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Renfrewshire Council

Notice of Meeting and Agenda
Education and Children's Services Policy Board

Date	Time	Venue
Thursday, 01 November 2018	13:00	Council Chambers (Renfrewshire), Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

KENNETH GRAHAM
Head of Corporate Governance

Membership

Mr Iain Keith: Mr Jack Nellaney: Mr Ravinder Singh: Councillor Derek Bibby: Councillor Bill Binks: Councillor Carolann Davidson: Councillor Natalie Don: Councillor Edward Grady: Councillor Neill Graham: Councillor Lisa-Marie Hughes: Councillor Karen Kennedy: Councillor Scott Kerr: Councillor Paul Mack: Councillor John McNaughtan: Councillor Will Mylet: Councillor Iain Nicolson: Councillor Emma Rodden: Councillor John Shaw:
Councillor Jim Paterson (Convener): Provost Lorraine Cameron (Depute Convener):

Further Information

This is a meeting which is open to members of the public.

A copy of the agenda and reports for this meeting will be available for inspection prior to the meeting at the Customer Service Centre, Renfrewshire House, Cotton Street, Paisley and online at http://renfrewshire.cmis.uk.com/renfrewshire/CouncilandBoards.aspx
For further information, please either email democratic-services@renfrewshire.gov.uk or telephone 0141 618 7112.

Members of the Press and Public

Members of the press and public wishing to attend the meeting should report to the customer service centre where they will be met and directed to the meeting.

Items of business

Apologies

Apologies from members.

Declarations of Interest

Members are asked to declare an interest in any item(s) on the agenda and to provide a brief explanation of the nature of the interest.

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Joint Report by Director of Finance & Resources and Director of Children's Services.

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Report by Director of Children's Services.

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13	**Primary School Provision in Bishopton and Dargavel** Report by Director of Children's Services.	383 - 390
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Renfrewshire Council

To: Education and Children's Services Policy Board

On: 1 November 2018

Report by: Director of Finance and Resources and Director of Children's Services

Heading: Revenue Budget Monitoring to 14 September 2018

1. **Summary**

1.1 Gross expenditure is £102,000 (0.1%) greater than anticipated and income is £102,000 (8.2%) greater than anticipated which results in a **breakeven position** for the service reporting to this Policy Board

This is summarised over the relevant service in the table below:

Division / Department	Current Reported Position	% variance	Previously Reported Position	% variance
Children's Services	Breakeven	0%	Breakeven	0%

2. **Recommendations**

2.1 Members are requested to note the budget position.

3. **Budget Adjustments**

3.1 Members are requested to note the following budget adjustments to the baseline budget since the last report:

- £156k budget adjustments between departments
- £75k allocated from Tackling Poverty in relation Cost of School Day
- £33k allocated to Corporate Landlord

4. **Children's Services**

Current position: **Breakeven**
Previously reported: ***Breakeven***

4.1 **Central Admin:**

Current Position **Net overspend of £240,000**
Previously reported: ***Net overspend of £113,000***

The overspend mainly relates to additional staffing and admin costs. This is expected to continue to the year end and will be met from underspends in other service areas.

4.2 **Pre-Five Service:**

Current Position: **Breakeven**
Previously reported: ***Net overspend of £17,000***

An overspend relating to salary costs is offset by underspends in other expenditure areas. This is expected to continue to the year end.

4.3 **Primary Schools:**

Current Position: **Net underspend of £321,000**
Previously reported: ***Net underspend of £150,000***

The underspend relates to teachers' salaries although all school positions are filled. This is expected to continue to the year end and will offset overspends in other service areas.

4.4 **Secondary Schools:**

Current Position:	**Net underspend of £162,000**
Previously reported:	***Net underspend of £82,000***

Underspends in to teachers' salaries, although all school positions are filled, and payments to other bodies are partly offset by an overspend in transport. This is expected to continue to the year end and will offset overspends within other service areas.

4.5 **Special:**

Current Position	**Net overspend of £12,000**
Previously reported:	***Net underspend of £9,000***

The overspend relates to teachers' salaries. This is expected to continue to the year end and will be offset by underspends in other areas.

4.6 **Additional Support for Learning (ASL):**

Current Position	**Net overspend of £219,000**
Previously reported:	***Net overspend of £102,000***

The overspend relates to transport costs and additional support needs assistants. This is expected to continue to the year end and will be met from underspends in other service areas.

4.7 **Psychological Services:**

Current Position	**Net overspend of £12,000**
Previously reported:	***Net overspend of £9,000***

The overspend relates to Educational Psychologists' salaries. This is expected to continue to the year end and will be met from underspends in other service areas.

4.8 **Projected Year End Position**

It is anticipated at this stage that Childrens' Services will achieve a breakeven position at year end.

Implications of the Report

1. **Financial** – Net revenue expenditure will be contained within available resources.

2. **HR & Organisational Development** – none

3. **Community/Council Planning** - none

4. **Legal** – none

5. **Property/*Assets*** – none

6. **Information Technology** - none.

7. **Equality & Human Rights** - The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. **Health & Safety** – none

9. **Procurement** – none

10. **Risk** – none

11. **Privacy Impact** - none

12. **Cosla Policy Position** - none

List of Background Papers

None

Author: George McLachlan, Extension 6133
Lisa Dickie, Extension 7384

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2018/2019
1st April 2018 to 14 September 2018

POLICY BOARD : EDUCATION & CHILDREN'S SERVICES

Description	Revised Annual Budget	Revised Period Budget	Actual	Adjustments	Revised Actual	Budget Variance		
(1)	(2)	(3)	(4)	(5)	(6) = (4 + 5)	(7)		
£000's	£000's	£000's	£000's	£000's	£000's	£000's	%	
Employee Costs	121,340	50,098	50,306	1	50,307	(209)	-0.4%	overspend
Property Costs	9,514	6,624	6,691	9	6,700	(76)	-1.1%	overspend
Supplies & Services	4,027	1,836	1,873	2	1,875	(39)	-2.1%	overspend
Contractors and Others	15,482	5,351	5,037	(3)	5,034	317	5.9%	underspend
Transport & Plant Costs	4,119	2,016	2,170	0	2,170	(154)	-7.6%	overspend
Administration Costs	14,129	331	348	0	348	(17)	-5.1%	overspend
Payments to Other Bodies	25,052	10,461	10,385	0	10,385	76	0.7%	underspend
CFCR	0	(1)	(1)	0	(1)	0	0.0%	breakeven
Capital Charges	16,879	9	9	0	9	0	0.0%	breakeven
GROSS EXPENDITURE	**210,542**	**76,725**	**76,818**	**9**	**76,827**	**(102)**	**-0.1%**	**overspend**
Income	(5,450)	(1,241)	(1,343)	0	(1,343)	102	8.2%	over-recovery
NET EXPENDITURE	**205,092**	**75,484**	**75,475**	**9**	**75,484**	**0**	**0.0%**	**breakeven**

	£000's	
Bottom Line Position to 14 September 2018 is breakeven of	**0**	**0.0%**
Anticipated Year End Budget Position is breakeven of	**0**	**0.0%**

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2018/2019
1st April 2018 to 14 September 2018

POLICY BOARD : EDUCATION & CHILDREN'S SERVICES

Description (1) £000's	Revised Annual Budget (2) £000's	Revised Period Budget (3) £000's	Actual (4) £000's	Adjustments (5) £000's	Revised Actual (6) = (4 + 5) £000's	Budget Variance (7) £000's	%	
Central Administration	10,986	919	1,159	0	1,159	(240)	-26.1%	overspend
Pre-Five Service	14,987	6,537	6,537	0	6,537	0	0.0%	breakeven
Primary Schools	57,299	22,176	21,847	8	21,855	321	1.4%	underspend
Secondary Schools	73,617	28,716	28,554	0	28,554	162	0.6%	underspend
Special Schools	5,894	1,981	1,993	0	1,993	(12)	-0.6%	overspend
Add Support for Learning (ASL)	9,570	3,388	3,606	1	3,607	(219)	-6.5%	overspend
Facilities Management	319	108	108	0	108	0	0.0%	breakeven
Educational Development	(660)	666	666	0	666	0	0.0%	breakeven
Psychological Services	744	395	407	0	407	(12)	-3.0%	overspend
Childcare	32,336	10,598	10,598	0	10,598	0	0.0%	breakeven
NET EXPENDITURE	**205,092**	**75,484**	**75,475**	**9**	**75,484**	**0**	**0.0%**	**breakeven**

	£000's	
Bottom Line Position to 14 September 2018 is breakeven of	**0**	**0.0%**
Anticipated Year End Budget Position is breakeven of	**0**	**0.0%**

To: **EDUCATION & CHILDREN'S SERVICES POLICY BOARD**

On: **1 NOVEMBER 2018**

Report by: **Director of Finance and Resources**

Heading: **Capital Budget Monitoring Report**

1. **Summary**

1.1 Capital expenditure to 14th September 2018 totals £6.212m compared to anticipated expenditure of £6.212m for this time of year. This results in a break even position for those services reporting to this board, and is summarised in the table below:

Division	Current Reported Position	% Variance	Previously Reported Position	% Variance
Children Services	£0.000m b/even	0%	£0.010m o/spend	0% u/spend
Total	**£0.000m b/even**	**0%**	**£0.010m 0/spend**	**0% u/spend**

1.2 The expenditure total of £6.212m represents 42% of the resources available to fund the projects being reported to this board. Appendix 1 provides further information on the budget monitoring position of the projects within the remit of this board.

2. **Recommendations**

2.1 It is recommended that Members note this report.

3. Background

3.1 This report has been prepared by the Director of Finance and Resources.

3.2 This capital budget monitoring report details the performance of the Capital Programme to 14th September 2018, and is based on the Capital Investment Programme which was approved by members on 2nd March 2018, adjusted for movements since its approval.

4. Budget Changes

4.1 Since the last report, budget changes totalling £4.262m have arisen which reflects the following:-

Budget Reprofiled from 2018/19 to 2019/20 (£4.262m):

- Early Years 1,140 Hours Expansion (£3.976m) to align the budget with the submissions made to the Scottish Government in March 2018.

- SEMP (£0.286m) reflecting the net effect of updated cash flows received for St Anthony's refurbishment and Spateston new build.

Implications of the Report

1. **Financial** – The programme will be continually monitored, in conjunction with other programmes, to ensure that the available resources are fully utilised and that approved limits are achieved.

2. **HR & Organisational Development** – none.

3. **Community Planning –**

   Creating a sustainable Renfrewshire for all to enjoy – Capital investment in new and existing assets will ensure Renfrewshire is more energy efficient.

4. **Legal** – none.

5. **Property/Assets** – none.

6. **Information Technology** – none.

7. **Equality & Human Rights** – The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be.

8. **Health & Safety** – none.

9. **Procurement** – none.

10. **Risk** – none.

11. **Privacy Impact** – none.

12. **Cosla Policy Position** – none.

List of Background Papers

(a). Non-housing Capital Investment Programme 2018/19 -20/21 – Council, 2nd March 2018.

The contact officers within the service are:

- Geoff Borland, Extension 4786
- Alison Fraser, Extension 7376
- George McLachlan, Extension 6133

Author: *Geoff Borland, Principal Accountant, 0141 618 4786, geoffrey.borland@renfrewshire.gov.uk.*

Education & Children's Services - Appendix 1

RENFREWSHIRE COUNCIL

CAPITAL INVESTMENT STRATEGY - NON-HOUSING SERVICES

BUDGET MONITORING REPORT

BOARD: EDUCATION & CHILDREN'S SERVICES

Project Title	Approved Programme @02/03/18	Current Programme MR 6	Year To Date Budget to 14-Sep-18	Cash Spent to 14-Sep-18	Variance to 14-Sep-18	% Variance	Cash to be Spent by 31-Mar-19	% Cash Spent
EDUCATION & CHILDREN SERVICES								
Schools Investment Programme	0	57	0	0	0	0%	57	0%
Early Years Estate Programme	0	53	0	0	0	0%	53	0%
Early Years 1,140 Hours Expansion	0	1,000	2	2	0	0%	998	0%
Primary Schools Estate Programme(SEMP)	9,263	10,281	5,495	5,500	-5	0%	4,781	53%
Other Schools Investment Programmes	600	1,940	270	268	2	1%	1,672	14%
Technology Replacement Strategy ICT	400	400	0	0	0	0%	400	0%
Close Support Unit	0	921	445	442	3	1%	479	48%
TOTAL EDUCATION & CHILDREN'S SERVICES BOARD	**10,263**	**14,652**	**6,212**	**6,212**	**0**	**0%**	**8,440**	**42%**

Renfrewshire Council

To: **Education and Children's Services Policy Board**

On: **1 November 2018**

Report by: **Director of Children's Services**

Heading: **Children's Services Service Improvement Plan 2018/21: Mid-Year Monitoring Report**

Summary

1.1 The Children's Services Service Improvement Plan 2018-21 was approved by the Education and Children's Services Policy Board in May 2018. The plan sets out the priorities for the development of the service over a three year period and details the actions which will contribute to the priorities of both the Council and the Community Planning Partnership. It also sets out the actions which will ensure continuous improvement across the service and the performance indicators which ensure the impact can be measured. Actions and indicators reflect the five priority themes of the Council Plan.

1.2 This report contains details of Children's Services performance over the period 1 April 2018 to 30 September 2018. The main purpose of the report is to provide:

- details of the key achievements of the service over the period;
- a progress update on implementing the action plan linked to the 2018-19 Service Improvement Plan;
- an assessment of performance in relation to the service scorecard of core performance indicators; and
- an overview of priorities for the service over the next six months.

1.3 Over the past six months, the key achievements for the service have included:

- a very positive set of National Qualifications results by the young people in Renfrewshire schools;

- strong early evidence demonstrating that the poverty-related attainment gap in the broad general education is closing;
- progressing plans for the expansion of early years provision;
- continuing to put in place innovative recruitment practices to support schools in getting the best teachers in front of pupils;
- publishing a revised anti-bullying policy which was developed in consultation with pupils, parents and school staff;
- supporting the development of a Gender-Based Violence Strategy for Renfrewshire, to be launched during this year's 16 Days of Action;
- introduction of the 'Just Learning' programme to support increased access to employment and training for those with convictions;
- enhancement of the support available to young carers, with a dedicated social worker for young carers now in post;
- introduction of additional supports in education settings to support health and wellbeing, including a dedicated Health and Wellbeing Development Officer and the Place2Be counselling service;
- delivery of vocational courses in schools provided by West College Scotland;
- continuing the roll-out of tracking systems and data literacy support to help schools track pupil progress;
- winning a COSLA Silver Award for the Renfrewshire Literacy Development Programme;
- continuing to deliver on the Scottish Attainment Challenge (a full report is provided separately to this Board);
- delivery of an extensive programme of leadership training for head teachers; and
- the completion of new build campus for Bargarran/St John Bosco Primary Schools and St Paul's Primary School/Foxlea Pre-5 Centre.

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2. Recommendations

2.1 The Education and Children's Services Policy Board is asked to note:

- the content of this report;
- the progress that has been made on service performance;
- the progress made on actions and performance in the action plan;
- that an out-turn report will be provided to this Board in Spring 2019; and
- that this mid-year report has also been presented to the Communities, Housing and Planning Policy Board which has the remit for approving actions relating to criminal justice social work.

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3. Background

3.1 The Service Improvement Plan is a comprehensive statement of the outcomes the service aims to achieve, and the actions it will take to achieve these. It fits within the wider planning framework of the Council by taking account of Community Planning themes and Council priorities. It enables elected members to have oversight of developments within the service and to consider and develop policy options which reflect customer need and resource availability.

3.2 The Service Improvement Plan also provides a mechanism by which elected members can evaluate the performance of the service. The appendices to the plan contain an action plan and performance indicators against which progress can be measured. This mid-year monitoring report provides an update on progress against the 2018-21 Plan.

3.3 Section 4 of this report provides details of the service's achievements, aligned to Council Plan priorities, over the period April to September 2018. It highlights areas of significant progress and details of action to be taken to address any areas where performance has not reached target. Further detail is provided in the action plan and performance scorecard included as Appendix 1.

3.4 An outturn report detailing full-year performance will be brought before this Board in summer 2019.

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4. Changes to Reporting Arrangements

4.1 In April 2018, the Leadership Board agreed new management arrangements for some services. As a result, the management of Community Learning and Development (CLAD) (which includes Youth Services) transferred from Children's Services to Communities, Housing and Planning Services on 1 July 2018. A number of actions and indicators relating to CLAD were included in the Children's Services Service Improvement Plan 2018-21, approved by this Policy Board in March 2018. These actions and indicators will now be reported in the Communities, Housing and Planning Service Improvement Plan, which falls within the remit of the Communities, Housing, and Planning Policy Board.

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5. Service Update

5.1 Elected members will be aware from previous reports that the service is actively working to address a range of demand and financial pressures. For Children's Services, these include high numbers of children requiring care and

protection due to the significant issue of parental alcohol or substance misuse and increasing school rolls in some catchment areas. In addition, the service is preparing for the expansion of the free early years entitlement from 600 hours to 1140 hours by 2021. Criminal justice social work services have experienced several years of growing demand as the use of community sentences has expanded. The recruitment and retention of staff continues to be a challenge across the service, as it is for many other local authorities.

5.2 Children's Services is committed to delivering high-quality services. In addition to internal self-evaluation activity, social work services and educational establishments are subject to considerable, robust, external scrutiny from the Care Inspectorate and Education Scotland. Reports on every school inspection are provided to this Policy Board, as are reports on any social work service which receives a grading of Weak or Unsatisfactory. The service also contributes to multi-agency self-evaluation work (including case file audits) on adult protection and child protection.

5.3 Whilst Children's Services works in collaboration with other services to ensure the delivery of all Council Plan priorities, it does not currently have any actions or performance indicators under Outcome 4: Creating a sustainable Renfrewshire for all to enjoy. More detail on the progress against planned actions and performance in relation to key indicators are given in Appendix 1 to this report.

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6. Actions which have been reviewed or delayed

6.1 As noted above, a small number of actions relating to Community Learning and Development have transferred from Children's Services to Communities, Housing and Planning Services.

6.2 The service is not one of the pilot areas for the council's new self-evaluation approach, but is undertaking other self-evaluation activity. Further progress to prepare for the expanded Presumption against Short Sentences and the national reviews of child protection and care services requires further action at a national level. Children's Services continues to engage with national developments in these areas.

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7. Performance Indicators

7.1 Children's Services reports against 35 indicators in the Service Improvement Plan. Of these, 27 have targets and 8 are for information only. One is a new indicator for which data is not yet available.

7.2 There are currently 9 indicators which are not meeting the target set, of which 5 are within 10% of target. Indicators relating to satisfaction with schools all have a target of 100%, and performance below this level does not necessarily reflect a high level of dissatisfaction with local schools. Data for these indicators is collected by other agencies and is based on a small sample size. Further, figures from the Scottish Household Survey include respondents who do not use local schools.

7.3 The target time for responding to complaints was not met in all cases. A revised complaints policy makes clear the approach to be taken in handling and recording complaints from 1 October 2018 and should contribute to improved performance on that indicator.

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8. Priorities over the next six months

8.1 The service has a number of priorities for the next six months and beyond. Significant detail is described within a range of planning documents including the Renfrewshire Children's Services Partnership Plan and the Education Improvement Plan. The following is a summary of key priorities.

8.2 The service is progressing plans for the expansion of Early Years' provision to 1140 hours by 2020. A rolling programme of recruitment, to ensure sufficient staff, is in place, and staff on term-time contracts are being offered the opportunity to convert these to 52-week contracts. A programme of new builds and refurbishments to the existing estate has been outlined. The expansion plan will result in an increase in the number of local authority establishments operating over a longer day/year, an increase in the number of commissioned places available, and a blended childcare model which will allow places to be split between a childminder and a nursery.

8. 3 A review of provision in relation to children and young people with additional support needs is underway and is the subject of a separate paper to this Policy Board. The service is currently developing plans to progress this agenda.

8.4 Parental engagement in a broader sense will be considered in the context of new national guidance on parental involvement in learning. Children's Services already delivers programmes to support parental involvement, such as Parents in Partnership, and will refresh the parental involvement strategy to reflect national guidance and ensure that every opportunity to engage parents in their child's learning is being taken.

8.5 Children's Services works with partners across the Glasgow City Region as part of the Regional Improvement Collaborative. The Regional Education Committee has recently approved the collaborative's Phase 2 plan, which sets

out the workstreams and actions that partners will deliver over the next three years. A separate update on the collaborative has been presented to this Board. The service also continues to contribute to the national debate in relation to education governance.

8.6 In September 2018, the Director of Finance and Resources submitted a report to full Council on the financial outlook for 2019-2021. The report noted that whilst the Council's current financial position remains stable, it is recognised that the Council will continue to face significant medium term financial challenges to maintain its financial stability and sustainability going forward. The scale of this challenge remains subject to a significant degree of uncertainty in relation to the local government settlement and also factors such as Brexit and pay inflation. The report noted that each service is involved in an ongoing programme to identify existing resources which can be used to offset new emerging pressures, as well as new opportunities for change and transformation. Children's Services will continue to support these areas of activity.

8.7 As part of a commitment to innovative approaches which seek to provide the best possible support, and consequently the best possible outcomes, for vulnerable children in Renfrewshire, Children & Families Social Work recently joined a randomised control trial led by the University of Glasgow. The trial compares a multi-disciplinary approach, called 'GIFT', with practice as usual (i.e. the usual parenting capacity assessment undertaken by social workers). This work is the subject of a separate paper to this Policy Board.

8.8 Self-evaluation and external scrutiny are a constant feature in Children's Services, with schools and registered services subject to regular external scrutiny from Education Scotland and the Care Inspectorate respectively. Education services commenced two strategic-level inspections in October 2018; one on School Empowerment and one on the Attainment Challenge. Criminal Justice Social Work will take part in a supported self-evaluation of community justice arrangements in Renfrewshire later in the year.

8.9 Around £500,000 will be available to Children's Services from 2019/20 through the Care Experienced Fund, with part-year funding available for 2018/19. The service has already identified several areas for development, which include expansion of the Imagination Library programme, a pilot project with fathers in HMP Low Moss, and the development of a new service to support families.

8.10 The service will continue to focus on raising attainment for all children, whilst closing the poverty related attainment gap through the work of the Attainment Challenge, Pupil Equity Fund, and the Care Experienced Fund, as well as everyday service provision. In addition to continuing the service's focus on literacy, there is now an increased focus on numeracy and mathematics with work being developed on a possible partnership with a new academic partner.

8.11 Other areas of focus for the service over the coming months include contributing to the work of the drug and alcohol commission, the completion of the new residential children's house, the development of a training programme for school staff in relation to health and wellbeing, and continuing support for schools in the best use of the Pupil Equity Fund.

Implications of the Report

1. **Financial** – The report highlights resourcing pressures arising from increasing demand for services and the current financial environment.

2. **HR & Organisational Development** - none

3. **Community Planning –** the report details a range of activities which reflect local community planning themes.

4. **Legal** - none

5. **Property/Assets** – none

6. **Information Technology** – None

7. **Equality & Human Rights** - The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. **Health & Safety** – None

9. **Procurement** – the report details the activities being undertaken to promote more efficient and effective commissioning and procurement

10. **Risk** – Risks related to the delivery and management of services are regularly monitored and included in the Children's Services Risk Register.

11. **Privacy Impact** – none

12. **COSLA Policy Position** – none

List of Background Papers: None

Author: Lisa Fingland, Service Planning & Policy Development Manager
Tel: 0141 618 6812; email Lisa.Fingland@renfrewshire.gov.uk

Appendix 1:

Service Improvement Plan 2018-2021 Action Plan and Performance Indicators

Renfrewshire Council

Action Status	
	Overdue;
	In Progress
	Completed

Council Priority 1: Reshaping our place, our economy and our future

Status	Code	Title	Due Date	Status Progress Bar	Latest status update
	CHS.SIP.18.01.01	Develop and implement a strategic vision for learning and teaching within and across Early, Primary and Secondary sectors.	31-Aug-2018	100%	**Early Years** A range of training to support with teaching and learning has been made available to management and staff across early years and childcare. This includes the Leaders of Learning programme, Frobelian Childhood Practice, pedagogical leadership, and assessment and moderation. These have had a positive impact on teaching approaches and staff confidence in assessing children's progress and planning learning. Training and development opportunities will continue to be planned and made available to staff this session. **Primary** Our partnership with University of Strathclyde continues. The 'Dive into Writing' programme has been very successful and several classroom assistants have been trained in approaches to support children in literacy and numeracy activities. In relation to numeracy the 3 Domain model is being implemented. The numeracy champion network was created to ensure opportunities for dissemination and cascading of information, training, development and best practice in teaching, learning and assessment to ensure consistency of vision

Status	Code	Title	Due Date	Status Progress Bar	Latest status update
					across establishments. **Secondary** Subject forums meet at regular intervals to share practice and develop new resources. These are attended by SQA representatives and by the Development Officers for Literacy, Numeracy, and Assessment, as appropriate. Secondary schools are improving the recording of wider achievement (rather than just attainment) and using this information to celebrate the successes of young people.
	CHS.SIP.18.01.02	Support and improve approaches and planning to assessment and moderation.	31-Mar-2021	50%	A programme of training in assessment and moderation has been delivered and feedback has been positive; the programme supports practitioners in planning for assessment and to raise confidence in teacher judgement regarding pupil's achievement of a level. Some Secondary schools have been involved in cluster moderation activities though work in the secondary sector is at an earlier stage. Subject forums will continue to meet in session 2018/19 with an increased focus on assessment and moderation.
	CHS.SIP.18.01.03	Support all establishments in developing data literacy to improve learning and teaching.	31-Mar-2021	50%	Establishments are supported to improve data literacy skills through training and individual support from the central team. There are 47 primary schools being supported to develop effective tracking systems which allow schools to track individual pupil attainment and measure progress towards closing the attainment gap. One-to-one support has been provided to 5 secondary schools to support them in analysing and using tracking data. Data management systems are being developed with 3 schools to help them better understand and analyse the data that they gather. These systems will be shared with all schools. A range of attainment information is shared with schools to assist them in understanding trends. Training is provided to both primary and secondary staff to assist them in analysing and interpreting data. A range of work has been undertaken by the secondary data network group, including devising a data handbook for each school. The role of the Principal Teacher Raising Attainment has been refined and the members of staff in these roles continue to work closely with the central team.
	CHS.SIP.18.01.04	Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments.	31-Mar-2021	50%	Attainment in literacy and numeracy is showing consistent improvement. In Broad General Education (BGE), in 2017/18 the percentage of pupils achieving the expected level for their stage rose from 77% to 80% for literacy and from 83% to 85% for numeracy. Renfrewshire has performed above the national average at all stages. Senior phase results for 2016/17 show that 86% of pupils achieved SCQF Level 5 or above for literacy and 76% achieved Level 5 or above

Status	Code	Title	Due Date	Status Progress Bar	Latest status update
					for numeracy. Over 5 years, the number of Renfrewshire pupils receiving these levels increased by 15 percentage points and 16 percentage points in literacy and numeracy respectively. The gap between pupils living in the 30% most deprived areas and all other pupils has decreased marginally. Whilst attainment has improved for those in the 30% most deprived areas, it has also improved for those in less deprived areas.
	CHS.SIP.18.01.05	Further develop the curriculum, and the opportunities for personal achievement, to maximise school leavers' skills to meet the needs of employers.	31-Mar-2021	40%	Schools seek opportunities to increase the range of accreditation opportunities for young people, including Saltire and John Muir awards. There has been an increase in the number of vocational courses available for senior pupils at West College Scotland and 2 vocational courses in session 2018/19 will be hosted in secondary schools to support increased partnership working with the college and to encourage more vulnerable young people, who may be reluctant to travel to college, to engage as appropriate. A short life working group will be established in session 2018/19 to review and revise the current work experience model with a view to providing more relevant opportunities for work experience across the senior phase.
	CHS.SIP.18.01.06	Support schools to deliver a Senior Phase which ensures appropriate pathways and provides the best possible opportunities for them to achieve a range of qualifications.	31-Mar-2021	50%	Through an increased and more robust use of data, schools are more effectively tracking the progress of young people in the broad general education and the senior phase. This is allowing earlier intervention and targeted support for more young people leading to improved attainment. There has been a slight increase in the number of girls undertaking STEM subjects and partnership work will continue in session 2018/19 with the national Primary Engineer Programme which supports training for primary staff to deliver engineering in the primary sector.
	CHS.SIP.18.01.07	Continue to develop partnership links and collaborative arrangements with the Further Education sector, employers and commerce in line with the Commission for Developing Scotland's Young Workforce Report.	31-Mar-2020	60%	A review of school/college partnership provision has been undertaken to ensure that opportunities for young people to follow appropriate courses is maximised. As a result, the number of college courses on offer has increased and more young people are able to be offered these opportunities. Schools are also looking to increase the range of vocational courses which can be undertaken in-house by appropriately trained teachers. In partnership with West College., vocational provision is being offered for S4 pupils as appropriate. Additionally, Trinity High will pilot the delivery of a vocational programme by a college lecturer within the school. Schools are also increasingly being supported to build links with local businesses as potential employers. The S2 taster sessions were very positively evaluated by the young people who participated and many of them indicated that they were likely to continue into S3 and beyond.

Status	Code	Title	Due Date	Status Progress Bar	Latest status update
					Schools, Children's Services staff and West College Scotland will progress vocational opportunities for S4 pupils in 2019/20 as agreed.
	CHS.SIP.18.01.08	Evaluate the 'Family Firm' pilot and identify options for sustainability	31-Mar-2019	70%	Family Firm is showing promise as an approach to support care experienced young people (CEYP) into sustained positive destinations. The approach is resource-intensive and our reach is limited. A bid for funding (c.£450k over 3 years) has been submitted to Life Changes Trust (LCT) to enable further development of Family Firm and evaluation of impact. The team is currently awaiting a decision from LCT.
	CHS.SIP.18.01.09	Support high numbers of our young people to enter positive and sustained post-school destinations.	31-Mar-2019	60%	There has been an increased focus this session on how schools are supporting pupils at risk of not moving into positive destinations post school, and the impact of this will be closely monitored. Schools have been asked to provide specific detail on what they are doing to support individual young people, and this will form part of the discussion with school senior leaders at the quality improvement visits by education managers. It has also been a regular agenda item at secondary head teachers' meetings this session to ensure it remains a priority. Regular meetings with Skills Development Scotland (SDS) senior staff has supported strong partnership working and consistent approaches to supporting all young people to move into positive destinations. The growing number of personal achievement awards and opportunities being offered across schools is further developing the confidence and skills for learning life and work in young people. Training was provided by SDS for school senior managers on data input regarding leaver information. As a result, the quarterly figures received from SDS on this are evidencing improvement and more robust approaches by schools which in turn is allowing schools to target vulnerable young people more effectively. Schools are also working more closely with economic development colleagues to support post school transitions into sustained positive destinations.

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
CHS/P	% of School leavers in a positive destination				92.8%	Data not yet available	Not measured	95%	The most recent leavers destinations data (2016/17) has shown that the percentage of school leavers in Renfrewshire who have

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
D/01							for Quarters		gone on to a positive destination has increased marginally to 92.8%. The figure was slightly behind the national average of 93.7%. This is an academic year PI. Data for 2017/18 school leavers will be available during March 2019.

Council Priority 2: Building strong, safe and resilient communities

Status	Code	Title	Due Date	Status Progress Bar	Latest status update
	CHS.SIP.18.02.01	Continue to develop residential provision in childcare.	31-Mar-2020	50%	Work continues on the new purpose designed and built Children's House, which should be available within the next 6 months.
	CHS.SIP.18.02.02	Extend the whole-school Nurturing Relationships Strategy (RNRA) in schools across Renfrewshire.	31-Mar-2021	50%	Training evaluations indicate that prior to training all staff report an understanding of attachment theory and nurturing practices to help children develop socially and emotionally. Following training, 87% reported a gain in knowledge of attachment theory and 71% reported a gain in knowledge of the importance of relationship.
	CHS.SIP.18.02.03	Continue to modernise our school estate, maximising opportunities for communities to benefit from new facilities.	31-Mar-2022	50%	Work on the new Bargarran/St John Bosco campus was completed and handed over ahead of schedule. St Paul's and Foxlea are complete and in use. The first phase of the St Anthony's refurbishment was completed on time and there is a short delay in the completion of Phase 2. A new build Spateston Early Learning and Childcare Centre was approved by the Education and Children Policy Board in January 2016. A report on this will be presented to the Education and Children's Services Policy Board in November 2018. The expansion of early years' provision necessitates a review of existing early years accommodation. A feasibility study has been undertaken to determine the property investment required and a budget of circa £14m has been identified. Governance for the delivery of 11 new and extended facilities and 17 refurbished and adapted facilities will be undertaken by an infrastructure implementation

Status	Code	Title	Due Date	Status Progress Bar	Latest status update
					group.
	CHS.SIP.18.02.04	Embed a consistent approach to supporting children and families affected by domestic violence informed by a strength-based model of intervention.	31-Mar-2020	50%	We continue to embed the 'Safe and Together' model of practice. Social work, health and police managers attended training specifically designed for child protection supervisors in May 2018.
	CHS.SIP.18.02.05	Implement recommendations flowing from the national reviews of child protection and the care system.	31-Mar-2020	25%	The Independent Care Review and the Scottish Government Child Protection Improvement Programme have not yet provided specific actions for local delivery. However, Renfrewshire Children's Services have supported the development of national learning through direct representation and in contributions to discussion within Social Work Scotland. Our contributions have helped shape the national recommendations made by the Child Protection System Review and the outcome of the first phase of the Care Review. Learning from national activity continues to be collated and used to inform the review of local policy and support for children and families. Most recently, the Chief Officers Group participated in the national Child Protection Leadership events in Spring 2018, the learning from which is being taken forward by the Renfrewshire Child Protection Committee. The Committee has also supported the development of a national shared dataset which will inform future self-assessment and inspection activity. Progress reflects the long-term nature of this action.
	CHS.SIP.18.02.06	We will respond to the planned presumption against short sentences (PASS).	31-Mar-2019	20%	Presumption Against Short Sentences (PASS) is likely to result in increased community sentences, in place of custodial sentences of up to 12 months. Temporary posts have been extended within fieldwork social work services, and permanent posts have been created within unpaid work to increase service capacity in preparation for increased demand. There remains no exact timescale for the presumption to come into force.

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
CHS/CJ/CPO/02	% of NEW unpaid work orders/requirement complete by the required date				New indicator for 2017/18	69%	83%	72%	Performance exceeds target set and is a significant improvement on 2017/18. All attempts are made to complete orders within the timescale. Hours imposed have increased by 100% since 2011/12 and timescales for completion have reduced significantly. Where timescales cannot be met due to service user issues, or service capacity then extensions are sought from the court to enable completion of orders.
CHS/CJ/CPO/01	The percentage of NEW clients subject to a new supervision order seen by a supervising officer within 1 week				69%	74%	78%	92%	Performance does not meet the target set. Appointments are arranged at the point of the court assessment and are included within the court report. They are set for within 7 working days unless there are unusual circumstances e.g. client in custody. Attendance is then dependent upon service user compliance; of the 13 people not seen within target in quarter 1, 10 failed to attend and 1 was in custody.
CHS/CJ/CPO/04	Percentage of NEW unpaid work clients seen within 1 working day of the order				73%	76%	69%	65%	Performance continues to exceed target set reflecting s a new system and focus on this initial engagement. All attempts are made to engage with those individuals where CJSWRs are undertaken and thus the service is aware of the possibility of an order. Growing numbers of individuals have no assessment prior to their court appearance and are thus unaware of reporting timescales. Also 71% of those who were not seen within 1 day were sentenced at another court (20 out of 28 people), thus resulting in delays as our court service cannot

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
									attempt to engage with them.
CHS/CJ/CPO/05	Percentage of NEW unpaid work clients receiving an induction within 5 working days of the order				66%	73%	70%	70%	Performance meets the target set, processes ensure that new unpaid work service users, that we are aware of, are scheduled to meet their supervising officers within 24 hours of court and receive their initial induction, they then attend for a more in-depth health and safety induction within 5 working days of court. 44% pf those not meeting the target failed to attend appointments and 30% attended external courts which can delay initial contact and thus appointments being set. Increasing numbers of service users receive orders without court reports being undertaken, thus meeting deadlines is dependent upon the timescales of orders from court and the ability to engage with the individual as early as possible.
CHS/CJ/CPO/06	Percentage of NEW unpaid work clients beginning work placement within 7 working days of the order				32%	53%	63%	50%	Performance exceeds target set. All attempts are made to engage with individuals and ensure that they commence work which is safe for the community, themselves and staff supervising them. A new and more intensive health and safety induction process has been created, which is the first day that the individual is attending work. These occur twice weekly to ensure that service users attend within 7 days. Where orders are imposed without social work reports, and there are delays with information being passed to Renfrewshire, delays can occur in initial contact which then impact upon the range of initial contacts. This is also reliant

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
									upon client compliance. Non-compliance related to 52% of non-attendance.
CHS/CPR/01	Percentage of children registered in this period who have previously been on the Child Protection Register				12%	23%	36%	Not applicable	The percentage of children registered this quarter who have been previously placed on the Child Protection Register has decreased from 39% in Q4 of 2017/18 to 36% in Q1 of 2018/19. In Q1 of 18/19, there were 28 children placed on the Child Protection Register, of which 10 children from 6 families had previously been registered. This is similar to Q4 of 17/18, when there were also 28 children placed on the Child Protection Register, of which 11 children from 6 families had previously been registered. Of the children re-registered this quarter, 1 child was placed on the Register between 1-2 years of their previous registration ending and 9 children were placed on the Register after 2 years or more of their previous registration ending. We will continue to closely monitor re-registrations.

Council Priority 3: Tackling inequality, ensuring opportunities for all

Status	Code	Title	Due Date	Status Progress Bar	Latest status update
	CHS.SIP.18.03.01	Provide high quality education throughout the Broad General Education and Senior Phase to narrow the outcomes gap for disadvantaged groups.	31-Mar-2021	50%	Our growing bank of qualitative and quantitative evidence indicates that the outcomes for disadvantaged young people are improving due to Attainment Challenge interventions, approaches and resources, and that the poverty-related attainment gap is narrowing. This is detailed in our most recent Highlights and Challenges report and End of Year which was submitted in September 2018.
	CHS.SIP.18.03.02	Further develop our Early Years curriculum and support new legislation.	31-Mar-2021	50%	A final plan has been developed to support the expansion of early learning and childcare from 600 hours to 1,140 by 2020 was presented to the Education and Children's Services Policy Board in August 2018. Governance arrangements to support the planning and implementation of the expansion are being refined and operate to progress workforce, infrastructure and policy developments. Quality continues to be at the heart of Renfrewshire's 1,140 expansion to ensure that children receive a quality early learning and childcare experience and thus provide them with the best start and reach their potential. Renfrewshire continues to be an active member of the Glasgow City Region Improvement Collaborative to plan and progress effective development opportunities for staff, ensure a key focus on learning and teaching, and quality indoor and outdoor learning environments.
	CHS.SIP.18.03.03	Encourage and support active collaboration and engagement with parents and families in supporting their child's learning.	31-Mar-2021	60%	Nine Inclusion Support Assistants (ISAs) work with targeted groups of young people from S1-3 in 9 of our Secondary schools. Almost all young people fall into SIMD deciles 1-3 and have been referred due to concerns related to attendance, behaviour and/or lack of parental engagement. Quantitative and qualitative data will be collected to measure the impact of ISA support. ISAs have worked closely with transition teachers and Pupil Support staff to identify young people at the transition stage to ensure that supports and interventions are provided as early as possible and to avoid duplication of support to families. Expected outcomes for young people are to improve attendance, reduce exclusions and improve parental engagement. This should ultimately lead to improved attainment and achievement. Parents in Partnership is being implemented in secondary schools to close the link between home and school. Initial data supports that the programme is having a positive impact on parental engagement and their understanding of the secondary curriculum. As a result, parents are better able to support their children with the transition from primary to secondary school. Pizza Learning programmes encourage parents to learn with their children after school. Participation in the programme has increased confidence and self-esteem in both parent and child. Parents have reported that the programme has encouraged them to read more at home with their children. As a result, parents have noted that this positive engagement has had an impact on their children's attainment.

Status	Code	Title	Due Date	Status Progress Bar	Latest status update
	CHS.SIP.18.03.04	Support targeted children and young people at key transitions to close the attainment and achievement gaps.	31-Mar-2021	50%	Transition teachers have been very successful in supporting targeted children across our primary and secondary sector. In particular, there has been: • Increased pupil participation and engagement in the secondary classroom; • Improved attainment of targeted pupils in literacy and numeracy; and • Improved cluster relationships, dialogue, collaborative working and professional learning opportunities. Data is being used to: • Target pupils for transition teacher support; • Track target pupils' progress across transition; • Understand pupils' learning; and • Understand where curricular transition processes need to be reviewed and developed. Impact to date: Pupils - early evidence shows that there was impact in pupil confidence and sense of achievement. Staff - survey evidence shows that secondary staff are benefitting from transition teacher support; engaging in professional dialogue and changing mindset towards curricular transition due to having the opportunity to work with a primary colleague.
	CHS.SIP.18.03.05	Support inclusion of vulnerable pupils including those ASN through improving key processes.	31-Mar-2021	50%	Staged intervention processes have been reviewed to ensure a focus on inclusion in relation to moving from stage one to stage two. This means more children receiving support in mainstream as opposed to accessing alternative provision.
	CHS.SIP.18.03.08	Ensure Renfrewshire is a 'Child Friendly' place where children are nurtured and thrive.	31-Mar-2022	30%	Work has commenced with the Life Chances Community Planning Group to agree the priorities in this area.
	CHS.SIP.18.03.09	Review support for young carers, identifying opportunities to improve life chances.	31-Mar-2022	60%	A Young Carer Social Worker is in post. Over 40 Young Carer Statements have been completed. The contract with Carers Centre has been refreshed and new activities are coming on stream. Work is ongoing to strengthen partnerships with Renfrewshire Leisure and Renfrewshire Health & Social Care Partnership to deliver bespoke support to young carers. Mentoring has been identified as a key gap for young carers. A proposal for new local service has been developed and

Status	Code	Title	Due Date	Status Progress Bar	Latest status update
					funding is being sought.
	CHS.SIP.18.03.10	Deliver approaches in educational establishments which support the reduction of inequality and support improvements in health and wellbeing for children and young people.	31-Mar-2021	50%	In line with the Scottish Government's Mental Health Strategy 2017-2027, Renfrewshire's findings from the Dartington ChildrenCount survey and the recent Youth symposium, our focus moving forward is to improve the mental, social and emotional wellbeing of children and young people. A Health and Wellbeing Development Officer has been recruited to: • Scope and map existing mental health training experiences of teachers and support staff across establishments; • Develop a Renfrewshire training model which will address the gaps in relation to staff skills. This will involve organising and commissioning trainers, developing a training programme, engaging appropriate partners and evaluating the impact of the training; • Develop 'Progression Planners' to show health and wellbeing progression aligned to the national benchmarks from Early to Third Level; and • Co-ordinate the introduction of 'Place2Be' Counselling service into 5 of our most deprived primary schools and 2 secondary schools.
	CHS.SIP.18.03.11	Reinvigorate and refine existing high-quality approaches with partners to ensure we are Getting it Right for Every Child.	30-Jun-2019	40%	The SEEMIS wellbeing application has been introduced to all education establishments. There is a continued focus on improving assessment of wellbeing to secure high quality plans for children who need them. Liaison with partners across agencies to ensure high quality assessment and planning was tested through a case file audit in May 2018. A focus for the new school session is the review of the staged intervention framework as part of the ASN review. This involves liaising with partners regarding multi-agency responses to meeting need. The RCPC case file audit and ongoing work in relation to the provision of integrated assessments has highlighted that more training is required on a multi-agency basis around wellbeing assessment and planning, particularly to ensure effective long-term planning, contingency planning and to ensure that all plans are SMART. The RCPC case file audit did evidence that overall the quality of wellbeing plans are improving.
	CHS.SIP.18.03.13	Work with schools to improve awareness of the needs of Looked After Children.	31-Mar-2020	50%	Through the family firm approach and improved routes to employability, looked after young people have had more opportunities to access employment and training.
	CHS.SIP.18.03.14	Work with a range of partners to ensure that skills and	30-Apr-2019	50%	Renfrewshire's success in the Employability, Innovation and Integration Fund, led by employability services, has led to the creation of 'Just Learning', a programme

Status	Code	Title	Due Date	Status Progress Bar	Latest status update
		training for employment are a part of the rehabilitation journey and that access to the job market is fair for people with convictions.			to support increased access to employment and training for those with convictions. Over 40 service users have now been supported, individuals have completed the 'Keys to Learn' initiative resulting in applications for training and employment, and a range of staff have been provided with a session on legislation and disclosure by 'Recruit with Conviction' to assist them to support service users.

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
CHS/ATT/04	No. of opportunities for young people to achieve through accredited awards				1,004	1,193	Not measured for Quarters	1,130	Planning and delivery of opportunities is consistent over the year and offers voluntary participation in a range of wider achievement awards.
CHS/EY/02	% of entitled 2 year olds accessing 600 hours of early learning and childcare				New indicator for 2017/18	56%	47%	Not applicable	This figure is representative of a national trend. We will continue to make every effort to increase the uptake of 2 year olds in early learning and childcare establishments
CHS/LGBF/01	Percentage of Looked After Children cared for in the community				94%	93%	92%	Not applicable	The percentage of looked after children cared for in the community has remained relatively stable at 92% in Q1 of 2018/19. Please note, this indicator is also reported annually and the figure for the annual figure is derived from the Local Government Benchmarking Framework indicator CHN9 'Balance of care for 'looked after children': % of children being looked after in the community'. The percentage of looked after children cared for in the community in Renfrewshire in 2016/17 was 94% and above the Scotland average of 90%.
CHS/A	% of Leavers attaining literacy				97%	Data not yet	Not measured	97%	The percentage of school leavers attaining SCQF level 4 literacy has marginally

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
TT/01a	SCQF Level 4					available	for Quarters		increased in 2016/17 to 97%. The figure has remained constant over the past 4 years. Renfrewshire is marginally above its virtual comparator in this indicator, which this year was 96%. The 2017/18 academic year information will be available during February 2019.
CHS/A TT/01b	% of Leavers attaining numeracy SCQF Level 4				92%	Data not yet available	Not measured for Quarters	93.5%	The percentage of school leavers attaining SCQF level 4 numeracy is unchanged since 2015/16 at 92%, however has increased over a 5-year period. Renfrewshire is marginally below its virtual comparator in this indicator, which is 93%. The 2017/18 academic year information will be available during February 2019
CHS/A TT/01c	% of Leavers attaining literacy SCQF Level 5				86%	Data not yet available	Not measured for Quarters	84%	The percentage of school leavers achieved SCQF level 5 in literacy has increased in 2016/17 to 86%. Over 5 years, Renfrewshire has increased the percentage of pupils achieving literacy at SCQF level 5 by 15 percentage points. This increase has meant that Renfrewshire is now in line with the virtual comparator for this indicator. The 2017/18 academic year information will be available during February 2019.
CHS/A TT/01d	% of Leavers attaining numeracy SCQF Level 5				76%	Data not yet available	Not measured for Quarters	73%	The percentage of school leavers achieved SCQF level 5 in numeracy has increased in 2016/17 to 76%. This is an increase of 5 percentage points since 2015/16, and an increase of 15 percentage points over 5 years. Renfrewshire is above the virtual comparator in this indicator, which is 75%.

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
									The 2017/18 academic year information will be available during February 2019
CHS/ATT/05	Average total tariff score of all school leavers in Renfrewshire				943	Data not yet available	Not measured for Quarters	931.5	The total average total tariff from 2016/17 school leavers has improved on 2015/16 and over a 5year period. The average total tariff had declined over the previous 3 years, however the 2016/17 figures represents a considerable improvement. The average total tariff in Renfrewshire was higher than the national figure, which was 906, but behind our virtual comparator. Renfrewshire's results in the 2017 exam diet saw levels of National 5 and Higher awards being maintained, with an increase in the number of Advanced Higher awards. Advanced Highers are allocated a very high number of tariff points and therefore having more pupils reaching this level of attainment will have been a key factor in increasing the average total tariff for school leavers. The 2017/18 academic year information will be available during February 2019.
CHS/ATT/06	Average total tariff score of pupils living in SIMD 30% most deprived areas				684	Data not yet available	Not measured for Quarters	690	The total average total tariff for school leavers living in 30% most deprived areas has improved, both compared with 2015/16 leavers and over a 5-year period. This positive trend suggests that although pupils in the most deprived areas do not yet perform as well as those from the least deprived areas, the number and level of qualifications gained by these pupils are consistently increasing. However, within Renfrewshire there has been improvement across all

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
									deprivation groups which means that the attainment gap between most and least deprived pupils is unchanged since 2015/16. The 2017/18 academic year information will be available during February 2019.
CHS/ATT/07	Percentage gap in average total tariff score of school leavers resident in SIMD 30% most deprived and those from the 70% least SIMD deprived Renfrewshire areas.				37%	Data not yet available	Not measured for Quarters	34%	The percentage gap in the average total tariff of school leavers from the 30% most and 70% least deprived areas is unchanged at 37%. Attainment vs Deprivation measures show that within Renfrewshire, school leavers outperform the national average in all deciles except 10. Although the attainment gap is unchanged, the attainment of school leavers in Renfrewshire has increased within all SIMD deciles except for 10. The largest increase in average tariff since 2015/16 is within the middle 40% (SIMD 4-7), which may account for the lack of change within this year's attainment gap. The 2017/18 academic year information will be available during February 2019
CHS/ATT/08	Average Total Tariff Score of Looked After Children (school leavers)				289	Data not yet available	Not measured for Quarters	302	The average total tariff of LAC leavers increased in 2016/17 to 289 against a target of 249. This is an improvement since 2015/16 when the average tariff was 237, and an increase over 5 years. Due to the small number of looked after pupils in each leavers cohort there is considerable variation in the average tariff from year to year. The 2017/18 academic year information will be available during February 2019.

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
CHS/ATT/09	Gap between the Average Total Tariff Score of Looked After Children (school leavers) and that of the total Renfrewshire leavers cohort				70%	Data not yet available	Not measured for Quarters	67.2%	The percentage gap in the average total tariff of school leavers between looked after pupils and pupils not looked after has decreased slightly this year to 70%. As both cohorts increased their average tariff in 2016/17 this represents a decrease within the attainment gap. The 2017/18 academic year information will be available during February 2019.
CHS/EY/01	% of 3 and 4 year olds accessing 600 hours of early learning and childcare				New indicator for 2017/18	86%	97%	Not applicable	Every child who applied was allocated a placement in early learning and childcare establishments
CHS/LAC/01	The percentage of children made subject to a supervision order that were seen by a supervising officer within 15 days				86%	82%	100%	100%	There were 26 new home supervision requirements in Q1 of 2018/19. All first visits were carried out within the 15 days timescale.
CHS/LAC/02	Percentage of accommodated Looked After Children placed with families				85%	81%	80%	83%	The percentage of children looked after and accommodated with families has decreased slightly from 81% in Q4 of 2017/18 to 80% in Q1 of 2018/19; and is below the target of 83%. We will always aim to place children within families where it is appropriate to do so.
CHS/LAC/CL/01	Percentage of care leavers participating in employment, training or education				New indicator for 2017/18	49%	47%	47%	The number of care leavers who are education, employment or training is 47%, which meets the target set. This reflects the commitment of staff and services to ensure the best outcomes for our vulnerable young people.

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17 Value	2017/18 Value	Q1 2018/19 Value	2018/19 Target	Explanation of Performance
CHS/LAC/CL/02	Percentage of care leavers who have had a period of homelessness in the last 6 months				New indicator for 2017/18	11%	7%	Not applicable	The figure of 7% equates to 8 young people. Throughcare and Communities & Housing continue to work together to reduce homelessness and support young people in sustaining tenancies. Targets will be developed once more data is available.
CHS/SCH/07	% of children attending school (Primary)				95.3%	95%	Not measured for Quarters	Not applicable	Renfrewshire continues to maintain a high level of attendance in the primary sector, reaching 95.0% in 2017/18. This figure is consistent with attendance levels in previous years, which have been above the national average. Comparator information for 2017/18 data will not be available until December 2018, as part of the Scottish Government's 'Summary Statistics for Schools in Scotland' publication.
CHS/SCH/08	% of children attending school (Secondary)				90.6%	90.3%	Not measured for Quarters	Not applicable	Attendance levels in secondary schools have been maintained at 90.3% in 2017/18. This figure is in line with previous years data which been consistent over the past 5 years, remaining above the national average where data is available. Comparator information for 2017/18 data will not be available until December 2018. A more accurate comparison will be provided when the information becomes available.
CHS/SCH/09	% of young people choosing to stay onto S5 after January (as % of S4 roll at September previous year)				New indicator for 2017/18	86.1%	Not measured for Quarters	90%	This is a new PI, and no baseline data was available to assist with target setting. Targets will be reviewed for suitability when more data is available.

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
CHS/SCH/10	% of young people choosing to stay onto S6 (as % of S4 roll at September two years before)				New indicator for 2017/18	65.1%	Not measured for Quarters	67%	This is a new PI, and no baseline data was available to assist with target setting. Targets will be reviewed for suitability when more data is available.
RCPC/01	Number of children on the Child Protection Register at quarter end date				106	96	91	Not applicable	There were 91 children on the Child Protection Register as at the reporting period end date in Q1 of 2018/19, compared to 96 children as at the reporting end period date in Q4 of 2017/18. During Q1, there were 28 children newly registered and 33 children de-registered.

Council Priority 5: Working together to improve outcomes

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update
	CHS.SIP.18.04.01	Develop and implement a quality improvement framework to ensure consistency and rigour which will support the ongoing cycle of self-evaluation and improvement planning.	A robust Quality Improvement Framework with clear procedures and guidance.	31-Mar-2021	50%	Renfrewshire's Quality Improvement Framework is delivered through a range of quality improvement activities and resources which focus on delivery of the National Improvement Framework priorities. The framework is robust and includes 3 focused visits to all establishments each session in addition to a programme of establishment reviews. The visits have allowed robust discussion with staff, scrutiny of school data and observation of learning and teaching which contributes to a robust evaluation of our establishments. A revised establishment review programme has been developed for the 2018/19 session using a proportionate approach based on earlier scrutiny

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update
						visits. Establishment heads have been consulted on the framework, which has had minor revision for 2018/19 in response to feedback received. During the new session, we will also be seeking more effective ways to disseminate good practice across establishments.
	CHS.SIP.18.04.02	Provide high quality professional learning for establishment leaders.	Senior leaders look outwards and use experiences gleaned to improve practice and quality in their own establishments.	31-Mar-2021	60%	All Head Teachers (HTs) have been provided with time and space to reflect on their leadership approaches, develop skills in the co-coaching approach and strengthen relationships with colleagues across the authority. A broad range of leadership development opportunities for senior school leaders includes: • Attendance at the Columba 1400 Head Teacher Leadership Academy • Excellence in Headship programme from the Scottish College for Educational Leadership • "Into Headship" qualification at University of Strathclyde • Bespoke coaching programme to develop leadership capacity Several HTs have also formed a working group and planned three further development sessions for colleagues in session 2018/19.
	CHS.SIP.18.04.03	Support and challenge establishments in more effective use of data to assess children's progress and improve learning and teaching.	There is rigour in the monitoring of school performance which leads to improvements in monitoring and tracking at a school level.	31-Mar-2021	50%	Support and challenge on the use of data is a key area of focus for Education Manager meetings with Head Teachers. Professional dialogue takes place which has a focus on the monitoring and tracking of individual pupils' progress in learning, careful analysis of assessment data and identification of interventions to support targeted pupils.
	CHS.SIP.18.04.04	Engage with proposed changes to education governance and local democracy, maximising opportunities for the organisation and communities.	Renfrewshire Council makes use of the opportunity to discuss and influence national policy.	31-Dec-2018	85%	The directorate has been involved in local, collaborative and national discussions throughout the session ensuring we are contributing fully to the national agenda. We are working collaboratively with the West Partnership to support a continuous improvement in educational outcomes for all

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update
						children and young people.
	CHS.SIP.18.04.05	Support and strengthen the professional capacity of staff through leadership and professional development.	Staff at all levels recognise their individual responsibility to facilitate improved outcomes for children and young people. Succession planning is embedded in the service's practice. Provide high quality care on a consistent basis to improve the outcomes for children and young people.	31-Mar-2020	60%	The Aspiring Leaders programme offers training for those aspiring to Head Teacher, Depute Head Teacher, and Principal Teacher roles. The programmes focus on understanding leadership strategies and styles, prioritising change which will have the greatest impact, and leading and managing change. Depute Heads took part in two "Step Back" sessions in May and June 2018, giving time and space to reflect on leadership approaches. Through the West Partnership, 11 members of staff have been funded for Masters-level courses.
	CHS.SIP.18.04.06	Further develop reporting of management information to inform educational policy and practice including meeting the needs of the National Improvement Framework.	Robust information is being reported to relevant stakeholders in line council and service priorities and within the reporting mechanisms of National Improvement.	31-Aug-2018	100%	In addition to improving the use of data in and across our schools, reports are provided to the Education and Children's Services Policy Board every six months; these contain a range of management information relating to the broad general education and national qualifications. Through feedback from those who use our data, we continue to develop and improve the quality and frequency of management information across the service and within schools.
	CHS.SIP.18.04.07	Ensure there is an appropriate level of staffing to deliver on the requirements of emerging policy developments relating to for example the Attainment Challenge, Pupil Equity Fund, and increasing early years provisions.	High quality workforce in place to deliver agreed levels of service.	31-Mar-2020	50%	Staffing levels across Children's Services are monitored at regular management meetings. Through workforce planning, positive promotion and publicity, and effective proactive recruitment processes, we have carried out extensive internal and external recruitment across all sectors. This has led to the appointment of a high number of substantive, as well as several temporary, staff to support the implementation of the Scottish Attainment Challenge and Pupil Equity Fund. Workforce planning exercises have been undertaken in respect of early years' provision.
	CHS.SIP.18.04.08	Implement the service's workforce plan.	The service will have the right mix of staff, in sufficient numbers, and with	31-Mar-2020	50%	Challenges remain across Scotland in respect of the availability of adequate teacher numbers in both the primary sector and in many subject areas within the

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update
			the knowledge and skills to do their job effectively.			secondary sector, leading to continual challenges in relation to staffing in schools. Vacant positions are advertised promptly and where possible on a permanent contractual basis, in order to attract an adequate number of high quality candidates. We continue to participate in the student placement system and the teacher induction scheme, so that we can contribute to the initial professional development of teaching staff. A range of high quality continuing professional learning opportunities is offered to maximise teacher capacity, as well as a highly rated well subscribed aspiring leadership programme to develop high quality leadership skills and to support succession planning. Planning in underway for a series of briefing sessions for temporary supply staff to ensure full awareness of rights and responsibilities as teaching staff employees of Renfrewshire Council.
	CHS.SIP.18.04.09	Implement the council's new approach to self-evaluation	The service maintains a focus on continuous improvement. Staff have an opportunity to identify areas for improvement and contribute to the process.	31-Mar-2019	0%	The Council's new approach to self-evaluation will be piloted in the second half of 2018/19. Pilot areas are still to be identified.
	CHS.SIP.18.04.10	Through Community Justice Renfrewshire take forward national and local priorities, including housing for prison leavers, improved mental health and employability for persons with convictions.	By addressing some of the factors which lead to offending behaviour, the rate of reoffending can be reduced. People with convictions can be supported to make positive changes.	31-Mar-2021	50%	Work is ongoing to reduce homelessness for those being released from custody, ensure full awareness of referral routes to mental health support, and 'Just Learning' has been established to increase access to training and employment.

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
CHS/SCH/04	Percentage of parents satisfied with establishments Education Scotland Survey				91.1%	88.8%	Not measured for Quarters	100%	Figures for this indicator are taken from parental responses to surveys sent out by inspectors. As such, they relate to a proportion of parents in a small number of schools. Schools included in 2017/18 are Renfrew High, St Andrew's Academy, Fordbank Primary School, Gallowhill Primary School, St Anthony's Primary School, St Fillan's Primary School and St John Ogilvie Primary School. During 2017/18, 27 parents reported from these 7 schools (which have a combined role in excess of 3,200 pupils) indicated that they were not satisfied,
CHS/SCH/05	Percentage of pupils satisfied with establishments Education Scotland Survey				84.1%	83.4%	Not measured for Quarters	100%	Figures for this indicator are taken from pupil responses to surveys sent out by inspectors; in this case, it is the proportion responding positively to the statement “I enjoy learning at my school”. As such, they relate to a proportion of parents in a small number of schools. Schools included in 2017/18 are Renfrew High, St Andrew's Academy, Fordbank Primary School, Gallowhill Primary School, St Anthony's Primary School, St Fillan's Primary School and St John Ogilvie Primary School. This measure does not take into account other statements which cover the broader aspects of school life, such as pastoral care, extracurricular activities, and the relationships between pupils and staff.
CHS/SCH/06	Percentage of adults satisfied with local schools				86%	Data not yet available	Not measured for Quarters	100%	The percentage of adults satisfied with local schools increased from 80% in 2015/16 to 86% in 2016/17. A national average of 73% was recorded for 2016. The figure is taken

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17	2017/18	Q1 2018/19	2018/19	Explanation of Performance
					Value	Value	Value	Target	
									from the annual Scottish Household Survey; local authority data for 2017 is expected by December 2018. The figure includes responses from people who do not use the services in question.
CHS/CORP/01	% of complaints responded to within timescales agreed with customers				Not available	74%	95%	100%	20 complaints were received by Children's Services in the first quarter of 2018/19. Four related to social work services and the remainder to education services. All social work complaints were responded to within timescale. One education complaint was dealt with outwith required timescales.
CHS/CORP/02	% of Children's Services employees having completed IDPs				Not available	Not available	Not available	100%	Information on IDPs is not easily reportable given that different systems exist for the former Education and Social Work services. In addition, supervision and professional development for some groups of staff is specific to their profession. Some information is held centrally and some is held within individual schools/units/services.
CHS/CORP/03	% of FOI requests completed within timescale by Children's Services				Not available	Not available	98%	100%	Only partial data is available for 2017/18 due to a change in the way FOIs are tracked. Performance in Children's Services for the period Aug-March was 97%. The service is working with Information Governance colleagues to provide retrospective data. In Q1 2018/19, the service responded to 98% of FOI requests within the 20 day timescale. This equates to one late response.

Renfrewshire Council

To: **Education and Children's Services Policy Board**

On: **1 November 2018**

Report by: **Director of Children's Services**

Heading: **Education Improvement Plan 2018-19**

1. **Summary**

1.1 This report summarises the Education Improvement Plan 2018-19. In line with the overall vision of Renfrewshire Council, the Children's Services directorate have set out clear priorities within this education plan.

1.2 There are four priorities. These are to:

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments;

Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people;

Develop high quality leadership at all levels; and

Improve employability skills and support all of our young people to enter positive and sustained post-school destinations.

2. **Recommendations**

2.1 The Education and Children's Services Policy Board is asked to note the contents of the report.

3. Background

3.1 The Education Improvement Plan is a required single, definitive plan for securing educational improvement which outlines the education service key improvement priorities. The priority areas align with 'The National Improvement Framework for Scottish Education: Achieving Excellence and Equity' and the key drivers for improvement.

3.2 Head teachers and central staff were consulted with regards to the priority areas. The plan supports the development of school priorities and improvement planning.

3.3 The formulation of the plan has been supported from the evidence of Renfrewshire's Tackling Poverty Commission and our work to date through the Scottish Attainment Challenge.

3.4 To raise attainment for all of our children and young people, while closing the poverty-related attainment gap, we must work together across and beyond the directorate with our partners, parents and communities. The Education Improvement Plan, therefore, sits as part of the wider Children's Services plan and other strategic planning across the council.

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4. Progress

4.1 A selection of key education service priorities are outlined below. Full details of each priority area is included in appendix 1.

4.2 We will continue to provide high quality education throughout the Broad General Education (BGE) and Senior Phase and support establishments to narrow the outcomes gap for disadvantaged groups. This will be achieved through continuing to deliver high quality professional learning at levels and areas including learning and teaching and health and wellbeing.

4.3 To reduce inequalities and deliver improved health & wellbeing outcomes for children and young people, establishments will be supported to improve health and wellbeing, with a particular focus on mental and emotional wellbeing. We will continue to implement evidence-based approaches including Renfrewshire Nurturing Relationship Approach (RNRA) and Promoting Alternative Thinking Strategies (PATHS).

4.4 High quality professional learning for current and aspiring leaders will continue to be offered throughout the authority to support the development of high quality leadership.

4.5 To support employability skills and positive destinations, we will continue to develop partnership links and collaborative arrangements with the Further Education sector, employers and commerce in line with the Commission for Developing Scotland's Young Workforce report.

Implications of the Report

1. **Financial** –*none.*

2. **HR & Organisational Development** – *none.*

3. **Community Planning –** *none*

4. **Legal** – *none.*

5. **Property/Assets** – *none.*

6. **Information Technology** – *none.*

7. **Equality & Human Rights**

   (a) The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. **Health & Safety** – *none.*

9. **Procurement** – *none.*

10. **Risk** – *none.*

11. **Privacy Impact** – *none.*

12. **Cosla Policy Position** – *not applicable.*

List of Background Papers

(a) Background Paper 1 – none

Author: **Lauren Johnston**
Project Manager
Lauren.johnston@renfrewshire.gov.uk
0141 618 4023

Renfrewshire Council

Education Improvement Plan 2018/19

BARGARRAN
PRIMARY

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Leadership

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Employability skills and positive destinations

Introduction

In line with the overall vision of Renfrewshire Council, the Children's Services directorate have set out clear priorities within this education plan.

To raise attainment for all of our children and young people, while closing the poverty-related attainment gap, we must work together across and beyond the directorate with our partners, parents and communities. This education plan, therefore, sits as part of the wider Children's Services plan and other strategic planning across the council.

In addition, the formulation of this plan has been supported from the evidence of Renfrewshire's Tackling Poverty Commission and our work to date through the Scottish Attainment Challenge.

Very positive progress has been made over recent years in tackling poverty and reducing inequity, however our drive for continuous improvement is relentless, and we must ensure that all of our children and young people, regardless of background, have the best chance to succeed. The priorities and actions set out in this plan have been developed to support this ambition.

This education plan outlines our priorities, the actions we will undertake to support these, the intended outcomes and how we will measure success. It is both aspirational and inclusive, and makes use of a wide range of data which reflects the needs of our children, young people and families. It also takes account of our regional improvement collaborative plans through the West Partnership.

The plan focusses on four main priority areas; learning and teaching; health and wellbeing; leadership at all levels; and employability skills leading to sustained positive destinations for all young people. We believe our children and young people are the future of Renfrewshire and, as such, it is essential that we provide them with an education which best develops their skills for life, learning and work.

Renfrewshire Council has a very clear ambition to support better outcomes for all children and young people. We believe the priorities set out in this plan will support and challenge our staff to further improve the standard and quality of service that we provide, and we look forward to demonstrating evidence-based progress towards our planned outcomes.

Councillor Jim Paterson
Convener Education and
Children's Services

Steven Quinn
Acting Director Children's Services
Chief Education Officer

Remits and Responsibilities

Heads of Service Remits

Gordon McKinlay
Gordon has strategic oversight of the provision of schools across Renfrewshire. This includes ensuring adequately and efficiently deployed infrastructure, finance and people to meet the needs of the local community. He also has responsibility for services for children with additional support needs and plays a key role in leadership development to ensure staff are well equipped for their role.

Head of Service Vacancy
The new Head of Service will have strategic responsibility for early learning and childcare services, the broad general education, health and wellbeing and ICT in learning, to ensure equity and excellence for all learners.

Education Manager and Officer Remits

Kathleen McDonagh
Kathleen has strategic responsibility for early learning and childcare (ELCC): including the 1140 expansion of ELCC, out of school care, partnership arrangements, day care, workforce development, family information service and early year's grants.

Amilia Hall
Amilia has strategic responsibility for staffing and liaises with HR on all matters relating to education employees such as planning, recruitment and retention of staff. She is responsible for liaison with corporate business services and links with union representatives.

Michael E Harker
Michael is the Principal Educational Psychologist. He has strategic and operational responsibility for the Educational Psychology Service.

Laura McAllister
Laura has strategic responsibility for learning, teaching and assessment. As part of Renfrewshire's Attainment Challenge, she has a lead role, in partnership with the University of Strathclyde, in developing our literacy approach across all establishments. She leads on literacy, numeracy, transitions and assessment.

Mairi Thomas
Mairi has strategic responsibility for Quality Improvement and the development of Health and Wellbeing within the service and across establishments. She is also the authority coordinator for Inclusion Support Assistants employed as part of Renfrewshire's Attainment Challenge.

Maureen Sneddon
Maureen has strategic responsibility for all aspects of Senior Phase including curriculum planning, SQA matters and the Developing the Young Workforce agenda.

Susan Bell
Susan has strategic responsibility for additional support needs, the children's services inclusion support team, child protection and GIRFEC policy, and the Home Link Service.

Julie Colquhoun
Julie has strategic responsibility for leadership development, professional learning (from NQTs to Head Teachers) and Modern Languages. She also oversees the strategic management of the Early Years teaching team.

Ian Thomson
Ian has strategic responsibility for school estate management planning and property infrastructure which incorporates business continuity; health and safety; placing requests; school transport; and commissioned services.

Trevor Gray
Trevor has responsibility for Quality Improvement and for supporting the development of aspects of Health and Wellbeing, Gaelic Education, Expressive Arts and Creativity.

The Highway Rat

National Context

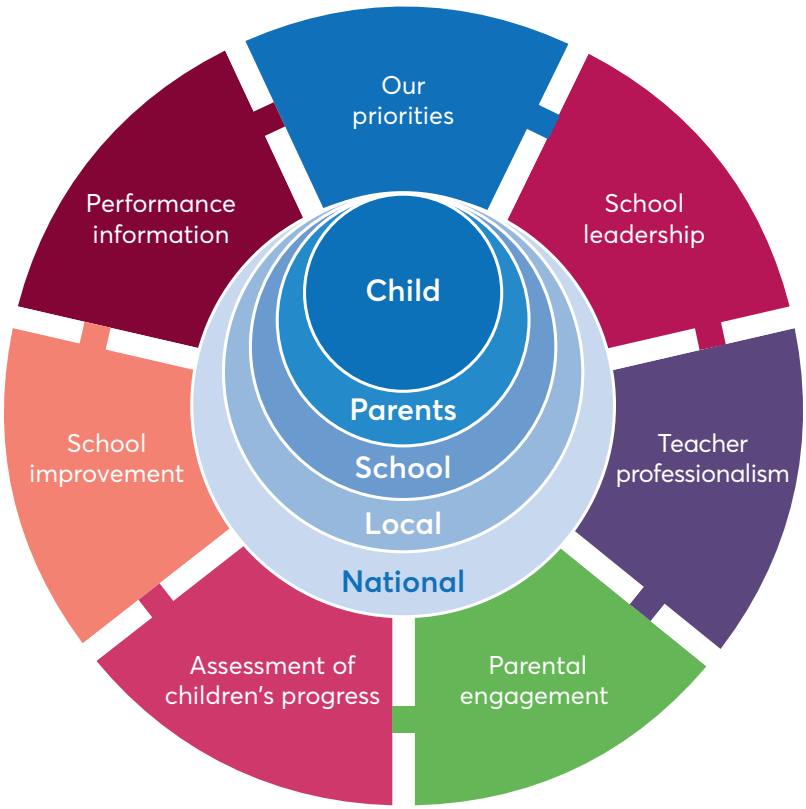
The document, *The National Improvement Framework for Scottish Education: Achieving Excellence and Equity*, published in December 2016 set out four National Priorities for Education. They are:

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing, and
- Improvement in employability skills and sustained, positive school-leaver destinations for young people.

The improvement framework documentation notes further that:
"Everyone working in Scottish Education should be clear about how they can contribute to addressing these priorities. Local authority and school improvement plans should reflect these priorities and ensure the clear line of sight between local and national expectations. There may be further improvement priorities at school level based on local needs and self-evaluation."

Source: Page 2: 2017 National Improvement Framework for Scottish Education: Achieving Excellence and Equity

These four National Priorities for Education are set in the context of the **seven drivers for improvements** summarised in the following diagram:



Local Context

"Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing."

Renfrewshire Children's Services Vision

Purpose of the Plan

This plan describes the strategic priorities that contribute to achieving our vision and sets out the actions that we will take to ensure we deliver the best possible outcomes for the children and young people of Renfrewshire.

Our **4 strategic priorities** below articulate well with the National Improvement Framework (NIF) priorities. The actions that we will take to achieve our priorities are described in detail and have been aligned to the NIF drivers.

1. Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments;
2. Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people;
3. Develop high quality leadership at all levels; and
4. Improve employability skills and support all of our young people to enter positive and sustained post-school destinations.

Local Context - Facts and figures

- 27,000 children and young people in early years, primary, secondary and additional support needs schools and centres
- 3100 full time equivalent staff
- 49 Primary schools; 22 of which have an early learning and childcare class
- 11 Secondary schools
- 11 early learning and childcare centres
- 2 schools for children and young people with additional support needs
- 5 children's houses and supported accommodation for young people leaving care

Social Index of Multiple Deprivation (SIMD)

Of Renfrewshire's 225 datazones, more than a quarter are in the 20% most deprived areas.

- 70 datazones are within the 20% most deprived areas in the health domain
- 61 datazones are within the 20% most deprived areas in the income domain
- 60 datazones are within the 20% most deprived areas in the employment domain

Successes and Achievements

Renfrewshire Literacy Approach

- COSLA Excellence Awards 2018 – Silver Award winner and at time of print through to final stage in the 'Tackling inequalities and improving health' category';
- Highlighted in the National Improvement Hub as an example of highly effective 'Interventions for Equity'; and
- Showcased at the Scottish Learning Festival 2017.

St Anthony's Primary School

Winner of UKLA Literacy School of the Year Award.

St James' Primary School (Renfrew)

Winners of two awards - First Minister's Reading Challenge.

- 'School Reading the Most Books' – 19,528 books in total (average of 33 books per pupil!).
- P7 pupil winner of the 'Pupil Reading Journey – Primary 7.'

Wallace Primary School

P3 class winner - UKLA 'Our Class Loves this Book Award' – second year running that this national award has been won by a Renfrewshire school.

Both Wallace Primary and St Anthony's Primary presented their award- winning work to the UKLA conference in Cardiff in July.

St Fergus' Primary School

P6/7 class from St Fergus' Primary impressed UKLA judges with their submission for the 'Our Class Loves this Book Award'. As a result, the school has been invited to be an ambassador for the award and to share the pupils' work at the UKLA National Conference in March 2019.

Our Lady of Peace Primary School

Visited by John Swinney, Deputy First Minister, to observe the positive impact of the Renfrewshire Literacy Approach.

St. Anne's Primary – Class Teacher Fiona Robertson

Finalist - the Scottish Book Trust's Professional Learning Award.

Parents in Partnership

(as part of the Joint Employability Programme)

Winners of the Campbell Christie Public Service Reform Award in 2016 and a finalist in the UK MJ Local Government Achievement Awards in 2017.

The Director and Development Officers for Transition and Parents in Partnership presented to the Deputy First Minister at the first Education Leaders group in February 2018.

Successes and Achievements *continued*

School Estate

Renfrewshire Council's vision for its school estate is to promote learning and achievement and to give children and young people the opportunity to learn in the best possible environment.

The current estate management plan has delivered:

- 5 new build schools;
- 2 new early learning and childcare classes;
- 1 new early learning and childcare centre;
- refurbishment of 2 schools; and
- an early learning and childcare class.

Family Learning

Pizza Reading and Pizza Maths approaches to improve parental engagement feature on the National Improvement Hub as examples of highly effective 'Interventions for Equity'.

Ferguslie Early Learning and Childcare Centre have been working in partnership with Stirling University to capture their practice in learner participation and the impact it was having on children's attainment and engagement of the families and community. Their story is now part of the document 'Learner Participation in Educational Settings (3-19)' and is shared on the National Improvement Hub as an example of excellent practice.

Renfrewshire's Nurturing Relationships Approach

33 establishments now involved in this highly successful programme.

Aspiring Leaders Programme

Successful recruitment of 26 high quality establishment senior managers over the last 2 years.

Todholm Primary School

Finalist – Families and Communities Learning Award.

St. James' Primary Renfrew

Finalist – Raising Attainment in Literacy Award.

Finalist – Lifetime Achievement Award – Mrs Margaret Convery.

East Fulton Primary School

Finalist – Raising Attainment in Numeracy Award.

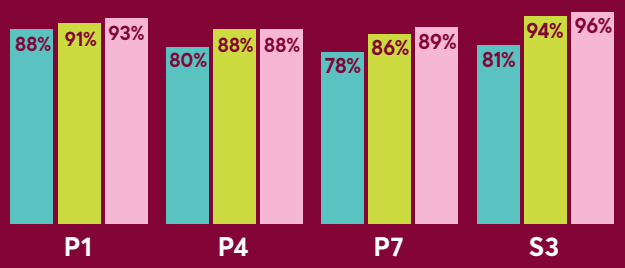
Attainment

BGE Attainment, P1–S3

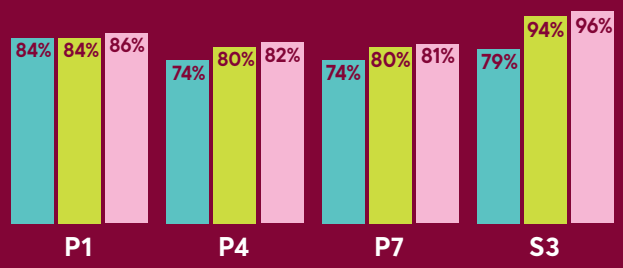
The percentage of pupils achieving the expected CfE level for their stage increased in all curricular areas.

2016 2017 2018

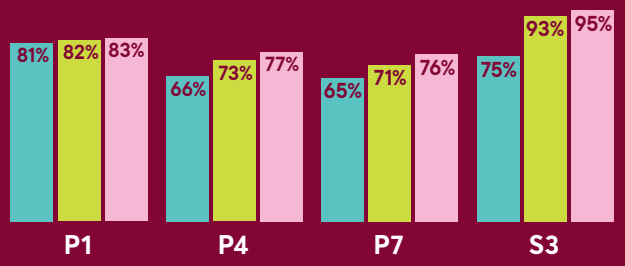
Listening and talking



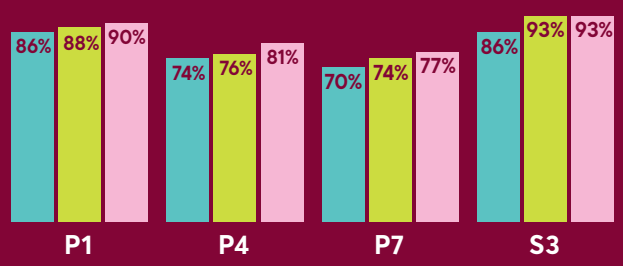
Reading



Writing



Numeracy



Attainment gaps

Percentage Point Change in % achieving expected CfE level from 2016 to 2018

- SIMD: 30% most deprived/70% least deprived
- FME: Pupils entitled to free meals and/or clothing grants/Pupils not entitled

Listening and talking

Gap reduced 6pp

Gap reduced 6pp

Reading

Gap reduced 6pp

Gap reduced 4pp

Writing

Gap reduced 5pp

Gap reduced 2pp

Numeracy

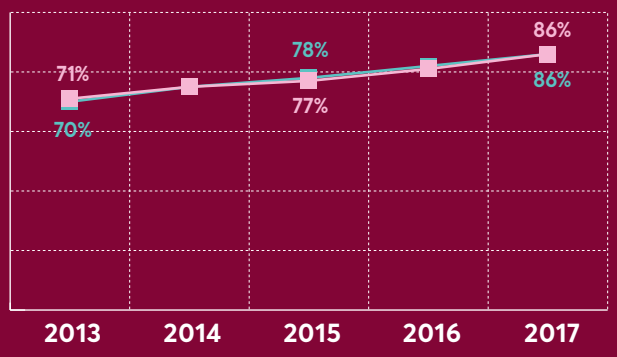
Gap reduced 3pp

Gap reduced 3pp

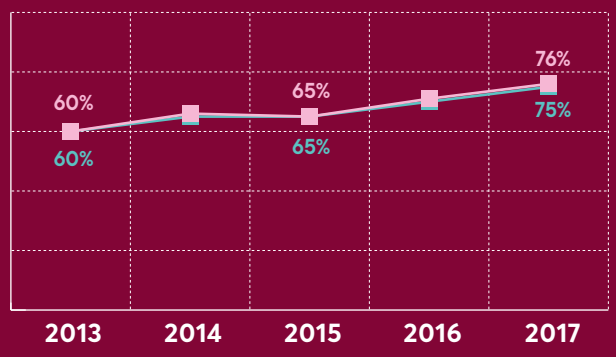
School leavers, S4–S6

Renfrewshire Virtual Comparator

% leavers achieved Level 5 literacy
Up 15pp over 5 years, in line with virtual comparator

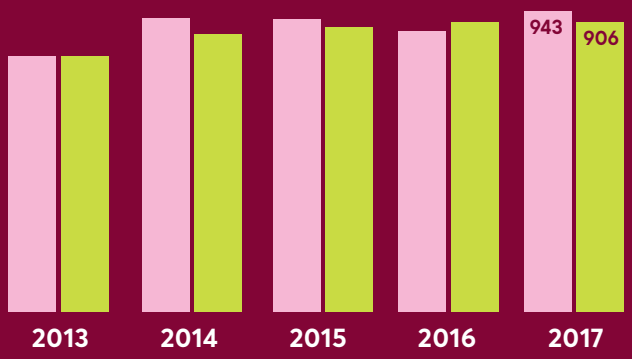


% leavers achieved Level 5 numeracy
Up 16pp over 5 years, in line with virtual comparator

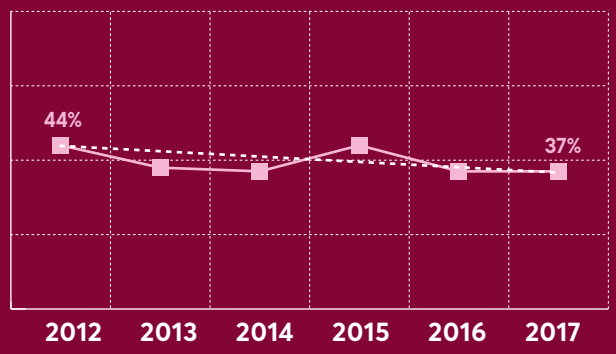


Renfrewshire National

Average total tariff - all leavers

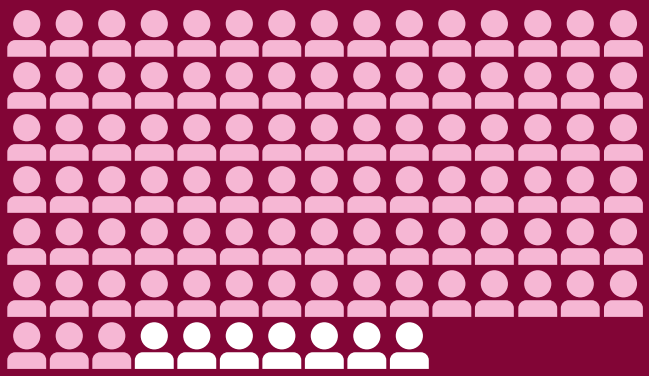


Attainment gap: percentage gap in total tariff points between leavers from SIMD 1-3 and 4-10

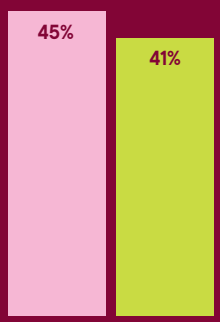


School leavers

93% of 2016/17 school leavers went on to positive destinations



% of 2016/17 school leavers entering Higher Education



Strategic Priority 1

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments.

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NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
School Improvement	**1.1 Provide high quality education throughout the BGE and Senior Phase and support establishments to narrow the outcomes gap for disadvantaged groups** • Schools will continue to refine their systems for tracking and monitoring to ensure that all young people, including the most disadvantaged (LAC/Young Carers), are fulfilling their potential • Establish a multi-agency steering group to develop a plan for use of the Care Experienced Children and Young People Fund, to support children and young people who are, or who have, been looked after and/or accommodated • A review of flexible learning provision will seek to ensure that the most vulnerable young people are being fully supported in their learning to prepare them to move into positive and sustained destinations • Ensure that staff and resources, secured through Pupil Equity and Attainment Challenge funding are providing targeted supports to the most disadvantaged children and young people as appropriate • Further refine the Quality Improvement Framework (QIF) in response to feedback from heads, particularly in relation to learning observations and involvement of establishment senior managers in visits and reviews • Use a proportionate approach to support and challenge establishments, through the new QIF • Update the Policy for Monitoring and Evaluation of the Learning Experience (MELE), in consultation with establishment heads and professional bodies, to align with the new QIF	Improved outcomes for all young people, particularly the more vulnerable, throughout the BGE and Senior Phase More robust approaches to tracking and monitoring the progress of children and young people to ensure they are being supported and challenged to achieve their potential Children and young people who are or have been looked after at home and/or accommodated receive a high level of support to maximise attainment and achievement Vulnerable young people will receive high levels of support as appropriate to ensure their needs are being fully met Targeted interventions are impacting positively on the attainment and achievement of identified children and young people The poverty-related attainment gap is reduced A robust QIF supports and challenges establishments, supporting the ongoing cycle of self-evaluation and improvement planning across establishments Proportionate support provided where required to secure improvement and raise standards The policy provides clear guidance, agreed by all stakeholders, and is successfully implemented	Data analysis of CfE, SNSA and SQA results Views of children and young people through focus groups School leaver destination data Views of children and young people through focus groups Care-experienced fund evaluation report Governance and project board minutes PEF checklist Case Studies and DVD showcasing good practice Establishment improvement plans and Standards and quality reports QI visits and reports School reviews and reports Feedback from stakeholders on effectiveness of QIF Survey results from senior leaders involved in review teams External validation including Education Scotland and Care Inspectorate MELE short-life working group minutes Implementation of revised standard circular and MELE policy

Strategic Priority 1

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments.

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
School Improvement	1.2 Implement Renfrewshire's expansion of early learning and childcare from 600 hours to 1140 by 2020 • Work towards providing 1140 hours of high quality early learning and childcare across Renfrewshire that will meet the needs of children and families • Further develop staffing models and recruit quality staff and leaders • Develop a co-ordinated approach to providing peripatetic early learning teaching and additional graduate support to early years establishments • Pursue and improve approaches for sharing best practice focusing on how children learn across the early learning and childcare provision • Develop a Renfrewshire model for tracking, monitoring and profiling children's progress in learning • Continue to be actively involved in, and lead on, West Partnership collaborative workstreams to further develop our practice in relation to: – Curriculum, learning and teaching – The learning environment – Outdoor learning – Quality assurance	Children are given the best start in life and are supported to reach their full potential Staff and leaders are highly skilled, knowledgeable and are effectively supporting children in their learning and development Renfrewshire's early learning and childcare expansion plan continues to ensure that quality is at the heart of service delivery Robust tracking and monitoring systems meet the needs of children and families within the context of the early years setting Effective practice is shared and used to improve quality across all Renfrewshire early years establishments	External validation including Education Scotland and Care Inspection QI visits Discussions with staff S&Q Reports 1140 hours of early learning and childcare is available to children across Renfrewshire Feedback from establishment heads QI Visits Feedback from colleagues at West Partnership meetings
	1.3 Paisley Bid 2021 Legacy: Increase the role of arts and creativity in the school curriculum from early years to Senior Phase • Establish a cross-service steering group to plan opportunities to develop cultural capacity to underpin literacy attainment • Develop a support pack and directory of cultural activities for schools • Showcase best practice	Literacy attainment improves for our most vulnerable children and young people Increased cultural participation for all children and young people	CfE attainment data Surveys of children and young people to gain feedback on their experiences Link with events team to gain participation figures

Strategic Priority 1

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments.

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
Assessment of Children's Progress	1.4 Support and improve approaches to assessment & moderation to improve practitioner skills in planning and assessment • Continue to engage in the national moderation Quality Assurance and Moderation Support Officer (QAMSO) programme • A selection of practitioners will be involved in the West Partnership moderation programme • Roll out Renfrewshire's model of moderation across the primary sector • Provide career long professional learning (CLPL) opportunities for practitioners to further develop understanding of the moderation process • Deliver holistic assessment training opportunities for practitioners • Offer high quality CLPL in assessment and moderation for current moderating practitioners to further develop expertise and build capacity within the authority	Practitioners are more skilled in the effective use of moderation to inform learning and teaching and are signposted to best practice through the work of the QAMSOs Clear procedures and guidance are provided to support improved teacher judgement Establishment leaders develop the knowledge and skills to better support moderation within establishments Practitioners understand holistic assessments, and use them confidently to inform and improve learning and teaching Practitioners will further develop their expertise in assessment and moderation, enabling them to lead staff training within their own establishments/ clusters	Feedback from QAMSOs/ assessment & moderation development officer Participant surveys Feedback from moderating facilitators Renfrewshire Learning and Teaching website Participant evaluations of CLPL CfE and SNSA results
Teacher Professionalism	1.5 Support high quality professional learning for staff at all levels with a particular focus on literacy and numeracy Literacy • Continue to embed & extend evidence-based approaches to the teaching of reading and writing as highlighted within the Primary Literacy Coaching Programme, Dive into Reading and Dive into Writing approaches • Continue to provide a range of high quality CLPL at all levels to deepen understanding of the Renfrewshire Literacy Approach and share good practice	Practitioners will demonstrate increased skill, knowledge and confidence in teaching reading and writing Improved pupil attainment in reading and writing	Reader engagement surveys Track establishment engagement with the School Libraries Attainment Team School Libraries Attainment Team evaluations Monitor pupil participation in planned programmes and impact on individual attainment HGIOS Library self-evaluation toolkit Participant questionnaires HT interviews SNSA results

Strategic Priority 1

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments.

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
Teacher Professionalism *continued*	1.5 Numeracy • Provide professional learning for 132 Primary and Transition Teachers in Phase 3 'Beyond S.E.A.L.' • Modelling and Coaching Officers will provide CLPL for Early and First Level S.E.A.L. to further extend the reach of the training and support implementation with a combination of training for new attendees and recall sessions for those trained previously • Provide S.E.A.L. training for all Primary NQTs • Secondary Mathematics Teachers and Transition Teachers to be trained in Concrete – Pictorial – Abstract Language and Bar Modelling approaches • Upskill primary practitioners through a programme of CLPL in numeracy and mathematics • Provide CLPL to support development of pedagogy and sharing of practice • Deploy Modelling and Coaching Officers to target support to Quartile 1 and 2 establishments in addition to some universal support • Appoint Lead Practitioners to support Secondary Mathematics Teachers	Practitioners are more knowledgeable and confidently develop number sense in pupils Increased attainment in maths Increased teacher confidence in teaching Numeracy and Mathematics concepts NQTs have awareness and understanding of approaches being used across Renfrewshire to increase confidence and knowledge and ensure consistency of approach Increased use of concrete and pictorial approaches resulting in increased learner engagement Improved knowledge and abilities in numeracy and mathematics Modelling and Coaching Officers effectively respond to individual establishment needs to raise attainment for pupils in deciles 1 and 2 Lead Practitioners effectively respond to needs to raise attainment in mathematics Support will be allocated equitably and proportionately based on need Practitioners receive support within their own context to ensure bespoke support for implementation and embedding of approaches and best practice	Pre and post training confidence questionnaires Programme evaluations on completion and after two months of utilising approaches Case Study of implementation of S.E.A.L. approaches across all stages Attainment of decile 1 and 2 pupils in targeted establishments tracked Case study of practitioner confidence in relation to support received by Modelling and Coaching and Lead Practitioner staff National Qualification Maths results

Strategic Priority 1

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments.

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
Teacher Professionalism *continued*	1.5 Literacy and Numeracy • Extend programme of CLPL incorporating Literacy, Numeracy and Health and Wellbeing to a further 40 Classroom Assistants • Provide further CLPL to Classroom Assistants from the initial pilot programme on an ongoing basis • Continue to provide bespoke support to individual establishments and practitioners on aspects of Literacy and Numeracy to ensure consistency, progression and sustainability • Continue with Literacy and Numeracy Champion meetings to disseminate key local and national priorities and to provide networking opportunities • Embed and extend use of the 3 Domain Model across Literacy and Numeracy • Provide CLPL in Renfrewshire's approaches to Literacy and Numeracy and Mathematics to practitioners, establishment leaders, senior managers and community partners, i.e. Educational Psychologists	Increased Classroom Assistant expertise, knowledge and confidence in supporting pupils Higher quality of support for learning Increased knowledge of Renfrewshire approaches Practitioners effectively use a variety of new methodologies to improve learning and teaching Consistent approaches are used across establishments and Renfrewshire Increased practitioner and establishment leader confidence in using the 3 Domain Model in planning, assessment and identification of individual professional learning needs Increased awareness of Renfrewshire's approaches to the teaching of Literacy and Numeracy at all levels Shared understanding, vision and ownership of approach at all levels	Classroom Assistant surveys measuring confidence and knowledge post training Classroom Assistant diaries Course evaluations Classroom observations Meeting evaluations Feedback from establishments Professional dialogue Monitor participation
Performance Information	1.6 Support all establishments to become data literate to improve learning & teaching • Continue to provide a programme of CLPL in addition to bespoke support to establishments to improve the analysis and use of data and ensure appropriate interventions are identified and embedded • Review the role of PTs Raising Attainment to ensure that high quality approaches are being used across all schools to successfully impact on pupil attainment	Staff at all levels are supported to use pupil data to plan and improve learning and teaching interventions matched to need Every school is data literate Data is used effectively to improve learning and teaching and increase attainment	Training evaluations Minutes of data network meetings QIF school visits - QI 3.2 evaluation

Strategic Priority 2

Reduce inequalities and deliver improved health & wellbeing outcomes for children & young people.

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NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
Teacher Professionalism	2.1 Continue to develop whole-school Renfrewshire's Nurturing Relationships Approach (RNRA) in schools across Renfrewshire • Continue to support 6 'Nurturing Relationships' Pathfinder primary and secondary schools • Engage 33 establishments (primary and secondary) in RNRA implementation • Develop a strategy for, and introduce, RNRA in Pre 5 Centres and Partnership Nurseries with all interested centre staff trained by August 2019 • EPs and Research Assistant will support the development and refinement of impact evaluation measures in establishments • Host and encourage establishment and community viewings of the film "Resilience: the Biology of Stress and the Science of Hope" • Develop additional training resources and approaches in the area of "trauma-informed" practice in schools and classrooms	All Staff in participating schools have an understanding of: attachment theory; the key principles of nurturing practice; and the importance of nurturing relationships in helping all children and young people to learn and develop socially and emotionally Nurture principles and approaches are embedded at a whole school level Increased levels of wellbeing in children and young people in participating establishments A sustainable approach to nurturing relationships in schools and centres is in place across Renfrewshire	Staff training evaluation forms Education Scotland Audit Framework: "Applying Nurture as a whole school approach" RNRA Readiness Assessment Schools' Action Plans and PDSA Records (Improvement Methodology) School's "Nurturing Relationships Journey" Reports Nurturing Relationships School Action Plan Educational Psychology Doctoral Research Study in conjunction with the University of Dundee, "An evaluation of the impact of a Scottish Local Authority Nurturing Relationships' approach Focus groups to evaluate process Collection of quantitative data on the number of schools which have embedded RNRAs in school improvement plans, structures and processes

Strategic Priority 2

Reduce inequalities and deliver improved health & wellbeing outcomes for children and young people.

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
Teacher Professionalism	**2.2 Support establishments to improve health and wellbeing, with a particular focus on mental and emotional wellbeing** Appoint a Health and Wellbeing Development Officer to: • work in collaboration with Educational Psychologists to develop a professional learning model for Renfrewshire, to align with Scottish Government's Mental Health Strategy 2017-2027, in partnership with key stakeholders • introduce and coordinate Place2Be counselling services into 5 primaries and 2 secondaries • develop curriculum progression planners aligned to national benchmarks	Staff at all levels are skilled and confident to teach mental and emotional wellbeing and to support pupils with mental health problems Counsellors will provide targeted and universal support to pupils, leading to significant improvement in their emotional wellbeing, peer relationships and fewer behavioural difficulties. Progression planners will support teachers to provide a progressive curriculum to appropriately meet the needs of children and young people	Document outlining Renfrewshire model Stakeholder consultation summary Pre and post training evaluations to capture the impact of professional learning on the skills, confidence and knowledge of staff Place2Be termly impact reports Place2Be monitoring and tracking reports Development and implementation of progression planners Pupil and teacher focus groups to obtain feedback on counselling and HWB programmes QI visits – focus on QI 3.1
	• Embed Renfrewshire's Anti-Bullying policy across all establishments • Provide anti-bullying professional learning for all establishment heads and staff • Support establishments to develop their own policies in line with the authority policy	Renfrewshire establishments are places where bullying can't thrive Reduction in the number of bullying incidents	Seemis data – number of bullying incidents Evaluations from participants on the professional learning Annual report to elected members

Strategic Priority 2

Reduce inequalities and deliver improved health & wellbeing outcomes for children and young people.

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
Parental Engagement	**2.3 Encourage and support active collaboration & engagement with parents and families in supporting their child's learning** • Deliver Pizza Family Learning Project in partnership with schools and families in 8 primary schools engaging parents with children in primaries 1 to 3 in early literacy and numeracy programmes • Consolidate relationships developed during the secondary pilot and the summer programme by introducing young people and parent informed workshops. These will include interventions on internet safety, bullying, keeping yourself safe and supporting your child through positive talk • Schools and partners will work together to identify and support families into wider learning opportunities which increase the families' capacity to cope and succeed. For example, Triple P, Parenting Matters, Family Learning	Parents have increased confidence in supporting their child in early literacy and numeracy strategies, through quality play and learning activities Children and parents value reading and learning within the home. Children's enjoyment of school improves, leading to improved attendance Relationships between school and home are stronger leading to more successful learning partnerships Parents will feel comfortable being in school Greater numbers of parents will be engaged in school activities Young people and parents will develop stronger relationships with each other and the schools and better communication strategies during secondary school education Families are supported and develop important parenting and life skills	Teacher judgement data Attendance statistics Participant numbers and feedback surveys School satisfaction surveys Numbers of parents and families engaging in wider learning opportunities Programme evaluations capturing qualitative information Teacher and school evaluations Pre and post intervention surveys to gauge the impact of parenting programmes Baseline qualitative information

Strategic Priority 2

Reduce inequalities and deliver improved health & wellbeing outcomes for children and young people.

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
Parental Engagement *continued*	**2.3 Encourage and support active collaboration & engagement with parents and families in supporting their child's learning** Youth Services • Continue to deliver 'Come Dine with Me', a programme of family learning, targeting secondary school pupils in school and community settings, to encourage parental involvement and engagement focussing on health and wellbeing • Plan further opportunities beyond school in the community to promote the development of "take away" learning and support into home life; building on awards achieved and opportunities for progression	Young people engage with creative learning programmes focussing on developing life skills and confidence; young people are consulted and welcome their parent/ carers involvement Programmes of engagement lead to joint learning activity, positive experiences, and awards and achievements for young people	Attendance statistics Young people feedback surveys Parent/carer/family feedback Worker observation and recordings
Parental Engagement	Inclusion Support Assistants • Further develop the role of the 9 Inclusion Support Assistants in collaboration with transition teachers and home link service to ensure collective impact • Refine and improve systems to measure the impact of targeted interventions and parental engagement	Improved pupil attendance, reduced exclusions and improved parental engagement for the pupils in target groups Improved measurement systems ensure more appropriate targets are set and needs of children & young people are met	HWB pupil wellbeing wheels 3 times / session Pupil attendance and exclusion statistics Parent participation statistics and parental engagement records Case Studies

Strategic Priority 2

Reduce inequalities and deliver improved health & wellbeing outcomes for children and young people.

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
Parental Engagement *continued*	2.3 Encourage and support active collaboration & engagement with parents and families in supporting their child's learning Parents in Partnership Programme • Use Key challenge questions selected from HGIOS 2.5 to support schools in improving parental engagement through PIP programmes • Develop Parent Ambassador programme to support PIP programmes in schools' pilot programme for max 12 parents across Renfrewshire • Deliver volunteer programme/training through Community Learning & Development	Positive impact on family engagement with schools and attainment of targeted pupils. This group will have the potential as volunteers in the community and around the schools to engage more families who may need additional support	SNSA P7 test scores will provide baseline scores in attainment Pupils tested in S3 – PIP programmes will run in S1 with re-connect support programmes in S2 and S3. As this is a pilot programme the plan will be to bring the Ambassador group together informally for three sessions in 18-19 to discuss their roles/engagement with PIP/families in community
Assessment of Children's Progress	2.4 Extend and consolidate our youth voice programme during Year of Young People • Following on from the very successful Youth Symposium event, our youth commissioners have collaborated with Young Scot National Symposium and Co-Design Team and will present their findings to the Youth Assembly this year recommending further actions and developments for 2019 • Deliver a further Youth Generations Assembly which will focus this year on Year of Young People Themes. Young people will participate in workshops which will cover mental health & wellbeing, participation in decision-making and participative budgeting • Plan youth events and YoYP Legacy programme to promote youth participation in improving learning in schools and communities, volunteering and young citizenship, looking to the past and the future of Renfrewshire's heritage • Through the Young Scot Attainment Challenge Partnership, aimed at tackling inequalities through smart technology, we will deliver new targeted and bespoke local smart-entitlements linked to the Young Scot NEC card.	Young people are empowered and successfully present clear actions and recommendations to the Youth Assembly Young people are given opportunities to influence decision-making on issues affecting their lives Young people have the skills and knowledge to meaningfully participate in decision- making Young people who experience barriers to participation will be supported to access services and opportunities that will support their health and wellbeing, and assist them to reach their potential	Reflection on benefits and challenges of cross sector moderation Number of awards achieved Evidence of accessing wider opportunities Joint planning meetings and action points Partnership events/ cross working Youth assembly programmes YoYP Legacy programme Uptake statistics Feedback from young people on Young Scot smart cards

Strategic Priority 2

Reduce inequalities and deliver improved health & wellbeing outcomes for children and young people.

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
Assessment of Children's Progress	**2.5 Support targeted children and young people at key transitions to close the attainment and achievement gap** • Develop tracking tool to traffic light key literacy and numeracy skills across transition and support target pupils to set learning targets • Roll out the shared pedagogy approach (piloted last session) in literacy and numeracy to support target pupils to make learning connections (and build on their learning) between primary and secondary • Further develop transition teacher understanding by developing a peer observation programme to share good practice Develop a CLPL programme and provide opportunities for transition teachers to engage in professional dialogue and train each other • Organise termly 'transition link' meetings with representatives from every school as well as the transition teachers, to share knowledge and curricular transition practice • Develop a support document for schools to give guidance on how to tap into and use transition teacher knowledge to develop curricular transitions	Curricular transition support will be more focused and reflective of individual pupil need Sharing this information with secondary colleagues will allow them to plan more appropriately for the new S1 cohort, supporting progression Target pupils will be better supported to see the connections between primary and secondary learning They will in turn be better able to build on their previous knowledge and understanding, thus supporting progression Transition teachers will further develop their knowledge of literacy and numeracy support strategies and resources based on their target pupils' learning needs or the development needs of their cluster Transition teachers will develop a trusted support network where they are able to share good practice and learn from each other to better support target pupils Practitioners throughout the authority will share good practice and be better supported and equipped to develop curricular transitions within their schools and clusters Schools and clusters will be empowered to develop curricular transition processes for their own establishments	Evaluation of tracking information using the tracking tool and spread sheet Pupil/ parent evaluations Pupil focus groups Practitioner and pupil evaluations of the projects Evaluation of pupil learning targets Peer observation feedback/ paperwork Minutes of transition teacher meetings and working group meetings CPD presentations Collegiate calendar and practitioner evaluations of CPD inputs Transition teacher link meeting presentations, tasks and evaluations Support document, presentations and minutes of meetings Post surveys of staff in both sectors Focus groups of practitioners to evaluate effectiveness of collaboration Attainment data – practitioner judgement and standardised assessments Focus groups' reflection on benefits and challenges of cross sector moderation Pre and post surveys

Strategic Priority 2

Reduce inequalities and deliver improved health & wellbeing outcomes for children and young people.

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
Assessment of Children's Progress *continued*	**2.5 Support targeted children and young people at key transitions to close the attainment and achievement gap** • Appoint 5 early level curricular transition leads and 1 early level transitions coordinator to support target nurseries and schools to develop their curricular transitions processes and activities • Support early years and primary practitioners to improve the transfer of curricular information across sectors • Provide professional learning opportunities for the early level curricular transition leads, as well as early years and primary 1 practitioners, to deepen their understanding of early level literacy and numeracy pedagogy	Improvement in the continuum of learning across early level through collaborative planning and smooth transition from early years to Primary 1 Improved information sharing across both sectors Transition leads, early years and P1 practitioners have a deeper knowledge and understanding of pedagogy across the sectors and thus support continued progression for children across transition	Individual children's profiles Teacher and Early Years staff judgement data Model for effective transfer of curricular information is in place Post surveys Focus groups of practitioners – evaluation of professional learning

Strategic Priority 2

Reduce inequalities and deliver improved health & wellbeing outcomes for children and young people.

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
School Improvement	**2.6 Support schools to develop the emotional literacy of children in primary schools** • Continue to provide coaching support to 14 PATHS® schools in their second year of implementation • Provide coaching support and refresher training to 13 PATHS® schools who have completed the coaching model to ensure sustainability • Provide PATHS® training for new teachers in all schools • Provide PATHS® training for support staff in all 27 PATHS® schools • PATHS® Parents Information Sessions will be delivered in PATHS® schools by PATHS® Coaches • Schools will also be supported to encourage greater participation and involvement of parents in PATHS and the use of strategies at home	All staff in participating schools will have an understanding of the importance of Social and Emotional Learning (SEL); the PATHS® Curriculum and the importance of implementation fidelity Increased level of social and emotional competence in school children, in particular: • Reduced aggression/ disruptive behaviour • Increased concentration • Improved social and emotional competence • Improved empathy PATHS® principles and strategies are embedded at a whole-school level A sustainable approach to whole-school SEL in participating schools across Renfrewshire Parents will have a better understanding of the PATHS® curriculum, how it is delivered, and how they can use PATHS® skills and strategies to help their children use PATHS® at home Improved parental engagement Parents are confident to attend school and will appreciate the importance of SEL in both school and home	PATHS® training evaluation forms Teacher and SLT surveys PATHS® Pre and Post teacher surveys Pupil Voice surveys Whole-school RAG Forms Participant numbers PATHS® information session evaluation forms Case Studies

Strategic Priority 2

Reduce inequalities and deliver improved health & wellbeing outcomes for children and young people.

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
School Improvement	**2.7 Support inclusion of vulnerable pupils including those with ASN through improving key processes** • In line with inclusion, social justice and school empowerment, progress the ASN review, via a project plan to engage stakeholders in key workstreams and extensive consultation • Provide further training to all establishments on improving the quality of wellbeing assessments and on information sharing • Modify Flexible Learning pilot for senior phase and improve outcomes by working more closely with partners prior to the young people starting the programme • Consult on and implement Physical Intervention policy and revised SC8 on Preventing and Managing School Exclusions • Implement agreed accredited model of staff training for supporting physical intervention	Key staff confidently and competently deal with challenging situations Increased awareness of the need for early intervention and prevention through the promotion of positive relationships The quality of wellbeing assessments is consistently improved Key staff demonstrate increased confidence in information sharing to ensure wellbeing needs are met The wellbeing needs of children and young people are enhanced through increased capacity in schools, empowering establishment heads and enhanced school governance Attainment and achievement is increased through access to relevant opportunities and enhanced pathways to success Fewer pupils accessing alternative provision Children and young people are educated in their own communities and transitions are minimised	Feedback from key staff through pupil support co-ordinators meetings and ongoing contact with children's services support team Evaluations of staff training. Engagement with staff through establishing a support network Wellbeing assessments are monitored through single agency and multi-agency processes Feedback from stakeholders through focus groups and case studies National qualifications data Records of achievement Alternative provision pupil referral data Number of children educated in own communities

Strategic Priority 3

Develop high quality leadership at all levels.

Strategic Priority 3

Develop high quality leadership at all levels.

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
School Leadership	3.1 Continue to provide high quality professional learning for current and aspiring leaders • Continue to roll out leadership programme for early learning and childcare heads and deputes, partner head leaders and leaders in primary school early years settings • Continue to roll out the leadership programme for middle leaders (senior staff) in early years settings, including continued professional learning opportunities and qualifications • Provide opportunities for existing early years depute heads to become qualified to degree level • Develop a pedagogical leadership programme for the newly recruited additional graduates • Provide 2 more Drummond International Step Back workshops aimed at DHTs from across all sectors	Leadership capacity and confidence is developed and enhanced at all levels High quality leadership is positively impacting on teaching and learning Our leaders are actively engaging in continued professional learning and development opportunities Existing depute heads are undertaking the degree qualifications, leading to improved pedagogical leadership Participants will develop co-coaching skills, strengthen relationships with peers and consider appropriate leadership styles to utilise in a variety of situations They will also be supported to prioritise what is important back in school	The appointment of quality leaders and additional graduates to facilitate the early learning and child care expansion Qualitative feedback from participants focussing on capacity and confidence External validation including Education Scotland and Care Inspection QI visits Discussions with staff S&Q Reports The number of depute heads engaging in the degree course and becoming qualified Qualitative feedback from participants. Retrospective workshop evaluation to ascertain how participants continue to 'step back'

Strategic Priority 3

Develop high quality leadership at all levels.

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
School Leadership *continued*	3.1 Continue to provide high quality professional learning for current and aspiring leaders • Introduce Learning Sets for establishment heads to further explore working together in more collegiate and collaborative ways • Empower establishment heads' working group to develop 3 further professional learning leadership days for session 2018-19. These will include input on personal wellbeing • Continue to run the Aspiring Leaders training sessions across all promoted positions, including early years practitioners • Empower current Renfrewshire promoted staff in the delivery of the Aspiring leader programmes • Extend the opportunity of bespoke coaching input to a further group of identified establishment heads	HTs will be supported to develop empowered school leadership and explore collegiate and collaborative working to improve outcomes for children and young people Leadership capacity and confidence is further developed HTs are aware of strategies to utilise both personally and with staff in relation to supporting their own health and wellbeing Leadership capacity and confidence is developed and enhanced at all levels Renfrewshire staff continue to perform well in interview/assessment centres, securing substantive positions within the authority Co-coaching approaches are further developed and utilised to support colleagues Strengthened leadership capacity to improve attainment and close the poverty related attainment gap	HT impact survey – quantitative and qualitative HT case studies on how they utilise the Learning Set Qualitative feedback on collaborative work within individual establishments HT feedback – quantitative and qualitative Course evaluations Assessment Centre (Aspiring HT) Assignments (Aspiring DHTs) Projects (aspiring PTs) Numbers of participants successful in gaining promoted posts within Renfrewshire Programme evaluations Case study

Strategic Priority 3

Develop high quality leadership at all levels.

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
Teacher Professionalism	3.2 Provide high quality professional learning for teachers and support staff • Implement revised **NQT Induction** and professional learning programmes • Continue to support NQT mentors through further training and through the part time Development Officer • **Language Learning in Scotland: A 1+2 Approach** Continue to deliver the 12-week training programme in Spanish and French (German if there is demand) Develop further training with UWS in Spanish and French to continue to support staff confidence with language development and implementation of L2/L3 • **Exploring Pedagogy in Primary 1** Roll out Phase 3 training to develop early learning pedagogy in 9 further schools. Develop training input on taking this approach beyond P1	NQTs are better prepared for, and supported to, carry out their role. Professional learning supports NQTs to attain a 'satisfactory' outcome in their final profile submission to GTCS NQTs are mentored and supported to a high level across all schools Sufficient teachers are trained in each school, in a second language, enabling full implementation of the Scottish Government's vision for 1+2 by 2020 Practice in Primary 1 classes is informed by the training and has a long term positive impact on children's independence, resilience, confidence and, ultimately, attainment Enhanced learning experiences for children through greater involvement in their learning Balance of teacher led, teacher initiated and child-initiated learning Appropriate primary 1 learning environments	Induction evaluations Professional learning session evaluations Development Officer facilitated focus groups Numbers of 'satisfactory' final profile recommendations Feedback from training session Feedback from Development Officer Numbers of referrals from schools for Development Officer support Numbers of 'satisfactory' final profile recommendations Training evaluations Annual school language provision audit Training evaluations – before & after Support visit feedback QI Visit 3 classroom observations by EMs Report from Strathclyde University Research Assistant

Strategic Priority 3

Develop high quality leadership at all levels.

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
Assessment of Children's Progress	**3.3 Support young people to develop leadership skills and increase levels of pupil participation in schools and beyond** • Continue to support Columba 1400 Pupil Leadership Academy: 2 schools (Paisley Grammar and Johnstone High) to continue participation in 4-year sustainable model from Columba 1400 - Year 2 of the 4-year programme • Aspirational Weekends 2 more schools to participate in this leadership opportunity – Gleniffer High and Castlehead High	Targeted young people further develop leadership capacity and confidence and a variety of other skills including resilience, team working, decision making and independence Year 1 Group are further supported to work with new Year 2 group to encourage participation and development of leadership capacity and opportunities Increased pupil participation/voice across schools involved	Gathering of qualitative and quantitative data to measure the extent of change in leadership and confidence of young people Classroom and retreat observations Follow up evaluation after 3 months to assess longer term impact Columba 1400 pupil/ parent/teacher evaluations Feedback from young people through written and oral evaluation

Strategic Priority 3

Develop high quality leadership at all levels.

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
School Improvement	3.4 Create the conditions to further empower school communities • As part of the staffing exercise, increase opportunities for schools to select and appoint staff within their schools • Explore options to empower schools to design and determine the management capacity and structure within their schools to provide greater flexibility and ensure that decisions made suit the needs of the local community • Support schools to collaborate with similar schools, within Renfrewshire and across the West Partnership, to share and embed effective practice in relation to school improvement, data analysis and curriculum design • Support schools to secure best value through Pupil Equity Funding	Effective leadership is demonstrated and results in a sustainable and capable workforce: through increased head teacher involvement in the process and evaluation of the annual staffing exercise, head teachers are empowered to make staff choices to suit their own establishments to support the drive to improvement Management capacity and structures in schools suit the needs of the local community by matching local objectives and aspirations and so support the drive to school improvement Schools are confident in sharing effective practice and seeking support to secure best outcomes for children and young people Establishments have a clear rationale to support spend and have the knowledge and skills to implement successful evidence-based interventions	Feedback from head teachers in a focus group established to review the effectiveness of the revised approaches to the staffing exercise and recruitment processes Monitoring of management structures and capacity in all schools School 'families' action plans Establishment Improvement Plans and Standards & Quality reports QIF PEF quality checklists PEF working group minutes PEF mentor reports and case studies Internal audit report
School Improvement	3.5 Provide high quality professional learning for central staff • Collaborate with colleagues in the West Partnership to provide further professional learning opportunities for officers and managers in the central team • Provide further opportunities for the EM/EO team to moderate practice to ensure consistency of approach	Education Managers are skilled and confident to support and challenge schools to improve A consistent approach is in place across all establishments Establishments receive equitable levels of support and challenge	Feedback from EMs through discussion and EM meetings Feedback from Heads through surveys on Year 2 of the QIF

Strategic Priority 4

Improve employability skills and support all of our young people to enter positive destinations and sustained post-school destinations.

Strategic Priority 4

Improve employability skills and support all of our young people to enter positive destinations and sustained post-school destinations.

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
School Improvement	4.1 Continue to develop partnership links & collaborative arrangements with the FE sector, employers and commerce in line with the Commission for Developing Scotland's Young Workforce report • A short life working group will review vocational provision including opportunities for S4 pupils and more school-based delivery • Review current provision for work experience this session with a view to a model which provides more relevant opportunities across the senior phase • Working in partnership with West College Scotland, we will offer a range of Foundation Apprenticeships across 6 frameworks with a combination of one and two year models • Establish Castlehead High School as a Specialist School of Creative Education through partnership with Glasgow School of Art (GSA). Develop a new creative education pedagogy and curriculum enabling creative portfolio development for Senior Phase Students	Increased opportunities for potential future employment for a greater number of young people More flexible approaches to learning and increased personalisation in learner pathways Establishment of a School of Creative Education for 11 – 18 year olds in Paisley Young people benefit from studio-based pedagogy and design thinking at the heart of literacy and STEM subject areas Aspiring to be a UK Centre of Excellence which nurtures and attracts young people regardless of their background	School leaver destination data Increased number of young people successfully completing courses at school and /or college Increased numbers of young people completing Foundation Apprenticeships Minutes of strategic group Pupil, staff qualitative evaluations Student participation numbers School and GSA Action Plans
School Improvement	4.2 Further develop the curriculum, and the opportunities for personal achievement, to maximise school leavers' skills to meet the needs of employers • Support schools to offer a wider range of personal achievement opportunities • Support schools to ensure that skills are a key element of learning and teaching across the curriculum in all sectors and that the language of skills is being used explicitly • Support schools to embed the Career Education Standard 3-18 so that teachers have a greater awareness of their role in supporting all young people into positive and sustainable destinations post school	An increase in the number of young people gaining accreditation for personal achievement programmes Children and young people will be better equipped for the world of work in terms of qualifications, confidence and interpersonal skills. A more consistent approach is evident across schools in successfully supporting young people into positive and sustained post school destinations Improved leaver destinations	School leaver destination data Increased numbers of young people sustaining their post school destinations Evidence from schools about programmes offered and the uptake and success of these QIF Visit reports – focus QI 2.3 S&Q reports and Establishment Improvement plans External validation including Education Scotland inspections

Strategic Priority 4

Improve employability skills and support all of our young people to enter positive destinations and sustained post-school destinations.

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
Assessment of Children's Progress	**4.3 Continue to support vulnerable young people (e.g. LAC and those with ASN) to move into positive, sustainable destinations post school** • The work experience model will be further rolled out and the Achieve programme will continue into session 2018-19	Young people with additional support needs are better prepared for the world of work and employability Increased numbers of young people with additional support needs are moving into positive and sustainable destinations post school Vulnerable young people are better supported, and increased numbers move onto positive and sustainable destinations post school	Focus groups of young people and staff to evaluate impact of work experience models and partnership working Data analysis of the numbers and destinations of vulnerable young people post school
Assessment of Children's Progress	**4.4 Support schools to deliver a Senior Phase which ensures appropriate pathways for our young people and provides the best possible opportunities for them to achieve a range of qualifications** A short life working group will review and progress the STEM/STEAM agenda Consortium arrangements will again be reviewed and refined to ensure they are meeting the requirements and entitlements of young people.	Increased attainment within the Senior Phase, including personal achievement accreditation. Effective consortium arrangements are in place so that schools can offer a wider range of pathways to meet the needs of pupils Increased uptake and improved attainment in STEM/STEAM subjects	SQA examination results and data analysis Insight information Minutes and actions from short-life working group

Renfrewshire
Council

For further information, please contact

Steven Quinn
Acting Director Children's Services
Chief Education Officer
Children's Services
Renfrewshire Council

Telephone: 0141 618 6839
Email steven.quinn@renfrewshire.gov.uk

Renfrewshire Council

To: **Education and Children's Services Policy Board**

On: **1 November 2018**

Report by: **Director of Children's Services**

Heading: **Education Standards and Quality report**

1. **Summary**

1.1. This report details the progress and impact which is described in the Education Standards and Qualities report. The progress is reported under the improvement priorities which were set out in the Education Improvement Plan 2017/18.

1.2. The key priority areas were to:

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all our establishments;

Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people;

Support self-evaluation and performance improvement throughout our establishments;

Develop high quality leadership for staff at all levels; and

Support high numbers of our young people to enter positive destinations and sustained post-school destinations.

1.3 These priorities align to those outlined in the National Improvement Framework (NIF) and our evaluative statements, contained within this report, illustrate improvements made under each of the NIF drivers.

1.4 Very good progress has been made in relation to the priorities set. This report provides a summary of highlights over the last year.

2. Recommendations

2.1 The Education and Children's Services Policy Board is asked to note the contents of the report.

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3. Background

3.1 The Education Standards and Quality report highlights the effective partnership working across and beyond the directorate, with our partners, parents and communities, to raise attainment for all and close the poverty-related attainment gap.

3.2 The vision for Renfrewshire Children's Services is "working together to get it right for children, families and communities – protecting, learning, achieving and nurturing."

3.3 The report details the progress made over the last year in relation to the priority areas outlined in the Education Improvement Plan 2017/18.

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4. Progress

4.1 Some highlights from the Standards and Qualities Report are detailed below. Full details are included in appendix 1.

4.2 Data analysis shows early indications of the poverty-related attainment gap decreasing with improved attainment for some of our most vulnerable young people. A range of data literacy training has been provided for promoted members of staff, with attendance from all 49 primary schools and 7 secondary schools.

4.3 382 staff at all levels participated in Stages of Early Arithmetical Learning (SEAL) training. 99% of those surveyed in comparative evaluations reported either consolidation of, or improved confidence in, teaching numeracy after attending S.E.A.L. training.

4.4 27 classroom assistants have participated in bespoke professional learning in literacy and numeracy. This was delivered in collaboration with the University of Strathclyde. Participants reported improved knowledge and confidence in supporting pupils.

4.5 15 Quality Assessment and Moderation Support Officers (QAMSOs) have further developed their understanding of moderation, holistic assessment and learning intentions and success criteria. Their experiences and skills have been shared within their own schools.

4.6 Thirty-three establishments are now involved in Renfrewshire Nurturing Relationship Approach (RNRA). Very good progress is being made in relation to embedding nurture principles at a whole school level in participating schools.

4.7 Youth Services have developed a range of programmes to increase parental engagement aimed at young people in S1-S3. One of the most successful programmes has been the “Come Dine with Us” project which aims to support young people to work in teams and develop new skills including teamwork, cooking and budgeting.

4.8 Renfrewshire’s new quality improvement framework (QIF), implemented across all sectors, and piloted throughout session 2017-18, is delivered through a range of quality improvement activities and resources which focus on delivery of the NIF priorities. The framework ensures consistency and rigour to support the ongoing cycle of self-evaluation and improvement planning across our establishments.

4.9 Training and development opportunities for staff continue to ensure a key focus on learning and teaching and on capacity building of leaders. All establishment heads have now had the opportunity to attend the Step Back workshops and these have been extended to include Depute Head Teachers across all sectors. As a result, our heads are developing skills in co-coaching and report feeling more empowered to prioritise what is most important within their own school’s change agenda.

4.10 93% of our school leavers went on to a positive destination. Partnerships between schools, West College Scotland and the University of the West of Scotland continue to be strong with increasing numbers of young people undertaking, and sustaining, vocational programmes.

Implications of the Report

1. **Financial** –*none.*

2. **HR & Organisational Development** – *none.*

3. **Community Planning –** *none*

4. **Legal** – *none.*

5. **Property/Assets** – *none.*

6. **Information Technology** – *none.*

7. **Equality & Human Rights**

(a) The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. **Health & Safety** – *none.*

9. **Procurement** – *none.*

10. **Risk** –*none.*

11. **Privacy Impact** – *none.*

12. **Cosla Policy Position** – *not applicable.*

List of Background Papers

(a) Background Paper 1 – none

Author: **Lauren Johnston**
Project Manager
Lauren.johnston@renfrewshire.gov.uk
0141 618 4023

Renfrewshire Council

Education Standards and Quality Report

September 2018

Achieving Equity and Excellence in Renfrewshire

Moderation Event
2nd March 2018

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Introduction

We are delighted to present our report on achieving equity and excellence in Renfrewshire. This report focusses on the successes and achievements of all our children and young people.

It highlights the effective partnership working across and beyond the directorate, with our partners, parents and communities, to raise attainment for all and close the poverty-related attainment gap.

We are very proud of our high attainment, increased positive destinations, reduction in school exclusions and improvement in school attendance. This report contains a range of impressive figures, but behind the statistics are the stories of individual children, young people and families for whom we are making a difference. A sample of these are provided through a case study approach in the attached 'Spotlight on Success' booklet.

The pace and scope of our work in tackling poverty and reducing inequities, has been significantly enhanced through the Scottish Government funding of Renfrewshire's Attainment Challenge and Pupil Equity Fund. The positive impact of this work on our children, young people, families and staff, is illustrated throughout this report.

We would like to thank the staff in every establishment, and the central team, for their hard work and dedication to achieving the best outcomes for all our children and young people. We recognise that in our establishments, all staff work in partnership with parents and a range of professionals to ensure the needs of our children, young people and families are met.

We are increasingly working collaboratively with our partner local authorities in the West Partnership to ensure greater impact on some of the challenging issues within education and the wider services for children. Collectively we are working towards getting it right for every child.

Looking to the future, we will continue to raise the bar to ensure that there is no poverty of aspiration, ambition or opportunity, for Renfrewshire's children and young people. We will continue to embed and support innovative approaches by providing the highest quality of education for all.

Councillor Jim Paterson
Convener Education and
Children's Services

Steven Quinn
Acting Director Children's Services
Chief Education Officer

Renfrewshire Children's Services Vision

"Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing."

Renfrewshire Children's Services Vision

Our priorities and context

This report describes the progress made in taking forward our 5 strategic priorities below and the positive impact of this work on our children and young people.

- Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all our establishments;
- Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people;
- Support self-evaluation and performance improvement throughout our establishments;
- Develop high quality leadership for staff at all levels; and
- Support high numbers of our young people to enter positive destinations and sustained post-school destinations.

These priorities align to those outlined in the National Improvement Framework (NIF) and our evaluative statements, contained within this report, illustrate improvements made under each of the NIF drivers.

Renfrewshire Children's Services Vision *continued*

Local Context - facts and figures

- 27,000 children and young people in early years, primary, secondary and additional support needs schools and centres;
- 3,100 full time equivalent staff;
- 49 Primary schools, 22 of which have an early learning and childcare class;
- 11 Secondary schools;
- 11 early learning and childcare centres;
- 2 schools for children and young people with additional support needs; and
- 5 children's houses and supported accommodation for young people leaving care.

Social Index of Multiple Deprivation (SIMD)

Of Renfrewshire's 225 datazones, more than a quarter are in the 20% most deprived areas.

- 70 datazones are within the 20% most deprived areas in the health domain;
- 61 datazones are within the 20% most deprived areas in the income domain; and
- 60 datazones are within the 20% most deprived areas in the employment domain.

Successes and Achievements

Renfrewshire Literacy Approach

- COSLA Excellence Awards 2018 – Silver Award winner and at time of print through to final stage in the 'Tackling inequalities and improving health' category';
- Highlighted in the National Improvement Hub as an example of highly effective 'Interventions for Equity'; and
- Showcased at the Scottish Learning Festival 2017.

St Anthony's Primary School

Winner of UKLA Literacy School of the Year Award.

St James' Primary School (Renfrew)

Winners of two awards - First Minister's Reading Challenge.

- 'School Reading the Most Books' – 19,528 books in total (average of 33 books per pupil!).
- P7 pupil winner of the 'Pupil Reading Journey – Primary 7.'

Wallace Primary School

P3 class winner - UKLA 'Our Class Loves this Book Award' – second year running that this national award has been won by a Renfrewshire school.

Both Wallace Primary and St Anthony's Primary presented their award- winning work to the UKLA conference in Cardiff in July.

St Fergus' Primary School

P6/7 class from St Fergus' Primary impressed UKLA judges with their submission for the 'Our Class Loves this Book Award'. As a result, the school has been invited to be an ambassador for the award and to share the pupils' work at the UKLA National Conference in March 2019.

Our Lady of Peace Primary School

Visited by John Swinney, Deputy First Minister, to observe the positive impact of the Renfrewshire Literacy Approach.

Successes and Achievements *continued*

St. Anne's Primary –
Class Teacher Fiona Robertson

Finalist - the Scottish Book Trust's Professional Learning Award.

Parents in Partnership

(as part of the Joint Employability Programme)

Winners of the Campbell Christie Public Service Reform Award in 2016 and a finalist in the UK MJ Local Government Achievement Awards in 2017.

The Director and Development Officers for Transition and Parents in Partnership presented to the Deputy First Minister at the first Education Leaders group in February 2018.

School Estate

Renfrewshire Council's vision for its school estate is to promote learning and achievement and to give children and young people the opportunity to learn in the best possible environment.

The current estate management plan has delivered:

- 5 new build schools;
- 2 new early learning and childcare classes;
- 1 new early learning and childcare centre;
- refurbishment of 2 schools; and
- an early learning and childcare class.

Family Learning

Pizza Reading and Pizza Maths approaches to improve parental engagement feature on the National Improvement Hub as examples of highly effective 'Interventions for Equity'.

Renfrewshire's Nurturing Relationships Approach

33 establishments now involved in this highly successful programme.

Ferguslie Early Learning and Childcare Centre have been working in partnership with Stirling University to capture their practice in learner participation and the impact it was having on children's attainment and engagement of the families and community. Their story is now part of the document 'Learner Participation in Educational Settings (3-19)' and is shared on the National Improvement Hub as an example of excellent practice.

Aspiring Leaders Programme

Successful recruitment of 26 high quality establishment senior managers over the last 2 years.

Scottish Education Awards 2018

Todholm Primary School

Finalist – Families and Communities Learning Award.

St. James' Primary Renfrew

Finalist – Raising Attainment in Literacy Award.

Finalist – Lifetime Achievement Award – Mrs Margaret Convery.

East Fulton Primary School

Finalist – Raising Attainment in Numeracy Award.

Pupil Equity Funding (PEF)

(Case Studies - Spotlight on Success pages 33-37)

In the main, establishment PEF plans are closely aligned with the attainment challenge priorities which include improving literacy and numeracy and health and wellbeing. This is being achieved through a variety of evidence-based approaches and interventions

PEF mentors have been working closely with schools to monitor the use and impact of PEF and have compiled case studies which demonstrate clear impact in tackling the poverty-related attainment gap.

Clear trends are emerging, for example, PEF has helped to enrich children's emotional development and there is evidence which demonstrates that PEF interventions/ approaches have had an impact on attainment in literacy and numeracy. A number of case studies demonstrate this. PEF has enabled staff to lead change and help build their confidence. Parental and family engagement have been a focus for many schools and the fund has helped schools better understand family circumstances and establish closer links between home and school.

Establishment staff also report that they are more confident in working with parents to help them support children. In the case studies, parents report that they are now able to use the same language as the teachers, when at home, and this helps them to better support their child with homework. Parents also note improvements in their children's learning and confidence. This evidence, and locally available attainment data, have been used in the preparation of this report.

A PEF short-life working group meets regularly to discuss issues relating to staffing, services and goods, and monitors risks associated with the fund. A PEF coordinator provides support to schools with regards to staffing, services and goods. A central point of contact ensures the process is coordinated. PEF is discussed at attainment challenge governance board meetings and ensures that the fund is being used to address the lack of equity and achieve the strategic priorities of the NIF. Furthermore, education managers use a PEF principles check-list to ensure schools are compliant with the PEF national guidance.

Results are used to provide proportionate support where required. Head teachers are invited annually to a PEF learning event where they discuss impact, share good practice and learning. Our procedural and administrative arrangements are highly effective.

Attainment

The information on the following pages demonstrates the progress that has been made in improving attainment for all and closing the attainment gap in Renfrewshire. Within the broad general education (BGE), there has been consistent improvement in the percentage of pupils achieving the expected Curriculum for Excellence (CfE) level for their stage in literacy and numeracy.

This pattern is replicated in the Senior Phase, with notable improvement in the percentage of school leavers achieving SCQF level 5 or above in both literacy and numeracy.

Attainment gaps between pupils living in the most deprived areas and those living in the least deprived areas have reduced across the BGE and the Senior Phase. This reduction in the gap is due to higher levels of improvement of pupils living in the most deprived areas.

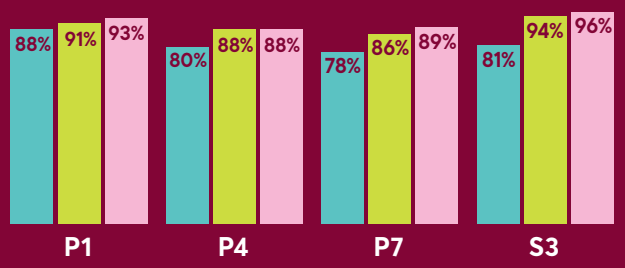
Attainment

BGE Attainment, P1–S3

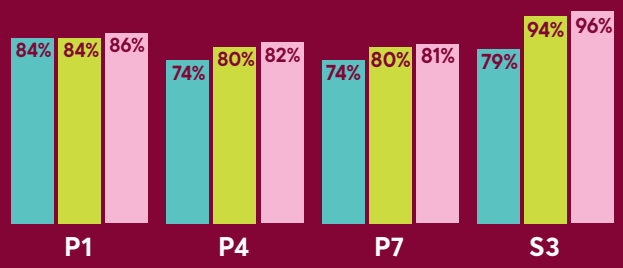
The percentage of pupils achieving the expected CfE level for their stage increased in all curricular areas.

2016 2017 2018

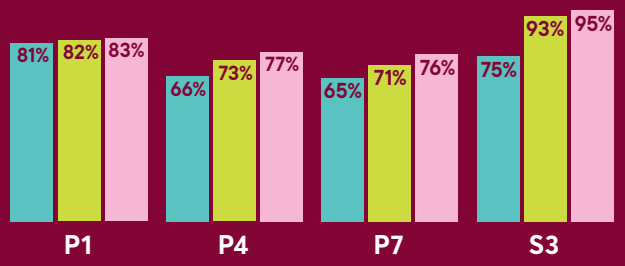
Listening and talking



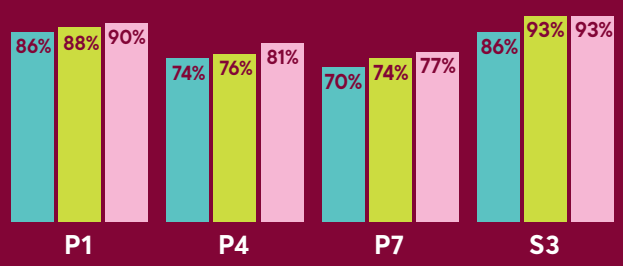
Reading



Writing



Numeracy



Attainment gaps

Percentage Point Change in % achieving expected CfE level from 2016 to 2018

- SIMD: 30% most deprived/70% least deprived
- FME: Pupils entitled to free meals and/or clothing grants/Pupils not entitled

Listening and talking

Gap reduced 6pp

Gap reduced 6pp

Reading

Gap reduced 6pp

Gap reduced 4pp

Writing

Gap reduced 5pp

Gap reduced 2pp

Numeracy

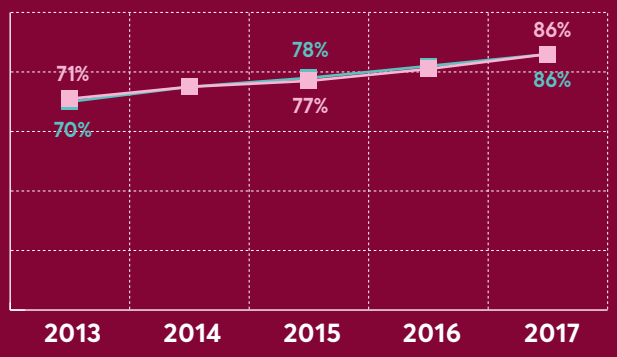
Gap reduced 3pp

Gap reduced 3pp

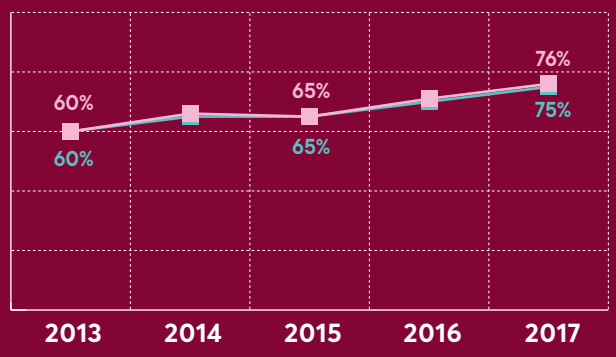
School leavers, S4–S6

Renfrewshire Virtual Comparator

% leavers achieved Level 5 literacy
Up 15pp over 5 years, in line with virtual comparator

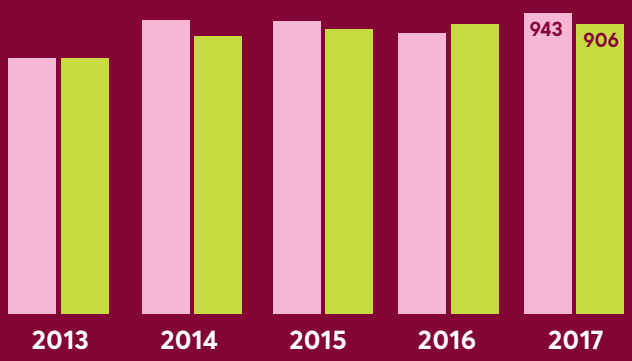


% leavers achieved Level 5 numeracy
Up 16pp over 5 years, in line with virtual comparator

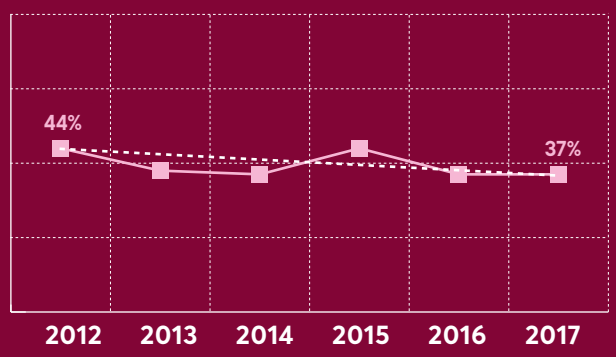


Renfrewshire National

Average total tariff - all leavers

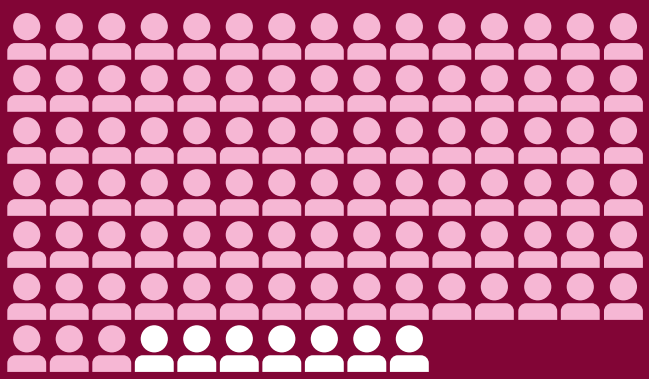


Attainment gap: percentage gap in total tariff points between leavers from SIMD 1-3 and 4-10

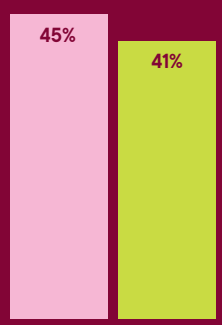


School leavers

93% of 2016/17 school leavers went on to positive destinations



% of 2016/17 school leavers entering Higher Education



Strategic Priority 1

Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments.

How well did we do?

School Improvement & Performance Information

Support all establishments in developing data literacy to improve learning and teaching.

Provide high quality education and support throughout the BGE & Senior Phase to narrow the outcomes gap for disadvantaged groups.

▶ Case Studies - Spotlight on Success pages 29-31

Data analysis shows early indications of the poverty-related attainment gap decreasing with improved attainment for some of our most vulnerable young people.

A range of data literacy training has been provided for promoted members of staff, with attendance from all 49 primary schools and 7 secondary schools. Evaluations from these sessions have been positive and have led to one-to-one support being provided to ensure that all establishments have effective data management processes. Thirty-nine primary schools have received this support to date and have new bespoke tracking systems in place. Feedback surveys found that 94% of respondents felt that their recording of data was more effective following this support and 87% felt that they were better able to measure the impact of their interventions.

Data Network meetings have been held monthly and have been used to share examples of good practice, take forward common areas of work, and to share class teacher survey findings.

In addition, each school has been provided with data profiles illustrating their progress towards closing the attainment gap in both the BGE and Senior Phase, against comparator school and Renfrewshire averages. These are used as the basis for professional dialogue to inform next steps at establishment level and when education managers/officers visit establishments.

Across all secondary schools, rigorous approaches to tracking and monitoring of pupil progress is supporting early intervention, resulting in more appropriate course choice. Retention rates for vocational courses at college are increasingly positive and school leaver destinations are showing an improving trend.

Further develop our early years curriculum and support new legislation, in particular the expansion of early learning and childcare.

Governance arrangements to support planning and implementation have been beneficial in developing an 1140 expansion plan for Renfrewshire.

Strategic Priority 1 *continued*

Quality training and development opportunities for staff are ensuring a key focus on developing an understanding of early learning pedagogy, improving the learning environment and outdoor provision across all settings. Renfrewshire continues to be an active member of the West Partnership to enhance planning and development in this area.

Assessment of children's progress

Support and improve approaches to assessment and moderation to improve practitioner skills in planning and assessment

▶ Case Study - Spotlight on Success page 8

15 Quality Assessment and Moderation Support Officers (QAMSOs) have further developed their understanding of moderation, holistic assessment and learning intentions and success criteria. Their experiences and skills have been shared within their own schools:

- 27 practitioners from St Benedict's Cluster and Paisley Grammar Cluster participated in training and a very successful West Partnership event, which was hosted in Renfrewshire;
- Participation in this programme has improved practitioners understanding of the moderation process and knowledge of national guidance;
- Valuable professional dialogue with practitioners across the authorities is helping to build confidence in understanding and consistency of the standards;
- Approximately 200 practitioners have been trained in high quality career long professional learning (CLPL) in holistic assessment and are beginning to implement this in their classrooms; and
- A Renfrewshire model of moderation has been developed in consultation with primary headteachers. A timeline for training and implementation is set for session 2018/19.

Teacher professionalism

Support high quality professional learning for staff at all levels, with a particular focus on Literacy and Numeracy

Literacy

Our partnership with the University of Strathclyde, now in its fourth year, continues to provide a range of high quality professional learning opportunities on effective support, teaching and leadership of literacy for staff at all levels:

- 107 teachers and senior leaders from 26 schools participated in our first cohort of Dive into Writing training. A further 289 teachers, school leaders and classroom assistants attended in-service training exploring writing pedagogy. A final evaluation report of this workstream will be published by the University of Strathclyde in September 2018;
- 55 bespoke CLPL sessions were delivered across 24 schools by the literacy development officer. These incorporated areas to further embed and extend aspects of the Renfrewshire Literacy Approach including book banding, Dive into Reading strategies, the Primary Literacy Coaching Programme, audits of progress and formation of action plans in line with individual School Improvement Plans and the Education Improvement Plan;
- 90 teachers from schools across Renfrewshire participated in 'Get Us All Reading' book groups, increasing and enhancing their knowledge of high quality children's literature; and
- SMT and teachers from 8 schools participated in a pilot programme designed to explore effective data use to effectively support children living in poverty who were not making sufficiently strong progress in literacy. A final evaluation report of this workstream will be published by the University of Strathclyde in September 2018 however early indications indicate greater confidence in effectively using data to plan individual interventions in literacy.

A comprehensive report of 'The Renfrewshire Literacy Approach: 2015 – 2017' was published in January 2018 and formally launched by the Deputy First Minister. The report highlights a statistically significant rise in average standardised reading age scores. A decrease in 'low' and 'below average' scores indicates specific impact in relation to closing the poverty-related attainment gap.

Most primary schools have nominated a Literacy Champion with 91 champions identified across 46 primary schools, 1 ASN school and peripatetic services. Literacy Champions effectively support school leaders in implementing the Renfrewshire Literacy Approach, particularly aspects of the Literacy Checklist. This ensures a consistent approach across schools while encouraging teacher creativity and allowing schools to consider their local contexts.

Strategic Priority 1 *continued*

The school libraries attainment team have developed a number of successful reading engagement projects across our establishments. 100% of pupils taking part in storytelling projects in Paisley Grammar and Renfrew High felt more positive about reading and stated they would now like to read more for enjoyment because of the project. This has been enhanced through the primary school outreach librarian who has engaged with all 49 primaries and 2 ASN schools to develop a positive reading culture in schools. Regular liaison meetings between the school libraries attainment team and Attainment Challenge development officers ensure consistent implementation of the Renfrewshire Literacy Approach across services and workstreams.

Numeracy

▶ Case Studies - Spotlight on Success page 6

382 staff at all levels participated in S.E.A.L. training. The impact is illustrated below:

- 99% of those surveyed in comparative evaluations reported either consolidation of, or improved confidence in, teaching numeracy after attending S.E.A.L. training. Phase 2 and 3 S.E.A.L. training analysis was published in a report titled 'Stages of Early Arithmetical Learning Evaluation and Analysis' which demonstrates positive impact; and
- 62 primary teachers participated in training to upskill their knowledge and confidence. All reported an increase in their confidence and knowledge after attending the professional learning. This training ensures that methods to achieve conceptual understanding are adopted as opposed to procedural methods.

Almost all primary schools are engaging with the suite of documents, developed by the numeracy development officer. This resource is aligned to national benchmarks and supports the progression of skills, bundling of Es & Os, planning for teaching, learning and assessment. The Numeracy Checklist, included in the guidance is used as a self-assessment audit tool to identify and guide development decisions thus ensuring a consistent approach.

As a result of professional learning, staff are more experienced in bundling and teaching numeracy in context. 18 practitioners shared their experience at a showcase of their work to over 100 colleagues. This activity focused on collaboration and professional learning and supported staff who were previously unfamiliar with the approach.

Four modelling and coaching officers commenced their roles in August 2018. They have provided training and are developing materials to support learning and teaching in numeracy and mathematics in quartile 1 and 2 schools.

Literacy and numeracy

▶ Case Studies - Spotlight on Success page 5

A programme was developed in partnership with University of Strathclyde to provide learning opportunities for classroom assistants, enabling them to better support children and young people in literacy and numeracy. The evaluation report 'Classroom Assistants in Renfrewshire: Voices, Growth and Impact', published in August 2018, demonstrated that 100% of classroom assistants indicated an increase in both knowledge and confidence in supporting pupils.

Newly Qualified Teachers (NQTs)

Primary NQTs received high quality professional learning in Literacy and numeracy. This successfully introduced them to the Dive into Writing approach, SEAL, Number Talks and the work of the numeracy champions, enabling them to get a better understanding of the stage of implementation of the programme within their own school. Each school was then able to build on this initial knowledge through its own collegiate sessions.

Secondary NQTs were successfully introduced to the Renfrewshire Literacy Coaching Programme. It allowed them to discuss approaches to literacy and numeracy development within their own subjects, reinforcing the 'responsibility of all' aspect.

Literacy and numeracy champion meetings were positively evaluated in terms of opportunities to collaborate, share effective practice and enhance existing knowledge and skills. Literacy and numeracy checklists based on the 3 Domain Model have been finalised, distributed to all schools and included in key documents and policies leading to creation of a shared vision and consistency across schools.

Staff at all levels, including the central team and classroom assistants, have a shared understanding of Renfrewshire approaches to literacy and numeracy and mathematics.

Strategic Priority 1 *continued*

What's next?

School improvement

- Refine school systems for tracking and monitoring of our most vulnerable groups including looked-after young people and young carers.
- Review flexible learning provision to ensure that the most vulnerable young people are being fully supported in their learning to prepare them to move into positive and sustained destinations.
- Provide support to all establishments to improve the use of data and ensure learning is embedded.
- Revise the PT Raising Attainment role to ensure consistent impact across establishments.

Early Learning and Childcare

- Continue to implement and review the plan including the governance arrangements, to expand early learning and childcare from 600 hours to 1140 by 2020.
- Progress the recruitment programme, including the additional graduate posts.
- Develop and implement a high quality professional learning and leadership programme for early learning and childcare staff.
- Contribute to the West Partnership early learning and childcare workstreams.

Assessment of children's progress

- Further develop leadership role of QAMSOs to create capacity in assessment and moderation.
- Continue to engage with National Moderation Programme.
- Continue to engage closely with West Partnership and Renfrewshire Moderation Programme.
- Establish assessment and moderation lead in all establishments to build capacity within the authority.
- Implement and evaluate Renfrewshire's Programme of Moderation across the primary sector.
- Disseminate and implement secondary moderation model within English departments across all establishments and roll out to wider subjects.
- Provide further high quality professional learning in holistic assessment.

Teacher Professionalism

Literacy

- Embed and extend evidence-based approaches to the teaching of reading and writing as highlighted within the Primary Literacy Coaching Programme, Dive into Reading and Dive into Writing approaches.
- Provide a range of high quality CLPL at all levels to deepen understanding of the Renfrewshire Literacy Approach and share good practice.

Numeracy

- Extend 'Beyond S.E.A.L.' training to Quartile 2 schools, transition teachers before rolling out to all establishments.
- Modelling and Coaching Officers to provide Early and First Level S.E.A.L. training for new participants, in addition to refresher sessions, to implement and embed the approaches.
- Provide further training for classroom assistants and early learning and childcare officers with the offer extended to teachers at early level in schools who are employing a play-based pedagogy.
- Development of S.E.A.L. support materials on the learning and teaching website.
- Appointment of two 0.4 FTE mathematics teachers to support the sharing of good practice across the BGE in the Secondary sector.

Literacy and numeracy

- Extend programme of CLPL incorporating literacy, numeracy and health and wellbeing to a further 40 classroom assistants.
- Development officers to provide bespoke support to individual establishments and practitioners on aspects of literacy and numeracy to ensure consistency, progression and sustainability.
- Embed and extend the use of the 3 Domain Model across literacy and numeracy and mathematics.

Strategic Priority 2

Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people

How well did we do?

Teacher Professionalism

Continue to develop Renfrewshire's Nurturing Relationships Approach (RNRA) in schools across Renfrewshire

▶ Training Process Evaluation - Spotlight on Success page 19

The impact of whole school RNRA training in participating schools is very positive. Following training, 87% staff reported a gain in knowledge of attachment theory and 71% reported a gain in knowledge in the importance of relationships. In participating schools, there is an increased understanding of the importance of nurturing relationships in school as evidenced through school journey summary reports.

Thirty-three establishments are now involved. Very good progress is being made in relation to embedding nurture principles at a whole school level in participating schools. This is based on an analysis of schools' progress through the phases of RNRA implementation. This represents very good progress in implementation of RNRA across Renfrewshire.

Participating schools are reporting increasing levels of wellbeing in children and young people as evidenced through journey summaries, school action plans, impact focus groups findings and social, emotional and wellbeing scores. Preliminary findings from the educational psychology doctoral research focus groups, in one pathfinder school, indicate that the school interventions and supports in place following the development of RNRA approaches have had a positive impact on the wellbeing of pupils.

Strategic Priority 2 *continued*

Parental Engagement

Encourage and support active collaboration and engagement with parents and families in supporting their child's learning

Pizza Family Learning

▶ Case Study - Spotlight on Success page 13

This family learning programme, including Pizza Reading and Pizza Maths sessions, is having a positive impact in 6 schools. 340 parents have engaged in the programmes. Positive evaluations have been received from head teachers and the impact is further evidenced through case studies, family learning plans and an evaluation report from the University of the West of Scotland. The report discusses outcomes of the Pizza Family Learning programme for many of the families at one of our primary schools, including:

- New skills;
- Increased confidence;
- Improve communication;
- Changed behaviours;
- Changed relationships; and
- Changing expectations.

Families who have engaged with Pizza Reading have recently participated in a film in which they emphasised the benefits of taking part in the project. Families have also taken part in a focus group that was held for a recent Education Scotland Community Learning and Development (CLD) inspection. They provided very positive feedback stating that they believed participating in the group work had increased confidence and self- esteem in both parent and child. Parents have reported that the programme has encouraged them to read more at home with their children. As a result, parents have noted that this engagement has had a positive impact on their children's attainment in literacy and numeracy.

Family Engagement in Learning with Youth Services

▶ Case Study - Spotlight on Success page 23

Youth Services have developed a range of programmes to increase parental engagement aimed at young people in S1-S3. One of the most successful programmes has been the "Come Dine with Us" project which aims to support young people to work in teams and develop new skills including teamwork, cooking and budgeting. Full details of the project, and its impact, can be found on page 23 of the attached Spotlight on Success booklet.

Youth Services, in line with our youth empowerment approach, worked in partnership with Youth Voice members, and youth work partners to hold a Youth Assembly in 2017 for young people aged 12-25 in Paisley Town Hall. This focussed on Community Planning themes, engaging young people in peer-led group activities, raising key issues, exploring ideas for future action and solutions to reduce barriers and inequalities. The Assembly voted on the area of focus for the coming year – Young People's Mental Health – and emphasised the need to have young people at the heart of developing services for them, by them.

A Youth Commission was set up to investigate the existing mental health needs of young people. They took part in Mental Health awareness training, digital training, and designed and delivered workshops to schools and community youth clubs. Furthermore, they ran a "Follow your Feet" campaign to raise awareness of positive wellbeing, and support for others. A very successful Youth Symposium allowed Youth Commissioners to question and discuss mental health issues with senior managers, elected members, health practitioners, and other representatives of support services across council and third sector. They have since collaborated with the Young Scot National Symposium and Co-Design Team and will present their findings to Assembly this year.

Inclusion Support Assistants

▶ Case Studies - Spotlight on Success pages 20 and 21

Nine Inclusion Support Assistants (ISAs) were appointed to work with 80 targeted young people from S1-S3 in 9 of our Secondary schools. Almost all young people fall into SIMD 1-3 and have been referred due to concerns related to attendance, behaviour and/or lack of parental engagement. Quantitative and qualitative data was collected to measure the impact of ISA support, including attendance and exclusion data, Strength and Difficulties Questionnaire (SDQ) data, parental participation figures and case studies. 98% of young people have had zero exclusions since the intervention began. The majority of pupils' attendance has improved or been maintained between October 2017 – June 2018. ISAs have worked closely with transition teachers and pupil support staff to identify and target young people at the transition stage to ensure that supports and interventions are provided as early as possible, and to avoid duplication of support to families.

Inclusion Support Assistants engaged with parents, in a variety of ways, to improve outcomes for young people. Qualitative evidence captured through records and case studies for each young person, indicates that in 74% of the cases, positive engagement with parents was achieved. According to SDQ data, 53% of parents felt that there had been an improvement in their child's behaviour in one or more of the measures.

Strategic Priority 2 *continued*

Parents in Partnership

▶ Case Studies - Spotlight on Success pages 15 and 16

Parents in Partnership was implemented in 10 secondary schools and has a primary focus on the transition stage between P7-S1. Parents are invited to visit the secondary school, engage with staff members and take part in lessons with their children to gain a better understanding of the secondary curriculum. 120 families participated in the programmes which are having a positive impact on pupil/family engagement in schools and links are beginning to be made with improved attainment data. The impact of the programme is demonstrated in case studies on pages 15 and 16 of the attached 'Spotlight on Success' booklet.

We are continuously striving to working in an aligned and collective way. For example, 4 transition teachers have been working closely with the Parents in Partnership project coordinator and Barnardos to develop a plan to support parents with the curricular transition process. The team have also sought advice from Adult Learning and Literacy about engaging with families using soft engagement methods. This group of practitioners are now sharing data and information in a more effective way and ensuring that the right type of support is provided to young people and families. This collaboration has been very successful and there is strong evidence to suggest that this project can be successfully rolled out to other clusters. Due to the initial success of the project the Development Officers were asked to present to the Deputy First Minister and Education leaders at the Education Leaders Forum in April 2018 and to write an article for the GTCS as an example of good practice.

Assessment of children's progress

Support targeted children and young people at key transitions to close the attainment and achievement gap.

▶ Case Studies - Spotlight on Success pages 9-11

Ten transition teachers were successfully appointed to support targeted children and young people with curricular transition across P7 to S1.

A bespoke wellbeing web was used effectively to measure the impact of targeted interventions.

Evaluation of cohort 1 data demonstrated that for the majority of children and young people there was a significant positive shift in terms of achievement and confidence.

Evidence from transition teacher focus groups demonstrates that transition teachers have developed a wealth of knowledge and understanding that they are confident to utilise in their own practice and share with colleagues from both sectors.

Evidence from focus groups, practitioner surveys and development officer observations demonstrate that a number of staff have learned and gained from transition teacher support in their classes. They have started sharing practice and implementing changes to curriculum under transition teacher guidance. Over 80% report that transition teachers' support has impacted positively on the school's curricular transitions process.

School Improvement

Support inclusion of vulnerable children and young people including those with ASN, through improving key processes

A draft protocol has now been written on physical intervention and has been updated in line with national guidance. Currently a model of training to support the policy on physical intervention is being researched. All establishments have had access to training on the SEEMIS wellbeing application. As a result, there is a more streamlined and consistent wellbeing planning process in place.

The Renfrewshire Child Protection Committee case file audit evidenced improvement in the quality of wellbeing plans and chronologies. A strategic group has delivered a proposal to senior management which reflects best practice and will inform the current ASN review. A pilot of alternative pathways was trialled with a group of young people, resulting in improved attendance and engagement with education for all. Most young people attended a vocational placement and most engaged in qualifications and attended college tasters.

What's next?

Teacher Professionalism

RNRA

- Continue to support 6 'Nurturing Relationships' Pathfinder primary and secondary schools.
- Embed RNRA in the 33 primary and secondary schools.
- Develop a strategy to introduce RNRA in early learning and childcare centres and Partnership Nurseries will be introduced, with participating establishment staff trained by August 2019.
- Educational Psychologists to support the development and refinement of impact evaluation measures in schools.
- Host and encourage establishment and community viewings of the film" Resilience: the Biology of Stress and the Science of Hope".
- Develop additional training resources and approaches in the area of "trauma-informed" practice in schools and classrooms.
- Continue to analyse data gathered about the impact of RNRA on staff practice and pupil wellbeing. Completion of Doctoral Research Study in conjunction with the University of Dundee.

Parental Engagement

- Continue to deliver Pizza Family Learning Project in partnership with schools and families.
- Following the successful introduction of a secondary school family learning initiative we will continue to develop and strengthen partnerships between young people, schools, parents and the wider community.
- Consolidate relationships developed during the secondary pilot and the summer programme by introducing young people and parent informed workshops. These will include interventions on internet safety, bullying and keeping yourself safe and supporting your child through positive talk.
- Identify and support families into wider learning opportunities which increase the families capacity to cope and succeed. For example, Triple P, Parenting Matters, Family Learning.

Inclusion Support Assistants

- Further develop the role of the Inclusion Support Assistant in collaboration with transition teachers and home link service to ensure collective impact.
- Refine and improve systems to measure the impact of targeted interventions and parental engagement on improving outcomes for young people.

Parents in Partnership (PIP)

- Support schools to increase numbers of families engaging in programme.
- Streamline data collection processes to ensure consistency across schools.
- Full review of impact of the 4 transition programmes. Increase number of secondary schools developing transition programmes.
- Develop Parent Ambassador programme to support PIP programmes in schools.

Assessment of children's progress

Transition Teachers

- Develop the tracking tool to traffic light key literacy and numeracy skills and support targeted pupils to set learning targets.
- Roll out literacy and numeracy across transition projects to support targeted pupils to see the learning connections (and build on their learning) between primary and secondary.
- Further develop transition teacher understanding by introducing peer observation, collegiate calendar and professional learning programme.
- Develop a support document for schools to give guidance on how to access and use transition teacher knowledge to develop curricular transitions.

School Improvement

ASN Review

- Consult on and implement Physical Intervention Policy and Revised SC8 on Preventing and Managing School Exclusions.
- Implement agreed accredited model of staff training for supporting physical intervention.
- Provide further training to all establishments on improving the quality of wellbeing assessments and on information sharing.
- Progress the ASN review, via a project plan, engaging stakeholders in key workstreams and extensive consultation.
- Modify Flexible Learning pilot for senior phase and improve outcomes by working more closely with partners prior to the young people starting the programme to increase the number of young people involved.

Strategic Priority 3

Support self-evaluation and performance improvement throughout our establishments

How well did we do?

School Improvement

Develop a quality improvement framework to ensure consistency and rigour which will support the ongoing cycle of self-evaluation and improvement planning

Renfrewshire's new quality improvement framework (QIF), implemented across all sectors, and piloted throughout session 2017-18, is delivered through a range of quality improvement activities and resources which focus on delivery of the NIF priorities. The framework ensures consistency and rigour to support the ongoing cycle of self-evaluation and improvement planning across our establishments.

A programme of school visits and school reviews, aligned to HGIOS4 and HGIOELC, successfully provide a forum for robust discussion with staff, scrutiny of school data, and observation of learning and teaching. As a result, education managers have an increased knowledge of their link schools to enable proportionate support and challenge to be provided.

Learning visits have provided opportunities for managers and heads of establishments to observe lessons together and moderate the quality of learning and teaching and learners' experiences. This collaborative approach was further enhanced through the involvement of link Educational Psychologists in a number of school visits. These improved operational links between education managers and educational psychologists and enhanced the support available to establishments for quality improvement.

Establishment heads have been consulted on the framework since the outset and almost all evaluated the framework very positively, particularly the way it provides a clear consistent quality improvement structure across the authority. All respondents agreed that the visits were supportive, challenging and beneficial in promoting improvement. Minor changes, in response to the feedback will be made to the framework moving forward into session 2018-19.

Strategic Priority 3 *continued*

School Leadership

Provide high quality professional learning for establishment leaders

High quality training was provided to establishment heads in partnership with our Education Scotland Area Lead Officer. Almost all participants stated that their understanding and confidence, in using HGIOS 4 as a self-evaluation tool for self-improvement, increased as a result of the training. There has been a noticeable improvement in the quality of Standards and Quality reports and the accuracy of self-evaluation statements for some establishments.

Assessment of children's progress

Support and challenge establishments in more effective use of data to assess children's progress and improve learning & teaching

A wide range of data has been made available to heads through Insight and the new school data profiles for primary schools. High quality training was provided for secondary school PTs Raising Attainment and primary school heads in effective use of data to improve outcomes for children and young people. As part of the QIF, education managers visited all establishments to focus on QI 3.2 and test the rigour in the monitoring of individual pupil progress. See Strategic Priority 1 for more detailed information.

Performance information

Analyse evidence gathered to identify areas that are working well and where further support is required

Through analysis of evidence gathered via the QIF, we identified establishments that would benefit from additional focussed support. Bespoke packages of support have been provided to meet the needs of individual establishments and to improve standards and quality.

A programme of school reviews is underway. The focus of the review is flexible depending on the needs of the school. Establishment senior managers, involved in the school review teams, reported that they found it to be a very valuable professional learning experience.

Resources and exemplars were provided to schools to assist them to write their Standards and Quality Reports and School Improvement Plans. Schools reported that they found these to be helpful.

What's next?

School improvement

- Update the Policy for Monitoring and Evaluation of the Learning Experience, in consultation with establishment heads and professional bodies, to reflect the new Quality Improvement Framework.
- Refine QIF in response to feedback from heads.
- Provide proportionate support and challenge to establishments through the QIF.
- Provide further moderation opportunities to develop consistency of practice at Education Manager/Officer level to ensure schools receive equitable levels of support and challenge.

School Leadership

- Develop and deliver further professional learning in partnership with learning in partnership with Education Scotland to empower heads.

Performance Information

- Set up Microsoft Teams to enable files, notes, Apps and good practice case studies to be shared among establishment Heads.
- Empower heads in families of primary schools to utilise and embed simple, effective ways of sharing effective practice.

Strategic Priority 4

Develop high quality leadership for staff at all levels

How well did we do?

School Leadership

Continue to provide high quality professional learning for current and aspiring leaders

Aspiring Leaders Programme

▶ Case Studies - Spotlight on Success page 26 and 27

Training and development opportunities for staff continue to ensure a key focus on learning and teaching and on capacity building of leaders. Standards and quality reports and inspection reports highlight the impact of high quality leadership on teaching and learning practice.

All establishment heads have now had the opportunity to attend the Step Back workshops and these have been extended to include DHTs across all sectors. As a result, our heads are developing skills in co-coaching and report feeling more empowered to prioritise what is most important within their own school's change agenda.

Almost all heads attended the 3 Leadership Days in session 2017-18. Feedback indicated that almost all benefitted from the opportunity for informal reflection and discussion with colleagues. The majority reported an increase in knowledge of effective leadership strategies and styles.

All professional learning courses were delivered to both primary and secondary sectors. Evaluations of each training course indicate that the majority have increased confidence in their leadership capacity and enhanced knowledge of the respective roles to which they aspire.

Almost all participants who took part in the bespoke training sessions for existing heads covering areas such as budgets and project management indicated that although helpful to a degree, the input would have been more relevant and beneficial if it had been provided by Renfrewshire Council staff from the respective departments.

Five heads participated in the coaching programme facilitated by an education consultant and a further 15 heads worked in partnership with former Renfrewshire heads. All benefited from the bespoke nature of the programme, which evolved, and responded to, the context and needs of the mentee. All participants felt supported in their newly appointed roles. Coaching input was included in the aspiring HT and DHT training, and participants reported that they found this very helpful, particularly in relation to having difficult conversations in the workplace.

Strategic Priority 4 *continued*

Teacher professionalism

Provide high quality professional learning for teachers and support staff

Newly Qualified Teachers

The majority of NQTs attended professional learning organised centrally throughout session 2017-18. NQT focus group evaluations indicated that the majority of those who attended felt the content was relevant to them/their sector. We also sought feedback from heads in reviewing our NQT programme, to identify what should be prioritised within the NQT professional learning programme for 2018-19.

High quality training was delivered by GTCS to upskill those new to mentoring an NQT. As a result, almost all NQTs were mentored and supported to a high level across all schools with almost all being recommended as 'satisfactory' to GTCS in final profiles.

Modern Languages in the Primary School

A 12-week programme of training in Spanish and French at Early/First/Second levels was successfully delivered. The majority of permanent staff in most primary schools are now trained to deliver a second language (L2) resulting in almost all primaries delivering L2 from P1-7.

Exploring Pedagogy in P1

Phase 2 training was successfully delivered to 10 primary schools. Support visits identified changes in practice and resources to varying degrees across all schools. Very good, ongoing improvement in the balance of teacher/child initiated learning was observed in a few schools. All establishment head evaluations, report positive changes to the pedagogy and learning environments within their schools.

Assessment of children's Progress

Support young people to develop leadership skills and increase levels of pupil participation in schools and beyond

Columba 1400 pupil leadership academies were successfully run in 2 secondary schools this session. Evaluations report increased self-esteem, confidence and motivation and increased sense of responsibility and leadership by almost all pupils. Improved positive behaviours and attitudes in almost all pupils were reported by participating staff.

Two secondary schools participated in an Aspirational weekend experience on the Isle of Arran. Almost all young people reported an increase in confidence through taking part in activities they had not previously experienced. Staff and pupil relationships were greatly enhanced, particularly in getting to know the newly appointed head teacher.

School Improvement

Provide high quality professional learning for central staff

As a joint capacity building exercise, the West Partnership and Education Scotland, facilitated a very successful 2-day event for central officers from Renfrewshire and Inverclyde, to share good practice and to develop their skills in learning observations. This was highly evaluated by all participants.

What's next?

School Leadership

- Continue to progress the recruitment programme as required to support the 1140 expansion including the additional graduate recruitment.
- Enhance and implement the continued professional learning and leadership programme for staff and leaders.
- Provide two more Step Back workshops aimed at depute head teachers.
- Set up establishment heads learning sets to further explore working together in more collegiate and collaborative ways. Extend this to depute head teachers following completion of Step Back Programme.
- Develop three further professional learning days including input on personal wellbeing.
- Include early years staff in the Aspiring Leaders programme 2018-19.
- Empower current Renfrewshire staff to deliver aspects of the aspiring head and depute programmes.
- Extend the opportunity of bespoke mentoring and coaching to another group of heads to strengthen leadership capacity.

Teacher professionalism

- Implement revised NQT induction and professional learning programmes in line with feedback from all stakeholders.
- Develop further training with UWS in Spanish and French to continue to support staff confidence with language development and implementation of L2/L3.
- Roll out Phase 3 training to develop early learning pedagogy in 9 further schools. Develop training input on taking this approach beyond P1 and into P2.

Assessment of children's progress

- Two secondary schools to participate in newly devised 4-year model from Columba 1400 providing a sustainable model of pupil leadership.
- Young people from two further secondary schools to attend Arran Aspirational weekend experience.

School Improvement

- Collaborate with colleagues in the West Partnership to provide further professional learning opportunities for officers and managers in the central team.

Strategic Priority 5

Support high numbers of our young people to enter positive destinations and sustained post-school destinations

How well did we do?

School Improvement

Continue to develop partnership links and collaborative arrangements with the FE sector, employers and commerce in line with the Commission for Developing Scotland's Young Workforce report

- Partnerships between schools, West College Scotland and the University of the West of Scotland continue to be strong with increasing numbers of young people undertaking, and sustaining, vocational programmes.
- Early indications of a vocational pilot programme being delivered within a school setting are very positive with a full cohort of students.
- There have been increased links with local business partners at school and local authority level, providing more opportunities for work experience, mentoring and future employment.
- Secondary schools have in place lead teachers with specific responsibility for the Developing the Young Workforce agenda. Their focus on supporting our most vulnerable young people through early intervention and tracking is impacting upon more young people moving into positive, and sustained, destinations.
- Increased representation from the FE sector and employers at school events is providing more young people, and parents, with greater knowledge and information about the wide range of future pathways available to them.

Further develop the curriculum, and the opportunities for personal achievement, to maximise school leavers' skills to meet the needs of employers

- Across our Secondary schools, there has been an increase in opportunities for young people to undertake personal achievement programmes. Young people indicate that such programmes are positively impacting on their confidence, interpersonal and team work skills.
- Learning visits in schools, as part of the QI framework, are evidencing an increased focus on skills for learning, life and work and learning increasingly linked to real life contexts. Young people speak positively in focus groups about how they feel this is preparing them for leaving school.
- Significant work has been done by schools and Skills Development Scotland to embed the Career Education Standard 3-18. During learning visits, and pupil and staff focus groups, teachers and young people are showing greater awareness of this and its intended impact.
- There is an improving trend in the percentage of young people moving into positive destinations post school.

Strategic Priority 5 *continued*

Assessment of Children's Progress

Continue to support vulnerable young people (e.g. LAC and those with ASN) to move into positive, sustainable destinations

- A new work experience model was piloted with a number of young people with additional support needs. For some young people, this worked well and the impact on their confidence, self-esteem and engagement was evident.
- The Achieve programme was very successful with targeted young people, some of whom had not previously been engaging with education but did so through this programme.
- Project Leaders with responsibility for progressing the Developing the Young Workforce agenda across all secondary schools, specifically targeted the most vulnerable young people and worked closely with them to support them into positive destinations.
- The Parents in Partnership programme engaged a significant number of parents/carers of our most vulnerable young people which supported them in their learning and post school transitions.

Support schools to deliver a Senior Phase which ensures appropriate pathways for our young people and provides the best possible opportunities for them to achieve a range of qualifications

- Qualifications data shows a positive trend in STEM subjects, particularly the sciences.
- The annual STEM fortnight had significant participation from across schools and had an increased number of girls in attendance.
- Qualifications through consortium arrangements are positive and reviewed arrangements have meant that young people are more focused in the subjects they are choosing through the consortium in terms of building on prior attainment and intended future pathways.
- Schools are now offering a wider range of pathways to young people including accreditation for personal achievement programmes, flexible arrangements for work experience placements to better prepare them for the world of work, and increased delivery of SQA short courses.
- Through our partnership with West College Scotland, there have been opportunities to offer a greater range of vocational options and some SQA Higher courses which are not able to be offered in schools.

What's next?

School Improvement

- Review vocational provision including opportunities for S4 pupils and more school-based delivery.
- Review current provision for work experience to develop a model which provides relevant opportunities across the senior phase.
- Working in partnership with West College Scotland, we will offer a range of Foundation Apprenticeships across 6 frameworks with a combination of one and two year models.
- Continue to develop partnership links and collaborative arrangements with the FE sector, employers and commerce in line with the Commission for Developing Scotland's Young Workforce report.

School Improvement

- Further develop the curriculum, and the opportunities for personal achievement, to maximise school leavers' skills to meet the needs of employers.

Assessment of Children's Progress

- Continue to support vulnerable young people (e.g. LAC and those with ASN) to move into positive, sustainable destinations post school.
- Further roll out of the work experience model and continuation of the Achieve programme into session 2018-19.

Assessment of Children's Progress

- Review and progress the STEM/STEAM agenda.
- Review and refine consortium arrangements to ensure they are meeting the requirements and entitlements of young people.

For further information, please contact

Steven Quinn
Acting Director Children's Services
Chief Education Officer
Children's Services
Renfrewshire Council

Telephone: 0141 618 6839
Email steven.quinn@renfrewshire.gov.uk

To: **Education and Children's Services Policy Board**

On: **1 November 2018**

Report by: **Director of Children's Services**

Heading: **Renfrewshire Attainment Challenge – End of Year report**

1. **Summary**

1.1 This board report provides an update on progress with regards to the Renfrewshire Attainment Challenge.

1.2 Renfrewshire became one of nine challenge authorities in 2016. The overall aim of the attainment challenge is to close the poverty-related attainment gap. As part of the grant requirements, a report is submitted bi-annually to the government which outlines progress towards three long-term outcomes. The outcomes are to improve learning and teaching, improve health and well-being and to close the poverty-related attainment gap.

1.2 Considerable progress has been made over the last year with regards to closing the poverty-related attainment gap in Renfrewshire. Work-streams continue to deliver high quality, evidence-based approaches and interventions which is having a positive impact on the teaching of literacy and numeracy and the health and wellbeing of Renfrewshire pupils.

2. **Recommendations**

2.1 The Education and Children's Services Policy Board is asked to note the contents of the report.

3. Background

3.1 There are four main work-streams within the attainment challenge. These are data analysis, learning and teaching, families and communities and leadership.

3.2 As part of the grant requirements, the authority is required to report to Scottish Government on a quarterly financial basis and bi-annually detailing progress towards outcomes via a narrative style report. This report is also scrutinised by Education Scotland.

3.3 The end of year report will be used as part of the supporting evidence for the Education service inspection at the end of October. The inspection will primarily focus on how well Renfrewshire is raising attainment and closing the poverty-related attainment gap.

3.3 Over the year, each work-stream has been working to achieve a coordinated and collective approach to delivering their intended outcomes. This report will summarise the progress made between June 2017- June 2018. A more detailed report is available in the end of year report in appendix 1.

4. Progress

4.1 With regards to raising attainment, national and local data suggests that in all stages and curricular areas the percentage of pupils achieving expected levels has increased since 2015-2016.

4.2. The poverty-related attainment gap in Renfrewshire is reducing. The authority-wide improvement that we have seen is due to increased attainment of both our most and least deprived pupils. Attainment gaps have reduced as the attainment of our most deprived pupils has increased at a higher rate than least deprived pupils. This pattern is replicated for both individual and area-based measures of deprivation such as clothing grant and free school meal entitlement.

4.3 All 49 primary schools have received bespoke 1-1 support in relation to developing a pupil tracking and monitoring system. As a result, schools are able to effectively monitor the poverty-related attainment gap at whole school and individual pupil level. All secondary schools are supported with data literacy by the Principal Teacher Raising Attainment coaches.

4.4 Over 200 staff at all levels participated in Stages of Early Arithmetical Learning (S.E.A.L) training. 99% of those surveyed in comparative evaluations reported either consolidation of, or improved confidence in, teaching numeracy after attending S.E.A.L. training.

4.5 27 classroom assistants participated in bespoke literacy and numeracy training, delivered in collaboration with the University of Strathclyde. This has improved classroom assistant understanding and confidence in supporting pupils in the classroom.

4.6 The health and wellbeing of Renfrewshire pupils has improved due to the implementation of evidence-based approaches and interventions. 14 schools are implementing the PATHS® programme in the authority. 70% of pupils showed decreased or stable antisocial behaviour, reduced aggression or disruptive behaviour and 67% of pupils showed improved or stable concentration/attention.

4.7 Over 70% of Renfrewshire schools are implementing a whole school Renfrewshire Nurturing Relationship's Approach. This has resulted in changes to school policies and procedures in relation to supporting the health and wellbeing of pupils.

4.8 As a result of an effective Parents in Partnership programme, participating pupils have improved or maintained attendance in S2. Pupils working with an inclusion support assistant have had zero exclusions since the intervention began.

4.9 134 participants have participated in the Aspiring Leaders course. All head teachers agreed that participation in the training made them more confident in their ability to lead and manage change in their school.

4.10 Pupils from Linwood, Johnstone, St Benedict's and Paisley Grammar have taken part in a range of leadership opportunities and have reported increased confidence, self-esteem and leadership capacity.

4.11 A number of factors have contributed to our successful strategy and have enabled us to achieve impact. These include using data at all levels to drive forward improvements and robust quality assurance processes including a quality standards check-list for Attainment Challenge projects and the Pupil Equity Fund (PEF). An ongoing communication strategy ensures that schools and communities are regularly updated. An Attainment Challenge DVD and 'Spotlight on Success' booklet was launched to share and highlight good practice and impact across the authority and this was very positively received.

Implications of the Report

1. **Financial** – *implications are outlined in End of Year report (appendix 1).*

2. **HR & Organisational Development** – *implications are outlined in the End of Year report (see appendix 1).*

3. **Community Planning –** *implications are outlined in the End of Year report (see appendix 1).*

4. **Legal** – *none.*

5. **Property/Assets** – *none.*

6. **Information Technology** – *none.*

7. **Equality & Human Rights**

   (a) The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. **Health & Safety** – *none.*

9. **Procurement** – *none.*

10. **Risk** –*The Attainment Challenge is on the Children's Services Risk Register and the Council Strategic Risk Register. There is also a Governance Board which manages risks.*

11. **Privacy Impact** – *none.*

12. **Cosla Policy Position** – *not applicable.*

List of Background Papers

(a) None.

Author: **Lauren Johnston**
Project Manager
Lauren.johnston@renfrewshire.gov.uk
0141 618 4023

THE SCOTTISH ATTAINMENT CHALLENGE
LITERACY NUMERACY
HEALTH & WELLBEING

Scottish Attainment Challenge
Challenge Authorities Programme 2018/19

End Year Progress Report - September

This document provides a guide to help local authorities report on their progress achieved through the Scottish Attainment Challenge.

This is an end of year progress report and you are asked to focus on the last school year (2017/18) including any planning undertaken prior to the school year starting (timeframe **June 2017 – June 2018).**

You should provide:

- an update on overall progress towards raising attainment and closing the poverty related attainment gap in your authority
- a more detailed progress update for each of the individual workstreams undertaken in your local authority
- progress for both the primary and secondary programmes

We are continuing to report on the **primary and secondary programmes** together, so progress towards both together should be provided.

Please state your local authority and the name of the Project Lead.

Local Authority	Renfrewshire
Project Lead/Contact	Steven Quinn

End Year Progress Report

Remember: this is an End Year progress report, the timeframe is **June 2017 – June 2018**.

This section is split in two. First, looking at overall progress and then exploring individual progress of each workstream.

1. OVERALL PROGRESS AND REFLECTIONS TO DATE

First, we would like you to think about the overall progress towards long term outcomes.

As you are aware, the long-term outcomes of the Attainment Scotland Fund are to:

a. Improve literacy and numeracy attainment
b. Improve health and wellbeing
c. Close the attainment gap between pupils from the most and least deprived areas

Number of schools supported by this funding?	62 schools through targeted and universal support

The following questions apply to these long-term outcomes

What specific long-term outcomes has your local authority identified for the Attainment Scotland Fund?
As above.

What evidence are you collecting to measure these long-term outcomes in your authority? Please specify the type of evidence you are collecting
The authority has adopted a mixed methods approach for measuring the long-term outcomes. As such, we are collecting authority level qualitative and quantitative evidence and drawing upon national evidence. Further to this, we have gathered evidence from academic partners such as the University of Strathclyde and the University of the West of Scotland to demonstrate evidence towards achieving the long-term outcomes. We have compiled a booklet of case studies to share and highlight good practice throughout the authority. The case studies demonstrate clear progression towards Attainment Challenge outcomes (see appendix 1).

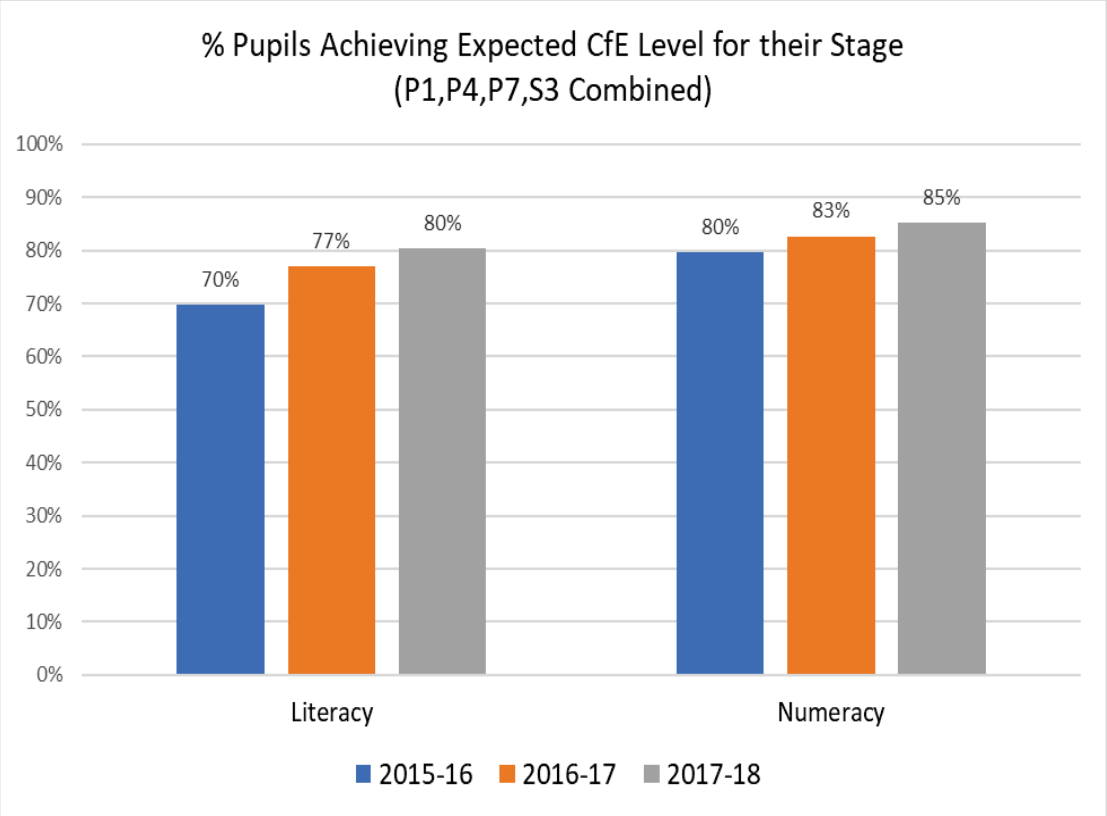
What did this evidence show so far?
Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just leave blank.

We are continuing to make progress in the long-term attainment challenge outcomes. In this section, a selection of evidence for each outcome will be discussed.

Improving literacy and numeracy attainment

The Achievement for Curriculum for Excellence Levels (ACEL) 2018-19 data suggests that in all stages and curricular areas the percentage of pupils achieving expected levels has increased (see chart 1). The percentage of pupils achieving the expected level for literacy has increased to 80%. This is a 3-percentage point increase on the previous year, and a 9-percentage point increase since 2015-16. The percentage achieving the expected level in numeracy in 2017/18 is 85%, an increase of 5 percentage points since 2015/16. The ACEL 2018-19 provisional data is displayed in appendix 2.

Chart 1: % of pupils achieving expected CfE level



The Report on the Renfrewshire Literacy Approach by the University of Strathclyde was officially launched in January 2018 by the Deputy First Minister. The report has highlighted a positive change in relation to improvements in literacy and this data was presented in the mid-year Attainment Challenge report. Follow link for the literacy report:

https://pure.strath.ac.uk/portal/en/publications/report-on-the-renfrewshire-literacy-approach(b08e8c78-32f6-4427-b086-e3ca5fc36b71).html

Improving health and wellbeing

As an authority we can evidence improvements in relation to pupil health and wellbeing measures. A variety of tools such as the Strength and Difficulties Questionnaire (SDQ) and the wellbeing wheel are being utilised to better understand health and wellbeing in targeted pupils. Samples of this data is captured in case studies (appendix 1).

Chart 2 and 3 demonstrates health and wellbeing measures for pupils in 14 schools implementing the PATHS® programme. 70% of pupils showed decreased or stable antisocial behaviour, reduced aggression or disruptive behaviour (see chart 2). 67% of pupils showed improved or stable concentration/attention (see chart 3).

Chart 2: PATHS® Results from Renfrewshire for Reduced aggression / disruptive behaviour (875 pupils)

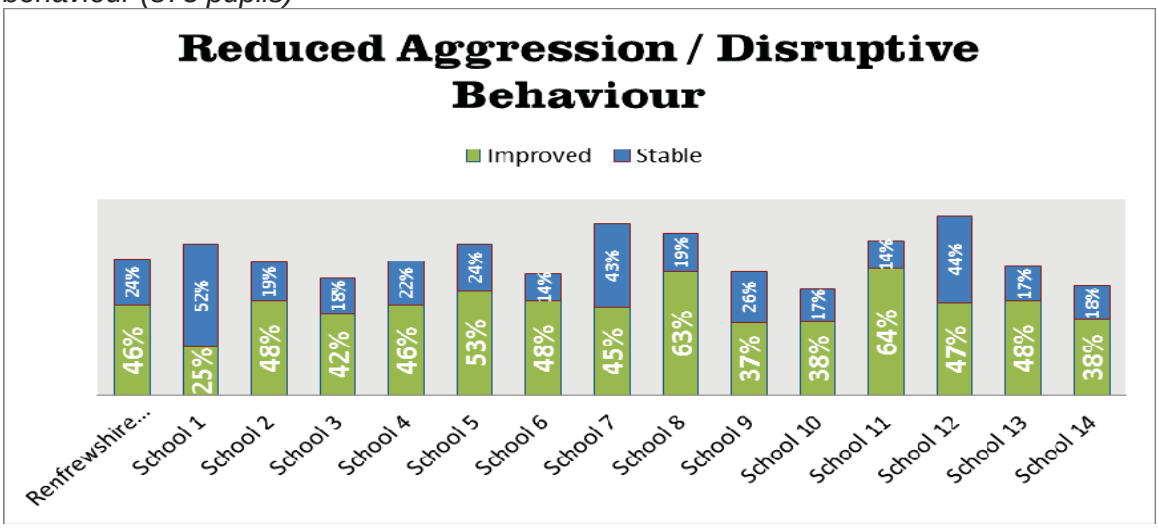
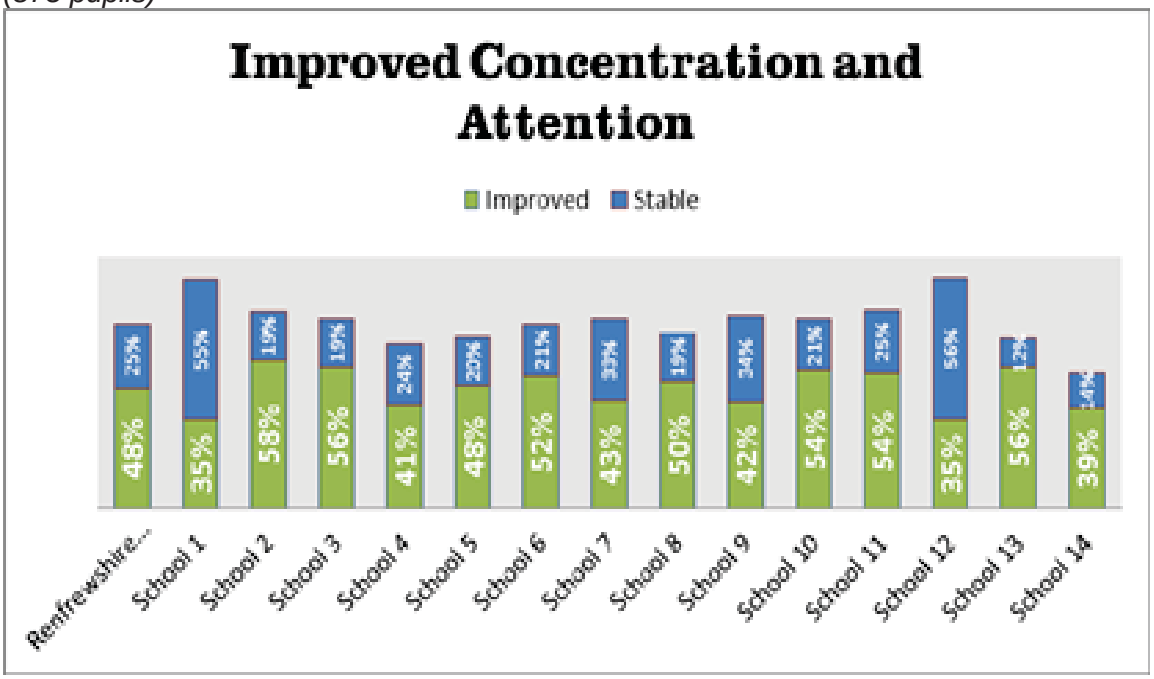


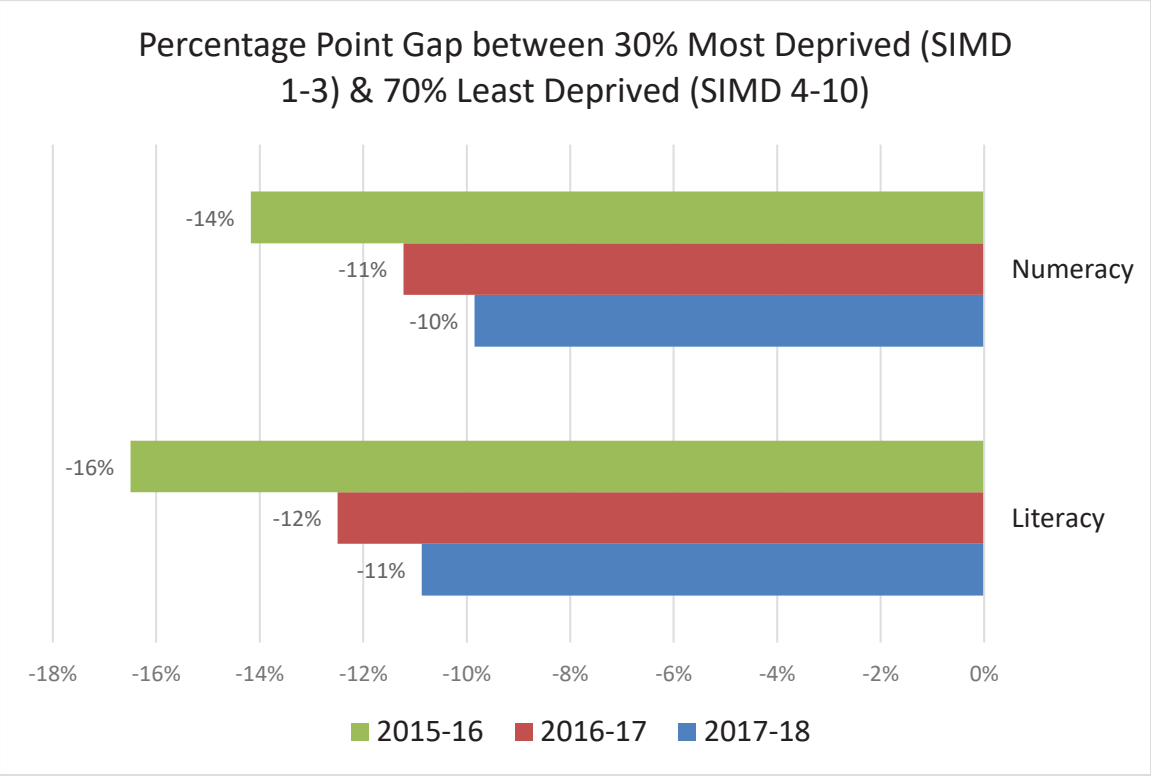
Chart 3: PATHS® Results from Renfrewshire for improved concentration and attention (875 pupils)



Closing the poverty-related attainment gap

The ACEL 2018-19 data shows that poverty-related attainment gap is reducing (see table 4). The authority-wide improvement that we have seen is due to increased attainment of both our most and least deprived pupils. Attainment gaps have reduced as the attainment of our most deprived pupils has increased at a higher rate than least deprived pupils. This pattern is replicated for both individual and area-based measures of deprivation. The data is displayed in appendix 2.

Table 4: Percentage point gap between 30% most deprived and 70% least deprived



The attainment gap in Renfrewshire is reducing and this is further supported by the data in the Renfrewshire Literacy Approach report written by the University of Strathclyde. With regards to literacy, the findings suggest that the intervention had a greater impact on children from a poorer background. Please refer to the University of Strathclyde report for further details:

https://pure.strath.ac.uk/portal/en/publications/report-on-the-renfrewshire-literacy-approach(b08e8c78-32f6-4427-b086-e3ca5fc36b71).html

Can you share any learning on what has worked well in your overall strategy to achieve impact?
A number of factors have contributed to our successful strategy and have enabled us to achieve impact. These are discussed below. **Using data to drive forward improvements** We are continuing to embed data across all work-streams. To do this, we are delivering data literacy training for the central team, primary and secondary schools. The training allows staff to use data to inform improvements across the service and to support our aim of closing the poverty-related attainment gap. This training has been very helpful in developing an authority wide understanding with regards to the levels of knowledge in using data effectively. The training is further discussed in section 2. A 'families of schools' database is used to target schools proportionately. This is a weighted rank which groups schools based on a range of socio-economic measures. This also means that schools, who have similar demographics / needs, can have shared dialogue. Our strategy is well-balanced with regards to support for both primary and secondary schools. Our work-streams consider both sectors proportionately through quality improvement visits and using the 'families of schools' database. The team continue to explore opportunities for joint working. All projects are utilising the data they are collecting to target, support, monitor and track pupils. For example, transition teachers have initial dialogue with teachers and head teachers to identify target pupils who require short-term curricular support. A core monitoring form captures target pupil's demographics (SIMD, FME, care experienced, EAL, ASN barriers, etc). This data helps target the right pupils and ensure they receive the support most appropriate to their needs. Project leads are working closely with the Attainment Challenge researcher and data analysis team to analyse, interpret and present their evaluation data in meaningful ways. All projects have clear outcomes and indicators, and these are presented together. This is a useful database for project leads as they can refer to their set outcomes and indicators throughout the year to monitor progression as originally intended. As our bank of evidence progresses, we will develop a cost versus impact database for projects, in line with the Education Endowment Fund Teaching and Learning toolkit. **Robust quality assurance processes** A Quality Assurance plan has been developed and projects are reviewed against agreed quality assurance standards. This review process has been helpful in ensuring that our overall strategy is linked to the long-term Attainment Challenge outcomes, How Good Is Our School (HGIOS) and the Renfrewshire Education Improvement Plan. This in turn allows us to continue to achieve collective and coordinated impact. As part of the quality assurance process, we are conducting quality audit reviews with specific projects. Here, we identify best practice and share this with project teams. This will help work-streams continue to have an impact. An exit strategy has been discussed and is being developed by the project manager to ensure a plan is in place prior to the funding ending. This will be presented to the governance board for further development and detail.

On-going communications

The development of a communication strategy has been successful in ensuring the key Attainment Challenge aims and messages (including the governance structure) are being cascaded throughout Renfrewshire. This includes a short film which showcases central staff, pupils, teachers and families who are engaged in different Attainment Challenge approaches and interventions. The film has been previewed by a range of groups including teachers, elected members and parent councils. Follow this link to view the film: https://youtu.be/F45davj4JBs

Newsletters, Twitter, Facebook and press releases are also part of the ongoing Attainment Challenge communication strategy.

The Chief Education Officer again hosted a series of information sessions at the beginning of 2018 for all school staff, Children's Services staff, elected members and parent council chairs as part of an ongoing commitment to communication. Key highlights / challenges and future plans were presented (including the overall structure of the Attainment Challenge). Events were well received, and staff commented the sessions were useful for raising awareness and increasing their knowledge of the Attainment Challenge. This has helped our Attainment Challenge strategy become further embedded in our service, schools and communities.

The authority has a Renfrewshire Attainment Challenge logo and theme which has been highly successful in building our identity and embedding our strategy further. The logo has helped teachers, support staff, pupils, families and partners recognise that projects and initiatives are part of a national Attainment Challenge initiative.

The central team have complied a booklet of Attainment Challenge case studies (see appendix 1) and this has been shared throughout the authority to showcase good practice and progress. This bank of evidence has also been particularly useful in understanding areas of individual and collective impact. The cases studies have highlighted areas of strength and development in our strategy and, as part of the quality assurance process, can be fed back to individual projects and project boards.

Monitoring the Pupil Equity Fund (PEF)

An internally facilitated PEF event was hosted in February 2018. At this event, head teachers presented good practice examples and case studies demonstrating the impact of their plans. Head teachers were also given further guidance on plans for 2018-19. The events have supported head teachers in developing and revising their PEF plans. The authority was also invited to present good practice PEF examples at two West Partnership events in March 2018.

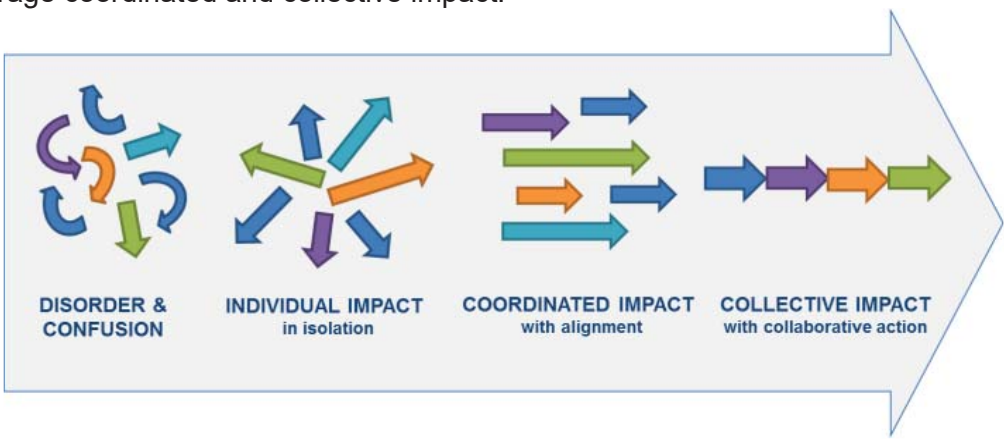
Schools have been given support via mentors in relation to capturing the impact of PEF interventions and approaches. Several case studies have been developed which highlight the impact of PEF interventions and resources and how they are linked to Attainment Challenge outcomes. This process has identified schools who may require more support with this activity. A central coordinator provides support to schools in relation to staffing, services and goods. This enables the central team to identify themes of spend and support needs.

A short life working group continues to meet to discuss PEF implications with regards to staffing and procurement. These meetings have been helpful to ensure PEF and Attainment Challenge strategies dove-tail.

Continuing to make connections

While there are four very clear work-streams as part of the Attainment Challenge structure, the central team are working to ensure that connections are made across the strategy to avoid a silo approach.

The Attainment Challenge central team have taken part in a series of whole team development sessions. One has been externally facilitated by the Robert Owen Centre at the University of Glasgow in December 2017 which focused on exploring alignment of the strategy and collective impact. The illustration below is utilised by all work-streams to encourage coordinated and collective impact.



Source: https://www.santafecf.org/birth-to-career

Following this, a 'Getting to Know the Attainment Challenge' event was hosted and arranged by the project manager in April 2018, which showcased projects within the four work-streams and provided networking opportunities. These events have been highly successful in raising awareness of each project and encouraging individuals to make connections with similar projects to reduce duplication and improve outcomes for children and young people.

Each work-stream has a regular project board meeting. These meetings are useful in encouraging further alignment and connectivity between similar projects and to reduce duplication. The project manager attends the project boards and shares information and good practice examples. The boards are vital to monitoring progress and impact and this is fed into the governance board.

We continue to engage with various networks at all levels including the West Partnership Improvement Collaborative, West Partnership Making Maths Count group, West Partnership Moderation network and the Scottish Government Attainment Challenge data network group. The networks have been useful forums for sharing dialogue and good practice.

Can you share any learning on what has worked less well or could be improved? Please include in here any risks envisaged for the future implementation of the programme

Although there has been real improvement, the process for agreeing Attainment Challenge plans with Government could still be more streamlined. The 2018-19

Renfrewshire Attainment Challenge strategy was submitted in early February 2018, however, was not agreed until April of this year. This does not provide adequate time for the implementation of the new plans at the start of the new financial year. However, the central team have welcomed the change in reporting cycles to coincide with academic calendars.

The authority has not had a consistent Attainment Advisor during this period.

There was slippage in relation to recruiting a health and wellbeing development officer. However, the officer is now in post to coordinate and drive forward this theme. This will help increase the pace and scope of our health and wellbeing strategy.

There has been difficulty sourcing an academic partner to support the maths strategy. However, we are currently exploring options following initial conversations.

All risks are documented in an Attainment Challenge risk register and this is monitored by the project manager and Governance Board.

2. Progress in individual workstreams

Please list below the individual workstreams your local authority is working towards:

Workstreams:

1. Data Analysis
2. Learning and Teaching
3. Families and Communities
4. Leadership
5. Young Scot (included by Government, May 18)

1	**Data Analysis**

Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.

- ☐ Primary schools only
- ☐ Secondary schools only
- ☑ Both, in primary and secondary schools

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.

Remember: Your timeframe is from June 2017 to June 2018

Outcome (i.e. what the workstream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**Evidence Collected (e.g. focus group with parents, online survey etc)**
Increase competence levels in terms of data literacy across all Renfrewshire's establishments.	Participant feedback surveys Quality improvement visits School self-evaluation
Teachers at all levels have a clear understanding about what the 'gap' means in their context.	School engagement tracker Teacher feedback via quality improvement framework
Staff at all levels are increasingly clear about what works in terms of how to simultaneously create excellence and equity.	Informal feedback as part of data sharing process and training.

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*

Remember: Your timeframe is from June 2017 to June 2018

In this section, evidence for each Data Analysis work-stream outcome is discussed. The team is making significant progress with regards to building a positive data culture throughout the authority.

Increase competence levels in terms of data literacy across all Renfrewshire's establishments

Very good progress has been made towards this outcome in the last year. Evidence has primarily been gathered from participant feedback surveys following data literacy training sessions provided by the central team. Formal training sessions have been provided to school staff in addition to one to one support. Between June 2017 and June 2018, staff from all 49 primary schools and 7 secondary schools attended data literacy training, with a total of 148 participants across a number of sessions. Feedback surveys from the first round of data literacy training found that 74% felt that they would be able to use the skills that they learned during this training in their own schools, with 21% responding they would be partially able to apply their learning.

One to one support was provided to all 49 primary schools to help them develop more effective tracking systems. The purpose of this support was to help schools collate all the information that they hold on pupils in a way that allows for easy analysis. The feedback from this support was very positive and at a follow up group training session the percentage of respondents who felt they would be able to apply their learning increased to 82%, with a reduced percentage responding that they would partially be able to apply it. No participant felt that they were unable to apply what they had learnt in their schools.

By creating bespoke tracking systems for school and by providing close support, the impact of the data literacy training has been increased. When asked about this support, 97% of respondents agreed or strongly agreed that it was beneficial to be able to customise trackers to best meet the needs of their schools and 94% felt that their recording of tracking data was more effective. In addition, qualitative feedback has found that the personalised support was highly valued by head teachers. Teachers reported that the support had reduced their workload and allowed them to monitor progress of both individual pupils and cohorts. It also allowed teachers to better identify pupils requiring support and tailor that support to their individual needs. See below for impact statements relating to the training:

> *"I am looking forward to using the data literacy training."*
>
> *"The support and training has been fantastic and has really helped support the need of data effectively."*
>
> *"The training has enabled me to pull all of my tracking systems together very effectively."*
>
> *"The tracker and input from the central data team is invaluable."*

A data literacy training site on glow will be shared in September with all teaching staff and will contain information on what data is available and data literacy training videos. This will allow all teaching staff to access courses that promoted staff have attended.

Secondary schools have been supported through the work of the Data Network Group, where Secondary Principal Teachers of Raising Attainment meet monthly. Staff in the PT Raising Attainment role have been working to improve the use of data in each of their schools. They have done this in a variety of ways, including identifying target groups, managing interventions and enhancing the gathering of tracking data. Individuals in these posts often produce pupil summary data for staff at all levels. As a result, staff are better able to identify pupils who require support and put in place the most appropriate interventions to support the particular needs of the pupil. This is detailed more in the DVD.

To support the PTs in their role, survey data was gathered to better understand how data was used by both principal teachers and class teachers. This found that 64% of class teachers were very or somewhat confident in using data within their role, compared with 86% of principal teachers. These findings were analysed by the group and used to inform and plan their next steps. The data network group have been developing training to deliver to class teachers in their school around what data is available to them and how they can use this. They have also created a data handbook for class teachers.

In addition, one to one support has been given to 4 secondary schools to improve their understanding and use of data. This has involved working with head teachers, depute head teachers and the PT Raising Attainment to make better use of tracking data both within the Broad General Education (BGE) and Senior Phase. This work is currently being evaluated.

Teachers at all levels have a clear understanding about what the 'gap' means in their context

The steps taken to achieve this outcome have been to make attainment gap data available at all levels and to upskill promoted members of staff, so they can provide this analysis. School data profiles have been shared with schools. This data highlights attainment gaps and improvements over the last few years. This helps teachers at all levels have a clearer understanding about what the gap means in their school.

Through the individual support provided to schools by the central team, the importance of understanding attainment gaps has been emphasised. All schools who have engaged with the support for tracking have been provided with a means of calculating the attainment gaps within their school. Discussions have taken place with all schools around how to interpret this data within their specific context. 94% of respondents to a feedback survey agreed or strongly agreed that they were able to identify attainment gaps using their new trackers. The remaining 11 primary schools will receive this support in 2018-19 and discussions on how to interpret the attainment gaps will continue.

In secondary schools, almost all survey respondents reported that they were able to identify attainment gaps within their subjects. Staff within the PT Raising Attainment role will use these findings to further improve understanding within their schools.

Staff at all levels increasingly clear about what works in terms of how to simultaneously create excellence and equity

To achieve this outcome, a wide range of information has been provided to central staff across the different work streams and schools about the patterns of attainment in Renfrewshire. Attainment data has been provided through a number of data releases, including school profiles, attainment datasets, BGE summary data, senior phase SQA analysis and INSIGHT analysis. Support is also provided to work streams to support them in

their analysis of impact. Within the literacy, numeracy and transitions work streams, support has been given by providing specific attainment data and support in developing evaluation data. Feedback has been sought on the data shared and has been very positive. School profiles have been particularly positively received as they allow all staff to get an overview of each school's demographic profile and attainment within a concise format. Schools are also provided with appropriate comparator data through the creation of school deprivation groupings. The sharing of data complements the detailed qualitative analysis being provided by the research assistant. With more information being shared than ever before, staff at all levels have a better understanding of key attainment trends, the reasons why interventions have been successful and can clearly see the progress towards closing attainment gaps.

The work undertaken with schools to improve data gathering has also supported this outcome as interventions can be better tracked and impact evidenced. Of those primary schools who have received this support, 87% reported that they were better able to measure the impact of their interventions.

Can you share any learning on what has worked particularly well?

Providing individual support to schools has been particularly effective as it has allowed the central team to better understand the challenges that schools face in relation to data analysis. This has allowed the central team to gain a clear understanding of what support is required and to better understand the level of training required. From a school's perspective, this kind of support has been valued as it has allowed staff to build their confidence in data analysis and be open about where they feel they need more support. As a result, we can be confident that the development of new tracking systems are being embedded within school processes.

The formation of a Data Network Group has also been highly beneficial as a means of sharing best practice across secondary schools. Staff in the PT Raising Attainment role have highlighted how valuable they have found it to be able to discuss their work with staff in other schools. It has also created an opportunity to take work forward as a group, thus reducing duplication of efforts. For example, a school data handbook was created by the group to be shared with class teachers across all schools.

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific workstream going forward.

The effectiveness of the PT Raising Attainment role has had varying levels of impact in schools due to the lack of a clear role profile. This will be improved in 2018/19 by revising the role profile for all schools which will provide a clear set of actions and outcomes. Work will also commence to raise the profile of the PT Attainment role in schools via the Data Network Group which will develop training and resources to be used in all schools.

An additional risk is that data literacy training is not filtered down past the school management who have been the primary target of training and support. It is expected that building confidence and skills at this level will result in improved use of data across the school. However, this will be monitored. One to one support and training will continue to be offered where it is required to build confidence within senior management teams and a new resource of training materials are being created and shared via Glow so that staff at all levels have access to support.

2	Learning and Teaching

Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.

- ☐ Primary schools only
- ☐ Secondary schools only
- √ Both, in primary and secondary schools

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.

Remember: Your timeframe is from June 2017 to June 2018

Outcome (i.e. what the workstream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**Evidence Collected (e.g. focus group with parents, online survey etc)**
Improvement in classroom pedagogy and, in particular, in literacy and numeracy throughout all schools in Renfrewshire	A variety of film footage in literacy and numeracy practice. For example, S.E.A.L, Number Talks, UKLA winners, Making Maths Count University of Strathclyde: Exploring Pedagogy in Primary 1: Progress Report A range of literacy and numeracy case studies **Literacy specific** Head teacher evaluation phone interviews Sampling and analysis of a variety of pupil attainment data and engagement surveys Strathclyde University Literacy evaluation report Strathclyde University P1 Pedagogy evaluation report Meeting record sheets for Data Based Assessments and Pathways to Impact project Teacher reflections from each Dive into Writing training session Head teacher interviews - pre & post Dive into Writing training Head teacher meetings with academic partners – post Dive into Writing training Class teacher Dive into Writing pre-training questionnaires 2x Dive into Writing post training online surveys

	Classroom assistant interviews and questionnaires Head Teacher interviews for classroom assistant training Development Officer interviews for classroom assistant training Content analysis of weekly classroom assistant diaries Recording of pupils' views re classroom assistants. University of Strathclyde Voices, Growth and Impact report University of Strathclyde Data Based Assessment and Pathway to Impact report Libraries Attainment Challenge team end of year report **Numeracy specific** S.E.A.L. Phase 2 Evaluation Analysis Initial S.E.A.L. Phase 3 Feedback Renfrewshire BGE Progression and Support Document Suite Numeracy Champion Consultation and Evaluations Numeracy & Mathematics Checklist Numeracy & Mathematics Checklist Audit Tool and exemplar Feedback from Upskilling Teacher's Knowledge and Confidence Training
Greater consistency in assessment and moderation within and across schools	QAMSO survey on national programme West Partnership pre and post staff training surveys Moderation staff training evaluations Moderation and Assessment audit response Video examples of assessment model Holistic assessment CPD evaluations Numeracy champions holistic assessment evaluations Moderation case study
Improved curricular transitions for targeted pupils	Pupil literacy and numeracy tracking data (cohort 1 and 2) Pupil wellbeing measures (cohort 1 and 2) Transition teacher focus group findings Primary and Secondary colleagues evaluation survey Pupil and transition teacher case studies Video examples of team teaching in Attainment Challenge DVD Transition teacher self-evaluation reflection data

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*

Remember: Your timeframe is from June 2017 to June 2018

Improvements in literacy, numeracy, assessment and moderation and curricular transitions are clearly evidenced through this work-stream and will be discussed below under three main work-stream outcomes.

Improvement in classroom pedagogy and, in particular, in literacy and numeracy throughout all schools in Renfrewshire

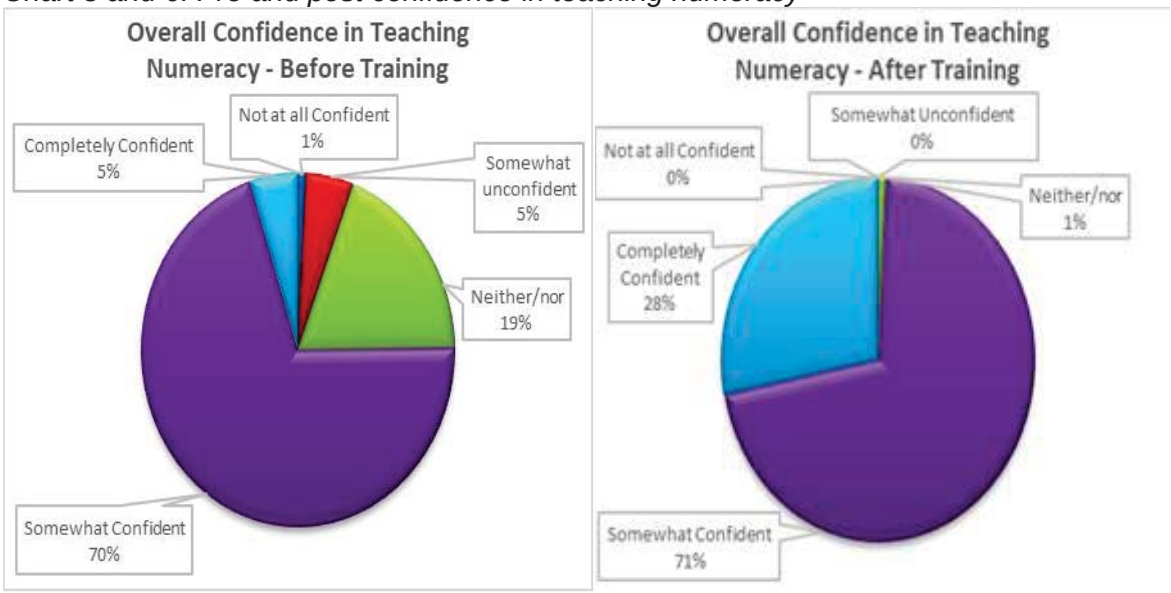
Numeracy

24 quartiles 1 and 2 schools have taken part in S.E.A.L training this year. 178 teachers have been trained in S.E.A.L. pedagogy at First Level and 26 teachers trained in S.E.A.L. and Concrete and Pictorial strategies for Second Level and beyond. 120 classroom assistants have been trained in S.E.A.L. at Early Level and 58 early level and childcare officers have been trained in using S.E.A.L. approaches within a playful pedagogy. Data demonstrates an increased use of Concrete and Pictorial methodologies for teaching of number sense. This is having a positive impact on pupil attainment with regards to a deeper understanding of number concepts and being able to apply this to problem solving activities across all aspects of maths. Case studies demonstrate an acceleration of progression by using S.E.A.L. strategies as an intervention (see appendix 1).

Chart 5 shows the overall level of confidence in the teaching of numeracy in the Phase 2 S.E.A.L. training prior to the training. 75% of respondents stated a level of confidence with 5% 'Completely Confident' and 70% 'Somewhat Confident'.

Chart 6 shows the reported overall level of confidence in the teaching of numeracy after the training. 99% of respondents indicated a level of confidence with an increased percentage stating that they were 'Completely Confident' which rose from 5% to 28%.

Chart 5 and 6: Pre and post confidence in teaching numeracy



A numeracy and mathematics checklist was created in January 2018 for primary schools which provides guidance and support in the teaching, learning and assessment of numeracy and mathematics. It has also supported schools in self-evaluation of the practice within their establishments and is further supported by the Numeracy and Mathematics Development Officer.

Progression and support documents for the BGE was launched in January 2018. The documents are a suite of resources that support progression, planning, learning, teaching and assessment from early to fourth level across the BGE. These documents have been supportive in reinforcing the recommended techniques, strategies and pedagogy as well as ensuring stepped progression in learning. It is a "go to guide" to support staff in making decisions about progression. It also exists to ensure consistency across Renfrewshire.

A cross sector pilot programme of high quality professional learning was planned to improve teacher's knowledge and understanding. This was delivered by a group of teachers (Feb-March 2018). Although the focus of these sessions was improving teacher's own knowledge and conceptual understanding, all sessions were delivered through modelling best practice and using concrete and pictorial approaches. This training has influenced and promoted this pedagogy and it has been reported by teachers that there has been an increase in their own confidence and understanding.

11 schools completed the Numeracy Across the Curriculum Pilot (IDL) programme (Nov 2017 – March 2018). 7 of these schools were from quartiles 1 and 2. Participating teachers reported an increase in pace in learning and benefited from bundling experiences and outcomes in the planning stages. The planning process which incorporates increased numeracy and mathematics bundling has been disseminated further via bespoke support to schools and by participating staff in their own schools. A collaborative approach was adopted, and each participating teacher produced an exemplar planner to share with others.

Literacy

Implementation of the first cohort of 'Dive into Writing' training has been completed. 7 core training sessions were delivered to approximately 60 teachers including head teachers from 26 schools with the majority from quartile 1 and 2 schools (n=16). 5 CLPL sessions were delivered to approximately 50 staff from 12 of the participating schools.

Approximately 250 teachers, including head teachers from 15 schools, attended a further training session as part of in-service on the 'Dive into Writing' approach to disseminate key messages to all staff. A further 60 teachers volunteered to attend an in-service taster session prior to programme participation in session 18/19.

3 meetings have been held with head teachers and class teachers from the 8 participating schools for the Data Based Assessment and Pathways to Impact pilot. A final evaluation report from the University of Strathclyde is expected September 2018.

The libraries attainment team have hosted various literacy projects throughout the year in secondary schools including reading with therapeutic dogs, paired reading and parental engagement events. Evaluations have demonstrated that the projects are having a positive impact on targeted pupils. For example, a paired reading project was undertaken at Linwood High School where S1 pupils were paired with an S6 pupil. Targeted S1 pupils were included in this project due to their low attainment in literacy. Reading age scores were taken from Accelerated Reader at the beginning of the project and at the end. 73% of pupils increased their reading age. There was an average increase of 10 months in reading ages between December 2017 and May 2018 with one pupil achieving an increase of 3 years and 10 months.

The libraries attainment team have also supported primary schools with the development of a positive reading culture by setting up library spaces in their schools and supporting monitors. Head teachers have noted the impact of this support:

> *"This project has allowed the children to take ownership of their School library and work towards developing our Reading Culture within St. Fergus… The targeted support has made such a difference for both children and teachers alike as we all work together to raise attainment." – head teacher*

> *"She has been a fantastic person to help raise the profile of reading within our school community." - head teacher*

Collaboration in literacy and numeracy

Classroom assistants took part in a professional development programme in collaboration with the University of Strathclyde. 6 professional learning sessions, covering various aspects of literacy and numeracy and mathematics, was delivered to 27 classroom assistants from 14 primary schools. The final evaluation report, 'Classroom Assistants in Renfrewshire: Voices, Growth and Impact' demonstrates positive impact (report to be published September 2018). All classroom assistants and head teachers could recognise the benefits and impact of all aspects of the programme on their practice. All classroom assistants reported increased knowledge, confidence and skills in supporting pupils' learning and expressed a commitment to being as effective as possible in the collective effort to improve attainment within Renfrewshire. Almost all head teachers recognised increased confidence in their classroom assistants through the ownership and responsibility in supporting children's learning. Below is a selection of quotes from classroom assistants who took part in the training.

> *"My expectation of the training was for it to be pretty basic on day-to-day tasks. I had no idea it would be so specific and involved. I realised early on that we were being guided towards a very well planned, up-to-date learning method to assist teachers and children with very identified and tested strategies."*

> *"I have thoroughly enjoyed being part of this pilot course for Classroom Assistants. It has helped me on my personal growth journey. It was also lovely to get the chance to interact with other colleagues on the course, helping me gain more confidence."*

> *"Being reminded of the strategies I already use and learning new ones which I now use on a daily basis has helped build my confidence in my own ability to assist learners attain their potential in all aspects of their learning, including language/literacy."*

> *"I have to [help] improve attainment, but I can't see that immediately…. I was frightened about failing, about not raising attainment because it wasn't happening instantly, I couldn't see it. But this is a longer thing. So, before I'd maybe feel a bit more frightened about working with those who weren't going to get it instantly. It's complicated and hard to measure. But now I am seeing progress."*

In addition to ongoing monitoring of tracking pupil progress in literacy and numeracy by classroom teachers, our transition teachers have been using an additional skills and concepts tracking tool for P7 and S1 targeted pupils. This tool allows transition teachers to track pupil progress in the key literacy and numeracy skills needed at this crucial transition stage. It also supports pupils to set learning targets for themselves across transition. Using this tool along with SNSA results and other attainment data, transition teachers can measure their impact on improved attainment in literacy and numeracy. Base-line data has been collected and comparison data will be collated later this session.

P1 Pedagogy

27 schools (21 quartile 1 and 2 schools) have taken part in the programme across three phases. 85 participants have taken part including 6 early years teachers. The phase 1 evaluation report from the University of Strathclyde was launched in October 2017 (see link for report: https://strathprints.strath.ac.uk/65246/). Classroom observations and post training feedback showed immediate impact on teaching practice, thinking and children's learning experiences. For example, almost all teachers (92%) agreed and strongly agreed that the training had influenced the way they design the learning environment. Teachers felt that their knowledge and understanding of the key characteristics of effective learning environments had significantly improved. In total, almost all (96%) teachers rated their knowledge of effective learning environments as fairly high and high, compared to 62% pre-training.

Greater consistency in assessment and moderation within and across schools

15 Quality Assurance and Moderation Support Officers (QAMSOs) participated in the national moderation programme. Feedback from surveys suggests that this has helped to develop practitioners understanding of the moderation process. In particular, participants found the professional dialogue and work on holistic assessment useful. QAMSO's have taken some of the work forward in their own schools and this will improve understanding of moderation within schools.

27 participants from St Benedict's and Johnstone Cluster took part in the West Partnership Programme, including training, followed by a moderation event. Evidence from the training survey suggests that this helped improve participant's understanding of national guidelines and the moderation process. In post moderation surveys, participants cited professional dialogue as being invaluable which helped to increase a shared understanding of standards and the moderation process. The opportunity to reflect on a range of approaches to evidence provision for moderation was also considered very useful. Many participants also indicated that would like to share the process and exemplars within their own schools.

Moderation training and workshops for secondary principal teachers of English was implemented through subject forums which provided opportunities for high quality professional dialogue around the standards and expectations for learning and teaching. The approach has helped secondary principal teachers of English develop an understanding of the moderation process and how they can practically implement it in their departments. All lead practitioners indicated that they had a clear understanding of how this approach to moderation could help develop a shared understanding of the standards around the whole learning and teaching process. This process has helped to build confidence and increase consistency in the principal teacher's professional judgements of the BGE. Owing to the usefulness of this approach, English principal teachers/faculty heads have committed to disseminating this approach within their English departments in the next session. See the Attainment Challenge DVD for practitioner experience.

High quality CLPL in holistic assessment has been developed and implemented. 200 practitioners have been involved in holistic planned periodic assessment training. The training was carried out as part of the numeracy champions programme which is an example of collaboration across work-streams to achieve collective impact on attainment. Staff have reported feeling more confident and indicated they are going to implement the model in their classrooms.

Improved curricular transitions for targeted pupils

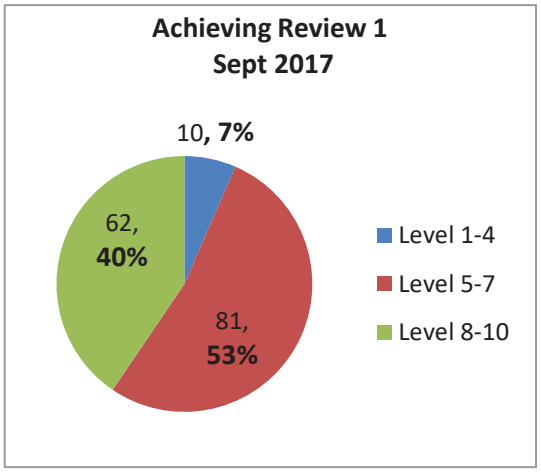
Transition teachers have successfully built positive relationships with staff across their clusters (both primary and secondary). This has encouraged 'soft' conversations about easing curricular transition for pupils. As a result, both primary and secondary staff have

started to challenge their practice and existing curricular transition processes. Consideration has been given to finding better connections across sectors in learning and teaching so that pupils experience a seamless curricular transition. Staff are now considering shared pedagogy, language and expectations as areas for development. This has been further enhanced by the pilot projects developed by our 3 working groups: 'Literacy across Transition', 'Numeracy across Transition' and 'Parents in Transition'. Early indications show that these pilot projects, which focus on cross sector pedagogical approaches, are bringing sectors together to plan and share practice.

Pupils receiving support from a transition teacher are asked to measure their feelings across a number of wellbeing indicators using a scale of 1-10 (1= not at all true of me, 10 = very true of me). Wellbeing wheel evidence from cohort 1 target pupils who were only supported between August – December of S1, shows that there was an increase in pupil confidence and sense of achievement.

Chart 7 displays pupil's feelings of achievement at baseline and review 3. The data shows that the majority of pupils at baseline were at levels 5-7. In review 3, most pupils were at levels 8-10 showing a positive shift in feelings of 'achievement' from Sept 2017 to June 2018.

Chart 7: Pupils achieving measures at baseline and review



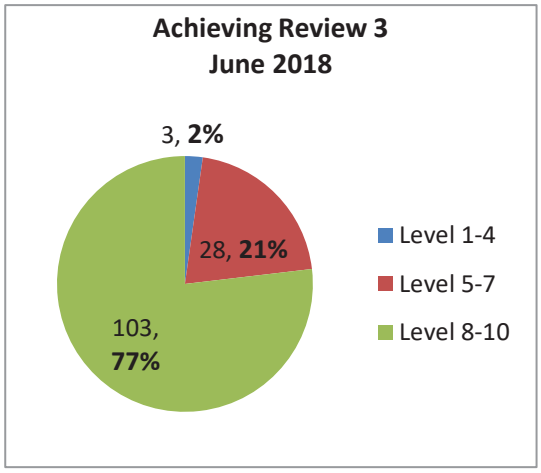
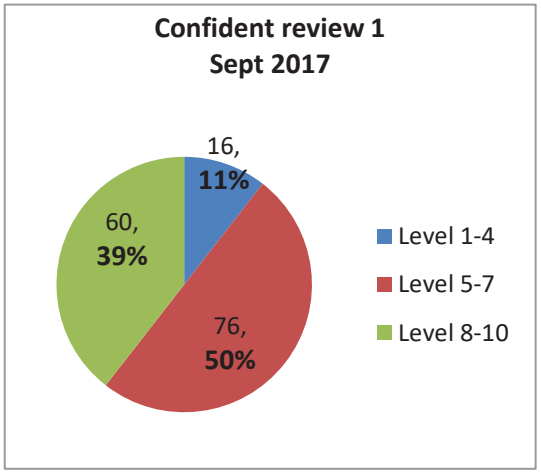
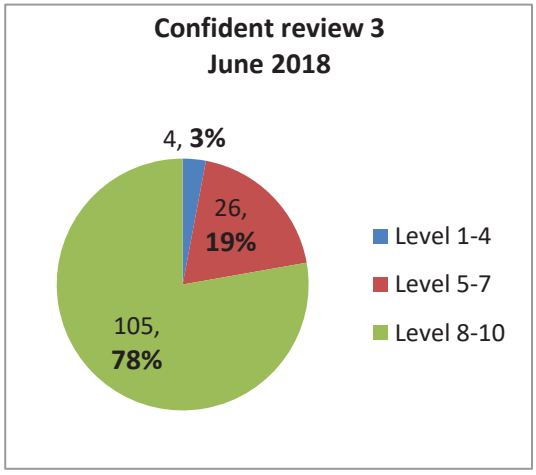


Chart 8 displays pupil's confidence levels at baseline and review 3. The data shows that the majority of pupils at baseline were at levels 5-7. In review 3, most pupils were levels 8-10 showing a positive shift in feelings of 'confidence' from Sept 2017 to June 2018.

Chart 8: Pupils confidence measures at baseline and review





Cohort 2 skills tracker and wellbeing wheel evidence is incomplete as target pupils are only half way through the first full transition year. Baseline evidence has been gathered but no reviews have yet been carried out.

Evidence gathered from transition teacher focus groups also shows the positive impact on pupils' progress. For example, S1 pupils feel reassured about having two teachers, at times, in the classroom to support them with their learning and as a result feel ready to access the curriculum in secondary. See case studies in appendix 1 for further examples.

Secondary colleagues completed a survey monkey in December 2017 about transition teachers. Over 90% reported that transition teachers support had positively impacted on pupil's ability to access the curriculum.

Secondary colleagues are benefiting from transition teacher support, engaging in professional dialogue and changing mindset towards curricular transition due to having the opportunity to work with a primary colleague. Quotes from staff surveys are included below:

> *"Having the transition teacher in my maths class has been excellent. There is a huge amount of focus on pupils' learning. I have learned a lot about the way primary teacher might approach topics and different teaching strategies they would use."- teacher*
>
> *"All teachers in the department that have worked directly with the transition teacher agree that it is very useful to have her insight. We are learning a great deal from the strategies she is using." – teacher*
>
> *"I am wondering now why we have never had a transition teacher before - it seems to me to be a vital role although perhaps too big a job for one person." – teacher*

Furthermore, over 80% of secondary teachers report that transition teachers support has impacted positively on the school's curricular transitions process. The quote below provides enhanced support for this evidence.

> *"Our previous transition programme gives us a great deal of information about pupils personally and their backgrounds. Through the transition teacher we have learned more about primary methods in particular in teaching Maths and English and been able to see the links between the sectors." – teacher*

For further evidence of impact from the learning and teaching work-stream, please click the following video links:

S.E.A.L. – https://www.youtube.com/watch?v=1ivv-F5eGOQ

Number Talks – https://www.youtube.com/watch?v=yuzk0PTFRq8&t=601s

Making Maths Count – https://www.youtube.com/watch?v=Z5KK4i9Op_0

Wallace Primary UKLA winners - https://youtu.be/52jvyBdI0CA

Can you share any learning on what has worked particularly well?

The work-stream are consistently utilising data to drive forward improvements. The development officers refer to the 'families of schools' database to ensure they are targeting schools in a proportionate manner with regards to the implementation of specific interventions i.e. Dive into Reading, S.E.A.L. In terms of professional development, this database is also used to target relevant families of staff. Development officers are consistently reflecting on evaluation data to enhance, tailor and develop their plans. The Management Information Officer has supported the development officers with data literacy

training, so they are more knowledgeable and confident in using data. The research assistant has provided support, so development officers can evaluate their activities.

Adopting the 3-domain model as a consistent approach that underpins literacy, numeracy, assessment and moderation and curricular transitions has worked particularly well for this work-stream. For example, staff report that they are now more aware of the importance of the impact of cultural capital and the child's identity as a mathematician, reader or writer. Staff plan more carefully and consider the funds of knowledge children bring to school which they can tap into to support their learning. Staff are more likely to consider the wellbeing of the child and to encourage and promote a growth mind-set.

To support literacy and numeracy and develop improved curricular interventions for pupils, the transition teachers have been trained in the Renfrewshire literacy and numeracy approaches. Their work is also underpinned by the 3-domain model ensuring that they understand target pupils' cultural capital and identity as learners when deciding on targeted interventions.

A number of changes have been evidenced due to the awareness of the 3-domain model. Schools that have previously set children in ability groups for numeracy and mathematics have changed to mixed ability approach. This has proven to have a positive impact on the mindset of pupil's and this approach is being piloted in 5 schools, with more to follow this session.

Having a consistent model has allowed development officers to plan together and develop a shared attainment challenge action plan and calendar of events. This has been very helpful for organising and planning professional learning and development for staff.

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific workstream going forward.

In the early stages of the attainment challenge, the role of the transition teacher was unclear. This led to transition teachers not being used effectively in the classroom and a misunderstanding of the significant impact the transition teacher could have on curricular improvements on targeted children. However, the development officer has delivered a number of sessions to different groups of staff which clearly outlines roles and responsibilities. This will continue next session. There has also been a support document, 'A Collaborative Approach' developed which outlines the responsibilities of all parties (development officer, transition teacher and schools) in the curricular transition process. The learning here has been that effective and on-going communication at all levels is vital.

The authority has been working to identify an academic partner to support the delivery of the numeracy plan. As a consequence of not having an academic partner, there is the risk of not having the same robust evidence as literacy to support planned numeracy interventions. We have sought advice from various partners such as Education Scotland and the Scottish Government on this matter. We have recruited 4 modelling and coaching numeracy officers to support the development officer in increasing the pace and scope of the numeracy plan.

3	Families and Communities

Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.

- ☐ Primary schools only
- ☐ Secondary schools only
- √ Both, in primary and secondary schools

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.

Remember: Your timeframe is from June 2017 to June 2018

Outcome (i.e. what the workstream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**Evidence Collected (e.g. focus group with parents, online survey etc)**
Improved parental engagement	Case studies of families and pupils Parent's attendance rates in programmes Number of families engaged in programmes Staff interviews and focus groups Parent and pupil interviews Number of requests for an interpreter/translator University of the West of Scotland Family Learning evaluation report
Improved health and wellbeing of target pupils	Case studies of pupils and families Parent, pupil and teacher SDQ data Pre and post teacher and pupil surveys for PATHS® Phasing data for RNRA Pupil interviews Staff training evaluations for RNRA Number of schools participating in RNRA Schools' RNRA action plans PDSA (Improvement methodology) RNRA Journey Summary Reports RNRA Focus Groups RNRA Doctorate Research Evaluation PATHS® End Year report
Improved or maintained inclusion	Case studies of targeted pupils Pupil participation and attendance rates at school and in programmes

	Staff interviews Initial feedback received from schools about their experience using interpreters Exclusion figures

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*

Remember: Your timeframe is from June 2017 to June 2018

Families and Communities continues to make very good progress towards building inclusive and nurturing schools through a range of evidence-based approaches and interventions. In this section, the evidence for each project has been reported under three main work-stream outcomes.

Impact on parental engagement

The Family Learning programme is having a positive impact in 8 primary schools. 340 parents have engaged in Pizza Family Learning programmes. Positive evaluations about Pizza Family Learning have been received from head teachers and the impact is further evidenced through case studies (see appendix 1), family learning plans and an evaluation report from the University of the West of Scotland. Outcomes of the Pizza Learning programme for many of the families include:

- Increased confidence
- New skills
- Improve communication
- Changed behaviours
- Changed relationships
- Changing expectations

Families who have engaged with Pizza Reading have recently participated in a filming activity and have stated that they have benefited from taking part in the project. Families have also taken part in a focus group that was held for a recent HMIe inspection and gave very positive feedback and stated that they believed taking part in the group work had increased confidence and self- esteem in both parent and child. Parents have reported that the programme has encouraged them to read more at home with their children. As a result, parents have noted that this engagement has had a positive impact on their children's attainment in literacy and numeracy. Quotes highlighting the impact of the programme are listed:

> *"The Pizza group has taught me that you don't have to accept what society says about your situation. I was a mum at 15 and when I was growing up I heard a lot of people saying 'she'll never get a job' and 'that's it now', which dampened by confidence. But now, I know what I want to do, and I am very confident." – parent*

> *"I was one of those people that didn't think the programme was for me, and that I couldn't do it. Now, I look forward to it every week. I didn't think it would help my son with all the issues he had, but I was wrong." – parent*

"Before Pizza Reading, my son wouldn't read a book at all. Now, he'll ask me if we can read a book, or if he could buy a certain book. If I hadn't come here, I don't think my soon would be reading." – parent

Pizza Reading staff and families recently met with the Scottish Government to provide an insight into the project and how the social practice approach helps to build parental involvement in their child's school and learning. The staff were also invited by Education Scotland to present as an example of good practice to other local authorities.

The Attainment Challenge youth worker has engaged 5 secondary schools in Personal Social Development learning programmes which have had successful and measurable impact on parental engagement (see appendix 1 for Come Dine with Us case study). Programmes have focused on engaging targeted young people from SIMD 1-3 in creative learning, and to encourage contact and engagement with family members in the secondary curriculum. 49 young people from S1-3 have participated in the programme and a total of 33 family members attended sessions delivered by the young people. Quotes below further demonstrate the impact of the programme on parental engagement:

"I was really worried about coming into the school as I wasn't sure what to expect, but after receiving a personal phone call, it made me feel more relaxed and encouraged me to come in and see what my daughter had been doing." – parent

"I didn't have a very good school experience and neither did my eldest daughters, it was nice to come into the school for something positive. I also can't cook very well myself, so it's good to see something that we can both do together at home." – parent

Inclusion support assistants engage with parents in a variety of ways to improve outcomes for young people in secondary school. Qualitative evidence captured, through records and case studies, for each young person, indicates that in 74% of the cases, positive engagement with parents was achieved. This included regular telephone/text contact, home visits, supporting parents and young people at ESTs, Parents in Partnership (PIP) programme, medical appointments, signposting to services and in applying for benefits to which they are entitled. According to SDQ data, 53% of parents felt that there had been an improvement in their child's behaviour in one or more of the measures.

Parents in Partnership has been implemented in 10 secondary schools and has a primary focus on the transition stage between P7-S1. Parents are invited to visit the secondary school, engage with staff members and take part in lessons with their children so they have a better understanding of the secondary curriculum. 119 families have consistently engaged with the programme and this is having a positive impact on pupil engagement in school. The project coordinator is beginning to link this with attainment data. The impact of the programme is demonstrated in case studies in appendix 1. A selection of supportive statements is listed below:

"I enjoyed spending time in the school environment with my child and learning new things together." – parent

"I have definitely been engaging with my child more because I know what she is doing at school. For example, I discussed a poem she was learning in English and her face just lit up as we were talking about it." – parent

"I feel more comfortable because I know where my child is and what he does" – parent
"It reassured parents and made them comfortable in all aspects of what our school does for their children." – teacher

"Most worthwhile initiative we have been involved in and we have seen the direct impact." – PIP coordinator

"The relationships I have been able to make with the S1 parents has been fantastic and feel that now when I am tackling more challenging problems/issues with the children we have the relationship which, in the past, has not been that easy to develop." – PIP Coordinator

This work-stream is working in an aligned and collective way. For example, four transition teachers (Learning and Teaching) have been working closely with the Parents in Partnership project coordinator and Barnardo's to develop a plan for supporting parents with the curricular transition process. The team have also sought advice from the Adult Learning and Literacy team about engaging with families in a softer way. This group of practitioners are now sharing data and information in a more effective way and ensuring that the right type of support is provided to families rather than duplicating support. This collaboration has been very successful and strong evidence suggests that this project can be successfully rolled out to other clusters. Due to the initial success of the project, the development officers were asked to present to the Deputy First Minister and education leaders at the Education Leaders Forum in April 2018 and to write an article for the GTCS magazine as an example of good practice.

Interpreters have been delivering support in primary schools since May 2018. The support is focused on providing face-to-face and written interpreting to parents where English is not the first language, so they can better engage in their child's school-life. 8 requests have been completed so far and feedback from schools has been very positive. Head teachers rated the service very high and recommended it to other head teachers. School staff have reported that having an interpreter at meetings was invaluable for parents when discussing a child's progress and any issues with their attainment. More evidence will be gathered through focus groups with parents and staff.

Impact on health and wellbeing

33 establishments (primary, secondary and special) are involved in Renfrewshire's Nurturing Relationships Approach (RNRA) which is led by the educational psychology service. 10 of these primary schools are from quartiles 1 and 2. Schools have been progressing very well through the implementation process. Almost all staff (94%) who have participated in whole school RNRA training understand attachment theory, the key principles of nurturing practice and the importance of nurturing relationships in helping all children to learn and develop socially and emotionally. All staff (100%) reported they were prepared or very prepared to lead RNRA in their schools. This has resulted in changes to school policy, staff practices and increasing levels of wellbeing in children and young people in participating schools.

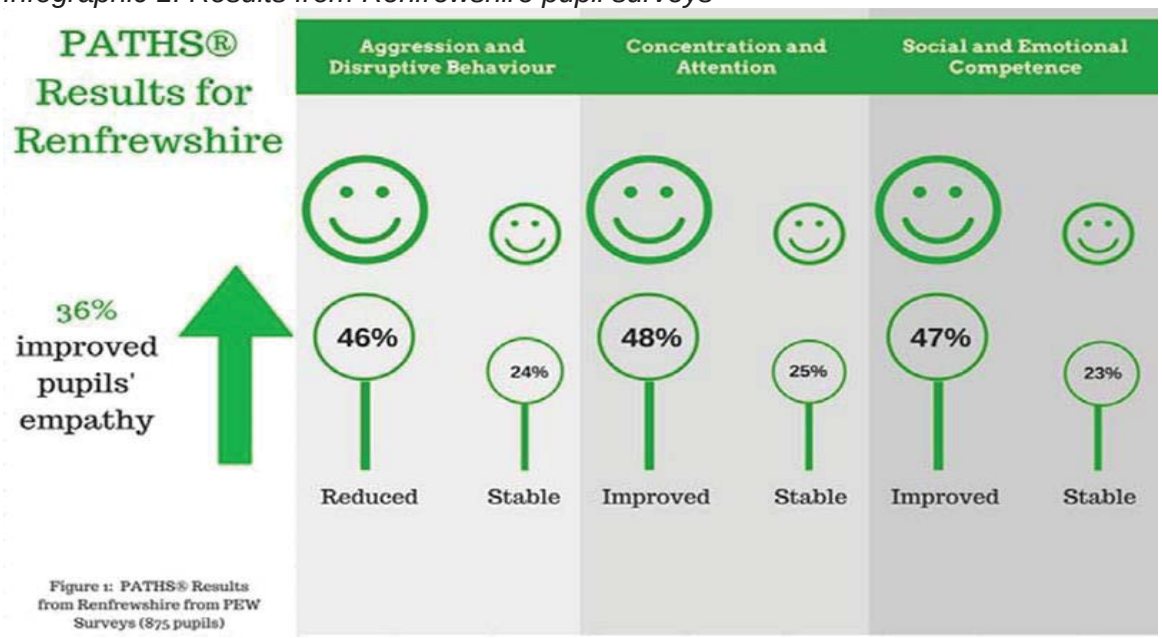
In St Paul's Primary School (quartile 1 school), there is evidence of the impact of RNRA on school policy. The school were keen to embed a consistent nurturing approach across the whole school. They recognised that transition times were stressful for some pupils and this was reflected in the high number of referrals to the senior leadership team. School staff have focused on the nurture principle "Transitions are important to children lives". The outcomes for this school are as follows:

- Significant reduction in number of referrals to senior managers
- Increase in staff confidence regarding explaining & implementing a nurturing approach relating to transitions
- Greater recognition that all support needs to be individualised
- Smoother transitions from Rainbow Room to classrooms

The school interventions and supports in place following the development of RNRA approaches have had a positive impact on the wellbeing of pupils. This is supported through preliminary findings from the educational psychology doctoral research.

214 teachers and 52 support staff have been trained in the delivery of PATHS®. 23 primary schools (12 quartile 1 and 2 schools) and 3815 pupils are using PATHS in 147 classrooms across Renfrewshire. The end of year PATHS® report highlights improvements in pupil's social and emotional competence and reduced aggressive behaviours (see infographic 1)

Infographic 1: Results from Renfrewshire pupil surveys



Impact statements relating to PATHS® are included below:

> "*Pupil response to PATHS® has been extremely positive across all stages and the children enjoy the lessons and the experience of being Pupil of the Day." - SLT*
>
> *"The children are now equipped and able to deal with situations that in Term 1 required my intervention. Problem-solving independently and discussing their feelings are positive outcomes." – teacher*
>
> *"I have learned that there is always a way to figure things out." – pupil*
>
> *"I have learned that it is OK to have feelings but not all behaviours are OK." – pupil*

With regards to PATHS®, 87% of teachers agree that children are using a wide range of emotional vocabulary to talk openly about how they are feeling. 74% of teachers agree children can use calming down strategies with support. 78% of teachers agree that problem solving is being modelled and used during the school day and 77% of SLT reported that PATHS® has had a positive impact on pupil relationships. This ensures that pupils health and wellbeing is supported so they can effectively access the learning curriculum.

Secondary school learning programmes devised by the Attainment Challenge youth worker have a focus on healthy eating, literacy and numeracy skills. Feedback from young people and parent/carers support that these skills are being used at home and that targeted young people have an increased interest in making healthier choices. The youth worker has been supporting young people in reducing anxiety around working with others in a social context, eating in front of others, sharing food, and taking responsibility. The following quotes further demonstrate impact:

"I feel like I worked well in a team with others and made new friends." – pupil

"My behaviour has got better, partly because of this group and my mum no longer needs to attend meetings because I was behaving badly." – pupil

"One thing I did really well was shopping on a budget and swapping ingredients on recipes for alternative cheaper ones." – pupil

"I teach some of these pupils, so I am aware of how challenging their behaviour can be sometimes. You had them engaged and working away." - teacher

Impact on inclusion

Almost all pupils receiving support from inclusion support assistants are from SIMD 1 (47%) followed by SIMD 2 (34.2%) and 3 (18.4%). 7.8% of pupils are from SIMD 6, 7 and 8. Over half of the pupils (51%) are in receipt of free school meals and clothing grants. 5% of pupils are LAC.

To promote inclusion and improved attendance, several strategies have been employed across schools including:

- Timetable adjustments and/or alternative curriculum
- 1-1 support in classes and in nurture bases
- Group work – resilience, confidence building, seasons for growth
- Awards and qualifications e.g. Princes Trust, John Muir, YES
- Engaging partners to support young people e.g. Lifelink, school Nurse
- Pick-ups and drop offs home

98% of young people have had zero exclusions since the intervention began. Almost all pupil's attendance (90%) has improved or maintained between October 2017 – June 2018.

68% of young people have benefitted from 1-1 daily or weekly check-ins with the inclusion support assistant and SDQ data indicates that 60% of teachers felt that there had been an improvement in the young person's behaviour in one or more of the measures.

The Cost of the School Day fund has been used across primary schools to remove the barriers that some families face in relation to the school day (e.g. school trips, dances, gym clothes, school uniforms, stationary). Head teachers report that the fund has had a positive impact on inclusion. Children feel more included in school life as they have access to the same resources as others. They can participate in school activities that they may have otherwise not. Head teachers further report that the fund has increased the schools understanding of poverty and are more aware of hidden poverty. This helps promote inclusion in a non-stigmatising and confidential manner. Head teachers reported that the fund has helped build cultural capital in groups of pupils who may have not been able to participate in wider school activities (see case studies in appendix 1).

Finally, the learning programmes devised by the Attainment Challenge youth worker have had an impact on the attendance and inclusion of targeted secondary pupils and this has resulted in positive achievements. For example, 83% of young people who have engaged with the youth worker are working towards wider achievement through Hi5 and Dynamic Youth awards. 5 young people from Johnstone High have received 2 Hi5 awards. Quotes below further demonstrate inclusion impact:

"This programme is one of the only positive educational engagements this young person has right now." – teacher

"This group is the only reason I come in to school." – young person

Can you share any learning on what has worked particularly well?

In this work-stream, data is used across all projects to identify, target, monitor and track pupils and this information is often shared with project leads to reduce duplication for families and pupils. The use of data is core to this work-stream understanding the needs of target pupils and evidencing impact. The research assistant has provided project leads with research and evaluation support which has enabled this work-stream to showcase positive outcomes for pupils and families.

The work-stream is continuing to establish connections between projects to reduce duplication of support / interventions for children, young people and families. Wider colleagues within Children's Services are represented on the Families and Communities project board and this supports connectivity across the service.

Renfrewshire Nurturing Relationships Approach is based on implementation science. This approach is supporting schools with effective implementation and has been recognised on the Education Scotland National Improvement Hub as an example of good practice.

The system to support interpreters includes partnership working with different departments within the authority and this collaborative approach has worked well.

There are a variety of examples where collaborative working has taken place. For example, Parents in Partnership coordinators work closely in most schools with inclusion support assistants and transition teachers. The overall impact of this collaborative approach is that support is better aligned and connected.

In schools where clarity about the roles of the home link staff and inclusion support assistants have been outlined to the wider school team, this results in appropriate referrals being made to the most appropriate person. This also avoids duplication of service for a young person and families.

Identifying a small case load for the inclusion support assistants in August and enabling them to work intensively with a small number of pupils, has greatest impact.

Group meetings with the local authority coordinators have proved to be a successful forum to share good practice, solve problems and develop resources. Informal network meetings organised by the inclusion support assistant group have also provided a very good support network. This approach has also been adopted for PIP coordinators. Inclusion support assistants report that continued professional development has been important to their practice.

The coaching and modelling approach adopted by PATHS® coordinators has ensured the fidelity of the programme in schools.

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific workstream going forward.

Recruitment and employment checks for over 20 individuals resulted in slippage of the interpreters being able to deliver a service in schools. However, this has now been resolved.

There is now a clearer understanding of the role of the inclusion support assistant and good liaison between transition teachers and home-link. This will enable inclusion support

assistant to identify target pupils. As a result of self-evaluation amongst inclusion support assistant, a decision was made to develop an alternative measuring tool. A bespoke measurement system based on the SHANARRI wellbeing indicators has been developed to evidence progress.

With regards to parental engagement, some individuals found it uncomfortable engaging in a school environment. Going forward different approaches to parental engagement will be considered. For example, the youth worker has considered food bags including feedback sheets which young people and their family members can do at home to increase parental engagement in the home environment.

4	Leadership

Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.

- ☐ Primary schools only
- ☐ Secondary schools only
- ✓ Both, in primary and secondary schools

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.

Remember: Your timeframe is from June 2017 to June 2018

Outcome (i.e. what the workstream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**Evidence Collected (e.g. focus group with parents, online survey etc)**
Increase in numbers of staff, across both primary and secondary sectors, capable of adapting to and leading change influenced by school, authority and national priorities	Course registers Participant evaluations Successful appointments DVD evidence of staff engaging in programme and impact of this Leadership Development paper
Staff, across both primary and secondary sectors, are knowledgeable about strategies for leading change, leadership approaches and co-coaching and can adapt their use to specific situations	Participant evaluations Numbers participating in ongoing co-coaching partnerships DVD evidence of staff engaging in leadership programmes and impact of this Leadership Development paper
Enhanced networking opportunities improve the sharing of good practice	Numbers regularly attending head teacher leadership events Participant evaluations
Improved secondary pupil leadership capacity	Columba 1400 pupil evaluations and report Numbers of pupils leading school projects as a result of participation in programmes DVD evidence from pupils engaging in leadership weekends with Arran Outdoor Centre and pupil evaluations

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*

Remember: Your timeframe is from June 2017 to June 2018

The Attainment Challenge is committed to developing leadership at all levels. Evidence towards staff and pupil leadership outcomes will be discussed in this section.

Increase in numbers of staff, across both sectors, capable of adapting to and leading change influenced by school, authority and national imperatives

A total of 134 participants have taken part in the Aspiring Leaders professional development. See below for breakdown per course:

- Aspiring head teacher (primary & secondary) 16 participants
- Aspiring depute head teacher (primary) 28 participants
- Aspiring depute head teacher (secondary) 25 participants
- Aspiring principal teacher (primary) 31 participants
- Aspiring principal teacher (secondary) 34 participants

Since August 2017, we have appointed a further 3 substantive primary head teachers (HTs) from the Aspiring Leaders training, 1 acting primary head teacher, 3 substantive secondary depute head teachers and 7 substantive primary depute head teachers.

The Aspiring Leaders professional development content was very highly evaluated with:

- 100% of Aspiring head teachers and deputes agreed or strongly agreed that participation in the training has made them more self-reflective in relation to their leadership style/s
- 100% of Aspiring head teachers and deputes agreed or strongly agreed that participation in the training has made them more aware of the role they aspire to
- 100% of Aspiring head teachers agreed or strongly agreed that participation in the training made them more confident in their ability to lead and manage change in their school
- 95% of Aspiring deputes agreed or strongly agreed that participation in the training made them more confident in their ability to lead challenging conversations using a coaching approach

Below is a selection of impact statements from participants attending the Aspiring depute head teacher programme:

> *"I feel more confident that the move to DHT from PT would still allow me to satisfy both my desire to continue with teaching commitment but also take on a more strategic/senior leadership role within a school…The experience has been invaluable and the course highlighted the skills I already have and made me reflect on the areas that I feel I would like to improve." – principal teacher*
>
> *"It has given me the confidence that I have the necessary skills and traits to pursue a substantive post in the future." – principal teacher*
>
> *"It inspired me to continually improve my leadership qualities and strive for excellence."*

"It was good to meet other staff from different schools with similar career aspirations… I feel that the course really helped to increase my confidence levels and I have now attained a permanent, substantive DHT post." – principal teacher

"The Aspiring DHT course has had a significant impact on me as an educator. I have reflected on my leadership and management style and from there tried different approaches in my school." – principal teacher

The impact of this professional development is further demonstrated in case studies (see appendix 1).

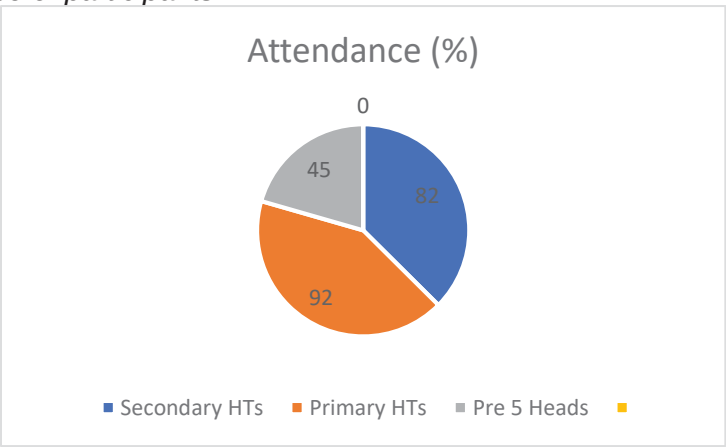
Staff, across both sectors, are knowledgeable about strategies for leading change, leadership approaches and co-coaching and can adapt their use to specific situations

A number of head teachers have engaged in the Step Back leadership programme which gives head teachers the opportunity to discuss strategies for leading change and engage in professional dialogue with their peers. Participation in such programmes has had a demonstrable impact and this has been evidenced in recent school inspection reports. See case studies (appendix 1) and Attainment Challenge DVD for examples of leadership approaches / strategies being used in practice and the impact of this.

Enhanced networking opportunities improve the sharing of good practice

There has been very positive engagement and participation at head teacher leadership events (chart 9) where participants are given the opportunity to network with their peers and share good practice.

Chart 9: Attendance of participants



For further evidence of impact of the Step Back programme please follow this link:

https://my.pcloud.com/publink/show?code=kZzK5B7ZUIY9jPyWnxps6uMIkUTfPp2LhXSy

Improved secondary pupil leadership capacity

Secondary pupils attending the Arran Outdoor Centre leadership weekend from Linwood High School positively evaluated the course. Pupils reported an increase in confidence, leadership skills and being able to work as a team. The weekend provided pupils with the opportunity to engage with their leaders and peers in an outdoor environment. Please see the DVD for pupil testimonies.

Columba 1400 deliver leadership programmes for secondary pupils. Pupils and staff have reported positive outcomes with regards to pupil confidence, leadership skills and attitudes. Below are some comments from a variety of participants involved:

"Columba has helped me become a strong, confident leader." – pupil
"I have become more confident and I am not embarrassed to speak out and share my views." - pupils

"I can see a change in the pupil's confidence and maturity." – staff

"I have learned how powerful we can all be as a team if we put our heads together." – pupil

Can you share any learning on what has worked particularly well?

The research assistant and Information Management Officer has provided support with regards to data literacy training and research and evaluation. This has enabled the work-stream to further demonstrate the positive impact of the leadership programmes at all levels. The data literacy training has allowed leaders to understand how to use data to close the poverty-related attainment gap within their establishments.

Aspiring Leaders assignments support local authority intelligence gathering on potential capacity for promoted positions.

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific workstream going forward.

The Aspiring secondary principal teacher final project has not been completed by a significant number of participants. Therefore, those put forward for future programmes will be discussed with the head teacher regarding suitability for training. Head teachers will be made aware of the requirement to complete the project in order that they can encourage this within school.

The numbers of 'aspiring' participants have begun to drop as the training continues to re-run. The central team will continue to promote the importance of professional development and ensure the course content is refreshed, current and relevant. A new cohort has been identified to take part in the aspiring leaders programme for this session.

Columba 1400 have recognised that their evaluation processes require attention. As such, they are working with a consultant to develop robust evaluation approaches and this will demonstrate the impact of the programme more effectively.

5	Young Scot

Scope: Please state whether this workstream has been implemented in primary schools, secondary schools or both.

- ☐ Primary schools only
- √ Secondary schools only
- ☐ Both, in primary and secondary schools

Please note, when reporting on outcomes, activities and progress, refer clearly to whether this applied to the primary or secondary sector or both.

Progress to date: What evidence are you collecting to evaluate progress and impact of how this workstream outcomes will be achieved.

Remember: Your timeframe is from June 2017 to June 2018

Outcome (i.e. what the workstream is aiming to achieve) *(Please be as specific as possible around the target group: does it involve all teachers, parents or pupils, or a particular sub-set?)*	**Evidence Collected (e.g. focus group with parents, online survey etc)**
Access for young people to personalised information and campaigns, rewards and discounts including options around leisure opportunities and cost of the school day. To ensure the content on the Young Scot Renfrewshire website page is current, area specific (where appropriate) and linking the YOYP themes, with an overall link to improving the health and wellbeing in an effective and non-stigmatised way. Youth Services will ensure the Renfrewshire Young Scot 'landing page' content is current and responsive; national information campaigns around health and wellbeing within a local context (linked to YOYP themes); Young Scot will increase content on signposting to external organisations e.g. for mental health, opportunities for volunteering, involvement in extracurricular activities;	Fortnightly monitoring reports through interactive data-studio weekly report with the following: Page clicks Renfrewshire 'landing page', area specific articles, health and wellbeing related articles Session durations – area specific articles, health and wellbeing related articles (ongoing) Bi-monthly checkpoint reports to re-focus content if required (ongoing). Screen prints of contents pages to show development and interaction with young people On-line survey/feedback on content. Regular monitoring meetings to share local practice/feedback meetings; National Advisory Group and local Partners Steering Group

Youth Services and Young Scot will consider how to develop more personalised content aimed at the specific target group(s).	
To further develop our local Young Scot Rewards programme aligned to this SAC project, identifying key partners for delivery, negotiating and securing attractive local and national Reward opportunities for young people to enhance their wellbeing. Youth Services will work extensively with Renfrewshire local partners to embed the Young Scot Rewards programme into this project, including identifying potential rewards and groups to offer targeted offers/experiences. Youth Services & Young Scot will work with Renfrewshire to incentivise participation in positive activities and providing access to unique discounts, offers and experiences through closed groups. Youth Services & Young Scot will work with the 'Connect your Tech' project to encourage more exercise and outdoor activity related activities.	Consultation with young people and Steering Group partners on the range of offers/experiences Fortnightly monitoring reports through interactive datastudio weekly report with number of activity completions and rewards claims Number of discreet reward codes issued and uploaded by young people through participation in closed groups/events/learning activities/wider achievement Data reports based on collecting access to healthy activity/leisure opportunities/fitbits Participant Journeys: interviews and reports Referral Form; assessment of need and support requests Partner Feedback; case studies
Youth Services and Young Scot to continue to actively collaborate with the Improvement Service around further developing the Young Scot digital platform to provide personalised information and services to young people in a secure and effective way, providing a tool for tackling inequality and improving outcomes for young people. Youth Services to engage Renfrewshire at appropriate development and testing milestones of NEC development. Youth Services to recruit and engage young people in development and testing of digital NEC development Recruit supporters from the local private and service providers who will	Piloting/testing "cashless" activity linked to the NEC Young Scot Card Piloting/testing "Tap'nGo" technology aligned to claiming non-stigmatised entitlements; holiday hunger, kit lists; interview package, to compliment access to learning/healthy activity programmes Ticketer reports on Smart travel; number or tickets/journeys made to access services and support attendance/engagement Local discounters focus group and "testers"; activity in developing new and targeted discounts/packages

collaborate and recognise Young Scot Card and offer discounts and discreet packages that will enhance the offer to target groups.	Participant Journeys: interviews and reports Referral Form; assessment of need and support requests Partner Feedback; case studies
Young people facing inequalities are encouraged to participate in learning and wider achievement opportunities. Youth Services will promote raising attainment across an offer of wider achievement awards for young people who participate in peer education, skills development, volunteering and learning activities.	Project Referral Form Attendance/participation records in learning and wider achievement programmes Partner Feedback reports Number of NEC issued/renewed Participant Journeys: interviews and reports Referral Form; assessment of need and support requests Partner Feedback; case studies

What does this evidence show on the extent to which the above outcomes have been achieved to date? *Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available, just put 'N/A'.*

Remember: Your timeframe is from June 2017 to June 2018

The first phase of this project has been setting up the framework and structure to enable the delivery of the work packages set out in the original project proposal as agreed with Young Scot and the Scottish Government. An update for each project is included below:

MA Recruitment

- Have held interviews for an MA in Business Admin who can support the Young Scot SAC Project, and successful candidate has been offered the post: self-starter, motivated, experienced in social media, and confident communicator.
- PVG has been applied before appointment; induction created and in process; including card management system, Council email and ID set up, Project overview and Youth Service practice and protocols.
- Inclusion in Young Scot planning meetings and will attend National Advisory Group.

National Advisory Group

- Membership including Young Scot, Transport Scotland, National Improvement Service, Scottish Government, Highland Council and North Ayrshire Council.
- Sharing protocols, experience to date, assessment tools, best practice models nationally.

- Sharing advancement on smart technology and on-gong work for tap and go facility on Young Scot Card.
- Links to Improvement service and digital access to services in Scotland.
- Links to Child Poverty Delivery Plan 2018-22: sanitary products/ MA travel national scheme.
- Agreement on reporting and monitoring calls.

Renfrewshire Advisory Group

- Core group of Partners invited to join the Advisory Group: Call back meeting continued discussion on needs of young people: Young Carers, Young Adult Carers, Who Cares? Scotland, Homelink, Employability Hub.
- Clarity on Criteria; numbers, age, demographic, etc.
- Identifying Barriers and examples of packages to support attainment; Travel, interview clothes, targeted shops for tap and go; holiday learning activity and hunger.
- Reward list: Kit List: e.g. Blair did an interview on a budget article.
- Devising local reward activity.
- Creating baseline for evaluation and measuring self-evaluation and impacts relating to Shinari indicators.
- Referral form for partners to propose young people to participate.

Smart Travel

- Re-activate machines with Ticketer and ensuring the reporting system is valid, accurate and secure.
- Starting to issue smart-travel tickets to Youth Voice groups; Youth Generations planning group; Renfrewshire Youth Voice, Young Carers Group, Youth Events Panel.
- Young Carers Vision Panel looking at entitlements.
- Re-visiting commercial agreement with McGills and exploring other travel options with Transport Scotland.

Rewards & Discounts

- Meetings RL to evaluate Tackling Poverty and existing targeting of enhanced discounts and healthy access, securing future scope for further rewards and experiences.
- Partnership working on YOYP and Council events and the link between volunteering and arts and culture; rewards and training opportunities.
- Business identified to be approached to participate and support project.

Project Management Feedback from Tackling Poverty

- Advancing proposal to re-producing PM timeline and sub-group working; all groups projects feedback to Project Management: MPP documents: critical tasks and progress plotted, duration and milestones reached.

Monitoring & Reporting

- Links made with Renfrewshire Council SAC re: monitoring and evaluation proforma.
- Creating monitoring forms, toolkits for measurement of impact, spreadsheets to collect data and budget monitoring.
- Youth Services feedback into Family Learning stream and looking for parallel complimentary working.
- Ensuring Pass standard is maintained and secure.

National Launch

- Renfrewshire hosted launch of the National Strategic Partnership, involving key partners and a delegation of young people. Launch involved DFM in group discussion on experiences of young people and how the project can impact and improve their life experiences and contribute to raising attainment.

Can you share any learning on what has worked particularly well?

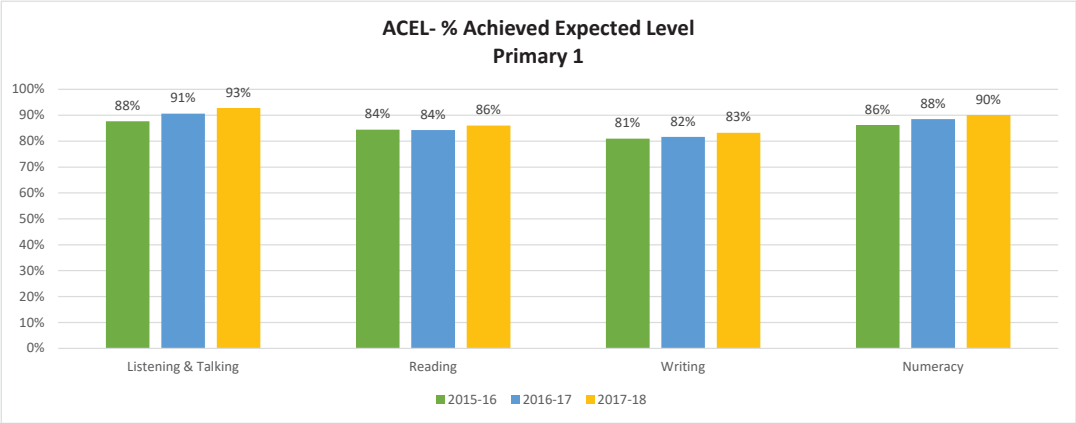
It is recognised that the work achieved through the Renfrewshire Tackling Poverty programme has meant that Renfrewshire has a flexible, bespoke and more advanced stage than other projects.

The networking and partnership working that Youth Services has with partners allows a good foundation for the project to develop.

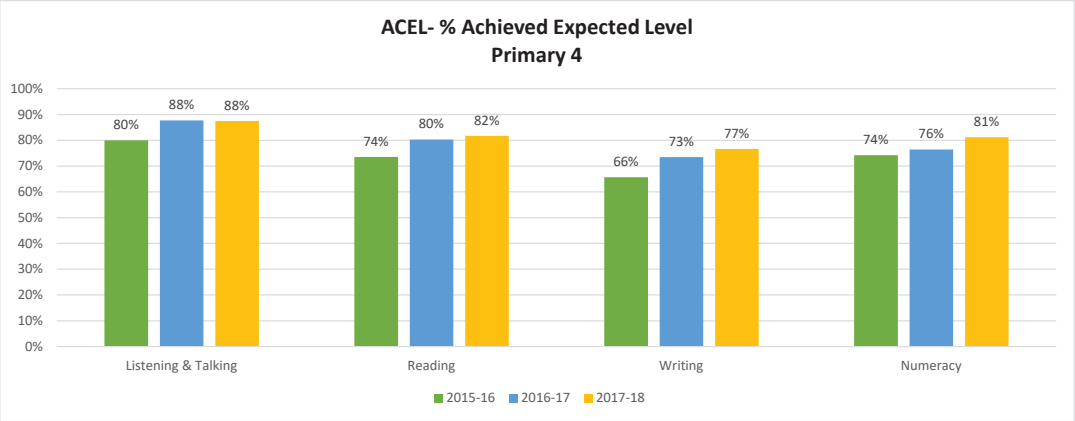
The project is presenting an opportunity to demonstrate the importance of collaborative working in community learning and development in order to promote the Scottish Attainment Challenge agenda.

Can you share any learning on what has worked less well or could be improved? Please include in here any risks to this specific workstream going forward.

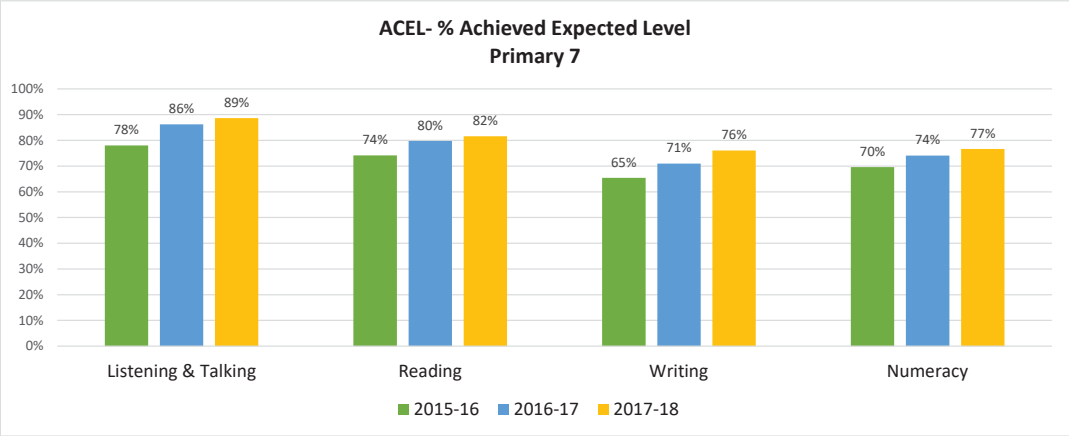
Achievement of a CfE Level Return- % Achieved Expected Level 2015-16 to 2017-18 Renfrewshire



Primary 1	2015-16	2016-17	2017-18
Listening & Talking	88%	91%	93%
Reading	84%	84%	86%
Writing	81%	82%	83%
Numeracy	86%	88%	90%

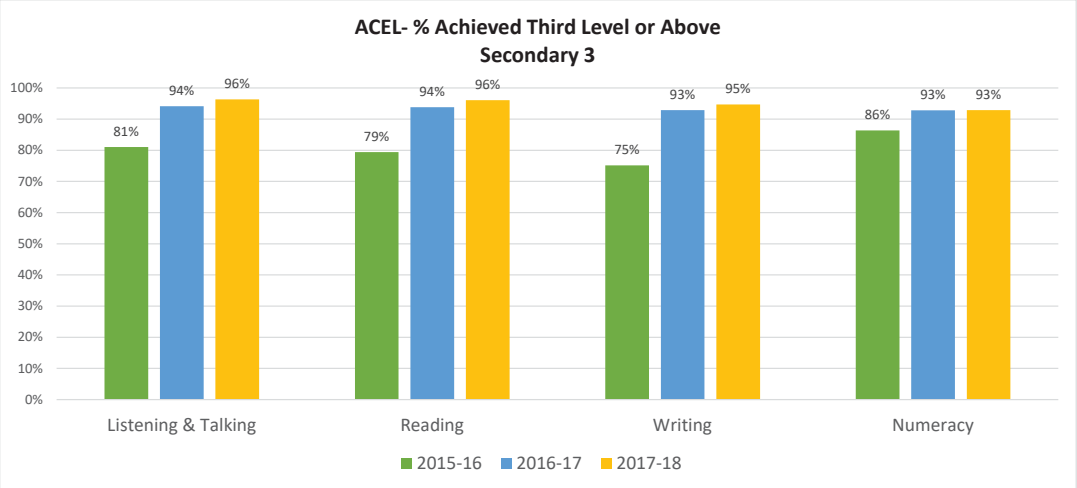


Primary 4	2015-16	2016-17	2017-18
Listening & Talking	80%	88%	88%
Reading	74%	80%	82%
Writing	66%	73%	77%
Numeracy	74%	76%	81%



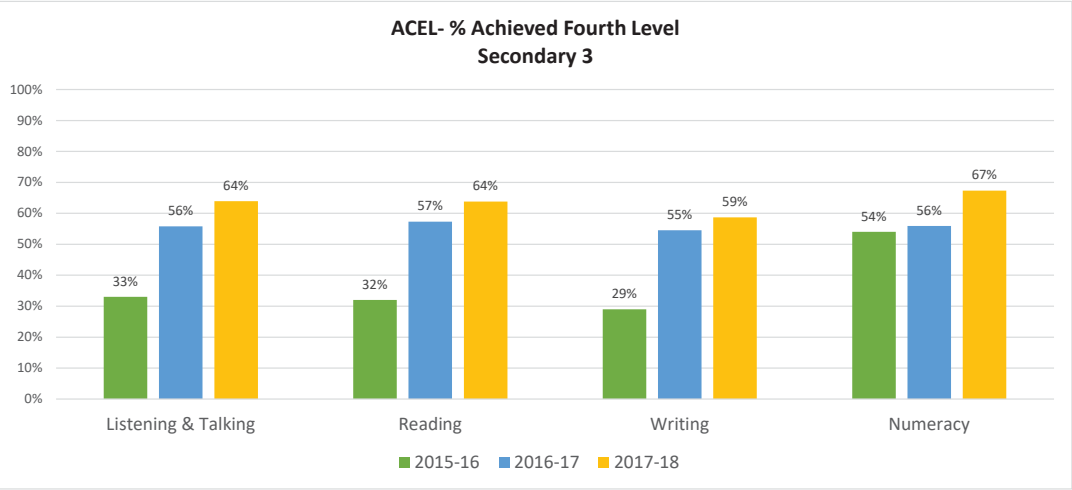
Primary 7	2015-16	2016-17	2017-18
Listening & Talking	78%	86%	89%
Reading	74%	80%	82%
Writing	65%	71%	76%
Numeracy	70%	74%	77%

Achievement of a CfE Level Return- % Achieved Expected Level 2015-16 to 2017-18 (provisional) Renfrewshire



Secondary 3 (Achieved 3rd Level or Above)

	2015-16	2016-17	2017-18
Listening & Talking	81%	94%	96%
Reading	79%	94%	96%
Writing	75%	93%	95%
Numeracy	86%	93%	93%



Secondary 3 (Achieved 4th Level)

	2015-16	2016-17	2017-18
Listening & Talking	33%	56%	64%
Reading	32%	57%	64%
Writing	29%	55%	59%
Numeracy	54%	56%	67%

Achievement of a CfE Level Return- % Achieved Expected Level 2015-16 to 2017-18

Attainment Gaps

All Stages Combined

30% Most Deprived (SIMD Deciles 1-3)

	2015-16	2016-17	2017-18
Listening & Talking	74%	85%	88%
Reading	70%	79%	81%
Writing	62%	72%	76%
Numeracy	71%	76%	79%

70% Least Deprived (SIMD Deciles 4-10)

	2015-16	2016-17	2017-18
Listening & Talking	87%	92%	94%
Reading	84%	88%	89%
Writing	78%	84%	87%
Numeracy	85%	87%	89%

Percentage Point Gap

	2015-16	2016-17	2017-18	Change in Gap 2016 to 2017	Change in Gap 2017 to 2018	Change in Gap (3RY)
Listening & Talking	-13%	-7%	-6%	-6%	-1%	-7%
Reading	-14%	-9%	-8%	-5%	-1%	-6%
Writing	-16%	-12%	-11%	-5%	-1%	-5%
Numeracy	-14%	-11%	-10%	-3%	-1%	-4%

Entitled to Free Meals and/or Clothing Grants

	2015-16	2016-17	2017-18
Listening & Talking	70%	79%	84%
Reading	64%	70%	76%
Writing	58%	64%	70%
Numeracy	66%	69%	74%

Not Entitled to Free Meals and/or Clothing Grants

	2015-16	2016-17	2017-18
Listening & Talking	87%	92%	93%
Reading	84%	87%	89%
Writing	78%	83%	86%
Numeracy	85%	86%	89%

Percentage Point Gap

	2015-16	2016-17	2017-18	Change in Gap 2016 to 2017	Change in Gap 2017 to 2018	Change in Gap (3RY)
Listening & Talking	-17%	-12%	-9%	-4%	-4%	-8%
Reading	-20%	-17%	-13%	-2%	-4%	-6%
Writing	-20%	-19%	-16%	-1%	-4%	-4%
Numeracy	-19%	-17%	-15%	-2%	-2%	-4%

P1,P4 & P7 Combined

Pupils in Quartile 1 Schools

	2015-16	2016-17	2017-18
Listening & Talking	74%	82%	86%
Reading	69%	74%	79%
Writing	62%	65%	74%
Numeracy	67%	69%	76%

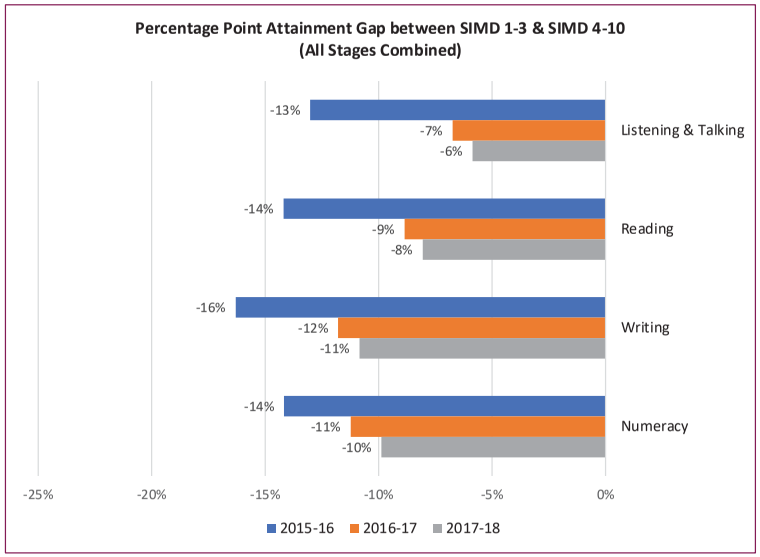
Pupils in Quartile 4 Schools

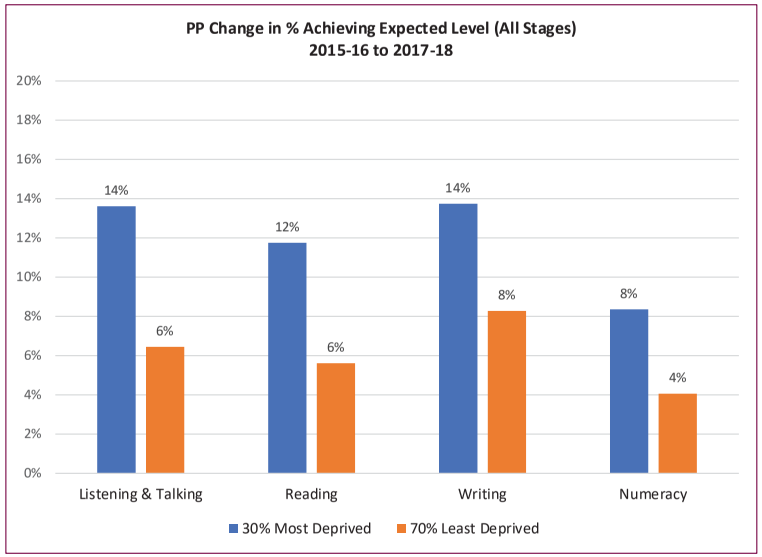
	2015-16	2016-17	2017-18
Listening & Talking	91%	91%	94%
Reading	86%	85%	89%
Writing	81%	80%	86%
Numeracy	83%	83%	88%

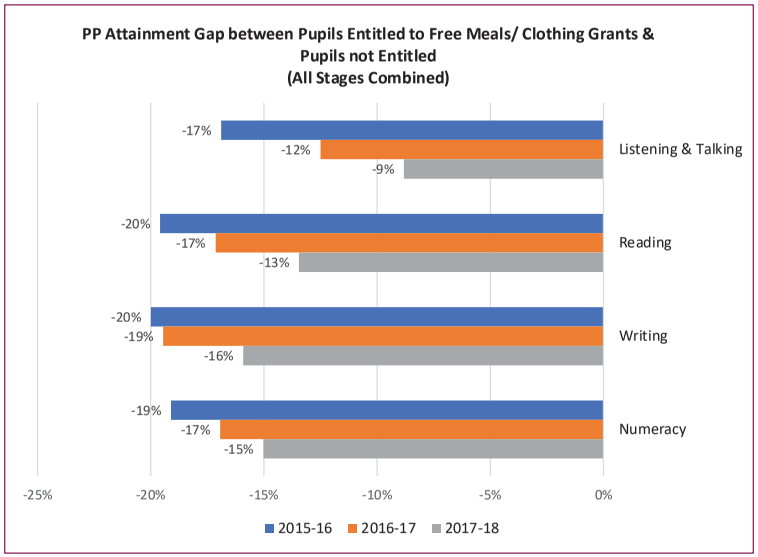
Percentage Point Gap

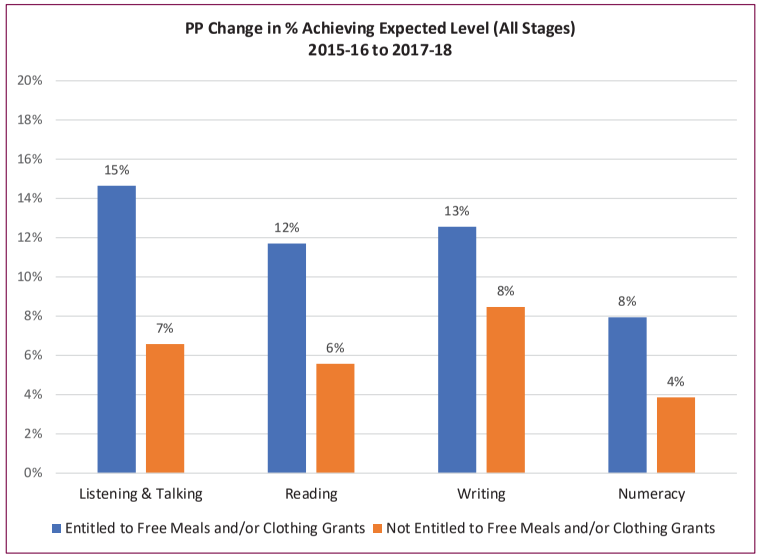
	2015-16	2016-17	2017-18	Change in Gap 2016 to 2017	Change in Gap 2017 to 2018	Change in Gap (3RY)
Listening & Talking	-17%	-9%	-8%	-8%	-2%	-10%
Reading	-17%	-12%	-10%	-5%	-2%	-7%
Writing	-19%	-15%	-13%	-5%	-2%	-7%
Numeracy	-16%	-14%	-11%	-2%	-3%	-4%

Achievement of a CfE Level Return- % Achieved Expected Level 2015-16 to 2017-18
Attainment Gaps









Renfrewshire Attainment Challenge

Literacy, Numeracy, Health & Wellbeing

Spotlight on Success

Read all about it!

August 2018

Renfrewshire Council

Introduction

We are truly delighted to share across the authority inspirational stories and testimonies from pupils, staff and parents in our bid to make Renfrewshire the best education authority in Scotland.

Renfrewshire became a challenge authority in 2016. Our strategy is focused on building leadership at all levels, improving learning and teaching through providing high quality professional learning opportunities, and building a positive data culture. We are committed to creating safe and nurturing educational establishments.

The purpose of this booklet is to showcase innovative, evidence-based approaches and interventions which are being implemented across Renfrewshire schools. A range of case studies, evaluations and overviews are included which demonstrate improvements in learning and teaching, health and wellbeing and a reduction in the poverty-related attainment gap. Where appropriate, data has been anonymised, however, information can be made available on request through the central Attainment Challenge team.

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Learning and Teaching

Key aims of the pilot programme:

To produce well-motivated and highly trained classroom assistants who understand the aims of the curriculum and how to promote the development of literacy, numeracy and health and wellbeing in all children but particularly those from economically disadvantaged homes

To create a sustainable programme of CLPL by identifying those aspects of course design and content that most benefit the personal and professional development of classroom assistants

To identify the systemic issues at national, council, school and class level that would contribute to making the work of classroom assistants effective for Renfrewshire's children and satisfying for the classroom assistant

Measuring impact:

- Classroom assistant, head teacher and development officer interviews
- Classroom assistant questionnaires
- Content analysis of weekly classroom assistant diaries
- Recording of pupil views

Professional Learning for Classroom Assistants: Pilot Programme

Classroom assistants can, and do, make an important contribution to raising attainment, reducing the attainment gap and ensuring the emotional and social wellbeing of pupils. Studies (Blatchford, Russell & Webster - 2012) show that the contribution of well trained and well -integrated classroom assistants can make a positive difference to attainment, particularly when they are deployed in certain ways and their efforts with children are focussed and supported. This pilot programme was designed to provide high quality professional learning and identify the systemic changes that could ensure the most effective deployment and use of classroom assistants in supporting pupils' learning.

The Programme

Through evaluation, a clear need was identified for greater professional learning opportunities for classroom assistants. The literacy and numeracy & mathematics development officers worked in partnership with Professor Sue Ellis and Cathy Downes from the University of Strathclyde to devise and deliver a comprehensive programme exploring aspects of literacy and numeracy including the 3 Domain Model, reading comprehension strategies, supporting writing, S.E.A.L and Number Talks. As the programme progressed, adaptations were made in light of participant feedback. Classroom assistants kept weekly diaries to record their reflections of putting the learning from each session into action with pupils.

Impact

The training was a highly positive experience for the classroom assistants and trainers alike. The confidence of participants steadily grew across the sessions and each classroom assistant worked alongside a class teacher to plan, discuss and evaluate their use and impact of the strategies shared. This has led to greater consistency of Renfrewshire approaches to literacy and numeracy & mathematics at all levels. A celebration event was planned to share and acknowledge the efforts of each participant with classroom assistants working in groups to create learning displays to share with colleagues and family members.

Classroom assistants feedback

"Finding out about cultural capital means I now stop and think about children's home life and experiences."

"I have thoroughly enjoyed being part of this pilot course for classroom assistants. It has helped me on my personal growth journey. It was also lovely to get the chance to interact with other colleagues on the course, helping me gain more confidence."

"I've been able to take something from every aspect of the course. The whole thing has been beneficial. The course let us discuss ideas and share information. You might think 'I know that. I've done all that' but there's always something else in there to understand about it. The course has made my outlook different."

Highlights and Next Steps

16 sessions of high quality CLPL delivered within the pilot programme

27 classroom assistants from 14 schools participated across 2 cohorts (quartile 1 & 2 schools)

Celebration event for participating classroom assistants held in March 2018 to showcase learning and celebrate achievements

Final evaluation report, *'Classroom Assistants in Renfrewshire: Voices, Growth & Impact'* to be published in August 2018

Programme to be offered to further cohorts in session 18/19

Raising Attainment in Numeracy:
The overall aims of the Renfrewshire Attainment Challenge in numeracy are listed below. The aims that relate to the initiative are shown in bold:

- Improve teacher confidence in delivering numeracy and mathematics
- **Increase pace of work and challenge to include depth and understanding for pupils**
- **Promote positive attitudes and build a growth mind-set toward numeracy and mathematics learning**
- Increase teacher confidence in identifying rationale underpinning specific approaches to teaching numeracy and mathematics
- Develop teacher knowledge and understanding of mathematics

Initiative in action:

1. Identify children based on range of data and in consideration of 3 Domain Model
2. Teacher provides targeted support
3. Classroom assistant provides opportunities for deliberate practice
4. Progress including quantitative and qualitative data is tracked on individual tracking planners
5. Progress is reviewed at attainment meetings
6. New targets are set/inclusion of children in target group reviewed
7. Process continues

Stages of Early Arithmetical Learning – PEF Targeted Intervention

This intervention developed from the school's existing self-evaluation of progress in narrowing the poverty related attainment gap, whilst raising attainment for all. It focussed in on incremental gains attributed to the change in pedagogy used in the learning and teaching of Developing Number Sense (S.E.A.L.). The school had previously embedded this approach initially at Early Level but could see how this approach would be a relevant and effective intervention for those children in higher primary stages who had not yet achieved confidence and 'facile' skills in their acquisition of number sense.

After self-evaluating the success of S.E.A.L. pedagogy being embedded at Early Level and in line with the school improvement, the decision was made to target a percentage of Pupil Equity Funding toward using the S.E.A.L. plan as an intervention strategy for target pupils in P2 – P7.
There was a volume of rich data available for P4 and P7 stages in particular (GL Assessments, tracking data and teacher judgement data), the process of identifying targeted children began at these stages. Through consultation with class teachers and SMT, and by considering all three elements of the 3 Domain Model, all children who would benefit from the type of intervention were highlighted. Eight primary 7 children and five primary 4 children were selected to be involved in the intervention. All the children except one of the primary 4 children, who was included due to complex support needs, were from deciles 1 – 3. The process was then repeated for primaries 2, 3, 5 and 6. All children from this group were from deciles 1 – 3. 1.0 FTE teacher and 1.0 classroom assistant were employed to target and support the group of target children. The teacher would teach and explore S.E.A.L. strategies with the groups of children with the classroom assistant following the learning and giving the children opportunities for deliberate practice of the concepts.

The Impact

The impact on the children has been an improvement in their identities as mathematicians and in their confidence in approaching numeracy and mathematics concepts. The increased level of self-esteem the children have developed has created learners who are resilient, engaged and ready and willing to challenge themselves in their learning. This is a marked difference from the attitudes towards numeracy and mathematics the children displayed previously. Their identity as mathematicians has been further supported by becoming 'Little Leaders' who teach the concepts they have been learning to groups and classes. This provides the children with opportunities to lead the learning and achieve personal success in an area that previously they had negative feelings about.
Examples of pupil progress are showcased:
Child A, a P2 child, has progressed through 22 steps across 6 skills; this has narrowed the gap and brought the child almost in-line with the standard expectation of progress for the stage. With reference to GL Assessment Data, in the P6 stage, **Child B**, showed an improvement of 14 points from a SAS score of 79 to 93 across the course of the intervention. This is rated as 'higher than expected' progress and moves the child from the 'very low' descriptor to the 'average' descriptor. **Child C** from the same stage moved up 5 points from 102 to 107, moving firmly ahead of the national average of 100.

Highlights

Pupils have positive identities as mathematicians leading to greater engagement and motivation

Pupils' progress indicating significant incremental gains in attainment

22 children targeted from SIMD 1-3

Appointment of 1.0 FTE teacher dedicated to initiative

Appointment of 1.0 classroom assistant dedicated to initiative

Comments from pupils and staff

I like doing numbers with my teacher because she helps us to know how to work it out. We can use ten frames and make numbers with counters, ten frames, tens and ones cards and other things. I think I am so good at maths and I always know what to do. P4 child

I have seen a huge impact on the children in my class after PEF Numeracy Intervention this session. They are more confident in approaching numeracy and mathematics problems, are more willing to take part in class number talks and are much more accurate in their calculations. Class teacher

Maths is so fun because there are lots of different ways to do the one sum so you aren't wrong even if you do it a different way from someone else. I like doing the Maths Mile because it gets you fit and you get to do maths so it is fun.
P6 child

The SEAL training, planner and resources have been enlightening and enabled us to engage and interact with our pupils taking them on a journey where lightbulb moments come thick and fast.
PEF teacher

I really like teaching the children in my class the games I play outside. They like trying to beat their own score and it is fun to write it down and tell them how they are getting on and if they are improving every time. I think I am good at maths because I always try my hardest. P7 child

Now I really love maths and all the number work because you can always get an answer eventually, even if it just takes time to get there. We know how to do every sum, even big numbers, you just have to work through the strategy each step and then you will get there and if you need help you think about smaller numbers.
P7 child

I love the Maths Mile because I get to do the maths problems with my dad and my gran. I also liked it when we work with the children in the nursery and primary 2 because then I can help them and I would have liked to have help from big ones when I was in P1. P6 child

Assessment & Moderation Programme aims to:

- Improve understanding of the moderation process
- Widen the scope of Renfrewshire's approach to moderation
- Improve consistency and increase confidence of teacher professional judgements
- Improve understanding and wider implementation of holistic assessment.

Programme Overview:

'Scottish Government and education authorities will work together to build on local and national practices for quality assurance and moderation of assessment. The aim will be to achieve consistency in standards and expectations and build trust and confidence in teachers' judgements'
- Building the Curriculum: a framework for assessment

Programmes:

- National QAMSO Moderation Programme
- West Partnership Moderation Programme
- BGE Moderation Programme: Principal teachers of English
- Quality CLPL in Holistic Assessment
- Renfrewshire Model of Moderation

Milestones & Highlights 2017-2018:

- 15 QAMSOS participated in National Moderation Programme
- 27 participants across 2 clusters participated in the West Partnership Moderation Programme
- Cluster moderation training has been provided to Paisley Grammar cluster
- Renfrewshire Primary Moderation Model will be rolled out next year after consultation
- Secondary principals of English have received training in Renfrewshire's Moderation Model for the BGE
- CLPL provided in Holistic Assessment for approximately 200 practitioners including numeracy champions.

Renfrewshire Secondary BGE Moderation Project: English

Whilst secondary staff are very experienced in verification at Senior Phase, there has been less focus on moderation across the Broad General Education. The National Moderation Cycle signals a slightly different approach, focusing not just on verification of a level but on developing a shared understanding of the standards around the whole teaching and learning process, as well as identifying where and how learners are meeting standards.

Focusing on secondary principal teachers of English, this project was designed to develop staff understanding of the Renfrewshire Moderation Approach across the BGE which is based on the National Moderation Cycle and effective practice from The West Partnership Moderation Programme.
A small short-term working party was established to determine the form the training should take and how the Renfrewshire model would fit into a secondary context. Principal teachers of English were then consulted. It was decided there would be one, short, moderation training and two workshops which were then implemented. In the first workshop, practitioners worked in groups to annotate teacher planning, learner evidence and feedback for pupils. In the second session, practitioners brought their annotated evidence and this was moderated by their colleagues and feedback given.

Impact

The approach has helped secondary principal teachers of English to develop an understanding of the moderation process and how they can implement it practically in their departments. Feedback has been very positive with all lead practitioners indicating that they had a clear understanding of how this approach to moderation could help develop a shared understanding of the standards around the whole learning and teaching process. This process has helped to build confidence and increase consistency in teacher's professional judgements of the BGE, within the principal teachers of English, and has helped to identify aspects of practice that they wish to consider as a team.
Owing to the usefulness of this approach, English principal teachers and faculty heads have committed to disseminating this approach within their English departments in the next session. Next steps for this project are to approach the secondary maths principal teachers to consult with them around the development of holistic assessment with a view to moderating the BGE.

Participant feedback:

100% agreed or strongly agreed that they would be able to make use of the ideas to develop moderation in their own department.
100% strongly agreed that the workshop had helped them consider how the activities could help to develop a shared understanding of the standards.

Usefulness of the programme as stated by participants:

- Discussion with other practitioners and sharing good practice
- Practical knowledge of the model and process
- Increased understanding of moderation

How will they use this model of moderation in their own departments?

- Replicate the workshop activities and process
- Use moderation in departmental meetings
- Reconsider own moderation processes

***Collective impact:**
Links to literacy & 3 domain model

Renfrewshire Attainment Challenge

BGE Curricular Transitions:
Transition Teacher Case Study

The transition teacher work stream supports target pupils' curricular (literacy and numeracy) transition from P7 – S1. The transition teachers are also supporting professional dialogue and other opportunities for sharing practice across sectors, in order to work towards a more seamless transition and improved continued progression for pupils.

Coffee, Cake and Comprehension

The transition teacher from A cluster has developed very strong relationships with her colleagues in the primary and secondary schools. She has recognised that key to developing a more seamless curricular transition process (and thus truer progression for pupils) is creating opportunities for staff from both sectors to talk and plan together. With a keen interest in improving literacy across transition, and expertise in the Dive into Reading* approach, the transition teacher recognised that this approach could be a great opportunity to develop a common pedagogy across the sectors. This will lead to a more seamless literacy transition for pupils.

The transition teacher facilitated a professional dialogue opportunity, 'Coffee, Cake and Comprehension', for P7 and secondary English practitioners to discuss the potential of using the Dive into Reading approach and to formulate a plan for continued discussion and work in this area. The main points of discussion at the meeting were:

- Where each school was on their journey with Renfrewshire Literacy Approach and feelings about how pupils were responding to it. Offers to secondary staff to see this in action in primary.
- Difficulties in teaching close reading and how English departments could help primary.
- Pupils' perceptions of what the expectation is in all pieces of writing.
- Discussion around solo talks and how pupils should be doing more of these, unassessed to get used to, and take away pressures and anxieties about them.
- Secondary writing criteria and close reading homework booklets shared.
- Literacy transition project discussed and agreed.

Impact on Pupils

The transition teacher and the cluster plan to have another meeting next session as there will be some changes in Primary 7 staff. This is something they hope to have regularly as an opportunity to keep in touch, and ensure they carry out the actions discussed. This has had an impact on pupils and their transitions in the curriculum from primary to secondary English as with more staff communicating and planning together, the more seamless literacy transition will be for pupils. Pupils will see the connection between learning and teaching in both sectors and realise that the knowledge and skills they develop in primary are important and will be needed as they progress to secondary.

Impact on Transition Teacher

The transition teacher found the project easy to organise but difficult to get the message across about what its purpose was. Now that it has taken place and she can evidence the impact it has had, it has been talked about much more positively than it did at the start. This has really been a big learning curve for the transition teacher in terms of leadership, particularly in the importance of communication with all staff.

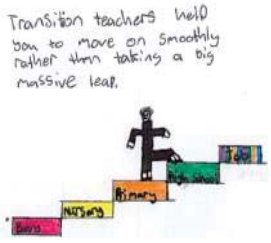
Impact on Cluster

As a result of these meetings staff have:

- Arranged sharing good practise visits (* see note below)
- Planned for literacy transition project
- Carried out unassessed solo talks in class (both secondary and primary)
- Shared close reading homework booklets with other members of staff and management in primaries and have had discussions about CPD in this area
- Started to discuss and started the creation of cluster expectation for writing
- Been able to talk to their children naturally about links between primary and secondary curriculum as a result of the discussions around language etc. e.g. "we call this key comprehension in primary but in secondary they will call it close reading."

*It is important to note that several clusters have tried in the past to arrange for secondary teachers to observe pedagogy in the primary. However, this has been met with some resistance as staff felt that the English departments may not be as aware of what is going on in the primaries and primary staff were reluctant to have secondary specialists observe their teaching. Using this approach with staff, allowed relationships to be fostered and discussion about having these visits happened naturally with no objections.

"I thought that went really well - it couldn't have gone any better" PT English
"I would love to see you teach close reading, can I come and visit?" English teacher
"I think the literacy transition project is an excellent idea" Secondary teacher
"Thanks for arranging the meeting, it was really helpful to see what types of things the High School are doing in English" Primary teacher



***Collective impact:**
Links to numeracy & 3 domain model

Renfrewshire Attainment Challenge

Literacy, Numeracy, Health & Wellbeing

BGE Curricular Transitions:
Transition Teacher Case Study

The transition teacher work stream supports target pupils' curricular (literacy and numeracy) transition from P7 – S1. The transition teachers are also supporting professional dialogue and other opportunities for sharing practice across sectors, in order to work towards a more seamless transition and improved continued progression for pupils.

Coffee, Cake and Calculus

The transition teacher from B cluster has developed very strong relationships with her colleagues in the primary and secondary schools. B is a large cluster and the transition teacher realised when talking to staff, that some aspects of learning and teaching look very different, not just between primary and secondary, but between the primary schools. The transition teacher feels that these differences are creating issues for the progression of children as they move from primary to secondary. Numeracy is an area which the transition teacher is passionate about, and through her observations, felt that this was an area where work could be done.

The transition teacher developed a plan for meetings where P7 staff and secondary maths teachers could talk together about pedagogy, mathematical language and shared expectations, to try to work towards a more seamless curricular transition. There have been 2 events so far, with plans for more next session.

Discussion at the Coffee, Cake and Calculus was initially around teaching practice - what maths looks like in each P7 classroom. i.e. active maths, group rotations, number talks, mental maths, deliberate practice, and resources used.

The group then went on to discuss the need for children to show their working once at secondary school.

The group also discussed developing a shared methodology, as all P7 teachers were keen to ensure their practice would lead to the best outcome for their class.

Key Success

We now have a cluster shared methodology for a number of processes which every school has adopted. We have also built relationships between the sectors and as such have a great support network.

The transition teacher has enjoyed facilitating these discussions, being part of building good relationships and seeing the impact on staff confidence. A challenge and learning curve was ensuring that a positive mind set was sustained across meetings, especially at the end of busy days.

The impact on the P7 teachers this year has been positive. They are more confident in terms of preparing the children for moving to secondary. We have shared expectations for all P7 children within the cluster and this commonality will allow for a smoother transition as they move to B High School.

> *As a first time P7 transition teacher, the transition meetings have been very valuable. They have given me a better understanding of where my pupils are going and the expectations they will meet. They have allowed us to share good practice in pedagogy, planning and assessment.*
> Transition teacher

BGE Curriculum & Transitions: High School Pupil A

***Collective impact:**
Links to libraries attainment, literacy & numeracy

Pupil Profile					Attainment Baseline (P7)		Reason for Support
Gender	SIMD	LAC	FME	CG	GL Assessment Literacy	GL Assessment Numeracy	Attainment and Transition
F	3	No	No	No	87 – below average	72 – below average	

Background

Pupil A is a very quiet girl who will happily go unnoticed. She has very few strong friendships. She is also below average for both literacy and numeracy.

Transition Teacher Support

Pupil A was part of the 'Reading aloud' group at Trinity High organised by the transition teacher. Following training she read with confidence and enthusiasm to a Primary 1 class in her former primary. She was also part of the group who went to see Wonder at the cinema and then took part in discussion afterwards at school. This trip was organised by the Library Attainment Team. She then took the book Wonder out of the school library to read – her parents commented that she really identified with one of the characters.

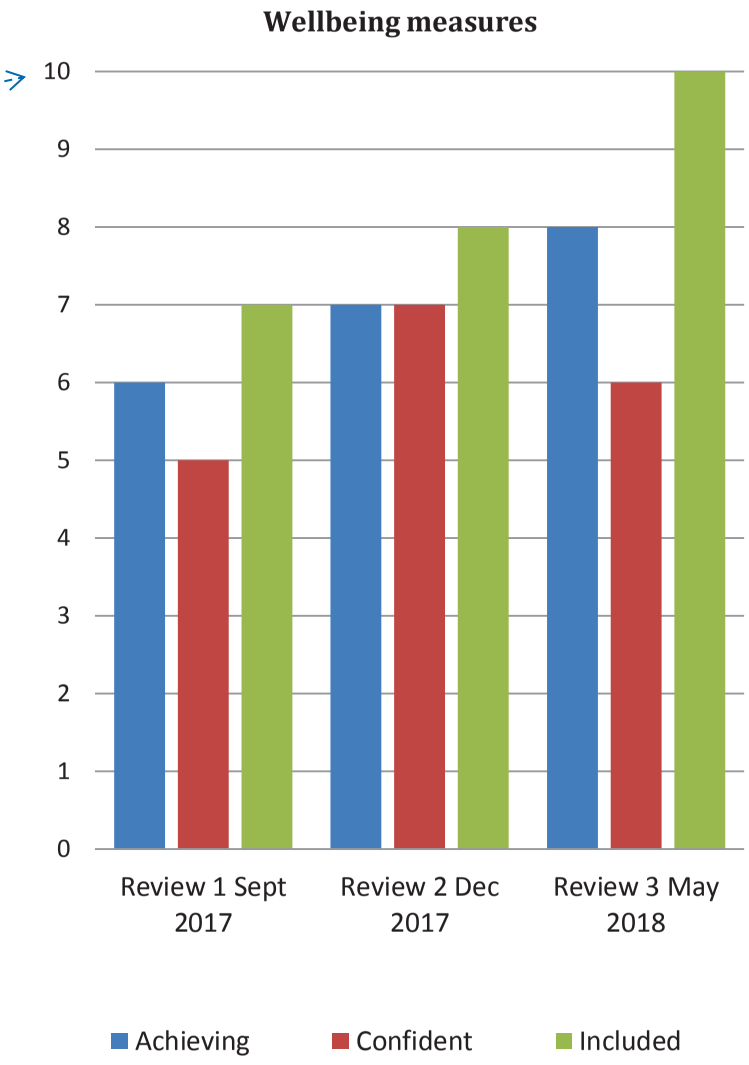
Pupil A was part of the English transition group with the transition teacher. She successfully wrote a level 2 critical essay using the Dive in to Reading methodologies and strategies to support her. She also wrote an imaginative piece of which she was very proud.

Impact

Pupil A has integrated back in to class well without the same level of support from the transition teacher. Her class teacher commented that she was really proud that she had the confidence to tell her she was finding close reading homework difficult and would like to do a different book instead. Asking for support like this was a big step for her.

Pupil A's parents shared that she had been practicing every night that week at home with the book she had chosen.

"We had to scrape her off the ceiling when she came home today; she absolutely loved reading at her old primary school - Parent"



Families and Communities

Adult Learning and Literacies:
Pizza Family Learning case study

Approach

The Pizza Learning programme complements the children's learning in school, and uses the community learning and development (CLD) approach to family learning. It provides the opportunity for parents and children to learn together and aims to positively impact on their confidence, build capacity, and raise attainment and aspirations. The programme is managed and coordinated by CLD practitioners and consists of three connected strands of family learning: Pizza Reading, Pizza Maths and Pizza Time, over a 10-20 week period. Attendance at the tea time sessions are incentivised by the sharing of pizza after learning, contributing to the social fabric of the programme.

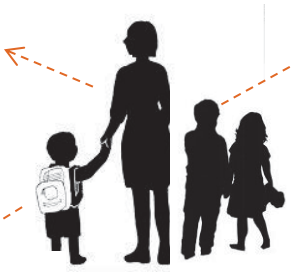
Values of Family Learning

- Recognising the role of the parent as the first educator
- Equal partnership between learners and educators in the process of learning
- Programme is offered as a universal provision with open access
- Promoting change and empowering individuals and communities
- Raising aspirations

The family

This case study is based on a family from an area listed in the Scottish index of multiple deprivation as one of the most deprived communities in Renfrewshire. The family are from SIMD 1 and receive clothing grants for each of the three children. The children attend Primary School B, where the Family Learning Programme has been in place since 2015 and is a well-established and valued initiative for the community. The case study will showcase the family's journey through the intervention and highlight how it has impacted on each member in a number of ways. To ensure confidentiality and protect identities, names of the parent and children have been changed.

Cath
As the parent, Cath has attended Pizza Reading, Pizza Maths and Pizza Time with her 3 children. At first, Cath was very reluctant to come along to the programme. She felt "anxious and uncomfortable".



Kevin
Kevin took part in Pizza Time in P7. Kevin is now in his 1st year of secondary school. Kevin was very shy when he started Pizza Time and lacked confidence.

Sharon
Sharon was in P4 when she attended Pizza Maths. Sharon believed she was not good at maths, it was hard to understand, and had no confidence. Sharon also took part in Pizza Reading. She liked to read but lacked confidence in her ability.

Liam
Liam is in P2 and took part in Pizza Reading. He initially took part in the programme as a child in the crèche, as his mother attended the sessions with his elder siblings. Liam also went on to attend Pizza Maths.

Intervention: Initial engagement with the family

Cath received a letter inviting her to attend the Pizza Reading Group which had started for Sharon's age group at her school. Cath felt unsure about what her involvement would be in the programme. She was also not sure why she was being asked to participate and assumed it involved reading which made her more reluctant to engage and slightly apprehensive. Following written communication, the Pizza Learning coordinators telephoned all parents personally, to encourage them to attend. Cath learned a lot more about the programme and what was included during this phone call. She was pleased that the programme included fun activities as well as reading together, and crucially there would be a crèche available which removed a significant childcare barrier for her. The telephone call helped alleviate her concerns and Cath appreciated the personal approach. Sharon was also keen to take part as she always enjoyed reading.

Pizza Reading

Sharon – When Sharon and her mum started the sessions they found the Family Learning staff very welcoming and approachable. The sessions helped Sharon focus by taking the time out to read. Cath states it has "really improved her skills". It helped build her confidence as by the end of the sessions "she loved to read out loud" and now often "disappears to her bedroom to read a book".

Liam – Pizza reading also involved arts, crafts and games which Liam really enjoyed. Liam settled down once he familiarised himself with the staff and started to really engage with the learning activities.

Pizza Time

The Pizza Time Transition Group was developed to support families in the key transitional stage of going to secondary school, with an aim to; build confidence, self-awareness, self-esteem, raise aspirations and ultimately raise attainment of learners.
The 20 week programme also gave families time to build solid long lasting relationships and grow as a community.

Kevin –After her positive experience in Pizza Reading, Cath encouraged Kevin to participate in Pizza Time. Facilitators observed that Kevin was very shy when he started the group. However, over the course of the programme Kevin took part in group discussions and group work which developed his communication skills. Kevin's confidence increased considerably and by the end of the programme he was happy to present his work to the whole group. Facilitators commented that his skills and knowledge was evident in his work and he became much more comfortable in the learning environment. This was especially significant for Kevin as he was now better equipped to access secondary school learning. Cath stated she was very proud of him.

Pizza Maths

Sharon – Cath brought Sharon to the Pizza Maths group to encourage her to think more positively about numeracy and develop her confidence in the subject. Cath thought the social practice approach in the maths sessions were particularly helpful as it helped Sharon understand how relevant maths was to her everyday life; i.e. using weight when baking. Cath stated that Pizza Maths was "nothing like she expected; it was fun, and used relevant activities". Sharon developed confidence in numeracy and her ability to do maths school work was "better than before taking part in the programme".

Kevin – Although he was now in S1, Kevin decided to come back to Primary School B to take part in Pizza Maths, stating he "wasn't very good at maths and wanted to improve". Kevin went on to receive 100% in a class maths test in secondary school after the programme and believed the support he received at Pizza Maths helped achieve this.

Family and Community

Learning as a family:

Cath stated the opportunity to spend more time with her children at the Pizza Groups had brought them closer together as a family, strengthening their relationships. She added that Pizza Learning "benefitted family life, improved relationships, and is a safe, supportive and comfortable environment."

She now feels confident and capable in helping her children with their homework and is very proud of her achievement. Moreover, Pizza Learning provided her with the confidence to consider other personal opportunities. Before Pizza Learning, Cath had never considered being involved in Primary School B's Parent Council as she thought "only certain people took part in it", and believed she didn't have the right skills or strengths. Now, Cath is a member of the Parent Council and is enjoying being involved and engaged at her children's school, realising how significant "being involved in school life" is, and how much it "helps my children to learn."

Cath and her family developed confidence, skills and capacity throughout the Pizza Learning Programme. They were able to break down barriers to learning which prevented them from aspiring and achieving their full potential.

Feedback

The Pizza Learning programme has been a successful intervention in Family Learning with the schools and communities involved. The Community Learning and Development approach has been particularly effective in positively impacting parents and children, in part, due to the focus on building relationships, developing confidence and self-esteem, and the relaxed and informal delivery by the CLD team.
A longitudinal study by the University of the West of Scotland discusses the outcomes of the Pizza Learning programme for many of the families involved, including:

- ✓ New skills
- ✓ Increased confidence and understanding
- ✓ Improved communication
- ✓ Changed behaviours
- ✓ Changed relationships
- ✓ Changing expectations.

Below are comments from participating families explaining the impact Pizza Learning has had on them:

*"Most of the kids keep it all in and don't talk about things, or are shy. Hardly any of them were talking, but now they're all confident, **more happy and positive**."*

*"I am more confident speaking to different people in new situations. It's helped boost my confidence. I am **considering going to college** once my child goes to nursery."*

*"**It was nothing like I expected it to be**. People actually listened to you instead of telling you what to do. They tried to understand things and approach things in a different way."*

*"They're **transforming** in front of our eyes!"*

*"Before Pizza Reading my son wouldn't read a book at all. **Now, he'll ask me if we can sit and read a book**, or if he could buy a certain book. If I hadn't come here, I don't think my son would be reading."*

*"I was one of those people that didn't think the programme was for me, and that I couldn't do it. Now, I look forward to it every week. I'm glad I came here as I was originally not going to come. **I didn't think it would help my son with all the issues he had, but I was wrong**."*

*"The Pizza group has taught me that **you don't have to accept what society says about your situation**. I was a mum at 15 and when I was growing up I heard a lot of people saying 'she'll never get a job' and 'that's it now' which dampened my confidence. But now, I know what I want to do and I am very confident."*

*"I was worried about my grandson going to high school in case he didn't settle in and it was going to be a major change, but now **he's in his element.**"*

*"It was a **different kind of learning**."*

The Parents in Partnership Programme

Parents in Partnership seeks to:

Increase the capacity of parents to support their child's learning at home

Encourage parental involvement in high school life and promote more informed conversations at home with children

Giving parents/carers the confidence to engage with school and school staff to support their child's learning

Raise awareness of support available in the community to families and parents

PIP in action:

- Delivery of Phase 2 of PIP within 12 secondary establishments
- Track the attendance of targeted families at each establishment programme
- Track the attendance of targeted families at S1 parents' evenings
- Track participation of targeted families at each establishment programme
- Collate qualitative feedback from staff and families engaged with the programme

High School B's PIP Programme

The High School B PIP programme developed as a result of consultation with parents regarding programme content and structure. Parents expressed that they really enjoyed parent-pupil sessions in the previous PIP programme and welcomed more of these.

Learning from the feedback from parents, High School B PIP programme was developed to include some sessions which involved parents and pupils working together. These practical based sessions took place every second week. Individual subjects were delivered in the alternate weeks for parents only. The practical sessions were double periods on timetable to allow time for engagement. The subjects chosen were Art, Technical, Home Economics, and Computing.

The outcome

The parents on their own were quite anxious in the individual sessions, however working with their child made them feel more relaxed and as a result they got more involved in both sessions.

The pupils were comfortable very quickly having their parents/carers in school, and would come along and visit the group at tea/coffee time for a chat. The school felt that this was a good balance of practical lessons and worked well for the parents. A number of the parents have their own difficulties in maths and English and therefore find these more challenging.

Owing to the success of the programme, parents are now asking to come to school and sit in on lessons and the school is currently considering this option.

> *I feel comfortable to contact the school about my child's education.* **Parent**

> *I think the programme is really good. Everyone should have the chance to do it. I know more about everything and feel like I can actually talk to the school and ask questions. I don't want to stop - can I come back next week?* **Parent**

> *The Art and Technical sessions were "…the highlight of the programme so far"* **Parent**

Highlights and Next Steps

10/12 programmes delivered and evaluated to date

Development of P7 transition model *'Parents in Transition'* as a result of feedback from families

4 secondary school clusters identified for transition pilot

4 pilot programmes currently underway May 2018

1 secondary school phase 3 PIP programme showing significant increase in numbers

Linking with transition teachers – integrated model creating a more collaborate/collective approach

Pupil A								
Gender	*SIMD*	*LAC*	*FME*	*CG*	*Standardised assessment literacy*		*Standardised assessment Numeracy*	*Reason for support*
					English	*Reading*		
M	1	No	No	Yes	80-below average	78-below average	76-below average	Attendance, Attainment, Family Engagement

PIP Coordinator Support

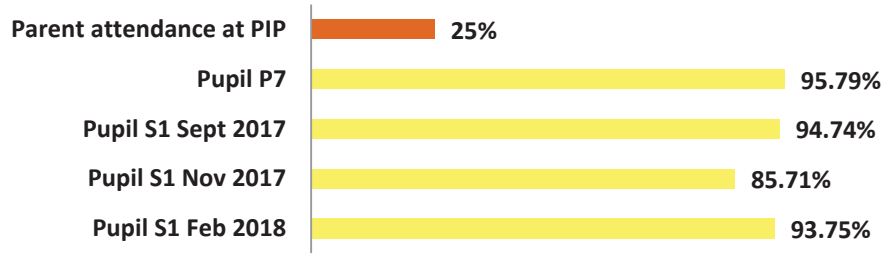
Parental engagement with the school since involvement in the PIP Programme:

Parent A works full-time but made the effort to attend PIP by changing her shifts when she could. Since taking part in PIP's programme parental contact with the guidance teacher has improved dramatically. Parent A actively seeks advice and support as and when required by phone or email.

Impact of family engagement with PIP on the pupil's S1 performance and attainment:

Parent A had raised behaviour concerns at Primary school about Pupil A but stated that she felt that her concerns were not taken seriously. Attending PIP has helped to build her confidence and trust in High School. Getting to know the guidance teacher as part of the PIP Programme has led to her actively progressing a referral to CAMHs for her son to be assessed for ADD. Pupil A's guidance teacher was able to support Parent A in this process and Pupil A is awaiting an appointment with CAMHs. The PIP coordinator is hopeful that improving and supporting Pupil A's issues through CAMHs will have a positive impact on his attainment, attendance, and performance in school.

Parent & Pupil Attendance 2017/18



Pupil B								
Gender	*SIMD*	*LAC*	*FME*	*CG*	*Standardised assessment literacy*		*Standardised assessment Numeracy*	*Reason for support*
					English	*Reading*		
M	1	Previously	Yes	Yes	80-below average	95-average	81-below average	Attainment, Family Engagement

PIP Coordinator Support

Parental engagement with the school since involvement in the PIP Programme:

Parental contact with both PT Guidance and School Admin team has improved. Previously Parent B would not contact the school if either of his children were absent; now Parent B contacts the school if his children are unwell. Parent B was an excellent contributor to the group during the programme and showed interest in becoming a Parent Ambassador. He, however, struggles with his own health and this can be a barrier to his participation.

Impact of family engagement with PIP on the pupil's S1 performance and attainment:

Pupil B's attendance has improved and this is having a positive impact on his attainment.
Pupil B has received 47 Merits and only 5 Demerits (all for non-return of homework. This is an area the PIP coordinator is working on with Pupil B). Pupil B's S1 report card was also very positive and attendance remains stable.

Parent & Pupil Attendance 2017/18

Renfrewshire Attainment Challenge

Parents in Partnership:
High School D
Case Study

Pupil C							
Gender	*SIMD*	*LAC*	*FME*	*CG*	*Standardised assessment literacy English*	*Standardised assessment Numeracy*	*Reason for support*
F	2	Yes	Yes	Yes	85-below average	111-average	Attendance, Family Engagement

PIP Coordinator Support

Parental engagement with the school since involvement in the PIP Programme:

Parent C attended all school events. She was able to engage fully with the coordinator and the programme. Parent C regularly called the coordinator and was a frequent visitor since the programme started in September. Sadly Parent C passed away earlier this year and Pupil C is now living with another family member. With continued coordinator support and encouragement, Family C has continued the same level of participation and engagement with the programme.

The PIP programme has meant that the coordinator feels better able to support Pupil C and her family through the difficult time and ensure attendance continues to progress. As the coordinator and Parent C formed a bond over the time Parent C was involved with PIP, it has made it easier to continue support and maintain solid relationships between the family and school.
"Parent C and I were in frequent contact and I hope Family C now feels the same degree of security in contacting the school knowing we will support her and Pupil C." PIP coordinator

Impact of family engagement with PIP on the pupil's S2 performance and attainment:

Pupil C continues to work hard and achieve her potential since the PIP programme. Even with her recent bereavement she is secure coming to school knowing the coordinator is working with her family to make things secure and successful. This is also evidenced in her attendance below.

Family & Pupil Attendance 2017/18

***Collective impact:**
Links to parental engagement & health and wellbeing

Renfrewshire Attainment Challenge

PATHS™
The PATHS™ Programme for Schools (UK Version)
Promoting Alternative THinking Strategies

PATHS®

PATHS® has a recognised evidence base and was selected as there is a need to develop the emotional literacy of pupils in Renfrewshire to ensure they are ready to learn and engage in the curriculum.

PATHS® is designed to facilitate the development of:

- Self-control;
- Emotional Awareness;
- Interpersonal Problem Solving Skills.

14 Schools

3815 pupils

214 teachers trained

Renfrewshire PATHS® Case Study

As part of the Scottish Attainment Challenge, Renfrewshire is providing targeted improvement in literacy, numeracy and health and wellbeing. PATHS® has been selected to develop the emotional literacy of pupils to help support this.

The PATHS® Programme

Feelings

The PATHS® Programme allows teachers to deliver lessons focused on identifying different feelings. Pupils are given an opportunity to **explore what these feelings look like** and **share their personal experiences of different emotions**. Having this **emotional awareness** helps pupils to build skills in **emotional regulation and self-control**. In P1 and P2 the pupils learn the different feelings through PATHS® character puppets such as Twiggle.

> *"Children are better equipped to recognise, name and discuss their feelings which reduces frustration and anger and the impulsive behaviour which can result from these feelings."*
> Senior Leadership Team

Self-control & Problem-solving

PATHS® has improved pupil's social and emotional competence and has reduced aggressive behaviours.

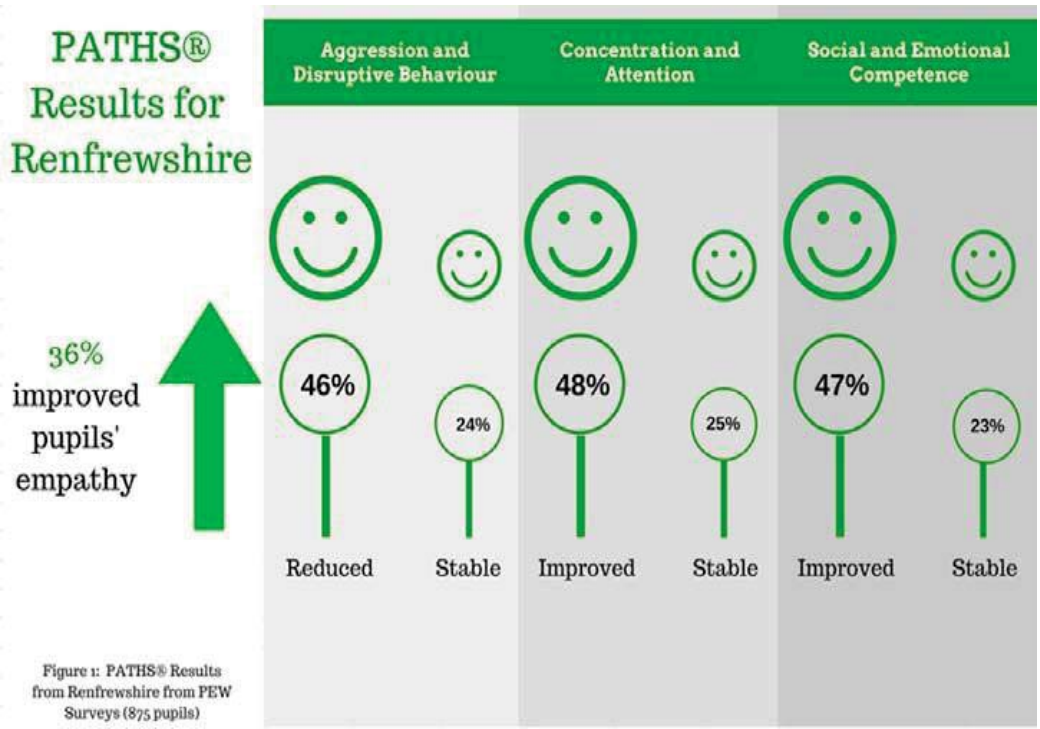


Figure 1: PATHS® Results from Renfrewshire from PEW Surveys (875 pupils)

Cross curricular links & Whole School Approach

As PATHS® becomes embedded in the classroom, teachers are beginning to **link the lessons** and **concepts to other areas of the curriculum**.
Many schools are beginning to develop **a whole school ethos** to further embed the PATHS® concepts and allowing pupils to see and use the strategies not just in the classroom. **80% of pupils believe that PATHS® helps all children**.

Parental engagement is important for the development of a whole school approach. **There were 110 attendees at a PATHS® information session** at the start of the new school year in Renfrewshire.

> *"In 30 years of teaching, I have never seen a programme make such an impact so quickly"*
> Primary School Head teacher

What is RNRA?

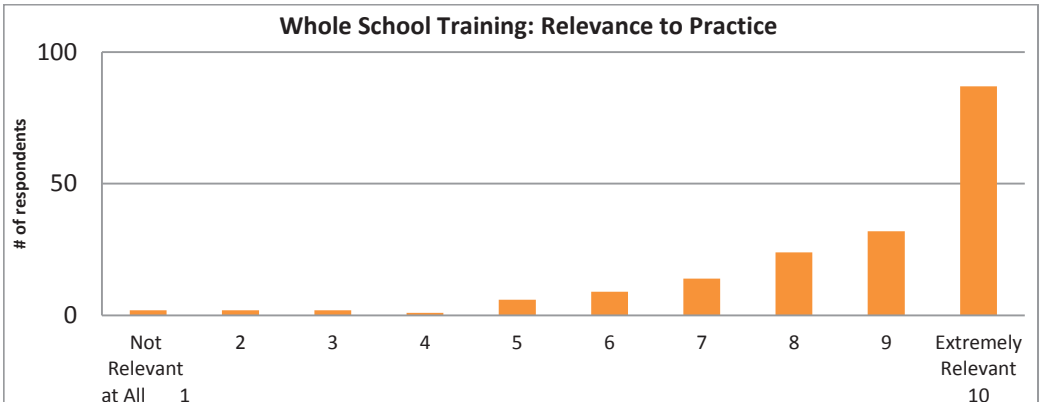
RNRA uses an implementation science framework and coach-consult model to embed a whole school nurturing relationships approach that is sustainable and tailored to each school's action plan. The RNRA team delivers training at key points throughout each school's RNRA journey and gathers ongoing data from training participants.

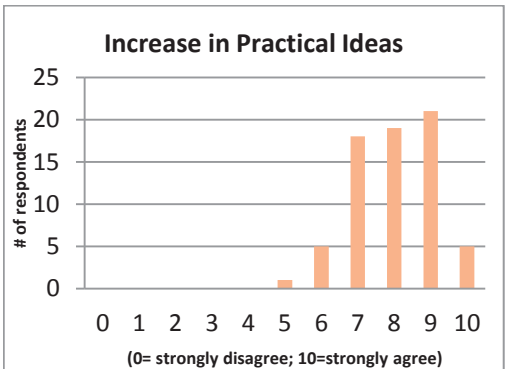
What are the different training programmes offered to RNRA Schools?

1. Whole School Nurturing Relationships Training
   Covers attachment theory and the importance of nurturing relationships
2. 4-Day Leadership Training for School Leaders
   In depth training for SMT/school leaders driving RNRA in their schools
3. Nurture Principle Training
   Targeted training on a school's chosen nurture principle

Whole School Training Session 2016-2017 (180 Respondents)

- Almost all reported gain in knowledge of attachment theory (87% and importance of nurturing relationships (71%)
- 80% reported the training as *extremely relevant* to practice



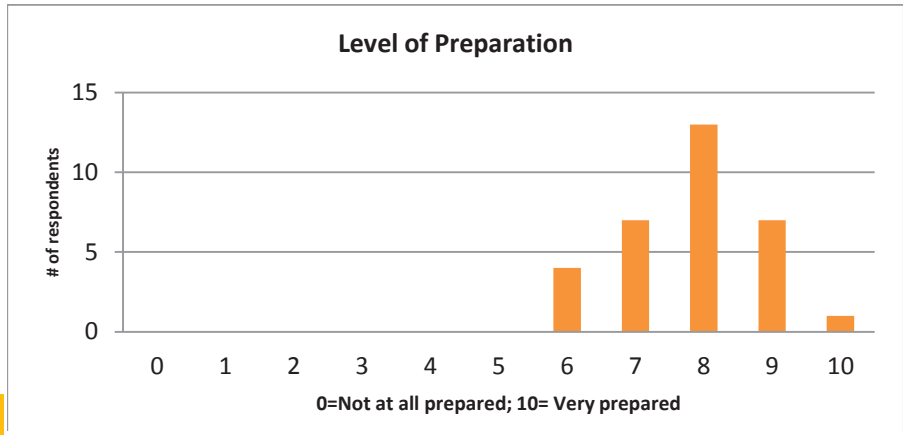


Nurture Principle Training – Session 2016-2017 (69 Respondents)

- 97% reported gain in knowledge of target nurture principle
- 100% reported they agreed or strongly agreed that they gained practical ideas
- Training helped participants reflect on their own practice and pupils' needs
- Practitioners reported they already engage in some nurturing practices and received reassurance they were on the right track
- Video clips were highlighted as useful for reinforcing concepts, giving practitioners examples of strategies and techniques to use and making the training engaging
- Positive feedback regarding the practical experiences and strategies shared

4-Day Leadership Training Session 2017-2018 (34 Respondents)

- Almost all reported gain in knowledge of attachment theory (94%) and importance of nurturing relationships (94%)
- 100% reported the training received was *relevant* or *extremely relevant* to their practice
- 100% reported that they were *prepared* or *very prepared* to lead RNRA in their schools



More information on the Process Evaluation available from Renfrewshire Educational Psychology Service

Inclusion Support Case Study: High School A Pupil A

*Collective impact: Links to parental engagement, literacy & numeracy

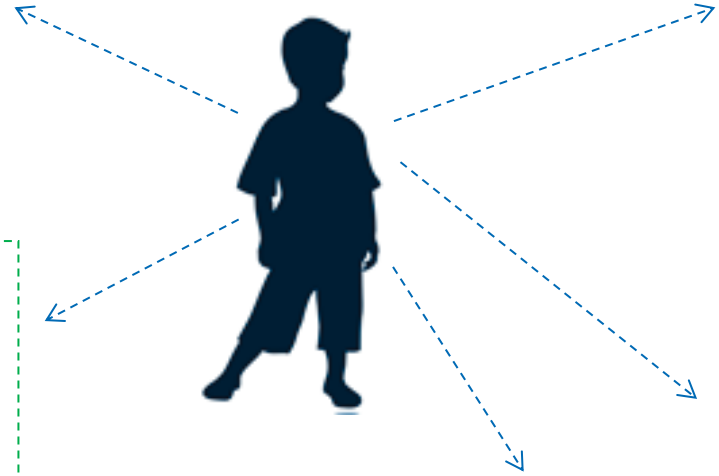
Pupil Profile					Barriers to learning	Attendance rate Sept 17
Gender	SIMD	LAC	FME	CG	Attendance and Behaviour	31.58%
M	1	No	Yes	Yes		

Background

Pupil A's father sadly passed away last year. This caused Pupil A to struggle to attend school and had an effect on his behaviour. Parent A was unsure how to help him and was also disengaged with the school. Pupil A was quiet and would not speak about his feelings or why he didn't want to attend classes. He had few strong friendships, and was also below average in both Numeracy and Literacy.

Inclusion Support Assistant (ISA) Support

The ISA started working with Pupil A due to his attendance and behaviour in class. Parent A was also not communicating with the school and would cancel meetings regularly.
The ISA invited Parent A to the school, not to discuss her son's attendance or behaviour, but to receive a picture Pupil A had made for her for her birthday. This worked in engaging Parent A with the school. During this visit the ISA introduced her to Pupil A's guidance teacher and they had an informal conversation about the support that could be offered to her son to help him participate more. Parent A appreciated this intervention as she felt that her son was receiving the support he needed and she wasn't simply being told about his poor attendance or behaviour with no resolution.
Following the meeting, Parent A kept in contact with the ISA, and they would regularly update each other on Pupil A's progress. Due to the positive relationship that had developed, the ISA was also able to refer Parent A to Advice Works and helped complete Free School Meals and Clothing Grant forms.
The ISA involved Pupil A with the Prince's Trust Group where they built a good relationship. Pupil A's behaviour has changed due to this and has since confided in the ISA about the loss of his father. This is significant as he was able to speak about his feelings and address them, rather than let his feelings affect his behaviour.



Impact

Pupil A's attendance and behaviour has now improved. He recently received 97% in a Maths test and has completed his level 3 in the Prince's Trust Group, working hard during his time in there.
Pupil A is attending his classes more regularly, whilst engagement with Parent A continues. Parent A also commented that Pupil A has formed really strong friendships in school and is happier. His behaviour has also improved at home and he now helps Parent A where he can.
Pupil A continues to visit the ISA daily to discuss the classes he has. As a result of the Inclusion intervention, his overall attendance and participation in school has increased significantly.

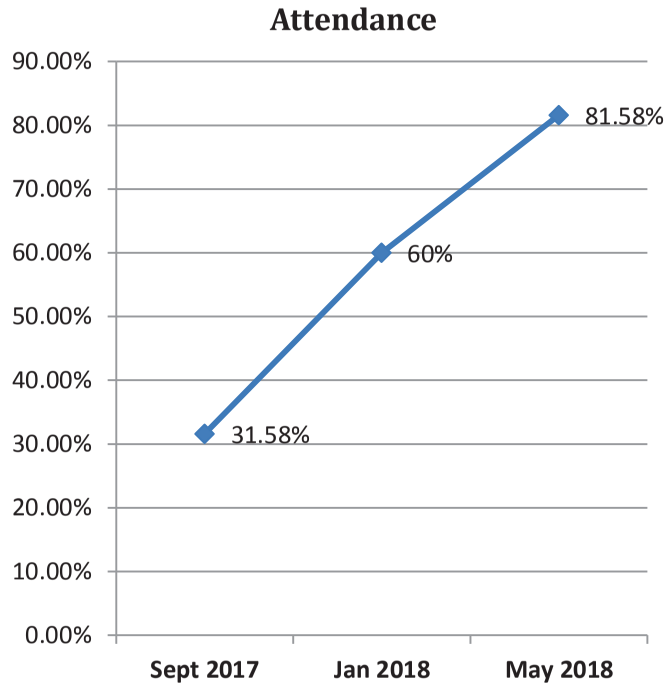
Inclusion Support Assistants

ISAs help support and improve the health and wellbeing of targeted children who are vulnerable to becoming or have become disengaged with school.

The ISA intervention aims to:

- Lower exclusion rates
- Maintain or improve attendance rates from primary school
- Increase parental/family engagement

There are 9 Inclusion Support Assistants providing intensive support to 80 young people across 9 Secondary schools.



"My son is happier and better behaved due to the support he receives, and I feel comfortable calling the school for any support I need." Parent A

High School B: Pupil B

Gender	Year	SIMD	LAC	FME	CG	Barriers to Learning
F	S1	3	No	No	No	Attendance & Behaviour

Background

Pupil B had behaviour issues which affected her learning and attendance at school. She struggled to follow instructions and generally adhere to class rules. This led to her being regularly excluded from classes.

Inclusion Support Assistant support

The Inclusion Support Assistant shadowed Pupil B in her classes. It was clear to see that Pupil B was really outspoken and presented as very confident. However, Pupil B often spoke out at inappropriate times and struggled to follow class rules.

During 1-1 sessions with Pupil B it became evident that although she appeared confident, she had underlying emotional problems. She had difficulty controlling her emotions at school and at home. This had an adverse effect on her relationships with peers, teachers and Parent B.

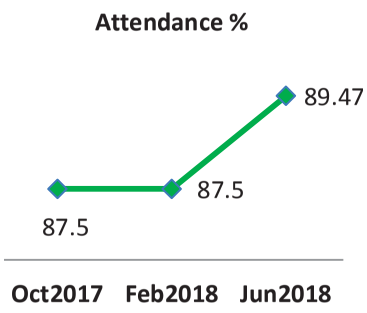
Action

The ISA and Pupil B set agreed targets to help address this and had regular 1-1 meetings to track progress. Pupil B used a daily target sheet with small actions or behaviours to do to achieve her goals. Pupil B was encouraged and made a lot of effort to engage and perform better.

Impact

Pupil B's improved behaviour in classes has resulted in a significant reduction in referrals and class exclusions. She has responded well to support and teachers have also commented on the progress made with her behaviour.

Pupil B seems more content at school. She states feeling more positive about herself and her school experience. Parent B also commented that she is very happy with her progress and the support received stating that there has been a noticeable difference in her happiness and wellbeing.



High School D: Pupil D

Gender	Year	SIMD	LAC	FME	CG	Barriers to Learning
F	S3	3	No	No	No	Attendance & Social

Background

Pupil D was very quiet and had few solid friendships. She would either not come to school, or go home early because she did not like her classes. At lunch or break times Pupil D would often sit on her own and struggled with confidence and anxiety.

Inclusion Support Assistant support

The ISA initially started to work with Pupil D because her attendance was very low at 53.13% at the start of the school year. Through 1-1 discussion it became apparent that Pupil D had low self-esteem and required support in building her confidence and social skills which would help her stay in school and participate in classes.

High School C: Pupil C

Gender	Year	SIMD	LAC	FME	CG	Barriers to Learning
F	S3	1	No	No	No	Attendance & Emotional

Background

Pupil C is a very able and pleasant girl, however she is also subdued, withdrawn, and does not actively participate in class or attend school regularly. She has an unsettled home life spent switching between her mother and father's house and her mood at school often depends on which parent she is living with at the time. This has disrupted her learning.

Inclusion Support Assistant support

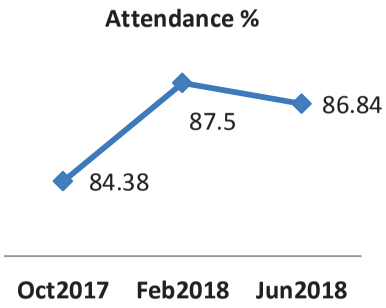
The ISA became involved at a point where Pupil C was refusing to attend school. There was not a strong relationship with the guidance teacher so Pupil C did not open up about her barriers to learning. However, Pupil C soon became more comfortable with the ISA as she learned she was able to give her the time and support required to tackle the problems she faced at home and a strong relationship developed.

Action

The ISA referred Pupil C to a Maximum Support Group with Skills Development Scotland to keep Pupil C focussed on her aspirations rather than troubles at home. This also helped Pupil C to socialise. The ISA then referred Pupil C and her family to Family Functional Therapy to try and address issues. Pupil C appreciated the support and started to engage more with the agencies involved in helping her.

Impact

Pupil C is a lot more settled at school due to the Inclusion Support intervention. She is now engaging in classes and socialising with her peers. The ISA states Pupil C's emotional intelligence has grown a lot over the year and she is better able to express herself. Pupil C performed really well in her 3rd year exams with her teachers commenting that this was especially significant as she did not think she would have performed as well without the Inclusion intervention. Although Pupil C's attendance is similar to the start of the year she has overcome significant barriers to maintain this.



Action

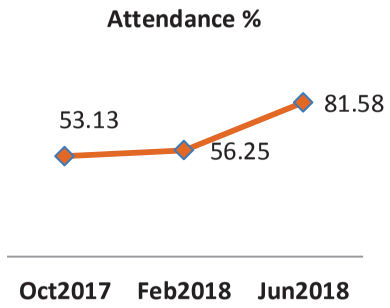
The ISA encouraged Pupil D to attend the 'Nurture Base', a break and lunch group designed to provide pupils with a safe and nurturing environment in-between classes. Pupil D visited the ISA at the base every day and built strong friendships there. Whenever Pupil D was struggling in classes she would report to the base, rather than going home as she once did.

Pupil D was also involved in the Prince's Trust group. She engaged with the programme and worked hard throughout her time in the group to gain a Level 3. As her confidence grew, Pupil D was better able to express her aspirations and interests.

Impact

Pupil D is now attending classes on a regular basis and is working with the ISA on her timekeeping. She has recently chosen subjects for 4th year in line with her aspirations and is participating more in class. Pupil D's social skills and confidence have also improved significantly.

Parent D has commented that Pupil D is now more willing to speak about school and discuss how she feels.



Renfrewshire Attainment Challenge

School costs can put pressure on low-income families and put children at risk of missing out on opportunities and feeling different, excluded, and unhappy. This can undermine their wellbeing and potential attainment at school. *Child Poverty Action Group*

Cost of the School Day: Case Study January 2018

The Cost of the School Day involves children, parents and school staff in identifying cost barriers and in taking action to remove them, helping to create environments where every child can access school activities and participate fully in school.
The following are excerpts and examples from head teachers explaining the huge and real impact Cost of the School Day funding is having on pupils in both primary and secondary school.

*"It's a fantastic fund. It is giving children **access** to aspects of school they wouldn't have otherwise."*

*"They talk about this phrase **'cultural capital'** and that's a huge part of it. Children being able to feel they can take part in any school activity. Sometimes that means we use that fund for everybody and everybody accesses it but it means those kids that are living in poverty get access to that cultural capital and **take part in things they otherwise could not."***

*"**The staff really value it because they see the difference it makes** for pupils to have sandshoes at gym time, to be wearing the shorts, and if it's cold they can get tights. Those kinds of things are **real and tangible**."*

*"We had a card from a parent who we funded a trip for saying: **"I can't thank you enough, you've allowed my daughter to have a birthday."***

*"I think it's **made our understanding visible to parents** as in the past it was easy to say "I know things are hard", but now we can **actually put our money where our mouth is**, and do something about it."*

*"We had a girl last year in 5th year who had the opportunity to go to a scholarship at the Royal Academy. She was from SIMD 1 and couldn't afford to go, so we used the fund last year to pay for her, and now she's just a real success story. She took the time to say to me: **"thank you for giving me that opportunity; it's changed my whole thinking about life."***

***"There are pupils not living in SIMD 1 or 2 who are really struggling.** Just because people look as if they're managing doesn't mean they are. Parents are proud, so for us it's about putting things in place without embarrassing or making people feel as if it's charity."*

*"Children need the **security** of knowing they will be given the **same opportunities** as everybody else."*

Renfrewshire Attainment Challenge

Come Dine with Us

*Collective impact: Links to parental engagement & inclusion

YOUTH SERVICES

Family Engagement in Learning with Youth Services

Youth Services is Renfrewshire Council's youth work team. The team consists of Community Learning Officers, Youth Information Officer and Part Time Sessional Youth Workers. The service aims to improve the outcomes for young people in Renfrewshire through youth work, youth information, empowerment activities and outdoor learning.

"Parental and family engagement in their child's education is a key factor in ensuring successful outcomes" (NIF, 2016)

Programme Overview

As part of Renfrewshire Attainment Challenge, Youth Services have developed a range of programmes which are aimed at young people in S1 – S3 across secondary schools in the authority. 49 young people have been involved in the programmes coming from a variety of different backgrounds including SIMD 1- 3, entitled to both free school meals and clothing grants. An important aspect of these programmes is to increase parental engagement in their child's learning.

Aim

One of the most successful programmes is the "Come Dine with Us" project which aims to support young people to work in teams and develop new skills including teamwork, cooking, and budgeting.

Objectives

- Young people have an increase in confidence.
- Young people take responsibility for tasks.
- Young people have positive relationships with family members.
- Young people make new friends and work with others that they may not have worked with before.
- Young people use their skills and learning in a different setting.
- Young people gain accreditation or recognition of their achievements.
- Young people develop and enhance life skills that can be used in a variety of different contexts.

Participants

86% of the young people involved in the programmes over the year live within deciles 1, 2 and 3 according to the Scottish Index of Multiple Deprivation. 23 of the young people engaging are entitled to free school meals and 16 are in receipt of a clothing grant. Across the authority the programmes have also engaged with 8 young people who are classed as looked after and accommodated.

Delivery

Each week 2 – 3 young people from the groups visited a local supermarket during the last period of the school day to purchase ingredients on a budget for the rest of their group. On return to the school, the group came together and worked in teams to prepare different meals each week. Once each team had prepared their food, there was an opportunity to share this as a whole group sitting around a dining table. This gave an opportunity to have issue based discussions and share experiences on various topics.

Preparing meals on a weekly basis has provided the groups with an opportunity to gain a sense of achievement and the opportunity to try new foods that they have prepared themselves. One of the main aims of the group is to host a family meal where young people invite family members along to one of their sessions and provide a family meal to share with their parents, carers and other family members.

The family meal is a great opportunity for young people to showcase their work and share what they have learned over the programme.

The family meal is designed by the young people in each group and has been delivered in different ways throughout the year. High School A opted for turning one of their classrooms into a Valentine's themed restaurant. Pupils served their family members a meal and sat together participating in conversation games. One of the other school partners, High School B, decided to invite their parents in to cook with them and then share the meal together around the dining table. This has been a successful method with parents, carers, young people and staff members all providing positive feedback on the impact and difference the project has made.

Outcome

Throughout the programme young people have been given the opportunity to gain accreditation using Youth Scotland Awards schemes. Three of the young people this year will be gaining a Dynamic Youth Award while the rest of the young people will be achieving a Hi5 award. Using accreditation has provided young people enhanced achievement and acknowledgement for their hard work throughout the programmes. One of the highlights of the programme is that it is delivered at the end of the school day with young people staying on after school finishes. This is a great youth work model as it shows that young people are choosing to participate and doing so in their own time.

There has been an increase of parental engagement across the schools with teaching staff and senior managers reporting that parents who do not usually engage with meetings or parents' evenings have attended and participated in informal discussions about their child's learning as part of the family meal.

Parents/carers reported that receiving a personalised phone call to invite them into the school resulted in reduced anxiety levels and helped make them feel more comfortable when arriving for the family meal.

There have been numerous reports of young people transferring skills they have learned and cooking at home both with and for family members. There have also been verbal comments from families reporting that young people are helping with weekly shopping.

Impact

- 83% of young people who participated have worked towards wider achievement through Hi5 and Dynamic Youth awards.
- 5 young people from High School C have received 2 Hi5 awards as a result of participating in these groups.
- Increase in parental engagement with families that don't usually engage with the school.
- Young people have reported an increase in skills including budgeting, making new friends, working with others and in the kitchen.
- Young people have enjoyed learning how to make meals from scratch.
- Parents have reported that young people now want to cook more at home on their own and as a family.

Come Dine with Us

Conclusion

"Come Dine With Us" was a pilot family engagement programme targeted in secondary schools with young people in S1-S3. The programme used a youth work engagement approach, starting where young people were at. Offering a flexible approach that responded to the ongoing feedback from parents, teachers and young people ensured that the outcomes were met. The feedback received provides evidence that it has been successful and impacted positively on families.
Schools are now signing up to ensure that the programme is ready to be rolled out again to more students in the new academic year 2018 - 2019.

Feedback

"I feel like I worked well in a team with others and made new friends" **Young person.**

"My behaviour has got better, partly because of this group and my mum no longer needs to attend meetings because I was behaving badly" **Young person.**

"This group is the only reason I come in to school on a Thursday" **Young Person.**

"One thing I did really well was shopping on a budget and swapping ingredients on recipes for alternative cheaper ones" **Young person.**

"I teach some of those pupils so I am aware how challenging their behaviour can be sometimes. You had them engaged and working away" **Teacher.**

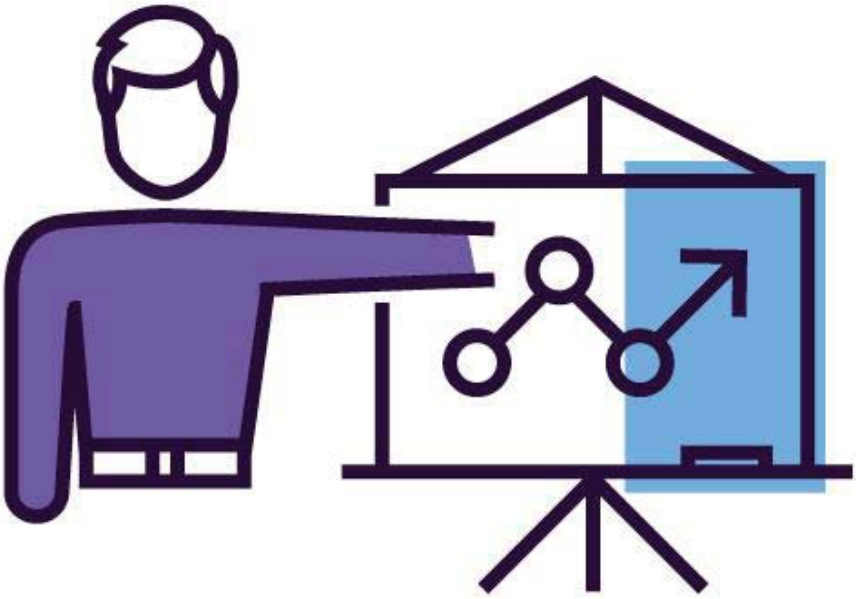
"This programme is one of the only positive educational engagements this young person has right now" **Teacher.**

"I was really worried about coming into the school as I wasn't sure what to expect, but after receiving a personal phone call, it made me feel more relaxed and encouraged me to come in and see what my daughter had been doing" **Parent.**

"I didn't have a very good school experience and neither did my eldest daughter, so it was nice to come into the school for something positive. I also can't cook very well myself, so it's good to see something that we can both do together at home" **Parent.**

THE SCOTTISH ATTAINMENT CHALLENGE
LITERACY NUMERACY HEALTH & WELLBEING

year of young people 2018 · bliadhna na h-oigridh



Leadership

Work stream Overview:

A sustainable leadership strategy for staff at every level, with high quality professional learning at its centre

- Aspiring Leaders
- Step Back
- Leadership Collaboration
- Coaching and Mentoring
- Support Assistants
- Pupil Leadership

Aspiring Leaders Programme:

Professional development can boost attainment but needs to be evidence-based, intensive, long term, contextualised and incorporate systematic monitoring of impact and continued support for teachers (Ellis & Sosu 2014).

- High quality professional learning for staff seeking to take on formal leadership roles in schools
- A package of sustainable opportunities with mentoring support
- Allows aspiring leaders the time to learn from their peers and other leaders as well as providing formal assessment of their own competence in order to identify their own next steps in learning

Milestones & highlights

- Appointment of 10 high quality head teachers and two Early Years Heads of Centre over 18 months
- Successful recruitment of 26 establishment senior managers (18 head teachers and 8 depute head teachers) over the last 2 years, all of whom participated in our Aspiring Leaders programme
- Development of pupil leadership approaches in 3 secondary schools
- Newly appointed head teacher mentoring programme

Professional learning and support in developing strong, confident leaders.

Head teacher A was a participant in both the Aspiring Head Teachers course and the Leadership Development Mentoring and Coaching programme. She discusses her experiences of each, and the impact it has had.

I had undertaken the Into Headship programme at the University of Strathclyde as part of my own confidence building when I was considering Headship. Now in the role, I had to put theory into practice – so when the opportunity came from the authority for continued professional development it seemed a really good way for me to ensure that my confidence continued to build and I had some highly experienced and trustworthy people to learn from.

Both programmes took very different approaches. One was *Content* driven, and the other was *Context* driven. In the Aspiring Head teacher course, the learning intentions were laid out, i.e. the legal, political, and financial aspects of my role. It was about my role within my school and as a senior leader in the authority. In the Leadership Development programme, it was about mentoring and coaching; the mentor responded very much to what I was experiencing in my own school.

On the Aspiring Head Teacher course, I considered aspects of self-evaluation and improvement. For example, how I could be a better head teacher and the need for a real focus on learning and teaching. It can be quite daunting but the course really equipped me and made me aware of the responsibility I would have as a head teacher.

One key learning experience I took from the Aspiring Head Teacher course was the constant striving to get better at what I did and having the information about how I could do that. There was a framework in place which focused on How Good Is Our School (HGIOS) and bespoke reading which I could use to develop my own knowledge. The Mentoring and Coaching approach was very much about where I was on my leadership journey.

The key learning experience I took from the Mentoring and Coaching programme was self-belief. The mentor helped me realise that it's not a race, it is working to the best I can, at this moment in time, but always looking at ways to improve, and believing that I was doing a good job. He reassured me a great deal. He really emphasised that I am not alone, although I may feel that way sometimes, I am part of a wider team, a bigger community, and that I should call upon those people to support and help. During every single session there was a light-bulb moment. He allowed me to work out the problems myself, switching between coach and mentor. I remember during the first session I thought "I haven't got time for this", but then I would sit down for an hour and it would be the best time spent. It was like counselling for head teachers and it was very valuable.

The biggest impact has been on my school improvement plan. I have learned that in order for something to be changed, I have to win over my team and have everyone pulling in the same direction, getting everyone in alignment. To affect change and to make it successful, I need everyone going in the same direction so I spend time with them, bringing their different skills together, making sure I am clear about where the school is going and why I believe this is the right way forward. The programme taught me the importance of relationships with staff, pupils and parents and how I can nurture those relationships, how I can sustain those relationships, and how I can *show* I value my staff.

Both programmes merge together in their focus on Learning and Teaching; reminding everyone about why we're here, what it's all about and our objective.

Renfrewshire Attainment Challenge

Leadership: Step Back Programme
Case study June 2018

***Collective impact:**
Links to health and wellbeing & learning and teaching

Programme overview

Step back – find your way forward

Workshop sessions include:

- **Challenges and outcomes**
- **The ACE Test**
- **Co-coaching skills development** which supports leaders to consider questions such as: what is getting in the way of best performance? Are we captive to a particular way of doing things? What are the courageous conversations we need to have?
- **Growing the co-coaching culture** – cohesive teamwork and collaborative action
- **3 Gs –** What are you going to Give yourself permission to do; what will you Get personally from the changes you make; what are you going to Get Off your to do list
- Step Up… to go forward
  - Choosing your attitude
  - Calling it
  - Living in the 'now'
- **Next steps;** individually, collectively, school and wider community

Highlights

- Opportunity to network and build new relationships
- Relaxed approach and inspiring venues supported the whole 'Step Back' process
- Getting the time to reflect with colleagues from across sectors and plan to do what really matters
- Feeling valued by our employers who also took the time to be in attendance
- Positively impacted on personal as well as work life

The Step Back Programme

"Step back… finding the way forward to Closing the Attainment Gap"

The Step Back Programme is delivered, in partnership with Drummond International, to head teachers and depute head teachers from across all sectors. The programme is a 2 day workshop, set in various locations across Loch Lomond, giving senior leaders the opportunity to 'step back' in a relaxed and inspiring space. The programme allows leaders to take valuable time to rethink priorities, consider their leadership styles, and develop a co-coaching approach. The following is an interview with one of the participating senior leaders who is a primary school depute head teacher in Renfrewshire. The depute head teacher also participated in the Aspiring Head teacher programme. She discusses her experience of Step Back and the impact it has had on her as a leader.

What are your opinions of the Step Back Programme?

The Step Back programme has been the best professional development opportunity I have had in my career so far. I had the opportunity and time to literally step back. I felt valued and confident that I could move forward both personally and professionally in a more positive and healthy way.

Which aspect(s) of the programme were particularly unique in its approach?

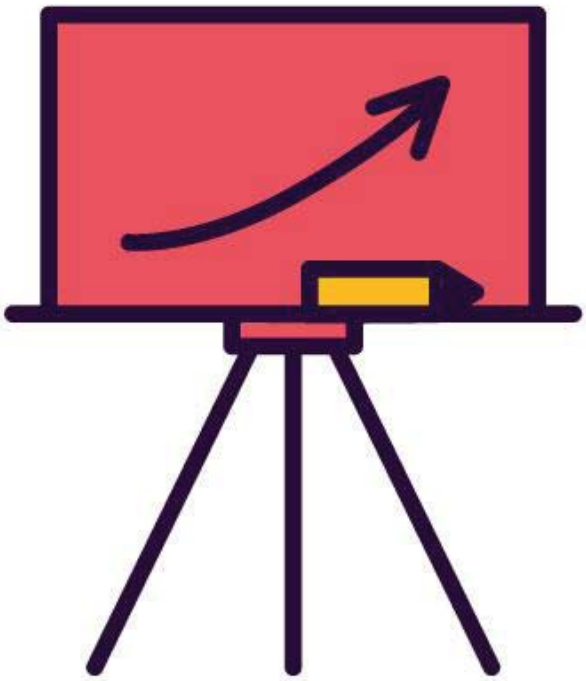
The location was beautiful and scenic, a complete contrast to undertaking a course in a school building. My colleagues and I were very well looked after by the whole team.
The opportunity to stay the night for those who wished to was an added unique element to the programme.
Over the course of the two days I was able to engage with the content at a relaxed pace and in a perfect space. It gave me the opportunity to reflect on what I had learned, and fully comprehend concepts in my own time. The two days gave me enough time to make new friendships and truly enjoy the opportunity.
In terms of content, the programme was unique as it presented quotes and passages throughout the days that inspired me. The team also presented on Nelson Mandela's leadership styles as stimulus for discussion and reflection.

Which aspects of the 2 day workshop have had the biggest impact on you, and will have the biggest impact on your school?

- I have learned that being more proactive as a leader and leading by example will have the biggest impact.
- I am developing a clear vision about what I can do, or not do, to improve personal and professional life.
- Being solution focussed and taking the right action which will have long lasting effects, rather than opting for the easier action and a short-term fix.
- I now have a toolkit based on what we have learned over the last two days which I can refer back to, i.e. 'the trusted other', the 'hill road' and co-coaching.
- I am now really thinking about what my values and non-negotiables are, and talking about these with others. I aim to live these out.

What suggestions do you have for the programme going forward?

As depute head teachers don't get many opportunities to meet each other, it would be great to have regular follow-up meetings with the Step Back group with an informal agenda. This will allow us to share further reading and recommendations.
I feel I have been privileged to work with my trusted other for many years, however, as she prepares to move on I am contemplating what life will be like without that support. I think it would be a great idea to have a support network in the Authority on a mentoring/trusted other basis.
Lastly, I appreciate the cost of a course like the Step Back programme and know it would not be possible to run on a regular basis, however, having a rolling programme would help to revive and refresh leaders and may be something to consider.



Data Analysis

Renfrewshire Attainment Challenge

Data Literacy Support: Case Study

***Collective impact:** Links to learning and teaching & leadership

Work stream

Outcomes:

- Increase data literacy skills across Renfrewshire's establishments.
- Teachers will know who to target to improve equity and raise attainment through using data effectively.
- Data is used systematically to plan for improvement.

Attainment Challenge

The effective use of data is a core component in ensuring that we close the poverty related attainment gap. As a data literate authority, we can better understand our attainment trends, identify pupils and target support appropriately, and evaluate our interventions. By understanding 'what works' we can continue to improve outcomes and raise attainment for learners in Renfrewshire.

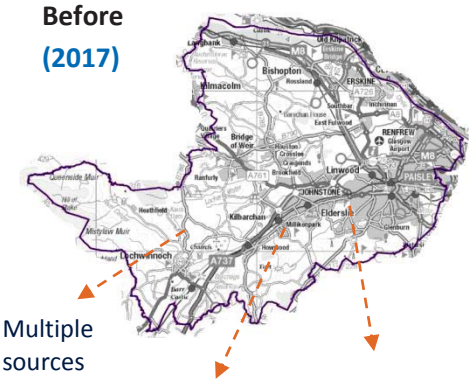
Approach

Initially, the central team worked closely with a small number of schools to understand the current challenges with tracking, and to design a system that supports the effective use of data in schools. The tracking system that was created was based around discussions with Head Teachers and key criteria devised by the central team. The key criteria ensured that while schools could have flexibility, all trackers would meet a similar standard. The Management Information Officer then met with each school to discuss their needs and personalise the template tracker. This bespoke approach was adopted as Head Teachers were keen to have flexibility and it was essential that they were confident in using their tracking data to drive improvement.

Strategy

1. Design tracking template that meet key criteria
2. Individual meetings with schools to discuss template and agree changes to meet schools' needs
3. Bespoke template created centrally and sent to school
4. Follow up support arranged where required
5. Small support sessions arranged to focus on common queries when using new trackers.

Before (2017)

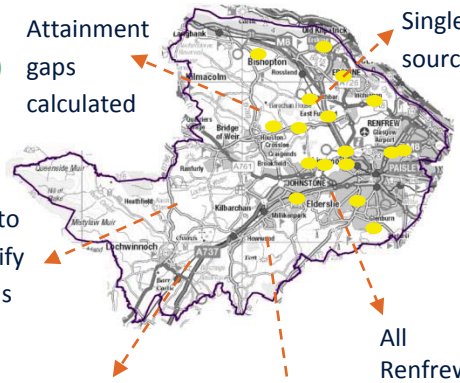


Multiple sources

Paper tracking

Time consuming to analyse

After (2018)



Attainment gaps calculated

Single data source

Able to identify trends

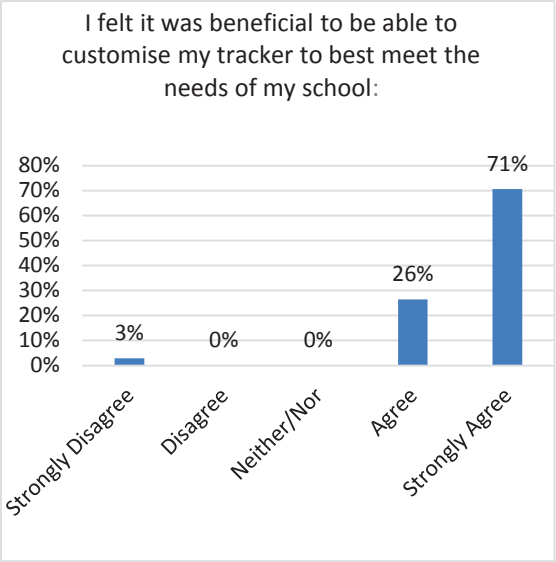
39 schools given targeted data literacy support

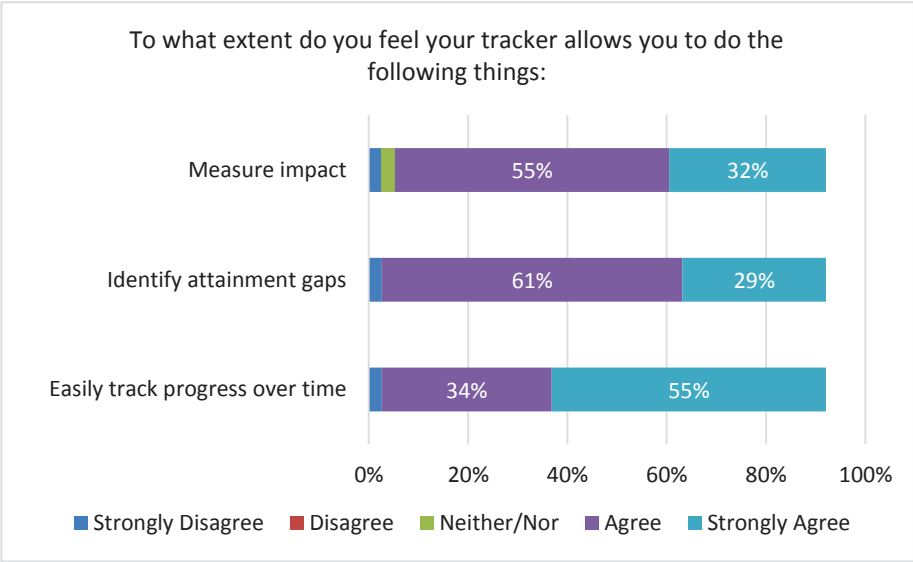
Easy to access

All Renfrewshire schools represented on training

Feedback

From evaluations received from **38 participants across 22 schools** that have trackers, **94% of respondents agreed or strongly agreed** that their recording of data was **more effective following support** from the central team.





Comments from participants:

*"Great support on offer and much appreciated, will **reduce workload considerably** and wish I had these skills years ago!"*

*"The **support and training has been fantastic**."*

*"Training has **enabled me to pull all of my tracking systems together** very effectively."*

***Collective impact:**
Links to learning and teaching & leadership

Renfrewshire Attainment Challenge

Data Literacy: the benefits of data management support for schools

The following case study is a testament to the impact data literacy support and training can have on staff and schools in terms of efficiency, progress, and planning. Being able to understand, analyse and use data has enabled this Head Teacher to understand her school and her pupils much better, and in doing so, has equipped her to drive forward learning, progress and attainment.

How did you track and manage your data prior to support?

I started my new post as Head Teacher in August 2017. At the time of my handover, all I received in terms of tracking was a printed spreadsheet with no original digital copy. My staff then had to manually input records from these paper copies. Very quickly I knew I needed to develop a more efficient tracking system. I arranged a meeting with my cluster colleagues to develop ideas on how to better manage my data. One head teacher at this meeting had digitised tracking while all other head teachers were working from paper copies. I was very keen to change this and was made aware of Fiona Wright's role as a Management Information Officer and the data literacy support she has been giving to primary schools.

What support were you given?

I met with Fiona and discussed my parameters and the support I needed. I showed her the data my school held and from this she was able to formulate a draft system and guided me on how to use it. I trialled this in my third term with a few teachers to determine what worked and what didn't. I then requested a support meeting to address issues which occurred over the course of the trial period. Fiona was able to fine tune the system to my school's requirements, and provided guides and a checklist on how to use the system to ensure it was sustainable. She explained the complexities and functionalities of excel in a way that was relatable and easy to understand and pick up.

To monitor and track progress, I targeted a group of pupils and split this group in to 3. In each of the 3 terms I focused on one group with a different focus each time depending on learning and teacher judgement. I monitored the progress of these children over the term, then triangulated with a termly tracking meeting with the rest of my staff. During this meeting we analysed the data for each targeted child. This then provided a basis for professional dialogue married with teacher professional judgement to ensure tracking was accurate and verified.

The teachers find the new system particularly useful as they can virtually see the progress of pupils in each meeting from term to term. All the support given to each child is stored in one place so it is easy to see all the agencies involved in supporting any one child. Fiona also tailored sections for 'interventions' and 'impact', which are constantly reviewed, and improves the quality of work. It allows my staff and me to see the bigger picture, beyond just the figures.

The spreadsheet provides overview figures so we can look at trends over the years. It is easily shared with teachers so they are able to see national and local figures. This has been of great help strategically, and for observing individual pupil trends. This has also been fantastic for parents' nights as teachers are able to share this information with parents. I have also recently participated in Fiona's data literacy training course which has prepared me for the turnover of pupils and the new school year.

What do you feel the impact has been to you and your school?

The new monitoring and tracking system, along with the guided support given by Fiona, has allowed my school to track pupil progress, plan interventions, support professional dialogue about target setting, and share all of this information more easily. The system has consolidated an extensive amount of data in one place, which is manageable, and helping with transition information. It is much easier to transfer information, and is an efficient way to track as it cuts down on paperwork for me and my staff. We now have a thorough and comprehensive system that allows us to report on pupil progress, understand what is going on in our school, and at the end of the year, we have a snapshot of how we are doing.

> *"We started from nothing and she has created something that has really driven our practice forward."*

Fiona has been a constant support throughout this process through meetings, emails and training sessions. We started from nothing and she has created something that has really driven our practice forward. Personally, I feel that I have immediately benefitted from the tracker as I now know and understand the school and my pupils much better. It has given me confidence to analyse data, understand it, monitor pupil progress, and plan for next steps. I now have great confidence that I have the information that I need, I can use it, and it is in a sensible format.

***Collective impact:**
Links to learning and teaching & leadership

Renfrewshire Attainment Challenge

Literacy, Numeracy, Health & Wellbeing

Data Literacy Support:
Primary School A

Data Literacy and the Benefits of Tracking

The position in Primary School A prior to support being provided meant that the amount of information available regarding pupil progress was less than ideal. It was not collated and presented in such a way as to maximise staff understanding of its value to inform improvement and drive progress. The extended management team did not feel confident or well placed to support the staff team in this area.

Support given

Initially an Excel spreadsheet was introduced to collate information that was considered useful. This new document allowed standardised assessment information, teachers' professional judgements and other important information such as P2 screening results to be recorded and viewed at a glance. It also allowed for SIMD information relating to individual pupils to be viewed. However, other important information such as a pupil's looked after status and additional support needs were documented elsewhere and required articulation every time data was being used.

The Management Information Officer and Head teacher at Primary School A worked collaboratively with Cluster Head Teachers to agree on the information the secondary school would find helpful, and this influenced how the spreadsheet was designed. Within the Cluster, all schools agreed on the same colour-tracking key for ease of reference.

Impact on staff

Class teachers are required to collect evidence to support their professional judgements, discuss this at planned professional dialogue sessions with senior managers, and submit data on a termly basis. Before support, this was recorded on a word document. The Head Teacher then had to take all this information and input it on the spreadsheet. Therefore, while this new document was helpful and a very good starting point, it was cumbersome to use, required manual data input and was therefore extremely time consuming. The articulation required with other documentation was problematic and presented the potential for error. With help and support from the Management Information Officer, the school now has a tracking system that while still in infancy, has already proven to be easier to use, less time consuming and more fit for purpose. Using SEEMIS information, an Excel spreadsheet customised to the needs of our establishment was created.

The benefits

The tracker, which is now in use at Primary School A, has been able to provide the following:

1

Create pivot tables which allowed staff to better scrutinise information in a wide variety of ways with no need for information to be calculated manually

2

By applying different filters, information can easily be extracted and applied when data is being scrutinised

3

This gives a clearer picture of individual learners *and* allows for the comparison of groups of learners with common features in a very easy and manageable way

4

Comparative data provided by the LA has allowed staff to consider progress in relation to quartile and Renfrewshire schools average. Additional information provided, allows for these comparisons to be made at individual school level

Impact on practice

Although some tracking was in place prior to the data literacy support, the process was time consuming at all levels. It is now easier to use and analyse information to drive progress. It is also now a collaborative task undertaken to benefit every learner. With the central team's support, class teachers are becoming more skilled in scrutinising data from standardised assessments and using these to support their own professional judgements. This is now being completed at more regular intervals across the school year.

Pupil Equity Fund

*Collective impact
Links to family learning & inclusion support

Renfrewshire Attainment Challenge

Pupil Equity Fund:
Primary School A

Approach

National Improvement Framework Drivers:

1. School leadership
2. Teacher professionalism
3. Parental engagement
4. Assessment of children's progress
5. School improvement
6. Performance information

Agreed actions

- One principal teacher appointed to depute head teacher to support the implementation of PEF
- One early years officer to support children and parents in P1
- Two classroom assistants to provide targeted support in literacy, numeracy, health and wellbeing
- One inclusion support assistant to support children and families
- Supported study payments to three class teachers to deliver family learning
- Breakfast club
- Resources to support learning and teaching

PEF Consultation

The head teacher supported by his management team, has created an open culture based on mutual respect and shared values. Together they have worked hard to seek the views of the school community on how to spend their PEF allocation.
Children, staff and parents were fully consulted about the Pupil Equity Fund by the head teacher and his management team. They circulated questionnaires, held formal and informal meetings, assemblies, class discussion and conducted consultation at the parent council. In particular the school have made excellent use of the 'Interventions for Equity' framework to help structure discussions and focus on priorities.

PEF journey from consultation through to implementation

Three actions centred round the recruitment of high quality staff have generated significant impact:

First high impact initiative: appointment of the principal teacher to depute head teacher to support the management of PEF. The head teacher reported that the DHT has been highly effective in leading change; supporting staff; collecting data and evidence across the school.
Second high impact initiative: appointment of one early years officer, two classroom assistants and one inclusion support assistant, to support P1 pedagogy and to deliver support to targeted children in literacy, numeracy, health and wellbeing.
Third high impact initiative: family learning sessions where evaluations from parents had all been very positive.

Finally, the head teacher recognised that the school had been very fortunate to have high quality staff fully committed to supporting and enriching learning across the school; targeting individuals; developing nurturing approaches; and working with families. The HT reported that the addition of the PEF had helped to raise the profile of pedagogy and develop distributed leadership.

Impact on Pupils

All of the children agreed that they had been consulted on the use of PEF. They described the 'Interventions for Equity' and the head teacher's graffiti board where suggestions could be posted. They all recognised that there were new initiatives in place to support them, and that these initiatives had made a positive impact on their progress. The children all felt that learning was 'much more fun'.

All of the children were able to describe activities to support either literacy, numeracy, and/or health and wellbeing. Several children commented that having regular short inputs of tables practice had made a difference to their ability, and that they now had the confidence to help other children learn them too.

The children also spoke very highly of the family learning sessions and how they had impacted positively at home with their parents. All of the children displayed a strong sense of belonging and appreciation of the work of the staff. The children all reported that they felt safe, cared for, and supported.

Impact on Parents

The parent group reported that they had been fully consulted on PEF through the 'Interventions for Equity' framework. All of the parent group were very knowledgeable about the range of supports on offer for their children and all had noticed improvements in their children's learning.

The parents spoke very positively about the quality of the school staff, and were very proud that their children were at Primary School A. They felt that communication across the school was a strength with very good use being made of IT to keep parents involved in children's learning.

The parents identified that the additional staff paid for through the PEF had increased the amount of support available for children, this included throughout the day and before and after school. All of the parents commented on the significant progress that their children had made.

The parents also commented on the effectiveness of the family learning. They had enjoyed hearing 'hints and tips' to use at home with their children and all commented very positively of the benefits of being able to speak freely with staff, and of the support networks that had been created with other parents.

Renfrewshire Attainment Challenge

Pupil Equity Fund:
Primary School A

Impact on Staff

The entire staff group felt that the head teacher had consulted with them effectively both through formal and informal meetings using the 'Interventions for Equity' framework to support discussion. All the staff were fully invested in the actions that had been identified. The support staff felt that they too had been fully consulted and were included and valued across the school.

The support staff appreciated meeting regularly with the depute head teacher to reflect on what was working and what needed to be changed. They felt empowered. The support staff commented on teamwork and on the head teacher's highly effective leadership style. One colleague states that the head teacher, 'lives his principles and values, every single day'.

The support staff felt that they had all benefitted from high quality professional development which was impacting positively on children's learning.

The staff group agreed that they had been given high levels of autonomy to effect change; that there was increased staff dialogue around learning and teaching; and that support was available to children across the school. The staff group also reported that the family learning opportunities had strengthened their relationships with parents and supported children's learning at home.

Challenges identified

The head teacher commented on the challenge of:

- Ensuring that the school was 'getting it right' for every child in terms of providing support
- Providing enough additional nurture time for children with the available resources
- Ensuring that teachers and support staff have protected time to plan together for children's learning
- Engaging with parents to come to events

Next steps for Primary School A

The Primary School team are now going to:

- Build on the success of the P1 pedagogy
- Create a project leader for family learning
- Create a project leader for Developing the Young Workforce
- Commission staff to provide more family learning opportunities
- Explore ways to facilitate teachers and support staff planning together
- Explore how best to further develop feedback through sharing data with children and parents

Roll:
School: 182
Nursery: 70

SIMD 1 & 2:
37%

Primary School A

Renfrewshire Attainment Challenge

Pupil Equity Fund:
Primary School B

***Collective impact:**
Links to parental engagement & literacy

Approach

National Improvement Framework Drivers:

1. School leadership
2. Teacher professionalism
3. Parental engagement
4. Assessment of children's progress
5. School improvement
6. Performance information

Agreed actions

- One Attainment Challenge teacher
- One Attainment Challenge nursery officer
- After school Reading Café to support children and parents
- Resources to support learning and teaching

PEF allocation

Children, staff and parents were fully consulted using questionnaires, formal and informal meetings, assemblies, and through the parent council. The school took full advantage of parents' evenings to talk with parents and carers about the PEF and noted that the 'Engaging Children and Families Toolkit' was a useful framework to help structure discussions and focus on priorities.
The head teacher reported that she had been a long serving member of staff at Primary School B, starting as a class teacher before becoming depute head teacher. As a result, she felt that she had a very good knowledge of the families and the community that the school served, and had benefitted from working with previous head teachers who were positive role models.

Why it worked well

The head teacher believes that as a former class teacher she has gained the respect of the staff by having high standards, working hard, and caring about the children and their families. She reported that her professional learning, in preparation for headship, had greatly benefitted her ability to lead and manage the PEF.
The head teacher stated that the school had a history of collecting attainment data to track and support children's learning, and consequently the staff had a sound knowledge of children's progress. She emphasised the complimentary skills of the management team, and the professionalism of the staff at Primary School B as key elements in taking forward the PEF plan.

The Reading Café

The head teacher reported that the Reading Café had been very successful. She attributed this to the time taken to ensure that the staff had been fully involved in the planning; the emphasis on building relationships between children, parents and staff; and the provision of a framework to support the organisation and management of each session. Using impact and evaluation data, the head teacher was able to demonstrate that all parents who had attended the Reading Café had evaluated the experience very highly. In addition, the staff had also reported increased knowledge of family circumstances; closer links between home and school; and more confidence in working with parents to help them support their children.

Impact on Pupils

All of the children in the focus group felt they had been consulted on usage of the PEF. They felt that their suggestions for improvement were acted upon, and talked about the benefits of the additional equipment in the playground.

All of the children were able to talk about activities in the school that supported literacy, numeracy and health and wellbeing. Several children talked about the benefits of the nurture room, and another child talked about supporting a friend who was dyslexic.

All of the children had enjoyed the Reading Café, reporting that it had made them more confident to read aloud and had improved their spelling. One child commented that the Reading Café had been 'the best thing ever' and several others noted it had 'brought me closer to my mum'. Indeed, there was general agreement in the group that reading together with a parent at home was enjoyable. All of the children identified that working with their parents, alongside other children from their class in the Reading Café wasn't embarrassing because 'they trusted one another'.

Impact on Parents

The parents in the group agreed that they had been consulted about the PEF, however they emphasised that at Primary School B it was the children, not the parents, who were at the centre of the consultation process.

The parents felt that communication in the school was very effective, commenting on how much they appreciated the monthly reports which allowed them to sort out any concerns with their child's learning at an early stage. One parent commented that the head teacher could, 'tell you the family history of every child in the school' and the parents expressed very high levels of satisfaction with the staff team at Primary School B.

The parents also commented on the effectiveness of the Reading Café. They had appreciated meeting staff in a more informal setting and seeing staff as, 'Just like ordinary people'. They had also enjoyed learning how to use the same techniques as the teacher to help their child at home. One parent commented on how helpful the reading strategies bookmark had been. In particular, the parents also noticed the pleasure to be gained from reading with their children and the positive impact this had on their relationships at home.

Renfrewshire Attainment Challenge

Pupil Equity Fund:
Primary School B

Impact on Staff

The staff group felt that the Head Teacher had consulted them effectively both through formal and informal meetings and were fully invested in the actions that had been identified.

They expressed confidence and trust in the head teacher's judgement, and recognised the effectiveness of the Reading Café approach. Whilst initially they felt a degree of uncertainty about working directly with parents, this proved to be unfounded due to the time spent agreeing the details of how the Reading Café would operate; the support staff offered one another; and the provision of the framework to assist with the organisation and management of each session. The staff group also reported the benefits of being able to share the reading strategies from the literacy project with parents; meet with parents in a more relaxed setting; and being able to share their own experiences of the challenges of parenthood.

The staff group felt that forward planning meetings were a very good opportunity to look closely at attainment data and how best to support individual children. One member of staff commented that the head teacher was always keen to keep the focus on improvement and would regularly, at these meetings, ask the question, 'What do you need to support this child?' The staff group reported that there were high levels of professional engagement and that all staff were willing to take on distributed leadership.

Challenges identified:

- Encouraging more parents to come to events
- Making family learning sustainable

Next steps for Primary School B:

- Build on the success of this year (early intervention/targeted support)
- Extend the Reading Café approach (model) to include non-fiction texts and digital learning
- Develop family learning and training of support staff in numeracy
- Introduce 'Place2Be' counselling series into the school
- Take forward P1 pedagogy

School Roll:
175

SIMD 1 & 2:
72%

Primary School B

Pupil Equity Fund:
Primary School C

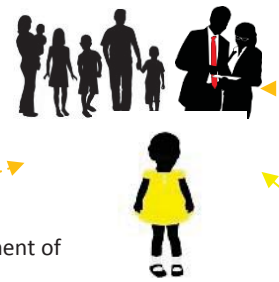
***Collective impact:**
Links to family learning, health and wellbeing, literacy & moderation

Attainment Challenge
The aim is to raise the attainment in literacy of 20 chosen pupils from SIMD 1 & 2 in P2-P5 by June 2018 with 80% of cohort targets being met at each review. The Teacher Judgement data indicated that the chosen pupils will need support to be more on track to meet national expectations for reading and writing.

Strategy
Consultation with staff, parents and children highlighted 6 Areas of Focus listed below:

Approach
- Supportive learning environment with effective whole staff training
- Positive pupil engagement with the PEF team and pupil desire to make progress
- Quality and quantity of appropriate targeted intervention by PEF team
- Parents/carers and families are fully informed and are encouraged to support learning

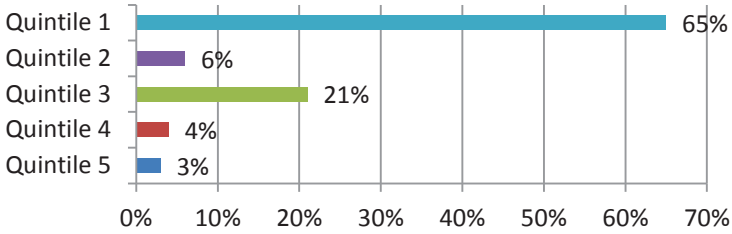
1. Emotional literacy and health & wellbeing support
2. Provision of targeted support
3. Training and development opportunities for staff
4. Further develop Literacy strategy to include a focus on writing
5. Support for the development of professional judgement/ moderation and effective feedback
6. Increased opportunities for family learning and support



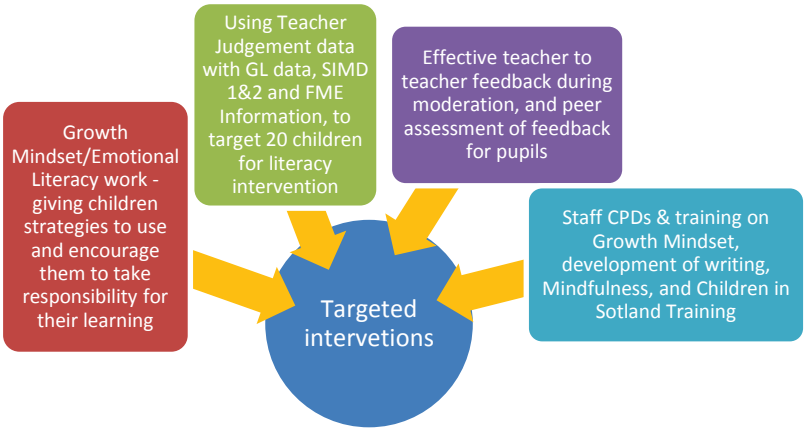
Pupil focussed
Effective, and
Flexible approach to raising attainment

Background
The intervention is set in an area in Renfrewshire where 65% of the children attending Primary School C are SIMD 1 and 2.

Children in these areas can face many barriers to learning which can affect their wellbeing, participation in school, and attainment.

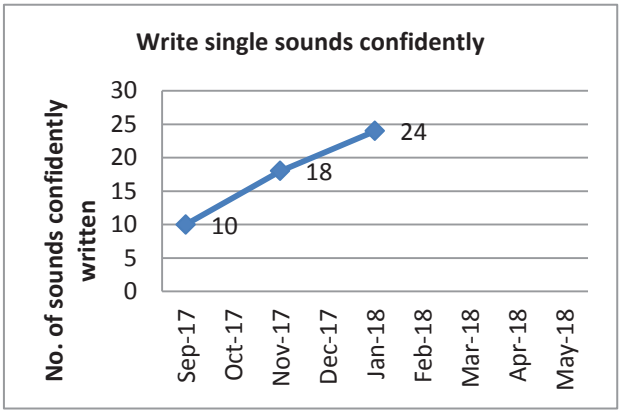


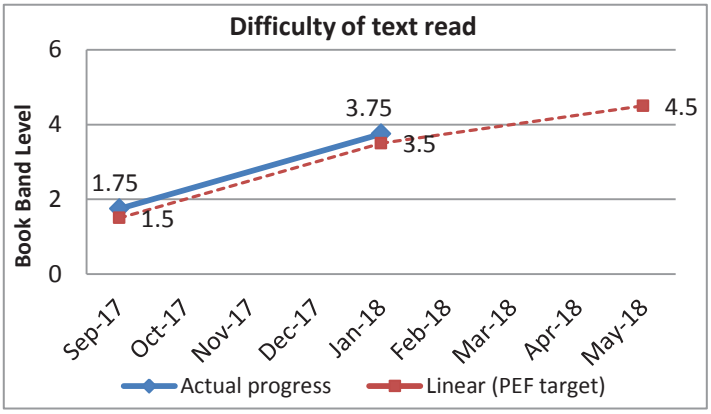
Targeted intervention
The Education Endowment Foundation was used to identify how best to target the 6 focus areas above to gain the biggest impact and least expense:



Targeted support
Staff carried out baseline assessments for each child. From the baselines, individual targets were set for children, based on benchmark assessments, and previous pace of learning, with added value aspect to increase pace. Attendance data per pupil was also collected. Different aspects were targeted for different pupils depending on which area of literacy they required support with.

Baseline assessments
- Reading single sounds
- Reading common words
- Engagement during class reading time
- Text difficulty
- Writing single sounds
- Writing common words





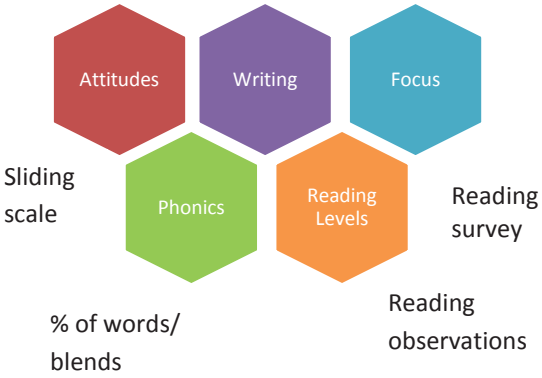
Confidence

Pupil confidence in reading single sounds, reading common words, and writing single sounds was tracked over the months. The above data shows a steady increase in the number of single sounds written confidently from Sept 17 to Jan 18 by a pupil.

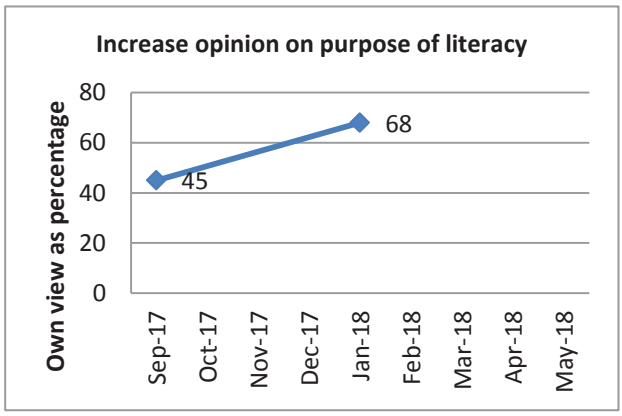
Text Difficulty

Book banding levels were used to set targets used to measure increased complexity of text read, based on previous pace of learning. This pupil, when assessed, had exceeded the target set for January 2018

What is being measured and how?



Example



Attitude to Literacy

This data is taken from reading surveys which measured pupil's opinions on literacy. There has been a 23% increase in opinion on literacy from Sept 17 to Jan 18 for this pupil.

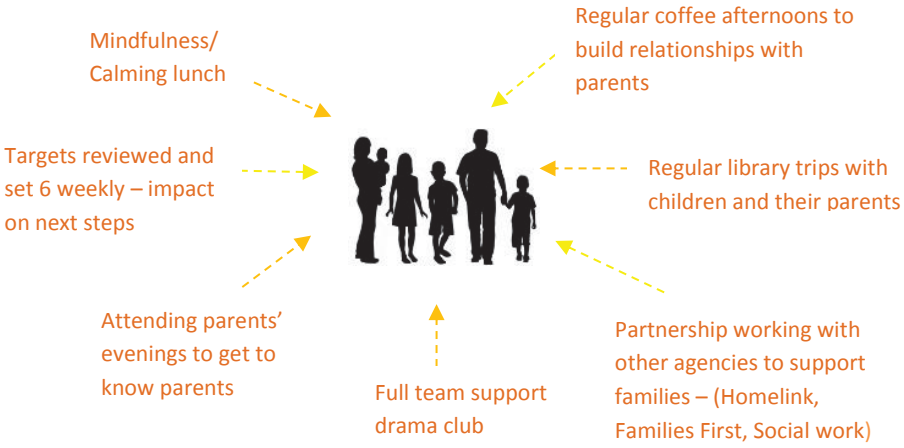
Why has it worked?

The intervention has been successful as there has been:

- Strong communication with regular formal and informal meetings between PEF Team and core staff
- Dedicated staff team with a range of different knowledge, strengths and ideas
- Wide baseline and a varied, targeted, approach to children and their support needs.
- Involving parents and staff in targets and using these to develop clear next steps.

How has it evolved?

A number of initiatives have evolved that were not planned, but have added to building and developing relationships with children and parents.



What next?

- Review pupils targeted next session based on SNSA data and Teacher Professional Judgement
- More cluster training opportunities
- Keep the same team – adapt the role of Inclusion Support Assistant (with training)
- More opportunities to work with families
- More creativity/ expressive art opportunities involving parents and community

To find out more about the Renfrewshire Attainment Challenge:

'RAC 2018'
https://youtu.be/F45davj4JBs

Renfrewshire Attainment Challenge (School Staff) Group

@AttainRen

Renfrewshire
Attainment
Challenge

Literacy, Numeracy, Health & Wellbeing

Renfrewshire Council

To: **Education and Children's Services Policy Board**

On: **1 November 2018**

Report by: **Director of Children's Services**

Heading: **Scottish Attainment Challenge - Care Experienced Children and Young People fund**

1. Summary

1.1. At the meeting on 23 August 2018 the Education and Children's Services Policy Board agreed to future reports on the use of the funding from the Scottish Attainment Challenge for care experienced children and young people. The report outlines the initial plans to utilise the funding in the current financial year.

2. Recommendations

2.1. The Education and Children's Services Policy Board notes the proposed utilisation of the Scottish Attainment Challenge – Care Experienced and Young People Fund.

3. Background

3.1. In June 2018, the Scottish Government announced it will invest £33 million of the Scottish Attainment Challenge to specifically support the educational needs of care experienced children and young people between now and the end of the parliamentary term.

3.2. The term 'care experienced' is now a widely used term within the sector to describe any person who has experience of being in care, regardless of their placement length, type or age.

3.3. This fund is part of the Scottish Government's commitment to ensuring that all care experienced children and young people are supported, underpinned by the getting it right for every child approach to improve outcomes and support their wellbeing.

3.4. The Scottish Government and COSLA agreed that the additional funding would be allocated using data from the annual Children Looked After Survey, for children aged between 5-15 who were looked after on 31 July 2017.

3.5. For the current financial year the funding allocated is £800 per child. The allocation for Renfrewshire in 2018/19 has been calculated at £359,200 based on 449 Looked after Children aged 5-15 on 31 July 2017. In future years the funding will increase to £1200 per child resulting in the allocation for Renfrewshire increasing to £538,800.

3.6. Whilst the funding is allocated using the number of looked after children aged 5 to 15, it is for the local authority to decide how the funding will best be used to improve the attainment of all care experienced children and young people. There is a need to ensure that the funding has a clear focus on delivering equity and improving educational outcomes for care experienced children and young people. It cannot be used to replace or replicate existing services.

3.7. In Renfrewshire the funds will be used to support care experienced children and young people. We use the term care experienced to include children and young people who:

- are looked after at home;
- are looked after in foster care;
- are looked after in residential services;
- are in kinship placements;
- on the periphery of care;
- are adopted; and
- those who were previously in one of the above categories.

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4. Progress

4.1. Renfrewshire Council has a strong governance arrangement in place for the Scottish Attainment Challenge. The Attainment Challenge Governance Board is chaired by the Chief Education Officer and had 4 specific workstreams: data analysis, learning and teaching, families and communities and leadership. A fifth workstream has been added in relation to the care experienced children and young people fund.

4.2. The care experienced children and young people workstream has been established to monitor the fund and implement plans. The workstream has representatives from education, social work and health and social work.

4.3 The initial plans for utilising the care experienced fund are focused on literacy, numeracy and health and wellbeing. The initial proposals are as follows:

- extending access to the Dolly Parton Imagination Library to include children aged birth to 5, who are looked after at home;
- providing “sleep hygiene” training for staff working directly with children and young people;
- provide additional support to care experienced children to improve attendance at school and improve engagement in the curriculum;
- implement a mentoring service in partnership with Aberlour Children’s Charity; and

- staffing to develop the family firm and education support for care experienced children and young people.

4.4 At present children aged birth to 5 and who are looked after away from home receive a new book every month from the Dolly Parton Imagination Library. The new funding will allow participation in this scheme to be extended to all children aged birth to 5 who are looked after at home. By extending the participation in this scheme all looked after children aged birth to 5, in Renfrewshire will have their own library by the time they start school.

4.5 Many care experienced children and young people have significant issues with sleeping. Their poor sleeping regime can have a negative impact on their ability to participate in the school curriculum. Sleep Scotland deliver 'sleep hygiene' training for staff who work with children and young people. This training will provide a range of staff (residential workers, social workers and teachers) with the knowledge and skills to support children with better sleep patterns.

4.6 Many care experienced children and young people face challenges in getting to school and engaging in the curriculum. In an attempt to reduce the impact and effect of poor attendance and poor engagement in learning it is proposed that additional direct support will be provided to address these areas. The new service will also provide direct support to parents of care experienced children and young people to engage in their child's learning journey. The new service includes partners in health, education and social work.

4.7 Over the past few years there is an increasing understanding of the positive impact of mentoring for care experienced children and young people. It is proposed that working with Aberlour Attain, Renfrewshire can deliver personalised support for looked after children and young people to improve attainment, resilience and wellbeing via a flexible, relationship-based mentoring service. The service will seek to recruit mentors from across Renfrewshire Council and partner agencies, who will encourage children and young people to value education and have high aspirations.

4.8 The final proposal for the initial use of the care experienced fund is to create two short term positions to provide leadership on developing the family firm model within Renfrewshire and to develop targeted education support for individual care experienced young people.

4.9 Future reports will be presented to the Education and Children's Policy Board on the impact of the care experienced children and young people fund.

Implications of the Report

1. **Financial** – The costs for the proposals outlined in this report will be contained in the grant allocated by the Scottish Government.

2. **HR & Organisational Development** – any new positions will be advertised in line with safe recruitment policies and costs will be maintained within the allocated funding model.

3. **Community Planning –** *none.*

4. **Legal** – *none.*

5. **Property/Assets** – *none.*

6. **Information Technology** – *none.*

7. **Equality & Human Rights**

   (a) The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. **Health & Safety** – none.

9. **Procurement** – none.

10. **Risk** – none.

11. **Privacy Impact** – *none.*

12. **Cosla Policy Position** – *not applicable.*

List of Background Papers

(a) Background Paper 1 – none.

Author: Michelle McCargo, Social Work Children's Services Manager
michelle.mccargo@renfrewshire.gov.uk
0141 618 6836

Renfrewshire Council

To: Education and Children's Services Policy Board

On: 1 November 2018

Report by: Director of Children's Services

Heading: Glasgow City Region Education Improvement Collaborative – Phase 2 Plan

1. **Summary**

1.1 In September 2017, Council approved Renfrewshire's participation in the Glasgow City Region Education Improvement Collaborative and the Regional Education Committee. This report updates members on the key actions identified for Phase 2 of this joint work.

2. **Recommendations**

2.1 Elected members are asked to:

- note the contents of this report; and
- note that further updates on the progress made by the regional improvement collaborative will be brought to future meetings of the Education and Children's Services Policy Board.

3. **Background**

3.1 On 28 September 2017, Council approved Renfrewshire Council's membership of the Glasgow City Region Education Improvement Collaborative (hereafter referred to as the West Partnership), and the

appointment of Councillor Jim Paterson to the Glasgow City Region Regional Education Committee. Councillor Paterson was subsequently appointed as convener of said committee.

3.2 The Regional Education Committee sets priorities each year and approves improvement plans and action plans developed by the West Partnership, which is comprised of senior officers from each of the eight partner local authorities. This officer group commissions workstreams to support the priority areas.

3.3 The West Partnership represents over 1000 educational establishments serving 34% of Scotland's school population. An analysis of key performance measures in 2017/18 showed that the region had above average performance in relation to broad general education, senior phase attainment, exclusions, and closing the gap in school leaver destinations.

3.4 During Year 1, the West Partnership has agreed its vision – Equity, Excellence, and Empowerment – and held joint events to support improvement and collaboration.

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4 Phase 1 Progress

4.1 The first improvement plan of the West Partnership had three themes: improvement, learner journey, and early learning and childcare. Phase 1 involved large-scale stakeholder involvement, partnership working with the University of Glasgow and Education Scotland, a staff conference focused on maths, and training on assessment and moderation.

4.2 As part of the evaluation of Phase 1, Head Teachers across the eight authorities were asked to consider the degree to which these priorities and the supporting activity within the West Partnership reflected their own school priorities. This feedback identified many strengths within the Phase 1 plan and provided a basis for the development of Phase 2. Phase 2 also reflects advice and recommendations from the International Council of Education Advisors.

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5. Phase 2 Action Plan

4.1 A key change for Phase 2 is the reconfiguration of themes which sees early learning and childcare absorbed into the other priority areas rather than be seen as a stand-alone theme. This recognises the

importance of a joined-up, cohesive approach to all our children and young people. In addition to the two core themes of improvement and learner journey, two-sub themes – leadership and learning – have been identified. The draft plan is included as Appendix 1 to this report.

4.2 For 2018/19, the West Partnership has stated its aims, which are listed below.

- Building collaborative professional inquiry approaches in nurseries, schools, and centre staff which will enhance leadership capacity, improve learning and teaching, and promote empowerment, excellence, and equity.
- Working in partnership to advance empowerment at all levels across the region to improve outcomes for children and young people.
- Establishing curricular networks of Additional Support for Learning (ASL) schools to bring about improvement in attainment and pedagogy; consistency in teacher judgement and share best practice.
- Designing and delivering a series of conferences/Career-Long Professional Learning (CLPL) events over 3-4 years for senior and middle managers and classroom/playroom practitioners.
- Identifying and sharing best practices in system leadership and support each partner to undertake peer review and challenge.
- Working with partners, including colleges, to consider curriculum design to extend the range of learner pathways on offer, particularly in the senior phase.
- Collaborating to improve succession planning of senior leaders in schools and nurseries.
- Advancing equity and excellence in schools and nurseries through capacity building in families and communities.

4.3 The West Partnership has produced a list of 21 performance measures to support the reporting of the impact of its work. The intention is to look at these measures as a whole, and where relevant, to consider them in the context of other factors such as deprivation in order to provide a deeper analysis of how well particular groups are performing and whether a change in priorities is needed.

4.4 The Action and Workforce Plan for Phase 2 covers activity to be undertaken over a two- to three-year period. It has nine workstreams, each led by a senior officer from one of the partner authorities and overseen by steering groups representing all partner authorities. Renfrewshire Council's Chief Education Officer, Steven Quinn, leads on the Career-Long Professional Learning workstream.

4.5 The nine workstreams are:

- Collaborative learning networks;
- Empowerment;
- Career-Long Professional Learning;
- Curricular/specialist networks;
- Curriculum design;
- Leadership – succession planning;
- Systems improvement;
- Families and communities; and
- Evaluating and reporting.

4.6 The West Partnership will develop and update its Improvement Plan annually, with annual revisions to be endorsed at the September meetings of the Regional Education Committee and thereafter submitted to Education Scotland.

Implications of the Report

1. **Financial** – the work of the Regional Improvement Collaborative has some financial implications mainly relating to administrative support, staff time, and backfill arrangements. There will be funding available from the Scottish Government to support this.

2. **HR & Organisational Development** - the work of the Regional Improvement Collaborative has a minor impact on HR and OD mainly relating to staff time required to support the partnership.

3. **Community/Council Planning –** the work of the Regional Improvement Collaborative supports the Council priorities of 'Reshaping our place, our economy and our future', 'Tackling inequality, ensuring opportunities for all', and 'Working together to improve outcomes'. It supports the Community Plan aims of 'Our Renfrewshire is thriving' and 'Our Renfrewshire is fair'.

4. **Legal** - none

5. **Property/Assets** – none

6. **Information Technology** – none

7. **Equality & Human Rights** - the recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified

arising from the recommendations contained in the report because it is for noting only. Evaluation of the impact of the work of the West Partnership will include consideration of impact on particular equality groups.

8. **Health & Safety** - none

9. **Procurement** – none

10. **Risk** - none

11. **Privacy Impact** - none

12. **COSLA Policy Position** – COSLA supports the model of regional improvement collaboratives.

List of Background Papers

(a) Regional Improvement Plan (Phase 1) – Evaluation Report to Glasgow City Region Education Committee, 28 August 2018
(b) West Partnership Draft Regional Improvement Plan (Phase 2)
(c) Report to Glasgow City Region Education Committee, 28 August 2018

The foregoing background papers will be retained within Children's Services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Steven Quinn, Chief Education Officer and Assistant Director, Tel 0141 618 6839, email Steven.Quinn@renfrewshire.gov.uk

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Author: Lisa Fingland, Service Planning & Policy Development Manager (Children's Services); Tel 0141 618 6812; email *Lisa.Fingland@renfrewshire.gov.uk*

GLASGOW
CITY REGION
Education

EQUITY, EXCELLENCE AND EMPOWERMENT

Regional Improvement Plan

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Foreword

I am proud to present the second iteration of the West Partnership's Regional Improvement Plan for submission to Education Scotland.

Over the course of 2018, following the publication of our previous plan, we have sought to explore how we can, and indeed will, seek to work together for the benefit of our region's children and young people.

This hasn't been from a standing start. Collaboration across our 8 partners has been well established for a number of years. We are, and always have been, a close knit network of professionals, learning from one another, and working together to deliver.

And it is evident in our performance.

In a region with some of the country's most challenging communities, the performance of each authority is a match for anyone else with children and young people across the West Region performing above expectations. This is not by accident and it is thanks to the sustained efforts of staff from across each authority that we can be proud of our record.

But we know there is still much to do and it is by working together, seeking to build on our collaborative foundations that we can continue to drive performance even further.

We are clear in both the outcomes we want to achieve and how we will get there – it's about Equity, Excellence and Empowerment at all levels.

It's more than just a vision too – it's a culture we want to build in every one of our schools and nurseries across the region, improving learning and teaching and, crucially, improving the outcomes for all of our learners.

And it's a journey we've already started.

In the short time that we've formally worked together as a Regional Collaborative, we have already demonstrated the value and impact that we can collectively achieve through the running of joint events and opportunities for all 8 authorities.

But this is just the start. This second Regional Improvement Plan builds on the vision we set out in our previous plan, outlining an ambitious programme to drive even further improvement within and across each of our partners, enhancing the current offer to our schools and delivering for our learners.

As I made clear in last year's plan, evaluation will be crucial to our success. We have a duty to all of our learners to demonstrate the impact we're having. If we're serious about closing the gap, we need to be able to show it. We need to demonstrate that our actions, in each and every workstream, are having the desired impact.

The West Partnership has the opportunity to drive the transformation of education across our region – delivering an equitable, excellent and empowered system which will improve experiences and outcomes for all of our learners and leave no one behind. This improvement plan represents the next step in that journey and I am proud to present it.

Cllr Jim Paterson
September 2018

Distinctiveness of West Partnership

Of the six Regional Improvement Collaboratives, the West Partnership serves the greatest number of children with 34% of Scotland's school population attending our schools. There are over 1000 nurseries, primary, secondary and special schools in the West Partnership, serving mainly urban but also many rural communities. As such, schools vary in size from some of the smallest in South Lanarkshire to some of the largest primary schools in East Renfrewshire and the largest secondary schools in Glasgow. This broad range as well as a fairly compact geography gives the West a high capacity for collaboration and learning.

Our schools deliver education to a diverse group of learners; children and young people living with deep-seated poverty, from a wide range of ethnic groups and those with some of the highest levels of affluence. Five of the partners are involved in the Scottish Attainment Challenge (SAC), a sixth has Attainment Challenge schools and almost all schools in the region have an allocation of Pupil Equity Funding (PEF). We recognise that as a partnership we can make the greatest difference for many children, young people, families and communities and the teaching profession through working with our partners in Higher and Further Education. We also recognise that we can contribute hugely to the national agenda of achieving Excellence and Equity for all learners.

The West is starting from a position of strength. An analysis of key measures linked to attainment and attendance was undertaken in 2017/18 to establish baselines for key measures. This analysis indicated that the West is outperforming expectations:

- Performance better than national average in:
  - Broad General Education (CfE teacher judgements)
  - Senior Phase
  - Exclusions
- Closing Gap in School Leaver Destinations

At the time of publication, three of the SAC authorities have undergone recent inspections, identifying many strengths in their approaches to improving learning and teaching and raising attainment. There is much to learn from each other and a willingness to do so through collaborative activities.

Development of Phase 2 Plan

The first improvement plan focused on three main themes: Improvement; Learner Journey and Early Learning and Childcare. Through an extensive consultation process with Head Teachers from across the region, we asked how these and the supporting activities reflected their own priorities: 85% agreed we were focusing on the right areas. As a Partnership we have engaged with stakeholders to identify priorities going forward and our Phase 2 plan reflects their feedback on the support they need to bring about further improvement in their schools, classrooms and playrooms.

The evaluation of our Phase 1 plan identified many strengths and suggestions for consideration for Phase 2. Appendix 1 details the specific actions which have been taken to consider and address the evaluation of the Phase 1 Plan as we have devised Phase 2. We have also reflected on the advice and recommendations in the first report from the International Council of Education Advisers, in particular how we can collaborate to deliver a school and teacher-led education system designed to empower the workforce, parents, pupils and communities and enhance local authorities' duties to bring about improvement in all schools for all learners.

Notably, through consultation with stakeholders, a decision has been taken to reconfigure the themes, absorbing Early Learning and Childcare (ELC) into the other priority areas and removing it as a standalone theme. ELC remains central to the delivery of improved educational outcomes across the West Partnership and it is through integration within the wider work of the Partnership that we will be able to deliver for all of our learners in a much more joined up, cohesive way. It is envisaged that senior ELC officers from each member authority will continue to network to collaborate across the region as part of the wider work of the West Partnership.

Vision and Purpose

Since publishing the Phase 1 Improvement Plan, the West Partnership Board has developed its purpose and vision. Equity, Excellence and Empowerment encapsulates the culture we want to embed enhancing the work of each local authority to bring about further improvement in our schools and outcomes for our learners.

We will build on existing practice to build a learning system which will bring about Equity, Excellence and Empowerment. This system will promote a culture of learning and bring about improvement at all levels from the classroom to directorate. We will facilitate collaboration which will promote, allow and scaffold learning and challenge partners.

Our workstreams for 2018 – 2021 complement our vision with Equity, Excellence and Empowerment as the core purposes of our work. **These are outlined in our Plan on a Page and are detailed further in our workforce and action plan:**

- Collaborative learning networks
- Empowerment
- Curricular networks and networks of ASL schools
- CLPL which will build learning networks
- Systems improvement
- Curriculum design
- Leadership and succession planning
- Families and Communities

Plan on a Page

Vision

Equity	Excellence	Empowerment

Themes

Improvement	Learner Journey

Sub-themes

Leadership	Learning

From 2018-19 the West Partnership will build a learning system through:

- Building collaborative professional inquiry approaches in nurseries, schools and centre staff which will enhance leadership capacity, improve learning and teaching and promote empowerment, excellence and equity.
- Working in partnership to advance empowerment at all levels across the region to improve outcomes for children and young people.
- Establishing curricular networks and networks of ASL schools to bring about improvement in attainment and pedagogy; consistency in teacher judgement and to share best practice.
- Designing and delivering a series of conferences / CLPL events over 3 – 4 years for senior and middle managers and class/playroom practitioners.
- Identify and share best practices in system leadership and support each partner to undertake peer review and challenge.
- Working with partners, including colleges, to consider curriculum design to extend the range of learner pathways on offer, particularly in the senior phase.
- Collaborating to improve succession planning of senior leaders in schools and nurseries.
- Advancing equity and excellence in schools and nurseries through capacity building in families and communities.

Critical Indicators

The work of the West Partnership is to build a learning system; this will involve learning and improvement at school and authority level. This will enhance the work carried out by individual schools and local authorities. The high level indicators set out below are key measures which will allow the Partnership to report on the impact of its work with schools although we recognise that improvements will be due to a variety of factors of which the work of the West Partnership will be one aspect. Some of the key indicators will be broken down by SIMD quintiles and in the future by different groups of learners, such as ethnicity, to analyse, measure and report on how well particular groups are performing and indicate the need for a change in priorities. Further explanation of the critical indicators and targets is included in the section Evaluating the Impact of the Plan.

Indicators	2016-17 Baseline	2018-19 Value	2019-20 Value	2020-21 Value	2020-21 Target
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71				78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78				85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	90				91
% of S3 pupils achieving third level or better in numeracy	90				91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	47				55
% of S3 pupils achieving fourth level or better in numeracy	57				63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	63.8				74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	31.8				35
% of leavers achieving SCQF Level 5 or better in literacy	81.3				86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1				76
HWB indicators (baseline to be established in August 2019 when SG census has been designed)	TBC				
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	TBC				
Mean change in staff knowledge, understanding and confidence as a result of the professional learning	TBC				
% of establishments evaluated as good or better for leadership of change	59	63			75
Primary Exclusion Rates (Rate per 1000 pupils)	9.9				6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8				45
Primary Attendance Rates	94.6				95
Secondary Attendance Rates	90.7				92
Initial School Leaver Destinations	93.6				95
% of establishments evaluated as good or better for learning, teaching and assessment	57	66			75
Proportion of West Partnership Accredited applicants for schools senior leadership posts	TBC				

Governance

The West Partnership remains committed to ensuring there is a strong local democratic oversight of our work and our role in delivering an enhancement to the work currently being undertaken by each of our member authorities.

The West Partnership is overseen by the Glasgow City Region Education Committee, made up of the Education Conveners (or appropriate substitute) from each member authority, as follows:

- East Dunbartonshire Council
  – Cllr Jim Goodall
- East Renfrewshire Council
  – Cllr Paul O'Kane
- Glasgow City Council
  – Cllr Chris Cunningham
- Inverclyde Council
  – Cllr Jim Clocherty
- North Lanarkshire Council
  – Cllr Frank McNally
- Renfrewshire Council
  – Cllr Jim Paterson (Convener)
- South Lanarkshire Council
  – Cllr Katy Loudon
- West Dunbartonshire Council
  – Cllr Karen Conaghan

It is the role of the Committee to consider and endorse the Improvement Plan and receive and scrutinise reports on the progress of the plan and its impact on stakeholders. The Terms of Reference for the Committee provide the opportunity for regular reports to be submitted to the City Region Cabinet, providing further oversight of activity.

The Committee is chaired by the Convener, Cllr Jim Paterson, elected by the eight members. The Convener represents the Committee when reporting to the Glasgow City Region Cabinet as required. It meets on a quarterly basis, as agreed by the Committee and this will remain under review for the coming year. An annual calendar of meetings has been prepared and circulated to all members.

The Improvement Plan, and associated actions, will also be overseen through the existing governance arrangements of each member authority, maintaining local democratic accountability for the delivery of education to each community and council area. This approach also enables the continuation of existing strong partnership working in each council area for children's services to contribute to the wellbeing of children and families and, in turn, drive improvement.

Given the development of a number of individual workstreams, it is necessary to establish further governance arrangements for the effective operation of the West Partnership.

It is proposed that each individual workstream lead / co-lead will report to the West Partnership Board, made up of the eight individual Directors/ Chief Education Officers of each member authority. These regular reports will ensure that a consistent, complementary approach is delivered through each workstream, supported by Education Scotland, and contributing to the successful delivery of improved education outcomes across the region.

It will be for each Education Convener, in discussion with their Director/Chief Education Officer to report, as appropriate, to their own local democratic structures on the impact of the West Partnership's activities on their own stakeholders.

Future Plan Development

The West Partnership took advantage of nationally organised PEF events to gather the views of Head Teachers on the priorities and activities set out in the Phase 1 plan. We also gathered views of Head Teacher groups on priorities for input at practitioner conferences and in June 2018 surveyed staff to seek views on the needs of class and play room practitioners. All of these views have been considered when devising our Phase 2 Plan.

We continue to be committed to ensuring that stakeholders from across the region can contribute to the development of the work of the Partnership and, in particular, the ongoing development of the Improvement Plan. Furthermore, we are committed to engaging with schools across the region, ensuring coherence between the improvement plans of individual schools and the Regional Improvement Plan as set out in this document, each reflecting the annually updated National Improvement Framework and Improvement Plan.

The West Partnership represents a substantial proportion of the Scottish population, significantly larger than comparator Regional Improvement Collaboratives with over 1000 schools and ELC settings. Given the consultation undertaken throughout our first year in seeking to set up the work of the Partnership it has not been possible to rigidly reflect the timeline outlined below. However, the Evaluation and Reporting Steering Group will look to put a system in place during 2018-19 to ensure the views of stakeholders are systematically gathered on an annual basis, being informed by and complementing their own individual School Improvement Plans which in turn will reflect the priorities and drivers as set out in the National Improvement Framework.

The following process has been identified for future plan development and revision:

Period	Action	Outcome
December	Publication of the Scottish Government's annual National Improvement Framework	Informs the development of individual local authority improvement plans (LIP) and school improvement plans (SIP) within each of the 8 partner authorities
Jan – March School Term	Individual local authorities and schools develop improvement planning priorities taking account of the NIF and associated improvement plan	School improvement planning priorities feed into the West Partnership Improvement Plan, complementing LIPs.
April – Summer School Term	The West Partnership develops/ updates an Improvement Plan, in preparation for the coming school year	The West Partnership Improvement Plan endorsed by the August/ September meeting of the Regional Education Committee and submitted to Education Scotland.

In addition, the Partnership has engaged with additional stakeholders from across the education sector, including HE and FE establishments, Trade Unions, Education Scotland and the Care Inspectorate, and will continue to do so as pertinent to the planning priorities and the needs of schools.

Evaluating the Impact of the Improvement Plan

As can be seen in the next section of the plan, the Partnership has established an Evaluation and Reporting Steering Group with a remit to: Be the focal point for evaluating, measuring and reporting on the impact of the West Partnership's Improvement Plan. This group is crucial to the work of the Partnership, supporting it to evaluate its activities and use evidence to identify future priorities. The group will oversee and be the receptacle for evaluations of all activities related to the West Partnership and will devise tools to ensure such are consistently evaluated and their impact measured.

Baselines and Targets

The group has put in place a data sharing agreement amongst the eight partners and devised the Critical Indicators, baselines and targets as set out in page 8 of the plan as key measures. The group, supported by our Education Scotland Regional Adviser, has established baselines based on an analysis of available performance data and used trend data, where available, to put targets in place. Where trend data has not been readily available, such as CfE Teacher Judgements, targets are of an experimental nature and as such will be kept under review. These targets will be used to report on the progress of the plan and its impact on the key measures.

Independent Evaluation and Review

We seek to deploy a Policy Scotland Research and Knowledge Exchange Officer from Glasgow University to support the work of each workstream by pointing staff in the direction of the most up-to-date evidence, knowledge and expertise in local authorities, regionally, nationally and internationally, supporting the development of our learning system. This resource would also offer independent evaluations on the impact of new practices developing within class and playrooms, schools and local authorities.

Our Education Scotland Regional Adviser will continue to provide support and challenge to the West Partnership Board and workstream steering groups and will gather evidence to provide an independent view of the impact of the Partnership's work to the Chief Executive and Chief Inspector of Education Scotland. The Regional Adviser will also review the Phase 2 plan in partnership with the Regional Lead Officer (RLO), and a Regional Adviser and RLO from other Regional Improvement Collaboratives through a peer review approach.

The Scottish Government has indicated it will commission research to evaluate the establishment of the Regional Improvement Collaboratives initially, and in 12 – 18 months, for impact on stakeholders. When published these reports may include recommendations which will be taken into account in any future West Partnership plans.

Action and Workforce Plan

The action plan which follows indicates the work which will be taken forward over the next two – three years and key personnel from local authorities and Education Scotland, who will lead and support each workstream.

1. Collaborative Learning Networks

Work Stream Lead	**Steering Group Participants**
Mhairi Shaw East Renfrewshire Council	Greg Bremner, East Dunbartonshire Council Janice Collins, East Renfrewshire Council Donnie MacLeod, Glasgow City Council Mairi McFarlane, Inverclyde Council Nancy Ferguson, North Lanarkshire Council Laura McAllister, Renfrewshire Council Jacqueline Wallace, South Lanarkshire Council Helen Brown, West Dunbartonshire Council Education Scotland
Remit: To enhance existing collaborative school-based networks to achieve excellence and equity which will build professional empowerment, responsibility and ownership, improve leadership capacity, learning and teaching and lead to improved outcomes for learners.	Action: 1. Map collaborative school based networks to identify current activity and expertise. 2. Devise key characteristics, principles, shared protocols, structures and tools which will define collaborative working in the West Partnership. 3. Offer opportunities / issue invitations for schools to be more outward looking through widening networks across and between local authorities. 4. Specific collaborative approaches may include: Leadership and Learning Rounds; Improvement Science; Lesson Study, Collaborative Action Research; etc. 5. Support schools to utilise different types of evidence, knowledge and expertise from local authority, Education Scotland and University to develop and share and evidence the impact of new practices. 6. Provide strategic direction for the partnership to build a culture and the capacity for inter-authority partnership and collaboration through the steering group and external challenge and support. 7. Liaise with CLPL group to deliver events to share learning and best practice. 8. Develop systematic mechanisms to support and monitor impact of the activity.
Additional Resources / Support Required	Policy Scotland Research and Knowledge Exchange Officer

2. Empowerment

Work Stream Lead	Steering Group Participants
Isabelle Boyd North Lanarkshire Council	Gordon Moulsdale, East Dunbartonshire Council Siobhan McColgan, East Renfrewshire Council Maureen McKenna, Glasgow City Council Alison McLellan, Inverclyde Council Anne Munro, North Lanarkshire Council Gordon McKinlay, Renfrewshire Council Vicky Quinn, South Lanarkshire Council Laura Mason, West Dunbartonshire Council Education Scotland
Remit: West Partnership affirms that "empowered, responsible and collaborative schools are an important part of our shared vision for education". During 2018 – 19 consider recent documents including: joint agreement between ADES, COSLA, Education Scotland, Scottish Government and SOLACE; International Advisory Group and Education Scotland Framework on Empowerment to develop a shared understanding of what an empowered system looks and feels like and work towards consistency across the West Partnership.	Action: 1. Ensure clarity of purpose and vision "Set out an explicit theory of change that underpins and supports the current strategies and approaches to educational improvement, which will help to identify the conditions that need to be in place for the aims of the educational improvement programme to be achieved." International Council of Education Advisers, June 2018 • Develop a shared understanding of what we mean by system leadership and the context for system change • Develop a shared understanding of what an empowered system looks and feels like. 2. In partnership with Education Scotland, using HGIOS4 (1.3) and driven by a strong evidence base, provide clarity and consistency through the development of a West Partnership toolkit which will support self-evaluation and peer review of empowerment at school, local authority and regional level. 3. Based on our shared understanding of what an empowered system looks and feels like, co-produce a detailed implementation/action plan which will help create an empowered, self-improving system underpinned by "professional empowerment, responsibility, and ownership" at school, local authority and West Partnership level. 4. Liaise with other workstreams e.g. CLPL and Systems Improvement to ensure consistency and support.
Additional Resources / Support Required	10 days input from Robert Owen Centre (GU) and Education Scotland.

3. CLPL

Work Stream Lead	Steering Group Participants
Steven Quinn Renfrewshire Council **Jacqui MacDonald** East Dunbartonshire Council	Elspeth Smith, East Dunbartonshire Council David Gordon, East Renfrewshire Council Donnie MacLeod, Glasgow City Council Mairi McFarlane, Inverclyde Council Robert Smith, North Lanarkshire Council Gerry Carlton, Renfrewshire Council Eunice Young, South Lanarkshire Council Linda Booth, West Dunbartonshire Council Education Scotland
Remit: To support the development of learning networks by facilitating collaborative events and professional development opportunities.	Action: The workstream will support the development of a learning system by: • offering opportunity at all levels to enhance learning networks across the partnership; • working with all workstreams to support the wider partnership agenda through appropriate CLPL; • using evidence from stakeholder engagement to enhance existing professional development opportunities; and • using feedback from Education Scotland analysis of inspections to inform needs/priorities of practitioners. The workstream will: • facilitate the delivery of 'major conferences' with a focus on empowering schools to work collaboratively on areas of strength and challenge; • facilitate and support smaller conferences and seminars on agreed strengths/challenges resulting from learning networks that are established; • develop practice that will ensure all education establishments are fully aware of and have opportunity to access professional learning on offer; • work in partnership with Education Scotland and other partners to deliver high quality professional development opportunities that enhance existing provision.

Work Stream Lead	Steering Group Participants
Additional Resources / Support Required	Administrative/Officer Support 0.5FTE £20k • Coordinate CLPL opportunities across the partnership • Liaise with Education Scotland and academic partners to support learning through events • Organisation of events, conferences, seminars etc. • Coordinate requirements across all workstreams to ensure collective impact • Facilitate and support learning networks created across the partnership IT Support (purchased as required from existing authority) £20k • Investigate IT solutions that improve access to professional development for all staff across the partnership • Support events, conferences and seminars • Video events and upload to appropriate platforms Input required from Education Scotland re procurement

4. Curricular / Specialist Networks

Work Stream Lead	**Steering Group Participants**
Tony McDaid South Lanarkshire Council	Kit Gilbert, East Dunbartonshire Council Willie Inglis, East Renfrewshire Council Gerry Lyons, Glasgow City Council Liz Varrie, Inverclyde Council David Craig, North Lanarkshire Council Lisa Chalmers, Renfrewshire Council Jill Pringle, South Lanarkshire Council David Byars, West Dunbartonshire Council Education Scotland
Remit: As part of the West Partnership approach to the development of Learning Networks, establish self-sustaining subject networks for secondary schools to bring about improvement in pedagogy, assessment and attainment	Action: 1. Audit current practices across the region in supporting secondary subject specialists. 2. Establish a self-sustaining network to support collaboration in the ASN sector. 3. Agree function of regional subject networks, regularity and format of forums. 4. Identify teacher leaders for each curriculum subject area across the region. 5. Liaise with CLPL and Evaluating and Reporting Groups as appropriate.
Additional Resources / Support Required	Time for leads in each subject Lead for ASN network

5. Curriculum Design

Work Stream Lead	**Steering Group Participants**
Tony McDaid South Lanarkshire Council	Kit Gilbert, East Dunbartonshire Council Kathleen McGuire, East Renfrewshire Council Gerry Lyons, Glasgow City Council Stephen Parsons, Inverclyde Council Lizanne McMurrich, North Lanarkshire Council Lisa Chalmers, Renfrewshire Council Stewart Nicholson, South Lanarkshire Council Susan Gray, West Dunbartonshire Council Education Scotland
Remit: In partnership with key stakeholders support schools and ELC settings across the region to ensure they are designing and delivering a curriculum which has a range of pathways, will meet the needs of all children and young people and lead to improved outcomes.	Action: • Continue to offer CLPL opportunities for school leaders and class teachers which will improve assessment and moderation and bring about consistency in teacher judgements across the region. • Audit the range of courses available in the Senior Phase across the region and work with DYW and FE partners to improve the range of curricular pathways for young people. • Through sharing practice and developing professional learning networks, support schools and ELC settings to ensure there is appropriate progression for learners, particularly at key transition stages • Continue to support schools and ELC settings to address the recommendations of Making Maths Count, with a focus on improving confidence and attitudes to numeracy and mathematics. • Progress the recommendations from A Blueprint for Fairness from the Widening Access Commission.
Additional Resources / Support Required	EDO for assessment and moderation

6. Leadership – Succession Planning

Work Stream Lead	**Steering Group Participants**
Laura Mason, West Dunbartonshire Council	George Cooper, East Dunbartonshire Council Tracy Morton, East Renfrewshire Council Jim Wilson, Glasgow City Council Alison McLellan, Inverclyde Council Gerard McLaughlin, North Lanarkshire Council Julie Colquhoun, Renfrewshire Council Angie Sneddon, South Lanarkshire Council Paul Darroch, West Dunbartonshire Council Education Scotland
Remit: Devise a system which will improve recruitment of school senior managers across the region. Create a pool of West Accredited applicants for improved succession planning across the RIC.	Action: 1. Liaise with Scottish Government, Education Scotland (SCEL) and SCES. 2. Gather and analyse data on HT and DHT recruitment and retention within each local authority over the past 3 – 5 years. Take account of demographics, including denominational elements. 3. Audit practices within constituent local authorities in succession planning and leadership development. Research practice beyond the West Partnership on a national / international basis. 4. Establish bespoke West solutions to include: • Coaching/mentoring/guiding • Post exchanges • Applied leadership learning 5. Devise a West Assessment Centre leading to a pool of credible candidates for school senior management positions. 6. In 2019/20 pilot system and devise roll out plan. 7. From 2020/21 implement roll out plan. 8. Monitor and report on impact.
Additional Resources / Support Required	Administrative Support; 20 days backfill of QIO

7. Systems Improvement

Work Stream Lead	Steering Group Participants
Maureen McKenna Glasgow City Council	Greg Bremner, East Dunbartonshire Council Mark Ratter, East Renfrewshire Council Jim Wilson, Glasgow City Council Elsa Hamilton, Inverclyde Council Derek Brown, North Lanarkshire Council Mairi Thomas, Renfrewshire Council Carole McKenzie, South Lanarkshire Council Julie McGrogan, West Dunbartonshire Council Alistair Brown, Education Scotland
Remit: To identify, share and develop best practices in quality improvement across the West Partnership.	Action: 1. Audit existing policies and practices in each constituent local authority to identify best practice in quality improvement. 2. Share findings with senior leaders across the region. 3. Consider developing learning partnerships at system level as appropriate. 4. Devise programme of opportunities to develop practices in self-evaluation, quality assurance, support and challenge at senior leadership level in schools and officer level in each local authority which will lead to continuous improvement and consistency in evaluating education delivery and outcomes. 5. Consider nationally co-produced guidance to devise a system which will enable each partner to undertake peer to peer review and challenge. 6. Monitor impact through internal and external reviews and inspections.
Additional Resources / Support Required	Administrative Support

8. Families and Communities

Work Stream Lead	Steering Group Participants
Ruth Binks Inverclyde Council	Alison Brien, East Dunbartonshire Council Rosamund Rodriguez, East Renfrewshire Council Donnie MacLeod, Glasgow City Council Norman Greenshields, Inverclyde Council Judi Pollok, North Lanarkshire Council Maureen Sneddon, Renfrewshire Council Robert Hynd, South Lanarkshire Council Claire Cusick, West Dunbartonshire Council Education Scotland
Remit: To identify, share and develop best practices in addressing inequity through family learning community capacity building and parental engagement.	Action: 1. Audit existing interventions in family learning, community capacity building and parental engagement across the region, which support families living with poverty / inequality of outcomes. 2. Work with Education Scotland to identify best practices in family learning and parental and community engagement. 3. Devise programme of opportunities to share and develop practices in family learning and parental / community engagement. 4. Work with NPFS representatives across the region to devise a series of conferences focused on developing family / community learning and parental engagement. 5. Share best practice for Parental Engagement Strategies and work jointly to take forward the Scottish Government Action Plan on Parental Involvement and Engagement.
Additional Resources / Support Required	Support from Education Scotland for Development Officer time.

9. Evaluating and Reporting

Work Stream Lead	**Steering Group Participants**
Ruth Binks Inverclyde Council	Jan Pollok, East Dunbartonshire Council Mark Ratter, East Renfrewshire Council Michele McClung, Glasgow City Council Neil Campbell, Inverclyde Council James Foley, North Lanarkshire Council Fiona Wright, Renfrewshire Council Stewart Nicolson, South Lanarkshire Council Andrew Brown, West Dunbartonshire Council Alistair Brown, Education Scotland
Remit: Be the focal point for evaluating, measuring and reporting on the impact of the West Partnership's Improvement Plan.	Action: 1. Agree critical indicators to measure impact of the partnership's improvement plan. 2. Agree baselines and targets for identified critical indicators. 3. Establish systems for gathering evidence and data of the impact of the activities offered in the West Partnership. 4. Devise tools which will be used consistently across the partnership to evaluate the impact of activities. 5. Liaise with all other groups to ensure they are informed of the evaluations of their activities to support self-evaluation, reflection and consideration of future plans and activities.
Additional Resources / Support Required	Support from the Scottish Government's Learning Directorate Statistical Unit is required to support the group's work in analysing data on a regional basis. Allocation of 1.0 data officer to set up systems for the collation, ongoing analysis and evaluation of data for reporting purposes. Policy Scotland Research and Knowledge Exchange Officer

Appendix 1

West Partnership

Phase 1 Plan (Jan 2018) → Phase 2 Plan (Sept 2018)

	Recommendations and areas for consideration	Actions
1.	In developing its plan further, and, in line with advice provided in Regional Improvement Collaboratives: Guidance on Developing Regional Improvement Plans, paragraph 8, the Partnership needs to indicate more explicitly how it "intends to reduce inequalities (and) target improvement in the four national priorities from the NIF".	The Phase 2 Plan Workstream 'Collaborative Learning Networks' has a clear focus on excellence and equity. Approaches to improving outcomes in literacy, numeracy and HWB and closing the attainment gap will arise naturally from the work of many workstreams but in particular Workstreams 1, 3, 4, 5, 7 and 8. Improvement in Employability skills and sustained positive school-leaver destinations will come under Workstream 5. Critical indicators include key measures linked directly to the actions in the Phase 2 plan and the NIF.
2.	The partnership should also develop further how it will "…share and learn from best practice in raising attainment across all eight member authorities." (Paragraph 2.5)	Workstreams 1, 3, 5 and 7 will offer opportunities to identify and share best practices in raising attainment
3.	In developing its plan further, the Partnership should outline its initial rationale for identifying its three priorities for improvement.	Ref. sections on Development of Phase 2 Plan and Vision and Purpose on pages 2 – 3 of Phase 2 Plan
4.	In developing the next phase of its plan, the Partnership should provide more information about how it has engaged with its stakeholders.	Ref. Development of Phase 2 Plan and Future Plan Development pages 6 and 12
5.	The Partnership recognises (para 6.3) that as a future development, "It is envisaged that future Improvement Plans, and revisions to the existing Plan, (GCREIC) will consult with the schools across the region on an on-going basis, being informed by and complementing their own individual Improvement Plans which will reflect the priorities and drivers as set out in the National Improvement Framework."	Ref. Future Plan Development page 12

	Recommendations and areas for consideration	Actions
6.	There is a considerable overlap between the key measures identified in the National Improvement Plan and the critical indicators in the West Partnership's plan. There is scope for a further alignment of the two, for example, by ensuring that appropriate attention is given to the consideration of critical indicators related to health and wellbeing.	Ref. Critical Indicators page 10
7.	Partnership is working to provide baseline data against which future performance can be measured. The Partnership is committed to ensuring that robust procedures are in place for tracking and monitoring – building on where strong practice already exists at authority level – to measure progress.	Ref. Critical Indicators page 10 and Evaluating and Reporting workstream page 23
8.	Along with all other Regional Improvement Collaboratives, it will be important for the West Partnership to build on the strong start which it has made in ensuring that suitable data sharing agreements are agreed and established, within the Partnership and also with national partners.	A data sharing agreement has been devised and approved by each local authority. The template has also been shared with all other RLOs. We continue to engage with Scottish Government and Education Scotland to consider the need for data to be shared and presented on a regional basis from these national bodies.
9.	The Partnership is working to develop and implement an equitable cost sharing mechanism as it moves towards utilising the considerable expertise and experience which is available across the eight authorities.	The Action and Workforce Plan indicates the leadership and participants in each workstream. A cost sharing agreement has been developed and agreed.
10.	As it develops its plan further, the Partnership will also be able to provide more detail regarding workforce supply and demands and to ensure that requests for additional funding from SG are carefully constructed and costed.	As above the Action and Workforce Plan indicates the need for support and additional resources linked directly to the plan.
11.	The Partnership acknowledges too that there is scope to ensure that all stakeholders and partners develop a suitable level of awareness of the Partnership and of the opportunities which it will bring and how these might be accessed. The Partnership is committed to ensuring that phase 2 of its plan results from extensive consultations with stakeholders.	See # 4. above and Workstream 3 CLPL. In addition we continue to develop a communications strategy to ensure a wider reach to stakeholders.

	Recommendations and areas for consideration	Actions
12.	The Partnership has recognised that it needs to identify appropriate mechanisms through which schools and staff can access support and anticipates the joint development of a solution involving digital technology.	As above
13.	As it develops its high-level, phase one plan further, the Partnership should provide more detail about activities which it will undertake, including, outlining timelines and identifying responsibilities clearly.	Ref. Action and Workforce Plan
14.	As the Partnership moves on to phase two of its plan it should continue to liaise with Education Scotland's Regional Advisor, and, in common with the other Regional Improvement Collaboratives, due consideration should be given to: • setting out what collaboration means for the workforce of the West Partnership and how it may become a way of working for all colleagues; • demonstrating how the West Partnership plans to use collaboration to enhance the current way of working; and • outlining in what ways collaboration will motivate and inspire staff across the West Partnership to improve further outcomes for children and young people.	Ref. Vision and Purpose page 7 and Action and Workforce Plan pages 14-23.

Renfrewshire Council

To: **Education and Children's Services Policy Board**

On: **1 November 2018**

Report by: **Director of Children's Services**

Heading: **Standard Circular 3a - Early Learning and Childcare Admission Policy**

1. Summary

1.1. The existing Standard Circular 3a: Early Years Admissions to Pre-five Establishments was approved by the education policy board in November 2014. Standard Circular 3a details the Early Years Admissions policy statement and provides guidance to staff on the implementation of the policy.

1.2. The Scottish Government Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland, published in 2017, set out the Government's policy objective that an increase in the hours of free early learning and childcare would give children the best start in life and support closing the poverty related attainment gap.

1.3. This report advises of the changes to the Early Learning and Childcare Admissions Policy which has been amended to reflect the Scottish Government Blueprint for 2020.

2. Recommendations

2.1. The Education and Children's Services Policy Board is asked to approve the revised Standard Circular 3a: Early Years Admissions Policy to Pre-five Establishments which is attached as an appendix to this report.

3. Background

3.1. The Standards in Scotland's Schools etc. Act 2000, places a duty on local authorities to secure pre-school education for all eligible children (who are defined by Order under the Act) which includes the provision and funding of an additional year of pre-school for children with January or February birthdays, whose parents wish to defer their entry to primary school. The term 'secure' enables authorities to discharge their duty by entering into

arrangements with other suppliers of pre-school education in the private and voluntary sectors.

3.2. The duty to provide pre-school education as directed by the Standards in Scotland's School etc Act 2000, is well established in Renfrewshire through the provision of places in local authority and approved pre-school education providers in the private and voluntary sector.

Currently, under The Children and Young People (Scotland) Act 2014, children aged 3 and 4 years and eligible 2 year olds are entitled to 600 hours of funded early learning and childcare per annum. Renfrewshire Council has fulfilled this duty. The Scottish Government is committed to increasing the level of entitlement from the current level to 1140 hours per annum by session 2020/21. A phased approach to delivering the increased entitlement over the next three years is to be progressed.

3.3 In November 2014 the Education Policy Board approved changes to Standard Circular 3A in order to address the commitments from the Children and Young People (Scotland) Act. The standard circular was amended as follows:

(i) To give priority allocation to children from workless households over those children who were classified as priority 4 of the admissions policy;

(ii) The terminology changed from pre-school education to early learning and childcare;

(iii) Priority 1 was amended to include children who are looked after, under a kinship care order or with a parent appointed guardian; and

(iv) To include advice on the allocation of flexible provision in relation to the mandatory amount of hours or early learning and childcare.

3.5 The current Standard Circular 3A continues to comply with the duty on the local authority to provide early learning and childcare as imposed by the Standards in Scotland's Schools etc. Act 2000 and Children and Young People (Scotland) Act 2014. It also takes account of the Scottish Government guidance outlined in the Education (Additional Support for Learning) (Scotland) Act 2009 and Getting it Right for Every Child. The revision to the standard circular reflects the commitments outlined in the Scottish Government Blueprint for 2020.

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4 Revised Standard Circular 3(a) - Early Learning and Childcare Admission Policy

4.1 A short term working group involving officers from children's services, heads of early years establishments, including local authority and providers on the councils framework to deliver early learning and childcare was established to review and amend the early learning and childcare admission policy and guidance. There was also consultation with colleagues from health, legal and psychological services regarding the revisions.

4.2 The revision to the early learning and childcare admissions policy and guidance for staff reflect the commitments outlined in the Scottish Government Blueprint for 2020. The amendments to the policy are as follows:

(i) Priority 2A has been amended to reflect children with complex or multiple needs, including those children who are born pre-term below 30 weeks.

(ii) Priority 2C -gives priority to children and families who are deemed to be in need and requiring a high level of support. This criteria has been amended to provide support to families experiencing acute stress and /or requiring high level of support:

- Children of asylum seekers
- Refugees
- Children living in bed and breakfast, transient or who have pattern of homelessness
- Children of parents who have been looked after and accommodated

(iii) Priority 3 of the policy has been amended to give priority allocation to children in their pre-school year over children in their ante-pre-school year. Previously children in their pre-school year and ante pre-school year were considered equally. It also now includes a priority allocation for children transferring from English reception classes. The proposed change has been made to help address and support the Scottish Government national commitment to close the poverty related attainment gap.

(iv) The guidance to staff has been amended to reflect the policy changes as specified above and the implementation of the Scottish Government Blueprint to expand early learning and childcare by 2020.

(v) Some of the appendices and application forms attached to Standard Circular 3(a) have been updated to reflect the policy change and increased entitlement to early learning and childcare.

(vi) The local area admissions panel groupings were reviewed in light of 1140 expansion proposal and range of service types and models available in each admission panel geographical areas. Each geographical area continues to offer a broad range of services thus ensuring flexible and accessible provision for families in line with the Scottish Government Blueprint for 2020. The current list of providers within each admission panel geographical area is attached as appendix 21 of standard circular 3(a). These panel area groupings will require to be continually reviewed and updated as the early learning and childcare expansion is rolled out.

Implications of this report

1. Financial

None

2. HR and Organisational Development

None

3. Community/Council Planning

Our Renfrewshire is thriving	-	Ensuring the best start in life for children and young people.
Our Renfrewshire is well	-	Early intervention will lead to healthier outcomes for children and young people.
Our Renfrewshire is safe	-	Local services will benefit children, young people and members of the community.

Building strong, safe and resilient communities	-	The quality of community life is enhanced by supporting parents, children and young people.
Tackling inequality, ensuring opportunities for all	-	Effective governance arrangements ensure that the organisations receiving funding comply with legislative requirements.
Creating a sustainable Renfrewshire for all to enjoy	-	Support to families and flexible childcare placements will support parents into and sustain employment, training or enter education.

4. Legal

None

5. Property/Assets

None

6. Information Technology

None

7. Equality and Human Rights

The recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations.

8. Health and Safety

It is integral to the Council's aim of securing the health and wellbeing of employees and those affected by its undertakings and without this continued effective focus, there is a risk that will adversely impact on the Council both financially and in terms of service delivery.

9. Procurement

None

10. Risk

None

11. Privacy Impact

Personal information will only be held as required to deliver the service. This will be done in accordance with data protection legislation.

12. COSLA Policy Position

None

List of Background Papers

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting.

The contact officer within the service is Kathleen McDonagh, Education Manager, 0141 618 7196, Kathleen.mcdonagh@renfrewshire.gov.uk

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KMcD/JT/SQ/LG
5 October 2018

Authors: Kathleen McDonagh, Education Manager, 0141 618 7196, kathleen.mcdonagh@renfrewshire.gov.uk / Judith Thomas, Early Education and Childcare Development Officer, 0146 618 6120, Judith.thomas@renfrewshire.gov.uk

Standard Circular 3(a)
Revised – November 2018

Renfrewshire Council
Children's Services

Children's Services
Cotton Street
Paisley
PA1 1LE

To: Heads of All Educational Establishments

Dear Colleague

Early Learning and Childcare Admission Policy – Early Learning and Childcare Establishments Guidelines for staff on the implementation of the policy

The Early Learning and Childcare Admission Policy and policy guidelines provide guidance for staff on the procedures for prioritising and allocating early learning and childcare places in an equitable way, ensuring that those families in greatest need obtain a service appropriate to their needs. The revised policy was approved by the Education and Children's Services Policy Board on 1 November 2018.

The Early Learning and Childcare admission policy continues to reflect the duty on the local authority to provide early learning and childcare as required in the Children and Young People (Scotland) Act 2014 and the Standards in Scotland's Schools etc. Act 2000. It also continues to reflect the requirements of the Additional Support for Learning (Scotland) Act 2009 and Getting it Right for Every Learner.

The policy considers the role of providers in the private and voluntary sector accepted onto the framework to provide early learning and childcare. The revised policy also takes account of the Scottish Government's Blueprint for 2020 to expand early learning and childcare to 1140 hours by 2020.

Yours sincerely

Peter Macleod
Director of Children's Services

Early Learning and Childcare Admission Policy
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Early Learning and Childcare Admission Policy - Policy Criteria

Priority One – allocate in priority order		
(A)	Any child considered in need of protection	Children on the child protection register or identified through child protection procedures.
(B)	Request for assistance from social work where a child is deemed to be in need	Request for assistance from Social Work where either: The placement would help the child remain within the family environment rather than be looked after by the local authority; The child is currently or **has been** subject to a statutory order, looked after, under a kinship care order or with a parent appointed guardian; The placement would support the child's return to the family; Children born to parents under 16 years of age or in formal full-time education to allow the parents to return to education.
Priority Two – allocate in priority order		
(A)	Request for assistance from social work or health professionals for children with complex or multiple needs	Children who require substantial direct and continuing intervention from at least **one other agency out with education** and whose additional support needs are putting the child at an educational and social disadvantage, including children born pre-term below 30 weeks.
(B)	Request for assistance where it has been identified that a high level of family support is required	Children and families who have been identified as requiring **substantial** support through an integrated assessment, or other multi-agency approaches.
(C)	Request for assistance for children and families experiencing acute stress and/or requiring high levels of support	Children and families experiencing acute stress, and/or requiring high levels of support: - Children of asylum seekers; Refugees; Children living in bed and breakfast, transient or who have a pattern of homelessness; Military families; and Children of parents who have been looked after and accommodated.
(D)	Request for assistance from other professionals for children with less significant additional support needs or where there are concerns about the circumstances of the child, parents or family	Children who require support because of circumstances which are placing the child, parent or family at an educational, social or health disadvantage. This includes children who are adversely affected by the disability of any other person in the family or where there is a **high level of support required** for English as an additional language. This priority refers to children of parents who have previously been looked after by the local authority and are in employment education or training. The professionals who would request assistance within this priority includes to are: education establishments; health agencies; social work services; voluntary sector agencies.

Priority Three - allocate in priority order		
(A)	Early learning and childcare entitlement for eligible two-year olds.	Eligible two-year olds whose parents are in receipt of qualifying benefits stated within section 1.10 of the policy guidance.
(B)	Early learning and childcare entitlement for 3 to 5 year olds	(a) Children born in January or February with an entitlement to an additional year or where a deferred year has been approved for children born between September and December.
		(b) Children transferring from English reception class.
		(c) Children in their pre-school year residing in Renfrewshire within the admission panel designated area.
		(d) Children in their ante pre-school year residing in Renfrewshire within the admission panel designated area.
		(e) Children in their pre-school year residing in Renfrewshire from outwith the admission panel designated area.
		(f) Children in their ante pre-school year residing in Renfrewshire from out with the admission panel designated area.
Priority Three - priority is given to children whose parents or carers are: in employment and in receipt of income support, income-based job seekers allowance, working tax credits or universal credit; or in employment, education or training.		
Priority Four – allocate in priority order		
Children aged 0-3 years residing in Renfrewshire.		
Priority Four - priority is given to children whose parents or carers are: in employment and in receipt of income support, income-based job seekers allowance, working tax credits or universal credit; or in employment, education or training.		
Priority Five		
Children aged 0-5 years residing out with the Renfrewshire area.		

Section One

Policy Guidance

The purpose of this section is to assist staff in promoting equality and ensuring consistency of practice within the authority.

No early learning and childcare establishment is denominational in character and children should be admitted without reference to religious belief.

The admission panel is responsible for agreeing which priority is appropriate for each application.

Priority 1 and 2: Request for assistance procedures

1.1 A request for assistance referral form (appendix 4) to support a family must be submitted by a professional agency e.g. social work services, health, or voluntary sector (this includes multi-agency referrals). Requests for a placement must only be made for cases which are considered to have a high priority. It is the responsibility of each of these agencies to make a professional judgement in regard to the level of concern of a family situation.

1.2 The agency must inform the parent of a request being made on their behalf and ensure that an application form for a place in an early learning and childcare establishment (appendix 3) is completed.

1.3 Requests for assistance should only be considered when the information provided clearly describes the circumstances of the child and the family and the reasons which make the application a high priority. Forms which have inadequate information should be returned immediately to the agency requesting information. A request for assistance application will be awarded a lower priority if the information provided is assessed to be insufficient to warrant a high priority.

1.4 There should be an automatic admission to an early learning and childcare establishment for children within priority 1. In emergency situations, heads in local authority establishments can allocate an emergency/temporary placement (appendix 15) in advance of a request for assistance being received or taken to an admission panel meeting. For providers in the private and voluntary sector contracted to provide early learning and childcare permission to allocate an emergency placement should be sought from the appropriate council officer responsible for admissions.

1.5 Places must always be allocated in priority order, for example, priority 1 applications first, then priority 2 applications, etc. Priority 2 applications should also be allocated in priority order that is (a), then (b), then (c) then (d).

1.6 Priority 1 includes children who are looked after, under a kinship care order or with a parent appointed guardian. This includes any child who is or has been at any time since the child’s second birthday been looked after, subject of a kinship care order or who has an appointed guardian.

1.7 In the event of there being insufficient places available to meet demand within a priority ranking then the decision to allocate should be based on an assessment of the needs of individuals.

1.8 Headquarters should be informed if there are no early learning and childcare places available for children whose applications are categorised as priority 1.

1.9 Children whose applications are categorised as priority 1 or 2 who attend term-time establishments may be considered for a temporary school holiday placement within an extended year early learning and childcare establishment (appendix 11). Heads from term-time establishments **should only refer** children deemed in need of **essential** support. A request for assistance referral form for a place in an early learning and childcare establishment (appendix 4) should be included to allow all panel members to make an informed decision. Refer to the annual admission calendar (appendix 1) for timescale of submission.

Priority 3, 4, and 5

Applications for a place must be completed by a parent or legal guardian on an application form for a place in an early learning and childcare establishment (appendix 3).

Priority 3A

1.10 Eligible two-year olds residing in Renfrewshire whose parents are in receipt of qualifying benefits.

The qualifying benefits and credits are as follows:

- Income Support
- Job Seekers Allowance
- Employment and Support Allowance
- Incapacity or Severe Disablement Allowance
- State Pension Credit
- Child Tax Credit, but not Working Tax Credit, with an income less than **£16,105***
- Both maximum Child Tax Credit and maximum Working Tax Credit and an income under **£6,420***
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal Credit and your household take-home pay, is **£610*** a month or less

Proof of benefit is required in the form of written confirmation from the benefits office, (appendix 17) or current tax credit award letter from HM Revenue and Customs.

***Eligibility can vary annually. For current amounts please refer to:**
www.mygov.scot/childcare-costs-help/funded-early-learning-and-childcare/

1.11 Children allocated a place under priority 3A will continue in their placement whether their parents find employment or not.

1.12 Eligible two-year olds are entitled to an early learning and childcare place from the term after their second birthday, as follows:

- Term 1 – children born March to August will be eligible from August;
- Term 2 – children born September to December will be eligible from January;
- Term 3 – children born January and February will be eligible from April.

1.13 Priority allocation should be given to Renfrewshire children living within the 15% most deprived SIMD data zones where all other contributing factors are equal. Information of SIMD status can be found by following the attached link: http://www.gov.scot/Resource/0050/00505244.xlsx

1.14 Providers contracted to deliver early learning and childcare should ensure that parents applying for and those who currently attend their establishment are aware that funded early learning and childcare places are not guaranteed within their establishment.

1.15 Wraparound care charges may apply for places allocated within priority 3A. For children aged two to starting school, parents or carers will be charged for any additional hours allocated over their early learning and childcare entitlement.

Priority 3B

1.16 Priority 3B applies to children eligible for early learning and childcare. The placement allocated should, at a minimum, reflect the agreed level of early learning and childcare entitlement.

Within these categories allocation should be made in priority order, with further priority given to children whose parents or carers are:

- in employment, education or training and in receipt of income support, universal credit, income-based job seekers allowance, working tax credit; or
- in employment, education or training.

1.17 Priority 3B(a) applies to deferred entry to primary school. Children born in January and February are entitled to an additional year of free early learning and childcare.

1.18 The local authority has the discretion to agree a deferred year of free early learning and childcare to children with September to December birthdays and defer their entry to primary school. This should be considered with parent/carers at an Extended Support Team (EST) meeting. The decision to offer a deferred year of early learning and childcare will be made where:

- it is in the best interests of the child;
- the needs of the child have been assessed and recorded in their wellbeing plan; and
- there has been discussion with the Children's Services Inclusion Officer and a decision taken at the Education Support and Resource Group (ESRG).

Application for an additional year of free early learning and childcare form (appendix 7) and a minute of the agreement will be processed at headquarters. Please refer to the annual admission calendar (appendix 1) for date of submission.

1.19 In exceptional circumstances it may be possible for children with March to August birthdays to be granted a deferred entry to primary school and the procedures for September to December birthdays should be followed, however it should be noted that a deferred entry to primary school and funding for an additional year of early learning and childcare education will only be granted where.

- the child has been assessed to have additional support needs;
- the needs are recorded in a wellbeing plan; and
- there has been discussion with the Children's Services Inclusion Officer and a decision taken at the Education Support and Resource Group (ESRG).

Application for an additional year of free early learning and childcare form (appendix 7) and a minute of the agreement will be processed at headquarters. Please refer to the annual admission calendar (appendix 1) for date of submission.

1.20 Parents of children living out with Renfrewshire who are not entitled to an additional year of early learning and childcare are required to make the request for an additional year of early education and childcare to their 'home' authority. The 'home' authority is required to agree to fund this extended placement should places be available.
Children born in January and February are automatically entitled and are not required to make a request to their 'home' authority.

1.21 Parents must complete an application form to request an additional free year of early learning and childcare (appendix 7). This should be signed by the Head of Establishment. Please refer to the annual admission calendar (appendix 1) for date of submission.

1.22 Children residing in Scotland who have commenced reception class in the English education system should be offered the equivalent of a full day early learning and childcare placement.

1.23 Children born between 1 September and the end of February will be eligible for their free early learning and childcare place from the month following their third birthday. These children should be admitted on the first week of each month. Children born between 1 March and the end of June will become eligible for a placement in August.
The table below sets out the months of eligibility for children in their ante pre-school year:

Birthday	**Eligible Month**
March to August	August
September	October
October	November
November	December
December	January
January	February
February	March

1.24 Priority allocation should be given to Renfrewshire children living within the 15% most deprived SIMD data zone areas where all other contributing factors are equal.

1.25 Providers contracted to deliver early learning and childcare should ensure that parents applying for and those who currently attend their service are aware that

funded early learning and childcare places are not guaranteed within their establishment.

1.26 Wraparound care charges apply for places allocated within the priority 3B banding. For children aged three to starting school, parents or carers will be charged for any additional hours allocated over the early learning and childcare entitlement.

Priority 4

1.27 Priority 4 applies to children 0-3 years living within Renfrewshire who are not entitled to a placement in priorities 1, 2, or 3A. Within these categories allocation should be made in priority order to children whose parents or carers are:

- in employment, education or training and in receipt of income support, income-based job seekers allowance, universal credit, working tax credit; or
- in employment, education or training.

1.28 Wraparound care charges apply for places allocated within this priority. Parents of children categorised as a priority 4 will be charged for all the hours allocated.

Priority 5

1.29 All applications for children living out with Renfrewshire must be categorised in the first instance as a priority 5. Applications with this category are also referred to as cross boundary.

1.30 Children whose applications have been categorised as priority 5 should only be considered for a place if all Renfrewshire children have been allocated a placement and if the panel are assured that there are sufficient places available for all Renfrewshire applicants who will become eligible for a place during the year.

1.31 Applications from outwith Renfrewshire will be considered in line with the inter-authority cross boundary funding protocol.

Section Two

Admission Panels - Function and membership

2.1 Area admission panel membership includes heads of local authority establishments and managers or senior staff members from establishments contracted to provide early learning and childcare. Where a head delegates the responsibility this should be at a management level. The delegated representative must ensure they have all relevant information relating to applications and vacancies to enable the panel to make decisions on applications being presented. All members of the panel participate in the decision-making process. All panel members should ensure all information remains sensitive and confidential. It is essential that all panel members prioritise attendance at meetings to ensure that the needs of children and families are met. Any changes to panel membership from a partner provider must be approved by headquarters via the panel chair to ensure data protection regulations and confidentiality.

2.2 The function of the local area admission panel is to:

- Allocate places for children aged 0 to starting school, who are categorised as priority 1 and 2, within local authority establishments or identified partner providers in the private and voluntary sector. Where there is no availability within local authority early learning and childcare establishments funding approval must be sought from headquarters;
- Allocate places to eligible children for early learning and childcare, aged two to starting school, on an annual basis and throughout the school session;
- Oversee the review of applications where a change of family circumstances indicates a revised priority category;
- Where the placement exceeds the level of entitlement a review should be undertaken annually or when circumstances change;
- Allocate and monitor any requests for wraparound places in local authority establishments;
- Allocate day care placements; and
- Alert headquarters of any issues regarding any shortfall of places.

2.3 Area admission panels meet approximately every 4-6 weeks in line with the annual admission calendar (appendix 1). New applications received throughout the year should be presented to the area admission panel making use of (appendix 6) and presenting request for assistance in an early learning and childcare establishment forms (appendix 4) when applicable.

2.4 Admission panels are required to meet in April each year to allocate places for all children eligible for early learning and childcare during the forthcoming academic year. Local authority establishments should retain one full time equivalent place until the first admission panel following the summer school break for priority 1 and 2 applications which may arise.

2.5 Where ballots are necessary these should be carried out by the area admission panel as appropriate at scheduled panel meetings.

2.6 Colleagues from other agencies represent their respective department or agency and can provide knowledge and an insight to panel members. Notice of cases to be discussed allows representatives to consult with their colleagues on individual cases as appropriate and to accurately represent the views of their department. The representative is responsible for feeding back the outcome of decisions made at meetings.

2.7 The chair of the area admission panel is responsible for notifying colleagues within health or social work of the date of forthcoming panels.

2.8 The minutes of the area admission panel (appendix 12) should include minutes of discussions around applications and should be sent to (panelmins@renfrewshire.gov.uk) by the specified date in the annual admission calendar (appendix 1).

2.9 All area admission panels are responsible for collating requests from their panel members for an early learning and childcare placement required during a school holiday period (appendix 11). Referrals to support the request for a holiday placement should be used by the panel area to inform their decision. The panel should also make a recommendation of the pattern of attendance that would best suit the needs of the child.

2.10 Following a decision by the admission panel a copy of the agreed list of children for holiday cover (appendix 11) should be sent to the receiving early learning and childcare establishment. The receiving establishment should confirm the pattern of attendance, where possible, in line with the panel's recommendations. It is the responsibility of the child's current early learning and childcare establishment to inform the family and the referrer of the decision. Where the child attends a partnership provider establishment authorisation for funding should be sought from headquarters prior to contacting them.

2.11 Prior to the Christmas period it is the responsibility of the panel chair from each admission panel area to submit the agreed list of children for holiday cover (appendix 11) to the named head of establishment operating the Christmas service and await a decision on the placement offered. The Christmas service is provided for high priority placements only.

Section Three

Implementation of the Policy

All establishments

3.1 Establishments which cater exclusively for children aged three to starting school age, including partner providers, should only accept applications for children aged two years and above.

3.2 All applications for places must be accompanied by the appropriate documentation. The head of establishment or representative should provisionally categorise the application and their business support staff should enter them on NAMS as they are received. The head of establishment should confirm parental preference for 1st, 2nd and 3rd choice establishments.

3.3 Confirmation of the child's date of birth, address and receipt of benefits/credits **must** be requested when the child registers with the establishment. The child's birth certificate must be provided to confirm identity and date of birth. For higher priority applications the referring agency can confirm the date of birth as a temporary measure.

A copy of a utility bill is required to confirm address. Only the child's home address, which is the legal guardian's address, will apply; this may include a foster parents' address. Childminder's and c/o addresses cannot be considered. Written confirmation from the benefits agency is required to confirm receipt of benefits/ credit award letter from HM Revenue and Customs.

3.4 Request for assistance for a place in an early learning and childcare establishment forms (appendix 4) should be forwarded to the nearest local authority establishment to the child's home. The Request for Assistance Form should be immediately assessed to determine whether an emergency place is required (appendix 15) prior to the admissions panel. For partnership provider's, approval should be sought from headquarters. The placement decision should be recorded within appendix 15 with the end date set in line with the next area admission panel meeting.

3.5 The head of establishment or representative must inform parents and referrers of any placement decisions reached by a panel; this should be done verbally and confirmed in writing.

3.6 All applications for a place in an early learning and childcare establishment should be presented to the area admission panel as appropriate. This should be done when the application is received and then reviewed annually if the placement exceeds the early learning and childcare entitlement. The length of time on the register of applications does not give applicants preference over a recent application when offering places.

3.7 Children aged three years to starting school age, who are not currently attending will be allocated by the area admission panel annually for the forthcoming session. This allocation of places will be taken forward at the April panel meeting as detailed in the annual admission calendar (appendix 1).

3.9 Daycare placements should be reviewed on a three-monthly basis or earlier if there is any change to the family circumstances.

3.10 All applications must be registered on NAMS as an active application, at the point of receipt of application. On the day the child physically begins their early learning and childcare placement the child's NAMS status must be updated to accepted and enrolled. At all times NAMS must show the placement a child is currently attending. Where changes are made to a child's placement NAMS is required to be updated immediately.

3.11 The sensitivity of families' circumstances must be respected, and all information presented to the panel should be treated as confidential.

3.12 If the parent's/carer's first choice of establishment is not available a placement may be offered elsewhere. The head of the establishment offering the placement will contact the parent/carer to notify them of the placement details.

3.13 Parents are asked to indicate a preference of establishment and placement. If an application is made to more than one establishment parents should be advised that the most recent application will be considered as their first choice. Where possible the placement allocated should be the preferred choice as stated in the application form. The first-choice establishment must transfer the NAMS record to the establishment where the place is being offered.

3.14 All admission panels have a designated area with panel area groupings and designated areas available in appendix 21. When allocating places to children entitled to early learning and childcare, priority will be given to children residing within the admission panel area, giving further priority to those living in the 15% most deprived SIMD data zones, all other contributing factors being equal within each.

3.15 Panels should be sensitive to the needs of families when allocating places. Attempts should be made to ensure that siblings are allocated placements within the same establishment and with sessions which coincide wherever possible.

3.16 In the event of a ballot being carried out heads of establishments should include multiple birth siblings, for example, twins/triplets as one in the ballot.

3.17 It is intended that children take up their entitlement at times that best support their learning and support the needs of parents. The allocation of placements should be in line with the flexible model of delivery of early learning and childcare as agreed by the council.

3.18 A child who is receiving their full early learning and childcare entitlement within a local authority establishment cannot be allocated an additional free placement within another local authority establishment unless there are exceptional circumstances. Approval for these exceptional circumstances should be agreed at headquarters.

3.19 For children accessing a place in both a local authority establishment and with a partner provider, the entitled early learning and childcare funding will be granted to the local authority provision. Parents who are not satisfied with the decision made should be given the opportunity to discuss this matter, in the first instance, with the head of establishment. If the matter is not resolved, then parents should be advised to contact headquarters

3.20 Heads of establishments should note that children should start promptly after their eligible starting date and no later than two weeks after this date. Any arrangements for a staggered intake should be minimised to ensure this does not impact on their full entitlement to early learning and childcare.

3.21 An early learning and childcare enrolment form (appendix 5) should be completed after the parent/carer has accepted the place and at the very latest on the day the child starts.

Procedures for dealing with deferred admission to primary school: an additional free year of early learning and childcare

3.22 Parents should enrol their child for primary school and notify the school of their wish to defer.

3.23 Parents should complete an application for an additional free year of early learning and childcare (appendix 7) and return the form to the early learning and childcare establishment by mid-February as indicated in the annual admission calendar (appendix 1).

3.24 **January and February Birthdays**
The head of establishment should have an informal discussion with the parent to discuss their intention in terms of the child's best interests. Applications for an additional free year of early learning and childcare should be sent to headquarters by the February date indicated in the annual admission calendar (appendix 1).

3.25 **September to December Birthdays**
The head of establishment should have a discussion with the parent/carer to discuss their intention in relation to the child's best educational interests. An extended support team meeting **must** be held to consider whether an additional free year of early learning and childcare is in the best interests of the child. Decisions should be made prior to the spring break for allocation for the forthcoming year's placements. This should also ensure that a child's placement has been decided before the Primary 1 induction programme begins.

3.26 When considering requests for an additional free year of early learning and childcare the educational psychology services early years to school transition guidance should be considered. The extended support team will consider the following aspects of the child's learning and development:

- their approach and attitude to learning;
- their ability to communicate own needs, feelings and ideas;
- their levels of independence and self-help;
- their emotional and personal development, including self-confidence and self-esteem;
- relationships and friendships with other children and adults; and
- their cognitive development.

3.27 The head of establishment should notify the primary school of the decision to defer entry to primary school.

3.28 **March to August Birthdays**
In **exceptional** circumstances it may be possible for children with March to August birthdays to be granted an additional free year of early learning and childcare thus deferred entry to primary school. Heads of establishments should follow the procedures for September to December birthdays. However, it should be noted that a deferred entry to school and funding for an additional free year of early learning and childcare will only be granted where that decision is supported by a local authority educational psychologist, otherwise children will be required to start their primary education.

Children moving to other early learning and childcare establishments

3.29 Children who leave the designated area but remain in Renfrewshire should not be excluded from an early learning and childcare establishment. Whilst there are no transfer arrangements, heads of establishments should assist parents to make an application to an establishment within the new area, if required and where possible consideration should be given to previous pattern of attendance to continue the support to the family. If circumstances warrant it, the head of establishment can also make a request for assistance at this stage.

3.30 Children moving between approved partner providers will have their funding transferred.

3.31 Registered providers must seek approval from headquarters for funding for eligible children moving from a local authority establishment to a partner provider.

3.32 If a child no longer lives in Renfrewshire, the head of establishment should notify headquarters to seek guidance on the future arrangement for the placement. NAMS records must be transferred.

Local authority establishments

3.33 Heads of establishments must ensure that NAMS data is up to date at all times. Headquarters will use NAMS to extract census information and to assess staff cover requests.

3.34 Heads of establishments should provide a list of names, addresses including the post code, dates of birth and proposed priority grade for all applications, to be confirmed by the admission panel. This information should be compiled through NAMS and be distributed at the panel.

3.35 In the event of there being insufficient places available to meet demand within priority 3A and 3B then a ballot should be held for children living within the admission panel's designated area, then from out with. Please note that applications may be included in more than one ballot. This procedure should be duplicated for priority 4 and then 5 if required.

3.36 The mandatory amount of early learning and childcare does not need to be provided to a child who is looked after or has at any point been looked after since their second birthday, if it is deemed that this is in the best interest of the child. An assessment of the child's needs may result in the child being allocated less than the mandatory hours of early learning and childcare or may include hours of working jointly with parents to better safeguard or promote the child's wellbeing. The decision to offer a placement which is less than the mandatory hours must be included in the child's plan.

3.37 Any new applications received throughout the year should be referred to the area admission panel for consideration using appendix 6 and presenting any request for assistance for a place in an early learning and childcare establishment (appendix 4) that has been received.

3.38 Heads of establishments should ensure that there is a balance in the allocation of pre-school and ante pre-school children in each session.

Wraparound provision

3.39 Where places are available, parents of eligible children can pay for additional sessions and or additional hours before and after their child's free early learning and childcare placement to allow them to attend education, work or training. Additional sessions should only be offered if all children entitled to early learning and childcare can be accommodated.

3.40 Where places are available, parents can purchase a wraparound place for children aged 0 – 3 years of age. Parents will be charged for the full placement where applications are categorised as priority 4 or 5.

3.41 All requests for wraparound places, including lunch provision should be confirmed by the area admission panel.

3.42 Parents must apply to purchase wraparound care (appendix 13) to the head of establishment. Prior to any child taking up wraparound care an agreement to purchase wraparound (appendix 14) must be completed.

3.43 Priority should be given to families in receipt of income support, income-based job seekers allowance, working tax credits, or universal credit. Allocations of places will be further prioritised to those living within the 15% most deprived SIMD data zone within the admission panel designated area.

3.44 Requests for wraparound care provision should be considered at the point of allocation of placement. Where there is a high demand for wraparound provision, all circumstances being equal, a ballot should be conducted.

3.45 The fee for wraparound provision will be based on the rate set by the council.

Wraparound provision for priority 1 and 2

3.46 In some circumstances the area admission panel may decide that the placement allocated to a child eligible for early learning and childcare may exceed the mandatory number of hours to meet the needs of the child or family at no charge to the parents or carers.

3.47 For children aged 0 – 3 years, the area admission panel may decide to allocate a placement to meet the needs of the child or family at no charge to the parents or carers.

3.48 The individual circumstances of children looked after by family members requiring an early learning and childcare placement to enable them to continue in employment, training or education will be considered to determine if wraparound fees will apply. Discussions with social work may be required.

3.49 Children categorised a priority 1 and 2 should continue to have a free early learning and childcare placement during the school holiday periods. This placement should be agreed by the panel and may differ from the term time placement. Early learning and childcare classes and partnership providers should submit appendix 11 by the dates specified within the annual admission calendar (appendix 1).

3.50 Parents and carers (including foster parents) of children categorised as a priority 1 or 2, who make an application for additional hours for education, work or training reasons should be made aware that they will incur a charge for the additional hours allocated beyond the agreed place to support the needs of the child and

family. The additional wraparound hours will be charged at a rate set by the council.

Review of places

3.51 Any agreed arrangements which result in a reduction of the mandatory amount of early learning and childcare placement for a child who has been looked after must be reviewed as part of the extended support team process to ensure the arrangements continue to meet the needs of the child and family.

3.52 Parents and referring agencies should be informed in advance of the review at panel. It is the head of establishment's responsibility to gather up to date information on the family circumstances.

3.53 Only as a last resort, and with the approval of headquarters, can a place be withdrawn. If a child is absent the head of establishment should follow procedures as detailed in Standard Circular 5 - Included, Engaged and Involved: Attendance in Educational Establishments. If the absence is persistent then the head of establishment should contact headquarters to establish through NAMS whether the child is attending another establishment.

Providers contracted to deliver early learning and childcare in private and voluntary sector nurseries

3.54 Providers contracted to deliver early learning and childcare in private and voluntary sector establishments in Renfrewshire Council are required to gain authorisation from headquarters for funding of early learning and childcare commissioned places through NAMS. Each provider has the responsibility to advise parents/carers that there are no guarantees of a funded place within an establishment.

3.55 Identified officers from children's services at headquarters will consider only active applications registered on NAMS and will inform providers by email of the proposed allocation of places assigned to them for the following academic year. The timescale for payments are detailed in the annual admission calendar (appendix 1).

3.56 Partner providers should submit the list of names, addresses, including the post code, dates of birth and proposed priority grade for all applications to the area admission panel for their consideration using appendix 6.

3.57 Application requests should be listed in priority order in line with this admission policy. If required a ballot should be held at the area admission panel meeting to identify the rank order for funding requests. The compiled list should be forwarded to headquarters for confirmation of funding immediately after this panel meeting using appendix 8.

3.58 Any changes to previously confirmed places must be notified to headquarters through NAMS.

3.59 The above procedures apply for applications for early learning and childcare places for eligible two-year olds and for children three years to starting school.

3.60 Cross border applications will be approved by headquarters. These will be agreed in line with inter authority admission criteria and following discussion at the inter authority cross boundary panel meeting.

3.61 The current cross boundary agreement states places will be funded from the term after a child's third birthday in line with the inter authority cross boundary agreement. Approved children remaining with a partnership provider are not required to make a request for funding on an annual basis.

Section Four

Conclusion

It is hoped that this guidance and the support of the admission panel will be of assistance to heads of establishments in the implementation of this policy. However, should heads of establishments still be unclear of circumstances you should contact headquarters.

Section Five

Appendices

The purpose of this section is to provide staff with guidelines on the use of all admission forms and standard letters.

For all early learning and childcare establishments:

	Title	Comments
Appendix 1	Annual admission calendar	This will be issued annually by headquarters.
Appendix 2	Notes for parents/carers	Guide on completing application form for an early learning and childcare placement.
Appendix 3	Application form for a place in an early learning and childcare establishment.	An application form must be completed by the parent/carer for all children. It is considered good practice to have a member of staff available to spend time and support a parent/carer in the completion of the form. However, parents may download application forms from Renfrewshire Council's website. A receipt of application must be signed and given to the parent immediately once the application is lodged. Proof of date of birth (birth certificate), address (council tax or utility bill) and written confirmation of benefits or credits from DWP/HM Revenue and Customs) **must** be provided.
Appendix 4	Request for assistance form for a place in an early learning and childcare establishment.	A request for assistance form must be completed for priorities 1 and 2. Request for assistance should only be accepted for children who are or will become eligible for nursery within the current admission cycle. Requests for assistance for placements of children under the age of three should be directed to the nearest local authority 0 - 3 early learning and childcare establishment. A parent application form for a place in an early learning and childcare establishment should be submitted to allow the requests to be considered at the panel. If necessary, request for assistance can be discussed in advance of the parent application being received.

	Title	Comments
Appendix 5	Early learning and childcare enrolment form	The enrolment form should be completed after the parent has accepted the place and at the very latest on the day the child starts the early learning and childcare establishment. It is considered good practice to have staff available to support parents to complete the enrolment form as this provides the contract agreement of the placement and is part of the process of building relationships.
Appendix 6	Applications to early learning and childcare admission panels – applications list	A copy of each establishment's list of new applicants should be completed and distributed to panel members at the admission panel meeting.
Appendix 7	Deferred entry to primary school: Application for an additional year of early learning and childcare.	Parents are required to complete an application form for an additional year of early learning and childcare and return to the early learning and childcare establishment by the end of January. Establishments must ensure application forms are submitted to headquarters by the date stated in the annual admission calendar (appendix 1).
Appendix 8	Admission ballot list	Where a ballot requires to be held for placement funding. This should be completed and submitted to the panel listing all those eligible for inclusion in the ballot.
Appendices 9 & 10	Standard Letters • Request for assistance • Placement offer	Suggested letter formats are provided and can be personalised to reflect your early learning and childcare establishment.
Appendix 11	Request for assistance for early learning and childcare during a school holiday period	This should be completed and submitted to the chair of the **area** panel by all early learning and childcare establishments prior to the October, Summer and Easter holiday periods in line with the timescales set in the annual admission calendar (Appendix 1). A nil return is also required.
Appendix 12	Admission to early learning and childcare establishment minute pro forma.	A minute of each admission panel meeting should be recorded and distributed to panel members and headquarters.

For local authority early learning and childcare establishments only:

Appendix 13	Application to purchase wraparound care.	Application should be completed by parents requesting wraparound care provision and submitted to the head of establishment.
Appendix 14	Agreement to purchase wraparound care.	Parents are required to sign an agreement for wraparound care prior to starting the service. This is a legal contract between the parent and the council and details the wraparound

		placement agreed.
Appendices 15 &16	Emergency / temporary early learning and childcare placement • Contract (15) • Review of emergency placement (16)	The contract stating the duration of the placement should be agreed and signed by parent/carer at the time of enrolment and the referrer should be informed. The standard letter regarding the review of an emergency placement should be sent to the parent and referrer prior to the agreed review date.
Appendix 17	Qualifying benefit/credit evidence list	Provides a list of the qualifying benefits and the source for the evidence required.
Appendix 18	Confirmation of Benefits form Department of Work & Pensions	A completed and stamped confirmation of benefits form must be provided by the parent to evidence eligibility for placement. Where a parent is in receipt of a tax credit and not a benefit, the parent must provide a current credit award letter from HM Revenue and Customs to evidence eligibility.
Appendix 19	Processing of Personal Information Notice	The information regarding data protection described in this notice should be issued along with an application form for a place in an early learning and childcare establishment (appendix 3). On enrolment a parent should be asked to sign a copy of the notice and this held within the file.
Appendix 20	Renfrewshire Council Privacy Policy	A copy of the policy should be issued with every application form for a place in an early learning and childcare establishment (appendix 3). Parents should be given a copy of the policy on enrolment.
Appendix 21	Renfrewshire Council local area admissions panel groupings	The admissions panel grouping provides the list of providers within an area and defines the designated geographical area for each admissions panel.

Annual Admission Calendar 2018/19

Appendix 1

	Monday	Tuesday	Wednesday	Thursday	Friday
August 2018	13 (IS)	14 (IS)	15	16	17
	20	**21** All children moving to school this session must be marked as leavers by this date	22	23	24
	27	28	29	30	31
September	3	4	5	6	7 HQ Process Partner Payments (may take up to 5 working days before payment reaches provide)
	10 First area admissions panel must be held this week. Panel to notify via HQ mailbox the contact details of the panel chair for 18/19. Appendix 13 for holiday placement request for October Break submitted to Area admission panel chair	11	12	13	14
	17	18	19 Area admission panel minute must be submitted to HQ mailbox (Appendix 14). Email: panelmins@renfrewshire.gov.uk	20	**21**
	24	**25**	**26**	27	28 Essential holiday paperwork submitted to receiving ELCC establishment.
October	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22 (IS)	23	24	25	26
	29	30	31		
November				1	2
	5 Area admission panel must be held this week (Appendix 6). Appendix 13 holiday placement request for Christmas submitted to managing Head of Centre at Paisley ELCC and West Johnstone ELCC.	6	7	8	9
	12	13	14 Area admission panel minute must be submitted to HQ mailbox (Appendix 14). Email: panelmins@renfrewshire.gov.uk	15	16 HQ Process Partner Payments (may take up to 5 working days before payment reaches provider)
	19	20	21	22	23
	26	27	28	29	30
December	3 Area Admissions panel to be held this week (Appendix 6)	4	5	6	7
	10	11	12 Area admission panel minute must be submitted to HQ mailbox (Appendix 14). Email: panelmins@renfrewshire.gov.uk	13	**14** Essential holiday placement paperwork submitted to the receiving ELCC establishment.
	17	18	19	20	21
	24	25	26	27	28
	31				
January 2019		1	2	3	4
	7 Early Learning and Childcare application process advertised in press this week.	8	9	10	11
	14 Area admissions panel must be held this week (Appendix 6)	15	16	17	18 HQ Process Partner Payments (may take up to 5 working days before payment reaches provider)
	21	22	23 Area admission panel minute must be submitted to HQ	24	25

			mailbox (Appendix 14). Email: panelmins@renfrewshire.gov.uk		
	28	29	30	31	
February					1
	4	5	6	7	8
	11	12	13 (IS)	14	15 Deferred entry applications for Jan/Feb birthdays submitted to HQ.
	18	19	20	21	22
	25	26	27	28	
March					1 HQ Process Partner Payments (may take up to 5 working days before payment reaches provider)
	4 Area panels need to be held this week (Appendix 6). Appendix 13 holiday placement for spring break submitted to the local area admissions panel chair	5	6	7	8
	11	12	13 Area admission panel minute must be submitted to HQ mailbox (Appendix 14). Email: panelmins@renfrewshire.gov.uk	14	15 Essential holiday placement paperwork submitted to the receiving ELCC establishment.
	18	19	20	21 Deferred entry applications and EST minutes for children with Sept/Dec birthdays submitted to HQ	22
	25	26	27	28	29
April	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29 Area admissions panels to be held this week for allocation of placements for 18/19. HQ to confirm to providers the number of funded places approved to their establishment this week	30			
May			1	2	3
	6	7 (IS)	8 Area admission panel minute must be submitted to HQ mailbox (Appendix 14). Email: panelmins@renfrewshire.gov.uk	9	10 Offer of placement letters posted to parents 2nd class post (this relates to places allocated at the March & April panel for places in session 18/19)
	13 ELC Centres, ELC Classes and Partner Providers to update leavers going to school on NAMS	14	15	16	17 HQ Process Partner Payments (may take up to 5 working days before payment reaches provider)
	20	21	22	23	24
	27	28 Area admissions panel must be held this week (Appendix 6). Appendix 13 holiday placement requests for summer break submitted to local area admissions chair	29	30	31
June	3	4	5	6	7 Essential holiday placement paperwork submitted to the receiving ELCC establishment.
	10	**11**	**12** Area admission panel minute must be submitted to HQ mailbox (Appendix 14). Email: panelmins@renfrewshire.gov.uk	**13**	**14** HQ Process Partner Payments (may take up to 5 working days before payment reaches provider)
	17	**18**	**19**	**20**	**21**
	24	**25**	**26**	**27**	**28** Last day of session

Shading denotes school holiday and in-service days(IS

Appendix 2

Renfrewshire Council
Children's Services

Notes for Parents/Carers on Completing Application Form for a Placement in an Early Learning and Childcare Establishment

1. **Making Application**
   Please note only one application is required. Please indicate your first, second and third choices of early learning and childcare establishments. All applications are presented to an admission panel for allocation. The panel consists of heads of establishments and representatives from other agencies. **The panel will try to accommodate your first preference, however please note there may be occasions when the head of another establishment will contact you to offer you a place if no place is available at your preferred early learning and childcare establishment.** The number of preferences given on the application form does not affect the allocation process.
   All information given by you will be treated in confidence.

2. **Placement Requested**
   It is not always possible to meet your preferred placement, but it is helpful to know your preference, for example, specific days, times, term time or full year in line with the Scottish Governments eligibility criteria.

3. **Child's Address**
   This should be the address of the legal guardian. Only one address is acceptable. **Proof of residence will be asked for.**

4. **Parents/Carers Names**
   For this application form we only require the names of the child's legal guardian/s.

5. **Confirmation of the Child's Date of Birth**
   Confirmation of the child's date of birth is **required** when applying for an early learning and childcare placement. The child's original birth certificate should be used. Photocopies are not acceptable.

6. **Confirmation of Benefits**
   Proof of benefit/credit **is** required in the form of written confirmation from the benefits office/HM Revenue and Customs.

7. **Deciding on Priorities**
   Where there is a shortage of provision, difficult choices must be made. Renfrewshire Council has agreed that there are some family circumstances which will give priority for admission. There are occasions when your child may be allocated a place at another establishment. Priorities for admission are outlined in the parents' leaflet on early learning and childcare admission which is available with your application form. Please give all relevant information that could affect your application. If your circumstances change while your child's name is on the register of applicants or once they have been allocated a place, please contact the early learning and childcare establishment.

.....

Renfrewshire Council - Children's Services

Receipt of an application form to:
(name of establishment) _____

This is to acknowledge receipt of an application from:

Parent: _____ Child: _____

Address: _____ Head of Establishment: _____ (signature)

_____ Date: _____

Appendix 3

Renfrewshire Council
Children's Services

Renfrewshire Council: Children's Services
Application Form for a Place in an Early Learning and Childcare Establishment

To be completed by the establishment:

				Confirmation of benefit/credit/education status	
Application received		School year		Panel date	
Birth certificate or passport number		Request for assistance requested		Proposed priority	
Proof of address		SIMD Priority area (yes/no)		Confirmed priority	
Sessions offered		Split place		Entry date	

Please identify your choice/s of establishment in order of preference 1st, 2nd, 3rd.
Please note only one application is required. However, if you make application to any other establishment your most recent application will be deemed as your preferred choice.
Details of our charging policy and children's entitlement to free early learning and childcare are provided in the parent's leaflet. We will try to accommodate your preferences, but this is not always possible, and you may be offered an alternative establishment or sessions.

1st establishment name	2nd establishment name	3rd establishment name

Please indicate your preferred placement:

	Monday		Tuesday		Wednesday		Thursday		Friday	
	Start	End	Start	End	Start	End	Start	End	Start	End
AM (Hours)										
PM (Hours)										
Full day (Hours)										
Term time										
Full year (50 weeks)										

Are you applying for a split placement between a partner provider and a council early learning and childcare establishment? (please give details below) Yes / No:

Full name of child		Date of birth		Male		Female	

Address	

Postcode		Telephone no.	

Parents/Carers

1st contact		2nd contact	
Address		Address	
Times of work		Times of work	
Daytime tel.		Daytime tel.	
Mobile tel.		Mobile tel.	
Email		Email	

Please tick if in receipt of:

Income Support	☐	Job Seekers Allowance	☐	Maximum Child tax credit & maximum working tax credit	☐
Employment and Support allowance	☐	Child Tax Credit	☐	Support under Part VI of the Immigration and Asylum Act 1999	☐
Universal Credit	☐	State Pension Credit	☐	Incapacity or Severe Disablement Allowance	☐

Please tick if applicable:

Asylum seeker	☐	Refugee	☐
No permanent address	☐	Military family	☐
Parent under 16 in full time education	☐	Premature Baby	☐
		If yes, were they born between:	
		Weeks 30-36:	☐
		Below 30 Weeks	☐

Names and ages of other children in family (please list):

Please state professional agencies involved with your family

GP		**Health Visitor**	
Contact person		Contact person	
Address		Address	
Telephone no.		Telephone no.	

Social Work		**Other**	
Contact person		Contact person	
Address		Address	
Telephone no.		Telephone no.	

Please tick appropriate box:

Does your child have any long-term illness, medical condition or disability?	Yes		No	
If yes, has there been a professional assessment identifying a disability?	Yes		No	
If yes, can you provide copies of professional assessment?	Yes		No	

Additional information in support of application

Do you feel your child needs a priority place (please refer to the parent's leaflet)?	Yes		No	

If yes, please state the reason(s) for priority place and/or feel free to discuss your reasons with the head of establishment who will be happy to assist you.

Equality information

We would like you to help us collect information about your language, religion, ethnic background and national identity. You are not required to answer the following questions; however, the information is extremely valuable as it is used to monitor the effectiveness of the council and helps us to plan services.

Ethnic background	
What language(s) does your child speak?	
National Identity	
Religion	

Declaration of Parent/Carer

I declare that the above is a true statement of my circumstances. If required I give permission for the person(s) named above to be contacted about this application.

Signature of Parent/Carer: _____ Date: _____

Appendix 4

Renfrewshire Council
Children's Services

Renfrewshire Council: Children's Services
Request for assistance for Early Learning and Childcare

1. Child's details

Full name:

Gender: Male: ☐ Female: ☐ Date of birth:

Expected Date of Delivery:

Address

Daytime Tel

Is the address the parental home, foster home or other?
(please specify)

2. Parent/ Carer Details

1st Contact: 2nd Contact:

Address: Address:

E-mail: E-mail:

3. Siblings

Name	Address (if different from 2 above)	Age	School

4. Parental Consent

Date referral discussed with parent/carer:
N.B. The parent or carer must be informed of a referral being made on their behalf. They must also complete a parent application form.

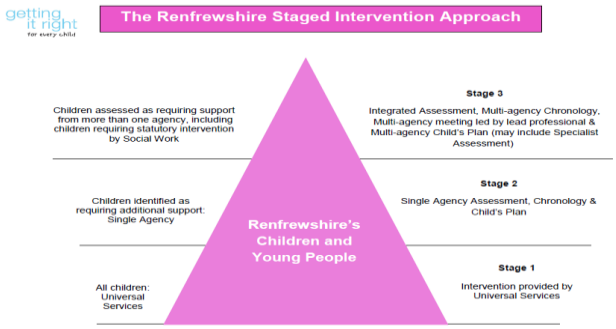
5. Referrer

Name:

Telephone:

Dept/Agency:

E-mail Address:



Using Staged Intervention approach please state which stage is applicable to this family.

Stage 1 ☐ Stage 2 ☐ Stage 3 ☐

Has the child at any time since their second birthday been looked after under kinship care order or has an appointed guardian Yes: ☐ No: ☐

Is the child currently on the child protection register? Yes: ☐ No: ☐

Date of next review (if known)

6. Health Visitor (if not referrer)

Name:

Email Address:

Telephone:

7. Social Work Involvement

Case allocated: Yes: ☐ No: ☐

If yes -

Name of social worker:

State level of involvement (short/med/long term):

Has an integrated assessment been undertaken? Yes: ☐ No: ☐

Has referral been made to the Children's Reporter? Yes: ☐ No: ☐

Is the child already subject to a statutory order? Yes: ☐ No: ☐

Date of next review hearing (if known):

8. Agencies Involved

Please tick if the child or family is known to any of the following agencies:

Speech Therapy	☐	Social Work	☐
Clinical Psychology	☐	Educational Psychology	☐
Child and Family Psychiatry	☐	Physiotherapy	☐

Any other agency or clinic (please specify)?

Please provide details of involvement in space below:

9. Description of Wellbeing Concern(s)
Summarise the issue(s) you are raising as a wellbeing concern(s)
Summarise any strategies taken to address this, and/or any actions taken including dates/timescale
Complete this section to expand on your concern if there is no existing wellbeing assessment been completed within the universal section of the child's plan
Safe: Healthy: Achieving: Nurtured: Active: Respected: Responsible: Included:

10. Additional Information:

(e.g. child / parent health; child's behaviour; general development; domestic situation).

11. Interagency Work

(a) Please state specific areas of joint working with the establishment.

12. Placement – Practical Arrangements

(a) Please indicate the type of place requested, for example, full time, specific full days, sessional – including or excluding lunch. Please provide reasons for type of place requested.

	Mon		Tue		Wed		Thurs		Fri	
	Start	End	Start	End	Start	End	Start	End	Start	End
Am (Hours)										
PM (Hours)										
Full day (Hours)										

Please give your reasons for the above required pattern of attendance:

If there is a considerable delay between receipt of application and a place becoming available, then you may be required to provide an update.

Admissions panels will make a final decision on whether the child is a priority and in allocation of a placement.

Signature:	
Date:	

Appendix 5

Renfrewshire Council
Children's Services

Renfrewshire Council: Children's Services
Early Learning and Childcare Establishment Enrolment Form

Office Use	
Start Date:	
Placement:	
Split Placement Establishment:	
Referring Agency:	
Legal documents seen:	Yes/No

Child's details

Full name: .....

Expected date of delivery

Date of birth

Email: .....

Address: .....

Telephone: .....

Name of any other Early Learning and Childcare establishment your child attends/has attended: .....

List any serious illnesses your child has had: .....

Other relevant information regarding child's health or medication: .....

Allergies: .....

Special dietary requirements: .....

Language child speaks most often at home: .....

When is your child due to start school? .....

Which primary school will your child attend? .....

Note of any residence /statutory order: .....

Type of order: .....

We may wish to leave the nursery for supervised local outings e.g. visit to local shops, park etc.

Do you wish your child to participate in these outings? Yes: ☐ No: ☐

Occasionally within the establishment we will photograph your child and use the photographs for visual displays and record keeping as part of your child's assessment. Videos of special events and children involved in activities within the establishment may also be taken. Separate permission will be sought regarding use of the internet and the display of photographs and videos on the internet.

Do you agree that your child may be involved in this? Yes: ☐ No: ☐

There are occasions when children's photographs may be used for publicity e.g. within establishment handbooks or the press.

Do you agree that your child may be involved in this? Yes: ☐ No: ☐

Arrangements for escorting your child to and from an early learning and childcare establishment.

You must give your assurance that a responsible person over the age of 16 will always bring and collect your child from the establishment. Please let us know who that person/people will be:

To establishment: .....

From establishment: .....

You must let us know in advance if someone else is to collect your child either regularly or in an emergency. If you fail to do so your child will not be allowed to go until you have confirmed arrangement with the establishment.

Agencies involved:

Health visitor:	.....	GP:	_____
Address:	.....	Address:	_____
	.....		_____
Telephone no.:	.....	Telephone no.:	_____

Additional Information: (family circumstances/other agencies etc.):

_____

_____

Emergency Contacts:

Parent/Carer – 1st Contact		**2nd Contact Parents/Carer**	
Name:	.....	Name:	_____
Name & address of employer / college	.....	Name & address of employer / college	_____
	.....		_____
Telephone no.	.....	Telephone no.	_____

Please give the names of agreed emergency contacts to use when we are unable to contact parent/carer.

Name:	.....	Name:	_____
Day time address:	.....	Day time address:	_____
	.....		_____
Telephone no.:	.....	Telephone no.:	_____
Relationship to child:	.....	Relationship to child:	_____

Placements allocated will be reviewed and may be increased or decreased as circumstances change.

.

Signature of parent/carer: ..... Date: .....

Signature of staff member: _____ Designation: .....

Appendix 6

Renfrewshire Council
Children's Services

Renfrewshire Council: Children's Services

Applications to Early Learning and Childcare Admission Panel – Applications List

Name of Establishment: _____

Panel date: _____

Age Group:0-2 Vacancies prior to panel:

	M	T	W	Th	F
am					
pm					
other					

Age Group: 2-3 Vacancies prior to panel:

	M	T	W	Th	F
am					
pm					
other					

Age Group:3-5 Vacancies prior to panel:

	M	T	W	Th	F
am					
pm					
other					

Date of application	Confirm Entered on NAMS	Name	Address (Including Postcode)	DOB	Proposed Priority	Referral (SW/HV)	1st choice	2nd choice	3rd choice	Comments	Confirmed Priority	Place Allocated	Multiple Apps.	Review
		New applications:												
		Returned to Panel:												

Appendix 7

Renfrewshire Council
Children's Services

Renfrewshire Council: Children's Services
Deferred Entry to Primary School
Application for an Additional Year of Free Early Learning and Childcare

1. Child's details

Full name:

My child is: male: ☐ female: ☐

Date of birth

Expected date of birth

2. Parent/carer details

Title

Full name:

Address:

Postcode:

Home phone:

Mobile:

3. Early Learning and Childcare Establishment details

Please note that you **must** enrol your child in their catchment primary school.

Early Learning and Childcare establishment my child currently attends:

My child's catchment primary school:

If your child is granted an additional free year of early learning and childcare this will be as a continuation of their current early learning and childcare placement. Please contact your head of establishment if you wish to apply for a change of placement.

Time your child attends:

	Monday		Tuesday		Wednesday		Thursday		Friday	
	Start	End	Start	End	Start	End	Start	End	Start	End
Current pattern of attendance										
Term time										
Full year										

Please detail your reasons and if appropriate state professional agencies involved: e.g. Education, Psychology Services, Speech Therapist, etc.

Declaration of Parent/Carer
I confirm that I would like my child to attend an early learning and childcare establishment for an additional year. I will not require a place at primary school for my child until August

I declare that the information provided is a true statement of my circumstances. If required I give permission for the person(s) named to be contacted about this application.

Signature of parent/carer:

Date:

Name of establishment child attends:

Signature of head of establishment:

Date:

For office use only

Auto grant:		EST minutes received:		LA rep present:		Psychological Assessment:	
Input by:		Date:					

Appendix 8

Renfrewshire Council
Children's Services

Renfrewshire Council: Children's Services
Admission Ballot List

Name of ELCC establishment:	
Date of panel:	

	Ballot no.	Child's name	Address	Confirmed priority	Siblings in establishment	No. of funded sessions
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

Appendix 9

Renfrewshire Council
Children's Services

Your Early Learning and Childcare establishment name here
Your address here
Your address here

Telephone:

Contact:

Date:

Referral Letter

Dear

Application for a place in an early learning and childcare establishment

Child's name:	
Date of birth:	
Address:	

An application has been received in respect of the above-named child for a place in:

The parent has indicated that you are involved with the child/family and may be willing to make a request for assistance on their behalf. Can you please complete the attached form and return it to me by:

Please note that requests for assistance must only be made for cases that are considered to have a high priority (please refer to the policy on early years admissions for guidance).
Please contact me at the above address if you require any further information.

Yours sincerely

Your name here
Your title here

Appendix 10

Renfrewshire Council
Children's Services

Your Early Learning and Childcare establishment name here
Your address here

Telephone:

Contact:
Date:

«ParentCarerName»
«Property» «Street»
«Locality»
«Town»
«County»
«Postcode»

Dear «ParentCarerForename»

I am writing to confirm that «ChildName» (date of birth «ChildDOB») has been allocated a place at **your Early Learning and Childcare establishment name here** from **«StartDate»**.

The placement on offer is: «Details Of Placement»

Please complete the tear off slip at the bottom of the letter and return it to the establishment by **insert reply by date here** as this will allow us to make arrangements for «ChildName» to take up the place. If you would like any further information, please feel free to call into the establishment or telephone **your establishment telephone number here**.

Please note that places are subject to review during your child's time within the establishment and may increase or decrease in line with the admission policy according to your child's circumstances and entitlement.

Yours sincerely

Your name here
Your title here

- - - -

Appendix 11

Renfrewshire Council
Children's Services

Renfrewshire Council: Children's Services
Request for Assistance for Early Learning and Childcare during a School Holiday Period

Admissions Panel _____

Name of establishment:

Child's Name	Address (including postcode)	DOB	Age Group (Room)	Confirmed Priority	Initial Referrer	Comments	Place Allocated	Transport Required

Appendix 12

Renfrewshire Council
Children's Services

Renfrewshire Council: Children's Services
Minute of Early Learning and Childcare Admission Panel Meeting

Area: _____ **Date:** _____

Present

Name	Service	Designation

Apologies

Minute Taker:

Minutes of Meeting:

Please tick to indicate if any partner providers have presented entitled two-year-old applications: ☐

Please tick to indicate if any partner providers have presented cross boundary applications to the panel ☐

Please tick to indicate confirmation that all applications presented to area panel are recorded on NAMS ☐

Please tick to confirm that all eligible children can be placed ☐

Signature of Chair of Panel: _____
(Please insert your name and the name of your establishment)

Date of next panel: _____

Please now send a copy of this minute using a local authority early learning and childcare or school email address to ensure this information remains secure to the address: panelmins@renfrewshire.gov.uk.

Appendix 13

Renfrewshire Council
Children's Services

Renfrewshire Council: Children's Services
Application to Purchase Wraparound Care

Child's name:		Date of birth:	

Parents/Carers:

1st contact:		2nd contact:	
Address:		Address:	
Proof of address:	Yes: ☐ No: ☐	Proof of address:	Yes: ☐ No: ☐
Telephone no:		Telephone no:	
Mobile number:		Mobile number:	
Employer/College		Employer/College	
Address:		Address:	
Telephone no:		Telephone no:	

Hours of work:

1st Contact

Monday	Tuesday	Wednesday	Thursday	Friday

2nd Contact

Monday	Tuesday	Wednesday	Thursday	Friday

Please indicate whether you wish: Term time: ☐ Full year: ☐

Early Learning and Childcare hours requested (please indicate arrival and departure times each day, the eligible funded sessions for those children who are entitled to them will be deducted).

Monday	Tuesday	Wednesday	Thursday	Friday

You will be required to pay the current rate for wraparound care set by Renfrewshire Council. The Council have the right to review the current charges.

Council Concession rates will apply if you are a:

- Student in fulltime education
- Pension Guarantee Credit
- Income Support
- Job Seekers Allowance
- Maximum working Tax Credit
- Tax Credit with a Disability Element
- Council Tax Reduction Scheme
- Housing Benefit
- Employment and support allowance
- Attendance allowance
- Disability Living Allowances (Child Element)
- Universal Credit

Parent/ Carer:
(signature)

Date:

The following documentation was shown to and verified by the head of establishment:

Head of Establishment:
(signature)

Date:

Appendix 14

Renfrewshire Council
Children's Services

Renfrewshire Council: Children's Services
Agreement to Purchase Wraparound Care

You will be required to pay the current rate for wraparound care to purchase additional childcare hours from Renfrewshire Council.

1. Payment of the amount due will require to be made no later than **10 working days** from the date on the invoice issued to you.

   If the amount due is not paid on time, the Council has the right to terminate the wraparound care placement and legal recovery procedures will be implemented.
   These hours do not affect approved Early Learning and Childcare entitlement.

2. Any change in your circumstances which may affect the wraparound care placement must be notified to the Council promptly. This includes changes in your employment or training hours or location. Wraparound contract require to be reviewed on a six monthly basis.

3. In the event that the agreed arrangements for wraparound care placement require to be changed, **4 weeks prior written** notice of this must be given to the head of establishment. The Council has the right to invoice you for the cost of the previously agreed placement in full if adequate notice is not given.

4. No less than 4 weeks prior written notice must be given to the Council if you no longer want to use the wraparound care placement. You will be invoiced for the amount due at the end of that notice period.

5. All absences will be charged at the full rate. If the absence extends beyond 4 consecutive weeks the Council have the right to withdraw the wraparound place. The place may be retained at the discretion of the head of establishment who requires to be advised of the circumstances of the absence before consideration can be given to such a request.

6. Children using the wraparound service throughout the full year will be entitled to 4 weeks holiday from an early learning and childcare establishment on a pro-rata basis, at no charge. This does not include those days when no service is available. All other absences will be charged at the full rate. Children using the service for school term time only will not be entitled to any holidays free of charge.

Signed by parent/carer:	Date Signed:	Review Date:

Renfrewshire Council: Children's Services
Agreement to Purchase Wraparound Care

Renfrewshire Council
Children's Services

Child's name:		Date of birth:	

Parents/Carers:

1st contact:		2nd contact:	
Address:		Address:	
Proof of address:	Yes: ☐ No: ☐	Proof of address:	Yes: ☐ No: ☐
Telephone no:		Telephone no:	
Mobile number:		Mobile number:	
Employer/College		Employer/College	
Address:		Address:	
Telephone no:		Telephone no:	

Hours of work:

1st Contact

Monday	Tuesday	Wednesday	Thursday	Friday

2nd Contact

Monday	Tuesday	Wednesday	Thursday	Friday

Please indicate whether you wish: Term time: ☐ Whole year: ☐

Early learning and childcare hours requested (please indicate arrival and departure times each day, the eligible funded sessions for those children who are entitled to them will be deducted).

Monday	Tuesday	Wednesday	Thursday	Friday

Establishment hours offered

Monday	Tuesday	Wednesday	Thursday	Friday

Your free funded sessions are:

Monday	Tuesday	Wednesday	Thursday	Friday

Signed by parent/carer:

Date:

Signed by head of establishment:

Date:

Full year provision for wraparound care is 50 weeks per year. There is no wraparound provision during the Christmas break.

Appendix 15

Renfrewshire Council
Children's Services

Renfrewshire Council: Children's Services

Emergency/Temporary Early Learning and Childcare Placement Contract

Early Learning and Childcare establishment:			
Name of child:		DOB:	

Duration of temporary emergency placement

From:	
To:	

Details of temporary placement:

Placement review date:	
Date:	
Parent/carer: (signature)	
Head of establishment: (signature)	

Your Early Learning and Childcare establishment name here
Your address here
Your address here

Telephone:

Contact:

Date:

Appendix 16

Renfrewshire Council
Children's Services

Dear

Review of a Placement

Child's name:	
Date of birth:	
Address:	

The above-named child was allocated a placement at:

The Early Learning and Childcare Admission Policy states that where a child is allocated more than their entitlement per week, the placement should be reviewed at least annually and may be adjusted to consider any change of circumstance.

The time has now come to review this placement and as you made the initial referral it would be helpful if you could please provide us with an update of the family circumstances. Can you please return the attached form to me by:

If you require any further information, please feel free to contact me

Yours sincerely

Appendix 17

Renfrewshire Council
Children's Services

Renfrewshire Council: Children's Services
Qualifying Benefit/Credit Evidence List

Eligible two-year olds residing in Renfrewshire whose parents are in receipt of qualifying benefits and Looked After Children:

Qualifying Benefit/Credit	Evidence	Documents Source
Income Support	Appendix 18 of Admission policy or Benefit Award Letter	Department of Work and Pensions
Job Seekers Allowance	Appendix 18 of Admission policy or Benefit Award Letter	Department of Work and Pensions
Employment and Support Allowance	Appendix 18 of Admission policy or Benefit Award Letter	Department of Work and Pensions
Incapacity or Severe Disablement Allowance	Appendix 18 of Admission policy or Benefit Award Letter	Department of Work and Pensions
State Pension Credit	Appendix 18 of Admission policy or Benefit Award Letter	Department of Work and Pensions
Universal Credit Universal Credit and your household take-home pay, is £610 a month or less	Appendix 18 of Admission policy or Benefit Award Letter	Department of Work and Pensions
Child Tax Credit, but not Working Tax Credit, with an income less than £16,105*	Current Award Letter	HM Revenue and Customs
Both maximum Child Tax Credit and maximum Working Tax Credit and an income under £6,420*	Current Award Letter	HM Revenue and Customs
Support under Part VI of the Immigration and Asylum Act 1999	Confirmation Letter	Home Office
Looked after by a local council The subject of a kinship care order The subject of a guardianship order		Social Work

Eligibility can vary annually.
Check www.mygov.scot/childcare-costs-help/funded-early-learning-and-childcare/ for current eligibility.

Appendix 18

Renfrewshire Council
Children's Services

Department for Work & Pensions

Your name here
Your title here

Insert Jobcentre Plus Address Stamp Here

2 YEAR OLD EARLY LEARNING AND CHILDCARE PLACE CONFIRMATION OF ELIGIBILITY

TO BE COMPLETED BY CLAIMANT	
Claimant Name:	
Claimant Address:	
National Insurance Number:	
Child's Name:	
Child's address:	
Relationship to Claimant: (Parent/Carer)	

Qualifying Benefits Criteria	**Please indicate (√)**	**Date benefit(s) commenced**
Income support		
Jobseekers allowance		
Employment and Support Allowance		
Incapacity and Severe Disablement Allowance		
State Pension Credit		
Universal Credit		

I authorise DWP to release the above information to Renfrewshire Council			
Signature		Date	

QUALIFYING BENEFIT CRITERIA

TO BE COMPLETED BY JOB CENTRE PLUS			
I can confirm that the named applicant is in receipt of the benefits stated and the commencement date of benefits is accurate			
Name of Job Centre Plus Officer			
Signature of Job Centre Plus Officer			
Date		***Telephone No***	
PLEASE ENSURE AN OFFICIAL STAMP IS INSERTED AT THE TOP OF THE PAGE			

Processing of Personal Information Notice **Appendix 19**

Renfrewshire Council has a duty to provide early learning and childcare services for children as required in the Children and Young People (Scotland) Act 2014 and the Standards in Scotland's Schools etc. Act 2000. This Notice, along with the Renfrewshire Council's Privacy Policy (which can be found on-line at http://www.renfrewshire.gov.uk/privacypolicy) explains how we process personal information for the purposes of determining early learning and childcare admissions and the provision of early learning and childcare across Renfrewshire.
To deliver early learning and childcare across Renfrewshire we need to collect, store, use, share and dispose of personal information. This is known as data processing.
As part of the admission and application process for early learning and childcare, we collect personal and special category data in a variety of forms:

1. **Application form for a place in an early learning and childcare establishment**

   Personal and special category data is collected and processed by us and we use the personal data to assess and determine, in line with Renfrewshire Council's guidelines, the child's eligibility for, and whether the child is eligible for a priority place in, an early learning and childcare establishment in Renfrewshire.

2. **Request for assistance in an early learning and childcare establishment**

   Personal and special category data is shared with us in this form by a professional agency e.g. social work, health or in the voluntary sector, and we use this personal data to identify those individuals that will require further substantial support and assistance when we are determining the allocations for early learning and childcare in Renfrewshire.

3. **Early learning and childcare enrolment form**

   Personal and special category data is collected and processed by the establishment where the early learning childcare place is offered, and we use the personal data to create and maintain a personal file of the child, including for example whether the child has any dietary requirements while in an early learning and childcare establishment in Renfrewshire.

4. **Deferred entry to primary school: Application for an additional year of free early learning and childcare**

   Personal and special category data is collected and processed by us to assess and determine, in accordance with the child's best educational interests and Renfrewshire Council guidelines, requests for a child to continue with an additional year of early learning and childcare prior to be enrolled in primary school.

5. **Application to purchase wraparound care**

   Personal (and potentially some special category) data is collected and processed by us for us to assess and determine, in accordance with Renfrewshire Council guidelines, applications for wraparound care, and the terms of any wraparound care to be delivered by the establishment.

6. **Agreement to purchase wraparound care**

   Personal (and potentially some special category) data is collected and processed by us for maintain a record of terms of the agreement to purchase wraparound care and a record of the relevant personal details and to allow the establishment to deliver the wraparound care.

7. **Emergency/temporary early learning and childcare placement contract**

   Personal (and potentially some special category) data is collected and processed by us for maintain a record of terms and the review date of the emergency or temporary early learning and childcare placement.

In processing personal information, Renfrewshire Council must comply with the EU General Data Protection Regulation and the Data Protection Act 2018. We refer to this as data protection legislation.

Data collection and personal data categories

More generally, the personal information we hold in our provision of early learning and childcare admissions is collected in a variety of ways. We will collect information from you in paper and online forms (as outlined above), by telephone, email, CCTV and in conversation with a member of our staff. We will also collect information from one or more of our partners agencies such as NHS, Police Scotland and Voluntary Sector organisations working with the us. When we collect and process your personal information, we are committed to the principles set out in data protection legislation.

Data protection principles

- We only collect information that we need
- We keep your personal information secure.
- We don't keep your information for longer than we need to
- We tell you why we need your information and what we will do with it
- We collect accurate information and, where necessary, keep it up to date
- We don't use your information for a different reason than the one we have told you about. The exception to this is if we must do so by law e.g. For the purposes of providing Child Protection and Safeguarding Services.

Personal data categories

We process personal data and special category data as part of determining early learning and childcare admissions and the provision of early learning and childcare. Personal data is information which can be used to identify you such as your:

- Name
- Address

- Date of birth
- A unique identifier, such as a Social Work Client ID number

Special category data is information that reveals:

- Racial or ethnic origin
- Data concerning health and sex life
- Religious or philosophical beliefs

Purpose of processing personal information

Processing personal information when determining early learning and childcare admissions and the provision of early learning and childcare allows us to provide those services and fulfil our legal responsibilities, such as:

- Allocating early learning and childcare placements in an equitable way;
- Ensuring those families in greatest need of early learning and childcare obtain a service appropriate to their needs;
- Providing advice and support;
- Providing early learning and childcare services;
- Supporting children with disabilities; and
- Providing child protection services.

On occasions, we may keep your personal information within our archives for evidential and historical reasons or use it for research and statistical purposes. It will sometimes be necessary to process personal information to protect individuals from harm or injury, to prevent and detect crime, to comply with legal orders, and to provide information in accordance with a person's rights. We will only process your personal information when it is lawful to do so.

Reasons

Data processed by the Council when determining early learning and childcare admissions and the provision of early learning and childcare is processed because:

- It is required by law
- It is necessary as part of a contract
- It is necessary to protect someone's life

If we require your permission to process your personal information, we will ask you. If you wish to withdraw your consent, you can do so through contacting our Information Governance Team or by emailing dataprotection@renfrewshire.gov.uk.

Renfrewshire Council
Privacy Policy

Appendix 20

Renfrewshire Council takes the privacy of your personal data very seriously. We have set out below what information we collect, how we collect it, what we do with it, who we share it with and why. You can contact us on 0300 300 0300. The Data Protection Officer, Allison Black can be contacted on dataprotection@renfrewshire.gov.uk.
We need to handle personal information about you so that we can provide better services for you. This is how we look after your information.
When we ask you for personal information, we will:

- Make sure you know why we need it
- Ask only for what we need
- Protect your personal information and make sure nobody has access to it who shouldn't
- Take proportionate precautions to prevent the loss, misuse or alteration of your personal information
- Let you know if we share it with any other organisations to give you better public services
- Make sure we don't keep it longer than necessary, and
- Not make your personal information available for commercial use without your permission.

In return, we ask you to:

- Give us accurate information, and
- Tell us as soon as possible if there are any changes, such as a new address.
- This helps us to keep your information reliable and up to date.

Your rights

You have the following rights:

- The right to be informed about how your information will be used.
- The right of access to your personal information.
- The right to rectification, which is the right to require the Council to correct any mistakes.
- The right to request the erasure of any personal information held by the Council where the Council no longer has legal reason to hold the information.
- The right to request that your information is only processed in certain ways.
- The right to data portability.
- The right to object to the Council processing your personal information.

These are not absolute rights are there may be circumstances where the Council is legally obliged to process your information in a particular way. Some examples are listed below.
Your details will be accessed by the Council staff who need this to provide you with a service and if the service is provided by an external agency, that agency. We are

also legally obliged to protect public funds, so details will be checked internally for fraud prevention and verification purposes and may be shared with other public bodies for the same purpose.

Sharing your information

The Council is legally obliged to share certain data with other public bodies such as Her Majesty's Revenue and Customs (HMRC) and will do so where the law requires this; the Council will also generally comply with requests for specific information from other regulatory and law enforcement bodies where this is necessary and proportionate. Information is also analysed internally in-order to provide management information and improve service delivery.

Consent

We will not ask for consent in cases where we need to process your information to carry out our public functions. If we have asked for your consent to process your information, you have the right to withdraw this, in whole or in part, at any time. We will explain any consequences of this to you, including any impact on the service we are delivering.

Transferring our information outside the UK or European Economic Area

The Council will not transfer personal data outside the European Economic Area (EEA)unless this cannot be avoided. The Council will only transfer data outside the UK and the EEA when it is satisfied that the party which will handle the data and the country it is processing it in will provide adequate safeguards for personal privacy. On the occasions when it does transfer your information outside the UK or the European Economic Area, the Council will inform you.

Profiling and automatic decision making

The Council do not use profiling or automated decision-making processes. Some processes are semi-automated (such as anti-fraud data matching) but a human decision maker will always be involved before any decision is reached in relation to you.

How long do we keep your information?

The Council will only keep your information for as long as necessary. Full details of how long the
Council usually retains your information can be found in the Council's Retention and Disposal Schedule which is published on the Council's website here. However, there may be circumstances where we may need to keep your information for longer. Once the Council no longer needs to keep your information, it will be securely destroyed.

Right to complain

When we ask you for information, we will abide by all relevant legislation, including the EU General Data Protection Regulation (GDPR). However, if you are unhappy with the way we process your personal data you have the right to complain. Any complaints regarding your data should be addressed to the Data Protection Officer, Allison Black on dataprotection@renfrewshire.gov.uk. If the matter is not resolved,

you can contact the Information Commissioner's Office, who can also provide independent data protection advice. The address and contact details for the Information Commissioner's Officer are:

45 Melville Street
Edinburgh
EH3 7HL
Telephone: 0131 244 9001
Email: scotland@ico.org.uk

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Renfrewshire Council Local Area Admission Panel Groupings **Appendix 21**

Panel	Designated Area	Establishment
Panel 1 Johnstone	Howwood Johnstone Lochwinnoch	Mid Gavin Nursery* Stepping Stones* Auchenlodment Early Learning and Childcare Class Lochwinnoch Early Learning and Childcare Class Spateston Early Learning and Childcare Centre St Margaret's Early Learning and Childcare Class West Johnstone Early Learning and Childcare Centre
Panel 2 Erskine	Bishopton Erskine Inchinnan Langbank	Bright Starts Nursery* Cairellot Day Nursery* Carli's Kindergarden* Enchanted Forest* Erskine Community Nursery – Bargarran* Erskine Community Nursery – St Anne's Inchinnan Community Nursery* St Anne's Early Learning and Childcare Class St John Bosco Early Learning and Childcare Class
Panel 3 Renfrew	Renfrew	3 Bears Nursery (Renfrew)* Little Flowers Nursery* Little Stars Hillington* Renfrew Day Nursery* Glendee Early Learning and Childcare Centre Moorpark Early Learning and Childcare Centre
Panel 4 Houston	Bridge of Weir Brookfield Houston Kilbarchan	Abbey Nursery (Houston)* Kilbarchan Community Nursery* Rivendale Nursery* Gryffe Manor* Bridge of Weir Early Learning and Childcare Class Houston Early Learning and Childcare Class
Panel 5 Linwood	Linwood	Linwood Community Childcare* East Fulton Early Learning and Childcare Class Our Lady of Peace Early Learning and Childcare Class Riverbrae Early Learning and Childcare Centre ○
Panel 6 Foxbar/Glenburn	Brediland Foxbar Glenburn Meikleriggs	Carriagehill Nursery - Green Road* Bushes Early Learning and Childcare Class Foxlea Early Learning and Childcare Centre Glenburn Early Learning and Childcare Centre Glenfield Early Learning and Childcare Centre Heriot Early Learning and Childcare Class St Peter's Early Learning and Childcare Class

* Providers in the private and voluntary sector accepted onto the Framework Agreement to provide Pre-school education

○ Designated places for children with Additional Support Needs.

Panel	Designated Area	Establishment
Panel 7 Paisley West 1	Elderslie Baronscroft Castlehead Westend	Abbey Nursery (Paisley)* Maxwellton Park Nursery* Hugh Smiley Early Learning and Childcare Centre St Mary's Early Learning and Childcare Class West Early Learning and Childcare Class Wallace Early Learning and Childcare Class
Panel 8 Paisley West 2	Ferguslie Shortroods Phoenix Park	Glencoats Lodge Nursery* Happitots Nursery* Hillview Nursery* Rainbow Nursery* Douglas Street Early Learning and Childcare Centre Ferguslie Early Learning and Childcare Centre Mossvale Early Learning and Childcare Class
Panel 9 Paisley Central 1	Charleston Hawkhead Hunterhill Lochfield Paisley South Todholm	Carriagehill Drive Nursery* Jennyswell Nursery* Nursery Times* Orchard Grove Nursery* Paisley Early Learning and Childcare Centre St Charles' Early Learning and Childcare Class Todholm Early Learning and Childcare Class
Panel 10 Paisley Central 2	Gallowhill Paisley North Ralston Seedhill	Abbeymill Childcare* Leaps & Bounds Nursery* Little Learners* Gallowhill Early Learning and Childcare Class Ralston Early Learning and Childcare Class St Catherine's Early Learning and Childcare Class Williamsburgh Early Learning and Childcare Class

* Providers in the private and voluntary sector accepted onto the Framework Agreement to provide Pre-school education

○ Designated places for children with Additional Support Needs.

Renfrewshire Council

To: **Education and Children Policy Board**

On: **1 November 2018**

Report by: **Director of Children's Services**

Heading: **Early Learning and Childcare Consultation - 2018**

1. Summary

1.1 The Children and Young People (Scotland) Act 2014 places a duty on local authorities to consult representative populations of parents and carers on how the mandatory early learning and child care, day care and out of school care and discretional services should be made available. There is a requirement to consult every 2 years and to publish plans in response to these consultations.

1.2 This report advises of the findings of the early learning and childcare consultation carried out by Renfrewshire Council during June 2018. The consultation report is attached as appendix one to this report.

2. Recommendation

2.1 The Education and Children's Service Policy Board is asked to note the findings of the early years and childcare consultation.

3. Background

3.1 Part 6 of the Children and Young People (Scotland) Act 2014 places a duty on local authorities to consult representative populations or parents and carers on how the mandatory early learning and child care should be made available and to publish plans for future delivery in response to the consultations. Parts 7 and 8 of the Act also requires an authority to consult representative populations of parents on how discretionary early learning and childcare (under the 1980 Act) and discretionary day care and out of school care for children not in need (under the 1995 Act) should be provided and supported. There is also a requirement to consult representative populations of parents on how mandatory day care and out of school for children in need (under the 1995 Act) should be made available.

3.2 There is a requirement to consult every 2 years and to publish plans in response to these consultations.

3.3 Since the introduction of the Children and Young People (Scotland) Act 2014, Renfrewshire Council has carried out 2 consultations (winter 2013 and October 2015) through surveys to establish the needs of parents. The findings from both surveys were reported to the policy board on the 16 January 2014 and 18 of August 2016. The outcome of the consultation was used to progress plans to develop early learning and childcare.

3.4 Both surveys were planned to provide information on the demand, barriers, perceptions and future use of early learning and childcare services for parents of children aged 0-14 years to assist in future planning and delivery of services.

3.5 A further survey relating to early learning and childcare, with a particular focus on early years, was undertaken in 2017. The purpose of this survey was to understand parental preferences in relation to the expansion of early learning and childcare from 600 hours to 1140 hours. The findings from this survey supported the development of the 1140 expansion proposals in determining future models of provision. An initial 1140 expansion plan was submitted to the Scottish Government in September 2017 and reported to the children's service policy board in November 2017.

3.6 A third full consultation, in line with the requirements of the Children and Young people (Scotland) Act 2014 was undertaken during June 2018, via an online survey to achieve maximum engagement from parents across Renfrewshire.

3.7 Questions were set within two categories: needs and services for parents of children aged birth to five years and 5 -14 years. The survey included a number of closed and opened questions, therefore enabling parents the opportunity to make comments on the issues relating to childcare provision.

3.8 Appendix one provides the overall findings from the June 2018 survey, including information on headline results and responses to all the questions asked.

3.9 The findings in relation to the increase in the entitled hours of early learning and childcare will continue to assist the council in their plans for expansion for 2020. The findings in relation to other aspects of childcare will be considered when undertaking any future planning of childcare services for Renfrewshire.

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4. Key Findings – Early Learning and Childcare Survey – June 2018

4.1 A total of 884 parents took part in the survey. An analysis of the data revealed that 41% of the respondents live in the Paisley area, 38% had children aged under 5 years and 72% had children aged between 5 and 11 years of age.

4.2 The key findings of the survey are as follows:

- 43% of parents had children who currently attend local authority or partner early learning and childcare services.
- 22% had children attending before school care and 27% after school care provision.
- Only 17% of respondents indicated that they use a registered childminder, with 10% using this type of service for children aged under 5 years and 7% for school aged children.
- Parents of school aged children use family and friends as the most commony form of childcare, with 41% of parents selecting this option.

- The key reasons for using childcare services:
  - early learning and childcare (0 to 5 years) –75% to enable parents to work or study, 69% to support child development, and 50% because their child was entitled to a place;
  - after school care (school age) - 59% to enable parents to work or study; and
  - before school care (school age) - 54% to enable parents to work or study.
- The key factors influencing parents in their choice of an early learning and childcare provider (0 to 5 years provision) are affordability (85%), positive inspection grades (79%), highly qualified staff (76%), opportunity for children to socialise (68%).
- The preferred patterns for delivering 1140 hours of early learning and childcare are for an extended year model (61%) and full day option (70%).
- The key reasons for not using formal childcare provision:
  - service not required - 44% for children under 5 years of age and 50% for before and after school; and
  - cost – 32% for early learning and childcare and 37% before or after school.

4.3 Due to the small sample size across the Renfrewshire Council areas, the responses provided can only be seen as an indicator of the desires, demand and perceptions and may not fully represent the views of the wider community.

Implications of this report

1. Financial Implications
None

2. HR and Organisational Development Implications
None

3. Community Plan/Council Plan Implications

Children and Young People	Ensuring the best start in life for children and young people.
Community Care, Health and Well-being	Earlier intervention will lead to healthier outcomes for young children.
Empowering our Communities	Children, young people and families will benefit from local services in the community.
Jobs and Economy	Flexible childcare placements will support parents back into and sustain employment, training or education.
Safer and Stronger	The quality of community life is enhanced by supporting parents, children and young people.

4. Legal Implications
None

5. Property/Assets Implications
None

6. Information Technology
None

7. Equality and Human Rights Implications
The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because there is no decrease to the level of funding being proposed therefore no diminution of service. Services comply with the Equality Act 2010.

8. Health and Safety
None

9. Procurement Implications
None

10. Risk Implications
None

11. Privacy Impact
Personal information will only be held as required in order to deliver the service. This will be done in accordance with all data protection legislation.

List of Background Papers
None.

Author: Kathleen McDonagh, Education Manager – Early Years Tel No: 0141 618 7196, kathleen.mcdonagh@renfrewshire.gov.uk

Appendix 1

RENFREWSHIRE COUNCIL
EARLY LEARNING AND CHILDCARE CONSULTATION

2018

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Renfrewshire Council

1. Executive Summary

1.1 Introduction

The Children and Young People (Scotland) Act 2014 places a duty on local authorities to consult with parents every two years on how early learning and childcare should be made available and publish a plan for how it intends to make early learning and childcare available. This report provides the findings of the most recent survey carried out by Renfrewshire Council during June 2018.

The consultation was conducted using an online survey which was promoted on the council website and social media. 884 parents responded to the online survey.

1.2 Key Findings

A total of 884 parents took part in the survey. An analysis of the data revealed that 41% of the respondents live in the Paisley area, 38% had children aged under 5 years and 72% had children aged between 5 and 11 years of age.

The key findings of the survey are as follows:

- 43% of parents had children who currently attend local authority or partner early learning and childcare services.
- 22% had children attending before school care and 27% after school care provision.
- Only 17% of respondents indicated that they use a registered childminder, with 10% using this type of service for children aged under 5 years and 7% for school aged children.
- Parents of school aged children use family and friends as the most commonly form of childcare, with 41% of parents selecting this option.
- The key reasons for using childcare services:
  - early learning and childcare (0 to 5 years) –75% to enable parents to work or study, 69% to support child development, and 50% because their child was entitled to a place;
  - after school care (school age) - 59% to enable parents to work or study
  - before school care (school age) - 54% to enable parents to work or study.
- The key factors influencing parents in their choice of an early learning and childcare provider (0 to 5 years provision) are affordability (85%), positive inspection grades (79%), highly qualified staff (76%), opportunity for children to socialise (68%).
- The preferred patterns for delivering 1140 hours of early learning and childcare are for an extended year model (61%) and full day option (70%).
- The key reasons for not using formal childcare provision:
  - service not required - 44% for children under 5 years of age and 50% for before and after school.
  - Cost – 32% for early learning and childcare and 37% before or after school.

2. Overall Survey Results

This section of the report details the responses to each of the questions of the consultation survey. Due to the small sample size across the Renfrewshire Council areas the responses provided can only be seen as an indicator of the desires, demand and perceptions and may not fully represent the views of the wider community.

2.1 Respondent Profile

2.1.1 Age of children

Respondents were asked how many children they had in each age group. The highest populated age group was the 5 to 11 years with over 900 children falling within this category followed by around 700 in the under 5 years age group. The number of secondary school aged children was significantly lower than the other groups. Table 1 below provides the responses to this question:

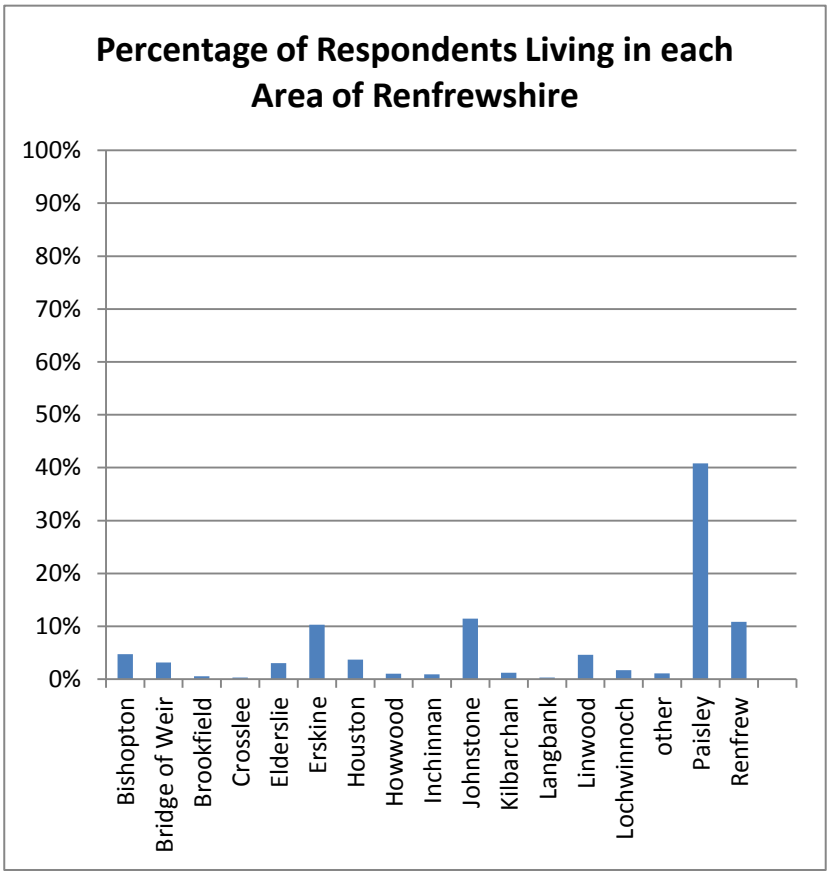
Table 1: Number of children in each age group

Area	Under 5 years	5 – 11 years	12 - 14 years
Bishopton	41	40	6
Bridge of Weir	25	28	7
Brookfield	1	6	2
Crosslee	1	7	1
Elderslie	20	25	7
Erskine	82	82	33
Houston	33	33	15
Howwood	9	7	3
Inchinnan	8	11	3
Johnstone	63	118	22
Kilbarchan	5	15	5
Langbank	2	4	1
Linwood	35	40	14
Lochwinnoch	2	18	8
other	8	7	2
Paisley	275	361	92
Renfrew	101	108	30
Grand Total	711	910	251

2.1.2 Home Location

Respondents were asked to identify which area of Renfrewshire they lived in. The findings in table 2 and the chart below show that although someone from every area of Renfrewshire took part in this survey, the distribution of respondents is not evenly spread, with around 41% living in the Paisley area and fewer than 10 living in areas such as Brookfield, Langbank, Crosslee, Howwood and Inchinnan.

Table 2: Respondent location		
Town	**Number**	**Percentage**
Bishopton	42	4.8%
Bridge of Weir	28	3.2%
Brookfield	5	0.6%
Crosslee	3	0.3%
Elderslie	27	3.1%
Erskine	91	10.3%
Houston	33	3.7%
Howwood	9	1.0%
Inchinnan	8	0.9%
Johnstone	101	11.4%
Kilbarchan	11	1.2%
Langbank	3	0.3%
Linwood	41	4.6%
Lochwinnoch	15	1.7%
Paisley	361	40.8%
Renfrew	96	10.9%



2.1.3 Types of services currently used

Parents were asked to identify the types of service their child/children currently used. The type of establishment that the majority of respondents identified was a primary school (70%) followed by Early Learning and Childcare Centre or Class (43%). The number of responses to this question indicates that parents are using more than one service. The table below details the response:

Table 3: Type of service currently used	Number	%
Early Learning and Childcare Centre/or Class – Local Authority or Partner	364	40%
Primary School	617	70%
Secondary School	165	19%
ASN Early Learning and Childcare Centre/or Class	14	2%
ASN School	31	4%
None of the above	21	2%

2.2 Survey Questions Relating to Early Learning and Childcare for Children Aged 0-5 years.

This section of the survey asked parents to share their experience of early learning and childcare provision for children under 5 years of age.

2.2.1 Respondents were asked to indicate the number of children in their family within the following age categories.

Table 4: Age Category	Number
0 – Under 2 years	279
2 – under 3 years	144
3 - 5 years	405

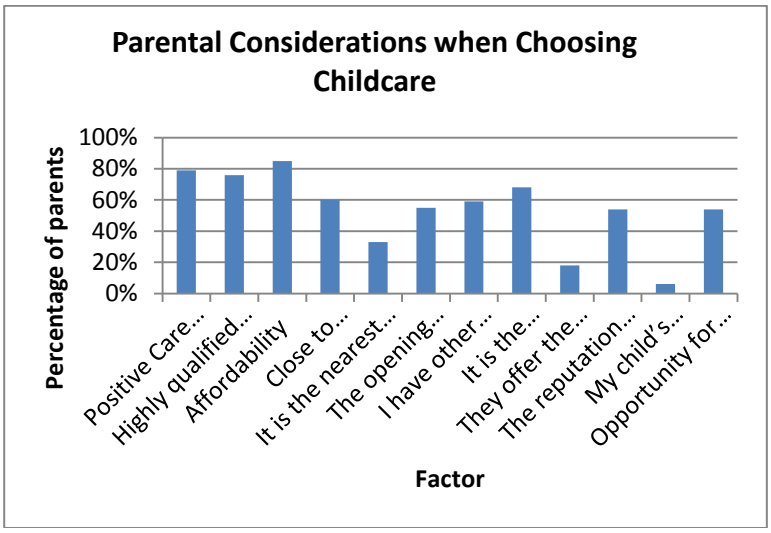
N.B – *The above figures are not consistent with the response to the figures represented in table 1which is due to children age five years of age attending an early years setting.*

2.2.2 Parents were asked to indicate which types of childcare they used for their child. Council Early Learning and Childcare Centres and Classes were the most popular (65%) form of childcare used by parents. This was followed by voluntary or independent nurseries (40%). The least utilised service identified was a registered childminder with only 10% using this service. Table 5 below details the response to this question.

Table 5: Type of Service	Number	%
Council Early Learning and Childcare Centre or Class	243	65%
Voluntary or Independent Nursery	152	40%
Registered Childminder	35	10%
Non-partnership	49	14%
Family Member/Friend	98	29%

2.2.3 Respondents were asked to indicate the factors they considered important when choosing a childcare provider. They were able to choose from a number of statements to select the factors that they considered important. Affordability of a provider was chosen by the largest number of respondents with 85% choosing this factor. Positive inspection grades and a provider having highly qualified staff were the next most selected factors with 79% and 76% considering this respectively. The table and chart below indicates the responses.

Table 6: Factors influencing choice of provider	Number	%
Positive Care Inspectorate and Education Scotland Inspection grades	373	79%
Highly qualified staff	360	76%
Affordability	401	85%
Close to workplace/home	285	60%
It is the nearest to the school I want my child to attend	157	33%
The opening hours suit my needs	269	57%
I have other children who go there	282	59%
It is the opportunity for my child to socialise with other children	321	68%
They offer the right kind of specialist support my child's needs	84	18%
The reputation of the provider	257	54%
My child's friends attend this provider	28	6%
Opportunity for outdoor experience/learning	257	54%



Respondents also added comments in their response to this question relating to other factors that they thought were important: such as the high level of parental involvement; the service was used previously by the parent; the commitment to GIRFEC and curriculum for excellence and links between the school and nursery.

2.2.4 Respondents were also asked why they used early learning and childcare for their child. 69% of parents used childcare as they believe it is good for their child's social and educational development. The second most selected reason was that it allowed the parents to work. The table below provides the responses from parents.

Table 7: Reasons for use of ELCC	**%**
My child is entitled to early learning and childcare	50%
To allow me to work	68%
To allow me to look for work	3%
To allow me to study/train	7%
To give me time for other things (e.g. appointments, housework, socialising etc)	0%
It is good for my child's development (e.g. social interaction)	69%
My child likes spending time with/at the provider	33%

Through individual comments respondents advised of other reasons for using an early learning and childcare service including support for parents with heath issues, to support looked after children and allow child to play outdoors in a safe environment.

2.3 Survey Questions Relating to the Expansion to 1140 hours of Early Learning and Childcare

This section of the consultation survey focused on parents' views, preferences and needs relating to the expansion of 1140 hours of early learning and childcare by 2020. Currently eligible 2 year olds and 3 to 5 year olds are entitled to 600 hours of funded early learning and childcare.

2.3.1 Respondents were asked if the expansion of early learning and childcare to 1140 hours would allow them to work, increase their work or studying hours or improve their family

life. The majority of respondents said that more hours of childcare would allow them to work or study (76%) and 41% said that it would have a positive impact on their family life. Table 8 details the responses.

Table 8: benefits of 1140	**Number**	**%**
Work	412	62%
Study	90	14%
Improve family life	275	41%
None of the above	92	14%
All of the above	110	17%
Other (please specify)	27	4%

Several respondents provided additional comments to this question, such as it would enable them to work more hours, therefore have more money for a better family life; ability to save money, working will be worth-while as they will be paying less on childcare; and children will develop social skills. Comments were made about specific hours of early learning and childcare that would be used, including comments about scope for flexibility to increase time on occasions when grandparents are on holiday, scope to choose their own pattern of placement and a statement about not using all of the 1140 hours.

2.3.2 Respondents were asked which type of early learning and childcare model would best suit their needs. The majority of respondents (61%) indicated an extended year provision over the school year (39%) option. The table below details the response from respondents.

Table 9: Preferred model of ELCC	**Number**	**%**
School year (38 weeks)	258	39%
46 weeks a year	95	15%
50 weeks a year	302	46%

Respondent comments in relation to this question include for after school care, summer holiday provision, and to be able to select a nursery of choice.

2.3.3 A further analysis of this data was undertaken to understand the preference of model on an area basis. The only area in which a school year option was more popular was Bridge of Weir. Crosslee and Kilbarchan have an equal split in support between 50 week and school year provision. Table 10 provides the breakdown of responses.

Table 10: Preferred ELCC model by area			
Areas	**46 Weeks**	**50 weeks**	**School year (38 weeks)**
Bishopton	6%	53%	41%
Bridge of Weir	5%	35%	60%
Brookfield	25%	50%	25%
Crosslee	0%	50%	50%
Elderslie	21%	47%	32%
Erskine	9%	47%	44%
Houston	23%	55%	23%
Howwood	29%	29%	43%
Inchinnan	0%	67%	33%
Johnstone	13%	42%	46%
Kilbarchan	0%	50%	50%
Langbank	50%	50%	0%
Linwood	27%	42%	30%
Lochwinnoch	0%	60%	40%
Other	20%	60%	20%
Paisley	14%	47%	39%
Renfrew	20%	42%	38%
Average	**15%**	**46%**	**39%**

2.3.4 Respondents were asked to indicate the pattern of attendance that would best suit their needs. The favoured model of early learning and childcare provision is full day (8am to 6pm) with 40% selecting this option, compared to 30% of respondents wanting their childcare over a school day (9am to 3pm). Less than 7% identified half day sessions as a preferred option. The data concerning preferred pattern of attendance was further examined on an area basis. Tables 11 and 12 provide the breakdown of responses.

Table 11: ELCC pattern of attendance	Number	%
Full days – 8:00 – 18:00	262	40%
Half days – afternoon 13:00 – 18:00	20	3%
Half days – afternoon 8:00 – 15:00	47	7%
School days – 9:00 – 15:00	197	30%
Two full days and one half day	93	14%
Other	30	5%

Table 12: ELCC pattern of attendance by area						
Area	**Full days - 8:00 - 18:00**	**Half days - afternoons 13:00 - 18:00**	**Half days - mornings 8:00 - 13:00**	**other**	**School days - 9:00 - 15:00**	**Two full days and one half day (am or pm)**
Bishopton	42%	0%	10%	3%	6%	39%
Bridge of Weir	40%	10%	0%	5%	40%	5%
Brookfield	33%	0%	33%	0%	0%	33%
Crosslee	0%	0%	50%	50%	0%	0%
Elderslie	42%	0%	11%	16%	32%	0%
Erskine	39%	3%	10%	4%	27%	16%
Houston	36%	0%	5%	5%	23%	32%
Howwood	14%	14%	43%	0%	0%	29%
Inchinnan	50%	0%	0%	0%	17%	33%
Johnstone	38%	8%	3%	8%	36%	7%
Kilbarchan	33%	0%	0%	0%	67%	0%
Langbank	100%	0%	0%	0%	0%	0%
Linwood	48%	6%	3%	0%	24%	15%
Lochwinnoch	25%	0%	25%	25%	25%	0%
Other	0%	25%	0%	25%	0%	50%
Paisley	43%	1%	6%	4%	34%	11%
Renfrew	37%	3%	9%	3%	31%	18%
Average	**40%**	**3%**	**7%**	**5%**	**30%**	**14%**

2.3.5 Parents were asked if they would have to purchase additional hours on top of their 1140 hours of free early learning and childcare to meet their needs. 68% of respondents said that they would not need to purchase any additional hours, in comparison 32% requiring to purchase additional time. Respondents from Crosslea, Inchinnan, Kilbarchan and Langbank had a response from 50% or more who indicated that they would need to pay for more hours. Tables 13 and 14 below details the response:

Table 12: Additional hours required on top of 1140	Number	%
Yes	210	32%
No	438	68%

Table 13: Additional hours required on top of 1140 by area		
Area	**No**	**Yes**
Bishopton	66%	34%
Bridge of Weir	68%	32%
Brookfield	100%	0%
Crosslee	100%	0%
Elderslie	70%	30%
Erskine	75%	25%
Houston	77%	23%
Howwood	86%	14%
Inchinnan	33%	67%

Johnstone	74%	26%
Kilbarchan	67%	33%
Langbank	0%	100%
Linwood	67%	33%
Lochwinnoch	86%	14%
Other	50%	50%
Paisley	65%	35%
Renfrew	61%	39%
Average	**68%**	**32%**

2.3.6 Parents were asked if their childcare needs changed each week to accommodate work shift pattern. A quarter of parents who responded to this question said that this described their needs. Table 14 below illustrates the results:

Table 14: Changing childcare needs due to work shift patterns	**Number**	**%**
Yes	167	25%
No	503	25%

2.3.7 Respondents were asked how they would like their 1140 hours of early learning and childcare to be provided. The consultation found that the majority (73%) of parents preferred to have all of their early learning and childcare provided in the one nursery. The data was analysed to understand parents' views within each area across Renfrewshire. Tables 15 and 16 detail the results.

Table 15: Preferred ELCC delivery option	**Number**	**%**
All in one nursery	465	73%
Shared with more than one nursery	45	7%
Shared between a nursery and a registered childminder	35	6%
All with a registered childminder	23	4%
All in an outdoor nursery	7	1%
Shared between an outdoor and indoor nursery	34	5%
Other	23	4%

Table 16: Preferred ELCC delivery option by area

Area	All in an outdoor nursery	All in one nursery	All with a registered childminder	other	Shared across more than one nursery	Shared between a nursery and a registered childminder	Shared between an outdoor and an indoor nursery
Bishopton	0%	79%	3%	0%	3%	14%	0%
Bridge of Weir	0%	58%	0%	0%	11%	11%	21%
Brookfield	0%	67%	0%	0%	33%	0%	0%
Crosslee	0%	50%	50%	0%	0%	0%	0%
Elderslie	0%	65%	0%	5%	25%	5%	0%
Erskine	2%	79%	2%	3%	6%	6%	3%
Houston	5%	68%	9%	0%	5%	5%	9%
Howwood	0%	75%	13%	0%	0%	13%	0%
Inchinnan	0%	100%	0%	0%	0%	0%	0%
Johnstone	0%	75%	3%	9%	4%	1%	7%
Kilbarchan	0%	100%	0%	0%	0%	0%	0%
Langbank	0%	50%	0%	0%	50%	0%	0%

Linwood	0%	69%	3%	0%	6%	9%	13%
Lochwinnoch	0%	40%	40%	0%	0%	20%	0%
Other	0%	50%	0%	0%	50%	0%	0%
Paisley	2%	72%	4%	6%	6%	4%	7%
Renfrew	1%	78%	4%	0%	9%	8%	0%
Average	**1%**	**73%**	**4%**	**4%**	**7%**	**6%**	**5%**

2.3.8 Parents were asked about Gaelic as part of their early learning and childcare provision. 267 parents indicated an interest in this.

2.3.9 The survey included a question on reason for using an early learning and childcare provision that is more than 2 miles away from their home. Parents were able to select up to 3 of the options. The most popular reason given was to access high quality childcare and education (36%), with 22% choosing a service to be near their workplace.

Table 17: Reasons for choosing a service more than 2 miles from home	**Number**	**%**
To be near my workplace	43	22%
Because the setting has a good Care Inspectorate inspection report	37	19%
Because of the high quality childcare and education provided	71	36%
Because the setting was recommended to me	25	13%
This is the nearest provider to my home	35	18%
There aren't any vacancies at the setting nearest to me	34	17%
Other	44	22%

2.4 Survey Questions Relating to Before and After School Care – Age 5 to 14 Years

This section of the consultation survey focused on parents' views and needs regarding before and after school care provision.

2.4.1 Respondents were asked which form of childcare they used for their children. The most popular response to this question was the use of family or friends, with 41% of respondents using this form of childcare. A third of respondents said that they did not use any childcare for their child. The least utilised type of childcare was a registered childminder (7%). The responses are detailed in the table below:

Table 18: Types of Childcare Used	**Number**	**%**
Before School Care (during school term time)	178	22%
After School Care (during school term time)	218	27%
Out of School Care (during school holidays)	134	16%
Registered Childminder	58	7%
Family Member/Friend	339	41%
None	267	33%
Other	12	1%

2.4.2 The response to the question on why parents used after school care services indicated that the vast majority (59%) use after school care to allow them to work or study. Almost half of respondents said that this was not applicable and they do not use these services. The response to this question is below:

Table 19: Reasons for using after school care	Number	%
To allow me to work	326	54%
To allow me to look for work	8	1%
To allow me to study/train	29	5%
To give me time for other things (e.g. appointments, housework, socialising etc.)	36	1%
It is good for my child's development (e.g. social interaction)	20	6%
My child likes spending time with/at the provider	7	3%
Not applicable, I do not currently use After School Care Services	261	44%

2.4.3 Parents were then asked for their reasons for using before school care. The most popular response was that it allowed them to work or study, with 54% choosing these options. Table 20 details the responses to this question.

Table 20 - Reasons for using before school care	Number	%
To allow me to work	262	49 %
To allow me to look for work	7	1%
To allow me to study/train	24	5%
To give me time for other things (e.g. appointments, housework, socialising etc.)	0	0%
It is good for my child's development (e.g. social interaction)	41	8%
My child likes spending time with/at the provider	24	5%
Not applicable, I do not currently use Out of School Care Services	244	46 %

Respondent comments to this question include the service being attached to or near to the school, suits working hours and is flexible to shift patterns.

2.5 Survey Questions Relating to Reasons for Not Using Childcare Services and Information on Possible Future Use

This section of the survey focused on understanding the reasons why parents did not use or require childcare services and to establish an understanding of the possible future usage of childcare.

2.5.1 Parents were asked to indicate the reasons why they did not use early learning and childcare. They were given four options and were able to select multiple reasons. 44% of respondents said that they did not require the service. The cost for early learning and childcare was given as the second highest reason, with 32% of respondents choosing this option.

Table 21: Reason for non-use of ELCC	Number	%
Too expensive	120	32%
My child is not yet entitled to early learning and childcare	71	19%
Arrangements are not suitable for my family (e.g. times, location	47	14%

Not required	164	44%

2.5.2 Respondents were asked if they would use early learning and childcare services in the future. 55% of respondents said they would use these services in future, with 30% saying that it would not be applicable for them. The response to this question is below.

Table 22: Use of ELCC services in future	**Number**	**%**
Yes	426	55%
No	112	15%
Not applicable	232	30%

2.5.3 Parents were also asked to indicate the reasons why they did not use before or after school care and were given three options to choose from, multiple reasons could be given. Half of the respondents said they did not require the service and 37% of respondents stated the service was too expensive.

Table 23: Reason for non-use of Before and After School Care	Number	%
Too expensive	177	37%
Arrangements are not suitable for my family (e.g. times, location	61	13%
Not required	238	50%

Some parents provided comments on their reasons for not using childcare services. The reasons given include there being no before or after school care in the school or village; out of school care does not provide appropriate provision for children with additional needs, there is no playscheme provision for children attending Mary Russell and childcare is too expensive; the provision is not suitable for young teenagers/13 year olds; and there was no place available

2.5.4 A question on the future use of before (BSC) and after school care (ASC) was asked. With both of these questions over 60% of respondents said they believe they would use the services again in future. 12% of respondents said that after school services would not be applicable to them and 13% said before school care would not be applicable for future use. The responses are detailed in the tables below.

Table 24: Use of ASC services in future	**Number**	**%**
Yes	541	67%
No	173	21%
Not applicable	93	12%

Table 25: Use of BSC services in future	Number	%
Yes	493	61%
No	208	26%
Not applicable	105	13%

2.6 Survey Questions on Parental Views and Perceptions of Early Learning and Childcare provision for children aged 0 to 14

In this section of the survey parents were asked to give their

2.6.1 Respondents were asked parents to what extent they agreed or disagreed with a range of statements relating to childcare provision. 69% of respondents indicated that they strongly agree and agree that they would like more choice in the childcare available to them. More than 50% of respondent said the strongly agree / agree that they would like more access to childcare to work, study or train (66%) and 69% would like more choice in the childcare available to them. 59% strongly agreed / agreed that they find it difficult to afford the childcare they need. Table 26 provides the detail of the response to this question.

Table 26	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I find it difficult to afford the childcare I need	29%	30%	24%	9%	7%
Providers are not flexible enough about hours of use	21%	24%	31%	15%	9%
I feel that I rely too much on family and friends for childcare	27%	24%	20%	14%	15%
If I could access more childcare I would have more opportunity to work, study or train	39%	27%	22%	8%	5%
I would like more choice in the childcare available to me	34%	35%	22%	5%	5%

Renfrewshire Council

To: **Education and Children's Services Policy Board**

On: **1 November 2018**

Report by: **Director of Children's Services**

Heading: **Update on Strategic Review of Support for Children with Additional Support Needs in Mainstream Education**

1. Summary

1.1 The Education (Additional Support for Learning) (Scotland) Act 2004 changed the way in which support for pupils with additional support needs was managed, and widened the definition of additional support needs. The local authority is required to have a range of supports and services to meet each child's educational needs by addressing barriers to learning and making reasonable adjustments. The presumption of mainstreaming means that parents have the right for their child to be educated in a mainstream school environment.

1.2 The Scottish government strategy for closing the poverty related attainment gap *delivering excellence and equity in Scottish education* provides a clear focus for social justice by ensuring that education promotes and supports the rights and needs of all children and young people no matter what their background. Research shows that more children with additional support needs are affected by poverty, therefore it is crucial that a local strategy for supporting children and young people with additional support needs takes account of the principles of social justice, ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap and building social capital.

1.3 On 18 January 2018 the education and children's services policy board agreed that a strategic review of educational provision and approaches in Renfrewshire to support children and young people with additional support needs would be undertaken and that a revised strategy outlining proposals for a delivery model would be brought to a future meeting of the policy board.

1.4 This paper outlines proposals to deliver educational provision and approaches to children and young people with additional support needs by reorganising existing provision and staffing into a locality model. These proposed changes will enable services and support to be organised and delivered on a local basis in line with the principles of school empowerment, as well as ensuring best practice and best value.

1.5 The proposal will focus on ensuring that:

- additional support needs are identified as early in a child's educational journey as possible;
- supports are provided in the child's mainstream school where possible; and
- where a child needs support from outwith their mainstream school this is provided as close to home as possible.

1.6 A full engagement strategy will be developed to ensure parents, children and other stakeholders all have the opportunity to contribute to the development of the proposals.

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2. Recommendations

2.1 It is recommended that the education and children's services policy board agrees that:

[a] the proposed locality model for delivery of additional support needs support and services as outlined in this paper is further developed and implemented from August 2019 onwards;

[b] a further report providing fuller detail of the operation of the approach will be brought back in due course.

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3. Background

3.1 Across Scotland there is an increasing number of children and young people being identified with additional support needs. A similar increase is being experienced in Renfrewshire. The needs of these children and young people can be complex and they may require a range of different supports and interventions to help them make the best of their education experiences.

3.2 Although the presumption of mainstream means that many children with additional support needs are educated in mainstream schools within their own communities, Renfrewshire has a range of specialist provision for children with additional support needs including Riverbrae and Mary Russell schools. There are also currently 16 additional support needs bases for children each of which has been developed over the years to provide support for specific needs. A range of staff work in these bases to support these specific learning needs. These include:

- social, emotional and behavioural needs;
- language and communication difficulties including autism spectrum disorders;
- specific language difficulties;
- complex literacy needs; and
- chronic anxiety/school phobia and non-attendance.

3.3 It should be noted that the provision of Riverbrae and Mary Russell schools are not within the scope of the review.

3.4 In addition, there is a range of centrally deployed staff who work to support the learning of children with additional support needs in schools. These include:

- additional support needs assistants;
- home link workers and assistants;
- educational psychologists;
- peripatetic teaching teams (looked after children teachers; English as an additional language teachers; sensory support teachers); and
- the inclusion support team

3.5 It has been recognised that the current strategy relating to the educational provision for children with additional support needs required to be reviewed to ensure that the principles of inclusion, social justice and best practice are foremost in the way that services are delivered.

3.6 The current model of deploying additional support for children and young people in Renfrewshire education establishments is based on centralised deployment of resource. Deployment is overseen by a central team based on a staged intervention model which focuses on meeting additional support for learning legislation and getting it right for every child (GIRFEC) principles.

3.7 Within the current model much of the additional support needs staffing resource is deployed to specialist base provision rather than allocated to build capacity for inclusion in mainstream establishments.

3.8 A working group comprising head teachers from all sectors, depute head teachers, educational psychologists and central staff worked to develop a proposal for a revised model for delivering additional support needs services across Renfrewshire.

3.9 The proposal is to develop a new inclusive model with the following features:

- 4 locality areas as outlined in appendix 1;

- each locality would have a number of inclusion hubs which would, where appropriate, be developed around existing authority additional support needs bases;
- each inclusion hub would have the facility to provide in-reach support to pupils who cannot be supported in mainstream school and also outreach support to pupils who require an enhanced level of support for their mainstream placement;
- existing skilled staff would be based in inclusion hubs and would provide support to children and young people on both an in-reach and outreach basis;
- the role of specialist teaching and support staff will be enhanced by a programme of continuing professional development to ensure that best practice informs approaches to supporting children with additional support needs; and
- delivery of an enhanced transition model to ensure improved co-ordination and communication in relation to early years to primary/primary to secondary.

3.10 In redesigning a model which will meet the needs of all stakeholders, the locality model will take consideration of a range of factors which include:

- flexibility for head teachers to negotiate resources across a locality area or on a cluster basis;
- ensuring the effective utilisation of the skills and experience of staff within the current authority specialist support teams and provision;
- shifting the focus from supporting children with additional support needs in a range of authority bases and with support from central teams to re-aligning supports to schools/localities;
- reviewing the focus of the services to ensure that they meet of the children and young people on an ongoing basis; and
- further develop the training and development programme for staff to ensure they have the skills required to meet the needs of children with additional support needs.

3.11 The vision of the locality model is to develop the ethos and expectation that support to children and young people is outcome-focused and time-limited, based on intervention and service delivery rather than placement. Assessment and intervention should be bespoke and individualised. Staff skills and confidence will be developed through a “coach-consult” approach.

3.12 The benefits of the locality model would include the following:

- children and young people with additional support needs being maintained within their local area for their education;

- ensuring the effective utilisation of the skills and experience of staff within the current authority specialist support teams and provision; and
- a coherent inclusion model across all sectors.

3.13 Existing staff engaged in authority bases and specialist teams will have a key role in shaping the locality model as it develops through a number of working groups. (appendix 2) Parents of children with additional support will also have a key role in shaping the locality model through parent engagement and consultation meetings and events. The working group which will focus on transition will ensure that no child or young person currently being supported within existing arrangements experiences disruption to their existing educational placement.

3.14 The locality model is based on the core inclusive value of providing education for children within their own community as much as possible. The new model will build on the work begun by the Renfrewshire Nurturing Relationship Approach (RNRA). It will work on the premise that all schools will be: nurturing, communication friendly, trauma informed establishments. Multi-agency working and partnership will be key components of the approach as part of the ongoing process.

3.15 The locality model would provide primary and a secondary inclusion hubs in each locality which will be used as a base for additional support needs staff, as well as to provide a base for the education provision of some pupils (in-reach). These hubs would provide: professional learning, out-reach (coach & consult) support to teachers, and will have higher teacher / pupil ratios than mainstream school. Head teachers will work collaboratively to ensure the needs of children and young people are met within the locality. Individualised and specific learning environments would be developed within the inclusion hubs where required.

3.16 Support required would be provided in the mainstream environment by out-reach staff and upskilled mainstream staff. The objective would be to enhance inclusion by supporting a reduced number of children and young people on an in-reach basis and an increased number on an out-reach basis.

3.17 The development of a new model of inclusion support should not be constrained by historic roles therefore the locality model will include a review of the roles and responsibilities of support staff including:

- classroom assistants;
- additional support needs assistants;
- home link workers and home link assistants; and
- key workers

3.18 As operational proposals for the locality model develop and roles and responsibilities are redefined, VR/VER may be offered to identified support staff to ensure a consistent staffing model proportionate to the needs of the children and young people in the locality.

3.19 The locality model will require a clear governance structure which sets out lines of accountability and management to ensure equity and quality of provision. The revised policy for staged intervention in Renfrewshire will set out clearly the procedural and operational guidance for the revised model.

3.20 The inclusion support team will support the delivery of the new model. It is envisaged that each locality will be linked with an inclusion support officer who will provide guidance and support to the revised arrangements and who will ensure moderation of quality improvement across the model.

3.21 Consistency of standards and quality will be of crucial importance. Inclusion support officers will work with education managers and head teachers to ensure that the model is understood and supported by all. A clear structure will be put in place to ensure ongoing quality improvement. This will link to the existing education quality improvement framework.

3.22 Following appropriate consultation and engagement with key stakeholders i.e. parents, staff, children and young people and other agencies, it is envisaged that the locality model implementation will begin on a phased basis from August 2019.

Implications of the Report

1. **Financial** – The review of the additional support needs strategy will result in better value for the council through the targeted deployment of support staff in an effective manner.

2. **HR & Organisational Development** – The review of additional support needs strategy will consider the roles required to ensure that timely and focused support is provided to ensure children are able to continue in mainstream education. Roles and remits of support staff will reviewed as part of the staffing exercise, in conjunction with appropriate trade unions. A staff development and training programme will be considered as part of the review. VR/VER may be required for certain support staff to ensure a consistent approach across all localities.

3. **Community/Council Planning –**

   - Our Renfrewshire is well – the revised additional support needs strategy will ensure that the effective inclusion of children with additional support needs is in line with the principles of Getting it Right for Every Child which ensure the wellbeing of all children and young people
   - Tackling inequality, ensuring opportunities for all –the revised additional support needs strategy will ensure equity of opportunity for children and young people with additional support needs

- Working together to improve outcomes – the revised additional support needs strategy will focus on the need for all relevant services to work together to meet the wellbeing needs of children and young people with additional support needs

4. **Legal** – the revised additional support needs strategy will be in line with the legal requirements of the Education (Additional Support for Learning) (Scotland) Act 2005; and the Children and Young People (Scotland) Act 2014

5. **Property/Assets** – N/A

6. **Information Technology** – N/A

7. **Equality & Human Rights**
The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website

8. **Health & Safety** – N/A

9. **Procurement –** N/A.

10. **Risk** – N/A

11. **Privacy Impact** – N/A

12. **Cosla Policy Position** – N/A

List of Background Papers

(a) Background Paper 1
Education (Additional support for Learning) (Scotland) Act 2004.

(b) Background Paper 2
Getting it Right for Every Learner Policy
Renfrewshire Education Policy Board 2013

(c) Background Paper 3
How is Additional Support for Learning working in practice
Scottish Government 2017

(d) Background Paper 4
Empowering Schools: A consultation on the provisions of the Education (Scotland) Bill 2017
Scottish Government

(e) Background Paper 5
Excellence and Equity for All: Guidance on the Presumption of Mainstreaming
Scottish Government 2017

The foregoing background papers will be retained within *(Children's Services)* for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Susan Bell, Education Manager, 0141 618 7221 susan.bell-hq@renfrewshire.gov.uk

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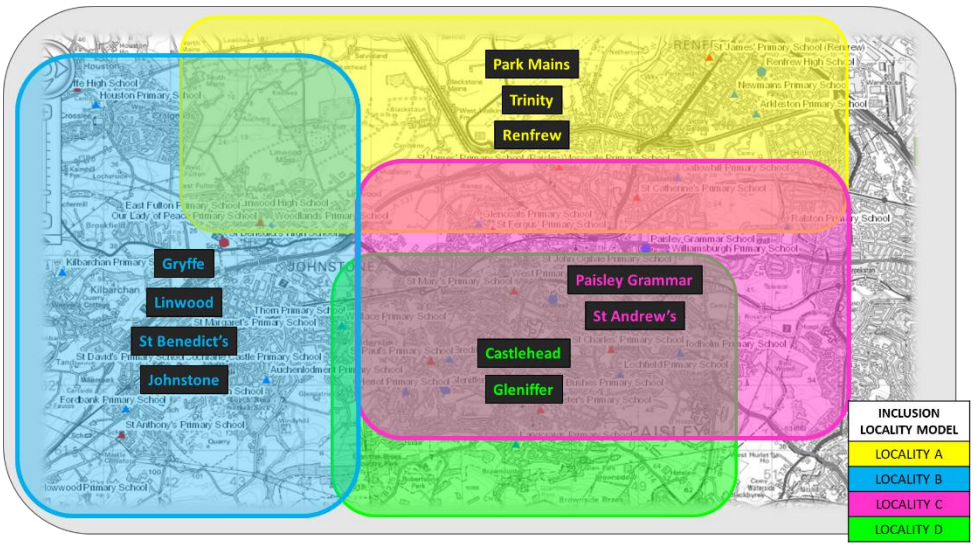
SB/GMcK/LG
17 October 2018

Author: Susan Bell, Education Manager on 0141 618 7221
susan.bell-hq@renfrewshire.gov.uk

Appendix 1

Locality Model



	LOCALITY
LOCALITY A	**PARK MAINS**
	RENFREW
	TRINITY
	Arkleston Primary School
	Bargarran Primary School
	Barsail Primary School
	Bishopton Primary School
	Inchinnan Primary School
	Kirklandneuk Primary School
	Langbank Primary School
	Newmains Primary School
	Rashielea Primary School
	St Anne's Primary School - Renfrew
	St Catherine's Primary School
	St James' Primary School - Renfrew
	St John Bosco Primary School

	LOCALITY
LOCALITY B	**JOHNSTONE**
	GRYFFE
	LINWOOD
	ST BENEDICTS
	Auchenlodment Primary School
	Bridge of Weir Primary School
	Cochrane Castle Primary School
	East Fulton Primary School
	Fordbank Primary School
	Houston Primary School
	Howwood Primary School
	Kilbarchan Primary School
	Lochwinnoch Primary School
	Our Lady of Peace Primary School
	St Anthony's Primary School
	St David's Primary School
	St Fillan's Primary School
	St Margaret's Primary School
	Thorn Primary School
	Wallace Primary School*
	Woodlands Primary School

	LOCALITY
LOCALITY C	**PAISLEY GRAMMAR**
	ST ANDREWS
	Gallowhill Primary School
	Mossvale Primary School
	Ralston Primary School
	Todholm Primary School
	Williamsburgh Primary School
	St Charles' Primary School
	St Fergus' Primary School
	St James' Primary School - Paisley
	St John Ogilvie Primary School
	St Mary's Primary School - Paisley
	St Paul's Primary School
	St Peter's Primary School - Paisley

	LOCALITY
LOCALITY D	**CASTLEHEAD**
	GLENNIFER
	Brediland Primary School
	Bushes Primary School
	Glencoats Primary School
	Heriot Primary School
	Langcraigs Primary School
	Lochfield Primary School
	West Primary School

Appendix 2

Working Groups

WORKING GROUP	DESCRIPTION
WORKSTREAM 1	Design the Locality **Operating Model.** Define the **Governance** of the Locality model and the Inclusion Hubs
WORKSTREAM 2	Define the **Staffing Requirements** of the Inclusion Hubs and the relevant **Training** needs
WORKSTREAM 3	Define the **Transition Requirements** of pupils/staff from the existing model to the new model and the relevant **Transport** requirements
WORKSTREAM 4	**Physical Resource**, buildings / adaptations requirements
WORKSTREAM 5	Strengthening **Parental Engagement**
ENABLER 1	Ensure the Project has adequate **Resource** to successfully deliver
ENABLER 2	Developing and delivering the **Communications Programme**
ENABLER 3	Deliver the **Data** requirements to inform the Workstream activity Define and develop the **Data** requirements to support the new Locality model

To deliver the work involved within each of the above Working Groups and Enablers, the required representation will be sourced from:

- Children's Services Head Quarters staff
- Head Teachers
- HR
- Project Management
- Business Analyst
- Communications

Renfrewshire Council

To: **Education and Children's Services Policy Board**

On: **1 November 2018**

Report by: **Director of Children's Services**

Heading: **Examinations results 2018**

1. Summary

1.1. This report summarises attainment in the Scottish Qualifications Authority (SQA) examinations in 2018, based on the key measures contained within the Insight benchmarking tool.

1.2. The data contained in this report will be subject to minor changes as the SQA process value-added units and will also account for any re-marking through their post-results service. In addition, Skills Development Scotland is also currently tracking school leavers. Insight will be updated in February 2019 and a further report providing data on our school leavers' attainment will be submitted to the education and children's policy board in spring 2019. This report will provide data on the attainment of all pupils in the senior phase by stage.

2. Recommendations

2.1. Members of the education and children's policy board are asked to:

- note the content of this report;
- note the efforts of pupils and the school communities in bringing about these results; and
- agree that a further report will be brought to the education and children policy board in spring 2019.

3. Background

3.1. Insight is a performance evaluation tool provided by the Scottish Government to schools and education authorities as a way of benchmarking performance in four key measures:

- Literacy and Numeracy;
- Improving Attainment for All;
- Attainment versus Deprivation; and
- Leavers' Destinations.

3.2. This report provides data and commentary on the performance of each of our senior phase cohorts: S4, S5 and S6 over the last three years and against our comparators for three of the measures detailed above. Leavers' destinations will become available in February 2019 and will form part of the report to this board in spring 2019.

3.3. In addition to these local benchmarking measures, this report will provide data in relation to the number and quality of passes at each qualifications level.

3.4. The Insight tool uses a 'virtual comparator' (VC) to allow authorities and schools to make statistically valid comparisons between how young people have performed against young people nationally, who share four similar characteristics. These characteristics are: gender, year group, percentage of time spent in mainstream classes, and live within an area with the same Scottish Index of Multiple Deprivation (SIMD) decile. Insight also allows us to compare our performance with the national picture.

3.5. **Attainment in literacy and numeracy (S4, S5 and S6)**

3.5.1 Raising attainment in literacy and numeracy remains a key priority of Renfrewshire Council children's services and this is reflected in one of the key priorities of the National Improvement Framework.

3.5.2 Attainment in literacy and numeracy includes passes at National 4 and 5 in English and maths and passes in some other awards at Scottish Certificate and Qualification Framework (SCQF) levels 4 and 5 which contain certain core elements of literacy and numeracy. The tables which follow, provide data on our performance in literacy and numeracy, compared to our virtual comparator and national figures, for each of our senior phase cohorts.

3.5.3 **S4**

Table 1 provides data in attainment in literacy and numeracy in S4 at SCQF Level 4 and Level 5. Renfrewshire continues to perform well in literacy, remaining above our virtual comparator and the national figures.

Table 1- % S4 Pupils Achieving Literacy & Numeracy					
	Year	**% Level 4 Literacy**	**% Level 4 Numeracy**	**% Level 5 Literacy**	**% Level 5 Numeracy**
Renfrewshire	2016	93%	84%	71%	56%
Virtual Comparator	2016	92%	88%	67%	54%
National	2016	91%	86%	66%	53%
Renfrewshire	2017	96%	89%	75%	60%
Virtual Comparator	2017	93%	89%	72%	57%
National	2017	92%	88%	70%	56%
Renfrewshire	2018	92%	86%	78%	54%
Virtual Comparator	2018	91%	86%	72%	54%
National	2018	91%	85%	70%	53%

The percentage of pupils achieving SCQF Level 4 and SCQF Level 5 in literacy was above both the virtual comparator and the national figure in 2018. Attainment in literacy at SCQF Level 4 has decreased by 4 percentage points to 92% and at SCQF 5 has increased by 3 percentage points to 78%. The increase in SCQF Level 5 literacy has been consistent over 5 years and this year's figure represents a 22 percentage point increase since 2014.

Attainment in numeracy has declined in 2018. However, Renfrewshire still performs well against its comparators. The percentage of pupils in S4 achieving numeracy has decreased by 3pp at SCQF Level 4 to 86% and decreased by 6pp at SCQF Level 5 to 54%. Nevertheless, both figures are in line with the virtual comparator and above national. The decline at SCQF level 4 in literacy and numeracy reflects the picture nationally due, at least in part, to changes to the exam structure. The data in table 1 demonstrate this as both the virtual comparator and national figures have also declined.

3.5.4 S5 (based on S4 roll)

Table 2 provides data on attainment in literacy and numeracy in S5 at SCQF Level 4 and Level 5. This year's figures demonstrate considerable gains, particularly in literacy.

Table 2-% S5 Pupils Achieving Literacy & Numeracy					
	Year	**% Level 4 Literacy**	**% Level 4 Numeracy**	**% Level 5 Literacy**	**% Level 5 Numeracy**
Renfrewshire	2016	95%	91%	80%	69%
Virtual Comparator	2016	94%	89%	77%	64%
National	2016	93%	89%	76%	64%
Renfrewshire	2017	94%	89%	83%	72%
Virtual Comparator	2017	95%	91%	80%	67%
National	2017	93%	89%	79%	66%
Renfrewshire	2018	97%	93%	86%	73%
Virtual Comparator	2018	95%	92%	81%	67%
National	2018	94%	90%	80%	66%

Attainment in literacy and numeracy in S5 is particularly strong with increases across all measures. The percentage of S5 pupils achieving SCQF Level 4 literacy has increased by 3 percentage points to 97% and the percentage achieving SCQF Level 5 has increased by 3 percentage points to 86%. Both these figures are above the virtual comparator and national figure.

Attainment in numeracy has also improved. The percentage of S5 pupils achieving SCQF Level 4 numeracy has increased by 4pp to 93% and the percentage achieving SCQF Level 5 has increased by 1pp to 73%. In 2017, the percentage achieving SCQF Level 4 had decreased but this year's figure has reversed this decline. Renfrewshire is above both the national and virtual comparator at both levels.

3.5.5 S6 (based on the S4 roll)

Table 3 provides data on attainment in literacy and numeracy in S6 at SCQF Level 4 and Level 5. These figures show continued improvement at SCQF Level 5 in both literacy and numeracy.

Table 3- % S6 Pupils Achieving Literacy and Numeracy

	Year	% Level 4 Literacy	% Level 4 Numeracy	% Level 5 Literacy	% Level 5 Numeracy
Renfrewshire	2016	95%	87%	78%	68%
Virtual Comparator	2016	93%	87%	75%	64%
National	2016	92%	86%	75%	64%
Renfrewshire	2017	95%	92%	81%	72%
Virtual Comparator	2017	94%	90%	78%	67%
National	2017	93%	89%	77%	66%
Renfrewshire	2018	94%	90%	84%	74%
Virtual Comparator	2018	95%	91%	81%	69%
National	2018	93%	89%	79%	68%

In S6, attainment in literacy has been consistent at SCQF Level 4 and has improved at SCQF Level 5. The percentage of pupils achieving SCQF Level 5 literacy has increased to 84%, up by 3 percentage points since 2017 and 14 percentage points since 2014. In 2018, Renfrewshire was above both the virtual comparator and national figures. The percentage achieving SCQF Level 4 is largely consistent with previous years at 94%. This is above the national figure and in line with the virtual comparator.

In numeracy, a similar pattern exists with increases at SCQF Level 5. The percentage of pupils achieving SCQF Level 5 in numeracy has increased to 74%. This is an increase from 72% in 2017 and 60% in 2014. This is above both the virtual comparator and national figures, which were 69% and 68% respectively. The percentage of pupils achieving SCQF Level 4 has decreased slightly to 90%. This is a marginal decline since 2017 but still represents a considerable improvement over 5 years. The 2018 figure is above national but below the virtual comparator.

3.6. Improving attainment for all

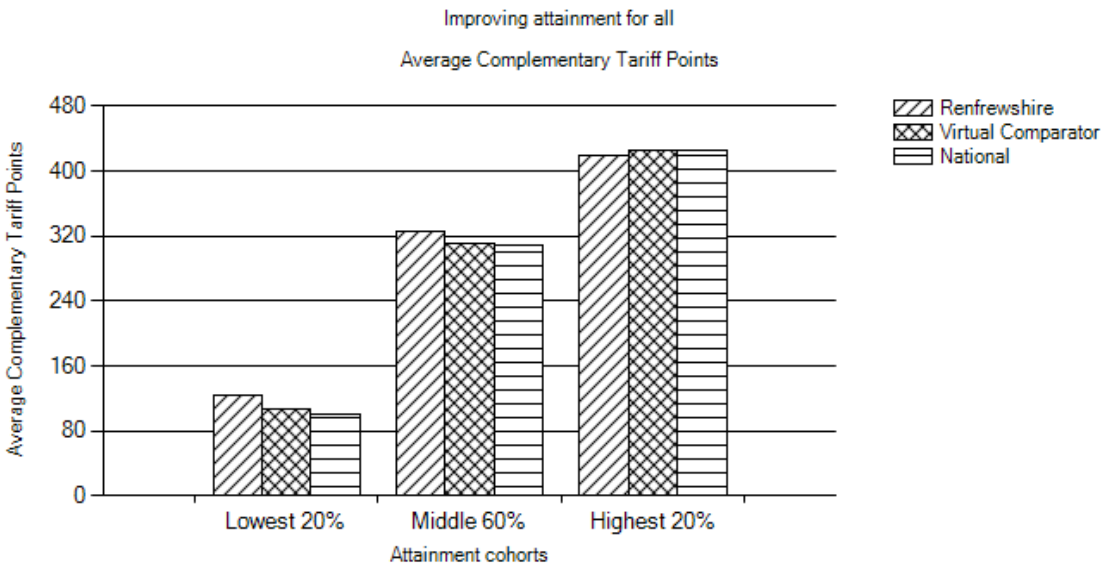
3.6.1 Each qualification on the Scottish Certificate and Qualifications Framework (SCQF) is attributed a number of tariff points. The higher level of qualification, the more tariff points are attributed. Each pupil gains a number of points that represents the number and level of qualifications they have gained. This report uses complementary tariff points, which measures a fixed volume of learning. Complementary tariff points allow for fair comparison across Scotland, regardless of differences in curricular models.

3.6.2 Within this measure, Insight breaks the data down into three parts: the average complementary tariff points for the lowest attaining 20%, the middle 60% and the highest attaining 20% and compares these with the virtual comparator and the national figure.

3.6.3 **S4**

Graph 1 shows the average complementary tariff points by attainment cohort in the 2018 exam diet.

Graph 1- Renfrewshire S4 Complementary Tariff by Attainment Cohort



The average complementary tariff is above both the virtual comparator and national figure for the lowest 20% and middle 60% attainment cohorts. The lowest 20% attainment cohort is considerably above its comparators, which were 106 for the virtual comparator and 100 for the national figure. The highest 20% attainment cohort is marginally behind both comparators, which were both 425.

Table 4 shows the average complementary tariff of Renfrewshire S4 pupils over time.

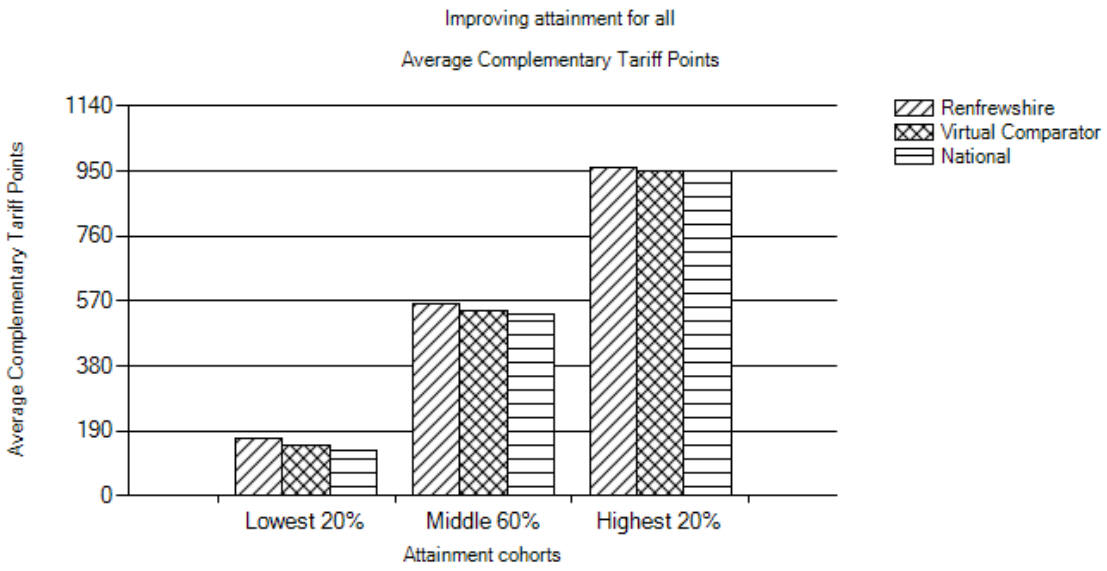
Table 4- Renfrewshire S4 Complementary Tariff by Attainment Cohort					
	2014	**2015**	**2016**	**2017**	**2018**
Highest 20% Attainment Cohort	415	419	423	423	420
Middle 60% Attainment Cohort	306	323	328	329	325
Lowest 20% Attainment Cohort	124	123	124	145	125

The average complementary tariff has declined very slightly across all 3 attainment cohorts since 2017. The lowest attainment cohort has seen the largest reduction. However, it is in line with previous years and remains considerably above its comparators. The largest increase over 5 years has been in the middle 60% attainment cohort, which has increased by 19 points.

3.6.4 S5

The graph below shows the average complementary tariff points by attainment cohort in the 2018 exam diet.

Graph 2- Renfrewshire S5 Complementary Tariff by Attainment Cohort



Graph 2 demonstrates that Renfrewshire has a higher average complementary tariff than both the virtual comparator and national figures for all three attainment cohorts. The difference is particularly high in the lowest 20% attainment cohort, which is 23 points ahead of its virtual comparator and 36 points ahead of the national figure.

Table 5 shows the average complementary tariff of Renfrewshire S5 pupils since 2014.

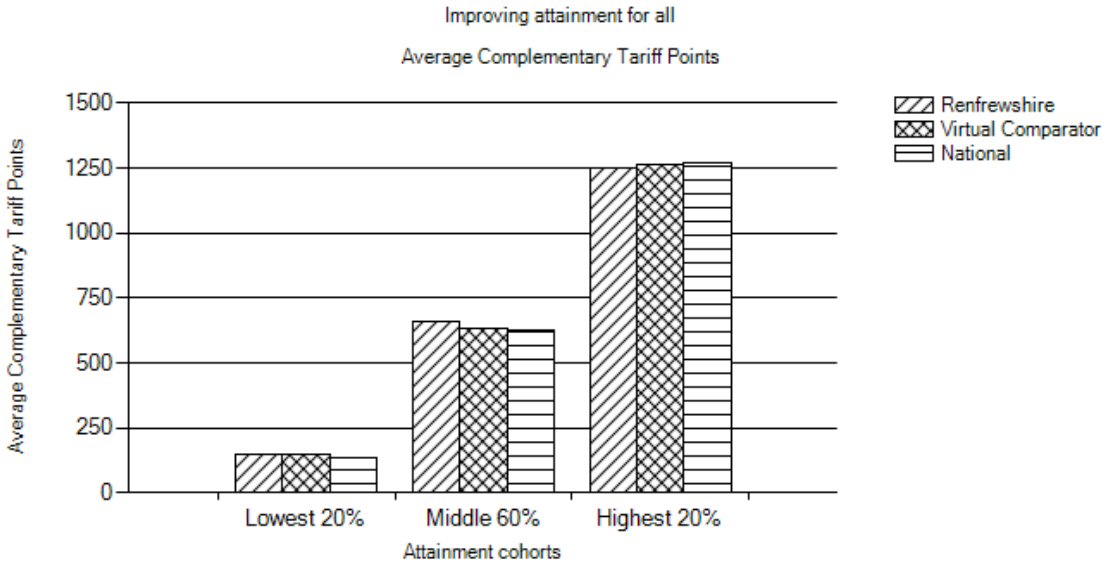
Table 5- Renfrewshire S5 Complementary Tariff by Attainment Cohort					
	2014	**2015**	**2016**	**2017**	**2018**
Highest 20% Attainment Cohort	944	931	952	956	960
Middle 60% Attainment Cohort	477	502	549	554	560
Lowest 20% Attainment Cohort	130	142	147	147	170

Table 5 shows that all attainment cohorts have improved since 2017, with the biggest increase in the lowest 20% attainment cohort which has increased from 147 to 170. This is a considerable increase over 5 years. The middle 60% and highest 20% attainment cohorts have also increased since 2017 and over 5 years.

3.6.5 S6

Graph 3 shows the average complementary tariff points of S6 pupils by attainment cohort in the 2018 exam diet.

Graph 3- Renfrewshire S6 Complementary Tariff by Attainment Cohort



In graph 3, we can see that the average complementary tariff for the lowest 20% attainment cohort is above both the virtual comparator and national, which were 149 and 135 respectively. Pupils in the middle 60% attainment cohort are also ahead of both comparators in 2018. The highest 20% attainment cohort remains marginally behind both the virtual comparator and national figures.

Table 6 shows the average complementary tariff of Renfrewshire S6 pupils over 5 years.

Table 6- Renfrewshire S6 Complementary Tariff by Attainment Cohort					
	2014	**2015**	**2016**	**2017**	**2018**
Highest 20% Attainment Cohort	1211	1235	1195	1237	1248
Middle 60% Attainment Cohort	595	600	608	655	656
Lowest 20% Attainment Cohort	123	134	144	150	152

All attainment cohort have increased their average complementary tariff since 2017 and over 5 years. The middle cohort has increased marginally since 2017 but the average complementary tariff has increased by over 60 points since 2014. The largest increase since 2017 is in the highest 20% attainment cohort, which has increased by 11 points.

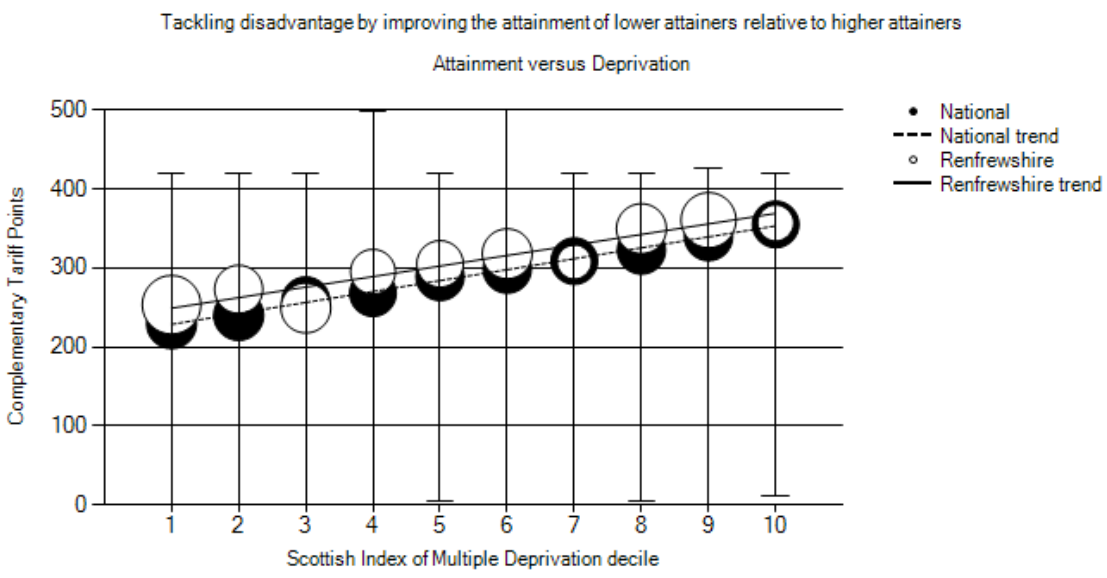
3.7 Attainment versus deprivation

The attainment versus deprivation measure provides the average complementary tariff of pupils by SIMD decile. This allows us to identify the attainment gap in Renfrewshire and compare it to both our virtual comparator and national data.

The following charts show SIMD deciles 1 -10 (most deprived to least deprived) plotted along the horizontal axis with the average complementary tariff points plotted on the vertical axis. The size of the circles represent the percentage of pupils who live in each decile. The trend line which runs through the circles represents the difference in attainment between the most deprived neighbourhoods and the least deprived. The steeper the angle, the more pronounced the disparity between the most and least deprived deciles.

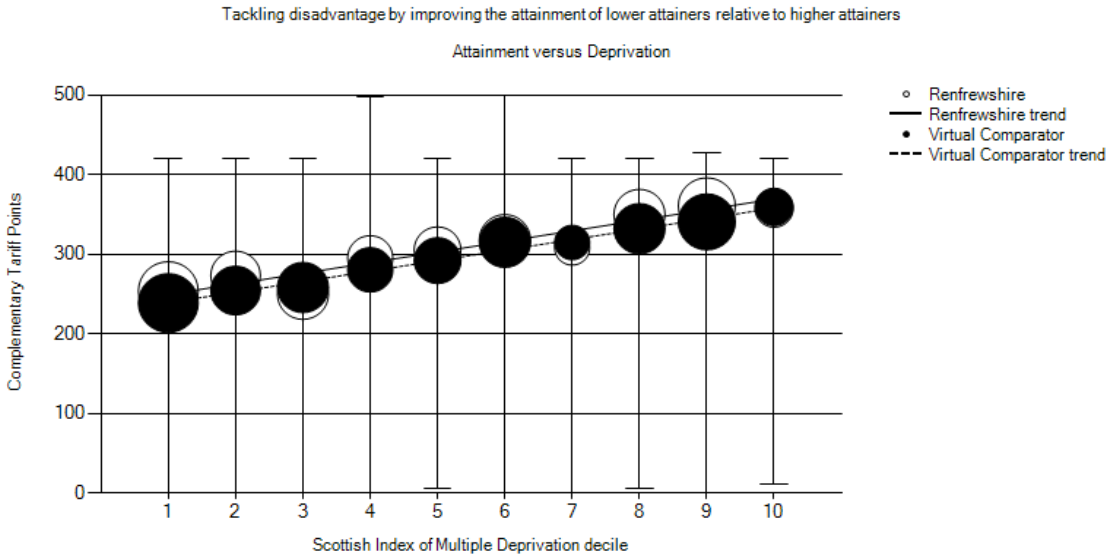
3.7.3 S4

Graph 4- S4 Average Complementary Tariff by SIMD Groupings against National



S4 pupils living in the 20% most deprived areas perform well against both the virtual comparator and nationally. In all deciles, except deciles 3 and 7, Renfrewshire's average complementary tariff is higher than national. The trendline in graph 4 shows that while the attainment gap is similar to the national figures, pupils in Renfrewshire are achieving higher levels of attainment.

Graph 5- S4 Average Complementary Tariff by SIMD Groupings against Virtual Comparator



Renfrewshire's average complementary tariff is higher than the virtual comparator in all deciles except 3,7 and 10. Renfrewshire only has approximately 5% of pupils living in deciles 7 and 10 which may account for the variation in these deciles.

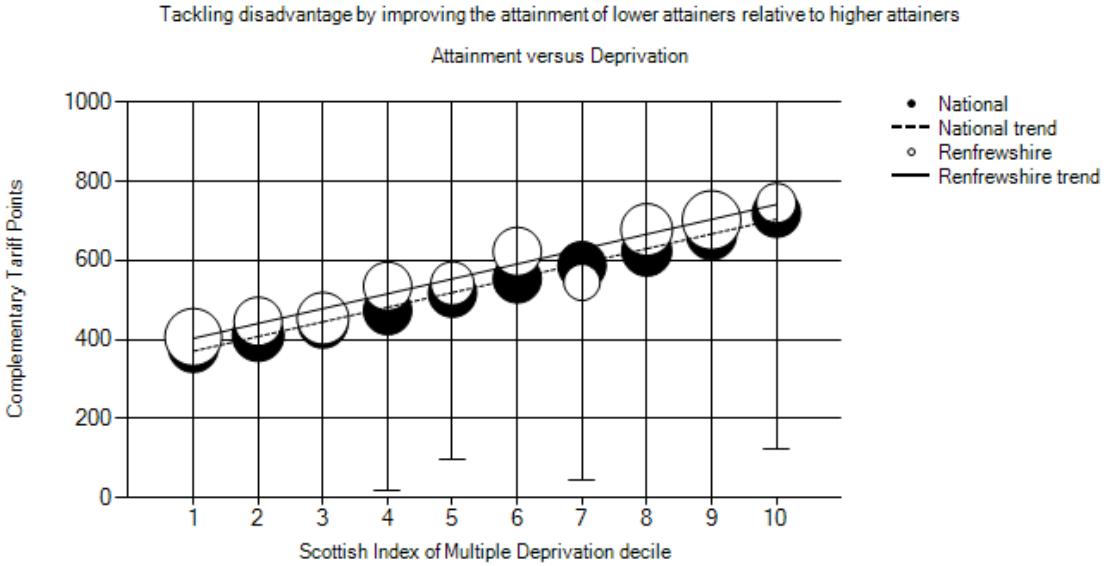
Table 7- S4 Average Complementary Tariff by SIMD Groupings

	2014	**2015**	**2016**	**2017**	**2018**
Pupils Living in 30% Most Deprived Areas	244	251	251	266	258
Pupils Living in 70% Least Deprived Areas	322	330	339	338	331
Percentage Gap	24%	24%	26%	21%	22%

The attainment gap between pupils living in 30% most and 70% least deprived pupils is largely unchanged on previous years however both of these groups have a higher average complementary tariff than national and virtual comparator.

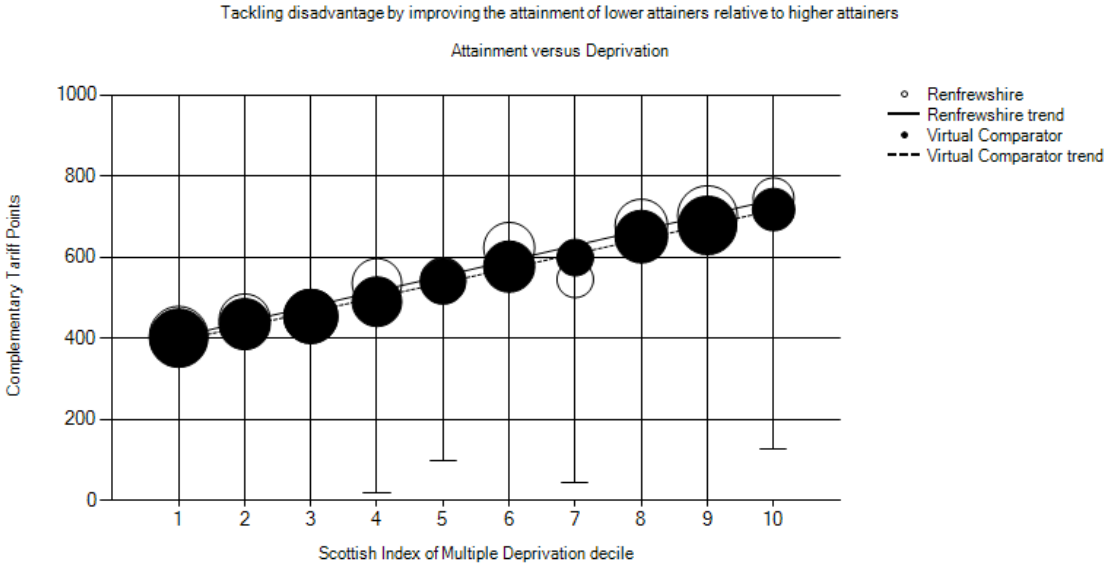
3.7.4 **S5**

Graph 6- S5 Average Complementary Tariff by SIMD Groupings against National



The average complementary tariff for Renfrewshire is above national and virtual comparator in all SIMD deciles, except for decile 7. In graph 6 above, the Renfrewshire trend is considerably higher than the national trend. The circle size for SIMD decile 7 is considerably smaller than the others as it includes only 4% of the cohort.

Graph 7- S5 Average Complementary Tariff by SIMD Groupings against Virtual Comparator



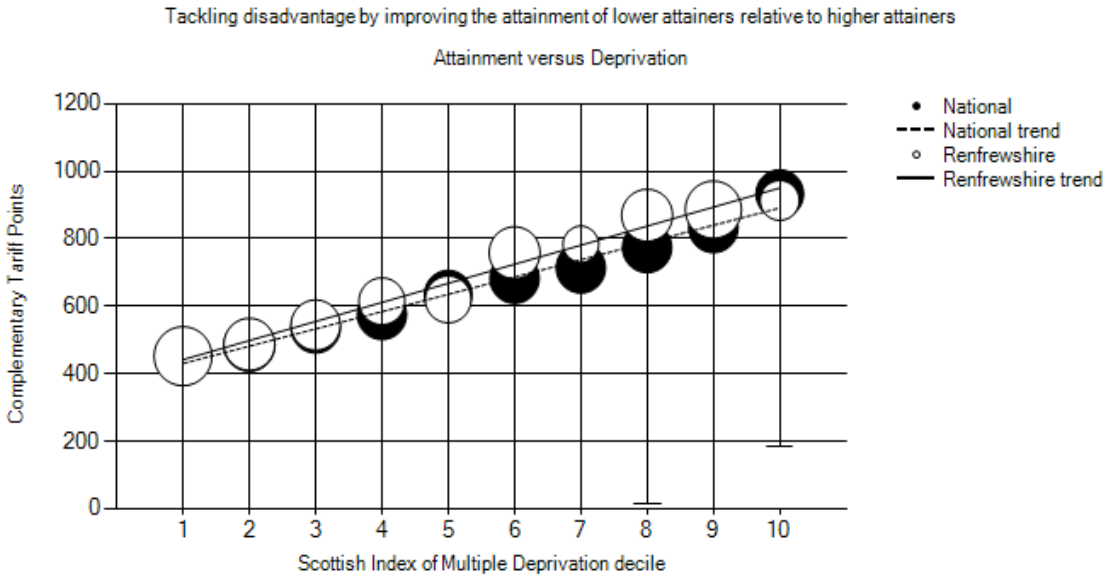
A similar pattern exists when comparing Renfrewshire to the virtual comparator. The Renfrewshire trend line is above the virtual comparator trend, although this difference is narrower than in graph 7.

Table 8- S5 Average Complementary Tariff by SIMD Groupings					
	2014	**2015**	**2016**	**2017**	**2018**
Pupils Living in 30% Most Deprived Areas	362	382	411	401	433
Pupils Living in 70% Least Deprived Areas	580	602	626	642	636
Percentage Gap	38%	37%	34%	38%	32%

The average complementary tariff for pupils living in the 30% most deprived areas has increased from 401 to 433. Renfrewshire has now surpassed the virtual comparator, which in 2018 was 428, as well as continuing to be above national. The average complementary tariff of pupils living in the 70% least deprived areas has decreased slightly, from 642 in 2017 to 636 in 2018. Renfrewshire is still above both the virtual comparator and national, as both figures also declined. The attainment gap has reduced from 38% in 2017 to 32% in 2018.

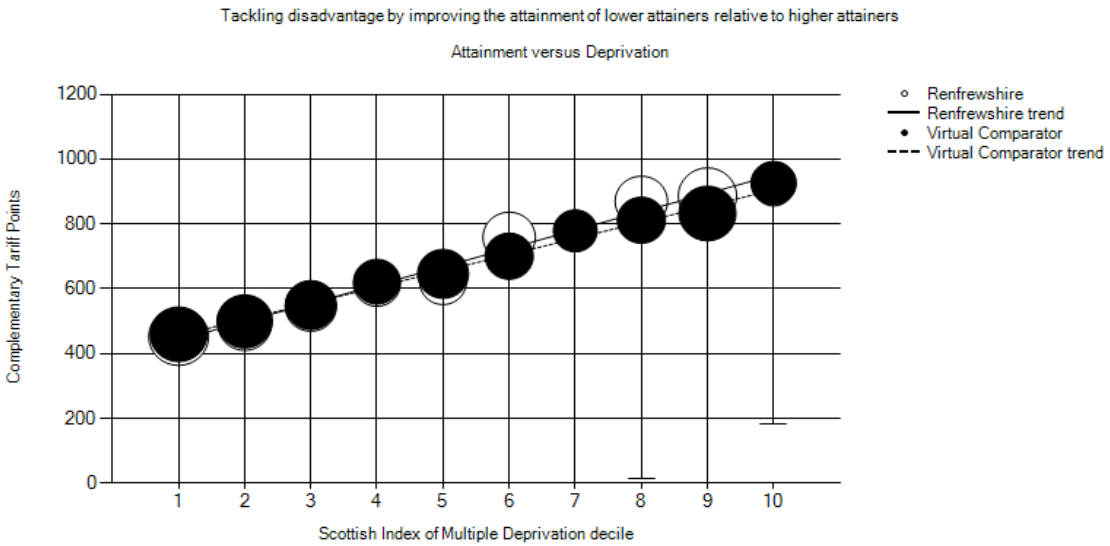
3.7.5 **S6**

Graph 8- S6 Average Complementary Tariff by SIMD Groupings against National



The average complementary tariff is higher than national in all SIMD deciles except for 5 and 10. The Renfrewshire trend is above the national trend, with the gap widening in the higher deciles.

Graph 9- S6 Average Complementary Tariff by SIMD Groupings against Virtual Comparator



Renfrewshire has a higher average complementary tariff than the virtual comparator in deciles 5 to 9. In graph 9 above, we can see that Renfrewshire is very closely aligned with the virtual comparator across all deciles. Within deciles 1 to 4, the Renfrewshire trendline closely matches the virtual comparator with a wider gap emerging at the higher deciles.

Table 9- S6 Average Complementary Tariff by SIMD Groupings

	2014	**2015**	**2016**	**2017**	**2018**
Pupils Living in 30% Most Deprived Areas	436	450	455	499	488
Pupils Living in 70% Least Deprived Areas	722	738	746	768	785
Percentage Gap	40%	39%	39%	35%	38%

The average complementary tariff for pupils living the 30% most deprived areas has decreased since last year, however is still up over 5 years. Renfrewshire is above national but below the virtual comparator in this measure. The average complementary tariff of pupils living in 70% least deprived areas has increased since last year and over 5 years. It is above both national and the virtual comparator. The attainment gap in this measure has decreased slightly over 5 years.

4. Breadth and depth

4.1 In addition to the key measures available in Insight, the service also looks at the percentage of the cohort who achieved any number of awards at various SCQF levels. These are known as ‘breadth and depth’ measures. We look at this data in conjunction with the Insight measures to allow us to gain a broader understanding of attainment across Renfrewshire and between schools.

4.2 The tables on the following page shows performance over time of some of the key breadth and depth measures and how we compare to the virtual comparator. SCQF level 5 is National 5 or its equivalent, SCQF level 6 is Higher or its equivalent; and SCQF level 7 is Advanced Higher or its equivalent.

4.2.1 **S4**

Table 10 includes data on the number of awards achieved for S4 pupils at SCQF level 4 and 5 for Renfrewshire and the virtual comparator.

Table 10- S4 Breadth & Depth								
S4 A-C	**3 or more awards at SCQF level 4 or better**		**5 or more awards at SCQF level 4 or better**		**3 or more awards at SCQF level 5 or better**		**5 or more awards at SCQF level 5 or better**	
	Ren	**VC**	**Ren**	**VC**	**Ren**	**VC**	**Ren**	**VC**
2016	92%	90%	84%	81%	62%	59%	46%	40%
2017	93%	91%	85%	83%	62%	61%	45%	41%
2018	91%	89%	80%	77%	62%	58%	45%	40%

In S4, Renfrewshire remains above the virtual comparator at SCQF Level 4, despite a decline in the percentage achieving 3 or more and 5 or more awards at this level. At SCQF Level 5, Renfrewshire has maintained last year's figures while the virtual comparator has decreased. As a result, Renfrewshire is now above the virtual comparator by over 4 percentage points at both 3 or more and 5 or more awards at SCQF Level 5.

4.2.2 **S5**

Table 11 includes data on the number of awards achieved for S5 pupils at SCQF levels 4, 5 and 6 for Renfrewshire and the virtual comparator.

Table 11- S5 Breadth & Depth (% of S4 Roll)												
S5 A-C	**1 or more awards at SCQF level 5 or better**		**3 or more awards at SCQF level 5 or better**		**5 or more awards at SCQF level 5 or better**		**1 or more awards at SCQF level 6 or better**		**3 or more awards at SCQF level 6 or better**		**5 or more awards at SCQF level 6 or better**	
	Ren	**VC**	**Ren**	**VC**	**Ren**	**VC**	**Ren**	**VC**	**Ren**	**VC**	**Ren**	**VC**
2016	85%	85%	72%	68%	54%	51%	58%	56%	37%	35%	17%	16%
2017	86%	86%	72%	70%	56%	53%	59%	57%	38%	35%	17%	16%
2018	88%	86%	72%	70%	54%	52%	60%	57%	37%	35%	19%	17%

Table 11 provides information on the breadth and depth in S5. At SCQF Level 5, Renfrewshire is above the virtual comparator at 1 or more, 3 or more and 5 or more awards. This pattern is replicated at SCQF Level 6 as Renfrewshire's results are consistently above the virtual comparator over 3 years. The percentage of pupils achieving 1 or more and 5 or more awards at this level has increased since 2017 and over 3 years. At 3 or more awards there has been a marginal decrease since 2017 leaving the results unchanged since 2016.

4.2.3 **S6**

Table 12 includes data on the number of awards achieved for S6 pupils at SCQF levels 5, 6 and 7 for Renfrewshire and the virtual comparator.

Table 12- S6 Breadth & Depth (% of S4 Roll)												
S6 A-C	**3 or more awards at SCQF level 5 or better**		**5 or more awards at SCQF level 5 or better**		**1 or more awards at SCQF level 6 or better**		**3 or more awards at SCQF level 6 or better**		**5 or more awards at SCQF level 6 or better**		**1 or more awards at SCQF level 7 or better**	
	Ren	**VC**	**Ren**	**VC**	**Ren**	**VC**	**Ren**	**VC**	**Ren**	**VC**	**Ren**	**VC**
2016	70%	69%	55%	54%	60%	60%	42%	42%	28%	28%	14%	18%
2017	74%	71%	59%	56%	63%	60%	47%	44%	31%	30%	18%	19%
2018	74%	72%	61%	57%	64%	62%	46%	44%	32%	30%	19%	19%

In S6, the breadth and depth data demonstrates improvement across SCQF Levels 5,6 and 7. In 2018, Renfrewshire was consistently performing equal to or above the virtual comparator. In previous years Renfrewshire has been below the virtual comparator at SCQF Level 7. In 2018, this figure was 19%, an increase over 3 years and equalling the virtual comparator.

5. Conclusion and next steps

5.1 The data from the 2018 exam diet demonstrates improvement across a range of key measures. Nevertheless, several challenges remain, not least, to ensure we continue to alleviate the impact of poverty on attainment across all levels; to improve levels of attainment in numeracy in S4; and to ensure our senior phase meets the needs and aspirations of all our young people.

Benchmarking meetings are taking place with each of our secondary schools where head teachers, their leadership teams, and officers from children's services discuss school and subject performance and agree next steps for improvement. These meetings also include conversations with focus groups of middle managers and young people. In addition, they will focus on the measures contained in this report along with course performance; presentation policies; the attainment of looked after children; the option choice process; and attendance. Areas for improvement are being agreed with head teachers and monitored by children's services as part of the service's quality improvement framework.

A further report on finalised leavers' data and the attainment of our looked after children will be presented to this board in spring 2019.

Implications of this report

1. **Financial Implications**
   None.

2. **HR and Organisational Development Implications**
   None.

3. Community Plan/Council Plan Implications

Children and Young People	-	High levels of attainment and achievement provide our children and young people with the best start in life

4. Legal Implications
None.

5. Property/Assets Implications
None.

6. Information Technology Implications
None.

7. Equality and Human Rights Implications
The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. Health and Safety Implications
None.

9. Procurement Implications
None.

10. Risk Implications
None.

11. Privacy Impact
None.

12. COSLA Policy Position - none

List of Background Papers

(a) none

Children's Services
03/10/2018

Renfrewshire Council

To: **Education and Children's Services Policy Board**

On: **1 November 2018**

Report by: **Director of Children's Services**

Heading: **Primary School Provision in Bishopton and Dargavel**

1. Summary

1.1. A motion regarding primary school provision in Bishopton and Dargavel village was approved at the council meeting of 27 September 2018.

1.2. This motion required that the director of children's services consider the current proposal of building a new primary school for the Dargavel village development only and to bring back a report to the next education and children's services policy board, advising how the public will be consulted on the proposal and setting out the merits and cost implications of building one large primary school in Dargavel village for the whole of Bishopton including the Dargavel development.

1.3. This report seeks to provide information regarding:

1.3.1. the development of the current proposal to build a new primary school to accommodate the number of pupils generated by the new housing within the Dargavel development;

1.3.2. the arrangements which would be developed to ensure the public is consulted on any proposals taken forward (compliant with the Schools (Consultation) (Scotland) Act 2010);

1.3.3. an educational benefits and detriments assessment which considers the merits and demerits of a school for circa 430 pupils and a school for circa 740 pupils; and

1.3.4. the cost implications of progressing a proposal to build a single school for circa 740 pupils for the whole of Bishopton including the Dargavel development.

1.4. The funding arrangement agreed with the developer is related only to the number of pupils generated by the new housing within the Dargavel development.

1.5. It should be noted that no funding has been identified to take forward a new build proposal to replace Bishopton Primary School.

1.6. The estimated maximum number of primary school pupils generated by the Dargavel housing development is expected to be in the region of 400 to 450 pupils. A school to accommodate these numbers can be delivered within the funding arrangement agreed with the developer.

1.7. The estimated total number of primary school pupils from Bishopton and Dargavel which would have to be accommodated in a single new build school is estimated to be in the region of 700 to 740 pupils. A school to accommodate these numbers cannot be delivered within the funding arrangement agreed with the developer.

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2. Recommendations

2.1. The education and children's services policy board is asked to:

- approve the current proposal to build a school for circa 430 pupils to accommodate the estimated number of primary school pupils living in Dargavel Village; and
- agree that a further report seeking permission to consult on the establishment of a new primary school in Dargavel and to create a catchment area for this school will be brought forward in due course.

---

3. The Current Proposal

3.1. The creation of a new housing site, at the location of the former Royal Ordnance Factory (Bishopton), was agreed between Renfrewshire Council and BAE Systems (Property Investments) Ltd. in November 2012.

3.2. This was agreed under Section 75 of the Town and Country Planning (Scotland Act) 1997. Within the agreement it was confirmed that a new primary school would be built.

3.3. A revision to the number of houses being built was approved by council in June 2018. The new number of housing units is circa 4,000 which means the impact on the primary and secondary school provision in the area is greater than originally anticipated and the agreement was updated as a result.

3.4. The requirement for a new primary school relates directly to the impact the housing development at Dargavel village has on the educational infrastructure within the area.

3.5. Negotiations for a new primary school are therefore based on the number of additional educational spaces generated by the houses being built within the Dargavel development.

3.6. The additional school places required have been identified through the council's established roll projection model which considers housing trajectory figures provided by the council's strategy and place team.

3.7. Children's services' assessment of this information generates a maximum school roll of circa:

- 740 pupils for a combined Primary School;
- 310 pupils for the existing Bishopton Primary School; and
- 430 pupils for the new build "Dargavel" Primary School.

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4. Consultation Arrangements

4.1. In taking forward a proposal to consult on the establishment of a new school and catchment area Renfrewshire Council will adhere to the Schools (Consultation) (Scotland) Act 2010 (the 2010 Act).

4.2. The 2010 Act makes provision for the consultation process that is to apply regarding various proposals made by councils for schools. The principal purpose of the 2010 Act is to provide strong, accountable statutory consultation practices and procedures that local authorities must apply to their handling of all proposals for school closures and other major changes to schools. These consultation processes are expected to be robust, open, transparent and fair, and seen to be so. They are also expected to be consistent across Scotland. The 2010 Act applies to a wide range of changes to the school estate, referred to as "relevant proposals".

4.3. In accordance with the terms of Sections 1 and 4 of the 2010 Act a proposal paper must:

a) set out the details of the relevant proposal;

b) propose a date for implementation of the proposal;

c) contain the educational benefits statement in respect of the proposal;

d) refer to such evidence or other information in support of (or otherwise relevant in relation to) the proposal as the council considers appropriate; and

e) give a summary of the process provided for in the 2010 Act re: consultation on the proposal.

The council must do the following:

a) publish this proposal paper in electronic and printed form;

b) make the paper, and (so far as practicable) a copy of any separate documentation that it refers to, available for inspection at all reasonable times and without charge:

   (i) at its head office and on its website; and

   (ii) at any affected school or at a public library or some other suitable place within the vicinity of the school.

c) provide without charge the information contained in this proposal paper:

   (i) to such persons as may reasonably require that information in another form; and

(ii) in such other form, as may reasonably be requested by such persons.

d) advertise the publication of the proposal paper by such means as it considers appropriate.

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5. Educational Benefits and Detriments Statement

5.1. The council motion asked that the merits of building one large primary school in Dargavel village for the whole of Bishopton, including Dargavel, were considered.

5.2. This section describes the arrangements made to determine the benefits and detriments of building a primary school for circa 430 pupils compared with the benefits and detriments of a primary school for circa 740 pupils.

5.3. The children's services education leadership team comprises a range of experience covering the early years; primary; secondary; and special education sectors with specialist expertise in property infrastructure; HR; and GIRFEC.

5.4. To ensure the review was robust and balanced, council officers also consulted with a headteacher from a neighbouring local authority who has experience of leading schools with rolls in excess of 740 pupils.

5.5. The review compared how the proposals could improve the quality of the curriculum and create positive environments for more effective learning and teaching and it also considered the performance criteria expected of a new building in relation to the National Improvement Framework.

5.6. It considered how the proposals could improve the depth, breadth, coherence, relevance, challenge and enjoyment provided by the curriculum and it assessed how opportunities for greater personalisation and choice in learning and improved progression could enhance learning experiences.

5.7. The degree to which each proposal meets the learning, personal, social, health, emotional and additional support needs of children was assessed and how each proposal could positively impact on the overall morale and ethos of a school was considered.

5.8. Finally, the review compared the travel and transport implications of the proposals in relation to how the size and location of a school affects pupils' broader social experiences and opportunities to participate in, and benefit from, out of hours learning.

5.9. In summary, the education leadership team concluded that while both models satisfactorily provide for a wide curriculum and appropriate learning environment, which meets the needs of all pupils, there are aspects such as timetabling; building and maintaining a whole school ethos; potential increased traffic congestion in and around the school; and opportunities for staff to be off timetable to plan jointly, which are more challenging in a larger school.

6. Cost Implications

6.1. No council funding has been identified to take forward a new build proposal to address the increasing roll generated by the Dargavel housing development.

6.2. The funding arrangement agreed with the developer is related only to the number of pupils generated by the new housing within the Dargavel development.

6.3. The estimated maximum number of primary school pupils generated by the Dargavel housing development is expected to be in the region of 400 to 450 pupils. A school to accommodate these numbers can be delivered within the funding arrangement agreed with the developer.

6.4. The estimated total number of primary school pupils from Bishopton and Dargavel which would have to be accommodated in a single new build school is estimated to be in the region of 700 to 740 pupils. A school to accommodate these numbers cannot be delivered within the funding arrangement agreed with the developer.

6.5. The estimated capital funding required to build a primary school for circa 430 pupils is in the region of £17.9m and the estimated cost of building a primary school for circa 740 pupils is in the region of £27.7m.

6.6. Cost estimates are based on the gross internal floor areas (GIFA) generated by the estimated rolls multiplied by an average square metre financial rate which is derived from assessment of 9 Scottish Futures Trust primary school projects. These costs account for external works; prelims; design fees; move management and client costs; risk allowances (contingency); optimism bias; and an inflation factor assuming a construction start date of 2021. They do not account for any demolition costs.

6.7. The estimated combined revenue funding required for 2 primary schools, accommodating circa 310 pupils and circa 430 pupils, and the estimated running cost for a single primary school for 740 pupils, are both in the region of £2.3m per annum.

6.8. Revenue estimates reflect the running costs of primary schools including staff costs; other education costs; catering and facilities management costs; property costs; and transport costs.

6.9. As there is no capital funding available to build a primary school for 740 pupils and there is no significant revenue saving generated from having one large primary school the proposal to build a single primary school for 740 pupils is not considered financially viable.

6.10. The capital financial analysis report is available on request from property services and the revenue financial analysis report is available on request from children’s services.

Implications of this report

1. Financial

No council funding has been identified to take forward a new build proposal to address the increasing roll generated by the Dargavel housing development. The funding arrangement agreed with the developer is related only to the number of pupils generated by the new housing within the Dargavel site.

The proposal to build a primary school to accommodate a roll of circa 740 pupils cannot be achieved within the funding arrangement agreed with the developer.

2. HR and Organisational Development

None.

3. Community/Council Planning

Our Renfrewshire is well	-	Improved learning environments support health and wellbeing.
Reshaping our place, our economy and our future	-	Improved learning environments support learning and achievement.
Creating a sustainable Renfrewshire for all to enjoy	-	Sustainable approaches to ensuring high quality assets will be developed.
Working together to improve outcomes	-	Improved school environments support learning and achievement.

4. Legal

Renfrewshire Council will adhere to the Schools (Consultation) (Scotland) Act 2010 (the 2010 Act) in respect of any proposals that alter education provision within the Bishopton and Dargavel areas.

5. Property/Assets

Through its school estate management plan the council aims to have an efficient and well maintained property portfolio which provides learning environments which support the delivery of the curriculum.

6. Information Technology

None.

7. Equality and Human Rights

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only.
If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the council's website.

8. Health and Safety
None.

9. Procurement
None.

10. Risk
No council funding has been identified to take forward a new build proposal to address the increasing roll generated from the Dargavel housing development. The funding arrangement agreed with the developer is related only to the number of pupils generated by the new housing within the Dargavel site.

11. Privacy Impact
None.

12. Cosla Policy Position
None.

List of Background Papers
None.

Children's Services
IT/GMcK/LG
24 October 2018

***Author**: Ian Thomson, education manager (resources). 0141 618 7241,*
ian.thomson@renfrewshire.gov.uk

Renfrewshire Council

To: **Education and Children's Services Policy Board**

On: **1 November 2018**

Report by: **Director of Children's Services**

Heading: **Revised Site Proposal for the new Spateston Early Learning and Childcare Centre**

1. Summary

1.1. A new build Spateston Early Learning and Childcare Centre was approved by the education and children's services policy board in January 2016.

1.2. A ground conditions report, received in April 2018, identified a number of challenges to the development of the project if the new centre was to be built on the site originally agreed in January 2016.

1.3. A review of alternative locations was therefore undertaken, within the immediate area, and a new site was identified as a more suitable and cost effective location.

1.4. This report provides information relating to the challenges faced at the previously agreed new build site and a rationale for the revised proposal.

2. Recommendations

2.1. The education and children's services policy board is asked to:

- approve the construction of a new Spateston Early Learning and Childcare Centre on a revised site, located to the south-east of the existing building. The site plan is attached as appendix A to this report; and
- note the revised delivery date of Spring 2020.

3. Background

3.1. A budget of £1.836m was agreed for the construction of a new build Spateston Early Learning and Childcare Centre.

3.2. The current design has been taken to RIBA Stage 3, developed design.

3.3. Site investigation (SI) works on the original site commenced in February 2018 and the final SI report was received from the civil / structural engineering consultant in April 2018.

3.4. The report identified abnormal ground conditions and it was recommended that a piling foundation design should be adopted.

3.5. It was also highlighted that flood mitigation measures would have to be implemented in the final design because of the topography at the site.

3.6. This information was reviewed by property services and it was found that the abnormal costs associated with contaminated ground conditions; piling foundations; and flood mitigation measures amounted to an increase of circa £700k resulting in a revised cost of circa £2.536m.

3.7. As this amount exceeded the agreed budget, design development was deferred and alternative site options were considered.

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4. Alternative Site Proposal

4.1. The view of service users, that the new centre should remain within its immediate community, was central to deliberation on an alternative location for the centre and a site located south-east of the existing building (bounded by Hallhill Road and Spateston Road) was found to be the most suitable alternative location for the build.

4.2. Through liaison with communities, housing and planning property services established that this proposed site is suitable for use and further to elected members' consideration of this proposal a formal planning application would have to be submitted.

4.3. A topographic survey was undertaken to establish the contours of the site.

4.4. As the proposed site is on higher ground, and therefore not within the flood plain, it would not require the same flood mitigation measures and the Council's flood officer has advised that the proposed site is currently not subject to pluvial or fluvial flood risk and is considered a more suitable location than the original agreed site. This matter would be formalised through the planning approval process.

4.5. Site investigation works have also been carried out by means of boreholes and trial pits and a SI report was received on 7 September 2018; with initial indications suggesting that ground conditions are much more favourable than the original agreed site.

4.6. Through the site investigation process it was recommended that the Council carry out mineral boreholes to ascertain mining stability; this investigation commenced on 12 September 2018.

4.7. The results of the investigation indicate that remediation measures will be required in advance of construction and the estimate for such works is £60k. While it may be possible to contain this cost within the agreed budget it should be noted that this significantly reduces the amount of the contract contingency allocated to address any further unforeseen events which could occur during the construction process.

4.8. Authority to undertake an excambion to transfer this site from the housing revenue account to the general services account will be required.

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5. Delivery

5.1. Given the aforementioned, property services has reviewed building type options to ensure the project could be delivered on time and on budget.

5.2. They considered the potential delivery of the new centre through a prefabricated modular building on the proposed site. The building solution was considered suitable because assurances were made that it would achieve compliance with building standards, Care Inspectorate and Scottish Government guidelines; and that construction time could be reduced to maintain a project delivery date of Autumn 2019.

5.3. The Council's preferred route to procure the modular building was a direct award using the Scape framework. However, the Council's corporate procurement unit and legal services advised that it would not be possible to procure via the Scape framework, following guidance released by the Scottish Government relating to speculative frameworks.

5.4. This means that the Council would have to procure the product in the open market using the restricted procurement procedure, on a design and build basis, which removes the potential to save time and deliver the building on the original schedule.

5.5. Additionally, the modular scheme would require adaptation to meet the service users' needs and cost comparisons have identified that the cost of the modular scheme exceeds the available budget.

5.6. The preferred proposal is therefore to further develop the original design scheme on the proposed site detailed in appendix A to this report.

5.7. To this end property services has now re-engaged their consultants to progress design to tender stage and, further to board approval, it is proposed to tender the project on a design and build basis utilising the current design information.

5.8. Subject to board approval the delivery of the project is now programmed for Spring 2020.

5.9. As part of the value engineering process, designed to bring this project in on budget, it has been necessary to reassess parking arrangements for the centre.

5.10. As there is sufficient public parking in the immediate area this proposal utilises the existing car park adjacent to the “Osprey” public house, which is owned by the Council and held on its housing revenue account. A pre-planning application will be submitted identifying the extent of the required site with reference to how the existing public footpath and car park will connect to the site of the new centre.

Implications of this report

1. Financial
None.

2. HR and Organisational Development
None.

3. Community/Council Planning

Our Renfrewshire is well	-	Improved early learning environments support health and wellbeing.
Reshaping our place, our economy and our future	-	Improved early learning environments support learning and achievement.
Creating a sustainable Renfrewshire for all to enjoy	-	Sustainable approaches to ensuring high quality assets will be developed.
Working together to improve outcomes	-	Improved school and early years environments support learning and achievement.

4. Legal
None.

5. Property/Assets
Land transfer required.

6. Information Technology
None.

7. Equality and Human Rights
The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals’ human rights have been identified arising from the recommendations contained in the report because for example it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council’s website.

8. Health and Safety
None.

9. Procurement
None.

10. Risk
None.

11. Privacy Impact
None.

12. Cosla Policy Position
None.

List of Background Papers

(a) Background paper 1:
Progress Report: School Estate Management Plan 2014

(b) Background Paper 2:
Consultation Proposal for the Development of the School Estate Management Plan (SEMP) 2013

(c) Background Paper 3:
Report on the consultation to develop the School Estate Management Plan (SEMP) and proposals to address the property challenges in the primary and pre 5 estate.

(d) Background Paper 4:
Proposal to consult on: The relocation of Spateston Pre 5 Centre to a refurbished St Anthony's Primary School.

(e) Background Paper 5:
Response to the proposal to relocate Spateston Pre 5 Centre to a refurbished St Anthony's Primary School.

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Ian Thomson, education manager (resources). 0141 618 7241, ian.thomson@renfrewshire.gov.uk

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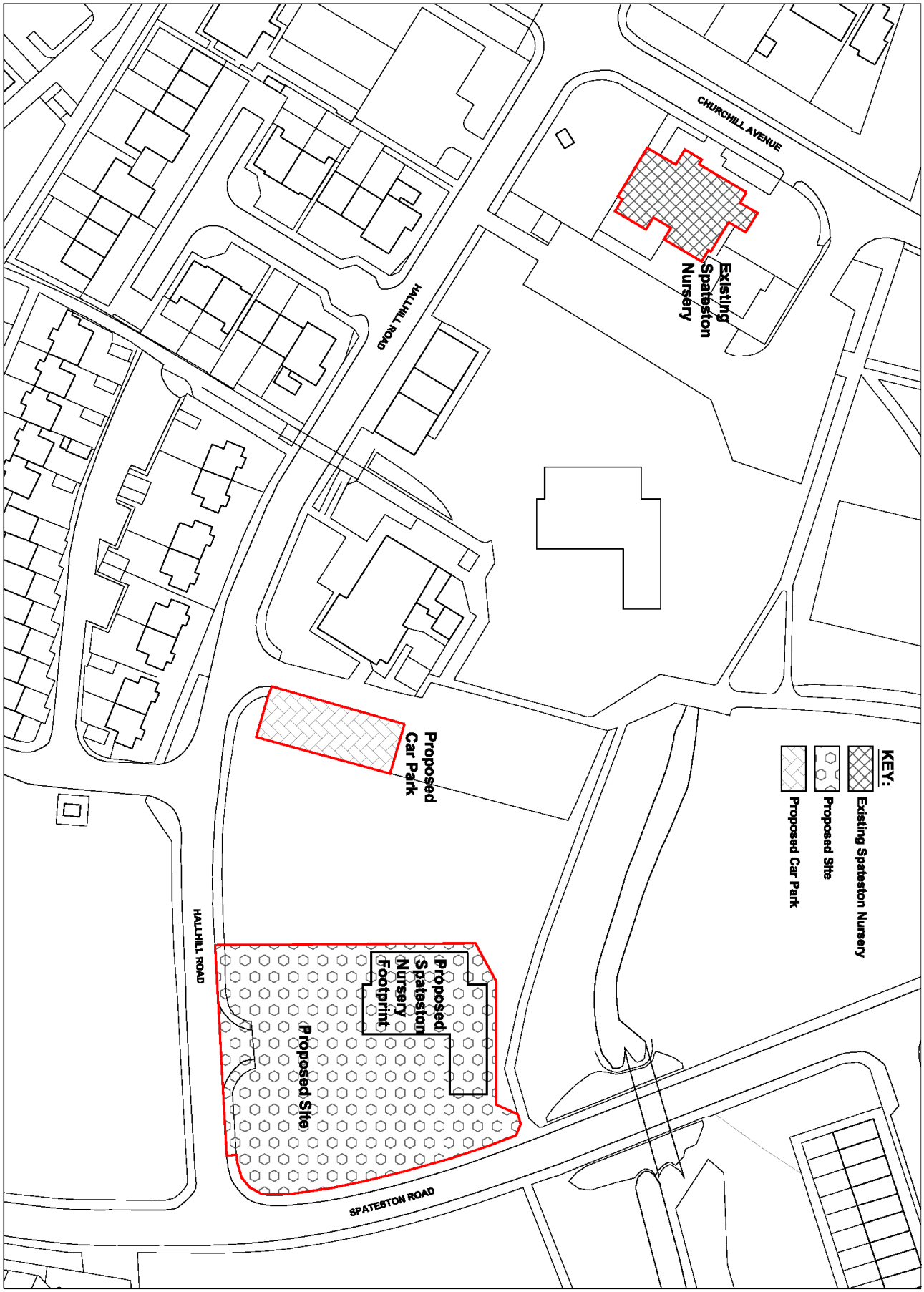
Children's Services
IT/GMcK/LG
22 October 2018

***Author**: Ian Thomson, education manager (resources). 0141 618 7241,*
ian.thomson@renfrewshire.gov.uk

Appendix A


CHURCHILL AVENUE
Existing Spateston Nursery
HALLHILL ROAD
Proposed Car Park
KEY:
Existing Spateston Nursery
Proposed Site
Proposed Car Park
HALLHILL ROAD
Proposed Spateston Nursery Footprint
Proposed Site
SPATESTON ROAD

Renfrewshire Council

To: **Education and Children's Services Policy Board**

On: **1 November 2018**

Report by: **Director of Children's Services**

Heading: **Joint Inspection of Services for Children and Young People in Need of Care and Protection**

1. Summary

1.1. The Care Inspectorate have produced a revised model of inspection "joint inspection of services for children and young people in need of care and protection" focussing on children and young people in need of protection and those who are subject to corporate parenting responsibilities.

1.2. Each inspection will produce a published report answering five key questions:

1. How good is the partnership at recognising and responding when children and young people need protection?
2. How good is the partnership at helping children and young people who have experienced abuse and neglect stay safe, healthy and well and recover from their experiences?
3. How good is the partnership at maximising the wellbeing of children and young people who are looked after?
4. How good is the partnership at enabling care experienced young people to succeed in their transition to adulthood?
5. How good is collaborative leadership?

1.3. A revised quality improvement framework guidance "A quality framework for children and young people in need of care and protection" was published in July 2018 by the Care Inspectorate to support partner's local self-evaluation.

1.4. The revised model commenced in August 2018 with Argyll and Bute and Fife being the first areas to be subject to inspection. The model continues to provide a 12 week notification period prior to onsite activity.

1.5. The revised quality improvement framework will be used for the purposes of Renfrewshire Child Protection Committee self-evaluation.

2. Recommendations

2.1. The Education and Children's Services Policy Board is asked to note the contents of the report.

3. Background

3.1. In 2017, the Scottish Government's child protection improvement programme set out a vision for a child protection system in Scotland that places the wellbeing of children at the heart of everything it does. As part of this review, Scottish Ministers asked the Care Inspectorate to work with scrutiny partners to develop a revised model of inspection that takes a more focused look at vulnerable children and young people. Ministers wanted inspections to take account of the experiences and outcomes of children and young people in need of protection and those who are subject to corporate parenting responsibilities.

3.2. The Care Inspectorate have responded with a revised inspection model focussing on the "joint inspection of services for children and young people in need of care and protection". This replaces the previous joint inspection programme of services for children and young people in the community planning partnership area and provides for a narrower and more in-depth focus.

3.3. Care Inspectorate engagement with children and young people about the focus of inspections highlighted the importance of relationships. The revised approach to joint inspections will look carefully at how well the system is organised to ensure children and young people can experience continuity in their care and develop and sustain lasting relationships.

3.4. The revised inspection model will continue to explore how well staff are valued, supported and equipped to carry out their task. This is in recognition of the link to staff ability to provide high quality services for children and young people.

3.5. Assessment and planning was highlighted under the previous inspection programme as one of the areas requiring strengthening across the country. Whilst the Care Inspectorate noted that partners recognised the critical importance of achieving high standards in assessment and planning to ensure the safety of, and improve outcomes for, children and young people, they found that performance in assessment and planning was not as consistently strong across the country as it needs to be. The revised inspection will therefore focus on the extent to which improvement is being supported by robust quality assurance and high quality reflective supervision.

3.6. The child protection systems review, part of the Scottish Government's child protection improvement programme, identified the need for a clearer collective understanding of when child protection concerns should give rise to consideration of compulsory measures of care. The revised inspection model will consider the appropriate use of legal measures to achieve security and stability in the lives of vulnerable children.

3.7. The revised model will continue to evaluate the effectiveness of collaborative leadership, including leadership of the child protection committee and its relationship with chief officers, and seek to identify any barriers that impact on continued improved performance. Crucially, it will look at how well leaders can demonstrate what difference they are, together, making to the lives of children in need of protection and those for whom they are corporate parents.

3.8. The Care Inspectorate will carry out a minimum of five joint inspections across the country each year, reporting publicly on the findings for each community planning partnership area. Their approach continues to be based on self-evaluation using the European Foundation for Quality Management (EFQM) model. The development of methodology and delivery of inspections will continue to be in partnership with partners in Her Majesty's Inspectorate of Constabulary in Scotland, Healthcare Improvement Scotland and Education Scotland. Young inspection volunteers will continue to play an important role in helping the Care Inspectorate to engage with children and young people as part of inspections. They have strengthened the role of young inspection volunteers in providing support and challenge to leaders about the extent to which children, young people and their families get the right help, at the right time to ensure their safety, support good health and wellbeing and improve their life chances.

3.9. A revised quality improvement framework guidance "A quality framework for children and young people in need of care and protection" was published in July 2018 to support partners to evaluate their own performance. This has been refreshed to orientate it towards outcomes for the most vulnerable children and to ensure it was relevant for the current context in which services for children and young people are delivered. Revised quality indicators have been produced (Appendix 1) which both reflect the learning from the previous inspection programme as well as the Scottish Government's child protection improvement programme.

3.10. Each inspection will result in a published report which will seek to answer the following questions.

1. How good is the partnership at recognising and responding when children and young people need protection?
2. How good is the partnership at helping children and young people who have experienced abuse and neglect stay safe, healthy and well and recover from their experiences?
3. How good is the partnership at maximising the wellbeing of children and young people who are looked after?
4. How good is the partnership at enabling care experienced young people to succeed in their transition to adulthood?
5. How good is collaborative leadership?

3.11. The revised inspection process (Appendix 2) will be of a similar footprint of that of the previous model. The 12 week notification period prior to onsite activity has been retained and in addition to reviewing policies, procedures and children's records, they will continue to make use of surveys and direct contact with children, families and staff. Areas of particular interest will continue to be guided in part by the contents of the self-evaluation produced by the area.

3.12. The new joint inspections of services for children and young people in need of care and protection commenced in August 2018. Argyll and Bute and Fife areas are the first to be inspected under the revised model.

3.13. The revised quality improvement framework guidance will be used as the basis of self-evaluation for Renfrewshire Child Protection Committee to ensure that Renfrewshire improvement activity is appropriately collated and measured against the quality indicators.

Implications of this report

1. Financial
None.

2. HR and Organisational Development
None.

3. Community/Council Planning

Our Renfrewshire is thriving	-	The revised quality improvement framework will better support improvement activity in relation to vulnerable children and young people. The revised inspection model will seek to provide a more accurate picture of how well services are supporting children and young people in need of care and protection in Renfrewshire
Our Renfrewshire is well	-	The revised quality improvement framework will support examination and strengthening of work to help children and young people to recover from abuse and neglect
Our Renfrewshire is safe	-	The revised quality improvement framework will support examination and strengthening of work to help identify and support children at risk of abuse and neglect.
Tackling inequality, ensuring opportunities for all	-	The revised quality improvement framework supports a more in depth focus on maximising the well-being of children and young people who are looked after.

Working together to improve outcomes	-	The revised quality improvement framework will support the examination of partnership and collaborative leadership in relation to strengthening support for vulnerable children and young people.

4. Legal
None.

5. Property/Assets
None.

6. Information Technology
None.

7. Equality and Human Rights

(a) The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website. (Report author to arrange this).

8. Health and Safety
None.

9. Procurement
None.

10. Risk
None.

11. Privacy Impact
None.

12. Cosla Policy Position
None.

List of Background Papers

(a) Background Paper 1: Care Inspectorate July 2018 "A quality framework for children and young people in need of care and protection" www.careinspectorate.com

The foregoing background paper will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the

meeting. The contact officer within the service is Belinda McEwan, Child Protection Advisor, 0141 618 3483, belinda.mcewan@renfrewshire.gov.uk

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Children's Services

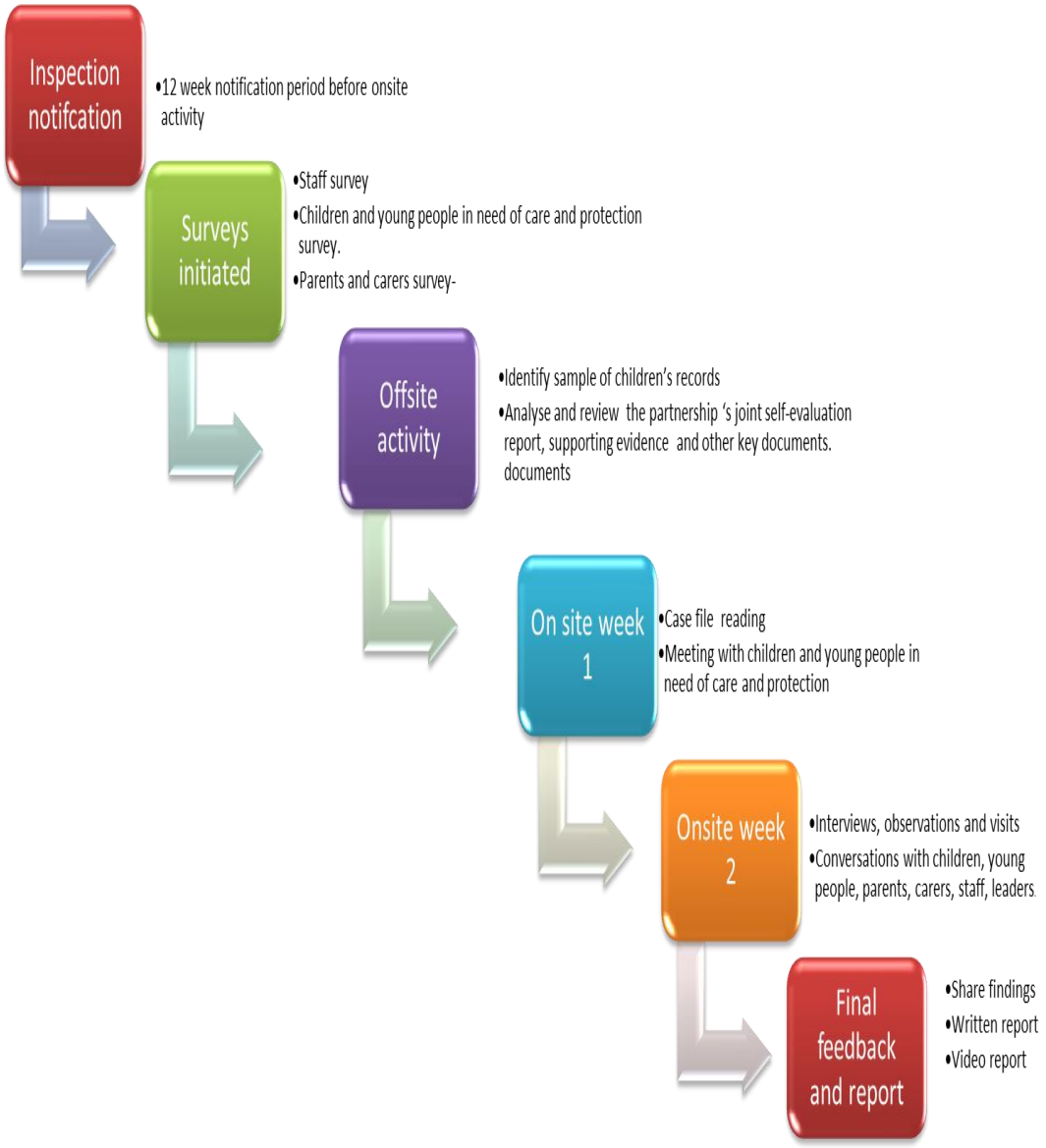
Author: John Trainer, Head of Child Care and Criminal Justice, 0141 618 7194 , john.trainer@renfrewshire.gov.uk

Appendix 1: Joint Inspection of services for children and young people in need of care and protection – quality indicators.

2. The quality indicators

What key outcomes have we achieved?	How well do we meet the needs of our stakeholders?	How good is our delivery of services for children, young people and families?	How good is our operational management?	How good is our leadership?
1. Key performance outcomes	**2. Impact on children, young people and families**	**5. Delivery of key processes**	**6. Policy, service development and legal measures**	**9. Leadership and direction**
1.1 Improvements in the safety, wellbeing and life chances of vulnerable children and young people.	**2.1** Impact on children and young people. **2.2** Impact on families.	**5.1** Recognition and response to initial concerns. **5.2** Assessing risk and need. **5.3** Care planning, managing risk and effective intervention. **5.4** Involving individual children, young people and families.	**6.1** Policies, procedures and legal measures. **6.2** Planning and improving services. **6.3** Participation of children, young people, families and other stakeholders. **6.4** Performance management and quality assurance. **6.5** Securing improvement through self-evaluation	**9.1** Vision, values and aims. **9.2** Leadership of strategy and direction. **9.3** Leadership of people and partnerships. **9.4** Leadership of improvement and change.
	3. Impact on staff		**7. Management and support to staff**	
	3.1 Impact on staff		**7.1** Recruitment, deployment and joint working. **7.2** Workforce development and support.	
	4. Impact on the community		**8. Resources and capacity building**	
	4.1 Impact on the community		**8.1** Management of resources. **8.2** Commissioning arrangements.	
10: What is our capacity for improvement? **Global judgement based on an evaluation of the framework of quality indicators**				

Appendix 2: Joint Inspection of services for children and young people in need of care and protection – revised inspection process.



Renfrewshire Council

To: **Education and Children's Services Policy Board**

On: **1 November 2018**

Report by: **Director of Children's Services**

Heading: **Best Services Trial**

1. Summary

1.1. The protection of children is a priority for Renfrewshire Children's Services. Children's social work is committed to ensuring children live with their birth families where this is safe and appropriate. Some children require to be placed in alternative care when there are significant risks. In these circumstances social work attempts to find a family setting for the child including the possibility of a kinship placement or a foster placement.

1.2. As a learning organisation, children's services aims to provide the best support for vulnerable children. Children's Social Work has agreed to take part in a randomised controlled trial being led by the University of Glasgow and delivered in partnership with NHS Greater Glasgow and Clyde and NSPCC. The trial is presently ongoing in Glasgow City Council as well as in three London boroughs. The trial will commence in Renfrewshire October 2018.

1.3. The aim of the trial is to learn how to best support the development and wellbeing of young children who come into local authority care. The trial will compare two approaches: (i) service as usual (i.e. usual parenting capacity assessment undertaken by our social work team); and (ii) an evidence-based infant mental health intervention called 'GIFT'. The GIFT approach originated at the University of Tullane in New Orleans USA and uses a multi-disciplinary team of psychiatrists, clinical psychologists and social workers to assess and treat infants and their birth families. GIFT is delivered by the NSPCC.

1.4. All families who have a child under the age of 60 months accommodated for reasons of maltreatment will be invited to participate in the Best Services Trial. Participation is wholly voluntary and refusal to participate in the trial will cause no detriment whatsoever to families.

1.5. Families who consent to participation in the trial will be randomly selected to either service as usual or GIFT. While service as usual and GIFT will utilise different assessment and support approaches, both will make

recommendations in a legal sense about whether a child can return home safely to their family or whether permanent care away from home is indicated.

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2. Recommendations

2.1 The Education and Children's Services Policy Board is asked:

- to note the involvement of children's social work in the Best Services Trial.

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3. Background

3.1. Best is a randomised controlled trial comparing an infant mental health service, the New Orleans Intervention Model (NIM), with Social Work service as usual. It aims to find out what is the best service for young abused and neglected pre-school children coming into foster care and which approach is the most cost-effective. The trial is being led by Glasgow University and the principal investigator is Professor Helen Minnis, a child and adolescent psychiatrist.

3.2. Children who have experienced abuse and neglect are at increased risk of mental and physical health problems throughout life. This places an enormous burden on individuals, families and society as a whole. Regardless of the severity of this abuse and neglect, these negative effects can largely be reversed if children are placed in secure, loving homes early enough in life. Placing children in nurturing foster placements can help them recover rapidly, but it is not known whether it is better for children's long term development to place them with substitute (foster or adoptive) families or return them to birth or extended families who have been helped to get over their problems.

3.3. Social Work service as usual aims to make a thorough assessment of family relationships for maltreated children coming into care and then make recommendations regarding placement. The NIM aims to both assess such families and offer an infant mental health treatment service aimed at improving family functioning so the child can return home.

3.4. The NIM is delivered by NSPCC and is called, 'GIFT'. The GIFT team is multi-disciplinary, comprised of infant psychiatrists, clinical psychologists, social workers and support workers.

3.5. Glasgow University researchers have carried out careful exploratory research, in Glasgow on the New Orleans Intervention Model (NIM). NIM was developed by at the University of Tullane in New Orleans in the United States of America. The model offers families who have a child who enters care due to abuse or neglect a structured assessment of family relationships followed by an intensive treatment that aims to improve family functioning and child mental health. If adequate change is achieved, a recommendation is made for the child to return home but, if not, the recommendation is for adoption. Preliminary research from the USA suggests that NIM might reduce future maltreatment of the child and other children in the family, and improve mental health in middle childhood. However, this US research was conducted in a

context where there were virtually no preventative child social services. It might be that the much better preventative social work services that exist in the UK could be as good as or even better than NIM.

3.6. Activity to enable implementation of the Best Trial in Renfrewshire is well advanced. All social work practitioners and managers, as well as our foster carers, have been briefed about the approach and new processes instigated to ensure appropriate identification, referral and tracking of participant families. The Trial team have met with local Children's Reporters and the Children's Panel. Legal Services colleagues have written to the local judiciary and the Faculty of Procurators to offer information briefings.

3.7. The Best Services Trial aims to recruit around two thirds of eligible families and the Trial will conclude in 2021.

Implications of this report

1. Financial
None.

2. HR and Organisational Development
None.

3. Community/Council Planning

Our Renfrewshire is safe	-	*Our participation in the Best Services Trial contributes to all of our children having the best start in life, being safe and healthy.*

4. Legal
None.

5. Property/Assets
None.

6. Information Technology
None.

7. Equality and Human Rights

(a) The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. Health and Safety
None.

9. Procurement
None.

10. Risk
None.

11. Privacy Impact
None.

12. Cosla Policy Position
None.

List of Background Papers

(a) None

Children's Services

Author: **Karen Nowland, 0141 618 6835**

Renfrewshire Council

To: **Education and Children's Services Policy Board**

On: **1 November 2018**

Report by: **Director of Children's Services**

Heading: **Inspection of St Fergus' Primary School, Paisley**

1. **Summary**

1.1 St Fergus' Primary School was inspected by Education Scotland in May 2018 as part of a national sample of education. The letter to parents, published by Education Scotland on 28 August 2018 is attached as an appendix to this report. The letter to parents is also available from the director of children' services or from the Education Scotland website: https://education.gov.scot/.

1.2 The purpose of the inspection was to evaluate the quality of education. Inspectors assessed the school, with a focus on four quality indicators which were: leadership of change; learning, teaching and assessment; raising attainment and achievement; and ensuring wellbeing, equality and inclusion.

1.3 This was a very positive inspection which evaluated three quality indicators as 'good' and ensuring wellbeing, equality and inclusion as 'very good'.

The letter to parents also identified four key strengths of the school. These were:

- The commitment of the staff team, driven by the headteacher, to improving the life chances of children. Strong teamwork is evident across staff as they work hard to provide a positive learning environment for children.

- The development of a 'can do' attitude in children who are confident in taking on new challenges. Children feel supported and encouraged by

staff to achieve their best. The work of staff in providing a bright and stimulating learning environment for children.

- The very inclusive and nurturing approach by staff, which ensures children feel safe and cared for whilst at school.

- Children's understanding of health and wellbeing and the support provided by the school to ensure children develop in this area. Children's engagement in assessment of their wellbeing.

1.4 The letter to parents also identified three areas for further improvement:

- Ensure greater consistency across the school in providing planned experiences for children to successfully lead their learning.

- Continue to seek ways to increase parental engagement in children's learning and the life of the school.

- Continue to develop successful strategies to raise attainment in literacy and numeracy.

1.5 Children's services has an agreed set of procedures for responding to inspection reports. The school and the service will prepare a short action plan (detailed within the School Improvement Plan) indicating how they will address the points for action in the report, and share this plan with parents. In addition, the school will be supported in its continued improvement by children's services.

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2. Recommendations

2.1 Members of the Education and Children's Services Policy Board are asked to note the key strengths and the areas for improvement in the Education Scotland report on St Fergus Primary School.

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3. Background

3.1 Education Scotland's letters to parents are published online by Education Scotland.

3.2 The report includes three recommendations for improvement. This will be addressed through the school's improvement plan, produced by the school and supported by children's services staff.

3.3 Progress on the school improvement plan will be monitored by children's services staff on a proportionate basis.

3.4 Children's services welcomes the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire education establishments. The inspection report will be used by the school and the service in the context of supporting and developing the quality of educational provision.

Implications of the Report

1. **Financial :** None

2. **HR & Organisational Development**: None

3. **Community/Council Planning –**

   - Our Renfrewshire is thriving: high standards of education provision ensure that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.
   - Our Renfrewshire is well – by providing an environment which encourages care, welfare and development, establishments play a crucial role in developing children and young people so that they become responsible citizens. The establishment's success in promoting wellbeing is evaluated as part of the inspection process.

4. **Legal:** None

5. **Property:** None

6. **Information Technology:** None

7. **Equality & Human Rights**

   The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. **Health & Safety:** None

9. **Procurement:** None

10. **Risk:** None

11. **Privacy Impact:** None

12. **Cosla Policy Position:** Not applicable

List of Background Papers

None

Author: Mairi Thomas, Education Manager tel: 0141 618 3994

28 August 2018

Dear Parent/Carer

In May 2018, a team of inspectors from Education Scotland visited St Fergus' Primary School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- The commitment of the staff team, driven by the headteacher, to improving the life chances of children. Strong teamwork is evident across staff as they work hard to provide a positive learning environment for children.

- The development of a 'can do' attitude in children who are confident in taking on new challenges. Children feel supported and encouraged by staff to achieve their best. The work of staff in providing a bright and stimulating learning environment for children.

- The very inclusive and nurturing approach by staff, which ensures children feel safe and cared for whilst at school.

- Children's understanding of health and wellbeing and the support provided by the school to ensure children develop in this area. Children's engagement in assessment of their wellbeing.

The following areas for improvement were identified and discussed with the headteacher and a representative from Renfrewshire Council.

- Ensure greater consistency across the school in providing planned experiences for children to successfully lead their learning.

- Continue to seek ways to increase parental engagement in children's learning and the life of the school.

- Continue to develop successful strategies to raise attainment in literacy and numeracy.

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We gathered evidence to enable us to evaluate the school's work using four quality indicators from How good is our school? (4th edition). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for St Fergus' Primary School

Quality indicators	Evaluation
Leadership of change	**good**
Learning, teaching and assessment	**good**
Raising attainment and achievement	**good**
Ensuring wellbeing, equality and inclusion	**very good**
Descriptions of the evaluations are available from How good is our school? (4th edition), Appendix 3: The six-point scale.	

A more detailed document called Summarised Inspection Findings will be available on the Education Scotland website at **https://education.gov.scot/inspection- reports/renfrewshire/8625921**.

What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Renfrewshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Marie McAdam
HM Inspector

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