



ASPIR 2022 - 2023

ANNUAL SERVICE PLAN AND IMPROVEMENT REPORT

Excellent and Inclusive Education

glasgow.gov.uk

Education Services
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INTRODUCTION

The Annual Service Plan and Improvement Report (ASPIR) is a forward planning document that takes account of our past performance to help us set priorities and targets for the coming year. The report is part of the Council's Public Performance Reporting framework and is the document that sets the framework for our communication to staff, citizens and partners about the role and priorities of the service and how our performance will be assessed.

The Council agreed its Strategic Plan in November 2017, setting out its priorities and commitments over 5 years.

This ASPIR reports on one of the seven strategic priority areas from the Council's Strategic Plan: Excellent and Inclusive Education.

Through the ASPIR we can detail how Education Services is supporting the delivery of the Strategic Plan and the city's Community Plan by setting out the following:

- How Education Services will deliver the strategic priorities set out in the Council Strategic Plan and Community Plan for the budgetary period 2022/23.
- How Education Services is demonstrating that it is providing Best Value and ensuring that it provides value for money (VfM) using benchmarking or other external service comparison exercises.
- Progress in implementing priorities identified through self-assessment, external audit and inspection or equality impact assessments (EQIAs).

Information about the services we provide is also available at the GCC [website](#).



Glasgow's Context

Education across Glasgow is delivered through:

- **110** council managed early learning and childcare settings
- **130** partner providers of early learning and childcare settings
 - **141** Primary Schools
 - **30** Secondary Schools
 - **22** Additional Support for Learning Schools



There are **15,352** children in GCC and Funded Provider (partnership) nurseries



There are **70,805** school pupils in Glasgow

- **40,763** Primary pupils
- **28,568** Secondary pupils
- **1,474** ASL pupils

Over half (**56%**) of all pupils in Glasgow live in the most deprived Scottish Index of Multiple Deprivation deciles



Nearly a quarter (**23%**) of pupils in the city speak English as an additional language

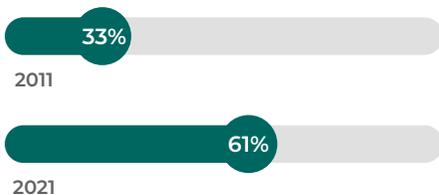
There are **122** different languages spoken by pupils in Glasgow's schools. The main five languages spoken after English are **Urdu, Arabic, Polish, Punjabi** and **Chinese**.

Glasgow has the **largest proportion of care experienced children** with responsibility for **18%** of Scotland's care experienced children and young people

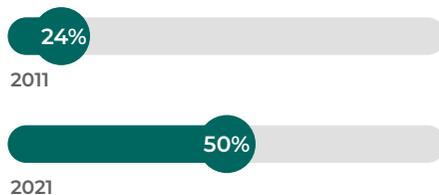
Positive Trends

Senior phase outcomes for young people have shown a positive upward trend over the last ten years.

Pupils achieving 1 or more Higher by the end of S5



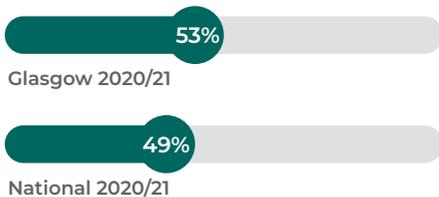
Pupils achieving 3 or more Highers by the end of S6



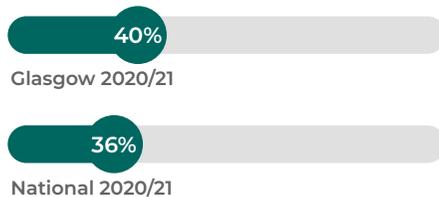
School attendance in Glasgow is consistently above 90%

When deprivation is factored in Glasgow outperforms the national cohort.

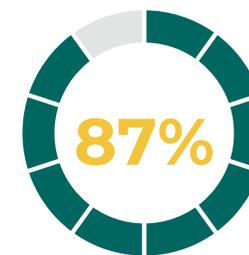
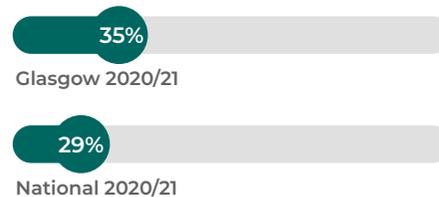
Pupils residing in SIMD 1 and 2 (most deprived) achieving 1 or more Higher by the end of S5



Pupils residing in SIMD 1 and 2 (most deprived) achieving 3 or more Highers by the end of S6



School leavers residing in SIMD 1 and 2 (most deprived) going onto Higher Education



Cases of exclusion in our schools have reduced by 87% over the last ten years.

Education Services makes up one of the six services within Glasgow City Council. Education and Early Years is a key commitment of the council and our goal is to ensure our children and young people receive a high quality, broad and balanced education which will provide them with skills for learning, life, and work.

The Executive Director for Education Services is supported by a team of Heads of Service. Each of these has responsibility for a function of the service including raising attainment and achievement; curriculum and employability; quality improvement and leadership; learning, teaching and assessment; early learning and childcare and inclusion. Education Services has an expenditure budget of over £750 million. This constitutes 28% of the council's total service expenditure budget.

Education Services are responsible for the education of over 85,000 children and young people across the education authority's nursery, primary, secondary, and additional support needs provision. Over a quarter of all children and young people in Scotland who live in Scottish Index of Multiple Deprivation (SIMD) levels 1 and 2, the highest levels of deprivation, attend a Glasgow school. The demographic in Glasgow results in a significant number of schools having most or almost all their children and young people coming from the 20% most deprived communities in Scotland.

Our focus on excellence and a persistent drive to reduce inequality across Glasgow runs through all our key documents: Glasgow City Council Strategic Plan; Glasgow Community Plan; Glasgow City Integrated Children's Services Plan; the National Improvement Framework and Glasgow's Improvement Challenge. By focussing on our key priorities, we have continued to raise attainment while mitigating the impact of poverty on the educational outcomes of all learners.

Education Services is committed to investing in its staff as its key asset by supporting the development of all staff throughout their career.





Outstanding approaches to career-long professional learning and leadership have strengthened the skills and knowledge of staff and, as a result, improved children's and young people's attainment.

We participate and actively support continuous improvement and benchmarking in many areas nationally and locally. National benchmarking tools as well as our own web-based application FOCUS enable us to access and interrogate data and this has an impact on attainment and achievement. Local Improvement Groups across the city support improvement through self-evaluation and Education Scotland has responsibility for monitoring and evaluating the quality of learning and teaching in schools. Glasgow is also part of the West Partnership, a collaboration of eight local authorities across the West of Scotland who share a vision to promote equity, excellence, and empowerment across the partnership.

We aim to continue to strengthen the equalities agenda across all areas of Education Services so that equalities are explicit and a core element across our service. The Equalities in Education Working Group directs equalities.

Some key highlights included in this year's ASPIR report include:

- The proportion of pupils achieving 1 or more Higher by the end of S5 has almost **doubled over 10 years**.
- Local Benchmarking Framework Data shows that when deprivation is factored in, Glasgow's senior phase attainment levels occupy a position in the **top half of all authorities**.
- **96% of school leavers** moved on to a **positive destination** in 2020/2021.
- Attendance levels in our schools **are consistently over 90%** year on year.
- **Exclusions** in our schools have **reduced by 87%** over ten years.
- The **Connected Learning programme** has become embedded at the heart of delivering a **world-class digital learning environment** to pupils. As a combination of the Council's Connected Learning Programme and the government funded Digital Inclusion programme, a total of **70,000 iPads and Chrome Books** have been issued.
- Financial Inclusion Support Officers are active in our secondary schools. FISO's provide support for parents and families in the fields of welfare rights and debt reconciliation. By the end of this year **all secondary schools will have a FISO**.
- Free period products are now available in over **200 primary and secondary education facility buildings**, and we hope to extend this to include Early Learning and Nursery facilities later this year.
- The Equalities in Education Working Group are continuing to **drive our equalities work across our schools** and early years establishments. We have also undertaken a number of initiatives to try and increase the diversity of our workforce.
- Schools across Glasgow **were involved in COP26**. Education Services brought together over 2,500 S3 secondary girls to discuss the **Climate and Ecological Emergencies** in partnership with the Women of the World (WOW) foundation and Glasgow Caledonian University's Climate Justice Centre. The Leader of Glasgow City Council committed to bringing together our secondary girls with the next host city to share our model of empowerment.

The ASPIR is organised as follows:

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A group of five children, three girls and two boys, are shown from the chest up, holding small black pots filled with soil. They are all smiling or looking towards the camera. The child on the far left is a boy wearing glasses and a bucket hat with a cartoon character. The child next to him is a girl with her mouth open in an excited expression. The child in the center is a girl wearing a white t-shirt with a cartoon character (Daisy Duck) and a small cap. The child to her right is a boy wearing glasses and a baseball cap. The child on the far right is a boy wearing a dark polo shirt. The entire image has a red tint. The text 'SECTION 01' is in white, and 'Recovery, Resilience and Reconnection' is in yellow.

SECTION 01

**Recovery,
Resilience and
Reconnection**

RECOVERY, RESILIENCE AND RECONNECTION

Throughout the COVID-19 pandemic the key priority for Glasgow's education establishments was to ensure that all staff, children and young people, 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. Glasgow remained committed to ensuring that all children and young people continued to improve and achieve their potential regardless of their circumstances.

As we move out of the pandemic, Education Services are using this opportunity to build on our strengths and learning from the pandemic experience. Scottish Government [research](#) indicates children and young people's experience of education changed dramatically during lockdown, and they have returned to very different academic settings. We agree with the emerging views on wellbeing being central to a young person's success in education - happy learners are successful learners. Our commitment to nurture demonstrates that we have always placed a high priority on wellbeing.

GCC incorporated Empowered Learning into its own digital learning programme, **Connected Learning** – one of the largest single city implementations in Europe.

For the last three years we have been planning and developing our approach to digital learning. This was accelerated due to the pandemic.

- As a combination of the Council's Connected Learning Programme and the government funded digital inclusion programme, a total of 70,000 iPads and Chrome Books have been issued.
- Every member of teaching staff has a personal iPad.
- All pupils from P7 to S6 have a personal iPad.
- Class sets are available for P1 to P6, typically sharing one between five.
- By the end of 2022, all P5 and P6 pupils will have a personal iPad.





- As part of the push for connectivity the council also purchased 4,225 internet connectivity solutions (MiFi/dongle) funded through the Scottish Government's Digital Inclusion fund.

The Connected Learning programme has become embedded at the heart of delivering a world-class digital learning environment to pupils. Support is targeted at the most disadvantaged children who do not have access to digital technology at home; improving access to education, opportunities, and development.

GCC are currently running a **Financial Inclusion Support Officer (FISO)** project in secondary schools aimed at embedding Financial Inclusion support into a school setting. The foundations of this project are based on listening to parents and community groups with lived experience of poverty and using data to identify need and service gaps. The intention is to look at new ways to tackle child poverty, aimed at targeting the three main drivers of child poverty - the cost of living, maximising entitlement to generate income from social security benefits and income from employment. The programme is education centred in that the advice by a named FISO is taken to the parents by the schools using the "support for families" booklet and engagement with the FISO is encouraged through social media.

In January 2022, Education Services hosted a virtual event to launch its public consultation on the future rollout of **free period products** across the city. The consultation closed in February this year and captured the views of pupils, organisations and the general public. There were 2,568 responses to our consultation in total. The event also marked the national launch of the 'PickupMyPeriod' app which allows users to identify the locations across Scotland where free period products will be available, as well as access helpful advice and support on a range of health and wellbeing topics.

Free period products are now available in over 200 primary and secondary education facility buildings, and we hope to extend this to include Early Learning and Nursery facilities later this year.

RECOVERY, RESILIENCE AND RECONNECTION

Mentoring can make a huge difference on young people's confidence and engagement with school. **MCR Pathways** run a school-based mentoring programme, matching young people with a fully trained volunteer mentor, in every secondary school in Glasgow.

Last session we established Glasgow's Virtual School to improve our support for interrupted and disengaged children and young people and care experienced children and young people and it also encompasses our Hospital Education Service. A key focus of Glasgow's Virtual School is to improve the outcomes of care experienced young people and much of their work is on partnerships, initiatives, and services to support the educational attainment of our Care Experienced children and young people. The GVS work in partnership with a wide variety of partners including the Volunteer Tutors Organisation (VTO), Outdoor Resource Centre (ORC), MCR Pathways, Intandem mentoring project, Glasgow Life, Action for Children and Skills Development Scotland (SDS) to enable support such as tutoring, mentoring, enhanced learning opportunities, outdoor learning, counselling, transition support, wellbeing and improved positive destinations. This is a multi-agency response and GVS works closely with colleagues in HSCP.





SECTION 02

**Resources and
Organisation**

SIGHTHILL COMMUNITY CARE

2.1 Purpose of Education Services

The [provision of education](#) in Scotland is the responsibility of local authorities who are under a statutory duty to ensure that there is adequate and efficient provision of school education in their area.

In that context, local authorities may review their school stock and how the location and condition of their schools meet with population patterns and educational needs. When local authorities are proposing a change in education provision, there is a statutory requirement on them to engage in a formal consultation process, in line with the requirements of the Schools (Consultation) (Scotland) Act 2010.

In Scotland, 32 Education Authorities are responsible for ensuring that statutory requirements are met and that they are diligent in taking forward nationally agreed policies and guidelines. They are also responsible for the spending and accountability for educational funding. They have responsibility for the continuous improvement of services to meet the needs of their local communities.

Across Scotland, local authorities adopt different service structures. Increasingly, education is part of a wider department, which can also include services such as leisure, culture, sports, the arts, community learning and social work services.

HM inspectors, working across all areas of learning, support and challenge the work in the 32 authorities, through the process and impact of rigorous inspection.

Education Services makes up one of the six services within Glasgow City Council. Education and Early Years is a key commitment of the council and our goal is to ensure our children and young people receive a high quality, broad and balanced education which will provide them with skills for learning, life and work. Education Services is made up of various sections and teams whose primary function is to support children and young people as well as teaching and school staff in establishments across the city. Education Services has a budget of over £750 million.



2.2 Service Structure and Resources

Senior Management Structure

Below are details of the current senior management structure within Education Services and the areas of responsibility for each Head of Service.



Douglas Hutchison

Executive Director of Education

Gerry Lyons Head of Service North East Raising attainment and achievement, curriculum and employability



- Glasgow's Improvement Challenge
- Curriculum
- Developing the Young Workforce
- Widening Access
- Additional Support for Learning North East

- » STEM
- » MCR Pathways
- » Duke of Edinburgh
- » EVIP
- » Development of career and work placement standards
- » Line management of Employability, Skills and Partnership team

Jean Miller

Head of Service North West | Quality Improvement and Leadership



- Education Improvement Service
- Continuous improvement
- Leadership
- Data Protection
- Armed Forces (Named link)
- Additional Support for Learning North West
- » Links with GTCS and SCEL
- » Probationers and students
- » Professional Update, including strategic overview of PRDs/PDPs
- » Data management, including tracking of outcomes
- » Induction of heads and leadership pathways for all staff

Donnie MacLeod

Head of Service South | Learning, teaching and assessment



- Learning and teaching
- Assessment and moderation including SQA
- Digital Learning
- Family Learning
- Outdoor Learning
- Health and wellbeing
- Additional Support for Learning South
- » Partnership with Glasgow Life for community learning and libraries
- » 1+2 Languages
- » Learning for Sustainability, including international education
- » PEPASS and Blairvadach
- » English as an Additional Language, including Dyslexia Support Service



Catherine Gallagher Head of Inclusion and Equalities



- Inclusion, including specialist provision
- Towards a Nurturing City
- Child Protection
- Equalities
- Psychological Services
- Links with HSCP, Police, Children’s Hearings, etc.
- » Health and Wellbeing
- » Inclusion team and overview of HISS and VISS
- » Co-chair of Lead Officers group
- » Glasgow’s Virtual School and Young Carers Accessibility Strategy

Heather Douglas Head of Early Learning and Childcare



- Overview of all ELC service delivery, including strategic engagement internally and externally
- ELC policy development
- Leadership of the expansion and change programme
- » Resource management and procurement, commissioning and contract compliance
- » Statutory regulatory compliance



Lorna Goldie
Head of Resources



- Finance and resources
- Chair of Gateway Board
- Client role with partners: CGI, Corporate Landlord, Amey, SEEMIS
- » Education rep on Lord Provost's Trust Fund
- » Administrative resource in schools and nurseries
- » Support for heads on budget, including Pupil Equity Funding
- » Early years expansion programme

Jennifer Tees
Strategic HR Manager (Education)



- HR
- Workforce planning
- Organisational development
- Linking with all Heads of Service to support their strategic areas of responsibility
- Joint Secretary for LNCT
- Chair of education Joint Trade Union forum (JTU)
- Health and safety
- Technician Service



2.3 Staffing Levels

Tables 1 and 2 below provide the current demographic breakdown of our teaching staff and support staff across the whole of Education Services.

Table 1: Support Staff

GRADE(S)	MALE		FEMALE		WHITE		ETHNIC MINORITY		ETHNICITY NOT DECLARED		DISABLED		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1 to 4	133	5	2821	95	2067	70	143	5	743	25	48	2	2953
5 to 7	224	9	2258	91	1873	75	67	3	542	22	40	2	2482
8	15	14	96	86	95	86	2	2	14	13	4	4	111
9 to 14	7	47	8	53	12	80	0	0	3	20	1	7	15
Non PGS	13	23	44	77	46	81	4	7	7	12	2	4	57
Totals	392	7	5227	93	4093	73%	216	4%	1309	23%	95	2%	5618

Table 2: Teaching Staff

Staffing levels at 31st March 2020

GRADE(S)	MALE		FEMALE		WHITE		ETHNIC MINORITY		ETHNICITY NOT DECLARED		DISABLED		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Teaching	1521	22	5284	78	4389	65	216	3	2200	32	146	2	6805

RESOURCES AND ORGANISATION

2.4 Financial Resources: Budget

This section provides summary details of the service revenue budget, at objective heading covering budgets over a two-year period. A departmental analysis of expenditure by subjective level heading is also provided for both years (Tables 3 and 4).

Table 3: Objective Analysis

2021/22 Budget (£)	Expenditure	2022/23 Budget (£)
4,955,800	Support Services	5,154,000
122,001,300	Early Years	131,881,000
226,117,700	Primary Schools	243,506,600
230,477,900	Secondary Schools	240,299,500
68,576,900	Additional Support For Learning	71,759,800
7,707,600	Schools - Other	6,792,200
3,176,900	Education Maintenance Allowance/Bursaries	3,182,200
137,300	Gateway	122,600
1,952,600	Education Improvement Services	2,059,000
2,783,700	Education - Miscellaneous	2,830,700
2,085,100	Education - Vocational Training	1,863,400
669,972,800	Direct Departmental Expenditure	709,451,000
65,137,000	Central Charges	65,689,400
735,109,800	Total Expenditure	775,140,400
	Income	
120,000	Support Services	0
435,400	Early Years	575,000
3,358,400	Primary Schools	2,387,200
3,323,300	Secondary Schools	3,068,800
1,879,500	Additional Support For Learning	1,915,800
855,100	Schools - Other	834,300
3,000,000	Education Maintenance Allowance/Bursaries	3,000,000
1,790,100	Education Improvement Services	1,791,300
14,761,800	Direct Departmental Income	13,572,400
720,348,000	Net Expenditure	761,568,000



Table 4: Subjective Analysis

2021/22 Budget (£)	Expenditure	2022/23 Budget (£)
468,842,600	Employee Costs	504,945,200
100,333,200	Premises Costs	102,297,500
11,257,400	Transport and plant	10,906,400
47,976,500	Supplies and services	50,978,800
10,911,400	Third party payments	9,686,900
30,651,700	Transfer payments	30,636,200
669,972,800	Direct Departmental Expenditure	709,451,000
65,137,000	Central Charges	65,689,400
735,109,800	Total Expenditure	775,140,400
	Income	
3,000,000	Education Maintenance Allowance	3,000,000
435,400	Early Years Fees	575,000
3,932,000	School Meals	3,960,000
1,790,100	EDIS Charges	1,791,300
1,765,300	School Lettings	1,814,700
3,839,000	Other Customer and Client Receipts	2,431,400
14,761,800	Direct Departmental Income	13,572,400
720,348,000	Net Expenditure	761,568,000



2.5 Financial Challenge

In 2022/23 Education Services have a total gross expenditure budget of £775 million. This constitutes 27.8% of the council's total service expenditure budget. In 2022/23 the council faces a financial challenge with saving targets of £16million. As part of this, Education Services requires to deliver £9.4m million savings in 2022/23.

The profile of savings over the next year is included in Table 5.

Glasgow also receives significant resources through Pupil Equity Funding. The 2022/23 funding allocation to the City totals £23.209m. The funding is delegated fully to schools to help reduce the poverty related attainment gap.

Glasgow also receives funding for attainment and has been awarded £7.806m by the Scottish Government across our five priorities.

Table 5: Service Budget Change Summary 2021-22

REVENUE BUDGET CHANGE SUMMARY				
REF	TITLE OF BUDGET CHANGE	REASON FOR CHANGE (all that apply) (Investment, Income Maximisation, Renewal Activity , Resource Redirection)	COUNCIL STRATEGIC PLAN THEME	FINANCIAL IMPACT (£000)
				2022/23
22ED20	Proposed Increase in Secondary School Meal Charges	Income Maximisation	Excellent & Inclusive Education	(28,000)
22ED29	Additional Teacher and Support Staff Funding	Resource Redirection	Excellent & Inclusive Education	(8,973,000)
22ED35	Under 22 Travel	Resource Redirection	Excellent & Inclusive Education	(400,000)
22ED34	Access to Outdoor Learning and Active Travel	Investment	Excellent & Inclusive Education	30,000
22ED36	'Cost of Living Crisis' Support Funds -Continue Fruit Pilot in Primary Schools	Investment	Excellent & Inclusive Education	550,000
Total				-8,821,000
NET BUDGET CHANGE (£)				-8,821,000
NET BUDGET CHANGE (%)				-1.16%

RESOURCES AND ORGANISATION

2.6 Capital Investment

Activity in 22/23 will see a continuation of the key themes of the Education Estate Plan which was approved in 2020.

The council remains committed to providing high quality learning and teaching environments for the learners of the future. This will ensure that children, young people, staff and communities have high quality, vibrant, learning and teaching environments which support the council's commitment to raising attainment and achievement.

Activity within 22/23 will therefore focus on the following key themes:

Condition & Suitability

The general capital allowance noted in the table below will be utilised for this purpose. Large scale maintenance and investment will be funded from this source. Items like new roof coverings, major maintenance, carbon reduction measures and boiler renewals. This fund will also be utilised to make changes and adaptations to schools (after approval of the board) to create settings which are more conducive to effective teaching and learning.

Demand vs Capacity

Analysis of the capacity of our schools to meet the demand of the local catchment areas is an ongoing activity.

Environmental Sustainability / Climate Resilience / Energy Reduction / Net Zero Carbon

Identification of measures that will reduce the Council's carbon emissions, energy consumption and thermal performance will continue. New and more sustainable means of heating continue to be identified to assist in the Council's net zero ambitions.



RESOURCES AND ORGANISATION

New facilities will be constructed using the very latest technologies for sustainability and the re-use of buildings will always be considered before new-build.

The PPP Estate

Ongoing monitoring of the contract performance. As we approach the end of the contract a focused effort will be made to ensure that at the point of hand-back the buildings and systems are in good condition.

Links with the Property & Land Strategy

All activity within the Education Estate will link back to the overarching principles contained within the Property & Land Strategy.

Consultation and Engagement with stakeholders

Ensuring that meaningful engagement with Education staff, parents, carers and the local communities within which our education establishments are situated will always be a foundation upon which investment is undertaken.

Table 6: Capital investment options approved for 2022/23

CAPITAL INVESTMENT		
OPTION	COUNCIL STRATEGIC PLAN THEME	INVESTMENT (£m)
Continuation of General Capital Investment – inc New North Kelvinside School – due for completion in June 22	Excellent & Inclusive Education	Est £4m for 22/23
Ongoing Early Years Expansion Investment. Completion of all existing nursery investments, completion of 4 x New-Build Nurseries and completion of 2 x conversions and a new modular nursery	Excellent & Inclusive Education	Est £10m remaining
New Extension – Carntyne PS	Excellent & Inclusive Education	£1.5m
New Extension – St Paul's High School	Excellent & Inclusive Education	£6.5m
New Modular Extension – St Mungo's Secondary	Excellent & Inclusive Education	£2.1m
New Modular Extension – St Andrew's Secondary	Excellent & Inclusive Education	£2.1m
New Gaelic Medium Education PS	Excellent & Inclusive Education	£16m est
Total Investment (£m)		£42m

A group of people, including a woman on the left, a woman in the center with a long braid, and a man on the right, are climbing a brick wall. A large, jagged hole has been made in the wall, and they are reaching up to pull it apart. The scene is overlaid with a dark red tint. The text 'SECTION 03 Meeting Strategic Plan Commitments' is positioned in the lower-left corner.

SECTION 03
Meeting
Strategic Plan
Commitments

MEETING STRATEGIC PLAN COMMITMENTS

3.1 Strategic Plan Commitments

Reporting on progress in delivering the strategic priorities outlined in the Council's [Strategic Plan 2017-2022](#) is a key task of the ASPIR report.

These seven priority areas from the Strategic Plan are the key focus areas for reporting:



A Thriving Economy



A Vibrant City



A Healthier City



Excellent and Inclusive Education



A Sustainable and Low Carbon City



Resilient and Empowered Neighbourhoods



A Well Governed City that Listens and Responds

Each strategic priority has a lead. The lead for Excellent and Inclusive Education is the Executive Director of Education Services, Douglas Hutchison. 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. 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. Our actions on education and childcare support the Community Plan priorities.

Strategic Plan 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.

This will be the last report to feature the current Strategic Plan. The Strategy and Performance Working Group are currently developing a new plan.

Education Services has made significant progress across all our strategic plan commitments over the course of the 2017-22 plan. During this period [Education Scotland](#) credited Glasgow for reducing the impact of poverty on the educational attainment and achievement of children and young people. There has also been a reduction in exclusions and youth violence which has resulted in some English local authorities and the London Violence Reduction Unit looking to Glasgow to learn.

Since its establishment in 2017, the West Partnership has drawn together the eight high-performing partner authorities of the City Region. Strong bonds have been established across individual authorities and the growth in collaborative working enhances and supports the drive towards

MEETING STRATEGIC PLAN COMMITMENTS

continued improvement in the outcomes for all learners. Examples of added value can be found in the recent [evaluation](#).

Education Services has remained committed to supporting the professional learning of its staff throughout their career. Teaching staff have maintained their professional expertise through an agreed programme of continuing professional development. We have ensured a pupil/teacher ratio that delivers the best education for children in Glasgow.

There has been significant investment in our school estate and early years facilities. This includes additional schools, new-build schools, refurbishment work and the upgrading of community sports facilities located within our schools.

The school estate has upgraded Wi-Fi provision to support learning and the city's commitment to be the number one digital city in Scotland. Through the Connected Learning programme more pupils than ever have access to a digital device.

There have been a number of major recruitment initiatives in Early Years to meet the aspiration for the delivery of 1140 hours of funded early learning and childcare (ELC) to all 3 and 4 year olds and some 2 year olds. The proportion of eligible 2, 3 and 4 year olds registered for funded Early Learning & Childcare has continued to increase.

We have worked towards poverty proofing the school day and providing more leisure activities. A summer activity programme has been initiated. By the end of this year every secondary school will have a Financial Inclusion Support Officer. We are now facilitating access to free period products in schools.

A greater proportion of young people are moving on to, and sustaining, positive destinations. The Towards Better Futures team has implemented an improved and more structured approach to supporting young people to sustaining their destinations.

The Glasgow Community Learning and Development Strategic Partnership has produced a new three year [plan](#) for Community Learning and Development.

Demand for Gaelic education in the city is being met. The former Glasgow Gaelic School Annexe in Govan is now a stand-alone primary school and work has now begun on a fourth Gaelic school in the city. A strong long-term future for Gaelic language and culture in Glasgow has been sustained through the delivery of the Gaelic Language Plan.

The Equalities in Education Working Group (EEWG) comprised of senior departmental officers, centre staff, senior managers and practitioners from Glasgow schools, has been established to direct strategic equalities work. The group have strengthened the equalities agenda across all areas of Education Services.

Nurturing approaches are embedded in classrooms and playrooms across the city. Our success in being compassionate and caring has led to improved outcomes for children and young people. We are now developing Glasgow's Framework for Wellbeing and Learning.

For the last update on the 2017 to 2022 strategic plan please see appendix 1.



Strategic Plan Reporting 2022-27

In view of the focus on the new Council Strategic Plan and the Council's response to the motion on the [Cost of Living](#) crisis in June 2022; and as agreed by the Operational Performance and Scrutiny Delivery Committee (OPDSC) in [November](#) the Strategic Plan will be reported initially through a cost of living lens in order to ensure that any new activity initiated or prioritised as a response to the Cost of Living crisis can be reflected in performance reporting. All Missions are cross-cutting across Service and Aleos, however a Lead Service or Aleo has been highlighted below:

COMMITTEE DATE	ITEM	LEAD
January	Strategic Plan: Cost of Living Grand Challenge 1: Reduce poverty and inequality in our communities	
	Mission 1 End child poverty in our city using early intervention to support families	Chief Executive Department (CED/ Financial Services (FS)
	Mission 3 Improve the health and wellbeing of our local communities	Health & Social Care Partnership (HSCP)
February	Strategic Plan: Cost of Living Grand Challenge 2: Increase opportunity and prosperity for all our citizens	
	Mission 2 Support the growth of an innovative, resilient and net zero carbon economy	CED (Economic Development)
March	Strategic Plan: Cost of Living Grand Challenge 3: Fight the climate emergency in a just transition to a net zero Glasgow	
	Mission 2 Become a net zero carbon city by 2030	Neighbourhood & Regeneration Services (NRS)
April	Strategic Plan: Cost of Living Grand Challenge 4: Enable staff to deliver essential services in a sustainable, innovative and efficient way for our communities	
	Mission 3 Enable staff to deliver a sustainable and innovative council structure that delivers value for money	CED

MEETING STRATEGIC PLAN COMMITMENTS

3.2 Community Plan Priorities

The Glasgow Community Planning Partnership brings together public agencies, the third sector, and the private sector, to work to improve the city, its services, and the lives of people who live and work in Glasgow.

The Community Empowerment (Scotland) Act 2015 requires the Partnership to publish a Local Outcomes Improvement Plan that sets out the shared priorities for the city, planned improvements, and over time show that these improvements have been made. In Glasgow, this document is split into two parts:

- **A Community Plan** – which sets a strategic direction, defining focus and priority areas.
- **A Community Action Plan** – which lays out planned actions to deliver on the Community Plan.

The Social Recovery Taskforce was established in July 2020, with the key aim of addressing the societal and equality impacts of the pandemic. The Taskforce took over the Action Plan's role of providing direction to the work of its member bodies. An output of the Social Recovery Taskforce was a refreshed Community Action Plan, which takes into consideration the collective impact of the pandemic. This refreshed [Community Action Plan](#) was approved by the Strategic Partnership on 15th February, 2022.

The Community Action Plan website includes a [performance framework](#). The tables contain performance monitoring data from the GCPP Performance Management Framework. Each table contains the Performance Indicators which relate to a specific Community Plan Priority Area. Next to each indicator you can see the baseline (Sep 2017) figure, and a comparison figure from as close as possible to the most recent September, to account for seasonal differences.

Some indicators published in the framework that are relevant to Education Services can be found below:

Table 7: Community Action Plan Performance Framework

INDICATOR	BASELINE	LATEST	↑ ↓
Proportion of 16-19 Year Olds Participating in Education, Training or Employment	88.2%	90.5%	↑
Proportion of School Leavers in Positive Destinations - Initial 3 month Follow Up	92.0%	96.2%	↑
Proportion of School Leavers in Positive Destinations - 9 months Follow Up	90.1%	92.2%	↑
Proportion of Eligible 2 Year Olds Registered for Funded Early Learning & Childcare	7.7%	14.6%	↑
Proportion of Eligible 3 - 4 Year Olds Registered for Funded Early Learning & Childcare	89.5%	90.8%	↑
Proportion Uptaking Nursery Places for 3 -5 Year Olds in GCC Nurseries and Commissioned Partner Establishments	83%	85%	↑

The website also includes updates and case studies organised by key themes. The [Young People](#) section includes updates on:

- Young Person's Guarantee
- Towards Better Futures
- Glasgow Guarantee Programme
- HSCP Employability Engagement Support
- Glasgow Code Learning
- Supported Volunteering Placements
- Improving Modern Apprenticeships – a supported work experience programme for young people with autism.



SECTION 04
Service
Priorities

4.1 Our Priorities and Context

Education delivery in Scotland can present as a complex landscape which is why, in Glasgow, we focus on a small number of key priorities which align with the National Improvement Framework and also allow us to develop Glasgow's Improvement Challenge; the city's response to the Scottish Attainment Challenge. We have continued to focus on these priorities, driving them deeper and deeper to secure improvement. This approach allows us to remain focused on our core business while ensuring that our children and young people receive a quality, broad and balanced education which will provide them with skills for learning, life and work.

The priorities are as follows:

- Raising attainment and achievement through Glasgow's Improvement Challenge.
- 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 the 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.

These priorities will continue to drive our work with the addition of 'wellbeing' - recognising the increasing importance that positive wellbeing plays in all our lives.



SERVICE PRIORITIES

Raising attainment and achievement through Glasgow's Improvement Challenge

In 2015, we launched Glasgow's Improvement Challenge which includes the Scottish Attainment Challenge. There are five main strands which have been agreed with schools, nurseries and Scottish Government:

- Raising attainment in literacy and numeracy through targeted support and interventions in primary schools;
- Improving children's health and wellbeing through nurturing approaches and increased participation in physical activity and sport;
- Supporting families to be better able to support their child's learning and development;
- Enhancing the leadership of senior staff; and
- Raising attainment in secondary schools through providing additional supported study and mentoring with a continued focus on improving learning and teaching.

Glasgow's Improvement Challenge (GIC) is funded using core education funding, the Scottish Attainment Fund and a range of sources, such as:

- The children's services budget as part of the Integrated Grant Fund.
- Third sector partners, including MCR Foundation.
- Supporters of individual schools such as local housing associations or Clyde Gateway.

GIC represents a holistic approach to raising attainment, achievement and equity for all children and young people.

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

As part of GIC, schools work collaboratively, challenging and supporting one another within their Learning Communities, family clusters of schools with similar characteristics, and Local Improvement Groups.

Every school has an improvement plan which focuses on raising attainment. As a result of Glasgow's Improvement Challenge, across the primary context, learners' performance in almost all measures has improved. The proportion of primary pupils from SIMD deciles 1 and 2 achieving the expected level or better for reading, writing, talking and listening, and numeracy has improved. Although it is clear that attainment in literacy and numeracy continues to be linked to deprivation, the gap between those living in the 20% most deprived SIMD Datazones and those living in the 20% least deprived SIMD Datazones in Scotland, is closing. In the secondary context, there is continuing improvement in the numbers of young people leaving school with greater levels of literacy and numeracy, and with better qualifications particularly at Higher level.

The Scottish Government's [Closing the poverty-related attainment gap: progress report 2016 to 2021](#) presents the evidence of progress towards achieving this defining mission over the period of 2016-2021. This includes a summary of progress for Glasgow. Information on the next phase of the Scottish Attainment Challenge, aims to support recovery from the pandemic and accelerate progress in closing the gap, can be found on the Scottish Government's [website](#).

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

The importance of early intervention in our nurseries cannot be over-estimated. It is our ambition that all our nurseries are family learning centres; places where families feel they belong, are supported by social work services or are signposted to third sector support. We will be continuing to extend our provision for early learning and childcare to meet the national commitment to deliver 1140 hours of free childcare in line with local and national policy. This requires us to work with a range of partners including Scottish Government, childminders, third sector and private providers.

SERVICE PRIORITIES

As we move Towards the Nurturing city, continue to improve how we meet the needs of all children and young people, particularly those with additional support needs

In Glasgow we aim to ensure that all our schools and nurseries are places in which children feel welcomed, nurtured and secure. We have nurture corners in nurseries, nurture classes in primary schools and nurture groups in secondary schools. Increasing numbers of staff have been trained in nurturing principles. We are continuing to increase the range of specialist provision located in our mainstream primary and secondary schools. These enhanced provisions give flexibility and more choices to parents and provide more opportunities for children and young people to receive support and learn alongside their peers as appropriate to their needs. We are committed to continuing to provide free-standing ASL provision. However, we need to continue to reform our provision to ensure that our children and young people have a flexible range of learning pathways targeted to their specific needs.

Make best use of our finance and resources to help ensure the best outcomes possible for our children and young people

In public services, we continue to face financial challenges. It is important, therefore, that we remain focused on making best use of our finance and resources. This means that we will improve our approaches to managing the school estate through a well-managed maintenance budget for buildings. We will continue to encourage local children to be taught in local schools and carefully monitor school rolls and projections to ensure that we are making best use of our school estate.

In addition to taking into account the [National Improvement Framework](#), Education Services must contribute to the priorities identified in the [Glasgow City Integrated Children's Services Plan 2020- 2023](#) and [Glasgow City Council Strategic Plan 2017-2022](#).



SERVICE PRIORITIES

4.2 Staff Development

Education Services is fully committed to investing in its staff as its key asset by supporting the development of all staff throughout their career. Increasingly, collaborative working across departments, sectors and services is critical to the achievement of Council priorities for young people. The contribution and interdependent nature of various teams has to be recognised and embraced in order to achieve success. Consequently, every member of staff has a valuable contribution to make in maximising the potential of all children and young people in the city.

The development of staff knowledge, skills and abilities has consistently been regarded as the cornerstone of organisational development and improvement. This commitment to the development of all staff will ensure that we enhance and maintain the level of competence, expertise and confidence required to deliver a service of the highest quality, in a rapidly changing environment. A critical element of the staff development strategy will be the strategy for leadership. It is through both personal and professional leadership at all levels, across and throughout the service, that the most effective cultures for success will be developed.

Teaching Staff

Career long professional learning should be a key focus for every teacher. The General Teaching Council for Scotland Professional Standards specifically sets out what it means to be a teacher in Scotland and the professional values expected in terms of social justice, trust and respect, and integrity. These are the roots of the Professional Standards Framework, which supports what it means to become, to be and to grow as a teacher in Scotland.

Having a strong focus on professional values helps teachers develop their professional identity and underpins a deep commitment to all learners' cognitive, social, and emotional growth and wellbeing. They are integral to, and demonstrated through, teachers' professional relationships, thinking

and actions in their professional practice. Commitment to reflecting on the connections between values and actions and career-long professional learning is a critical part of developing teacher professionalism.

Each establishment is expected to develop and implement a plan for the development of staff, linked clearly to the establishment's improvement priorities, the needs identified through the review process and other self-evaluation processes. Each member of staff will have responsibility for maintaining their own individual record and profile of development. The regular meetings of school staff development co-ordinators ensure professional learning remains a priority.

Equality, Diversity, and Inclusion

Following our targeted access to our Early Years degree programme in 2020, 20 black and minority ethnic (BAME) staff continue to undertake various levels of training. We recognise that an enhanced qualification can lead to improved promotional opportunities and will, therefore, continue to monitor opportunities for our BAME staff.

In 2021, the Strategic HR Manager worked in partnership with the EIS BAME network to provide advice and guidance on improving our recruitment and selection training on "Unconscious Bias" and following this, a restricted training course was provided to the EIS BAME network for teachers interested in participating in a recruitment panel.

Having listened to feedback from the EIS BAME network, we also recognise the need to provide development opportunities in respect of promoted teaching positions. In 2021, a development opportunity was made available for 5 BAME teachers to enhance their experience within a promoted role for up to a period of one year, the objective being to help them with future applications. This has been a successful endeavour, with 1 of these individuals securing a permanent promoted role.



Equalities, Diversity, and Inclusion continues to remain a priority for us, particularly as we move out of the pandemic and into new ways of working. Therefore, we will continue to monitor our retention rate and offer support, where required.

Support Staff Development Planning

We are committed to all staff undertaking high quality professional learning and, where appropriate, gaining additional qualifications linked to their role. The Glasgow Improvement Challenge (GIC) team continue to provide a range of development opportunities for support staff to increase their knowledge in supporting literacy and numeracy. Opportunities continue to be provided for Support for Learning Workers to achieve additional qualifications. The GIC have been pivotal in the development of the Lead Practitioner (Attainment) posts in our nurseries. Child Development Officers are also supported financially and with time off to gain additional qualifications. Glasgow Psychological Service and NHS are also providing a range of specialist training to support staff.

Responding to Covid-19

Throughout the pandemic, our focus was to keep our staff safe whilst supporting them to continue to work effectively to deliver for Glasgow. Our objective was to provide a holistic approach to ensure our staff felt safe and supported at work, whilst at the same time ensuring compliance with Scottish Government guidance so that they did not attend work when affected by COVID 19.

Adjustments have been made across the service to ensure continued compliance with government guidance and to minimise the impact of COVID-19 on our workforce and in turn, the wider public.



Attendance Management

To help manage attendance levels, Education Services continue to comply with the Council's Maximising Attendance Policy, with additional options of health support measures for Covid related absences including the annual provision of flu vaccinations across the organisation as well as utilising the resources of our Employee Assistance Provider (EAP), Workplace Options, and our Occupational Health provider, People Asset Management (PAM). This allows us to:

- Respond effectively to actual and potential problems with service delivery.
- Provide assistance to staff with health problems at an early stage.

The main benefits of managing attendance are:

- Improved employee health and wellbeing.
- Providing the relevant support and assistance to staff.
- Increased productivity.
- Reduced costs.
- Improved morale.
- Ability to plan and manage workloads and service delivery.
- Improved customer service and satisfaction.

A range of Health & Wellbeing Initiatives were offered both Corporately and within the Service to promote staff support, provision of information and healthier options and activities.

SERVICE PRIORITIES

Health and Wellbeing

We continue to acknowledge the potential impact the pandemic may have had on an individual's health and wellbeing.

We recognise the challenges that many people faced during the pandemic and the impact that this may have had on mental health, as such emphasis has been placed on ensuring:

- Ongoing engagement with staff on the importance of health and wellbeing, communicating articles in weekly staff news updates, which feature key health and wellbeing campaigns, events, and activities.
- Access to Employee Assistance Programme (EAP) which provides free, confidential information and support to help staff for a variety of life circumstances and changes. This continues to be available by telephone, email, instant messaging and online.



4.3 Engaging with Parents and Pupils



The Scottish Government asked local authorities to undertake both a school Health & Wellbeing Census and a Parental Involvement and Engagement Census in the 2021/22 session.

Parental involvement ensures that parents can help to shape the ethos, activity and priorities for the school in partnership with school leaders. Parental engagement is building, supporting and improving parents' and families' interaction with their child's learning and the positive impact that it can have. To ensure that the Scottish Government and local authorities are meeting the commitments made in the National Action Plan it is important that we gather the opinions and feedback of parents to evaluate the progress we are making.

The Parental Involvement and Engagement census helps us with this evaluation, providing the information that both national and local government need to assess the progress of the work currently being undertaken and to identify areas for further improvement based on the direct feedback of parents.

The Health and Wellbeing survey is designed to find out about the health and wellbeing of children and young people at a local level. The questions in the survey are age appropriate and cover a range of health and wellbeing topics including mental health, social media, bullying, relationships, eating and sleeping behaviours.

As a local authority we are required to plan for children's services for Glasgow and to ensure that this is done effectively, it is important for us to understand the wellbeing and needs of children and young people in our local area. Education Services will use the aggregated results produced from this survey to help improve services for children and families as well as provide individual school level reports to schools to assist with planning. This will help to improve the way children's services are planned and delivered by Education and partners, such as health and voluntary organisations.

Once the surveys close later this year, we will produce reports based on the findings.

4.4 SEEMIS: Next Generation

SEEMiS is the Education Management Information System (MIS) provider for all 32 local authorities and schools across Scotland. It is a platform that provides essential administrative functionality to all users within school education in Scotland. SEEMiS is also used to support key education stakeholder and agencies such as SQA, ScotXed, SNSA and Glow. Following a strategic review of SEEMiS, it was assessed as reaching end of life and no longer fit for purpose in the digital age.

A project is under way to develop two new SEEMiS Next Generation products, one for Early Years and one for Schools. Both products will be web-based. SEEMiS Next Generation will be more user friendly and flexible than the previous system.

In addition, Glasgow is in the process of rolling out Parents Portal. Parents Portal is a digital application from The Improvement Service, delivered in partnership with SEEMiS, that facilitates a digital relationship between parents, pupils, and schools. Parents Portal benefits both schools and parents as they can manage many of the administrative processes more efficiently online including updating data and completing electronic permission slips.

Since October 2021, a team from Education Support Services has been supporting a phased roll out of Parents Portal across Glasgow's schools, with the rollout expected to be completed by October 2022. Future phases will provide parents with access to a growing suite of online services, including viewing timetables.



4.5 UNESCO Global Network of Learning Cities

The [UNESCO Global Network of Learning Cities](#) (GNLC) is an international policy-oriented network providing inspiration, know-how and best practice. Glasgow was accepted as a member of the UNESCO Global Network in June 2019. Since becoming a member Glasgow has established a UNESCO Working Group. The group has representation from GCC, higher and further education institutions across the city and the third sector. Over the past year the Working Group has submitted the city's first UNESCO GNLC Progress Report and developed a Learning City Plan.

We participated in the International Conference on Learning Cities with contributions from the Lord Provost and Professor Mike Osborne. Schools across Glasgow were also involved in COP26. Education Services brought together over 2,500 S3 secondary girls to discuss the Climate and Ecological Emergencies in partnership with the Women of the World (WOW) foundation and Glasgow Caledonian University's Climate Justice Centre. The Leader of Glasgow City Council committed to bringing together our secondary girls with the next host city and share our model of empowerment.

Over the coming year the Working Group will focus their efforts on ensuring Glasgow is well placed to apply for the 2023 UNESCO Learning City Award.



A photograph of two women sitting at a table, working together. The woman on the right has curly hair and is smiling while looking at the woman on the left. The woman on the left has long braids and glasses. They are surrounded by various items on the table, including a large map, several markers, and a plastic bag. The background shows a desk with a water bottle and other office supplies. The entire image has a purple tint.

SECTION 05

Benchmarking, Inspection and Equalities

BENCHMARKING, INSPECTION AND EQUALITIES

5.1 Local Government Benchmarking Framework (LGBF)

The 2020/21 report is the tenth annual report for the [Scottish Local Government Benchmarking Framework](#) (LGBF). The LGBF provides evidence of trends in how councils allocate resources, the performance of key council services and levels of public satisfaction with the major services provided and commissioned by councils. This data supports evidence-based comparisons between similar councils and over time, provides an essential tool for policy makers and the public.

This year's report introduces data from 2020/21 and provides an evidence-based picture of the impact of the first year of COVID-19 on Local Government services and the lives of the communities it serves. The continuity provided by the LGBF will provide vital intelligence to assist the sector to learn lessons from its response and to strengthen and redesign services around future policy priorities to support recovery and renewal. It will also be critical in helping to track progress against the National Performance Framework (NPF) and in continuing to monitor the role Local Government plays in improving the outcomes in the NPF.

In 2020/21, councils faced exceptional conditions as a result of COVID-19 which led to significant additional costs, loss of income and undelivered savings. As a result, Scottish Government made additional funding available to councils directly to help mitigate the financial impacts of COVID-19, with funding for the year totalling £1.5 billion, with a significant proportion of this announced late in the financial year. Total revenue funding for councils in 2020/21 increased by 13% in real terms. However, when non-recurring COVID-19 funding is excluded, the increase in funding is 1.1%. Scottish Government funding has reduced in real terms over the last ten years, falling by 4.2% since 2013/14 and 6.0% since 2010/11 (excluding nonrecurring COVID-19 funding).

Prior to COVID-19, funding for councils had not been increasing at a sufficient pace to keep up with demands, including: growing demographic pressures (>2% per annum); increasing costs, including the impact of living





wage and pay settlements; additional impacts on demand from increasing levels of poverty; and higher public expectations. Councils have also faced increasing national policy and legislative demands, with a growing proportion of funding which has been ring fenced for these initiatives. This reduces the flexibility councils have for deciding how they plan and prioritise the use of funding to respond to local needs and the impact of new policy commitments. The continuation of single year settlements has also limited the ability to undertake, and the effectiveness of, medium to longer term financial planning.

The significant upheaval resulting from the COVID-19 pandemic has introduced new complexity in relation to the 2020/21 LGBF dataset which will be important when interpreting the data and making comparison with previous years; and with other councils. These include the significantly altered delivery and operating landscapes during this period; data timeliness issues; methodological breaks and data gaps; and the impact of COVID-19 related inflation on expenditure patterns.

During the longer-term, there has been significant improvement in performance and outcomes across key aspects of children's services, including for the most vulnerable. This includes progress in the proportion of younger children meeting developmental milestones; expansion in early years provision accompanied by an overall improvement in quality; higher levels of educational attainment, including for the most deprived; greater placement stability and significant success in reducing school exclusions for children who are looked after; and continued improvement in participation rates for 16-19 year olds.

The impact of COVID-19 on children and young people, particularly on the most vulnerable, is an area of significant concern. While the full impact of the pandemic on children will only become clear over a longer period of time, early evidence in this year's LGBF highlights concerns in relation to educational outcomes, positive destinations and participation rates particularly for the most deprived.

Table 8 LGBF Indicators

Some of the standard indicators considered in the LGBF for Education Services include:

CAPITAL INVESTMENT			
Indicator	Glasgow	National	Comments
Cost per pre-school education registration	£11,907	£9,273	Glasgow has an above average spend
Cost per primary school pupil	£5,953	£5,916	Glasgow has an above average spend
Cost per secondary school pupil	£8,563	£7,657	Glasgow has an above average spend
Average tariff score	873	972	Glasgow has a below average result
Average tariff score in SIMD quintile 1 (most deprived)	742	688	Glasgow has an above average result
School exclusion rates (per 1,000 pupils)	6.5	11.9	Glasgow exclusion rates are below the national average
Percentage of pupils gaining 5+ Awards at Level 5 or higher	60%	67%	Glasgow has a below average result
Percentage of Pupils from deprived areas gaining 5+ Awards at Level 5 or higher	51%	49%	Glasgow has an above average result
Percentage of pupils gaining 5+ Awards at Level 6 or higher	35%	41%	Glasgow has a below average result
Percentage of Pupils from deprived areas gaining 5+ Awards at Level 6 or higher	26%	23%	Glasgow has an above average result
Proportion of pupils entering positive destinations	96.2%	95.5%	Glasgow has an above average result

When deprivation is factored in, Glasgow's senior phase attainment levels occupy a position in the top half of all authorities. Glasgow has consistently been above the national average in this respect.

BENCHMARKING, INSPECTION AND EQUALITIES

5.2 Continuous Improvement and Benchmarking

We participate and actively support continuous improvement and benchmarking in a number of areas nationally and locally. This is demonstrated below.

Nationally

The national benchmarking and reporting tool, [Insight](#), allows us to compare pupil performance to the performance of a virtual comparator, which is made up of pupils from schools in other local authorities who have similar characteristics. This is helpful because it allows a comparison based on pupils who are similar based on key variables (gender, deprivation, additional support needs and stage of leaving / latest stage) that are linked to educational outcomes rather than comparison with other schools and authorities which may have a very different pupil profile. The virtual comparator therefore controls, to a large extent, for the background characteristics of pupils and offers a fairer comparison that allows us to undertake appropriate evaluation and improvement activities.

Insight also allows for comparisons at a national level, as well as now offering the opportunity for analysis at Regional Improvement Collaborative (RIC) level. This facilitates useful reflection on performance to identify areas for improvement as well as to highlight success.

The Scottish Governments BGE (broad general education) Benchmarking Tool has a similar function in respect of the broad general education. It allows local authorities to analyse achievement of curriculum for excellence data in a consistent way with access to a range of options to facilitate professional dialogue about improvement. Unlike Insight, the tool provides actual comparators rather than virtual ones. The BGE tool offers the opportunity for schools to compare their performance with other similar schools using a comparator methodology based on nine comparator factors considered to have an influence on attainment. The tool supports improvement planning and can help identify poverty related attainment gaps.

The West Partnership

The West Partnership is a collaboration of eight local authorities across the West of Scotland; East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire, and West Dunbartonshire. 35% of Scotland's school population attend a West Partnership school. There are over 1000 nurseries, primary, secondary and additional support for learning schools in the West Partnership, serving mainly urban but also many rural communities.

The [Regional Improvement Plan](#) sets out the aims and actions that will be delivered collaboratively across the eight partner authorities.

Workstreams complement the vision with Equity, Excellence and Empowerment as the core purposes of the work. There are currently eight workstreams:

- Career Long Professional Learning (CLPL)
- Collaborative Learning Networks
- Curriculum
- Evaluating and Reporting
- Families and Communities
- Health and Wellbeing
- Leadership
- Systems Improvement

BENCHMARKING, INSPECTION AND EQUALITIES

Glasgow

FOCUS

FOCUS is a web-based application, designed by Education Services, intended to support schools to access and interrogate holistic data across the Broad General Education (BGE) in line with the government's Scottish Attainment Challenge. Every primary and secondary school in Glasgow has access to the tool. FOCUS lets schools examine their achievement of curriculum for excellence levels data through a number of lenses including: deprivation using the Scottish Index of Multiple Deprivation (SIMD), English as an additional language and free school meal entitlement. For benchmarking purposes schools are provided with comparator schools (10 for each primary school and 5 for each secondary school). The comparator methodology matches schools with other schools in the city with similar demographic characteristics. The purpose of this is to encourage collaborative working between schools to identify areas of good practice and to target interventions and improvements.

Schools use FOCUS in a number of areas including: providing evidence to support work around the Scottish Attainment Challenge and Glasgow's Improvement Challenge, helping schools to target interventions using the Pupil Equity Fund and identifying good practice in schools as well as areas for improvement. FOCUS has been purchased for use by several other local authorities in Scotland.

Local Improvement Groups

There are eight Local Improvement Groups (LIGs) across the city that support improvement through self-evaluation, focusing the improvement planning process on what we know works locally, nationally and internationally. This collaborative model provides opportunities for leaders at every level to share practice, implement and take forward improvements. This model supports the delivery of key priorities and enables us to evaluate the impact of these including the themes of Glasgow's Improvement Challenge and The National Improvement Framework within a Glasgow context.



BENCHMARKING, INSPECTION AND EQUALITIES

5.3 EFQM

Education Scotland has a responsibility for monitoring and evaluating the quality of learning and teaching in Scottish schools, and Education Services, through inspection processes. The Education Scotland frameworks '[How good is our school?](#)' and '[How good is our early learning and childcare?](#)' are used by our nurseries and schools to support self-evaluation and reflection by practitioners at all levels.

These national documents are complemented by Education Services' [Supporting Improvement](#) documentation which is designed to focus on what works and matters to secure the highest quality outcomes for our children and young people, with an unrelenting focus on learning and teaching. It aligns with the National Improvement Hub and Glasgow's Local Improvement Groups, bringing together a range of frameworks and improvement tools to support collaborative approaches and the sharing of expertise.

Self-evaluation activity undertaken within schools, in partnership with all stakeholders, is the responsibility of all staff. It is at the heart of school improvement. As collegiality is a key element of the national teachers' agreement, it is right that collegiality and partnership is at the core of sound educational practice and management, and is an explicit feature of Securing Improvement. Key messages apply across all sectors and underpin self-evaluation for school self-improvement.

Securing Improvement focuses explicitly on [Glasgow's Improvement Challenge](#) (GIC) which takes a holistic approach to taking forward improvements for all children, young people and families. Our direction of travel aligns well with government priorities, whilst maintaining our commitment to developing these within the context of Glasgow learners.



5.4 Inspection

School Inspection

Education Scotland carry out inspections in schools across all 32 local authorities in Scotland aiming to promote improvement in early learning and childcare settings as well as focusing on the quality of children's learning and achievement in primary and secondary school. They have a particular interest in how the school develops children's skills and understanding in literacy, numeracy and health & wellbeing.

School Inspection reports can be found on the Education Scotland website - [Education Scotland - School Inspection Reports](#).



BENCHMARKING, INSPECTION AND EQUALITIES

5.5 Equalities

As published, the current [Equalities Outcomes 2021 -25](#) remain a key driver for equality and justice in Education Services. The three elements of the General Duty for Equalities remain unchanged:

- Eliminating Discrimination, Harassment and Victimisation
- Advancing Equality of Opportunity
- Fostering Good Relations

All staff and learners are of equal value irrespective of their race; gender and gender identity; religion or belief; and sexual orientation. This can mean providing extra support so that everyone has the same opportunities and outcomes. We aim to continue to strengthen the equalities agenda across all areas of Education Services so that equalities continue to be explicit and a core element across our service.

The Equalities in Education Working Group (EEWG), which is comprised of senior departmental officers, centre staff, senior managers and practitioners from Glasgow's schools, continues to direct strategic equalities work. The EEWG also invite external partners, such as [CRER](#) and [TIE](#), as and when appropriate to support our work. Despite the challenges of the pandemic, we are continuing to drive our equalities work across our schools and early years establishments.

Below are some highlights of the work of the EEWG this year:

- The Equalities Policy Framework was finalised and is now beginning to support schools to review their individual policies and practices in relation to equalities. Policies will be collected at the end of each session to collate evidence of equalities work across our schools. This will also provide quality assurance.
- We have worked closely with the TIE campaign to promote the new Scottish Government backed LGBT Inclusive website developed in

partnership with TIE and LGBT Youth Scotland. We have had a number of CPD Spotlight events with TIE to promote the use of their website.

- The new Inclusive Education website promotes an award for schools to achieve as they take forward their journey of change. A Glasgow school, Castleton Primary, was the first to achieve this award.
- The annual Pride Lite has been organised again and will take place in June 2022. This event allows young people from across Glasgow secondary schools to come together and enjoy a day of celebration, support, learning and networking. Glasgow Life are supporting this by providing The Tramway as the venue.
- The new Equalities section on Glasgow Online has been completed. This resource was developed primarily by our colleagues in the EAL service. It signposts users to many sites and resources to support equalities work.
- Our Psychological Services colleagues have concluded a questionnaire with young people to explore attitudes to race equality in schools. The information from this will be collated and used to inform our work and measure progress going forward.
- The Social Subjects curricular group continues to look at improving the curriculum and identifying appropriate resources.
- The EAL/GDSS team work closely to support and develop equalities, including resources, which was an outcome from the thematic review of the team.
- Resources were produced by a Developing Young Workforce officer to challenge stereotypical thinking about of certain careers.
- We have prioritised training on the 'Bullying and Harassment' SEEMiS tool to ensure that all schools know how to use the tool appropriately to record incidents.

BENCHMARKING, INSPECTION AND EQUALITIES

- A training resource to support schools has been issued to allow schools to understand how they can support systemic change and to influence their leadership and planning of equalities. There has also been an input to probationers and Headteachers in their induction sessions.
- Seven Glasgow teachers have participated in the first cohort of Building Racial Literacy, a programme developed by Education Scotland and the Scottish government. They are presently developing an action plan related to this.
- We are currently working with the secondary sector to support the development of a city wide Black Young People's Forum. This forum will be working towards a series of events during Black History month.
- We continue to work closely with Education Scotland and Scottish Government colleagues in partnership, improving resources and activities to promote race equality.
- Equalities training continues to be offered and delivered across the service. This includes input at area Headteachers' meetings, as well as CPD programmes staff have accessed through CPD manager. The EAL/GDSS team are also supporting equalities training.
- In preparation for the inclusion of the UNCRC into legislation we continue to support an equality focus in our Rights Respecting work.
- Over two thousand girls from all Glasgow secondary schools took part in 'The impact of climate change on women' events at COP26. This was developed in partnership with Baillie Annette Christie, Glasgow Caledonian University and WOW, Woman of the World Charity. These series of events were held over a two-week period at Glasgow Caledonian University and involved a range of women speakers debating issues every day and culminating in a presentation by Mary Robinson, Chair of the Council of Women World Leaders.
- We promoted schools to lead events during International Women's Day week. On the day itself we had an online event where Dee Matthews

talked about poetry and journaling to support better health and wellbeing. In the afternoon we held an event in the Banqueting Hall which promoted a celebration of diversity of Glasgow's women and girls and their contribution to our city. At this event we launched a video made by BAME women colleagues highlighting their experiences and aspirations in education.

- We have held a number of events with the Glasgow City Parents Forum promoting our equalities work.

In Education Services we have also undertaken a number of initiatives to try and increase the diversity of our workforce. Working with the EIS BAME network, we continue to try and improve the diversity of our teaching workforce as well as trying to understand better the challenges faced by BAME teachers in seeking promotion.

- We are evaluating the impact of our first cohort of Fixed term PT appointments for schools ringfenced for black colleagues.
- HR have prepared a training resource to support panel members training for senior leaders in recruitment and selection. This has been shared with the government to support other authorities.
- We have representatives on the Professional Learning and Leadership group and Diversity in the Workforce group.

Going forward the Equalities Team will utilise the effective working practices and partnerships that have been set up to continue to deliver support to pupils across the wider range of protected characteristics identified in the 2010 Equality Act. The Equalities Team recognises that our approach to tackling equality issues with intersectionality underpinning our developments. People's identities are shaped by several factors and therefore service provision should allow for the needs of those who have more than one protected characteristic.

BENCHMARKING, INSPECTION AND EQUALITIES

Equality Impact Assessment

EqlA is a method or tool for assessing the effects/impacts of a council policy or function on removing barriers to equality. Research shows that the way organisations do things can have unintentional negative effects on groups of citizens; this is known as institutional discrimination. The Equality Act 2010 introduced a new public sector equality duty which requires public authorities to try and eliminate discrimination; and promote equality and good relations across a range of protected characteristics. Equality Impact Assessment (EqIA) is one way to ensure public policies meet these legal requirements. We have revised our Equality Impact Assessment process to take into account the change in legislation and the addition of protected groups. Further information on EqIA including a list of completed assessments can be found [online](#).



A photograph of a classroom with a green tint. In the foreground, a stack of several books sits on a desk. A metal chair with a bag hanging on its back is positioned in front of the desk. The background shows other desks and chairs in a classroom setting.

SECTION 06

**Outcomes
for Learners**

COVID-19

COVID-19 had a significant impact on 2020/21. National 5, Higher and Advanced Higher exams were cancelled in 2020-2021. Awards were instead based on teacher judgement of evidence of learner attainment, supported by local and Scottish Qualifications Authority quality assurance processes.

COVID-19 had an impact on delivering the plans for the Glasgow Improvement Challenge. There was a notable impact on children's levels of literacy and numeracy and this was evident in the ACEL levels for P1, P4 and P7 submitted in June 2021. This was a result of the time spent away from school.



6.1 Broad General Education

Achievement of Curriculum for Excellence (CfE) Level statistics provide information on performance in the reading, writing, listening & talking and numeracy 'organisers'. A pupil is deemed to have achieved the expected level in literacy if they have achieved the expected level in all of reading, writing and listening & talking.

Table 9 shows there has been a decrease in the percentage of primary school pupils achieving the expected levels at literacy and numeracy in 2020/21 compared to 2017/18. However, a similar trend is witnessed among the national cohort. The gap between Glasgow's pupils and the national population is narrowing for literacy. There was no ACEL collection for secondary pupils in 2020/21.

Table 9

	ACHIEVEMENT OF CURRICULUM FOR EXCELLENCE LEVELS			
	2017/18		2020/2021	
	Glasgow	National	Glasgow	National
P1, P4, P7 ACEL Literacy combined	68.8%	71.4%	65.5%	66.9%
P1, P4, P7 ACEL Numeracy combined	77.8%	78.4%	73.4%	74.7%
S3 ACEL Literacy combined	86.4%	87.3%	No ACEL collection	No ACEL collection
S3 ACEL Numeracy combined	84.3%	89.0%	No ACEL collection	No ACEL collection



6.2 Senior Phase Education

It is worth noting just under 60% of pupils in the Glasgow cohorts included in the tables below reside in the most deprived Scottish Index of Multiple Deprivation deciles.

Tables 10 and 11 show more pupils more S4 pupils are attaining at levels 4 and 5 since 2017/18. Glasgow is closing the gap with the national population in terms of attainment at level 4.

Table 10

	SCQF LEVEL 4 BY END OF S4					
	2017/2018			2020/2021		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 4 by end of S4	89.3%	91.9%	94.8%	92.1%	93.0%	95.2%
Achieved 5 or more awards at SCQF Level 4 by end of S4	70.5%	70.3%	78.9%	74.0%	73.7%	81.5%

Table 11

	SCQF LEVEL 5 BY END OF S4					
	2017/2018			2020/2021		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 5 by end of S4	72.9%	73.1%	82.2%	75.8%	77.6%	85.0%
Achieved 5 or more awards at SCQF Level 5 by end of S4	36.1%	34.5%	48.4%	41.2%	40.0%	53.8%



OUTCOMES FOR LEARNERS

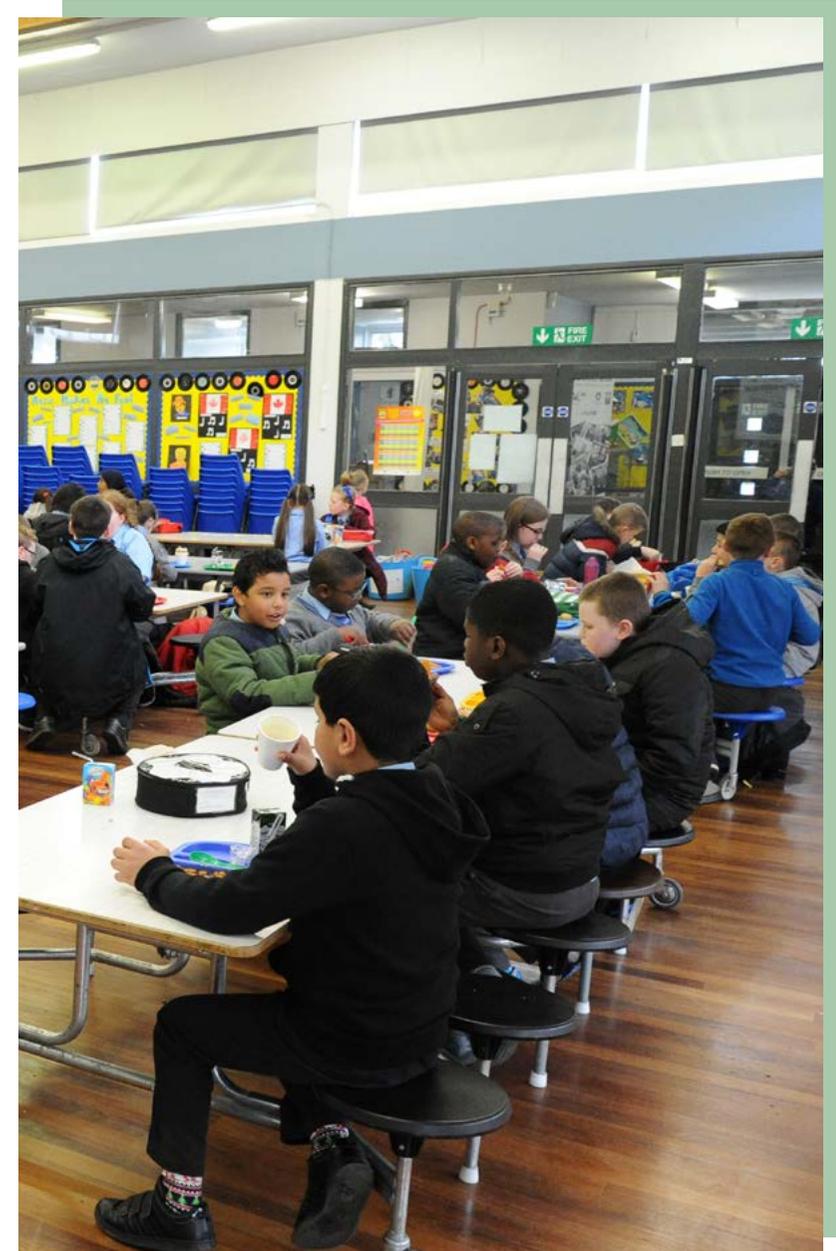
Tables 12 and 13 demonstrate a greater proportion of S5 pupils are attaining at levels 5 and 6 since 2017/18. With the exception of those achieving 5 or more at level 5, Glasgow outperforms the virtual comparator across each measure in 2020/21.

Table 12

	SCQF LEVEL 5 BY END OF S5					
	2017/2018			2020/2021		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 5 by end of S5	83.3%	78.5%	86.5%	85.1%	82.7%	88.2%
Achieved 3 or more awards at SCQF Level 5 by end of S5	67.1%	62.1%	73.8%	71.1%	69.6%	78.4%
Achieved 5 or more awards at SCQF Level 5 by end of S5	47.7%	45.5%	58.6%	55.2%	55.5%	66.5%

Table 13

	SCQF LEVEL 6 BY END OF S5					
	2017/2018			2020/2021		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 6 by end of S5	56.2%	47.6%	60.5%	61.0%	55.2%	66.1%
Achieved 3 or more awards at SCQF Level 6 by end of S5	30.6%	28.1%	40.5%	38.0%	35.0%	47.9%
Achieved 5 or more awards at SCQF Level 6 by end of S5	13.5%	12.2%	20.2%	18.0%	15.6%	24.8%



OUTCOMES FOR LEARNERS

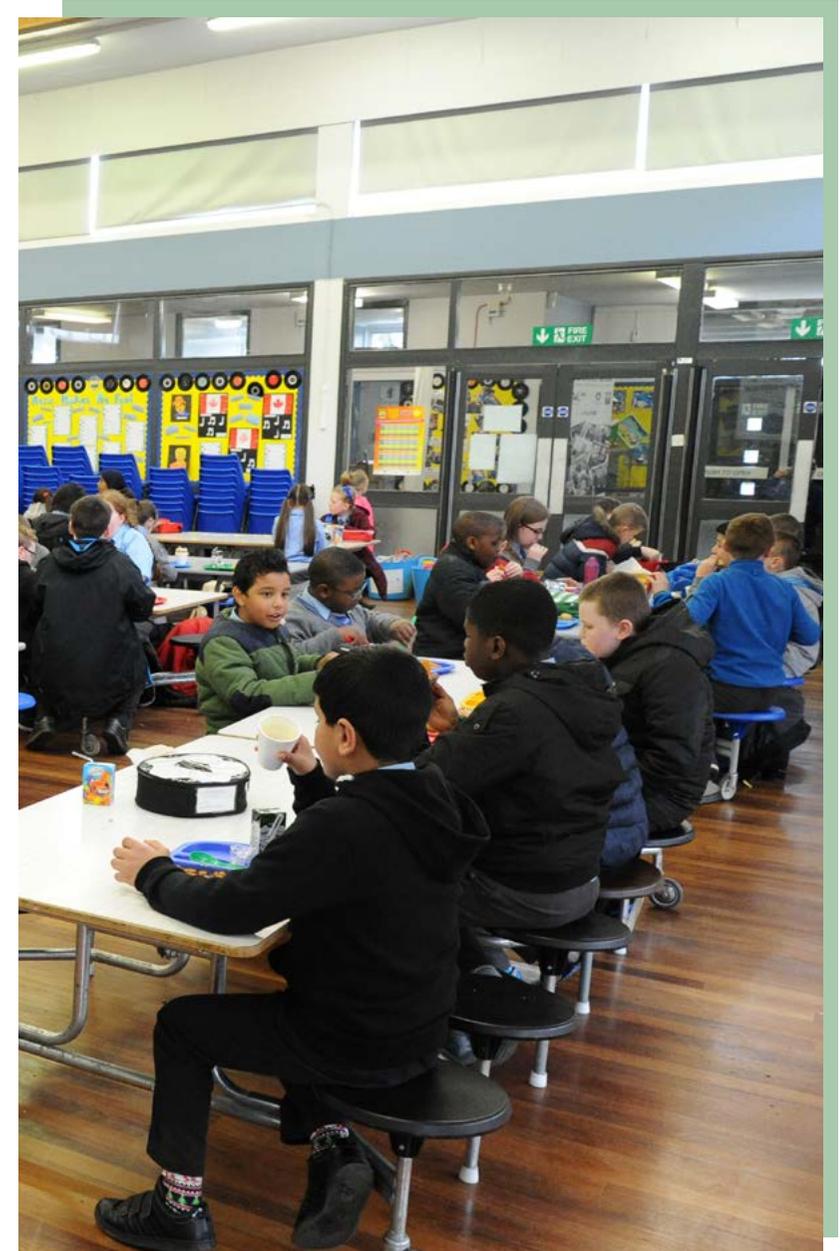
Tables 14 and 15 show an upward trend in the proportion of S6 pupils attaining at levels 6 and 7. Glasgow consistently outperforms the virtual comparator in 2020/21. Glasgow is closing the gap with the national population in terms of attainment at levels 6 and 7 across all measures.

Table 14

	SCQF LEVEL 6 BY END OF S6					
	2017/2018			2020/2021		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 6 by end of S6	59.9%	51.4%	64.0%	66.0%	56.0%	67.7%
Achieved 3 or more awards at SCQF Level 6 by end of S6	40.6%	35.3%	48.4%	49.5%	41.5%	54.9%
Achieved 5 or more awards at SCQF Level 6 by end of S6	26.2%	22.9%	34.2%	35.5%	28.1%	41.1%

Table 15

	SCQF LEVEL 7 BY END OF S6					
	2017/2018			2020/2021		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 7 by end of S6	16.1%	14.9%	22.4%	26.4%	18.7%	27.5%
Achieved 3 or more awards at SCQF Level 7 by end of S6	2.0%	1.8%	3.5%	4.5%	2.6%	4.8%



6.3 Leavers Destinations

Table 16 and 17 show more pupils are moving onto positive leaver destinations and more 16 to 19 year olds are participating in education, training or employment. In terms of positive destinations Glasgow outperforms both the virtual comparator and the national cohort in 2020/21.

Table 16

	LEAVER DESTINATIONS					
	2017/2018			2020/2021		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
School Leavers in a positive destination	92.3%	92.9%	94.4%	96.2%	93.8%	95.5%

Table 17

	PARTICIPATION MEASURE					
	2017/2018			2020/2021		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Participating in education, training or employment 16-19	88.8%	91.8%	90.5%	92.2%	18.7%	27.5%

You can access more information on outcomes for learners, including the new Scottish Government Stretch Aims, in our [National Improvement Framework report 2022/23](#).





SECTION 07

**Past
Performance**

In previous years a summary of the Red, Amber, and Green (RAG) status of indicators is provided in this section. However, it has not been possible to provide RAG ratings this year due to either targets not being set, or information not being collected as result of the disruption caused by the pandemic.

Indicator/ Outcome/ Strategy	Milestone/ Target 2020/21	Year End Actual 2019/20	Year End Actual 2020/21	Service or ALEO	Performance Note	RAG
Strategic Priorities (those areas Council outwith Strategic Plan and SOA reporting; of strategic significance)						
EARLY YEARS						
% uptake (measured against child population) of the 1140 hours Early Learning & Childcare entitlement which becomes universal for all 3 and 4 year olds from August 2020.	80%	62% (Nov. 2019)	85%	Education Services	The Scottish Government shifted the implementation date to August 2021 in response to the pandemic. Year end figures reflect June 2021.	
% uptake of the 600 hours Early Learning & Childcare entitlement for eligible 2 year olds. (This entitlement will also increase to 1140 hours by August 2020).	50%	No further data was collected after lockdown began	47%	Education Services	The Scottish Government shifted the implementation date to August 2021 in response to the pandemic. Year end figures reflect June 2021. Uptake for this age group is lower nationally than for 3 – 5 year olds.	
% of ELC settings (GCC / Funded Provider / Registered Childminder) which meet the new National Standard for ELC delivery.	90%	42% (Nov. 2019)	82%	Education Services	The National Standard has not yet been implemented fully at national level due to the pandemic as it was recognised that standards would be likely to decline. The Care Inspectorate has also not been following its usual inspection programme which assesses where settings are grading in respect of the National Standard since 2020.	

Indicator/ Outcome/ Strategy	Milestone/Target 2020/21	Year End Actual 2019/20	Year End Actual 2020/21	Service or ALEO	Performance Note	RAG
Achievement of Curriculum for Excellence Levels - Primary (P1, P4, P7 combined)						
Achieving expected level or better in Literacy <i>*corporate scorecard targets</i>						
All Pupils	69.8%	No CfE data collection in 2019/20 due to COVID-19	65.5%	Education Services	Covid 19 had a significant impact on delivering the plans for the Glasgow Improvement Challenge. As indicated on the return of children to school, there was a notable impact on children's levels of literacy and numeracy and this was evident in the ACEL levels for P1, P4 and P7 submitted in June 2021. This was a result of the time spent away from school. All primary schools did intensive work in responding to the gaps which emerged through lockdown. Teaching and Learning was focused on improving levels of Literacy and Numeracy and adjusted the curriculum to the appropriate starting point of children as they returned from lockdown.	●
Most Deprived (Bottom 20% SIMD)	65.2%	No CfE data collection in 2019/20 due to COVID-19	60.2%	Education Services		●
Least Deprived (Top 20% SIMD)	84.8%	No CfE data collection in 2019/20 due to COVID-19	85.2%	Education Services		●
Achieving expected level or better in Numeracy <i>*corporate scorecard targets</i>						
All Pupils	77.5%	No CfE data collection in 2019/20 due to COVID-19	73.4%	Education Services	Please see above	●
Most Deprived (Bottom 20% SIMD)	74.0%	No CfE data collection in 2019/20 due to COVID-19	68.9%	Education Services		●
Least Deprived (Top 20% SIMD)	87.8%	No CfE data collection in 2019/20 due to COVID-19	87.9%	Education Services		●

Indicator/ Outcome/ Strategy	Milestone/Target 2020/21	Year End Actual 2019/20	Year End Actual 2020/21	Service or ALEO	Performance Note	RAG
Achievement of Curriculum for Excellence Levels - Secondary (S3, 3rd Level or Better)						
Achieving expected level or better in Literacy <i>*corporate scorecard targets</i>						
All Pupils	n/a	No CfE data collection in 2019/20 due to COVID-19	No CfE data collection in 2020/21	Education Services	No CfE data collection for secondary pupils in 2020/21.	N/A
Most Deprived (Bottom 20% SIMD)	n/a	No CfE data collection in 2019/20 due to COVID-19	No CfE data collection in 2020/21	Education Services		N/A
Least Deprived (Top 20% SIMD)	n/a	No CfE data collection in 2019/20 due to COVID-19	No CfE data collection in 2020/21	Education Services		N/A
Achieving expected level or better in Numeracy <i>*corporate scorecard targets</i>						
All Pupils	n/a	No CfE data collection in 2019/20 due to COVID-19	No CfE data collection in 2020/21	Education Services	No CfE data collection for secondary pupils in 2020/21.	N/A
Most Deprived (Bottom 20% SIMD)	n/a	No CfE data collection in 2019/20 due to COVID-19	No CfE data collection in 2020/21	Education Services		N/A
Least Deprived (Top 20% SIMD)	n/a	No CfE data collection in 2019/20 due to COVID-19	No CfE data collection in 2020/21	Education Services		N/A

Indicator/ Outcome/ Strategy	Milestone/Target 2019/20	Year End Actual 2018/19	Year End Actual 2019/20	Service or ALEO	Performance Note	RAG
School Leavers Attainment						
School leavers attaining SCQF Level 4 in Literacy & Numeracy <i>*corporate scorecard targets</i>						
All Pupils	83.9%	83.7%	85.5%	Education Services		●
Most Deprived (Bottom 20% SIMD)	79.8%	79.7%	80.9%	Education Services		●
Least Deprived (Top 20% SIMD)	93.9%	94.4%	96.5%	Education Services		●
School leavers attaining SCQF Level 5 in Literacy & Numeracy <i>*corporate scorecard targets</i>						
All Pupils	61.8%	60.3%	62.0%	Education Services		●
Most Deprived (Bottom 20% SIMD)	54.1%	52.6%	52.4%	Education Services		●
Least Deprived (Top 20% SIMD)	84.1%	84.1%	86.8%	Education Services		●

Indicator/ Outcome/ Strategy	Milestone/Target 2019/20	Year End Actual 2018/19	Year End Actual 2019/20	Service or ALEO	Performance Note	RAG
School leavers achieving 1 or more award at SCQF 5 or above						
<i>*corporate scorecard targets</i>						
All Pupils	84.1%	84.1%	87.3%	Education Services		●
Most Deprived (Bottom 20% SIMD)	80.6%	80.5%	83.2%	Education Services		●
Least Deprived (Top 20% SIMD)	94.8%	95.3%	99.3%	Education Services		●
School leavers achieving 1 or more award at SCQF 6 or above						
<i>*corporate scorecard targets</i>						
All Pupils	66.1%	64.7%	67.8%	Education Services		●
Most Deprived (Bottom 20% SIMD)	58.8%	57.5%	59.3%	Education Services		●
Least Deprived (Top 20% SIMD)	86.4%	86.3%	92.3%	Education Services		●
School Leaver Destinations						
School leavers in a positive destination						
<i>*corporate scorecard targets</i>						
All Pupils	93.5%	92.8%	96.2%	Education Services		●
School leavers in Higher Education						
<i>*corporate scorecard targets</i>						
Most Deprived (Bottom 20% SIMD)	34.3%	33.0%	34.5%	Education Services		●



SECTION 08

**Communication
and Engagement**

COMMUNICATION AND ENGAGEMENT

8.1 Communication and Engagement

Each year the ASPIR is made available to the public via the Glasgow City Council website.

To increase the opportunity for the public to engage with Education Services and provide comment on the ASPIR and request further details where appropriate there will now be an opportunity for the public to provide feedback in our annual Stakeholder Survey. The stakeholder survey takes place annually and will now include questions relating to the ASPIR. The stakeholder survey gathers feedback from pupils, staff, parents/carers and 3rd sector providers. (Please note the 2020 Stakeholder survey has been suspended due to the Covid 19 pandemic).

Members of the public may also submit feedback, suggestions, or enquiries regarding the ASPIR all year round by contacting Education Services on the details noted below.

8.2 Contact Details

Education Services Performance, Planning & Research

Glasgow City Council
City Chambers East
40 John Street
GLASGOW
G1 1JL

✉ PPR@education.glasgow.gov.uk

🌐 www.glasgow.gov.uk





Appendix 1

Strategic Plan Commitments

Please note these actions relate to the 2017-2022 plan. The Strategy and Performance Working Group are currently developing a new plan.

STRATEGIC COUNCIL PLAN	STRATEGIC COUNCIL PLAN COMMITMENTS - EXCELLENT AND INCLUSIVE EDUCATION	
Actions	Progress rating	Planned Activity
Consider how we maintain the number of teachers working in Glasgow establishments to continue to raise attainment and achievement		
Consider how we can best maintain teacher numbers in Glasgow.	Progress is as expected	Closely monitor volume of permanent and temporary contracts in line with core budget.
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		
Deliver the Scottish Government's target of 30 hours a week of flexible early years education for all 3 and 4 year olds and vulnerable 2 year olds.	Progress is as expected	Continue to monitor uptake and ensure that spaces are available for those families who wish to access them. Complete new build programme making high quality, nursery buildings available in local communities improving accessibility for families.
Ensure that every child in early years education in our most deprived communities has access to an additional teacher or childcare graduate.	Progress is as expected	Comprehensive training programme underway for postholders. Continue to monitor and replenish when vacancies arise.
Invest in our school estate and early years facilities in the city		
Ensure that our early years and school buildings are fit to deliver excellence.	Progress is as expected	Early Learning and Childcare settings are being created according to the 1140 expansion plan and refurbishment programme.

Strategic Plan Commitments

STRATEGIC COUNCIL PLAN	STRATEGIC COUNCIL PLAN COMMITMENTS - EXCELLENT AND INCLUSIVE EDUCATION	
Actions	Progress Rating	Planned Activity
Improve the percentage of pupils going to a positive destination when they leave school, particularly those living in the 20% Most Deprived datazones		
Work with the Scottish Government and the Widening Access Commission to ensure that, by 2030, at least 20 per cent of Higher Education entrants come from our 20% most deprived communities.	Progress is as expected	Continue to work with our Higher Education partners to develop new access programmes to help increase this figure.
Continue to build and enhance employer engagement with schools including developing Bridges to Employment programmes and increased sustained engagement activities.	Progress is as expected	Continue to engage with Employers to develop Bridges to Employment. Working in partnership with Princes Trust, Young Enterprise Scotland, Social Enterprise Academy and local employers to increase entrepreneurship activity in school.
Align management of Glasgow's youth employment programs with management of learning in school.	Progress is as expected	16+ Risk Matrix to help schools quickly identify the level of employability support each pupil will require. Design a website aimed at pupils and parents to easily navigate the employability landscape and find the right employability support service that suits their needs.
Increase the number of Modern Apprenticeships offered by the Council Family, with a target of growing opportunities by 10% by 2022.	Delays due to Covid-19	Continue to liaise and raise awareness of current opportunities and future possibilities.
Work with partners to review post-school opportunities in employment, training and volunteering and expand high-quality opportunities such as those provided by Community Jobs Scotland.	Progress is as expected	Continue to develop further partnerships to enable all young people in Glasgow to be supported into a positive destination. Run industry specific training programmes.

Strategic Plan Commitments

STRATEGIC COUNCIL PLAN	STRATEGIC COUNCIL PLAN COMMITMENTS - EXCELLENT AND INCLUSIVE EDUCATION	
Actions	Progress Rating	Planned Activity
Refresh and deliver Glasgow's Community Learning and Development Plan		
Refresh and deliver Glasgow's Community Learning and Development Plan.	Progress is as expected	The focus of the action plan is the recovery of CLD services post-pandemic that supports the changing needs of citizens and communities. We will deliver lifelong opportunities to develop the skills, confidence and aspirations required for inclusive growth and active participation.
Support the development and delivery of the Gaelic Language Plan including Gaelic medium education, exploring options for a further school in the City		
Support the development and delivery of the Gaelic Language Plan 2018 to 2022.	Progress is as expected	Publish refreshed Gaelic Language Plan.
Extend the use of walking buses to schools and safe cycle routes to encourage cycling		
Explore how best to support and extend, including safer and walking cycle routes.	Progress is as expected	Further develop Charitable model of delivery and invest further road safety funding. Continue to promote safe active travel in GCC Classrooms.
Deliver the commitment to digital learning and teaching set out in the Digital Glasgow Strategy		
Deliver the commitment to digital learning and teaching set out in the Digital Glasgow Strategy .	Progress is as expected	An extensive programme of digital leadership and professional development for school staff is at the heart of School Improvement Plans. SEEMiS and Improvement Service to roll out the national Parents Portal.
Review current Additional Support Needs provision and make recommendation on how to improve the use of current resources		
Review provision of specialist Additional Support Needs facilities in Glasgow.	Progress is as expected	Deliver further training for staff. Review will be ongoing across the next year.

Strategic Plan Commitments

STRATEGIC COUNCIL PLAN	STRATEGIC COUNCIL PLAN COMMITMENTS - EXCELLENT AND INCLUSIVE EDUCATION	
Actions	Progress Rating	Planned Activity
Support equality and diversity in all our education approaches		
Put the emotional, social and educational needs of children at the heart of the delivery of education in early years, primary, secondary and ASN schools.	Progress is as expected	Develop Glasgow's Wellbeing Framework drawing on international research.
Ensure all pupils have access to effective Personal, Social, and Health Education (PSHE).	Progress is as expected	Implement findings from Pupil Focussed review of PSHE in Secondary establishments.
Champion equality in our establishments.	Progress is as expected	Equalities Team will utilise the effective working practices and partnerships that have been set up to continue to deliver support to pupils across the wider range of protected characteristics identified in the 2010 Equality Act.

ASPIR 2022 - 2023

ANNUAL SERVICE PLAN AND IMPROVEMENT REPORT

Excellent and Inclusive Education

Education Services

City Chambers East, 40 John Street
Glasgow, G1 1JL | 0141 287 2000

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