

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

**On: 1 November 2018**

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

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

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**1. Summary**

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

1.2 There are four priorities. These are to:

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

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

Develop high quality leadership at all levels; and

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

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**2. Recommendations**

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

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### 3. **Background**

- 3.1 The Education Improvement Plan is a required single, definitive plan for securing educational improvement which outlines the education service key improvement priorities. The priority areas align with 'The National Improvement Framework for Scottish Education: Achieving Excellence and Equity' and the key drivers for improvement.
- 3.2 Head teachers and central staff were consulted with regards to the priority areas. The plan supports the development of school priorities and improvement planning.
- 3.3 The formulation of the plan has been supported from the evidence of Renfrewshire's Tackling Poverty Commission and our work to date through the Scottish Attainment Challenge.
- 3.4 To raise attainment for all of our children and young people, while closing the poverty-related attainment gap, we must work together across and beyond the directorate with our partners, parents and communities. The Education Improvement Plan, therefore, sits as part of the wider Children's Services plan and other strategic planning across the council.

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### 4. **Progress**

- 4.1 A selection of key education service priorities are outlined below. Full details of each priority area is included in appendix 1.
- 4.2 We will continue to provide high quality education throughout the Broad General Education (BGE) and Senior Phase and support establishments to narrow the outcomes gap for disadvantaged groups. This will be achieved through continuing to deliver high quality professional learning at levels and areas including learning and teaching and health and wellbeing.
- 4.3 To reduce inequalities and deliver improved health & wellbeing outcomes for children and young people, establishments will be supported to improve health and wellbeing, with a particular focus on mental and emotional wellbeing. We will continue to implement evidence-based approaches including Renfrewshire Nurturing Relationship Approach (RNRA) and Promoting Alternative Thinking Strategies (PATHS).

- 4.4 High quality professional learning for current and aspiring leaders will continue to be offered throughout the authority to support the development of high quality leadership.
- 4.5 To support employability skills and positive destinations, we will continue to develop partnership links and collaborative arrangements with the Further Education sector, employers and commerce in line with the Commission for Developing Scotland's Young Workforce report.
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## **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*.

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## List of Background Papers

- (a) Background Paper 1 – none

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**Author:** Lauren Johnston  
Project Manager  
[Lauren.johnston@renfrewshire.gov.uk](mailto:Lauren.johnston@renfrewshire.gov.uk)  
0141 618 4023



# Education Improvement Plan 2018/19



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# Introduction

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

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

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

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

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

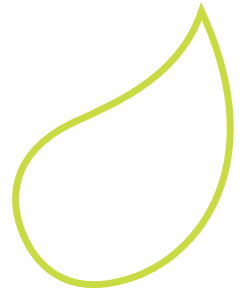
The plan focusses on four main priority areas; learning and teaching; health and wellbeing; leadership at all levels; and employability skills leading to sustained positive destinations for all young people. We believe our children and young people are the future of Renfrewshire and, as such, it is essential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

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

**Councillor Jim Paterson**  
Convener Education and  
Children's Services

**Steven Quinn**  
Acting Director Children's Services  
Chief Education Officer

# Remits and Responsibilities

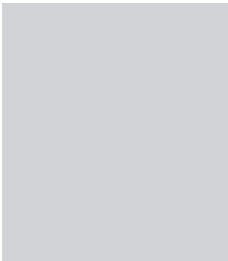


## Heads of Service Remits



### **Gordon McKinlay**

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



### **Head of Service Vacancy**

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

## Education Manager and Officer Remits



### **Kathleen McDonagh**

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



### **Amilia Hall**

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



### **Michael E Harker**

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



**Laura McAllister**

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

**Mairi Thomas**

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

**Maureen Sneddon**

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

**Susan Bell**

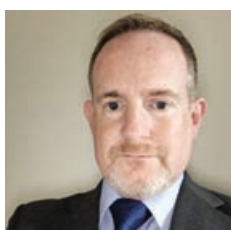
Susan has strategic responsibility for additional support needs, the children's services inclusion support team, child protection and GIRFEC policy, and the Home Link Service.

**Julie Colquhoun**

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

**Ian Thomson**

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

**Trevor Gray**

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



# National Context

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

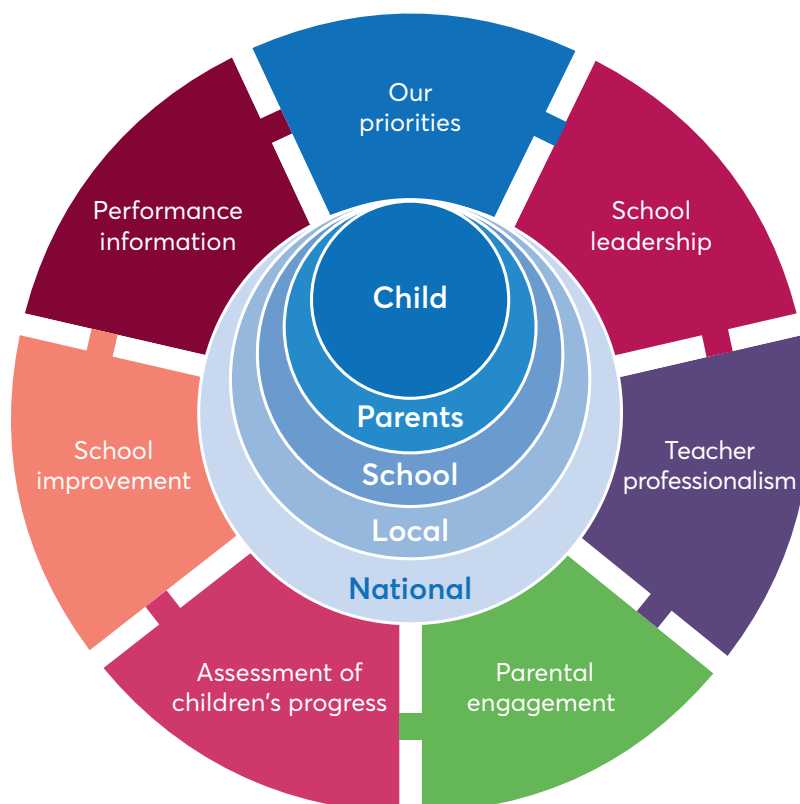
- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people's health and wellbeing, and
- Improvement in employability skills and sustained, positive school-leaver destinations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

The improvement framework documentation notes further that:

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

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

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



# Local Context

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

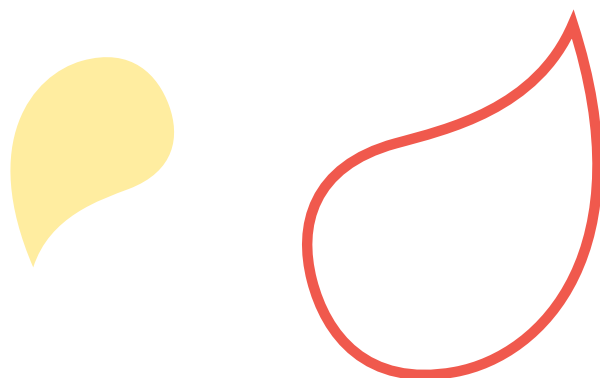
Renfrewshire Children's Services Vision

## Purpose of the Plan

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

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

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







## Local Context - Facts and figures

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

## Social Index of Multiple Deprivation (SIMD)

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

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

# Successes and Achievements

## Renfrewshire Literacy Approach

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



## St Anthony's Primary School

Winner of UKLA Literacy School of the Year Award.

## St James' Primary School (Renfrew)

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

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



## Wallace Primary School

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

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

### **St Fergus' Primary School**

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



### **Our Lady of Peace Primary School**

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

### **St. Anne's Primary – Class Teacher Fiona Robertson**

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



### **Parents in Partnership**

(as part of the Joint Employability Programme)

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

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



## Successes and Achievements *continued*

### School Estate

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



The current estate management plan has delivered:

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

### Family Learning

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



### **Ferguslie Early Learning and Childcare Centre**

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

**Renfrewshire's Nurturing Relationships Approach**

33 establishments now involved in this highly successful programme.

**Aspiring Leaders Programme**

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

**Todholm Primary School**

Finalist – Families and Communities Learning Award.

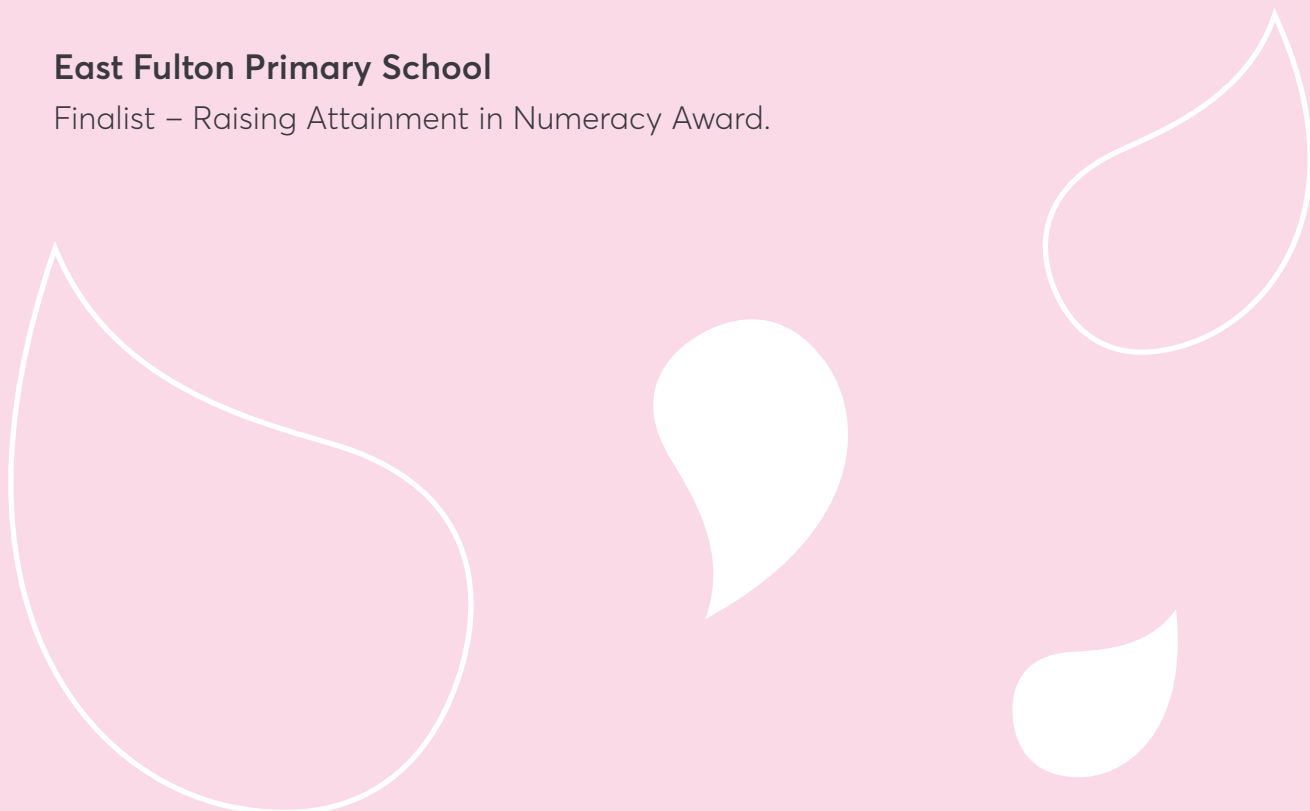
**St. James' Primary Renfrew**

Finalist – Raising Attainment in Literacy Award.

Finalist – Lifetime Achievement Award – Mrs Margaret Convery.

**East Fulton Primary School**

Finalist – Raising Attainment in Numeracy Award.



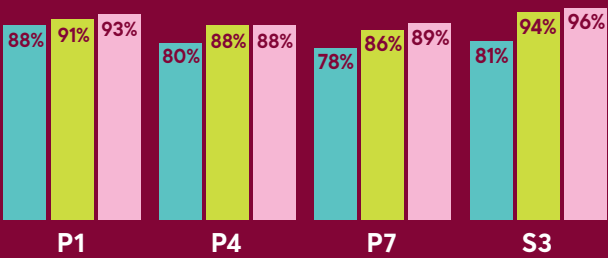
# Attainment

## BGE Attainment, P1–S3

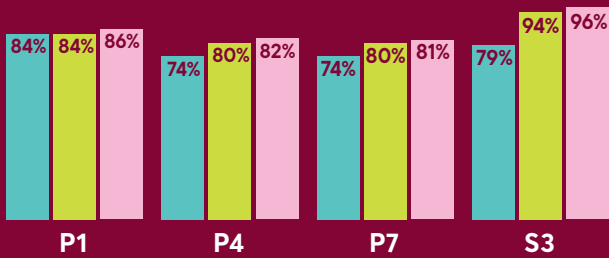
The percentage of pupils achieving the expected CfE level for their stage increased in all curricular areas.

2016 2017 2018

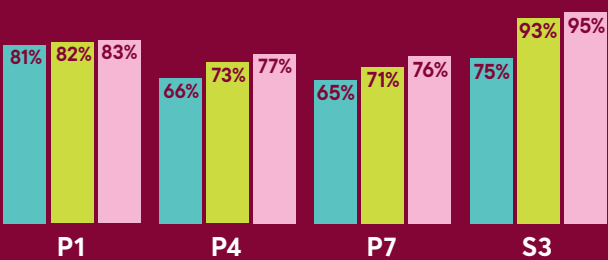
### Listening and talking



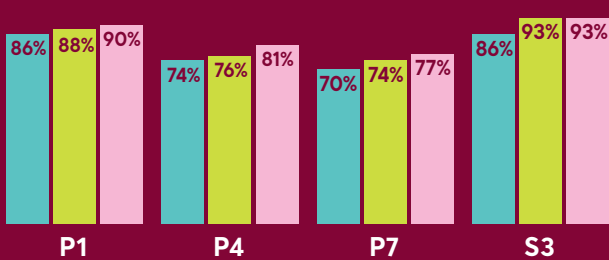
### Reading



### Writing



### Numeracy

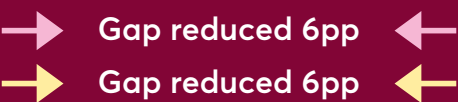


## Attainment gaps

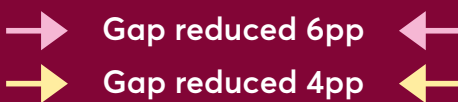
Percentage Point Change in % achieving expected CfE level from 2016 to 2018

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

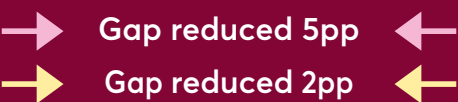
### Listening and talking



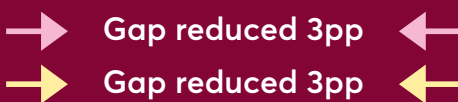
### Reading



### Writing



### Numeracy



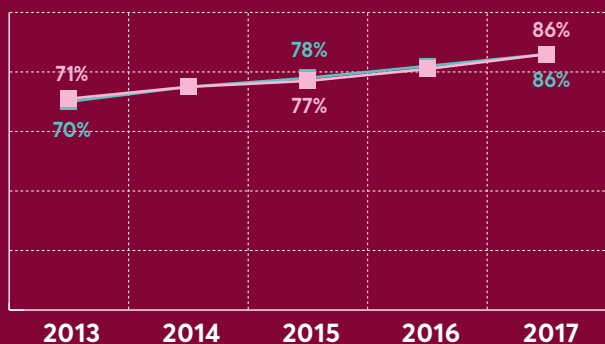


## School leavers, S4-S6

Renfrewshire Virtual Comparator

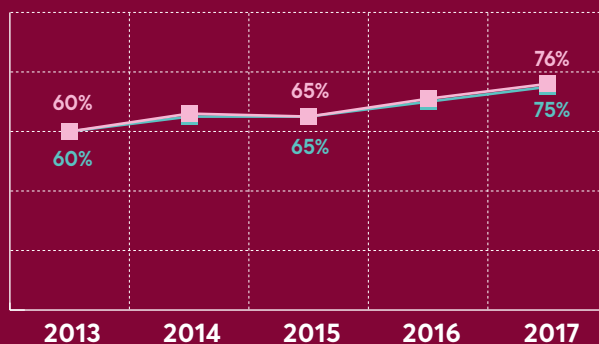
% leavers achieved Level 5 literacy

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



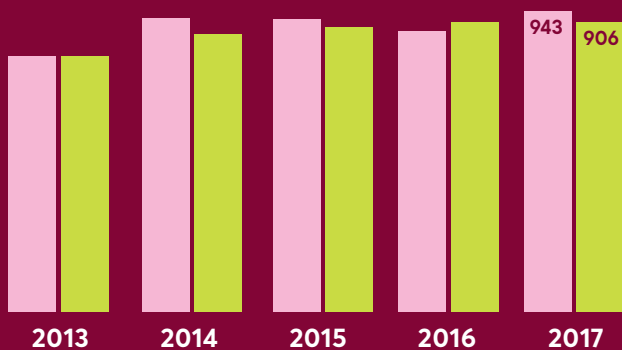
% leavers achieved Level 5 numeracy

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

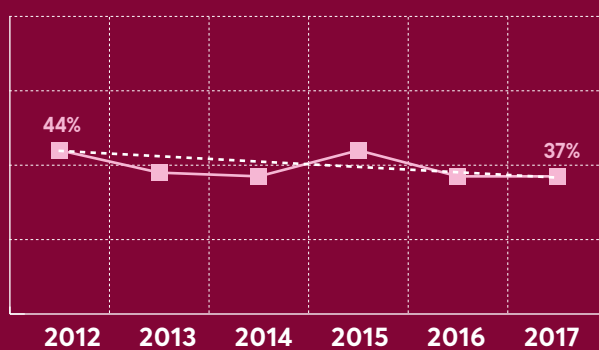


Renfrewshire National

Average total tariff - all leavers

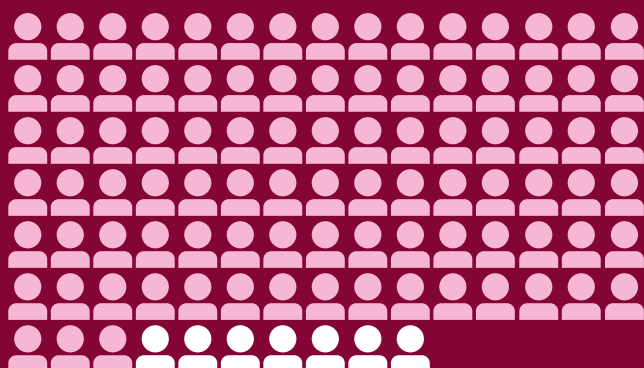


Attainment gap: percentage gap in total tariff points between leavers from SIMD 1-3 and 4-10

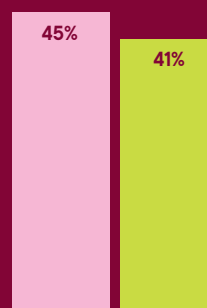


## School leavers

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.



### Strategic Priority 1

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

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
School Improvement	<p><b>1.1 Provide high quality education throughout the BGE and Senior Phase and support establishments to narrow the outcomes gap for disadvantaged groups</b></p> <ul style="list-style-type: none"> <li>Schools will continue to refine their systems for tracking and monitoring to ensure that all young people, including the most disadvantaged (LAC/Young Carers), are fulfilling their potential</li> <li>Establish a multi-agency steering group to develop a plan for use of the Care Experienced Children and Young People Fund, to support children and young people who are, or who have, been looked after and/or accommodated</li> <li>A review of flexible learning provision will seek to ensure that the most vulnerable young people are being fully supported in their learning to prepare them to move into positive and sustained destinations</li> <li>Ensure that staff and resources, secured through Pupil Equity and Attainment Challenge funding are providing targeted supports to the most disadvantaged children and young people as appropriate</li> <li>Further refine the Quality Improvement Framework (QIF) in response to feedback from heads, particularly in relation to learning observations and involvement of establishment senior managers in visits and reviews</li> <li>Use a proportionate approach to support and challenge establishments, through the new QIF</li> <li>Update the Policy for Monitoring and Evaluation of the Learning Experience (MELE), in consultation with establishment heads and professional bodies, to align with the new QIF</li> </ul>	<p>Improved outcomes for all young people, particularly the more vulnerable, throughout the BGE and Senior Phase</p> <p>More robust approaches to tracking and monitoring the progress of children and young people to ensure they are being supported and challenged to achieve their potential</p> <p>Children and young people who are or have been looked after at home and/or accommodated receive a high level of support to maximise attainment and achievement</p> <p>Vulnerable young people will receive high levels of support as appropriate to ensure their needs are being fully met</p> <p>Targeted interventions are impacting positively on the attainment and achievement of identified children and young people</p> <p>The poverty-related attainment gap is reduced</p> <p>A robust QIF supports and challenges establishments, supporting the ongoing cycle of self-evaluation and improvement planning across establishments</p> <p>Proportionate support provided where required to secure improvement and raise standards</p> <p>The policy provides clear guidance, agreed by all stakeholders, and is successfully implemented</p>	<p>Data analysis of CfE, SNSA and SQA results</p> <p>Views of children and young people through focus groups</p> <p>School leaver destination data</p> <p>Views of children and young people through focus groups</p> <p>Care-experienced fund evaluation report</p> <p>Governance and project board minutes</p> <p>PEF checklist</p> <p>Case Studies and DVD showcasing good practice</p> <p>Establishment improvement plans and Standards and quality reports</p> <p>QI visits and reports</p> <p>School reviews and reports</p> <p>Feedback from stakeholders on effectiveness of QIF</p> <p>Survey results from senior leaders involved in review teams</p> <p>External validation including Education Scotland and Care Inspectorate</p> <p>MELE short-life working group minutes</p> <p>Implementation of revised standard circular and MELE policy</p>

### Strategic Priority 1

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

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
School Improvement	<p><b>1.2 Implement Renfrewshire's expansion of early learning and childcare from 600 hours to 1140 by 2020</b></p> <ul style="list-style-type: none"> <li>• Work towards providing 1140 hours of high quality early learning and childcare across Renfrewshire that will meet the needs of children and families</li> <li>• Further develop staffing models and recruit quality staff and leaders</li> <li>• Develop a co-ordinated approach to providing peripatetic early learning teaching and additional graduate support to early years establishments</li> <li>• Pursue and improve approaches for sharing best practice focusing on how children learn across the early learning and childcare provision</li> <li>• Develop a Renfrewshire model for tracking, monitoring and profiling children's progress in learning</li> <li>• Continue to be actively involved in, and lead on, West Partnership collaborative workstreams to further develop our practice in relation to:               <ul style="list-style-type: none"> <li>– Curriculum, learning and teaching</li> <li>– The learning environment</li> <li>– Outdoor learning</li> <li>– Quality assurance</li> </ul> </li> </ul>	<p>Children are given the best start in life and are supported to reach their full potential</p> <p>Staff and leaders are highly skilled, knowledgeable and are effectively supporting children in their learning and development</p> <p>Renfrewshire's early learning and childcare expansion plan continues to ensure that quality is at the heart of service delivery</p> <p>Robust tracking and monitoring systems meet the needs of children and families within the context of the early years setting</p> <p>Effective practice is shared and used to improve quality across all Renfrewshire early years establishments</p>	<p>External validation including Education Scotland and Care Inspection</p> <p>QI visits</p> <p>Discussions with staff</p> <p>S&amp;Q Reports</p> <p>1140 hours of early learning and childcare is available to children across Renfrewshire</p> <p>Feedback from establishment heads</p> <p>QI Visits</p> <p>Feedback from colleagues at West Partnership meetings</p>
	<p><b>1.3 Paisley Bid 2021 Legacy: Increase the role of arts and creativity in the school curriculum from early years to Senior Phase</b></p> <ul style="list-style-type: none"> <li>• Establish a cross-service steering group to plan opportunities to develop cultural capacity to underpin literacy attainment</li> <li>• Develop a support pack and directory of cultural activities for schools</li> <li>• Showcase best practice</li> </ul>	<p>Literacy attainment improves for our most vulnerable children and young people</p> <p>Increased cultural participation for all children and young people</p>	<p>CfE attainment data</p> <p>Surveys of children and young people to gain feedback on their experiences</p> <p>Link with events team to gain participation figures</p>

### Strategic Priority 1

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

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
Assessment of Children's Progress	<p><b>1.4 Support and improve approaches to assessment &amp; moderation to improve practitioner skills in planning and assessment</b></p> <ul style="list-style-type: none"> <li>Continue to engage in the national moderation Quality Assurance and Moderation Support Officer (QAMSO) programme</li> <li>A selection of practitioners will be involved in the West Partnership moderation programme</li> <li>Roll out Renfrewshire's model of moderation across the primary sector</li> <li>Provide career long professional learning (CLPL) opportunities for practitioners to further develop understanding of the moderation process</li> <li>Deliver holistic assessment training opportunities for practitioners</li> <li>Offer high quality CLPL in assessment and moderation for current moderating practitioners to further develop expertise and build capacity within the authority</li> </ul>	<p>Practitioners are more skilled in the effective use of moderation to inform learning and teaching and are signposted to best practice through the work of the QAMSOs</p> <p>Clear procedures and guidance are provided to support improved teacher judgement</p> <p>Establishment leaders develop the knowledge and skills to better support moderation within establishments</p> <p>Practitioners understand holistic assessments, and use them confidently to inform and improve learning and teaching</p> <p>Practitioners will further develop their expertise in assessment and moderation, enabling them to lead staff training within their own establishments/ clusters</p>	<p>Feedback from QAMSOs/ assessment &amp; moderation development officer</p> <p>Participant surveys</p> <p>Feedback from moderating facilitators</p> <p>Renfrewshire Learning and Teaching website</p> <p>Participant evaluations of CLPL</p> <p>CfE and SNSA results</p>
Teacher Professionalism	<p><b>1.5 Support high quality professional learning for staff at all levels with a particular focus on literacy and numeracy</b></p> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Continue to embed &amp; 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</li> <li>Continue to provide a range of high quality CLPL at all levels to deepen understanding of the Renfrewshire Literacy Approach and share good practice</li> </ul>	<p>Practitioners will demonstrate increased skill, knowledge and confidence in teaching reading and writing</p> <p>Improved pupil attainment in reading and writing</p>	<p>Reader engagement surveys</p> <p>Track establishment engagement with the School Libraries Attainment Team</p> <p>School Libraries Attainment Team evaluations</p> <p>Monitor pupil participation in planned programmes and impact on individual attainment</p> <p>HGIOS Library self-evaluation toolkit</p> <p>Participant questionnaires</p> <p>HT interviews</p> <p>SNSA results</p>

### Strategic Priority 1

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

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
Teacher Professionalism <i>continued</i>	<p><b>1.5 Numeracy</b></p> <ul style="list-style-type: none"> <li>• Provide professional learning for 132 Primary and Transition Teachers in Phase 3 'Beyond S.E.A.L.'</li> <li>• Modelling and Coaching Officers will provide CLPL for Early and First Level S.E.A.L. to further extend the reach of the training and support implementation with a combination of training for new attendees and recall sessions for those trained previously</li> <li>• Provide S.E.A.L. training for all Primary NQTs</li> <li>• Secondary Mathematics Teachers and Transition Teachers to be trained in Concrete – Pictorial – Abstract Language and Bar Modelling approaches</li> <li>• Upskill primary practitioners through a programme of CLPL in numeracy and mathematics</li> <li>• Provide CLPL to support development of pedagogy and sharing of practice</li> <li>• Deploy Modelling and Coaching Officers to target support to Quartile 1 and 2 establishments in addition to some universal support</li> <li>• Appoint Lead Practitioners to support Secondary Mathematics Teachers</li> </ul>	<p>Practitioners are more knowledgeable and confidently develop number sense in pupils</p> <p>Increased attainment in maths</p> <p>Increased teacher confidence in teaching Numeracy and Mathematics concepts</p> <p>NQTs have awareness and understanding of approaches being used across Renfrewshire to increase confidence and knowledge and ensure consistency of approach</p> <p>Increased use of concrete and pictorial approaches resulting in increased learner engagement</p> <p>Improved knowledge and abilities in numeracy and mathematics</p> <p>Modelling and Coaching Officers effectively respond to individual establishment needs to raise attainment for pupils in deciles 1 and 2</p> <p>Lead Practitioners effectively respond to needs to raise attainment in mathematics</p> <p>Support will be allocated equitably and proportionately based on need</p> <p>Practitioners receive support within their own context to ensure bespoke support for implementation and embedding of approaches and best practice</p>	<p>Pre and post training confidence questionnaires</p> <p>Programme evaluations on completion and after two months of utilising approaches</p> <p>Case Study of implementation of S.E.A.L. approaches across all stages</p> <p>Attainment of decile 1 and 2 pupils in targeted establishments tracked</p> <p>Case study of practitioner confidence in relation to support received by Modelling and Coaching and Lead Practitioner staff</p> <p>National Qualification Maths results</p>



### Strategic Priority 1

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

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
Teacher Professionalism <i>continued</i>	<b>1.5 Literacy and Numeracy</b> <ul style="list-style-type: none"> <li>Extend programme of CLPL incorporating Literacy, Numeracy and Health and Wellbeing to a further 40 Classroom Assistants</li> <li>Provide further CLPL to Classroom Assistants from the initial pilot programme on an ongoing basis</li> <li>Continue to provide bespoke support to individual establishments and practitioners on aspects of Literacy and Numeracy to ensure consistency, progression and sustainability</li> <li>Continue with Literacy and Numeracy Champion meetings to disseminate key local and national priorities and to provide networking opportunities</li> <li>Embed and extend use of the 3 Domain Model across Literacy and Numeracy</li> <li>Provide CLPL in Renfrewshire's approaches to Literacy and Numeracy and Mathematics to practitioners, establishment leaders, senior managers and community partners, i.e. Educational Psychologists</li> </ul>	<p>Increased Classroom Assistant expertise, knowledge and confidence in supporting pupils</p> <p>Higher quality of support for learning</p> <p>Increased knowledge of Renfrewshire approaches</p> <p>Practitioners effectively use a variety of new methodologies to improve learning and teaching</p> <p>Consistent approaches are used across establishments and Renfrewshire</p> <p>Increased practitioner and establishment leader confidence in using the 3 Domain Model in planning, assessment and identification of individual professional learning needs</p> <p>Increased awareness of Renfrewshire's approaches to the teaching of Literacy and Numeracy at all levels</p> <p>Shared understanding, vision and ownership of approach at all levels</p>	<p>Classroom Assistant surveys measuring confidence and knowledge post training</p> <p>Classroom Assistant diaries</p> <p>Course evaluations</p> <p>Classroom observations</p> <p>Meeting evaluations</p> <p>Feedback from establishments</p> <p>Professional dialogue</p> <p>Monitor participation</p>
Performance Information	<b>1.6 Support all establishments to become data literate to improve learning &amp; teaching</b> <ul style="list-style-type: none"> <li>Continue to provide a programme of CLPL in addition to bespoke support to establishments to improve the analysis and use of data and ensure appropriate interventions are identified and embedded</li> <li>Review the role of PTs Raising Attainment to ensure that high quality approaches are being used across all schools to successfully impact on pupil attainment</li> </ul>	<p>Staff at all levels are supported to use pupil data to plan and improve learning and teaching interventions matched to need</p> <p>Every school is data literate</p> <p>Data is used effectively to improve learning and teaching and increase attainment</p>	<p>Training evaluations</p> <p>Minutes of data network meetings</p> <p>QIF school visits - QI 3.2 evaluation</p>

# Strategic Priority 2

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



**Strategic Priority 2**

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

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
Teacher Professionalism	<p><b>2.1 Continue to develop whole-school Renfrewshire's Nurturing Relationships Approach (RNRA) in schools across Renfrewshire</b></p> <ul style="list-style-type: none"> <li>• Continue to support 6 'Nurturing Relationships' Pathfinder primary and secondary schools</li> <li>• Engage 33 establishments (primary and secondary) in RNRA implementation</li> <li>• Develop a strategy for, and introduce, RNRA in Pre 5 Centres and Partnership Nurseries with all interested centre staff trained by August 2019</li> <li>• EPs and Research Assistant will support the development and refinement of impact evaluation measures in establishments</li> <li>• Host and encourage establishment and community viewings of the film "Resilience: the Biology of Stress and the Science of Hope"</li> <li>• Develop additional training resources and approaches in the area of "trauma-informed" practice in schools and classrooms</li> </ul>	<p>All Staff in participating schools have an understanding of: attachment theory; the key principles of nurturing practice; and the importance of nurturing relationships in helping all children and young people to learn and develop socially and emotionally</p> <p>Nurture principles and approaches are embedded at a whole school level</p> <p>Increased levels of wellbeing in children and young people in participating establishments</p> <p>A sustainable approach to nurturing relationships in schools and centres is in place across Renfrewshire</p>	<p>Staff training evaluation forms</p> <p>Education Scotland Audit Framework: "Applying Nurture as a whole school approach"</p> <p>RNRA Readiness Assessment</p> <p>Schools' Action Plans and PDSA Records (Improvement Methodology)</p> <p>School's "Nurturing Relationships Journey" Reports</p> <p>Nurturing Relationships School Action Plan</p> <p>Educational Psychology Doctoral Research Study in conjunction with the University of Dundee, "An evaluation of the impact of a Scottish Local Authority Nurturing Relationships' approach</p> <p>Focus groups to evaluate process</p> <p>Collection of quantitative data on the number of schools which have embedded RNRAs in school improvement plans, structures and processes</p>

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NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
Teacher Professionalism	<p><b>2.2 Support establishments to improve health and wellbeing, with a particular focus on mental and emotional wellbeing</b></p> <p>Appoint a Health and Wellbeing Development Officer to:</p> <ul style="list-style-type: none"> <li>work in collaboration with Educational Psychologists to develop a professional learning model for Renfrewshire, to align with Scottish Government's Mental Health Strategy 2017-2027, in partnership with key stakeholders</li> <li>introduce and coordinate Place2Be counselling services into 5 primaries and 2 secondaries</li> <li>develop curriculum progression planners aligned to national benchmarks</li> </ul>	<p>Staff at all levels are skilled and confident to teach mental and emotional wellbeing and to support pupils with mental health problems</p> <p>Counsellors will provide targeted and universal support to pupils, leading to significant improvement in their emotional wellbeing, peer relationships and fewer behavioural difficulties.</p> <p>Progression planners will support teachers to provide a progressive curriculum to appropriately meet the needs of children and young people</p>	<p>Document outlining Renfrewshire model</p> <p>Stakeholder consultation summary</p> <p>Pre and post training evaluations to capture the impact of professional learning on the skills, confidence and knowledge of staff</p> <p>Place2Be termly impact reports</p> <p>Place2Be monitoring and tracking reports</p> <p>Development and implementation of progression planners</p> <p>Pupil and teacher focus groups to obtain feedback on counselling and HWB programmes</p> <p>QI visits – focus on QI 3.1</p>
	<ul style="list-style-type: none"> <li>Embed Renfrewshire's Anti-Bullying policy across all establishments</li> <li>Provide anti-bullying professional learning for all establishment heads and staff</li> <li>Support establishments to develop their own policies in line with the authority policy</li> </ul>	<p>Renfrewshire establishments are places where bullying can't thrive</p> <p>Reduction in the number of bullying incidents</p>	<p>Seemis data – number of bullying incidents</p> <p>Evaluations from participants on the professional learning</p> <p>Annual report to elected members</p>

**Strategic Priority 2**

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

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
Parental Engagement	<p><b>2.3 Encourage and support active collaboration &amp; engagement with parents and families in supporting their child's learning</b></p> <ul style="list-style-type: none"> <li>• Deliver Pizza Family Learning Project in partnership with schools and families in 8 primary schools engaging parents with children in primaries 1 to 3 in early literacy and numeracy programmes</li> <li>• Consolidate relationships developed during the secondary pilot and the summer programme by introducing young people and parent informed workshops. These will include interventions on internet safety, bullying, keeping yourself safe and supporting your child through positive talk</li> <li>• Schools and partners will work together to identify and support families into wider learning opportunities which increase the families' capacity to cope and succeed. For example, Triple P, Parenting Matters, Family Learning</li> </ul>	<p>Parents have increased confidence in supporting their child in early literacy and numeracy strategies, through quality play and learning activities</p> <p>Children and parents value reading and learning within the home.</p> <p>Children's enjoyment of school improves, leading to improved attendance</p> <p>Relationships between school and home are stronger leading to more successful learning partnerships</p> <p>Parents will feel comfortable being in school</p> <p>Greater numbers of parents will be engaged in school activities</p> <p>Young people and parents will develop stronger relationships with each other and the schools and better communication strategies during secondary school education</p> <p>Families are supported and develop important parenting and life skills</p>	<p>Teacher judgement data</p> <p>Attendance statistics</p> <p>Participant numbers and feedback surveys</p> <p>School satisfaction surveys</p> <p>Numbers of parents and families engaging in wider learning opportunities</p> <p>Programme evaluations capturing qualitative information</p> <p>Teacher and school evaluations</p> <p>Pre and post intervention surveys to gauge the impact of parenting programmes</p> <p>Baseline qualitative information</p>

**Strategic Priority 2**

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

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
Parental Engagement <i>continued</i>	<p>2.3 Encourage and support active collaboration &amp; engagement with parents and families in supporting their child's learning</p> <p>Youth Services</p> <ul style="list-style-type: none"> <li>Continue to deliver 'Come Dine with Me', a programme of family learning, targeting secondary school pupils in school and community settings, to encourage parental involvement and engagement focussing on health and wellbeing</li> <li>Plan further opportunities beyond school in the community to promote the development of "take away" learning and support into home life; building on awards achieved and opportunities for progression</li> </ul>	<p>Young people engage with creative learning programmes focussing on developing life skills and confidence; young people are consulted and welcome their parent/ carers involvement</p> <p>Programmes of engagement lead to joint learning activity, positive experiences, and awards and achievements for young people</p>	<p>Attendance statistics</p> <p>Young people feedback surveys</p> <p>Parent/carer/family feedback</p> <p>Worker observation and recordings</p>
Parental Engagement	<p>Inclusion Support Assistants</p> <ul style="list-style-type: none"> <li>Further develop the role of the 9 Inclusion Support Assistants in collaboration with transition teachers and home link service to ensure collective impact</li> <li>Refine and improve systems to measure the impact of targeted interventions and parental engagement</li> </ul>	<p>Improved pupil attendance, reduced exclusions and improved parental engagement for the pupils in target groups</p> <p>Improved measurement systems ensure more appropriate targets are set and needs of children &amp; young people are met</p>	<p>HWB pupil wellbeing wheels 3 times / session</p> <p>Pupil attendance and exclusion statistics</p> <p>Parent participation statistics and parental engagement records</p> <p>Case Studies</p>



## Strategic Priority 2

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

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
Parental Engagement <i>continued</i>	<p><b>2.3 Encourage and support active collaboration &amp; engagement with parents and families in supporting their child's learning</b></p> <p><b>Parents in Partnership Programme</b></p> <ul style="list-style-type: none"> <li>• Use Key challenge questions selected from HGIOS 2.5 to support schools in improving parental engagement through PIP programmes</li> <li>• Develop Parent Ambassador programme to support PIP programmes in schools' pilot programme for max 12 parents across Renfrewshire</li> <li>• Deliver volunteer programme/training through Community Learning &amp; Development</li> </ul>	<p>Positive impact on family engagement with schools and attainment of targeted pupils.</p> <p>This group will have the potential as volunteers in the community and around the schools to engage more families who may need additional support</p>	<p>SNSA P7 test scores will provide baseline scores in attainment</p> <p>Pupils tested in S3 – PIP programmes will run in S1 with re-connect support programmes in S2 and S3.</p> <p>As this is a pilot programme the plan will be to bring the Ambassador group together informally for three sessions in 18-19 to discuss their roles/engagement with PIP/families in community</p>
Assessment of Children's Progress	<p><b>2.4 Extend and consolidate our youth voice programme during Year of Young People</b></p> <ul style="list-style-type: none"> <li>• Following on from the very successful Youth Symposium event, our youth commissioners have collaborated with Young Scot National Symposium and Co-Design Team and will present their findings to the Youth Assembly this year recommending further actions and developments for 2019</li> <li>• Deliver a further Youth Generations Assembly which will focus this year on Year of Young People Themes. Young people will participate in workshops which will cover mental health &amp; wellbeing, participation in decision-making and participative budgeting</li> <li>• Plan youth events and YoYP Legacy programme to promote youth participation in improving learning in schools and communities, volunteering and young citizenship, looking to the past and the future of Renfrewshire's heritage</li> <li>• Through the Young Scot Attainment Challenge Partnership, aimed at tackling inequalities through smart technology, we will deliver new targeted and bespoke local smart-entitlements linked to the Young Scot NEC card.</li> </ul>	<p>Young people are empowered and successfully present clear actions and recommendations to the Youth Assembly</p> <p>Young people are given opportunities to influence decision-making on issues affecting their lives</p> <p>Young people have the skills and knowledge to meaningfully participate in decision-making</p> <p>Young people who experience barriers to participation will be supported to access services and opportunities that will support their health and wellbeing, and assist them to reach their potential</p>	<p>Reflection on benefits and challenges of cross sector moderation</p> <p>Number of awards achieved</p> <p>Evidence of accessing wider opportunities</p> <p>Joint planning meetings and action points</p> <p>Partnership events/cross working</p> <p>Youth assembly programmes</p> <p>YoYP Legacy programme</p> <p>Uptake statistics</p> <p>Feedback from young people on Young Scot smart cards</p>

**Strategic Priority 2**

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

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
Assessment of Children's Progress	<p><b>2.5 Support targeted children and young people at key transitions to close the attainment and achievement gap</b></p> <ul style="list-style-type: none"> <li>• Develop tracking tool to traffic light key literacy and numeracy skills across transition and support target pupils to set learning targets</li> <li>• Roll out the shared pedagogy approach (piloted last session) in literacy and numeracy to support target pupils to make learning connections (and build on their learning) between primary and secondary</li> <li>• Further develop transition teacher understanding by developing a peer observation programme to share good practice Develop a CLPL programme and provide opportunities for transition teachers to engage in professional dialogue and train each other</li> <li>• Organise termly 'transition link' meetings with representatives from every school as well as the transition teachers, to share knowledge and curricular transition practice</li> <li>• Develop a support document for schools to give guidance on how to tap into and use transition teacher knowledge to develop curricular transitions</li> </ul>	<p>Curricular transition support will be more focused and reflective of individual pupil need</p> <p>Sharing this information with secondary colleagues will allow them to plan more appropriately for the new S1 cohort, supporting progression</p> <p>Target pupils will be better supported to see the connections between primary and secondary learning</p> <p>They will in turn be better able to build on their previous knowledge and understanding, thus supporting progression</p> <p>Transition teachers will further develop their knowledge of literacy and numeracy support strategies and resources based on their target pupils' learning needs or the development needs of their cluster</p> <p>Transition teachers will develop a trusted support network where they are able to share good practice and learn from each other to better support target pupils</p> <p>Practitioners throughout the authority will share good practice and be better supported and equipped to develop curricular transitions within their schools and clusters</p> <p>Schools and clusters will be empowered to develop curricular transition processes for their own establishments</p>	<p>Evaluation of tracking information using the tracking tool and spread sheet</p> <p>Pupil/ parent evaluations</p> <p>Pupil focus groups</p> <p>Practitioner and pupil evaluations of the projects</p> <p>Evaluation of pupil learning targets</p> <p>Peer observation feedback/ paperwork</p> <p>Minutes of transition teacher meetings and working group meetings</p> <p>CPD presentations</p> <p>Collegiate calendar and practitioner evaluations of CPD inputs</p> <p>Transition teacher link meeting presentations, tasks and evaluations</p> <p>Support document, presentations and minutes of meetings</p> <p>Post surveys of staff in both sectors</p> <p>Focus groups of practitioners to evaluate effectiveness of collaboration</p> <p>Attainment data – practitioner judgement and standardised assessments</p> <p>Focus groups' reflection on benefits and challenges of cross sector moderation</p> <p>Pre and post surveys</p>

## Strategic Priority 2

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

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
<b>Assessment of Children's Progress</b> <i>continued</i>	<p><b>2.5 Support targeted children and young people at key transitions to close the attainment and achievement gap</b></p> <ul style="list-style-type: none"> <li>• Appoint 5 early level curricular transition leads and 1 early level transitions coordinator to support target nurseries and schools to develop their curricular transitions processes and activities</li> <li>• Support early years and primary practitioners to improve the transfer of curricular information across sectors</li> <li>• Provide professional learning opportunities for the early level curricular transition leads, as well as early years and primary 1 practitioners, to deepen their understanding of early level literacy and numeracy pedagogy</li> </ul>	<p>Improvement in the continuum of learning across early level through collaborative planning and smooth transition from early years to Primary 1</p> <p>Improved information sharing across both sectors</p> <p>Transition leads, early years and P1 practitioners have a deeper knowledge and understanding of pedagogy across the sectors and thus support continued progression for children across transition</p>	<p>Individual children's profiles</p> <p>Teacher and Early Years staff judgement data</p> <p>Model for effective transfer of curricular information is in place</p> <p>Post surveys</p> <p>Focus groups of practitioners – evaluation of professional learning</p>

**Strategic Priority 2**

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

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
School Improvement	<p><b>2.6 Support schools to develop the emotional literacy of children in primary schools</b></p> <ul style="list-style-type: none"> <li>• Continue to provide coaching support to 14 PATHS® schools in their second year of implementation</li> <li>• Provide coaching support and refresher training to 13 PATHS® schools who have completed the coaching model to ensure sustainability</li> <li>• Provide PATHS® training for new teachers in all schools</li> <li>• Provide PATHS® training for support staff in all 27 PATHS® schools</li> <li>• PATHS® Parents Information Sessions will be delivered in PATHS® schools by PATHS® Coaches</li> <li>• Schools will also be supported to encourage greater participation and involvement of parents in PATHS and the use of strategies at home</li> </ul>	<p>All staff in participating schools will have an understanding of the importance of Social and Emotional Learning (SEL); the PATHS® Curriculum and the importance of implementation fidelity</p> <p>Increased level of social and emotional competence in school children, in particular:</p> <ul style="list-style-type: none"> <li>• Reduced aggression/ disruptive behaviour</li> <li>• Increased concentration</li> <li>• Improved social and emotional competence</li> <li>• Improved empathy</li> </ul> <p>PATHS® principles and strategies are embedded at a whole-school level</p> <p>A sustainable approach to whole-school SEL in participating schools across Renfrewshire</p> <p>Parents will have a better understanding of the PATHS® curriculum, how it is delivered, and how they can use PATHS® skills and strategies to help their children use PATHS® at home</p> <p>Improved parental engagement Parents are confident to attend school and will appreciate the importance of SEL in both school and home</p>	<p>PATHS® training evaluation forms</p> <p>Teacher and SLT surveys</p> <p>PATHS® Pre and Post teacher surveys</p> <p>Pupil Voice surveys</p> <p>Whole-school RAG Forms</p> <p>Participant numbers</p> <p>PATHS® information session evaluation forms</p> <p>Case Studies</p>

## Strategic Priority 2

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

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
School Improvement	<p><b>2.7 Support inclusion of vulnerable pupils including those with ASN through improving key processes</b></p> <ul style="list-style-type: none"> <li>• In line with inclusion, social justice and school empowerment, progress the ASN review, via a project plan to engage stakeholders in key workstreams and extensive consultation</li> <li>• Provide further training to all establishments on improving the quality of wellbeing assessments and on information sharing</li> <li>• Modify Flexible Learning pilot for senior phase and improve outcomes by working more closely with partners prior to the young people starting the programme</li> <li>• Consult on and implement Physical Intervention policy and revised SC8 on Preventing and Managing School Exclusions</li> <li>• Implement agreed accredited model of staff training for supporting physical intervention</li> </ul>	<p>Key staff confidently and competently deal with challenging situations</p> <p>Increased awareness of the need for early intervention and prevention through the promotion of positive relationships</p> <p>The quality of wellbeing assessments is consistently improved</p> <p>Key staff demonstrate increased confidence in information sharing to ensure wellbeing needs are met</p> <p>The wellbeing needs of children and young people are enhanced through increased capacity in schools, empowering establishment heads and enhanced school governance</p> <p>Attainment and achievement is increased through access to relevant opportunities and enhanced pathways to success</p> <p>Fewer pupils accessing alternative provision</p> <p>Children and young people are educated in their own communities and transitions are minimised</p>	<p>Feedback from key staff through pupil support co-ordinators meetings and ongoing contact with children's services support team</p> <p>Evaluations of staff training. Engagement with staff through establishing a support network</p> <p>Wellbeing assessments are monitored through single agency and multi-agency processes</p> <p>Feedback from stakeholders through focus groups and case studies</p> <p>National qualifications data</p> <p>Records of achievement</p> <p>Alternative provision pupil referral data</p> <p>Number of children educated in own communities</p>

# Strategic Priority 3

Develop high quality leadership at all levels.





**Strategic Priority 3**

Develop high quality leadership at all levels.

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
School Leadership	<p><b>3.1 Continue to provide high quality professional learning for current and aspiring leaders</b></p> <ul style="list-style-type: none"> <li>• Continue to roll out leadership programme for early learning and childcare heads and deposes, partner head leaders and leaders in primary school early years settings</li> <li>• Continue to roll out the leadership programme for middle leaders (senior staff) in early years settings, including continued professional learning opportunities and qualifications</li> <li>• Provide opportunities for existing early years depute heads to become qualified to degree level</li> <li>• Develop a pedagogical leadership programme for the newly recruited additional graduates</li> <li>• Provide 2 more Drummond International Step Back workshops aimed at DHTs from across all sectors</li> </ul>	<p>Leadership capacity and confidence is developed and enhanced at all levels</p> <p>High quality leadership is positively impacting on teaching and learning</p> <p>Our leaders are actively engaging in continued professional learning and development opportunities</p> <p>Existing depute heads are undertaking the degree qualifications, leading to improved pedagogical leadership</p> <p>Participants will develop co-coaching skills, strengthen relationships with peers and consider appropriate leadership styles to utilise in a variety of situations</p> <p>They will also be supported to prioritise what is important back in school</p>	<p>The appointment of quality leaders and additional graduates to facilitate the early learning and child care expansion</p> <p>Qualitative feedback from participants focussing on capacity and confidence</p> <p>External validation including Education Scotland and Care Inspection</p> <p>QI visits</p> <p>Discussions with staff</p> <p>S&amp;Q Reports</p> <p>The number of depute heads engaging in the degree course and becoming qualified</p> <p>Qualitative feedback from participants. Retrospective workshop evaluation to ascertain how participants continue to 'step back'</p>

**Strategic Priority 3**

Develop high quality leadership at all levels.

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
School Leadership <i>continued</i>	<p><b>3.1 Continue to provide high quality professional learning for current and aspiring leaders</b></p> <ul style="list-style-type: none"> <li>• Introduce Learning Sets for establishment heads to further explore working together in more collegiate and collaborative ways</li> <li>• Empower establishment heads' working group to develop 3 further professional learning leadership days for session 2018-19. These will include input on personal wellbeing</li> <li>• Continue to run the Aspiring Leaders training sessions across all promoted positions, including early years practitioners</li> <li>• Empower current Renfrewshire promoted staff in the delivery of the Aspiring leader programmes</li> <li>• Extend the opportunity of bespoke coaching input to a further group of identified establishment heads</li> </ul>	<p>HTs will be supported to develop empowered school leadership and explore collegiate and collaborative working to improve outcomes for children and young people</p> <p>Leadership capacity and confidence is further developed</p> <p>HTs are aware of strategies to utilise both personally and with staff in relation to supporting their own health and wellbeing</p> <p>Leadership capacity and confidence is developed and enhanced at all levels</p> <p>Renfrewshire staff continue to perform well in interview/assessment centres, securing substantive positions within the authority</p> <p>Co-coaching approaches are further developed and utilised to support colleagues</p> <p>Strengthened leadership capacity to improve attainment and close the poverty related attainment gap</p>	<p>HT impact survey – quantitative and qualitative</p> <p>HT case studies on how they utilise the Learning Set</p> <p>Qualitative feedback on collaborative work within individual establishments</p> <p>HT feedback – quantitative and qualitative</p> <p>Course evaluations</p> <p>Assessment Centre (Aspiring HT)</p> <p>Assignments (Aspiring DHTs)</p> <p>Projects (aspiring PTs)</p> <p>Numbers of participants successful in gaining promoted posts within Renfrewshire</p> <p>Programme evaluations</p> <p>Case study</p>

**Strategic Priority 3**

Develop high quality leadership at all levels.

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
Teacher Professionalism	<p><b>3.2 Provide high quality professional learning for teachers and support staff</b></p> <ul style="list-style-type: none"> <li>Implement revised <b>NQT Induction</b> and professional learning programmes</li> <li>Continue to support NQT mentors through further training and through the part time Development Officer</li> <li><b>Language Learning in Scotland: A 1+2 Approach</b></li> </ul> <p>Continue to deliver the 12-week training programme in Spanish and French (German if there is demand)</p> <p>Develop further training with UWS in Spanish and French to continue to support staff confidence with language development and implementation of L2/L3</p> <ul style="list-style-type: none"> <li><b>Exploring Pedagogy in Primary 1</b></li> </ul> <p>Roll out Phase 3 training to develop early learning pedagogy in 9 further schools.</p> <p>Develop training input on taking this approach beyond P1</p>	<p>NQTs are better prepared for, and supported to, carry out their role.</p> <p>Professional learning supports NQTs to attain a 'satisfactory' outcome in their final profile submission to GTCS</p> <p>NQTs are mentored and supported to a high level across all schools</p> <p>Sufficient teachers are trained in each school, in a second language, enabling full implementation of the Scottish Government's vision for 1+2 by 2020</p> <p>Practice in Primary 1 classes is informed by the training and has a long term positive impact on children's independence, resilience, confidence and, ultimately, attainment</p> <p>Enhanced learning experiences for children through greater involvement in their learning</p> <p>Balance of teacher led, teacher initiated and child-initiated learning</p> <p>Appropriate primary 1 learning environments</p>	<p>Induction evaluations</p> <p>Professional learning session evaluations</p> <p>Development Officer facilitated focus groups</p> <p>Numbers of 'satisfactory' final profile recommendations</p> <p>Feedback from training session</p> <p>Feedback from Development Officer</p> <p>Numbers of referrals from schools for Development Officer support</p> <p>Numbers of 'satisfactory' final profile recommendations</p> <p>Training evaluations</p> <p>Annual school language provision audit</p> <p>Training evaluations – before &amp; after</p> <p>Support visit feedback</p> <p>QI Visit 3 classroom observations by EMs</p> <p>Report from Strathclyde University Research Assistant</p>

**Strategic Priority 3**

Develop high quality leadership at all levels.

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
Assessment of Children's Progress	<p>3.3 Support young people to develop leadership skills and increase levels of pupil participation in schools and beyond</p> <ul style="list-style-type: none"> <li>Continue to support Columba 1400 Pupil Leadership Academy:               <ul style="list-style-type: none"> <li>2 schools (Paisley Grammar and Johnstone High) to continue participation in 4-year sustainable model from Columba 1400 - Year 2 of the 4-year programme</li> </ul> </li> <li>Aspirational Weekends               <ul style="list-style-type: none"> <li>2 more schools to participate in this leadership opportunity – Gleniffer High and Castlehead High</li> </ul> </li> </ul>	<p>Targeted young people further develop leadership capacity and confidence and a variety of other skills including resilience, team working, decision making and independence</p> <p>Year 1 Group are further supported to work with new Year 2 group to encourage participation and development of leadership capacity and opportunities</p> <p>Increased pupil participation/voice across schools involved</p>	<p>Gathering of qualitative and quantitative data to measure the extent of change in leadership and confidence of young people</p> <p>Classroom and retreat observations</p> <p>Follow up evaluation after 3 months to assess longer term impact</p> <p>Columba 1400 pupil/parent/teacher evaluations</p> <p>Feedback from young people through written and oral evaluation</p>

**Strategic Priority 3**

Develop high quality leadership at all levels.

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
School Improvement	<p><b>3.4 Create the conditions to further empower school communities</b></p> <ul style="list-style-type: none"> <li>• As part of the staffing exercise, increase opportunities for schools to select and appoint staff within their schools</li> <li>• Explore options to empower schools to design and determine the management capacity and structure within their schools to provide greater flexibility and ensure that decisions made suit the needs of the local community</li> <li>• Support schools to collaborate with similar schools, within Renfrewshire and across the West Partnership, to share and embed effective practice in relation to school improvement, data analysis and curriculum design</li> <li>• Support schools to secure best value through Pupil Equity Funding</li> </ul>	<p>Effective leadership is demonstrated and results in a sustainable and capable workforce: through increased head teacher involvement in the process and evaluation of the annual staffing exercise, head teachers are empowered to make staff choices to suit their own establishments to support the drive to improvement</p> <p>Management capacity and structures in schools suit the needs of the local community by matching local objectives and aspirations and so support the drive to school improvement</p> <p>Schools are confident in sharing effective practice and seeking support to secure best outcomes for children and young people</p> <p>Establishments have a clear rationale to support spend and have the knowledge and skills to implement successful evidence-based interventions</p>	<p>Feedback from head teachers in a focus group established to review the effectiveness of the revised approaches to the staffing exercise and recruitment processes</p> <p>Monitoring of management structures and capacity in all schools</p> <p>School 'families' action plans</p> <p>Establishment Improvement Plans and Standards &amp; Quality reports</p> <p>QIF</p> <p>PEF quality checklists</p> <p>PEF working group minutes</p> <p>PEF mentor reports and case studies</p> <p>Internal audit report</p>
School Improvement	<p><b>3.5 Provide high quality professional learning for central staff</b></p> <ul style="list-style-type: none"> <li>• Collaborate with colleagues in the West Partnership to provide further professional learning opportunities for officers and managers in the central team</li> <li>• Provide further opportunities for the EM/EO team to moderate practice to ensure consistency of approach</li> </ul>	<p>Education Managers are skilled and confident to support and challenge schools to improve</p> <p>A consistent approach is in place across all establishments</p> <p>Establishments receive equitable levels of support and challenge</p>	<p>Feedback from EMs through discussion and EM meetings</p> <p>Feedback from Heads through surveys on Year 2 of the QIF</p>

# Strategic Priority 4

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





### Strategic Priority 4

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

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
School Improvement	<p><b>4.1 Continue to develop partnership links &amp; collaborative arrangements with the FE sector, employers and commerce in line with the Commission for Developing Scotland's Young Workforce report</b></p> <ul style="list-style-type: none"> <li>• A short life working group will review vocational provision including opportunities for S4 pupils and more school-based delivery</li> <li>• Review current provision for work experience this session with a view to a model which provides more relevant opportunities across the senior phase</li> <li>• 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</li> <li>• Establish Castlehead High School as a Specialist School of Creative Education through partnership with Glasgow School of Art (GSA). Develop a new creative education pedagogy and curriculum enabling creative portfolio development for Senior Phase Students</li> </ul>	<p>Increased opportunities for potential future employment for a greater number of young people</p> <p>More flexible approaches to learning and increased personalisation in learner pathways</p> <p>Establishment of a School of Creative Education for 11 – 18 year olds in Paisley</p> <p>Young people benefit from studio-based pedagogy and design thinking at the heart of literacy and STEM subject areas</p> <p>Aspiring to be a UK Centre of Excellence which nurtures and attracts young people regardless of their background</p>	<p>School leaver destination data</p> <p>Increased number of young people successfully completing courses at school and /or college</p> <p>Increased numbers of young people completing Foundation Apprenticeships</p> <p>Minutes of strategic group</p> <p>Pupil, staff qualitative evaluations</p> <p>Student participation numbers</p> <p>School and GSA Action Plans</p>
School Improvement	<p><b>4.2 Further develop the curriculum, and the opportunities for personal achievement, to maximise school leavers' skills to meet the needs of employers</b></p> <ul style="list-style-type: none"> <li>• Support schools to offer a wider range of personal achievement opportunities</li> <li>• Support schools to ensure that skills are a key element of learning and teaching across the curriculum in all sectors and that the language of skills is being used explicitly</li> <li>• Support schools to embed the Career Education Standard 3-18 so that teachers have a greater awareness of their role in supporting all young people into positive and sustainable destinations post school</li> </ul>	<p>An increase in the number of young people gaining accreditation for personal achievement programmes</p> <p>Children and young people will be better equipped for the world of work in terms of qualifications, confidence and interpersonal skills.</p> <p>A more consistent approach is evident across schools in successfully supporting young people into positive and sustained post school destinations</p> <p>Improved leaver destinations</p>	<p>School leaver destination data</p> <p>Increased numbers of young people sustaining their post school destinations</p> <p>Evidence from schools about programmes offered and the uptake and success of these</p> <p>QIF Visit reports – focus QI 2.3</p> <p>S&amp;Q reports and Establishment Improvement plans</p> <p>External validation including Education Scotland inspections</p>

**Strategic Priority 4**

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

NIF Key Driver	What are we going to do?	What is the expected impact?	How will we measure this?
Assessment of Children's Progress	<p>4.3 Continue to support vulnerable young people (e.g. LAC and those with ASN) to move into positive, sustainable destinations post school</p> <ul style="list-style-type: none"> <li>The work experience model will be further rolled out and the Achieve programme will continue into session 2018-19</li> </ul>	<p>Young people with additional support needs are better prepared for the world of work and employability</p> <p>Increased numbers of young people with additional support needs are moving into positive and sustainable destinations post school</p> <p>Vulnerable young people are better supported, and increased numbers move onto positive and sustainable destinations post school</p>	<p>Focus groups of young people and staff to evaluate impact of work experience models and partnership working</p> <p>Data analysis of the numbers and destinations of vulnerable young people post school</p>
Assessment of Children's Progress	<p>4.4 Support schools to deliver a Senior Phase which ensures appropriate pathways for our young people and provides the best possible opportunities for them to achieve a range of qualifications</p> <p>A short life working group will review and progress the STEM/STEAM agenda</p> <p>Consortium arrangements will again be reviewed and refined to ensure they are meeting the requirements and entitlements of young people.</p>	<p>Increased attainment within the Senior Phase, including personal achievement accreditation.</p> <p>Effective consortium arrangements are in place so that schools can offer a wider range of pathways to meet the needs of pupils</p> <p>Increased uptake and improved attainment in STEM/STEAM subjects</p>	<p>SQA examination results and data analysis</p> <p>Insight information</p> <p>Minutes and actions from short-life working group</p>





For further information, please contact

Steven Quinn

Acting Director Children's Services

Chief Education Officer

Children's Services

Renfrewshire Council

Telephone: 0141 618 6839

Email [steven.quinn@renfrewshire.gov.uk](mailto:steven.quinn@renfrewshire.gov.uk)