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Renfrewshire Council

Notice of Meeting and Agenda
Education and Children's Services Policy Board

Date	Time	Venue
Thursday, 28 October 2021	13:00	Council Chambers (Renfrewshire), Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

KENNETH GRAHAM
Head of Corporate Governance

Membership

Ms Mary Jane Bird: Mr Jack Nellaney: Mr Ravinder Singh: Councillor Karen Devine-Kennedy: Councillor Audrey Doig: Councillor Edward Grady: Councillor Neill Graham: Councillor Jim Harte: Councillor John Hood: Councillor Lisa-Marie Hughes: Councillor Scott Kerr: Councillor John McNaughtan: Councillor Will Mylet: Councillor Iain Nicolson: Councillor Emma Rodden: Councillor John Shaw: Councillor Jane Strang:

Councillor Jim Paterson (Convener):   Provost Lorraine Cameron (Depute Convener):

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.

Recording of Meeting

This meeting will be broadcast live via the Council's website. Following the meeting a recording of the meeting will be available to view on the Councils website.

To locate the recording please follow the link below:

https://renfrewshire.public-i.tv/core/portal/webcast_interactive/613740

If you have any queries regarding this please contact Committee Services on 07934714023.

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.

Finance

Service Update and Performance Planning

Education

<u>Children and Families</u>

To:	**Education and Children's Services Policy Board**
On:	**28 October 2021**
Report by:	**Director of Finance and Resources and Director of Children's Services**
Heading:	**Revenue and Capital Budget Monitoring as at 17 September 2021**

1. Summary of Financial Position

1.1. The projected Revenue outturn at 31 March 2022 for Children's Services is an overspend of £0.844m (0.4%) against the revised budget for the year.

1.2. The projected Capital outturn at 31 March 2022 for Children's Services is an underspend of £0.4m (<3%), against the revised budget for the year.

1.3. This is summarised over the relevant service in the table below and further analysis is provided in the Appendices.

1.4. For the financial year 2021/22, the projected outturn position is split into Core (or business as usual) and COVID-19 related variances to help readers understand the impact of the pandemic on service finances.

Table 1: Revenue

Division	Revised Annual Budget £000	Projected Outturn Core £000	Projected Outturn COVID-19 £000	Total Projected Outturn £000	Budget Variance £000	Budget Variance %
Children's Services	£219,346	£218,940	£1,290	**£220,230**	(£884)	(0.4%)

Table 2: Capital

Division	Revised Annual Budget £000	Projected Outturn Core £000	Projected Outturn COVID-19 £000	Total Projected Outturn £000	Budget Variance £000	Budget Variance %
Children's Services	£9,239	£8,839	£0	**£8,839**	£400	<3%

2.   Recommendations

Members are requested to:

2.1.   Note the projected Revenue outturn position for Children's Services detailed in Table 1 above, and further note that the forecast position is based on best estimates and confirmed government support at this point in time; forecasts are likely to be subject to fluctuation as the year progresses.

2.2.   Note projected Capital outturn position for Children's Services detailed in Table 2 above; and

2.3.   Note the budget adjustments detailed in sections 4 and 6.

3.   Children's Services Revenue

3.1.   The Revenue Budget Monitoring report at Appendix 1 identifies a projected annual overspend of £0.884m (0.4% of total budget). Detailed division service reports can be found in Appendix 2, along with an explanation of each significant projected variance.

3.2.   The projected outturn is based on information available and assumptions made by service budget holders as at the end of September 2021. These assumptions will be refined during the year as more information becomes available. The projected outturn and projected Covid related spend are net of education-specific Covid resource either carried forward from 2020/21 or additional allocations in year of £3.3m; and net of general Covid resource of £1.3m which is underpinning care-related spend.

3.3.   The main reasons for the projected outturn position are indicated below the tables showing the objective analysis (which division is spending the budget).

4.   Revenue Budget Adjustments

4.1.   Members are requested to note from Appendix 1 that budget adjustments totalling £0.824m have been processed since the budget was approved. These related mainly to:

- £1.901m net transfers to other services, mainly in relation to 1140 hours expansion, offset by transfers in for Families First & Cost of School Day

- £0.540m received in relation Scottish Government funding to increase School Clothing Grants, remove Core Curriculum & School Music charges and Targeted Summer Activities, which was confirmed after the budget was approved;

- £0.540m received for funding for budget motions, which was not previously included in approved budget, including Imagination Library, Young Carers, Trauma Awareness & Communities That Care Project.

5. Children's Services Capital

5.1. The Capital Investment Programme 2021/22 to 2025/26 was approved by the Council on 4th March 2021.

5.2. The Capital Monitoring report at Appendix 3 indicates changes totalling £2.435m in the approved capital programme for Education and Children's. This relates to budget carried forward to 2022-23 from 2021-22 for refurbishment work at Kirkandneuk & Bishopton Primary School and the Semp 2020 project

5.3. Further detail, including reasons for significant variances, can be found at Appendix 3.

6. Capital Budget Adjustments

6.1. There have been budget changes totalling £2.435m since the last report:

Budget carried forward from 2021-22 to 2022-23 (£2.435m):

- SEMP 2020 (£0.750m) to reflect the expected cash flows of the project with design and demolition costs only expected in 2021-22.

- Other Schools Investment Programmes (£1.685m):

  o For fabric works at Bishopton Primary School (£0.750m) which was transferred from Lifecycle expected to take place in summer 2022;

  o Kirklandneuk Primary Extension £0.935m to reflect the expected timing of the work after the contract is awarded.

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Implications of this report

1. **Financial –** The projected budget outturn position for Children's Services' Revenue budget is an overspend of £0.884m. Income and expenditure will continue to be monitored closely for the rest of the financial year and, where necessary, steps will be taken to mitigate any overspend including applying flexibility within specific grant funding as permitted by the Scottish Government.

   The projected outturn position for Children's Services' Capital budget is an underspend of £0.4m. The Capital programme will continue to be monitored closely for the rest of the financial year.

   Any changes to current projections in either Revenue or Capital budgets will be reported to the board as early as possible, along with an explanation for the movement.

2. **HR and Organisational Development**
   None directly arising from this report.

3. **Community/Council Planning**
   None directly arising from this report.

4. Legal
None directly arising from this report.

5. Property/Assets
None directly arising from this report.

6. Information Technology
None directly arising from this report.

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.

8. Health and Safety
None directly arising from this report.

9. Procurement
None directly arising from this report.

10. Risk
The potential risk that the Council will overspend its approved budgets for the year will be managed at a Council-wide level by the Chief Executive and Directors.

11. Privacy Impact
None directly arising from this report.

12. Cosla Policy Position
N/a.

13. Climate Risk
None directly arising from this report.

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List of Background Papers: None
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Authors: George McLachlan, Extension 6133
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RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2021/22
1 April 2021 to 17 September 2021

POLICY BOARD : EDUCATION & CHILDREN'S SERVICES

Subjective Summary	Revised Annual Budget at P3	Budget Adjustments	Revised Annual Budget	Projected Outturn Core Business	Projected Outturn COVID-19	Total Projected Outturn	Budget Variance (Adverse) or Favourable		Previous Projected Outturn Variance	Movement
	£000	£000	£000	£000	£000	£000	£000	%	£000	£000
Employees	151,948	4,455	156,403	155,291	407	155,698	705	0.5%	68	637
Premises Related	9,136	(29)	9,107	9,590	94	9,684	(577)	(6.3%)	(455)	(122)
Transport Related	4,615	8	4,623	5,236	0	5,236	(613)	(13.3%)	(715)	102
Supplies and Services	33,571	(5,268)	28,303	27,713	203	27,916	387	1.4%	533	(146)
Third Party Payments	13,894	30	13,924	14,473	578	15,051	(1,127)	(8.1%)	(657)	(470)
Transfer Payments	13,385	1,484	14,869	15,065	8	15,073	(204)	(1.4%)	(290)	86
Support Services	200	0	200	201	0	201	(1)	(0.6%)	(19)	18
Depreciation and Impairment Losses	0	0	0			0	0	0.0%	0	0
GROSS EXPENDITURE	**226,749**	**680**	**227,429**	**227,569**	**1,290**	**228,859**	**(1,430)**	**(0.6%)**	**(1,535)**	**105**
Income	(6,579)	(1,504)	(8,083)	(8,630)	0	(8,630)	547	6.8%	108	439
NET EXPENDITURE	**220,170**	**(824)**	**219,346**	**218,940**	**1,290**	**220,230**	**(884)**	**(0.4%)**	**(1,427)**	**543**

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2021/22
1 April 2021 to 17 September 2021

POLICY BOARD : EDUCATION & CHILDREN'S SERVICES

Objective Summary	Revised Annual Budget at P3	Budget Adjustments	Revised Annual Budget	Projected Outturn Core Business	Projected Outturn COVID-19	Total Projected Outturn	Budget Variance (Adverse) or Favourable		Previous Projected Outturn Variance	Movement
	£000	£000	£000	£000	£000	£000	£000	%	£000	£000
Directorate	629	0	629	629	0	629	0	0.0%	0	0
Early learning and childcare	36,699	(1,793)	34,906	33,889	16	33,905	1,001	2.9%	1,001	0
Primary	54,193	606	54,799	54,396	457	54,853	(54)	(0.1%)	(249)	195
Secondary	74,420	896	75,316	75,101	161	75,262	54	0.1%	(239)	293
ASN (Special) Schools	6,310	34	6,344	6,317	55	6,372	(28)	(0.4%)	(45)	17
Additional support for learning (ASL)	14,869	(68)	14,801	15,601	0	15,601	(800)	(5.4%)	(866)	66
Psychological services	730	0	730	755	0	755	(25)	(3.4%)	0	(25)
Education development	1,798	(75)	1,723	1,723	0	1,723	0	0.0%	0	0
Attainment Challenge	(284)	(745)	(1,029)	(1,029)	0	(1,029)	0	0.0%	0	0
Facilities management	603	(12)	591	699	23	722	(131)	(22.2%)	(86)	(45)
Child care	30,203	333	30,536	30,859	578	31,437	(901)	(3.0%)	(943)	42
NET EXPENDITURE	**220,170**	**(824)**	**219,346**	**218,940**	**1,290**	**220,230**	**(884)**	**(0.4%)**	**(1,427)**	**543**

Objective Heading	Key Reasons for Projected Variance
Directorate	No variances to report.
Early Learning and Childcare	Underspend mainly relates to employee costs.
Primary Schools	Overspend arises across a number of headings including premises costs and supplies & services.
Secondary Schools	Underspend arises across a number of headings including premises costs and transport costs.
ASN Schools	Overspend mainly relates to employee costs.
Additional Support for Learning	Overspend relates to employee costs and transport costs.
Psychological Services	Overspend mainly relates to employee costs.
Education Development	No variances to report.
Facilities Management	Overspend relates to employee costs and premises costs.
Children & Families	Overspend mainly relates to employee costs and third party payments.

RENFREWSHIRE COUNCIL
CAPITAL INVESTMENT STRATEGY - NON-HOUSING SERVICES
1st April to 17th September 2021
POLICY BOARD: EDUCATION & CHILDEN'S SERVICES

Project Title	Prior Years Expenditure to 31/03/2021* £000	Current Year 2021-22						Full Programme - All years			
		Approved Budget 2021-22 £000	Budget Adjustments in 2021-22 £000	Revised Budget 2021-22 £000	Projected Outturn 2021-22 £000	Budget Variance (Adverse) or Favourable		Total Approved Budget to 31-Mar-26 £000	Projected Outurn to 31-Mar-26 £000	Budget Variance (Adverse) or Favourable	
EDUCATION & CHILDREN SERVICES											
Early Years 1,140 Hours Expansion	10,938	3,163	698	3,861	3,861	0	0%	14,800	14,800	0	0%
Primary Schools Estate Programme(SEMP)	42,269	362	367	729	629	100	14%	42,998	42,898	100	0%
Schools Estate Programme (SEMP 2020)	144	5,531	(4,781)	750	750	0	0%	51,250	51,250	0	0%
Other Schools Investment Programmes	20,372	3,606	(107)	3,499	3,199	300	9%	25,555	25,255	300	1%
Technology Replacement Strategy ICT	0	400	0	400	400	0	0%	2,000	2,000	0	0%
TOTAL EDUCATION & CHILDREN'S SERVICES BOARD	73,723	13,062	(3,823)	9,239	8,839	400	4%	136,603	136,203	400	0%

*Rolling programmes have a prior year year expenditure of £0 as the expenditure is not directly linked from one year to the next as a singular project.

Objective Heading	Key Reasons for Projected Variance
Early Years 1,140 Hours Expansion	
Primary Schools Estate Programme(SEMP)	Minor underspends on St Paul and St Fergus primary investment projects will be transferred to the SEMP 2020 programme on final completion
Schools Estate Programme (SEMP 2020)	
Other Schools Investment Programmes	On completion of remedial works at Riverbrae School the anticipated underspend will be transferred to the SEMP 2020 programme
Technology Replacement Strategy ICT	

To: Education and Children's Services Policy Board

On: 28 October 2021

Report by: Director of Children's Services

Heading: Children's Services Service Delivery Plan 2021/22 Mid Year Monitoring Report

1.   Summary

1.1.   As a direct result of the pandemic and the focus on crisis response and recovery, alternative service planning arrangements are in place for 2021/22. Rather than Service Improvement Plans, each Director submitted a Service Delivery Plan covering a 12 month period. These plans set out the priorities for each service area as it continued to deliver a crisis response where required but also began to build back services and support the council's recovery and renewal agenda. The Children's Services Service Delivery Plan was approved by this Board on 18 March 2021.
This report contains details of Children's Services performance over the period 1 April 2021 to 30 September 2021. The main purpose of the report is to provide:

- details of the key achievements of the service over the period;
- a progress update on implementing the action plan linked to the 2021-22 Service Delivery Plan;
- an assessment of performance in relation to the service scorecard of core performance indicators; and
- an overview of priorities for the service over the next six months.

1.2.1   The action plan is the core of the Service Delivery 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 aspects of performance of the service are measured. Despite the challenges of maintaining services throughout different stages of restrictions, Children's

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Services continued to deliver on its priorities; achievements over the last six months include:

- Adapting services and working flexibly in response to safe-working guidance, ensuring community needs are met and statutory obligations fulfilled;
- Applying learning from local equity audit data and attainment information to shape our approach to raising attainment for all and close the poverty-related attainment gap;
- Successfully adopting the Scottish Qualification Authority's alternative certification model in lieu of pupil examinations for the 2020/21 academic session;
- The full roll-out of 1140 hours of early learning and childcare across early years establishments;
- Publication of a Community Mental Health and Wellbeing Strategy which identifies a system-wide model of support for children, young people and families that provides the right help at the right time;
- The excellent progress of the Promise Workstream to consider the local response to emerging national aims and priorities;
- Providing 3000 digital devices to school pupils to support access to learning and home and equity of opportunity;
- Delivering a comprehensive programme of staff training and development to support educational recovery for those most impacted by the pandemic, focussing on literacy and numeracy.

2. Recommendations

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

a) the contents of this report;
b) the achievements of Children's Services during 2021/22 which fall within the remit of this Board; and
c) that a mid-year report was presented to the Communities, Housing and Planning Policy Board on 29 October 2021 in respect of service areas falling within the remit of that board.

3. Background

3.1 Children's Services is responsible for the delivery of social work services to children and families, criminal justice social work, and early years, primary and secondary education. Much of what the service does is statutory; that is, there is a legal requirement for the Council to provide that service. Service delivery is a mix of universal provision (such as education), targeted provision (such as children's houses for accommodated children and young people) and specialist support (for example, criminal justice social work court services).

3.2 The operating context for services continued to be challenging throughout the first half of 2021/22. Social work services have continued to operate

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throughout all periods of restriction delivering critical front-line services and adapting ways of working to support positive outcomes for service users and their families. Schools supported online learning during the second national lockdown and provided a robust assessment framework to ensure young people who had been due to sit national qualifications would still be recognised for their achievements. The continued requirement to implement public health measures within schools has an ongoing impact on learning and teaching as well as attendance.

4. Service Update and Key Achievements April-September 2021

4.1 The service has incorporated the learning from Scottish Government research when assessing the impact of the Covid-19 pandemic on Renfrewshire's communities. This has been enhanced with extensive engagement activity and information review at a local level to establish the specific experiences, needs and opportunities relating to Renfrewshire's children and young people. The principles of social renewal have shaped service priorities and provided a framework to guide recovery activity. Resource has been directed to the individuals and families who have been disproportionately impacted by academic disruption, reduced opportunities for socialising and the economic stress resulting from the pandemic.

4.2 Strong progress has been made in improving attainment across Renfrewshire, with evidence of highest attainment in listening and talking across primary stages. However, evidence from Renfrewshire's pupil equity audit suggests the poverty-related attainment gap has been negatively impacted by the pandemic. This is most evident in schools with relatively high levels of deprivation, with schools experiencing lower levels of deprivation showing comparatively smaller reductions in attainment. The service is responding by using this insight to inform a suite of targeted and evidence-based interventions to support schools in literacy and numeracy, with many of the actions being taken forward through the 2021/22 Education Improvement Plan.

4.3 The results from the Alternative Certification Method put in place for 2020/21 indicate that progress continues to be made. Initial analysis of attainment data for session 2020/21 shows that Renfrewshire's young people have performed well at all qualification levels. Despite a challenging year, high presentation rates were maintained. In some subject areas presentation rates were higher than in previous years. Pass rates also remained high across all stages. Attainment trends in Renfrewshire are similar to the national picture, although a full analysis for all local authorities will not be available until the release of Insight.

4.4 Renfrewshire is one of three local authorities who have piloted a Numeracy and Mathematics Recovery and Improvement approach since the spring of 2021. The aim of the project has been to address any learning loss which resulted from the pandemic, and to support ongoing improvements in learning, teaching and assessment. Data collection on the impact of the programme is ongoing, but thus far very positive outcomes have been

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achieved and Renfrewshire's work in this area has been praised by Education Scotland.

4.5   Renfrewshire's Children's Services Partnership has recently produced it's Children and Young People Community Mental Health and Wellbeing Strategy for 2021/22. Renfrewshire's young people have identified lasting feelings of anxiety and stress resulting from the disruption and curtailment to their lives over the course of the pandemic. For some, reduced opportunities for interaction and recreation have impacted personal development and created barriers to activity that otherwise contributes to overall health and wellbeing. The strategy identifies the need for priority work to improve understanding and language around mental health, and ensure interventions are accessible, targeted and proportionate. In support of this, extensive work is underway to develop a new family support service, a partnership between Children's Services, Renfrewshire HSCP and the third sector which seeks to improve the mental health and wellbeing supports available to children, young people and their families.

4.6   The service has continued to evidence effective stakeholder collaboration throughout the pandemic. Key activity such as the review and local application of Scotland's Independent Care Review – represented by The Promise report - benefits from representation from nine partner agencies across several workstreams. The overarching Oversight Group were successful in attaining £50,000 from The Promise Partnership to fund a Promise Ambassador. The Ambassador will coordinate a programme of consultation and engagement activity with children and young people who have experienced care and their families. Learning from this activity will be applied across the project and will evidence Renfrewshire's commitment to further embedding participation in the delivery and improvement of care services.

4.7   Excellent progress has been made in relation to the implementation of 1140 hours of high-quality early learning and childcare for all eligible children across Renfrewshire. Since August 2021, all children aged 3-5 years and eligible 2-year-olds are in receipt of this provision, in accordance with Scottish Government legislation. This success was achieved despite the challenges presented by the Covid-19 pandemic and consequential impact on necessary infrastructure development.

5.   **Areas where actions have been delayed or cancelled**

5.1   All actions are progressing in line with planned timescales.

6.   Progress against performance measures

6.1   Children's Services has 32 performance indicators covering services which fall under the remit of this policy board. Of these, 11 are collected quarterly over a financial year (1 April to 31 March) and 21 are annual indicators measured over an academic year (1 August to 31 July). Almost all the annual

indicators measure academic attainment and due to the time lag before figures are published, these are reported one year behind.

6.2   The service continues to demonstrate strong performance and improvement across several indicators. The percentage of care leavers participating in employment, training, or education at the quarter end date in 62%, exceeding the target of 55%. This represents an improved long term trend in performance, highlighting the continued efforts and effective work of the Throughcare team.

6.3   The service has maintained strong performance in ensuring looked after children are cared for in a community setting, with 93% of all children cared for in this way, exceeding the target on 89.9%. A small number of young people are placed in other settings where this is better aligned to their needs.

6.4   The majority of academic indicators will be updated when refreshed information becomes later this year. Changes to the assessment method over the 2020/21 academic session will impact the comparability with previous years.

6.5   The percentage of Stage 1 and 2 complaints responded to within timescales agreed with customers has fallen compared to last quarter, with values of 87% and 82% respectively, against targets of 95%. The number of complaints received over the period is low, meaning those not responded to on time have a relatively large bearing on the overall percentage. There were only 6 late responses in the quarter. Complaints dealt with at Stage 2, particularly those received by social work teams, tend to be complex and require in-depth investigation. The service will always focus on carrying out a full investigation rather than rushing to meet a timescale and this can occasionally result in a longer process for the complainant.

7.   Priorities over the next six months

7.1   The service has a number of priorities for the next six months and beyond. Significant detail is described within a range of planning documents including the Renfrewshire Children's Services Partnership Plan and the Education Improvement Plan. The service will also draw upon the learning from the Council's Social Renewal Plan to ensure those resource is targeted to those data suggests have been most adversely impacted by the Covid-19 pandemic. Recovery from Covid, whether in schools, early years or social work services, will remain the focus for the rest of this year.

7.2   The service will collaborate with key stakeholder to progress the activity outlined in the Children and Young People Community Mental Health & Wellbeing Strategy 2021/22. Monitoring and evaluation areas will be developed to identify real world impact measures.

7.3   Tests of change arising from the review of Additional Support Needs provision are underway in a number of establishments. These will be monitored as part of an evaluation of the new locality based model prior to any roll-out.

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7.4 A programme of awareness raising sessions relating to The Promise will take place across Council services. A comprehensive communications plan will be developed to support broader awareness raising activity for all stakeholders. The Promise working group will implement the BIG ideas plan, taking forward key tasks of the five Promise Pillars, including the development of a training plan, language review, and focussed work on family time and transitions between child and adult services.

7.5 The parental engagement partnership will commence to support schools with strengthening their approaches and roll out of national Parental Involvement and Engagement survey. This will include opportunities for parents to be more involved in helping schools set priorities and enhance the school communities.

7.6 Plans for a new Community Campus on Renfrew Road in Paisley, which will include a new home for Paisley Grammar, will be progressed. The project is scheduled for completion in 2027 and a design team is currently being sought. The new campus will allow the school to have greater outdoor space and add modern media, drama and sport facilities which the present site could never accommodate.

7.7 Children's Services will work with colleagues via the Renfrewshire Economic Recovery Group to deliver the priority work detailed in the Council's Economic Recovery Plan. This will focus on youth employment, promoting enterprise and entrepreneurial activity in Renfrewshire's high schools and supporting the most vulnerable to move into positive destinations post school.

Implications of the Report

1. **Financial** – This report 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** – Digital resources are now key to the delivery of services and strategies are in place to manage this.

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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** – Children's Services continues to follow current public health guidance in relation to the safe operation of care establishments, learning establishments and other working environments.

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** - none

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List of Background Papers: None

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Children's Services SDP Actions 2021-22

Report Type: Actions Report
Generated on: 21 September 2021

n Status	
❌	Cancelled
🛑	Delayed
▶	In Progress
✅	Completed

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

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
✅	CS.SDP.21.01a	In partnership with SDS, West College Scotland, Invest in Renfrewshire, Developing the Young Workforce and other council services, review supports being offered to the most vulnerable in terms of moving into positive destinations post school.	This will provide a more 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.	30-Jun-2021	100%	The initial work has been completed and ongoing partnership work around this takes place through the recently established Renfrewshire Economic Recovery Group, chaired by Steven Quinn and whose membership is made up of the partners named in the action and other officers from Children's Services. This group has its own actions and timescales relating to ongoing supports to ensure vulnerable young people can move into positive destinations post school.	Education Manager (Senior Phase)

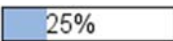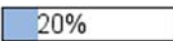| Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
✅	CS.SDP.21.01b	Develop and extend bespoke pathways and programmes on literacy and numeracy to support the recovery programme for all establishments through a differentiated approach	Attainment data will demonstrate improvements in literacy and numeracy attainment.	30-Jun-2021	100%	A programme of Career Long Professional Learning (CLPL) and supporting resources on 'Effective Differentiation' has been shared with all establishments. 215 teachers from 38 schools attended focussed training on raising attainment in reading and writing. Renfrewshire has become the first Scottish local authority to offer Dolly Parton's Imagination Library to all children aged 2-5, providing which free books to age-qualifying children. 60 participants who signed up for our Limitless Learning course completed all twilight sessions and online modules. The course equips participants to effectively support children with their educational recovery. 65 practitioners from 9 primary schools undertook Maths Recovery training as part of Education Scotland's Numeracy Improvement Pilot and have begun planning a practitioner enquiry based on their learning for the coming session. 103 practitioners from Primary and Early Learning Centre's attended training on using the SEAL maths approach in a play-based setting. Our Numeracy Champions network meeting was attended by Champions from most primary schools. This involved shared planning of professional learning for the 21/22	Education Manager (Curriculum)

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						session which has informed school improvement plans.	
▶	CS.SDP.21.01c	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.	31-Mar-2022	25%	To improve our infrastructure and ensure that all children, young people and schools have access to hardware, Wi-Fi and well-researched digital platforms/software to ensure equity and improve outcomes £1.5 million has been invested in a range of digital resources. 1600 Chromebooks were allocated to Senior Phase young people and 150 are being managed centrally to support identified children access remote learning due to self-isolating or shielding. 500 dongles were distributed to ensure that all children and young people had internet access to support learning at home. Investment has been targeted to ensure equity across the authority. 1000 additional staff laptops were purchased across all establishments for access to provide digital access for all teachers. To ensure staff are able to keep up to date with device investment, a range of Career-Long Professional Learning (CLPL) has been offered to all sectors, with input from Early Years, Primary and Secondary staff. To date, 95% of schools have engaged directly in CLPL sessions or bespoke training. These include weekly drop ins for Digital Learning Champions (DLC) and sessions led through our partnerships with Apple,	Head of Curriculum and Quality

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						Education Scotland, Google and Microsoft. So far over 300 staff have attended. Evaluation has shown success of these sessions, with 98% of staff rating course material very helpful for learning and teaching.	

Priority Strategic Priority 2: building strong, safe and resilient communities

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
▶	CS.SDP.21.02a	Provide high quality professional learning, resources and supports in schools to improve the mental and emotional wellbeing of children, young people, staff and parents during the recovery period and beyond.	All practitioners have an enhanced knowledge and understanding of programmes, resources and strategies available to support their own wellbeing and that of CYP. All practitioners have the skills to effectively support CYP. Almost all practitioners use evidence-based programmes and approaches in the learning and teaching of mental, emotional and social wellbeing. All CYP requiring specialist HWB services e.g. Counselling, receive timeous support to cope with issues and build resilience.	31-Mar-2022	75%	A range of high quality professional learning has been delivered to school staff. This has included MVP, online safety (CEOP), relationships & sexual health, LGBT and assessing wellbeing. The Mental Health Action Group launched Renfrewshire's digital Mental Health and Wellbeing Policy for all education establishments. The policy was developed to encourage a consistency across all establishments highlighting universal and targeted supports. Almost all establishments use evidence-based programmes in the learning and teaching of mental, emotional and social wellbeing. This includes Living Life to the Full (now in all secondaries) and PATHs (in 30 establishments). Both The Exchange and Place2Be provide very good school-based counselling services to support children and young people across our primary, secondary and ASN schools.	Education Manager (Wellbeing)

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						They have been flexible in delivery models to ensure continued support of CYP during remote learning periods. These services are supporting improvements in the emotional wellbeing of children, young people, staff and families. (stats available)	
▶	CS.SDP.21.02e	Implement 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-Dec-2021	10%	The new national guidance was not published until September 2021. The Child Protection Advisor will lead the development of updated procedures for Renfrewshire. The new procedures will require additional training for staff. Preparatory work is being taken forward.	Head of Childcare and Criminal Justice
▶	CS.SDP.21.02f	Undertake a review of current practice against the recommendations of The Promise and identify areas for improvement	Looked after children and care experienced young people have better outcomes and a more positive experience of care; feel listened to and valued; are able to build and maintain good relationships.	31-Mar-2022	50%	A working group has commenced the review of current practice in social work and schools. The group is making good progress and has initiated some initial changes to practice. The group is preparing a plan for other areas of improvement.	Children's Services Manager
▶	CS.SDP.21.02g	Develop an evaluation framework for measuring progress in implementing The Promise	Looked after children and care experienced young people have better outcomes and a more positive experience of care; feel listened to and valued; are able to build and maintain good relationships.	31-Mar-2022	25%	A cross sector working group to consider the Renfrewshire response to the Promise has been established. Five work streams have been agreed and the chairs of the workstreams are developing an evaluation framework with the National Promise Team.	Children's Services Manager
▶	CS.SDP.21.02h	Lead on delivery of some of the recommendations of the Alcohol and Drug Commission, specifically related to Personal and Social Education in schools, addressing mental health issues	The negative impact of drug and alcohol use on our children and young people is reduced and families can access the right services which will support them to provide healthy environments	31-Mar-2022	20%	Significant early progress is being made with the establishment of new partnership approaches to children's mental health and wellbeing referral services. The project board has agreed the development and	Director of Children's Services

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
		in children and young people, and reviewing family support provision.	for their child. The impact of alcohol and drug use in terms of offending behaviour is recognised and appropriate referrals and services are made to support rehabilitation and reduce offending.			implementation of approaches which direct resources of Homelink services to focus in a more targeted way to support families in need. Significant work continues through the development of PSE programmes for schools which will support school staff to better address issues at a school level.	

Priority Strategic Priority 3: tackling inequality, ensuring opportunities for all

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
▶	CS.SDP.21.03a	Implement the recommendations of the ASN review	Children and young people are supported to remain in mainstream education with their peers	31-Mar-2022	70%	The ASN & Inclusion locality model has been shared with key stakeholders. A number of small tests of change are underway across sectors which will test and take forward improvements outlined within the locality model.	Education Manager (ASN)
✓	CS.SDP.21.03b	Ensure full implementation of 1140 hours of high-quality early learning and childcare for all eligible children across Renfrewshire from August 2021.	High quality early learning and childcare will support children to fulfil their potential and contribute to closing the attainment gap.	31-Jul-2021	100%	Renfrewshire Council has fully implemented the expansion of 1140 hours of early learning and childcare to eligible children, with all children aged 3 to 5 years and eligible 2 year olds now receiving this provision. This is despite a delay, due to the Covid pandemic, in some of the Council's planned infrastructure work required to support the expansion.	Education Manager (Early Years)
▶	CS.SDP.21.03c	Further support schools by adding value to central and school level interventions and approaches in order to close the	Improvement planning is better integrated at both school and central level.	31-Mar-2022	25%	To support improvement planning, head teachers were involved in a planning meeting focused on data from our equity audit and evidence	Attainment Challenge Project Manager

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
		poverty related attainment gap whilst raising attainment for all	The attainment gap between our most deprived children and least deprived children and young people is reduced. Improved health and wellbeing measures for all children and young people.			based approaches in raising attainment in literacy and numeracy, closing the poverty related attainment gap and improving health and wellbeing. Education Managers are supporting individual schools with the implementation of their improvement plan ensuring that there is a synergy between our central Attainment Challenge offer to schools. Attainment and senior phase data has been updated and collated providing an overview of the attainment gaps following the pandemic. Our data is in line with national figures in relation to the poverty related attainment gap. The data will be used to further support schools and to target central interventions and resources to close the attainment gap where it is most needed. Very good progress has been made in relation to improving children and young people's health and wellbeing. A Community Mental Health and Wellbeing strategy has been launched outlining four main priority areas. We want all of our children, young people and families to get the right help at the right time, to expect recovery, to fully enjoy their rights, free from discrimination and stigma. By working together with partners, we aim to deliver a system-wide provision of mental health and wellbeing supports for all, at the level of early intervention.	

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
▶	CS.SDP.21.03e	Ensure Renfrewshire is a 'Child Friendly' place where children are nurtured and thrive.	All children in Renfrewshire have the best possible start in life.	31-Mar-2022	50%	A sustainable approach to nurturing relationships is in place across all educational establishments. We have continued to embed Renfrewshire's Nurturing Relationships Approach and build sustainability across all engaged establishments through the further development of leadership training, training for trainers and iLearn modules	Director of Children's Services
▶	CS.SDP.21.03f	Develop the Mental Health and Wellbeing Strategic Partnership with Barnardos to address the causes and symptoms of poor mental health in children and young people.	Children and young people enjoyed improved mental health and can access appropriate support if and when they need it.	31-Mar-2022	50%	The work with Barnardo's has been progressed to influence the development of the mental health strategy. This work has been incorporated into the overall children and mental health strategic group.	Head of Childcare and Criminal Justice
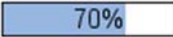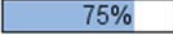
Priority Strategic Priority 4: creating a sustainable Renfrewshire for all to enjoy
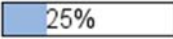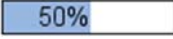
Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
▶	CS.SDP.21.04a	Continue to work with other council services to deliver improvements to the school estate which offer a high degree of environmental sustainability and energy efficiency.	Following the Council's 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.	31-Mar-2022	25%	The energy management unit continues to implement energy efficiency initiatives to ensure environmental sustainability continues to improve within the education estate. Site surveys are regularly undertaken to determine what measures are required to improve the credentials of our buildings while maintaining a level of comfort which enhances the educational experience of children, young people and staff in sustainable spaces which are fit for learning and teaching. At this time the	Education Manager (Resources)

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						EMU is also monitoring gas consumption in the education estate to determine the impact of increased ventilation requirements, resulting from Covid mitigations, on usage and budget.	
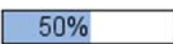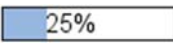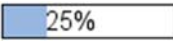
Priority Strategic Priority 5: working together to improve outcomes

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
▶	CS.SDP.21.05a	Continue to support and strengthen leadership capacity of senior school staff to support delivery of school recovery programmes	Leadership capacity is enhanced enabling fulfilment of school recovery programmes. Senior school leaders feel valued and supported to carry out their role with confidence and competence. Distributive leadership is increasingly evident across all establishments.	31-Mar-2022	25%	The latest iteration of the Aspiring DHT course has concluded. Participants stated the training had made them more reflective/evaluative in relation to their leadership style and actions, increased awareness of the role/remit of Depute and increased confidence in pursuing the role in the near future. One HT and seven DHT Learning Sets have concluded. The Headship Bespoke Coaching and Mentoring Programme has also finished, with evaluations showing complete satisfaction with the approach, the positive impact on practice in school and the professional development gains. The format for the 2021/22 Drummond Step Back workshops for HTs have been agreed though this is dependent on Covid restrictions.	Education Manager (Professional Development and Leadership)
▶	CS.SDP.21.05b	Using the new Devolved School Management (DSM) Guidelines		31-Mar-2022	50%	Engagement with stakeholders is ongoing with a revised draft scheme	Head of Schools

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						on school funding decisions for Local Authorities, published in June 2019, resume the collaborative work to update the authority's Delegated Management of Resources (DMR) Scheme by April 2022	of delegation developed. This will be consulted on during autumn 2021 with a view to an agreed scheme presented to elected members in January 2022 for approval and implementation in the new financial year (2022/23).	
▶	CS.SDP.21.05c	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.	31-Mar-2022	70%	A programme of Career Long Professional Learning (CLPL) and supporting resources on Assessment has been shared with all establishments. Due to Covid 19 there has been limited involvement in the West Partnership.	Education Manager (Curriculum)
▶	CS.SDP.21.05d	Review and adapt the Quality Improvement Framework, to align with recovery planning processes, and to promote empowerment and greater collaboration between establishments.	Establishments are supported and challenged to recover and improve through continued implementation of our robust QIF.	31-Mar-2022	75%	During the last academic session, our planned QI programme adapted and evolved to meet the needs of school and early years communities and to assist the recovery process in our aim to achieve equity and excellence across all establishments. To ensure leaders felt supported, Education Managers/EY Officers visited all establishments twice and chaired regular online small group meetings with their link Heads to provide information updates, share practice on what was working particularly well, and provide time for open discussion on issues arising. Standing items on the agenda for the meetings had a strong focus on equity (for example, arrangements for monitoring vulnerable children and young people, tracking of remote learning and online engagement, IT	Education Manager (Wellbeing)

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
						hardware inequities and use of PEF/Cost of the School day funds to support families). Feedback from Heads indicated that they very much valued these opportunities to collaborate in small groups with colleagues who were experiencing similar challenges. These small group meetings will continue next session. Guidance and advice to establishments on improvement planning and reporting on standards and quality has evolved in response to unfolding events. In line with Scottish Government advice, establishments have been issued with clear guidance and advice on reporting and planning. A refreshed approach has been developed for academic session 21/22 in consultation with Heads and Education Scotland colleagues. Education establishments will continue to be supported and challenged to improve through a more empowering and collaborative programme of QI activities.	
✅	CS.SDP.21.05e	Support schools with the process of determining SQA provisional grades by setting up subject networks of Principal Teachers/Faculty Heads to allow moderation and validation of assessments to take place across schools.	Estimate grades for all young people will accurately reflect their learning and progress across all national qualifications.	30-Jun-2021	100%	This action is complete and young people were advised of their grades in August 2021.	Education Manager (Senior Phase)

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
▶	CS.SDP.21.05h	Undertake a review of 'lessons learned' from lockdown and identify where face-to-face meetings in social work can be reduced.	Children and young people are required to attend fewer statutory meetings, reducing the impact on education and wellbeing.	31-Mar-2022	50%	A mixed-mode approaches to formal meetings in continuing for work relating child protection and Looked After reviews. Service users tend to prefer to attend in person while professionals from other agencies dial in via video. The approach is working well in the main, however, there are challenges when particularly sensitive or fraught matters require discussion. Practitioners continue to use their professional judgement about the most appropriate means of conducting meetings, while maintaining Covid safety. It is likely that mixed-mode approaches will continue in the longer term for some meetings. Evaluation continues.	Quality Assurance and Practice Development Manager
▶	CS.SDP.21.05i	Review options for retaining some home-based working for social work staff	Productivity is improved and staff enjoy improved work-life balance.	31-Mar-2022	50%	All practitioners are based at home and attend the office for essential meetings with colleagues and service users, and also to use printers and other facilities. The mixed approach is working well for some practitioners, however, there is an emerging concern about the impact of isolation from colleagues upon professional development and personal wellbeing, particularly in regards to more junior staff and those who have joined the Council during the pandemic. We are continuing to monitor this and consider how we can maximise positive effects of home-based working while mitigating any negative impacts.	Quality Assurance and Practice Development Manager

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update	Managed By
▶	CS.SDP.21.05j	Work with HR to develop priority actions for Children's Services to support implementation of the council's new People Strategy.	The council has a workforce confident and capable of delivering its role.	31-Dec-2021	50%	Although the council's strategy has not yet been published, work continues to ensure our staff are equipped as lifelong learners with the provision of appropriate opportunities at all stages of career.	Director of Children's Services
▶	CS.SDP.21.05k	Deliver a pilot /proof of concept of WiFi roll out to schools to demonstrate the benefits, and to explore what further opportunities it presents.	Pilot will inform the development of the business case for delivery across the whole school estate	31-Mar-2022	25%	Wi-Fi upgrades were provided to improve connectivity in all secondary and ASN schools. Comms World connection to Gryffe High School now in place providing 10x faster access. Pre-surveys collected from Primary Schools around wi-fi access. Paisley Grammar School cabling in place for Comms World connection and all S1 pupils in Paisley Grammar School being supplied with 1-2-1 devices.	Head of Curriculum and Quality
▶	CS.SDP.21.05l	Develop a Business Case for the roll out of full Wi-Fi across the school estate, understanding the benefits that can be baselined and measured	Business case agreed, funding in place and programme developed and underway.	31-Mar-2022	25%	Support identified from Project Management Unit to establish a business case. Data and evaluation Officer support agreed. Benefits definitions are being reviewed.	Head of Curriculum and Quality

CS 2021-22 Financial Year Scorecard

Report Type: PIs Report
Generated on: 21 September 2021

	PI Status		Long Term Trends		Short Term Trends
🛑	Alert	⬆	Improving	⬆	Improving
⚠	Warning	▬	No Change	▬	No Change
✅	OK	⬇	Getting Worse	⬇	Getting Worse
❓	Unknown				
📈	Data Only				

Priority Strategic Priority 2: Building strong, safe and resilient communities

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q4 2020/21		Q1 2021/22		Current Value	Current Target	Latest Note
					Value	Target	Value	Target			
CHS/LGBF/01	Percentage of Looked After Children cared for in the community	✅	▬	⬇	93%	89.9%	93%	89.9%	93%	89.9%	Performance remains stable with almost all looked after children being cared for in a community setting. Residential settings are more suitable for a small number of children and young people based on their particular needs but the service will always seek to place a child in a family setting where appropriate.

1

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q4 2020/21		Q1 2021/22		Current Value	Current Target	Latest Note
					Value	Target	Value	Target			
CHS/CP R/01	Percentage of children registered in this period who have previously been on the Child Protection Register		⬆	⬆	29%	Not applicable	0%	Not applicable	0%	Not applicable	There were 16 new CP registrations between April and June 2021; no children 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 deregistrations. Please note previously all re-registrations were reported on regardless of time frame, however from Q1 of 2021/22 this indicator has been changed to report on re-registrations within the last 2 years only, which is in line with the reporting of re-registrations in the RCPC minimum dataset.
CHS/LAC /02	Percentage of accommodated Looked After Children placed with families	⚠	⬇	⬇	82%	83%	79%	83%	79%	83%	Performance is stable, and most accommodated children are placed with foster carers or prospective adopters as appropriate. There will always be a small number of children and young people for whom a residential setting better fits their needs. This figure also reflects the overall reduction in the number of looked after children, meaning that those who are in a stable accommodated placement which best meets their needs represent a greater proportion of the total.
RCPC/01	Number of children on the Child Protection Register at quarter end date		⬇	⬇	71	Not applicable	60	Not applicable	60	Not applicable	At the end of Q1 2021/22, there were 60 children on the child protection register compared with 71 at the end of the

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q4 2020/21		Q1 2021/22		Current Value	Current Target	Latest Note
					Value	Target	Value	Target			
											previous quarter. Trends in child protection activity are monitored by the Renfrewshire Child Protection Committee which receives report on a range of performance measures.

Priority Strategic Priority 3: Tackling inequality, ensuring opportunities for all

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q4 2020/21		Q1 2021/22		Current Value	Current Target	Latest Note
					Value	Target	Value	Target			
CHS/EY/03	% of entitled 2 year olds accessing 1140 hours of early learning and childcare	📈	⬆	⬆	99%	Not applicable	99%	Not applicable	100%	100%	The Q1 figure relates to the position as of June 2021 and demonstrates the excellent progress locally to implement 1140 by August 2021. As of August 2021, all eligible 2 year old children are in receipt of this provision, in accordance with legislation.
CHS/EY/04	% of 3 and 4 year olds accessing 1140 hours of early learning and childcare	📈	⬆	⬆	92%	Not applicable	94%	Not applicable	100%	100%	The Q1 figure relates to the position as of June 2021 and demonstrates the excellent progress locally to implement 1140 by August 2021. As of August 2021, all 3 and 4 year old children are in receipt of this provision, in accordance with legislation.
CHS/LAC/CL/01	Percentage of care leavers participating in employment, training or education	✅	⬆	⬆	58%	53%	62%	55%	62%	55%	The numbers of care leavers who were in education, employment or training at the quarter end date is 62%, which is in excess of the target of 55%. This reflects the continued focus the Throughcare team has on education, training and employment.

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q4 2020/21		Q1 2021/22		Current Value	Current Target	Latest Note
					Value	Target	Value	Target			
CHS/LAC /CL/02	Percentage of care leavers who have had a period of homelessness in the last 6 months	🛑	⬇	⬇	3%	0%	6%	0%	6%	0%	The figure of 6% equates to 9 young people. All 9 individuals were either living with family members 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.

Priority Strategic Priority 5: Working together to improve outcomes

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q4 2020/21		Q1 2021/22		Current Value	Current Target	Latest Note
					Value	Target	Value	Target			
CHS/CO RP/01a	% of Stage 1 complaints responded to within timescales agreed with customers	🛑	⬇	⬇	100%	95%	87%	95%	87%	95%	This relates to 15 Frontline complaints during the period, with 13 completed within target. Two were ongoing at the end of the quarter.
CHS/CO RP/01b	% of Stage 2 complaints responded to within timescales agreed with customers	❓	⬇	⬇	80%	95%	82%	95%	82%	95%	This relates to 11 Investigation complaints over the time period, with 9 completed within target. The complexity of some Stage 2 complaints, particularly where they relate to social work services and require in-depth investigation means that it is not always possible to compete them within the target time. The service approach is to allow sufficient time to fully investigate and deal with any complaint rather than provide an incomplete response that meets a timescale.

Code	Short Name	Status	Short Term Trend	Long Term Trend	Q4 2020/21		Q1 2021/22		Current Value	Current Target	Latest Note
					Value	Target	Value	Target			
CHS/CORP/03	% of FOI requests completed within timescale by Children's Services	✅	▬	⬆	97%	100%	97%	100%	97%	100%	Children's Services had 31 FOI responses due in this quarter and 30 of these were completed within the required timescale.

CS 2021-22 Academic Scorecard

Report Type: PIs Report

Generated on: 21 September 2021

	PI Status		Long Term Trends		Short Term Trends
🛑	Alert	⬆	Improving	⬆	Improving
⚠️	Warning	▬	No Change	▬	No Change
✅	OK	⬇	Getting Worse	⬇	Getting Worse
❓	Unknown				
📈	Data Only				

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

Code	Short Name	Status	Short Term Trend	Long Term Trend	Current Value	Current Target	Latest Note
CHS/ATT/01a	% of Leavers attaining literacy SCQF Level 4	⚠️	⬆	⬆	97%	98%	The percentage of leavers in Renfrewshire achieving literacy and SCQF level 4 or above has continued to increase over the past 5 years to 97% and has almost reached the very ambitious target set. These figures are ahead of our virtual comparator, at 95%, and the national figure of 94%. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct

Code	Short Name	Status	Short Term Trend	Long Term Trend	Current Value	Current Target	Latest Note
							comparator with previous years. Information for 2020/21 will be available in March 2022.
CHS/ATT/01b	% of Leavers attaining numeracy SCQF Level 4	✅	⬆	⬆	95%	95%	The performance of Renfrewshire school leavers in numeracy at SCQF level 4 or above has increased to 95% since the previous year. This is ahead of the virtual comparator which is 93%, and the national figure of 92%. This represents an increasing trend over each of the last 3 years. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct comparator with previous years. Information for 2020/21 will be available in March 2022.
CHS/ATT/01c	% of Leavers attaining literacy SCQF Level 5	✅	⬆	⬆	88%	86%	Attainment of school leavers in literacy at SCQF level 5 or above has increased since 2018/19. Renfrewshire has consistently been ahead of both the national average (82%) and its virtual comparator (86%) for the previous 3 years. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct comparator with previous years. Information for 2020/21 will be available in March 2022.
CHS/ATT/01d	% of Leavers attaining numeracy SCQF Level 5	✅	⬆	⬆	78%	75%	The percentage of school leavers achieving SCQF level 5 or above in numeracy has increased to 78%. Renfrewshire remains above the virtual comparator, which rose to 75% in 2019/20, and the national figure of 71%. Over 5 years, the percentage achieving level 5 numeracy or above has increased by 7 percentage points. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct comparator with previous years. Information for 2020/21 will be available in March 2022.

Code	Short Name	Status	Short Term Trend	Long Term Trend	Current Value	Current Target	Latest Note
CHS/ATT/12	Average Complementary Tariff (S4)	✅	⬆	⬆	318	317	The average complementary tariff score amongst S4 pupils in Renfrewshire has continued to increase over the previous 5 years. In comparison, Renfrewshire's score was greater than that of the national average (304) and its virtual comparator (311), for the fifth year in a row. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct comparator with previous years.
CHS/ATT/13	Average Complementary Tariff (S5)	⚠	⬆	⬆	588	601	Although this measure is slightly behind target, the average complementary tariff score amongst S5 pupils in Renfrewshire has continued to increase over the previous 5 years and the latest figure is again an improvement on the previous year. Renfrewshire's score is above the national average (551) and its virtual comparator (563) for the fifth year in a row. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct comparator with previous years.
CHS/PD/01	% of School leavers in a positive destination	⚠	⬇	⬆	94%	95%	The percentage of 2019/20 leavers entering a positive destination has decreased from previous years to 94%. However, this represents an increasing trend over 3 years. Renfrewshire is marginally ahead of the national figure, but remains behind the virtual comparator in this measure - both comparators have dropped since the previous year. The majority of our school leavers went into higher education. The figure this year was 48%, above the national average of 44%. A further 27% of leavers went to further education, however only 17% went into employment, a drop from 22% in the previous year; highlighting the economic impact of Covid-19.

Priority Strategic Priority 3: Tackling inequality, ensuring opportunities for all							

Code	Short Name	Status	Short Term Trend	Long Term Trend	Current Value	Current Target	Latest Note
CHS/ATT/07	Percentage gap in average total tariff score of school leavers resident in SIMD 30% most deprived and those from the 70% least SIMD deprived Renfrewshire areas.	⚠️	⬆️	⬆️	34%	32%	The size of the gap between pupils living in most and least deprived areas has decreased in consecutive years. This is due to particularly strong attainment of pupils living in the least deprived areas. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct comparator with previous years. Information for 2020/21 will be available in March 2022.
CHS/ATT/08	Average Total Tariff Score of Looked After Children (school leavers)	🛑	⬇️	⬆️	218	310	The average total tariff of care-experienced school leavers decreased in 2019/20 to 218. However, the figure is greater than the 2017/18 tariff. Due to the small number of looked after pupils in each leavers cohort there is considerable variation in the average tariff from year to year. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct comparator with previous years. Information for 2020/21 will be available in March 2022.
CHS/ATT/09	Gap between the Average Total Tariff Score of Looked After Children (school leavers) and that of the total Renfrewshire leavers cohort	🛑	⬇️	⬇️	78%	65%	The percentage gap between the average total tariff between looked after school leavers and the general cohort increased in 2019/20 to 78%. This was due to a drop in the average total tariff of care-experienced pupils and an increase in the average total tariff of the general cohort. The number of looked after pupils in each leaver cohort is small therefore a high degree of variation is expected in these figures year on year. Please note - as SQA exams were cancelled as a result of Covid-19, 2019/20 data should be treated with caution as it is not a direct comparator with previous

Code	Short Name	Status	Short Term Trend	Long Term Trend	Current Value	Current Target	Latest Note
							years. Information for 2020/21 will be available in March 2022.
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)	?	?	?		9	The data return for 2019/20 was cancelled due to Covid-19. Information for 2020/21 will be available in March 2022.
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)	?	?	?		8	The data return for 2019/20 was cancelled due to Covid-19. Information for 2020/21 will be available in March 2022.
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	?	?	?		15	The data return for 2019/20 was cancelled due to Covid-19. Information for 2020/21 will be available in March 2022.
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	?	?	?		14	The data return for 2019/20 was cancelled due to Covid-19. Information for 2020/21 will be available in March 2022.
CHS/SCH/07	% of children attending school (Primary)	✓	⬆	⬆	95.3%	95.5%	This information is collated and published biennially by the Scottish Government. The latest publication gives the figure for 2018/19 and shows Renfrewshire's primary attendance to be 95%, compared with a Scottish average of 93.2%. The next set of attendance figures (which are for 2020/21), are not due to be published until December 2021. Provisional figures indicate Renfrewshire's primary attendance for 2020/21

Code	Short Name	Status	Short Term Trend	Long Term Trend	Current Value	Current Target	Latest Note
							was 95.3%. However, it should be noted that this figure is only based on the portion of the year that schools were physically open and does not include the lockdown periods due to the Covid-19 pandemic where schools were closed, and children were undertaking home learning. It should also be noted that pupils who were self-isolating when the schools were open are included in the figure if they could be supported to learn at home.
CHS/SCH/08	% of children attending school (Secondary)	✅	⬆	⬆	91.5%	91%	This information is collated and published biennially by the Scottish Government. The latest publication gives the figure for 2018/19 and shows Renfrewshire's secondary attendance to be 90.4%, compared with a Scottish average of 90.7%. The next set of attendance figures (which are for 2020/21), are not due to be published until December 2021. Provisional figures indicate Renfrewshire's secondary attendance for 2020/21 was 91.5%. However, it should be noted that this figure is only based on the portion of the year that schools were physically open and does not include the lockdown periods due to the Covid-19 pandemic where schools were closed, and children were undertaking home learning. It should also be noted that pupils who were self-isolating when the schools were open are included in the figure if they could be supported to learn at home.
CHS/SCH/09	% of young people choosing to stay onto S5 after January (as % of S4 roll at September previous year)	✅	⬆	⬆	94%	92%	This value will be refreshed in early 2022 when latest school census information is available.
CHS/SCH/10	% of young people choosing to stay onto S6 (as % of S4 roll at September two years before)	✅	⬇	⬆	73%	68%	This value will be refreshed in early 2022 when latest school census information is available.

Priority	Strategic Priority 5: Working together to improve outcomes						

Code	Short Name	Status	Short Term Trend	Long Term Trend	Current Value	Current Target	Latest Note
CHS/SCH/05	Percentage of pupils satisfied with establishments Education Scotland Survey	N/a	N/a	N/a	Not applicable	100%	Due to the pandemic, no external inspection activity took place in 2020/21. Figures for this indicator are taken from Education Scotland reports and refer to different establishments each year and so are not directly comparable with previous years.

To:	**Education and Children's Services Policy Board**
On:	**28 October 2021**

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

Heading:	**West Partnership Improvement Collaborative: Evaluation Report 2020-2021**

1. Summary

1.1. The purpose of this report is to inform the Education and Children's Service Policy Board of the evaluation of work undertaken by the West Partnership (Glasgow Region Education Improvement Collaborative) in 2020-2021.

2. Recommendations

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

3. Background

3.1. The West Partnership Regional Improvement Collaborative (RIC) is made up of eight authorities which are East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire, and West Dunbartonshire.

3.2. The West Partnership aims to enhance the work of authorities by supporting them to close the poverty-related attainment gap and raise attainment and achievement for all.

4. Progress

4.1. This attached report (appendix 1) details progress over the academic year 2020-2021 towards achieving each of the associated target outcomes and expected impacts as detailed in the West Partnership Improvement Plan for 2020-2023.

4.2. The report captures the progress of three main West Partnership workstreams, even when taking into account the significant challenges that all education staff have faced during the course of another extraordinary school session.

4.3. Throughout the report, there are strong examples of how the Partnership is supporting authorities to improve attainment and achievement for all, while closing the poverty related attainment gap.

4.4. Included in this report are case studies showcasing aspects of work which have supported the work of authorities. Where possible, attainment and senior phase data has been updated to demonstrate the progress of learners in the Partnership.

4.5. Some highlights include The West Online School (West OS) which was created to provide a bank of high-quality learning videos that could support practitioners and learners both inside and outside of the classroom. Renfrewshire children and young people have benefitted from this resource and all secondary schools in the area have utilised a West OS video to support learning.

4.6. Senior leaders from Renfrewshire attended Virtual Learning Networks which were established to provide a virtual space for senior leaders to effectively collaborate on issues around the response to the pandemic. The networks aimed to support and facilitate professional dialogue on key response areas to build staff capacity in order to improve outcomes for children and young people within the context of Covid19 and beyond.

4.7. Queue Advertising will design the report to ensure it is presented in a professional manner for publications. Pictures and graphics will be used throughout.

4.8. The report was considered and endorsed at the last Glasgow City Region Education Committee on 24th August 2021 with the recommendation that each council area considers the report through its own local governance arrangements.

4.9. The latest version of the West Partnership's Improvement Plan 2021-2022 is the subject of a separate paper to this committee.

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Implications of this report

1. Financial
No financial implications.

2. HR and Organisational Development
None.

3. Community/Council Planning

Our Renfrewshire is fair   -   *The appendix details a range of activities which reflect local community planning themes*

| Tackling inequality, ensuring opportunities for all | - | *The appendix details a range of activities which reflect local community planning themes* |
| Working together to improve outcomes | - | *The appendix details a range of activities which reflect local community planning themes* |

4.   **Legal**
None.

5.   **Property/Assets**
None.

6.   **Information Technology**
None.

7.   **Equality and Human Rights**

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

8.   **Health and Safety**
None.

9.   **Procurement**
None.

10.   **Risk**
None.

11.   **Privacy Impact**
None.

12.   **Cosla Policy Position**
Not applicable.

13.   **Climate Risk**
None.

List of Background Papers

(a)   Background Paper 1: None.

The foregoing background papers will be retained within Children's Services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Lauren Johnston, Project Manager, 0141 618 4023, lauren.johnston@renfrewshire.gov.uk.

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Children's Services
LJ
7/9/2021

Author: Lauren Johnston, Project Manager, 0141 618 4023.

The West Partnership

EVALUATION REPORT 2020–21

Equity, Excellence & Empowerment

GLASGOW
CITY REGION
Education

Contents.

Introduction

The West Partnership sets an ambitious and aspirational agenda to close the poverty-related attainment gap (equity) and improve attainment and achievement for all (excellence). By creating the conditions for authentic empowerment, the ownership of change can be shifted and enable all staff to take collective action to deliver our ambitious vision.

This report details progress over the academic year 2020-2021 towards achieving each of the associated target outcomes and expected impacts as detailed in the West Partnership Improvement Plan for 2020-2023.

Each year, we see the growing benefit of working collaboratively and systematically across the West Partnership area, and the difference this is making. There are many compelling examples of how our partnership working translates into practice, for example this session saw the introduction of West Online School (West OS). The pre-recorded lessons developed by West OS have been used by almost all of our schools and many thousands of our teachers and young people. This is a clear demonstration of how the West Partnership can add value, and respond quickly to a dynamic system.

The report captures the very good progress made within the West Partnership across our three main workstreams, even when taking into account the significant challenges that all education staff have faced during the course of another extraordinary school session. This is testament to the dedication and commitment of all staff who have worked to support our children and young people.

Our move towards more flexible ways of working across the West Partnership reflects the increased use of digital technology in society more generally. However, we have been able to see the immediate value of this in how we have sustained a wide range of opportunities, despite the restrictions faced. In this report, please take time to read about the many examples of our work where we have been able to gain a collective benefit from the expertise across our region. We have included case studies showcasing our work in more detail and where possible, attainment and senior phase data, to demonstrate the progress of our learners.

As we strengthen our networked learning system; a system that enables collaboration, encourages connectedness and helps practitioners at all levels, our focus within the West Partnership remains on ensuring our children and young people flourish, irrespective of their personal circumstances.

. . . .

Tony McDaid

Context

- 8 local authorities across the West of Scotland; East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire, and West Dunbartonshire;

- 35% of Scotland's school population;

- Over 1000 nurseries, primary, secondary and special schools;

- More than 240,600 children and young people; and

- The greatest proportion of children and young people living in SIMD 1 and 2 data zones, across Scotland.

West Partnership Pupil Constitution by SIMD Quintile

SIMD Quintile: ● 1 ● 2 ● 3 ● 4 ● 5
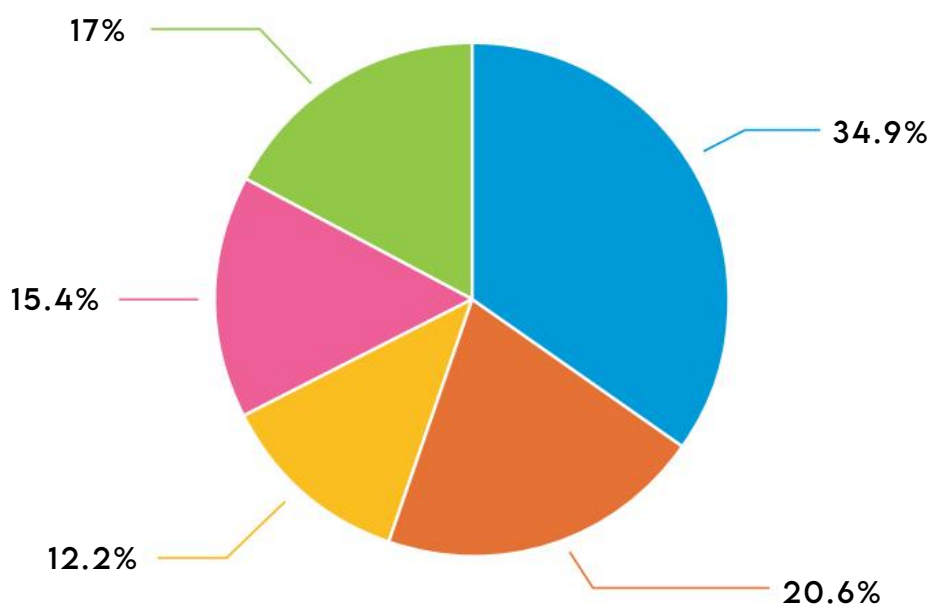
17%
34.9%
15.4%
12.2%
20.6%

The West Partnership has a clear vision: to embed the values of equity, excellence and empowerment in everything we do, building a collaborative, networked learning system to improve learning experiences and increase attainment for every learner across the region.

To achieve our vision the Partnership has:

| SUPPORTED | DEVELOPED | FACILITATED | CONNECTED | COLLABORATED | EMPOWERED |

Reach

This year, we have continued to make very good progress with extending our reach through a variety of ways.

➡ **1734 colleagues attending West Partnership events.**

- 253 of these were from other local authorities outside the West.

➡ **4865 followers on twitter.**

- Our tweets over the past academic year have been viewed just under 1 million times.

- Storyboard tweets were seen 104k times.

- Blended learning research paper had 2944 views.

- Remote and digital learning research paper had 1182 views.

Our impressive engagement data demonstrates we are influencing stakeholders within, across and beyond the West.

Responding to COVID-19

In January 2021, The West Partnership Improvement Plan, The Road to Renewal: Our Response to Covid-19, was drawn up at the request of the Board to address the challenges of the current and immediately foreseeable educational landscape. The plan confirms that, as a Regional Improvement Collaborative, we were, and continue to be, fully aware of the pressures that education staff across the West Partnership are facing as a result of Covid-19.

The plan recognises the need to prioritise and accelerate certain aspects of the West Partnership's Plan 2020-23, The Road to Renewal: Our Response to Covid-19, and accepts that other aspects will temporarily be paused. Almost all projects identified in the Interim Action Plan have been taken from the West Partnership's 2020-23 plan. Provision has also been made for additional projects to be included at the request of the Board.

In light of the immediate circumstances, it was essential that the work of the West Partnership continued to be seen to be both relevant and adding value to colleagues across local authorities where it matters most.

Our work has focused on 7 priority projects this year.

LEADERSHIP, EMPOWERMENT & IMPROVEMENT	
1	HEADTEACHER MENTORING SCHEME
2	LEADERSHIP LEARNING SETS
3	VIRTUAL LEADERSHIP NETWORKS
CURRICULUM, LEARNING, TEACHING & ASSESSMENT	
4	WEST OS
5	SUPPORT FOR PRACTITIONERS THROUGH CURRICULUM NETWORKS
COLLABORATIVE LEARNING NETWORKS	
6	HEALTH AND WELLBEING — TRACKING LEARNERS' WELLBEING
7	SUPPORTING LEARNERS WITH ADDITIONAL SUPPORT NEEDS

Spotlight On Our Response: *Case Studies*

WEST ONLINE SCHOOL (WEST OS)

The West Online School (West OS) planned to provide a bank of high-quality learning videos that could support practitioners and learners both inside and outside of the classroom. The project aimed to provide support across the breadth of the curriculum at both the Broad General Education and Senior Phase levels.

After an audit of the curriculum to identify the engagement with each subject, the West OS core team set out protocols for creating high quality videos that would be developed within a rigorous quality assurance process. The core team identified subject co-ordinators across the eight local authorities, each a subject specialist and experienced teacher. Subject co-ordinators had the responsibility of recruiting teachers to be video contributors and took a lead role in the quality assurance of videos. Each video passed through a three-stage quality assurance process (practitioner, subject coordinator, quality assurance group) which meant that published videos were of a consistently high standard.

Video contributors from across the West Partnership region produced short videos (10-15 minutes) to assist learners and practitioners. The project, initially envisaged as a regional resource, very quickly became nationwide, with contributors from other Regional Improvement Collaboratives and selected external partners, such as the University of Glasgow and Edinburgh Napier University, also producing quality-assured videos. Published videos are hosted on the ClickView platform, with all of Scotland's pupils and practitioners having access via their secure Glow accounts.

The resource has become a key part of Scotland's National e-Learning offer and, in March 2021, contributed to the Sustainable Scotland initiative. This was a comprehensive programme of educational experiences for pupils in primary and early secondary to explore sustainability across a number of curricular areas.

The West OS core team had to overcome a number of barriers and challenges:

- Producing videos at different levels and across the entirety of the curriculum;
- Accessing subject expertise during pandemic conditions;
- Ensuring the quality and accessibility of all videos that were published; and
- Ensuring awareness of the resource was available across the West Partnership and Scotland.

The project added considerable value across the education system:

- Learners benefitted from quality-assured videos that assisted their home learning, revision and assessment preparation;
- Teachers gained a resource that they could use either in-class or could use as a task for home learning;
- Video contributors, subject co-ordinators and the core team developed professionally through contributing to a national level e-Learning resource; and
- The project was an example of effective collaboration across Regional Improvement Collaboratives, Local Authorities, sectors and levels.

Spotlight On Our Response: *Case Studies*

WEST ONLINE SCHOOL (WEST OS)

The impact of West OS continues to emerge. As of July 1st, we can identify the following impact of West OS within the West Partnership region:

- Over 175 video contributors have created and published 2339 quality-assured videos;

- 46,500 different users from within the West Partnership region have utilised a West OS video;

- 87.5% of all West Partnership establishments have used West OS;

- 100% of all West Partnership secondary schools have used West OS;

- 93,000 video views have accumulated from West Partnership based users;

- A survey 57 West OS using practitioners found that 86% found that West OS was either useful or very useful to their pupils' learning; and

- Evidence demonstrates that 64% of all video views so far have occurred during school hours, with 36% occurring outside of traditional school hours. This demonstrates that the resource is being used flexibly, as the project intended.

> *I AM USING THIS TO EXTEND THE LEARNING AND ALLOWING EXPLANATION FROM A DIFFERENT PERSPECTIVE. GOOD OPPORTUNITIES TO PAUSE FOR QUESTIONING.*

> *I FEEL AS THOUGH MY OWN PRACTICE HAS ALSO IMPROVED THOUGH MY INVOLVEMENT WITH THE PROJECT AND HELPING TO CONTRIBUTE TO THESE VIDEOS.*

Spotlight On Our Response: *Case Studies*

VIRTUAL LEADERSHIP NETWORKS (VLN)

The West Partnership Virtual Leadership Networks (VLN) planned to provide a virtual space for leadership teams to effectively collaborate on issues around the response to the pandemic. The networks aimed to support and facilitate professional dialogue on key response areas to build staff capacity in order to improve outcomes for children and young people within the context of Covid19 and beyond.

As a response to home working and the inability to meet in-person, the West Partnership team set up Virtual Leadership Networks that were hosted on Microsoft Teams. Separate networks were created for Headteachers and Depute Headteachers and both networks were advertised to all West Partnership schools via local authority communications. To create a space for effective collaboration, four VLN meetings ran between September 2020 and May 2021 for each participant group.

Prior to meetings, participants received professional reading relating to the area of focus. After a short introduction, a guest speaker with expertise in the area of focus, delivered a keynote presentation. Participants were then organised into facilitated breakout rooms where they could discuss the area of focus. Breakout rooms were organised by sector, but randomised by local authority. This meant that each room could discuss issues in a way that was relevant to their school type and share ideas from outside of their own local authority.

To meet leaders' needs, evaluations of each event gave participants a chance to suggest areas of concern that could be explored in following meetings. The areas covered in the four meetings were:

1. positive ethos and effective communication;
2. learning and teaching;
3. wellbeing; and
4. equity.

These were all based on participant feedback.

The West Partnership team had to overcome a number of barriers and challenges:

- Using a platform that was new to a large number of prospective participants;
- Scheduling meetings in a period of great instability and uncertainty; and
- Responding to the needs of our leaders in an environment of rapid change.

The VLNs added value to our system through its support of leaders. Leaders entered a space where they could learn from others who were in the same unprecedented situation. They could learn outside of their own local authority and discuss with colleagues within the same sector. This supported systems leaders who were making decisions in unprecedented circumstances. The qualitative feedback from our evaluations suggested that the meetings provided reassurance to school leaders, which aided their decision making.

Spotlight On Our Response: *Case Studies*

VIRTUAL LEADERSHIP NETWORKS (VLN)

The impact of the West Partnership Virtual Leadership Networks continues to develop. Our event evaluations from 235 respondents demonstrate the following:

- 95% of respondents believed the meetings had covered the theme of the meetings effectively;

- 92% of respondents believed that the format of the meetings met their needs;

- 80% of respondents believed that the meetings had increased their confidence regarding the topic of the meetings;

- Regarding how valuable the events had been, respondents had an average of 8.0 on a scale of 0-10; and

- We asked respondents to explain how the VLN meetings would impact their practice. From these qualitative responses, we elicited the themes of reassurance (leaders were assured they were making the right choices), legitimation (leaders decisions were verified by their colleagues), raising awareness (leaders became aware of practices they didn't know about), inspiration (leaders were inspired by practice they had heard about from other participants).

> *I HAVE USED THE READING TO SUPPORT MY APPROACHES AT WORK AND LEADING OTHERS. PARTICULARLY THE READING ABOUT LEADING IN CRISIS. THE DISCUSSIONS AROUND AMBITION HAVE SUPPORTED ME IN MAINTAINING SOME STRATEGIC ACTIONS AT A TIME WHEN IT WOULD BE EASY TO REST IN DAY-TO-DAY MANAGEMENT TO KEEP THINGS AFLOAT.*

> *I HAVE REALLY ENJOYED IT SO FAR AND APPRECIATE THE RELAXED ATMOSPHERE CREATED BY THE FACILITATORS. IT HAS BEEN GOOD TO CONNECT WITH COLLEAGUES ACROSS THE PARTNERSHIP AND BUILD NEW NETWORKS. IT HAS BEEN CHALLENGING TO MAKE TIME BUT WORTH THE EFFORT. THANK YOU!*

How did the West Partnership compare?

In this section, senior phase and attainment data is presented demonstrating the progress of our learners. However, 2019-2020 results are not directly comparable with previous years due to Covid-19 and the alternate model of assessment. West Partnership figures represent the aggregated attainment of pupils from across the regions 8 local authorities.

Senior Phase Attainment
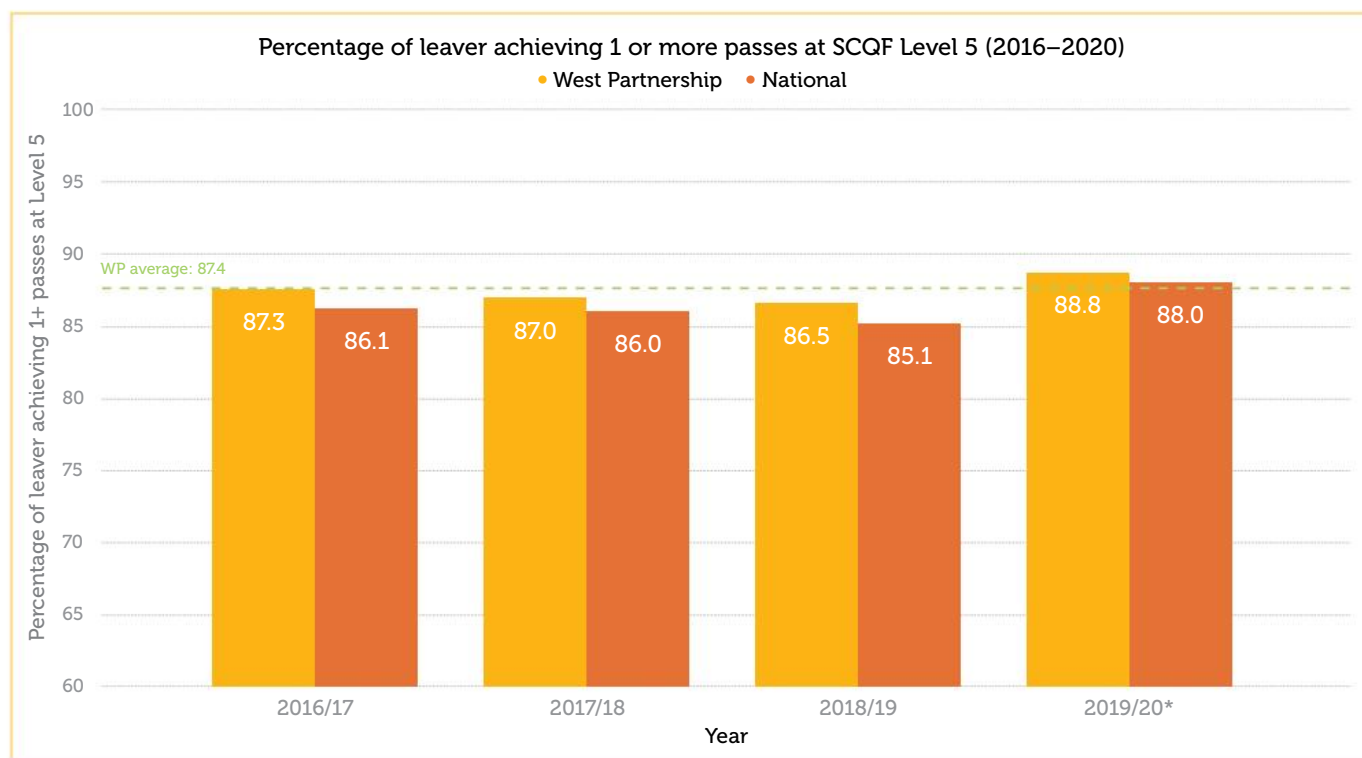
Percentage of leaver achieving 1 or more passes at SCQF Level 5 (2016–2020)

● West Partnership ● National

WP average: 87.4

Year	2016/17	2017/18	2018/19	2019/20*
West Partnership	87.3	87.0	86.5	88.8
National	86.1	86.0	85.1	88.0

* 2019/20 assessment data is not directly comparable with previous data due to the different assessment model used.

The percentage of leavers achieving 1 or more passes at SCQF Level 5 has increased by 1.5% over the last 4 academic years. West Partnership figures have consistently been above the national figure.

Senior phase attainment

Percentage of leaver achieving 1 or more passes at SCQF Level 6 (2016–2020)

● West Partnership ● National

WP average: 68.93

Year	West Partnership	National
2016/17	67.3	61.2
2017/18	68.7	62.2
2018/19	69.3	60.5
2019/20*	70.4	68.2

Y-axis: Percentage of leaver achieving 1+ passes at Level 6
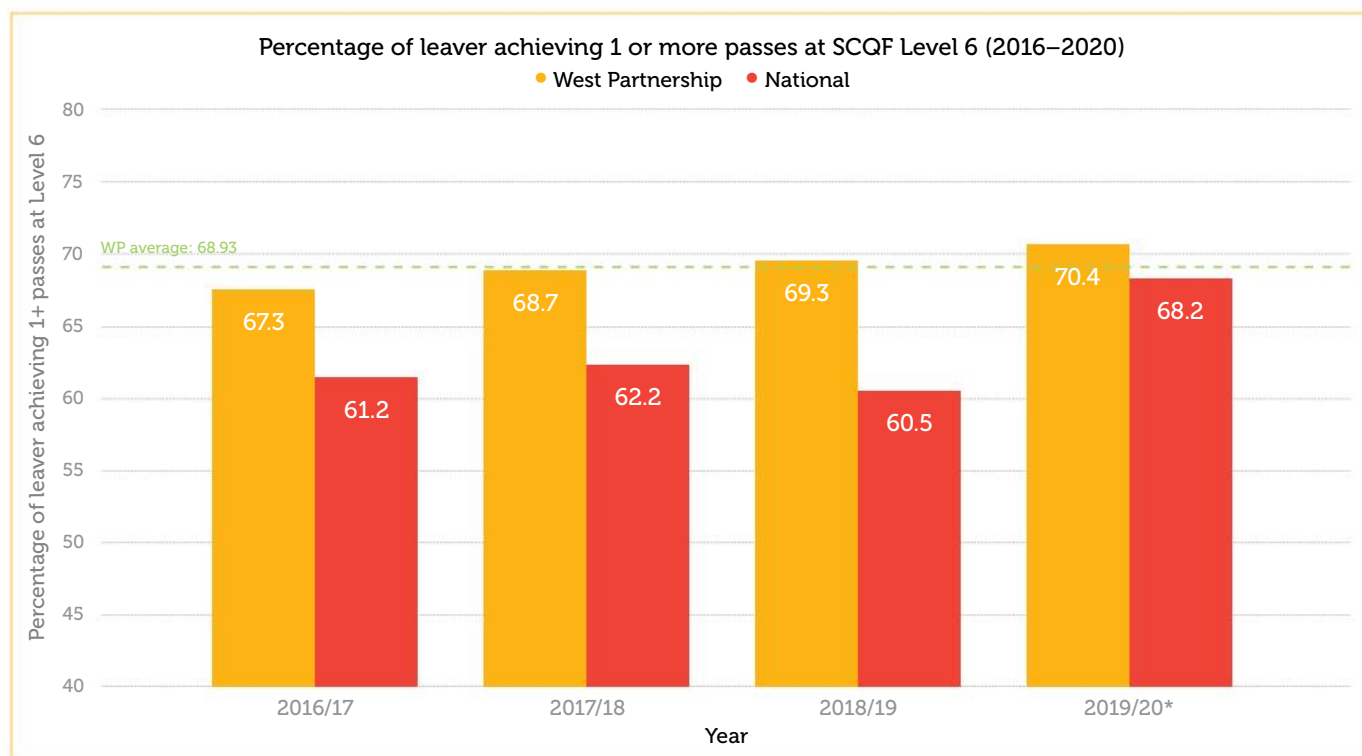
* 2019/20 assessment data is not directly comparable with previous data due to the different assessment model used.

The percentage of leavers achieving 1 or more passes at SCQF Level 6 has increased by 3.1% over the last 4 academic years. West Partnership figures have consistently been above the national figure.

Percentage of leaver achieving 3 or more passes at SCQF Level 6 (2016–2020)

● West Partnership ● National

WP average: 53.55

Year	West Partnership	National
2016/17	51.1	48.9
2017/18	52.5	50.3
2018/19	53.6	50.9
2019/20*	57.0	54.7

Y-axis: Percentage of leaver achieving 3+ passes at Level 6
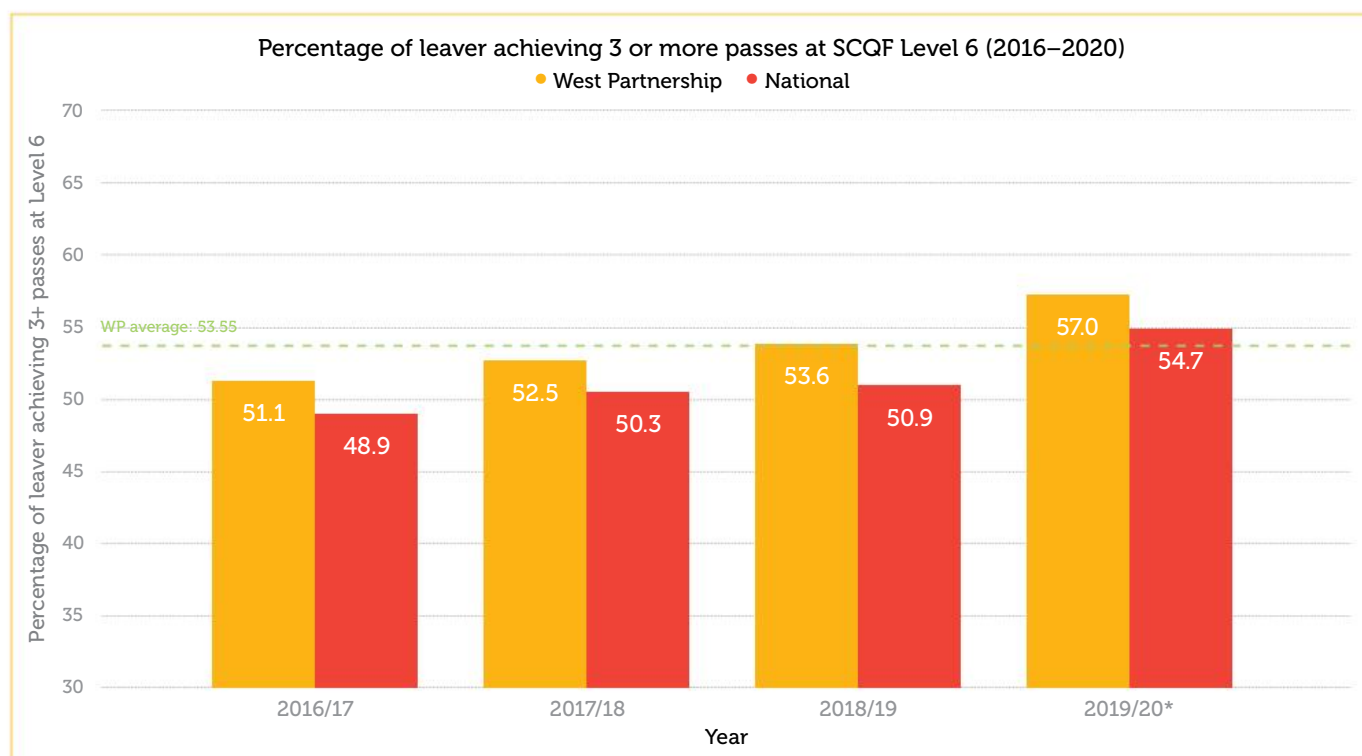
* 2019/20 assessment data is not directly comparable with previous data due to the different assessment model used.

The percentage of leavers achieving 3 or more passes at SCQF Level 6 has increased by 5.9% over the last 4 academic years. West Partnership figures have consistently been above the national figure and have risen at a quicker rate than the national figures.

Senior phase attainment
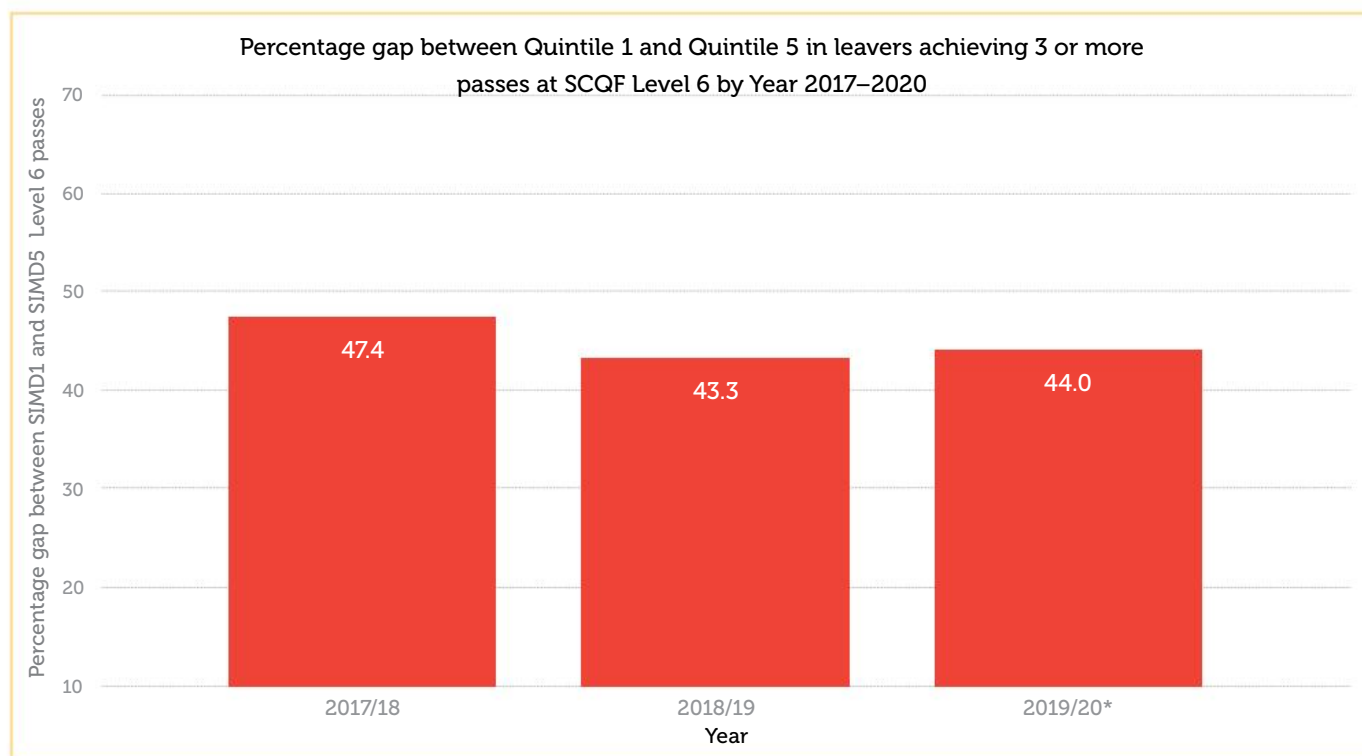
Percentage gap between Quintile 1 and Quintile 5 in leavers achieving 3 or more passes at SCQF Level 61 by Year 2017–2020

Year	Percentage gap between SIMD1 and SIMD5 Level 6 passes
2017/18	47.4
2018/19	43.3
2019/20*	44.0

* 2019/20 assessment data is not directly comparable with previous data due to the different assessment model used.

The percentage gap between SIMD Q1 and Q5 leavers achieving 3+ passes at SCQF Level 6 has decreased from 47.4% to 44.0% over the last three academic years. The 18/19 session had the lowest gap over the last 3 years at 43.3%.
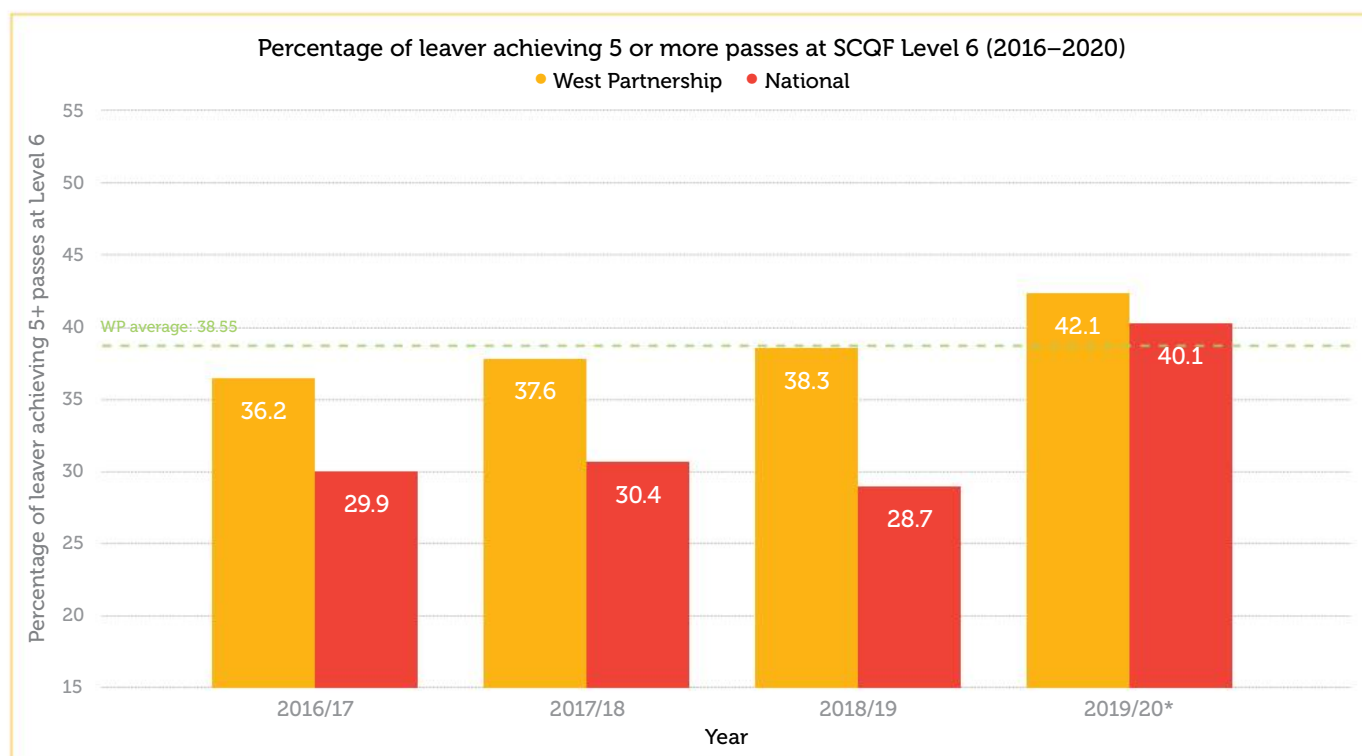
Percentage of leaver achieving 5 or more passes at SCQF Level 6 (2016–2020)

● West Partnership ● National

WP average: 38.55

Year	West Partnership	National
2016/17	36.2	29.9
2017/18	37.6	30.4
2018/19	38.3	28.7
2019/20*	42.1	40.1

* 2019/20 assessment data is not directly comparable with previous data due to the different assessment model used.

The percentage of leavers achieving 5 or more passes at SCQF Level 6 has increased by 5.9% over the last 4 academic years. West Partnership figures have consistently been above the national figure.

Senior phase attainment

Percentage of school leavers in positive destinations 2009–2020

● West Partnership   ● National
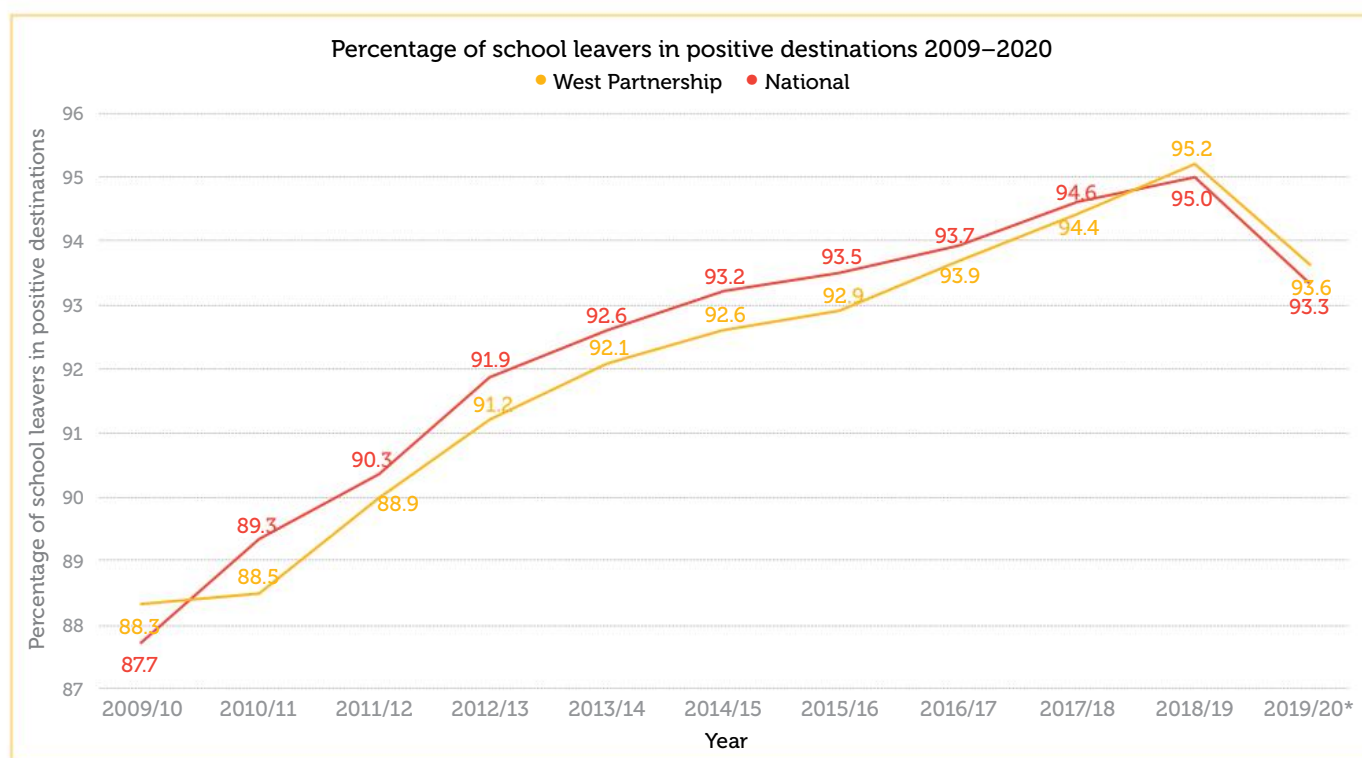
* 2019/20 assessment data is not directly comparable with previous data due to the different assessment model used.

The percentage of West Partnership school leavers entering positive destinations has increased by 5.3% over the last 10 years. Year on year increases occurred between 09/10 and 18/19 sessions, with a small decrease in the 19/20 session. West Partnership figures have been above the national level in the last two academic years. It should be noted that school leaver positive destinations have been impacted by the pandemic and, for example, the opportunity in some areas for young people to enter directly into employment.

Senior phase attainment
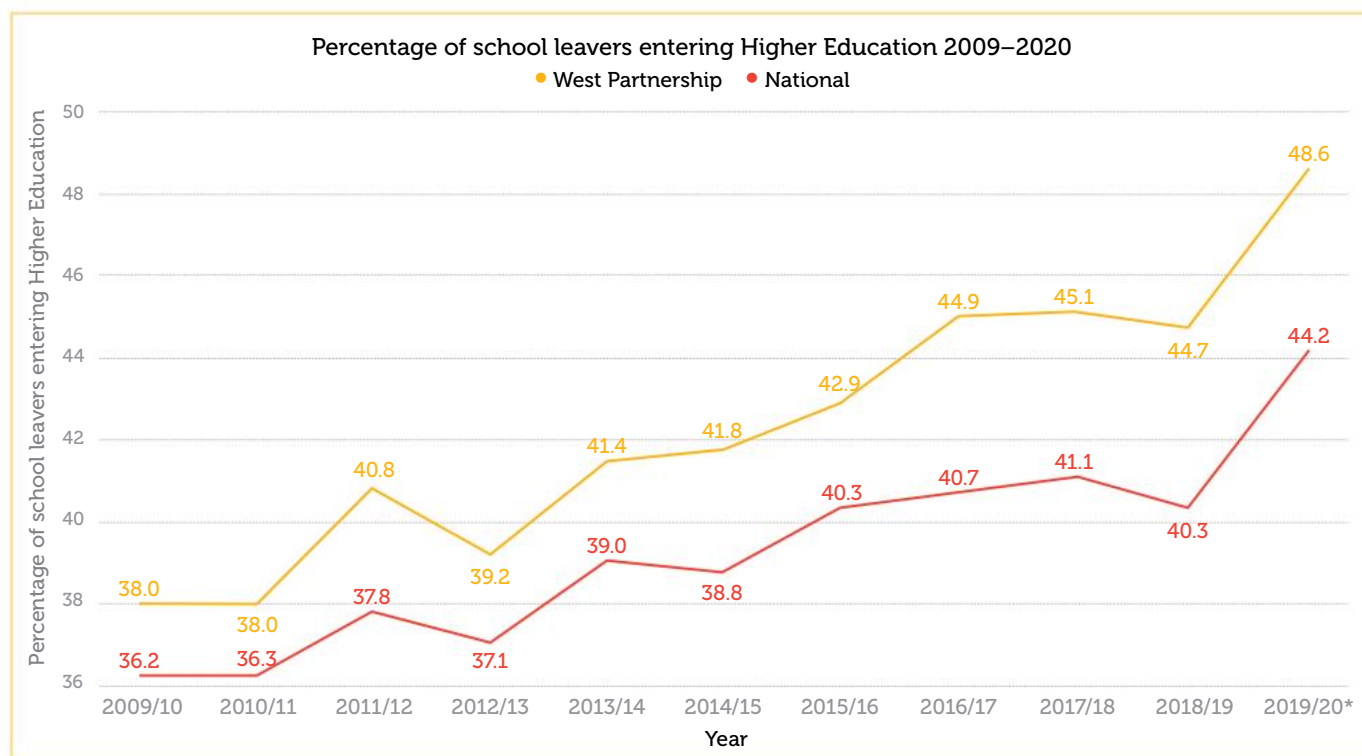
Percentage of school leavers entering Higher Education 2009–2020

● West Partnership ● National

* 2019/20 assessment data is not directly comparable with previous data due to the different assessment model used.

The percentage of West Partnership school leavers entering Higher Education has increased by 10.6% in the last 10 years. The West Partnership has consistently outperformed the national figures.
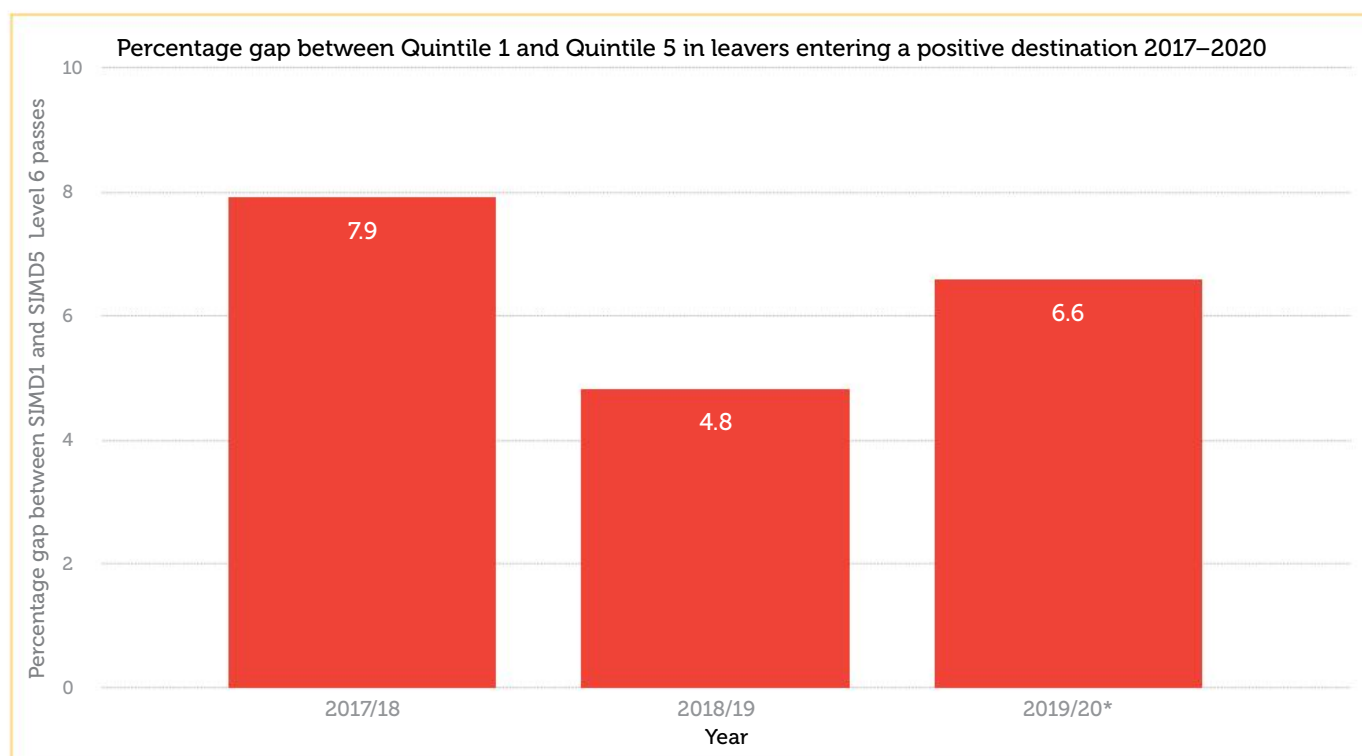
Percentage gap between Quintile 1 and Quintile 5 in leavers entering a positive destination 2017–2020

* 2019/20 assessment data is not directly comparable with previous data due to the different assessment model used.

The percentage gap between SIMD Q1 and Q5 leavers entering positive destinations has decreased from 7.9% to 6.6% over the last three academic years. The 18/19 session had the lowest gap over the last 3 years at 4.8%.

Workstream Highlights

A summary of the progress and activities undertaken to address priorities identified in the improvement plan is detailed in the following section. Workstreams have made very good progress this year with the delivery of the interim plan. Where possible, qualitative and quantitative evidence demonstrates impact on practitioners and measures of improvement. Further evaluation of the wider impact of the partnership's work on practitioners and learners is being progressed by the Robert Owen Centre, University of Glasgow.

Leadership, Empowerment and Improvement

Very good progress has been made in developing a range of supportive approaches for senior leaders in an empowered system. This year, work focused on ensuring that practitioners are supported to become effective leaders of tomorrow, whilst giving those who are already leaders, opportunities for effective collaboration with peers from around the region.

HIGHLIGHTS

- ⊙ **Enhanced mentoring support** for senior leaders enabling a focus on agreed, specific areas of leadership.

  - Introduction of an Executive Coaching programme addressing leadership challenges within the current context of Covid-19 delivered by the Mudd Partnership.

  - A halfway evaluation of the programme found that 100% strongly agreed or agreed that the programme covered themes that met their needs. All respondents suggested that they had developed a positive relationship with their coach and 90.5% of them suggested their confidence had been increased by the programme.

  - *"I have become much clearer about my role as a HT within the very unique setting in which I work. Having the opportunity to talk to [coach] about things that were actually happening there and then allowed me to reflect, with support, and plan a way forward. This was true for smaller, operational issues as well as more strategic concerns and priorities. I will continue to set aside time to reflect as I did for the duration of these coaching sessions."*

- ⊙ Facilitation of the **Headteacher learning set programme.**

  - Participants identified sessions focused on areas such as leadership and empowerment, particularly within the Covid-19 context.

  - Sessions provided opportunities to hear from colleagues dealing with similar issues in an open and safe forum. Sessions supported colleagues with decision making and leadership during the pandemic while maintaining day to day school management.

  - In terms of added value, when asked how valuable the experience of participating in sessions was, the average response was 8.14 out of 10.

  - *"It is an excellent way to network with colleagues from different authority. It is reassuring to hear colleagues speak of similar experiences. There have been many suggestions which have been brought up which I have been able to take on board and which are positively impacting my practice."*

Leadership, Empowerment and Improvement

HIGHLIGHTS

- **Thinking about Headship** programme, which prepares practitioners to become effective leaders of tomorrow.

  - An end of programme evaluation found that 87.5% felt as though the programme had improved their confidence towards entering the Into Headship programme. Three-quarters of respondents said that the programme had impacted on their current practice as DHTs.

  - *"I have gained greater awareness of the ramifications of employing different methodology in delivering strategic change in relation to school, local authority and national priorities. I have learned how my knowledge about the pupils, staff, parents and wider school community is important as it affects the decisions I make about leading change within my context."*

- Development of supportive **Virtual Leadership Networks for school leaders** addressing challenges faced providing the opportunity for peer support and collaboration.

  - Following events, colleagues noted that sessions provided a supportive and reassuring environment to discuss challenges, issues and practice.

  - Over 89% of colleagues attending reported an increase in confidence.

"The opportunity to engage with colleagues across the West Area is invaluable, particularly during these times."

"Lots of takeaways from the event that can be used with pupils and staff. It is also good to know that colleagues are feeling and acting in similar ways."

SOME FEEDBACK

"It's always great to share experiences with others. I always take away something new and feel reassured by what we have in place."

"The focussed discussions are an excellent way to gain insight into how other establishments and DHTs manage and lead the area being discussed."

Curriculum, Learning and Teaching and Assessment

The workstream has made very good progress in continuing the creation of self-sustaining subject/specialist area networks, to bring about improvement in learning, teaching, assessment and attainment. This year, the workstream was also responsible for the development and delivery of West OS.

HIGHLIGHTS

➲ During the pandemic, **West OS** became firmly established as the recorded lesson element of Scotland's National e-Learning Offer providing vital learning and support for children and young people during lock-down or who were self-isolating.

- All secondary schools in the West Partnership region used West OS resources.

- 86% of respondents found West OS useful or very useful to pupils' learning.

➲ The West Partnership **Assessment and Moderation** activity gained momentum.

- Exemplars of high-quality learner evidence produced by practitioners were shared on the Moderation Portal to use for career long professional learning (CLPL). A survey of a focus group of users showed this material enhanced schools based professional learning opportunities at individual, school and cluster levels.

- A supportive Senior Phase Assessment and Moderation Group was established, to support the alternative certification model, at the request of local authorities. This supported collaboration and sharing of practice in senior phase assessment, quality assurance and sourcing partner schools for moderation of lower uptake subjects. This helped to ensure greater consistency of outcomes across all schools.

➲ During the pandemic, we continued to host over **20 subject/sector networks** across all curricular areas to enhance learners' experiences through support for curriculum networks to meet urgent priorities.

- Networks were used to share practice, resources and pedagogy, particularly in digital pedagogy.

- Over 700 participants signed up to the Education Scotland and West Partnership Spring webinars on the themes of Children's Rights, Equity, Inclusion and Wellbeing and Pedagogy.

- An evaluation, with 211 respondents, found that 95% of participants believed the webinar series had improved their knowledge on the webinar topic that they had attended. Just under 95% (94.3%) of respondents agreed or strongly agreed that the webinars had increased their confidence and 86% said their skills had improved.

- *"I found this a very refreshing and inspiring session. The key messages about the impact of poverty and how we can tackle this was very encouraging. The presenters from both school gave me many ideas that I could take away and implement in my school. I am looking forward to sharing this information with my colleagues."*

Curriculum, Learning and Teaching and Assessment

HIGHLIGHTS

- The annual **West Partnership Maths Conference** was hosted virtually in November 2020 with 250 participants attending.

  - Over 90% of participants reported that the conference sessions would impact on their practice while over 95% reported that the conference was valuable.

  - The Mathematics Outdoors session saw the highest average change in knowledge while digital learning and engagement saw the highest average change in confidence.

"The lessons are well aimed at children in various levels, so the children engage well with the content. I find the content very useful and because the lessons are Curriculum for Excellence benchmark based, they are ideal to incorporate to your lesson."

SOME FEEDBACK

"Today's session has given some really useful and practical ideas to implement and share with colleagues."

"I have increased confidence in terms of responding to the new SQA guidance."

Collaborative Learning Networks (CLNs)

This year, very good progress has been made to empower staff through promoting and supporting collaborative learning networks to improve equity and excellence for children and young people. The workstream focused on supporting health and wellbeing with a particular focus on tracking learners' wellbeing and supporting learners with Additional Support Needs (ASN).
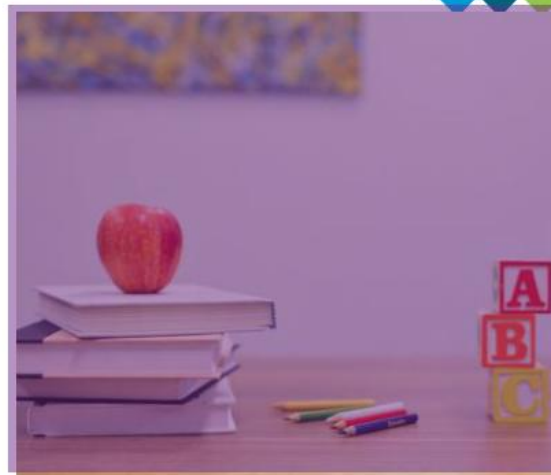
HIGHLIGHTS

→ The development of a **matrix of tools for tracking learners' wellbeing** brought together a range of wellbeing tools in one handy resource to support practitioners in selecting the right type of tool for their needs.

→ **Storyboards** captured effective practice and lessons learned and were shared across the partnership.

- Eighteen different storyboards have been produced and shared on topics such as Parental Engagement, Family Learning, Transitions, Learner wellbeing and ASN.

- Storyboards were shared on Twitter and viewed over 100,000 times.

→ **The Engaging Families in Transitions Enquiry Project** led to improved collaboration and engagement with families and wider communities in planning support for transition.

- Participating clusters attended 4 webinars which supported practitioners in moving towards family-centred transitions.

→ A well-established **Youth Ambassador Forum** provided young people with the opportunity to share the work they do in youth participation and to share their views with other West Partnership networks on areas such as diversity and health and wellbeing.

→ Over 200 practitioners attended an open discussion on **child centred play pedagogy.**

- An evaluation, with 62 respondents, found that 96.7% of participants found the event to be useful, 90.3% found the event to be well organised, and 87.1% believed they could put knowledge gained from the discussion into practice.

- *"Participation in the event has reinforced my thinking and pedagogical approach, building my confidence and motivating me to research further in order to support, guide and lead the staff team, and families, in developing a deeper understanding of the importance of play."*

SOME FEEDBACK

"I found this very positive today and made me really think about the importance of language and relationships."

"I like the teams format. It's so accessible and the facilitators encourage dialogue."

"It was very useful to share practice in small groups both for ideas and for reassurance that what I am doing is on track and similar to colleagues"

"Thank you. I thoroughly enjoyed this and look forward to more nurture advice."

Next Steps & Conclusion

This year, the Partnership has made very good progress in driving forward equity, excellence and empowerment across the West as demonstrated throughout the report. Our progress has been further recognised externally through research carried out by the Robert Owen Centre for Educational Change, Progress and Challenge: Reflections on the development of the West Partnership 2018-2020.

The report draws on evidence collected for the external interim evaluation and states that:

"The West Partnership has contributed to the work of the local authorities in many ways and has, in the main, provided professional learning and built capacity, which otherwise would not have existed. In addition, there is progression towards systems change, through for example, volunteer-led subject networks, collaborative learning networks between schools and cross-authorities and a national model of an online school in development."

Collectively, we are working towards getting it right for every child and young person in the West. Equity, Excellence and Empowerment are the key values we want to embed in the West, enhancing the work of each local authority to improve our schools and outcomes for our learners continuously.

Moving forward, our focus will be on recovery and renewal as we meet the challenges of working through the Covid-19 pandemic and supporting improvement as part of the recovery process. We will work collaboratively within and across the system to ensure that we can respond with agility to the changed circumstances in which we now live, providing support and developing flexible approaches to learning and teaching across the region.

Next Steps & Conclusion

INDICATORS	2016-17 BASELINE	2017-18 VALUE	2018-19 VALUE	2019-20 VALUE [1]	2020-21 TARGET
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71.3	72.4	73.0	**	78
% OF PRIMARY PUPILS (P1, P4 AND P7 COMBINED) ACHIEVING EXPECTED LEVELS OR BETTER IN NUMERACY	78.1	79.5	80.3	**	85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	89.7	90.1	89.6	**	91
% of S3 pupils achieving third level or better in numeracy	90.1	89.7	90.0	**	91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	46.7	48.8	49.7	**	55
% of S3 pupils achieving fourth level or better in numeracy	56.7	57.7	56.5	**	63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.3	68.7	69.3	70.4	74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	42.1	35
Percentage of leavers from SIMD Quintile 1 achieving 3 or more passes at SCQF Level 6	N/A	33.2	36.9	38.8	40
Percentage of leavers from SIMD Quintile 5 achieving 3 or more passes at SCQF Level 6	N/A	80.6	80.2	82.8	83
Percentage gap between Quintile 1 and Quintile 5 in leavers achieving 3 or more passes at SCQF Level 6	N/A	47.4	43.3	44.0	43.0
% of leavers achieving SCQF Level 5 or better in literacy	81.9	82.8	82.6	83.1	86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70.2	69.2	70.8	76
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	****	****	****	3185	TBC
% of establishments evaluated as good or better for leadership of change	59	63	*	***	75
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A	3.7	N/A	6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	N/A	45
Primary Attendance Rates	94.6	N/A	94.2	N/A	95
Secondary Attendance Rates	90.7	N/A	90.3	N/A	92
Initial School Leaver Destinations (Positive)	93.6	94.4	95.2	93.6	95
Percentage of leavers from SIMD Quintile 1 entering a positive leavers destination	N/A	90.5	93.3	90.7	92
Percentage of leavers from SIMD Quintile 5 entering a positive leavers destination	N/A	98.4	98.1	97.3	98
Percentage gap between Quintile 1 and Quintile 5 in leavers entering a positive leavers destination	N/A	7.9	4.8	6.6	6.0
Percentage of leavers entering Higher or Further Education	69.7	70.1	69.5	73.6	75
% of establishments evaluated as good or better for learning, teaching and assessment	57	66	*	***	75

[1]   2019-20 attainment values cannot be directly compared with previous data because of the alternate assessment model used.

*   Impacted by Covid

**   BGE data not collected.

***   Limited number of inspections completed in 19/20.

****   New indicator from 19/20 onwards.

CRITICAL INDICATORS 2019-20

How to connect with us

GLASGOW
CITY REGION
Education

Renfrewshire Council

To:	**Education and Children's Services Policy Board**
On:	**28 October 2021**

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

Heading: **West Partnership Improvement Collaborative: Improvement Plan 2021-2022**

1. Summary

1.1. The purpose of this board report is to outline the main content and process followed to develop the West Partnership Improvement Plan for 2021-2022.

2. Recommendations

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

3. Background

3.1. The West Partnership Regional Improvement Collaborative (RIC) is made up of eight authorities which are East Dunbartonshire, East Renfrewshire, Glasgow City, Inverclyde, North Lanarkshire, Renfrewshire, South Lanarkshire, and West Dunbartonshire.

3.2. The West Partnership aims to enhance the work of authorities by supporting them to close the poverty-related attainment gap and raise attainment and achievement for all.

4. Progress

4.1. The Partnership is required to produce an annual improvement plan (appendix 1), linked to a three-year planning cycle which outlines the vision, purpose and key activities of the collaborative for the year ahead.

4.2. Over the past session, a comprehensive range of engagements with key stakeholders took place and the feedback, as well as evaluation data, contributed to the development of the Improvement Plan.

4.3. This year, there are three main workstreams established to support and add value to the work of authorities. These are: Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment. The Partnership will work closely with local authorities, as well as with colleagues from Education Scotland and the Robert Owen Centre for Educational Change, to achieve key objectives set out for each workstream.

4.4. A renewed format will be introduced for the work of some of the West Partnership networked groups. These Specialist Networks meet with a common purpose to enhance the work of the local authorities in themed areas such as curriculum, additional support needs and digital learning. Renfrewshire are benefitting from the collaboration and support from the networks.

4.5. A revised Plan on a Page has been included this session which attempts to more clearly articulate: vision, values, purpose and priorities of The West Partnership. As the Partnership moves into a new 3-year planning cycle at the end of this session, there is an intention to develop this work further.

4.6. The plan was considered and endorsed at the last Glasgow City Region Education Committee on 24th August 2021 with the recommendation that each council area considers the plan through its own local governance arrangements.

4.7. The West Partnership's Evaluation Report 2020-2021 is the subject of a separate paper to this committee.

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Implications of this report

1.   Financial
No financial implications.

2.   HR and Organisational Development
None.

3.   Community/Council Planning

Our Renfrewshire is fair	-	*The appendix details a range of activities which reflect local community planning themes*
Tackling inequality, ensuring opportunities for all	-	*The appendix details a range of activities which reflect local community planning themes*
Working together to improve outcomes	-	*The appendix details a range of activities which reflect local community planning themes*

4.   Legal
         None.

5.   Property/Assets
         None.

6.   Information Technology
         None.

7.   Equality and Human Rights

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

8.   Health and Safety
         None.

9.   Procurement
         None.

10.   Risk
         None.

11.   Privacy Impact
         None.

12.   Cosla Policy Position
         Not applicable.

13.   Climate Risk
         None.

List of Background Papers

(a)   Background Paper 1: None.

The foregoing background papers will be retained within Children's Services for
inspection by the public for the prescribed period of four years from the date of the
meeting. The contact officer within the service is Lauren Johnston, Project Manager,
0141 618 4023, lauren.johnston@renfrewshire.gov.uk.

The West Partnership

IMPROVEMENT PLAN 2021–22

Equity, Excellence & Empowerment

GLASGOW
CITY REGION
Education

Contents.

Foreword

As Convenor of the Glasgow City Region Education Committee, I am once again pleased to present the West Partnership's Regional Improvement Plan 2021–2022.

Since its establishment in 2017, the West Partnership has drawn together the eight partner authorities of the City Region. It is clear there is a close working relationship across our individual authorities with very strong and increasing collaborative working at all levels. This supports our collective drive towards ongoing improvement in outcomes for all of our region's children and young people.

This latest plan, for 2021-22, continues to set out our vision for equity, excellence and empowerment across all eight partner authorities. The plan recognises the unprecedented challenges that have resulted from COVID-19 and outlines the West Partnership's clear commitment to supporting recovery.

Over the past year in particular, a number of programmes and activities have been designed to address the challenges faced by schools and educational settings across the West Partnership. The offer has included introducing a range of leadership opportunities; tracking learners' wellbeing; extending curricular networks for teachers to help implement the Scottish Qualifications Authority Alternative Certification Model as well as developing our significant contribution to the national digital learning offer through West Online School (West OS).

The main goal of the Partnership is to add value to our existing strengths and achievements for the benefit of learners across each of our partner authorities. Therefore, it is crucial that the work of the West Partnership is relevant to the priorities of each local authority.

We are now able to show how we gain from the scale and diversity of the West Partnership. As we saw last session with the introduction of West OS, the Partnership was able to utilise the skills and expertise of staff to develop an offer that has been used by almost every school and many thousands of our children and young people and has played a key role in the national digital learning offer.

The work carried out last session provides us with the confidence that the West Partnership will continue to grow from strength to strength. It helps reinforce the importance of purposeful collaboration focussed on the areas that matter to staff, children, and young people.

We were able to demonstrate that collaboration can take place in innovative ways through the use of technology; not just in physical settings. Staff have embraced this opportunity and have been able to share good practice and ideas across all eight partner authorities. We believe that empowering our teachers and other staff to learn from others' experiences will lead to further improvements in practice across our schools and early years' centres.

The plan complements and enhances the excellent work already underway across each of our authorities and outlines our ongoing approach to working together. It relies on practitioners being empowered to make decisions that best suit their learners, and leaders being supported to navigate the challenges ahead.

It is essential that equity, excellence and empowerment continue to be the driving vision for everyone in the West Partnership. The challenges of COVID-19 have highlighted the importance of providing education of the highest quality for all of our children and young people and, in particular, those living in social and economic disadvantage.

As we focus on recovery, we rely on working together to support our communities. I am delighted to present our West Partnership Improvement Plan for 2021-22.

....

Councillor Jim Paterson, Convener of the West Partnership

Introduction

During the past two school sessions, education staff have faced unprecedented challenges as a result of the impact of COVID-19. This period has highlighted the importance of working together and the need for staff to develop new ways of supporting each other for the benefit of learners. Therefore, it is essential that the work of the West Partnership Regional Improvement Collaborative builds on progress made. In practice, this means continuing to add value to local authorities, being accessible to those who will benefit most and focussing on activities that have the greatest impact on learner experiences and outcomes.

Research carried out by the Robert Owen Centre for Educational Change, Progress and Challenge: Reflections on the development of the West Partnership 2018-2020, offers insight into the progression of the West Partnership Regional Improvement Collaborative. The report draws on evidence collected for the external interim evaluation, January 2018 until October 2020, and states that:

'The West Partnership has contributed to the work of the local authorities in many ways and has, in the main, provided professional learning and built capacity, which otherwise would not have existed. In addition, there is progression towards systems change, through for example, volunteer-led subject networks, collaborative learning networks between schools and cross-authorities and a national model of an online school in development.'

The report highlighted a number of key strengths that were supporting progress within the West Partnership including increased opportunities for empowerment; systematic as well as informal collaborative efforts that was leading to significant learning and teaching developments; access to expanding networks to share ideas and advice to help deal with the effects of the pandemic; and capacity building taking place through knowledge mobilisation and individual agency and development of professional capital.

Some practical examples of work includes the introduction of West Online School (West OS), created by teachers, and accessed by teachers, learners and families across the West Partnership area and in all local authorities in Scotland. A range of networks for teachers, subject and school leaders and local authority central teams has also demonstrated the increasing reach of the West Partnership.

Of course, challenges do exist as we strive to build a networked learning system; a system that enables collaboration, encourages 'connectedness' and supports practitioners at all levels. Our challenge is to ensure as many practitioners as possible interact, learn and contribute across the West Partnership.

It is also important to consider national and international research. A number of reports on Scottish education were published during school session 2020-21 which have detailed recommendations which provide an opportunity to utilise the potential of the West Partnership. Many of the actions within our plan take these recommendations into account and are designed to support any future national changes.

The period of the pandemic has shown us that staff within schools and educational settings can achieve outstanding results, despite the most challenging of circumstances. However, appropriate opportunities to collaborate and work together are essential. Consequently, the West Partnership Improvement Plan 2021-22 is designed to build on our successes to date, and focus on the areas of recovery and renewal highlighted by key stakeholders as the most important.

Our three main workstreams of — Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment are designed to focus on the areas that matter and we will work closely across local authorities, as well as with colleagues from Education Scotland and the Robert Owen Centre for Educational Change, to achieve our key objectives.

Tony McDaid, Regional Lead Officer, West Partnership

Our Vision

The West Partnership has a clear vision: to embed the values of equity, excellence and empowerment in everything we do, building a collaborative, networked learning system to improve learning experiences and increase attainment for every learner across the region.

The plan for 2021-22 also includes our vision for recovery and renewal as we meet the challenges of working through the Covid-19 pandemic and supporting improvement as part of the recovery process. We will work collaboratively within and across the system to ensure that we can respond with agility to the changed circumstances in which we now live, providing support and developing flexible approaches to learning and teaching across the region.

The West Partnership sets an ambitious and aspirational agenda to close the poverty-related attainment gap (equity) and improve attainment and achievement for all (excellence). By creating the conditions for authentic empowerment, the ownership of change can be shifted and enable all staff to take collective action to deliver our ambitious vision.

As the largest of Scotland's Regional Improvement Collaboratives, with approximately one third of all Scotland's school population, to truly deliver sustainable improvement, change needs to be driven collectively. This means ensuring that every stakeholder is empowered to address the needs of each individual learner, devise experiences which will enthuse and engage them and support them to lead their own learning. This will in turn, lead to improvements in learners' achievements and attainment.

In the longer term, there is a commitment to ensure each educator in the West Partnership has the opportunity to engage and collaborate with colleagues and partners to bring about improvement in their class and playrooms.

In the West Partnership, building collective agency to improve results and supporting individuals to work together to secure what they cannot accomplish on their own is a key focus. Our purpose, therefore, is to establish and facilitate networks of professionals to work collaboratively to achieve our vision of equity, excellence and empowerment.

Governance & Operational Structures

OVERVIEW

As part of evaluation and review procedures, the West Partnership continues to reflect on the effectiveness of the existing governance and operational structures, ensuring the Partnership continues to operate efficiently, while adding value to the provision of the eight partner local authorities.

Through a wide ranging review process, a revised governance and operational structure has evolved and been agreed by the West Partnership Board and endorsed by the Regional Education Committee to ensure that we can proceed in the delivery of this ambitious plan over the coming years. The revised structure builds on the strengths of the previous governance framework, which had been recognised as a key strength of the West Partnership in our initial formative years, whilst seeking to strengthen the strategic role of the senior leaders to maintain our ongoing successes.

GLASGOW CITY REGION EDUCATION COMMITTEE

WEST PARTNERSHIP BOARD

WEST PARTNERSHIP IMPLEMENTATION GROUP

EVALUATING & REPORTING

CURRICULUM, LEARNING, TEACHING, ASSESSMENT

DATA, INFORMATION & RESEARCH

LEADERSHIP, EMPOWERMENT, IMPROVEMENT

EQUITY

EXCELLENCE

EMPOWERMENT

WELLBEING FOR LEARNING

FINANCE SUB GROUP

Governance & Operational Structures

REGIONAL EDUCATION COMMITTEE

The West Partnership is overseen by the Glasgow City Region Education Committee (the Committee), made up of the Education Conveners (or similar) from each of the eight partner authorities, as follows:

GLASGOW CITY REGION EDUCATION COMMITTEE

Renfrewshire Council
Cllr Jim Patterson (Convener)

East Renfrewshire Council
Cllr Allan Lafferty

West Dunbartonshire Council
Cllr Karen Conaghan

Glasgow City Council
Cllr Chris Cunningham

East Dunbartonshire Council
Cllr Jim Goodall

Inverclyde Council
Cllr Jim Clocherty

South Lanarkshire Council
Cllr Katy Loudon

North Lanarkshire Council
Cllr Frank McNally

The Committee is responsible for scrutinising and endorsing the West Partnership Improvement Plan, receiving regular reports on the progress of the plan and its impact on stakeholders. Chaired by the Convener and elected by the membership, the Committee is attended by the eight Directors of Education/Chief Education Officers with other attendees invited as appropriate.

Additionally, the governance framework in which the Committee operates provides the opportunity for regular engagement with the Glasgow City Region Cabinet, allowing a further level of oversight and scrutiny, whilst enabling strategic links to be established with the wider Glasgow City Regional Economic Strategy.

Governance & Operational Structures

WEST PARTNERSHIP BOARD

The West Partnership Board (the Board), has responsibility for the strategic overview of the work of the West Partnership, with overall responsibility for the development and delivery of the West Partnership Improvement Plan, including overall responsibility for the finance and resources for the Partnership.

The Board is made up of the Director of Education/Chief Education Officer of each of the eight partner authorities which make up the West Partnership. In addition, the Board is advised by the West Partnership's Senior Partnership Officer, the Senior Regional Advisor appointed by Education Scotland, and has professorial representation from Policy Scotland at the University of Glasgow. Staff supporting the work of the West Partnership also attend by invitation.

Specific, identified Board members link with each workstream, and have responsibility for the strategic direction of that workstream and for reporting to the Board on its progress. Workstream Lead Officers support Board members with this work and provide leadership for all aspects of the operational activity of the workstream including: planning, implementation, evaluation and reporting.

WEST PARTNERSHIP IMPLEMENTATION GROUP

Following feedback from the West Partnership core team and partners, a review has taken place of the purpose and efficacy of the previous Operational Delivery Group. In order to ensure efficiency and pace of progress, in the coming session, the Operational Delivery Group will be replaced by the West Partnership Implementation Group. This will be chaired by the Regional Improvement Collaborative Lead (RIC Lead) and attended by the Senior Partnership Officer, Senior Regional Advisor from Education Scotland and professorial representation from the Robert Owen Centre. Meeting quarterly, this will provide an opportunity for rich professional discussion on the progress of the West Partnership Improvement Plan and the contributions of the core team and partners.

FINANCE SUBGROUP

The West Partnership Board continues to be supported very well by the Finance Sub-Group. The Finance Sub-group meets quarterly and includes representatives from all eight local authorities, providing additional rigour and accountability as well as streamlining financial procedures across the Partnership. They have a particular responsibility for the management of the grant award from the Scottish Government, as well as advising on staffing and other resource issues, as required.

The West Partnership Delivery Model

The work of the West Partnership is predominantly delivered through the structures of three key workstreams, each led by a Workstream Lead Officer (WLO) seconded to work with The West Partnership.

For 2021-22, the three workstreams identified are:

- Wellbeing for Learning;

- Leadership, Empowerment and Improvement; and

- Curriculum and Learning, Teaching & Assessment

These workstreams provide 'umbrella themes' for the programmes and activity of the West Partnership. Regular opportunities are provided to link the work of the workstreams and ensure connectivity and cohesion.

THE ROLE OF THE WEST PARTNERSHIP CORE TEAM

A small core team, led by the Senior Partnership Officer, has been appointed to lead and facilitate the operational aspects of the West Partnership Plan. They work collaboratively to ensure that the Improvement Plan progresses and that all activities and opportunities for colleagues across the Collaborative, provide added value to the offer both locally and nationally.

THE ROLE OF CENTRAL OFFICERS, TEACHERS AND PRACTITIONERS

A primary function of the core team is to provide systematic and supported opportunities to work collaboratively with colleagues at all levels from across all eight local authorities. The West Partnership Improvement Plan provides opportunities for colleagues to co-create programmes and activities, as well as participate in those planned and delivered by the core team. This provides a unique setting for collaboration, builds capacity and grows connection, all leading to our vision of a networked learning system.

The West Partnership Delivery Model

SPECIALIST NETWORKS

As part of the extensive Stakeholder Consultation Exercise this session, a renewed format will be introduced for the work of some of the networked groups, supported by the West Partnership. These Specialist Networks will comprise of representatives from across the eight local authorities who meet with a common purpose and remit.

The group will create its own short action plan comprising 2-3 priorities which have been self-generated from existing local authority priorities. This will be allow the work of the West partnership to support ongoing local authority activity.

The West Partnership core team will support this collaborative approach to overtaking the action plan.

This key contact will also be responsible for supporting the evaluating and reporting on progress and impact as part of governance procedures.

Specialist Network have been planned across all three workstreams with special consideration given to contribution made by Community Learning & Development colleagues, third sector staff and partners in each.

The groups planned for 2021-22 include networks for:

Family & Community	Stand-alone ASN HT	Community Learning & Development	Senior Inclusion	Health & Wellbeing
PSHE Primary / EY	PSHE Secondary	Home Education	Equalities	Assessment Co-ordinators
Senior Phase Assessment	Maths	Literacy	Digital	Early Learning & Childcare

The West Partnership Delivery Model

THE WEST PARTNERSHIP APPROACH

We are well aware that working in collaboration supports meaningful professional learning and can contribute to improved practice. Importantly, the past eighteen months have shown that even the most challenging of circumstances can be overcome through helping each other.

Our approach within the West Partnership is underpinned by the development of a network learning system; a system that enables collaboration, encourages 'connectedness' and supports practitioners at all levels. Our work is built around collaborative learning and practitioners are supported to develop ways of working together that are effective and build upon well-established research based models of delivery. We will continue to work in partnership with the Robert Owen Centre for Educational Change and the Education Scotland Regional Improvement Team to ensure these approaches to collaborative learning make the greatest difference for our practitioners and learners.

SCHOOL TO SCHOOL PARTNERSHIPS

One new development we will undertake this school session will be the introduction of School to School Partnerships. These partnerships will allow schools to support each other in professional practice through school improvements using a collaborative learning approach. This approach can be seen in all three workstreams.

Developing Through Consultation

The West Partnership remains committed to ensuring that it reflects the views and ambitions of the workforce, parents and learners across the eight partner authorities to achieve our vision of equity, excellence and empowerment.

As the largest of the Regional Improvement Collaboratives, the West Partnership is home to over one third of Scotland's school population, with thousands of teachers and education staff working in around 1000 schools and early learning centres, in some of Scotland's most diverse and challenged communities.

Taking account of the pressures on stakeholders as a result of supporting families and learners during the pandemic, meant the West Partnership has had to be flexible and agile in its approach to stakeholder engagement as part of the improvement planning process. While regular evaluations are undertaken at the end of professional learning sessions or programmes, a Stakeholder Consultation Exercise was also completed to provide a more holistic review and reflection of the West Partnership's activity during the last session, and allow this feedback to inform the plan for session 2021-22.

A set of seven focus group interviews were supported with feedback being sought on themes which included:

- Pathways and motivations for engagement
- Purpose of West Partnership
- Strengths
- Impact of provision
- Development needs
- Communications

A range of supportive reflections highlighted strengths including the West Partnership's ability to:

- use high quality and credible colleagues to organise and deliver activities;
- react and respond flexibly and with agility to emergent needs, many of which were consequences of the pandemic;
- use of technology, to ensure accessibility;
- provide space to network and collaborate;
- draw upon partners with expertise in particular areas; and
- encourage evidence and research in practice.

The consultation process informs the plan for session 2021-22 and all recommendations have been agreed with planned responses in place, embedded within the improvement plan. Two clear areas for focus emerged:

1. Clarify and develop the West Partnership communication strategy.

2. Review and refine the West Partnership offer, particularly the **HOW** of the offer.

Plans to respond directly to stakeholder recommendations are in place.

The West Partnership values, and benefits from, the support provided by Education Scotland's Regional Improvement Team. This team adds to the West Partnership's existing capacity for improvement and provides a helpful external perspective which draws on good practice from across the country. Additional opportunities to work more collaboratively have been undertaken this session, with Education Scotland Workstream Links being invited to participate with the core team and partners in an Improvement Plan Development Day. In addition, Education Scotland Workstream Links have contributed to discussions on both 'what' and 'how' of Improvement Plan activities for the coming session.

Evaluating The Impact of The Improvement Plan

The Evaluating and Reporting Group continues to retain overall responsibility for evaluating, measuring and reporting on the progress and impact of the West Partnership's Improvement Plan.

This work is crucial in supporting the West Partnership to evaluate its activities and programmes as well as using the quantitative and qualitative evidence to identify future priorities. The Evaluating and Reporting Group also has responsibility for evaluating and reporting more widely on the achievements and attainment of learners across the West Partnership collectively. Evaluation reports include updates on the progress and impact of each workstream as well as more holistic evaluations, including the proportion of learners who attain at key performance measures. Tools to systematically evaluate the quality of West Partnership professional learning events / programmes, and the important longer term impact on participants and learners allow us to gather evidence to demonstrate the added value of collaboration.

To assist in this process, new workstream planning processes will focus more acutely on outcome based planning and reporting, not only on progress but on impact in the classroom or playroom too. Evaluation strategies and approaches will be planned by the Workstream Lead Officers at the start of each professional learning session/ programme to ensure appropriate and robust evidence is gathered systematically and evaluated. This will serve to strengthen the very good work done in this area by the Evaluating and Reporting Group.

The West partnership continues to engage the services of the Robert Owen Centre for Educational Change, Glasgow University (ROC), as external evaluators. During last session, research was carried out by ROC entitled Progress and Challenge: Reflections on the development of the West Partnership 2018-2020. It offers insight into the progression of the West Partnership Regional Improvement Collaborative. Findings and recommendations have been discussed fully by the West Partnership core team and the Board and have influenced the Improvement Plan for session 2021-22.

The Scottish Government has commissioned a full review of Regional Improvement Collaboratives which, although delayed by Covid-19, should lead to a published report in 2021. A range of personnel from within and across the West Partnership have met with Colleagues from Research Scotland to assist in the evidence collection for this review.

Critical Indicators

INDICATORS	2016-17 BASELINE	2017-18 VALUE	2018-19 VALUE	2019-20 VALUE [1]	2020-21 TARGET
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	71.3	72.4	73.0	**	78
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in numeracy	78.1	79.5	80.3	**	85
% of S3 pupils achieving third level or better in literacy (based on reading, writing and talking and listening)	89.7	90.1	89.6	**	91
% of S3 pupils achieving third level or better in numeracy	90.1	89.7	90.0	**	91
% of S3 pupils achieving fourth level or better in literacy (based on reading, writing and talking and listening)	46.7	48.8	49.7	**	55
% of S3 pupils achieving fourth level or better in numeracy	56.7	57.7	56.5	**	63
% of leavers achieving 1 or more awards at SCQF Level 6 or better	67.3	68.7	69.3	70.4	74
% of leavers achieving 5 or more awards at SCQF Level 6 or better	36.2	37.6	38.3	42.1	35
Percentage of leavers from SIMD Quintile 1 achieving 3 or more passes at SCQF Level 6	N/A	33.2	36.9	38.8	40
Percentage of leavers from SIMD Quintile 5 achieving 3 or more passes at SCQF Level 6	N/A	80.6	80.2	82.8	83
Percentage gap between Quintile 1 and Quintile 5 in leavers achieving 3 or more passes at SCQF Level 6	N/A	47.4	43.3	44.0	43.0
% of leavers achieving SCQF Level 5 or better in literacy	81.9	82.8	82.6	83.1	86
% of leavers achieving SCQF Level 5 or better in numeracy	69.1	70.2	69.2	70.8	76
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	****	****	****	3185	TBC
% of establishments evaluated as good or better for leadership of change	59	63	*	***	75
Primary Exclusion Rates (Rate per 1000 pupils)	9.9	N/A	3.7	N/A	6.5
Secondary Exclusion Rates (Rate per 1000 pupils)	46.8	N/A	23.7	N/A	45
Primary Attendance Rates	94.6	N/A	94.2	N/A	95
Secondary Attendance Rates	90.7	N/A	90.3	N/A	92
Initial School Leaver Destinations (Positive)	93.6	94.4	95.2	93.6	95
Percentage of leavers from SIMD Quintile 1 entering a positive leavers destination	N/A	90.5	93.3	90.7	92
Percentage of leavers from SIMD Quintile 5 entering a positive leavers destination	N/A	98.4	98.1	97.3	98
Percentage gap between Quintile 1 and Quintile 5 in leavers entering a positive leavers destination	N/A	7.9	4.8	6.6	6.0
Percentage of leavers entering Higher or Further Education	69.7	70.1	69.5	73.6	75
% of establishments evaluated as good or better for learning, teaching and assessment	57	66	*	***	75

[1]   2019-20 attainment values cannot be directly compared with previous data because of the alternate assessment model used.

*   Impacted by Covid-19.

**   BGE data not collected.

***   Limited number of inspections completed in 19/20.

****   New indicator from 19/20 onwards.

CRITICAL INDICATORS 2019-20

The West Partnership
Plan on a Page 2021-22

OUR VISION

By building a networked learning system, improve learner experience, attainment and achievement across the West Partnership.

OUR VALUES

EQUITY • EXCELLENCE • EMPOWERMENT

OUR PURPOSE

Provide support to practitioners

Facilitate collaborative working

Learn from each other

OUR PRIORITIES

To develop readiness for learning with learners and families

To build networks

To build capacity in leaders at all levels

To promote practice-based research and innovation

To support innovation in curriculum design and promote high quality approaches to pedagogy

TO ACHIEVE OUR PRIORITIES, WE WILL:

SUPPORT   DEVELOP   FACILITATE   CONNECT   COLLABORATE   EMPOWER

The West Partnership
Delivery Model 2021-22

WELLBEING FOR LEARNING

- Youth Ambassadors
- Supporting Learners with ASN** Families & Communities
- Family Learning
- UNCRC
- *Stand-alone ASN**
- *CLD**

- *Inclusion**
- *HWB (previous workstream group)**
- *PSHE Primary / EY**
- *PSHE Secondary**
- *Home Education**
- *Family & Communities**

LEADERSHIP, EMPOWERMENT & IMPROVEMENT

- Leadership Coaching
- HT Learning Sets
- Leadership Hexagon Coaching
- Leadership Mentoring
- Leadership for Learning
- Thinking About Headship

- VLN-Deputes and Headteachers**
- Improving Our Classrooms-digital and whole school models
- FOCUS
- *Equalities (Teaching in a Diverse Scotland)**

CURRICULUM & LEARNING, TEACHING & ASSESSMENT

- Assessment & Moderation
- EY / Primary Curriculum
- Secondary Curriculum –Sharing the Change**
- Subject Specialist Networks
- West OS
- Pedagogy**

- *Play***
- *Assessment & Moderation**
- *Senior Phase Assessment**
- *Maths**
- *Literacy**
- *Digital Learning & Pedagogy**

*   Items in italics are delivered through facilitated specialist networks as described on **pages 10 & 11.**

**   Programmes will include supported elements of school to school partnership using a collaborative learning network approach.

How to connect with us

🌐 WWW.WESTPARTNERSHIP.CO.UK

🐦 / WP_EDUCATION

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

On: **28 October 2021**

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

Heading: **Education Update – Covid-19**

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1. Summary

1.1   During academic session 2020/21, there was significant disruption to face to face teaching and learning as a consequence of ongoing infection levels of covid-19. As part of the government's approach to reducing the risk of transmission of the covid-19 virus, schools and early years centres were closed for most children and young people between January and February 2021.

1.2   Following the full reopening of schools, significant restrictions remained in place until the summer holiday period. Upon return in August 2021, teaching and learning has taken place in a more normal manner with a number of mitigations remaining in place.

1.3   The purpose of this report is to provide an update for elected members of the steps taken to support all our children, young people and families during the current period of education recovery of schools.

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2. Recommendations

2.1.   The education and children's services policy board is asked to note the content of this report.

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3. Background

3.1.   Following the publication of updated guidance by the Scottish government prior to the start of the new academic session, with a further update on 15 September, all risk assessments have been reviewed and updated as required to reflect required changes.

3.2.   A number of mitigation measures remain in place. These include staff continuing to observe physical distancing, enhanced cleaning being maintained, visitors being restricted and parents and carers being asked to respect physical distancing during pick up and drop off times. In addition, all secondary aged pupils should continue to wear a face covering in school at least until the October break.

3.3 Ventilation remains an important mitigating factor and CO_2 monitors have been purchased for use in schools and early years centres. A risk-based approach to placement of these in line with the HSE guidance is currently being implemented. Devices which have been received have been deployed on a planned basis in order to complete a full survey of all enclosed teaching spaces. Upon conclusion of this full survey, any specific areas where there appears to be a lack of ventilation and appropriate action can then be identified in order to rectify concerns. Following this, the devices will continue to be used across all schools and early years centres in order to continue to ensure adequate ventilation.

3.4 Engagement and awareness raising with staff and secondary aged pupils is continuing to encourage the uptake of regular LFD testing. A recent analysis of uptake by colleagues from Public Health has allowed a more targeted approach to be taken at this time. Further communication and engagement with staff and pupils is currently being planned.

3.5 Previous arrangements for creating smaller groups in schools, commonly known as 'bubbles', are no longer required. However, we will continue to encourage physical distancing, where possible, to further minimise any risk. This means we will avoid bringing children and young people together in large groups. For example, there are currently no large assemblies taking place.

3.6 Children and young people aged 5 to 11 no longer need to wear a face covering whilst on school or public transport. However, young people aged 12 and older still have to wear a face covering, unless they are exempt.

3.7 The national vaccination programme is continuing and now includes everyone aged 12 to 15 years old, in line with the national Joint Committee on Vaccinations and immunisations (JCVI) guidance. These are currently taking place in NHS clinics with invitations being sent to families using the same mechanism as with other groups.

3.8 Significant changes have been made to contact tracing with individuals now being classified as either high or low risk. Where a school or early years centre is notified by parents or Test and Protect of a confirmed case, a copy of the NHS "warn and inform" letter is issued on a targeted and proportionate basis. This provides advice on what to do if they are identified as a low risk close contact or start to develop symptoms themselves. This is only sent on the notification of a first case within a class with subsequent letters only being sent after an intervening period of time.

3.9 If someone is identified by NHS Test and Protect as being a close contact the following rules now apply:

- Children aged 5 to 18 do not have to self-isolate, as long as they remain asymptomatic and have a negative result from a PCR test.
- Children under the age of 5 do not have to self-isolate so long as they remain asymptomatic but there is no requirement for them to have a negative result from a PCR test.
- Adults who are double vaccinated and have a negative result from a PCR test no longer have to self-isolate if they are a contact of a positive case.

3.10 Children's services is continuing to monitor staff and pupil absence on a school by school basis. The table below shows the trend of attendance since the start of the current academic session. It should be noted that this data is dependent on absence reporting by parents to their child's school. As a consequence, there may be a time lag in ensuring the data is as up to date and ensuring it is as accurate as possible.

Stage	Absence category	Absence (%)							
		WB 16 Aug	WB 23 Aug	WB 30 Aug	WB 6 Sep	WB 13 Sep	WB 20 Sep	WB 27 Sep	WB 4 Oct
Primary	Sick	0.2	1.3	2.3	2.4	1.8	1.2	0.8	0.7
	Isolating	0.5	2.3	4.0	3.4	2.3	1.8	1.2	0.9
	All covid-related	0.8	3.7	6.3	5.8	4.1	3.0	2.0	1.6
Secondary	Sick	0.4	1.6	3.3	3.7	2.7	1.8	1.2	0.9
	Isolating	0.7	2.2	4.5	3.6	2.2	1.7	1.0	0.8
	All covid-related	1.1	3.8	7.8	7.3	4.9	3.5	2.2	1.7
Special	Sick	0.0	0.0	0.1	0.4	0.7	1.3	0.6	0.2
	Isolating	0.2	0.8	0.3	1.5	3.0	0.8	0.8	0.3
	All covid-related	0.2	0.8	0.4	1.9	3.6	2.1	1.4	0.5

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Implications of this report

1. **Financial Implications**
   None.

2. **HR and Organisational Development Implications**
   None.

3. **Community Plan/Council Plan Implications**
   None.

4. **Legal Implications**
   None.

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

6. **Information Technology Implications**
   None.

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

8. **Health and Safety Implications**
   None.

9.   Procurement Implications
        None.

10.   Risk Implications
        None.

11.   Privacy Impact
        None.

12.   Cosla Policy Position
        None.

13.   Climate Risk
        None

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List of Background Papers
None.

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Children's Services
GM/KO/LG
11 October 2021

Author: Gordon McKinlay, Head of Schools

Renfrewshire Council

To:	**Education and Children's Services Policy Board**
On:	**28 October 2021**

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

Heading:	**SQA Alternative Certification Model**

1. Summary

1.1. The Alternative Certification Model (ACM) was originally developed for National 5 courses, in response to the Deputy First Minister's announcement on 7 October 2020 of the cancellation of National 5 exams. Following the cancellation of Higher and Advanced Higher exams on 8 December, the Scottish Government expanded the ACM to cover Higher and Advanced Higher, as well as National 5.

1.2. On publication of the Alternative Certification Model on 16 February 2021, Renfrewshire Council developed clear and robust guidance which outlined specific actions at each stage of the process.

1.3. Our focus was on ensuring that young people got the results that they deserved through inter-authority quality assurance processes which ensured grades were subject to rigorous checks.

1.4. Our delivery model ensured school autonomy to design their approach to assessment based on courses and programmes experienced by their young people while ensuring there was a robust overarching framework that supported a rigorous approach to quality assurance at all levels.

1.5. Overall, levels of attainment in 2021 were broadly similar to 2020; however, they remained above previous years where an exam diet took place.

2. Recommendations

2.1. Elected members are asked to:

- endorse the achievements of our young people this session, noting the particular challenges posed by the changes to education and certification arising from the pandemic; and

- recognise the hard work and dedication of school staff in the implementation of the ACM.

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3.   Background

3.1.   Members will recall that on 7 October 2020, the Scottish Government announced that the planned diet of SQA National 5 examinations for session 2020-21 would be cancelled. This was followed by a second announcement on 9 December 2020 that the planned diet of SQA Higher and Advanced Higher examinations for session 2020-21 were also to be cancelled.

3.2.   On 16 February 2021 the National Qualification 2021 Group published the revised alternative certificate model (ACM) for National 5, Higher and Advanced Higher.

3.3.   The key difference from the traditional certification model was that schools were asked to take the lead on determining provisional grades based on assessment evidence. This had never happened before.

3.4.   The SQA stated that a provisional grade should be 'a holistic review of a candidate's performance as indicated by assessment evidence'; unlike the 2020 estimate it should be an evidence-based prediction of final attainment and does not include an inferred element. SQA provided guidance in relation to this.

3.5.   Provisional results, determined by demonstrated attainment, were shared by schools with all pupils in advance of submission to the SQA on the 25 June. Unlike the previous year, no changes were made by the SQA to provisional grades submitted by schools. Only clerical checks were carried out before final grades were shared with young people across Scotland on 3 August.

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4.   Implementation of Alternative Certification Model

4.1.   Our focus was to ensure that pupils got the results that they deserved through a robust inter-authority quality assurance process which ensured that grades were subject to rigorous checks.

4.2.   The Central Education Team worked closely with all schools to ensure that we were providing all necessary support and challenge. This included:

- Frequent secondary HT meetings that have taken place with the Director and Heads of Service providing HTs with the opportunity to share ideas, ask questions and develop their thinking around the ACM.

- Local guidance, based on SQA guidance, was developed with senior school staff. It set out a process for the creation and validation of assessment and how schools should undertake moderation to ensure a shared understanding of standards and expectations. The policy guidance was also peer reviewed by another Local Authority.

- Ongoing data analysis support was provided by our data management team.

- Moderation teams for every subject were created to provide external moderation as required. These teams were accessed at the request of schools or in response to analysis by the central education team or SQA feedback.

- Monthly meetings with subject leaders were facilitated by Education Managers with agendas agreed in advance.

- Regular meetings of SQA coordinators including weekly drop-in sessions with the SQA's specifically allocated liaison manager.

4.3. In addition, PTs worked together to implement the ACM. Sub-groups were set up through subject networks, with schools working in pairs or trios to validate assessments and moderate candidate evidence. Subject leads also carried out validation of assessments.

4.4. The ACM delivery model in Renfrewshire was recognised by HMIe as being a highly organised, systematic and well-planned approach to assure the quality of learning, teaching, assessment, monitoring and tracking, moderation and verification in all schools.

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5. Attainment Summary

5.1 Initial analysis of attainment data shows that Renfrewshire's young people have performed well at all qualification levels.

5.2 Despite a challenging year, high presentation rates were maintained. In some subject areas presentation rates were higher than in previous years.

Graph 1: Average Presentation Rate by Stage and SCQF Level

Average Presentations Per Pupil by Stage and SCQF Level

	S4 SCQF 5	S5 SCQF 6	S6 SCQF 7
2017	4.6	2.5	0.5
2018	4.7	2.6	0.5
2019	4.8	2.7	0.6
2020	4.7	2.7	0.5
2021	4.8	2.8	0.6
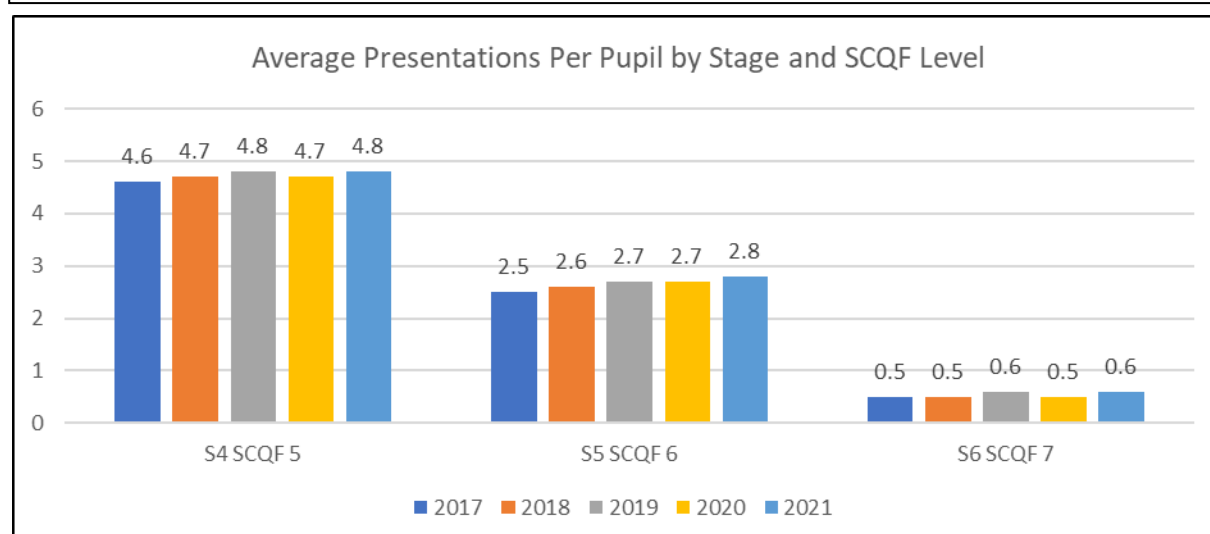
5.3   Pass rates remained high across all stages.

Graph 2: Pass Rate by Stage and SCQF Level

Pass Rate by Stage and Level
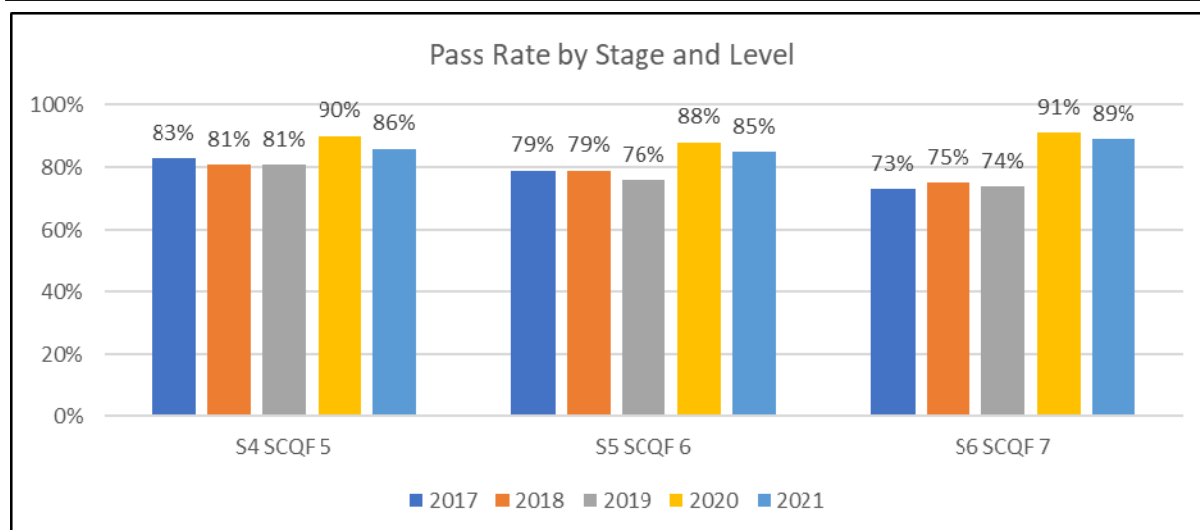
5.4   Attainment trends in Renfrewshire are similar to the national picture, although a full analysis for all local authorities will not be available until the release of Insight (National Senior Phase benchmarking tool).

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6.   Conclusion and next steps

6.1.   The Scottish Government announced on August 18 that SQA examinations would go ahead in 2022 if safe to do so.

6.2.   Due to the disruption caused by the pandemic, for most National 5, Higher and Advanced Higher courses, the modifications to course content that was introduced by SQA last year will remain in place for session 2021-22 across all schools in Scotland.

6.3.   These modifications will help to make the assessment process more manageable and will include modified question papers for SQA exams.

6.4.   We will continue to work closely with all schools to ensure that all pupils are given the best possible support to achieve success.

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Implications of this report

1.   Financial
None

2.   HR and Organisational Development
None.

3   Community/Council Planning

Our Renfrewshire is fair -

Tackling inequality, ensuring opportunities for all -

Working together to improve outcomes -

4.   Legal
None.

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 because for example it is for noting only.   If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8.   Health and Safety
None.

9.   Procurement
None.

10.   Risk
None.

11.   Privacy Impact
None.

12.   Cosla Policy Position
None.

13.   Climate Risk
None.

List of Background Papers
None

To:	**Education and Children's Services Policy Board**
On:	**28 October 2021**
Report by:	**Director of Children's Services**
Heading:	**Early Learning and Childcare Entitlement - 1140 Expansion Update**

1. Summary

1.1 The Scottish Government set a transformational agenda for early learning and childcare (ELC) by 2020. The vision was to increase the entitlement to free ELC from 600 hours to 1140 hours per year by August 2020 for all children aged 3 and 4 year and eligible 2 year olds.

1.2 Due to the COVID-19 pandemic the statutory duty to deliver 1140 hours of ELC by August 2020 was removed by the Scottish Government in March 2020. The Scottish Government placed a new Order in March 2021 making 1140 hours of ELC effective from 1 August 2021.

1.3 Renfrewshire Council's ELC expansion plan was first approved by the Education and Children's Services Policy Board on 15 March 2018. The expansion of 1140 hours has been phased in Renfrewshire in the lead up to school session 2020. During school session 2020/21 1140 hours of ELC was implemented where possible, with 94% of children receiving the increased hours.

1.4 This report provides a final update on the 1140 expansion in Renfrewshire in relation to implementation, workforce and the infrastructure programme.

2. Recommendations

(i) The Education and Children's Services Policy Board is asked to note the hugely successful implementation of the 1140 expansion in Renfrewshire, as outlined in section 4 of the report.

3. Background

3.1 Prior to the 1 August 2021 children aged 3 and 4 years and eligible 2 year olds were entitled to 600 hours of funded ELC per annum. A new Order issued by the Scottish Government in March 2021, via The Children and Young People (Scotland) Act 2014 (Modification) Order 2021, amended the entitlement from 600 hours to 1140 hours, effective from 1 August 2021.

3.2 The 1140 expansion programme has transformative potential to raise the attainment of all children with a focus on giving children the best start in life and in narrowing the poverty related attainment gap. The expansion of ELC is underpinned by the following four key principles - quality, accessibility, flexibility and affordability. These 4 key principles are fully reflected in Renfrewshire Council's 1140 expansion plan.

3.3 The Council's ELC expansion plan was first approved by the Education and Children's Services Policy Board on 15 March 2018. Further papers updating on the phasing of the expansion were presented to the same Policy Board in August 2018, January and October 2019, March and 29 October 2020.

3.4 The planned infrastructure developments to support the expansion included 16 refurbishments, 6 extensions and 4 new builds. Prior to the Covid-19 pandemic 9 of these projects were completed. The impact of the pandemic on the delivery of the infrastructure programme was reported to the Policy Board meeting on 29 October 2020, when members were advised that 11 projects were complete and 15 were outstanding.

3.5 Early learning and childcare places continue to be offered via a mix of Council and Funded Provider settings, including childminders, with 69% being delivered within Council establishments and 31% in Funded Provider services.

3.6 Members will recall that the Council's expansion offers parents a range of options for accessing their child's free ELC entitlement across each geographical area. In each area parents will be able to choose from a range of providers and options, including term time and 52 weeks per year, full day and part-time places.

3.7 ELC places are allocated in line with the Council's Early Years Admissions Policy to ensure fairness and consistency in the allocation process. The majority of parents usually apply for an ELC place within the area they reside in. Parental preference of establishment is considered by panel members during the allocation process.

3.8 Members should be aware that not all families may choose to take up the full 1140 hours of ELC. Some parents may also choose to have a blended placement for their child, this is where a child is receiving the entitlement across more than one setting.

3.9 Renfrewshire Council continues to be committed to ensuring high quality early learning provision across Renfrewshire. A range of training and development opportunities has continued to be provided to support the development of new and existing staff (practitioners and leaders) in Council and Funded Provider settings.

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4   Progress in Implementing Renfrewshire Council's 1140 Expansion Plan

4.1   Implementation

4.1.1   During the last school session (2020/21) Renfrewshire Council successfully delivered 1140 hours of ELC to 94% (3,403) of children aged 3 to 5 years and 99% (244) of eligible 2 year old receiving 1140 hours. The remaining children received at least 600 hours, the statutory entitlement at that time.

4.1.2   From the start of this school session, all eligible children in Renfrewshire, whose parents choose to have this, have been allocated with 1140 hours of ELC in line with legislation. To date, the Council has offered ELC places to 3598 children aged 3 to 5 years and 200 eligible 2 year olds. It is expected that the numbers of children will increase as further applications are made throughout the school session.

4.2   Workforce

4.2.1   The Council successfully achieved the required workforce to support the ELC expansion, with 297 new positions created across the Council's ELC classes and centres, this included management and practitioner posts. The ongoing recruitment programme, voluntary contractual changes and 'grow our own' workforce plan enabled the Council to achieve the staff and leaders to support the expansion.

4.2.2   The successful delivery of Children's Services 'grow your own' plan helped to facilitate the required growth in the workforce to support the expansion. This included the training of Modern Apprentices (MA) and Early Learning Support Workers (ELSW) to support the recruitment of ELSWs and ELCOs. The Service's comprehensive leadership training programme was successful in helping to 'grow our own' leaders, with a number of internal management appointments made to posts such as Senior ELCOs, Head and Depute Heads of Centres and Early Years Graduates positions.

4.2.3   Children's Services continues to provide a range of high quality professional learning opportunities for practitioners and leaders in the Council, Funded Provider establishments and Childminders to support the Council's commitment to ensuring high quality ELC provision across Renfrewshire. A comprehensive programme of remote and online learning opportunities was provided last session and is planned for this session, including:

- a range of professional learning seminars and courses, including certificated courses, learning sets, leadership induction and courses for existing and new Heads, Deputes and senior staff; and
- funded support for leaders and practitioners to access certificated training such as degree and entry qualifications to enable them to meet Scottish Social Services Council (SSSC) registration requirements.

4.2.4   Children's Services Quality Improvement Framework and programme of support continues to be provided to Council and Funded Provider settings to support them to ensure and maintain quality provision.

4.3 Infrastructure

4.3.1 In October 2020 the Education and Children's Services Policy Board was provided with an update on the early years infrastructure expansion programme, which reflected the impact of Covid-19 on the delivery of the programme. At that time the infrastructure programme status of the 26 projects was as follows:

- 11 projects were complete;
- 7 projects were on track for completion by December 2020;
- 5 projects were projected for completion by April 2021; and
- 3 projects were projected for completion by August 2021.

4.3.2 While the challenges facing the project have been considerable, by October 2021 the profile of the infrastructure expansion programme has progressed very well and the status of the 26 projects is as follows:

- 24 are now complete (including the 4 new builds);
- 1 major refurbishment (St Catherine's) 'go live' date has been rescheduled to end of February 2022; and
- 1 dining extension (no impact on 1140 delivery) at St Anne's has been rescheduled for completion by end of February 2022.

4.3.3 As indicated above the delivery of individual projects has not been without its challenges, however the project team has received very positive feedback from Heads of ELC Classes and Centres reporting high levels of satisfaction in almost all settings. Where snagging matters have been identified swift action has been taken to remediate any issues with minimal impact on service users.

4.3.4 Rescheduling of the 'go live' at St Catherine's is a direct result of availability of resources (workforce and materials) and every effort has been made to ensure continuity for those children temporarily relocated to Gallowhill Community Centre.

4.3.5 Similarly, rescheduling at St Anne's is also related to the impact of the pandemic, however there has been no requirement to relocate children to alternative locations.

4.3.6 While facilities may not be complete at 2 locations, all entitled children will have access to 1140 hours.

Implications of this report

1. Financial
Renfrewshire Council's delivery of the expansion plan will require to be in line within the Government funding.

2. HR and Organisational Development
As outlined in the report presented to the education and children's services policy board in August 2018.

3.   **Community/Council Planning**

Our Renfrewshire is thriving   -   Ensuring the best start in life for children and young people.

Our Renfrewshire is well   -   Early intervention will lead to healthier outcomes for children and young people.

Our Renfrewshire is safe   -   Local services will benefit children, young people and members of the community.

Building strong, safe and resilient communities   -   The quality of community life is enhanced by supporting parents, children and young people.

| Tackling inequality, ensuring opportunities for all | - | Effective governance arrangements ensure that the organisations receiving funding comply with legislative requirements. |
| Creating a sustainable Renfrewshire for all to enjoy | - | Support to families and flexible childcare placements will support parents into and sustain employment, training or enter education. |

4.   Legal
The Council will require to comply with any change to support for early learning and childcare in the Children and Young People (Scotland) Act 2014, amended Act 2019

5.   Property/Assets
The development of individual infrastructure projects is informed, as appropriate, by officers from children's services; finance and resources; communities, housing and planning services; and environment and infrastructure services.

6.   Information Technology
Information and technology will be required to be set up for new services.

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.

8.   Health and Safety
It is integral to the Council's aim of securing the health and wellbeing of employees and those affected by its undertakings and without this continued effective focus, there is a risk that will adversely impact on the Council both financially and in terms of service delivery.

9.   Procurement
The current Framework for ELC Places with funded providers runs out at the end of this school session therefore a further procurement process will we be undertaken during this session for session 2021 onwards. The new Framework arrangements will reflect the Scottish Government procurement guidance for engaging independent providers or third sector in delivering early learning and childcare.

10.   Risk
The infrastructure timeline could be subject to change as a result of unknown covid implications.

There is a risk around independent and third sector sustainability due to the impact of Covid-19. Also, in relation to the retention of their workforce; implications of paying the living wage; issues around the sustainable rate for an ELC; and the impact the increased hours of ELC has on the non-funded

hours part of their businesses. These concerns have been raised across Scotland, as well as in Renfrewshire.

11.   **Privacy Impact**
       Personal information will only be held as required to deliver the service. This will be done in accordance with data protection legislation.

12.   **COSLA Policy Position**
       COSLA has been involved in the negotiations with the Scottish Government regarding the expansion of 1140 hours of early learning and childcare. The Renfrewshire plan reflects the COSLA position.

13.   **Climate Risk**
       None

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List of Background Papers

(a) Early Learning and Childcare Entitlement Expansion Plan, Education and Children's Services Policy Board, 24 August 2017.
(b) A blueprint of 2020: the expansion of early learning and childcare in Scotland – early learning and childcare service model for 2020 consultation paper, The Scottish Government 2018.
(c) Early Learning and Childcare Entitlement – 1140 Expansion Plan, Education and Children's Services Policy Board, 15/03/18
(d) Early Learning and Childcare Entitlement – 1140 Expansion Plan, Education and Children's Services Policy Board, 23/08/18
(e) Early Learning and Childcare Entitlement – 1140 Expansion Plan, Education and Children's Services Policy Board, 17/01/19
(f) Early Learning and Childcare Entitlement - 1140 Expansion Phasing Update, Education and Children's Services Policy Board, 31/10/19
(g) Early Learning and Childcare Entitlement - 1140 Expansion Phasing Update, Education and Children's Services Policy Board, 12/3/20
(h) Early Learning and Childcare Entitlement - 1140 Expansion Phasing Update, Education and Children's Services Policy Board, 29/10/20

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting.

The contact officer within the service is Kathleen McDonagh, Education Manager, 0141 618 7196, Kathleen.mcdonagh@renfrewshire.gov.uk

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KMcD/JC/SQ/LG
14/09/2021

Authors: Kathleen McDonagh, Education Manager, 0141 618 7196, kathleen.mcdonagh@renfrewshire.gov.uk, Ian Thomson, Education Manager, 0141 6187241, Ian.thomson@renfreshire.gov.uk

Renfrewshire
Council

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

On: **28 October 2021**

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

Heading: **Amendment to School Holiday Arrangements School Session 2021/2022**

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1.   Summary

1.1   The Education and Children's Services Policy Board is asked to approve the amendment to the pattern of school holiday arrangements for the school session 2021/2022. This follows the announcement by both the UK and Scottish Governments that an additional public holiday will be granted in 2022 to create a four-day weekend to celebrate the Queen's Platinum Jubilee, in the first weekend of June 2022.

1.2   The amended school holiday options for session 2021/2021 are attached at Appendix 1 to this report.

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2.   Recommendations

2.1.   Members of the Education and Children's Services Policy Board are asked to authorise the director of children's services to amend the school holiday arrangements for academic year 2021/2022 in line with appendix 1 to this report.

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3.   Background

3.1.   A Royal Proclamation was issued by HM the Queen announcing that the late Spring bank holiday on Monday, 30 May 2022 would move to Thursday, 2 June 2022 and an additional bank holiday had been granted on Friday, 3 June 2022. These changes would facilitate celebrations to mark HM the Queen's 70th anniversary as monarch, her Platinum Jubilee.

3.2.   It is proposed that the school holidays for School Session 2021/2022 are amended to reflect these changes, that an additional holiday on Friday, 3 June 2022 be approved, and the public holiday on Monday 30 May 2022 be moved to Thursday, 2 June 2022. The Scottish Government has adopted this approach and it also reflects the arrangements that were put in place to celebrate the Diamond Jubilee in 2012.

3.3. The appendix to this report reflects these changes and details the holidays as Thursday 2 June 2022 and Friday 3 June 2022.

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Implications of this report

1.   Financial Implications
None.

2.   HR and Organisational Development Implications
None.

3.   Community Plan/Council Plan Implications
None.

4.   Legal Implications
None.

5.   Property/Assets Implications
None.

6.   Information Technology Implications
None.

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

8.   Health and Safety Implications
None.

9.   Procurement Implications
None.

10.   Risk Implications
None.

11.   Privacy Impact
None.

12.   Cosla Policy Position
None.

13.   Climate Risk
None

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List of Background Papers

(a)   Background Paper 1: Agreed School Holiday Arrangements – 2021/2022

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is (Laura Baillie, Resources Support Manager, 07970876292 laura.baillie@renfrewshire.gov.uk)

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Children's Services
GM/LB
1 September 2021

Author: Laura Baillie, Resources Support Manager, 07970876292
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Renfrewshire Council			Appendix 1	
			2 in-service days on return in August	
			1 Day St Andrews Day	
	Approved School Holiday Arrangements		Finish Wednesday 22 December 2021	
			2 Day February Break	
			change to May day for Platimum Jubilee	
	School Session 2021/2022		Finish Tuesday 28 June 2022	
			Includes Scottish Local Government Elections (IS)	
	Amendment for Queen's Platinum Jubilee		**In-Service Days After Holidays**	
	Option C			

Term	Break		Dates of Attendance	
First		In-Service Day - Closed for Pupils Only	Thursday 12 August 2021 (IS)	
		In-Service Day - Closed for Pupils Only	Friday 13 August 2021 (IS)	
		Schools Re-Open	Monday 16 August 2021	
	Local Holiday/Closed	Schools Closed	Friday 24 September 2021	
		Schools Closed	Monday 27 September 2021	
		Schools Re-Open	Tuesday 28 September 2021	
	Mid Term	Schools Closed	Monday 11 October 2021	
		Schools Closed	Tuesday 12 October 2021	
		Schools Closed	Wednesday 13 October 2021	
		Schools Closed	Thursday 14 October 2021	
		Schools Closed	Friday 15 October 2021	
		In-Service Day - Closed for Pupils Only	Monday 18 October 2021 (IS)	
		Schools Re-open	Tuesday 19 October 2021	
	St Andrew's Day	Schools Closed	Tuesday 30 November 2021	
		Schools Re-open	Wednesday 1 December 2021	
	Christmas	Schools Closed	Thursday 23 December 2021	
		Schools Closed	Friday 24 December 2021	
		Schools Closed	Monday 27 December 2021	
		Schools Closed	Tuesday 28 December 2021	
		Schools Closed	Wednesday 29 December 2021	
		Schools Closed	Thursday 30 December 2021	
Second		Schools Closed	Friday 31 December 2021	
		Schools Closed	Monday 3 January 2022	
		Schools Closed	Tuesday 4 January 2022	
		Schools Closed	Wednesday 5 January 2022	
		Schools Re-Open	Thursday 6 January 2022	
		Schools Closed	Monday 14 February 2022	
	Mid-Term	Schools Closed	Tuesday 15 February 2022	
		In-Service Day - Closed for Pupils Only	Wednesday 16 February 2022 (IS)	
		Schools Re-Open	Thursday 17 February 2022	
	Spring	Schools Closed	Monday 4 April 2022	
		Schools Closed	Tuesday 5 April 2022	
		Schools Closed	Wednesday 6 April 2022	
		Schools Closed	Thursday 7 April 2022	
		Schools Closed	Friday 8 April 2022	
		Schools Closed	Monday 11 April 2022	
		Schools Closed	Tuesday 12 April 2022	
		Schools Closed	Wednesday 13 April 2022	
		Schools Closed	Thursday 14 April 2022	
		Schools Closed	Friday 15 April 2022	
		Schools Closed	Monday 18 April 2022	
		Schools Re-Open	Tuesday 19 April 2022	
Third	May Day	Schools Closed	Monday 2 May 2022	
		In-Service Day - Closed for Pupils Only	Thursday 5 May 2022 (IS)	
		Schools Re-Open	Friday 6 May 2022	
		Schools Closed	Friday 27 May 2022	
		Schools Re-Open	Monday 30 May 2022	
	Local Holiday/Closed	Schools Closed	Thursday 2 June 2022	
		Schools Closed	Friday 3 June 2022	
		Schools Re-Open	Monday 6 June 2022	
	End of session	Schools Closed	Wednesday 29 June 2022	
Teachers Return -	**Friday 12 August 2022**			
(IS) - In-Service Day				
In-Service Days	**(Only Staff Attend on these days - No Pupils)**			
	Thursday	12/08/21		
	Friday	13/08/21		
	Monday	18/10/21		
	Wednesday	16/02/22		
	Thursday	05/05/22		

Renfrewshire Council

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

On: **28 October 2021**

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

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Heading: **School Holiday Arrangements School Session 2022/2023 - Amendment**

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1. Summary

1.1. The Education and Children's Services Policy Board is asked to determine an amendment to the pattern of school holiday arrangements for the school session beginning August 2022.

1.2. At the time of consultation on proposals, neighbouring authority information had not been publicised. Unfortunately Renfrewshire's approved school holidays for school sessions 2022/2023, does not align with neighbouring authorities which have now been published.

1.3. In order to realign the dates with those of neighbouring councils; members of the Education and Children's Services Policy Board are asked to approve the following change:

- October holidays for school session 2022/23 change from week commencing 10 October 2022 with in-service day 17 October 2022, to holidays commencing 17 October 2022, in-service day Monday 24 October 2022; and

- End of May holidays change from Monday 29 May 2023, Tuesday 30 May 2023, in-service day Wednesday 31 May 2023 to holiday Friday 26 May 2023, Monday 29 May 2023, in-service day Tuesday 30 May 2023.

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2. Recommendations

2.1. Members of the Education and Children's Services Policy Board are asked to authorise the director of children's services to amend the school holiday arrangements for academic year 2022/2023 in line with appendix 1 to this report.

2.2. Agree that future school holiday dates will not be consulted upon until neighbouring local authorities confirm their arrangements.

3. Background

3.1. Each year the Education and Children's Services Policy Board is asked to determine a framework for school holiday arrangements for the session beginning in August of the following year.

3.2. The recommended arrangements attached are the best match possible to those being considered by neighbouring councils given the varying fair holiday arrangements.

3.3. The proposed patterns meet, where possible, the majority of the desirable features which are:

- aligning the dates of major holidays with those of neighbouring councils;

- providing a two week break at Christmas, including Christmas eve;

- providing a mid-term break in February; and

- providing a two week school holiday in spring.

Implications of this report

1. **Financial Implications**
   None.

2. **HR and Organisational Development Implications**
   None.

3. **Community Plan/Council Plan Implications**
   None.

4. **Legal Implications**
   None.

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

6. **Information Technology Implications**
   None.

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

8.   Health and Safety Implications
    None.

9.   Procurement Implications
    None.

10.   Risk Implications
    None.

11.   Privacy Impact
    None.

12.   Cosla Policy Position
    None.

13.   Climate Risk
    None

List of Background Papers

(a)   Background Paper 1: Approved School Holiday Arrangements – 2022/2023

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is (Laura Baillie, Resources Support Manager, 07970876292 laura.baillie@renfrewshire.gov.uk)

Children's Services
GM/LB
30 September 2021
Author: Laura Baillie, Resources Support Manager, 07970876292
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		Renfrewshire Council	
			2 in-service days on return in August
			1 Day St Andrews Day
		Proposed School Holiday Arrangements	**Finish Wednesday 21 December 2022**
			2 Day February Break
			1 Day Start of May
			2 day End of May
		School Session 2022/2023 - Amendment October Week / End of May Break	**Finish Tuesday 27 June 2023**
			In-Service Days After Holidays with exception of August
		Option B	
Term	**Break**		**Dates of Attendance**
First		In-Service Day - Closed for Pupils Only	Friday 12 August 2022 (IS)
		In-Service Day - Closed for Pupils Only	Monday 15 August 2022 (IS)
		Schools Re-Open	Tuesday 16 August 2022
	Local Holiday/Closed	Schools Closed	Friday 23 September 2022
		Schools Closed	Monday 26 September 2022
		Schools Re-Open	Tuesday 27 September 2022
	Mid Term	Schools Closed	Monday 17 October 2022
		Schools Closed	Tuesday 18 October 2022
		Schools Closed	Wednesday 19 October 2022
		Schools Closed	Thursday 20 October 2022
		Schools Closed	Friday 21 October 2022
		In-Service Day - Closed for Pupils Only	Monday 24 October 2022 (IS)
		Schools Re-Open	Tuesday 25 October 2022
	St Andrew's Day	Schools Closed	Wednesday 30 November 2022
		Schools Re-open	Thursday 1 December 2022
	Christmas	Schools Closed	Thursday 22 December 2022
		Schools Closed	Friday 23 December 2022
		Schools Closed	Monday 26 December 2022
		Schools Closed	Tuesday 27 December 2022
		Schools Closed	Wednesday 28 December 2022
		Schools Closed	Thursday 29 December 2022
Second		Schools Closed	Friday 30 December 2022
		Schools Closed	Monday 2 January 2023
		Schools Closed	Tuesday 3 January 2023
		Schools Closed	Wednesday 4 January 2023
		Schools Re-Open	Thursday 5 January 2023
	Mid-Term	Schools Closed	Monday 13 February 2023
		Schools Closed	Tuesday 14 February 2023
		In-Service Day - Closed for Pupils Only	Wednesday 15 February 2023 (IS)
		Schools Re-Open	Thursday 16 February 2023
	Spring	Schools Closed	Monday 3 April 2023
		Schools Closed	Tuesday 4 April 2023
		Schools Closed	Wednesday 5 April 2023
		Schools Closed	Thursday 6 April 2023
		Schools Closed	Friday 7 April 2023
		Schools Closed	Monday 10 April 2023
		Schools Closed	Tuesday 11 April 2023
		Schools Closed	Wednesday 12 April 2023
		Schools Closed	Thursday 13 April 2023
		Schools Closed	Friday 14 April 2023
		Schools Re-Open	Monday 17 April 2023
Third	May Day	Schools Closed	Monday 1 May 2023
		Schools Re-Open	Tuesday 2 May 2023
	Local Holiday/Closed	Schools Closed	Friday 26 May 2023
		Schools Closed	Monday 29 May 2023
		In-Service Day - Closed for Pupils Only	Tuesday 30 May 2023 (IS)
		Schools Re-Open	Wednesday 31 May 2023
	End of session	Schools Closed	Wednesday 28 June 2023
Teachers Return -	**Monday 14 August 2023**		
(IS) - In-Service Day			
In-Service Days	**(Only Staff Attend on these days - No Pupils)**		
	Friday	**12/08/22**	
	Monday	**15/08/22**	
	Monday	**24/10/22**	
	Wednesday	**15/02/23**	
	Tuesday	**30/05/23**	

Renfrewshire Council

To:	**Education and Children's Services Policy Board**
On:	**28 October 2021**
Report by:	**Director of Children's Services**
Heading:	**Children's Social Work – COVID-19 Recovery Status Report**

1.   Summary

1.1   This report provides elected members with information on the current delivery of children's social work services as we implement a plan to continue the recovery from the impact of COVID-19 and continue to deliver social work services as we go forward. The report highlights how services adapted to ensure delivery over the past 19 months.

1.2   Throughout the current pandemic, the majority of children's social work services continued to operate within the restrictions put in place by the Scottish Government in terms of physical distancing and working from home. The children's houses and the supported accommodation for throughcare continued to provide safe care for the children and young people who live in them. Social workers operated from home for a period, however, undertook visits to the children and families who were identified as most in need of support. Staff used a range of tools to remain in contact with children and families including the use of video calls, telephone calls and in-person contact.

1.3   The locality teams were able to resume access to offices in July 2020 and have continued to operate a model where staff worked from home but have increased access to social work offices. Since July 2020, the locality services were able to adapt from online meetings to hybrid meetings where families could attend in person and be supported by their social worker. Other professionals attended these meetings on a virtual basis.

1.4   As staff were able to access office accommodation, it was possible to increase the number and range of supervised family contact time. This activity in now back at pre-pandemic levels and no concerns are being reported.

1.5   Other community-based services were also required to operate from home throughout the pandemic. Like the locality teams these services used the same range of tools utilised by the locality teams to remain in contact with those who required support. There continue to be challenges in accessing the full range of

office accommodation for some services and the service continues to mitigate risk in these areas.

1.6   As other areas of the community remove the restrictions put in place during the pandemic, children's social work services are adapting to meet the demands and needs of children and families. The areas where external activity has increased and is returning to pre-pandemic levels are in relation to children's hearings and referrals to social work from schools and health services.

1.7   Overall, during the past 19 months social work has continued to deliver the statutory service. The service will continue to prioritise the support to those most in need as it continues to manage the response to the pandemic. A focus will be on increasing the Whole Systems Team, the alcohol and drug support team and the Women and Children First Service to increase their access to buildings.

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2.   Recommendations

2.1   The Education and Children's Services Policy Board is asked to note:
[a] the work undertaken by children's social work throughout the past 19 months and the current state of operations;
[b] that social work activities in children's services operated for most of the past 19 months with minimal disruption; and
[c] that the priority as recovery continues is to support additional capacity in buildings for the Whole Systems Team, the alcohol and drugs support team and Women and Children First Service.

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3.   Background

3.1   Renfrewshire Council operates a locality-based model for mainstream Children & Families Social Work, with four teams based across the three largest towns in the area. Specialist teams provide focused support in the areas of Fostering and Adoption, Kinship Care, Residential Services, Pre and Post Birth Team Throughcare, Unaccompanied Asylum-Seeking Children, Children with Disabilities, and the Whole Systems Team who support children and young people involved in the justice system.

3.2   There was a fear that the pandemic and the consequent restrictions would impact significantly on social work services through a reduction in children being referred (because they were no longer visible to universal services); an increase in domestic violence and greater risk because women were less able to leave an abusive household; and the longer-term impacts of prolonged stress arising from lockdowns, job losses and ill health.

3.3   As a frontline protective service, Social Work staff continued to operate throughout the national lockdowns and the different phases of restrictions. Whilst offices were initially closed, staff moved quickly to reopen an office as a base to support the work of the service. During times when public health advice was constantly changing, staff continually adapted their approach to ensure that children and young people remained safe and supported.

3.4 Teams quickly found creative solutions to the challenges of carrying out statutory duties in a world of restrictions. Families were supported to contribute to meetings virtually and where they did not have the technology to allow this, social work staff would go to their homes and provide the technology so that their voice could be heard in relation to decisions about their children. Other staff met with children and young people outdoors to minimise the risk of infection whilst still ensuring that the child or young person had the opportunity to speak with their worker alone. Our Women and Children First service, which works with women and children experiencing gender-based violence, ensured that service users had their own mobile phones and arranged meetings away from the family home.

3.5 Family contact visits did stop for several months during the first national lockdown and this had a considerable impact on children, young people and their families. Our foster carers helped fill that gap, arranging video calls and text messages between children and families in order to maintain that connection whilst face to face meetings were not allowed. Showing their usual high levels of care and compassion, foster carers ensured that children could see their birth families when restrictions allowed. When contact was able to restart, staff organised outdoor activities so that families could safely meet wherever possible.

3.6 Our staff remained a constant in the lives of children and young people who needed support and protection during times when many other services had to withdraw either because of national policy, a need to redirect staff to other services or concerns over the risk to staff during some phases of the pandemic. Social work staff continued to make home visits to ensure those most in need of supports and services were safe.

3.7 The dedication and commitment of residential staff during the pandemic cannot be overstated. Staff rearranged working patterns in order to maintain a loving and safe home for the young people in our children's houses. Social distancing concerns became less important than providing a hug for someone who needed that extra bit of care. The ethos of the service has been summed up by a senior manager thus: "The world changed outside but not inside for our young people." Children's houses in Renfrewshire remained a family home for our young people.

3.8 Our Throughcare Team supporting young people at Charleston Square and in our satellite flats changed how they engaged with young people to reflect the additional isolation and vulnerability that lockdown brought. Individual and small group support moved outdoors and provided an opportunity for new skills to be developed, including learning to cook on the barbecue, working in the garden, exercise classes and drumming workshops. One of the cooks from our residential team provided home cooked food as well as teaching sessions, recipe cards and ingredients so that our young people had access to fresh food and were able to further develop their skills.

3.9 One of the challenges during the period, and one that remains to some extent, was the closure of other services, particularly the courts and Children's Hearings. These closures had a knock-on effect across Children & Families. The timescales for Children's Hearings doubled, which impacted on decision-making and on the implementation of Child's Plans. The closure of courts created delays in adoption processes. Perpetrators of gender-based violence were no longer remanded in custody, creating an additional risk for women and children who had survived that violence.

3.10   Staff have demonstrated incredible resilience over the last nineteen months by continuing to carry out statutory duties throughout the period of the pandemic. Home visiting continued throughout the period covered by this report. Social work teams organised supermarket vouchers, deliveries of nappies and baby milk at times of empty supermarket shelves, provided tablets and dongles to families to keep them connected.

3.11   Training had to move online and though the training team provided excellent online resources, there are areas of work where in-person training will always be preferable. The implementation of a new case management system had a significant impact on the amount of time staff had to dedicate to training as well as to familiarising themselves with new processes once the system was implemented.

3.12   A primary concern during lockdown was whether child protection referrals would fall due to children not attending school or health appointments. Schools within Renfrewshire remained in regular contact with children via technology during the initial lockdown before schools reopened. In Renfrewshire, there was a slight drop in referrals in the first few weeks of lockdown but numbers have returned to previous levels. Information on referrals, investigations, child sexual exploitation, case conferences and registrations continued to be monitored by the Child Protection Committee.

3.13   During 2020/21, there were 125 new registrations and 142 deregistrations, and there were 71 children on the register as of 31 March 2021. The biggest areas of concern remain domestic violence, parental mental health problems, and parental drug misuse. There were 15 Child Protection Orders granted during the year, slightly lower than figures in the previous two years.   Renfrewshire Child Protection Committee and its subgroups continue to meet virtually and a new business plan (delayed to allow staff to focus on the Covid response) will be completed shortly.

3.14   The RADAR service supports children and young people aged 12-21 whose alcohol and/or drug use is impacting on their wellbeing, and had 57 service users at the end of March 2021, of whom 30 were 16 or under. The service has a holistic approach and works flexibly and intensively with young people to address the causes as well as the impact of substance use.

3.15   The Whole Systems team works with young people either involved with the justice system or at risk of becoming involved. Where a person aged under 21 is made subject to a community sentence or is released from custody on licence, the Whole Systems Team undertakes supervision, rather than Justice Social Work. This allows for a continuity of support from Children's Services, who will work closely with justice colleagues as well as with the RADAR service and the Throughcare Team, with whom they are co-located.

3.16   High levels of alcohol and drug use within the local population continues to pose a major risk for children and young people in Renfrewshire and drives much of the social work activity. Renfrewshire's Alcohol and Drug Commission has made a number of recommendations to help address this issue and social work will play a significant part in progressing this work, which has a strong recovery focus.

3.17   Emotional and mental wellbeing had already been identified as a risk factor for children and young people prior to the pandemic, and there is evidence to suggest this has been exacerbated. Work is already well progressed within

Renfrewshire to establish a new service which can offer holistic and family-based mental health support.

3.18 Since the last lockdown was eased, there have been more demands on children's social work. The service has continued to work flexibly to deliver supports to children and families and to respond to the increased demands. The locality teams continue to utilise office accommodation to deliver their duty service and to facilitate family contact time. Child protection case conferences continue to be provided on a hybrid model with the parents, social worker and operations manager in the office whilst other staff join via video calls. There are an increasing number of children's hearings now taking place on a face to face basis. If the current restrictions for physical distancing are revised and the distances reduced the locality teams will increase the number of staff able to access office accommodation on a more regular basis and increase the attendance in person of other professionals at case conferences.

3.19 The children's houses continue to operate to meet the needs of the young people who live there. The children's houses have maintained a high quality support for young people throughout the pandemic.

3.20 The areas of service which are experiencing most disruption are the Whole Systems Team, RADAR and the Women and Children's First Service. Ensuring these services are able to increase access to accommodation to meet the service demands is identified as a priority for the next stage of reopening.

Implications of this report

1. **Financial**
The service incurred some additional costs due to the response to COVID-19. There were additional costs within residential services due to some staff shielding and other requiring to self-isolate and staff being required to ensure adequate staffing on each shift.

2. **HR and Organisational Development**
Staff were impacted by COVID-19 however overall the service managed the demands over the period of responding to the pandemic.

3. **Community/Council Planning**

Our Renfrewshire is thriving	-	Ensuring the best start in life for children and young people.
Our Renfrewshire is well	-	Early intervention will lead to healthier outcomes for children and young people.
Our Renfrewshire is safe	-	Local services will benefit children, young people and members of the community.
Building strong, safe and resilient communities	-	The quality of community life is enhanced by supporting parents, children and young people.

| Tackling inequality, ensuring opportunities for all | - | Effective governance arrangements ensure that the organisations receiving funding comply with legislative requirements. |

4. **Legal**
   The Council continued to operate and discharge the statutory functions throughout the pandemic.

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.

8. **Health and Safety**
   Throughout the period of the pandemic the service has worked with colleagues from Health and Safety to ensure that the premises being utilised were compliant with protecting staff and users of services from the virus.

9. **Procurement**
   None.

10. **Risk**
    None

11. **Privacy Impact**
    Personal information will only be held as required to deliver the service. This will be done in accordance with data protection legislation.

12. **COSLA Policy Position**
    None.

13. **Climate Risk**
    None

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List of Background Papers

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JT/LG 24/09/2021

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