



Glasgow City Council
Education, Skills and Early Years
City Policy Committee
Report by Executive Director of Education
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Item
 <date of meeting>

Glasgow’s Improvement Challenge 2015 – 2020
Improving children’s health and wellbeing through nurturing approaches and increased participation in physical activity and sport

Purpose of Report:

To update the Committee on the progress being made in Glasgow on Glasgow’s Improvement Challenge as part of the Scottish Attainment Challenge. This is the third of a series of six papers five of which covers each of the strands of Glasgow’s Improvement Challenge.

Recommendations:

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

Ward No(s): Citywide:

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

1 Increased participation in physical activity and sport

- 1.1 The physical activity and sport workstream is delivered by the Physical Education Physical Activity and School Sport Team (PEPASS), with three Physical Education Lead Officers (PELOs) supporting the implementation of a detailed and ambitious action plan across primary, secondary and additional support for learning (ASL) schools. The PEPASS identified priorities are:
- Develop an understanding of the importance of physical literacy (engaging through movement) in raising attainment at early stages. Physical, mental, emotional, social, (Learning, Life, work)
 - Active Play Partnership with Inspiring Scotland, Strathclyde University
 - Developmental Physical Education (DPE)
- 1.2 Across the 36 schools and 184 practitioners supported in 2018/19. Almost all (over 90%) practitioners evaluated they have improved knowledge and understanding, confidence and delivery of the Physical Literacy programme and in linking learning in PE to other curricular areas or aspects of learning.
- 1.3 Through coaching in context and peer observation, Physical Education Lead Officers have reported an increase in staff confidence in delivery and knowledge, enhancing learners' experiences. Practitioners and senior leadership team evaluations have reflected the improvement in pedagogy as observed in monitoring visits. Staff feel more confident in delivering physical literacy to their pupils. All staff have gained in confidence and motivation as a result of excellent training.
- 1.4 45 professional development sessions were delivered with an attendance of 925 practitioners. Almost all of practitioners evaluated they have improved their knowledge and understanding, confidence and delivery.
- 1.5 Headteachers have observed enhanced learners' experience due to growth in practitioners' knowledge and confidence. This has result in increased motivation and engagement in children to engage and participate both during and out of school activity. This change in pedagogy has resulted in children being more physically challenged and being more physically engaged throughout lessons. Children are active and developing skills to work independently, developing creativity and imagination Almost all schools, (91.6%) in year 3, have shown an increase in the number of individual children participating in out of school hours (OOSH) activity clubs.
- 1.6 The National average figure in 2018/19 for individual children attending OOSH was 45% (source: Sportscotland July 19) compared to Glasgow's average in 2018/19 of 52% (Primary 66%/Secondary 30%/ASL 54%). The majority (50%-74%) across 36 schools have demonstrated increase in distinct participation figures in OOSH clubs before, lunch, after school club participation with more young people being active.
- 1.7 Family Physical Education sessions have been introduced where parents/carers are able, in a supportive environment, be active/support the activity of their child(ren). Family Phys Ed sessions have been well supported

with 765 parents/carers attending the sessions across the academic year 2018/19. Parents/carers have responded positively to the sessions, evaluations have demonstrated how they enjoyed working with their children and have reflected how the PE sessions have had a positive impact on their child's learning noting the relationship between movement and learning. Within schools the senior management team have reflected on the high number of parents/carers that attend the sessions and the positive learning family environment. In a small number of schools, parents have engaged in volunteering to run sport/activity clubs for the school.

- 1.8 The PEPASS team also offer a range of city-wide events which have shown an increase in school participation figures with waiting lists for several events – Athletics, Gymfest and Scottish Country Dance events. (Events are capped at maximum number due to event location/capacity).
- 1.9 In addition to this work, our Active Schools Coordinators continue to increase the amount of physical activity being undertaken in our schools (full data available from Sport Scotland monitoring in late September 2019).
- 1.10 Establishments' Education Perspective Reports also highlight the importance of further enhancing opportunities for young people to participate in out of school hours clubs and outdoor learning activities to support both their physical and social well-being. These are delivered with partner agencies including Active Schools co-ordinators and their staff team to offer a variety of before school, lunchtime and after school clubs resulting in an increase in the number of children participating. Almost half of the schools in the sample attribute this as a key legacy from the interventions within the PEPASS programme detailed above in this work stream.

2 Thrive Outdoors Active Play

- 2.1 The Thrive Outdoors Active Play¹ programme is delivered by Actify, along with partner charities PEEK, Jeely Piece and FARE. Active Play is designed to increase physical activity levels for primary-age children by introducing active games and play into schools. The programme is delivered in partnership with Inspiring Scotland and has been getting national recognition with other local authorities taking the learning from Glasgow and recognising the benefits.
- 2.2 Active Play is a positive way of increasing children's physical activity levels as children can engage in it for extended periods of the day. Furthermore, recent interventions have evidenced that active play has been successful at improving almost all children's fundamental movement skills. Having good fundamental movement skills can increase the likelihood that children will be more physically active. Both active play and fundamental movement skills has recently been linked to improved cognitive performance, related to attainment.
- 2.3 The programme involves weekly Active Play sessions in school, separate from PE and break time, for primary 3 or 4 pupils. This programme in partnership with the PE Lead officers, builds on the Physical Literacy intervention targeted at early level primary 1 and 2. Pupils from primary 6 and

¹ <https://www.inspiringscotland.org.uk/what-we-do/our-funds/thrive-outdoors/active-play/>

7 are engaged in the Play Champions programme which teaches them to take a leading role in facilitating play for younger pupils.

- 2.4 There is a full progress report on all ten cohorts to date from Inspiring Scotland available later in the year. The report on cohort 8 January to April 2019 contained the following:

'Glasgow City Council is committed to delivering the programme to all Glasgow Primary Schools over three years. Active Play Glasgow is a unique partnership model which has been very well received by teachers and pupils alike. Cohort 8 (Jan – Apr 2019) has achieved the following outputs:

- Ongoing collaboration of 7 organisations (GCC (Glasgow City Council), Inspiring Scotland, the University of Strathclyde, PEEK (Possibilities for Each and Every Kid), FARE (Family Action in Rogerfield and Easterhouse), the Jeely Piece Club and Agile CIC.
- 96 primary schools have received Active Play to date across Cohorts 1-8.

Activity Update

In Cohort 8:

- Induction/train the trainers day 12 October 2018
- Delivery began mid January 2019
- 13 primary schools received Active Play
- An additional 3 schools received extra support due to the Jeely Piece Club (Jeely) having over delivered in Cohort 7. They are Dunard, Miller and Quarry Brae. All have previously received Active Play in early Cohorts.

Active Play

- 1,400 Active Play sessions have been delivered by the 3 charities
- 3,447 attendances over 10 weeks
- An average of 340 pupils per week have accessed Active Play.

By Charity

- PEEK: 1,009 attendances with an average of 25 pupils attending each session (10 sessions)
- Jeely: 1,184 attendances with an average of 24 pupils attending each session
- FARE: 1,254 attendances with an average of 25 pupils attending each session

Play Champs

- 112 Play Champs sessions have been delivered by the 3 charities
- 1,175 attendances over 8 weeks
- An average of 146 pupils per week have accessed Play Champs

By Charity

- PEEK 359 attendances in Play Champs with an average of 10 pupils per session (8 sessions)

- Jeely 431 attendances in Play Champs with an average of 9 pupils per session
- FARE 385 attendances in Play Champs with an average of 10 pupils per session.

This programme makes a unique contribution to attainment and to children's health and wellbeing by increasing their physical activity and fundamental movement skills (FMS), critical to good health and wellbeing.

We collect data from each cohort which is analysed by Strathclyde University and their resulting research and evidence creates the only national dataset of fundamental movement skills. From that data, there is clear evidence of the contribution Active Play makes to enhance those skills during school hours. Evidence also shows how it influences pupils' enjoyment and growth in skills and confidence in school and beyond.

The local charities, FARE, PEEK and Jeely Piece Club, continue to deliver the programme successfully with the support of Inspiring Scotland Performance Advisors. Our support also helps the charities to build their sustainability and increase their impact. Collaboration is key and by building the capacity of the third sector, we hope to embed and sustain the programme in communities across the city.'

2.5 The full report for cohort 8 is available on request.

3 Nurture

3.1 Within almost all of the sample of Education Perspective Reports (EPR), there were illustrations of the additional interventions planned to support the social and emotional well-being of young people. The majority of these interventions are delivered through PATHS, Emotion Works and the Seasons for Growth programmes.

3.2 From their PEF spend the majority of the establishments within the sample have employed additional teachers, support for learning workers or family support workers to provide social and emotional support to target groups and individuals. This includes targeted pupils benefitting from interventions including weekly counselling and play therapy to support increasing their capacity to cope with feelings and emotions both in the classroom and the playground.

3.3 Additional nurture is also a key intervention from the fund, building on the effective provision across the city. This includes 'Walking Taxi' and 'nurturing breakfasts club' supporting families, improving attendance, readiness to learn and engagement in school life. Afternoon nurture groups have also been developed to help support building self-esteem and social skills for older primary aged children.

- 3.4 Supporting children’s well- being at key points of transition and developing approaches to restorative practices across the establishment are also described as key initiatives within a third of sampled establishments.
- 3.5 There is now a need for PEF funded third sector partners to provide ongoing impact statements on the outcomes for children they are working with and evaluating the impact of the work. This could be achieved by developing a shared understanding of planned outcomes and measures facilitated by the GIC team.

4 Nurture and Nurturing Approaches

- 4.1 Our strategic approach to developing nurture continues to be led by Glasgow Psychological Services (GPS) with our priority continuing to be to embed nurturing approaches across all schools and nurseries as part of Towards a Nurturing City.
- 4.2 During 2018/19, over 500 children and young people accessed targeted nurture supports across all sectors through nurture corners, groups and bases.
- 4.3 Over 300 staff took part in the two day and four day nurture training courses with over 70 becoming accredited practitioners this session. See table 1 and 2 for details of staff accessing the courses.

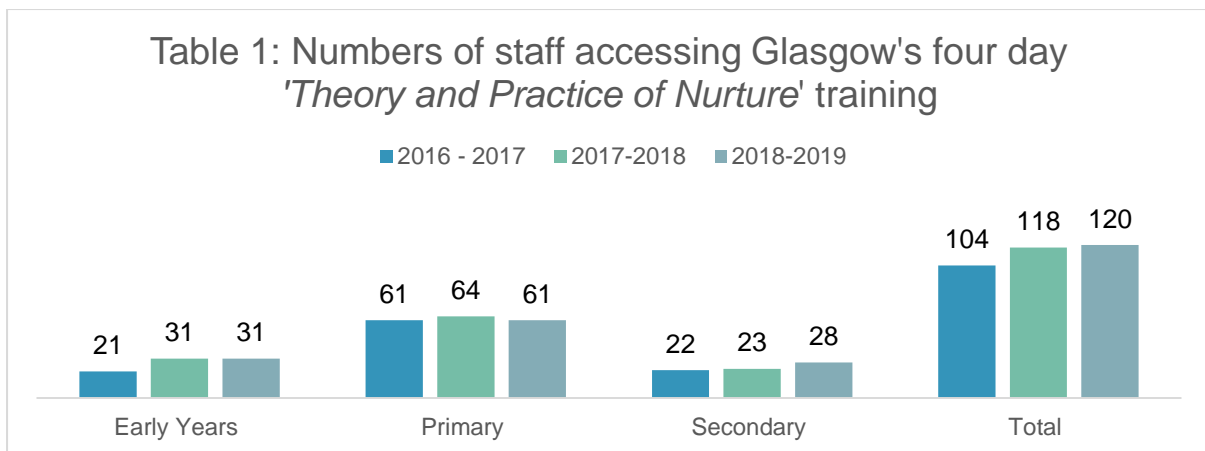
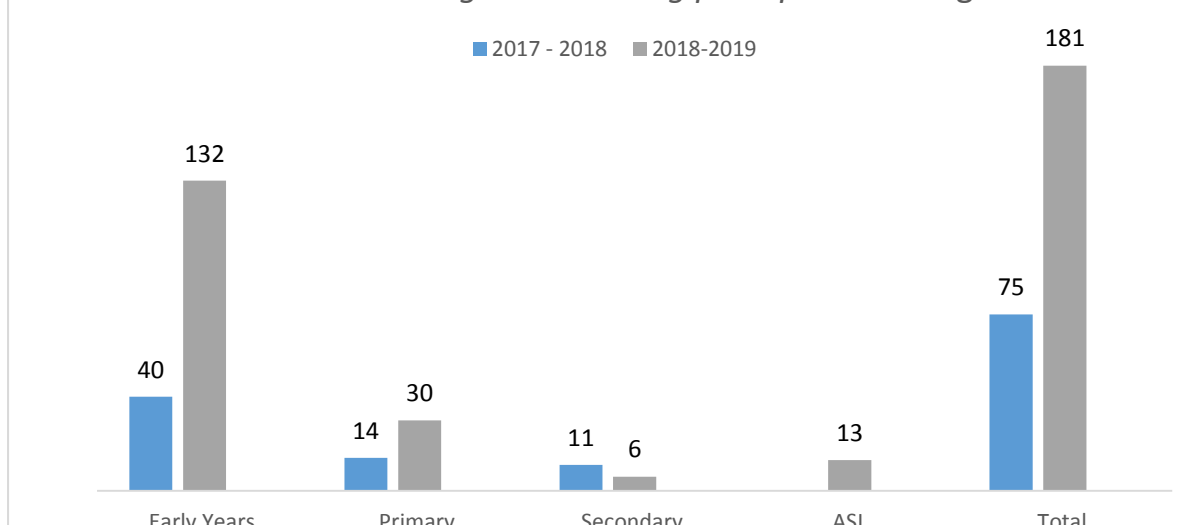


Table 2: Numbers of staff accessing Glasgow's 2 day 'Understanding the nurturing principles' training



4.4 As a result of this training staff reported:

- Increased understanding of the Nurture Principles
- Greater awareness of the stress response system
- More knowledgeable about trauma and its impact on development
- More confident in responding to children at times of distress

4.5 Two nurture conferences were delivered this year which focussed on reducing the impact of adversity and building resilience with 300 staff in attendance at each. Feedback from the conferences showed

- Impact on staff attitudinal change through motivational speakers
- Practical strategies introduced and taken forward in establishments, e.g. 'team around the child'
- Opportunity to learn about the journey of a young person throughout their educational career and beyond was highly valued by delegates

4.6 In addition CLPL opportunities were requested and followed up by the Nurture Development Officer and GPS.

4.7 During session 2018-19 a pilot programme called 'Nurturing Staff Wellbeing' ran with representatives from 12 schools. This programme is designed to help staff think about their own wellbeing and support colleagues in school to do the same.

4.8 Staff attending this pilot indicated that they found the sessions useful, in practise in 'how to relax'. The programme will be rolled out to a further 120 schools during session 2019-20.

Data analysis showed:

- a statistically significant increase in Teacher Self Efficacy as a result of attending the sessions
- Positive progress towards participants' initial goals for the sessions as evidenced in post course scaling activity.
- Greater confidence in their ability to support others in their setting using the information gained at the session.

5 Self-evaluation and quality assurance

5.1 Data continues to be gathered on how nurturing approaches are being self-evaluated across the city. The 'Applying Nurture as a Whole School Approach' framework produced by Education Scotland continues to be well used and was the focus of a workshop at the annual Nurture Conference in May 2019. (Table 3)

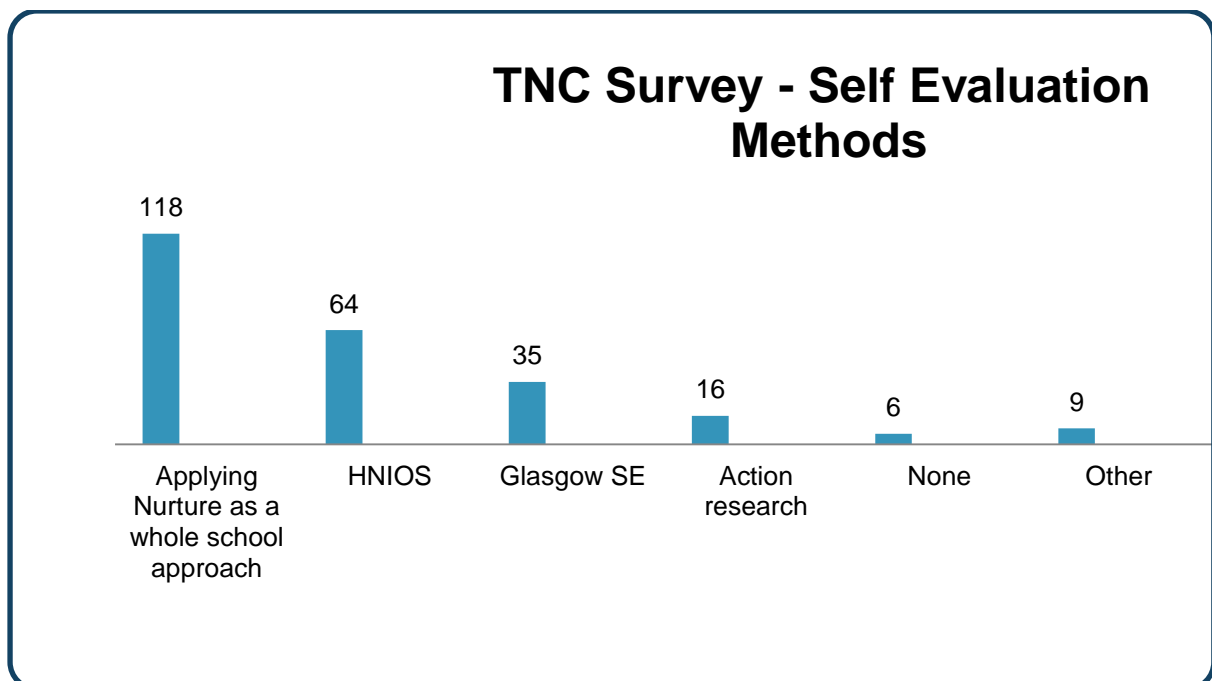


Table 3

5.3 Staff report a range of impacts from applying whole school approaches including increased knowledge and understanding, the use of nurture based strategies to support children's learning and wellbeing and a consistency of language used when talking to and about children and young people. (Table 4)

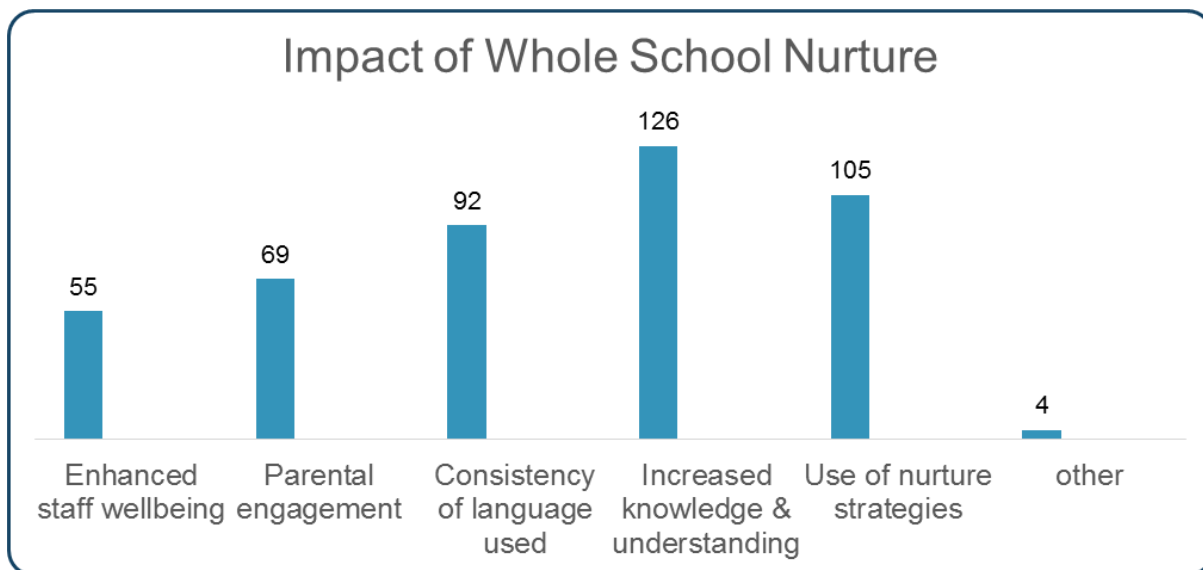


Table 4

5.4 Nurture quality assurance visits were carried out with 34 establishments during session 2018-19. These noted good practice in relation to self-evaluation, the increasing use of play based learning and creative approaches to how children and their families were supported. Development points included an audit of play opportunities and a continued focus on Boxall profiles and target setting.

5.5 In addition to supporting nurturing approaches the Educational Psychology Service also provides support to Glasgow’s Improvement Challenge and some of the initiatives promoted by the GIC team.

5.6 Three sessions on Implementation Science were delivered to 36 head teachers during the session and support materials made available. Immediate evaluation of the training showed almost all head teachers showed large gains in their knowledge and understanding of implementation science. Longer-term follow up has evidenced that some head teachers are using implementation science to support critical reflection and keep SAC projects on track

“The framework helped shaped the planning and ensured that the early stages were well thought out to aid success with the project.”

5.7 Educational Psychologists are supporting three schools with an evaluation of ‘Word Aware’. Initial evaluation data from school indicates positive outcomes as a result of Word Aware:

- Schools reported increase in pupil knowledge and understanding of taught words
- Schools reported increase in confidence in target groups
- Schools reported that pupils more able to take part in group discussions
- Schools reported that pupils transferring taught words into wider context.

6 Policy and Resource Implications

Resource Implications:

<i>Financial:</i>	Glasgow receives additional funding from the Scottish Attainment Fund as a Challenge Authority. Schools receive additional monies through Pupil Equity Funding.
<i>Legal:</i>	In line with the Standards in Scotland's Schools etc. Act 2000 and Education Act 2016
<i>Personnel:</i>	Additional staffing has been deployed in schools using the additional funding.
<i>Procurement:</i>	Not applicable

Council Strategic Plan:

Excellent and Inclusive Education 22, 28, 30 and 37

Equality Impacts:

<i>Does the proposal support the Council's Equality Outcomes 2017-22</i>	Yes, outcome 9 – barriers to participation in learning are reduced.
<i>What are the potential equality impacts as a result of this report?</i>	Limited impact

Sustainability Impacts:

<i>Environmental:</i>	Not applicable
<i>Social:</i>	If our young people achieve positive outcomes in their lives this will have a positive impact on the longer term social and community life of Glasgow.
<i>Economic:</i>	Young people who are better educated are able to contribute more positively to the growing economy of the city.
<i>Privacy and Data Protection impacts:</i>	Not applicable

7 Recommendations:

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