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Education Services

Annual Business Plan

2024/25

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Introduction

The Education Services Annual Business Plan (ABP) is a forward planning document that helps us set priorities and targets for the coming year. The ABP is part of the Council's Public Performance Reporting framework and is the document which provides our communication to staff, citizens and partners in respect to the role and priorities of the service and how our performance will be assessed.

Our aim is to make Glasgow a world class learning city built on the principles of nurture. It is this plan which takes forward the next steps in achieving that ambition. In Education Services our "[All Learners, All Achieving](#)" document sets out at a high level the challenges we want to address. These challenges localise to our Services the key strategic plans detailed below.

The Council agreed its new [Strategic Plan 2022-2027](#) in November 2022 setting out its priorities and commitments over the next 5 years. This plan will set out how Education Services is supporting the delivery of the Council Strategic Plan and the city's new Community Plan delivered with our community planning partners.

In order to ensure that the Council Strategic Plan clearly articulates its purpose it has been structured into Grand Challenges and their supporting Missions.

The Grand Challenges are as follows:

- Reduce poverty and inequality in our communities.
- Increase opportunity and prosperity for all our citizens.
- Fight the climate emergency in a just transition to a net zero Glasgow.
- Enable staff to deliver essential services in a sustainable, innovative and efficient way for our communities.

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The [Community Plan](#) priorities are:

- Economic growth
- Resilient communities; and
- A fairer more equal Glasgow

Glasgow's Context

Education across Glasgow is delivered through:

109 council managed early learning and childcare settings

127 partner providers of early learning and childcare settings

142 Primary Schools

30 Secondary Schools

22 Additional Support for Learning Schools

There are 15,180 registered places for 0- to 5-year-olds across Glasgow's early learning and childcare settings.

There are 71,688 school pupils in Glasgow

40,337 Primary pupils

29,957 Secondary pupils

1,394 ASL pupils

Over half (56.5%) of all pupils in Glasgow live in the most deprived Scottish Index of Multiple Deprivation deciles.

Over a quarter (26.2%) of pupils in the city speak English as an additional language.

There are 138 different languages spoken by pupils in Glasgow's Schools. The main five languages spoken after English are Urdu, Arabic, Polish, Punjabi, Chinese (Modern Standard/Mandarin).

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Glasgow has the largest proportion of care experienced children, with responsibility for 17% of Scotland’s care experienced children and young people.

Positive Trends

Senior phase outcomes for young people have shown a positive upward trend over the last 10 years.

Pupils achieving 1 or more Higher by the end of S5	
2013	2023
41.0%	62.0%

Pupils achieving 3 or more Highers by the end of S6	
2013	2023
29.0%	47.0%

When deprivation is factored in Glasgow outperforms the national cohort in 2023.

Pupils residing in SIMD 1 and 2 (most deprived) achieving 1 or more Higher by the end of S5	
Glasgow 2023	National 2023
55.0%	49.2%

Pupils residing in SIMD 1 and 2 (most deprived) achieving 3 or more Highers by the end of S6	
Glasgow 2023	National 2023
38.2%	34.4%

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School leavers residing in SIMD 1 and 2 (most deprived) going onto Higher Education	
Glasgow 2023	National 2023
33.9%	26.8%

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Executive Summary

This plan is aimed at helping us deliver for all our children and young people. Our Purpose, Vision, Values and Challenges are set out below:

We want Glasgow to be an outstanding place for all learners, a socially just city, where rights are respected, a place where all learners can achieve and progress in their lifelong learning journey. Everything we do will be informed by our values of compassion, ambition, trust and equity. Our vision is to ensure Glasgow is a world class learning city, where every learner can participate and where all can thrive, flourish and achieve. Our commitment to realising Article 29 of the convention of the Rights of the Child for all, means developing all learners to their fullest potential, with rights based, tolerant and respectful learning environments and experiences. We want to make sure that every learner has the chance to learn with the support they need when they need it. We believe that the resilience of our learners is built on trust and a foundation of nurture. Our ambition is to embed the principles across every classroom, playroom and learning environment. Wellbeing is key to every one of us achieving, progressing and reaching our potential.

In Glasgow we are ambitious for every learner. Equity is at the heart of everything we do in Glasgow. We can measure Education Services' success when our collective strength and efforts ensure what we do mitigates anything which gets in the way of learning including the effects of poverty. This leads to appropriate pathways and positive outcomes for all learners.

Our practitioners are a highly valued and skilled workforce. Education Services holds an ambitious and deep commitment to investing in our people as our key asset by supporting sustained learning opportunities in a city-wide learning culture. Approaches to career-long professional learning and leadership have strengthened the skills and knowledge of staff and, as a result, improved children's and young people's achievement and progress.

We participate in and actively support continuous improvement and benchmarking locally and nationally. National benchmarking tools, as well as our own web-based application FOCUS, enable us to use data as part of our self-evaluation. A data rich system supports improved achievement and progress for all our learners. HMI have responsibility for monitoring and evaluating the quality of learning and teaching in Scotland's schools but are only likely to visit 20-25 schools a year in Glasgow, so our Quality Improvement Team and Collaborative Improvement approaches across the city also support schools to develop their next steps in improving outcomes for learners.

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Section 1: Resources and Organisation

Purpose of Education Services

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

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

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

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

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

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Service Structure and Resources

Senior Management Structure

Executive Director of Education – Douglas Hutchison

Head of Service North – Jean Miller

Head of Service South - Donnie MacLeod

Head of Inclusion and Equalities – Catherine Gallagher

Head of Early Learning and Childcare – Heather Douglas

Head of Resources – Lorna Goldie

Senior Education Officer – Andrea Reid

Senior Education Officer – Carolyn Davren

Strategic HR Manager (Education) - Jennifer Tees

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Staffing Levels

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

Table 1: Support Staff

Grade(s)	MALE		FEMALE		WHITE		ETHNIC MINORITY		Ethnicity Not Declared		DISABLED		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
1 to 4	121	4	2993	96	2072	67	221	7	821	26	52	2	3114
5 to 7	203	9	2173	91	1753	74	76	3	547	23	35	1	2376
8	11	10	96	90	93	87	2	2	12	11	2	2	107
9 to 14	2	13	14	88	14	88		0	2	13		0	16
Non PGS	11	23	36	77	32	68	1	2	14	30	7	15	47
Totals	348	6.1%	5312	93.8%	3964	70%	300	5.3%	1396	24.7%	96	1.7%	5660

Table 2: Teaching Staff

Grade(s)	MALE		FEMALE		WHITE		ETHNIC MINORITY		Ethnicity Not Declared		DISABLED		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.
Teaching	1486	22%	5297	78.1%	4493	66.2%	228	3.4%	2062	30.4%	180	2.6%	6783

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Financial Resources: Budget

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

Table 3: Objective Analysis

2023/24 Budget (£)	Expenditure	2024/25 Budget (£)
5,419,100	Support Services	5,372,600
134,371,800	Early Years	137,573,000
263,959,000	Primary Schools	265,414,600
255,731,800	Secondary Schools	257,579,600
76,052,100	Additional Support For Learning	78,715,100
7,066,100	Schools - Other	6,576,100
3,191,300	Education Maintenance Allowance/Bursaries	3,197,000
122,600	Gateway	122,600
2,263,000	Education Improvement Services	579,100
2,829,300	Education - Miscellaneous	3,445,300
1,948,600	Education - Vocational Training	1,605,800
752,954,700	Direct Departmental Expenditure	760,180,800
85,717,600	Central Charges	85,794,800
838,672,300	Total Expenditure	845,975,600

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		Income	
0	Support Services		0
647,600	Early Years		648,300
2,290,100	Primary Schools		2,321,500
3,148,800	Secondary Schools		3,215,100
2,008,300	Additional Support for Learning		2,047,100
876,000	Schools - Other		893,600
3,000,000	Education Maintenance Allowance/Bursaries		3,000,000
1,794,500	Education Improvement Services		68,100
13,765,300	Direct Departmental Income		12,193,700
824,907,000	Net Expenditure		833,781,900

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Table 4: Subjective Analysis

2023/24 Budget (£)	Expenditure	2024/25 Budget (£)
542,093,900	Employee Costs	545,364,100
102,297,500	Premises Costs	104,011,600
10,906,400	Transport and plant	12,600,100
52,090,800	Supplies and services	52,312,600
9,599,900	Third party payments	7,872,200
35,966,200	Transfer payments	38,020,200
752,954,700	Direct Departmental Expenditure	760,180,800
85,717,600	Central Charges	85,794,800
838,672,300	Total Expenditure	845,975,600
	Income	
3,000,000	Education Maintenance Allowance	3,000,000
614,600	Early Years Fees	614,600
2,769,000	School Meals	2,812,000
1,794,500	EDIS Charges	68,100
1,951,400	School Lettings	1,995,500
3,635,800	Other Customer and Client Receipts	3,703,500
13,765,300	Direct Departmental Income	12,193,700

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Financial Challenge

In 2024/25 Education Services have a total gross expenditure budget of £846 million. This constitutes 28% of the council's total service expenditure budget. In 2024/25 the council faces a financial challenge with saving targets of £29million. As part of this, Education Services requires to deliver £8.6m million savings in 2024/25.

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

Glasgow also receives significant resources through Pupil Equity Funding. The 2024/25 funding allocation to the City totals £23.208m. The funding is devolved fully to schools to help reduce the poverty related attainment gap.

Glasgow also receives funding for attainment and has been awarded £7.318m by the Scottish Government, a reduction of £0.244m from 2023/24.

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Table 5: Service Budget Change Summary 2024-25:

Revenue Budget Change Summary				
Ref	Title of Budget Change	Reason for Change (all that apply) (Investment, Income Maximisation, Renewal Activity, Resource Redirection)	Council Strategic Plan Theme	Financial Impact (£000)
				2024/25
23ED19	Service Reform Within Early Years	Income Maximisation and Resource Redirection	Excellent & Inclusive Education	-81,000
23ED20	Review of Pre-School Assessment Service	Resource Redirection	Excellent & Inclusive Education	-100,000
23ED21	Review of Support Services Models	Resource Redirection	Enable staff to deliver essential services in a sustainable, innovative and efficient way.	-652,000
23ED35	Review of Resources	Resource Redirection	Enable staff to deliver essential services in a sustainable, innovative and efficient way.	-297,000
23ED25	Review of Psychological Services	Resource Redirection	Enable staff to deliver essential services in a sustainable, innovative and efficient way.	-65,000
24ED33	Education Service Reform	Resource Redirection	Enable staff to deliver essential services in a sustainable, innovative and efficient way.	-6,741,000

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24ED27	MCR Pathways	Resource Redirection	Enable staff to deliver essential services in a sustainable, innovative and efficient way.	-591,000
24ED20	Reduction in Primary Devolved School Management	Resource Redirection	Enable staff to deliver essential services in a sustainable, innovative and efficient way.	-46,000
24ED28	Increase in Charges	Income Maximisation	School Meal Charges Secondary	-43,000
Total				-8,616,000
NET BUDGET CHANGE (£)				-8,616,000
NET BUDGET CHANGE (%)				-1.0%

Capital Investment

Activity in 24/25 will see a continuation of the key themes of the Education Estate Plan which was approved in 2020.

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

Activity within 24/25 will focus on the following key themes:

Condition & Suitability

The general capital allowance noted in the table below will be utilised to maintain the estate in suitable condition. The retrofit project at Bun Sgoil Ghaidhlig a Chaitann will continue on site and the retrofit of Linburn Academy will commence in the next year. Significant investments will be funded from this source, including replacement roof coverings, major system replacement & upgrade, carbon reduction measures etc. This fund will also be utilised to make changes and adaptations to schools to create settings which are more conducive to effective teaching and learning.

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School Role Demand vs Capacity

Analysis of the capacity available in our schools to meet the demand of the local catchment areas is an ongoing activity. Where pressures are predicted options to ease pressure will be prepared and delivered.

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

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

New capacity will be constructed or retrofitted using the low carbon technologies with the re-use of existing buildings at Bun Sgoil Ghaidhlig a Chailtann. and Linburn Academy avoids expending the embodied carbon associated with new build projects.

The PPP Estate

Ongoing monitoring of the contract performance, and as we approach the end of the contract, a more focused effort will be made to ensure that at the end of the contract, at the point of hand-back, the buildings and systems are in good condition. A project team is being put in place to manage the transition from the current contract to the future arrangement.

Links with the Property & Land Strategy

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

Consultation and Engagement with stakeholders

Ensuring that meaningful engagement with Education staff, Parents, Carers and the local communities within which our education establishments are situated will continue to be a foundation upon which investment is made.

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Table 6: Capital investment options approved for 2024/25

Capital Investment		
Option	Council Strategic Plan Theme	Investment (£m)
Continuation of General Capital Investment	Excellent & Inclusive Education	Est £6m for 24/25
Delivering the final stages of the Early Years Expansion Investment. Completion of all outstanding nursery investments, completion of Scotland Street & Scaraway developments	Excellent & Inclusive Education	Est £10m remaining
Calton Gaelic School	Excellent & Inclusive Education	£23m est
Linburn Academy	Excellent & Inclusive Education	£9m est
School Meals Catering Expansion	Excellent & Inclusive Education	£5m est (pending approval)
	Total Investment (£m)	£43m

Section 2: Meeting Strategic Plan Commitments

Strategic Plan

The [Council's Strategic Plan 2022-2027](#), and a Mission Based approach to service priorities has been developed.

The Strategic Plan highlights Grand Challenges, and the Missions identified to address them, each of which contains a set of commitments that Services lead on.

The Grand Challenges and their Missions are as follows:

1. Reduce poverty and inequality in our communities

- End child poverty in our city using early intervention to support families.
- Meet the learning and care needs of children and their families before and through school.
- Improve the health and wellbeing of our local communities.
- Support Glasgow to be a city that is active and culturally vibrant.

2. Increase opportunity and prosperity for all our citizens

- Support Glasgow residents into sustainable and fair work
- Support the growth of an innovative, resilient, and net zero carbon economy.
- Raise attainment amongst Glasgow's children and young people.

3. Fight the climate emergency in a just transition to a net zero Glasgow

- Deliver sustainable transport and travel aligned with the city region.
- Become a net zero carbon city by 2030.

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4. Enable staff to deliver essential services in a sustainable, innovative and efficient way for our communities

- Create safe, clean, and thriving neighbourhoods.
- Run an open, well governed council in partnership with all our communities.
- Enable staff to deliver a sustainable and innovative council structure that delivers value for money.

These Grand Challenges and their Missions are underpinned by Commitments which Services will undertake to work towards the goal of each Mission. **Appendix 1** contains highlights of Education actions under each of the council's commitments, including milestones and planned activity for the year ahead. Most Education Services commitments fall under the missions below:

- Meet the learning and care needs of children and their families before and through school.
- Raise attainment amongst Glasgow's children and young people.

The Council agreed that the Strategic Plan will be subject to an annual review to reflect the volatility of outside pressures and budget constraints.

Community Plan

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

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

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

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The Glasgow Community Plan 2024 details the priority local outcome of:

Family Poverty: Reducing Poverty & Inequalities in Glasgow's Communities.

Details of this outcome and the enablers to assist the achievement of the outcome are outlined in the Plan. The Glasgow Community Plan was approved by the Glasgow Community Planning Partnership's Strategic Partnership on 13 February 2024.

Within 12 months of this plan being approved, a Citywide Action Plan (CAP) will be set by the Partnership detailing the actions partners will take to reduce Family Poverty and inequalities in Glasgow's communities. The Partnership will evaluate the current implementation of Locality Planning in Glasgow (Thriving Places) and recommendations will be put in place to ensure an integrated approach, reducing duplication, and putting into operation one plan for one area.

The Glasgow CLD Strategic Partnership (GCLDSP), on behalf of Glasgow City Council (GCC), is responsible for the strategic planning of Community Learning & Development in the city.

Glasgow Life facilitates and co-ordinates the governance arrangements that support the delivery of the [CLD plan](#), which aligns to the priorities of the Glasgow Community Plan. The GCLDSP report annually to the Glasgow Community Planning Partnership, GCC and Education Scotland, to demonstrate progress and impact against the plan's priorities, working with GCC to ensure alignment with the Glasgow City Plan priorities including the data/evidence to identify need and demonstrate performance. Glasgow Life are responsible for co-ordinating any CLD inspection by Education Scotland. The next CLD Plan will build on the strengths and learning of the current CLD Plan 2021-24 and will cover the period from 1 September 2024 to 31 August 2027.

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Section 3: Service Priorities – All Learners All Achieving

Our [All Learners All Achieving Document](#) sets out at a high level the challenges we are addressing throughout this plan. It provides clear messages on what matters to us across Education Services in Glasgow.

Our Purpose

- Sustainable Development Goal 4: Ensure inclusive and quality education for all and promote lifelong learning.

Glasgow is a diverse and global city. In Education Services our partnership with our city's children and young people, families and communities begins with our commitment to SDG4 as our purpose. The 17 Sustainable Development Goals (SDGs) recognise that tackling poverty and all inequities must align with work to improve education. SDG4 is the purpose to all that we do together. It enables us to adapt national frameworks, local policy and guidance in the local contexts of our classrooms and playrooms.

Together we know we can create the circumstances which serve all our children, young people and families to meet the promise of every child, mitigating those barriers which can get in the way of learning, achievement and progress. We want all Glasgow's children to have a childhood that enables them to grow up loved, safe and respected.

In Glasgow this means translating SDG4 targets, localising and expanding them in our context for all our learners. SDG4 and the targets are woven through Education Services' annual plan. Our commitment to SDG4 brings together an understanding of how we collectively share responsibility for making the right decisions at the right time and at the appropriate level, to impact positively on individual learners and improve outcomes.

Our Vision

- A world class learning city founded on nurture principles.

We want Glasgow to be an outstanding place for all learners, a socially just city, where rights are respected, a place where all learners can achieve and progress in their lifelong learning journey. Everything we do will be informed by our values of compassion, ambition, trust and equity.

Our vision is to ensure Glasgow is a world class learning city, where every learner can participate and where all can thrive, flourish and achieve. Our commitment to realising Article 29 of the convention of the Rights of the Child for all, means developing all

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learners to their fullest potential, with rights based, tolerant and respectful learning environments and experiences. We want to make sure that every learner has the chance to learn with the support they need, when they need it.

We believe that the resilience of our learners is built on trust and a foundation of nurture. Our ambition is to embed the principles across every classroom, playroom and learning environment. Wellbeing is key to every one of us achieving, progressing and reaching our potential.

Education Services Values

- Compassion, Ambition, Trust, Equity.

Our Values:

- are fundamental to our collective identity both now and in the future, who and what we are, and what we want Education in Glasgow to achieve for our learners.
- make visible what is important to us collectively.
- give meaning to what and how we do things to improve and transform Education Services in Glasgow, giving humanity and dignity to our work.
- permeate our work with all stakeholders, partners, agencies, children, young people and families, supporting active participation and engagement.
- enable us to build respectful, inclusive and nurturing relationships across our communities.
- help us to reflect on the actions and initiatives we develop, and measure impact in a meaningful way.
- support ethical decision making.

COMPASSION

Compassion and care lead to improved outcomes for our children and young people in Glasgow. Wellbeing is central to achievement and progress. Our aim of being a nurturing city, means embedding nurturing approaches in every classroom and playroom and learning environment and in all interactions. Knowing how to engage with each other with courtesy and kindness allows us to meet the care needs of our learners, those we work with and those who need us. Compassion involves demonstrating care, kindness, cultural responsiveness, tolerance, openness and welcoming of every learner.

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AMBITION

In Glasgow we are ambitious for every learner. We retain a relentless focus at all times on lifting any barrier to learning and life opportunities.

TRUST

We are committed to a culture of mutual trust and respect, ensuring safe space and time for dialogue and collaboration. Our expectation is that we will act openly with transparency, candour and honesty to build relationships which benefit all our learners. Human rights are for us all. Basic rights and freedoms belong to us all simply because we are human.

EQUITY

Equity is at the heart of everything we do in Glasgow. We can measure Education Services' success when our collective strength and efforts ensure what we do mitigates anything which gets in the way of learning including the effects of poverty. This leads to appropriate pathways and positive outcomes for all learners.

Education Services Challenges

- Wellbeing and Learning
- Achievement and Progress
- Engagement, Participation and Inclusion
- Networked Learning Organisation
- Connected Learning

Wellbeing and Learning

Missions

1. Support nurture and wellbeing as central to a young person's success in learning.
2. Meet the learning and care needs of children and their families before and through school.
3. Improve the quality of learning and teaching.

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What are the purposes of education in our city? How do we prepare creative learners able to participate and thrive in a complex and changing world through: nurture, approaches to wellbeing, and Glasgow's Pedagogy?

Wellbeing is central to achievement and progress. Our aim is to become a nurturing city where nurturing principles and approaches are embedded in every classroom and playroom. We recognise that All Behaviour is Communication. An understanding and awareness of what we are communicating through our behaviours is essential in helping us understand what children are communicating.

Our one good adult concept captures the importance of safe, supportive relationships for all learners. Compassion and care leads to improved outcomes for our children and young people in Glasgow. In Education Services this aligns closely to our commitment to social justice. We recognise that the aspiration and the potential of Curriculum for Excellence 3-18, to provide all our learners All Learners All Achieving with a holistic, coherent and future looking approach to learning, is yet to be fully realised. The ambitions remain bold and in Glasgow we have made significant progress towards these. However, there remains work to be done to provide cohesion and consistency for all learners, as described in the recommendations of the OECD. In Glasgow we continue to transform our 3-18 curriculum whilst ensuring this builds on the critical foundations developed from birth to three.

Transforming Glasgow's Pedagogy across every setting, classroom and playroom continues to be one of our greatest challenges to ensure a strengthening of learning environments, practice and relationships. This involves a relentless focus on learning and teaching which must be at the heart of all our work. Our city is a classroom, where we can harness learning outdoors, culture and heritage: broadening and deepening learner experiences.

All practitioners across our system must be able to articulate what effective learning and teaching is. Their key role is enabling practice which continuously drives forward and improves Glasgow's Pedagogy. Our pedagogical core defines our relationships between practitioners and learners.

Achievement and Progress

Missions

1. Improve outcomes for children and young people impacted by poverty with a focus on tackling the poverty related attainment gap.
2. Raise attainment among Glasgow's children and young people.
3. Support Glasgow's young people into fair, positive and sustained destinations.

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How do we improve equity and encourage excellence in every setting leading to appropriate pathways and positive outcomes for all? Every child and young person in our city has a right to Education. We support our learners to feel included, engaged, safe and welcomed, enabling them to attend and take part in learning wherever it is happening.

Glasgow's commitment to raising attainment and improving life chances for all children and young people has seen significant progress in our city. We are ambitious for all our learners, determined that we fulfil the promise of every child and young person through our commitment to excellence.

Glasgow is a diverse and global city. In Education Services we embrace every child, young person, family and community. Our diversity enables opportunities to explore ways of learning together, which benefit us all. Glasgow remains a city of contrasts where parts of the city still suffer from unacceptable levels of poverty and inequity. Our collective strength and effort is focused on mitigating any barrier which gets in the way of learning. This effort is providing improved life chances for learners. Schools and nurseries are important community anchors. We cannot achieve our ambitions for Glasgow's learners alone but through collaboration across services and with partners focused firmly on building community.

Engagement, Participation and Inclusion

Missions

1. Support Glasgow's learners to be active, global citizens.
2. Support the growth of innovative resilient and creative learners.

How will we engage all learners and create opportunities for high quality and inclusive learning?

Santiago Rincon-Gallardo describes four conditions which drive intrinsic motivation: learning and doing things that matter to us (purpose); with freedom to decide what, why, when, and with whom to do it (autonomy); getting better over time (mastery); and doing it with others (connectedness).

In Glasgow we believe inclusive practice provides all learners with a fair chance to go to school, learn and develop the skills they need to thrive. Inclusive systems value the unique contributions learners of all backgrounds bring and allow diverse groups to grow

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side by side, to the benefit of all. In Glasgow we must continue to ensure all experience a culturally responsive curriculum, which meaningfully recognises and fairly represents the rich and diverse communities of our learners. Inclusion applies to all and this is implemented through wellbeing for learning, nurture and Glasgow's Pedagogy. This is underpinned by our commitment to UNCRC article 29.

We are responsible for supporting personal learner journeys for all. Engagement and celebration of the voice of children and young people enable contributions and ideas to be heard and considered to support the development of a meaningful curriculum. This enables contextualised experiences which provide depth and breadth of learning and application of skills.

Glasgow is rich in opportunities for all learners to engage with its heritage, its people, its outdoor spaces and its facilities, beyond the walls of the classroom or playroom. Our aim is to embrace the city as a classroom.

Whole school approaches to Learning for Sustainability support all learners to be caring, responsible and active global citizens developing the skills, knowledge and attitudes they need as adults to enjoy living in harmony with others, in a just and sustainable world.

Networked Learning Organisation

Missions

1. Enable staff to deliver a sustainable and innovative Education Services structure that delivers value for money.
2. Run Education Services in partnership with all our communities.
3. Enable all learners to engage in a broad range of lifelong learning experiences.

How will we develop networked learning organisations for all learners, at every level in our system, to serve learning for all?

Networked learning organisations are more able to adapt, change and grow. We are committed to the model.

described by the OECD/UNICEF:

- developing and sharing a vision centred on the learning of all children and young people; creating and supporting continuous learning opportunities for all practitioners.
- promoting team learning and collaboration among all practitioners.
- establishing a culture of inquiry, innovation and exploration.

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- embedding systems for collecting and exchanging knowledge and learning.
- learning with and from the external environment and larger learning system.
- modelling and growing learning leadership.

The over reliance on one leader, and one senior leadership team, must shift. We should become a networked self-improving learning system, with collective agency and efficacy.

This shift in our culture of leadership must leave behind hierarchical authority, developing relationships to support collective efforts to drive forward the optimum conditions for learning for all. We firmly believe that Education is a social movement for good.

Connected Learning

Mission

1. Empower all learners to be equipped with critical and creative skills that enable them to be highly adaptive and agile in a fast changing world with access to the best tools for learning.

How will technology and digital learning support our learners in fundamentally new ways?

The Council's ambitious plans to affect further transformational change in digital infrastructure have included modernising digital education provision: Empowered Learning. Education Services remain committed to creating unique digital solutions for all learners, further transforming learning and teaching in all of our city's schools and early years settings.

Our practitioners are a highly valued and skilled workforce. Education Services holds an ambitious and deep commitment to the highest quality of career long professional growth for all practitioners focused on digital skills. Investing in our people to support depth of knowledge and understanding of Glasgow's Pedagogy and professional practice is the building block of consistent learning and teaching, higher levels of achievement and better progress.

Our imperative is to prepare young people to thrive in a digital future. Digital learning is being woven through Glasgow's Pedagogy, bringing a host of benefits to children, young people, families and practitioners and is based on clear and direct ambitions: to raise

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attainment among pupils; support equity and inclusion; strengthen future employability prospects; and developing the young workforce.

Across Education Services our thinking and behaviours have shifted in important ways in recent years. Long term shifts in the ways we structure our lives and create places for people are evident. Global economic challenges are impacting on decisions and thinking around sustainable investments and our digital strategy, for a future which will be very different.

Our re-shaped lives are increasingly online with remote modes of being. Remote learning models have resulted in emerging online learning and teaching practices. The use of future learning analytics using e.g. Artificial Intelligence in classrooms, augmented reality, digital instructional models and the importance of cyber security are aspects of focus as we reframe Education's Connected Learning Strategy 2.0.

These new ways of working and digital tools mean we all require to focus on improved, sustained and consistent levels of engagement, equipping learners with the critical skills that enable them to be highly productive, valued, adaptive and agile employees in a fast-changing world.

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Section 4: Recruitment and Staffing

Recruitment

The recruitment process is key to successfully delivering our essential services to children and young people across Glasgow. We are, therefore, committed to ensuring we recruit the right people, in the right place, at the right time. Consequently, the effective management of our well-established recruitment process, in line with a number of Council policies and LNCT agreements is key.

Staff Training and Development

Education Services recognise that our staff are a key asset in the delivery of services and we are fully committed to investing and supporting the development of staff throughout their career. We will collaboratively work across the service, sectors and other services to ensure 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. The commitment to the development of all staff will ensure we enhance and maintain the level of competence, expertise and confidence required to deliver a service of the highest quality, in a rapidly changing environment. A critical element of the staff development strategy will be in respect of leadership. It is through both personal and professional leadership at all levels, across and throughout the service, that the most effective cultures for success will be developed.

Teaching Staff

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

Having a strong focus on professional values helps teachers to develop their professional identity and underpins a deep commitment to all learners' cognitive, social, and emotional growth and wellbeing. They are integral to, and demonstrated through, teachers' professional relationships, thinking and actions in their professional practice. Commitment to reflecting on the connections between values and actions and career-long professional learning is a critical part of developing teacher professionalism.

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

Support Staff

We remain committed to our staff undertaking high quality professional learning and, where appropriate, gaining additional qualifications associated with their role. A range of development opportunities for support staff to increase their knowledge in supporting literacy and numeracy are provided, along with opportunities to achieve additional qualifications. In addition, Child Development Officers are supported financially and provided with the necessary time off to gain additional qualifications. Our Glasgow Psychological Service and NHS will also continue to provide a range of specialist training to support staff.

Equality, Diversity, and Inclusion

We are committed to developing mechanisms for achieving outcomes in respect of Equality, Diversity and Inclusion and will continue to monitor our retention rate and offer support, where required. To help achieve this, we will promote the Corporate Equality, Diversity, and Inclusion Training and Support Calendar with all our staff, providing an accessible learning platform that delivers training, together with information and resources.

We will continue to work with our Black and Minority Ethnic (BAME) partners to provide targeted recruitment opportunities in this area. In addition, and mindful that enhanced qualifications can lead to improved promotion opportunities we will continue to monitor closely our ethnic minority staff at Grade 5 and above. Our total BAME workforce figures have increased from 3.8% in 2023 to 4.2% for 2024, whilst this is a small improvement it is also significantly positive.

We will continue with our commitment to our BAME Teachers, to help support their growth and development in readiness for promoted opportunities. All candidates on our current programmes have been assigned a leadership mentor to help support both their professional learning and personal development. Within our budgeted resources for 2024/25, we remain committed to this programme and will continue to listen to the feedback of participants to continuously improve the programme outcomes and candidate experiences with the overall aim to improve BAME leadership representation for teachers in Glasgow City Council.

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Communication & Engagement

Communication and engagement with our managers and staff is a key focus and we are committed to continuously improving the ability of our staff and managers to access HR materials/resources. In January 2024 we launched our Glasgow Online HR Service page, and we will continue to monitor and strive to improve the available resources to support our staff and managers.

Attendance Management

To help manage attendance levels, Education Services continue to comply with the Council's Maximising Attendance Policy, with additional options of health support measures, including the annual provision of flu vaccinations across the organisation as well as utilising the resources of our Employee Assistance Provider (EAP), PAM Assist, and our Occupational Health provider, People Asset Management (PAM) and a new focus on promoting Able Futures.

We are working collaboratively with our Council HR community to share best practice and develop improved support mechanisms and within the service we are improving knowledge and understanding through the delivery of maximising attendance policy management training.

This allows us to:

- Respond effectively to actual and potential problems with service delivery
- Provide assistance to staff with health problems at an early stage
- Provide professional and expert support to managers who are managing absence

The recognised benefits of managing attendance are:

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

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Health and Wellbeing

It is recognised that our staff are our greatest asset and their health and wellbeing is of business critical importance to the city. Through the development of an Education Services Wellbeing Strategy, in conjunction with the corporate Health & Wellbeing Strategy, we will aim to integrate health and wellbeing into day-to-day activities that support a positive and healthy working environment.

This will include ensuring all available tools, materials and council wide initiatives are communicated to support the mental health and wellbeing of our staff, including articles from staff news updates, which feature corporate health and wellbeing campaigns, events, and activities. Through our service stakeholder groups we listen and respond back to our corporate colleagues on the resources and supports that are particular to Educations services staff Health and Wellbeing needs, ensuring supported communications are directed effectively through the Service.

We will also develop supportive environments that encourage individuals to talk about their mental health and wellbeing, take up opportunities to participate in wellbeing programs, and openly encourage wellbeing practices with their teams. We will also continue to promote Able Futures mental health support services provided on behalf of the Department for Work and Pensions to all our staff and will continue to monitor uptake and minimise any barriers to attendance.

Access to PAM Assist, our Employee Assistance Programme (EAP) also provides free, confidential information, and support to help staff for a variety of life circumstances and changes. This continues to be available by telephone, email, instant messaging and online. In addition, our PAM Occupational Health, provides support, guidance and recommendations for staff and managers to assist staff to remain in work and/or returning to work after a spell of absence.

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Section 5: Benchmarking, Inspection and Equalities

National Improvement Plan (NIP)

The national improvement framework and improvement [plan](#) for Scottish education is designed to help deliver the twin aims of excellence and equity in education. This document serves as the Government's single, definitive plan for securing educational improvement. Six drivers of improvement have been identified in the NIP. The drivers are all equally important. The links and connections across these key areas are essential to enabling continuous improvement and minimising unintended consequences.

The key drivers of improvement are:

- School and ELC leadership.
- Teacher and practitioner professionalism.
- Parental/carer involvement and engagement.
- Curriculum and assessment.
- School and ELC improvement.
- Performance information.

Key priorities

- Placing the human rights and needs of every child and young person at the centre of education.
- Improvement in children and young people's health and wellbeing.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improvement in skills and sustained, positive school-leaver destinations for all young people.
- Improvement in attainment, particularly in literacy and numeracy.

Glasgow's Annual NIP report is available on our [Committee Information](#) Pages.

Glasgow's Strategic Plan and Community Plan have been covered in Section 2 of this report. The Glasgow City Integrated Children and Young People's Services [Plan](#) is another key plan for Education Services. The plan outlines the key areas of focus for children's services over three years.

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The plan sets out the strategic direction for the planning and delivery of services for children, young people and families in Glasgow City. It is a requirement of the Children and Young People (Scotland) Act 2014 and has five aims:

- Children and young people are safe, protected and valued in their communities and neighbourhoods.
- Children and young people's health and wellbeing is promoted and improved.
- Children and young people are well supported in their homes and communities.
- Children and young people achieve high quality outcomes through excellent and inclusive education and employment opportunities.
- Children and young people are involved and included, and their views are influential in the development and delivery of services.

All of these are underpinned by a focus on mental health and poverty, which are areas that children and young people identified as priorities in an extensive Consultation.

Additionally, all local authorities undertook both a Health and Wellbeing Census and Parental Involvement Census in 2022. The reported measures in the Health and Wellbeing Census indicates attitudes to school, views on neighbourhood and life at home, physical health, and mental health and wellbeing differ by stage, sex and deprivation. The Parental/carer involvement and engagement Census covers parental and family engagement in the learning of children and young people, as well as parental involvement in the life and work of school. The findings from these census' will inform the planning of Education Services. Findings for both the Health and Wellbeing Census and Parental Involvement Census are published by the [Scottish Government](#).

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Local Government Benchmarking Framework (LGBF)

The 2022/23 [report](#) provides a high-level analysis of the performance of councils both during 2022/23 and over the longer-term. It also sets out the challenges facing councils in the context of current funding and workforce pressures, growing demand and ongoing impacts from the Covid pandemic and cost of living crisis.

LGBF Education Indicators

The table below shows Glasgow's performance across a range of indicators under the LGBF theme 'Children's Services'.

When deprivation is factored in, Glasgow's senior phase attainment levels occupy a position in the top half of all authorities. Glasgow has consistently been above the national average in this respect. Exclusions rates are also lower in Glasgow and a greater proportion of pupils enter a positive destination after leaving school compared with the national average.

Table 7: LGBF Education Indicators

LGBF Education Indicators – 2022-23			
Indicator	Glasgow	Family Group Average	National
Cost per pre-school education place	£12,432	£12,680	£11,008
Cost per primary school pupil	£6,867	£6,784	£6,863
Cost per secondary school pupil	£9,136	£8,430	£8,482
Average tariff score	846	848	915
Average tariff score in SIMD quintile 1 (most deprived)	706	669	658
Percentage of pupils gaining 5 plus awards at level 5 or higher	61%	66%	69%

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Percentage of pupils from deprived areas gaining 5 plus awards at level 5 or higher	54%	53%	52%
Percentage of pupils gaining 5 plus awards at level 6 or higher	34%	35%	40%
Percentage of pupils from deprived areas gaining 5 plus awards at level 6 or higher	26%	23%	23%
Percentage of P1, P4, and P7 pupils achieving expected CFE level in Literacy	69.6%	72.8%	72.7%
Percentage of P1, P4, and P7 pupils achieving expected CFE level in Numeracy	76.3%	79.4%	79.6%
Literacy Attainment Gap (P1,4,7 Combined)	20.2%	19.3%	20.5%
Numeracy Attainment Gap (P1,4,7 Combined)	16.3%	16.3%	17.0%
Percentage of pupils entering a positive destination after leaving school	97.1%	95.6%	95.7%
Proportion of funded early years provision graded good or better	87.5%	90.1%	90.1%
Attendance rate (per 100 pupils)	89.0%	89.5%	90.2%
Attendance rate (per 100 looked after pupils)	88.4%	86.6%	87.9%
Exclusion rate (per 1000 pupils)	6.5	13.7	11.9
Exclusion rate (per 1000 looked after pupils)	64.5	111.3	77.8
Percentage of 16 to 19 years old are participating in learning, training, or work	92.5%	93.6%	94.3%

Stretch Aims

Stretch aims set by local authorities indicate a key element of their ambitions for recovery and accelerating progress. The setting of local stretch aims was an iterative and collaborative process within Glasgow which saw school plans inform the local authority stretch aims and local authority aims and strategic plans reflected in school plans. This approach has been developed through professional discussion and collaboration with head teachers, local authority officers and Education Scotland. The professional

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dialogue, support and challenge has taken account of the specific local context of each school. Work is identified to support schools to achieve these ambitious but realistic targets.

More information on stretch aims is available on the Scottish Government [website](#).

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.

National Benchmarking

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

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

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

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FOCUS

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

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

Education Services are currently working in collaboration with the West Partnership to develop a version of FOCUS that will be used by local authorities from across the Regional Improvement Collaborative (RIC). This will allow primary and secondary schools to not only benchmark themselves against other comparator schools within their own local authority as well as also being able to benchmark themselves against similar schools from the other seven authorities in the RIC. This will promote collaboration and sharing of good practice between schools from across the West Partnership. The new application will be launched in 2024.

EFQM

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

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

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Inspection

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

The overall picture of school inspections in Glasgow is positive. The majority of schools in the 2023/24 academic year to date have received evaluation ratings of good or very good across the key quality indicators: leadership of change, learning, teaching and assessment, raising attainment and achievement ensuring wellbeing, equality and inclusion. School Inspection reports can be found on the [Education Scotland](#) website.

Some school inspections have generated positive news coverage which can be found at the links below:

[Holyrood Secondary](#)

[Notre Dame High](#)

[St Cuthbert's Primary](#)

[Middlefield School](#)

[Ashpark Primary](#)

[Hampden Primary](#)

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Equalities

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

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

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

The Equalities in Education Working Group (EEWG), which comprises of senior departmental officers, centre staff and practitioners from Glasgow schools, continues to direct strategic equalities work. The EEWG also invite external partners, such as Coalition for Racial Equality and Rights (CRER) and Time for Inclusive Education (TIE), as and when appropriate to support our work. Over the period 2024/2025 Education Services will move forward in the following areas-

- Work closely with our statutory sector colleagues to support and enhance our work across Equalities. This will include working closely with Scottish Government and Education Scotland.
- To further our work with specific Equality characteristic and intersectionality we will build on our work with voluntary sector organisations including Tie and CRER.
- Staff career long professional learning will be a key driver for our work, and we will ensure that delivery across Education Services remains strong with a clear focus on Social Justice.
- Annual celebratory events will capture the great work undertaken across Glasgow schools and we will build on this, moving to locally developed and delivery models, making opportunities more accessible.
- The new Equalities section of the Education intranet Go Glasgow is in full operation. We will continue to refresh and build on the content and advice points as well as ensuring there are up to date resources and materials appropriate for educational establishments.

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- The Social Subjects curricular group continues to look at improving the curriculum and identifying appropriate resources. We are working closely with University of Glasgow with upskilling our staff who will in turn develop and produce up to date and appropriate curricular resources.
- Ensure the EAL/GDSS team continue to work closely to support and develop equalities, including resources and support with capacity building and delivery. Equalities training continues to be offered and delivered across the service. This includes input at area head teachers' meetings, as well as CPD programmes staff have accessed through CPD manager. The EAL/GDSS team are also supporting equalities training.
- Work will continue with building pupil participation which will build through initiatives including Pride Lite and Anti Racist Conversations Groups.
- Education Services have also undertaken a number of initiatives to increase the diversity of our workforce. We will continue with our aspirations with appropriate strategies to move forward.

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

Equality Impact Assessment

EqIA 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 (EqIA) is one way to ensure public policies meet these legal requirements. We have revised our equality impact assessment process to take into account the change in legislation and the addition of protected groups. Further information on EqIA including a list of completed assessments can be found [online](#).

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Section 6: Outcomes for Learners

6.1 Broad General Education

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

Table 8 shows there has been an increase in the proportion of primary school pupils achieving the expected levels in literacy and a very slight dip in numeracy since 2016/17. Glasgow is outperformed by the national cohort however this picture changes when deprivation is factored in as is shown in the [LGBF](#) benchmarking tool.

There has been an increase in the proportion of secondary school pupils achieving the expected levels in both literacy and numeracy since 2016/17. As above Glasgow is outperformed by the national cohort before deprivation is factored in.

Table 8: Achievement of Curriculum for Excellence levels

	Achievement of Curriculum for Excellence levels			
	2016/17		2022/23	
	Glasgow	National	Glasgow	National
P1, P4, P7 ACEL Literacy combined	68.4%	69.2%	69.6%	72.7%
P1, P4, P7 ACEL Numeracy combined	76.8%	76.4%	76.3%	79.6%
S3 ACEL Literacy combined	83.5%	87.1%	86.8%	87.8%
S3 ACEL Numeracy combined	85.8%	88.2%	87.1%	89.6%

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6.2 Senior Phase Education

It is worth noting over half of pupils in the Glasgow cohorts included in the tables below reside in the most deprived Scottish Index of Multiple Deprivation deciles.

Tables 9 and 10 show more pupils more S4 pupils are attaining at levels 4 and 5 since 2019. Glasgow is closing the gap with the national population in attainment at levels 4 and 5 by the end of S4.

The Virtual Comparator is made up of pupils from schools in other local authorities who have similar characteristics to the pupils in your school. It allows you to see how the performance of your pupils compares to a similar group of pupils from across Scotland to help you undertake self-evaluation and improvement activities. S4 pupils in Glasgow outperformed the virtual comparator in 2023 at levels 5 and 6.

Table 9: SCQF Level 4 by end of S4

	SCQF Level 4 by end of S4					
	2019			2023		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 4 by end of S4	89.2%	92.2%	94.7%	94.7%	94.3%	95.8%
Achieved 5 or more awards at SCQF Level 4 by end of S4	68.9%	70.7%	78.9%	76.6%	74.8%	81.6%

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Table 10: SCQF Level 5 by end of S4

	SCQF Level 5 by end of S4					
	2019			2023		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 5 by end of S4	73.5%	74.9%	83.2%	81.5%	77.7%	84.9%
Achieved 5 or more awards at SCQF Level 5 by end of S4	37.9%	35.4%	49.9%	42.7%	41.8%	54.3%

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Tables 11 and 12 demonstrate a greater proportion of S5 pupils are attaining at levels 5 and 6 since 2019. Glasgow outperforms the virtual comparator across each measure in 2023. Glasgow is closing the gap with the national population in attainment at levels 5 and 6 by the end of S5.

Table 11: SCQF Level 5 by end of S5

	SCQF Level 5 by end of S5					
	2019			2023		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 5 by end of S5	82.4%	78.9%	86.2%	85.3%	81.8%	87.3%
Achieved 3 or more awards at SCQF Level 5 by end of S5	67.6%	62.5%	74.0%	71.9%	67.6%	76.2%
Achieved 5 or more awards at SCQF Level 5 by end of S5	49.7%	46.7%	59.9%	57.6%	54.0%	64.4%

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Table 12: SCQF Level 6 by end of S5

	SCQF Level 6 by end of S5					
	2019			2023		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 6 by end of S5	56.6%	49.3%	61.8%	62.0%	54.1%	63.7%
Achieved 3 or more awards at SCQF Level 6 by end of S5	33.4%	29.9%	42.7%	39.2%	34.1%	45.2%
Achieved 5 or more awards at SCQF Level 6 by end of S5	16.1%	13.8%	22.4%	20.9%	16.7%	25.2%

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Tables 13 and 14 show an upward trend in the proportion of S6 pupils attaining at levels 6 and 7. Glasgow consistently outperforms the virtual comparator in 2023.

Table 13: SCQF Level 6 by end of S6

	SCQF Level 6 by end of S6					
	2019			2023		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 6 by end of S6	63.1%	52.4%	64.8%	64.1%	55.3%	66.6%
Achieved 3 or more awards at SCQF Level 6 by end of S6	43.8%	36.9%	49.6%	47.0%	40.0%	52.5%
Achieved 5 or more awards at SCQF Level 6 by end of S6	29.0%	23.8%	35.1%	33.8%	27.5%	38.7%

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Table 14: SCQF Level 7 by end of S6

	SCQF Level 7 by end of S6					
	2019			2023		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 7 by end of S6	15.2%	14.5%	21.6%	24.7%	18.3%	25.8%
Achieved 3 or more awards at SCQF Level 7 by end of S6	1.5%	1.8%	3.3%	4.7%	2.8%	4.7%

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6.3 Leavers

Table 15 shows a slight dip in leavers achieving 1 or more award at SCQF levels 4 and 5 with a slight increase in the proportion of leavers achieving 1 or more award at SCQF level 6.

Table 15: SCQF School leavers

	School leavers					
	2019			2023		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
Achieved 1 or more award at SCQF Level 4	95.7%	95.9%	96.3%	95.6%	96.2%	96.5%
Achieved 1 or more award at SCQF Level 5	86.1%	86.8%	88.0%	86.3%	87.1%	87.9%
Achieved 1 or more award at SCQF Level 6	65.1%	64.1%	66.2%	65.7%	65.2%	65.6%

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Tables 16 and 17 show more pupils are moving onto positive leaver destinations and more 16- to 19-year-olds are participating in education, training, or employment. In terms of positive destinations Glasgow outperforms both the virtual comparator and the national cohort in 2023.

Table 16: Leaver Destinations

	Leaver destinations					
	2019			2023		
	Glasgow	Virtual Comparator	National	Glasgow	Virtual Comparator	National
School Leavers in a positive destination	94.6%	94.4%	95.1%	97.7%	94.9%	95.9%

Table 17: Participation Measure

	Participation Measure			
	2019		2023	
	Glasgow	National	Glasgow	National
Participating in education, training or employment 16-19	89.2%	91.6%	92.5%	94.3%

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Section 7: Communication and Engagement

Communication and Engagement

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

Contact Details

Education Services
Performance, Planning & Research
Glasgow City Council
City Chambers East
40 John Street
GLASGOW
G1 1JL

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Appendix 1

<p>GRAND CHALLENGE ONE: Reduce poverty and inequality in our communities</p>		
<p>MISSION 1: End child poverty in our city using early intervention to support families</p>		
<p>Action</p>	<p>Milestones 2023-24</p>	<p>Planned Activity</p>
<p>Commitment: Work with the Scottish Government to deliver Free School Meals for all primary school children</p>		
<p>Work with the Scottish Government to deliver Free School Meals for all primary school children.</p>	<p>Additional capital funding allocated for 2024/25 rollout for focus on those children in receipt of Scottish Child Payment.</p> <p>Steering group set up to prioritise funding across services to ensure funding is focussed on greatest need.</p>	<p>Infrastructure work to be determined.</p> <p>Continue feedback through Association of Directors of Education in Scotland.</p>
<p>Support implementation of council policy on FSM holiday payments.</p>	<p>Free school meal holiday payments to continue in line with Government funding.</p> <p>Ensure financial entitlement is maximised for families with children in P1 –P5.</p>	<p>Continue with payments for free school meal holiday payments in line with Scottish Government grant funding.</p>

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Commitment: Continue to deliver the Glasgow Helps project		
Support the Glasgow Helps Project including the referral pilot established in selected nurseries.	Referral pilot continuing in selected nurseries. Glasgow Helps information shared at Early Learning Centre City Heads meeting and School Age Childcare early adopters meeting.	Continue to support access to Glasgow Helps for families using nurseries or School Age Childcare early adopters.
MISSION 2: Meet the learning and care needs of children and their families before and through school		
Action	Milestones 2023-24	Planned Activity
Commitment: Support affordable and accessible school uniforms, including uniform banks and lease and hire schemes and work on cost of the school day work including administering school clothing grants		
Continue to work in partnership with a range of partners to increase the number of accessible uniform banks across establishments.	Continue work with organisations such as Apparel Exchange and movement towards Sustainability Agenda for re-use of clothes.	Regular meetings to gauge and audit range of uniform bank offers.
Prioritise anti-poverty policies and actions to improve wellbeing.	Continued input into Child Poverty Group. Continue to work with partners and Glasgow Parents Group.	Promote Poverty awareness and financial inclusion information using Digital resources. Challenge Poverty Week October 2024.

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Commitment: Ensure digital inclusion for children and young people		
Increase the number of schools recognised as centres of leadership and educational excellence for learning with technology.	Increase number of Primary and Secondary Establishments registered for Digital Schools Award.	Achieve 100% registration across Primary, Secondary and ASL Sector. Support schools in achieving validation for Award.
Strengthen the support which Digital Leaders of Learning offer to schools.	All Learning Communities have an articulated Digital Strategy.	Coordinator role will continue 24-25 with strategy aligned to Pedagogy Framework.
Audit the impact of work carried out to date and devise next steps to further embed digital skills at nursery stage.	Use of SeeSaw reviewed and continued for one year.	Develop next steps.
Commitment: Develop targeted campaigns and communications to raise awareness of misogyny, and to combat sexual harassment within our schools		
Continue to support events and days of acknowledgement to raise awareness, mainstream and embed equalities practice.	Worked with Zero Tolerance to offer the Under Pressure training to two child protection officers in each secondary school.	Ongoing work with partners on a Girls website and app to promote female safety and where to access appropriate support. This will be aimed towards 16-21 years old females.
Commitment: Provide support in schools for children from marginalised groups, including refugees and asylum seekers and LGBTI+ young people		
Empower the Education Equalities Working group to take forward work planned developments and opportunities for professional learning related to all characteristics and intersectionality.	Leading Effective Anti-Racist Professional Learning. Curriculum Development linked to Anti-Racist Curriculum Principles, Education Scotland.	Develop Building Racial Literacy Alumni Group. Align Anti Racist Education strategically. To ensure regular city events including PARTIE 24 are promoted and involve establishments citywide.

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	Partnership work with university of Glasgow including Teaching about Enslavement.	Support Anti Racism work with young people parent groups citywide. Continue citywide Career-long Professional Learning opportunities for staff.
<p>Commitment: Continue to work with LGBTI+ Youth Scotland and Time for Inclusive Education campaign on inclusive education including consent education</p>		
Develop further professional opportunities in liaison with inclusive education partners.	Schools have been encouraged to protect time for 3 areas of Equalities work, Anti-Racism, Disability & LGBT Inclusive, at May in-service days over the next 3 years.	To ensure delivery of Career-long Professional Learning is in line with our commitment.
<p>Commitment: Ensure processes for recording, reporting and dealing with racist and LGBTI+ bullying, sexual harassment and other abuse within schools to enable people to come forward and that a consistent zero-tolerance approach is taken</p>		
Continue to provide professional learning on recording and reporting discrimination-based incidents and bullying including targeting training for leaders.	<p>Online e-learning training through Respectme ongoing.</p> <p>Respect me are continuing to record number of staff who have used the learning modules.</p> <p>Data analysis for all incidents from August 2023 to April 2024 have been analysed and a summary report produced.</p>	<p>Continue to promote the e-learning modules.</p> <p>Respectme will continue to monitor uptake and provide reports on staff competing modules with an analysis to be carried out over the summer.</p> <p>Parental guidance will be shared with schools via Glasgow Online.</p>

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**GRAND CHALLENGE TWO:
Increase opportunity and prosperity for all our citizens**

**MISSION 3:
Raise Attainment Among Glasgow’s Children and Young People**

Commitment: Build on the significant progress we have made in improving attainment and positive destinations; supporting education staff and improving early education.

Action	Milestones 2023-24	Planned Activity
<p>Take forward the priorities of the National Improvement Framework (NIF), including stretch and core plus aims, ensuring that all learners achieve the highest standards in literacy and numeracy.</p> <p>Improve attainment measures against the National Improvement Framework and Local Government Benchmarking Framework (LGBF) indicators.</p>	<p>Progress headteacher dialogue sessions on leading Equity and strategy to close the poverty related attainment gap.</p> <p>Continue to develop the Insight process to support improvement in Secondary outcomes.</p> <p>Monitor and report on core stretch aims and stretch aims plus.</p> <p>Report on progress, updating on priorities to government.</p>	<p>Submit Committee papers on wider achievement.</p> <p>Gather stretch aims checkpoint data to review progress towards aims and support schools to meet aims.</p> <p>Further support on Insight.</p>
<p>Increase the numbers of young people achieving accredited personal achievement awards in Primary and Secondary schools.</p>	<p>Increase the numbers of young people achieving accredited personal achievement awards in Primary and Secondary schools.</p>	<p>More opportunities for leavers and disengaged YP to attain Personal Development Awards.</p> <p>Increase the number of partner organisations who can deliver appropriate qualifications for our young people.</p>

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<p>Provide support to schools to progress towards Glasgow's aspiration of every child leaving Primary with literacy and numeracy skills at age 9 or above.</p>	<p>School Improvement Planning (SIP) Framework launched.</p> <p>Improved tracking of interventions, outcomes.</p> <p>Framework for Improvement Reviewed and Published.</p>	<p>Further Career Long Professional Learning to be delivered to support improved identification of expected outcomes and evaluations of impact to date. Focus will be improved use of data to inform improvement actions.</p> <p>Framework review group to agree Principles of the refreshed framework.</p>
<p>Improve achievement and attainment for care experienced young people in literacy and numeracy.</p>	<p>Establish strategy group.</p> <p>Review and progress targeted approach to improve Literacy and Numeracy.</p> <p>Implement plan utilising Interrupted Learning Staff and care experienced pool of staff.</p> <p>Implement programme of professional learning for Designated Managers.</p>	<p>Literacy and Numeracy family workshops offered to Foster Carers and Children's House Staff.</p> <p>Interrupted Learners Service Hub pilot will be launched in one area of the city.</p> <p>Promise Education Steering Group will prepare the implementation of their action plans across the city in collaboration with the Designated Managers.</p> <p>The Promise Award Train the Trainer sessions will be piloted with 20 establishments across the city.</p> <p>Through CORRA Funding, Glasgow Virtual School are researching barriers to school engagement for a small cohort of Care Experienced Learners who are on a Compulsory Supervision Order in order to re-engage them in learning.</p>
<p>Support establishments to effectively engage with new National Standardised Assessments (NSAs & MCNGs).</p>	<p>Provide programme of professional learning to include, ASL, EAL and GME practitioners.</p>	<p>Remind establishments not engaging / not fully engaging with NSAs of national expectation to do so.</p>

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	<p>Analyse data to inform planning.</p>	<p>Evaluate NSA data to identify percentage of engagement city wide and timing of these for effective diagnostic use.</p> <p>Develop and carry out a survey on effectiveness / impact of NSAs in supporting planning/closing gaps to inform future improvement planning.</p>
<p>Develop a system for recognising the achievement of all children and young people with additional support needs in both mainstream and ASL sector.</p>	<p>Continuation of co-located review and produce an action plan.</p> <p>Pilot travel skills progression framework.</p>	<p>Co-located review: Expand reviews within ASL Standalone. Share key documents to guide process and ensure pupil voice is central. Compile report on overall co-located and ASL, identify key themes emerging and examples of good practice.</p> <p>Travel Skills Pilot: Monitor links with SQA accreditation and collate data on participants. Monitor and review need for family engagement sessions.</p> <p>Success Looks Different & CiS partnership: Expand GCC group to include secondary and ASL colleagues, identify terms of reference.</p> <p>Share guidance document on engaging/consulting with young people.</p> <p>Use resource created to engage ASL Senior Captains in discussion with Executive Director.</p>
<p>Explore options to continue to grow pupil voice engagement, especially those who are currently under-represented, in school decision making, and enable them to directly impact on</p>	<p>Provide annual progress report to Education Committee.</p>	<p>Offers has been made to schools for after school Career Long Professional Learning on participation.</p> <p>Young Leaders of Learning staff and Young People will now be trained by Lead Officer using the Relationships toolkit.</p>

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<p>Education Services and School Policy creation.</p>		<p>Schools will be able to choose which strand of HGIOS they want to work with.</p> <p>Young Leaders of Learning launch event will be in person not on Teams so Young People can meet their partner's school.</p> <p>Young People Conference planning will start after the evaluations are reviewed.</p> <p>This year's conference as well as being for young people, hosted by young people will also be organised by a group of young people.</p>
<p>Continue to support improvement in parental involvement, parental engagement and family learning through the development, and provision of a range of learning approaches and opportunities for families, practitioners and partners.</p>	<p>Increase the number of schools who are planning, monitoring, and evaluating their family learning priorities.</p> <p>Increase the number of nurseries and schools delivering a family-centred approach to P1 transitions, incorporating Families in Partnership resources.</p> <p>Develop the Play Along Maths resource for the Glasgow context to increase use in nurseries & schools.</p>	<p>A further 2 sessions on effective use of the family learning toolkit are planned. Fifty nursery and school staff are booked on the first of these 2 sessions.</p> <p>Targeted support will continue to be on offer.</p> <p>Showcase events on effective transitions will be delivered in and all 120 spaces have been filled. The events will share best practice from across the city and their case studies will be made available to all staff via the family learning blog.</p> <p>Further CPD is planned to support the continued roll-out of Play Along Maths.</p>
<p>Provide the highest quality of learning experiences for all.</p>	<p>Improvement in evaluations of QI 2.3 following school inspections.</p>	<p>Draw together common themes from SIF feedback and align with planned supports for learning and teaching work.</p>
<p>Review, Develop and implement a refreshed city Literacy Strategy.</p>	<p>Identify participants and establish Literacy and English Strategy Group (all sectors).</p>	<p>Data collated to show quantitative measure of increase in accuracy and automaticity. Teacher and pupil rubrics analysed to show improvements in accuracy, automaticity and prosody.</p>

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	<p>Audit city practice.</p> <p>Publish and launch Literacy and English Strategy and Action Plan.</p> <p>Review approaches and guidance on phonics and early reading.</p> <p>Support the improvement of approaches to reading instruction, leading to improved learner experience and increased attainment.</p> <p>Enhance Tools for Writing pedagogy, learner experience and attainment.</p>	<p>Phonics group to finalise key messages on Keynote – presentation, Sprints advice and resources.</p> <p>Phonics pilot: inter authority group to share data and practice that can be added to Glasgow reading resource.</p> <p>Tools for Writing – Write on Track: Collate/evaluate learning conversations, quantitative data proformas and staff surveys.</p> <p>Literacy Strategy Group to continue to populate Teams sections for reading phase of strategy development.</p>
<p>Review, Develop and implement a refreshed city Mathematics and Numeracy Strategy (build on current strengths of our Glasgow Improvement Challenge to raise attainment through targeted support and interventions in primary).</p>	<p>Establish a city Mathematics and Strategy group (all sectors).</p> <p>Engage with all young people, practitioners and stakeholders to review current strategy and develop next steps and actions.</p> <p>Develop Publish and launch Mathematics and Numeracy Strategy and Action Plan.</p>	<p>Engagement questionnaire to be used to audit across city</p> <p>Collation of returns to be prepared.</p>
<p>Develop Glasgow’s Curriculum as a coherent, progressive learner journey delivering the 4 capacities of Curriculum for Excellence for all Glasgow’s Children and young people.</p>	<p>Develop a strategy to ensure all practitioners are equipped to deliver the Glasgow Curriculum.</p> <p>Devise a Glasgow Curriculum conference.</p>	<p>Follow up with primary schools who have yet to refresh/submit a refreshed curriculum rationale.</p> <p>Continue to engage with schools/teachers in professional learning regarding Curriculum.</p>

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	<p>Continue to revise and enhance CfE frameworks to support breadth of learning experiences.</p> <p>Monitor and review secondary school actions on identified features of Glasgow BGE curriculum. Develop innovative project-based learning in the secondary BGE.</p>	<p>Promote and encourage the use of the curriculum conference materials created with middle leaders and teachers in schools.</p> <p>Continue to work with partners to create resources to enhance the curricular offer in schools.</p> <p>Review Spreadsheet of secondary actions and plan next steps accordingly.</p> <p>Consider and prepare to take forward the recommendations of the Hayward Review – Into the Future.</p> <p>Create new workstreams from existing members:</p> <p>Profiling/tracking achievement.</p> <p>Project Based Learning/IDL.</p> <p>Curriculum Transitions.</p>
<p>Establish an Education Services Management board for the Glasgow Tracking and Monitoring</p>	<p>Establish a Management Board.</p> <p>Devise a programme of professional learning opportunities to increase the</p>	<p>Continue to meet as a board and discuss evaluation of recent training identifying further requests and requirements. Further CLPL sessions planned covering tracking of breadth, challenge, and application.</p>

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<p>Tool to improve appropriate interventions for learner.</p>	<p>number of establishments making use of the Glasgow Tracking and Monitoring Tool.</p>	<p>Phase 5 priority development to create city dashboard planned.</p>
<p>Continue to develop highly effective and sustainable approaches to assessment and moderation across all sectors.</p>	<p>Develop Education Services' Assessment & Moderation Strategic Plan 2023 – 2028.</p> <p>Provide a range of Career-Long Professional Learning.</p> <p>Increase number of trained Quality Assessment and Moderation Support Officer.</p> <p>Establish, early years, primary and secondary subject Quality Assessment and Moderation Support Officer Leads.</p> <p>Develop a plan of support to enable all ASL establishments to participate in moderation events.</p>	<p>Strategic plan to continue to inform improvement planning across the city.</p> <p>Continue to offer Career-Long Professional Learning opportunities to further build capacity across the city in moderation leading to a more effective use of diagnostic assessment and a more consistent understanding of standards.</p> <p>Gather feedback from ASL establishments and use this to amend ASL Moderation Documents and inform future planning for moderation in the ASL sector.</p>
<p>Continue to improve staying on at school rate for all young people.</p>	<p>Audit current data and engage with young people and stakeholders.</p>	<p>Continued focus on data discussions during school visits and planned HT meetings.</p>
<p>Deliver high quality continuous professional learning to support all staff in achieving excellent service delivery.</p>	<p>Take forward audit of Career Long Professional Learning needs annually.</p> <p>Develop, signpost and support Career Long Professional Learning opportunities focused on improved commitments and priorities.</p>	<p>Continue to deliver high quality Career Long Professional Learning.</p>

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<p>Develop and implement professional learning focused on embedding the ambitions of "Birth to 3 Guidance" and "Realising the Ambition: Being Me" across GCC & Funded Provider nurseries.</p>	<p>Audit CLPL needs annually with nursery heads.</p> <p>Develop and deliver prioritised professional learning programme for early years.</p>	<p>Due to the demand an additional date has been added for management teams.</p> <p>21 training sessions are planned to be delivered for Child Development Officers and Support For Learning Workers.</p> <p>Bitesize sessions will continue to be delivered on Realising the Ambition.</p> <p>Evaluations have been sent to management teams. Training needs will be analysed, and priorities identified. Training sessions will be organised to support identified needs.</p>
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Commitment: Support skills development for pathways into industries of the future by working with the further and higher education sectors across the city, and other appropriate partners.

Action	Milestones (current)	Planned Activity
<p>Through the Towards Better Futures Strategy deliver Glasgow's aspiration of 100% positive destinations embedding skills for learning, life and work.</p>	<p>Monitor and evaluate Towards Better Futures Strategy.</p> <p>Report to committee on School Leavers Follow Up initial destinations.</p>	<p>Hold Developing the Young Workforce Conference for full Towards Better Futures team.</p> <p>Analysis of school leavers data will enable the continuation of the strategic goal of 100% positive destinations.</p>
<p>Increase the number of young people within the School Leavers Follow Up progressing to Higher or Further Education.</p>	<p>Report on number of young people within the School Leavers Follow Up progressing to Higher or Further Education within the School Leavers Follow Up committee report.</p>	<p>Increase in number and range of college Talent Tasters to ensure young people are inspired and confident. City of Glasgow are now delivering 5 new Tasters.</p> <p>Support Strathclyde University to apply for funding for MCR Pathways summer programme.</p>
<p>Increase the number of young people participating in Foundation Apprenticeships and the number</p>	<p>Report on number of young people participating in Foundation Apprenticeships and the number of</p>	<p>Additional young people to attend B in Tech program with Barclays.</p>

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<p>of young people leaving school to a Modern or a Graduate Apprenticeship.</p>	<p>young people leaving school to a Modern or a Graduate Apprenticeship within the SLFU committee report.</p>	<p>A Bridges to Employment being developed with City Building for 320 YP. This will support young people accessing MAs within City Building.</p> <p>We are also adding an additional Bridges to Employment within Early Years opportunities with GCC.</p> <p>27 potential MCR leavers will undertake a week work placement with City Building to enhance their chances of securing an apprenticeship.</p> <p>MCR young people being supported by coordinators and mentors with applications and added value experiences.</p>
<p>Continue to develop the Primary Developing Young Workforce (DYW) strategy/framework and the work-based learning experiences in primary schools.</p>	<p>Monitor and evaluate DYW professional learning for teachers.</p> <p>Create a program of work-based experiences for learners.</p> <p>DYW Strategy Group update guidance to account of the Career Review 2023.</p> <p>Implement and disseminate the Towards Better Futures Framework for EARLY, FIRST and SECOND Level learners.</p>	<p>Professional learning for teachers/schools offered via Spotlight on DYW and Meta-skills.</p> <p>Continue to promote and encourage the use of Meta-skills resources by teachers in schools.</p> <p>Work-based experiences aimed at P6 learners continue to take place.</p> <p>More P6 class visits organised with the Scottish Events Campus.</p> <p>DYW Strategy Group members to complete and launch the Towards Better Futures Framework for EARLY, FIRST and SECOND Level learners.</p> <p>Group to consider THIRD Level (BGE) & Senior Phase.</p>
<p>Build Employability skills and development 3-18.</p>	<p>Monitor and evaluate framework/implementation/professional learning for Meta-skills resources.</p>	<p>Tracking social enterprise, circular economy, and financial education opportunities and activity in schools.</p>

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	Develop partnerships to embed social enterprise, circular economy, and financial education opportunities for learners in our settings.	Social Enterprise Dragon's Den. Refine Social Enterprise Framework and consider incorporating this within the DYW Framework for schools.
Introduce a revised approach to experience of Fair Work in line with the Careers Review.	Continue to build partnerships and alliances with those involved in supporting career choices. Co-design and undertake an engagement to audit understanding of and current practice of entitlement to work experiences at different stages of the learner journey. Develop a framework, which defines outcomes, roles and responsibilities which aligns with DYW Futures recommendations.	Discussions with Kier Construction and Tigers Training Organisation around a pathway to support YP into the construction industry using the new build of HMP Glasgow as a live site. Working in partnership with Developing the Young Workforce Glasgow around Developing the Young Workforce Hubs, enabling local employers and YP to link with ease.
Commitment: Support period dignity in our schools.		
Action	Milestones (current)	Planned Activity
Ensure Glasgow City Council adheres to the Period Products (Free Provision) (Scotland) Act 2021.	Manage and monitor period products provision in schools and the community. Continue to fulfil all legal obligations as stipulated in the Act.	Publicise new supplier, products list, and ordering process. Support schools and community partners with changing to new supplier.
Make Glasgow a best practice city for Period Dignity and free product provision.	Publicise/advertise free products more widely.	Deliver Period Dignity Month Digital Campaign via Social Media channels.

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	<p>Engage with schools to promote Period Dignity and ensure young people have easy and stigma free access to free products.</p> <p>Increase number of venues and schools offering reusable products.</p> <p>Support hard to reach / vulnerable members of the community by increasing number of third sector organisations offering products.</p>	<p>Continue to support schools with all period dignity related activity.</p> <p>Monitor demand and any issues in new venues.</p> <p>Monitor demand and logistics.</p>
<p>Commitment: Support holiday food and activity programme.</p>		
<p align="center">Action</p>	<p align="center">Milestones (current)</p>	<p align="center">Planned Activity</p>
<p>Implement holiday food and activity in partnership with the wider council family and partners.</p>	<p>Working group established with Communities Team.</p> <p>Funding dispersed to providers.</p> <p>Programme evaluated in line with national guidance.</p>	<p>Co-design work underway in 3 areas of the city: Drumchapel/Anniesland ; East Centre ; Southside Central.</p>
<p>Commitment: Continue to expand Gaelic Medium Education (GME) provision and maintain GME working group.</p>		
<p align="center">Action</p>	<p align="center">Milestones (current)</p>	<p align="center">Planned Activity</p>
<p>Agree and implement in partnership relevant Education elements of the Plana Ghàidhlig 2023 to 2028.</p>	<p>Support the biannual reports on development of the Plana Ghàidhlig.</p>	<p>Linking with Dev officer and Glasgow University re preparing a Ghàidhlig resource for mainstream primary schools.</p> <p>Update re developments related to Plana at next strategic group meeting.</p>

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Commitment: Continue to plan for early years education, primary and secondary provision and school estate. Create plans for a city centre school and consider what more we can do to encourage locally representative schools.

Action	Milestones (current)	Planned Activity
Continue to progress actions in relation to the Gaelic estate.	Monitor the progress of the estate development, linking with NRS and GME group.	Finalise decision re Technician Support Services and how the allocation of funding from SG will be spent (Ardsgoil).
Undertake a review of ASL Provision to ensure it is meeting learner needs.	Establish working party to develop and implement review process. Report on Progress of Review.	Further analysis of information to be shared with core group. Identification of available space in current buildings to support ASL Estate moving forward. Review of space across education estate. Draft options to be considered by wider Directorate.
Continue to offer support for schools to help them plan how to use PEF effectively. Increase engagement with stakeholders, including young people to help achieve better outcomes for learners.	New PEF impact plan developed and shared, schools use this to report PEF spend and impact. Produce a report to highlight successful impacts.	Report to be produced based on collated information from the survey.
Make best use of resources to support a sustainable and innovative Education Services structure that delivers value for money.	Plan and implement capital planning through the Education Estates Board. Monitor budget in line with strategic financial planning to ensure best use of available funding.	Identification of ASL estates review and capacities for future. Action plans around overspends. Further expansion based on other year groups. Senior Management Team workshop on Business Continuity. Strategic risk focus at Senior Management Team. Operation Minifall planned with Fire Service.

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		Continued monitoring and attendance at workshops arranged through the CMG.
Commitment: Support children and young people to get dedicated mental health support and counselling in schools		
Action	Milestones (current)	Planned Activity
<p>Embed whole establishment approaches to nurture and wellbeing across all schools and early learning and childcare centres.</p> <p>Continue partnership working with providers and establishments to implement the provision of counselling in schools.</p>	<p>Midsession report on numbers accessing:</p> <p>Whole school training Support & development groups.</p> <p>6 monthly reports to Scottish Government.</p> <p>Annual report to Education Directorate on School Counselling outcomes.</p>	<p>Ongoing training.</p> <p>Report data to Scottish Government.</p>
<p>Work with partners to promote and support learners in Glasgow to achieve improved physical, mental and emotional health and wellbeing.</p>	<p>Actions planned in response to Health and Wellbeing survey. Provide professional learning programme on Health and Wellbeing.</p> <p>Grow PEPASS links with non-traditional partners and agencies to support and strengthen the delivery of PEPASS.</p>	<p>Health and Wellbeing Coordinator and Personal and Social Education Network meetings continue. In person Health and Wellbeing event for staff.</p> <p>GGC NHS Right Decisions App available making training from health improvement more accessible to staff.</p>

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Commitment: Work with partners to ensure that every child or young person with additional support needs who would benefit from a Coordinated Support Plan receives one and require that all staff assigned to support people with additional needs have the appropriate training to do so effectively.

Action	Milestones (current)	Planned Activity
Work with partners to ensure that every child with additional support needs has the appropriate level of planning and support within the GIRFEC national framework.	Constitute a working group to review current ASN planning processes, including Wellbeing Assessment and Plan and Coordinated Support Plans. Deliver to Learning Communities and support implementation of revised guidance.	Implementation plan to be developed and training to be rolled out across Learning Communities.
Provide a suite of training and coaching opportunities to ensure that all staff can identify additional support needs and plan appropriate supports in line with staged intervention processes. This to include the use of SEEMIS wellbeing assessment and planning.	Establish a working group to map existing training/support opportunities and identify gaps. Develop a professional learning framework for all staff.	Further enhance content of staged intervention Career Long Professional Learning template to measure impact and reach.
Continue to review the continuum of support across all sectors to facilitate the inclusion of almost all children and young people in mainstream settings.	Review of outreach provision to identify strengths and areas for development. Align outreach services with existing process and ensure targeted support linked to Area Inclusion Group outcomes.	Core group meeting to agree final format for process. Share at ASL Co-ordinator Network. Glasgow Educational Psychology Service colleagues to share with Learning Community - Joint Support Teams Chairs. Expand to include Early Years ISS in developments to ensure processes and service is in alignment.

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<p>Ensure education of the highest quality for the small number of children and young people who require alternative, individualised learning pathways.</p>	<p>Audit quality assurance processes for partnership providers.</p> <p>Prepare action plan of Identified gaps and areas for development.</p>	<p>Formalise an activity agreement with providers including progress reporting on agreed learning goals.</p> <p>Develop tracking system to measure impact of intervention. Group including Glasgow Virtual School, Emotionally Based School Non-Attendance & Headteachers to further develop and pilot.</p> <p>Develop clear process map for referral for third sector input.</p>
<p>Continue to drive forward targeted and whole school approaches to nurture, improving wellbeing and learning outcomes for learners.</p>	<p>Annual reporting on staff who have accessed whole school & Nurture Development Officer training.</p> <p>Gather Boxall profile data & nurture quality assurance feedback to report back on effectiveness of GCC nurture groups.</p> <p>Update GCC nurture courses for targeted & whole school CLPL in light of current research and evidence-based practice.</p> <p>Provide opportunities for staff to access the nurturing staff wellbeing programme. Evaluate the use of the programme in schools.</p>	<p>Staff accessing training so far this session have been collected.</p> <p>Boxall data from last session has been collated and analysed. This has been summarised in the annual nurture report to the education, skills and early years policy committee.</p> <p>Inclusion of updated ACEs research and resources. Attachment theory section has been updated.</p> <p>Reading list updated. Additional videos from primary and secondary have been created and added.</p> <p>Staff wellbeing programme running 2024. On CPD manager and course is full.</p>

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Commitment: Expand our safer School Streets Programme.		
Action	Milestones (current)	Planned Activity
Continue to Implement safer school streets programme in partnership with the wider council family and partners.	Support prioritisation of School vehicle exclusion zones.	Continue working in partnership with NRS to identify and prioritise the safer streets programme. Report to ESEY.
Commitment: Promote access to instrumental music tuition, primary school swimming tuition, Bikeability training, and outdoor and nature-based education.		
Action	Milestones (current)	Planned Activity
Continue to develop new approaches to ensure high quality physical education in establishments.	<p>Audit professional learning needs of schools on delivery of high quality Physical Education, Physical Activity and School Sport (PEPASS).</p> <p>Promotion of support and links to resources to assist in delivery of high quality PEPASS.</p> <p>Assess and maximise the delivery of the Learn to Swim Programme in line with team resource and reduction in pool access</p> <p>Improved partnership and community approach to strategy implementation of nature-based education</p> <p>Report on bikeability training progress.</p>	<p>A new cohort of 11 primary schools have been identified to be supported in term 3 and 4 by the PE Lead Officers. A further 5 Career Long Professional Learning courses planned.</p> <p>Primary Swim Programme Development and trial of new report card / certificate.</p> <p>Further training opportunities for secondary network through gymnastics and inclusion. 3 Principal Teacher PE network meetings planned.</p>

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<p>Continue to expand opportunities to access instrumental tuition throughout BGE to support senior phase qualifications.</p>	<p>Promote and report on instrumental tuition uptake.</p>	<p>CREATE IMS will continue to provide high-quality Instrumental Music Tuition in every secondary school and associated primary schools to support BGE and Senior Phase Music.</p> <p>CREATE will provide high-quality opportunities for performance at school and city level in terms of ensembles, bands, orchestras, and choirs.</p> <p>CREATE Principal Teachers / Instructors will support specific instrument areas in terms of pedagogy, partnerships, performance opportunities, play days and masterclasses.</p> <p>CREATE will support schools to use PEF funding to raise attainment and achievement through enhanced music provision for example Baby Strings and Brass Academies.</p>
<p>Continue to provide new experiences and thinking, through participation in physical and cultural activities.</p>	<p>Increase numbers participating in John Muir and Duke of Edinburgh awards.</p> <p>Review and increase number and range of cultural visits by schools.</p>	<p>Identify a means of better promotion of cultural visits and how these are recorded.</p>
<p>Continue to support and promote Sport Scotland School Sport Award.</p>	<p>Promote & relaunch the new sportscotland School Sport Award to all schools and provide report on engagement.</p>	<p>Active Schools Coordinators promoting and supporting schools to be part of School Sport Awards.</p>
<p>Develop an early level outdoor pedagogy transition pilot in one area of the city.</p>	<p>Hold engagement session to develop local plan.</p> <p>Agree & implement training to support.</p> <p>Agree monitoring & evaluation priorities in line with the principles in the Scottish</p>	<p>Active play training begins Early 2024.</p> <p>Parent questionnaire to all nursery parents.</p> <p>Schools creating brief for joint transitions video.</p>

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	Early Childhood & Families Transitions Statement.	
Align with the Clean Glasgow programme, supporting schools to act locally and promote behaviour change.	Maintain Education subgroup. Develop and implement Education Clean Glasgow action plan.	Deliver school litter league across city.
Commitment: Support accessible educational and social opportunities including arts and sport and explore ways to make better use of school facilities for community use.		
Action	Milestones (current)	Planned Activity
Continue to implement social inclusion projects and developments including Sense Over Sectarianism.	Evaluate the wide-ranging offer and the levels of engagement from schools and pupils across the city.	Sense over Sectarianism: workshops, Holocaust Memorial Event, probationer training. Mentors in Violence Prevention: more Capacity Building Training Events. Campus Cops Training, Special Constables Training.
Continue to provide a range of programmes of Physical Education and School Sport (PEPASS) delivering integrated and strategic approaches with partners Glasgow Life and Sport Scotland.	Continue to support and strengthen the broadening of the curriculum through incorporation of a range of rich PEPASS experiences.	Planned city wide events Super 7s Athletics event Floor and Vault Gymnastics event.
Deliver range of expressive art programmes through Glasgow CREATE which provide a broad range of learning experiences.	Re-design of Youth Music Improvement Provision across all primary schools will ensure a more sustainable, project-	A Tutor will provide direct delivery in all ASN primary schools and a bank of digital resources accessible to teachers, children, and families, promoting regular opportunities for engagement with music making.

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	<p>based model with a focus on continued professional learning for teachers.</p> <p>Review Expressive Arts Frameworks from first to fourth level to support planning of high-quality learning and teaching across Music, Drama, Art and Design and Dance in the Broad General Education.</p> <p>Support the delivery of high-quality learning, teaching, assessment, and moderation in the Senior Phase with Expressive Arts Curriculum Networks.</p> <p>CREATE Leadership Team roles and responsibilities will be reviewed to transform the service and provide excellent experiences for children and young people.</p>	<p>Tutors will support all Primary Schools through teacher Career Long Professional Learning, CREATE Framework for EXA, digital platforms, including an annual city-wide project supported by teaching videos for P1-7.</p> <p>Through a collaborative improvement approach CREATE Development Officer will lead networks and support all EXA Curricular Leader Networks to identify strengths and areas for improvement.</p> <p>CREATE Principal Teacher will lead network of CREATE Champions and Specialist networks to support all areas of Expressive Arts in Primary Schools.</p>
<p>Commitment: Make sure educational and social opportunities available in school are accessible to young people who are new to Glasgow.</p>		
Action	Milestones (current)	Planned Activity
<p>Review and implement a new Education Services International Education Strategy.</p>	<p>Establish Group to review International Education Strategy Plan.</p> <p>Launch Strategy Plan.</p>	<p>Creation of video case studies to highlight aspects of effective practise in relation to each of the Grand Challenges in the Strategic Plan.</p> <p>Meet with Pupil Parliament to gather young people’s view on the plan.</p>

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		Support sessions for schools to apply for Turing funding to support Youth Mobility.
Extend STEM+ English as an Additional Language (EAL) =Success Programme of learning experiences beyond early level to support bi-lingual learners.	Provide professional learning on STEM + EAL across the Early Years STEM Leaders of Learning training programme. Create a STEM ambassador role for people with STEM background who are refugee and Asylum seekers to highlight and promote the value of STEM subjects and provide role models from diverse backgrounds.	EAL Principal Teachers currently linking Mears Colleagues to plan to continue with STEM Ambassador role without the Education Scotland Funding. Colleagues at Mears housing have identified new cohort. Further session with schools to be arranged.
Continue development of English as an Additional Language (EAL) Service.	Continue to develop a core Career Long Professional Learning offer for EAL teachers and champions to enhance learning and teaching for bilingual learners. Further develop partnerships with Principal Teachers and Faculty Heads and teachers delivering English for Speakers of Other Languages (ESOL) within the ESOL curricular Network to include all schools. Create ESOL Strategy Group to review and update ESOL policy.	Third core session planned. Learning Community trends identified from core session 2 to be shared with Quality Improvement Officer leads. 2 further ESOL Curricular network sessions to focus on resource and good practice. Further links with ESOL teachers in schools and collage tutors. Aim to have draft of ESOL policy by June 2024.
Develop an English Language Levels framework to support English as an Additional Language Learners.	Develop an English Language Levels framework to encourage accurate allocation of English Language Levels across the city and to provide age and	Further sessions to go on Continuous Professional Development manager.

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	level appropriate strategies and resources.	
Commitment: Support school food growing, waste reduction and recycling and work on achieving silver and gold Food for Life awards.		
Action	Milestones (current)	Planned Activity
Support the delivery of the Council's Food Growing Strategy working with schools to develop growing spaces across the city.	Implement, monitor and evaluate "Health Your Body Matters ". Delivery and monitor Good Food Group Actions.	Sharing of good practice, carry out work on projects linked with "Year of the bean".
Commitment: Address under-representation of racial and ethnic diversity in education, and across the wider council workforce, and ensure appropriate support for staff with disabilities.		
Action	Milestones (current)	Planned Activity
Continue the PT BAME leadership progression programme, developing and embedding opportunities for practitioners. Develop race conscious professional learning opportunities, aligned with all leadership strategy workstreams.	Monitor and Review Impact of PT BAME recruitment programme and implement mentoring sponsor offer. Review programme content across leadership programmes to include race conscious leadership content.	Further adverts to be planned as appropriate. Leadership Strategy Group to revisit race conscious leadership and review progress. Programme for school leaders to be considered with Prof. Khadija Mohammed from UWS. Lead for Race Conscious Leadership now on leadership Strategy Group.

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Commitment: Continue to explore gender friendly nurseries.		
Action	Milestones (current)	Planned Activity
Continue to promote opportunities to address gender perceptions for our youngest children and gender imbalance in staff across nurseries.	Enhance Gender Friendly Nurseries Programme in partnership Health Improvement colleagues. Devising recruitment & training opportunities designed to address the gender imbalance amongst early years staff.	Presentation and consultation with Heads at City meeting. Planning to follow outcome of consultation.
Commitment: Support the expansion of free childcare hours; and make the current offer more flexible to support parents in shift work or irregular employment to be able to use them.		
Action	Milestones (current)	Planned Activity
Continue to facilitate delivery of the expanded early learning & childcare hours, reviewing and improving flexibility where possible.	Gather and analyse data on uptake and capacity. Review service delivery models as needed in response to data reporting.	Work with HR on staffing realignment in response to data. Review uptake of 2-year-old and deferred places.
Commitment: Maintain the option for parents and carers, who wish, to opt their children out of standardised testing.		
Action	Milestones (current)	Planned Activity
Continue to distribute guidance on options for parents and carers who wish to opt their children out of standardised testing.	Provide guidance to establishments.	Continue to provide advice and guidance for establishments and parents/carers as required.

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