

Notice of Meeting and Agenda

Education and Children's Services Policy Board

Date	Time	Venue
Thursday, 14 March 2019	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):

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.

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.

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.

Budget Monitoring Reports

- | | | |
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| 1 | Revenue Budget Monitoring Report
Revenue budget monitoring report by Director of Finance & Resources and Acting Director of Children's Services. | 5 - 10 |
| 2 | Capital Budget Monitoring Report
Capital budget monitoring report by Director of Finance & Resources. | 11 - 16 |

Education

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| 3 | Inspection of Paisley Grammar
Report by Acting Director of Children's Services. | 17 - 22 |
| 4 | Inspection of St Catherine's Primary School and Nursery Class, Paisley
Report by Acting Director of Children's Services. | 23 - 28 |
| 5 | Children's Services (Education) Inspection Report: How Well is Renfrewshire Council improving learning, raising attainment and closing the poverty related gap?
Report by Acting Director of Children's Services. | 29 - 50 |
| 6 | School Holiday Arrangements School Session 2020/21
Report by Acting Director of Children's Services. | 51 - 62 |
| 7 | Distribution of Funding to Support Services for Children and Families - Funding Allocation for 2019/20
Report by Acting Director of Children's Services. | 63 - 70 |

Improvement Planning

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| 8 | Children's Services Service Improvement Plan 2019/22
Report by Acting Director of Children's Services. | 71 - 106 |
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To: Education and Children's Services Policy Board

On: 14 March 2019

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

Heading: Revenue Budget Monitoring to 4 January 2019

1. Summary

- 1.1 Gross expenditure is £115,000 (0.1%) greater than anticipated and income is £115,000 (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 that since the budget was approved, there have been a small number of inter departmental budget transfers, resulting in an increased budget of £5k.
-

4. **Children's Services**

Current position:	Breakeven
<i>Previously reported:</i>	<i>Breakeven</i>

4.1 **Central Admin:**

Current Position	Net overspend of £276,000
<i>Previously reported:</i>	<i>Net overspend of £275,000</i>

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

4.2 **Early Learning & Childcare:**

Current Position:	Net underspend of £107,000
<i>Previously reported:</i>	<i>Breakeven</i>

Underspends in employee costs, premises costs and supplies & services are partially offset by overspend in transfer payments. This is expected to continue to the year end.

4.3 **Primary Schools:**

Current Position:	Net underspend of £345,000
<i>Previously reported:</i>	<i>Net underspend of £413,000</i>

The underspend relates to centrally held teachers' salary budgets, as 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 £210,000
<i>Previously reported:</i>	<i>Net underspend of £174,000</i>

Underspends in centrally held teachers' budgets (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 £53,000
<i>Previously reported:</i>	<i>Net overspend of £13,000</i>

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 £251,000
<i>Previously reported:</i>	<i>Net overspend of £282,000</i>

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 £16,000
<i>Previously reported:</i>	<i>Net overspend of £20,000</i>

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

4.8 **Children & Families**

Current Position	Net overspend of £65,000
<i>Previously reported:</i>	<i>Not previously reported</i>

The overspend relates to residential accommodation. This is expected to continue to the year end.

4.9 **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 4 January 2019

POLICY BOARD : EDUCATION & CHILDREN'S SERVICES

Description (1)	Revised Annual Budget (2)	Revised Period Budget (3)	Revised Actual (4)	Budget Variance (5)		
				£000's	%	
Employee Costs	121,346	91,190	90,612	578	0.6%	underspend
Property Costs	9,279	6,746	6,852	(106)	-1.3%	overspend
Supplies & Services	25,864	15,996	15,829	167	0.8%	underspend
Transport & Plant Costs	4,490	3,149	3,449	(300)	-9.1%	overspend
Support Services	13,579	181	232	(51)	-22.6%	overspend
Third Party Payments	12,389	8,642	8,773	(131)	-1.4%	overspend
Transfer Payments	6,857	3,828	4,100	(272)	-5.2%	overspend
Capital Charges	16,879	0	(0)	0	0.0%	breakeven
GROSS EXPENDITURE	210,682	129,731	129,846	(115)	-0.1%	overspend
Income	(5,652)	(3,654)	(3,769)	115	8.2%	over-recovery
NET EXPENDITURE	205,030	126,077	126,077	(0)	0.0%	breakeven

Bottom Line Position to 4 January 2019 is breakeven

Anticipated Year End Budget Position is breakeven

£000's	
(0)	0.0%
0	0.0%

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2018/2019
1st April 2018 to 4 January 2019

POLICY BOARD : EDUCATION & CHILDREN'S SERVICES

Description (1)	Revised Annual Budget (2) £000's	Revised Period Budget (3) £000's	Revised Actual (4) £000's	Budget Variance (5)		
				£000's	%	
Directorate	10,840	739	1,016	(276)	-27.3%	overspend
Early learning and childcare	15,138	11,422	11,315	107	1.0%	underspend
Primary	56,285	34,686	34,340	345	1.0%	underspend
Secondary	72,941	47,991	47,782	210	0.4%	underspend
ASN (Special) Schools	5,898	3,827	3,879	(53)	-1.3%	overspend
Additional support for learning (ASL)	10,267	6,345	6,596	(251)	-3.4%	overspend
Psychological services	624	465	481	(16)	-3.3%	overspend
Education development	516	325	325	(0)	-0.1%	breakeven
Attainment Challenge	(389)	675	676	(0)	-0.1%	breakeven
Facilities management	520	431	431	(0)	-0.1%	breakeven
Children & Families	32,389	19,172	19,238	(65)	-0.3%	overspend
NET EXPENDITURE	205,030	126,077	126,077	(0)	0.0%	breakeven

Bottom Line Position to 4 January 2019 is breakeven

Anticipated Year End Budget Position is breakeven

£000's	
(0)	0.0%
0	0.0%



To: EDUCATION & CHILDREN'S SERVICES POLICY BOARD

On: 14 MARCH 2019

Report by: Director of Finance and Resources

Heading: Capital Budget Monitoring Report

1. Summary

- 1.1 Capital expenditure to 4th January 2019 totals £8.337m compared to anticipated expenditure of £8.340m for this time of year. This results in an under spend of £0.003m 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	£0.003m u/spend	0%	£0.012m u/spend	0%
Total	£0.003m u/spend	0%	£0.012m u/spend	0%

- 1.2 The expenditure total of £8.337m represents 57% 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.
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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 4th January 2019, 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 There have been no budget changes since the last report.

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 £000	Current Programme MR 10 £000	Year To Date Budget to 04-Jan-19 £000	Cash Spent to 04-Jan-19 £000	Variance to 04-Jan-19 £000	% Variance	Cash to be Spent by 31-Mar-19 £000	% Cash Spent
EDUCATION & CHILDREN SERVICES								
Early Years 1,140 Hours Expansion	0	1,000	85	85	0	0%	915	9%
Primary Schools Estate Programme(SEMP)	9,263	10,281	7,100	7,099	1	0%	3,182	69%
Other Schools Investment Programmes	600	1,940	515	514	1	0%	1,426	26%
Technology Replacement Strategy ICT	400	400	0	0	0	0%	400	0%
Close Support Unit	0	921	640	639	1	0%	282	69%
TOTAL EDUCATION & CHILDREN'S SERVICES BOARD	10,263	14,542	8,340	8,337	3	0%	6,205	57%



To: Education and Children's Services Policy Board

On: 14 March 2019

Report by: Director of Children's Services

Heading: Inspection of Paisley Grammar

1. Summary

- 1.1. Paisley Grammar was inspected by Education Scotland in November 2018 as part of a national sample of education. The letter to parents, published by Education Scotland on 12 February 2019, is attached as an appendix to this report. The letter to parents is also available from the director of children's services or from the Education Scotland website: <https://education.gov.scot/>.
- 1.2. Education Scotland uses different models of inspection and at Paisley Grammar the duration of the inspection was three days ie the short model. Inspectors assessed the school, with a focus on two quality indicators which were: learning, teaching and assessment and raising attainment and achievement.
- 1.3. This was a positive inspection which evaluated the 2 quality indicators as 'Good'. The letter to parents identified three key strengths of the school.

These were:

- The headteacher and her senior team, in consultation with all staff, have made important progress in giving the school a clear sense of direction. Almost all staff demonstrate a willingness to engage in change and take forward priorities in a sustained and systematic way.
- The positive relationships between staff and young people, in almost all classes and in the Flexible Learning Resource, helping young people to develop confidence and skills.
- The safe and nurturing environment in the flexible learning resource, supporting young people to make progress and re-engage in learning.

- 1.4. The report also identified three areas for further improvement. These were:
- Continue to focus on improving learning and teaching so that all young people have consistently high quality learning experiences. Teachers need to ensure that there is an appropriate level of challenge for all learners.
 - Further develop approaches to the assessment and moderation of young people's work. This will enable them to be more aware of their strengths and areas for improvement. It will also enable teachers to target support appropriately to meet the needs of all young people.
 - Build on the school's important progress in establishing its values, to improve further young people's identification with the school and celebration of its diverse community.
- 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.
-

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 Paisley Grammar.
-

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. These recommendations will be addressed through an action 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 through the Quality Improvement Framework.
- 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.
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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/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

Not applicable.

List of Background Papers

None.

Author: Maureen Sneddon, Education Manager, Tel: 0141 618 5317

12 February 2019

Dear Parent/Carer

In November 2018, a team of inspectors from Education Scotland visited Paisley Grammar School. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's work.

- ✓ The headteacher and her senior team, in consultation with all staff, have made important progress in giving the school a clear sense of direction. Almost all staff demonstrate a willingness to engage in change and take forward priorities in a sustained and systematic way.
- ✓ The positive relationships between staff and young people, in almost all classes and in the Flexible Learning Resource, helping young people to develop confidence and skills.
- ✓ The safe and nurturing environment in the flexible learning resource, supporting young people to make progress and re-engage in learning.

The following areas for improvement were identified and discussed with the headteacher and a representative from Renfrewshire Council.

- ✓ Continue to focus on improving learning and teaching so that all young people have consistently high quality learning experiences. Teachers need to ensure that there is an appropriate level of challenge for all learners.
- ✓ Further develop approaches to the assessment and moderation of young people's work. This will enable them to be more aware of their strengths and areas for improvement. It will also enable teachers to target support appropriately to meet the needs of all young people.
- ✓ Build on the school's important progress in establishing its values, to improve further young people's identification with the school and celebration of its diverse community.

We gathered evidence to enable us to evaluate the school's work using 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 Paisley Grammar School

Quality indicators	Evaluation
Learning, teaching and assessment	good
Raising attainment and achievement	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 (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/inspection-reports/renfrewshire/8628734>

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.

Ann Floyd
HM Inspector



To: Education and Children's Services Policy Board

On: 14 March 2019

Report by: Director of Children's Services

**Heading: Inspection of St Catherine's Primary School and Nursery Class,
Paisley**

1. Summary

- 1.1 St Catherine's Primary School and nursery class was inspected by Education Scotland in December 2018 as part of a national sample of education. The letter to parents, published by Education Scotland on 26th February 2019 is attached as an appendix to this report. The letter to parents is also available from the director of children's services or from the Education Scotland website: <https://education.gov.scot/>.
- 1.2 Education Scotland uses different models of inspection and at St. Catherine's Primary School the duration of the inspection was three days i.e. the short model. Inspectors assessed the school, with a focus on two quality indicators which were: learning, teaching and assessment and raising attainment and achievement. In the nursery class, the focus was on learning, teaching and assessment and securing children's progress.
- 1.3 This was a very positive inspection which evaluated the two quality indicators in the school as 'very good' and also the two quality indicators in the nursery class as 'very good'. The letter to parents identified four key strengths of the school. These were:
 - Children who are confident, motivated and highly engaged in their learning. Their views are valued and are used well to inform the work of the school.

- Children are attaining very well in literacy and numeracy. They have a very good understanding about the skills they are developing and how they will use these skills in their life, learning and work.
- The headteacher, depute headteacher and staff team have created an extremely positive and nurturing learning environment. All staff have very high expectations of pupils and everyone within the school community feel equally valued for their contributions.
- The high-quality support offered to children, parents and families. Staff intervene to help families as early as possible to ensure children have the best possible opportunities to achieve success.

1.4 The letter to parents also identified two areas for further improvement:

- Staff should continue to build on the high-quality learning and teaching.
- Further extend opportunities for children to apply their learning in a range of contexts.

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.

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 Catherine's Primary School and Nursery Class.

3. **Background**

3.1 Education Scotland's letters to parents are published online by Education Scotland.

3.2 The report includes two 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 through the Quality Improvement Framework.

- 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.
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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

Appendix 1

26 February 2019

Dear Parent/Carer

In December 2018, a team of inspectors from Education Scotland visited St Catherine's Primary School and Nursery Class. 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.

- ✓ Children who are confident, motivated and highly engaged in their learning. Their views are valued and are used well to inform the work of the school.
- ✓ Children are attaining very well in literacy and numeracy. They have a very good understanding about the skills they are developing and how they will use these skills in their life, learning and work.
- ✓ The headteacher, depute headteacher and staff team have created an extremely positive and nurturing learning environment. All staff have very high expectations of pupils and everyone within the school community feel equally valued for their contributions.
- ✓ The high-quality support offered to children, parents and families. Staff intervene to help families as early as possible to ensure children have the best possible opportunities to achieve success.

The following areas for improvement were identified and discussed with the headteacher and a representative from Renfrewshire Council.

- ✓ Staff should continue to build on the high quality learning and teaching.
- ✓ Further extend opportunities for children to apply their learning in a range of contexts.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#). 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 Catherine's Primary School and Nursery Class

Quality indicators for the primary school	Evaluation
Learning, teaching and assessment	very good
Raising attainment and achievement	very good
Descriptions of the evaluations are available from: How good is our school? (4th edition) , Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Learning, teaching and assessment	very good
Securing children's progress	very good
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

This letter and a more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:
<https://education.gov.scot/inspection-reports/renfrewshire/8625727>

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.

Monica McGeever
HM Inspector



To: Education and Children's Services Policy Board

On: 14 March 2019

Report by: Director of Children's Services

Heading: Children's Services (Education) Inspection Report: How well is Renfrewshire Council improving learning, raising attainment and closing the poverty related gap?

1. Summary

- 1.1 Education Scotland are inspecting the 'nine challenge' authorities who have been supported through Attainment Challenge funding as part of their national inspection framework.
- 1.2 Renfrewshire became a challenge authority in September 2016, eighteen months after the start of the programme when the original seven authorities became involved.
- 1.3 This report provides a summary of the recent inspection which was carried out by Education Scotland in October 2018.
- 1.4 The inspection report, which is attached as appendix 1, focused on how well Renfrewshire Council is improving learning, raising attainment and closing the poverty related gap.
- 1.5 The framework for this inspection used three quality indicators to enable Education Scotland to evaluate leadership of improvement and change, self-evaluation to secure improvement, and improvements in performance. Education Scotland gathered evidence to answer two overarching questions.
 - How effective is the education service's use of data to target, select and evaluate the impact of initiatives?

- How effective is the education service's leadership, governance and management of resources to improve learning, raise attainment and narrow the poverty-related attainment gap?

As a result, Education Scotland were able to make an overall judgement about the extent to which Renfrewshire Council is improving learning, raising attainment and closing the poverty-related attainment gap.

- 1.6 The report concludes that Education Scotland is confident that Renfrewshire Council is making excellent progress in improving learning, raising attainment and closing the poverty-related attainment gap.
- 1.7 Furthermore, Education Scotland are confident that the local authority's self-evaluation processes are robust and leading to improvements. As a result, they will make no further evaluative visits in connection with this inspection.
-

2. **Recommendations**

- 2.1 The Education and Children's Services Policy Board is asked to note the:
- the exceptionally positive outcomes of the Attainment Challenge Inspection; and
 - that Renfrewshire are the first authority to be graded as making excellent progress as part of the Scottish Attainment Challenge.
-

3. **Background**

- 3.1 In 2017, Education Scotland introduced a new model of inspection of local authorities which was first piloted with West Dunbartonshire Council in December 2017. HM Inspectors and professional associates, working in partnership with Audit Scotland evaluated the children and families service strategies to improve learning, raise attainment and narrow the poverty-related attainment gap. These are the aims of the Scottish Attainment Challenge, a key Scottish Government programme introduced in 2015. Within this programme, Renfrewshire Council is one of nine Challenge Authorities.
- 3.2 As part of the inspection, the same framework was used to evaluate the contribution of the educational psychology service to the Scottish Attainment Challenge in Renfrewshire Council.
- 3.3 The Attainment Scotland Fund has a total budget of £750 million over the current parliamentary term.

Renfrewshire Council became a full Challenge Authority in year two of the programme (2016-17), one year after the seven authorities who were identified in the first tranche. The additional money is being directed to support the excellence and equity agenda. The aim is to close the attainment gap which currently exists between those living in Scotland's least and most deprived areas.

- 3.4 The inspection was conducted over 5 days and involved a process of evidence review, 1-1 interviews, focus groups and visits to schools within Renfrewshire.
 - 3.5 The inspection report details Education Scotland's evaluation on the progress Renfrewshire Council is making and the capacity of the council to continue to make appropriate progress with this work.
-

4. **Progress**

- 4.1 The report discusses in detail, areas of excellent progress made in relation to the Attainment Challenge in Renfrewshire.
- 4.2 The report states that Renfrewshire Council has put in place innovative approaches to understanding and analysing data. These have been highly effective in supporting the council's work to close the poverty-related attainment gap. The council's success in securing significant improvements in educational attainment and achievement for all learners is underpinned by a sector-leading approach to professional learning. The council's work in this area has been strongly supported by its highly effective self-evaluation and quality improvement approaches.
- 4.3 Furthermore, the report highlights that Renfrewshire Council Children's Services central team and establishment heads provide highly effective strategic direction and very clear planning to improve learning, raise attainment and close the poverty-related attainment gap. This strong strategic leadership ensures that all decision-making and improvement planning is underpinned by an excellent use of research and data. There is a clearly articulated common moral purpose and strong culture of empowerment and leadership of improvement at all levels. This operates within an outstanding and innovative governance framework where lines of responsibility and accountability are clearly understood. Highly effective financial governance systems are helping to ensure delivery of best value at all levels.
- 4.4 In addition, the report states that the educational psychology service is making a strong contribution to helping to close the poverty-related attainment gap in Renfrewshire Council. The close relationship between the educational psychology service and the educational priorities of the local authority, is emphasised as leading to a clear and shared vision for improvement.

4.5 Five key strengths are outlined in the report. These are:

- Very strong self-evaluation, informed by high-quality data, is resulting in very successful, evidenced-based universal and targeted interventions, which are securing improvement.
- Highly effective leadership, shared vision and an ethos of empowerment of staff at all levels to improve outcomes for children and young people, their families and communities.
- The outstanding impact of very high-quality professional learning approaches, developed and delivered in collaboration with partners.
- Renfrewshire Council's excellent approach to Scottish Attainment Challenge governance, which is set within a well-defined accountability framework.
- Significant year-on-year improvements in closing the poverty-related attainment gap across all key indicators in the broad general education across curricular areas.

4.6 With regards to aspects of development, Education Scotland have recommended that the authority, as planned, build on successes achieved to date in addressing the poverty-related attainment gap and continue with plans to develop the sustainability of initiatives beyond the Scottish Attainment Challenge.

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) None.

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Inspection of local authorities

How well is Renfrewshire Council improving learning, raising attainment and closing the poverty-related attainment gap?

February 2019

Introduction

In 2017, we introduced a new model of inspection of local authorities which we piloted with West Dunbartonshire Council over the week beginning 11 December 2017. HM Inspectors and professional associates, working in partnership with Audit Scotland evaluated the Children Services strategies to improve learning, raise attainment and narrow the poverty-related attainment gap. These are the aims of the Scottish Attainment Challenge, a key Scottish Government programme introduced in 2015. Within this programme, Renfrewshire Council is one of nine Challenge Authorities.

As part of this inspection, we use the same framework to evaluate the contribution of the educational psychology service to the Scottish Attainment Challenge in Renfrewshire Council. Our findings on this aspect are included throughout this report.

The [Attainment Scotland Fund](#) has a total budget of £750 million over the current parliamentary term. Renfrewshire Council became a full Challenge Authority in year two of the programme (2016-17), one year after the seven authorities who were identified in the first tranche. The additional money is being directed to support the excellence and equity agenda. The aim is to close the attainment gap which currently exists between those living in Scotland's least and most deprived areas. This report is our findings on the progress Renfrewshire Council is making and the capacity of the council to continue to make appropriate progress with this work. Whilst we worked in partnership with others to gather the evidence that underpins this, the report and the judgements in it belong solely to Education Scotland. Throughout the report when you see text that is underlined you can click on this text to get further information from the web pages owned by [Renfrewshire Council](#), [The Scottish Government](#) or [Education Scotland](#). We hope you will find this useful.

The [framework](#) for this inspection includes quality indicators which enable us to evaluate aspects of leadership and management, self-evaluation and improvements in performance. We use our evidence to answer two questions.

1. How effective is the education service's use of data to target, select and evaluate the impact of initiatives?
2. How effective is the education service's leadership, governance and management of resources to improve learning, raise attainment and narrow the poverty-related attainment gap?

As a result, we are able to make an overall judgement about the extent to which Renfrewshire Council is improving learning, raising attainment and closing the poverty-related attainment gap.

Context

The education service in Renfrewshire Council is led by the Director of Children's Services. The service is responsible for the education of over 27,000 school-aged children and children between the ages of zero to five.

11 council managed early learning and childcare centres (ELCCs)

33 partner providers of early learning and childcare

49 primary schools

11 secondary schools

2 schools for children and young people with additional support needs

5 children's houses and supported accommodation for young people leaving care

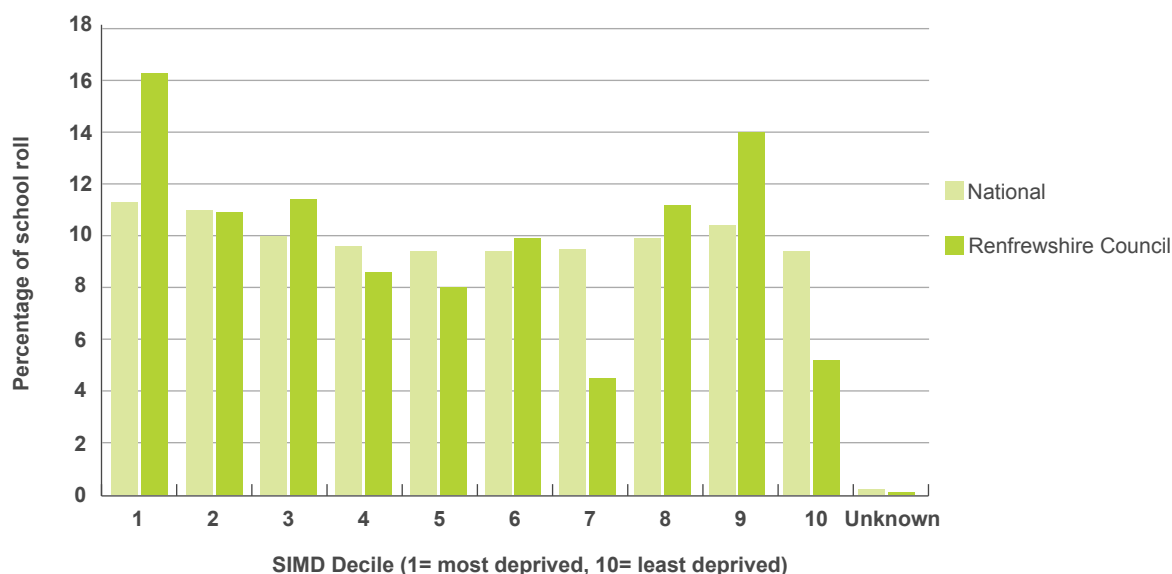
Click on the link to find out more about [Parental Engagement](#).

Since 2015, Renfrewshire Council has been committed to delivering the recommendations from its [Tackling Poverty Commission](#). When the council became a challenge authority in June 2016, it was able to build on this very strong foundation to develop its vision, values, and aims for the Scottish Attainment Challenge. The council's commitment to the Scottish Attainment Challenge improvement plan was developed in partnership with headteachers and other relevant stakeholders. The improvement plan reflects very clearly the council's strong commitment to early intervention. It incorporates the council's very successful strategy of using universal approaches to raise attainment for all, alongside targeted interventions to close the poverty-related attainment gap.

The Scottish Attainment Challenge improvement plan's close alignment with the [Children's Services Improvement Plan](#) is helping the council to achieve equity and excellence for all children and young people. The council has successfully used the additional resources made possible by the Attainment Scotland Fund to increase the pace and widen the scope of its work across its four strategic priorities for education in Renfrewshire.

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

[Renfrewshire Council Community Plan](#) sets the agenda for the council over the period 2017-2022 very clearly. Other key strategic planning documents, including the [Integrated Children's Services Plan](#), [Children's Services Improvement Plan](#) and the [Education Improvement Plan](#) build on this agenda. They articulate clearly a strong ambition for Renfrewshire's children and young people, and a determination to tackle poverty, improve learning and raise attainment.



This bar chart shows the percentage of pupils on the local authority's roll in September 2017 living within SIMD deciles 1 (most deprived) to 10 (least deprived), across all sectors of education. Over 27% of children and young people in Renfrewshire Council live in SIMD 1 and 2.

The Attainment Scotland Fund in Renfrewshire Council

In 2016-17, the authority was [awarded £1.712 million for its Scottish Attainment Challenge primary and secondary programme](#). This was part-year funding. As a result of challenges in recruiting teachers to the literacy programme, actual expenditure for that year was £0.851 million. Across all years of the Scottish Attainment Challenge, the authority has found it challenging to retain teachers who have been recruited to provide backfill to allow training of substantive postholders.

In 2017-18, the authority was awarded £4.05 million for its Scottish Attainment Challenge primary and secondary schools programme, and the authority spent £3.337 million.

In 2018-19, the authority was [awarded £4.658 million for its Scottish Attainment Challenge primary and secondary programme](#), of which it anticipates £4.594 million will be spent in the current financial year.

Renfrewshire Council chose to target Scottish Attainment Challenge resources through a simultaneous, evidence-based universal and targeted approach. Building on from the initial Schools Programme of five schools and the work of the Tackling Poverty Commission, Renfrewshire Council has strived to ensure all staff are skilled in addressing the impact of poverty on outcomes of children, young people and their families. As a result, it has made measurable progress in raising attainment across all stages whilst closing the poverty-related attainment gap. Outcomes in literacy, numeracy and health and wellbeing have improved significantly. This is as a result of empowered leadership at all levels, increasingly skilled use of rich data and very high levels of interconnected ways of working to ensure the most efficient use of resources.

In its original Scottish Attainment Challenge proposals submitted to the Scottish Government for 2016-17, the authority refers to a ten-year approach to the Scottish Attainment Challenge in order to change 'the culture of learning across all sectors'.

The key priority areas being addressed through direct Scottish Attainment Challenge funding are:

- learning and teaching;
- families and communities; and
- school leadership.

In a paper to the Education and Children's Services Policy Board in November 2018, the authority reported that a formal exit strategy for Scottish Attainment Challenge is being finalised. This underlines the council's strong commitment to plan for sustainability and to continue to close the poverty-related attainment gap, should the funding stream cease.

How effective is Renfrewshire Council Children's Service's use of data to target, select and evaluate the impact of initiatives?

Renfrewshire Council has put in place innovative approaches to understanding and analysing data. These have been highly effective in supporting the council's work to close the poverty-related attainment gap. The council's success in securing significant improvements in educational attainment and achievement for almost all learners is underpinned by a sector-leading approach to professional learning. The council's work in this area has been strongly supported by its highly effective self-evaluation and quality improvement approaches.

Click on the link to find out more about [Data Analysis](#).

Renfrewshire Council has developed an outstanding approach to the use of data to inform improvement in all aspects of its work related to the Scottish Attainment Challenge. The central team of authority officers is strongly focused on improvement and rigorously discusses data regularly with schools, including a focus on the local evidence for impact of Scottish Attainment Challenge and Pupil Equity Funding. The data analysis team supports this work by providing highly effective professional learning for individual staff, groups, schools and officers. Trained data mentors in each primary school and principal teachers (raising attainment) in each secondary school are helping to build staff expertise in data analysis. This is enabling them to identify and implement appropriate, impactful interventions for individual children and young people. The central team very carefully tracks the individual and cumulative impact of interventions. Communications relating to the sharing of successful practice, including case studies, videos and Spotlight On Success are extremely effective in building staff awareness and expertise. Schools and the wider authority have achieved a comprehensive range of national awards for their innovative work. These include the [COSLA excellence silver award 2018](#) for Renfrewshire's Literacy Approach and the [UKLA Literacy School of the Year Award](#).

Renfrewshire Children's Services have put in place a range of highly effective approaches to self-evaluation. There is a very clear line of sight between the strategic vision, the four themed areas for improvement and the day-to-day practice of staff working across the service. An enhanced quality improvement approach has led to significantly improved consistency in quality improvement, self-evaluation and school improvement planning across Children's Services. Staff in education establishments are empowered to take account of the local context when deciding how best to meet the needs of children and young people. They have a very sound understanding of the need for evidence to inform improvement and they are very clear how their role in self-evaluation and school improvement drives outcomes for the children and young people. As a result, there is a very clear and consistent focus on improving aspects of literacy, numeracy and health and wellbeing to meet more effectively the specific needs of individual learners.

“ There is an effective quality assurance framework in place which allows education managers to get to know establishments across the authority very well and support the needs of all. Lots of improvement has taken place and this is being shared well with others. ”

headteacher

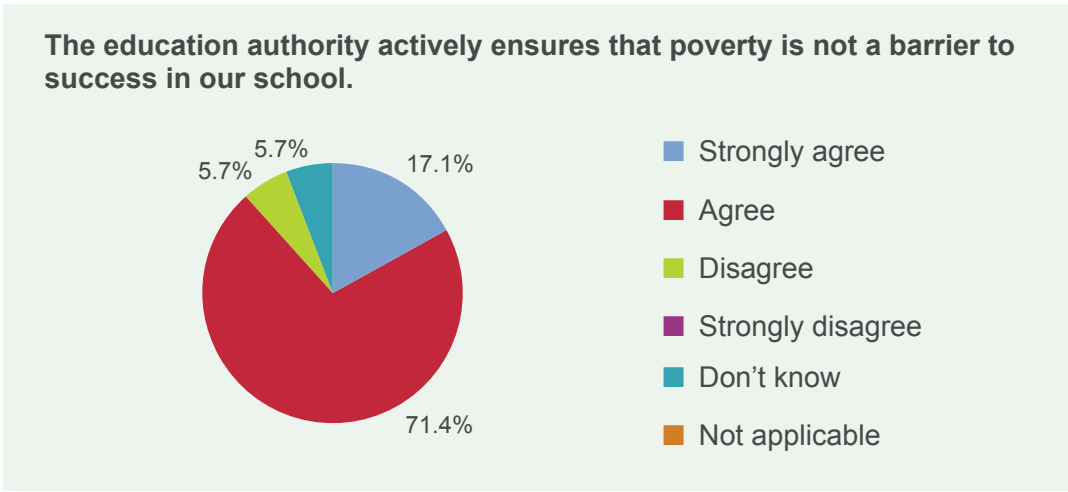
The voice of children and young people is shaping improvement in the authority, through, for example, the Youth Symposium, [Champions Board](#), and the [Youth Commission](#).

“ I now have confidence, and this helped me achieve my Higher Maths after bad prelim scores. ”

young person

“ It’s now socially cool to be a good reader in my school. ”

young person



Data from chairs of Parent Councils pre-inspection questionnaire (35 responses)

In P1, P4, P7 and S3, there have been improvements year on year since 2016-18 across listening and talking, reading, writing and numeracy. Across all stages, the attainment gap has been closing across these curriculum areas since 2015-16 when comparing SIMD 1-3 and SIMD 4-10.

In [Scottish Credit and Qualifications Framework](#) qualifications, young people's performance has improved in almost all measures in literacy and numeracy over the last five years. This has generally been in line with or better than the authority's virtual comparator and the national average. Over the period 2012-13 to 2016-17, there has been an overall upward trend with the attainment of young people in the lowest attaining 20%, middle attaining 60% and highest attaining 20%. The proportion of young people moving on to a positive destination between 2012-13 and 2016-17 has increased. This fulfils the council's strategic priority to improve employability skills and support all young people to enter positive and sustained post-school destinations. Overall, the attainment gap between the most and least deprived young people in Renfrewshire Council is closing, and in 2016-17, it was lower than the national average. The council has significantly reduced the attainment gap across all stages between looked after and non-looked after young people between 2015-16 and 2017-18. This has been most marked in listening and talking.

The council's strategies to enhance learning and teaching, ensure high-quality data analysis, improve leadership at all levels, and engage with families and communities to raise attainment have been highly effective. As a result, class teachers are empowered to develop the skills they need to help them improve pedagogy and outcomes for children and young people.

The local authority works very effectively with academic partners, including the [University of Strathclyde](#) and [University of the West of Scotland](#). Together they deliver and evaluate evidence-based targeted programmes and interventions to close the poverty-related attainment gap. The central team's work with University of Glasgow (Robert Owen Centre of educational change) is helping to coordinate key workstreams to ensure that they have maximum impact.

The authority's outstanding approach to professional learning, building capacity and leadership development has enabled it to 'grow its own' promoted staff through providing appropriate training opportunities. It has also achieved very high levels of empowerment amongst teachers, parent/carers and learners through an ethos of distributed leadership. Young people are supported in developing leadership skills through, for example, the Columba 1400 leadership academies and aspirational weekends on Arran. They are extremely enthusiastic about the impact of these initiatives and are keen to see them extended.

“ I have learned not to doubt myself, have self-belief and not to say ‘I can’t’. ”
young person

Renfrewshire Council has appointed Development Officers in assessment and moderation, literacy, numeracy, health and wellbeing, and curricular transitions. This team works extremely effectively to offer high-quality career long professional learning to staff on an individual, establishment and authority-wide basis. This is an innovative use of Scottish Attainment Challenge funding which has improved pedagogy across the authority as well as the consistency of assessment and moderation.

The authority's innovative approach to improving children's and young people's attainment in literacy is supported by extensive professional learning for staff. It successfully empowers schools to prioritise the elements which suit their own context and has had a very positive impact across the authority. This has led to raised attainment in reading and writing, and a narrowing of the gap between the least and most deprived groups. [Specialised training for classroom assistants](#) in the literacy approach has improved their understanding, enhanced their roles and increased their job satisfaction. The approach has had a very positive effect on the ethos of schools and is now having a strong influence on other areas of the curriculum. For example, aspects of the numeracy approach are significantly improving the teaching of numeracy and providing children with a depth of understanding about numbers at different levels. This work has been recognised nationally as outstanding practice.

The local authority has extremely successful approaches and interventions to support health and wellbeing. Children's and young people's health and wellbeing have been significantly enhanced in schools where nurture principles have been embedded. In partnership with Barnardo's, the Promoting Alternative Thinking Strategies (PATHS) programme is being delivered in 28 primary schools to develop the emotional literacy and resilience of learners. In-class coaching and professional learning is significantly improving the confidence of teachers and support staff in teaching and supporting this area of health and wellbeing.

Staff are using a very wide range of universal and targeted family learning opportunities to successfully support the most vulnerable learners. For example, [Families First](#) holiday clubs provided lunch and engaging activities to over 200 children and their extended families daily. Targeted [Family Learning programmes](#) in partnership with [community learning and development](#), including [Pizza Reading](#) and Pizza Maths, have supported the families in greatest need to engage much more effectively with school. Over 300 parent/carers have engaged with Pizza Family Learning and report that they feel much more confident in school and are better able to support their children in reading and numeracy.

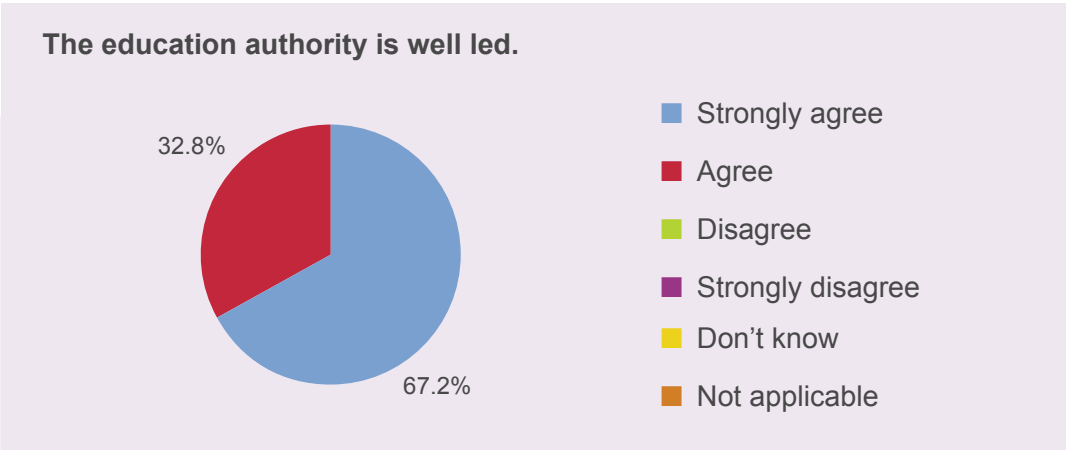
The council has invested Scottish Attainment Challenge funding to establish a highly effective workforce. Transition teachers work successfully across primary and secondary schools to support curricular transitions for targeted children and young people. This initiative has had a significant impact, building increasingly strong relationships between schools and parent/carers, and encouraging greater family and parental engagement. Inclusion Support Assistants (ISAs) support children, young people and their families when learners are struggling with attendance, exclusion or difficult home circumstances. They skilfully develop trust and positive relationships with parent/carers. Parent/carers are extremely appreciative of the work which ISAs do and report improvements in children's and young people's engagement with their family and with their school.

“ I don't know what I would have done without the support of the ISA last year. There is a massive improvement in my son's attendance at school. ”

parent in focus group

How effective is the education service’s leadership, governance and management of resources to improve learning, raise attainment and narrow the poverty-related attainment gap?

Renfrewshire Council Children’s Services central team and establishment heads provide highly effective strategic direction and very clear planning to improve learning, raise attainment and close the poverty-related attainment gap. This strong strategic leadership ensures that all decision-making and improvement planning is underpinned by an excellent use of research and data. There is a clearly articulated common moral purpose and strong culture of empowerment and leadership of improvement at all levels. This operates within an outstanding and innovative governance framework where lines of responsibility and accountability are clearly understood. Highly effective financial governance systems are helping to ensure delivery of best value at all levels.



Data from headteachers’ pre-inspection questionnaire (58 responses)

Senior leaders within Renfrewshire Children’s Services have established an extremely positive ethos and culture of strong collaborative leadership, which has led to a highly motivated workforce. They provide highly effective strategic leadership and very well-judged support and challenge to build on the work of Renfrewshire’s Tackling Poverty Commission. They have been successful in using Scottish Attainment Challenge funding to enhance and develop universal interventions used in schools and educational establishments to help close the poverty-related attainment gap.

A very clearly articulated vision and well-defined set of priorities are helping to raise attainment and close the poverty-related attainment gap within Renfrewshire Council. Staff at all levels, from strategic leaders through to practitioners share a passion for achieving this vision. The vision and priorities for education inform work at all levels in the authority in relation to raising attainment and closing the poverty-related attainment gap. Action towards achieving these aims is very coherent across the authority and is aligned to local and national objectives.

There are very effective governance arrangements in place for both the Scottish Attainment Challenge and the [Pupil Equity Fund](#). These are well understood at all

levels from the Scottish Attainment Challenge Governance Board through to School Improvement Plans. This enables a high level of scrutiny at every level within the structure. It also helps to ensure that all interventions are evidenced-based, provide value for money, are evaluated and impact positively on the outcomes for children and young people. The governance framework is underpinned by very well structured project management arrangements. There is a clearly defined structure in terms of accountability, delegation, monitoring, controls and risk.

The governance arrangements in place for the [Education and Children's Services Policy Board](#) very effectively support elected members to scrutinise and challenge progress in raising attainment and closing the poverty-related attainment gap. Opportunities to visit schools to see Scottish Attainment Challenge and Pupil Equity Funding activities taking place in practice have aided elected members' understanding of what individual schools are trying to achieve with their additional Pupil Equity Fund allocation.

The authority issued clear guidance to all headteachers in March 2017, setting out the practical and governance arrangements relating to Pupil Equity Funding. These arrangements are further enhanced by a dedicated Pupil Equity Fund Coordinator, who has oversight of all Pupil Equity Funding activity and supports the authority and headteachers with the central coordination of these funds. The Coordinator works very effectively in collaboration with schools to provide support in relation to finance, staffing and procurement.

Senior leaders ensure that sustainability is embedded in all initiatives. They have put in place an empowered system where they have built the capacity of leaders and practitioners in relation to planning, quality assurance, evaluation and service delivery. They have invested in developing the skills of key staff in learning and teaching, data literacy and leadership. This is helping to ensure that interventions are extremely well embedded and sustainable. For example, investment in innovative leadership programmes such as 'step back', aspiring leaders and one-to-one coaching for headteachers, is helping to create a culture of extremely effective leadership which reflects and builds successfully upon the values of Renfrewshire Children's Services.

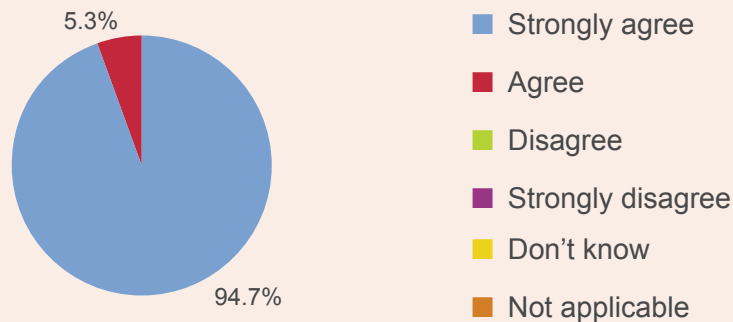
Headteachers feel empowered, valued, supported, and challenged. They have a very good awareness of the impact of poverty on outcomes for children and young people in their schools. They are knowledgeable about how this affects their own schools as well as other schools in their quartile. In turn, they have a deep understanding of the individual needs of their children, young people and families.

Chairs of Parent Councils are well informed about how and what Pupil Equity Funding is used for in their children's schools. Pre-inspection questionnaire data indicates that 89.3% of respondents agree that 'the education authority actively promotes and supports improving learning in our school'. Seventy-one point four percent of Parent Council chairs who responded agree that elected members demonstrate a strong commitment to improving the quality of education.

The contribution of the Renfrewshire Council educational psychology service to the Scottish Attainment Challenge

Click on the link to find out more about [Nurture RNRA Systemic Change](#).

There is a partnership approach to supporting children, young people and families.



“ Over the last few years there has been a huge change in the level of parental engagement at school and local authority level – I feel like it is a true partnership. ”

Parent Council chair

The [Renfrewshire educational psychology service](#) has undertaken a rigorous and robust review of their practice. This is in response to the areas for development outlined in the [validated self-evaluation \(2016\)](#). They have now aligned their model of service delivery very effectively to the needs of Scottish Attainment Challenge and Pupil Equity Funding initiatives. The educational psychology service is making a strong contribution to helping to close the poverty-related attainment gap in Renfrewshire. Their contribution is particularly effective in the development and implementation of the whole-school Renfrewshire Nurturing Relationships Approach. The increasingly close relationship between the educational psychology service and the educational priorities of the local authority has led to a clear and shared vision for improvement in relation to the Scottish Attainment Challenge and Pupil Equity Fund developments. The strong leadership of the principal and deputy principal educational psychologist, and increasingly distributive leadership across the team, is enabling the service to make significant contributions to the work of Renfrewshire Children's Services. Educational psychologists demonstrate a clear understanding of the need to focus on outcomes in their interventions. This is helping to improve their service delivery, particularly in those areas related to the Scottish Attainment Challenge. They have strong multi-agency working in place and use data well to inform their work. They will continue to evaluate and develop a range of interventions focused on closing the poverty-related attainment gap.

To what extent is the education service improving learning, raising attainment and narrowing the poverty-related attainment gap?

Renfrewshire Council is making excellent progress with improving learning, raising attainment and narrowing the poverty-related attainment gap. HM Inspectors are confident that the evidence and evaluation to date indicates the following strengths and aspects for development.

Strengths

- Very strong self-evaluation, informed by high-quality data, is resulting in very successful, evidenced-based universal and targeted interventions, which are securing improvement.
- Highly effective leadership, shared vision and an ethos of empowerment of staff at all levels to improve outcomes for children and young people, their families and communities.
- The outstanding impact of very high quality professional learning approaches, developed and delivered in collaboration with partners.
- Renfrewshire Council's excellent approach to Scottish Attainment Challenge governance, which is set within a well-defined accountability framework.
- Significant year-on-year improvements in closing the poverty-related attainment gap across all key indicators in the broad general education across curricular areas.

Aspects for development

- As planned, build on successes achieved to date in addressing the poverty-related attainment gap and continue with plans to develop the sustainability of initiatives beyond the Scottish Attainment Challenge.

What happens next?

Education Scotland is confident that Renfrewshire Council is making **excellent** progress in improving learning, raising attainment and closing the poverty-related attainment gap. Leadership and governance within Children's Services are highly effective and outcomes in literacy, numeracy and health and wellbeing have improved significantly. We are confident that the local authority's self-evaluation processes are of a very high quality and are leading to improvements. As a result we will make no further evaluative visits in connection with this inspection.

HM Inspectors
Education Scotland
February 2019

Education Scotland

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

On: **14 March 2019**

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

Heading: **School Holiday Arrangements School Session 2020/2021**

1. Summary

- 1.1. The Education and Children's Services Policy Board is asked to determine the pattern of school holiday arrangements for the school session beginning August 2020.
 - 1.2. In line with consultation arrangements, three possible proposals were circulated to staff, parent councils, pupil councils, teaching and other trade unions for consideration.
 - 1.3. The school holiday proposal preferred by the majority of consultees is detailed in appendix 1 to this report with appendices 2 and 3 showing the holiday patterns less favoured. Appendix 4 is a summary of consultation responses.
-

2. Recommendations

- 2.1. Members of the Education and Children's Services Policy Board are asked to authorise the director of children's services to set school holiday arrangements for academic year 2020/2021 in line with appendix 1 to this report.
-

3. Background

- 3.1. Each year the Education and Children's Services Policy Board is asked to determine a framework for school holiday arrangements for the session beginning in August of the following year.
- 3.2. Consultation has taken place with staff, parent councils, pupil councils, teaching and other trade unions for consideration on four possible proposals. The preferred proposal is attached as appendix 1 to this report.

- 3.3. The recommended arrangements attached are the best match possible to those being considered by neighbouring councils given the varying fair holiday arrangements.
- 3.4. The proposed patterns meet, where possible, the majority of the desirable features which are:
- aligning the dates of major holidays with those of neighbouring councils;
 - providing a two week break at Christmas, including Christmas eve;
 - providing a mid-term break in February; and
 - providing a two week school holiday in spring.
-

Implications of this report

- 1. Financial Implications**
None.
- 2. HR and Organisational Development Implications**
None.
- 3. Community Plan/Council Plan Implications**
None.
- 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) Background Paper 1: Proposed School Holiday Arrangements – 2019/2020

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 (Laura Baillie, Resources Support Manager, 0141 618 7185, laura.baillie@renfrewshire.gov.uk)

*Children's Services
GM/LB
6 February 2019*

Author: Laura Baillie, Resources Support Manager, 0141 618 7185,
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Renfrewshire Council			
			2 in-service days on return in August
			1 Day St Andrews Day
	Proposed School Holiday Arrangements		Finish Tuesday 22 December 2020
			2 Day February Break (Monday / Tuesday hols)
			2 days End of May
	2020/2021		Finish Friday 25 June 2021
			In-Service Days After Holidays (Except for August)
Option B			
Term	Break	Dates of Attendance	
First		In-Service Day - Closed for Pupils Only	Tuesday 11 August 2020 (IS)
		In-Service Day - Closed for Pupils Only	Wednesday 12 August 2020 (IS)
		Schools Re-Open	Thursday 13 August 2020
	Local Holiday/Closed	Schools Closed	Friday 25 September 2020
		Schools Closed	Monday 28 September 2020
		Schools Re-Open	Tuesday 29 September 2020
	Mid Term	Schools Closed	Monday 12 October 2020
		Schools Closed	Tuesday 13 October 2020
		Schools Closed	Wednesday 14 October 2020
		Schools Closed	Thursday 15 October 2020
		Schools Closed	Friday 16 October 2020
		In-Service Day - Closed for Pupils Only	Monday 19 October 2020 (IS)
		Schools Re-Open	Tuesday 20 October 2020
	St Andrew's Day	Schools Closed	Monday 30 November 2020
		Schools Re-open	Tuesday 1 December 2020
Second	Christmas	Schools Closed	Wednesday 23 December 2020
		Schools Closed	Thursday 24 December 2020
		Schools Closed	Friday 25 December 2020
		Schools Closed	Monday 28 December 2020
		Schools Closed	Tuesday 29 December 2020
		Schools Closed	Wednesday 30 December 2020
		Schools Closed	Thursday 31 December 2020
		Schools Closed	Friday 1 January 2021
		Schools Closed	Monday 4 January 2021
		Schools Closed	Tuesday 5 January 2021
		Schools Re-Open	Wednesday 6 January 2021
	Mid-Term	Schools Closed	Monday 8 February 2021
		Schools Closed	Tuesday 9 February 2021
		In-Service Day - Closed for Pupils Only	Wednesday 10 February 2021 (IS)
		Schools Re-Open	Thursday 11 February 2021
	Spring	Schools Closed	Friday 2 April 2021
Third		Schools Closed	Monday 5 April 2021
		Schools Closed	Tuesday 6 April 2021
		Schools Closed	Wednesday 7 April 2021
		Schools Closed	Thursday 8 April 2021
		Schools Closed	Friday 9 April 2021
		Schools Closed	Monday 12 April 2021
		Schools Closed	Tuesday 13 April 2021
		Schools Closed	Wednesday 14 April 2021
		Schools Closed	Thursday 15 April 2021
		Schools Closed	Friday 16 April 2021
		Schools Re-Open	Monday 19 April 2021
	May Day	Schools Closed	Monday 3 May 2021
		Schools Re-Open	Tuesday 4 May 2021
	Local Holiday/Closed	Schools Closed	Friday 28 May 2021
		Schools Closed	Monday 31 May 2021
		In-Service Day - Closed for Pupils Only	Tuesday 1 June 2021 (IS)
		Schools Re-Open	Wednesday 2 June 2021
Teachers Return -	End of session	Schools Closed	Monday 28 June 2021
	Tuesday 11 August 2021		
(IS) - In-Service Day			
In-Service Days (Only Staff Attend on these days - No Pupils)			
	Tuesday	11/08/20	
	Wednesday	12/08/20	
	Monday	19/10/20	
	Wednesday	10/02/21	
	Tuesday	01/06/21	

Renfrewshire Council			
			2 in-service days on return in August
			1 Day St Andrews Day
	Proposed School Holiday Arrangements		Finish Tuesday 22 December 2020
			2 Day February Break (Monday / Tuesday hols)
			2 days End of May
	2020/2021		Finish Friday 25 June 2021
			In-Service Days Before Holidays
Option A			
Term	Break	Dates of Attendance	
First		In-Service Day - Closed for Pupils Only	Tuesday 11 August 2020 (IS)
		In-Service Day - Closed for Pupils Only	Wednesday 12 August 2020 (IS)
		Schools Re-Open	Thursday 13 August 2020
	Local Holiday/Closed	Schools Closed	Friday 25 September 2020
		Schools Closed	Monday 28 September 2020
		Schools Re-Open	Tuesday 29 September 2020
	Mid Term	In-Service Day - Closed for Pupils Only	Friday 9 October 2020 (IS)
		Schools Closed	Monday 12 October 2020
		Schools Closed	Tuesday 13 October 2020
		Schools Closed	Wednesday 14 October 2020
		Schools Closed	Thursday 15 October 2020
		Schools Closed	Friday 16 October 2020
		Schools Re-Open	Monday 19 October 2020
	St Andrew's Day	Schools Closed	Monday 30 November 2020
		Schools Re-open	Tuesday 1 December 2020
	Christmas	Schools Closed	Wednesday 23 December 2020
Second		Schools Closed	Thursday 24 December 2020
		Schools Closed	Friday 25 December 2020
		Schools Closed	Monday 28 December 2020
		Schools Closed	Tuesday 29 December 2020
		Schools Closed	Wednesday 30 December 2020
		Schools Closed	Thursday 31 December 2020
		Schools Closed	Friday 1 January 2021
		Schools Closed	Monday 4 January 2021
		Schools Closed	Tuesday 5 January 2021
		Schools Re-Open	Wednesday 6 January 2021
	Mid-Term	In-Service Day - Closed for Pupils Only	Friday 5 February 2021 (IS)
		Schools Closed	Monday 8 February 2021
		Schools Closed	Tuesday 9 February 2021
		Schools Re-Open	Wednesday 10 February 2021
	Spring	Schools Closed	Friday 2 April 2021
		Schools Closed	Monday 5 April 2021
		Schools Closed	Tuesday 6 April 2021
		Schools Closed	Wednesday 7 April 2021
		Schools Closed	Thursday 8 April 2021
		Schools Closed	Friday 9 April 2021
		Schools Closed	Monday 12 April 2021
		Schools Closed	Tuesday 13 April 2021
		Schools Closed	Wednesday 14 April 2021
		Schools Closed	Thursday 15 April 2021
		Schools Closed	Friday 16 April 2021
		Schools Re-Open	Monday 19 April 2021
Third	May Day	Schools Closed	Monday 3 May 2021
		Schools Re-Open	Tuesday 4 May 2021
	Local Holiday/Closed	In-Service Day - Closed for Pupils Only	Thursday 27 May 2021(IS)
		Schools Closed	Friday 28 May 2021
		Schools Closed	Monday 31 May 2021
		Schools Re-Open	Tuesday 1 June 2021
	End of session	Schools Closed	Monday 28 June 2021
Teachers Return -		Tuesday 11 August 2021	
(IS) - In-Service Day			
In-Service Days			
	(Only Staff Attend on these days - No Pupils)		
	Tuesday	11/08/20	
	Wednesday	12/08/20	
	Friday	09/10/20	
	Friday	05/02/21	
	Thursday	27/05/21	

	Renfrewshire Council		
			2 in-service days on return in August
			1 Day St Andrews Day
	Proposed School Holiday Arrangements		Finish Tuesday 22 December 2020
			2 Day February Break (Monday / Tuesday hols)
			1 days End of May
	2020/2021		Finish Thursday 24 June 2021
			In-Service Days Before Holidays
	Option C		
Term	Break	Dates of Attendance	
First		In-Service Day - Closed for Pupils Only	Tuesday 11 August 2020 (IS)
		In-Service Day - Closed for Pupils Only	Wednesday 12 August 2020 (IS)
		Schools Re-Open	Thursday 13 August 2020
	Local Holiday/Closed	Schools Closed	Friday 25 September 2020
		Schools Closed	Monday 28 September 2020
		Schools Re-Open	Tuesday 29 September 2020
	Mid Term	In-Service Day - Closed for Pupils Only	Friday 9 October 2020 (IS)
		Schools Closed	Monday 12 October 2020
		Schools Closed	Tuesday 13 October 2020
		Schools Closed	Wednesday 14 October 2020
		Schools Closed	Thursday 15 October 2020
		Schools Closed	Friday 16 October 2020
		Schools Re-Open	Monday 19 October 2020
	St Andrew's Day	Schools Closed	Monday 30 November 2020
		Schools Re-open	Tuesday 1 December 2020
	Christmas	Schools Closed	Wednesday 23 December 2020
Second		Schools Closed	Thursday 24 December 2020
		Schools Closed	Friday 25 December 2020
		Schools Closed	Monday 28 December 2020
		Schools Closed	Tuesday 29 December 2020
		Schools Closed	Wednesday 30 December 2020
		Schools Closed	Thursday 31 December 2020
		Schools Closed	Friday 1 January 2021
		Schools Closed	Monday 4 January 2021
		Schools Closed	Tuesday 5 January 2021
		Schools Re-Open	Wednesday 6 January 2021
	Mid-Term	In-Service Day - Closed for Pupils Only	Friday 5 February 2021 (IS)
		Schools Closed	Monday 8 February 2021
		Schools Closed	Tuesday 9 February 2021
		Schools Re-Open	Wednesday 10 February 2021
	Spring	Schools Closed	Friday 2 April 2021
		Schools Closed	Monday 5 April 2021
		Schools Closed	Tuesday 6 April 2021
		Schools Closed	Wednesday 7 April 2021
		Schools Closed	Thursday 8 April 2021
		Schools Closed	Friday 9 April 2021
		Schools Closed	Monday 12 April 2021
		Schools Closed	Tuesday 13 April 2021
		Schools Closed	Wednesday 14 April 2021
		Schools Closed	Thursday 15 April 2021
		Schools Closed	Friday 16 April 2021
		Schools Re-Open	Monday 19 April 2021
Third	May Day	Schools Closed	Monday 3 May 2021
		Schools Re-Open	Tuesday 4 May 2021
	Local Holiday/Closed	In-Service Day - Closed for Pupils Only	Friday 28 May 2021 (IS)
		Schools Closed	Monday 31 May 2021
		Schools Re-Open	Tuesday 1 June 2021
	End of session	Schools Closed	Friday 25 June 2021
Teachers Return -	Tuesday 11 August 2021		
(IS) - In-Service Day			
In-Service Days	(Only Staff Attend on these days - No Pupils)		
	Tuesday	11/08/20	
	Wednesday	12/08/20	
	Friday	09/10/20	
	Friday	05/02/21	
	Friday	28/05/21	

APPENDIX 4									
	Option A			Option B			Option C		
Secondary schools	School	Parent Council	Pupil Council	School	Parent Council	Pupil Council	School	Parent Council	Pupil Council
Castlehead High School				B					
Gleniffer High School				B					
Gryffe High School				B					
Johnstone High School				B					
Linwood High School	A								
Paisley Grammar				B				C	C
Park Mains High School				B	B	B			
Renfrew High School				B					
St Andrew's Academy				B					
St Benedict's High School				B					
Trinity High School	A								
Primary schools									
Arkleston Primary School									
Auchenlodment Primary School - Nursery									
Bargarran Primary School	A							C	C
Barsail Primary School									
Bishopton Primary School				B	B	B			
Brediland Primary School							C		
Bridge of Weir Primary School - Nursery				B	B	B			
Bushes Primary School - Nursery				B	B	B			
Cochrane Castle Primary School	A	A	A						
East Fulton Primary School - Nursery				B		B			
Fordbank Primary School				B	B	B			
Gallowhill Primary School - Nursery				B		B			
Glencoats Primary School									
Heriot Primary School - Nursery							C		C
Houston Primary School - Nursery									
Howwood Primary School							C		
Inchinnan Primary School							C	C	C
Kilbarchan Primary School									
Kirklandneuk Primary School				B	B				C
Langbank Primary School				B	B	B			
Langcraigs Primary School		A		B		B			
Lochfield Primary School				B					
Lochwinnoch Primary School - Nursery				B	B	B			
Mossvale Primary School - SA Nursery				B					
Newmains Primary School									
Our Lady of Peace Primary School - Nurser	A								
Ralston Primary School - Nursery				B					
Rashielea Primary School	A								
St Anne's Primary School - Nursery				B	B	B			
St Anthony's Primary School							C	C	C
St Catherine's Primary School - Nursery							C		
St Charles' Primary School - Nursery				B					
St David's Primary School				B	B	B			
St Fergus' Primary School									
St Fillan's Primary School				B	B	B			
St James' Primary School (Paisley)		A					C	C	
St James' Primary School (Renfrew)				B	B				C
St John Bosco Primary School - SA Nursery									
St John Ogilvie Primary School				B	B	B			
St Margaret's Primary School - SA Nursery				B	B	B			
St Mary's Primary School - Nursery		A		B		B			
St Paul's Primary School		A		B		B			
St Peter's Primary School - Nursery				B	B	B			
Thorn Primary School	A								
Todholm Primary School - Nursery				B					
Wallace Primary School - Nursery	A	A	A						
West Primary School				B	B	B			
Williamsburgh Primary School - SA Nursery				B					
Woodlands Primary School	A	A	A						
ASN schools									
Riverbrae				B					C
Mary Russell School	A	A	A						
Pre-5 Centres									
Douglas Street Pre-5 Centre				B					
Ferguslie Pre-5 Centre									
Foxlea Pre-5 Centre	A								
Glenburn Pre-5 Centre	A								
Glendee Pre-5 Centre				B					
Glenfield Pre-5 Centre							C		
Hugh Smiley Pre-5 Centre	A								
Moorpark Pre-5 Centre									
Paisley Pre-5 Centre									
Spateston Pre-5 Centre									
West Johnstone Pre-5 Centre	A	A	A						
	14	9	5	38	16	19	8	5	8
Overall Option Totals	28			73			21		



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

On: **14 March 2019**

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

Heading: **Distribution of Funding to Support Services for Children and Families – Funding Allocation for 2019/20**

1. Summary

- 1.1. Renfrewshire Council is committed to supporting the independent sector's contribution to early years provision in Renfrewshire through the allocation of funding to support a range of private and voluntary sector organisations which deliver services for families with young children.
 - 1.2. This report provides information on the proposed allocation of funding during 2019/20 to out of school care groups in the private and voluntary sector and for early years voluntary sector organisations, playgroups and toddler groups.
 - 1.3. Acceptance of the recommendations contained within the report will result in £296,994 being disbursed to private and voluntary sector organisations.
-

2. Recommendations

- 2.1. The Education and Children's Services Policy Board is asked to:
 - i. approve the resource allocation to support the delivery of services for children and young people as outlined in appendix 1 to this report;
 - ii. agree the proposed allocation of grant funding for out of school care and pre five voluntary sector as detailed in appendices 2 and 3 attached to this report, subject to the completion of satisfactory checks and assessments; and
 - iii. agree the proposal for the point value applied to out of school care applications for 2019/20 as £100 per point.

3. Background

- 3.1. Renfrewshire Council has been committed to developing and supporting services for families for many years. A number of private and voluntary sector organisations deliver a range of these services within Renfrewshire.
 - 3.2. Working in partnership with providers from the private and voluntary sector, including out of school care and playgroups has enabled the council to continue to support families with young children.
-

4. Proposals for the Allocation of Funding 2019/20

- 4.1. The Council continues to support voluntary sector organisations through the distribution of funding for the delivery of services for families with young children.
- 4.2. For the avoidance of doubt, payments will only be made to those recommended organisations detailed within this report when all satisfactory checks and assessments have been completed. These checks include financial information and latest Care Inspectorate grades.
- 4.3. Appendix 1 of this report provides an overview of the proposed allocation of £296,994 for grants to voluntary sector organisations supporting children and families, out of school care services and pre-5 voluntary sector playgroups for 2019/20.
- 4.4. Appendix 2 attached to this report provides a breakdown of the proposed allocation of £28,894 to the out of school care sector.
- 4.5. Appendix 3 of this report provides a breakdown of the proposed allocation of £2,900 to the pre-5 voluntary sector playgroups and toddler groups.
- 4.6. The criteria agreed for the disbursement of the resources for out of school care services continues to ensure an equal and fair allocation of the resources. Each point awarded translates into a sum of money, with the funding allocated to each group agreed on an annual basis by the policy board. The proposed point value for 2019/20 is £100 per point, which is in line with the value agreed by the education and children's services policy board for the last financial year.
- 4.7. Further applications for grants which are under £1,500 will be approved by the director of children's services using delegated authority on the basis of the council's existing scheme of delegation functions. Any award greater than £1,500 will be presented to future education and children services policy boards for approval.

Implications of this report

1. Financial

Cost relating to the proposals in this report will be met from existing funding resources.

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 | - The provision of funding to local groups contributes to the development of local communities. |
| 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

The Education (Scotland) Act 1980 empowers the Council to provide a range of grants. Payments will be in line with the Council's conditions of grant.

The Council's conditions of grant will apply to approved voluntary sector providers, out of school care and play group and toddler groups as detailed in appendix 1, 2 and 3 of the report.

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 contained in the report. Services comply with the Equality Act 2010.

8. Health and Safety

None.

9. Procurement

None.

10. Risk

All grant awards issued by the Council are subject to the Council's approved conditions of grant as detailed in Section 4 of this report and to compliance with appropriate risk management procedures.

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.

12. Cosla Policy Position

None.

List of Background Papers

None.

*Children's Services
JM/IH/KMcD/LG
31 January 2019*

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Distribution of Funding to Support Services for Children and Families 2019/20

Service	Outcome	Funding proposed 2019/20	Comments
Home-Start Renfrewshire and Inverclyde	Outreach service for families with children under 5 years	£45,200	The proposed funding allocation is in line with previous year's funding. Grant payment will be phased over 4 quarters
Childcare First Ltd	Support Rainbow Nursery to support childcare for those living within priority data zone areas.	£151,000	Grant payment will be phased over 4 quarters.
Linwood Community Childcare	Provision of places for children aged 0-3 years in Linwood Community Childcare.	£55,000	This service is accommodated within a council building with the local authority meeting some of the running costs within the building. Grant payment will be phased over 4 quarters
Moorpark Community Association Cherrie Children's Day-care	Support to residents from designated data zones in the Moorpark and Renfrew area.	£14,000	Grant payment will be phased over 4 quarters
Out of School Care Services	Support to out of school care services in the independent sector.	£28,894	Range of childcare organisations detailed in Appendix 2
Pre-5 Voluntary Sector Grants	Support to individual pre-5 voluntary sector providers.	£2900	Range of voluntary groups detailed in Appendix 3
Total		£296,994	

Appendix 2

Jan-19		OUT-OF-SCHOOL CARE SUPPORT 2019/20									
		Criteria									
Name of Group	SIMD	Private	Renfrewshire	Subsidised	Equipment	Expansion of childcare places	Expansion of childcare places	Holiday cover 1 point	Use Schools or Community halls	Points	Award
		0 Points	Council	Places	1 point	childcare places	childcare places	1 point	Community halls	Accrued	Recommended
		Voluntary	Targeted	1 Point	per 8 existing	2 points per 8 places	5 points	Per	Term Time Only		
		1 point	Data Zones Area	per 8 places	places	for existing providers	per 8 places For New	8 Places	- 1 Point		£100
			5 points						Year Round		
							Provider		-2 Points		
3 Bears Nursery Ltd (Renfrew)	2	0	5	0.00	1.5	0	0	1.5	0	8	£800.00
WACA Scotland Ltd t/a Bishopton Out of School Care- Cornerstone	5	0	0	1.25	6.25	0	0	5	-2	10.50	£1,050.00
Foxbar Out of School Care t/a Brediland Out of School Care	1	0	5	0.50	5	0	0	5	0	15.50	£1,550.00
Cairellot Nursery Ltd	10	0	0	0.62	8	0	0	8	0	16.62	£1,662.00
Carli's Kindergarten Ltd t/a CK Childcare Langbank	5	0	0	0.75	3	0	0	3	-2	4.75	£475.00
Carli's Kindergarten Ltd t/a CK's Childcare (Erskine)	5	0	0	1.25	3	0	0	3	-2	5.25	£525.00
Chatterbox Childcare Ltd	6	0	0	1.87	8.25	0	0	0	-1	9.12	£912.00
Child's Play Out of School Care Ltd t/a Child's Play - Lochwinnoch	3	0	0	1.25	5	0	0	5	-1	10.25	£1,025.00
Gryffe Manor Nursery Ltd t/a Gryffe Manor Out of School Care	10	0	0	1.87	10	0	0	6.25	0	18.12	£1,812.00
Hummingbird Out of School Care Ltd	3	0	0	0.00	3.75	0	0	3.75	0	7.50	£750.00
In Safe Hands - Childcare Ltd	2	0	5	0.00	3	0	0	3	-2	9.00	£900.00
In Safe Hands- Newmains	4	0	0	0.00	5	0	0	5	-2	8.00	£800.00
Johnstone Out of School Service	3	1	0	1.62	5	0	0	5	-2	10.62	£1,062.00
Kilbarchan After School Club	6	0	0	0.25	3	0	0	3	0	6.25	£625.00
Kilbarchan Community Nursery (SCIO)	6	1	0	0.00	2.5	0	0	0	-1	2.50	£250.00
Klas Care C.i.C (Linwood)	3	0	0	3.13	5	0	0	5	-2	11.13	£1,112.50
Klas Care C.i.C (Johnstone KLAS Care)	3	0	0	2.13	4	0	0	0	-1	5.13	£512.50
Linwood Community Childcare	2	1	5	0.00	4.87	0	0	4.87	-2	13.74	£1,374.00
Momags Kidsclub Ltd (Arkleston)	9	0	0	1.50	6.25	0	0	0	-1	6.75	£675.00
Momags Kidsclub Ltd (Kirklandneuk)	1	0	5	1.62	6.25	0	0	6.25	-2	17.12	£1,712.00
Moorpark Community Association Cherrie Childrens Day Care	2	1	5	0.00	5	0	0	5	-2	14.00	£1,400.00

Primary Out of School Care	1	0	5	1.87	5.62	0	0	0	0	12.49	£1,249.00
Ralston Primary Out of School Care	9	1	0	0.75	10	0	0	10	-2	19.75	£1,975.00
Roin Ltd t/a Jennyswell OSC (Lochfield)	5	0	0	0.75	4	0	0	0	-1	3.75	£375.00
Roin Ltd t/a Jennyswell OSC (Todholm)	4	0	0	2.37	6.25	0	0	6.25	-2	12.87	£1,287.00
School's Out Centres Ltd (St Annes)	9	0	0	1.00	3.75	0	0	0	-1	3.75	£375.00
School's Out Centres Limited (Bargarran)	9	0	0	2.37	5	0	0	5	-2	10.37	£1,037.00
School's Out Centres Limited (Barsail)	9	0	0	2.25	5	0	0	5	-2	10.25	£1,025.00
School's Out Centres Limited (Nazarene)	9	0	0	0.62	6.25	0	0	0	-1	5.87	£587.00
											£28,894.00

Distribution of funding support services for children and families - pre-five voluntary sector grants 2019/20

Organisation	Purpose of Grant	Recommendation Award 2019/20
Howwood Playgroup	To support with the cost of rent and wages.	£375
Langbank Playgroup	To support with the salary of 2 worker salary, SPPA insurance, hall rent and contribution towards a healthy snack. Trips and outings.	£375
Langbank Under 3s	To support the ongoing running costs of the group, rent and SPPA Insurance including contribution to external trainer fee for music and movement sessions which continue to be very successful.	£250
Johnstone Castle Mother and Toddlers	To support with the cost of rent	£300
Johnstone Teeny Tots	To support the cost of rent.	£300
Barshaw Toddler and Toddlers Plus	To support the cost of rent	£300
Rowan Street Playgroup	To support the cost of rent and insurance.	£375
Lylesland Parent and Toddler Group	To support the costs of trips and outings.	£125
Lochwinnoch Toddler Group	To support operational costs	£500
Total		£2,900



To: Education and Children's Services Policy Board

On: 14 March 2019

Report by: Director of Children's Services

Heading: Children's Services Service Improvement Plan 2019-22

1. Summary

- 1.1 This Service Improvement Plan for Children's Services covers the period from 2019/20 – 2021/22. The plan outlines what the service intends to achieve over the next three years based on the financial and employee resources likely to be available.
- 1.2 The Service Improvement Plan sits beneath the Council Plan, Community Plan, Risk Management Plan and the Workforce Plan to form a suite of documents which provide the strategic direction for the service. The service also produces an annual Education Improvement Plan (a statutory requirement) and makes a major contribution to the delivery of both the Renfrewshire Children's Services Partnership Plan and the Community Justice Renfrewshire plan.
- 1.3 The plan sets out the priorities being addressed; the key tasks to be implemented; the implementation time-table and our measures of success.
- 1.4 A mid-year progress update on the Service Improvement Plan will be submitted to the Education and Children's Services Policy Board in November 2019.

2. Recommendations

- 2.1 It is recommended that the Education and Children's Services Policy Board:

- (a) approves the elements of the attached Service Improvement Plan which fall within the remit of this Board;
- (b) agrees that mid-year progress with the Service Improvement Plan be reported to this Board in November 2019; and
- (c) note that this Service Improvement Plan will also be submitted to the Communities, Housing and Planning Policy Board for approval of the elements covered by that Board's remit.

3. Background

- 3.1 Children's Services is responsible for the delivery of social work services to children and families, criminal justice social work, and early years, primary and secondary education. Much of what the service does is statutory; that is, there is a legal requirement for the Council to provide that service. Service delivery is a mix of universal provision (such as education), targeted provision (such as children's houses for accommodated children and young people) and specialist support (for example, criminal justice social work court services).
- 3.2 The service accounts for over half of the Council's overall budget and delivers a range of provisions, such as:
 - 49 Primary Schools;
 - 11 Secondary Schools;
 - 11 Early Years Centres and 24 nursery classes;
 - 2 Schools for children and young people with Additional Support Needs;
 - Social Work Fieldwork Teams;
 - 6 children's houses;
 - Supported accommodation for young people leaving care;
 - Criminal Justice Social Work (Fieldwork, Unpaid Work service; Throughcare; Women's Community Justice; Court Services; Drug Treatment and Testing Orders);
 - Fostering and Adoption services; and
 - Kinship Care.
- 3.3 Children's Services has an approach which is strongly focused on prevention, early intervention and providing additional support for the most vulnerable. Whilst children's health services sit within the Health and Social Care

Partnership (HSCP), a key priority of both organisations will be the continuation of effective integrated working.

- 3.4 The Service Improvement Plan is one way in which elected members are able to scrutinise the work of Children's Services, and to consider and decide upon policy options as necessary. Refreshing service improvement plans annually allows each service to consider the context in which they operate and revise plans where appropriate.
- 3.5 Importantly, the Service Improvement Plan also links the Council Plan and Community Plan priorities to strategic and operational activity within the service, which supports employees to understand how their role contributes to the Council delivering on its objectives. The priority actions set out in Section 5 of the attached Service Improvement Plan detail the specific actions the service will progress in order to support the Council's priorities and help deliver improved outcomes for Renfrewshire children, young people and families.

4. Key Achievements 2018/19

4.1 During 2018/19, key achievements of the service include:

- an exceptionally positive outcome from the recently-published inspection report highlighting sector-leading approaches in Renfrewshire's progress towards raising attainment.
- a very positive set of National Qualifications results by 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 our strong partnership working across the public and third sectors in all areas of Children's Services;
- improving links with local businesses and further education providers, supporting more young people to achieve positive and sustainable post-school destinations;
- continuing to invest in our workforce including leadership development training and putting in place innovative recruitment practices to support schools in getting the best teachers and support staff;
- the completion of new build campus for Bargarran/St John Bosco Primary Schools and St Paul's Primary School/Foxlea Pre-5 Centre;
- implementing a revised anti-bullying policy which was developed in consultation with pupils, parents and school staff;

- introduction of additional supports in education settings to support health and wellbeing of children and young people;
- winning a COSLA Silver Award for the Renfrewshire Literacy Development Programme and one of our schools winning UKLA Literacy School of the Year in 2018;
- delivering a programme of work to promote greater parental engagement with schools and in particular with their child's learning;
- supporting the development of a Gender-Based Violence Strategy for Renfrewshire, which was launched during this year's 16 Days of Action;
- a successful funding application to the Life Changes Trust which will fund the Family Firm approach for a further two years;
- introduction of the 'Just Learning' programme to support increased access to employment and training for those with convictions;
- developing, with partners, a new Community Justice Renfrewshire plan;
- completion of the new children's house, which became operational in February 2019; and
- enhancement of the support available to young carers, with a dedicated social worker for young carers now in post.

5. What do we want to achieve?

- 5.1 The service is working to contribute to the priorities set out in the Council Plan 2017-2022, which was approved by Council in September 2017. Children's Services also contributes to outcomes set out in Renfrewshire's new Community Plan, 'Our Renfrewshire' (2017-2027).
- 5.2 The service recognises the importance of working together across and beyond Council services with our partners, parents and communities to improve the outcomes for children, families and communities.
- 5.3 The work of Children's Services is guided by our vision:

'Working together to get it right for children, families and communities - Protecting, learning, achieving and nurturing'.
- 5.4 The core aims of the service are to:
 - provide support to, and protection of, vulnerable children and families and manage offenders in the community;

- provide children and young people with high quality learning and teaching within nurturing and innovative environments;
- improving attainment for all whilst reducing the poverty-related attainment gap;
- value wider achievements as well as traditional attainment so that young people are securing sustainable and positive post-school destinations, regardless of their start in life;
- work with partners to improve life opportunities for children across Renfrewshire; and
- support all services to raise standards through continuous improvement and self-evaluation in line with local and national priorities.

6. Key priorities

6.1 The priorities outlined in the Service Improvement Plan reflect our integrated approach to Children's Services which means that early years, primary and secondary education sits alongside support, protection and care functions all encompassed within one Council service. This approach allows us to best respond to meeting the needs of children, young people and families and provides a sound basis for us to achieve our vision.

6.2 During the lifetime of this plan, specific priorities for the service include:

- continuing the very strong work delivered through our Attainment Challenge plan, including a new academic partnership with Stanford University on numeracy and mathematics;
- expanding our early learning provision to 1140 hours and offering greater flexibility to families;
- working with children and young people, as well as our partner agencies, to develop new approaches to support better mental health and emotional wellbeing, in response to what young people tell us is one of the biggest challenges they face;
- building on existing successes such as Parents in Partnership and Pizza Reading to support parents to become more involved in their child's learning;
- progressing a review of educational support for children and young people with additional support needs based on an assumption that wherever possible, children will attend their local school with additional or specialist support in place;
- working with our partners in Community Justice Renfrewshire on some of the challenges which can lead to re-offending, such as poor mental health, homelessness and lack of employment; and

- continuing to offer staff opportunities for leadership development, to support succession planning and help us retain high-performing staff.
- 6.3 Greater detail of the specific actions the service will progress can be found in Section 5 of our Service Improvement Plan, included as an appendix to this report.
- 7. Reporting progress**
- 7.1 Progress on the implementation of the Service Improvement Plan is regularly monitored by the Extended Senior Leadership Team every quarter and will be reported to the Education and Children's Services Policy Board on a six-monthly basis. A review of progress will be brought to this Board in November 2019.
-

Implications of the Report

- 1. Financial** - The Service Improvement Plan highlights resourcing pressures arising from increasing demand for services and the current financial environment.
- 2. HR & Organisational Development** – none
- 3. Community/Council Planning** – the report details a range of activities which reflect local council and community planning themes.
- 4. Legal** – none
- 5. Property/Assets** – none
- 6. Information Technology** – Service developments relating to information technology are key enablers of service improvement and modernisation and support service-level and corporate objectives.
- 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. 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 – Risks related to the delivery and management of services are regularly monitored and included in Renfrewshire Council's Corporate and Strategic Risk Registers.

11. Privacy Impact - none

12. COSLA Policy Position – none.

List of Background Papers: None

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Children's Services

Service Improvement Plan 2019-2022



**‘Working together to get it right for children, families and communities –
Protecting, learning, achieving and nurturing’.**

1. Introduction

- 1.1 This Service Improvement Plan for Children's Services covers the period from 2019/20 to 2021/22. The plan outlines what the service intends to achieve over the next three years based on the resources expected to be available.
- 1.2 The major factors that this Service Improvement Plan will require to respond to are public sector reform, the challenging financial environment, and delivering the key priorities and outcomes of the Council Plan and Community Plan. The plan sets out the likely impact that these issues will have on the service and our actions to address them.
- 1.3 The Council Plan clearly articulates the Council's priorities for Renfrewshire, and along with the Community Plan, sets out an ambitious programme of work. Children's Services will work together with partners, businesses, local people and communities to target the five strategic outcome areas of the Council Plan, creating opportunities for all. These are:
 - reshaping our place, our economy and our future;
 - building strong, safe and resilient communities.
 - tackling inequality, ensuring opportunities for all.
 - creating a sustainable Renfrewshire for all to enjoy; and
 - working together to improve outcomes.
- 1.4 The Service Improvement Plan informs the Children's Services Workforce Plan and the Children's Services Risk Register and is the overarching document which sets the programme of development and improvement activity within the service and sets the context for budget decisions. The service is a key partner in the delivery of the Renfrewshire Children's Services Partnership Plan and the Renfrewshire Community Justice Plan. Services are also directed by the Education Improvement Plan, which is a statutory requirement for local authorities.

2. What we do

2.1 Children's Services are responsible for the delivery of early years, primary and secondary education, social work services to children and families, and criminal justice social work.

2.2 The Head of Child Care and Criminal Justice is the Chief Social Work Officer for the Council and the Acting Director is the Council's Chief Education Officer. Each local authority is required to designate a senior member of staff to fill these roles under the Social Work (Scotland) Act 1968 and the Education (Scotland) Act 2016 respectively.

2.3 The priorities of the service are to:

- provide support to, and protection of, vulnerable children and families;
- provide children and young people with high quality learning and teaching within nurturing and innovative environments;
- raise attainment for all whilst reducing the poverty-related attainment gap;
- deliver high-quality early learning and childcare and expand provision in line with the national agenda;
- support young people to securing sustainable and positive post-school destinations, regardless of their start in life;
- develop approaches which support the mental health and wellbeing of children and young people;
- support all our staff through leadership and professional development opportunities;
- undertake a review of additional support needs provision in schools with a focus on inclusion;
- support people with convictions in the community; and
- provide a modern, fit for purpose, school estate.

Children's Services

What we provide...



49 Primary Schools with over 13,000 pupils,
11 Secondary Schools with approximately 10,000 pupils,
and 2 Schools for children with Additional Support Needs, catering
for 400 pupils



4 Social Work Fieldwork Teams

6 Children's Houses



3,600 children across our
11 Early Years Centres and
24 Nursery Classes



Specialist Social Work Teams including
Fostering & Adoption, Kinship Care,
Pre-Birth, Women & Children First and
Unaccompanied Asylum-Seeking Children

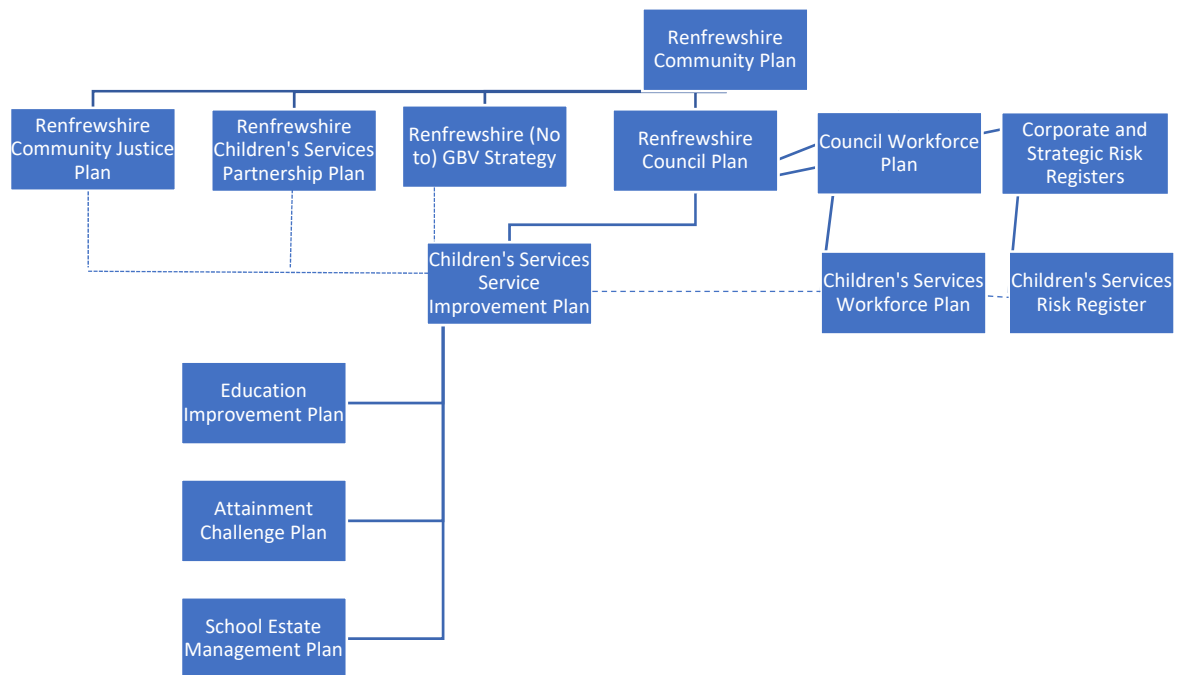


Criminal Justice Service



3. Strategic Context

- 3.1 Children's Services operates in a complex strategic environment and delivers many services on a statutory basis. As such, the service produces and reports on a number of plans, whether to elected members, the Scottish Government, or multi-agency partnership boards. The key plans are set out here:



- 3.2 Service delivery is shaped and influenced by a wide range of internal and external factors. Current drivers impacting Children's Services include:

a. National Policy and Legislative Change

- The Scotland-wide requirement to increase early years provision per child to 1140 hours annually by 2020;
- The potential impact of national reviews relating to child protection and to the care system for looked after children;
- Implementation of the Scottish Attainment Challenge, including Pupil Equity Funding;
- The ongoing Scottish Child Abuse Inquiry, and the legal duties on local authority services arising from this;
- Working towards the aims of the National Improvement Framework and the revised strategy on parental engagement in their child's education;
- Implementation of the extension of the right to continuing care and aftercare for care leavers;

- The likely extension of a presumption against short prison sentences which will create additional pressure on Criminal Justice Social Work to manage community sentences; and
 - Preparation for any policy and legislative change arising from the UK's withdrawal from the European Union.
- b. Demographic and Social Change
- Managing the reduction in the number of looked after children from historically high levels, whilst mitigating the impact of deprivation, substance misuse, and parental neglect;
 - Societal inequalities which mean children from poorer areas may not have the same opportunities and life chances as children from more affluent areas;
 - Increasing numbers of care-experienced children and young people accessing continuing care, Throughcare services and other supports;
 - Increasing numbers of children with additional support needs being supported;
 - Managing changing patterns of demand for school places in response to local population migration and new housing provision; and
 - Supporting an increasingly diverse population in terms of ethnicity, including a need for specialist support for some groups of the population, for example refugees and those seeking asylum.
- c. Internal resource factors
- Continuing to deliver high quality services at a time of financial constraint for all local authorities;
 - Pressures in the recruitment and retention of teaching staff, including senior leadership roles;
 - Pressures in the recruitment and retention of residential staff;
 - An ongoing need to modernise the school estate, including ensuring the early years estate can accommodate increased provision.

Equalities

- 3.3 Every area of work within the Council has a role to play in promoting equality and diversity. While this is the right thing to do and has clear advantages for the Council, there are also legal requirements. Equality law (The Equality Act) protects people from unfair treatment and asks public bodies (including Renfrewshire Council) to show how they make a positive difference to equality groups. The Council recognises that equality both needs to be mainstreamed

fully into its policies and procedures and ensure that its equality outcomes are given high priority, by being part of mainstream progress reporting.

- 3.4 All Children's Services' plans and policies support this mainstreaming and contribute to the Council's six equality outcomes. Examples of how this is delivered within the service are given below.

Public spaces improve access and promote dignity for disabled and older people	Our existing programme of new builds and refurbishments supports existing positive work to make public spaces accessible and inclusive.
Our staff and communities fully understand the causes and consequences of gender-based violence and are equipped to respond	<p>The service plays an active role in the Gender Based Violence Working Group and delivers specialist services to support women and children affected by GBV.</p> <p>The service is committed to the Renfrewshire Multi Agency Risk Assessment Conference (MARAC) which supports high risk victims of domestic abuse and raises awareness of the issue in Renfrewshire. We continue to embed the Safe and Together approach in our work with families, offer Up2U to individuals who have been through the Court system and deliver CEDAR to children who have experienced domestic violence.</p>
Equalities-led organisations are supported to become sustainable and influential partners	The work of equalities-led organisations informs our policy and practice. A recent example is the service's engagement with RespectMe in the development of a refreshed bullying policy which has a strong focus on prejudice-based bullying.
Council services are responsive to the needs of equalities groups, with well-designed and flexible services	The service will continue to be responsive to equalities groups. A recent example are the actions for Children's Services within the Council's British Sign Language Plan.

Renfrewshire Council promotes itself as and becomes an employer of choice for disabled people	The service adopts all corporate initiatives to support greater inclusion.
Equalities implications are clearly and consistently considered in decision making.	All policy board papers include a statement concerning equalities groups. Our policies promote diversity and equality.

Partnerships and providers

- 3.5 Children's Services maintains close links to other partners through the Renfrewshire Children's Services Partnership, the Renfrewshire Community Planning Partnership and Community Justice Renfrewshire, as well as participating in other partnership work on a thematic basis, such as the Renfrewshire Child Protection Committee and the Renfrewshire Gender Based Violence Strategy Group.
- 3.6 In addition, the service continues to have strong links with Renfrewshire Health and Social Care Partnership which provides adult social work and social care services. There are a number of key areas where Children's Services will work closely with the HSCP. The mental health and wellbeing of young people, tackling substance misuse, promoting physical activity, supporting children impacted by gender-based violence, and improving the transition between children's and adult services are reflected in the actions in this service improvement plan and/or the Renfrewshire Children's Services Partnership Plan, as well as in the HSCP Strategic Plan 2019-2022.
- 3.7 Children's Services provides a number of services directly, but also commissions from a range of providers across sectors and works with specific partners on the delivery of specialist services.

Best Value

- 3.8 Following the Council's Best Value Audit inspection, Audit Scotland provided direction on areas for improvement, with 7 key recommendations forming an improvement plan. Actions from the improvement plan are embedded within the Council and Community Plans and will be driven at a service level through the Service Improvement Planning process. There are no actions specific to Children's Services; however, we will contribute to the corporate actions

particularly around community engagement, partnership working and workforce planning.

Risk

- 3.9 The Council's risk management arrangements are well established with all strategic, corporate and service risks being reported to the Audit, Risk & Scrutiny (ARS) Board, and all services represented on the Corporate Risk Management Group. Actions related to strategic or corporate risks, where Children's Services are the owner or joint owners of the risks, are reflected in this Service Improvement Action Plan; this ensures an additional layer of monitoring in our management of these risks. Other risks which may occur only for, or within our own service are contained within a service risk register used for operational management purposes.
- 3.10 In terms of strategic risks for the council, Children's Services is the joint lead (with Communities, Housing and Planning Services) for Community Safety and Public Protection. This is considered a High risk but is managed as 'business as usual' through a robust set of policies and procedures and strong partnership working.
- 3.11 At a service level, Children's Services currently has no risks evaluated as Very High or High on the service risk register. Current service risks are listed here:

Area of risk	Evaluation	Council Priority
Unaccompanied Asylum Seeking Children	Moderate	Building strong, safe and resilient communities
Integrated service arrangements	Moderate	Working together to improve outcomes
Development of early intervention and preventative services for children, whilst seeking to maximise opportunities for all	Moderate	Tackling inequality, ensuring opportunities for all
Failure of major providers	Moderate	Working together to improve outcomes
Continuous improvement	Moderate	Working together to improve outcomes
Property	Moderate	Working together to improve outcomes

Continuous Improvement

- 3.12 Children's Services is committed to delivering high-quality services. Children's Services has already introduced the Quality Improvement Framework for schools and early years establishments and has plans in place to evaluate the impact of family/parenting support programmes within social work. 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 taken to the Education and Children's Services 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. Officers are currently contributing to a Renfrewshire Child Protection Committee self-evaluation exercise which will report to that committee in late spring 2019.
- 3.13 Education services were inspected by Education Scotland as part of a national programme of inspection of Attainment Challenge authorities. This will be reported on in February 2019.

Workforce Planning

- 3.14 All council services have a workforce plan based on the six key objectives of the Council Workforce Plan:
- A Strategic Workforce
 - A Flexible Workforce
 - A Modernised Workforce
 - A Skilled Workforce
 - A Developing Workforce
 - A Resilient Workforce
- 3.15 Workforce planning is critical to the expansion of early years provision, and Children's Services have engaged a recruitment firm to establish development centres for all levels of posts within early learning and childcare. These development centres will support the existing workforce and future recruits to the profession, ensuring the recruitment and retention of the workforce, identifying transition levels throughout the career structure and providing support in obtaining qualifications and experience which meet the SSSC registration standards. The company will also support a wider recruitment strategy for catering, cleaning, janitorial and business support staff required for expansion. The development centres and recruitment work will be

supported by a workforce training plan focused on supporting staff through qualifications and maintaining high quality provision.

- 3.16 Teacher recruitment is a challenge for most Scottish local authorities, and Renfrewshire has implemented measures which means it is bucking the trend, particularly in relation to the recruitment of Head Teachers. Leadership development remains a focus within education, with staff being supported through the 'Aspiring' programmes tailored to specific leadership roles. Greater detail is given in the Education Improvement Plan. In addition, changes to the way in which Newly Qualified Teachers are recruited has significantly supported the service to fill more vacancies.

UK Withdrawal from the EU

- 3.17 On 29 March 2019, the UK is expected to leave the European Union. Given the uncertainty which remains around this process, the Council and its partners have developed a range of contingency processes for any incidents which arise in the event of a "no deal Brexit". This is led by the Brexit Readiness Steering Group. Nonetheless, the situation requires continued close monitoring as there may be impacts on, for example, contractual arrangements with third parties, or on legislation impacting on food standards and trading standards. The Council is also cognisant of the fact that some staff are EU nationals and that this is a time of uncertainty for them in relation to their status.
- 3.18 Social work services have a duty to support any looked after children who are EU nationals and wish to apply for settled status in the UK. Processes will also be put in place to support other vulnerable groups through the EU Settlement Scheme.

Developments for 2019/20

- 3.19 During 2019/20 and beyond, specific improvements and initiatives will be progressed, and some of these are outlined below.
- 3.20 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 with a new academic partner.
- 3.21 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 more flexible provision with extended operating hours.

- 3.22 A review of provision for children and young people with additional support needs is underway. This will ensure the most appropriate support is in place assuming almost all children will attend their local school with targeted and specialist support where required. The review is at a relatively early stage with significant stakeholder engagement being undertaken in the first half of 2019 with a view to phased implementation from academic session 2019/20.
- 3.23 As part of our 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) and aims to find the best service for infants and pre-school children coming into foster care. The GIFT approach is delivered by NSPCC and follows up a structured assessment with intensive treatment which aims to improve family functioning and child mental health. If there is sufficient improvement, the team can recommend that the child return home rather than seek a permanent fostering or adoptive placement.
- 3.24 Mental health and wellbeing was one of three key priorities identified from an analysis of the All Children Wellbeing study undertaken by Renfrewshire Council. It was also identified as a priority area for the Youth Commission. Children's Services, in partnership with the Dartington Design Lab, has been successful in securing Big Lottery Funding to implement an Early Action System Change programme and will be focusing on the mental health of young people, as well as the issue of coercive control in adolescent relationships. Children's Services and Dartington will seek to co-design new supports and approaches in partnership with children and young people, and developments will align with our Attainment Challenge plans.
- 3.25 Parental engagement in education is being considered in the context of the new national strategy, Learning Together. Children's Services already delivers quality programmes to support parental engagement, such as Parents in Partnership, transition work, and Pizza Reading. There is academic evidence to support the impact these are having on improving outcomes. The new national strategy paper allows the service to look at additional ways of engaging parents and families in learning and further improve outcomes.

- 3.26 The new children's house is now operational and supports up to 4 young people in line with our philosophy of care model. The service will continue to implement the extension of entitlement to continuing care, throughcare and aftercare services to young people leaving care.
- 3.27 Arrangements have been put in place within Criminal Justice Social Work to mitigate the likely increase in demand expected when the presumption against short sentences is extended from six months to twelve months. This extension had been expected during 2018/19 but has not yet been implemented. Consequently, we have carried this action over from the previous Service Improvement Plan to reflect the delay at a national level.

4. Our resources

4.1 Local government continues to operate in a challenging financial environment. The financial challenges are expected to continue to 2020 and beyond. Renfrewshire Council, together with other Scottish local authorities, face a significant financial challenge over the next few years. The Council is taking a long-term view of financial planning on the basis of:

- Reducing resources given the uncertainty over when and at what level sustained budget growth may return;
- Rising cost and demand pressures continuing to be a feature of the Council's financial outlook;
- An increasing and ongoing need for the Council to prioritise spend to focus on the delivery of strategic priority outcomes; and
- Delivering change, transformation and savings continuing to be a necessary feature of the Council's planning arrangements.

4.2 Particular areas of resource pressure for Children's Services include:

- Historically higher than average incidences of child protection cases and looked after children, due in part to parental substance misuse and areas of significant deprivation within Renfrewshire;
- Increasing numbers of young people in continuing care, and those leaving care and accessing throughcare and aftercare services;
- Increasing numbers of kinship carers;
- Managing the expansion of early learning and childcare to 1140 hours;
- Increasing numbers of children with additional support needs in our schools;
- Ongoing annual reductions in the grant payable to Renfrewshire Council to deliver Criminal Justice Social Work services alongside a growth in the number of community sentences to be managed; and
- Ongoing challenges in recruiting supply and permanent teachers.

4.3 A variety of performance measures are applied across the service which includes external suites of indicators. Performance against selected indicators is reported quarterly to the Council's Corporate Management Team. Performance against all indicators in this Service Improvement Plan is reported to elected members in the mid-year monitoring report and the outturn report.

4.4 The following pages provide details of how the service contributes to the delivery of council priorities and includes a list of specific actions and performance measures for each priority.

5. Contributing to the Council's Strategic Priorities

- 5.1 This Service Improvement Plan includes actions and performance measures aligned to four of the five priorities set out in the Council Plan. Whilst Children's Services has no specific actions or indicators under 'Creating a sustainable Renfrewshire for all to enjoy', it works in collaboration with other services to support delivery of all Council Plan priorities. This section of the Service Improvement Plan gives a brief outline of how Children's Services contributes to each priority and lists some of the service's key achievements in this area over the last year. An action plan and performance indicators are provided to show the specific detail of how we will contribute to each priority over the life of this plan.
- 5.2 Children's Services also makes use of the indicators in the Local Government Benchmarking Framework to monitor performance. These indicators are included as an appendix to this plan.

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

5.3 Children's Services delivers this priority by supporting all our service users, including all our children and young people, to develop skills and qualifications which will help them into positive and sustainable destinations, whether that is employment, training or continuing their education.








5.4 During 2018/19, our achievements included:

- Continued the trend of improvement in attainment across all measures in the Broad General Education;
- a very positive set of National Qualifications results by the young people in Renfrewshire schools;
- an excellent inspection report in respect of our Attainment Challenge work;
- improving links with local businesses and further education providers, supporting more young people to achieve positive post-school destinations;
- a successful funding application to the Life Changes Trust which will fund the Family Firm approach for a further two years; and
- introduction of the 'Just Learning' programme to support increased access to employment and training for those with convictions.

5.5 Strategic Priority 1 Actions for 2019-2022

What will we do?	What difference will it make?	When will we do it by?	Who is leading this?
Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments.	Staff are skilled and knowledgeable and able to effectively support children and young people in their learning and development.	31 Mar 2021	Head of Early Years and Broad General Education
Improve employability skills and support all of our young people to enter positive destinations and sustained post-school destinations.	Equipping children and young people with the skills needed in the workplace improves opportunities and life chances for all.	30 Jun 2020	Head of Schools and Education Manager (Senior Phase)
Increase the role of arts and creativity in the school curriculum from early years through to the senior phase	Children and young people benefit from increased participation in cultural activity.	31 Mar 2020	Head of Early Years and Broad General Education
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.	A range of programmes delivered through these partnerships enable school leavers to secure a positive post-school destination.	31 Mar 2020	Education Manager (Senior Phase)

5.6 Performance Indicators

Code	Performance Indicator	Frequency	Current Status	Current Value	2018/19 Target	2019/20 Target	2020/21 Target	2021/22 Target
CHS/PD/01	% of School leavers in a positive destination	Annual		92.8%	95%	95%	95%	95%
CHS/ATT/01a	% of Leavers attaining literacy SCQF Level 4	Annual (academic years)		97%	97%	98%	98%	98%
CHS/ATT/01b	% of Leavers attaining numeracy SCQF Level 4	Annual (academic years)		92%	93.5%	95%	95%	96%
CHS/ATT/01c	% of Leavers attaining literacy SCQF Level 5	Annual (academic years)		86%	84%	86%	86%	88%
CHS/ATT/01d	% of Leavers attaining numeracy SCQF Level 5	Annual (academic years)		76%	73%	75%	75%	77%
CHS/ATT/12	Average complementary tariff (S4)	Annual (academic years)		310	New for 2018/19; no target in Yr 1	317	322	330
CHS/ATT/13	Average complementary tariff (S5)	Annual (academic years)		580	New for 2018/19; no target in Yr 1	601	617	630

Strategic Priority 2: Building strong, safe and resilient communities

5.7 Child protection is everybody's responsibility but Children's Services leads on this for the Council. The service also has a leading role in relation to public protection. Our staff are on the frontline delivering services which keep people safe, whether this is children and families or people with convictions being supported not to re-offend and to make positive changes which in turn make our communities safer. The service also promotes positive mental health and wellbeing for all of our children and young people. The Early Action System Change work which commenced in 2018/19 will strengthen the work already being delivered through the Attainment Challenge.

5.8 The management of public protection issues is a significant risk not only for Children's Services but for the wider council. The Council operates robust procedures for the management of child protection and public protection issues and works closely with partners on these, through the Renfrewshire Child Protection Committee, through statutory processes for managing violent and sexual offenders, domestic violence screening and the vulnerable young people's screening group.

5.9 Key achievements in 2018/19 include:






- implementing a revised anti-bullying policy which was developed in consultation with pupils, parents and school staff;
- being cited by Education Scotland as a Good Practice Exemplar for the Renfrewshire Nurturing Relationships Approach, which continues to roll out across our schools;
- supporting the development of a Gender-Based Violence Strategy for Renfrewshire, which was launched during this year's 16 Days of Action;
- developing, with partners, a new Community Justice Renfrewshire plan; and
- completion of the new children's house, which became operational in early 2019.


5.10 Strategic Priority 2 Actions

What will we do?	What difference will we make?	When will we do it by?	Who is leading this?
Embed a consistent approach to supporting children and families affected by domestic violence informed by a strength-based model of intervention.	Children experiencing domestic violence are supported to be safe.	31 Mar 2020	Head of Childcare and Criminal Justice

What will we do?	What difference will we make?	When will we do it by?	Who is leading this?
Implement recommendations flowing from the national reviews of child protection and the care system.	Child protection practice is further enhanced and strengthened in line with recommendations.	31 Mar 2020	Child Protection Adviser
Use the Early Action System Change funding to co-design and develop new approaches in 2 areas – the mental health of children and young people, and coercive control in adolescent relationships.	Children and young people benefit from positive support at an early stage, and from clear messages about safe, healthy relationships.	31 Mar 2022	Quality Assurance and Practice Development Manager
Extend the whole-school Nurturing Relationships Strategy (RNRA) in schools across Renfrewshire.	All staff in participating schools have an understanding of attachment theory and nurturing practices to help children develop socially and emotionally.	31 Mar 2020	Principal Educational Psychologist
Undertake evaluation of family support provision within social work services, and consider options for the provision of Family Group Decision Making.	Early intervention supports families to make positive changes which improve relationships and may prevent compulsory measures.	31 Mar 2020	Quality Assurance and Practice Development Manager
We will respond to the planned presumption against short sentences.	Extend the opportunities for people with convictions to engage with community-based services to address their offending behaviour.	31 Mar 2020	Criminal Justice Service Manager

5.11 Performance Indicators

Code	Performance Indicator	Current Status	Frequency	Current Value	2018/19 Target	2019/20 Target	2020/21 Target	2021/22 Target
CHS /CJ/ CPO /02	% of NEW unpaid work orders/requirement complete by the required date		Quarterly	73%	72%	72%	72%	75%
CHS /CJ/ CPO /01	The percentage of NEW clients subject to a new supervision order seen by a supervising officer within 1 week		Quarterly	83%	92%	85%	85%	85%
CHS /CJ/ CPO /04	Percentage of NEW unpaid work clients seen within 1 working day of the order		Quarterly	72%	65%	70%	70%	70%
CHS /CJ/ CPO /05	Percentage of NEW unpaid work clients receiving an induction within 5 working days of the order		Quarterly	76%	70%	75%	75%	75%
CHS /CJ/ CPO /06	Percentage of NEW unpaid work clients beginning work placement within 7 working days of the order		Quarterly	69%	50%	65%	65%	65%

Code	Performance Indicator	Current Status	Frequency	Current Value	2018/19 Target	2019/20 Target	2020/21 Target	2021/22 Target
CHS /CP R/O 1	Percentage of children registered in this period who have previously been on the Child Protection Register		Quarterly	22%	Not applicable	n/a	n/a	n/a

Strategic Priority 3: Tackling inequality, ensuring opportunities for all

5.12 Children's Services has a major role in delivering this priority, whether through the work to break the relationship between poverty and attainment, or the work which supports vulnerable children and families, or that which supports people with convictions to make positive changes in their lives. In addition, the service continues to work towards a reduction in the number of children looked after and accommodated through early intervention and preventative work. During 2019/20, the service will review support for children with additional support needs and begin to develop a locality-based model which further promotes inclusion. The plans to support expansion of early years provision will continue to be implemented. Partnership working continues to be critical to addressing the impact of adverse childhood experiences, giving children the best possible start in life, and reducing inequalities. The service will contribute to existing work delivered through the Tackling Poverty Strategy and will actively support the work of the Renfrewshire Commission on Drugs and Alcohol.




5.13 Achievements in 2018/19 included:







- strong early evidence demonstrating that the poverty-related attainment gap in the broad general education and National Qualifications is closing;
- progressing plans for the expansion of early years provision;
- introduction of additional supports in education settings to support health and wellbeing, including a dedicated Health and Wellbeing Development Officer, Place2Be counselling service, Lifelink, and the Active Communities Peer Educators;
- continuing the roll-out of tracking systems and data literacy support to help schools track pupil progress and support next steps in learning;
- winning a COSLA Silver Award for the Renfrewshire Literacy Development Programme and St Anthony's Primary being named UKLA Literacy School of the Year in 2018;
- The expansion of Parents in Partnership in the secondary sector as well as a range of programmes across primary schools and early years establishments to increase partnership working with parents, and the creation of a parental engagement strategy group to allow key stakeholders to contribute to an update of our Parental Engagement Strategy; and
- enhancement of the support available to young carers, with a dedicated social worker for young carers now in post.









5.14 Strategic Priority 3 Actions

What will we do?	Why will it make a difference?	When will we do it by?	Who is leading this?
Expand the provision of early learning and childcare to 1140 hours.	Children are given the best start and are supported to reach their full potential.	30 Mar 2020	Head of Early Years and Broad General Education
Ensure Renfrewshire is a 'Child Friendly' place where children are nurtured and thrive.	All children in Renfrewshire have the best possible start in life.	31 Mar 2022	Head of Child Care and Criminal Justice
Deliver on the Attainment Challenge workstreams.	All children in Renfrewshire have the best possible start in life.	31 Mar 2020	Director of Children's Services
Review support for young carers, identifying opportunities to improve life chances.	Young carers have time away from their responsibilities and are supported to make time for themselves.	31 Mar 2022	Quality Assurance and Practice Development Manager
Reduce inequalities and deliver improved health and wellbeing outcomes for children and young people	Children and young people have increased resilience and are supported in social and emotional development.	30 Mar 2021	Education Manager (Quality Improvement)
Develop processes to support service users affected by the EU Settlement Scheme once the UK withdraws from the European Union	Vulnerable service users who are EU nationals are supported to retain their right to live, work and access public services in the UK and are not disproportionately affected by the UK's withdrawal from the EU.	31 Mar 2020	Chief Social Work Officer
Implement a refreshed Parental Engagement Strategy.	Stronger relationships will exist between the school and the home, leading to more successful learning partnerships.	31 Mar 2020	Education Manager (Curriculum)
Support inclusion of vulnerable pupils including those with additional support needs.	Attainment and achievement are increased through access to relevant opportunities and enhanced pathways to success.	30 Mar 2021	Head of Schools
Refine processes to support further improvement in performance in relation to home supervision visits.	Opportunities to engage with families at an early stage are maximised.	30 Mar 2020	Children's Services Manager

5.15 Performance Indicators

Code	Performance Indicator	Current Status	Frequency	Current Value	2018/19 Target	2019/20 Target	2020/21 Target	2021/22 Target
CHS/ATT/04	No. of opportunities for young people to achieve through accredited awards		Annual	1193	1,130	1,190	1,200	1,200
CHS/EY/02	% of entitled 2 year olds accessing 600 hours of early learning and childcare		Quarterly	55%	Not applicable	60%	60%	65%
CHS/LGBF/01	Percentage of Looked After Children cared for in the community		Quarterly	92%	Not applicable	89.9%	89.9%	89.9%

Code	Performance Indicator	Current Status	Frequency	Current Value	2018/19 Target	2019/20 Target	2020/21 Target	2021/22 Target
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.		Annual (academic years)	37%	34%	32%	32%	28%
CHS/ATT/08	Average Total Tariff Score of Looked After Children (school leavers)		Annual (academic years)	289	302	310	320	330
CHS/ATT/09	Gap between the Average Total Tariff Score of Looked After Children (school leavers) and that of the total Renfrewshire leavers cohort		Annual (academic years)	70%	67.2%	65%	64%	63%
CHS/ATT/14	Percentage point gap in % of pupils achieving expected level for their stage in literacy between pupils living in 30% most deprived areas and those living in 70% least deprived areas (SIMD)		Annual (academic years)	11 (2017/18)	10	9	8	7
CHS/ATT/15	Percentage point gap in % of pupils achieving expected level for their stage in numeracy between pupils living in 30% most deprived areas and those living in 70% least deprived areas (SIMD)		Annual (academic years)	10 (2017/18)	9	8	7	6
CHS/ATT/16	Percentage point gap in % pupils achieving expected level for their stage in literacy between pupils entitled to free school meals and pupils not entitled		Annual (academic years)	17 (2017/18)	16	15	14	13
CHS/ATT/17	Percentage point gap in % pupils achieving expected level for their stage in numeracy between pupils entitled to free school meals and pupils not entitled		Annual (academic years)	16 (2017/18)	15	14	13	12
CHS/EY/01	% of 3 and 4 year olds accessing 600 hours of early learning and childcare		Quarterly	87%	96.4%	96.4%	96.4%	96.4%
CHS/LAC/01	The percentage of children made subject to a supervision order that were seen by a supervising officer within 15 days		Quarterly	84%	100%	100%	100%	100%

Code	Performance Indicator	Current Status	Frequency	Current Value	2018/19 Target	2019/20 Target	2020/21 Target	2021/22 Target
CHS/ LAC/ 02	Percentage of accommodated Looked After Children placed with families		Quarterly	80%	83%	83%	83%	83%
CHS/ LAC/ CL/0 1	Percentage of care leavers participating in employment, training or education		Quarterly	49%	47%	51%	53%	55%
CHS/ LAC/ CL/0 2	Percentage of care leavers who have had a period of homelessness in the last 6 months		Quarterly	2%	n/a	0%	0%	0%
CHS/ SCH/ 07	% of children attending school (Primary)		Annual (academic year)	95.3%	94.9%	95.5%	95.5%	95.5%
CHS/ SCH/ 08	% of children attending school (Secondary)		Annual (academic year)	90.6%	90.3%	91%	91%	91%
CHS/ SCH/ 09	% of young people choosing to stay onto S5 after January (as % of S4 roll at September previous year)		Annual (academic year)	86.1%	90%	92%	92%	92%
CHS/ SCH/ 10	% of young people choosing to stay onto S6 (as % of S4 roll at September two years before)		Annual (academic year)	65.1%	67%	68%	69%	70%
RCPC /01	Number of children on the Child Protection Register at quarter end date		Quarterly	99	N/a	N/a	N/a	N/a



Strategic Priority 5: Working together to improve outcomes



- 5.16 Renfrewshire Council has a strong track record in managing its resources effectively, even in recent years when financial constraints have been considerable. Children's Services is experiencing increasing demand for services at a time when fewer resources are available. Strong partnership working and innovation in service delivery will help the service support this priority. This includes partnership arrangements with providers such as our partner nurseries and third sector organisations like Barnardo's and Aberlour. It also includes our specific arrangements in education, such as our ongoing links with the University of Strathclyde and the regional improvement activity delivered through the West Partnership.
- 5.17 Partnership working includes meaningful engagement with communities as well as statutory agencies. The service already has a range of mechanisms to do this, including pupil and parent councils, the Children's Champions Board, and the Youth Commission. Our workforce is at the heart of this, and we will continue to provide opportunities for learning and development. The service is already realising benefits from bringing together education with social work functions and will continue to look for opportunities for greater integrated working across the service. In 2019/20, Children's Services will work closely with Renfrewshire's Commission on Drugs and Alcohol, a group set up in response to the high levels of substance misuse in Renfrewshire. The impact of parental substance use on children and young people continues to be challenging.
- 5.18 Achievements during 2018/19 included:
- Strong partnership working across the public and third sectors in all areas of Children's Services;
 - continuing to invest in our workforce and put in place innovative recruitment practices to support schools in getting the best teachers in front of pupils;
 - embedding data literacy within schools, allowing rigorous monitoring of individual pupil progress which is informing next steps in learning;
 - delivery of an extensive programme of leadership development training for head teachers resulting in high quality recruitment; and
 - the completion of new build campus for Bargarran/St John Bosco Primary Schools and St Paul's Primary School/Foxlea Pre-5 Centre.

5.19 Strategic Priority 5 Actions

What will we do?	What difference will it make?	When will we do it by?	Who is leading this?
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.	31 Mar 2020	Head of Schools
Implement the service's workforce plan.	The service will have the right mix of staff, in sufficient numbers, and with the knowledge and skills to do their job effectively.	31 Mar 2020	Head of Schools
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	Criminal Justice Services Manager
Produce a refreshed School Estate Management Plan	Schools are modern environments with facilities that allow more opportunity for activities and innovative learning and support a more positive experience of learning.	30 Jun 2019	Education Manager (Resources)
Progress opportunities for greater integration and joint working within Children's Services	Outcomes for children and young people are improved by child-centred, joined-up working.	31 Mar 2020	Director of Children's Services
Managing best use of Attainment Challenge, Pupil Equity Fund, and Care-Experienced Fund to maximise the benefits from additional funding	Additional funding is deployed effectively to support Children's Services in delivering the priorities of the Council.	31 Mar 2021	Head of Schools
Support and challenge staff in more effective use of data to understand children's needs and drive further improvements.	Staff are comfortable using data to support their understanding of local needs and use this to inform service delivery and support improvement.	31 Mar 2021	Director of Children's Services

5.20 Performance Indicators

Code	Performance Indicator	Frequency	Current Status	Current Value	2018/19 Target	2019/20 Target	2020/21 Target	2021/22 Target
CHS/ SCH/ 04	Percentage of parents satisfied with establishments Education Scotland Survey	Annual		88.8%	100%	100%	100%	100%
CHS/ SCH/ 05	Percentage of pupils satisfied with establishments	Annual		83.4%	100%	100%	100%	100%

Code	Performance Indicator	Frequency	Current Status	Current Value	2018/19 Target	2019/20 Target	2020/21 Target	2021/22 Target
	Education Scotland Survey							
CHS/CORP/01	% of complaints responded to within timescales agreed with customers	Quarterly		88%	100%	100%	100%	100%
CHS/CORP/03	% of FOI requests completed within timescale by Children's Services	Quarterly		98%	100%	100%	100%	100%

Appendix: LGBF Performance Indicators

Code	Performance Indicator	Current Value	Last Update	Short Term Trend	Long Term Trend
CHS/L GBF/01	Percentage of Looked After Children cared for in the community	92%	Q3 2018/19	➡	⬇
CHS/L GBF/02	Gross cost of "Children Looked After" in residential based services per child per week	£4,365.85	2016/17	⬆	⬇
CHS/L GBF/03	Gross cost of "Children Looked After" in community placements per child per week	£444.21	2016/17	⬇	⬇
CHS/L GBF/04	Cost per pupil for primary schools	£4,478.00	2017/18	⬇	⬇
CHS/L GBF/05	Cost per pupil for secondary schools	£5,910.00	2017/18	⬇	⬇
CHS/L GBF/06	Cost per pre-school education place	£3,628.00	2017/18	⬆	⬇
CHS/L GBF/07	% of pupils gaining 5+ awards at level 5	66%	2017/18	⬆	⬆
CHS/L GBF/08	% of pupils gaining 5+ awards at level 6	36%	2017/18	⬆	⬆
CHS/L GBF/09	% of pupils living in the 20% most deprived areas gaining 5+ awards at level 5	43%	2017/18	⬆	⬆
CHS/L GBF/10	% of pupils living in the 20% most deprived areas gaining 5+ awards at level 6	16%	2017/18	⬆	⬆
CHS/L GBF/11	% of adults satisfied with local schools	80%	2017/18	⬇	⬇
CHS/L GBF/12	% of pupils entering positive destinations	92.8%	2016/17	⬆	⬆
CHS/L GBF/13	Overall average total tariff	930.62	2017/18	⬆	⬆
CHS/L GBF/14	Average total tariff SIMD quintile 1	618	2017/18	⬆	⬆
CHS/L GBF/15	Average total tariff SIMD quintile 2	770	2017/18	⬇	⬆
CHS/L GBF/16	Average total tariff SIMD quintile 3	964	2017/18	⬆	⬆
CHS/L GBF/17	Average total tariff SIMD quintile 4	1,198	2017/18	⬆	⬆
CHS/L GBF/18	Average total tariff SIMD quintile 5	1,273	2017/18	⬆	⬆
CHS/L GBF/31	% of children meeting developmental milestones	51%	2016/17	⬇	⬇
CHS/L GBF/32	% of funded early years provision which is graded good/better	87.7%	2017/18	⬆	⬇
CHS/L GBF/33	School attendance (%)	93.3%	2016/17	⬇	⬇
CHS/L GBF/34	School attendance rates (LAC%)	91.3%	2016/17	⬇	➡
CHS/L GBF/35	School exclusion rates per 1,000 pupils	21.7	2016/17	⬆	⬇
CHS/L GBF/36	School exclusion rates per 1,000 looked after children	74.36	2016/17	⬆	⬇
CHS/L GBF/37	% participation for 16-19 years olds (per 100)	91.6%	2017/18	⬆	⬆
CHS/L GBF/38	% of child protection re-registration within 18 months	5.7%	2016/17	⬆	⬇
CHS/L GBF/39	% LAC with 1 or more placement in the last year (Aug to July)	18.1%	2016/17	⬇	⬆