GLASGOW: A LEARNING CITY

ASPIR 2018-2019

Annual Service Plan and Improvement Report

Glasgow
CITY COUNCIL

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 report facilitates communication to staff, citizens and partners about the role and priorities of Council services.

The Council agreed its new Strategic Plan in November 2017 setting out its priorities and commitments over the next 5 years. This Annual Service Plan and Improvement Report (ASPIR) reflects and reports on one of these priority themes: Excellent and Inclusive Education.

Through the ASPIR we are provided with the opportunity to detail how Education Services is supporting the delivery of the Council Strategic Plan and the city's new Community Plan by setting out the following:

- How Education Services will deliver the strategic priorities set out in the Council Strategic Plan and Community Plan for the budgetary period 2018-2019
- How Education Services 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;
- Progress in implementing priorities identified through self-assessment 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 2016-2017
- Glasgow City Children and Young People Integrated Service Plan (2017-2020)
- Inspection Reports (Education Scotland and the Care Inspectorate).

- The 2016 mid-year estimate of Glasgow's population is 615,070. The population has been growing since 2006. Before 2006 there was a sizable decline in Glasgow's population.

- According to the National Records for Scotland there are 98,487 children aged 0-15 living in Glasgow (16% of the total population).

- There are 67,870 children attending schools in Glasgow (primary, secondary and additional support for learning).

- 5% of children living in Glasgow attend a school outwith Glasgow and 2% of children taught in Glasgow schools live in surrounding local authorities.

- There are 38,701 children from Glasgow schools living in deciles 1 and 2 (most deprived). This equates to 57.8 % of the total school aged population in Glasgow.

- Of all the children across Scotland who live in decile 1 (most deprived) more than one third (35.2%) of these attend a Glasgow City School.

- Over one quarter (25.2%) of all children across Scotland who live in deciles 1 and 2 attend a school in Glasgow.

- 3.3% of children attending school in Glasgow were assessed and/or declared as having a disability (2.3% nationally).

- 10,487 children attending a Glasgow school were identified as having an additional support need (11.8% of all children in Scotland who have an identified additional support need).

- There are 1,579 school aged children looked after by the City Council (16.5% of all school aged children looked after in Scotland).

- There are 2,258 asylum seeker and refugee children living in Glasgow. This equates to ¾ of all asylum seeker and refugee children living in Scotland.

- There are 14,117 children from minority ethnic groups attending schools in Glasgow. This is 29.5% of all children in Scotland from a minority ethnic group.

- There are 115 main home languages spoken by children attending Glasgow schools. The 3 main languages are Urdu, Punjabi and Polish. The average number of main home languages spoken by pupils across each of the local authorities in Scotland is 47.

- There are 12,743 children attending schools across Glasgow who have English as an additional language.

- As at September 2016 Glasgow had 4,942 full-time equivalent teachers in schools across the City.

The ASPIR is organised as follows:

Purpose of Education Services

In Scotland education is provided at pre-school, primary and secondary levels in both mainstream and special schools. In accordance with the Education (Scotland) Act 1980, the provision of education is the responsibility of local authorities who are under a statutory duty to ensure that there is adequate and efficient provision of school education in their area. Education has to be flexible to fit individual needs, be tailored to 'age, ability and aptitude' (Education (Scotland) Act 1980) and aims to develop the 'personality, talents and mental and physical abilities of children and young persons to their fullest potential' (Standards in Scotland's Schools etc. Act 2000).

When local authorities are proposing a change in education provision, there is a statutory requirement on them to engage in a formal consultation process, in line with the requirements of the Schools (Consultation) (Scotland) Act 2010.

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

Across Scotland, local authorities adopt different service structures. Increasingly, education is part of a wider department, which can also include services such as leisure, culture, sports, the arts, community learning and social work services. HM inspectors, working across all areas of learning, support and challenge the work in the 32 authorities, through the process and impact of rigorous inspection (Education Scotland, 2018).

Education Services makes up one of the six services within Glasgow City Council. Education and Early Years is a key commitment of the council and our goal is to ensure our children and young people receive a high quality, broad and balanced education which will provide them with skills for learning, life and work. We are the largest education service in the country and responsible for educating approximately 80,000 children and young people in more than 300 schools and nurseries across the city. Education Services is made up of various sections and teams whose primary function is to support children and young people as well as teaching and school staff in establishments across the city. Education Services has a budget of over £600 million.

Service Structure and Resources

Senior Management Structure

Figure 1 below provides details of the current senior management structure within Education Services and the areas of responsibility for each Head of Service. With the retiral of Anne Marie McGovern in April 2018, the Directorate is currently reviewing its strategic areas of responsibility which will be finalised by August 2018.

Figure 1: Senior Management Structure

Maureen McKenna
Executive Director

David McClelland
Head of Service Development

Colin Crawford
Head of Inclusion

Jim Wilson
Head of Quality Improvement

Donnie MacLeod
Head of Curriculum, Learning and Teaching
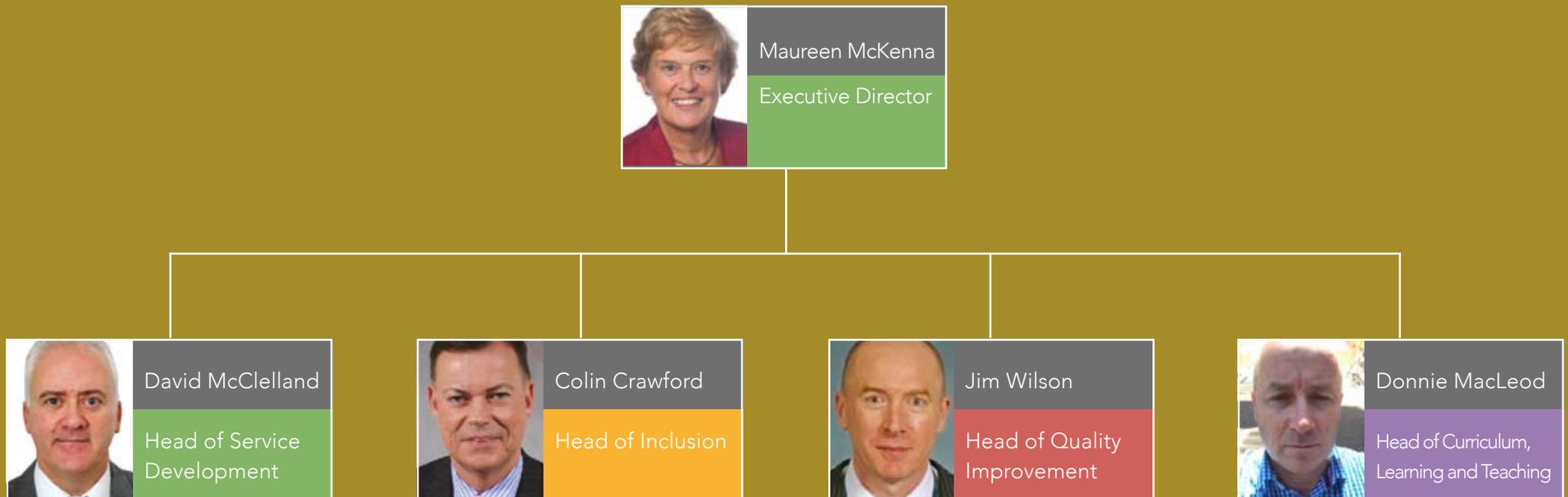
Service Structure and Resources

Head of Service Development
David McClelland
- Lead on Finance, Education Support Services and ICT
- Responsibility for Service Reform and Early Years expansion
- Management of the service's relationships with Council family service providers including Property and Land Services, Cordia, CGI, and CBS
- The support services remit includes Policy Planning and Research, Children and Young Peoples' Support, Transport, and Communications.

Head of Inclusion
Colin Crawford
- 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
- Psychological Services
- Additional Support for Learning provision within North East, 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 Curriculum, Learning and Teaching
Donnie MacLeod
- 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.

Staffing Levels

Figures 2 and 3 below provide 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

GRADE(S) (FTE)	MALE		FEMALE		WHITE		ETHNIC MINORITY		ETHNICITY NOT DECLARED		DISABLED		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1 to 4	69	4	1797	96	1152	62	126	7	588	32	14	1	1866
5 to 7	154	9	1544	91	999	59	192	11	507	30	19	1	1698
8	11	11	87	89	71	72	16	16	11	11	4	4	98
9 to 14	5	50	5	50	10	100	0	0	0	0	0	0	10
Totals	239	7	3433	93	2232	61	334	9	1106	30	37	6	3672

*Staffing levels as at 2017 Census

Figure 3: Teaching Staff

GRADE(S) (FTE)	MALE		FEMALE		WHITE		ETHNIC MINORITY		ETHNICITY NOT DECLARED		DISABLED		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Teaching Staff	1218	23	4128	77	2446	46	712	13	2188	41	66	1	5346

*Staffing levels as at 2017 Census

Financial Resources: Budget

This section provides summary details of the service revenue budget, at objective heading covering budgets over a two year period.

A departmental analysis of expenditure by subjective level heading is also provided for both years (Figures 4 and 5).

Figure 4: Objective Analysis

2017-2018 Budget (£)	Expenditure	2018-2019 Budget (£)
2,651,171	Support Services	2,718,500
67,450,051	Early Years	71,715,400
197,891,541	Primary Schools	196,276,200
196,410,942	Secondary Schools	200,401,000
61,820,612	Additional Support For Learning	62,943,400
3,757,321	Schools - Other	3,692,800
	Education Maintenance	
3,252,400	Allowance/Bursaries	3,254,800
122,600	Gateway	122,600
1,970,829	Education Improvement Services	1,888,300
2,279,998	Education - Miscellaneous	2,456,200
3.383,313	Education - Vocational Training	2.939,000
540,991,317	Direct Departmental Expenditure	548,408,200
70,192,600	Central Charges	61,666,300
611,183,917	Total Expenditure	610,074,500

2017-2018 Budget (£)	Expenditure	2018-2019 Budget (£)
	Income	
101,000	Support Services	198,000
3,726,165	Early Years	4,955,200
10,348,015	Primary Schools	3,241,800
5,451,102	Secondary Schools	3,344,400
2,657,456	Additional Support For Learning	2,150,900
672,192	Schools - Other	954,800
	Education Maintenance	
3,000,000	Allowance/Bursaries	3,000,000
	Gateway	
1,816,300	Education Improvement Services	1,785,600
0	Education - Miscellaneous	0
497,497	Education - Vocational Training	0
28,269,727	Direct Departmental Income	19,630,700
582,914,190	Net Expenditure	590,443,800

Financial Resources: Budget

Figure 5: Subjective Analysis

2017-2018 Budget (£)	Expenditure	2018-2019 Budget (£)
349,401,826	Employee Costs	370,478,657
40,866,323	Premises Costs	95,829,300
11,727,724	Transport and plant	11,669,300
111,282,339	Supplies and services	48,067,843
13,142,226	Third party payments	10,743,100
14,570,879	Transfer payments	11,620,000
540,991,317	Direct Departmental Expenditure	548,408,200
70,192,600	Central Charges	61,666,300
611,183,917	Total Expenditure	610,074,500

Strategic Plan Commitments

Reporting on progress in delivering the priorities outlined in the Council's *Strategic Plan 2017-2022* is a key task of the ASPIR report.

A new thematic approach to service priorities has been developed for the Strategic Plan.

The seven priority themes are outlined below:
- A Thriving Economy
- A Vibrant City
- A Healthier City
- Excellent and Inclusive Education
- A Sustainable and Low Carbon City
- Resilient and Empowered Neighbourhoods
- A Well Governed City that Listens and Responds

Each theme has a lead. The lead for Excellent and Inclusive Education is Maureen McKenna, Executive Director of Education Services. Our plan is focussed on ensuring every child and young person reaches their full potential, whatever their ability or background, in schools that are fit for purpose, and delivering excellent and inclusive education. The city has delivered a sustained programme of investment in our education estate and can demonstrate year on year improvement in attainment in our schools. We are committed to continuing to close the gap with the rest of Scotland.

Figure 6: Strategic Council Plan Commitments – Excellent and Inclusive Education

Figure 6 reports on the priorities, actions and key milestones for Theme 4 Excellent and Inclusive Education. Services are required to provide a quarterly update on the progress of actions and targets against the priorities outlined in the Strategic Plan. At the last update all Education Services commitments were being met.

Priority 22. Improve attainment in all Glasgow schools, working with parents, pupils and partners			
Council Plan Priorities	Actions	Key Milestone(s)	Year of Completion
Work with teachers, parents, partner organisations and young people to develop an attainment plan for every school in Glasgow.	In consultation with partners, develop improvement plans for every school in an aim to improve attainment.	Ensure every school produces a school improvement plan, which includes their use of Pupil Equity Funding appropriately focused on raising attainment (Statutory Requirement).	2018-2019
Support and empower Head Teachers and staff to make the most of the Pupil Equity Fund, enabling them to make choices that meet the particular needs of their own school population.	Deliver the proposals submitted for the Pupil Equity Fund and monitor through the Glasgow Improvement Challenge. This would be partnership between Education and DRS although DRS are the lead for youth employability - post-school.	Demonstrate the impact of the Attainment Challenge funding in Glasgow to the Scottish Government through the production of 2 reports per year that evaluates, monitors and sets out how we continue to improve our approaches.	2019-2020 - PEF Funding currently available for 3 years.
Involve local communities in the educational journey and build resilient links between home, school, community and workplace.	Implement the new guidance laid out in the Parental Involvement Act. Conduct a pupil, parent, teacher and community survey to gather stakeholder views.	Develop and implement guidance on Parental Involvement Act in partnership with parents. Analysis and dissemination of stakeholder survey.	2018-2019
	Deliver the Glasgow's Improvement Challenge work stream, Family Learning.	Evaluate the delivery of the family learning work stream through a thematic review.	2018-2019
	Establish a multi-agency working group to take forward the Children's Services Executive improvement plan which includes family support.	Production of Children's Services improvement plan.	The group has been established and is chaired by Maureen McKenna.

Priority 22. Improve attainment in all Glasgow schools, working with parents, pupils and partners

Council Plan Priorities	Actions	Key Milestone(s)	Year of Completion
Review attainment in mathematics across Glasgow and act on the recommendations.	Establish working group to review attainment in maths across primary and secondary schools.	Gather baseline data. Scope out review. Undertake review and implement actions.	2018-2019 and 2019-2020
Develop a languages strategy for Glasgow, to increase language uptake.	Delivering the national government's 1+2 languages strategy.	Review current provision of languages in Glasgow and carry out the necessary work to ensure Glasgow is delivering the 1+2 languages in its schools.	2018-2019

Priority 23. Work collaboratively at city region level to enhance our support to schools and nurseries, ensuring the service remains accountable at a local level and to this Council

Council Plan Priorities	Actions	Key Milestone(s)	Year of Completion
Introduce governance of schools at a city region level, ensuring the service remains accountable at a local level and to this Council.	Implement the Glasgow City Region report recommendations.	A convenors' group to be set up. Development of implementation plan.	January 2018 2018-2019

Priority 24. Consider how we maintain the number of teachers working in Glasgow establishments to continue to raise attainment and achievement.

Council Plan Priorities	Actions	Key Milestone(s)	Year of Completion
Consider how we can best maintain teacher numbers in Glasgow.	Develop a schedule and programme for consideration.	Determine pupil estimates for 2018/19. Calculate the number of teachers required based on pupil estimates. Staff to the required level, including recruitment of additional staff funded through other sources. Work towards the PTR being at a stable level.	2018 (and annually thereafter)
Support the city's teachers, including ASL staff, by working to reduce workload and ensuring staff feel valued and receive the training and support they need.	Continue to monitor the workload and bureaucracy at the Local Negotiating Committee for Teachers (LNCT).	Monitor the workload of teachers.	2018-2020
	Continue to provide a programme of professional development responding to the identified needs of schools and nurseries.	Core function of Education Improvement Service and Challenge team.	2018-2019 (and annually thereafter)

Priority 25. Meet the national commitment to deliver 1140 hours of free childcare by 2020 and do this in partnership with local providers, including third sector and community groups.

Council Plan Priorities	Actions	Key Milestone(s)	Year of Completion
Deliver the Scottish Government's target of 30 hours a week of flexible early years education for all 3 and 4 year olds and vulnerable 2 year olds.	In partnership with third sector and community groups, develop an action plan to deliver our expansion programme and provide the support resources required.	To produce a plan which determines the interventions required to fully deliver the expansion. To ensure the necessary steps are in place to ensure full expansion can be realised. To build in and evaluation and monitoring process along the way.	2018
Ensure that every child in early years education in our most deprived communities has access to an additional teacher or childcare graduate by 2018.		Additional graduates to be in place.	2018

Priority 26. Invest in our school estate and early years facilities in the city.

Council Plan Priorities	Actions	Key Milestone(s)	Year of Completion
Ensure that our early years and school buildings are fit to deliver excellence.	Invest in our school estate and early years facility through the childcare programme board and corporate landlord approach.	Regular updates to Directorate on Estate through Estates Manager.	2017-2022 with an agreed spend of £10 million per annum for each of the 5 years.

Priority 27. Review and consider options to address the recommendations of the Cost of the School Day report including summer activities and extending free school meals.

Council Plan Priorities	Actions	Key Milestone(s)	Year of Completion
Review and consider options to poverty-proof the school day and leisure opportunities by reviewing school lunch prices and work with partners to develop school holiday activities which engage children and young people.	Review and consider options to address the recommendations of the Cost of the School Day project with the Poverty Leadership Panel.	Priorities and baselines to be determined by the PLP. Scope out options for Cost of the School Day/Holiday options re holiday hunger.	2018-2019
	Review extending free school meals.	P4 to receive free school meals.	2018-2019
	With partners, consider options for developing summer activities.	Consider options for summer and term time poverty proofing activities	
	Develop a menu of services to be delivered through the Pupil Equity Fund, targeting those children most affected by the poverty related attainment gap.	Ensuring the provision of services delivered through the Pupil Equity Fund.	2017-2018 and annually thereafter
	A menu of services available through Glasgow Life through the Pupil Equity Fund is launched and reviewed.		Up to year 4
	Promote 'Active Schools', in partnership with coordinators, parents, school staff and pupils.		Ongoing
	Continue to work with local sports clubs, community sport hubs, colleges and universities to provide pathways to support young people to progress in sport.	Delivered through the Legacy Framework for Glasgow's Sport and Physical Activity.	Ongoing
	Continue to deliver Integrated PEPASS (Physical Education, Physical Activity and School Sport) to promote out of school hours activity in primary, secondary and ASL establishments across Glasgow.	Report on progress to Education, Skills and Early Years Committee.	2018
Support schools and young people to access cultural opportunities.	Continue to support the cultural programme of education through visits and planned activities at Glasgow museums, libraries, music and art venues in the city.	Regularly link with Glasgow Life.	2018 and annually thereafter

Priority 27. Review and consider options to address the recommendations of the Cost of the School Day report including summer activities and extending free school meals.

Council Plan Priorities	Actions	Key Milestone(s)	Year of Completion
Encourage schools in Glasgow to consult pupil's annually on uniform policy.	Consult with parents and pupils for any potential changes to school uniforms.	Individual schools to consult as part of their quality assurance procedures through Parent Council.	2018 and annually thereafter

Priority 28. Improve the percentage of pupils going to a positive destination when they leave school, particularly those living in the 20% most deprived data zones.

Council Plan Priorities	Actions	Key Milestone(s)	Year of Completion
Work with the Scottish Government and the Widening Access Commission to ensure that, by 2030, at least 20 per cent of Higher Education entrants come from our 20% most deprived communities.	Continue to improve the number of Higher Education entrants that come from deprived communities.	Annual review of the numbers from deprived communities entering higher education.	Achieved
Continue to enhance the links made through school employer partnerships and the work of the Glasgow Developing the Young Workforce Group at both Primary and Secondary level.	Continue to build employer and school connections and opportunities.	Set up of formal school business partnerships took place in 2014-2015. Continue to work with employers to promote the inspirational activities in schools. Continue to support the Career Ready programme.	Ongoing
	Continue to reform our Employability and Skills Partnership Team to ensure that we are maximising the opportunities for business partnerships.	Monitor and evaluate capacity for maximising the opportunities for business partnerships.	Ongoing
Introduce a common timetable across the senior phase and support the extension of vocational qualifications at all levels across the senior phase of school.	Increase the opportunities for vocational training.	Review and plan the increase of opportunity for vocational training.	Ongoing
	Continue to phase senior timetables and harmonise with colleges to enable senior pupils to have access to school and college based learning.	Senior phase timetable will not be harmonised, however, we will increase the opportunities for vocational training through our links with college partnerships and foundation apprenticeships.	Ongoing

Priority 28. Improve the percentage of pupils going to a positive destination when they leave school, particularly those living in the 20% most deprived data zones.

Council Plan Priorities	Actions	Key Milestone(s)	Year of Completion
Align management of Glasgow's youth employment programs with management of learning in school. Put economic development at the heart of the city's education policies including ensuring teachers, parents and FE institutions are informed of economic trend and opportunities.	Develop the links between the youth employability programmes and schools, to ensure a seamless service.	Review the effectiveness of the links.	Ongoing
	Through the Glasgow Economic Strategy deliver the action: put economic development at the heart of the city's education policies including ensuring teachers, parents and FE institutions are informed of economic trend and opportunities.	Key milestones are being developed alongside the Glasgow Economic Strategy performance framework.	
Support physical education, languages and STEM subjects.	Strategy developed to support the growth of STEM subjects and languages.	Reports to be provided to the Education, Skills and Early Years Committee	2017
Work with partners to review post-school opportunities in employment, training and volunteering and expand high-quality opportunities such as those provided by Community Jobs Scotland.	Work with partners to review post school opportunities in employment, training and volunteering.	This would be partnership between Education and Development and Regeneration Services (DRS) although DRS are the lead for youth employability - post-school.	Ongoing
Ensure that all pupils receive enterprise education.	Ensure that enterprise education is fully embedded into the curriculum.	Review and evaluation of enterprise education through thematic reviews, SIP etc.	Ongoing

Priority 29. Refresh and deliver Glasgow's Community Learning and Development Plan.

Council Plan Priorities	Actions	Key Milestone(s)	Year of Completion
Refresh and deliver Glasgow's Community Learning and Development Plan.	With partners refresh and deliver the Community Learning and Development Plan.	Glasgow's Community Learning and Development Plan is refreshed. Report progress to Glasgow Life Board.	Year 2

Priority 30. Support the development and delivery of the Gaelic Language Plan including Gaelic medium education, exploring options for a further school in the City.

Council Plan Priorities	Actions	Key Milestone(s)	Year of Completion
Promote Gaelic-medium education.	Support the development and delivery of the new Gaelic Language Plan 2018 to 2022. – identify key actions from draft GLP		2021-2022
	Scope options for a potential third GME primary school.	Production of scoping paper	

Priority 31. Extend the use of walking buses to schools and safe cycle routes to encourage cycling.

Council Plan Priorities	Actions	Key Milestone(s)	Year of Completion
Encourage the extension of walking buses.	Plan, promote and support the extension to walking buses across the city. Determine in partnership with head teachers best use of Pupil Equity Funding linked to positive outcomes for children.	Review effectiveness of existing walking buses currently financed through Pupil Equity Funding.	2018-2019
	Share best practice through Glasgow's Improvement Challenge.	Included in reports on Glasgow's Improvement Challenge.	2018 and annually thereafter
Minimise cuts to school transport.	Intend to maintain current provision.	Maintenance.	

Priority 32. Review the current secondary school PPP contract and look for opportunities to improve value for money and greater use of the school estate for communities.

Council Plan Priorities	Actions	Key Milestone(s)	Year of Completion
Review the Council's PPP arrangements in the secondary estate.	Undertake a high level assessment of the financial structure of the PPP arrangements in conjunction with colleagues from CIPFA. If appropriate, consider a more detailed examination of potential changes to this structure.	High Level assessment completed. Proceeding to procure appropriate resources via CIPFA to complete a more detailed exercise.	2018-2019

Priority 33. Ensure the school estate has world class Wi-Fi provision to support learning and the city's commitment to be the number one digital city in Scotland.

Council Plan Priorities	Actions	Key Milestone(s)	Year of Completion
Improve Wi-Fi and broadband connections to schools.	Consider as part of the new ICT contract.	Delivery of the digital learning strategy in establishments- key milestones to be developed in partnership with CGI.	TBC dependent on advice from government
	Continue to deliver the digital learning strategy as part of our improvements in learning and teaching.	Reports, as appropriate to Education, Skills and Early Years Committee.	

Priority 34. Support the introduction of the national Named Person scheme and related good practice.

Council Plan Priorities	Actions	Key Milestone(s)	Year of Completion
Implement the Scottish Government's named person initiative.	Support the introduction of the national Named Person scheme and related good practice.	Children's Services Executive with Lead Officers to consider any changes to practice dependent on further guidance from government.	TBC dependent on advice from government
	Provide an update on progress and any issues to be addressed.		

Priority 35. Review the catchment areas for Glasgow schools.

Council Plan Priorities	Actions	Key Milestone(s)	Year of Completion
Review catchment areas across the city on an area by area basis	Provide options for when and how review of catchment areas will be undertaken.	Completion of the consultation on secondary catchment areas.	2018/19
	Review placing request criteria.	Completion of the consultation on placing request criteria.	2018/19

Priority 36. Review current Additional Support Needs provision and make recommendation on how to improve the use of current resources.

Council Plan Priorities	Actions	Key Milestone(s)	Year of Completion
Review provision of specialist Additional Support Needs facilities in Glasgow.	Review CLN/ALN provision and make recommendation how to improve the use of current resources.	Completion of a review of CLN/ALN provision is being carried out over the next year.	2019/20
Ensure that Additional Support Needs are met appropriately, in line with the aims of Getting it Right for Every Child (GIRFEC).	Continue to implement the aims of Getting it Right for Every Child (GIRFEC) in our establishments.	Maintenance.	2019/20
Recognise that, for some children, mainstreaming is not appropriate.	Continue to ensure every child with additional support needs is assessed in line with our policy Every Child is Included and Supported. For some this will mean a place in specialist provision.	Maintenance.	2019/20

Priority 37. Support equality and diversity in all our education approaches.

Council Plan Priorities	Actions	Key Milestone(s)	Year of Completion
Put the emotional, social and educational needs of children at the heart of the delivery of education in early years, primary, secondary and ASN schools.	Continue to commit to the nurturing city approach.	Evaluate through ongoing quality assurance of nurture.	2018-2019 and annually thereafter
Ensure all pupils have access to effective Personal, Social, and Health Education (PSHE).	Continue to deliver PSHE in all schools in line with Curriculum for Excellence following guidance provided by Education Scotland.	Maintenance.	Dependent on advice from Education Scotland being published.
Work with pupils to ensure PSHE is meeting their needs.	Review PSHE to ensure it is meeting pupils' needs.	Maintenance in every school.	Dependent on advice from Education Scotland being published.
Work to deliver Changing Places toilets in every Glasgow school.	Reviewing the feasibility of changing places toilets in our schools and plans for how this could be introduced	Completion of the review.	
Champion equality in our establishments.	Deliver actions through the Council Family Equality Outcomes 2017 to 2021. As per below.	Reports to Education, Skills and Early Years Committee.	2018-2019
Work with LGBT Youth Scotland and the Time for Inclusive Education campaign to roll out a programme of training and guidance for LGBT+ inclusive education in every school.	Work with LGBT groups to expand the Time for Inclusion in Education programme in our schools.	Produce training and guidance for LGBT+ inclusive education across all GCC schools.	Completed 2018 and then ongoing maintenance
	Develop further approaches to delivering anti-racism programmes within the curriculum that is based on partnership work with third-sector partners. This work will include an evaluation of the effectiveness of the curriculum.	Produce an action plan to support the roll out of training.	2018-2019
	Continue to deliver a programme of anti-sectarian education in all schools that is supported by the development of appropriate curriculum, continuous professional development opportunities for all teachers, and workshops delivered by Sense Over Sectarianism.		Ongoing

Community Plan Priorities

The Glasgow Community Plan 2017 is a continuation of decades of community engagement, partnership and co-production. Partners have worked together to regenerate and transform many parts of Glasgow with community engagement at the heart of this process.

From an evidence base of public meetings, pieces of research, surveys, consultations, and lessons learned from previous strategies, partners have identified three focus areas, economic growth, resilient communities and a fairer and more equal Glasgow and two priority areas, childcare and transport.

Figure 7: Glasgow Community Plan

Figure 7 illustrates the ways in which Education Services is engaged or contributing to the development of the Glasgow Community Plan.

ECONOMIC GROWTH	
Community Plan Actions	Education Services Input
Partners will provide entry level staff with accredited, transferable qualifications that can support staff in securing career employment.	Commitment to entry level Education staff and to funding SVQ twilight courses in partnership with colleges.
Partners will provide people who are being supported through employability Programmes with accredited, transferable qualifications that will support them to secure career employment.	Provide and support a range of Employability programmes. Improve attainment and prepare pupils for further education and successful school leaver destinations.
Partners will identify both the level and proximity of risk to unemployment across existing employees. This information will influence the development and targeting of employability interventions.	Carry out workforce planning exercise to identify any risks within Education Service.
Partners will ensure all policies, decisions and developments actively promote inclusive growth.	Admissions policy for Early Learning and Childcare (ELC) prioritises those most in need and for those parent / carers on low income or embarking on training.

RESILIENT COMMUNITIES

Community Plan Actions	Education Services Input
Partners will seek to reduce social isolation, strengthen resilience and empower citizens by sharing knowledge and data, optimising the use of transport fleets, and promoting access to public transport, community transport and active travel opportunities.	Health and wellbeing initiatives will support active lifestyles, environmental education and road safety.
Partners will closely engage throughout the refresh of Glasgow's Strategic Volunteering Framework, which has the potential to improve individual wellbeing and tackle social isolation. Partners will identify options to foster an environment which allow people to micro-volunteer.	Provide opportunities for volunteering in our schools and ELC settings. This has extended to personal development, further education and employment.
Partners will utilise opportunities to tap into the strengths of the Community Learning and Development network and Registered Social Landlords with a view to developing the skills and confidence necessary to foster community participation and leadership.	Attainment funding has been sought to support family learning in partnership with Glasgow Life responding to the Scottish Index of Multiple Deprivation and the attainment gap in some of our communities.

A FAIRER MORE EQUAL GLASGOW

Community Plan Actions	Education Services Input
Resources will be allocated by partners to develop an existing model of housing support for families affected by the Welfare Benefit Cap who live in the Private Rented Sector (PRS) into a multi-disciplinary team. Initial aim to support the remaining 200 families in the PRS who have been identified as being most severely affected by the benefit cap. This will test a new joined up way of working for partners with an aspiration to extend this model as the people Make Glasgow Fairer Hub to support other disadvantaged families at the earliest point of intervention with integrated holistic support.	This stakeholder group is prioritised through the ELC admissions policy. Education support will be involved in learning responses.
Partners will provide access to Financial Inclusion support (direct and online) to employees and service users within their organisations. Support will focus on 3 aspects: • In-work poverty, in particular removing debt/money issues which act as a barrier to moving into employment. • Financial capability support, providing good money management skills. • Digital skills to reduce risk of sanctions in preparation for full rollout of Universal Credit in Glasgow.	Provision of an additional 300 hours free ELC provision for low income families. Extension of free school meals provision to primary 4. A credit union savings initiative has been established in secondary schools. Early intervention through the digital learning strategy in partnership with CGI and influenced by financial inclusion requirements.

CHILDCARE	
Community Plan Actions	Education Services Input
Partners undertake an exercise to identify premises (including outdoor space) which may be suitable for Early Learning and Childcare, out of school care, or training. Particular focus will be on areas of the city where childcare options are limited/at capacity.	The 4 R's programme has provided shared campus provision to accommodate ELC. Piloting outdoor early learning in partnership with Inspiring Scotland including council and partner nurseries.
The expansion of Early Learning and Childcare (ELC) will create an additional 1,150 jobs in the city when fully implemented in line with Scottish Government commitments. Partners will take into consideration the opportunities to reskill staff in their own organisation, interested in an ELC career, who may be displaced through workforce planning programmes. Learning can be shared from Glasgow City Council's successful redeployment and reskilling programme, which has offered displaced staff an opportunity to train as Chid Development Officers.	Education Services have developed a career pathway programme called Talent Pool to facilitate career progression. Childcare initiative to increase male staff numbers.
Partners will align engagement approaches to ensure a complete evidence base in relation to Childcare facilities and services.	Establish area forums to engage with partner providers in response to meeting local demand for ELC. Manage the GFIS ELC information database for external stakeholders. Undertake ELC stakeholder survey.
Partners will adopt childcare-friendly employment policies.	The flexible service delivery model will afford staff the opportunity to work flexibly across extended day shift patterns and term time as well as 52 week years.

TRANSPORT

Community Plan Actions	Education Services Input
Partners will ensure all policies, decisions and development consider ramifications and consequences in relation to transport.	One of the cornerstones of ELC is accessibility and through the expansion we seek to provide local provision and flexibility to respond to local needs therefore avoiding the transport requirement.
Partners will contribute evidence of local transport accessibility issues that can be included in the overall accessibility assessment of the Regional Transport Strategy, being undertaken by SPT. This assessment will include access to employment, education, healthcare etc. The ambition will be to develop more tailored cross-partner solutions to improve accessibility.	Engagement and consultation.

Financial Challenge

In 2018-2019 Education Services have a budget of £610 million. This constitutes 35% of the total budget that that council has to provide services to the citizens of Glasgow. In 2018-2019 the council faces a financial challenge with saving targets of £54 million. Budget stability into 2018-2019 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 £2.5 million savings in 2018-2019.

Glasgow receives significant resources through Pupil Equity Funding. The 2018-2019 funding allocation to the City totals £21.785 million. The funding is delegated fully to schools to help reduce the poverty related attainment gap and is distributed on the basis of the numbers of pupils in P1-S3 known to be eligible and registered for free school meals.

In addition Glasgow is an attainment challenge authority and 2018-2019 bids have been approved for £8.050 million by the Scottish Government across our five priorities:
- Raising attainment in literacy and numeracy through targeted support
- Improving children's health and wellbeing
- Supporting families
- Enhancing the leadership of senior staff
- Supported study and mentoring.

Figure 8: Service Budget Change Summary 2018-2019

The profile of savings over the next year is included in Figure 8 below.

Budget Change Summary:				
Reference	Title of Service Change	Reason for Change	Council Strategic: Plan Priority/ SQA Theme Link	Financial Impact (£00)
18ED10	Early Years Income – August 2018 Fee Increase	Income Generation		1,253,000
18ED17	Energy Consumption	Efficiency		400,000
18ED19	Contributions to External Agencies	Efficiency		120,000
18ED20	Outdoor Resource Centre Provision	Efficiency		282,000
18ED48	Class Connection	Efficiency		270,000
18GF08	LEAN	Corporate Efficiency		346,000
18GF22	Income Maximisation Pricing	Income Generation		97,000
18ED05GP	School Food Growing	Investment		60,000
18ED06GP	Invest in Teacher Training and Support for ASN	Investment		250,000
18ED07GP	Bike for Every Child – Pilot Scheme	Investment		80,000
18ED46	School Clothing Grant Increase	Investment		490,000
			Total	**152,000**
			NET BUDGET CHANGE (£)	152,000
			NET BUDGET CHANGE (%)	0.03%

Our Priorities

This section describes the main priorities for Education Services that are not specifically identified as Strategic, but are major priorities for the Service. We are continuing to focus on the same four priorities which are linked to the priorities in the National Improvement Framework.

Education delivery in Scotland can present as a complex landscape which is why, in Glasgow, we focus on a small number of priorities and drive them forward relentlessly. This approach allows us to remain focused on our core business while ensuring that our children and young people receive a quality, broad and balanced education which will provide them with skills for learning, life and work.

- Raising attainment and achievement through Glasgow's Improvement Challenge 2015-2020
- Continue to improve how we meet the learning and care needs of children before they go to school and as they move through school, including how we support their families and carers
- As we move Towards the Nurturing City, continue to improve how we meet the needs of all children and young people, particularly those with additional support needs
- Make best use of our finance and resources to help ensure the best outcomes possible for our children and young people.

Our Priorities

Raising attainment and achievement through Glasgow's Improvement Challenge 2015-2020

GIC 2015-2020 is a holistic strategy to raise attainment and achievement for all children and young people and incorporates the government's Scottish Attainment Challenge. GIC is jointly funded from Council core funding, support from third sector, including charitable foundations, such as MCR Foundation, and the Scottish Government through their Attainment Fund. The Challenge is our core business and is our prime focus. In 2017-2018, schools will use Pupil Equity Funding to complement and enhance strategies to improve outcomes.

Continue to improve how we meet the learning and care needs of children before they go to school and as they move through school, including how we support their families and carers

The importance of early intervention in our nurseries cannot be over-estimated. It is our ambition that all of our nurseries are family learning centres, places where families feel they belong, are supported by social work services or are signposted to third sector support. We have numerous examples of best practice where our nurseries are working with partners to build the capacity of families to be better able to support themselves, but this is not yet consistent across the city. We will be continuing to extend our provision for early learning and childcare in line with local and national policy. This will require us to work with a range of partners including Scottish Government, childminders, third sector and private providers.

As we move Towards the Nurturing city, continue to improve how we meet the needs of all children and young people, particularly those with additional support needs

We continue to invest substantial funding into the development of nurture. We have nurture corners in nurseries, nurture classes in primary schools and nurture groups in secondary schools. Increasing numbers of staff have been trained in nurturing principles. We want all our schools and nurseries to be inclusive. We are continuing to increase the range of specialist provision located in our mainstream primary and secondary schools. These enhanced provisions give flexibility and more choices to parents and provide more opportunities for children and young people to receive support and learn alongside their peers as appropriate to their needs. We are committed to continuing to provide free-standing ASL provision. However, we need to continue to reform our provision to ensure that our children and young people have a flexible range of learning pathways targeted to their specific needs.

Make best use of our finance and resources to help ensure the best outcomes possible for our children and young people

In public services, we continue to face financial challenges. It is important, therefore, that we remain focused on making best use of our finance and resources. This means that we will improve our approaches to managing the school estate through a well-managed maintenance budget for buildings. We will continue to encourage local children to be taught in local schools and monitor carefully school rolls and projections to ensure that we are making best use of our school estate.

Improving and Empowering in Glasgow

In 2015, we launched Glasgow's Improvement Challenge (GIC) 2015-2020, which includes the government's Scottish Attainment Challenge. There are five main strands:

- Raising attainment in literacy and numeracy through targeted support and interventions.
- Improving children's health and wellbeing through nurturing approaches and increased participation in physical activity and sport.
- Supporting families to be better able to support their child's learning and development.
- Enhancing the leadership of senior staff.
- Raising attainment in secondary schools through providing additional supported study, mentoring and an increased focus on learning and teaching.

Raising Attainment and Achievement

Raising attainment remains our key priority. As part of GIC 2015-2020, our primary schools are organised into clusters which are linked to Local Improvement Groups (LIGs). Most of our primary schools serve areas of multiple deprivation. Fifty-seven primary schools (41%) have more than 75% of their pupils living in the 20% most deprived data zones. 26 have more than 90% of their pupils living in the 20% most deprived data zones.

Every school has an improvement plan which focuses on raising attainment. In the first two years of GIC 2015-2020, most of our primary schools chose to focus on improving children's literacy. During 2016-2017, an increasing number included a focus on numeracy. All of our secondary schools provided pupils with additional targeted support through supported study sessions after school. Some provided additional study through 'Saturday school' and some took pupils on study weekends combining academic study with outdoor activities.

The achievements of the Advanced Higher Hub helped us continue to increase the proportion of pupils achieving Advanced Highers by the end of S6. Attainment remains linked to deprivation but we are improving at a faster rate than the national figures. For national qualifications, Glasgow performs consistently better than its virtual comparator.

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.

Support Staff Development Planning

Personal Development Planning and Performance Coaching and Review are the agreed approaches 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 PDP/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. All managers identify an appropriate cycle of review and communicate this to their team

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.

The introduction of Professional Update for teachers has ensured that every teaching professional is now required to maintain an active log of learning opportunities

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 2016-2017 there was an average of 7.2 days per employee lost due to sickness within Education Services. This was 10 days for Support Staff and 5.6 for Teaching Staff. There has been a rise in absence levels in our Early Years establishments which has led to the slight increase in the service absence level overall. A full audit and support plan to reduce absence levels in 2018-2019 will be implemented.

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 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 online.

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 online.

An Education Services Stakeholder survey is being undertaken during 2018-2019. This survey has been targeted at staff, pupils, parents and members of the community and aims to capture respondents' experiences and perceptions of Education Services and identify areas for improvement. The findings from this survey will be made available soon.

Asset management (including information management)

Electronic Document and Records Management System: The implementation of EDRMS for Education Services has been completed. It is still the intention to introduce EDRMS into our schools. Projects are underway to review an electronic document management system for schools and are currently rolling out Objective Connect as a sharing option.

Mobile Working: Mobile working is fully operational. This development has provided support staff with the facility to work remotely in schools and other education establishments as and when required.
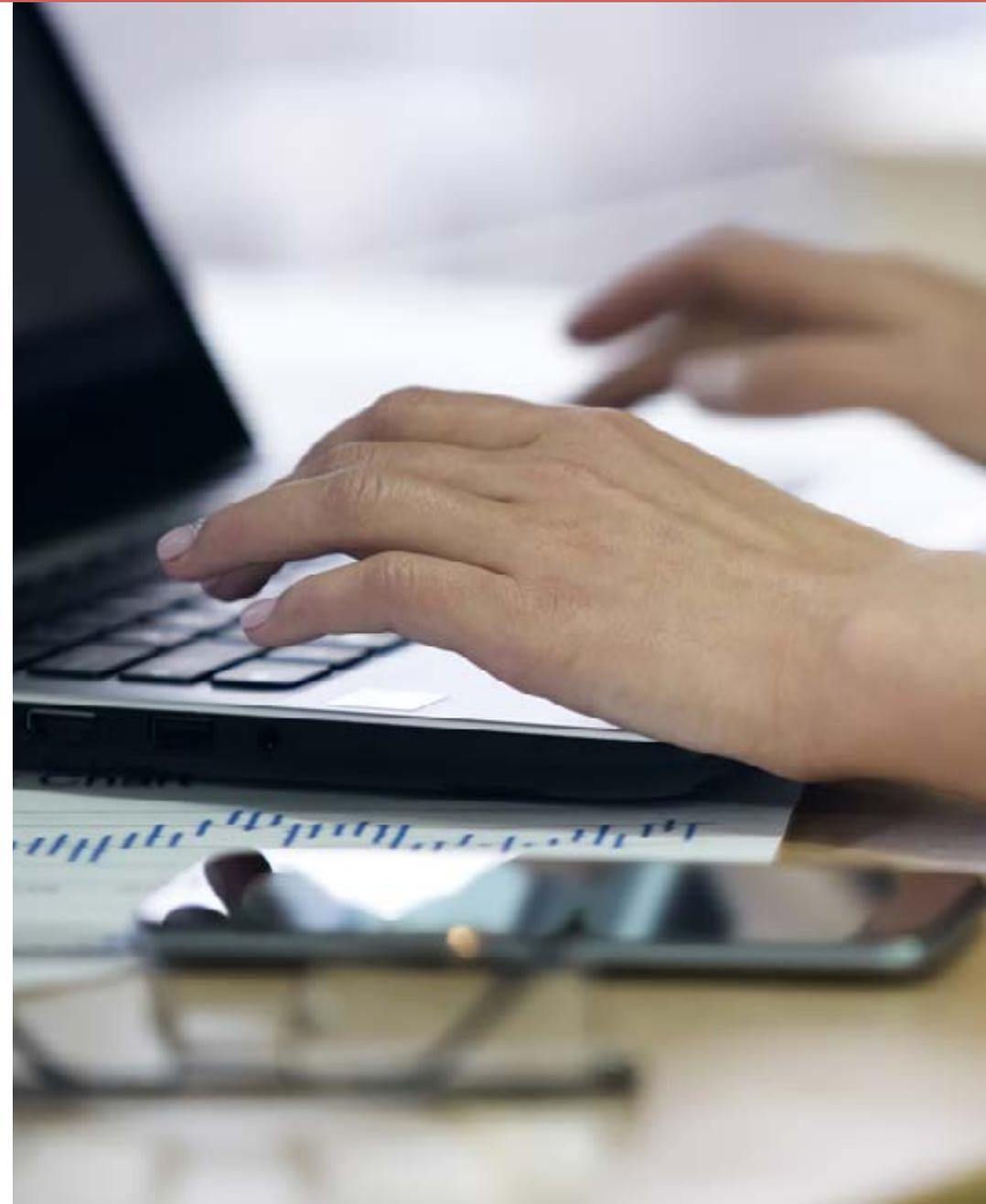
Local Government Benchmarking Framework (LGBF)

The sixth national overview report of the LGBF was published earlier this year. All 32 Scottish council's worked with the Improvement Service (IS) over the last seven years to develop a common approach to benchmarking, which is grounded in reporting standard information on the services councils provide to local communities across Scotland.

This approach has been successful in encouraging councils to work and learn together to drive service improvements. Benchmarking enables greater understanding of why councils vary in terms of what they deliver and achieve for their communities and how they do so. This information is available to all citizens and users of council services, so that they can hold councils to account for what is achieved on their behalf, and ask questions of local government to promote improvement.

The benchmarking framework now has seven years of trend data, covering 2010-2011 to 2016-2017. Across the seven-year period total revenue funding for councils has fallen by 7.6% in real terms. During this time councils have achieved substantial improvements in efficiency, innovation and productivity while service output and outcomes have been largely maintained and improved. Measures of educational outcome continue to show positive progress overall, but particularly for children from the most deprived areas showing the value of council's holistic approach to children's services.

Scotland Context

- Despite real reductions in the education budget of 3.8% since 2010-2011, the number of pre-school and primary places in Scotland has increased by over 30,000. Across this same period, attendance and exclusion rates have also improved.

- In pre-school, real costs per place have risen for the third year in a row, increasing by 7.1% in the past 12 months. This reflects the additional costs associated with new entitlements introduced in the Children and Young People (Scotland) Act 2014.

- There has been a year on year improvement in the percentage of children meeting developmental milestones, increasing from 70.9% to 72.4% between 2013-2014 in 2015-2016.

- Expenditure on looked after children has increased by 18.9% since 2010-2011 reflecting the policy priority in this this area. Historic data shows significant improvement in school attendance and exclusion rates for children who are looked after, and positive trends in relation to the balance of care achieved between community and residential settings.

- In the past 12 months, there have been small reductions in real spend per primary and secondary pupil (0.2% and 0.4% respectively), with expenditure trends largely reflecting pupil number changes. Since 2010-2011, real spend per primary and secondary pupil has fallen by 9.6% and 2.9%.

- Senior phase attainment continues to show a very strong improving trend in 2016-2017. The Scottish average tariff score has improved by 15.1% since 2011-2012, and 1.1% in the past 12 months. Pupils from the most deprived areas have the fastest rate of improvement. There are however still major inequalities in attainment between the most deprived pupils and others.

- Satisfaction with schools has fallen for the fourth year in a row, reducing from 74% to 73% in the last 12 months, and by 10 percentage points since 2010-2011. The LGBF satisfaction data is drawn from the Scottish Household Survey (SHS) and represents satisfaction levels for the public at large rather than for service users.

LGBF Education Indicators

Some of the standard indicators considered in the LGBF for Education Services include:

- Cost per pre-school education - Glasgow has an above average spend.
- Primary school spend - Glasgow has a below average spend.
- Secondary school spend - Glasgow has an average spend.
- Overall average tariff points - Glasgow has a below average result.
- Average total tariff SIMD Quintile 1: Glasgow has above average results.
- Average total tariff SIMD Quintile 2: Glasgow has above average results.
- Percentage of Pupils from deprived areas gaining 5+ Awards at Level 5 or higher – Glasgow has above average results.
- Percentage of adults satisfied with local schools – Glasgow has a below average result.

The full document can be downloaded online.

Continuous Improvement and Benchmarking

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

Nationally

The national benchmarking and reporting tool, Insight, allows us to compare pupil performance to the performance of a virtual comparator, which is made up of pupils from schools in other local authorities who have similar characteristics. This is helpful because it allows a comparison based on pupils who are similar based on key variables (gender, deprivation, additional support needs and stage of leaving / latest stage) that are linked to educational outcomes rather than comparison with 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.

The Broad General Education (BGE) Improvement Tool was launched in 2018 and has a similar function in respect of the broad general education. It allows local authorities to analyse the achievement of CfE level data in a consistent way, using a number of pupil characteristics considered to have an influence on attainment. This tool will support the growth and development of data literacy for staff in all schools.

The West Partnership

The West Partnership is a collaborative arrangement between eight local authorities that aims to ensure that all school pupils throughout the Glasgow City Region have access to consistently high quality learning experiences. The partners include; Glasgow City Council, East Renfrewshire Council, East Dunbartonshire Council, Inverclyde Council, North Lanarkshire Council, Renfrewshire Council, South Lanarkshire Council and West Dunbartonshire Council. The West Partnership is involved in the development of key education performance measures and targets across the region used to identify areas for targeted support and promote improvement in the quality and efficiency of education provision.

Glasgow

A Glasgow owned and developed interactive tool called FOCUS was launched in 2017. This is a web based tool for schools that helps them examine pupil achievement of CfE Levels (Teacher Judgement Survey) through a number of lenses. This includes EAL (English as an additional language), ethnicity, deprivation (Social Index of Multiple Deprivation) and other appropriate lenses. For benchmarking purposes schools are provided with comparator schools (10 for each primary school and 5 for each secondary school).

Based on feedback from school users we know that this tool has proved useful in a number of areas for Glasgow establishments including in identifying where gaps lie in pupil attainment, targeting the use of pupil equity funding and also for school inspections. Now that the application has been in place in schools for almost a whole academic year the project team are working on phase 2 of FOCUS. This will include a version for both Early Years establishments and also ASL schools. There will also be enhancements to the current version allowing for even deeper analysis of CfE data for schools with the aim of helping support attainment and achievement for all pupils and working towards closing the poverty related attainment gap.

Another web based application called Information Igloo will be launched in 2018. This application will be available to all council staff and the public. Igloo will provide longitudinal data across a number of areas including school rolls, school roll projections, nationality, gender, free school meal uptake, deprivation (Social Index of Multiple Deprivation) and a number of other areas. This information will be made available at a school level, strategic planning area level, city wide level and where possible a national comparison will be made available.

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 through the inspection process. The 'How Good is Our School?' and 'The Child at the Centre' are tools used as part of school/pre-school self-evaluation.

A joint inspection of services for children and young people in the Glasgow Community Planning Partnership area took place between 22 November 2016 and 27 January 2017. It covered the range of partners in the area that have a role in providing services for children, young people and families. This inspection identified particular strengths that were making a positive difference for children and young people in the Glasgow Community Partnership area.

These included:
- The valuable development of a nurturing ethos across services.
- The clarity of purpose in universal services towards successfully tackling the impact of deprivation on the lives of children, young people and their families.
- The responsive approach to providing appropriate targeted services to meet a wide range of specialist need, for example, homework clubs for kinship carers.

Education Services' "Supporting Improvement" guidance 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.

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.

Glasgow City Council is currently going through the Best Value audit process. This will entail certain aspects of the council's performance, including Education Services, undergoing detailed audit investigation. A range of sources, including the council's own assessment of its performance, reports issued by external audit and inspections and national Statutory Performance Indicators, informs this process.

There are eight Local Improvement Groups (LIG) across the city that 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) continues to drive self-improvement across Education Services; ensuring strategic alignment across local improvement groups and strategic geographical areas.

During 2018/19, Education Services will be inspected by HM Inspectors to evaluate their success in raising attainment through the Attainment Fund and Pupil Equity Funding.

Equalities

The new Equalities Outcomes 2017 to 2021 were published in April 2017. The three elements of the General Duty for Equalities remain unchanged:

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

Education Services has a strong inclusion agenda. All learners are of equal value irrespective of their race; gender and gender identity; religion or belief; and sexual orientation. Sometimes this means considering providing extra help so that everyone has the same opportunities and outcomes as each other. We aim to strengthen the equalities agenda across all areas within Education Services so that equalities are explicit across our service.

To this end Education Services has established a virtual Equalities Team which is comprised of senior departmental officers, centre staff and also senior managers and practitioners from Glasgow schools. An Education Equalities Working Group (EEWG) carries out actions set by the Equalities Team. Over the past year the EEWG has focussed primarily on supporting LGBT young people in Glasgow's schools as this was deemed to be an underdeveloped area of service provision. Staff development, supporting curriculum opportunities and linking with young people have been key focus areas.

Below are some highlights of the work of the EEWG to date:

- A number of LGBT training sessions have been delivered across the city to approximately 400 staff so far.
- The EEWG has established an online LGBT resource area which provides information, guidance, resources, materials and lesson plans around facilitates the sharing of good practice.
- A self-evaluation tool is being developed for schools to measure the impact LGBT initiatives.
- A Top 10 Tips document for secondary schools is being published.
- The group have supported 17 secondary schools to engage with the LGBT Youth Charter Mark status programme.
- Psychological Services has adopted the LGBT Youth Charter Mark status programme and the service is currently working towards a silver award, aiming for accreditation in August 2018.
- Psychological Services held a Purple Friday celebration in order to raise awareness of LGBT equalities within the authority and mark LGBT History Month. Additional funds were raised to support the work of LGBT Youth.
- A young people's group has been established to support the continuous improvement of provision in schools. The group have organised an LGBT event planned for June 2018.
- An LGBT report has been prepared for Council Committee.

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

Equality Impact Assessment

The Equality Act 2010 requires Council to pay due regard to the need to eliminate discrimination and promote equality. The law requires that this duty to pay due regard be demonstrated in the decision making process. The process for doing this is described as equality impact assessment (EQIA). The Equality Act protects people from discrimination on the basis of protected characteristics. These are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The purpose of the EQIA is to ensure that decision makers are fully informed at a formative stage in the decision-making process. Identification of a potentially adverse impact does not mean that the option cannot go forward. However, where there is a potentially adverse impact, measures should be considered that minimise that impact should the option be approved. If an adverse impact could amount to unlawful discrimination, then adjustments should be made to avert this.

Over the past year Education Services have carried equality impact assessments on the following projects:
- Increased Early Years income linked to service expansion
- Energy consumption efficiencies
- Contributions to External Agencies
- Outdoor Resource Centre Provision
- Class Connection.

Further information on EQIA can be found online.

Summary of Performance 2016-2017

In order to reflect changes in the strategic direction of Glasgow's Education Services, in line with the Council's Strategic Plan and the National Improvement Framework, going forward we will report on a new set of indicators (please see Appendix 2). The summary below is consistent with targets that were set for the last full academic year (2016-2017) prior to the development of the new indictors.

A summary of the Red, Amber, and Green (RAG) status of indicators is provided in this section. What is evident from Figure 9 is that the Service is on target with 10 of its 16 indicators as they show as green. Full details of the indicators are provided in Appendix 1.

Figure 9: Performance to Target 2016-2017

3 indicators
19%

3 indicators
19%

10 indicators
62%

- Red indicators
- Amber indicators
- Green indicators
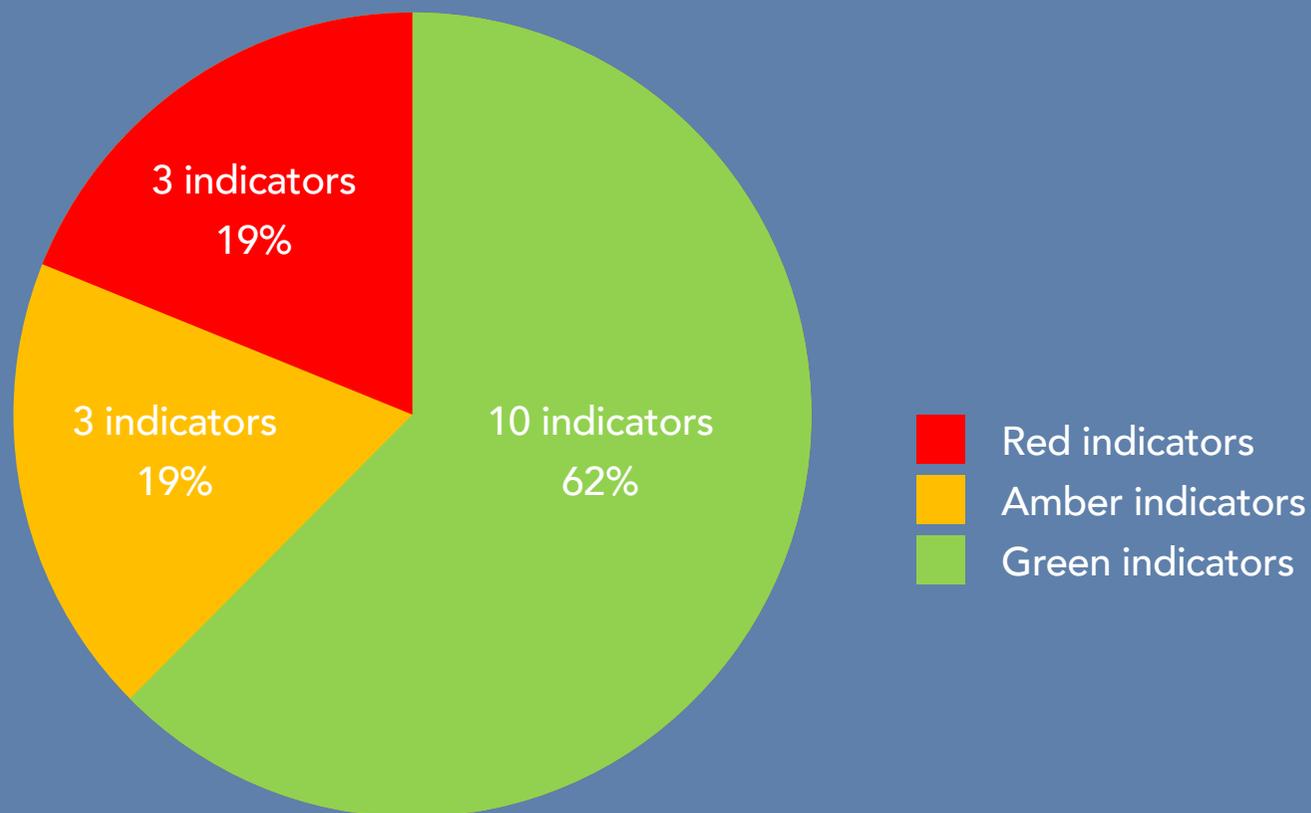
Appendix 1: Past Performance

Appendix 1 reflects Education Services past performance against targets set in the previous ASPIR. 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 2016-2017	Year End Actual 2015-2016	Year End Actual 2016-2017	Service or ALEO	Performance Note	RAG
Strategic Priorities (those areas Council outwith Strategic Plan and SOA reporting; of strategic significance)						
Attendance in Primary Schools	94.5%	94.1%	93.7%	Education Services		🟩
Attendance in Secondary Schools	91.1%	91.1%	90.8%	Education Services		🟩
Exclusions in Primary School (Incidents)	9.5 per 1000 pupils	9.7 per 1000 pupils (384)	12.8 per 1000 pupils (520)	Education Services	Over a period of 10 years, exclusion rates have dropped overall by 74%.	🟥
Exclusions in Secondary School (Incidents)	53.5 per 1000 pupils	53.9 per 1000 pupils (1343)	51.0 per 1000 pupils (1276)	Education Services		🟨
School leavers going on to a positive destination (Corporate Scorecard Indicator)	90.5%	89.9%	91.9%	Education Services		🟩

Indicator/ Outcome/ Strategy	Milestone/ Target 2016-2017	Year End Actual 2015-2016	Year End Actual 2016-2017	Service or ALEO	Performance Note	RAG
Strategic Priorities (those areas Council outwith Strategic Plan and SOA reporting; of strategic significance)						
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	3586	2896	2596	Education Services	This may be explained through the ongoing impact of austerity and welfare reform. Low income working parents, who often sustain meeting childcare costs through top-up tax credits and benefits, have seen changes to those financial supports making them less likely to use childcare provision they have to pay for and more likely to simply take up the statutory free 600 hours and use the "informal" sector (i.e. relatives and friends) to provide free care for any other hours they may need.	🟥
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	1438	1175	1053	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 meet 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	86%	86.3% of population	83% of population	Education Services		🟨

Indicator/ Outcome/ Strategy	Milestone/ Target 2016-2017	Year End Actual 2015-2016	Year End Actual 2016-2017	Service or ALEO	Performance Note	RAG
Attainment: Breadth and Depth (Corporate Scorecard Indicator)						
By the end of S5 - Percentage of pupils achieving 1+ Highers (based on cumulative achievement)	49.5%	49.0%	51.3%	Education Services		🟩
By the end of S6 - Percentage of pupils achieving 1+ Highers (based on cumulative achievement)	55.5%	55.2%	56.6%	Education Services		🟩

Indicator/ Outcome/ Strategy	Milestone/ Target 2016-2017	Year End Actual 2015-2016	Year End Actual 2016-2017	Service or ALEO	Performance Note	RAG
Improving Attainment in Literacy and Numeracy (Corporate Scorecard Indicator)						
Percentage of Leavers achieving Level 4 Literacy and Numeracy	82%	83.1%	83.6%	Education Services	2016-2017 Corporate Scorecard targets had to be set prior to the 2015-2016 leavers attainment data being available on Insight.	🟩
Percentage of Leavers achieving Level 5 Literacy and Numeracy	52%	54.5%	57.3%	Education Services	2016-2017 Corporate Scorecard targets had to be set prior to the 2015-2016 leavers attainment data being available on Insight.	🟩

Indicator/ Outcome/ Strategy	Milestone/ Target 2016-2017	Year End Actual 2015-2016	Year End Actual 2016-2017	Service or ALEO	Performance Note	RAG
Tackling Disadvantage by Improving the Attainment of Lower Attainers in Relation to Higher Attainers (Corporate Scorecard Indicator)						
SIMD 1	605	615	634	Education Services		🟩
SIMD 2	741	742	720			🟨
SIMD 3	785	793	808			🟩
SIMD 10	1340	1477	1312			🟩

Performace Indicators 2019-2020

Outcome	Indicator
Our attainment levels improve across all of our schools so that all of our young people can fulfil their potential	**1. Improve levels of educational attainment: Literacy** Primary (P1, P4, P7 Combined): ■ All Children ■ Most Disadvantaged (Bottom 20% SIMD) ■ Least Disadvantaged (Top 20% SIMD) Secondary (S3, 3rd Level or Better): ■ All Children ■ Most Disadvantaged (Bottom 20% SIMD) ■ Least Disadvantaged (Top 20% SIMD)
	2. Improve levels of educational attainment : Numeracy Primary (P1, P4, P7 Combined): ■ All Children ■ Most Disadvantaged (Bottom 20% SIMD) ■ Least Disadvantaged (Top 20% SIMD) Secondary (S3, 3rd Level or Better): ■ All Children ■ Most Disadvantaged (Bottom 20% SIMD) ■ Least Disadvantaged (Top 20% SIMD)

Outcome	Indicator
Our attainment levels improve across all of our schools so that all of our young people can fulfil their potential	3. Percentage of school leavers attaining SCQF Level 4 in Literacy and Numeracy ■ All Children ■ Most Disadvantaged (Bottom 20% SIMD) ■ Least Disadvantaged (Top 20% SIMD)
	4. Percentage of school leavers attaining SCQF Level 5 in Literacy and Numeracy ■ All Children ■ Most Disadvantaged (Bottom 20% SIMD) ■ Least Disadvantaged (Top 20% SIMD)
	5. Percentage of School Leavers Achieving 1 or more awards at SCQF Level 4 on leaving school: ■ All Children ■ Most Disadvantaged (Bottom 20% SIMD) ■ Least Disadvantaged (Top 20% SIMD)
	6. Percentage of School Leavers Achieving 1 or more awards at SCQF Level 5 on leaving school: ■ All Children ■ Most Disadvantaged (Bottom 20% SIMD) ■ Least Disadvantaged (Top 20% SIMD)
	7. Percentage of School Leavers Achieving 1 or more awards at SCQF Level 6 on leaving school: ■ All Children ■ Most Disadvantaged (Bottom 20% SIMD) ■ Least Disadvantaged (Top 20% SIMD)

Outcome	Indicator
Our attainment levels improve across all of our schools so that all of our young people can fulfil their potential	8. School Attendance: Primary: ■ All Children ■ Most Disadvantaged (Bottom 20% SIMD) ■ Least Disadvantaged (Top 20% SIMD) Secondary: ■ All Children ■ Most Disadvantaged (Bottom 20% SIMD) ■ Least Disadvantaged (Top 20% SIMD)
	9. Exclusion incidents per 1000 pupils: Primary: ■ All Children ■ Most Disadvantaged (Bottom 20% SIMD) ■ Least Disadvantaged (Top 20% SIMD) Secondary: ■ All Children ■ Most Disadvantaged (Bottom 20% SIMD) ■ Least Disadvantaged (Top 20% SIMD)
	10. Overall satisfaction rating with Education Services ■ Pupil ■ Parent ■ Staff ■ Members of the Community
	11. Teacher Pupil ratio

Outcome	Indicator
All our children and young people go on to a job, or a training opportunity or higher or further education	1. Percentage of school leavers going on to a positive destination.
	2. Percentage of 16-19 year olds participating in education, training or employment (12 month period)
	3. Percentage of pupils living in 20% most deprived data zones in a positive destination
	4. Percentage of 16 to 19 year-olds with an unconfirmed or not participating economic status

Outcome	Indicator
Children and young people benefit from early intervention and prevention approaches.	1. Percentage of children receiving 1140 hours of free childcare (2020)
	2. Mental wellbeing score: 13 year old boys
	3. Mental wellbeing score: 13 year old girls
	4. Mental wellbeing score: 15 year old boys
	5. Mental wellbeing score:15 year old girls
	6. Percentage of pre-school centres receiving positive inspection reports
	7. Percentage of children's services establishments that had a positive evaluation in all quality indicators.

Outcome	Indicator
Equality and diversity is recognised and supported and human rights supported	1. Ethnic Minority Inactivity Rate (%)
	2. Ethnic Minority Employment rate (%)
	3. Number of Schools participating in the LGBT Schools Charter
	4. Percentage of Council employees who have undertaken mandatory on-line awareness raising session
	5. Percentage of Elected members undertaking equality and diversity training within the four year election period
	6. Number and range pf anti-sectarian programmes being delivered by Education Service
	7. Measure of attainment levels for pupils with protected characteristic status