



Glasgow City Council

**Operational Performance and Delivery
Scrutiny Committee**

Report by Executive Director of Education

Contact: Maureen McKenna Ext: 74551

Item 1

19th May 2021

EDUCATION PERFORMANCE 2019/20

Purpose of Report:

To update the Committee on the performance of schools in session 2019/20 and also to update on progress during session 2020/21 in light of continued disruptions due to the pandemic.

Recommendations:

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

Ward No(s):

Citywide: ✓

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

1 Background

- 1.1 On the 23rd March, all schools and nurseries in Scotland closed as part of the response to the global pandemic.
- 1.2 On 23rd June 2020, the Deputy First Minister announced that if the right conditions were in place then schools would return full-time in August 2020. [DFM statement 230620](#). On 30th July 2020, this decision was confirmed.
- 1.3 Education Services had written a recovery plan for the schools and nurseries opening on a part-time basis from August. However, this was re-written taking into account the government advice issued on 30th July 2020. [Framework for Recovery](#) A dedicated web page on the Glasgow web-site was used to keep parents and other stakeholders up to date. [Recovery, Resilience and Reconnection 2020](#)
- 1.4 This report provides a high level summary of performance 2019/20 and how schools have coped through the pandemic. More detailed reports have been provided to the Education, Skills and Early Years City Policy Development Committee.

2 LOCKDOWN 1

- 2.1 During the first lockdown period, a number of schools and nurseries stayed open to provide childcare to the children of key workers.
- 2.2 During term-time, the schools and nurseries cared for around 600 children each day. During the spring break, the numbers decreased to around 300 children each day. During this period, teachers and support staff were paid to provide the childcare. In June, as more parents had to return to work, including teachers and support staff, the numbers increased to around 1200 children each day.
- 2.3 During the summer period, our nurseries provided childcare and out of school care providers provided the childcare for primary-aged children of key workers. In total this was for around 900 children. The free childcare for the children of keyworkers stopped on 7th August 2020.

3 Glasgow Stories of Lockdown

- 3.1 The key priority for Glasgow's education establishments was to ensure that all staff, children and young people (68,500 across Primary and Secondary schools and 12,000 across the Early Years sector) and families remained connected with a focus on wellbeing, compassion and care as well as learning. Schools and nurseries continued to work with their families during the closures, offering support and advice, learning plans and resources for learning at home.
- 3.2 A research team was gathered in April 2020 to consider how best to capture the experiences of school communities in Glasgow. This team is comprised of staff from the Psychological Service and the Performance, Planning and Research team.

- 3.3 The research team have produced three papers which look at aspects of education in Glasgow and consider the impact of the pandemic on the lives of staff, children and their families. This has enabled us to gain a wider sense of the education experiences of those involved in the process of recovery throughout the pandemic. The findings helped inform our practices throughout 2020/21.
- 3.4 The team looked at existing research in crisis management to inform the approach to the project. Given the unique nature of this pandemic, research about lessons learned following the shutdown of an entire education system has not been readily available. However, papers compiled following the earthquakes in Christchurch, New Zealand have offered ideas about how innovative practice and new learning can be gathered from those most directly involved in responding to crisis situations. [link](#)
- 3.5 The three reports considered Leadership, Children and Young people with additional support needs and their families and Partnership Working. They have all been taken to the Education, Skills and Early Years Policy Development Committee and are available [here](#).

4 Strategic Priorities

- 4.1 The Council's strategic priorities for Excellent and Inclusive Education continued to direct the work of the service. The next section in the paper demonstrates the services' commitment to improving outcomes for all children and young people through, for example, performance in national qualifications and post-school destinations. Data was not gathered on Curriculum for Excellence levels in June 2020 which provide a measure of performance through the broad general education (P1 to S3). The service agreed its Estate Strategy 2020-2030 and funding was received for a new city centre school as well as the already agreed new Gaelic medium primary school in the former St James' building. Our ambition to deliver 1140 hours of free early learning and childcare to all three and four year olds and eligible two year olds was delayed for a year due to the pandemic. The legislation was altered to revert to an entitlement of 600 hours.

Performance

A summary of performance in key areas is included in this section. More detailed reports on performance have been taken to the Education, Skills and Early Years Policy Development Committee.

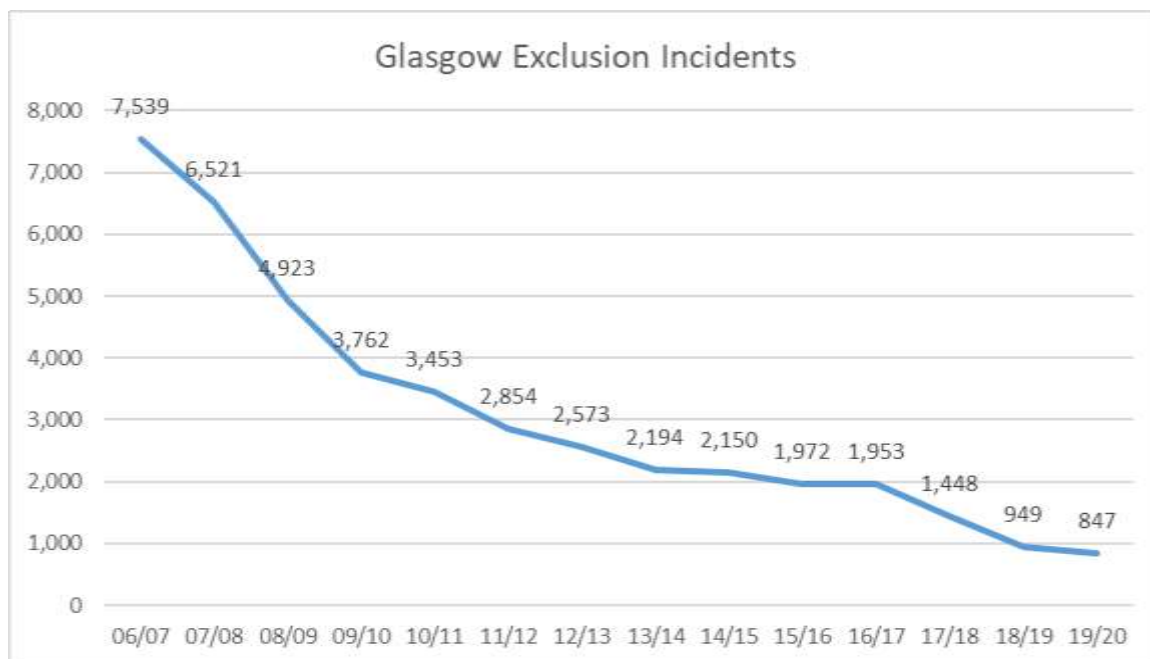
5 Attendance and Exclusions

- 5.1 During the week beginning 16th March 2020, pupil attendance was disrupted due to the understandable uncertainty amongst parents and carers about the spread of COVID-19. Therefore, the data for 2019/20 has been taken up to 16th March 2020.

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
PRIMARY SCHOOLS (41,725 pupils*)	93.9%	94.1%	93.7%	93.3%	93.3%	93.2%
SECONDARY SCHOOLS (26,839 pupils*)	91.1%	91.1%	90.8%	90.6%	90.6%	90.1%

5.2 With the caveat, that we cannot draw direct comparisons for 2019/20 data, it is worth noting that, overall, exclusions are continuing to decrease. There was an 10.7% decrease in exclusions across all sectors from the previous year. There has been a further 38.9% reduction in the number of half days lost to exclusion from 2018/19 to 2019/20.

5.3 Since 2006/07 when exclusions peaked, there has been an 88.8% reduction overall.



5.4 Overall, only 0.65% of all pupils in the city have been excluded. This is a reduction from the 2018/19 figure of 1%. Of the 41,725 primary pupils, 99 or 0.24% were affected by exclusion. Of the 26,839 secondary pupils 314 or 1.2% were affected by exclusion.

5.5 Positively, 75% of all those affected by exclusion were excluded only once. This is the same proportion as 2018/19. Nationally, the figure is 68%.

5.6 This table shows the numbers and percentages of children who are excluded only once.

	2017/18	2018/19	2019/20
Primary (41,725 pupils)	135	114	71
Secondary (26,839 pupils)	471	364	246
Primary (% of all those excluded)	69.2%	78.6%	71.7%
Secondary (% of all those excluded)	72.8%	77.0%	78.3%

5.7 The tables below show the number and percentage of children affected by exclusion.

Primary	Total number of pupils	Number affected by exclusion	Percentage
2017/18	41,272	195	0.47%
2018/19	41,470	145	0.35%
2019/20	41,725	99	0.24%

Secondary	Total number of pupils	Number affected by exclusion	Percentage
2017/18	25,358	647	2.55%
2018/19	26,069	473	1.81%
2019/20	26,839	314	1.17%

5.8 The greatest rate of decrease in the longer term has been in the secondary sector. A number of secondary schools have made considerable progress in reducing exclusions due to the use of positive behaviour approaches such as restorative justice techniques and nurture. These allow staff and young people to explore the causes of poor behaviour as opposed to only focusing on the outcomes of the poor behaviour.

5.9 All schools are provided annually with individual school statistics for the last three years. This more detailed analysis forms part of each school's quality assurance procedures.

5.10 The process for exclusions is governed by [Management Circular 8](#) . This was comprehensively reviewed after a year-long period of consultation and engagement led by one of the City Principal Psychologists. It was published on the intranet in October 2018. The circular is now much more child-centred and in line with our aspiration to be a Nurturing City. It also links better to our staged intervention process as part of our policy [Every Child is Supported and Included](#).

6 National Qualifications

6.1 As a result of the pandemic the examination diet for 2020 was cancelled. SQA immediately engaged with stakeholders to develop a contingency plan to enable young people to gain accreditation for their achievements.

6.2 Schools were asked to submit estimates for each pupil by the end of May. Teachers in Glasgow worked exceptionally hard during this period gathering evidence for their estimates. They drew on a range of information – assessments, classwork and their professional judgement. Teachers worked in their subject departments to ensure that estimates were based on robust evidence. Senior staff were also involved looking across pupil performance as part of their monitoring and tracking arrangements.

6.3 Following publication of the results on 4th August by SQA, a decision was taken that these would be revert to teacher estimates becoming the final award. New certificates were issued to pupils in early September. Those pupils who had been awarded lower than the teachers' estimate were upgraded and those whose teachers' estimate was lower than the grade awarded by SQA retained the higher award.

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

SCQF level 5 by the end of S5 Glasgow and Virtual Comparator	2017	2018	2019	2020	2017 VC	2018 VC	2019 VC	2020 VC
1 or more awards	82.5%	83.3%	82.3%	83.0%	77.9%	78.3%	78.6%	79.9%
2 or more awards	73.3%	75.0%	74.4%	75.8%	68.9%	69.6%	69.6%	71.8%
3 or more awards	64.9%	67.1%	67.2%	69.5%	60.9%	62.0%	62.0%	65.1%
4 or more awards	55.8%	57.8%	58.6%	62.5%	52.8%	54.3%	54.8%	57.8%
5 or more awards	45.2%	47.7%	49.1%	53.3%	44.3%	45.3%	46.2%	50.0%

SCQF level 5 by the end of S5 National	2017	2018	2019	2020
1 or more awards	85.8%	86.5%	86.2%	86.8%
2 or more awards	79.0%	79.9%	79.8%	81.2%
3 or more awards	72.7%	73.8%	73.9%	76.1%
4 or more awards	65.7%	67.0%	67.4%	70.4%
5 or more awards	57.2%	58.6%	59.6%	63.5%

6.5 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 at SCQF level 5 in 2020.

SCQF level 6 by the end of S5 Glasgow and Virtual Comparator	2017	2018	2019	2020	2017 VC	2018 VC	2019 VC	2020 VC
1 or more awards	53.5%	55.9%	56.6%	60.3%	46.7%	47.3%	49.1%	51.5%
2 or more awards	38.8%	40.5%	42.8%	47.9%	35.4%	36.3%	38.1%	41.1%
3 or more awards	30.2%	30.5%	33.4%	38.2%	26.7%	27.9%	29.5%	32.2%
4 or more awards	21.1%	21.8%	24.4%	28.7%	19.2%	19.6%	21.7%	23.5%
5 or more awards	12.9%	13.4%	16.1%	18.8%	11.6%	12.0%	13.3%	14.2%

SCQF level 6 by the end of S5 National	2017	2018	2019	2020
1 or more awards	59.7%	60.4%	61.6%	64.3%
2 or more awards	48.5%	49.5%	51.2%	55.0%
3 or more awards	39.5%	40.4%	42.5%	46.3%
4 or more awards	30.1%	30.7%	33.2%	36.2%
5 or more awards	19.4%	20.1%	22.1%	24.1%

6.6 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 at SCQF level 6 in 2020.

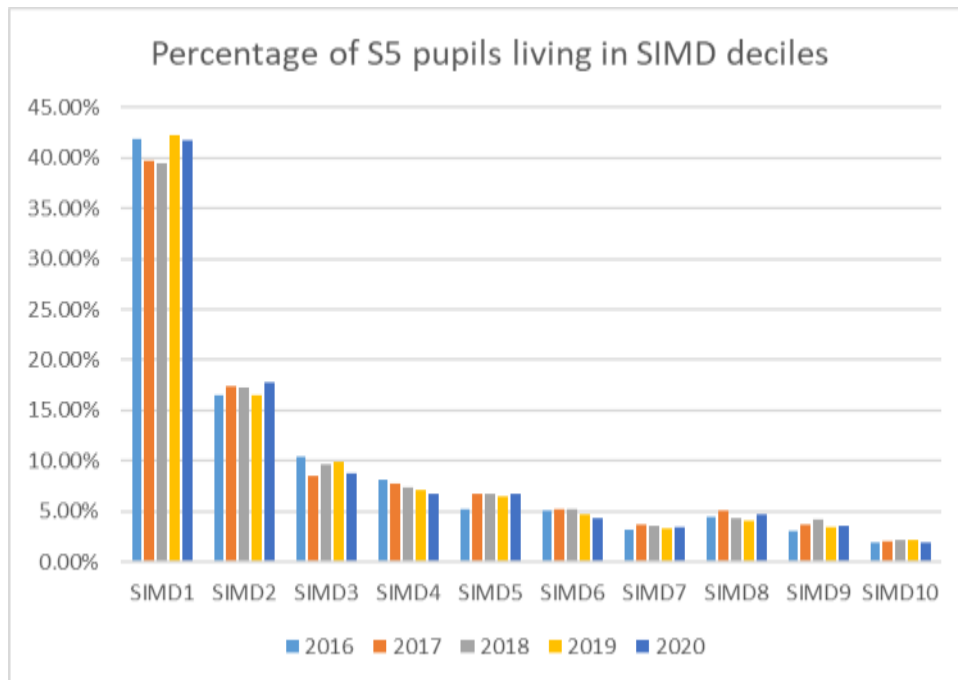
SCQF level 6 by the end of S6 Glasgow and Virtual Comparator	2017	2018	2019	2020	2017 VC	2018 VC	2019 VC	2020 VC
1 or more awards	58.7%	59.8%	62.9%	62.8%	48.8%	51.4%	52.2%	54.0%
2 or more awards	46.7%	48.4%	51.6%	53.0%	39.2%	42.2%	43.1%	46.0%
3 or more awards	38.6%	40.3%	43.5%	45.7%	32.6%	35.0%	36.4%	39.3%
4 or more awards	31.4%	32.9%	35.5%	38.4%	26.7%	28.8%	30.0%	32.9%
5 or more awards	24.3%	26.1%	28.5%	31.2%	20.7%	22.7%	23.5%	26.6%

SCQF level 6 by the end of S6 National	2017	2018	2019	2020
1 or more awards	63.4%	63.9%	64.7%	65.7%
2 or more awards	54.7%	55.3%	56.4%	58.4%
3 or more awards	47.7%	48.3%	49.5%	52.0%
4 or more awards	40.8%	41.4%	42.5%	45.5%
5 or more awards	33.5%	34.1%	35.0%	38.0%

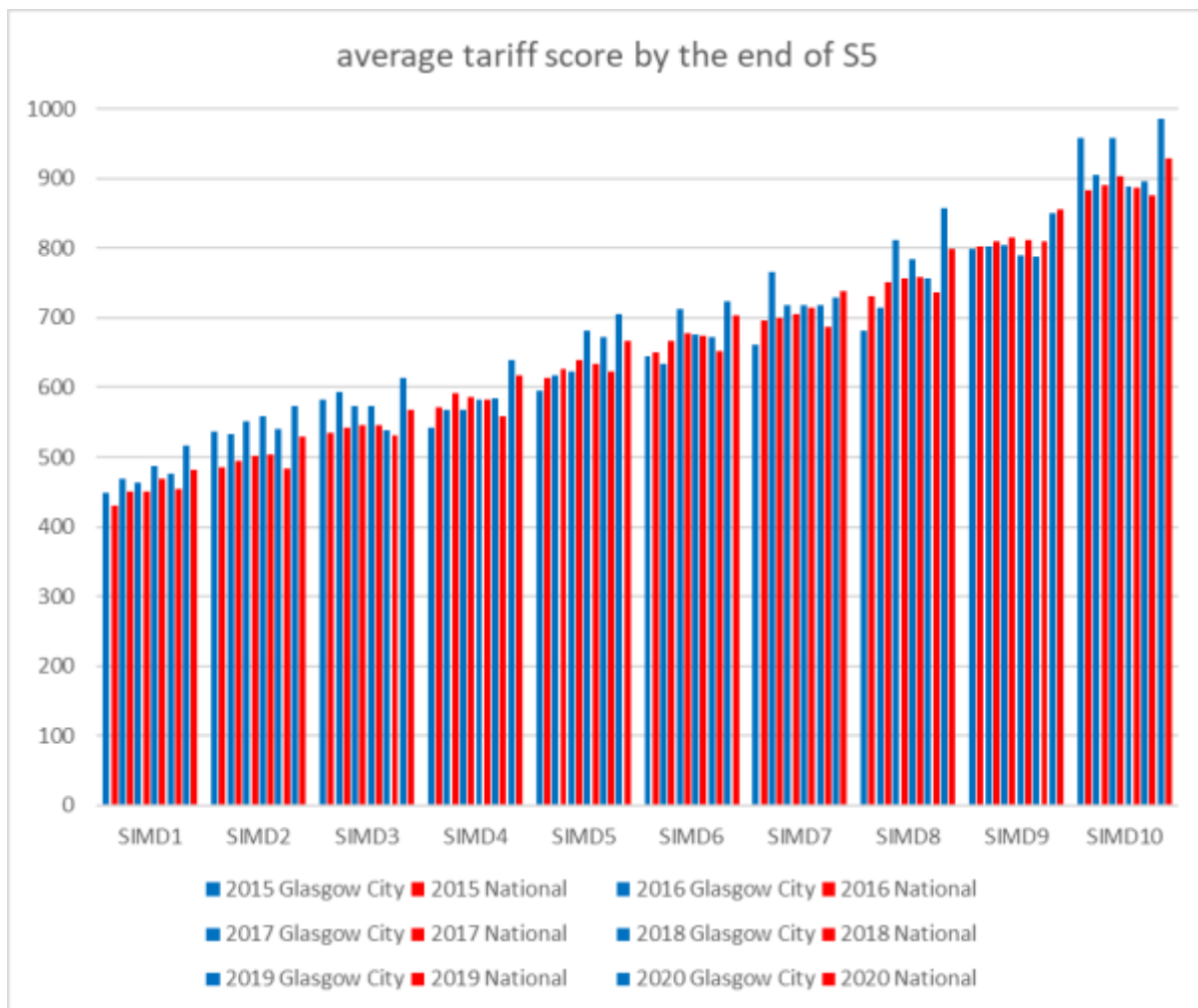
6.7 By the end of S6, Glasgow continues to perform better than its virtual comparator for level 6 awards and below the national figure. The gap did not close with the national figure for all measures.

6.8 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).

6.9 The graph below shows that around 40% of S5 pupils in Glasgow live in the 10% most deprived postcodes with only 2% living in the 10% least deprived postcodes.



6.10 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, the average tariff score has improved and Glasgow's figures remain above the national figure for almost all the SIMD deciles showing that when deprivation is taken into account, Glasgow performs better than the national average.



6.11 The Insight tool allows comparisons to be made by using a filter on Quintiles – where Quintile 1 is the 20% most deprived postcodes and Quintile 5 is the 20% least deprived postcodes. As the focus nationally and locally is on closing the poverty-related attainment gap, the tables below consider Level 6 attainment by the end of S5 for the 20% most deprived postcodes.

Level 6	Quintile 1							
	2017		2018		2019		2020	
	GCC	Nat	GCC	Nat	GCC	Nat	GCC	Nat
1 or more	44.66%	40.66%	48.67%	42.91%	49.71%	44.30%	52.57%	47.47%
2 or more	29.57%	28.05%	32.65%	30.45%	35.23%	32.23%	39.38%	35.74%
3 or more	20.99%	19.77%	21.96%	21.55%	25.66%	23.76%	29.80%	26.41%
4 or more	13.66%	12.74%	14.40%	14.09%	17.16%	16.40%	20.81%	17.98%
5 or more	7.86%	6.96%	7.76%	7.87%	10.26%	9.21%	12.61%	10.21%

6.12 The table above shows that Glasgow performs better than the national figure for all measures in 2020 and consistently better than the national figure for all but five or more awards for all four years.

Level 6	Quintile 5							
	2017		2018		2019		2020	
	GCC	Nat	GCC	Nat	GCC	Nat	GCC	Nat
1 or more	80.22%	80.13%	80.28%	79.91%	80.22%	80.93%	85.44%	82.47%
2 or more	70.52%	71.92%	71.63%	71.36%	70.52%	73.15%	78.54%	76.43%
3 or more	64.18%	63.58%	62.28%	62.59%	64.18%	65.22%	67.43%	69.41%
4 or more	52.24%	53.17%	50.17%	52.15%	52.24%	55.50%	60.15%	58.52%
5 or more	36.57%	38.12%	37.02%	37.98%	36.57%	41.11%	47.51%	42.90%

6.13 The table and graph above show that Glasgow performs broadly in line with that national figure except for in 2020 where Glasgow performed better than the national figure.

6.14 It is worth noting the numbers in each category for Glasgow.

	2016	2017	2018	2019	2020
No. in 20% most deprived	2704	2658	2591	2623	2768
No. in 20% least deprived	233	268	289	250	261

6.15 In March 2019, Education Scotland published an inspection report on Glasgow's progress in closing the poverty-related attainment gap. [Glasgow's report](#) The inspectors found that Glasgow was making excellent progress.

7 Other areas of performance

7.1 The 30 secondary schools continued to offer Duke of Edinburgh awards to young people supported by Education's Duke of Edinburgh team. This proved challenging as aspects of the award were not available, for example, the expedition. Creative solutions had to be found, such as, camping in Pollok Park.

Glasgow City Council	2017-18	2018-19	2019-20	1 year % change
Awards Started	1579	1872	1445	-22.8%
Disadvantaged Started	888	1062	775	-27.0%
Awards Achieved	690	955	925	-3.1%
Disadvantaged Achieved	379	529	534	0.9%
Completion Rate	43.7%	51.0%	64.0%	13.0%
Disadvantaged Completion Rate	42.7%	49.8%	68.9%	19.1%

- 7.2 The table above shows that despite the challenging circumstances we still had over 1400 young people start the award with a higher completion rate than in previous years.
- 7.3 MCR Pathways continued to provide mentoring support to young people. Technology enabled mentors to continue to meet with their young person.
- 7.4 Over the Lockdown 1 period 1,326 care experienced and broader disadvantaged young people from S1- S6 engaged with their Coordinators in a variety of ways. 537 of these young people also engaged with their volunteer mentor.
- 7.5 Pathway Coordinators delivered summer sessions, leavers support groups, food parcel drop offs, digital equipment and support and continued to deliver Duke of Edinburgh award support in alternative Covid constrained ways.

	Lit. & Num. at Nat. 4+	5+ qualifications at Nat. 4+	1+ qualifications at level 5+	3+ qualifications at level 5 +	S4>S5 staying on rate	Destinations
Care-exp. MCR mentored	81.42%	83.19%	83.19%	58.41%	82.58%	80.69%
Care-exp. non-mentored	68.29%	65.85%	70.73%	48.78%	55.64%	42.47%
LA care-exp.	56.64%	54.55%	53.15%	37.06%	71.06%	62.98%
National care-exp.	63.45%	53.12%	57.20%	39.54%	N/A	65.97%
National universal	92.36%	89.80%	92.03%	83.61%	83.22% (LA Universal)	88.44%

The table below shows the interactions between young people and Pathways Coordinators over comparable periods in each of the two national lockdowns.

	1 st lockdown 20/04/20-22/06/20	2 nd lockdown 11/01/21-15/03/21
Young people in pipeline*	284 Total interactions 58.94% cohort participation	815 Total interactions 71.49% cohort participation
Young people meeting with mentors or participating in group work	7,212 Total interactions 66.5% cohort participation	6,835 Total interactions 73.16% cohort participation
Total	7,496 Total interactions 66.11% cohort participation	7,650 Total interactions 72.95% cohort participation

*those on the programme, in the process of being matched with a mentor

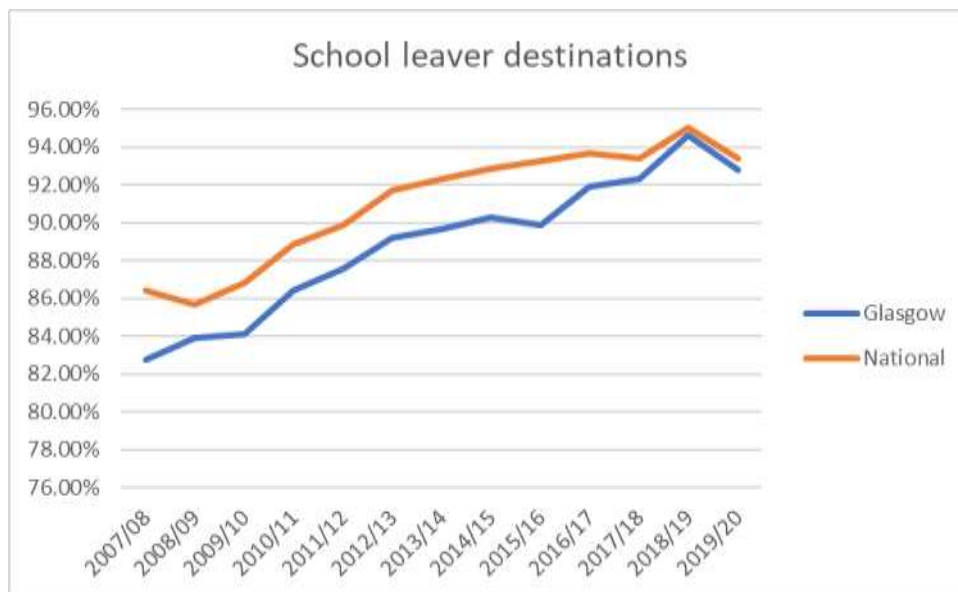
Case Study: St Margaret Mary's – Yao*

Yao*, a pupil from St Margaret Mary's, arrived in Scotland from China as an orphan and unaccompanied minor. After suffering so much loss in his youth, Yao also had the extra hurdle of learning a new language. With no support at home and being isolated from his peers, he was an ideal candidate for the programme. Yao was matched with Anne, whose job was a speech therapist and she'd provide a nurturing and consistent figure in his life.

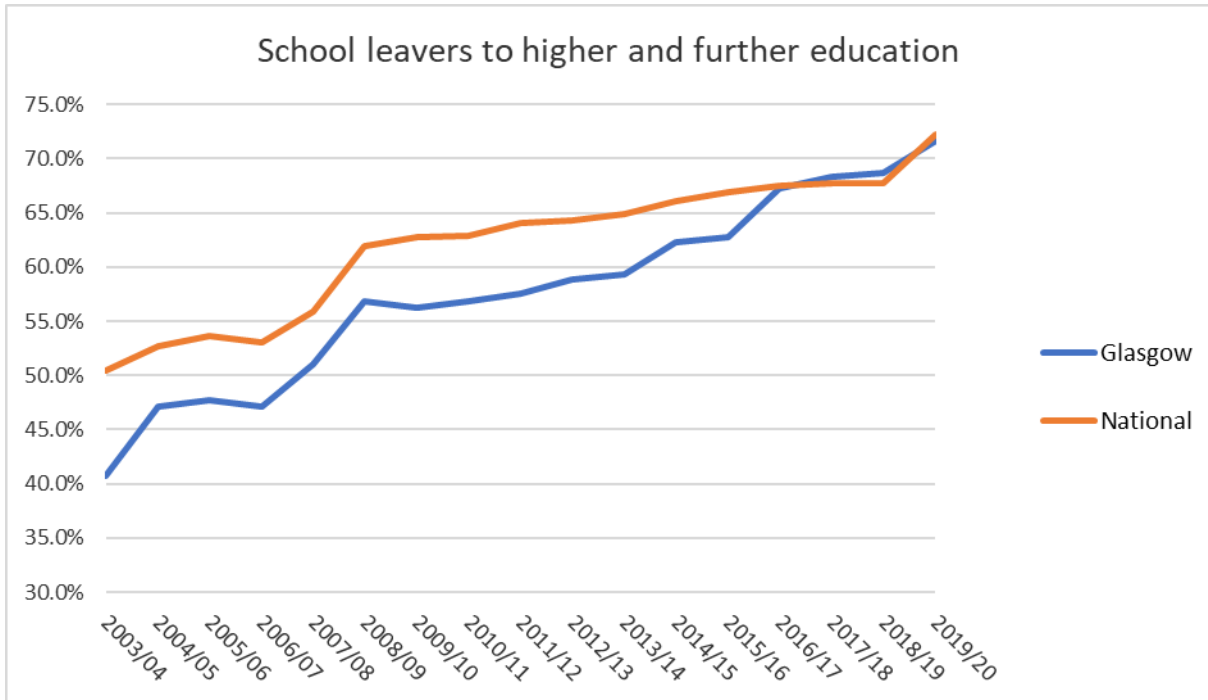
As the pair's relationship grew, Yao began building his confidence and even managed to join in with some YST activities and volunteer work, including organising a food bank with ESOL pupils. Thanks to his relationship with Anne, Yao was able to focus on his exams and did so well that he received conditional offers to study Computer Science at university.

From being alone in a foreign country to attending university, Yao has realised his potential and both continue to keep in touch even after school.

- 7.6 Despite the challenging context, our positive destinations remained strong. 92.9% of Glasgow's school leavers went to a positive destination and although this was a decline from our highest ever of 94.6% in 2018/19 it can be seen that a similar decline was evident at national level too.

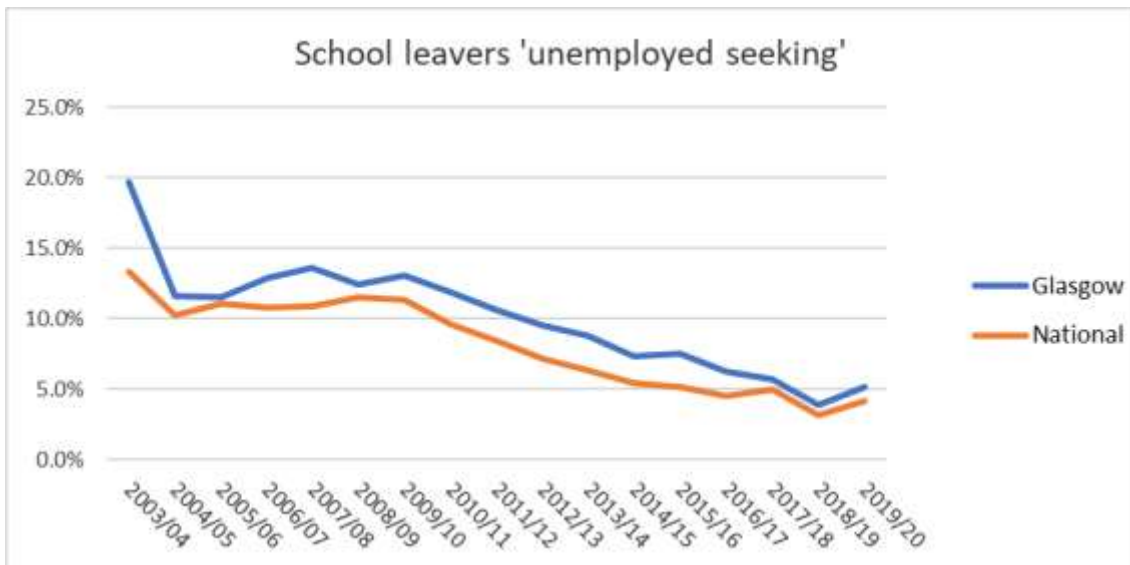


- 7.7 The proportion of leavers entering higher education (either at college or university) increased to its highest ever level at 41.4%. The proportion of leavers entering further education showed a slight increase this year to 30.3%.



7.8 The above graph shows the proportion going to higher and further education. It can be seen that for the last few years Glasgow's figures are consistently in line with the national figures. This is an excellent achievement for our schools as the international evidence shows that the longer young people stay in education past the statutory leaving date the better their longer term outcomes will be. The continued increase in higher education is linked to our success in raising attainment at Higher level.

7.9 The percentage of leavers recorded as unemployed seeking increased this year to 5.1% after a sustained declining pattern. The graph shows that the national figure also increased.



8 2020/21 Support Response

- 8.1 Schools and nurseries returned full-time in August 2020. To support the return, the Scottish Government provided additional funding for staffing. For Glasgow, this equated to 158 FTE teachers. They were allocated pro-rata to schools with 108 FTE to primary and 50 FTE to secondary. This funding was from August to June 2021.
- 8.2 To support the return from a COVID safety viewpoint, all schools developed risk assessments which were regularly updated. Education Services' health and safety team provided high quality advice and guidance and supported schools with risk assessments which took into account the prevailing national guidance for educational establishments and our schools' local context. Individual staff were also offered risk assessments, as appropriate to their individual circumstances.
- 8.3 Funding was provided to support the health and safety response with investment in additional cleaning, personal protective equipment (PPE), where the risk assessment deemed it appropriate, sanitisers and surface sprays.
- 8.4 Education Services worked closely with Public Health to develop guidance which took into account Public Health processes for contact tracing and the school or nursery context. All advice and guidance were placed on Glasgow's external web-site [here](#).
- 8.5 Weekly meetings with Public Health and Environmental Health allow for information to be shared and additional support to be offered to schools or nurseries, as required. The health and safety team regularly carried out audits across establishments in conjunction with trades union representatives. The team area continuing to carry out health and safety audits last term and this term to support schools and nurseries.
- 8.6 In response to the closure of schools and the associated exposure to remote learning, the Council's Connected Learning Programme was accelerated in order to deliver the deployment of I-pads to staff and pupils a year ahead of schedule. Over 55,000 devices have now been distributed.
- 8.7 The programme delivery was rescheduled to focus on a sectoral roll out rather than a geographical cluster model with priority being given to secondary schools, then primary and finally early years.
- 8.8 The deployment to teaching staff was similarly accelerated and underpinned with a range of on site and remote familiarisation and training sessions and professional development opportunities. Arrangements were put in place for the safe uplift of devices by remaining teaching staff over the summer in readiness for the new academic session. The network of Digital Leaders Of Learning across all schools provided support in terms of good practice in the effective deployment of the I-pads and associated software applications.
- 8.9 Additional funding has been secured for digital inclusion which has resulted in 4,225 internet connectivity devices to provide free access at home for those families in need and an additional 7,240 I-pads and Chromebooks to enhance access amongst primary pupils P1-P6 who currently share devices.

8.10 As of this year's pupil census, the I-pad / Chromebook coverage is as follows:

Sector	Pupil numbers	Devices	Ratio
Secondary	27,909	27,909	1:1
Primary P7	5,780	5,780	1:1
Primary P1-P6	35,408	17,420	1:2
ASL	1,309	1,309	1:1

The initial deployment plan for primary was based on a shared model of 1:5 for P1-P6. This has been significantly enhanced to a 1:2 equivalent ratio as a consequence of the digital inclusion funding. Numbers will increase by a further 3,100 devices by the end of May.

8.8 The on-line learning offer has also been significantly enhanced with the development of West OS and a suite of over 1600 lessons has been produced and rolled out via Glow and funded through the Regional Improvement Collaborative. These lessons are available to schools across Scotland as part of the national e-learning offer.

9 Quality Assurance

9.1 Remote learning was put in place during both lockdowns. However, it was clear that the experience of the first lockdown which was done at pace was not as effective as the second lockdown. Teachers worked exceptionally hard to improve their skills and to ensure that children and young people were better supported.

9.2 To provide additional assurance on the quality, Education Services produced a summary paper [Overview of Remote Learning 2021](#) along with case studies of good practice - [Supporting Access - Learning in an ASL School](#) ; [Home Learning Case Study - Use of Glasgow Improvement Challenge resources at Fasque](#) ; and [Senior Phase remote Learning West OS Resources Remote Learning Engagement - Use of Seesaw and Teams](#).

9.3 The above paper [Overview of Remote Learning 2021](#) was designed to:

- Identify and share what is working well across the city, maintaining the highest standards in learning and teaching
- Prioritise support for practitioners and professional learning opportunities, ensuring links to our skilled DLOLs
- Continue to review our plans against the Education Scotland remote learning guidance of January 8, produced in partnership with the government's Covid-19 Recovery Group
- Use our learning to support future digital learning plans as our children and young people return to schools

- 9.4 In Glasgow, our schools are empowered to develop approaches which best meet the needs of their communities. From the outset of the first lockdown, it was clear that to support and challenge Glasgow's education establishments, new and enhanced means of collaborative working would be required. An agile response was required to maintain high standards and ensure that Quality Assurance processes could be embedded.
- 9.5 A key strategic approach was to realign our officer support to individual schools, simultaneously ensuring centrally deployed officers were released from a number of their other remit areas. This would enable them to work side-by-side with their clusters of establishments; whilst hubs were established. Evidence highlights that people are more likely to be able to psychologically cope with, and recover from, ongoing situations like COVID19 if they feel safe, connected to others, calm and hopeful, and have access to social and emotional supports. That is, to feel able to help themselves as individuals and as part of their community. By taking these steps we focused on what was working and what mattered most i.e. safeguarding learning for learners in Glasgow and providing the means for connection and psychological resilience.
- 9.6 All quality improvement officers and lead officers in the Education Improvement Service (EdIS), members of the Directorate and those leading Glasgow's Improvement Challenge, including our Attainment Adviser from Education Scotland, were assigned a group of schools to support.
- 9.7 By April 2020, planned conversations with establishments and centrally deployed officers were developed around the themes of recovery, resilience and reconnection. This ensured we built upon the strong relational trust we've developed over years with support staff, teachers, school leaders, and centrally deployed staff. This prior work prepared us well to take forward these conversations. The importance of attainment, achievement, and the highest standards of learning provision, allowing our learners to succeed, remained a central vision within this dialogue; alongside equity and our underpinning work on nurture. Discussions placed an emphasis on our ongoing commitment to closing the attainment gap, giving our young people the widest range of opportunities to achieve, and focused on tackling the effects of poverty and disadvantage and the potentially negative impact this aligned with the current pandemic could have for children and young people.
- 9.8 From August to December 2020, an extensive offer of training, specifically on digital learning was taken forward. Online resources and materials were produced for schools e.g. by the GIC Team, STEM officers, EAL practitioners, CREATE (Expressive arts team), PEPASS (Physical education and Active schools team) etc. The West Online School work was also driven forward. Networks and opportunities to share practice were put in place, and heads linked to their Link Officers with weekly meetings and a series of webinars to support ongoing work.
- 9.9 During December 2020 as we moved into the Lockdown 2, we updated our Remote Learning Guidance and shared this with schools. The Glasgow guidance articulates with the Scottish Government; Education Scotland, and West Partnership papers on Blended Learning. We worked closely to support and challenge each school as they developed their own position in partnership with children, parents and staff schools using advice to mitigate some of the adverse impact of reduction in face to face learning with our children and young people. This approach enabled appropriate levels of empowerment for all working within the system.

10 National Qualifications 2021

- 10.1 The secondary schools have been working exceptionally hard with the Heads of Service to develop approaches for moderation and assessment to enable all our young people achieve their potential and the qualifications they deserve.
- 10.2 Prior to the spring break, the focus for senior phase was on learning with some assessments starting to be introduced. During the spring break, the schools provided additional opportunities for young people to learn and to prepare for the assessments which will take place after the spring break.
- 10.3 A programme of moderation will take place through May and June with schools working in trios sharing standards to ensure consistency.
- 10.4 In consultation with schools and teachers' unions, the February in-service day for secondary schools was moved to 19th April. In addition, there are two further in-service days for secondary schools on 1st June and 7th June 2021. These dates have been agreed in order to maximise the time for learning and assessment.
- 10.5 This has been another challenging year for young people and staff in relation to national qualifications. Schools have to submit the provisional awards for each young person by 23rd June. Prior to that date, there will be discussions held with each young person on the provisional award and how this was reached.

11 Resource Implications

Financial: The financial implications of COVID are being reported centrally outwith the core service budget monitoring statements. Funding totalling £11.211m has been secured for additional staffing, cleaning transport and PPE to support the safe return to learning and teaching.

Legal: All in line with the Education Directions issued by Scottish Government.

Personnel: Additional staffing has been recruited and deployed as part of the annual schools' staffing exercise.

Procurement: Existing framework contracts and emergency awards have been utilised in conjunction with accordance with the Corporate Procurement Unit.

Council Strategic Plan: Excellent and Inclusive Education

Equality and Socio-Economic Impacts:

<p><i>Does the proposal support the Council's Equality Outcomes 2017-22</i></p> <p><i>What are the potential equality impacts as a result of this report?</i></p> <p><i>Please highlight if the policy/proposal will help address socio economic disadvantage.</i></p>	<p>Yes</p> <p>Children's absence from school impacted significantly on their learning.</p> <p>We know that children from more disadvantaged communities were disproportionately affected by not being at school. Having all the children back at school is helping staff to build children and young people's resilience and recovery from the pandemic.</p>
<p>Sustainability Impacts:</p>	
<p><i>Environmental:</i></p>	<p>Improving our school estate will contribute positively to communities across the city</p>
<p><i>Social, including opportunities under Article 20 of the European Public Procurement Directive:</i></p>	<p>Not applicable</p>
<p><i>Economic:</i></p>	<p>A well-educated society will impact positively on the economy of the city.</p>
<p>Privacy and Data Protection impacts:</p>	
<p>Not applicable</p>	

12 Recommendations

12.1 The Committee is asked to consider the content of the report.