



**Glasgow City Council**  
**Education, Skills and Early Years**

**City Policy Committee**

**Report by Executive Director of Education**

**Contact: Gerry Lyons Ext:74561**

<p><b>Item</b></p>  <p>&lt;date of meeting&gt;</p>
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<p><b>Glasgow’s Improvement Challenge 2015 – 2020</b></p> <p><b><i>Setting the context</i></b></p>
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**Purpose of Report:**

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

Paper 1: Setting the Context

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

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

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

Paper 5: Enhancing the leadership of senior staff

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

**Recommendations:**

The Committee is asked to consider the contents of the report.

Ward No(s):	Citywide: ✓
Local member(s) advised: Yes <input type="checkbox"/> No <input type="checkbox"/>	consulted: Yes <input type="checkbox"/> No <input type="checkbox"/>

## 1. 1. Education Services Priorities

### 1.1 Key statistics

Information sources: Pupil census 2018 and National Records for Scotland

- The 2018 mid-year estimate of Glasgow's population is 626,410. The population has been growing since 2006. Before 2006 there was a sizable decline in Glasgow's population.
- According to the National Records for Scotland there are 99,938 children aged 0-15 living in Glasgow (16% of the total population).
- At the most recent census collection (2018) 68,750 children were attending schools in Glasgow (primary, secondary and ASL).
- 58.7% of the total school aged population in Glasgow live in Scottish Index of Multiple Deprivation (SIMD) deciles 1 and 2 (most deprived). Nationally 22.7% of the school aged population live in deciles 1 and 2.
- Over a quarter of all children and young people in Scotland who live in SIMD deciles 1 and 2 attend a Glasgow school.
- There are 1,610 school aged children looked after by the City Council (16.5% of all school aged children looked after in Scotland).
- There are 2,776 asylum seeker and refugee children living in Glasgow. This equates to 68% of all asylum seeker and refugee children living in Scotland.
- There are 15,679 children from minority ethnic groups attending schools in Glasgow. This is 28.9% of all children in Scotland from a minority ethnic group.
- There are 127 main home languages spoken by children attending Glasgow schools. The 3 main languages after English are Urdu, Punjabi and Polish. The average number of main home languages spoken by pupils across each of the local authorities in Scotland is 51.
- There are 14,763 children attending schools across Glasgow who have English as an additional language (33.3% of the national share of EAL pupils). More than three quarters (82.3%) of all EAL pupils in Glasgow are not yet competent at English (new to English, early acquisition and developing competence).

### 1.2 For 2017/18 and for the foreseeable future, our priorities remain as follows:

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

- *Continue to improve how we meet the learning and care needs of children before they go to school and as they move through school, including how we support their families and carers*
- *As we move Towards a Nurturing city, continue to improve how we meet the needs of all children and young people, particularly those with additional support needs*
- *Make best use of our finance and resources to help ensure the best outcomes possible for our children and young people*

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

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

All staff understand the principles of nurture and

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

#### 1.4 *Improving and Empowering in Glasgow*

We have continued to build year on year on our success across a range of performance indicators. However, improvements are not yet consistent across the city. In 2015, we launched Glasgow's Improvement Challenge 2015-2020 which includes the Scottish Attainment Challenge. There are five main strands:

- Raising attainment in literacy and numeracy through targeted support and interventions in primary schools
  - Improving children’s health and wellbeing through nurturing approaches and increased participation in physical activity and sport
  - Supporting families to be better able to support their child’s learning and development
  - Enhancing the leadership of senior staff
  - Raising attainment in secondary schools through providing additional supported study, mentoring and an increased focus on learning and teaching
- 1.5 We have continued to build on the strengths but have taken an increasing focus on quality. Since our last report to Committee, Education Scotland have evaluated the progress made by the Glasgow Improvement Challenge as Excellent. The accompanying reports provide summary evaluations on our progress with each of the strands.
- 1.6 All our primary schools work in clusters of between three and five primary schools. The clusters are used to share practice and to provide support and challenge.
- 1.7 Two new roles were developed:
- Challenge Leaders of Learning - experienced teachers in the cluster primary schools who know the children and their context. They work in their own school or across the cluster schools on targeted interventions.
  - Challenge Link – designated quality improvement officers or members of the Directorate who take a challenge role with the cluster.
- 1.8 In primary schools where there are high levels of deprivation additional staffing was provided to create teacher(s) designated as a Challenge Leader of Learning. This teacher is additional to each school’s staffing allocation and the amount of time is proportional to the size of the school and its demograph. A number of these schools have used Pupil Equity Funding (PEF) to appoint their own Challenge Leader of Learning (CLOL); others have added to the time for CLOLs to carry out their role, while others have funded additional staff to take on the role of CLOL.
- 1.9 With the advent of Pupil Equity Funding, schools have taken a much more holistic approach to the Improvement Challenge by considering their additional staffing through CLOL and PEF together alongside their core staffing. This has created a much more efficient approach to the additionality.
- 1.10 Financial Implications: Glasgow’s Improvement Challenge (GIC) is funded using core education funding, the Scottish Attainment Fund and a range of sources, such as the children’s services budget as part of the Integrated Grant Fund, third sector partners, including MCR Foundation and supporters of individual schools such as local housing associations or Clyde Gateway. GIC

represents a holistic approach to raising attainment, achievement and equity for all children and young people.

- 1.11 For 2018/19, we claimed £8.050m from the Scottish Attainment fund as set out in the table below.

Leaders of Learning	£4,197,692
Nurture	£351,359
Engagement with Parents	£752,329
Project team	£503,082
Leadership- coaching for senior leaders.	£228,439
Additional costs identified for events and travel, school community lets and research. Plus direct funding to schools.	£302,091
<b>Total</b>	<b>£6,334,992</b>
<b>Secondary Total</b>	
- <b>Improvement Fund to Secondary Schools</b>	<b>£1,715,000</b>
<b>Total Attainment Funding</b>	<b>£8,049,992</b>

## 2 Plans for 2019/20

- 2.1 The proposals set out for each of the priorities what has been submitted and agreed and by the Scottish Government. This work has been progressing

### Priority 1

*Raising attainment in literacy and numeracy through targeted support an interventions*

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

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

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

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

We have increasingly included early years, particularly with the success of the introduction of child development officers (CDOs) into primary schools with increased focus on playful pedagogy. In February 2019, we had a very successful Playful Pedagogy conference which was targeted at P1 teachers/headteachers and CDOs.

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

This approach has allowed greater synergy between the professional development provided for nurseries and at early stages of primary school. There is now a greater focus on transition and consistency of planning and assessment.

For example, to improve transition training in numeracy methodology has been extended to secondary schools with increased numbers of teachers taking part in Glasgow Counts training.

In 2019, in the inspection of the Challenge, teachers interviewed described their GIC professional development as “the best professional development they have had in their career.”

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

For 2019/20, we are increasing the focus on increasing the consistency and quality delivered in all primary schools in the city. We have recruited a primary headteacher to provide targeted support for schools as identified through the quality assurance approaches of the Challenge. We are also planning additional partnership work with Education Scotland to support schools in using data to plan next steps for learning for young people and to plan interventions for targeted young people.

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

## **Priority 2**

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

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

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

Nurturing is our core business. Nurture is now in our nurseries, primary and secondary schools. Some schools have used Pupil Equity Funding to invest in nurture. We are continuing to extend and deepen our work around nurture. We are regularly visited by other authorities for them to look at our work.

### **Priority 3**

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

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

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

### **Priority 4**

*Enhancing the leadership of senior staff*

We have extended our approaches to leadership and have built a bigger team who have the strategic overview (not funded by SAC). This has enhanced the range of pathways available. Some of the work, such as growth coaching is funded by SAC. Having this strategic overview allows us to align this work with nationally available leadership opportunities.

We have continued with the Headteachers Quality Assurance who have been providing targeted support to headteachers working alongside the Attainment Adviser and Headteacher of the Challenge. We plan to continue these in 2019/20 too. Similarly, we are continuing with the secondary Headteacher who is providing support to secondary school teams and working closely with the Head of Service with strategic responsibility for Glasgow's Improvement Challenge. We will also continue to extend our leadership work across all sectors using a range of funding –

core, early years training, SAC and PEF to maximise the opportunities for staff to build their leadership capacity.

## Priority 5

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

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

2.2 For 2019/20, we have been allocated up to £8.05 million as part of the Scottish Attainment Fund.

## 3 Policy and Resource Implications

### Resource Implications:

<i>Financial:</i>	Glasgow receives additional funding from the Scottish Attainment Fund as a Challenge Authority. Schools receive additional monies through Pupil Equity Funding.
<i>Legal:</i>	In line with the Standards in Scotland's Schools etc. Act 2000 and Education Act 2016
<i>Personnel:</i>	Additional staffing has been deployed in schools using the additional funding.
<i>Procurement:</i>	Not applicable

### Council Strategic Plan:

Excellent and Inclusive Education – 22, 28, 30 and 37

### Equality Impacts:

<i>Does the proposal support the Council's Equality Outcomes 2017-22</i>	Yes, outcome 9 – barriers to participation in learning are reduced.
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<i>What are the potential equality impacts as a result of this report?</i>	Limited impact
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### Sustainability Impacts:

<i>Environmental:</i>	Not applicable
<i>Social:</i>	If our young people achieve positive outcomes in their lives this will have a positive impact on the longer term social and community life of Glasgow.
<i>Economic:</i>	Young people who are better educated are able to contribute more positively to the growing economy of the city.
<i>Privacy and Data Protection impacts:</i>	Not applicable

#### **4 Recommendations:**

- 4.1 The Committee is asked to consider the contents of the report.