



NOTICE OF MEETING

Education, Skills and Early Years City Policy Committee

Agenda

**Thursday, 26th April 2018
at 1330 hours**

1. Physical Education, Physical Activity and School Sport (PEPASS) - Report by Executive Director of Education Services. **Page(s) 1 to 8**
2. Education Services Equalities Working Group - Report by Executive Director of Education Services. **Page(s) 9 to 14**
3. Update on Gaelic Medium Education (GME) Short-Life Working Group - Report by Executive Director of Education Services. **Page(s) 15 to 20**
4. Review of Workplan - Report by Executive Director of Education Services. **Page(s) 21 to End**

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Glasgow City Council

**Education, Skills, and Early Years
City Policy Development Committee**

Report by Executive Director of Education

Contact: Andrea Crawford Ext 5348

PHYSICAL EDUCATION, PHYSICAL ACTIVITY AND SCHOOL SPORT (PEPASS)

Purpose of Report

This report describes how the PEPASS team is contributing to improvements in health and wellbeing for the children and young people of the City.

Recommendations

It is recommended that the Education, Skills, and Early Years City Policy Development Committee consider the findings of the report.

Ward No(s):

Citywide: x

Local member(s) advised: Yes No

consulted: Yes No

1. Background

- 1.1 During 2012/13, Education Services undertook a service reform of the delivery of physical education, physical activity and school sport in partnership with Glasgow Life and Sport Scotland.
- 1.2 The Physical Education, Physical Activity and School Sport (PEPASS) team (formed by Education Services) comprises of the Physical Education Lead Officers (3), Active Schools Coordinators (30), Dance and Activities Development Officer (1), School Leadership/Competition Project Officers (2), Glasgow Primary Swim Team (7), and an administrative support team.
- 1.3 The Glasgow PEPASS Team is committed to the key priorities of:
2014 Legacy Sport
Glasgow Improvement Challenge
Physical Education and School Sport
Participation
Coach Education and Leadership
Club Coaching and Volunteering
Events and Competition

2 PEPASS Updates: Glasgow Improvement Challenge

- 2.1 PEPASS contributes to Strand 2 of Glasgow's Improvement Challenge (GIC) 2015-2020: *Improving children's health and wellbeing through nurturing approaches and increased participation in physical activity and sport.*
- 2.2 Three PE officers, are engaged in delivering the physical literacy programme to children and staff. The aim of the physical literacy programme is to develop children's core skills (Attention, Balance, and Coordination) and support and build the confidence of staff in order to connect the children's learning and develop skills for learning life and work.
- 2.3 The key outcomes from the programme are:
 - Children have increased levels of physical activity;
 - Children develop confidence and self-esteem;
 - Children develop physical literacy and improved fundamental movement skills; and
 - awareness of play as a means to improved physical literacy is increased.
- 2.5 Year 1 2016/17; 30 Schools Targeted, 200 teachers and support for learning workers trained, targeting 1500 pupils in SIMD 1 and 2 schools. Year 2 2017/18: 40 Schools have been targeted
- 2.6 Early data indicates that there has been an increase in distinct participants (Individual children) participating in out of school hours (OOSH) activity across the cohort schools.

Cohort 4 Aug – Dec 2017: Almost all, over 90% (13 out of 14) have shown an increase in out of school physical activity. (14th School ran a literacy activity which targeted/clashed with OOSH)

2.7 Softer measures have indicated increase in pupil attendance, improved pupil behaviour, pupils more engaged during play/lunch times, increased pupil confidence to attend OOSH.

3 Partnerships

3.1 Inspiring Scotland/ Play for Attainment is being delivered through a partnership with Inspiring Scotland and local third sector groups (PEEK/Jeely Piece/FARE), along with the University of Strathclyde and Agile as part of the Glasgow Improvement Challenge.

3.2 Committed to deliver to all Glasgow primary schools over three years, the Active Play programme is a unique partnership model that has made an excellent start and has been very well received by teachers and pupils alike.

3.3 Over the four cohorts to date, (Aug 2016 – Dec 2017) the summary outcomes are:

- 44 Primary schools,
- 436 Active Play sessions,
- 1,230 children accessing active play,
- 442 new Play Champs,
- 248 school staff receiving professional development

3.4 Early evaluations also indicate increased parental/child involvement in physical activities. There are examples of parents now volunteering to run clubs.

3.5 Aug – Dec 2017 (nine sessions delivered, 68 Parents/Carers attended), Sandwood Primary has shown an increase of OOSH¹ from 38% to 46%
Cardonald Primary has shown an increase of OOSH from 59% to 70%
Blackfriars Primary has shown an increase of OOSH from 37% to 51%
St Brigids Primary has shown an increase of OOSH from 51% to 78%

3.6 The team are working in partnership with Professor John Reilly from The University of Strathclyde's Department for Physical Activity and Health to undertake research on the initiative.

3.7 Once completed, and all data has been reviewed, verified and consolidated into a report, this information will be made available by presentation in June 2018, with publication following.

3.8 Learning will be shared with a key stakeholders' group and used to develop further investment in effective solutions to support attainment of Glasgow's children.

¹ OOSH is Out of School Hours – this measurement is used by Sport Scotland to assess the uptake of pupil participation in clubs which run after school.

4 Physical Education and School Sport highlights

4.1 Schools of sport

The city currently has nine secondary schools where there is a focus on achievement through sport and three elite performance schools. In these schools, young people are selected at primary stage and have a modified curriculum, this allows them to spend more time on their chosen sport. Coaching is provided through links with sporting governing body and the local clubs.

School of Football (3)	St. Mungo's Academy, Govan High School, John Paul (Girls S1)
School of Basketball (1)	Hillhead High School
Schools of Rugby (5)	St. Andrew's Sec, Smithycroft Sec, Shawlands Academy, St. Thomas Aquinas Sec, Knightswood Sec,
School of Dance	Bannerman High School
Performance Schools	Holyrood Football Performance School (SFA) Glasgow School of Sport (Bellahouston) (elite athletes five sports (Athletics, Badminton, Gymnastics, Hockey, Swimming))
Knightswood	National School of Dance

4.2 School awards:

Sport Scotland offer school sport awards at Gold, Silver and Bronze level <https://sportscotland.org.uk/schools/school-sport-award/>

4.3 Currently we have five Secondary Gold award schools and five Primary Gold award schools.

Secondary: Shawlands Acad (2), St Mungos Acad (2), John Paul Acad, Whitehill Sec, St Thomas Aquinas Sec.

Primary: St Rose of Lima Primary (2), St Brigid's Primary, St Benedict's Primary, Oakgrove Primary, Caledonia Primary.

We also have three Secondary Silver award schools and seven Primary Silver award schools.

Secondary: Holyrood Secondary, King's Park Secondary, Notre Dame High
Primary: Aultmore Park Primary, Haghill Park Primary, Miller Primary, Mount Vernon Primary, Pollokshields Primary, Royston Primary, St Maria Goretti Primary and two Primary Bronze award Schools. Blackfriars Primary School And Our Lady of the Annunciation.

- 4.4 The commitment of Schools to use Physical Education, Physical Activity and School Sport as a key driver for improvement and inspiring opportunities, is demonstrated through their drive to excel.

5 Participation: Key highlights: Out of School hours (OOSH) participation

- 5.1 The main aim of Active Schools is to work in partnership to provide more and higher quality opportunities for pupils to take part in sport and physical activity before school, during lunchtime and after school.
- 5.2 Active Schools also develops effective pathways between schools and sports clubs in the local community.
- 5.3 2016/2017 the delivery of OOSH activity across all sectors saw over 605,000 attendances. Out of the 605,000 attendances 45% of these attendances were by girls.

6 Coach Education and Leadership

- 6.1 Glasgow continues to be the largest awarding authority in the UK for Sports Leaders UK qualifications. These qualifications are now on the SCQF framework allowing young people to get accreditation which is understood by employers and adds to their portfolio of SQA qualifications.
- 6.2 In 2016/17, 1483 young people gained a Leadership qualification/award, of the successful candidates, 899 were boys (61%) and 584 (39%) were girls. Of the 1595 pupils registered, 1012 (63%) lived in SIMD15 postcodes (15% most deprived) and 419 (26%) identified as being of a BME background.
- 6.3 The Young Ambassadors is an exciting and energetic leadership programme developed by the Youth Sport Trust and delivered in partnership with sportscotland. 2016/2017 saw 176 Young Ambassadors from 29 secondary schools across the City (6 per school). 2017/2018 saw this number increase to 300 Young Ambassadors from 31 secondary schools across the City.
- 6.4 Young Ambassadors are able to link with a far greater number of young people by adopting the national picture of leadership which looks at young people delivering in specific roles: Ambassadors, Decision Makers, Event Organisers, Technical Officials, Coach /Deliverers.
- 6.5 Young people receive training and support, whilst Active Schools increase their volunteer workforce, which in turn impacts positively on the numbers of children and young people engaging in sport and competition.

7 Events and Competition: Key highlights

7.1 G2018: School Sports Star

A very successful innovation for the Commonwealth Games 2014 was the creation of a Schools Baton. The Baton toured the schools in the run up to the Games generating interest and becoming a focal point for learning about Commonwealth countries. For the 2018 European Championships, a design competition engaging Glasgow S1 and S2 pupils recognised the winning design of 3 pupils from Shawlands Academy. The winning design was manufactured by young people and staff in Shawlands Academy Technical department with wood that has been donated by Community Safety Restorative Justice Section.

7.2 The Star will hold a letter from Lord Provost including text in German. The announcement by Lord Provost on 16 March 2018 will be followed by a tour of schools and events until mid- June 2018. The G2018 School Sports Star will encourage participation and engagement with the Glasgow 2018 European Championships.

7.3 **G2018: Education Events**

- Education Services have tasked 170 Young Ambassadors with organising a Glasgow 2018 themed event in their own school community. YA have planned events including a Row-a-thon, Fit Bit Challenge, mini-triathlons and taster sessions scheduled from March onwards.
- A Calendar of Mini European Championship events for schools has been established. Events include all main Glasgow 2018 disciplines - Aquatics, Athletics, Cycling, Gymnastics, Golf, Rowing, and Triathlon.
- Aquatics – A Swimming Gala for 250 P5-P7 pupils is scheduled for 2 May 2018 at Tollcross International Swimming Centre.
- Athletics – Great Scottish Schools Run saw 79 schools, 3000 P5 pupils complete a curricular programme culminating in the 1.5 miles "Run to Berlin".
- Cycling - The Velodrome programme is in its 5th year with 12 schools targeted for 2017/18.
- Gymnastics – A Gymfest took place in November 2017 at the Emirates Arena with 46 schools participating. A Primary/Secondary Floor and Vault competition was held in February 2018 at Glasgow Club Bellahouston with 24 schools participating.
- Golf – A team golf programme is proposed for May 2018.
- Rowing – A schools regatta for 10 schools (4 per team) is scheduled for 27 April 2018 on the River Clyde at Glasgow Green.

- Triathlon – A triathlon is scheduled for 18 May 2017 with 20 schools (10 per team) in Bellahouston Park and Glasgow Club Bellahouston.

8 Policy and Resource Implications

Resource Implications:

Financial: Within Education Services and Glasgow Life budgets and includes support from Sport Scotland

Legal: No legal implications

Personnel: Within current resources

Procurement: No procurement implications

Council Strategic Plan: Excellent and Inclusive Education

Equality Impacts:

Does the proposal support the Council's Equality Outcomes 2017-22 : No

What are the potential equality impacts as a result of this report? Equalities are a priority, captured within learner experience

Sustainability Impacts:

Environmental: Our PEPASS approach encourages the use of outdoor resources in parks and playgrounds.

Social: *UN Rights for the Child - Article 31 protects and promotes a Child's right to play:-*
"That every child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts."

Economic: Sports Leaders UK qualifications contributes to young people celebrating Wider achievement, Positive destinations Volunteering and Employability.

Privacy and Data No data protection impacts identified.
Protection impacts:

9 Recommendations

- 9.1 It is recommended that the Education, Skills, and Early Years City Policy Development Committee consider the findings of the report.



Glasgow City Council

Education, Skills & Early Years City Policy Committee

Report by Executive Director of Education Services

Contact: Colin Crawford Ext: 74561

Item 2

26th April 2018

EDUCATION SERVICES EQUALITIES WORKING GROUP

Purpose of Report:

To update Committee on Education Services Equalities working group and specifically the training programme and development of support materials for staff around LGBTI+ education.

Recommendations:

Committee are asked to consider the content of this report.

Ward No(s):

Citywide: ✓

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

1 Background

- 1.1 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.
- 1.2 The remit of this group has been to focus on support and advice for schools around the protected Characteristics.
- 1.3 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
- 1.4 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.
- 1.5 It was agreed that the initial focus of the Equalities group should focus on support and guidance to schools and nurseries on LGBTI+ issues.
- 1.6 Glasgow 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.
- 1.7 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 has ensured breadth of coverage

1.8 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.
- Four staff professional development twilight sessions have been run to date and 55 staff have participated in these.
- 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.
- 17 Secondary schools are currently undertaking LGBT Chartermark status with one establishment 'Shawlands Academy' being the first school in Glasgow to achieve Silver status earlier this year. 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

1.9 Establishment of a young people's forum:

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

1.10 Next Steps:

The Education Equality group will now move their prime focus to racial equality and anti-racist education. As the group have successfully produced guidance and delivered training for LGBT education, this will now move to becoming a maintenance agenda with a sub group ensuring that that work strand now continues in the background to ensure progress on that protected characteristic is not lost.

2 Policy and Resource Implications

Resource Implications:

<i>Financial:</i>	Within existing resources
<i>Legal:</i>	In line with the relevant education and equality legislation
<i>Personnel:</i>	Within existing resources
<i>Procurement:</i>	n/a

Council Strategic Plan: **Excellent and Inclusive Education:** Equality and diversity is recognised and supported and human rights protected.

Equality Impacts:

<i>Does the proposal support the Council's Equality Outcomes 2017-22</i>	<p>Outcome 5, The Council Family has developed and delivered a consistent, and where necessary mandatory, approach to raising awareness about equality and diversity.</p> <p>Outcome 6, Glasgow City Council has developed a more strategic approach to delivering equality and</p>
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diversity curriculum in schools that has been developed in partnership with the third-sector and achieves external validation where possible.

Outcome 11,

The Council Family has visibly promoted and delivered events that promote and celebrate cultural diversity in Glasgow.

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

Positive impact; Equalities are a priority, captured within learner experiences

Sustainability Impacts:

Environmental:

No specific environmental impact

Social:

The work will support staff at establishment level to become increasingly confident and better skilled in meeting the needs of young people who identify as LGBT. This in turn will foster a greater recognition of, and support for, a sense of individuality and respect of LGBT young people both at school level and in wider society

Economic:

No specific economic impact

Privacy and Data Protection impacts:

No data protection impacts identified

3 Recommendations

3.1 Committee are asked to consider the content of this report



Glasgow City Council

**Education, Skills and Early Years City Policy
Committee**

Report by Executive Director of Education

Contact: Jim Wilson Ext: 74086

Item 3

26th April 2018

**UPDATE ON GAELIC MEDIUM EDUCATION (GME)
SHORT-LIFE WORKING GROUP**

Purpose of Report:

To update Committee on the progress of the GME Short-Life Working Group.

Recommendations:

The Committee is asked to:

Note the progress made to date and ask the Executive Director to present further update reports, as appropriate, to Committee.

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes No ✓

consulted: Yes No ✓

1. Background

- 1.1 During the period May to September 2017, the Council carried out a statutory consultation under the Schools (Consultation) (Scotland) Act 2010 on a proposal to open a third Gaelic Medium Education (GME) primary school.
- 1.2 It was proposed to site the third school in the former Gowanbank Primary School; when the children attending Gowanbank Primary moved to their new-build school.
- 1.3 Glasgow City Council received 205 responses to the above consultation. 155 (75.6%) were against the proposal for a number of reasons. In particular, the majority who responded did not agree with the proposed catchment area in the consultation.
- 1.4 Although most respondents objected to the proposal, they did not wish the Council to be put in the position of having to refuse children access to GME. Many respondents felt that further engagement was needed in order to be able to reach a solution which the majority of parents would support.
- 1.5 Education Services agreed that there was a need for further engagement with parents and representative groups to ensure that a solution was identified that would meet the needs of the community and would be supported by parents.
- 1.6 The Executive Director of Education Services advised the City Administration Committee, via the response paper on the consultation for a third GME primary school, that it was recommended that a Short-Life Working Group be formed to explore the short, medium and long-term options for increasing GME within the City. This was approved.
- 1.7 The recommended formation of this working group aligned with many responses received during the consultation that suggested that a working group was needed to develop a five and ten year plan for GME in the City. However, in the first instance, the Short-Life Working Group was tasked with developing a proposal which would allow more children to access primary GME by August 2018. Thereafter, the group would consider the medium to longer term issues for GME across the city.

2 Progress and short-term objectives

- 2.1 The first meeting of the GME Short-Life Working Group was held on 17 January 2018.
- 2.2 The immediate objective of the group was to ensure that all who sought GME provision for August 2018 would be able to do so. In order to achieve this there was extensive discussion on the potential use of, the now vacated, Gowanbank, Cartvale or Ladywell School buildings in relation to either of these buildings being

an 'annexe building' to deliver GME. Taking into account that the Cartvale School building would not be available until August 2019,

- 2.3 Education Services advised that for an annexe to work, an educationally viable cohort would need to be selected from the children who currently attended the existing GME primary schools. Various permutations were possible and discussed, e.g. a lower/middle school cohort, a middle/upper school cohort, an entire P1-P7 cohort or P1-P5.
- 2.4 The group noted and accepted that some parents may not be supportive of their child moving. However, without this happening, the small sizes of classes and restricted peer groupings would adversely impact on learning.
- 2.5 A further short-life working group meetings on 31 January and 21 March, it was agreed by the group, after debate and discussion of data provided, that the most appropriate option, in the short term, was to use the vacated Ladywell building as an annexe to the GME primary school in Berkeley Street for one year with a move to the Cartvale building in August 2019.
- 2.6 The group agreed that the creation of an annexe would be to ensure that everyone who sought a place in GME in 2018 was able to get one, albeit, that some children/families would be affected by having to move building in order to achieve this goal.
- 2.7 Given that the annexe (from August 2019) will be based in the south-west of the city, families with children currently in P1 to P4 at Berkeley Street were offered places in the annexe along with prospective P1s living in the south-west. In addition, a small number of prospective P1s who had applied for a place at BGGD (Glendale Gaelic provision) but were not able to gain a place due to the cap on numbers were also offered places at the annexe. Before the Spring break, the school contacted all the parents to confirm their agreement or discuss what alternatives might be possible. All representations from parents in relation to allocations to the annexe were considered jointly between the Executive Director and the senior staff in the school on an individual 'case by case' basis.
- 2.8 The indications were that we would have an annexe consisting of P1 to P5 pupils; with around 100 pupils.
- 2.9 Staff were asked to volunteer to teach in the annexe, and there was a healthy interest in doing so. This workforce planning will be finalised prior to the end of the summer term. Education Services has placed an advert for a Depute Headteacher post, based within the annexe building, in order to support the transition to this model in August 2018.
- 2.10 A transition working group consisting of officers from Education Services, estates team, Cordia and the school will start meeting after the Spring break to take forward transition plans. This would include having the children visit their new building.
- 2.11 Arrangements for after-school care are also being explored.

3 Longer-term objectives

- 3.1 Education Services has projected the potential demand for Gaelic Medium Education up to the year 2037, recognising that this is not an exact science as there are a range of factors which influence parents' choices for GME.
- 3.2 In order to facilitate this analysis, a notional intake capacity of 140 for the Secondary School was required up until 2025.
- 3.3 The working group agreed that, in order to meet demand for GME, the most desirable option going forward would be for two additional 2-stream primary schools in the city. One new school delivered by 2023/24 and the other by 2025/26 (a 2-stream school refers to a school with 2 classes at each stage of P1 to P7).
- 3.4 The two additional GME primary schools may be new-build or through the repurposing of existing premises.
- 3.5 As part of its remit, the working group will shortly consider six existing council assets which could possibly be repurposed for future use in the medium to long term.
- 3.6 Education Services advised the group that they were open to suggestions as to any desired locations they may have for new-builds and, in turn, they could start to scope this and/or any other potential buildings in those areas which could also be repurposed if so decided.
- 3.7 The Executive Director has contacted the Deputy First Minister and requested a meeting to discuss how the Scottish Government and Glasgow City Council could strategically and financially support the medium to long term GME objectives in the city.
- 3.8 A draft of this paper has been shared with the working group in order that the key points and messages are discussed, refined as required, progressed and reported back to committee.
- 3.9 Minutes of the short-life working group meetings are available, on request, from Education Services.
- 3.6 Within a relatively short period of time, good progress has been made and Education Services shall now be able to engage with parents after the Spring break in order to clarify, confirm and progress transition planning for the annexe.
- 3.7 Further progress reports on plans for medium to longer term options for GME will be brought to committee during the Spring-Summer term.

4 Policy and Resource Implications

Resource Implications:

Financial: Future proposals may require capital investment. Expansion would also require additional revenue for teachers, support staff and facilities management.

Legal: Future consultation would require to be undertaken in line with the Schools (Consultation) (Scotland) Act 2010.

Personnel: Expansion would need high quality teachers fluent in Gaelic.

Procurement: N/A

Council Strategic Plan: Excellent and Inclusive Education

Equality Impacts:

Does the proposal support the Council's Equality Outcomes 2017-22 It is expected to do so

What are the potential equality impacts as a result of this report? Increasing the choice of families by increasing GME provision

Sustainability Impacts:

Environmental: N/A

Social: N/A

Economic: N/A

Privacy and Data Protection impacts: N/A

5 Recommendations:

5.1 The Committee is asked to:

Note the progress made to date and ask the Executive Director to present further update reports, as appropriate, to Committee.



Glasgow City Council

Children and Families Policy Development Committee

Report by Maureen McKenna, Executive Director of Education

Contact: Maureen McKenna Ext:74551

Review of Work Plan

Purpose of Report:

The report provides a summary of the papers which have been presented to the Education, Skills and Early Years Policy Development Committee in 2017/18 and contains proposals for the work plan for the Committee for 2018/19.

Recommendations

It is recommended that the Committee:

1. notes the range of reports tabled to date;
2. ask officers to continue to provide updates to Committee; and
3. considers the proposals for the work plan and agrees an approach for the Committee in 2018/19.

Ward No(s)

Citywide ✓

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

1 Background

- 1.1 The terms of reference of the Education, Skills and Early Years City Policy Committee are:

Terms of Reference:

In addition to the general terms of reference for all CP committees:

- 1 To address the work plan of the proposed Council Plan theme: **Excellent and Inclusive Education**; and
- 2 To fulfil the functions of policy development (including consideration of equalities issues) as they relate to Council policies and services for education, schools and early years, but specifically excluding policy decisions relating to children and family social care functions, which are delegated to the Glasgow City Integration Joint Board. These functions include:
 - nursery, primary and secondary school provision and provision for children with additional support needs;
 - educational attainment and achievement of children and young people;
 - school catchment area reviews;
 - schools estate;
 - development of school curricula and in-service training;
 - provision of educational psychological services for children and young people;
 - vocational training and skills for young people;
 - careers service to schools;
 - education policy affecting children with learning disabilities/barriers to learning;
 - education policy affecting the Children's Services' Plan; and
 - partnership engagement.
- 1.2 The Appendix shows the range of papers which have come to the Committee during the financial year 2017/18. Note that the Committee was not established until September 2018 due to the election in May 2017.
- 1.3 There are a number of reports which would be expected on an annual basis, such as performance reports on the key outcome measures for Education Services, i.e. attainment, attendance, exclusions, school leaver destinations. In addition, progress reports on key areas would be brought less frequently, for example, update on STEM, Use of Pupil Equity Funding.
- 1.4 A range of officers present reports including headteachers.

2 Priorities for Education Services

- 2.1 Education Services consulted on a number of priorities which set the strategic direction for the service. These are

- 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

2.2 In addition, the Education Services, along with partners, such as Glasgow Life, has responsibility for delivering Excellent and Inclusive Education as set out within the Council Plan for 2017-2022. This section of the Council Plan is included as an Appendix.

3 Proposals for workplan for 2018/19

3.1 There will be a need to continue to have regular performance reports from Education Services and for Committee to receive reports on progress with the Council Plan.

3.2 It is proposed that the Committee considers areas of interest which are linked to the Council Plan but instead of just receiving reports from officers that they undertake visits to schools and nurseries and join meetings of strategic working groups in order to develop a deeper understanding of education issues in the city.

3.3 Suggested areas of interest are

- Raising attainment and achievement through Glasgow's Improvement Challenge
- Equalities
- Towards A Nurturing City
- Meeting children's learning needs particularly for those children and young people with Additional Support Needs

3.4 An example of the range of activities which could be planned -

Glasgow's Improvement Challenge

- Visits to a range of primary and secondary schools
- Joining the strategic group overseeing the Challenge

- Visit to Royston Primary School to visit Learning centre where staff development is delivered
- Inviting heads to the Committee to present on their approaches to raising attainment

3.5 The Committee could consider more than one area of interest at a time. Councillors undertaking visits would require to submit a short report on their observations (maximum one side of A4 – bulleted only). Members of the Committee could volunteer for specific areas of interest.

4 Policy and Resource Implications

Resource Implications:

Financial: Within existing resources.

Legal: n/a.

Personnel: n/a.

Procurement: n/a

Council Strategic Plan: Excellent and Inclusive Education

Equality 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?

Sustainability Impacts:

Environmental: N/A

Social: N/A

Economic: N/A

Privacy and Data Protection impacts: N/A

5 Recommendations

5.1 It is recommended that the Committee:

1. notes the range of reports tabled to date;

2. ask officers to continue to provide updates to Committee; and
3. considers the proposals for the work plan and agrees an approach for the Committee in 2018/19.

Work Programme: Education, Skills and Early Years Policy Development Committee

2017/18

Topic	Main Tasks	Lead Officer	Timetable and Target Date for Completion	
Fair Funding Review	To advise the Committee of the Scottish Government consultation on Fair Funding to Achieve Excellence and Equity in Education.	David McClelland	Sept 2017	05 10 17
Proposals for Primary School Reserved Places for School Session 2018/19	This report provides information on the specific number of reserved places for named primary schools for session 2018/19 commencing August 2018.	David McEwan	Oct 2017	05 10 17
Glasgow School Leaver's Destination Return (SLDR) 2015/16	To inform the Committee of the outcomes of the SLDR for 2015/16 and an update on the destinations of care-leavers	Maureen McKenna	08 11 17	23 11 17
Pupil Equity Funding 2017/18	To provide Committee with information on the Pupil Equity Funding provided for all primary and secondary schools	Maureen McKenna	08 11 17	23 11 17
Response to the Consultation on a Third Gaelic Medium Primary School	To inform the Committee of the outcome of the statutory consultation on the proposal to have a third Gaelic Medium Education (GME) primary school in the city	Maureen McKenna	08 11 17	23 11 17

Topic	Main Tasks	Lead Officer	Timetable and Target Date for Completion	
Attainment – Curriculum for Excellence	To provide the Committee with information on the performance of pupils through the broad general education through Curriculum for Excellence levels.	Michele McClung	08 11 17	23 11 17
Attainment – National Qualifications 2016-17	To provide the Committee with information on the performance of pupils in national qualifications in the senior phase.	Maureen McKenna	08 11 17	23 11 17
Attendance and Exclusions Comparison of Data – August 2016 to June 2017	To provide Committee with the information on Attendance and Exclusions for the academic year 2016/17.	Michele McClung	08 11 17	23 11 17
Supporting Improvement	To advise the City Policy Development Committee of the strategies used to support continuous improvement.	Jim Wilson	18 01 18	01 02 18
Appointment of Co-optees to Committee	To provide the Committee with additional information as requested on co-opted members of the Education, Skills and Early Years Committee.	Maureen McKenna	18 01 18	01 02 18
Placing Request Criteria	To seek the City Policy Development Committee's views on a proposed consultation to change placing request criteria	Jim Wilson	18 01 18	01 02 18

Topic	Main Tasks	Lead Officer	Timetable and Target Date for Completion	
Proposal to consult on mainstream secondary school entry criteria	To advise the committee of the current mainstream secondary school entry criteria and to seek the views of the committee on a proposal to undertake a city-wide consultation to unify the entry criteria of all secondary schools within Glasgow to a single system.	David McEwan	18 01 18	01 02 18
Glasgow City Region Education Improvement Collaborative	To update the Committee on the progress of the Collaborative, known as the West Partnership, including the draft improvement plan.	Maureen McKenna	18 01 18	01 02 18
Appointment of C-Optees to Committee	To provide the Committee with additional information as requested on co-opted members of the Education, Skills and Early Years Committee.	Maureen McKenna	01 03 18	15 03 18
STEM Glasgow	To advise the Committee on the work of STEM Glasgow, in supporting Science, Technology, Engineering and Maths in the city's schools and nurseries.	Mark Irwin	01 03 18	15 03 18
Early Learning and Childcare Expansion Phasing	To provide Committee with an update on the Early Learning and Childcare expansion and to consider principles and options for a phased implementation aligned to need and budget availability 2018-2020.	David McClelland	01 03 18	15 03 18
Glasgow's School Leaver Destinations (SLDR) 2016/17	To inform the Committee of the outcomes of the SLDR for 2016/17.	Maureen McKenna	01 03 18	15 03 18

Council Plan 2017-2022

9.0 EXCELLENT AND INCLUSIVE EDUCATION

- 9.1 Our plan is focussed on ensuring every child and young person reaches their full potential, whatever their ability or background, in schools that are fit for purpose, and delivering excellent and inclusive education.
- 9.2 The city has delivered a sustained programme of investment in our education estate and can demonstrate year on year improvement in attainment in our schools. We want to continue to close the gap with the rest of Scotland. Our actions on education and childcare support the Community Plan priorities.

Outcomes

- Our attainment levels improve across all of our schools so that all our children and young people can fulfil their potential.
- All our children and young people go on to a job, or a training opportunity or higher or further education.
- Children and young people benefit from early intervention and prevention approaches.
- Equality and diversity is recognised and supported and human rights promoted.

Priorities

22. Improve attainment in all Glasgow schools, working with parents, pupils and partners.
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.
24. Consider how we maintain the number of teachers working in Glasgow establishments to continue to raise attainment and achievement.
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.
26. Invest in our school estate and early years facilities in the city.
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.
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.
29. Refresh and deliver Glasgow's Community Learning and Development Plan.
 30. Support the development and delivery of the Gaelic Language Plan including Gaelic medium education, exploring options for a further school in the City.
 31. Extend the use of walking buses to schools and safe cycle routes to encourage cycling.
 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.
 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.
 34. Support the introduction of the national Named Person scheme and related good practice.
 35. Review the catchment areas for Glasgow schools.
 36. Review current Additional Support Needs provision and make recommendation on how to improve the use of current resources.
 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.

These outcomes and priorities will be primarily developed and progressed by the Education, Skills and Early Years City Policy Committee.