

## Notice of Meeting and Agenda Education and Children Policy Board

Date	Time	Venue
Thursday, 21 January 2016	13:00	Council Chambers (Renfrewshire), Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

KENNETH GRAHAM  
Head of Corporate Governance

### Membership

Councillor Bill Brown: Councillor Lorraine Cameron: Councillor Roy Glen: Councillor Brian Lawson: Councillor Paul Mack: Councillor Mark Macmillan: Councillor Iain McMillan: Councillor James McQuade: Councillor Alexander Murrin: Councillor Will Mylet: Councillor Bill Perrie: Councillor Jim Sharkey: Councillor Maureen Sharkey: Councillor Tommy Williams: Reverend Graeme Clark: Mr Iain Keith: Mr Jack Nellaney

Councillor Jacqueline Henry (Convener): Councillor Stuart Clark (Depute Convener)

### Further Information

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

A copy of the agenda and reports for this meeting will be available for inspection prior to the meeting at the Customer Service Centre, Renfrewshire House, Cotton Street, Paisley and online at [www.renfrewshire.cmis.uk.com/renfrewshire/CouncilandBoards.aspx](http://www.renfrewshire.cmis.uk.com/renfrewshire/CouncilandBoards.aspx)

For further information, please either email [democratic-services@renfrewshire.gov.uk](mailto:democratic-services@renfrewshire.gov.uk) or telephone 0141 618 7112.

### Members of the Press and Public

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



## Items of business

### Apologies

Apologies from members.

### Declarations of Interest

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

- |          |  |                  |
|----------|--|------------------|
| <b>1</b> | <b>Revenue Budget Monitoring</b>   | <b>5 - 14</b>    |
|          | Report by Directors of Finance & Resources and Children's Services.  |                  |
| <b>2</b> | <b>Capital Budget Monitoring</b>   | <b>15 - 20</b>   |
|          | Report by Director of Finance & Resources  |                  |
| <b>3</b> | <b>Service Improvement Plan 2015/2018 Monitoring Report</b>  | <b>21 - 76</b>   |
|          | Report by Director of Children's Services  |                  |
| <b>4</b> | <b>Response to the Consultation to Relocate Foxlea Pre-5 and Community Learning Centre to a new build St Paul's Primary School</b>             | <b>77 - 108</b>  |
|          | Report by Director of Children's Services  |                  |
| <b>5</b> | <b>Response to the Proposal to Relocate Bargarran Primary School and St John Bosco Primary School and Nursery Class to a New Shared Campus</b> | <b>109 - 166</b> |
|          | Report by Director of Children's Services  |                  |
| <b>6</b> | <b>Response to the Proposal to Relocate Spateston Pre-5 Centre to a Refurbished St Anthony's Primary School</b>                                | <b>167 - 194</b> |
|          | Report by Director of Children's Services  |                  |
| <b>7</b> | <b>Education Scotland Inspection of Ferguslie Pre-5 Centre</b>   | <b>195 - 204</b> |
|          | Report by Director of Children's Services  |                  |
| <b>8</b> | <b>Allocation of Funding to meet the National Target for Physical Education in Primary and Secondary Schools</b>                               | <b>205 - 210</b> |
|          | Report by Director of Children's Services.   |                  |

<b>9</b>	<b>Public Enquiry into Historical Child Abuse in Scotland and the National Confidential Forum</b>	<b>211 - 218</b>
	Report by Director of Children's Services	
<b>10</b>	<b>Joint Thematic Review of Multi Agency Protection Arrangements (MAPPA) in Scotland</b>	<b>219 - 228</b>
	Report by Director of Children's Services	
<b>11</b>	<b>Modern Language Provision in Renfrewshire Schools</b>	<b>229 - 234</b>
	Report by Director of Children's Services	
<b>12</b>	<b>National Improvement Framework</b>	<b>235 - 270</b>
	Report by Director of Children's Services	
<b>13</b>	<b>The Scottish Attainment Challenge</b>	<b>271 - 276</b>
	Report by Director of Children's Services	
<b>14</b>	<b>Adoption and Fostering Annual Report</b>	<b>277 - 304</b>
	Report by Director of Children's Services	
<b>15</b>	<b>Presentation</b>	
	Visit to Furth	

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**To:** Education and Children Policy Board

**On:** 21 January 2016

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

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**Heading:** Revenue Budget Monitoring to 13 November 2015

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1. **Summary**

- 1.1 Gross expenditure is £32,000 (0.0%) under budget and income is £32,000 (0.7%) less than anticipated which results in a **net breakeven position** for the services reporting to this Policy Board. This is summarised over the relevant services in the table below:

Division / Department	Current Reported Position	% variance	Previously Reported Position	% variance
Education Services	Breakeven	-	Breakeven	-
Children & Families / Criminal Justice	Breakeven	-	Breakeven	-

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2. **Recommendations**

- 2.1 Members are requested to note the budget position.
- 2.2 Members are requested to note that since the last report there have been net budget realignments of (£691,700) primarily related to the transfer of Healthy Lifestyles budgets to Leisure Services, transfers to the corporate landlord, the transfer of IT budgets to Finance and Resources and the reallocation of previously agreed savings partially offset by an adjustment to salary budgets for the impact of the Living Wage and additional funding received in relation to the Curriculum for Excellence.

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3. **Education Services**

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

3.1 **Central Admin:**

<b>Current position:</b>	<b>Net overspend £62,000</b>
<b><i>Previously reported:</i></b>	<b><i>Net overspend £51,000</i></b>

The overspend relates to additional staffing costs.

3.2 **Additional Support for Learning:**

<b>Current position:</b>	<b>Net overspend £59,000</b>
<b><i>Previously reported:</i></b>	<b><i>Net overspend £22,000</i></b>

The overspend relates to staffing costs.

3.3 **Pre Five:**

<b>Current position:</b>	<b>Net underspend £169,000</b>
<b><i>Previously reported:</i></b>	<b><i>Net underspend £303,000</i></b>

The underspend relates to payments to partner nurseries and pre-five officer salaries.

3.4 **Primary Schools:**

<b>Current position:</b>	<b>Net overspend £266,000</b>
<b><i>Previously reported:</i></b>	<b><i>Net overspend £127,000</i></b>

An overspend in teachers' salaries is partly offset by an underspend in transport costs.

3.5 **Secondary Schools:**

<b>Current position:</b>	<b>Net underspend £267,000</b>
<b><i>Previously reported:</i></b>	<b><i>Net underspend £5,000</i></b>

The underspend relates to transport costs and teachers' salaries.

### 3.6 Special Schools:

<b>Current position:</b>	<b>Net overspend £49,000</b>
<b><i>Previously reported:</i></b>	<b><i>Net overspend £108,000</i></b>

The overspend relates to teachers' salaries, including central cover.

### 3.6 Projected Year End Position

It is anticipated at this stage that Education Services will achieve a breakeven year-end position subject to any unforeseen demand pressures emerging over the rest of the year.

### 4. Children's Services

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

There are no significant variances to report.

### 4.1 Projected Year End Position

The Children's Services budget is, at this stage, reporting a year end projected breakeven position.

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## Implications of the Report

1. **Financial** – Net revenue expenditure will be contained within available resources.
2. **HR & Organisational Development** – none
3. **Community Planning** – none
4. **Legal** – none
5. **Property/Assets** – none
6. **Information Technology** - none.

7. **Equality & Human Rights** - The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health & Safety** – none
9. **Procurement** – none
10. **Risk** – none
11. **Privacy Impact** - none

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#### **List of Background Papers**

None

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**Author:** David Forbes, Extension 6424



RENFREWSHIRE COUNCIL  
REVENUE BUDGET MONITORING STATEMENT 2015/2016  
1st April 2015 to 13 November 2015

**POLICY BOARD : EDUCATION AND CHILDREN**

Description (1)	£000's	Revised Annual Budget (2)	Revised Period Budget (3)	Actual (4)	Adjustments (5)	Revised Actual (6) = (4 + 5)	Budget Variance (7)	
							£000's	%
Employee Costs	114,421	62,414	62,545	62,243	(302)	62,243	171	0.3%
Property Costs	8,988	6,767	6,748	6,732	(16)	6,732	35	0.5%
Supplies & Services	2,042	1,600	1,780	1,780	0	1,780	(180)	-11.3%
Contractors and Others	19,862	9,940	10,152	10,152	0	10,152	(212)	-2.1%
Transport & Plant Costs	4,598	2,396	2,338	2,338	0	2,338	58	2.4%
Administration Costs	20,081	539	565	565	0	565	(26)	-4.8%
Payments to Other Bodies	24,687	14,119	13,933	13,933	0	13,933	186	1.3%
CFCR	(4)	(1)	33	(1)	(34)	(1)	0	0.0%
Capital Charges	16,581	0	0	0	0	0	0	0.0%
<b>GROSS EXPENDITURE</b>	<b>211,256</b>	<b>97,774</b>	<b>98,094</b>	<b>97,742</b>	<b>(352)</b>	<b>97,742</b>	<b>32</b>	<b>0.0%</b>
Income	(18,306)	(4,402)	(4,442)	(4,370)	72	(4,370)	(32)	-0.7%
<b>NET EXPENDITURE</b>	<b>192,950</b>	<b>93,372</b>	<b>93,652</b>	<b>93,372</b>	<b>(280)</b>	<b>93,372</b>	<b>0</b>	<b>0.0%</b>

£000's

0	0.0%
0	0.0%

Bottom Line Position to 13 November 2015 is breakeven of  
Anticipated Year End Budget Position is breakeven of

**POLICY BOARD : EDUCATION AND CHILDREN**

Bottom Line Position to 13 November 2015 is breakeven of	0	0.0%
Anticipated Year End Budget Position is breakeven of	0	0.0%

**RENFREWSHIRE COUNCIL**  
**REVENUE BUDGET MONITORING STATEMENT 2015/2016**  
**1st April 2015 to 13 November 2015**

**POLICY BOARD : EDUCATION AND CHILDREN : EDUCATION SERVICES**

Description (1)	£000's	Revised Annual Budget (2)	Revised Period Budget (3)	Actual (4)	Adjustments (5)	Revised Actual (6) = (4 + 5)	Budget Variance (7)	
		£000's	£000's	£000's	£000's	£000's	£000's	%
Employee Costs		101,545	55,273	55,433	(302)	55,131	142	0.3%
Property Costs		8,643	6,639	6,612	(16)	6,596	43	0.6%
Supplies & Services		1,716	1,436	1,606	0	1,606	(170)	-11.8%
Contractors and Others		3,220	1,353	1,595	0	1,595	(242)	-17.9%
Transport & Plant Costs		4,494	2,332	2,273	0	2,273	59	2.5%
Administration Costs		19,866	440	444	0	444	(4)	-0.9%
Payments to Other Bodies		22,775	13,421	13,213	0	13,213	208	1.5%
CFCR		(4)	(1)	33	(34)	(1)	0	0.0%
Capital Charges		16,230	0	0	0	0	0	0.0%
<b>GROSS EXPENDITURE</b>		<b>178,485</b>	<b>80,893</b>	<b>81,209</b>	<b>(352)</b>	<b>80,857</b>	<b>36</b>	<b>0.0%</b>
Income		(13,679)	(1,641)	(1,677)	72	(1,605)	(36)	-2.2%
<b>NET EXPENDITURE</b>		<b>164,806</b>	<b>79,252</b>	<b>79,532</b>	<b>(280)</b>	<b>79,252</b>	<b>0</b>	<b>0.0%</b>

£000's

Bottom Line Position to 13 November 2015 is an underspend of 0

0.0%

Anticipated Year End Budget Position is breakeven of 0

0.0%

**RENFREWSHIRE COUNCIL**  
**REVENUE BUDGET MONITORING STATEMENT 2015/2016**  
**1st April 2015 to 13 November 2015**

**POLICY BOARD : EDUCATION AND CHILDREN : EDUCATION SERVICES**

Description (1)	£000's	Revised Annual Budget (2)	Revised Period Budget (3)	Actual (4)	Adjustments (5)	Revised Actual (6) = (4 + 5)	Budget Variance (7)	
		£000's	£000's	£000's	£000's	£000's	£000's	%
Central Administration	(489)		942	1,004	0	1,004	(62)	-6.6%
Pre-Five Service	16,443		8,172	8,037	(34)	8,003	169	2.1%
Primary Schools	52,270		24,273	24,467	72	24,539	(266)	-1.1%
Secondary Schools	76,791		36,333	36,066	0	36,066	267	0.7%
Special Schools	6,987		3,464	3,513	0	3,513	(49)	-1.4%
Schools Support Services	0		0	0	0	0	0	0.0%
SPS	0		0	0	0	0	0	0.0%
Community Learning & Dev	1,407		632	632	0	632	0	0.0%
Healthy Lifestyles	292		118	118	0	118	0	0.0%
Add Support for Learning (ASL)	9,109		4,311	4,688	(318)	4,370	(59)	-1.4%
Facilities Management	357		49	49	0	49	0	0.0%
Educational Development	926		593	593	0	593	0	0.0%
Psychological Services	713		365	365	0	365	0	0.0%
<b>NET EXPENDITURE</b>	<b>164,806</b>	<b>79,252</b>	<b>79,532</b>	<b>79,532</b>	<b>(280)</b>	<b>79,252</b>	<b>0</b>	<b>0.0%</b>

£000's

Bottom Line Position to 13 November 2015 is an underspend of 0  
Anticipated Year End Budget Position is breakeven of 0

0.0%  
0.0%

**RENFREWSHIRE COUNCIL**  
**REVENUE BUDGET MONITORING STATEMENT 2015/2016**  
**1st April 2015 to 13 November 2015**

**POLICY BOARD : EDUCATION AND CHILDREN : SOCIAL WORK SERVICES**

Description (1)	£000's	Revised Annual Budget (2)	Revised Period Budget (3)	Actual (4)	Adjustments (5)	Revised Actual (6) = (4 + 5)	Budget Variance (7)	
		£000's	£000's	£000's	£000's	£000's	£000's	%
Employee Costs		12,876	7,142	7,112	0	7,112	30	0.4%
Property Costs		345	127	136	0	136	(9)	-7.1%
Supplies & Services		326	164	174	0	174	(10)	-6.1%
Contractors and Others		16,642	8,587	8,557	0	8,557	30	0.3%
Transport & Plant Costs		104	64	65	0	65	(1)	-1.6%
Administration Costs		215	99	121	0	121	(22)	-22.2%
Payments to Other Bodies		1,912	698	720	0	720	(22)	-3.2%
CFCR		0	0	0	0	0	0	0.0%
Capital Charges		351	0	0	0	0	0	0.0%
<b>GROSS EXPENDITURE</b>		<b>32,771</b>	<b>16,881</b>	<b>16,885</b>	<b>0</b>	<b>16,885</b>	<b>(4)</b>	<b>0.0%</b>
Income		(4,627)	(2,761)	(2,765)	0	(2,765)	4	0.1%
<b>NET EXPENDITURE</b>		<b>28,144</b>	<b>14,120</b>	<b>14,120</b>	<b>0</b>	<b>14,120</b>	<b>0</b>	<b>0.0%</b>
								<b>breakeven</b>

£000's

0.0%  
0.0%

Bottom Line Position to 13 November 2015 is breakeven of  
Anticipated Year End Budget Position is breakeven of

**RENFREWSHIRE COUNCIL**  
**REVENUE BUDGET MONITORING STATEMENT 2015/2016**  
**1st April 2015 to 13 November 2015**

**POLICY BOARD : EDUCATION AND CHILDREN : SOCIAL WORK SERVICES**

Description (1)	£000's	Revised Annual Budget (2)	Revised Period Budget (3)	Actual (4)	Adjustments (5)	Revised Actual (6) = (4 + 5)	Budget Variance (7)		
		£000's	£000's	£000's	£000's	£000's	£000's	%	
Child & Family		28,136	14,198	14,198	0	14,198	0	0.0%	breakeven
Criminal Justice		8	(78)	(78)	0	(78)	0	0.0%	breakeven
<b>NET EXPENDITURE</b>		<b>28,144</b>	<b>14,120</b>	<b>14,120</b>	<b>0</b>	<b>14,120</b>	<b>0</b>	<b>0.0%</b>	<b>breakeven</b>

Bottom Line Position to 13 November 2015 is breakeven of 0.0%  
Anticipated Year End Budget Position is breakeven of 0.0%

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**To: EDUCATION & CHILDREN POLICY BOARD**

**On: 21 JANUARY 2016**

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

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**Heading: Capital Budget Monitoring Report**

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**1. Summary**

- 1.1 Capital expenditure to 13<sup>th</sup> November totals £6.530m compared to anticipated expenditure of £6.526m for this time of year. This results in an over-spend position of £0.004m for those services reporting to this board, and is summarised in the table below:

<b>Division</b>	<b>Current Reported Position</b>	<b>% Variance</b>	<b>Previously Reported Position</b>	<b>% Variance</b>
Education Services	£0.004m o/spend	0% o/spend	£0.024m o/spend	1% o/spend
Social Work Services(Child Care & Criminal Justice)	£0.000m u/spend	0% u/spend	£0.000m u/spend	0% u/spend
<b>Total</b>	<b>£0.004m o/spend</b>	<b>0% o/spend</b>	<b>£0.024m o/spend</b>	<b>1% o/spend</b>

- 1.2 The expenditure total of £6.530m represents 46% of the resources available to fund the projects being reported to this board. It is anticipated that expenditure will be contained in the overall budget. Appendix 1 provides further information on the budget monitoring position of the projects within the remit of this board.

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2.                   **Recommendations**

- 2.1                   It is recommended that Members note this report.

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3.                   **Background**

- 3.1                   This report has been prepared by the Director of Finance and Resources.
- 3.2                   This capital budget monitoring report details the performance of the Capital Programme to 13<sup>th</sup> November 2015, and is based on the Capital Investment Programme which was approved by members on 12<sup>th</sup> February 2015, adjusted for movements since its approval.

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4.                   **Budget Changes**

- 4.1                   Since the last report budget changes totalling £7.731m have occurred which primarily relates to the following:
- £0.106m adjustment in funding from the Scottish Futures trust for the New Linwood ASN School.
  - Early Years / Primary Schools Estate(SEMP) Programmes (£2.100m). Re-phasing from 2015/16 to 2016/17 reflecting the timing of financial commitments.
  - New Linwood School (£5.737m). Deceleration from 2015/16 to 2016/17 reflecting a rephasing which is as a result of revised project timescales.



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## **Implications of the Report**

1. **Financial** – The programme will be continually monitored, in conjunction with other programmes, to ensure that the available resources are fully utilised and that approved limits are achieved.
2. **HR & Organisational Development** – none.
3. **Community Planning** –  
**Greener** - Capital investment will make property assets more energy efficient.
4. **Legal** – none.
5. **Property/Assets** – none.
6. **Information Technology** – none.
7. **Equality & Human Rights** – The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. 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.

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### **List of Background Papers**

- (a). Capital Investment Programme 2015/16 & 2016/17 – Council, 12<sup>th</sup> February 2015.

The contact officers within the service are:

- Geoff Borland (Finance & Resources)
- Alison Fraser (Children's Services)
- Anne McMillan (Children's Services)

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

## Appendix 1

### CAPITAL PROGRAMME 2015/16 - BUDGET MONITORING REPORT TO 13 NOVEMBER 2015 (£000s)

POLICY BOARD Department	Council Approved Programme	Current Programme	Share of Available Resources	Year to Date Budget to 13-Nov-15	Spent to 13-Nov-15	Variance to 13-Nov-15	% variance	Unspent Cash Flow For Year	% Cash Spent
<b>Education &amp; Children</b>									
Education Services	23,847	14,078	14,078	6,526	6,530	-4	0%	7,548	46%
Social Work Services(Child Care & Crimi	0	34	34	0	0	0	0%	34	0%
<b>TOTAL</b>	<b>23,847</b>	<b>14,112</b>	<b>14,112</b>	<b>6,526</b>	<b>6,530</b>	<b>-4</b>	<b>0%</b>	<b>7,582</b>	<b>46%</b>



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**To: Education and Children Policy Board**

**On: 21 January 2016**

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

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**Heading: Service Improvement Plan 2015-2018 Monitoring Report**

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## **1. Summary**

- 1.1 The children's services' service improvement plan for 2015/16-2017/18 was approved by education and children policy board in May 2015. The plan sets out how children's services will develop services over the next three years and details the specific measures which will be taken to contribute to the implementation of the council plan, single outcome agreement and community plan. It also sets out the actions which will be taken to deliver best value and ensure that continuous improvement occurs across all service areas. Our service scorecard of core performance indicators ensures that the impact of the actions carried out can be measured.
- 1.2 In March 2015 education and leisure services provided an outturn report on what was achieved with the implementation of the Service Improvement Plan up to the end of March 2015.
- 1.4 This current report contains details of performance over the period 1 April 2015 to 30 September 2015. The main purpose of this report is to provide elected members with an update of progress against the plan.
- 1.5 The major factors that this service plan is responding to are the challenging financial environment and public sector reform which will need to be driven locally as well as responding to the national agenda, and the development of effective council and community plans to take the administration forward over the next period. The plan sets out the impact that these issues are having on the service and how the service is addressing them. Despite these challenges, the Service has continued to make the best possible use of its resources and consequently, there are significant achievements to report over this period.
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## **2 Recommendations**

- 2.1 It is recommended that the education and children policy board:
- notes the progress that has been made on children's services' service performance;
  - notes the progress made on actions and performance in the action plan; and
  - agrees to review progress on service improvement plan implementation through an out-turn report in Spring 2016.
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## **3 Background**

- 3.1 One of the main purposes of the service improvement plan is to enable elected members to take stock of what is happening in the service, and to consider and develop policy options which reflect changing circumstances both in terms of customer needs and resource availability in the context of the Council's priorities and the need to deliver best value.
- 3.2 The service improvement plan is a comprehensive statement of what the service intends to achieve. It takes account of the themes, actions, outcomes and targets set out in the council plan, single outcome agreement and community plan. The single outcome agreement and community plan detail how the Council and its partners will work together to deliver the vision, outcomes and targets for Renfrewshire.
- 3.3 Service improvement planning also provides the board with a mechanism for evaluating the performance of the service in terms of developing and improving services. The action plan lies at the core of the service improvement plan. This lists the priorities being addressed, the key tasks to be implemented over the plan period, the implementation timetable and details performance indicators against which progress can be measured.
- 3.4 Appendix 1 provides a summary of progress achieved over the period April to September 2015 in tackling the key areas set out in the service improvement plan action plan. This report provides the basis for assessing the effectiveness of the department.
- 3.5 Appendix 2 contains the core performance indicators in our balanced scorecard. These are the performance indicators which the service uses to measure how well we are performing in relation to our service priorities. The appendix shows the performance in relation to each core indicator for the financial year 2015/16. Full year performance and analysis will be provided at the out-turn report at the end of the financial year.
- 3.6 The next review of progress will be brought before the board in spring 2016, alongside a revised service improvement plan for the period 2016/17 to 2018/19.
- 3.7 This report is a key part of the public performance reporting framework, and it ensures that progress on core performance indicators is reported to the relevant policy board for them to note and to approve targets for future years.

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## Implications of this report

### 1. Financial Implications

Priorities will be achieved using identified resources.

### 2. HR and Organisational Development Implications

None.

### 3. Community Plan/Council Plan Implications

Children and Young  
People

- Service outcome 1: That children, young people and vulnerable adults benefit from services that meet their needs and are of high quality

Service outcome 6: Promote effective learning and raise achievement for all children and young people 3 to 18, through the implementation of curriculum for excellence and the development of skills

Service outcome 7: Our children and young people are prepared for adult life through the participation in health and wellbeing, volunteering, sport and accredited activities

Service outcome 9: Young people, families and communities benefit from improved community learning and development

Service outcome 13: People benefit from the service's self-evaluation activities and continuous improvement

Empowering our  
Communities

- Service outcome 10: Our approach to effective service management results in improved services to, and best value for, our customers

Service outcome 12: Our customers are consulted and satisfied with our services

Service outcome 13: People benefit from the service's self-evaluation activities and continuous improvement

Service outcome 14: Services are provided by a highly skilled workforce

Greener	<ul style="list-style-type: none"> <li>- Service outcome 5: We value and enjoy our environment and improve it for future generations</li> </ul>
Jobs and the Economy	<ul style="list-style-type: none"> <li>- Service outcome 2: Our services promote and advance equality and the rights of children and adults</li> </ul> <p>Service outcome 6: Promote effective learning and raise achievement for all children and young people 3 to 18, through the implementation of curriculum for excellence and the development of skills</p> <p>Service outcome 9: Young people, families and communities benefit from improved community learning and development</p>
Safer and Stronger	<ul style="list-style-type: none"> <li>- Service outcome 2: Our services promote and advance equality and the rights of children and adults</li> </ul> <p>Service outcome 3: People's quality of life is improved through participation in leisure and cultural opportunities</p> <p>Service outcome 4: People benefit from the improved condition and usage of community assets and public buildings</p> <p>Service outcome 7: Our children and young people are prepared for adult life through the participation in health and wellbeing, volunteering, sport and accredited activities</p> <p>Service outcome 8: Children, young people and staff benefit from an enhanced learning environment</p> <p>Service outcome 9: Young people, families and communities benefit from improved community learning and development</p> <p>Service outcome 11: We live longer, healthier lives by promoting participation in active, healthy lifestyles and by improving the condition of leisure facilities</p>

**4. Legal Implications**  
None.

**5. Property/Assets Implications**  
None.



**6. Information Technology Implications**

None.

**7. Equality and Human Rights Implications**

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

**8. Health and Safety Implications**

Health and safety policy and practice will be adhered to in the implementation of this plan.

**9. Procurement Implications**

None.

**10. Risk Implications**

Our service improvement plan actions are integrated with the departmental risk register where risks are identified and actions to mitigate them are detailed.

**11. Privacy Impact**

None.

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**List of Background Papers**

- (a) Service Plan 2015-2018 ECPB 14/05/15
- (b) Service Performance 2014-2017 Monitoring Report EPB 06/11/14
- (c) Service Improvement Plan 2014-2017 Outturn Report EBP 14/05/15
- (d) Service Improvement Plan 2014-2017 EPB 06/03/14

The foregoing background papers will be retained within ELS for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Tony McEwan, Education Manager, 0141 618 7198 e-mail: [tony.mcewan@renfrewshire.gov.uk](mailto:tony.mcewan@renfrewshire.gov.uk)

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**Children's Services**  
AL/TMcE/LG  
12 January 2016

**Author:** Tony McEwan, Education Manager, 0141 618 7198  
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<b>Council plan theme: A better future – improved health, wellbeing and life chances for children and families</b>				
<b>Community planning theme: Children and young people</b>				
<b>Service outcome 1: Children, young people and families get the right support at a time when they need it through our partnership with other services</b>				
<b>Action Number</b>	<b>Action</b>	<b>Responsibility</b>	<b>Progress Bar</b>	<b>Progress on actions April 2015 to September 2015</b>
1.1	Continue to implement GIRFEC and GIRFEL policies	Education Manager (GIRFEC)	80%	Consultation on the implementation of the Child's Plan resulted in improvements being made which were discussed at all cluster meetings. An updated version of the Child's Plan was launched along on 1 September 2015, accompanied by revised guidance. Work to revise the staged intervention framework is ongoing.
1.2	Develop a plan to implement the GIRFEC elements of the Children and Young People Act, including Named Person and the single Child's Plan	Education Manager (GIRFEC)	80%	An engagement day for secondary school pastoral support staff was held in May 2015. 5 GIRFEC practice model training sessions for around 300 education staff were also run in October 2015. Education reference groups for Named person and Child's Plan were set up to consider business processes outlined in Touchpoint Tools and feed into wider multi-agency GIRFEC action plan.  New multi-agency governance arrangements are in place to ensure compliance with the parts 4 & 5 of the Children and Young People Act by August 2016. These arrangements include 3 workstreams focussing on Named Person, Child's Plan and Information Sharing reporting into the GIRFEC steering board chaired by the Director of Children's Services.
1.3	Review our single agency arrangements for screening and resource allocation to ensure partnership approach where appropriate	Education Manager (GIRFEC)	100%	Revised education placement group processes are now in place.
1.4	Implement the Carer's strategy	Education Manager (GIRFEC)	75%	There is ongoing liaison with schools to ensure effective links are made with the carer's centre and we continue to implement the young carer's action plan.

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1.5	Use improvement methodology to implement tests of change in relation to permanency planning	Children's Services Manager	50%	Work is well developed with the Centre for Excellence for looked after Children in Scotland (CELCIS) on a new approach, Permanency and Care Excellence (PACE). It is anticipated that PACE will deliver the outcomes which were initially envisaged in the concurrency planning approach. Over the past two years the number of children achieving permanency plans in Renfrewshire has increased. During 2014/15, 24 children were successfully adopted.	
1.6	Use early intervention family learning and parenting programmes to raise expectations and aspirations of both children and adults to promote a culture that values family learning and achievement	Education Manager (Policy and Strategy)	50%	<p>The adult learning and literacies service (ALLS) Pizza Reading is an early intervention family learning project that helps families to develop skills and confidence using a holistic social practice approach which focuses on early intervention methods around literacies. Pizza Reading was delivered in Linwood Community Childcare in Woodlands Primary school in April. Five families participated in the family learning programme and there was 100% attendance rate from all the families. Parents advised us that they enjoyed spending quality time and learning together as a family. This experience helped the families to develop an interest in reading stories to their children.</p> <p>English for Speakers of Other Languages (ESOL) families have become more active in their local communities through participating in ESOL Family Learning Summer programmes in Moorpark. The programme helped families build new networks in the local area and also built their confidence when engaging with community learning. Participating in the programme has helped ESOL families better integrate into their local community and alleviate feelings of isolation.</p>	

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1.6 /cont'd	Use early intervention family learning and parenting programmes to raise expectations and aspirations of both children and adults to promote a culture that values family learning and achievement	Education Manager (Policy and Strategy)	50%	<p>A new parents group has been established in Ferguslie as a result of a very successful partnership between Families First and ALLS. To date the group has engaged eighteen families in the learning programme. The parents have completed the 'Ten Lessons for Life' confidence building course and are currently participating in the Steps to Excellence programme. There is a crèche provided for the families which supports 13 children, and this helps parents access the learning. The group meets weekly.</p> <p>Getting on With Your Child is a course where parents learn how to improve their communication skills with their children. Parents engaging in the programme have developed their confidence as well as their understanding of how to use an assertive approach within the parenting role. The course has been delivered in West Johnstone and Linwood and parents have expressed the view that it has helped them increase their confidence in being a parent.</p>

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1.7	Implement the recommendations from the Scottish Government's Developing Scotland's Young Workforce	Education Manager (Curriculum and Early Years)	70%	<p>The Skills 4 Success group met in June 2015 to evaluate progress on the 2014/15 operational plan (based on the recommendations of the Commission for Developing Scotland's Young Workforce) covering schools, college, modern apprenticeships, employers and equality. The majority of actions/aims within the plan have been completed, this includes developing a Renfrewshire wide approach to careers education; a vision for work experience; and a range of early interventions/early leaver programmes with priority given to looked after children.</p> <p>A consultation with pupils and parents was undertaken to determine the courses young people would like to study at West College Scotland during and post school. Courses in engineering and cookery were established as a result. We have also established an 'Invest in Young People Group' across the West College Scotland Region.</p> <p>Establishments are engaging with employers. A successful skills ambassador pilot took place in a number of secondary schools. Local businesses mentored targeted groups of young people.</p> <p>Partnership with the University of the West of Scotland (UWS) has seen all S6 pupils gaining access to UWS facilities. UWS students have acted as ambassadors in schools.</p>

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1.7 /cont'd	Implement the recommendations from the Scottish Government's Developing Scotland's Young Workforce.		70%	<p>Primary schools are organising world of work/employer engagement events.</p> <p>The STEM (science, technology, engineering and maths) strategy requires to be developed further and work to do this is ongoing. The short life working group to review the senior phase curriculum continued their work in 15/16.</p> <p>The Strategic Leadership Development Programme 4 will continue to develop a DYW paper and suite of tools for Renfrewshire schools in 15/16.</p>	
1.8	Work with partners in Development and Housing Services around supported employment opportunities for young care leavers	Children's Services Manager	50%	The service is working with a range of partners to link all initiatives relating to supported employment opportunities for care leavers, with a specific focus on the Council's corporate parenting responsibilities. Some initial work placements for young care leavers are underway at the moment as a result of this work.	



<b>Council plan theme: A better future – improved health, wellbeing and life chances for children and families</b>					
<b>Community planning theme: Children and young people</b>					
<b>Service outcome 2: Vulnerable children and adults are protected and feel safe</b>					
<b>Action Number</b>	<b>Action</b>	<b>Responsibility</b>	<b>Progress Bar</b>	<b>Progress on actions April 2015 to September 2015</b>	
2.1	Review and implement changes to our managing and storing information policy in line with national guidance	Education Manager (GIRFEC)	50%	Guidance on sharing information with parents and on changing a child's name has been updated.  Further work on information sharing and information storing will be informed by the multi-agency information sharing group.	
2.2	Update our child protection training programme to include training for trainers 5, internet safety, child protection and child sexual exploitation	Education Manager (GIRFEC)	75%	A Training for Trainers 5 session has taken place and all trainers are now delivering training in child protection across the authority.  A primary and secondary working group has been set up to review the current internet safety training being delivered across the authority.  There are now 4 authority trainers for child sexual exploitation – there is a training programme to deliver single and multi-agency training in this school session.	
2.3	Continue to monitor child protection management information to ensure compliance with revised standard circular 57	Education Manager (GIRFEC)	80%	All child protection referrals are now monitored at headquarter level which contributes to the Renfrewshire Child Protection Committee management information report.	
2.4	Continue to implement the provisions of the Equality Act 2010.	Education Manager (Planning and Performance)	50%	Progress continues to be made in respect of our statutory obligations under the Public Sector Equality Duty. The Policy Working Group has approved a template for impact assessment within schools, and training is being delivered on a phased, cluster basis during the first term of session 2015/16.  Information regarding employee data and gender pay gap was published on the Renfrewshire Council website during the Summer of 2015, alongside our equality outcome monitoring updates.	



<b>Council plan theme: A better future, reduction in the causes and impact of poverty, improved health, wellbeing and life chances for children and families</b>				
<b>Community planning theme: Children and young people</b>				
<b>Service outcome 3: Children, young people and families benefit from services which are focused on getting it right at the earliest possible stage</b>				
<b>Action Number</b>	<b>Action</b>	<b>Responsibility</b>	<b>Progress Bar</b>	<b>Progress on actions April 2015 to September 2015</b>
3.1	Develop a nurture strategy across all sectors focusing on early intervention, children's rights and the promotion of emotional literacy and wellbeing	Education Manager (GIRFEC)	50%	Nurture strategy work is being led by educational psychology service and a literature review is currently being undertaken. A steering group has now been established to take this work forward.
3.2	Continue to develop the Promoting Positive Thinking Strategies (PATHS) programme in our primary schools	Education Manager (GIRFEC)	50%	3 Renfrewshire schools were the first in Scotland to achieve PATHS model school status. An education psychologist has been allocated to link in to programme. There is ongoing liaison with Barnardo's. 3 new PATHS primary schools were taken onto programme from August 2015.

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3.3	Continue to embed and evaluate the early years and early intervention strategy and explore the possibility of extending to a further two geographical areas	Education Manager (Curriculum and Early Years)	70%	<p>The early years' steering board and implementation group continue to meet regularly to review and discuss the progress and key milestones of the programme. A robust self-evaluation programme is in place which is monitored through the early years' strategy operational plan and impact report. In addition, the University of Glasgow has undertaken a very positive evaluation of the implementation of the programme which shows clear impact on the families who have engaged. Phase one of the early years and early intervention strategy is fully embedded in practice. The early years steering board development day in April 2015 identified further key activities for phase two of the early years' strategy.</p> <p>FamiliesFirst core teams' engagement continues to support families in Ferguslie and Linwood areas. An external evaluation report has been published which demonstrates the positive impact on families.</p> <p>The early years steering board approved extending the FamiliesFirst core team model into Foxbar, Johnstone and Gallowhill localities. Consultation with families and community groups within these areas is currently underway.</p> <p>The approved plan for delivering a more flexible model of early learning and childcare was implemented in August 2015. Provision for eligible two year olds has now been extended in line with the identified Scottish Government criteria. The uptake and demand for flexible provision will continue to be monitored, and where possible, adjusted to meet demand and need.</p>

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3.3 /cont'd	Continue to embed and evaluate the early years and early intervention strategy and explore the possibility of extending to a further two geographical areas	Education Manager (Curriculum and Early Years)	70%	In line with the requirements of the Children and Young People Act 2014 further consultation was undertaken in October to determine parental preference and need in relation to early learning and childcare, breakfast clubs and other out of school provision.  The Council has now planned the roll-out in three more localities in Renfrewshire using Tackling Poverty Action Plan.
3.4	Promote health and well-being among young people through peer education programmes	Education Manager (Policy and Strategy)	50%	Progress is being made in the delivery of peer education among young people, in both a school and community setting. A youth service offer for schools has been developed and promoted widely among secondary school establishments which includes peer education programmes. Youth work staff, working in each school, have established peer education programmes on a wide range of topics; including, sexual health, first aid, smoking cessation, internet safety, mental health and drugs and alcohol. Through a structured programme young people research the topic, consult with others, develop team work and presentation skills and prepare to deliver sessions to other young people. A peer education approach is also being used in other youth work activity; including, pupil council training, buddying, peer mentoring and the Duke of Edinburgh's Award. In a community setting a peer education approach has been adopted to deliver mental health awareness sessions among young people in community youth clubs and projects.
3.5	Tackle inequality in life chances which arise as a result of deprivation or other factors	Head of Childcare and Criminal Justice	50%	Children's Services are involved in a number of workstreams around the Tackling Poverty Strategy action plan, including in relation to Families First and the Cost of the School Day.

<b>Council plan theme: A better future – improved health, wellbeing and life chances for children and families</b>				
<b>Community planning theme: Children and young people Jobs and the economy</b>				
<b>Service outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages</b>				
<b>Task Number</b>	<b>Task</b>	<b>Responsibility</b>	<b>Progress Bar</b>	<b>Progress on actions April 2015 to September 2015</b>
4.1	Implement the recommendations from the tackling poverty commission report	Heads of Service	50%	All workstreams have been allocated a lead officer and a governance structure is now in place which has established a programme management board and regular meetings of project leads. Project briefs have now been completed for all initiatives being led by Children's Services.
4.2	<p>Continue to develop the curriculum to ensure all children receive their entitlement under curriculum for excellence. In particular:</p> <ul style="list-style-type: none"> <li>• continue to improve levels of attainment for all;</li> <li>• evaluate the broad general education (BGE) in secondary schools;</li> <li>• continue to improve our approach and practices of transition;</li> <li>• continue to implement the 1+2 approach in modern languages;</li> <li>• increase the focus on developing literacy</li> <li>• evaluate the use of standardised assessment to support professional judgement through BGE</li> <li>• continue to implement the action plan of the Skills for Success group to develop Scotland's young workforce</li> </ul>	<p>Education Manager (Curriculum and Early Years)</p> <p>Education Manager (Planning and Performance)</p>	50%	<p>Within the senior phase secondary schools are engaging with Insight in order to evaluate attainment and achievement. Levels of engagement with the tool across schools and consequent impact on progress and improvement is monitored through Insight visits which have been carried out by the Education Manager (Planning and Performance) and link education officer/manager. In addition to this all secondary schools have been provided with a tool to aid analysis of component marks SQA results and related support and training is in place. Follow-up visits will take place in Spring 2016 to review school improvement plans.</p> <p>Attainment is now measured through four national measures which look at attainment in literacy and numeracy, improving attainment for all, leaver destinations and attainment vs. deprivation.</p> <p>2015 pre-appeal data has shown that Renfrewshire continues to improve attainment in literacy and numeracy at SCQF levels 4 and 5 and remain above our comparators. Similarly the total tariff scores for our lowest performing 20% of pupils continues to increase and is above our comparators and well above the national average. The remaining 80% of pupils have seen improvements over several years and their total tariff scores remain in line with our comparators but in line or above the national average.</p> <p>Our most recent leavers destinations data has shown that we have increased the percentage of school leavers who have gone on to a positive destination. Although we are marginally below our comparators, we are in line with the national average.</p>

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Council plan theme: A better future – improved health, wellbeing and life chances for children and families				
Community planning theme: Children and young people Jobs and the economy				
Service outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages				
Task Number	Task	Responsibility	Progress Bar	Progress on actions April 2015 to September 2015
4.2 /cont'd	<p>Continue to develop the curriculum to ensure all children receive their entitlement under curriculum for excellence. In particular:</p> <ul style="list-style-type: none"> <li>• continue to improve levels of attainment for all;</li> <li>• evaluate the broad general education (BGE) in secondary schools;</li> <li>• continue to improve our approach and practices of transition;</li> <li>• continue to implement the 1+2 approach in modern languages;</li> <li>• increase the focus on developing literacy</li> <li>• evaluate the use of standardised assessment to support professional judgement through BGE</li> <li>• continue to implement the action plan of the Skills for Success group to develop Scotland's young workforce</li> </ul>	<p>Education Manager (Curriculum and Early Years)</p> <p>Education Manager (Planning and Performance)</p>		<p>Four secondary schools will receive an enhanced pilot service from Skills development Scotland to include coverage of senior phase, S2 and P7/S1 transition.</p> <p>A STEM (science, technology, engineering and maths) fortnight of employer engagement has been organised for primary and secondary schools.</p> <p>For the second year running, Renfrewshire Council hosted Mission Discovery in which 173 pupils across Renfrewshire's schools took part.</p> <p>A University of the West of Scotland (UWS) pilot enterprise event has been organised for our primary schools.</p> <p>Significant training and support has been provided for senior managers and new staff on pre-birth to three, the early learning environment and the links to curriculum for excellence. This will support the expansion of quality early learning and childcare for two year olds.</p> <p>There is now a comprehensive CPD programme for early years which focuses on how young children learn, the context for learning, higher order thinking skills, STEM, outdoor learning and consulting children in the planning process.</p>

<b>Council plan theme: A better future – improved health, wellbeing and life chances for children and families</b>				
<b>Community planning theme: Children and young people Jobs and the economy</b>				
<b>Service outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages</b>				
<b>Task Number</b>	<b>Task</b>	<b>Responsibility</b>	<b>Progress Bar</b>	<b>Progress on actions April 2015 to September 2015</b>
4.3	Continue to monitor compliance with standard circular 8 to ensure continued reduction in schools exclusions	Education Manager (GIRFEC)	50%	<p>We are working with our management information function to improve our monitoring and reporting of exclusions.</p> <p>There are regular links made with establishments to reinforce and monitor the impact of our policy.</p>

<b>Council plan theme: A better future – improved health, wellbeing and life chances for children and families</b>				
<b>Community planning theme: Children and young people Jobs and the economy</b>				
<b>Service outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages;</b>				
<b>Task Number</b>	<b>Task</b>	<b>Responsibility</b>	<b>Progress Bar</b>	<b>Progress on actions April 2015 to September 2015</b>
4.4	Review our provision of social, emotional behavioural needs (SEBN) support to secondary sector to ensure learners experience their entitlements under curriculum for excellence	Education Manager (GIRFEC)	50%	A meeting took place between Children's Services and West College Scotland took in June 2015 to inform direction of strategy and a steering group has now been established. Consultation with some stakeholders has already taken place and will continue to be undertaken.
4.5	Review processes and practice to ensure the needs of all learners are met, particularly those who are outwith mainstream education provision	Education Manager (GIRFEC)	60%	<p>The protocol for looked after children outwith Renfrewshire has been reviewed. The revised protocol will ensure that there is a link person in the home authority with an overview of educational progression and learning needs. This will ensure, when required, there is an identified link person to attend the meetings in the host authority.</p> <p>Following a review of specialist support and LAC teams the action plan is now being progressed. This includes the revision of the management responsibility of the teams, how staff are deployed to establishments and the impact of their work.</p> <p>A new framework for transport providers of children with additional support needs is currently being developed. This will help ensure: greater scrutiny of transport provision; continuity of service for children receiving transport; increased commitment of providers to staff training. The framework is currently out to tender and applications will be received in January and for the new framework to be on place for August 2016.</p>

4.6	Promote wider education achievement through accredited and non-accredited awards	Education Manager (Policy and Strategy)	50%	<p>Over three hundred adult learners attended a celebration event in June 2015 organised by ALLS. Every learner received a Certificate to recognise their achievements for accredited and non-accredited learning.</p> <p>To date 20 ESOL learners have received SQA Level 3 in Everyday Life and SQA Level 4 Everyday Communication accredited qualifications as a result of attending ALLS ESOL provision.</p> <p>ALLS provided accredited SQA learning opportunities in the five SQA Core Skill Areas of communication, numeracy, ICT, Problem solving and working with others. To date 24 learners have achieved accreditation with ALLS.</p>
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<b>Council plan theme: A better future – improved health, wellbeing and life chances for children and families</b>				
<b>Community planning theme: Children and young people</b>				
<b>Service outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages</b>				
<b>Task Number</b>	<b>Task</b>	<b>Responsibility</b>	<b>Progress Bar</b>	<b>Progress on actions April 2015 to September 2015</b>
4.7	Develop skills for learning, life and work through quality youth and outdoor learning programmes	Education Manager (Policy and Strategy)	50%	Skills for learning, life and work are central to youth service delivery. Following a review the youth service team has devised and now delivers five key programmes to young people in a schools setting; including, 1) peer education; 2) pupil council training; 3) personal and social development; 4) digital skills development; and 5) forest schools. All of these programmes develop the skills and qualities that young people require to make a successful transition to young adulthood. From the beginning of term in August 2015 good progress has been made in the take up of these programmes. Over 700 young people are participating in these programmes, many of whom are have social, emotional and behavioural needs and are at risk of disengaging from learning. Accredited awards like the Dynamic Youth Award, Youth Achievement Award, John Muir Award and the Duke of Edinburgh's Award are being used to help young people reflect on their learning experiences, recognise their achievements and raising their confidence and aspirations. Community based provision through youth clubs, youth forums and creative projects have been effective in developing skills valued by employers and further and higher education providers.

<b>Council plan theme: A better future – improved health, wellbeing and life chances for children and families</b>				
<b>Community planning theme: Children and young people</b>				
<b>Service outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages</b>				
<b>Task Number</b>	<b>Task</b>	<b>Responsibility</b>	<b>Progress Bar</b>	<b>Progress on actions April 2015 to September 2015</b>
4.8	Build personal growth and resilience in adults through confidence building and motivational adult learning programmes	Education Manager (Policy and Strategy)	75%	<p>ALLS has delivered Steps to Excellence courses to adult learners in various venues throughout Renfrewshire. Learners have been supported to develop their skills and knowledge in relation to improving their life chances and recognising what they are truly capable of achieving.</p> <p>A new parents group has been established in Ferguslie and is being delivered in St Ninian's Church. The group is a result of a very successful partnership between ALLS and Families First. Eighteen parents have engaged with the learning programme and are currently participating in Steps to Excellence.</p> <p>A new course called Ten Lessons for Life has been developed by ALLS team and it is now being delivered in local learning centres; Ferguslie, West Johnstone, Glenburn, Moorpark and Bargarran. The course encourages adult learners to begin the process of taking their first steps back into learning and build confidence, self awareness and how to overcome barriers to learning.</p> <p>Speakeasy course has been delivered to parents in West Johnstone Learning Centre. The course has helped parents to build their confidence and knowledge which helps them communicate more effectively with their children around sexual health.</p> <p>Getting on With Your Child is a course where parents learn how to improve their communication skills with their children. Parents engaging in the programme have developed their confidence as well as their understanding of how to use an assertive approach within the parenting role. The course has been delivered in West Johnstone and Linwood and parents have expressed that it has helped them increase their confidence in being a parent.</p>

<b>Council plan theme: A better future – improved health, wellbeing and life chances for children and families</b>				
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<b>Service outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages;</b>				
<b>Task Number</b>	<b>Task</b>	<b>Responsibility</b>	<b>Progress Bar</b>	<b>Progress on actions April 2015 to September 2015</b>
4.9	Increase participation rates of adult learners in Renfrewshire	Education Manager (Policy and Strategy)	50%	A range of outreach initiatives have been delivered by ALLS to engage adult learners in community based learning opportunities. This includes leaflet and posters drops in key areas such as schools, nurseries, local doctors, health centres and shops. Outreach staff have attended parent's evenings, community events and built networks with other agencies including social work, health visitors, schools and nurseries. A number of open days were held in ALLS learning centres throughout Renfrewshire in August to encourage new learners to access learning opportunities in their local community.
4.10	Develop and implement an action plan for improving the attainment of looked after children	Education Manager (GIRFEC)	80%	<p>An action plan has been developed by the 'improving the attainment of looked after children in Renfrewshire' working group.</p> <p>The key actions being progressed through the workplan relate to:</p> <ul style="list-style-type: none"> <li>• an improved accountability model for oversight of LAC educational improvement;</li> <li>• an improved management information framework for LAC;</li> <li>• development of a framework for session transition to target LAC; and</li> <li>• provide training and CPD opportunities for all education staff working with LAC.</li> </ul>



<b>Council plan theme: A better council – serving our customers and citizens</b>					
<b>Community planning theme: Safer and stronger</b>					
<b>Service outcome 5: Our approach to public protection makes communities safer.</b>					
<b>Task Number</b>	<b>Task</b>	<b>Responsibility</b>	<b>Progress Bar</b>	<b>Progress on actions April 2015 to September 2015</b>	
5.1	Implement new arrangements flowing from the national review of criminal justice services	Criminal Justice Service Manager	30%	Strategic planning arrangements are in process to take forward the new model. A national strategy and national performance framework for community justice are anticipated to be available by March 2016. A Lead Officer Community Justice post has been created with recruitment in progress.	
5.2	Implement fiscal work orders	Criminal Justice Service Manager	70%	A part-time officer post has been established within the unpaid work service to supervise the statutory orders, and sessional supervisory staff employed to manage the potential demand. Discussions are ongoing with Crown Office Procurator Fiscal staff to maximise referrals.	
5.3	Establish strategic planning arrangements for community justice	Criminal Justice Service Manager	50%	A multi-agency transitions group has been established within Community Planning Arrangements, and a workshop held involving key partners. A 21.5 hour Post of Lead Officer Community Justice has been created until 31 March 2018, with recruitment in process. The first Renfrewshire Plan which is to focus on transition arrangements requires to be submitted to Scottish Government by 31 January 2016. The National Strategy and National Performance Framework are anticipated to be available by March 2016.	



<b>Council plan theme: A better council – serving our customers and citizens</b>					
<b>Community planning theme: Safer and stronger</b>					
<b>Service outcome 5: Our approach to public protection makes communities safer.</b>					
<b>Task Number</b>	<b>Task</b>	<b>Responsibility</b>	<b>Progress Bar</b>	<b>Progress on actions April 2015 to September 2015</b>	
5.4	Develop the interface between youth justice services and criminal justice social work	Head of Child Care and Criminal Justice	50%	<p>A whole systems team is being established. Criminal Justice Social Work has contributed a post to facilitate a consistent approach to this group of young people in meeting their needs.</p> <p>The Criminal Justice Scotland Act when introduced abolishes the Community Justice Authorities and places the responsibility for reducing reoffending within Community Planning Arrangements. The Act defines the range of key partners who will be responsible for reducing reoffending and requires engagement with relevant agencies, communities and those who offend, transition arrangements are in place to take this forward. Presently criminal justice managers consult with a range of stakeholders in relation to work carried out in Renfrewshire by those subject to Community Payback Order unpaid work requirements.</p>	
5.5	Ensure strong operational links between criminal justice social work and local addictions and mental health services as the health and social care partnership develops	Head of Child Care and Criminal Justice	50%	<p>Services continue to be co-located within Backsneddon Street. The Criminal Justice Service Manager has joined the Alcohol and Drug Partnership (ADP) Operations Group. The ADP have supported a post to engage with female offenders. Operational links remain between the health services and Criminal Justice Social Work fieldwork and court teams. Drug Treatment and Testing Orders are delivered on a partnership basis.</p>	

<b>Council plan theme: A better council – serving our customers and citizens</b>				
<b>Community planning theme: Empowering our communities</b>				
<b>Service outcome 6: Our schools and services take account of the views of people who use them, and the views of staff and communities they serve</b>				
<b>Task Number</b>	<b>Task</b>	<b>Responsibility</b>	<b>Progress Bar</b>	<b>Progress on actions April 2015 to September 2015</b>
6.1	Engage with stakeholders to continue to improve the children's services support service	Education Manager (GIRFEC)	0%	Engagement has been scheduled for December 2015.
6.2	Continue to engage with parents, on the reporting of pupil progress, profiling and achievements	Education Manager (Curriculum and Early Years)	50%	A short life working group is currently in place to review the authority approach to reporting to parents. This has membership from all sectors including professional organisations and is considering a range of issues, including profiling, tracking and monitoring, learner conversations and the role of the traditional parents' evening and report card. A draft guidance paper has been drawn up and following further engagement with the group and parents will be issued to schools at the end of this session.

6.3	Empower young people to have a voice, take part in decision making and make a positive contribution to the community through youth voice and volunteering	Education Manager (Policy and Strategy)	50%	<p>In addition to schools having pupil councils there have been a number of initiatives to improve the voice of young people.</p> <p>Following the successful Scottish Youth Parliament elections in March 2015 our five members of the Scottish Youth Parliament (MSYPs) have been very active in campaigning and representing the views of young people. In particular MSYPs have been campaigning on concessionary travel, access to instrumental music tuition and child poverty. In June 2015 the youth service team was successful in hosting a Scottish Youth Parliament sitting, attended by over 150 MSYPs from all over Scotland. In August 2015 the youth service team facilitated a new form of youth engagement, where pupils from Gleniffer High School presented to the Children and Young People Thematic Board on issues such as transport, work experience, jobs and training and health. The youth service team is working to build on the success of the event and develop a calendar of other young engagement events with community planning partners and decision makers. Renfrewshire youth voice continues to be active in representing the views of young people and making a difference in the community. They are currently organising the annual Positive About Youth Awards.</p> <p>In respect to volunteering an initiative to encourage and incentivise volunteering is under development. The initiative will utilise the Young Scot National Entitlement Card, Reward Scheme and Youth Information portal to significantly raise the profile of volunteering among young people and highlight new and existing opportunities to volunteer. The initiative forms part of the Tackling Poverty Action Plan.</p>
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Council plan theme: A better council – serving our customers and citizens				
Community planning theme: Empowering our communities				
Service outcome 6: Our schools and services take account of the views of people who use them, and the views of staff and communities they serve				
Task Number	Task	Responsibility	Progress Bar	Progress on actions April 2015 to September 2015
6.4	Strengthen our approach to engagement with our full range of stakeholders	All Managers	50%	<p>A consultation with ALLS learners took place at their Learner Celebration in June 2015. The survey provided an opportunity for learners to tell us about their learning experience with the service. 145 surveys were completed and 144 learners stated that they would recommend the ALLS to a friend. One survey was not completed at this question.</p> <p>ALLS family learning project (Pizza Reading) was awarded a Silver Award from Education Scotland in their Transforming Lives Through Partnership Working category. A number of families who had participated in family learning and other partners including head teachers, Families First team and nursery staff came along to discuss their experience of working with the project with the judges. This provided learners with an opportunity to express the impact that participating in project had on parents and children's learning.</p> <p>We continue to engage stakeholders in a number of key areas: the school estate management plan, the parent body through the parent council liaison groups, appointments of promoted school staff and within community learning and development.</p> <p>Additionally, our revised specification for standardised assessments include key stakeholder engagement in children's learning.</p>

Council plan theme: A better council – serving our customers and citizens				
Community planning theme: Empowering our communities				
Service outcome 7: Our staff are skilled, knowledgeable and committed to their own professional development to support efficient and effective service delivery				
Task Number	Task	Responsibility	Progress Bar	Progress on actions April 2015 to September 2015
7.1	Continue to implement Teaching Scotland's Future through the development of our leadership strategy and develop our progress and learning programme	Education Manager (Curriculum and Early Years)	75%	<p>All teachers including NQTs have been offered and attended a wide and varied programme of training. Some examples include:</p> <ul style="list-style-type: none"> <li>• reflection against the professional standards;</li> <li>• coaching for leadership (PRD);</li> <li>• co-operative learning;</li> <li>• modern languages 1 + 2; and</li> <li>• dance.</li> </ul> <p>We are continuing to offer high quality professional learning opportunities for staff.</p> <p>The Professional Review and Development and Professional Update policy and support pack for schools has been agreed by the Joint negotiating committee for teachers (JNC) and the education policy board. All teachers across Renfrewshire Council have a copy of this policy and all line managers are now implementing it. There is a training programme in place to support effective implementation of the policy and the working group continues to meet to support the process and monitor and evaluate the success of implementation.</p> <p>The leadership strategy has been agreed and approved by JNC and education policy board. The strategy is now being implemented by raising awareness across all establishments and will be used in order to support the career long professional learning pathways for all teachers. Training sessions have been organised to support teachers with reflection against the Professional Standards. Training sessions have also been organised to support Professional Learning Coordinators / Reviewers in school with regards to coaching skills. A professional learning opportunity has been offered to all primary head teachers in relation to coaching learning sets. This training was delivered by Keep Learning which is a registered CPD provider with Education Scotland.</p>

<b>Council plan theme: A better council – serving our customers and citizens</b>				
<b>Community planning theme: Empowering our communities</b>				
<b>Service outcome 7: Our staff are skilled, knowledgeable and committed to their own professional development to support efficient and effective service delivery</b>				
<b>Task Number</b>	<b>Task</b>	<b>Responsibility</b>	<b>Progress Bar</b>	<b>Progress on actions April 2015 to September 2015</b>
7.1 /cont'd	Continue to implement Teaching Scotland's Future through the development of our leadership strategy and develop our progress and learning programme	Education Manager (Curriculum and Early Years)	75%	<p>We have six participants who have been given the opportunity to engage in the online professional learning activity – Aspiring Leaders. Network sessions have been organised with the other local authorities to support our participants and ensure that we build in sustainability in leadership development.</p> <p>We are currently working with the Universities of Strathclyde and Glasgow to offer a range of opportunities for teachers to undertake professional learning at SCQF Level 11 through West Partnership Funding.</p> <p>A two day leadership conference and intensive programme has been planned for the 12 Pre-five Centre Heads with the aim of building leadership capacity in the early years. Further consideration will be given on developing the leadership capacity of deputies and senior staff in early years establishments.</p>

<b>Council plan theme: A better council – serving our customers and citizens</b>				
<b>Community planning theme: Empowering our communities</b>				
<b>Service outcome 7: Our staff are skilled, knowledgeable and committed to their own professional development to support efficient and effective service delivery</b>				
<b>Task Number</b>	<b>Task</b>	<b>Responsibility</b>	<b>Progress Bar</b>	<b>Progress on actions April 2015 to September 2015</b>
7.2	Develop a programme of additional support needs (ASN) continuous professional development (CPD) to meet the needs of all staff in educational settings	Education Manager (GIRFEC)	50%	The ASN CPD group continues to meet and action plan in place and on target. Survey to establish current training and need been sent to all heads of establishments.

<b>Council plan theme: A better council – performance management framework and approach; managing assets</b>				
<b>Community planning theme: Children and young people Safer and stronger</b>				
<b>Service outcome 8: We develop our services as part of our commitment to becoming a 'Better Council'</b>				
<b>Action Number</b>	<b>Action</b>	<b>Responsibility</b>	<b>Progress Bar</b>	<b>Progress on actions April 2015 to September 2015</b>
8.1	Develop and embed a shared vision and culture for the new Children's Services	Transition Manager	50%	An initial vision has been developed for Children's Services and is now being tested with a range of staff. The vision and culture will be explored as part of the staff conference in November 2015. Other methods of securing the feedback and input from staff are being developed. Work is 50% complete and on track for formal launch of the new vision and culture for the service in March 2016
8.2	Implement, with partners, the recommendations from the multi-agency inspection of integrated children's services in Renfrewshire.	Heads of Service	50%	The report from the Care Inspectorate has not yet been received. A structure has been agreed to ensure that any improvement actions recommended by the Care Inspectorate can be addressed on a multi-agency basis.



<b>Council plan theme: A better council – performance management framework and approach; managing assets</b>				
<b>Community planning theme: Children and young people Safer and stronger</b>				
<b>Service outcome 8: We develop our services as part of our commitment to becoming a 'Better Council'</b>				
<b>Action Number</b>	<b>Action</b>	<b>Responsibility</b>	<b>Progress Bar</b>	<b>Progress on actions April 2015 to September 2015</b>
8.3	Implement, with partners from the Renfrewshire Child Protection Committee, the recommendations of the Fatal Accident Inquiry into the death of Declan Hailey	Director of Children's Services	50%	<p>The Fatal Accident Inquiry produced 4 recommendations which were accepted and implemented by Renfrewshire Child Protection Committee. Broadly the recommendation themes included:</p> <ul style="list-style-type: none"> <li>oversight of staffing levels;</li> <li>robust processes for when a notification of an "unseen child" is received;</li> <li>provision of GP information to health and social work staff involved in child protection decision making; and</li> <li>mandatory training in child protection guidance and protocols for professionals involved in the care of children of substance misusing parents.</li> </ul> <p>Health and social work children's services have reviewed their oversight of staffing levels within teams to further strengthen the monitoring of staffing levels and ensure that where any issues arise, effective action is taken.</p> <p>The West of Scotland child protection consortium good practice guidance 'Missing Children for whom there are Child Protection Concerns' was implemented in February 2010. Additional RCPC guidance was implemented in 2013 to strengthen response to "unseen children" and is currently subject to review.</p>

<b>Council plan theme: A better council – performance management framework and approach; managing assets</b>				
<b>Community planning theme: Children and young people Safer and stronger</b>				
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<b>Action Number</b>	<b>Action</b>	<b>Responsibility</b>	<b>Progress Bar</b>	<b>Progress on actions April 2015 to September 2015</b>
8.3 /cont'd	Implement, with partners from the Renfrewshire Child Protection Committee, the recommendations of the Fatal Accident Inquiry into the death of Declan Hailey	Director of Children's Services		<p>Since 2012 joint health and social work monitoring arrangements have been in place to ensure that GPs are invited to meetings and share information where there are concerns for children in relation to parental addiction and/or child protection. A joint protocol is in place to facilitate this process. A child protection training toolkit has been developed for GPs in conjunction with the Health Boards Quality &amp; Performance Committee, with a view to GPs receiving training every 3 years. Additionally, practices will have the responsibility for ensuring that all staff, including new staff are appropriately trained.</p> <p>The RCPC continues to provide multi agency training in relation to child protection and children affected by parental alcohol and/or drug use. The RCPC Training Group is currently undertaking an inter-agency training needs analysis to inform future provision.</p>

<b>Council plan theme: A better council – performance management framework and approach; managing assets</b>				
<b>Community planning theme: Children and young people Safer and stronger</b>				
<b>Service outcome 8: We develop our services as part of our commitment to becoming a 'Better Council'</b>				
<b>Action Number</b>	<b>Action</b>	<b>Responsibility</b>	<b>Progress Bar</b>	<b>Progress on actions April 2015 to September 2015</b>
8.4	Continue to embed self-evaluation and improvement across all our establishments and services	Education Manager (Planning and Performance)	50%	All establishments are undertaking self-evaluation against How good is our school, child at the centre and building our ambition. All establishments have completed a revised self-evaluation profile which is more focused on impact. A revised version of HGIOS was launched at the Scottish Learning Festival in September 2015 and we are currently revising our supporting documentation for establishments.
8.5	Deliver improvements to information systems to support joint working across the service and with partners	Acting Head of Service	50%	Work is ongoing to identify best practice and prioritise activity across services and with partners

Council plan theme: A better council – performance management framework and approach; managing assets				
Community planning theme: Children and young people Safer and stronger				
Service outcome 8: We develop our services as part of our commitment to becoming a 'Better Council'				
Action Number	Action	Responsibility	Progress Bar	Progress on actions April 2015 to September 2015
8.6	Continue to develop and implement the school estate management plan	Education Manager (Resources)	100%	<p>Children's Services' school estate management plan (SEMP) was approved by the Education Policy Board in May 2014 and detailed plans for the first phase of the plan were approved by the board in August 2014.</p> <p>Very good progress is being made in the refurbishment and extension of Mossvale and St James' Primary Schools (including the integration of Mossvale Pre 5 Centre into the school building).</p> <p>Very good progress in the design development for the new build St Fergus' Primary School is also being made.</p> <p>Both projects are on programme and budget.</p> <p>Formal consultations have been concluded in relation to proposals to: relocate Bargarran and St John Bosco Primary Schools to a new build shared campus on the site of the existing of the existing schools; and the relocation of Foxlea Pre 5 and Community Learning Centre and St Paul's Primary School to a new build shared campus on the site of the existing school. Reports regarding responses to these consultation have been issued to Education Scotland for comment and reports on the outcome of the consultations will be submitted to the Education and Children Policy Board in January 2016:</p> <p>A proposal to consult on the relocation of Spateston Pre 5 Centre to a refurbished St Anthony's Primary School building was approved by the Education and Children Policy Board in August 2015 and a formal consultation commenced in September 2015. A report on the outcome of the consultation will be submitted to Education and Children Policy Board in January 2016.</p>





# Children's Services Service Improvement Plan Scorecard 2015-2018







PI Status		Long Term Trends		Short Term Trends	
	Alert		Improving		Improving
	Warning		No Change		No Change
	OK		Getting Worse		Getting Worse
	Unknown				
	Data Only				

## Local Outcome Service Outcome 1: Children, young people and families get the right support at a time when they need it through our partnership with other services



PI code & name	Collection	Current Value	Current Target	Status	2015/16 Target	2016/17 Target	2017/18 Target	2018/19 Target	Latest Note
EL037 % of school leavers in positive and sustained destinations	Years	92%	90%		91%	92.5%	93%	94%	The percentage of school leavers in positive and sustained destinations has risen from 90.2% in 2012/13 to 92% in 2013/14.  The School Leaver Destination results for 2014/15 will not be available until December/January 2015/16. The figures are provided by Skills Development Scotland.
ELCMT23a Number of days lost per 1,000 Primary School pupils through exclusion	Quarters	0.7	8		8	8	8	8	At Q1 2015/16 this indicator is within the target range.

PI code & name	Collection	Current Value	Current Target	Status	2015/16 Target	2016/17 Target	2017/18 Target	2018/19 Target	Latest Note
ELCMT23b Number of days lost per 1,000 Secondary School pupils through exclusion	Quarters	5.2	86		86	85	84	84	At Q1 2015/16 this indicator is within the target range.
RSW/CC/SCRA/03 Percentage of Children's Hearing system reports submitted within target time (National standard - 75%)	Quarters	-	75%		75%	-	-	-	A 2014/15 or Q1 2015/16 performance report in relation to Children's Hearing Reports is not available due to systems issues at the Scottish Children's Reporter's Administration. The trend has been one of improving performance in the most recent quarters for which data is available.
RSW/CC/SO/03 The percentage of children made subject to a supervision order that were seen by a supervising officer within 15 days	Quarters	93%	100%		100%	100%	100%	100%	There were 14 new supervision requirements put in place for the first quarter of 2015/16. In 13 of the cases (93%) the first visit was carried out within the target of 15 days.
RSW/ILGB/CHN8a Gross cost of "Children Looked After" in residential based services per child per week	Years	£3,650.64	-		-	-	-	-	Local Government Benchmarking Framework figures are dependent on Local Government Finance Returns and will be available at the end of 2015.  The gross cost per child decreased in 2012/13. The majority of residential placements are in-house, which contributes to lower costs than some other local authority areas. Ongoing negotiations with providers around costs for external placements and efficiencies from a review of services have also contributed to the reduction.

PI code & name	Collection	Current Value	Current Target	Status	2015/16 Target	2016/17 Target	2017/18 Target	2018/19		Latest Note
								Target	Target	
RSW/ILGB/CHN8b Gross cost of "Children Looked After" in community placements per child per week	Years	£353.61	-		-	-	-	-	-	Local Government Benchmarking Framework figures are dependent on Local Government Finance Returns and will be available at the end of 2015.  The figure increased slightly between 2012/13 and 2013/14. We continue to place large numbers of children in foster care and with kinship carers. Although Renfrewshire has had higher than average usage of external foster carers, successful recruitment and retention means that most new foster placements are with local authority carers, which may lead to reducing costs in the future.
RSW/ILGB/CHN9 Percentage of Looked After Children cared for in the community	Years	92%	-		-	-	-	-	-	Local Government Benchmarking Framework figures are dependent on Local Government Returns and will be available at the end of 2015.  This figure remains stable and we will continue to place children in the community whenever it is safe and appropriate to do so.
RSW/LAC/CL/02 Percentage of care leavers under 19 participating in employment training or education	Years	46%	42%		45%	47%	49%	50%		The 2014/15 year end position in relation to the indicator for care leavers participating in employment, training or education has increased from 40% at year end in 2013/14 to 46% in 2014/15 and exceeds the target of 42%.
RSW/LAC/CL/05 Percentage of care leavers living in sustainable accommodation who have been in sustainable accommodation for 6 months or longer	Years	65%	65%		65%	65%	65%	65%		The 2014/15 year end position in relation to the indicator for care leavers living in sustainable accommodation for 6 months or longer has decreased from 72% in 2013/14 to 65% in 2014/15. This






PI code & name	Collection	Current Value	Current Target	Status	2015/16 Target	2016/17 Target	2017/18		2018/19		Latest Note
							Target	Target	Target	Target	
											indicator is calculated from small numbers and small fluctuations may result in larger percentage falls.



**Local Outcome** Service Outcome 2: Vulnerable children and adults are protected and feel safe.




PI code & name	Collection	Current Value	Current Target	Status	2015/16 Target	2016/17 Target	2017/18		2018/19		Latest Note
							Target	Target	Target	Target	
CHS2 Number of bullying incidents in our establishments	Quarters	-	-		-	-	-	-	-	-	New PI baseline to be established as the service is currently amending its procedures in relation to bullying
RSW/CP/CPR/02 Percentage of children registered in this period who have previously been on the Child Protection Register	Quarters	7%	-		-	-	-	-	-	-	The percentage of children registered this quarter who have been previously placed on the child protection register has reduced from 15% in Q4 of 2014/15 to 7% in Q1 of 2015/16. In Q4, there were 26 children placed on the child protection register, of which 4 children had previously been registered. Of the 4 children previously registered, there were 2 families, one of which contained siblings that had previously been registered. In Q1, there were 41 children placed on the child protection register, of which 3 children had previously been registered. Of the 3 children previously registered, there were 3 families, none of which contained siblings that had previously been registered.



**Local Outcome** Service Outcome 3: Children, young people and families benefit from services which are focused on getting it right at the earliest possible stage.




PI code & name	Collection	Current Value	Current Target	Status	2015/16 Target	2016/17 Target	2017/18 Target	2018/19 Target	Latest Note
ELS12.12.1b Number of adults participating in literacy and numeracy classes	Years	282	210		210	315	315	315	At Q1 2015/16 this indicator has exceeded the target range. Future year targets will be reviewed.
ELS12.4.3 Numbers of pupils engaged through the music service	Years	1,166	1,150		1,150	1,150	1,150	1,150	At Q1 2015/16 this indicator has exceeded the target range. Future year targets will be reviewed.
ELS14.3.1a Number of young people taking part in school based projects and programmes run by Youth Services	Years	742	750		875	1,000	1,000	1,000	At Q1 2015/16 this indicator is within the target range.
ELS14.7.1a Number of young people taking part in youth voice projects and programmes run by Youth Services	Years	113	160		170	180	180	180	At Q1 2015/16 this indicator is within the target range.
ICS/ASC/EBP/01 Number of children engaged in evidence based programmes.	Years	-	-		-	-	-	-	Baseline data is being gathered on this indicator. At present there are three evidence based programmes where children actively participate: Promoting Alternative Thinking Strategies (PATHS); Children Experiencing Domestic Abuse Recovery (CEDAR) and Functional Family Therapy (FFT).  PATHS is delivered in 10 of Renfrewshire's Primary Schools.






PI code & name	Collection	Current Value	Current Target	Status	2015/16 Target	2016/17 Target	2017/18 Target	2018/19 Target	Latest Note
									3 of our Schools have achieved "model school status". There are only 8 schools in the UK achieving this status.
									6 CEDAR groups have been delivered in Renfrewshire with almost 50 children completing the programme.
									Over 100 families have participated in FFT with a total of 136 children experiencing positive impact.
ICS/ASC/EBP/02 Number of parents engaged in evidence based programmes.	Years	-	-		-	-	-	-	Further work is require to refine this indictor moving from reporting on numbers participating to impact on behaviour.
									Data is currently being collected on the number of parents participating in the Triple P programme. This will be available for the out-turn report in 2016.
									The number of parents participating in the Incredible Years programme in 2014/15 was 207. Work is being taken forward to refine the reporting of this indicator moving from participation numbers to impact measures.
RSW/LAC/FP/01 The number of in house foster placements for Looked After Children (children placed)	Years	130	150		150	150	150	150	The number of Looked After Children overall has dropped in 2014/15 and the number of children placed in in-house foster placements has remained steady


PI code & name	Collection	Current Value	Current Target	Status	2015/16		2016/17		2017/18		2018/19		Latest Note
					Target		Target		Target		Target		
													as a proportion with 18.8% placed in local authority foster carers as at 31 March 2015 compared to 18.4% as at 31 March 2014. The fostering team continue to recruit, train and support foster carers within a competitive market.
RSW/LAC/FP/04 Number of in-house foster placements over period, as a percentage of total fostering placements.	Quarters	100%	-		-		-		-		-		This indicator refers to new foster care placements in the period. The percentage of children placed in LA foster care placements in Q1 of 2015/16 has remained at 100% and is reflective of 16 out of 16 children being placed in LA foster care. Whenever possible we will place children with in-house foster carers and work is ongoing with the Scottish Government to ensure that young children are placed with permanent carers and do not remain in foster care.
RSW/LAC/LAC/01 Percentage of Looked After Children at home rather than away from home	Quarters	58%	65%		65%		65%		65%		65%		The percentage of children looked after at home has increased from 57% in Q4 of 2014/15 to 58% in Q1 of 2015/16. This is less than the target of 65%, however we will continue to place children in settings most appropriate to their safety and ongoing needs.
RSW/LAC/LAC/16 Percentage of accommodated Looked After Children placed with families	Quarters	81%	83%		83%		83%		83%		83%		The percentage of children looked after and accommodated with families has remained at 81% in Q1 of 2015/16 but continues to be slightly behind the target of 83%. We will always aim to place children

PI code & name	Collection	Current Value	Current Target	Status	2015/16	2016/17	2017/18	2018/19	Latest Note
					Target	Target	Target	Target	
									within families where it is safe and appropriate to do so.


**Local Outcome** Service Outcome 4: All learners, particularly those affected by poverty or who are looked after, benefit from high quality education provision which promotes and supports achievement at all stages.

PI code & name	Collection	Current Value	Current Target	Status	2015/16	2016/17	2017/18	2018/19	Latest Note
					Target	Target	Target	Target	
CHSA1 % of Leavers attaining literacy and numeracy SCQF Level 4	Years	85.8%	86%		86%	87%	88%	88%	2015 pre-appeal data has shown that Renfrewshire continues to improve attainment in literacy and numeracy at SCQF levels 4 and 5 and remain above our comparators. Similarly the total tariff scores for our lowest performing 20% of pupils continue to increase and is above our comparators and well above the national average. The remaining 80% of pupils have seen improvements over several years and their total tariff scores remain in line with our comparators but in line or above the national average.
CHSA2 % of School leavers in a positive destination	Years	92%	92%		93%	94%	95%	95%	Our most recent leavers destinations data has shown that we have increased the percentage of school leavers who have gone on to a positive destination. Although we are marginally below our comparators, we are in line with the national average.
EL133.1 % pupils achieving qualification when engaged in learning experiences such as city and guilds/ XL/ ASDAN/	Years	91.9%	92%		92%	92%	92%	92%	Revise PI in light of senior phase benchmarking tool.



PI code & name	Collection	Current Value	Current Target	Status	2015/16		2016/17		2017/18		2018/19		Latest Note
					Target		Target		Target		Target		
Vocational programme													
ELCMT04 Average tariff score of the lowest attaining 20% S4 pupils	Years	133	79		80		90		90		90		This indicator has exceeded the target range. Future year targets will be reviewed.
ELS10.09eii Attainment of Children at Higher Grade Level by all Children, by the end of S6	Years	30.3%	26%		28%		29%		29%		29%		This indicator has exceeded the target range. Future year targets will be reviewed.
ELS10.09eiv Attainment of Children at Higher Grade Level by Children from the 20% most deprived neighbourhoods (SIMD)	Years	14.17%	-		-		-		-		-		Data for this PI formerly came from the local government benchmarking figures. However, in light of new SQA qualifications it is no longer collected and will be revised in 2016/17.
ELS13.04.01 No. of opportunities for young people to achieve through accredited awards	Years	399	1,400		1,450		1,500		1,500		1,500		This indicator was established within the previous service which had previously covered arts and museums, libraries and sports. As a consequence of those services transferring to Renfrewshire Leisure in the summer of 2015 targets require to be revised and reduced in the next service planning process to more accurately reflect the accredited awards that Children's Services offer. Although the performance indicator does not meet the previously established target, progress is positive for the accredited awards delivered by Youth Services. Awards include the Duke of Edinburgh's Award, John Muir Award, Dynamic Youth Award, Youth Achievement Award, Heart Start, Saltire Award Bikeability, Go Mountain Bike and Sailability.
ICS/LAC/EDA/16 Average tariff scores for looked after children	Years	-	-		-		-		-		-		Data for this PI formerly came from the local government benchmarking figures. However,

PI code & name	Collection	Current Value	Current Target	Status	2015/16		2016/17		2017/18		2018/19		Latest Note
					Target		Target		Target		Target		
SOA13ELS.01 Increase in the number of children and young people participating in sporting, cultural and citizenship activities. No. of opportunities for young people to achieve through accredited awards.	Years	-	-		-		-		-		-		in light of new SQA qualifications it is no longer collected and will be revised in 2016/17..
													The data for this PI is no longer available/ collected as responsibility transferred to Renfrewshire Leisure.


**Local Outcome** Service Outcome 5: Our approach to public protection makes communities safer.

PI code & name	Collection	Current Value	Current Target	Status	2015/16		2016/17		2017/18		2018/19		Latest Note
					Target		Target		Target		Target		
RSW/CJ/PO/02 The percentage of clients subject to supervision seen by a supervising officer within 1 week	Quarters	91%	92%		92%		92%		92%		92%		Supervision requirements imposed have increased by 18% since 2012/13 and 37% since CPOs were introduced, thus creating additional pressures for allocation, however improved performance indicates the importance awarded to early client contact. Performance is slightly behind the target set. Where possible all clients are seen at court (if sentenced at Paisley), following sentence. All clients are then scheduled to attend the social work office within one week to see the duty social worker if their allocated worker is not available, this is then dependent upon client

PI code & name	Collection	Current Value	Current Target	Status	2015/16 Target	2016/17 Target	2017/18 Target	2018/19 Target	Latest Note
RSW/CJ/SER/07 Percentage of Criminal Justice Social Work Reports submitted by due date (National Average 08/09 - 98.3%)	Quarters	99%	98%		98%	98%	98%	98%	compliance. Performance continues to exceed the target set, and reflects the priority staff assign to meeting this important deadline.
RSW/CJ/UW/03 Percentage of unpaid work orders/requirement completed by required date	Quarters	67%	72%		72%	72%	72%	72%	Performance is behind the target set. Whilst all clients may not meet the 3 or 6 month timescale due to issues/readiness, staff will request court extensions to ensure that timescales are agreed by the courts and all efforts are made to ensure that clients complete as required. The increased focus on and thus use of personal placements and other activity contributes to clients meeting the timescales.
RSW/CJ/UW/05 Percentage of new unpaid work clients scheduled to be seen within 1 day of the order	Quarters	78%	92%		92%	92%	92%	92%	Performance is behind the target set. All clients subject to court reports are scheduled to be seen where possible, directed to attend the court social work unit and then to the community service office that day, or within 24 hours when appearing at courts outwith Renfrewshire. Even when scheduled given the short timescale it is then dependent upon client compliance. Of the 26 not scheduled within the timescale half were transferred in from external courts and a further third were already on an order. The remaining service users failed to comply, were in custody or transferred in from other areas.





PI code & name	Collection	Current Value	Current Target	Status	2015/16 Target	2016/17 Target	2017/18 Target	2018/19 Target	Latest Note
RSW/CJ/UW/06 Percentage of new unpaid work clients seen within 1 working day of the order	Quarters	78%	65%		65%	69%	72%	75%	Practice continues to exceed the target set. All clients subject to court reports are scheduled to be seen, directed to attend the court social work unit and then to the community service office that day, or within 24 hours when appearing at courts out with Renfrewshire. Even when scheduled given the short timescale it is then dependent upon client compliance. Of the 32 who did not attend within the timescale a third of them were already subject to an order and thus would not be expected to attend, a further third attended external courts and where no court report was undertaken Renfrewshire would not know within this time period whether they were subject to an order. The remaining service users failed to comply, were in custody or transferred in from other areas.
RSW/CJ/UW/07 Percentage of new unpaid work clients receiving an induction within 5 working days of the order	Quarters	68%	77%		77%	77%	77%	77%	Performance continues to be behind target, delays relate to significant workload increases and legislative change which means that social work are not aware of all potential orders as reports are not required. Where clients are not seen by court social work, or there is delay in providing orders by external courts, the capacity to meet the timescales is limited. Where social work are undertaking reports appointments are scheduled for within the 5 days, usually the day of court, it is then dependent upon client compliance. Clients also regularly have more





PI code & name	Collection	Current Value	Current Target	Status	2015/16 Target	2016/17 Target	2017/18		2018/19		Latest Note
							Target	Target	Target	Target	
RSW/CJ/UW/08 Percentage of new unpaid work clients beginning work placement within 7 working days of the order	Quarters	46%	61%		61%	61%	61%	61%	61%		<p>than one order and thus a further induction is not required and is thus not recorded, the statistics are therefore undergoing review.</p> <p>Practice remains behind target. This reflects changes and increasing demands on the service since 2010/11 when CPOs were introduced. Unpaid work can be imposed without a court report, thus services can be unaware of clients where orders have been imposed until the service receives the order which are often delayed from external courts. Workloads have increased dramatically, orders have increased by 115% since 2010/11 and 20% since 2012/13, and hours imposed by 57% since 2010/11 and 13% since 2012/13. This impacts upon availability of work within required time periods. Clients also regularly also have more than one order and practice is to complete one prior to commencing the new order which affects the time periods recorded. Clients also fail to attend, are in custody, are breached or submit medical certificates which prevent them commencing. Overtime continues to be used where necessary, and new supervisory staff have been employed within available resources. Work is also continuing to maximise the use of other activity, this usage increased threefold from 2012/13 to 2013/14.</p>

**Local Outcome** Service Outcome 6: Our schools and services take account of the views of people who use them, and the views of staff and







communities they serve.




PI code & name	Collection	Current Value	Current Target	Status	2015/16	2016/17	2017/18	2018/19	Latest Note
					Target	Target	Target	Target	
CHSCUS1 % parents satisfied with establishments Education Scotland Survey	Years	-	100%		100%	100%	100%	100%	This is an annual PI. The 2015/16 data will be available July 2016.
CHSCUS2 % pupils satisfied with establishments Education Scotland Survey	Years	-	100%		100%	100%	100%	100%	This is an annual PI. The 2015/16 data will be available July 2016.
ELCMT12e1 % Adult education learners satisfied	Years	-	100%		100%	100%	100%	100%	This is an annual PI. The 2015/16 data will be available July 2016.
ELS10.09bi % of Adults satisfied with local schools	Years	-	100%		100%	100%	100%	100%	This is an annual PI. The 2015/16 data will be available July 2016.

**Local Outcome** Service Outcome 7: Our staff are skilled, knowledgeable and committed to their professional development to support efficient and effective service delivery.

PI code & name	Collection	Current Value	Current Target	Status	2015/16	2016/17	2017/18	2018/19	Latest Note
					Target	Target	Target	Target	
CHSAB1 Average number of days lost through sickness absence per FTE employee (all staff)	Years	7.22	-		-	-	-	-	New PI targets to be set following the creation of the children's services directorate.
CHSAB2 Average number of days lost through sickness absence per FTE employee (Teachers)	Years	6.06	-		-	-	-	-	New PI targets to be set following the creation of the children's services directorate.

**Local Outcome** Service Outcome 8: We develop our services as part of our commitment to becoming a 'Better Council'.

PI code & name	Collection	Current Value	Current Target	Status	2015/16		2016/17		2017/18		2018/19		Latest Note
					Target		Target		Target		Target		
EL018E % of eco schools that have achieved a green flag	Years	58.66%	62%		62%		62%		62%		62%		At Q1 2015/16 this indicator is within the target range.
ELS10.09ai cost per pupil for primary schools	Years	4,559.56	-		-		-		-		-		The 2014/15 data for this PI will be available end of January 2016.
ELS10.09aii cost per pupil for secondary schools	Years	5,581.78	-		-		-		-		-		The 2014/15 data for this PI will be available end of January 2016.
ELS10.09aiiii Cost per pre-school place	Years	2,622	-		-		-		-		-		The 2014/15 data for this PI will be available end of January 2016.
ELS12.17.2 % of learning communities that have been inspected that have achieved a positive report	Years	100%	100%		100%		100%		100%		100%		The last inspection was of Castlehead Learning Community and took place in 2012/13. It received a 'very good' in the overall report maintaining the 100% record. Education Scotland were scheduled to complete an inspection of Linwood Learning Community in October 2014, however this was cancelled. It is expected that the inspection will be rescheduled in 2015.
RSW02f % calls answered within 5 rings by Social Work Services HQ	Quarters	-	97%		97%		-		-		-		Reports are not currently available for the new system therefore there may be a delay in future statistics. The project manager is aware of this.  Significant periods of change related to the switch to IP Telephony at the end of the quarter affected the efficiency of the performance. Steps were taken to minimise disruption and performance was maintained at a high level above 95%.  The new IP Telephony system has been designed to route calls effectively and ALL staff have voicemail to help them manage their own calls when they are not at their desk. It is accepted that it will take some time for staff to use the system

PI code & name	Collection	Current Value	Current Target	Status	2015/16 Target	2016/17 Target	2017/18 Target	2018/19 Target	Latest Note
									effectively at all times therefore performance may not improve immediately. Guidance and training has been provided to assist staff.  This indicator reflects the performance of the former Social Work Service and work is under way to provide a disaggregated Children's Service indicator
FCSCREDSW01f % of invoices paid within 30 days by Social Work Services	Quarters	96.58%	90.5%		90.5%	90.5%	90.5%	90.5%	Performance on this indicator remains high and remains above target. The service will continue to ensure that performance is maintained.  These figures reflect the performance of the former Social Work Service and work is under way to provide a disaggregated Children's Service indicator.
RSW08 % of FOI requests in a quarter completed within target by Social Work	Quarters	100%	100%		100%	100%	100%	100%	Performance on this indicator remains high and remains above target. The service will continue to ensure that performance is maintained.  These figures reflect the performance of the former Social Work Service and work is under way to provide a disaggregated Children's Service indicator
RSWLP101 % of complaints with a final response within 10 working days (corporate standard)	Years	81%	88%		100%	100%	100%	100%	Performance fell short of the annual target and is under review.  These figures reflect the performance of the former Social Work Service and work is under way to provide an aggregated Children's Service indicator

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**To:** Education and Children Policy Board

**On:** 21 January 2016

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

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**Heading:** Response to the proposal to relocate Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School

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## **1. Summary**

- 1.1 On 14 May 2015 the education and children policy board agreed to a formal consultation on the proposal to relocate Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School on the site of the existing establishments.
  - 1.2 In accordance with the Schools (Consultation) (Scotland) Act 2010 a formal consultation on the proposal was undertaken and a consultation document was prepared and issued simultaneously to parents and interested parties affected by the proposal.
  - 1.3 The consultation formally opened on 9 June 2015 and closed at 12 noon on 10 September 2015.
  - 1.4 The purpose of this report is to provide the education and children policy board with recommendations which recognise the issues raised and comments made in the course of the consultation exercise. A report on the issues raised and a consideration of these is included as appendix 1 to this document.
  - 1.5 Responses to the consultation were positive and supportive and details of such responses are contained within appendix 1 to this report.
- 

## **2. Recommendations**

- 2.1 The education and children policy board is asked to:
  - note the issues raised through the formal consultation detailed in appendix 1;
  - note the comments made by Education Scotland in relation to the educational benefits of the proposal detailed in appendix 4;

- approve the relocation of Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School on the site of the existing establishments;
  - approve the development of detailed project proposals, including project design, fully developed project costing, financial assessment and funding approach for the construction of the new campus; and
  - note that the new facility will be delivered by the Council's property services section, augmented by external consultants as required.
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### **3. Background**

- 3.1 As part of Renfrewshire Council's approach to school estate management a schools' project team, including officers from various council services, continually assesses the performance of the school estate.
  - 3.2 The project team identified that the condition and sufficiency of a number of primary schools and pre 5 centres present significant challenges for the Council at this time.
  - 3.3 A focussed review of the primary and pre 5 estates was therefore undertaken to inform the service's School Estate Management Plan (SEMP) which was approved by the education policy board in May 2014.
  - 3.4 As part of this ongoing development the education and children policy board agreed to a formal consultation on the proposal to relocate Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School on the site of the existing establishments in May 2015.
  - 3.5 Elected members agreed a consultation document which was subsequently issued to parents and interested parties affected by the proposal. A copy of the consultation document is attached to this report as appendix 2.
  - 3.6 The consultation formally opened on 9 June 2015 and closed at 12 noon on 10 September 2015.
  - 3.7 Responses to the consultation were positive and supportive and details of such responses are contained within appendix 1 to this report.
- 

### **4. Consultation**

- 4.1. Following agreement to consult on the proposal to relocate Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School on the site of the existing establishments a consultation document was issued to parents and interested parties affected by the proposal.
- 4.2. The consultation document invited members of the public to respond to the proposal either through contributions to a public consultation meeting or by written submissions in hard copy or email to the director of children's services. Interested parties also had the opportunity to take part in the consultation through the Council's online survey.
- 4.3. A public meeting was held with parents and members of the public as part of the consultation process on 9 June 2015.

- 4.4. A presentation was made by officers from children's services. The presentation outlined the background to the proposal, highlighting the impact this would have on the school, pre 5 and adult learning communities.
- 4.5. Those in attendance at the public meeting were invited to raise questions and notes of the questions asked and the answers provided by education officers were published on the Council's website.
- 4.6. A report on written responses received and comments made through the Council's online survey is attached as appendix 1 to this report.

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## **5. Comments and observations arising from the consultation**

- 5.1. During the course of the consultation, questions were raised regarding how the council would progress this proposal. Appendix 1 to this document, "Response to the proposal to relocate Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School on the site of the existing establishments" details the questions asked and the responses provided.
- 5.2. Education Scotland have been consulted on the proposal in accordance with the Schools (Consultation) (Scotland) Act 2010. The response received from Education Scotland was supportive of the Council's proposal and is attached to this document as appendix 4. A summary of this finding is noted below:
  - 5.2.1. HM Inspectors found that the council has set out its case and summarised clearly the educational benefits of the proposal. It has shown how the proposal will improve the learning environment and learners' experiences for children at Foxlea Pre-Five Centre and St Paul's Primary School, along with users of the Community Learning Centre. The new building will provide accommodation which is more suitable to delivering Curriculum for Excellence. In taking the proposal to the next stage, the council should clarify timescales and address concerns over the safe management of traffic. It should communicate clearly with stakeholders and provide detailed plans and updated information at regular intervals in order to manage the transition phase successfully.
  - 5.2.2. Renfrewshire Council welcomes the comments made by Education Scotland and will adopt the consultative approach successfully used to progress previous new build projects. This approach ensures that the design of the building is informed by the views of all stakeholders.

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## **Implications of this report**

### **1. Financial Implications**

The total capital investment for this project is £7.946m.

The revenue implications of this proposal will be developed as the project progresses however, it is envisaged that all costs will be contained within existing revenue resources.

### **2. HR and Organisational Development Implications**

Community Resources will consider the deployment of their staff who currently operate over 2 facilities. Similarly, Corporate Business Support will determine the deployment of their staff as appropriate.

### **3. Community Plan/Council Plan Implications**

Children and Young People	· An improved school environment supports learning and achievement.
Community Care, Health and Well-being	· An improved school environment supports health and wellbeing.
Greener	· Sustainable approaches to ensuring high quality assets will be developed.

### **4. Legal Implications**

This proposal adheres to the procedures required to take forward any proposal in terms of the Schools (Consultation) (Scotland) Act 2010.

### **5. Property/Assets Implications**

This proposal aims to deliver a shared campus designed to provide sustainable accommodation that is fit for education in the 21st century.

An area of the land on which the existing establishments currently stand may be surplus to requirement further to the demolition of the School and Pre 5 and Community Learning Centre buildings. Any such area is therefore referred to the director of development and housing services for further consideration and to be disposed of if it is not required for council purposes.

### **6. Information Technology Implications**

None.

### **7. Equality and Human Rights Implications**

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. An equalities impact assessment is attached as appendix 3 to this report.

### **8. Health and Safety Implications**

None.

### **9. Procurement Implications**

The procurement model for the delivery of this project is being developed by corporate procurement and finance and resources. The new facility will be delivered by the Council's property services section, augmented by external consultants as required, and a main contractor will be appointed through a competitive tender process.

### **10. Risk Implications**

None.

### **11. Privacy Impact**

None.



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## List of Background Papers

- (a) Background Paper 1: Consultation Proposal for the Development of the School Estate Management Plan (SEMP) 2013
- (b) Background Paper 2: Report on the consultation to develop the School Estate Management Plan (SEMP) and proposals to address the property challenges in the primary and pre 5 estate.
- (c) Background Paper 3: Proposal to consult on: The relocation of Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School.

The foregoing background papers will be retained within ELS for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Ian Thomson, education manager (resources). 0141 618 7241, [ian.thomson@renfrewshire.gov.uk](mailto:ian.thomson@renfrewshire.gov.uk)

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*Children's Services  
IT/LG  
17 November 2015*

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## Response to the proposal to relocate Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School

### 1. Consultation Process

- 1.1. Following agreement to consult on the proposal to relocate Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School on the site of the existing establishments a consultation document was issued to all interested parties.
- 1.2. A consultation meeting was held with parents and members of the public and meetings were also held with staff from the affected schools.
- 1.3. The consultation formally opened on 9 June 2015 and closed at 12 noon on 10 September 2015.
- 1.4. Copies of the consultation document were issued to parents of every pupil in attendance at St Paul's Primary School and Foxlea Pre 5 Centre and to all parent council groups. Copies of the document were also distributed to local libraries and a copy was placed on the Council website. An advert to notify the public of the consultation meeting was also placed in the local press. In addition the consultation document was issued to council officers, local elected members, MSPs and MPs for the Renfrewshire area and Education Scotland.
- 1.5. All formal responses submitted as part of the consultation exercise have been retained and can be viewed on request to the director of education and leisure services.

### 2. The Consultation

- 2.1. A number of written responses were received from interested parties registering their comments on the proposal. The following is a breakdown of written responses received:

Category	Number of Responses	Type of Response
Parents	1	e-mail
Parents	7	on-line survey
Staff	4	
Pupils	2	Summarised list of observations made by the pupil body of both establishments
Renfrewshire Council employee	2	on-line survey

- 2.2. The public meeting was held in St Paul's Primary School on 9 June 2015 and was attended by 28 members of the public.

- 2.3. Arrangements were also made to consult directly with the staff of both schools.
- 2.4. A note of the public meeting was taken and can be obtained by request to the director of children's services and can be viewed on the Council website at [www.renfrewshire.gov.uk/haveyoursay](http://www.renfrewshire.gov.uk/haveyoursay)

### **3. Analysis of key issues raised during the consultation**

- 3.1. 16 responses were received.
- 3.2. 15 responses (93.75%) were supportive of the proposal and 1 (6.25%) response suggested that there was not enough information given to explain the rationale for the proposal.

### **4. Response to key issues raised during the consultation**

#### **4.1. Questions, comments and responses from public consultation meeting**

Q: Are there any plans that can be looked at?

R: At this point the Council has conducted feasibility studies to ensure that the new building can be accommodated within the combined sites. If approval to proceed is secured a consultative design process would be adopted to ensure that a wide breadth of comment (from parents, pupils, partner agencies and all other interested parties) informs the design of the new shared campus.

Q: Will the school be accessible during construction?

R: The school will remain operational during construction however parents should be reassured that disruption management plans form an integral part of the programming process for any major developments and the health and wellbeing of all service users is central to such plans.

Q: How will the decant of Foxlea impact on the operation of the school?

R: Foxlea will occupy the surplus areas within the school. Working with the head teacher and heads of centre the project team will assess the best possible solution for all users during the interim phase.

Q: Will this result in composite classes?

R: Composite classes arise as a result of class configuration arrangements based on pupil numbers at particular stages of the school. The construction of the new building does not in itself generate composite classes. There is surplus space in the school which will allow for a temporary decant arrangement involving all three establishments.

C: It's unfortunate that pupils at the upper end of the school will be disrupted when they won't get the benefit of the new building.

R: Arrangements have been made on previous projects for pupils to be invited back to the school to see the new building; this can be arranged if appropriate.

Q: How will groups using the school in the evenings and weekends be affected?

R: It is an established protocol for lets to be suspended during the construction phase of new build and refurbishment projects; minimising out of hours access mitigates against the risk of harm coming to users of the building. On delivery of the new building we would expect that all letes wishing to return to the shared campus would have the opportunity to do so.

Q: How will the community learning centre be segregated from the school and pre 5 centre?

R: Appropriate segregation will be designed into any temporary decant facility and the new building.

Q: What impact will the development of brown sites have on the role projections?

R: The Council's land register highlights all approved housing developments. No developments have been identified which would impact on this proposal.

Q: How will demolition be managed?

R: Demolition of the existing establishments would be managed through the project programme on a phased basis. As the new shared campus would be built were the existing Foxlea building stands, the Foxlea building would be demolished immediately after the users of the centre were transferred to the surplus accommodation in St Paul's. After the completion of the new building, all users would transfer into it and the existing St Paul's building would be demolished. During construction effort is made to identify any individuals who may be potentially adversely affected in order that alternative arrangements can be considered in advance of any works to mitigate any risk to any individual or group. Traffic management schemes are also considered to ensure the movement of vehicles does not create any hazard and the construction site is fenced off from the operational school areas. Additionally, special attention is made to the management of impacts from noise and dust and the Council's procurement procedures ensure that the contractor is mindful of the neighbours of the schools; requiring communication strategies that ensure neighbours are made aware of significant aspects of construction which may impact on them.

#### 4.2. Questions, comments and responses from written submissions

Q: My son is in primary 5 in the CDU unit at St Pauls. He started school at West Primary school, where we found he just could not cope with the pace of work and the sheer size of the school. The school struggled to meet his needs even with the help of Out-Reach and we applied for a place in one of the 2 Renfrewshire units in December 2012. In January 2013 he started in the unit at St Pauls and to say it changed our lives is an understatement! The dedication of all the staff is first class. Going into the school is a pleasure. I have never doubted the decision that we made. I attended the meeting in St Pauls regarding the proposal for the new build and at no time was the unit mentioned (I never asked either and should have). I am very much in favour of the build, but was hoping you could give me some information regarding the unit, if and how it will be incorporated into the new building.

R: The needs of all learners will be considered as part of the design process and the views of parents and carers of pupils attending the Communication Disorder Unit at St Paul's are welcomed. Opportunities for parents or carers to discuss their concerns can be arranged by contacting the head teacher of the school.

#### 4.3. Questions, comments and responses from the Council's online questionnaire which asked contributors to comment on why they were supportive or against the proposal.

C: The current building is not fit for educational purpose the way we now understand how children should learn and the huge significance of the environment on learning.

C: The children, parents and staff of both the pre-five, primary and learning centre provide valuable services to the people of Foxbar and they deserve this new fresh dynamic building, to learn all the life skills they require in at each stage of their journey.

C: Any new build for the above services will benefit the Community.

C: New builds have been very successful in other areas.

C: The current condition of building is unsatisfactory. Leaking roof, too many levels for disabled access and inappropriate traffic management. (to name a few).

R: This proposal would address the condition concerns intimated above and would provide a building which was fully compliant with the provisions of the Equality Act (2010).

C: We have made the best use of the additional space. However, a better design of building to meet the curricular and learning needs of our children would be of benefit.

C: The nursery in our building may improve transition and the quality of pre-5 provision.

R: Renfrewshire Council believes that the co-location proposal would provide enhanced opportunities for cross establishment peer observations which will support transition.

- C: The school is in much need of a face lift and modern facilities for the kids.
- C: Would attract more parents to consider the school for their children.
- C: At present concerns over building safety being no alternative escape door in top 2 tower classrooms!! Playground facilities at present very poor/ unsafe - pick-up/drop off by car access unsafe.
- R: It is acknowledged that the current St Paul's Primary School building has limitations that will be improved upon if a new school is built but parents and members of the public should be reassured that the health and wellbeing of all users of the existing building is in no way compromised and that appropriate management systems are in place to ensure that all users are safe at all time when using the building.
- C: I don't believe as parents we have received enough information as to why the need for a new build. The report says the school is too big but this is one of the things that 'sold' the school to me the space and varying areas dedicated to ICT, music etc. I fear a new school will be smaller and lose out on these special features it currently has.
- R: Every effort has been made to explain the rationale for this proposal but arrangements for further discussion / information sharing can be organised for any parent or interested party requiring further information. In the broadest sense, the size of a new school is determined by the number of pupils attending and the demands of the curriculum. The Council's project team is a professional body of officers experienced in design development for schools and its research is informed by national and international thinking in terms of modern flexible learning spaces. Evaluation of recently designed facilities is undertaken and best practice considered when determining the best design approach for our school buildings.
- C: I worry about the upheaval to the children whilst this work is getting under way. My child is only in primary one and I feel it could be unsettling for him when he is already unsettled due to not having a permanent teacher at the moment. Will the children have to be moved to temporary classrooms, will the playground be safe for them etc..
- R: Disruption management plans form an integral part of the programming process for any major development and the health and wellbeing of all service users is central to such plans. Every effort is made to identify any individuals who may be potentially adversely affected during the construction phase of a project in order that alternative arrangements can be considered in advance of any works to mitigate any risk to any individual or group. Pupils will not be transferred to temporary classrooms as the existing building will remain operational for the duration of the construction phase and as the new school would be built within the existing curtilage of both facilities there would be adjustments made to the play areas but appropriate segregation would be in place to ensure that all pupils had the opportunity to play in a safe area.
- C: A lot of unanswered questions which is no good when we are talking about the education and welfare of children.
- R: Every effort has been made to explain the rationale for this proposal but arrangements for further discussion / information sharing can be organised for any parent or interested party requiring further information.
- C: A Purpose built Nursery will benefit the children and staff will be able to meet their needs.
- C: The old building is outdated and not practical. A great deal of resources are required.
- C: New community facilities. New build school, current school is showing serious signs of ageing. Substantial money required just to bring it up to an acceptable condition and then more money required to make it a fit school for the 21st century.



- C: Better educational environment for pre-schoolers
- C: Easier for parent/carers with 2+ siblings if all based within the same building.
- C: There will be overall improvements for children/staff/parents.
- C: There will be better access to toilets for all children and access to the outdoor area.
- C: The building will improve security for children and staff.
- C: Increased parking facilities and a traffic management system introduced for parents dropping off children.
- C: There will be better access for parents with prams and space to store prams.
- C: The new environment will improve and enhance learning. There will be greater opportunities to develop effective transitions with St Paul's. Resources and spaces can be shared. Adult learning will be available but have a separate entrance increase security. The building will be eco friendly and children, parents and staff will have a environment/workplace that meets all standards from care inspectorate. The needs of all children will be met through having appropriate spaces/ rooms e,g nurture support, physical play, small group work. The building will be fit for purpose and designed to enhance learning have an improved environment with better facilities and be on one level to increase access to children who have additional needs such as limited mobility.
- C: The nursery will greatly benefit from a building which is fit for purpose, with better access to the outdoors, at present outdoors is only accessed by stairs.
  
- C: The current building offers excellent facilities to the children but I worry that the third floor classrooms only have one emergency evacuation route should an emergency occur.
- R: The health and well-being of all users of the existing St Paul's Primary School building is of paramount importance and the safety of individuals is not compromised as a result of occupying classrooms on the third level of the existing building. Emergency arrangements are risk assessed by the head teacher as part of the routine school evacuation procedures.
  
- C: I have concerns on the nursery moving into the main school building during the construction period and the negative impact this will have on the current pupils of the school, especially those who will get no benefit from the new facilities. I feel that the current moves are already having a negative impact on pupils due to the facilities they have lost and the restrictions that have been put in place. I consider the current moves to be both unnecessary and previous given that the consultation period has not ended and that construction is not due to begin till September 2016.
- R: Renfrewshire Council is sensitive to the potential impacts to learning during periods of construction and seeks to minimise such impacts through well considered disruption management plans informed by head teachers and their staff. With reference to the observation noted above, the Council has been unable to substantiate the assertion that pupils are being adversely affected by "restrictions" that have been put in place. In respect of "current moves", Renfrewshire Council adheres to the Schools (Consultation) (Scotland) Act 2010 Statutory Guidance when progressing any new build project requiring a formal consultation. The internal moves made at the school to date where undertaken during the summer break to ensure that no classes would be affected by a move mid-term; thereby minimising the disruption to learning for all pupils. This internal move in no way pre-empts or prejudices the outcome of the formal consultation; approval to proceed will be determined by the merits of the proposal presented to elected members in keeping with the legislative requirements of the Act.
  
- 4.4. Responses from pupils attending St Paul's Primary School. Pupils were consulted on the proposal to build a new school which would see the integration of Foxlea Pre 5 and

Community Learning Centre. 124 pupils took part in the consultation. 113 pupils were in favour of a new build and 11 pupils were against it. Pupils' views are noted below:

Yes: 113      Reasons for yes:

- it will be bigger and finer
- the school is old and it might fall down x 3
- people in wheelchairs/disabled people can get everywhere in the school x 6
- easier for disabled people to navigate
- easier for new people to navigate
- refreshed building with hardly any problems
- we think the school is getting too old
- less stairs x 4
- it will be nice and clean
- better sized classrooms
- more hygienic bathrooms
- because we're bored of the same things
- it will be good for the little ones
- it will have more space and a bigger playground
- there is not enough space for 180 people
- nice to have no classrooms
- a more efficient school
- better playground
- better school for better children
- it is very small and for people's health
- to be more modern
- school is old and needs upgraded

No: 11      Reasons for No:

- the school might have to get smaller when it is built
- this school has been here for years and its part of the history of St Paul's
- we don't want to move classroom
- it's good/like it the way it is x 3
- if there is a new building people could get lost
- because people think it is not going to be a school

Ideas for inside the school - Infants

- another ICT room x 3
- escalator x 2
- a bigger play area
- new school doors
- bigger/better classrooms x 2
- more space
- cookers
- rainbow room
- place to show work
- stage x 2
- quiet room
- spare classroom
- bigger cloakrooms x 2
- better toilets



- new gym hall x 4
- new library x 3
- new dinner hall (bigger, fancier) x 4
- cool tables and chairs
- colourful walls
- art
- more games
- lego
- play and wet rooms
- age appropriate books
- bigger soft play area x 3
- a show room for the stage
- swimming pool
- bigger stage
- more colourful and attractive
- bigger nursery
- more educational games
- bouncy castle

#### Ideas for inside the school - Upper

- lift/less stairs (also for people in wheelchairs) x 4
- bigger/new gym hall/ two gym halls (nicer and safer) x 7
- more equipment (e.g. PE, sports) x 5
- bigger/fancier/more classrooms x 8
- directions to places for visitors to go
- more books x 2
- more tech
- new art room x 2
- new hula hoops
- computer room/ICT x 2
- quiet room x 2
- spare classroom
- bigger cloakrooms x 2
- more water coolers
- bigger stage x 2
- new/better/extra chairs and tables x 2
- upgraded smartboards
- more games
- library
- bigger trays
- more automatic doors
- big/new soft play area x 2
- soft play area in playground
- show room for the stage
- more tables for dining hall
- colourful walls, not just white
- fans in the gym hall
- more sports
- swimming pool

#### Ideas for outside the school - Infants

- bigger football pitches x 4
- football nets
- a garden (bigger) x 3
- more monkey bars, slides x 2
- chute x 3
- zipwire
- swing set x 3
- assault course (bigger, better) x 7
- climbing frame x 4
- new toys (plus soft) x 4
- more grass (half and half; bigger; safety) x 3
- more equipment
- shortcut leading into big playground
- activity room
- sand pits
- seasaw
- tree house
- pencils/pots
- more fun things
- new container
- more games in container
- more benches x 2
- painted games and game table
- bike bars
- change the blue and red shelter
- on the wall a plaque of St Paul
- bigger/better container (of toys) x 3
- better/more bins
- new windows
- new smartboards
- little den
- more educational games
- bigger infant playground

#### Ideas for outside the school - Upper

- obstacle course x 2
- obstacle course for P4 –P7 x 2
- place to eat lunch outside
- a new gate
- repainted/new/bigger football pitch x 7
- astra turf football pitch with goals x 2
- bigger football goals
- small tennis net with painted lines
- basketball/volleyball/netball/American football outside x 2
- sports equipment
- climbing frame x 4
- chute
- grass (bigger) x 2
- tables and chairs

- shortcut leading into little playground
- outside classroom
- swings x 2
- monkey bars
- garden
- tree house
- toys like skipping ropes/balls x 2
- bigger/new playground x 3
- park table and chairs
- games
- bigger St Pauls Badge/Plaque??
- bigger container
- better bins

R: Renfrewshire Council welcomes input from all pupils and will give careful consideration to the points noted above. If the proposal to rebuild the school is approved by elected members the head teacher will ensure that pupils are informed of the rationale for what improvement suggestions can and cannot be accommodated within the design.

4.5. Responses from children attending Foxlea Pre 5 Centre. Children were consulted on the proposal to build a new school which would see the integration of Foxlea Pre 5 and Community Learning Centre. All children took part in the consultation and their views are noted below:

Children would like:

- to have a garden;
- things to climb on;
- a football park and castle;
- a chute and swing;
- signs and characters;
- a trampoline;
- a hiding den;
- trees;
- fish with a pond;
- a bird house;
- painting on walls;
- story corner/ cosy;
- numbers on wall;
- sand pit; and
- soft play.

R: Again Renfrewshire Council welcomes input from all children and will give careful consideration to the points noted above. If the proposal to rebuild the school is approved by elected members the head of centre will ensure that pupils are informed of the rationale for what improvement suggestions can and cannot be accommodated within the design.



## **THIS IS A CONSULTATION DOCUMENT**

### **Proposal relating to: The relocation of Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School**

#### **1. Introduction**

- 1.1 Renfrewshire Council's vision for its school estate is to promote learning and achievement, and to give our children and young people the opportunity to learn in the best possible environment.
- 1.2 The SEMP sits within the council's corporate asset management plan to ensure the most effective use of all council assets. The purpose of the SEMP is to set out a strategy to focus the resources available for new and redesigned school and pre 5 accommodation.
- 1.3 The SEMP is guided by Scottish Government's 9 principles for school estate management planning and the council's 4 objectives for the school estate in Renfrewshire:

#### Scottish Government Principles:

- 1. Good consultation to support better outcomes;
- 2. Innovative design and change informed by experience;
- 3. A more integrated, holistic and longer term approach to change;
- 4. Schools must be in a condition to support and enhance their functions;
- 5. Schools must be more suitable and inclusive, better future proofed for flexibility and adaptability;
- 6. Schools should be greener, more sustainable and environmentally efficient;
- 7. A well managed estate should represent and deliver best value;
- 8. Schools should drive and support effective learning and teaching; and
- 9. Schools should best serve their communities.

#### Council Objectives:

- 1. To provide the best educational experience for all learners in Renfrewshire;
  - 2. To satisfy the condition, sufficiency and suitability core facts;
  - 3. To retain services within communities where possible; and
  - 4. To provide environmentally and economically sustainable facilities with lower carbon footprints.
- 1.4 The council's SEMP aims to improve the fabric, efficiency and suitability of school buildings. To assist councils in making progress towards this objective a set of indicators referred to as 'core facts' are gathered on an annual basis. These core facts provide ratings with respect to a school's condition, sufficiency and suitability.
- 1.5 Core facts ratings are as follows:

- A      Good
- B      Satisfactory
- C      Poor
- D      Bad

- 1.6 Through its school estate project team the council continually reviews the performance of the school estate in terms of these core fact findings.
- 1.7 This process recognised that the existing St Paul's Primary School building was not performing well for the school community as it was too big and while the condition of the building was "B" satisfactory, it was felt that it was beginning to show signs of deterioration.
- 1.8 The process identified that by integrating Foxlea Pre 5 and Community Learning Centre into the surplus accommodation within the school building the council could address the sufficiency challenges faced by the school.
- 1.9 It is also significant to note that this approach would reduce the number of property assets within the education estate, supporting the council's asset management strategy.
- 1.10 A programme to engage school communities and interested parties in the development of the SEMP was approved by elected members and further investigation of the property performance challenges facing these establishments concluded that:
- the educational experience for all pupils, young children and adult learners could be improved if delivered in a new build St Paul's Primary School which was specifically designed to support education in the 21<sup>st</sup> century;
  - the sufficiency challenges facing St Paul's Primary School are such that the most appropriate, best value, approach would be to co-locate Foxlea Pre 5 and Community Learning Centre in a new build St Paul's Primary School;
  - a consultative approach, involving all stakeholders and service users, would deliver a new building which would enhance the educational experience for all pupils, young children and adult learners attending the School and Pre 5 and Community Learning Centre; and
  - The new building would be well designed; recognising current practice in energy management and statutory compliance and it would be sustainable with low carbon emissions.
- 1.11 In line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, this report seeks approval to consult on the proposal to relocate Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School.
- 1.12 The SEMP of May 2014 provided elected members with a programme which advised that the consultation for the relocation of Foxlea Pre 5 and Community Learning Centre to the fully refurbished and extended St Paul's Primary School building would be undertaken in November 2015. However, a review of the various options available for the council to consider has identified that the best value option, in this instance, is to relocate Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School at the site of the existing school and pre 5 and community learning centre.
- 1.13 Additionally, further assessment of the programme suggests that the project can be accelerated as detailed below.

1.14 Subject to approval by the education and children policy board to proceed with this proposal, the new building could be operational by January 2018. The proposed programme would be:

- Consultation commences June 2015
- Approval to proceed received January 2016
- Start of design phase January 2016
- Start of construction phase September 2016
- School operational January 2018
- Demolition of vacant facilities commencing June 2018

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## 2. Rationale for change and project development

2.1 At the last school census date in September 2014 St Paul's Primary School had a capacity of 288 with a pupil roll of 162 meaning its sufficiency rating was poor (category C) and it was only 56.25% full.

2.2 In terms of planning accommodation for the future it is essential to consider not only the current pupil roll but the potential variances in the roll over a period of time.

2.3 The table below illustrates roll projections for Paul's Primary School over a 10 year period.

	Capacity	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
St Paul's Primary	288	162	156	155	157	153	152	156	148	151	154	154

2.4 The roll projection for St Paul's Primary School is fairly static over a 10 year period and a revised capacity of around 175 is recommended. The accommodation required for such a roll will be in keeping with government recommendations outlined in the guidance document "Determining Primary School Capacity".

2.5 In addition to the mainstream provision the St Paul's Primary School building will continue to accommodate an integrated additional support needs facility which requires bespoke facilities to support the individual needs of pupils which currently stands at 18.

2.6 Foxlea Pre 5 Centre accommodates an early years provision for 80 young children from zero to five years old. It operates between 8.00am and 6.00pm on a 52 week basis.

2.7 Foxlea Pre 5 Centre has a sufficiency rating of "A" and the building's condition is rated "B".

2.8 Foxlea Community Learning Centre is co-located in the same building as the pre 5 centre; providing services for adult learners and families from the local community. The facility comprises office accommodation; meeting spaces; an IT classroom and a shared crèche.

2.9 While the condition of both buildings is "B" satisfactory, it was felt that they were beginning to show signs of deterioration and that some form of positive intervention should be considered to improve the fabric of the buildings.

- 2.10 Through the SEMP development process officers identified three potential solutions to the sufficiency (C) challenges facing St Paul's Primary School which might also address the ongoing maintenance challenges facing both buildings. These options included:
- Option 1. The co-location of Foxlea Pre 5 and Community Learning Centre in an extended and refurbished St Paul's Primary School building;
  - Option 2. The capacity reduction of St Paul's Primary School building to create an efficient, smaller school achieved through partial demolition of the surplus areas within the existing building; and
  - Option 3. The construction of a new school, incorporating a Pre 5 and Community Learning Centre.
- 2.11 Following the compilation of cost estimates and an assessment of all of the options in the context of the council's asset management strategy; it is considered that the best value option for the council is to build a new St Paul's Primary School which would provide suitable accommodation for the School, Pre 5 and Community Learning Centre.
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### **3 Educational benefits statement**

- 3.1 In line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014 it is incumbent on the council to produce an educational benefits statement which describes the impact the proposal might have on the pupils of any affected schools; other community groups using the affected schools; children who would be likely to become pupils at the schools; and other pupils within the council area.
- 3.2 Having carried out a review of the educational benefits of this proposal with the head teacher and head of centre, children's services concludes that the educational experience and outcomes for the primary school pupils and early years children will be improved if delivered in a facility specifically redesigned to support the curriculum.
- 3.3 The following paragraphs detail some of the benefits that would be experienced by children and young people attending both facilities if this proposal was implemented by the council.
- 3.4 A new facility will better support the delivery of the curriculum for all establishments. Curriculum for Excellence encourages staff to provide opportunities for children to take responsibility, to work independently and in teams, and to make meaningful choices and decisions. It advocates children learning through being more actively involved in the process, learning by organising their own experiences, and learning with and from other children and adults. A new building will facilitate the range of learning experiences necessary for the development of these skills.
- 3.5 In a new building the physical environment would be enhanced to provide breakout spaces and flexible learning areas in line with the Scottish Government capacity guidance document "Determining Primary School Capacity" issued in October 2014.
- 3.6 A new building would provide the opportunity to enhance the ICT provision, which will make a significant contribution to achieving learning approaches advocated in Curriculum for Excellence. As ICT becomes increasingly more mobile the ICT strategy for the building would be developed through a consultative approach based around the needs of the primary school pupils, early years children, adult learners and the staff of both facilities.



- 3.7 A new building will energise the learning communities and support their wellbeing. The design principles for the building would be informed by the ethos and vision of the primary school, pre 5 and adult learning centre.
- 3.8 Playground and social gathering areas would be designed to provide the most favourable environment. Improvements to the outdoor environment will encourage different kinds of energetic play as well as access to outdoor learning opportunities for primary school pupils and early years children.
- 3.9 Segregated play areas will be provided for the early years children.
- 3.10 The dining and PE facilities will be improved to accommodate the projected number of primary school pupils and early years children.
- 3.11 With improved PE facilities, which support the PE curriculum and contribute to the health and well being of primary school pupils and early years children, the new building would provide the facilities required to ensure opportunities to participate in physical activity and sport, making use of indoor and outdoor spaces.
- 3.12 The primary school and pre 5 centre currently have “ECO Schools” status and would benefit in working together to share experiences. A garden area would benefit learners’ participation in education about plant life and living things; further supporting the continued work in learning about environmental issues.
- 3.13 Flexible working spaces and staff development facilities within the new building will foster collegiality and promote working practices which can respond to the expertise and interests of staff. This would ensure the delivery of high quality learning experiences for all children and would encourage engagement and motivate learners.
- 3.14 The co-location proposal would also provide enhanced opportunities for cross establishment peer observations which will support transition.
- 3.15 The new building would provide nurture spaces to support both the school and pre 5 centre in meeting the full range of needs of pupils and early years children.
- 3.16 The integration of additional support needs classes in the main body of the school will enhance the ethos of inclusion within St Paul’s Primary School. Such classes will be designed to support the needs of the pupils with quiet spaces provided where appropriate.
- 3.17 Appropriate segregation between the community learning provision and the pre 5 centre would be integral to the design of the new building; improving on the current arrangement within the existing centre which requires significant management input.
- 3.18 The new building will be fully compliant with the provisions of the Equality Act (2010).
- 3.19 The co-location would provide the opportunity for improving traffic management arrangements.
- 3.20 The proposal would ensure the new building has a condition and sufficiency rating of “A”.
- 3.21 By providing an efficient primary school with an integrated pre 5 and community learning centre, which is designed specifically for the current and future pupil numbers, it is envisaged that the sufficiency of Renfrewshire Council’s school estate will be improved to the benefit of all pupils within the council area.

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#### **4. Impact on schools and their communities**

- 4.1 An equality impact assessment was undertaken as part of the development of the school estate management plan and no adverse comment was received from the Foxlea Pre 5 and Community Learning Centre or St Paul's Primary School communities.
- 4.2 The recommendation contained within this report has also been assessed in relation to its 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 recommendation contained in the report and an equalities impact assessment is available on request.
- 4.3 As this proposal relates to a new build within the existing grounds of St Paul's Primary School there will be a degree of disruption to staff, pupils and the school community for the duration of the programme of work.
- 4.4 Renfrewshire Council is experienced in disruption management arrangements and all works would be managed through this established process. As with all successfully delivered school projects previously undertaken, the head teacher and project manager would assume responsibility for the day to day management of the plan and staff, pupils, parents, professional bodies and trade unions would be updated through an agreed communications arrangement determined at a local level.
- 4.5 Renfrewshire Council has temporary accommodation which could be re-located to the school site to operate as temporary accommodation if required.
- 4.6 As part of the design development process for the project the head teacher, head of centre and community learning manager would represent the interests of their communities at regular focus group meetings with the council's project team.
- 4.7 At present there are a number of non school lets and clubs operating from the St Paul's Primary School building. For the duration of the construction period such activities would be redirected to alternative locations.

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#### **5. Consultation arrangements**

- 5.1 The consultation document, attached to this report as appendix 2, provides background information to the project. It details the proposal and indicates a timeframe for implementation should the proposal be approved.
- 5.2 The consultation will adhere to the procedures required to take forward the proposal in terms of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014.
- 5.3 The Act defines ten types of proposal that trigger the consultation process. Proposals requiring consultation are those where a council proposes to:
  - discontinue permanently a school (this includes special schools and nursery schools) or a stage of education in a school (this includes years in a secondary school or a special class in a mainstream school or where the council proposes to discontinue Gaelic medium provision);

- establish a new school or stage of education in a school;
- relocate a school or nursery class;
- vary the catchment area or modify the guidelines for placing requests for a school;
- vary the arrangements for the transfer of pupils from a primary school to a secondary school;
- change the school commencement date of a primary school;
- vary arrangements for the constitution of a special class in a school other than a special school;
- discontinue arrangements for the provision of transport by the council for pupils attending a denominational school;
- change a denominational school into a non-denominational school; and
- discontinue a further education centre which is managed by the council.

5.4 The consultation document also includes an educational benefits statement which sets out an assessment of the effects of the proposal if implemented.

5.5 Involvement of Education Scotland.

- A copy of this proposal has been sent to Education Scotland and at the end of the formal consultation period children's services will prepare a report for Education Scotland which will include all relevant written and oral representations that are received by the service from any individual during the consultation period;
- Education Scotland will then provide the council with a report on the educational aspects of this proposal no later than 3 weeks after children's services has sent them all of the representations and documents noted above; and
- In preparing their report, Education Scotland may visit establishments affected by the proposal.

5.6 Children's services will then reassess the proposal in relation to the comments made in the report provided by Education Scotland. Thereafter the service will prepare a consultation response report for consideration by the education and children policy board.

5.7 In line with the recommendations of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, the council will publish its final consultation report. The final consultation report will contain:

- an explanation of how the council has reviewed the proposal;
- the report from Education Scotland in full;
- a summary of points raised during the consultation – both written and oral – and the council's response to them; and
- the substance of any alleged or discovered inaccuracies and omissions details of the council's response and the action taken.

5.8 The report will be available on the council's website, at the schools affected by the proposal, at education and leisure HQ and at all public libraries. Additionally, all

mandatory consultees who received direct notification of the consultation will be sent a copy of the response report.

5.9 If any inaccuracy or omission is discovered in this proposal document, either by children's services or any individual, children's services will determine if relevant information has been omitted or, if there has been an inaccuracy. Children's services will then take appropriate action which may include:

- the issue of a correction;
- the reissue of the proposal paper; or
- the revision of the timescale for the consultation period as appropriate.

5.10 The Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014 does not require referral to Scottish ministers in cases other than closure of schools.

Activity	Date
Approval for consultation sought from education and children policy board	14 May 2015
Consultation document to be issued outlining the proposal to: <ul style="list-style-type: none"> <li>• the parent council of any affected schools;</li> <li>• the parents of the pupils at any affected school;</li> <li>• the parents of any children who would be likely to become pupils at the affected schools;</li> <li>• the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);</li> <li>• the staff (teaching and other) at any affected school;</li> <li>• any trade union or professional body which appears to the education authority to be representative of the persons mentioned above;</li> <li>• the community council (if any);</li> <li>• any bodies which have been established by a local authority, whether formally or informally, for the purpose of assisting it in carrying out its functions under Part 2 of the Local Government in Scotland Act 2003 (asp 1);</li> <li>• any other education authority that the education authority considers relevant; and</li> <li>• any other community groups using any of the affected schools.</li> </ul>	28 May 2015
Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press.	29 May 2015
<ul style="list-style-type: none"> <li>• Public consultation meeting held to consult with affected community; and</li> <li>• Questionnaire to go live on the council website.</li> </ul>	9 June 2015
Public consultation period ends 6 weeks after the date	10 September 2015

of the public meeting. The total period excludes any school holidays or in-service days.	
Report to Education Scotland on outcome of consultation.	by 24 September 2015
Response from Education Scotland on outcome of consultation.	by 22 October 2015
Publish Response (3 weeks before policy board)	21 December 2015
Consultation response report (including Education Scotland response) presented to education and children policy board meeting stating consultation outcomes and making final recommendation.	January 2016
Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education and children policy board approval.	



## Equality Impact Assessment relating to:

## SEMP Development: St Paul's Primary School and Foxlea Pre 5 and Community Learning Centre

Officer and department responsible for completing the assessment.	Ian Thomson, Children's Services
Name of policy, strategy or project.	Proposal to relocate Foxlea Pre 5 and Community Learning Centre to a new build St Paul's Primary School.
What is the main purpose or aims of the policy, strategy or project?	To provide a learning environment which is conducive to education in the 21 <sup>st</sup> Century and to address historical catchment anomalies to better serve communities.
Who will be the beneficiaries of the policy/strategy/project?	This strategy would specifically affect the St Paul's Primary School and Foxlea Pre 5 and Community Learning Centre communities.
Has the policy/strategy/project been explained to those it might affect directly or indirectly?	<p>Yes. This has been undertaken through an informal consultation which highlighted the challenges and opportunities available to address the inefficiencies within the school estate.</p> <p>Written representation were made to The Director of Children's Services, Renfrewshire Council, Children's Services, Cotton Street, Paisley, PA1 1LE.</p> <p>All participants were provided with an equalities proforma which provided the opportunity to record any concerns relating to this proposed strategy; no responses were received in this respect. Additionally this proforma was made available on-line; again no responses were received.</p> <p>Further to this exercise members of the public were asked to nominate themselves for a series of focus groups to discuss SEMP matters on a geographical basis in more detail. These focus group meetings took place during January 2014.</p> <p>Notes from the public meetings and the focus group meetings have been collated and have been made available through the Council's website.</p> <p>In line with the requirements of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, a formal consultation was undertaken between June and September 2015.</p> <p>A public consultation meeting took place on 9 June 2015. All participants were provided with the opportunity to complete an equalities</p>

	proforma to record any concerns relating to this proposed strategy; no responses were received in this respect. Additionally this proforma was made available on-line; again no responses were received.
Have you consulted on the policy?	As above.

Complete the following table and give reasons/comment where:

- a) The policy/strategy/project could have a positive impact on any of the equality target groups or contributes to promoting equality, equal opportunities and improving relations with equality target groups.
- b) The policy/strategy/project could have a negative impact on any equality target groups. (If the impact is high a full EIA should be completed)

Equality group	Positive impact		Negative impact		Reason/comment
	High	Low	High	Low	
Race		✓		✓	
Sex		✓		✓	
Disability		✓		✓	
Religion / Belief		✓		✓	It is recognised that the main challenges within the school estate relate to denominational schools. However, the proposed strategy does not recommend the closure of any denominational schools and the proposed actions to address the property challenges facing the Council are common to both denominational and non-denominational schools.
Sexual Orientation		✓		✓	
Age		✓		✓	
Gender Reassignment		✓		✓	
Marriage and Civil Partnership		✓		✓	
Pregnancy and Maternity		✓		✓	



**Report by Education Scotland addressing educational aspects of the proposal by Renfrewshire Council to relocate Foxlea Pre-Five Centre and Community Learning Centre to a new build St Paul's Primary School.**

## **1. Introduction**

1.1. This report from Education Scotland has been prepared by HM Inspectors in accordance with the terms of the Schools (Consultation) (Scotland) Act 2010 and the amendments contained in the Children and Young People (Scotland) Act 2014. The purpose of the report is to provide an independent and impartial consideration of Renfrewshire Council's proposal to relocate Foxlea Pre-Five Centre and Community Learning Centre to a new-build St Paul's Primary School. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include a copy of this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all legislative obligations set out in the 2010 Act, including notifying ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

### **1.2. HM Inspectors considered:**

- the likely effects of the proposal for children and young people of the St Paul's Primary School and Foxlea Pre-Five Centre and Community Learning Centre;
- any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children and young people in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

### **1.3. In preparing this report, HM Inspectors undertook the following activities:**

- attendance at the public meeting held on 9 June 2015 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others;
- visits to the site of Foxlea Pre-Five Centre and Community Learning Centre and St Paul's Primary School, including discussion with relevant consultees; and
- meeting with a representative of the Catholic Church.

## **2. Consultation Process**

- 2.1. Renfrewshire Council undertook the consultation on its proposal with reference to the Schools (Consultation) (Scotland) Act 2010 and the amendments in the Children and Young People (Scotland) Act 2014.
- 2.2. The consultation took place from 9 June to 10 September 2015. The consultation included a public meeting and invitations to provide written submissions, including an online submissions form. Twenty-eight members of the public attended the public meeting and the council received 16 written responses. Almost all of the responses were supportive of the proposal. Council officers held meetings with staff from St Paul's Primary School and Foxlea Pre-Five Centre to discuss the proposal.
- 2.3. In addition, the council gathered children's views from both St Paul's Primary School and Foxlea Pre-Five Centre.

## **3. Educational Aspects of Proposal**

- 3.1. The council has set out a range of educational benefits which it reasonably expects the proposal to deliver for children who attend Foxlea Pre-Five Centre and St Paul's Primary School. The buildings currently occupied by the two establishments have limited suitability in terms of promoting inclusion and delivering Curriculum for Excellence. The proposed new building will support children's learning very well and the council has outlined clearly how the proposal supports best value in the use of its resources across the Renfrewshire school estate. It has summarised how the new accommodation will improve learning environments and social spaces for each establishment and increase equality of opportunity, inclusion and accessibility.
- 3.2. The co-location of Foxlea Pre-Five Centre and St Paul's Primary School will strengthen transitions for children moving from Foxlea Pre-Five Centre to P1 in St Paul's Primary School. It will also provide valuable opportunities for staff to work together and learn from each other, particularly across the early level of Curriculum for Excellence. The proposal provides increased opportunities for Foxlea Pre-Five Centre and St Paul's Primary School children to work together and share experiences in various aspects of their learning.
- 3.3. During the consultation phase there were no designs or plans for the new building. Therefore it was difficult for stakeholders to know how much outdoor space would be available, or where this would be located. In taking forward the proposal the council should provide further information on how each establishment will continue to have the variety and diversity of their current outdoor environments.
- 3.4. Stakeholders who met with HM Inspectors were supportive of the proposal. They cited the many challenges they experience with each of their current buildings. These include stairs throughout the primary school which cause difficulties with accessibility, including access to the outdoor area of Foxlea Pre-Five Centre. They welcomed the prospect of modern purpose-built accommodation which will better meet the needs of children and adult learners than the current buildings.
- 3.5. Stakeholders are justifiably keen to know more about the council's proposed timescales for the temporary relocation of Foxlea Pre-Five Centre and the Community Learning Centre within St Paul's Primary School. The council will need to communicate clearly with stakeholders in order to manage the transition phase successfully and minimise any disruption to children's learning.

- 3.6. Staff and parents from Foxlea Pre-Five Centre and St Paul's Primary School who met with HM Inspectors had a number of understandable concerns about how the transition to the proposed new building would be managed. These included the potential impact on learners of the temporary relocation of Foxlea Pre-Five Centre and the Community Learning Centre within St Paul's Primary School, the potential loss of outdoor space and the arrangements that would be needed to ensure safe traffic management. The council will need to work with stakeholders to address these concerns. The proposal states that co-location will provide the opportunity for improving traffic management arrangements. In taking forward the proposal, the council should outline specifically how traffic management will be improved.
- 3.7. The Diocese of Paisley is supportive of the proposal and is in agreement with the educational benefits outlined by the council. The Diocese is keen that the ethos, values and identity of St Paul's Primary School are retained in the new building. The council acknowledges that, in taking forward the proposal, it will need to ensure that the head teacher of St Paul's Primary School and the managers of the other two establishments have opportunities to represent the interests of their respective communities.

#### **4. Summary**

HM Inspectors found that the council has set out its case and summarised clearly the educational benefits of the proposal. It has shown how the proposal will improve the learning environment and learners' experiences for children at Foxlea Pre-Five Centre and St Paul's Primary School, along with users of the Community Learning Centre. The new building will provide accommodation which is more suitable to delivering Curriculum for Excellence. In taking the proposal to the next stage, the council should clarify timescales and address concerns over the safe management of traffic. It should communicate clearly with stakeholders and provide detailed plans and updated information at regular intervals in order to manage the transition phase successfully.

**HM Inspectors**  
**Education Scotland**  
**September 2015**



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**To: Education and Children Policy Board**

**On: 21 January 2016**

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

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**Heading: Response to the proposal to relocate Bargarran Primary School and St John Bosco Primary School and Nursery Class to a new shared campus**

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## **1. Summary**

- 1.1 On 14 May 2015 the education and children policy board agreed to a formal consultation on the proposal to relocate Bargarran Primary School and St John Bosco Primary School and Nursery Class to a new build shared campus on the site of the existing schools.
  - 1.2 In accordance with the Schools (Consultation) (Scotland) Act 2010, a formal consultation on the proposal was undertaken and a consultation document was prepared and issued simultaneously to parents and interested parties affected by the proposal.
  - 1.3 The consultation formally opened on 3 June 2015 and closed at 12 noon on 3 September 2015.
  - 1.4 The purpose of this report is to provide the education and children policy board with recommendations which recognise the issues raised and comments made in the course of the consultation exercise. A report on the issues raised and a consideration of these is included as appendix 1 to this document.
  - 1.5 Responses to the consultation were predominately positive and supportive and details of such responses are contained within appendix 1 to this report.
- 

## **2. Recommendations**

- 2.1. The education and children policy board is asked to:
  - note the issues raised through the formal consultation detailed in appendix 1;
  - note the comments made by Education Scotland in relation to the educational benefits of the proposal detailed in appendix 4;
  - approve the relocation of Bargarran Primary School and St John Bosco Primary School and Nursery Class to a new build shared campus on the site of the existing schools;

- approve the development of detailed project proposals, including project design, fully developed project costing, financial assessment and funding approach for the construction of the new campus; and
  - note that the new facility will be delivered by the Council's property services section, augmented by external consultants as required.
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### **3. Background**

- 3.1. As part of Renfrewshire Council's approach to school estate management a schools' project team, including officers from various council services, continually assesses the performance of the school estate.
  - 3.2. The project team identified that the condition and sufficiency of a number of primary schools and pre 5 centres present significant challenges for the Council at this time.
  - 3.3. A focussed review of the primary and pre 5 estates was therefore undertaken to inform the service's School Estate Management Plan (SEMP) which was approved by the education policy board in May 2014.
  - 3.4. As part of this ongoing development the education and children policy board agreed to a formal consultation on the proposal to relocate Bargarran Primary School and St John Bosco Primary School and Nursery Class to a new build shared campus on the site of the existing schools in May 2015.
  - 3.5. Elected members agreed a consultation document which was subsequently issued to parents and interested parties affected by the proposal. A copy of the consultation document is attached to this report as appendix 2.
  - 3.6. The consultation formally opened on 3 June 2015 and closed at 12 noon on 3 September 2015.
  - 3.7. Responses to the consultation were predominately positive and supportive and details of such responses are contained within appendix 1 to this report.
- 

### **4. Consultation**

- 4.1. Following agreement to consult on the proposal to relocate Bargarran Primary School and St John Bosco Primary School and Nursery Class to a new build shared campus on the site of the existing schools a consultation document was issued to parents and interested parties affected by the proposal.
- 4.2. The consultation document invited members of the public to respond to the proposal either through contributions to a public consultation meeting or by written submissions in hard copy or email to the director of children's services. Interested parties also had the opportunity to take part in the consultation through the Council's online survey.
- 4.3. A public meeting was held with parents and members of the public as part of the consultation process on 3 June 2015.
- 4.4. A presentation was made by officers from children's services. The presentation outlined the background to the proposal, highlighting the impact this would have on the school communities.
- 4.5. Those in attendance at the public meeting were invited to raise questions and notes of the questions asked, and the answers provided by children's services officers, were published on the Council's website.

- 4.6. A report on written responses received and comments made through the Council's online survey is attached as appendix 1 to this report.
- 4.7. 4 responses regarding equality discrimination concerns were received, the details of which are noted within appendix 1 to this report.

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## **5. Comments and observations arising from the consultation**

- 5.1. During the course of the consultation, questions were raised regarding how the council would progress this proposal. Appendix 1 to this document, "Response to the proposal to relocate Bargarran Primary School and St John Bosco Primary School and Nursery Class to a new shared campus" details the questions asked and the responses provided.
- 5.2. Education Scotland have been consulted on the proposal in accordance with the Schools (Consultation) (Scotland) Act 2010. The response received from Education Scotland was supportive of the Council's proposal and is attached to this document as appendix 4. A summary of this finding is noted below:
- 5.3. The proposal has clear educational benefits for children who may attend the shared campus in future. These include: improved transitions from nursery, the delivery of Curriculum for Excellence within modern, purpose-built, sustainable accommodation, and a rich digital learning environment with appropriate outdoor learning spaces. Children will potentially have access to increased learning opportunities and better socialisation across both schools. Traffic management and site security will be improved. It will also assist the council to deliver 'Best Value' and make efficient and effective use of its resources by addressing significant under-occupancy in each of the two primary schools concerned. Whilst the majority of stakeholders were overall supportive of the proposal, the lack of detail in terms of proposed design made it difficult for those consulted to give their full support. In its final consultation the council needs to clearly set out how it intends to engage with key stakeholders such as the Diocese of Paisley, parent representatives and teaching staff from both primary schools around the design development process. Also, the council needs to set out how it intends to address concerns raised during the consultation. In particular, it will need to clarify what arrangements it will put in place to retain the ethos and identity of each school and manage the shared facilities.
- 5.3.1. Renfrewshire Council welcomes the comments made by Education Scotland and will adopt the consultative approach successfully used to progress previous new build projects. This approach ensures that the design of the shared campus is informed by the views of all stakeholders.

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## **Implications of this report**

### **1. Financial Implications**

The total capital investment for this project is £15.967m.

The revenue implications of this proposal will be developed as the project progresses however, it is envisaged that all costs will be contained within existing revenue resources.



## **2. HR and Organisational Development Implications**

Community Resources will consider the deployment of their staff who currently operate over 2 facilities. Similarly, Corporate Business Support will determine the deployment of their staff as appropriate.

As the Janitors' houses at both schools will be demolished prior to the development of the new site community resources and development and housing services will liaise with the schools' Janitors to support them through the re-housing process.

## **3. Community Plan/Council Plan Implications**

Children and Young People	· An improved school environment supports learning and achievement.
Community Care, Health and Well-being	· An improved school environment supports health and wellbeing.
Greener	· Sustainable approaches to ensuring high quality assets will be developed.

## **4. Legal Implications**

This proposal adheres to the procedures required to take forward any proposal in terms of the Schools (Consultation) (Scotland) Act 2010.

## **5. Property/Assets Implications**

This proposal aims to deliver a shared campus designed to provide sustainable accommodation that is fit for education in the 21st century.

## **6. Information Technology Implications**

None.

## **7. Equality and Human Rights Implications**

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report however, 4 comments regarding equality discrimination concerns were received as part of the consultation; the details of which are noted within appendix 1 to this report. An equalities impact assessment is attached as appendix 3 to this report.

## **8. Health and Safety Implications**

None.

## **9. Procurement Implications**

The procurement model for the delivery of this project is being developed by corporate procurement and finance and resources. The new facility will be delivered by the Council's property services section, augmented by external consultants as required, and a main contractor will be appointed through a competitive tender process.

## **10. Risk Implications**

None.



**11. Privacy Impact**  
None.

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**List of Background Papers**

- (a) Background Paper 1: Consultation Proposal for the Development of the School Estate Management Plan (SEMP) 2013
- (b) Background Paper 2: Report on the consultation to develop the School Estate Management Plan (SEMP) and proposals to address the property challenges in the primary and pre 5 estate.
- (c) Background Paper 3: Proposal to consult on: The relocation of Bargarran and St John Bosco Primary Schools to a new build shared campus on the site of the existing Schools.

The foregoing background papers will be retained within ELS for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Ian Thomson, education manager (resources). 0141 618 7241, [ian.thomson@renfrewshire.gov.uk](mailto:ian.thomson@renfrewshire.gov.uk)

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*Children's Services  
IT/LG  
17 November 2015*

**Author:** *Ian Thomson, education manager (resources). 0141 618 7241, [ian.thomson@renfrewshire.gov.uk](mailto:ian.thomson@renfrewshire.gov.uk)*



## Response to the proposal to relocate Bargarran Primary School and St John Bosco Primary School and Nursery Class to a new shared campus

### 1. Consultation Process

- 1.1. Following agreement to consult on the proposal to relocate Bargarran Primary School and St John Bosco Primary School and Nursery Class to a new build shared campus on the site of the existing schools a consultation document was issued to all interested parties.
- 1.2. A consultation meeting was held with parents and members of the public and meetings were also held with staff from the affected schools.
- 1.3. The consultation formally opened on 3 June 2015 and closed at 12 noon on 3 September 2015.
- 1.4. Copies of the consultation document were issued to parents of every pupil in attendance at Bargarran Primary School and St John Bosco Primary School and Nursery Class and to all parent council groups. Copies of the document were also distributed to local libraries and a copy was placed on the Council website. An advert to notify the public of the consultation meeting was also placed in the local press. In addition the consultation document was issued to council officers, local elected members, MSPs and MPs for the Renfrewshire area and Education Scotland.
- 1.5. All formal responses submitted as part of the consultation exercise have been retained and can be viewed on request to the director of education and leisure services.

### 2. The Consultation

- 2.1. A number of written responses were received from interested parties registering their comments on the proposal. The following is a breakdown of written responses were received:

Category	Number of Responses	Type of Response
Parents	3	e-mailed questions.
Parents	75	on-line survey or questionnaire
Staff	5	on-line survey or questionnaire
Pupils	7	5 individual responses via the on-line survey and 2 written submissions from Bargarran and St John Bosco Primary Schools
Friend	6	on-line survey or questionnaire
Renfrewshire Resident	15	on-line survey or questionnaire
Church	1	View
Other	6	on-line survey or questionnaire

- 2.2. The public meeting was held in Bargarran Primary School on 3 June 2015 and was attended by 52 members of the public.
- 2.3. Arrangements were also made to consult directly with the staff of both schools.
- 2.4. A note of the public meeting was taken and can be obtained by request to the director of children's services and can be viewed on the Council website at [www.renfrewshire.gov.uk/haveyoursay](http://www.renfrewshire.gov.uk/haveyoursay)

### **3. Analysis of key issues raised during the consultation**

- 3.1. 115 responses were received.
- 3.2. 84 responses (73%) were supportive of the proposal and 31 (27%) responses were against.

### **4. Response to key issues raised during the consultation**

- 4.1. Questions, comments and responses from public consultation meeting
- Q: What would the shared campus be known as?
- R: Both establishments will maintain their independent identity with appropriate signage directing users of the building.
- Q: What are the implications for Janitorial and administrative staff?
- R: Community Resources and Finance and Resources are responsible for the deployment of janitorial and administrative staff respectively. These services will determine the numbers of staff required to support education in the new shared campus and this may be less than the current numbers operating over both sites. It should be noted however that Renfrewshire Council has a policy of no compulsory redundancy and therefore any staff not required within the new shared campus would be considered for redeployment to other locations.
- Q: How will parents contribute to the design process?
- R: The opinion of parents, pupils, staff and partner agencies is sought in a number of ways. All interested parties can contribute to the design process through the public consultation; highlighting concerns and observations either on-line or by writing directly to the Director of Children's Services. Thereafter school based focus groups become the vehicle for all parties to contribute to the design process via the head teachers of both schools. Head teachers will attend all focus groups as representatives of parents, pupils, staff and partner agencies.
- Q: How will sharing work?
- R: Sharing of spaces will only be considered where appropriate. This will be predominately in relation to pupil social spaces; dining; P.E.; administrative areas; and some shared resource areas.
- Q: How will PE be delivered?
- R: 2 hours of P.E. will be available to all pupils utilising 2 indoor P.E. spaces and an all weather outdoor pitch. Timetabling of these spaces will be managed collaboratively across both schools and the nursery class.
- Q: What will teaching spaces look like?
- R: Teaching spaces will be flexible, organised over 3 curricular areas. Previous design principles will be utilised to create spaces for independent, flexible

learning areas; “traditional” class spaces, orientated towards teaching walls; and easy access to outdoor learning spaces.

Q: How will disruption be managed?

R: Disruption management plans form an integral part of the programming process for any major development and the health and wellbeing of all service users is central to such plans. Every effort is made to identify any individuals who may be potentially adversely affected during the construction phase of a project in order that alternative arrangements can be considered in advance of any works to mitigate any risk to any individual or group. Traffic management schemes are also considered to ensure the movement of vehicles does not create any hazard and the construction site is fenced off from the operational school areas. Additionally, special attention is given to the management of impacts from noise and dust and the Council’s procurement procedures ensure that the contractor is mindful of the neighbours of the schools; requiring communication strategies that ensure neighbours are made aware of significant aspects of construction which may impact on them.

Q: Where will the new building be?

R: Approval to proceed with the proposal is required before detailed plans can be developed but initial feasibility studies show that the new building would be best accommodated to the rear of the existing establishments on the site of the current sports field and grassed areas.

Q: What evaluations have been conducted in relation to previous projects and are these papers in the public domain?

R: Renfrewshire Council operates a post occupancy review process which assesses the successes and failing of previous projects. Through established project management team liaison this data is used to improve arrangements for new projects on a “lessons learned” basis.

Q: What guarantee is there that parents will get what they ask for (in terms of input to design)?

R: Parental contribution is central to the consultative approach operated by Renfrewshire Council. This process requires assessment of suggestions, some of which can be accommodated and some of which cannot. Where any recommendation or suggestion is not taken forward justification for the decision will be made via the focus group model previously described.

Q: What are the implications for Bargarran Community Nursery building?

R: As the shared campus project is at a feasibility stage a full assessment of the impact on the Community Nursery will have to be undertaken.

Q: How will the Council ensure all users are safe during construction?

R: Disruption management plans form an integral part of the programming process for any major development and the health and wellbeing of all service users is central to such plans. Every effort is made to identify any individuals who may be potentially adversely affected during the construction phase of a project in order that alternative arrangements can be considered in advance of any works to mitigate any risk to any individual or group. Traffic management schemes are also considered to ensure the movement of vehicles does not create any hazard and the construction site is fenced off from the operational school areas. Additionally, special attention is given to the management of impacts from noise and dust and the Council’s

procurement procedures ensure that the contractor is mindful of the neighbours of the schools; requiring communication strategies that ensure neighbours are made aware of significant aspects of construction which may impact on them.

Q: What will the shared entrance look like and how will this space demonstrate the ethos, values and beliefs of both schools?

R: The design of all areas of the school will be sensitive to the ethos, values and beliefs of both schools. Head teachers will ensure that comments and contributions to this process are considered to ensure that the values of both school communities are reflected in public reception areas.

Q: What happens if there is a negative response to the proposal?

R: Officers are required to present a true and accurate reflection of the views of all interested parties to provide elected members with information to determine whether a proposal should be approved. If this report is negative, demonstrating that the communities are not supportive of the proposal, then elected members will not provide an approval to proceed and an alternative approach will have to be considered.

Q: How will asbestos be managed?

R: The health and wellbeing of all service users is central to the development of any building project. Specialist asbestos removal contractors will be used to remove any asbestos containing materials. This removal forms part of the demolition process which would be undertaken after all staff and pupils had transferred to the new building. Renfrewshire Council is very experienced in asbestos management and all council properties have an asbestos report which identifies any areas of the building which have asbestos containing materials.

Q: How is roll projection managed?

R: Renfrewshire Council has a roll projection model which considers housing developments, birth rates and previous trends. The projection model is informed by the Council's land register which identifies all housing development areas and it projects over a ten year basis.

Q: How will staff share facilities?

R: Staff will only share spaces where appropriate. Administrative and support staff for both schools will share a common space and the staffroom for all staff will be shared. Head teachers and individual school management teams will not share office spaces but staff development spaces will be shared.

Q: How will noise levels be managed for learners with hearing impairment?

R: As part of the design process the Council employs acousticians to support architects to manage general levels of noise and noise transfer. This support relates to the shape and size of spaces; appropriateness of loose furniture; use of technology; and selection of flooring. In addition the Council has a hearing impairment team which can be used to assess potential impacts on pupils with known support needs.

Q: How will learners contribute to the process?

R: Head teachers will conduct a survey of the pupil body to seek opinion and views. Pupil voice is central to school life and all pupils will be encouraged to have their say. The success of a new school project is based on the

satisfaction of the end users and to this end it is essential that all contributions to the design process are considered.

Q: How will traffic be managed on a tight site during construction?

R: Renfrewshire Council has had considerable experience and success in traffic management during construction of new and refurbished schools. With the health and wellbeing of all service users as our first priority the organisation of traffic flows will be managed around the school day. In basic terms, access to and from the construction site will be curtailed to ensure congestion is avoided in so far as it is possible to do so. The Council's project team will develop a traffic management strategy informed by both schools' travel plans which identify the flow of pupils to and from school.

Q: How will the Council achieve project completion within timescale?

R: The Council's project management team have considered the suggested timeline and on assessing the various project milestones which have to be reached they have provided a programme which demonstrates that we can achieve a phased delivery of the project commencing in the spring of 2018.

Q: What are the planning implications for the project?

R: Planning consent is required and the Council's standard approach will be followed.

Q: Can all activities be accommodated in the PE spaces (assemblies, religious observance etc.)?

R: All school activities will be accommodated within the new shared campus. A co-operative approach between both schools, with efficient timetabling of shared spaces, will allow for assemblies; religious observance; and any other whole school activities.

Q: What is the Council asking parents to respond to in relation to the consultation?

R: Parents are being asked to comment on whether they support the proposal to build a new shared campus.

Q: Will there be a fixed stage in the gym?

R: No, a portable stage provides greater flexibility for use of the gym space.

Q: What will happen between the end of the consultation and the board approval date? And what will happen thereafter if approval to proceed is given?

Activity	Date
Public consultation period ends 6 weeks after the date of the public meeting. The total period excludes any school holidays or in-service days.	3 September 2015
Report to Education Scotland on outcome of consultation.	by 17 September 2015
Response from Education Scotland on outcome of consultation.	by 8 October 2015
Publish Response (3 weeks before policy board)	21 December 2015
Consultation response report (including Education Scotland response) presented to education and	January 2016



#### 4.2. Questions, comments and responses from written submissions

Q: Are the council working from any form of plans of a new building at present? It was implied that there are no plans in place but I believe this is untrue?

R: Feasibility studies have been undertaken to establish if the new shared campus could be accommodated on the existing site of both schools while they remain operational. Renfrewshire Council adheres to the Schools (Consultation) (Scotland) Act 2010 Statutory Guidance when progressing any new build project requiring a formal consultation and the consultative approach adopted by the Council was described at the public meeting held in Bargarran Primary School. Should this proposal be approved, it was explained that the head teacher would represent the interests of the staff, pupil and parent body on regular focus groups which consider design development. For reference, developed plans for the St Fergus' Primary School new build were made available at the public meeting to help parents understand the designed concepts which could be adapted, subject to approval to proceed, for a new shared campus for Bargarran and St John Bosco Primary Schools.

Q: Will there be provision for natural outdoor space akin to the 'nature path' already in existence at SJB or will outdoor space be of a outdoor exercise type? I know many of the children in SJB value the 'nature path' both as a wild play and as a teaching resource.

R: Outdoor learning; physical education; and social spaces are central to the design of new schools in Renfrewshire.

Q: Will the current green flag status of SJB be maintained by the environment of any new build? The children and staff have worked very hard to maintain this status and I believe Bargarran PS do not share the same amount of credits.

R: Yes. Eco spaces would also included in the design of the outdoor learning environment

Q: Will there be any chance of a separate entrance to the school to facilitate the faith welcome which currently exists? I have spoken to parents of children in joint faith campuses in Renfrewshire and beyond who state that joint office areas are 'clinical and sterile'. I believe as faith is central to our school, we should have this on display in every area of our school and not hidden round a corner. Furthermore to this, the gym hall in SJB is used for mass and has a crucifix present, would that be allowed to be a fixture as if not, there are serious issues in respecting and ensuring the dignity of children carrying out their faith?

R: Renfrewshire Council recognises the importance of respecting and reflecting the ethos and values of both establishments and the design of all areas of the campus will be sensitive to the ethos, values and beliefs of both schools. Head teachers will ensure that comments and contributions to this process are considered to ensure that the values of both school communities are reflected in public reception areas. In respect of religious observance within the shared campus it will be the responsibility of the head teacher of St John Bosco Primary School to ensure that when mass is celebrated in the gym it is a dignified experience for pupils which is in keeping with the values of the Catholic church.



- Q: I am very concerned about the plans to have three classes taught in one area. Currently at both schools, two classes are taught in one large class and my daughter repeatedly tells me what is happening in opposite area. There are not only issues with audio distraction but visual distraction and the amount of planning time by teachers to ensure they respect each others teaching styles. I would like to see concrete evidence of the educational benefit of this (not financial benefit) from a wider population and not just the opinion of some biased council employees.
- R: Renfrewshire Council has a mix of closed, semi open and open teaching environments which support learning across the authority. Quality assurance is central to the Council's improvement agenda for schools and inspections conducted by Education Scotland and the local authority do not highlight any educational detriment relating to the open or closed nature of learning spaces. The Council's project team is a professional body of officers experienced in design development for schools and its research is informed by national and international thinking in terms of modern flexible learning spaces. Evaluation of recently designed facilities is undertaken and best practice considered when determining the best design approach for our school buildings. The Scottish Futures Trust reference school also informs this process and key publication such as Smarter Scotland's "Building Excellence - Exploring the Implications of The Curriculum for Excellence for School Buildings"; the Scottish Governments "School Design: Optimising the Internal Environment Building Our Future: Scotland's School Estate"; and technical building bulletins are widely used as reference documents in respect of new build school projects.
- Additionally, no adverse reports have been received in relation to the experiences of learners or staff at the recently built St James' Primary School in Renfrew which was designed to provide modern and flexible open learning spaces. In relation to noise transfer and visual distraction the Council employs acousticians to support architects to manage general levels of noise and noise transfer and all staff at both schools are experienced and skilled practitioners who are familiar with the challenges and opportunities presented in an open learning environment.
- Q: I was personally disappointed that the turnout was fairly low for the meeting on Wednesday evening and that SJB was not represented by the diocese (hopefully this will be changing soon). I'm sure the parents of both schools are happy to be receiving a brand new school with new opportunities but this is not to be at the detriment of Catholic identity or at the loss of existing facilities. I have a daughter in P2 and a son who will be starting P1 in August 2018 and the school is central to our family.
- R: Every effort was made by the Council to publicise the event through a variety of methods. Letters were issued to parents; summary consultation documents were provided; a press release was issued; and the Council website was updated to advise of the upcoming event. The design of all areas of the shared campus will be sensitive to the ethos, values, beliefs and identity of both schools. Head teachers will ensure that comments and contributions to this process are considered to ensure that the values of both school communities are reflected in public reception areas.
- C: This is the best outcome for both schools based on the options that were previously offered - a new state of the art school that will provide the best educational start to the children at both schools. I am also for this proposal as it should secure the future of both the catholic and non-denominational

schools in this part of Erskine. If the status quo was never going to be an option, we should be working together as a community to make the most of the situation and embrace the change for the benefit of all the children in both schools.

- R: Maintaining the status quo does not deal with the challenges the Council faces in terms of overall sufficiency within the school estate. Addressing capacity issues across the school estate is central to Renfrewshire Council's School Estate Management Plan which is why the shared campus suggestion was proposed for communities to consider.
- C: I currently have two children attending St John Bosco Primary, and two children attending St John Bosco Nursery and I wanted to take this opportunity to add that while I am in favour of this proposal this is because it has been made clear that the status quo is not an option and that the maintenance of two separate campuses will not be supported. All the points and concerns that were raised by the Parent Council of St John Bosco and at the Focus groups are still valid and I hope that these will be considered sympathetically during this project.
- R: All comments made by interested parties through the consultation process are welcomed and considered. However, as stated previously maintaining the status quo does not deal with the challenges the Council faces in terms of overall sufficiency within the school estate.
- C: I also want to point out that this Consultation seems to have stirred up mixed emotions in (hopefully) a minority of people that leave me with a very bad taste in my mouth and make me feel extremely uncomfortable. I really hope that these individuals realise that in the long term this is the best outcome for the people who really matter - our children and their education - and that a RC school has just as much right to be there as the non-denominational school. Both schools have co-existed quite happily with a path separating them and I am sure they will continue to do so while sharing a roof!
- R: If approval to proceed is secured the head teachers of both schools will work with staff, parents and pupils to ensure a successful and respectful transition to the new shared campus.
- C: I am a parent of two children (P2 and P5) who attend Bargarran Primary School, Erskine and wish to convey my full support for the proposal to erect a new build shared campus for Bargarran / St John Bosco Primary School. Not only does it not make financial sense to have the operational costs of two schools literally next door to one another, but I believe Bargarran Primary is dated and not fit for purpose when compared to modern accommodation. I would welcome the opportunity for my now P2 child to reap the benefits of seeing her final primary years being educated in modern, new build accommodation. I would, however, like to express my concerns over the potential number of class rooms in an open plan base (3/4 was mentioned at the consultation meeting). Whilst I appreciate that modern accommodation is built with various sound proofing materials such as acoustic tiled ceilings etc, I still am of the view that any more than 2 classes to a base would be detrimental to the children's learning experience. In addition, with the growing number of children with additional support needs I believe a base of any more than 2 classes would be too noisy and prove to many distractions for most children, let alone those with additional support needs. I would respectfully urge the Council to consider this element should the proposal be approved.

- R: As stated previously, Renfrewshire Council has a mix of closed, semi open and open teaching environments which support learning across the authority. Quality assurance is central to the Council's improvement agenda for schools and inspections conducted by Education Scotland and the local authority do not highlight any educational detriment relating to the open or closed nature of learning spaces. In relation to noise transfer visual distraction and pupils with additional support needs the Council employs acousticians to support architects to manage general levels of noise and noise transfer and all staff at both schools are experienced and skilled practitioners who are familiar with the challenges and opportunities presented in an open learning environment.
- 4.3. Questions, comments and responses from the Council's online questionnaire which asked contributors to comment on why they were supportive or against the proposal.
- C: Very disruptive to all children from both schools. Education is very important and children will struggle to learn effectively in an environment that is unsettled with noise from building work surrounding them. As mother to children with additional needs, a quiet, comfortable learning space is essential for effective learning.
- R: Disruption management plans form an integral part of the programming process for any major development and the health and wellbeing of all service users is central to such plans. Every effort is made to identify any individuals who may be potentially adversely affected during the construction phase of a project in order that alternative arrangements can be considered in advance of any works to mitigate any risk to any individual or group. Additionally, special attention is given to the management of impacts from noise and dust.
- C: Seems unfair that this should have any effect on Bargarran Primary School as Both Catholic Schools in Erskine (St John Bosco and St Anne's) are running well under full capacity. The nursery roll should not be taken into consideration when counting numbers for St John Bosco. Join St Anne's and St John Bosco.
- R: At the last census date the occupancy level at Bargarran Primary School was slightly less than the occupancy level at St John Bosco; this assessment does not include nursery class numbers. Addressing capacity issues across the school estate is central to Renfrewshire Council's School Estate Management Plan which is why the shared campus suggestion was proposed for communities to consider. The amalgamation of St Anne's and St John Bosco Primary Schools was not presented as an option because Renfrewshire Council is committed to maintaining the current number of schools within its school estate (no school closures) and to providing education for pupils within their locale wherever this is possible.
- C: Not against this idea but my child will no longer be at primary when and if the campus is built. My son is the last of 3 children at primary school. He starts Park Mains August 2016.
- R: Arrangements have been made on previous projects for pupils to be invited back to the school to see the new building; this can be arranged if appropriate.
- C: Do have concerns about construction traffic getting to and from the site (small concern).
- R: Renfrewshire Council has had considerable experience and success in traffic management during construction of new and refurbished schools. With the health and wellbeing of all service users as our first priority the organisation of

traffic flows will be managed around the school day. In basic terms, access to and from the construction site will be curtailed to ensure congestion is avoided in so far as it is possible to do so, should approval to proceed be secured. The Council's project team will develop a traffic management strategy informed by both schools' travel plans which identify the flow of pupils to and from school.

- C: The school needs updated and a brand new build is the best proposal for all involved other than 2 entirely separate schools which doesn't seem to be an option.
- R: Maintaining 2 separate schools does not deal with the challenges the Council faces in terms of overall sufficiency within the school estate. Addressing capacity issues across the school estate is central to Renfrewshire Council's School Estate Management Plan which is why the shared campus suggestion was proposed for communities to consider.
- C: As an ex pupil of Bargarran Primary School, I think this is a terrible idea. It is the oldest school in Erskine and has such a great reputation. I feel that relocating to a shared campus will ruin some of the well earned reputation of the school and lead to problems in the future.
- R: While the Council acknowledges that the reputation of both schools is important to both communities it also recognises that these reputations have been built on relationships, interactions and the quality of education delivered from the buildings. Through a process of transition for the current pupil bodies, the history of both buildings and the experiences of past pupils can be celebrated through a wide range of educational activities involving all partners of the schools.
- C: Bargarran is currently non-denominational and merging with St John Bosco will change this.
- R: The non-denominational status of Bargarran Primary School would not change. If approval to proceed is secured the individual identity of both schools would be respected and maintained.
- C: All schools should be 'community schools' as opposed to having faith elements - whether this is Church Of Scotland, Roman Catholic, Baptist, Muslim, Sikh etc. By merging these two schools, perhaps St Anne's and Barsail Primary's should also be merged in a shared campus, and Trinity High merged with Renfrew High.
- R: Renfrewshire Council has agreed its SEMP and at this time there are no plans for further shared campuses.
- C: The disruption to pupils during works and concerns around how this will affect their schooling.
- R: Disruption management plans form an integral part of the programming process for any major development and the health and wellbeing of all service users is central to such plans. Every effort is made to identify any individuals who may be potentially adversely affected during the construction phase of a project in order that alternative arrangements can be considered in advance of any works to mitigate any risk to any individual or group. Additionally, special attention is given to the management of impacts from noise and dust.
- C: SJB has a growing intake of pupils and with the growth of Bishopton is likely to become more sustainable on its own.
- R: Roll projections for St John Bosco do suggest a potential increase in occupancy over time and the condition of the building is satisfactory, but beginning to show signs of deterioration. From the Council's perspective this proposal considers the net benefit of improving the environment to support the educational experience for children and young people attending both schools. Additionally, the Council must also consider the potential efficiency benefits



derived from reducing the number of property assets it has to maintain. By reducing the overall number of buildings the Council has the opportunity to investment further in the remaining school estate; ultimately benefiting all pupils in Renfrewshire.

- C: Disruption to children's education and housing them in portacabins should not be allowed.
- R: There would be no need to decant any classes to temporary accommodation.
- C: Children should not have to put up with noise, dirt and pollution caused during the building.
- R: Disruption management plans form an integral part of the programming process for any major development and the health and wellbeing of all service users is central to such plans. Every effort is made to identify any individuals who may be potentially adversely affected during the construction phase of a project in order that alternative arrangements can be considered in advance of any works to mitigate any risk to any individual or group. Additionally, special attention is given to the management of impacts from noise and dust.
- C: Both schools are in desperate need of modernisation, my only concern is that by putting a catholic school and a non denominational school in the same school but separate could actually further segregate all the children.
- R: At present there are already 2 shared campuses in Renfrewshire and none of the 4 establishments report any adverse effects on the emotional or physical well-being of pupils.
- C: Better outdoor space for school children and safer outdoor space.
- R: Outdoor learning; physical education; and social spaces are central to the design of new schools in Renfrewshire.
- C: My job, but most importantly my home, for past 15 years and you're going to pull down which I think is a disgrace when there are a shortage of council houses and the school is less prone to be vandalised when you have a janitor who lives on site and the money be better spent on other schools which are worse i.e. West, St Fillan's, Williamsburgh etc. Save money, keep repairs work in house and stop giving work to companies like CGC who don't complete work and cost the tax payer money. Re-address the boundaries for Rashielea, St Fillan's, Langbank, ect. Stop giving teaching staff retirement packages and classroom assistants redundancy packages of tax payers money and then they walk into another school a month later back as a class assistant. Shocking waste of money.
- R: Renfrewshire Council is sensitive to the impact this development would have in respect of Janitors' housing. Accordingly, community resources and development and housing services would liaise with the schools' Janitors to support them through the re-housing process should approval to proceed with the project be secured. In respect of vandalism to schools Renfrewshire Council has a mix of schools with an onsite Janitor and without and there is no evidence which demonstrates that levels of vandalism are necessarily affected by an onsite presence. Comments relating to procurement and personnel matters are noted but not pertinent to this consultation.
- C: I have let St John Bosco Primary for 20years the school building facilities and staff have been exemplary throughout the years. Request:- that the new building has a gym with wooden floor (dance studios in Park Mains concrete.
- R: All responses to the consultation will be considered through the design process.
- C: New building - both schools would benefit from a fresh new building inside and out as they look old and dingy.

- C: The staff and children work hard to keep the appearance of the inside looking good but the brickwork/roofing etc is weathered over time.
- C: Staffing - more support to the children through the whole school day instead of the office not being manned at breaks.
- C: Modernised school promoting better education and providing better facilities.
- C: As one of the most respected faith schools in the area it should be supported.
- C: Both schools require new builds rather than refurbishment.
- C: I believe it will encourage integration for both schools to share the one campus.
- C: A great opportunity to share resources and space.
- C: A great ecumenical opportunity.
- C: I am for but only if brand new school and not extension on one of the current schools.
- C: Would be good for community to have a brand new build school, like the high school.
- C: It's a better use of local resources.
- C: I support the proposal to have all the kids/friends together and to keep the costs down as only 1 school.
- C: The kids would get a new and better school.
- C: There would be better Resources for the kids.
- C: Good opportunity for children of all religious backgrounds and develop equality for everyone
- C: Better facilities for the school (so long as existing facilities are matched and respected!)
  
- C: I have concerns that introducing a shared campus will limit the future flexibility of building / ground redesign as it will subsequently have a potential impact on both schools and not one or the other. This will introduce an additional factor that will potentially block these future modifications.
- R: Renfrewshire Council believes that by future proofing its designs it allows for potential modification to both its new buildings and grounds. The design brief for all new schools recognises the need to consider the various factors that might impact on a new building's performance in the longer term. In respect of this proposal this means that future proofing the building and its grounds for potential increases in roll numbers is central to the design process.
- C: The recommendations come across as biased towards the shared campus and does not fully disclose the potential of single redevelopments for both schools. As such I don't feel I have all of the appropriate information to make an informed decision.
- R: Maintaining 2 separate schools does not deal with the challenges the Council faces in terms of overall sufficiency within the school estate. Addressing capacity issues across the school estate is central to Renfrewshire Council's School Estate Management Plan which is why the shared campus suggestion was proposed for communities to consider. The Council's project team is a professional body of officers experienced in design development for schools and the rationale for a shared campus is articulated in the report to the education and children policy board "Proposal to consult on: The relocation of Bargarran and St John Bosco Primary Schools to a new build shared campus on the site of the existing Schools". In this document the Council highlights the educational benefits of a shared campus approach and states that there are financial and operational benefits derived through property asset reduction which provides best value for the Council.

- C: I work for Inverclyde Council where we have created a shared campus for two high schools, this shared space allows for much greater access to resources and teaching spaces under a controlled safe environment at a much reduced cost. secondly the pupils from both schools already socialise out with school, I have found the people with the greatest objections are the parents.
- C: The house that I live in being demolished when it is not interfering with the new school at a time when social housing is scarce. The impact it will have on jobs for people who work in both schools because there will be cuts. The rating of the buildings are B but in Bargarran's case there would be more pupils in the school if the catchment area boundary was changed so kids in houses across the road went to the school nearest them.
- R: Renfrewshire Council is sensitive to the impact this development would have in respect of Janitors' housing. Accordingly, community resources and development and housing services would liaise with the schools' Janitors to support them through the re-housing process should approval to proceed with the project be secured. It has been identified that the demolition of both Janitors' houses is essential to the development of the new school design and the catchment areas for non-denominational schools in Erskine have not been identified as being problematic through the Council's school estate management plan (SEMP).
- C: There are several school buildings in Paisley that are not even close to being in as good condition as the buildings that are to be demolished and I think this is only being done so that you can then sell-off the land for PRIVATE HOUSING. Unless maybe a deal has already been done. Also to have big open teaching spaces divided by moveable partitions just does not work just cheap option.
- R: Renfrewshire Council considers 3 core facts in relation to the development of its SEMP. The process of review identified that the existing school buildings were not performing well for the school communities as they were too big and while the condition of both buildings was "B" satisfactory, it was felt that both were beginning to show signs of deterioration which would put pressure on future lifecycle maintenance budgets. If the total area of the combined school sites is greater than required then the surplus area would be referred to the director of development and housing services for further consideration and to be disposed of if it is not required for council purposes. Renfrewshire Council has not identified surplus land at this time and no deals, in terms of new housing, have been entered into. In respect of flexible learning spaces Renfrewshire Council has a mix of closed, semi open and open teaching environments which support learning across the authority. Quality assurance is central to the Council's improvement agenda for schools and inspections conducted by Education Scotland and the local authority do not highlight any educational detriment relating to the open or closed nature of learning spaces. The Council's project team is a professional body of officers experienced in design development for schools and its research is informed by national and international thinking in terms of modern flexible learning spaces. Evaluation of recently designed facilities is undertaken and best practice considered when determining the best design approach for our school buildings.
- C: Better facilities.
- C: Community spirit.
- C: A new modern school would serve the needs of all the children. It would be a vital consideration that the Catholic ethos of St John Bosco School would not

- in any way be compromised. That the children would continue to have their space e.g. play areas that religious statues etc would be tolerated without question.
- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal.
- C: Children get a sense of unity with the other school children i.e. Bargarran and they learn and are encouraged to embrace culture and ethos of each school.
- C: There must be a head teacher for each school name.
- R: School management arrangements are not affected by this proposal; each establishment would continue to have its own head teacher.
- C: RE shall continue as per usual within a catholic (RC) School.
- R: The delivery of the RE curriculum would not be affected by this proposal.
- C: New school needed - progress must be made but not at the expense of what we as catholic hold dear. The ethos of catholic education is ours by right. We must retain that right to be independent within campus.
- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal.
- C: The opportunity to share will be a new and challenging enterprise which I believe will benefit all.
- C: In favour of shared premises but if this is to happen I have to insist that the ethos and present practises that the Catholic school has continues. Statutory Right we choose to send child to a catholic education with the view that this will encompass a whole child's education.
- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal.
- C: Staff who work in catholic schools also are approved by the RC Church this cannot be guaranteed for future education of our children.
- R: The status of St John Bosco Primary School would not be affected by this proposal; church approval arrangements would not change as a result of this proposal.
- C: Fear for the dilution of Catholic Ethos. (do not want shared spaces, e.g. dinner hall, play ground, gym hall, foyer etc) (do not want Bargarran staff supervise St John Bosco pupils in shared spaces).
- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal. Sharing spaces where appropriate is vital to the success of a shared campus. Managing the pupil body is the responsibility of the individual school.
- C: Major concern over design of classrooms. (more detail given in full response enclosed).
- R: Renfrewshire Council has a mix of closed, semi open and open teaching environments which support learning across the authority. Quality assurance is central to the Council's improvement agenda for schools and inspections conducted by Education Scotland and the local authority do not highlight any educational detriment relating to the open or closed nature of learning spaces. The Council's project team is experienced in design development for schools and its research is informed by national and international thinking in terms of modern flexible learning spaces. Evaluation of recently designed facilities is undertaken and best practice considered when determining the best design approach for our school buildings. The Scottish Futures Trust reference



school also informs this process and key publication such as Smarter Scotland's "Building Excellence - Exploring the Implications of The Curriculum for Excellence for School Buildings"; the Scottish Governments "School Design: Optimising the Internal Environment Building Our Future: Scotland's School Estate"; and technical building bulletins are widely used as reference documents in respect of new build school projects.

Additionally, no adverse reports have been received in relation to the experiences of learners or staff at the recently built St James' Primary School in Renfrew which was designed to provide modern and flexible open learning spaces.

- C: Better facilities for the children.
- C: Think the campus is a great idea as its more modern also better opportunities for teachers and children.
- C: I understand in the current economic climate that there are strong arguments to reduce cost in the provision of schools in Renfrewshire which will be addressed by adopting a shared campus. As a Catholic grandparent in the parish of Our Lady of Lourdes Bishopton I urge you to ensure that the created build will allow for the continued teaching of gospel values in daily teaching practice. This is paramount and secular interests must not be allowed to dilute this by restricting practices which are common across all Catholic schools.
- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal.
- C: I believe there are opportunities for the Communities associated with St John Bosco and Bargarran to understand and mutually respect the values and differences expressed by these communities. I am hopeful that relationships will improve particularly in "this part of the world".
- C: As long as religious freedom is not diluted and we are able to practise our catholic faith and it's not hidden away down a corridor so not to offend.
- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal.
- C: If we have a separate gym hall and dining hall to accommodate masses, P.E times, hymn practise. To be able to display holy pictures and statue and not hidden away.
- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal. However, if this proposal is approved, there will be areas of the campus which will be shared by both schools; where it is appropriate and beneficial to do so.
- C: Children in at a early age should get to know each other regarding what religion they are. But I hope Renfrew council treat all children with respect when building this new school.
- R: Renfrewshire Council is respectful of all communities and this will be reflected in the design development of the shared campus should the proposal be approved.
- C: I would not like to see separate play-grounds but what I would like is for this to be monitored closely.
- R: The head teachers of both schools would monitor the operation of both the internal and external spaces to ensure the wellbeing of both school communities.

- C: Less segregation among different religious educations but concerned uphold catholic education and ethos of current St John Bosco.
- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal.
- C: Very important different classrooms so catholic education of the pupils is upheld.
- R: The design of the shared campus will allocate the relevant number of classrooms to each school; classrooms will not be shared. The catholic identity of St John Bosco Primary School would not be compromised by this proposal.
- C: New campus, adequate provisions for all children and staff.
- R: The design development of the new building would reflect input from relevant parties and accommodate the full provisions for curricular and extra-curricular activity.
- C: Security fencing. Also feel that no matter the response from parents the merge will go ahead.
- R: The campus would be secured by a perimeter fence. The proposal does not aim to merge schools; both establishments would maintain their individual identity in a single building and the proposal would only be taken forward if elected members approved it.
- C: I do not want any disruption to my child's education
- R: The disruption to learning would be managed through a disruption management plan as previously described. This plan would be informed by head teachers to minimise the effects of major construction adjacent to the school building.
- C: Unnecessary change.
- R: Renfrewshire Council believes the change is necessary. This opinion is laid out in the consultation document.
- C: The residents of Erskine appear to be a harmonious community and whether the campus is shared or not I don't feel will impact on the kids friendships or social interaction. It's important for each school to have their individual identity and will this happen with a shared campus.
- R: The individual identities of both schools would not be compromised by this proposal.
- C: Is this purely a financial decision or are the children and teachers at the heart of this proposal. I'm unsure!
- R: Renfrewshire Council believes there are educational benefits to this proposal and longer term financial efficiencies. This opinion is laid out in the consultation document.
- C: Modernising facilities.
- C: Both Schools in need of modernisation.
- C: Will be good for children to starting playing together between the two schools. I think the original school building is old and would benefit from being modernised and more up to date.
- C: I have a concern against the new build I would like to be assured my son still receives full catholic education. I would also like to know is my son still going to be taught by staff and teachers from St John Bosco. All staff and teachers have had a positive effect on my son and I wish this to continue.
- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal and any pupils attending St John Bosco Primary School would be taught by a teacher from that school.

- C: That the school provides adequate provision for both schools - gym halls, dining area and most importantly classrooms.
- R: The design development of the new building would reflect input from relevant parties and accommodate the full range of provisions for curricular and extra-curricular activity.
- C: That the identity of each school remains prominent and that the catholic ethos of SJB remains intact.
- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal.
- C: Stamp out any bigotry which exists.
- C: Providing adequate provision for both schools - gym hall, dining hall, solid classroom space (walls) and taking into consideration the catholic ethos of presentation of religious artefacts within appropriate spaces.
- R: The design development of the new building would reflect input from relevant parties and accommodate the full range of provisions for curricular and extra-curricular activity. The catholic identity of St John Bosco Primary School would not be compromised by this proposal.
- C: Providing the school role / number of classes / class sizes are accommodated for and space is adaptable depending on role size. St John Bosco is a small school with a strong identity and is important to keep and maintain.
- R: The shared campus would be designed in line with Scottish Government guidance and roll projections for both schools.
- C: Sectarianism will never change, would love to see it happen but you always have the problems. Then the schools have to deal with the bullying issues. We see it on the school bus and they are segregated.
- R: If approval to proceed is secured the head teachers of both schools will work with staff, parents and pupils to ensure a successful and respectful transition to the new shared campus utilising the existing school policies to deter sectarianism and bullying.
- C: The facilities is not going to be big enough i.e. gym hall, assembly, mixing with dinner times. Although 2 school together still segregating the kids. If going to do it mix all pupils, why not combine 2 x St schools and 2 other schools and lay on transport.
- R: The proposal being consulted on is designed to accommodate 2 schools with individual identities in a single building. It is not the intention of Renfrewshire Council to create 1 school.
- C: Good for children to integrate with the other school, even if it is just a case of being in the same building. Discourages segregation - at least better than the two school being entirely separate, building etal, as the case now.
- C: Both schools are pretty old and ugly. A new build might make the area (Bargarran) a nicer place to spend any time. Considering with the 're-vamp' of the Bargarran 'shopping centre'.
- C: My son attends a catholic school as I want him to grow up with a catholic ethos, as I had, as it teaches children valuable and essential life lessons. In a shared campus this catholic ethos would not surround the children with the same emphasis as it would be an impossibility in a shared campus.
- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal. Shared campus' already exist and operate well within Renfrewshire with no adverse impact recorded on the denominational ethos of any of the schools involved.

- C: On a shared campus there will be conflict between children from either denomination with name calling bullying etc. The children in catholic schools will be ridiculed if they are attending Mass for example, and this will impact on the children's learning and cause tension.
- R: If approval to proceed is secured the head teachers of both schools will work with staff, parents and pupils to ensure a successful and respectful transition to the new shared campus.
- C: New building / playground area.
- C: Better teaching conditions.
- C: So long as POD classes are not included. Councillors emphasised value of noise proofing I counter that for my child and many others visual distraction would be detrimental to education.
- R: Pupils will not be located in modular buildings and the internal environment will be designed in a way which is conducive to learning for all pupils.
- C: So long as St John Bosco and Bargarran can maintain separate entrances to ensure catholic ethos of SJB is not diluted. Entering SJB and viewing religious statues etc is central to the caring and faith elements of our education.
- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal.
- C: There might be more bullying than there is currently!
- R: If approval to proceed is secured the head teachers of both schools will work with staff, parents and pupils to ensure a successful and respectful transition to the new shared campus utilising the existing school policies to deter bullying.
- C: Shared campus will result in better, newer facilities for our children until shared opportunities within both schools.
- C: More economical, reduction in staff.
- R: It is envisaged that a shared campus would be more efficient than the current arrangement. With regard to staff reductions it should be noted that the Council has a policy of no compulsory redundancy for permanent employees which would allow for negotiated re-deployment where appropriate.
- C: Concerned that catholic ethos will not be given a high priority for the shared campus.
- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal.
- C: Concerned child's education will be affected considering the amount of ICT, Library currently gets, will this remain?
- R: The delivery of the curriculum will not be affected by this proposal. The Council's project team is experienced in design development for schools and its research is informed by national and international thinking in terms of modern flexible learning spaces which will be carefully considered to support all types of learning.
- C: Adequate facilities like gym halls, dinning spaces, stages etc. How will there be sufficient to satisfy both schools? Our role size at SJB is growing year on year. How will this demand be satisfied with class sizes and classroom design to retain our school identity?
- R: The design development of the new building would reflect input from relevant parties and accommodate the full range of provisions for curricular and extra-

- curricular activity. Subject to approval to proceed, the building will be designed to ensure it accommodates the current and future rolls of both schools and the catholic identity of St John Bosco Primary School would not be compromised by this proposal.
- C: Catholic Ethos. The choice of a faith school is a personal family decision. How will this be respected and reserved at entrance areas and shared spaces within the school.
- R: The design of all areas of the school will be sensitive to the ethos, values and beliefs of both schools. Head teachers will ensure that comments and contributions to this process are considered to ensure that the values of both school communities are reflected in public reception areas and shared spaces.
- C: Only voting 'for' if the council take the following into consideration. 1) Religious identity in tact in entrances, 2) Boundary fences, 3) thought to enclosed classrooms.
- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal; a perimeter fence will secure the campus; and Renfrewshire Council has a mix of closed, semi open and open teaching environments which support learning across the authority. Quality assurance is central to the Council's improvement agenda for schools and inspections conducted by Education Scotland and the local authority do not highlight any educational detriment relating to the open or closed nature of learning spaces.
- C: I would expect parents to be involved in focus groups throughout all phases particularly "Design".
- R: Parental contribution is central to the consultative approach operated by Renfrewshire Council. This process requires assessment of suggestions, some of which can be accommodated and some of which cannot. Where any recommendation or suggestion is not taken forward justification for the decision will be made via the focus group model previously described.
- C: Why change a school that works to a very high standard and cares about each individual pupil and all the kids are like extended family to each other.
- R: Renfrewshire Council believes the change is necessary. This opinion is laid out in the consultation document.
- C: I am in favour but do have concerns regarding the design of classrooms and the loss of facilities e.g. an ICT suite and shared gym hall. It should not be that a new school offers less than the original one. With new housing being built will the new school be equipped to cope and still offer the same high standard?
- R: The Council's project team is experienced in design development for schools and its research is informed by national and international thinking in terms of modern flexible learning spaces. Evaluation of recently designed facilities is undertaken and best practice considered when determining the best design approach for our school buildings. Additionally the Council considers potential increases in school rolls through its projection model and therefore would build the shared campus to accommodate any potential roll increase.
- C: I am for the proposals of the new shared campus but only if Renfrewshire Council is able to guarantee the ability of St. John Bosco to provide a Catholic education permeating every aspect of the pupils' school day, as it does at present. It is important that the capacity of the new build St. John Bosco takes into account the growing Catholic population from the new housing developments in Bishopton, both at present and in the future.



- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal and the shared campus will be built to accommodate future increases in the school rolls.
- C: Provision of enhanced educational facilities for children.
- C: Provision of enhanced resource for community. However this vote in favour for the proposal is subject to a number of provisos including: Provision for the maintenance of the distinctive Catholic ethos of St John Bosco Primary school; Sufficient provision of ICT facilities in an ICT suite standing the importance of these skills in terms of learning, life and work; Provision of gym hall for the school -timetabling issues arising from a shared gym may impact significantly on the delivery of HWB/PE experiences; Self contained classrooms rather than shared bays, or at the very most no more than 2 classes per teaching bay.
- R: The Council's project team is a professional body of officers experienced in design development for schools and its research is informed by national and international thinking in terms of modern flexible learning spaces. Evaluation of recently designed facilities is undertaken and best practice considered when determining the best design approach for our school buildings. Renfrewshire Council has a mix of closed, semi open and open teaching environments which support learning across the authority. Quality assurance is central to the Council's improvement agenda for schools and inspections conducted by Education Scotland and the local authority do not highlight any educational detriment relating to the open or closed nature of learning spaces. The Scottish Futures Trust reference school informs the design process and key publication such as Smarter Scotland's "Building Excellence - Exploring the Implications of The Curriculum for Excellence for School Buildings"; the Scottish Governments "School Design: Optimising the Internal Environment Building Our Future: Scotland's School Estate"; and technical building bulletins are widely used as reference documents in respect of new build school projects.
- C: The current school's building fabric and services are not sustainable long term and a new build would create a more sustainable building and learning environment.
- C: There is effectively a shared campus at present and the new build proposals take forward an opportunity to maximise resources whilst retaining each school's individual identity. It should be noted however that I have concerns about the design capacity of the building, especially the St John Bosco element whereby the estimation of role from the ongoing new housing development at Dargavel in Bishopton will swell numbers.
- R: Subject to approval to proceed, the shared campus will be designed in line with Scottish Government guidance and built to accommodate future increases in the school rolls.
- C: Given that St John Bosco has proved to be a good performing school with an increasing role and my direct experience in being involved in the North Lanarkshire schools programme whereby a number of popular new build schools had to have further extensions built to them due to popularity and non-faith children not accounted for, using the exact same calculation model as Renfrewshire are using, led to over capacity at the denominational school I

- am concerned that a very conservative estimate has been made regarding building capacity.
- R: The above point is acknowledged. Renfrewshire Council's model for roll projection has been used to determine future rolls for both establishments. Subject to approval to proceed, the design of the new shared campus will be informed by this data and the requirement for future expansion (if required) will be considered in terms of site provision.
- C: Unless a new build primary school is built fairly shortly at Dargavel or Bishopton Primary extended, the parents there may consider sending non-denominational children to the denominational school in the catchment area (i.e. St John Bosco) rather than send them to a burgeoning and decaying building at Bishopton Primary. This is human nature and has been evidenced in similar situations in other local authority areas. Parents will not hang about regarding their children's education and I am worried that the success of the proposed new campus may create its own set of new capacity problems.
- R: Renfrewshire Council is involved in negotiations concerning the Dargavel development and the educational provision therein. The potential impact described above is central to these negotiations and the urgency required to advance this development is acknowledged.
- C: Enough space for PE and ICT for the children
- R: The design development of the new building would reflect input from relevant parties and accommodate the full range of provisions for curricular and extra-curricular activity.
- C: Plenty of outdoor space for outdoor learning
- R: The design development of the new building would reflect input from relevant parties and accommodate the full range of provisions for curricular and extra-curricular activity.
- C: I have just moved my child out of Bargarran Primary.
- C: Why fix what's not broken. Both schools have been there for as long as I can remember!
- R: Renfrewshire Council believes the change is necessary. This opinion is laid out in the consultation document.
- C: A new school is needed.
- C: As long as catholic ethos is maintained, is a good thing.
- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal.
- C: RC children should be taught in a RC environment.
- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal.
- C: Up to date, modern school building while still protecting individual school identity - no concerns with a joint playground.
- C: Assurances that the catholic ethos will not be lost - continued encouragement of children's religious studies within school.
- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal.

- C: The feelings of the school (St John Bosco) will change.
- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal.
- C: The nature path will be lost.
- R: Outdoor learning will be central to the design development of the new shared campus.
- C: New school is needed.
- C: I feel as long as the catholic ethos is maintained it is a good move.
- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal.
- C: Need for new facilities.
- C: Preservation of catholic ethos. I want my children to be taught in an environment fit for 21st century rather than the school building's current state. I am for a new build shared campus reluctantly; I would prefer there to be a new build stand alone school. I am concerned that in the long term, shared campus buildings could dilute denominational schools. To this end, as we have been reassured at the meeting on 3rd June, as each school will keep its own identity and only share a building, I would want a separate entrances with own foyers so that Catholic symbols, statues, Crucifixes, pictures of Saints, Popes and religious can be shown with pride and not hidden down a corridor off the main entrance of a shared atrium. I would want there to be separate staff rooms as the Catholic ethos of our schools is all encompassing and not just during lesson times. Teachers should be able to have conversations freely that reflect their ethos. Furthermore, I would want the new build to have sufficient space for Religious services, an oratory would allow services and Masses to be conducted without having to consider what is going on in the timetable for the shared spaces. Religion is a protected characteristic and therefore should be given the space to practise that religion.
- R: Maintaining the status quo does not deal with the challenges the Council faces in terms of overall sufficiency within the school estate. Addressing capacity issues across the school estate is central to Renfrewshire Council's School Estate Management Plan which is why the shared campus suggestion was proposed for communities to consider. The catholic identity of St John Bosco Primary School would not be compromised by this proposal.
- C: If there were to be a new build shared campus, I would want secured fencing of the school building, not allowing a free walk way to passers by that is the current state. I am concerned over the design of the classrooms and would want there to be consideration against open plan/flexible learning spaces and consider classrooms. A teacher's job is made difficult enough these days without having to consider the lesson plan of their colleagues. I would want there to be ICT suites, libraries, garden space in each school.
- R: The shared campus would be secured by appropriate fencing. The Council's project team is a professional body of officers experienced in design development for schools and its research is informed by national and international thinking in terms of modern flexible learning spaces. Evaluation of recently designed facilities is undertaken and best practice considered when determining the best design approach for our school buildings. Renfrewshire Council has a mix of closed, semi open and open teaching environments which support learning across the authority. Quality assurance is central to the Council's improvement agenda for schools and inspections



conducted by Education Scotland and the local authority do not highlight any educational detriment relating to the open or closed nature of learning spaces. The Scottish Futures Trust reference school informs the design process and key publication such as Smarter Scotland's "Building Excellence - Exploring the Implications of The Curriculum for Excellence for School Buildings"; the Scottish Governments "School Design: Optimising the Internal Environment Building Our Future: Scotland's School Estate"; and technical building bulletins are widely used as reference documents in respect of new build school projects.

- C: I trust that the elected officials will be considerate of my concerns at the design stage and only go through with a shared campus if it is indeed the only way forward.
- R: The views of all interested parties will be presented to elected members as part of the formal consultation process.
- C: A newly built campus would ensure that St John Bosco School would continue to provide excellent education in a better equipped building that is purpose built and future proof.
- C: Whilst I have some concerns about the shared campus in terms of the possible dilution of catholic ethos and identity, I trust that elected officials will be sensitive to our beliefs and work with our Head teacher, parent council and Diocesan representatives to ensure agreement on shared spaces, facilities, entrances and staff workrooms at the design stage.
- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal.
- C: It is important that the Catholic ethos is maintained so there must be separate entrances, playgrounds, dining areas, halls etc.
- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal however, where it is appropriate and beneficial, there will be areas of the campus which will be shared by both schools.
- C: The school is functioning and performing well at the moment and the sharing with Bargarran pupils cannot improve on that and is likely to reduce standards. Since there are no cost savings involved you should leave well alone.
- R: Renfrewshire Council believes the change is necessary. This opinion is laid out in the consultation document.
- C: The roll for St John Bosco is increasing faster than predicted and is already out of date. In addition to pupils from the new housing developments there are also many placing requests (including from Bargarran) so the justification is flawed.
- R: The above point is acknowledged in terms of the acceleration of housing development. However, Renfrewshire Council's model for roll projection has been used to determine future rolls for both establishments and the model accounts for this acceleration. The design of the new shared campus will be informed by this data and the requirement for future expansion (if required) will be considered in terms of site provision. In relation to placing requests into any school, this information is also assessed and managed appropriately through the application of placing request legislation.
- C: Catholic values and ethos which are well evident in St John Bosco will be eroded in a joint campus with shared facilities such as playgrounds, dining hall etc.
- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal.

- C: There will be a loss of Catholic ethos in the school and playground since this cannot be maintained in a facility with shared areas. Behaviour in these schools is currently poles apart and St John Bosco pupils will suffer as a result.
- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal. The Council is not aware of any evidence to support the assertion that the pupil body of St John Bosco would be adversely affected as described above.
- C: There is no business case for the new build since there are minor operational savings which cannot justify such a major expenditure in schools which have only just been reroofed.
- R: Renfrewshire Council believes the change is necessary. This opinion is laid out in the consultation document. The long term impact on the whole school estate is central to the philosophy for the school estate management plan; again the rationale for this approach is laid out in the consultation document and previous reports to the education policy board on the rationale for school estate management planning.
- C: Educational standards will deteriorate in a move away from year group areas to an open plan approach which causes major disruption to concentration e.g. when music practise is under way.
- R: The Council's project team is experienced in design development for schools and its research is informed by national and international thinking in terms of modern flexible learning spaces. Evaluation of recently designed facilities is undertaken and best practice considered when determining the best design approach for our school buildings. Renfrewshire Council has a mix of closed, semi open and open teaching environments which support learning across the authority. Quality assurance is central to the Council's improvement agenda for schools and inspections conducted by Education Scotland and the local authority do not highlight any educational detriment relating to the open or closed nature of learning spaces. The design of the new shared campus would allow for spaces to be created for "noisy" activities located in areas adjacent to but not impacting on the main teaching areas.
- C: As a parent we choose to send our children to a faith school, which included being able to play with like minded children of the same belief, a shared campus will erode this. St John Bosco as a faith school offers us as parents the education of our child with a catholic ethos, something which will not continue with a mixed campus.
- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal.
- C: In favour of new build shared campus so long as plenty of space is allocated for design of classrooms to minimise open plan design / several classes / years sharing same room.
- R: The Council's project team is experienced in design development for schools and its research is informed by national and international thinking in terms of modern flexible learning spaces. Evaluation of recently designed facilities is undertaken and best practice considered when determining the best design approach for our school buildings. Renfrewshire Council has a mix of closed, semi open and open teaching environments which support learning across the authority. Quality assurance is central to the Council's improvement agenda for schools and inspections conducted by Education Scotland and the local authority do not highlight any educational detriment relating to the open or closed nature of learning spaces.

- C: In favour as long as there is adequate provision of shared spaces + that new design is not detrimental to pupils in terms of dining areas / playgrounds / gym hall etc. Better facilities within new school building creating a more modern environment for the kids.
- R: The Council's project team is experienced in design development for schools and its research is informed by national and international thinking in terms of modern flexible learning spaces. Evaluation of recently designed facilities is undertaken and best practice considered when determining the best design approach for our school buildings. Renfrewshire Council has a mix of closed, semi open and open teaching environments which support learning across the authority. Quality assurance is central to the Council's improvement agenda for schools and inspections conducted by Education Scotland and the local authority do not highlight any educational detriment relating to the open or closed nature of learning spaces.
- C: Yes, with the condition/concern that the following is taken into consideration: The excellent Catholic ethos of the school is maintained; an equality impact assessment is undertaken which will consider how proposals will affect the religious character and observance of a Catholic school; options are outlined regarding staff rooms, school entrance(s), shared spaces.; the design of the building is innately fit-for-purpose for Catholic education (e.g. oratory; place to celebrate the Sacraments, religious displays, images and statues); a variety of design options are proposed; there seemed to be a preference of learning bays for multiple classes. The level of detail about acoustic baffle boards etc suggested that this was the preferred option; I would like to see other options; feedback from other schools who have been through similar redevelopments is made available to inform parents (Ian Thomson referred to this post-construction evaluation at the public meeting); and options and rationale regarding the design, location and function of learning, teaching, outdoor and social area is shared with stakeholders through future consultation.
- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal. Consultees have been provided with the opportunity to highlight concerns relating to the effect this proposal might have on equality groups or protected characteristics. An analysis of returns made to the Council in this respect will be undertaken as part of the consultation process. The Council's project team is experienced in design development for schools and its research is informed by national and international thinking in terms of modern flexible learning spaces. Evaluation of recently designed facilities is undertaken and best practice considered when determining the best design approach for our school buildings. Parental contribution is central to the consultative approach operated by Renfrewshire Council. This process requires assessment of suggestions, some of which can be accommodated and some of which cannot. Where any recommendation or suggestion is not taken forward justification for the decision will be made via the focus group, where head teachers represent the interests of both school communities.
- C: I am for this proposal only by virtue of the fact that Ian Thomson stated that this is a consultation 'in principle', and that no specific details have yet been decided. I have concerns about this proposal, but I trust in Mr Thomson's assurances of future engagement and consultation. I agree with the proposal as long as: the Catholic ethos of the school in its new location is supported to flourish and is, in no way, undermined by the design of the building; I would like to see options/consultation on matters such as: school entrances; staff rooms; shared spaces; space for religious observance that is fit-for-purpose; clarity regarding the provision for religious images, symbols and artefacts,

especially in shared areas; assurance of non-discrimination on the grounds of religion in line with the Equality Act; I believe a new fit-for-purpose school will allow a better learning and teaching environment within which our pupils needs can be met in order that their development, attainment and achievement is adequately promoted. However, again trusting in Mr Thomson's assurances, I hope to have further opportunities to contribute to discussions regarding: design of teaching and learning spaces (I would have major concerns about the 3 open-plan design that was highlighted at the public meeting); social and playground provision; outdoor learning provision; confirmation of how the space can be used/extended to cope with changes in local demographics; provision of ICT; and shared learning spaces including provision for PE.

- R: The assurances made through this process are those of Renfrewshire Council. The observations noted above will be considered as part of this consultation process. As previously stated the opinion of parents, pupils, staff and partner agencies is sought in a number of ways. All interested parties can contribute to the design process through the public consultation; highlighting concerns and observations either on-line or by writing directly to the Director of Children's Services. Thereafter school based focus groups become the vehicle for all parties to contribute to the design process via the head teachers of both schools. Head teachers will attend all focus groups as representatives of parents, pupils, staff and partner agencies.
- C: I want to retain a separate campus with dedicated areas for entrance, classrooms and recreation. This will be representative of standard Catholic educational policy which will include the visibility of Catholic images and prayers, which will not be possible in a joined campus. I also believe that no foresight has been given to the increase in pupil population with the formation of Dargavel Village in Bishopton. We have already seen a significant increase in the pupil register at St John Bosco, which will continue to grow year on year. This needs to be considered when the sizing of the future requirements for St John Bosco is carried out. This in itself should drive the decision to maintain a separate school campus for St John Bosco.
- R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal. The Council has a roll projection model which considers housing developments, birth rates and previous trends. The projection model is informed by the Council's land register which identifies all housing development areas and it projects over a ten year basis. This information has been considered in relation to this proposal.
- C: The disruption to children while campus being built and as the RC children have to go to Mass etc as part of their education it would be disruptive to the other children I think.
- R: Disruption management plans form an integral part of the programming process for any major development and the health and wellbeing of all service users is central to such plans. The movement of all pupils throughout the shared campus would be considerate of all learners and managed by the respective management teams and staff of both establishments.
- C: St John Bosco and Bargarran school were the first schools to be built in Erskine away back in the 70, I and my husband went to it, my 3 children went to it, and my daughter would want her son to go to it when the time comes!
- C: A brand new, modern building, offering excellent, up to date facilities for both schools, as well as improvements in parking for staff and parents/carers.



- C: An enhanced learning environment for all pupils and an opportunity for increased collaborative working with Bargarran Primary which will help promote and build upon positive relationships between the two schools.
- C: My main concern is that I am aware that from a management point of view, it will become harder to plan and timetable for your own school for things such as P.E or religious observance as the flexibility of the timetable will very much depend on that of the school with whom you share a campus. I believe this could cause many teething problems for head teachers who are already overworked. But overall...I think a shared campus is the best option available to us at this time.
- R: The management of shared spaces would be determined through the focus group model with input from both schools to ensure the best possible outcome for all pupils.
- C: I consider this proposal will bring positive opportunities for the schools to share modern facilities purpose designed for current needs. This will / should ensure proper account of special needs is incorporated into the school campus.
- C: I would expect, as noted in the various consultation documents, that the individual identities and beliefs of the schools will be respected and promoted in the layout and use of the shared facilities.
- C: It is good for children to mix with all faiths and learn respect for each other.
- C: It makes economic sense.
- C: I believe all religions race colour or creed should be given the same education without segregation.
- C: With new build comes new energy and eagerness as with new Park Mains building kids get excited by new things and being excited about a new start at a new educational building can only be a positive thing.
- C: Discourages discrimination between children's religions. Encourages and influences children to be equal (equality) in the early stages of their lives; setting them up to be responsible citizens in later life.
- C: New build, new resources = Better education opportunities. (Long overdue)
- C: A new modern building will provide better facilities and a shared campus will give equal benefit to both schools and therefore all the children of the community.
- C: The buildings have not moved with the times and not been modernised. Also there is a great need for more capacity within the Erskine catchment area.
- C: Buildings old and needing lots of repairs.
- C: It will benefit the community and create good liaisons with the two schools.
- C: Brand new nursery. Appropriate outdoor areas for two year olds and three to five year olds.
- C: More space for parking and better community sports facilities.
- C: Modern, up to date facilities for nursery and school that will help enhance learning experiences for children.
- C: Opportunities for new sports facilities for local community.
- C: Updated building with newer facilities.
- C: New opportunities for staff and children, e.g. doors leading to outdoor area.
- C: Building updated to 21st Century, better facilities for children / staff.
- C: Bringing two schools together.
- C: Closer links to primary schools.
- C: Improved facilities.
- C: Will be a great establishment for 21st century. I would love to see it similar to Moorpark with a state of the art outdoor area suited for CfE.

- C: Will be great for transitions in the nursery as majority of children go to both schools so the children will be familiar with setting and settle well.
- C: The facilities for outdoor play / toilets are needed to be updated and a new purpose built building would provide this for the nursery.
- C: I work in the nursery and children go to both St John Bosco and Bargarran and a joint campus would be beneficial for transition.
- C: A new purpose built school for the 21st century providing an environment both indoors and outdoors for learning which support the role of CfE.
- C: Help to bridge the gap between people of different faiths, setting a good example of the multi-cultural Scotland in which we live. The children and staff can only benefit from the shared campus.
- C: New nursery grounds and purpose built nursery / outdoor area would be beneficial to children and staff.
- C: Currently two very good sized schools and nursery which can therefore offer pupils plenty of classroom, canteen, gym hall, library, ICT suite space all of which will be curtailed in a new build. I also am concerned regarding space in school that projection of school roll numbers affected by new estates like Dargavel are not accurate.
- R: It should be noted that while the existing schools are “good sized” they are both designed for much greater rolls than are required. Parents should be assured that the Council’s project team is experienced in design development for schools and its research is informed by national and international thinking in terms of the design, size and functionality of modern flexible learning spaces. Additionally, evaluation of recently designed facilities is undertaken and best practice considered when determining the best design approach for our school buildings. In respect of roll projection, it should be noted that the Council has a roll projection model which considers housing developments, birth rates and previous trends. The projection model is informed by the Council’s land register which identifies all housing development areas and it projects over a ten year basis. This information has been considered in relation to this proposal.
- C: PE, school shows and mass (SJB school) are a very important part of school year for pupils and parents. I cannot see how two schools and one nursery can share a gym hall and still enjoy the above mentioned activities with any regularity. Two gym halls with a stage would be a necessity. Both schools currently have this and would then lose out. Has been said at meetings re above there will not be 2 gym halls, unacceptable.
- R: Through its focus group model Renfrewshire Council’s design team would work with both school communities to understand the spaces required to deliver the full range of provisions. With regard to the above comment in relation to gyms, the comment made at the public meeting was that two full height gyms would not be required but that the demands of the individual school timetables would require 2 PE spaces; one of which would not necessarily have to be a full height gym.
- C: When creating a new learning environment, the council must ensure that the best learning environment for all pupils. One of the worst offenders in failing to deliver this environment is poor acoustics. Causes include poor soundproofing, open plan classrooms, shared classrooms, environmental noise pollution (extractors / fans, exterior noise, traffic etc). The negative impact this can have on a child’s learning potential, even without additional challenges are well documented. When you add the issue of additional needs, it is even more important that the children have an environment that can nourish their attention and willingness to learn. If best practice is used,

Renfrewshire Council can make the new 'campus 'sound good'. Government Standard - BB93 (advice attached) although not compulsory in England and Wales, places the duty on the education provider to comply with the regulation in regards to new and refurbished schools to make them 'sound good'. Inverclyde Council are building all their new schools to BB93 recommendations although they are not legally obliged to. Will Renfrewshire Council accept the recommendations of BB93 when planning the joint campus for Saint John Bosco and Bargarran Primary Schools?

R: Renfrewshire Council project team is a professional body of officers experienced in design development for schools and its research is informed by national and international thinking in terms of modern flexible learning spaces. Evaluation of recently designed facilities is undertaken and best practice considered when determining the best design approach for our school buildings. The Scottish Futures Trust reference school also informs this process and key publication such as Smarter Scotland's "Building Excellence - Exploring the Implications of The Curriculum for Excellence for School Buildings"; the Scottish Governments "School Design: Optimising the Internal Environment Building Our Future: Scotland's School Estate"; and technical building bulletins are widely used as reference documents in respect of new build school projects. Additionally, the Council employs acousticians to support architects to manage general levels of noise and noise transfer. This support relates to the shape and size of spaces; appropriateness of loose furniture; use of technology; and selection of flooring. The Council also has a hearing impairment team which can be used to assess potential impacts on pupils with known support needs.

C: A new campus for St John Bosco and Bargarran Primary Schools is vital. Will Renfrewshire Council (RC) maintain the Catholic ethos within St John Bosco? Will RC maintain the identity of both schools by having separate entrances and areas for worship? Will RC ensure they deliver defined gym halls, dining areas, stages, playgrounds, cloakrooms, PE changing rooms, Library, ICT suites, and if a child with additional needs requires 1:1 support will there be a suitable room provided for each school that is not a "breakout area" i.e. a quiet room with a door? Prior to planning the new school, will RC meet and consult with all specialist visiting support teachers, Educational audiologists', Educational Psychologist, physiotherapists etc to ensure the needs of the children with additional support needs will be met? Will RC ensure that there is the minimum of disruption to the children in both schools while the new school is being built? Will they also ensure the Health and Safety of all the children by demolishing / deconstructing the old schools out with term time?

R: The catholic identity of St John Bosco Primary School would not be compromised by this proposal. As previously stated the input from all interested parties will be considered as part of the design development should approval to proceed be secured. The observations above are noted and will be fully considered as part of the development process.

4.4. The pupils of Bargarran Primary School were consulted on the proposals to build a new shared campus. 142 pupils took part in the consultation. 92 pupils were in favour of a new shared campus; 45 pupils were against a new shared campus and 5 pupils were undecided. The undernoted reflects the reasons for and the reasons against the proposal:

Reasons for:

- Age of current school

- Make more friends
- New building/larger building
- Current school can be very cold
- See my family members
- Opportunity to share
- Better for the school
- Save money
- Eco friendly building
- Better P.E. facilities
- Condition of present building
- Newer resources
- More space

Reasons against:

- No need for change /Don't want to change/Happy with school as it is
- Lose facilities we presently have
- New school might be too noisy
- New building too big
- Arguments/fighting/bullying in the playground
- Too much money to build the new school

R: Renfrewshire Council welcomes input from all pupils and will give careful consideration to the points noted above. If the proposal to rebuild the school is approved by elected members the head teacher will ensure that pupils are informed of the rationale for what improvement suggestions can and cannot be accommodated within the design.

4.5. The pupils of St John Bosco Primary School were consulted on the proposals to build a new shared campus. 135 pupils took part in the consultation. 111 pupils were in favour of a new shared campus and 24 pupils were against a new shared campus. The undernoted reflects the reasons for and the reasons against the proposal with design suggestions provided by the pupil body:

Reasons for:

- Our school has leaking windows – so new windows!
- New playground facilities and games
- A fence all round the schools
- Better halls for PE
- More friends
- Open bays

What we would like:

- Swimming pool
- Rollercoaster in the playground



- Football pitch – 4G
- New MUGA
- New uniform
- Cheerleading mats
- Dressing up area
- Better and bigger toilets
- Place to keep school pets
- New cycling racks
- Trampoline
- Lockers
- Cinema
- Vending machines
- Tannoy announcement system
- Music studio
- Monkey bars and wall bars outside
- Swings and see saws
- Subway bit for lunch
- More welcoming wallpaper
- Better computers
- ICT suite
- Separate bays
- Better indoor design
- Changing rooms for PE
- BIG lunch hall
- Green house to grow things
- Sandpits
- Flower beds
- Grand piano
- Safe play area
- Something to keep the rain off the playground so that we can play outside when it's raining
- Better cloakrooms
- A gym for the public to use after school
- Less homework and new jotters
- Library
- Praying room like a church
- Chocolate fountain in the dinner hall

- Donkeys in the playground
- Bumper cars round the playground
- Outdoor areas painted with games
- A private zoo
- School mascots
- Exercise machines
- Guard dog at the gate
- Water features
- Athletics track
- Climbing wall
- A Golden Time Room

Reasons against:

- Don't want to lose my memories
- Don't want the school to be knocked down
- Both schools should just stay the same
- Don't have enough money
- People have memories like parents – what do you think their faces will be like

R: Renfrewshire Council welcomes input from all pupils and will give careful consideration to the points noted above. If the proposal to rebuild the school is approved by elected members the head teacher will ensure that pupils are informed of the rationale for what improvement suggestions can and cannot be accommodated within the design.

#### 4.6. Comments from the Diocese of Paisley

##### Introductory Comments

Paisley Diocese recognizes the financial constraints facing Renfrewshire Council and the principles outlined in the SEMP Strategy in 2014 to maximize all available resources to provide the best educational experience for all learners in Renfrewshire.

The Diocese is committed to the retention of Catholic Education across all communities within Renfrewshire and is of the opinion that this is best served through distinct Catholic schools at all levels. This view is supported by the Council's assertion (Paragraph 4.6 ) that “ A significant increase in the roll at St John Bosco Primary is indicated ...” which confirms the support given to St John Bosco primary school by the catholic community which it serves and indeed the wider community.

However in the spirit of constructive dialogue the Diocese is willing to discuss how “The design principles for the building would be informed by the ethos and vision of both school communities”( Paragraph 5.7 ) to ensure the catholicity of St John Bosco Primary School is retained and not diluted. To this end more detailed information / drawings outlining how the shared campus would be built would be helpful in determining the extent to which any new

build would reassure the Diocese that the needs of the Catholic community in this part of Erskine are being safeguarded and better served by a shared campus rather than a distinct new build Catholic Primary School.

While welcoming the acknowledgement that any new build project on an existing site will of necessity bring disruption ( Paragraph 6.3 ) the Diocese remains to be convinced that the assurances given with regard to “ disruption management arrangements “ ( Paragraph 6.4 ) will be realized throughout the project. Consequently all necessary support must be given to the Head teachers to ensure pupils / staff / parents are not further disadvantaged during any new build project emerging from this consultation process and that so far as possible learning and teaching continues with minimal disruption.

#### Specific Matters

Notwithstanding the points raised above with regard to the Diocese's preferred option of a distinct new build for St John Bosco Primary School it is recognized that the proposal as put forward by Renfrewshire Council does contain some positives in terms of resource management and learning opportunities for both schools and the pupils / staff therein. While accepting that financially the shared campus proposal is the most cost effective for the Council this must not and cannot be at the expense of the distinct Catholic ethos of St John Bosco Primary School which is so valued by the Catholic community in this part of Erskine and the Diocese generally as well as the wider community.

It is the view of the Diocese that a minimum requirement for discussions around any new build shared campus would be the incorporation of the following points in the design principles currently being developed by Renfrewshire Council :-

1. Both schools should have separate entrances to ensure both schools have a clear identity for pupils / parents / staff. This would enable both schools to very clearly establish their ethos and vision for all to see and in the case of St John Bosco to display the appropriate signs of a Catholic school.
2. Contrary to Paragraph 5.18 in the Proposal it is the view that both schools should have separate playgrounds supervised by staff appropriate to each school. Given that the new build shared campus is to be built on the current site of the existing schools which currently permits separate playgrounds this should not be an overly difficult issue to resolve.
3. The provision of religious signs and displays throughout learning and teaching areas including assembly areas is essential in all Catholic schools and this must be accounted for in maintaining the overt and visible catholicity of St John Bosco Primary School. To this end the incorporation of a designated Oratory at the design stage would be consistent with new build projects for Catholic schools across a range of Local Authorities. This should not be at the expense of any other designated learning and teaching areas.
4. Individual staffrooms for both schools should be created to ensure that staff from each school have the opportunity to discuss matters relevant to their school without any imposition on other colleagues. This does not preclude shared educational discussions at collegiate times if

considered appropriate but rather ensures the individual identities of both schools are preserved in a shared campus.

5. Each school requires distinct management areas and designated Business Support Staff so that contact with parents is specific to each school community to reassure both communities that the distinctive ethos and vision for each school is being preserved in the shared campus.

If a decision is taken to proceed with a new build shared campus and in the absence of any detailed Plans / Drawings then the identification of shared learning areas and resources should be done jointly and the use thereof planned jointly thereafter to ensure both schools benefit equally and the anticipated gains realized. These shared areas should not impact on the integrity of each individual school and should not detract from the ethos / vision of each school.

All current arrangements for each school should be incorporated in any proposed new build shared campus i.e pupil uniform, dining hall, toilets and management / reception / display / play areas as outlined above. Also any anticipated involvement / presence of external agencies on any shared campus must not detract from necessary learning and teaching areas for each school.

#### Concluding Remarks

Catholic Education and its various achievements has long been recognized as a major contributor to Scottish society by the Scottish Government, Education Scotland and Renfrewshire Council. Consequently any proposal emerging from this consultation must of necessity preserve and enhance the acknowledged positive contribution made by Catholic education in the Diocese and in St John Bosco Primary School in particular in this regard.

In the absence of any counter proposals for a separate new build campus for St John Bosco Primary School, the Diocese of Paisley is willing to enter into further discussions with Renfrewshire Council on specific arrangements for a shared campus with Bargarran Primary School and St John Bosco Primary School on the current site occupied by both schools. However in the absence of specific information on the new build plans in the form of detailed drawings, identification of learning and teaching areas and the range of issues identified in section 2 of this response the Diocese reserves the right to raise further any contentious issues which impinge on the capacity of St John Bosco Primary School to express and promote its own distinctive ethos.

Consequently The Diocese of Paisley is willing to enter into discussions relating to the proposed Shared Campus for Bargarran Primary School and St John Bosco Primary School on the current site of the existing schools provided the integrity of both schools is retained and the distinctive vision and ethos of both schools is clearly seen in detailed plans for the new build. Should this not be the case then the Diocese would not be willing / able to support this proposal.

A copy of this response will be provided to education Scotland as part of the wider consultation process.

R: Renfrewshire Council welcomes the constructive comments received from the Diocese of Paisley. Subject to approval by elected members, the design of

the new shared campus would be developed through the focus group model previously described, which would be informed by head teachers of both schools as representatives of their respective school communities. Additionally, all constructive contributions made through the formal consultation process will be assessed and where any recommendation or suggestion is not taken forward the head teacher will be made aware of the justification for the decision through the focus group model.

Renfrewshire Council has made considerable progress in supporting schools through major construction programmes. Disruption management plans form an integral part of the programming process for any major development and the health and wellbeing of all service users is central to such plans. Every effort is made to identify any individuals who may be potentially adversely affected during the construction phase of a project in order that alternative arrangements can be considered in advance of any works to mitigate any risk to any individual or group. Traffic management schemes are also considered to ensure the movement of vehicles does not create any hazard and the construction site is fenced off from the operational school areas. Additionally, special attention is given to the management of impacts from noise and dust and the Council's procurement procedures ensure that the contractor is mindful of the neighbours of the schools; requiring communication strategies that ensure neighbours are made aware of significant aspects of construction which may impact on them.

In relation to the Diocese' preferred option of a new build St John Bosco it should be noted that maintaining the status quo does not deal with the challenges the Council faces in terms of overall sufficiency within the school estate. Addressing capacity issues across the school estate is central to Renfrewshire Council's School Estate Management Plan which is why the shared campus suggestion was proposed for communities to consider. The comments made by the Diocese in relation to design principles will be assessed as part of the design development process and where any recommendation or suggestion is not taken forward the head teacher, as representative of the school community, will be made aware of the justification for the decision through the focus group model.

Renfrewshire Council recognises the importance of respecting and reflecting the ethos and values of both establishments in the creation of a shared campus and the design of all areas of the building will be sensitive to the ethos, values and beliefs of both schools. Renfrewshire Council also values partnership working with all interested parties throughout the development of all construction projects and through its head teachers, the Council will ensure that comments and contributions to this process are considered to ensure that the values of both school communities are reflected throughout the building.

- 4.7. 4 responses regarding equality discrimination concerns were received, the details of which are noted below:
- C: My only concern that our children must be given a good catholic education as any child, and that bigotry stamped out with a small majority of parents not children but parents. In my view that is where it starts. Our priest allowed to visit the school and our services carry on has normal. No overcrowding our classrooms and that all children are secure and safe and all the other things that go along for a good education for all our children.

- C: I am all for primary school kids in these two schools coming together. This can only be a good thing and pupils can get to know each other. There must be a provision to teach the catholic ethos to catholic children, and to teach good values to all pupils, so bringing these schools under a shared campus can only be a good thing.
- C: Catholic education will be restricted. Masses in school won't happen due to shared areas not allowing the time. When you walk into a catholic school you are greeted with holy pictures and possibly a statue. If this is not allowed it is an attack on religious freedom. We would need an oratory or separate area. Separate gym hall and dinner hall to accommodate PE times, masses, hymn practice, dinner times.
- C: I think the way forward for catholic education in Scotland is mixed campus schools, but I am concerned that the teaching of the catholic ethos and education of our children remains in the centre of importance. I agree classrooms should be separate but don't see why the playgrounds can't be mixed to teach our children to live together as many of them play together out with the school setting, teaching tolerance, love and understanding and that it is ok for our children to have different religions, but if parent choose to send their children to a catholic school it is because they believe in catholic education.
- R: Renfrewshire Council acknowledges its duty to eliminate discrimination; advance equality; and foster good relations across all equality groups. Through its consultative process and equality impact assessment protocols the Council will collate any concerns received from individuals who believe this policy proposal might adversely impact on them in respect of their equality group or protected characteristics. As part of consultation process all of the above concerns will be assessed in relation to the potential impact of this proposal.

Renfrewshire Council recognises the importance of respecting and reflecting the ethos and values of both establishments potentially affected by this proposal and the design of all areas of the campus will be sensitive to the ethos, values and beliefs of both schools. Head teachers will ensure that comments and contributions to this process are considered to ensure that the values of both school communities are reflected in public reception areas. In respect of religious observance within the shared campus it will be the responsibility of the head teacher of St John Bosco Primary School to ensure that when mass is celebrated in the gym it is a dignified experience for pupils which is in keeping with the values of the Catholic church.



## **THIS IS A CONSULTATION DOCUMENT**

### **Proposal relating to: The relocation of Bargarran Primary School and St John Bosco Primary School and Nursery Class to a new shared campus.**

#### **1. Introduction**

- 1.1 Renfrewshire Council's vision for its school estate is to promote learning and achievement, and to give our children and young people the opportunity to learn in the best possible environment.
- 1.2 The SEMP sits within the council's corporate asset management plan to ensure the most effective use of all council assets. The purpose of the SEMP is to set out a strategy to focus the resources available for new and redesigned school and pre 5 accommodation.
- 1.3 The SEMP is guided by Scottish Government's 9 principles for school estate management planning and the council's 4 objectives for the school estate in Renfrewshire:

#### Scottish Government Principles:

- 1. Good consultation to support better outcomes;
- 2. Innovative design and change informed by experience;
- 3. A more integrated, holistic and longer term approach to change;
- 4. Schools must be in a condition to support and enhance their functions;
- 5. Schools must be more suitable and inclusive, better future proofed for flexibility and adaptability;
- 6. Schools should be greener, more sustainable and environmentally efficient;
- 7. A well managed estate should represent and deliver best value;
- 8. Schools should drive and support effective learning and teaching; and
- 9. Schools should best serve their communities.

#### Council Objectives:

- 1. To provide the best educational experience for all learners in Renfrewshire;
  - 2. To satisfy the condition, sufficiency and suitability core facts;
  - 3. To retain services within communities where possible; and
  - 4. To provide environmentally and economically sustainable facilities with lower carbon footprints.
- 1.4 The council's SEMP aims to improve the fabric, efficiency and suitability of school buildings. To assist councils in making progress towards this objective a set of indicators referred to as 'core facts' are gathered on an annual basis. These core facts provide ratings with respect to a school's condition, sufficiency and suitability.



1.5 Core facts ratings are as follows:

- A Good
- B Satisfactory
- C Poor
- D Bad

1.6 Through its school estate project team the council continually reviews the performance of the school estate in terms of these core fact findings.

1.7 This process identified that the existing school buildings were not performing well for the school communities as they were too big and while the condition of both buildings was “B” satisfactory, it was felt that both were beginning to show signs of deterioration.

1.8 A programme to engage school communities and interested parties in the development of the SEMP was approved by elected members and further investigation of the property performance challenges facing these establishments concluded that:

- the educational experience for all children and young people could be improved if delivered in a new build shared campus which was specifically redesigned to support education in the 21<sup>st</sup> century;
- the condition and sufficiency challenges facing these schools are such that the most appropriate, best value approach would be to create a new build shared campus on the site of the existing Schools; and
- a consultative approach, involving all stakeholders and service users, would deliver a new build shared campus which would enhance the educational experience for all children and young people attending both schools. The new building would be well designed; recognising current practice in energy management and statutory compliance and it would be sustainable with low carbon emissions.

1.9 In line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, this report seeks approval to consult on the proposal to relocate Bargarran and St John Bosco Primary Schools to a new build shared campus on the site of the existing Schools.

1.10 Subject to approval by the education and children policy board to proceed with this proposal, the new build shared campus could be operational by January 2018. The proposed programme would be:

- |  |                |
|--|----------------|
| • Consultation commences                     | June 2015      |
| • Approval to proceed received               | January 2016   |
| • Start of design phase                      | January 2016   |
| • Start of construction phase                | September 2016 |
| • School operational                         | January 2018   |
| • Demolition of vacant facilities commencing | June 2018      |

## 2. Rationale for change and project development

- 2.1 At the last school census date in September 2014 Bargarran Primary School had a capacity of 424 with a pupil roll of 244 meaning its sufficiency rating was poor (category C) and it was only 57.55% full.
- 2.2 At the last school census date in September 2014 St John Bosco Primary School had a capacity of 262 with a pupil roll of 151; meaning its sufficiency rating was poor (category C) and it was only 57.63% full.
- 2.3 In terms of planning accommodation for the future it is essential to consider not only the current roll but the potential variances in the pupil roll over a period of time.
- 2.4 The table below illustrates roll projections for both schools over a 10 year period.

	Capacity	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Bargarran	424	244	245	250	246	243	242	247	250	251	250	252
St John Bosco	262	151	180	191	203	211	217	212	203	181	188	198

- 2.5 The roll projection for Bargarran Primary School is fairly static over a 10 year period and a revised capacity of around 260 spaces is recommended.
- 2.6 A significant increase in roll at St John Bosco Primary School is indicated as a result of potential housing developments within the catchment area, suggesting that the revised capacity for the school should be based on an occupancy level of around 220 spaces. Fluctuation in the roll projection at 2022 is due to the reliability of information relating to the timing of the builders programme; that is to say that, at this time, the information available through the land register relates to a seven year period only.
- 2.7 Through the SEMP development process officers identified three potential solutions to the sufficiency (C) challenges facing both schools. These options included:
- Option 1. The creation of a shared campus in an extended and refurbished building;
  - Option 2. The capacity reduction of both school buildings to create efficient, smaller schools achieved through partial demolition of the surplus areas within the existing buildings; and
  - Option 3. The construction of a new build shared campus.
- 2.8 Following the compilation of cost estimates and an assessment of all of the options in the context of the council's asset management strategy; it is considered that the creation of a new build shared campus for both schools on the site of the existing Schools is the best value option for the council.

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## 3. Educational benefits statement

- 3.1 In line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014 it is incumbent on the council to produce an educational benefits statement which describes the impact the proposal might have on the pupils of any affected schools; other community groups using the affected schools; children who would be likely to become pupils at the schools; and other pupils within the council area.

- 3.2 Having carried out a review of the educational benefits of this proposal with the head teachers, children's services concludes that the educational experience and outcomes for children and young people will be improved if delivered in a facility specifically redesigned to support the curriculum.
- 3.3 The following paragraphs detail some of the benefits that would be experienced by children and young people attending Bargarran and St John Bosco Primary shared campus if this proposal was implemented by the council.
- 3.4 A new build shared campus will better support the delivery of the curriculum. Curriculum for Excellence encourages staff to provide opportunities for children to take responsibility, to work independently and in teams, and to make meaningful choices and decisions. It advocates children learning through being more actively involved in the process, learning by organising their own experiences, and learning with and from other children and adults. A new build shared campus will facilitate the range of learning experiences necessary for the development of these skills.
- 3.5 In a new build shared campus the physical environment would be enhanced to provide breakout spaces and flexible learning areas in line with the Scottish Government capacity guidance document "Determining Primary School Capacity" issued in October 2014.
- 3.6 A shared campus would provide the opportunity to enhance the ICT provision, which will make a significant contribution to achieving learning approaches advocated in Curriculum for Excellence. As ICT becomes increasingly more mobile the ICT strategy for the shared campus would be developed through a consultative approach based around the needs of pupils and staff.
- 3.7 A new build shared campus will energise the learning communities and support their wellbeing. The design principles for the building would be informed by the ethos and vision of both school communities.
- 3.8 Playground and social gathering areas would be designed to provide the most favourable environment. Improvements to the outdoor environment will encourage different kinds of energetic play as well as access to outdoor learning opportunities for all pupils at all stages.
- 3.9 The dining and PE facilities would be designed to accommodate the projected school rolls. With improved PE facilities, which support the PE curriculum and contribute to the health and well being of children, the new shared campus would provide the facilities required to ensure opportunities to participate in physical activity and sport, making use of indoor and outdoor spaces.
- 3.10 Both schools currently have "ECO Schools" status and would benefit in working together to share experiences in this aspect of school life. A garden area would benefit pupil participation in learning about plant life and living things; further supporting the continued work in learning about environmental issues.
- 3.11 Flexible working spaces and staff development facilities within the shared campus will foster collegiality and promote working practices which can respond to the expertise and interests of staff. This would ensure the delivery of high quality learning experiences for all children and would encourage pupil engagement and motivate learners.

- 3.12 The shared campus proposal would also provide enhanced opportunities for cross school peer observations which will support the school improvement agenda within both establishments.
- 3.13 The new building would provide nurture spaces to support both schools in meeting the full range of needs of pupils.
- 3.14 A new build shared campus with an extended early years provision supports the council's early years strategy and enhances the opportunities available for family learning.
- 3.15 Out of School Care would continue to support families. A new build shared campus would provide designated storage facilities and access to accommodation which is compliant with Care Inspectorate regulations.
- 3.16 A new building will be fully compliant with the provisions of the Equality Act (2010).
- 3.17 A new build shared campus would be secured with appropriate fencing to the campus boundary. This would enhance security arrangements and promote a greater sense of wellbeing for all pupils.
- 3.18 A single playground would be better supervised by the deployment of support staff from both schools to a single area.
- 3.19 The development of a shared campus would provide the opportunity for improving traffic management around both schools.
- 3.20 The proposal would ensure the new build shared campus has a condition and sufficiency rating of "A".
- 3.21 By providing an efficient shared campus, which is designed specifically for the current and future pupil numbers, it is envisaged that the sufficiency of Renfrewshire Council's school estate will be improved to the benefit of all pupils within the council area.

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#### **4. Impact on schools and their communities**

- 4.1 An equality impact assessment was undertaken as part of the development of the school estate management plan and no adverse comment was received from the Bargarran or St John Bosco school communities. The recommendation contained within this report has also been assessed in relation to its 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 recommendation contained in the report and an equalities impact assessment is available on request.
- 4.3 As this proposal relates to the construction of a new build shared campus on the site of the existing Schools there will be a degree of disruption to staff, pupils and the school community for the duration of the programme of work.

- 4.4 Renfrewshire Council is experienced in disruption management arrangements and all works would be managed through this established process. As with all successfully delivered school projects previously undertaken, the head teacher and project manager would assume responsibility for the day to day management of the plan and staff, pupils, parents, professional bodies and trade unions would be updated through an agreed communications arrangement determined at a local level.
- 4.5 Renfrewshire Council has temporary accommodation which could be re-located to the school site if required. The local community centre could also be considered to augment the temporary accommodation if this was required.
- 4.6 As part of the design development process for the project the head teachers of both establishments would represent the interests of their school communities at regular focus group meetings with the council's project team.
- 4.7 Bargarran Primary School is currently supported by an Out of School Care group. The new shared campus would provide designated storage facilities and access to accommodation which is compliant with Care Inspectorate regulations. At an appropriate stage of design development the out of school care group would be advised of the implications for their service.
- 4.8 Any non school lets or clubs operating from either School would be redirected to alternative locations for the duration of the construction period.
- 4.9 There are two occupied Janitors' houses within the curtilage of the schools' grounds. Both houses were previously identified as being suitable for "right to buy" but neither Janitor elected to pursue this option. Accordingly, the properties would be demolished as part of the project demolition. Well in advance of this action, community resources and development and housing services would liaise with the schools' Janitors to support them through the re-housing process.

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## **5. Consultation arrangements**

- 5.1 The consultation document, attached to this report as Appendix 2, provides background information to the project. It details the proposal and indicates a timeframe for implementation should the proposal be approved.
- 5.2 The consultation will adhere to the procedures required to take forward the proposal in terms of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014.
- 5.3 The Act defines ten types of proposal that trigger the consultation process. Proposals requiring consultation are those where a council proposes to:
- discontinue permanently a school (this includes special schools and nursery schools) or a stage of education in a school (this includes years in a secondary school or a special class in a mainstream school or where the council proposes to discontinue Gaelic medium provision);
  - establish a new school or stage of education in a school;
  - relocate a school or nursery class;
  - vary the catchment area or modify the guidelines for placing requests for a school;

- vary the arrangements for the transfer of pupils from a primary school to a secondary school;
- change the school commencement date of a primary school;
- vary arrangements for the constitution of a special class in a school other than a special school;
- discontinue arrangements for the provision of transport by the council for pupils attending a denominational school;
- change a denominational school into a non-denominational school; and
- discontinue a further education centre which is managed by the council.

5.4 The consultation document also includes an educational benefits statement which sets out an assessment of the effects of the proposal if implemented.

5.5 Involvement of Education Scotland.

- A copy of this proposal has been sent to Education Scotland and at the end of the formal consultation period children's services will prepare a report for Education Scotland which will include all relevant written and oral representations that are received by the service from any individual during the consultation period;
- Education Scotland will then provide the council with a report on the educational aspects of this proposal no later than 3 weeks after children's services has sent them all of the representations and documents noted above; and
- In preparing their report, Education Scotland may visit establishments affected by the proposal.

5.6 Children's services will then reassess the proposal in relation to the comments made in the report provided by Education Scotland. Thereafter the service will prepare a consultation response report for consideration by the education and children policy board.

5.7 In line with the recommendations of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, the council will publish its final consultation report. The final consultation report will contain:

- an explanation of how the council has reviewed the proposal;
- the report from Education Scotland in full;
- a summary of points raised during the consultation – both written and oral – and the council's response to them; and
- the substance of any alleged or discovered inaccuracies and omissions details of the council's response and the action taken.

5.8 The report will be available on the council's website, at the schools affected by the proposal, at education and leisure HQ and at all public libraries. Additionally, all mandatory consultees who received direct notification of the consultation will be sent a copy of the response report.



- 5.9 If any inaccuracy or omission is discovered in this proposal document, either by children's services or any individual, children's services will determine if relevant information has been omitted or, if there has been an inaccuracy. Children's services will then take appropriate action which may include:
- the issue of a correction;
  - the reissue of the proposal paper; or
  - the revision of the timescale for the consultation period as appropriate.
- 5.10 The Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014 does not require referral to Scottish ministers in cases other than closure of schools.

Activity	Date
Approval for consultation sought from education and children policy board	14 May 2015
Consultation document to be issued outlining the proposal to: <ul style="list-style-type: none"> <li>• the parent council of any affected schools;</li> <li>• the parents of the pupils at any affected school;</li> <li>• the parents of any children who would be likely to become pupils at the affected schools;</li> <li>• the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);</li> <li>• the staff (teaching and other) at any affected school;</li> <li>• any trade union or professional body which appears to the education authority to be representative of the persons mentioned above;</li> <li>• the community council (if any);</li> <li>• any bodies which have been established by a local authority, whether formally or informally, for the purpose of assisting it in carrying out its functions under Part 2 of the Local Government in Scotland Act 2003 (asp 1);</li> <li>• any other education authority that the education authority considers relevant; and</li> <li>• any other community groups using any of the affected schools.</li> </ul>	28 May 2015
Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press.	29 May 2015
<ul style="list-style-type: none"> <li>• Public consultation meeting held to consult with affected community; and</li> <li>• Questionnaire to go live on the council website.</li> </ul>	3 June 2015
Public consultation period ends 6 weeks after the date of the public meeting. The total period excludes any school holidays or in-service days.	3 September 2015
Report to Education Scotland on outcome of	by 17 September 2015



consultation.	
Response from Education Scotland on outcome of consultation.	by 8 October 2015
Publish Response (3 weeks before policy board)	21 December 2015
Consultation response report (including Education Scotland response) presented to education and children policy board meeting stating consultation outcomes and making final recommendation.	January 2016
Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education and children policy board approval.	



## Equality Impact Assessment relating to:

SEMP Development: Bargarran Primary School and St John Bosco Primary School and Nursery Class

Officer and department responsible for completing the assessment.	Ian Thomson, Children's Services
Name of policy, strategy or project.	Proposal to relocate Bargarran Primary School and St John Bosco Primary School and Nursery Class to a shared campus.
What is the main purpose or aims of the policy, strategy or project?	To provide a learning environment which is conducive to education in the 21 <sup>st</sup> Century and to address historical catchment anomalies to better serve communities.
Who will be the beneficiaries of the policy/strategy/project?	This strategy would specifically affect the Bargarran and St John Bosco Primary School communities.
Has the policy/strategy/project been explained to those it might affect directly or indirectly?	<p>Yes. This has been undertaken through an informal consultation which highlighted the challenges and opportunities available to address the inefficiencies within the school estate. Written representations were made to The Director of Children's Services, Renfrewshire Council, Children's Services, Cotton Street, Paisley, PA1 1LE. All participants were provided with an equalities proforma which provided the opportunity to record any concerns relating to this proposed strategy; no responses were received in this respect. Additionally this proforma was made available on-line; again no responses were received.</p> <p>Further to this exercise members of the public were asked to nominate themselves for a series of focus groups to discuss SEMP matters on a geographical basis in more detail. These focus group meetings took place during January 2014. Notes from the public meetings and the focus group meetings have been collated and have been made available through the Council's website.</p> <p>A formal consultation was undertaken between June and September 2015 in accordance with the requirements of the Schools (Consultation) (Scotland) Act 2010. A public consultation meeting took place on 3 June 2015. All participants were provided with the opportunity to complete an equalities proforma to record any concerns relating to this proposed strategy. 4 comments regarding equality discrimination concerns were received as part of the consultation; the details of which are noted within appendix 1 "Response to the proposal to relocate Bargarran Primary School and St John Bosco Primary School and Nursery Class to a new shared campus".</p>

Have you consulted on the policy?	As above.
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Complete the following table and give reasons/comment where:

- The policy/strategy/project could have a positive impact on any of the equality target groups or contributes to promoting equality, equal opportunities and improving relations with equality target groups.
- The policy/strategy/project could have a negative impact on any equality target groups. (If the impact is high a full EIA should be completed)

Equality group	Positive impact		Negative impact		Reason/comment
	High	Low	High	Low	
Race		✓		✓	
Sex		✓		✓	
Disability		✓		✓	
Religion / Belief		✓		✓	It is recognised that the main challenges within the school estate relate to denominational schools. However, the proposed strategy does not recommend the closure of any denominational schools and the proposed actions to address the property challenges facing the Council are common to both denominational and non-denominational schools.
Sexual Orientation		✓		✓	
Age		✓		✓	
Gender Reassignment		✓		✓	
Marriage and Civil Partnership		✓		✓	
Pregnancy and Maternity		✓		✓	

**Report by Education Scotland addressing educational aspects of the proposal by Renfrewshire Council to relocate Bargarran Primary School and St John Bosco Primary School and Nursery Class to a new shared campus.**

## **1. Introduction**

1.1 This report from Education Scotland has been prepared by HM Inspectors in accordance with the terms of the *Schools (Consultation) (Scotland) Act 2010* and the amendments contained in the *Children and Young People (Scotland) Act 2014*. The purpose of the report is to provide an independent and impartial consideration of Renfrewshire Council's proposal to relocate Bargarran Primary School and St John Bosco Primary School and Nursery Class to a new shared campus. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include a copy of this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all legislative obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

1.2 HM Inspectors considered:

- the likely effects of the proposal for children of the Bargarran Primary School and St John Bosco Primary School and Nursery Class; any other users; children likely to become pupils within two years of the date of publication of the proposal paper; and other children in the council area;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

1.3 In preparing this report, HM Inspectors undertook the following activities:

- attendance at the public meeting held on 3 June 2015 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others; and
- visits to the site of Bargarran Primary School and St John Bosco Primary School and Nursery Class, including discussion with relevant consultees.

## **2. Consultation Process**

- 2.1 Renfrewshire Council undertook the consultation on its proposal with reference to the *Schools (Consultation) (Scotland) Act 2010* and the amendments in the *Children and Young People (Scotland) Act 2014*.
- 2.2 The formal consultation ran from 3 June 2015 until 3 September 2015. The council posted the consultation document on its website. Copies of the document were also distributed to local libraries. An advert to notify the public of the consultation meeting was placed in the local press. Copies of the consultation document were issued to parents of every pupil in attendance at Bargarran Primary School and St John Bosco Primary School and Nursery Class and to all parent council groups. In addition, the consultation document was issued to council officers, local elected members, Members of the Scottish Parliament and Members of Parliament for the Renfrewshire area and to Education Scotland.
- 2.3 The council made arrangements to gather the views of children at both Bargarran Primary School and St John Bosco Primary School and Nursery Class. One hundred and forty two Bargarran Primary School pupils took part in the consultation. Ninety two were in favour of the proposal. Forty five pupils were against the proposal with the remaining five undecided. One hundred and thirty five pupils at St John Bosco Primary School and Nursery Class took part in the consultation. One hundred and eleven pupils were in favour of the proposal with 24 against. A public meeting on 3 June 2015 was attended by 52 stakeholders. The majority of those present were in agreement that a new building would benefit all.
- 2.4 The council received 116 written responses from interested parties. These included: parents, school staff, children, Church representatives and Renfrewshire residents. In principle, despite the lack of detailed plans, the majority of responders were cautiously in favour of the proposal. The proposal was seen to bring positive opportunities for the schools to share modern, purpose-built facilities. However, a number of issues were raised. These included: retaining the individual identity of each school; possible design layout of classrooms; and the management of shared areas. The majority of responses came from parents and carers at St John Bosco Primary School and Nursery Class. Overall, the majority of St John Bosco Primary School and Nursery Class parents were supportive of the proposal. However, this support came with the caveat that the catholic identity of St John Bosco Primary School and Nursery Class should not be compromised. This was also the key reason given against the proposal by some St John Bosco Primary School and Nursery Class parents. All of the St John Bosco Primary School and Nursery Class staff who responded supported the proposal.

## **3. Educational Aspects of Proposal**

- 3.1 In terms of 'Best Value' the proposal sets out a strong case. Bargarran Primary School and Nursery Class has a capacity of 424. However a current pupil roll of 244 means it is only 57.55% full. The projected roll over a ten year period is fairly static with a revised capacity of 260 places recommended. Bargarran Primary School is rated 'B' (satisfactory) for educational suitability and for building condition. St John Bosco Primary School and Nursery Class has a capacity of 262. A current pupil roll of 151 means it is only 57.63% full. However as a result of potential housing developments a significant increase in roll at St John Bosco Primary School and Nursery Class is

forecast. St John Bosco Primary School and Nursery Class is rated 'B' (satisfactory) for educational suitability and building condition.

- 3.2 Despite the lack of detailed design proposals, the council has set out a reasonable case in support of the proposal. The council states that there will be a number of potential educational benefits for children if the new-build, shared campus proposal goes ahead. These include: a new, purpose-built, shared campus providing an attractive and improved learning environment which better suits the demands of a 21st Century curriculum. The new school would provide improved breakout spaces and flexible learning areas. It would be more environmentally friendly and provide a range of improvements, including better access to digital technology. Improved physical education (PE) facilities will support children's health and wellbeing. Improvements to the outdoor environment will provide increased opportunities for outdoor learning and for continued engagement by both schools in the Eco-Schools Scotland programme. The proposed new-build campus will help to extend early years provision locally and increase family learning opportunities.
- 3.3 Children from both St John Bosco Primary School and Nursery Class and Bargarran Primary School who met with HM Inspectors were supportive of the proposal. They liked the idea of a modern school with new equipment. They were excited about the possibility to engage in a wider range of activities such as outdoor learning. The opportunity to make new friends and ability to see existing friends in school and at break times was a major attraction. They were particularly enthusiastic about a possible shared playground. Children welcomed the improved security the proposed merged campus would bring.
- 3.4 Teaching, nursery and support staff from both St John Bosco Primary School and Nursery Class and Bargarran Primary School who met with HM Inspectors were cautiously supportive of the shared campus proposal. Nursery staff welcomed a purpose-built, fully accessible setting which catered for early years children. The shared campus would further improve and enhance transitions between the nursery and the two schools. Teaching staff from both schools could clearly articulate the benefits access to improved, purpose-built facilities would bring. Outdoor learning activities would be improved. The proposal would address concerns relating to parking, safety and security of children. Whilst overall supportive of the proposal, teaching and nursery staff from both schools were concerned about the lack of any design detail in relation to the proposed shared campus and classroom layout. St John Bosco Primary School and Nursery Class staff stressed the need for the Catholic identity of the school to be openly displayed within any shared campus facility. In taking forward its proposal the council needs to involve the teaching staff from both schools in the design development process at an early stage.
- 3.5 St John Bosco Nursery parents were supportive of the proposal. They felt the proposal built on the existing joint working whilst offering improved transition and integration for all children. Children will benefit from access to up to date facilities. They welcomed improvements to parking and security. In the absence of any detailed plan, parents were concerned to ensure their children get access to increased resources rather than less.
- 3.6 Community representatives and existing non-school lets generally supported the proposal. Children will benefit from updated facilities. Organisations who currently offer services on a let basis would welcome the opportunity to engage with the council more fully should the proposal go ahead.



- 3.7 Members of St John Bosco Primary School and Nursery Class Parent Council who met with HM Inspectors did not support the proposal as it currently stands. In particular they expressed concerns about the potential for the Catholic identity to be lost in a shared campus. They did not support the suggestion of a shared entrance, staffroom and playground. The need for St John Bosco Primary School and Nursery Class to publicly display its Catholic identity was strongly reinforced. Parent Council representatives cited the Scottish Catholic Educational Services Shared Campus Arrangements as their point of reference. Concerns about possible layout and allocation of class space were also shared. In taking forward its proposal the council needs to engage with the parent council to address areas of concern.
- 3.8 Bargarran Primary School parents who met with HM Inspectors were supportive of the proposal. They felt it offered an improved learning environment, with better opportunities for children from both schools to mix and integrate. The proposal would improve traffic management and safety for children. However, parents expressed concerns about possible class layout and the possibility of the shared entrance displaying religious symbols. Parents also raised possible capacity issues arising from the shared use of dining and PE facilities by the two schools and the nursery. In taking forward its proposal, the council will need to engage with parents to address these concerns.
- 3.9 The Diocese of Paisley, in its response to the council, recognises the potential for more effective resource management and improved learning opportunities for children and staff. However, the Diocese makes clear this must not be at the expense of the distinct catholic ethos of St John Bosco Primary School and Nursery Class, which is highly valued by the Catholic community in Erskine. The Diocese of Paisley is willing to enter into discussions with the council regarding the shared campus proposal, provided the integrity and distinctive ethos of each school is retained. In taking forward its proposal, the council will need to engage with the Diocese to address these concerns.

#### **4. Summary**

The proposal has clear educational benefits for children who may attend the shared campus in future. These include: improved transitions from nursery, the delivery of Curriculum for Excellence within modern, purpose-built, sustainable accommodation, and a rich digital learning environment with appropriate outdoor learning spaces. Children will potentially have access to increased learning opportunities and better socialisation across both schools. Traffic management and site security will be improved. It will also assist the council to deliver 'Best Value' and make efficient and effective use of its resources by addressing significant under-occupancy in each of the two primary schools concerned. Whilst the majority of stakeholders were overall supportive of the proposal, the lack of detail in terms of proposed design made it difficult for those consulted to give their full support. In its final consultation the council needs to clearly set out how it intends to engage with key stakeholders such as the Diocese of Paisley, parent representatives and teaching staff from both primary schools around the design development process. Also, the council needs to set out how it intends to address concerns raised during the consultation. In particular, it will need to clarify what arrangements it will put in place to retain the ethos and identity of each school and manage the shared facilities.

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**To:** Education and Children Policy Board

**On:** 21 January 2016

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

**Heading:** Response to the proposal to relocate Spateston Pre 5 Centre to a refurbished St Anthony's Primary School

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## **1. Summary**

- 1.1 On 20 August 2015 the education and children policy board agreed to a formal consultation on the proposal to relocate Spateston Pre 5 Centre to a refurbished St Anthony's Primary School.
  - 1.2 In accordance with the Schools (Consultation) (Scotland) Act 2010, a formal consultation on the proposal was undertaken and a consultation document was prepared and issued simultaneously to parents and interested parties affected by the proposal.
  - 1.3 The consultation formally opened on 1 September 2015 and closed at 12 noon on 28 October 2015.
  - 1.4 The purpose of this report is to provide the education and children policy board with recommendations which recognise the issues raised and comments made in the course of the consultation exercise. A report on the issues raised and a consideration of these is included as appendix 1 to this document.
  - 1.5 Responses to the consultation were positive and supportive and details of such responses are contained within appendix 1 to this report.
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## **2. Recommendations**

- 2.1. The education and children policy board is asked to:
  - note the issues raised through the formal consultation detailed in appendix 1;
  - note the comments made by Education Scotland in relation to the educational benefits of the proposal detailed in appendix 4;
  - approve the relocation of Spateston Pre 5 Centre to a refurbished St Anthony's Primary School;
  - approve the development of detailed project proposals, including project design, fully developed project costing, financial assessment and funding approach for the refurbishment; and

- note that the refurbishment will be delivered by the Council's property services section, augmented by external consultants as required.

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### **3. Background**

- 3.1. As part of Renfrewshire Council's approach to school estate management a schools' project team, including officers from various council services, continually assesses the performance of the school estate.
- 3.2. The project team identified that the condition and sufficiency of a number of primary schools and pre 5 centres present significant challenges for the Council at this time.
- 3.3. A focussed review of the primary and pre 5 estates was therefore undertaken to inform children's service's School Estate Management Plan (SEMP) which was approved by the education policy board in May 2014.
- 3.4. As part of this ongoing development the education and children policy board agreed to a formal consultation on the proposal to relocate Spateston Pre 5 Centre to a refurbished St Anthony's Primary School at its meeting in August 2015.
- 3.5. Elected members agreed a consultation document which was subsequently issued to parents and interested parties affected by the proposal. A copy of the consultation document is attached to this report as appendix 2.
- 3.6. The consultation formally opened on 1 September 2015 and closed at 12 noon on 28 October 2015.
- 3.7. Responses to the consultation were positive and supportive and details of such responses are contained within appendix 1 to this report.

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### **4. Consultation**

- 4.1. Following agreement to consult on the proposal to relocate Spateston Pre 5 Centre to a refurbished St Anthony's Primary School a consultation document was issued to parents and interested parties affected by the proposal.
- 4.2. The consultation document invited members of the public to respond to the proposal either through contributions to a public consultation meeting or by written submissions in hard copy or email to the director of children's services. Interested parties also had the opportunity to take part in the consultation through the Council's online survey.
- 4.3. A public meeting was held with parents and members of the public as part of the consultation process on 1 September 2015.
- 4.4. A presentation was made by officers from children's services. The presentation outlined the background to the proposal, highlighting the impact this would have on the school and pre 5 communities.
- 4.5. Those in attendance at the public meeting were invited to raise questions and notes of the questions asked and the answers provided by education officers were published on the Council's website.
- 4.6. A report on written responses received and comments made through the Council's online survey is attached as appendix 1 to this report.

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### **5. Comments and observations arising from the consultation**

- 5.1. During the course of the consultation, questions were raised regarding how the Council would progress this proposal. Appendix 1 to this document, "Response to the proposal to relocate Spateston Pre 5 Centre to a refurbished St Anthony's Primary School" details the questions asked and the responses provided.
- 5.2. Education Scotland have been consulted on the proposal in accordance with the Schools (Consultation) (Scotland) Act 2010. The response received from Education Scotland was supportive of the Council's proposal and is attached to this document as appendix 4. A summary of this finding is noted below:
  - 5.2.1. The proposal is of clear educational benefit. The council outlines the educational benefits for children, families and the local community well. A refurbished building will enhance the learning environment and provide more flexible learning spaces which will allow the school to meet the needs of all children better. The inclusion of the pre-5 centre, primary school and ASD provision in one campus, will enhance children's experiences. Sharing of facilities across all provisions will allow better use of space and has the potential to improve the current provision for nurture, soft play, outdoor learning and the use of quiet areas. Staff development will also be facilitated by allowing all staff to share practice more easily. The local community will benefit from an improved building and the potential for better community engagement in learning. The council is aware of the need to ensure that a robust traffic management system is put in place, and that children's learning is not compromised during the building works.
- 5.3. Renfrewshire Council welcomes the comments made by Education Scotland and will adopt the consultative approach successfully used to progress previous new build projects. This approach ensures that the refurbishment is informed by the views of all stakeholders.

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## **Implications of this report**

### **1. Financial Implications**

Further development of the scope of works will be undertaken to determine the capital investment required for this project.

The revenue implications of this proposal will be developed as the project progresses however, it is envisaged that all costs will be contained within existing revenue resources.

### **2. HR and Organisational Development Implications**

Community Resources will consider the deployment of their staff who currently operate over 2 facilities. Similarly, Corporate Business Support will determine the deployment of their staff as appropriate.

### **3. Community Plan/Council Plan Implications**

Children and Young People	· An improved school environment supports learning and achievement.
Community Care, Health and Well-being	· An improved school environment supports health and wellbeing.
Greener	· Sustainable approaches to ensuring high quality assets will be developed.

### **4. Legal Implications**

This proposal adheres to the procedures required to take forward any proposal in terms of the Schools (Consultation) (Scotland) Act 2010.

### **5. Property/Assets Implications**

This proposal aims to deliver a refurbished building designed to provide sustainable accommodation that is fit for education in the 21st century.

The area of the land on which the existing Spateston Pre 5 Centre currently stands will be surplus to requirement further to the demolition of the Pre 5 Centre building. This area is therefore referred to the director of development and housing services for further consideration and to be disposed of if it is not required for council purposes.

### **6. Information Technology Implications**

None.

### **7. Equality and Human Rights Implications**

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. An equalities impact assessment is attached as appendix 3 to this report.

### **8. Health and Safety Implications**

None.

### **9. Procurement Implications**

The procurement model for the delivery of this project is being developed by corporate procurement and finance and resource services. The refurbishment will be delivered by the Council's property services section, augmented by external consultants as required, and a main contractor will be appointed through an open competitive tender process.

### **10. Risk Implications**

None.

### **11. Privacy Impact**

None.

## List of Background Papers

- (a) Background Paper 1: Consultation Proposal for the Development of the School Estate Management Plan (SEMP) 2013
- (b) Background Paper 2: Report on the consultation to develop the School Estate Management Plan (SEMP) and proposals to address the property challenges in the primary and pre 5 estate.
- (c) Background Paper 3: Proposal to consult on: The relocation of Spateston Pre 5 Centre to a refurbished St Anthony's Primary School.

The foregoing background papers will be retained within ELS for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Ian Thomson, education manager (resources). 0141 618 7241, [ian.thomson@renfrewshire.gov.uk](mailto:ian.thomson@renfrewshire.gov.uk)

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*Children's Services  
IT/GMcK/LG  
30 November 2015*

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## Response to the proposal to relocate Spateston Pre 5 Centre to a refurbished St Anthony's Primary School

### 1. Consultation Process

- 1.1. Following agreement to consult on the proposal to relocate Spateston Pre 5 Centre to a refurbished St Anthony's Primary School a consultation document was issued to all interested parties in accordance with the Schools (Consultation) (Scotland) Act 2010.
- 1.2. A consultation meeting was held with parents and members of the public and meetings were also held with staff from both establishments.
- 1.3. The consultation formally opened on 1 September 2015 and closed at 12 noon on 28 October 2015.
- 1.4. Copies of the consultation document were issued to parents of every pupil in attendance at St Anthony's Primary School and Spateston Pre 5 Centre and to all parent council groups. Copies of the document were also distributed to local libraries and a copy was placed on the Council website. An advert to notify the public of the consultation meeting was also placed in the local press. In addition the consultation document was issued to council officers, local elected members, MSPs and MPs for the ward area and Education Scotland.
- 1.5. All formal responses submitted as part of the consultation exercise have been retained and can be viewed on request to the director of children's services.

### 2. The Consultation

- 2.1. A number of written responses were received from interested parties registering their comments on the proposal. The following is a breakdown of written responses received:

Category	Number of Responses	Type of Response
Parent / Carer	25	On-line survey
Renfrewshire Council employee	1	On-line survey
Staff	4	On-line survey
Pupils	1	On-line survey
Other	1	On-line survey

- 2.2. The public meeting was held in St Anthony's Primary School on 1 September 2015 and was attended by 18 members of the public and staff.
- 2.3. Arrangements were also made to consult directly with the staff of both schools.
- 2.4. A note of the public meeting was taken and can be obtained by request to the director of children's services and can be viewed on the Council website at [www.renfrewshire.gov.uk/haveyoursay](http://www.renfrewshire.gov.uk/haveyoursay).

### **3. Analysis of key issues raised during the consultation**

- 3.1. 32 responses were received.
- 3.2. 29 responses (90.60%) were supportive of the proposal and 3 (9.4%) response were against the proposal.

### **4. Response to key issues raised during the consultation**

#### **4.1. Questions, comments and responses from the public consultation meeting.**

Q: With regard to building works will there be consideration for the children in the unit who have sensory disorders.

R: The health and well-being of all users of the building is central to the planning of any refurbishment and the council recognises, and is sensitive to, the needs of all pupils attending the communication unit within St Anthony's Primary School. During construction effort is made to identify any individuals who may be potentially adversely affected by the refurbishment in order that alternative arrangements can be considered in advance of any works; thereby mitigating any risk to any individual or group. Disruption management plans will be looked at to identify how best to minimise disruption for all pupils.

Q: Will the nursery have its own entrance?

R: Yes, Spateston Pre 5 Centre will retain its individual identity and status. The Centre will be designed in line with the requirements of the Care Inspectorate and external learning and play areas will be segregated and secure.

Q: Will the Spateston building condition last until 2018?

R: The condition of the building is category "C". The head of establishment is an experienced Head who will continue to report repairs and faults as they occur using the council's reporting system (CAMIS). The safety and health and well-being of children and parents using the Centre is continually monitored by all staff in the Centre.

Q: Why can't this be done more quickly?

R: The statutory consultation process; Council approvals; and the design process are sequential and require time for consideration. It is important that the consultative approach adopted by Renfrewshire Council allows for all interested parties to contribute their opinions and views. Additionally, design development, which is a crucial part of the process, requires input from staff, parents, children and the care inspectorate and the collation of this information takes time.

Q: How much money will be allocated to the project?

R: The principle of consultation is to establish if proposals are supported by communities and if they should be progressed. At this stage the Council has not yet defined individual project costs. However, a SEMP project budget of £53m has been identified to take forward all projects.

Q: Will the Council look at parking arrangements as there is congestion currently at the nursery and with proposed planning for the old St Cuthbert's site and new shops how will this be managed?

R: Travel Planning, which identifies how pupils get to schools; whether on foot, by car, by bus or by bicycle will be reviewed as part of the design development process. The project team would look at this with regard to the whole community to understand how to utilise the full site to minimise traffic management concerns.

- Q: Is there scope to expand Spateston Pre 5 Centre provision?
- R: The current building doesn't give scope for any expansion therefore this is something we would have to consider in relation to demand within the Johnstone area as a whole; allowing for the implementation of any requirements derived from changes in government policy.
- Q: Although we don't know the amount of money available for this project, how will resources be allocated?
- R: The total allocation of funding has been agreed for this phase of SEMP and the Council expects that all projects will be delivered. As many projects are at the consultation stage no definitive budgets have been allocated to particular projects. In due course a report on individual project budgets will be developed and presented to elected members; this information will also be available to members of the public.
- Q: Is there actually room to extend?
- R: Yes, preliminary assessments have been undertaken and there is space available if required. It should not be assumed that the building necessarily needs extension as the design process has to be developed to assess how well the building currently works. Additionally it should be understood that extending the building may impact on available outdoor spaces and traffic management.
- Q: Will outdoor learning be included in the works?
- R: Yes, the requirements for outdoor education and play spaces are central to design development.
- Q: Where is nursery going?
- R: The Council will consider the best solution for both the School and Pre 5 Centre. In determining the best location for the Pre 5 Centre we will consider similar projects to ascertain how these might be developed to provide the best solution for St Anthony's and Spateston.
- Q: Will you come back to speak to parents about proposals?
- R: The heads of each establishment will be the representatives for the parent body. They will work with the project team which includes technical departments within the Council, to inform them of the staff / parents / pupils requests. Periodically progress reports will be provided to parents; presentations will be delivered; and updates will be posted on the Council and establishments websites. All views will be listened to and where we can adopt these ideas we will. Equally, when views cannot be taken forward we will explain why.
- Q: Will there be plans available to look at.
- R: When these are available they will be sited at both schools, available on the websites and there may also be local arrangements to share the information.
- 4.2. Questions, comments and responses from the Council's online questionnaire which asked contributors to comment on why they were supportive or against the proposal.
- C: Against. If there has to be a renovation that means dust and a lot of noise this will disrupt the children's education, dust will affect their health.
- R: The health and well-being of all users of the building is central to the planning of any refurbishment and the Council recognises, and is sensitive to, the needs of all pupils attending the School. During construction effort is made to identify any individuals who may be potentially adversely affected by the refurbishment in order that alternative arrangements can be considered in advance of any works; thereby mitigating any risk

to any individual or group. Disruption management plans will be looked at to identify how best to minimise disruption for all pupils.

- C: The safety of the children will be at risk with all the equipment and machines that will be around, not practical for around children of a young age.
- R: Every effort is made to identify any potential hazards during the construction phase of a project. Traffic management schemes are considered to ensure the movement of vehicles does not create any hazard and areas of the school undergoing construction will be segregated from operational school areas.
- C: Think it may make the school busier as it's a small school as it stands at the moment. So I would be against it. If they put the nursery into the school could become v crowded.
- R: If the proposal is approved by elected members the space available to the school, further to the relocation, will be proportionate to the school's roll. It is recognised that the share of the building available to the school would be reduced however this must be considered in relation to the actual capacity of the existing building which is far greater than the space required for the school's roll.
- C: To keep both nursery and school open and importantly in Spateston.
- C: The Spateston community has already lost so much. Closing / moving the school and or nursery would further devastate it.
- R: Maintaining the status quo does not deal with the challenges the Council faces in terms of overall sufficiency within the school estate. Addressing capacity issues across the school estate is central to Renfrewshire Council's School Estate Management Plan which is why the co-location suggestion was proposed for communities to consider.
- C: St Anthony's Primary School is needing a new school it not in good order and need upgraded.
- C: It would be good for the community plus the two buildings are in need of repair.
- C: With extra facilities would only help the children.
- C: Makes life easier for parents of pre and primary school age for their children to attend education on same premises.
- C: Pre school children would have been familiar with the environment by the time they transit to primary.
- C: Moving pre-school - primary is a lot simpler and in the same building.
- C: Your child is going to the same school as their brother / sister.
- C: Continued sense of community.
- C: Local and surrounding areas will be at a loss to lose nursery, area is quite desolate currently.
- R: The area in question is experiencing a degree of regeneration however, it is acknowledged that moving the nursery from its current location to the adjacent primary school building will have a further impact on the surrounding area.

- C: Retain separate identity, would be given like for like or better than what we have at the moment.
- R: The design of the new centre will be informed by service users, it will be fit for purpose and it will retain its identity and ethos.
- C: To give children a better building and environment which will enhance the excellent opportunities and learning they receive at present.
- C: Keeping Spateston Pre Five Centre in the community of Spateston and keeping our identity within the community.
- C: I feel Spateston pre 5 and St Anthony's primary have the same great attitude towards the children and their wellbeing and already have strong links at the moment which would be made stronger by this move.
- C: From my initial discussion with staff I am satisfied that SP5C will still be in good hands. As long as the nursery standards are allowed to be maintained and fully supported by RDC I am happy for the new move.
- C: This move should in principle provide a better and more modern environment to be enjoyed by the staff and children. I think it will allow the nursery to enhance its already excellent status.
- C: This can only be a good thing for all concerned.
- C: My daughter is happy and settled at the pre-5 centre there for I don't want her moved.
- R: Every effort will be made by the staff at the pre 5 centre to ensure that all children are prepared for the transition to the new building.
- C: I don't want my daughter going to a catholic school.
- R: The Pre 5 Centre will maintain its own identity and ethos; it will be a non-denominational provision.
- C: From my experience, having a nursery based in a primary school is a good thing. It lets the children get familiar with a school atmosphere and environment.
- C: Gives the nursery so much more available to them. Gym halls, possibly bigger outdoor area etc.
- C: St Anthony's need a refurb and the pre 5 centre would benefit from more space inside and out.
- C: Think it is important to keep the school and pre 5 in our community.
- C: To the benefit of both school and nursery. Updated building.
- C: Good relationships exist between both already. Makes sense to co-locate as there is great cooperation ongoing.
- C: Must be able to achieve savings in overhead costs.
- C: It combines two establishments within the one complex.
- C: Beneficial to community as it joins children and parents together.
- C: For St Anthony's to be refurbished.
- C: St Anthony's to remain as Primary school and nursery to be attached helps with transition period for Pre 5's.

- C: The nursery will still be a standalone building and children will have a better nursery. It is the best way forward for all the Spateston Community.
- C: All for improvements. New premises, nice safe area. Fresh building. Bigger area.
- C: Positive for our area to bring in new residence.
- C: All new equipment and resources for the children.
- C: The nursery would maintain its own identity and continue to serve the community in the most beneficial way.
- C: They will be able to use the schools facilities without having to cross a main road.
- C: As the number of children attending Spateston has increased, they need more space to have the best start in education.
- C: Betterment
- C: A more modern building which staff and management will have a say in the layout and design of rooms.
- C: Spateston Pre Five will keep its own identity. It's will still be a centre in its own rights and will keep the high standard of service to staff and service users that the Spateston community, council, hmie and care inspectorate praise highly.

4.3. Responses from pupils attending St Anthony's Primary School. Pupils were consulted on the proposal to refurbish St Anthony's Primary School and co-locate Spateston Pre 5 Centre in the building. 192 pupils took part in the consultation. 188 pupils were in favour of the proposal and 4 pupils were against it. Pupils' views are noted below:

- No more cracks/potholes in the playground
- Would be nice to have a separate stage area
- No more draughty windows
- Silverfish and bugs will be gone
- Toilets that don't smell
- Toilet doors that lock
- Sinks that don't leak
- Nicer walls in classrooms
- Bigger gym hall
- No more broken cupboards
- New furniture
- Better area for our library
- Better soft play area

R: Renfrewshire Council welcomes input from all pupils and will give careful consideration to the points noted above. If the proposal to rebuild the school is approved by elected members the head teacher will ensure that pupils are informed of



the rationale for what improvement suggestions can and cannot be accommodated within the design.

4.4. Responses from children attending Spateston Pre 5 Centre. Children were consulted on the proposal to refurbish St Anthony's Primary School and co-locate Spateston Pre 5 Centre in the building. 87 children took part in the consultation and their views are noted below:

- New tree houses with different rooms
- Outside tree house
- New wallpaper
- A new kitchen and new toilets
- A new fairy garden and toys in the garden
- A water park
- New tables and seats
- New lunch bell
- More new toys
- A climbing frame and chute
- New roads and lights for the cars
- Lots of new toys
- Mirrors everywhere
- A pond

R: Again Renfrewshire Council welcomes input from all children and will give careful consideration to the points noted above. If the proposal to rebuild the school is approved by elected members the head of centre will ensure that pupils are informed of the rationale for what improvement suggestions can and cannot be accommodated within the design.





## **THIS IS A CONSULTATION DOCUMENT**

### **Proposal relating to: The relocation of Spateston Pre 5 Centre to a refurbished St Anthony's Primary School**

#### **1. Introduction**

- 1.1 Renfrewshire Council's vision for its school estate is to promote learning and achievement, and to give our children and young people the opportunity to learn in the best possible environment.
- 1.2 The SEMP sits within the Council's corporate asset management plan to ensure the most effective use of all council assets. The purpose of the SEMP is to set out a strategy to focus the resources available for new and redesigned school and pre 5 accommodation.
- 1.3 The SEMP is guided by Scottish Government's 9 principles for school estate management planning and the Council's 4 objectives for the school estate in Renfrewshire:

#### Scottish Government Principles:

- Good consultation to support better outcomes;
- Innovative design and change informed by experience;
- A more integrated, holistic and longer term approach to change;
- Schools must be in a condition to support and enhance their functions;
- Schools must be more suitable and inclusive, better future proofed for flexibility and adaptability;
- Schools should be greener, more sustainable and environmentally efficient;
- A well managed estate should represent and deliver best value;
- Schools should drive and support effective learning and teaching; and
- Schools should best serve their communities.

#### Council Objectives:

- To provide the best educational experience for all learners in Renfrewshire;
- To satisfy the condition, sufficiency and suitability core facts;
- To retain services within communities where possible; and
- To provide environmentally and economically sustainable facilities with lower carbon footprints.

- 1.4 The Council's SEMP aims to improve the fabric, efficiency and suitability of school buildings. To assist councils in making progress towards this objective a set of indicators referred to as 'core facts' are gathered on an annual basis. These core facts provide ratings with respect to a school's condition, sufficiency and suitability.

1.5 Core facts ratings are as follows:

- A Good
- B Satisfactory
- C Poor
- D Bad

1.6 Through its school estate project team the Council continually reviews the performance of the school estate in terms of these core fact findings.

1.7 This process recognised that the existing St Anthony's Primary School building was performing satisfactorily (rated "B") for the school community.

1.8 The process also identified that the condition of Spateston Pre 5 Centre was "C" (poor) and that by integrating the Centre into the surplus accommodation within St Anthony's Primary School the Council could improve the sufficiency of the school and the condition challenges facing the Pre 5 Centre.

1.9 It is also significant to note that this approach would reduce the number of property assets within the education estate, supporting the Council's asset management strategy.

1.10 A programme to engage school communities and interested parties in the development of the SEMP was approved by elected members and further investigation of the property performance challenges facing these establishments concluded that:

- the educational experience for all pupils and young children could be improved if delivered in a refurbished St Anthony's Primary School building;
- the condition challenges facing Spateston Pre 5 Centre are such that the most appropriate, best value, approach would be to relocate the Centre into the surplus accommodation within the St Anthony's Primary School building; and
- a consultative approach, involving all stakeholders and service users, would deliver a refurbished building which would enhance the educational experience for all pupils and young children attending the School and Pre 5 Centre.

1.11 In line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, this report seeks approval to consult on the proposal to relocate Spateston Pre 5 Centre to a refurbished St Anthony's Primary School building.

1.12 The SEMP of May 2014 provided elected members with a programme which advised that the consultation for the relocation of Spateston Pre 5 Centre to a refurbished St Anthony's Primary School building would be undertaken in May 2016.

1.13 However, further assessment of the programme and the reorganisation of resources suggests that the project can be accelerated as detailed below.

1.14 Subject to approval by the education and children policy board to proceed with this proposal, a refurbished building could be operational by January 2018. The proposed programme would be:

- |                                |                |
|--------------------------------|----------------|
| • Consultation commences       | September 2015 |
| • Approval to proceed received | January 2016   |

- Start of design phase January 2016
- Start of construction phase September 2016
- School operational January 2018
- Demolition of vacant facilities commencing June 2018

## 2. Rationale for change and project development

- 2.1 At the last school census date in September 2014 St Anthony's Primary School had a capacity of 292 with a pupil roll of 183 meaning its sufficiency rating was satisfactory (category B) and it was 62.67% full.
- 2.2 In terms of planning accommodation for the future it is essential to consider not only the current pupil roll but the potential variances in the roll over a period of time.
- 2.3 The table below illustrates roll projections for both schools over a 10 year period.

	Capacity	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
St Anthony's Primary	292	183	189	190	191	200	199	197	195	188	184	179

- 2.4 The roll projection for St Anthony's Primary School shows a degree of fluctuation over a 10 year period and a revised capacity of around 212 to accommodate a single stream school is recommended. The accommodation required for such a roll will be in keeping with government recommendations outlined in the guidance document "Determining Primary School Capacity".
- 2.5 In addition to the mainstream provision the St Anthony's Primary School building will continue to accommodate an integrated additional support needs facility which requires facilities to support the individual needs of up to 30 pupils.
- 2.6 Spateston Pre 5 Centre accommodates an early years provision for 80 young children from three to five years old. It operates between 8.00am and 6.00pm on a term time basis.
- 2.7 Spateston Pre 5 Centre has a sufficiency rating of "A" but the building's condition is rated "C" (poor).
- 2.8 Through the SEMP development process officers identified three potential solutions to improve the sufficiency level at St Anthony's Primary School and the condition challenges at Spateston Pre 5 Centre. These options included:
- Option 1. The co-location of Spateston Pre 5 Centre in a refurbished St Anthony's Primary School building;
  - Option 2. The capacity reduction of St Anthony's Primary School building to create an efficient, smaller school achieved through partial demolition of the surplus areas within the existing building; and
  - Option 3. The construction of a new school, incorporating a Pre 5 Centre.

- 2.9 Following the compilation of cost estimates and an assessment of all of the options in the context of the Council's asset management strategy; it is considered that the refurbishment of St Anthony's Primary School building to accommodate Spateston Pre 5 Centre is the best value option for the Council.

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### **3. Educational benefits statement**

- 3.1 In line with legislative requirements detailed in the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014 it is incumbent on the Council to produce an educational benefits statement which describes the impact the proposal might have on the pupils of any affected schools; other community groups using the affected schools; children who would be likely to become pupils at the schools; and other pupils within the Council area.
- 3.2 Having carried out a review of the educational benefits of this proposal with the head teacher and head of centre, Children's Services concludes that the educational experience and outcomes for the primary school pupils and early years children will be improved if delivered in a single building which better meets the needs of all learners.
- 3.3 The following paragraphs detail some of the benefits that would be experienced by children and young people attending both facilities if this proposal was implemented by the Council.
- 3.4 A refurbished facility will better support the delivery of the curriculum for both establishments. Curriculum for Excellence encourages staff to provide opportunities for children to take responsibility, to work independently and in teams, and to make meaningful choices and decisions. It advocates children learning through being more actively involved in the process, learning by organising their own experiences, and learning with and from other children and adults. A refurbished building will facilitate the range of learning experiences necessary for the development of these skills.
- 3.5 In a refurbished building the physical environment would be enhanced to provide breakout spaces and flexible learning areas in line with the Scottish Government capacity guidance document "Determining Primary School Capacity" issued in October 2014.
- 3.6 A refurbished building would provide the opportunity to enhance the ICT provision, which will make a significant contribution to achieving learning approaches advocated in Curriculum for Excellence. As ICT becomes increasingly more mobile the ICT strategy for the building would be developed through a consultative approach based around the needs of the primary school pupils and early years children; the staff of both facilities; and the ICT requirements of the local authority which operates a training provision from the St Anthony's Primary School Building.
- 3.7 A refurbished building will energise the learning communities and support their wellbeing.
- 3.8 Segregated play areas will be provided for the early years children.
- 3.9 The primary school and pre 5 centre currently have "ECO Schools" status and would benefit in working together to share experiences. A garden area would benefit learners' participation in education about plant life and living things; further supporting the continued work in learning about environmental issues.

- 3.10 Flexible working spaces and staff development facilities within the refurbished building will foster collegiality and promote working practices which can respond to the expertise and interests of staff. This would ensure the delivery of high quality learning experiences for all children and would encourage engagement and motivate learners.
- 3.11 The co-location proposal would also provide enhanced opportunities for cross establishment peer observations which will support the improvement agenda within both establishments.
- 3.12 The redesigned building would provide nurture spaces to support both the school and pre 5 Centre in meeting the full range of needs of pupils and early years children.
- 3.13 The integration of additional support needs classes in the main body of the school will enhance the ethos of inclusion within St Anthony's Primary School. Such classes will be designed to support the need of the pupils with quiet spaces provided where appropriate.
- 3.14 A refurbishment would ensure the building was fully compliant with the provisions of the Equality Act (2010).
- 3.15 The co-location would provide the opportunity for improving traffic management arrangements.
- 3.16 The proposal would ensure the refurbished building has a condition and sufficiency rating of "A".
- 3.17 By providing an efficient primary school building with an integrated additional support needs facility and pre 5 centre, which is designed specifically for the current and future pupil numbers, it is envisaged that the sufficiency of Renfrewshire Council's school estate will be improved to the benefit of all pupils within the Council area.

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#### **4. Impact on schools and their communities**

- 4.1 An equality impact assessment was undertaken as part of the development of the school estate management plan and no adverse comment was received from the Spateston Pre 5 Centre or St Anthony's Primary School communities.
- 4.2 The recommendation contained within this report has also been assessed in relation to its 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 recommendation contained in the report and an equalities impact assessment is available on request.
- 4.3 As this proposal relates to the refurbishment of the St Anthony's Primary School building there will be a degree of disruption to staff, pupils and the school community for the duration of the programme of work.
- 4.4 Renfrewshire Council is experienced in disruption management arrangements and all works would be managed through this established process. As with all successfully delivered school projects previously undertaken, the head teacher and project manager would assume responsibility for the day to day management of the plan and staff, pupils, parents, professional bodies and trade unions would be updated through an agreed communications arrangement determined at a local level.

- 4.5 Renfrewshire Council has temporary accommodation which could be re-located to the school site to operate as temporary accommodation if required.
- 4.6 This approach supports a “phased insitu refurbishment” where the refurbishment programme operates around the requirements of the school.
- 4.7 As part of the design development process for the project the head teacher and of head of centre would represent the interests of their communities at regular focus group meetings with the Council’s project team.
- 4.8 For the duration of the construction period any non school lets would be redirected to alternative locations.
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## **5. Consultation arrangements**

- 5.1 The consultation document, attached to this report as Appendix 2, provides background information to the project. It details the proposal and indicates a timeframe for implementation should the proposal be approved.
- 5.2 The consultation will adhere to the procedures required to take forward the proposal in terms of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014.
- 5.3 The Act defines ten types of proposal that trigger the consultation process. Proposals requiring consultation are those where a council proposes to:
- discontinue permanently a school (this includes special schools and nursery schools) or a stage of education in a school (this includes years in a secondary school or a special class in a mainstream school or where the council proposes to discontinue Gaelic medium provision);
  - establish a new school or stage of education in a school;
  - relocate a school or nursery class;
  - vary the catchment area or modify the guidelines for placing requests for a school;
  - vary the arrangements for the transfer of pupils from a primary school to a secondary school;
  - change the school commencement date of a primary school;
  - vary arrangements for the constitution of a special class in a school other than a special school;
  - discontinue arrangements for the provision of transport by the council for pupils attending a denominational school;
  - change a denominational school into a non-denominational school; and
  - discontinue a further education centre which is managed by the council.
- 5.4 The consultation document also includes an educational benefits statement which sets out an assessment of the effects of the proposal if implemented.



## 5.5 Involvement of Education Scotland.

- A copy of this proposal has been sent to Education Scotland and at the end of the formal consultation period Children's Services will prepare a report for Education Scotland which will include all relevant written and oral representations that are received by the service from any individual during the consultation period;
- Education Scotland will then provide the Council with a report on the educational aspects of this proposal no later than 3 weeks after Children's Services has sent them all of the representations and documents noted above; and
- In preparing their report, Education Scotland may visit establishments affected by the proposal.

5.6 Children's Services will then reassess the proposal in relation to the comments made in the report provided by Education Scotland. Thereafter the service will prepare a consultation response report for consideration by the education policy board.

5.7 In line with the recommendations of the Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014, the council will publish its final consultation report. The final consultation report will contain:

- an explanation of how the Council has reviewed the proposal;
- the report from Education Scotland in full;
- a summary of points raised during the consultation – both written and oral – and the Council's response to them; and
- the substance of any alleged or discovered inaccuracies and omissions details of the council's response and the action taken.

5.8 The report will be available on the Council's website, at the schools affected by the proposal, at Children's Services HQ and at all public libraries. Additionally, all mandatory consultees who received direct notification of the consultation will be sent a copy of the response report.

5.9 If any inaccuracy or omission is discovered in this proposal document, either by Children's Services or any individual, Children's Services will determine if relevant information has been omitted or, if there has been an inaccuracy. Children's Services will then take appropriate action which may include:

- the issue of a correction;
- the reissue of the proposal paper; or
- the revision of the timescale for the consultation period as appropriate.

5.10 The Schools (Consultation) (Scotland) Act 2010, amended through the enactment of the Children and Young People (Scotland) Act 2014 does not require referral to Scottish ministers in cases other than closure of schools.

Activity	Date
Approval for consultation sought from education and children policy board	20 August 2015
<p>Consultation document to be issued outlining the proposal to:</p> <ul style="list-style-type: none"> <li>the parent council of any affected schools;</li> <li>the parents of the pupils at any affected school;</li> <li>the parents of any children who would be likely to become pupils at the affected schools;</li> <li>the pupils at any affected school (in so far as the education authority considers them to be of a suitable age and maturity);</li> <li>the staff (teaching and other) at any affected school;</li> <li>any trade union or professional body which appears to the education authority to be representative of the persons mentioned above;</li> <li>the community council (if any);</li> <li>any bodies which have been established by a local authority, whether formally or informally, for the purpose of assisting it in carrying out its functions under Part 2 of the Local Government in Scotland Act 2003 (asp 1);</li> <li>any other education authority that the education authority considers relevant; and</li> <li>any other community groups using any of the affected schools.</li> </ul>	27 August 2015
Advert to advise of public consultation meeting and the commencement of the formal consultation period issued via local press.	27 August 2015
<ul style="list-style-type: none"> <li>Public consultation meeting held to consult with affected community; and</li> <li>Questionnaire to go live on the Council website.</li> </ul>	1 September 2015
Public consultation period ends 6 weeks after the date of the public meeting. The total period excludes any school holidays or in-service days.	28 October 2015
Report to Education Scotland on outcome of consultation.	by 11 November 2015
Response from Education Scotland on outcome of consultation.	by 2 December 2015
Publish Response (3 weeks before policy board)	21 December 2015
Consultation response report (including Education Scotland response) presented to education and children policy board meeting stating consultation outcomes and making final recommendation.	January 2016
Copy of proposal paper and consultation response report sent to Scottish Ministers within 6 days of education and children policy board approval.	

## Equality Impact Assessment relating to:

## SEMP Development: Spateston and St Anthony's Primary School

Officer and department responsible for completing the assessment.	Ian Thomson, Children's Services
Name of policy, strategy or project.	Proposals to relocate Spateston Pre 5 Centre to a refurbished St Anthony's Primary School.
What is the main purpose or aims of the policy, strategy or project?	To provide a learning environment which is conducive to education in the 21 <sup>st</sup> Century and to address historical catchment anomalies to better serve communities.
Who will be the beneficiaries of the policy/strategy/project?	This strategy would specifically affect the Spateston Pre 5 Centre and St Anthony's Primary School communities.
Has the policy/strategy/project been explained to those it might affect directly or indirectly?	<p>Yes. This has been undertaken through an informal consultation which highlighted the challenges and opportunities available to address the inefficiencies within the school estate.</p> <p>Written representation were made to The Director of Children's Services, Renfrewshire Council, Children's Services, Cotton Street, Paisley, PA1 1LE.</p> <p>All participants were provided with an equalities proforma which provided the opportunity to record any concerns relating to this proposed strategy; no responses were received in this respect. Additionally this proforma was made available on-line; again no responses were received.</p> <p>Further to this exercise members of the public were asked to nominate themselves for a series of focus groups to discuss SEMP matters on a geographical basis in more detail. These focus group meetings took place during January 2014.</p> <p>Notes from the public meetings and the focus group meetings have been collated and have been made available through the Council's website.</p> <p>In line with the requirements of the Schools (Consultation) (Scotland) Act 2010, a formal consultation was undertaken during September and October 2015.</p> <p>A public consultation meeting took place on 1 September 2015. All participants were provided with the opportunity to complete an equalities proforma to record any concerns relating to this proposed strategy; no responses were received in this respect. Additionally this proforma was made available on-line; again no responses were received.</p>

Have you consulted on the policy?	As above.
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Complete the following table and give reasons/comment where:

- The policy/strategy/project could have a positive impact on any of the equality target groups or contributes to promoting equality, equal opportunities and improving relations with equality target groups.
- The policy/strategy/project could have a negative impact on any equality target groups. (If the impact is high a full EIA should be completed)

Equality group	Positive impact		Negative impact		Reason/comment
	High	Low	High	Low	
Race		✓		✓	
Sex		✓		✓	
Disability		✓		✓	
Religion / Belief		✓		✓	It is recognised that the main challenges within the school estate relate to denominational schools. However, the proposed strategy does not recommend the closure of any denominational schools and the proposed actions to address the property challenges facing the Council are common to both denominational and non-denominational schools.
Sexual Orientation		✓		✓	
Age		✓		✓	
Gender Reassignment		✓		✓	
Marriage and Civil Partnership		✓		✓	
Pregnancy and Maternity		✓		✓	

## **Report by Education Scotland addressing educational aspects of the proposal by Renfrewshire Council to relocate Spateston Pre-5 Centre to a refurbished St Anthony's Primary School.**

### **1. Introduction**

This report from Education Scotland has been prepared by HM Inspectors in accordance with the terms of the *Schools (Consultation) (Scotland) Act 2010* and the amendments contained in the *Children and Young People (Scotland) Act 2014*. The purpose of the report is to provide an independent and impartial consideration of Renfrewshire Council's proposal to relocate Spateston Pre-5 Centre to a refurbished St Anthony's Primary School. Section 2 of the report sets out brief details of the consultation process. Section 3 of the report sets out HM Inspectors' consideration of the educational aspects of the proposal, including significant views expressed by consultees. Section 4 summarises HM Inspectors' overall view of the proposal. Upon receipt of this report, the Act requires the council to consider it and then prepare its final consultation report. The council's final consultation report should include a copy of this report and must contain an explanation of how, in finalising the proposal, it has reviewed the initial proposal, including a summary of points raised during the consultation process and the council's response to them. The council has to publish its final consultation report three weeks before it takes its final decision. Where a council is proposing to close a school, it needs to follow all legislative obligations set out in the 2010 Act, including notifying Ministers within six working days of making its final decision and explaining to consultees the opportunity they have to make representations to Ministers.

#### **1.1 HM Inspectors considered:**

- the likely effects of the proposal for children and young people of the school and centre; any other users; children likely to become pupils within two years of the date of publication of the proposal paper;
- any other likely effects of the proposal;
- how the council intends to minimise or avoid any adverse effects that may arise from the proposal; and
- the educational benefits the council believes will result from implementation of the proposal, and the council's reasons for coming to these beliefs.

#### **1.2 In preparing this report, HM Inspectors undertook the following activities:**

- attendance at the public meeting held on 1 August 2015 in connection with the council's proposals;
- consideration of all relevant documentation provided by the council in relation to the proposal, specifically the educational benefits statement and related consultation documents, written and oral submissions from parents and others;
- visits to the site of Spateston Pre-5 Centre and St Anthony's Primary School, including the Autism Spectrum Disorder classes (ASD) and discussion with relevant consultees; and
- discussion with representatives of the Diocese of Paisley.

## **2. Consultation Process**

- 2.1 Renfrewshire Council undertook the consultation on its proposal with reference to the *Schools (Consultation) (Scotland) Act 2010* and the amendments in the *Children and Young People (Scotland) Act 2014*.
- 2.2 The consultation formally opened on 1 September 2015 and closed at 12:00 noon on 28 October 2015. Renfrewshire Council issued copies of the consultation document to all interested parties, including individual parents and Parent Councils of the establishments involved. Copies of the document were distributed to local libraries and a copy placed on the council's website. The council placed an advert in the local press giving details of a public meeting which was held on 1 August 2015. The meeting was attended by 18 people. Meetings were also held with staff from both establishments. A total of 32 responses were received. Twenty nine of these were supportive of the proposal and three responses were against.

## **3. Educational Aspects of Proposal**

- 3.1 The proposal will provide an enhanced physical environment for learning. It has the potential to provide breakout spaces and flexible learning areas which will facilitate and enhance opportunities for active learning and deliver the curriculum better. For both groups of children, the opportunity for enhanced outdoor play areas will help to improve children's experiences. In considering the benefits set out by the council, HM Inspectors agree that a refurbished building will also enhance the locality and be in keeping with the regeneration of the surrounding area. Such a development may allow better community engagement with greater space to bring parents and carers together to support their own and their children's learning. Currently, the pre-5 centre has limited space and as a result parental involvement activities are held in the staff room. The refurbishment will provide the opportunity to create more appropriate facilities to enhance current parental involvement programmes. In its proposal, the council notes that bringing the two establishments together will enable better use of space and greater flexibility of use. This will be particularly helpful for those children with ASD who attend St. Anthony's Primary School from across the council area. The potential for providing more appropriate quiet areas for these children will be particularly beneficial. The bringing together of the pre-5 centre, primary school and unit also has the potential to enhance the inclusive educational experiences for all children. The council will need to manage the refurbishment very carefully to ensure that children with ASD are able to integrate into their new environment with ease. Currently the nurture and soft play areas in the school are adequate, but have potential to be improved during the refurbishment. In the pre-5 centre, the parents' room is used as a nurture area and whilst this is comfortable, it could be improved if incorporated in the design of the refurbishment. The provision of more and better flexible working spaces in the pre-5 centre, the school and unit also has the potential to enhance opportunities for professional development. It has the potential to provide greater opportunities for staff to share practice more easily and facilitate transition between age stages.
- 3.2 In considering the educational benefits outlined in the proposal, HM Inspectors believe that there are significant potential educational benefits from the refurbishment proposal of Spateston Pre-5 Centre and St Anthony's Primary School.



- 3.3 Almost all parents who met with HM Inspectors felt that a refurbished building would enhance the physical learning environment for their children and provide a more conducive place for teaching and learning. They were pleased that their community would have a better integrated facility which they felt would enhance the locality and provide the potential for more community involvement. The majority of parents who met with HM Inspectors were keen that the proposal proceeds quickly, and that further details of the design are made available. Almost all stakeholders who met with HM Inspectors were seeking reassurance that the building works would be well managed to reduce the disruption to learners and staff. This is particularly important for the ASD pupils. The council is aware of the need to assure parents, staff and other interested stakeholders, that a robust traffic management system will be put in place to ensure children's safety. Children from both the pre-5 centre, school and ASD provision were keen for the refurbishment to go ahead and at pace. Almost all felt that they would have better facilities and were looking forward to being involved in the design.
- 3.4 The Diocese of Paisley was in favour of the proposal, feeling that it would provide a much better learning environment for all children. The Diocese expressed a desire that the building works should be well managed to avoid disruption to children's learning.

#### **4. Summary**

The proposal is of clear educational benefit. The council outlines the educational benefits for children, families and the local community well. A refurbished building will enhance the learning environment and provide more flexible learning spaces which will allow the school to meet the needs of all children better. The inclusion of the pre-5 centre, primary school and ASD provision in one campus, will enhance children's experiences. Sharing of facilities across all provisions will allow better use of space and has the potential to improve the current provision for nurture, soft play, outdoor learning and the use of quiet areas. Staff development will also be facilitated by allowing all staff to share practice more easily. The local community will benefit from an improved building and the potential for better community engagement in learning. The council is aware of the need to ensure that a robust traffic management system is put in place, and that children's learning is not compromised during the building works.

**HM Inspectors  
Education Scotland**





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**To:** Education and Children Policy Board

**On:** 21 January 2016

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

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**Heading:** Education Scotland Inspection of Ferguslie Pre-five Centre,  
Paisley

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## **1. Summary**

- 1.1. Ferguslie Pre-five Centre in Paisley was inspected by Education Scotland, in November 2015, as part of a national sample of pre-five education. The letter to parents and quality indicator evaluations, published by Education Scotland on 22 December 2015 are attached as appendices to this report. The letter to parents is also available from the director of children's services or from the Education Scotland website [www.educationscotland.gov.uk](http://www.educationscotland.gov.uk)
- 1.2. The purpose of the pre-five inspection was to evaluate the quality of education and care. Inspectors assessed the nursery, with a focus on five quality indicators which were: improvements in performance; children's' experiences; meeting learning needs; the curriculum; and improvements through self-evaluation. The Care Inspectorate also graded the nursery in four areas. The quality of care and support; quality of environment; quality of staffing and quality of management and leadership.
- 1.3. This was a very positive inspection by Education Scotland and the centre demonstrated a number of sector-leading practices. The letter to parents identified five key strengths of the nursery. These were:
- highly motivated, enthusiastic children who enjoy learning and make excellent progress;
  - an extensive range of challenging and rich learning experiences which meet children's individual needs;

- a highly skilled and nurturing staff team who provide exceptional support for children and families;
- highly effective partnerships with parents and other professionals; and
- the strong and compassionate leadership of the head of centre.

1.4. The report identified one area for further improvement. This was:

- continue to progress the priorities identified in the improvement plan.

1.5. Education Scotland was confident that the nursery will be able to make the necessary improvements in light of the inspection findings. As a result, it will make no further visits in connection with this inspection.

1.6. Children's services has an agreed set of procedures for responding to inspection reports. The nursery and the service will prepare an action plan indicating how they will address the main point for action in the report, and share this plan with parents. In addition, the nursery will be supported in its improvement by children's services. Within two years of the publication of the letter to parents children's services will inform parents of the progress made by the nursery in addressing the main points for action.

## **2. Recommendations**

2.1. Members of the education and children policy board are asked to note the key strengths and the area for improvement in the Education Scotland report on Ferguslie Pre-five Centre.

## **3. Background**

3.1. The report includes one recommendation for improvement. This recommendation will be addressed through the centre's existing improvement plan and supported by children's services staff.

3.2. Progress on the action plan will be monitored by children's services staff on a proportionate basis. A report will be prepared within two years of the original inspection, detailing the progress made in implementing the point. This report will be made available to parents.

3.3. Children's services welcomes the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire establishments. The inspection report will be used by the pre-five centre and the service in the context of supporting and developing the quality of educational provision.

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## Implications of this report

### 1. Financial Implications

None.

### 2. HR and Organisational Development Implications

None.

### 3. Community Plan/Council Plan Implications

Children and Young People

- High standards of education provision ensure that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.

Community Care, Health and Well-being

- By providing an environment which encourages care, welfare and development, establishments play a crucial role in developing children and young people so that they become responsible citizens. The school and nursery's success in promoting healthy lifestyles is evaluated as part of the quality assurance process.

Empowering our Communities

- High standards of education provision ensure that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.

Greener

- Participation in the eco-schools programme encourages young people to become environmentally aware.

Jobs and the Economy

- The quality assurance process contributes to our young people becoming successful learners, confident individuals, effective contributors and responsible citizens.

### 4. Legal Implications

Standards in Scotland's Schools etc Act 2000.

### 5. Property/Assets Implications

None.

**6. Information Technology Implications**

None.

**7. Equality and Human Rights Implications**

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only.

**8. Health and Safety Implications**

None.

**9. Procurement Implications**

None.

**10. Risk Implications**

None.

**11. Privacy Impact**

None.

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**List of Background Papers**

(a) None.

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**Children's Services**

TMcE/AK/LG

11 January 2016

**Author:** Tony McEwan, Education Manager (planning and performance),  
telephone no: 0141 618 7198

22 December 2015

Dear Parent/Carer

**Ferguslie Pre-five Centre  
Renfrewshire Council**

Recently, as you may know, I visited and inspected your child's early learning and childcare setting. Throughout my visit I talked to parents and children and I worked closely with the head of centre and staff. I wanted to find out how well children were learning and achieving and how well the early learning and childcare setting supported children to do their best. The head of centre shared with me the early learning and childcare setting's successes and priorities for improvement. I looked at some particular aspects of the early learning and childcare setting's recent work including the development of the under three room, parental engagement in children's learning and the development of children's early literacy skills. As a result, I was able to find out how good the early learning and childcare setting was at improving children's education. I would now like to tell you what I found.

**How well do children learn and achieve?**

Ferguslie Pre-Five Centre is an exceptional learning environment where children blossom and thrive. As babies, toddlers, children and parents arrive they are greeted warmly and with affection by all of the staff. Babies and toddlers benefit greatly from spending time with each other and the encouraging staff in a motivating, calm and well planned environment. They have a very strong bond with the staff who love and care for them. Younger children show great delight as they splash in puddles on their way to play alongside older children in the mud kitchen. Children aged three to five years are friendly, confident and respond with great enthusiasm to the opportunity to lead their own learning. They have lots of fun in their play and can talk about what they enjoy and what they are learning in a happy and relaxed way. Many children sustain and extend their play over prolonged periods of time, developing their ideas and asking for help from staff if they need it. Almost all children are self-motivated as they work on their own or with a few friends to plan, build and compare large complicated models of cars or traps. Staff take excellent account of children's interests when planning learning. They are highly responsive to ways they can support children's interests. In the outdoor area we saw that children were encouraged to work out for themselves the best way to transport water. All children have their own learning folders which demonstrate clearly their progress in learning. We saw that children help to decide what their next steps in learning should be. As a result, children are becoming aware of themselves as learners. We saw that you often talk with staff about these folders and that your ideas are used to plan learning for your child.

Across the setting, your children are making excellent progress in literacy and numeracy. Children of all ages show a keen interest in books, action rhymes and songs. They curl up with staff in the cosy corners and delight in sharing a favourite story. Older children explore familiar and more complex stories such as 'Handa's Surprise' and 'The Bog Baby'. They discuss and explore these stories in more detail with staff and their friends. A few children listen to stories that parents have recorded in Polish. Your children are becoming very confident communicators who talk and listen well to each other and to staff. Across the playroom and outdoors, children apply, use and develop further their interest in writing for different purposes. Most children are developing a very good understanding of measurement and shape as, for example, they hammer and saw using real tools. Children count during their play and when voting to make decisions about models they have made. They listen very carefully to 'Twiggle' the puppet who is used to help them understand feelings and build their self-esteem. Outdoor learning is having a direct impact on children's health and wellbeing. We observed children relish the freedom of this area as they develop their physical skills extremely well using the wide range of interesting activities. Children are becoming more aware of risk and managing their emotions as they decide if it is safe to go on the forest walk.

### **How well does the early learning and childcare setting support children to develop and learn?**

Across the setting for children of all ages, staff meet the learning needs of children in an outstanding way by working in close partnership with parents and other professionals. Guided by the expertise of the head of centre and depute, staff are passionately committed to achieving the very best outcomes for your children. The effective keyworker system helps staff to be fully aware of each child's individual developmental stage, learning needs and family circumstances. Staff show a thoughtful, deep understanding of your children and their strengths and interests as they plan. This means that children feel very confident and secure to try new things and have their skills and abilities celebrated. You told us you highly value the wide range of groups to work alongside your child and understand how they learn. We saw that these include sessions where families learn together. Children lead workshops on learning for parents and groups to help you support your child at home. Children who need extra help are supported to be as independent as they possibly can be, taking part in all of the activities with no limits on what they can achieve. Staff work in close, highly effective partnerships with a high number of agencies and professionals to support children who require additional support with their learning. Often, they arrange services to be provided within the setting to best suit your needs. A very wide range of effective programmes includes groups to support communication skills and the use of nurture approaches. Many of you told us just how much you appreciate their assistance and emotional support, particularly in difficult times. With your involvement they review children's progress continuously to ensure they challenge all children appropriately.



Staff working with babies and toddlers make highly effective use of national guidance to plan for all children's learning. The broad and relevant curriculum for children aged over three years reflects exceptionally well national guidance and the context of the setting. Senior management and staff work together to carefully monitor all areas of the curriculum to ensure children have a balance in their learning. There is a strong emphasis on developing children's literacy and numeracy skills across their learning. For example, children worked together and with local businesses, colleges and schools to design and construct a dog house in their garden area using their literacy, numeracy, problem-solving skills, while developing an early understanding of different jobs and how to work with others. Children understand what they are learning in the setting and are keen to revisit and extend learning they are interested in. The recycled greenhouse built with the help of Mirren Park School pupils and local college will be used to gain a third green flag for their work on caring for the environment. Opportunities to involve the local community in children's learning are maximised. Parents extend and support children's learning when you share your skills to make food like pierogi or chapattis with them and share festivals such as Diwali and events like 'splashing day'. This is helping all children learn more about their own and their friends culture. Staff continue to monitor the impact of their interesting and effective learning projects with local primary schools. We asked the staff to continue their plans to work with you and the children to revisit the aims of the centre to update these to better reflect the wide range of learning and work of the setting.

### **How well does the early learning and childcare setting improve the quality of its work?**

There is a commitment to improve and involve everyone in the work of Ferguslie Pre-Five Centre that runs through every important decision that is made. As a result, everyone has a clear focus on improving outcomes for children. Leadership is outstanding across the whole team. This is driven by the skilful and highly experienced head of centre, supported by her highly effective depute, who both have extensive knowledge of high quality early learning and childcare practice. Strong and confident leadership means the team will try new ways of working to ensure they get the very best outcomes for children and families in Ferguslie Pre-Five Centre. There are many examples of important decisions that are having a direct positive impact on children's learning including the changes to the rooms for children aged birth to three years, learning projects such as the Lighthouse Keepers Lunch with local schools and highly effective joint working with local services such as Families First. Monitoring of children's progress, including the focused wellbeing discussions, helps staff to provide quick, effective, targeted support to children in their learning when they need it most. As a result, children are thriving and making tremendous progress in their learning. The highly skilled and passionate team understand that nurture and high quality learning go hand in hand and strive for the highest quality for you and your children at all times. They have a deep, shared understanding of what high quality play looks like. They regularly try new ideas and adapt strategies to ensure your children make the very best progress in their learning, often leading such initiatives. The leadership and skills of the whole staff team is having a very positive impact on the quality of your child's learning experience. We are confident the setting is very well placed to continue to develop and provide very high quality early learning and childcare.

Our inspection of your early learning and childcare setting found the following key strengths:

- Highly motivated, enthusiastic children who enjoy learning and make excellent progress.
- An extensive range of challenging and rich learning experiences which meet children's individual needs
- A highly skilled and nurturing staff team who provide exceptional support for children and families.
- Highly effective partnerships with parents and other professionals.
- The strong and compassionate leadership of the head of centre.

I discussed with staff and the education authority how they might continue to improve the early learning and childcare setting. This is what I agreed with them:

- Continue to progress the priorities identified in the improvement plan.

### **What happens at the end of the inspection?**

We are satisfied with the overall quality of provision. We are confident that the early learning and childcare setting's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. As part of the arrangements for reporting to parents on the quality of the early learning and childcare, the local authority will inform parents about the setting's progress.

Margaret Paterson  
HM Inspector

## Appendix 2

Quality indicators help early learning and childcare settings, education authorities and inspectors to judge what is good and what needs to be improved in the work of the early learning and childcare setting. You can find these quality indicators in the publication *Child at the Centre*(2)1. Following our inspection of each early learning and childcare setting, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish early learning and childcare settings are doing.

Here are the evaluations for **Ferguslie Pre-five Centre**.

Improvements in performance	excellent
Children's experiences	excellent
Meeting learning needs	excellent

We also evaluated the following aspects of the work of the early learning and childcare setting.

The curriculum	very good
Improvement through self-evaluation	excellent



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**To:** Education and Children Policy Board

**On:** 21 January 2016

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

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**Heading:** The Allocation of Funding to Meet the National Targets for Physical Education in Primary and Secondary Schools

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## 1. Summary

- 1.1 The Scottish Government has a 2011 manifesto commitment which "by 2014, was to deliver at least two hours of physical education in primary schools and at least two periods of physical education(PE) in secondary schools for pupils in S1-S4."
  - 1.2 In March 2012 following the joint Scottish Government/COSLA commitment, all 32 local authorities agreed an action plan with Education Scotland and **sportscotland** in which they committed to ensuring all their schools meet the target by 2014.
  - 1.3 **sportscotland** invested £3.4 million across all local authorities over a two year period 2013/14 to help deliver meeting the PE commitment. Education Scotland supplemented this with a further £2.4 million package of national initiatives to increase the support available to local authorities and teachers.
  - 1.4 A partnership agreement and action plans for the period 2015-19 between **sportsscotland** and Renfrewshire Council are in place to support Physical Education across all primary and secondary schools. On this basis **sportscotland** is committing to and offering further support and investment of £51,000 for the year ending 31 March 2016.
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## 2. Recommendations

- 2.1. The education and children policy board is asked to note:
  - the national target in the delivery of PE across all Renfrewshire schools was met in 2014; and
  - the report on use of funding 2013 - 2015.

2.2. The education and children policy board is asked to approve:

- allocation of £51,000 from **sportscotland**, over the next financial year 2015-2016, to ensure continuous progress in the delivery of high quality physical education in primary and secondary schools; and
  - the continued employment of a PE Lead Officer to build capacity and improve the skills of primary teachers in relation to the teaching of physical education, and to support those schools where additional equipment for physical education is required.
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### 3. Background

- 3.1. In order to monitor progress in meeting the national target and commitment, a healthy living survey was conducted by Scottish Government in February 2012 to ascertain information on physical education provision in schools.
- 3.2. The findings were published in June 2014. The survey found that 96% of all primary and secondary schools were meeting the target level of PE provision, an increase from 89% in 2013. In primary, 97% of schools were meeting the target of providing at least 2 hours of quality PE per week to all pupils. In the secondary sector, 90% of schools met the target of providing at least 2 periods of PE to all pupils in S1 – S4.
- 3.3. Renfrewshire schools compared very favourably with the national position and demonstrated their commitment to meeting this national target. The percentage of Renfrewshire primary schools meeting the target of 120 minutes of PE every week for all pupils has risen from 84% in session 2010/11 to 100% in session 2013/14. There are also a number of primary schools who exceed the target of 120 minutes. The percentage of Renfrewshire secondary schools meeting the target of two periods of PE every week for all pupils S1 – S4 has risen from 92% in session 2010/11 to 100% in session 2014/15 and the majority of Renfrewshire secondary schools are now exceeding this target.
- 3.4. On 29 March 2012 the Scottish Government and COSLA announced their commitment to deliver at least two hours per week of physical education in primary schools and two periods in S1 to S4, for all pupils in Scotland by 2014. This commitment was supported by a funding package of £3.4m from **sportscotland** distributed to local authorities over the following two years to support the implementation of agreed delivery plans. This funding was supplemented by a further £2.4m package of initiatives led by Education Scotland. Renfrewshire Council's share of this funding was £102,000 over two years.
- 3.5. There has been a further commitment from **sportscotland** and Education Scotland to funding for session 2015/16 and Renfrewshire Council has been allocated £51,000.
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### 4. Report on the use of funding 2013-15

- 4.1. Renfrewshire Council funding has been used to improve the skills of primary teachers in the following ways:
- two primary teacher have successfully undertaken and achieved the Post Graduate Certificate in Primary Physical Education;
  - all 49 primary schools have had specialist PE (secondary) input to support the delivery of high quality PE and develop staff skills – a focus this session has been on gymnastics and volleyball. Head teachers have noted an increase in staff confidence levels, subject knowledge and an increased ability to deliver high quality lessons;
  - the Physical Education Lead Officer (PELO) has been successful in the following developments:
    - engaging with a dance specialist to create a dance resource (Connections) for early, first and second levels to support primary staff in delivering dance;
    - creating a Renfrewshire GLOW website to share PE planning documents from early to 4<sup>th</sup> level and for National 4,5 & 6 with teachers across the authority;
    - providing career long professional learning opportunities to primary and secondary staff in a range of areas (trampoline, tennis, badminton, volleyball, netball, basketball, BMT, gymnastics, orienteering and outdoor team building games); and
    - collaborating with equivalent officers in East Renfrewshire and Inverclyde to develop planning resources for primary staff. A Renfrewshire Physical Education Framework has been developed. This is a fully comprehensive resource containing lesson plans, assessment and tracking progress documents for all levels.
- 4.2. Many of our schools have received a core PE grant from Education Scotland and this money has been used creatively to purchase ICT, sports equipment and development work in some areas.
- 4.3. A GLOW website has been set up for all teachers. Teachers have access links to the Renfrewshire Physical Education Planners and can blog in order to share practice and communicate new ideas with each other.
- 4.4. To enhance the space available in the delivery of the 120 minutes of PE, all primary schools can access local leisure facilities when not in use.
- 4.5. There has been a wider promotion of Health and Well being through the introduction of the Kickstart programme in Kirklandneuk Primary School.
- 4.6. This programme links with enterprise and involves primary 7 children training in circuits, fitness and weight training exercises. The training provides opportunities over a number of weeks to give the children skills and experiences required to become a personal trainer. The community are invited in to the school to participate in the programme, which is led by the children. The parents are offered free water, fruit and a crèche is available. The classes run throughout the session on a Friday afternoon. The school has won enterprise awards due to the success of the programme.
- 4.7. In all 45 primary schools across Renfrewshire a Physical Education Champion is responsible for sharing good practice and is a confident practitioner in delivering high quality experiences in PE.



## 5. Proposals for the use of funding 2015/16

- 5.1. A partnership meeting to discuss the use of the funding has taken place between representatives from Children's Services, Education Scotland and **sportscotland**. It was agreed at that meeting that the funding would be used to focus on building capacity of the skills of primary school teachers in teaching PE, to continue to improve the quality of the educational experience of pupils and to introduce a programme of support on delivering quality PE in pre 5 establishments. This will be achieved through offering high quality staff development opportunities for primary teachers, providing pre 5 establishments with a resource pack and a programme of supported delivery.
  - 5.2. A part time seconded teacher will be appointed to support and develop the skills of primary school teachers and pre 5 staff.
  - 5.3. There will be three main areas of development focus : basketball, football and BMT
  - 5.4. The training in light of the Dance Connections pack will be rolled out across pre 5 centres and a short life working group will be set up to develop links across the early years within the primary resource.
  - 5.5. A collection of video footage including training sessions and or lessons in PE will be provided for every sport/activity and shared across schools.
  - 5.4 A launch of Renfrewshire's Physical Education Framework and Dance Connections pack will take place at the end of January. At this launch the children and young people will be involved in showcasing very good practice in the area of PE across all schools in Renfrewshire.
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## Implications of this report

### 1. Financial Implications

The proposals to achieve the Scottish Government and COSLAs targets for physical education in schools will be met from Renfrewshire's allocation of £51,000 from the national funding package.

### 2. HR and Organisational Development Implications

New contract for PELO to be drawn up and sent to appropriate staff member.

### 3. Community Plan/Council Plan Implications

Children and Young People

-

All pupils have access to at least 2 hours quality physical education in primary schools, and 2 periods in secondary schools, on a weekly basis. All learners are making appropriate progress, developing and applying a range of physical education skills in different contexts.

Community Care, Health and Well-being	-	All learners are demonstrating increased levels of engagement in a chosen area(s) of physical education and sport.
Empowering our Communities	-	Primary teachers will have access to high quality staff development. Pre 5 staff will be empowered to deliver high quality PE. Parents and communities will be engaged in more sport and active activities.

**4. Legal Implications**

None.

**5. Property/Assets Implications**

None.

**6. Information Technology Implications**

None.

**7. Equality and Human Rights Implications**

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

**8. Health and Safety Implications**

None.

**9. Procurement Implications**

None.

**10. Risk Implications**

None.

**11. Privacy Impact**

None.

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**List of Background Papers**

- (a) Background Paper 1: Measuring the impact of the two hours/Two periods of Quality Physical Education' Programme, University of Glasgow, March 2015.

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is (*Laura McAllister, Education*

*Manager (Curriculum and Early Years), 01416187301,  
laura.mcallister@renfrewshire.gov.uk)*

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**Children's Services**

LMcA/LG

19 November 2015

**Author:** *Laura McAllister, Education Manager (Curriculum and Early Years), 01416187301,  
laura.mcallister@renfrewshire.gov.uk)*

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**To: Education and Children Policy Board**

**On: 21 January 2016**

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

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**Heading: The Public Inquiry into Historical Child Abuse in Scotland and the National Confidential Forum**

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## **1. Summary**

### **Public Inquiry into Historical Child Abuse in Scotland**

- 1.1 On 17/12/14 Angela Constance, Cabinet Secretary for Education and Lifelong Learning, announced that a public Inquiry would be undertaken into the historic abuse of children under 18yrs under the Inquiries (Scotland) Act 2005 and that a consultation process would take place involving survivors and others in relation to the terms of reference and the appointment of a suitable Chair.
- 1.2 On 28/5/15 the draft terms of reference for the Inquiry were announced and Susan O'Brien QC was appointed as the Inquiry Chair.
- 1.3 A statutory inquiry is designed to get to the truth of the matter. To do this, it can compel public bodies or private organisations to produce particular documents. It also has the power to summon people who were involved, such as a person providing care, to give evidence.
- 1.4 The Inquiry will examine any instance where a child was abused "in care", including residential care; children's homes; secure care; borstals and young offenders institutions; and also those placed in foster care. "In care" will also carry a broader interpretation to include allegations affecting boarded out children; child migrant schemes; school hostels; and health care establishments providing long term care for children. Independent boarding schools are also included.
- 1.5 The scope of the Inquiry is 'within living memory'.
- 1.6 The Inquiry commenced on 1 October 2015. The Inquiry will be asked to report to Ministers within 4 years of the date of commencement.
- 1.7 In October 2015, The Inquiry Chair wrote to all organisations which are likely to be relevant to the Inquiry to request that immediate steps are taken to

preserve records which may be sought by the Inquiry at a later date. This will be subject to local planning.

- 1.8 Historic abuse was a key focus of the Renfrewshire Child Protection Committee annual conference held in September 2015

### **National Confidential Forum**

- 1.9 In 2011, the Scottish Government announced its intention to establish a national acknowledgement forum to recognise the experiences of adults who were in institutional care as children. The intention was to build on the positive work of the “Time to be Heard” Pilot Forum which reported in 2011 and focussed on the experiences of adults who had been placed in Quarriers.
- 1.10 Following a consultation on the proposal in 2012, the National Confidential Forum (NCF) was set up in 2014 as part of the Victims and Witnesses (Scotland) Act 2014.
- 1.11 The NCF has been holding hearings since January 2015. People who spent time in institutional care as children have been invited to come forward and share their experiences, both good and bad. What people say at the NCF hearings will form an important record about children in care in Scotland in the past. The NCF will report annually.
- 1.12 Renfrewshire Children’s Services (social work) are undertaking a review of records and exploring options to publicise the work of the NCF to ensure that those eligible to participate are made aware of this.

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## **2. Recommendations**

- 2.1. Members are asked to note the contents of this report.
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## **3. Background**

- 3.1 Scotland is one of only a few countries to develop and implement a dedicated support strategy for survivors of historic abuse in any setting. For 10 years Survivor Scotland has delivered services to many survivors.
- 3.2 In 2010, the Scottish Human Rights Commission was funded to develop a Human Rights framework as part of work to seek remedies for historical child abuse in Scotland. This is known as the InterAction Process. The InterAction process was completed in 2014 and an InterAction Plan was produced (Appendix 1). The Scottish Government has made a commitment to carry out its ‘InterAction’ Plan (the Plan).
- 3.3 The National Confidential Forum (NCF) forms part of the Plan’s acknowledgement measures and the Public Inquiry into Historical Child Abuse in Scotland forms part of the Plan’s accountability measures.

- 3.4 Other action taken by the Scottish Government in relation to the Plan includes:
- The setting up of a dedicated support fund for survivors of abuse placed in care by the state to enable survivors to identify their own personal goals and access the right support to achieve them. £13.5 million is to be allocated over the next five years to develop a dedicated in care support service.
  - An intention to lift the three-year time bar on civil action in cases of historical childhood abuse (from September 1964) with the production of a draft Bill by the end of this parliamentary session.
  - The exploration of an Apology Law currently the subject of a private members bill.
- 3.5 In September 2015, Professor Andrew Kendrick (Strathclyde University) addressed the Renfrewshire Child Protection Committee annual conference in respect of the Historic Abuse Inquiry. Professor Kendrick is the chair of the SHRC InterAction on Historic Abuse Review group which Renfrewshire is represented on. This was followed at the conference by a workshop on historical abuse facilitated by CELSIS. 250 professionals from across Renfrewshire attended the conference.

### **Public Inquiry into Historical Child Abuse in Scotland**

- 3.6 On 17/12/14 Angela Constance, Cabinet Secretary for Education and Lifelong Learning, announced that a public Inquiry would be undertaken into the historic abuse of children and that a consultation process would take place involving survivors and others in relation to the terms of reference and the appointment of a suitable Chair.
- 3.7 The Inquiry is to be held under the Inquiries Act 2005 (“the Act”) and is a Scottish Inquiry in terms of section 1(2)(b) and section 28 of the Act. Panel members, along with the Chair, will form the Inquiry Panel in terms of the Act. The setting-up date for the Inquiry will be no later than 1 October 2015. The Inquiry can compel public bodies or private organisations to produce particular documents. It also has the power to summon people who were involved, such as a person providing care, to give evidence. People who make statements to a statutory inquiry are protected from some court actions, such as defamation. An inquiry is not designed to rule on anyone’s civil or criminal liability and has no power to do this. It may be that liability can be inferred from facts that come out of the inquiry, or from recommendations it makes.
- 3.8 On 28/5/15 the draft terms of reference for the Inquiry were announced and Susan O’Brien QC was appointed as the Inquiry Chair. Ms O’Brien is an experienced advocate in civil litigation, including issues pertinent to the Inquiry, and has a knowledge and expertise in human rights. She also chaired the Caleb Ness Inquiry in Edinburgh in 2003. Susan O’Brien QC took up her post as Chair on 1/7/15.
- 3.9 The purpose of the Inquiry is to;
- To investigate the nature and extent of abuse of children whilst in care in Scotland, during the relevant time frame.
  - To consider the extent to which institutions and bodies with legal responsibility for the care of children failed in their duty to protect children in care in Scotland (or children whose care was arranged in

Scotland) from abuse, and in particular to identify any systemic failures in fulfilling that duty.

- To create a national public record and commentary on abuse of children in care in Scotland during the relevant time frame.
- To examine how abuse affected and still affects these victims in the long term, and how in turn it affects their families.
- The Inquiry is to cover that period which is within living memory of any person who suffered such abuse, up until such date as the Chair may determine, and in any event not beyond 17 December 2014.
- To consider the extent to which failures by state or non-state institutions (including the courts) to protect children in care in Scotland from abuse have been addressed by changes to practice, policy or legislation, up until such date as the Chair may determine.
- To consider whether further changes in practice, policy or legislation are necessary in order to protect children in care in Scotland from such abuse in future.
- Within 4 years (or such other period as Ministers may provide) of the date of its establishment, to report to the Scottish Ministers on the above matters, and to make recommendations.

3.10 For the purpose of this Inquiry, “Children in Care” includes children under 18yrs in institutional residential care such as children’s homes (including residential care provided by faith based groups); secure care units including List D schools; Borstals; Young Offenders’ Institutions; places provided for Boarded Out children in the Highlands and Islands; state, private and independent Boarding Schools, including state funded school hostels; healthcare establishments providing long term care; and any similar establishments intended to provide children with long term residential care. The term also includes children in foster care.

3.11 The term does not include: children living with their natural families; children living with members of their natural families, children living with adoptive families, children using sports and leisure clubs or attending faith based organisations on a day to day basis; hospitals and similar treatment centres attended on a short term basis; nursery and day-care; short term respite care for vulnerable children; schools, whether public or private, which did not have boarding facilities; police cells and similar holding centres which were intended to provide care temporarily or for the short term; or 16 and 17 year old children in the armed forces and accommodated by the relevant service.

3.12 “Abuse” for the purpose of this Inquiry is to be taken to mean primarily physical abuse and sexual abuse, with associated psychological and emotional abuse. The Inquiry will be entitled to consider other forms of abuse at its discretion, including medical experimentation, spiritual abuse, unacceptable practices (such as deprivation of contact with siblings) and neglect, but these matters do not require to be examined individually or in isolation.

3.13 Glenn Houston and Professor Michael Lamb have been appointed as Panel Members to support Susan O’Brien QC, Chair of the Historical Child Abuse Inquiry.

3.14 Glen Houston is the Chief Executive of the Regulation and Quality Improvement Authority (RQIA), Northern Ireland’s independent health and



social care regulator. He has over 30 years' experience working in health and social care services in Northern Ireland.

- 3.15 Michael E. Lamb is Professor of Psychology at the University of Cambridge. He previously headed a research unit at the US National Institute of Child Health and Human Development in Bethesda, a suburb of Washington DC, for 17 years. He was consulted by the Carloway Commission during its inquiry regarding the ways in which children's testimony might best be obtained and provided in Scottish legal proceedings.
- 3.16 The Inquiry is in the process of drafting Protocols for handling the documents it will recover and retain for its work. The Inquiry Chair has recently written to all organisations which she believed are likely to be relevant to the Inquiry to ask that they take immediate steps to preserve records which may be sought by the Inquiry at a later date. This letter has to date been received by the statutory organisations within Renfrewshire. Discussion are taking place locally to identify local implications and ensure plans are in place to manage these.

### **National Confidential Forum**

- 3.17 In 2011, the Scottish Government announced its intention to establish a national acknowledgement forum, building on the positive work of the Time to be Heard Pilot Forum. The purpose of this forum was to test the appropriateness and effectiveness of a confidential, acknowledgement forum in giving former residents of residential schools and children's homes the opportunity to recount their experiences of being in care, particularly experiences of abuse, to an independent and non-judgemental panel. The evaluation of the pilot showed the clear benefits to participants of acknowledgement and the value of such a forum in informing future policy and practice as regards looked after children.
- 3.18 The Scottish Government launched a consultation on the proposal to establish a National Confidential Forum on 23 July 2012.
- 3.19 The National Confidential Forum (NCF) has been set up as part of the Victims and Witnesses (Scotland) Act 2014. The Scottish Government has legislated for and funded the NCF to ensure recognition of the importance of the experiences of adults who were in institutional care as children. However, the NCF operates independently from the government.
- 3.20 The NCF is part of the Survivor Scotland Strategy. The Survivor Scotland Strategy aims to make sure that help and advice is there for anyone who is an adult survivor-that is anyone who was harmed as a child and is now over 16.
- 3.21 What people say at the NCF hearings will form an important record about children in care in Scotland in the past. The Head of the NCF will write a report each year, so that everyone can find out what has happened over that year. Part of the report each year will cover how the NCF was run to ensure it provides a safe environment for people to share their experiences.
- 3.22 Individuals can share their experiences with the NCF in a way that is best for them. These can be shared at a hearing, face to face with two NCF members,

or by written or recorded account. Those attending the NCF can bring up to two people for support at their hearing.

- 3.23 The names of those who take part will not be mentioned in any reports made by the NCF. Sharing experiences can be therapeutic and importantly, the information given by those who participate will contribute to making positive changes current and future to child care in Scotland. By telling the NCF what it was like to be a child in care in Scotland those who take part can help to build a picture of the legacy of institutional child care in Scotland. Anyone who spent time in institutional care as a child in Scotland can come to the NCF. Individuals applying to the Forum must be over 16 years old.
- 3.24 Individuals can apply to the NCF by completing an application form online, by post or by phone. The NCF has set up an independent advice and guidance line that individuals can contact if they want to discuss what coming to the NCF may mean for them. This advice and guidance line is run by trained counsellors and can be used at any time throughout the process, even after they have attended the NCF.
- 3.25 The NCF support staff recently wrote to local authorities to request assistance with highlighting the NCF to adults formerly in care as children. Renfrewshire Children's Services are currently reviewing records to ensure information is publicised and shared appropriately with those who may be eligible to participate.

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## Implications of this report

### 1. Financial Implications

None.

### 2. HR and Organisational Development Implications

None.

### 3. Community Plan/Council Plan Implications

Children and Young People	- The work of the national Inquiry is intended to identify learning for services. The Inquiry may recommend further changes in practice, policy or legislation.
Community Care, Health and Well-being	- None
Empowering our Communities	- None
Greener	- None
Jobs and the Economy	- None
Safer and Stronger	- None

**4. Legal Implications**

None.

**5. Property/Assets Implications**

None.

**6. Information Technology Implications**

None.

**7. Equality and Human Rights Implications**

- (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 and Safety Implications**

None.

**9. Procurement Implications**

None.

**10. Risk Implications**

None.

**11. Privacy Impact**

None.

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**List of Background Papers**

None

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**Children's Services**

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**Author:** Dorothy Hawthorn, Head of Child Care and Criminal Justice



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**To: Education and Children Policy Board**

**On: 21 January 2016**

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

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**Heading: Joint Thematic Review of Multi Agency Public Protection Arrangements (MAPPA) in Scotland**

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## **1. Summary**

- 1.1. The Education and Children Policy Board is asked to note the publication of the Joint Thematic Review of MAPPA in Scotland on 26 January 2016 by the HM Inspectorate of Constabulary in Scotland and the Care Inspectorate <http://cinsp.in/MAPPAreport>, its recommendations and areas for development. The report includes information with regards to the extent that North Strathclyde Community Justice Authority (NSCJA) and Renfrewshire Council's existing processes or planned developments address these, and where further work will be required.
- 1.2. A report was presented to the Social Work Health and Wellbeing Board in January 2015 advising of this planned review. The Care Inspectorate and HM Inspectorate of Constabulary in Scotland (HMICS) had given a commitment to work collaboratively with other scrutiny bodies to undertake a proportionate, risk-based and intelligence led review of MAPPA in Scotland. The report advised that the thematic review would take place at Community Justice Authority (CJA) level from October 2014 and would require a CJA self assessment and position statement to be provided and scrutiny activity including case file analysis, focus groups, fieldwork including observation of MAPPA meetings to be undertaken. The indication was that a national report would be published in Autumn 2015.
- 1.3. The review report was published on 26 November 2015. The main findings are positive. It identified that there is strong evidence that MAPPA is well established across Scotland and that Responsible Authorities (Local Authorities, the Scottish Prison Service, Police Scotland and Health Boards for Restricted Patients) through joint working and information sharing discharge their duties effectively. While MAPPA cannot entirely eliminate risk, arrangements are working effectively and make a critical contribution to keeping people and communities safe.

It also note that the overall efficiency in risk management could be improved by implementing a more proportionate and consistent approach through streamlining processes and reducing unnecessary bureaucracy.

- 1.4. The review report makes 10 recommendations which require a multi-agency response facilitated by the Scottish Government to set policy and a strategic framework to strengthen the future delivery of MAPPA in Scotland. It also highlighted 17 areas for development across key processes that can be delivered locally and at an operational level.
  - 1.5. The 10 recommendations include: attempts to establish consistency through setting minimum parameters for assessments informing accommodation, and for the management of level 1 offenders, guidance to assess risk of the increasing number of internet offenders, guidance for staff on assessing social media devices, a strategy to address the risks of 'sexting', overcoming burdens to VISOR use, a national public engagement strategy for MAPPA, trend analysis to assist planning and a process to maximise development from Initial and Significant Case Reviews.
  - 1.6. The 17 areas for development include: ensuring risk assessments are up to date, that staff are aware of how to assess and work with female and young sexual offenders, early intervention and diversionary measures for internet offenders, ensuring that MAPPA is part of a wider public protection strategy, that staff can contribute to organisational development, and that areas should have more structured approaches to self assessment.
  - 1.7. The Scottish Government and Responsible Authorities will be asked to provide an action plan in response to the recommendations and progress against the plan will be monitored, and findings published in line with HMIC and Care Inspectorate annual reporting processes. Further information is required as to how this will be taken forward.
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## **2. Recommendations**

- 2.1. The Education and Children Policy Board is asked to note:
    - (a) The publication of the report, the Joint Thematic Review of MAPPA in Scotland on 26 November 2015.
    - (b) Work planned or undertaken across North Strathclyde Community Justice Authority and Renfrewshire Council to meet these recommendations or areas for development.
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## **3. Background**

- 3.1. On 13 January a report titled Update on Multi-Agency Public Protection Arrangements (MAPPA) was provided to the Social Work Health and Wellbeing Board.

- 3.2. The report informed that Multi-Agency Public Protection Arrangements (MAPPA) was established by the Management of Offenders (Scotland) Act 2005 and introduced in 2006. To date they have involved the management of sexual offenders. Whilst individual local authorities manage the operational arrangements for their service users, strategic oversight and management is undertaken across North Strathclyde Community Justice Authority (NSCJA), with one MAPPA co-ordination unit based in Inverclyde, and NSCJA operational and strategic groups. It had been recognised that no national review had taken place since the introduction of these arrangements.
- 3.3. The purpose of the joint thematic review was to assess the state, efficiency and effectiveness of the MAPPA in Scotland, in terms of keeping people safe and reducing the potential risk of serious harm by registered sex offenders in our communities. The review took place at Community Justice Authority (CJA) level.

The review consisted of:

- Analysis of Significant Case Reviews and current research
  - A quantitative analysis of the Violent and Sex Offender Register (ViSOR)
  - Submission of a Position Statement from Strategic Oversight Groups
  - Fieldwork activity including case file analysis, observation of MAPPA meetings and focus groups with a range of key staff.
- 3.4. The report informed that a joint national report with recommendations would be published in Autumn 2015, provided to the Cabinet Secretary for Justice and made available on the care Inspectorate and HMIC websites, and that a report would be brought to board to update on the outcome and recommendations made.
- 3.5. On 26 November 2015 HMIC and the Care Inspectorate published the report The Joint Thematic Review of MAPPA in Scotland. <http://cinsp.in/MAPPAreport>
- 3.6. Key finding of the report were that:

Outcomes and impact:

- MAPPA arrangements were well established across the country and that the Responsible Authorities have robust arrangements in place to manage registered sex offenders (RSO) through joint working and information sharing. That whilst they cannot entirely eliminate risk, arrangements are working effectively and make a critical contribution to keeping people and communities safe.
- That a range of skilled professionals are working effectively on a multi-agency basis to protect communities from harm and promoting community integration.
- That RSOs are being managed at the appropriate risk management level ensuring effective assessment of risk and thus resources are being directed appropriately.



- Where an RSO comes to the attention of the police for further offending it is primarily for failure to comply with the notification requirements e.g. failure to register annually, or a change of address, bank details etc as opposed to the commission of serious offences either sexual or violent. Thus despite increasing numbers being managed in the community compliance with requirements is high and reoffending rates low.

#### Delivery of Services:

- That National risk assessment tools are being used effectively and in accordance with national guidance.
  - That the Sex Offender Liaison (SOLO) role within housing has strengthened the assessment and planning for manageable accommodation. That all Strategic Oversight Groups having environmental risk assessment (ERA) processes in place to assess accommodation and that there is evidence of effective communication and strong multi-agency working arrangements in the delivery of these assessments.
  - That increasing numbers of RSOs managed at Level 1 (routine risk management) relates partly to increasing numbers of internet offenders and an increased reporting of sexual crimes.
  - That level 2 (multi-agency risk management) meetings are well planned and meaningful however efficiency can be improved through the developments suggested.
  - That Level 3 (Multi Agency Public Protection Panels, MAPPP) for those posing greatest risk appropriately receive a more intensive level of management and are carried out to a very high standard and commensurate with the level of risk imposed.
- 3.7. The report highlighted that whilst MAPPA is effective in contributing to keeping people safe, overall efficiency in the management of risk could be improved by implementing a more proportionate and consistent approach through streamlining processes and reducing unnecessary bureaucracy.
- 3.8. The report made 10 recommendations which require a multi-agency response facilitated by the Scottish Government to set policy and a strategic framework to strengthen the future delivery of MAPPA in Scotland. It also highlighted 17 areas for development across key processes that can be delivered locally and at an operational level.
- 3.9. The following informs regarding the recommendations and areas for development and work undertaken or planned across NSCJA as they relate to the themes identified.

#### Recommendations:

**1: Scottish Government in partnership with Responsible Authorities should work together to produce additional guidance on the parameters and minimum practice standards for conducting an Environmental Risk Assessment which is proportionate, practicable and sustainable.**

This is currently being reviewed by a Scottish Government Short Life Working Group, whose membership includes Police and Social Work representatives. NSCJA has an agreed ERA process.

**2: Scottish Government in partnership with the Risk Management Authority and Responsible Authorities should provide additional guidance to enable staff to better assess the risk posed by internet offenders.**

A Practitioners Development Day focussing on Internet Offending has already been organised by NSCJA for the 15 December 2015.

**3: Scottish Government in partnership with Responsible Authorities should undertake a technical capacity and capability review of equipment, training and guidance required to support staff in monitoring the use of social media devices by registered sex offenders to ensure compliance with licence conditions.**

Within Renfrewshire a Practice Development session is being organised in early 2016 to enable greater confidence for staff with regards to these assessments.

**4: Scottish Government in partnership with Responsible Authorities should develop a strategy to address the risks posed to children and young people from 'sexting' in order to build healthy respect and avoid the potential for exploitation and criminalisation.**

This is an issue already identified by the Renfrewshire Child Protection committee. Work is already underway within Renfrewshire and criminal justice social work will link with Child Protection Committee partners to consider what further work is required.

**5: Scottish Government in partnership with Responsible Authorities should collaborate in order to develop minimum practice standards for the management of Level 1 registered sex offenders in order to support consistent and efficient practice.**

A Level 1 Audit Tool has been developed in NSCJA, piloted during 2015 and an audit will take place in early 2016.

**6: Scottish Government in partnership with Responsible Authorities should review the function and role of the MAPPA Co-ordinator to ensure compliance with agreed guidance and to meet the challenges of the MAPPA extension.**

Work is underway nationally to extend MAPPA to high risk violent offenders who require multi-agency management, and preparation is taking place locally to ensure that this can be taken forward.

**7: Scottish Government should lead on the development and delivery of an action plan in order to overcome the barriers to the effective and efficient usage of Visor by Criminal Justice Social Work, outlining owners and timeframes.**

Visor National Systems Service has been liaising with the Home Office to develop an agreement and procedure to firstly allow the relocation of the Visor stand-alone terminal into an open plan office area and secondly the development of the introduction of Visor onto desktop terminals.

**8: Scottish Government in partnership with Responsible Authorities should design a national public engagement strategy regarding offender management that includes the management of registered sex offenders in the community.**

Within Renfrewshire the NSCJA MAPPA annual reports are provided on the Criminal Justice website and MAPPA was part of a wider public protection stall at the child protection conference in 2014. However guidance is required nationally given the emotive nature of this service user group which also generates extensive and growing media interest.

**9: Scottish Government in partnership with Responsible Authorities should establish a robust national governance structure to develop and utilise trend data relating to sex offending to better inform strategic planning for the continued effective and efficient delivery of MAPPA.**

This is required given increasing numbers and significant resource expectations regarding the management of this offender group.

**10: Scottish Government in partnership with Responsible Authorities should develop and introduce a structured and standardised process to maximise the learning and development emanating from both Initial Case Reviews and Significant Case Reviews (SCRs).**

Within NSCJA the MAPPA Operational Group considers the learning from all national and local SCR, enabling consideration within Renfrewshire of implications and areas for development. The NSCJA MAPPA Unit is developing training days for both Managers and practitioners in ICR and SCR.

**3.10 Areas for development:**

**The report identified 17 areas for development across key processes that can be delivered locally at an operational level. They are directed primarily at Strategic Oversight Groups and Responsible Authorities. The report advises that there is confidence that they have the capacity to take forward the areas for development and where implemented that this could improve overall efficiency in the management of registered sex offenders.**

**1: Responsible Authorities should ensure that all Stable and Acute 2007 (SA07) assessments are current and updated in accordance with national guidance and circulars.**

NSCJA created internal guidance to assist staff in understanding expectation and there is oversight by Social Work Managers through supervision and the chairing of MAPPA.

**2: We encourage Responsible Authorities to explore best practice approaches to ensure that staff are equipped to assess the risks and needs of female sex offenders.**

There are no specific tools for the assessment of female sexual offenders as numbers are very small, however when required up to date research is used to inform assessment and intervention. A joint awareness presentation is also being organised by NSCJA and Ayrshire CJA

**3: Strategic Oversight Groups should ensure that members of staff have the required knowledge and skills to undertake the assessment of the risk posed by young people subject to MAPPA.**

Within Renfrewshire criminal justice and youth justice staff are trained in the most up to date and nationally agreed tools for assessment and intervention.

**4: Whilst overall, MAPPA meetings were well planned and effective; we identified a number of areas for development which, if addressed, could improve the overall efficiency of the process. These are attendance, scrutiny of minutes and actions, use of pre information sharing and training.**

Within NSCJA pre-information sharing report templates are used for all MAPPA meetings, all actions are covered at each meeting to ensure compliance and minutes are approved at managerial level. Further MAPPA chair training is planned for 2016.

**5: As a result of the increasing number of internet related sex offenders becoming subject to MAPPA, early intervention and diversionary approaches aimed at addressing the risk posed by such offenders should be further scoped by Responsible Authorities in partnership with the Scottish Government.**

The Criminal Justice Services Manager in Renfrewshire, sits on the sex offender programme board chaired by Scottish Government, however this programme can be limited in relation to the range of risks presented by internet offenders, work is required in this area.

**6: Strategic Oversight Groups should ensure that MAPPA forms part of an integrated public protection strategy.**

Within Renfrewshire MAPPA reporting arrangements are to Public Protection Chief Officer's Group chaired by the Chief Executive. The Criminal Justice Services Manager provides regular updates to this Group. The Criminal Justice Services Manager sits on the Adult Protection Committee and is a member of the Alcohol and Drug Partnership Group.

**7: Strategic Oversight Groups and Responsible Authorities should develop and implement a more structured approach to self-assessment.**

Renfrewshire Criminal Justice Service has created additional quality assurance capacity in 2015 to assist with ongoing self-assessment. We also participate in the programme of performance management and audit led by the Strategic Oversight Group.

**8: Strategic Oversight Groups should introduce a mechanism which ensures that staff from Responsible Authorities are provided with key information regarding the strategic direction of MAPPA and have an opportunity to contribute to organisational development.**

The MAPPA Operational Group involves staff within development days, training and developmental working groups, however recognises that further work is required to fully involve staff in organisational development.

**9: Strategic Oversight Groups should explore additional opportunities for the delivery of multi-agency training.**

All NSCJA training directly provided or arranged is on a multi-agency basis.

**10: We found evidence of strong local engagement where co-location of staff responsible for delivery of MAPPA was established, providing an enriched understanding of roles, responsibilities and enhanced partnership working.**

There are some local authorities within Scotland where there are co-located police and social work staff to manage this service user group. However within Renfrewshire co-working relationships are extremely positive despite being based in different offices. Critically criminal justice social work staff are presently co-located with childcare and adult services social workers ensuring appropriate co-working across service user groups within the council.

Furthermore this client group although increasing remains a small part of the caseloads of criminal justice fieldwork staff. The creation of a small team to achieve co-location would result in reduced across the teams which would undermine the redesign of criminal justice services for the past few years to address this issue. This is also not an area of practice that many criminal justice staff would want to undertake on a full time basis.

**11: It is essential that Strategic Oversight Groups review Information Sharing Protocols to ensure that Registered Social Landlords (RSLs) are clear on their responsibilities and have signed relevant agreements.**

The Sex Offender Liaison Officer (SOLO) based within Renfrewshire Housing has clear agreements in place with RSLs enabling the housing of RSOs within a wider range of providers.

**12: Where the NHS had an integrated single point of contact at the Strategic Oversight Group for all MAPPA related matters, we saw enhanced information exchange which had a positive impact on risk management planning.**

NHS Greater Glasgow and Clyde is represented at the Strategic Oversight Group and a Central Point of Contact is in place. Within NSCJA the Criminal Justice Services Manager has led on the development of the health referral protocol. This seeks information from health staff and enables the provision of information to ensure that those involved are aware of potential risks. Where essential GPs and other health staff involved with RSOs will attend MAPPA meetings.

**13: Strategic Oversight Groups and NHS should deliver additional introductory level training for health and care staff.**

NSCJA has provided inputs to staff and health staff have been invited to multi-agency development days, an input is planned to Consultants in March 2016.



**14: Health Boards should ensure that there is an appropriate long term arrangement in place to maintain compliance with Visor standards.**

**15: The Scottish Prison Service (SPS) should monitor and maintain the continued improvement in the use of Visor.**

VISOR within SPS and Health Boards consists of a small number of terminals at Headquarters, present arrangements would require to be assessed.

**16: Responsible Authorities in partnership with the Scottish Government should provide opportunities to raise awareness of the release processes, including the role of the Parole Board, in order to enhance planning and mitigate risk for those released into communities.**

Within Renfrewshire pre-release MAPPA meetings are held to enable information provision and multi-agency discussion as early as required for those being released into communities. Renfrewshire criminal justice custody throughcare staff are also involved with such offenders for the duration of sentence.

**17: The process of engagement with victim support services could be further improved through involvement with Strategic Oversight Group chairs at a National Level.**

Victim Support Scotland are represented on the NSCJA MAPPA Operational Group within NSCJA. However this would require to be taken forward by the national group.

- 3.10. The report informs that the Scottish Government and Responsible Authorities will be asked to provide an action plan in response to the recommendations and progress against the plan will be monitored, and findings published in line with HMIC and Care Inspectorate annual reporting processes. This report is national and does not provide specific feedback on a CJA basis. Arrangements have been put in place for Inspectors to discuss the findings of the report with SOGs. This took place in NSCJA scheduled on 3 December 2015.

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## **Implications of this report**

### **1. Financial Implications**

The MAPPA budget is provided to Inverclyde Council to finance the MAPPA unit, there is no specific funding for operational management of the MAPPA process within S27 criminal justice funding. Work is underway to explore any potential costs associated with the extension to violent offenders.

### **2. HR and Organisational Development Implications**

None.

### **3. Community Plan/Council Plan Implications**

Safer and Stronger: Robust MAPPA arrangements manage the risks presented by Registered Sexual Offenders in Renfrewshire and thus contribute to Renfrewshire residents believing that Renfrewshire is a safer place to reside.

- 4. Legal Implications**  
None.
- 5. Property/Assets Implications**  
None.
- 6. Information Technology Implications**  
None known at this time, however changes to VISOR may impact on Council provision.
- 7. Equality and Human Rights Implications**  
The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because for example it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
- 8. Health and Safety Implications**  
None.
- 9. Procurement Implications**  
None.
- 10. Risk Implications**  
Renfrewshire Council is a Responsible Authority under the Management of Offenders Act 2005, any inability to manage the MAPPA processes would thus present a risk to the Council.
- 11. Privacy Impact**  
None.

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## List of Background Papers

None.

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**Children's Services**  
AS/DH  
11 January 2016

**Author:** Dorothy Hawthorn, Head of Service Childcare and Criminal Justice, 618 6827



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**To: Education and Children Policy Board**

**On: 21 January 2016**

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

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**Heading: Modern Language Provision in Renfrewshire Schools**

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## **1. Summary**

- 1.1. In May 2012 the Scottish Government published the "Language Learning in Scotland a 1+2 Approach" document, which set out 35 recommendations in relation to Language Learning across Scotland. The Scottish Government's aspiration is that all young people will learn two languages, in addition to their mother tongue.
  - 1.2. This aspiration has a significant impact on education and the model used for language acquisition in Scotland. To support this Local Authorities have developed a strategy for the delivery of 1+2 in their schools.
  - 1.3. Renfrewshire Council has been allocated £243,000 for session 2015/16 to facilitate the strategy and therefore assist the development of this new model of language acquisition.
- 

## **2. Recommendations**

- 2.1. The education and children policy board is asked to note:
  - Renfrewshire Council's Children's Services' significant progress to date in response to the Government's commitment to introduce a 1+2 approach to modern language teaching.
  - The allocation of £243,000 provided by the Scottish Government (from the £7.2 million across Scotland) to support the development of the 1+2 approach across Renfrewshire's schools.

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### **3. Background**

- 3.1. The Scottish Government published, “Language Learning in Scotland a 1+2 approach” in May 2012. It set out its intention to, ‘...introduce a norm for language learning in schools based on the European Union 1+ 2 model and to create the conditions in which every child will learn two languages in addition to their own mother tongue.’ The Scottish Government aims to implement this approach across the lifetime of two parliaments.
- 3.2. Schools will be required to offer pupils access to an additional language from primary one and a second additional language will be offered to pupils no later than primary five. In Renfrewshire, opportunities to offer a modern foreign language in pre-school are also available.
- 3.3. The Scottish Government has committed £7.2m for financial year 2015/16, to support local authorities to start developing new approaches to delivering this enhanced language provision. Renfrewshire Council was informed by letter that the funding would be £243,000. This allocation is based on the number of pupils aged 4-14, within each local authority.
- 3.4. Renfrewshire Council has fully embraced the guidelines and recommendations as set out in Language Learning: A 1+2 Approach paper published in May 2012. A primary development officer was appointed in 2012 to drive forward the recommendations and ensure all young people have an effective and progressive modern language experience by the end of the broad general education. The development officer was a member of the Education Scotland working group that produced advice on delivering Modern Languages in the primary school, curriculum maps and assessment exemplification.
- 3.5. As part of the Renfrewshire Strategy, all primary schools were encouraged to deliver L2 (first modern language) to at least four stages this session as part of the phased approach. The bespoke training course devised in partnership with Strathclyde University continues to be extremely popular and uptake is high. Phase 1, 2 and 3 of training offered to primary (including NQT) and Pre-5 staff has been undertaken by over 600 delegates. Phase 3 is underway already this session in French, Spanish and German. Within phase 3 of the training and following evaluations of phases 1 and 2, the University of the West of Scotland delivered an additional, bespoke course to delegates from native speakers in order to build confidence with pronunciation.
- 3.6. The cross sector working parties set up since 2013 have created a framework to ensure progression and continuity across schools and this appears on the Education Scotland website as an example of planning. The working party this session is looking more closely at L3 and ASN provision. This group also monitor progress and address new developments within the recommendations.
- 3.7. A GLOW site was created to support staff in the delivery of languages following training where there is opportunity to share ideas, resources and experiences for teachers deliver modern languages.

- 3.8. The original six pilot schools have continued to implement languages from Primary 1-7. One school opting to begin delivering the L3. One of the pilot schools (Houston PS) was used by SCILT for a case study and implementation of L3. This session an additional ten schools have become pilot schools and delivering their L2 language from Primary 1-7. Two pilot projects are underway to deliver L3. One project is where a teacher delivers as a peripatetic teacher rotating around establishments. The second pilot is where blocks of language are being delivered to Primary 5, 6 and 7 over the course of a year. Pilot schools and learning conversations informed practice for this session.
- 3.9. The Lyon partnership and use of German Educational Trainees increases access to native speakers and opportunities for young people to communicate with counterparts in France and Germany. Renfrewshire has continued partnership with Lyon in France. This has now been successful for three years, with Lyon delegates visiting Renfrewshire in December 2015.
- 3.10. The cross-sector Modern Language Co-ordinator meetings have been held regularly in order to ensure all establishments have access to the most current national and local authority information.
- 3.11. A primary and secondary head teacher conference was held in September 2015 whereby head teachers worked in clusters to discuss and agree on L3 and a strategy for moving forward. Louise Glen, Senior Education Officer, Education Scotland was in attendance and offered advice and guidance. All head teachers were asked to consult with parents through the use of a presentation at the Parent Council meetings and an information leaflet.
- 

#### **4. Highlights for Renfrewshire**

- 4.1. Renfrewshire Council has a high profile nationally with regards to the implementation of Language Learning in Scotland a 1+2 Approach:
- Houston Primary School appeared in the SCILT magazine showcasing an Interdisciplinary approach to learning with Primary 2 children;
  - Renfrewshire Council presented at the Scottish Learning Festival in September 2014 sharing an Enterprise project with French. Janice Neilson, Louise Dunn and Primary 7 pupils represented the authority.
  - Our primary development officer presented Renfrewshire Council's progress at the National Development Officers meeting in May 2014 held in Stirling and at the National COALA meeting in June 2014.
  - A presentation evening was held in April 2015 where phase 2 of delegates all received certificates and interactive resources on completion of their course. Four schools and one Pre-5 establishment entertained with musical and dramatic performances in French and Spanish.
  - Over 600 delegates have undertaken training.

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## **5. Next Steps for Renfrewshire**

- 5.1. A working party has been established this session in order to provide planning support for L3, assessment, curriculum mapping and ASN.
  - 5.2. A third level framework planning is underway and will be led by a newly appointed secondary development officer. This will increase opportunities to include L3 within S1-3.
  - 5.3. All schools were encouraged to submit a bid for funding to enhance the modern language provision and experiences within the school. £53,000 has been allocated from the budget to facilitate this.
  - 5.4. Planned parent consultation in relation to Gaelic Medium provision across Renfrewshire in light of the Education (Scotland) Bill 2015.
- 

## **Implications of this report**

### **1. Financial Implications**

The Scottish Government has committed £7.2 million to the development of 1+2 this session. Renfrewshire' allocation of this for session 2015/16 is £243,000.

### **2. HR and Organisational Development Implications**

The Joint Negotiating Committee for Teachers will be involved in discussion about the implementation of the 1+2 languages policy.

### **3. Community Plan/Council Plan Implications**

Children and Young  
People

- All young people in Renfrewshire will be entitled to learn a modern language within their BGE.

### **4. Legal Implications**

None.

### **5. Property/Assets Implications**

None.

### **6. Information Technology Implications**

Use of GLOW site to support implementation.

### **7. Equality and Human Rights Implications**

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

8. **Health and Safety Implications**  
None.
9. **Procurement Implications**  
None.
10. **Risk Implications**  
None.
11. **Privacy Impact**  
None.
- 

### **List of Background Papers**

- (a) Background Paper 1: Language Learning in Scotland a 1+2 Approach  
(Scottish Government, May 2012)
- (b) L3 clarification paper ( Education Scotland 2014)

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is (Laura McAllister, Education Manager (Curriculum and Early Years), 01416187301, [laura.mcallister@renfrewshire.gov.uk](mailto:laura.mcallister@renfrewshire.gov.uk))

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#### **Children's Services**

*LMcA/LGJ*

*19 November 2015*

**Author:** *Laura McAllister, Education Manager (Curriculum and Early Years), 01416187301, [laura.mcallister@renfrewshire.gov.uk](mailto:laura.mcallister@renfrewshire.gov.uk)*



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**To: Education and Children Policy Board**

**On: 21 January 2016**

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

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**Heading: National Improvement Framework**

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## **1. Summary**

- 1.1. A national improvement framework was published by the Scottish Government in January 2016 and forms an appendix to this report.
  - 1.2. The framework sets out how evidence will be gathered to help improve attainment in our schools with a focus on six key drivers of improvement:
    - School leadership;
    - Teacher professionalism;
    - Parental engagement;
    - Assessment of children's progress;
    - School improvement; and
    - Performance information.
  - 1.3 The framework will result in evidence being gathered and an annual report being published by the Scottish Government. Local authorities will play a key role in providing the information to the Scottish Government.
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## **2. Recommendations**

- 2.1. Members of the education and children policy board are recommended to:
  - note the content of this report and its appendix and its implications for Renfrewshire Council Children's Services; and

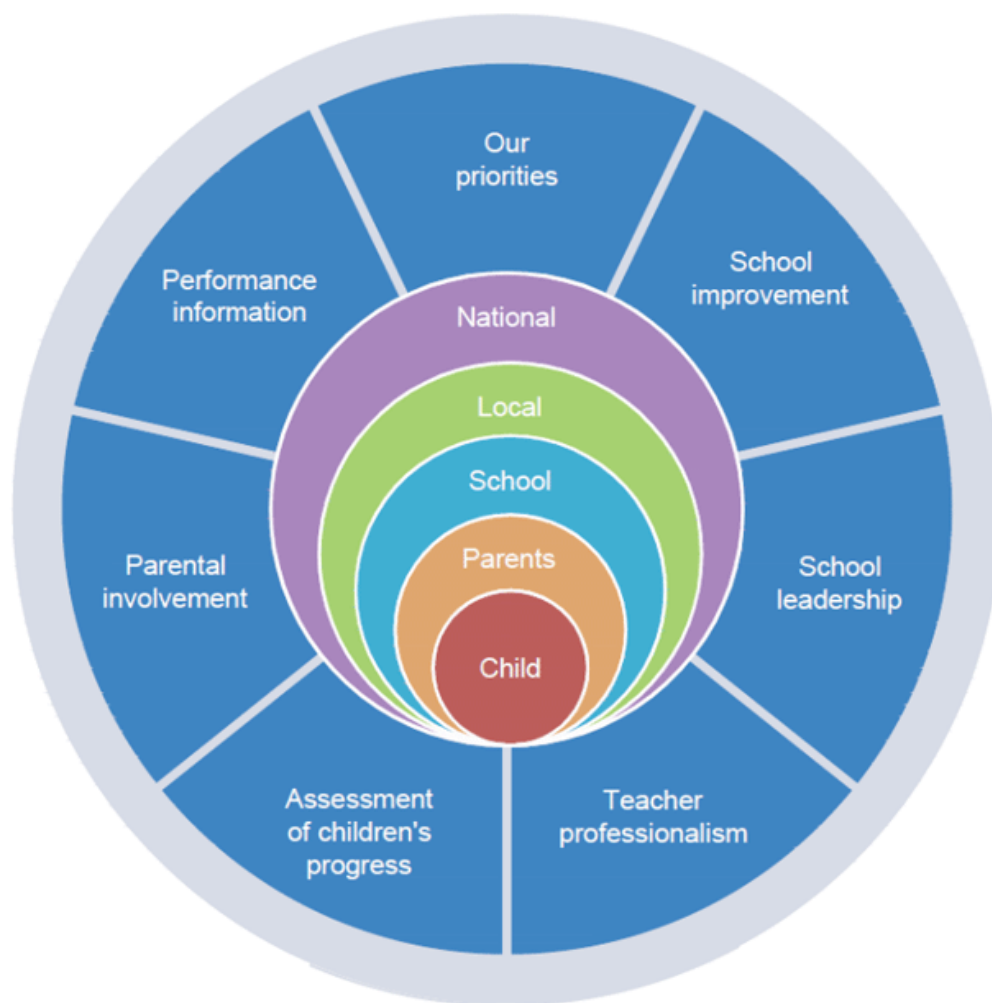


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### 3. Background

- 3.1 In January 2016, the Scottish Government launched its national improvement framework for education in Scotland. This follows the publication of a draft framework in September 2015.
- 3.2 The framework aims to bring together the key information which the Scottish Government has advised is needed to support improvement for all children in a consistent way. It builds on the foundations of curriculum for excellence and aims to ensure that the Scottish Government, parents, teachers, schools and local authorities have access to the right type of information which tells them about the progress of children and young people across Scotland.
- 3.3 The information gathered for the framework will cover six key areas:
- **School leadership** – this will assess leadership development for all teachers, as well as introducing a requirement for all new head teachers to hold the new headship qualifications;
  - **Teacher professionalism** – this will look at the continuous professional development of teachers and new masters level learning, as well as additional resources and support for existing and trainee teachers;
  - **Parental engagement** – the framework will ensure that information for parents about their child's progress is provided to enable parents to take an active part in their child's learning and in their school. The framework aims to develop and enhance existing parental engagement arrangements;
  - **Assessment of children's progress** – this will introduce new national standardised assessments to support children's learning and progression in P1, P4, P7 and S3 and provide parents with additional information to enable them to further support their children;
  - **School improvement** – this will use school self-evaluation to see how improvement is progressing within schools and how well parents and schools are working together on school improvement planning and reporting; and
  - **Performance information** – this will focus on how the range of evidence gathered is used for improvement and the reporting arrangements.

3.4 The diagram below shows the key components of the framework:



#### 4.0 Implications for Renfrewshire Council Children's Services

4.1 Renfrewshire Council's children's services has a strong track record in making its priorities in education clear. For a number of years, its improvement planning processes have accounted for local and national priorities which are then used by schools and early years settings to set their annual improvement objectives. Indeed, the current service improvement plan has clear articulation with the national improvement framework's priorities:

- To improve the attainment of all, particularly in literacy and numeracy;
- To improve the learning progress of every child, by reducing inequality in education;
- To improve children and young people's health and wellbeing; and
- To improve employability skills and sustained positive school leaver destinations for all young people.

- 4.2 Children's services already had prioritised its work to focus on closing the attainment gap following the Council's Tackling Poverty Commission's report and is currently undertaking a number of key initiatives to deliver on this priority.
- 4.3 It is not yet clear how the Scottish Government will specifically roll-out the use of national standardised assessments and how it will publish the results. Children's Services will continue to work with Education Scotland and also within its various professional networking arrangements to attempt to ensure the Scottish Government maintains the spirit of using assessment to support teacher professional judgement.
- 4.4 All of our schools and early years settings use self-evaluation to support improvement and use How Good is our School and Child at the Centre as their framework. The service is currently developing plans to use How Good is our School (4)? as the primary framework for school improvement when it is formally introduced by Education Scotland in August 2016.
- 4.5 Nevertheless, there will be increased reporting requirements placed on establishments and the local authority. The service is now considering how to maximise benefits from the framework while streamlining the reporting burden on our establishments.

---

## Implications of this report

### 1. Financial Implications

None.

### 2. HR and Organisational Development Implications

The Council will require to continue to provide professional learning opportunities to support teacher professionalism and leadership opportunities.

### 3. Community Plan/Council Plan Implications

Children and Young People

- The national improvement framework aims to establish a more robust method of recording children's educational progress from P1-S3.

### 4. Legal Implications

None.

### 5. Property/Assets Implications

None.

### 6. Information Technology Implications

None.

**7. Equality and Human Rights Implications**

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

**8. Health and Safety Implications**

None.

**9. Procurement Implications**

None.

**10. Risk Implications**

None.

**11. Privacy Impact**

None.

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**List of Background Papers**

(a) None

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**Children's Services**

TMcE/AK

11 January 2016

**Author:** Tony McEwan, education manager (planning and performance). Tel 0141 618 7198



# NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION

ACHIEVING EXCELLENCE AND EQUITY



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# **NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION**

ACHIEVING EXCELLENCE AND EQUITY



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# NATIONAL IMPROVEMENT FRAMEWORK

## FOREWORD



The *National Improvement Framework* for Scottish Education that we are publishing today sets out our vision and priorities for our children's progress in learning. The Framework will be key in driving work to continually improve Scottish education and close the attainment gap, delivering both excellence *and* equity.

Scotland's children and young people are our greatest asset and investing in their education is essential to achieving their aspirations and our ambitions as a country. I am committed to ensuring that our education system is amongst the best in the world and equips all of our children with the skills they need to get on in life and in work.

The draft *National Improvement Framework* was published in September 2015, alongside the Programme for

Government which put education at its heart. Since then, we have undertaken extensive consultation, engaging with a wide range of stakeholders, including over 5,000 teachers, parents and young people. The Organisation for Economic Co-operation and Development (OECD) also published its independent review of Curriculum for Excellence, *Improving Schools in Scotland: An OECD Perspective* in December 2015. We now have a better understanding of the range of views across Scotland and international support for the development and implementation of the Framework. These conversations and this work are reflected in the revised Framework.

The actions set out in this document have all been developed to support high-quality learning and teaching, the core principle of Curriculum for Excellence. Over time, the Framework will provide a level of robust, consistent and transparent data across Scotland that we have never had before, to extend our understanding of what works and to drive improvements across all parts of the system. This includes the development of national standardised assessments in primary and early years of secondary school to inform teacher judgement.

To support transparency, accountability and consistency, and give the Framework the appropriate status, we have amended the Education (Scotland) Bill to place the Framework and reporting arrangements on a statutory footing. This will mean that there is a legal requirement on local and national government to share information, on a consistent basis, to drive improvement.

The combination of the strong foundations laid out by Curriculum for Excellence, targeted interventions through the Scottish Attainment Challenge, the professionalism of our teacher workforce and the strong leadership that exists at a national level put us in a good position to deliver on the huge ambition that we have for Scotland's children and young people and the priority this Government attaches to our education system.

A handwritten signature in dark ink, which appears to read 'Nicola Sturgeon'. The signature is fluid and cursive.

**Rt Hon Nicola Sturgeon MSP**

**First Minister of Scotland**

**January 2016**

## Our vision for education in Scotland

The central purpose of this Government, as set out in our overarching National Performance Framework is to: *create a more successful country with opportunities for all of Scotland to flourish, through increasing sustainable economic growth.*

Prominent among the set of 16 National Outcomes that support this central purpose is one which directly reflects the core objectives of Scottish education, as established through the development of Curriculum for Excellence. That is ensuring that all our children and young people are equipped through their education to become *successful learners, confident individuals, effective contributors and responsible citizens.*

As this outcome indicates, we are committed to a Scotland in which **all** children and young people can realise their potential, regardless of their social background or learning needs, thereby developing the knowledge, skills and attributes they will need to flourish in life, learning and work.

Achieving improvement in education is closely related to achieving other key National Outcomes in the National Performance Framework, particularly:

- **Our children have the best start in life and are ready to succeed;**
- **We have tackled the significant inequalities in Scottish society; and**
- **We have improved the life chances for children, young people and families at risk.**

As a core part of our drive to achieve fairer outcomes for our children and young people, we know that investing in their education is essential to achieving their aspirations and our ambitions as a country. A successful education system is a key factor in helping our children and young people to thrive.



## Our vision:

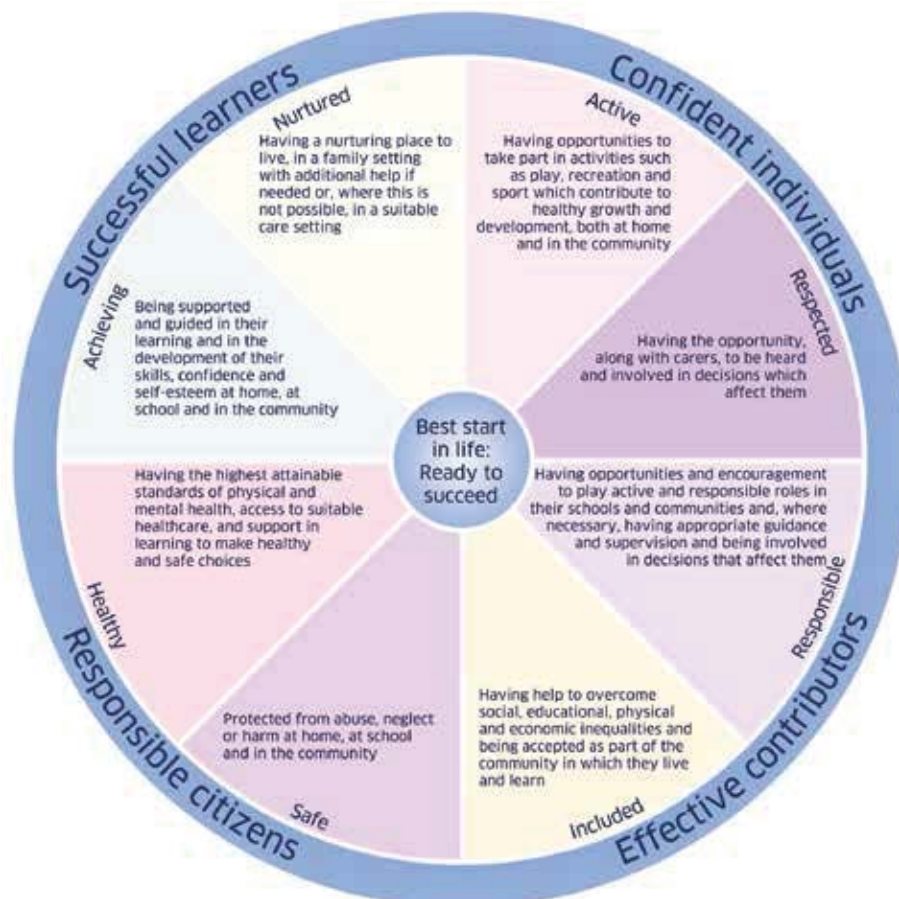
- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

We need Scottish education to deliver both **excellence** in terms of ensuring children and young people acquire a broad range of skills and capacities at the highest levels, whilst also delivering **equity** so that every child and young person should thrive and have the best opportunity to succeed regardless of their social circumstances or additional needs.

## Why develop the National Improvement Framework?

In developing this Framework we are building on a strong track record of improvements and reforms which have been driven forward across education and children's services in Scotland over the last decade or more. They provide strong, broad foundations on which we can build more targeted and focused efforts to improve further in key areas:

- The **Getting it Right for Every Child (GIRFEC) approach**, as illustrated in the eight indicators in the Wellbeing wheel, recognises that children and young people will have different experiences in their lives, but every child and young person has the right to expect appropriate support from adults to allow them to grow and develop and reach their full potential.



- We are investing in expanding access to high-quality **Early Learning and Childcare** and taking collective action through the **Early Years Collaborative** to improve outcomes in the earliest years of a child's life.
- We now have a more coherent, flexible and child-focused curriculum which gives teachers more professional autonomy over how they teach and sets higher standards for achievement than ever before, through the development and implementation of **Curriculum for Excellence**.
- We are building new schools and improving existing schools through **Scotland's Schools for the Future** programme.
- We have put in place a new **National Youth Work Strategy** for Scotland through which a wide range of partners in the public and third sector are contributing to improving outcomes for young people, either in direct partnership with schools or in other community settings. We continue to value and strengthen Community Learning and Development provision. These vital services improve the life chances of communities across Scotland, and in particular, can help to empower and improve learning and resilience for our most disadvantaged communities.
- We are improving the breadth of opportunities available to children and young people to experience high-quality, work-focused learning and develop their skills for work throughout, and beyond, their school years, through implementation of the **Youth Employment Strategy**.
- We continue to invest in ensuring we have a highly professional, skilled workforce, who can exploit fully the potential of the new curriculum, including through the implementation of **Teaching Scotland's Future**.

Together, this range of key policies and reforms present a powerful programme of development and improvement, transforming our education system and wider children's services. The Framework recognises that improved educational outcomes are part of a wider children's services agenda. The success we have achieved so far has been based on strong partnership between national government, local authorities, schools, parents, children and young people, partners, teachers and other staff employed in education.

In focusing now on key priorities through the National Improvement Framework we will seek to build on this success and develop further the strong, existing partnerships. We will only be able to deliver our ambitious aims by supporting staff in schools and early years centres with the shared aim that all our children fulfil their potential across a range of outcomes.

We will also seek to capitalise on a deeper shift in understanding amongst Scottish educators of how children learn. Built on a powerful consensus about the kind of experiences that will best prepare our children for their future lives, teachers and schools have been moving to new approaches to learning and teaching. Through Curriculum for Excellence we have moved away from more rigid prescription, towards a system that defines what we are trying to achieve, and gives teachers and schools the flexibility to design a curriculum – a plan for learning – that will best meet the needs and aspirations for each individual child.

Curriculum for Excellence is now embedded in Scottish schools. We welcomed the findings of the OECD's recent review, *Improving Schools in Scotland: An OECD Perspective*, and will work with our partners to address its recommendations as we take forward the National Improvement Framework. The OECD review recognises that Curriculum for Excellence is an ambitious and far-sighted reform which has put Scotland in a strong position to compete with the best education systems in the world if we realise its potential and address some key issues.



This Framework is designed to address one of the key issues identified by the OECD, the need to develop an integrated framework for assessment and evaluation that encompasses all system levels and ensures all partners are focused effectively on key priorities. Its report noted that:

**“In the next phase of the Curriculum for Excellence journey, Scotland has the opportunity to lead the world in developing an innovative national assessment, evaluation and improvement framework.”**

Improving Schools in Scotland: An OECD Perspective. OECD, 2015

We do not underestimate the challenge that presents. It requires very careful balancing of the need for appropriate data and evaluation at every level in the education system, whilst maintaining the principle that information is used effectively to drive improvement in the learning experiences of individual children and young people.

We are clear that the new Framework is for the benefit of Scotland’s children. It will provide a level of robust, consistent and transparent data across Scotland that we have never had before:

- We will collect nationally, and at local authority level, data on the achievement of Curriculum for Excellence levels for literacy and numeracy at the end of P1, P4, P7 and S3. This will be based on teacher judgement – informed by standardised assessment – and will tell us how children and young people are progressing with their learning.
- At a school level, teachers will have a nationally consistent standardised assessment on aspects of literacy and numeracy to inform their judgement. The development of these standardised assessments, which will be piloted in 2016 and available for use in 2017, will include an associated training package for schools. This will support a clear interpretation of results and how these connect to and inform other sources of assessment evidence.
- In parallel to the development of the standardised element of assessment, we will also work with partners to refresh our collective support for other assessment approaches, including: setting out more clarity about standards and the evidence that should be in place to assure teachers about children’s progress; substantial support for moderation of teacher’s professional judgement within and across local authority boundaries; and clarity about recording practices.
- Parents will be able to access information from teacher’s professional judgement and the underlying standardised assessment data about their own child’s learning, providing valuable, nationally consistent information about children’s progress and signalling where further support may be required at home and in school.



## Key principles of the National Improvement Framework

The development of the National Improvement Framework is based on the best practice which exists internationally on the use of data and intelligence to improve education at national, local, school and individual child level. This includes the OECD publications *Synergies for Better Learning* and *Education Policy Outlook*. Key messages we took from these reports in designing this Framework include the need to:

- show clear alignment with the goals for the education system and classroom practice;
- recognise that outcomes for children can be improved by improving practice at different levels of the system;
- set out clear responsibilities at national, local, and school level and ensure everyone involved has the capacity to play their part effectively;
- build relevant professional skills through initial teacher education and professional development;
- use evidence to inform practice and share innovation;
- look at all levels of the national system together and ensure they are aligned;
- focus on improving classroom practice and self-evaluation as key drivers; and
- place the learner at the centre.

The above principles are central to the design and development of the Framework. The 2015 OECD review stated that :

**“... an important step (in developing the National Improvement Framework) will be to identify key principles ... that would provide transparency throughout the system and criteria for subsequent evaluation of the system itself.”**

Improving Schools in Scotland: An OECD Perspective. OECD, 2015

As indicated earlier, the Framework is also actively building on the solid foundations already laid in Scotland through the collective commitment of all partners to implement the Curriculum for Excellence and Teaching Scotland's Future reform programmes.

Together, these complementary programmes of curriculum and workforce reform should ensure that we have an education system which has a clear, shared view of the aims and purposes of education and the professional skills and autonomy to ensure that the system continues to improve.

We have a strong foundation for further success. We are ambitious for Scotland and for our children and young people:

- We will have the highest aspirations for our children and young people;
- We will ensure that every child is ready for learning and able to succeed;
- We will have the right structures in place to deliver the improvements we need;
- We will help parents and communities to understand and to support children's education;
- We will take a broad and flexible approach to the curriculum;
- We will continue to refine and adjust our curriculum to ensure that it remains relevant and prepares our children for a rapidly changing world;
- We will continue to set the highest expectations for our teachers and education leaders throughout their career; and

- We will identify and address barriers to parental engagement to ensure that all parents can be involved in their child's education.

### Key priorities of the National Improvement Framework

Our vision is of an education system which delivers both **excellence** and **equity** in equal measure for all children in Scotland. Within this broad overall aim we are now creating the National Improvement Framework to galvanise efforts and align our collective improvement activities, across all partners in the education system, to address our key priorities.

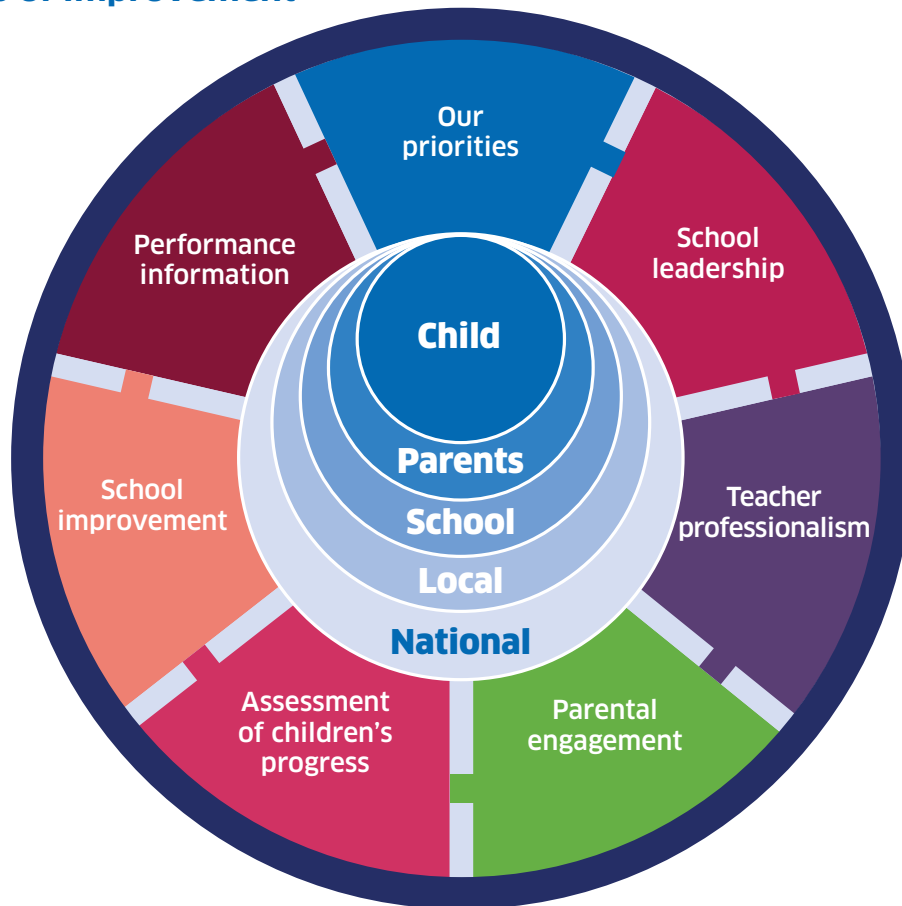
The current priorities for the National Improvement Framework are:

- **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 all young people;**

Everyone working in Scottish education should be clear about what they are seeking to achieve in making their contribution to addressing these priorities. There may be further improvement priorities at school level, based on local needs and self-evaluation.

The priorities may change over time, depending on what the evidence is telling us. Indeed, we expect they will as issues are addressed successfully and new priorities emerge.

## Key drivers of improvement



Key drivers of improvement will build on much of the positive work already underway in Scottish education. They provide a focus and structure for gathering evidence which can then be analysed to identify where we can make further improvements. As recommended by the OECD in the 2015 OECD review, these areas have been identified to ensure that we have the right type of evidence sources which contribute to our priorities and minimise unintended consequences:

**“This Framework has the potential to provide a robust evidence base in ways that enhance rather than detract from the breadth and depth of the Curriculum for Excellence. Given Scotland’s previous bold moves in constructing its assessment frameworks on the best available research evidence at the time, it now has the opportunity to lead the world in developing an integrated assessment and evaluation framework.”**

Improving Schools in Scotland: An OECD Perspective. OECD, 2015

The key drivers of improvement are:

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

The synergies and interconnections across these key areas are essential to enable continuous improvement. They are all equally important. In this section, the individual contributions that these areas make, in particular the impact they can have on excellence and equity for all children in Scotland, are developed further.

We will be publishing a new annual report based on the Framework. This will provide a narrative which evaluates the strengths and areas of improvement in Scottish education, based on a balanced range of measures.

## School leadership



### **What is this?**

The quality and impact of leadership within schools and at all levels – including members of staff.

### **Why is this important?**

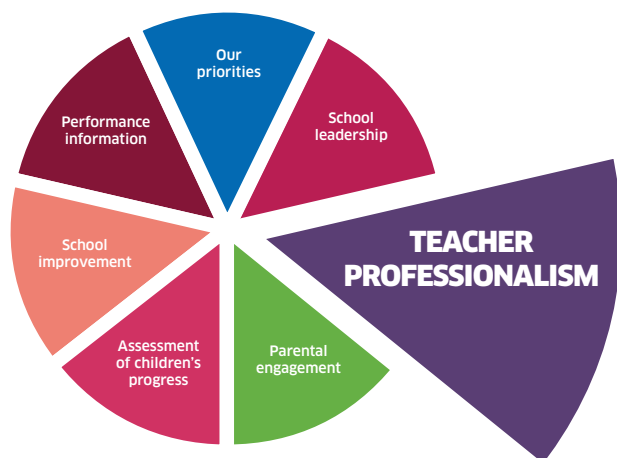
Leadership is recognised as one of the most important aspects of the success of any school. Headteachers and teachers who are empowered, and who empower others to take ownership of their own learning, have a strong track record of ensuring the highest quality of learning and teaching. This in turn helps to ensure that all children achieve the best possible outcomes. Gathering evidence on the quality of school leadership will help us to identify and share what works and provide support and intervention where leadership needs to improve.

### **How will this help to achieve excellence and equity for all children?**

Leadership is key to ensuring the highest possible standards and expectations are shared across a school to achieve excellence for all. Through evaluating leadership and, crucially, leadership of change, we will be able to focus on where leadership action is delivering excellent outcomes for all children and closing the attainment gap through targeted intervention. We will also have evidence on the extent to which professional skills and competences of headteachers are being developed and maintained.

Evidence we will gather	What this will tell us
<p>Through school inspection, percentage of schools graded as 'good' or better for leadership of change.</p> <p>Number of new headteachers who meet the Standard for Headship, and numbers of experienced headteachers who continue to meet Standard for Leadership and Management.</p> <p>Local authority self-evaluation reports on leadership of change.</p>	<p>This will tell us how good planning for improvement is and the impact of improvements and changes. It will focus on leadership at all levels within a school.</p> <p>This will tell us about the qualifications achieved and standards met by our headteachers.</p> <p>This will tell us how well leadership is improving based on school and local authority self-evaluation and quality assurance activities.</p>

## Teacher professionalism



### **What is this?**

Teacher professionalism demonstrates the overall quality of the teaching workforce in Scotland and the impact of their professional learning on children's progress and achievement.

### **Why is this important?**

The quality of teaching is a key factor in improving children's learning and the outcomes that they achieve. In Scotland we have a highly professional, graduate teaching workforce with high professional standards, which are set by the General Teaching Council of Scotland (GTCS). We want to continue to improve the professionalism of our teachers and the quality and impact of their professional learning. The focus is on teacher professionalism, but we recognise that many other people contribute to children and young people's learning and development.

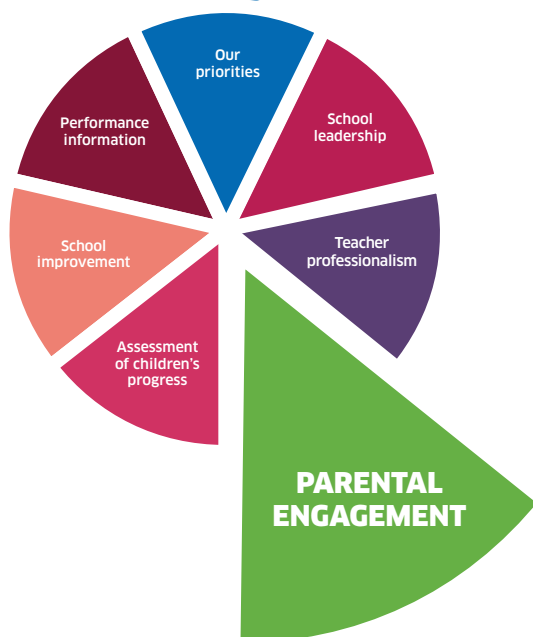
### **How will this help to achieve excellence and equity for all children?**

There is a strong link between teacher's professional skills and competences and the quality of children's learning experiences. Ensuring the highest professional standards for all teachers in Scotland will help to ensure the highest standards and expectations for all children. Consistent, well-moderated teacher judgement data on achievement of curriculum levels in literacy and numeracy will help us to focus accurately on the difference in attainment between the most and least disadvantaged children and take further action as a result. We want all new teachers to develop as enquiring professionals who are experts in teaching literacy, numeracy and health and wellbeing. This is critical to ensure the strongest possible progression in learning for all children.



Evidence we will gather	What this will tell us
<p>Increase the range of quality professional learning at SCQF Level 11 (Masters) and the level of engagement amongst teachers.</p>	<p>This will give information on Masters level programmes which relate directly to the Teacher Education Standards, particularly the Standard for Career-Long Professional Learning and the Standards for Leadership and Management.</p>
<p>Through school inspection and local authority self-evaluation reports, effectiveness of moderation of teacher judgement of Curriculum for Excellence levels in literacy and numeracy.</p>	<p>This will provide us with information on the effectiveness of moderation processes and therefore the consistency of teacher judgement of children's achievements of Curriculum for Excellence levels in literacy and numeracy.</p>
<p>Percentage of teachers in local authority and independent schools, within the annual cohort, having their professional learning successfully signed off by GTCS.</p>	<p>This will give information on the percentage of teachers who have continued to demonstrate their professional skills and competences through undertaking professional update.</p>
<p>Information from the GTCS on teacher induction and teacher views on teaching literacy and numeracy, health and wellbeing and opportunities for professional learning.</p>	<p>This will help to evaluate the success of initial teacher education and the success of the teacher induction scheme in supporting new fully registered and newly qualified teacher in the teaching of literacy and numeracy and the support of health and wellbeing. This will tell us about the range of professional learning available to teachers.</p>
<p>Information on initial teacher education programmes' coverage of literacy, numeracy and health and wellbeing through GTCS evaluation of the programmes as part of its accreditation processes.</p>	<p>This will help us to evaluate how well prepared student teachers are to teach literacy and numeracy, and support health and wellbeing to the highest possible standards.</p>

## Parental engagement



### **What is this?**

Parental engagement focuses on ways in which parents, families and professionals work together to support children's learning.

### **Why is this important?**

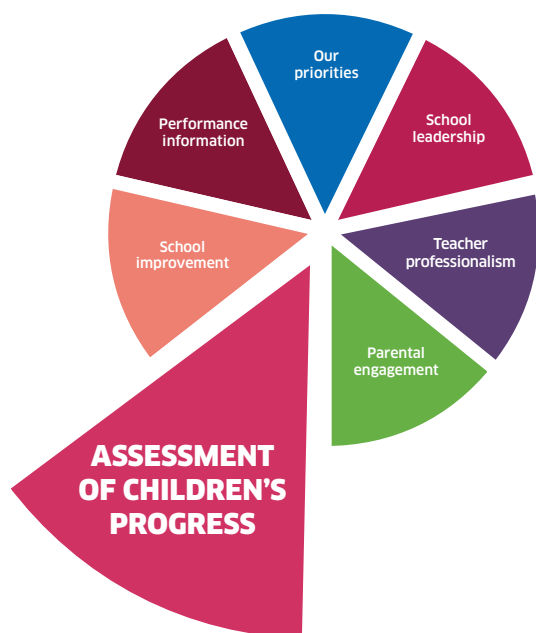
Parental and family engagement in their child's education is a key factor in ensuring successful outcomes. We want to improve and increase ways in which parents and families can engage with teachers and partners to support their children and increase the voice of parents in leading improvements with schools. Some schools have started to work successfully with partners to develop family learning programmes which help parents to meaningfully engage in their child's learning.

### **How will this help to achieve excellence and equity for all children?**

Parental and family engagement is a key factor in helping all children achieve the highest standards whilst reducing inequity and closing the attainment gap. The information that we gather will inform our knowledge of where parental engagement is strong and where it requires further attention. This will include monitoring levels of parental engagement, involvement in, and satisfaction with, learning provision in different communities. Supporting all schools to work with partners to develop family learning programmes will help to improve children's progress and achievement.

Evidence we will gather	What this will tell us
<p>From local authority self-evaluation reports, percentage of schools which work with partners to develop and offer family learning programmes.</p> <p>Pre-inspection questionnaires.</p> <p>Evidence on the impact of parents and the Parent Council in helping schools to improve.</p>	<p>We will be able to evaluate and improve the offer available to parents and families to help their children to progress in literacy, numeracy and health and wellbeing. Schools, working with partners such as community learning professionals and third sector colleagues can offer support for learning which meets the needs of families within different localities.</p> <p>Engagement, involvement and satisfaction, based on a sample of schools.</p> <p>This will indicate progress towards parents and Parent Councils being empowered to help to improve their schools and have a greater say in decision making. Through annual standards and quality reports, schools will indicate ways in which parents are involved in decision making and if school improvement plans have been co-created with parents.</p>

## Assessment of children's progress



### What is this?

Assessment of children's progress includes a range of evidence on what children learn and achieve throughout their school career. This includes Curriculum for Excellence levels, skills, qualifications and other awards.

### Why is this important?

We all need more robust and consistent evidence which will help us in raising attainment and closing the gap. We need to know the size of the attainment gap at different ages and stages, across Scotland, in order to take the right action to close it. And we need to know whether the attainment gap is narrowing over time in order to know that the measures we are taking are the right ones. Collecting data on children's progress as they move through their education from early years until they leave school will help teachers and schools to evaluate how well all children are achieving. It will help us to identify where we are doing well and which practices and interventions are having an impact. It will also help us to identify areas where, collectively we need to do more. A wide range of progress measures will be used at school level across the curriculum. The Framework will include teacher judgement data on achievement of CfE levels in literacy and numeracy. This data will be informed by a range of evidence, including standardised assessment and ongoing classwork and will be moderated. The Framework will lead to more consistent approaches within the broad general education phase of Curriculum for Excellence. The 2015 OECD review notes the importance of this:

**"... the different approaches to assessment undertaken by local authorities opens up the risk of duplication and militate against a clearer all-Scotland picture."**

Improving Schools in Scotland: An OECD Perspective. OECD, 2015

Progress in learning for children with significant additional support needs will be evaluated at an individual level, through agreed plans and next steps, which will be personalised.

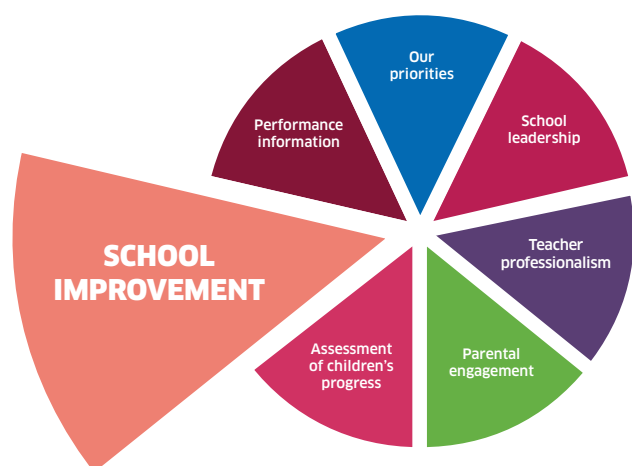
Other important measures within this driver include positive destinations and the quality of career information and guidance available to young people. Additional measures to monitor progress from pre-birth onwards will be considered as part of the next phase of the Framework (from 2017).

### **How will this help to achieve excellence and equity for all children?**

Data gathered on children's progress is essential to achieving excellence and equity. Improved data on children's progress at key stages, including differences between those from the least and most deprived areas, will allow for planning further interventions to ensure that all children achieve as well as they can. This data will help teachers to identify areas where good practice exists and which high-impact interventions should be shared. The quality of careers information, advice and guidance and monitoring positive destinations will tell us about how successful young people are when they leave school. This will also tell us about the choices young people make and the difference in the levels of positive destinations for young people from the most and least disadvantaged backgrounds. Data on SQA awards will tell us about the success of young people from the most and least disadvantaged backgrounds in gaining important qualifications for learning, life and work. Information about children's health and wellbeing is essential to enable progress in all aspects of learning, and we will be able to monitor differences in health behaviours and wellbeing between different groups of children and take action to improve equity.

Evidence we will gather	What this will tell us
The percentage of children achieving curriculum levels in literacy and numeracy at P1, P4, P7 and S3 by school, local authority and nationally.	We will know how many children are achieving the expected levels in literacy and numeracy at P1, P4, P7 and S3, at school, local authority and national level. We will also know the breakdown of children's progress by deprivation over time (using the Scottish Index of Multiple Deprivation).
Data from a range of surveys on health and wellbeing showing changes over time.	This will give us information about a range of children's health, attitudes, behaviours and wellbeing.
Senior phase qualifications and awards data.	This will tell us about the standard and levels of qualifications that young people leave school with.
The percentage of school leavers in positive and sustained destinations.	This will tell us about the numbers of young people who are in further education, employment or training and the extent to which this is sustained at local and national level.
Through external review of careers information, advice and guidance services, percentages of these services graded as 'good' or better.	This will tell us how young people's career management skills are developing. We want to see continuous improvement in the quality of careers information, advice and guidance services delivered to all young people, teachers, parents and carers.

## School improvement



### **What is this?**

The overall quality of education provided by each school in Scotland and its effectiveness in driving further improvement.

### **Why is this important?**

School improvement focuses on the quality of education, including learning, teaching and assessment, as well as the quality of the partnerships that are in place to support children and young people with their broader needs. These are essential elements to raise attainment for all children and close the poverty-related attainment gap. We have a good education system in Scotland, with schools achieving good outcomes for children. We want to continue to improve this so that more children experience very good and excellent education services, delivered by self-improving, empowered schools and key partners such as community learning and development professionals.

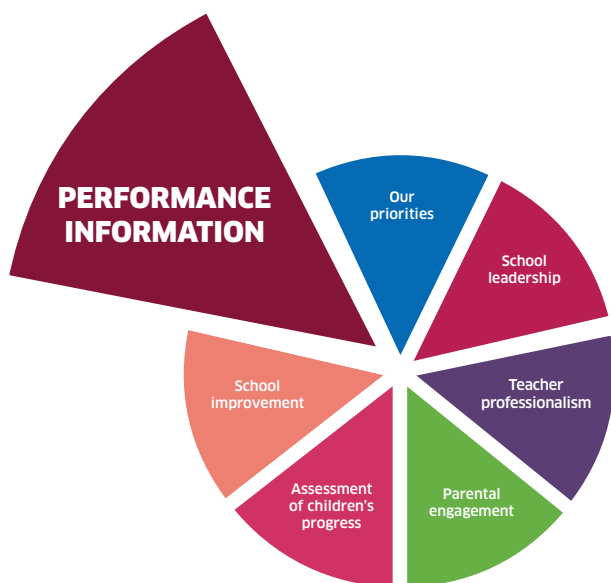
### **How will this help to achieve excellence and equity for all children?**

Evaluating learning, teaching and assessment and the quality of what goes on in classrooms will tell us how good the experience is for children, as we strive towards excellence for all. We know that for children and young people from the most deprived backgrounds, the gap in learning can develop from a young age. Evaluating school improvement and work with partners will help us to focus on early and sustained intervention and support for children and their families. School inspection, school self-evaluation and local authority reporting on attainment and achievement will tell us how well schools are achieving equity for all children. This will include the school's success at raising attainment for all, whilst closing the attainment gap between the most and least disadvantaged children. We expect that this evaluation will be carried out increasingly with partners and other services. Data on improving attendance and reducing exclusions are critical factors in ensuring that children time at school and their opportunities to succeed are maximised.

Evidence we will gather	What this will tell us
<p>Through school inspection, percentage of schools graded as 'good' or better for learning, teaching and assessment.</p> <p>Through school inspection, percentage of schools graded 'good' or better for raising attainment and achievement.</p> <p>Level of attendance and number of exclusions per school.</p> <p>The number of schools who report positive findings in its school self-evaluation on raising attainment and achievement, and progress with the priorities set out in the National Improvement Framework.</p> <p>Local authority self-evaluation reports on raising attainment and achievement and progress with the priorities set out in the National Improvement Framework.</p>	<p>This will tell us how good learning, teaching and assessment is in classrooms across Scotland, including the effectiveness of moderation of achievement of Curriculum for Excellence levels in literacy and numeracy.</p> <p>This will tell us how well schools are raising attainment for all and closing the poverty-related attainment gap.</p> <p>This will tell us how successful we are at reducing exclusion from school and maximising the time children spend at school.</p> <p>This will tell us how well schools are improving based on self-evaluation and local authority quality assurance activities.</p> <p>This will give us a range of local self-evaluation data to consider on school improvement. This will also help us to evaluate progress with the priorities set out in the National Improvement Framework at local level.</p>



## Performance information



### **What is this?**

All of the information and data we need to get a full picture of how well Scottish education is improving. We will gather together and analyse the data collected from each of the other key drivers.

### **Why is this important?**

Evidence suggests, and the feedback from the National Improvement Framework tells us, that we must ensure we build a sound understanding of the range of factors that contribute to a successful education system. This is supported by international evidence which confirms that there is no specific measure that will provide a picture of performance. We want to use a balanced range of measures to evaluate Scottish education and take action to improve further.

### **How will this help to achieve excellence and equity for all children?**

Building on the *2015 Interim Report* we will look across the key drivers and report annually using the evidence gathered. This will include overall progress towards our key priorities. As part of the analysis of the evidence gathered on where impact is being achieved on improving equity, we will share good practice. The report will also identify areas for further improvement and where action is required. This will have a specific focus on excellence and equity for all and will inform school, local authority and national improvement planning. It will also be used to inform policy developments and decisions about priorities moving forward, including the allocation of resources and support.

Evidence we will gather	What this will tell us
Data from each of the key drivers.	This will tell us how well Scottish education is performing and improving.
Progress towards achieving the priorities set within the Framework, drawing on all the evidence gathered.	We will match the evidence from the drivers to the priorities within the Framework. This will help us to understand progress and improvement at local and national level. We will report this in a clear and transparent manner. This evidence will inform the action we need to take to secure further improvement.

Use of Performance Information The purpose and uses of data across Scottish education			
Level	Use of data	Purpose	How will the data be used?
Child	<ul style="list-style-type: none"> <li>Feedback to the child on their progress</li> </ul>	<ul style="list-style-type: none"> <li>Improving learning and child development</li> <li>Improving learner confidence and engagement in the learning process and planning next steps</li> </ul>	<ul style="list-style-type: none"> <li>Support learner's knowledge of their own progression</li> <li>Greater understanding of assessment</li> <li>Increased involvement in own learning</li> </ul>
Parent/Carer	<ul style="list-style-type: none"> <li>Feedback to parent/carers on their child's progress</li> </ul>	<ul style="list-style-type: none"> <li>Wider range and type of feedback for parents</li> <li>Improving parental confidence and involvement in the learning process</li> <li>Consistent approach to parental feedback across Scotland</li> </ul>	<ul style="list-style-type: none"> <li>More meaningful information to support improved parental engagement at home</li> <li>More meaningful information to support improved parental engagement at school</li> </ul>
School and Early Learning	<ul style="list-style-type: none"> <li>Reviewing progress of individuals and groups</li> <li>Planning for learning and meeting learning needs</li> </ul>	<ul style="list-style-type: none"> <li>Improving the progression of learning and development</li> <li>Provided targeted interventions for children</li> <li>Improving career-long professional learning</li> <li>Improving transitions</li> <li>Collaborating across the cluster and learning community</li> <li>Learner and parental confidence</li> </ul>	<ul style="list-style-type: none"> <li>To support teacher professional judgement</li> <li>Identify support for individual children</li> <li>Development of School Improvement Planning</li> <li>More meaningful information for parents/carers and children</li> <li>Development of local support for children, teachers and parents</li> </ul>
Community Planning Partnership and Local Authority	<ul style="list-style-type: none"> <li>National benchmarking</li> <li>Defining and monitoring standards</li> <li>Quality assurance</li> <li>Review of progress of year cohorts and identified groups</li> <li>Moderation and improvement of professional judgement, monitoring transitions</li> </ul>	<ul style="list-style-type: none"> <li>Improving educational policy development</li> <li>Public confidence</li> <li>Local government sharing on a national level</li> <li>Supporting career-long professional learning and improving practice</li> <li>Improving transitions</li> <li>Sharing at an authority level</li> </ul>	<ul style="list-style-type: none"> <li>Development of local plans aligned where possible to existing reporting</li> <li>Identify where support required at a local level</li> <li>Development of local support for children, teachers and parents</li> </ul>
National	<ul style="list-style-type: none"> <li>International comparisons</li> <li>National benchmarking</li> <li>Defining and monitoring standards</li> <li>Quality assurance</li> </ul>	<ul style="list-style-type: none"> <li>Improving educational policy development</li> <li>Strategic resourcing</li> <li>Public confidence</li> <li>Improving career-long professional learning</li> <li>International sharing of data</li> </ul>	<ul style="list-style-type: none"> <li>Annual review of National Improvement Framework</li> <li>Development of a National Improvement Plan</li> <li>Measure achievement against key priorities</li> <li>Identify support required at a national level</li> </ul>

## Reporting, analysis and planning for improvement

We know that simply having information is not enough to secure improvement. Reporting, analysis and planning for improvement as part of the Framework will help to satisfy three key requirements for our education system:

- It will improve the quality and availability of information available to children, parents and teachers;
- It will improve the quality of information available to support education authorities and Community Planning Partnerships in planning and delivering services; and
- It will improve the quality of information available to support the development of national education policy.

How information is interpreted, used and acted upon is critical to achieving success.

**Children and young people** need high-quality feedback about their progress and a clear understanding of the support that is in place to help them succeed.

**Parents and families** must have access to information that allows them to form a clear understanding of how their child is progressing, and the information they need to help them play a key role in their child's education.

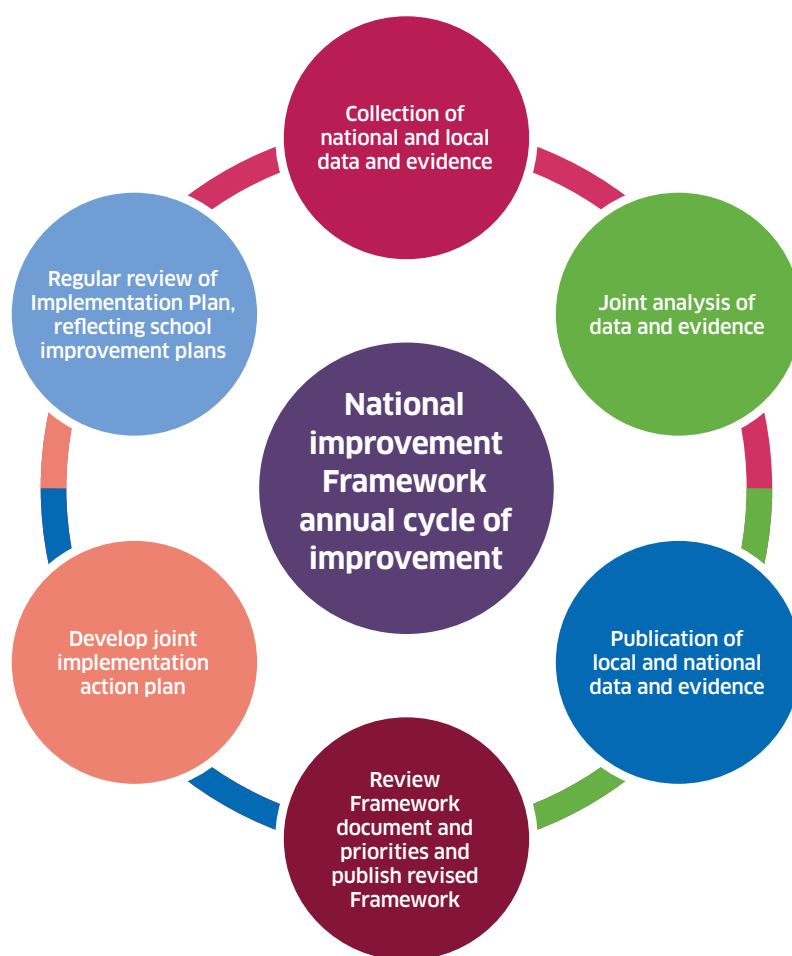
**Teachers, schools and partners** need a clear, coherent, consistent set of evidence and data locally and nationally to help them to self-evaluate and plan further improvements to achieve excellence and equity for every child in their care.

**Local government** has the statutory role and function of providing education for Scotland's children and a duty to secure improvement. Local arrangements are already in place to support improvement but that more could be done to increase the pace of improvement and bring focus to improvements required, either in particular areas or for particular groups of children.

**Education Scotland** as the national improvement agency for education needs to continue to extend ways of working collaboratively with staff in local authorities to promote and drive improvement. Its school inspection activities will increasingly take account of the key drivers and priorities within the Framework.

**Scottish Government** will use evidence from the Framework to inform policy development. It will bring partners together to focus on our specific priorities and the activities needed to support them. We will review the arrangements we have in place to bring partners together to ensure that all relevant stakeholders are included. The new arrangements will lead to the development of a joint implementation plan. This plan will be developed and delivered in partnership.

Throughout all of our work with children and young people, we need to ensure that we embed **evidence-based approaches** in our activities. It is crucial that we work together to deliver on the priorities set out in this document.



National reporting of data has begun, with the publication of the *Interim National Improvement Framework Report* published in January 2016. It is our intention that the legal requirement on schools to prepare annual School Improvement Plans and Standards and Quality Reports linked explicitly to the Framework will take effect in 2017, as will the duty on local authorities to produce annual plans and reports. Schools and local authorities will continue to self-evaluate and report against local priorities. We will consult on the statutory guidance linked to those legal requirements in summer 2016.

Planning and reporting on the Framework will form part of a wider public service planning and reporting landscape. There will be clear links to Local Outcome Improvement Plans, Children's Services Plans and education standards and quality reports. We recognise the importance of supporting individual local authorities in deciding how best to align these planning and reporting requirements and will reflect this in the statutory guidance linked to the National Improvement Framework as well as other relevant guidance relating to, for example, children's services planning.

## What next?

The full implementation of the National Improvement Framework will be phased in over time. Not all of the evidence under each driver will come on stream at the same time. The Framework itself will be reviewed annually to ensure that it continues to reflect the right priorities to secure continued improvement.

We intend to work with partners to implement a new annual cycle of improvement, aligned at school, local and national level, taking account of local community planning and priorities. We will continue to work with stakeholders through the implementation plan for the Framework to deliver major new developments, including the national standardised assessments and a new data set for primary schools which can be published on Parentzone. We will build in the learning and experience from the Scottish Attainment Challenge in relation to what works in closing the gap in our most deprived communities.

We will work with colleagues in a range of sectors, including Early Years and in Community Learning and Development to ensure that the Framework fully reflects the activity and evidence that significantly impacts on outcomes for all children. We will also work with partners to develop a thorough evidence base for improvements to children's health and wellbeing.

### 2016

- Development and piloting of new national standardised assessments
- Publication of advice and guidance on achievement of a CfE level in literacy and numeracy
- Interim reporting arrangements for schools and local authorities
- Increased moderation and support for teacher professional judgement
- Work with local authorities and parent organisations to improve the consistency of reporting to parents of children's progress
- Further work to develop evidence from early years activity and alignment with school years
- Inclusion of Key Performance Indicators from Developing Young Workforce programme
- Consideration of a wider range of awards and achievements including those gained from Community Learning and Development
- Development of statutory guidance on reporting duties under Education (Scotland) Bill

### 2017

- Introduction of new national standardised assessments in schools
- New reporting duties under Education (Scotland) Bill
- Introduction of more evidence on early years
- First statutory Framework reporting for schools and local authorities

### 2018

- Development of standardised assessments for Gaelic Medium Education
- Consideration of evidence of children's progress in other curricular areas
- Dashboard for school, local authority and national use

## References and useful links

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[http://www.educationscotland.gov.uk/Images/hgio2cld\\_tcm4-684586.pdf](http://www.educationscotland.gov.uk/Images/hgio2cld_tcm4-684586.pdf)

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**To: Education and Children Policy Board**

**On: 21 January 2016**

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

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**Heading: The Scottish Attainment Challenge**

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## **1. Summary**

- 1.1. Renfrewshire Council is committed to ensuring all our children get the best start in life and are able to achieve and attain to the highest level. The early years strategy and tackling poverty recommendations demonstrate this commitment through the significant investment made in each of these areas. Very good progress is being made as exemplified by the recent publication of the Glasgow University evaluation of Families First.
- 1.2. The purpose of this report is to highlight the provision of additional resources which will compliment the work already being effectively implemented across all Renfrewshire schools.
- 1.3. The Scottish Attainment Challenge was announced by the Scottish Government on 2 February 2015. The Challenge will be backed by an Attainment Scotland Fund of £100 million over four years to drive forward improvements on educational outcomes in Scotland's most disadvantaged communities.
- 1.4. The first tranche of funding will see a total of £20 million made available in 2015/16 to support children and young people in a number of Scotland's most disadvantaged communities to achieve their potential. In July 2015 seven local authorities were confirmed to receive this first allocation.
- 1.5. Each of the participating local authorities in the fund are developing a bespoke Improvement Plan and will be provided with the support of educational and improvement experts, including a dedicated Attainment Advisor and access to evidence and research through Education Scotland and academics' work. The fund will allow for substantial financial support for each participating local authority to put in place effective interventions.
- 1.6. Scottish Government announced in August 2015 that a further 57 schools are to receive funding from the £100 million Attainment Scotland Fund to improve literacy, numeracy and health and wellbeing for primary school pupils. Five of these schools are in Renfrewshire.

- 1.7. The selection of schools to receive attainment funding was based on the number of children living in Scottish Index of Multiple Deprivation (SIMD) 1 and 2. There were extensive discussions with the Scottish Government regarding the appropriateness of the criteria being used due to the anomalies which transpired. For example, there are more children in Cochrane Castle Primary School who live in Scottish Index of Multiple Deprivation (SIMD) 1 than there are total number of children in St David's Primary. The two schools share a campus and have similar catchment areas. However St David's was selected to receive additional funding and Cochrane Castle was not.
  - 1.8. The funding allocated to five schools in Renfrewshire is considerably smaller on a proportionate basis to local authorities in the first phase of attainment challenge funding.
  - 1.9. We also know that there are children living in poverty in all our schools and communities across Renfrewshire. On 11 January 2016 the Scottish Government announced the availability of £1.5m to be made available from the fund which other schools can apply for.
- 

## **2. Recommendations**

- 2.1. The education and children policy board is asked to note:
    - the Scottish Government announcement of a new Scottish Attainment Challenge;
    - allocation of funding to five Renfrewshire Council schools; and
    - planned areas of school improvement and focus across the five schools identified in Renfrewshire.
- 

## **3. Background**

- 3.1. Renfrewshire Council continues to implement strategies and developments which are complemented by the Scottish Attainment Challenge and builds on several existing initiatives aimed at improving educational attainment across Scotland e.g. projects within Renfrewshire's Tackling Poverty Strategy, Raising Attainment for All programme, School Improvement Partnership Programme, the Access to Education Fund and the implementation of standardised assessments across all primary schools in the council.
- 3.2. The four-year Attainment Scotland Fund will be targeted initially at schools in the local authorities with the biggest concentrations of households in deprived areas. It will focus on improving literacy, numeracy, health and wellbeing in primary schools in these areas, with the clear objective being to give all primary-school age pupils – regardless of background - the best start in life.
- 3.3. In an announcement in July 2015 the funding of over £11 million of the total £20 million was allocated to seven councils as the first tranche from the Scottish Government's £100 million Attainment Scotland Fund. Those councils were Glasgow, Dundee, Inverclyde, West Dunbartonshire, North Ayrshire, Clackmannanshire and North Lanarkshire. Since February 2015, each council has developed improvement plans focused on raising attainment and identifying areas where specific improvement is needed.

<b>School</b>	<b>Allocation</b>
Glasgow	£3,030,000
North Lanarkshire	£2,241,000
Inverclyde	£592,000
Clackmannanshire	£718,109
West Dunbartonshire	£1,024,000
North Ayrshire	£1,965,000
Dundee	£2,145,000
<b>Total</b>	<b>£11,715,000</b>

- 3.4. It is the intention of the Scottish Government that the schools involved in the Scottish Attainment Challenge will benefit from greater access to expertise and resources – such as additional teachers, materials for classrooms or resource to develop new out of school activities. National and local partners will work together to identify the specific work that can be implemented successfully in classrooms and which will have a significant impact on the attainment of children from deprived communities. A bespoke improvement plan, appropriate to local circumstances, will be agreed for each school or cluster of schools. This will include an agreement to gather, in a proportionate way, the data that will be required to measure the impact of the interventions supported.
- 3.5. In August 2015, it was announced that five primary schools (with children from SIMD 1 and 2 above 70%) in Renfrewshire would receive Scottish Attainment Challenge funding. The schools identified were Glencoats, St Fergus, St Catherine's, St David's and Gallowhill.

<b>School</b>	<b>% Pupils in SIMD 1&amp;2</b>
Glencoats Primary School	91.8%
Gallowhill Primary School	87.1%
St Fergus' Primary School	83.3%
St David's Primary School	79.7%
St Catherine's Primary School	70.9%

- 3.6. Each school will receive between £20K and £80K. This funding is over a 4 year period and planned spend will focus on improving attainment in literacy, numeracy and health and wellbeing in those five primary schools.
- 3.7. Each school has submitted a bespoke improvement plan to the Scottish Government. Within each plan it has been proposed that additional resources would be deployed to enhance literacy and numeracy development and parental engagement aspects of the tackling poverty actions. This includes:
- appointment of additional teachers, nursery officers and classroom assistants to enhance teacher 'time on task' with the specific aim of tailored, short –term, small group teaching in literacy and numeracy across the early level;

- appoint a community learning officer coordinator to enhance parental engagement in language development.
- develop and extend outdoor learning programmes and nurture approaches to learning;
- provide staff development in the use of standardised assessments and analysis of data; and
- provide high quality training and collaborative learning opportunities for early years teachers/ nursery officers in partnership with recognised educational experts and consultants.

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## Implications of this report

### 1. Financial Implications

The funding to schools aims to have a positive impact on closing the educational attainment gap between children from low-income families and their better off peers. Each school is expected to receive between £20k and £80k over four years.

### 2. HR and Organisational Development Implications

Contracts for additional staff will require to be drawn up. Recruitment of additional teachers, nursery officers and classroom assistants.

### 3. Community Plan/Council Plan Implications

Children and Young People	-	All children should be able to achieve their potential and feel healthy, happy and valued, no matter how much money their parents or carers have.
Community Care, Health and Well-being	-	All children will have access to a nurturing approach across the five schools which will support their well being needs. The levels of physical and mental health of children in low income families will improve.
Empowering our Communities	-	Primary teachers, nursery officers and classroom assistants will have access to high quality staff development. Parents and communities will be engaged in activities which will support early language and numeracy development in young children.

### 4. Legal Implications

None.

### 5. Property/Assets Implications

None.

**6. Information Technology Implications**

None.

**7. Equality and Human Rights Implications**

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

**8. Health and Safety Implications**

None.

**9. Procurement Implications**

None.

**10. Risk Implications**

Recruitment of additional staff.

**11. Privacy Impact**

None.

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**List of Background Papers**

Not applicable.

The contact officer within the service is (*Laura McAllister, Education Manager (Curriculum and Early Years), 01416187301, [laura.mcallister@renfrewshire.gov.uk](mailto:laura.mcallister@renfrewshire.gov.uk)*)

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**Children's Services**

LMcA/LG/GMcK

11 January 2016

**Author:** *Laura McAllister, Education Manager (Curriculum and Early Years), 01416187301, [laura.mcallister@renfrewshire.gov.uk](mailto:laura.mcallister@renfrewshire.gov.uk)*

The 57 schools to benefit from the Attainment Scotland Fund are:

Aberdeen City

Riverbank School, Manor Park School, Tullos School, Bramble Brae School

Argyll & Bute

Rosneath Primary School

Dumfries & Galloway

Kelloholm School

East Ayrshire

St Xavier's Primary School, Patna Primary School, Logan Primary School, Bellsbank Primary School, Hillhead Primary School, Shortlees Primary School

Edinburgh

Sighthill Primary School, St Catherine's RC Primary School, Clovenstone Primary School, St Francis' RC Primary School, Craigroyston Primary School, Niddrie Mill Primary School, Canal View Primary School, Castleview Primary School

Falkirk

Langlees Primary School

Fife

St Serf's R C Primary School, Inzievar Primary School, St Kenneth's R C Primary School, Southwood Primary School, Warout Primary & Community School, Pathhead Primary School,

Highland

Milton Primary School, Coulhill Primary School, Bishop Eden Primary School, South Primary School (Wick), Merkinch Primary School

Renfrewshire

St Catherine's Primary School, St David's Primary School, St Fergus Primary School, Gallowhill Primary School, Glencoats Primary School,

Scottish Borders

Burnfoot Community School, St Margaret's RC Primary School (Hawick)

South Ayrshire

Dalmilling Primary School, Newton Primary School, Braehead Primary School

South Lanarkshire

St Mark's Primary School (Rutherglen), James Aiton Primary School, Beckford Primary School, Carstairs Junction Primary School, Burgh Primary School, St Paul's Primary School, Auchinraith Primary School, Cathkin Primary School, Loch Primary School, Robert Smillie Memorial Primary School, Hareleeshill Primary School, Rigside Primary School

Stirling

Raploch Primary School

West Lothian

Bridgend Primary School, St Thomas' Primary School

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**To: Education and Children Policy Board**

**On: 21 January 2016**

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

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**Heading: Annual Report of the Adoption and Fostering Panel 2014/15**

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## **1. Summary**

- 1.1. This report refers to the eighth annual report of Renfrewshire's Fostering and Adoption Panel
  - 1.2. The Annual report sets out the work undertaken by the Panel in the year 2014/2015 and is set in the context of the broader issues pertaining to Looked After and Accommodated Children.
  - 1.3. The report also makes reference to the continuing progress being made with the increased recruitment year on year of Renfrewshire's own foster carers. During the year an additional 5 foster carer households were approved.
  - 1.4. The report also considers the future work of the panel, the current work with the Scottish Government on improving timescales for adoptive placements and the outcome of the inspection of the Fostering and Adoption Service by the Care Inspectorate.
  - 1.5. The annual report provides an update on the development of the Renfrewshire Fostering Service and details the new fostering training plan for both new and experienced carers.
- 

## **2. Recommendations**

- 2.1. The Education and Children Policy Board is asked to note the contents of the Fostering and Adoption Annual Report 2014/15
-



### **3. Background**

- 3.1. The Regulations supporting the Children (Scotland) Act 1995 require Social Work in its role as a Fostering and Adoption agency to operate a Fostering Panel and an Adoption Panel. These panels have the responsibility for putting forward recommendations to the agency decision maker (currently the Head of Child Care and Criminal Justice Services) regarding the suitability of people to adopt or foster children. Furthermore, the Adoption Panel considers and approves plans for children to be adopted or for the Council to apply for Parental Responsibilities Orders. The Panel also considers and approves the matching of a particular child with a particular family where the plan is for the child to live there permanently.
- 3.2. Renfrewshire operates a Fostering and Adoption Panel; each with separate constitutions. The panels will often meet at the same time however each meeting separates out the Fostering panel business from the Adoption panel business to ensure that the appropriate regulations are met regarding a quorum, and for the attendance of the legal and medical adviser
- 3.3. There are currently 22 panel members comprising elected members, social work and education staff, a legal adviser, a medical adviser, carers and an independent member from the Adoption and Fostering Alliance Scotland. The panel is chaired by the Principal Officer for Accommodated Children from Childrens Service and meets at twice monthly. The vice chair of the panel is an independent representative from the Adoption and Fostering Alliance Scotland which came into being with the British Association of Adoption and Fostering ended in the summer of 2015. . There are typically 6 to 8 members sitting on the panel at each meeting. The combined panels met 23 times and considered 74 agenda items over the course of the year
- 3.4. The panel has a unique overview of the work being undertaken to assess and approve foster carers and adopters alongside the work being undertaken by social workers to progress plans for children who cannot be cared for within their own family. The annual report has been produced as a means of sharing this work with a wider audience and to assist in the process of service planning.
- 3.5. Between 1/10/14 and 30/9/15 10 households were invited to attend preparation groups and 7 households have gone on to assessment. Renfrewshire had 88 active households of foster carers at 30<sup>th</sup> September 2015 compared with 86 at the same time last year. In the period 1/10/14 and 30/9/15, an additional 5 households were registered however 3 foster carer households were also deregistered.
- 3.6. The report notes the ongoing need to recruit foster carers and adopters in light of the fact that numbers of children being accommodated and in need of permanent care continues to rise. Good progress has been made with this as can be noted from the increased number of agenda items appearing at Pane.
- 3.7. In the period 1/10/14 and 30/9/15 a total of 6 Renfrewshire households were approved as adopters at the Renfrewshire panel. A further 4 short term foster carers were approved as permanent carers.

- 3.8. The Fostering and Adoption services are subject to regulation and were inspected by the Care Inspectorate for the in August 2105. The Care Inspectorate reports were positive with gradings of 5 (very good) being applied to all domains inspected.
- 3.9. The Adoption Service has been working in partnership with the Scottish Governments Permanence and Care Excellence programme (PaCE) which has resulted in a significant decrease in the time taken to move young children on to adoptive placements. The success of this programme has meant that it is now being rolled out on a national basis.
- 3.10. The Children and Young People Act (Scotland) 2014 increases the responsibility/ duty of Local Authorities to provide Throughcare and Aftercare up to the age of 26. The implications of this as yet are unclear but in all likelihood young people will remain in foster care and supported care longer. The service continues to convert foster carers into supported carers wherever this is appropriate.

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## Implications of this report

1. **Financial Implications**  
None.
2. **HR and Organisational Development Implications**  
None.
3. **Community Plan/Council Plan Implications**  
  

Children and Young People	- The work of the adoption and fostering Service means our most vulnerable children and young people who require to be looked after away from home or permanent care are protected and safe
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4. **Legal Implications**  
None.
5. **Property/Assets Implications**  
None.
6. **Information Technology Implications**  
None.
7. **Equality and Human Rights Implications**  

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

**8. Health and Safety Implications**

None.

**9. Procurement Implications**

None.

**10. Risk Implications**

None.

**11. Privacy Impact**

None.

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**List of Background Papers**

None.

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**Children's Services**

*DH*

*11 January 2016*

**Author:** Dorothy Hawthorn, Head of Service Childcare and Criminal Justice, 618 6827



**THE FOSTERING PANEL**

**AND**

**THE ADOPTION PANEL**

**ANNUAL REPORT 2014/2015**



## **Foreword**

## **Introduction**

## **Context**

- Accommodated Children
- Carers Considered by the Fostering and Adoption Panels

## **Overall Service Developments**

- Panel membership
- Commitment to permanency planning
- Training
- Consultation with Service Users

## **Report on the Fostering Service**

- New Developments 2014 -2015
- Inspection
- Recruitment activity
- Preparation Groups
- New foster carers and carers deregistration
- Foster carers reviews
- Foster carers training
- Foster carers support group
- Carers consultation group
- Foster carers recognition day
- Development of fostering service -2015

## **Report on the Supported Carers Service**

- Supported carers
- Inspection
- Development of the supported carers service - 2015

## **Report on the Adoption Service**

- Inspection
- Recruitment of adoptive parents
- Adopters
- Family finding
- Scotland's Adoption Register
- Adoption Support Groups
- Development of adoption service - 2015





## Foreword

Welcome to the annual report of The Fostering Panel and The Adoption Panel. This report has been compiled by the Chair of the Panels and takes both a retrospective look at the previous year as well as looking to the future.

As at the 30<sup>th</sup> September 2015 Renfrewshire Council had 689 'Looked After' Children. Of these 218 were looked after at home, 178 were in Kinship Care arrangements. 240 are in foster care or pre-adoptive placements and 53 are in residential care placements.

A significant number of these children will be unable to return home to live with birth parents or relatives. The work of the Fostering and Adoption service is vital in ensuring that children are placed appropriately and safely and that children who require permanent placements out with their families are moved to an appropriate household at the earliest opportunity.

The Panel provides an important quality assurance role in ensuring that the work undertaken to assess children's long term care needs and the assessment of their potential carers is carried out to the highest standards. Their role is to make recommendations to the agency decision maker who ultimately approves children's permanence plans or confirms that a household can adopt or become foster carers.

In recent years the fostering service has made great progress in recruiting foster carers and we have successfully shifted the balance of placements from external to internal. On 30.9.15 there were 133 children with Renfrewshire foster carers and 92 children in external fostering agency placements. These figures demonstrate the continuing upward trend of placing children with Renfrewshire foster carers.

We have also forged strong collaborative working arrangements with the Centre for Excellence for Looked After Children (CELCIS), jointly delivering training to social work staff and agreeing to be part of the Permanence and Care Excellence pilot in 2014. This is now being rolled out across our service which will ensure a whole systems approach to permanence for children who require this.

Peter Macleod  
Director of Children's Services



## Introduction

This is the annual report of Renfrewshire Council's Fostering Panel and the Adoption Panel.

The purpose of the Panel is to consider applicants who wish to be foster carers, adopters or supported carers and to consider individual children's needs for alternative permanent carers (i.e. where the care plan for the child is that they do not return home to their birth family), this includes considering the most appropriate legal action to secure this. The Panel also consider the matching of a child with specific foster carers or adoptive carers to ensure that these are of a consistently high standard. The Panel will make a recommendation to the Agency Decision Maker.

With increasing numbers of children unable to return to their birth families activity within the fostering and adoption team continues to be high and the recruitment of foster carers and adopters continues to be a prime objective. The number of children unable to return home to live with birth families continues to increase and this is reflected in the amount of permanence planning work within the social work fieldwork teams. For many of the children involved in the permanency planning process their journey will have started with child protection procedures which resulted in them becoming accommodated.

The fostering service and the adoption service continue to be inspected by the regulatory body, the Care Inspectorate. Their most recent Inspection took place in August 2015 where all aspects of service delivery in both the Fostering and Adoption Service were assessed as Grade 5 which is very good across all domains inspected.

Included in the annual report are some of the business aspects of the panel and the types of cases considered by the Panel. It is intended that by producing an Annual report the work of the Fostering Panel and the Adoption Panel will be transparent and that this accountability will lead to improved services.

## Context

The work of the Fostering Panel and the Adoption Panel needs to be viewed in the context of the numbers of Looked After and Accommodated children.

## Accommodated and Looked After Children/Young People

As of 30<sup>th</sup> September 2015, Renfrewshire Council had 689 Looked After Children/Young People.

Independent Sector-Children - Foster Care	92
Local Authority-Children - Foster Care	133
Local Authority-Children - Houses	31
Independent Sector-Children - Residential Schools	9
Independent Sector-Children - Residential Special Needs	6
Pre-adoption	15
Independent Sector-Children - Secure School	3
Independent Sector-Children - Residential Unit	4
Children cared for by related carers	120
Children looked after by friends/relatives	58
Children looked after at home	218
<b>Total</b>	<b>689</b>

## Cases Considered by the Fostering Panel and the Adoption Panel

Below is a breakdown of the items considered by the Panels between 1.10.14 – 30.9.15

<b>Business Item</b>	<b>Number</b>	<b>Comments</b>
Child adoption plans & links	21	1 sibling group of 2 19 individual children
Approval of Renfrewshire adopters (households)	6	5 couples – domestic adopters 1 fostering family – adoption of child in their care
Review of Registration (adoption)	1	Overseas adopters
Permanent fostering plans - links and legal route		
Links	9	The 8 children/young people were linked through the Fostering and Adoption Panel to their current foster carers.  Of the 9 children/young people were the plan for permanent fostering was approved there was 1 sibling group of 2
Legal routes	9	
Approval of Renfrewshire foster carers (households)	5	
Approval of Renfrewshire Short-term foster carers to permanent foster carers	4	
Deregistration of foster carer	3	
Approval of supported carers (households)	8	
Initial review of foster carer after their 1 <sup>st</sup> year	6	
Approval of Renfrewshire respite foster carers to short term foster carer	1	
Investigations taken to Panel	3	1 resulted in de - registration 1 had registration reduced 1 continued fostering

## **Overall Service Developments**

### **Panel Membership**

We are fortunate to have had consistent and committed panel membership over the past year. Panel membership continues to reflect a good range of experience and expertise, from social work, education and health. The Panel continues to be well supported by adopter and foster carer members and elected members. The Adoption and Fostering Alliance Scotland also continue to provide an independent panel member. This new resource offers vital support, training and consultancy to practitioners following the closure of BAAF. A list of panel members can be found at the end of this report (appendix 1)

We are actively recruiting new Panel Members due to the increase in Panel business and to allow us to spread the work load over a larger amount of Panel members. In 2015 we recruited three new panel members.

In the past year training for Panel members has included an input from CELCIS to inform Panel Members of the work Renfrewshire Council has been involved in the PACE (Permanence and Care Excellence) programme.

Our medical advisers continue to offer a valuable service and support to the panel in respect of provision of information in relation to the children and adults being presented to panel.

We also have ongoing representation from Renfrewshire Councils Legal Service who provides written legal advice to the Panel in relation to adoption and permanence work, as well as attending the Panel to provide legal advice as required.

### **Commitment to permanence planning**

Between 1.10.14 and 30.9.15 Renfrewshire has progressed adoption and permanence plans for 30 children. Renfrewshire Council recognises the importance in progressing plans for children within appropriate time scales. There are a number of initiatives being implemented by senior management to support and enable social work staff involved in permanence work to undertake both the direct work with the child and family and the necessary reports. These initiatives include training for social workers and carers on issues specifically relevant to permanence and also working closely with fieldwork staff with regards to the needs of the child and planning for adoption or permanency.

The FACT (Family Assessment and Contact Team) assist with intensive parenting assessments for families who have already experienced permanence with previous children. These assessments are completed within appropriate time scales and, if permanence in care is the agreed plan for the child, Form E's are completed by the team.

Making the decision to place a child permanently out with their birth family involves a high level of assessment and scrutiny. Throughout the process checks and balances are in place to ensure the best possible outcome for the child. Permanence planning work is complex, however it is also highly rewarding when children find new families to care for them for life.

The timeframe for adoption is crucial to a child's attachment security, development and longer term stability. Recent national statistics show that the average time (for all ages) between a child becoming looked after and the decision to pursue a permanent placement is 11 months. It then takes an average of 10 months (again all ages) before a child is matched and placed with an adoptive family. Therefore there is an average period of 21 months between the child

initially being placed into Local Authority Care to being then placed with their adoptive family. The work undertaken by Renfrewshire Council with the Scottish Government and Celcis (PaCE) initiative has identified several work streams and new methodology ideas as a commitment to reducing these. The benefits of this have been evidenced at the Fostering and Adoption Panel over the year 2014 – 2015 where plans for adoption are being approved for many children under 2 years old.

## **Training**

The new post of training and development officer for the Fostering and Adoption Service has proved to be very beneficial resulting in a comprehensive training programme being developed for our foster carers. This includes a rolling training programme for newly approved foster carers as well as more specialised training for experienced trainers which is directed at developing foster carers skills and appropriate to their age range of approval (appendix 2).

To compliment this, internal joint training has taken place with foster carers and social workers covering a range of topics relevant to accommodated children who are in need of permanent placements. This includes child protection, children affected by parental substance misuse, attachment and trauma, safer caring, theraplay and permanence.

Social workers, foster carers and adopter also have the opportunity to attend external training courses. The Fostering Network has provided training to new social workers within the Fostering and Adoption Team including such training as Skills to Foster and the Role of the Supervising Social Worker. Foster carers, adopters and supervising social workers have also attended external conferences such as the role of men in Fostering

## **FOSTERING SERVICE**

As of the 30.9.15 we had 86 fostering households, this included permanent foster carers, short term foster carers and respite foster carers.

## **New developments 2014 -2015**

- Rolled out the Welcome Pack for children/young people being accommodated with a Renfrewshire Council Foster Carers. The pack consists of an information leaflet about fostering, appropriate to the child/young people age and developmental stage, information about Who Cares? And how to contact Who Cares?
- Fully implemented the foster carer newsletter
- Continuing development of the foster carers training programme.
- Created a young person in foster care forum with Who Cares? Scotland.
- Appointed a graduate intern with the brief of developing a campaign to recruit foster carers and adopters
- Review of the foster carer review paper work for the child's social workers and the children/young people in foster care to make it more appropriate and user friendly.



## **Inspection**

The Fostering service was inspected by the Care Inspectorate in August 2015. The areas that were inspected were – Quality of Care and Support; Quality of Staffing; Quality of Management and Leadership. The Fostering service was awarded grade 5 (very good) for each of these areas.

### **Recruitment activity 1.10.14 – 30.9.15**

In January 2015 we recruited a Graduate Intern to develop a campaign for recruiting foster and adoptive carers. This campaign had a particular emphasis on recruiting foster carers for older children, permanent carers and carers able to care for children with disabilities. The campaign used the new resources and a variety of media.

We have introduced an electronic facility for initial enquiries via e mail which is also responded to by our Business Support team.

All enquiries are followed up within 10 working days and those still interested after reading the pack will have an initial home visit from the team. An enquiry initial visit pro forma will also be completed at this time and the information will also be entered on the Social Work Information System.

Discussion between the visiting social worker and the senior social worker takes places to consider whether the enquirers should be invited to preparation groups. Enquirers would then be advised of the date for next preparation group.

Where there are health issues, the enquirer has a criminal conviction or has had previous involvement with social work an early medical or PVG check may be requested. Advice is sought from the Renfrewshire Fostering Panel medical adviser in relation to health issues and where enquirers have disclosed criminal convictions a report is submitted to the Head of Childcare and Criminal Justice before deciding to take the enquiry further. In some cases the enquirer may be asked to take a further period of time to consider their enquiry.

### **Preparation groups**

Between 1.10.14 – 30.9.15 we held 2 preparation groups for fostering. 10 households attended and this resulted in 5 fostering assessments being allocated.

Preparation groups run for six sessions using the Fostering Network 'Skills to Foster' materials, the material used for the preparation groups is currently being reviewed in order to make use of up to date research and our own recently developed training materials. Our social workers team are skilled at leading these groups and there is also input by the senior social workers for the last session. Two workers lead all six sessions thus providing continuity for the participants.

The groups are the start of the assessment process and an opportunity to have more in depth information and discussion about the implications of fostering; as such it is important that all enquirers attend. Experienced foster carers come along to talk to the group about their experiences.

The preparation group covers a range of topics including managing challenging behaviour, attachment issues, safer care and working with birth parents. Participants are asked to give written feedback on each of the sessions and on any issues that the discussions may have

raised for them. At the end of the six week period the workers leading the group will also complete written reports on each of the participants and their contributions over the previous weeks. They will also highlight areas of concern or where further consideration may be necessary regarding the participants suitability to proceed to the formal assessment stage.

Following the group a decision is taken as to who will be invited to make an application to be assessed as a foster carer. The participants will be visited at home and given feedback on whether or not they are invited to make an application. Some reasons for withdrawal or counselling out during the assessment process include accommodation problems, health issues and family crisis.

Within this period of time we have been assessing 2 short term fostering households for permanent fostering for 3 young people.

### **New foster carers and carer de-registrations**

In the period 1.10.14 – 30.9.15 an additional 5 short term foster carer households were registered. 4 short term fostering households were approved as permanent fostering households for a child in their care. 1 short term fostering household were approved as adopters for a specific child in their care.

3 households were deregistered during the period of the report.

Over the last few years a steady increase in the number of Renfrewshire fostering households has allowed us to be less dependent on the Independent and Voluntary foster care sector. On 30.9.15 there were 133 children/young people with Renfrewshire foster carers and 92 children/young people in external fostering agency placements. These figures demonstrate the continuing upward trend of placing children with Renfrewshire Council foster carers.

Social Workers from the fostering team visit carers on a regular basis to carry out supervision as well as performing a range of duties including ensuring health and safety checks are carried out annually. Safer caring policies are in place for each fostering household which ensure a minimum of at least two unannounced visits are out annually. Supervising Social Workers will also attending reviews, meetings and Children's Hearings with the carers. Joint visits by the child's social worker and the social worker from the fostering and adoption team takes places when a new placement is established and routinely thereafter.

### **Foster carer reviews**

New Foster carers are reviewed by the Fostering Panel at the end of their first year as foster carers. Between 1.10.14 and 30.9.15 the Fostering and Adoption Panel reviewed 5 foster carers after their first year. This is an opportunity for carers to talk about their experience and whether their expectations of the fostering task had been met. The majority of new foster carers expressed satisfaction with their first year with most remaining enthusiastic and committed. They have found the support provided by their social worker to be beneficial as well as finding the training offered informative and beneficial to the fostering task.

Experienced foster carers are also reviewed on an annual basis, by the field work managers. The foster carers provide written as well as verbal contribution to the review process, as well as written reports by their birth children. Reports by their supervising social worker, child's social worker and child are also completed for the review process.

We are currently considering introducing an additional review of our carers at the three year stage of their fostering career.

## **Foster carer training**

As part of foster carers ongoing development and training an extensive training programme is offered throughout the year for both new and experienced carers. As previously stated an induction training programme is now in place (appendix 2). Training for more experienced foster carers has included Child Protection Training, Theraplay, Trauma and Attachment etc. Foster carers are now being directed to training related to their skills and development; they are also being encouraged to make use of a training record sheet.

The social work training section continue to provide the opportunity and support for foster carers to complete an SVQ level 3 in Children's Care Learning and Development.

## **Carers Support Groups**

The carers support group has been running for over two years. The group meets monthly and through the foster carers newsletter all foster carers are encouraged to attend. Any issues are fed back to the foster carers social worker and the support group is part of the agenda for the Carers Consultation Group.

## **Consultations**

The service consults regularly with foster carers and adopters on a range of issues. All Foster Carers are invited to attend a Carers Consultation Meeting which now meets every four months. Recent discussion included issues in relation to ongoing training for carers; carers support group, carers' newsletter, foster carers vacancies, proposed changes to respite and developments in the child care services. This also provides an opportunity for foster carers to discuss any issue that has arisen for them or other carers.

Our foster carers continue to organise a monthly support group. This is an informal support group where foster carers can drop in as they wish; issues raised within the group are fed back to the fostering team via the carers supervising social worker or the foster carers consultation group

The Principal Officer invites foster carers to meet with her twice a year. Again this is a forum for foster carers to raises issues and for the Principal Officer to consult with foster carers.

Feedback from those attending the Adoption and Fostering Panel is also sought via the use of questionnaires. These are regularly reviewed by the Panel Advisor and Panel Chair.

Panel members are invited to attend annual appraisal meetings with the panel chair and panel advisor. Feedback from panel members is gathered from this meeting and ideas generated are incorporated into the business meeting agenda for consideration.

The fostering service has developed a young person's forum for children residing in foster care. They meet 6 weekly and are currently devising a young person's newsletter. This group is currently supported by Who Cares? Scotland who attend the group along with staff from the fostering and adoption service.

A leaving foster care questionnaire has been developed for children over 6 years or more who are either leaving foster care or moving on to another foster placement. The social workers for the children are responsible for gathering this information.

Prospective adopters and others who attend the Fostering and Adoption panel are given questionnaires at the end of each panel. These are sent to the Panel Advisor who collates this feedback.

The new post of Compliance and Development Officer is now involved in panel member training and development. Regular training events are currently being planned for 2016 which will include formal panel member induction

### **Children's Group (We Care Too)**

We have developed a group for foster carers birth children who meet four times each year in response to suggestions made by our foster carers. This is an activity based group where young people can meet up with other young people whose family foster to discuss what this means for them. The group is run by our fostering staff team. The group held a competition to name their group with the name chosen being 'We Care Too'.

### **Staff Development Day**

The annual staff development day to review the Service Development Plan will take place in February 2016.

### **Future Developments**

Over the next year we plan to:

- Develop a newsletter for locality teams about the work of the service
- Develop our young people in foster care forum who currently meet six weekly and support them in launching their newsletter
- Separate the fostering and adoption business of the panel to make this more efficient for panel members
- Offer weekend training to foster carers unable to attend weekly training events due to work commitments to ensure all carer's training needs are supported.
- Recruit more carers specifically for older children.
- Increase our recruitment of permanent foster carers.

### **SUPPORTED CARERS**

The Supported Carers service moved from the Throughcare service to be part of the Fostering and Adoption Service at the end of 2013.

Within the period 1.10.14 to 30.9.15 the Fostering and Adoption Panel has approved 8 fostering households as supported carers. 6 of whom were foster carers from independent agencies and 1 was a foster carer for Renfrewshire Council. We now have 17 supported carers, 10 of whom are Renfrewshire Council supported carers, 2 supported carers placements provided by other local authorities and 1 supported carer provided by an independent fostering agency.

## **Inspection**

The Supported Carers service was inspected by the Care Inspectorate in March 2014. The areas that were inspected were – Quality of Care and Support; Quality of Staffing; Quality of Management and Leadership. The Supported Carers service was awarded 4's (good) for each of these areas. The inspector recognised that, at this time, this was a new service to the Fostering and Adoption Team and still in the transition stage of development.

## **Development of the supported carers service -2015**

Over the next year we plan to:

- Develop a support group for supported carers
- Develop a training plan for support carers

## **Adoption and Permanence Service**

### **Recruitment of Adoptive Parents and Permanent Carers**

There continues to be a need for both adoptive carers and permanent foster carers for children of all ages who meet our adoption criteria (appendix 3). Nationally there is recognition that more carers are also required for sibling groups and older children.

From 1.10.14 to 30.9.15 there have been two adoption preparation groups one of which was run jointly with Inverclyde Council. A total of fourteen participants attended (13 couples and 1 single person).

Renfrewshire Council's adoption service has made good use of the Scottish Adoption Register and resulted in positive matches for our children.

We have participated in several Adoption Exchange days between 1.10.14 to 30.9.15 and have presented 11 children who are seen as hard to place for a variety of reasons. This has proven to be very successful as we have linked 6 children with adoptive families with 4 further links having been identified.

### **Adopters**

In the period between 1.10.14 to 30.9.15 seven households were recommended for approval as adopters. Also within this period four short term foster carers were approved adoptive carers for the children/young people in their care.

### **Family Finding**

During the period 1.10.14 – 30.9.15 twenty one children (1 sibling group of 2 and 19 solo children) were presented to the Adoption Panel for consideration of adoption plans and links. In all cases the Agency Decision Maker accepted the panel's recommendations to approve the plans and links.

## **Scotland's Adoption Register**

Scotland's Adoption Register is a project funded by the Scottish Government and is currently operated by register staff located in St Andrew's Adoption Agency and became operational in 2011. The Register is a computer database that collects and stores data on both children who have a plan for adoption and approved adopters throughout Scotland. The purpose of the register gathering this information is to improve the chances of finding families for children. Our Adoption Service routinely uses the register for family finding.

Renfrewshire Council work closely with Inverclyde Council and East Renfrewshire Council and meetings are held bi-monthly to look at working together in sharing resources such as planning adoption preparation groups together, linking children with each other's adopters and recruitment.

## **Adoption Support Group**

The adoption support group continues to meet four times a year. The attendance at the group varies depending on the topic being presented and particular issues that may be affecting adoptive placements. In response to feedback received from adopters these meetings now take place at weekends to maximise attendance.

For the majority of people who attend the group the main benefits are meeting other people in similar situations and hearing about strategies and tips for dealing with difficult situations. The group has also been the starting point for the development of friendships and informal supports.

## **Development of the adoption service – 2015 -2016**

Over the next year we intend to strengthen our adoption service by looking at;

- Recruitment of new adopters
- Recruitment of new Fostering and Adoption Panel Members
- Strengthen our Adoption Support by recruiting a social worker to work solely in the adoption service.
- Continue to develop work undertaken with PaCE and CELCIS to reduce length of time and ages of children whose permanence plans are presented to the Fostering and Adoption Panel
- Continued development work with our linking process using the Adoption register
- Support Adoption Exchange days and Adoption Activity Days.
- Development of post adoption support plans by offering direct support to families within one year of the child being placed by introducing an annual contact with families' post adoption.
- Continue to offer further adoption support via SAS. (Scotland Adoption Support – Barnados)



- Create a formal link and make use of Scotland's Birthlink Service to support family origin searches for children and families who have experienced adoption with Renfrewshire.

## **Conclusion**

This report has highlighted the work of the Fostering, Adoption and Supported Carers Services and the work of the Fostering panel and the Adoption panel. It is evident from the activity of the Fostering and Adoption Panels that the number of children unable to return to live with their birth families remains high within Renfrewshire.

The Fostering Service and Adoption Service been inspected by the Care Inspectorate and again received positive reports. All three services continue to use self assessment methods to identify areas for improvement and development of the services. Recommendations made by the Care Inspectorate are also acted on. Renfrewshire continues to demonstrate a strong commitment to children who require alternative families because they are unable to live with their birth families.

This report forms part of the quality control system that monitors the practice of the Panel and the quality of the work being undertaken on behalf of Renfrewshire's most vulnerable children.

As Chair of the Adoption and Fostering Panel I would like to take this opportunity to thank Panel members for their hard work and commitment to Renfrewshire's most vulnerable children. Also our Foster Carers dedication to children means that we can provide the best outcomes to them both now and in the future. We look forward to the coming year and to continuing our work with all agencies to improve the outcomes and secure the future of Renfrewshire children who require both temporary and permanent care.

Joyce Gartshore

Chairperson of the Adoption Panel and the Fostering Panel

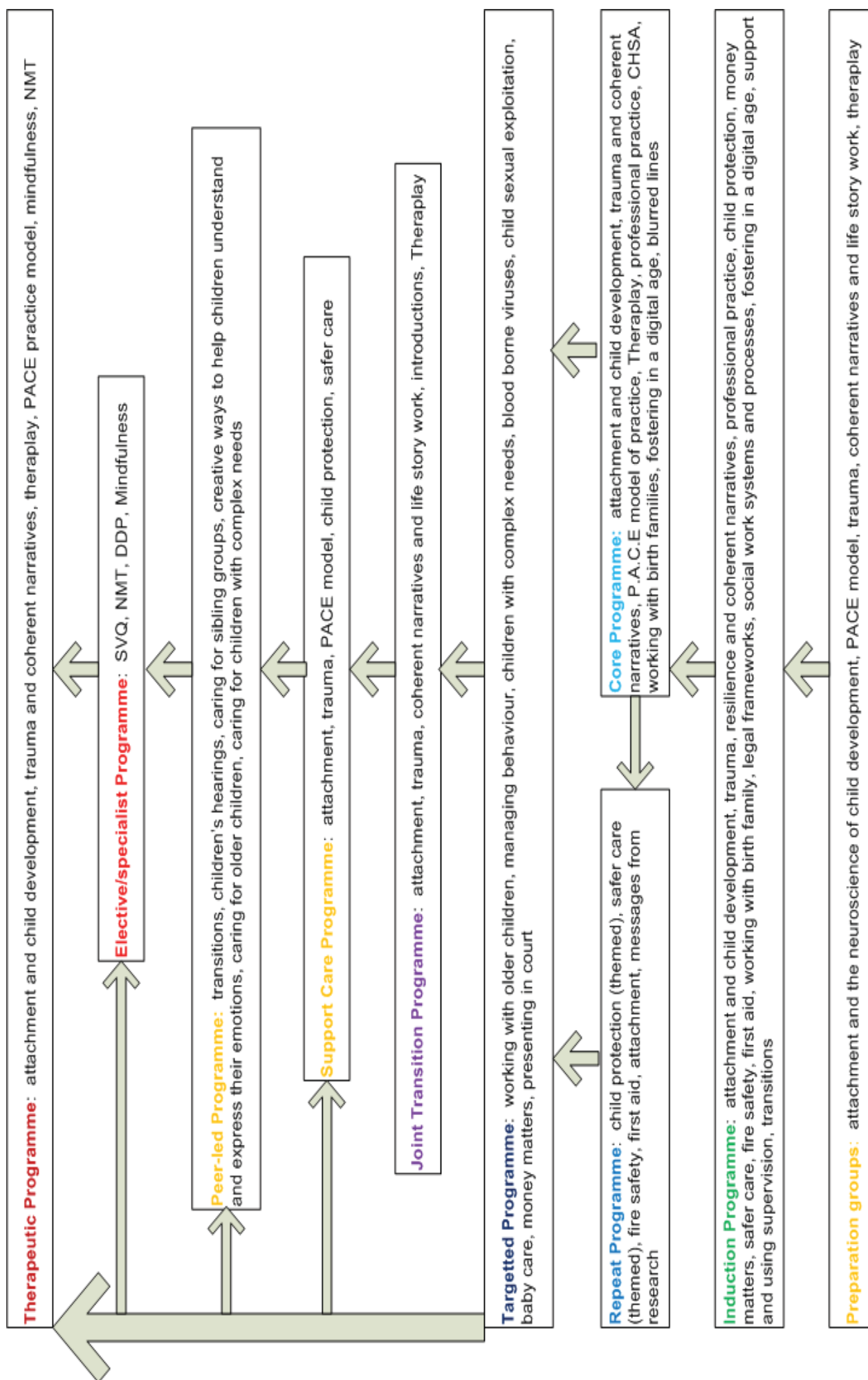


## Adoption &amp; Fostering Panel Members (appendix 1)

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Sean Doyle	Carer			
David Denholm	Independent Panel Member			
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## Appendix 2





## **Renfrewshire Council Adoption Criteria**

### **Age**

All applicants must be over 21 years of age.

### **Status**

Enquiries will be considered from couples who wish to make joint application to adopt a child.

A couple may be the same sex or unmarried. Same sex couples are not required to be in a Civil Partnership.

Joint applicants must be in an enduring family relationship.

Single applicants will also be considered.

### **Preparation Groups**

Enquiries will be required to attend preparation groups, if groups are available, prior to making a formal application. The purpose of these groups is to provide enquiries with the opportunity to learn more about the children available for adoption, their backgrounds and the genetic factors adopters may have to consider when parenting adopted children.

If preparation groups are not available other means will be considered to provide and share information with enquiries.

### **Infertility**

Prospective adopters should have completed infertility investigations at least 6 months prior to application.

### **Local Authority Health and Police Checks**

All applicants will be subject to stringent local authority health and police checks. These will extend to any other resident in the household over 16 years of age and to anyone who will have care of the child.

