



**Glasgow City Council**  
**Education, Skills and Early Years**  
**City Policy Committee**  
**Report by Executive Director of Education**  
**Contact Gerry Lyons Ext: 74561**

**Item**

<date of meeting>

**Glasgow's Improvement Challenge 2015 – 2020**  
*Enhancing the leadership of senior staff*

**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 fifth of a series of six papers five of which covers each of the strands of Glasgow's Improvement Challenge.

**Recommendations:**

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

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes  No

consulted: Yes  No

## 1 Enhancing the leadership of senior staff

- 1.1 Leadership is key to success in our nurseries and schools. During 2017/18, we developed our *Leadership Framework*. The key objective of the framework is the development of leadership opportunities for staff at all levels in enhancing their professional skills. The framework is attached as an Appendix.
- 1.2 The table below summarises the numbers of participants in the extensive range of leadership programmes offered both by Education Services and the Scottish College for Educational Leadership (SCEL) which is now part of Education Scotland.

<b>Glasgow Programme</b>	2017/18	2018/19	2019/20
HT Induction	14	19	53
Aspiring Principal Teacher Primary (now called Thinking about Middle Leadership)	23	28	32
Aspiring Principal Teacher Secondary (now called Thinking about Middle Leadership)	24	29	31
Aspiring Depute Headteacher (now called Thinking about Senior Leadership)	33	33	32
Thinking about Headship	11	12	16
<b>Education Scotland (SCEL)</b>			
Teacher Leadership	3	19	17
Into Headship (60 credits)	14	19	16
In Headship (60 credits)	8	6	11
Towards Headship	4	1	4
Excellence in Headship	10	7	15
SCEL Fellowship	3	Not recruited yet	N/A

- 1.3 There is a new approach to Head of Establishment Induction which is a rolling programme with participants accessing 6 units over the year. This has been available to Heads of nurseries, since April 2019, as well as headteachers of primary and secondary.
- 1.4 14 out of the 41 candidates who have completed Into Headship have secured Headteacher posts.

- 1.5 Eight Headteachers have participated in Evolving Systems Leadership with Education Scotland (SCEL). All participants are using the learning from the programme to inform training for all leaders at all levels. Two of these leaders have been trained as trainers in the programme.
- 1.6 This year there is a new leadership programme – The Learning Organisation which is being run for School Leadership Teams. This programme uses professional learning sessions from Tapestry Tutors and *External Wisdom Sessions* from international educators to deliver and support school leadership teams to take forward the leadership of schools on a school focused and individually chosen area. 165 Middle and Senior Leaders are working within the Leading Learning Organisation programme.
- 1.7 We continued with our support for Growth Coaching, building on the success of the previous year. A cohort of 25 senior leaders from primary schools, early years and one secondary school have undertaken Growth Coaching UK Training.

Through post training evaluations, senior leader participants identify that they have increased their knowledge and skills of coaching, and they use coaching approaches more frequently in their leadership style. They now have greater clarity of their goals in relation to their role, and greater focus and ownership of their own role within Glasgow's Improvement Challenge. They have also learned a skill/process to develop these further, with participants raising their confidence to embark on coaching conversations by an average of 5 points on the suggested feedback scale.

- 1.8 By coaching others and being coached, they are raising awareness and responsibility of themselves and colleagues, and thus building capacity in their establishments. A comprehensive evaluation of this work has been undertaken where each participant has articulated their goal and required actions. They have described the impact of coaching on their work in their own school context and used this as a reflection tool. The course has impacted positively on all participants and made a marked difference to their professional conversations and actions in school.

## **2 Leading play**

- 2.1 The Playful Pedagogy initiative provides further leadership opportunities for the city's primary school staff to work collaboratively and support each other to lead a considerable degree of change at early level. In session 2018/19, 49 schools embarked on the programme, receiving training and bespoke support. The initial training session continues to give an overview of the principles underpinning the approach and practical examples to enhance learning and teaching and environments.
- 2.2 Planned visits have now been established to allow schools to engage and work together to create an action plan to develop the playful pedagogy, based on the school's unique context. In addition, network groups have been established, allowing opportunities for support and collaboration around identified areas for development. Further sessions have been created for

2019/20, with a particular focus on developing Literacy, STEM and outdoor learning through play.

### **3 Quality assurance**

- 3.1 In 2018/19, three experienced primary headteachers have been released to support the on-going quality assurance of Glasgow's Improvement Challenge. Using the Risk Matrix / Area Tracker discussions to identify schools who require support, a programme has been devised to support headteachers and senior leaders individually and in small groups.
- 3.2 During session 2018/19, a small number of headteachers have received bespoke programmes of support which has been delivered by a team of GIC and quality improvement officers (QIO) colleagues. This has included in-service training for staff, coaching and mentoring conversations to address strategic planning issues and on-going support in taking forward aspects of GIC and the wider work of the school. Areas which have been a focus include: curriculum rationales, curriculum pathways, working time agreements, monitoring and tracking, development of a whole school approach to literacy, timetabling of staff to maximise impact on learners and developing effective remits.
- 3.3 Some of these themes have been developed further in drop in clinics delivered in a small group setting where headteachers gather to explore e.g. curriculum pathways and receive individual support within a group setting. The support provided by the headteachers has been very well received by their colleagues who value their current expertise. This will continue and be extended in 2019/20.
- 3.4 In addition, sessions have been arranged for headteachers to engage more closely with the FOCUS tool to support their analysis of school data leading to school improvement. Four of these sessions have taken place in a cluster basis and two additional sessions were offered as drop-in clinics for headteachers. Of the 46 headteachers who have attended, all have commented on the benefit of the session to their immediate data analysis needs. A few headteachers have requested or required individual support in considering their data which has also been provided.
- 3.5 Considerable interest has been shown in the FOCUS tool which has been presented to colleagues in the West Partnership and some additional local authorities, with at least one local authority pursuing their own version. Conversations with Scottish Government colleagues developing the BGE dashboard have ensured the FOCUS tool augments and complements the proposed dashboard. It was extremely well-received by government colleagues, particularly as the use of the tool across all 139 primary schools could be evidenced.
- 3.6 Each year, the GIC senior leadership team plan and deliver *Whistle Stop* tour sessions during the first term, with the invite extended to all primary head teachers. These sessions reflect on the learning from the self-evaluation of the overall project throughout the previous academic year. This also includes looking forward to new initiatives and staff development opportunities. The

team also share the vision and aims of Glasgow's Improvement Challenge at new head teacher induction sessions. The team are providing ongoing support for senior leaders to develop effective outcomes and measures, write evaluatively, develop effective moderation and promote equity profiling. In 2018/19, 108 of the city's head teachers attended these sessions, with feedback stating that all senior leaders rated the content of the events as highly /extremely relevant. Post the input almost all head teachers stated they were highly confident in creating clearly defined outcomes to raise attainment and most were highly confident in measuring outcomes and gathering evidence. In session 2019/20 Whistle Stop Tours will reflect tracking attainment over time, sustaining and maintaining developments and managing and leading on play at the early stages.

- 3.7 The Regional Improvement Collaborative, the West Partnership, has formed a *Systems Improvement* work-stream to identify, share and develop best practice in quality improvement across the West Partnership. There is also a *Leadership* workstream which will complement leadership activity taking place.
- 3.8 Improvement actions through the Systems Improvement workstream include building on the effective work already taking place in quality improvement across the eight local authorities; with partners sharing good practice in the analysis of attainment data for securing improvement. This collegiate event provided an opportunity for staff from both authorities to understand and become familiar with each other's approaches to using data to drive improvement and support the identification of best practice.
- 3.9 Following on from the success of the Sharing Practice event in primary schools, there was a sharing practice event in secondary schools where colleagues from East Renfrewshire and Glasgow observed learning and teaching in schools in each local authority and gave feedback on areas of good practice which could be shared more widely. As a result of this partnership, two schools – Williamwood High School in East Renfrewshire and Castlemilk High School in Glasgow are bringing their two staff teams together in different ways to share practice around learning and teaching.

#### **4 Secondary schools**

- 4.1 The Learning and Teaching strategy in Secondary schools continued as described in the paper on Workstream 5. To ensure the programme is sustainable, an Ambassadors programme is being set up where 50 Glasgow Leaders will be trained to deliver the learning and teaching programmes within the local authority. This will provide enhanced leadership opportunities for middle and senior leaders across the city.
- 4.2 The process for using Insight to plan for improvement was revised this session. Schools were provided with more detailed data about their school performance. Training sessions were provided for school leaders on using the data for Insight. There was then a new programme of Insight discussions scheduled either in pairs, trios or individually with Heads of Service to discuss strengths and areas of improvement in school performance.

- 4.3 A number of secondary schools have used either core funding, Attainment Fund or Pupil Equity Funding to appoint Principal Teachers with a specific responsibility for raising attainment. These Principal Teachers take on a range of roles to support improved outcomes for young people. In some schools, they support targeted groups of young people; in some, they design systems for tracking young people and planning interventions and in others they set up and run programmes to support young people at risk of disengagement to achieve qualifications.

## 5 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.
<i>What are the potential equality impacts as a result of this report?</i>	Limited impact

### 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.

*Economic:*

Young people who are better educated are able to contribute more positively to the growing economy of the city.

*Privacy and Data  
Protection impacts:*

Not applicable

## **6 Recommendations:**

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