

To: Education and Children's Services Policy Board

On: 1 November 2018

Report by: Director of Children's Services

Heading: Education Standards and Quality report

1. Summary

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

1.2. The key priority areas were to:

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

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

Support self-evaluation and performance improvement throughout our establishments;

Develop high quality leadership for staff at all levels; and

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

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

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

2. **Recommendations**

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

3. **Background**

- 3.1 The Education Standards and Quality report highlights the effective partnership working across and beyond the directorate, with our partners, parents and communities, to raise attainment for all and close the poverty-related attainment gap.
- 3.2 The vision for Renfrewshire Children's Services is "working together to get it right for children, families and communities – protecting, learning, achieving and nurturing."
- 3.3 The report details the progress made over the last year in relation to the priority areas outlined in the Education Improvement Plan 2017/18.

4. **Progress**

- 4.1 Some highlights from the Standards and Qualities Report are detailed below. Full details are included in appendix 1.
- 4.2 Data analysis shows early indications of the poverty-related attainment gap decreasing with improved attainment for some of our most vulnerable young people. A range of data literacy training has been provided for promoted members of staff, with attendance from all 49 primary schools and 7 secondary schools.
- 4.3 382 staff at all levels participated in Stages of Early Arithmetical Learning (SEAL) training. 99% of those surveyed in comparative evaluations reported either consolidation of, or improved confidence in, teaching numeracy after attending S.E.A.L. training.
- 4.4 27 classroom assistants have participated in bespoke professional learning in literacy and numeracy. This was delivered in collaboration with the University of Strathclyde. Participants reported improved knowledge and confidence in supporting pupils.
- 4.5 15 Quality Assessment and Moderation Support Officers (QAMSOs) have further developed their understanding of moderation, holistic assessment and learning intentions and success criteria. Their experiences and skills have been shared within their own schools.

- 4.6 Thirty-three establishments are now involved in Renfrewshire Nurturing Relationship Approach (RNRA). Very good progress is being made in relation to embedding nurture principles at a whole school level in participating schools.
- 4.7 Youth Services have developed a range of programmes to increase parental engagement aimed at young people in S1-S3. One of the most successful programmes has been the “Come Dine with Us” project which aims to support young people to work in teams and develop new skills including teamwork, cooking and budgeting.
- 4.8 Renfrewshire’s new quality improvement framework (QIF), implemented across all sectors, and piloted throughout session 2017-18, is delivered through a range of quality improvement activities and resources which focus on delivery of the NIF priorities. The framework ensures consistency and rigour to support the ongoing cycle of self-evaluation and improvement planning across our establishments.
- 4.9 Training and development opportunities for staff continue to ensure a key focus on learning and teaching and on capacity building of leaders. All establishment heads have now had the opportunity to attend the Step Back workshops and these have been extended to include Depute Head Teachers across all sectors. As a result, our heads are developing skills in co-coaching and report feeling more empowered to prioritise what is most important within their own school’s change agenda.
- 4.10 93% of our school leavers went on to a positive destination. Partnerships between schools, West College Scotland and the University of the West of Scotland continue to be strong with increasing numbers of young people undertaking, and sustaining, vocational programmes.

Implications of the Report

1. **Financial** – *none*.
2. **HR & Organisational Development** – *none*.
3. **Community Planning** – *none*
4. **Legal** – *none*.
5. **Property/Assets** – *none*.

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

7. **Equality & Human Rights**

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

8. **Health & Safety** – *none*.

9. **Procurement** – *none*.

10. **Risk** – *none*.

11. **Privacy Impact** – *none*.

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

List of Background Papers

- (a) Background Paper 1 – *none*

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Education Standards and Quality Report

September 2018

Achieving Equity and Excellence in Renfrewshire







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Introduction

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

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

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

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

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

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

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

Councillor Jim Paterson
Convener Education and
Children's Services

Steven Quinn
Acting Director Children's Services
Chief Education Officer



Renfrewshire Children's Services Vision

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

Renfrewshire Children's Services Vision

Our priorities and context

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

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

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

Renfrewshire Children's Services Vision *continued*

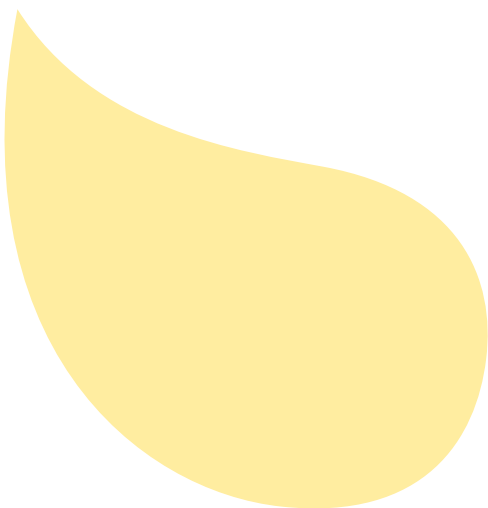
Local Context - facts and figures

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

Social Index of Multiple Deprivation (SIMD)

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

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



Successes and Achievements

Renfrewshire Literacy Approach

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



St Anthony's Primary School

Winner of UKLA Literacy School of the Year Award.

St James' Primary School (Renfrew)

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

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



Wallace Primary School

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

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

St Fergus' Primary School

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



Our Lady of Peace Primary School

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

Successes and Achievements *continued*



St. Anne's Primary – Class Teacher Fiona Robertson

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

Parents in Partnership

(as part of the Joint Employability Programme)

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

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



School Estate

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



The current estate management plan has delivered:

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

Family Learning

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





Renfrewshire's Nurturing Relationships Approach

33 establishments now involved in this highly successful programme.



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

Aspiring Leaders Programme

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



Todholm Primary School

Finalist – Families and Communities Learning Award.

St. James' Primary Renfrew

Finalist – Raising Attainment in Literacy Award.

Finalist – Lifetime Achievement Award – Mrs Margaret Convery.

East Fulton Primary School

Finalist – Raising Attainment in Numeracy Award.



Pupil Equity Funding (PEF)

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

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

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

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

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

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



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

Attainment

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

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

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

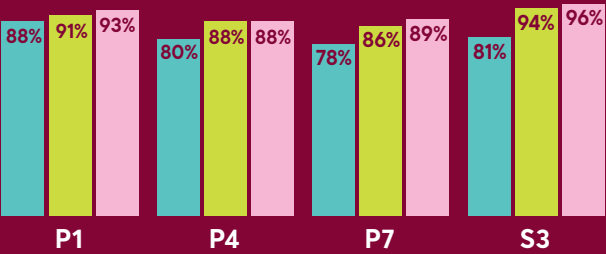
Attainment

BGE Attainment, P1–S3

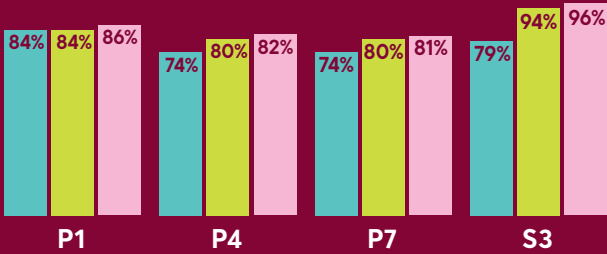
The percentage of pupils achieving the expected CfE level for their stage increased in all curricular areas.

2016 2017 2018

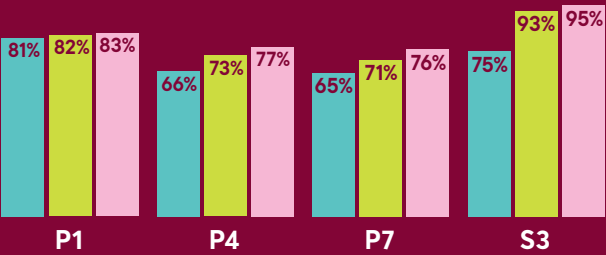
Listening and talking



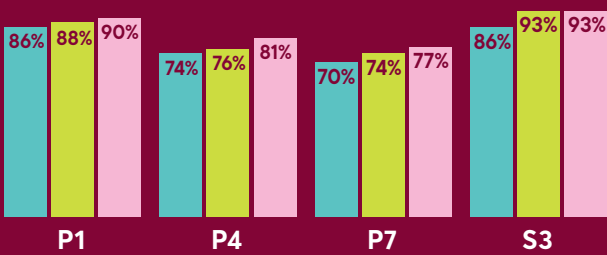
Reading



Writing



Numeracy

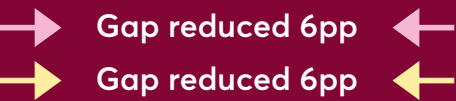


Attainment gaps

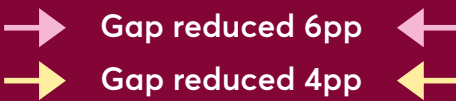
Percentage Point Change in % achieving expected CfE level from 2016 to 2018

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

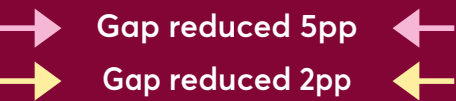
Listening and talking



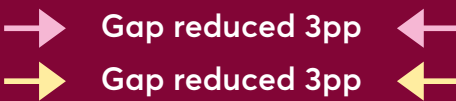
Reading



Writing



Numeracy

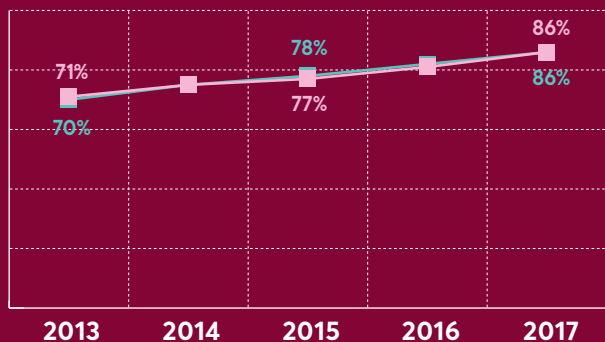


School leavers, S4-S6

Renfrewshire Virtual Comparator

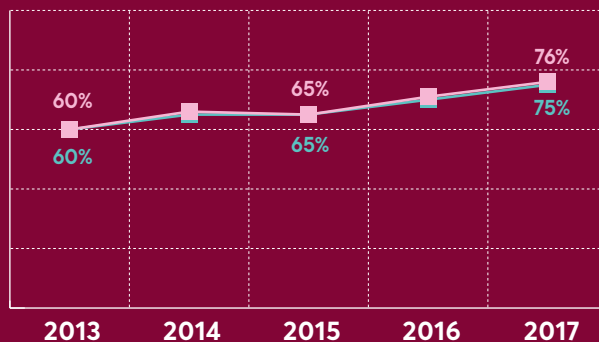
% leavers achieved Level 5 literacy

Up 15pp over 5 years, in line with virtual comparator



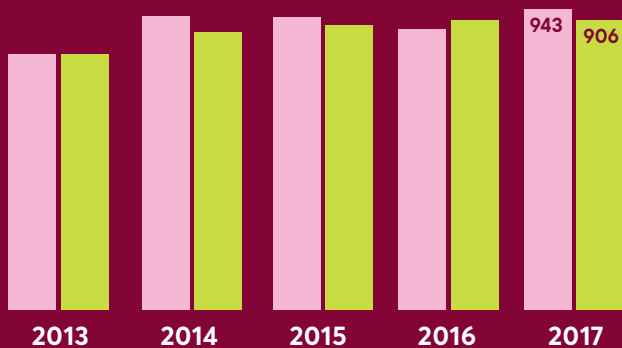
% leavers achieved Level 5 numeracy

Up 16pp over 5 years, in line with virtual comparator

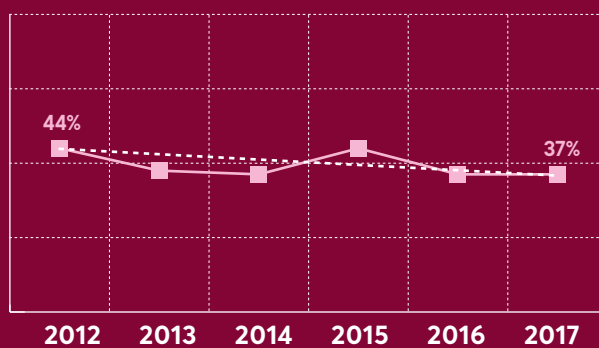


Renfrewshire National

Average total tariff - all leavers

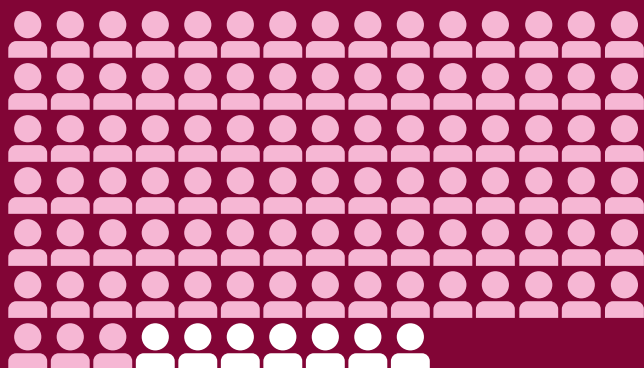


Attainment gap: percentage gap in total tariff points between leavers from SIMD 1-3 and 4-10

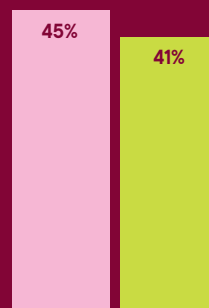


School leavers

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



% of 2016/17 school leavers entering Higher Education



Strategic Priority 1

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



How well did we do?

School Improvement & Performance Information

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

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

► [Case Studies - Spotlight on Success pages 29-31](#)

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

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

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

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

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

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

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

Strategic Priority 1 *continued*



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

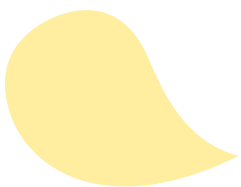
Assessment of children's progress

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

► **Case Study - Spotlight on Success page 8**

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

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



Teacher professionalism

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

Literacy

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

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

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

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

Strategic Priority 1 *continued*

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

Numeracy

► Case Studies - Spotlight on Success page 6

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

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

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

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

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

Literacy and numeracy

► Case Studies - Spotlight on Success page 5

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

Newly Qualified Teachers (NQTs)

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

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

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

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

Strategic Priority 1 *continued*

What's next?

School improvement

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

Early Learning and Childcare

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

Assessment of children's progress

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

Teacher Professionalism

Literacy

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

Numeracy

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

Literacy and numeracy

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

Strategic Priority 2

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



How well did we do?

Teacher Professionalism

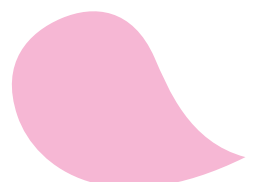
Continue to develop Renfrewshire's Nurturing Relationships Approach (RNRA) in schools across Renfrewshire

► Training Process Evaluation - Spotlight on Success page 19

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

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

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



Strategic Priority 2 *continued*

Parental Engagement

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

Pizza Family Learning

► Case Study - Spotlight on Success page 13

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

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

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

Family Engagement in Learning with Youth Services

► Case Study - Spotlight on Success page 23

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

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

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

Inclusion Support Assistants

► Case Studies - Spotlight on Success pages 20 and 21

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

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

Strategic Priority 2 *continued*

Parents in Partnership

► Case Studies - Spotlight on Success pages 15 and 16

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

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

Assessment of children's progress

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

► Case Studies - Spotlight on Success pages 9-11

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

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

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

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

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

School Improvement

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

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

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



Strategic Priority 2 *continued*

What's next?

Teacher Professionalism

RNRA

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

Parental Engagement

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

Inclusion Support Assistants

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

Parents in Partnership (PIP)

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

Assessment of children's progress

Transition Teachers

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

School Improvement

ASN Review

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

Strategic Priority 3

Support self-evaluation and performance improvement throughout our establishments



How well did we do?

School Improvement

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

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

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

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

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

Strategic Priority 3 *continued*

School Leadership

Provide high quality professional learning for establishment leaders

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

Assessment of children's progress

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

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

Performance information

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

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

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

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

What's next?

School improvement

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

School Leadership

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

Performance Information

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

Strategic Priority 4

Develop high quality leadership for staff at all levels



How well did we do?

School Leadership

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

Aspiring Leaders Programme

► Case Studies - Spotlight on Success page 26 and 27

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

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

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

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

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

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

Strategic Priority 4 *continued*

Teacher professionalism

Provide high quality professional learning for teachers and support staff

Newly Qualified Teachers

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

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

Modern Languages in the Primary School

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

Exploring Pedagogy in P1

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

Assessment of children's Progress

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

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

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

School Improvement

Provide high quality professional learning for central staff

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

What's next?

School Leadership

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

Teacher professionalism

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

Assessment of children's progress

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

School Improvement

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

Strategic Priority 5

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



How well did we do?

School Improvement

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

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

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

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

Strategic Priority 5 *continued*

Assessment of Children's Progress

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

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

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

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

What's next?

School Improvement

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

School Improvement

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

Assessment of Children's Progress

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

Assessment of Children's Progress

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

For further information, please contact

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