

Service Improvement Planning (SIP) Guidance Note for ELC (25 January 2027)

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Guidance Notes for Completion of Service Improvement Plan (SIP)

The current template for service improvement planning aims to support a manageable and meaningful evidence informed approach to planning and professional learning. It will support closer monitoring and tracking of the progress and impact of plans and ensure key features of effective planning are evidenced in all plans.

The overall purpose of the **Service Improvement Plan (SIP)** is to outline what you intend to change and improve, who will be impacted by the change and by how much. It should articulate clear timescales and the deployment of resources, including financial resources. It must be submitted **by 25 January** each year.

Improvement planning should use a model of sequential planning, where you have a relentless focus on improvement priorities for your service.

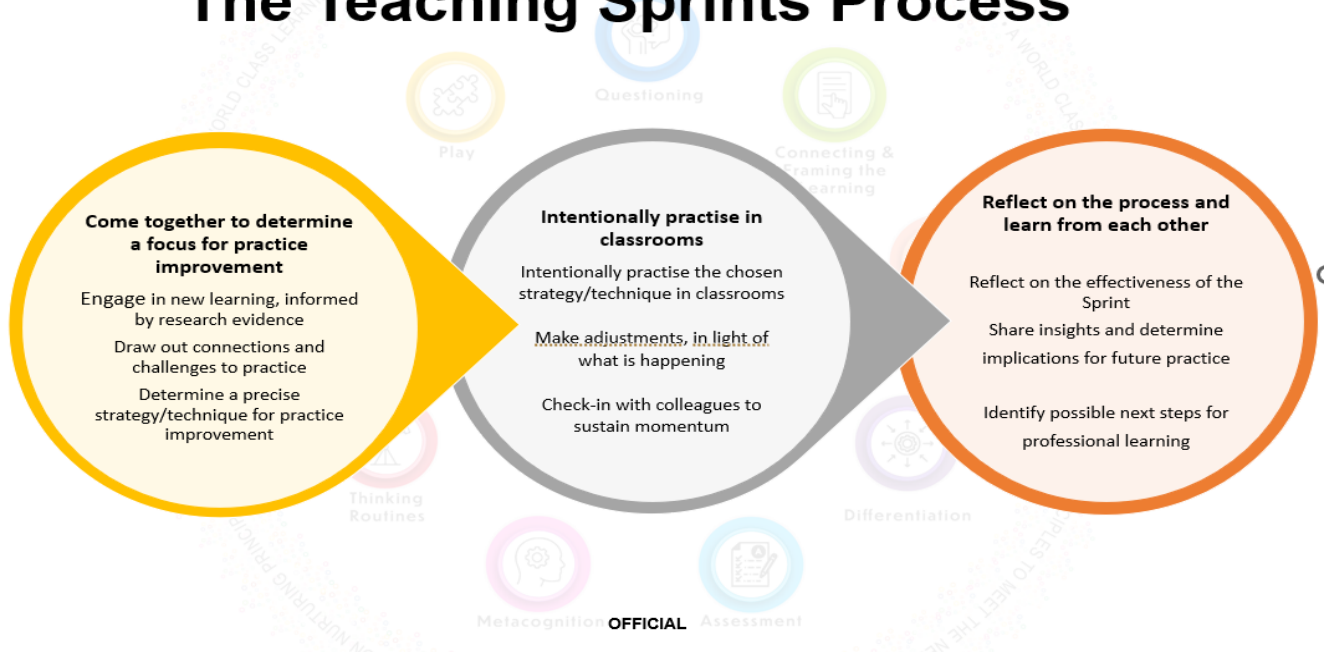
Service Grand Challenges are the long-term strategic changes you intend to **achieve over a three year period**. A Grand Challenge can be focused on during all three years of the three year improvement planning cycle, or during one or two years of the cycle depending on the timescale required for it to be fully overtaken.

For the current 2026 – 2029 Improvement Cycle, Education Services and all Early Years, ASL, Primary and Secondary establishments will be focussing on the same three Grand Challenges, to improve:

- **Progress**
- **Wellbeing**
- **Inclusion**

Missions are the medium-term strategic change assigned to individuals or working groups which seek to address an aspect of one of the Grand Challenges. Missions will have a clear, measurable, chronological and realistic direction and can be achieved within the year. Within a service year there should be no more than one or two missions aligned to a Grand Challenge to drive forward improvement.

The Teaching Sprints Process



Commitments are a series of specific actions that overtake a mission; consider these as ‘sprints’ that shift processes, systems and pedagogy and lead to the anticipated change described in the expected outcome statement. Commitments should be chronological, to achieve linear progress.

Expected Outcomes & Measures of Impact

An **Expected Outcome** is a statement that sets out the change you want to see happen to improve outcomes for learners. It describes what ‘better’ will look like. A good **Expected Outcome** clearly defines **how much**, **who** and **what** will change.

Examples

1. **All children** will experience quality care and learning opportunities based on their development needs and interests.
2. **Almost all children** will demonstrate increased engagement with a broad range of experiences across the curriculum, both indoors and outdoors.

Measures of Impact are the means by which you gather the data/evidence that will allow you to determine whether or not the change identified in the **Expected Outcome** has taken place. Measures of Impact should generate the data/information needed for monitoring and measuring the impact of service improvement on outcomes for children. Measures of Impact can be **qualitative or quantitative**.

Examples (corresponding to outcomes above)

1. Planning (including Personal/Care Plans) that references children’s current interests and their care, development and learning needs.
2. Observations of children at play based on the ‘Leuven Scales for Wellbeing and Involvement’.

The periodic evaluations of your service improvement planning should be included in the service’s ‘Quality Improvement Calendar’ and monitored appropriately in relation to the implementation timescales identified on your SIP.