	6	43	10	71	2	14	-	-	0	0	14
<b>Non PGS*</b>	-	-	-	-	-	-	-	-	-	-	-	-	-

\*Non Pay and Grading Structure

<b>Ethnicity Not Declared</b>	1,394	
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Figures 3: Teaching Staff

Grade(s) (FTE)	MALE		FEMALE		WHITE		ETHNIC MINORITY		ETHNICITY NOT DECLARED		DISABLED		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
<b>Teaching Staff*</b>	<b>1388</b>	<b>21</b>	<b>5094</b>	<b>79</b>	<b>3034</b>	<b>47</b>	<b>1079</b>	<b>17</b>	<b>2369</b>	<b>37</b>	<b>83</b>	<b>1</b>	<b>6482</b>

\*M2 teachers are included on this return.

## Financial Resources: Budget

This section provides summary details of the service revenue budget, at objective heading covering a two year period. A departmental analysis of expenditure by subjective level heading is also provided for both years (*Figures 4 and 5*).

Figure 4: Objective Analysis

2015/16 Budget (£)	EXPENDITURE	2016/17 Budget (£)
3,956,500	Support Services	4,435,600
65,885,500	Early Years	61,254,100
155,938,800	Primary Schools	166,792,200
181,787,400	Secondary Schools	185,922,600
61,808,800	Additional Support for Learning	60,942,700
3,334,300	Schools – Other	3,428,400
3,248,900	Education Maintenance Allowance/Bursaries	3,250,800
122,600	Gateway	122,600
2,472,900	Education Improvement Service	2,103,900
2,980,700	Education – Miscellaneous	2,974,800
11,505,100	Education – Vocational Training	3,112,500
<b>493,041,500</b>	<b>Direct Departmental Expenditure</b>	<b>494,340,200</b>
54,759,900	Central Charges	61,000,100
<b>547,801,400</b>	<b>TOTAL Expenditure</b>	<b>555,340,300</b>
<b>INCOME</b>		
5,313,600	Early Years	3,601,900
4,356,000	Primary Schools	2,810,500
3,677,200	Secondary Schools	3,048,600
3,195,100	Additional Support for Learning	2,505,000
460,000	Schools – Other	842,600
3,000,000	Education Maintenance Allowance/Bursaries	3,000,000
1,908,400	Education Improvement Service	1,760,000
0	Education – Miscellaneous	471,000
0	Education – Vocational Training	0
<b>21,910,300</b>	<b>Direct Departmental Income</b>	<b>18,039,600</b>
<b>525,891,100</b>	<b>NET Expenditure</b>	<b>537,300,700</b>

Figure 5: Subjective Analysis

2015/16 Budget (£)	EXPENDITURE	2016/17 Budget (£)
312,221,800	Employee Costs	322,440,900
41,837,000	Premises Costs	40,837,800
10,803,200	Transport and Plant	10,959,100
98,625,700	Supplies and Services	97,376,100
13,753,900	Third Party Payments	11,967,500
15,799,900	Transfer Payments	10,758,800
<b>493,041,500</b>	<b>Direct Departmental Expenditure</b>	<b>494,340,200</b>
54,759,900	Central Charges	61,000,100
<b>547,801,400</b>	<b>TOTAL Expenditure</b>	<b>555,340,300</b>



# Section 2

## How your Service will meet its Strategic Plan Commitments

### Strategic Plan Commitments

Reporting on progress in delivering the priorities outlined in the Council's Strategic Plan and Strategic Plan Refresh 2015 to 2017 is a key task of the ASPIR report.

The Strategic Plan Refresh plan identifies six priority themes, each of which contains a set of commitments. These are to make sure Glasgow has:

- economic growth; and is
- a world class city;
- a sustainable city;
- a city that looks after its vulnerable people;
- a learning city;
- making best use of our resources.

Each theme has a lead. The lead for **A Learning City** is Maureen McKenna, Executive Director of Education Services.

*Figure 6* below reports on the commitment, actions and targets for Theme 5 **A Learning City**.

“

*Glasgow:  
a world class city;  
a sustainable city;  
a city that looks after its vulnerable people;  
a learning city;  
makes best use of resources; and  
has economic growth.*

”



Figure 6: Strategic Plan Commitments

Strategic Council Plan		Strategic Council Plan Commitments	
	Commitment	Actions	Target 2016/17
5.1	<b>Theme 5: A Learning City</b> <b>Continue to improve all pre-12 establishments by rebuilding or refurbishing them.</b>	We will continue to improve all pre-12 establishments by rebuilding or refurbishing them. This high quality education environment will support our commitment to improving education attainment and providing a nurturing approach in all of our schools. We have undertaken a condition survey in all of our schools, concentrating initially on those believed to be in C and D condition. We have agreed a programme of work for years 1 – 4 of the project. We will draw in other resources from partners such as the Scottish Future Trust. We will ensure that there is minimal disruption to children's education.	On target.
5.2	<b>Open a minimum of 10 new Family Learning Centres.</b>	Family Learning Centres provide early education and childcare to children before they start school. They also provide information and support services for families. As part of our One Glasgow programme, we will open a minimum of 10 new Family Learning Centres. We will roll out the Family Learning Centres model across the city if it is successful.	Completed – although we don't call them FLCs.
5.3	<b>Provide training to all staff on nurturing approaches in nurseries.</b>	Glasgow is a world leader in providing a nurturing approach in our primary schools to ensure that all children and their families have the support they need to make a good start at school. We will provide training to all staff on nurturing approaches in nurseries and schools to ensure those children or their families who need support can achieve their potential.	Completed.
5.4	<b>Provide 15 hours of free childcare for Glasgow children at the start of the term when they are aged three.</b>	We will provide 15 hours per week of free childcare for Glasgow children at the start of the term when they turn age 3. We will provide this initially in Council nurseries and work with partnership nurseries to make the offer available across the city.	Completed. Now providing 16 hours as standard. Working on plan to expand to 30 hours by 2020.
5.5	<b>Extend the support, access to services and nursery places available to vulnerable two-year olds and their families through the current Vulnerable Two Year Olds Programme.</b>	We will extend the support, access to services, and nursery places available to vulnerable two year olds and their families in the city through our current Vulnerable Two Year Olds Programme. We will do this by introducing a new joint support team model where partner organisations will work together to support families in early years. We will do this as part of the One Glasgow programme.	EY-JSTs now in place in nine Thriving Place neighbourhoods. 237 additional nursery places being created for 2 year olds being created in 2016/17.

Strategic Council Plan		Strategic Council Plan Commitments	
	Commitment	Actions	Target 2016/17
5.6	<b>Theme 5: A Learning City</b> <b>Continue to provide breakfast clubs for all primary children and work with partners to improve after-school provision.</b>	Continue to provide breakfast clubs for all primary children and work with partners to improve after-school provision.	Public consultation undertaken in 2015 found in favour of continued city wide provision. Financial viability ensured through budget approval 2016/17 and increased charges.
5.7	<b>Work with UNICEF to designate Glasgow as a child-friendly city.</b>	We are working with UNICEF to designate Glasgow as a child friendly city. We will focus the next stage on children's rights and improve the areas we are jointly committed to.	Ongoing.
5.8	<b>Make sure parents of young families are able to consider all the opportunities that may be available to them, including training and employment.</b>	We will ensure that parents of young families are able to consider all the opportunities that may be available to them, including training and employment. We will ensure our Early Years staff are trained to help parents consider training and work opportunities. We will begin this through our Family Learning Centres as part of One Glasgow.	Training ongoing. New model for Healthier Wealthier Children to be piloted in 2016/17.
5.9	<b>Improve the quality of teaching, learning and the delivery of Curriculum for Excellence.</b>	We will improve the quality of learning and teaching and the delivery of the curriculum. We will develop a programme of supported study, including additional help for children and young people who require further assistance. This will be further underpinned by Glasgow's Improvement Challenge.	Ongoing.
5.10	<b>Ensure a pupil to teacher ratio that delivers the best education for children in Glasgow.</b>	We will ensure a pupil teacher ratio that delivers the best education for children in Glasgow. City committed to maintain teacher numbers and the ratio for August 2016.	Ongoing.
5.11	<b>Encourage children to study science at standard and higher grade.</b>	We will encourage children to study science at Higher Grade and the new National Qualifications by establishing the current baseline and working with university science departments and the Glasgow Science Centre.	All secondary and non-mainstream schools to have a lead business partner by 2016/17.

Strategic Council Plan		Strategic Council Plan Commitments	
	Commitment	Actions	Target 2016/17
5.12	<p><b>Theme 5: A Learning City</b></p> <p><b>Introduce scholarships for pupils with partnership businesses</b></p>	<p>School Business Partnerships will be introduced to all mainstream and non-mainstream secondary schools by 2016-17. These will match lead business partners to each school and support knowledge exchange with cluster schools across different industry sectors. There will be extended opportunities for pupils to engage with employers by participating in a revised model of work placements which are more tailored to individual needs. This will include new scholarship type activities.</p> <p>Foundation Apprenticeships have been introduced in 2 sectoral areas- engineering and financial services. This package of learning builds upon the scholarship model to include a blended approach combining work, school and college based learning.8 Foundation Apprenticeship frameworks will be offered during 2016/17. These will add on civil engineering, health care, children and young people, ICT hardware, ICT Software, Mechanical Engineering and business skills.</p>	<p>8 Foundation Apprenticeship frameworks to be introduced during 2016/17.</p> <p>All secondary and non-mainstream schools to have a lead business partner by 2016/17.</p> <p>8 Foundation Apprenticeship frameworks to be introduced during 2016/17.</p>

Strategic Council Plan		Strategic Council Plan Commitments																																																	
	Commitment	Actions			Target 2016/17																																														
5.13	<p><b>Theme 5: A Learning City</b></p> <p><b>Expand opportunities to take part in the Duke of Edinburgh award schemes and similar programmes. Link this to the Curriculum for Excellence.</b></p>	<p>We will expand opportunities to take part in the Duke of Edinburgh's awards schemes and similar programmes and link this to the Curriculum for Excellence.</p> <p>We believe that all young people from 13-24 should have the opportunity should they wish it to take part in the Duke of Edinburgh's Award whether it be within education or within the community.</p> <p>Our mission is to place the young person's needs at the centre of their award experience, allowing them freedom of choice and their own sense of creativity in the nature of the activities at the heart of their award.</p> <p><b>Outcome 1:</b> To increase participation and attainment of Duke of Edinburgh's Award by developing new opportunities.</p> <table border="1"> <thead> <tr> <th></th> <th>Bronze participation</th> <th>Silver participation</th> <th>Gold participation</th> <th>Participation total</th> <th>Completion</th> </tr> </thead> <tbody> <tr> <td>2016 Performance</td> <td>673</td> <td>155</td> <td>56</td> <td>884</td> <td>505</td> </tr> <tr> <td>2017 Target</td> <td>693</td> <td>170</td> <td>66</td> <td>929</td> <td>539</td> </tr> </tbody> </table> <p><b>Conversion Rate Percentage</b></p> <table border="1"> <thead> <tr> <th></th> <th>Bronze</th> <th>Silver</th> <th>Gold</th> </tr> </thead> <tbody> <tr> <td>2015-2016</td> <td>57%</td> <td>50%</td> <td>57%</td> </tr> <tr> <td>2016-2017</td> <td>57%</td> <td>50%</td> <td>57%</td> </tr> </tbody> </table> <p><b>Outcome 2:</b> To recruit, train and support volunteers and Leaders who are involved in the delivery of awards</p> <table border="1"> <thead> <tr> <th></th> <th>New Volunteers/Leaders</th> <th>Total Volunteers/Leaders</th> <th>Course Types Ran</th> </tr> </thead> <tbody> <tr> <td>2015 Performance</td> <td>10</td> <td>65</td> <td>159 Places on /10 courses</td> </tr> <tr> <td>2016 Performance</td> <td>10</td> <td>70</td> <td>10 courses</td> </tr> <tr> <td>2017 Target</td> <td>10</td> <td>75</td> <td>8 courses</td> </tr> </tbody> </table>				Bronze participation	Silver participation	Gold participation	Participation total	Completion	2016 Performance	673	155	56	884	505	2017 Target	693	170	66	929	539		Bronze	Silver	Gold	2015-2016	57%	50%	57%	2016-2017	57%	50%	57%		New Volunteers/Leaders	Total Volunteers/Leaders	Course Types Ran	2015 Performance	10	65	159 Places on /10 courses	2016 Performance	10	70	10 courses	2017 Target	10	75	8 courses	
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5.14	<p><b>Work with Glasgow college principals to attract more funding to the city.</b></p>	<p>As a result of Government spending, the funding to the city's further education colleges has been reduced. This restricts opportunities for school leavers and other people in Glasgow to access further education and training. It reduces the ability of our workforce to take advantage of job and learning opportunities.</p> <p>We will work with Glasgow college principals to attract more funding to the city and to lessen the impact of Scottish Government funding cuts on the educational opportunities available in the city.</p> <p>A Commission for College and Lifelong Learning has been established to consider ways to extend provision for learners within the city. This will report by March 2017.</p>			Ongoing.																																														

## Single Outcome Agreement (SOA)

Glasgow's Single Outcome Agreement (SOA) is an agreement between Glasgow Community Planning Partnership (GCPP) and the Scottish Government which sets out the joint priority outcomes for Glasgow, and how the GCPP will work towards achieving them. Our SOA represents a 10 year plan that sets out the additional value that partners can achieve by planning, resourcing and delivering services together with local communities.

The priorities are:

- Alcohol
- Youth Employment
- Vulnerable People

Achieving our goals will be challenging during the current period, due to public sector spending restraint. It is accepted that to achieve better outcomes for residents and service providers, new ways of thinking are required in approach across all partnerships.

In addition, the SOA includes details of a place based approach to Community Planning called 'thriving Places' which sets out proposals to improve a range of outcomes for residents living across a number of neighbourhoods in Glasgow.

*Figure 7* illustrates the outcome measures for the Youth Employment priority of the SOA. Delivering against these will also contribute to all six Council priority areas, and in particular the economic growth and learning priorities.

Figure 7: Single Outcome Agreement (SOA) Youth Employment Indicators

<b>OUTCOME</b>		To increase the number of employers recruiting Glasgow young people		
<b>Indicator Type</b>	<b>Measure</b>	<b>Latest Figure</b>	<b>Baseline Figure</b>	<b>Comparator</b>
<b>Headline Indicator</b>	<b>Economic rate for under 25s in Glasgow.</b>	<b>59%</b>	<b>54%</b>	50%
Intermediate Outcomes	Economic rate for young persons recruited by Glasgow employers who come from Glasgow.	43%	43%	-
Long-term Outcomes	Proportion of Glasgow employers recruiting young people.	65%	65%	N/A

<b>Priority Theme</b>	<b>Youth Employment</b>			
<b>OUTCOME</b>	All young people develop the skills, attitude and resilience required for employment			

<b>Indicator Type</b>	<b>Measure</b>	<b>Latest Figure</b>	<b>Baseline Figure</b>	<b>Comparator</b>
Long-term Outcomes	Long-term (12 months plus) claimant count for all 16-24 year olds.	10%	17%	15%

Figure 7: Single Outcome Agreement (SOA) Youth Employment Indicators, continued

<b>Priority Theme</b>	<b>Youth Employment</b>
<b>OUTCOME</b>	All young people develop the skills, attitude and resilience required for employment

Indicator Type	Measure	Latest Figure	Baseline Figure	Comparator
Impact Measure	16-24 year olds in Glasgow designated as Economically inactive.	41%	46%	55%
Intermediate Outcomes	Education Attainment at NVQ Level 4 or above	24%	24%	18%
Intermediate Outcomes	Education Attainment at NVQ Level 3	23%	23%	34%
Intermediate Outcomes	Education Attainment at NVQ Level 2	17%	17%	20%
Intermediate Outcomes	Education Attainment at NVQ Level 1	14%	14%	13%
Intermediate Outcomes	Under 25s with NO qualifications	12%	12%	9%
Intermediate Outcomes	Number of Key Benefit Claimants (16-24 JSA Claimants)	4,525	5,910	20,332
Intermediate Outcomes	Proportion of school leavers in positive and sustained destinations – after 3 months	90%	89%	N/A
Intermediate Outcomes	Proportion of school leavers in positive and sustained destinations – after 9 months	86%	84%	N/A
Intermediate Outcomes	Rate of off flow versus on flow claimants aged 16-24 in Glasgow	103%	111%	114%
Long-term Outcomes	Employment rate for 16-24 year olds in Glasgow	43%	44%	43%
Long-term Outcomes	Unemployment rate for 16-24 year olds in Glasgow	17%	20%	12%
Long-term Outcomes	Not in Employment, Education or Training (NEET) Rate	8%	9%	8%

\*\*Core Cities – Birmingham, Bristol, Cardiff, Glasgow Leeds, Liverpool, Manchester, Newcastle, Nottingham and Sheffield

++ Sector areas which have been defined as Glasgow North East, North West and South use UK Parliamentary constituencies. (North East - Provan & Shettleston, North West - Anniesland, Kelvin, Maryhill & Springburn, South - Cathcart, Pollok & Southside).



## Transformation and Financial Challenge

In 2015/16 Education Services had a budget of £526 million. This constitutes 35% of the total budget that that council has to provide services to the citizens of Glasgow. However, over the next two financial years (2016/17 and 2017/18) the council faces its biggest financial challenge with saving targets of £130 million. Budget stability into 2016/17 is predicated on the delivery of the Council's Transformation Programme. As part of this, and incorporating a review of priority services, Education Services requires to deliver a total of £5.05 million savings in 2016/17 and a further £3.8 million in 2017/18.

The Transformation programme will apply various methodologies to the Education support structures, including LEAN, Fitter Leaner Organisations (FLO) and Leaner Enabling Operations (LEO), with a view to delivering financial savings in the way service delivery is supported.

The profile of savings over the next two years is included in *Figure 8*.



Figure 8: Summary of Education Services Savings 2016-18

Identified savings	£	£	£
	2016/17	2017/18	TOTAL
Transformation FLO – Reduction in Management Structures	190,000	280,000	470,000
Transformation LEAN – Improved Business Processes, deployment of Technology and Service Demand Management	1,011,500	926,000	1,937,000
Transformation LEO – Extended Migration to Shared Service Operating Models	174,000	158,000	332,000
Mobile Working	120,000	551,000	671,000
Breakfast Service	380,000	-	380,000
Review of Community Assets	300,000	-	300,000
Working Terms	212,000	118,000	330,000
Procurement	1,330,000	1,330,000	2,666,000
Funding	311,000	369,000	680,000
Expansion of Operations Centre	160,000	-	160,000
Advertising	-	100,000	100,000
Early Years and Childcare Reprofitting	330,000	-	330,000
Absence Management Savings	140,000	-	140,000
Expressive Arts	120,000	-	120,000
Secondary Delegated Budgets	150,000	-	150,000
Payments to other Agencies	120,000	-	120,000
<b>TOTAL</b>	<b>5,051,500</b>	<b>3,850,000</b>	<b>8,886,500</b>

# Section 3

## Service Priorities

This section describes the main priorities for Education Services that are not specifically identified as Strategic Plan or SOA commitments, but are major priorities for your Service.

Education Services is committed to improving the lives and outcomes of all children living in Glasgow through the delivery of efficient and effective services.

### In Education Services, we want to:

- ensure that every person has the opportunity to be a successful learner, confident individual, responsible citizen and an effective contributor
- help empower communities and work with them to promote high expectations and aspirations
- celebrate diversity and reduce inequalities.

### We aim to:

- put children, young people and their families first and promote children's rights
- embed trust, respect, wisdom, justice and integrity in all that we do
- work together with all who provide services to people in Glasgow
- continue to improve to ensure that all children and young people achieve their potential.

### Our Key Priorities:

- raise attainment and achievement for all
- develop further Curriculum for Excellence
- meet the needs of all learners, in particular those with additional support needs
- develop further One Glasgow for our youngest citizens and their families
- improve our approaches to finance and resource management
- work with partner services to improve further outcomes for children, young people and their families.

## Staff Development

Education Services is committed fully to investing in its staff as its key asset by supporting the development of all staff throughout their career. Increasingly, collaborative working across departments, sectors and services is critical to 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. This commitment to the development of all staff will ensure that we develop 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 the strategy for 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.

Corporate Services has established an Organisational Development Board further strengthen development opportunities for staff. Education Services staff will benefit from this.

## Teaching Staff

Each establishment is expected to develop and implement a plan for the development of staff which is linked clearly to the establishment's improvement priorities, the needs identified through the review process and other self-evaluation processes. Each member of staff will have responsibility for maintaining their own individual record and profile of development.

Achieving quality outcomes for the development of staff is a shared responsibility and will require a collective and collaborative commitment by all. Education Services has a shared responsibility to work with staff and support identified development needs. Working in partnership with establishments, Education Services should ensure that staff are able to access a full range of appropriate opportunities.

### *Support Staff Development Planning*

Performance Coaching and Review is the agreed approach within Education Services for support staff. We use this process to help maximise employee performance and increase engagement and development opportunities for staff. The objective of PCR is to make sure that employees understand what is expected of them, have an opportunity to fulfil their full potential and are given honest feedback on what they are doing well.

## Attendance Management

It's vital that the Council takes an active role in managing attendance and supporting our employees to maintain regular attendance.

This allows us to:

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

The main benefits of managing attendance are:

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

In 2014/15 there was average of 7.0 days per employee lost due to sickness within Education Services. This was 9.2 for Support Staff and 5.5 for Teaching Staff.

## Work/life Balance Provision

We recognise that our employees within Education Services are our greatest asset and that it is through them that our services are delivered and continually improved. We have put in place modern flexible working practices in place so we can ensure the following:

- Deliver efficient, effective services to the people of Glasgow
- Recruit and retain skilled, competent and engaged employees from diverse communities
- Meet the needs of our diverse workforce by enabling them to combine their working life with their social, health, family, caring and other responsibilities.

Full details can be accessed via this link.

<http://connect.glasgow.gov.uk/CHttpHandler.ashx?id=24755&p=0>

## Staff Survey

Approximately every 3 or 4 years Glasgow City Council undertake a staff survey. The last survey was undertaken in 2015. Over one quarter (28%) of all education Services staff participated in the survey. 66% of Education Services Staff were satisfied with their job (compared to 55% across the whole council). The full report can be accessed via the link below.

Full details can be accessed via this link.

<http://connect.glasgow.gov.uk/CHttpHandler.ashx?id=27669&p=0>

## Asset management (including information management)

### *Electronic Document and Records Management System (EDRMS)*

The implementation of EDRMS for Education Services has been completed. A programme is now underway to introduce it to schools.

### *Mobile Working*

Mobile working has been deployed as planned. This development has provided support staff with the facility to work remotely in schools and other education establishments as and when required.



# Section 4

## Benchmarking, Inspection and Equalities

### Local Government Benchmarking Framework (LGBF)

Glasgow has been working with the Improvement Service (IS) over the last few years with the other 31 local authorities in Scotland to develop a common approach to benchmarking, which is grounded in reporting standard information on the services councils provide to local communities across Scotland. The core purpose of local government's efforts through this work is to support all councils to improve their services by working and learning together.

Some of the standard indicators considered for Education Services include:

- Cost per pre-school education - Glasgow has an above average spend.
- Primary and secondary school spend - Glasgow has an average spend.
- Percentage of Pupils Gaining 5+ Awards at Level 5 – Glasgow has a below average results.
- Percentage of Pupils Gaining 5+ Awards at Level 6 – Glasgow has a below average results.
- Attainment at Level 5 for 20% Most Deprived Communities – Glasgow has above average results.
- Attainment at Level 6 for 20% Most Deprived Communities – Glasgow has above average results.

The full document can be downloaded at the following link:

[http://www.improvementservice.org.uk/benchmarking/documents/2015\\_overview\\_report.pdf](http://www.improvementservice.org.uk/benchmarking/documents/2015_overview_report.pdf)

### Continuous Improvement and Benchmarking

The new 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 real schools/ authorities which may have quite a different pupil profile. The virtual comparator therefore controls, to a large extent, for the background characteristics of pupils and offers a fairer comparison.

## EFQM and Inspection

The Scottish Government's lifelong learning strategy aims to ensure that everyone develops the attributes, knowledge and skills they will need for life, learning and work. The curriculum is all the experiences that are planned for learners to support the development of these skills. Education Scotland has a responsibility for monitoring and evaluating the quality of learning and teaching in Scottish schools and education services.

This is further complemented in schools by Education Services' "Supporting Improvement" guidance which was issued in May 2016. This guidance articulates the links between national and local frameworks, policies and initiatives, focusing on continuous improvement within Education. It supports practitioners with self-evaluation for improvement in their school. Three drivers for improvement in playrooms and classrooms are focused on **better learning: leadership of management and change**, learning provision and **successes and achievements** and are aligned with Education Services senior structure.

Schools are best placed to build on their progress over time and this is

underpinned by a well-considered and meaningful self-evaluation process that identifies both strengths and areas for improvement. A range of approaches are used to implement and gather evidence of improvements and schools use innovative ways of delivering improvement with a range of partners within their community.

The 8 Local Improvement groups across the city support improvement through self-evaluation, focusing the improvement planning process on what we know works locally, nationally and internationally. This collaborative model provides opportunities for leaders at every level to share practice, implement and take forward improvements. This model supports the delivery of key priorities and enables us to evaluate the impact of these including Glasgow's Improvement Challenge and The National Improvement Framework within a Glasgow context. An Executive Steering Group (Education Improvement Board) drives self-improvement across Education Services; ensuring strategic alignment across local improvement groups and strategic geographical areas.



## Equalities

The key thematic Equality Outcomes areas are linked to Strategic Plan priorities for each theme (Sustainable, World Class City, Vulnerable people, and so on) and focussed on:

- Eliminating Discrimination, Harassment and Victimisation
- Advancing Equality of Opportunity
- Fostering Good Relations.

A copy of the published equality outcomes and supporting activities is available on request. The equalities theme will be underpinned significantly through Glasgow's Improvement Challenge aimed at addressing the attainment gap of the most vulnerable and deprived.

## Equality Impact Assessment

Equality impact assessment work focussed largely on the 2016/17 Transformation Programme. In addition, efforts will continue to address the gender imbalance across elements of the service with a particular emphasis on parental involvement and the early years' workforce.

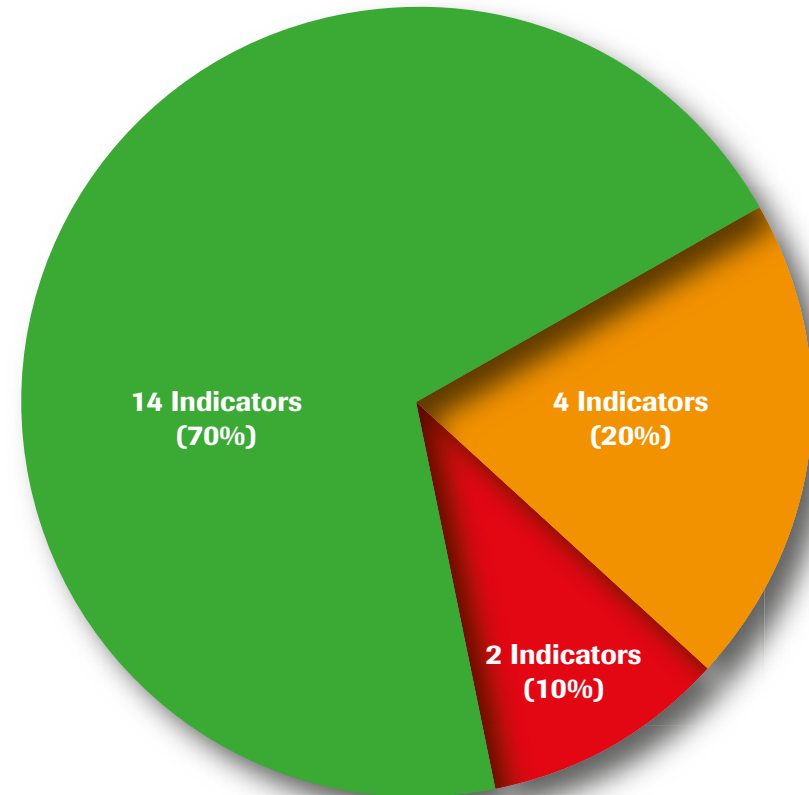


# Section 5

## Past Performance

A summary of the Red, Amber, Green (RAG) status of indicators is provided in this section (*Figure 9*). What is evident from *Figure 10* is that the Service is on target with 14 of its 20 indicators as they show as green. Those indicators sitting at amber are only between 2.5% and 4.99% off target. Full details of the indicators are provided in Appendix 1.

*Figure 9: Performance to Target 2015/16 (Total Indicators = 20)*



## Appendix 1: Past Performance

Appendix 1 reflects Education Services past performance against targets to end of financial year March 31st 2015.




A Red, Amber, Green (RAG) rating is provided to for each indicator to provide the status of actual performance against the set target.

Indicator/Outcome/Strategy	Milestone/Target 2014/15	Year End Actual 2013/14	Year End Actual 2014/15	Service or ALEO	Performance Notes	RAG
<b>Strategic Priorities (those areas Council outwith Strategic Plan and SOA reporting; of strategic significance)</b>						
Attendance in Primary Schools	95.0%	94.1%	93.9%	Education Services		●
Attendance in Secondary Schools	95.0%	91.5%	93.9%	Education Services		●
Exclusions in Primary Schools (incidents)	10.5 per 1000 pupils	11.5 per 1000 pupils (431)	9.2 per 1000 pupils (355)	Education Services		●
Exclusions in Secondary Schools (incidents)	68.0 per 1000 pupils	59.0 per 1000 pupils (1531)	63.5 per 1000 pupils (1612)	Education Services		●
School leavers going to a positive destination (Corporate Scorecard Indicator)	90.0%	89.7%	90.3%	Education Services		●
Supporting Working Parents: Employability: the number of parents in employment/training/education who access more than the standard 16 hours per week/600 hours per year entitlement in GCC nurseries	3,600	3,718	3,627	Education Services		●
Supporting Vulnerability: the number of parents accessing more than the 16 hours per week/600 hours per year in GCC nurseries who meet the low income/reduced rate criteria	1,450	1,123	1,067	Education Services	This has been impacted by the change in legislation in August 2014 giving a statutory entitlement to free hours in nursery for children whose family meets the FSM criteria.	●
Pre-school Places for 3-5 year olds: the uptake of nursery places for 3-5 year olds in GCC establishments and the uptake of commissioned nursery places for 3-5 year olds in partner establishments	87% of the population	86% of the population	87.8% of the population	Education Services		●

Appendix 1: Past Performance, continued




Improving Attainment for All: Corporate Scorecard Indicator

Average Tariff Scores: S4\*

Indicator/Outcome/Strategy	Milestone/Target 2014/15	Year End Actual 2013/14	Year End Actual 2014/15	Service or ALEO	Performance Notes	RAG
Lowest 20%	775	76	59	Education Services	Indicator being replaced for 2016/17	
Middle 60%	323	317	313	Education Services	Indicator being replaced for 2016/17	
Highest 20%	569	558	558	Education Services	Indicator being replaced for 2016/17	




Improving Attainment for All: Corporate Scorecard Indicator

Average Tariff Scores: S5\*

Indicator/Outcome/Strategy	Milestone/Target 2014/15	Year End Actual 2013/14	Year End Actual 2014/15	Service or ALEO	Performance Notes	RAG
Lowest 20%	120	118	119	Education Services	Indicator being replaced for 2016/17	
Middle 60%	496	486	507	Education Services	Indicator being replaced for 2016/17	
Highest 20%	1116	1094	1074	Education Services	Indicator being replaced for 2016/17	

Improving Attainment for All: Corporate Scorecard Indicator

Average Tariff Scores: S6\*

Indicator/Outcome/Strategy	Milestone/Target 2014/15	Year End Actual 2013/14	Year End Actual 2014/15	Service or ALEO	Performance Notes	RAG
Lowest 20%	125	123	123	Education Services	Indicator being replaced for 2016/17	
Middle 60%	615	603	624	Education Services	Indicator being replaced for 2016/17	
Highest 20%	1673	1639	1619	Education Services	Indicator being replaced for 2016/17	

Appendix 1: Past Performance, continued

**Attainment in Literacy and Numeracy: Leavers**

**(Corporate Scorecard Indicator)**

Indicator/Outcome/Strategy	Milestone/Target 2014/15	Year End Actual 2013/14	Year End Actual 2014/15	Service or ALEO	Performance Notes	RAG
% Level 4 Literacy and Numeracy	77.5%	75.44%	81.4%	Education Services		●
% Level 5 Literacy and Numeracy	51.0%	49.99%	51.39%	Education Services		●
<b>Breadth and Depth : Leavers</b>						
5 or more Awards at Level 3	94.5%	92.6%	90.81%	Education Services	Indicator being replaced for 2016/17	●



# ASPIR 2016/17

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