

Excellent and Inclusive Education

Committee primarily responsible for development and progress of priorities: Education, Skills and Early Years City Policy Committee.


Other relevant committee for implementation: Neighbourhood, Housing and Public Realm City Policy Committee and Wellbeing, Empowerment, Community and Citizen Engagement City Policy Committee.

Previous Performance:


2017/18 can be accessed [here](#).

2018/19 can be accessed [here](#).




Excellent and Inclusive Education

Commitment	Actions with Year 3 Milestones	Progress and Performance	Planned Activity	Lead Service	RAG
22. Improve attainment in all Glasgow schools, working with parents, pupils and partners.					
22.1 Work with teachers, parents, partner organisations and young people to develop an attainment plan for every school in Glasgow.	In consultation with partners, develop improvement plans for every school in an aim to improve attainment. <ul style="list-style-type: none"> Schools to produce 2019/20 improvement plans which detail their use of Pupil Equity Funding. Edis to continue to deliver improvement plan training. 	Schools produce annual improvement plans. These are underpinned by effective self-evaluation which is clearly focused on ensuring that every child makes progress in their learning. How Good is our School 4 (HGIOS4) and How Good is our Early Learning and Childcare (HGIOELC) are used to carry out focused self-evaluation in order to inform school improvement priorities.	Complete.	Education Services	Complete
22.2 Support and empower headteachers and staff to make the most of the Pupil Equity Fund, enabling them to make choices that meet the particular needs of their own school population.	Deliver the proposals submitted for the Pupil Equity Fund and monitor through the Glasgow Improvement Challenge. <ul style="list-style-type: none"> Summary reports of thematic review will be drafted for submission to the Scottish Government in autumn. Continue to undertake an annual thematic review of the Improvement 	PEF funding has been used to provide additional teachers in 119 primary schools, Challenge Leaders of Learning (CLOLs). The allocation is proportionate to the SIMD profile of the schools. Glasgow Improvement Challenge committee reports are available online .	Actions complete Provide targeted support for schools as identified through the quality assurance approaches of the Challenge.	Education Services	



Excellent and Inclusive Education

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	Challenge to allow us to evaluate, monitor and improve in key areas.				
22.3 Involve local communities in the educational journey and build resilient links between home, school, community and workplace.	Implement the new guidance laid out in the Parental Involvement Act. <ul style="list-style-type: none"> Parents working group to be established. Conduct Parental Involvement and Engagement survey. Deliver the Glasgow's Improvement Challenge workstream, Family learning. <ul style="list-style-type: none"> Full thematic review to be carried out in May/June. Establish a multi-agency working group to take forward the Children's Services Executive improvement plan which includes family support.	The input and involvement of Family Learning Officers is leading to more effective parental engagement in schools. There is increased participation of families in a wide range of evidence based programmes e.g. Families Connect, Early Words Together. This commitment has been moved to the new priority R26. Actions may differ slightly however they will still relate to parents and families.	Develop and deliver a robust volunteering framework which includes recognition / accreditation for volunteers.	Education Services	
22.4 Review attainment in mathematics across Glasgow and act on the recommendations.	Undertake review of attainment in mathematics. <ul style="list-style-type: none"> Undertake full review in 2019/20 and being the process of implementing actions. 	The committee report on Mathematics and Numeracy is now available online . Attainment across almost all measures is showing improvement over time. The on-going work in mathematics, within all sectors, should ensure that Glasgow is well placed to continue to improve the outcomes for young people.	Complete.	Education Services	Complete
22.5 Develop a languages strategy for Glasgow, to increase language uptake.	Delivering the national government's 1+2 languages strategy. <ul style="list-style-type: none"> Completed report to be presented to City Policy Development Committee. Implement actions from report. 	A progress report on the 1+2 Language Learning Policy was presented to the Education, Skills, and Early Years City Policy Committee in 2019.	Complete. Work to deliver recommendations from the strategy will be ongoing.	Education Services	Complete



Excellent and Inclusive Education

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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 Introduce governance of schools at a city region level, ensuring the service remains accountable at a local level and to this Council.	Implement the Glasgow City Region report recommendations. <ul style="list-style-type: none"> Continue to implement recommendations and complete evaluation of implementation 	Action complete. An evaluation of 2018/19 Regional Improvement Plan was published and is available online . This has informed priorities for improvement in 2019-22	Deliver 2019-22 Regional Improvement Plan with particular focus on Systems Improvement workstream (Glasgow Executive Director of Education is Work Stream Sponsor)	Education Services	
24. Consider how we maintain the number of teachers working in Glasgow establishments to continue to raise attainment and achievement.					
24.1 Consider how we can best maintain teacher numbers in Glasgow.	Develop a schedule and programme for consideration. <ul style="list-style-type: none"> Production of schedule and programme. Determine pupil estimates for 2019/20. Calculate the number of teachers required based on pupil estimates. Staff to the required level, including recruitment of additional staff. Ensure the PTR remains at a stable level 	Over recruited in primary and secondary and all successful candidates offered permanent or temporary contract until June 2021. However there continues to be a national shortage in some subjects such as maths. Improved retention rate of probationers to between 85 and 92%.	HR team will deliver briefings to probationers about the benefits of continuing to teach in Glasgow. This may be online this year	Education Services	
24.2 .Support the city's teachers, including ASL staff, by working to reduce workload and ensuring staff feel valued and receive the training and support they need.	Continue to monitor the workload and bureaucracy at the Local Negotiating Committee for Teachers (LNCT) <ul style="list-style-type: none"> Working Time Agreement submissions will be reviewed and sharing of good practice planned for session 19/20 	Review of ASL staffing ratio is underway, following a pause due to Covid-19 response. Guidance has been issued to school from Joint Secretaries about reducing workload.	Review training for more online options. Continue to monitor workload through working time agreement	Education Services	
	Continue to provide a programme of professional development responding to the identified needs of schools and nurseries. <ul style="list-style-type: none"> Further develop some partnerships and the range of HR training courses to empower Headteachers. 	A range of joint provision with EIS and UNISON for employee development was delivered pre Covid-19. Policy training delivered to EIS by GCC.	All professional development opportunities are under review in conjunction with EIS and UNISON. Some training must be face to face, such as first aid. Going forward training will be digital, face to face hybrid.		

Excellent and Inclusive Education

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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 Deliver the Scottish Government's target of 30 hours a week of flexible early years education for all 3 and 4 year olds and vulnerable 2 year olds.	In partnership with third sector and community groups, develop an action plan to deliver our expansion programme and provide the support resources required. <ul style="list-style-type: none"> Local neighbourhood delivery planning April / May 2019 August 2019 – universal rollout of 900 hours ELC offer to all nurseries inc. partners for families earning up to £45k per annum. New contract for Funded Providers phasing in from August 2019 	By March 2020, the 1140 hour entitlement had been rolled out a year early to 87% of children accessing GCC nurseries. Children in partner nurseries continued on 900 hours where eligible. Over 10,000 children receiving more than the national entitlement. Partner procurement process closed and progressing as planned. We were significantly ahead of timescale, however, the Covid 19 pandemic halted progress. The statutory deadline is currently under review nationally as a result of the Covid-19.	Assuming services re-open, the intention is to begin to deliver the full 1140 entitlement in both GCC and funded partners as quickly as possible. This will be entirely dependent upon national public health guidance.	Education Services	
25.2 Ensure that every child in early years education in our most deprived communities has access to an additional teacher or childcare graduate by 2018.	In partnership with third sector and community groups, develop an action plan to deliver our expansion programme and provide the support resources required. <ul style="list-style-type: none"> A third round of recruitment will take place in June 2019 with a view to fulfilling the commitment in its entirety for August 2019. Targeted promotion of the vacancies and support with interview skills for applicants will be included. 	77% (86.5fte of 112 fte posts) filled. Two leavers from Funded Provider sector, one maternity leave and two temporary promotions within GCC nurseries. The expansion programme impacted upon retention as other opportunities arose for staff. Recruitment progressing and the situation stabilising. We have experienced some staff turnover but were still progressing recruitment, however, the Covid 19 pandemic has halted further progress.	Progress recruitment to fill remaining gaps. Redeployment may be required depending on operational model upon any re-opening.	Education Services	



Excellent and Inclusive Education

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26. Invest in our school estate and early years facilities in the city.					
26.1 Ensure that our early years and school buildings are fit to deliver excellence.	<p>Invest in our school estate and early years facility through the childcare programme board and corporate landlord approach.</p> <ul style="list-style-type: none"> • Commence on site with all new-build and major refurbishment and repurposing projects • Commence on site with all adaptation works to existing early learning and childcare settings. • Continue with required investment works within available budgets to retain all primary school establishments in A or B condition. 	<p>Notable new school openings in 2019:</p> <ul style="list-style-type: none"> • Carntyne PS, • Blairdardie PS, • Riverbank PS • Sighthill Campus. <p>The 4Rs programme was successfully completed, increased focus on Early Years provision.</p> <p>A draft Education Estate Plan has been completed.</p>	Commence implementation of the Education Estate Plan	Education Services/ DRS	
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 Review and consider options to poverty-proof the school day and leisure opportunities by reviewing school lunch prices and work with partners to develop school holiday activities which engage children and young people.	<p>Review and consider options to address the recommendations of the Cost of the School Day project with the Poverty Leadership Panel.</p> <ul style="list-style-type: none"> • Working group established to consider implications of roll out of free school meals P1-P7 and to examine quality of provision. 	<p>Report completed and financial implications assessed. Financial Inclusion Support Officer post established and deployed to support family engagement at schools.</p> <p>In addition, the COVID-19 response has temporarily widened the access to food provision to all children and young people entitled to footwear and clothing grants.</p>	Review outcomes and impact of the FISO post and consider future development / deployment of the role.	Education Services/ Glasgow Life/ DRS	
	A menu of services available through Glasgow Life through the Pupil Equity Fund is launched and reviewed.	Complete. Final update reported end of Year 1 (2017/18) .			
	Continue to work with local sports clubs, community sport hubs, colleges and universities to provide pathways to	The PEPASS Modern Apprenticeship programme of 10 MAs is established and evolving.	Covid 19 may impact partnership working. The 2019 -2023 Community Sports Hubs		


Excellent and Inclusive Education

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	<p>support young people to progress in sport.</p> <p>Continue to deliver Integrated PEPAS (Physical Education, Physical Activity and Sport) to promote out of school hours activity in primary, secondary and ASL establishments and the wider community across Glasgow.</p>	<p>All 10 MAs are successfully training and learning in the PEPASS setting.</p> <p>Complete. Final update reported end of Year 1 (2017/18).</p>	<p>programme will look to provide further support in Glasgow to continue to respond to the needs of their respective communities whilst also providing a greater focus around the following for key areas of focus.</p> <ul style="list-style-type: none"> • Inclusion • Capacity Building & Skill Development • Health & Wellbeing Communities 		
<p>27.2 Support schools and young people to access cultural opportunities.</p>	<p>Continue to support the cultural programme of education through visits and planned activities at Glasgow museums, libraries, music and art venues in the city.</p> <ul style="list-style-type: none"> • From 1st April 2019 all learning within Communities Libraries and Learning area now reporting via Upshot. A monthly management performance report has subsequently been introduced. • Schools and young people's elements will be included in all events and programmes • Glasgow Museums will continue to deliver a programme of Educational Visits for Schools 	<p>Action complete and mainstreamed as business as usual. Glasgow Museums school education workshops are ongoing throughout the year. A monthly management performance report has been introduced. No new significant information is likely to emerge</p>	<p>Complete.</p> <p>A monthly management performance report has been introduced for ongoing monitoring at service level.</p>	<p>Education Services/ Glasgow Life</p>	<p>Complete</p>

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27.3 Encourage schools in Glasgow to consult pupil's annually on uniform policy.	Continue to consult with parents and pupils for any potential changes to school uniforms. <ul style="list-style-type: none"> Ongoing at school level. 	Action complete and mainstreamed at school level as business as usual activity. The Executive Director has shared a Committee paper with all headteachers reminding them of the Cost of the School Day report which contains examples of good practice.	Complete. This will continue to be monitored at a school level.	Education Services	Complete
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:					
28.1 Work with the Scottish Government and the Widening Access Commission to ensure that, by 2030, at least 20 per cent of Higher Education entrants come from our 20% most deprived communities.	Continue to improve the number of Higher Education entrants that come from deprived communities. <ul style="list-style-type: none"> To aim to continue to increase the number of young people from SIMD 20 entering Higher Education. The milestone would be to aim for 40% of leavers entering HE. 	The number of young people entering Higher Education in 2018/19 remained at 39%. 45.9% of this number came from our most deprived communities. This is an encouraging figure	Increase in pupils entering HE to 40%	Education Services	
28.2 Continue to enhance the links made through school employer partnerships and the work of the Glasgow Developing the Young Workforce Group at both Primary and Secondary level.	Continue to build employer and school connections and opportunities. <ul style="list-style-type: none"> To have piloted Bridges to Employment with at least 2 employers and schools from 2 different areas of the city where the population is primarily from SIMD 1 and 2. Talent Taster roll out will be extended from current position as part of the pilot of 5 new DYW posts 	6 Secondary Schools have a DYW Co-ordinator funded by Scottish Government, piloted to support DYW in Secondary schools, ensuring employer engagement is co-ordinated and meets the needs of the young people. These member of the Towards Better Futures Team oversee the destinations of all leavers from their schools and have played an instrumental role in engaging young people and ensuring they enter a positive destination and	Develop Bridges to Employment and Employability programmes to support young people who have returned to school post Covid 19.	Education Services	




Excellent and Inclusive Education

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		<p>have the ability to sustain their chosen destination.</p> <p>Progress on some of the activities was delayed as the result of Covid 19. This includes cancelling of conference; inability to deliver Professional Learning for staff and Bridges to Employment programmes not being able to be completed.</p>			
	Continue to reform our Employability and Skills Partnership Team to ensure that we are maximising the opportunities for business partnerships.	The reform of our Employability and Skills Partnership Team is now complete and no significant new information is likely to emerge	Complete.		
28.3 Introduce a common timetable across the senior phase and support the extension of vocational qualifications at all levels across the senior phase of school.	<p>Increase the opportunities for vocational training.</p> <ul style="list-style-type: none"> Over 300 Foundation Apprenticeships places will be made available in 2019/20. Proposals have been submitted to SDS to support the pilot of new work based learning programmes as enhancements to Skills for Work courses at SCQF Levels 4 and 5 in the subject areas of auto motive engineering, construction trades and hospitality/ tourism. 	<p>We provide a regional approach to college delivery for our Senior Phase students working in collaboration with the three local college partners, Glasgow Clyde College, City of Glasgow College and Glasgow Kelvin College.</p> <p>We delivered over 150 courses from levels 1 – 7 to and reached out to over 1,375 students.</p> <ul style="list-style-type: none"> Level 1- 3 600 students Levels 4-7 775 students <p>We also engaged with various external business partners such as;</p> <ul style="list-style-type: none"> RSBi – 17 people have gone through the Glasgow Senior Phase programme. 	<ul style="list-style-type: none"> Continue to support the “Towards Better Future Strategy” Develop new opportunities and future pathways for our young people linked to the jobs growth areas. Emphasis on providing relevant and suitable provision, across SCQF levels 1- 7 to support all levels of learning, and ensuring inclusive access. Committed to closing the attainment gap, raising aspirations and achievements for all. Link the Foundation Apprenticeships programmes closer to final destinations 	Education Services	


Excellent and Inclusive Education

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		<ul style="list-style-type: none"> • Glasgow Consortium – 172 new recruits for the Foundation Apprenticeships programmes • around 200 students are already involved in the year 1 and year 2 FA programmes. <p>The FAs programmes all have an element of employer engagement built into them but due to the current Covid situation the employer engagement element of the course will be affected and may have to be delivered in a different way.</p> <p>We also engage with various training providers such as;</p> <ul style="list-style-type: none"> • Tigers and Genius People who have 55 young people on their FA programmes. • SDS Keepmoat construction pilot at SCQF level 4/5 has been successfully undertaken by 10 young people from 3 Glasgow schools. <p>These SDS pilots are being extended this year to incorporate 2 new sectors of development and delivery.</p> <ul style="list-style-type: none"> • Automotive • Hospitality 	<ul style="list-style-type: none"> • Expand the FA programme to incorporate more Level 4 and 5 pilots. • Employer engagement to be a major focus within the new SDS Level 4/5 pilot programmes. • Encourage and assist more young people into the STEM career pathways. • Upskill our young people with the necessary emerging skills to match our economic needs. 		
	Continue to phase senior timetables and harmonise with colleges to enable	The evaluation of the harmonisation of timetables is	Complete.		


Excellent and Inclusive Education

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	senior pupils to have access to school and college based learning.	now complete and this is no longer ongoing work			
28.4 Align management of Glasgow's youth employment programs with management of learning in school.	Develop the links between the youth employability programmes and schools, to ensure a seamless service. <ul style="list-style-type: none"> The link between youth employability programmes and Education services will continue to be brought together more closely. Schools will increase the number of young people accessing opportunities within the Glasgow Guarantee 	Achieved the goal for 19-20 to track all leavers to ensure we had no unconfirmed young people in the city. Towards Better Future Destinations Team have worked closely with schools, working towards School Leaver Follow Up destination of 100% by 2023.	Ensure all 30 Secondary schools are aware of opportunities for young people on leaving school, supporting schools to understand and implement a Towards Better Future strategy within their schools, link with partners when required to support the needs of the young people	Education Services	
	Through the Glasgow Economic Strategy deliver the action: Put economic development at the heart of the city's education policies including ensuring teachers, parents and FE institutions are informed of economic trend and opportunities <ul style="list-style-type: none"> To build on progress already made especially in discussion arising from "No One Left behind". 	The economic strategy is available online The service has formed strong partnerships with colleagues in SDS and the third sector, collaborative approaches with key stakeholders remains a key area of development. No new significant information is likely to emerge.	Complete. Future monitoring through the economic strategy.		
28.5 Increase the number of Modern Apprenticeships offered by the Council Family, with a target of growing opportunities by 10% by 2022.	Increase the number of Modern Apprenticeships supported by the Council Family. <ul style="list-style-type: none"> We will continue to aspire to a 10% increase annually for 2019/20 and 2020/21 and this will be focussed on Early Years and Admin/clerical. 	Close working with Glasgow Guarantee is in place to raise the number of young people accessing employment/MA's through Glasgow Guarantee by 10% within the next year. Supporting Glasgow Guarantee to develop a plan of action around recruitment and raising awareness of opportunities to young people in Glasgow schools.	Developing Foundation Apprenticeship work placements opportunities to link to future Glasgow Guarantee MA opportunities within the Council Family.	DRS	
28.6 Support physical education, languages and STEM subjects.	Develop a strategy for the growth of STEM subjects and languages. <ul style="list-style-type: none"> Learner experience 	STEMFest Pupils attended – 700 Staff attended - 80	<ul style="list-style-type: none"> Launch Sciences Framework document to support the 	Education Services	



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	<ul style="list-style-type: none"> • STEM Fest 2019 • Staff development • Continue to support and grow STEM networks • Provide CLPL to develop and improve STEM teaching and opportunities • Partnerships • Sustain and build partnerships that will support young people across Glasgow 	<p>Widening Access Family Day – 1179</p> <p>CLPL delivered to all sectors and fully booked sessions.</p> <p>Primary STEM Leaders – Provided further CLPL to South Lanarkshire, East Dunbartonshire & East Renfrewshire</p> <p>Pupil events were cancelled due to COVID however we have investigated ways in which these could continue given social distancing.</p> <p>Glasgow Science Centre – 17632 pupils and teachers engaged in GSC CfE linked programme:</p> <ul style="list-style-type: none"> • 68% of all GCC primary schools • 80% of GCC secondary schools 	<p>teaching of Sciences within the BGE.</p> <ul style="list-style-type: none"> • Link resources to Career Education Standards Entitlements and SDS Meta-skills. • Develop online Career-Long Professional Learning (CLPL) which links STEM and Developing the Young Workforce (DYW). • Delivering DYW and STEM CLPL to all Glasgow's probationer teachers. • Maintain the Primary STEM Leaders programme offer online and use those practitioners to be delivering and contributing to the wider CLPL offer. • Promote Towards Better Futures strategy. • Glasgow Science Centre provide primary offer via online modules. Secondary offer to be confirmed. 		
<p>28.7 Work with partners to review post-school opportunities in employment, training and volunteering and expand high-quality opportunities such as those provided by Community Jobs Scotland.</p>	<p>Work with partners to review post school opportunities in employment, training and volunteering.</p> <ul style="list-style-type: none"> • To have completed a review of the Activity Agreement Service and have a clearly defined way forward for this service as part of a wider strategy for supporting young people in negative destinations or at risk of negative destinations. 	<p>Funding from No One Left Behind has enabled the development of the bespoke Towards Better Futures – Next Steps programme, aimed at supporting all leavers 2020 to enter and sustain a positive destination post Covid 19.</p> <p>Working with third sector organisation, Action for Children, to enhance their STAY college</p>	<p>Development of Towards Better Futures – Next Step opportunities to embed Next Step pathways for young people entering the Employability Pathway. Continue to work with colleges on the development of an Early Warning system to support sustainability of our young people with FE.</p>	<p>Education Services / DRS</p>	


Excellent and Inclusive Education


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	<p>Glasgow Life will continue to work with partners to deliver Coach Core</p> <ul style="list-style-type: none"> • 2019 Programme to commence August 2019 with approx. 15 candidates on MA Programme. Numbers reduced due to limited funds allocated from Skills Development Scotland. If additional funds can be secured Glasgow Life would be able to provide the full 20 MA Places on programme for 2019/20. • This will involve undertaking a needs analysis and mapping exercise to understand the education and training systems needed to generate new skills, to respond to the nature of the jobs, as well as to improve the adaptability and employability of our current workforce. 	<p>sustainability programme to be open to all young people from Glasgow entering a Glasgow college.</p> <p>During the COVID-19 Lockdown candidates continued to undertake their theory element on-line with tutors. Work continues to overcome the delivery and assessment of the practical element due to be undertaken to complete the full SVQ following Governing Guidance.</p>	<p>An Outline Business Case for the continuation of this programme will be developed for consideration by the Glasgow Life Senior Management Team.</p>	<p>Glasgow Life</p>	
<p>28.8 Ensure that all pupils receive enterprise education.</p>	<p>Continue to embed enterprise education into primary curricula.</p> <ul style="list-style-type: none"> • As this is part of a 3 year plan we will continue to implement Strategic Outcome 1. 	<ul style="list-style-type: none"> • Prior to lockdown Education and Skills Partnership (ESP), organised 6 sessions with Depute Head Teachers from Primary schools on Developing Young Workforce including the importance of social enterprise and employability activities • Social Enterprise Academy Career-Long Professional Learning (CLPL) • Social Enterprise Academy Dragons Den 	<ul style="list-style-type: none"> • Developing Young Workforce for session 20/21 include Social enterprise support for all schools • Social Enterprise offer will increase from GCC and partners • Online support over Microsoft Teams will be developed • Online CLPL on DYW for Primary/Early Years and Secondary staff 	<p>Education Services</p>	

Excellent and Inclusive Education



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		<ul style="list-style-type: none"> Rewrite the Future was launched at the SWG3 with 50 Primary, 50 secondary and 50 adults 	<ul style="list-style-type: none"> CLPL on DYW for Primary/Early Years and Secondary probationer teachers 		
29. Refresh and deliver Glasgow's Community Learning and Development Plan.					
29.1 Refresh and deliver Glasgow's Community Learning and Development Plan.	With partners refresh and deliver the Community Learning and Development Plan. <ul style="list-style-type: none"> Glasgow Life continues to co-ordinate with key city and local partners the implementation of the CLD Plan to contribute to the city's priorities of economic growth, resilient communities and a fairer and more equal Glasgow. 	Glasgow Life continues to work with key strategic and local partners to deliver high quality Community Learning and Development (CLD). The establishment of 3 key working groups has strengthened governance, communication and data collection and reporting at strategic levels. An update on Community Learning and Development was presented to the Glasgow Community Planning Partnership on 27 November 2019. Formal links have begun to be established with local CLD Planning arrangements.	More focussed work to ensure synergy between Strategic and Local CLD Planning arrangements particularly in the NE and NW. In light of COVID-19, CLD Partners will be reviewing and revising strategic priorities, commitments and delivery methods to ensure CLD continues to meet city needs and ensuring CLD activities feed into and contribute meaningfully to the city's social and economic renewal taskforces.	Glasgow Life	
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 Promote Gaelic-medium education.	Support the development and delivery of the new Gaelic Language Plan 2018 to 2022 . <ul style="list-style-type: none"> Continued expansion of Gaelic learner education as well as Gaelic Medium Education Continue to engage with SLWG 	The development and delivery of the new Gaelic Language Plan 2018 to 2022 is progressing and is ongoing work. The plan, which includes information on implementation and monitoring, is available online . There is an annual meeting of the Gaelic	Complete. Future progress will be monitored by the Gaelic Community Forum.	Education Services	

Excellent and Inclusive Education

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	<p>Scope options for a potential third GME primary school.</p> <ul style="list-style-type: none"> The Cartvale annexe will be an annexe for 19/20 but will out to consultation to become a stand alone GME primary school with its own identity Scoping paper for the 4th school will be prepared and presented <p>Continue to engage with work force planning to increase the number of GME Early Years teachers</p> <ul style="list-style-type: none"> More Foundation Apprenticeships in Gaelic being offered in SGG to senior pupils to start to address workforce 	<p>Community Forum to inform of progress made.</p> <p>Glasgow Gaelic School Annexe in Govan is now a stand alone primary and the name of the school has been agreed. Information on the consultation is available here.</p> <p>The old St.James Primary has been identified as the site for the 4th Gaelic Primary and work will be ongoing for this in the next 3-4 years.</p> <p>There is increased staffing in Rowena and Lyoncross and we continue to look at a 4th provision.</p> <p>A number of students were undertaking their foundation apprenticeships in childcare, however this was paused due to Covid-19. Work is ongoing to ensure the appropriate risk assessments are in place and to restart the programme.</p> <p>We continue to Increase capacity to broaden our offer in broad general education through Gaelic.</p>	<p>Complete.</p> <p>Starting in session 20-21 we hope to be able to increase capacity to offer Gaelic as a learner subject.</p>		
31. Extend the use of walking buses to schools and safe cycle routes to encourage cycling.					
31.1 Encourage the extension of walking buses.	Evaluate walking buses. <ul style="list-style-type: none"> Work will continue to promote walking buses as one way of improving attendance/ latecoming. 	Work is continuing but practice is variable	There have been challenges around the recording of progress against this action. Work is continuing to promote walking buses.	Education Services / N and S	

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Minimise cuts to school transport.					
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 Review the Council's PPP arrangements in the secondary estate.	Undertake a high level assessment of the financial structure of the PPP arrangements in conjunction with colleagues from CIPFA. <ul style="list-style-type: none"> Proceeding to procure appropriate resources via CIPFA to complete a more detailed exercise. (continuation of year 2 milestones) 	This action is complete, only limited opportunities to deliver savings were identified	Complete. Ongoing review of management arrangements and governance. Explore opportunities to make better use of facilities during periods where they are available without additional costs.	Education Services / Financial Services	Complete
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 Improve Wi-Fi and broadband connections to schools.	Consider as part of the new ICT contract. <ul style="list-style-type: none"> Wi-Fi and fibre broadband into schools complete and operational. 	100% of Wi-Fi and broadband connections in schools is complete. There were no significant Covid-19 related delays.	Actions Complete. Snagging and performance monitoring of schools Wi-Fi will continue under the wider transformation programme. Although this element of the CGI Transformation programme is complete, support has been in built for a year with the technical team who installed it to resolve any issues.	CED	
	Continue to deliver the digital learning strategy as part of our improvements in learning and teaching. <ul style="list-style-type: none"> Complete the installation, roll-out and training to ensure that the resources are in place to deliver the outcomes of the digital learning strategy. 	This action is now complete. The delivery of the digital learning strategy will continue as part of the Transformation Council Programme.			
34. Support the introduction of the national Named Person scheme and related good practice.					
34.1 Implement the Scottish Government's named person initiative.	Support the introduction of the national Named Person scheme and related good practice.	Action complete, no longer required. The Scottish Government announced that the	Complete. Schools will continue with the GIRFEC named persons aims.	Education Services	Complete

Excellent and Inclusive Education




Commitment	Actions with Year 3 Milestones	Progress and Performance	Planned Activity	Lead Service	RAG
		Named person legislation would not be taken forward.			
35. Review the catchment areas for Glasgow schools.					
35.1 Review catchment areas across the city on an area by area basis	Provide options for when and how review of catchment areas will be undertaken.	The development of the school estate continues to provide meaningful opportunities to review/amend catchment areas across the city.	Actions will be developed for 2020/21 in line with the Estate Strategy and will be dependent on need for catchment review.	Education Services	
	Review placing request criteria.	Complete. Final update reported end of Year 2 (2018/19) .			
36. Review current Additional Support Needs provision and make recommendation on how to improve the use of current resources.					
36.1 Review provision of specialist Additional Support Needs facilities in Glasgow.	<p>Review Complex Learning Needs/Additional Learning Needs (CLN/ALN) provision and make recommendation how to improve the use of current resources.</p> <p>Outcome of 149 has been focused around CLN provision. This includes both curriculum models, location of provisions and operating models. A significant programme of staff training and career progression pathways is also in the process of being developed.</p> <ul style="list-style-type: none"> • Begin to implement strategies outlined in the CLN strategic paper. 	<p>The review is underway.</p> <p>In February 2020 an ASL conference was held involving all ASL schools and colleagues from schools with co-located bases, as well as a range of stakeholders including HMIE.</p> <p>Consultation with engaging in a consultation with schools, children and young people, parents and carers and other stakeholders to work together to plan the reform of our Service.</p> <p>The training of Pupil Support Assistants has continued and wider training of staff is being taken forward to support enhanced knowledge and skills development to support children and young people with additional support needs. The Area Inclusion Group model is now up and running and its main aim is to</p>	Conclude the full consultation exercise on reform of our Service as well as discuss the findings and recommendations of the national the ASL review and its contribution to this.	Education Services	

Excellent and Inclusive Education


Commitment	Actions with Year 3 Milestones	Progress and Performance	Planned Activity	Lead Service	RAG
		support improved sharing of practice and ensure appropriate placements and supports are taken forward.			
36.2 Ensure that Additional Support Needs are met appropriately, in line with the aims of Getting it Right for Every Child (GIRFEC).	<p>Continue to implement the aims of Getting it Right for Every Child (GIRFEC) in our establishments.</p> <ul style="list-style-type: none"> Education Services have been linking closely with HSCP colleagues in looking at the implementation of GIRFEC across the City. 	This action is now complete and part of core business. Regular GIRFEC Lead Officer meetings are being held. We continue to implement the aims of Getting it Right for Every Child (GIRFEC) in our establishments.	<p>Complete.</p> <p>Monitoring will be continued as part of the regular GIRFEC Lead Officer meetings.</p>	Education Services	Complete
36.3 Recognise that, for some children, mainstreaming is not appropriate.	<p>Continue to ensure every child with additional support needs is assessed in line with our policy <i>Every Child is Included and Supported</i>. For some this will mean a place in specialist provision.</p> <ul style="list-style-type: none"> A strategic policy paper around supporting inclusion at area level and the potential to move specialist placement decision making to local level will be taken to Education Directorate in June 2019 A progress update paper outlining the work of the Care Experienced team was approved through PD Committee in April 2019 	Three Area Inclusion Groups have been established. We continue to ensure every child with additional support needs is assessed in line with our policy <i>Every Child is Included and Supported</i> .	<p>Complete.</p> <p>Monitoring will be continued through the three Area Inclusion Groups.</p>	Education Services	Complete
	Recruitment into new roles aligned to Linn and Duntarvie PSADU provisions (Pre-school assessment and development units). Greater linkages with Health re early identification from birth of children with significant additional support needs ensuring greater family support from an early stage.	Linn and Duntarvie assessment centres are now staffed and early years colleagues are beginning to refer for support.			

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

Excellent and Inclusive Education

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<p>37.1 Put the emotional, social and educational needs of children at the heart of the delivery of education in early years, primary, secondary and ASN schools.</p>	<p>Continue to commit to the nurturing city approach.</p> <ul style="list-style-type: none"> On going evaluation of the implementation of the aims of GIRFEC Continue to roll out nurture training across the estate. Deliver annual city wide nurture conference. 	<p>The Nurture officer post is now permanent. The end of session report outlines clearly the continued impact nurture training and development is having across all our Service.</p>	<p>Continue to commit to the nurturing city approach and move from 'Towards a Nurturing City' to 'A Nurturing City' measure impact of nurture training and development</p>	<p>Education Services</p>	
<p>37.2 Ensure all pupils have access to effective Personal, Social, and Health Education (PSHE).</p> <p>Work with pupils to ensure PSHE is meeting their needs.</p>	<p>Continue to deliver PSHE in all schools in line with Curriculum for Excellence following guidance provided by Education Scotland.</p> <ul style="list-style-type: none"> Continue to review GCC PSHE Policy in light of recent developments and HWB survey results and look to include representatives of pastoral care staff from across the City in the ongoing review. <p>Review PSHE to ensure it is meeting pupils needs.</p> <ul style="list-style-type: none"> Review of recommendations from national PSHE report published and discussion and evaluation of how well these are being addressed across GCC schools. 	<p>A Health and Wellbeing (HWB) Strategy Group has been established with 3 subgroups for each sector providing opportunity for sector specific representation and coordination of key issues across early years; primary and secondary sectors</p> <p>We continue to progress and support the ongoing review of PSHE as part of the West Partnership Regional Improvement Collaborative groups.</p> <p>GCC continues to be represented on a National Network for HWB and a National Lead Officers group for PSE both coordinated by Education Scotland.</p>	<p>As a critical part of the Renewal Plan from Covid -19, authority support plans for PSE/HWB in schools will look to prioritise nurture and mental health in line with the 3Rs approach to recovery, resilience and reconnection</p> <p>In light of Renewal Plan, continue to review and resource PSE to ensure that children and young people feel well-supported specifically in relation to mental health and wellbeing.</p>	<p>Education Services</p>	
<p>37.3 Work to deliver Changing Places toilets in every Glasgow school.</p>	<p>Reviewing the feasibility of changing places toilets in our schools and plans for how this could be introduced</p> <ul style="list-style-type: none"> On-going review of the ASL school estate. Strategic group to continue to move forward with staged approach and 	<p>Legislative requirements brought forward by Scottish Government mean that we will have to consider the potential for Changing Places in the case of any new significant builds or</p>	<p>Continue to monitor opportunities to install Changing Places as part of significant refurbishment or new builds through the Estates Strategy.</p>	<p>Education Services</p>	

Excellent and Inclusive Education

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	future proofing of buildings in advance.	refurbishments. This is now part of business as usual activity	Delivery of Changing Places in Public Buildings will be reported at 43.1.		
<p>37.4 Champion equality in our establishments.</p> <p>Work with LGBT Youth Scotland and the Time for Inclusive Education campaign to roll out a programme of training and guidance for LGBT+ inclusive education in every school.</p>	<p>Deliver actions through the Council Family Equality Outcomes 2017 to 2021. As per below.</p> <p>To continue to maintain a focus on LGBT+ training in schools, a maintenance group has been established to monitor continued training opportunities and to maintain focus and input in this area of the overall equalities agenda.</p> <ul style="list-style-type: none"> • Education is currently linking with LGBT Youth Scotland to re-establish the schools Chartermark award scheme. • Continued LGBT training delivery through the on going work of the maintenance group. 	<p>We continue to work with LGBT Scotland to develop the LGBT Charter programme with 13 secondary schools involved and 6 primary schools. We continue to offer training to all schools.</p>	<p>Increase our online support and resource signposting.</p>	Education Services	
	<p>Develop further approaches to delivering anti-racism programmes within the curriculum that is based on partnership work with third-sector partners.</p> <ul style="list-style-type: none"> • Implementation of action plan to be undertaken by education equalities group. 	<p>We are working with CRER and other partners to deliver training next session beginning with school leaders and then into schools themselves. We have identified a range of resources and will improve signposting in our online provision to make these available.</p>	<p>Ensure that our evaluations show that the anti-racism developments have had a significant positive impact. Training has been planned with CRER, self evaluation materials developed for schools to use and improvements to our curriculum offer.</p>		

Excellent and Inclusive Education

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	<p>Continue to deliver a programme of anti-sectarian education in all schools that is supported by the development of appropriate curriculum, continuous professional development opportunities for all teachers, and workshops delivered by Sense Over Sectarianism.</p> <ul style="list-style-type: none">• Ongoing delivery and review of anti-sectarian education in all schools.	<p>The anti-sectarian programme led by Mark Adams, continues to support schools positively across Glasgow and this is clearly shown in the end of year impact report.</p>	<p>Continue to promote the programme and align this work within the overall Education Equality framework.</p>		