

## Notice of Meeting and Agenda

### Education and Children's Services Policy Board

Date	Time	Venue
Thursday, 18 May 2023	13:00	Council Chambers (Renfrewshire), Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

MARK CONAGHAN  
Head of Corporate Governance

### Membership

Councillor Emma Rodden (Convener): Councillor Jim Paterson (Depute Convener):

Ms Mary Jane Bird: Mr Jack Nellaney: Mr Ravinder Singh: Councillor Jennifer Adam:  
Councillor Fiona Airlie-Nicolson: Provost Lorraine Cameron: Councillor Carolann Davidson:  
Councillor Audrey Doig: Councillor Edward Grady: Councillor Gillian Graham: Councillor John  
Gray: Councillor Anne Hannigan: Councillor Lisa-Marie Hughes: Councillor David McGonigle:  
Councillor Iain McMillan: Councillor Will Mylet: Councillor Iain Nicolson: Councillor Ben Smith:

### Hybrid Meeting

Please note that this meeting is scheduled to be held in the Council Chambers. However, it is a hybrid meeting and arrangements have been made for members to join the meeting remotely should they wish.

### Webcasting of Meeting

This meeting will be filmed for live or subsequent broadcast via the Council's internet site – at the start of the meeting the Convener will confirm if all or part of the meeting is being filmed. To find the webcast please navigate to

<https://renfrewshire.public-i.tv/core/portal/home>

## Items of business

### Members of the Press and Public

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

### Further Information

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

A copy of the agenda and reports for this meeting will be available for inspection prior to the meeting at the Customer Service Centre, Renfrewshire House, Cotton Street, Paisley and online at <http://renfrewshire.cmis.uk.com/renfrewshire/CouncilandBoards.aspx>  
For further information, please email [democratic-services@renfrewshire.gov.uk](mailto:democratic-services@renfrewshire.gov.uk)

### Apologies

Apologies from members.

### Declarations of Interest

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

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|----------|--|----------------|
| <b>1</b> | <b>Education Provision Dargavel</b><br>Report by the Director of Children's Services.  | <b>4 - 11</b>  |
| <b>2</b> | <b>Children's Services Service Improvement Plan 2022/23</b><br><b>Outturn Report</b><br>Report by the Director of Children's Services. | <b>12 - 47</b> |
| <b>3</b> | <b>Children's Services 2023/2026 Service Improvement Plan</b><br>Report by the Director of Children's Services.                        | <b>48 - 75</b> |
| <b>4</b> | <b>Attainment of 2021/22 School Leavers</b><br>Report by the Director of Children's Services.  | <b>76 - 91</b> |
| <b>5</b> | <b>Education Scotland Inspection of St Benedict's High School</b><br>Report by the Director of Children's Services.                    | <b>92 - 97</b> |

<b>6</b>	<b>Care Inspectorate Inspection of Renfrewshire's Adoption Service</b>	<b>98 - 108</b>
	Report by the Director of Children's Services.	
<b>7</b>	<b>Care Inspectorate Inspection of Renfrewshire's Fostering Service</b>	<b>109 - 120</b>
	Report by the Director of Children's Services.	
<b>8</b>	<b>Care Inspectorate Inspection of Renfrewshire's Supported Carers Service</b>	<b>121 - 131</b>
	Report by the Director of Children's Services.	
<b>9</b>	<b>Duty of Candour – Annual Report</b>	<b>132 - 137</b>
	Report by the Director of Children's Services.	



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

**On:** 18 May 2023

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

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**Heading:** Dargavel Education Provision

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## **1. Summary**

- 1.1. The purpose of this report is to provide a further update on education provision relating to the Dargavel housing development following a previous report to this Board in March [Dargavel Education Provision](#).
- 1.2. Members will be aware that the existing capacity at the new Dargavel Primary School is insufficient for the pupil yield now expected from the housing development and in response, agreed officers would take steps to address immediate capacity needs and progress planning for a new primary school. These decisions were informed by a robust revised roll projection exercise, which included input from a specialist data analytics company.
- 1.3. Work has progressed to ensure six new modular classrooms will be in place on the Dargavel Primary School site for the new school session beginning in August 2023. Pupils, parents and staff have been engaged in the design of the units, with pupils working with artists from the Glasgow School of Art to design the interiors and are excited to see the results of their work.
- 1.4. The new modular classrooms will create capacity for up to an additional 198 pupils (6 classrooms, 33 pupils per class), ensuring all children due to enter Primary 1 in 2023, will receive their place at the school. Based on ongoing monitoring of current admissions, class size and space requirements, demand for school places is likely to exceed the increased capacity created by the modular classrooms by August 2024. Current estimates indicate the school will be able to accommodate a Primary 1 intake of 75 pupils per year in 2024, 2025 and 2026 (if required).
- 1.5. Based on updated projections this planned P1 intake capacity of 75 pupils per year is anticipated to be insufficient to meet expected demand. As a consequence, there will be a requirement to apply the Council's Admissions Policy from August 2024.

- 1.6. Since the last Board, planning for a new school on the Dargavel site has continued with positive progress made. Following further investigation of estimated pupil roll projections, officers are recommending the delivery of a school for 800 pupils. This builds flexibility and continues to offer confidence that the new school will deliver high quality learning and teaching in a positive nurturing environment.
  - 1.7. Discussions between BAE (Dargavel landowner) and Council officers are ongoing to identify a suitable location to site a new primary school within the Dargavel masterplan development. The current position regarding these discussions is outlined within the report.
  - 1.8. Notwithstanding ongoing discussions with BAE still being subject to conclusion, a dedicated project team will progress the necessary programme to support the delivery of the new school and any additional infrastructure that might be required. This allows early preparatory work to progress immediately and be completed in advance of a new school site being agreed and secured by the Council. This approach will ensure the timescale for the delivery of a new school is as short as possible.
  - 1.9. Officers have also undertaken an analysis of future secondary school requirements, based on both the Edge Analytics projection model and considerable live data held by the council – the number of pupils already within the primary school system and expected to enter secondary.
  - 1.10. This analysis indicates Park Mains High School's capacity will need to be increased to accommodate at least an additional 400 pupils, increasing the capacity from the current 1600 figure to 2000 by building an extension. This will be continually monitored in future years.
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## **2. Recommendations**

- 2.1. In order to maintain momentum and progress whilst discussions remain ongoing with BAE, members of the Education and Children's Services Policy Board are asked to:
  - note that the six new modular classrooms continue to be expected to be in place at Dargavel Primary School for August 2023;
  - agree to set the planning figure for the new school at 800;
  - agree planning for an extension to Park Mains High School to accommodate an additional 400 pupils; and
  - note that any changes to the above planning assumptions that may be required as a result of ongoing discussions with BAE will be reported back to the ECSPB as information becomes available.

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### **3. Background**

- 3.1. In March an update on education provision relating to the Dargavel development was provided to the Education and Children's Services Policy Board.
- 3.2. That Board decision was to:
- note the outcome of the detailed external roll projection exercise;
  - note the planned application of the admissions policy;
  - agree that, at this stage, initial planning should focus on the projected roll of 1,131;
  - agree planning for an additional school, with a minimum capacity of 700 should progress immediately;
  - agree that additional options should also be developed to consider how to address potential additional capacity demands (up to the maximum planning scenario), should the current high rate of admissions continue into the future; and
  - note that a further report will come back to Board in May.
- 3.3. Since then, progress has been made on all Board decisions.
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### **4. Meeting Immediate Capacity Needs**

- 4.1. The previously agreed six new modular classrooms are on schedule to be in place for the start of the new school session in August 2023.
- 4.2. The modular units are currently being built at the contractor's facility; officers are currently working towards a date of 17 June 2023 for the contractor accessing the site, marginally ahead of original plans. In accordance with the Council's standard working procedures, officers are working with the school management team and the Contractor to ensure that any disruption to the school is mitigated, agreed in advance and documented in a Disruption Management Plan.
- 4.3. In the March Board update, officers identified a risk that capacity for all pupils within the Dargavel Primary catchment would be breached, even with the addition of the six modular classrooms, from August 2024, which is the maximum number of temporary classrooms the school site can accommodate.
- 4.4. Further analysis of new school roll projections, class size and space requirements has confirmed the expanded school will accommodate a maximum Primary 1 intake of 75 pupils in August 2024, 2025 and 2026 (if required). The new roll projection data shows that the Primary One intake in these years is likely to be significantly higher, and therefore the school will, in these circumstances, become oversubscribed.

- 4.5. To address this, the Council's Admissions Policy (appended to the report) will require to be applied. The Admissions Policy provides clear guidance on managing increased demand and options for families requiring a school place. The table below shows the agreed criteria used to allocate spaces. This policy provides a fair, transparent, and consistent process for allocating spaces.

<b>Denominational Primary Schools</b>	<b>Non-Denominational Primary Schools</b>
1. The pupil is baptised Roman Catholic.  <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>	1. <i>Not Applicable for non-denominational primary schools</i>
2. The pupil has sibling(s) in the school.  <i>If oversubscribed at this point a ballot is required.</i>	2. The pupil has sibling(s) in the school.  <i>If oversubscribed at this point a ballot is required.</i>
3. The pupil has medical reasons supported by the family doctor and a community medicine specialist, that say that the child could only be educated with difficulty in another school because of their medical condition.  <i>If oversubscribed at this point a ballot is required.</i>	3. The pupil has medical reasons supported by the family doctor and a community medicine specialist, that say that the child could only be educated with difficulty in another school because of their medical condition.  <i>If oversubscribed at this point a ballot is required.</i>
4. None of the above applies.  <i>If oversubscribed at this point a ballot is required.</i>	4. None of the above applies.  <i>If oversubscribed at this point a ballot is required.</i>

- 4.6. In line with the policy, pupils who are not allocated a space through this process will be directed to another school. For Dargavel pupils, the most appropriate alternative is Bishopton Primary, which is the nearest primary school and currently has surplus capacity. This surplus capacity will increase further over the next 2 to 3 years, as more P7 children leave the school, compared to those arriving in P1.
- 4.7. Live admissions data will become available from December 2023 and will inform the next stage in the admissions process.
- 4.8. It is anticipated that the ballot for space as described above will take place in January 2024 for August 2024 intake.

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## **5. Next Steps for Primary Provision in Dargavel**

- 5.1. In March the Board agreed initial planning for primary provision in Dargavel should focus on the projected roll of 1,131 and to progress planning for a new school to accommodate a minimum of 700 pupils.
- 5.2. The current Dargavel Primary School was built as a standard double stream school with an as-designed capacity of 434; but with the flexibility to operate to a maximum capacity, if necessary, of 530.
- 5.3. Given the nature of the Dargavel development, and the higher-than-expected level of admissions in the current school year, it is recommended building future resilience within the capacity of a new primary school.
- 5.4. After further investigation and forecasting, it is recommended a new school with capacity for 800 pupils. This will provide future flexibility and maintain high-quality learning and teaching in a positive nurturing environment. In addition, we are developing options that would enable us to increase primary capacity further, should this be required in the long-term. This is covered in Section 6 below,
- 5.5. The Council will take a flexible design approach to ensure that learning spaces are adaptable and can be repurposed for other uses and activities, should they not be required as classrooms.
- 5.6. As previously reported, the denominational catchment primary school had sufficient capacity to accommodate the projected school roll. Based on the projection data available at this time, it is evident that there is sufficient denominational provision within the area. This analysis of data supports the view that an additional denominational provision is not required.
- 5.7. Discussions with BAE, the landowner, regarding a suitably sized site for a new school within the Dargavel Masterplan are ongoing and progressing. Officers are seeking to secure arrangements that will facilitate agreement to transfer to Council ownership a site appropriately located within the masterplan development that has been remediated, has enabling infrastructure, and can be made available for development to support delivery of a new primary school and additionally secure ownership of further land adjacent to the existing school site to preserve flexibility for expansion if required in the longer term. Progress to date with BAE has principally been on establishing a shared understanding of the Council land requirements that would need to be made available based on the developed demand projections and school delivery planning. Discussion will continue in this regard as well as progressing wider discussions in relation to any adjustments within the overall masterplan that may be necessary to accommodate the land being made available for school development purposes. As outlined elsewhere in this report, it is important that officers continue to progress in parallel planning to ensure that the Council is ready to move at pace with the new school project once there is a concluded legal outcome to this ongoing discussion. Detailed planning for a catchment review will commence when confirmation of the specific school development site is confirmed.



- 5.8. In this context a corporate project team is being established with responsibility for the delivery of a new school and any additional infrastructure required for further capacity. This allows early preparatory work to be completed in advance of a new site being agreed which will support overall timescales.
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## **6. Planning for Potential Additional Primary Capacity Demands**

- 6.1. An options appraisal is underway to determine viable options should additional future capacity be required in the long-term. This includes ongoing consultation with parent groups to ensure their feedback is captured at an early stage.
- 6.2. As previously advised it is essential that if the current rate of admissions continue, the Council has a clear set of further flexible options identified to take forward in sufficient time to implement and deliver ahead of higher levels of demand (up to 1,500 primary places) emerging.
- 6.3. A range of options, in line with a continued focus on roll projections, will be presented to the ECSPB in August.
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## **7. Secondary School Provision**

- 7.1. In the March report it was highlighted that Park Mains High School continues to operate well, with modular classrooms due to be installed during the next school year to provide some extra flexibility for the school. The existing building was designed to be extended if ever needed, and there is space in the school grounds to accommodate this.
- 7.2. Officers have also used Edge Analytics to model possible future options for the Park Mains catchment. The Edge model has provided for a maximum possible 10 year projection of 2134 by 2033, however this figure should be treated with caution as it is based on an overestimated S1 intake in August 23.
- 7.3. In contrast to projecting pupil rolls for primary schools, projecting secondary school provision benefits from having several years of live future pupil data of those already in the school system at primary school. The Council also have access to other useful data sets like primary to secondary transfer rates and senior school leaver rates.
- 7.4. Using primary and secondary roll projection data provided by Edge Analytics (including the long-term impact of the Dargavel Development) and existing pupil roll information across the catchment area including an element of additionality for those secondary age pupils moving into the area, the Council is able to estimate a school capacity for Park Mains of 1900 by 2030, 309 above the current capacity.
- 7.5. Based on this analysis, it is recommended to base the planning for future education provision at Park Mains based on the 1900 figure, which is itself based on actual pupil data, with an in-built element of contingency of plus 100, giving a planning figure of 2000 – an increase in school capacity of 409.

- 7.6. It is recommended that planning for an extension to accommodate a further 400 pupils begins immediately, and that figures are continually monitored and projections regularly reviewed to take account of any changes in patterns of behaviour which may have an impact on that planning figure.
- 7.7. In addition, to ensure long-term capacity, the council will be required to closely monitor emerging demand and capacity at both primary and secondary stages to ensure up-to-date information is used to inform future planning into the mid 2030s and beyond to ensure that there is sufficient time to plan, implement and deliver any further interventions should higher levels of demand emerge.

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## **Implications of this report**

### **1. Financial**

Indicative capital costs have been produced based on metrics utilised in the Learning Estate Investment Programme and include appropriate allowances as necessary. These costs, as well as programmes, will be further developed taking cognisance of geotechnical, topographical and infrastructure information as site surveys are progressed; and as design considerations develop. These estimates are subject to further construction cost inflation volatility in the period up to where a contractor is appointed.

Dargavel PS – New (800 pupil)	£42-45,000,000
Park Mains HS (400 pupil extension)	£27-30,000,000

As previously advised the financial implications of the new build primary school and the extension to Park Mains HS will require to be incorporated into the Council's capital and revenue financial plans as the scale of works and proposed design develops. The planning terms for the Dargavel development include a requirement for the developer to make a capital contribution towards the costs of increased infrastructure for secondary education. The actual contribution will be subject to further discussion between the Council and the developer. It is likely in the absence of any other external capital funding being secured that the Council will require to fund the remaining capital costs through prudential borrowing. Based on the upper end of the range of capital costs outlined above, annual borrowing costs would be in the region of £4 million.

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

None.

### **3. Community Planning**

None.

### **4. Legal**

None.

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

The projects will facilitate delivery of an energy efficient extension of Park Mains HS as well as a new, energy efficient Primary School.

### **6. Information Technology**

None.

**7. Equality and Human Rights**

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

**8. Health and Safety**

None.

**9. Procurement**

None.

**10. Risk**

None.

**11. Privacy Impact**

None.

**12. Cosla Policy Position**

None.

**13. Climate Risk**

None.

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**List of Background Papers**

- (a) Background Paper  
None

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**Children's Services**

JC/KO

11 May 2023

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# **RENFREWSHIRE COUNCIL**

## **Admissions to Schools and Placing Request Policy**

August 2022

## **1. BACKGROUND**

- 1.1 Catchment areas
- 1.2 Associated schools
- 1.3 Denominational/non-denominational schools
- 1.4 Applying for a school place
- 1.5 Choice of school
- 1.6 Reserved places
- 1.7 Additional Support Needs schools / units.

## **2. THE APPLICATION PROCEDURE**

- 2.1 Age for commencement of primary education
- 2.2 Deferred entry
- 2.3 Early commencement of primary education
- 2.4 Applying for a P1 school place during the normal catchment registration round
- 2.5 Transferring from P7 to S1 during the normal catchment transfer round
- 2.6 Applying for a school place outwith the normal catchment rounds
- 2.7 Change of circumstances
- 2.8 Applying for a catchment school place before being resident within the school's delineated catchment area
- 2.9 Applying for a placing request
- 2.10 Information for all requests

## **3 THE DECISION MAKING PROCEDURE / OVER SUBSCRIPTION**

- 3.1 Processing applications for places in schools and the decision process
- 3.2 Allocation of catchment spaces for Primary 1
- 3.3 Allocation of catchment spaces for Primary 7 Transfer to Secondary 1
- 3.4 Allocation of catchment spaces outwith start of academic year / other stages / change of denomination
- 3.5 Allocation of placing requests

## **4 APPEALING A DECISION**

- 4.1 Catchment
- 4.2 Placing request

## **5 RE-DIRECTION**

- 5.1 The process
- 5.2 Returning to a catchment school after being redirected

## **6 TRANSPORT**

- 6.1 Transport provision
- 6.2 Redirected children provision

## **7 SUBMISSION OF INFORMATION**

### **APPENDICES**

- Appendix A - Form: "Sending Your Child to School" Information Pack
- Appendix B - Reservation of Places in Schools Policy
- Appendix C - Catchment Allocations Policy for Primary Schools
- Appendix D - Catchment Allocations Policy for Secondary Schools
- Appendix E - Placing Request Allocations Policy
- Appendix F - Ballot Process Policy
- Appendix G - Form: Renfrewshire Schools (Secondaries and Associated Primaries)
- Appendix H - Form: School Registration
- Appendix I - Form: Request to Remain Notification Letter
- Appendix J - Form: Information For Parents—Transfer from Primary to Secondary

Forms A,G,H,I and J - may be subject to change depending on administrative / future requirements to gather / process information.

Any changes to Appendices B,C,D,E and F would require board approval.

## **1. Background**

### **1.1 Catchment areas**

- 1.1.1 The geographical area of Renfrewshire Council is divided into delineated catchment areas for primary and secondary schools. Each school is either non-denominational or denominational (Roman Catholic).
- 1.1.2 The arrangements described in this document do not apply to Gaelic education, there are separate arrangements for this provision of education.
- 1.1.3 Each residential property which is located within Renfrewshire Council has a 'catchment' denominational and non-denominational primary and secondary school assigned to it. This is determined by the geographical location of the property and each school's delineated catchment area in which the property is located.
- 1.1.4 Although the Council aims to provide enough places for all children at the preferred catchment primary and secondary school, living within the delineated catchment area of a school does not guarantee a child a place at a catchment school.
- 1.1.5 The Council's website [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk) "Find My Nearest ...", provides details on the catchment schools applicable to home addresses. You can also view a map (graphical representation) of a school's delineated catchment area. If there is any doubt regarding the catchment schools for a particular property, Children's Services can advise.
- 1.1.6 In the situation where there is an agreement for shared custody of a child where a child lives with a different parent/carer regularly at a different property, the local catchment school is defined by Children's Services as the residence of the parent/carer who receives Child Benefit for said child. Recent documentary evidence of receipt of Child Benefit or equivalent paperwork may be required to be submitted. Only for exceptional circumstances may alternative documentation be considered by headquarters.

### **1.2 Associated schools**

- 1.2.1 Each primary school is associated with a number of other primary schools to a secondary school. The catchment area of the secondary school is generally made up of the catchment areas of the associated primary schools. There are 8 non-denominational clusters of associated schools and 3 denominational clusters of associated schools in Renfrewshire.
- 1.2.2 The exception to 1.2.1 above is St Catherine's Primary School whose delineated catchment area overlaps that of Trinity High School and St Andrew's Academy. St Catherine's Primary School works collaboratively with both schools.
- 1.2.3 It is assumed that for Renfrewshire parents/carers, the secondary school place that their child will transfer to is their home address catchment secondary school, of the same denomination as the primary school their child

already attends. The secondary school is deemed their designated local secondary school.

### **1.3 Denominational/Non-denominational schools**

- 1.3.1 Any Renfrewshire parent/carer has the choice of requesting a place in either of their catchment schools, on first entry to education provided by Renfrewshire Council or as part of the transition from primary to secondary school.
- 1.3.2 Parents/carers of children who are baptised Roman Catholic, and who want their child to apply for a place in a denominational school, should inform the school/Council and provide evidence in the form of their child's Roman Catholic Baptismal Certificate at the time of application. The Council aims to provide enough places for all baptised Roman Catholic children to attend their catchment denominational school.

Only in exceptional circumstances will other documentation be considered e.g. asylum seeker with no access to original documents.

- 1.3.3 Parents/carers of children who are not baptised Roman Catholic, and who want their child to apply for a place in a denominational school, can also make a request.

### **1.4 Applying for a school place**

Applications for a place in a **catchment** mainstream primary or secondary school can be made by Renfrewshire parents/carers for their child:

- for initial commencement of education at the beginning of the primary 1 year stage, or
- at any stage when becoming resident within the school's delineated catchment area, or
- when, as a result of being educated elsewhere (e.g. home schooling or private education), they have never attended a Renfrewshire Council educational establishment, but are now returning to the public education system, or
- at time of transition from primary to secondary education.

### **1.5 Choice of school**

- 1.5.1 Information on all Renfrewshire's educational establishments is available via the Council's website. All of Renfrewshire's schools have their own website where you will find a wide variety of information specific to each school.
- 1.5.2 Requests for catchment placements should be made in line with the application procedures detailed within Section 2.
- 1.5.3. Parents/carers have the right to make a placing request for their child or children to be educated in a school other than their catchment school. The Council must grant placing requests unless there is a legal reason not to.



Please refer to “Sending Your Child to School” information pack (Appendix A) for further details. No decisions will be made for requests for the start of a new academic session, before 15 March in any given year.

## **1.6 Reserved places**

The Council is entitled to reserve a reasonable number of places for children moving into each school's delineated catchment area up to and during the following academic year. Please refer to Reservation of Places In Schools Policy (Appendix B) for further details.

## **1.7 Additional Support Needs schools / units.**

Placement at an Additional Support Needs (ASN) School or specialist unit will be considered outwith this policy by Children's Services where:

- it is in the best interests of the child;
- the needs of the child have been assessed and recorded in their wellbeing plan; and
- there has been discussion with the Children's Services Inclusion Officer and a decision taken at the Education Support and Resource Group (ESRG).

## **2. THE APPLICATION PROCEDURE**

### **2.1 Age for commencement of primary education**

2.1.1 Enrolment to the primary one year stage at Renfrewshire schools takes place once a year at the start of the new session in August. Children who reach the age of five years between 1 March of that year and the last day of February of the following year are expected to apply for a place in a catchment school. For example, children turning 5 between 1 March 2020 and 28 February 2021 will be eligible to apply for a school place for August 2020.

2.1.2 If your child has already been in education elsewhere i.e. from another country / region and you are now requesting placement in a Renfrewshire school, the child's date of birth will determine the year stage they should be placed in.

### **2.2 Deferred entry**

2.2.1 If a child reaches the age of five during January or February (after the August in which they are supposed to commence their primary education), parents/carers may choose to defer entry until the following academic year. A fully funded nursery place will be available for such children.

2.2.2 If a child reaches the age of five between the start of the new academic session in August and the end of December, parents/carers may also choose to defer entry for a year however, a funded nursery place will not automatically be provided.

- 2.2.3 If a parent/carer intends to defer commencement of their child's primary education, they should still apply to register their child in the appropriate catchment primary school and advise the head teacher of their intention to defer entry. The appropriate paperwork will then be completed and returned to Children's Services for processing.
- 2.2.4 Should your child's deferred entry be confirmed, it will be assumed that you will not require the P1 place for the commencement of the academic year for which the deferral was submitted; should you change your mind on deferring your child before the start of the academic year, there is no guarantee that a place will be available in your preferred catchment school.
- 2.2.5 If you defer your child's entry to primary education, you are required to apply for a place in your preferred catchment school in November of the deferral year in order to be considered for a P1 place commencing the next academic year in August. This application will be treated as a new application to register your child and will be treated equally along with all other applications submitted.
- 2.2.6 If at any other stage outwith Primary 1 placement, you wish to defer your child's progression to the next stage of their educational journey, you will be required to discuss this with their current school. It should be noted that a request to delay entry once education has commenced, is not normal practice. An assessment of the child may require to be carried out and the decision on placement will be determined by the Council.

## **2.3 Early commencement of primary education**

The Council does not have to educate children who are not of school age. Parents/carers may wish to make a request for early entry to school for a child whose fifth birthday falls after the last day in February. Requests for early entry to school should be made directly to Children's Services headquarters.

## **2.4 Applying for a P1 school place during the normal catchment registration round**

- 2.4.1 Applications for P1 places commencing at the beginning of the academic year in August should be made in person at a specified location during school registration days which take place in November.

Applications submitted after school registration days should be made to the catchment school of your choice until the end of the academic year prior to which your child will begin primary education. However it is advisable where possible to make your application during school registration days as this provides you with the optimum chance of securing a place in your preferred school. Delay in registering may result in a place not being available.

- 2.4.2 The exact dates for school registration days will be published annually from around the beginning of September onwards, and will be visible before the

commencement of school registration days on the Council's website as well as in the local published press.

- 2.4.3 Parents/carers must provide satisfactory documentary evidence of the age of their child and that their family reside within the catchment area of the school. This evidence includes:

No.	Document	Verification Purpose
1	Child's full Birth Certificate	Required to verify child's date of birth for allocation of correct year stage.  A copy will be held for verification of who has parental rights.
2	Most recent Council Tax Notice or if not currently resident in the property either a concluded missive or a signed and witnessed tenancy agreement/lease.	Required to verify that home address is within catchment area of the requested school.  We will check the information provided with other Council departments and our audit colleagues and this may include visiting your home to confirm residence. We may also check your address again prior to a school term commencing and if we suspect fraud we may rescind your place and could refer the matter to the Procurator Fiscal.
3	Child Benefit Statement. In the event that a Child Benefit Statement is not available, a Driving Licence or a Bank Statement/utility bill showing transactions over the most recent 3 months and the applicant's address may be accepted. <b>Or</b> If appropriate to current circumstances - Court Order / Looked After Child / Foster Carer document(s).	Required to verify address of parent with whom the child is living with.
4	Roman Catholic Baptismal Certificate (if applicable)	Required to verify baptismal status which may be required for prioritisation purposes, only where a denominational school is oversubscribed.

The list above is not exhaustive and the Council retains the right to ask for further information when proof of residency is not satisfied.

- 2.4.4 In the situation where there is an agreement for shared custody of a child where a child lives with a different parent/carer regularly at a different property, the local catchment school is defined by Children's Services as the residence of the parent/carer who receives Child Benefit for said child. Recent documentary evidence of receipt of Child Benefit or equivalent paperwork may be required to be submitted. Only for exceptional circumstances may alternative documentation be considered by headquarters.
- 2.4.5 Parents/carers who intend to make a placing request for a non-catchment school should in the first instance apply for a place in their catchment school, and also inform the head teacher of their intention to submit a placing request. This is required to ensure there is a catchment place allocated in the event a placing request cannot be granted.
- 2.4.6 A placing request must be submitted for children to attend a primary school for which they do not reside within the delineated catchment area of. Please refer to "Sending Your Child to School" information pack (Appendix A) for further details.
- 2.4.7 In the event that the number of applications from catchment pupils is greater than the number of places available at that stage in the catchment school, the allocations process is detailed in Section 3. Priority is given to catchment pupils in the first instance, thereafter placing requests may be considered.
- 2.4.8 Following catchment allocations, if there are any further spaces available these will be allocated to placing requests in line with Placing Request Allocations Policy, please refer to Section 3.5.

## **2.5 Transferring from Primary 7 to S1 during the normal catchment transfer round**

- 2.5.1 As part of the P7-S1 transition programme, all parents/carers of children in P7 who attend a Renfrewshire primary school will be advised of the designated catchment school allocated, based on the pupil's home address and denomination of primary school currently attended.

Evidence of residency may be requested by schools or Children's Services at any time, as part of the above allocations.

Pupils who attend a Renfrewshire school from outwith the authority will require to contact their own local authority or if they wish to attend a Renfrewshire secondary school, make a placing request application for consideration.

- 2.5.2 In the situation where there is an agreement for shared custody of a child where a child lives with a different parent/carer regularly at a different property, the local catchment school is defined by Children's Services as the residence of the parent/carer who receives Child Benefit for said child. Recent documentary evidence of receipt of Child Benefit or equivalent

paperwork may be required to be submitted. Only for exceptional circumstances may alternative documentation be considered by headquarters.

- 2.5.3 At the time of being advised of the designated allocated school, parent/carers can make a request if they wish to attend the alternative catchment school for their area. They can also make a placing request application for a non-catchment school.
- 2.5.4 Renfrewshire parents/carers with children residing in the authority and not being educated in a Renfrewshire Council primary school, but who wish for their child to attend a Renfrewshire secondary school from the commencement of the S1 year stage, will require to contact Children's Services before the end of October to apply for a place in the following academic session. Failure to do so may result in a place not being available.
- 2.5.5 In the event that the number of applications from catchment pupils is greater than the number of places available at that stage in the catchment school, the allocations process is detailed in Section 3. Priority is given to catchment pupils in the first instance, thereafter placing requests may be considered.
- 2.5.6 Following catchment allocations, if there are any further spaces available these will be allocated to placing requests in line with Placing Request Allocations Policy, please refer to Section 3.5.

## **2.6 Applying for a school place outwith the normal catchment rounds**

- 2.6.1 Applications for a catchment place to commence at any point during the academic year outwith the normal catchment rounds should be made by a parent/carer directly to the preferred catchment school.

Where places are available the school will agree a date and time for the parent/carer to complete a registration application and to provide the required appropriate documentary evidence as described in paragraph 2.4.3.

Applicants may find that the school is already full at the year stage requested. In this situation parents/carers will be asked to contact Children's Services to discuss options for redirecting their child to an alternative establishment. We will do our best to meet requests, please refer to Sections 5 and 6.2 for further details on re-direction.

- 2.6.2 Any application for a catchment school place being submitted during a school holiday should be directed to Children's Services. The department will arrange for you to make your submission at Children's Services headquarters by prior arrangement; documentary evidence, as per paragraph 2.4.3, will be required to be provided at this point. Children's Services will pass your application to the school on their return from the holiday period.

## **2.7 Change of circumstances**

- 2.7.1 Allocations cannot be confirmed until all required documentary evidence has been received in full. If a child's location of residency changes after submission of a request for a catchment school, the parent/carer should inform the school immediately or, if during a school holiday, Children's Services. The Council reserves the right to refuse a place in any of its educational establishments when it is not satisfied that a request meets the required criteria for a place.
- 2.7.2 If you are or become a resident within the catchment area of the school which your child attends, and at a later date move out of the catchment area. You are deemed to be a "request to remain" (Appendix I). Technically you are now considered to be a placing request within the school, but without the requirement to fill out a placing request form. Continuation within the primary school does not automatically guarantee placement at the associated secondary school.
- 2.7.3 Where the new family residence is outwith the delineated catchment area of the school applied for but remains within Renfrewshire Council:
- and the parent/carer has not yet been sent confirmation of a registered place being granted or the new academic session has not started, the registration application will be rescinded and a new application will require to be submitted for the new catchment school as appropriate.
  - and a registered place has been confirmed at the school initially applied for however, you wish to make a registration application for your new catchment school, you will be required to inform the school you no longer require this place and make an application for the new catchment school as soon as possible.
- 2.7.4 If the location of the new residence is outwith Renfrewshire Council:
- and the parent/carer has not yet been sent confirmation of a registered place being granted or the new academic session has not started, the registration application will be rescinded and the parent/carer will be required to apply for a catchment place to the appropriate local authority where the new residence is located as soon as possible. If placement is still required at a Renfrewshire school a placing request will require to be made.
  - and a registered place has been confirmed at the school initially applied for however, you wish to make a registration application for your new catchment school. You will be required to inform the school you no longer require this place and make an application for a catchment place to the appropriate local authority where the new residence is located.
- 2.7.5 In all cases a request to remain, will be considered by the school where a child no longer resides within the delineated catchment area of the school they attend and they wish to remain registered or enrolled there (Appendix I).

## **2.8 Applying for a catchment school place before being resident within the school's delineated catchment area**

- 2.8.1 Applications for catchment school places prior to becoming resident within the school's delineated catchment area should be made no more than 4 weeks in advance of taking up residency. If you attempt to make an application more than 4 weeks in advance of becoming resident within the school's delineated catchment area, you will be advised that you must reapply when your date of residency is no further than 4 weeks in the future.
- 2.8.2 On applying for a catchment place in advance of residency, satisfactory documentary evidence of future residency must be supplied; only on providing satisfactory documentary evidence will a catchment place (if available) be temporarily held (for a maximum of 4 weeks). On becoming resident within the school's delineated catchment area you must provide further documentary evidence confirming your residency; your child will not be able to enrol at a catchment school until evidence of residency is provided.
- 2.8.3 If after 4 weeks you fail to provide further documentary evidence of your residency within the school's delineated catchment area, the place will be released and made available or offered to other catchment applicants who satisfy the criteria. Should you make a further request for a future catchment place it will be placed at the end of the list of any "live" applications i.e. those already recorded for a place commencing 4 weeks or less in the future.

## **2.9 Applying for a placing request**

Parents/carers who do not reside within the delineated catchment area of a Renfrewshire school are required to submit a placing request in order for their child to be considered for a place. Please refer to "Sending Your Child to School" information pack (Appendix A) for further details.

A placing request can be submitted at any time, however for the start of an academic session it is required that forms are submitted by the 15 March prior to August intake to allow the application to be included in the first round of allocations. No decisions will be made for requests for the start of a new academic session, before 15 March in any given year. Requests received after this date will be considered on an individual basis.

Placing requests will only be considered where there are sufficient spaces, after catchment allocations have been made.

## **2.10 Information for all requests**

Requests for documentary evidence is required to be produced the applicant will be given 4 weeks to produce original copies.

Requests for places received during school holidays, will be processed on a school's return as soon as possible; every endeavour will be made to target the first day pupils start the new academic year.

### **3 THE DECISION MAKING PROCEDURE / OVER SUBSCRIPTION**

#### **3.1 Processing applications for places in schools and the decision process**

This section considers the timeline of when applications are received, when they are processed and when parents/carers will be advised. The overwhelming majority of applications for places are requested for the commencement of an academic year in August. For clarity, catchment allocations (3.2, 3.3 and 3.4) are considered and prioritised before any placing request applications (3.5).

#### **3.2 Allocation of catchment spaces for Primary 1**

Enrolment for P1 placements following registration of pupils in November will be processed firstly for catchment allocations and thereafter for placing request applications. The normal round of catchment allocations will be decided by the end of January, prior to August intake.

In the case where the number of applications for a place in a catchment school is less than the number of places available all applications will be granted.

Should a school be oversubscribed by catchment applications priorities for catchment allocations will be adhered to, as per Appendix C.

It should be noted that the later applications are received and so processed for places to commence for the new academic year in August, will inevitably mean that there will be a reduction in the availability of places remaining. It is strongly advised that parents/carers apply to register as early as possible with complete and satisfactory documentary evidence to help gain a place for their child in the school of their choice.

Places will only be confirmed once all the required evidence as detailed in Section 2.4.3 above is provided and the Council is satisfied with proof of residency for the applied school's catchment area. Parents/carers should be mindful of this and seek to conclude any outstanding information as soon as possible to secure a place for their child.

#### **3.3 Allocation of Catchment spaces for Primary 7 Transfer to Secondary 1**

Transfer from Primary to Secondary catchment decisions as part of the normal transfer round, will consist of parents being notified if living in Renfrewshire and attending a Renfrewshire school, by the end of October, prior to August intake, of the school designated for their child. The process if they do not wish to accept this placement and options available will be explained. If we do not hear from parents, the assumption is made that the place offered will be taken.

In the case where the number of applications for a place in a catchment school is less than the number of places available all applications will be granted.



Should a school be oversubscribed by catchment applications priorities for catchment allocations will be adhered to, as per Appendix D. The normal round of catchment allocations will be decided by the end of November, prior to August intake.

It should be noted that the later applications are received and so processed for places to commence for the new academic year in August, will inevitably mean that there will be a reduction in the availability of places remaining. It is strongly advised that parents/carers notify us of their request for alternative placement as early as possible with complete and satisfactory documentary evidence to help gain a place for their child in the school of their choice.

Requests may be made for documentary evidence in relation to home address and baptismal certification. Places will only be confirmed once all the evidence is provided and the Council is satisfied with proof of residency for the applied school's catchment area and if applicable baptismal certification. Parents/carers should be mindful of this and seek to conclude any outstanding information as soon as possible to help gain a place for their child.

### **3.4 Allocation of Catchment Spaces outwith start of academic year / other stage / change of denomination.**

If you have moved house within Renfrewshire and changed catchment areas or moved into Renfrewshire from outwith the authority you are required to liaise with the appropriate catchment school. Applications to register for a catchment place to start at times other than commencement of the new academic year in August, i.e. outwith the normal allocation rounds, are processed directly with the schools.

In considering these applications, the date and time the application is received is used to determine the order they are processed. Those received earliest are processed first.

In the case where the number of applications for a place in a catchment school is less than the number of places available all applications will be granted.

Where there are no catchment spaces available, the parent will be asked to contact Children's Services to discuss options for redirecting their child to an alternative establishment. We will do our best to meet requests and provide support with transport where appropriate. Please see Sections 5 and 6 for further details on re-direction.

### **3.5 Allocation of Placing Requests**

Where a pupil does not wish to attend either the denominational or non-denominational school for their catchment area they are required to make a placing request.

Where a child is currently attending a Renfrewshire school and wishes to change denomination of school they currently attend they are required to make a placing request. This does not apply to P7 transfer catchment allocation rounds, parents will be advised of how to submit such a request in writing at the time of transfer.

Once catchment allocations are agreed, any remaining places will be allocated to placing requests in both primary and secondary sectors. For placing requests received by the 15 March, parents/carers will be advised by 30 April of the status of their child's application. No decisions will be made for requests for the start of a new academic session, before 15 March in any given year.

Placing request applications for places received after the 15 March will be provided with a decision within 2 months of submission of their application.

It should be noted that the later applications are received, and so processed for places to commence for the new academic year in August, will inevitably mean that there will be a reduction in the availability of places remaining. It is strongly advised that parents/carers apply as early as possible.

It should be noted that for normal round of placing request applications for the start of a new school session, decisions cannot be made until the 15<sup>th</sup> of March at the earliest prior to the August intake. This is a requirement by law and as such may cause delays in attendance at induction days.

Should a school be oversubscribed catchment requests are given first priority, thereafter placing request applications are considered. Priorities for placing request allocations policy will be adhered to, as per Appendix E.

## **4 APPEALING A DECISION**

### **4.1 Catchment**

- 4.1.1 The Council appreciates that parents/carers may be very disappointed that their child cannot go to the school they desire because the year stage at the school is full.
- 4.1.2 There is no formal appeal process for catchment allocations. Section 28B of the Education (Scotland) Act 1980 obliges local authorities to make provisions for admission to school and priorities for admissions and placing requests. If a school is oversubscribed it may use admissions criteria. The Council's admissions policy for catchment allocations are attached as Appendices C and D.

Where there are not enough spaces to grant all catchment requests the admissions policy will be adhered to and where appropriate ballots carried out in line with ballot policy (Appendix F), there is no right of appeal to catchment decisions.

Following any ballot names will be held on a waiting list for any future allocations, people requesting placement after initial decisions have been made will be added to the end of the waiting list regardless of catchment priority banding.

## **4.2 Placing Requests**

- 4.2.1 If a request is refused a parent may refer the decision to an appeal committee. They can make an appeal to the Education Appeal Committee, regarding the outcome of the placing request process, in relation to their application.
- 4.2.2 A parent can make as many placing requests in a year as they wish, but they are only entitled to appeal one. Please refer to “Sending Your Child to School” information pack (Appendix A) for further details on making a placing request appeal.

## **4 REDIRECTION**

### **5.1 The process**

- 5.1.1 In negotiation with parents/carers, redirected children will attend an appropriate alternative establishment until a place becomes available in their preferred catchment school following the decision making process in Section 3.
- 5.1.2 As places become available in the allocated catchment school these will be offered to parents/carers of redirected children in the order in which the applications for a place in the school were received.

### **5.2 Returning to a catchment school after being redirected**

- 5.2.1 When places in the allocated catchment school become available, parents/carers may instead wish for their child to remain in their redirected school and not return to their allocated catchment school. In such situations, the child will no longer be regarded as a redirected child and will be removed from the redirected list. Further information is available in Section 6.2 in relation to transport provision.

## **6 TRANSPORT**

### **6.1 Transport provision**

- 6.1.1 Further information on meeting the criteria for free transport is available via the Council’s website “Home to School Transport Policy”.
- 6.1.2 Ordinarily, we will not provide support with transport to schools outwith Renfrewshire Council.

- 6.1.3 Pupils admitted to a school by way of a placing request will not be entitled to transport.

## **6.2 Redirected children provision**

- 6.2.1 Where a child has been redirected to a non-catchment school, the cost of transport may be met by the Council if the free home to school transport criteria has been met.
- 6.2.2 If the family of a redirected child chooses to keep their child in the redirected school when a place in an appropriate catchment school becomes available, travelling costs will no longer be met by the Council. Parents will have 4 weeks from the date of notification to make alternative arrangements before transport is withdrawn.

## **7 Submission of information**

- 7.1.1 The information provided as part of an application for catchment place or placing request must be full and correct in every respect to the best of the parent's/carer's knowledge. Renfrewshire Council will conduct checks to establish the accuracy of information supplied.
- 7.1.2 From the point of applying for a school place (catchment or placing request), there will be ongoing investigations and scrutiny of children's entitlement to attend, at any point, a school in respect of their residence; this will continue after school enrolment. The Council will use all means available to it in order to investigate suspicions or allegations of fraud, including but not limited to, surveillance in cases where it is necessary and proportionate to do so. At any point, if there are any concerns regarding a child's entitlement to a place, Children's Services will seek documentary evidence to validate a child's entitlement to a place in a school.
- 7.1.3 A child's parent/carer is responsible for advising the school attended or Children's Services that they no longer reside within the school's delineated catchment area. Where parents request that they wish their child to remain in school, entitlement for Request to Remain will be considered. Where it is found that a child is no longer entitled to a place in a school (whether that be before or after school enrolment) since they no longer reside in a property in the delineated catchment area associated with the school, and a request to remain has not been approved, the Council will seek to exclude that child from the school in question.
- 7.1.4 Any attempts to obtain a place by deception may result in the rescinding of the parent's/carer's request for their child's place in a school and the matter being passed to our Legal Department / Procurator Fiscal's office for consideration of criminal proceedings.

# Sending your child to school



# Sending your child to school

## General information

Within Renfrewshire there are a number of primary and secondary schools. To get information on schools, you can contact your catchment school or:

Renfrewshire Council  
Children's Services  
Renfrewshire House  
Cotton Street  
Paisley PA1 1LQ

Phone number: 0300 300 0170

E-mail: [cssupport@renfrewshire.gov.uk](mailto:cssupport@renfrewshire.gov.uk)

There is also information on our website at  
[www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk)

## Denominational and non-denominational schools

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Normally, your child will go to the catchment primary or secondary school for their area. Further information on placement allocations is available within our Admissions to Schools and Placing Request Policy.

You must register your child either at the catchment denominational school or at the non-denominational school for your area. In most parts of Renfrewshire there are Roman Catholic schools (denominational).

**Please note: You can register at only one school.**

## Additional support needs

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If you are a Renfrewshire resident and you are making a placing request for an independent additional support needs school, you are advised to discuss this with the Education Manager with responsibility for ASN in Children's Services before submitting the application form. You can use the contact details above.

## Entry age

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Your child will be admitted to school in August if their fifth birthday falls between 1 March of that same year and the last day of February of the following year. You can, however, ask for your child to start school early if their fifth birthday falls after the last day of February.

A separate leaflet and application for Early Entry, is available from [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk) or by telephoning 0300 300 0170.

## Registering your child for primary education

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Entry to primary schools is on a once-a-year basis at the start of the new session in August each year. Registration takes place in November. You will need your child's original birth certificate and proof of residence, to register them for school. Adverts appear in nurseries, schools and newspapers in early October providing details on how to register your child. You can register your child at only one school, either the denominational or non-denominational school in your catchment area. Delay in registering may result in a place not being available. If you are unsure which school you should register at, please call 0300 300 0170 for advice.

## Moving into Renfrewshire

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If you are moving into Renfrewshire and your child has already been to a school elsewhere, you should contact your new catchment school with proof that you now live in the area. Parents/carers must provide satisfactory documentary evidence of the age of their child and that their family reside within the catchment area of the school. This evidence includes:

1. Child's full Birth Certificate
  2. Most recent Council Tax Notice or if not currently resident in the property either a concluded missive or a signed and witnessed tenancy agreement/lease. We will check the information provided with other Council departments and our audit colleagues, this may include visiting your home to confirm residence. We may also check your address again prior to a school term commencing and if we suspect fraud we may rescind your place and refer the matter to the Procurator Fiscal.
  3. Child Benefit Statement. (In the event that a Child Benefit Statement is not available, a Driving Licence or a Bank Statement/utility bill showing transactions over the most recent 3 months and the applicant's address may be accepted). Or If appropriate to current circumstances: Court Order / Looked After Child/Foster carer document(s).
  4. Roman Catholic Baptismal Certificate (if applicable).
- The list above is not exhaustive and the Council retains the right to ask for further information when proof of residency is not satisfied.

## Transfer from primary to secondary school

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A group of primary schools in an area are normally associated with a secondary school. All secondary schools have a catchment area which includes their associated primary schools.

Pupils transfer from primary school to secondary school between the ages of 11 and 12 (in most cases). If you live within Renfrewshire, Children's Services can tell you the name of the secondary school to which your child should normally transfer after the primary 7 stage.

When your child is due to transfer from primary to secondary at the beginning of a new session in August, if you live within Renfrewshire you will be notified based on your home address and denomination of primary school attended, of the secondary school where a place has been allocated.

If you wish to attend the alternative denomination of secondary school for your catchment area, to that allocated you will be asked to put this request in writing. There is no guarantee of entry when changing denomination at the secondary school stage.

If you live out with Renfrewshire you should contact your local authority regarding provision, you can also consider making a placing request to attend a Renfrewshire secondary school.

You should note that the granting of a placing request to a primary school, when transferring from primary to secondary school does not guarantee entry to the associated secondary school.

Places in schools will be allocated in line with the Council's Admissions to Schools and Placing Request policy.

Renfrewshire secondary school handbooks are available from individual secondary schools. Details of induction days and parents' meetings will be provided by secondary schools.

Further information / Admissions to Schools and Placing Request Policy can be found by visiting [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk) or by telephoning 0300 300 0170.



## Placing requests

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You may ask for your child to go to a school other than your catchment school. This is called making a placing request. You do not need to tell us your reasons for making a placing request, but it may be helpful if you do. Please ensure all declarations are responded to, or we will be unable to process your application.

There are strong educational reasons for making sure that the transfer or entry of children to a school happens at the start of a school session in August, so it is better to make placing requests before the start of a session. Parents who are moving to a new area may have to make requests at other times.

The school you ask for is referred to as the 'specified school'. You can apply for only one school at a time. If we grant your placing request, we will write to you to confirm this and advise you to contact the school to arrange to enrol your child. The place being held for your child, at their catchment school will no longer be available.

If you want to make a placing request, please fill in the attached form. You must fill in one form for each child. Please send to Children's Services (not the school) the filled-in placing request for each child. Please also tell the head teacher of your catchment school that you are making a placing request.

We will acknowledge placing requests within five working days of receiving the form. **If you do not receive an acknowledgement, please contact us, as we may not have received your application.**

The Council has a duty to grant placing requests, wherever possible. However, it is not always possible to grant every placing request to a particular school. The size of the school, the current roll, the number of children who already live in the catchment area and other factors will affect the Council's ability to grant a placing request.

The law relating to placing requests covers children applying to change their school as well as those starting a primary or secondary school.

## How decisions are made

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After all catchment allocations have been decided, the director of Children's Services makes decisions about placing requests that are received in Renfrewshire House by 15 March, for the new session which begins in August.

We will consider all requests. If there are more requests than places available for a particular school, or a particular stage in a school, the director will make decisions based on our placing request priorities.

Please note, granting a placing request for one child does not guarantee entry for brothers and sisters, should you wish to make another placing request to the same school at a later date.

No decisions will be made for requests for the start of a new academic session, before 15 March in any given year.

## Guidelines and conditions

By law we are allowed to produce guidelines on how we will decide admissions to schools (this information is contained within our Admissions to Schools and Placing Request Policy).

If there are places available in a school, we will give first choice to those children who live in its

catchment area. This includes children who are considered suitable for primary education before the normal entry age.

Thereafter, for placing requests we give priority in the order below:

Placing Request Priorities
<b>1. Renfrewshire Resident</b> Denominational Primary School only: The pupil is baptised Roman Catholic.  Denominational Secondary School only: The pupil is baptised Roman Catholic and the pupil attends a primary school, associated with the relevant secondary school.  If oversubscribed at this point a ballot, prioritising siblings is required. If applicable and siblings attend the school please provide name(s) and stage(s).
<b>2. Renfrewshire and Non-Renfrewshire Residents</b> The pupil has sibling(s) attend the school
<b>3. Renfrewshire Resident</b> For Secondary Schools only: The pupil attends a primary school, associated with the relevant secondary school
<b>4. Renfrewshire Resident</b> The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school e.g. wheelchair user where no lift / stair lift is available).
<b>5. Renfrewshire Resident</b> Categories 1–4 do not apply
<b>6. Non-Renfrewshire Resident</b> Denominational Primary School only: The pupil is baptised Roman Catholic  Denominational Secondary School only: The pupil is baptised Roman Catholic and the pupil attends a primary school, associated with the relevant secondary school
<b>7. Non-Renfrewshire Resident</b> For Secondary Schools only: The pupil attends a primary school, associated with the relevant secondary school
<b>8. Non-Renfrewshire Resident</b> The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school e.g. wheelchair user where no lift / stair lift is available).
<b>9. Non-Renfrewshire Resident</b> Categories 1–8 do not apply

In-line with placing request legislation, no decisions will be made for requests for the start of a new academic session, before 15 March in any given year.

## Transport: Placing Requests

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You should be aware that if we grant your placing request, we do not have to provide a school bus pass or any other help with transport.

## Why we may not grant placing requests

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Once you have told us, in writing, that you want your child to go to a particular school, we can only refuse your request for certain reasons set out by law in the Education (Scotland) Act 1980.

Examples of where we do not have to admit your child to the school of your choice may be:

- If the school would have to employ an extra teacher or spend a lot of money, for example, if we would have to provide an extra classroom.
- If your child's education would suffer as a result of changing school.
- If education in the school you want would not be suitable to the age or ability of your child.
- If the specified school you have requested is an additional support needs school and your child does not have a requirement for the education or special facilities normally provided at that school.
- If we think that your child would be likely to disturb the order and discipline in that school, or the educational wellbeing of other pupils at the school.
- If accepting the request would prevent us from reserving a place at the school for a child who is likely to move into the area.
- If accepting the request would make it necessary for us to create an extra class or employ another teacher at a future stage of your child's primary education.

## If we refuse your placing request

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If we refuse your placing request, or if we have not given you our decision on your request by 30 April for new session P1 and S1 requests (or within two months for requests made at other times of the year or for new session other stages applications), you may make an appeal to an appeal committee.

You can appeal against a placing request refusal only once in a 12 month period. This does not mean that you cannot make another placing request. It just means that if we refuse your first placing request and you lodge an appeal, you cannot appeal to the appeal committee again, on another placing request decision, within 12 months of the date of receipt of the original appeal letter.

You must appeal in writing to the director of Children's Services. By the time of the appeal, you will know why we refused your placing request. At the appeal hearing you will have the chance to present your case in person or through a representative.

If the appeal committee agree that we were right to refuse your child a place in the school you want, you have 28 days from receiving the appeal committee's decision to appeal to the Sheriff Court.

In case places become available in the school you want, we will keep your request open until 31 August of the year you made it unless you tell us you want to change your request to another school.

## Pupil travel

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We do not provide travel for placing requests, however for catchment pupils we do provide free home to school transport for all primary pupils who live more than 1.6 kilometres (one mile) from their catchment school and to secondary pupils who live more than 3.2 kilometres (two miles) from their catchment school. The distances are based on the recognised shortest, safe walking route (further details available in the department's "Home to School Transport Policy". This policy may be reviewed at any time. We may provide transport for children with additional support needs. For more information, phone 0300 300 0170.

## Gaelic Medium Education

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Gaelic medium education, which means learning while speaking, reading and writing in Scottish Gaelic, is now an established sector in Scottish education.

Gaelic medium education includes children who come from families where Gaelic is spoken and children from families with little or no background in the language.

Gaelic medium education is currently available in almost all education authorities across Scotland. Renfrewshire Council has opened its first Gaelic Medium Primary Education provision for Primary 1, 2 and 3 pupils in West Primary School, Paisley. This provision is currently staffed with a Principal teacher and an additional class teacher with the head teacher of the school having overall responsibility.

To register/enrol your child in this provision, you can either contact the head teacher (Lynne McGinn) at the school (0300 300 0177 / [westenquiries@renfrewshire.school](mailto:westenquiries@renfrewshire.school)), email [admissionsandtransfers@renfrewshire.gov.uk](mailto:admissionsandtransfers@renfrewshire.gov.uk), or telephone 0300 300 0170.

Visit our 'learning and education in Gaelic' page on our website ([www.renfrewshire.gov.uk/schools](http://www.renfrewshire.gov.uk/schools)) for information.

Although the information in this document is correct at the time of printing, it is possible that arrangements could change either before the start of, or during the course of, the school year in question, or in relation to later school years. This information leaflet only provides general guidance about placing requests.



For office use only

Input by  Date  Cat  catchment checked  P1 Registered

## Placing Request Application Form

### Parent/Carer or Young Person over 16 Details:

Title:  First Name:  Last Name:

Home Address:

Postcode:

Telephone Number:

Email:

If you would like to discuss this application by telephone, please complete this security question:

**What was the name of your first primary school?**

Answer:

### Child / Young Person:

First Name:  Last Name:

Date of Birth:   /   /

Gender:

### Additional Support Needs:

Does the child/young person have any additional support needs? Yes ☐ No ☐

If so please specify, and attach any reports or evidence:

If the child/young person is receiving additional support in the current nursery or school, what is the support and who provides it?

Does the child/young person have, or there is in preparation, or have you asked for an assessment for a Coordinated Support Plan (CSP)? Yes ☐ No ☐



## School Details:

My child currently attends (specify Nursery or School):

I would like my child to go to (specify school):

The catchment school for my area is:

Session to Start (e.g. 2020): 20  Stage required (please tick one box below).

Stage in primary: P1 ☐ P2 ☐ P3 ☐ P4 ☐ P5 ☐ P6 ☐ P7 ☐

Stage in secondary: S1 ☐ S2 ☐ S3 ☐ S4 ☐ S5 ☐ S6 ☐

If the application is for a place in stages S3 to S6 of a secondary school, please advise of subjects and levels being studied e.g. English, Level: National 4.

Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	Subject 7	Subject 8	Subject 9
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

## Priorities

We grant placing requests on the basis of priorities set out below:

Please tick one box below that applies to your situation:

Tick	Priority
<input type="checkbox"/>	<b>1. Renfrewshire Resident</b> Denominational Primary School only: The pupil is baptised Roman Catholic. <b>If your child holds a baptismal certificate please provide a copy.</b> Denominational Secondary School only: The pupil is baptised Roman Catholic and the pupil attends a primary school, associated with the relevant secondary school. If oversubscribed at this point a ballot, prioritising siblings is required. If applicable and siblings attend the school please provide name(s) and stage(s) below
<input type="checkbox"/>	<b>2. Renfrewshire and Non-Renfrewshire Residents</b> The pupil has sibling(s) attend the school and will continue to do so at time of placement. Please provide name(s) and stage(s)
<input type="checkbox"/>	<b>3. Renfrewshire Resident</b> For Secondary Schools only: The pupil attends a primary school, associated with the relevant secondary school.



**4. Renfrewshire Resident**

The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school e.g. wheelchair user where no lift / stair lift is available).

**5. Renfrewshire Resident.** Categories 1–4 do not apply.

**6. Non-Renfrewshire Resident**

Denominational Primary School only: The pupil is baptised Roman Catholic. **If your child holds a baptismal certificate please provide a copy.**

Denominational Secondary School only: The pupil is baptised Roman Catholic and the pupil attends a primary school, associated with the relevant secondary school.

**7. Non-Renfrewshire Resident**

For Secondary Schools only: The pupil attends a primary school, associated with the relevant secondary school.

**8. Non-Renfrewshire Resident**

The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school e.g. wheelchair user where no lift / stair lift is available).

**9. Non-Renfrewshire Resident**

Categories 1–8 do not apply.

In line with placing request legislation, no decisions will be made for requests for the start of a new academic session, before 15 March in any given year.

Please add any other relevant information below



## Data Protection

We need your details for the purposes of dealing with your application for a placing request and they will be used for the purposes of the Council's public functions. The Council may check your details with other information held and may share these with other Council services and other local authorities to check the accuracy of the information and to prevent or detect fraud or crime or to protect public funds.

Further information on how the Council handles your personal information can be found on: [www.renfrewshire.gov.uk/article/2201/privacy-policy](http://www.renfrewshire.gov.uk/article/2201/privacy-policy)

If your child currently attends a school or nursery outside the Renfrewshire Council area, we would also seek access to the education records for your child from that education authority. By signing the declaration below, you consent to Renfrewshire Council Children's Services receiving a copy and access to your child's current educational record held by that education authority.

If you require further information on how the Council will process your application, information on schools or help with completion of this application form, please contact: 0300 300 0170.

## Declaration

I confirm that I have made myself fully aware of Renfrewshire Councils "Sending Your Child to School" information pack before submitting this application form. The information I have given is full and correct in every respect to the best of my knowledge.

I acknowledge that if the information that I have submitted is found to be fraudulent my placing request application will be rescinded and the Council could pass the matter to the Procurator Fiscal's Office.

I acknowledge that the form will be returned to me if I have not completed the application in full.

I have read and understood the statement under the Data Protection Act 1998.

I am aware that if this placing request is granted, it may not be possible for future sibling applications to be granted.

I also confirm that I am aware that if applicable to my application, when transferring from primary to secondary school the granting of a placing request does not guarantee entry to the associated secondary school. The allocation of secondary placement will be dependent on my home address and priorities for admission.

I understand that Renfrewshire Council do not provide transport for pupils attending schools as a result of successful placing requests.

Signature of Parent/Carer or Young Person (if over 16)      Date





## RESERVATION OF PLACES IN SCHOOLS POLICY

On occasion, a number of Renfrewshire schools are unable to provide a place for children moving into the catchment area during a school session.

The Standards in Scotland's Schools etc Act (2000) addresses this problem and allows authorities the right to reserve places in schools at the start of the session for children who may move into the catchment area during the session.

The authority can reserve as many places as are, in its opinion reasonably required to accommodate pupils who are likely to become resident in the catchment area of the school over the course of a school session. However, reserved spaces may be used at the start of a term if the catchment demand for places requires the spaces.

To facilitate the provision of a school place in a local school for children moving into a catchment area during a school session, places will be reserved at the start of the session as follows:

- (i) For primary schools, one place per class per stage and one place per composite class.  
e.g. P1 max intake is = 50 (2 classes of 25).  
2 classes = 2 reserved spaces for this year stage are required.

Current maximum class sizes in Primary Schools are:-

P1 = 25

P2 = 30

P3 = 30

P4 = 33

P5 = 33

P6 = 33

P7 = 33

For all stages Composite Classes = 25

(Minimum number of pupils in a composite year stage is 5

e.g. P1/2 = 5 P1 pupils and 20 P2 pupils)

- (ii) For secondary schools one place per two register classes, per year group.

A year stage intake is set so that one place is reserved for every two register classes in that year stage. This would be rounded up for schools with an odd number of register classes.

Number of Register Classes	Number of Reserved Spaces Held
1	1
2	1
3	2
4	2
5	3
6	3
7	4
8	4
9	5
10	5

- e.g. S1 maximum intake is = 165 (5 register classes of 33)  
5 register classes = 3 reserved spaces will be held

## Catchment Allocations Policy for Primary Schools

Based on the pupil's home address, this will determine the primary catchment schools available. The pupil should be enrolled at either the denominational or non-denominational school accordingly.

**Only** where there are not enough catchment spaces for all pupils, the following priorities will be applied in the order below:-

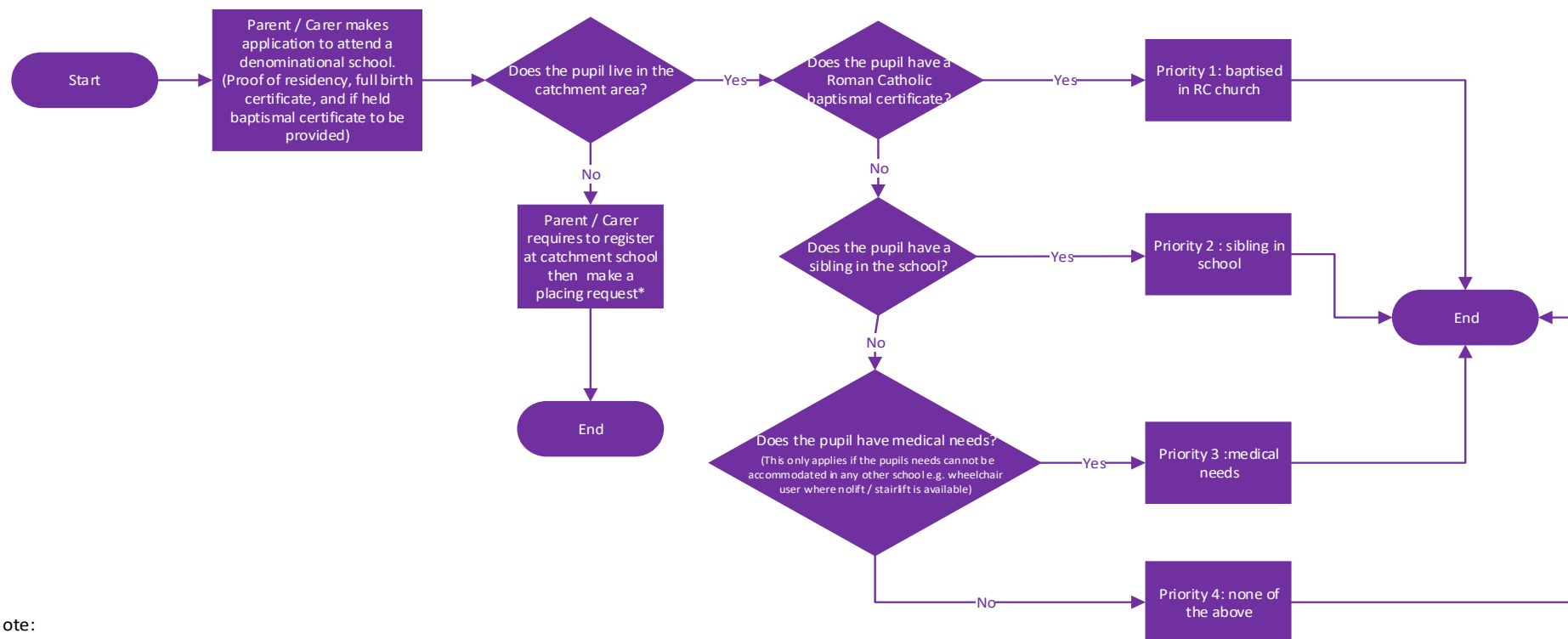
Denominational Primary Schools	Non-Denominational Primary Schools
1. The pupil is baptised Roman Catholic. • <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>	1. <i>Not Applicable for non-denominational primary schools</i>
2. The pupil has sibling(s) in the school. • <i>If oversubscribed at this point a ballot is required.</i>	2. The pupil has sibling(s) in the school. • <i>If oversubscribed at this point a ballot is required.</i>
3. The pupil has medical reasons supported by the family doctor and a community medicine specialist, that say that the child could only be educated with difficulty in another school because of their medical condition.  <i>If oversubscribed at this point a ballot is required.</i>	3. The pupil has medical reasons supported by the family doctor and a community medicine specialist, that say that the child could only be educated with difficulty in another school because of their medical condition.  <i>If oversubscribed at this point a ballot is required.</i>
4. None of the above applies. <i>If oversubscribed at this point a ballot is required.</i>	4. None of the above applies. <i>If oversubscribed at this point a ballot is required.</i>

- Where a school is oversubscribed at any of the above priorities a ballot for the available spaces will be held. Ballot Process Policy (Appendix F) will be followed.
- Those pupils not offered a place through this process will be recorded on a "waiting list", this list will apply to the current academic year only.
- After the allocation of places if there are no spaces available, any new requests will be added to the end of the waiting list where applicable.

Pictorial representations of the policy process for both primary denominational and primary non-denominational journeys are detailed below.

## P1 Enrolment for Denominational Primary Schools

### Prioritisation



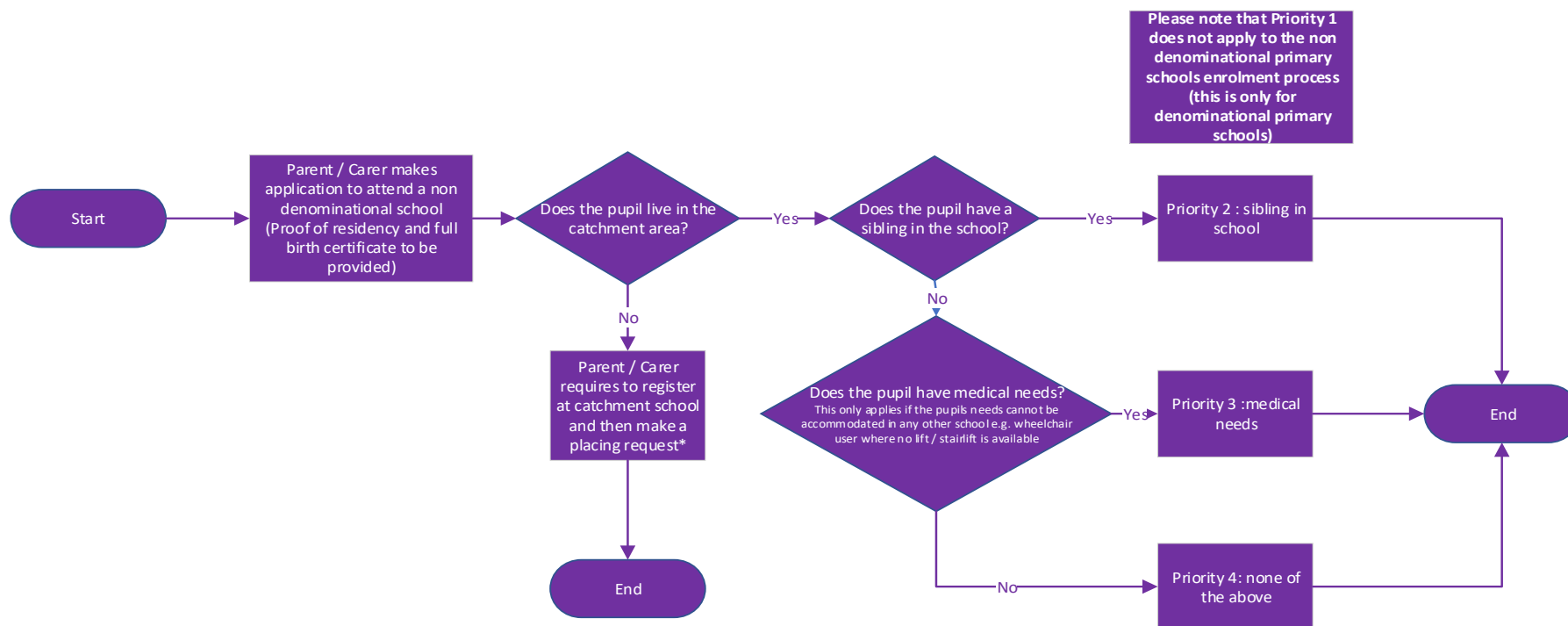
#### Note:

- Where a school is oversubscribed at any of the above priorities a ballot for the available spaces will be held with priority for siblings provided. Those pupils not offered a place through this process will be recorded on a "waiting list" for the current academic year.
- After the allocation of places if there are no spaces available, any new requests will be added to the end of the waiting list where applicable.

\* Where a pupil does not live in the catchment area for a school they will require to make a placing request. If there are spaces available following catchment allocations, applications will be allocated in line with Placing Request Priorities.

# P1 Enrolment for Non Denominational Primary Schools

## Prioritisation



### Note:

- Where a school is oversubscribed at any of the above priorities a ballot for the available spaces will be held with priority for siblings provided. Those pupils not offered a place through this process will be recorded on a "waiting list" for the current academic year.
- After the allocation of places if there are no spaces available, any new requests will be added to the end of the waiting list where applicable.

\* Where a pupil does not live in the catchment area for a school they will require to make a placing request. If there are spaces available following catchment allocations, applications will be allocated in line with Placing Request Priorities.

## Catchment Allocations Policy for Secondary Schools

Based on the primary school attended and the pupil's home address, this will determine the secondary catchment school for a pupil.

**Only** where there are not enough catchment spaces for all pupils, the following priorities will be applied in the order below:-

Denominational Secondary Schools	Non-Denominational Secondary Schools
1. The pupil is baptised Roman Catholic and has always attended a denominational primary school, associated with the relevant secondary school. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>	1. The pupil has always attended a non-denominational primary school, associated with the relevant secondary school. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>
2. The pupil is baptised Roman Catholic; has moved into a denominational primary school associated with the relevant secondary school after Primary 1 but has attended a denominational school since primary 1 elsewhere. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>	2. The pupil has moved into a non-denominational primary school associated with the relevant secondary school after Primary 1 but has attended a non-denominational school since primary 1 elsewhere. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>
3. The pupil is baptised Roman Catholic and has attended a denominational primary school since primary 1. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>	3. <i>Not Applicable for non-denominational secondary schools</i>
4. The pupil is baptised Roman Catholic but attending a non-denominational school. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>	4. <i>Not Applicable for non-denominational secondary schools.</i>
5. The pupil attends a denominational primary school, associated to the relevant secondary school but is not baptised. <i>If oversubscribed at this point a ballot, prioritising siblings <b>and length of time attended</b> is required.</i>	5. The pupil attends a non-denominational primary school, associated to the relevant secondary school. <i>If oversubscribed at this point a ballot, prioritising siblings <b>and length of time attended</b> is required.</i>
6. The pupil attends a non-denominational Renfrewshire school or a school outwith the authority. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>	6. The pupil attends a denominational school or a school outwith the authority. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>
7. The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school . e.g. wheelchair user where no lift / stair lift is available).	7. The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school . e.g. wheelchair user where no lift / stair lift is available).
8. None of the above applies.	8. None of the above applies.

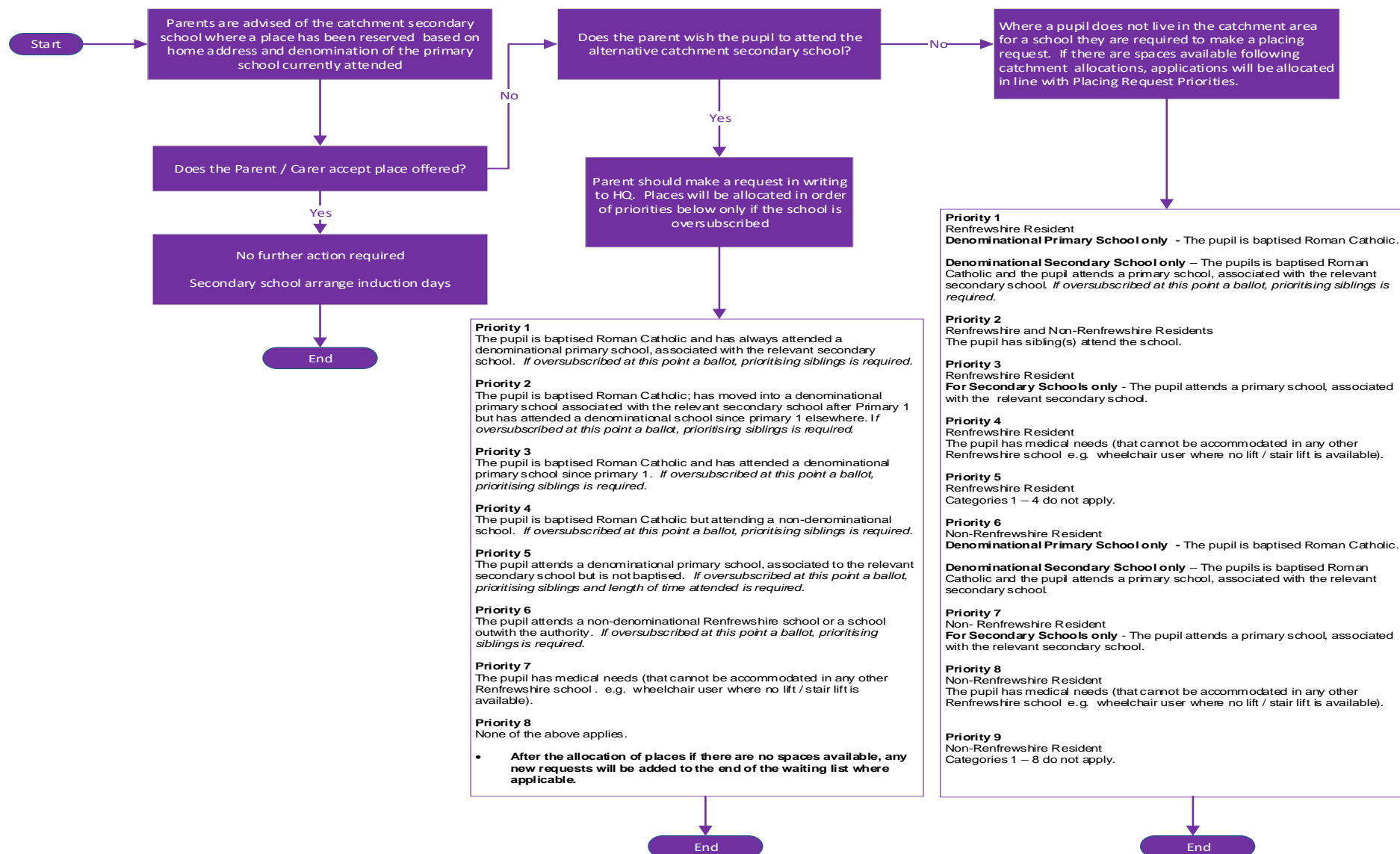
8. Where a school is oversubscribed at any of the above priorities a ballot for the available spaces will be held. Ballot Process Policy (Appendix F) will be followed.
9. Those pupils not offered a place through this process will be recorded on a "waiting list", this list will apply to the current academic year only. After the allocation of places if there

are no spaces available, any new requests will be added to the end of the waiting list where applicable.

Pictorial representations of the policy process for both secondary denominational and secondary non-denominational journeys are detailed below.

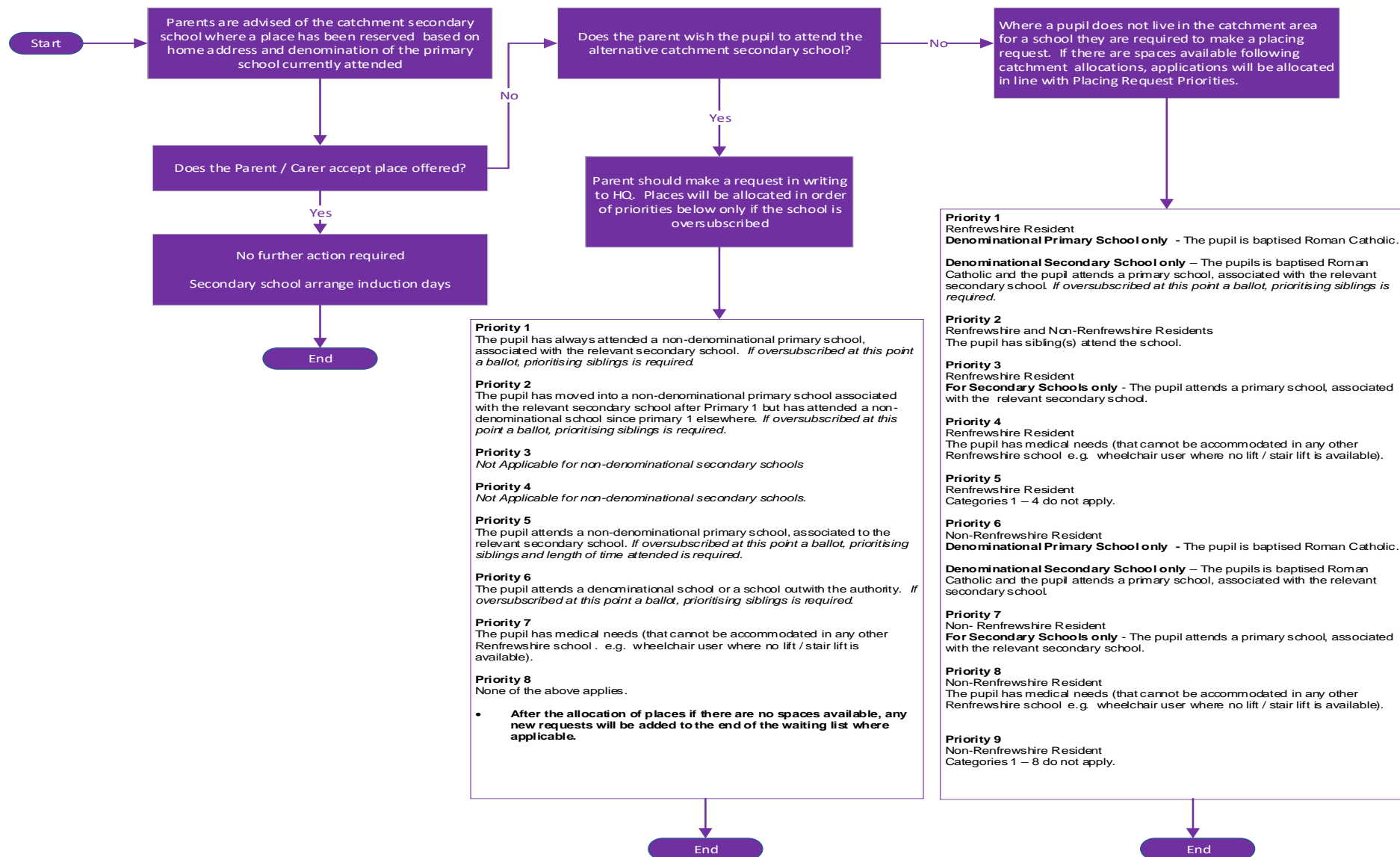
# Primary 7 to Secondary 1 transfer: denominational

## Prioritisation



# Primary 7 to Secondary 1 transfer: non-denominational

## Prioritisation





## Placing Request Allocations Policy

When a pupil does not wish to attend the school for their catchment area and they wish to attend another school within Renfrewshire they are required to make a placing request.

The placing request will be considered, if following catchment place allocations, there are spaces still available.

Where there are not enough placing request spaces for all pupils, the following priorities will be applied in the order below:-

<b>Priorities</b>	
<b>1. Renfrewshire Resident</b>	<b>Denominational Primary School only</b> - The pupil is baptised Roman Catholic.
	<b>Denominational Secondary School only</b> – The pupils is baptised Roman Catholic and the pupil attends a primary school, associated with the relevant secondary school. <i>If oversubscribed at this point a ballot, prioritising siblings is required.</i>
<b>2. Renfrewshire and Non-Renfrewshire Residents</b>	The pupil has sibling(s) attend the school.
<b>3. Renfrewshire Resident</b>	<b>For Secondary Schools only</b> - The pupil attends a primary school, associated with the relevant secondary school.
<b>4. Renfrewshire Resident</b>	The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school e.g. wheelchair user where no lift / stair lift is available).
<b>5. Renfrewshire Resident</b>	Categories 1 – 4 do not apply.
<b>6. Non-Renfrewshire Resident</b>	<b>Denominational Primary School only</b> - The pupil is baptised Roman Catholic.
	<b>Denominational Secondary School only</b> – The pupils is baptised Roman Catholic and the pupil attends a primary school, associated with the relevant secondary school.
<b>7. Non-Renfrewshire Resident</b>	<b>For Secondary Schools only</b> - The pupil attends a primary school, associated with the relevant secondary school.
<b>8. Non-Renfrewshire Resident</b>	The pupil has medical needs (that cannot be accommodated in any other Renfrewshire school e.g. wheelchair user where no lift / stair lift is available).
<b>9. Non-Renfrewshire Resident</b>	Categories 1 – 8 do not apply.

To be considered in the first round of allocations for the start of a new academic session, applications should be made before the 15<sup>th</sup> of March prior to the August intake. In line with placing request legislation, no decisions will be made before this date.

Where there are more requests than spaces available it may be necessary to carry out a ballot within a particular priority. Ballot Process Policy (Appendix F) will be followed.

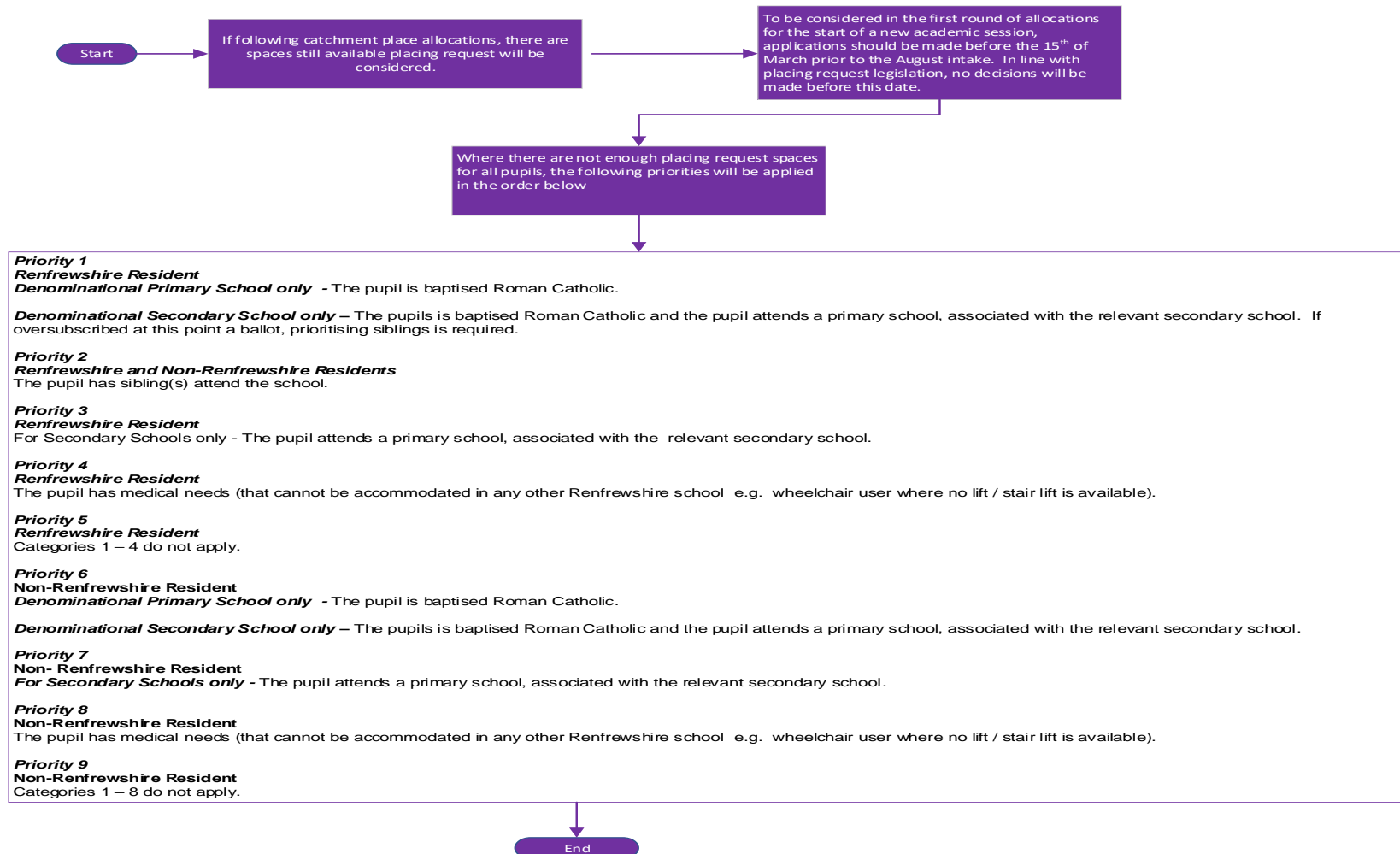
If further places become available after the first round of allocations, all current requests will be considered and allocated in order of priorities above.

Unsuccessful placing request applications for the start of a new academic year will be held until 31<sup>st</sup> August of that year. Applications made outwith the start of a new academic year, will be held until the end of the academic year applied for.

Pictorial representations of the policy process for placing request journey is detailed below.

# Placing Request

## Prioritisation



## Ballot Process Policy

Where a ballot may be required for the allocation of places in schools, the ballot will be carried out by an officer from the Council's Internal Audit department. This officer is completely independent of the allocations process and is there to ensure fairness and transparency in the process.

- The officer is given a copy of the list of eligible children to be considered in the ballot.
- The officer will check the names on the list to ensure all eligible children are included and sign the sheet of names to verify all have been accounted.
- Where a priority states "*If oversubscribed at this point a ballot, prioritising siblings is required*" the children eligible who meet sibling criteria will be balloted firstly.
- When the names are checked, they are separated, folded and put into a large ballot envelope.
- As each successful name is pulled out, it is noted on the ballot sheet. (For twins / triplets etc if one sibling is drawn from the ballot the others will automatically receive the next allocation of spaces, if available).
- When the ballot has been concluded the officer selecting the names signs the ballot sheet and this is retained as a formal record of the procedure.
- The number of spaces available will be allocated in order of the ballot.

### For catchment allocations –

In the eventuality of any further spaces becoming available these will be allocated in order of the ballot list. Any requests received after the initial ballot will be added to the end of the ballot list.

Ballot waiting lists will be held until the end of the academic year applied for.

### For placing request allocations –

In the eventuality of any further spaces becoming available these will be allocated in line with priorities for placing requests, for all current applications held at that time.

Unsuccessful applications for the start of a new academic year, will be held until 31<sup>st</sup> August of that year. Applications made for out with the start of a new academic year, will be held until the end of the academic year applied for.

<b>Secondary School</b>	<b>Associated Primary Schools</b>
<b>Castlehead High School</b> (Non-Denominational Cluster)	Glencoats PS
	West PS
	Wallace PS
<b>Gleniffer High School</b> (Non-Denominational Cluster)	Brediland PS
	Bushes PS
	Heriot PS
	Langcraigs PS
	Lochfield PS
<b>Gryffe High School</b> (Non-Denominational Cluster)	Bridge of Weir PS
	Houston PS
<b>Johnstone High School</b> (Non-Denominational Cluster)	Auchenlodment PS
	Cochrane Castle PS
	Fordbank PS
	Howwood PS
	Kilbarchan PS
	Lochwinnoch PS
	Thorn PS
<b>Linwood High School</b> (Non-Denominational Cluster)	East Fulton PS
	Woodlands PS
<b>Paisley Grammar</b> (Non-Denominational Cluster)	Gallowhill PS
	Mossvale PS
	Ralston PS
	Todholm PS
	Williamsburgh PS
<b>Park Mains High School</b> (Non-Denominational Cluster)	Bargarran PS
	Barsail PS
	Bishopton PS
	Inchinnan PS
	Langbank PS
	Rashielea PS
<b>Renfrew HS</b> (Non-Denominational Cluster)	Arkleston PS
	Kirklandneuk PS
	Newmains PS
<b>St Andrew's Academy</b> (Denominational Cluster)	St Charles' PS
	St Fergus' PS
	St James's PS (Paisley)
	St John Ogilvie PS
	St Mary's PS
	St Paul's PS
	St Peter's PS
	St Catherine's PS (split catchment)
<b>St Benedict's High School</b> (Denominational Cluster)	Our Lady of Peace PS
	St Anthony's PS
	St David's PS
	St Fillan's PS
	St Margaret's PS
<b>Trinity High School</b> (Denominational Cluster)	St Anne's PS
	St Catherine's PS (split catchment)
	St James's PS Ren
	St John Bosco PS



## REGISTRATION FOR EDUCATION

Parents can register their child in only one catchment school, either the denominational or the non-denominational school. If parents do not wish to attend either catchment school, a placing request application is required.

Name of School: \_\_\_\_\_

Pupil's Name: Forename(s): \_\_\_\_\_ Surname: \_\_\_\_\_

Sex: Male ☐ Female ☐

Date of birth: 

<u>DAY</u>	<u>MONTH</u>	<u>YEAR</u>

 Was your child premature? Yes ☐ No ☐

If yes, were they born between:  
 weeks 30-36 Yes ☐ No ☐  
 Below 30 Weeks Yes ☐ No ☐

Nursery the child currently attends: \_\_\_\_\_

Parent/Carer Details:-

Forename(s): \_\_\_\_\_ Surname: \_\_\_\_\_

Address: \_\_\_\_\_

Postcode: \_\_\_\_\_ email: \_\_\_\_\_

Telephone No: \_\_\_\_\_ Mobile No: \_\_\_\_\_

Does the child have an older sibling in the school? Yes ☐ No ☐

Sibling(s) Name: \_\_\_\_\_ Year Stage: \_\_\_\_\_

Residence of child: (If different from parent/carers)

\_\_\_\_\_  
 \_\_\_\_\_

Postcode: \_\_\_\_\_ Telephone No: \_\_\_\_\_

Parents/carers must provide satisfactory documentary evidence of the age of their child and that their family reside within the catchment area of the school. This evidence includes:

No.	Document	For Verification of	Received
1	Child's full Birth Certificate	Required to verify child's date of birth for allocation of correct year stage. Held for verification of who has parental rights.	
2	Most recent Council Tax Notice or if not currently resident in the property either a concluded missive or a signed and witnessed tenancy agreement/lease.	Required to verify that home address is within catchment area of the requested school.  We will check the information provided with other Council departments and our audit colleagues and this may include visiting your home to confirm residence. We may also check your address again prior to a school term commencing and if we suspect fraud we may rescind your place and could refer the matter to the Procurator Fiscal.	
3	Child Benefit Statement. In the event that a Child Benefit Statement is not available, a Driving Licence or a Bank Statement/utility bill showing transactions over the most recent 3 months and the applicant's address may be accepted. <b>Or</b> If appropriate to current circumstances - Court Order / Looked After Child / Foster Carer document(s).	Verification of address of parent with whom the child is living with.	
4	Roman Catholic Baptismal Certificate (if applicable)	Verification of baptismal status. Only where a denominational school is oversubscribed this may be required for prioritisation purposes.	

**The list above is not exhaustive and the Council retains the right to ask for further information.**

Has the parent/carer been advised of his/her right to request to place the child in a school other than this one? Yes ☐ No ☐

Decision of Parent/Carer – Tick one as appropriate:

- ☐ Enrol in catchment school
- ☐ Making a placing request Which school is request being made to? \_\_\_\_\_
- ☐ Making a placing request for Gaelic Medium Education
- ☐ Deferring entry to school. Has parent made application to defer? Yes ☐ No ☐  
(If deferring entry, please check if the parent has made an application to nursery. If the answer is no, parent should be advised to contact nursery and request an application as soon possible.)

## Secondary Provision

Parents are advised that when registering at a primary school, there is no automatic guarantee of transfer from the primary school to the associated secondary school.

As part of the P7-S1 transition programme, all parents/carers of children in P7 who attend a Renfrewshire primary school will be advised of the designated catchment school to be allocated, based on the pupil's current home address and denomination of primary school currently attended.

Evidence of residency may be requested by Children's Services at any time, as part of the above allocation process.

Further information is available within the Council's Admissions to Schools and Placing Request Policy.

## Data Protection

We need your details for the purposes of dealing with school registration and they will be used for the purposes of the Council's public functions. The Council may check your details with other information held and may share these with other Council services and other local authorities to check the accuracy of the information and to prevent or detect fraud or crime or to protect public funds.

Further information on how the Council handles your personal information can be found on: <http://www.renfrewshire.gov.uk/article/2201/privacy-policy>

## Declaration

I confirm that I have read and understand the information provided above.

The information I have given is full and correct in every respect to the best of my knowledge.

I acknowledge that if the information that I have submitted is found to be fraudulent my application will be rescinded and the Council could pass the matter to the Procurator Fiscal's Office.

If I change address I understand that I require to notify the school immediately.

I also confirm that I am aware that when transferring from primary to secondary school the granting of a placing request does not guarantee entry to the associated secondary school. The allocation of secondary placement will be dependent on my home address and denomination of primary school attended.

I have read and understood the statement under the Data Protection Act 1998.

Signature of Parent/Carer

\_\_\_\_\_

Date \_\_\_\_\_



PRIMARY REQUEST TO REMAIN LETTER  
TO BE SENT RECORDED DELIVERY TO PUPIL'S NEW ADDRESS  
FROM THE SCHOOL

Dear .....

Request to remain at :...NAME OF SCHOOL Stage P.....

CHILD'S NAME:..... D.O.B.:.....

I understand you have recently changed/are about to change residence to an area outwith the delineated area of INSERT NAME OF SCHOOL, you have requested that your child ....., remain in this school.

I would advise you that your request, which is in effect a placing request for your child to continue to be educated in this school, can be granted.

The Council's policy on home to school transport regarding placing requests will apply in these circumstances, "In the case of a pupil who attends a school by virtue of a placing request, the parents or carers are responsible for arranging transport to school".

I would also like to clarify that should you wish your child to attend the secondary school associated with this primary school you may require, if your home address is not within the catchment area of the secondary school, to submit a placing request at the primary 7 stage prior to transfer to secondary education.

On the understanding of the above \_\_\_\_\_ will be most welcome to remain in this school and I hope that he/she will enjoy a fulfilling future educational career with us.

Yours sincerely

Head Teacher

***A copy of this letter once filled out and put on to school headed paper, should also be sent to Children's Services Support HQ.***

SECONDARY REQUEST TO REMAIN LETTER

TO BE SENT RECORDED DELIVERY TO PUPIL'S NEW ADDRESS  
FROM THE SCHOOL

Dear .....

Request to remain at :...NAME OF SCHOOL Stage S.....

CHILD'S NAME:..... D.O.B.:.....

I understand you have recently changed/are about to change residence to an area outwith the delineated area of INSERT NAME OF SCHOOL, you have requested that your child ....., remain in this school.

I would advise you that your request, which is in effect a placing request for your child to continue to be educated in this school, can be granted.

The Council's policy on home to school transport regarding placing requests will apply in these circumstances, "In the case of a pupil who attends a school by virtue of a placing request, the parents or carers are responsible for arranging transport to school".

On the understanding of the above \_\_\_\_\_ will be most welcome to remain in this school and I hope that he/she will enjoy a fulfilling future educational career with us.

Yours sincerely

Head Teacher

***A copy of this letter once filled out and put on to school headed paper, should also be sent to Children's Services Support HQ.***

## Information For Parents – Transfer from primary to secondary school

A group of primary schools in an area are normally associated with a secondary school.

All secondary schools have a catchment area which includes their associated primary schools.

Pupils transfer from primary school to secondary school between the ages of 11 and 12 (in most cases). If you live within Renfrewshire, Children's Services can tell you the name of the secondary school to which your child should normally transfer after the primary 7 stage.

When your child is due to transfer from primary to secondary at the beginning of a new session in August, if you live within Renfrewshire you will be notified based on your home address and denomination of primary school attended, of the secondary school where a place has been allocated.

If you wish to attend the alternative denomination of secondary school for your catchment area, to that allocated you will be asked to put this request in writing. There is no guarantee of entry when changing denomination at the secondary school stage.

If you live out with Renfrewshire you should contact your local authority regarding provision, you can also consider making a placing request to attend a Renfrewshire secondary school.

You should note that the granting of a placing request to a primary school, when transferring from primary to secondary school does not guarantee entry to the associated secondary school.

Places in schools will be allocated in line with the Council's Admissions to Schools and Placing Request policy.

Renfrewshire secondary school handbooks are available from individual secondary schools. Details of induction days and parents' meetings will be provided by secondary schools.

Further information / Admissions to Schools and Placing Request Policy can be found by visiting [www.renfrewshire.gov.uk](http://www.renfrewshire.gov.uk) or by telephoning 0300 300 0170.



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

**On: 18 May 2023**

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

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**Heading: Children's Services Service Improvement Plan 2022/23 Outturn Report**

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**1. Summary**

- 1.1. The purpose of this report is to provide an update on performance of Children's Services for the twelve-month period covering 1 April 2022 to 31 March 2023 in relation to the Service Improvement Plan approved by this Board in May 2022.
- 1.2. The plan aligns with the new Council Plan and Community Plan, and provides the strategic direction for the service. The service is an active partner in developing and delivering the outcomes contained within both the Renfrewshire Children's Services Partnership Plan and the Renfrewshire Community Justice Outcomes Improvement Plan.
- 1.3. The action plan (attached at Appendix A) is at the core of the Service Improvement Plan. It sets out the priorities being addressed, the key tasks to be implemented, the implementation timetable and the measures of success. The service scorecard sets out a range of key indicators against which performance of the service is measured. This report provides a summary of performance for both the action plan and the service performance indicators, which are included as appendices to this report.
- 1.4. Children's Services has delivered on its priorities over the last twelve months and service updates and key achievements are highlighted in Section 4 of this report.

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## **2. Recommendations**

- 2.1. It is recommended that the Education and Children's Services Policy Board note:
- a) the contents of this report; and
  - b) the achievements of Children's Services during 2022/23.

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## **3. Background**

- 3.1. Children's Services is responsible for the delivery of social work services to children and families, justice social work services, and early years, primary and secondary education. Much of what the service does is statutory; that is, there is a legal requirement for the Council to deliver. Service delivery is a mix of universal provision (such as education), targeted provision (such as children's houses for accommodated children and young people) and specialist support (for example, justice social work court services).
- 3.2. Our approach is strongly focused on prevention, early intervention and providing additional support for the most vulnerable. Whilst children's health services sit within Renfrewshire's Health and Social Care Partnership (HSCP), a key priority of both organisations will be the continuation of effective integrated working to improve outcomes for children and young people.
- 3.3. The Service Improvement Plan is a comprehensive statement of the outcomes the service aims to achieve, and the actions it will take to achieve these. It fits within the wider planning framework of the Council by taking account of Community Planning themes and Council priorities. It enables elected members to have oversight of developments within the service and to consider and develop policy options which reflect customer need and resource availability.
- 3.4. Appendix A details the specific actions the service has achieved and will continue to progress, to support the Council's priorities and help deliver improved outcomes for Renfrewshire children, young people, and families.

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## **4. Service Update and Key Achievements**

- 4.1. Opportunities to incorporate The Promise in service planning and delivery is being facilitated through the active and growing Promise Keeper network. There are currently 118 Promise Keepers in place across the local authority, HSCP, and partner agencies. The network ensures cognisance is given to the needs and voices of those with care experience. This work is complemented by the development of a Promise Self-Evaluation Tool which, once completed,

will enable services to review progress in #KeepingThePromise in key areas such as training and development, trauma-informed practice, and risk management. Evaluation has been completed for education and further activity around evaluation is taking place with other council areas and with partners. A Renfrewshire Language Policy, to ensure words and phrases used to describe care experience are positive and do not further exacerbate stigma, has been developed and is being disseminated for use across the local authority. A mapping and action plan tool has also been developed to support planning and to enable us to map Renfrewshire's Promise journey and progress.

- 4.2. Progress continues to be made to develop Renfrewshire's approach to early and effective whole family support measures. The aim of the whole family wellbeing approach is to provide appropriate family supports, focussing on early intervention, and providing opportunities for children, young people, parents, and carers to shape the services that impact them. Local insight has presented a strong case that children and young people's needs are best understood and met within the context of their families. Through the Scottish Government's Whole Family Wellbeing Fund, Children's Services is engaging with partners to develop collaborative proposals to address the needs of Renfrewshire's families in a way that is non-stigmatising, community-based, and underpinned by children's rights. There is recognition of the benefit to have services linked and access to support being in one place. Positive learning from the successful implementation of the REN10 mental health and wellbeing family support service is also being applied to the whole family wellbeing approach.
- 4.3. In collaboration with health partners, the West Partnership, and the voluntary sector we continue to develop consistent, effective and preventative approaches to support recovery, and improve the mental, social, and emotional wellbeing of children and young people. A comprehensive programme for professional learning is in place, covering a wide range of health and wellbeing topics delivered at local authority level and across the West Partnership. An example of work undertaken includes the new online interactive Alcohol and Substance Education Awareness programme which is being implemented across all our early years establishments and schools. Renfrewshire's children and young people have been at the heart of this development work, as have those with lived experience.
- 4.4. Ukrainian pupils have been welcomed by our schools, and pupils were supplied with resources such as uniforms, and materials to support their inclusion. The resettlement has been supported by the Families First and Active Schools teams, and the children and young people have been able to access supports for wellbeing such as counselling. An opportunity has been

provided for people from Ukraine to join the Council as trainees for a six-month period, to assist the Council to support Ukrainian refugees. Two people are participating in programmes located within schools to help Ukrainian children settle in their new school environment and to assist pupils and staff with barriers to learning such as language.

- 4.5. The 2022 exam diet saw a return to the traditional model of assessment. Due to the COVID-19 pandemic, alternative methods of assessment were put in place for the 2020 and 2021 exam diet. As such, we should be cautious of making direct comparisons of 2022 results with previous years which had a different assessment approach. In 2022, young people across Renfrewshire have performed exceptionally well and this reflects the considerable effort on the part of young people, their families, and their school community.
- 4.6. Work that is in partnership with Skills Development Scotland, West College Scotland, Invest in Renfrewshire, and Developing the Young Workforce West continues to progress to ensure planned, robust approaches are in place to support the most vulnerable learners into positive destinations. The work placement programme continues to provide excellent opportunities with approximately 400 new employers this year who are offering a range of opportunities such as site visits, training, and long-term work placements for young people in the senior phase.
- 4.7. Following the Council's declaration of a climate emergency in June 2019, the delivery of improvements to the school estate to offer a high degree of environment sustainability and energy efficiency will make a critical contribution towards Renfrewshire being carbon neutral by 2030. Considerable progress has been made with the LED lighting programme largely complete in the Public-Private Partnership (PPP) estate.
- 4.8. Work has been successfully undertaken to progress the increased use of digital technology within learning and teaching to ensure children and young people have the appropriate digital skills required by employers and that staff are equipped to keep up-to-date with the pace of change. There have been 29 professional learning sessions with over 300 staff.
- 4.9. The recommendations of the Additional Support Needs (ASN) review continue to be implemented to support children and young people to remain in mainstream education with their peers. There has been a Getting it Right for Every Child (GIRFEC) policy refresh, and a full suite of training is underway to support staff and partners with further training being added due to demand. The training programme for ASN assistants and classroom assistants has been successfully embedded and the Education pilot involvement in Initial Referral Discussions (IRDs) has been successful and is being rolled out across all localities. An IRD is the start of the formal process of information

sharing, assessment, analysis, and decision-making following reported concern about abuse or neglect of a child or young person up to the age of 18 years, in relation to familial and non-familial concerns, and of siblings or other children within the same context. This includes unborn babies who may be exposed to current or future risk. Prior to the pilot, it was only practitioners in police, social work and health who participated in IRDs within Renfrewshire Council. During the introduction of the new Child Protection Guidance for Scotland 2021 there was an audit carried out of IRDs, which highlighted that there was often no professional at the IRD who knew the child best. It was therefore agreed at the Renfrewshire Child Protection Committee (RCPC) that an Education or Early Learning and Childcare (ELC) representative should be invited to attend as they have an essential contribution to make. Including education in IRDs allow education professionals to give a view on the needs of the child, their assessment on whether a child can be interviewed and any additional needs they may have.

- 4.10. An interim Quality Improvement Framework for Children's Services social work was introduced in November 2022. The Quality Improvement Framework will be evaluated and further developed to support the re-design of children and justice social work over the next 12 months.
- 4.11. Commitment to providing sustainable support and learning opportunities to the Gaelic community in Renfrewshire has continued. The provision of Gaelic Medium Primary Education (GMPE) has been established and is located at West Primary School.
- 4.12. During 2022/23, our inspected schools all received positive reports from Education Scotland. The schools inspected were Auchenlodment Primary School and Early Learning and Childcare Class, Barsail Primary School, Cochrane Castle Primary School, Park Mains High School, and St Benedict's High School. Children's Services both celebrate the key strengths identified at inspection, and recognise the areas for further improvement, providing support to the schools in their improvement journey.
- 4.13. Three of our four children's houses were inspected by the Care Inspectorate in 2022/23. Arkleston and Brediland received positive inspections, whilst Barochan's inspection highlighted areas for improvement. The inspectors found that staff in Arkleston have an excellent understanding of trauma-informed practice and young people are supported to access mental health services appropriately. The Barochan report highlighted a need for improvement in the management of the house and staff training. Work has commenced to address the areas for improvement required by the Care Inspectorate for Barochan.



- 4.14. Throughout 2022/23, Children's Services developed a portfolio management approach to service improvement planning, to support with balancing new priorities, core business and moving beyond recovery. The intended impact is to strengthen our service planning processes, enabling children and young people to thrive, learn and achieve. The approach will support prioritisation, integration and joint-planning, reducing duplication and over-reporting. Each portfolio was developed with a plan to deliver on our agreed service priorities and align with the remit of our Heads of Service: Curriculum, Learning, Teaching & Assessment; Inclusion; and Families & Communities.
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## **5. Actions that have been delayed or cancelled**

- 5.1. Two actions, listed below, have not been progressed owing to a delay in receiving policy guidance and funding from the Scottish Government. This was reported to Board in Autumn 2022, but as there has still not been any further progress, these actions will be discontinued from the Service Improvement Plan until such time as the Government guidance has been received:
- CHS.SIP.22.02.07: Plan for the expansion of early learning and childcare for one-year olds; and
  - CHS.SIP.22.02.08: Support with the development of a rights based, dynamic out of school care offer.
- 5.2. The action in relation to progressing the work in the priority schools identified in the School Estate Management Plan has now been separated into two actions, as requested by Board in Autumn 2022. The new actions are as coded follows to reflect individual schools:
- CHS.SIP.22.01.01a: Paisley Grammar School Community Campus; and
  - CHS.SIP.22.01.01b: Thorn Primary School.
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## **6. Progress against Performance Measures**

- 6.1. Appendices B and C outline the 34 Children's Service's performance indicators which fall under the remit of this policy board. Of these, 14 are collected quarterly over a fiscal year (1 April to 31 March) and 20 are annual indicators measured over an academic year (1 August to 31 July).
- 6.2. The 2021/22 Achievement of a Curriculum for Excellence Level (ACEL) data demonstrates that there has been an increase in attainment across all curricular areas when looking at P1, P4, and P7 combined. This follows the 2020/21 data which saw decreases across all curricular areas because of pandemic-related disruption. This trend is visible within Renfrewshire and

nationally, although attainment in Renfrewshire remains in line with or above the national figures across all stages and curricular areas.

- 6.3. The number of young people entering a positive destination after leaving school has continued to show strong performance with 97% of 2022 school leavers entering a positive destination, exceeding the target of 95%.
- 6.4. The service has continued to exceed its target for ensuring looked after children are cared for in a community setting, with 90% of children cared for in this way. Although this number represents a small drop in comparison to the same quarter last year, where the figure was 92%, this can be accounted for by the needs of a small number of young people who require to be placed in other settings better aligned to their current needs.
- 6.5. A high percentage of new unpaid work orders continue to be completed by the required date. In Q4, 96% of orders were completed on time against a target of 75%. Performance has been sustained despite increases in the number of orders stemming from further court activity, highlighting the service's efforts to focus resource on priority areas.
- 6.6. A number of justice-related indicators were reported as below target in the Mid-Year Monitoring Report. This was due in part to the ongoing changes in court activity which had disrupted justice service processes, resulting in challenging tight timescales for initial activity on orders. Justice activity also continued to be negatively impacted by accommodation issues. These issues are being addressed on an ongoing basis and the service continues to show improved performance.
- 6.7. The percentage of Stage 1 complaints responded to within timescales agreed with customers has shown significant improvement since Q4 of 2021/22 where only 75% of complaints were responded to within timescale. The Q4 2022/23 figure shows 97% of Stage 1 complaints were responded to within timescale. This highlights the efforts of the service to improve performance in this area.
- 6.8. The percentage of Stage 2 complaints responded to within timescales agreed with customers has also shown some improvement compared to Q4 of 2021/22 where only 60% of complaints were responded to within timescale. The Q4 2022/23 figure shows 67% of complaints were responded to within timescale. This remains below the target of 95% and the service will continue efforts to improve on this area of performance.
- 6.9. In all cases, the service will always focus on responding to complaints comprehensively. On occasion this may require staff to liaise closely with the complainant to fully understand the scope of the issue and thereafter identify all pertinent information. Complainants are always kept fully informed of

timescales and anything that might impact them, for example managing responses that will be impacted by school holidays.

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## **7. Areas requiring improvement and/or review**

- 7.1. The percentage of new unpaid work clients subject to a supervision order seen by a supervising officer within one week is highlighted as an area for improvement, with performance being 76% in Q4 against a target of 85%. All those where the service recommends a supervision order are issued with an appointment in advance of the court date. Delivering on this target is dependent on the compliance of those made the subject of the supervision order. The service is reviewing how the need for compliance is communicated to the individuals.
- 7.2. The average complementary tariff score for Renfrewshire pupils in senior phase stages has remained higher than the national average; despite decreasing at every stage since 2021. This can be attributed to the changing models of assessment which has influenced overall attainment at each stage. There has been a decrease in the average complementary tariff for S4 pupils in the 30% most deprived and 70% least deprived cohorts, which has resulted in an increase in the attainment gap between most- and least-deprived pupils at this stage. In S5, the average complementary tariff score has decreased slightly for the 30% most deprived and marginally increased for the 70% least deprived groups in 2022, which has also resulted in the size of the attainment gap growing slightly amongst S5 pupils. In S6, the average complementary tariff for pupils living in the 30% most deprived has increased since 2021 while performance in the 70% least deprived group has decreased. As such, the tariff point gap has closed to the smallest it has been in the last five sessions.
- 7.3. The percentage of care leavers who have had a period of homelessness in the six months prior to 31 March 2023 was 4%, representing 7 individuals. We measure performance against an ambitious target that no care leaver experiences a period of homelessness, and this continues to be an area requiring improvement to meet that target.
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## **8. Monitoring progress**

- 8.1 We will apply our robust approach to quality improvement across our portfolios to ensure our practice and provision is driven by the experience of our service users. Established processes are in place to ensure our service priorities are underpinned by appropriate and accessible policy guidance, practice standards and training/development opportunities. Data and insight aligned

to our outcomes will undergo thorough analysis and evaluation, with outputs shaping how we adapt, respond and best effect improvement over time.

- 8.2 Progress on the implementation of the Service Improvement Plan is monitored by the Extended Senior Leadership Team every quarter and will be reported to the Education and Children's Services Policy Board on a six-monthly basis.

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### **Implications of the Report**

1. **Financial** - The Service Improvement Plan highlights resourcing pressures arising from increasing demand for services and the current financial environment.
2. **HR & Organisational Development** – None.
3. **Community/Council Planning** – The report details a range of activities which reflect local council and community planning themes.
4. **Legal** - None.
5. **Property/Assets** – None.
6. **Information Technology** - Service developments relating to information technology are key enablers of service improvement and modernisation and support service-level and corporate objectives.
7. **Equality & Human Rights** - The recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health & Safety** – None.
9. **Procurement** – None.
10. **Risk** – Risks related to the delivery and management of services are regularly monitored and included in Renfrewshire Council's Corporate and Strategic Risk Registers.
11. **Privacy Impact** – None.
12. **COSLA Policy Position** – None.
13. **Climate change** – Actions and performance indicators aligned to Strategic Priority 4: Green, of Renfrewshire's Council Plan, highlights activities across the Council to tackle climate change.

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**List of Background Papers:** (a) Service Improvement Plan 2022 - 2025






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# Children's Services SIP 2022-25 Action Plan


Action Status	
	Cancelled
	Overdue
	Check Progress
	In Progress
	Completed

## Strategic Priority 1: Place

Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
	CHS.SIP.22.01.01	Progress development work in relation to the priority schools identified in the School Estate Management Plan - Paisley Grammar School Community Campus	Pupils and staff enjoy a modern, fit for purpose, school estate which supports learning and achievement.	31-Aug-2026	<div><div>50%</div></div>	Progress continues to be made in design development for the new Paisley Grammar School Community Campus, which is scheduled to open in the summer of 2026 for 1,350 pupils. The project remains on programme with Royal Institute of British Architects (RIBA) Stage 2 completed in February 2023 and Stage 3 is on track to conclude in May 2023. Regular governance reviews continue to be undertaken and status evaluation updates to Scottish Futures Trust are submitted on a quarterly basis. As part of the planning application process,	Education Manager (Resources)

Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
						the project's design team hosts two public consultation events to capture feedback on design development at this stage. The first session took place in March 2023, with the planning submission scheduled for May 2023.	
	CHS.SIP.22.01.01	Progress development work in relation to the priority schools identified in the School Estate Management Plan - Thorn Primary School	Pupils and staff enjoy a modern, fit for purpose, school estate which supports learning and achievement.	31-Mar-2026	<div><div></div>20%</div>	The decision on Learning Estate Investment Programme Phase 3 Funding was deferred by Scottish Government in December 2022. No update on this position has been received at this time.	Education Manager (Resources)
	CHS.SIP.22.01.02	Progress plans for the roll out of full Wi-Fi across the school estate, understanding the benefits that can be baselined and measured	Funding in place and programme developed and underway.	31-Dec-2023	<div><div></div>33%</div>	This is part of a corporate roll-out of new Wi-Fi which includes schools. Wi-Fi will be installed on a programme over the next 16 months, and it is hoped that all schools will be complete before the end of the calendar year. Funding has been agreed and next steps being identified. Surveys will be completed by the end of the school term in June 2023.	Digital Learning Manager
	CHS.SIP.22.02.13	Progress office accommodation solutions to facilitate an improved contact for all service users, including groupwork provision.	A range of interventions support individuals to address the reasons for offending and promote desistance.	31-Mar-2023	<div><div></div>100%</div>	Current staff and services have returned full time to all office buildings which meets current need. Groupwork has increased numbers in line with respectable distance, with ventilation solutions progressed.	Justice Social Work Services Manager


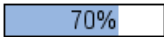


## Strategic Priority 2: Economy



Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
	CHS.SIP.22.02.01	Working in partnership with Skills Development Scotland, West College Scotland, Invest in Renfrewshire and Developing the Young Workforce West, we will ensure planned robust approaches to supporting our most vulnerable learners into positive destinations	This will provide a coordinated approach to ensuring that all young people, particularly the most vulnerable, are given the best opportunities and supports to move into positive future pathways.	31-Mar-2025	<div><div>65%</div></div>	The Economic Recovery Group continues to meet regularly with a robust focus on supporting vulnerable learners into positive destinations. All secondary schools and our 2 schools for pupils with additional support needs (ASN) have a Developing the Young Workforce (DYW) coordinator. The key priority of these staff is to ensure all young people, particularly the most vulnerable, are provided with opportunities to support them into positive destinations post school including bespoke work placements and alternative pathways as appropriate. Monthly meetings take place to review the progress of these young people and to ensure that the right supports are in place for them. The work placement programme continues to provide excellent opportunities for our young people. We have approximately 400 new employers this year who are offering a range of opportunities such as site visits, training, and long-term work placements for young people in the senior phase. The 'My Future Pathways' programme is running successfully again this session with almost 40 young people having embarked on the construction course	Education Manager (Senior Phase)




Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
						from August 2022; 8 of these young people have now been offered places on the West College Scotland (WCS) pre-apprentice construction course (new this session).	

### Strategic Priority 3: Fair




Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
	CHS.SIP.22.02.02	Develop and extend bespoke pathways and programmes on literacy and numeracy to support all establishments through a differentiated approach	Attainment data will demonstrate improvements in literacy and numeracy attainment.	30-Jun-2023		Across literacy and numeracy, schools continue to be supported with aspects of learning and teaching including evidence-based pedagogy and assessment. A range of evaluations and case studies are currently being compiled to evaluate the effectiveness and impact of specific interventions.	Education Manager (Curriculum)
	CHS.SIP.22.02.03	Strengthen learning, teaching, and assessment in all schools, supported by high quality professional learning.	Learners' experiences are enriched with the use of new and innovative approaches to learning and teaching and are equipped with the skills to support them in their learning in a digital works	30-Jun-2023		The first Renfrewshire Learning Festival took place in February 2023 with over 800 staff attending. Feedback from staff found that 72% said they would share what they learned with colleagues, whilst 89% would implement the learning in practice. As part of the work being undertaken to develop the learning, teaching, and assessment strategy, focus groups of learners have been sharing what learner experiences should look, sound, and feel like in our schools. A sketch note is being designed based on this.	Digital Learning Manager


Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
	CHS.SIP.22.02.04	Implement the recommendations of the ASN review	Children and young people are supported to remain in mainstream education with their peers	30-Jun-2023	<div><div></div>80%</div>	Locality development is ongoing Training following the refresh of the Getting It Right for Every Child (GIRFEC) policy is underway with further training being added due to demand. Parent workshops will be set up this term to share the consistent approach that has been developed. The training programme for additional support needs assistants and classroom assistants has started and has been successfully evaluated. The Education pilot for involvement in Initial Referral Discussions (IRDs) has been successful and is being rolled out across all localities.	Education Manager (ASN)
	CHS.SIP.22.02.05	In collaboration with Health partners, the West Partnership, and the voluntary sector, continue to develop consistent, effective & preventative approaches to support recovery and improve the mental, social, and emotional wellbeing of children, young people	Through delivery of high-quality professional learning, almost all practitioners have an enhanced knowledge and understanding of programmes, resources, and strategies available to support their own wellbeing and that of children and young people (CYP). All practitioners have the skills to effectively support CYP. Almost all practitioners across all sectors use evidence-based programmes and preventative approaches in the learning and teaching	30-Jun-2023	<div><div></div>90%</div>	During Children's Mental Health week in February 2023, a series of twilight sessions was offered each day on issues that affect mental health e.g., understanding sleep, self-harm, and gender-based violence. All year 1 and 2 PATHs early years and primary schools are being effectively supported to deliver effective emotional literacy through coaching from Barnardo's. Counselling services are in place to support all CYP from P1 - S6 and parents where appropriate. In the period July 22 – Dec 22, 858 CYP were effectively supported through counselling. Our new online interactive Alcohol and Substance	Education Manager (Quality Improvement and Health & Wellbeing)


Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
			of mental, emotional, and social wellbeing. All CYP requiring specialist health and wellbeing (HWB) services. All CYP are supported to have positive, healthy, and mutually respectful relationships.			Education Awareness programme is being implemented across all our early years' establishments and schools. Work is underway to evaluate the early impact of this new resource. The Mentors in Violence Prevention (MVP) peer mentoring programme is providing young people across Renfrewshire secondary schools with the skills to challenge attitudes to gender-based violence. We are currently working with partners from Youth Services and OneRen to see how we can use MVP to support the primary sector in a universal and targeted way utilising staff and trainer expertise. Most secondary schools are now supported by MVP trained staff from Youth Services who are funded by the Scottish Government's Delivering Equally Safe Fund. This area of work is currently focusing on the development of a campaign designed by pupils. The Mental Health Foundation Peer Education Programme in conjunction with MVP training was originally piloted in Paisley Grammar School for Education Scotland. Training has also taken place in St Benedict's High School. Further roll out will take place across most of our MVP schools in the new session.	

Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
	CHS.SIP.22.02.06	Ensure Renfrewshire is a "child friendly" place where children's rights are at the centre of policy decision making.	All children in Renfrewshire rights should be protected and promoted in all areas of their life	30-Jun-2023	<div><div>75%</div></div>	Multi-agency training to support the GIRFEC refresh is ongoing. The new GIRFEC policy has Rights of the Child firmly embedded within it and all partners are ensuring that assessment of needs are based on rights and strength-based approaches. All partners including partners from third sector organisations have been involved in the refreshed training. There has also been a successful link up initiative which gave all agencies an opportunity to share experiences and successes with the implementation of GIRFEC. From April to June there will be parent workshops and an offer to local members to join a GIRFEC workshop. All future policies that have been developed reflect fully the Rights of the Child (UNCRC). Schools continue to take forward the Rights Respecting School programme along with our Renfrewshire's Nurturing Relationship Approaches. Both of these programmes enable schools to ensure children's rights are centre to school life. Also, across Renfrewshire schools, we are working hard to ensure that the development of Personal and Social Education resources and lessons are led by pupil voice. Our new Alcohol and Drug Awareness Education resource is a	Head of Education (Inclusion and Quality Improvement)


Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
						very good example; as children and young people from eight schools, across the authority, tested out our new resource, advised on changes and were the voices presenting the final lessons.	
	CHS.SIP.22.02.07	Plan for the expansion of early learning and childcare for one-year olds	Improved outcomes for targeted children. The attainment gap is reduced. Increased family resilience through improved health and wellbeing of children and parents. Parents are supported into work, study, or training	30-Jun-2023	<div>0%</div>	Owing to a delay in receiving policy guidance and funding from the Scottish Government, there has still not been any further progress with this action. Therefore, this action will be discontinued from the Service Improvement Plan until such time as the Government guidance has been received.	Education Manager (Early Years)
	CHS.SIP.22.02.08	Support with the development of a rights based, dynamic out of school care offer	Improved outcomes for targeted children. The attainment gap is reduced. Increased family resilience through improved health and wellbeing of children and parents. Parents are supported into work, study, or training	30-Jun-2023	<div>0%</div>	Owing to a delay in receiving policy guidance and funding from the Scottish Government, there has still not been any further progress with this action. Therefore, this action will be discontinued from the Service Improvement Plan until such time as the Government guidance has been received.	Education Manager (Early Years)
	CHS.SIP.22.02.09	Ensure that the Renfrewshire child protection processes and guidance are compliant with the new national guidance on child protection.	Child protection practice is further enhanced and strengthened in line with recommendations. Child protection practice is further enhanced and strengthened in line with recommendations.	31-Oct-2023	<div>100%</div>	All work to progress compliance with the new national guidance has been progressed and completed. New local guidance will be issued in May 2023.	Child Protection Advisor

Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
	CHS.SIP.22.02.10	Roll out the Safe and Together model across Children's Services Social Work and embed the Safe and Together principles in practice	Reduce risk of significant harm to children affected by domestic abuse. Children and adult survivors of domestic abuse will feel safer. Children and adult survivors of domestic abuse will recover from the impact of domestic abuse	30-Jun-2023	<div><div>80%</div></div>	Core training has been delivered to 48 Children's Services Social Workers in total across two cohorts in 2022. Two further tranches of four-day core training are planned for 2023. A multi-agency one-day briefing was delivered in December 2022 and a further one-day briefing is being planned for the first half of 2023. Awareness of the course was raised during the '16 days of action', and ilearn continues to be promoted for completion by all Children's Services Social Work staff. However, this has been impacted by current pressures across the teams. A Champions Group is now in place and reflective practice sessions are being offered across Social Work teams.	Social Work Children's Services Manager
	CHS.SIP.22.02.11	Further develop proposals for a bail supervision service within existing resources i.e., funding, staffing, office accommodation, and the capacity of partners to take forward their requirements	The negative impact of remand is reduced, and individuals are supported in the community to achieve good life goals.	31-Mar-2023	<div><div>100%</div></div>	Proposals for developing the bail supervision service have been agreed and implementation will be taken forward in the next twelve months, through action CHS.SIP.23.FAC.04 of the 2023-26 Service Improvement Plan.	Justice Social Work Services Manager
	CHS.SIP.22.02.12	Extend diversionary opportunities, implement Structured Deferred Sentences and electronic monitoring to support bail as part of our range of services to minimise	Vulnerable individuals are supported to address their behaviour and avoid involvement with the justice system. People are supported to remain in their community and the stigma associated with involvement in the	31-Mar-2023	<div><div>30%</div></div>	The service has signed the Police custody information sharing protocol (ISP) in October 2022 and await Police Scotland commencement so that staff have access to the court service database. Diversion is already increasing in numbers and range of interventions. Work will continue to	Justice Social Work Services Manager

Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
		involvement with the justice system	justice system can be reduced.			develop and design early interventions within justice social work, through action CHS.SIP.23.FAC.04 of the 2023-26 Service Improvement Plan.	
	CHS.SIP.22.04.08	Further embed the recommendations of The Promise in service delivery	Care experienced young people have better outcomes and a more positive experience of care; feel listened to and valued; can build and maintain good relationships.	31-Mar-2025	<div><div>35%</div></div>	Activity is underway across several services and in line with The Promise 21-24 Plan. The Promise involves all areas of the council and its partners and reinforces the importance of reflecting this in our strategic planning approach. Renfrewshire's Promise Oversight Board and Four Priority Action Groups, chaired by officers from the Council and Renfrewshire's HSCP and the Scottish Children's Reporter Administration (SCRA), is now meeting to deliver on the 21-24 plan. The Promise features in Children's Services Partnership Plan as a key high-level Aim and in the Council Plan 2022-27. Development of the Renfrewshire Language Policy work was taken forwards and in March 2023 was completed and disseminated accordingly. This document provides guidelines for acceptable and positive language use across the local authority. The Promise Manager and Ambassador are linking with Local Employability Partnerships to ensure our care experienced children and young	Promise Manager

Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
						people can reach positive destinations and are supported through their career journey. Work is also underway on a long-term focus with Community Justice, Scottish Ambulance Service, Police and Fire to allow us to better support our care experienced young people who access these services. There is currently scoping work taking place around this with further activity planned towards the end of 2023. The Promise Keeper network is active and growing across the authority, HSCP and Partners. There are currently 118 Promise Keepers in place from across the local authority, noting the diversity of the network. There is ongoing work to continue to expand the network further.	
	CHS.SIP.22.04.09	Deliver an independent evaluation of Women and Children First Reconnections	Service user voices and experiences of service will inform and improve practice and future service delivery	30-Jun-2023	<div><div>100%</div></div>	The independent researchers have completed the focus groups and direct discussions with service users. The draft evaluation report is complete with a view to the evaluation being finalised before the planned date of June 2023.	Social Work Children's Services Manager



#### Strategic Priority 4: Green

Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
	CHS.SIP.22.03.01	Continue to work with other council services to deliver	Following the Council's declaration of a climate	31-Mar-2026	<div><div>99%</div></div>	The Energy Management Unit confirm that the LED lighting programme is	Education Manager (Resources)







Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
		improvements to the school estate which offer a high degree of environmental sustainability and energy efficiency.	emergency in June 2019, the delivery of this action will make a critical contribution towards Renfrewshire being carbon neutral by 2030.			now complete in the public-private partnership (PPP) estate and that CO2 monitors have also been installed in the PPP estate.	

#### Strategic Priority 5: Living our Values












Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
	CHS.SIP.22.04.01	Continue to participate in school, cluster, and regional moderation and pilot engagement with the West Partnership moderation portal.	Staff will be skilled and confident in using a differentiated approach to meet learning needs of children and young people.	30-Jun-2023	<div><div>100%</div></div>	Establishments have been involved in cluster/paired schools moderation activity across this session. The activity was agreed between schools depending on staff need and the journey of the school. Some secondary practitioners (English and Maths) have been involved in the West Partnership moderation event. This included a piece of work on assessment and moderation within the broad general education (BGE) and professional discussion among practitioners.	Education Manager (Curriculum)
	CHS.SIP.22.04.02	Continue to support and strengthen leadership capacity of staff at all levels to support delivery of establishment programmes to promote recovery and accelerated progress	Leadership capacity is enhanced enabling fulfilment of establishment recovery programmes. Distributive leadership is increasingly evident across all establishments. Senior school leaders feel valued and supported to carry out	30-Jun-2023	<div><div>100%</div></div>	In April 2022, the Aspiring Principal Teacher (primary) programme concluded. Participants shared their Professional Enquiry and next steps with their peers. In July, four Masters Level Learning funding applications were approved for courses starting September 2022. A positive response was achieved recruiting for the Improving our Classrooms	Education Manager (Professional Development and Leadership)

Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
			their role with confidence and competence.			Programme, which closed with 17 applications.	
✓	CHS.SIP.22.04.03	Progress work to increase the use of digital technology within learning and teaching and to deliver professional development opportunities to support this.	Children and young people have the appropriate digital skills required by employers and staff are equipped to keep up to date with the pace of change.	30-Jun-2023	<div><div>100%</div></div>	Work with schools applying for the Digital Schools Award Scotland (DSAS) has continued with staff who recently achieved the award, sharing their journey. In addition, the Digital Wellbeing Award session was attended by 8 schools and was rated 5 out of 5. All 8 schools said they intended to register for the award. To date there have been 29 professional learning sessions, with over 300 staff attending and all being rated 4 or more out of 5.	Digital Learning Manager
✓	CHS.SIP.22.04.04	Launch revised Leadership Strategy which promotes distributed leadership at all levels, whilst committing to the ongoing support of those in senior leadership positions.	All staff within our establishments feel confident and supported to take on leadership responsibility at their own level	30-Jun-2023	<div><div>100%</div></div>	A programme of professional learning is in place. Leadership Strategy launched September 2022.	Education Manager (Professional Development and Leadership)
▶	CHS.SIP.22.04.05	Continue to work on making all aspiring leadership courses deliverable internally using the experience and expertise of our own staff.	Delivery of our aspiring leadership programmes becomes fully sustainable	30-Jun-2024	<div><div>75%</div></div>	Dates for all programmes and presenters confirmed. Working groups to continue for duration of this term to finalise all arrangements including appointment of mentors, development of course evaluations and course presentations.	Education Manager (Professional Development and Leadership)
▶	CHS.SIP.22.04.06	Develop a 3-year Quality Improvement Framework (QIF) to promote recovery	Establishments are supported and challenged to recover and improve through continued implementation of	30-Jun-2023	<div><div>90%</div></div>	During March 2023, Heads of Service and link Education Managers visited each secondary school with a focus on raising attainment. A short-life	Education Manager (Quality Improvement and Health & Wellbeing)




Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
		and accelerated progress across education	our robust QIF. Senior leaders are empowered to look outwards and collaborate with peers to inform improvement. Self-evaluation gradings across key quality indicators demonstrate maintenance of ambitious standards or improvement across almost all education establishments.			working group, comprising Head Teachers from all sectors, met twice and a QI plan has been agreed for session 2023/24. A programme of 3-day establishment reviews, focussing on leadership, learning, teaching, and assessment, is currently underway and will continue until June 2023. Baseline data for key quality indicators had been established in June 2022, while stretch aims have been identified to be achieved by June 2023. Three primaries and two secondaries have been inspected by Education Scotland this session; all inspections have been positive.	
	CHS.SIP.22.04.07	Develop a strategy for career-long professional learning (CLPL) for support staff within Children's Services.	The council has a workforce confident and capable of delivering its role.	31-Mar-2024	<div><div>50%</div></div>	Audit is currently being undertaken to benchmark training needs. Once completed a programme of CLPL will be developed and implemented.	Education Manager (Professional Development and Leadership)
	CHS.SIP.22.04.10	Review the management and leadership of social work and identify options for a new service model.	The service can efficiently meet current and future demands.	31-Mar-2023	<div><div>100%</div></div>	All work on the redesign has been taken forward as expected. Consultation on the new model will be carried out in the first quarter of 2023/24.	Head of Childcare and Criminal Justice
	CHS.SIP.22.04.11	Develop tools to improve social work staff's access to key data and insight, providing training and support where required.	Social work staff are confident in their ability to use data to direct resources and support the most vulnerable within our communities.	31-Mar-2023	<div><div>100%</div></div>	Social work data dashboard is ready for implementation. Implementation and staff training and support currently underway.	Quality Assurance & Practice Development Manager





Status	Action Code	Action Title	Description	Due Date	Progress Bar	Latest status update	Assigned To
	CHS.SIP.22.04.12	Implement a new Quality Improvement Framework for Children's Services social work	Social work services are child-centred and focussed on the experiences, progress and outcomes in individual children and young people. Policies, procedures, and processes are effective and high quality, and protect children at risk and improve their care experiences.	31-Dec-2022	<div><div>100%</div></div>	Interim QIF commenced November 2022. Working towards full implementation of QIF to coincide with new service re-design February 2024.	Quality Assurance & Practice Development Manager













## Children's Services SIP 2022-25 Financial Year










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

### Strategic Priority 3: Fair

Code	Performance Indicator	Status	Short Term Trend	Long Term Trend	Q3 2022/23		Q4 2022/23		2022/23		Latest Note
					Value	Target	Value	Target	Value	Target	
CHS/LGBF/01	Percentage of Looked After Children cared for in the community				91%	89.9%	90%	89.9%	90%	89.9%	Performance in Q4 has decreased slightly from 91.2% in Q3 to 90%. The majority of all looked after children continue to live in a community setting either with their own family or with an alternative family. A residential house or school can be more suitable for a small number of children and young people based on their needs, but the service will always seek to have a child live in a family setting where appropriate. All looked after and accommodated children are in the setting which has been identified to best meet their needs. Please note, this indicator is also reported










Code	Performance Indicator	Status	Short Term Trend	Long Term Trend	Q3 2022/23		Q4 2022/23		2022/23		Latest Note
					Value	Target	Value	Target	Value	Target	
											annually, and the figure is derived from the Local Government Benchmarking Framework indicator CHN9 'Balance of care for 'looked after children': % of children being looked after in the community'. The last data published for this indicator is for 2020/21. The percentage of looked after children living with families in the community in Renfrewshire in 20/21 was 92.5% and was above the Scotland average of 90%.
CHS/CJ/CPO/02	% of NEW unpaid work orders/requirement complete by the required date				94%	75%	96%	75%	Not measured on an annual target basis		Target has been exceeded in the previous four quarters. Court services recovering and the number of new orders imposed has continued to increase over recent months. The service continues to prioritise workloads and deliver unpaid work activity in accordance with safe working guidelines.
CHS/CJ/CPO/01	The percentage of NEW clients subject to a new supervision order seen by a supervising officer within 1 week				86%	85%	76%	85%	Not measured on an annual target basis		Q4 performance has dipped slightly in comparison to the previous three quarters. Where the social worker recommends a supervision order the detail of the first contact is contained in the criminal justice social work report. This target is dependent on the compliance of the person made the subject of the order attending as directed.
CHS/CJ/CPO/04	Percentage of NEW unpaid work clients seen within 1 working day of the order				59%	70%	65%	70%	Not measured on an annual target basis		Significant recovery has been achieved, exceeding target for Q2 with improvement gains carrying on into Q4. Service users should be seen at court on the day of sentence and directed to an appointment with unpaid work staff, however court staffing levels has been impacted by

Code	Performance Indicator	Status	Short Term Trend	Long Term Trend	Q3 2022/23		Q4 2022/23		2022/23		Latest Note
					Value	Target	Value	Target	Value	Target	
											vacancies which can interrupt this first crucial stage, causing drift. Ongoing recruitment of court staff, and increased access to accommodation for unpaid work staff is improving the situation.
CHS/CJ/CPO/05	Percentage of NEW unpaid work clients receiving an induction within 5 working days of the order				75%	75%	71%	75%	Not measured on an annual target basis		Performance has significantly improved over the course of the year, with Q4 performance only slightly below target. Improvements reflect focussed efforts to prioritise health and safety inductions to ensure that service users are ready for available work placements.
CHS/CJ/CPO/06	Percentage of NEW unpaid work clients beginning work placement within 7 working days of the order				82%	65%	71%	65%	Not measured on an annual target basis		Performance has significantly improved over the most recent three quarters, exceeding target in the previous two quarters. The demand for weekend work placements remains high, and the service continues to adapt in response to this shift. Staff sickness and vacancies continue to impact workforce capacity.
CHS/CPR/01	Percentage of children registered in this period who have previously been on the Child Protection Register				0%	N/A	3%	N/A	5%	N/A	There were 31 new CP registrations between January and March 2023. One child had previously been registered within the last 2 years. Re-registrations are monitored as part of the Renfrewshire Child Protection Committee's performance management to ensure that there have been no inappropriate de-registrations.
CHS/LAC/02	Percentage of accommodated Looked After Children placed with families				88.1%	83%	86.9%	83%	86.9%	83%	The service aims to ensure that accommodated children live in a family setting where this is in their best interest, and this will continue to be the preferred option for most children. There are times when it is more appropriate to support a












Code	Performance Indicator	Status	Short Term Trend	Long Term Trend	Q3 2022/23		Q4 2022/23		2022/23		Latest Note
					Value	Target	Value	Target	Value	Target	
											looked after and accommodated child in a residential children's house or school, or times when a children's hearing considers this necessary.
CHS/LAC/CL/01	Percentage of care leavers participating in employment, training or education				54%	55%	52%	55%	Not measured on an annual target basis		Performance in Q4 has decreased and is slightly below the target of 55%. The figure of 52% reflects that 84 out of 161 care leavers are in employment, education, or training.
CHS/LAC/CL/02	Percentage of care leavers who have had a period of homelessness in the last 6 months				6%	0%	4%	0%	Not measured on an annual target basis		The figure of 4% equates to 7 young people. All individuals were either living with family members/friends or provided with temporary homeless accommodation either in Renfrewshire or in other local authority areas. Throughcare and Housing continue to work together to prevent homelessness and to support young people in sustaining tenancies. Reduced movement of housing stock in housing is resulting in young people remaining in placements longer. Homelessness can be a result of breakdown in other living arrangements whilst waiting on housing offers.
RCPC/01	Number of children on the Child Protection Register at quarter end date				86	N/A	80	N/A	80	N/A	There were 80 children on the Child Protection Register as at the reporting period end date in Q4 of 2022/23, compared to 86 children as at the reporting period end date in Q3. During Q4, there were 31 children newly registered and 37 children de-registered. Trends in child protection activity are monitored by the Renfrewshire Child Protection Committee which receives a report on a range of performance measures.









## Strategic Priority 5: Living our Values

Code	Performance Indicator	Status	Short Term Trend	Long Term Trend	Q3 2022/23		Q4 2022/23		2022/23		Latest Note
					Value	Target	Value	Target	Value	Target	
CHS/CORP/01a	% of Stage 1 complaints responded to within timescales agreed with customers				91%	95%	97%	95%	95.8%	100%	Children's Services received 33 complaints (33 Education), of which 32 were completed within target.
CHS/CORP/01b	% of Stage 2 complaints responded to within timescales agreed with customers				71%	95%	95%	95%	84.8%	95%	Children's Services received 20 complaints (13 Education and 7 Social Work), of which 19 were completed within target (13 Education and 6 Social Work). As at the quarter end date, there are 8 investigations (5 Education and 3 Social Work) still ongoing within timescales that have been excluded from the figures.
CHS/CORP/03	% of FOI requests completed within timescale by Children's Services				84%	100%	68%	100%	82.6%	100%	Children's Services had 72 FOI responses due in this quarter; 62 Education and 10 Social Work. 49 were completed within the required timescale; 39 Education and 10 Social Work. 23 Education FOIs were completed outwith timescales.






## Children's Services SIP 2022-25 Academic Year










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










### Strategic Priority 3: Fair




Code	Performance Indicator	Status	Short Term Trend	Long Term Trend	2021/22		Latest Note
					Value	Target	
CHS/ATT/01a	% of Leavers attaining literacy SCQF Level 4				96%	98%	The percentage of leavers in Renfrewshire achieving literacy and SCQF level 4 or above has remained high over the previous three years. The 2021/22 figure of 96.1% is down on the 2020/21 figure of 97.0% but remains ahead of our virtual comparator, at 95.9%, and the national figure of 94.4%. The 2022/23 data will become available in early-2024 through the SQA Insight website.
CHS/ATT/01b	% of Leavers attaining numeracy SCQF Level 4				93%	94%	The performance of Renfrewshire school leavers in numeracy at SCQF level 4 or above has decreased to 93.3% from the previous years figure of 94.5%. This is




Code	Performance Indicator	Status	Short Term Trend	Long Term Trend	2021/22		Latest Note
					Value	Target	
							slightly ahead of the virtual comparator which is 93.2%, and ahead of the national figure of 91.3%. The 2022/23 data will become available in early-2024 through the SQA Insight website.
CHS/ATT/01c	% of Leavers attaining literacy SCQF Level 5				87%	88%	Attainment of school leavers in literacy at SCQF level 5 or above has decreased to 87.1% from 90.2% in 2020/21. Renfrewshire has consistently been ahead of both the national average (82.0%) and its virtual comparator (85.9%) for the previous 3 years. The 2022/23 data will become available in early-2024 through the SQA Insight website.
CHS/ATT/01d	% of Leavers attaining numeracy SCQF Level 5				77%	77%	The percentage of school leavers achieving SCQF level 5 or above in numeracy has decreased to 76.9% from 80.1% in 2020/21. Renfrewshire remains above the virtual comparator, which fell to 75.2%, and the national figure of 70.7%. The 2022/23 data will become available in early-2024 through the SQA Insight website.
CHS/ATT/08	Average Total Tariff Score of Looked After Children (school leavers)				328	330	The average total tariff of care-experienced school leavers decreased in 2021/22 to 328 from 471 in 2020/21. However, due to the small number of looked after pupils in each leavers cohort there can be considerable variation in the average tariff from year to year. The 2022/23 data will become available in early-2024 through the SQA Insight website.
CHS/ATT/09	Gap between the Average Total Tariff Score of Looked After Children (school leavers) and that of the total Renfrewshire leavers cohort				67%	63%	The percentage gap between the average total tariff between looked after school leavers and the general cohort increased in 2021/22 to 67.3% from 58% in 20/21. The number of looked after pupils in each leaver's cohort is small therefore a high degree of variation is expected in these figures year on year. The

Code	Performance Indicator	Status	Short Term Trend	Long Term Trend	2021/22		Latest Note
					Value	Target	
							2022/23 data will become available in early-2024 through the SQA Insight website.
CHS/ATT/12	Average Complementary Tariff (S4)				311	320	The average complementary tariff score of S4 pupils in Renfrewshire has decreased slightly over the previous 3 years. The 2021/22 figure of 311 is down on the 2019/20 figure of 317 and the 2020/21 figure of 320. Renfrewshire's score remains greater than that of the national average and its virtual comparator. The 2022/23 data will become available later in 2023 through the SQA Insight website.
CHS/ATT/13	Average Complementary Tariff (S5)				604	570	The average complementary tariff score of S5 pupils in Renfrewshire has decreased slightly against the figure from 2020/21. Renfrewshire's score remains above the national average and its virtual comparator. The 2022/23 data will become available later in 2023 through the SQA Insight website.
CHS/ATT/14	Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Literacy between pupils living in 30% Most Deprived areas and those living in 70% Least Deprived Areas (SIMD)				15.4	7	The percentage point gap between the attainment in literacy of pupils living in the most and least deprived areas has increased to 15.4 percentage points, in comparison to the data last reported in 2018/19. In 2019/20 this data was not collected, while the 2020/21 data collection did not include achievement of a level at S3. The 2022/23 data will become available later in 2023 through the SQA Insight website.
CHS/ATT/15	Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Numeracy between pupils living in 30% Most Deprived areas and those living in 70% Least Deprived Areas (SIMD)				13.4	6	The percentage point gap between the attainment in numeracy of pupils living in the most and least deprived areas has increased to 13.4 percentage points, in comparison to the data last reported in 2018/19. In 2019/20 this data was not collected, while the 2020/21 data collection did not include achievement of a level at S3. The 2022/23 data will




Code	Performance Indicator	Status	Short Term Trend	Long Term Trend	2021/22		Latest Note
					Value	Target	
							become available later in 2023 through the SQA Insight website.
CHS/ATT/16	Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Literacy between pupils entitled to Free School Meals and pupils not entitled				21	14	The percentage point gap between the attainment in literacy of pupils based on their entitlement to free school meals was 20.7 percentage points, an increase on the figure of 18 last reported in 2018/19. The figure for 2021/22 included S3 attainment which was not collected in 2020/21. The 2022/23 data will become available later in 2023 through the SQA Insight website.
CHS/ATT/17	Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Numeracy between pupils entitled to Free School Meals and pupils not entitled				17	14	The percentage point gap between the attainment in numeracy of pupils based on their entitlement to free school meals was 17.3 percentage points, an increase on the figure of 14 last reported in 2018/19. The figure for 2021/22 included S3 attainment which was not collected in 2020/21. The 2022/23 data will become available later in 2023 through the SQA Insight website.
CHS/PD/01	% of School leavers in a positive destination				97%	95%	The percentage of 2021/22 leavers entering a positive destination has remained similar to 20/21 figures (96.6 vs 96.5). Renfrewshire is ahead of both the national figure and the virtual comparator in this measure - both comparators have also remained similar to the previous year. The majority of our school leavers went into higher education. The figure this year was 43%, above the national average of 41%. A further 25% of leavers went to further education, with 25% entering employment after a drop to 17% in 19/20. The 2022/23 data will become available in early-2024 through the SQA Insight website.

Code	Performance Indicator	Status	Short Term Trend	Long Term Trend	2021/22		Latest Note
					Value	Target	
CHS/PD/02.	No of foundation apprenticeships accessed by Renfrewshire school pupils				55	45	During 2021/22, 55 young people from Renfrewshire schools began Foundation Apprenticeships. It is intended to grow this number year after year as part of the wider goal of positive post-school destinations for all young people. We are also looking to get our Business Skills up and running due to the excellent partnership and progression opportunities.
CHS/SCH/07	% of children attending school (Primary)				92.6%	95.5%	Renfrewshire primary schools have worked hard to maintain a strong level of attendance despite the impact of Covid-19. National comparator data for attendance is compiled biennially and will next be published in December 2023
CHS/SCH/08	% of children attending school (Secondary)				87.1%	91%	Renfrewshire secondary schools have worked hard to maintain attendance. However, the impact of Covid-19 continues to present significant challenges for some families resulting in pockets of attendance falling. This is a picture which is being replicated across the country. Full National comparator data for attendance is compiled biennially and will next be published in December 2023.

Code	Performance Indicator	Status	Short Term Trend	Long Term Trend	2022/23		Latest Note
					Value	Target	
CHS/SCH/09	% of young people choosing to stay onto S5 (as % of S4 roll at September previous year)				92%	92%	Stay-on rates remain high, and most pupils remain in school until at least S5. Initiatives such as foundation apprenticeships and the provision of vocational education provided by West College Scotland but delivered in-school give pupils a range of options in the senior phase.

Code	Performance Indicator	Status	Short Term Trend	Long Term Trend	2022/23		Latest Note
					Value	Target	
CHS/SCH/10	% of young people choosing to stay onto S6 (as % of S4 roll at September two years before)				66%	70%	Stay on rates for young people choosing to stay on to S6 have fallen below target. Education for the senior phase has a strong focus on personal development and employability skills as well as on academic attainment, and support is offered to ensure positive post-school positive destinations for all.

### Strategic Priority 5: Living our Values

Code	Performance Indicator	Status	Short Term Trend	Long Term Trend	2021/22		Latest Note
					Value	Target	
CHS/SCH/05	Percentage of pupils satisfied with establishments Education Scotland Survey				N/A	100%	Figures for this indicator are taken from pupil responses to surveys sent out by inspectors. Due to the suspension of inspections during the Covid-19 pandemic, we are unable to report on this indicator for the 2021/22 school session. Inspections recommenced in the 2022/23 school session and will be reported in the mid-year progress report.



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

**On: 18 May 2023**

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

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**Heading: Children's Services 2023-2026 Service Improvement Plan**

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## **1. Summary**

- 1.1. The Service Improvement Plan for Children's Services is a three-year plan covering the period 2023-2026. The purpose of the Plan is to identify the priorities being addressed, the key tasks to be implemented, the implementation timetable and our measures of success.
- 1.2. The Service Improvement Plan is part of a suite of documents which describe the strategic direction for the service and the Council, that also includes the Council Plan, Community Plan, Risk Management Plan, and the Workforce Plan. The service also makes a major contribution to the delivery of the Renfrewshire Children's Services Partnership Plan, the Education Improvement Plan, and Renfrewshire's Community Justice Outcomes Improvement Plan.
- 1.3. Following the approval of the new Council Plan 2022-2027 in September 2022, work has been undertaken to review the format of Service Improvement Plans to make these more accessible, easier to understand and clearly demonstrate service contribution towards delivering the new Council Plan strategic outcomes.
- 1.4. The Service Improvement Plan is appended to this report and includes Performance Indicators and an Action Plan grouped under the Council Plan themes. A mid-year progress update on the Service Improvement Plan will be submitted to the Education and Children's Services Policy Board in the Autumn of 2023.



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## **2. Recommendations**

- 2.1. It is recommended that the Education and Children's Services Policy Board:
- (a) approves the attached Service Improvement Plan; and
  - (b) notes that mid-year progress of this Service Improvement Plan will be reported to this Board in the Autumn of 2023, with updates to the Performance Indicators and Action Plan.
- 

## **3. Background**

- 3.1. Children's Services are responsible for the delivery of early learning and childcare, universal services such as primary and secondary education, social work services to children and families, justice social work services, and targeted and specialist services for specific identified needs. These include child protection services, the provision of education to children and young people with additional support needs, mental health and addictions services for children and young people, and management and rehabilitation services for people who have committed offences.
- 3.2. A ring-fenced Scottish Government grant is received to provide the delivery of justice social work services such as: unpaid work, throughcare, drug treatment and testing orders, bail supervision, community payback orders, community service, diversion from prosecution, reports for the court, and Multi Agency Public Protection Arrangements (MAPPA) annual reports.
- 3.3. Resources are also directed towards permanency planning and early intervention to reduce the overall number of children living with a different family. Issues such as substance use and neglect present challenges and mean there will always be some children and young people that need intervention from the local authority. This includes our care experienced young people who choose to take up their entitlement to continuing care beyond the age of 18.
- 

## **4. Service Improvement Plan 2023-2026: What do we want to achieve?**

- 4.1. Council services continue to operate in a challenging context. Our communities face a cost-of-living challenge, and we will respond by addressing the causes of inequalities. Schools and children's social work services are also witnessing increases in scale of need and demand caused by households facing financial difficulty. Children's Services will continue to draw upon relevant insight to target its resources appropriately, with contributions complementing the activity outlined in the Renfrewshire Children's Services Partnership Plan, the Education Improvement Plan, and the Fairer Renfrewshire Programme.

- 4.2. Throughout 2022, Children's Services developed a portfolio management approach to service improvement planning, to support with balancing new priorities, core business and moving beyond recovery. The intended impact is to strengthen our service planning processes, enabling children and young people to thrive, learn and achieve. The approach will support prioritisation, integration and joint-planning, reducing duplication and over-reporting. Each portfolio has been developed with a plan to deliver on our agreed service priorities which are shown below.
- 4.3. Inclusion portfolio and Families & Communities portfolio
- Reducing child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty.
  - Protecting the most vulnerable members of our communities, including children and young people who are at risk.
  - Supporting and nurturing children and families, with particular focus on early intervention and prevention.
  - Supporting and nurturing children and families, with particular focus on mental health and wellbeing.
  - Placing the rights and needs of every child and young person at the centre of our decision making and service delivery.
  - Promoting a shared vision and refreshed understanding of inclusion for our children and young people.
  - Raising educational attainment while ensuring equity for all our children and young people.
- 4.4. Curriculum, Learning, Teaching & Assessment portfolio
- Enhance learning and teaching, delivering a meaningful, relevant, and progressive curriculum.
  - Efforts will focus on raising attainment while ensuring equity for all.

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## **5. Monitoring progress**

- 5.1. Progress on the implementation of the Service Improvement Plan is regularly monitored by the extended Senior Leadership Team and will be reported to the Education and Children's Services Policy Board on a six-monthly basis. A mid-year review of progress will be brought to this Board in the Autumn of 2023, with an annual outturn reported in Spring 2024.
- 5.2. All Council services have identified actions and indicators from their respective Service Improvement Plans to be addressed through the Council Plan, contributing to the cross-cutting theme of *"improving outcomes for children and*

*families.” We will monitor the progress of the other Council services actions to deliver as part of our performance monitoring.*

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### **Implications of the Report**

1. **Financial** – The Service Improvement Plan highlights resourcing pressures arising from increasing demand for services and the current financial environment.
2. **HR & Organisational Development** – The Service Improvement Plan also highlights workforce development and wellbeing considerations.
3. **Community/Council Planning** – The report details a range of activities which reflect Council and Community Planning themes and a direct link to the delivery of the Council Plan.
4. **Legal** – none.
5. **Property/Assets** – none.
6. **Information Technology** – Service developments relating to information technology are key enablers of service improvement and modernisation and support service-level and corporate objectives.
7. **Equality & Human Rights** – The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals’ human rights have been identified arising from the recommendations contained in the report. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council’s website.
8. **Health & Safety** – none.
9. **Procurement** – none.
10. **Risk** – Risks related to the delivery and management of services are regularly monitored and included in Renfrewshire Council’s Corporate and Strategic Risk Registers.
11. **Privacy Impact** – none.
12. **COSLA Policy Position** – none.
13. **Climate Change** – Actions and performance indicators aligned to Strategic Priority 4: Green, of Renfrewshire’s Council Plan, highlights activities across the Council to tackle climate change.

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**List of Background Papers:** None

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**Appendix I:** Service Improvement Plan 2023-2026

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# Children's Services

Service Improvement Plan 2023 - 26



Renfrewshire  
Council

# Welcome to our Service Improvement Plan



As Director of Children's Services in Renfrewshire, I am delighted to introduce our new Service Improvement Plan.

This plan describes how our teams will focus our efforts to deliver the strategic outcomes described in the Council Plan 2022 to 2027 of Place; Economy; Fair; Green and Living Our Values.

Within the Council Plan we have identified a cross-cutting theme which I feel captures what we are working towards - loving and happy lives for Renfrewshire's children, **working together to get it right for children, families and communities.**

All Council Services continue to operate in a challenging context. Our communities face a cost-of-living crisis, health and wellbeing challenges and we will continue to respond by providing services and addressing the causes of inequalities. These challenges are experienced in our early year centres, schools and social work services.

Children's Services will continue to listen and target our resources to the areas and programmes that need it most, complementing the activity outlined in the Renfrewshire Children's Services Partnership Plan, the Education Improvement Plan, and the Fairer Renfrewshire Programme.

Finally, I would like to take this opportunity to thank all of my colleagues across Children's Services for continuing to bring their passion and enthusiasm to the absolutely critical work that they do, supporting children, young people and their families across Renfrewshire.

Every day you make a difference. Thank you.

# Children's Services – our service



# Children's Services - about us

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

Children's Services provides universal services such as education, and targeted and specialist services for specific identified needs.

Our specialist provision includes child protection services, providing education to children and young people with additional support needs, mental health and addictions services for children and young people, and management and rehabilitation services for people who have committed offences.

Director of Children's Services



Steven Quinn

Head of Education  
(Curriculum and School Infrastructure)



Julie Calder

Head of Education  
(Inclusion and Quality Improvement)



Tracy McGillivray

Head of Child Care and  
Criminal Justice



John Trainer

The Director of Children's Services is the Council's Chief Education Officer and is supported by three Heads of Service: the Head of Education – Curriculum and School Infrastructure; the Head of Education – Inclusion and Quality Improvement; and the Head of Child Care and Criminal Justice.

The Head of Child Care and Criminal Justice is also the Chief Social Work Officer for the Council and the Health and Social Care Partnership.



# Our resources and risks

## BUDGET

For 2023/24, the Revenue budget approved for General Services on 2 March 2023 was **£483m**.

The capital budget approved for General Services on 2 March 2023 was **£424m** for the period 2023/24 to 2027/28.

The Children’s Services revenue budget for 2023/24 is approximately **£230m**, accounting for almost half of the Council’s General Services budget.

As part of the capital budget, over **£2m** will be invested in 2023/24 to improve school kitchen facilities to accommodate the expansion of Free School Meals for primary pupils, while **£87m** will be invested for the period 2023/24 to 2027/28 as part of the schools and early years estate programme.

## RISK MANAGEMENT

The Council’s risk management arrangements are well established with all strategic, corporate and service risks being reported to the Audit, Risk and Scrutiny Board.

Children’s Services risks are detailed below:

Risks	Evaluations
<b>Our strategic risks</b>	
None	N/A
<b>Our corporate risks</b>	
Cyber Attack	High
<b>Our top service-specific risks</b>	
Unaccompanied Asylum-Seeking Children	Moderate
Integrated service arrangements	Moderate
Early intervention and prevention in Children’s Services	Moderate
Failure of major providers	Moderate
Continuous improvement	Moderate
Property – school estates	Moderate
Implementation of new case management system for justice social work	Moderate

# Transformation and financial sustainability

The Council's financial outlook remains subject to significant uncertainty. The most recent analysis reported to Council on 2 March 2023 suggests that Renfrewshire Council will experience a funding deficit in the range of £40m-£45m in the three years following 2023/24, unless mitigating action is taken.

The Council continues to explore ways to transform how we deliver our services – to improve the experience of our customers and service-users but also to ensure the Council's financial sustainability.

**Children's Service's** continues to support this through:

Developing Children's  
Services **Portfolio**  
**Approach** to support  
prioritisation, integration and  
joint-planning, reducing  
duplication and over-  
reporting

Supporting with the cross-  
service **Financial**  
**Sustainability** workstreams  
led by the Corporate  
Management Team

# Workforce development and wellbeing

The Council launched its people strategy [“Our People, Our Future”](#) in 2021, which identifies three priority areas:



health and wellbeing



new ways of working

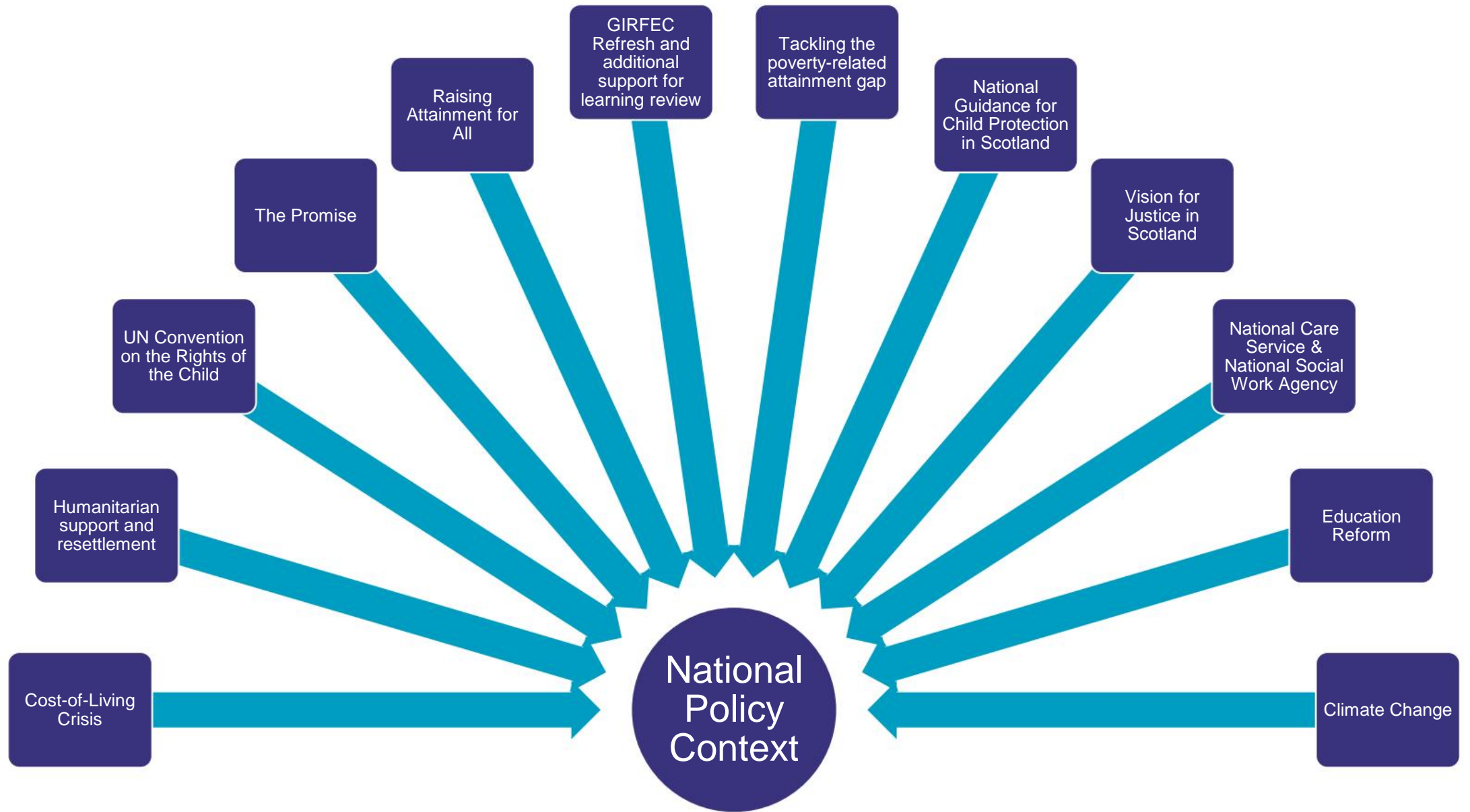


staff communication and engagement

The strategy also integrates the Council’s organisational development vision and workforce planning activities into three strategic outcomes - **our approaches improve; our skills strengthen; and our culture evolves.**

The strategy is aligned with the [new Council Plan](#) and ensures focus on supporting staff through service transformation, changing culture norms, embedding our values within decision making and improving staff and service user experiences of the Council.

**Children’s Services** will ensure these priorities are reflected in our workforce. High-level actions arising from the people strategy are embedded in our Service Improvement Plan and will be monitored through this.



# Our local policy context

## Our Values

- Our Values describe our promise to our communities, staff, and partners. They guide how we deliver services and make decisions.

## Council and Community Plans

- Our Council Plan and Community Plan set the strategic framework for our organisation and describe what we want to achieve for Renfrewshire

## Fairer Renfrewshire Programme

- Brings together existing programmes of work focused on achieving fairness and equity, and tackling the inequalities that exist across Renfrewshire's communities.

## Alcohol and Drugs Change Programme

- Takes forward projects to deliver the recommendations from Renfrewshire's Alcohol and Drugs Commission to reduce drug and alcohol-related harms and promote recovery.

## Best Value

- Aims to ensure good governance; manage resources effectively; focus on improvement; and, most important of all, deliver the best possible outcomes for local people.

## School Estate Management Plan

- This involves assessments and prioritisation to ensure that a programme of improvement or replacement for our buildings can be designed and submitted for Elected Members to consider within the context of available resources.

## Gaelic Language Plan

- Renfrewshire Council is committed to providing Gaelic education opportunities for our residents and those who wish to undertake this in future, with our Gaelic Language Plan 2022 – 2027 approved for publication in November 2022

## Equalities, diversity and inclusion

- Every area of work within the Council has a role to play in promoting equality and diversity. The Equality Act 2010 protects people from unfair treatment and asks public bodies to show how they make a positive difference to equality groups.

## Community Mental Health and Wellbeing (Ren10)

- Our Community Mental Health and Wellbeing Strategy for children, young people and their families, bridging the gap between universal services, which deals broadly with wellbeing, and the highly specialist support for severe mental health conditions.



# Our key priorities

Reducing child poverty in Renfrewshire and improving outcomes for children and families currently living in poverty

Protecting the most vulnerable members of our communities, including children and young people who are at risk

Supporting and nurturing children and families, with particular focus on early intervention and prevention

Supporting and nurturing children and families with a particular focus on mental health and wellbeing

Placing the rights and needs of every child and young person at the centre of our decision making and service delivery

Promoting a shared vision and refreshed understanding of inclusion for our children and young people

Raising attainment while ensuring equity for all our children and young people

Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum

# Our Focus for 2023/24

Playing a critical part in our **local response to poverty**, sharing data and insight to direct resources to areas of greatest impact

Continuing the progress of **The Promise** in developing Renfrewshire's response to national aims and priorities

Further improving engagement to ensure **voices of children and young people** are heard and included, and their rights are respected

Developing our approach to the **whole family wellbeing** model, promoting early and preventative intervention through strong partnership working and community engagement

Continuing the delivery of targeted interventions to **support improvement in literacy and numeracy**, underpinned by new and innovative approaches to enhance the quality of learning and teaching

Supporting children and young people and their families to prepare for the **move into adult services and greater independence**

# Our Focus for 2023/24

Continuing to support vulnerable young people to **achieve and sustain positive pathways** after leaving school by developing a strengthened framework of support with partners

Implementing the refreshed **GIRFEC policy and training** to support practitioners

Delivering a comprehensive programme of **staff training and development**, including activity to address the specific challenges relating to social work

Continuing to embed the innovative and interactive **alcohol and drug education training programme**, to develop self-confidence and support the healthy and informed choices of children and young people

Creating a **request for assistance referral system**, which ensures timely support across a variety of services for children, young people, parents and carers

Supporting the review of our **Gender-Based Violence Strategy**



# Other plans, strategies and reports

## Governance

For Children's Services, a wide range of reports are presented to the Education and Children's Services Policy Board.

Papers and access to video recordings of board meetings can be found [here](#).



# Delivering the Council Plan - PLACE

## Actions

What will we do?	What difference will we make?	When will we do it by?
Progress development work in relation to the priority schools identified in the School Estate Management Plan a) Paisley Grammar School Community Campus b) Thorn Primary School	Pupils and staff enjoy a modern, fit for purpose, school estate which supports learning and achievement.	a) August 2026 b) Pending
Progress plans for the roll out of full Wi-Fi across the school estate, understanding the benefits that can be baselined and measured.	Funding in place and programme developed and underway.	December 2023

# Delivering the Council Plan - ECONOMY

What will we do?	What difference will we make?	When will we do it by?
Working in partnership with Skills Development Scotland, West College Scotland, Invest in Renfrewshire and Developing the Young Workforce West, we will ensure planned robust approaches to supporting our most vulnerable learners into positive destinations.	This will provide a coordinated approach to ensuring that all young people, particularly the most vulnerable, are given the best opportunities and supports to move into positive future pathways.	March 2025

# Delivering the Council Plan - FAIR

## Actions

What will we do?	What difference will we make?	When will we do it by?
Develop and extend bespoke pathways and programmes on literacy and numeracy to support all establishments through a differentiated approach.	Attainment data will demonstrate improvements in literacy and numeracy attainment.	June 2023
In collaboration with Health partners, the West Partnership and the voluntary sector, continue to develop consistent, effective & preventative approaches to support recovery and improve the mental, social and emotional wellbeing of children, young people, staff and parents across education establishments.	Through delivery of high-quality professional learning, almost all practitioners have an enhanced knowledge and understanding of programmes, resources and strategies available to support their own wellbeing and that of children and young people (CYP). All practitioners have the skills to effectively support CYP. Almost all practitioners across all sectors use evidence-based programmes and preventative approaches in the learning and teaching of mental, emotional and social wellbeing. All CYP requiring specialist health and wellbeing (HWB) services. All CYP are supported to have positive, healthy and mutually respectful relationships.	June 2023
Ensure Renfrewshire is a "child friendly" place where children's rights are at the centre of policy decision making.	All children in Renfrewshire rights should be protected and promoted in all areas of their life.	June 2023
Roll out the Safe and Together model across Children's Services Social Work and embed the Safe and Together principles in practice.	Reduce risk of significant harm to children affected by domestic abuse. Children and adult survivors of domestic abuse will feel safer. Children and adult survivors of domestic abuse will recover from the impact of domestic abuse.	June 2023

# Delivering the Council Plan - FAIR

## Actions

What will we do?	What difference will we make?	When will we do it by?
Further embed the recommendations of The Promise in service delivery.	Care experienced young people have better outcomes and a more positive experience of care; feel listened to and valued; can build and maintain good relationships.	March 2025
Development and implementation of the Learning, Teaching and Assessment Strategy that clearly articulates the vision for planning and delivering high quality learning, teaching and assessment.	<p>All staff will be aware of the Renfrewshire Vision for learning teaching and assessment and features of highly effective practice and will begin to use them in their practice.</p> <p>All practitioners are provided with the opportunity to learn from and share highly effective practice.</p> <p>All staff will be empowered and supported to strengthen their practice through collaboration and professional learning.</p> <p>Learners' experiences will improve as the vision for highly effective practice is realised in each establishment.</p>	June 2023
Building on the Ren10 interface, create a request for assistance referral system which ensures timely support across a variety of services for children, young people, parents and carers and staff.	Early and effective interventions will lead to improved outcomes for children and young people.	June 2023

# Delivering the Council Plan - FAIR

## Actions

What will we do?	What difference will we make?	When will we do it by?
Finalise Parenting Strategy, launch and deliver on key actions through portfolio.	Parents will have access to the right support at the right time which will lead to improved outcomes for children and young people.	March 2025
Where it is safe and appropriate to do so, families in need of support will be diverted away from social work and offered assessment and time-limited intervention from Barnardo's.	More children will be able to safely remain within the care of their families. Families' capacity to safely meet the needs of their children is increased. Fewer children will require statutory social work intervention.	January 2024
Develop and design an Early Interventions service within justice social work. <ul style="list-style-type: none"> <li>• Diversion</li> <li>• Structured deferred sentences</li> <li>• Bail supervision</li> <li>• Voluntary throughcare</li> </ul>	Less disruption to family life. Improved employment opportunities for families.	March 2024
To update and refresh the staged intervention framework through a shared vision & improved integrated working across all services including education, health, social work, voluntary sector & employment, and training.	A refreshed, clear, agreed policy will be in place which will be mirrored across all agencies. The policy will be robust, simplified, and will have connecting processes in place across all services. (Education, Health and Social Work and other partners e.g., Police Scotland) The language of the policy will centre around the United Nations Rights of the Child and The Promise Action Plan 21-24. The school tracking system will be used consistently alongside SEEMIS to provide a local authority overview. This allows for improved monitoring of the stages of intervention and Additional Support Needs (ASN) for all children and young people (CYP).	March 2024

# Delivering the Council Plan - FAIR

## Council Plan Actions

What will we do?	What difference will we make?	When will we do it by?
The Promise Strategic Oversight Board and workstreams will progress and ensure Renfrewshire 'Keeps the Promise' and delivers improved outcomes for individuals who are care experienced, wherever possible keeping children within their families.	Care experienced young people will have better outcomes and a more positive experience of care; feel listened to and valued; and can build and maintain good relationships.	March 2025
Build local capacity for transformational whole systems change and to scale up and drive the delivery of holistic whole family support services.	Working with all stakeholders, including professional associations, to design a locality model to provide a framework for inclusion. Governance systems are clear, open, and transparent and ensure equity of approach, effective, efficient, and sustainable use of resources including the workforce, maximising funding across all localities. Inclusion offers through schools and specialist resources provide bespoke interventions to support children and young people from Early Years to Senior Phase.	March 2025
Progress the design and delivery of the Curriculum, Learning, Teaching and Assessment; the Families and Communities; and the Inclusion Portfolios within Children's Services.	Each portfolio is tasked with developing their own plan to deliver on our agreed service priorities. Portfolios are unique, delivering on clear actions related to their context and are also linked by cross-cutting actions, and this is evident in each plan. Portfolio planning teams are responsible for evaluating and reporting at regular intervals throughout the year.	March 2025
Deliver mental health and wellbeing support, including Ren10 mental health and wellbeing network to support children, young people and their families.	Ensure key staff are equipped with the skills and knowledge to support families around mental health and wellbeing by establishing a training programme. By accessing appropriate training, staff will be better equipped to support children and young people with regards to their mental health.	March 2025

# Delivering the Council Plan - FAIR

## Performance Indicators

Performance Indicators - financial year	Frequency	Last Update	Target	Q3 2022/23 Value	Current Value
Percentage of Looked After Children cared for in the community	Quarterly	Q4 2022/23	89.9%	91%	90%
% of NEW unpaid work orders/requirement complete by the required date	Quarterly	Q4 2022/23	75%	94%	96%
The percentage of NEW clients subject to a new supervision order seen by a supervising officer within 1 week	Quarterly	Q4 2022/23	85%	86%	76%
Percentage of NEW unpaid work clients seen within 1 working day of the order	Quarterly	Q4 2022/23	70%	59%	65%
Percentage of NEW unpaid work clients receiving an induction within 5 working days of the order	Quarterly	Q4 2022/23	75%	75%	71%
Percentage of NEW unpaid work clients beginning work placement within 7 working days of the order	Quarterly	Q4 2022/23	65%	82%	71%
Percentage of accommodated Looked After Children placed with families	Quarterly	Q4 2022/23	83%	88.1%	86.9%
Percentage of care leavers participating in employment, training or education	Quarterly	Q4 2022/23	55%	54%	52%
Percentage of care leavers who have had a period of homelessness in the last 6 months	Quarterly	Q4 2022/23	0%	6%	4%

# Delivering the Council Plan - FAIR

## Performance Indicators

Performance Indicators– academic year	Frequency	Last Update	Target	Previous Value	Current Value
% of Leavers attaining literacy SCQF Level 4	Annual	2021/22	98%	97%	96.10%
% of Leavers attaining numeracy SCQF Level 4	Annual	2021/22	94%	94%	93.30%
% of Leavers attaining literacy SCQF Level 5	Annual	2021/22	88%	90%	87.10%
% of Leavers attaining numeracy SCQF Level 5	Annual	2021/22	77%	80%	76.90%
Average Total Tariff Score of Looked After Children (school leavers)	Annual	2021/22	330	471	328
Gap between the Average Total Tariff Score of Looked After Children (school leavers) and that of the total Renfrewshire leavers cohort	Annual	2021/22	63%	58%	67.30%
Average Complementary Tariff (S4)	Annual	2021/22	320	320	311
Average Complementary Tariff (S5)	Annual	2021/22	570	628	604
Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Literacy between pupils in 30% Most Deprived areas and those living in 70% Least Deprived areas (SIMD)	Annual	2021/22	7	12	15.4
Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Numeracy between pupils in 30% Most Deprived areas and those living in 70% Least Deprived areas (SIMD)	Annual	2021/22	6	10	13.4
Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Literacy between pupils entitled to Free School Meals and pupils not entitled	Annual	2021/22	14	18	20.7
Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Numeracy between pupils entitled to Free School Meals and pupils not entitled	Annual	2021/22	14	14	17.3
% of School leavers in a positive destination	Annual	2021/22	95%	97%	96.60%
No of foundation apprenticeships accessed by Renfrewshire school pupils	Annual	2021/22	45	44	55
Percentage of pupils satisfied with establishments Education Scotland Survey	Annual	2021/22	95.5%	N/A	N/A
% of children attending school (Primary)	Annual	2021/22	95.5%	94.6%	92.55%
% of children attending school (Secondary)	Annual	2021/22	91%	87.9%	87.05%
% of young people choosing to stay onto S5 after January (as % of S4 roll at September previous year)	Annual	2022/23	92%	87%	92%
% of young people choosing to stay onto S6 (as % of S4 roll at September two years before)	Annual	2022/23	70%	70%	66%



# Delivering the Council Plan - GREEN

## Actions

What will we do?	What difference will we make?	When will we do it by?
Continue to work with other council services to deliver improvements to the school estate which offer a high degree of environmental sustainability and energy efficiency.	Following the Council's declaration of a climate emergency in June 2019, the delivery of this action will make a critical contribution towards Renfrewshire being carbon neutral by 2030.	March 2026

# Delivering the Council Plan – LIVING OUR VALUES

What will we do?	What difference will we make?	When will we do it by?
Staff will be supported to collaboratively learn and develop across Children's Services.	The council has a workforce confident and capable of delivering its role.	March 2024
Engage and participate in trauma informed and responsive Renfrewshire programme.	We understand what trauma is, and how it affects people, so we will now work differently: Learning and working together to co-create fair and helpful collaborations to support healing and recovery with people affected by trauma. Progress towards and achievement of improvement outcomes for people, systems and services as detailed of five strategic themes and outcomes in trauma-informed and responsive Renfrewshire programme.	March 2026

# Delivering the Council Plan – LIVING OUR VALUES

Performance Indicator	Frequency	Last Update	Target	Q3 2022/23 Value	Current Value
% of Stage 1 complaints responded to within timescales agreed with customers	Quarterly	Q4 2022/23	95%	91%	97%
% of Stage 2 complaints responded to within timescales agreed with customers	Quarterly	Q4 2022/23	95%	71%	95%
% of FOI requests completed within timescale by Children's Services	Quarterly	Q4 2022/23	100%	84%	68%

## Management Information

Performance Indicator	Frequency	Last Update	Q3 2022/23 Value	Current Value
Percentage of children registered in this period who have previously been on the Child Protection Register	Quarterly	Q4 2022/23	0%	3%
Number of children on the Child Protection Register at quarter end date	Quarterly	Q4 2022/23	86	80

# Children's Services

## Service Improvement Plan 2023 – 26

For more information, please contact:  
[csdatapolicy@renfrewshire.gov.uk](mailto:csdatapolicy@renfrewshire.gov.uk)



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

**On: 18 May 2023**

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

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**Heading: Attainment of 2021/22 School Leavers**

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## **1. Summary**

- 1.1. INSIGHT is a performance evaluation tool provided by the Scottish Government to schools and education authorities as a way of benchmarking performance in four key measures. This report will provide data and commentary across these measures for the 2020/21 leavers cohort.
  - 1.2. The time period covered by these statistics means that the results will be affected by the coronavirus (COVID-19) pandemic. In particular, the cancellation of exams and external assessment of coursework in 2020, and the use of the Alternative Certification Model in 2021, will have affected the attainment of many 2021/22 school leavers. The impacts of these different approaches to certification upon school leaver attainment means that care should be taken when making comparisons over time.
- 

## **2. Recommendations**

- 2.1. Members of the Education and Children's Services Policy Board are asked to note:
    - the content of this report; and
    - the efforts of our young people and the school communities in bringing about these results.
-

### **3. Background**

- 3.1. INSIGHT is a performance evaluation tool provided by the Scottish Government to schools and education authorities as a way of benchmarking performance in four key measures:
- attainment in literacy and numeracy;
  - improving attainment for all;
  - attainment versus deprivation; and
  - leavers' destinations.
- 3.2. This report will provide data and commentary on the performance of the 2021/22 leavers cohort in these four key measures. A leavers cohort includes all pupils that left school within a year, regardless of the stage they were at when they left school.
- 3.3. The time period covered by these statistics means that the results will be affected by the coronavirus (COVID-19) pandemic. In particular, the cancellation of exams and external assessment of coursework in 2020, and the use of the Alternative Certification Model in 2021, will have affected the attainment of many 2021/22 school leavers.
- 3.4. The INSIGHT tool uses a 'virtual comparator' (VC) to allow authorities and schools to make statistically valid comparisons between how young people have performed against young people nationally, who share four similar characteristics. These characteristics are gender, stage of leaving, percentage of time spent in mainstream classes, and Scottish Index of Multiple Deprivation (SIMD) decile. INSIGHT also allows us to compare our performance with national data.

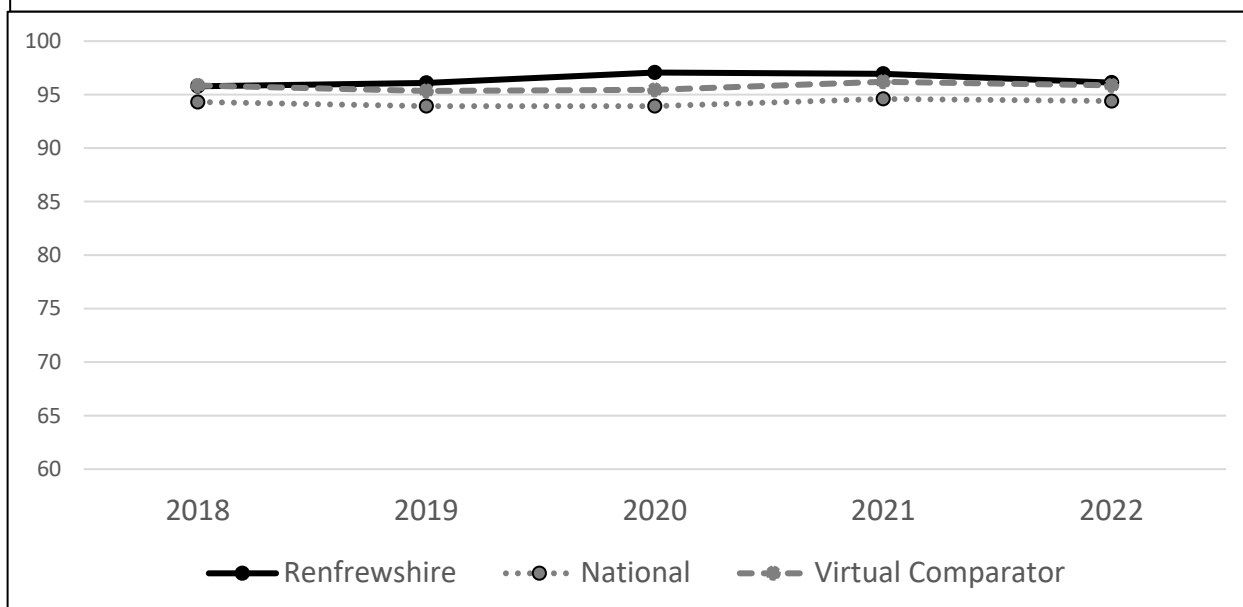
#### **Attainment in Literacy and Numeracy**

- 3.5. Raising attainment in literacy and numeracy remains a key priority of Renfrewshire Council Children's Services. This is also one of the Scottish Government's key priorities as detailed in its National Improvement Framework.
- 3.6. Attainment in literacy and numeracy includes passes at National 4 and 5 in English and Maths. It also includes passes in some other awards at Scottish Certificate and Qualification Framework (SCQF) levels 4 and 5 which contain certain core elements of literacy and numeracy. The tables which follow provide data on our performance of our school leaver cohort in literacy and numeracy compared to our virtual comparator and national figures.

## Attainment in Literacy

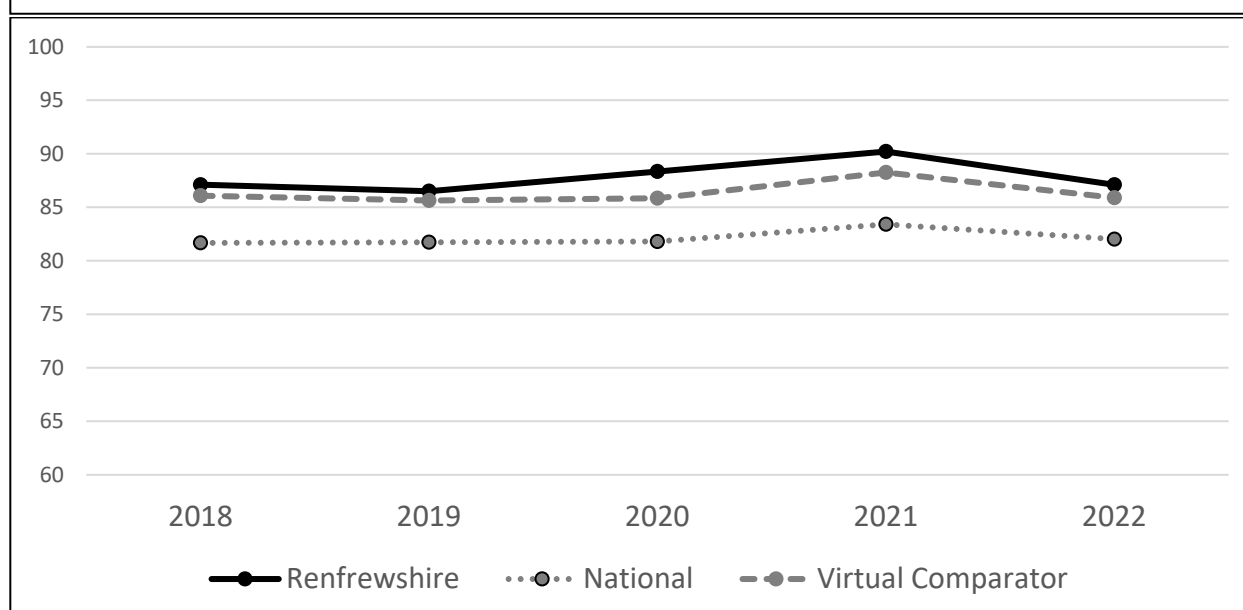
- 3.7. The graphs that follow show the percentage of leavers achieving SCQF level 4 and SCQF 5 in literacy over 5 years.

**Graph 1: Percentage of Leavers Achieved SCQF Level 4 or Above in Literacy.**



- 3.8. The percentage of leavers in Renfrewshire achieving literacy at SCQF level 4 or above has remained relatively constant over the past 5 years. Renfrewshire remains ahead of the national figures and in line with the virtual comparator in this measure. In the 2021/22 leavers cohort 96% of Renfrewshire pupils achieved this literacy at SCQF level 4, compared with 94% nationally and 96% for the virtual comparator.

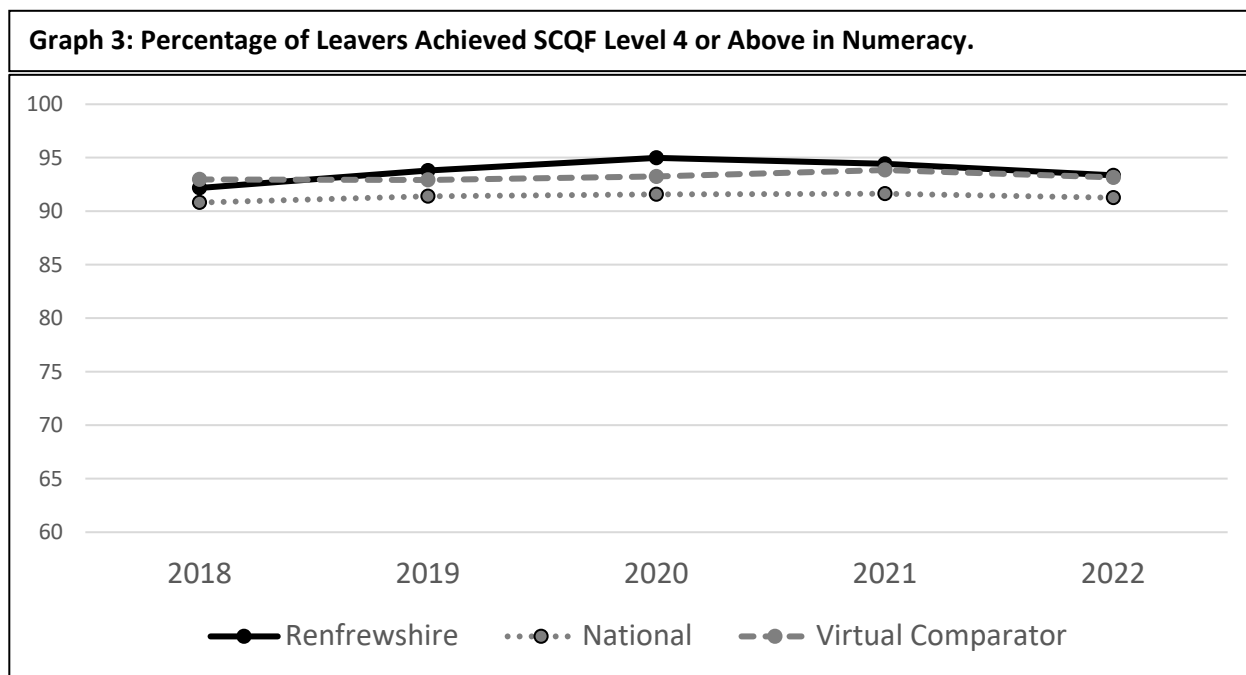
**Graph 2: Percentage of Leavers Achieved SCQF Level 5 or Above in Literacy.**



- 3.9. Attainment in literacy at SCQF level 5 or above is slightly lower than the 2020/21 leavers cohort but remains consistent with previous years. Renfrewshire is ahead of both comparators over 5 years. In the 2021/22 leavers cohort 87% of Renfrewshire pupils achieved this measure, compared with 82% nationally and 86% for the virtual comparator.

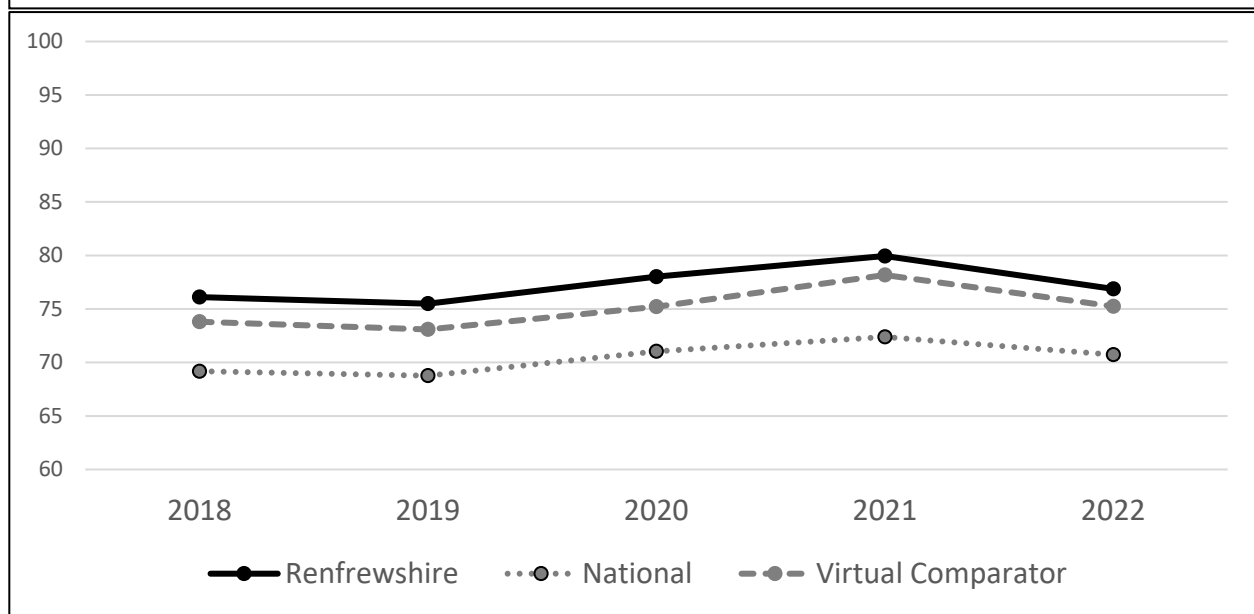
### Attainment in Numeracy

- 3.10. The graphs that follow show the percentage of Renfrewshire leavers who have achieved SCQF level 4 and SCQF level 5 in numeracy over 5 years.



- 3.11. Patterns of attainment in numeracy are similar to literacy, although literacy attainment is higher across both levels. At SCQF level 4, numeracy attainment is broadly consistent over 5 years. Renfrewshire is marginally ahead of national over 5 years and remains in line with the virtual comparator. In the 2021/22 leavers cohort 93% of Renfrewshire pupils achieved SCQF level 4 numeracy, compared with 91% nationally and 93% for the virtual comparator.

**Graph 4: Percentage of Leavers Achieved SCQF Level 5 or Above in Numeracy.**



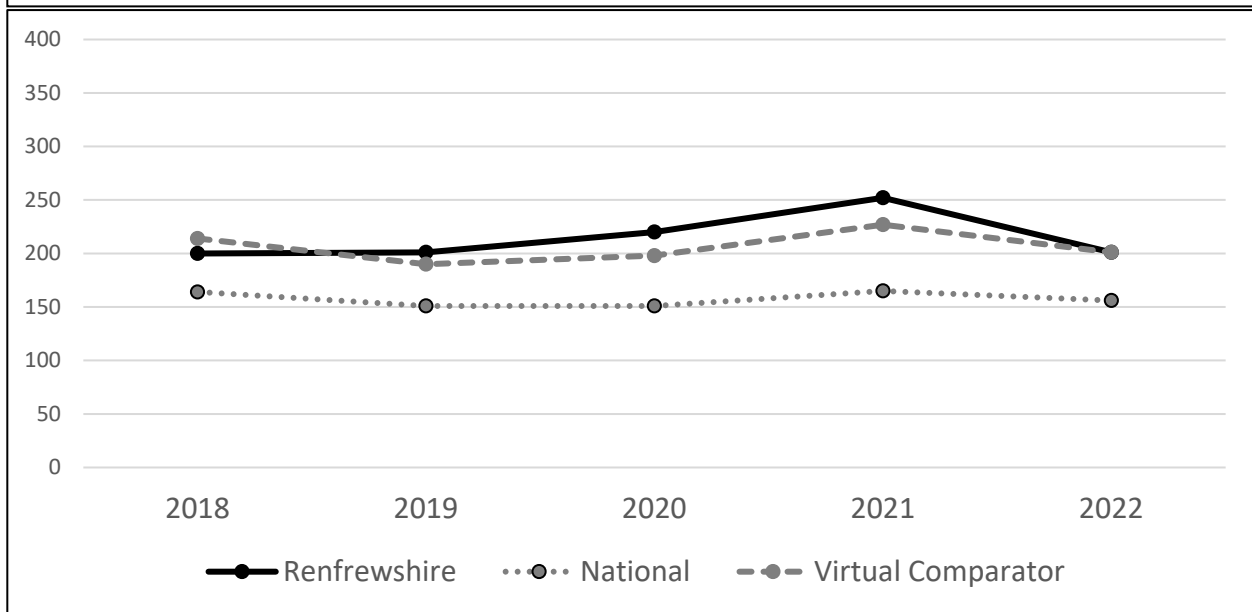
- 3.12. The percentage of Renfrewshire school leavers achieving SCQF Level 5 or above in numeracy remains above both comparators over 5 years. There has been a marginal decrease since the previous year's cohort in all groups however figures remain consistent over 5 years. In the 2021/23 leavers cohort 77% of Renfrewshire pupils achieved this measure, compared with 71% nationally and 75% for the virtual comparator.

### **Improving Attainment for All**

- 3.13. Each qualification on the Scottish Certificate and Qualifications Framework (SCQF) is attributed a number of tariff points. The higher the level of qualification, the more tariff points are attributed. On leaving school, pupils will have a total tariff score which incorporates their latest and best achievements in the senior phase.
- 3.14. Within this measure, INSIGHT breaks the data down into three groups of leavers: the lowest attaining 20%, the middle attaining 60% and the highest attaining 20%. It then calculates the average total tariff points for each of these groups and compares their attainment with the virtual comparator and the national figure. Graphs demonstrating trends in each of these groups are shown below.

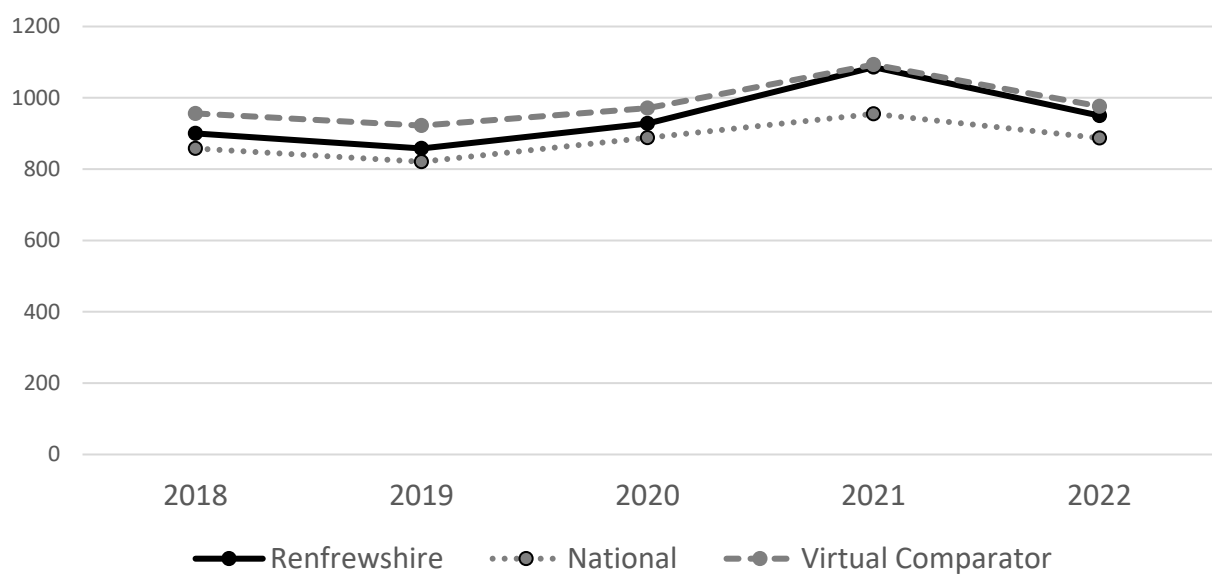


**Graph 5: Average Total Tariff of Lowest 20% Attainment Cohort**



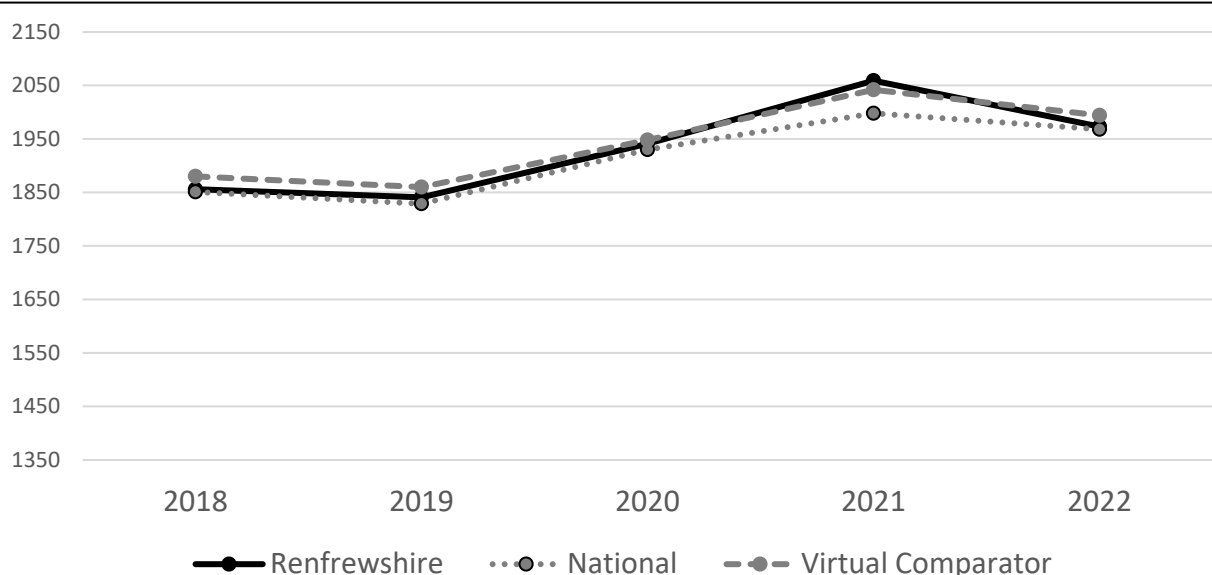
- 3.15. The average total tariff of the lowest attaining 20% of leavers in Renfrewshire is in line with the virtual comparator and ahead of the national figure in the 2021/22 leavers cohort. The Renfrewshire figure has decreased slightly within the latest cohort however remains closely aligned with the virtual comparator over 5 years. In the 2021/22 leavers cohort, the average total tariff in Renfrewshire was 201. This compares to 156 nationally and 201 for the virtual comparator. 201 tariff points is approximately equivalent to 3 National 5 C grades.

**Graph 6: Average Total Tariff of Middle 60% Attainment Cohort**



- 3.16. The performance of the middle 60% attainment cohort in Renfrewshire is lower than the previous year but has increased over 5 years. This is a similar pattern to both comparator groups. Renfrewshire remains closely in line with the virtual comparator and ahead of the national figure. In the 2021/22 leavers cohort, the average total tariff in Renfrewshire was 950. This compares to 887 nationally and 976 for the virtual comparator. 950 tariff points is approximately equivalent to 6 Higher C grades.

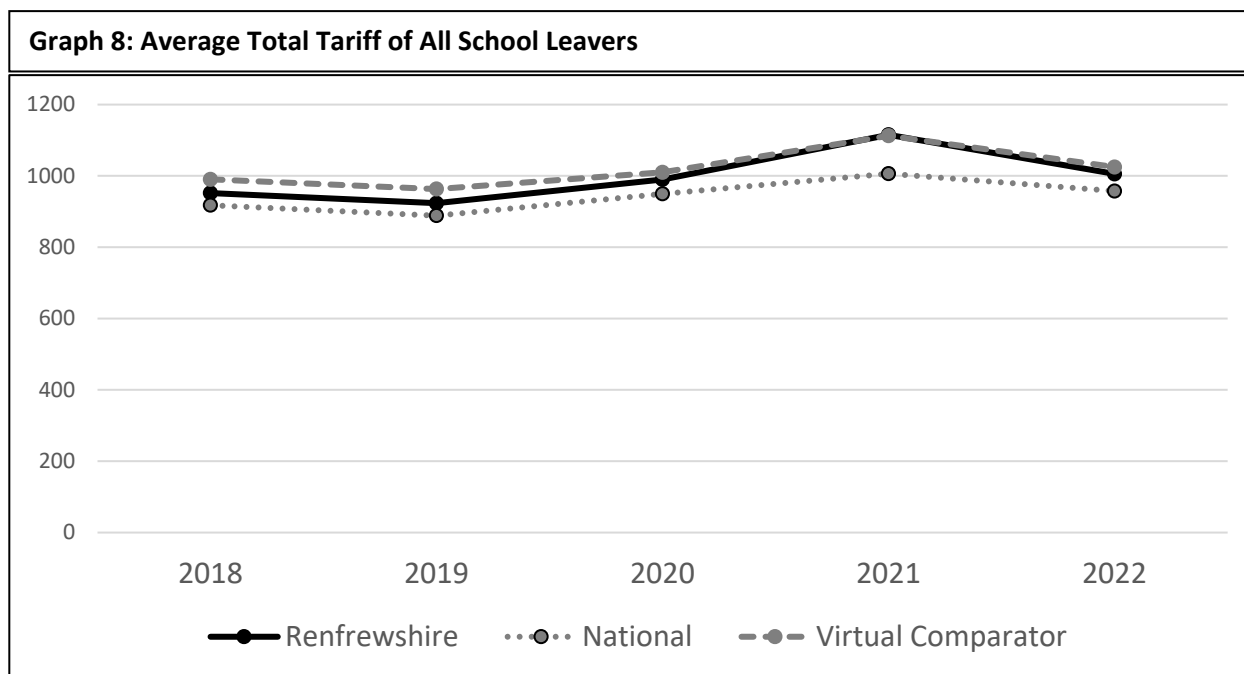
**Graph 7: Average Total Tariff of Highest 20% Attainment Cohort**



- 3.17. The average total tariff of school leavers in the highest 20% attainment cohort has increased over 5 years, despite a decrease since the previous year's cohort. Renfrewshire in line with the national figure and marginally below the

virtual comparator within the latest data. In the 2020/21 leavers cohort, the average total tariff in Renfrewshire was 1973. This compares to 1968 nationally and 1994 for the virtual comparator. 1973 tariff points is approximately equivalent to 5 Higher A grades plus 2 Advanced Higher A grades.

3.18.



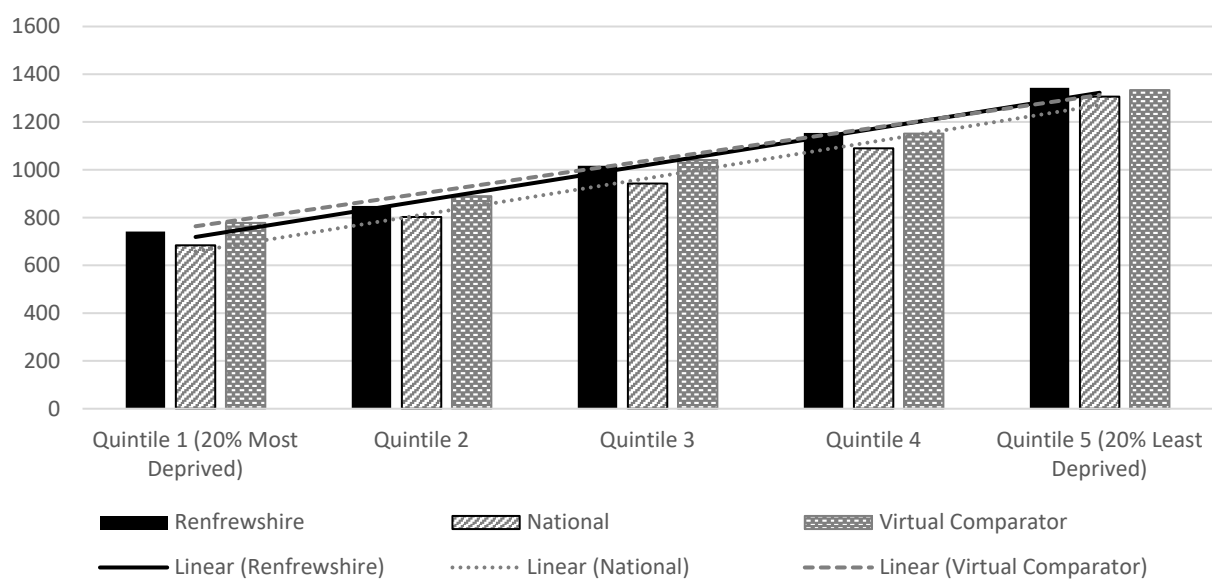
3.19. The average total tariff of all leavers, regardless of attainment cohort, in 2020/21 was 1005. This is a marginal decrease since the 2020/21 cohort but remains higher than previous years. Renfrewshire remains ahead of the national figure and marginally below the virtual comparator in this measure.

### Attainment Versus Deprivation

3.20. Closing the poverty related attainment gap is an overarching priority of Children's Services. Schools in all sectors are getting increasingly stronger at identifying their most vulnerable pupils and using strategies to try and mitigate the impact of poverty on their attainment. The Scottish Government measures progress towards closing the poverty related attainment gap using the Scottish Index of Multiple Deprivation (SIMD) quintiles. SIMD quintiles represent the 20% most deprived areas to the 20% least deprived areas.

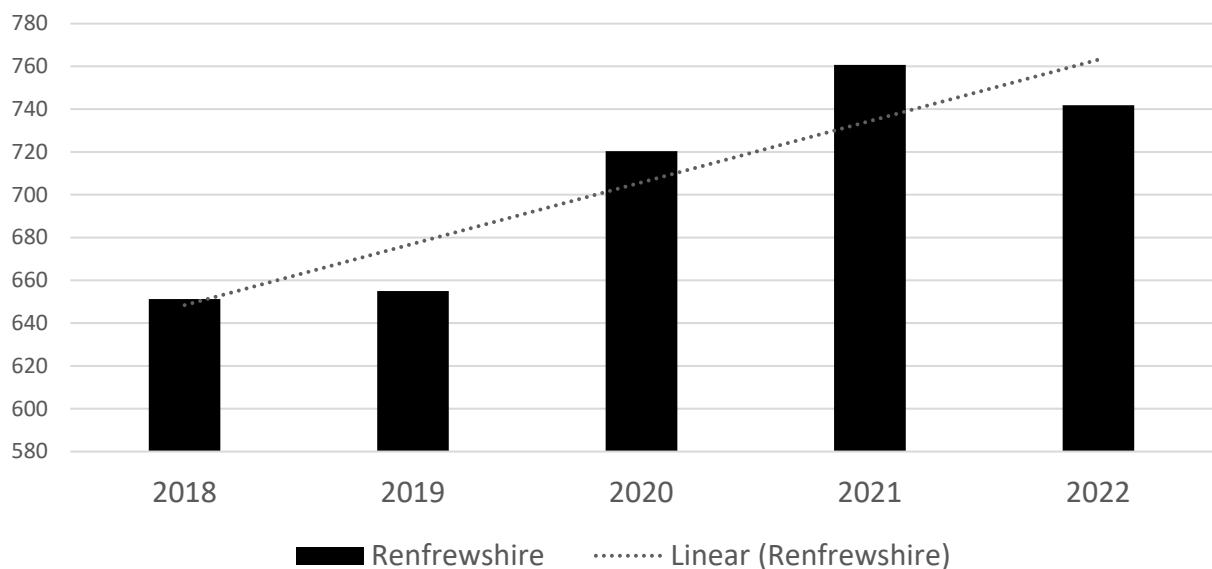
3.21. The following chart shows the average total tariff points by SIMD quintiles for Renfrewshire and its comparators.

**Graph 9: Average Total Tariff of 2021/22 Leavers by SIMD Quintile**



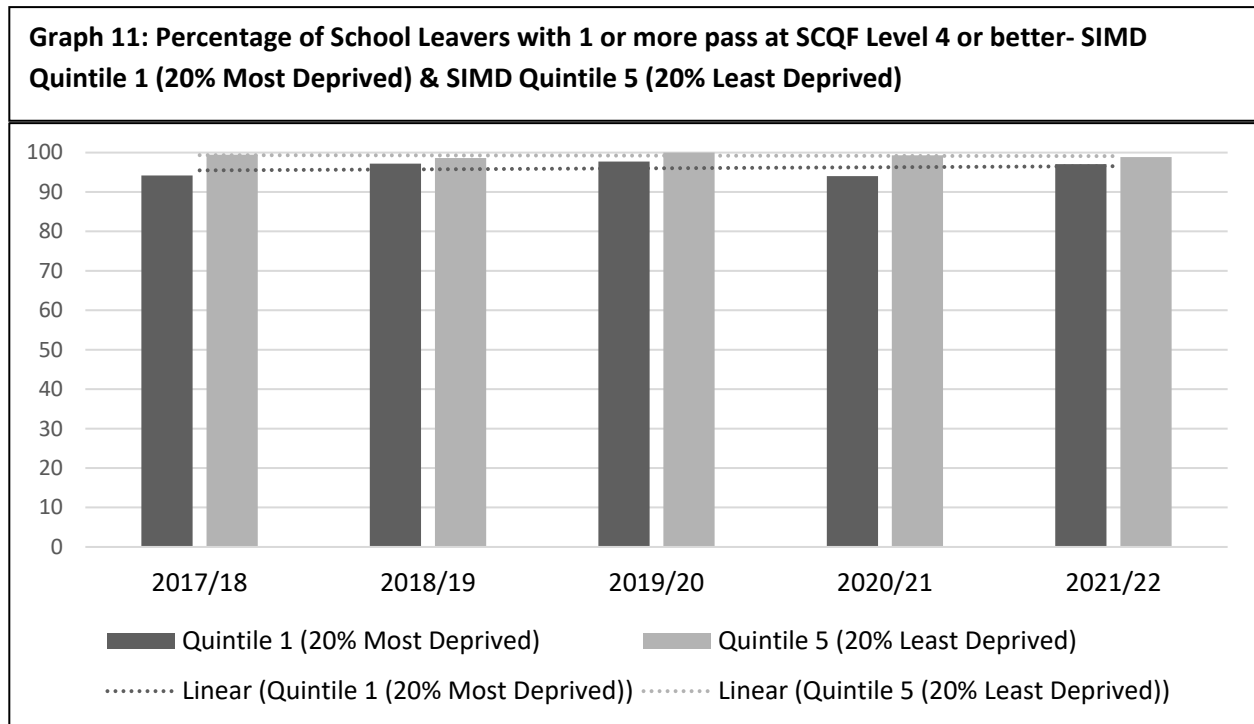
3.22. In the 2021/22 leavers cohort, Renfrewshire's average total tariff is ahead of national in all quintiles and marginally behind the virtual comparator in quintiles 1 to 3. The trend across the 5 quintiles is similar between Renfrewshire and its comparators, although the national trend demonstrates lower attainment overall.

**Graph 10: Average Total Tariff of Renfrewshire School Leavers Living in SIMD Quintile 1 (20% Most Deprived Areas)**



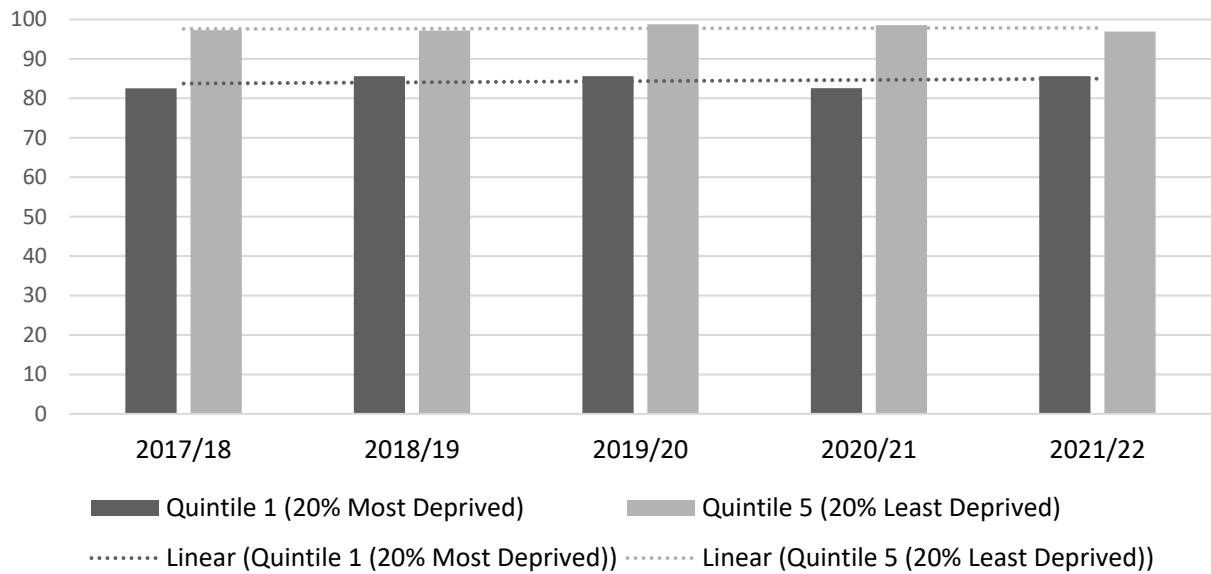
3.23. Graph 10 shows the average total tariff of school leavers living in the 20% most deprived areas in Renfrewshire over 5 years. These figures show that despite a decrease since the 2020/21 cohort there is an increasing trend over 5 years. The average total tariff was 14% higher in the 2021/22 cohort than in 2017/18.

3.24. The graphs below show the highest SCQF level achieved by Renfrewshire school leavers living in quintile 1 (20% most deprived areas) and quintile 5 (20% least deprived areas). This comparison allows us to measure the change in the size of the poverty related attainment gap over time.



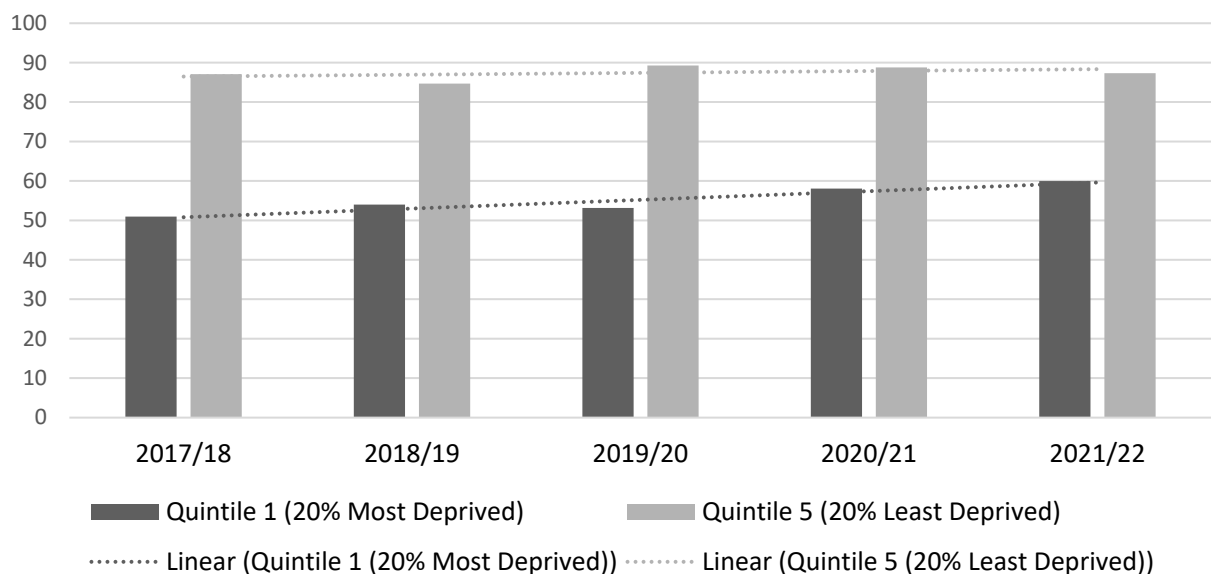
3.25. The percentage of school leavers with one or more pass at SCQF level 4 has been consistent over 5 years. Attainment in this measure is high across both groups, with 97% of leavers living in quintile 1 areas and 99% of those living in quintile 5 areas achieving 1 or more award at SCQF level 4. The size of the gap within the 2021/22 leavers cohort was 1.8 percentage points which is in line with previous years.

**Graph 12: Percentage of School Leavers with 1 or more pass at SCQF Level 5 or better.**



3.26. Graph 12 illustrates the percentage of school leavers with one or more pass at SCQF level 5. Attainment at this level has been consistently high within quintile 5, with 99% of leavers achieving 1 or more award at this level in the 2020/21 leavers cohort. Attainment of school leavers in quintile 1 is consistent with previous years at 86%. The size of the gap is in line with previous years at 11.4 percentage points.

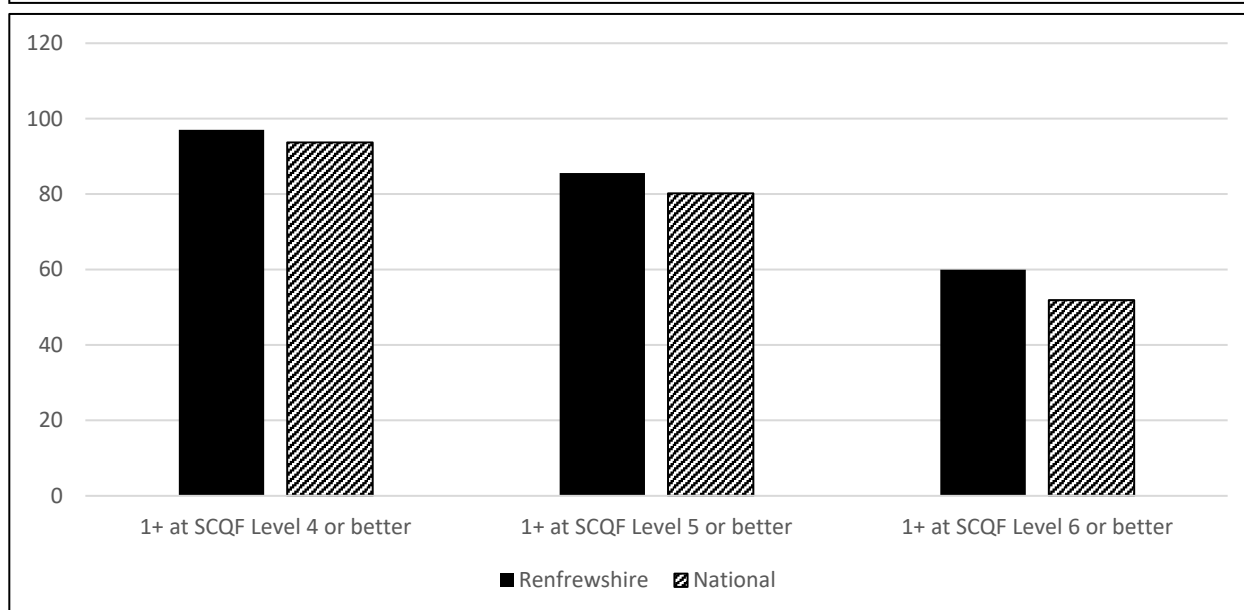
**Graph 13: Percentage of School Leavers with 1 or more pass at SCQF Level 6 or better.**



3.27. The percentage of pupils in quintiles 1 and 5 achieving one or more pass at SCQF level 6 has increased gradually over 5 years. The size of the attainment gaps are largest at this level however there has also been the biggest reduction in the size of the gap over 5 years. The size of the gap has decreased by 9

percentage points since 2017/18. This is due to greater increases in attainment within the most deprived group than in the least deprived group.

**Graph 14: Attainment of 2021/22 Leavers in Quintile 1 (20% Most Deprived Areas)**



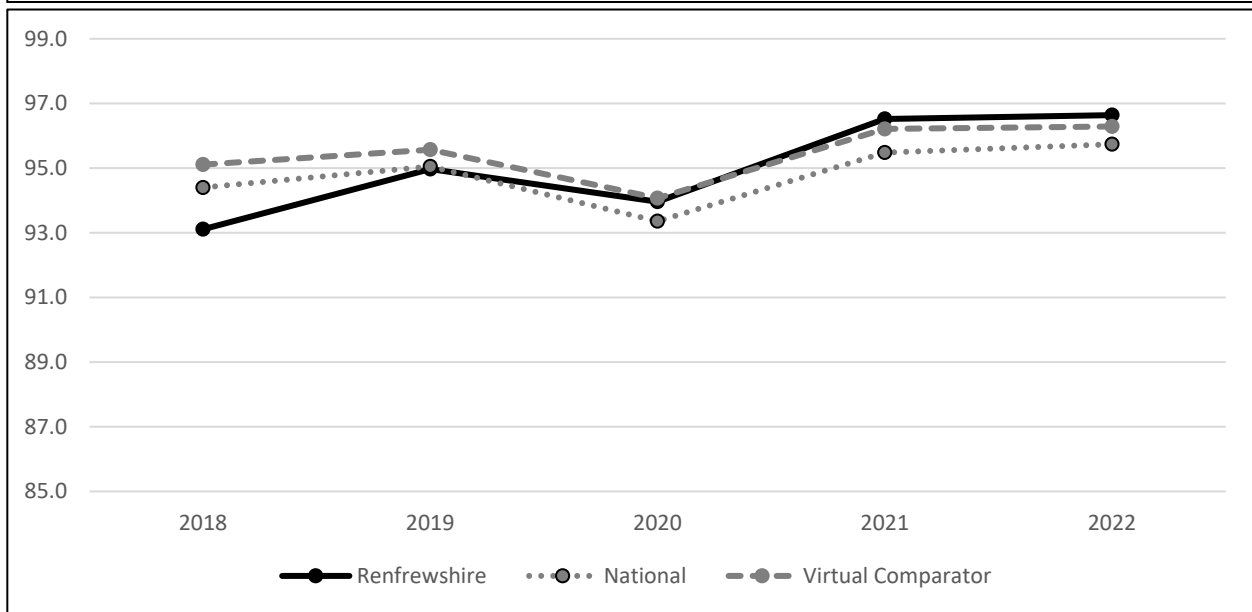
3.28. Graph 14 compares the attainment of pupils living in 20% most deprived areas in Renfrewshire and nationally. In the 2021/22 leavers cohort, a higher proportion of pupils living in the most deprived areas achieved 1 or more awards across all levels in Renfrewshire. The largest difference is within the proportion of leavers achieving 1 or more award at SCQF level 6 as 60% of Renfrewshire leavers achieved this compared with 52% nationally.

3.29. The service and schools continue to support the Council's and the Scottish Government's priority of closing the poverty attainment gap through improving and targeting our provision, utilising the Scottish Attainment Challenge and pupil equity funding.

### Leaver Destinations

3.30. This measure identifies the percentage of school leavers that have entered a positive destination. Positive destinations include higher education, further education, employment, activity agreements, personal skills development and voluntary work.

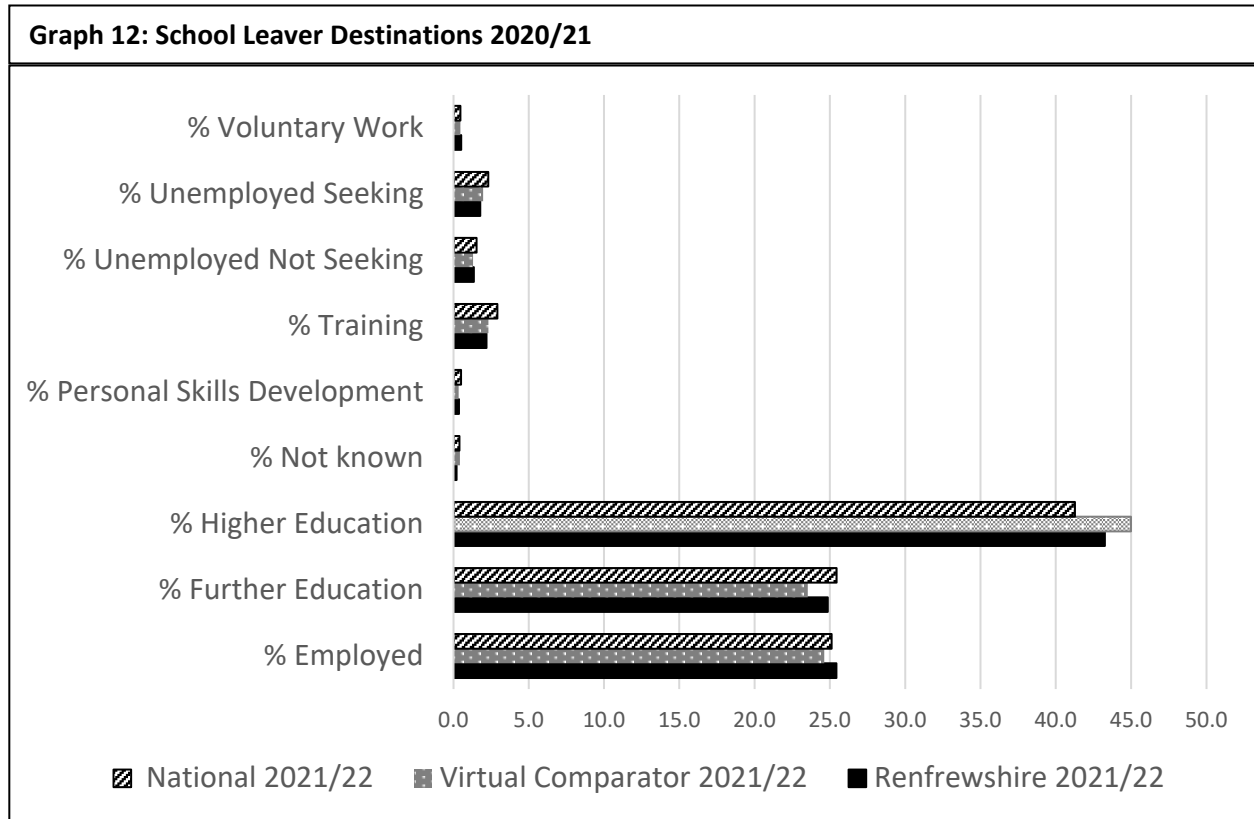
**Graph 11: Percentage of School Leavers entering Positive Destinations.**



- 3.31. The percentage of leavers entering a positive destination has increased for Renfrewshire and both comparators over 5 years, however the Renfrewshire figure has increased at a higher rate. In the 2021/22 leavers cohort, the percentage of Renfrewshire leavers entering an initial positive destination was 96.6%, compared with 95.7% nationally and 96.3% for the virtual comparator. This is a 3.5 percentage point increase since 2017/18 in Renfrewshire, compared with only 1.3 percentage points nationally. This is the second year that Renfrewshire is ahead of both the national and virtual comparators.

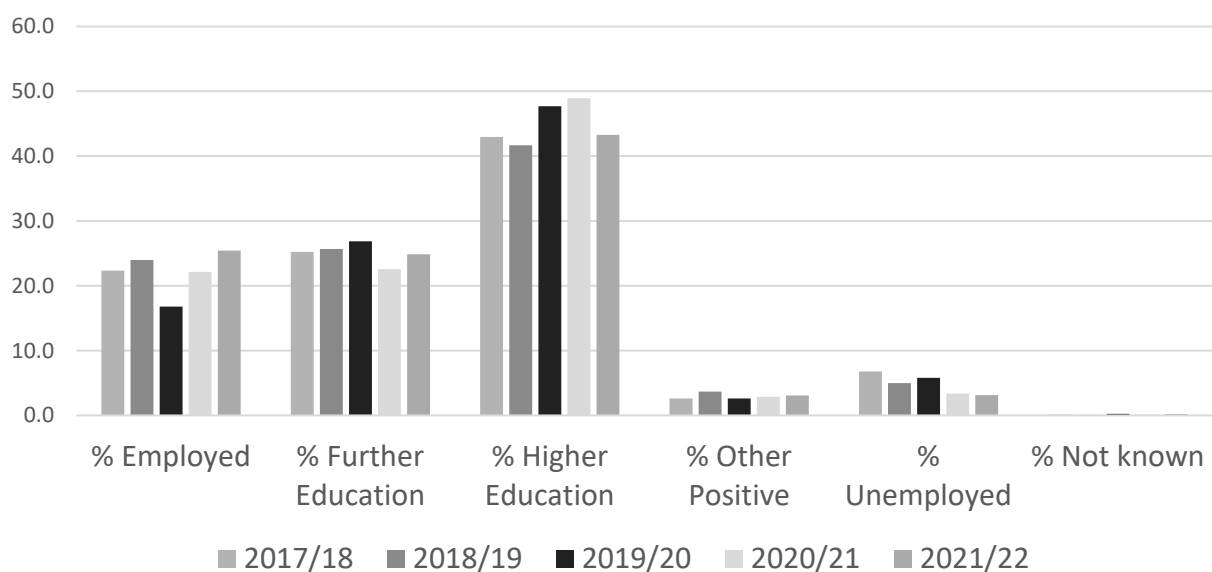


3.32. The graph below shows the breakdown of the destinations of the 2021/22 leavers cohort.



In the 2021/22 leavers cohort, 43.3% of Renfrewshire's leavers entered higher education, 24.9% went into further education and 25.4% were employed. Compared with national figures, Renfrewshire has a higher proportion of pupils entering higher education and employment. The proportion of Renfrewshire leavers entering higher education is behind the virtual comparator however Renfrewshire is above the virtual figure in both further education and employment.

**Graph 13: Renfrewshire School Leaver Destinations (5 Years)**



- 3.33. Employment figures have recovered from the pandemic years and are now higher than pre-pandemic levels. Conversely, the proportion of pupils entering higher education had increased during the pandemic years but has now returned to previous levels. The percentage of leavers unemployed is at its lowest level in 5 years at 3.1%.

#### 4. Next Steps

- 4.1 Due to the variation in approaches to certification make recent year on year comparisons must be treated with an element of caution; however, 5-year trends indicate that Renfrewshire continues to perform well in relation to its comparators. This is particularly true in relation to national figures where Renfrewshire is consistently ahead across almost measures. There have also been improvements in the attainment of leavers from the most deprived areas, particularly at SCQF level 6 and above, although gaps remain significant. The percentage of leavers entering positive destinations continues to improve and Renfrewshire has for the second year surpassed both virtual and national comparators. However, we recognise the scope for further improvement, particularly in relation to reducing the poverty related attainment gap. We will continue to make this a priority as we strive for even further improvement.

## Implications of the Report

1. **Financial** - none
2. **HR & Organisational Development** – none
3. **Community/Council Planning** –
  - Our Renfrewshire is thriving – looking at attainment in this way provides schools and Children’s Services with a robust way to evaluate the quality of education provision.
  - Tackling inequality, ensuring opportunities for all – attainment data is examined in the context of deprivation to ensure that we are working towards equity and excellence.
4. **Legal** – none
5. **Property/Assets** – none
6. **Information Technology** - none
7. **Equality & Human Rights**

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals’ human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council’s website.
8. **Health & Safety** – none
9. **Procurement** - none
10. **Risk** - none
11. **Privacy Impact** – none
12. **Cosla Policy Position** – not applicable
13. **Climate Risk** - none

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**Author:** Fiona Wright, Management Information Officer, Children’s Services.  
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**To: Education and Children's Services Policy Board**

**On: 18 May 2023**

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

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**Heading: Education Scotland Inspection of St Benedict's High School**

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## **1. Summary**

- 1.1 St Benedict's High School was inspected by Education Scotland in February 2023 as part of a national sample of education. Education Scotland uses different models of inspection and at St Benedict's High School the full model approach including a separate review of the Columba Flexible Learning Resource (previously known as the Columba Base) was deployed. Inspectors assessed the school and the Columba FLR with a focus on four quality indicators which are referenced in How Good is our School? 4

Quality Indicator 1.3	Leadership of Learning
Quality Indicator 2.3	Learning, teaching and assessment
Quality Indicator 3.1	Ensuring wellbeing, equality and inclusion
Quality Indicator 3.2	Raising attainment and achievement

- 1.2 This was a positive inspection which evaluated all quality indicators as 'good'.

- 1.3 As part of the inspection model the following areas were also reviewed:  
 Quality Indicator 2.1 Safeguarding  
 Quality Indicator 2.2 Curriculum: Learning pathways  
 Quality Indicator 2.7 Partnerships: Impact on learners – parental engagement

Education Scotland do not attach an evaluative grade to these areas. Instead in the Summary of Inspection Findings there are evaluative statements provided which are positive and contribute to the overall school ratings of good.

- 1.4 The inspection report in the form of a letter to parents, published by Education Scotland on 25 April 2023, is attached as an appendix to this report and is also available from the Director of Children's Services.

The letter to parents identified four key strengths of the school. These were:

- The headteacher's commitment to developing a culture of increased expectations and high aspirations for young people. Senior leaders and staff ensure the highly relevant school values underpin the work of the school.
- Young people are confident, articulate and responsible citizens. They are eager to support the wellbeing of others and are positive role models within their community.
- Relationships between staff and young people are nurturing, mutually respectful and support a well-developed climate for learning.
- Staff in the flexible learning resource are skilled in providing young people with a calm and engaging environment for learning.

- 1.5 The inspection report also identified four areas for further improvement:

- Staff should continue to develop approaches used to identify, measure and evaluate the impact of school improvements on outcomes for young people. This includes demonstrating improvements in aspects of wellbeing, equality and inclusion.
- Teachers should continue to develop high-quality learning, teaching and assessment to challenge and meet the needs of all learners. Young people should have further opportunities to lead aspects, and have increasing ownership, of their learning.
- Senior leaders should continue to ensure that all programmes and courses meets the needs of all young people in the senior phase. This should appropriately build on their prior learning and allow them to achieve success.
- Staff in the flexible learning resource, working in partnership with the local authority, should continue to build on the positive relationships developed with young people and parents. This will help young people to increase their attendance and engagement with school.

- 1.6 There is an agreed set of procedures for responding to inspection reports which will support the school and Children's Services to plan how the area for further improvement will be addressed. Actions are detailed within the school improvement plan which is shared with parents. In addition, the school will be supported in its improvement journey by Children's Services.

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## **2. Recommendations**

- 2.1 Members of the Education and Children's Services Policy Board are asked to note and celebrate the key strengths and recognise the areas for further improvement in the Education Scotland report on St Benedict's High School.

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### 3. Background

- 3.1 Following a pause to inspections due to the pandemic, Education Scotland's routine programme of inspection of schools and early years settings resumed in September 2022. Children's Services welcomes the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire's education establishments. The school team at St Benedict's High School approached the inspection in a positive manner and embraced it as a professional learning opportunity in partnership with colleagues at Education Scotland.
- 3.2 The report includes four areas for further improvement, and progress in addressing this will be monitored by Children's Services staff through the Quality Improvement Framework.
- 3.3 The inspection report will inform planned improvement activity, and will enable the school, the flexible learning resource and wider service, to build on the recognised strengths and focus further development on areas for improvement to enable the school to continue to deliver a quality educational provision.

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### Implications of the Report

- 1. **Financial** - None
- 2. **HR & Organisational Development** – None
- 3. **Community/Council Planning** – engaging with, and learning from external inspection, ensures that our Renfrewshire is thriving: high standards of education provision ensure that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society. It also ensures our Renfrewshire is well – by providing an environment which encourages care, welfare and development, establishments play a crucial role in developing children and young people so that they become responsible citizens.

The inspection process also supports delivery of the Council Plan cross-cutting theme of improving outcomes for children and families as well as other Council Plan key strategic outcomes, for example:

#### **Economy**

Equipping all children and young people to achieve success in life

#### **Fair**

- Creating inclusive and supportive learning environments for children and young people.
- Embedding children's rights in our decision-making processes

4. **Legal** – None

5. **Property/Assets** - None

6. **Information Technology** - None

7. **Equality & Human Rights** -

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

8. **Health & Safety** - None

9. **Procurement** – None

10. **Risk** - None

11. **Privacy Impact** - None

12. **Cosla Policy Position** – N/A

13. **Climate Risk** - None

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**List of Background Papers** - None

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**Author:** **Tracy McGillivray, Head of Service**

25 April 2023

Dear Parent/Carer

In February 2023, a team of inspectors from Education Scotland visited St Benedict's High School. During our visit, we talked to parents/carers and young people and worked closely with the headteacher and staff.

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

- The headteacher's commitment to developing a culture of increased expectations and high aspirations for young people. Senior leaders and staff ensure the highly relevant school values underpin the work of the school.
- Young people are confident, articulate and responsible citizens. They are eager to support the wellbeing of others and are positive role models within their community.
- Relationships between staff and young people are nurturing, mutually respectful and support a well-developed climate for learning.
- Staff in the flexible learning resource are skilled in providing young people with a calm and engaging environment for learning.

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

- Staff should continue to develop approaches used to identify, measure and evaluate the impact of school improvements on outcomes for young people. This includes demonstrating improvements in aspects of wellbeing, equality and inclusion.
- Teachers should continue to develop high-quality learning, teaching and assessment to challenge and meet the needs of all learners. Young people should have further opportunities to lead aspects, and have increasing ownership, of their learning.
- Senior leaders should continue to ensure that all programmes and courses meets the needs of all young people in the senior phase. This should appropriately build on their prior learning and allow them to achieve success.
- Staff in the flexible learning resource, working in partnership with the local authority, should continue to build on the positive relationships developed with young people and parents. This will help young people to increase their attendance and engagement with school.



We gathered evidence to enable us to evaluate the school's work using four quality indicators from [How good is our school? \(4<sup>th</sup> edition\)](#). Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

## Here are Education Scotland's evaluations for St Benedict's High School

Quality indicators	Evaluation
<b>Leadership of change</b>	<b>good</b>
<b>Learning, teaching and assessment</b>	<b>good</b>
<b>Ensuring wellbeing, equality and inclusion</b>	<b>good</b>
<b>Raising attainment and achievement</b>	<b>good</b>
Descriptions of the evaluations are available from: <a href="#">How good is our school? (4<sup>th</sup> edition), Appendix 3: The six-point scale</a>	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:  
[Reports page | Inspection reports | Education Scotland](#)

### What happens next?

We are confident that the school has the capacity to continue to improve and so we will make no more visits in connection with this inspection. Renfrewshire Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

Graham Parry  
HM Inspector



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

**On: 18 May 2023**

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

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**Heading: Care Inspectorate Inspection of Renfrewshire's Adoption Service**

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**1. Summary**

- 1.1 Renfrewshire's Adoption Services is registered with and regulated by the Care Inspectorate. The Care Inspectorate conducts inspections of all regulated services and produces reports on their findings. The Adoption Service was inspected by the Care Inspectorate between January and March 2023. The previous inspection of the Service was conducted and reported on in 2017.
  - 1.2 The Care Inspectorate publishes the inspection reports on its website. The reports contain a grade in each of the themes inspected. Inspections are focused on improvement and within the inspection report the Care Inspectorate can identify an area for improvement, make a recommendation or put in place a requirement which is legally enforceable.
  - 1.3 The inspection of the Adoption Service focused on two quality indicators: "How well do we support people's wellbeing?" and "How well is our care and support planned?". The Care Inspectorate graded the Adoption Service as good for the first indicator and very good for the second indicator.
  - 1.4 No recommendations or requirements were made by the Care Inspectorate in relation to the Renfrewshire Adoption Service. One area of improvement was identified for the Adoption Service in relation to ensuring that children who need substitute care do not experience delay in planning and the service continues to evaluate practice in this area. A copy of the inspection report is attached at appendix 1.
-

## **2. Recommendations**

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

- [a] the positive outcome of the Care Inspectorate inspection of the Renfrewshire Adoption Service, and
  - [b] the positive support provided by staff in the Adoption Service.
- 

## **3. Background**

3.1. The Care Inspectorate is the national scrutiny body for social work and social care services in Scotland. All Individual Adoption Services in Scotland are required to register with the Care Inspectorate and are subject to a range of audit and scrutiny activities to ensure that they are undertaking all statutory duties and providing appropriate care and support to individuals and groups that they are required to support. All registered services are subject to regular inspection by the Care Inspectorate.

3.2. At the end of each inspection, the Care Inspectorate produces a report in relation to the inspection and assigns a grade to each of the areas considered during the inspection. The Care Inspectorate makes use of the following scale for grading a service:

- 1. Unsatisfactory
- 2. Weak
- 3. Adequate
- 4. Good
- 5. Very good
- 6. Excellent

3.3. The Renfrewshire Adoption Service was the subject of an announced inspection by the Care Inspectorate between January and March 2023. The Care Inspectorate focused on two quality indicators during the inspection; : "How well do we support people's wellbeing?" and "How well is our care and support planned?". The Care Inspectorate graded the Adoption Service as good for the first indicator and very good for the second indicator.

3.4. The Care Inspectorate highlighted 6 key messages in relation to Renfrewshire's Adoption Service:

- Children and young people developed meaningful, affectionate, and secure relationships with their caregiver families.
- Children experienced highly personalised care and support.
- Caregiver families enjoy enduring, positive relationships with staff withing the service.
- Caregivers were comprehensively assessed.

- Some children experienced delays in permanence plans.
  - Post adoption support was creative and well planned.
- 3.5. The care inspectorate highlighted that they were able to see evidence that the service promoted children's relationships with their birth families and their brothers and sisters.
  - 3.6. The inspectors noted that the service promoted children's relationships with their birth families through our birth connections work.
  - 3.7. They also noted that children's transitions plans to their new families were dynamic, flexible, and supported by current trauma informed practice.
  - 3.8. One area of improvement was identified for the Adoption Service in relation to ensuring that children who need substitute care do not experience delay in planning and the service continues to evaluate practice in this area. Action has already been taken by the service to improve on this area and has been incorporated in the Adoption Service development plan for 2023/24.

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## Implications of the Report

1. **Financial** - None
2. **HR & Organisational Development** - None
3. **Community/Council Planning** – engaging with, and learning from external inspection, ensures that our Renfrewshire is thriving: high standards of care ensures that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.

The inspection process also supports delivery of the Council Plan crosscutting theme of improving outcomes for children and families as well as other Council Plan key strategic outcomes, for example:

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
12. **Cosla Policy Position** – N/A
13. **Climate Risk** - None

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**List of Background Papers** - None

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## Renfrewshire Council Adoption Service Adoption Service

Abbey House  
8 Seedhill Road  
Paisley  
PA1 1JT

Telephone: 01416 186 647

**Type of inspection:**  
Announced (short notice)

**Completed on:**  
1 March 2023

**Service provided by:**  
Renfrewshire Council

**Service provider number:**  
SP2003003388

**Service no:**  
CS2004085691

## About the service

Renfrewshire Council Adoption Service provides a service for children and young people aged from birth to 18 years old and their families. The service recruits and supports adoptive parents to provide families for those children who cannot be with their birth parents or extended family members, and whose needs have been assessed as best met in an adoptive family.

## About the inspection

This was a short notice announced inspection which took place between 18 January 2023 and 1 March 2023. The inspection was carried out by two inspectors from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service, Care Inspectorate questionnaires and intelligence gathered since the last inspection.

In making our evaluations, we spoke with;

- seven adopters and 15 completed the survey
- five children and two completed the survey
- four external professionals and 11 completed the survey
- eleven staff and managers and two completed the survey.

We also observed practice at the fostering and adoption panel.

## Key messages

- Children and young people developed meaningful, affectionate and secure relationships with their caregiver families.
- Children experienced highly personalised care and support.
- Caregiver families enjoy enduring, positive relationships with staff within the service.
- Caregivers were comprehensively assessed.
- Some children experienced delays in permanency plans.
- Post adoption support was creative and well planned.

## From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How well do we support people's wellbeing?	4 - Good
How well is our care and support planned?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

### How well do we support people's wellbeing?

**4 - Good**

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children and young people's experiences.

Children and young people developed meaningful, affectionate, and secure relationships with their caregiver families. Relationships were based on empathy, compassion, trust, predictability, love and fun. As a result, they have a strong sense of belonging and worth. They were enabled to feel fulfilment in life, and to create positive memories.

Children experienced highly personalised care and support from their caregiver families that understood their individual strengths and preferences. Caregivers supported children to manage health and educational needs and recover from trauma with a therapeutic approach. Through using evidence-based, therapeutic techniques and well-planned, dynamic, transitions, the service promotes these relationships from the outset of the matching process.

Caregiver families enjoyed enduring, positive relationships with staff within the service. They were actively supported and encouraged, through training and reflective practice discussions, to provide loving, nurturing families for children and young people. The learning culture in the team ensured that staff had the skills and experience to offer a high level of support to the caregivers, children and young people they were working with.



Children and young people were living with their siblings, where this was appropriate, and there had been creative practice to ensure siblings could be kept together thus promoting enduring relationships.

The service also promoted children's relationships with their birth families through their birth connections work and a pro-active and inclusive approach to letter exchange. This reduced further experiences of loss and trauma resulting from separation and ensured the children's wider sense of identity.

Children and young people living within caregiver families had been kept safe both emotionally and physically. The service fully implemented national guidance and best practice in child protection and had a clear overview of incidents and accidents.

Caregiver families were comprehensively assessed by skilled, knowledgeable, and compassionate staff. The assessments ensured that caregivers had the capacity to meet the needs of the children and young people, they were caring for. However, there was some uncertainty regarding the expectations and role of the pre-adoptive foster carer. Adopters told us that they were unsure about the difference in their role pre and post adoption and felt they could be better supported to attend some of the children's meetings prior to adoption orders being granted. The service should ensure that staff and foster carers are aware of all of their responsibilities during the time between children moving in and the adoption order being granted.

At the time of inspection, we found evidence of long delays in some children's permanence plans. While the service swiftly progressed plans for children under five, we found that there was a limited overview of the permanency planning for some of the children in the service and outcomes for some young people had been impacted by this. The management team had a plan in place to address these issues and were well placed to make immediate improvements and we have made an area for improvement regarding this. (Area for improvement 1)

## Areas for improvement

1. To ensure that children in need of permanent substitute care do not experience delay in planning, the service should continue to evaluate practice in relation to permanence.

This should include but is not limited to, ongoing monitoring of timescales and clearly advocating for the young people using the service.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

"As a child or young person needing permanent alternative care, I experience this without unnecessary delay" (HSCS 1.16)

## How well is our care and support planned?

**5 - Very Good**

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children and young people, therefore we evaluated this key question as very good.

People that were assessed to adopt were comprehensively and robustly assessed by skilled and knowledgeable staff. The assessments accurately reflected their capacity to parent and also reflected their views and wishes. The service had also creatively introduced family support network meetings and adopters found these to be an invaluable and significant support.

Children's transition plans to their new families were dynamic, flexible and supported by current, trauma informed practice. This ensured the experience was as positive as possible for children and prevented children from experiencing prolonged regression after a significant change.

Children, young people and their caregivers experienced very good outcomes which were supported by high quality multi-agency and individualised adoption support planning. Adults who were at various stages of the adoption process, confidently knew the next stage in the process and where to seek out support if this was required.

Post adoption support plans were written in a SMART way and considered the young people and adopters future and current needs.

Children and young people benefited from plans that were reviewed, evaluated and updated involving relevant professionals. The service took a pro-active approach of allocating a supervising social worker for a year post adoption and this ensured continuity during this potentially fragile time. The practice of holding planning meetings following the granting of adoption orders offered an opportunity to robustly consider how best to support the children and their caregivers. This ensured that children and young people benefited from responsive, timely and creative support.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Detailed evaluations

How well do we support people's wellbeing?	4 - Good
1.1 Children, young people, adults and their caregiver families experience compassion, dignity and respect	5 - Very Good
1.2 Children, young people and adults get the most out of life	5 - Very Good
1.3 Children, young people and adults' health and wellbeing benefits from the care and support they experience	5 - Very Good
1.4 Children, young people, adults and their caregiver families get the service that is right for them	4 - Good
How well is our care and support planned?	5 - Very Good
5.1 Assessment and care planning reflects the outcomes and wishes of children, young people and adults	5 - Very Good

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

**On: 18 May 2023**

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

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**Heading: Care Inspectorate Inspection of Renfrewshire's Fostering Service**

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**1. Summary**

- 1.1 Renfrewshire's Fostering Services is registered with and regulated by the Care Inspectorate. The Care Inspectorate conducts inspections of all regulated services and produces reports on their findings. The Fostering Service was inspected by the Care Inspectorate between January and March 2023. The previous inspection of the Service was conducted and reported on in 2017.
- 1.2 The Care Inspectorate publishes the inspection reports on its website. The reports contain a grade in each of the themes inspected. Inspections are focused on improvement and within the inspection report the Care Inspectorate can identify an area for improvement, make a recommendation or put in place a requirement which is legally enforceable.
- 1.3 The inspection of the Fostering Service focused on two quality indicators: "How well do we support people's wellbeing?" and "How well is our care and support planned?". The Care Inspectorate graded the Fostering Service as good for both indicators.
- 1.4 No recommendations or requirements were made by the Care Inspectorate in relation to the Renfrewshire Adoption Service. Two areas of improvement were identified for the Fostering Service. The first relates to further develop the core training for foster carers. The second is that we ensure that children and young people have timely moves to permanent care, and that this is monitored robustly. A copy of the inspection report is attached at appendix 1.

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## **2. Recommendations**

- 2.1 The Education and Children's Services Policy Board is asked to note
- [a] the positive outcome of the Care Inspectorate inspection of the Renfrewshire Fostering Service, and
  - [b] the positive support provided to foster carers by the staff in the Fostering Service.

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## **3. Background**

- 3.1. The Care Inspectorate is the national scrutiny body for social work and social care services in Scotland. All Individual Fostering Services in Scotland are required to register with the Care Inspectorate and are subject to a range of audit and scrutiny activities to ensure that they are undertaking all statutory duties and providing appropriate care and support to individuals and groups that they are required to support. All registered services are subject to regular inspection by the Care Inspectorate.
- 3.2. At the end of each inspection, the Care Inspectorate produces a report in relation to the inspection and assigns a grade to each of the areas considered during the inspection. The Care Inspectorate makes use of the following scale for grading a service:
- 1. Unsatisfactory
  - 2. Weak
  - 3. Adequate
  - 4. Good
  - 5. Very good
  - 6. Excellent
- 3.3. The Renfrewshire Fostering Service was the subject of an announced inspection by the Care Inspectorate between January and March 2023. The Care Inspectorate focused on two quality indicators during the inspection; : "How well do we support people's wellbeing?" and "How well is our care and support planned?". The Care Inspectorate graded the Fostering Service as good for both indicators.
- 3.4. The Fostering Service report published by the care Inspectorate details 6 key messages from the findings of the Inspection:
- Relationships between children, young people, and caregivers and staff were robust and positive.
  - Children and young people were respected by carers and staff, with individual needs and interests supported.
  - Tracking of the completion of the core training needs to be further developed.

- There was a clear culture of ambition and of celebrating success which was led by staff and carers.
  - Tracking of permanency needs to be improved to endure consistency of experience and outcomes for all children and young people.
  - The role of staff in advocating on behalf of carers and young people, through attendance at reviews, and the evaluation of plans could be improved.
- 3.5. The inspector highlighted that children and young people received care that met their individual needs and kept them emotionally and physically safe. Children and young people were living with their brothers and sisters where appropriate, and the valuing of these relationships was evident.
- 3.6. The assessment and approval process for carers was noted by the Care Inspectorate as good. They found examples of excellent practice where children needed permanent care, but also some areas where there was delay. The service has re-introduced a proactive process where the Head of Child and Criminal Justice reviews all permanency plans on a regular basis to ensure any issues in terms of delay are addressed.
- 3.7. No recommendations or requirements were made by the Care Inspectorate in relation to the Renfrewshire Fostering Service. Two areas for improvement were identified and action has been taken by the service to improve on these areas. The first area for improvement relates to further develop the core training for foster carers. The second is that we ensure that children and young people have timely moves to permanent care, and that this is monitored robustly and on a continuous basis. The two areas of improvement are being actioned in the Fostering Development Plan for 2023/24.

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## Implications of the Report

1. **Financial** - None
2. **HR & Organisational Development** - None
3. **Community/Council Planning** – engaging with, and learning from external inspection, ensures that our Renfrewshire is thriving: high standards of care ensures that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.

The inspection process also supports delivery of the Council Plan crosscutting theme of improving outcomes for children and families as well as other Council Plan key strategic outcomes, for example:

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**

12. **Cosla Policy Position – N/A**

13. **Climate Risk - None**

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**List of Background Papers - None**

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# Renfrewshire Council Fostering Service Fostering Service

Abbey House  
8 Seedhill Road  
Paisley  
PA1 1JT

Telephone: 01416 182 535

**Type of inspection:**  
Announced

**Completed on:**  
1 March 2023

**Service provided by:**  
Renfrewshire Council

**Service provider number:**  
SP2003003388

**Service no:**  
CS2004085694

## About the service

Renfrewshire Fostering Service has been registered since December 2005, and transferred its registration to the Care Inspectorate on 1 April 2011. The agency provides a fostering service for children and young people aged 0-18 years and their families who are assessed as in need of this resource and who live, or have connections in the Renfrewshire area.

## About the inspection

This was an announced inspection which took place In January 2023. The inspection was carried out by 2 inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with people using the service and their carers
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Additionally, we received and reviewed survey responses from 15 young people, 7 carers, 5 staff and 10 external professionals.

## Key messages

Relationships between, children, young people, caregivers and staff were robust and positive.

Children and young people were respected by carers and staff, with individual needs, and interests supported.

Tracking of the completion of core trainings needs to be further developed.

There was a clear culture of ambition and of celebrating success which was led by staff and carers.

Tracking of permanency needs to be improved to ensure consistency of experience and outcomes for all children and young people.

The role of staff in advocating on behalf of carers and young people, through attendance at reviews and the evaluation of plans could be improved.

## From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How well do we support people's wellbeing?	4 - Good
How well is our care and support planned?	4 - Good

Further details on the particular areas inspected are provided at the end of this report.

## How well do we support people's wellbeing?

**4 - Good**

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children and young people's experiences.

Children and young people had meaningful relationships with their caregivers, with examples of relational strengths around security, predictability, and warmth of care. There were good examples of young people's participation and inclusion activities as part of the normal process, and through additional activities supported by external stakeholders. The strengths in relationships between children, young people and carers were mirrored in the strong connections between caregivers and staff, with enabling and responsive support described. This meant that children, young people, and carers were able to express fully their needs, in relationships which were responsive and adaptive.

Carers and staff respected children and young people, with individual needs, and interests supported. Carers, children and young people were made aware of their rights. Further work could take place to ensure that this is incorporated into training and development plans for carers, and that advocacy supports are

advertised within fostering to children and young people. This would formalise the good practice that we found, ensuring consistency in the how rights-based information was conveyed.

Children and young people received care that met their individual needs and kept them emotionally and physically safe. There was clear analysis by staff around the skills of the carers in relation to children and young people's care requirements and evidence of this analysis being applied in practice. A wide range of high-quality training was offered to carers, however tracking of the completion of core trainings needs to be further developed (see Area for Improvement 1). This will ensure that all carers remain up to date in terms of knowledge and skills which directly benefits children and young people.

Children and young people's contact with family and friends was appropriately supported by carers in line with care plans. The examples provided of support from carers to birth families and the genuine connections based on shared caring of children and young people, was seen as beneficial to outcomes. They ensured the stability of the care whilst also offering continued relational connection.

Children and young people were living with their siblings where appropriate. The valuing of sibling relationships was evident through not only the examples of young people remaining in sibling groups, but also in the consideration of staff in relation to developing sibling relationships between young people not biologically related but placed in caregiver homes together for extended periods of time.

There was a clear culture of ambition and celebrating success which was led by staff and carers. Staff were seen as knowledgeable in accessing education and educational supports and their availability to support children, young people and carers around education was described with positive outcomes directly linked to the support.

Carers, children, and young people were provided with appropriate amounts of information. Staff were able to equip carers to work effectively with children and young people, in ways which were sensitive to their history and developmentally appropriate.

Staff actively supported carers and this benefitted carers, children, and young people by ensuring that additional emotional as well as practical support was provided. Where there were delays in accessing additional supports and specialist input, there was a clear picture that staff had worked to the best of their ability.

The assessment and review process for carer approval was good. Where children and young people were in need of permanent care, we found examples of excellent practice, with clear assessment, adherence to timescales and a focus on keeping the child or young person at the centre of the plan. We were assured that new cases that required permanency decision making would be handled in this effective manner. However, alongside this we also found examples of significant drift and delay for some children already receiving care. This impacted negatively on children and young people's outcomes. The significant delays to assessment, decision making and the delay in activating processes was affected by Covid-19 restrictions and by changes to the providers IT systems. However, the effective tracking of permanency decision making, and ensuring timescales were adhered to, was not robustly evidenced. Individual cases were being monitored through reviews but wider accountability for permanency across the provision must improve. There were examples of pro-active advocacy by the fostering team on behalf of children, young people, and carers however again the evidencing of this could be strengthened.

Improvements to the permanency monitoring process and clarification around lines of accountability, needs to take place to maximise children and young people's wellbeing (see Area for Improvement 2). This will ensure the consistency of experiences and outcomes in relation to permanency. We would expect that the

provider would review historical cases and improve the tracking process. As part of this we would expect to see action from the fostering service to progress these plans within their remit, such as leading tracking, and advocating on behalf of children, young people, and carers.

### Areas for improvement

1. To support children and young people's health and wellbeing, the provider should ensure that all foster carers have completed core training requirements.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I have confidence in people because they are trained, competent and skilled, and are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

2. To support children and young people's care planning, ensuring that children and young people have timely moves to permanent care, the provider should ensure the consistent monitoring of permanence planning is taking place. In order to achieve this, the service should ensure that:

a) Monitoring of permanence is robust and continuous.

b) The service advocates on behalf of children, young people and carers to progress plans within timesframes.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'As a child or young person needing permanent alternative care, I experience this without unnecessary delay' (HSCS 1:16).

### How well is our care and support planned?

**4 - Good**

We made an evaluation of good for this key question, as several important strengths, taken together, clearly outweighed areas for improvement. Whilst some improvements were needed, the strengths identified had a significant positive impact on children and young people's experiences.

The strength of relational connection between staff across the provision was evidenced, with examples of these connections supporting positive outcomes for children and young people thorough improved communication and effective decision making. Children and young people were leading positive, healthy, and enjoyable lives and were supported by the active engagement of staff. Planning was clearly communicated to children, young people and carers and there was clear evidence of staff engaging in gaining views. Where planning was the responsibility of other services from the provider there were inconsistencies in how the service monitored the progression of plans and advocated on behalf of children, young people and carers. There were however positive examples of the service actively progressing plans by completing work that was not part of their normal remit. This directly improved outcomes for specific cases. A wider more systemic approach to ensuring that all children and young people's plans are progressed would assist in achieving positive destinations and ensure the effectiveness of the quality assurance process.

## What the service has done to meet any areas for improvement we made at or since the last inspection

### Areas for improvement

#### Previous area for improvement 1

The service must ensure that all foster carers including respite carers understand the terms of approval, their role and responsibilities as foster carers and the role and responsibilities of the agency.

National Care Standards, Foster Care and Family Placement Services: Standard 7 Information and advice.

This area for improvement was made on 7 July 2017.

#### Action taken since then

Previous recommendation now termed area for improvement fully met.

### Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Detailed evaluations

How well do we support people's wellbeing?	4 - Good
1.1 Children, young people, adults and their caregiver families experience compassion, dignity and respect	5 - Very Good
1.2 Children, young people and adults get the most out of life	4 - Good
1.3 Children, young people and adults' health and wellbeing benefits from the care and support they experience	5 - Very Good
1.4 Children, young people, adults and their caregiver families get the service that is right for them	4 - Good
How well is our care and support planned?	4 - Good
5.1 Assessment and care planning reflects the outcomes and wishes of children, young people and adults	4 - Good

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

**On: 18 May 2023**

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

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**Heading: Care Inspectorate Inspection of Renfrewshire's Supported Carers Services**

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**1. Summary**

- 1.1 Renfrewshire's Supported Carers Service is registered with and regulated by the Care Inspectorate. The Care Inspectorate conducts inspections of all regulated services and produces reports on their findings. The Supported Carers Service was inspected by the Care Inspectorate between January and March 2023. The previous inspection of the Service was conducted and reported on in 2019.
- 1.2 The Care Inspectorate publishes the inspection reports on its website. The reports contain a grade in each of the themes inspected. Inspections are focused on improvement and within the inspection report the Care Inspectorate can identify an area for improvement, make a recommendation or put in place a requirement which is legally enforceable.
- 1.3 The inspection of the Supported Carers Service focused on two quality indicators: "How well do we support people's wellbeing?" and "How well is our care and support planned?". The Care Inspectorate graded the Supported Carers Service as good for the first indicator and very good for the second indicator.
- 1.4 No recommendations or requirements were made by the Care Inspectorate in relation to the Renfrewshire Supported Carers Service. Two areas of improvement were identified for the service for supported carers. The first area for improvement is the service should further develop core training for carers and the second is that welfare assessments occur within timeframes, and that carers and young people

are informed of this process in advance. A copy of the inspection report is attached at appendix 1.

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## **2. Recommendations**

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

- [a] the positive outcome of the Care Inspectorate inspection of the Renfrewshire Supported Carer Service, and
- [b] the positive support provided by staff in the Supported Care Service.

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## **3. Background**

- 3.1. The Care Inspectorate is the national scrutiny body for social work and social care services in Scotland. All Individual Supported Carers Services in Scotland are required to register with the Care Inspectorate and are subject to a range of audit and scrutiny activities to ensure that they are undertaking all statutory duties and providing appropriate care and support to individuals and groups that they are required to support. All registered services are subject to regular inspection by the Care Inspectorate.
- 3.2. At the end of each inspection, the Care Inspectorate produces a report in relation to the inspection and assigns a grade to each of the areas considered during the inspection. The Care Inspectorate makes use of the following scale for grading a service:
- 1. Unsatisfactory
  - 2. Weak
  - 3. Adequate
  - 4. Good
  - 5. Very good
  - 6. Excellent
- 3.3. The Renfrewshire Supported Carers Service was the subject of an announced inspection by the Care Inspectorate between January and March 2023. The Care Inspectorate focused on two quality indicators during the inspection; : "How well do we support people's wellbeing?" and "How well is our care and support planned?". The Care Inspectorate graded the Supported Carers Service as good for the first indicator and very good for the second indicator.
- 3.4. The Supported Carers Service report published by the care inspectorate identified 5 key messages:
- Relationships between young people, care givers and staff were robust and positive.
  - Young people were respected by carers and staff, with individual needs and interests supported.

- Tracking of the completion of core training needs to be further developed.
  - There was a clear culture of ambition and of celebrating success which was led by staff and carers.
  - Development of the “welfare assessment” process needs to be progressed to ensure consistency of experience and outcomes for all young people.
- 3.5. The inspectors noted that young people received care that met their needs and that carers spoke passionately about accessing the right services and support for young people. Staff were seen as knowledgeable in accessing educational support.
- 3.6. The Care Inspectorate also found that staff actively supported carers through regular visits and young people were supported to integrate into carer giver families.
- 3.7. Two areas of improvement were identified for the service. The first area for improvement is the service should ensure all carers have completed core training. The second is that welfare assessments occur within timeframes, and that carers and young people are informed of this process in advance. Action has already been taken by the service to improve on this area and has been incorporated in the Supported Carers Service development plan for 2023/24.

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## Implications of the Report

1. **Financial** - None
2. **HR & Organisational Development** - None
3. **Community/Council Planning** – engaging with, and learning from external inspection, ensures that our Renfrewshire is thriving: high standards of care ensures that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.

The inspection process also supports delivery of the Council Plan crosscutting theme of improving outcomes for children and families as well as other Council Plan key strategic outcomes, for example:

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
- 12. **Cosla Policy Position** – N/A
- 13. **Climate Risk** - None

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**List of Background Papers** - None

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**Author:** Clare Cuning, Acting Children's Services Manager  
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## Supported Carers Scheme Adult Placement Service

Renfrewshire Council  
Social Work Services  
Abbey House, 8 Seedhill Road  
PAISLEY  
PA1 1JT

Telephone: 01416 184 531

**Type of inspection:**  
Announced

**Completed on:**  
1 March 2023

**Service provided by:**  
Renfrewshire Council

**Service provider number:**  
SP2003003388

**Service no:**  
CS2007155432

## About the service

Renfrewshire Supported Carers Scheme has been registered since December 2005, and transferred its registration to the Care Inspectorate on 1 April 2011. The agency provides a supported carer service for young people aged 18-21 years and their families who are assessed as in need of this resource and who live, or have connections in the Renfrewshire area.

## About the inspection

This was an announced inspection which took place in January 2023. The inspection was carried out by 2 inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection. In making our evaluations of the service we:

- spoke with people using the service and their carers
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Additionally we received and reviewed survey responses from young people, carers, staff and external professionals.

## Key messages

Relationships between young people, caregivers and staff were robust and positive.

Young people were respected by carers and staff, with individual needs, and interests supported.

Tracking of the completion of core trainings needs to be further developed.

There was a clear culture of ambition and of celebrating success which was led by staff and carers.

Development of the 'welfare assessment' process needs to be progressed to ensure consistency of experience and outcomes for all young people.

## From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How well do we support people's wellbeing?	4 - Good
How well is our care and support planned?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

### How well do we support people's wellbeing?

**4 - Good**

Young people had meaningful relationships with their caregivers, with examples of relational strengths around security, predictability, warmth of care and advocacy. There were good examples of young people's voices being valued by the provider, through participation and inclusion activities as part of the normal process, and through additional activities supported by external stakeholders. The strengths in relationships between young people and carers were mirrored in the connections between caregivers and staff, with enabling and responsive support described. This meant that young people and carers were able to express fully their needs, in relationships which were responsive and adaptive. The relationships between young people, caregivers and staff were robust and positive.

Young people were respected by carers and staff, with individual needs, and interests supported. Carers and young people were made aware of their rights. However, further work could take place to ensure that this is incorporated into training and development plans for carers, and that advocacy supports are advertised within fostering to young people. This would formalise the good practice that we found and ensure consistency. The strong relationships between young people their carers and the staff group was seen as key in ensuring the stability of care provided.

Staff were available to carers, easily contactable and offering high levels of support and signposting towards specialist input where required. Where there were delays in accessing additional supports, there was a clear picture that staff had worked to the best of their ability to ensure that young people and their carers

received the required input. The provider role as a corporate parent could be developed to assist in advocacy with external services, this would ensure that young people gain access to specialist care where regular processes have faltered.

Young people received care that met their individual needs and kept them emotionally and physically safe. There was clear analysis by staff around the skills of the carers in relation to young people's care requirements and evidence of this analysis being applied in practice. This meant that young people received care that was personalised to them. A wide range of high quality training were offered to carers, however tracking of the completion of core training needs to be further developed. This will ensure that all carers remain up to date in terms of knowledge and skills which directly benefits children and young people.

Carers spoke passionately about accessing the right services and supports for young people to ensure that they had the best supports that they could. There was a clear culture of ambition and celebrating success which was led by staff and carers. Staff were seen as knowledgeable in accessing education and educational supports and their availability to support young people and carers around education was described.

Staff actively supported carers through regular visits, frequent communication, and responsive approaches. Wellbeing was enhanced for young people by opportunities to have or be around animals, including pets within the home. Examples of family life were available across all the case tracking. Young people were supported to integrate into the carer families and to take on appropriate developmental tasks within the home. This was supportive of developing practical life skills and knowledge, whilst also nurturing the young person.

The assessment and review process for transition to the role of adult carer was good, however the continuing care process could be improved through the further incorporation of the 'welfare assessment' into planning, training and reviews (see Area for Improvement 2).

## Areas for improvement

1. To support children and young people's health and wellbeing, the provider should ensure that all carers have completed core training requirements.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I have confidence in people because they are trained, competent and skilled, and are able to reflect on their practice and follow their professional and organisational codes' (HSCS 3.14).

2. To support young people's care planning, ensuring that timely assessment on continuing care needs takes place, the provider should ensure that the 'welfare assessment' process is fully incorporated into service provision. In order to achieve this, the service should ensure that:

- a) Welfare assessments occur within timeframes.
- b) That carers and young people are fully informed of the process in advance of the assessment taking place.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:



'My future care and support needs are anticipated as part of my assessment' (HSCS 1:14).

### How well is our care and support planned?

5 - Very Good

Young people were leading positive, healthy, and enjoyable lives and were supported by the active engagement of staff. Planning was clearly communicated to young people and carers and there was clear evidence of staff engaging in gaining views. Where planning was the responsibility of other services from the provider there was clear progression of plans. Further development of a wider more systemic approach in the integration of continuing care into young people's plans would assist in ensuring ongoing quality of assessment and support.

The strength of relational connection between staff across the provision was evidenced, with examples where these connections ensured positive outcomes for young people through improved communication and effective decision making. This was particularly helpful in the relationship between the continuing care worker and the throughcare team, where young people and carers reported a sense of connection and joined up support.

### Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Detailed evaluations

How well do we support people's wellbeing?	4 - Good
1.1 Children, young people, adults and their caregiver families experience compassion, dignity and respect	5 - Very Good
1.2 Children, young people and adults get the most out of life	4 - Good
1.3 Children, young people and adults' health and wellbeing benefits from the care and support they experience	5 - Very Good
1.4 Children, young people, adults and their caregiver families get the service that is right for them	4 - Good
How well is our care and support planned?	5 - Very Good
5.1 Assessment and care planning reflects the outcomes and wishes of children, young people and adults	5 - Very Good

## To find out more

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

**On:** **18 May 2023**

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

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**Heading:** **Duty of Candour – Annual Report**

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## **1. Summary**

- 1.1 All local authorities are required by the Health (Tobacco, Nicotine etc. and Care) (Scotland) Act 2016 and related Regulations local authorities to have in place a Duty of Candour Policy. The Duty of Candour Policy ensures that local authorities are open, honest, and supportive where there is an unexpected or unintended incident resulting in harm or death to an individual using services which are registered with the Care Inspectorate or delivered by social work services.
  - 1.2 Within Renfrewshire Children's Services, the Duty of Candour extends to those services which are registered with and regulated by the Care Inspectorate and locality social work services. As a consequence, the local authority internal provision of early learning and child-care services, children's residential houses, the registered services in fostering and adoption services, the registered throughcare service and the locality social work services are required to report under the Duty of Candour.
  - 1.3 Each local authority is required to publish an annual report on the Duty of Candour. The annual report sets out details on the number of incidents or events where the duty of candour is triggered, how the policy was followed in these incidents and any learning from the incidents. Local authorities are required to publish an annual duty of candour report even if there have been no adverse events which triggered the reporting. Renfrewshire had no reportable duty of candour incidents during the period covered by this report. The annual report for 2022-23 is attached at appendix 1 for information.
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## **2. Recommendations**

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

[a] note that the annual duty of candour report for the period April 2022 to March 2023.

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### **3. Background**

- 3.1 Care services registered with the Care Inspectorate and social work services in localities are covered by legislation in respect of the duty of candour. This duty is defined in the Health (Tobacco, Nicotine etc. and Care) (Scotland) Act 2016 and related Regulations. In children's services the following areas are required to report incidents under duty of candour:
- early learning and childcare services (including these services based in schools);
  - residential children's houses;
  - fostering and adoption service;
  - throughcare service; and
  - social work locality services in children and justice.
- 3.2 The Duty of Candour provisions set out a range of actions that need to happen when unexpected or unintended harm has occurred to someone using the services detailed in paragraph 3.1. The duty of candour policy sets out how the local authority should respond to such incidents in an open and transparent manner. It includes the process for making an "apology", a statement of sorrow or regret in respect of the unintended or unexpected incident.
- 3.3 The unexpected incidents which are required to be reported under duty of candour include where someone using the service has died in the service, has sustained an injury which results in the permanent loss of bodily, sensory, motor, physiologic or intellectual functioning or these functions have been impaired for a period of more than 28 days.
- 3.4 Each local authority as an organisation is identified as a "responsible person" in terms of the legislation. Within Renfrewshire the "responsible person" function is discharged jointly by the Head of Service (Curriculum and Quality) and the Head of Child Care and Criminal Justice.
- 3.5 The local authority is required to publish a report on the duty of candour as it applies to their services on an annual basis. The annual report should include information on the number of incidents raised under duty of candour and the learning from these as well as information on apologies issued. Local authorities are required to publish a "null" annual report if there have been no reported incidents under the duty of candour.
- 3.6 There have been no reportable incidents in Renfrewshire Children's Services in the period April 2022 to March 2023. As such the annual report (attached at appendix 1 is a "null" report. The service will be providing refresher training on the Duty of Candour to managers in relevant services over the next twelve months.
-

## **Implications of this report**

### **1. Financial**

None.

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

None.

### **3. Community/Council Planning**

None.

### **4. Legal**

The publication of the duty of candour annual report is required under the Health (Tobacco, Nicotine etc. and Care) (Scotland) Act 2016.

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

None.

### **6. Information Technology**

None.

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

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

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

None.

### **9. Procurement**

None.

### **10. Risk**

Risks related to the delivery and management of services are regularly monitored and included in Renfrewshire Council's Corporate and Strategic Risk Registers.

**11. Privacy Impact**

None.

**12. Cosla Policy Position**

None.

**13. Climate Risk**

None.

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**List of Background Papers**

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*Children's Services*  
*JT/KO 17/04/2023*

**Author:** John Trainer, Head of Child Care and Criminal Justice  
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## **Renfrewshire Council - Children's Services**

### **Duty of Candour Report 1 April 2022 – 31 March 2023**

All health and social care services in Scotland have a duty of candour. This is a legal requirement which means that when things go wrong and mistakes happen, the people affected understand what has happened, receive an apology, and that organisations learn how to improve for the future.

An important part of this duty is that we provide an annual report about the duty of candour in our services. This short report describes how our care service has operated the duty of candour during the time between 1 April 2022 and 31 March 2023. We hope you find this report useful.

Renfrewshire Council Children's Services directly provides a number of services which are registered with the Care Inspectorate children which are covered by the Duty of Candour. These services are:

- early learning and childcare;
- residential children's houses;
- fostering and adoption service;
- throughcare service; and
- social work locality services in children and justice.

Renfrewshire Council Children's Services operates 15 early learning and childcare centres and 22 early learning and childcare classes which are all registered with and regulated by the Care Inspectorate.

Renfrewshire Council Children's Services operates 4 children's houses which are registered with and regulated by the Care Inspectorate.

Renfrewshire's fostering and adoption service and throughcare service are registered and regulated by the Care Inspectorate.

#### **1. How many incidents happened to which the duty of candour applies?**

In the period 1 April 2022 to 31 March 2023, there have been no incidents to which the duty of candour applied in any of the early learning and childcare services.

In the period 1 April 2022 to 31 March 2023, there have been no incidents to which the duty of candour applied in any of our children's houses.

In the period 1 April 2022 to 31 March 2023, there have been no incidents to which the duty of candour applied in the fostering and adoption service or the through care service.

In the period 1 April 2022 to 31 March 2023, there have been no incidents to which the duty of candour applied in any of the social work locality teams.

#### **2. Information about our policies and procedures**

Children's Services has a duty of candour policy which was reviewed and updated in December 2020. The policy details that where something has happened that



triggers the duty of candour, our staff report this to their manager who has responsibility for ensuring that the duty of candour procedure is followed.

When a member of staff raises a concern under the duty of candour, the manager records the incident and reports as necessary to the Care Inspectorate. When an incident has happened, the manager and staff set up a learning review. This allows everyone involved to review what happened and identify changes for the future.

Where a duty of candour report is required for an individual event, the local manager reports this to the Head of Service (Curriculum and Quality) for early years services or the Head of Child Care and Criminal Justice for children's houses.

As the duty of candour policy was reviewed in 2020 the next review will be undertaken before the end of December 2023.

The service will present refresher training to all managers in relevant services before the end of March 2024.

Julie Calder  
Head of Service (Curriculum and Quality)

John Trainer  
Head of Child Care and Criminal Justice  
Chief Social Work Officer