

Item 1

21st November 2018



Glasgow City Council

Operational Performance and Delivery Scrutiny Committee

Report by Executive Director of Education

Contact: Maureen McKenna Ext: 74551

Excellent and Inclusive Education

Purpose of Report:

To provide the Committee with an update on the progress of Education Services and Glasgow Life with the priorities for Excellent and Inclusive Education.

Recommendations:

The Committee is asked to consider the content of the report and note the progress being made to secure improvements in outcomes for children, young people and families.

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes No consulted: Yes No

PLEASE NOTE THE FOLLOWING:

Any Ordnance Survey mapping included within this Report is provided by Glasgow City Council under licence from the Ordnance Survey in order to fulfil its public function to make available Council-held public domain information. Persons viewing this mapping should contact Ordnance Survey Copyright for advice where they wish to licence Ordnance Survey mapping/map data for their own use. The OS web site can be found at <http://www.ordnancesurvey.co.uk> "

If accessing this Report via the Internet, please note that any mapping is for illustrative purposes only and is not true to any marked scale

1. Education Services Improvement Planning

- 1.1 Education authorities must prepare and publish annual plans detailing the steps they intend to take on the strategic priorities in the National Improvement Framework (NIF) in accordance with the Education (Scotland) Act 2016. The National Improvement Framework and Improvement Plan for Scottish Education have been designed to help deliver excellence and equity in education. This is to ensure that children and young people develop a broad range of skills and capacities regardless of their social circumstances or needs.
- 1.2 The following four key priorities are identified in the National Improvement Framework:
- Improvement in attainment, particularly in literacy and numeracy;
 - Closing the attainment gap between the most and least disadvantaged children;
 - Improvement in children and young people's health and wellbeing
 - Improvement in employability skills and sustained, positive school leaver destinations for all young people.
- 1.3 In addition to taking into account the National Improvement Framework, Education Services must contribute to the priorities identified in Glasgow City Children and Young People Integrated Service Plan (2017-2020) and Glasgow City Council Plan 2018-2022.
- 1.4 Schools produce annual improvement plans. These should be underpinned by effective self-evaluation which is clearly focused on ensuring that every child makes progress in their learning. The new How Good is our School 4 (HGIOS4) and How Good is our Early Learning and Childcare (HGIOELC) should be used to carry out focused self-evaluation in order to inform school improvement priorities. Education Services' "Supporting Improvement" guidance helps inform this process.
- 1.5 Given the complex landscape around planning, Education Services consulted with schools and nurseries in 2015/16 to agree a small number of key priorities which would 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.
- 1.6 The priorities are 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.***

1.7 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 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
- Raising attainment in secondary schools through providing additional supported study, mentoring and an increased focus on learning and teaching

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

1.9 Education Services also provides performance reports to the Education, Skills and Early Years City Policy Development Committee.

2. Glasgow City Children and Young People Integrated Service Plan (2017-2020)

2.1 The Glasgow City Children and Young People Integrated Service Plan (2017-2020) is available on <https://glasgow.gov.uk/index.aspx?articleid=17308>. The five priorities are:

- **Keep children safe** – Glasgow's children and young people are safe, free from harm, physical and sexual emotional abuse.
- **Healthy and resilient children** – Glasgow's children and young people are healthy, nurtured and happy, have places to play and have fun and have an adult who they can trust to talk to.
- **Family support and early intervention** – we will work with families and third sector organisations to build positive relationships, and to ensure the right measures are put in place to improve families' circumstances and the wellbeing and development of the child.

- **Raise attainment achievement for all** – Glasgow’s children and young people will leave school ready for further education or employment.
- **Care experienced children and young people** – our care experienced children and young people will be given every opportunity to improve their life experiences and chances.

2.2 The Children’s Services Executive Group oversees the progress of the plan which reports into the Community Planning Partnership.

3 Context and Governance of Community Learning and Development (CLD)

3.1 This section sets out the processes for the development of the CLD Plan 2018-21 and its key priorities while highlighting key successes of CLD planning during 2017-18. A key focus of CLD planning is to support the city to address its health and poverty related inequalities. CLD can be universal or targeted depending on individual and community need. Opportunities are offered in the heart of communities across Glasgow to: improve physical and mental wellbeing; tackle loneliness, isolation and poverty; improve language and literacy skills; increase access to and enjoyment of Glasgow’s collections and venues; and support citizens to cope with, and benefit from, advances in digital technology.

3.2 The Glasgow CLD Strategic Partnership (GCLDSP) is responsible for the planning, implementation and monitoring of CLD. The final draft of a high level, strategic CLD Plan 2018-21 was approved by the Glasgow Community Planning Partnership Strategic Board and published in September 2018. The GCLDSP has a strong active membership with relevant organisations, most notably Glasgow Council for the Voluntary Sector (GCVS), National Health Service (NHS), Education Services, college sector, Skills Development Scotland (SDS) and Community Planning Partnership (CPP).

4 Links across plans

4.1 The table below cross-references the priorities from the plans referred above to the Council Plan.

	Priorities	Council Plan
Glasgow City Children and Young People Integrated Service Plan (2017-2020)	<i>Keep children safe Healthy and resilient children Raise attainment achievement for all Care experienced children and young people</i>	21. 22. 24. 28. 48.
Education Services’ priorities, including Glasgow’s Improvement Challenge	<i>Raising attainment and achievement through Glasgow’s Improvement Challenge 2015-2020.</i>	21. 22. 23. 24. 25. 26. 28. 30.

	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>Make best use of our finance and resources to help ensure the best outcomes possible for our children and young people.</i></p>	32. 33. 34. 36. 37.
National Improvement Framework	<p><i>Improvement in attainment, particularly in literacy and numeracy;</i></p> <p><i>Closing the attainment gap between the most and least disadvantaged children;</i></p> <p><i>Improvement in children and young people's health and wellbeing</i></p> <p><i>Improvement in employability skills and sustained, positive school leaver destinations for all young people.</i></p>	22. 25. 28. 29. 30. 37.
Community Learning and Development	<p><i>Community Based Adult Learning</i></p> <p><i>Working with Young People</i></p> <p><i>Children and Families</i></p> <p><i>Community Development</i></p> <p><i>Digital Participation and Inclusion</i></p>	9. 11. 21. 22. 27. 28. 29. 30. 37.

5. Glasgow City Council Plan 2018-2022

5.1 The Council Plan has seven cross cutting themes, one of which is Excellent and Inclusive Education. Education Services is responsible for the delivery of a number of actions within Excellent and Inclusive Education. This section provides an update on those actions.

5.2 The priorities are listed below with the numbering from the Council Plan.

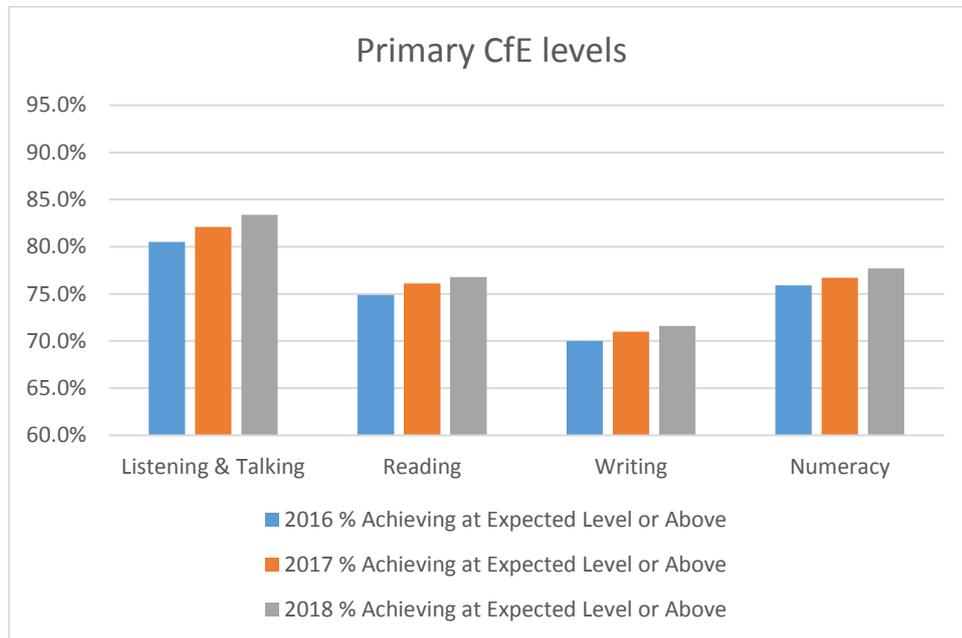
22. Improve attainment in all Glasgow schools, working with parents, pupils and partners.

22.1 The following are excerpts from two reports which were taken the Education and Skills City Policy Development Committee on 4th October 2018.

<http://www.glasgow.gov.uk/councillorsandcommittees/viewDoc.asp?c=P62AFQDN2U81ZLT1NT>

<http://www.glasgow.gov.uk/councillorsandcommittees/viewDoc.asp?c=P62AFQDN2U81ZLDNT1>

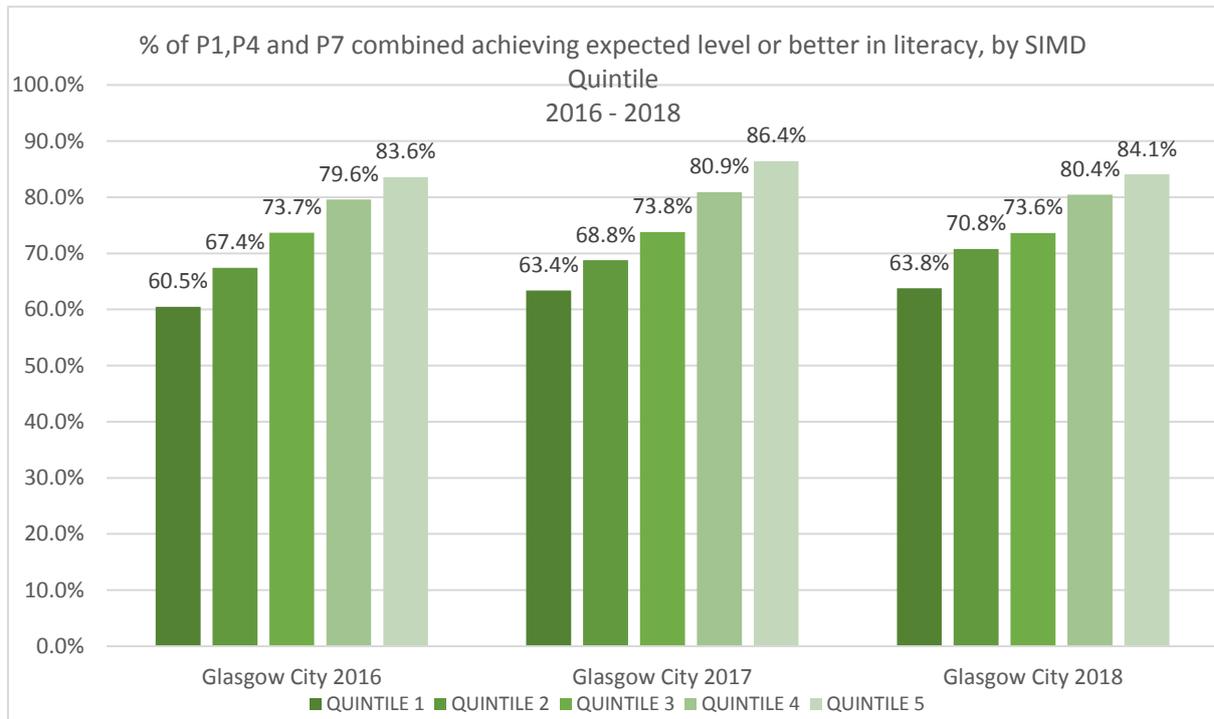
22.2 The graph below shows the city's performance for the last three years in primary schools using Curriculum for Excellence levels. The totals do not include the Gaelic primary schools. The data shows an improving pattern.



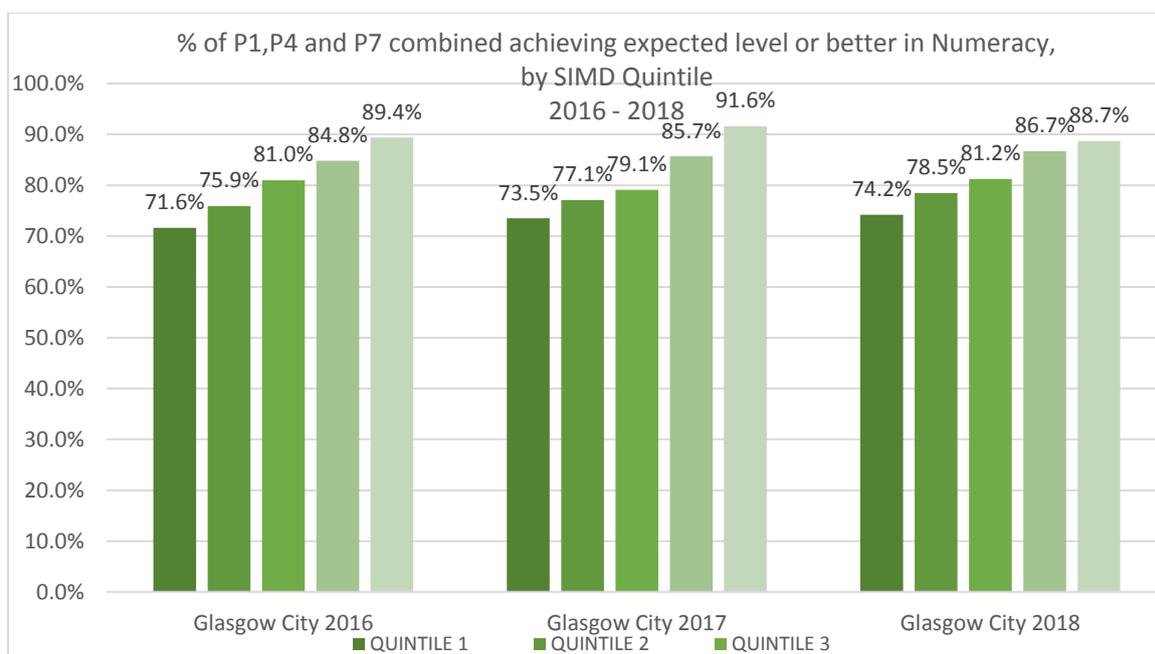
22.3 The graph below shows the performance on data taken from S3 at secondary schools. The graph shows a more uneven pattern of performance. As identified as a priority last year, we have been working more intensely with secondary schools over the last year to develop a greater understanding of 'achievement of a level'.



- 22.4 While the primary figures show an increase, the secondary figures show a slight decrease overall for literacy and numeracy. Closer analysis and discussion with secondary schools attribute the decrease to improved approaches to moderation and assessment in 2017, that is, teachers are developing a greater understanding of the standards required for pupils to demonstrate achievement of a level.
- 22.5 The graphs in this section considers the combined performance of P1, P4 and P7 pupils grouped using their postcodes. Quintile 1 is the 20% most deprived postcodes and Quintile 5 is the 20% least deprived postcodes.



- 22.6 The graphs show that attainment in literacy continues to be linked to deprivation. However, the gap between those living in the 20% most deprived and those living in the 20% least deprived is closing. It is worth noting that 58% of pupils live in the 20% most deprived postcodes compared to 6% of pupils living in the 20% least deprived postcodes.



22.7 The above graph shows that similar to literacy, performance in numeracy continues to be linked to deprivation and that the gap between those living in the 20% most deprived and those living in the 20% least deprived is closing.

22.8 The analysis offered for SQA qualifications has been based on cumulative data by the end of S5, and by the end of S6, over the last three years. Data on S4 has not been included at city level because some schools have chosen not to present groups of young people for national qualifications in S4 and instead focus on qualifications by the end of S5. One school does not present the entire year group for national qualifications in S4. This affects the meaningful relevance of the data as the percentages are based on the total number of pupils in the year group. Analysis of individual school's performance has taken place through Heads of Service meeting with groups of headteachers through the Local Improvement Groups.

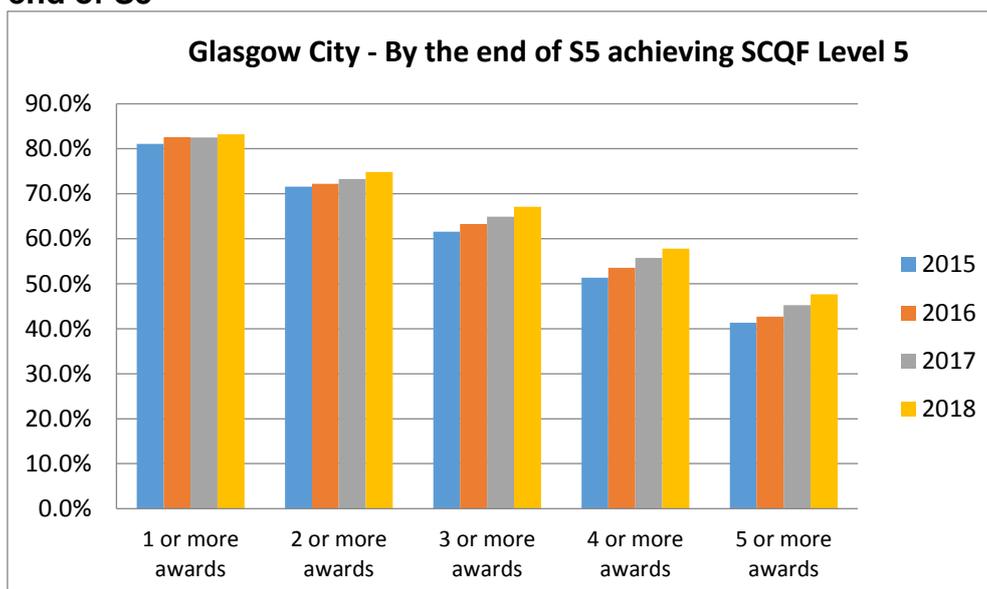
22.9 The data is taken from a Scottish Government analytical tool called Insight. This allows the comparison of the performance of the authority or individual schools with their virtual comparator. Virtual comparators are created using data from pupils with similar characteristics such as SIMD¹ postcodes, additional support needs and gender. The awards are gathered in terms of SCQF² levels.

22.10 The data in Insight is pre-appeal for 2018 and includes all awards including those achieved in other schools, colleges and the Advanced Higher hub.

¹ Scottish Index of Multiple Deprivation

² Scottish Credit and Qualifications Framework, further information available on <http://scqf.org.uk/>

By the end of S5



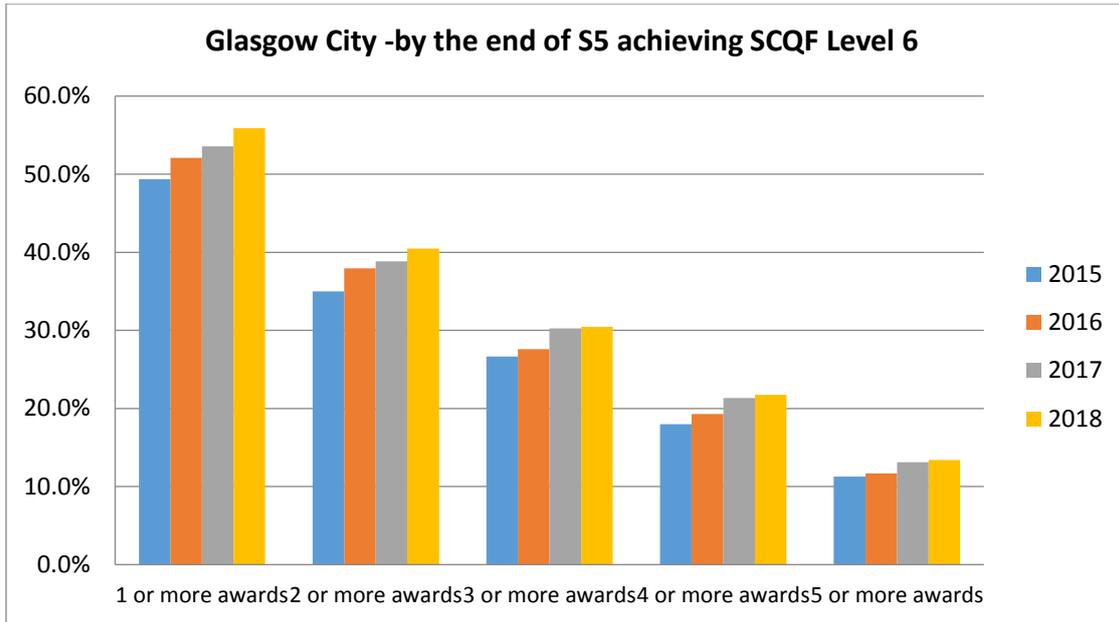
Data from 2018 is pre-appeal, data from 2015 to 2017 is post-appeal.

SCQF level 5 by the end of S5 Glasgow and Virtual Comparator	2015	2016	2017	2018	2015 VC	2016 VC	2017 VC	2018 VC
1 or more awards	80.2%	81.8%	82.5%	83.2%	74.2%	75.8%	77.9%	78.3%
2 or more awards	68.5%	69.7%	73.3%	74.8%	63.1%	65.8%	68.9%	69.6%
3 or more awards	59.6%	60.4%	64.9%	67.1%	54.3%	57.3%	60.9%	62.0%
4 or more awards	49.9%	51.4%	55.8%	57.8%	46.0%	49.0%	52.8%	54.3%
5 or more awards	42.4%	43.4%	45.2%	47.6%	37.3%	39.9%	44.3%	45.3%

SCQF level 5 by the end of S5 National	2015	2016	2017	2018
1 or more awards	84.6%	85.3%	85.8%	86.5%
2 or more awards	77.0%	78.1%	79.0%	79.9%
3 or more awards	69.9%	71.5%	72.7%	73.8%
4 or more awards	62.4%	64.5%	65.7%	67.0%
5 or more awards	53.5%	55.6%	57.2%	58.6%

22.11 As can be seen from the tables above, Glasgow performs consistently better than its virtual comparator but remains below the national figures. It can also be seen that Glasgow is closing the gap with the national figures.

22.12 In 2007, the percentage achieving five or more awards at SCQF level 5 by the end of S5 was 33% which represents a 44% increase.



Data from 2018 is pre-appeal, data from 2015 to 2017 is post-appeal.

SCQF level 6 by the end of S5 Glasgow and Virtual Comparator	2015	2016	2017	2018	2015 VC	2016 VC	2017 VC	2018 VC
1 or more awards	49.4%	52.1%	53.5%	55.9%	41.7%	43.7%	46.7%	47.3%
2 or more awards	35.0%	38.0%	38.8%	40.5%	30.3%	32.6%	35.4%	36.3%
3 or more awards	26.7%	27.6%	30.2%	30.5%	22.7%	24.4%	26.7%	27.9%
4 or more awards	18.0%	19.3%	21.1%	21.8%	15.8%	17.2%	19.2%	19.6%
5 or more awards	11.3%	11.7%	12.9%	13.4%	9.3%	10.2%	11.6%	12.0%

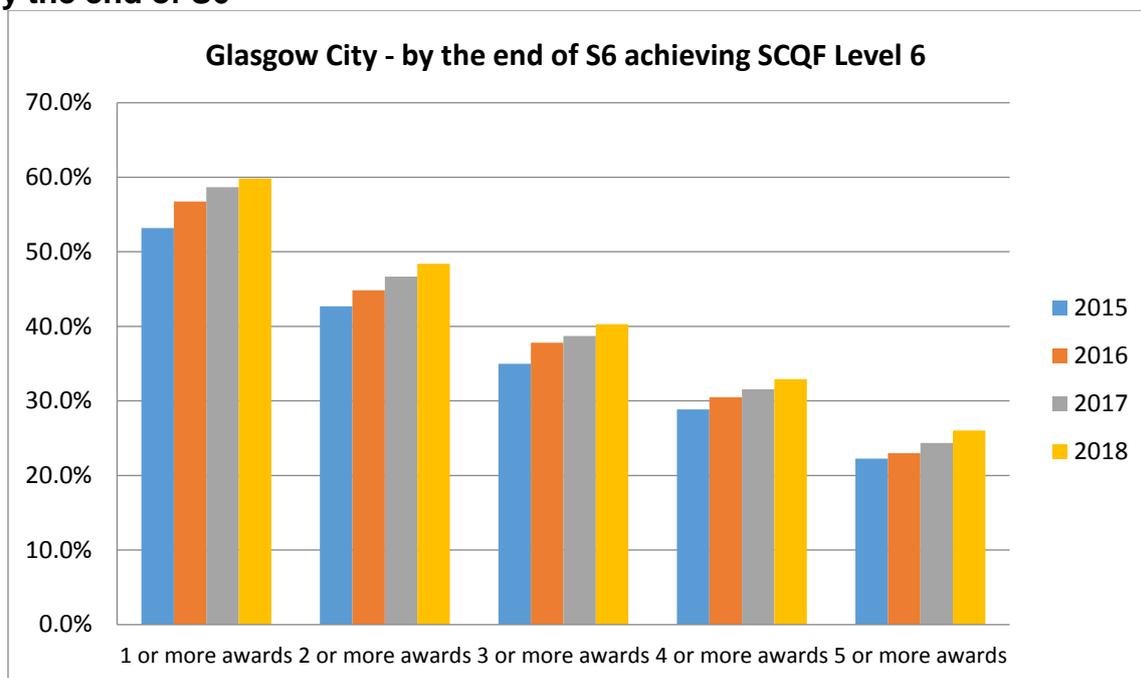
SCQF level 6 by the end of S5 National	2015	2016	2017	2018
1 or more awards	57.5%	59.1%	59.7%	60.4%
2 or more awards	45.9%	48.1%	48.5%	49.5%
3 or more awards	37.0%	38.8%	39.5%	40.4%
4 or more awards	27.8%	29.2%	30.1%	30.7%
5 or more awards	18.0%	18.8%	19.4%	20.1%

22.13 By the end of S5, Glasgow has continued to improve and performs consistently better than its virtual comparator authority. While the figures remain below the national figures the gap has closed across the four years.

22.14 In 2007, only 28% achieved one or more Higher – in 2018 the figure was 55.9% representing an increase of 100%. In 2007, only 5% achieved five or more Highers – in 2018 the figure was 13.4% which represents an increase of 168%. Nationally, in the same period the increase is 55% for one or more Higher and

101% for five or more Highers. Therefore, Glasgow is improving at a faster rate than nationally.

By the end of S6



SCQF level 6 by the end of S6 Glasgow and Virtual Comparator	2015	2016	2017	2015 VC	2016 VC	2017 VC
1 or more awards	53.2%	56.7%	58.7%	42.6%	47.1%	48.8%
2 or more awards	42.7%	44.8%	46.7%	34.0%	37.8%	39.2%
3 or more awards	35.0%	37.8%	38.6%	27.7%	31.1%	32.6%
4 or more awards	28.9%	30.5%	31.4%	22.8%	25.6%	26.7%
5 or more awards	22.3%	23.0%	24.3%	17.7%	19.8%	20.7%

SCQF level 6 by the end of S6 National	2015	2016	2017
1 or more awards	59.3%	62.6%	63.4%
2 or more awards	50.7%	53.6%	54.7%
3 or more awards	44.0%	46.8%	47.7%
4 or more awards	37.7%	40.1%	40.8%
5 or more awards	30.8%	32.6%	33.5%

22.15 By the end of S6, Glasgow continues to perform better than its virtual comparator for Higher awards and below the national figure. The gap has closed with the national figure for one or more award but not for the other measures.

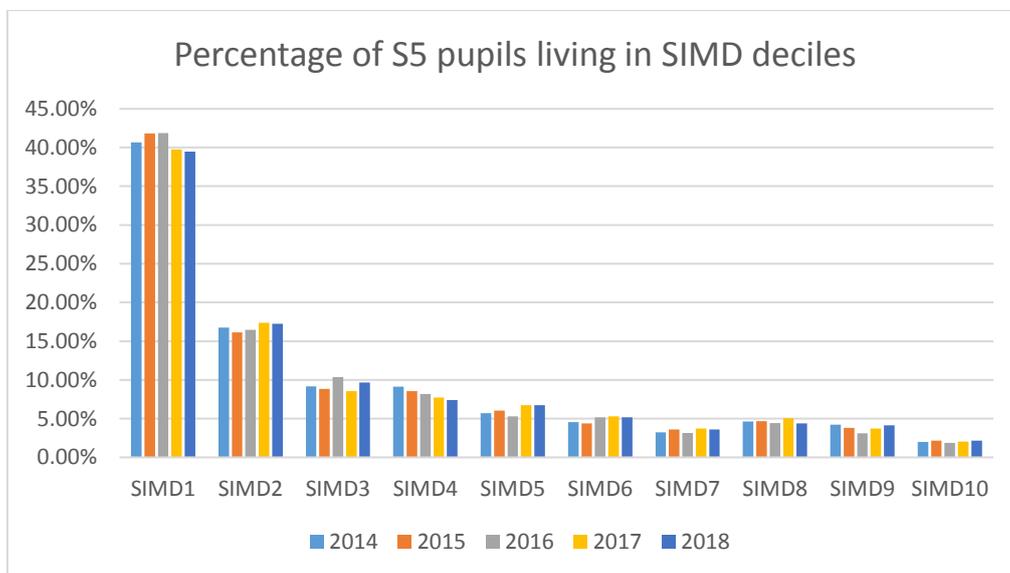
22.16 In 2007, by the end of S6, 18% achieved three or more Highers, in 2017 it was 38.6% which represents an increase of 114%. Nationally, in the same period the increase is 61%.

Attainment versus deprivation: by the end of S5

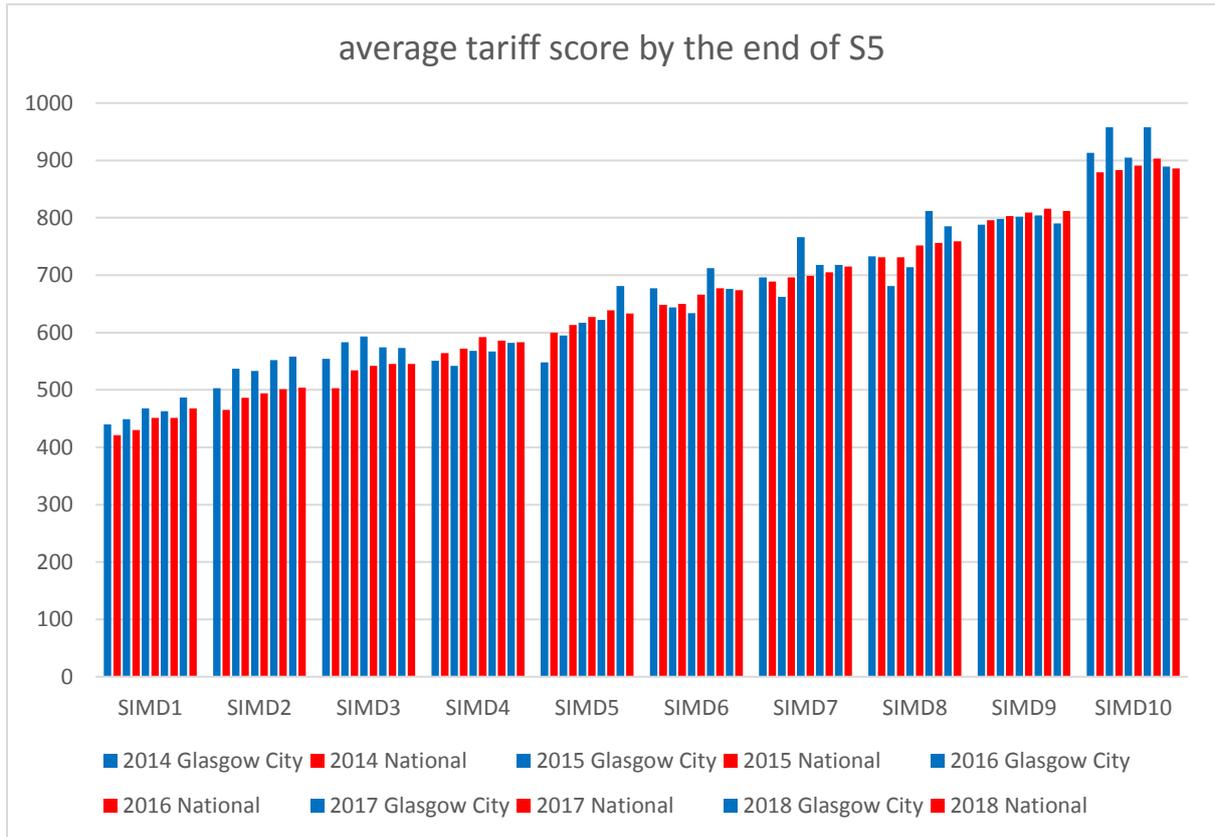
22.17 This statistic allows us to take into account pupils' postcodes and allows us to consider the impact of deprivation on attainment. The Scottish Index of Multiple Deprivation (SIMD) is used. The attainment measure being used is 'average tariff score'.

22.18 Glasgow has the highest percentage of children living in poverty in Scotland and the SIMD profile of the city is quite different from other local authorities, with notably high percentages living in SIMD1 (10% most deprived postcodes) compared to SIMD10 (10% least deprived postcodes).

22.19 The graph below shows that around 40% of S5 pupils in Glasgow live in the 10% most deprived postcodes with only 3% living in the 10% least deprived postcodes.



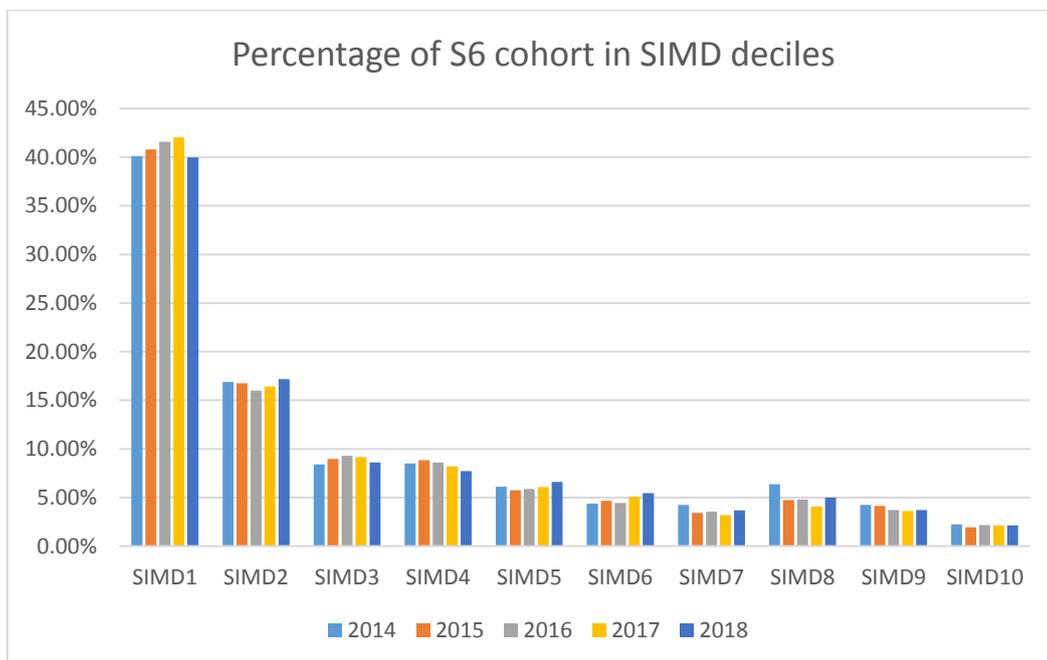
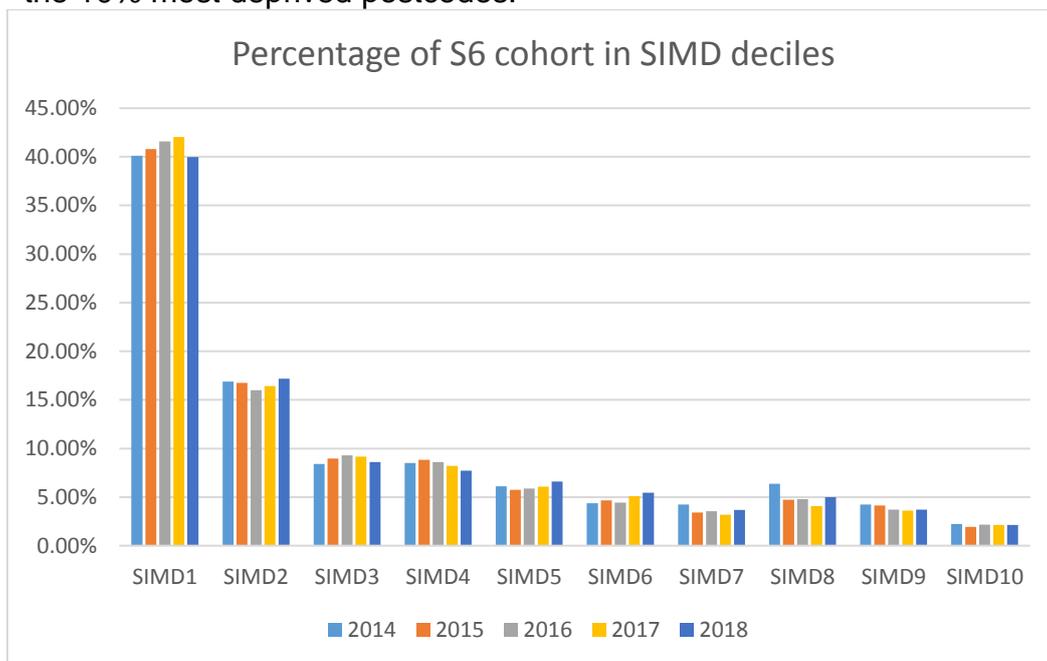
22.20 The graph below shows that attainment continues to be linked to deprivation with pupils in SIMD10 having a higher average tariff score than those in SIMD1. Positively, for SIMD1 and SIMD2, which represents over 55% of S5 pupils the average tariff score is increasing overall.



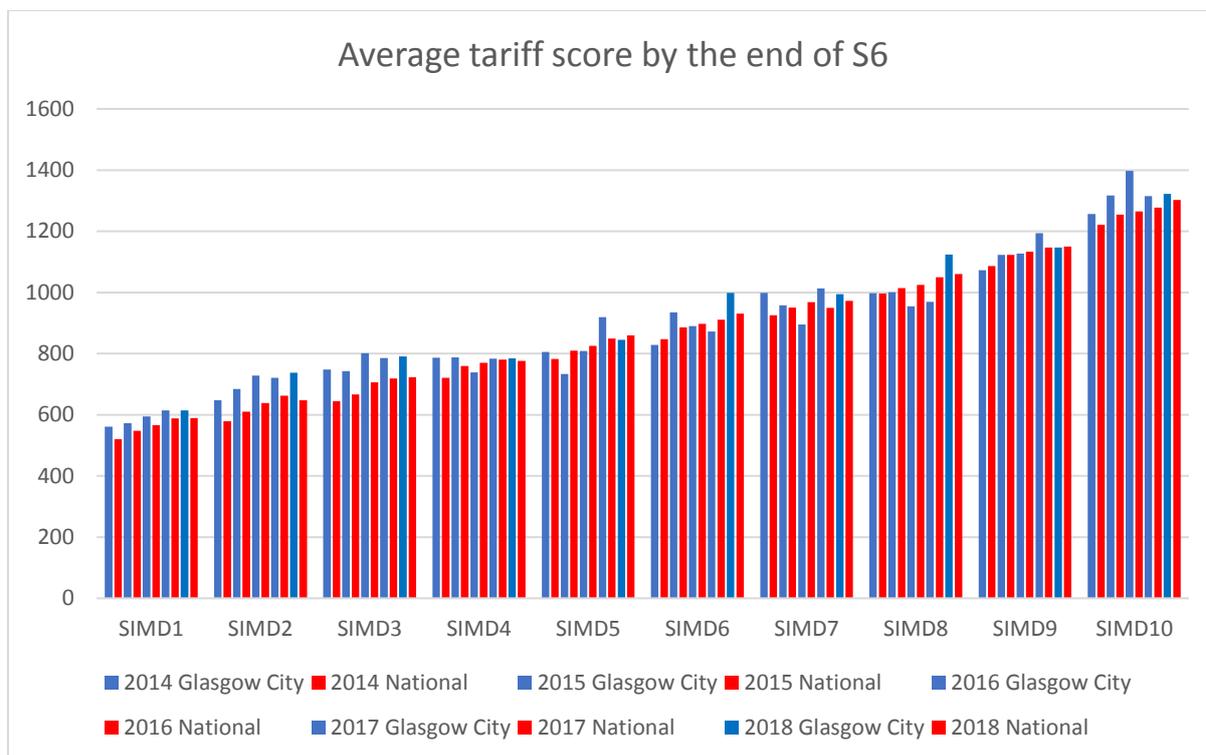
22.23 The above graph compares Glasgow’s performance to the national one taking into account deprivation. It can be seen that for SIMD1, SIMD2, SIMD3 that Glasgow consistently performs better than the national figures. This represents around two thirds of pupils.

By the end of S6

22.24 The graph below shows that similar to S5, more than 40% of S6 pupils live in the 10% most deprived postcodes.



22.25 The graph below shows a similar pattern to S5. The average tariff score has continued to increase over the last five years for SIMD1, SIMD2, SIMD3 and SIMD10 and for these deciles which contain around 70% of S6 pupils Glasgow performs better than the national average tariff score.



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

- 23.1 The development of the West Partnership has continued to emphasise the importance of maintaining local democratic accountability through the regional partnership, with the West Partnership seeking to enhance and support the existing improvement measures being implemented by education authorities.
- 23.2 The West Partnership reports into the Education Convenors' Group. This group has political representation from all local authorities in the city region. Summary reports are also provided to the City Region Cabinet.
- 23.3 During 2017/18, an improvement plan was drafted and agreed with Scottish Government. Engagement sessions and questionnaires were used to seek the views of as many senior leaders across the city region. These were used to develop a revised improvement plan which was submitted and agreed by Scottish Government in September/October 2018.
- 23.4 In October, a bid for financial resources to develop the work of the Partnership was submitted and agreed. A senior officer from Education Scotland has now been seconded to lead the work of the Partnership. The officer will work with the Directors/Chief Education Officers and other senior officers across the city region to take forward improvements.

23.5 The improvement plan is available on:
<http://www.glasgowcityregion.co.uk/article/9831/Regional-Improvement-Plan>

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

24.1 The table below shows the teacher numbers from the census which is taken in September each year. The census data from September 2018 will be published in December 2018.

Year	Teachers – Full time equivalent
2014	4803
2015	4779
2016	4869
2017	5020

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

25.1 Background: Scottish Government set out in the Blueprint for 2020, their aspiration for the delivery of 1140 hours of funded early learning and childcare to all 3 and 4 year olds and some 2 year olds by August 2020. In doing so they established four cornerstone imperatives – quality; flexibility; accessibility; affordability – against which the extended ELC entitlement must be delivered.

25.2 The extended entitlement adds an additional 540 hours per year to the existing 600 hour national entitlement for a total of 1140 hours and this may be delivered by Council services or by Funded Providers commissioned by the Council.

25.3 The planning effort to date has refined the new operational model, aligned it to the Blueprint terms, set out the economic case for re-design and established an implementation strategy for ELC change. Re-designing services towards the future operating model provides an effective, affordable, high quality solution for Glasgow’s implementation of the new entitlement.

25.4 Overall, Glasgow is making good progress towards the implementation of the policy supported by its long history of investment in early years services and strong relationships with partners.

25.5 Phased Roll Out Plan: The scale of change within the ELC sector is unprecedented and careful planning has been essential to prepare an implementation programme which can deliver the aspirations within the challenging timescale. Although the new entitlement does not come into effect universally until August 2020, Scottish Government is releasing funding over three financial years to enable the phasing in of the entitlement. The 2018/19

total amounts to £9.519m. This is inclusive of prior year allocations and comprises the following elements:

2018/19	£m
3& 4 year olds	5.057
2 year olds	0.613
Lunches	0.759
Additional Graduates	3.090
Total	9.519

Future years' revenue allocations are as follows:

Year	Financial £m	Additional £m	Cumulative £m
2019/20		22.700	32.219
2020/21		21.094	53.313
2021/22		6.156	59.469

As there is no flexibility to transfer revenue funds between financial years, the pace of implementation will largely be budget driven, coupled with capital project delivery timescales.

- 25.6 This process started over summer 2018 with eight “early adopters” trialing the new delivery model, identifying problems and finding solutions to initial issues. The lessons learned from these ‘early adopters’ are being used as we plan the phasing as funding becomes available.
- 25.7 The single biggest resource required to deliver the expanded entitlement is additional workforce. Initial workforce estimates, including workforce needed within Funded Provider settings, were around 1,000 additional ELC qualified staff being needed within the city by 2020. This figure is being continually refined against demand within individual nurseries as the roll out plan progresses.
- 25.8 The expansion of the workforce is taking place across all local authorities which inevitably results in neighbouring authorities competing for staff within the relatively short time period to 2020. Education Services took early action to devise a marketing and recruitment strategy for ELC specific to Glasgow, which complemented the national workforce strategy.
- 25.9 To date two rounds of recruitment have taken place in 2018 with over 200 permanent offers of employment made to date. In addition, we have worked with colleagues across services to support staff to change career and we have worked with colleges and training providers to support parents identified through our nurseries into a career in childcare. Overall, more than 80 staff have been recruited in this way.

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

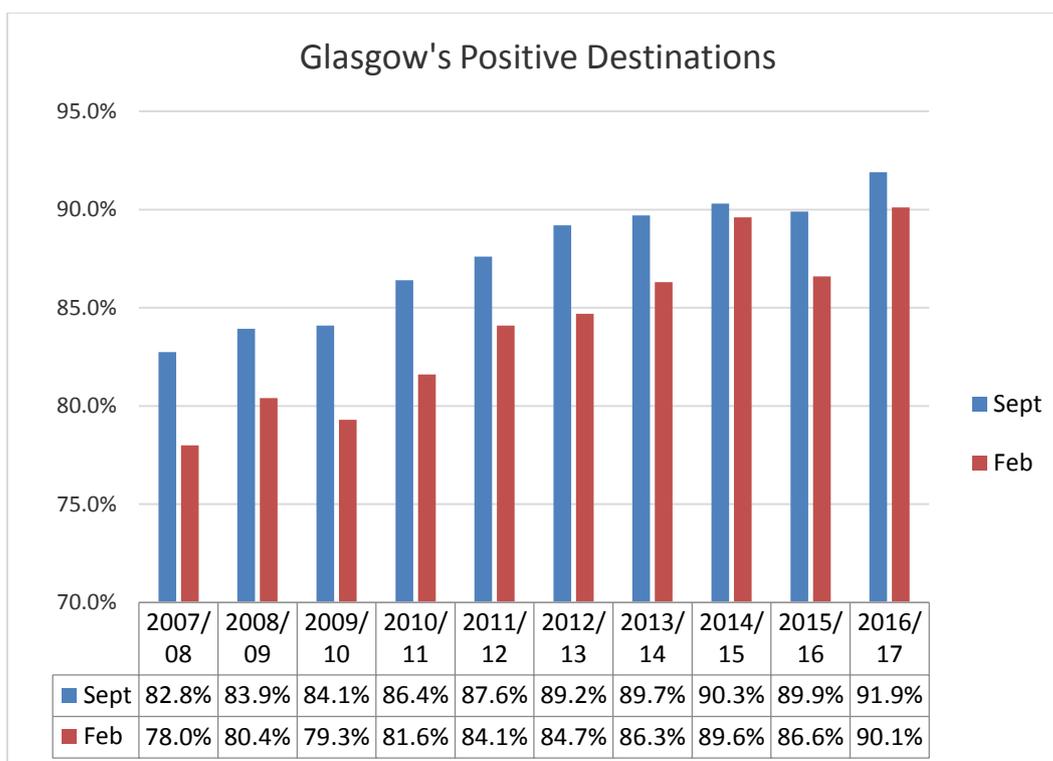
- 26.1 In the budget in February 2018, the Council agreed to spend £3 million on community sports facilities and £1 million on playground and arts. The administration have announced the improvement of primary school pitches through replacing them with multi-use games areas (MUGAs). This work is ongoing across the city with plans for 24 pitches to be improved during financial year 2018/19.
- 26.2 Education Services has continued to invest in the primary estate, continuing the success of the 4Rs project with refurbishment work continuing and new builds being constructed for Carntyne Primary School, Blairdardie Primary School, Riverbank Primary School and a new Primary in Maryhill.
- 26.3 In September 2017, Glasgow City Council submitted detailed plans to the Scottish Government, setting out proposals to deliver 1140 hours of statutory hours by August 2020. Our vision focusses on delivering the requirements set out in the *Blueprint*, with ELC settings moving to becoming all day, all year services, maximising choice and flexibility for parents and making better use of our resources and estate.
- 26.4 The Scottish Government confirmed on the 1st May 2018 that a capital award totalling £44.130m, which included £3.330m already committed from 2017/18, would be provided to undertake estate related projects in line with the expansion plans. The release of this capital was noted as being 2017/18 - £3.330m, 2018/19 - £13.7m, 2019/20 – £16.0m and 2020/21 – £11.1m. The offer of £44.130m was predicated on being used for specific works associated with the expansion plans. It does not make financial provision for investment outwith the scope of funded eligibility i.e. 3 and 4 year olds and eligible two's.
- 26.5 During 2017/18, Education Services took forward a number of projects to support the delivery of 1140 statutory hours by 2020.
- Major works (£2.2m) have been undertaken to repurpose a former social work property, Southbrae Centre, Scotstoun, to deliver 139 early learning and childcare spaces. The project has recently completed and a local third sector provider has re-located into the building increasing capacity in an area of the city which has been identified as needing additional capacity.
 - An extension of existing provision at Langside Nursery (£0.5m), located in Battlefield Primary School. This work has repurposed unused spaces to provide enhanced provision thereby increasing the readiness of the nursery to deliver the enhanced entitlement of 1140 hours to an increased number of children when it is phased in for this area.
 - The development of the Blairtummock Childcare Centre of Excellence, a partnership between Rising Stars Childcare (Jobs & Business Glasgow) and Glasgow Kelvin College. The refurbishment was funded by Education Services (£159k). The centre provides nursery and after-school care for 70 children as well as an early learning and childcare teaching space for 85 students at any

one time. The centre also includes extensive outdoor spaces, both in the grounds and in neighbouring woodland, offering enhanced outdoor learning opportunities and it is expected that children will spend at least 70% of their time in the outdoors.

- 26.6 In March 2018, the City Administration Committee agreed that the planning for early learning and childcare should take into consideration the core phasing principles of Deprivation, Low Supply and Flexibility. Scottish Government guidance on making best use of resources advise the creation of a hierarchy of approach: Use what we have: Making full use of existing resources / capacities; Use what we purchase: Increase uptake of partner provision; Repurpose or extend: Create additional capacity through modification of existing assets; and New Build: Create capacity through investment in new provision.
- 26.7 A paper on capital plans was taken to the City Administration Committee on 30th August 2018. In line with the recommendations from the paper a non-statutory consultation is taking place during November to seek the views of stakeholders on a range of proposals to extend early learning and childcare across the city. The consultations are available on <https://glasgow.gov.uk/index.aspx?articleid=17886> .
- 26.8 Regular progress reports will be provided to the Education, Early Years and Skills City Policy Development Committee.
- 27. Review and consider options to address the recommendations of the Cost of the School Day report including summer activities and extending free school meals.**
- 27.1 Schools and nurseries across the city have continued to use the Cost of the School Day report and support from the development officer to 'poverty-proof' the school day. Examples include: reviewing school uniform to minimise cost to parents; having school trips which are more local and, therefore, more accessible for all pupils; not having a donation linked to events such as 'non-uniform' days. Children and young people have been actively engaged in this work.
- 27.2 In the budget of February 2018, the Council agreed to the introduction of free school meals for Primary 4.
- 27.3 During the summer of 2018, funding was provided to third sector organisations to provide activity and food programmes. A report was presented to Wellbeing.
- 28. Improve the percentage of pupils going to a positive destination when they leave school, particularly those living in the 20% most deprived data zones by:**
- **Building employer and school connections and opportunities;**
 - **Increasing the opportunities for vocational training;**

- **Aligning learning and youth employment programmes;**
- **Enabling senior pupils to have access to school and college based learning; and**
- **Pursuing strategies for the growth in STEM subjects and languages.**

- 28.1 The full report was presented to the Education, Skills and Early Years Policy Development Committee and is available on:
<http://www.glasgow.gov.uk/councillorsandcommittees/viewDoc.asp?c=P62AFQDN2UZ381NTNT>
- 28.2 The School Leaver Destination Return (SLDR) is a statistical return which used to be undertaken by Skills Development Scotland (SDS) on behalf of the Scottish Government. The Return was based on young people who left school between the 1st of August 2016 and the 31st of July 2017. This exercise was carried out during the month of September 2017 and then in February 2018 SDS carried out a follow up survey to track the same young people.
- 28.3 The data is published in February as part of the analysis of attainment data on Insight. The data on Insight is slightly different from the data gathered in previous SLDRs, therefore, comparisons with previous years is not entirely appropriate. However, comparison has been included throughout this report to allow trends to be considered.
- 28.4 Overall, the number of young people sustaining their positive destination is 90.1% which is 1.8% lower than the initial destination. This is the best figure for Glasgow to date and the first time over 90% has been achieved. We remain behind the national figure of 92.9% which is 0.8% lower than the initial destination, we have narrowed the gap with the national figure. Glasgow has achieved an improvement of 3.6% whereas nationally the rate is 1.5%.



Glasgow's Follow-up destinations June 2018											
	Total Leavers	Positive Destination	Higher Education	Further Education	Training	Employment	Voluntary Work	Activity Agreements	Unemployed Seeking	Unemployed not seeking	Unknown
11/12	4411	87.6%	29.3%	28.3%	9.0%	19.3%	0.5%	1.1%	10.6%	1.3%	0.5%
12/13	4572	89.2%	31.4%	27.4%	8.2%	18.6%	0.6%	3%	9.5%	1.0%	0.3%
13/14	4725	89.7%	32.8%	26.5%	7.2%	20.6%	0.7%	2.1%	8.8%	1.1%	0.3%
14/15	4595	90.3%	33.9%	28.4%	7.6%	19.1%	0.3%	1%	7.3%	1.3%	1.1%
15/16	4,551	89.9%	34.5%	28.3%	5.3%	20.2%	0.6%	1%	7.5%	2.3%	0.3%
16/17	4,472	90.1%	34.0%	28.6%	3.3%	23.4%	0.3%	0.5%	6.5%	2.3%	1.1%

28.5 The table above shows the destinations from the February survey. Higher education includes courses offered at colleges and universities. A number of courses which start at college with an HNC/HND articulate with a degree programme at university.

28.6 In 2016/17, the table below shows that 42.5% of those leaving school to go to higher education went to a college and 57% went to university. This is a 5% increase in the number accessing University/HEI institution and study at degree level from 2015/16.

Institution type	2015/16 No.	2015/16 %	2016/17 No.	2016/17 %
College	734	47%	687	42.5%
University	817	52%	918	57%
Unknown	20	1%	8	0.5%
Total	1571		1613	

28.7 The table below shows the proportion of those leavers in higher education who come from the 20% most deprived postcodes. It can be seen that overall this proportion is increasing although there was a slight decrease from 2015/16 to 2016/17 – the actual numbers of those going to higher education increased which is very positive.

Year	Number in SIMD20	% of those in HE who are from SIMD20
2013/14	645	41.7%
2014/15	683	44.1%
2015/16	739	47.8%
2016/17	744	46.1%

28.8 In 2015/16, of the 739 leavers who went to higher education with postcodes in SIMD20, 55% went to college and 44.5% went to university. In 2016/17, of the 744 leavers who went to higher education with postcodes in SIMD20, 47% went to college and 52.5% went to university. This is the first time more higher education leavers went to university.

SIMD20	2015/16 No.	2015/16 %	2016/17 No.	2016/17 %
College	406	55%	350	47%
University	329	44.5%	390	52.5%
Unknown	4	0.5%	4	0.5%
Total	739		744	

28.9 In 2015/16, the 329 school leavers with SIMD20 postcodes who went to university represent 20.9% of all leavers going to higher education. In 2016/17, the 390 school leavers from with SIMD20 postcodes who went to university represent 24.1% of all leavers going to higher education, a 4% increase on last year's results.

28.10 Our partnership with colleges is continuing to grow enabling us to improve the range of vocational pathways on offer to young people. For example, young people who participate in college courses as part of the senior phase (S4 to

S6), including Foundation Apprenticeships are considered as returning learners in the host college which is increasing the numbers of young people continuing at college.

- 28.11 Our work on STEM and languages is continuing to develop. We have dedicated teams to support career-long professional learning in both STEM and languages. A report on STEM activity was presented to the Education, Skills and Early Years City Policy Development Committee on 15 March 2018.
<http://www.glasgow.gov.uk/councillorsandcommittees/viewDoc.asp?c=P62AFQDN2U2U810GUT>

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

29.1 Community Learning and Development 2018 – 2021

http://www.glasgowlearning.org.uk/learning_providers/research_and_reports

A CLD Event was held in October 2017 to begin the process of identifying priorities for the new CLD Plan 2018-21. Partners and stakeholders at this event agreed that CLD should be aligned to the areas of focus in the Glasgow Community Plan: Economic Growth, Resilient Communities and A Fairer and More Equal Glasgow.

The Glasgow CLD Plan 2018-21 shares the city's ambition for "*Glasgow to be a world class city, with thriving and resilient communities where everyone can flourish and benefit from the city's success.*" The GCLDSP will deliver this through high quality CLD, which is life changing for our citizens and enhances the city's prosperity and wellbeing. CLD makes our city a better place to learn, work and live by reducing isolation, poverty and disadvantage as well as by improving self-esteem, skills and aspirations.

Through an evaluation of the GCLDSP the need to strengthen leadership, planning and information sharing of CLD in the city was acknowledged. This evidenced a willingness to collaborate to improve the quality, scope and impacts of CLD in the city. This resulted in an explicit commitment to strengthen the profile and better demonstrate the value CLD brings to the city. As a result of this, the CLD Plan aims to strengthen and embed and continuously develop and improve CLD in the city through partnership working. In May 2018, an inspection of CLD in Govan by Education Scotland identified positive impacts on learners in Govan and the strength of strategic and local partnership commitment to CLD. Areas to be strengthened through the new CLD Plan including governance, leadership and sharing information.

Building on key successes from the previous CLD Plan 2015 - 2018, the current vision is to deliver a range of accessible, high quality CLD opportunities which lead to improved outcomes in people's personal, family and working lives while

contributing to the city's economic growth and making Glasgow's communities more resilient, fairer and more equal.

- 29.2 **Key Highlights and Successes of 2017/18:** 2017/18 has been a transition year for CLD Planning in the city. The GCLDSP continued to oversee the delivery of the previous CLD Plan while developing the new plan. There continues to be a range of positive outcomes for learners, families and communities in the city and the following highlights some of these:
- 29.3 English for Speakers of Other Languages (ESOL) - Adults looking to access ESOL learning have their English level assessed at regular sessions in local libraries and colleges. CLD partners are sharing data and information on provision and working collaboratively to improve ESOL referrals and placements to better meet the growing demand for ESOL in the city. Partners have established the ESOL register which provides information on the level of demand for provision as well as competency levels and unmet need. Over 1,700 adults participated in ESOL and reported that this learning positively impacted on their lives with 94% of learners improving their English; 74% of learners reporting increased confidence and self-esteem; 85% made new friends and 70% felt less lonely and isolated.
- 29.4 Adult Literacies - Between April 2017 and September 2018, 1200 adults engaged in Glasgow Life programmes to improve their reading, writing and number skills in libraries and other community venues. All participants reported that their learning had a positive impact on their lives with 86% improving reading, writing, spelling and form filling; 92% reporting that they felt happier and more positive; 78% enjoying increased confidence and self-esteem and 94% reporting that they were better at timekeeping, time management and making appointments. Learner achievement continues to be recognised through celebration events, festivals and the city's Reading Calendar. In 2018, over 360 ESOL and literacies learners from across the city produced content for the Aye Write! Book Festival.
- 29.5 Gaelic Language Learning - The demand for Gaelic Language learning continues to grow with attendances for 2017-18 up by 19%. Glasgow Life's strategic approach to Gaelic learning has seen the programme attract £27,000 worth of investment from Bord-n-Gaidhilg and a further £8,000 from GCC Education to build on the early years parental support offer. The full programme forms part of the city's Gaelic Language Plan and now has a range of provision from early years through to adult learning.
- 29.6 Family Learning - The Family Learning Team was established in August 2016 in partnership with Education Services to address the poverty-led attainment gap by developing the skills of families to promote learning at home and encourage achievement at school. The Family Learning Team with partners such as Save the Children, Scottish Parent Teachers Council, the NHSGCC Health Improvement Team, and the GCC Welfare Reform Team developed family learning resources. Since April 2017, the team have coordinated 700 sessions which attracted over 4000 attendances by families.

- 29.7 Early Words Together - is a targeted National Literacy Trust (NLT) programme being delivered in partnership with GCC Education Services and Glasgow Life across 25 Educational establishments to develop young children's communication, language and literacy and to enable family engagement through the support of peer volunteers. It is helping to close the attainment gap. The programme has improved positive outcomes for families experiencing social or economic disadvantage. A corporate volunteering arrangement with Harper Collins Publishers provides integral support for this.
- 29.8 Future Families - Clyde Gateway continues to invest in the delivery the Future Families Project. Activities are designed to improve the literacy, numeracy and communication skills of pre-five year olds through increased parental involvement to reinforce learning in the home. Since April 2017, the project's Family Support Workers have delivered 1,300 sessions with 22,000 attendances.
- 29.9 Physical Literacy and Play: The Glasgow Play Get Together Network provides members with access to training, shared practice and partnership working opportunities that help to empower and build the capacity of play providers to meet the needs of communities. During 2017/18 CLD partners supported the Street Play Initiative delivering 38 street play events across the city.
- 29.10 Work with Young People: CLD partners offer a range of accredited learning opportunities to young people in a range of settings including schools, libraries and community venues. Programmes include Princes' Trust Achieve, John Muir Awards and the Duke of Edinburgh Awards (DofE). Working with Education Services DofE team, schools and community groups ensured that increasing numbers of young people achieve accredited awards. The Glasgow DofE Annual Awards Ceremony at the Glasgow Royal Concert Hall was the largest event in the UK.
- 29.11 Youth Networks – CLD continues to foster youth engagement and participation by providing direct support to Glasgow's 16 Members of the Scottish Youth Parliament (MSYP's) and to members of the Glasgow Youth Council (GYC). A non-voting youth representative now serves on three council committees; Education Strategic Improvement Board, the Education, Skills and Early Years Committee and the Wellbeing, Empowerment, Community and Citizen Engagement Committee. A Citywide Youth Partnership and local forums are in place to plan delivery of coherent youth services.
- 29.12 Volunteering and Employability: The demand for volunteering opportunities is greater than the number of opportunities on offer³. Volunteer Glasgow and partners continue to promote the City's Volunteer Charter and to ensure volunteering opportunities are meaningful, build resilient communities and enhance the lives of Glaswegians. Volunteer Glasgow are working with partners such as Scottish Fire and Rescue, GCC social services, Glasgow Life, NHS, Police Scotland, Loretto Housing , Clyde Gateway to develop and implement the new Volunteering Strategy (SVF) and action plan. There are

³ Glasgow Volunteering Strategy Technical Report published in May 2018

now 3,800 volunteers registered and almost 60% have found an opportunity to volunteer.

- 29.13 Macmillan @ Glasgow Libraries -The Macmillan @ Glasgow Libraries Partnership continues to flourish, with over 2,900 attendances in 2017, a 14% increase over the previous year. The programme, in its sixth year, allows people living with or affected by cancer to improve their quality of life by ensuring they receive the right information and support at the right time, regardless of where they are on their cancer journey. Volunteers are vital to the delivery of this programme.
- 29.14 Employability Innovation and Integration Fund ('EIIIF') Project - Clyde Gateway and Glasgow Life are working on a health improvement and employability project that links the needs of parents and caregivers attending Bridgeton Family Learning Centre to skills development and employment opportunities. This includes support to access health and wellbeing, volunteering, and financial inclusion services. The project works with partners such as the Glasgow Marriot Hotel, Thenue Housing Association and Jobs and Business Glasgow to offer a range of assistance such as English language and family learning, employability support and in work training opportunities with real job opportunities. Almost 100 families have benefitted from this support.
- 29.15 Glasgow Museums Employability - Glasgow Museums hosted 26 employability placements who completed over 4,000 hours. In 2018 with Heritage Lottery funding, Glasgow Museums created a youth employability initiative in the South of the city. The Burrell Collection, Glasgow Museums Resource Centre and local schools worked together to offer sessions with staff giving an introduction to Customer Service Excellence and the Museums Outreach Service. This was further developed with the creation of and recruitment for a volunteering programme for young people aimed at increasing confidence and developing customer service skills
- 29.16 Digital Learning - Glasgow Life continues to be the city's leading provider of basic digital skills with a reported 6,000 attendances in 2017/18 across a suite of 16 learning opportunities - from basic skills for beginners to employability training and accredited qualifications. Additional funding was secured to put in place a 'Universal Support' offer in 17 Hub libraries, assisting clients affected by the roll out of Universal Credit. The offer is further supported by a Digi-Pal volunteer service. In 2017/18, 50 digital volunteers donated more than 3,000 hours of their time, providing library users with individual help and advice on everything from safe shopping online to job searches and filling online forms, as well as troubleshooting in eight languages. These services, along with free WiFi and more than 600 PCs across the library network have ensured that community libraries continue to be an essential resource for job seekers with approximately 1,000 individuals using library PCs for job searching weekly.
- 29.17 Glasgow Libraries and CoderDojo Coding Clubs - There are currently 12 CoderDojo clubs in eight of the city's libraries supported by staff and volunteers. During 2017/2018, the clubs had 1500 attendances with participation from 450 children. In partnership with CoderDojo, Glasgow Life is encouraging young people to explore their creativity and develop skills for work by making animations, games and websites through activities in these clubs.

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

30.1 Glasgow continues to be the biggest deliverer of Gaelic medium education (GME) outwith the Highlands and islands. From May to September 2017, a statutory public consultation was held on a potential site for a third GME primary school. The majority of respondents did not agree with the proposed site at Gowanbank so a working group of councillors, parents and officers worked together to agree a way forward to ensure that all parents who wished access to GME were able to do so.

30.2 In August 2018, an annexe of the Berkeley Street primary school was opened at the former Ladywell School. This building is too small for future years and so the annexe will move to the former Cartvale School building in August 2019. Refurbishment work will be carried out in the building in preparation for the children moving.

30.3 Discussions are taking place with Scottish Government about the possibility of a new school which will be needed by 2025.

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

31.1 Some primary schools across the city have introduced walking buses. In the best practice, support staff work with children to design the route. Schools have financed this through pupil equity funding.

31.2

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

32.1 The PPP contract review is underway. CIPFA and Ashmore Financials have been commissioned on a no gain, no fee basis to examine the PPP finance structure to identify any potential cost reduction opportunities. Increasing numbers of lets are being assigned to the secondary estate in order to reduce costs and secure economies of scale.

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.

33.1 The Digital Learning Strategy is now underway in conjunction with CGI. This major strategic development will deliver the deployment of over 52,000 iPads to education establishments, implementation of mobile device management, configuration of Education core applications, combined with the installation of

over 8,000 Apple TVs and projectors. This will be supported by a roll-out of teaching and learning collateral, for teachers and support staff.

33.2 The associated infrastructure upgrade is being phased out across the estate between September 2018 and August 2020. Shawlands, the first learning community to benefit from the investment now has enhanced LAN and WAN network capacity and I-pads have been deployed to staff.

33.3 Each school and nursery has an identified 'Digital Leader' who regularly attends professional learning events. They are the named digital champions for their establishment. Professional learning is being very effectively supported by Apple Education.

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

34.1 There are currently around 140 secondary school Principal teachers of pastoral care, over 330 Headteachers and Depute headteachers in primary schools. All of these staff currently effectively act as '*Named Persons*' although we do not officially use this term following the Supreme Court judgement.

34.2 All practitioners in our establishments use a *Getting It Right* approach to promote, support and safeguard the wellbeing of our children and young people. Any of our children and young people, parents and carers are welcome to request help and support from any promoted members of staff in any establishment at any time.

34.3 We still await guidance from Scottish Government on the implementation of a Named Person Scheme.

35. Review the catchment areas for Glasgow schools.

35.1 On 3rd May, the City Administration Committee agreed to two statutory consultations under the Schools (Consultation) Scotland Act 2010. One was on secondary delineated catchment areas. This consultation did not seek to make significant changes to secondary catchment areas although the opportunity was taken to tidy up parts of catchment areas where this made sense, for example, part of the catchment area of St Mungo's Primary School which is being developed as part of the Sighthill project. The other consultation was a review of placing request criteria.

35.2 The consultations closed on 24th September and at the time of writing this report, the responses to the consultations were being drafted taking into consideration the views of Education Scotland inspectors in line with the requirements of the Schools (Consultation) Scotland Act 2010. It is intended to take the full responses with recommendations to the City Administration Committee early in 2019.

35.3 The responses will contain recommendations for further consultations, such as the future entry criteria for Notre Dame High School.

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

36.1 We have established an Additional Support for Learning (ASL) estates working group which meets six weekly. This group consists of headteachers and senior officers from Education Services. It is reviewing the link between the location of ASL provision across the city and where children live who are being recommended for the specialist provision. 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. Our aim is to ensure that children are taught as close to their local communities as possible. This will take time to achieve and will require us to review staffing, resources and training.

36.2 We have also begun to review our provision and the curricular models for children and young people with complex additional learning needs. This workstream includes a service re-design of the early years inclusion support and home visiting service which will lead to more effective early identification from Health Services into education and an increase in specialist outreach support and training for mainstream nursery and primary schools.

37. Support equality and diversity in all our education approaches, through:

- **The nurturing city approach;**
- **Reviewing the feasibility of changing places toilets in our schools and plans for how this could be introduced;**
- **Working with LGBT groups, including the Time for Inclusive Education programme, to better meet the needs of young people who identify as LGBT.**

37.1 During session 2016/17 Education Services established an Equalities working group, chaired by a secondary Headteacher supported by the quality improvement officer (QIO), Equalities, with representation from, Glasgow Dyslexia Support service and English as an Additional Language (EAL) service and school based staff from both denominational and non-denominational schools. The remit of this group has been to focus on support and advice for schools around the protected Characteristics.

37.2 The 2010 Equality Act identifies a number of protected characteristics. All public sector bodies have a duty to conform to the following equality duties:

- To eliminate discrimination
- To advance equality of opportunity
- To foster good relations across all characteristics

37.3 In 2016 the results of the Glasgow wide health survey on young people was published. This clearly evidences that young people who identify as LGBT are significantly more likely to have developed mental health issues, often related to their experiences in school. They are six times more likely than other young people to have a mental health issue and be involved in other risk taking behaviours. It is, therefore, important that schools are equipped to address these issues and improve provision and support for young people. For LGBT young people the relevant protected characteristics are Sexual Orientation and Gender reassignment.

37.4 During 2017/18, Education Services guidance has been prepared after consultation with staff and young people in Glasgow schools and other relevant organisations, such as the TIE campaign (Towards Inclusive Education) and LGBT Youth, LGBT Scotland and Education Scotland to ensure that schools are able to better support LGBT young people and that all our young people and staff are equipped to promote better relationships in our schools.

37.5 Guidance for staff has been signposted to reflect the most relevant HGIOS (How Good is Our School) 4 Quality Indicators (QIs). The associated relevant QIs from HGIOS 4 have been cross referenced for staff. A communication strategy involving both inputs at City Headteacher meetings and the use of Glasgow On-line (education intranet) has ensured breadth of coverage.

37.6 Initial work strand outcomes from the Education Equalities group:

- Guidance for schools has been developed and is presented in the style of top ten tips which are applicable to nursery, primary and secondary establishments. This has been developed as a 'one stop shop'/ information point for staff on Glasgow On Line. Glasgow's guidance has been validated through Education Scotland.
- Contacts for supportive organisations and Information re useful publications is identified for staff
- A one day training programme has been developed and 17 Glasgow school based staff have volunteered to become equality trainers and deliver the programme in their own school and other schools across the city.
- Professional development twilight sessions have been provide for staff across the city.

- Glasgow's training materials articulate with the materials that have been developed by the TIE campaign.
- The Scottish Government's LGBT working group are also currently looking at the TIE campaign materials as a basis for developing National guidance. Glasgow's Head of Service (Inclusion) chairs this group.
- A training session using these materials was delivered to all Quality Improvement Officers, Educational Psychologists and Education Directorate in November 2017.
- Training was delivered to child protection officers across each of the three strategic planning areas, covering 240 participants.
- A number of schools have achieved LGBT Chartermark status with one establishment 'Shawlands Academy' being the first school in Glasgow to achieve Silver status. In addition to this, Glasgow's Educational Psychology service are also currently undergoing LGBT Chartermark (Silver) accreditation.
- A 'sharing good practice' site is under development to establish a GLOW drop box for sharing good practice taking place in Glasgow Schools (events/initiatives).
- A self-evaluation tool is under development which will allow schools to measure the impact of changes in practice in supporting LGBT young people across Glasgow schools

37.7 An LGBT Youth event was arranged in conjunction with Glasgow Life for 12th June 2018, in partnership with the Tramway Theatre. The event celebrated and supported young people from Glasgow schools, particularly those who identify as LGBT. It was led by the Education Services' Equalities Working Group, designed by, with, and for, young people. Activities included workshops around; Art, Drama, Music and Health. This initiative also supported more regular networking meetings being held which are initiated and run by young people themselves.

6 Policy and Resource Implications

Resource Implications:

Financial: Within existing resources. Additional funding for closing the poverty related attainment gap has been provided in 2017/18 through the Scottish Attainment Fund.

Legal: In line with the appropriate legislation

Personnel: Additional staff have been recruited using the additional funding.

Procurement: not applicable to this report

Council Strategic Plan: Excellent and Inclusive Education
References to the Council Plan are shown in 4.1

Equality and Socio-Economic Impacts:

Does the proposal support the Council's Equality Outcomes 2017-22 Yes

What are the potential equality impacts as a result of this report? Positive impact

Please highlight if the policy/proposal will help address socio economic disadvantage. Yes, the priority for raising attainment and achievement aims to close the poverty-related attainment gap and improve the outcomes for those living in the most disadvantaged postcodes.

Sustainability Impacts:

Environmental: Not applicable

Social, including Article 19 opportunities: 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 and adults who are better educated are able to contribute more positively to the growing economy of the city.

Privacy and Data Protection impacts: Not applicable to this report

7 Recommendations

- 7.1 The Committee is asked to consider the content of the report and note the progress being made to secure improvements in outcomes for children and young people.