

ANNUAL SERVICE PLAN AND IMPROVEMENT REPORT

# ASPIR 2019-2020

## Excellent and Inclusive Education

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The Annual Service Planning 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 new 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 new 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 2019/20
- How Education Services is demonstrating that it is providing Best Value and ensuring that it provides value for money (VfM) through the use of 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 and our performance is provided in a variety of documents, including the following:**

- Education Scotland Inspection Report – Glasgow
- Glasgow City Children and Young People Integrated Service Plan (2017-2020)
- School Inspection Reports (Education Scotland and the Care Inspectorate)

Education Services in Glasgow is responsible for the education of around 75,000 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. Importantly, the demographic in Glasgow results in a significant number of schools having most or almost all of their children and young people coming from the 20% most deprived communities in Scotland.

**Further important aspects of the Glasgow educational context include:**

- over 14,000 children and young people from minority ethnic groups;
- over 12,500 children and young people who have English as an additional language (EAL); and

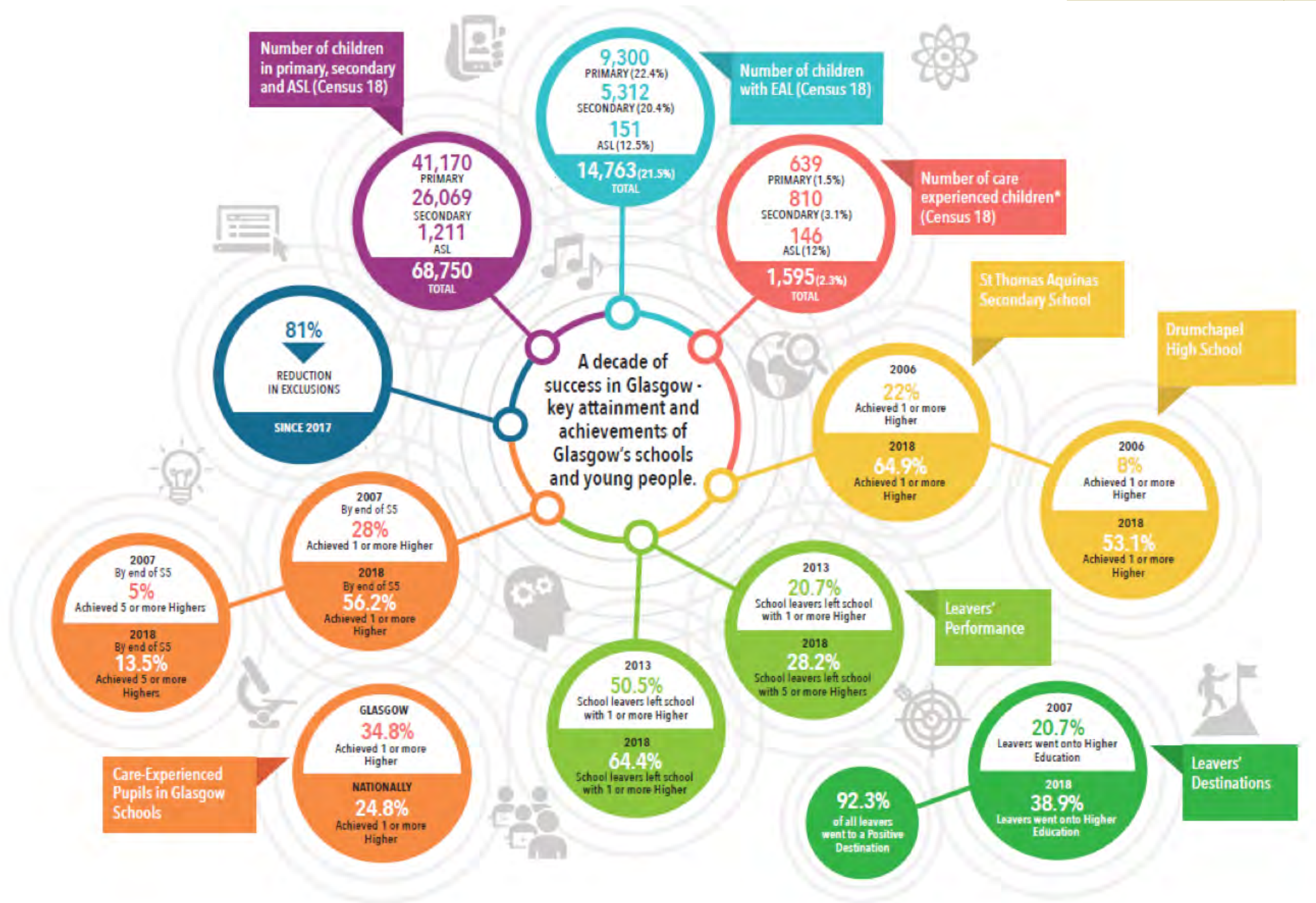
- over 1,500 care-experienced children and young people attend Glasgow education provision.

**Education across Glasgow is delivered through:**

- 110 council-managed early learning and childcare settings
- 123 partner providers of early learning and childcare settings
- 138 primary schools
- 30 secondary schools
- 27 schools for children and young people with additional support needs

There is an increasing range of enhanced provision for children and young people with additional support needs within mainstream provision.





The ASPIR is organised as follows:

**SECTION ONE:  
RESOURCES AND ORGANISATION**

- Purpose of Education Services
- Service Structure and Resources
- Staffing Levels
- Financial Resources: Budget
- Financial Challenge

**SECTION TWO:  
MEETING STRATEGIC PLAN COMMITMENTS**

- Strategic Plan Commitments
- Community Plan Priorities

**SECTION THREE:  
SERVICE PRIORITIES**

- Our Priorities
- Staff Development

**SECTION FOUR:  
BENCHMARKING, INSPECTION AND EQUALITIES**

- Local Government Benchmarking Framework (LGBF)
- Continuous Improvement and Benchmarking
- EFQM and Inspection
- Equalities
- Equality Impact Assessment

**SECTION FIVE:  
PAST PERFORMANCE**

- Summary of Performance in 2017-2018

## Purpose of Education Services

In Scotland education is provided at pre-school, primary and secondary levels in both mainstream and special schools. In accordance with the Education (Scotland) Act 1980, the provision of education 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. Education has to be flexible to fit individual needs, be tailored to 'age, ability and aptitude' (Education (Scotland) Act 1980) and aims to develop the 'personality, talents and mental and physical abilities of children and young persons to their fullest potential' (Standards in Scotland's Schools etc. Act 2000). The Education (Scotland) Act 2016 introduced an additional duty to reduce inequalities of outcome for pupils who experience inequalities as a result of socio-economic disadvantage, that is, to reduce the poverty-related attainment gap.

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.

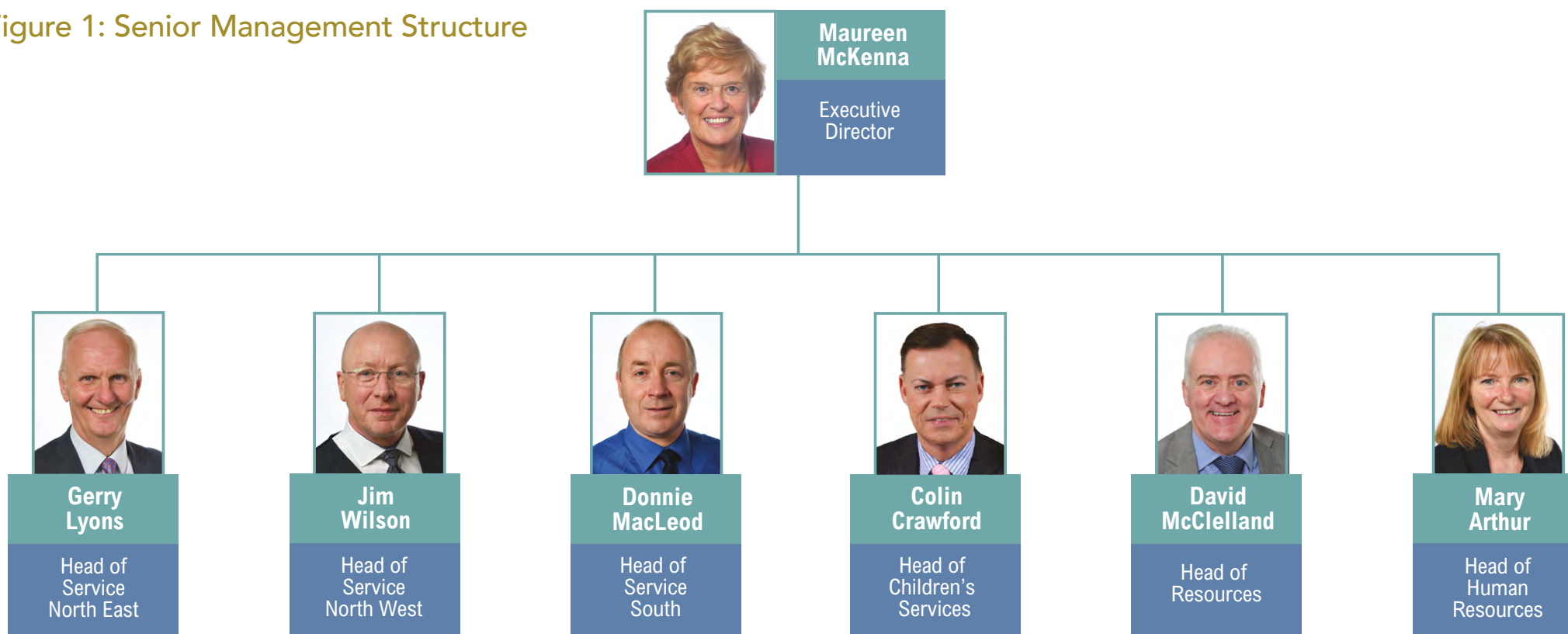
Education Services makes up one of the six services within Glasgow City Council. Education and Early Years is a key commitment of the council and our goal is to ensure our children and young people receive a high quality, broad and balanced education which will provide them with skills for learning, 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 £600 million.

## Service Structure and Resources

### Senior Management Structure

Figure 1 below provides details of the current senior management structure within Education Services and the areas of responsibility for each Head of Service.

Figure 1: Senior Management Structure



## Service Structure and Resources

### Head of Service North East - Gerry Lyons

#### 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

### Head of Service North West - Jim Wilson

#### 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
  - » SQA, including coordinators
  - » Data management, including tracking of outcomes
  - » Induction of heads and leadership pathways for all staff

### Head of Service South - Donnie MacLeod

#### Learning, teaching and assessment

- Learning and teaching
- Assessment and moderation
- Digital Learning
- Family Learning
- Outdoor Learning
- 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



## Service Structure and Resources

### Head of Children's Services - Colin Crawford

- Inclusion, including specialist provision
- Towards a Nurturing City
- Early learning and childcare
- 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
- » Care experienced children and young people and young carers
- » Accessibility strategy

### Head of Resources - David McClelland

- 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

### Head of HR (Education) - Mary Arthur

- 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

## Staffing Levels

Figures 2 and 3 provide the current demographic breakdown of our teaching staff and support staff across the whole of Education Services. The increase in Grade 1-4 is a result of the return of administrative staff from CBS to Education Services.

There has been an increase in Grade 5-7 due to the roll out of the MCR Pathways Co-ordinator in all secondary schools and the increase in child development officers and lead practitioners attainment for the Early Years expansion.

**Figure 2: Support Staff**

STAFFING LEVELS AT 31 MARCH 2019													
GRADE(S) (FTE)	MALE		FEMALE		WHITE		ETHNIC MINORITY		ETHNICITY NOT DECLARED		DISABLED		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1 to 4	104	4	2398	96	1740	70	55	2	707	28	30	1	2502
5 to 7	187	8	2044	92	1454	65	37	2	740	33	35	2	2231
8	11	11	92	89	90	87	2	2	11	11	2	2	103
9 to 14	6	43	8	57	13	93	0	0	1	7	1	7	14
Non WPBR	11	26	32	74	36	84	2	5	5	12	0	0	43
<b>TOTALS</b>	<b>319</b>	<b>7</b>	<b>4574</b>	<b>93</b>	<b>3333</b>	<b>68</b>	<b>96</b>	<b>2</b>	<b>1464</b>	<b>30</b>	<b>68</b>	<b>6</b>	<b>4893</b>
STAFFING LEVELS AT 31 MARCH 2018													
<b>TOTALS</b>	<b>279</b>	<b>6</b>	<b>4232</b>	<b>94</b>	<b>3055</b>	<b>68</b>	<b>84</b>	<b>2</b>	<b>1372</b>	<b>30</b>	<b>51</b>	<b>1</b>	<b>4511</b>

## Staffing Levels (continued)

Figure 3: Teaching Staff

STAFFING LEVELS AT 31 MARCH 2018													
GRADE(S) (FTE)	MALE		FEMALE		WHITE		THNIC MINORITY		ETHNICITY NOT DECLARED		DISABLED		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Teaching Staff	1252	21	4604	79	3385	58	141	2	2330	40	72	1	<b>5856</b>

STAFFING LEVELS AT 31 MARCH 2019													
GRADE(S) (FTE)	MALE		FEMALE		WHITE		THNIC MINORITY		ETHNICITY NOT DECLARED		DISABLED		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Teaching Staff	1276	22	4651	78	3597	61	158	3	2172	37	76	1	<b>5927</b>

## Financial Resources: Budget

This section provides summary details of the service revenue budget, at objective heading covering budgets over a two year period.

### Figure 4: Objective Analysis

2018-2019 Budget (£)	Expenditure	2019-2020 Budget (£)
2,718,500	Support Services	3,604,200
71,715,400	Early Years	94,888,300
196,276,200	Primary Schools	209,578,900
200,401,000	Secondary Schools	210,779,900
62,943,400	Additional Support For Learning	65,531,800
3,692,800	Schools - Other	4,078,800
3,254,800	Education Maintenance Allowance/ Bursaries	3,259,800
122,600	Gateway	122,600
1,888,300	Education Improvement Services	1,949,700
2,456,200	Education - Miscellaneous	2,116,500
2,939,000	Education - Vocational Training	2,739,800
<b>548,408,200</b>	<b>Direct Departmental Expenditure</b>	<b>598,650,300</b>
61,666,300	Central Charges	67,128,000
<b>610,074,500</b>	<b>Total Expenditure</b>	<b>665,778,300</b>

A departmental analysis of expenditure by subjective level heading is also provided for both years (Figures 4 and 5).

2018-2019 Budget (£)	Expenditure	2019-2020 Budget (£)
	Income	
198,000	Support Services	202,000
4,955,200	Early Years	4,455,800
3,241,800	Primary Schools	3,293,400
3,344,400	Secondary Schools	3,269,300
2,150,900	Additional Support For Learning	2,192,600
954,800	Schools - Other	810,500
3,000,000	Education Maintenance Allowances/ Bursaries	3,000,000
1,785,600	Education Improvement Services	1,786,800
<b>19,630,700</b>	<b>Direct Departmental Income</b>	<b>19010,400</b>
<b>590,443,800</b>	<b>Net Expenditure</b>	<b>646,767,900</b>

## Financial Resources: Budget (continued)

Figure 5: Subjective Analysis

2018-2019 Budget (£)	Expenditure	2019-2020 Budget (£)
370,478,657	Employee Costs	422,631,900
95,829,300	Premises Costs	94,298,800
11,669,300	Transport and plant	11,574,400
48,067,843	Supplies and services	46,916,100
10,743,100	Third party payments	10,696,600
11,620,000	Transfer payments	12,741,500
<b>548,408,200</b>	<b>Direct Departmental Expenditure</b>	<b>598,650,300</b>
61,666,300	Central Charges	67,128,000
<b>610,074,500</b>	<b>Total Expenditure</b>	<b>665,778,300</b>

2018-2019 Budget (£)	Expenditure	2019-2020 Budget (£)
	Income	
3,000,000	Education Maintenance Allowance	3,000,000
4,726,000	Early Years Fees	4,426,000
3,932,000	School Meals	3,932,000
1,727,700	EDIS Charges	1,727,700
1,483,900	School Lettings	1,538,600
4,761,100	Other Customer and Client Receipts	4,386,100
<b>19,630,700</b>	<b>Direct Departmental Income</b>	<b>19,010,400</b>
<b>590,443,800</b>	<b>Net Expenditure</b>	<b>646,767,900</b>

## Financial Challenge

In 2019-2020 Education Services have a total expenditure budget of £666 million. This constitutes 26% of the council's total service expenditure budget. In 2019-2020 the council faces a financial challenge with saving targets of £42 million. As part of this, Education Services requires to deliver a total of £3.9 million savings in 2019-2020. The profile of savings over the next year is included in Figure 6.

**Figure 6: Service Budget Change Summary 2018-2019**

Glasgow also receives significant resources through Pupil Equity Funding. The 2019-2020 funding allocation to the City totals £22.306 million. The funding is delegated fully to schools to help reduce the poverty related attainment gap and is distributed on the basis of the numbers of pupils in P1-S3 known to be eligible and/or registered for free school meals. Glasgow is also an attainment challenge authority and 2019-2020 bids have been approved for £8.05 million by the Scottish Government across our five priorities.

<b>REVENUE BUDGET CHANGE SUMMARY</b>			
Ref	Title of Budget Change	Reason for Change (Investment, Income Maximisation, Service Review, Resource Redirection)	Financial Impact £000 2019-2020
19ED16	Reduction in delegated budgets within Secondary Schools	Efficiency	1,000,000
19ED18	Increased income from community lets	Income Generation	25,000
19ED22	Discontinue Class Connections funding	Efficiency	270,000
19ED25	Early years operational efficiency target	Efficiency	2,462,000
19ED45	Re-distribution of 2018-2019 investment options for one year only	Efficiency	140,000
19ED46	Extend school clothing grants to recipients of education maintenance allowance	Investment	10,000
19ED47	Inclusive education	Investment	40,000
<b>TOTAL</b>			<b>3,847,000</b>
<b>NET BUDGET CHANGE (£)</b>			<b>3,847,000 (0.59%)</b>

## Strategic Plan Commitments

Reporting on progress in delivering the 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 Maureen McKenna, Executive Director of Education Services. 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. We are committed to continuing to closing the gap with the rest of Scotland. Our actions on education and childcare support the Community Plan priorities.



Figure 7 below reports on the commitments, actions and 2019-2020 milestones for Excellent and Inclusive Education. Services are required to provide regular updates on the progress of key milestones against

the commitments outlined in the Strategic Plan. At the last update all Education Services commitments were being met as planned.

**Figure 7: Strategic Council Plan Commitments – Excellent and Inclusive Education**

Priority 22. Improve attainment in all Glasgow schools, working with parents, pupils and partners			
Commitment	Actions	Year 2 Update	Key Milestone(s) Year 3
Work with teachers, parents, partner organisations and young people to develop an attainment plan for every school in Glasgow.	In consultation with partners, develop improvement plans for every school in an aim to improve attainment.	Schools are currently starting to develop their improvement plans for 2019-2020. Guidance has been issued and training provided by EdIS.	Schools to produce 2019-2020 improvement plans which detail their use of Pupil Equity Funding. Edis to continue to deliver improvement plan training.
Support and empower Head Teachers and staff to make the most of the Pupil Equity Fund, enabling them to make choices that meet the particular needs of their own school population.	Deliver the proposals for the Pupil Equity Fund and monitor through Glasgow's Improvement Challenge.	Carried out thematic review of the Improvement Challenge. Inspection report published March 2019 showed that Education Services are making outstanding progress.	Summary reports of thematic review will be drafted for submission to the Scottish Government in autumn. Continue to undertake an annual thematic review of the Improvement Challenge to allow us to evaluate, monitor and improve in key areas.
Involve local communities in the educational journey and build resilient links between home, school, community and workplace.	Implement the new guidance laid out in the Parental Involvement Act.	Preparatory work for the creation of a working group of parents. Worked with the Scottish Government to develop Parental Involvement and Engagement survey.	Parents working group to be established. Conduct Parental Involvement and Engagement survey.
	Deliver the Glasgow's Improvement Challenge work stream, Family Learning.	Work on the evaluation of thematic review commenced.	Full thematic review to be carried out in May/June 2019.
	Establish a multi-agency working group to take forward the Children's Services Executive improvement plan which includes family support.	Multi-agency working has been established.	Continue to monitor the implementation of Children's Services improvement plan.



**Priority 22. Improve attainment in all Glasgow schools, working with parents, pupils and partners**

Commitment	Actions	Year 2 Update	Key Milestone(s) Year 3
Review attainment in mathematics across Glasgow and act on the recommendations.	Undertake review of attainment in mathematics. Establish a working group.	Gathered baseline data and scoped out review.	Undertake full review in 2019-2020 and begin the process of implementing actions.
Develop a languages strategy for Glasgow, to increase language uptake.	Delivering the national government's 1+2 languages strategy.	Report being drafted to take to City Policy Development Committee by June 2019.	Completed report to be presented to City Policy Development Committee. Implement actions from report.

**Priority 23. Work collaboratively at city region level to enhance our support to schools and nurseries, ensuring the service remains accountable at a local level and to this Council**

Commitment	Actions	Year 2 Update	Key Milestone(s) Year 3
Introduce governance of schools at a city region level, ensuring the service remains accountable at a local level and to this Council.	Implement the Glasgow City Region report recommendations	Implementation is progressing well.	Continue to implement recommendations and complete evaluation of implementation

**Priority 24. Consider how we maintain the number of teachers working in Glasgow establishments to continue to raise attainment and achievement.**

Commitment	Actions	Year 2 Update	Key Milestone(s) Year 3
Consider how we can best maintain teacher numbers in Glasgow.	Develop a schedule and programme for consideration.	Over-recruited primary teachers in August 2018 to ensure that we maintained PTR and teacher numbers throughout session 2018-2019.	Production of schedule and programme. Determine pupil estimates for 2019-2020. Calculate the number of teachers required based on pupil estimates. Staff to the required level, including recruitment of additional staff. Ensure the PTR remains at a stable level.
Support the city's teachers, including ASL staff, by working to reduce workload and ensuring staff feel valued and receive the training and support they need.	Continue to monitor the workload and bureaucracy at the Local Negotiating Committee for Teachers (LNCT).	The Joint Secretaries of LNCT provides 3 development sessions for Headteachers and reps to support the monitoring of workload.	Working Time Agreement submissions will be reviewed and sharing of good practice planned for session 2019-2020.
	Continue to provide a programme of professional development responding to the identified needs of schools and nurseries.	Ongoing range of internal and external development opportunities available via CPD Manager, Organisational Development Team and external partners.	Further develop partnerships and the range of HR training courses to empower Headteachers.

**Priority 25. Meet the national commitment to deliver 1140 hours of free childcare by 2020 and do this in partnership with local providers, including third sector and community groups.**

Commitment	Actions	Year 2 Update	Key Milestone(s) Year 3
<p>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.</p>	<p>In partnership with third sector and community groups, develop an action plan to deliver our expansion programme and provide the support resources required.</p>	<p>Plan submitted to Scottish Government Sept 2017 with revised financial template submitted March 2018 Early implementation phasing began April 2018 ELC capital plan consultation November 2018</p>	<p>Local neighbourhood delivery planning April/May 2019 August 2019 – universal rollout of 900 hours ELC offer to all nurseries including partners New contract for Funded Providers phasing in from August 2019</p>
<p>Ensure that every child in early years education in our most deprived communities has access to an additional teacher or childcare graduate by 2018.</p>	<p>Increase in levels of recruitment.</p>	<p>GCC was allocated funds for 112 posts – 81 in GCC nurseries; 31 in Funded Providers. Following two rounds of recruitment in 2018, 50fte posts have been filled in GCC and 20fte filled with Funded Providers so 63% towards meeting the commitment. To date there have been insufficient numbers of high calibre applicants coming forward to apply.</p>	<p>A third round of recruitment will take place in June 2019 with a view to fulfilling the commitment in its entirety for August 2019. Targeted promotion of the vacancies and support with interview skills for applicants will be included.</p>

## Priority 26. Invest in our school estate and early years facilities in the city.

Commitment	Actions	Year 2 Update	Key Milestone(s) Year 3
<p>Ensure that our early years and school buildings are fit to deliver excellence.</p>	<p>Invest in our school estate and early years facility through the childcare programme board and corporate landlord approach.</p>	<p>Officers have identified the requirement for up to 5 new-build early learning and childcare settings, along with an additional 5 new settings that will be created by re-purposing existing buildings.</p> <p>Other new establishments are currently being looked at.</p> <p>In addition, adaptations both internally and externally have been identified in 108 of our existing settings that will expand the provision or make them more fit for purpose in delivering the extended provision.</p> <p>Work on a phasing plan for undertaking the works is ongoing.</p> <p>Investment work is ongoing in several primary school establishments to bring them into A or B condition – whilst all works are not yet complete, the work undertaken to date has been able to improve the condition ratings of all schools concerned.</p> <p>Investment works will continue within the budgets available to endeavour to keep all primary school establishments in A or B condition.</p>	<p>Commence on site with all new-build and major refurbishment and repurposing projects.</p> <p>Commence on site with all adaptation works to existing early learning and childcare settings.</p> <p>Continue with required investment works within available budgets to retain all primary school establishments in A or B condition.</p>

**Priority 27. Review and consider options to address the recommendations of the Cost of the School Day report including summer activities and extending free school meals.**

Commitment	Actions	Year 2 Update	Key Milestone(s) Year 3
Review and consider options to poverty-proof the school day and leisure opportunities by reviewing school lunch prices and work with partners to develop school holiday activities which engage children and young people.	Review and consider options to address the recommendations of the Cost of the School Day project with the Poverty Leadership Panel.	Priorities and baselines to be determined by the PLP. Scope out options for Cost of the School Day/Holiday options re holiday hunger.	Working group established to consider implications of roll out of free school meals P1-P7 and to examine quality of provision.
	A menu of services available through Glasgow Life through the Pupil Equity Fund is launched and reviewed.	Family Learning workstream restructured and embedded within the Attainment Challenge. Individual schools continue to commission services from GL in order to meet pupil needs	Continued development of the Glasgow Life Family Learning Delivery model. Positive evaluations from schools on attainment continue to be evidenced.
	Continue to work with local sports clubs, community sport hubs, colleges and universities to provide pathways to support young people to progress in sport.	School club links 2016-2017 1,048 links made with over 188 clubs 2017-2018 1,054 links made with over 172 clubs	Delivered through the Legacy Framework for Glasgow's Sport and Physical Activity. Ongoing at school level (ASC).
	Continue to deliver Integrated PEPAS (Physical Education, Physical Activity and Sport) to promote out of school hours activity in primary, secondary and ASL establishments and the wider community across Glasgow.	In Glasgow, 67% of primary pupil, 30% of secondary school pupils and 62% of ASL pupils attend an OOSH activity. Distinct Participation has increased: Glasgow figures 2016-2017 49% 32,635 increased 2017-2018 to 53% 36,069 pupils National figures 2016-2017 43% increased 2017-2018 to 45%	Targeted groups identified for further intervention/engagement: Girls/BME/ASL/Non active

**Priority 27. Review and consider options to address the recommendations of the Cost of the School Day report including summer activities and extending free school meals.**

Commitment	Actions	Year 2 Update	Key Milestone(s) Year 3
Support schools and young people to access cultural opportunities.	Continue to support the cultural programme of education through visits and planned activities at Glasgow museums, libraries, music and art venues in the city.	Upshot pilot ran successfully and a phased, thematic roll out (digital, adult, youth and Early Years Children and Families) followed. Schools and young people's elements were included in all events and programmes. In 2018-2019 Glasgow Museums delivered there were 1,980 Schools Education Visits welcoming 59,609 children.	All learning within Communities Libraries and Learning area will be reporting via Upshot. A monthly management performance report will be introduced. Schools and young people's elements will be included in all events and programmes. Glasgow Museums will continue to deliver a programme of Educational Visits for Schools.
Encourage schools in Glasgow to consult pupils annually on uniform policy.	Consult with parents and pupils for any potential changes to school uniforms.	Ongoing at school level.	Review/evaluation of consultation. Ongoing at school level.

**Priority 28. Improve the percentage of pupils going to a positive destination when they leave school, particularly those living in the 20% most deprived data zones.**

Commitment	Actions	Year 2 Update	Key Milestone(s) Year 3
Work with the Scottish Government and the Widening Access Commission to ensure that, by 2030, at least 20 per cent of Higher Education entrants come from our 20% most deprived communities.	Continue to improve the number of Higher Education entrants that come from deprived communities.	2017-2018 School Leaver Follow Up statistic shows the best ever HE figure at 38.9%. 44.6% of leavers who entered HE are from SIMD 20. More pupils from SIMD 20 are entering degree level study.	To aim to continue to increase the number of young people from SIMD 20 entering Higher Education. The milestone would be to aim for 40% of leavers entering HE.
Continue to enhance the links made through school employer partnerships and the work of the Glasgow Developing the Young Workforce Group at both Primary and Secondary level.	Continue to build employer and school connections and opportunities.	New initiatives such as Bridges to Employment and MCR Pathways Talent Tasters approach will be rolled out.	Pilot Bridges to Employment with at least 2 employers and schools from 2 different areas of the city where the population is primarily from SIMD 1 and 2. Talent Taster roll out will be extended from current position as part of the pilot of 5 new DYW posts
	Continue to reform our Employability and Skills Partnership Team to ensure that we are maximising the opportunities for business partnerships.	The team have been directly engaged in the development of the Education Services Employability Strategy "Towards Better Futures". There have been detailed discussions about what should be included within the strategy.	To more closely align the work of each member of the team with the different workstreams of the Employability Strategy. This will be linked to the priority tasks which make up the "Towards Better Futures" strategic plan.

**Priority 28. Improve the percentage of pupils going to a positive destination when they leave school, particularly those living in the 20% most deprived data zones.**

Commitment	Actions	Year 2 Update	Key Milestone(s) Year 3
Introduce a common timetable across the senior phase and support the extension of vocational qualifications at all levels across the senior phase of school.	Increase the opportunities for vocational training.	325 students signed up for Foundation Apprenticeships in the Glasgow Consortium in 2018, which is over 1 year and 2 year programmes. The three local colleges have increased the range and number of vocational programmes across SCQF levels 1-7 to 158 with 1366 participants.	Over 300 Foundation Apprenticeships places will be made available in 2019-2020. Proposals have been submitted to SDS to support the pilot of new work based learning programmes as enhancements to Skills for Work courses at SCQF Levels 4 and 5 in the subject areas of auto motive engineering, construction trades and hospitality/ tourism.
	Continue to phase senior timetables and harmonise with colleges to enable senior pupils to have access to school and college based learning.	The harmonisation of timetables is well established across secondary schools in the city.	There will be a revisit of the harmonisation of timetables to evaluate the impact of it and to explore how to further increase opportunities for young people in School/College partnership.
Align management of Glasgow's youth employment programs with management of learning in school.	Develop the links between the youth employability programmes and schools, to ensure a seamless service.	There has been much closer working between Education services and DRS Employability team with regular meetings and shared discussion of what is already in place and how it can be delivered more effectively	The link between youth employability programmes and Education services will continue to be brought together more closely. Schools will increase the number of young people accessing opportunities within the Glasgow Guarantee
	Through the Glasgow Economic Strategy deliver the action: put economic development at the heart of the city's education policies including ensuring teachers, parents and FE institutions are informed of economic trend and opportunities.	Membership of this group includes representation from Education Services. Progress has been good in the initial stages.	To build on progress already made especially in discussion arising from "No One Left Behind".



**Priority 28. Improve the percentage of pupils going to a positive destination when they leave school, particularly those living in the 20% most deprived data zones.**

Commitment	Actions	Year 2 Update	Key Milestone(s) Year 3
Support physical education, languages and STEM subjects.	Strategy developed to support the growth of STEM subjects and languages..	<p><b>Learner experience:</b> STEM Fest 2018: 2 day DYW event which 929 pupils attended. This included industry, FE, HE led workshops and a marketplace where information about STEM careers was available. Operating Theatre Live: 75 widening access pupils attended.</p> <p><b>Staff development:</b> Networks established. 63 opportunities offered. Practitioners engaged to date: 1174 (All sectors).</p> <p><b>Partnerships:</b> In partnership with Glasgow Science Centre GCC continue to offer all primary, S1/2 and ASN pupils with funded visits. To date the figures of schools that have visited/booked are: 85% of primary schools 83% secondary schools 50% ASN schools.</p>	<p><b>Learner experience</b> STEM Fest 2019.</p> <p><b>Staff development</b> Continue to support and grow STEM networks. Provide CLPL to develop and improve STEM teaching and opportunities.</p> <p><b>Partnerships</b> Sustain and build partnerships that will support young people across Glasgow.</p>

**Priority 28. Improve the percentage of pupils going to a positive destination when they leave school, particularly those living in the 20% most deprived data zones.**

Commitment	Actions	Year 2 Update	Key Milestone(s) Year 3
Ensure that all pupils receive enterprise education.	Continue to embed enterprise education into primary curricular.	Glasgow Social Enterprise Strategy Board has been established with the Strategic Outcome 1: We will work with education establishments across the city to develop and support Glasgow's next generation of social entrepreneurs	As this is part of a 3 year plan we will continue to implement Strategic Outcome 1.

**Priority 29. Refresh and deliver Glasgow's Community Learning and Development Plan.**

Commitment	Actions	Year 2 Update	Key Milestone(s) Year 3
Refresh and deliver Glasgow's Community Learning and Development Plan.	With partners refresh and deliver the Community Learning and Development Plan.	New Community Learning and Development Plan has been published.	Glasgow Life leading the Glasgow Community Learning and Development Plan for the next 3 years.

**Priority 30. Support the development and delivery of the Gaelic Language Plan including Gaelic medium education, exploring options for a further school in the City.**

Commitment	Actions	Year 2 Update	Key Milestone(s) Year 3
Promote Gaelic-medium education.	Support the development and delivery of the new Gaelic Language Plan 2018 to 2022.	Key action points in the GLP pertaining to GME and GLE continue to be developed and worked on. SLWG has met again to examine the expansion of primary GME for a potential 4th primary school	Continued expansion of Gaelic learner education as well as Gaelic Medium Education. Continue to engage with SLWG.
	Scope options for a potential third GME primary school.	Annexe established in former Ladywell building moving to Govan in August 2019.	The Govan annexe will be an annexe for 2019-2020 but the aim is to consult to allow it to become a stand alone GME primary school with its own identity Scoping paper for the 4th school will be prepared and presented.
	Investigate the expansion of early years provision for Gaelic Medium Education in line with the 1140 hours provision Continue to engage with work force planning to increase the number of GME teachers	Continued engagement with workforce planning. Engagement with potential partners for ELC GME.	More Foundation Apprenticeships being offered in SGG to senior pupils to start to support workforce development.

**Priority 31. Extend the use of walking buses to schools and safe cycle routes to encourage cycling.**

Commitment	Actions	Year 2 Update	Key Milestone(s) Year 3
Encourage the extension of walking buses.	Evaluate walking buses.	Use of walking buses is variable. Schools have introduced them through their Pupil Equity Funding but some have stopped due to lack of uptake/support from parents.	Continue to promote walking buses as one way of improving attendance/latecoming.
	Share best practice through Glasgow's Improvement Challenge.	Clusters of primary schools work together regularly to share practice and improve learning.	Continue to share practice.

**Priority 32. Review the current secondary school PPP contract and look for opportunities to improve value for money and greater use of the school estate for communities.**

Commitment	Actions	Year 2 Update	Key Milestone(s) Year 3
Review the Council's PPP arrangements in the secondary estate.	Undertake a high level assessment of the financial structure of the PPP arrangements in conjunction with colleagues from CIPFA. If appropriate, consider a more detailed examination of potential changes to this structure.	Evaluation of the current PPP monitoring arrangements is ongoing. Consideration of areas for savings is ongoing. Advice, guidance and continuing development of the team is being undertaken along with colleagues in the Scottish Government.	Proceeding to procure appropriate resources via CIPFA to complete a more detailed exercise.

**Priority 33. Ensure the school estate has world class Wi-Fi provision to support learning and the city's commitment to be the number one digital city in Scotland.**

Commitment	Actions	Year 2 Update	Key Milestone(s) Year 3
Improve Wi-Fi and broadband connections to schools.	Consider as part of the new ICT contract.	The programme is currently slightly ahead of schedule with the first 11 Learning communities being completed by early summer with 1300 out of 3600 WAPS currently deployed.	Completion of the programme is scheduled for October 2020.
	Continue to deliver the digital learning strategy as part of our improvements in learning and teaching.	The deployment of Wifi enabled devices has been tested and configured for deployment.	Deployment of 1300 iPad devices to teachers to date with the programme to continue to both Teachers and pupils throughout 2019-2020.

**Priority 34. Support the introduction of the national Named Person scheme and related good practice.**

Commitment	Actions	Year 2 Update	Key Milestone(s) Year 3
Implement the Scottish Government's named person initiative.	Support the introduction of the national Named Person scheme and related good practice.	The named person scheme has not been progressed by Scottish Government to date.	Review the introduction of the National Named Person Scheme if the scheme is progressed by Scottish Government.

**Priority 35. Review the catchment areas for Glasgow schools.**

Commitment	Actions	Year 2 Update	Key Milestone(s) Year 3
Review catchment areas across the city on an area by area basis	Provide options for when and how review of catchment areas will be undertaken.	Catchment review commenced in 2018/19 as part of a longer term strategy. A consultation (city-wide) was held to make all secondary schools delineated.	The outcome of the Notre Dame High consultation may result in altered catchment areas.
	Review placing request criteria.	Complete.	

**Priority 36. Review current Additional Support Needs provision and make recommendation on how to improve the use of current resources.**

Commitment	Actions	Year 2 Update	Key Milestone(s) Year 3
Review provision of specialist Additional Support Needs facilities in Glasgow.	Review CLN/ALN provision and make recommendation how to improve the use of current resources. Work has been focused around CLN provision. This includes both curriculum models, location of provisions and operating models. A significant programme of staff training and career progression pathways is also in the process of being developed.	A seconded headteacher has been leading this work, increasing the leadership capacity of heads, staff training and potential building adaptations.	Introduce Inclusion Coordinators to work closely with Glasgow Psychological Service and parents to promote more localised provision for all pupils with additional support needs.
Ensure that Additional Support Needs are met appropriately, in line with the aims of Getting it Right for Every Child (GIRFEC).	Continue to implement the aims of Getting it Right for Every Child (GIRFEC) in our establishments.	This evaluation forms part of the core work of the Quality Improvement Officer team. There have been several validated self-evaluation exercises carried out across all sectors which have looked at GIRFEC in the widest sense in addition to the curriculum.	Education Services have been linking closely with HSCP colleagues in looking at the implementation of GIRFEC across the City. This joint approach will continue with improved data sharing protocols being developed.

Priority 36. Review current Additional Support Needs provision and make recommendation on how to improve the use of current resources.			
Commitment	Actions	Year 2 Update	Key Milestone(s) Year 3
Recognise that, for some children, mainstreaming is not appropriate.	Continue to ensure every child with additional support needs is assessed in line with our policy Every Child is Included and Supported. For some this will mean a place in specialist provision.	On-going evaluation of the policy is carried out on a regular basis through the evaluation of data gathered through the City Inclusion Group and by Psychological services. The review and re-launch of MC8 has further supported the tracking of exclusion data across the City. The establishing of a new Care Experienced team has supported the specific targeting of improving attainment for this group of young people both within and outwith the City.	A progress update paper outlining the work of the Care Experienced team was approved through PD Committee in April 2019.
	Service reform of the early years inclusion support service including the role of the current home visiting teachers. Recruitment into new roles aligned to Linn and Duntarvie PSADU provisions (Pre-school assessment and development units). Greater linkages with Health re early identification from birth of children with significant additional support needs ensuring greater family support from an early stage.	Recruitment for 10 new posts at CDO level to support in-reach to the home and linkages with the existing PSADU centres has commenced.	Monitor the effectiveness of the service.

Priority 37. Support equality and diversity in all our education approaches.			
Commitment	Actions	Year 2 Update	Key Milestone(s) Year 3
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.	Continue to commit to the nurturing city approach.	This is on-going work. We continue to roll out nurture training across the estate through the nurture training officer based in the training rooms in Anderston Primary School. We continue to deliver a City wide nurture conference to 400 staff each May.	On going evaluation of the implementation of the aims of GIRFEC Continue to roll out nurture training across the estate. Deliver annual citywide nurture conference.
Ensure all pupils have access to effective Personal, Social, and Health Education (PSHE).	Continue to deliver PSHE in all schools in line with Curriculum for Excellence following guidance provided by Education Scotland.	Policy Review discussions were begun with centrally based support staff in relation to current policy and its fitness for purpose.	Continue to review GCC PSHE Policy in light of recent developments and HWB survey results and look to include representatives of pastoral care staff from across the City in the ongoing review.
	Review PSHE to ensure it is meeting pupils' needs.	Support meetings undertaken with key staff involved in the Scottish Government's Review of PSHE across 2017-2018.	Review of recommendations from national PSHE report published and discussion and evaluation of how well these are being addressed across GCC schools.
Work to deliver Changing Places toilets in every Glasgow school.	Reviewing the feasibility of changing places toilets in our schools and plans for how this could be introduced.	This work stream is on-going and sits within a review of the ASL school estate. Currently the presumption of mainstream legislation has driven the need to be responsive to the needs of individual young people and there have been adaptations carried out in many establishments.	On-going review of the ASL school estate. Strategic group to continue to move forward with staged approach and future proofing of buildings in advance.



## Priority 37. Support equality and diversity in all our education approaches.

Commitment	Actions	Year 2 Update	Key Milestone(s) Year 3
<p>Champion equality in our establishments. Work with LGBT Youth Scotland and the Time for Inclusive Education campaign to roll out a programme of training and guidance for LGBT+ inclusive education in every school.</p>	<p>Deliver actions through the Council Family Equality Outcomes 2017 to 2021. As per below.</p>	<p>An Education Equalities working group was established and this group successfully produced support and training materials for staff around LGBT issues. Dedicated equalities trainers have been rolling out LGBT training and a specific LGBT support section has been added to Glasgow On line.</p> <p>A youth engagement and celebration event, Pride Lite was held during session 2017-2018 at the Tramway Theatre and this is being repeated in June 2019 at the City Halls.</p> <p>The equalities group has now taken race and BME issues as a focus for session 2019-2020 while and LGBT maintenance group will ensure that progress continues on that area of work.</p>	<p>Education is currently linking with LGBT Youth Scotland to re-establish the schools Chartermark award scheme. A service level agreement will be drafted.</p>
	<p>To continue to maintain a focus on LGBT+ training in schools, a maintenance group has been established to monitor continued training opportunities and to maintain focus and input in this area of the overall equalities agenda.</p>	<p>The maintenance group ensures that specific LGBT training offers are made and the youth event Pride Lite is delivered. This work will be influenced by the developing work streams arising from the Scottish Government's inclusive education implementation group which is developing work streams arising from the 33 agreed recommendations from the National Group.</p>	<p>Continued LGBT training delivery through the on going work of the maintenance group.</p> <p>Education Strategic Equalities group to develop agenda based on work streams arising from the Scottish Government's inclusive education implementation group.</p>

## Priority 37. Support equality and diversity in all our education approaches.

Commitment	Actions	Year 2 Update	Key Milestone(s) Year 3
	<p>Develop further approaches to delivering anti-racism programmes within the curriculum that is based on partnership work with third-sector partners.</p> <p>This work will include an evaluation of the effectiveness of the curriculum.</p>	<p>This is being progressed currently by the education equalities group.</p>	<p>Implementation of action plan to be undertaken by education equalities group.</p>
	<p>Continue to deliver a programme of anti-sectarian education in all schools that is supported by the development of appropriate curriculum, continuous professional development opportunities for all teachers, and workshops delivered by Sense Over Sectarianism.</p>	<p>Programme continues to be successfully delivered, monitored and reviewed.</p>	<p>Ongoing delivery and review of anti-sectarian education in all schools.</p>

## Community Plan Priorities

The **Glasgow Community Plan** is a continuation of decades of community engagement, partnership and co-production. Partners have worked together to regenerate and transform many parts of Glasgow with community engagement at the heart of this process.

From an evidence base of public meetings, pieces of research, surveys, consultations, and lessons learned from previous strategies, partners have identified three focus areas; economic growth, resilient communities and a fairer and more equal Glasgow and two priority areas, childcare and transport.



Figure 8 illustrates the ways in which Education Services is engaged or contributing to the development of the Glasgow Community Plan.

**Figure 8: Glasgow Community Plan**

Glasgow Community Plan: Education			
Commitment Plan Priority (PA)/ Focus Area (FA)	Actions	Status Update	Milestones
Childcare (PA)	<p><b>Premises Open Space Identification</b></p> <p>Partners undertake an exercise to identify premises (including outdoor space) which may be suitable for Early Learning and Childcare, out of school care, or training. Particular focus will be on areas of the city where childcare options are limited/ at capacity.</p>	<p>Premises and open space continued and future requirement factored into work of the GCPP Property Group.</p> <p>Increased childcare provision in those areas identified with limited childcare options.</p> <p>Capital Programme in place for expansion for GCC nurseries across the city.</p> <p>Factored continued ask into GCPP Property Bureau</p>	<p>A register which records and is constantly updated with surplus assets within communities.</p> <p>Sharing Property Project Investments.</p> <p>Provide three-monthly update on property projects.</p>
Childcare (PA)	<p><b>Workforce Planning</b></p> <p>The expansion of Early Learning and Childcare (ELC) will create an additional 1,150 jobs in the city when fully implemented in line with Scottish Government commitments. Partners will take into consideration the opportunities to reskill staff in their own organisation, interested in an ELC career, who may be displaced through workforce planning programmes. Learning can be shared from Glasgow City Council's successful redeployment and reskilling</p>	<p>Profile raised in Employment Bureau's Re-Launch Paper.</p> <p>A mixed model of childcare provision provided by the Council, partnership nurseries, social enterprises and child-minders.</p> <p>Collaborative work on identifying barriers to reskilling and investigating collaborative solutions.</p> <p>Employment Bureau are supporting the ongoing recruitment of the Child Development Officers opportunities across the City.</p>	<p>GCC to report on ELC Career Pathway Programme.</p> <p>GCC will bid for funding in order support current employees the opportunity to retrain with an Adult Modern Apprenticeship in ELC.</p>

Glasgow Community Plan: Education			
Commitment Plan Priority (PA)/ Focus Area (FA)	Actions	Status Update	Milestones
Childcare (PA)	programme, which has offered displaced staff an opportunity to train as Child Development Officers.	Ongoing baseline line of GCPP Family Friendly policies and workforce diversity.	
Childcare (PA)	<b>Supporting Community Engagement</b> Partners will align engagement approaches to ensure a complete evidence base in relation to Childcare facilities and services.	Successful workshop with Community Empowerment Team & Priority/Focus Leads. Supporting ongoing engagement with ELC partners ahead of the ELC 2020 expansion. Engagement with families and communities to ensure provision meets need. Alignment of childcare provision to meet flexible employment patterns, enhancing inclusive growth.	Further identifying stakeholders in local communities. A stakeholder register composed of GCC, partnerships, community groups, SMEs and 3rdSector.
Childcare (PA)	<b>Develop Skills</b> The expansion of Early Learning and Childcare (ELC) will create an additional 1,150 jobs in the city when fully implemented in line with Scottish Government commitments. This increased demand for skills and qualifications around Early Learning and Childcare will require partners who deliver or fund courses to reflect this in their programme or funding decisions. This will contribute to the pipeline of a future skilled workforce.	Glasgow event for pathways into ELC careers was targeted at under represented groups. SDS/GCC (DRS)/Colleges working together in partnership to develop 'Glasgow Offer'. Glasgow Offer to employers to support pathways into ELC career. Identifying solutions to barriers for in work progression and career changers.	Published report illustrating the 'Glasgow' offer from SDS/Colleges/DRS. Establish baseline of underrepresented groups in ELC –BMEs, males etc. Providing a change associated report on underrepresented groups.

Glasgow Community Plan: Education			
Commitment Plan Priority (PA)/ Focus Area (FA)	Actions	Status Update	Milestones
Childcare (PA)	<b>Employer Policies</b> Partners will adopt childcare-friendly employment policies.	The flexible service delivery model will afford staff the opportunity to work flexibly across extended day shift patterns and term time as well as 52 week years.	Produce report on baseline for Best Practice with Childcare friendly HR policies. Report back to Strategic Group on findings.
Commitment Plan Priority (PA)/ Focus Area (FA)	Actions	Education Services Status	Milestones
Fairer More Equal Glasgow (FA)	<b>Corporate Citizenship</b> Partners will develop specific 'asks' for Glasgow's business community as a key part of Corporate Citizenship.	Cross partner working including Chamber of Commerce and Third Sector developed MCR Pathways employment program that has already secured 16 jobs for summer 2019 MCR school leavers	The first group of MCR Pathways school leavers will move in to training or work as a result of the support offered by the GCPP.
		Ongoing dialogue on partnership work around employability programme on school leavers from SIMD 1 and 2 areas.	Increase the number of school leavers from SIMD 1 and 2 entering employment.

## 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 priorities and drive them forward relentlessly. 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.

- Raising attainment and achievement through Glasgow's Improvement Challenge 2015-2020
- Continue to improve how we meet the learning and care needs of children before they go to school and as they move through school, including how we support their families and carers

- As we move Towards 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.



## Our Priorities and Context

### **Raising attainment and achievement through Glasgow's Improvement Challenge 2015-2020**

Glasgow's Improvement Challenge is a holistic strategy to raise attainment and achievement for all children and young people.

There are five main strands:

- Raising attainment in literacy and numeracy, embedded within our nurturing city;
- 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 staff at all levels; and
- Raising attainment in secondary schools through providing additional supported study and mentoring with a continued focus on improving learning and teaching..

The strategy has been revised to incorporate the Attainment Scotland Fund and the Pupil Equity Fund to ensure consistency and coherence. Glasgow's Improvement Challenge is funded by Glasgow City Council, the Attainment Scotland Fund and support from the third sector, including charitable organisations, such as MCR Pathways.

As part of GIC 2015-2020 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 pupils from SIMD deciles 1 and 2 achieving the expected level or better for reading, writing, talking and listening, and numeracy has increased at a faster rate than the overall increase for other SIMD levels. In the secondary context, young people are leaving school with greater levels of literacy and numeracy, and with better qualifications particularly at Higher levels.

### **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 of 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 have numerous examples of best practice where our nurseries are working with partners to build the capacity of families to be better able to support themselves, but this is not yet consistent across the city. We will be continuing to extend our provision for early learning and childcare in line with local and national policy. This will require us to work with a range of partners including Scottish Government, childminders, third sector and private providers.



## Our Priorities and Context

### **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**

We continue to invest substantial funding into the development of nurture. 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 want all our schools and nurseries to be inclusive. 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 monitor carefully school rolls and projections to ensure that we are making best use of our school estate.

During 2019-2020, we will consult and review our priorities for Glasgow's Improvement Challenge.



## Staff Development

Education Services is committed fully 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 develop 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

Each establishment is expected to develop and implement a plan for the development of staff which is 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. There are regular meetings of school staff development co-ordinators to ensure professional learning remains a priority.

Achieving quality outcomes for the development of staff is a shared responsibility and will require a collective and collaborative commitment by all. Education Services have worked with the Teacher Trade Unions to update LNCT agreements to reflect recent GTCS guidance on professional development.

The final cycle of Professional Update is 2019-2020 for teachers, with every teaching employee now familiar with the requirement to maintain a professional learning record.

### Support Staff Development Planning

Personal Development Planning and Performance Coaching and Review are the agreed approaches within Education Services for support staff. We use this process to help maximise employee performance and increase engagement and development opportunities for staff. The objective of PDP/PCR is to make sure that employees understand what is expected of them, have an opportunity to fulfil their full potential and are given honest feedback on what they are doing well. All managers identify an appropriate cycle of review and communicate this to their team. The Glasgow Improvement Challenge team (GIC) have provided a range of development opportunities for support staff to increase their knowledge in supporting literacy and numeracy. Opportunities have been provided for Support for Learning Workers to achieve additional qualifications. Child Development Officers are supported to gain additional qualifications. Glasgow Psychological Service and NHS are also providing a range of specialist training to support staff.

## Attendance Management

It's vital that the Council takes an active role in managing attendance and supporting our employees to maintain regular attendance.

### This allows us to:

- Respond effectively to actual and potential problems with service delivery
- Provide assistance to employees 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 employees
- Increased productivity
- Reduced costs
- Improved morale
- Ability to plan and manage workloads and service delivery
- Improved customer service and satisfaction.

In 2017-2018 there was an average of 7.5 days per employee lost due to sickness within Education Services. This was as a result of 10 days absence for Support Staff and 5.5 for Teaching Staff. Whilst this is lower than the overall GCC average of 8.9 days per employee, our ambition is to maintain this level of attendance and, if possible, achieve a further reduction in absence level. There has been a slight increase in absence levels in support staff and a marginal reduction in teaching staff from 2016-2017. Early Years establishments continue to incur higher than average absence levels and a full programme of absence audits commenced in 2019.

### Work/Life Balance Provision

We recognise that our employees within Education Services are our greatest asset and that it is through them that our services are delivered and continually improved. We have put in place modern flexible working practices so we can ensure the following:

- Deliver efficient, effective services to the people of Glasgow.
- Recruit and retain skilled, competent and engaged employees from diverse communities.
- Meet the needs of our diverse workforce by enabling them to combine their working life with their social, health, family, caring and other responsibilities.
- We have committed to update our agreement on Work Life Balance for teaching staff (LNCT 22).

Full details can be accessed [online](#).

## Staff Survey

Approximately every 3 or 4 years Glasgow City Council undertake a staff survey. The last survey was undertaken in 2015. Over one quarter (28%) of all education Services staff participated in the survey. 66% of Education Services Staff were satisfied with their job (compared to 55% across the whole council). The full report can be accessed [online](#).

An Education Services stakeholder survey was undertaken for the first time during 2018-2019. This survey was targeted at staff, pupils, parents and members of the community and aimed to capture respondents' experiences and perceptions of Education Services. The survey revealed satisfaction levels are high across all stakeholder groups, particularly among parents/carers and pupils (82% of parents/carers believe schools are delivering quality education).

We are now refining our approach to the stakeholder survey in order to boost participation levels and the second survey was launched in May 2019.

### **Asset management (including information management)**

The Service has successfully implemented Objective Connect, allowing the transfer of information safely between schools and support services. The Service is in the planning stages, aligning to corporate objectives and timescales to progress the Records Management, EDRMS and IT upgrade programmes.



## Local Government Benchmarking Framework (LGBF)

The seventh annual report for the **Scottish Local Government Benchmarking Framework (LGBF)** was published earlier this year. All 32 Scottish councils have worked with the Improvement Service (IS) over the last eight years to develop a common approach to benchmarking, which is grounded in reporting standard information on the services councils provide to local communities across Scotland.

This approach has been successful in encouraging councils to work and learn together to drive service improvements, using the data as a can-opener to inform learning and decision making. Benchmarking enables greater understanding of why councils vary in terms of what they deliver and achieve for their communities and how they do so. This information is available to all citizens and users of council services, so that they can hold councils to account for what is achieved on their behalf, and ask questions of local government to promote improvement.

The benchmarking framework now has eight years of trend data, covering 2010-2011 to 2017-2018. Across the eight-year period for which we present data, total revenue funding for councils has fallen by 8.3% in real terms from £10.5 billion to £9.6 billion. Across that period, service performance has been maintained remarkably well with improving trends in measurable performance across services.

Measures of educational outcome continue to show positive progress overall, but particularly for children from the most deprived areas showing the value of council's holistic approach to children's services.



## LGBF Education Indicators

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

- Cost per pre-school education - Glasgow has an above average spend.
- Primary school spend - Glasgow has a below average spend.
- Secondary school spend - Glasgow has an average spend.
- Overall average tariff points - Glasgow has a below average result.
- Average total tariff SIMD Quintile 1: Glasgow has above average results.
- Average total tariff SIMD Quintile 2: Glasgow has above average results.
- Percentage of Pupils from deprived areas gaining 5+ Awards at Level 5 or higher – Glasgow has above average results.
- Percentage of adults satisfied with local schools – Glasgow has a below average result.

When deprivation is factored in, Glasgow's attainment levels occupies a position in the top half of all authorities, and 2nd within its direct comparator authorities, behind only West Dunbartonshire. Glasgow has consistently been above the Scottish Average in this respect.

## 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 real schools/ authorities which may have quite a different pupil profile. The virtual comparator therefore controls, to a large extent, for the background characteristics of pupils and offers a fairer comparison.

The broad general education (BGE) Improvement Tool has a similar function in respect of the broad general education. It allows local authorities to analyse the achievement of CfE level data in a consistent way, using a number of pupil characteristics considered to have an influence on attainment. This tool will support the growth and development of data literacy for staff in all schools.

### The West Partnership

The Glasgow City Region is hugely varied, ranging from some of the highest performing schools in the country, to some working in the most challenging of circumstances. In a compact geographical area, with a significant proportion of Scotland's population, there can be huge gulfs in the educational outcomes of our children and young people. The West Partnership is a collaborative arrangement between eight local authorities that aims to ensure that all school pupils throughout the Glasgow City

## Continuous Improvement and Benchmarking

Region have access to consistently high quality learning experiences. The partners include; Glasgow City Council, East Renfrewshire Council, East Dunbartonshire Council, Inverclyde Council, North Lanarkshire Council, Lanarkshire Council, Renfrewshire Council, South Lanarkshire Council and West Dunbartonshire Council. The West Partnership is involved in the development of key education performance measures and targets across the region used to identify areas for targeted support and promote improvement in the quality and efficiency of education provision.

### Glasgow

A Glasgow owned and developed interactive tool called FOCUS was launched in 2017. This is a web based tool for schools that helps them examine pupil achievement of CfE Levels (Teacher Judgement Survey) through a number of lenses. This includes EAL (English as an additional language), ethnicity, deprivation (Social Index of Multiple Deprivation) and other appropriate lenses. For benchmarking purposes schools are provided with comparator schools (10 for each primary school and 5 for each secondary school).

Based on feedback from school users we know that this tool has proved useful in a number of areas for Glasgow establishments including in identifying where gaps lie in pupil attainment, targeting the use of pupil equity funding and also for school inspections. Now that the application has been in place in schools for two years the project team are working on phase two of FOCUS. There will also be enhancements to the current version allowing for even deeper analysis of CfE data for schools with the aim of helping support attainment and achievement for all pupils and working towards closing the poverty related attainment gap.

FOCUS tools for both Early Years establishments ASL schools are in development and Glasgow is working in collaboration with other education authorities to share FOCUS.

Another web based application called Information Igloo will be launched in 2019. This application will be available to all council staff and the public. Igloo will provide longitudinal data across a number of areas including school rolls, school roll projections, nationality, gender, free school meal uptake, deprivation (Social Index of Multiple Deprivation) and a number of other areas. This information will be made available at a school level, strategic planning area level, citywide level and where possible a national comparison will be made available.

## EFQM and Inspection

The Scottish Government's lifelong learning strategy aims to ensure that everyone develops the attributes, knowledge and skills they will need for life, learning and work. The curriculum is all the experiences that are planned for learners to support the development of these skills. Education Scotland has a responsibility for monitoring and evaluating the quality of learning and teaching in Scottish schools and education services through the inspection process. The 'How Good is Our School?' and 'The Child at the Centre' are tools used as part of school/pre-school self-evaluation.

Education Services' "Supporting Improvement" guidance was issued in May 2016. This guidance articulates the links between national and local frameworks, policies and initiatives, focusing on continuous

improvement within Education. It supports practitioners with self-evaluation for improvement in their school. Three drivers for improvement in playrooms and classrooms are focused on **better learning: leadership of management and change, learning provision and successes and achievements** and are aligned with Education Services senior structure.

Schools are best placed to build on their progress over time and this is underpinned by a well-considered and meaningful self-evaluation process that identifies both strengths and areas for improvement. A range of approaches are used to implement and gather evidence of improvements and schools use innovative ways of delivering improvement with a range of partners within their community.





### Glasgow's Education Services Inspection

Education Scotland published a [Glasgow Local Authority Inspection](#) report in March 2019. Highlights from the inspection can be found below.



# GLASGOW City Council

passion commitment relentless drive  
**STRONG LEADERSHIP & VISION**

To have a world class CITY with a thriving, INCLUSIVE, economy where everyone can FLOURISH & BENEFIT from the CITY'S SUCCESS

In Glasgow, POVERTY is no longer accepted as a barrier to the pursuit of excellence

## INSPECTION HIGHLIGHTS

EXCELLENT PROGRESS IN IMPROVING LEARNING, RAISING ATTAINMENT AND CLOSING THE POVERTY-RELATED ATTAINMENT GAP.

## DATA ANALYSIS & MONITORING

are having a significant impact ON ATTAINMENT AND ACHIEVEMENT.



to TARGET and SELECT, programmes & initiatives AND TO SUPPORT with evaluation

Glasgow Counts (read more)

Literacy for All (read more)



Governance systems are clear with well-defined lines of accountability



Staff have a very clear UNDERSTANDING & KNOWLEDGE, of the impact of POVERTY

School staff are very positive on how the quality of data has improved their work.

## Outcomes are improving for CHILDREN AND YOUNG PEOPLE

Young people report that:

We HAVE a voice!



## Nurturing approaches in A NURTURING CITY

- Children and young people are welcome and secure
- FAMILIES' NEEDS are understood + met
- HEALTH & WELLBEING improving with more physical activity

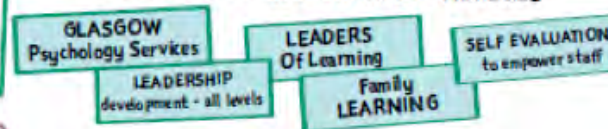
NURTURE (read more)

## OUTSTANDING impact of PROFESSIONAL LEARNING

Leadership and capacity building approaches



Sector-leading interventions based ON SOUND EVIDENCE-INFORMED STRATEGIES

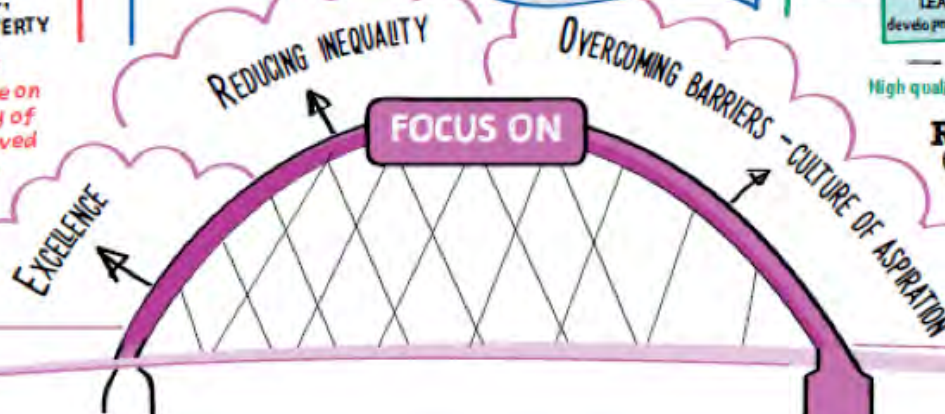


High quality professional learning hub

Royston Centre



Glasgow CITY COUNCIL



## EFQM and Inspection

The report, one of 9 Attainment Challenge Local Authority inspections carried out in Scotland, highlighted five key strengths - witnessed and evidenced during their time spent in schools speaking to staff, young people and parents:

- The very strong council-wide vision focused on reducing the impact of poverty on children, families and communities
- The relentless drive of the Executive Director in improving the educational outcomes of children and young people living in poverty in Glasgow
- The exceptional progress made in reducing the impact of poverty on educational attainment and achievement of children and young people
- Outstanding approaches to career-long professional learning and leadership which have strengthened the skills and knowledge of staff and, as a result, improved children's and young people's attainment
- In-built sustainability through capacity building is at the heart of the professional learning approaches undertaken across the city. Education Services has strongly promoted the importance of long-term sustainability across all aspects of their universal and targeted approaches to permanently reduce the impact of poverty outcomes for children and young people

Education Scotland is confident that Glasgow City Council is making excellent progress in improving learning, raising attainment and mitigating the impact of poverty on learners. The report is being viewed as a huge accolade for Glasgow's schools.

### Best Value

Audit Scotland published a [Best Value Assurance Report for Glasgow City Council](#) in August 2018. This entailed certain aspects of the council's performance, including Education Services, undergoing detailed audit investigation. A range of sources, including the council's own assessment of its performance, reports issued by external audit and inspections and national Statutory Performance Indicators, informed this process. The report found that performance has improved for several service areas including education where indicators show improvements in levels of pupil attainment from areas of deprivation.

### Local Improvement Groups

There are eight Local Improvement Groups (LIG') 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 Glasgow's Improvement Challenge and The National Improvement Framework within a Glasgow context.

An Executive Steering Group (Education Improvement Board) continues to drive self-improvement across Education Services; ensuring strategic alignment across local improvement groups and strategic geographical areas.

## Equalities

As published, the [Equalities Outcomes 2017 to 2021](#) remain a key driver for equality and justice. The three elements of the General Duty for Equalities remain unchanged:

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

Education Services continues to have a strong equality agenda. All learners are of equal value irrespective of their race; gender and gender identity; religion or belief; and sexual orientation. In varying situations and with specific protected characteristics, this means consideration to providing extra help so that everyone has the same opportunities and outcomes as each other. We aim to strengthen the equalities agenda across all areas within Education Services so that equalities are explicit and a core element across our service.

Education Services has a working group, the Equalities in Education Working Group (EEWG) which is comprised of senior departmental officers, centre staff and also senior managers and practitioners from Glasgow schools. The EEWG carries out actions set by the Equalities Team. Whilst the initial focus of the EEWG development was around LGBT work this has now extended across other characteristics and Staff development, supporting curriculum opportunities and linking with young people have been key focus areas. Below are some highlights of the work of the EEWG to date:

- Equalities training has been delivered across the service. This includes input at are head teachers meetings, as well as CPD programmes staff have accessed through CPD manager.
- Glasgow on line has a specific link for equalities, and this online link provides; Partner links for equality work, information, guidance, resources, and sign posting for materials, programmes and lesson plans supporting equalities work linked to protected characteristic.



## Equalities (continued)

- The Equalities in Education Working Group (EEWG) continues to work across protected characteristics and with colleagues from the Primary sector are developing a specific resource pack around race and equality for the Primary Sector, alongside.
- Extensive work with the Rights of the Child and Global Citizenship continues to be undertaken across establishments.
- Education is committed to and continues to extend the roll out of the LGBT Chartermark programme to be available to secondary establishments, whilst we do have one Primary School that is currently undertaking the Chartermark.
- Psychological Services has completed the LGBT Youth Charter Mark status programme and the service received a silver award earlier this year. The Education Improvement Service will also be undertaking the Chartermark programme within the current programme from August 2019.
- Psychological Services continue to support LGBT awareness campaigns, for example celebrating and advertising LGBT History Month and Purple Friday through their Twitter account.
- In 2018 Education Services also hosted its first ever LGBT Youth Conference. The service is committed to continue with this and this year the Pride Lite 2019 Youth Conference will be held in June.

Going forward the Equalities Team will utilise the effective working practices and partnerships that have been set up to support LGBT young people 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 must consider intersectionality. 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.

## Equality Impact Assessment

EqlA is a method or tool for assessing the effects or 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; promote equality and good relations across a range of protected characteristics.

Equality impact assessment (EqlA) 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.

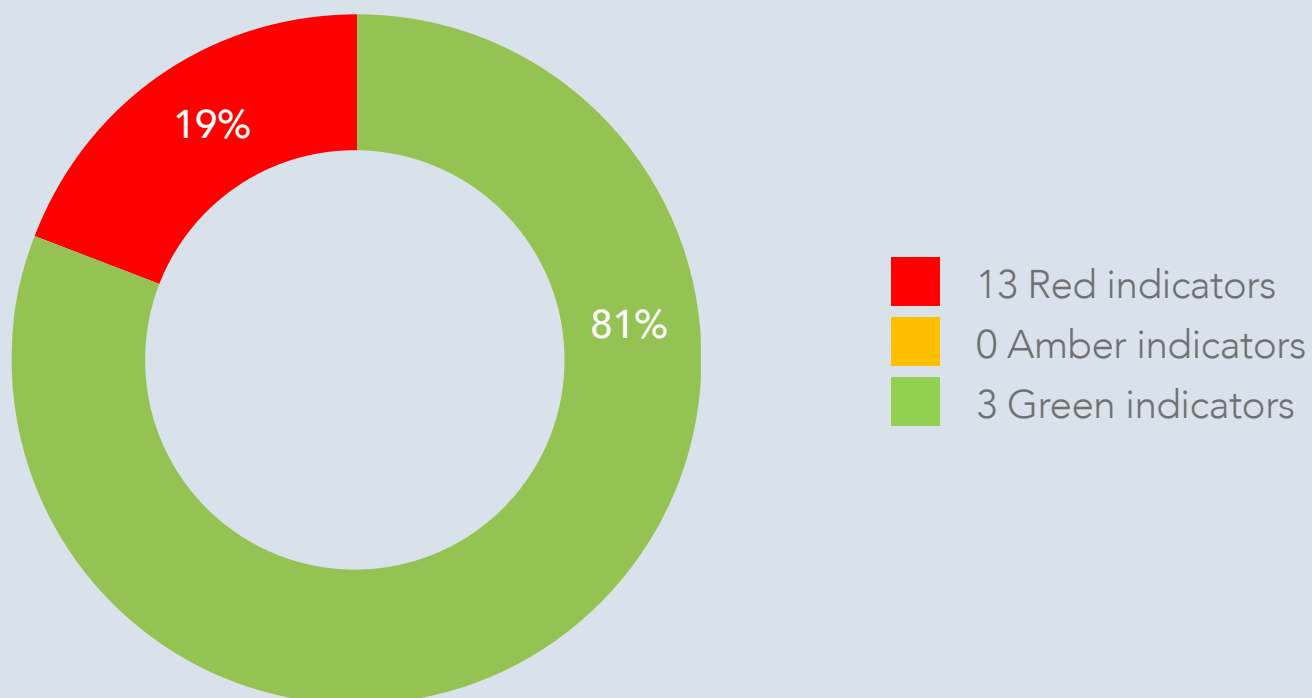
Further information on EqlA including a list of completed assessments can be found [online](#).

## Summary of Performance 2017-2018

In order to reflect changes in the strategic direction of Glasgow's Education Services, in line with the Council's Strategic Plan and the National Improvement Framework, we have developed a new set of performance indicators which will be introduced in the 2020-2021 ASPIR (reporting on the 2018-2019 academic year). The summary below is consistent with targets that were set for the academic year 2017-2018 prior to the development of the new indicators.

A summary of the Red, Amber, and Green (RAG) status of indicators is provided in this section (Figure 9). What is evident from Figure 9 is that the Service is on target with the vast majority its indicators as they show as green. Full details of the indicators are provided in Appendix 1.

**Figure 9: Performance to Target 2017-2018**



Indicator/Outcome/Strategy	Milestone/Target 2017-2018	Year End Actual 2016-2017	Year End Actual 2017-2018	Service or ALEO	Performance Note	RAG
<b>Strategic Priorities (those areas Council outwith Strategic Plan and SOA reporting; of strategic significance)</b>						
Attendance in Primary Schools	94.2%	93.7%	93.3	Education Services		
Attendance in Secondary Schools	91.1%	90.8%	90.6	Education Services		
Exclusions in Primary School (Incidents) per 1000 pupils	9.0	12.8	7.0	Education Services		
Exclusions in Secondary School (Incidents) per 1000 pupils	50.0	51.0	38.2	Education Services		
School leavers going on to a positive destination (Corporate Scorecard Indicator)	92.0	91.9 %	92.3	Education Services		

Indicator/Outcome/Strategy	Milestone/Target 2017-2018	Year End Actual 2016-2017	Year End Actual 2017-2018	Service or ALEO	Performance Note	RAG
<b>Strategic Priorities (those areas Council outwith Strategic Plan and SOA reporting; of strategic significance)</b>						
Supporting Working Parents : Employability - the number of parents in employment/training/ education who access more than the standard 16 hours per week/ 600 hours per year entitlement in GCC nurseries	3000	2596	2229	Education Services	These priorities were set prior to the national expansion programme for ELC provision. Figures were previously tracked using the nursery charging system, however, ELC is going through an unprecedented period of change as the extended entitlement to 1140 hours of funded nursery provision is being phased in by 2020. This means that an increasing number of parents now receive extended hours as part of their universal entitlement and this covers the need for childcare for many, therefore, no charges apply and the working families are not specifically identified as the service is universal. The Council also introduced a 900 hour entitlement for low income working families (where the phasing in of 1140 hours did not apply) which again took a number of families out of the charging system. Where parents are accessing more than their entitlement at whatever level of hours and charges still apply, low income working parents, who often sustain meeting childcare costs through top-up tax credits and benefits, have seen changes to those financial supports - making them less likely to use childcare provision they have to pay for and more likely to simply take up the free hours and use the "informal" sector (i.e. relatives and friends) to provide free care for any other hours they may need.	

Indicator/Outcome/Strategy	Milestone/Target 2017-2018	Year End Actual 2016-2017	Year End Actual 2017-2018	Service or ALEO	Performance Note	RAG
<b>Strategic Priorities (those areas Council outwith Strategic Plan and SOA reporting; of strategic significance)</b>						
Supporting Vulnerability - the number of parents accessing more than the 16 hours per week/ 600 hours per year in GCC nurseries who meet the low income/reduced rate criteria.	1000	1053	767	Education Services	This was impacted by the change in legislation in August 2014 giving a statutory entitlement to free hours in nursery for children whose family meet FSM criteria, however, take-up has been lower than anticipated nationally – not just in Glasgow. Additional places are being taken up within 3rd sector family based services but this report only looks at places in GCC settings. A programme of awareness raising with Health and Social Work colleagues has begun to support an increase in referrals.	
Pre-school Places for 3-5 Year Olds - the uptake of nursery places for 3-5 year olds in GCC establishments and the uptake of commissioned nursery places for 3-5 year olds in partner establishments.	86% of population	83% of population	85% of population	Education Services	This has been impacted by the change in legislation in August 2014 giving a statutory entitlement to free hours in nursery for children whose family meet FSM criteria.	
<b>Attainment: Breadth and Depth (Corporate Scorecard Indicator)</b>						
By the end of S5 - % of pupils achieving 1+ Highers (based on cumulative achievement) establishments.	54.5	53.6%	56.2	Education Services		
By the end of S6 - % of pupils achieving 1+ Highers (based on cumulative achievement)	59.5	58.7%	59.9	Education Services		



Indicator/Outcome/Strategy	Milestone/Target 2017-2018	Year End Actual 2016-2017	Year End Actual 2017-2018	Service or ALEO	Performance Note	RAG
<b>Improving Attainment in Literacy and Numeracy(Corporate Scorecard Indicator)</b>						
% Leavers achieving Level 4 Literacy and Numeracy.	84.0	83.6%	85.4	Education Services		
% Leavers achieving Level 5 Literacy and Numeracy..	58.0	57.3%	63.6	Education Services		
<b>Tackling Disadvantage by Improving the Attainment of Lower Attainers in Relation to Higher Attainers (Corporate Scorecard Indicator)</b>						
Average Total Tariff Points of Leavers by SIMD* Decile. <ul style="list-style-type: none"> <li>• SIMD 1</li> <li>• SIMD 2</li> <li>• SIMD 3</li> <li>• SIMD 10</li> </ul> (based on cumulative achievement)	<ul style="list-style-type: none"> <li>• 620</li> <li>• 750</li> <li>• 790</li> <li>• 1500</li> </ul>	<ul style="list-style-type: none"> <li>• 634</li> <li>• 720</li> <li>• 808</li> <li>• 1312</li> </ul>	<ul style="list-style-type: none"> <li>• 655</li> <li>• 771</li> <li>• 807</li> <li>• 1377</li> </ul>	Education Services	Please note only 2.4% of Glasgow's pupils are based in SIMD 10 and while falling short of the target this cohort have still improved on the previous year.	



Our Lady of Peace  
Primary School