

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

Date	Time	Venue
Thursday, 18 January 2018	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: Councillor Derek Bibby: Councillor Bill Binks: 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 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 www.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.

Items of business

Apologies

Apologies from members.

Declarations of Interest

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

- | | | |
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| | Joint report by Director of Finance & Resources and Director of Children's Services. | |
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| 3 | Renfrewshire Youth Voice: Youth Commission Update | 17 - 24 |
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| 5 | Consultation on Education (Scotland) Bill | 33 - 46 |
| | Report by Director of Children's Services. | |
| 6 | Carers (Scotland) Act 2016 - Progress Update -
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| | Report by Director of Children's Services. | |
| 7 | Strategic Review of Educational Services and Support for
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Education | 53 - 58 |
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| 9 | Inspection of St John Ogilvie School, Paisley | 67 - 74 |
| | Report by Director of Children's Services. | |
| 10 | Annual Report of the Adoption and Fostering Panels
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| | Report by Director of Children's Services. | |

11 School Holiday Arrangements School Session 2019/20

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Report by Director of Children's Services.



To: Education and Children's Services Policy Board

On: 18 January 2018

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

Heading: Revenue Budget Monitoring to 10 November 2017

1. Summary

1.1 Gross expenditure is £265,000 (0.3%) over budget and income is £265,000 (6.2%) greater than anticipated which results in a **break even position** for the services 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	Break even	-	Break even	-

2. Recommendations

2.1 Members are requested to note the budget position.

2.2 Budget Adjustments

Members are requested to note that since the budget was approved, there have been a number of budget adjustments resulting in a net decrease of £202k. This is in the main due the transfer of budget relating to tackling poverty (£75k), reduction in the charge to Criminal Justice Service (£100k), allocation of an overtime saving (£35k).

3. **Children's Services**

Current position:	Break even
<i>Previously reported:</i>	<i>Break even</i>

3.1 **Additional Support for Learning:**

Current Position	Net overspend £221,000
<i>Previously reported:</i>	<i>Net overspend £168,000</i>

The overspend relates to transport costs and additional support needs assistants.

3.2 **Central Admin:**

Current Position:	Net overspend £169,000
<i>Previously reported:</i>	<i>Net overspend £115,000</i>

The overspend mainly relates to additional staffing and admin costs.

3.2 **Primary Schools:**

Current Position:	Net underspend £26,000
<i>Previously reported:</i>	<i>Net underspend £80,000</i>

The underspend relates to teachers' salaries.

3.3 **Secondary Schools:**

Current Position:	Net underspend £129,000
<i>Previously reported:</i>	<i>Net underspend £159,000</i>

The underspend relates to teachers' salaries and payments to other bodies.

3.4 **Special:**

Current Position	Net underspend £4,000
<i>Previously reported:</i>	<i>Net underspend £49,000</i>

The underspend relates to teachers' salaries.

3.5 **Childcare Services:**

Current Position
Previously reported:

Net underspend £231,000
Breakeven

The underspend position relates to the net effect of underspends in residential schools, special needs and fostering, adoption and kinship, offset by overspends in residential accommodation, childcare management and localities. This is expected to continue to the year end.

3.6 **Projected Year End Position**

It is anticipated at this stage that Childrens' Services will achieve a break-even year-end position.

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

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 Lisa Dickie, Extension 7384

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2017/2018
1st April 2017 to 10 November 2017

POLICY BOARD : EDUCATION & CHILDREN'S SERVICES

Description (1)	Revised Annual Budget (2)	Revised Period Budget (3)	Actual (4)	Adjustments (5)	Revised Actual (6) = (4 + 5)	Budget Variance (7)		
	£000's	£000's	£000's	£000's	£000's	£000's	%	
Employee Costs	117,692	66,802	67,744	(505)	67,239	(437)	-0.7%	overspend
Property Costs	9,407	6,808	6,870	(7)	6,863	(55)	-0.8%	overspend
Supplies & Services	6,226	2,195	2,282	(60)	2,222	(27)	-1.2%	overspend
Contractors and Others	15,667	8,611	8,393	(55)	8,338	273	3.2%	underspend
Transport & Plant Costs	4,521	2,318	2,424	0	2,424	(106)	-4.6%	overspend
Administration Costs	9,966	529	563	(8)	555	(26)	-4.9%	overspend
Payments to Other Bodies	25,721	13,393	13,308	(28)	13,280	113	0.8%	underspend
CFCR	0	0	0	0	0	0	0.0%	breakeven
Capital Charges	16,124	0	0	0	0	0	0.0%	breakeven
GROSS EXPENDITURE	205,324	100,656	101,584	(663)	100,921	(265)	-0.3%	overspend
Income	(4,551)	(2,851)	(3,143)	27	(3,116)	265	9.3%	over-recovery
NET EXPENDITURE	200,773	97,805	98,441	(636)	97,805	0	0.0%	breakeven

£000's

0
(0)

Bottom Line Position to 10 November 2017 is breakeven of
Anticipated Year End Budget Position is breakeven of

0.0%
0.0%

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2017/2018
1st April 2017 to 10 November 2017

POLICY BOARD : EDUCATION & CHILDREN'S SERVICES

Description (1)	Revised Annual Budget (2)	Revised Period Budget (3)	Actual (4)	Adjustments (5)	Revised Actual (6) = (4 + 5)	Budget Variance (7)		
	£000's	£000's	£000's	£000's	£000's	£000's	%	
Central Administration	11,290	935	1,551	(447)	1,104	(169)	-18.1%	overspend
Pre-Five Service	15,197	7,999	7,999	0	7,999	0	0.0%	breakeven
Primary Schools	57,278	27,908	28,011	(129)	27,882	26	0.1%	underspend
Secondary Schools	73,044	38,311	38,182	0	38,182	129	0.3%	underspend
Special Schools	6,688	3,405	3,402	(1)	3,401	4	0.1%	underspend
Schools Support Services	0	0	0	0	0	0	0.0%	breakeven
Healthy Lifestyles	6	0	0	0	0	0	0.0%	breakeven
Add Support for Learning (ASL)	6,984	2,883	3,104	0	3,104	(221)	-7.7%	overspend
Facilities Management	334	83	77	6	83	0	0.0%	breakeven
Educational Development	(204)	(349)	(349)	0	(349)	0	0.0%	breakeven
Psychological Services	778	462	462	0	462	0	0.0%	breakeven
Childcare	29,378	16,168	16,002	(65)	15,937	231	1.4%	underspend
NET EXPENDITURE	200,773	97,805	98,441	(636)	97,805	0	0.0%	breakeven

£000's

0.0%

0.0%

Bottom Line Position to 10 November 2017 is breakeven of

Anticipated Year End Budget Position is breakeven of



To: EDUCATION & CHILDREN'S SERVICES POLICY BOARD

On: 18 JANUARY 2018

Report by: Director of Finance and Resources

Heading: Capital Budget Monitoring Report

1. Summary

- 1.1 Capital expenditure to 10th November 2017 totals £11.514m compared to anticipated expenditure of £11.522m for this time of year. This results in an under-spend position of £0.008m 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	£0.008m u/spend	0% u/spend	£0.001m u/spend	0% u/spend
Total	£0.008m u/spend	0% u/spend	£0.001m u/spend	0% u/spend

- 1.2 The expenditure total of £11.514m represents 46% 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 10th November 2017, and is based on the Capital Investment Programme which was approved by members on 23rd February 2017, adjusted for movements since its approval.

4. **Budget Changes**

4.1 Since the last report budget changes totalling £0.708m have arisen which reflects the following:-

Budget transferred in 2017/18 from Corporate Landlord (£0.020m) reflecting a transfer from the Lifecycle Capital Maintenance Fund towards the St John Ogilvie New Extension project.

Budget re-profiled from 2017/18 to 2018/19 (£0.728m) for the Close Support Unit reflecting updated cashflows received for the project.

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). Capital Investment Programme 2017/18 & 2018/19 – Council, 23rd February 2017.

The contact officers within the service are:

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

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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 @23/02/17	Current Programme MR 8	Year To Date Budget to 10-Nov-17	Cash Spent to 10-Nov-17	Variance to 10-Nov-17	% Variance	Cash to be Spent by 31-Mar-18	% Cash Spent
EDUCATION & CHILDREN'S SERVICES								
Schools Investment Programme	0	106	46	45	1	2%	61	42%
Early Years Estate Programme	0	97	79	80	-1	-1%	17	82%
Early Years Expansion Programme	0	913	0	0	0	0%	913	0%
Primary Schools Estate Programme(SEMP)	21,547	20,022	9,744	9,744	0	0%	10,278	49%
Other Schools Investment Programmes	0	2,939	1,473	1,474	-1	0%	1,465	50%
Technology Replacement Strategy ICT	400	400	0	0	0	0%	400	0%
Close Support Unit	500	500	180	171	9	5%	329	34%
TOTAL EDUCATION & CHILDREN'S SERVICES BOARD	22,447	24,977	11,522	11,514	8	0%	13,463	46%



To: Education and Children's Services Policy Board

On: 18 January 2018

Report by: Director of Children's Services

Heading: Renfrewshire Youth Voice: Youth Commission Update

1. Summary

- 1.1 Community Learning and Development is a key driver for raising ambition, widening opportunities and improving communities in Renfrewshire. The Community Learning and Development Strategy Implementation Plan 2015-2018 provides a three year plan which sets out key actions and outcomes that contribute directly to the Council and Community Planning Partnership priorities, and feeds into the re-aligned Children's Service Improvement Plan 2017-2022.
 - 1.2 As part of Children's Services, Youth Services has a continuing role in tackling inequalities and ensuring opportunities for all, by supporting young people to have a voice, take part in decision making and make a contribution to the community.
 - 1.3 Over the past six months, Youth Services has supported the formation and development of a Youth Commission focusing on young people and mental health. This report provides a summary of the work and achievements of the Youth Commissioners to date, and identifies the next stage before they give their findings and recommendations to council and key partners.
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2. Recommendations

- 2.1 The Education and Children's Services Policy Board is asked to note:
 - [a] the progress made by the Renfrewshire Youth Commission; and

- [b] that a report will be provided to a future meeting of the Board containing draft recommendations from the Youth Commissioners on how young people's mental health can be safeguarded and improved in Renfrewshire.
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3 Background

- 3.1 Youth Services carried out a review of Youth Voice and a paper was submitted to the Education Policy Board on 15th January 2015. Existing Youth Voice programmes and opportunities and methods of engagement were evaluated. The following recommendation was included in this report:

“ the establishment of a Renfrewshire Youth Voice Assembly that enables young people to work together to identify the most important issues, make decisions on what action to take and engage with decision makers”.

- 3.2 An initial planning meeting with representatives from key council departments and local youth work organisations advocated that the Assembly would be modelled on the Youth Services Community Planning Conference held in February 2013. The conference was co-designed with young people and provided a platform to highlight important youth issues and council service plan priorities, and decide collectively on future campaigns and action.
- 3.3 It was agreed that this model would encourage wider access and participation in Youth Voice and result in increased representation. The conference and subsequent assembly meetings would also give an opportunity to influence decision-makers; e.g. Children and Young People Board, Children's Champions Board, Integrated Children Services Planning, and community planning partners
- 3.4 Renfrewshire's first Youth Assembly was held on 29th November 2016 in Paisley Town Hall. The event was planned by a core group of 30 young people drawn from existing Youth Voice projects and aimed to encourage young people to share and explore key themes that matter to them; informed by previous youth consultations, action points from the Children and Young People Thematic Board in August 2015 and representations to the Children Services Service Conference in November 2015. The key themes were:
- Education, jobs and training,
 - Social and Cultural issues,
 - 2021 City of Culture Bid,
 - Health and wellbeing, and
 - Youth Voice - Having a say in what happens in your community.

- 3.5 Each of the themes was explored, and opinions were shared with feedback to the Assembly as recommendations for action and positive change. Renfrewshire's "Assembly" programme also offered workshops on social action which covered a mixture of creative methods including: upcycling and zero waste, digital skills with a positive message, making gifs, hate crime and disability discrimination, UN Convention on the Rights of the Child, Scottish Youth Parliament's "Speak Your Mind" Campaign, healthy and active lifestyles and planning a campaign to raise awareness using digital media.
- 3.6 On the day 300 young people aged 12-25 years participated, and the event included 10 partner organisations. Senior service managers, councillors and members of thematic boards were invited to attend to hear what young people had to say. The Assembly voted on the key theme that presented the biggest challenge in Renfrewshire, with 65% of young people voting for Mental Health as the key issue, therefore setting the agenda for a Youth Commission to take forward into 2017.
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4 Youth Commission Update

- 4.1 Following the Youth Assembly, young people were invited to form a Youth Commission to take forward further research and investigation into Young People's Mental Health in Renfrewshire. A core group of 20 Youth Commissioners have been meeting on a fortnightly basis running up to a two day Commissioners Camp during the Spring Break. The group participated in an initial workshop in defining what a Youth Commission is, and how it can provide insight and make recommendations for change. They designed a Youth Commission Action Plan which took effect from April 2017 laying out the nature and scope of their investigation into Mental Health needs and responses.
- 4.2 The Youth Commission have achieved the following outcomes as part of their Action Plan 2017-18:
- a) Young people participated in co-design training workshop delivered by Youth Services and Young Scot during a Youth Commissioners Camp to set the ground work for the process of strategic change aimed at bettering services to young people. To achieve the co-design objective, Youth Services advocated for opportunities where the Youth Commissioners could have discussions and debate with key services and decision makers and practitioners via a variety of mechanisms.
 - b) The Youth Commissioners received "Aye Mind" training and Mental Health Awareness Training delivered by the NHS Health Improvement Team. This training equipped the group with skills to become effective peer educators, and provided them with tools and methods to deliver peer led workshops on mental health awareness.

- c) The Youth Commission created an on-line consultation survey and series of questions for focus groups to gather young people's perceptions of mental health and to scope out the depth of issue and areas for improvement.
- d) The Youth Commission planned to co-ordinate and deliver a series of community-based events across Renfrewshire to showcase methods of sustaining of a positive mental wellbeing and to raise awareness. The aim of these events was to create a lasting legacy whereby communities would have an understanding of supporting agencies available to help themselves and family, and community members. This has partially been realised and will continue into 2018.
- e) A well-being activity aimed at promoting positive mindfulness was organised – a walking activity taking young people, and others, around Paisley to key spots to take time to stop, reflect and take care of themselves and each other. The activity was piloted during the Youth Services Spring Break programme, and then repeated in October as part of the Scottish Mental Health Arts Film Festival.
- f) Following training, the group delivered GIF making workshop (image files that supports both animated and static images) and a youth consultation activity at the 2021 UK City Of Culture event "You Matter Always".
- g) During the October school holidays, the Youth Commissioners were involved in outreach and wider public consultation carried out alongside Youth Services in Paisley Town Centre, using the Year of Young People Young Scot Trailer. A social media campaign - #FollowYourFeet - was launched aimed at engaging young people and the wider public in creating and sharing positive wellbeing messages.
- h) The Youth Commission held a Youth Symposium on Mental Health in the Renfrewshire Council Chambers, inviting key service managers, elected members and youth representatives to discuss and explore influencing factors and impacts on young people's mental health.
- i) Youth Commissioners are now visiting community clubs delivering workshops and consultation to community based youth clubs and projects, and will continue this into early 2018.

5 Links to Youth Voice Strategy

- 5.1 Underpinning the work of the Youth Assembly and the subsequent development of the Youth Commission is the ongoing efforts of Youth Services to ensure young people's voices are heard and to promote youth participation.

- 5.2 Renfrewshire Youth Voice has achieved charitable status and continues to explore the possibility of developing a town centre youth facility and hub, including services to support health and wellbeing and promoting positive mental health. RYV received funding from the Scottish Foundation Trust to explore good practice examples of “youth hubs” and to further investigate the need and feasibility of developing similar provision in Paisley.
- 5.3 Following the involvement with 2021 UK City of Culture Bid, Youth Services will continue to use arts and culture to engage young people in their communities in ways that are relevant and meaningful to them, promoting youth culture and contributing to the re-generation of their town.
- 5.4 Further inclusion and anti-stigma work will include the development and support for LGBT+ group, supporting a regular meeting time and space, seeking wider representation and outreach to young people on the margins across Renfrewshire.
- 5.5 In 2017, Youth Services facilitated the Scottish Youth Parliament elections in partnership with schools, college, university, and community partners. The aim has always been to increase the number of young people taking part in these elections. In the 2011 election, 2858 young people voted which was a turnout of 11%. At every election since, there has been an increase, and in 2017 voter turnout was 7053 which translates as a 23.2% voter turnout.
- Newly elected MSYPs have been offered training and support to take up their role and responsibilities of their office, and beginning to engage others on national campaigns focussing on Youth Rights, and responding to local concerns by submitting a Youth Motion to Board on the review and development of PSHE offer in schools.
- 5.6 Youth Services encourages and supports community based Youth Forums and Councils where young people can get active in their local communities helping to plan local youth events and activities based on what young people want and need.
- 5.7 Youth Services staff also offer support to school-based youth voice projects, including pupil council and youth leadership training to senior transition pupils. Partnership work to support the MVP programme and to offer accreditation for peer educators who volunteer and provide peer led services in schools and in the community.
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6 Priorities for 2018

- 6.1 Youth Services will continue to support Youth Commissioners to carry out the outstanding actions including a number of outreach sessions to community clubs and targeted youth groups. This will identify the key factors for step change in Young People’s Mental Health in Renfrewshire.

- 6.2 The Youth Commission will draft a number of proposals and recommendations for Council and partners to consider. The final Youth Commission Report will be presented back to Youth Assembly in May/June 2018.
 - 6.3 Alongside this, Youth Services will advocate that Renfrewshire's Youth Commission be included in the newly announced Young Scot National Youth Commission into Young People Mental Health to Scottish Government. This would allow the Youth Commissioners to use their experiences and skills learned to share their work and findings from a local perspective.
 - 6.4 Youth Services will continue to engage with the Scottish Government National Improvement Service and Young Scot to explore ways in which rewards and discounts for National Entitlement Card holders can relate to and promote positive mental health and Raising Attainment.
 - 6.5 As link agency with Young Scot, Youth Services is best placed to lead on the Year of Young People 2018, with RYV, Youth Commission and the Youth Assembly as key youth work actions as part of the year of celebrating young people.
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Implications of the Report

1. **Financial** – Youth Voice development is delivered within core Youth Service budgets. Additional funding applications submitted to LACs, on behalf of the Youth Commission to fund additional community based consultations and anti-stigma awareness raising events were not successful. However commitment was made from Children Services budgets to continue to support the Youth Commission actions and enable them to report back to Assembly and Council on findings in 2018. RYV have sought to be included in the LAC review and in particular discussions around young people's fund.
2. **HR & 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 for example it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health and Safety**- None
9. **Procurement** – None
10. **Risk** - Risks related to the delivery and management of services are regularly monitored and included in the Children's Services Risk Register.
11. **Privacy Impact** – None
12. **Cosla Policy Position** –Priority 11: Respect and Behaviour in School and review of Anti-bullying Policy and practices.

List of Background Papers: None

FT
14 December 2017

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To: Education and Children's Services Policy Board

On: 18 January 2018

Report by: Director of Children's Services

Heading: Renfrewshire: Year of Young People 2018

1. Summary

- 1.1 The Scottish Government has designated 2018 as the Year of Young People (YoYP). The Scottish Government believes that the YoYP will inspire Scotland through its young people, celebrating their achievements, valuing their contribution to communities and creating new opportunities for them to shine locally, nationally and on the international stage.
- 1.2 Throughout 2018 the Scottish Government, local authorities and other partners are planning to deliver a range of activities and events which will address six themes identified by young people as most important for them. The themes are:
- Participation;
 - Education;
 - Health and Wellbeing;
 - Equality and Discrimination;
 - Enterprise and Regeneration; and
 - Culture.
- 1.3 Renfrewshire Youth Services works with a range of youth groups which have signed up to working in partnership to promote the YoYP. Work is being taken forward to develop a programme of activities which will link to the 6 themes outlined in paragraph 1.2.

- 1.4 Working with Young Scot, Renfrewshire Youth Services will lead on the Year of Young People 2018 in Renfrewshire. Partnership working with YoYP Ambassadors, Renfrewshire Youth Voice, as well as key council departments, schools and Renfrewshire Youth Work Network will contribute to a year of celebrating young people for Renfrewshire. Youth Services aims to harness the enthusiasm and the focus on young people that was generated during the UK City of Culture Bid.
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2. Recommendations

- 2.1 The Education and Children's Services Policy Board is asked to note:
- [a] note 2018 has been designated by the Scottish Government as the Year of Young People 2018;
 - [b] note that Renfrewshire Youth Services will be leading and facilitating a year of celebrating young people across the authority in partnership with young people and local youth work agencies and services across a range of sectors and locations ; and
 - [c] agree to the creation of a Renfrewshire YoYP 2018 activity Calendar on the Young Scot Young Renfrewshire portal and council social media, showcasing local talent and contributions made by young people, emphasising their role as creators and curators of their stories and achievements, not just passive consumers of services.
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3. Background

- 3.1 The Scottish Government has designated 2018 as the Year of Young People (YoYP). The First Minister made an announcement in Dumfries, that as a global first, the Year of Young People 2018 will provide a platform to showcase personalities, talents and achievements of Scotland's young people. In addition, it will strengthen young people's voices and give them an opportunity to influence policy directly and be involved in decision-making on issues which affect their lives.
- 3.2 A Parliamentary Debate entitled 'Celebrating Our Future: Scotland's Year of Young People' was held on 12 December 2017 to demonstrate the Scottish Parliament fully recognises that 2018 has to be specifically aimed at young people. The Debate provided an opportunity to showcase the achievements and talents of our young people and will ensure that our young people's views are listened to and acted on.
- 3.3 The themes for the YoYP 2018 were identified as priorities by young people across Scotland. The 6 themes are as follows:
- **Participation** – looking at how young people can influence public services and decisions which affect their lives

- **Education** – creating a stronger role for young people in shaping their learning
- **Health and Wellbeing** –supporting young people to lead healthier, active lives and have opportunities to learn about and improve their mental health and resilience
- **Equality and Discrimination** – broadcasting the value of young Scots, challenging negative perceptions of young people, and supporting young people to take leading roles in challenging discrimination in all its forms.
- **Enterprise and Regeneration** – celebrating young people’s role in innovation, entrepreneurship and the Scottish economy as well as making Scotland a greener and more pleasant place to live
- **Culture** –celebrating young people’s talent and contribution to Scottish culture and arts

3.4 Renfrewshire is sector-leading in Youth Voice achievements. In 2014 Renfrewshire Youth Services won a COSLA Silver Award for commitment and the range of Youth Voice activities. Since then it has grown in strength to be one of the leading local authorities for MSYP voter registration, voter turnout and Young Scot card holders and reward users.

3.5 As the programme of activity rolls out over the next twelve months Renfrewshire Youth Services will ensure they link with the themes of the YoYP 2018.

4. Renfrewshire Youth Voice Leading to YoYP 2018

4.1 Renfrewshire can clearly demonstrate its commitment to listening and acting on young people’s views and concerns, creating youth voice structures that are sector-leading and have legacy impact:

- Renfrewshire Youth Voice has worked hard to achieve charitable status and have set up a Trustee Board and Executive made up of young people with Youth Services in support. RYV are currently investigating and campaigning for a town centre hub as a centre point run by young people for young people.
- Established a model of youth participation through a Youth Assembly, whereby young people can engage with key decision makers and service managers and elected members on issues that concern them. This model facilitated young people’s views on community planning themes, and allowed democratic voting on key issues of concern requiring collective action and measurable responses.
- The development of a Youth Commission on Young People and Mental Health to research the scope of the issue in Renfrewshire, consult with young people and communities and to engage key service providers in discussions to discover the gaps and possible solutions to safeguard young people’s mental health in Renfrewshire as they grow from children to adulthood.
- The Children’s Champions Board has been established over several years ensuring that young people who have experienced care are

included and have a bigger say in the decisions that affect their lives. Renfrewshire has already created strong partnerships with care-experienced young people and support their input into the development of services that directly affect them ensuring that they are fit for purpose, relevant and most importantly effective and protective. The partnership working between Renfrewshire Council and *Who Cares? Scotland* is ensuring corporate parenting responsibilities are fully realised and take into consideration how their role and establishment can enhance the life chances of care experienced young people.

- Renfrewshire Youth Work Network Partners who actively engage young people in a range of sporting, health, arts and culture activities and develop ways to work together in partnership to help young people reach their potential in line with national strategies and guidance; Renfrewshire Leisure, Active Communities, Erskine Music & Media Studio, Police Scotland, UWSC, Young Carers, West College Scotland, L.E.A.P. (Local Energy Action Plan), YMCA, Uniformed Organisations, are some of the organisations involved.
- Renfrewshire schools working in partnership with NHS, Police Scotland, Youth Services and Education Scotland to develop and deliver the Mentors in Violence Prevention Programme. A peer - education programme engaging pupils in learning sessions to explore and prevent all forms of bullying and gender based violence.
- Members of Scottish Youth Parliament who campaigned in 2015-16 on Young People's Mental Health and produced a report – “Speak your Mind”. The newly elected Renfrewshire MSYPs will be submitting the first Youth Motion to Education and Children's Policy Board on the need to develop PSHE programme in schools to reflect local expressed need.
- The Positive About Youth Awards, established in the local area as an annual event run by RYV to challenge negative stereotypes of young people and to celebrate local youth champions and unsung heroes.
- Youth Services secured financial support through the Council's Tackling Poverty Programme. The Young Scot Project pioneered a pilot programme to develop smart card rewards and discounts, and increase and invest in the National Entitlement Card for local young people aged 10-25 years. The project helped to develop smart travel options for young people in the employability hub and Throughcare service, and securing a gym discount through Renfrewshire Leisure. Youth Services continue to develop this project which has demonstrated it can have a real impact on the quality of life for vulnerable young people.

5 Year of Young People 2018 Renfrewshire Wide

- 5.1 To bring it in line with other local authorities in Scotland. Renfrewshire is considering an appointment of a Young People's Champion Working with Youth Services, the YoYP Ambassadors, Youth Voice groups and the Youth Work Network, the Young People's Champion will be able to galvanise support across the local authority. Youth Services recommend that a YoYP strategy group is formed, to co-ordinate and develop YoYP activities, supported by a communications strategy.
- 5.2 Three YoYP Ambassadors have been selected to promote the incredible opportunities on offer to young Scots in Renfrewshire. The Ambassadors have taken part in training through Young Scot, and will be invited to work with RYV to join in with local planning; helping them to organise local YoYP events and activities. They will be helping to raise awareness of YoYP and encouraging peers and older generations to challenge negative stereotypes in their communities.
- 5.3 Two youth projects have been successful in the first round of Create18; Twist and Hit Cheerleaders in Paisley in February, and Acustico in Paisley in April/May. More applications will be submitted through the second round of the application process to help fund local events from August to December 2018.
- 5.4 The Renfrewshire Youth Services "Signature" application to Event Scotland to fund a bigger and better Youth Assembly in June 2018 was not successful. There was a huge interest in the fund and it was over-subscribed to a total of £6 million. While Youth Services and partners can highlight on-going work and achievements by young people, investment would be required to assist Renfrewshire local opportunities, experiences and community activities, and ensure our young people can participate in national YoYP events and programmes. Renfrewshire Youth Work Network will explore other funding opportunities.
- 5.5 Renfrewshire Youth Services will help "badge" existing good youth work practice that addresses the key themes of the YoYP, which includes Culture, Education, Health and Wellbeing, Enterprise and Regeneration, Equality and Diversity, and Participation. As part of promoting any local youth activity under these themes, the "My Story 365" project will shine a light on young peoples' stories and experiences across Scotland, and Youth Services can offer schools support to get involved by branding existing learning activities and to encourage young people to develop their own individual YoYP celebration event.

- 5.6 Using social media and digital tools to connect and share and spread the word will be an important aspect of YoYP. Raising the profile in the new digital age, and also providing simple face to face opportunities to perform, talk and share across communities and locations and reduce isolation, will help young people to connect with others and lead on positive peer projects.
- 5.7 Following the co-design blue-print of YoYP 2018, produced by Young Scot, the Scottish Government, Scottish Youth Parliament and Children in Scotland, young people must be a key part of the driving force which shapes, develops and implements events and activities as part of the YoYP 2018.

Implications of the Report

1. **Financial** — to progress this year long initiative, Youth Services along with partners will negotiate with young people an exciting programme of calendar events. Further report will be submitted to a future Education and Children's Services Policy Board.
- 2.
3. **HR & Organisational Development** - None.
4. **Community/Council Planning** – the report details a range of activities which reflect local community planning themes.
5. **Legal** - None.
6. **Property/Assets** – None
7. **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 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 & Safety**- None
9. **Procurement** - None
10. **Risk** - Risks related to the delivery and management of services are regularly monitored and included in the Children's Services Risk Register.

11. **Privacy Impact** - None
 12. **Cosla Policy Position** –None
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List of Background Papers: None

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To: Education and Children's Services Policy Board

On: 18 January 2018

Report by: Director of Children's Services

Heading: Consultation on Education (Scotland) Bill

1. Summary

- 1.1 This report updates members on the most recent consultation on the changes to education governance proposed by the draft Education Bill. The Bill is intended to give greater powers to head teachers in regard to curriculum, the improvement agenda, staffing and funding. It also intends to refresh arrangements for parental involvement and pupil participation in the decision making process in schools, and establish regional improvement collaboratives. Furthermore, it proposes to introduce a new body which will replace the General Teaching Council and the Community Learning and Development Standards Council and replace it with one organisation that registers all education professions.
- 1.2 It should be noted that further clarification regarding roles and responsibilities will be required as the new legislation is developed in order to ensure head teachers, local authorities and the new regional improvement collaboratives are able to work closely together in order to improve outcomes for children and young people. This will be particularly important as risk associated with actions taken by one may have significant implications for another.

2. Recommendations

- 2.1 It is recommended that elected members:
 - approve the council's response to the consultation exercise (Appendix 1 to this report); and
 - note the changes proposed to education governance and the implications for local authorities and for schools

3. Background

- 3.1 This consultation is the latest in a series of public consultations in relation to educational governance reform. The main elements of the consultation relate to the proposed Head Teachers' Charter; Parental and Community Engagement; Pupil Participation; Regional Improvement Collaboratives (RIC); and the Education Workforce Council (EWC) for Scotland. The consultation exercise is open until 30 January 2018. It contains 24 questions covering the five key areas. These do not concern the principles behind the changes, which have already been consulted on. Rather, they are largely focused on the practical arrangements and the opportunities for improvement.
- 3.2 It should be noted that further clarification regarding roles and responsibilities will be required as the new legislation is developed in order to ensure head teachers, local authorities and the new regional improvement collaboratives are able to work closely together in order to improve outcomes for children and young people. This will be particularly important as risk associated with actions taken by one may have significant implications for another.
- 3.3 The proposed Head teachers' Charter will give decision making powers to Heads in four key areas – Curriculum, Improvement, Staffing, and Funding. The Scottish Government believes that Heads are best placed to make decisions about how learning happens in schools and the charter will set out their rights and responsibilities.
- 3.4 The proposals would give head teachers more scope to determine the design of their school's curriculum but they will also have a duty to work collaboratively with other schools and partners to drive improvement in learning and teaching. Schools will determine their own improvement priorities and will be entitled to determine the level of staffing and the management structure of their school within available resources. The local authority will retain responsibility for ensuring employment law is adhered to and address issues of performance, grievance and/or discipline. Local authorities will remain the overall budget holder for education spending but will be required to delegate the staffing budget to schools. Heads will be accountable to the local authority as to staffing and budget decisions. Responsibility for spending on specialist services, additional support needs, school transport and the school estate will remain with the local authority.
- 3.5 The Bill is intended to strengthen parental involvement in education. The existing duties on Heads to inform and consult with Parent Councils will be replaced with a duty to work collaboratively with Parent Councils. There will also be a duty on Heads to communicate with the wider parent forum, and to carry out a review of parental involvement strategies at least every 3 years. Broader parental involvement duties will be developed for early years provision. Statutory guidance on parental involvement will be updated to reflect legal duties in relation to 'learning at home' and the Equality Act 2010. There will be a clarification of the duties of Parent Councils, and Regional Improvement Collaboratives will be obliged to include parental involvement and engagement as one of their improvement areas.

- 3.6 Based on evidence which shows that pupil involvement and participation improves outcomes, the Bill will introduce a general duty to support effective pupil participation. However, there is no prescribed approach or model to be used. Head teachers will have discretion to undertake this general duty in the way they consider is most appropriate to their school.
- 3.7 The Bill will formally establish Regional Improvement Collaboratives (RIC), giving a legislative footing to existing local arrangements. As elected members will be aware, Renfrewshire is already a partner in the Glasgow City Regional Improvement Collaborative. The role of RICs is to:
- provide educational improvement support for head teachers, teachers and practitioners using teams drawn from existing staff in Education Scotland, local authorities and others;
 - provide a clear focus across all partners by delivering an annual regional plan (and associated work programme) aligned with the National Improvement Framework;
 - facilitate region-wide collaborative working which includes the sharing of best practice, collaborative networks and partnership approaches; and
 - the publication of a regional plan will mean there will no longer be a requirement for local authority plans.
- 3.8 The Scottish Government intend to replace the existing registration bodies (the General Teaching Council and the Community Learning and Development Standards Council) with a new single body, provisionally titled the Education Workforce Council (EWC). This body will allow for the registration of other staff within the education workforce and set professional standards and values across the wider education system. The Scottish Government intends for the EWC to be independent of government.
-

Implications of the Report

1. **Financial** – The proposed changes may have significant financial implications for the local authority. The Education Bill would remove a portion of education funding from local authorities and devolve it directly to schools. Head teacher salaries are based on a national job sizing scheme. Changes to their duties may have implications for grading and salaries of these staff.
2. **HR & Organisational Development** – The proposed changes may have significant implications for the recruitment of staff employed in schools which will not only include posts within children's services but may also extend to other services where support staff are provided. There are also possible implications for the provision of places for student and probationer teachers. Empowered schools should seek to improve outcomes for all children and young people.
3. **Community/Council Planning** –
 - Our Renfrewshire is thriving – our children and young people should have access to equitable opportunities for learning.
 - Tackling inequality, ensuring opportunities for all – changes aim to reduce inequality of educational outcomes.

4. **Legal** – At this stage the legal implications require to be clarified. It is likely that certain duties currently relating to local authorities will move to head teachers or to the regional collaborative.
5. **Property/Assets** - None
6. **Information Technology** - None
7. **Equality & Human Rights** - The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health & Safety** – None
9. **Procurement** – There may be implications for procurement in the future as an increased proportion of funding is devolved to schools.
10. **Risk** - None
11. **Privacy Impact** – None
12. **Cosla Policy Position** – There is currently ongoing discussion between COLSA and the Scottish Government

List of Background Papers - None

GMcK/SQ/LG
9 January 2018

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Empowering Schools

A Consultation on the provisions of the Education (Scotland) Bill RESPONDENT INFORMATION FORM

Please Note this form **must** be completed and returned with your response.

Are you responding as an individual or an organisation?

☐ Individual

☒ Organisation

Full name or organisation's name

Renfrewshire Council

Phone number

0141 618 7194

Address

Renfrewshire House,
Cotton St
Paisley

Postcode

PA1 1TZ

Email

The Scottish Government would like your permission to publish your consultation response. Please indicate your publishing preference:

☒ Publish response with name

☐ Publish response only (without name)

☐ Do not publish response

Information for organisations:

The option 'Publish response only (without name)' is available for individual respondents only. If this option is selected, the organisation name will still be published.

If you choose the option 'Do not publish response', your organisation name may still be listed as having responded to the consultation in, for example, the analysis report.

We will share your response internally with other Scottish Government policy teams who may be addressing the issues you discuss. They may wish to contact you again in the future, but we require your permission to do so. Are you content for Scottish Government to contact you again in relation to this consultation exercise?

☒ Yes

☐ No

Question 1

The Headteachers' Charter will empower headteachers as the leaders of learning and teaching and as the lead decision maker in how the curriculum is designed and provided in their schools. What further improvements would you suggest to enable headteachers to fulfill this empowered role?

There is broad agreement that empowering head teachers may lead to improved outcomes for children and young people. In Renfrewshire, head teachers already have autonomy to develop the broad general education in their schools to meet the needs of their children. To ensure we best meet the needs of young people in the senior phase, there is a requirement to adopt a more collaborative approach. This includes maximising the resource through a common timetable structure which is adopted across the local authority. However, freedom remains in to order to develop choices across schools. There needs to be clear definition within the charter to ensure continued collaboration across schools otherwise young people, particularly at the margins, have the potential to be disadvantaged. There must be a continued focus on an inclusion agenda which meets the needs of all young people. Consideration should be given to ensuring head teachers interpret national curriculum guidance in a consistent manner whilst responding in their local context.

Further clarification regarding roles and responsibilities will be required as the new legislation is developed in order to ensure head teachers, local authorities and the new regional improvement collaboratives are able to work closely together in order to improve outcomes for children and young people. This will be particularly important as risk associated with actions taken by one may have significant implications for another.

Question 2

The Headteachers' Charter will empower headteachers to develop their school improvement plans collaboratively with their school community. What improvements could be made to this approach?

There is already extensive evidence to support the view that high quality collaboration within school communities informs strong improvement planning. Therefore, we would agree that this approach should continue. Local authority oversight will ensure the shared duty can be implemented effectively. It is difficult to understand how a regional collaborative would be able to offer greater support than is presently available. Rather, the regional collaborative should be able to offer additional support mechanisms to allow best progression improvements identified.

Question 3

The Charter will set out the primacy of the school improvement plan. What are the advantages and disadvantages of this approach?

We agree that there should be a focus on the importance of school improvement planning. This should already be at the heart of improving outcomes for the whole school community and this must continue to be the case. To support this, there should be a requirement for continued local authority improvement planning. This will support and facilitate school planning. Regional collaborative planning

should offer additional support and resource as and when appropriate. Although there should be a clear relationship between all planning arrangements, we do not believe this should be seen in a hierarchical fashion.

The current proposal could be seen to undermine the principles of the Standards in Scotland's Schools etc Act (2000) which places responsibilities on local authorities to formulate improvement plans. This in turn necessitates a subsequent standards and quality report detailing progress and achievements which can then be scrutinised by local communities and elected representatives. In addition, this reporting mechanism allows detailed feedback to support the National Improvement Framework reporting and Scottish Attainment Challenge progress.

Question 4

The Headteachers' Charter will set out the freedoms which headteachers should have in relation to staffing decisions.

- a. What are the advantages and disadvantages of headteachers being able to have greater input into recruitment exercises and processes adopted by their local authority?

Advantages: The obvious advantage is that individual head teachers are in a position to appoint the very best staff for their school. However, given the issues identified below, the ideal scenario would be for head teachers to work in partnership with the local authority to agree the most appropriate appointment mechanisms dependent on the scale and type of vacancies to be filled. It would be beneficial to adopt models of practice, agreed by all parties, which best serves the needs of the school within a manageable framework.

Disadvantages: Recruitment within individual schools could place an excessive burden on individual Head Teachers if there were numbers of teachers to be recruited at any one time. Short leeting and selection can be a time consuming process and interviewing often requires a number of days to be set aside. Properly applying recruitment processes could see individual head teachers giving up the majority of their time to this task alone particularly around the commencement of school terms.

Where there a number of vacancies for the same 'type' of job eg Primary teacher, this has the potential for a number of challenges to be overcome. Including; individuals having to be interviewed many times; strong candidates not being leeted and becoming disillusioned; schools not agreeing on an order of interviewing etc.

Moving recruitment to schools could also mean that Local Authorities would no longer be able to meet various national and local agreements reached with teaching unions. For example, agreements on rights to permanency, and redeployment policies could not be met. The Bill would have to specifically address these issues by revoking the agreements as LAs cannot unilaterally withdraw from these but could not be bound by them when they will no longer be directly responsible for recruitment. Failure to do so could give rise to compulsory redundancies and Employment Tribunal claims against councils including unfair dismissal claims.

- b. What are the advantages and disadvantages of headteachers' ability to choose their teams and decide on the promoted post structure within their schools?

It is reasonable that head teachers should be able to construct their own promoted post structure within the allocated resource. There should be a mechanism established which will ensure head teachers are able to justify the structure they establish. However, it should be noted that this will not address perceived issues with disparity of management structures across Scotland as these will continue to be established locally. In addition, it must be clear that any significant opportunities available to heads will only become so with appropriate funding.

It should also be noted that restructures within schools could give rise to displaced teaching staff. Given Local Authorities would no longer have the ability to redistribute staff to other schools, this could give rise to compulsory redundancies and unfair dismissal claims against LAs.

Question 5

Should headteachers be able to decide how the funding allocated to their schools for the delivery of school education is spent? If so, what is the best way of doing this?

There is already a well established scheme for devolved management of resources which gives head teachers responsibility within a clear framework. Whatever freedom given to head teachers must be set in the context of the local authority's established procedures for financial management and control, procurement etc. The local authority will ultimately hold responsibility and be accountable for the use and control of the financial resources.

Question 6

How could local authorities increase transparency and best involve headteachers and school communities in education spending decisions?

Head teachers are already involved in these processes along with their school communities. Any changes to governance should clarify expectations and seek to build on existing good practice across the country. Council budget setting processes are based on national requirements regarding consultation which include local accountability with elected representatives.

Question 7

What types of support and professional learning would be valuable to headteachers in preparing to take up the new powers and duties to be set out in the Headteachers' Charter?

In Renfrewshire, our experience is that the scheme of devolving resources to schools allows head teachers to make decisions locally which will have a positive impact on learning and teaching, attainment and school improvement. Head teachers find that a consistent allocation formula provides a degree of certainty of future budget. This facilitates effective planning and equity across the local authority area. The role of the Head Teacher is to be a leader of learning and teaching, and the proposed changes risk diluting this role by requiring Heads to

take on leadership which cuts across other professions, including Finance, Human Resources and Facilities Management. Any support and professional learning would have to include not only Head Teachers but other teaching professionals if they are to be equipped to apply for leadership roles in the future.

Question 8

Are the broad areas for reform to the Scottish Schools (Parental Involvement) Act 2006 correct?

The areas identified for review would seem to be reasonable. However, there should be a clear understanding that the potential exists for very small numbers of parents being able to exert undue influence and not to be representative of all families within the school community. It would be welcome if appropriate safeguards were established to ensure the best interests of the school are always uppermost. This should include a mechanism whereby the parent council must seek the support and agreement of the wider parent forum.

Question 9

How should the Scottish Schools (Parental Involvement) Act 2006 be enhanced to ensure meaningful consultation by headteachers with parents on substantive matters of school policy, improvement planning and curriculum design?

Unfortunately, despite significant effort throughout the country, there still remains a disparity of involvement and influence of parent councils in schools. Although not exclusively, this can be associated with the socio-economic demographic of the school. Rather than legislating, there is a requirement for further work and research into how best to engage parents meaningfully in decision making processes. In addition, there must be a focus on ensuring the needs across the school community are best supported and met.

Question 10

Should the duties and powers in relation to parental involvement apply to publicly funded early learning and childcare settings?

The same levels of accountability should apply across all establishments working with children and young people. The less formal nature of the setting for early learning should, however, be taken into account when planning the application of duties in this sector.

Question 11

Should the Bill include a requirement that all schools in Scotland pursue the principles of pupil participation set out in Chapter 3? Should this be included in the Headteachers' Charter?

Where pupil participation is undertaken in a truly engaging manner, schools provide opportunities which are not formulaic in nature and ensure the voice of children and young people can be heard in a meaningful way. There could be a concern that legislating for pupil participation could lead to a tokenistic approach being taken leading to a reduced level of engagement. It may be preferable to provide guidance and exemplification of good practice rather than seek to legislate for particular activity. Pupil participation is already a focus in National Inspections.

Question 12

What are your thoughts on the proposal to create a general duty to support pupil participation, rather than specific duties to create Pupil Councils, committees etc...?

Supporting pupil participation is welcomed in principle. A general duty exemplified by examples of good practice would provide a helpful context for improvement in schools. Care should be taken, however, when considering a duty which could be perceived as being bureaucratic in nature rather than facilitative in practice. It is of far greater importance that we ensure schools and head teachers have the time and resource to create an ethos of participation.

Question 13

Should the Bill include provisions requiring each local authority to collaborate with partner councils and with Education Scotland in a Regional Improvement Collaborative?

Regional collaborative practice is currently being established across Scotland. Whilst planning is at an early stage in many areas, emerging practice is already demonstrating benefits in sharing of practice across wider areas and communities. In this context, it is important to highlight that meaningful collaboration should be undertaken where this will have a beneficial impact on the outcomes for children and young people. Careful consideration will require to be given as to the context of each local authority as it seeks to meet the needs of its communities.

The regional collaborative should be seen as an opportunity to add value to existing supports and challenges provided by the local authority. It is very difficult to see, under current frameworks, how the regional collaboratives will be able to replace what is currently offered.

Question 14

Should the Bill require each Regional Improvement Collaborative to maintain and to publish annually its Regional Improvement Plan?

The regional improvement plan should be in addition to local authority planning. The focus must be on adding value to the improvement being made locally.

All public bodies must be held accountable for their actions. As such regional collaboratives should be treated in a way that will ensure public scrutiny and accountability. Regional improvement plans will provide an appropriate mechanism for ensuring this scrutiny and public accountability.

It is unclear from the proposals why local authorities would no longer be expected to publish their own improvement plans. It is the local authority which will retain the duty for GIRFEC and children's services planning. As such, it is important to consider the relationship between regional collaborative planning and that of community planning partnerships in order to meet the needs of children and families in the communities we serve.

Given the size and nature of some of the collaborative, we feel there would be benefit in a three year plan, with annual monitoring and revision.

Question 15

If we require Regional Improvement Collaboratives to report on their achievements (replacing individual local authority reports), should they be required to report annually? Would less frequent reporting (e.g. every two years) be a more practical and effective approach?

We do not believe that regional improvement planning should replace local authority planning. Reporting on improvement should reflect the improvement planning cycle. In this regard, it would make sense for reporting at a regional level to reflect that of the school and authority improvement planning cycle. However, if as suggested that the proposal to replace local with regional planning takes place, timescales will not be a major consideration. If school plans (in some cases as many as 700!) need to feed into a regional plan in a meaningful way, this will take considerable management and time. Therefore, annually may not fit within adequate time frames.

Question 16

In making changes to the existing planning and reporting cycle, should we consider reducing the frequency of national improvement planning and the requirement on Ministers to review the National Improvement Framework?

It is unclear from the consultation document the role that local authorities will play in reporting on the national improvement framework. If the obligation for local authority planning is removed then it is unclear how it will be possible to report on the NIF priorities as the scale of the regional collaboratives may not be able to offer the level of detail required at school level.

Question 17

Are the proposed purpose and aims of the Education Workforce Council for Scotland appropriate?

It is important to recognise the value that a range of professionals bring to learning and teaching for our children and young people. If we are to ensure that we get it right for every child, then these professionals need to be able to work together effectively.

An education workforce council will not necessarily improve the professionalism

and knowledge of all those who work within our school communities. This will continue to be the remit of individuals, schools and local authorities.

Although admirable, the purpose and aims may not be realised through an education workforce council on its own.

It is important to consider whether the creation of an education workforce council could be perceived as reducing the highly regarded status of the GTCS. Whilst a replacement council may potentially seek to encompass a wider cohort achieving the same regard, much greater detail is required in order to comment on how this may be achieved. Care needs to be taken to ensure there is no dilution of standards within the teaching workforce.

Question 18

What other purpose and aims might you suggest for the proposed Education Workforce Council for Scotland?

See Question 17.

Question 19

Are the proposed functions of the Education Workforce Council for Scotland appropriate?

Yes, however, without major resource being allocated to the new workforce council, it is difficult to see how it might evaluate progress and understand if every member is fulfilling the functions required of them. The broad range of professional backgrounds will make it challenging to be able to regulate against a range of professional standards.

Question 20

What other functions might you suggest for the proposed Education Workforce Council for Scotland?

This would be dependent on the resource available and greater details/clarity on its exact role and format. Without this, it is difficult to offer any further comment.

Question 21

Which education professionals should be subject to mandatory registration with the proposed Education Workforce Council for Scotland?

It is important to recognise that there are already a number of mechanisms for the registration and regulation of those working with children and young people. For example, teachers require to be registered with the GTCS and to have current PVG scheme membership. As all those who work in an educational setting require PVG scheme membership, it is unclear what other membership for some groups would add. For example, early years practitioners are already governed by registration with SSSC.

Registration in itself will not improve professionalism and standards. Professional development and training opportunities, support and challenge will be key. The remit, from the detail offered, does not suggest the Education workforce council will do this.

Question 22

Should the Education Workforce Council for Scotland be required to consult on the fees it charges for registration?

The General Teaching Council for Scotland currently acts as independent body with governance arrangements reflecting its membership. As such, it must currently consult with its members where there is a proposal to make a significant change to fees for registration. It is appropriate that such a mechanism is continued with a new regulatory body.

Question 23

Which principles should be used in the design of the governance arrangements for the proposed Education Workforce Council for Scotland?

Governance arrangements should seek to ensure appropriate representation of the breadth of the workforce being represented if the proposal is to be progressed.

Question 24

By what name should the proposed Education Workforce Council for Scotland be known?

The name should not be seen as the primary focus for the new workforce council. It should be on ensuring development of current best practice in regulation.



To: Education and Children's Services Policy Board

On: 18 January 2018

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

Carers (Scotland) Act 2016 – Progress Update - Implementation of Young Carer Requirements

1. Summary

- 1.1. The Carers (Scotland) Act 2016 commences in April 2018. It places a number of new duties upon local authorities and health boards which were described in a report to the Board on 2nd November 2017.
- 1.2. A Young Carers Working Group has been operational since May 2017 to prepare for implementation of the Act. Preparations are now at advanced an stage and we will be ready to commence the new duties on 1st April 2018.
- 1.3. A clear pathway for the identification of young carers has been developed across Children's Services and partner agencies. Work is ongoing to develop a mobile app to advise young carers of their rights and to signpost them to a Young Carer Statement.
- 1.4. A post of 'Young Carer Social Worker' has been created to support delivery of the new duties, and the Young Carer Statement in particular. A recruitment process is underway currently and we anticipate appointment by the end of January 2018.
- 1.5. In terms of section 21 of the Act, the Working Group has developed eligibility criteria for young carer services. A consultation process was undertaken with young carer groups and relevant professionals and the criteria were agreed. The criteria were submitted to the Integration Joint Board on 24 November 2017 and require to be considered by the Education and Children's Services Policy Board.
- 1.6. A consultation process for our Young Carers Strategy is currently underway. The Strategy is informed by the voices of our local young carers and sets out the key priorities for action over the period 2018-2021. The Young Carers Strategy will form part of the wider Renfrewshire Children's Services Partnership Plan.

2. Recommendations

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

- Approve the eligibility criteria for young carers services (attached at appendix 1).

3. Background

- 3.1. The Carers (Scotland) Act 2016 recognises the value of the unpaid care provided nationally by Scotland's carers, as well as the impact that caring can have on individual carers.
- 3.2. The Act defines young carers as carers aged under the age of 18 years or older provided they remain a pupil at school. The responsibility for young carers rests with local authorities for school age children and with health boards for pre-school children.
- 3.3. The local authority and health board must, in consultation with carers and their representatives, develop local eligibility criteria for access to carer services. The Act does not preclude development of separate criteria for adult and young carers. The eligibility criteria must be published by 31 March 2018. Regulation from Scottish Ministers is expected as regards the process for reviewing eligibility criteria.
- 3.4. Separate eligibility criteria for adult and young carers have been developed in Renfrewshire. Consistent with our view that young carers are children and young people with the same developmental needs and aspirations as their non-carer peers, the young carer eligibility criteria is aligned to the GIRFEC approach which is embedded across services Renfrewshire. The criteria are attached at appendix 1.
- 3.5. A process of consultation about the eligibility criteria was undertaken involving young carers and relevant professionals. The feedback was that the GIRFEC approach is well understood and helps to ensure that young carers are seen as children and young people first and foremost.
- 3.6. The young carer eligibility criteria was presented to the Renfrewshire Integrated Joint Board on 24 November 2017 as part of their wider consideration of the implications of the Act.
- 3.7. The Act places a duty upon the local authority and health board to produce a three year local strategy for adult and young carers. The strategy for young carers should be published by 31 March 2018. The Strategy will be presented to the Board at the meeting on 26 March 2018.
- 3.8. A strategy for young carers has been produced and we are currently awaiting consultation feedback from relevant stakeholders. The strategy reflects the voice of young carers. The strategic priorities emphasise early intervention and preventative, resilience-building approaches which cause minimum disruption to family life and support young carers to have a life outside of caring.
- 3.9. The Act requires that the local authority offers a Young Carer Statement to an identified young carer and to prepare one if that offer is accepted. A Young Carer Statement must also be prepared for any child or young person who requests one.

- 3.10. A young carer pathway has been developed which (i) enables early identification of young carers; (ii) advises young carers of their entitlement to a Young Carer Statement; and (iii) signposts young carers to preparation of a Young Carer Statement. The pathway will be enabled via a mobile app which includes multi-media content about local services and legal rights, and includes a self-assessment portal through which young carers describe their caring role.
- 3.11. A social work practitioner post has been created to support delivery of the new young carer duties within the Act. The post-holder will be a single point of contact for young carers and will co-ordinate Young Carer Statements. The post-holder will be managed by Children's Services and will work peripatetically across the authority. It is anticipated that the Young Carer Social Worker will be in post in February 2018.
- 3.12. Renfrewshire Council's contract with Renfrewshire Carers' Centre is currently being updated to ensure alignment with our strategic objectives for young carers and to properly reflect the new requirements of the Act. The revised contract is due to be considered by the Carers' Centre Board of Management on 26 January 2018.
- 3.13. The joint Children's Services and HSCP Carers Strategic Implementation Group continues to oversee the implementation of both the adult and young carer requirements. The young carers project plan is on schedule and Children's Services and partners will be ready for full implementation on 1 April 2018.

Implications of this report

1. **Financial** - None
2. **HR & Organisational Development** - None
3. **Community/Council Planning** -
 - *Our Renfrewshire is thriving* – Supporting the wellbeing of young carers and enabling them to have a life outside of caring will assist them to participate in and contribute to a thriving Renfrewshire.
 - *Our Renfrewshire is well* – Providing GIRFEC wellbeing assessments and timely, high quality support to young carers will improve their physical health and emotional wellbeing.
 - *Our Renfrewshire is fair* - Supporting young carers to enjoy a life outside of caring enables them to have the same opportunities as their non-carer peers.
 - *Our Renfrewshire is safe* – The GIRFEC approach to assessing and delivering services to young carers will prevent young carers from undertaking excessive and inappropriate caring responsibilities.
 - *Working together to improve outcomes* – The young carer pathway is based on partnership working and collaborative approaches to improving outcomes for young carers.
4. **Legal** - Further regulations re several sections of the Act are expected, however, there is no timescale. Legal Services are assisting the Carers Strategic Implementation Group to ensure compliance with new requirements.
5. **Property/Assets** - N/A
6. **Information Technology** - N/A
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 the Act was assessed by the Scottish Government for human rights and equalities impact

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

(author: Dorothy Hawthorn Head of Child Care and Criminal Justice,
telephone 0141 618 7194, email dorothy.hawthorn@renfrewshire.gov.uk)

Appendix 1

Young Carers

Eligibility Criteria

The Carers (Scotland) Act 2016 aims to ensure better and more consistent support for both adult and young carers to enable them to continue to care – if they wish to do so – in better health and to have a life away from their caring role.

The Act places a number of duties upon local authorities to respond to the needs of carers.

Part 3, sections 21 & 22 of the Act requires each local authority to set and publish local eligibility criteria for access to carer services. The criteria must be developed in consultation with carers and carer representatives and it must be published before 1 April 2018.

In Renfrewshire, we propose that children and young people will be deemed to meet the threshold for support if they satisfy the following criteria:

1. Meets the definition of young carer as per the Carers (Scotland) Act 2016.

... "carer" means an individual who provides or intends to provide care for another individual (the "cared-for person"). Part 1 (1)

... "young carer" means a carer who –is under 18 years old, or

has attained the age of 18 years while a pupil at a school, and has since attaining that age remained a pupil at that or another school. Part 2 (a) & (b).

2. Lives in Renfrewshire.

3. Has caring responsibilities which have, or are likely to have, an adverse impact upon their wellbeing, assessed in terms of SHANARRI wellbeing indicators

4. Has caring responsibilities exceeding that which an 'average' child or young person of the same age and stage of development might reasonably be expected to undertake (for example, helping with shopping, basic housework tasks, preparing simple meals).

As per section 1 (2) (a) of the Act, the term 'Carer' does not apply in the case of:

- a cared-for person under 18 years old, to the extent to that the care is or would be provided by virtue of the person's age;
- if the care is provided by virtue of a contract;
- or as voluntary work.



To: Education & Children's Services Policy Board

On: 18 January 2018

Report by: Director of Children's Services

Heading: Strategic review of educational services and support for children with additional support needs in mainstream education

1. Summary

- 1.1 Across Scotland there is an increasing number of children and young people being identified with additional support needs. A similar increase is being experienced in Renfrewshire. The needs of children and young people are complex and require a range of different supports and interventions to help them make the best of their education experiences.
- 1.2 The Education (Additional Support for Learning) (Scotland) Act 2004 provides a definition of additional support needs. A child or young person, for whatever reason, is unable to benefit from school education without additional support would be considered as having additional support needs under the definition of the 2004 Act. The definition is broad and covers a wide range of needs from physical and learning disabilities to family and care circumstances.
- 1.3 Parents have a right to request that their child is able to access a mainstream school (presumption of mainstream). The local authority is required to have a range of supports and services to support the child's educational needs. Presently, Renfrewshire has a range of supports to support children with additional support needs make the best use of mainstream education. For some children, that support is provided within their mainstream school and for others the support can include attendance at a support base.

- 1.4 The Renfrewshire approach to supporting children with additional support needs is outlined in the Getting it Right for Every Learner strategy. This approach was agreed at an Education Policy Board in 2013 and details a staged intervention approach for ensuring the needs of children and young people are identified and met.
- 1.5 In view of the increasing number of children with additional support needs and the location of authority wide bases, it has been agreed that a strategic review of educational services and support for children with additional support needs in mainstream education is required. The review will focus on ensuring that additional support needs are identified as early in a child's educational journey as possible, that supports are provided in the child's mainstream school where possible and that where a child needs support from outwith their mainstream school this is provided as close to home as possible.
- 1.6 Children's Services has established a working group, the Inclusion Planning and Support Group, to undertake the review outlined above. The working group is led by an Education Manager and has representation from head teachers and psychological services. The review will not include the services at Riverbrae or Mary Russell schools as the focus is on the support for children with additional support needs in the mainstream. The overall strategic review will be led by the Assistant Director (Education) and the Head of Early Years and Inclusion.
-

2. Recommendations

- 2.1 It is recommended that the Education and Children's Policy Board notes:
- [a] that a strategic review of additional support needs provision to support children in mainstream schools is underway; and
 - [b] that a revised strategy for meeting the educational needs of children with additional support needs in Renfrewshire will be brought to a future meeting of the Policy board by September 2018.
-

3. Background

- 3.1 Across Scotland, there is an increasing number of children and young people being identified with additional support needs. A similar increase is being experienced in Renfrewshire. The increase in demand was the subject of a report prepared by the Scottish Parliament's Education and Skills Committee in May 2017.

- 3.2 The Standards in Scotland's Schools etc Act 2000 outlines the requirement for education authorities to provide education to all children in mainstream schools in accordance with the wishes of parents wherever possible. The Scottish Government have published a consultation document on Excellence and Equity for All: Guidance on the Presumption of Mainstreaming. This document outlines the key features of inclusion and guidance on how to improve inclusive practice in schools.
- 3.3 Most of the 23,544 children of school age in Renfrewshire schools attend their local school. Within the mainstream primary school provision, there are 1494 children identified as having additional support needs. The number of children identified as having additional support needs within the mainstream secondary provision is 1795. 386 children with additional support needs attend either Riverbrae or Mary Russell schools.
- 3.4 Renfrewshire has specific educational provision for children with additional support needs including Riverbrae and Mary Russell schools. There are a number of support bases which operate within mainstream schools which provide support for children with additional support needs. Some of the bases operate as part of the mainstream school in which they are located, whilst others operate as an authority wide resource. In addition, the authority has a range of staff employed to support children with additional support needs including additional needs assistants, home link, looked after children's team, educational psychology service and the inclusion support team.
- 3.5 The present Renfrewshire additional needs strategy has a number of positive aspects ensuring that children's needs are identified and supports provided to help them on their educational journey. The strategy was developed in 2013 and following a number of recent engagement event with schools, it was agreed that a review and updating of the strategy was required. The review will focus on the range of supports available to ensure that children are able to continue in their mainstream school. Furthermore the review will consider the principles of inclusion, the presumption of mainstream and the accessibility of authority wide services.
- 3.6 In view of the increasing number of children with additional support needs and the location of authority wide bases, it has been agreed that a strategic review of educational services and support for children with additional support needs in mainstream education is required. The review will focus on ensuring that additional support needs are identified as early in a child's educational journey as possible, that supports are provided in the child's mainstream school where possible and that where a child needs support from outwith their mainstream school, this is provided as close to home as possible.
- 3.7 In redesigning a model which will meet the needs of all stakeholders, there will need to be consideration of a range of factors which may include:
- flexibility for head teachers to negotiate resources across a locality area or on a cluster basis;

- ensuring the effective utilisation of the skills and experience of staff within the current authority specialist support teams and provision;
- shifting the focus from supporting children with additional support needs in a range of authority bases and with support from central teams to re-aligning supports to schools/localities;
- reviewing the focus of the services to ensure that they meet the needs of the children and young people on an ongoing basis; and
- further develop the training and development programme for staff to ensure they have the skills required to meet the needs of children with additional support needs.

3.8 The strategic review of educational services and support for children with additional support needs in mainstream education will be led by the Assistant Director (Education) and the Head of Early Years and Inclusion. A working group, the Inclusion Planning and Support Group, has been established to undertake the review outlined above. The working group is led by an Education Manager and has representation from head teachers and psychological services. The review group will not include the services at Riverbrae or Mary Russell schools as the focus is on the support for children with additional support needs in the mainstream.

Implications of the Report

1. **Financial** – The review of the additional support needs strategy will result in better value for the council through the targeted deployment of support staff in an effective manner and will be contained within the present budget.
2. **HR & Organisational Development** – The review of additional support needs strategy will consider the roles required to ensure that timely and focused support is provided to ensure children are able to continue in mainstream education. A staff development and training programme will be considered as part of the review.
3. **Community/Council Planning** –
 - Our Renfrewshire is well – the revised additional support needs strategy will ensure that the effective inclusion of children with additional support needs is in line with the principles of Getting it Right for Every Child which ensure the wellbeing of all children and young people

- Tackling inequality, ensuring opportunities for all –the revised additional support needs strategy will ensure equity of opportunity for children and young people with additional support needs
 - Working together to improve outcomes – the revised additional support needs strategy will focus on the need for all relevant services to work together to meet the wellbeing needs of children and young people with additional support needs
4. **Legal** – the revised additional support needs strategy will be in line with the legal requirements of the Education (Additional Support for Learning) (Scotland) Act 2005; and the Children and Young People (Scotland) Act 2014
 5. **Property/Assets** – N/A
 6. **Information Technology** – N/A
 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 at this stage.
 8. **Health & Safety** – N/A
 9. **Procurement** – N/A.
 10. **Risk** – N/A
 11. **Privacy Impact** – N/A
 12. **Cosla Policy Position** – N/A
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List of Background Papers

- (a) Background Paper 1 ***Education (Additional support for Learning) (Scotland) Act 2004.***
- (b) Background Paper 2 ***Getting it Right for Every Learner Policy*** Renfrewshire Education Policy Board 2013
- (c) Background Paper 3 ***How is Additional Support for Learning working in practice*** Scottish Government 2017.

- (d) Background Paper 4 ***Empowering Schools: A consultation on the provisions of the Education (Scotland) Bill 2017*** Scottish Government
- (e) Background Paper 5 ***Excellence and Equity for All: Guidance on the Presumption of Mainstreaming*** Scottish Government 2017

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 Susan Bell, Education Manager, 0141 618 7221 susan.bell-hq@renfrewshire.gov.uk

Author: Susan Bell, Education Manager, 0141 618 7221
susan.bell-hq@renfrewshire.gov.uk



To: Education and Children's Services Policy Board

On: 18 January 2018

Report by: Director of Children's Services

Heading: Inspection of St Fillan's Primary School, Houston

1. Summary

- 1.1** St Fillan's Primary School was inspected by Education Scotland in September 2017 as part of a national sample of education. The letter to parents, published by Education Scotland on 7 November 2017 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.
- 1.3** This was a positive inspection and the letter to parents identified four key strengths of the school. These were:
- Staff across the school who have created a caring and inclusive ethos. As a result, relationships throughout the school are positive.
 - Articulate, polite children who are generous, thoughtful, and show care and respect for each other.
 - The range of partnerships and opportunities for wider achievement which enhance children's learning and enable them to make a positive contribution to their school community.

- The willingness of the new senior leadership team and staff to work collaboratively to provide stability. The encouraging steps to begin to prioritise the improvements which will make the greatest difference to the outcomes for children.

1.4 The report identified three areas for further improvement:

- Develop strong and consistent strategic leadership of change. Ensure the improvement agenda is based on well-judged key priorities. Improve the approaches to self-evaluation to ensure the work of the school is being effectively monitored and leads to continuous improvement.
- The curriculum rationale needs to reflect the school community more clearly. It needs to offer rich contexts for learning which inspire children and enable them to apply their learning to reach the highest possible standards.
- Improve the consistency of learning, teaching and assessment. Ensure pace and challenge across learning is set at the right level to meet the needs of all learners.

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 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 St Fillan's Primary School.

3. **Background**

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

3.2 The report includes three recommendations for improvement. These recommendations will be addressed through an action plan, produced by the school and supported by children's services staff.

3.3 Progress on the action plan will be monitored by children's services staff on a proportionate basis. A report will be prepared within two

years of the original inspection, detailing the progress made in implementing the action plan. This report will be made available to parents.

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

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

- (a) None
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Author: Tony McEwan, Education Manager (Planning and Performance)
tel: 0141 618 7198

7 November 2017

Dear Parent/Carer

In September 2017 a team of inspectors from Education Scotland visited St Fillan's Primary School. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff. We gathered evidence to evaluate the quality of leadership and management, learning provision and children's successes and achievements.

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

- Staff across the school who have created a caring and inclusive ethos. As a result, relationships throughout the school are positive.
- Articulate, polite children who are generous, thoughtful, and show care and respect for each other.
- The range of partnerships and opportunities for wider achievement which enhance children's learning and enable them to make a positive contribution to their school community.
- The willingness of the new senior leadership team and staff to work collaboratively to provide stability. The encouraging steps to begin to prioritise the improvements which will make the greatest difference to the outcomes for children.

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

- Develop strong and consistent strategic leadership of change. Ensure the improvement agenda is based on well-judged key priorities. Improve the approaches to self-evaluation to ensure the work of the school is being effectively monitored and leads to continuous improvement.
- The curriculum rationale needs to reflect the school community more clearly. It needs to offer rich contexts for learning which inspire children and enable them to apply their learning to reach the highest possible standards.
- Improve the consistency of learning, teaching and assessment. Ensure pace and challenge across learning is set at the right level to meet the needs of all learners.

Quality indicators help schools, education authorities and inspectors to judge what is good and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school*¹? Following the inspection of each school, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish schools are doing.

Here are Education Scotland's evaluations for St Fillan's Primary School

Leadership of Change	satisfactory
Learning, teaching and assessment	satisfactory
Raising attainment and achievement	good
Ensuring wellbeing, equality and inclusion	good

The letter and more detailed summarised inspection findings will be available on the Education Scotland website at;

<https://education.gov.scot/inspection-reports/renfrewshire/8622329>

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.

Shona ES Taylor
HM Inspector

¹ How good is our school? (4th Edition) 2015 [How good is our school? \(fourth edition\)](#)

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To: Education and Children's Services Policy Board

On: 18 January 2018

Report by: Director of Children's Services

Heading: Inspection of St John Ogilvie Primary School, Paisley

1. Summary

- 1.1** St John Ogilvie Primary School was inspected by Education Scotland in September 2017 as part of a national sample of education. The letter to parents, published by Education Scotland on 7 November 2017 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 is currently trying out different models of inspection and at St John Ogilvie Primary School the duration of the inspection was three days instead of the usual five day model. Inspectors assessed the school, with a focus on two quality indicators which were: self-evaluation for self-improvement and raising attainment and achievement.
- 1.3** This was a very positive inspection which evaluated both quality indicators as 'very good'. This is a significant achievement for the school given the continuous increase in standards expected by Education Scotland and demonstrates the high standards of provision at the school. The letter to parents also identified five key strengths of the school. These were:
- Happy, confident children who actively engage with their school and benefit from being involved in helping to make improvements.

- The high quality leadership of the headteacher, supported by the depute headteacher who work successfully with all staff which is improving children's attainment and achievement.
- Warm and welcoming environment for learning based on Gospel values and respect.
- High quality teamworking and the opportunities for staff to lead developments.
- The improvements made to children's reading, and the good start made to improving children's mental agility in numeracy.

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

- Continue to engage a range of partners to enhance learning for children.
- Continue to improve attainment.

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 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 St John Ogilvie Primary School.

3. **Background**

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

3.2 The report includes two recommendations for improvement. These recommendations will be addressed through an action plan, produced by the school and supported by children's services staff.

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

implementing the action plan. This report will be made available to parents.

- 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**

(a) The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health & Safety: None**
9. **Procurement: None**

- 10. **Risk: None**
 - 11. **Privacy Impact: None**
 - 12. **Cosla Policy Position: Not applicable**
-

List of Background Papers

- (a) None
-

**Author: Tony McEwan, Education Manager (planning and performance)
tel: 0141 618 7198**

28 November 2017

Dear Parent/Carer

We are trying out some new approaches to inspection. You can find out about our engagement with stakeholders and the approaches we are trying out as a result at [New approaches to inspection](#) on our website. The inspection of your school was carried out using one of our new approaches.

In September a team of inspectors from Education Scotland visited your school for a total of two days. During our visit, we talked to parents/carers and children and worked closely with the headteacher and staff. We gathered evidence to enable us to evaluate aspects of the quality of leadership and children achievements.

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

- Happy, confident children who actively engage with their school and benefit from being involved in helping to make improvements.
- The high quality leadership of the headteacher, supported by the depute headteacher who work successfully with all staff which is improving children's attainment and achievement.
- Warm and welcoming environment for learning based on Gospel values and respect.
- High quality teamworking and the opportunities for staff to lead developments.
- The improvements made to children's reading, and the good start made to improving children's mental agility in numeracy.

The following areas for improvement were identified by inspectors:

- Continue to engage a range of partners to enhance learning for children.
- Continue to improve attainment.

Quality indicators (QIs) help schools, education authorities and inspectors to identify what is working well and what needs to be improved in the work of the school. You can find these quality indicators in the publication *How good is our school*¹? Following the inspection of each school, the Scottish Government gathers evaluations of quality indicators to keep track of how well Scottish schools are doing.

Here are Education Scotland's evaluations for St John Ogilvie Primary School:

QI 1.1 Self-evaluation for self-improvement	very good
QI 3.2 Raising attainment and achievement	very good

This letter and a more detailed document called the Summarised Inspection Findings (SIF) will be available on the Education Scotland website at <https://education.gov.scot/inspection-reports/renfrewshire/8632421>

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.

Morag Gunion
HM Inspector

¹ How good is our school? (4th Edition) 2015 [How good is our school? \(fourth edition\)](#)

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To: Education and Children's Services Policy Board

On: 18 January 2018

Report by: Director of Children's Services

**Heading: Annual Report of the Adoption and Fostering Panel 2016/17
Update on developments for Looked After Children**

1. Summary

- 1.1 This report refers to the tenth annual report of Renfrewshire's Fostering and Adoption Service.
 - 1.2 The Annual report sets out the work undertaken by the Fostering and Adoption Panel and the Service in the year 2016/2017 and is set in the context of the broader issues pertaining to Looked After and Accommodated Children.
 - 1.3 The report also makes reference to the continuing progress being made with the recruitment of Renfrewshire's own foster carers. During the year an additional 2 foster care households were approved.
 - 1.4 The report also considers the future work of the panel, the continued work on improving timescales for adoptive placements and the outcome of the inspection of the Fostering and Adoption Service by the Care Inspectorate.
-

2. Recommendations

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

- a) note the contents of the Fostering and Adoption Annual Report 2016/17.
 - b) note the continuing partnership with Who Cares Scotland on issues relating to care experienced young people.
-

3. Background

- 3.1 The Regulations supporting the Children (Scotland) Act 1995 require Social Work in its role as a Fostering and Adoption agency to operate a Fostering Panel and an Adoption Panel. These panels have the responsibility for putting forward recommendations to one of the agency decision makers (currently the Head of Child Care and Criminal Justice Services, and the Head of Early Years & Inclusion) regarding the suitability of people to adopt or foster children. Furthermore, the Adoption Panel considers and approves plans for children to be adopted or for the Council to apply for Permanence Orders. The Panel also considers and approves the matching of a particular child with a particular family where the plan is for the child to live there permanently.
- 3.2 Renfrewshire operates a Fostering Panel and an Adoption Panel; each with separate constitutions. The panels will often meet on the same day; however each meeting separates out the Fostering Panel business from the Adoption Panel business to ensure that the appropriate regulations are met regarding a quorum, and for the attendance of the legal and medical adviser. From August 2016 we have had separate Social Work managers to chair the panel and manage the Service. This separation of roles allows for more arm's length scrutiny by the panel chair.
- 3.3 There are currently 26 panel members comprising elected members, social work and education staff, a legal adviser, a medical adviser, carers, independent panel members, and an independent member from the Adoption and Fostering Alliance Scotland. The panel is chaired by a Social Work Manager-Operations from Children's Services and meets twice monthly. The vice chair of the panel is the independent representative from the Adoption and Fostering Alliance Scotland. There are typically 6 to 8 members sitting on the panel at each meeting. The Fostering Panel and the Adoption Panel considered 73 agenda items over the course of the year. This is a high level of activity and has been consistently so over the past few years.
- 3.4 The panel has a unique overview of the work being undertaken to assess and approve foster carers and adopters alongside the work being undertaken by social workers to progress plans for children who cannot be cared for within their own family. The annual report has

been produced as a means of sharing this work with a wider audience and to assist in the process of service planning.

- 3.5 Between 1 October 2016 and 30 September 2017, 10 households attended preparation groups and 8 household subsequently applied to be assessed as foster carers. Renfrewshire had 85 active households of foster carers at 30 September 2017. In the period 1 October 2016 and 30 September 2017, an additional 2 households were registered as foster carers, and 3 foster care households left the service.
- 3.6 The report notes the ongoing need to recruit foster carers and adopters in light of the fact that numbers of children being accommodated and in need of permanent care continues to rise. We are in the process of discussing our marketing and recruitment plan for next year with the Council communications team. However there is a national picture of a shortage of foster carers.
- 3.7 In the period 1 October 2016 to 30 September 2017, a total of 5 Renfrewshire households were approved as adopters at the Renfrewshire panel. A further 5 interim (short term) foster carers were approved as permanent carers. This is a positive outcome for the children involved.
- 3.8 The Fostering and Adoption services are subject to regulation and were inspected by the Care Inspectorate in May 2017. The Care Inspectorate reports were positive with gradings of 5 (very good) being applied to all domains inspected.
- 3.9 The Adoption Service has been working in partnership with the Scottish Government's Permanence and Care Excellence programme (PaCE) which has resulted in a significant decrease in the time taken to move young children on to adoptive placements. The success of this programme has meant that it is being rolled out nationally.
- 3.10 The Children and Young People Act (Scotland) 2014 increases the responsibility/ duty of local authorities to provide Throughcare and Aftercare placements up to the age of 21. This means that more young people are remaining in the same placement after they are 18. The service continues to assess foster carers to be supported carers wherever this is appropriate.
- 3.11 Who Cares? Scotland is a voluntary organisation which works directly with and for children and young people who are looked after and accommodated. It provides individual advocacy but also ensures that the voices of children and young people who are care experienced are heard nationally. Influencing decision makers is one of the most critical functions it fulfils on behalf of Looked After Children in Scotland.
- 3.12 There is a long established and very positive working relationship between Renfrewshire Council and Who Cares? Scotland. The Council

commissions an advocacy service from Who Cares? and they have also supported care experienced young people to participate in the work of the Council's Champion's Board.

- 3.13 Three years ago Who Cares? approached Children's Services to advise that they were applying to the STV Children's Appeal for funding to undertake work within a local authority area to raise awareness of the issues faced by children in the care of the local authority and to promote understanding and acceptance of looked after children by their communities. They asked Renfrewshire to consider being the partner authority if their application for funding was successful and this was agreed.
- 3.14 The STV Children's appeal awarded Who Cares? Scotland just under £1 million over a 5 year period.
- 3.15 The project focuses on two neighbourhoods defined by the catchment area of two secondary schools in Renfrewshire and the work will focus on relationship building with young people looked after in all types of care before starting to engage with the wider school community, pupils, teachers, and parents to begin the awareness raising work. This project presents Renfrewshire with the opportunity to be involved at a local community level to build on the achievements of the anti-stigma work previously undertaken nationally by Who Cares? Scotland.

Implications of the Report

1. **Financial**
None.
2. **HR & Organisational Development**
None.
3. **Community/Council Planning –**
 - *Our Renfrewshire is safe* – The work of the adoption and fostering service means our most vulnerable children and young people who require to be looked after away from home or permanent care are protected and safe.
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 for example it is for noting only.

8. **Health & Safety**

None.

9. **Procurement**

None.

10. **Risk**

None.

11. **Privacy Impact**

None.

12. **Cosla Policy Position**

None.

List of Background Papers

None.

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**THE FOSTERING PANEL
AND
THE ADOPTION PANEL**

ANNUAL REPORT 2016/2017

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Conclusion

Foreword

Welcome to the annual report of The Fostering and Adoption Service. This report has been jointly compiled by the Chair of the Fostering and Adoption Panel and the Social Work Manager for the Fostering and Adoption Service and takes both a retrospective look at the previous year as well as looking to the future.

As at the 30th September 2017 Renfrewshire Council had 666 'Looked After' Children. Of these 230 were looked after at home, 173 were looked after by friends/relatives and 263 were accommodated with foster carers or within different residential placements.

A significant number of these children will be unable to return home to live with birth parents or relatives. The work of the Fostering and Adoption service is vital in ensuring that children are placed appropriately and safely and that children who require permanent placements out with their families are moved to an appropriate household at the earliest opportunity.

The Panel provides an important quality assurance role in ensuring that the work undertaken to assess children's long term care needs and the assessment of their potential carers is carried out to the highest standards. Their role is to make recommendations to the agency decision maker who ultimately approves children's permanence plans or confirms that a household can adopt or become foster carers.

The Panel continues to be busy. From 1 October 2016 to 30 September 2017, 22 children's permanence plans were approved by the Agency Decision Maker. This is a decrease from the same period in 2015/ 2016 where 32 children's permanence plans were approved. This decrease is reflective of the fact that in the previous 2 years there was a particular focus on moving on children's permanence plans where there had been delay. There has been significant improvement in the timescales now being achieved.

In recent years the fostering service has made progress in recruiting foster carers and we have successfully shifted the balance of placements from external to internal foster placements. On 30 September 2017 there were 132 children with Renfrewshire foster carers and 76 children in external fostering agency placements. These figures demonstrate the continuing upward trend of children living with Renfrewshire foster carers.

Peter Macleod
Director of Children's Services

Introduction

This is the annual report of Renfrewshire Council's Fostering Panel and the Adoption Panel.

The purpose of the Panel is to consider applicants who wish to be foster carers, adopters or supported carers and to consider individual children's needs for alternative permanent carers (i.e. where the care plan for the child is that they do not return home to their birth family), this includes considering the most appropriate legal action to secure this. The Panel also consider the matching of a child with specific foster carers or adoptive carers to ensure that these are of a consistently high standard. The Panel will make a recommendation to the Agency Decision Maker.

With increasing numbers of children unable to return to their birth families activity within the fostering and adoption team continues to be high and the recruitment of foster carers and adopters continues to be a prime objective. The number of children unable to return home to live with birth families continues to increase and this is reflected in the amount of permanence planning work within the social work area teams. For many of the children involved in the permanency planning process their journey will have started with child protection procedures which resulted in them becoming accommodated.

The fostering service and the adoption service continue to be inspected by the regulatory body, the Care Inspectorate. Their most recent Inspection took place in May 2017 where all aspects of service delivery in both the Fostering and Adoption Service's remained assessed as Grade 5 which is very good across all domains inspected.

Included in the annual report are some of the business aspects of the panel and the types of cases considered by the Panel. It is intended that by producing an annual report the work of the Fostering Panel and the Adoption Panel will be transparent and that this accountability will lead to improved services.

Context

The work of the Fostering Panel and the Adoption Panel needs to be viewed in the context of the numbers of Looked After and Accommodated children.

Accommodated and Looked After Children/Young People

As of 30th September 2017, Renfrewshire Council had 662 Looked After Children/Young People, compared to 695 as at 30th September 2016.

30.9.16 30.9.17

Independent Sector-Children - Foster Care	84	76
Local Authority-Children - Foster Care	134	132
Local Authority-Children - Houses	31	26
Independent Sector-Children - Residential Schools	7	6
Independent Sector-Children - Residential Special Needs	4	4
Pre-adoption	16	13
Independent Sector-Children - Secure School	1	1
Independent Sector-Children - Residential Unit	5	5
Children cared for by related carers/friends/relatives	177	173
Children looked after at home	235	230
Total	695	666

Cases Considered by the Fostering Panel and the Adoption Panel

Below is a breakdown of the items considered by the Panels between 1.10.16 – 30.9.17

Business Item	Number	Comments
Child adoption plans & links	10	
Approval of Renfrewshire adopters (households)	5	4 – domestic adopters 1 fostering family – adoption of child in their care
Review of Registration (adoption)	2	
Permanent fostering plans – link with current foster carer	12	12 children/young people (including 2 sibling groups of 2) were linked at the Fostering and Adoption Panel to their current foster carers. 7 children/young people with Renfrewshire Foster Carers and 5 with foster carers from independent fostering agencies
Permanent fostering plan- Legal routes	15	
Approval of Renfrewshire foster carers (households)	2	2 interim fostering households
Approval of Renfrewshire interim foster carers as permanent foster carers	5	
Deregistration of foster carer	2	1 fostering household retired 1 fostering household converted to support carer status
Approval of supported carers (households)	9	
Foster carer reviews	11	

Panel Membership

We are fortunate to have a consistent and committed panel membership over the past year; we have recruited 7 new panel members, 6 of whom are new elected members with 5 panel members (previously elected members) resigning. Panel membership continues to reflect a good range of experience and expertise, from social work, education, health and voluntary sector. The Panel continues to be well supported by adopters, foster carers and elected members. The Adoption and Fostering Alliance Scotland also continue to provide an independent panel member. AFA Scotland continues to offer vital support, training and consultancy to practitioners. A list of panel members can be found at the end of this report (appendix 1)

Our medical advisers continue to offer a valuable service and support to the panel in respect of provision of information in relation to the children and adults being presented to panel.

We also have ongoing representation from Renfrewshire Council's Legal Service who provide written legal advice to the Panel in relation to adoption and permanence work, as well as attending the Panel to provide legal advice as required.

In the past year training for Panel members has included a very informative session on Life Story Work with Looked After Children. This was formally presented by our Training Officer and gave panel members insight to the quality of training provided to our foster carers and adopters. This also reinforced the need for Life Story Work to be considered at the Fostering and Adoption Panel where permanence for children is being considered.

Panel members are invited to attend annual appraisal meetings with the panel chair and panel advisor. Feedback from panel members is gathered from this meeting and ideas generated are incorporated into the business meeting agenda for consideration.

Staffing

The Fostering and Adoption team was restructured in 2016. The Service now has a separate Fostering team and Adoption team and permanence team. This was in order to develop more specialist skills regarding fostering and adoption.

At this time the structure of the Fostering and Adoption Team is: -

A Senior Social Work Manager (also has responsibility for the kinship care service, the pre and post birth service and the Women and Children First Service).

Service Manager (responsible for operational management of the fostering and adoption service).

1 senior social worker (responsible for adoption and permanence service, and management of staff)

1 senior social worker (responsible for the fostering service and management of staff)

8 full time social workers

2 job share social workers

1 part time social work assistant.

Commitment to permanence planning

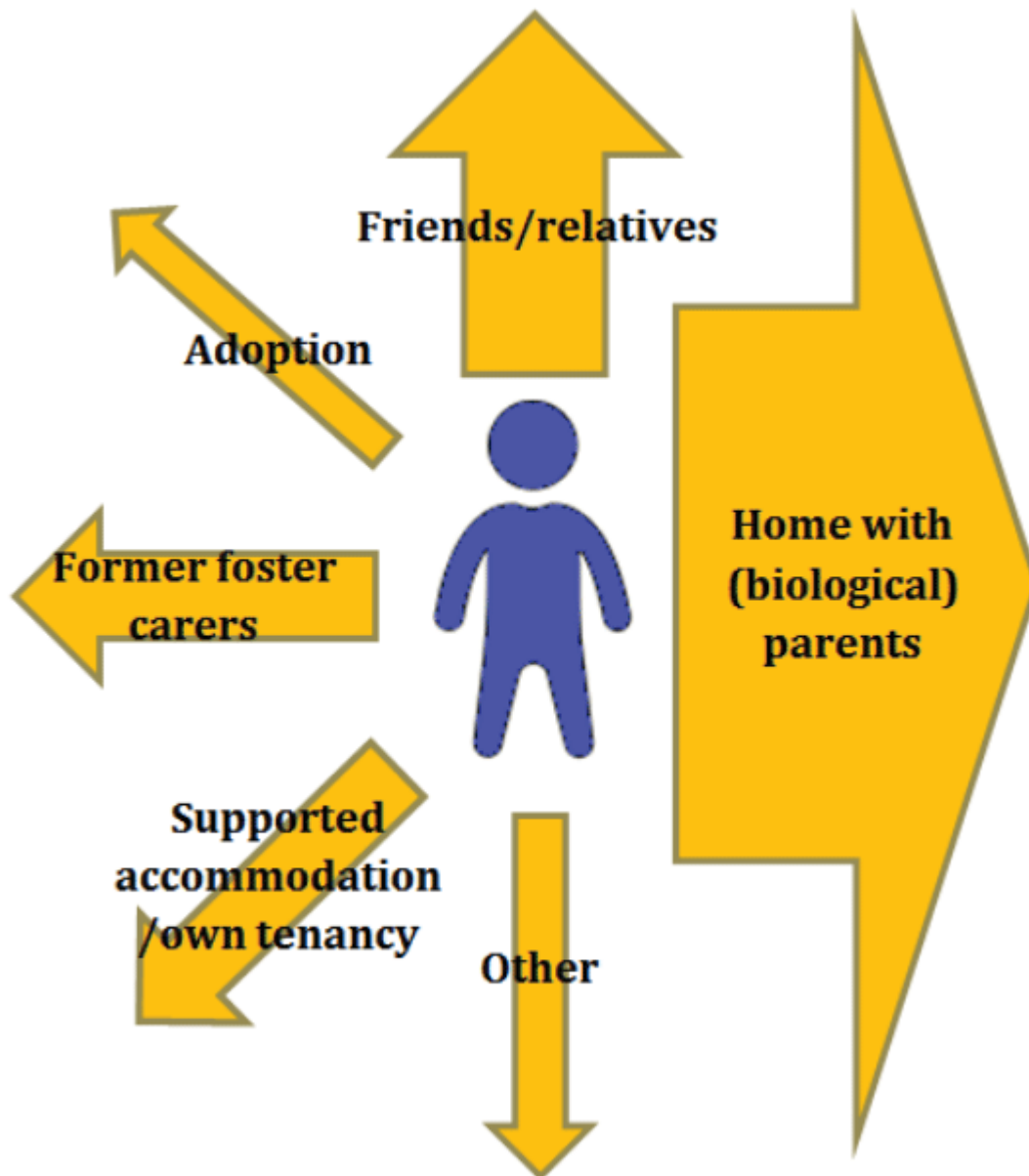
Between 1 October 2016 and 30 September 2017 Renfrewshire has progressed adoption and permanence plans for 25 children. Renfrewshire Council recognises the importance in progressing plans for children within appropriate time scales. There are a number of initiatives being implemented by senior management to support and enable social work staff involved in permanence work to undertake both the direct work with the child and family and complete the necessary reports. These initiatives include training for social workers and carers on issues specifically relevant to permanence and also working closely with fieldwork staff with regards to the needs of the child and planning for adoption or permanency.

Making the decision to place a child permanently out with their birth family involves a high level of assessment and scrutiny. Throughout the process checks and balances are in place to ensure the best possible outcome for the child. Permanence planning work is complex, however it is also highly rewarding when children find new families to care for them for life.

The following is taken from the most up to date Children's Social Work statistics in Scotland 2015/2016:

When a child ceases being looked after, a destination category is recorded. Most children (61% in 2016) go home to their biological parents and 16% go to live in kinship care with friends or relatives. The percentage leaving care that return home has fallen consistently over the last four years. There is a long term increase in the number of adoptions when leaving care, and although they decreased slightly between 2014 and 2015, they increased to their highest level of 8% in 2016. The majority of adoptions (70%) are of children aged under five years old. There is a much more even spread of ages of young people leaving care to go home or to live with friends and relatives.

Proportional representation of post-care destinations (based on above statistics)



Report on the Fostering Service

As of 30 September 2017, Renfrewshire Council had 85 fostering households; this included permanent foster carers, interim foster carers and short break foster carers.

Developments within the Fostering Service 2016 – 2017

- To continue to address the recruitment of foster carers in conjunction with the council's communication team.
- To improve participation with foster carers on their own training needs
- To develop children's participation in foster carers' reviews by using 'My View' to represent their views.
- Service manager continues to audit the forms used to assessment foster carers (Form F) and the forms used to match the children (Form E).
- children in foster care continue to be involved in participation strategies through our own Break Through group, Who Cares? Scotland, Care2create and the Champions Board.
- Continued support Renfrewshire foster carers who wish to become permanent foster carers of the children in their care, where this in line with the child's plan.
- The Managers within the Fostering Service continue to attend Social Work Scotland meetings and liaise with neighbouring authorities.
- Continue to ensure foster carers are reviewed at the fostering panel 3 years after approval.
- Continue to raise the profile of the fostering team to ensure locality teams have a clear and understanding of the work undertaken to develop the service and to ensure better outcomes for the children referred and placed in foster care.

Inspection

The Fostering and Adoption Service was inspected by the Care Inspectorate in May 2017. The areas that were inspected were Quality of Care and Support and Quality of Management and Leadership. The Fostering service was awarded grade 5 (very good) for each of these areas. There was one recommendation from this inspection and the service will be inspected again in 2019. The recommendation is that "The service must ensure that all foster carers including respite carers understand the terms of approval, their role and responsibilities as foster carers and the role and responsibilities of the agency." In order to ensure that this is done each supervising social worker will go over the partnership agreement with their registered foster carer.

During the inspection the majority of feedback from foster carers was very positive, which included:-

"I get regular supervision and training, the support groups are very helpful, any opportunity to get together with other foster carers is helpful".

"The training programme is varied and I feel the courses are both interesting and helpful topics to help me in my job as a foster carer. Our supervising social worker does an excellent job".

Recruitment activity October 2016-September 2017

During Fostering Week, May 2017, our service was visible through Renfo and we had a information table within the atrium at Renfrewshire Council HQ.

There has been a recent meeting with Renfrewshire Council's Communication team and a recruitment strategy is being drawn up in order to drive recruitment of foster carers early in 2018.

The introduction of an electronic facility for initial enquiries via e mail has proved effective. All enquires are followed up by our duty worker within one week of the enquiry, giving the enquirer time to receive and read our information pack.

There are on average 2 enquiries a week in relation to fostering, however, a large number of the enquiries do not proceed due to lack of a spare bedroom, health issues, police involvement or other issues.

Should the enquiry go further an initial visit will be completed by a social worker from the fostering team. After the initial visit a discussion takes place between the visiting social worker and the senior social worker to consider whether the enquirers should be invited to preparation groups. Enquirers would then be advised of the date for next preparation group.

Preparation groups

Between 1 October 2016 and 30 September 2017 we held 2 sets of preparation groups for fostering, one in October 2016 and the second one in May 2017. 10 households attended and this resulted in 8 fostering applications. 5 assessments are currently ongoing.

Preparation groups run for two day sessions, plus one 2 hour session. The facilitators from the fostering team make use of the Fostering Network 'Skills to Foster' materials, as well as up to date research and our own recently developed training materials. Our social workers are skilled at leading these groups and there is also input by the senior social worker/service manager at the last session.

The groups are the start of the assessment process and an opportunity for the participants to receive more in depth information and discussion about the implications of fostering; as such it is important that all enquirers attend. Experienced foster carers come along to talk to the group about their different experiences of caring for foster children.

The preparation groups cover a range of topics including managing challenging behaviour, brain development, attachment issues, safer care and working with birth parents. Participants are asked to give written feedback on each of the sessions and on any issues that the discussions may have raised for them. At the end of the preparation groups the workers leading the group will also complete written reports on each of the participants and their contributions over the previous weeks. They will also highlight areas of concern or where further consideration may be necessary regarding the participants suitability to proceed to the formal application and assessment stage.

New foster carers and carer de-registrations

In the period 1 October 2016 – 30 September 2017 an additional 2 interim fostering households were registered, 5 interim fostering households were approved as permanent fostering households for a child/young person in their care and 1 interim fostering household was approved as an adopter for a specific child in their care.

Three households were deregistered between 1 October 2016 and 30 September 2017. One fostering household was deregistered following an investigation; 1 fostering household retired and 1 fostering household converted to supported carers status due to the 2 young people in her care becoming 18 years.

The approval of foster carers within Renfrewshire has slowed down over recent years and this appears to be a UK wide issue. A recent poll (September 2017) by Action for Children revealed over 85% of UK adults surveyed showed little or no interest in fostering raising the concern over the future of foster care in the UK. The shortage has also been made worse, according to Action for Children's findings, by demographic shifts as more foster carers, over 50, are being lost to retirement.

Within Renfrewshire we are becoming less dependent on the independent and voluntary foster care sector. On 30 September 2017 there were 132 children/young people with Renfrewshire foster carers and 76 children/young people in external fostering agency placements compared to 30 September 2016 when we had 134 children/young people with Renfrewshire foster carers and 84 children/young people in external fostering agency placements. These figures demonstrate the continuing commitment of placing children with Renfrewshire Council foster carers.

Foster carer reviews

New Foster carers are reviewed by the Fostering Panel at the end of their first year as foster carers. Between 1 October 2016 and 30 September 2017 the Fostering and Adoption Panel reviewed 4 fostering households after their first year. This is an opportunity for foster carers to talk about their experience, training and support etc. The majority of new foster carers expressed satisfaction with their first year with most remaining enthusiastic and committed. They have found the support provided by their social worker to be beneficial and available as required, as well as finding the training offered informative and beneficial to the fostering task.

A development from last year, which has now been taken forward, was for the Fostering Panel to review foster carers three years following approval. Between 1 October 2016 and 30 September 2017, 1 fostering household had a three year review.

Experienced foster carers are also reviewed on an annual basis, by managers in Social Work. The foster carers provide written as well as verbal contribution to the review process, as well as written reports by their birth children. Reports by their supervising social worker, child's social worker and the foster child are also completed for the review process. We are currently reviewing the foster care review process regarding the paper work and its suitability for purpose. We are also looking at the use of my view, electronic review form, for foster children to complete for foster carers reviews.

Social Workers from the fostering team visit carers on a regular basis to carry out supervision as well as performing a range of duties including ensuring health and safety checks are carried out annually, annual medical information is received and PVG checks are up to date. Safer caring policies are in place for each fostering household which ensure a minimum of at least two unannounced visits are carried out annually. Supervising Social Workers will also attend reviews, meetings and Children's Hearings with the carers. Joint visits by the child's social worker and the social worker from the fostering and adoption team takes place when a new placement is established and routinely thereafter.

Foster carer training

The National Foster Care Review (2013) highlighted the importance of ensuring foster carers receive opportunities to learn about different ways to support children and young people and to develop their awareness, knowledge and understanding about the foster carer role. In response, the Scottish Government asked the Scottish Social Services Council (SSSC) to develop a framework for learning, the Standard for Foster Carers (April 2017), which applies to all foster carers and foster care organisations in Scotland. The Standard describes learning expectations for foster carers at different learning stages. The Standard has been developed to establish a framework for the learning foster carers need to undertake for the foster carer role, and to support a realistic level of standardisation and consistency in the ways learning is provided and used.

The post of Training and Development Officer for the Fostering and Adoption Service has continued to be very beneficial in the development of our foster carers learning while acknowledging foster carers individual learning needs and experience. This includes a programme of training approved foster carers which is directed at developing foster carers skills and appropriate to their age range of approval. This includes child protection, children affected by parental substance misuse, attachment and trauma, safer caring, theraplay, internet safety, transitions etc. The core programme for training is divided into 3 different pathways depending on the foster carers experience and learning from previous pathways, as well as standalone modules (see appendix 2).

Foster carers are encouraged to discuss with their supervising social worker any specific training needs, as well as the supervising social worker identifying gaps in the carers' development. Plans are now in place for the fostering team to deliver evening training on a monthly basis to ensure flexibility and opportunity for carers unable to attend weekday training to meet their training requirements.

Social workers and foster carers also have the opportunity to attend external training courses. The Fostering Network and AFA has provided training to new social workers within the Fostering and Adoption Team including such training as Skills to Foster, the Role of the Supervising Social Worker and assessment of foster carers and adopters. Foster carers, adopters and supervising social workers have also attended external conferences such as the role of men in Fostering, and workshops provided by AFA on relevant topics.

Foster Carers Support Group

Our foster carers continue to organise a support group which meets fortnightly. This has now been up and running for over four years. It was initially held on a monthly basis; however foster carers felt that a fortnightly group provided a further opportunity for support. The group is an informal support group where foster carers can drop in as they wish; issues raised within the group are fed back to the fostering team via the carers supervising social worker or the foster carers consultation group.

Consultation Group

The service consults regularly with foster carers on a range of issues. All Foster Carers are invited to attend the Carers Consultation Group which now meets every four months. This also provides an opportunity for foster carers to be kept updated with any changes within the service and discuss any issue that has arisen for them or other carers. A development from the consultation group was for the senior social worker for fostering to meet with a member of the support group on a monthly basis in order to have contact regarding any issues on a regular basis.

The Registered Manager and Service Manager invite foster carers to meet with them twice a year, through the consultation group. Again this is forum for foster carers to raises issues and for the Registered Manager to consult with foster carers.

Breakthrough Group

The Breakthrough group is now in its second year. This is a participation group set up for children and young people in foster carer. The group is run and facilitated by Renfrewshire Fostering Team and Who Cares? Scotland. This is a semi-structured group that meets on a monthly basis. We produce a newsletter which is then sent out to all Renfrewshire children over 8 years of age who are in foster care.

We have 8 young people who regularly attend this group and are looking to increase this number in 2018. The young people themselves are advertising for new members through a welcome letter within the newsletter.

There have been some significant changes made to the group over the past year in that the children and young people are now responsible for the content, structure and editing of the newsletter. We previously had a target of producing quarterly newsletters, however as the young people are still honing their interviewing, writing and editing skills we have reduced the target to 3 newsletters a year. Our recent edition focused on Children's Hearings and the next edition is looking at children's rights.

As well as producing our newsletter we also factor in activity days with the young people.

Our target for next year is to increase participation by welcoming new members, setting up our own email address to allow young people to submit articles even if they are unable to attend the group and include other children and young people in discussions by including questionnaires within the newsletter.

Newsletter

The quarterly newsletter continues to go out to all fostering households. Foster carers are encouraged to contribute to the newsletter in relation to their learning or experiences.

Neuro-sequential model of Therapeutics

Some of our foster carers were involved last year in an academic study to evaluate the impact of the Neuro-sequential model of Therapeutics (NMT) on children who have experienced trauma or neglect in their early years. The NMT model of treatment is something that has gained prominence in the United States in recent years and is promoted through the research of Dr. Bruce Perry who is an acknowledged worldwide authority on the impact of maltreatment on child development. The approach is a move away from 'thinking' or verbal therapies focused on the child alone, recognising that the impact of maltreatment on the pre-five brain is more severe and more related to pre-verbal, sensory aspects of the brain. The only way to move from these super high anxiety states, to calmer more cognitive states, is rhythm: patterned, repetitive rhythmic activity: walking, running, dancing, singing, repetitive meditative breathing – you use brain stem-related somatosensory networks which make your brain accessible to relational (limbic brain) reward and cortical thinking.

The study considered 14 accommodated children within Renfrewshire and North Lanarkshire Councils and within the age range of 3.5 to 7 years. The children had a diverse range of trauma/neglect backgrounds and for the purposes of the study were divided into 'treatment' and 'control' (non-treatment) groups. An important component of NMT is a training stage with carers so that an understanding is established from the outset. This was provided to our foster carers before they undertook daily sessions of rhythmic play with the child. Progress was measured over time using established questionnaires and checklists. These produced the data which was used to compare the progress of the 'treatment' and 'control' groups.

After the completion of the data gathering the researchers returned to the office in June to meet with participants in the study and give some preliminary findings. Feedback from carers during the study suggested that the training had been useful in enhancing understanding of

the impact of stress on the cognitive development of children. Carers also understood though that developmental damage can be reversed. Carer feedback also suggested that the playful rhythmic interventions took a bit of getting used to but were easy to accommodate and became habitual and part of daily routine. In terms of the impact on the child some of the changes the carers reported were less anxiety, better mood and concentration, fewer tantrums and better sleep. In terms of the impact on the carers themselves some of the changes reported were feeling calmer when dealing with the child, better understanding and increased feelings of hope.

In terms of an early analysis of the data provided by the questionnaires and checklists there is a significant suggestion that the NMT model can lead to a decrease in hyperactivity, emotional symptoms of maltreatment and a decrease in carer's perception of how difficult a child is to manage. The data had not been fully analysed at the last meeting with the researchers in June, a more exact measure of the impact of the study is awaited.

Staff Development Day

A staff development day is currently being planned for next year.

Future developments of the fostering service 2017 -2018

1. To continue to address the recruitment of foster carers for children aged 10 – 18 years and children with disabilities
2. Ensure that foster carers have the capacity to care for children 10 – 18 and children with disabilities through training and development.
3. To continue to review foster carers individual learning needs.
4. To continue to develop participation of young people in foster carers reviews – to look at an appropriate use of a social media site and encourage and support young people with the use of myview in relation to foster carers reviews.
5. To continue to work with neighboring authorities regarding shared services.
6. To review participation policy for foster carers
7. To support the Breakthrough group in relation to increasing their membership.
8. To consult with children/young people of foster carers in relation to future support, groups etc.
9. To review the partnership agreement which is the agreement signed by Renfrewshire Council and the foster carers once they have been registered with us.

Report on Supported Carers Service

Supported carers

The Supported Carers service moved back to the Throughcare service, in August 2016, and is no longer be part of the Fostering and Adoption Service. However support carer assessments

are presented to Renfrewshire Council's Fostering Panel. Within the period 1 October 2016 and 30 September 2017 the Fostering Panel has approved 9 fostering households as supported carers, 4 of whom were foster carers from independent agencies and 5 who were foster carers for Renfrewshire Council.

All young people whose plan is presented at the Fostering Panel have Pathway Plans completed and a Throughcare Worker allocated to them. The outcome for young people involved in the Supported Carers Service is reported to the Scottish Government twice a year. The following information highlights that this is a successful service for young people.

There are 22 young people in supported care.

20 are in positive destinations:

5 young people are at University.

4 young people are attending College.

10 young people are in employment.

1 young person attends a training course.

2 young people are being supported in employability.

Report on the Adoption and Permanence Service

Developments within the adoption service 2016- 2017

1. Ongoing development of training for adopters, and consultation with adopters regarding appropriate training.
2. Continued review of adoption support.
3. Training programme in relation to adoption support plans being developed within the adoption team and to be rolled out to locality team social worker.
4. Continued referrals to Scottish Adoption Support Services (SAAS - Barnados) for young people, birth parents and adopters requiring additional support.
5. Development of electronic method of recording the completion of later life letters in order to ensure all children being placed with adopted families have a later life letter.
6. Developed feedback from Panel Members in relation quality of reports and presentation of social workers as part of the quality assurance process.
7. Continued work with Scottish Adoption Register.
8. Continued partnership work with our neighboring authorities.

Inspection

The Adoption Service was inspected by the Care Inspectorate in June 2015. The areas that were inspected were – Quality of Care and Support and Quality of Management and

Leadership. The Adoption Service was awarded grade 5 (very good) for each of these areas. As there were no recommendations or requirements from this inspection we will not be inspected again until 2019.

During the inspection feedback was very positive, including the following comments:-

“One couple told us that the assessment process took place at the right pace which helped them to fully understand the challenges and rewards of adopting, and there was also no unnecessary delay.”

“All the adoptive parents/carers we spoke with commented that they felt they had good support from a knowledgeable staff group, both during and after the adoption process.”

Recruitment of Adoptive Parents

There continues to be a need for both adoptive carers and permanent foster carers for children of all ages who meet our adoption criteria (appendix 3). Nationally there is recognition that more adopters are also required for sibling groups and older children.

From 1 October 2016 to 30 September 2017 there has been 1 adoption preparation group within Renfrewshire. A total of 5 households attended from which we received 4 applications for adoption. A preparation groups for adoption is presently running.

Renfrewshire Council's adoption service has made good use of the Scottish Adoption Register and resulted in positive matches for our children. Between 1 October 2016 and 30 September 2017 we referred 6 adopter households, and referred adopters to the adoption exchange days.

Statistics from the Adoption Register Annual Report indicated that 175 adopters were referred to the Register in 2016-17. This figure was made of 54% from 21 local authorities within Scotland, 39% from 4 Scottish Voluntary Agencies and 7% from the English Adoption Register.

The adoption service was involved in different recruitment activities during Adoption Week, which was held during the week beginning 20 November 2017, an information table was present at the atrium within Renfrewshire House, Renfrewshire Council's HQ and an information session for adopters was facilitated by Adoption UK and AFA in Glasgow on 22 November 2017. We had a celebration of adoption on 25 November 2017 in Johnstone Town Hall.

Recruitment of permanent foster carers has over the years stemmed from interim foster carers claiming the child in their care.

Adopters/Permanent Foster Carers

In the period between 1 October 2016 and 30 September 2017, 5 households were recommended for approval as adopters.

Also within this period 5 short term foster carers were approved as permanent foster carers for the children/young people in their care.

Family Finding

During the period 1 October 2016 and 30 September 2017, 10 children were presented to the Adoption Panel for consideration of their adoption plans and links. In all cases the Agency Decision Maker accepted the panel's recommendations to approve the adoption plan and links.

Also during this period 15 plans for Permanence Orders were presented to the Adoption Panel and 12 children/young people were linked with permanent foster carers. This figure includes foster carers from independent fostering agencies being linked with Renfrewshire young people.

Renfrewshire Council Adoption service continues to work closely with Inverclyde Council, East Renfrewshire Council, West Dunbartonshire and East Dunbartonshire. Meetings are held every three months to look at working together in sharing resources such as planning adoption preparation groups together, linking children with each other's adopters, recruitment and training. We have jointly provided 2 practice forums to our staff groups this year: - letter box contact and Form F assessments, both these sessions were well attended.

The Scottish's Government's 'Strategy for Looked After Children and Young People' (November 2015) reinforced the role of the Adoption Register for family finding. Renfrewshire Council has made use of the Adoption Register and referred 18 children's profiles for adoption, which included 3 sibling groups of 2 and 1 sibling group of 3.

The statistic produced by Scotland's Adoption Register, Annual Report 2016 -2017, indicates that of the 182 children referred this year to the register, 58% were boys. This continues a long standing pattern of more boys being referred for adoption than girls (57% boys in 2015-16). 93% of the children were of White Scottish ethnicity; however there was a significant increase in referrals of children from a different ethnic background. 13 children were referred in 2016/17 compared to 4 children in 2015/16.

The children who wait longest for an adoptive family – or who find no match – tend to be those who are older, 6 plus, are part of a sibling group, or have significant and enduring developmental difficulties.

34% of referrals to the Adoption Register were for sibling groups. An adoptive placement was found for a sibling group of 3, however overall siblings were less likely to be placed than individual children.

We have participated in two Adoption Exchange days between 1.10.16 to 30.9.17 and have presented 9 children which included 3 sibling groups. From both these activity days we have had 5 possible links, including 2 of the sibling groups of 2. There has a further exchange day in November 2017 where children were considered for matching. The outcome of this day would be presented to the Adoption panel within the next reporting period.

Adoption Support Group

The adoption support group has continued to develop over the past year. The group varies between a drop in facility to which the children can also attend and there are play activities available to the children, while their parents talk with other adopters and staff to a training event for adopters only.

For the majority of people who attend the group the main benefits are meeting other people in similar situations and hearing about strategies and tips for dealing with difficult situations. The group has also been the starting point for the development of friendships and informal supports.

There are at least 20 adoptive families who have attended the Support Group over the past year and their feedback has been very positive.

Future developments of the adoption service – 2017 -2018

Over the next year we intend to strengthen our adoption service by looking at;

1. Continuing the recruitment of new adopters
2. Recruitment of new Fostering and Adoption Panel Members
3. Review of the assessment process in relation to family members participation in the process.
4. Continue to develop our Adoption Support plans and ensure all adopted children have a later life letter.
5. Continue development work with our linking process using the Adoption register
6. Support Adoption Exchange days and Adoption Activity Days as appropriate
7. Continue our development of joint work with neighboring local authorities.
8. Create a formal link and make use of Scotland's Birthlink Service to support family origin searches for children and families who have experienced adoption with Renfrewshire.

Conclusion

This report has highlighted the work of the Fostering, Adoption and Supported Carers Services and the work of the Fostering panel and the Adoption panel. It is evident from the activity of the Fostering and Adoption Panels that the number of children unable to return to live with their birth families remains high within Renfrewshire.

The Fostering Service and Adoption Service and the Supported Carer Service have recently been inspected by the Care Inspectorate and again received positive reports. All three services used self assessment methods to identify areas for improvement and development of each service. Recommendations made by the Care Inspectorate are also acted on. Renfrewshire continues to demonstrate a strong commitment to children who require alternative families because they are unable to live with their birth families.

This report forms part of the quality control system that monitors the practice of the Panel and the quality of the work being undertaken on behalf of Renfrewshire's most vulnerable children.

As Chair of the Adoption and Fostering Panel and the Social Work manager responsible for the Service we would like to take this opportunity to thank Panel members for their hard work and commitment to Renfrewshire's most vulnerable children. Also our Foster Carers dedication to children means that we can provide the best outcomes to them both now and in the future. We look forward to the coming year and to continuing our work with all agencies to improve the outcomes and secure the future of Renfrewshire children who require both temporary and permanent care.

Joyce Gartshore, Chairperson of the Adoption Panel and the Fostering Panel

Clare Cunning, Social Work Manager and registered manager of both services.

Renfrewshire Council

Fostering Criteria

Who Can Foster?

At Renfrewshire Council we accept applications from different backgrounds as everyone has their own individual experience to offer.

Requirements to foster:

1. Are over 21 years
2. Have a spare bedroom
3. Are currently in good health

You can be:

1. Single, married, cohabiting or in a civil partnership
2. Own or rent the property you live in
3. Be employed or unemployed
4. Be of any religious background or sexual orientation

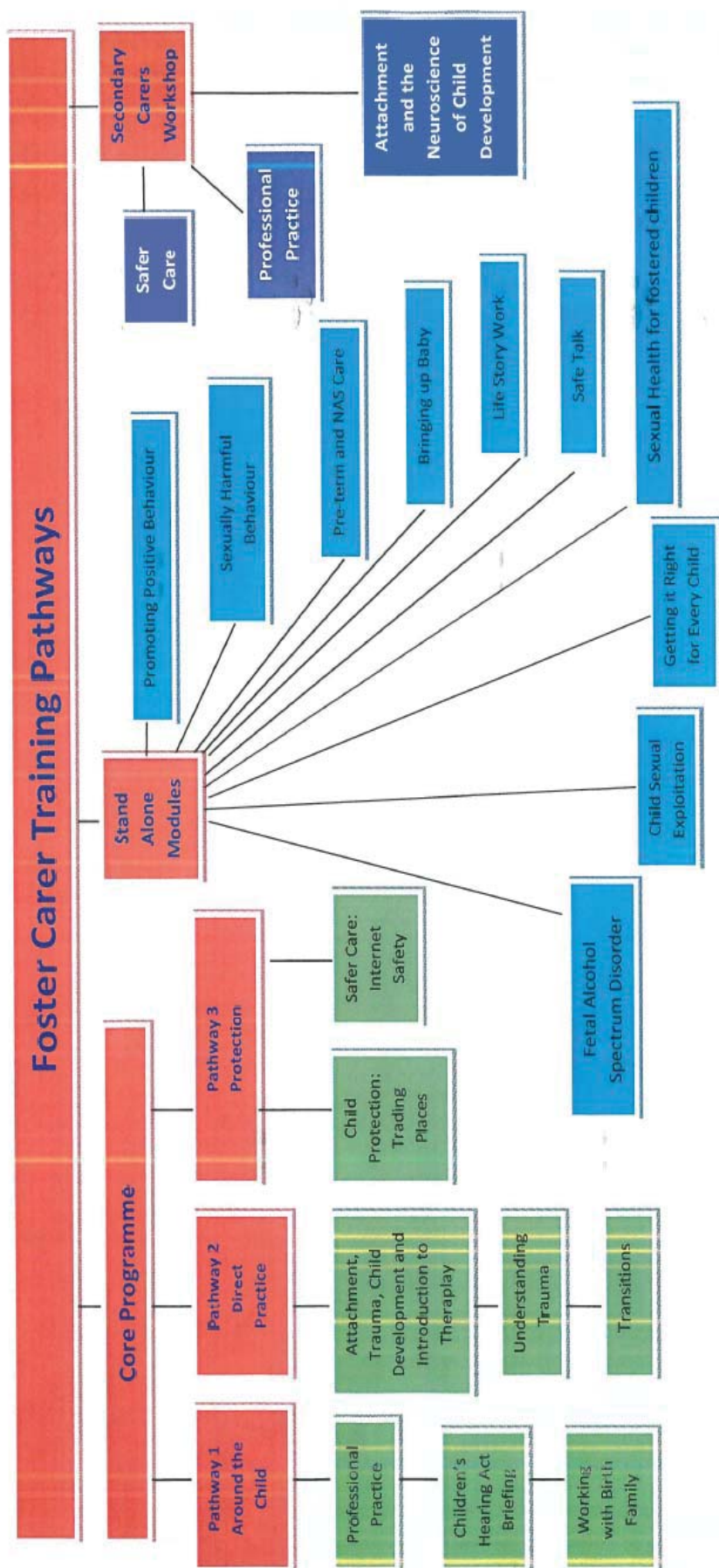
Preparation Groups

Enquiries will be required to attend preparation groups before making a formal application. The purpose of these groups is to provide the opportunity to learn more about fostering, and the children who require to be in a foster placement.

If preparation groups are not available other means will be considered to provide and share information with enquiries.

Local Authority, Health and Police Checks

All applicants will be subject to stringent local authority, health and police checks. These will extend to any other resident in the household over 16 years of age and to anyone who will have care of the child.



Key: Orange = pathway Titles Green = Core Programme Workshops Blue = Stand Alone Purple = Secondary Carers

Renfrewshire Council

Adoption Criteria

Age

All applicants must be over 21 years of age.

Status

Enquiries will be considered from couples or single applicants.

A couple may be the same sex or unmarried. Same sex couples are not required to be in a Civil Partnership.

Joint applicants must be in an enduring family relationship.

Preparation Groups

Enquiries will be required to attend preparation groups, if groups are available, prior to making a formal application. The purpose of these groups is to provide enquiries with the opportunity to learn more about the children available for adoption, their backgrounds and the genetic factors adopters may have to consider when parenting adopted children.

If preparation groups are not available other means will be considered to provide and share information with enquiries.

Infertility

Prospective adopters should have completed infertility investigations at least 6 months prior to application.

Local Authority Health and Police Checks

All applicants will be subject to stringent local authority health and police checks. These will extend to any other resident in the household over 16 years of age and to anyone who will have care of the child.



To: Education and Children's Services Policy Board

On: 18 January 2018

Report by: Director of Children's Services

Heading: School Holiday Arrangements School Session 2019/2020

1. Summary

- 1.1. The education and children's services policy board is asked to determine the pattern of school holiday arrangements for the school session beginning August 2019.
 - 1.2. In line with consultation arrangements, four possible proposals were circulated to staff, parent councils, pupil councils, teaching and other trade unions for consideration.
 - 1.3. The school holiday proposal preferred by the majority of consultees is detailed in appendix 1 to this report with appendices 2, 3 and 4 showing the holiday patterns less favoured. Appendix 5 is a summary of consultation responses.
-

2. Recommendations

- 2.1. Members of the education and children's services policy board are asked to authorise the director of children's services to set school holiday arrangements for academic year 2019/2020 in line with appendix 1 to this report.
-

3. Background

- 3.1. Each year the education and children's services policy board is asked to determine a framework for school holiday arrangements for the session beginning in August of the following year.
- 3.2. Consultation has taken place with staff, parent councils, pupil councils, teaching and other trade unions for consideration on four possible proposals. The preferred proposal is attached as appendix 1 to this report.
- 3.3. The recommended arrangements attached are the best match possible to those being considered by neighbouring councils given the varying fair holiday arrangements.

- 3.4. The proposed patterns meet, where possible, the majority of the desirable features which are:
- aligning the dates of major holidays with those of neighbouring councils;
 - providing a two week break at Christmas, including Christmas eve;
 - providing a mid-term break in February; and
 - providing a two week school holiday in spring.

Implications of this report

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

List of Background Papers

- (a) Background Paper 1: Proposed School Holiday Arrangements – 2018/2019

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is (Laura Baillie, Resources Support Manager, 0141 618 7185, laura.baillie@renfrewshire.gov.uk)

*Children's Services
GM/LB
6 December 2017*

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

Appendix 1

Renfrewshire Council					
			2 in-service days on return in August		
			1 Day St Andrews Day		
			Finish Friday 20 December 2019		
			2 Day February Break		
			2 Days End of May		
			Finish 26 June 2019		
			Inservice days before holidays		
Option A					
Term	Break	Dates of Attendance			
First		In-Service Day - Closed for Pupils Only	Tuesday 13 August 2019 (IS)		
		In-Service Day - Closed for Pupils Only	Wednesday 14 August 2019 (IS)		
		Schools Re-Open	Thursday 15 August 2019		
	Local Holiday/Closed	Schools Closed	Friday 27 September 2019		
		Schools Closed	Monday 30 September 2019		
		Schools Re-Open	Tuesday 1 October 2019		
	Mid Term	In-Service Day - Closed for Pupils Only	Friday 11 October 2019 (IS)		
		Schools Closed	Monday 14 October 2019		
		Schools Closed	Tuesday 15 October 2019		
		Schools Closed	Wednesday 16 October 2019		
		Schools Closed	Thursday 17 October 2019		
		Schools Closed	Friday 18 October 2019		
		Schools Re-Open	Monday 21 October 2019		
	St Andrew's Day	Schools Closed	Monday 2 December 2019		
		Schools Re-open	Tuesday 3 December 2019		
	Christmas	Schools Closed	Monday 23 December 2019		
	Second		Schools Closed	Tuesday 24 December 2019	
		Schools Closed	Wednesday 25 December 2019		
		Schools Closed	Thursday 26 December 2019		
		Schools Closed	Friday 27 December 2019		
		Schools Closed	Monday 30 December 2019		
		Schools Closed	Tuesday 31 December 2019		
		Schools Closed	Wednesday 1 January 2020		
		Schools Closed	Thursday 2 January 2020		
		Schools Closed	Friday 3 January 2020		
		Schools Re-Open	Monday 6 January 2020		
Mid-Term		In-Service Day - Closed for Pupils Only	Friday 7 February 2020 (IS)		
		Schools Closed	Monday 10 February 2020		
		Schools Closed	Tuesday 11 February 2020		
		Schools Re-Open	Wednesday 12 February 2020		
Spring		Schools Closed	Friday 3 April 2020		
		Schools Closed	Monday 6 April 2020		
		Schools Closed	Tuesday 7 April 2020		
		Schools Closed	Wednesday 8 April 2020		
		Schools Closed	Thursday 9 April 2020		
		Schools Closed	Friday 10 April 2020		
		Schools Closed	Monday 13 April 2020		
		Schools Closed	Tuesday 14 April 2020		
		Schools Closed	Wednesday 15 April 2020		
		Schools Closed	Thursday 16 April 2020		
		Schools Closed	Friday 17 April 2020		
		Schools Re-Open	Monday 20 April 2020		
		Third	May Day	In-Service Day - Closed for Pupils Only	Friday 1 May 2020 (IS)
				Schools Closed	Monday 4 May 2020
	Schools Re-Open			Tuesday 5 May 2020	
Local Holiday/Closed	Schools Closed		Friday 22 May 2020		
	Schools Closed		Monday 25 May 2020		
	Schools Re-Open		Tuesday 26 May 2020		
End of session	Schools Closed		Monday 29 June 2020		
Teachers Return -	Wednesday 12 August 2020				
(IS) - In-Service Day					
In-Service Days	(Only Staff Attend on these days - No Pupils)				
	Tuesday	13/08/19			
	Wednesday	14/08/19			
	Friday	11/10/19			
	Friday	07/02/20			
	Fridav	01/05/20			

Renfrewshire Council			2 in-service days on return in August	
Proposed School Holiday Arrangements			1 Day St Andrews Day	
			Finish Friday 20 December 2019	
			2 Day February Break	
2019/2020			1 Day End of May Break	
			Finish 25 June 2019	
			Inservice days before holidays	
Option B				
Term	Break	Dates of Attendance		
First		In-Service Day - Closed for Pupils Only	Tuesday 13 August 2019 (IS)	
		In-Service Day - Closed for Pupils Only	Wednesday 14 August 2019 (IS)	
		Schools Re-Open	Thursday 15 August 2019	
	Local Holiday/Closed	Schools Closed	Friday 27 September 2019	
		Schools Closed	Monday 30 September 2019	
		Schools Re-Open	Tuesday 1 October 2019	
	Mid Term	In-Service Day - Closed for Pupils Only	Friday 11 October 2019 (IS)	
		Schools Closed	Monday 14 October 2019	
		Schools Closed	Tuesday 15 October 2019	
		Schools Closed	Wednesday 16 October 2019	
		Schools Closed	Thursday 17 October 2019	
		Schools Closed	Friday 18 October 2019	
	Schools Re-Open	Monday 21 October 2019		
	St Andrew's Day	Schools Closed	Monday 2 December 2019	
		Schools Re-open	Tuesday 3 December 2019	
	Christmas	Schools Closed	Monday 23 December 2019	
Second		Schools Closed	Tuesday 24 December 2019	
		Schools Closed	Wednesday 25 December 2019	
		Schools Closed	Thursday 26 December 2019	
		Schools Closed	Friday 27 December 2019	
		Schools Closed	Monday 30 December 2019	
		Schools Closed	Tuesday 31 December 2019	
		Schools Closed	Wednesday 1 January 2020	
		Schools Closed	Thursday 2 January 2020	
		Schools Closed	Friday 3 January 2020	
		Schools Re-Open	Monday 6 January 2020	
		Mid-Term	In-Service Day - Closed for Pupils Only	Friday 7 February 2020 (IS)
			Schools Closed	Monday 10 February 2020
			Schools Closed	Tuesday 11 February 2020
			Schools Re-Open	Wednesday 12 February 2020
		Spring	Schools Closed	Friday 3 April 2020
			Schools Closed	Monday 6 April 2020
			Schools Closed	Tuesday 7 April 2020
			Schools Closed	Wednesday 8 April 2020
			Schools Closed	Thursday 9 April 2020
			Schools Closed	Friday 10 April 2020
			Schools Closed	Monday 13 April 2020
		Schools Closed	Tuesday 14 April 2020	
		Schools Closed	Wednesday 15 April 2020	
		Schools Closed	Thursday 16 April 2020	
		Schools Closed	Friday 17 April 2020	
		Schools Re-Open	Monday 20 April 2020	
Third	May Day	In-Service Day - Closed for Pupils Only	Friday 1 May 2020 (IS)	
		Schools Closed	Monday 4 May 2020	
		Schools Re-Open	Tuesday 5 May 2020	
	Local Holiday/Closed	Schools Closed	Monday 25 May 2020	
		Schools Re-Open	Tuesday 26 May 2020	
	End of session	Schools Closed	Friday 26 June 2020	
Teachers Return -	Wednesday 12 August 2020			
(IS) - In-Service Day				
In-Service Days	(Only Staff Attend on these days - No Pupils)			
	Tuesday	13/08/19		
	Wednesday	14/08/19		
	Friday	11/10/19		
	Friday	07/02/20		
	Friday	01/05/20		

Renfrewshire Council			
			2 in-service days on return in August
			1 Day St Andrews Day
			Finish Friday 20 December 2019
			2 Day February Break
			2 Days End of May
			Finish 26 June 2019
			Inservice days After holidays
Option C			
Term	Break	Dates of Attendance	
First		In-Service Day - Closed for Pupils Only	Tuesday 13 August 2019 (IS)
		In-Service Day - Closed for Pupils Only	Wednesday 14 August 2019 (IS)
		Schools Re-Open	Thursday 15 August 2019
	Local Holiday/Closed	Schools Closed	Friday 27 September 2019
		Schools Closed	Monday 30 September 2019
		Schools Re-Open	Tuesday 1 October 2019
	Mid Term	Schools Closed	Monday 14 October 2019
		Schools Closed	Tuesday 15 October 2019
		Schools Closed	Wednesday 16 October 2019
		Schools Closed	Thursday 17 October 2019
		Schools Closed	Friday 18 October 2019
		In-Service Day - Closed for Pupils Only	Monday 21 October 2019 (IS)
		Schools Re-Open	Tuesday 22 October 2019
	St Andrew's Day	Schools Closed	Monday 2 December 2019
		Schools Re-open	Tuesday 3 December 2019
	Christmas	Schools Closed	Monday 23 December 2019
Second		Schools Closed	Tuesday 24 December 2019
		Schools Closed	Wednesday 25 December 2019
		Schools Closed	Thursday 26 December 2019
		Schools Closed	Friday 27 December 2019
		Schools Closed	Monday 30 December 2019
		Schools Closed	Tuesday 31 December 2019
		Schools Closed	Wednesday 1 January 2020
		Schools Closed	Thursday 2 January 2020
		Schools Closed	Friday 3 January 2020
		Schools Re-Open	Monday 6 January 2020
	Mid-Term	Schools Closed	Monday 10 February 2020
		Schools Closed	Tuesday 11 February 2020
		In-Service Day - Closed for Pupils Only	Wednesday 12 February 2020 (IS)
		Schools Re-Open	Thursday 13 February 2020
	Spring	Schools Closed	Friday 3 April 2020
		Schools Closed	Monday 6 April 2020
		Schools Closed	Tuesday 7 April 2020
		Schools Closed	Wednesday 8 April 2020
		Schools Closed	Thursday 9 April 2020
		Schools Closed	Friday 10 April 2020
		Schools Closed	Monday 13 April 2020
		Schools Closed	Tuesday 14 April 2020
		Schools Closed	Wednesday 15 April 2020
		Schools Closed	Thursday 16 April 2020
		Schools Closed	Friday 17 April 2020
		Schools Re-Open	Monday 20 April 2020
Third	May Day	Schools Closed	Monday 4 May 2020
		In-Service Day - Closed for Pupils Only	Tuesday 5 May 2020 (IS)
		Schools Re-Open	Wednesday 6 May 2020
	Local Holiday/Closed	Schools Closed	Monday 25 May 2020
		Schools Closed	Tuesday 26 May 2020
		Schools Re-Open	Wednesday 27 May 2020
	End of session	Schools Closed	Monday 29 June 2020
Teachers Return - Wednesday 12 August 2020			
(IS) - In-Service Day			
In-Service Days (Only Staff Attend on these days - No Pupils)			
	Tuesday	13/08/19	
	Wednesday	14/08/19	
	Monday	21/10/19	
	Wednesday	13/02/20	
	Tuesday	05/05/20	

Renfrewshire Council			
			2 in-service days on return in August
			1 Day St Andrews Day
			Finish Friday 20 December 2019
			2 Day February Break (Friday / Monday hols)
			2 Days End of May
			Finish 26 June 2019
			Inservice days After holidays
</			

Appendix 5

	Option A			Option B			Option C			Option D		
Secondary schools	School	Parent Council	Pupil Council	School	Parent Council	Pupil Council	School	Parent Council	Pupil Council	School	Parent Council	Pupil Council
Castlehead High School							Yes					
Gleniffer High School		Yes					Yes					
Gryffe High School	Yes	Yes	Yes									
Johnstone High School					Yes		Yes					
Linwood High School										Yes		
Paisley Grammar												
Park Mains High School	Yes	Yes	Yes									
Renfrew High School							Yes					
St Andrew's Academy												
St Benedict's High School	Yes											
Trinity High School				Yes								
Primary schools												
Arkleston Primary School				Yes								
Auchenlodment Primary School - Nursery	Yes	Yes	Yes									
Bargarran Primary School	Yes											
Barsail Primary School				Yes								
Bishopston Primary School							Yes					
Bredland Primary School				Yes								
Bridge of Weir Primary School - Nursery				Yes	Yes	Yes						
Bushes Primary School - Nursery												
Cochrane Castle Primary School										Yes	Yes	Yes
East Fulton Primary School - Nursery										Yes		
Fordbank Primary School												
Gallowhill Primary School - Nursery										Yes		
Glencoats Primary School							Yes	Yes				Yes
Heriot Primary School - Nursery												
Houston Primary School - Nursery											Yes	
Howwood Primary School										Yes		Yes
Inchinnan Primary School										Yes	Yes	Yes
Kilbarchan Primary School							Yes				Yes	Yes
Kirklandneuk Primary School				Yes	Yes	Yes						
Langbank Primary School		Yes								Yes		Yes
Langcraigs Primary School							Yes					
Lochfield Primary School								Yes				
Lochwinnoch Primary School - Nursery						Yes		Yes		Yes		
Mossvale Primary School - SA Nursery				Yes								
Newmains Primary School										Yes	Yes	
Our Lady of Peace Primary School - Nursery							Yes					
Ralston Primary School - Nursery	Yes											
Rashielea Primary School												
St Anne's Primary School - Nursery							Yes		Yes		Yes	
St Anthony's Primary School							Yes					
St Catherine's Primary School - Nursery	Yes				Yes	Yes						
St Charles' Primary School - Nursery												
St David's Primary School										Yes		
St Fergus' Primary School												
St Fillan's Primary School							Yes	Yes	Yes			
St James' Primary School (Paisley)					Yes		Yes		Yes			
St James' Primary School (Renfrew) - Nursery	Yes	Yes	Yes									
St John Bosco Primary School - SA Nursery												
St John Ogilvie Primary School							Yes			Yes	Yes	
St Margaret's Primary School - SA Nursery												
St Mary's Primary School - Nursery	Yes	Yes	Yes									
St Paul's Primary School												
St Peter's Primary School - Nursery												
Thorn Primary School		Yes					Yes					
Todholm Primary School - Nursery	Yes										Yes	
Wallace Primary School - Nursery					Yes	Yes				Yes		
West Primary School	Yes	Yes	Yes									
Williamsburgh Primary School - SA Nursery	Yes	Yes				Yes						
Woodlands Primary School						Yes	Yes	Yes				
ASN schools												
Riverbrae				Yes								
Mary Russell School	Yes											
Pre-5 Centres												
Douglas Street Pre-5 Centre												
Ferguslie Pre-5 Centre												
Foxlea Pre-5 Centre												
Glenburn Pre-5 Centre												
Glendee Pre-5 Centre												
Glenfield Pre-5 Centre												
Hollybush Pre-5 Centre												
Hugh Smiley Pre-5 Centre												
Moorpark Pre-5 Centre							Yes					
Paisley Pre-5 Centre												
Spaleston Pre-5 Centre												
West Johnstone Pre-5 Centre	Yes											
	14	10	6	8	6	7	17	5	3	12	8	6
Overall Option Totals	30			21			25			26		

