

Notice of Meeting and Agenda

Education and Children's Services Policy Board

Date	Time	Venue
Thursday, 23 May 2019	13:00	Council Chambers (Renfrewshire), Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

KENNETH GRAHAM
Head of Corporate Governance

Membership

Mr Iain Keith: Mr Jack Nellaney: Mr Ravinder Singh: Councillor Derek Bibby: Councillor Carolann Davidson: Councillor Natalie Don: Councillor Edward Grady: Councillor Neill Graham: Councillor Lisa-Marie Hughes: Councillor Karen Kennedy: Councillor Scott Kerr: Councillor Paul Mack: 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):

Further Information

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

A copy of the agenda and reports for this meeting will be available for inspection prior to the meeting at the Customer Service Centre, Renfrewshire House, Cotton Street, Paisley and online

at <http://renfrewshire.cmis.uk.com/renfrewshire/CouncilandBoards.aspx>

For further information, please either email

democratic-services@renfrewshire.gov.uk or telephone 0141 618 7112.

Members of the Press and Public

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

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.

Budget Monitoring

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| | Joint report by Directors of Finance & Resources and Children's Services. | |
| 2 | Revenue Budget Monitoring | 7 - 12 |
| | Joint report by Directors of Finance & Resources and Children's Services. | |

Education

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9	Inspection of East Fulton Primary Class and Nursery Class, Linwood	89 - 94
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10	Inspection of Riverbrae School and Nursery	95 - 102
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	Report by Director of Children's Services.	

Performance Planning

15	Children's Services Service Improvement Plan - Overview of Performance 2018/19	125 - 164
	Report by Director of Children's Services.	
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	Report by Director of Children's Services.	



To: EDUCATION & CHILDREN'S SERVICES POLICY BOARD

On: 23 MAY 2019

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

Heading: Capital Budget Monitoring Report

1. Summary

- 1.1 Capital expenditure to 1st March 2019 totals £9.039m compared to anticipated expenditure of £9.040m for this time of year. This results in an under spend of £0.001m for those services reporting to this board, and is summarised in the table below:

Division	Current Reported Position	% Variance	Previously Reported Position	% Variance
Children Services	£0.001m u/spend	0%	£0.003m u/spend	0%
Total	£0.001m u/spend	0%	£0.003m u/spend	0%

- 1.2 The expenditure total of £9.039m represents 84% of the resources available to fund the projects being reported to this board. Appendix 1 provides further information on the budget monitoring position of the projects within the remit of this board.
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2. Recommendations

- 2.1 It is recommended that Members note this report.

3. **Background**

- 3.1 This report has been prepared by the Director of Finance and Resources.
- 3.2 This capital budget monitoring report details the performance of the Capital Programme to 31st March 2019, and is based on the Capital Investment Programme which was approved by members on 2nd March 2018, adjusted for movements since its approval.
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4. **Budget Changes**

- 4.1 Since the last report, budget changes totalling £3.717m have arisen which reflects the following:-

Budget reprofiled from 2018/19 to 2019/20 (£3.717m):

- Early Years 1,140 Expansion (£0.858m);
- Primary School Estate Programme (£1.464m);
- Other School Investment Programmes (£1.338m);
- Close Support Unit (£0.057m).

Implications of the Report

1. **Financial** – The programme will be continually monitored, in conjunction with other programmes, to ensure that the available resources are fully utilised and that approved limits are achieved.
2. **HR & Organisational Development** – none.
3. **Community Planning** –

Creating a sustainable Renfrewshire for all to enjoy – Capital investment in new and existing assets will ensure Renfrewshire is more energy efficient.
4. **Legal** – none.
5. **Property/Assets** – none.
6. **Information Technology** – none.
7. **Equality & Human Rights** – The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report 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.
8. **Health & Safety** – none.
9. **Procurement** – none.
10. **Risk** – none.
11. **Privacy Impact** – none.
12. **Cosla Policy Position** – none.

List of Background Papers

- (a). Non-housing Capital Investment Programme 2018/19 -20/21 – Council, 2nd March 2018.

The contact officers within the service are:

- Geoff Borland, Extension 4786
- Alison Fraser, Extension 7376
- George McLachlan, Extension 6133

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

Education & Children's Services - Appendix 1

RENFREWSHIRE COUNCIL

CAPITAL INVESTMENT STRATEGY - NON-HOUSING SERVICES

BUDGET MONITORING REPORT

BOARD: EDUCATION & CHILDREN'S SERVICES

Project Title	Approved Programme @02/03/18 £000	Current Programme MR 12 £000	Year To Date Budget to 01-Mar-19 £000	Cash Spent to 01-Mar-19 £000	Variance to 01-Mar-19 £000	% Variance	Cash to be Spent by 31-Mar-19 £000	% Cash Spent
EDUCATION & CHILDREN SERVICES								
Early Years 1,140 Hours Expansion	0	142	80	81	-1	-1%	61	57%
Primary Schools Estate Programme(SEMP)	9,263	8,817	7,620	7,619	1	0%	1,198	86%
Other Schools Investment Programmes	600	602	525	525	0	0%	77	87%
Technology Replacement Strategy ICT	400	400	0	0	0	0%	400	0%
Close Support Unit	0	864	815	814	1	0%	50	94%
TOTAL EDUCATION & CHILDREN'S SERVICES BOARD	10,263	10,825	9,040	9,039	1	0%	1,786	84%



To: Education and Children's Services Policy Board

On: 23 May 2019

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

Heading: Revenue Budget Monitoring to 1 March 2019

1. **Summary**

- 1.1 Gross expenditure is £116,000 (0.1%) greater than anticipated and income is £116,000 (2.4%) greater than anticipated which results in a **breakeven position** for the service reporting to this Policy Board

This is summarised over the relevant service in the table below:

Division / Department	Current Reported Position	% variance	Previously Reported Position	% variance
Children's Services	Breakeven	0%	Breakeven	0%

2. **Recommendations**

- 2.1 Members are requested to note the budget position.
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3. Budget Adjustments

- 3.1 Members are requested to note that since the budget was approved, there have been a number of budget adjustments resulting in a decrease of £99k. These budget adjustments relate to adjustments between departments.
-

4. Children's Services

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

4.1 Central Admin:

Current Position	Net overspend of £367,000
<i>Previously reported:</i>	<i>Net overspend of £276,000</i>

The overspend mainly relates to staffing. This is expected to continue to the year end and will be met from underspends in other service areas.

4.2 Early Learning & Childcare:

Current Position:	Net underspend of £267,000
<i>Previously reported:</i>	<i>Net underspend of £107,000</i>

Underspends in employee costs, premises costs and supplies & services are partially offset by overspend in transfer payments. This is expected to continue to the year end.

4.3 Primary Schools:

Current Position:	Net underspend of £373,000
<i>Previously reported:</i>	<i>Net underspend of £345,000</i>

The underspend relates to centrally held teachers' salary budgets, as all school positions are filled. This is expected to continue to the year end and will offset overspends in other service areas.

4.4 Secondary Schools:

Current Position:	Net underspend of £231,000
<i>Previously reported:</i>	<i>Net underspend of £210,000</i>

Underspends in centrally held teachers' budgets (all school positions are filled) and payments to other bodies are partly offset by an

overspend in transport. This is expected to continue to the year end and will offset overspends within other service areas.

4.5 **Special:**

Current Position	Net overspend of £96,000
<i>Previously reported:</i>	<i>Net overspend of £53,000</i>

The overspend relates to teachers' salaries. This is expected to continue to the year end and will be offset by underspends in other areas.

4.6 **Additional Support for Learning (ASL):**

Current Position	Net overspend of £327,000
<i>Previously reported:</i>	<i>Net overspend of £251,000</i>

The overspend relates to transport costs and additional support needs assistants. This is expected to continue to the year end and will be met from underspends in other service areas.

4.7 **Psychological Services:**

Current Position	Net overspend of £31,000
<i>Previously reported:</i>	<i>Net overspend of £16,000</i>

The overspend relates to salaries. This is expected to continue to the year end and will be met from underspends in other service areas.

4.8 **Children & Families**

Current Position	Net overspend of £74,000
<i>Previously reported:</i>	<i>Net overspend of £65,000</i>

The overspend relates to residential accommodation. This is expected to continue to the year end.

4.9 **Projected Year End Position**

It is anticipated at this stage that Children's Services will achieve a breakeven position at year end.

Implications of the Report

1. **Financial** – Net revenue expenditure will be contained within available resources.
2. **HR & Organisational Development** – none
3. **Community/Council Planning** - none
4. **Legal** – none
5. **Property/Assets** – none
6. **Information Technology** - none.
7. **Equality & Human Rights** - The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health & Safety** – none
9. **Procurement** – none
10. **Risk** – none
11. **Privacy Impact** - none
12. **Cosla Policy Position** - none

List of Background Papers

None

Author: George McLachlan, Extension 6133
Lisa Dickie, Extension 7384

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2018/2019
1st April 2018 to 1 March 2019

POLICY BOARD : EDUCATION & CHILDREN'S SERVICES

Description (1)	Revised Annual Budget (2)	Revised Period Budget (3)	Revised Actual (4)	Budget Variance (5)		
				£000's	%	
Employee Costs	122,433	112,480	111,432	1,048	0.9%	underspend
Property Costs	9,167	8,039	8,166	(127)	-1.6%	overspend
Supplies & Services	25,284	20,356	20,414	(58)	-0.3%	overspend
Transport & Plant Costs	4,523	4,660	4,990	(330)	-7.1%	overspend
Support Services	13,595	184	243	(59)	-31.9%	overspend
Third Party Payments	12,375	10,801	11,051	(250)	-2.3%	overspend
Transfer Payments	6,604	6,323	6,664	(340)	-5.4%	overspend
Capital Charges	16,879	0	0	0	0.0%	breakeven
GROSS EXPENDITURE	210,861	162,845	162,961	(116)	-0.1%	overspend
Income	(5,930)	(4,747)	(4,863)	116	2.4%	over-recovery
NET EXPENDITURE	204,930	158,098	158,098	0	0.0%	breakeven

	£000's	
Bottom Line Position to 1 March 2019 is breakeven	<u>0</u>	<u>0.0%</u>
Anticipated Year End Budget Position is breakeven	<u>0</u>	<u>0.0%</u>

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2018/2019
1st April 2018 to 1 March 2019

POLICY BOARD : EDUCATION & CHILDREN'S SERVICES

Description (1)	Revised Annual Budget (2)	Revised Period Budget (3)	Revised Actual (4)	Budget Variance (5)		
				£000's	%	
Directorate	10,872	1,004	1,371	(367)	-36.5%	overspend
Early learning and childcare	15,129	14,921	14,654	267	1.8%	underspend
Primary	56,241	43,298	42,925	373	0.9%	underspend
Secondary	73,018	59,255	59,024	231	0.4%	underspend
ASN (Special) Schools	5,902	5,706	5,802	(96)	-1.7%	overspend
Additional support for learning (ASL)	10,219	8,165	8,492	(327)	-4.0%	overspend
Psychological services	624	568	598	(30)	-5.2%	overspend
Education development	459	396	373	23	5.9%	underspend
Attainment Challenge	(406)	519	519	0	0.0%	breakeven
Facilities management	464	366	366	0	0.0%	breakeven
			0			
Children & Families	32,408	23,900	23,974	(74)	-0.3%	overspend
			0			
NET EXPENDITURE	204,930	158,098	158,098	0	0.0%	breakeven

	£000's	
Bottom Line Position to 1 March 2019 is breakeven	<u>0</u>	<u>0.0%</u>
Anticipated Year End Budget Position is breakeven	<u>0</u>	<u>0.0%</u>



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

On: **23 May 2019**

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

Heading: **Developing the School Estate Management Plan (SEMP 2020)**

1. Summary

- 1.1. Renfrewshire Council's last School Estate Management Plan (SEMP) was approved by the education policy board in May 2014 and a progress report on the successful delivery of the plan was submitted to the education and children's services policy board in August 2018.
- 1.2. In November 2018 the Scottish Government announced its intention to support school infrastructure improvement through a further £1billion investment in Scottish schools.
- 1.3. Detail regarding how the Government funding will be allocated and managed is currently being developed. It is anticipated that further information on the proposal will emerge in the coming months with recommendations expected prior to summer 2019.
- 1.4. Through the 2019/20 capital budget process, the Council has agreed a £27million investment for school buildings and a further £2million investment has been identified to improve the learning environment in 4 schools.
- 1.5. Given these funding announcements it is essential that the Council's new SEMP is fully developed in advance of the Scottish Government's funding release which is anticipated in 2021.
- 1.6. This report relates to the strategic development of the SEMP which is a responsibility for the Director of Children's Services with reference to life cycle maintenance and routine repairs and maintenance which are responsibilities for the Director of Environment and Infrastructure.
- 1.7. Through its school estate project team, the Council continually reviews the performance of the school estate in terms of core fact findings which relate to the sufficiency, condition and suitability of buildings.

The review also includes assessment of current and future housing development; considering how new housing impacts on roll projections.

1.8. The combined assessment of current performance and future need informs the prioritisation process and provides an evidence base for the SEMP 2020 proposals.

1.9. This report sets out:

1.9.1. The school and early years building performance challenges and solutions at section 4;

1.9.2. The impact of future housing development on the school estate at section 5; and

1.9.3. The SEMP proposals designed to address these challenges at section 7.

2. Recommendations

2.1. The education and children's services policy board is asked to:

- approve the development of the proposal set out at section 7 of this report, to address the condition and suitability challenges facing Paisley Grammar School;
- approve the development of proposals set out at section 7 of this report, to undertake statutory consultations on catchment reviews affecting; Kilbarchan and East Fulton Primary Schools; and Inchinnan and Rashielea Primary Schools;
- note the condition, sufficiency and suitability challenges and solutions identified in section 4 of this report;
- note the approach fostered to mitigate the impact of future housing development on Todholm Primary School and St Andrew's Academy set out in section 7 of this report; and
- note the development of the proposal set out at section 7 of this report, to address the suitability challenges facing Thorn Primary School; noting that a funding source to address these challenges has yet to be identified.

3. Background

3.1. School estate management planning sits within the Council's corporate asset management plan to ensure the most effective use of all Council assets and the development of a new SEMP must be formulated through an integrated, holistic and longer-term approach to change.

- 3.2. The Council's vision for its school estate remains the same: to promote learning and achievement, and to give our children and young people the opportunity to learn in the best possible environment by providing facilities that are fit for 21st century education.
- 3.3. Renfrewshire Council's last School Estate Management Plan (SEMP) was approved by the education policy board in May 2014 and a progress report on the successful delivery of the plan was submitted to the education and children's services policy board in August 2018.
- 3.4. In November 2018 the Scottish Government announced its intention to support school infrastructure improvement through a further £1billion investment in Scottish schools.
- 3.5. Detail regarding how the Government funding will be allocated and managed is currently being developed. It is anticipated that further information on the proposal will emerge in the coming months with recommendations expected prior to summer 2019. At this time Council officers have been advised that:
- 3.5.1. The Council will have to fully fund the capital cost of any new school building project;
 - 3.5.2. The Government's £1bn fund is revenue funding and the release of this funding will be linked either to a whole-life cost estimate of the building or, potentially, to an outcomes based model which would provide funding to the Council based on a range of outcomes, such as sustainable economic growth; enabling digital services; and lower carbon emissions, being achieved;
 - 3.5.3. This funding cannot be used to support borrowing, however there may be opportunities to use new funds to release existing revenue maintenance budgets which could be redirected to support borrowing;
 - 3.5.4. It is anticipated that the £1bn fund could be released over 25 years, potentially £40m per annum in total across Scotland, and this is intended to augment, not replace, council funding;
 - 3.5.5. Government funding will be allocated for 50% of "capital equivalent" costs. This means that the revenue funding will be allocated to support the revenue costs associated with circa 50% of the capital costs; and
 - 3.5.6. Government funding will be allocated on a "like for like" basis. This means the funding allocation will relate to the number of pupils accommodated in the existing buildings regardless of whether the new building would include new learning spaces which are not traditional school classes.
- 3.6. Additionally, through the 2019/20 capital budget process, the Council has agreed a further £27million investment for school buildings and a £2million investment to improve the learning environment in 4 schools.
- 3.7. Given these funding announcements it is essential that the Council's new SEMP is fully developed in advance of the Scottish Government's funding release which is anticipated in 2021.

- 3.8. This report relates to the strategic development of the SEMP which is a responsibility for the Director of Children's Services. It does not relate to life cycle maintenance or routine repairs and maintenance which are responsibilities for the Director of Environment and Infrastructure.
- 3.9. Through its school estate project team, the Council continually reviews the performance of the school estate in terms of core fact findings which relate to the sufficiency, condition and suitability of school and early years buildings. The review also includes assessment of current and future housing development; considering how new housing impacts on roll projections.
- 3.10. The combined assessment of current performance and future need informs the options assessment process which provides an evidence base for the SEMP proposals. These proposals are set out at section 7 of this report.

4. Core fact analysis – buildings' performance assessment

- 4.1. School estate management plans are developed around an analysis of three core facts relating to buildings. These are stated as sufficiency, condition and suitability.
- 4.2. The physical condition of a school and its grounds has an immediate impact on users. The condition core fact is based on the latest condition survey, updated for any maintenance or repair work carried out in the intervening periods. The condition rating assesses the physical elements of the school including: playgrounds; external structures and services; security facilities; and playing fields. Everything within the curtilage of the school is included in the overall rating of each school's condition.
- 4.3. An assessment of sufficiency provides a means to determine which schools are under or over-occupied. This, along with data on pupil roll projections, helps us achieve our sufficiency or occupancy objectives. The primary aim of a sufficiency assessment is to offer an objective and consistent method of identifying a surplus or deficit of pupil places in relation to current and projected future demand.
- 4.4. A suitability assessment helps us determine if the environment supports the delivery of better services to meet the needs of individual children and the needs of communities. The suitability of a school is determined by an assessment of internal and external facilities. This assessment is carried out by the school community and moderated by children's services.

	Condition	Sufficiency	Suitability
A	Good – Performing as intended and operating efficiently.	Good – Performing well and operating efficiently.	Good – Performing well and operating efficiently.
B	Satisfactory – Performing as intended but showing minor deterioration.	Satisfactory – Performing well but with minor problems.	Satisfactory – Performing well but with minor problems.
C	Poor – Showing major	Poor – Showing major	Poor – Showing major

	defects and or not operating as intended.	problems and/or not operating efficiently.	problems and/or not operating efficiently.
D	Bad – Life expired and/or serious risk of imminent failure.	Bad – Accommodation capacity severely impedes service delivery.	Unsuitable – does not support the delivery of services.

- 4.5. A summary detailing the overall performance of the school and early learning and childcare estate is recorded as appendix 1 to this report.

Condition summary analysis:

Sector	Establishments	Category A (More than 85%)	Category B (85% or less but more than 60%)	Category C (between 40% and 60% inclusive)	Category D (less than 40%)
Early Years	11	3	7	1	0
Primary	49	13	36	0	0
Secondary	11	4	6	1	0
Special	2	1	1	0	0

- 4.6. The last “school estate condition survey” of all special and secondary schools and all early years establishments was undertaken in March 2017. 44 primary schools were also surveyed in March 2017 with a further survey of 5 primary schools undertaken in March 2019. Condition ratings are recorded in priority order at appendix 2 to this report.
- 4.7. While this report relates to the strategic development of the school and early years estate, this section references the condition improvements planned or undertaken by property services and the facilities management section through a life cycle maintenance investment programme.
- 4.8. Given the dependence on internal council resources to progress these improvements, it should be noted that the indicative timescales for individual projects is directly related to the Council’s internal capacity to support the delivery of any infrastructure improvements detailed below.
- 4.9. Early Years condition analysis. The condition of Spateston early learning and childcare centre is currently category “C”. This will be addressed through the construction of the new centre which is expected to open in spring 2020. All other early years establishments are condition category “A” or “B” and works undertaken in relation to the early years expansion programme will support overall improvement in the early years buildings portfolio.
- 4.10. Primary School condition analysis. At this time 13 schools are categorised as condition level “A” and 36 schools are categorised as condition level “B”. 6 of the 36 category “B” schools are within the band level 60% to 70%. These establishments, and the plans to address the potential impact of further deterioration, are noted below.

- 4.10.1. The Council's property services team has commissioned life cycle maintenance projects at: East Fulton Primary School; Gallowhill Primary School; St John Ogilvie Primary School; and Kilbarchan Primary School. This represents a significant financial investment of circa £2.4m from the life cycle maintenance fund which is designed to improve the overall condition of these school buildings during 2019/2020 and 2020/2021.
- 4.10.2. Resources have been identified, through the Council's capital budget process 2019/2020, to support the improvements required to address the condition challenges at Bishopton Primary School. An assessment of need will be undertaken and a programme of work developed, within the context of available resources, and works will be scheduled to coincide with the pupil transition to the new primary school being built in Dargavel Village.
- 4.10.3. The current condition level of Auchenlodment Primary School is category B, 69.25%. The Council's facilities management section continues to assess and resolve condition challenges facing all Council properties and at this time the condition of this school building is satisfactory.
- 4.10.4. Funds have been identified, through the Council's capital budget process 2019/2020, to complete the external works at St Anthony's Primary School. A traffic management scheme is currently being developed and works should be completed by summer 2020. This will conclude the school refurbishment project which was approved as part of the previous SEMP.
- 4.11. Secondary School condition analysis. At this time 4 schools are categorised as condition level "A" and 6 schools are categorised as condition level "B"; 2 of the 6 category "B" schools, Johnstone High School and Trinity High School, are within the band 60% to 70%. 1 school, Paisley Grammar School, is categorised as condition level "C".
- 4.11.1. Action is required to address the condition challenges faced at Paisley Grammar School. In the short term the facilities management section will undertake works to address immediate property matters through funding identified in the Council's capital budget process 2019/2020. Additionally, a proposal to replace the existing school building is being developed and details of this proposal are noted in section 7 of this report.
- 4.11.2. The condition of Johnstone High School is currently category B, 60.75%. The Council's facilities management section continues to assess and resolve condition challenges facing all Council properties and at this time the condition of this school building is satisfactory.
- 4.11.3. The condition of Trinity High School is currently category B, 66.50%. The Council's facilities management section continues to assess and resolve condition challenges facing all Council properties and at this time the condition of this school building is satisfactory.

- 4.12. Special School condition analysis. Riverbrae School is categorised as condition level “A” and Mary Russell School is categorised as condition level “B”. No action is required at either establishment at this time.

Sufficiency summary analysis:

Sector	Establishments	Category A (More than 81%)	Category B (81% or less but more than 60%)	Category C (between 40% and 60% inclusive)	Category D (less than 40%)
Early Years	11	11	0	0	0
Primary	49	14	30	5	0
Secondary	11	3	7	1	0
Special	2	1	1	0	0

- 4.13. The sufficiency analysis assesses school occupancy levels based on the last available school census which was undertaken for all schools in September 2018. The sufficiency in early years establishments is considered via an assessment of the uptake of available spaces by March of any given year. Sufficiency ratings are recorded in priority order at appendix 3 to this report.
- 4.14. Early Years sufficiency analysis. All early years establishments are at sufficiency level “A” as of March 2019.
- 4.15. Primary School sufficiency analysis. At this time 14 schools are categorised as sufficiency level “A”; 30 schools are categorised as sufficiency level “B”; and 5 schools are categorised as sufficiency level “C”.
- 4.15.1. The occupancy level at 4 primary schools is above 90%; these schools are noted below.
- 4.15.2. No adaptation to the physical environment is required at St James’ Primary School (Renfrew); St Paul’s Primary School; or Todholm Primary School because there is sufficient accommodation within the building. However, future housing will impact on Todholm Primary School. This impact is described in section 5 of this report with proposals to address the situation detailed at section 7.
- 4.15.3. Action is required to address the occupancy pressures at Kirklandneuk Primary School. Through the Council’s capital budget process 2019/2020, funds have been approved to extend the school. An assessment of need will be undertaken and works will be programmed to deliver the extension by August 2021. If required, reconfiguration of existing spaces and additional class teachers in larger classrooms will address any short term pressure on the accommodation.
- 4.15.4. The category “C” sufficiency level at St Fillan’s Primary School is borderline between category “B” and “C” at 59%. This is not forecast to change in the near future, with a roll projection suggesting that a pupil population of circa 100 pupils will be maintained.

In the context of this projection, a minimum of 6 classrooms is required to avoid the need to composite classes over 3 stages and therefore capacity reduction would not be appropriate and no action on this matter is recommended at this time.

- 4.15.5. No action is required in relation to the category “C” sufficiency level at Lochfield Primary School; St David’s Primary School; or West Primary School as the sufficiency level at these schools is expected to improve because of future housing.
- 4.15.6. No action is required in relation to the category “C” sufficiency level at St Peter’s Primary School as the sufficiency level at this school is expected to improve because of a service change which reduces the school’s current capacity.
- 4.16. Secondary School sufficiency analysis. At this time 3 schools are categorised as sufficiency level “A”; 7 schools are categorised as sufficiency level “B”; and 1 school is categorised as sufficiency level “C”.
- 4.16.1. Action is required to address the occupancy pressures at St Andrew’s Academy. St Andrew’s Academy was designed to accommodate pupils transferring from its associated primary schools only. The pressure on accommodation currently experienced at this school is exacerbated by the numbers of pupils transferring from Todholm Primary School which is not an associated school. Future housing also impacts on St Andrew’s Academy. This impact is described in section 5 of this report with proposals to address the situation detailed at section 7.
- 4.16.2. No action is required at Castlehead High School as the sufficiency level at this school is expected to improve because of future housing.
- 4.17. Special School sufficiency analysis. At this time 1 school is categorised as sufficiency level “A”; 1 school is categorised as sufficiency level “B” and therefore no action is required.

Suitability summary analysis:

Sector	Establishments	Category A	Category B	Category C	Category D
Early Years	11	5	6	0	0
Primary	49	8	40	1	0
Secondary	11	5	5	1	0
Special	2	1	1	0	0

- 4.18. The suitability analysis was undertaken for all schools in December 2018. Suitability ratings are recorded in priority order at appendix 4 to this report.
- 4.19. Early Years suitability analysis. At this time 5 establishments are categorised as suitability level “A” and 6 establishments are categorised as suitability level “B”. There is therefore no action required at this time.

- 4.20. Primary School suitability analysis. At this time 8 schools are categorised as suitability level “A”; 40 schools are categorised as suitability level “B”; and 1 school is categorised as suitability level “C”.
- 4.20.1. Action is required to consider the suitability of facilities at Thorn Primary School. While the overall suitability rating for this school is “C” a number of elements within the survey are rated as “D”; suggesting the building is not performing at a satisfactory level in areas such as: collaborative learning spaces; pupil social areas; dining and kitchen areas; library and resource areas; reception and administration areas; staff bases; toilets and drop off facilities. Details of a proposal to address these challenges are noted in section 7 of this report.
- 4.21. Secondary School suitability analysis. At this time 5 schools are categorised as suitability level “A”; 5 schools are categorised as suitability level “B”; and 1 school is categorised as suitability level “C”.
- 4.21.1. Action is required to consider the suitability of facilities at Paisley Grammar School. While the overall suitability rating for this school is “C” a number of elements within the survey are rate as “D”. In the main, this rating relates to external facilities and social spaces. Details of a proposal to address these challenges are noted in section 7 of this report.
- 4.22. Special School suitability analysis. At this time 1 school is categorised as suitability level “A”; 1 school is categorised as suitability level “B” and therefore no action is required.
-

5. Future needs assessment – new housing and roll projection analysis

- 5.1. House building across Renfrewshire will be a significant contributory factor to the pressure on school spaces in future years and this section of the report highlights where pressure points might exist.
- 5.2. It is essential that the service considers the impact of roll variation over a period of time. Information on the location and type of housing being built is provided by communities, housing and planning services.
- 5.3. This data is translated, into a number of pupils expected from new housing within school catchment areas, by the policy and commissioning team.
- 5.4. The undernoted describes the Council’s school roll projection methodology.
- 5.5. The primary model has four main elements:
- 5.5.1. The base year rolls which are drawn from the relevant September pupil census;
- 5.5.2. The expected P1 rolls for the remaining years of the projection period, usually ten years, are then calculated using birth rate figures drawn from published data from the National Records of Scotland. Using an average trend calculation for each school, the total numbers of births are divided across all Renfrewshire schools;

- 5.5.3. In subsequent years the P2 –P7 projection is simply a reflection of the previous year's P1-P6 actual plus any new housing pupil yield figures; and
 - 5.5.4. An adjustment is made for the number of pupils expected from new housing within the school catchment area. This data is taken from the planning service's housing land audit. The number of houses is then multiplied by an appropriate pupil yield ratio. Different ratios are used for denominational and non-denomination schools as well as different housing types (houses and flats). The total P1-P7 figure is then spread across primaries 1 to 7.
- 5.6. The secondary model also has four main elements:
- 5.6.1. The S1 base year rolls which are drawn from the relevant feeder schools as captured within the September pupil census, taking account of previous transfer rates, migration and placing request information;
 - 5.6.2. The expected S1 rolls for the remaining years of the projection period, usually ten years, are then calculated taking account of the factors above;
 - 5.6.3. An adjustment is made for the number of pupils expected from new housing within the school catchment area. This data is taken from the planning service's housing land audit. The number of houses is then multiplied by an appropriate pupil yield ratio. Different ratios are used for denominational and non-denomination secondary schools as well as different housing types (houses and flats). The total number of pupils generated is then spread equally across S1-S6 secondary stages.
 - 5.6.4. In subsequent years the S2 –S4 projection is simply a reflection of the previous year's S1 actual plus any new housing pupil yield figures. However, for S5 and S6 a further adjustment is made specifically to capture stay-on rates based on previous S4-S5 and S5-S6 trends (specific to each school).
- 5.7. Analysis of future housing has identified that new housing developments will impact on the education provision at the undernoted establishments.
- 5.7.1. Bishopton Primary School. The housing development at Dargavel village is currently putting pressure on the accommodation at Bishopton Primary School. Plans are in place for the construction of a new primary school to accommodate pupils living in Dargavel village and this will address the temporary pressure on the school.
 - 5.7.2. Kilbarchan Primary School. It is anticipated that housing development at Weir's Wynd, at the Merchiston Hospital site, will put pressure on accommodation at Kilbarchan Primary School. As East Fulton Primary School can accommodate the number of non-denominational pupils living in the new housing development at this site it is recommended that a formal consultation on the proposal to revise catchment arrangements affecting Kilbarchan Primary School and East Fulton Primary School is undertaken. Details of the proposal to address this issue are noted in section 7 of this report.

- 5.7.3. Mossvale Primary School. It is anticipated that housing development within the catchment area of Mossvale Primary School will cause an increase in the school roll. Roll projection suggests that this increase is temporary, and the current accommodation can be adapted to address the temporary increase in pupil numbers.
- 5.7.1. St John Bosco Primary School. Roll projection suggests housing development at Dargavel village should be putting pressure on accommodation at St John Bosco Primary School but this is not currently the case. At this time, a greater number of families living in Dargavel village are choosing to send their children to Bishopton Primary School, the village school, as opposed to St John Bosco Primary School. As it is expected that this trend may continue, and potentially increase with the construction of a new primary school which will be located within Dargavel village, this issue will remain under review but no action is recommended at this time.
- 5.7.2. Todholm Primary School. At this time increasing rolls have been managed through a combination of efficient classification and additional teaching staff in classrooms. However, this arrangement is not sustainable in the longer term and therefore action is required to address the pressure on the accommodation at this school. Proposals to address this matter are detailed at section 7 of this report.
- 5.7.3. Park Mains High School. Roll projection suggests housing development at Dargavel village and other sites in Erskine will put pressure on accommodation at this school. Proposals to address this matter are detailed at section 7 of this report.
- 5.7.4. St Andrew's Academy. Housing development within the catchment of this school is a contributory factor to the accommodation pressures currently experienced at this school. Proposals to address this matter are detailed at section 7 of this report.

Catchment alteration – new housing:

- 5.8. Inchinnan Primary School and Rashielea Primary School. New housing is currently under development within the catchment area of Inchinnan Primary School. This development is immediately adjacent to another development which is zoned to Rashielea Primary School. It is recommended that this boundary anomaly is addressed through a formal consultation which would propose a revision of catchment arrangements affecting Inchinnan Primary School and Rashielea Primary School is undertaken. Details of the proposal to address this issue are noted in section 7 of this report.

6. Formal consultation

- 6.1. Advice from the Scottish Government suggests that councils should adopt a consultative approach, involving a wide body of interested parties including Education Scotland; children and young people; parent and community groups; churches; and elected members, when taking forward proposals to review the performance of school buildings and the challenges facing the school estate.

- 6.2. Through a formal consultation process the Council is required to consult with the Parent Council of any affected school and the parents of pupils at any affected school, as well as the parents of any children the authority expects to attend any affected school within two years of the publication of the proposal paper.

It is important to ensure that parents and carers are fully informed and that, where appropriate, they give consent to consultation with children and young people.

7. Proposals

- 7.1. Proposal 1: Priority 1. Replace Paisley Grammar School. The funding package to take this proposal forward would be developed under the conditions which allow the Council access to Scottish Government infrastructure funding.

7.1.1. Addressing the condition and suitability challenges at Paisley Grammar School are priorities for the Council at this time. It is therefore recommended that the Council assesses the viability of building a new school.

7.1.2. To understand the capacity requirement for a new Paisley Grammar School it is important to consider the current and future roll of the school.

7.1.3. Without modification, the Council's roll projection model assumes a 100% pupil transfer from Paisley Grammar School's associated primary schools and this generates an anticipated pupil roll of circa 1,500 pupils by 2023.

7.1.4. In recent years however, the total transfer rate from associated primary schools to Paisley Grammar School has been circa 65%. This rate is lower than expected because circa 78% of P7 pupils attending Todholm Primary School have been electing to transfer to St Andrew's Academy.

7.1.5. If the "Todholm factor" is removed from the transfer rate (i.e. it is assumed that 78% of Todholm Primary School P7 Pupils transfer to Paisley Grammar School not to St Andrew's Academy) then a total transfer rate of 81% would apply and this would mean the new building would have to accommodate circa 1,200 pupils by 2023.

7.1.6. Funding arrangements for such a proposal require further development however it should be noted that the £27million Council investment for school buildings is designed to unlock additional funding from the Scottish Government's £1billion schools infrastructure fund.

- 7.2. Proposal 2: Priority 2. Replace Thorn Primary School. The funding package to take this proposal forward would be developed under the conditions which allow the Council access to Scottish Government infrastructure funding.

- 7.2.1. While no funding has been identified for the implementation of this proposal and the overall performance of the school building is satisfactory when considered across the three core facts, consideration of a solution to address the suitability challenges facing Thorn Primary School should be undertaken.
 - 7.2.2. Significant suitability issues have been highlighted through the most recent suitability survey, which was conducted by school users and moderated by the Children's Services' resources team in December 2018.
 - 7.2.3. The survey evaluates the overall suitability of facilities as being "poor" and identifies collaborative learning spaces; pupil social areas; dining and kitchen areas; library and resource areas; reception and administration areas; staff bases; toilets; and drop off facilities as being "unsuitable".
 - 7.2.4. Additionally, it should be noted that classroom accommodation at the school is currently augmented by modular units which are beginning to show signs of deterioration meaning that they will require replacement in the near future.
 - 7.2.5. Accordingly, it is proposed that a detailed investigation of these factors is undertaken to inform a proposal to address the suitability challenges.
 - 7.2.6. Funding arrangements for this proposal require further development however it should be noted that the £27million Council investment for school buildings is designed to unlock additional funding from the Scottish Government's £1billion schools infrastructure fund.
- 7.3. Proposal 3: Catchment review affecting Kilbarchan Primary School and East Fulton Primary School.
 - 7.3.1. Housing development at Weir's Wynd, at the Merchiston Hospital site, is putting pressure on accommodation at Kilbarchan Primary School.
 - 7.3.2. As there is surplus accommodation at East Fulton Primary School a solution to this pressure can be found through a catchment review which rezones pupils living in Weir's Wynd, at the Merchiston Hospital site, to East Fulton Primary School.
 - 7.3.3. It is therefore proposed that the Council undertakes a formal consultation compliant with "The Schools (Consultation) (Scotland) Act 2010".
 - 7.3.4. A full report requesting approval to progress such a consultation would be submitted to the education and children's services policy board at a future date.
- 7.4. Proposal 4: Catchment review affecting Inchinnan Primary School and Rashielea Primary School.
 - 7.4.1. New housing is currently under development within the catchment area of Inchinnan Primary School. However, this development is immediately adjacent to another development which is zoned to Rashielea Primary School.

- 7.4.2. It is proposed that the Council undertakes a formal consultation compliant with “The Schools (Consultation) (Scotland) Act 2010” to address this anomaly.
- 7.4.3. A full report requesting approval to progress such a consultation would be submitted to the education and children’s services policy board at a future date.
- 7.5. Proposal 5: Addressing the impact of future housing at Todholm Primary School.
- 7.5.1. The housing land audit informs roll projection and it is evident from this data that future housing will impact on the sufficiency of Todholm Primary School.
- 7.5.2. New housing at Dykebar and Hawkhead Road (Accord Hospice) is expected to impact on accommodation at this school by 2021.
- 7.5.3. The current school roll is 414 and the school is 95.39% full at this time.
- 7.5.4. The roll projection model indicates that the school roll will increase to a maximum of circa 530 by 2025 and a solution to this increase will therefore have to be negotiated with the developers building within this school’s catchment area.
- 7.5.5. While negotiation regarding developer contribution (section 75 agreement) is a responsibility for communities, housing and planning it is essential that children’s services representatives are central to the decision-making process to ensure the educational requirement of the school community is addressed through any agreement realised.
- 7.5.6. It is also important to note that this particular school building sits within a constrained site and therefore the implications of extending the building to accommodate the increasing roll must be considered in the context of the potential impact on outdoor space. Ultimately, the building solution must enhance the educational experience of pupils without compromising social spaces and opportunities for outdoor learning.
- 7.5.7. Provisional negotiations with the consortium acting on behalf of the housing developers have focussed on the concept of extending the building. Given the observation noted above, it is important that the Council reserves the right to negotiate a financial contribution from the developer based on its cost estimates of providing the learning, social and ancillary facilities required to address the increase in pupil numbers rather than agreeing to extension plans developed by the consortium.
- 7.6. Proposal 6: Addressing the impact of future housing at Park Mains High School.
- 7.6.1. The housing land audit informs roll projection and it is evident from this data that future housing at Dargavel village and other sites in Erskine will impact on the sufficiency of Park Mains High School.

- 7.6.2. A significant number of new housing is being developed across the Erskine and Bishopton area; principally at Dargavel village. However, all developments will impact on accommodation at this school.
- 7.6.3. At the last census date in September 2018 the pupil roll at Park Mains High School was 1,341 which means the school is currently 95.79% full.
- 7.6.4. The roll projection model suggests that the pupil roll will increase to circa 1,804 by 2029 if 100% of pupils from associated primary schools transfer to Park Mains High School. However, if the current transfer rate (97%) from associated primaries is applied this would mean the building would have to accommodate circa 1,750 pupils 2029.
- 7.6.5. A solution to such increases is currently being negotiated with the developer building at Dargavel village but this does not fully address the increase in roll and therefore engagement with the other developers in this area is required.
- 7.6.6. As per bullet 7.6.5. it is essential that children's services representatives are involved in discussions with developers and that these officers are central to the decision-making process to ensure the educational requirement of the school community is addressed through any agreement realised.
- 7.7. Proposal 7: Addressing the impact of future housing at St Andrew's Academy.
 - 7.7.1. The housing land audit informs roll projection and it is evident from this data that future housing will impact on the sufficiency of St Andrew's Academy.
 - 7.7.2. A significant number of new housing, potentially 3,100 properties, is being developed across a number of locations in Paisley. All of these developments will impact on accommodation at this school.
 - 7.7.3. It is anticipated that circa 280 denominational pupils will be generated from these housing developments.
 - 7.7.4. At the last census date in September 2018 the pupil roll at St Andrew's Academy was 1,448 which means the school is currently over its capacity with an occupancy level of 115.84%.
 - 7.7.5. The roll projection model suggests that the pupil roll will increase to circa 1,660 by 2024 if 100% of pupils from associated primary schools transfer to St Andrew's Academy. However, if the current transfer rate (91%) from associated primaries is applied this would mean the building would have to accommodate circa 1,520 pupils by 2024.
 - 7.7.6. A solution to such increases will therefore have to be negotiated with developers building within this school's catchment area.

7.7.7. As per bullet 7.6.5. it is essential that children's services representatives are involved in discussions with developers and that these officers are central to the decision-making process to ensure the educational requirement of the school community is addressed through any agreement realised.

Implications of this report

1. Financial

Through the 2019/20 capital budget process, the Council has agreed a £27million investment for school buildings and a further £2million investment has been identified to improve the learning environment in 4 schools.

It is anticipated that this investment will support the Council's bid for additional funding from the Scottish Government's £1billion schools infrastructure fund. However, at this time, it should be noted that the proposals set out in section 7 of this report are subject to resources being made available.

2. HR and Organisational Development

None.

3. Community/Council Planning

- | | |
|--|---|
| Our Renfrewshire is thriving | - Improved school and early learning environments support learning and achievement. |
| Our Renfrewshire is well | - Improved school and early learning environments support Health and Wellbeing. |
| Creating a sustainable Renfrewshire for all to enjoy | - Sustainable approaches to ensuring high quality assets will be developed |

4. Legal

Renfrewshire Council will adhere to the Schools (Consultation) (Scotland) Act 2010 (the 2010 Act) in respect of any proposals that alter education provision.

5. Property/Assets

Through its school estate management plan the Council aims to have an efficient and well maintained property portfolio which provides learning environments which support the delivery of the curriculum.

6. Information Technology

None.

7. Equality and Human Rights

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

8. Health and Safety

None.

9. Procurement

None.

10. Risk

None.

11. Privacy Impact

None.

12. Cosla Policy Position

None.

List of Background Papers

- | | | |
|-----|---------------------|--|
| (a) | Background Paper 1: | Report on the consultation to develop the School Estate Management Plan (SEMP) and proposals to address the property challenges in the primary and pre 5 estate. |
|-----|---------------------|--|

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 Ian Thomson, education manager, 0141 618 7241, ian.thomson@renfrewshire.gov.uk

Children's Services
GMCK/IT/LG
5 April 2019

Author: Ian Thomson, education manager, 0141 618 7241, ian.thomson@renfrewshire.gov.uk

Centre	Condition	Sufficiency	Suitability
Douglas Street ELCC	B	A	B
Ferguslie ELCC	B	A	B
Foxlea ELCC	A	A	A
Glenburn ELCC	B	A	A
Glendee ELCC	B	A	B
Glenfield ELCC	B	A	B
Hugh Smiley ELCC	B	A	A
Moorpark ELCC	A	A	A
Paisley ELCC	B	A	B
Spateston ELCC	C	A	B
West Johnstone ELCC	A	A	A
Primary School	Condition	Sufficiency	Suitability
Arkleston Primary School	B	B	B
Auchenlodment Primary School	B	B	B
Bargarran Primary School	A	A	A
Barsail Primary School	B	B	B
Bishopton Primary School	B	A	B
Brediland Primary School	B	B	B
Bridge of Weir Primary School	B	A	B
Bushes Primary School	B	B	B
Cochrane Castle Primary School	A	B	A
East Fulton Primary School	B	B	B
Fordbank Primary School	A	B	A
Gallowhill Primary School	B	B	B
Glencoats Primary School	A	B	B
Heriot Primary School	B	B	B
Houston Primary School	B	A	B
Howwood Primary School	B	B	B
Inchinnan Primary School	B	B	B
Kilbarchan Primary School	B	B	B
Kirklandneuk Primary School	B	A	B
Langbank Primary School	B	B	B
Langcraigs Primary School	B	B	B
Lochfield Primary School	B	C	B
Lochwinnoch Primary School	B	B	B
Mossvale Primary School	A	B	A
Newmains Primary School	B	A	B
Our Lady of Peace Primary School	B	B	B
Ralston Primary School	B	A	B
Rashielea Primary School	B	B	B
St Anne's Primary School	B	B	B
St Anthony's Primary School	B	B	B
St Catherine's Primary School	B	B	B
St Charles' Primary School	B	A	B
St David's Primary School	A	C	A
St Fergus Primary School	A	A	B

Primary School	Condition	Sufficiency	Suitability
St Fillan's Primary School	B	C	B
St James' Primary School (Paisley)	A	A	B
St James' Primary School (Renfrew)	A	A	B
St John Bosco Primary School	A	A	A
St John Ogilvie Primary School	B	B	B
St Margaret's Primary School	B	B	B
St Mary's Primary School	B	B	B
St Paul's Primary School	A	A	A
St Peter's Primary School	B	C	B
Thorn Primary School	B	B	C
Todholm Primary School	A	A	A
Wallace Primary School	B	B	B
West Primary School	B	C	B
Williamsburgh Primary School	B	B	B
Woodland's Primary School	A	B	B
Secondary School	Condition	Sufficiency	Suitability
Castlehead High School	B	C	A
Gleniffer High School	A	B	B
Gryffe High School	B	A	B
Johnstone High School	B	B	A
Linwood High School	A	B	A
Paisley Grammar	C	B	C
Park Mains High School	B	A	A
Renfrew School	B	B	B
St Andrew's Academy	A	A	B
St Benedict's High School	A	B	A
Trinity High School	B	B	B
Special School	Condition	Sufficiency	Suitability
Mary Russell School	B	B	B
Riverbrae School	A	A	A

Centre	Condition Rating @ March 2019	% Condition Rating
Spateston ELCC	C	N/A
Paisley ELCC	B	62.50
Glenburn ELCC	B	64.25
Ferguslie ELCC	B	70.00
Glendee ELCC	B	70.75
Douglas Street ELCC	B	72.50
Glenfield ELCC	B	72.75
Hugh Smiley ELCC	B	73.75
Foxlea ELCC	A	85.00
Moorpark ELCC	A	85.00
West Johnstone ELCC	A	85.00

School	Condition Rating @ March 2019	% Condition Rating
Bishopton Primary School	B	62.50
East Fulton Primary School	B	63.75
Gallowhill Primary School	B	64.50
St John Ogilvie Primary School	B	65.75
Kilbarchan Primary School	B	67.25
Auchenlodment Primary School	B	69.25
Brediland Primary School	B	71.25
Bridge of Weir Primary School	B	71.50
Thorn Primary School	B	71.50
Wallace Primary School	B	71.50
Our Lady of Peace Primary School	B	72.00
West Primary School	B	72.25
Langbank Primary School	B	72.50
St Margaret's Primary School	B	73.00
Rashielea Primary School	B	73.00
St Charles' Primary School	B	73.00
Bushes Primary School	B	73.75
Ralston Primary School	B	74.25
St Anne's Primary School	B	74.25
Arkleston Primary School	B	75.00
Barsail Primary School	B	75.00
Heriot Primary School	B	75.00
Kirklandneuk Primary School	B	75.00
Langcraigs Primary School	B	75.00
Newmains Primary School	B	75.00
Williamsburgh Primary School	B	75.00
Lochfield Primary School	B	75.50
St Peter's Primary School	B	75.75

Howwood Primary School	B	77.25
Houston Primary School	B	77.50
Inchinnan Primary School	B	78.00
St Fillan's Primary School	B	79.00
St Anthony's Primary School	B	79.00
St Mary's Primary School	B	79.75
Lochwinnoch Primary School	B	81.75
St Catherine's Primary School	B	82.25
Todholm Primary School	A	85.00
Bargarran Primary School	A	85.00
Cochrane Castle Primary School	A	85.00
Fordbank Primary School	A	85.00
Glencoats Primary School	A	85.00
Mossvale Primary School	A	85.00
St David's Primary School	A	85.00
St Fergus' Primary School	A	85.00
St James' Primary School (Paisley)	A	85.00
St James' Primary School (Renfrew)	A	85.00
St John Bosco Primary School	A	85.00
St Paul's Primary School	A	85.00
Woodland's Primary School	A	85.00

School	Condition Rating @ March 2019	% Condition Rating
Paisley Grammar	C	59.60
Johnstone High School	B	60.75
Trinity High School	B	66.50
Castlehead High School	B	72.25
Renfrew School	B	74.24
Gryffe High School	B	75.00
Park Mains High School	B	75.00
Gleniffer High School	A	85.00
Linwood High School	A	85.00
St Andrew's Academy	A	85.00
St Benedict's High School	A	85.00

School	Condition Rating @ March 2019	% Condition Rating
Mary Russell School	B	
Riverbrae School	A	

Centre	Capacity	Intake by March 2019	% Occupancy Level	Sufficiency Rating
Paisley ELCC	76	76	100.00%	A
Glenburn ELCC	55	55	100.00%	A
Glendee ELCC	120	120	100.00%	A
Hugh Smiley ELCC	55	55	100.00%	A
Douglas Street ELCC	50	50	100.00%	A
Ferguslie ELCC	69	69	100.00%	A
Glenfield ELCC	60	60	100.00%	A
Foxlea ELCC	96	96	100.00%	A
Moorpark ELCC	129	129	100.00%	A
Spateston ELCC	80	80	100.00%	A
West Johnstone ELCC	69	69	100.00%	A

School	Capacity	Roll @ Sept 2018	% Occupancy Level	Sufficiency Rating
St David's Primary School	135	73	54.07%	C
Lochfield Primary School	459	252	54.90%	C
West Primary School	761	424	55.72%	C
St Peter's Primary School	377	218	57.82%	C
St Fillan's Primary School	184	109	59.24%	C
Heriot Primary School	434	267	61.52%	B
St Catherine's Primary School	272	169	62.13%	B
East Fulton Primary School	352	220	62.50%	B
Auchenlodment Primary School	302	189	62.58%	B
Inchinnan Primary School	217	138	63.59%	B
Langcraigs Primary School	434	283	65.21%	B
Rashielea Primary School	434	283	65.21%	B
Mossvale Primary School	272	178	65.44%	B
Howwood Primary School	184	121	65.76%	B
Cochrane Castle Primary School	272	180	66.18%	B
Brediland Primary School	377	250	66.31%	B
Glencoats Primary School	352	237	67.33%	B
Our Lady of Peace Primary School	352	239	67.90%	B
Langbank Primary School	100	68	68.00%	B
Lochwinnoch Primary School	322	223	69.25%	B
Williamsburgh Primary School	594	413	69.53%	B
St John Ogilvie Primary School	272	194	71.32%	B
Fordbank Primary School	327	237	72.48%	B
Woodland's Primary School	459	333	72.55%	B
St Anne's Primary School	237	172	72.57%	B
Kilbarchan Primary School	352	256	72.73%	B
Gallowhill Primary School	352	262	74.43%	B

St Anthony's Primary School	262	197	75.19%	B
St Margaret's Primary School	272	205	75.37%	B
St Mary's Primary School	302	228	75.50%	B
Wallace Primary School	424	326	76.89%	B
Arkleston Primary School	352	271	76.99%	B
Thorn Primary School	272	215	79.04%	B
Barsail Primary School	401	318	79.30%	B
Bushes Primary School	459	371	80.83%	B
Newmains Primary School	459	373	81.26%	A
St James' Primary School (Paisley)	217	177	81.57%	A
St John Bosco Primary School	272	222	81.62%	A
St Charles' Primary School	489	400	81.80%	A
Bishopton Primary School	641	532	83.00%	A
Bargarran Primary School	272	226	83.09%	A
Ralston Primary School	459	385	83.88%	A
St Fergus' Primary School	175	148	84.57%	A
Bridge of Weir Primary School	489	419	85.69%	A
Houston Primary School	569	511	89.81%	A
St Paul's Primary School	212	192	90.57%	A
St James' Primary School (Renfrew)	676	615	90.98%	A
Kirklandneuk Primary School	544	507	93.20%	A
Todholm Primary School	434	414	95.39%	A

School	Capacity	Roll @ Sept 2018	% Occupancy Level	Sufficiency Rating
Castlehead High School	1230	708	57.56%	C
Paisley Grammar School	1329	830	62.45%	B
Renfrew High School	1267	793	62.59%	B
Johnstone High School	1380	965	69.93%	B
Trinity High School	1032	729	70.64%	B
Linwood High School	576	408	70.83%	B
Gleniffer High School	1425	1115	78.25%	B
St Benedict's High School	850	667	78.47%	B
St Andrew's Academy	1250	1448	115.84%	A
Park Mains High School	1400	1341	95.79%	A
Gryffe High School	960	923	96.15%	A

School	Capacity	Roll @ Sept 2018	% Occupancy Level	Sufficiency Rating
Mary Russell School	260	196	75.38%	B
Riverbrae School	220	207	94.09%	A

Centre	Suitability @ December 2018
Paisley ELCC	B
Glendee ELCC	B
Douglas Street ELCC	B
Ferguslie ELCC	B
Glenfield ELCC	B
Spateston ELCC	B
Glenburn ELCC	A
Hugh Smiley ELCC	A
Foxlea ELCC	A
Moorpark ELCC	A
West Johnstone ELCC	A

School	Suitability @ December 2018
Thorn Primary School	C
Arkleston Primary School	B
Auchenlodment Primary School	B
Barsail Primary School	B
Bishopton Primary School	B
Brediland Primary School	B
Bridge of Weir Primary School	B
Bushes Primary School	B
East Fulton Primary School	B
Gallowhill Primary School	B
Glencoats Primary School	B
Heriot Primary School	B
Houston Primary School	B
Howwood Primary School	B
Inchinnan Primary School	B
Kilbarchan Primary School	B
Kirklandneuk Primary School	B
Langbank Primary School	B
Langcraigs Primary School	B
Lochfield Primary School	B
Lochwinnoch Primary School	B
Newmains Primary School	B
Our Lady of Peace Primary School	B
Ralston Primary School	B
Rashielea Primary School	B
St Anne's Primary School	B
St Anthony's Primary School	B
St Catherine's Primary School	B

St Charles' Primary School	B
St Fergus' Primary School	B
St Fillan's Primary School	B
St James' Primary School (Paisley)	B
St James' Primary School (Renfrew)	B
St John Ogilvie Primary School	B
St Margaret's Primary School	B
St Mary's Primary School	B
St Peter's Primary School	B
Wallace Primary School	B
West Primary School	B
Williamsburgh Primary School	B
Woodland's Primary School	B
Bargarran Primary School	A
Cochrane Castle Primary School	A
Fordbank Primary School	A
Mossvale Primary School	A
St David's Primary School	A
St John Bosco Primary School	A
St Paul's Primary School	A
Todholm Primary School	A

School	Suitability @ December 2018
Paisley Grammar	C
Gleniffer High School	B
Gryffe High School	B
Renfrew School	B
St Andrew's Academy	B
Trinity High School	B
Castlehead High School	A
Johnstone High School	A
Linwood High School	A
Park Mains High School	A
St Benedict's High School	A

School	Suitability @ December 2018
Mary Russell School	B
Riverbrae School	A



To: Education and Children's Services Policy Board

On: 23 May 2019

Report by: Director of Children's Services

Heading: Renfrewshire Attainment Challenge – Mid-year report

1. Summary

- 1.1 This board report provides an update on progress with regards to the Renfrewshire Attainment Challenge.
 - 1.2 Renfrewshire became one of nine challenge authorities in 2016. The overall aim of the attainment challenge is to close the poverty-related attainment gap. As part of the grant requirements, a report is submitted bi-annually to the government which outlines progress towards three long-term outcomes. The outcomes are to improve learning and teaching, improve health and well-being and to close the poverty-related attainment gap.
 - 1.3 Excellent progress, as reported by Education Scotland, has been made over the last year with regards to closing the poverty-related attainment gap in Renfrewshire. Work-streams continue to deliver high quality, evidence-based approaches and interventions which is having a positive impact on the teaching of literacy and numeracy and the health and wellbeing of Renfrewshire children and young people.
 - 1.4 This progress was recently highlighted in the Education Scotland authority report which focused on progress made in closing the poverty related attainment gap.
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2. Recommendations

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

3. **Background**

- 3.1 There are five main work-streams within the attainment challenge. These are data analysis, learning and teaching, families and communities, leadership and care experienced children and young people.
- 3.2 As part of the grant requirements, the authority is required to report to Scottish Government on a quarterly financial basis and bi-annually detailing progress towards outcomes via a narrative style report. This report is also scrutinised by Education Scotland. The report is attached as an appendix.

4. **Progress**

- 4.1 This report includes a selection of highlights from the mid-year report which is submitted to Scottish Government. The mid-year report is attached as an appendix for full details.
- 4.2 With regards to raising attainment, Renfrewshire have made significant year-on-year improvements in closing the poverty-related attainment gap across all key indicators in the broad general education across curricular areas and this noted as a key strength in the recent Education Scotland inspection report.
- 4.3 The poverty-related attainment gap in Renfrewshire is reducing. The authority-wide improvement that we have seen is due to increased attainment of both our most and least deprived pupils. Attainment gaps have reduced as the attainment of our most deprived pupils has increased at a higher rate than least deprived pupils. This pattern is replicated for both individual and area-based measures of deprivation such as clothing grant and free school meal entitlement.
- 4.4 With regards to health and wellbeing, Education Scotland note in their inspection report that outcomes in health and wellbeing have improved significantly. Health and wellbeing measures are collected from a range of sources including the Strengths and Difficulties Questionnaire (SDQ), wellbeing wheel, PATHs surveys and Place 2 Be collect counselling participation rates. The collection of data supports that pupil's health and wellbeing is improving across Renfrewshire and particularly in relation to social and emotional wellbeing.
- 4.5 The data analysis team have focused on providing continued training and support to schools in relation to data literacy to ensure that staff at all levels are confident in using data to support improvement.

- 4.6 A partnership between Renfrewshire and Stanford University was recently established to support the numeracy work-stream. The first cohort of staff visited Stanford University as part of the Youcubed Leadership summit with Professor Jo Boaler. The trip included a visit to Stanford University and local schools and districts that are also working with Professor Jo Boaler (Healdsburg Schools and Unified Schools District Leaders). The professional learning undertaken allowed staff to; consider different instruction methods; the theory behind the mathematical mindset work; understand the neuroscience underpinning developing number sense and the learning of mathematics; and let staff observe the approaches promoted by Professor Jo Boaler in classrooms where the practice is established.
- 4.7 A further 33 classroom assistants from across 23 primary schools took part in professional learning which was delivered in partnership with the University of Strathclyde. A celebration event was hosted in February which showcased the learning and achievements of the group.
- 4.8 Five Early Level Transition workers are working with Primary 1 teachers to ensure a seamless transition between nursery and primary school. The team are devising a tracking and monitoring tool for children which will be shared between the nursery and primary.
- 4.9 All primary practitioners across the authority have received training in moderation and 3 cohorts (6 clusters) have completed a moderation cycle. In addition to this, assessment and moderation lead training is ongoing, as is secondary maths moderation training.
- 4.10 With regards to health and wellbeing, the development officer has developed a programme for training of staff, with support from Mental Health Services and NHSGCC Health Improvement Team. Health and wellbeing progression planners have been developed to provide staff with resources that ensure progression through a level and these are aligned to national benchmarks. The development officer has also supported the implementation of Place2Be Counselling service, and associated training, in 5 of our most deprived primary schools and 2 secondary schools.
- 4.11 A group of parents have established a 'Just Parents' network to further develop and encourage parental engagement alongside the Parents in Partnership programme. The group of six parents have recently received training from the Adult Learning and Literacies team and are beginning to develop a programme of peer support. This group have been informing the revision of the parental engagement strategy. Inclusion Support Assistants are now gathering data on the quality of parental engagement as well as the quantity to provide a holistic understanding of parental engagement across the authority.
- 4.12 Work has begun with a second cohort of Paisley Grammar pupils in partnership with Columba 1400.

A Values Day for a large group of S3 pupils was delivered and two subsequent sessions for a group who will travel to Skye at the end of January 2019. The first cohort have launched the school's new values following an extensive consultation carried out by the pupils and they are working with the parent council to raise funds to support health and wellbeing initiatives in the school.

- 4.13 Through the care experienced fund, Aberlour 'attain' have recruited staff to deliver the mentoring programme. Aberlour attended an authority wide Leader's Forum to discuss their plans to establish and deliver a mentoring service. A number of individuals pledged a commitment to mentoring and work is now on-going to recruit a bank of mentors who will support identified pupils. This work will be evaluated by the University of Stirling.
- 4.14 33 care experienced children and young people have received a small grant to support their learning and development and access to extra-curricular activities. This has included horse riding lessons for a young person who has ambitions to train towards becoming a mounted police officer. Two young people will use the fund to pursue interests in acting and dance lessons. A samba drumming group has been funded for 10 young people in kinship care. All of the young people have experienced a degree of trauma and it is hoped that this experience will help reduce anxiety, build confidence and create a sense of working together. The impact of this experience will be captured through a focus group and case study.

Implications of the Report

- 1. **Financial** – *implications are outlined in mid-year report (appendix 1).*
- 2. **HR & Organisational Development** – *implications are outlined in the mid-year report (see appendix 1)*
- 3. **Community Planning** – *implications are outlined in the mid-year report (see appendix 1)*
- 4. **Legal** – *none.*
- 5. **Property/Assets** – *none.*
- 6. **Information Technology** – *none.*
- 7. **Equality & Human Rights**
 - (a) The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights.

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

8. **Health & Safety** – *none*.
 9. **Procurement** – *none*.
 10. **Risk** – *The Attainment Challenge is on the Children's Services Risk Register and the Council Strategic Risk Register. There is also a Governance Board which manages risks.*
 11. **Privacy Impact** – *none*.
 12. **Cosla Policy Position** – *not applicable*.
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List of Background Papers

Author: Lauren Johnston
Project Manager
Lauren.johnston@renfrewshire.gov.uk
0141 618 4023

**Scottish Attainment Challenge
Challenge Authorities Programme 2018/19**

Local Authority	Renfrewshire
Project Lead/Contact	Steven Quinn

Profile to 31 March 2019

Intervention	Allocation	Q1&2 Claim	Q3 Claim	Total Spend to Date (Q1-Q3 total)	Q4 Claim	Total spend to 31 March 19 (Q1-Q4 total)
Programme Costs	£553,000	£398,773	£55,577	£454,350	£110,804	£565,154
Learning & teaching	£2,467,000	£551,082	£458,305	£1,009,387	£1,310,148	£2,319,535
Families & communities	£1,126,000	£582,927	£173,896	£756,823	£334,107	£1,090,930
School leadership	£336,000	£129,063	£78,336	£207,399	£150,153	£357,552
Existing challenge schs	£76,000	£59,224	£0	£59,224	0	£59,224
Young scot	£100,000	£0	£0	£0	£100,000	£100,000
Authority total	£4,658,000	£1,721,069	£766,114	£2,487,183	£2,005,212	£4,492,395

Staffing Breakdown	FTE planned	FTE in post	Planned Spend	Total spend March 19
Teachers	41.1	41.1	£1,528k	£1,348k
Principal Teachers	2	2	£117k	£120k
Ed / Devt Officers	7	7	£403k	£406k
Ed Psychologists	2.5	2.5	£145k	£154k
Data Analysis Officers	2	2	£83k	£83k
Project Manager	1	1	£54k	£55k
Family Learning Coord	1	1	£42k	£43k
Family/home link worker	13	13	£368k	£313k
Research / Support Officers	4	4	£108k	£100k
Early Level Transition Workers	6	5	£174k	£101k
Sessional staff	13	13	£40k	£40k
Staff Total 2018/19	92.6	91.6	£3,062k	£2,763k

MID-YEAR PROGRESS REPORT

Number of schools supported by this funding?	62
How many pupils are benefiting from this funding?	23545
<i>What progress are you making towards being able to report on the extent to which you are achieving your short, medium and long-term outcomes and are there any challenges?</i>	
<p>The authority is making “excellent progress” in relation to improving learning, raising attainment and narrowing the poverty-related attainment gap. This was recently highlighted by Education Scotland in their authority inspection report which was published in February.</p> <p>Each project is making progress in achieving short, medium and long-term outcomes. This information is captured on an outcomes and indicator excel and is managed by the project manager and management information officer. Regular updates are entered which provide key highlights and snap-shots of data which is related to the outcome.</p> <p>There are no challenges to report in relation to progress towards meeting short, medium and long-term outcomes.</p>	

OVERALL PROGRESS AND REFLECTIONS TO DATE

Overall progress towards long-term outcomes and reflections	
Long-term outcomes	<p><i>The long-term outcomes of the Attainment Scotland Fund are to:</i></p> <ul style="list-style-type: none"> <i>a. Improve literacy and numeracy attainment</i> <i>b. Improve health and wellbeing</i> <i>c. Close the attainment gap between pupils from the most and least deprived areas.</i> <p>What evidence are you collecting to measure these long-term outcomes in your authority? Please specify the type of evidence you are collecting.</p>
	<p>The authority has adopted a mixed methods approach for measuring the long-term outcomes. As such, we are collecting authority level qualitative and quantitative evidence and drawing upon national evidence. Further to this, we have gathered evidence from academic partners such as the University of Strathclyde and the University of the West of Scotland to demonstrate evidence towards achieving the long-term outcomes. As part of the care experienced fund, Stirling University will also gather evidence for a number of projects associated with this work-stream.</p>
	<p>We have compiled a booklet of case studies to share and highlight good practice throughout the authority. A film also provides direct impact statements and experiences from pupils, staff and parents. Both were submitted as part of our end of year report in September 2018.</p> <p>The recent Education Scotland authority inspection report highlights that the authority has developed an outstanding approach to the use of data to inform improvement in all aspects of its work related to the Scottish Attainment Challenge. The report states that “Renfrewshire Council has put in place innovative approaches to understanding and analysing data. These have been highly effective in supporting the council’s work to close the poverty-related attainment gap”.</p>

	<p>What did this evidence show so far? Please highlight key findings only – both positive and negative. As part of the evaluation, we may request further details on your evidence for particularly interesting findings. If you did not collect evidence for these outcome(s) or results are not yet available at this stage in the year, just leave blank.</p> <p>As per the end of year report (Sept 2018), we are continuing to make progress in the long-term attainment challenge outcomes.</p> <p>Education Scotland recognised in their authority inspection report that Renfrewshire have made significant year-on-year improvements in closing the poverty-related attainment gap across all key indicators in the broad general education across curricular areas and this noted as a key strength in the inspection report.</p> <p>The Achievement for Curriculum for Excellence Levels (ACEL) 2018-19 data suggests that in all stages and curricular areas the percentage of pupils achieving expected levels has increased. The ACEL 2018-19 data further shows that the poverty-related attainment gap is reducing. The authority-wide improvement that we have seen is due to increased attainment of both our most and least deprived pupils. Attainment gaps have reduced for both area-based and individual deprivation measures.</p> <p>With regards to health and wellbeing, Education Scotland note in their inspection report that outcomes in health and wellbeing have improved significantly. Health and wellbeing measures are collected from a range of sources including the SDQ, wellbeing wheel, PATHS surveys and Place 2 Be collect counselling participation rates. The collection of data supports that pupil's health and wellbeing is improving across Renfrewshire and particularly in relation to social and emotional wellbeing.</p> <p>Cohort 2 pupils started working with a transition teacher in June 2018 in primary 7. During this time, a baseline wellbeing score was captured. This was reviewed in September and again in December when the pupil had transitioned to S1. The data demonstrates that confidence and achievement scores have improved for pupils working with a transition teacher. Average scores on "wellbeing" improved by 5.07, "achieving" improved by 1.15 and "confidence" improved by 1.18.</p>
	<p>Can you share any learning on what has worked well in your overall strategy to achieve impact?</p>
	<p>The high-quality approaches such as the literacy and numeracy approach, curricular transitions model, PATHS and the Renfrewshire Nurturing Relationship's Approach (RNRA) are underpinned by a robust evidence base and are having a positive impact on outcomes.</p> <p>We are building internal capacity through high quality professional learning opportunities. Education Scotland have recognised the "authorities outstanding approach to professional learning" which has enabled the authority to build capacity. Leadership development opportunities have also enabled us to 'grow our own' promoted staff through providing appropriate training opportunities.</p> <p>We have achieved high levels of empowerment amongst teachers, parent/carers and learners through an ethos of distributed leadership. This was also recognised by Education Scotland. Young people are supported in developing leadership skills through the Columba 1400 leadership academies and aspirational weekends on Arran. This was also highlighted by Education Scotland.</p> <p>The governance structure is highly effective and vital for scrutiny and monitoring progress / impact. There are a number of visible streams of accountability. Each work-stream has a regular project board meeting. These meetings are useful in encouraging further alignment</p>

and connectivity between similar projects and to monitor risks. The project manager attends the project boards and shares information and good practice examples. The governance board meets on a regular basis.

A committed focus on collective and coordinated impact ensures that work-streams are working in collaboration to deliver better outcomes for pupils. This is demonstrated well through the work of transition teachers working across sectors and in partnership with families and communities. A further development session was hosted in December 2018 which was facilitated by the Robert Owen Centre and these sessions are vital to ensuring Attainment Challenge work-streams are connected.

We continue to communicate in a frequent manner at all levels and this ensures that key messages and information is shared widely. The Director will conduct a number of open sessions with teaching staff across the authority. The forum will provide an opportunity to share key messages, highlights / challenges and future plans.

Can you share any learning on what has worked less well or could be improved?

The authority has not had a consistent Attainment Advisor. However, a new Attainment Advisor took up post in December and is developing an effective work-plan and programme of support.

There has been difficulty sourcing an academic partner to support the maths strategy. However, a partnership has been secured with Professor Jo Boaler from Stanford University and this work will continue in 2019-20.

The Scottish Government health and wellbeing census tool is welcomed as a consistent measurement tool for health and wellbeing within and across Scottish authorities.

WORK STREAMS – HIGHLIGHTS AND CHALLENGES

1	Data Analysis
Activities: <i>Please comment on progress in implementing your planned activities in the year 2018/19</i>	
<p>The team have focused on providing continued training and support to schools in relation to data literacy to ensure that staff at all levels are confident in using data to support improvement.</p> <p>Training was provided for transition teachers to support them to use data effectively as part of their process for targeting P7 pupils. Workshops were arranged with the Scottish Government team to support schools in the use of the BGE benchmarking tool. This was very well received by participants with 34 staff attending. 12 school visits were provided at the request of head teachers. These visits focused on support with tracking and analysis of data. Tracking support continued to be provided to 3 secondary schools.</p> <p>With regards to the creation and dissemination of data, all schools were provided with pupil datasets containing all information gathered in the school census. Attendance data packs were developed to ensure better sharing of information with head teachers. Insight data packs for secondary visits were produced and support provided to education managers where requested. A range of board reports have been submitted and presentations delivered to Parent Council Chairs as a means of update and on-going communication.</p> <p>The Management Information Officer has attended two meetings of the Health and Wellbeing Survey Implementation Group. The questions have been shared and reviewed by relevant members of staff and the legal team have been consulted. A small team will progress the work. Support has also been provided for the early year's transitions project. A draft template for collecting data on progress in literacy and numeracy in early years has been created.</p>	
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2018/19</i>	
There is no slippage from original plans.	
Reflections on progress to date: <i>Can you share any learning on what has worked well in implementing this initiative during 2018/19? Please highlight any quantitative data, people's views or direct observations that have informed your evaluation of progress.</i>	
<p>Training evaluations highlight that over 80% of participants felt confident in using the BGE Benchmarking Tool data following the training provided. All participants felt that they would be able to apply what they had learned in practice. Finally, over 70% stated that data provided in the tool will support improvement in their own school.</p> <p>In their inspection report, Education Scotland recognised the quality of the data training delivered by the central team and noted this as being "highly effective". Trained data mentors in each primary school and principal teachers (raising attainment) in each secondary school were also noted in the report as helping to build staff expertise in data analysis.</p>	
Can you share any learning on what has worked less well or could be improved?	

The team are exploring different ways in which to support secondary schools with a consistent and robust tracking of attainment in S1-S3. The ability to use data across schools as an improvement tool at these stages is limited by the lack of a consistent approach in each school. The development of SEEMiS Progress + Achievement module may provide opportunity to tackle this issue.

2	Leadership
Activities: <i>Please comment on progress in implementing your planned activities in the year 2018/19</i>	
<p>The final 2 Step Back workshops for DHTs was completed with Drummond International in Oct 2018. All Aspiring Leadership programmes continue as planned for HTs, DHTs, primary PTs and Secondary PTs. 4 primary HT learning sets are on-going, and 3 sessions have been completed for each set. HT leadership days 1 and 2 are complete with input from Place to Be and Tree of Knowledge. In addition, a selection of afternoon workshops was delivered which included the opportunity to continue to develop co-coaching approaches established through the Step Back programme. 6 primary HTs continue to participate in bespoke 1:1 coaching programme and 2 'Developing a Coaching Approach' full day training sessions, aimed at school SMT, were delivered in Nov 2018 and Jan 2019.</p> <p>Work has begun with cohort 2 in Paisley Grammar High School in partnership with Columba 1400. A Values Day for a large group of S3 pupils was delivered and two subsequent sessions for a group who will go to Skye at the end of January 2019. Cohort 1 have launched the school's new values following an extensive consultation carried out by them and they are working with the parent council to raise funds to create a gym for pupils to support health and wellbeing.</p> <p>Cohort 1 from Johnstone High School ran a values week for the new S1 cohort in August 2018. This included a series of workshops on each of the school values for every class in S1 and it finished with a disco on the Friday afternoon organised by the Columba graduates. They also took a lead role with anti-bullying week in terms of work in PSHE and the school's 'respect' wall display. The residential programme in Johnstone High School will take place in May 2019.</p>	
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2018/19</i>	
No slippage from original plans.	
Reflections on progress to date: <i>Can you share any learning on what has worked well in implementing this initiative during 2018/19?</i>	
<p>Very positive, ongoing evaluations from all Aspiring Leaders sessions have been received from participants. The Aspiring Leaders and Step Back programmes were highlighted as an example of good practice in Education Scotland's National Thematic Inspection report on Readiness for Empowerment.</p> <p>There has been extremely positive feedback so far from HTs participating in Learning Sets and very positive evaluations were received from the 'Developing a Coaching Approach' training. The ongoing leadership development of Cohort 1 Columba 1400 graduates is very encouraging.</p> <p>Education Scotland noted in their inspection report that the authority's leadership opportunities are "extremely well embedded and sustainable" highlighting the 'step back', aspiring leaders programme and one-to-one coaching for headteachers</p>	

Can you share any learning on what has worked less well or could be improved?
<p>Attendance on a few of the sessions at different levels has been disappointing. This has been investigated and is caused by competing demands in schools and the lack of supply cover available. We are looking at new ways of overcoming the challenges that are put in front of us.</p> <p>There have also been some challenges in getting the necessary updates required from some external supports due to staff absence.</p>

3	Learning and Teaching
Activities: <i>Please comment on progress in implementing your planned activities in the year 2018/19</i>	
<p>Latest update</p> <p>The interim Dive into Writing report highlights very positive changes in teachers' professional understanding, in adaptations to the school/class curricula learning mix which teachers provide, and in teacher reports of pupils' confidence and engagement. In addition, a further 33 classroom assistants from across 23 primary schools took part in professional learning which was delivered in partnership with the University of Strathclyde.</p> <p>With regards to numeracy, the Modelling and Coaching Officers are having a positive impact supporting Q1/2 schools. In addition, the recruiting process for phase one of the partnership with Winning Scotland has been undertaken, with Winning Scotland now processing the applications. The first cohort of staff visited Stanford University as part of the Youcubed Leadership summit with Professor Jo Boaler. The professional learning undertaken during the visit to Stanford University, Healdsburg Schools and San Francisco Unified Schools District Leaders has allowed us to; consider different instruction methods; the theory behind the mathematical mindset work; understand the neuroscience underpinning developing number sense and the learning of mathematics; and let us see the approaches promoted by Professor Jo Boaler in classrooms where the practice is established.</p> <p>Five Early Level Transition Officers and an Early Level Transition Co-ordinator have now been recruited and are in post. The transition staff have been upskilled through an extensive CPD plan, which is having a positive impact on their skills, knowledge and ability to support establishments. Plans have been set for next session and a tracking tool has been developed and is being piloted. Three additional transition teachers have just been appointed to address staff turnover but are not yet in post. P7-S1 transition work is ongoing; the pilot working group approach has been evaluated positively and is now being rolled out to all establishments.</p> <p>All primary practitioners across authority have received training in moderation and 3 cohorts (6 clusters) have completed a moderation cycle. In addition to this, assessment and moderation lead training is ongoing, as is secondary maths moderation training.</p> <p>With regards to health and wellbeing, the development officer has developed a programme for training for staff, with support from Mental Health Services and NHSGCC Health Improvement Team. Health and wellbeing progression planners have been developed to provide staff with resources that ensure progression through a level and these are aligned to national benchmarks. The development officer has also supported the implementation of Place2Be Counselling service, and associated training, in 5 of our most deprived primary schools and 2 secondary schools.</p>	
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2018/19</i>	
No slippage to report.	
Reflections on progress to date: <i>Can you share any learning on what has worked well in implementing this initiative during 2018/19?</i>	
Education Scotland have recognised that the authority has a very clear and consistent focus on improving aspects of literacy, numeracy and health and wellbeing to meet more effectively the specific needs of individual learners.	

The development officers continue to plan and deliver in collaboration and this ensures that a consistent message is being communicated to all schools with regards to the implementation of the 3-domain model.

Two further evaluation reports by the University of Strathclyde support that the academic partnership continues to have a positive impact on pupils and staff in Renfrewshire. Please follow link to view the reports: <https://blogs.glowscotland.org.uk/re/renattainmentchallenge>. This partnership was also noted in the Education Scotland inspection report.

The training and upskilling of transition staff has led to positive feedback from schools in relation to their impact in post. The learning which has been gathered from the P7-S1 transitions pilot has been vital in ensuring that the early years pilot is effectively implemented in nurseries.

Interest in the Winning Scotland partnership has exceeded expectations, particularly from a secondary perspective.

The work of the Numeracy Modelling and Coaching Officers has been well received by Q1/2 schools and has led to several Q3/4 requesting input and support.

The HWB Development Officer has made important connections with several partners in various agencies that will be support HWB developments across Renfrewshire schools. Resources that include lessons plans, activities and delivery notes on Substance Misuse Education, that meet the criteria outlined in the benchmarks aligned to the experiences and outcomes, are now available to support staff.

Following an initial survey of secondary support staff, training was delivered for staff working with LGBTI young people. This was facilitated by LGBT Youth Scotland and in conjunction with Health Improvement team. Feedback was very positive, with 91% rating their knowledge as either 'Very Knowledgeable' or 'Knowledgeable' following the training.

The Place2Be school-based counselling service (2.5 days per week) has been introduced into 5 of our most deprived primary schools and 2 secondary schools. Early reports from Head Teachers indicate that the service is already beginning to impact positively in providing support for children, young people, staff and parents.

Can you share any learning on what has worked less well or could be improved?

Due to the positive impact of the Modelling and Coaching Officers, requests for support from Q3/4 schools have been received. It is difficult to respond to these requests without diluting current levels of service to Q1/2 schools. However, this is being reviewed.

Nationally, there has been a lack of 'Train the Trainer' support for Scottish Mental Health First Aid (SMHFA) and as a result, there are no trainers locally that would be able to provide training, impacting greatly on the availability, consistency and sustainability of training for Renfrewshire staff working with children and young people. The development officer is exploring options.

There has been a delay in the recruitment of school's project managers who coordinate Place2Be, however this has been recently resolved.

4	Families and Communities
Activities: <i>Please comment on progress in implementing your planned activities in the year 2018/19</i>	
<p>The health and wellbeing of Renfrewshire pupils has improved due to the implementation of evidence-based approaches and interventions. Over 70% of Renfrewshire schools are implementing a whole school Renfrewshire Nurturing Relationship's Approach. In terms of levels of implementation, 17 schools are in phase one, 20 are in phase two, 10 schools have progressed to phase three and 3 schools are in phase four. 27 schools have engaged in the PATHS® programme in the authority. PATHS® end of year data suggests that there has been a decrease or stabilisation of antisocial behaviour, aggression or disruptive behaviour. Pupils also demonstrate improved or stable concentration/attention.</p> <p>This work-stream has a focus on parental engagement. Parental engagement has increased in schools. Parents in Partnership have engaged with 135 families to date and as a result, parents are more informed about the secondary curriculum and experience. In primary and secondary, family learning programmes encourage pupils and parents to learn together in a supportive environment and this aims to bridge the gap between school and home-life. Parental ambassadors have recently received training from the Adult Learning and Literacies team and are beginning to develop a programme of peer support. Inclusion Support Assistants have developed a measurement tool to evidence the quality and quantity of parental engagement. This will provide further insight into this area.</p>	
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2018/19</i>	
<p>1 Inclusion Support Assistant has been absent long-term, and this has had an impact on the delivery in the associated school. However, the school is working closely with the project lead to resolve this. 2 Inclusion Support Assistants have recently left to move to new posts and recruitment is underway to fill these positions.</p>	
Reflections on progress to date: <i>Can you share any learning on what has worked well in implementing this initiative during 2018/19?</i>	
<p>Education Scotland highlight that “the local authority has extremely successful approaches and interventions to support health and wellbeing”.</p> <p>The collaboration between Parents in Partnership and Curricular Transitions has been very successful as most schools are now delivering their Parents in Partnership model at transition time which supports a more seamless transitions for not only pupils, but parents also. The model has brought together a range of staff (home-link workers, inclusion support assistants, active schools coordinators, head teachers, teachers, transition teachers, Parents in Partnership coordinators, data officers) to identify, target, support and track pupils in a coordinated manner. Education Scotland included a case study on Parents in Partnership in their authority inspection report highlighting the highly effective work in relation to parental engagement.</p> <p>The implementation science model in RNRA includes a process of school readiness. This ensures that schools are able and ready to effectively implement the model, so it has maximum impact.</p>	

The model and approach developed by the Youth Services worker in secondary schools has been very effective. Through soft and alternative approaches to engagement, pupils feel more comfortable with their parents engaging with the secondary school and this has resulted in improved parental involvement and participation.

Can you share any learning on what has worked less well or could be improved?

There is a need to better coordinate the intelligence, activity and data associated with parental engagement. A short-life working group has been established to focus on this theme. The group will update the parental engagement strategy.

A database has been developed which tracks young people and their levels of involvement in Attainment Challenge approaches / interventions. Work requires be undertaken to better understand the collective impact for children and young people who may have several layers of support.

5	Care experienced fund
Activities: <i>Please comment on progress in implementing your planned activities in the year 2018/19</i>	
<p>Aberlour 'attain' have recruited staff to deliver the mentoring programme. Aberlour attended an authority wide Leader's Forum to discuss their plans to establish and deliver a mentoring service. A number of individuals pledged a commitment to mentoring and work is now on-going to recruit a bank of mentors who will support identified pupils. A number of open sessions will take place where individuals can receive further information about the role and requirements related to mentoring. A meeting with Stirling University has taken place and the research team will support the evaluation of the mentoring programme.</p> <p>The Support to Promote Attendance / Attainment for the Care Experienced (SPACE) project is currently recruiting project workers and a project manager to deliver the intensive support service. Plans are in place for Stirling University to also evaluate this project. The team have started work on identifying potential children and young people who would benefit from working with the service. As part of this project, a small grants fund is available for care experienced children and young people. As of February, 33 young people have received a small grant to support their learning and development and access to extra-curricular activities. This has included horse riding lessons for a young person who has ambitions to train towards becoming a mounted police officer. Two young people will use the fund to pursue interests in acting and dance lessons. A samba drumming group has been funded for 10 young people in kinship care. All of the young people have experienced a degree of trauma and it is hoped that this experience will help reduce anxiety, build confidence and create a sense of working together. The impact of this experience will be captured through a focus group and case study.</p> <p>Sleep Scotland training will be delivered to a range of staff in health, social work and education. 150 staff have expressed initial interest in the training. The project lead is currently identifying dates of delivery with Sleep Scotland.</p> <p>The project board are developing proposals for 19-20 and this will include a range of approaches and interventions to support care experienced children and young people.</p>	
Slippage from plans: <i>Please comment on slippage from your original plans for implementing activities in the year 2018/19</i>	
<p>There has been some delay in recruiting staff for the SPACE project. However, this has been resolved and a team have been recently recruited.</p>	
Reflections on progress to date: <i>Can you share any learning on what has worked well in implementing this initiative during 2018/19?</i>	
<p>As part of the Attainment Challenge governance structure, the care experienced fund has an established project board. This ensures all work is connected and there is appropriate scrutiny in place.</p> <p>Project outcomes have been established in collaboration with the Attainment Challenge project manager. Stirling University will evaluate two of the main projects associated with this fund which provides external analysis on the impact of both projects. The Attainment Challenge researcher will work with project leads on ensuring the impact is measured for developing projects.</p>	

Can you share any learning on what has worked less well or could be improved?
<p>The time-scales associated with this fund have been challenging. The funding was announced in July 2018 with expectations of spend by end of March 2019. Recruitment and procurement related activities can often impede progress with delivery. The project manager is working closely with other services to ensure this work is progressed in a timely manner.</p>



To: Education and Children's Services Policy Board

On: 23 May 2019

Report by: Director of Children's Services

Heading: Progress Report on introduction of Place2Be counselling services

1. Summary

- 1.1 In line with the Children's Services priority to reduce inequalities and deliver improved health and wellbeing outcomes for children and young people, funding from the Scottish Attainment Challenge (SAC) was secured to part-fund school-based counselling services within 5 Renfrewshire primary schools and 2 secondary schools from August 2018.
 - 1.2 Place2Be counselling services, procured in line with Renfrewshire Council procedures, have been up and running in 7 schools. Recruitment is now underway to replace a school project manager (SPM) in one school.
 - 1.3 The schools involved are St. Catherine's PS, Glencoats PS, Woodlands PS, Heriot PS, St. Paul's PS, Johnstone High and Paisley Grammar.
 - 1.4 This report provides an update on progress to date.
-

2. Recommendations

- 2.1 The Education and Children's Services Policy Board is asked to:
 - note the progress to date in implementing Place2Be counselling services in 7 Renfrewshire schools.

3. **Background**

- 3.1 There are nine Scottish Attainment Challenge (SAC) authorities including Renfrewshire. The main aims of the Attainment Challenge are to; improve literacy, numeracy, health and wellbeing and reduce the poverty-related attainment gap.
- 3.2 As part of the grant requirements, the council is required to submit an annual strategy, with associated funding requirements, to Scottish Government for approval. Part of Renfrewshire's 2018/19 bid included a request for additional funding, related to health and wellbeing, to enable a stronger focus on supporting the mental and emotional health of children and young people.
- 3.3 Renfrewshire's SAC plan consists of five main workstreams; learning and teaching, data analysis, families and communities, leadership and care experienced children and young people. The plan has been developed through consultation with a range of key stakeholders and through drawing upon the growing positive evidence base that is being collated nationally and locally. The plan has been approved by the Education and Children's Services Policy Board.
- 3.4 The health and wellbeing strands sit within the families and communities workstream. Activities include implementation of Renfrewshire's Nurturing Relationships Approach (RNRA) and use of the Promoting Alternative Thinking Strategies (PATHS) programme to facilitate the development of self-control, emotional awareness and interpersonal problem-solving skills.
- 3.5 The Scottish Government and COSLA have demonstrated their shared commitment to improving the mental health of children, young people and their families by working with delivery partners to invest in preventative and supportive services.
- 3.6 The recommendations and actions from publications such as the Better Mental Health in Scotland (2018), Audit Scotland Report (2018) and Mental Health Strategy 2017-27, highlight the significant need to provide opportunities for early intervention, prevention measures and equal access to the most effective care and treatment. The Mental Health Strategy 2017-27 also highlights that poverty is the single biggest driver of poor mental health.
- 3.7 By promoting positive mental health in children and young people from an early age, the range of positive school outcomes such as attitudes to learning, better attendance, lower exclusion rates, etc. will greatly increase. This leads to improved attainment and achievement.

- 3.8 Through consultation with stakeholders, it was evident that there was a need to do more to promote positive mental health in children and young people across Renfrewshire schools. One aspect of this improved offer is a school-based counselling service, for selected schools, in areas of high deprivation. Having explored options, and learning lessons from other Attainment Challenge authorities, it was decided to introduce Place2Be counselling services in targeted Renfrewshire schools.
- 3.9 Place2Be have supported over 300 schools across the UK and have been used successfully in other Attainment Challenge authorities in Scotland.

4. **Progress**

- 4.1 Since August 2018, the Place2Be counselling service has been introduced in 5 of Renfrewshire's most deprived primary schools and 2 secondary schools. It is funded through SAC funding and Pupil Equity Funding (PEF).
- 4.2 Two schools introduced the service in August 2018, another three in October 2018 and the final two in December/January 2019.
- 4.3 A fully qualified School Project Manager (SPM) oversees the service in each school and is based within the school for 2.5 days each week. The typical model is based on a team of Place2Be personnel (both clinical staff and highly skilled volunteer counsellors on placement) delivering a range of services in a school. To take up a clinical placement, volunteer counsellors need to be studying towards a Diploma, Degree, Masters or Doctorate in Counselling/Clinical Psychology. They are also required to undertake mandatory training through Place2Be and are supervised by the SPM.
- 4.4 The service takes a whole school approach to improve the emotional wellbeing of children & young people, families and staff. This includes:
- 1-1 therapeutic counselling;
 - drop-in sessions;
 - school staff training and consultancy;
 - parent/carer sessions;
 - whole class work;
 - group sessions for children & young people;
 - participation in school events;
 - responding to critical incidents; and
 - engagement with external agencies and partners.

- 4.5 Across the Renfrewshire schools to date, the latest Place2Be termly reports show that:
- 648 sessions have been held for individuals and groups of children & young people;
 - 281 children & young people have been supported in drop-in sessions;
 - 38 children & young people are receiving weekly 1-1 therapeutic counselling;
 - 42 whole class sessions have been delivered;
 - 70 school staff members have received consultancy support;
 - 33 parents are currently being supported; and
 - 43 parent partnership events have been supported.
- 4.6 Other activities delivered by Place2Be include workshops and assembly presentations on promoting positive mental health, strategies to reduce anxiety, bereavement and loss support, friendship support, developing positive sleep routines and transition work from primary into secondary.
- 4.7 The service is still relatively new in schools, however the interventions are already beginning to have a positive impact on the health and wellbeing of targeted children & young people and their families. This is evidenced through feedback from Head Teachers and Place2Be termly activity reports which include counselling participation statistics, case studies and details of emerging whole-school health and wellbeing themes. We will continue to monitor the impact of the service in this way and provide regular opportunities for Head Teachers to come together to share good practice.

Implications of the Report

1. **Financial** – Place2Be counselling services are funded through SAC and PEF funding.
2. **HR & Organisational Development** - none
3. **Community/Council Planning**

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

Our Renfrewshire is well – by providing an environment which encourages care, welfare and development, establishments play a crucial role in developing children and young people so that they become responsible citizens.

4. **Legal** – none
5. **Property/Assets** – none
6. **Information Technology** – none
7. **Equality & Human Rights** - The recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report, as it is for noting only.
8. **Health & Safety** - none
9. **Procurement** – none
10. **Risk** –The Governance Board and Families and Communities Project Board oversees risks related to this.
11. **Privacy Impact** - none
12. **Cosla Policy Position** – none

List of Background Papers

None

Author: Mairi Thomas, Education Manager, Tel 0141 618 3994,
email mairi.thomas@renfrewshire.gov.uk



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

On: **23 May 2019**

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

Heading: **Review of Guidance on Admission to School**

1. Summary

- 1.1. At the Council meeting on 28 February 2019 a motion was passed requesting Children's Services review the current policy and procedures on admission to school.
 - 1.2. Changes to the current policy "Revised Guidance on Admission to School", in accordance with the Schools (Consultation) (Scotland) Act 2010, requires a full consultation exercise to be undertaken. The purpose of this report is to provide elected members with an update on the proposal to undertake this consultation and the timescales required to do this.
-

2. Recommendations

- 2.1 The education and children's services policy board is asked to:
 - approve a pre-engagement exercise be taken forward to ascertain the views of service users; and
 - agree that following the pre-engagement exercise, a report on the proposals for a formal consultation be submitted to the education and children's services policy board.
-

3. Background

- 3.1. A review of the current policy on admission to school will ensure openness and transparency in the approach taken by the council in allocating places for schools in Renfrewshire.

- 3.2. The Schools (Consultation) (Scotland) Act 2010 (“the 2010 Act”) makes provision for the consultation process that is to apply regarding various proposals made by Councils for schools. The principal purpose of the 2010 Act is to provide strong, accountable statutory consultation practices and procedures that local authorities must apply to their handling of all proposals for school closures and other major changes to schools. These consultation processes are expected to be robust, open, transparent and fair, and seen to be so. They are also expected to be consistent across Scotland. The 2010 Act applies to a wide range of changes to the school estate, referred to as “relevant proposals”. Making any changes to our admission policy is covered by this requirement.
- 3.3. Given the range of views expected on the review of admission to school guidance, officers are proposing a pre-engagement exercise with service users. The views and outcomes from this exercise will be reviewed and considered in the forming of formal consultation proposals.
- 3.4. The proposed timeline and summary actions for progression of the proposed review are set out below:-

Activity	Date
Approval for pre-engagement exercise, from Education and Children’s Services policy board	23 May 2019
Establishment of working group and preparation for pre-engagement exercises.	June /July 2019
Pre-engagement exercises with:- Education Scotland, Elected Members, Church Representatives, Heads of Establishments, Parent Councils, Staff and Pupils.	August / September 2019
Analysis of engagement exercises	October / November 2019
Preparation of formal consultation proposal report	November / December 2019
Seek approval from education and children’s services policy board to proceed to formal consultation	Early 2020 (tbc)
Complete formal consultation to amend council policy	Summer 2020 (tbc)

- 3.5. As detailed in 3.2 and 3.3 there is a requirement to gather information through a pre-engagement exercise to ensure that the proposals being made in any formal consultation are representative of community views. Following the pre-engagement exercise there are statutory timescales involved in a formal consultation that require to be adhered to, therefore it is not possible to carry out the consultation and implement outcomes for the 2019/2020 school session.

- 3.6. The department will continue to follow current policy on admission to school, pending the outcome of formal consultation being decided. This will ensure clarity for any families in schools which could be affected as a result of any issues relating to the capacity of the school.

Implications of this report

1. Financial

None.

2. HR and Organisational Development

None.

3. Community/Council Planning

- | | | | |
|--|---|---|---|
| Our Renfrewshire is thriving | - | - | Admissions criteria supports children and young people within their local community. |
| Creating a sustainable Renfrewshire for all to enjoy | - | - | Placement of children and young people within their local community; encouraging pupils to walk to school.# |

4. Legal

Provision of education is based on statute. Legal services advice has ensured that the current standard circulars assist the council to meet its legal obligations.

This proposal adheres to the procedures required to take forward any proposal in terms of the Schools (consultation) (Scotland) Act 2010 amended through the enactment of the Children and Young People (Scotland) Act 2014.

5. Property/Assets

None.

6. Information Technology

None.

7. Equality and Human Rights

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

8. Health and Safety

None.

9. Procurement

None.

- 10. Risk**
None.
- 11. Privacy Impact**
None.
- 12. Cosla Policy Position**
None.

List of Background Papers

- (a) Background Paper 1: Revised Guidance on Admission to School, 9 December 2004
- (b) Background Paper 2: Revised Standard Circular 7, Revised August 2014
Guidance on Admission to School

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 Alison Gallagher, Resources Manager, 0141 618 7240.

email:alison.gallagher@renfrewshire.gov.uk

Children's Services

AG/GMcK/LG

9 May 2019

Author: Alison Gallagher, Resources Manager 0141 618 7240,
email:alison.gallagher@renfrewshire.gov.uk



To: Education and Children's Services Policy Board

On: 23 May 2019

Report by: Director of Children's Services

Heading: Attainment of 2017/18 School Leavers

1. Summary

- 1.1. On 1 November 2018 a report was approved by the Education and Children's Services Policy Board regarding the attainment of our young people in 2018.
 - 1.2. In the report of 1 November 2018 it was advised that a further report be considered by the Education and Children's Services Policy Board when school leavers' data became available. This report concerns the attainment of our 2017/18 school leavers in the four key measures contained in the INSIGHT benchmarking tool.
-

2. Recommendations

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

3. Background

- 3.1. A report on attainment was noted by the Education and Children's Services Policy Board in November 2018. It detailed the attainment of all our young people in S4, S5 and S6 in 2018. Included in the November 2018 report was a recommendation that a further report be submitted to the board with the attainment of Renfrewshire school leavers when this became available in spring 2019.
- 3.2. INSIGHT is a performance evaluation tool provided by the Scottish Government to schools and education authorities as a way of benchmarking performance in four key measures:
 - attainment in literacy and numeracy;
 - improving attainment for all;
 - attainment versus deprivation; and
 - leavers' destinations.
- 3.3. This report will provide data and commentary on the performance of the 2017/18 leavers cohort in these four key measures. A leavers cohort includes all pupils, regardless of the stage they were at when they left school.
- 3.4. The INSIGHT tool uses a 'virtual comparator' (VC) to allow authorities and schools to make statistically valid comparisons between how young people have performed against young people nationally, who share four similar characteristics. These characteristics are: gender, year group, percentage of time spent in mainstream classes, and live within an area with the same Scottish Index of Multiple Deprivation (SIMD) decile. INSIGHT also allows us to compare our performance with the national picture.

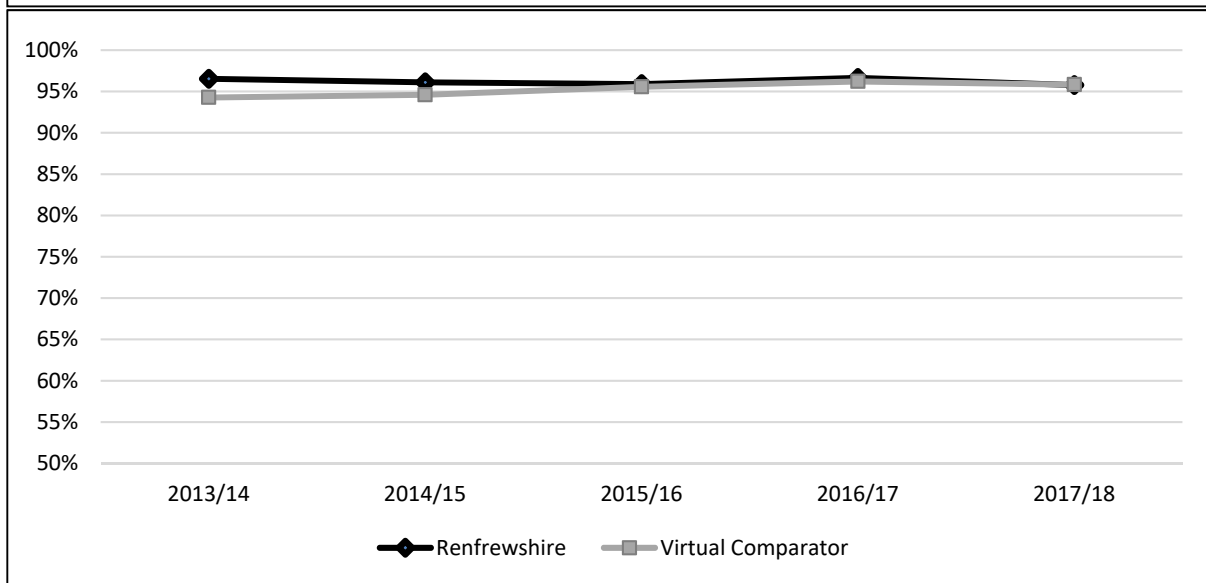
Attainment in Literacy and Numeracy

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

Attainment in Literacy

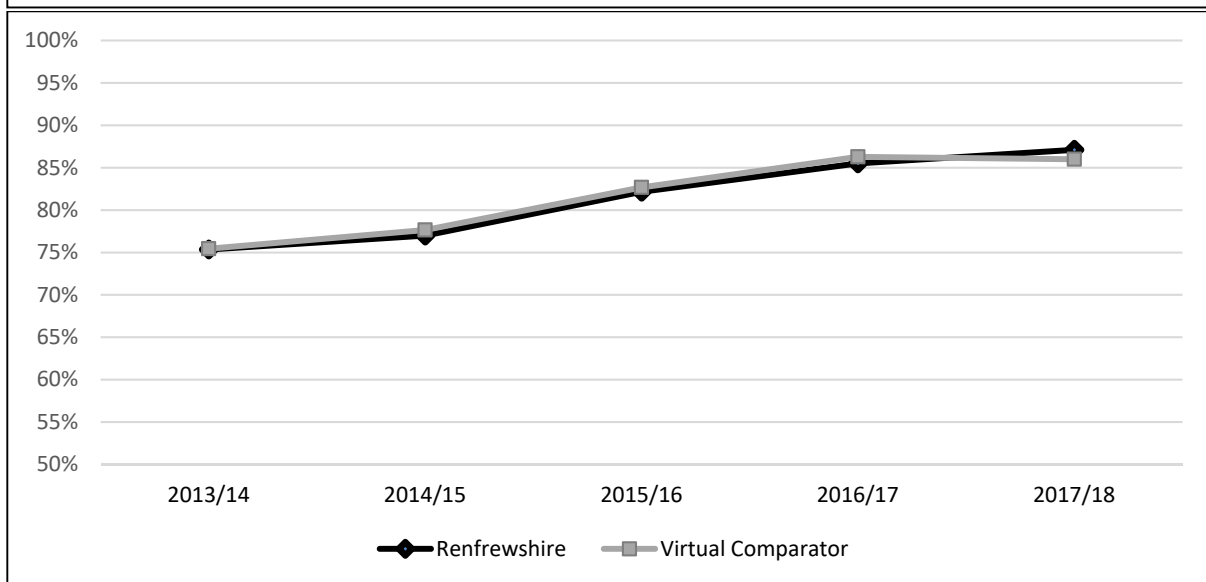
- 3.7. The graphs below show the percentage of leavers achieving SCQF level 4 or 5 or above in literacy over 5 years.

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



- 3.8. The percentage of leavers in Renfrewshire achieving literacy at SCQF level 4 or above has remained relatively constant over the past 5 years. These figures are in line with our virtual comparator, which in 2018 was also 96%.

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

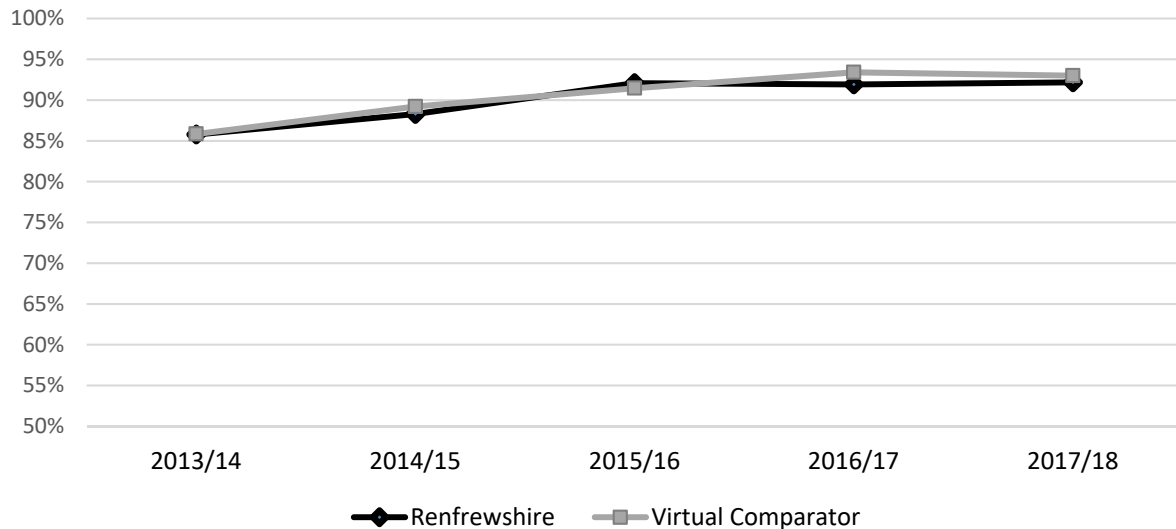


- 3.9. Attainment in literacy at SCQF level 5 or above has increased to 87% in 2017/18. This increase has brought Renfrewshire marginally ahead of its virtual comparator. Over 5 years, Renfrewshire has increased the percentage of pupils achieving literacy at SCQF level 5 by 12 percentage points.

Attainment in Numeracy

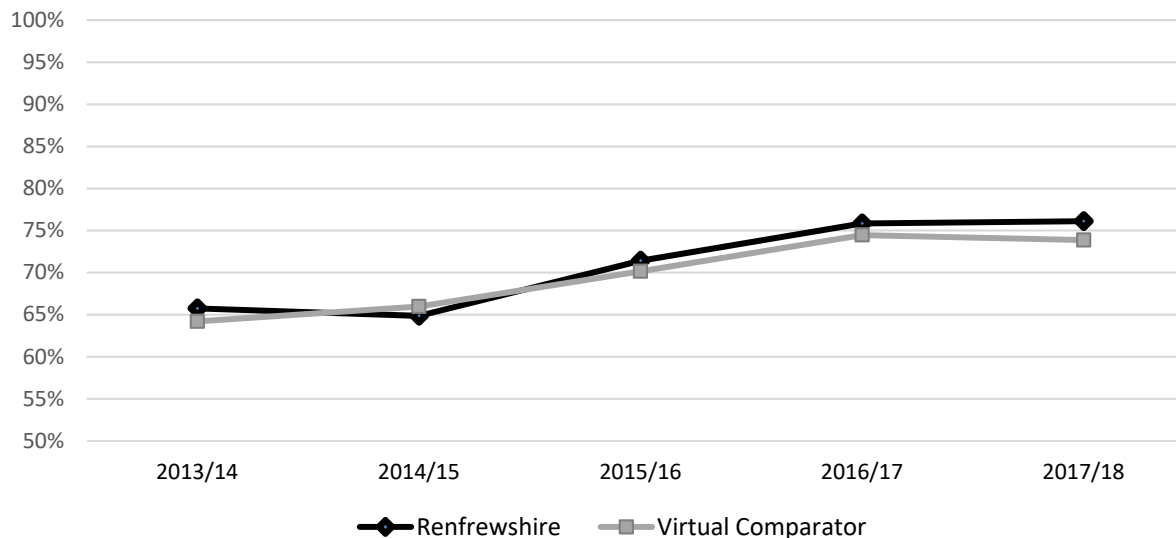
3.10. The graphs below show the percentage of Renfrewshire leavers who have achieved SCQF level 4 or 5 or above in numeracy over 5 years.

Graph 3: Percentage of Leavers Achieved SCQF Level 4 or Above in Numeracy.



3.11. The performance of Renfrewshire school leavers in numeracy at SCQF level 4 or above has remained consistent over the past 3 years, at 92%. This is marginally behind the virtual comparator which is 93%. Over 5 years, the percentage achieving SCQF Level 4 numeracy or above has increased by 6 percentage points.

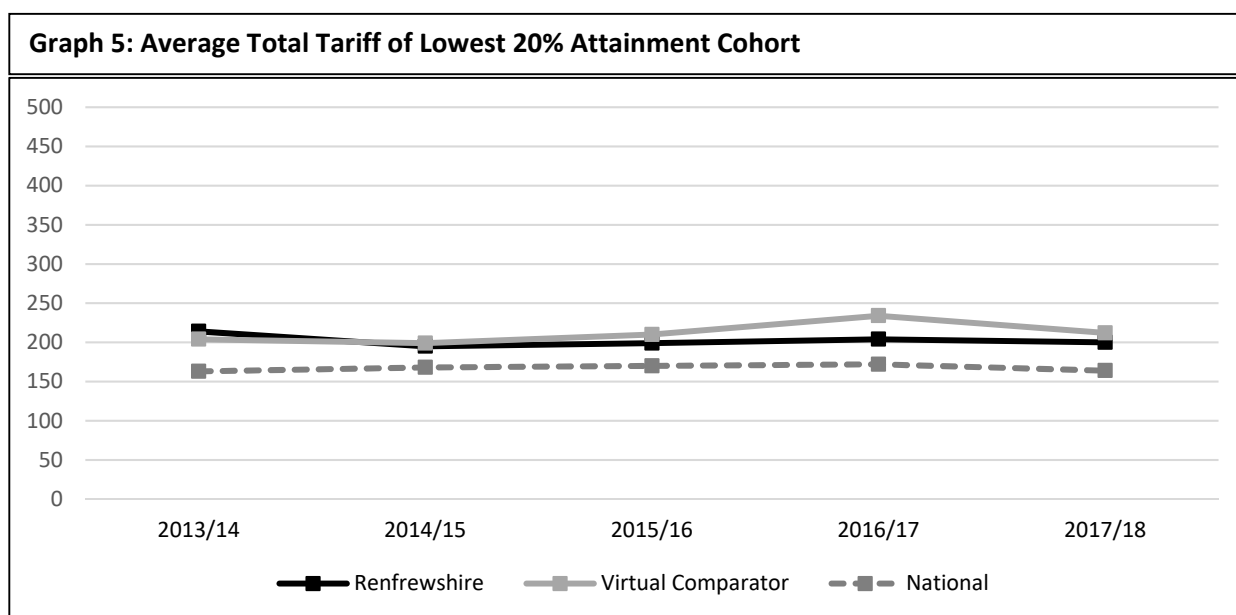
Graph 4: Percentage of Leavers Achieved SCQF Level 5 or Above in Numeracy.



- 3.12. The percentage of school leavers achieving SCQF Level 5 or above in numeracy is unchanged at 76%. Renfrewshire is above the virtual comparator, which also remained constant at 74%. Over 5 years, the percentage achieving level 5 numeracy or above has increased by 10 percentage points.

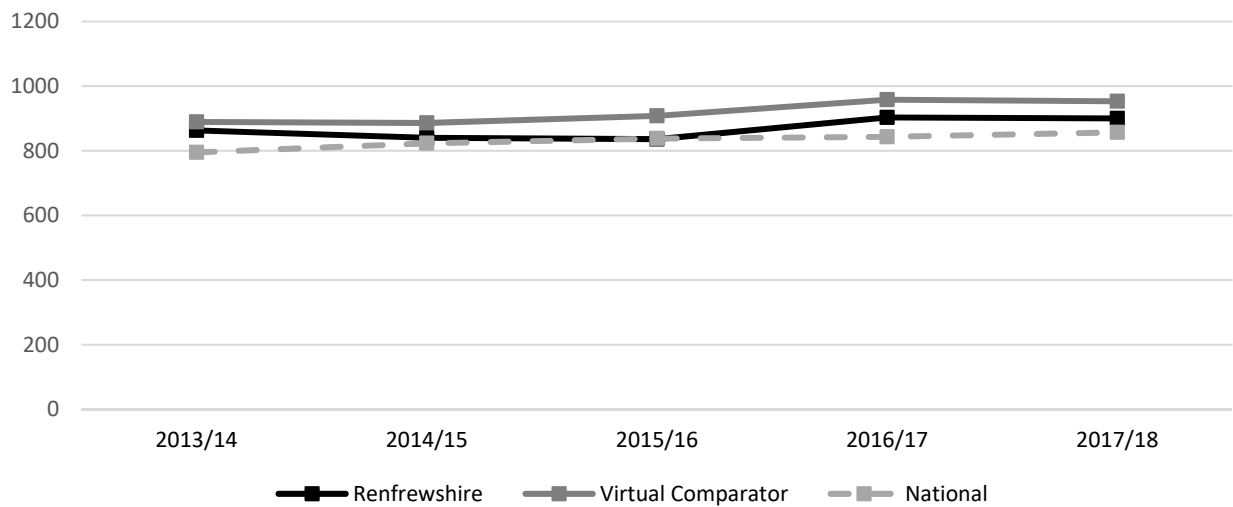
Improving Attainment for All

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



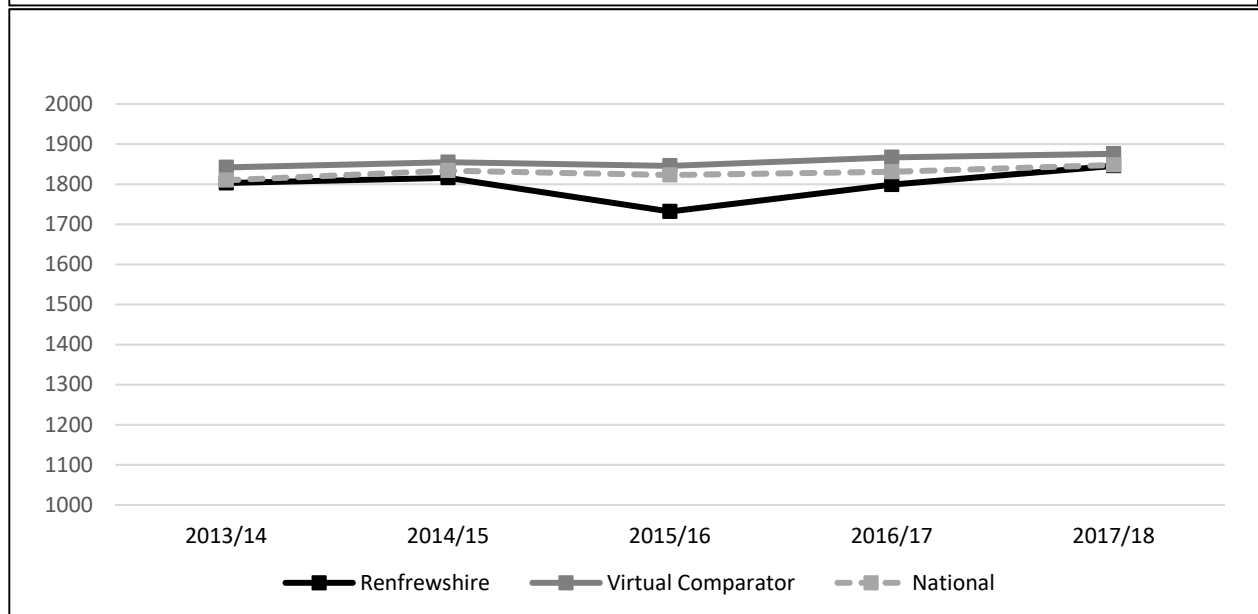
- 3.15. The average total tariff of the lowest attaining 20% of leavers is in line with previous years at 200 points. Renfrewshire is consistently above the national average in this measure but remains marginally behind the virtual comparator.

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



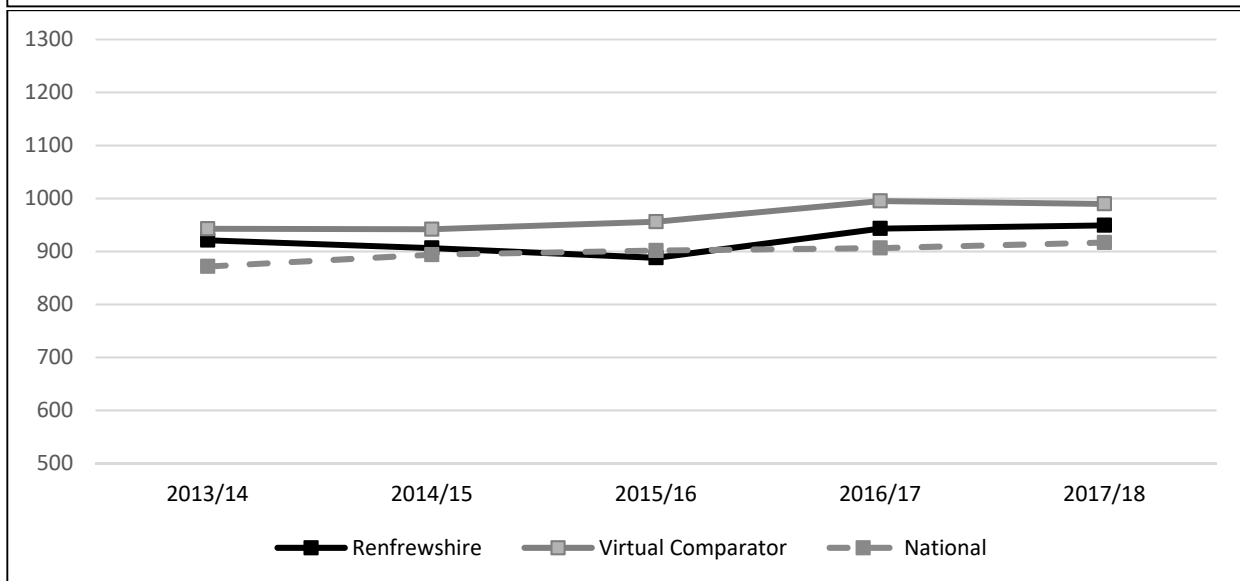
3.16. The performance of the middle 60% attainment cohort is largely unchanged since 2016/17. The average total tariff of leavers in this cohort in 2017/18 is 900 points. Renfrewshire remains above the national average and marginally behind its virtual comparator in this measure.

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



3.17. The average total tariff of school leavers in the highest 20% attainment cohort has increased by 47 points to 1846. This increase has brought Renfrewshire in line with the national average and has reduced the gap between Renfrewshire and the virtual comparator.

Graph 8: Average Total Tariff of All School Leavers

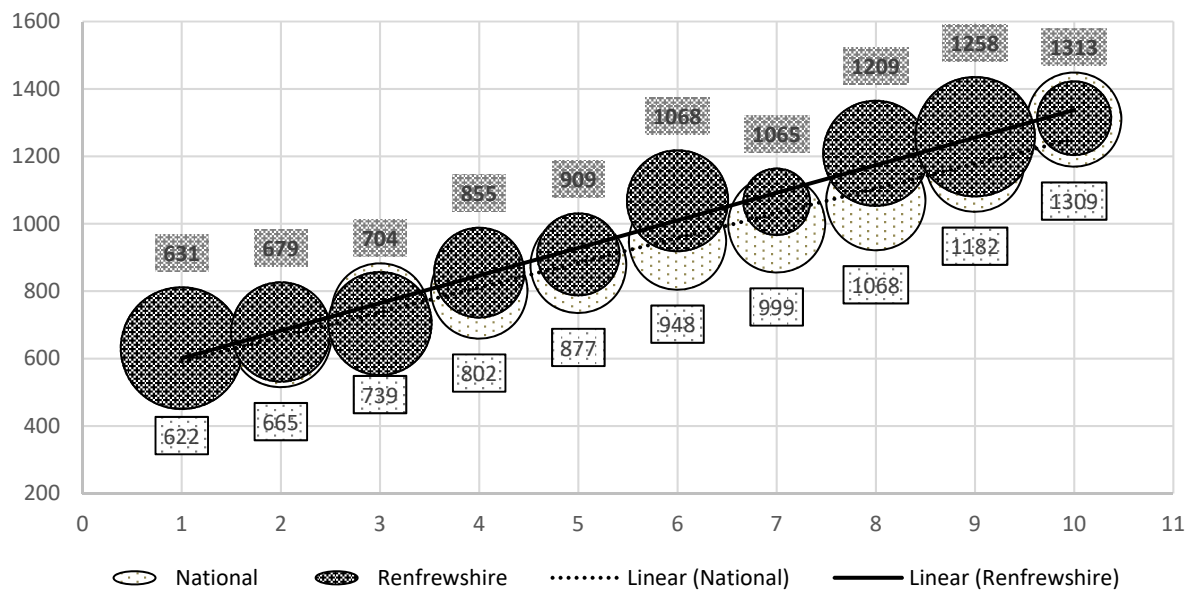


- 3.18. The average total tariff of all leavers, regardless of attainment cohort, has increased in 2017/18 to 949. This is an improving trend over 5 years and is above the national average of 917. However, Renfrewshire remains below the virtual comparator.

Attainment Versus Deprivation

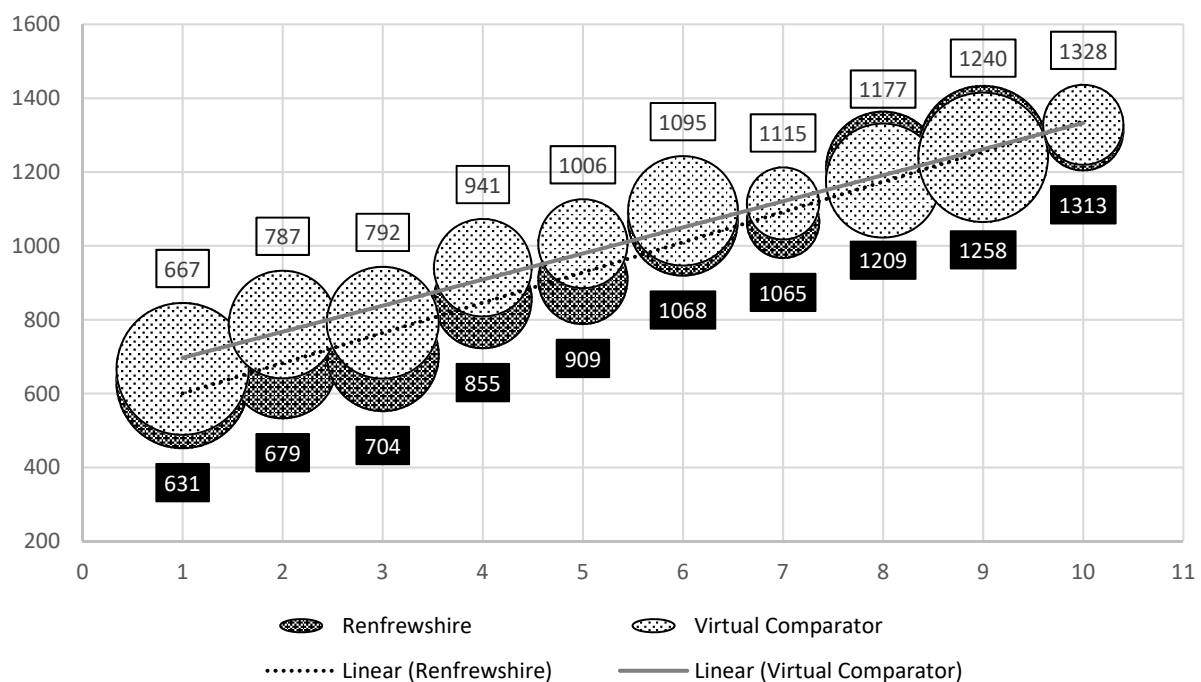
- 3.19. Closing the poverty related attainment gap is an overarching priority of Children's Services. Schools in all sectors are getting increasingly better at identifying their most vulnerable pupils and using strategies to try and mitigate the impact of poverty on their attainment. INSIGHT allows secondary schools and the service to see the impact of some of these strategies by looking at average tariff scores of leavers cohorts by Scottish Index of Multiple Deprivation (SIMD) deciles.
- 3.20. The following charts show SIMD deciles 1 -10 (most deprived to least deprived) plotted along the horizontal axis with the average total tariff points plotted on the vertical axis. The size of the circle is proportionate to the number of pupils who reside within each decile. The angled line which runs through the circles represents the difference in attainment between pupils from the most deprived and the least deprived areas. The steeper the angle, the more pronounced the disparity between the most and least deprived deciles.

Graph 9: Average Total Tariff of 2017/18 Leavers by SIMD Decile (Renfrewshire/National)



3.21. In graph 9, the white circles represent the national average and the black circles represent Renfrewshire's average tariff. In the 2017/18 leavers cohort, the average total tariff is ahead of the national average in all deciles except for decile 3. The trend lines indicate that the gap between Renfrewshire and national is greater in the higher SIMD deciles.

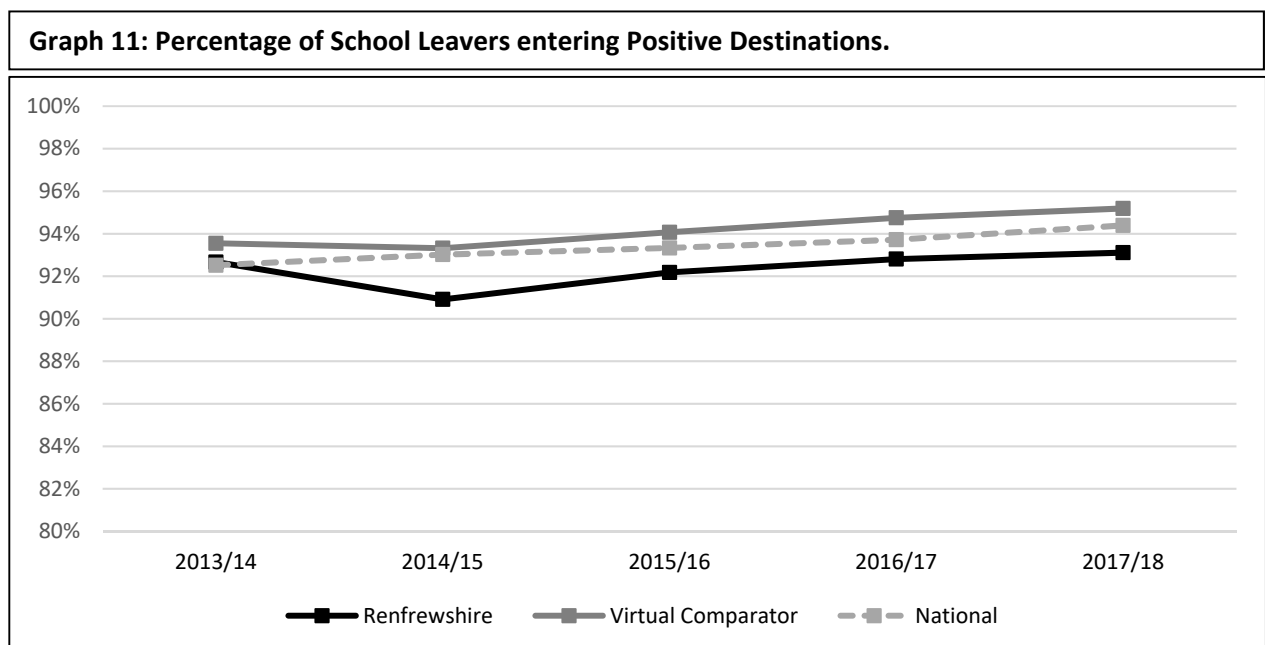
Graph 10: Average Total Tariff of 2017/18 Leavers by SIMD Decile (Renfrewshire/Virtual Comparator)



- 3.22. In graph 10, the white circles represent the virtual comparator and the black circles represent Renfrewshire's average tariff. Renfrewshire is behind its virtual comparator in all deciles except 8 and 9. The trendline shows that the gap between Renfrewshire and the virtual comparator is greater within the lower SIMD deciles.
- 3.23. The service and schools continue to support the Council's and the Scottish Government's priority of closing the poverty attainment gap through improving and targeting our provision, utilising the Scottish Attainment Challenge and pupil equity funding.

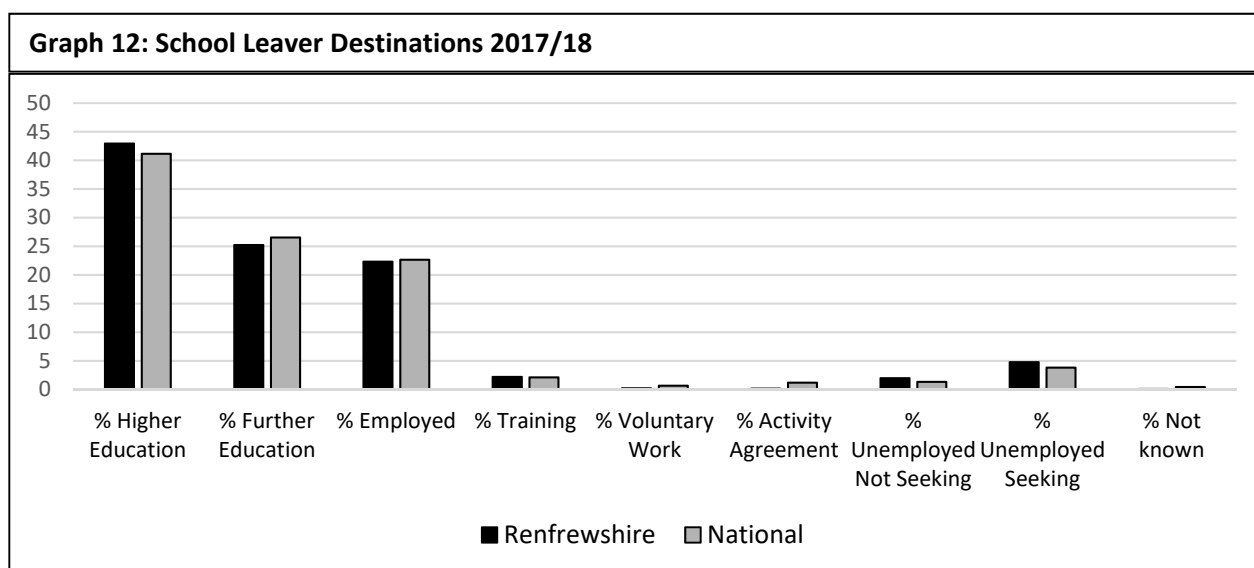
Leaver Destinations

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



- 3.25. The percentage of 2017/18 Renfrewshire school leavers in a positive destination is 93.1%. This is an increase on previous years but remains lower than the national figure and virtual comparator, which are 95.2% and 94.4% respectively.

3.26. The graph below shows the breakdown of the destinations of our leavers.



3.27. In the 2017/18 leavers cohort, 43% of Renfrewshire's leavers entered higher education. This is above the national figure of 41%. The proportion of Renfrewshire leavers entering higher education has been consistently above the national figure over 5 years. A further 25% of our leavers entered further education and 22% went into employment.

4. Next Steps

4.1 The 2017/18 school leavers data demonstrates continued improvement in attainment in literacy and numeracy, particularly at SCQF level 5. Increases in the average total tariff of our highest 20% attainment cohort indicates that leavers in Renfrewshire in this cohort are now performing as well as their peers nationally. However, we recognise the scope for further improvement, particularly in relation to the total tariff points our young people living in the most deprived areas are achieving by the time they leave school. We will continue, through our quality improvement framework, to support and challenge our schools.

Implications of the Report

1. **Financial** - none
2. **HR & Organisational Development** - none

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

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals’ human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council’s website.
 8. **Health & Safety – none**
 9. **Procurement - none**
 10. **Risk - none**
 11. **Privacy Impact – none**
 12. **Cosla Policy Position – not applicable**
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Author: Fiona Wright, Management Information Officer, Children’s Services. Tel 0141 618 6186. Fiona.wright_ED@renfrewshire.gov.uk



To: Education and Children's Services Policy Board

On: 23 May 2019

Report by: Director of Children's Services

Heading: Inspection of St. John Bosco Primary School and Nursery Class

1. Summary

1.1 St. John Bosco Primary School and Nursery Class was inspected by Education Scotland in February 2019 as part of a national sample of education. The letter to parents, published by Education Scotland on 23 April 2019 is attached as an appendix to this report. The letter to parents is also available from the Director of Children's Services or from the Education Scotland website: <https://education.gov.scot/>.

1.2 The purpose of the inspection was to evaluate the quality of education. Inspectors assessed the school, with a focus on four quality indicators which were: leadership of change; learning, teaching and assessment; raising attainment and achievement; and ensuring wellbeing, equality and inclusion. Inspectors also assessed the nursery class with a focus on four quality indicators which were: leadership of change; learning, teaching and assessment; securing children's progress and ensuring wellbeing, equality and inclusion.

1.3 This was a very positive inspection which evaluated three quality indicators as 'good' and leadership of change within the school as 'very good'.

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

- The highly effective and dynamic leadership of the headteacher and depute headteachers.

Together, they have managed a significant process of change exceptionally well, to build an inclusive, new school community with colleagues across the shared campus.

- Respectful, enthusiastic and particularly well-mannered children. They are motivated by relevant and active learning experiences, and are rightly very proud of their nursery and school.
- The inclusive, welcoming and nurturing environment for learning, which is based firmly on an ethos of faith and core values. Staff, children, parents and partners feel valued and fully involved in the life of the nursery and school.
- Strong collegiate working with a range of partners and agencies within the community, who enhance learning experiences for children. The school benefits greatly from the very supportive parent body, parent council and nursery parents' committee.
- Highly effective arrangements for transitions into and beyond the nursery and school. The strong sense of teamwork amongst staff and partners ensures that all children are very well supported as they encounter change.

1.4 The letter to parents also identified one area for improvement:

- Across the nursery and school, continue to share best practice in learning, teaching and assessment, streamlining and refining record-keeping and paperwork wherever possible.

1.5 Children's Services has an agreed set of procedures for responding to inspection reports. The school and the service will agree actions within the School Improvement Plan indicating how they will address the point for action in the report, and share this plan with parents. In addition, the school will be supported in its continued improvement by Children's Services staff.

2. Recommendations

2.1 Members of the Education and Children's Services Policy Board are asked to:

- note the key strengths and the area for improvement in the Education Scotland report on St. John Bosco Primary School and Nursery Class.

3. Background

3.1 Education Scotland's letters to parents are published online by Education Scotland.

- 3.2 The report includes one recommendation for improvement. This will be addressed through the school's improvement plan, produced by the school and supported by Children's Services staff.
- 3.3 Progress on the school improvement plan will be monitored by Children's Services staff on a proportionate basis.
- 3.4 Children's Services welcomes the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire education establishments. The inspection report will be used by the school and the service in the context of supporting and developing the quality of educational provision.
-

Implications of the Report

1. **Financial** : None
2. **HR & Organisational Development**: None
3. **Community/Council Planning**
 - Our Renfrewshire is thriving: high standards of education provision ensure that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.
 - Our Renfrewshire is well – by providing an environment which encourages care, welfare and development, establishments play a crucial role in developing children and young people so that they become responsible citizens. The establishment's success in promoting wellbeing is evaluated as part of the inspection process.
4. **Legal**: None
5. **Property**: None
6. **Information Technology**: None
7. **Equality & Human Rights**

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

8. **Health & Safety:** None
 9. **Procurement:** None
 10. **Risk:** None
 11. **Privacy Impact:** None
 12. **Cosla Policy Position:** Not applicable
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List of Background Papers

None

Author: Trevor Gray, Education Officer, tel: 0141 618 7224

23 April 2019

Dear Parent/Carer

In February 2019, a team of inspectors from Education Scotland visited St John Bosco Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

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

- The highly effective and dynamic leadership of the headteacher and depute headteachers. Together, they have managed a significant process of change exceptionally well, to build an inclusive, new school community with colleagues across the shared campus.
- Respectful, enthusiastic and particularly well-mannered children. They are motivated by relevant and active learning experiences, and are rightly very proud of their nursery and school.
- The inclusive, welcoming and nurturing environment for learning, which is based firmly on an ethos of faith and core values. Staff, children, parents and partners feel valued and fully involved in the life of the nursery and school.
- Strong collegiate working with a range of partners and agencies within the community, who enhance learning experiences for children. The school benefits greatly from the very supportive parent body, parent council and nursery parents' committee.
- Highly effective arrangements for transitions into and beyond the nursery and school. The strong sense of teamwork amongst staff and partners ensures that all children are very well supported as they encounter change.

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

- Across the nursery and school, continue to share best practice in learning, teaching and assessment, streamlining and refining record-keeping and paperwork wherever possible.

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

Here are Education Scotland's evaluations for St John Bosco Primary School and Nursery Class

Quality indicators for the primary stages	Evaluation
Leadership of change	very good
Learning, teaching and assessment	good
Raising attainment and achievement	good
Ensuring wellbeing, equality and inclusion	good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Leadership of change	good
Learning, teaching and assessment	good
Securing children's progress	good
Ensuring wellbeing, equality and inclusion	good
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/inspection-reports/renfrewshire/8621926>

What happens next?

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

Lesley A Johnstone
HM Inspector



To: Education and Children's Services Policy Board

On: 23 May 2019

Report by: Director of Children's Services

**Heading: Inspection of East Fulton Primary School and Nursery Class,
Linwood**

1. Summary

- 1.1 East Fulton Primary School and nursery class was inspected by Education Scotland in February 2019 as part of a national sample of education. The letter to parents, published by Education Scotland on 14 May 2019, is attached as an appendix to this report. The letter to parents is also available from the director of Children's Services or from the Education Scotland website: <https://education.gov.scot/>.
- 1.2 Education Scotland uses different models of inspection and at East Fulton Primary School and nursery class the duration of the inspection was three days i.e. the short model. Inspectors assessed the school, with a focus on two quality indicators which were: learning, teaching and assessment and raising attainment and achievement. In the nursery class, the focus was on learning, teaching and assessment and securing children's progress.
- 1.3 This was a positive inspection which evaluated the two quality indicators in the school as 'good' and the two quality indicators in the nursery class as 'good'. The letter to parents identified three key strengths of the school. These were:
 - The supportive, nurturing climate for learning and achievement across the nursery and primary stages. Children respond well to the purposeful ethos, demonstrating commendable courtesy, enjoying their learning and developing a keen awareness of the qualities of responsible citizenship.

- The quality of children's learning in the nursery, and the positive effects of innovative approaches in reading and numeracy at the primary stages. Children's enthusiasm for these aspects of their learning confirms the effectiveness of the school's strategies for improvement.
- The increasingly positive influence of staff's contribution to improvements in the nursery and school. Staff show significant commitment to professional learning, responding to the positive role models provided by the headteacher and promoted staff. Their high expectations and positive encouragement drive improvements in the school's performance.

1.4 The letter to parents identified the following area for further improvement:

- The school should continue with its planned improvements to learning, teaching and assessment, to raise children's attainment and achievement across the nursery and primary stages. Staff should proceed with their plans to develop high quality outdoor learning and continue to improve the overall consistency of children's learning experiences.

1.5 Children's Services have an agreed set of procedures for responding to inspection reports. The school and the service will prepare a short action plan (detailed within the School Improvement Plan) indicating how they will address the point for action in the report, and share this plan with parents. In addition, the school will be supported in its improvement by Children's Services.

2. **Recommendations**

2.1 Members of the Education and Children's Services Policy Board are asked to note the key strengths and the area for improvement in the Education Scotland report on East Fulton Primary School and Nursery Class.

3. **Background**

3.1 Education Scotland's letters to parents are published online by Education Scotland.

3.2 The report includes one recommendation for improvement. This will be addressed through the school's improvement plan, produced by the school and supported by Children's Services staff.

3.3 Progress on the school improvement plan will be monitored by Children's Services staff on a proportionate basis.

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

Implications of the Report

1. **Financial:** None
 2. **HR & Organisational Development:** None
 3. **Community/Council Planning –**
 - Our Renfrewshire is thriving: high standards of education provision ensure that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.
 - Our Renfrewshire is well – by providing an environment which encourages care, welfare and development, establishments play a crucial role in developing children and young people so that they become responsible citizens. The establishment's success in promoting wellbeing is evaluated as part of the inspection process.
 4. **Legal:** None
 5. **Property:** None
 6. **Information Technology:** None
 7. **Equality & Human Rights**

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

None

Author: Julie Colquhoun, Education Manager tel: 0141 618 6009

14 May 2019

Dear Parent/Carer

In February 2019, a team of inspectors from Education Scotland visited East Fulton Primary School and Nursery Class. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff.

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

- The supportive, nurturing climate for learning and achievement across the nursery and primary stages. Children respond well to the purposeful ethos, demonstrating commendable courtesy, enjoying their learning and developing a keen awareness of the qualities of responsible citizenship.
- The quality of children's learning in the nursery, and the positive effects of innovative approaches in reading and numeracy at the primary stages. Children's enthusiasm for these aspects of their learning confirms the effectiveness of the school's strategies for improvement.
- The increasingly positive influence of staff's contribution to improvements in the nursery and school. Staff show significant commitment to professional learning, responding to the positive role models provided by the headteacher and promoted staff. Their high expectations and positive encouragement drive improvements in the school's performance.

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

- The school should continue with its planned improvements to learning, teaching and assessment, to raise children's attainment and achievement across the nursery and primary stages. Staff should proceed with their plans to develop high quality outdoor learning, and continue to improve the overall consistency of children's learning experiences.

We gathered evidence to enable us to evaluate the school's work using quality indicators from [How good is our school? \(4th edition\)](#) and [How good is our early learning and childcare?](#).

Quality indicators help schools, local authorities and inspectors to judge what is working well and what needs to be improved. Following the inspection of each school, the Scottish Government gathers details of our evaluations to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for East Fulton Primary School and Nursery Class

Quality indicators for the primary school	Evaluation
Learning, teaching and assessment	good
Raising attainment and achievement	good
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Learning, teaching and assessment	good
Securing children's progress	good
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:
<https://education.gov.scot/inspection-reports/renfrewshire/8623422>

What happens next?

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

Bill Geddes
HM Inspector



To: Education and Children's Services Policy Board

On: 23 May 2019

Report by: Director of Children's Services

Heading: Inspection of Riverbrae School and Nursery

1. Summary

- 1.1 Riverbrae School was inspected by Education Scotland in January 2019. The letter to parents, published by Education Scotland in April 2019 is attached as an appendix to this report. The letter to parents is also available from the director of children's services or from the Education Scotland website: <https://education.gov.scot/>.
- 1.2 The purpose of the inspection was to evaluate the quality of education. Inspectors assessed the school, with a focus on four quality indicators which were: leadership of change; learning, teaching and assessment; raising attainment and achievement; and ensuring wellbeing, equality and inclusion. Inspectors also assessed the nursery class with a focus on four quality indicators which were: leadership of change; learning, teaching and assessment; securing children's progress and ensuring wellbeing, equality and inclusion.
- 1.3 Inspection findings indicate that the school and nursery needs additional support and more time to make necessary improvements. Two of the quality indicators were evaluated as 'weak'.

The letter to parents identified two key strengths of the school and nursery. These were:

- Caring and respectful relationships between children, young people and staff. This helps children and young people feel safe, valued and included.

- Supported by a range of partners, children and young people are achieving well in the wider community.

1.4 The letter to parents also identified areas for further improvement:

- Strengthen the leadership of the school and nursery to increase the pace of change. The senior leadership team need to provide clear direction for school and nursery improvement. In doing so, more leadership opportunities should be provided for children, young people and staff.
- Improve approaches to the assessment, tracking and monitoring of children's and young people's progress. Ensure there are clear processes in place which are used effectively by all staff so that children and young people can better achieve their full potential.
- Develop the curriculum across the school and nursery, taking due account of national guidance and expectations. In so doing, ensure that the curriculum enables children and young people to make sustained progress.
- Raise attainment and achievement across the school and nursery through increased expectations of what children and young people can achieve.

1.5 Children's services has an agreed set of procedures for responding to inspection reports. The school and the service will prepare an action plan indicating how they will address the points for action in the report, and share this plan with parents. In addition, the school will be supported in its continued improvement by children's services.

2. **Recommendations**

2.1 Members of the Education and Children's Services Policy Board are asked to note the key strengths and the areas for improvement in the Education Scotland report on Riverbrae School and Nursery Class.

3. **Background**

3.1 Education Scotland's letters to parents are published online by Education Scotland.

3.2 Riverbrae school and nursery opened in August 2017. It is a purpose built facility provided by Renfrewshire Council for children with additional support needs who previously attended Hollybush pre-5 centre; Kersland school, and Clippens school.

3.3 Her Majesty's Inspectors commended the Council for its investment in a high quality building which is highly suited to the needs of the children and young people who attend the school.

- 3.4 Despite a range of initial challenges in relation to the building work which were outwith the Council's control, the school and nursery have brought together children, staff and parents from three separate establishments and created a nurturing environment, with a committed and supportive parent council in place.
- 3.5 The report includes four recommendations for improvement. These will be addressed through the school's improvement plan, produced by the school and supported by children's services staff.
- 3.6 Education Scotland will return to carry out a further inspection within one year of publication of the letter to parents. Following this, they will write to parents/carers informing them of the progress the school has made.
- 3.7 Children's services welcomes the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire education establishments. The inspection report will be used by the school and the service in the context of supporting and developing the quality of educational provision.
-

Implications of the Report

1. **Financial:** None
2. **HR & Organisational Development:** None
3. **Community/Council Planning –**
 - Our Renfrewshire is thriving: high standards of education provision ensure that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.
 - Our Renfrewshire is well – by providing an environment which encourages care, welfare and development, establishments play a crucial role in developing children and young people so that they become responsible citizens. The establishment's success in promoting wellbeing is evaluated as part of the inspection process.
4. **Legal:** None
5. **Property:** None
6. **Information Technology:** None

7. **Equality & Human Rights**

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

8. **Health & Safety:** None

9. **Procurement:** None

10. **Risk:** None

11. **Privacy Impact:** None

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

List of Background Papers

None

Author: Susan Bell, Education Manager, Tel: 0141 618 7221

23 April 2019

Dear Parent/Carer

In January 2019, a team of inspectors from Education Scotland visited Riverbrae School and Nursery Class. During our visit, we talked to parents/carers and children and young people and worked closely with the headteacher and staff.

The inspection team found the following strengths in the school's and nursery's work:

- Caring and respectful relationships between children, young people and staff. This helps children and young people feel safe, valued and included.
- Supported by a range of partners, children and young people are achieving well in the wider community.

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

- Strengthen the leadership of the school and nursery to increase the pace of change. The senior leadership team need to provide clear direction for school and nursery improvement. In doing so, more leadership opportunities should be provided for children, young people and staff.
- Improve approaches to the assessment, tracking and monitoring of children's and young people's progress. Ensure there are clear processes in place which are used effectively by all staff so that children and young people can better achieve their full potential.
- Develop the curriculum across the school and nursery, taking due account of national guidance and expectations. In so doing, ensure that the curriculum enables children and young people to make sustained progress.
- Raise attainment and achievement across the school and nursery through increased expectations of what children and young people can achieve.

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

Here are Education Scotland's evaluations for Riverbrae School and Nursery Class

Quality indicators for the primary stages	Evaluation
Leadership of change	weak
Learning, teaching and assessment	satisfactory
Raising attainment and achievement	weak
Ensuring wellbeing, equality and inclusion	satisfactory
Descriptions of the evaluations are available from: How good is our school? (4th edition), Appendix 3: The six-point scale	

Quality indicators for the nursery class	Evaluation
Leadership of change	weak
Learning, teaching and assessment	weak
Securing children's progress	satisfactory
Ensuring wellbeing, equality and inclusion	satisfactory
Descriptions of the evaluations are available from: How good is our early learning and childcare? Appendix 1: The six-point scale	

A more detailed document called Summarised Inspection Findings (SIF) will be available on the Education Scotland website at:

<https://education.gov.scot/inspection-reports/renfrewshire/1003658>

What happens next?

As a result of our inspection findings we think that the school needs additional support and more time to make necessary improvements. We will liaise with Renfrewshire Council regarding the school's capacity to improve. We will return to carry out a further inspection of the school within 12 months of the publication of this letter. We will discuss with Renfrewshire Council the details of this inspection. When we return to inspect the school we will write to you as parents/carers informing you of the progress the school has made.

Pamela Adamson
HM Inspector



To: Education and Children's Services Policy Board

On: 23 May 2019

Report by: Director of Children's Services

Heading: Education Scotland Continuing Engagement Visit to Gallowhill Primary School

1. Summary

- 1.1 Following the Education Scotland inspection of Gallowhill Primary School in November 2017, a further visit took place in February 2019. The letter to parents, published by Education Scotland on 23 April 2019, is attached as an appendix to this report. The letter to parents is also available on the Education Scotland website: <https://education.gov.scot/>.
- 1.2 The purpose of the visit was to evaluate the progress made in taking forward the recommendations for improvement set out in the original inspection report. The areas of focus were: raising attainment, learning, teaching and assessment, tracking of progress and the curriculum.
- 1.3 The letter highlighted a number of positive improvements including:
 - A range of interventions in place to help improve attainment in literacy and numeracy for targeted children. These interventions are now monitored more robustly to ensure they focus on raising attainment.
 - The headteacher and staff have worked very well with the local authority to implement a range of actions to improve learning and teaching¹ As a result of this work, learning and teaching across the school has improved. All staff have high expectations of children's behaviour, engagement in learning and attainment. Across the school, children are engaged and motivated to learn.

- The school has refreshed the rationale for the curriculum to ensure it more accurately reflects Curriculum for Excellence and the local context of the school. Progression pathways have been introduced in literacy and numeracy to ensure children build on previous learning as they move through the school. There is now a clearer focus on using the curriculum to raise attainment.
- The senior leadership team, together with staff, have developed an assessment calendar which details the range of improved approaches to assessing children's progress and attainment. Attainment meetings between teaching staff and the senior leadership team are used well to ensure children are being challenged appropriately. Children are more involved in assessing their own progress through learning conversations and target setting.

1.4 The letter identified some areas for consideration including:

- Staff should ensure that they regularly revisit numeracy topics previously taught to check children's understanding over time.
- In planning for topics, we suggest that the school provides opportunities to be responsive to children's interests and be able to respond to local circumstances more fully.
- Staff should work with the national benchmarks and other schools to ensure they continue to develop skills in making accurate assessments on children achieving a level.

1.5 Education Scotland confirmed that the school had made 'very good' progress since the original inspection and are confident that the school has the capacity to continue to improve. As such, they will make no further visits in connection with this inspection.

1.6 Children's Services have an agreed set of procedures for responding to inspection reports. The school and the service will agree actions within the School Improvement Plan indicating how they will address the areas for consideration in the report and share this plan with parents. In addition, the school will be supported in its continued improvement by Children's Services staff.

2. Recommendations

2.1 Members of the Education and Children's Services Policy Board are asked to:

- note the 'very good' progress made since the original inspection and the improvements and areas for consideration identified by Education Scotland.
-

3. **Background**

- 3.1 Education Scotland's letters to parents are published online by Education Scotland.
 - 3.2 The letter includes some areas for consideration. These will be addressed through the school's improvement plan, produced by the school and supported by children's services staff.
 - 3.3 Progress on the school improvement plan will be monitored by Children's Services staff through the Quality Improvement Framework.
 - 3.4 Children's Services welcome the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire education establishments. The inspection letter will be used by the school and the service in the context of supporting and developing the quality of educational provision.
-

Implications of the Report

- 1. **Financial** : None
- 2. **HR & Organisational Development**: None
- 3. **Community/Council Planning**
 - Our Renfrewshire is thriving: high standards of education provision ensure that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.
 - Our Renfrewshire is well – by providing an environment which encourages care, welfare and development, establishments play a crucial role in developing children and young people so that they become responsible citizens. The establishment's success in promoting wellbeing is evaluated as part of the inspection process.
- 4. **Legal**: None
- 5. **Property**: None
- 6. **Information Technology**: None
- 7. **Equality & Human Rights**

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights.

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

- 8. **Health & Safety:** None
- 9. **Procurement:** None
- 10. **Risk:** None
- 11. **Privacy Impact:** None
- 12. **Cosla Policy Position:** Not applicable

List of Background Papers

None

Author: Mairi Thomas, Education Manager tel: 0141 618 3994

23 April 2019

Dear Parent/Carer

In March 2018, HM Inspectors published a letter on Gallowhill Primary School and Nursery Class. The letter set out a number of areas for improvement which we agreed with the school and Renfrewshire Council. Recently, as you may know, we visited the school again. During our visit, we talked to children and worked closely with the headteacher and staff. We heard from the headteacher and other staff about the steps the school has taken to improve. We looked at particular areas that had been identified in the original inspection. As a result, we were able to find out about the progress the school has made and how well this is supporting children's learning and achievements. This letter sets out what we found. The Care Inspectorate inspected the nursery class at the same time and that report will be available at www.careinspectorate.com.

There is a need to raise attainment for all children in literacy and numeracy. There are a range of initiatives in place to support children and staff should evaluate the impact they are having on learning.

At most stages, a range of strategies have been used over the last year to help raise attainment in literacy and numeracy across the school. The school has received effective support from the local authority development officers in literacy and numeracy to help develop staff understanding and improve learning and teaching.

Children are more enthusiastic about reading and attainment in most classes is beginning to improve. Reading strategies are taught well to help children develop their understanding of texts. Staff have improved the range of reading materials available and make good use of the mobile library. As a result, children are developing a love of reading and talk confidently about the books they read. In writing, more children at the early level are being supported to write independently. Older children now have more opportunities for extended writing. Across the school, children are now receiving helpful feedback on how to improve their writing. There are now clearer expectations of the presentation of children's work as agreed by staff and children.

In numeracy and mathematics, children are benefitting from a range of strategies to improve mental mathematics. Most children are now more confident in numeracy. However, there is a need to ensure children are more fluent at their multiplication tables. Staff should ensure that they regularly revisit numeracy topics previously taught to check children's understanding over time.

A range of interventions are in place to help improve attainment in literacy and numeracy for targeted children. These interventions are now monitored more robustly to ensure they focus on raising attainment. Although significant progress has been made, there is a need to ensure a continued focus on raising attainment across the school. Staff should work with the national benchmarks and other schools to ensure they continue to develop skills in making accurate assessments on children achieving a level.

Improve learning, teaching and assessment to ensure the needs of all children are met and they are all are fully engaged in their learning.

The headteacher and staff have worked very well with the local authority to implement a range of actions to improve learning and teaching. Staff have visited other schools, participated in professional learning and made good use of information about children's progress. As a result of this work, learning and teaching across the school has improved. All staff have high expectations of children's behaviour, engagement in learning and attainment. Children understand what is expected of them and are meeting these high expectations. Learning experiences in almost all classes are appropriately challenging. Almost all lessons are well organised with a good use of varied teaching and learning approaches. Across the school, children are engaged and motivated to learn. They work well in groups and are developing a good understanding of their own learning. As they progress with their improvements, staff should ensure that teaching and learning approaches meet the needs of all learners and result in continued improvement in children's attainment.

Relationships across the school are positive. Children are demonstrating improved respect towards each other and are able to work well together. There is a reduction in low-level disruptive behaviour and less conflict in the playground. Children have a good awareness of the recently agreed school values and talk about how these help them in their relationships and learning.

Staff should further develop the curriculum with a clear focus on raising attainment.

The school has refreshed the rationale for the curriculum to ensure it more accurately reflects Curriculum for Excellence and the local context of the school. It would be helpful if this was now more accessible for everyone within the school community. Progression pathways have been introduced in literacy and numeracy to ensure children build on previous learning as they move through the school. There remains a need to provide clear progression pathways in all curricular areas as a matter of urgency. This would ensure children are able to make appropriate progress and build on previous learning more effectively across all subject areas.

Opportunities for literacy and numeracy within topics are planned for more effectively. We provided advice on forward planning for learning within topics across Curriculum for Excellence levels. In planning for topics, we suggest that the school provides opportunities to be responsive to children's interests and be able to respond to local circumstances more fully. There has been good progress made on increasing outdoor learning across the school and this is being used effectively to provide real life contexts to apply learning in numeracy. Through the World of Work Week, staff have provided children with opportunities to develop an understanding of skills needed in future careers. There is now a clearer focus on using the curriculum to raise attainment. As a result, most children are making better progress in their learning. There is scope to improve the curriculum and subsequent attainment further across the school.

The school should improve how they track the progress children are making in their learning and use the information to plan next steps.

The senior leadership team, together with staff, have developed an assessment calendar which details the range of improved approaches to assessing children's progress and attainment. In addition, teachers are making appropriate use of assessments to judge progress in the course of learning and teaching. Staff have participated in activities with other schools to develop their understanding of progress and attainment. As a result, they are more confident about the levels in which children are working and the progress they are making. This helps them identify interventions to support children who face additional challenges. Attainment meetings between teaching staff and the senior leadership team are used well to ensure children are being challenged appropriately. As a result, children's attainment is beginning to improve at most stages of the school. Children are more involved in assessing their own progress through learning conversations and target setting.

What happens next?

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

Monica McGeever
HM Inspector



To: Education and Children's Services Policy Board

On: 23 May 2019

Report by: Director of Children's Services

Heading: Pupil Intake to Gryffe High School Session 2019/20

1. Summary

- 1.1. The purpose of this report is to request that members of the education and children's services policy board approve the proposal to increase the intake of S1 to Gryffe High School for session 2019/20, for one year only.
 - 1.2. For a number of years the S1 intake to Gryffe High School has been limited to 165. This equates to 5 classes of 33 pupils in line with council policy. This figure is reduced by 3 places in order that places can be reserved for children of families moving into the area: making a net intake of 162 pupils.
 - 1.3. A roll model has been developed for Gryffe High School for August 2019. The maximum number of S1 pupils can be affected by local timetabling and accommodation arrangements which, on occasions, means that a larger than normal pupil intake can be accommodated. It is proposed that the intake be set at 180 less 3 reserved places: that is an S1 intake of 177 pupils. A significant number of subjects in the curriculum are practical in nature. This would allow for 9 practical classes of 20 and 6 non-practical classes of 30 within the year group.
 - 1.4. Accommodation within the school is such that an additional class could not be accommodated every year. Currently Gryffe High School accommodation allows for the intake to be increased every 6 years to a maximum of 180. The proposed increase of intake in 2019/20 could not be repeated in 2020/21 nor in subsequent years without the need for an increase in accommodation and the significant financial expenditure associated with any such proposals.
-

2. Recommendations

- 2.1. Members of the education and children's services policy board are asked to:
 - agree to set the S1 intake for Gryffe High School for session 2019/20, at 180 with 3 places within this intake reserved for children moving into the catchment during the school session.

- note that the S1 intake for Gryffe High School can be set cyclically at a maximum of 180 every 6 years from 2019/20. This increased intake for S1 may be utilised in future years where required, only when there would be no need for an increase in accommodation and any significant financial expenditure associated with any such proposal.
-

3. Background

- 3.1. The national standard for S1 and S2 classes in non-practical subjects is a maximum of 33. In S3 and S4 this limit is decreased to 30. At all stages the limit for practical subjects is a maximum of 20.
 - 3.2. With a roll capped at 165, Gryffe High School already has 9 classes in practical subjects which allows a maximum of 180 pupils. The forthcoming intake is likely to exceed 165 pupils but will not reach 180 and so it is proposed that for session 2019/2020 only, 6 S1 classes be established for non-practical subjects and that the number of practical subject classes continues at 9.
 - 3.3. Accommodation in Gryffe High School is such that an additional class could not be accommodated every year. The proposed increase of intake in 2019/20 could not be repeated in 2020/21 nor in subsequent years without the need for an increase in accommodation and the significant financial expenditure associated with any such proposals.
 - 3.4. Council has agreed for previous intake years in 2005 and 2011 to the increase of S1 intake to 180.
-

Implications of this report

1. **Financial**
None.
2. **HR and Organisational Development**
Additional teacher staffing would be required in accordance with normal staffing formula.
3. **Community/Council Planning**
None.
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. 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.

List of Background Papers

None

The contact officer within the service is (Alison Gallagher, Resources Manager, 0141 618 7240 alison.gallagher@renfrewshire.gov.uk).

Children's Services

AG

08/04/19

Author: Alison Gallagher, Resources Manager, alison.gallagher@renfrewshire.gov.uk



To: Education and Children's Services Policy Board

On: 23 May 2019

Report by: Director of Finance & Resources

Heading: Provost's School Exchange Fund

1. Summary

- 1.1 The purpose of this report is to approve the arrangements for the administration of the Provost's School Exchange Fund.
- 1.2 The Council at its meeting held on 28 February 2019 agreed to commit £30,000 of revenue resources to establish a Provost's School Exchange Fund that will be targeted at supporting schools and pupils to develop their relationships with peers across the international spectrum.
- 1.3 In order that the administration of the fund is not so burdensome as to discourage applications, it is proposed that high schools which are undertaking international exchange visits will be able to apply to the fund for a grant of up to £10,000 per trip. No school would be able to apply to the fund more than once in any financial year and applications will not be accepted from individual pupils.
- 1.4 Trips that will be eligible for the fund will be to the Council's twin towns of Gladsaxe Kommune in Denmark and Furth in Germany, but exchange trips to other locations will also be considered. The purpose of the trips will be to expose students to new cultures, languages and international awareness. The benefits of such exchanges contribute towards acceptance and understanding of different cultural and community perspectives, language acquisition through practical immersion, and enhanced interest in global issues as well as a broader general knowledge.

- 1.5 The fund and application process will be administered by the Provost's Office.
-

2. Recommendations

- 2.1 That the Board approves the arrangements for the Provost's School Exchange Fund as detailed in paragraphs 1.3 and 1.4 and that it be delegated to the Head of Corporate Governance in consultation with the Provost to approve applications for payment from the Fund.
-

Implications of the Report

1. **Financial** – as detailed in the report
 2. **HR & Organisational Development** - None
 3. **Community/Council Planning** – None
 4. **Legal** – None
 5. **Property/Assets** - None.
 6. **Information Technology** – None
 7. **Equality & Human Rights**
 - (a) The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
 8. **Health & Safety** - None
 9. **Procurement** - None
 10. **Risk** – None
 11. **Privacy Impact** - None.
 12. **Cosla Policy Position** – not applicable
-

List of Background Papers - none

Author: Lilian Belshaw, Democratic Services Manager. Tel: 0141 618 7112
E-mail lilian.belshaw@renfrewshire.gov.uk



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

On: **23 May 2019**

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

Heading: **Invigilator Fees**

1. Summary

- 1.1. Invigilators are used in secondary schools in order to supervise and organise the administration of examinations. The formal SQA examinations diet requires each school to appoint a number of invigilators to undertake these duties. In addition, a chief invigilator is responsible for the organisation and supervision of all external assessments in accordance with SQA policy and procedures.
 - 1.2. A number of schools also utilise invigilators for internal assessments during the school year.
 - 1.3. The purpose of this paper is to confirm that Renfrewshire Council will adopt the roles and remits for invigilators and chief invigilators in line with SQA procedures for both internal and external arrangements.
 - 1.4. The remits of both invigilators and chief invigilators are laid out in Appendix 1.
 - 1.5. In addition, it is proposed that the rates of pay for invigilators and chief invigilators will be in line with the agreed SQA invigilator fee structure. The figures for 2019 are attached in Appendix 2.
-

2. Recommendations

- 2.1. The Education and Children's Services Policy Board is asked to:
 - agree that the remit of invigilators and chief invigilators will be as laid out in Appendix 1 and that the rate of pay will be as per SQA guidelines.
-

3. Background

- 3.1. Invigilators are used on secondary schools in order to supervise examinations. The formal SQA examinations diet requires each school to appoint a number of invigilators to undertake these duties. In addition, a chief invigilator is responsible for the organisation and supervision of all external assessments in accordance with SQA policy and procedures.
 - 3.2. A number of schools also utilise invigilators for internal assessments during the school year.
 - 3.3. In addition, the rates of pay for invigilators and chief invigilators will be in line with the agreed SQA invigilator fee structure. The figures for 2019 are attached in Appendix 2.
-

Implications of this report

1. **Financial**
Budgets for invigilators are devolved to schools within the agreed scheme of delegation.
2. **HR and Organisational Development**
Within current resources.
3. **Community/Council Planning**
None.
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.
8. **Health and Safety**
None.
9. **Procurement**
None.
10. **Risk**
None.

11. Privacy Impact

None.

12. Cosla Policy Position

None.

List of Background Papers

None.

Children's Services

GMcK/LG

2 April 2019

Author: Gordon McKinlay, Head of Schools, 0141 618 7194
gordon.mckinlay@renfrewshire.gov.uk

Chief Invigilator

A Chief Invigilator (CI) is responsible for the organisation and supervision of invigilation of all external assessments for National Qualifications, in accordance with SQA policy and procedures as detailed in the Invigilator Handbook.

The activities will be under the direction of staff from SQA. Close liaison will be required with the Head of Centre and/or SQA Co-ordinator throughout the external assessment period to ensure the effective management of the external assessments.

Outline of duties

- Responsible for the secure storage and management of external assessments before and during the examination cycle ensuring compliance with SQA security requirements.
- Responsible for ensuring that external assessments, including those for Assessment Arrangements candidates, are conducted in accordance with SQA policy and procedures.
- Deliver a training session(s) to all Invigilators prior to the examination period.
- Allocate and advise Invigilators of their duties and dates required – updating as required throughout the examination cycle.
- Maintain an accurate record of training attended and sessions worked by all Invigilators throughout the examination period and verify all claims for fees prior to submission to SQA.
- Supervise Invigilators and conduct daily briefings to the Invigilation team prior to the start of each examination session.
- Responsible for the accurate submission of candidates' external assessment materials to SQA.
- In accordance with SQA's guidelines, complete comprehensive reports on any irregularities in the conduct of an external assessment and submit to SQA where necessary. For example:
 - Any incident concerning possible malpractice
 - Any issue concerning the content of a question paper
 - The un-authorised removal of a question paper or examination material from the examination room either by candidates, invigilation or centre staff
 - Faulty question papers, faulty digital question paper discs or faulty audio CDs
 - Any instances of sickness, interruptions or disturbances during an assessment

Successful candidates must:

- have excellent organisational skills
- be suitable to work within an education environment
- be physically able to undertake the duties of the role

- not be an employee of the centre or associated with the centre
- live within easy reach of the centre

Any exceptions to these requirements must be approved in advance by SQA.

Please note that this role requires PVG registration and no contracts will be confirmed until registration is approved.

Invigilator

An Invigilator undertakes the duties of invigilation for the external assessment of National Qualifications, in accordance with SQA policy and procedure.

These activities will be under the direction of the Chief Invigilator (CI).

Outline of duties

- Attend an invigilator training session prior to the examination cycle.
- Support the CI with the secure storage and management of external assessments during the examination cycle ensuring compliance with SQA security requirements.
- Carry out invigilation duties as requested by the CI and ensure that external assessments, including those for Assessment Arrangements candidates, are conducted in accordance with SQA policy and procedures.
- Assist with the collation of candidates' external assessment materials on completion of the external assessment.
- Report any irregularities in the conduct of an external assessment or concerning matters arising during the course of an external assessment to the CI.
- Accurately record sessions worked throughout the examination period and submit claims to the CI for authorisation.

Successful candidates must:

- be suitable to work within an education environment
- be physically able to undertake the duties of the role
- not be an employee of the centre or associated with the centre
- live within easy reach of the centre

Any exceptions to these requirements must be approved in advance by SQA.

Please note that this role requires PVG registration and no contracts will be confirmed until registration is approved.

2019 Invigilator Fee Structure

Hourly rate £9.00
 Minimum daily rate (3 hrs) £27.00

Examples:

Invigilator works 2 hrs in a morning	£27.00
Invigilator works 4 hrs in a morning	£36.00
Invigilator works 3 hrs in a morning and 3 hrs in the afternoon	£54.00
Invigilator works 2 hrs in the morning and 3.5 hrs in the afternoon	£49.50

2019 Depute Chief Invigilator fee structure

Hourly rate	£10.00
Minimum daily rate (3.5 hrs)	£35.00

Examples:

DCI works 2 hrs in a morning	£35.00
DCI works 4 hrs in a morning	£40.00
DCI works 3 hrs in a morning and 3 hrs in the afternoon	£60.00
DCI works 2 hrs in the morning and 3.5 hrs in the afternoon	£55.00
DCI works 3 hrs in the morning and 3 hrs as an Invigilator in the afternoon	£57.00

2019 Chief Invigilator fee structure

Hourly rate	£13.00
Minimum daily rate (3.5 hrs)	£45.50

Admin fee:

	Centre entries	2018
Band 1	<99	£73.50
Band 2	100 - 499	£147.00
Band 3	500 - 999	£220.50
Band 4	1000 - 1999	£367.50
Band 5	2000 - 2999	£441.00
Band 6	3000+	£514.50



To: Education and Children's Services Policy Board

On: 23 May 2019

Report by: Director of Children's Services

Heading: Children's Services Service Improvement Plan – Overview of Performance 2018/19

1. Summary

- 1.1. The purpose of this report is to provide an update on the performance of Children's Services for the 12-month period to 31 March 2019 in relation to the Service Improvement Plan which was approved in March 2018.
- 1.2. This report provides a summary of performance in Children's Services for the 2018/19 period, with detailed explanation on all relevant actions and performance indicators.
- 1.3. The Service Improvement Plan sits beneath the Council Plan, Community Plan, and along with the service's risk register and workforce plan forms a suite of documents which provide the strategic direction for the service. Service Improvement Plans are aligned to the priorities set out in the Council Plan 2017-2022 and include those areas of the Council Plan for which Children's Services is the lead.
- 1.4. In March 2018, the service identified key actions it aims to achieve over the next three years, in order to deliver improved outcomes for local people and communities and contribute to the delivery of the Council Plan 2017-22.
- 1.5. The action plan is the core of the Service Improvement Plan. It sets out the priorities being addressed, the key tasks to be implemented, the implementation time-table 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.
- 1.6. Children's Services has continued to progress an ambitious programme of service development and improvement over 2018/19. The Attainment Challenge workstreams continue to support a narrowing of the poverty-related attainment gap and Renfrewshire's excellent progress was recognised by Education Scotland following an inspection in late 2018.

Partnership working remains central to the delivery of services and as well as working with statutory partners and the third sector, new programmes to strengthen parental engagement are running in schools across Renfrewshire. Children's Services was a key partner in 2018 in the Gender Based Violence Strategy Group and Community Justice Renfrewshire, both of whom produced new plans in the last twelve months.

1.7 Local government continues to operate in a challenging financial environment. In addition, there are pressures arising from socio-economic factors, changes in legislation, and workforce challenges. Particular areas of resource pressure for Children's Services include:

- Historically higher than average incidences of child protection cases and looked after children, due in part to parental substance misuse and areas of significant deprivation within Renfrewshire;
- Increasing numbers of young people in continuing care, and those leaving care and accessing throughcare and aftercare services;
- Increasing numbers of kinship carers;
- Managing the expansion of early learning and childcare to 1140 hours;
- Increasing numbers of children with additional support needs in our schools;
- Ongoing annual reductions in the grant payable to Renfrewshire Council to deliver Criminal Justice Social Work services alongside a growth in the number of community sentences to be managed; and
- Ongoing challenges in recruiting supply and permanent teachers.

1.8 Considering these challenges, the service has reviewed the Service Improvement Plan for the period 2019-2022 and identified a range of actions that will be undertaken by officers in partnership with all stakeholders, to improve and develop service provision. This updated plan was approved by the Education and Children's Services Policy Board and the Communities, Housing and Planning Policy Board in March 2019.

1.9 The Children's Services management team reviews progress against all performance indicators and service improvement actions on a quarterly basis. Six monthly reports on the service improvement plan are reported to this policy board and to the Communities, Housing & Planning Policy Board, with the next updates scheduled for November 2019.

2 Recommendations

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

- the content of this report;
- the progress that has been made on areas of service performance which fall under the remit of this board in 2018/19;
- the progress made on actions and performance in the action plan; and

- that an outturn report will also be provided to the Communities, Housing and Planning Policy Board in respect of activity falling within its remit.
-

3 Background

- 3.1 Children's Services is responsible for the delivery of universal, targeted and specialist services across early years, primary and secondary education, social work services for children and families, and criminal justice social work. Most of the work of the service is statutory. Service delivery is a mix of universal, targeted and specialist provision.
 - 3.2 The Service Improvement Plan is one of the ways in which elected members can scrutinise the work of Children's Services, and to consider and decide upon policy options as necessary. Refreshing Service Improvement Plans annually allows each service to consider the context in which they operate and revise plans where appropriate.
 - 3.3 The Service Improvement Plan also links Community Plan and Council Plan priorities to strategic and operational activity within the service, which supports employees to understand how their role contributes to the Council delivering on its objectives.
 - 3.4 The action plan details the progress of specific areas of work which, during 2018/19, enabled the service to support the Council's priorities and help deliver improved outcomes for Renfrewshire residents.
 - 3.5 The service also measures progress by reporting on performance indicators. The scorecard included in Appendix 1 provides details of the progress of these indicators throughout 2018/19 against set targets.
-

4 Overview of Performance and Key Achievements

- 4.1 One of the purposes of the Service Improvement Plan is to enable elected members to take stock of what is happening in the service and to consider and develop policy options which reflect changing circumstances both in terms of customer needs and resource availability in the context of the Council's priorities and the need to deliver best value.
- 4.2 Appendix 1 provides an update on the progress made by the service during 2018/19 in terms of implementing the Service Improvement Plan. It includes an update on the Service's action plan and performance scorecard of indicators as at 31 March 2019.
- 4.3 During 2018/19, key achievements of the service include:
 - an exceptionally positive outcome from the recently-published inspection report highlighting sector-leading approaches in Renfrewshire's progress towards raising attainment.
 - a very positive set of National Qualifications results by young people in Renfrewshire schools;
 - strong early evidence demonstrating that the poverty-related attainment gap in the broad general education is closing;

- progressing plans for the expansion of early years provision;
- continuing our strong partnership working across the public and third sectors in all areas of Children's Services;
- improving links with local businesses and further education providers, supporting more young people to achieve positive and sustainable post-school destinations;
- continuing to invest in our workforce including leadership development training and putting in place innovative recruitment practices to support schools in getting the best teachers and support staff;
- the completion of new build campus for Bargarran/St John Bosco Primary Schools and St Paul's Primary School/Foxlea Pre-5 Centre;
- implementing a revised anti-bullying policy which was developed in consultation with pupils, parents and school staff;
- introduction of additional supports in education settings to support health and wellbeing of children and young people;
- winning a COSLA Silver Award for the Renfrewshire Literacy Development Programme and one of our schools winning UKLA Literacy School of the Year in 2018;
- delivering a programme of work to promote greater parental engagement with schools and in particular with their child's learning;
- supporting the development of a Gender-Based Violence Strategy for Renfrewshire, which was launched during this year's 16 Days of Action;
- a successful funding application to the Life Changes Trust which will fund the Family Firm approach for a further two years;
- introduction of the 'Just Learning' programme to support increased access to employment and training for those with convictions;
- developing, with partners, a new Community Justice Renfrewshire plan;
- completion of the new children's house, which became operational in February 2019; and
- enhancement of the support available to young carers, with a dedicated social worker for young carers now in post.

4.4 In October 2018, Education Scotland inspected Renfrewshire to determine how well the council is performing in terms of improving learning, raising attainment, and closing the poverty-related attainment gap. The inspection team concluded that Renfrewshire is making excellent progress against all three goals. They highlighted the outstanding impact of very high-quality professional learning approaches, very strong self-evaluation and evidenced-based interventions, highly effective leadership, an ethos of empowerment of staff at all levels, and significant year-on-year improvements in closing the poverty-related attainment gap.

4.5 Parents in Partnership, transition teachers and Inclusion Support Assistants have been introduced in Renfrewshire's secondary schools to support pupils and families through the transition from primary to secondary school. Schools are able to demonstrate positive outcomes stemming from improved attendance, fewer exclusions and higher levels of family engagement with school. A Reconnect programme is now working with some families with children in S2 and have found that 70% of the group have maintained or improved their attendance at school. A group of six Parent Ambassadors have been trained and will now work with their associated secondary schools to support the transition and parental engagement work.

- 4.6 Employability is a theme which threads throughout Children's Services. In schools, a new model of work placement is being phased in for S4 pupils, and vocational courses are run in partnership with West College Scotland. The uptake of Foundation Apprenticeships is increasing and a more rigorous use of data allows for more targeted support for young people at risk of not moving into a positive post-school destination. For care-experienced young people, the Family Firm model has attracted additional external funding and will provide more holistic support for young people as they transition from school to further education, training and employment, but also from a care setting to greater independence. The Just Learning programme is supporting people with convictions to access employment and training, and over 40 people have already been supported to complete the Keys to Learn initiative.
- 4.7 Support for young carers has been enhanced and around 100 young carers have been identified and had a Young Carers Statement completed. Children's Services is working with the Carers' Centre to develop new interventions and supports, and a new programme of groupwork is already underway.
- 4.8 The action relating to the presumption against short sentences has been delayed as a result of revised legislative timescales; the legislation required was not laid before the Scottish Parliament until April 2019. The change would mean the presumption would be extended to sentences of up to 12 months, rather than the current 6 months, and will likely result in an increase in the number of community sentences being handed down by courts.
- 4.9 The action relating to our response to the national review of child protection guidance has been delayed, again due to delays in the publication of any new national direction. The service continues to contribute to the national conversation on this.
- 4.10 Work is ongoing in relation to post-school destinations and the service identified additional improvements to be implemented during the year. Consequently, this action has not been completed.
- 4.11 Two actions relating to Youth Services transferred to Communities, Housing and Planning Services during 2018. One action relating to self-evaluation was cancelled.
- 4.12 Children's Services reports against 35 performance indicators in the Service Improvement Plan. Of these, 28 had targets; 17 are meeting or exceeding the target set and 11 are missing the target.
- 4.13 The service sets challenging targets for satisfaction with services and for responding to complaints and Freedom of Information requests; these all have a target of 100%. The measurement of satisfaction with schools is based on a very small sample with opinions captured only at a single point in time; more explanation is provided in the appendix to this report. Responses to complaints and Freedom of Information requests may be delayed where complexity adds to the time required to respond appropriately.
- 4.14 Children's Services has narrowly missed some targets in relation to closing the attainment gap due to increased attainment for some of our best-performing students.

However, the overall trend for the last 5 years has been of improving attainment for all. Stay-on rates for S4 pupils continuing to S5 have narrowly missed the target set, but out-perform the national average.

- 4.15 Performance for looked after children being placed with families must be considered within the context of appropriateness of placement, and the service will make a placement in the best interests of the child, which may not always be in a family setting. First home visits for children newly looked after at home will continue to be monitored and this indicator has been identified as an area for improvement in the 2019/20 Service Improvement Plan.
- 4.16 Criminal Justice Social Work (CJSW) continues to improve in relation to new supervision cases being seen within 7 days of an order, but is dependent on timely court notification and client compliance to meet the current target. Performance against other CJSW indicators continues to exceed the targets set, despite increasing workloads.
- 4.17 Attainment in literacy and numeracy continues to show an upward trajectory, and the gap between pupils in deprived and less deprived areas is narrowing. The uptake of early years places both by eligible 2 year olds and by 3 and 4 year olds has increased, and 1140 hours are already being delivered in some areas, ahead of the national target for expanded provision.

5 Reporting progress

- 5.1. Progress on the implementation of the Service Improvement Plan is regularly monitored by the Extended Senior Leadership Team every quarter and will be reported to the Education and Children's Services Policy Board on a six-monthly basis.
- 5.2. A review of progress throughout 2019-20 will be brought to this Board in November 2019.

Implications of this report

- 1. **Financial** – The report highlights resourcing pressures arising from increasing demand for services and the current financial environment.
- 2. **HR and Organisational Development** - none
- 3. **Community/Council Planning** - the report details a range of activities which reflect local community planning themes.
- 4. **Legal** - none
- 5. **Property/Assets** - none
- 6. **Information Technology** - none
- 7. **Equality & Human Rights** The recommendations contained within this report have been assessed in relation to their impact on equalities and human rights.

No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only.

- 8. **Health and Safety** - none
- 9. **Procurement** - none
- 10. **Risk** - none
- 11. **Privacy Impact** - none
- 12. **Cosla Policy Position** - none

List of Background Papers

None





Author: Lisa Fingland, Service Planning & Policy Development Manager
Tel: 0141 618 6812; email Lisa.Fingland@renfrewshire.gov.uk





Children's Services SIP 2018-2021


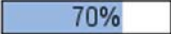



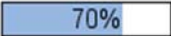
Council Priority 1: Reshaping our place, our economy and our future


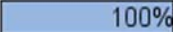

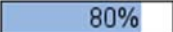
Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update
	CHS.SIP.18.01.01	Develop and implement a strategic vision for learning and teaching within and across Early, Primary and Secondary sectors.	Improved practitioner confidence in the classroom and therefore improvements in overall attainment and achievement.	31-Aug-2018	<div><div>100%</div></div>	<p>Early Years A range of training to support with teaching and learning has been made available to management and staff across early years and childcare. This includes the Leaders of Learning programme, Frobelian Childhood Practice, pedagogical leadership, and assessment and moderation. These have had a positive impact on teaching approaches and staff confidence in assessing children's progress and planning learning. Training and development opportunities will continue to be planned and made available to staff this session.</p> <p>Primary Our partnership with University of Strathclyde continues. The 'Dive into Writing' programme has been very successful and several classroom assistants have been trained in approaches to support children in literacy and numeracy activities. In relation to numeracy the 3 Domain model is being implemented. The numeracy champion network was created to ensure opportunities for dissemination and cascading of information, training, development and best practice in teaching, learning and assessment to ensure consistency of vision across establishments.</p> <p>Secondary Subject forums meet at regular intervals to share practice and develop new resources. These are attended by SQA</p>

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update
						representatives and by the Development Officers for Literacy, Numeracy, and Assessment, as appropriate. Secondary schools are improving the recording of wider achievement (rather than just attainment) and using this information to celebrate the successes of young people.
	CHS.SIP.18.01.02	Support and improve approaches and planning to assessment and moderation.	Practitioners are more skilled in the effective use of moderation to inform learning and teaching and are signposted to best practice.	31-Mar-2021	 100%	<p>A programme of training in assessment and moderation has been delivered, and feedback from the sessions has been positive. This will continue to support practitioners in planning for assessment and moderation, and to raise confidence in teacher judgement regarding pupil's achievement of a level.</p> <p>All primary schools have taken part in Moderation CLPL within the authority and three cohorts of primary moderation (six school clusters) have been completed a moderation cycle. In addition there have been increased levels of collaborative planning and moderation approaches with the West Partnership. Assessment and moderation lead training is almost complete, with plans to continue this to support schools next session. Further CLPL will support moderation across the BGE in secondary schools and early years and childcare establishments in session 2019/20.</p>
	CHS.SIP.18.01.03	Support all establishments in developing data literacy to improve learning and teaching.	Staff at all levels are supported to use pupil data to plan and improve learning and teaching.	31-Mar-2021	 100%	<p>Establishments continue to be supported to improve data literacy skills through training and individual support from the central team. In the last quarter, continued support was provided to a number of primary schools as they moved to new tracking systems developed by the team. This process is still ongoing and training will be provided on an ad-hoc basis. Formal training was also provided to support head teachers in using the BGE Benchmarking Tool. This is a new national dataset that provides a range of comparator data which can be used to support improvement across broad general education.</p> <p>In quarter 4, secondary school were provided with a detailed analysis relating to the attainment and post-school destinations of the 2017-18 leavers cohort. Additionally, all schools were provided with a data pack containing a range of analysis of pupil attendance and exclusions. This information can be used to identify challenges and areas of success, allowing head teachers to continue to drive improvement in their establishments.</p>




Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update
	CHS.SIP.18.01.04	Develop high quality learning and teaching that leads to improved levels of attainment and achievement in all of our establishments.	Staff are skilled and knowledgeable and able to effectively support children and young people in their learning and development.	31-Mar-2021		<p>Within broad general education (BGE), attainment in literacy and numeracy has consistently improved over 3 years. The percentage of pupils achieving the expected level for their stage increased in all curricular areas in 2017/18. In literacy, the percentage of pupils achieving the expected level for their stage in all areas increased from 77% in 2016/17 to 80% in 2017/18. In numeracy, the percentage of pupils achieving the expected level for their stage increased from 83% in 2016/17 to 85% in 2017/18. In 2017/18, Renfrewshire outperformed the national figures at all stages and curricular areas.</p> <p>In the senior phase, the percentage of leavers achieving SCQF Level 5 or above in literacy increased by 2 percentage points in 2017/18 to 87%. There has been a consistent improving trend over 5 years and Renfrewshire performs above national and in line with its virtual comparator. In the 2017/18 leavers cohort, 76% achieved SCQF 5 or above in numeracy. The percentage of pupils achieving SCQF Level 5 or above in numeracy has increased over 5 years and remains ahead of both its virtual comparator and the national figures. In 2017/18, the average total tariff for the 20% lowest and 60% middle attainment cohorts remained in line with previous years and continued to perform above national. The average total tariff of the 20% highest attainment cohort has increased over 3 years bringing it ahead of national for the first time. The average total tariff of all school leavers in 2017/18 continued to increase, remaining above national but behind the virtual comparator.</p>
	CHS.SIP.18.01.05	Further develop the curriculum, and the opportunities for personal achievement, to maximise school leavers' skills to meet the needs of employers.	A more consistent approach is evident in schools in terms of successfully supporting young people into positive and sustainable destinations post school.	31-Mar-2021		<p>Schools are increasingly seeking opportunities to increase the range of accreditation opportunities for young people, including Saltire and John Muir awards. There has been an increase in the number of vocational courses available for senior pupils at West College Scotland (WCS) and it is proposed that 2 vocational courses in session 2018/19 will be hosted in secondary schools to support increased partnership working with the college and to encourage more vulnerable young people, who may be reluctant to travel to college, to engage as appropriate.</p> <p>The hosting of the child care vocational programme in Trinity High School has been very successful this session with 20 young people, which is a full cohort, still on course to</p>

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update
						<p>complete. In term 3, delivery of this course will move to WCS in order to give the students the college experience.</p> <p>A few schools are already moving to a work-placement model within the senior phase which provides more relevant work-experience for young people, as opposed to the entire S4 cohort being out at the same time. Discussion has taken place with Secondary Head Teachers (HTs) regarding work-experience and how this can be enhanced for young people, with an increasing number of schools moving to a bespoke model within the senior phase. An audit has been carried out across schools to determine how they are using and embedding the Career Education Standard and further work will be done with schools to progress this.</p> <p>Between January and March 2019, a series of employability workshops were organised by Children's Services staff for senior phase pupils identified as being at risk of not moving into a positive destination post school. These covered interview skills, CV and application writing skills. These were delivered by local employers and were very positively evaluated.</p>
	CHS.SIP.18.01.06	Support schools to deliver a Senior Phase which ensures appropriate pathways and provides the best possible opportunities for them to achieve a range of qualifications.	An increase in the number, and quality of qualifications being gained by young people. Increased numbers of young people particularly girls undertaking STEM qualifications	31-Mar-2021		<p>Through an increased and more rigorous use of data, schools are more effectively tracking the progress of young people in the broad general education (BGE) and the senior phase. This is allowing earlier intervention and targeted support for more young people, leading to improved attainment.</p> <p>The work of the project leaders across secondary schools is more focused this session, and their key priority is to support our most vulnerable young people into positive destinations post-school. They are using more robust systems to track and monitor these young people and are working more effectively with partners such as Skills Development Scotland (SDS) and Invest. Project leaders are also now offering greater support to young people within the flexible learning resource bases.</p> <p>There has been a slight increase in the number of girls undertaking science, technology, engineering and mathematics (STEM) subjects and partnership work will continue in session 2018/19 with the national Primary Engineer Programme which supports training for primary staff</p>


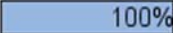



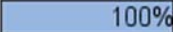
Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update
						<p>to deliver engineering in the primary sector. We now have representation on the recently formed STEM West Partnership strategic group. This group is tasked with initially auditing current provision regarding STEM opportunities for pupils, professional learning for staff and career information relating to STEM with a view to further developing these.</p> <p>The uptake in the number of young people undertaking Foundation Apprenticeships (FAs) is increasing. In session 2019/20, we will be offering an additional 3 one-year apprenticeships and the Council's Economic Development Department will lead on the FA in Business Skills. There will also be a seconded post, financed by SDS, for a development officer to support and promote the uptake of FAs across the local authorities that use WCS for delivery. To date (April 2019) there have been 70 FA applications completed by pupils across all schools. Last session we had 27 applications.</p>
	CHS.SIP.18.01.07	Continue to develop partnership links and collaborative arrangements with the Further Education sector, employers and commerce in line with the Commission for Developing Scotland's Young Workforce Report.	A range of programmes are being delivered through these partnerships, enabling school leavers to secure a positive post school destination.	31-Mar-2020		<p>A review of school/college partnership provision has been undertaken to ensure that opportunities for young people to follow appropriate courses is maximised. As a result, the number of college courses on offer has increased and more young people are able to be offered these opportunities. Schools are also looking to increase the range of vocational courses which can be undertaken in-house by appropriately trained teachers.</p> <p>Renfrew High School is currently working with Glasgow City College to progress a construction qualification within the school.</p> <p>Schools are also increasingly being supported to build links with local businesses as potential employers. Through development officer representation on the Renfrewshire Council Community Benefits Forum, a significant number of contacts have been made with local businesses who are now offering work-experience and potential employment opportunities for young people. Schools have been made aware of these and have been making contact with them. As a result, there are increasing opportunities for work-placements within the senior phase.</p>


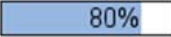

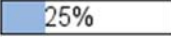


Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update
						<p>The S2 college taster sessions were very positively evaluated by the young people who participated and a number of them indicated that they would be likely to undertake a vocational option at college. This programme is being run once again this session.</p> <p>Schools have also been made aware of the recently published Scottish Government document 'Young People's Pathways – a progress report on Developing the Young Workforce', which makes a number of recommendations. These recommendations will be progressed over the coming months with schools and partners.</p>
	CHS.SIP.18.01.08	Evaluate the 'Family Firm' pilot and identify options for sustainability	A partnership approach which gives looked after children and care leavers additional support into employment and training will address some of the inequalities they face and result in more positive outcomes.	31-Mar-2019		<p>The Family Firm approach has demonstrated its effectiveness in supporting Care Experienced Young People (CEYP) into positive post-school destinations. Continuation of the approach has been enabled via our successful application to Life Changes Trust (LCT) for £224k over 2 years from February 2019. The funding will enable a system change project to improve how we meet the needs of CEYP.</p> <p>The project will work alongside related workstreams funded via the Looked After Children's (LAC) Attainment budget to support young people through their transition from education towards further education, training and employment. The project will enable a strengthened and more holistic approach to how we understand the needs of vulnerable young people at the earliest stage and how we plan for and deliver the support they need to achieve their potential.</p>
	CHS.SIP.18.01.09	Support high numbers of our young people to enter positive and sustained post-school destinations.	Information and support which leads to young people finding a post-school option that fits with their goals will support them to have more positive experiences of further and higher education, employment and training.	31-Mar-2019		<p>There has been an increased focus this session on how schools are supporting pupils at risk of not moving into positive destinations post-school, and the impact of this will be closely monitored. Schools have been asked to provide specific detail on what they are doing to support individual young people, and this will form part of the discussion with school senior leaders at the quality improvement visits by education managers. It has also been a regular agenda item at secondary head teachers' (HTs) meetings this session to ensure it remains a priority.</p> <p>Training was provided by Skills Development Scotland (SDS) and Children's Services Business Support Team for school staff on data input regarding leaver information. As a result,</p>










Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update
						<p>the quarterly figures received from SDS on this are evidencing improvement and more robust approaches by schools which in turn is allowing schools to target vulnerable young people more effectively. Regular meetings with SDS senior staff has supported strong partnership working and consistent approaches to supporting all young people to move into positive destinations.</p> <p>The Head of Service and Education Manager with responsibility for this area, will meet with each Secondary HT before the end of this session to discuss school approaches and supports in relation to young people moving into positive destinations post school.</p> <p>The work being done by the project leaders in terms of specifically targeting supporting those at risk of not moving into a post school destination is showing early indication of improvements in the numbers moving into positive destinations.</p> <p>The growing number of personal achievement awards and opportunities being offered across schools is further developing the confidence and skills for learning, life and work in young people. A few schools are now introducing the SQA Health and Wellbeing award for whole cohorts through Personal, Social, Health and Economic (PSHE) education. This will enhance the development of personal skills and confidence of young people and better prepare them for post-school destinations and sustainability.</p> <p>Schools are also working more closely with Economic Development colleagues to support post-school transitions into sustained positive destinations.</p>







Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17		2017/18		2018/19		Explanation of Performance
					Value	Target	Value	Target	Value	Target	
CHS/PD /01	% of School leavers in a positive destination				92.8%	94%	93.1%	95%	n/a	95%	The percentage of 2017/18 leavers entering a positive destination is consistent with previous years at 93.1%. This represents a gradual increasing trend over 3 years. Renfrewshire remains behind national and the virtual comparator in this measure. The majority of school leavers went into higher or further education – 43% and 25% respectively. The figure this year was 43%, above the national average of 41%. A further 22% went into employment. Figures for 2018/19 will be available in March 2020.




Council Priority 2: Building strong, safe and resilient communities

Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update
	CHS.SIP.18.02.01	Continue to develop residential provision in childcare.	Young people are able to access levels of support they require from in-house services.	31-Mar-2020		Our newest Children's house at Brediland Road in Linwood was completed at the end of January 2019 and became operational in February 2019.
	CHS.SIP.18.02.02	Extend the whole-school Nurturing Relationships Strategy (RNRA) in schools across Renfrewshire.	All staff in participating schools have an understanding of attachment theory and nurturing practices to help children develop socially and emotionally.	31-Mar-2021		49 establishments (Primary, Secondary & SEBN provision) are currently engaged with the Educational Psychology Service (REPS) to develop RNRA. An Early Years RNRA programme has begun this session. REPS are also leading the coordination of authority viewings of the "Resilience Film" about Adverse Childhood Experiences (ACEs). The piloting of the Education Scotland materials "The Compassionate and Connected Classroom" is underway in 10 establishments. An Accreditation Framework for RNRA will be introduced over the coming session. RNRA features on the Education Scotland Improvement Hub as a Good Practice Exemplar.
	CHS.SIP.18.02.03	Continue to modernise our school estate, maximising opportunities for communities to benefit from new facilities.	Schools are modern environments with facilities that allow more opportunity for activities and innovative learning and support a more positive experience of learning.	31-Mar-2022		The new build projects at Bargarran Primary School and St John Bosco Primary School and Early Learning and Childcare Class and St Paul's Primary School and Foxlea Early Learning and Childcare Centre are complete and the contractors are offsite.





						<p>Phase 3 of the St Anthony's Primary School refurbishment is complete and phase 4 of the project will commence in April 2019 with an expected completion date of August 2019. Through the Council's capital budget process funding has been identified to undertake the external works package which was previously deferred.</p> <p>The new build Spateston Early Learning and Childcare Centre is now fully designed and a programme of work has been scheduled to deliver the new Centre by April 2020.</p>
	CHS.SIP.18.02.04	Embed a consistent approach to supporting children and families affected by domestic violence informed by a strength-based model of intervention.	Children experiencing domestic violence are supported to be safe.	31-Mar-2020		<p>Services in Renfrewshire continue to work to the 'Safe and Together' model of practice. The consistency in responding to concerns around domestic violence has improved. The Renfrewshire Gender-Based Violence Strategy Group launched the local strategy on 27 November 2018, during the 16 days of action. This strategy has been shared widely and will contribute to staff across services delivering a consistent approach to supporting children and families affected by domestic violence. Progress on the activities is being reviewed at present.</p>
	CHS.SIP.18.02.05	Implement recommendations flowing from the national reviews of child protection and the care system.	Child protection practice is further enhanced and strengthened in line with recommendations.	31-Mar-2020		<p>We are still waiting for more explicit guidance with regard to the development of child protection procedures. Renfrewshire Children's Services has supported the development of national learning through direct representation and in contributions to discussion within Social Work Scotland.</p>
	CHS.SIP.18.02.06	We will respond to the planned presumption against short sentences (PASS).	Extend the opportunities for people with convictions to engage with community based services to address their offending behaviour.	31-Mar-2019		<p>Presumption Against Short Sentences (PASS) is likely to result in increased community sentences, in place of custodial sentences of up to 12 months. Recent information advises that the legislative change required will not be laid in parliament until the end of April 2019, and the Justice Committee is seeking information as to the potential impact.</p> <p>The Care Inspectorate is undertaking criminal justice inspections which will include preparation for PASS, there is as yet no timescale for Renfrewshire, and Renfrewshire criminal justice services assisted Community Justice Scotland in December in their research to inform the resources required. Work is ongoing to consider how sufficient staffing can be provided to meet existing and increasing demands given reduced criminal justice funding over the last few years, and further reductions anticipated until 2020/21 when dampening of grant funding ends.</p>


Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17		2017/18		2018/19		Explanation of Performance
					Value	Target	Value	Target	Value	Target	
CHS/CJ/CPO/02	% of NEW unpaid work orders/requirement complete by the required date				n/a	72%	69%	72%	76%	72%	Performance exceeds target set. All attempts are made to complete orders within the timescale. Hours imposed have increased by 100% since 2011/12 and timescales for completion have reduced significantly. Where timescales cannot be met due to service user issues (such as ill health), or service capacity (due to increasing use of Fiscal Work Orders and increases in the number of hours being imposed) then extensions are sought from the court to enable completion of orders. There are also occasions where orders are returned to court under breach, there are delays with court hearings and individuals are returned to unpaid work to complete orders necessitating extensions.
CHS/CJ/CPO/01	The percentage of NEW clients subject to a new supervision order seen by a supervising officer within 1 week				69%	92%	74%	92%	78%	92%	Performance does not meet the target set, however is improving as a result of the focus on this area. Appointments are arranged at the point of the court assessment and are included within the court report so that those then sentenced to supervision orders will then have an appointment set. They are set for within 7 working days unless there are unusual circumstances e.g. client in custody. In some occasions there will be further deferments for reports from other agencies which then means this appointment is invalid. Attendance is then dependent upon service user compliance, and affected by any time delays by information shared by external courts.
CHS/CJ/CPO/04	Percentage of NEW unpaid work clients seen within 1 working day of the order				73%	65%	76%	65%	72%	65%	Performance continues to exceed target set and there is continued focus on this initial engagement. All attempts are made to engage with those individuals where CJSWRs are undertaken and thus the service is aware of the possibility of an order. Growing numbers of individuals have no assessment prior to their court appearance and are thus unaware of


Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17		2017/18		2018/19		Explanation of Performance
					Value	Target	Value	Target	Value	Target	
											reporting timescales, approx. 23% in this time period. Also 49% of those who were not seen within 1 day were sentenced at another court, thus resulting in delays as our court service cannot attempt to engage with them and there are then delays in this information being passed to Renfrewshire services.
CHS/CJ/CPO/05	Percentage of NEW unpaid work clients receiving an induction within 5 working days of the order				66%	70%	73%	70%	73%	70%	Performance continues to exceed the target set. Processes ensure that new unpaid work service users, that we are aware of, are scheduled to meet their supervising officers within 24 hours of court and receive their initial induction that day, they then attend for a more in depth health and safety induction within 5 working days of court. Meeting the range of required deadlines is thus dependent upon the timescales of orders from court, the ability to engage with the individual as early as possible, and client compliance. Increasing numbers of service users receive orders without court reports being undertaken (approx 23%), this and attendance at external courts (approx 20%) can delay Renfrewshire being made aware of orders imposed. In this year 44% pf those not meeting the target failed to attend appointments.
CHS/CJ/CPO/06	Percentage of NEW unpaid work clients beginning work placement within 7 working days of the order				32%	50%	53%	50%	70%	50%	Performance continues to exceed target set. All attempts are made to engage with individuals and ensure that they commence work which is safe for the community, themselves and staff supervising them as timeously as possible. Where orders are imposed without social work reports (approx 23%), and there are delays with information being passed to Renfrewshire from other courts, delays can occur in initial contact which then impact upon the range of initial contacts which then effects their commencing work. Meeting this timescale is also dependent upon client compliance and in this year approx 44% of those who did not meet the timescale failed to attend for appointments.

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17		2017/18		2018/19		Explanation of Performance
					Value	Target	Value	Target	Value	Target	
CHS/CP R/01	Percentage of children registered in this period who have previously been on the Child Protection Register				12%	n/a	23%	n/a	23%	n/a	The percentage of children registered during the period of 1 April 2018 to 31 March 2019 who have previously been placed on the child protection register was 23%. This is consistent with the percentage of children registered in 17/18 who had previously been placed on the Child Protection Register. The number of families registered in 18/19 that contained children who had previously been registered was 21 families compared to 19 families in 17/18. We will continue to closely monitor re-registrations.




Council Priority 3: Tackling inequality, ensuring opportunities for all





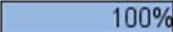


Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update
	CHS.SIP.18.03.01	Provide high quality education throughout the Broad General Education and Senior Phase to narrow the outcomes gap for disadvantaged groups.	Improved outcomes for disadvantaged young people in terms of total tariff points and positive destinations.	31-Mar-2021		The authority is making excellent progress in relation to improving learning, raising attainment and narrowing the poverty-related attainment gap. This was recently highlighted by Education Scotland in their authority inspection report which was published in February 2019. The key strengths outlined in the report include very strong self-evaluation, highly effective leadership, high quality professional learning, consistent improvements in relation to governance and in closing the poverty-related attainment gap. The progress made was also highlighted within the authority with the Attainment Challenge team receiving the Chief Executive's Award at the 2019 staff awards. More detailed information on workstream progress can be viewed in the Scottish Government mid-year Attainment Challenge report.
	CHS.SIP.18.03.02	Further develop our Early Years curriculum and support new legislation.	Children are given the best start and are supported to reach their full potential.	31-Mar-2021		The final 1,140 expansion plan for early learning and childcare, which increases the hours from 600 hours to 1,140 by 2020, was approved by the Education and Children's Services Policy Board in August 2018. The established governance arrangements continue to support the planning and implementation of the expansion, including developing and extending the workforce, progressing infrastructure and


					<p>phasing of placements. Currently around 560 children are receiving 1,140 hours of funded early learning and childcare in Renfrewshire; this is either within a local authority or approved partner provider.</p> <p>Quality continues to be at the heart of Renfrewshire's 1,140 expansion. The early learning and childcare experience provide Renfrewshire's children with the best start and helps them reach their potential. Renfrewshire continues to be an active member of the Glasgow City Region Improvement Collaborative, through the early years partnership, to plan and progress effective development opportunities for staff, ensure a key focus on learning and teaching, and good quality indoor and outdoor learning environments. A comprehensive continued professional learning programme, which includes leadership opportunities for Renfrewshire's early years workforce, continues to be progressed. The programme includes pedagogical leadership training and opportunities for senior and middle managers and provides existing and new employees to gain qualifications to meet SSSC requirements. This programme supports the workforce in both the local authority and in approved partner providers and is helping to build the capacity of the workforce required to take forward the expansion and ensure the delivery of high-quality early learning and childcare. Renfrewshire Council is now employing Modern Apprentices with the early years sector and they are currently undertaking training to become early years practitioners. The recruitment of additional staff continues to be progressed.</p>
	CHS.SIP.18.03.03	Encourage and support active collaboration and engagement with parents and families in supporting their child's learning.	Stronger relationships will exist between the school and the home leading to more successful learning partnerships.	31-Mar-2021	<div>100%</div> <p>Eight Inclusion Support Assistants (ISAs) are supporting around 80 young people in S1 to S3 across nine of our secondary schools. The ISAs have collaborated closely with Transition teachers and Pupil Support staff to identify target young people at the transition stage, to ensure that supports and interventions are provided as early as possible and to avoid duplication of support to families. Referrals have been made due to concerns related to attendance, behaviour and/or lack of parental engagement. Systems to measure the impact of targeted interventions, and parental engagement on improving outcomes for young people, have been refined and improved.</p> <p>Quantitative and qualitative data is being collected in order to measure the impact of this work.</p>







					<p>The expected outcomes for young people are to improve attendance, reduce exclusions and improve parental engagement. This should ultimately lead to improved attainment and achievement. As of, March 2019, attendance had improved or been maintained for 50% of pupils in the target group and there had been no exclusions for 88% of pupils.</p> <p>The two wellbeing indicators highlighted most often as a concern for pupils are 'achieving' and 'responsible'. In the period Sep 18 – end Jan 19, these scores have improved for 68% of pupils and 60% of pupils respectively, (where initial scores were 7 or less out of 10). In 65% of families, the ISAs have succeeded in engaging with parents positively.</p> <p>Parents in Transition/Partnership (PIP) programmes successfully involve 12 secondary establishments linking with cluster primary schools at point of transition and S1. Around 120 S1 families are being supported through PIP, with targeting related to families requiring extra support at transition time. PIP coordinators work closely with Transition Teachers, Home Link, Guidance, Primary staff and Pupil Support to identify target group and ensure that softer engagement & support is provided as early as possible.</p> <p>Re-connect programmes are underway for the 2017/2018 targeted families (S2) in each secondary establishment. The latest data shows that 70% of S2 pupils from the 2017/18 session have either maintained or increased their attendance.</p> <p>Quantitative and qualitative data is being collected to measure the impact on parental engagement, pupil attendance and attainment, and evaluation of the programmes will be undertaken.</p> <p>Our first group of Parent Ambassadors completed their training in December 2018 and this group are now working their associated secondary clusters to support the transition/PIP programmes.</p>
	CHS.SIP.18.03.04	Support targeted children and young people at key transitions to close the attainment and achievement gaps.	Transition teachers will have a good understanding of curricular transition in order to better support targeted pupils and will cascade best practice.	31-Mar-2021	<div>100%</div> <p>Transition teachers have been very successful in supporting targeted children across our primary and secondary sector. In particular, there has been increased pupil participation and engagement in the secondary classroom, improved</p>














					<p>attainment of targeted pupils in literacy and numeracy, and improved cluster relationships, dialogue, collaborative working and professional learning opportunities.</p> <p>A curricular transitions pilot is being trialled in 4 nursery (pre school) and 4 primary (primary 1) establishments to support target children (and their families) with their learning and progression across transition. The focus of the pilot is improved engagement, participation and attainment in early level which will be supported by improved collaborative planning, more consistency in tracking and quality transfer of information, enhanced cross sector moderation and greater professional learning opportunities for practitioners working across early level.</p> <p>Data is being used in both projects to target pupils for transition teacher/officer support, track target pupils' progress across transition, understand pupils' learning, and understand where curricular transition processes need to be reviewed and developed.</p> <p>P7 – S1 Impact to date: Pupils – Cohort 2 wellbeing levels: majority of target pupils at baseline were at levels 5-7 for confidence and achievement. By review 3, majority were at levels 8-10, showing significant shift in achievement and confidence from Feb 2018 to Dec 2018. Staff - 86% of secondary and 78% of primary teachers agree that transition teacher support has positively impacted on target pupils' ability to access the curriculum in their lessons. 73% of secondary teachers agree that transition teacher support has positively impacted on the engagement of target learners in S1 learning and teaching. 70% of secondary teachers also agree that transition teacher support has impacted positively on their school's curricular transition processes. Numeracy and Literacy across Transition – staff involved agree that, as a result of this intervention, pupils engage quicker and are ready to move on.</p>
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						<p>Pupils and Parents – 100% of parents engaged in Parents in Transition have responded positively to the pilot. A recent parent and child joint survey shows that 92% of target pupils and their parents agree that the transition teacher role is a positive way to support pupils with their learning between primary and secondary and should be continued.</p> <p>Nursery - Primary Impact to date: Early evidence suggests that target children and their families are benefitting from transition officer support. Schools involved have now started to change their practice in P1, further developing or introducing play based approaches. The transition officer role is also informing improvement planning for next session.</p>
	CHS.SIP.18.03.05	Support inclusion of vulnerable pupils including those ASN through improving key processes.	Attainment and achievement is increased through access to relevant opportunities and enhanced pathways to success.	31-Mar-2021		<p>A revised protocol for prioritising the support for children with additional support needs was implemented in September 2018. The Education and Resource Group (ESRG) Protocol has meant greater transparency and better, more effective decision making.</p> <p>The ESRG group has continued to meet on a sectoral basis. Along with the Locality Inclusion Support Network (LISN) pilots which offer peer support for particularly challenging circumstances. These developments have led to more empowerment of headteachers and more transparent decision making.</p> <p>There has been a reduction in the number of external education day placements required for Renfrewshire pupils.</p> <p>Improvements in engagement with pupil support co-ordinators in pre-5 and primary have been made through locality meetings.</p>
	CHS.SIP.18.03.06	Take forward a 'Celebrating Youth' programme, offering young people the chance to get involved and participate in	Young people are engaged with their wider community and have opportunities for new experiences.	31-Mar-2021	n/a	This action has transferred to Communities, Housing and Planning Services as part of Youth Services.









		various social, cultural, digital and sport activities.				
	CHS.SIP.18.03.07	Introduce a youth and equalities forum as a key element of local engagement.	Children and young people have their voice heard by the services which support them. They feel listened to.	31-Mar-2022	n/a	This action has transferred to Communities, Housing and Planning Services as part of Youth Services.
	CHS.SIP.18.03.08	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		A number of priorities have been agreed within the Life Chances Group which will result in Renfrewshire being "child friendly".
	CHS.SIP.18.03.09	Review support for young carers, identifying opportunities to improve life chances.	Young carers have time away from their responsibilities and are supported to make time for themselves.	31-Mar-2022		The Young Carer Social Worker has undertaken approximately 100 Young Carer Statements. A new programme of outcome-focussed groupwork at the Carers' Centre is ongoing. A contract monitoring report has identified areas for development at the Centre and we will work together to deliver improved range and quality of interventions. Young Carers will benefit from the 'Aberlour Attain' mentoring service which has commenced recruitment in Renfrewshire.
	CHS.SIP.18.03.10	Deliver approaches in educational establishments which support the reduction of inequality and support improvements in health and wellbeing for children and young people.	Children and young people have increased levels of resilience and are supported in social and emotional development.	31-Mar-2021		The area of focus this academic session has been improving the mental, social and emotional wellbeing of children and young people. Current activity includes: <ul style="list-style-type: none"> - The introduction of the Place2Be Counselling Service into 4 primary and 2 secondary schools, with early reports indicating a positive impact on pupils, staff and parents; - Place2Be mental health champion training for staff from 11 schools; - Provision of Lifelink counselling and peer mentoring programmes in all secondaries and in Mary Russell school; - Delivery of training to staff on Understanding Suicide and Understanding Self-Harm; - With partners, creating materials for pupils, staff and parents to support children and young people experiencing loss and/or bereavement; - Working on an authority-wide approach to the SQA Mental Health and Wellbeing Award (Level 4 and 5); - Supporting health partners to deliver their Relationships and Sexual Health priorities and promoting the LGBT School Charter, which 9 schools will start working towards in August 2019; - Developing health and wellbeing progression planners, aligned to national benchmarks, for use in schools;













						<ul style="list-style-type: none"> - Monitoring the use of emotional literacy programmes, such as PaThS, in schools and piloting a cognitive behavioural therapy programme; - Working with health partners to produce a Renfrewshire Mental Health in Schools model; - With Youth Services, consulting with a large sample of pupils as part of our response to the national review of personal and social education, and involving them in the development of an action plan.
	CHS.SIP.18.03.1 1	Reinvigorate and refine existing high-quality approaches with partners to ensure we are Getting it Right for Every Child.	As part of a shared approach across the service and with partners, the service is meeting the needs of vulnerable children and young people, facilitating them to reach their full potential.	30-Jun-2019	<div>100%</div>	<p>The ASN review is underway and formal engagement with a range of partners is taking place to ensure that the views of all key stakeholders are represented as the review progresses. Workstreams are meeting to develop new and improved approaches to meeting the needs of children who require additional support.</p> <p>Large scale engagement with stakeholders has taken place in relation to the ASN review to ensure that the views of those involved are heard and represented. Co-production sessions using the Person Centred Planning (PCP) approach have reached over 400 staff and parents. Sessions are now being planned for pupil engagement. Renfrewshire is sponsoring a number of parents to engage with the Partners in Policymaking course, to empower parents of children with additional support needs and support meaningful partnership.</p> <p>Work is ongoing to ensure that schools and early years establishments are supported to make robust wellbeing assessments of children's needs; new training is being rolled out.</p> <p>The Child's Planning Framework steering group has been re-instigated to ensure that key partners engage in agreed processes to meet the needs of the most vulnerable children within the GIRFEC framework.</p> <p>An education/health strategic liaison group has been initiated to ensure clear pathways for support and engagement between the services.</p>
















	CHS.SIP.18.03.1 2	Provide children and young people with opportunities to participate in activities which provide a vehicle for wider achievement.	Children and young people have opportunities to participate and achieve in a wider range of activities. Achievement is not focused solely on exam passes.	30-Jun-2018	 100%	Children's Services continues to work closely with colleagues in Youth Services (now part of Communities, Housing and Planning Services) to provide targeted youth work programmes in schools and community-based settings. These include holiday programmes, family learning, youth clubs and forest schools. Programmes such as the Saltire Award, Duke of Edinburgh Awards, Go Mountain Bike and Heart Start link to wider achievement by helping young people work towards an accreditation. Awards are open to all participants and significant support is provided to targeted groups who may experience disadvantage, barriers or access to learning opportunities. Youth Services led on the Year of Young People 2018 in Renfrewshire and ran a number of events and activities as part of this.
	CHS.SIP.18.03.1 3	Work with schools to improve awareness of the needs of Looked After Children.	Children and young people benefit from a more holistic approach to their care. Schools are aware of particular needs.	31-Mar-2020	 100%	All schools are aware and track the progress of their looked after children. Proactive support plans are in place to improve attainment for all looked after children. Education Managers review the progress of looked after children during their quality assurance/improvement visits to schools.
	CHS.SIP.18.03.1 4	Work with a range of partners to ensure that skills and training for employment are a part of the rehabilitation journey and that access to the job market is fair for people with convictions.	People with convictions are supported not to re-offend and given the opportunity to demonstrate that they have made positive changes to their lives.	30-Apr-2019	 100%	Renfrewshire's success in the Employability, Innovation and Integration Fund, led by employability services, has led to the creation of 'Just Learning', a programme to support increased access to employment and training for those with convictions. Over 40 service users have now been supported, individuals have completed the 'Keys to Learn' initiative resulting in applications for training and employment, and a range of staff have been provided with sessions on legislation and disclosure by 'Recruit with Conviction' to help them support service users. APEX are assisting service users with disclosure and now working with women's groups through criminal justice services, as they have been harder to reach. Work is in progress to evaluate the service. It has been established that funding can continue for the co-ordinator post which will ensure a sustained employability pathway for criminal justice service users in Renfrewshire when funding ends in 2019.
















Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17		2017/18		2018/19		Explanation of Performance
					Value	Target	Value	Target	Value	Target	
CHS/ATT /04	No. of opportunities for young people to achieve through accredited awards				1,004	1,030	1,193	1,130	n/a	1,130	Planning and delivery of opportunities is consistent over the year and offers voluntary participation in a range of wider achievement awards. The 2018/19 figure will be available after the end of the academic session.
CHS/ATT /01a	% of Leavers attaining literacy SCQF Level 4				97%	n/a	96%	96%	n/a	97%	The percentage of leavers in Renfrewshire achieving literacy and SCQF level 4 or above has remained relatively constant over the past 5 years at 96%. These figures are in line with our virtual comparator, which in 2018 was also 96%. The 2018/19 figure will be available in March 2020.
CHS/ATT /01b	% of Leavers attaining numeracy SCQF Level 4				92%	n/a	92%	92.5%	n/a	93.5%	The performance of Renfrewshire school leavers in numeracy at SCQF level 4 or above has remained consistent over the past 3 years at 92%. This is marginally below the virtual comparator which is 93%. Over 5 years, the percentage achieving SCQF level 4 numeracy or above has increased by 6 percentage points. The 2018/19 figure will be available in March 2020.
CHS/ATT /01c	% of Leavers attaining literacy SCQF Level 5			n/a	86%	n/a	87%	82.5%	n/a	84%	Attainment of school leavers in literacy at SCQF level 5 or above has increased by 2 percentage points in 2017/18. This increase has brought Renfrewshire marginally ahead of its virtual comparator. Over 5 years, Renfrewshire has increased the percentage of leavers achieving literacy at SCQF Level 5 by 12 percentage points. The 2018/19 figure will be available in March 2020.
CHS/ATT /01d	% of Leavers attaining numeracy SCQF Level 5			n/a	76%	n/a	76%	71.5%	n/a	73%	The percentage of school leavers achieving SCQF level 5 or above in numeracy is unchanged at 76%. Renfrewshire remains above the virtual comparator, which in 2017/18 was 74%. Over 5 years, the percentage achieving level 5 numeracy or above has increased by 10 percentage points.

CHS/ATT /05	Average total tariff score of all school leavers in Renfrewshire				943	921	949	931.5	n/a	n/a	The average total tariff of all leavers has increased in 2017/18 to 949. This is an improving trend over 5 years and is above the national average of 917. However, Renfrewshire remains behind the virtual comparator in this measure despite strong performance in the senior phase. The 2018/19 figure will be available in March 2020.
CHS/ATT /06	Average total tariff score of pupils living in SIMD 30% most deprived areas				684	n/a	667	n/a	n/a	690	The average total tariff of school leavers living in SIMD deciles 1-3 has marginally decreased in 2017/18. This decrease is as a result of a dip in attainment for pupils living in SIMD 3. Pupils living the 20% most deprived areas continue to improve their average total tariff. However, despite this marginal decrease, there is an increasing trend in the average total tariff for pupils living in 30% most deprived areas over 3 years. Renfrewshire remains in line with national and behind its virtual comparator. The 2018/19 figure will be available in March 2020.
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.			n/a	New indicator for 2017/18	n/a	40%	36%	n/a	34%	The size of the gap between pupils living in most and least deprived areas has increased marginally in the 2017/18 leavers cohort. This is due to particularly strong attainment of pupils living in the least deprived areas in the 2017/18 leavers cohort. The 2018/19 figure will be available in March 2020.
CHS/ATT /08	Average Total Tariff Score of Looked After Children (school leavers)				New indicator for 2017/18	n/a	203	249	n/a	302	The average total tariff of school leavers that are looked after decreased in 2017/18 to 203. 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. However, the trend over 5 years has seen a gradual decrease in the total average tariff. The 2018/19 figure will be available in March 2020.


CHS/ATT/09	Gap between the Average Total Tariff Score of Looked After Children (school leavers) and that of the total Renfrewshire leavers cohort			n/a	New indicator for 2017/18	n/a	79%	72.5%	n/a	67.2%	The percentage gap between the average total tariff between looked after school leavers and the general cohort increased in 2017/18 to 79%. This was due to a decrease in the average total tariff of looked after pupils and an increase in the average total tariff of the general cohort. The number of looked after pupils in each leaver's cohort is small therefore a high degree of variation is expected in these figures year on year. The 2018/19 figure will be available in March 2020.
CHS/SC H/07	% of children attending school (Primary)				95.3%	n/a	95%	n/a	n/a	94.9%	<p>This is an academic year PI. Attendance level data for Renfrewshire schools in 2018/19 will be available during summer 2019.</p> <p>Renfrewshire continues to maintain a high level of attendance in the primary sector, reaching 95.0% in 2017/18. This figure is consistent with attendance levels in previous years, which have been above the national average.</p> <p>Comparator information on attendance and absence is collected biennially. It will next be collected for the 2018/19 school year to be published in December 2019, as part of the Scottish Government's 'Summary Statistics for Schools in Scotland' publication.</p>
CHS/SC H/08	% of children attending school (Secondary)				90.6%	n/a	90.3%	n/a	n/a	90.3%	<p>This is an academic year PI. Attendance level data for Renfrewshire schools in 2018/19 will be available during summer 2019.</p> <p>Attendance levels in secondary schools have been maintained at 90.3% in 2017/18. This figure is in line with previous years data which been consistent over the past 5 years, remaining above the national average where data is available.</p> <p>Comparator information on attendance and absence is collected biennially. It will next be collected for the 2018/19 school year to be published in December 2019, as part of the Scottish Government's 'Summary Statistics for Schools in Scotland' publication.</p>



CHS/SC H/09	% of young people choosing to stay onto S5 after January (as % of S4 roll at September previous year)				New indicator for 2017/18	n/a	87%	88%	n/a	90%	The percentage of pupils staying on to 5th year has continued to increase. This year's figure represents a continued positive trend over 3 years. There is no national comparator data for this specific measure however data from Skills Development Scotland's participation measure indicates that Renfrewshire has considerably more pupils remaining in school to the end of the senior phase than the national average.
CHS/SC H/10	% of young people choosing to stay onto S6 (as % of S4 roll at September two years before)				New indicator for 2017/18	n/a	66%	66%	n/a	67%	The percentage of pupils staying on to 6th year has continued to increase. This year's figure represents a continued positive trend over 3 years. There is no national comparator data for this specific measure however data from Skills Development Scotland's participation measure indicates that Renfrewshire has considerably more pupils remaining in school to the end of the senior phase than the national average.
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)				New indicator for 2017/18	n/a	11	12	n/a	10	The percentage point gap between the attainment in literacy of pupils living in the most and least deprived areas has continued to decrease. The reduction in the gap has occurred due to attainment of pupils living in SIMD deciles 1 to 3 increasing at a higher rate than pupils living in SIMD deciles 4 to 10. As such it represents a genuine decrease in the size of the attainment gap. Figures for 2018/19 will be available in December 2019.
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)				New indicator for 2017/18	n/a	10	11	n/a	9	The percentage point gap between the attainment in numeracy of pupils living in the most and least deprived areas has continued to decrease. The reduction in the gap has occurred due to attainment of pupils living in SIMD deciles 1 to 3 increasing at a higher rate than pupils living in SIMD deciles 4 to 10. As such it represents a genuine decrease in the size of the attainment gap. Figures for 2018/19 will be available in December 2019.




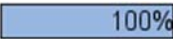


CHS/ATT/16	Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Literacy between pupils entitled to Free School Meals and pupils not entitled				New indicator for 2017/18	n/a	17	20	n/a	16	The percentage point gap between the attainment in literacy of pupils entitled to free meals and those not entitled has continued to decrease. The reduction in the gap has occurred due to attainment of pupils entitled to free meals increasing at a higher rate than pupils that are not entitled. As such it represents a genuine decrease in the size of the attainment gap. Figures for 2018/19 will be available in December 2019.
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				New indicator for 2017/18	n/a	16	16	n/a	15	The percentage point gap between the attainment in numeracy of pupils entitled to free meals and those not entitled has continued to decrease. The reduction in the gap has occurred due to attainment of pupils entitled to free meals increasing at a higher rate than pupils that are not entitled. As such it represents a genuine decrease in the size of the attainment gap. Figures for 2018/19 will be available in December 2019.
CHS/EY/02	% of entitled 2 year olds accessing 600 hours of early learning and childcare				n/a	n/a	56%	n/a	62%	n/a	There was an increase in the uptake of places in January 2019.
CHS/LG BF/01	Percentage of Looked After Children cared for in the community				94%	n/a	93%	n/a	n/a	n/a	The percentage of looked after children cared for in the community has remained stable at 92% in Q4 of 2018/19. Please note, this indicator is also reported annually and the figure for the annual figure is derived from the Local Government Benchmarking Framework indicator CHN9 'Balance of care for 'looked after children': % of children being looked after in the community'. The last data published for this indicator is for 17/18 and the 18/19 data is not expected to be published until March 2020 at the earliest. The percentage of looked after children cared for in the community in Renfrewshire in 2017/18 was 93% and above the Scotland average of 90%.
CHS/EY/01	% of 3 and 4 year olds accessing 600 hours of early learning and childcare				n/a	n/a	86%	n/a	93%	96.4%	There was a considerable uptake in the number of places during the final quarter of 2018/19.






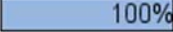
CHS/LAC /01	The percentage of children made subject to a supervision order that were seen by a supervising officer within 15 days				86%	100%	82%	100%	87%	100%	There were 99 new home supervision requirements during 2018/19 and the first visit was carried out within 15 days for 86 of these cases. Explanations were sought for visits that were carried out late and we will continue to closely monitor this indicator to ensure that late visits are minimised. There will always be an element of client compliance in relation to this indicator.
CHS/LAC /02	Percentage of accommodated Looked After Children placed with families				85%	83%	81%	83%	81%	83%	The percentage of children looked after and accommodated with families has remained stable at 81% in 2018/19 (as at 31/3/2019) but it is below the target of 83%. We will always aim to place children within families where it is appropriate to do so.
CHS/LAC /CL/01	Percentage of care leavers participating in employment, training or education				n/a	n/a	49%	47%	51%	47%	The increase in the percentage of those in positive destinations reflects the continued efforts of the Throughcare Service in supporting young people to sustain employment, training and education. We continue to work closely with local colleges and employability partners.
CHS/LAC /CL/02	Percentage of care leavers who have had a period of homelessness in the last 6 months				n/a	n/a	11%	n/a	1%	n/a	The reduction in homelessness reflects the ongoing commitment to support young people in tenancies and avoid homelessness.
RCPC/01	Number of children on the Child Protection Register at quarter end date				106	n/a	96	n/a	91	n/a	There were 91 children on the Child Protection Register as at the reporting period end date for 2018/19 (as at 31/03/2019), compared to 96 children as at the reporting period end date for 2017/18 (as at 31/03/2018). During 2018/19, 161 children were newly registered and 163 children were de-registered.




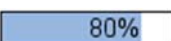
Council Priority 5: Working together to improve outcomes










Status	Code	Title	Description	Due Date	Status Progress Bar	Latest status update
	CHS.SIP.18.04.01	Develop and implement a quality improvement framework to ensure consistency and rigour which will support the ongoing	A robust Quality Improvement Framework with clear procedures and guidance.	31-Mar-2021	<div><div>100%</div></div>	Renfrewshire's quality improvement framework (QIF) continues to be delivered through a range of quality improvement activities and resources which focus on delivery of the National Improvement Framework (NIF) priorities. Our







		cycle of self-evaluation and improvement planning.				<p>strapline - 'Collaborate, Empower, Improve' – reflects our vision and aims in relation to the QIF.</p> <p>The framework is robust and includes 3 focussed visits to all establishments each session, in addition to a programme of establishment reviews. In our LA inspection report, published in February 2019, Education Scotland described our quality improvement approaches as 'highly effective'.</p> <p>Activity in 2018/19 has included:</p> <ul style="list-style-type: none"> • Two school reviews and a follow-up visit to a previously reviewed school; • Head Teacher involvement in Visit 3 activity as a means of promoting collaborative working and empowering Head Teachers; • Ongoing use of a range of qualitative and quantitative information to support the development of improvement actions focused on attainment, attendance and exclusion; • Introduction of Pupil Equity Fund mentors to support Head Teachers; • A joint two-day development event with Inverclyde Council, focused on moderating the quality of classroom observations, improving evaluative feedback to schools, and sharing good practice; • Grouping of Head Teachers into "families" based on socio-economic indicators, with time given over to collaboration, sharing of practice and planning for joint working.
	CHS.SIP.18.04.02	Provide high quality professional learning for establishment leaders.	Senior leaders look outwards and use experiences gleaned to improve practice and quality in their own establishments.	31-Mar-2021		<p>All Head Teachers (HTs) have been provided with time and space to reflect on their leadership approaches, develop skills in the co-coaching approach and strengthen relationships with colleagues across the authority. A broad range of leadership development opportunities for senior school leaders includes:</p> <ul style="list-style-type: none"> • Attendance at the Columba 1400 Head Teacher Leadership Academy • Excellence in Headship programme from the Scottish College for Educational Leadership • "Into Headship" qualification at University of Strathclyde • Bespoke coaching programme to develop leadership capacity • Facilitated learning sets involving reflection on real challenges within schools

						<ul style="list-style-type: none"> Aspiring Head Teacher (10 participants this year) and Aspiring Deputy Head Teacher (31 participants) programmes Two full-day Health and Wellbeing workshops <p>This action will be completed once current courses end in May 2019.</p>
	CHS.SIP.18.04.03	Support and challenge establishments in more effective use of data to assess children's progress and improve learning and teaching.	There is rigour in the monitoring of school performance which leads to improvements in monitoring and tracking at a school level.	31-Mar-2021	 100%	<p>Through the implementation of a robust Quality Improvement Framework (QIF), education managers are more confident when visiting schools to support and challenge establishment heads in their use of data.</p> <p>Professional dialogue takes place which has a focus on the monitoring and tracking of individual pupils' progress in learning, careful analysis of assessment data and identification of interventions to support targeted pupils. Extended training on the use of Insight and West Partnership training on understanding Education Scotland's Statistical Summary Report have increased the ability to effectively support and challenge establishments moving forward.</p>
	CHS.SIP.18.04.04	Engage with proposed changes to education governance and local democracy, maximising opportunities for the organisation and communities.	Renfrewshire Council makes use of the opportunity to discuss and influence national policy.	31-Dec-2018	 100%	The directorate have been involved in local, collaborative and national discussions throughout the session ensuring we are contributing fully to the national agenda. We are working collaboratively with the West Partnership to support continuous improvement in educational outcomes for all children and young people. Renfrewshire are leading on aspects of the West Partnership plan and have representatives across all other areas.
	CHS.SIP.18.04.05	Support and strengthen the professional capacity of staff through leadership and professional development.	Staff at all levels recognise their individual responsibility to facilitate improved outcomes for children and young people. Succession planning is embedded in the service's practice. Provide high quality care on a consistent basis to improve the outcomes for children and young people.	31-Mar-2020	 100%	The Aspiring Principal Teacher (PT) programme, delivered by promoted staff from across Renfrewshire, has completed for both primary and secondary sectors. Primary evaluations indicated that 93% of participants feel more prepared to take on the role of PT and 100% feel more knowledgeable about effective leadership and what the role involves. Secondary evaluations indicated that 100% of those who responded feel more confident in their knowledge of effective leadership and what the role involves and 86% feel more likely to apply for future PT posts as a result of the training.

						<p>Twelve staff from across the authority have taken up places at both Glasgow and Strathclyde Universities, utilising West Partnership funding for Master's level learning.</p> <p>Two 'Developing a Coaching Approach' full-day training sessions aimed at school senior management teams (SMT) have been delivered. This supports staff to develop a coaching approach particularly in relation to having difficult conversations with stakeholders. Evaluations were extremely positive – all participants stated that the course met the aims and the content and delivery were of a very high standard.</p>
	CHS.SIP.18.04.06	Further develop reporting of management information to inform educational policy and practice including meeting the needs of the National Improvement Framework.	Robust information is being reported to relevant stakeholders in line council and service priorities and within the reporting mechanisms of National Improvement.	31-Aug-2018		<p>In addition to improving the use of data in and across our schools, reports are provided to the Education and Children's Services Policy Board every six months; these contain a range of management information relating to the broad general education and national qualifications. Through feedback from those who use our data, we continue to develop and improve the quality and frequency of management information across the service and within schools.</p>
	CHS.SIP.18.04.07	Ensure there is an appropriate level of staffing to deliver on the requirements of emerging policy developments relating to for example the Attainment Challenge, Pupil Equity Fund, and increasing early years provisions.	High quality workforce in place to deliver agreed levels of service.	31-Mar-2020		<p>Staffing levels continue to be closely monitored. Workforce plans are informed by emerging policy developments and internal and external recruitment carried out as appropriate. A separate workforce planning exercise and plan has been drawn up in respect of early years' provision.</p>
	CHS.SIP.18.04.08	Implement the service's workforce plan.	The service will have the right mix of staff, in sufficient numbers, and with the knowledge and skills to do their job effectively.	31-Mar-2020		<p>A proactive approach is adopted to scoping potential vacancies and emerging staffing needs in schools. Where possible we continue to advertise vacancies on a permanent basis; this has allowed prompt recruitment processes for session 2019-20 resulting in 41 Renfrewshire current primary NQTs or part time supply staff being offered permanent contracts, as well as a number of secondary probationers, and 17 external to Renfrewshire primary candidates. We continue to participate in the student-placement system and the teacher-induction scheme for newly qualified teachers (NQTs); initial preferences submitted by NQTs indicate a large proportion of primary probationers wish to be allocated to Renfrewshire – a much larger number than we can accommodate.</p>

						<p>We continue to expand the range of continuing professional learning offered to staff to maximise teacher capacity as well as offering a number of secondment opportunities to support key areas of delivery; for example, health and wellbeing and numeracy. The aspiring leadership programme continues to support career advancement and is well received.</p> <p>In early years we are continuing to work to secure the workforce to support the 1140 expansion of early learning and childcare. This will include employing additional managers, practitioners and support workers for the early years' sector by August 2020; to date we have secured approximately 90 additional early years' staff. Recruitment events are planned during April and June to support with the recruitment of support workers and early years practitioners. An extensive workforce training plan has been devised and is being implemented which is helping to develop leadership capacity and provide support to staff to gain the required qualifications to meet Scottish Social Services Council (SSSC) requirements.</p>
	CHS.SIP.18.04.09	Implement the council's new approach to self-evaluation	The service maintains a focus on continuous improvement. Staff have an opportunity to identify areas for improvement and contribute to the process.	31-Mar-2019		Children's Services is not a pilot area for the Council's new approach to self-evaluation and so this action has been delayed at present. Children's Services continue to undertake a range of self-evaluation activities both as a single service and as part of multi-agency arrangements.
	CHS.SIP.18.04.10	Through Community Justice Renfrewshire take forward national and local priorities, including housing for prison leavers, improved mental health and employability for persons with convictions.	By addressing some of the factors which lead to offending behaviour, the rate of reoffending can be reduced. People with convictions can be supported to make positive changes.	31-Mar-2021		Work is ongoing to reduce homelessness for those being released from custody, with a pilot housing project being established to provide additional support to sustain tenancies. To ensure full awareness of referral routes to mental health, support through liaison with mental health services and dissemination of information to staff has taken place, and 'Just Learning' has been established and will create a sustained employability pathway to increase access to training and employment for criminal justice service users.

Code	Performance Indicator	Current Status	Short Term Trend	Long Term Trend	2016/17		2017/18		2018/19		Explanation of Performance
					Value	Target	Value	Target	Value	Target	
CHS/SC H/04	Percentage of parents satisfied with establishments Education Scotland Survey				91.1%	100%	88.8%	100%	n/a	100%	Figures for this indicator are taken from parental responses to surveys sent out by inspectors. As such, they relate to a proportion of parents in a small number of schools. Schools included in 2017/18 are Renfrew High, St Andrew's Academy, Fordbank Primary School, Gallowhill Primary School, St Anthony's Primary School, St Fillan's Primary School and St John Ogilvie Primary School. During 2017/18, 27 parents reported from these 7 schools (which have a combined role in excess of 3,200 pupils) indicated that they were not satisfied. The 2018/19 performance information will become available in Summer 2019.
CHS/SC H/05	Percentage of pupils satisfied with establishments Education Scotland Survey				84.1%	100%	83.4%	100%	n/a	100%	Figures for this indicator are taken from pupil responses to surveys sent out by inspectors; in this case, it is the proportion responding positively to the statement "I enjoy learning at my school". As such, they relate to a proportion of parents in a small number of schools. Schools included in 2017/18 are Renfrew High, St Andrew's Academy, Fordbank Primary School, Gallowhill Primary School, St Anthony's Primary School, St Fillan's Primary School and St John Ogilvie Primary School. This measure does not take into account other statements which cover the broader aspects of school life, such as pastoral care, extracurricular activities, and the relationships between pupils and staff. The 2018/19 performance information will become available in Summer 2019.
CHS/CO RP/01	% of complaints responded to within timescales agreed with customers				n/a	n/a	74%	100%	Not yet available	100%	The final quarter's data is currently being collated and a year-end figure will be available by the end of May 2019.

CHS/CO RP/02	% of Children's Services employees having completed IDPs				n/a	n/a	n/a	n/a	n/a	n/a	Information on IDPs is not easily reportable given that different systems exist for the former Education and Social Work services. In addition, supervision and professional development for some groups of staff is specific to their profession. Some information is held centrally and some is held within individual schools/units/services. All staff are expected to have an up-to-date IDP.
CHS/CO RP/03	% of FOI requests completed within timescale by Children's Services					100%		100%	96.3%	100%	During 2018/19, Children's Services dealt with 299 Freedom of Information Requests. Of these, 11 were responded to outwith the statutory timescale.



To: Education and Children's Services Policy Board

On: 23 May 2019

Report by: Director of Children's Services

**Heading: Children's Services Annual Health and Safety Report
2018/2019**

1. Summary

- 1.1. The council's health and safety policy places a responsibility on each service to prepare an annual report evaluating the management of health and safety within the service.
 - 1.2. The Children's Services report for 2018/2019 is attached as an Appendix to this report. This sets out the arrangements for the management of health and safety within the service and demonstrates the service's commitment to continuous improvement in health and safety performances summarising the achievements to March 2019 for Children's Services.
 - 1.3. Children's Services have a proactive approach to health and safety. This is evidenced by the attainment of accreditation and certification to BS OHSAS 18001:2007 with recommendation that the registration be continued. The standard measures the suitability and effectiveness of the service's occupational health and safety management systems.
-

2. Recommendations

- 2.1. The Education and Children's Services Policy Board is asked to:
 - note the content of the Appendix to this report.
-

3. Background

- 3.1. Children's Services offer guidance, care and support to children. It ensures the range of needs experienced by vulnerable people, their families and communities are effectively met.

- 3.2. This is achieved through close working relationships across other council services, other local authorities, public agencies, users and carers, their representatives and the independent and voluntary sectors.
- 3.3. The annual report provides information on the implementation of Children's Services health and safety policy and identifies areas for future and continued action. The creation of this annual report has been supported by the corporate health and safety section.

Implications of this report

1. Financial

Continuing to improve health and safety performance will reduce accidents / occupational ill health and associated costs.

2. HR and Organisational Development

This report supports the Council's commitment to the health, safety and welfare of employees and service users.

3. Community/Council Planning

- | | | |
|--|---|---|
| Our Renfrewshire is safe | - | Protecting and supporting children and young people at risk in a safe environment. |
| Building strong, safe and resilient communities | - | Improving the physical and emotional wellbeing of service users and employees across the Council through effective health and safety management and practice. |
| Creating a sustainable Renfrewshire for all to enjoy | - | Recognising that Council employees are its most valuable asset and providing training and support to allow them to develop within the organisation and gain the skills and experience necessary to provide top quality services to service users. |
| Working together to improve outcomes | - | Facilitating the health, safety and well being of our service users and employees by ensuring appropriate policies and procedures are developed and adhered to and that all legal requirements for health and safety are fulfilled. |

4. Legal

The Council will continue to comply with current health and safety legislation.

5. Property/Assets

Implementation of the council's health and safety policy will ensure sustainability in service delivery.

6. Information Technology

The health and safety databases are facilitated through the Council's email server system.

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

This policy reflects the commitment of the director, heads of service and managers to ensure that the main priorities for action are achieved within an environment, which is safe and is not harmful to the health of employees, clients and other users.

9. Procurement

None.

10. Risk

This report supports the overarching management of risk within the council.

11. Privacy Impact

None.

12. Cosla Policy Position

None.

List of Background Papers

- (a) Departmental Annual Health & Safety Report 2017/2018 and Action Plan 2018/2019
ECPB 24 May 2018

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.

Children's Services

GMCK/LB

21 March 2019

Author: Laura Baillie, Resources Support Manager, 0141 618 7185
laura.baillie@renfrewshire.gov.uk

Children's Services

Annual Health and Safety Report

2018/2019

This annual report is prepared by Children's Services in accordance with Renfrewshire Council's Health and Safety Policy and Plan. The purpose of this report is to evaluate the health and safety performance of the service during the year 2018/2019.

1. Management of health and safety within the service

1.1 Broad context of health and safety policy

The objective of Children's Services is to ensure that health, safety and well being is an integral part of its business. The service seeks to continually improve its health and safety performance and to further develop the positive response amongst its staff and service users.

2. Organisation of implementing health and safety management

- 2.1 The senior leadership team (SLT) monitors and reviews all service health and safety issues. It is chaired by the Director of Children's Services with senior representatives across the service. This group considers the formulation and implementation of the service's health and safety policy and plan, determines and prioritises service issues and monitors the health and safety plan.
- 2.2 The Head of Schools or a suitable representative attends the Corporate Health and Safety Committee.
- 2.3 The bi-annual Children's Services Health and Safety Planning Group (CSHSPG) comprises of wide representation across the service and is chaired by the Head of Schools. Progress of the service's health and safety plan is monitored by this group.
- 2.4 The operational responsibility for maintaining and progressing actions within the annual health and safety plan is through the Finance and Resources, HR and Organisational Development, (FACS, H.R. and O.D.) health and safety section and Children's Services Resources Support Manager.
- 2.5 The service's health and safety plan outlines the key objectives and related actions which require attention within the service. This dictates the main health and safety focus of the SLT in order to ensure continuous improvement in health and safety matters.

3 Consultation mechanisms

- 3.1 The CSHSPG is chaired by the Head of Schools and both management and trade unions are represented. Consultation takes place at these meetings on the development of any health and safety policies or initiatives being planned across the service.
- 3.2 Service statistics are provided for accidents and violence and aggression incidents and reviewed/discussed at the CSHSPG.
The group acknowledges that, due to the nature of the service, it would not be possible to stop all violent and aggressive incidents occurring but it is possible to seek to reduce the incidence and severity.

- 3.3 The service cascades relevant information, advice and guidance which is received from the Health and Safety team and other relevant organisations.
- 3.4 Local communications have been produced at a local level, for example within residential units, staff notice boards are used to convey local safety arrangements.

4. Planning and setting standards

Setting of health and safety objectives

- 4.1 The service's accreditation to BS OHSAS 18001: 2007 measures the suitability and effectiveness of the Service's health and safety management systems. The accreditation process continued on a sampling basis during 2017/18 as part of the overarching Council's BS OHSAS 18001: 2007 assessment plan.
- 4.2 Inspections are carried out in educational and residential establishments by the Care Inspectorate. Inspections are either announced or unannounced and address national standards which include health and safety arrangements within each of the premises.
- 4.3 Further to this, Scottish Fire and Rescue also undertake inspections within residential units to ensure compliance with the requirements of the Fire Scotland Act 2005. The health and safety section assist on request.
- 4.4 Risk assessments are undertaken by staff within the service with support and advice from the health and safety section where required. Areas covered include moving and handling, violence and aggression, lone working, fire safety, educational excursions, display screen equipment and general office/working environment.
- 4.5 Personal Emergency Evacuation Plans (PEEP) continue to be undertaken by management representatives with guidance from the health and safety section when required.
- 4.6 Use of the General Risk Assessment Database (GRAD) and access to risk assessment templates on RENFO are available across the service. These contribute to:
 - Increasing awareness by regularly monitoring the service's related Performance Indicator and related actions within the health and safety plan at the CSHSPG;
 - Managers/supervisors undertaking corporate training courses namely general risk assessment and IOSH Supervising/Managing Safely; and

Highlighting risk assessments to managers during planned inspections, audits and site visits.
- 4.7 Within establishments it is important where risks have been identified, risk assessments are carried out and adequate controls are established. Managers and heads of establishments are required to carry out or arrange for risk assessments to be carried out as and when appropriate.
- 4.8 Generic risk assessments, curricular and non-curricular are available on Renfo. It is the responsibility of the manager / head of each establishment to customise the risk assessments for their own establishment.

- 4.9 Children's Services carry out individual risk assessment for pupils who exhibit challenging behaviour. It is important that members of staff are protected and that specific needs of children are addressed to allow them to access a full curriculum.
- 4.10 Following the implementation of the Noise at Work Regulations 2006, which came into force within the music and entertainment sectors on 6 April 2008, a programme of audiometric testing has been put in place for members of staff who have been identified as being at risk. This testing is conducted by the Council's occupational health service.

5. Training

- 5.1 The training undertaken within Children's Services supports the outcomes of the service requirements, individual training needs and the result of risk assessments. To enable this, the service has a dedicated training section which offer bespoke training courses that address the needs of the staff and complement the courses offered corporately. The training section is an accredited provider of SVQ training and within the curriculum there is a requirement to provide adequate health and safety knowledge to enable participants to evidence and practice their acquired knowledge for assessment purposes. This training has been further developed to incorporate Dealing with Violent Incidents, Moving and Handling, Health Emergencies and Infection Control training. Additional training may be outsourced to further education colleges or external agencies as appropriate.
- 5.2 Training needs analysis and individual development plans are also part of the service's processes and this supports the identification of health and safety training needs.

6. Measuring performance

Active monitoring

- 6.1 An audit is a systematic examination of the health and safety management systems in place including implementation of policies, procedures, training and safety awareness of staff. An inspection is the physical examination of the workplace including tools and equipment. The service is externally audited in line with the Council's overarching plan to ensure standards meet those required to continue accreditation to BS OHSAS 18001:2007.
- 6.2 The BS OHSAS 18001:2007 audits conducted during 2017-18 focused on the health and safety management system within establishments. Support was provided to establishments in preparation for the audits.
- 6.3 A formal inspection programme for 2017-18 was compiled by the health and safety section for all Council premises. Within children's services, premises are assigned either a high, medium or low risk rating. Residential units were assigned a high risk rating given the vulnerable nature of the clients and the residential setting. There is a constant focus on various aspects of health and safety within residential units.
- 6.4 Inspections were undertaken on a sampling basis and managers/heads are asked to consider sharing findings with all other colleagues.
- 6.5 The service's proactive health and safety performance indicators (PI) are discussed/monitored at the extended SLT and the CSHSPG.

Re-active monitoring

- 7.1 The performance of the service is measured internally by recording, collating and reporting the number of accidents/incidents and violent incidents within Children's Services through the Accident and Incident Recording Database (AIRD). This action includes:
- promoting the importance of reporting all incidents, accidents, acts of violence and/or aggression to staff. This allows for the identification of any trends within the service;
 - where appropriate issuing information to all establishments to notify them of any generic health and safety concerns arising from reported incidents. Also allows for accident investigation at line management level;
 - highlighting good practice identified and endeavouring to implement this practice across all establishments; and
 - ensuring that all relevant health and safety information is disseminated to employees and service users.
- 7.2 A systematic examination of health and safety management information is in place. This includes in depth analysis of accident/incident reports by type of incident, causal factor, trend, and establishment. The monitoring arrangement also includes in-depth analysis of incidents including violence towards staff.
- 7.3 The service will continue to monitor and respond to incidents taking action as appropriate.

8. Review of Health and Safety Management

Health and safety activities

- 8.1 The service work in partnership with the Corporate Health and Safety team and the occupational health service to promote health and well being for staff.
- 8.2 The corporate health and safety section provided support in various areas. Various site visits were undertaken throughout the year. Once results of audits were collated, support and advice was provided to managers.

Occupational Health

- 8.3 The Service utilises the occupational health service to assist with the managing absence process within the Council. The service recognises that early intervention can support staff return to work, reducing absence levels and the associated costs.

Facilities Management (Hard)

- 8.4 Facilities Management arrange statutory testing within Council owned properties. Their remit includes managing Legionella checks, periodic testing of electrical hardwiring as well as gas boilers. Repairs are now logged by each unit via the Corporate Asset Management Information System (CAMIS).

Joint Working with Scottish Fire and Rescue (SFR)

- 8.5 The SFR are responsible for enforcing the Fire (Scotland) Act 2005. Assistance is provided where joint inspections/visits require to be held.

Training

- 8.6 As well as health and safety training being made available by the health and safety section via the corporate training planner, establishments can request on site training if required. Alternatively some training may be outsourced to further education colleges or external agencies where appropriate.
- 9. Future objectives – Children’s Services Health, Safety and Well Being Plan for 2019/2022**
- 9.1 The Finance, Resources and Customer Services Policy Board on 14 November 2018, approved the “Health, Safety and Wellbeing Strategy 2019/2022”. The main purpose of the strategy is to help Services understand where the key areas require to be focused on are, to help improve the overall standard of health, safety and wellbeing within Renfrewshire Council.
- 9.2 Services have been asked to create their own Action Plan based on the areas of their service they feel requires improvement. A paper detailing the service’s action plan will be taken to the Education and Children’s Services Policy Board for approval.

CHILDREN'S SERVICES (EDUCATION)

HEALTH AND SAFETY ACTION PLAN 2018/2019

Final Status Report

Children's Services H&S Action Plan 2018 19

Code & Title	Description	Planned Start Date	Due Date	Progress Bar	Completed Date	Latest Note
CSHSAP2017 Children's Services Health and Safety Action Plan 2017 - 2018	OVERALL SUMMARY INDICATOR	01-Apr-2018	31-Mar-2019	100%	31/03/19	
CSHSAP2017.2 Statutory Compliance	Summary Indicator - Statutory Compliance	01-Apr-2018	31-Mar-2019	100%	31/03/19	
CSHSAP2017.2.1 Statutory Compliance - Property	Continue to have maintenance checks and remedial works carried out. Establishments to record requests within electronic CAMIS system where appropriate.	01-Apr-2018	31-Mar-2019	100%	31/03/19	
CSHSAP2017.2.2 Fire Risk Assessment	In accordance with legislation fire risk assessments will be reviewed and revised as necessary to include assessment of PEEP (personal emergency evacuation plans) for staff, clients or frequent users of the service.	01-Apr-2018	31-Mar-2019	100%	31/03/19	
CSHSAP2017.2.3 General Risk Assessment	Monitor risk assessments recorded on GRAD and on RENFO (for educational establishments). Ensure required reviews have been taken forward.	01-Apr-2018	31-Mar-2019	100%	31/03/19	
CSHSAP2017.2.4 Display Screen Assessments	Monitor the implementation and management of display screen equipment self assessments for appropriate employees	01-Apr-2018	31-Mar-2019	100%	31/03/19	
CSHSAP2017.2.5 Manual Handling Activities	Ensure manual handling activities within the service have been identified and suitably risk assessed	01-Apr-2018	31-Mar-2019	100%	31/03/19	
CSHSAP2017.3 Inspection programme	SUMMARY INDICATOR - INSPECTION PROGRAMME	01-Apr-2018	31-Mar-2019	100%	31/03/19	
CSHSAP2017.3.1 Establishment WOIR Inspections	WOIR inspections in establishments to include education establishments joint inspection with trade union representatives. Ongoing - annual programme in place.	01-Apr-2018	31-Mar-2019	100%	31/03/19	
CSHSAP2017.3.2 Audit of Children's Services establishments by corporate services health and safety team.	Audit of establishments by corporate services	01-Apr-2018	31-Mar-2019	100%	31/03/19	
CSHSAP2017.4 Planning and setting standards	SUMMARY INDICATOR - PLANNING & SETTING STANDARDS	01-Apr-2018	31-Mar-2019	100%	31/03/19	
CSHSAP2017.4.1 Preparation for BSI	Preparation to achieve accreditation to BSI Occupational Health and Safety Assessment Series (OHSAS) 18001:2007.	01-Apr-2018	31-Mar-2019	100%	31/03/19	
CSHSAP2017.4.2 Analyse accidents	Reporting of departmental stats from AIRD system.	01-Apr-2018	31-Mar-	100%	31/03/19	

and incidents			2019			
CSHSAP2017.4.3 Analyse violent and aggressive incidents	Reporting of stats from departmental database. Discuss at Violent Incident Review Group	01-Apr-2018	31-Mar-2019	100%	31/03/19	
CSHSAP2017.4.4 Provide Health and Safety Report to Corporate Health and Safety Committee	Preparation of report to corporate health and safety committee.	01-Apr-2018	31-Mar-2019	100%	31/03/19	
CSHSAP2017.4.5 Frequency of Children's Services health and safety planning meeting	Six monthly departmental meetings to be held with other sectors and trade unions.	01-Apr-2018	31-Mar-2019	100%	31/03/19	
CSHSAP2017.5 Review of Health and Safety Management	SUMMARY INDICATOR - COMMUNICATION	01-Apr-2018	31-Mar-2019	83%		
CSHSAP2017.5.1 Issue policy/guidance to staff on safety / health related matters	Communicate forthcoming external and internal H&S campaigns to the staff and participate where appropriate	01-Apr-2018	31-Mar-2019	100%	31/03/19	
CSHSAP2017.5.3 Review of Administration of Medicine Policy	Review policy to meet the needs of Care Inspectorate guidance.	01-Apr-2018	31-Mar-2019	50%		This action will be carried forward onto the Children's Services Plan for 2019/2020.
CSHSAP2017.5.4 Review of Technical Department Code of Practice	Review policy to meet the needs of Secondary School Technical Departments	01-Apr-2018	31-Mar-2019	100%	31/03/19	
CSHSAP2017.6 Training	SUMMARY INDICATOR - TRAINING	01-Apr-2018	31-Mar-2019	50%		This action will be carried forward onto the Children's Services Plan for 2019/2020. Karen Flood drafted a briefing for HTs explaining the requirements around Fire Training for staff. Head Teachers have been asked to identify any training needs and the health and safety team will devise a training schedule.