



Glasgow City Council

Report by Executive Director of Education

Item 1

September 2018

Glasgow's Improvement Challenge 2015 – 2020

Setting the context

Purpose of Report:

To update the Committee on the progress being made in Glasgow on Glasgow's Improvement Challenge as part of the Scottish Attainment Challenge. This is the first of a series of six papers five of which covers each of the strands of Glasgow's Improvement Challenge.

Paper 1: Setting the Context

Paper 2: Raising attainment in literacy and numeracy through targeted support and interventions in schools and nurseries

Paper 3: Improving children's health and wellbeing through nurturing approaches and increased participation in physical activity and sport

Paper 4: Supporting families to be better able to support their child's learning and development

Paper 5: Enhancing the leadership of senior staff

Paper 6: Raising attainment in secondary schools through providing additional supported study and mentoring, and taking a closer look at learning and teaching

Education Services Priorities

Key statistics

- 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 ASL).
- 5% of children living in Glasgow attend a school outwith Glasgow and 2% of the children 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 percent 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 three quarters 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 (32.3% of the national share of EAL pupils).

More than $\frac{3}{4}$ (82.4%) of all EAL pupils in Glasgow are not yet competent at English (new to English, early acquisition and developing competence).

For 2017/18, our priorities remained as follows:

- *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 a 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*

We have also set ourselves an ambition to be a Nurturing City, where inclusion works because:

- all children and young people, and their families, feel that they belong and that their lives and experiences are valued and respected
- all children and young people learn and develop and are supported as they move towards their chosen positive destinations
- all children and young people, and their families, feel that staff listen to their views and that, if disagreements arise, staff respond sensitively and thoughtfully and work to resolve them

all staff understand the principles of nurture and

- how these relate to the experiences and development of children and young people
- a web of well planned, appropriate and effective support is in place, through which staff, working in partnership with colleagues in health and in social work and with a range of other agencies and providers, ensure the needs of children and young people are met
- children and young people who experience barriers – of any kind – to their learning have their needs carefully and holistically assessed and have appropriate and effective planned interventions put in place as early as possible and, wherever possible, within their local communities
- services and partner agencies recognise, understand and value each other's roles, responsibilities and expertise, plan and evaluate their work together and, as a result, provide highly effective support for children, young people and families.

Improving and Empowering in Glasgow

We have continued to build year on year on our success across a range of performance indicators.

However, improvements are not yet consistent across the city.

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

- Raising attainment in literacy and numeracy through targeted support and interventions in primary schools
- 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

During 2017/18, we continued to build on the strengths but took an increasing focus on quality.

The accompanying reports provide summary evaluations on our progress with each of the strands.

Detailed performance reports are taken to the Education, Skills and Early Years City Policy Development Committee.

Financial Implications

Glasgow's Improvement Challenge (GIC) is funded using core education funding, the Scottish Attainment Fund and a range of sources, such as the children's services budget as part of the Integrated Grant Fund, third sector partners, including MCR Foundation and supporters of individual schools such as local housing associations or Clyde Gateway. GIC represents a holistic approach to raising attainment, achievement and equity for all children and young people.

For 2017/18, we claimed £7.420m from the Scottish Attainment fund as set out in the table below.

Leaders of Learning	£3,918,770
Nurture	£345,867
Engagement with Parents	£611,592
Project team	£310,604
Leadership- coaching for senior leaders.	£39,069
Additional costs identified for events and travel, school community lets and research. Plus direct funding to schools.	£479,331
Total	£5,705,233
Secondary Total	
Improvement Fund to Secondary Schools	£1,715,000
Total Attainment Funding	£7,420,233

Each of the next set of papers provides more detail on how the funding was spent alongside Pupil Equity Funding and core education funding.

Plans for 2018/19

The proposals set out for each of the priorities was submitted and agreed and by the Scottish Government.

Priority 1

Raising attainment in literacy and numeracy through targeted support an interventions

To date, this work has focused on primary schools in line with the original advice when we set out on the Challenge.

We have used this funding to provide additional teachers in 119 primary schools, Challenge Leaders of Learning (CLOLs). The allocation is proportionate to the SIMD profile of the schools. For the Govanhill schools we have used local knowledge rather than SIMD.

With the introduction of Pupil Equity Funding schools have built on the success of CLOLs and have increased the amount of teaching time or made the CLOL position a promoted post with additional responsibilities.

This also supports our project team which includes: headteacher, depute headteacher, clerical assistant, data manager and six Leaders of Learning.

Going forward, we would like to extend this work into early years, particularly given the success of the introduction of child development officers (CDOs) into primary schools with increased focus on playful pedagogy.

Education Services has had a Leaders of Learning (LOLs) team and a Leaders of Early Learning (LELs) team for a number of years. These teams consist of mainly seconded teachers who work alongside teachers in classrooms and CDOs in playrooms modelling good practice and delivering professional development. The Attainment Fund has allowed us to increase the numbers of LOLs. For 2018/19, the headteacher Improvement Challenge will take responsibility for both the LOL team and the LEL team with the LEL team moving to be co-located with the LOLs in their new base in Royston Primary School.

This approach will allow greater synergy between the professional development provided for nurseries and at early stages of primary school. There will be a greater focus on transition and consistency of planning and assessment.

With the inject of additional finance to education through the Pupil Equity Fund there has been a notable increase in the number of Principal Teacher posts in the city. Some of our LOLs are already Principal Teachers. We are proposing that all six posts are offered at PT1.

We also propose to create a modern apprentice post to support the administrative duties which have been increasing as the LOLs have been delivering more professional development.

The LEL team will continue to be financed through education's core budget.

Priority 2

Improving children's health and wellbeing through nurturing approaches and increased participation in physical activity and sport.

We are continuing to extend Go2Play, our partnership with Inspiring Scotland, to more primary schools. We have maintained our contribution to Inspiring Scotland this year in recognition of the progress that has been made.

We will be continuing with our three physical education teachers who have been very successfully delivering professional development on physical education and physical literacy. This work aligns very effectively with the Go2Play initiative in line with our PEPASS approach.

Nurturing is increasingly becoming our core business. We have recently appointed a new nurture coordinator who will take up post on the retirement of our current postholder. This is a key post for us and we deliver training across authorities across Scotland as well across Glasgow. Nurture is now in our nurseries, primary and secondary schools. Some schools have used Pupil Equity Funding to invest in nurture. One primary school who has done this has reported increased staff attendance and improved ethos.

Priority 3

Supporting families to be better able to support their child's learning and development

We will continue to support our schools as they extend their family learning approaches. Almost all proposals for Pupil Equity Funding included an element of family learning. The family learning team is working effectively out in schools. We are working with Glasgow Life to review the management to integrate the team more into Education Services while retaining a professional link with Glasgow Life.

We have included additional finance for family learning projects in early years where we know we can make significant progress particularly with our 'harder to reach' families.

Priority 4

Enhancing the leadership of senior staff

During 2017/18, we seconded a secondary headteacher two days a week and two primary headteachers part-time. Their role was to provide additional quality assurance working alongside headteachers in schools. This has proved very effective.

We propose to enhance this approach in 2018/19 through involving more headteachers on a part-time basis working across the city under the leadership of the Head of Service Curriculum, Learning and Teaching.

We also recognise that we need to build the capacity of leadership in early years with an emphasis on quality learning experiences for all children. Therefore, we have included a leadership position with a focus on early years.

Priority 5

Raising attainment in secondary schools through providing additional supported study and mentoring and an increased focus on learning and teaching

We will continue to devolve finance out to secondary schools to complement their activities funded by Pupil Equity Funding. The focus will remain on supported study, mentoring and learning and teaching.