

ASPIR 2021 - 2022

ANNUAL SERVICE PLAN AND IMPROVEMENT REPORT

Excellent and Inclusive Education

glasgow.gov.uk



INTRODUCTION

The Annual Service Planning and Improvement Report (ASPIR) is a forward planning document that takes account of our past performance to help us set priorities and targets for the coming year. The report is part of the Council's Public Performance Reporting framework and is the document that sets the framework for our communication to staff, citizens and partners about the role and priorities of the service and how our performance will be assessed.

The Council agreed its new Strategic Plan in November 2017 setting out its priorities and commitments over 5 years.

This ASPIR reports on one of the seven strategic priority areas from the Council's Strategic Plan: Excellent and Inclusive Education.

Through the ASPIR we can detail how Education Services is supporting the delivery of the Strategic Plan and the city's new Community Plan by setting out the following:

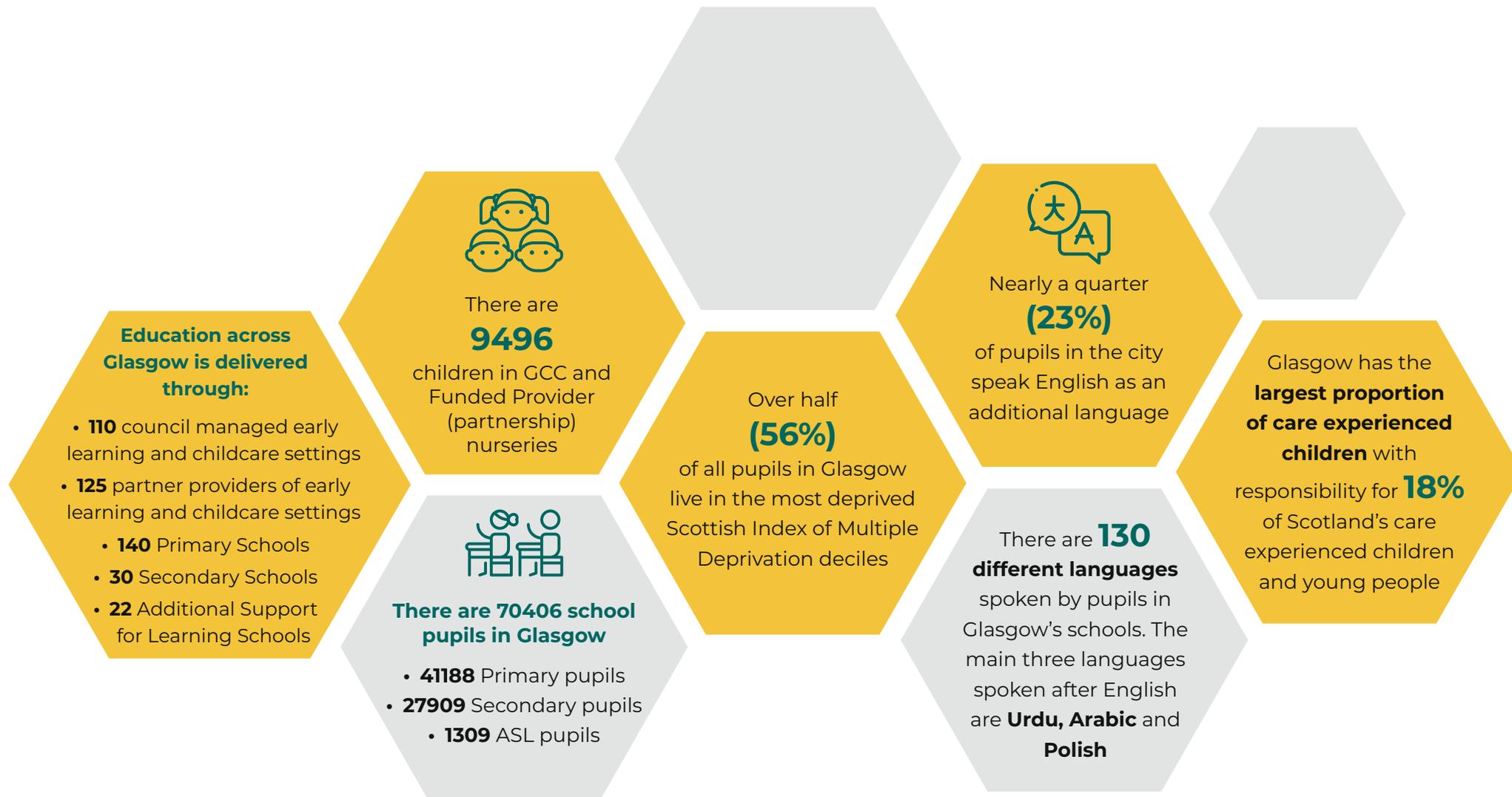
- How Education Services will deliver the strategic priorities set out in the Council Strategic Plan and Community Plan for the budgetary period 2021/22;
- How Education Services is demonstrating that it is providing Best Value and ensuring that it provides value for money (VfM) through the use of benchmarking 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 is also available at the links below:

- [Education Scotland Inspection Report – Glasgow](#)
- [Glasgow City Children and Young People Integrated Service Plan](#)
- [School Inspection Reports \(Education Scotland and the Care Inspectorate\)](#)



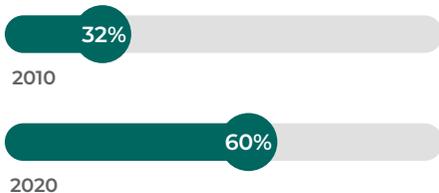
Challenging Context



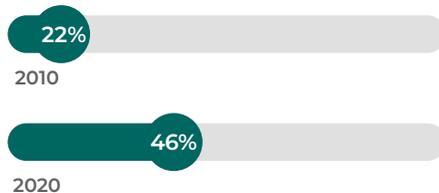
Positive Trends

Senior phase outcomes for young people have shown a positive upward trend over the last ten years.

Pupils achieving 1 or more Higher by the end of S5



Pupils achieving 3 or more Highers by the end of S6



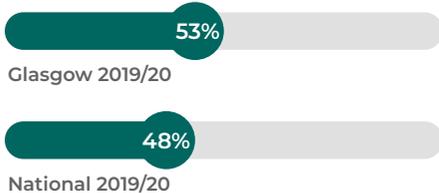
School leavers in a positive destination



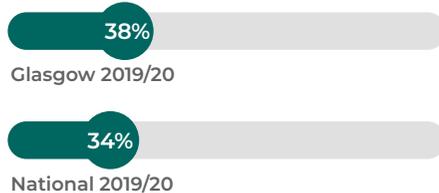
School attendance in Glasgow is consistently above 90%

When deprivation is factored in Glasgow outperforms the national cohort.

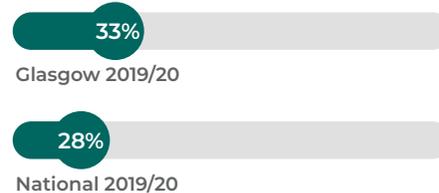
Pupils residing in SIMD 1 and 2 (most deprived) achieving 1 or more Higher by the end of S5



Pupils residing in SIMD 1 and 2 (most deprived) achieving 3 or more Highers by the end of S6



School leavers residing in SIMD 1 and 2 (most deprived) going onto Higher Education



Exclusions in our schools have reduced by 83% over the last ten years

EXECUTIVE SUMMARY

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.

The Executive Director for Education Services is supported by a team of Heads of Service. Each of these has responsibility for a function of the service including: raising attainment and achievement; curriculum and employability; quality improvement and leadership; learning, teaching and assessment; early learning and childcare and inclusion. Education Services has an expenditure budget of over £700 million. This constitutes 28% of the council's total service expenditure budget.

Education Services are responsible for the education of approximately 80,000 children and young people across the education authority's nursery, primary, secondary, and additional support needs provision. Over a quarter of all children and young people in Scotland who live in Scottish Index of Multiple Deprivation (SIMD) levels 1 and 2, the highest levels of deprivation, attend a Glasgow school. The demographic in Glasgow results in a significant number of schools having most or almost all of their children and young people coming from the 20% most deprived communities in Scotland.

Since March 2020 Education Services has been responding to the challenges of the COVID-19 pandemic. The key priority for Glasgow's education establishments has been to ensure that all staff, children and young people and families remained connected with a focus on wellbeing, compassion and care as well as learning. Schools and nurseries continued to work with their families during the closures, offering support and advice, learning plans and resources for learning at home. Glasgow remained committed to ensuring that all children and young people continued to improve and achieve their potential regardless of their circumstances.





Our focus on excellence and a persistent drive to reduce inequality across Glasgow runs through all our key documents: Glasgow City Council Strategic Plan; Glasgow Community Plan; Glasgow City Integrated Children's Services Plan; the National Improvement Framework and Glasgow's Improvement Challenge. By focussing on our key priorities we have continued to raise attainment while mitigating the impact of poverty on the educational outcomes of all learners.

Education Services is committed fully to investing in its staff as its key asset by supporting the development of all staff throughout their career. Outstanding approaches to career-long professional learning and leadership have strengthened the skills and knowledge of staff and, as a result, improved children's and young people's attainment.

We participate and actively support continuous improvement and benchmarking in a number of areas nationally and locally. National benchmarking tools as well as our own web based application FOCUS enable us to access and interrogate data and this has an impact on attainment and achievement. Local Improvement Groups across the city support improvement through self-evaluation and Education Scotland has a responsibility for monitoring and evaluating the quality of learning and teaching in schools. Glasgow is also part of the West Partnership, a collaboration of eight local authorities across the West of Scotland who share a vision to promote equity, excellence and empowerment across the partnership.

We aim to continue to strengthen the equalities agenda across all areas of Education Services so that equalities are explicit and a core element across our service. The Equalities in Education Working Group, which is comprised of senior departmental officers, centre staff and also senior managers and practitioners from Glasgow schools, directs equalities.

Some key highlights included in this year's ASPIR report include:

- **The proportion of pupils achieving 1 or more Higher by the end of S5 has almost doubled over 10 years.** When deprivation is factored in, Glasgow's attainment levels occupies a position in the top half of all authorities. Glasgow has consistently been above the national average in this respect.
- **93%** of school leavers moved on to a positive destination in 2020.
- **Attendance levels** in our schools are consistently over **90%** year on year.
- **Exclusions** in our schools have **reduced by 83%** over ten years.
- **Education Services have produced a series of papers**, Glasgow Stories of Recovery, which look at aspects of education in Glasgow and consider the impact of the pandemic on the lives of staff, children and their families.
- As a combination of the Council's **Connected Learning programme** and the government funded Digital Inclusion programme approximately **55,000 iPads and Chrome Books** have been issued, with almost all households now having access to at least one device.
- **Education Services have used positive action** to target BAME applicants to improve the diversity of the workforce.
- **Glasgow's Scottish Attainment Challenge 2015-20 Impact Report** found key strengths in the areas of reducing the impact of poverty on the educational attainment and achievement of pupils as well as approaches to career-long professional learning and leadership.
- The **SEEMIS Next Generation project** is underway and the roll out of Parents Portal, an application developed by the Improvement Service and SEEMIS that facilitates a digital relationship between parents, pupils and schools, has commenced.
- We have continued to develop a more strategic approach to delivering **equality and diversity curriculum** in schools that has been developed in partnership with the third-sector. We are now prioritising Systemic Leadership in race equality.

The ASPIR is organised as follows:

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SECTION 01

**Recovery,
Resilience and
Reconnection**

1.1 Coronavirus Pandemic

On 11 March 2020, the World Health Organisation declared the Coronavirus disease (COVID-19) a global pandemic. Schools and nurseries in Glasgow closed on 23rd March with the exception of those which remained open to operate as hubs for children of key workers and vulnerable children including those on the child protection register. The key priority for Glasgow's education establishments was to ensure that all staff, children and young people and families remained connected with a focus on wellbeing, compassion and care as well as learning. Schools and nurseries continued to work with their families during the closures, offering support and advice, learning plans and resources for learning at home. Glasgow remained committed to ensuring that all children and young people continued to improve and achieve their potential regardless of their circumstances.

1.2 Education Services

Framework for Recovery, Resilience and Re-connection

Glasgow has produced two documents [Education Services: Framework for Recovery, Resilience and Re-connection](#) and [The Nurturing City - Reconnection to school and nursery](#) to ensure reconnection to school is a time of recognising the emotional needs of the whole school community, ensuring children and their families feel welcomed back and looking forward with hope to new learning and renewed relationships. All pupils in Scotland returned to school full-time after the Easter holidays 2021.

Throughout each phase of the Scottish Government's road map out of lock down, we have been regularly publishing information online on the recovery, resilience and reconnection framework for our schools and learning. This includes [advice and guidance for schools](#) and [Scottish Qualifications Authority \(SQA\) exam diet](#) information for schools, parents/carers and young people.





Guidance for both [Primary](#) and [Secondary](#) schools has provided clarity to the approach which should be taken in planning the Glasgow 3Rs Curriculum. The West Partnership also produced two papers on [Blended Learning](#) which consider the benefits of blended learning as well as the barriers and challenges that must be overcome to ensure effective blended learning is achieved.

The 2021 National 5, Higher and Advanced Higher exams have been cancelled due to the disruption caused by COVID-19. The alternative certification model has been created in partnership with the National Qualifications 2021 Group in order to deliver results for National 5, Higher and Advanced Higher courses. This group includes representatives from across the education system including the National Parent Forum of Scotland and the Scottish Youth Parliament. SQA data from previous years can be found in section 6.

1.3 Glasgow Stories of Recovery

The Education Services research team and Glasgow Psychological Services have produced a series of papers which look at aspects of education in Glasgow and consider the impact of the pandemic on the lives of staff, children and their families.

The first three have now been published and will help shape the department's response to recovery, resilience and reconnection as part of the route out of lockdown and to help learn lessons from the impact of the pandemic on schools, children and young people, families and stakeholders:

- [Glasgow Stories - Education Services Covid-19 response Part 1](#)
- [Glasgow Stories of Recovery - Capturing Experiences of our ASL schools](#)
- [Glasgow Stories of Recovery - Working with Partners](#)

1.4 Digital Inclusion and Connected Learning

For the last three years we have been planning and developing our approach to digital learning. As a combination of the Council's Connected Learning Programme and the government funded Digital Inclusion programme approximately 55,000 iPads and Chrome Books have been issued.

Every member of teaching staff has a personal iPad. All pupils from P7 to S6 have a personal iPad. Class sets are available for P1 to P6. This was accelerated due to the pandemic. As part of this total of devices issued, the council purchased iPads/ Chromebooks and internet connectivity solutions (MiFi/ dongle) funded through the Scottish Government's Digital Inclusion fund. These have been issued to families identified by schools.

We know that there continues to be unmet demand. This has increased since November 2020, with schools telling us that there are a greater number of children and young people without access to devices at home. While we are in a much better position than the first lockdown in March, with almost all households now having access to at least one device, we recognise that challenges remain for some families. Additional iPads are due to be issued to schools in 2021 to address this unmet demand.



The image shows the exterior of Carntyne Primary School, a modern brick building with large windows and a prominent entrance. The text 'CARNTYNE PRIMARY SCHOOL' is visible on the upper part of the facade. The entire image is overlaid with a teal color scheme.

CARNTYNE PRIMARY SCHOOL

SECTION 02

Resources and Organisation

2.1 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). The Education (Scotland) Act 2016 introduced an additional duty to reduce inequalities of outcome for pupils who experience inequalities as a result of socio-economic disadvantage, that is, to reduce the poverty-related attainment gap.

When local authorities are proposing a change in education provision meeting specific criteria, 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 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. 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 £700 million.



2.2 Service Structure and Resources

Senior Management Structure

Below are details of the current senior management structure within Education Services and the areas of responsibility for each Head of Service.



**Maureen
McKenna**

Executive Director
of Education

Gerry Lyons

Head of Service North East

Raising attainment and achievement, curriculum and employability



- Glasgow's Improvement Challenge
- Curriculum
- Developing the Young Workforce
- Widening Access
- Additional Support for Learning North East

- » STEM
- » MCR Pathways
- » Duke of Edinburgh
- » EVIP
- » Development of career and work placement standards
- » Line management of Employability, Skills and Partnership team

Jim Wilson

Head of Service North West | Quality Improvement and Leadership



- Education Improvement Service
- Continuous improvement
- Leadership
- Data Protection
- Armed Forces (Named link)
- Additional Support for Learning North West
- » Links with GTCS and SCEL
- » Probationers and students
- » Professional Update, including strategic overview of PRDs/PDPs
- » Data management, including tracking of outcomes
- » Induction of heads and leadership pathways for all staff

Donnie MacLeod

Head of Service South | Learning, teaching and assessment



- Learning and teaching
- Assessment and moderation including SQA
- Digital Learning
- Family Learning
- Outdoor Learning
- Health and wellbeing
- Additional Support for Learning South
- » Partnership with Glasgow Life for community learning and libraries
- » 1+2 Languages
- » Learning for Sustainability, including international education
- » PEPASS and Blairvadach
- » English as an Additional Language, including Dyslexia Support Service



Jean Miller
Head of Children's Services



- Inclusion, including specialist provision
- Towards a Nurturing City
- Early learning and childcare
- Child Protection
- Equalities
- Psychological Services
- Links with HSCP, Police, Children's Hearings, etc.
- » Health and Wellbeing
- » Inclusion team and overview of HISS and VISS
- » Co-chair of Lead Officers group
- » Care experienced children and young people and young carers
- » Accessibility strategy

Heather Douglas
Head of Early Learning and Childcare



- Overview of all ELC service delivery, including strategic engagement internally and externally
- ELC policy development
- Leadership of the expansion and change programme
- » Resource management and procurement, commissioning and contract compliance
- » Statutory regulatory compliance



David McClelland
Head of Resources



- Finance and resources
- Chair of Gateway Board
- Client role with partners: CGI, Corporate Landlord, Amey, SEEMIS
- » Education rep on Lord Provost's Trust Fund
- » Administrative resource in schools and nurseries
- » Support for heads on budget, including Pupil Equity Funding
- » Early years expansion programme

Mary Arthur
Head of HR (Education)



- Workforce planning
- Organisational development
- Linking with all Heads of Service to support their strategic areas of responsibility
- Joint Secretary for LNCT
- Chair of education Joint Trade Union forum (JTU)
- Health and safety
- Technician Service



RESOURCES AND ORGANISATION

2.3 Staffing Levels

Tables 1 and 2 below provide the current demographic breakdown of our teaching staff and support staff across the whole of Education Services.

Education Services have targeted recruitment to BAME applicants to support increased requirement for support staff in the provision of Early Years services. We will continue to monitor our retention rate and offer support where required. We have also targeted access to our Early Years degree programme in 2020 to our current BAME employees and there are currently 24 BAME employees at various levels of training. As an enhanced qualification can lead to improved promotion opportunities we will continue to monitor closely our ethnic minority employees at Grade 5 +. Our overall % of ethnic minority support staff has increased from 4% to 6% and we hope to gradually increase this annually.

Table 1: Support Staff

GRADE(S)	MALE		FEMALE		WHITE		ETHNIC MINORITY		ETHNICITY NOT DECLARED		DISABLED		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1 to 4	108	5	2085	95	1541	70	108	5	544	25	33	2	2193
5 to 7	191	9	2004	91	1709	78	60	3	425	19	31	1	2195
8	10	10	92	90	87	85	4	4	11	11	4	4	102
9 to 14	5	36	9	64	13	93	0	0	1	7	1	7	14
Non PGS	12	20	48	80	47	78	7	12	6	10	2	3	60
Totals	326	7%	4238	93%	3397	74%	179	4%	987	22%	71	2%	4564

Table 2: Teaching Staff

Staffing levels at 31st March 2020

GRADE(S)	MALE		FEMALE		WHITE		ETHNIC MINORITY		ETHNICITY NOT DECLARED		DISABLED		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Teaching	1428	22	5102	78	4175	64	231	4	2124	33	116	2	6530

2.4 Financial Resources: Budget

This section provides summary details of the service revenue budget, by objective heading covering budgets over a two year period. A departmental analysis of expenditure by subjective level heading is also provided for both years (Tables 3 and 4).

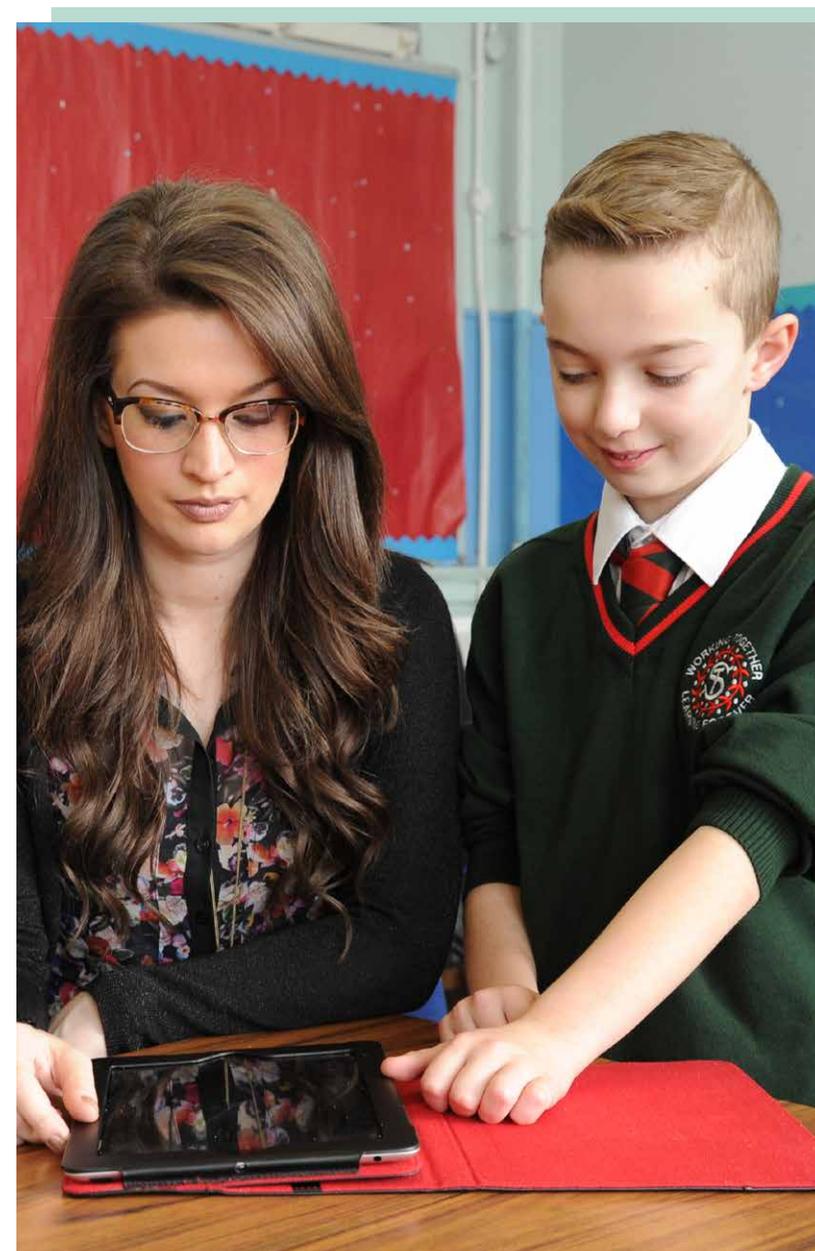
Table 3: Objective Analysis

2020/21 Budget (£)	Expenditure	2021/22 Budget (£)
9,006,000	Support Services	4,955,800
115,463,200	Early Years	122,001,300
220,628,400	Primary Schools	226,117,700
221,105,300	Secondary Schools	230,477,900
67,711,600	Additional Support For Learning	68,576,900
4,218,000	Schools - Other	7,707,600
3,175,100	Education Maintenance Allowance/Bursaries	3,176,900
122,600	Gateway	137,300
1,964,700	Education Improvement Services	1,952,600
2,864,400	Education - Miscellaneous	2,783,700
2,791,400	Education - Vocational Training	2,085,100
649,050,700	Direct Departmental Expenditure	669,972,800
63,555,700	Central Charges	65,137,000
712,606,400	Total Expenditure	735,109,800
	Income	
117,200	Support Services	120,000
1,556,700	Early Years	435,400
3,354,700	Primary Schools	3,358,400
3,316,600	Secondary Schools	3,323,300
1,844,500	Additional Support For Learning	1,879,500
834,800	Schools - Other	855,100
3,000,000	Education Maintenance Allowance/Bursaries	3,000,000
1,788,600	Education Improvement Services	1,790,100
15,813,100	Direct Departmental Income	14,761,800
696,793,300	Net Expenditure	720,348,000



Table 4: Subjective Analysis

2020/21 Budget (£)	Expenditure	2021/22 Budget (£)
450,138,400	Employee Costs	468,842,600
96,960,600	Premises Costs	100,333,200
11,264,900	Transport and plant	11,257,400
48,796,900	Supplies and services	47,976,500
11,238,200	Third party payments	10,911,400
30,651,700	Transfer payments	30,651,700
649,050,700	Direct Departmental Expenditure	669,972,800
63,555,700	Central Charges	65,137,000
712,606,400	Total Expenditure	735,109,800
	Income	
3,000,000	Education Maintenance Allowance	3,000,000
1,556,700	Early Years Fees	435,400
3,932,000	School Meals	3,932,000
1,788,600	EDIS Charges	1,790,100
1,682,600	School Lettings	1,765,300
3,853,200	Other Customer and Client Receipts	3,839,000
15,813,100	Direct Departmental Income	14,761,800
696,793,300	Net Expenditure	720,348,000



2.5 Financial Challenge

In 2021/22 Education Services have a total gross expenditure budget of £735 million. This constitutes 28% of the council's total service expenditure budget. In 2021/22 the council faces a financial challenge with saving targets of £15 million. As part of this, Education Services requires to deliver £0.3m million savings in 2021/22.

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

Glasgow also receives significant resources through Pupil Equity Funding. The 2021/22 funding allocation to the City totals £23.122m. 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/or registered for free school meals.

Glasgow is also an attainment challenge authority and 2021/22 bids have been approved for £8.05m by the Scottish Government across our five priorities.

Table 5: Service Budget Change Summary 2021-22

REVENUE BUDGET CHANGE SUMMARY			
REF	TITLE OF BUDGET CHANGE	REASON FOR CHANGE (Investment, Income Maximisation, Service Review, Resource Redirection)	FINANCIAL IMPACT (£000)
			2021/22
21ED10	Early Years Operating Efficiencies	Efficiency	(200,000)
21ED13	Increase in Early Years Charges	Income Generation	(78,000)
21ED14	Central Services Efficiencies	Efficiency	(26,000)
Total			(304,000)
NET BUDGET CHANGE (£)			(304,000)
			(0.04)%

2.6 Capital Investment

In February 2019 the Council approved its first ever overarching Property and Land Strategy covering the period 2019-2029. The strategy covers all land and property assets owned and operated by the council, and is underpinned by three complementary and interdependent plans; community assets, heritage assets and vacant and derelict asset plans.

In 2012 the council launched its refreshed Education Estate Strategy 2012-2017, the 4Rs Strategy for Glasgow – Right Schools, Right Size, Right Place, Right Time, which focused on the four key challenges of improving the quality of the school estate, managing the increasing population of the city, meeting the needs of community and effective planning of supply and demand. These key themes are still relevant and the updated Education Estate Asset Plan 2020-2030 not only focuses on these, but also supports the objectives of the wider Property and Land Strategy.

Within the Council's portfolio of operational buildings the education estate is the largest sub-set. The council remains committed to providing high quality learning and teaching environments for the learners of the future. This will ensure that children, young people, staff and communities have high quality, vibrant learning and teaching environments which support the council's commitment to raising attainment and achievement. This remains an underpinning principle within our asset plan.

On an annual basis, the council is required to report to the Scottish Government on the condition and suitability of the Primary and Secondary Estate.



RESOURCES AND ORGANISATION

Our 2020-2030 asset plan focuses on the following key themes:

- Condition & Suitability
- Demand vs Capacity
- A Suitable & High Quality Learning Estate
- Environmental Sustainability / Climate Resilience / Energy Reduction / Net Zero Carbon
- The PPP Estate
- Links with the Property & Land Strategy
- Consultation and Engagement with stakeholders

Table 6: Capital investment options approved for 2021/22

CAPITAL INVESTMENT		
OPTION	COUNCIL STRATEGIC PLAN THEME	INVESTMENT (£m)
Ongoing General Capital Investment – inc New North Kelvinside School	Excellent & Inclusive Education	£20m
Ongoing Early Years Expansion Investment inc New Nurseries	Excellent & Inclusive Education	£30m
New Extension – Carntyne PS	Excellent & Inclusive Education	£1.5m
New Extension – St Paul’s High School	Excellent & Inclusive Education	£6.5m
New Gaelic Medium Education PS	Excellent & Inclusive Education	£16m est
New City Centre PS	Excellent & Inclusive Education	£10m est
Total Investment (£m)		£84m



SECTION 03

Meeting Strategic Plan Commitments

MEETING STRATEGIC PLAN COMMITMENTS

3.1 Strategic Plan Commitments

Reporting on progress in delivering the strategic priorities outlined in the Council's [Strategic Plan 2017-2022](#) is a key task of the ASPIR report.

These seven priority areas from the Strategic Plan are the key focus areas for reporting:



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 strategic priority 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 closing the gap with the rest of Scotland. Our actions on education and childcare support the Community Plan priorities.

Strategic Plan Outcomes

- Our attainment levels improve across all of our schools so that all our children and young people can fulfil their potential.
- All our children and young people go on to a job, or a training opportunity or higher or further education.
- Children and young people benefit from early intervention and prevention approaches.
- Equality and diversity is recognised and supported and human rights promoted.

Some actions related to the strategic plan have been delayed due to the impact of COVID-19. The expansion of funded ELC, originally intended for August 2020, was paused in April to give local authorities the flexibility to focus on responding to the pandemic. The new date of August 2021 has now been agreed.

There have also been delays to some actions associated with the strategic plan priority **“Improve the percentage of pupils going to a positive destination when they leave school”**, this is due to difficulties some partner organisations faced in delivering employability programmes throughout the pandemic.

MEETING STRATEGIC PLAN COMMITMENTS

A review of Strategic Plan commitments was undertaken to consider the impact of the COVID-19 pandemic. Amendments related to the pandemic were minimal but some areas were identified for proposed amendment in order to better reflect strategies, decisions and policies agreed by council since 2017. The proposed changes relating to Education Services are as follows:

Commitment Agreed in 2017	Proposed Amended Commitment
Excellent and Inclusive Education	
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.	Deliver the commitment to digital learning and teaching set out in the Digital Glasgow Strategy . Reason: The Digital Glasgow Strategy supersedes this 2017 commitment and provides a broader strategic framework and governance arrangements.

For more detailed information on the commitments, actions and planned activity for 2021/22 for Excellent and Inclusive Education please see appendix 1.



MEETING STRATEGIC PLAN COMMITMENTS

3.2 Community Plan Priorities

The [Glasgow Community Plan](#) 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



A fairer and more equal Glasgow

And two **priority areas**:



Childcare



Transport

The [Community Action Plan](#) includes strategies and plans that will be implemented by partners either individually or in conjunction with other partners. The Action Plan includes information on the ways in which Education Services is engaged or contributing to the development of the Glasgow Community Plan.

The Social Recovery Taskforce, established in light of the pandemic, will deliver a refreshed Community Action Plan. Membership is wide ranging and draws extensively, though not exclusively, from partners on the Glasgow Community Planning Partnership (GCPP) Strategic Partnership and the GCPP Executive Group. There is a strong focus on equalities and on ensuring that agreed priorities and recovery approaches are shaped by a strong voice from those with lived experience of poverty and inequality in particular.

The March 2021 [Social Recovery Taskforce executive summary](#) provides an update on the key messages and status of each workstream. Key messages relevant to Education Services include:

- **Mental Health** – considerable planning for supports for young people around mental health
- **Technology and Digital** – allowing schools to continue to function through delivery of the Connected Learning programme and Digital Inclusion
- **Child Poverty** – digital rollout has continued, commencing roll out of Financial Advice in further secondary schools



SECTION 04

Service Priorities

4.1 Our Priorities

Education delivery in Scotland can present as a complex landscape which is why, in Glasgow, we focus on a small number of key priorities which align with the National Improvement Framework and also allow us to develop Glasgow's Improvement Challenge; the city's response to the Scottish Attainment Challenge. We have continued to focus on these priorities, driving them deeper and deeper to secure improvement. 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.

The priorities are as follows:

- Raising attainment and achievement through Glasgow's Improvement Challenge;
- 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; and
- Make best use of our finance and resources to help ensure the best outcomes possible for our children and young people.



SERVICE PRIORITIES

Raising attainment and achievement through Glasgow's Improvement Challenge

In 2015, we launched Glasgow's Improvement Challenge 2015-2020 which includes the Scottish Attainment Challenge. There are five main strands which have been agreed with schools, nurseries and the Scottish Government:

- 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; and
- Raising attainment in secondary schools through providing additional supported study and mentoring with a continued focus on improving learning and teaching.

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.

We provide comprehensive reports to the Scottish Government on Glasgow's Improvement Challenge. We also have regular monitoring meetings with Education Scotland and the Scottish Government.

As part of GIC, schools work collaboratively; challenging and supporting one another within their Learning Communities, family clusters of schools with similar characteristics and Local Improvement Groups.

Every school has an improvement plan which focuses on raising attainment. As a result of Glasgow's Improvement Challenge, across the primary context, learners' performance, in almost all measures, has improved. The proportion of primary pupils from SIMD deciles 1 and 2 achieving the expected level or better for reading, writing, talking and listening, and numeracy has improved. Although it is clear that attainment in literacy and numeracy continues to be linked to deprivation, the gap between those living in the 20% most deprived Datazones and those living in the 20% least deprived SIMD Datazones in Scotland, is closing. In the secondary context, there is continuing improvement in the numbers of young people leaving school with greater levels of literacy and numeracy, and with better qualifications particularly at Higher level.

Glasgow's Scottish Attainment Challenge 2015-20 Impact Report found the following key strengths:

- The very strong council-wide vision focused on reducing the impact of poverty on children, families and communities. The work of Glasgow's Improvement Challenge has remained a core priority across Education Services over the last five years and is promoted as 'core business' by the Executive Director. It is promoted that it is the work of all staff to work to promote excellence, equity and empowerment across the city.
- The exceptional progress made in reducing the impact of poverty on the educational attainment and achievement of children and young people. Although in primary schools there remains an attainment gap between those living in SIMD 1 and 2 and those living in SIMD 9 and 10, it is closing. The gap has moved from 17.8% in 2015-16 to 14.8% in 2018-19; closing by 3 percentage points. In primary schools, pupils from the most deprived areas continue to perform above the national average for all BGE numeracy NIF measures. At senior phase, outcomes for young people have shown a very positive upward trend over the last five years. Overall, young people are leaving school with better qualifications particularly at SCQF6. Glasgow City Council is mitigating the impact of poverty very successfully for its young people at the senior phase across a number of measures.

SERVICE PRIORITIES

- Outstanding approaches to career-long professional learning (CLPL) and leadership which have strengthened the skills and knowledge of staff and, as a result, improved children's and young people's attainment. The CLPL programme developed for Challenge Leaders of Learning has received accreditation from the General Teaching Council of Scotland and has had measurable impact on staff knowledge, confidence and learner experience across the city.
- Education Services have strongly promoted the importance of long-term sustainability across all aspects of their universal and targeted approaches to permanently reduce the impact of poverty on outcomes for children and young people. The capacity building approach built within the Challenge Leader of Learning model ensures knowledge and skills are developed across staff teams and that leadership of learning is a responsibility of all teachers.

Next steps:

- Continue to increase curriculum for excellence achievement levels at all stages through increased levels of rigour, effective use of data and improved professional dialogue; and
- Continue to focus on assessment and moderation to increase and refine understanding of achieving a level in the broad general education to impact further on narrowing the poverty-related attainment gap.

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 will be continuing to extend our provision for early learning and childcare in order to meet the national commitment to deliver 1140 hours of free 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

In Glasgow we aim to ensure that all our schools and nurseries are places in which children feel welcomed, nurtured and secure. 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 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.

In addition to taking into account the National Improvement Framework, Education Services must contribute to the priorities identified in the Glasgow City Integrated Children’s Services Plan 2020- 2023 and Glasgow City Council Strategic Plan 2017-2022.

SERVICE PRIORITIES

Glasgow City Integrated Children's Services Plan 2020- 2023

The Glasgow City Integrated Children's Services Plan 2020- 2023 outlines the key priorities for supporting children, young people and families across all of our agencies in the City.

The **five priorities** are:



Children and young people are safe, protected and valued in their communities and neighbourhoods



Children and young people's health and wellbeing is promoted and improved



Children and young people are well supported in their homes and communities



Children and young people achieve high quality outcomes through excellent and inclusive education and employment opportunities



Children and young people are involved and included and their views are influential in the development and delivery of services

Details of the Glasgow City Council Strategic Plan 2017 – 2022 can be found in Section 3 of this document.



SERVICE PRIORITIES

4.2 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.

Teaching Staff

Career long professional learning should be a key focus for every teacher. In January 2021, the General Teaching Council for Scotland published refreshed professional standards.

The refreshed and revised Professional Standards now include a section called 'Being a teacher in Scotland' which highlights the professional values of social justice, trust, respect and integrity as being at the heart of what it means to be a teacher in Scotland. This roots the Professional Standards as a framework that supports what it means to become, to be and to grow as a teacher in Scotland.

Having a strong focus on professional values helps teachers develop their professional identity and underpins a deep commitment to all learners'

cognitive, social and emotional growth and wellbeing. As part of GIC, schools work collaboratively; challenging and supporting one another within their Learning Communities, family clusters of schools with similar characteristics and Local Improvement Groups. Commitment to reflecting on the connections between values and actions and career-long professional learning is a critical part of developing teacher professionalism.

Each establishment should 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. The regular meetings of school staff development co-ordinators ensure professional learning remains a priority.

Support Staff Development Planning

We are committed to all staff undertaking high quality professional learning and, where appropriate, gaining additional qualifications linked to their role. During 2019, we undertook a pilot of the agreed teachers PRD model with a small group of Early Years employees and Support for Learning Workers. The evaluation of the pilot was very positive and we plan to roll this model out across the service. We have shared the findings from the pilot with the relevant trade unions. The Glasgow Improvement Challenge team (GIC) have provided a range of development opportunities for support staff to increase their knowledge in supporting literacy and numeracy. Opportunities have been provided for Support for Learning Workers to achieve additional qualifications. The GIC have been pivotal in the development of the Lead Practitioner (Attainment) posts in our nurseries. Child Development Officers are also supported financially and with time off to gain additional qualifications. Glasgow Psychological Service and NHS are also providing a range of specialist training to support staff.



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

We have increased considerably the percentage of support staff who have now recorded their diversity and we will continue to pursue improvements in teachers recording their diversity. We have worked closely with the Centre for Ethnic Minorities, Al-Meezan, a Muslim Women's Day Centre and the Sikh community to provide targeted recruitment opportunities.

4.3 Education Services Stakeholder Survey

Excellent and Inclusive Education is one of seven priority themes outlined in Glasgow City Council's Strategic Plan 2017-2022. There are a range of priorities associated with this theme one of which is involving stakeholders in the educational journey and building resilient links between home, school, community and the workplace.

As part of this process of keeping stakeholders involved, Education Services conduct an annual stakeholder survey to gather the views of pupils, parents and carers and staff working in Glasgow's educational establishments. This survey gives stakeholders the chance to share their experiences and perceptions of Education Services.

In April 2019 we launched our second survey. Each stakeholder group was provided with a survey specifically tailored to their relationship to Glasgow's schools and nurseries (staff). The views of parents who use our nurseries are gathered through a more comprehensive survey in line with our legislative requirement. As part of the National Action Plan on Parental Involvement and Engagement the Scottish Government asked all 32 local authorities to undertake a census with parents in their local authority area. Rather than issue an additional survey, Education Services used the findings from this census to collate the views of parents and carers. The response rate in 2018/19 was an improvement on the previous year's stakeholder survey. However relative to the number of pupils, parents/carers and staff in Glasgow the response rate was still relatively low and therefore the findings should be interpreted with some degree of caution.

Below is a breakdown of the number of responses received by respondent type:

- Parent/carers – 6211
- Pupil – 2865
- Staff (School based) – 1847
- Volunteer – 25

The majority of respondents across all stakeholder groups hold a positive view of the education being delivered to children and young people through Glasgow's Education Services. Feedback suggests the city's educational establishments are fulfilling their obligations to pupils, parents/carers and staff with high levels of satisfaction being reported across the board. A very low proportion of respondents selected a negative option when responding.

Staff (School Based)

- Levels of job satisfaction are high in Glasgow's establishments with three quarters (75%) of staff respondents indicating that they are either satisfied or somewhat satisfied in their role. Less than 15% of respondents said that they were dissatisfied.
- The professional learning of staff throughout their career has consistently been regarded as a key element in the drive towards continuous improvement and raising standards. 79% of school staff respondents agreed or somewhat agreed that there are training and development opportunities in their role.
- Education Services in Glasgow continues to have a strong equality agenda. 69% of school based staff respondents agreed or somewhat agreed that there are equal opportunities for all staff in Education Services.

Children and Young People

- Pupils hold a positive view of their school overall. 90% of pupil respondents believe their school is ok, good or very good. The majority of pupil respondents (60%) feel their school is either good or very good. Less than 10% of respondents expressed a negative attitude towards their school.

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- Most pupil respondents (87%) said they like going to school at least some of the time with very few respondents indicating that they never enjoy school.
- Over 90% of pupil respondents agreed to some extent that they felt safe and included at school.

Parents/Carers

- Glasgow recognises that parents and carers are key partners in their children's learning and from the responses, the authority appears to be taking an effective approach to communicating with this stakeholder group. Nearly 70% of parent/carer respondents were satisfied that their child's school engages with them.
- The survey results suggest Glasgow's schools provide a welcoming environment for parents and carers with over 80% of parents/carers agreeing that school staff are approachable.
- Over three quarters (76%) of Glasgow's parent/carer respondents take the view that they are kept well informed about their child's progress.

Details of the national level results from the National Parental Involvement and Engagement ([PIE Census](#)) can be found in the National Improvement Framework Interactive Evidence Report - PIE Census.

A survey for members of the community who have volunteered in schools or are interested in volunteering was also published, however the response rate was very low (25 responses) and therefore not statistically meaningful.

The 2019/20 and 2020/21 Stakeholder Survey were suspended due to the COVID-19 pandemic. We plan to carry out another survey in 2021/22.



4.4 SEEMIS: Next Generation

SEEMiS is the Education Management Information System (MIS) provider for all 32 local authorities and schools across Scotland. It is a platform that provides essential administrative functionality to all users within school education in Scotland. SEEMiS is also used to support key education stakeholders and agencies such as SQA, ScotXed, SNSA and Glow. Following a strategic review of SEEMiS it was assessed as reaching end of life and no longer fit for purpose in the digital age.

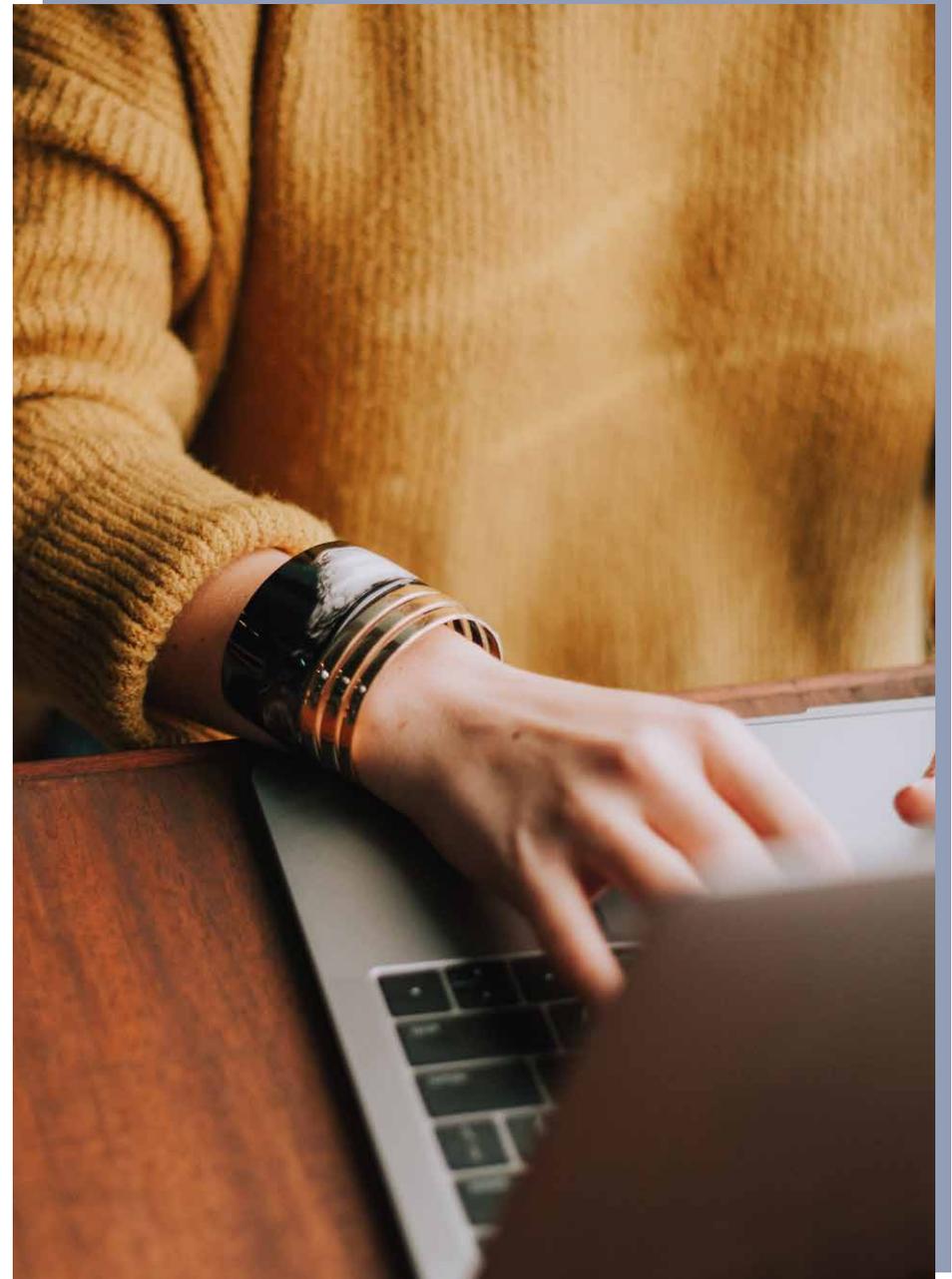
A project is now well under way with a co-development partner (Alscient) to develop SEEMiS Next Generation. This is being funded by all 32 Local Authorities. At the same time a Government funded Early Years MIS is being developed to replace the current Nursery Application Management System (NAMS).

A SEEMiS Next Generation Project Board has been established to oversee the key areas of work which include:

- Retirement of Legacy Modules
- On-boarding of Replacement Modules
- On-boarding of existing products
- On-boarding of new SEEMiS products
- Staff Training

SEEMiS Next Generation will be more user friendly and flexible than the previous system. In addition Glasgow will roll out Parents Portal, an application developed by the Improvement Service and SEEMiS that facilitates a digital relationship between parents, pupils and schools. Using Parents Portal a parent can sign in using a single sign in approach (powered by the mygovscot - myaccount service), enabling them to view information about their child's education, pay for school meals and in time, update their own data, and process a school placing request.

The roll out of Parents Portal has commenced with SEEMiS Early Years and SEEMiS Next Generation set to launch in schools and nurseries in 2021/22.



4.5 UNESCO Global Network of Learning Cities

The [UNESCO Global Network of Learning Cities](#) (GNLC) is an international policy-oriented network providing inspiration, know-how and best practice. Glasgow was accepted as a member of the UNESCO Global Network in June 2019. Since becoming a member Glasgow established a UNESCO Board chaired by the Executive Director of Education. The Board has representation from GCC, higher and further education institutions across the city and the third sector.

Glasgow has been welcomed as a member city of the thematic cluster on Education for Health and Wellbeing. The cities of Cork (Ireland) and Osan (Republic of Korea) lead exchanges as the cluster's coordinating cities.

Our UNESCO GNLC Progress Report will be submitted in 2021.



A photograph of two women wearing hijabs sitting at a desk in a classroom, looking at papers and smiling. A calculator is on the desk. The image has a purple tint. In the background, another student is visible at a desk, and there are bulletin boards on the wall.

SECTION 05

Benchmarking, Inspection and Equalities

BENCHMARKING, INSPECTION AND EQUALITIES

5.1 Local Government Benchmarking Framework (LGBF)

The 2019/20 report is the ninth annual report for the [Scottish Local Government Benchmarking Framework](#) (LGBF). The LGBF provides evidence of trends in how councils allocate resources, the performance of key council services and levels of public satisfaction with the major services provided and commissioned by councils. The rich data supports evidence-based comparisons between similar councils and over time, providing an essential tool for policy makers and the public.

This year's report draws on 10 years of LGBF data to provide an evidence-based picture of where Local Government had reached pre-Covid. The pandemic has altered the landscape and fundamentally affected Local Government services and the lives of the communities it serves. Going forward, the continuity provided by the LGBF will be invaluable in understanding the long-term impact of Covid on communities and Local Government services.

In 2019/20, Councils were operating in a more challenging context than when the LGBF began in 2010/11. Total revenue funding for councils has fallen by 7.2% in real terms since 2010/11 (and by 5.4% since 2013/14). Recent uplifts in funding have been insufficient to offset the major reduction in funding experienced over the last ten years. Funding for Councils is not increasing at a sufficient pace to keep up with demands.

The overall funding position as set out above is exacerbated by the following pressures councils have had to manage across the last ten years: growing demographic pressures; increasing costs, including the impact of living wage and pay settlements; additional impacts on demand from increasing levels of poverty; and higher public expectations. Councils have also faced increasing national policy and legislative demands, with a growing proportion of funding which has been ring fenced for these initiatives, reducing the flexibility councils have for deciding how they plan and prioritise the use of funding to respond to local priorities.





Despite significant and ongoing funding pressures, the long-term trends in the LGBF reveal that Local Government has continued to do well in sustaining performance.

Measures of educational outcome continue to show positive progress overall, but particularly for children from the most deprived areas showing the value of the council's holistic approach to children's services.

LGBF Education Indicators

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

- Cost per pre-school education registration - Glasgow has an above average spend.
- Cost per primary school pupil - Glasgow has a below average spend.
- Cost per secondary school pupil - Glasgow has an above average spend.
- Overall average tariff points - Glasgow has a below average result.
- Average total tariff SIMD Quintile 1 (most deprived): Glasgow has an above average result.
- Percentage of pupils gaining 5+ Awards at Level 5 or higher – Glasgow has a below average result.
- Percentage of pupils gaining 5+ Awards at Level 6 or higher – Glasgow has a below average result.
- Percentage of Pupils from deprived areas gaining 5+ Awards at Level 5 or higher – Glasgow has an above average result.
- Percentage of Pupils from deprived areas gaining 5+ Awards at Level 6 or higher – Glasgow has an above average result.

When deprivation is factored in, Glasgow's attainment levels occupy a position in the top half of all authorities. Glasgow has consistently been above the national average in this respect.

5.2 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 other schools and authorities which may have a very different pupil profile. The virtual comparator offers a fairer comparison that allows us to undertake appropriate evaluation and improvement activities.

Insight also allows for comparisons at a national level as well as now offering the opportunity for analysis at Regional Improvement Collaborative (RIC) level. This facilitates useful reflection on performance to identify areas for improvement as well as to highlight success.

The Scottish Governments BGE (Broad General Education) Benchmarking Tool has a similar function in respect of the broad general education. It allows local authorities to analyse achievement of curriculum for excellence data in a consistent way with access to a range of options to facilitate professional dialogue about improvement. Unlike Insight the tool provides actual comparators rather than virtual ones. The BGE tool offers the opportunity for schools to compare their performance with other similar schools using a comparator methodology based on nine comparator factors considered to have an influence on attainment. The tool supports improvement planning and can help identify poverty related attainment gaps.

The West Partnership

The [West Partnership](#) is a collaboration of eight local authorities across the West of Scotland; East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire, and West Dunbartonshire. 35% of Scotland's school population attend a West Partnership school. There is a shared vision to promote equity, excellence and empowerment across the partnership.

The [Regional Improvement Plan](#) sets out the aims and actions that will be delivered collaboratively across the eight partner authorities. The West Partnership is setting an ambitious and aspirational agenda to close the poverty related attainment gap (equity) and improve attainment and achievement for all (excellence). The West Partnership is overseen by the Glasgow City Region Education Committee made up of the Education Conveners (or similar) from each of the partner authorities. The Board has responsibility for the strategic overview of the work of the West Partnership, with overall responsibility for the development and delivery of the Regional Improvement Plan, including overall responsibility for the finance and resources for the Partnership.

Glasgow

FOCUS

FOCUS is a web based application, designed by Education Services, intended to support schools to access and interrogate holistic data across the Broad General Education (BGE) in line with the government's Scottish Attainment Challenge. Every primary and secondary school in Glasgow has access to the tool. FOCUS lets schools examine their achievement of curriculum for excellence levels data through a number of lenses including; deprivation using the Scottish Index of Multiple Deprivation (SIMD), English as an additional language and free school meal entitlement. For benchmarking purposes schools are provided with comparator schools

BENCHMARKING, INSPECTION AND EQUALITIES

(10 for each primary school and 5 for each secondary school). The comparator methodology matches schools with other schools in the city with similar demographic characteristics. The purpose of this is to encourage collaborative working between schools to identify areas of good practice and to target interventions and improvements.

Schools use FOCUS in a number of areas including; providing evidence to support work around the Scottish Attainment Challenge and Glasgow's Improvement Challenge, helping schools to target interventions using the Pupil Equity Fund and identifying good practice in schools as well as areas for improvement. FOCUS was highlighted as a "valuable online analysis tool" in the Education Scotland Local Authority Inspection report published in March 2019 which was linked to the Scottish Attainment Challenge.

FOCUS has been purchased for use by several other local authorities in Scotland and we are currently in the development phase of versions of the tool for ASL schools, the city's Gaelic schools and also our Early Years establishments.

Local Improvement Groups

There are eight Local Improvement Groups (LIGs) 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 the themes of Glasgow's Improvement Challenge and The National Improvement Framework within a Glasgow context.

The City Supporting Improvement Team (C-SIT) is in place to drive self-improvement across Education Services; ensuring strategic alignment across local improvement groups and strategic geographical areas. A planned thematic review of Family Learning will be continued once COVID restrictions are eased.



BENCHMARKING, INSPECTION AND EQUALITIES

5.3 EFQM

Education Scotland has a responsibility for monitoring and evaluating the quality of learning and teaching in Scottish schools, and Education Services, through inspection processes. The Education Scotland frameworks '[How good is our school?](#)' and '[How good is our early learning and childcare?](#)' are used by our nurseries and schools to support self-evaluation and reflection by practitioners at all levels.

These national documents are complemented by Education Services' [Supporting Improvement](#) documentation which is designed to focus on what works and matters to secure the highest quality outcomes for our children and young people, with an unrelenting focus on learning and teaching. It aligns with the National Improvement Hub and Glasgow's Local Improvement Groups, bringing together a range of frameworks and improvement tools to support collaborative approaches and the sharing of expertise.

Self-evaluation activity undertaken within schools, in partnership with all stakeholders, is the responsibility of all staff. It is at the heart of school improvement. As collegiality is a key element of the national teachers' agreement, it is right that collegiality and partnership is at the core of sound educational practice and management, and is an explicit feature of Securing Improvement. Key messages apply across all sectors and underpin self-evaluation for school self-improvement.

Securing Improvement focuses explicitly on [Glasgow's Improvement Challenge](#) (GIC) which takes a holistic approach to taking forward improvements for all children, young people and families. Our direction of travel aligns well with government priorities, whilst maintaining our commitment to developing these within the context of Glasgow learners.



BENCHMARKING, INSPECTION AND EQUALITIES

5.4 Inspection

School Inspection

Education Scotland carry out inspections in schools across all 32 local authorities in Scotland aiming to promote improvement in early learning and childcare settings as well as focusing on the quality of children's learning and achievement in primary and secondary school. They have a particular interest in how the school develops children's skills and understanding in literacy, numeracy and health & wellbeing.

In February 2020, inspections were halted due to the pandemic.

School Inspection reports can be found on the Education Scotland website - [Education Scotland - School Inspection Reports](#).



BENCHMARKING, INSPECTION AND EQUALITIES

5.5 Equalities

As published, the current [Equalities Outcomes 2017 to 2021](#) and the revised outcomes post 2021 remain a key driver for equality and justice. The three elements of the General Duty for Equalities remain unchanged:

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

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

The Equalities in Education Working Group (EEWG) which is comprised of senior departmental officers, centre staff and also senior managers and practitioners from Glasgow schools continue to direct equalities. The EEWG also invite external partners as and when appropriate to support our work.

Whilst we have faced many challenges Covid related, our work is progressing well. We continue to ensure our education estate in Glasgow and our local authority moves forward. We have also taken key steps in the area of Race Equality particularly as a direct result of the BLM Movement. We are fortunate to be working closely with CRER, Education Scotland and the Scottish Government in related matters. Staff development, supporting curriculum opportunities and linking with young people have been key focus areas.

Here are some highlights of the work of the EEWG this year to April 2021:

- LGBT Youth Scotland continue to deliver Charter work with 13 secondary schools and 6 primary schools. Some are making more progress than others based on their context. Training is a key component of the Charter and this has had to go online in the current climate.
- The EEWG agreed to postpone the annual Pride Lite since an online event is not appropriate. Feedback tells us that young people like to network personally at our annual event. We will review the position upon return in the next session.
- The new Equalities section of the Education intranet will be completed shortly with more resources and signposting.
- The development of the new Equalities policy framework for schools has been completed and is currently out for consultation to our city heads to adapt further, make it school friendly and to help capture their vision and commitment to equalities. This will also be shared and discussed with our young people's group.
- The Education Equalities team has worked with the Corporate Equalities team to complete our Equality Outcomes for 21-25.
- We have collated the responses from an equality audit across all schools to give us a better understanding of schools' activities in relation to equality and the support they need to move forward.
- Our Psychological Services colleagues are working to construct a survey for young people about experiences at school and how we can very practically improve our work. This will be used as a baseline and we can regularly reuse this to measure progress.
- Within schools, evidence from our Education Perspective Reports schools are completed annually supported by the self-evaluation tool developed by the EEWG.

BENCHMARKING, INSPECTION AND EQUALITIES

- A Social Subjects curricular group has been established to look at improving the curriculum. They are identifying resources at present. The graphics are being finalised for a new primary pack. The Equalities section in the intranet should become a rich source of resources information.
- The officer who leads on Developing the Workforce is planning events to challenge stereotypical thinking about the appropriateness of certain careers. This includes looking at promoting teaching as a career to black young people.
- We have developed links with the Glasgow Disability Alliance to improve our support to young people and families.
- Annual Reviews of the new equality policy by our Improvement service.
- Analysis of statistics from the 'Bullying and Harassment' SEEMiS tool – We are creating a group involving colleagues from Glasgow Psychological Services and the Equalities team to review the data from this tool and the messages it tells us. The data will be discussed at the Area Team meetings similar to how we use Child Protection and Health and Safety statistics.
- In partnership with CRER, we have delivered presentations to all secondary and primary Headteachers. We are now working with three secondary schools to roll out a presentation with staff and pupils in those schools. This work taking forward "Systemic Change of Leadership of Race Equality".
- A focus group of black young people identified by their schools met with the Deputy First Minister, John Swinney, the Minister for Equalities, Christina McKelvie and representatives from Education Scotland. They wanted to hear about the challenges in schools and the work happening in Glasgow.
- We are working closely with Education Scotland and Scottish Government colleagues in partnership, improving resources and activities to promote race equality.
- This young people's focus group will continue to meet and schools will be asked to nominate more representatives. Young people from this group spoke at a Diversity in Teaching event, Scottish Government key partners, including our service, attended this.
- Equalities training continues to be offered and delivered across the service. This includes input at area head teachers meetings, as well as CPD programmes staff have accessed through CPD manager.
- Glasgow online has a specific link for equalities, and this online link provides partner links for equality work, information, guidance, resources, and sign posting for materials, programmes and lesson plans supporting equalities work linked to protected characteristics.
- The Equalities in Education Working Group (EEWG) continues to work across protected characteristics and with colleagues from the primary sector are developing a specific resource pack around race and equality for the primary sector.
- Currently there is a specific focus on Race Equality with whole school (Secondary in first phase) Race Equality training soon to be delivered across establishments.
- Work with the Rights of the Child and Global Citizenship continues to be undertaken across establishments.
- Psychological Services continue to support LGBT awareness campaigns, for example celebrating and advertising LGBT History Month and Purple Friday through their Twitter account. They produced a video resource highlighting the lived experiences of young people to be used by schools.

BENCHMARKING, INSPECTION AND EQUALITIES

In Education Services we have also undertaken a number of initiatives to try and increase the diversity of our workforce. We have recently been working with the EIS who have a BAME network to try and improve the diversity of our teaching workforce and also to understand better the challenges faced by BAME teachers in seeking promotion;



We are providing an opportunity for BAME teachers to participate as a panel member for class teacher posts to fully understand and experience the process of decision making at all stages of recruitment and appointment.



We have launched an online pilot of selection recruitment training, including an enhanced section on “Unconscious Bias in Recruitment” with material provided by the EIS BAME network.



We will be advertising internally on [myjobscotland](https://myjobscotland.gov.uk/) a number of Fixed Term PT appointments for schools and seeking applications from current teachers who have identified as BAME.

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



Equality Impact Assessment

EqIA is a method or tool for assessing the effects or impacts of a council policy or function on removing barriers to equality. Research shows that the way organisations do things can have unintentional negative effects on groups of citizens; this is known as institutional discrimination. The Equality Act 2010 introduced a new public sector equality duty which requires public authorities to try and eliminate discrimination; promote equality and good relations across a range of protected characteristics. The Equalities Impact Assessment (EqIA) is one way to ensure public policies meet these legal requirements. We have revised our equality impact assessment process to take into account the change in legislation and the addition of protected groups. Further information on EqIA, including a list of completed assessments, can be found [online](#).



SECTION 06

SQA

6.1 SQA performance and leaver destinations

The examination diet for 2020 was cancelled as a result of the pandemic. SQA immediately engaged with stakeholders to develop a contingency plan to enable young people to gain accreditation for their achievements. Following publication of the results on 4th August by SQA, a decision was taken that these would revert to teacher estimates becoming the final award. New certificates were issued to pupils in early September.

The results for 2020 should not be used to directly demonstrate subject, school or authority improvement compared with previous years. However, analysis of data supports improvement and given that 2021 results are also going to be based on teacher judgement then it is important to consider 2020 comparing to previous years to assist in ensuring that all young people are able to achieve their potential.

It is worth noting just under 60% of pupils in the S5 and S6 cohorts included in the tables below and to the right, reside in the most deprived Scottish Index of Multiple Deprivation deciles.

The proportion of pupils in Glasgow achieving at SCQF Level 5 by the end of S5 has increased over five years (table 7) and Glasgow consistently outperforms the virtual comparator. The virtual comparator is made up of pupils from schools in other local authorities who have similar characteristics to the pupils in Glasgow's schools. It allows us to see how the performance of our pupils compares to a similar group of pupils from across Scotland.

Table 7: SCQF Level 5 by end of S5

	SQA - SCQF LEVEL 5 BY END OF S5					
	2016			2020		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 5 by end of S5	82.6%	75.8%	85.3%	83.0%	79.9%	86.8%
Achieved 3 or more awards at SCQF Level 5 by end of S5	63.3%	57.3%	71.5%	69.5%	65.1%	76.1%
Achieved 5 or more awards at SCQF Level 5 by end of S5	42.7%	39.9%	55.6%	53.4%	50.1%	63.5%



Improvements are also witnessed at SCQF Level 6 by the end of S5 (table 8), with 60% of S5 pupils achieving 1 or more Higher by the end of S5 in 2020 and the gap between Glasgow and the national average continuing to narrow.

Table 8: SCQF Level 6 by end of S5

	SQA - SCQF LEVEL 6 BY END OF S5					
	2016			2020		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 6 by end of S5	52.1%	43.6%	59.1%	60.3%	51.7%	64.3%
Achieved 3 or more awards at SCQF Level 6 by end of S5	27.6%	24.5%	38.8%	38.2%	32.2%	46.3%
Achieved 5 or more awards at SCQF Level 6 by end of S5	11.7%	10.0%	18.8%	18.8%	14.3%	24.2%



Attainment by the end of S6

Trends show a greater proportion of pupils are achieving at SCQF Level 6 by the end of S6 (table 9) over the past five years, with 63% achieving 1 or more Higher by the end of S6 in 2020. Again, although this a lower proportion than is witnessed at the national level, Glasgow outperforms the virtual comparator.

Table 9: SCQF Level 6 by end of S6

	SQA - SCQF Level 6 by end of S6					
	2016			2020		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 6 by end of S6	56.7%	47.2%	62.6%	62.8%	54.0%	65.8%
Achieved 3 or more awards at SCQF Level 6 by end of S6	37.8%	31.2%	46.8%	45.8%	39.3%	52.0%
Achieved 5 or more awards at SCQF Level 6 by end of S6	23.0%	19.9%	32.6%	31.3%	26.6%	38.1%



Leavers attainment and destinations

Trends show more pupils in Glasgow are leaving school with qualifications at SCQF Level 6 and moving on to positive destinations (tables 10 and 11). Moreover, in keeping with our goal of widening access, a greater proportion of young people from the most deprived Scottish Index of Multiple Deprivation deciles are moving on to Higher Education.

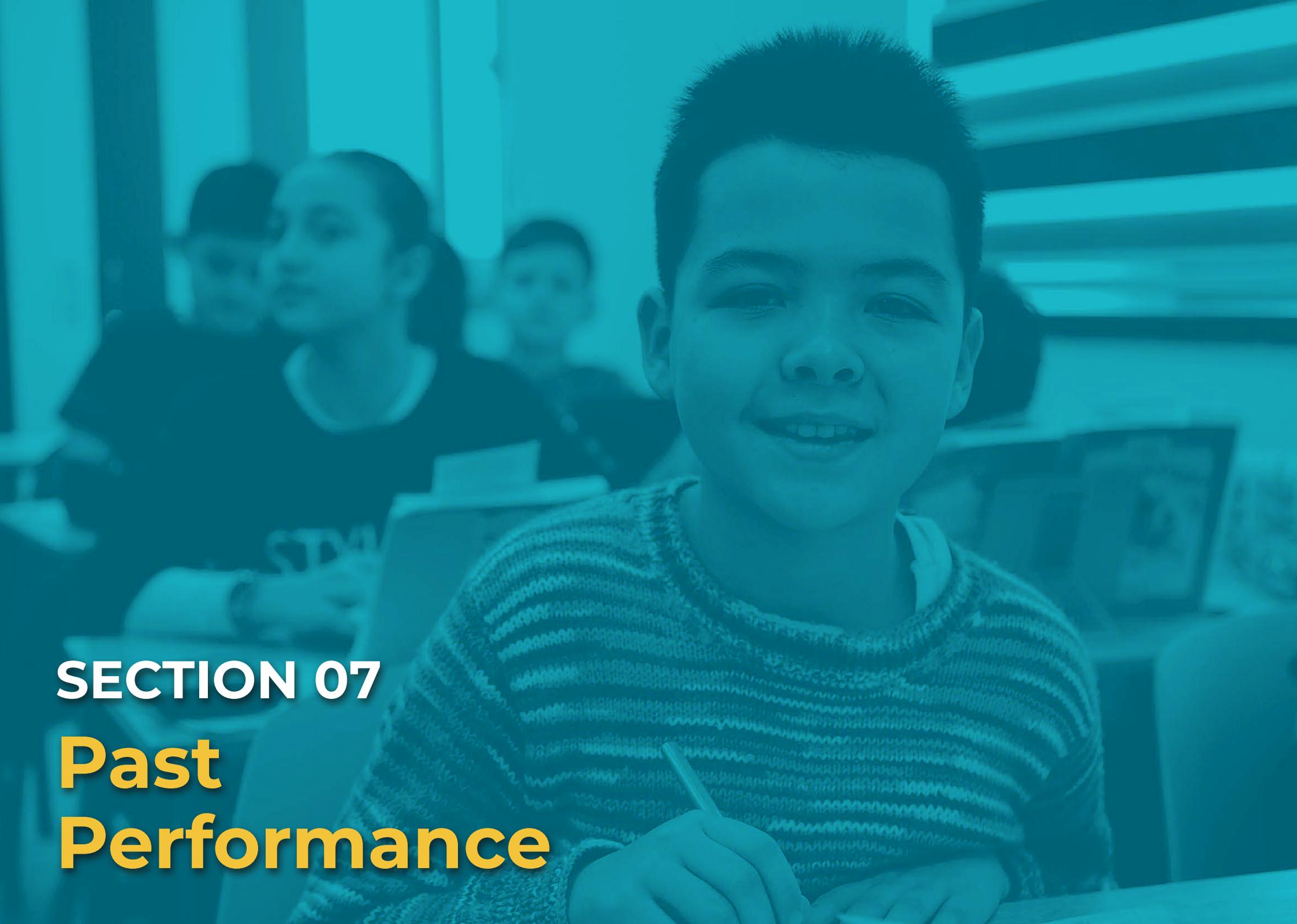
Table 10: SCQF Level 6 on leaving school

	SQA – SCQF Level 6 on leaving school					
	2016			2020		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
School Leavers left school with 1 or more award at SCQF Level 6	59.0%	56.2%	65.0%	64.7%	64.8%	68.2%
School Leavers left school with 3 or more awards at SCQF Level 6	39.4%	37.4%	48.6%	47.7%	47.7%	54.7%
School Leavers left school with 5 or more awards at SCQF Level 6	23.8%	23.9%	33.9%	32.7%	32.2%	40.2%

Table 11: Leaver destinations

	LEAVER DESTINATIONS					
	2016			2020		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
School Leavers in a positive destination	89.9%	91.5%	93.3%	92.8%	91.8%	93.4%
Leavers from most Deprived 20% SIMD going onto Higher Education	27.7%	23.5%	24.0%	33.0%	29.8%	28.2%



A young boy with short dark hair, wearing a striped sweater, is smiling and looking towards the camera. He is holding a pencil in his right hand. In the background, other students are seated at desks in a classroom setting. The entire image has a blue color overlay.

SECTION 07

**Past
Performance**

7.1 Summary of Performance in 2019/20

In previous years a summary of the Red, Amber, and Green (RAG) status of indicators is provided in this section. However it has not been possible to provide RAG ratings this year due to either targets not being set or information not being collected as result of the disruption caused by the pandemic.

Indicator/ Outcome/ Strategy	Milestone/ Target 2019/20	Year End Actual 2018/19	Year End Actual 2019/20	Service or ALEO	Performance Note	RAG
Strategic Priorities (those areas Council outwith Strategic Plan and SOA reporting; of strategic significance)						
EARLY YEARS						
% uptake (measured against child population) of the 1140 hours Early Learning & Childcare entitlement which becomes universal for all 3 and 4 year olds from August 2020	50%	19%	62% (Nov. 2019) No further data was collected after lockdown began	Education Services	In late 2019/early 2020, 87% of GCC nurseries were already offering 1140 hours, 10 months ahead of the planned implementation date. This covered 62% of eligible children. Funded Partners were still offering the statutory minimum 600 hrs in 2019/20. At lockdown in March 2020 until August 2020, nurseries were only permitted to admit children of key workers and vulnerable families within critical childcare hubs.	N/A
% uptake of the 600 hours Early Learning & Childcare entitlement for eligible 2 year olds. (This entitlement will also increase to 1140 hours by August 2020)	40%	31%	42% (Nov. 2019)	Education Services	Improved uptake through awareness work with HSCP and nursery heads. At lockdown in March 2020 until August 2020, nurseries were only permitted to admit children of key workers and vulnerable families within critical childcare hubs.	N/A
% of ELC settings (GCC / Funded Provider / Registered Childminder) which meet the new National Standard for ELC delivery	95%	87%	87%	Education Services	Care Inspectorate stopped inspecting settings as a result of Covid in March 2020 so no change has yet been made to the proportion of settings meeting the National Standard. Local and national improvement support is ongoing to those who were not meeting the standard at their last inspection in 2019.	N/A

Indicator/ Outcome/ Strategy	Milestone/Target 2019/20	Year End Actual 2018/19	Year End Actual 2019/20	Service or ALEO	Performance Note	RAG
Achievement of Curriculum for Excellence Levels - Primary (P1, P4, P7 combined)						
Achieving expected level or better in Literacy <i>*corporate scorecard targets</i>						
All Pupils	70.9%	68.9%	No CfE data collection in 2019/20 due to COVID-19	Education Services	The Scottish Government decided that the collection of Achievement of CfE level (ACEL) data for 2019/20 would not go ahead.	N/A
Most Deprived (Bottom 20% SIMD)	67.0%	64.0%	No CfE data collection in 2019/20 due to COVID-19	Education Services	The Scottish Government decided that the collection of Achievement of CfE level (ACEL) data for 2019/20 would not go ahead.	N/A
Least Deprived (Top 20% SIMD)	85.5%	84.5%	No CfE data collection in 2019/20 due to COVID-19	Education Services	The Scottish Government decided that the collection of Achievement of CfE level (ACEL) data for 2019/20 would not go ahead.	N/A
Achieving expected level or better in Numeracy <i>*corporate scorecard targets</i>						
All Pupils	80.1%	77.1%	No CfE data collection in 2019/20 due to COVID-19	Education Services	The Scottish Government decided that the collection of Achievement of CfE level (ACEL) data for 2019/20 would not go ahead.	N/A
Most Deprived (Bottom 20% SIMD)	77.4%	73.4%	No CfE data collection in 2019/20 due to COVID-19	Education Services	The Scottish Government decided that the collection of Achievement of CfE level (ACEL) data for 2019/20 would not go ahead.	N/A
Least Deprived (Top 20% SIMD)	89.2%	88.2%	No CfE data collection in 2019/20 due to COVID-19	Education Services	The Scottish Government decided that the collection of Achievement of CfE level (ACEL) data for 2019/20 would not go ahead.	N/A

Indicator/ Outcome/ Strategy	Milestone/Target 2019/20	Year End Actual 2018/19	Year End Actual 2019/20	Service or ALEO	Performance Note	RAG
Achievement of Curriculum for Excellence Levels - Secondary (S3, 3rd Level or Better)						
All Pupils	87.4%	83.4%	No CfE data collection in 2019/20 due to COVID-19	Education Services	The Scottish Government decided that the collection of Achievement of CfE level (ACEL) data for 2019/20 would not go ahead.	N/A
Most Deprived (Bottom 20% SIMD)	84.2%	80.2%	No CfE data collection in 2019/20 due to COVID-19	Education Services	The Scottish Government decided that the collection of Achievement of CfE level (ACEL) data for 2019/20 would not go ahead.	N/A
Least Deprived (Top 20% SIMD)	95.5%	94.5%	No CfE data collection in 2019/20 due to COVID-19	Education Services	The Scottish Government decided that the collection of Achievement of CfE level (ACEL) data for 2019/20 would not go ahead.	N/A
Achieving expected level or better in Numeracy <i>*corporate scorecard targets</i>						
All Pupils	89.0%	86.0%	No CfE data collection in 2019/20 due to COVID-19	Education Services	The Scottish Government decided that the collection of Achievement of CfE level (ACEL) data for 2019/20 would not go ahead.	N/A
Most Deprived (Bottom 20% SIMD)	87.7%	83.7%	No CfE data collection in 2019/20 due to COVID-19	Education Services	The Scottish Government decided that the collection of Achievement of CfE level (ACEL) data for 2019/20 would not go ahead.	N/A
Least Deprived (Top 20% SIMD)	96.2%	96.2%	No CfE data collection in 2019/20 due to COVID-19	Education Services	The Scottish Government decided that the collection of Achievement of CfE level (ACEL) data for 2019/20 would not go ahead.	N/A

Indicator/ Outcome/ Strategy	Milestone/Target 2019/20	Year End Actual 2018/19	Year End Actual 2019/20	Service or ALEO	Performance Note	RAG
School Leavers Attainment						
School leavers attaining SCQF Level 4 in Literacy & Numeracy <i>*corporate scorecard targets</i>						
All Pupils	No target set due to COVID-19	85.9%	83.7%	Education Services		N/A
Most Deprived (Bottom 20% SIMD)	No target set due to COVID-19	82.4%	79.7%	Education Services		N/A
Least Deprived (Top 20% SIMD)	No target set due to COVID-19	97.4%	94.4%	Education Services		N/A
School leavers attaining SCQF Level 5 in Literacy & Numeracy <i>*corporate scorecard targets</i>						
All Pupils	No target set due to COVID-19	61.2%	60.3%	Education Services		N/A
Most Deprived (Bottom 20% SIMD)	No target set due to COVID-19	54.4%	52.6%	Education Services		N/A
Least Deprived (Top 20% SIMD)	No target set due to COVID-19	86.7%	84.1%	Education Services		N/A

Indicator/ Outcome/ Strategy	Milestone/Target 2019/20	Year End Actual 2018/19	Year End Actual 2019/20	Service or ALEO	Performance Note	RAG
School leavers achieving 1 or more award at SCQF 5 or above						
<i>*corporate scorecard targets</i>						
All Pupils	No target set due to COVID-19	86.1%	84.1%	Education Services		N/A
Most Deprived (Bottom 20% SIMD)	No target set due to COVID-19	82.8%	80.5%	Education Services		N/A
Least Deprived (Top 20% SIMD)	No target set due to COVID-19	95.9%	95.3%	Education Services		N/A
School leavers achieving 1 or more award at SCQF 6 or above						
<i>*corporate scorecard targets</i>						
All Pupils	No target set due to COVID-19	65.1%	64.7%	Education Services		N/A
Most Deprived (Bottom 20% SIMD)	No target set due to COVID-19	58.6%	57.5%	Education Services		N/A
Least Deprived (Top 20% SIMD)	No target set due to COVID-19	87.0%	86.3%	Education Services		N/A

Indicator/ Outcome/ Strategy	Milestone/Target 2019/20	Year End Actual 2018/19	Year End Actual 2019/20	Service or ALEO	Performance Note	RAG
School Leaver Destinations						
School leavers in a positive destination <i>*corporate scorecard targets</i>						
All Pupils	No target set due to COVID-19	94.6%	92.8%	Education Services		N/A
School leavers in Higher Education <i>*corporate scorecard targets</i>						
Most Deprived (Bottom 20% SIMD)	No target set due to COVID-19	31.5%	33.0%	Education Services		N/A

A photograph of a person's hands interacting with a laptop. One hand is pointing at the screen, while the other is on the trackpad. The image is overlaid with a semi-transparent red filter. The text 'SECTION 08' is positioned in the lower-left corner in white, and 'Communication and Engagement' is below it in yellow.

SECTION 08

**Communication
and Engagement**

COMMUNICATION AND ENGAGEMENT

8.1 Communication and Engagement

Each year the ASPIR is made available to the public via the Glasgow City Council website.

To increase the opportunity for the public to engage with Education Services and provide comment on the ASPIR and request further details where appropriate there will now be an opportunity for the public to provide feedback in our annual Stakeholder Survey. The stakeholder survey takes place annually and will now include questions relating to the ASPIR. The stakeholder survey gathers feedback from pupils, staff, parents/carers and 3rd sector providers. (Please note the 2020 Stakeholder survey has been suspended due to the Covid 19 pandemic).

Members of the public may also submit feedback, suggestions or enquiries regarding the ASPIR all year round by contacting Education Services on the details noted below.

8.2 Contact Details

Education Services Performance, Planning & Research

Glasgow City Council
City Chambers East
40 John Street
GLASGOW
G1 1JL

✉ PPR@education.glasgow.gov.uk

🌐 www.glasgow.gov.uk





Appendix 1

Strategic Plan Commitments

STRATEGIC COUNCIL PLAN	STRATEGIC COUNCIL PLAN COMMITMENTS - EXCELLENT AND INCLUSIVE EDUCATION	
Actions	Progress rating	Planned Activity
<p>Improve attainment in all Glasgow schools, working with parents, pupils and partners.</p>		
<p>Deliver the proposals submitted for the Pupil Equity Fund and monitor through the Glasgow Improvement Challenge.</p>	<p>Progress is as expected</p>	<p>Provide targeted support for schools as identified through the quality assurance approaches of the Challenge.</p>
<p>Implement the new guidance laid out in the Parental Involvement Act.</p>	<p>Progress is as expected</p>	<p>Develop and deliver a robust volunteering framework which includes recognition / accreditation for volunteers.</p>
<p>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.</p>		
<p>Implement the Glasgow City Region report recommendations.</p>	<p>Progress is as expected</p>	<p>Deliver 2019-22 Regional Improvement Plan with particular focus on Systems Improvement workstream.</p>
<p>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.</p>		
<p>Develop a schedule and programme for consideration.</p>	<p>Progress is as expected</p>	<p>HR team will deliver briefings to probationers about the benefits of continuing to teach in Glasgow. This may be online this year.</p>
<p>Continue to monitor the workload and bureaucracy at the Local Negotiating Committee for Teachers (LNCT)</p>	<p>Progress is as expected</p>	<p>Review training for more online options. Continue to monitor workload through working time agreement.</p>
<p>Continue to provide a programme of professional development responding to the identified needs of schools and nurseries.</p>	<p>Progress is as expected</p>	<p>All professional development opportunities are under review in conjunction with EIS and UNISON.</p>

Strategic Plan Commitments

STRATEGIC COUNCIL PLAN	STRATEGIC COUNCIL PLAN COMMITMENTS - EXCELLENT AND INCLUSIVE EDUCATION	
Actions	Progress Rating	Planned Activity
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.		
In partnership with third sector and community groups, develop an action plan to deliver our expansion programme and provide the support resources required.	Delays due to COVID-19	The intention is to begin to deliver the full 1140 entitlement in both GCC and funded partners as quickly as possible. This will be entirely dependent upon national public health guidance.
In partnership with third sector and community groups, develop an action plan to deliver our expansion programme and provide the support resources required.	Delays due to COVID-19	Progress recruitment to fill remaining gaps. Redeployment may be required depending on operational model upon any re-opening.
Invest in our school estate and early years facilities in the city.		
Invest in our school estate and early years facility.	Progress is as expected	Commence implementation of the Education Estate Plan.
Review and consider options to address the recommendations of the Cost of the School Day report including summer activities and extending free school meals.		
Review and consider options to address the recommendations of the Cost of the School Day project with the Poverty Leadership Panel.	Progress is as expected	Review outcomes and impact of the FISO post and consider future development / deployment of the role.
Continue to deliver Integrated PEPAS (Physical Education, Physical Activity and Sport) to promote out of school hours activity in primary, secondary and ASL establishments and the wider community across Glasgow.	Progress is as expected	Support event legacy Integrated Youth Leadership Club and Community Connect.

Strategic Plan Commitments

STRATEGIC COUNCIL PLAN	STRATEGIC COUNCIL PLAN COMMITMENTS - EXCELLENT AND INCLUSIVE EDUCATION	
Actions	Progress Rating	Planned Activity
Improve the percentage of pupils going to a positive destination when they leave school, particularly those living in the 20% most deprived data zones.		
Continue to improve the number of Higher Education entrants that come from deprived communities.	Progress is as expected	Increase in pupils entering Higher Education to 40%.
Continue to build employer and school connections and opportunities.	Delays due to COVID-19	Develop Bridges to Employment and Employability programmes to support young people who have returned to school.
Increase the opportunities for vocational training.	Progress is as expected	Continue to support the "Towards Better Future Strategy". Develop new opportunities and future pathways for our young people linked to the jobs growth areas.
Develop the links between the youth employability programmes and schools, to ensure a seamless service.	Progress is as expected	Support schools to understand and implement a Towards Better Future strategy within their schools, link with partners when required to support the needs of the young people.
Increase the number of Modern Apprenticeships supported by the Council Family.	Progress is as expected	Developing Foundation Apprenticeship work placements opportunities to link to future Glasgow Guarantee MA opportunities within the Council Family.
Develop a strategy for the growth of STEM subjects and languages.	Progress is as expected	Launch Sciences Framework document to support the teaching of Sciences within the BGE. Develop online Career-Long Professional Learning (CLPL) which links STEM and Developing the Young Workforce (DYW).
Work with partners to review post school opportunities in employment, training and volunteering.	Progress is as expected	Development of Towards Better Futures – Next Step opportunities to embed Next Step pathways for young people entering the Employability Pathway. Continue to work with colleges on the development of an Early Warning system to support sustainability of our young people with FE.
Glasgow Life will continue to work with partners to deliver Coach Core.	Delays due to COVID-19	An Outline Business Case for the continuation of this programme will be developed for consideration by the Glasgow Life Senior Management Team.
Continue to embed enterprise education into primary curricula.	Progress is as expected	Developing Young Workforce for session 20/21 include Social enterprise support for all schools.

Strategic Plan Commitments

STRATEGIC COUNCIL PLAN	STRATEGIC COUNCIL PLAN COMMITMENTS - EXCELLENT AND INCLUSIVE EDUCATION	
Actions	Progress Rating	Planned Activity
Refresh and deliver Glasgow's Community Learning and Development Plan.		
With partners refresh and deliver the Community Learning and Development Plan.	Progress is as expected	In light of COVID-19, CLD Partners will be reviewing and revising strategic priorities, commitments and delivery methods to ensure CLD continues to meet city needs and ensuring CLD activities feed into and contribute meaningfully to the city's social and economic renewal taskforces.
Support the development and delivery of the Gaelic Language Plan including Gaelic medium education, exploring options for a further school in the City.		
Support the development and delivery of the Gaelic Language Plan 2018 to 2022.	Progress is as expected	A new plan will be under development towards the end of 2021, in line with guidance from the Bòrd na Gàidhlig.
Extend the use of walking buses to schools and safe cycle routes to encourage cycling.		
Explore how best to support and extend, including safer and walking cycle routes.	Delays due to COVID-19	A new website which will include the School Travel Plan tool for schools to access.
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. *See Section 3 for proposed amendment and link to Digital Strategy.		
Review the catchment areas for Glasgow schools.		
Statutorily consult on changes, when possible/practicable in order to reflect changing demographics across the city.	Progress is as expected	Actions will be developed in line with the Estate Strategy and will be dependent on need for catchment review.

Strategic Plan Commitments

STRATEGIC COUNCIL PLAN	STRATEGIC COUNCIL PLAN COMMITMENTS - EXCELLENT AND INCLUSIVE EDUCATION	
Actions	Progress Rating	Planned Activity
Review current Additional Support Needs provision and make recommendation on how to improve the use of current resources.		
Review Complex Learning Needs/ Additional Learning Needs (CLN/ALN) provision and make recommendation how to improve the use of current resources.	Progress is as expected	Conclude the full consultation exercise on reform of our Service.
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.		
Continue to commit to the nurturing city approach.	Progress is as expected	Continue to commit to the nurturing city approach and move from 'Towards a Nurturing City' to 'A Nurturing City' measure impact of nurture training and development.
Continue to deliver PSHE in all schools in line with Curriculum for Excellence following guidance provided by Education Scotland.	Progress is as expected	As a critical part of the Renewal Plan from Covid -19, authority support plans for PSE/HWB in schools will look to prioritise nurture and mental health in line with the 3Rs approach to recovery, resilience and reconnection.
Deliver actions through the Council Family Equality Outcomes 2017 to 2021 .	Progress is as expected	Increase our online support and resource signposting. Ensure that our evaluations show that the anti-racism developments have had a significant positive impact.

ASPIR 2021 - 2022

ANNUAL SERVICE PLAN AND IMPROVEMENT REPORT

Excellent and Inclusive Education

Education Services

City Chambers East, 40 John Street
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