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

Date	Time	Venue
Thursday, 02 November 2023	13:00	Council Chambers (Renfrewshire), Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

MARK CONAGHAN
Head of Corporate Governance

Membership

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

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

Hybrid Meeting

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

Further Information

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

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

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.

Webcasting of Meeting

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

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

Apologies

Apologies from members.

Declarations of Interest and Transparency Statements

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

Renfrewshire Council

To:	**Education and Children's Services Policy Board**
On:	**2 November 2023**

Report by:	**Director of Finance and Resources,** **Interim Chief Education Officer and Chief Social Work Officer**

Heading:	**Revenue and Capital Budget Monitoring as at 15 September 2023**

1. Summary of Financial Position

1.1. The projected Revenue outturn at 31 March 2024 for Children's Services is an overspend of £2.478m (1.0%) against the revised budget for the year.

1.2. The projected Capital outturn at 31 March 2024 for Children's Services is an underspend of £0.143m (1.9%).

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

Table 1: Revenue

Division	Revised Annual Budget £m	Projected Outturn £m	Budget Variance £m	Budget Variance %
Children's Services	245.458	247.936	(2.478)	(1.0%)

Table 2: Capital

Division	Revised Annual Budget £m	Projected Outturn £m	Budget Variance £m	Budget Variance %
Children's Services	7.438	7.295	0.143	2%

2. Recommendations

Members are requested to:

2.1. Note the projected Revenue outturn position for Children's Services detailed in Table 1 above, and further note that the forecast position is based on best estimates and confirmed government support at this point in time;

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

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

3.   Children's Services Revenue

3.1.   The Revenue Budget Monitoring report at Appendix 1 identifies a projected annual overspend of £2.478m (1.0% of total budget). Detailed service division reports can be found in Appendix 2, along with an explanation of each significant projected variance.

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

3.3.   A £2.637m overspend is anticipated within Children & Families related mainly to external specialised residential accommodation placements. An additional £2m was provided for in the 2023/24 budget, with an "expectation that up to a further £3m may be required to be funded from ringfenced balances in 2023/24". This position will be closely monitored as the year progresses.

3.4.   All external placements are held under continual review by the service to ensure they continue to meet the needs of the individual children and young people. Options to mitigate cost pressures continue to be examined.

3.5.   Further overspends are anticipated in relation to contracted mainstream and additional support needs transport costs.

4.   Revenue Budget Adjustments

4.1.   Members are requested to note from Appendix 1 that budget adjustments totalling £0.106m have been processed since the previous report. These adjustments relate to drawdowns from reserves for various service areas of £0.278m, offset by budget transfers to other services (£0.172m).

5.   Children's Services Capital

5.1.   The Capital Investment Programme 2023/24 to 2027/28 was approved by the Council on 2 March 2023.

5.2.   The Capital Monitoring report at Appendix 3 indicates changes totalling (£1.467m) in the approved capital programme for Education and Children's Services. This largely relates to budget carried forward from 2022/23 to 2023/24 and budget carried from 2024/25 into 2023/24. The (£1.467m) comprises changes of (£1.567m) as reported at the previous Education and Children's Services Policy Board meeting on 24 August 2023, and a further £0.100m as described at section 6 below.

5.3.   The projected Capital outturn at 31 March 2024 for Children's Services is an underspend of £0.143m (1.9%). Further detail, including reasons for significant variances, can be found at Appendix 3.

6. Capital Budget Adjustments

6.1. Since the last report there have been budget changes of £0.100m. This relates to the inclusion of the Inspiring School Age Childcare Spaces Programme.

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Implications of this report

1. Financial

The projected budget outturn position for Children's Services' Revenue budget is an overspend of £2.478m. Income and expenditure will continue to be monitored closely for the rest of the financial year and steps will be taken to mitigate any overspend, including applying flexibility within specific grant funding as permitted by the Scottish Government, and potential use of earmarked reserves.

The projected outturn position for Children's Services' Capital budget is an underspend of £0.143m. The Capital programme will continue to be monitored closely for the rest of the financial year.

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

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

4. Legal
None directly arising from this report.

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

6. Information Technology
None directly arising from this report.

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

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

9. **Procurement**

None directly arising from this report.

10. **Risk**

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

11. **Privacy Impact**

None directly arising from this report.

12. **CoSLA Policy Position**

n/a

13. **Climate Risk**

None directly arising from this report.

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List of Background Papers: None

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Authors: Richard Conway, Finance Business Partner
Geoff Borland, Finance Manager

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2023/24
1 April 2023 to 15 September 2023

| POLICY BOARD : EDUCATION & CHILDREN'S SERVICES | | | | | | | |

Subjective Summary	Annual Budget at Period 3	Budget Adjustments	Revised Annual Budget at Period 6	Projected Outturn	Budget Variance (Adverse) or Favourable		Previous Projected Outturn Variance	Movement
	£000	£000	£000	£000	£000	%	£000	£000
Employees	171,204	3,435	174,639	172,009	2,630	1.5%	1,833	797
Premises Related	8,984	(87)	8,897	9,375	(478)	(5.4%)	(480)	2
Transport Related	4,592	(2)	4,590	6,249	(1,659)	(36.1%)	(1,485)	(174)
Supplies and Services	32,358	(476)	31,882	31,448	434	1.4%	287	147
Third Party Payments	15,198	0	15,198	19,210	(4,012)	(26.4%)	(2,952)	(1,060)
Transfer Payments	14,419	1,148	15,567	15,967	(400)	(2.6%)	(321)	(79)
Support Services	64	0	64	53	11	17.4%	(48)	59
GROSS EXPENDITURE	**246,819**	**4,018**	**250,837**	**254,311**	**(3,474)**	**(1.4%)**	**(3,166)**	**(308)**
Income	(1,467)	(3,912)	(5,379)	(6,376)	997	18.5%	543	454
NET EXPENDITURE	**245,352**	**106**	**245,458**	**247,936**	**(2,478)**	**(1.0%)**	**(2,623)**	**145**

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2023/24
1 April 2023 to 15 September 2023

POLICY BOARD : EDUCATION & CHILDREN'S SERVICES

Objective Summary	Annual Budget at Period 3	Budget Adjustments	Revised Annual Budget at Period 6	Projected Outturn	Budget Variance (Adverse) or Favourable		Previous Projected Outturn Variance	Movement
	£000	£000	£000	£000	£000	%	£000	£000
Directorate	480	0	480	381	99	20.7%	68	31
Early learning and childcare	34,508	39	34,547	33,202	1,345	3.9%	1,273	72
Primary	63,584	201	63,785	63,768	17	0.0%	64	(47)
Secondary	86,078	702	86,780	87,326	(546)	(0.6%)	(680)	134
ASN (Special) Schools	7,049	(33)	7,016	6,967	49	0.7%	46	3
Additional support for learning (ASL)	16,461	(207)	16,254	17,004	(750)	(4.6%)	(700)	(50)
Psychological services	836	0	836	896	(60)	(7.2%)	(50)	(10)
Education development	1,726	528	2,254	2,254	0	0.0%	0	0
Attainment Challenge	0	(1,182)	(1,182)	(1,182)	0	0.0%	1	(0)
Facilities management	624	(4)	620	614	6	0.9%	7	(1)
Children & Families	34,006	62	34,068	36,705	(2,637)	(7.7%)	(2,651)	14
NET EXPENDITURE	**245,352**	**106**	**245,458**	**247,936**	**(2,478)**	**(1.0%)**	**(2,622)**	**145**

Objective Heading	Key Reasons for Projected Variance
Early Learning and Childcare	An underspend in Employee Costs is projected due to vacancies within the authority's Early Learning & Childcare Centres. This underspend is offset by a projected overspend in Transfer Payments in relation to an increase in the rate paid to funded providers (private and voluntary sector nurseries and childminders).
Secondary Schools	Overspends in Premises Costs and Transport Costs are projected. The overspend in Premises Costs is due to an expected increase in refuse collection and janitorial supplies costs. The overspend in Transport is due to an increase in the cost of the mainstream school transport contract. These overspends are partly offset by a projected underspend within Employee Costs mainly in relation to teachers' salary costs. These will be kept under review during the year.
Additional Support for Learning	An overspend in Transport Costs is projected. This is due to increases in the cost of transport contracts for pupils with additional support needs.
Children & Families	An overspend in Third Party Payments is projected, mainly in relation to external residential accommodation placements, where the number of complex, expensive packages has increased significantly. All external placements are held under continual review by the service, with options to mitigate cost pressure being examined on an ongoing basis. The Third Party Payments projection also includes (pending agreement and Board approval) additional estimated costs, net of associated grant income, resulting from the introduction by the Scottish Government of a national recommended maintenance allowance for foster carers and kinship carers.

RENFREWSHIRE COUNCIL
CAPITAL INVESTMENT STRATEGY - NON-HOUSING SERVICES
1st April to 15th September 2023
POLICY BOARD: EDUCATION & CHILDEN'S SERVICES

Project Title	Prior Years Expenditure to 31/03/2023 £000	Current Year 2023-24						Full Programme - All years			
		Approved Budget 2023-24 £000	Budget Adjustments in 2023-24 £000	Revised Budget 2023-24 £000	Projected Outturn 2023-24 £000	Budget Variance (Adverse) or Favourable		Total Approved Budget to 31-Mar-27 £000	Projected Outurn to 31-Mar-27 £000	Budget Variance (Adverse) or Favourable	
EDUCATION & CHILDREN SERVICES											
Primary Schools Estate Programme(SEMP)	42,695	0	203	203	60	143	70%	42,898	42,755	143	0%
Paisley Grammar New Campus	4,819	5,000	(2,710)	2,290	2,290	0	0%	75,100	75,100	0	0%
Thorn PS New Build	13	1,000	(13)	987	987	0	0%	10,000	10,000	0	0%
Dargavel Extension (Modular Units)	0	2,000	0	2,000	2,000	0	0%	2,000	2,000	0	0%
Other Schools Investment Programmes	24,188	505	1,027	1,532	1,532	0	0%	25,720	25,720	0	0%
Inspiring School Age Childcare Spaces Programme	0	0	100	100	100	0	0%	100	100	0	0%
Technology Replacement Strategy ICT	0	400	(74)	326	326	0	0%	1,926	1,926	0	0%
PPP Lifecycle	0	0	0	0		0	0%	0		0	0%
TOTAL EDUCATION & CHILDREN'S SERVICES BOARD	71,715	8,905	(1,467)	7,438	7,295	143	2%	157,744	157,601	143	0%

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

Objective Heading	Key Reasons for Projected Variance
Primary Schools Estate Programme(SEMP)	Minor underspends relate to St Fergus new build and St Anthony refurbishment.

Renfrewshire Council

To:	**Education and Children's Services Policy Board**
On:	**2 November 2023**

Report by: **Interim Chief Education Officer**

Heading: **Early Learning and Childcare – Payment of Sustainable Rates to Funded Providers**

1.   Summary

1.1   Renfrewshire Council has a statutory duty to provide early learning and childcare (ELC) places to all eligible children. The Council has continued to observe this duty through the provision of places in local authority, private and voluntary sector nurseries and with childminders. Renfrewshire Council's Flexible Framework for Early Learning and Childcare Places, reference RC-CPU-20-113 ("Council's Framework") enables the Council to purchase placements in private and voluntary sector nurseries and with childminders (these private and voluntary services and childminders are identified as Approved Funded Providers or AFP).

1.2   The Scottish Government's Funding Follows the Child and the National Standard sets out the principles and practice for funded early years providers delivering ELC within a local authority area. A key aspect of the National Standard is for a locally determined sustainable rate for ELC.

1.3   The purpose of this report is to propose an increase in the hourly rate paid by Renfrewshire Council to AFP on the Council's Framework to deliver funded ELC.

2.   Recommendations

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

(i)   approve an increase to the hourly rate paid to Renfrewshire Council's Funded Providers for the provision of funded early learning and childcare from £5.71 to £5.97 from 16 August 2023 for any child aged 3 to 5 years accepted for funding under the Council's Framework; and

(ii)   approve the continuation of the existing hourly rate of £8.50 paid to approved Funded Providers for early learning and childcare for any eligible child aged 2 to 3 years and agree to a review of this rate for future years.

3. Background

3.1   Section 1 of the Education (Scotland) Act 1980, as amended by the Standards in Schools etc. Act 2000 and The Children and Young People (Scotland) Act 2014 ("2014 Act"), directs authorities on their duty to provide pre-school education. Renfrewshire Council has continued to observe this duty through the provision of places in local authority, private and voluntary sector nurseries and with childminders.

3.2   The Scottish Government's Funding Follows the Child Policy tasks Councils with the responsibility of ensuring flexibility and choice, ensuring that there is a range of options for families in their area. The National Standard sets out the required standards for early years providers; with Councils required to be guarantors of quality in enabling Providers to meet the requirements of the National Standards. The aim is to ensure the provision of a quality service to support children to develop, learn and attain.

3.3   The National Standard also sets out a requirement for providers to pay those staff delivering funded ELC the real Living Wage; with the aim of supporting recruitment and retention of staff, professional learning and investment in their services.

3.4   Since the Covid pandemic in 2020 to the present time there has been some flexibility in meeting the National Standards. The Funding Follows the Child and National Standard Operating Guidance for 2023 are currently being revised by the Scottish Government; these revisions have not yet been published. It is anticipated that core principles within the guidance will not change.

3.5   The Renfrewshire Council's Flexible Framework for Early Learning and Childcare Places, reference RC-CPU-20-113 ("Council's Framework"), provides a robust scrutiny and assessment process to ensure quality ELC provision and AFP commitment to meeting the National Standards in relation to quality of provision, payment of the real Living Wage, quality staffing and staff retention.

3.6   Renfrewshire Council's expansion of ELC to 1140 hours ensured that parents were offered a range of options for accessing their child's free ELC entitlement across each geographical area. In each area parents can choose from a range of Providers, including Council and AFP; and a range of options such as term time and 52 weeks per year, full day, and part-time places.

3.7   In Renfrewshire, approximately 1500 eligible children currently access their funded ELC placement in an AFP setting. The Council is dependent on AFP to fulfil its statutory duty to deliver high quality ELC to all eligible children - private, voluntary sector nurseries and childminders settings in this sector need to remain financially viable and meet the required standards set to ensure the provision of high-quality ELC services.

3.8   In determining the sustainable rate for AFP in Renfrewshire Council area, the Council complied with the current Scottish Government guidance on rate setting (published May 2022). There is an expectation from the Scottish Government that the hourly rate paid to AFP is reflective of the cost to deliver ELC, takes cognisance of inflationary increases, payment of the real Living Wage and provides scope for

reinvestment; to reflect a measure of profit in a private sector setting or surplus in a third sector setting.

3.9   The national guidance also highlights that from a local authority perspective the rate must be affordable for local authorities in terms of available budget.

3.10   Updated national guidance on rate setting was expected, with the hope that this would guide the sustainable rate setting process for this current academic session. The Scottish Government and COSLA are conducting a joint review of sustainable rate setting process nationally to include further guidance and, it is now understood that this will not be published until later in 2023. This delay in publication will impact rate setting processes for 2024.

3.11   On the 7 September 2023 the Scottish Government wrote to Councils to advise on the Programme for Government 2023 – childcare commitments. In this letter the Scottish Government advised of their commitment to provide funding to uplift pay to at least £12 per hour for those in the Private and Voluntary sector delivering funded ELC, anticipating this commitment will be progressed via the sustainable rate setting process. Once there is further clarity on this commitment a further report may be required to be submitted to the Policy Board.

3.12   In October 2022 the Education and Children's Service's Policy Board approved a rate of £5.71 for any eligible child aged 3 to 5 years and £8.50 paid for eligible 2-year-olds. This rate was paid from the start of the academic session 2022/23. The rate took cognisance of inflationary increases, payment of the real Living Wage and reinvestment. At the same time the rate was reflective of the cost to deliver ELC as determined by the Ipsos MORI national costs collection exercise which was carried out in early 2022. This exercise was commissioned by the Scottish Government and COSLA to support Councils in the rate setting process.

3.13   In addition to the rates noted in 3.12 above, AFP receive £3 per meal for an eligible child in line with the 1140 hours of ELC entitlement, this is in addition to the hourly rate and the separate £0.58 per session per child as part of the Scottish Milk and Health Snack Scheme.

3.14   The current (and previous) hourly rate paid to AFP does not represent the other additional services the Council provides as part of the Council's Framework. The additional benefits include high quality continued professional learning; a designated link Partnership Support Officer; professional advice and support on quality improvement; access to an Early Years Graduate (in line with SIMD status) and to an Early Years Teacher; financial support towards external workforce training costs to assist in the compliance with SSSC requirements; and other support services such as Educational Psychology. This in-kind support enables the Council to discharge its duty as guarantor of quality.

3.15   If a sustainable rate is not paid, there is a risk of AFP services closing. If ELC services were to close in Renfrewshire this could reduce choice and local provision for parents and impact on the Council's ability to fulfil its statutory duty in some local areas.

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4. Renfrewshire Council - Sustainable Rate

4.1   In reviewing the rate for session 2023/24, the Council has been seeking to determine a sustainable rate which supports AFP to deliver ELC in accordance with the National Standard and Council's Framework, while at the same time ensuring best value for the Council.

4.2   To establish an agreed approach to setting a revised hourly rate Council officers worked collaboratively with a representative group of AFP to agree a way forward. The group of 10 AFP representatives and Council officers from Children's Services and Finance & Resources agreed the approach to rate setting required to accord with guidance from the Scottish Government and the Council's budget. The AFP representative group confirmed they did not wish a further cost collection exercise and agreed to a revised rate being set that reflects the real Living Wage, inflationary pressures, seasonality of provision, and allows for an appropriate margin to provide support for the reinvestment.

4.3   The AFP representative group were consulted on the timeline for confirming a revised sustainable rate for session 2023/24 and agreed to proposals being presented to this November 2023 policy board, in the hope that the updated national guidance on sustainable rates would have been published in advance of this policy board cycle. As the national guidance is not yet available the revised rate for Renfrewshire has been developed to accord with the current national guidance (published in 2022) and in agreement with the AFP representative group

4.4   The AFP representative group were advised that the revised sustainable rate represents a percentage uplift in staffing and non-staffing cost such as inflation, seasonality, and re-investment, with the proposed rates being considered an affordable rate to the Council.

4.5   Members of the AFP representative group also request a rate to reflect children with additional support needs ("ASN"). Renfrewshire Council centrally manages support for children with ASN to ensure that their specific needs are appropriately considered, this is supported and addressed via the Getting it Right for Every Child and Staged Intervention Framework. This centrally managed arrangement ensures the appropriate interventions are deployed and equity of resource allocation across the Council. Increasing the rate to funded providers would not have a direct correlation to ensuring effective support arrangements for identified children with ASN.

4.6   The proposed hourly rate to AFP for the provision of funded early learning and childcare places for an eligible child aged 3 to 5 years is £5.97, this represents a 5% uplift on staffing costs and 3% on non-staffing cost including inflation, seasonality and re-investment.

4.7   There is no proposal to increase the rate paid for an eligible children aged 2 to 3 year olds as Renfrewshire's rate continues to be one of the highest in Scotland for this age group. It is proposed that a review of the 2 year old rate is undertaken to consider future rates, which reflect the cost to deliver ELC for this age group and remains affordable to the Council.

4.8   It is proposed that the rate increase for an eligible child aged 3 to 5 years is backdated, to the date the eligible child was approved for funding during this academic year or where the eligible child continued the placement from academic term 3 in 2022 from 16 August 2023 uprated.

4.9   AFP will continue to receive £3 per meal for any eligible child in accordance with the 1140 hours of ELC entitlement and in addition to the hourly rate. In addition, £0.58 will also be paid for each child, per session as part of the Scottish Milk and Health Snack Scheme.

4.10   The other additional in-kind services the Council provides to AFP, as outlined in paragraph 3.14, will continue to be provided, this is also in addition to the hourly rate paid to AFP.

4.11   In considering this revised rate, the Council officers remain mindful of the financial pressures facing the Council and in ensuring it remains affordable within the current financial year, and for future financial years. The proposed increase in the hourly rate for 3 to 5 year olds represents a significant cost pressure to the Council, estimated to be in the region of £416,000 per year.

Implications of this report

1.   Financial
The overall cost of the proposed increase to the hourly rate payable to AFP for ELC is expected to be in the region of £416,000 per year, approximately £260,000 of cost falling within the current financial year to 31 March 2024. This will require to be met within the Council's existing budget available for ELC.

2.   HR and Organisational Development
None

3.   Community/Council Planning

Our Renfrewshire is thriving	Ensuring the best start in life for children and young people.
Our Renfrewshire is well	Early intervention will lead to healthier outcomes for children and young people.
Our Renfrewshire is safe	Local services will benefit children, young people and members of the community.
Building strong, safe and resilient communities	The quality of community life is enhanced by supporting parents, children and young people.
Tackling inequality, ensuring opportunities for all	Effective governance arrangements ensure that the organisations receiving funding comply with legislative requirements.

| Creating a sustainable Renfrewshire for all to enjoy | Support to families and flexible childcare placements will support parents into and sustain employment, training or enter education. |

4.   Legal

Services from AFP will continue to be procured in accordance with the Council's Framework and the Council's Standing Orders Relating to Contracts.

5.   Property/Assets

None

6.   Information Technology

None

7.   Equality 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 service is being extended. If required, 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

Services from AFP will continue to be procured in accordance with the Council's Framework and the Council's Standing Orders Relating to Contracts. The process for the proposed variation to the rate will be dealt with in accordance with the Flexible Framework for Early Learning and Childcare Places and formal letter issued by the Corporate Procurement Unit to each of the appointed Providers for their agreement.

10.   Risk

If the Council does not increase the hourly rate to a level that enables AFP to be sustainable, there is the risk that:

i.   There will be a reduction in the level of choice and local provision for parents and possibly impact on the Council's ability to fulfil its statutory duty and compliance with the Funding Follows the Child Policy and National Standard of ensuring sufficient places, which could result in additional cost for the Council as it will need to expand existing Council ELC services and/or open new Council operated ELC services.

ii.   There may be reputational damage to the Council if ELC services close due to not being sustainable, leading to disruption to children and families lives, loss of local provision, choice and flexibility for families, loss of employment and community-based services.

iii.   Providers in the private and voluntary sector may not be able to recruit and retain staff or meet the National Standard if they are not able to pay the real Living Wage.

iv.   Potential reduction in the quality of service provided if qualified and experienced staff cannot be recruited.

11.   Privacy Impact
None

12.   COSLA Policy Position
COSLA is working with the Scottish Government to jointly review the sustainable rate setting process to agree further national guidance to support the rate setting processes.

13.   Climate Risk
None

List of Background Papers

- Funding Follows the Child and the National Standard for ELC Providers - Updated Interim Guidance on Setting Sustainable Rates Annex A of the Interim Guidance provides updated guidance on setting sustainable rates for August 2022, Scottish Government, May 2022. Link - https://www.gov.scot/publications/funding-follows-child-national-standard-early-learning-childcare-providers-interim-guidance-update-requirements-early-learning-childcare-settings-local-authorities-august-2022/documents/

- Early Learning and Childcare – Payment of Sustainable Rates to Funded Providers, Education and Children Policy Board, October 2022. Link - ..\..\..\Archive\Children's Services\Pdfs\2022\Final PDFs 27 October\Early Learning and Childcare Payment of Sustainable Rates to Funded Providers ECSPBSQ.pdf

- Programme for Government 2023 – Childcare commitments; letter from the Scottish Government, 07.09.2023.

Link –   📎

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

The contact officer within the service is Kathleen McDonagh, Education Manager, **07799034553** - kathleen.mcdonagh@renfrewshire.gov.uk

KMcD
25 October 2023

Author: Kathleen McDonagh, Education Manager, Telephone Number **07799034553**
kathleen.mcdonagh@renfrewshire.gov.uk

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

On: **2 November 2023**

Report by: Interim Chief Education Officer

Heading: **Dargavel Housing Development – Impact on Denominational Education Provision**

1.   Summary

1.1.   This report provides more detail on non-denominational school capacity relating to the Dargavel development.

1.2.   Overall there is sufficient capacity to meet the need for denominational primary provision.

1.3.   15 year forecasting carried out by Edge analytics shows a potential small capacity breach at the catchment primary school St John Bosco (SJB).

1.4.   If this situation does arise, as previously advised this can be easily managed within the availability across the wider campus which is shared with Bargarran Primary School.

1.5.   The current rate of admissions for SJB is significantly lower than the model predicts, which could be due to a number of factors, mainly the individual choices of families.

1.6.   Should this rate of admissions, combined with the higher than expected admissions at Dargavel Primary School continue, the roll at SJB could drop to such an extent that the school would only be operating at 61% of its capacity.

1.7.   All indications at this stage are that there should be no unmanageable issues with denominational primary provision arising from the Dargavel development

1.8.   The denominational catchment school, Trinity high school is currently operating under capacity. Moreover, it has a significant portion of its pupil roll (17%) comprising a mixture of non-catchment pupils (with a large number of these being

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from outwith Renfrewshire) as well as pupils who previously attended non-denominational primary schools.

1.9. Similar to SJB, the modelling shows a potential maximum pupil roll of slightly more than the school capacity but drops again over time and could potentially drop to significantly below capacity.

1.10. If that situation does materialise, it is expected to be managed by limiting admissions to pupils who live within Renfrewshire. As a result of this it is considered that Trinity can manage its demand over time.

1.11. For both of these schools, as well as all other schools affected by the Dargavel development, the modelling along with live admissions data will be closely monitored over time to identify and respond to any unexpected trends as required.

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2. Recommendation

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

- note the content of this report.

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3. Background

3.1. The issues relating to school capacity arising from the Dargavel development have been well documented in a series of reports to the Education and Children's Services Policy Board (ECSPB) over the past year.

3.2. These reports have focussed in the main on the known issues and pressures for the school estate, both primary and secondary, in terms of non-denominational provision, which has been the main area of concern.

3.3. There is less concern over denominational provision, and this has been covered, at a high-level, in previous reports. This report provides some further information on denominational provision based on modelling provided by the Council's specialist data analytics consultants Edge Analytics.

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4. Primary Provision

4.1. The catchment denominational primary school for the Dargavel area is St John Bosco (SJB) in Erskine, which is part of a shared campus with Bargarran Primary School.

4.2. The school capacity is 272 and the current school roll is 256.

4.3. As previously reported, the new modelling for school roll projections has shown a possible capacity breach at SJB on future years. The shared campus has the flexibility for us to create additional denominational space for SJB if that is required, as Bargarran currently operates below capacity and is expected to continue to do so in the future.

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4.4.   The roll projections for SJB are illustrated in the table below.

Scenario	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2036-37	2037-38	2038-39
Edge Standard Model	269	266	279	285	284	281	289	286	286	285	285	281	277	273	270	268
Edge model based on 140 P1 intake at DPS	253	235	232	221	203	183	174	170	168	167	167	165	163	161	159	158
Edge Model based on 150 P1 intake at DPS	254	238	236	226	210	192	184	181	179	178	178	175	173	171	169	167

4.5.   As you can see, the standard model used by our consultants shows a potential occupancy peak at 286, which is only 14 pupils above the current school capacity. Should that situation arise, we would expect the numbers to be easily managed by making minor modifications across the campus.

4.6.   However, the current rate of school admissions to SJB is lower than that predicted in the model. The modelling shows 42 P1 admissions for this session but in reality the new admissions were only 27, or 64% of what was predicted.

4.7.   Conversely, we are seeing admissions at Dargavel Primary School (DPS) being higher than the model projected.

4.8.   It could be the case that some families whose children would otherwise be eligible for SJB have chosen to send them to DPS instead.

4.9.   Should the admissions rates at both schools continue in this way, we may see a significant drop in the roll at SJB, to 167 by 2032/33.

4.10.   To summarise, the model is suggesting that there may be a slight capacity breach at SJB in future years, but this can be managed across the wider campus. Actual admissions are currently well below the model, and we will need to monitor this closely over time to understand more about the trends.

4.11.   All indications at this stage are that there should be no unmanageable issues with denominational primary provision arising from the Dargavel development. This is something which will be closely monitored in future years.

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5.   **Secondary Provision**

5.1.   The catchment secondary school is Trinity High School in Renfrew with a current capacity of c.1050 against a current school roll of 950.

5.2.   Within the 950 there are 100 pupils from out-with the school's catchment area, and of these 100, 64 reside out-with Renfrewshire.

5.3.   In addition, there are currently another 62 pupils at Trinity who previously attended non-denominational primary schools.

5.4.   The modelling suggests that there could be a potential maximum of 1092 in 2032/33, but this figure is likely to significantly reduce over time to potentially 830. This is illustrated in the table below:

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Scenario	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34	2034-35	2035-36	2036-37	2037-38	2038-39
Standard Edge Model	937	943	949	954	952	949	954	984	1,000	1,022	1,010	978	938	891	859	832
Scenarion based on this years S1 intake	949	966	985	1,004	1,012	1,015	1,022	1,054	1,071	1,092	1,081	1,049	1,007	959	928	900

5.5. Given that the maximum potential short-term peak figure is only slightly above the school's current capacity, these numbers can be managed by limiting admissions to those pupils who live within the Council-area.

5.6. For these reasons, it is considered that Trinity High School can manage its future projected demand.

5.7. The modelling along with actual admissions data will be closely monitored over time and any potential issues flagged up.

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Implications of the Report

1. **Financial**
   This report is for noting and as such there no implications which arise directly from this report.

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

3. **Community/Council Planning**
   None.

4. **Legal**
   None.

5. **Property/Assets**
   None.

6. **Information Technology**
   None.

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

8. **Health and Safety**
   None.

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9. Procurement
None.

10. Risk
None.

11. Privacy Impact
None.

12. Cosla Policy Position
None.

13. Climate Risk
None.

JC
Children's Services
25 October 2023

Author:
Julie Calder, Head of Education/Interim Chief Education Officer,
julie.calder@renfrewshire.gov.uk

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

On: **2 November 2023**

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Report by: **Interim Chief Education Officer**

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Heading: **Learning Estate Update**

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1. Summary

1.1 The purpose of this report is to provide members with a further update on education provision in Dargavel.

1.2 Missives have been concluded on the 8.5-acre site at the north end of Craigton Drive, identified as the preferred site (available in the required timescale) through an options appraisal that reviewed a total of 19 sites suggested by BAE, Elected Members, community representatives and members of the public. This secures space for a new school for 800 pupils as well as an artificial sports pitch which will be available for community use outside school hours.

1.3 A request to begin formal statutory consultation on the establishment of the new school and associated catchment review will be brought to this Board in January.

1.4 A specialist space planning company, Space Zero, has been employed to help us plan how the new school will be used as a high quality learning environment and, out-with the school day, as a valuable community resource. To gather stakeholder input questionnaires were circulated to Dargavel Primary School parents/carers and the local community on 2 October. To date we have received more than 600 responses.

1.5 The Dargavel Primary School internal works, which were due to be completed in October 23, have been delayed due to their intrusive nature. Officers are working with designers to progress the solution and it is estimated that the works will take place during the summer break next year with completion in time for the new school term. This will ensure there is no disruption to learning and teaching.

1.6   To create interim additional capacity at Park Mains High School a modular unit which is currently being used as the Paisley Central Library will be cleared out and relocated to the High School over the weekend of 25/26 November. Once in place, works to repurpose the unit will take place with an expected completion date of April 2024.

1.7   We are also moving forward with the space planning for the extension to Park Mains. Our consultants will be working with pupils, staff, and parents/carers at the school over the coming weeks to gather their thoughts on the current school, and with community groups to establish how it could be better used out of school hours as a community resource.

1.8   To provide an improved learning environment at Bishopton Primary School, we are planning to replace the Classroom Block at Bishopton Primary School with a new, improved permanent facility, in time for the new school year in August 2024. The design of the new classroom block will mirror those located at Dargavel Primary School and will provide an improved learning experience for pupils along with outdoor space covered by a canopy.

1.9   Significant planning is taking place to strengthen the Council's approach to learning estate planning that our educational establishments are fit for purpose and meet the needs of all communities in Renfrewshire.

2.   Recommendations

2.1.   It is recommended that members note the content of this report.

3.   Dargavel Early Learning and Childcare Centre

3.1   The existing Dargavel Early Learning Childcare Centre (ELCC) is being extended as an additional requirement to Renfrewshire Council's programme to deliver 1140 hours of preschool childcare. The centre required increased internal floor area to accommodate an additional 24 no. children attending. This is being achieved by enclosing the existing covered external play area, creating an increase in the gross internal floor area of the building.

3.2   The new layout was reviewed and agreed with the Care Inspectorate on 30th January 2023. Reconfiguration of the existing child toilets, to include an additional child toilet provides sufficient capacity for the increased child numbers. An external canopy is also being installed in the grassed play area. The programme of works to extend the existing centre are on programme track and due to complete early November 2023.

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4.   Next steps for Primary provision in Dargavel

4.1.   A review of BAE System's land remediation scope has been undertaken and the Council will gain access to the preferred site in November 2023 to carry out Site Investigations and produce a final report by December 2023.

4.2.   In relation to the delivery route for the new school, officers have entered into discussion with HubWest Scotland to understand if there is an indicative project cost and programme which may provide an accelerated route to market and potentially a tighter delivery timeline.

4.3.   Identification of the preferred procurement and delivery route will take account of anticipated programme, implications with the BAE associated remediation and infrastructure programme, appropriate engagement timelines with the local community, as well as wider resourcing demands within the Council.

4.4.   The draft programme for delivery of the new school is currently August 2027. As work progresses to refine the procurement and delivery programme, this anticipated delivery date will be firmed up and all opportunities will be explored where practicable to bring this forward.

4.5.   Space planning consultants Space Zero are working with the Council's project team to develop the strategic brief and space model for the new school. Their engagement with the school and wider community will ensure that the views and opinions of stakeholders are gathered to help inform the Council's strategic approach for the project.

4.6.   Space Zero and officers have visited the existing Dargavel Primary School This has provided the opportunity to see how the building functions when operational, informing the design process for the new primary school.

4.7.   Additionally, staff, pupil, parent/carer and wider community workshops are scheduled to take place over the coming weeks to explore what the new school could look like.

4.8.   We have continued to keep parents/carers, staff and the wider community informed on progress of the new school through direct updates, as part of our wider ongoing communications activity around education provision in the area.

4.9.   Under the Schools (Consultation) (Scotland) Act 2010 the Council has a requirement to undertake a formal consultation on a proposal to establish a new school. It is our intention to bring a further report to this Board outlining the statutory process and requesting permission to carry out a consultation.

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5.   **Secondary School provision**

5.1.   In May 2023, the Education and Children Services Policy Board approved a 400 pupil extension to the capacity of Park Mains High School, and to cap that school's total capacity at the extended 2000 capacity figure.

5.2.   It's anticipated that the extension will be in place and operational for June 2027.

5.3.   To create additional flexibility and capacity in the interim, a modular unit being used at Paisley Library but which is no longer required there as a result of the opening of the new leanring hub will be moved to Park Mains High School over the weekend of 25/26 November. Once repurposed this will be operational from April 2024, and will be able to accommodate up to 156 pupils.

5.4.   The modular units will provide for five classrooms, staff toilets, pupil toilets and an accessible toilet

5.5.   The high-level cost estimate for an extended building to the school is circa £30m. Discussions are are ongoing regarding the obligation of BAE Systems who, under the existing Section 75 agreement, are required to contribute towards the expansion cost.

5.6.   Officers have mobilised an internal design team for the programme and an initial meeting has taken place to discuss extension options, timeline and procurement strategies.

5.7.   A liaison group for Park Mains High School and all feeder primaries has been established to share information on the programme and gather feedback which will help inform the design of the building.

5.8.   Consultants have been appointed to help us with the space planning for the extension to Park Mains and this work started on 5 October. This will include interviews with key officers and will capture feedback from key stakeholders of the school over how the school is and could be used as an educational facility, and from the local community over how the building is and could be used out of school hours.

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6.   Review of the School Estate

6.1.   The wider learning estate needs to be planned to ensure that our educational establishments meet the needs of all communities in Renfrewshire.

6.2.   Officers have developed a new internal governance framework for managing and developing the learning estate. This new structure will include regular reports to this Board on the status of and options for the school estate. The terms of reference are appended to this report.

6.3.   To inform those status and options reports, as a first step the Council require to baseline the current position and develop a longer-term asset management plan. To that end we are in the process of preparing documents for a market testing exercise to understand whether there are specialist consultants who can assist us in developing these plans.

Implications of this report

1.   Financial
This report is for noting and as such there no implications which arise directly from this report.

2.   HR and Organisational Development
None

3. Community/Council Planning

Our Renfrewshire is thriving	-	The new learning environment will support learning and achievement for all.
Our Renfrewshire is well	-	The new learning environment will support the Health and Wellbeing of all.
Our Renfrewshire is safe	-	The new learning environment will provide safe and secure spaces for all users.
Reshaping our place, our economy and our future	-	The new learning environment will provided spaces which support local enterprise.
Building strong, safe and resilient communities	-	The new learning environment will provide spaces to support community activities.

4. Legal

Renfrewshire Council adheres to all relevant legislation.

5. Property/Assets

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

6. Information Technology

The new campus will have IT provision which supports digitally enabled learning.

7. Equality and Human Rights

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

8. Health and Safety

None.

9. Procurement

Renfrewshire Council adheres to all procurement regulations.

10. Risk

A full risk register will be compiled for the project in accordance with the Council's established risk management protocols.

11.   Privacy Impact
None.

12.   Cosla Policy Position
None.

13.   Climate Risk
The project aims to comply with the requirements for ambitious energy efficiency targets over the long term and to contribute to the Council's net-zero commitments.

List of Background Papers

(a)	Background Paper 1:	Developing the School Estate Management Plan (SEMP 2020)
(b)	Background Paper 2:	Proposal to consult on the relocation of Paisley Grammar School to a new build Community Campus at Renfrew Road in Paisley.
(c)	Background Paper 3:	Response to proposal to consult on the relocation of Paisley Grammar School to a new build community Campus at Renfrew Road in Paisley.

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Ian Thomson, education manager.

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Children's Services
JC
26 October 2023

Author: Julie Calder Interim Chief Education Officer

Renfrewshire Council

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

On:	**2 November 2023**

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

Heading:	**PGSCC Update**

1.   Summary

1.1   Paisley Grammar School Community Campus is on track for completion in Summer 2026.

1.2   The Council previously approved a new Paisley Grammar School and Community Campus on Renfrew Road to replace the existing Paisley Grammar School on Glasgow Road.

1.3   The cost of the new school is estimated at £74.8million, which is part funded through the Scottish Government's Learning Estate Investment Programme. There is a risk to this budget given the inflationary pressures being seen across the construction sector. Other similar projects in receipt of government funding which reach financial close before December this year will receive an 11% funding increase to the base funding provision. A decision on any funding uplift for this project from the Scottish Government is expected in the final quarter of this year.

1.4   The school is estimated to be complete in the Summer of 2026. An earlier programme had a completion date of December 2025, but this was recognised by the Council and the Scottish Government as a risk, with the result that the Summer date was subsequently agreed.

1.5   There has been engagement with key stakeholders throughout the design process, which is vital in informing the plans not only for how the school will look but also how it will operate.

1.6   Various key strategies like the access and facility management strategies are currently being developed, with our pre-construction advisors and the design team developing sub-contract work packages to build up the overall project cost. Once that process is complete we will contract Morrison Construction as the Principal Contractor ahead of construction beginning in March 2024.

2.   Recommendations

2.1   The Education and Children's Services Policy Board are asked to note the content of this report.

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3.   Background

3.1   In May 2019, the Education and Children Services Policy Board approved the proposal to build a Paisley Grammar School Community Campus on Renfrew Road in Paisley, replacing the current Paisley Grammar School on Glasgow Road.

3.2   The anticipated cost of delivering the project is £74.8m with a completion date of Summer 2026

3.3   A funding contribution, to support the school element of the project, was secured through Phase 2 of the Scottish Government's Learning Estate Investment Programme (LEIP) in January 2021, with the community provision funded from Council resources.

3.4   The LEIP funding award is subject to compliance with funding criteria which require that the building's condition is maintained at category A/B for 25 years; that the building must be energy efficient and digitally enabled; and that the project must support economic growth.

3.5   An internal project team is in place and a Multi-Disciplinary Design Team and Principal Contractor (providing pre-construction services only at this stage) have been appointed to support the design and delivery of the new campus.

3.6   Engaging with a wide range of stakeholders was central to the development of the project's strategic brief and feedback from pupils, staff and parents/carers; the wider community; and partner organisations has informed the development of an overarching project vision.

3.7   Renfrewshire Council's ambition for the young people of Paisley Grammar School and its wider community is to provide a campus which enables new learning in flexible, innovative spaces; a campus which is an exemplar for sustainability in learning, design, and the future Renfrewshire Council learning estate. The campus will create opportunities for, and connections with, the wider community, and it will deliver an environment which is inclusive, safe and engenders a culture of respect, building on the tradition and values of Paisley Grammar School.

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4.   Governance

4.1   An outline business case has been developed and industry recognised frameworks and methodologies have been employed to ensure a robust governance structure is in place.

4.2 This structure involves regular engagement with key stakeholders.. Governance arrangements are in place with Scottish Futures Trust (SFT); Learning Estate Programme Board (Replacing PGSCC Governance Board); PGSCC Project Team; and the MDDT and Principal Contractor.

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5. Review of Programme

5.1 At an early point in project development, it was identified that the original delivery date of December 2025 was extremely tight and that this created an unacceptable risk to project quality, funding outcomes and staff and pupil transition to the new building.

5.2 A meeting with SFT was convened to discuss this challenge in November 2022 and it was accepted in principle that the delivery date should be rescheduled to August 2026.

5.3 A report explaining the rationale and mitigation behind the reprogramming was submitted to the Education and Children Services Policy Board in January 2023.

5.4 In April 2023 the Scottish Government agreed the reprogramming of the project and approved the revised completion date of August 2026.

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6. Consultative Approach and Design Development

6.1 A wide variety of internal and external stakeholders are involved in continued engagement with the design process, in addition to the core group of pupils and parents/carers. These stakeholders include:

School Facilities	Community Facilities
- Paisley Grammar School Community - Facilities Management - Street Scene - Passivhaus Delivery Forum - West College Scotland - Energy Management Unit	- OneRen - Social Work - HSCP - Adult and Youth Services - Police Scotland - AMIDS - Community Council

6.2 Informed by these groups, the Project Team and MDDT is now developing detailed plans to reflect requirements in respect of floor plan and room layouts, adjacencies, FF&E requirements; toilet provision; ensuring we offer flexibility and choice for pupils; lifecycle maintenance; digital and wider access strategies; and external grounds materiality.

6.3 A major planning application was submitted in May 2023 after fulfilling the statutory pre-submission activities required for the development. This has included two public consultations, briefings to elected members and community councils and briefings to Paisley Grammar School staff and pupils and the parent councils of Paisley Grammar School and its five feeder Primary Schools.

6.4   The submission of the planning application marked a major milestone for public awareness of the project. This allowed articulation of the full scale and ambition of the PGSCC project for the first time. The application included some architectural images showing the outside of the building and was released to the council's social media channels, billed as 'the first public reveal of how Paisley's new super-school will look'. The content showcased the quality of the work that has gone into the planning and design of the new campus and expressed how our vision will be realised.

6.5   The PGSCC Programme is adhering to the RIBA (Royal Institute of British Architects) Plan of Work and is currently within its Stage 4 Technical Design element of the framework, which is planned to complete within the first quarter of 2024. Stage 5 commences in the second quarter of 2024 which marks the commencement of construction works.

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7.   Funding

7.1   At present the approved capital budget of £75M is at risk with running forecasts in the range of circa £75M to £80M inclusive of Value Engineering (VE) options instructed. At the PGSCC Governance Board in August, the project team advised that if the contractor's original inflation cost were still to be utilised then the overall upper cost range would extend to circa £83M (£75M - £83M overall range) due to cost volatility in the construction industry at present.

7.2   Furthermore, budget pressures for Schools construction are occurring on a national scale which directly impacts PGSCC. Officers recommended to the PGSCC Governance Board that budgetary issues be considered with reference to a report issued by COSLA advising that selected SFT funded projects (those that reach financial close by December 2023) would be receiving an 11% uplift to the base m2 funding provision; at present PGSCC has not been awarded such an uplift. SFT have confirmed that Renfrewshire Council will receive a formal statement regarding any uplift after the Scottish Government Board meeting in the final quarter of 2023. However, members should be aware that in the absence of additional government funding the Council may require to allocate increased capital resource to the project, which may also increase ongoing revenue costs should any Council contribution be funded through prudential borrowing.

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8.   Next Steps

8.1   Development of a Wider Access Strategy for the new campus will involve a variety of council services, community partners and West College Scotland. This piece of work will evolve over the span of the project and will be finalised in advance of occupation of the building in 2026.

8.2   Development of a Facilities Management Strategy for the new campus involves a variety of council services within EH&I and includes a soft-landings approach to ensure all decisions made during the project are based on improving operational performance whilst meeting the SFT funding conditions. Input at this stage of the project allows the FM teams to assist in the shaping of and planning for the building they will receive to develop maintenance

strategies ahead of time ie a soft landing of the asset into FM control. The strategy continues to progress and will be finalised in advance of the building's operational hand over.

8.3   At this point, Morrison Construction has been appointed by Renfrewshire Council to provide pre-construction advice to the design team on buildability, commercial viability of emerging design concepts and to competitively tender Sub-Contract work packages to build up the overall project cost. Upon successful completion of this process, Morrison Construction will be contracted to act as Principal Contractor for the construction phase due to begin March 2024.

8.4   The FF&E (Furniture, Fixtures, and Equipment) design and the interior strategy has been under development for the past year. Engagement with the school staff has been undertaken throughout this process. Utilising appropriate FF&E we aim to create spaces that are dynamic, engaging, and innovative and that cater to the evolving needs of both teachers, pupils, and the wider community, ensuring a productive and inspiring learning experience for all.

8.5   The project has been split into 57 sub-contract work packages which is being tendered through Morrison Construction's supply chain. Review of the design information developed for these packages is underway to check for accuracy of interpretation of the client's brief and completeness of information to allow a meaningful tendering exercise to be undertaken to achieve fixed prices for the works. This exercise is due to complete in November 2023.

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Implications of this report

1.   Financial
This report is for noting and as such there no implications which arise directly from this report, however the risk to the current capital budget is outlined.

2.   HR and Organisational Development
None.

3.   Community/Council Planning

Our Renfrewshire is thriving	-	The additional learning environment will support learning and achievement for all.
Our Renfrewshire is well	-	The additional learning environment will support the Health and Wellbeing of all.
Our Renfrewshire is safe	-	The additional learning environment will provide safe and secure spaces for all users.

| Reshaping our place, our economy and our future | - | The additional learning environment will provide an opportunity in supporting local population growth. |
| Building strong, safe and resilient communities | - | The additional learning environment will provide spaces to support community activities. |

4. Legal
Renfrewshire Council adheres to all relevant legislation.

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

6. Information Technology
The school expansion will have IT provision which supports digitally enabled learning

7. Equality and Human Rights

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

8. Health and Safety
None.

9. Procurement
Renfrewshire Council adheres to all procurement regulations.

10. Risk
A full risk register is currently active for the PGSCC project in accordance with the Council's established risk management protocols.

11. Privacy Impact
None.

12. Cosla Policy Position
None.

13. Climate Risk
The project aims to comply with the requirements for ambitious energy efficiency targets over the long term and to comply with metrics set by funding partners Scottish Futures Trust and contribute to the Council's net-zero commitments where possible.

List of Background Papers

(a)   Background Paper 1:   SG response to PGSCC opening date- 18/04/2023

(b)   Background Paper 2:   Notice of Meeting and Agenda: Education and
                                 Children Services Policy Board - 19/01/2023

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting.
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Children's Services
JC/RP
23/10/2023

Renfrewshire Council

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

On:	**2 November 2023**

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Report by:	**Interim Chief Education Officer**

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Heading:	**School Holiday Arrangements School Session 2024/2025**

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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 2024.

1.2.   In line with consultation arrangements and discussion with trade union representatives, Children's Services have taken the decision this year not to offer 3 proposals. It was felt that the option being proposed for 2024/2025 provides the pattern of holidays that the majority of staff, pupils and parents vote for annually. Staff, pupils and parents were given the opportunity to comment on the proposal.

1.3.   Attached as Appendix 1 to this report, is the proposal shared with staff, parents and pupil representatives.

1.4.   Appendix 2 is a summary of consultation responses received back.

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2.   Recommendations

2.1.   Members of the Education and Children's Services Policy Board are asked to authorise the interim chief education officer to set school holiday arrangements for academic year 2024/2025 in line with appendix 1 to this report.

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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 the proposal for 2024/2025.

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.

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Implications of this report

1.   Financial Implications
    None.

2.   HR and Organisational Development Implications
    None.

3.   Community Plan/Council Plan Implications
    None.

4.   Legal Implications
    None.

5.   Property/Assets Implications
    None.

6.   Information Technology Implications
    None.

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

8.   Health and Safety Implications
    None.

9.   Procurement Implications
None.

10.   Risk Implications
None.

11.   Privacy Impact
None.

12.   Cosla Policy Position
None.

13.   Climate Risk
None

List of Background Papers

(a)   Background Paper 1: Proposed School Holiday Arrangements – 2023/2024

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

Children's Services
GL/LB
2 October 2023

Author: Laura Baillie, Resources Support Manager, 07970876292
laura.baillie@renfrewshire.gov.uk

		Renfrewshire Council		
			2 in-service days on return in August	
			1 Day St Andrews Day (in December as 30/11/24 is weekend)	
		Proposed School Holiday Arrangements	**Stop for Christmas Friday 20 December 2024**	
			2 Day February Break	
			1 Day Start of May	
			1 day End of May	
			Finish for Summer Break 27 June 2025	
		School Session 2024 2025		
			In-Service Days before Holidays	
		Option A		

Term	Break		Dates of Attendance	
First		In-Service Day - Closed for Pupils Only	Wednesday 14 August 2024 (IS)	
		In-Service Day - Closed for Pupils Only	Thursday 15 August 2024 (IS)	
		Schools Re-Open	Friday 16 August 2024	
	Local Holiday/Closed	Schools Closed	Friday 27 September 2024	
		Schools Closed	Monday 30 September 2024	
		Schools Re-Open	Tuesday 1 October 2024	
	Mid Term	In-Service Day - Closed for Pupils Only	Friday 11 October 2024 (IS)	
		Schools Closed	Monday 14 October 2024	
		Schools Closed	Tuesday 15 October 2024	
		Schools Closed	Wednesday 16 October 2024	
		Schools Closed	Thursday 17 October 2024	
		Schools Closed	Friday 18 October 2024	
		Schools Re-Open	Monday 21 October 2024	
	St Andrew's Day	Schools Closed	Monday 2 December 2024	
		Schools Re-open	Tuesday 3 December 2024	
	Christmas	Schools Closed	Monday 23 December 2024	
		Schools Closed	Tuesday 24 December 2024	
		Schools Closed	Wednesday 25 December 2024	
		Schools Closed	Thursday 26 December 2024	
		Schools Closed	Friday 27 December 2024	
		Schools Closed	Monday 30 December 2024	
Second		Schools Closed	Tuesday 31 December 2024	
		Schools Closed	Wednesday 1 January 2025	
		Schools Closed	Thursday 2 January 2025	
		Schools Closed	Friday 3 January 2025	
		Schools Re-Open	Monday 6 January 2025	
	Mid-Term	In-Service Day - Closed for Pupils Only	Friday 14 February 2025 (IS)	
		Schools Closed	Monday 17 February 2025	
		Schools Closed	Tuesday 18 February 2025	
		Schools Re-Open	Wednesday 19 February 2025	
	Spring	Schools Closed	Monday 7 April 2025	
		Schools Closed	Tuesday 8 April 2025	
		Schools Closed	Wednesday 9 April 2025	
		Schools Closed	Thursday 10 April 2025	
		Schools Closed	Friday 11 April 2025	
		Schools Closed	Monday 14 April 2025	
		Schools Closed	Tuesday 15 April 2025	
		Schools Closed	Wednesday 16 April 2025	
		Schools Closed	Thursday 17 April 2025	
		Schools Closed	Friday 18 April 2025	
		Schools Closed	Monday 21 April 2025	
		Schools Re-Open	Tuesday 22 April 2025	
	May Day	Schools Closed	Monday 5 May 2025	
		Schools Re-Open	Tuesday 6 May 2025	
		In-Service Day - Closed for Pupils Only	Friday 23 May 2025 (IS)	
	Local Holiday/Closed	Schools Closed	Monday 26 May 2025	
		Schools Re-Open	Tuesday 27 May 2025	
	End of session	Schools Closed	Monday 30 June 2025	
Teachers Return -	**Thursday 14 August 2025**			
(IS) - In-Service Day				
In-Service Days	**(Only Staff Attend on these days - No Pupils)**			
	Wednesday	**14/08/24**		
	Thursday	**15/08/24**		
	Friday	**11/10/24**		
	Friday	**14/02/25**		
	Friday	**23/05/25**		

Please select your establishment	Do you agree with the draft term time dates/ holiday plan for the 2024/25 session?	Please add any further comments that you would like us to consider about the draft term time dates/ holiday plan?	Response type
Arkleston Primary School	Yes		Teacher
Arkleston Primary School	No	Concern regarding children only being back one day and then off for the weekend. Could be confusing particularly for P1 children.	Teacher
Auchenlodment Primary School	Yes		Teacher
Auchenlodment Primary School	Yes		Teacher
Barsail Primary School	Yes		Teacher
Barsail Primary School	Yes		Parent Council
Barsail Primary School	Yes		Pupil
Bushes Primary School	Yes		Teacher
Bushes Primary School	Yes		Parent Council
Bushes Primary School	Yes		Pupil
Castlehead High School	No	The long weekend at the end of May has been changed to 1 day - where has the other day been placed.	Teacher
Castlehead High School	Yes	Don't see any benefit for pupils coming back for only one day on Friday 16th Aug 2024 - potential for low attendance. Could it be considered for IS on 13/14th Aug, and pupils return 15/16th Aug. Then finish on Thurs 26th June 2025? Parents tend to book holidays straight after school finishes and this would allow for Friday / Weekend flights, plus probably better attendance. Just a suggestion.	Parent Council
Castlehead High School	No Preference		Parent Council
Castlehead High School	Yes		Parent Council
Castlehead High School	Yes		Parent Council
East Fulton Primary School	Yes		Teacher
East Fulton Primary School	Yes	Starting back after summer on a Friday feels a bit pointless	Parent Council
East Fulton Primary School	Yes		Pupil
Ferguslie ELCC	Yes		Parent Council
Fordbank Primary School	Yes		Teacher
Glencoats Primary School	No Preference		Teacher
Heriot Primary School	Yes		
Howwood Primary School	Yes		Parent Council
Howwood Primary School	No	Completely pointless opening on a Friday for first day of the School year (16/08/24). Also Spring holidays	Parent Council
Howwood Primary School	No	Would prefer in-service days after a holiday.	Teacher
Howwood Primary School	No	There's not been much feedback regarding school holidays next year, other than school beginning on the Friday. The general feedback on this is that there's not much point being back for one day & the preference would be either to move this to Wednesday/ Thursday or begin on the Monday and start the first week with a full week.	Parent Council
Johnstone High School	Yes		Teacher
Johnstone High School	Yes	None	Teacher
Johnstone High School	No Preference		Teacher
Johnstone High School	No Preference	n/a	Teacher
Johnstone High School	Yes		Teacher
Johnstone High School	No	I believe that we should move to align with English school holidays. This would help with families meeting up from Scotland and England. It would also be beneficial to Scottish parents working for English companies to align with	Parent Council

Please select your establishment	Do you agree with the draft term time dates/ holiday plan for the 2024/25 session?	Please add any further comments that you would like us to consider about the draft term time dates/ holiday plan?	Response type
		colleagues down south. Finally, weather patterns are changing and July is now one of the wettest months of the year!	
Kilbarchan Primary School	Yes	Teachers would rather in-service days fall after a holiday instead of before, as has been in previous years.	Teacher
Kilbarchan Primary School	No	The Parent Council are concerned about children starting back in August on a Friday. The concern was raised as the PC feel this will cause children - in particular those in the early stages - to be distressed and unsettled for longer than necessary.	Parent Council
Kirklandneuk Primary School	No	Inservice days are preferable at the end of holidays not the start. Cut a week from the summer holiday and add onto the October holiday to make that a 2week break.	Teacher
Linwood High School	Yes		Teacher
Linwood High School	Yes	Couple of staff suggested they would prefer the in service days to be after the holidays in October & February. thanks	Teacher
Lochfield Primary School	Yes		Teacher
Lochwinnoch Primary School	Yes		Teacher
Lochwinnoch Primary School	Yes		Teacher
Mossvale Primary School	Yes		Teacher
Mossvale Primary School	Yes		Teacher
Our Lady of Peace ELCC	No Preference		
Our Lady Of Peace Primary School	Yes		Pupil
Our Lady Of Peace Primary School	No	I dont think starting a new school year on a Friday is ideal, especially for P1's. Also, I thought the Easter holidays were changed so they would be the first 2 weeks in April? Or is this to coincide with Easter?	Parent Council
Our Lady Of Peace Primary School	Yes		Parent Council
Our Lady Of Peace Primary School	No Preference		Pupil
Our Lady Of Peace Primary School	Yes		Teacher
Our Lady Of Peace Primary School	No	All local and mid term holidays should not be required, and we should not be hindering our children's learning to allow staff to have days off. This also includes the summer holiday which should be reduced to 4 weeks	Parent Council
Our Lady Of Peace Primary School	Yes		Pupil
Our Lady Of Peace Primary School	Yes		Pupil
Our Lady Of Peace Primary School	No		Parent Council
Paisley Grammar School	No Preference		Teacher
Paisley Grammar School	Yes	A full week of school closure in February (with fewer days off elsewhere in the year) would be preferable as this would enable certain winter school trips to take place more easily.	Teacher
Paisley Grammar School	Yes	From memory, the weekend holiday at the end of May usually provides 2 days off school for both pupils and staff. The 2025 end-of-May holiday only provides 1 day off. Is this because of the extra Monday holiday added on at the end of the 2025 Easter holidays (which provides 2 full weeks and 1 extra day off)? Is this correct? Please could you clarify this?	Teacher

Please select your establishment	Do you agree with the draft term time dates/ holiday plan for the 2024/25 session?	Please add any further comments that you would like us to consider about the draft term time dates/ holiday plan?	Response type
Paisley Grammar School	No	In service days are too heavy on the end of the week days, staff that work part time (start of the week i.e. mon-wed) will have issues with childcare with so many friday in service days	Teacher
Paisley Grammar School	No	I prefer in-service days after a holiday instead of before.	Teacher
Paisley Grammar School	Yes		Teacher
Ralston Primary School	Yes		
Renfrew High School	Yes	It is maybe unclear as to whether Monday 30th June 2024 is the last day?	Teacher
Renfrew High School	No Preference		Teacher
Renfrew High School	No Preference	The Easter holidays are almost a week later than normal but I understand the decision due to adapting to suit a later Easter Sunday and Monday. Hopefully the SQA exams don't start during week commencing 22 April.	Teacher
Renfrew High School	No	Majority of inservice days on Friday, not good for part time/jobshare staff. Inservices all before holidays except August not ideal. St Andrews day holiday on a Friday would be better, Mondays already have many holidays.	Teacher
Renfrew High School	No		Teacher
Renfrew High School	Yes		Teacher
Renfrew High School	No Preference		Parent Council
Renfrew High School	Yes		Teacher
Renfrew High School	No	I would like to see an option where the last day of term is earlier than Friday 27th June 2025. (Even if this means loosing a holiday day or two at earlier in the year.)	Teacher
Renfrew High School	Yes		Teacher
Renfrew High School	Yes	n/a	Teacher
Renfrew High School	No	Don't think the pupils should be starting back for one day only(Friday) in Aug 24. Would prefer if it was a Monday	Teacher
Renfrew High School	No	I do not work a Friday and it is unfair that the majority of the inservice days fall on a Friday	Teacher
Riverbrae School	Yes		Teacher
Riverbrae School	Yes	Preferable In-Service days on Mondays rather than Fridays.	
St Anne's Primary School	Yes	Return to school on a Friday does seem to be a little short.	Parent Council
St Catherine's Primary School	No	Returning in summer for session is inservice Wednesday and Thursday with pupils returning on a Friday. This will severely impact on attendance as parents/pupils will not attend for one day. The inservice days should be following Monday/Tuesday pupils returning Wednesday to ensure greater attendance.	Teacher
St Fillan's Primary School	Yes		Teacher
St Fillan's Primary School	Yes		Parent Council
St Fillan's Primary School	Yes		Pupil
St James's Primary School (Renf)	Yes		Teacher
St James's Primary School (Renf)	Yes		Teacher
St James's Primary School (Renf)	Yes		Teacher
St James's Primary School (Renf)	No	In service days after holidays not before -September weekend the weekend before as too close to October holiday -2 days at end of May for long weekend as always, not sure why only 1 planned	Teacher
St James's Primary School (Renf)	Yes		Teacher
St James's Primary School (Renf)	No Preference		Teacher
St James's Primary School (Renf)	Yes		Teacher

Please select your establishment	Do you agree with the draft term time dates/ holiday plan for the 2024/25 session?	Please add any further comments that you would like us to consider about the draft term time dates/ holiday plan?	Response type
St James's Primary School (Renf	No	We're unsure why there's been a change to the spring holidays which are normally the first two weeks of April, we thought this had been agreed previously for future years. We also don't think that it's good for pupils, that the first day of the new school year is a Friday, giving pupils particularly new pupils only 1 day at school before a weekend. We agree that a short week is beneficial but not only back for 1 day.	Parent Council
St John Bosco Primary School	Yes	We feel that a first day of session for children on a Friday is not ideal. Our preference would also be for in-service days to be after a holiday rather than before.	Teacher
St John Ogilvie Primary School	No	In-Service day after the holidays	Teacher
St John Ogilvie Primary School	Yes		Parent Council
St Peter's Primary School	Yes		Teacher
Thorn Primary School	Yes	A full two working week at christmas is always popular	Teacher
Thorn Primary School	No	Would prefer Inservice after a holiday. May weekend means that families cannot go away for a traditional break - ie Center Parcs as break only Friday to Monday.	Teacher
Todholm Primary School	Yes	1.Friday return to school for pupils on term one. 2.The September weekend is very close to the Oct break however I am not sure what the option would be given that Sept weekend is national, and we probably wouldn't want the October break being too late. 3.Easter break is very late but again, I think this has been dictated by Easter bank holiday weekend dates which are really late in 2025 4.Just a check that last day of term 3 is Friday 27 June? If not, it doesn't make sense to have school open for one day on a Monday.	Parent Council
Todholm Primary School	Yes	Teachers raised concerns about returning on a Friday.	Teacher
Todholm Primary School	Yes		Parent Council
Trinity High School	Yes		Teacher
Trinity High School	Yes		Pupil
Trinity High School	Yes		Parent Council
Wallace ELCC	Yes	I like that the in-service days are on a Friday and before the holidays.	Teacher
Wallace ELCC	No	For me, the 3/5 in-service days falling on a Friday is a concern. I generally try to attend all 5 regardless of my 0.8 contract.	Teacher
Wallace ELCC	Yes		Teacher
Wallace Primary School	No Preference		Teacher
Williamsburgh ELCC	Yes		Teacher
Williamsburgh ELCC	Yes		
Williamsburgh ELCC	Yes		Teacher
Williamsburgh Primary School	Yes		Teacher
Williamsburgh Primary School	No Preference	However having the pupils in for only one day and then the weekend, could be quite detrimental to those who struggle with transition. Parents may extend holidays to include the Friday and start them on the Monday.	Teacher
Williamsburgh Primary School	Yes		Teacher
Williamsburgh Primary School	Yes		Teacher
Williamsburgh Primary School	Yes		Teacher
Williamsburgh Primary School	Yes		Teacher
Williamsburgh Primary School	Yes		Teacher

Please select your establishment	Do you agree with the draft term time dates/ holiday plan for the 2024/25 session?	Please add any further comments that you would like us to consider about the draft term time dates/ holiday plan?	Response type
Williamsburgh Primary School	No	I would prefer the in-service day to be after the October holiday.	Teacher
Williamsburgh Primary School	Yes		Teacher
Williamsburgh Primary School	Yes		Parent Council
Woodlands Primary School	No Preference		
Woodlands Primary School	Yes		Teacher
Woodlands Primary School	Yes	One comment I would maybe make myself would be the return date for pupils after the summer holidays, is it being a Friday return. It almost seems a shame to get the children (and parents) hyped up/nervous/excited for one day to then go straight to the weekend, and potentially have kids be back at square one, on the Monday.	Parent Council
Woodlands Primary School	Yes		Pupil

![Renfrewshire Council logo]

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

On: **2 November 2023**

Report by: **Interim Chief Education Officer**

Heading: **Standard Circular 57 – Safeguarding and Protecting Children and Young People**

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1. Purpose of Report

1.1. To seek elected member approval for the revised Standard Circular 57: Safeguarding and Protecting Children and Young People.

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2. Recommendations

2.1. Elected members are asked to:

a) approve Standard Circular 57; and

b) instruct the Director of Children's Services to take appropriate steps to ensure its implementation in all schools and early learning and childcare settings.

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3. Background

3.1. The Scottish Government believes that the welfare and safety of children and young people (including unborn babies) in Scotland are paramount. They have a right to be cared for and protected from harm, and to grow up in a safe environment in which their rights and needs are met.

3.2. The Children (Scotland) Act 1995 gives local authorities a duty to protect and promote the wellbeing of children and young people in need in their area. This includes giving families appropriate support to help ensure their children are getting the best start in life.

3.3. Children's Services have a legal duty to contribute to the safeguarding, protection and welfare of all children and young people. To fulfil this duty, the service works in close partnership with parents, carers and partner agencies. These are primarily Social Work and Health services, the Police and the Scottish Children's Reporter's Administration (SCRA).

3.4. The National Guidance for Child Protection in Scotland was updated in 2021 and a further update was provided in August 2023. This revised Standard Circular 57 reflects both documents and if approved will be implemented in all educational establishments.

3.5.   Education staff play a significant role in the protection of children from abuse through the vigilance of staff, and by implementing robust procedures. Children's Services empowers children through its education process, to give them confidence and the capabilities to achieve their potential and to stay safe.

3.6.   Section 2A of the National Guidance for Child Protection (2021) sets out the collective and single agency responsibilities in relation to child protection and, in Section 2B, highlights expectations and responsibilities for staff working in a multi-agency context.

3.7.   The role of Children's Services staff working in educational contexts is to be alert to the need to act in the best interests of children and young people and in co-operation with other key agencies to keep our children and young people safe and well.

3.8.   In delivering the Council policy, the responsibilities of the authority, establishments, services, and individual staff extend to:

- training;
- prevention;
- reporting a concern;
- inter-agency co-operation; and
- support.

3.9.   Staff may be involved in monitoring a child and young person's wellbeing and behaviour and have a responsibility to gather and record relevant information.

3.10.   All establishments and services within Education, as part of Children's Services, must ensure, as a minimum, that they can provide evidence in the following areas listed below:

- Standard Circular 57 has been brought to the attention of all staff at the annual update. A record that everyone meeting on the first in-service day of the new school session has received this update and must be maintained;

- all establishments have a safeguarding policy which summarises key information and is issued to all staff members;

- nominated child protection leaders are known to all staff in the school and have been trained to the appropriate level;

- summaries of the procedures are prominently displayed as set out in Appendices 1 and 2 of the Standard Circular; and

- all staff have received level 1 child protection training.

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Implications of this report

1.   Financial
        None.

2.   HR and Organisational Development
        None.

3.   Community/Council Planning
        None.

4.   Legal
        It is confirmed that Legal Services have been consulted in relation to this

revised policy statement.

5. Property/Assets
None.

6. Information Technology
None.

7. Equality 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, prior to implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. Health and Safety
None.

9. Procurement
None.

10. Risk
None.

11. Privacy Impact
None.

12. Cosla Policy Position
None.

13. Climate Risk
None.

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List of Background Papers

National Guidance for Child Protection in Scotland 2021 - updated 2023 - gov.scot (www.gov.scot)
Getting it right for every child (GIRFEC)
The Promise Scotland
United Nations Convention on the Rights of the Child
Support for Learning: All our Children and all their Potential

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Children's Services
T McGillivray
29 September 2023

Author: Tracy McGillivray, Head of Education (Inclusion and Quality Improvement)
Tracy.Mcgillivray@renfrewshire.gov.uk

Safeguarding and Protecting Children and Young People

Standard Circular 57
Draft

Abstract
This document provides guidance for employees working in Educational Establishments and Services in relation to Child Protection Policy and Procedures.

Renfrewshire Children's Services

Safeguarding and Protecting Children and Young People
Standard Circular 57
Review Tracker

Draft Version	Created 21 Aug 23

Contents

Safeguarding and Protecting Children and Young People

1. The Context for Child Protection

1.1. The purpose of standard circular 57, in line with the National Guidance for Child Protection in Scotland (2021), is to direct all Education staff working within Children's Services to work in partnership with other agencies and alongside families, children and young people.

Under the Children (Scotland) Act 1995, 'looked after children' are defined as those in the care of their local authority – sometimes referred to as a 'corporate parent'.

There are many reasons children may become looked after, including:

- they face abuse or neglect at home.
- they have disabilities that require special care.
- they are unaccompanied minors seeking asylum, or who have been illegally trafficked into the UK.
- they have been involved in the youth justice system.

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We aim to ensure that all looked after children receive the support they need, whether they are:

- in residential care
- looked after by kinship carers
- looked after by foster carers
- looked after at home
- adopted, from either Scotland or abroad.
- leaving care

As this document has a legal bearing, we will use the term "looked after" as defined by law to describe our care experienced children and young people

1.2. Child protection is the process involved in consideration, assessment and planning of required action, together with the actions themselves, where there are concerns that a child may be at risk of harm. This includes both familial and non-familial harm, also known as contextual safeguarding, and gives consideration to the relevance of wider relationships and the location of harm.

1.3. The National Guidance for Child Protection in Scotland (2021) states that:

"Abuse and neglect are forms of maltreatment. Abuse or neglect may involve inflicting harm or failing to act to prevent harm. Children may be maltreated at home; within a family or peer network; in care placements; institutions or community settings; and in the online and digital environment. Those responsible may be previously unknown or familiar, or in positions of trust. They may be family members. Children may be harmed pre-birth, for instance by domestic abuse of a mother or through parental alcohol and drug use."

1.4.   It is everyone's responsibility to:

- protect children and young people from harm and abuse.
- ensure that all children and young people have a safe, caring and stimulating learning environment.
- promote the wellbeing of all children and young people.
- respond appropriately when a concern is identified.

1.5.   All staff working in education establishments, including early learning and childcare (ELCC) settings, have a key role in the support and protection of children and young people. Day-to-day professional experience and relationships with children are fundamental protective factors. All staff must be aware of, and must follow, Renfrewshire's local inter-agency child protection procedures.

1.6.   Every school and ELCC centre should have a child protection co-ordinator taking lead responsibility for child protection in the school or establishment. This may be the head or manager in the establishment. If not, the child protection coordinator will work in liaison with the head of establishment, to whom he/she will report. The child protection lead should also engage with appropriate training and development to be able to respond effectively to child protection concerns, to support staff and to share learning.

1.7.   Health & Wellbeing Across Learning: Responsibilities of All within Curriculum for Excellence, alongside the GIRFEC wellbeing indicators, summarises how practitioners, pupils, parents and communities must work together in protecting and promoting children's rights, wellbeing and safety. This includes helping children develop in their ability to keep themselves and others safe; and helping them learn how to get help and support if they need it.

1.8.   When concerns about risk of harm arise, staff working withing education services and establishments are well placed to notice and respond to:

- additional needs or factors that may impact on a child's ability to voice concern.
- physical and emotional changes in a child that could indicate abuse or neglect.
- family, school, cultural and community contexts that indicate concerns about a child or children.
- escalating support needs of a child and their family.
- risks and stresses for some children in transitional stages as they move into a new school or on to adult life and services.

1.9.   Children often see education staff as trusted sources of help and support in confidence. However, when there are concerns about harm, or potential harm, to a child or young person emerging from their presentation or from what they have said or done, then the nominated child protection officer will be consulted without delay. All steps and actions will be recorded.

1.10.   While all staff in ELCC services and schools have responsibilities in relation to child protection, the lead professional within the GIRFEC approach has a focal role in the recognition of concerns and the co-ordination of help and response from the service, as appropriate. Children's Services (Education) services will share information and contribute to investigation and assessment, according to inter-agency child protection

protocols, and as far as may be proportionate, in the way that is relevant and lawful. A child may be referred to the Principal Reporter if there is cause to believe they may need a Compulsory Supervision Order (CSO).

1.11. Children Services (Education) staff are an essential part of inter-agency planning and support with children and their parents, whether this is within child protection processes or as part of the co-ordinated planning within a GIRFEC approach.

1.12. Specific forms of concern require appropriate levels of awareness, knowledge and skills within an establishment. These include recognition of neglect, mental health problems, parental alcohol and drug use, under-age sexual activity, child sexual abuse and exploitation, honour-based abuse, forced marriage, female genital mutilation and bullying. Education establishments and early learning and childcare settings have a responsibility, in co-operation with the Child Protection Committee, to ensure that there are appropriate and regularly reviewed procedures and guidance in place.

1.13. The Children (Scotland) Act 1995 gives local authorities a duty to protect and promote the wellbeing of children and young people in need in their area. This includes giving families appropriate support to help ensure their children are getting the best start in life.

1.14. Children's Services (Education) have a legal duty to contribute to the safeguarding, protection and welfare of all children and young people. To fulfil this duty, the service works in close partnership with parents, carers and partner agencies. These are primarily Social Work and Health services, the Police and the Scottish Children's Reporter's Administration (SCRA).

1.15. In fulfilling their role and responsibilities in child protection, education staff must be aware of the legal context of child protection. It can involve prosecution in the criminal courts in pursuit of the public interest. Children and young people at risk are the concern of the child protection system. This may involve SCRA and the Children's Hearing system acting to protect children and young people in the absence of criminal prosecutions or convictions.

1.16. Child protection involves:

- immediate action, if necessary, to prevent significant harm to a child.
- inter-agency investigation about the occurrence or probability of abuse or neglect, or of a criminal offence against a child.
- investigation extending to other children affected by the same apparent risks as the child who is the subject of a referral.
- assessment and action to address the interaction of behaviour, relationships and conditions that may, in combination, cause or accelerate risks.
- focus within assessment, planning and action upon listening to each child's voice and recognising their experience, needs and feelings.
- collaboration between agencies and persistent efforts to work in partnership with parents in planning and action to prevent harm or reduce risk of harm.

1.17 All local authorities are responsible for maintaining a central register, known as the Child Protection Register, of all children and young people, including unborn children,

who are the subject of an inter-agency Child Protection Plan. It has no legal status but provides an administrative system for alerting practitioners that there is sufficient professional concern about a child or young person to warrant an inter-agency Child Protection Plan. Children can only be placed on the Child Protection Register at a Child Protection Planning Meeting (CPPM). Education Staff will be asked to attend CPPMs and provide a verbal and written report.

1.18   If children are on the child protection register there will be core groups, the first one will be within 15 days of the initial CPPM and thereafter up to every 8 weeks. Children's Services (Education) staff will be invited to attend the core groups which review the child protection plan.

1.19   Children's Services (Education) has a key role to systematically monitor the effectiveness of practice, policy, and adherence to standard circular 57 in every school, establishment and service. The review process of Renfrewshire education establishments assures compliance with standard Circular 57 by ensuring that care and welfare standards are adhered to.

1.20   Through the inspection process, Education Scotland and the Care Inspectorate have a responsibility to assure the quality of care and education of all children and young people. HM Inspectorate of Education (HMIe) provided the quality framework for monitoring and evaluation of child protection, 'How well do we protect children and meet their needs? (2009)'. This framework also identifies good practice and areas for development which inform improvement plans and the training programme provided by Children's Services. The Education Scotland publications 'How Good is Our School? 4' and 'How Good is our Early Learning Child Care?' quality indicator 2.1 Safeguarding and Child Protection has a focus on 3 key themes:

- arrangements for safeguarding including child protection.
- arrangements to ensure wellbeing.
- national guidance and legislation.

1.21   Children's Services and Renfrewshire Child Protection Committee (RCPC) monitor and evaluate the provision made to support and protect children and young people. This is done through ongoing self-evaluation including case file audits.

1.22   All establishments and services within Education as part of Children's Services must ensure, as a minimum, that they can provide evidence in the following areas listed here.

- Standard circular 57 has been brought to the attention of all staff at the annual update, including having a signed attendance list.

- All establishments have a safeguarding policy which summarises key information and is issued to all staff members.

- Nominated child protection leaders are known to all staff in the school and have been trained to the appropriate level.

- Summaries of the procedures are prominently displayed as set out in Appendices 1 and 2.

- All staff have received level 1 child protection training.

1.23   Heads of service and their senior managers have a specific responsibility to ensure that all heads and managers and nominated leaders of child protection are trained in

the contents of standard circular 57 and related current developments.

1.24   It is essential that all employees comply with this circular where directed.

Information sharing

1.25   Information sharing is an essential part of child protection. To achieve the best outcomes for a child, staff must understand when and how it is appropriate to share information.

1.26   The GIRFEC approach and policy outlines the staged intervention framework within which staff must always operate to ensure the wellbeing of children and young people. At each stage of the framework, practitioners are instructed to ask themselves the 5 GIRFEC questions.

- What is getting in the way of this child/young person's wellbeing?
- Do I have all the information I need to help this child/young person?
- What can I do now to help this child/young person?
- What can my agency do to help this child/young person?
- What additional help, if any, may be needed from others?

1.27   To answer all these questions comprehensively, there will be a need to share information with other practitioners working between, and/or across, a wide range of other services and/or agencies.

1.28   In all cases, the first and most important factor to consider is safety. Any sharing of information should be relevant, necessary, legitimate, appropriate and proportionate and go no further than the minimum necessary to achieve the public interest objective of protecting a child or young person's wellbeing.

1.29   Managing Information on Children and Young People (ELS, 2010) provides guidance and information for all establishments and staff working in Children's Services (Education) on all aspects of managing files and sharing information contained in records and files. This includes the managing and safekeeping of files, accessing and sharing information contained in the files, maintaining chronologies and the use of technology.

1.30   Implementing this guidance will ensure establishments and Children's Services (Education) staff are compliant with the quality indicator 5.2 'Information sharing and recording' in the self-evaluation document 'How well do we protect children and meet their needs?'.

1.31   It is vital that communication is clear (face to face/ telephone and written). RCPC developed guidance on written communication. When engaging with another agency the agreed action or change must be clearly described, noted, dated and the relevant members of staff named.

Where written communication is required, the professional making the request must state clearly what they are asking the other agency/professional to do and why. In response, the professional receiving the request must state clearly what action will be taken and the timeframe for this. The professional responsible for undertaking any action must provide feedback to the professional making the request in relation to the outcome.

1.32　All establishments with access to SEEMIS **must** use the pastoral notes function within SEEMIS to record ongoing pastoral involvement with children and young people. This ensures that one contemporaneous record is kept of ongoing issues in relation to a child or young person which can be accessed by relevant staff involved with the child or young person.

Confidentiality

1.33　All children and young people are entitled to have matters treated in confidence. Where there is no risk to wellbeing establishments must respect that request. However, when the assessment shows that the child or young person's wellbeing is at risk there can be no guarantee of confidentiality and 'secrets cannot be kept'.

1.34　Best practice is that consent should be obtained at the earliest opportunity. Parents, carers, children and young people will be given an explanation about the concerns and information about the duties and responsibilities of agencies towards children or young people at risk of harm.

1.35　It is accepted that where there is a risk to a child or young person's wellbeing, which may lead to harm, then it is acceptable to share confidential information in the best interest of the child or young person and/or in the public interest.

1.36　The circumstances making the sharing of confidential information lawful are:

- where the individual to whom the information relates has consented;
- where disclosure is in the public interest/function; or
- where there is a legal duty to do so. e.g., there is statutory authority to share information with the Reporter to allow a decision to be made as to whether a compulsory supervision order (CSO) might be necessary.

2.　Role and Responsibilities of Children's Services

2.1　The Scottish Government believes that the welfare and safety of children and young people in Scotland are paramount. They have a right to be cared for and protected from harm, and to grow up in a safe environment in which their rights and needs are met.

2.2　Section 2A of the National Guidance for Child Protection (2021) sets out the collective and single agency responsibilities in relation to child protection and, in Section 2B, highlights expectations and responsibilities for staff working in a multi-agency context.

2.3　The role of Children's Services staff working in educational contexts is to be alert to the need to act in the best interests of children and young people and in co-operation with other key agencies to keep our children and young people safe and well.

2.4　In delivering the council policy, the responsibilities of the authority, establishments, services and individual staff extend to:

- training;
- prevention;

- reporting a concern;
- inter-agency co-operation; and
- support.

Staff may be involved in monitoring a child and young person's wellbeing and behaviour and have a responsibility to gather and record relevant information.

2.5   Education staff play a significant role in the protection of children from abuse through the vigilance of staff, and by implementing robust procedures. Children's Services empowers children through its education process, to give them confidence and the capabilities to achieve their potential and to stay safe.

2.6.   Curriculum for Excellence places great emphasis on children and young people's health and wellbeing, from staying safe to managing risks such as alcohol and drugs.

Through the development of health promotion in schools, there is a strong emphasis on meeting the health needs of children and young people. Good health has significant positive effects on personal, social and educational achievement. The ethos of health promotion in schools encourages decision-making skills and a sense of responsibility.

2.7   The Education (Additional Support for Learning) (Scotland) Act 2004 introduced the concept of additional support needs. This refers to any child or young person who, for whatever reason, requires additional support with their learning. Additional support needs can arise from any factor which causes a barrier to learning in any context.

2.8   The Education (Additional Support for Learning) (Scotland) Act 2009 strengthens some duties introduced in the 2004 Act and clarifies others. Under this Act, all children and young people who are looked after by a local authority are assumed to have additional support needs.

2.9.   Revised Standard Circular 8, Exclusion of Pupils from Schools (ELS 2013) provides guidance on the circumstances whereby a child or young person can be excluded from the school environment. Where a child or young person is vulnerable or care experienced, then guidance must by sought from headquarters staff before an exclusion takes place, to ensure that the wellbeing of the child or young person is not compromised by the exclusion. All schools should adopt a positive and inclusive ethos and should seek to minimise the need to exclude. All schools have the responsibility to identify and support those at risk of exclusion.

Staff Responsibilities

2.10   GIRFEC highlights the importance of maximising the skilled workforce within universal services to address concerns at the earliest possible time.

2.11   It is the responsibility of all staff to report a concern directly to the head of establishment or service manager and then complete an appendix 3 Record of Concern Alert for Staff. This responsibility extends to all staff working within an establishment including janitorial staff, catering staff, support staff and visiting specialists.

2.12   All staff must be confident and competent to:

- contribute to a positive ethos which seeks to minimise the risk of harm.
- ensure the wellbeing of all children and young people.
- focus on prevention and early intervention strategies.
- respond professionally and effectively to any concern, in particular where there is imminent risk to a child or young person.
- share relevant information within Children's Services itself.
- co-operate on an inter-agency basis to share information which contributes to a child or young person's wellbeing and make certain that they are familiar with the Renfrewshire Council policy, standard circular 57, 'Safeguarding and Protecting Children and Young People'.
- know and understand their own role and responsibilities.

2.13   All establishments should operate within a framework of best practice that takes account of:

- the importance of inclusion, equality, fairness and openness.
- the principle that the child or young person's welfare is paramount.
- the active involvement of the child or young person and parents and carers when arrangements or decisions related to care and support are being considered.
- the views of pupils and parents when the rights of children and young people are to be protected.
- effective pastoral care systems which are responsive to early signs of need.

- the central role of the staged intervention framework when there is a concern about a child or young person.
- the importance of multi-agency assessment to establish the level and range of need within a family, and whether there are any immediate risks to the children or young people.
- a systematic referral system from staff direct to head of establishment or manager, supported by consistent record keeping and monitoring.
- the leadership and pro-active role of the head of establishment or manager in ensuring well organised case management of those children and young people who require a higher level of response from Children's Services, Social Work and Health.
- the pro-active role of the child protection coordinator and continuing professional development (CPD) coordinator along with the child protection training team to ensure that appropriate and up to date CPD opportunities are undertaken by all staff within establishments and services.

2.14   Effective management of information is very important. Staff working in Children's Services (Education) contexts will ensure meticulous record keeping of all child wellbeing and protection concerns using Pastoral Notes on SEEMIS. Recording must also include a robust electronic chronology of events and contacts which help professionals to understand key events in a child's life. This electronic chronology must be reviewed and analysed regularly for effective planning to improve the outcomes for a child. All information related to protecting the child or young person should be filed in a confidential case file and stored securely.

2.15   Heads of establishments and managers will ensure that all relevant parties, including

parents and carers are involved and kept fully informed of all associated developments, which relate to the child or young person. The head or manager communicates with other establishments and services within Education Children's Services.

2.16   All submissions of appendix 4 are logged at headquarters to enable an overview to be taken of concerns across all establishments.

Partnership Working

2.17   Services in Renfrewshire work together to support children, young people and their families. They work in partnership to focus on providing services to meet needs. Services that include Social Work, Police, Health Services and the Scottish Children's Reporter's Administration (SCRA) work together with Children's Services (Education) to share information, plan and take collaborative action that is in the best interests of children and young people.

2.18   It is the head of establishment or manager's responsibility to ensure that any organisation or service engaged directly by the establishment and external to Children's Services (Education) is fully briefed on Standard Circular 57 and has clear child protection procedures and training. This includes safe recruitment practices to ensure the safety and wellbeing of the children and young people with whom they are working.

2.19   Children's Services (Education) staff will ensure that all authority engaged providers, including partnership nurseries, further education colleges, voluntary organisations and private providers will be given standard circular 57. The key principles and points of practice of standard circular 57 bring a consistent approach to a shared responsibility when working with children and young people.

2.20   The ultimate responsibility for any child or young person on the establishment roll or specialist provision roll lies with the head of establishment or manager. Where a concern is raised regarding standard circular 57, he or she must be certain that there is clear and effective communication between the service or establishment and partner providers.

2.21   Working in partnership with parents and carers is best practice and is essential. It is important to share relevant information proportionately and appropriately. It is also crucial that staff listen to, and respect, the views of the child or young person and clearly explain the need to share relevant information.

2.22   Where concerns relate to ongoing concerns about wellbeing such as physical neglect, the head of establishment or manager will already be collaborating with parents and carers and will be working within GIRFEC. Parents will be informed and asked for consent to share information when the multi-agency child's planning process begins. It is not essential to have consent to share information if there is a wellbeing concern about a child which may constitute a risk of harm.

Continuing Professional Development (CPD), Professional Learning and Training

2.23   It is the responsibility of all staff to ensure that they are familiar with standard circular 57 and associated continuing professional development (CPD), professional learning

and training materials and activities.

2.24 Within Children's Services (Education), there is a catalogue of established training opportunities to ensure there is sufficient training available to all relevant staff.

2.25 Every establishment has a child protection coordinator and at least two other leaders of child protection. Staff have an important role in working with child protection trainers and CPD coordinators to provide easy access to appropriate documents, information and literature for all staff, including students, temporary and supply staff.

2.26 The electronic in-service CPD catalogue will contain all relevant single agency and multi-agency training opportunities. This should be readily available to all staff.

2.27 The Child Protection: Part 1 course is mandatory for all Children's Services (Education) staff. Child protection trainers will work with heads of establishments and managers to provide Part 1 course training in child protection for all appropriate permanent and temporary staff. Temporary staff should be supported through individual training opportunities and up-to-date printed information. An introductory course is available in PowerPoint format with accompanying notes. This is designed for staff waiting to take part in a Part 1 course, as well as temporary staff. Training opportunities will all be planned and monitored through the CPD catalogue.

2.28 Newly qualified teachers, new staff and long-term cover staff, either teaching or staff other than teachers, should be given specific support in child protection issues.

2.29 There will be dedicated training sessions each year on child protection procedures and related matters for all heads, managers, child protection co-ordinators and trainers.

2.30 The local authority will provide an annual update presentation to all heads of establishments, and this must be delivered to all staff. All heads, deputes, principal teachers of pupil support must attend the leadership of child protection course every three years as well as any other identified leaders of child protection.

3. Identifying and Responding to Concerns about Children and Young People

3.1 The vision of Renfrewshire Child Protection Committee is "That all children are safe and protected from harm".

3.2 Through the multi-agency, common approach of GIRFEC, all children and young people should have their development needs met within an environment which promotes the rights of children and young people to:

- get the help they need when they need it.
- be listened to and respected.
- be able to discuss issues in private when they want to.
- be confident in the adults who work with them.

3.3 When there is a concern, a member of staff must alert the head or manager immediately. Any of the following may have taken place:

- a specific incident;
- a disclosure made by a child or young person, parent or carer;
- information from a third party;
- adult behaviour or circumstances that may place the child or young person at risk of harm; or
- child or young person's behaviour or circumstances that may place the child or young person at risk of harm.

It is essential that all staff are knowledgeable about definitions and signs of child abuse. Awareness of these is included in the mandatory Child Protection: Part 1 training, as well as in the annual update for all staff.

3.4. Members of staff who raise a concern must follow the procedures detailed and listed in appendix 1. All members of staff must have access to appendices 1, 2 and 3 and the establishment guidelines for child protection and safeguarding.

3.5. A concern may be expressed about anything that affects, or has the possibility of affecting, the wellbeing, happiness or potential of the child or young person. It may relate to a single event or observation, a series of events, or an attribute of the child or young person or someone associated with them.

After alerting the head of establishment or manager, the member of staff will be required to complete appendix 3 Record of Concern Alert for Staff. Information recorded must be factual, accurate, clear and concise.

3.6. It is the responsibility of the head of establishment or manager to assess the immediate risk to the child or young person and in making the decision to refer a child or young person to social work, follow the procedures exactly. These are listed in appendix 2.

3.7. In all cases, the head of establishment or manager must contact the duty social worker directly with a concern, and then send a completed electronic referral form (appendix 4) by e-mail to social work. If a referral is made out with normal office hours, the form must be completed as soon as possible and sent to the social work by secure email, if possible. Appendix 4 should also be sent to the Education

Manager (ASN and Inclusion) who has strategic responsibility for Child Protection and also sent to the appropriate school nursing or health service.

3.8. Copies of the referral form must be held in the child's confidential case file as well as an account of all telephone calls, interviews and discussions, building an electronic chronology (appendix 6) and noting developments and outcomes.

3.9. After a referral, Social Work will carry out initial enquiries. If after this they think it might be a child protection issue, they will request an inter-agency referral discussion (IRD) with Police and Health to which Education are invited and must contribute to. An IRD is the joint decision-making process which allows information to be gathered and shared to inform decision making as to whether a child is in need of protection. (see appendix 9 IRD flow chart).

3.10. Education will be asked to be part of the IRD and will be notified of the date and time. IRDs will be held by teleconference. The following information will be provided by Education staff verbally and in writing:

- name/date of birth;
- attendance;
- presentation;
- attainment: working levels/progress;
- involvement in staged intervention;
- any additional support needs/support in place; and
- concerns/any notable incidents.

3.11. On receiving a referral, Social Work are required to respond in writing to the referrer reporting the outcome of the referral within 5 working days. On receiving this, to provide the Education Manager with the relevant information to monitor the action taken to protect the child, the head of establishment or manager must complete and forward a Notification of Outcome of Referral to Social Work Services form (appendix 7) to the Education Manager (ASN and Inclusion) who has strategic responsibility for safeguarding and child protection, as soon as the acknowledgement is received.

3.12. When a child or young person is the victim of an assault and has been physically harmed, emergency services should be contacted immediately.

3.13. If the child or young person is not already subject to a Compulsory Supervision Order (CSO) consideration should be given as to whether a Compulsory Supervision Order might be necessary and if so a referral should be made to the Reporter (SCRA). If it is known that the child or young person is **already** subject to a Compulsory Supervision Order, a copy of the referral form (appendix 4) must be sent to SCRA for information. This should be accompanied by the Standard Letter of Notification to Reporter (appendix 8). This will allow SCRA to maintain a full record of all concerns relating to children or young people subject to supervision requirements and to take investigative action when required.

3.14. When staff first report a concern, it is important they are supported and reassured that they were right to share their concern. If a child or young person shares a concern about themselves or another child or young person, it is very important that they are supported and reassured in the same way. The head or manager will then take the appropriate actions.

Risk Assessment

3.15. Understanding risk is very important in child protection. As part of the GIRFEC practice model for risk assessment and management, practitioners must consider how to respond to situations where risk may be a feature of the concerns; they must take into account safety factors and consider the impact of risk on other aspects of child development.

3.16. In Children's Services (Education), the role of staff is to gather all the available information and carry out appropriate risk assessments to determine the initial concern and put in place the relevant supportive action. This is part of the GIRFEC model in terms of the staged intervention approach which would determine whether a concern is serious enough to warrant taking immediate action. At all times, Children's Services (Education) staff should use the five GIRFEC questions, along with their professional judgement, to help them determine the appropriate course of action.

3.17. It is not the responsibility of Education Children's Services staff to investigate a concern; however, it may be appropriate to clarify understanding of a situation by asking for further information without asking leading questions. It is important that when you make a referral that you have as much information relating to the referral as possible. It is important to be very clear about your concerns.

4.   Child Protection in Specific Circumstances

4.1.   The National Guidance for Child Protection in Scotland (2021), Part 4 covers specific areas of concern; and also factors that may intersect with these concerns and so may require specific attention and support. The GIRFEC approach encourages consideration of the child's experience and perspective, within and beyond the family. The Promise encourages a focus on support for those relationships that are key to emotional safety and resilience. "When children talk about wanting to be safe, they talk about having relationships that are real, loving and consistent."

4.2.   Radicalisation: The Prevent Agenda

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. Radicalisation defines the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist activity.

The Counter Terrorism and Security Act 2015 (section 26) places a duty on local authorities in Scotland to have due regard to the need to prevent people from being drawn into terrorism. It also places an obligation on local authorities to ensure that a panel of persons is in place for its area to assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where appropriate, arrange for support to be provided. Revised HM Government Guidance (2021) is available for Scotland (Prevent Multi-Agency Panel Duty Guidance: Protecting people vulnerable to being drawn into terrorism (publishing.service.gov.uk)). When assessing referrals to such panels, local authorities and their partners should consider how best to align such assessments with child protection legislation and guidance.

Radicalisation can occur quickly, or over a long period. Sometimes there are clear warning signs; in other cases, the changes are less obvious. Children and young people who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. This can make them more vulnerable and susceptible to extreme views and online influences which may offer a sense of belonging and identity. Signs of this might include:

- isolating themselves from family and friends.
- talking as if from a scripted speech.
- unwillingness or inability to discuss their views.
- a sudden disrespectful attitude towards others.
- increased levels of anger.
- increased secretiveness, especially around internet use.

4.3.   Domestic abuse

Domestic abuse is any form of physical, verbal, sexual, psychological or financial abuse which might amount to criminal conduct, and which takes place within the context of a relationship. The relationship may be between partners (married, cohabiting, in a civil partnership or otherwise), or ex-partners. The abuse may be committed in the home or elsewhere, including online. Domestic abuse includes degrading, threatening and humiliating behaviour predominantly by men and predominantly towards women although could occur in a single sex relationship. It is typically a gendered crime and is underpinned by attitudes and inequalities between

men and women that continue to be prevalent in society. It may be committed in the home or elsewhere; and may include online activity. There is significant evidence of links between domestic abuse and emotional, physical and sexual abuse of children, and young people themselves can experience domestic abuse as 'coercive control' of the whole family environment. Children or young people living with domestic abuse are at risk of significant harm, because of witnessing the abuse and being abused themselves. Domestic abuse can undermine stability and damage a child or young person's physical and emotional health.

Renfrewshire use the Safe and Together model when responding to domestic abuse. This is based on partnering with domestic abuse survivors and intervening with domestic abuse perpetrators in order to ensure the safety and wellbeing of children. https://safeandtogetherinstitute.com/the-sti-model/model-overview/

4.4. Parental alcohol and drug use

Children affected by parental alcohol and drug use may experience neglect, feelings of fear, blame, abandonment, anger and shame. Children who may not be recognised as Young Carers may have to care for children, or for adults. Secrecy and denial are recurrent features within families affected by alcohol and drug use. Divisions occur within families where there is pressure to contain knowledge of substance use. Children's potential to experience and develop trusting, secure relationships are compromised. Many parents feel marginalised outside the home, and inside the home they do not know how to acknowledge or discuss their substance issues with their children. Stigma accompanying parental alcohol and drug use affects children, locks in secrecy and remains a barrier to connection with universal services, treatment and support.

4.5. Disabled children

Disabled children are children first and foremost. Each child has unique potential. Their needs must be considered in the context of a holistic assessment of the child and the intersecting strengths and risks in their world. Children with communication impairments, behavioural disorders, learning disabilities and sensory impairments may be additionally vulnerable to abuse and neglect. Staff working with disabled children should be aware of their communication needs and training and advice should be sought where necessary.

4.6. When services find it hard to engage

The terms 'resistance' and 'disguised compliance' usually meaning disguised non-compliance or non-effective compliance and are terms sometimes used when services find it hard to engage with families. Such terms imply that the location of responsibility for this block lies with children and families. 'Non-engagement' covers a spectrum of failures that are all a product of interaction. The tone of engagement and painful previous experience of services may both play a part. This component of protection and support is sometimes absent. Non-engagement on the part of service users may take the form of aggression, manipulation, concealment, superficiality, blaming and 'splitting' professionals, inaction or selective action. Children who experience frequent changes of address within such a pattern may be at increased risk.

Effective child protection is a constant search for 'meeting points'. This is likely to depend on appreciation of the feelings and context of avoidant or oppositional

communications. These might include fear, distrust, exhaustion, shock, isolation, intoxication, anxiety, depression, stigma, denial, blame, shame, deflection, trauma, attachment history, incapacity or confusion. Some will have had traumatic experience of having been coerced and controlled. Others may already have had a child removed. Some families will deliberately evade practitioner support aimed at protecting a child. In some cases, parents can behave in a negative and hostile way. In these cases, agencies should work together to ensure that they are clear about how to approach the family, and records should include details of contact, or lack of contact.

4.7.   Children and young people experiencing mental health problems

Children can experience a range of mental health problems, from depression and anxiety through to psychosis. While most will recover, many are left with unresolved difficulties or undiagnosed illnesses that can follow them into adult life. Parents and carers may be bewildered or frightened by their child's behaviour or concerned that they are the cause of such behaviour. Child protection may be a component of the service response to children and young people experiencing mental health problems.

A small number of children with mental health problems may pose risks to themselves and others. For some, their vulnerability, suggestibility and risk levels may be heightened because of their mental ill health. For others, a need to control, coupled with lack of insight into or regard for the feelings and needs of others, may lead to them preying on the vulnerabilities of other children. Co-ordinated inter-agency work, and close collaboration with parents or carers is essential to mitigate risks for these children and for others.

4.8.   Children and young people who have displayed harmful sexual behaviour

Harmful sexual behaviour (HSB) is defined as "sexual behaviour(s) expressed by children and young people under the age of 18 years that are developmentally inappropriate, may be harmful towards self or others and/or may be abusive towards another child or young person or adult" (Hackett, 2014).

Children's sexual behaviour may be described on a continuum ranging from normal to uncommon behaviours, including serious sexual violence. Assessment of harmful behaviour is indicated if the behaviour meets any, or all, of the following criteria.

- It occurs at a frequency greater than would be developmentally expected.
- It interferes with the child's development.
- It occurs in a context of coercion, intimidation or force.
- It is associated with emotional distress.
- It occurs between children of divergent ages or abilities.
- It repeatedly recurs in secrecy after intervention by caregivers (Chaffin et al., 2002).

In all cases where a child or young person presents problem sexual behaviour, consideration should be given to whether action should be taken under child protection procedures, either to protect the victim or because there is concern about why the child/young person is behaving in this way.

4.9. Female genital mutilation (FGM)

FGM has been illegal in Scotland since 1985. The Prohibition of Female Genital Mutilation (Scotland) Act 2005 made it a criminal offence to have FGM carried out either in Scotland or outside the United Kingdom. The Female Genital Mutilation (Protection and Guidance) (Scotland) Act 2020 makes provision for FGM Protection orders and for Statutory Guidance of FGM. These provisions will strengthen the existing legislation for the protection of women and girls from FGM.

FGM or the risk of FGM may first come to the attention of education staff. A child/ young person can be considered at risk if they come from an FGM-practising community or if a close female relative is a survivor of FGM regardless of whether the community of origin traditionally practises FGM. A strong indicator could be the planning of an extended family holiday.

FGM is a form of child abuse and if you suspect it, you should contact social work.

4.10. Forced marriage and honour based abuse

A forced marriage is a marriage conducted without the full and free consent of both parties, and where duress is a factor. Duress can include physical, psychological, financial, sexual and emotional abuse. A forced marriage is different from an 'arranged marriage'. An arranged marriage is one in which the families of both spouses are primarily responsible for choosing a marriage partner for their child or relative, but the final decision as to whether to accept the arrangement lies with the potential spouses: both spouses give their full and free consent. The tradition of arranged marriage has operated successfully within many communities for generations.

Forced marriage is both a child protection and adult protection matter. Child protection processes will be considered up to the age of 18. Forced marriage may be a risk alongside other forms of so called 'honour-based' abuse (HBA).

HBA includes practices used to control behaviour within families, communities, or other social groups, to protect perceived cultural and religious beliefs and/or 'honour'. Such abuse can occur, for example, when perpetrators perceive that a relative has shamed or may potentially shame the family and/or community by breaking their honour code. This abuse can take many forms, including threatening behaviour, emotional blackmail, assault, rape, abduction, forced marriage, confinement and 'honour killing'.

Those who might identify as LGBT and disabled children may be at increased risk of forced marriage. For LGBT people this is seen as a way of ensuring that their LGBT identity is not made public. Forced marriages are also seen as a way of ensuring that someone who needs care has a spouse who can provide this care. Furthermore, immigration can be an aggravating factor towards forced marriage: by arranging a marriage of a UK citizen with someone from overseas, the overseas spouse is guaranteed an easier entry into the UK. An estimated 80% of forced marriage victims are girls and women. HBA support work is mainly conducted by women's organisations. However, boys, especially those who might identify as gay, bi-sexual

or transgender, are also affected by forced marriage, domestic abuse, coercive control and other forms of HBA. Practitioners should be aware that forced marriage is not restricted to any particular ethnic or religious community.

4.11. Fabricated or induced illness

Fabricated or induced illness refers to a process in which a parent or caregiver induces illness or a sick role in a child by exaggeration, deliberate non-treatment, fabrication or falsification of signs of illness. The process can include maladministration of medication or other substances causing symptoms of illness, and interference with equipment, observation charts or other documents relevant to the child's health. The caregiver may, or may not, genuinely believe the child to be ill.

Fabricated or induced illness is not a common form of child abuse, but staff should be able to understand its significance. In such cases, parents may fabricate signs and symptoms of illness including fabricating the child's past medical history or induction of illness by a variety of means. The majority of cases of fabricated or induced illness in children are confirmed in a hospital setting.

4.12. Sudden unexpected death in infants and children

For a very small number of children, their death may not be because of natural causes. In cases of sudden death, the circumstances and cause of death must be explored sensitively and to the highest standards. Every parent has a right to understand fully the circumstances which led to the sudden unexpected death of their child.

4.13 Equal Protection

The Children (Equal Protection from Assault) (Scotland) Act 2019 ('the 2019 Act') fully came into force on 7 November 2020, removing the common law defence of 'reasonable chastisement'. If a parent or carer physically punishes their child, he or she can be prosecuted for assault. There is a growing body of international evidence showing that physical punishment of children can lead to long-term negative outcomes. If Children's Services staff become aware of an incident of physical chastisement, social work should be contacted.

4.14 Child sexual exploitation (CSE)

Child sexual exploitation (CSE) is a form of child sexual abuse in which a person or persons of any age take advantage of a power imbalance to force or entice a child into engaging in sexual activity, in return for something received by the child and/or those perpetrating or facilitating the abuse. As with other forms of child sexual abuse, the presence of perceived consent does not excuse or mitigate the abusive nature of the act. 'Child' in this context means child or young person up to age 18. Boys as well as girls may be victims. Although CSE is not a specific criminal offence in itself, there is a range of criminal and civil options that can be used to disrupt and prosecute this form of abuse.

In a high number of cases, victims of CSE will have particular vulnerabilities which can include:

- a history of abuse or neglect.

- being looked after/accommodated.
- disengagement from education.
- going missing from home or care.
- drug and alcohol misuse.
- social isolation.

Staff should be alert to possible indicators of CSE which may include:

- relationships with controlling adults.
- unexplained amounts of money/clothing or other items.
- isolation from peers/social networks.
- unexplained absences from school.
- entering/leaving vehicles driven by unknown adults.
- peers involved in sexual exploitation.
- concerning use of the internet/mobile phones.

Child sexual exploitation is abuse and should be treated as a child protection concern. If you suspect a young person is at risk of CSE, you should make a referral to social work. If an IRD takes place, they can consider a referral to the Vulnerable Young Persons group.

4.15. Trafficking

The legal definition of the offence of human trafficking in Scotland is set out in the Human Trafficking and Exploitation (Scotland) Act 2015 ('the 2015 Act'). A person commits an offence of human trafficking if a 'relevant action' is taken with a view to another person being exploited (section 1). The offence of human trafficking is aggravated by being committed against a child (as defined in the 2015 Act as a person under the age of 18 years old) (section 6).

Relevant action. Section 1(2) of the 2015 Act defines 'relevant action' as any of the following: recruiting another person; transporting or transferring another person; harbouring or receiving another person; exchanging or transferring control over another person; or arranging or facilitating any of those actions. It is irrelevant whether the person consents to any part of the action. Travel between two places is not a requirement for an offence of human trafficking to have taken place.

The 2015 Act (section 3) describes what constitutes 'exploitation' for the purposes of the offence of human trafficking. The following are examples of exploitation:

- prostitution and sexual exploitation;
- criminal exploitation;
- slavery, servitude and forced or compulsory labour;
- securing services and benefits;
- financial exploitation/benefit fraud; or
- removal of organs;
- debt bondage; and
- begging.

Child trafficking and exploitation are abuse, and an immediate child protection response is required. An inter-agency referral discussion (IRD) should be undertaken when there is reason to believe a child may have been trafficked or exploited. The IRD should also consider a referral to the Vulnerable Young Persons Group.

4.16. Child Criminal Exploitation (CCE)

Child Criminal Exploitation (CCE) is a cause of significant harm and should trigger child protection processes and consideration of relevant preventative action. CCE is not defined in law, but practitioners should be alert to the possibility that some children who are victims of trafficking may be exploited by gangs and organised criminal networks. CCE can be associated with 'county lines', which refers to criminal exploitation by gangs which export illegal drugs into one or more areas (within the UK). Gangs may use dedicated mobile phone lines or other form of 'deal line'. Such gangs are known to exploit children and vulnerable adults to move, and store, drugs and money and often use coercion, intimidation, violence (including sexual violence) and weapons. CCE can also occur in the absence of these features.

Child criminal exploitation takes a variety of different forms and affects both male and female children. It can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or forced to threaten other young people. Any child being forced or coerced to commit crime must be seen as a victim of exploitation.

Child criminal exploitation is often unrecognised, and this can mean children are more likely to be prosecuted for offending behaviour, rather than being recognised as victims of exploitation. Children may fear arrest and prosecution. They may be drawn in to CCE through other children.

Where it is suspected that a child may potentially be criminally exploited the IRD should consider a referral to the Vulnerable Young Persons group.

4.17. Historical reports of abuse

The term 'historical abuse' refers to reports of neglect, emotional, physical and sexual abuse which took place when the victim was under 16 but which are disclosed after a considerable time lapse. Such abuse is sometimes reported in a therapeutic setting such as counselling and any such disclosure must take into account whether there are any children potentially still at risk from the alleged perpetrator. People reporting historical abuse may state that the perpetrator is deceased, suggesting that there are no current child protection concerns. However, they may still want to be advised that they can share information with Police Scotland to make a report to allow them to consider information further.

4.18. Children who are looked after away from home

Child protection concerns also extend to any care environment provided for children and young people. A looked after child may be placed with foster carers, kinship carers or in a residential setting. Many children who have had to leave the care of their parents will often display challenging behaviour and exhibit complex emotions. Any looked after child expressing a concern must be listened to and taken seriously.

4.19. Online and mobile phone safety

New technologies, digital media and the internet are an integral part of the lives of children and young people. With this increased use comes increased risk to children and young people of:

- online bullying.
- exposure to unacceptable material.
- identity theft and abuse of personal information.
- criminal exploitation.
- sexual exploitation.

Children, young people, parents and staff need to understand the risks that the internet and mobile technology present so that they can make safe and informed choices. Training and awareness raising is important to enable children and young people to keep safe online while benefitting from what the internet has to offer. Risks include:

- violent behaviour.
- criminal activity.

Such concerns should be reported as child protection issues and multi-agency responses put in place.

4.20. Under-age sexual activity

There are situations that do not require child protection processes, in which a young person may need immediate support in relation to their sexual risks, development and relationships. These may be addressed either on a single-agency or multi-agency basis, depending on needs and circumstances.

Child protection concerns arise when the impact of under-age sexual activity could cause significant harm. A young child (under 13 years of age) cannot consent to any form of sexual activity (within Part 4 of the Sexual Offences (Scotland) Act 2009). The 2009 Act maintains the age of consent at 16 whether a person is straight, lesbian, gay, bisexual and/or transgender. When there is reason to believe an offence against a child has been committed as defined in the 2009 Act, an IRD will be convened.

An IRD must also be convened with older children (over 13 years) who may have been pressured into sexual activities involving force or exploitation, may have had indecent images taken, suggesting abuse or exploitation, or may otherwise be at risk of significant harm relating to sexual activity.

While consent to sexual activity under age 13 is not possible, support for children's learning should reinforce the message that 'consent' refers to a mutual process; that verbally obtained consent is necessary but not sufficient; and that it is always necessary to be sensitive to another person's feelings and fears, which may be communicated in an on-going process, not only in words but also in body language and non-verbal responses. Consent can be withdrawn at any time and consent is required every time sexual activity takes place, even if a person has previously

consented.

4.21. Children missing from education

School staff should be aware of the role of the Children Missing from Education Co-ordinator and work in line with the Children Missing from Education Service Guidance (2018), which contains resources and Children Missing from Education contacts. The Children Missing from Education (Scotland) Service provides guidance and advice on good practice concerning cases of children missing from education and checks the national electronic School2School transfer system (S2S) to see if the child has enrolled at another publicly funded school in Scotland. The CME Service facilitates agreements related to Part 4: Specific support needs and concerns (page 184), National Guidance for Child Protection in Scotland (September 2021) between local authorities, national agencies and partners in England, Wales, Northern Ireland and Ireland to allow exchanges of information, and will support local authorities in using these agreements.

The response to children who are missing from education with their families is outlined in Revised Standard Circular 5, Included, Engaged and Involved: Attendance in Educational Establishments.

5.   Key Reference Documents

5.15.   To supplement the procedures and guidance set out in revised Standard Circular 57, there are a number of documents which should be publicised and made easily available for all staff within establishments and services.

5.16.   The procedures set out in standard circular 57 should always be followed exactly. These documents provide further advice on child development, children's wellbeing and protection and related information. These are to support ongoing practice improvement within establishments and services.

5.17.   This policy has been drawn up based on overarching legislation and guidance that seeks to protect children, namely but not exclusively:

- National Guidance for Child Protection in Scotland, Scottish Government, 2021 Child Protection Guidance 2021(theapsgroup.scot)

- Inter-agency Child Protection Procedures – Fife (2016) https://www.fife.gov.uk/__data/assets/pdf_file/0030/194970/CPC-Inter-Agency-Guidance-Final-Master-27.09.16.pdf

- Getting it Right for Every Child Policy https://www.gov.scot/policies/girfec/latest/

- General Data Protection Regulation/Data Protection Act 2018 https://ico.org.uk/for-organisations/guide-to-data-protection/guide-to-the-general-data-protection-regulation-gdpr/

- Children's Hearing (Scotland) Act 2011 https://www.legislation.gov.uk/asp/2011/1/contents

- Children and Young People (Scotland) Act 2014 http://www.legislation.gov.uk/asp/2014/8/contents/enacted

- Children (Scotland) Act 1995 https://www.gov.scot/publications/scotlands-children-children-scotland-act-1995-regulations-guidance-volume-1-support-protection-children-families/documents/

- Children Scotland Act (2020) https://www.legislation.gov.uk/asp/2020/16/body/enacted

- Education (Additional Support for Learning) (Scotland) Act 2004 https://education.gov.scot/improvement/research/education-additional-support-for-learning-scotland-act-2004/

- National Framework for Child Protection Learning and Development in Scotland (2012) http://www.gov.scot/Topics/People/Young-People/protecting/child-protection/national-framework-cp-learning-2012

- The Protection of Vulnerable Groups (Scotland) Act 2007 http://www.gov.scot/Publications/2011/08/04111811/1

- Nations Convention on the Rights of the Child
  http://www.unicef.org.uk/UNICEFs-Work/Our-mission/UN-Convention/

Safeguarding and Protecting Children and Young People

Standard Circular 57 Appendices
Draft

Abstract
This document provides appendices for employees working in Educational Establishments in relation to Child Protection Policy and Procedures.

Renfrewshire Children's Services

Safeguarding and Protecting Children and Young
Standard Circular 57 Appendices
Review Tracker

Draft Version	Created 21 August 2023

Appendices

1. Grounds for concern: action guidance for any children's services (education) employee for public display in the workplace

2. Grounds for concern: action guidance for head of establishment or manager service employee for public display in the work place

3. Record of concern alert

4. Referral form and guidance notes

5. Standard chronology guidance

6. Standard chronology pro-forma

7. Notification of outcome of referral to Education Manager (ASN and Inclusion)

8. Standard pro-forma letter to SCRA

9. Child Protection Flowchart – Initial Referral Discussion (IRD)

10. Child Protection Checklist for Senior Leadership Team and Education Managers

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Renfrewshire
Council

Appendix 1

Grounds for Concern – Action Guidance for All Staff

As a member of staff, temporary or permanent, if you have a concern about a child or young person you must report it to the head or manager of your establishment or service immediately.

All staff must report any of the following:

- a specific incident;
- a disclosure made by a child or parent or carer;
- information from a third party;
- adult behaviour or circumstances that may place the child at risk of harm; and
- child behaviour or circumstances that may place the child at risk of harm.

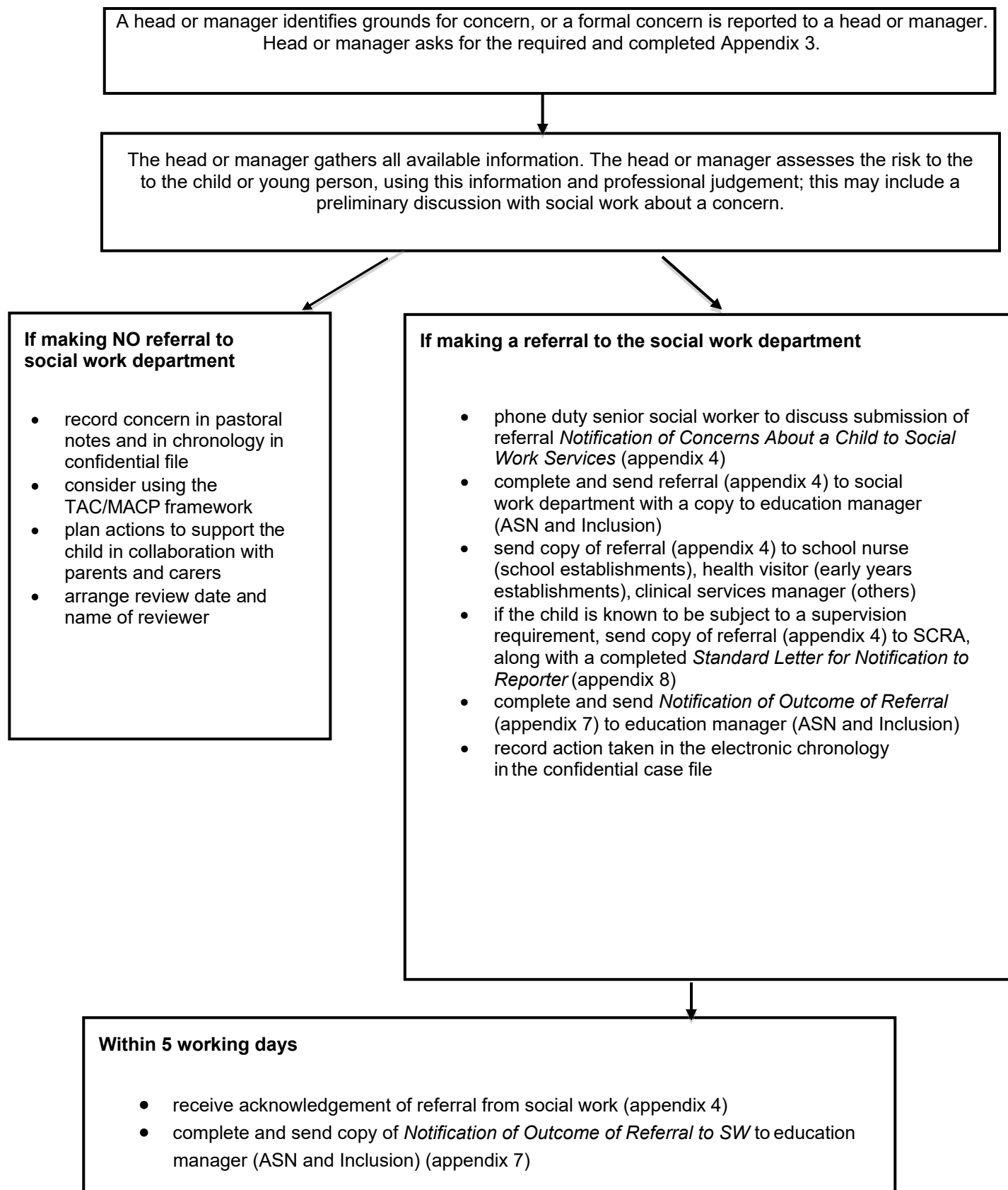## ALL STAFF SHOULD FOLLOW THE PROCEDURE BELOW

Step 1:

- Alert the head of establishment or manager to your concerns immediately.
- Confirm your report in writing by completing Appendix 3 *Record of Concern Alert for Staff* as soon as possible that same day.
- Give your report to the head of establishment or manager immediately it is completed.

Step 2:

- Follow the guidance of the head of establishment or manager in supporting the child and cooperating with subsequent actions by social work and/or police.

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Appendix 2

Grounds for Concern: Action Guidance for the Head or Manager of an Education Establishment or Service

A head or manager identifies grounds for concern, or a formal concern is reported to a head or manager. Head or manager asks for the required and completed Appendix 3.

The head or manager gathers all available information. The head or manager assesses the risk to the to the child or young person, using this information and professional judgement; this may include a preliminary discussion with social work about a concern.

If making NO referral to social work department

- record concern in pastoral notes and in chronology in confidential file
- consider using the TAC/MACP framework
- plan actions to support the child in collaboration with parents and carers
- arrange review date and name of reviewer

If making a referral to the social work department

- phone duty senior social worker to discuss submission of referral *Notification of Concerns About a Child to Social Work Services* (appendix 4)
- complete and send referral (appendix 4) to social work department with a copy to education manager (ASN and Inclusion)
- send copy of referral (appendix 4) to school nurse (school establishments), health visitor (early years establishments), clinical services manager (others)
- if the child is known to be subject to a supervision requirement, send copy of referral (appendix 4) to SCRA, along with a completed *Standard Letter for Notification to Reporter* (appendix 8)
- complete and send *Notification of Outcome of Referral* (appendix 7) to education manager (ASN and Inclusion)
- record action taken in the electronic chronology in the confidential case file

Within 5 working days

- receive acknowledgement of referral from social work (appendix 4)
- complete and send copy of *Notification of Outcome of Referral to SW* to education manager (ASN and Inclusion) (appendix 7)

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Appendix 3
Record of Concern

Alert: **Please use black ink (or type) and CAPITAL letters.**

When you have a concern about a child or young person you must report it immediately to the head or manager. Once you have reported the concern to the head or manager you are required to complete this form on the same day.

Day and date		
Head or manager to whom it was reported		
Name of child/young person		
Establishment/service		
Source of Concern (please circle):		
Personal Observation	Yes	No
Reported by child	Yes	No
Reported by another source	Yes	No
Please give details of source		
Phone call	Yes	No
Please give details of call		

Please give details. If a disclosure has been made, record on the back of this form using the child's own words. **SIGN AND DATE DIRECTLY UNDER STATEMENT**

Print name	
Date and Time	
Job Title	

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Appendix 4
Referral Form

Guidance Notes

This referral form (notification of concerns about a child to social work services) has been agreed and **must be used in all cases** where an establishment or service has a concern about the welfare or immediate risk to a child. The head of establishment or manager is responsible for ensuring that the documentation is accurate and complete.

Following the immediate phone call to the senior duty social worker, the referral form should be submitted, irrespective of the outcome of that discussion, within 3 working days.

Social work services will take the decision on how best to proceed given all the known circumstances and determine whether it is an immediate child protection response or a review of current care and welfare arrangements. Children Services (Education) staff will be involved as appropriate.

In completing the form, the head of establishment or manager should only address the sections which are known to them.

Where social work services proceed with child protection measures as a consequence of the referral, the education manager (ASN and Inclusion) can be contacted for further information as required. The head of establishment or manager is responsible for ensuring that Children's Services (Education) is kept fully updated on developments.

The completed form should be sent to social work and a copy to the school nurse (school establishments) health visitor (early years establishments) clinical services manager (for others).

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Notification of Concerns About a Child/Young Person to Social Work

SC57 CHILD PROTECTION CONTACT LIST- INSERT ESTABLISHMENT NAME

Agency	Name	Designation	Address	Telephone no	Secure email
Social Work – duty team			Paisley Locality Abbey House 8 Seedhill Road Paisley PA1 1JT Johnstone Town Hall, 25 Church Street Johnstone PA5 8FA Renfrew Locality, Renfrew Health & Social Work Centre. 10 Ferry Road, Renfrew. PA4 8RU	0300 300 1199 **(FIRST RESPONSE TEAM- ALL LOCALITIES)**	swbschildcare@renfrewshire.gov.uk **(ALL LOCALITIES)**
Health- school health service					gg-uhb.SchoolNursingJohnstone@nhs.net
Education	Emma Henry	Education Manager (ASN and Inclusion)	Renfrewshire Council HQ Renfrewshire House Cotton St Paisley PA1 1LE		emma.henry@renfrewshire.gov.uk
Scottish Children's Reporter Administration	Nicola Harkness/Lesley King/Julie Paterson	Authority Reporter	Renfrewshire Team 10 Glen Lane Paisley PA3 2HU	0300 200 1400	renfrewshiremailbox@scra.gov.uk

1.(a) Referral Details

Name of Referrer (Head/Manager)	Agency	Designation	Postal Address (including postcode)	Email Address	Phone Number	Fax Number

1.(b) Designated Contact Person (If different from 1(a))

Name of Referrer (Head/Manager)	Agency	Designation	Postal Address (including postcode)	Email Address	Phone Number	Fax Number

Notification of Concerns About a Child/Young person to Social Work

2. Referral to Social Work

Date of Referral	Time of Referral	Name of worker spoken to	Designation	Is the parent/carer aware of this referral?	Is the young person aware of this referral?

Area/Hospital Social Work Team	Responsible Local Authority	Phone Number	Is this a re-referral from your service?	If yes, please enter date(s) of previous referral(s)

Notification of Concerns About a Child/Young Person to Social Work

3. Subject of Referral

	Child's Name	Other name known by	Date of Birth	Age	Gender	Home Address(es) (inc postcode)	Ethnicity	Religion
1								
2								
3								

Child Affected by Disability

	Preferred Language	Interpreter Required (specify)
1		
2		
3		

Description	Communication Assistance Required (specify)

Notification of Concerns About a Child/Young Person to Social Work

4. Family Details

Mother's Name	Date of Birth	Other name known by	Current Address (if different from child)

Father's Name	Date of Birth	Other name known by	Current Address (if different from child)

Family Address (including postcode)	Phone Number	Is child currently resident at this address?	If no, state address (including postcode)

Principal Carer's Details (if different from mother/father)

Name	Date of Birth	Relationship to child	Address (including postcode)	Type of Residence (if not at home)

Notification of Concerns About a Child/Young Person to Social Work

Other Adults in Household

Name	Date of Birth	Relationship to Child

Any Other Significant Adult(s) (if known, please include contact details)

Name	Date of Birth	Address	Phone Number	Relationship to Child

Notification of Concerns About a Child/Young Person to Social Work

Siblings not subject to referral

Child's Name	Other Name Known By	Date of Birth	Age	Gender	If in relation to unborn baby of mother is pregnant – estimated date of birth

5. Summary of Concerns

Notification of Concerns About a Child/Young Person to Social Work

For All Other Referrals Please Complete the Following

VULNERABLILTY FACTORS

Services finding it hard to engage
Child affected by Parent/Carer Learning Difficulty or Learning Disability

Child affected by Parent/Carer Mental Ill-Health

Child experiencing Mental Health Problems

Domestic Abuse

Parental Alcohol Use

Parental Drug Use

Child displaying Harmful Sexual Behaviour

Online Safety

IMPACTS ON / ABUSE OF THE CHILD

Physical Abuse

Emotional Abuse

Sexual Abuse

Criminal Exploitation

Child Trafficking

Neglect

Female Genital Mutilation

Honour-based abuse and Forced Marriage

Child Sexual Exploitation

Internet-enabled Sexual Offending

Underage Sex

Other Concern(s)

Notification of Concerns About a Child/Young Person to Social Work

What information do you need to make a referral?
Concerns about harm to a child from abuse, neglect, exploitation, or violence should be reported without delay to Social Work or to the Police in situations where risk is immediate.

When making a referral please give as much information as you have and give consideration to the checklist below. These are the questions that the receiver of the referral will ask:

Key Considerations Checklist - Referrals
✓ Date, time and method of referral?
✓ Referrer's name, contact details and involvement with the family?
✓ The child's full name, age, date of birth and address? The child's current whereabouts and who they are with? Based on information is the child is in imminent danger?
✓ The name, age and address of the child's parents / carers?
✓ Details of any adults who have care of the child - their names, DOB, address etc?
✓ Description of the incident prompting the referral including details of the alleged perpetrator, and where, when and what may have happened?
✓ Details of other children who may also be at risk?
✓ Details of any other person known to have information on the alleged or suspected abuse?
✓ Any other agencies currently involved with the family e.g., Health visitor, Teacher, School Nurse or any other Health professional involved with the family (including the parents/carers)?
✓ Any previous concerns about this child or other children in the household?
✓ Whether the children have any disabilities or special needs?
✓ Any cultural or religious factors which need to be taken into account?
✓ Whether the parents/carers are aware of the concerns and if so their response?

6. Reason for Referral/Request for (please record reason for concern and how this impacts on child. If applicable, please indicate alleged abuse. Indicate what action if any you have taken prior to the referral)

7. Agreed Actions (Actions agreed and by whom during phone referral)

Notification of Concerns About a Child/Young Person to Social Work

8.Agency Involvement

Health	GP's Name	Address	Phone Number	Email Address
Health Visitor/School Nurse	Name of Health Visitor/School Nurse	Address	Phone Number	Email Address
Education (Early Years /School/Service)	Name of Establishment and Contact Person	Address	Phone Number	Email Address
Any Other Agencies (if known)	Name of Agency and Contact Person	Address	Phone Number	Email Address

Signature of Referrer:	**Print Name:**
Signature of Line Manager (if applicable):	**Print Name:**
Date :	

Notification of Concerns About a Child/Young Person to Social Work

Acknowledgement of Child Welfare/Protection Referral to Social Work

Social Work use only (Return to Referrer within 5 working days)

Insert Social Work Address

Family Name

SWID No.

Date of Referral:

Request Treated as:

Outcome of Referral/request for:

Any other comments:

Signature/Name: Date

Standard Chronology

A chronology is a list of significant events in a child's life. A standard chronology is critical in agreeing the timeline of significant events that have led to a risk assessment that determines referral is needed.

Overleaf is the example of the template on which standard chronologies should be recorded. Actual recording should be completed on the separate standard chronology spreadsheet. This enables, when necessary, multi-agency chronologies to be created.

A multi-agency chronology must comply with information sharing guidance and protocols in the way that it is developed, held, shared and reviewed. It must be accurate, relevant and proportionate to purpose and:

- is a synthesis which draws on single-agency chronologies.
- reflects relevant experiences and impact of events for child and family.
- will include turning points, indications of progress and/or relapse.
- will inform analysis but is not in itself an assessment.
- may evolve in a flexible way to integrate further necessary detail.
- may highlight further assessment, exploration or support that may be needed.
- is a tool which should be used in supervision.

A chronology, whether single or multi-agency:

- is not a comprehensive case record and cannot substitute for such records.
- is not a list of exclusively adverse circumstances.

The format of a chronology should record purpose, authorship and date of completion. It should include the nature and sequence of events; outcomes or impact on child and family; sources of information; and responses to events as necessary for the purpose of this product (Practice Guide to Chronologies, Care Inspectorate, 2017).

Renfrewshire
Community Health Partnership

Interagency Chronology of Significant Events

Information contained within this chronology has been collated from the individual chronologies of each agency involved with the child and family.

Child's Name	DOB	Reference
John Smith	16/10/2000	276/4657

Earliest event first

Date of Event	Event	Action Taken/Outcome	Agency

Appendix 7

Notification of Outcome of Referral to Social Work to Education Manager
(ASN and Inclusion)

Establishment/Centre/Other	
Day and date	
Details of Child or Young Person	
Surname	
First name	
Date of Birth	
Address	
Postcode	
Day and date of Referral to Social Work	
Day and date of Confirmation of Outcome	
Current Establishment/Service Action	
Plan of Action (in brief)	
Include timescale and personnel involved	
Signature	
Day and date	
Job Title	

Please retain this form in the child or young person's confidential case file

Appendix 8

Standard Letter for Notification to Reporter

For the attention of the Reporter to the Children's Panel

Please find attached information regarding a child protection concern relating to (… insert child's name …), a child who we understand is currently subject to a supervision requirement.

Yours sincerely

Head of Establishment/Service

Renfrewshire Council

Child Protection Flowchart – Initial Referral Discussion (IRD)

Partners across services working with children and families.

Public

Concern Raised

Does the situation require an immediate response to protect the child?

Initial Information Gathering

Police, Social Work and **Health**

Information-gathering and Health, Police or Social Work request an IRD. **Relevant professionals with a significant involvement in a child's life** must be informed and/or involved and education invited to IRD.

Police use their powers to remove the child

Social Work seek Child Protection Order measures

IRD (Initial-agency Referral Discussion)

A joint Investigative Interview is required

Child Protection measures are not required

Child Protection Investigation

Child requires a medical

Consideration is also given as to whether a referral is required to SCRA.

Appendix 10
Child Protection Checklist

Establishment name:	Date:	Completed by:

This can be used by establishment's Senior Leadership Team to audit Child Protection processes and procedures and by Education Managers as part of quality assurance of Safeguarding and Child Protection. This can be used with all staff working with children and young people including all ancillary staff.

1. Foyer sign showing Child Protection Coordinator (CPC) and other school staff with designated responsibility for child protection (CP); is visible, especially to visitors.
2. CP policy in place and on website.
3. CPC details on back of visitor badges. Snapshot shows awareness of CPC and other school staff with designated responsibility for child protection (ask 3 random staff/young people).
4. CPC awareness: ask a few young people about knowledge of who the Child Protection Coordinator is as well as ways school keeps young people safe/what happens in the event of a child protection alert.
5. CPC knowledge of individual children. Plans are being maintained and used to identify support/interventions. Sample 3-5 Stage 3 plans.
6. Sample plans from children and young people who are Care Experienced/Child Protection Register.
7. Sample 3-5 single agency chronologies.
8. Copies of CP Procedures and National Guidance for CP (Scotland,2021) are accessible to staff.
9. Training log is complete and up to date.
10. Staff handout CP Guidance has been updated annually.
11. Review log for administration of medication and speak to the person who administers this, this may include looking at Stage 2 health plans.
12. Review log for First Aid and speak to the First Aider.
13. CPC has knowledge of attendance information, interventions, and support.
14. Review Bullying & Equalities log.
15. Review Compliments/Complaints log and themes.
16. Review all other logs as appropriate e.g.fire/door safety

Area		Yes	No		Yes	No		Yes	No
Foyer sign showing CPC visible	Available at front of school.			Available in other places around the school.			General awareness of who the CPC is.		
CP policy and guidance in place	Has review date.			On the website.			Part of staff induction.		
CPC awareness	CPC details on visitor badges.			Young people awareness of who CPC are.			Young people aware of C&W process and follow up.		
Individual needs	Knowledge of CP registered children / young people.			CP registered pupils have a plan in place.					
	Knowledge of care experienced children / young people.			All Care Experienced/historical CE learners should have a plan in place and should be considered for a CSP and have one if appropriate.			Plans and CSPs are high quality and up to date.		
Procedures and Guidance	Copies in Head teacher/ CPC Office.			Copies accessible elsewhere.					
CP Training log	Complete and up to date. Annual update register available.			Has other training included.			Annual Updates (includes refresher on Prevent).		
Staff Handout CP Guidance	Staff Handout CP Guidance utilised for new starts and log kept.			All staff have prompt sheets for dealing with a disclosure. (on CP Guidance)					
CP Folders	On SharePoint.			Organised correctly.			Chronology available.		
Electronic chronologies and overview.	On SharePoint.			Organised correctly.			Advice given.		
PPRs	Stored separately from CP folders.			Organised correctly i.e., in date order.			Do not contain confidential information.		
Log of administration of medicine	Log available in central point where administered.			Double signature. (2nd staff member as witness).			Medical cabinet locked-emergency medication easily accessed i.e., access to Epipens.		

First Aid	Log available.			Consistent information recorded.			Parents / carers informed appropriately.	
Attendance	Knowledge of attendance rates / non-attenders.			SEEMiS used to scrutinise attendance data.			Appropriate support given to children / young people.	
Bullying log	Bullying log seen.			All aspects completed.			School is acting on trends/patterns.	
Compliments log	Compliments log seen.			All aspects completed.			School promoting good practice.	
Complaints log	Complaints log seen.			All aspects completed.			School acting on issues.	
All other logs as appropriate	Seen.			Completed.			School acting on issues.	

Outstanding actions for establishment / service regarding area from the above audit.

Area	Comments	By whom	By when

Good practice to share with others

Setting name	
Signed by	
Position:(Headteacher or CPC)	

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

On: **2 November 2023**

Report by: **Interim Chief Education Officer**

Heading: **National Qualifications Results 2023**

1. Summary

1.1 This report summarises attainment in the Scottish Qualifications Authority (SQA) National Qualifications in 2023, based on the key measures contained within the Insight benchmarking tool.

1.2 The 2023 exam diet saw a return to the traditional model of assessment. Due to the Covid-19 pandemic, alternative methods of assessment were put in place for the 2020 and 2021 exam diet. The 2022 diet was also seen as a transitional point back to a traditional model of assessment. As such, we should be cautious in making direct comparisons between years that had different assessment approaches.

1.3 Skills Development Scotland are currently tracking school leavers' destinations. Insight is normally updated in spring and a further report providing data on our school leavers' attainment will be submitted to the Education and Children Service's Policy Board when this data becomes available. This report will provide data on the attainment of all pupils in the senior phase by stage (S4, S5 and S6).

2. Recommendations

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

- note the content of this report;

- note the efforts of pupils and the school communities in achieving these results; and

- agree that a further report will be brought to the Education and Children's Services Policy Board when leavers data becomes available.

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3. Background

3.1 Insight is a performance evaluation tool provided by the Scottish Government to schools and education authorities as a way of benchmarking performance in four key measures:

- Attainment in literacy and numeracy;
- Improving attainment for all;
- Attainment versus deprivation; and
- Leavers' destinations.

3.2 This report provides data and commentary on the performance of each of our senior phase cohorts (S4, S5 and S6) over the last three years and against our virtual comparator for three of the measures detailed above. Leavers' destinations will become available in February/March 2024 and will form part of the report to this board in spring 2024 or as soon thereafter if the data release is delayed.

3.3 In addition to these local benchmarking measures, this report will provide data in relation to the number and quality of passes at each qualifications level.

3.4 The methodology for the Insight 'virtual comparator' (VC) is unchanged in 2023. The virtual comparator allows authorities and schools to make statistically valid comparisons between how young people have performed against young people nationally, who share four similar characteristics. These characteristics are gender, year group, percentage of time spent in mainstream classes (ASN), and the Scottish Index of Multiple Deprivation (SIMD) decile which measures the level of deprivation experienced in the area that a pupil resides.

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4. Attainment in literacy and numeracy (S4, S5 and S6)

4.1 Raising attainment in literacy and numeracy remains a key priority of Renfrewshire Council children's services and this is reflected in one of the key priorities of the National Improvement Framework.

4.2 Attainment in literacy and numeracy includes passes at National 4 and 5 in English and Maths and passes in some other awards at Scottish Certificate and Qualification Framework (SCQF) levels 4 and 5 which contain certain core elements of literacy and numeracy. The tables which follow, provide data on our performance in literacy and numeracy, alongside our virtual comparator and national figures, for each of our senior phase cohorts.

S4

4.3 Table 1 below provides data on attainment in literacy and numeracy in S4 at SCQF Level 4 and SCQF Level 5.

Table 1 - % S4 Pupils Achieving Literacy & Numeracy					
	Year	% Achieved Level 4 Literacy	% Achieved Level 4 Numeracy	% Achieved Level 5 Literacy	% Achieved Level 5 Numeracy
Renfrewshire	2021	96%	83%	82%	55%
Virtual Comparator	2021	93%	88%	76%	59%
National	2021	92%	87%	73%	56%
Renfrewshire	2022	94%	91%	77%	67%
Virtual Comparator	2022	93%	88%	76%	62%
National	2022	92%	87%	74%	61%
Renfrewshire	2023	94%	90%	77%	68%
Virtual Comparator	2023	93%	89%	77%	65%
National	2023	92%	88%	76%	64%

4.4 The percentage of pupils achieving SCQF Level 4 and SCQF Level 5 in literacy and numeracy was above all national figures in 2023. Renfrewshire's figures were also above those of our virtual comparator for both numeracy measures and for Level 4 literacy. Renfrewshire was aligned to its virtual comparator at Level 5 literacy.

S5 (based on S4 roll)

4.5 Table 2 below provides data on attainment in literacy and numeracy in S5 at SCQF Level 4 and Level 5.

Table 2 - % S5 Pupils Achieving Literacy and Numeracy					
	Year	% Achieved Level 4 Literacy	% Achieved Level 4 Numeracy	% Achieved Level 5 Literacy	% Achieved Level 5 Numeracy
Renfrewshire	2021	96%	94%	88%	76%
Virtual Comparator	2021	95%	93%	84%	72%
National	2021	94%	91%	82%	70%
Renfrewshire	2022	96%	92%	87%	74%
Virtual Comparator	2022	95%	92%	83%	70%
National	2022	93%	90%	81%	68%
Renfrewshire	2023	94%	93%	84%	76%
Virtual Comparator	2023	94%	91%	82%	71%
National	2023	93%	90%	81%	70%

4.6 Renfrewshire remains aligned to or ahead of the virtual comparator and national figures across most measures at SCQF Level 4 and SCQF Level 5 in S5. Attainment remains higher in literacy than in numeracy across both levels. This mirrors the trend within the virtual comparator and nationally.

S6 (based on the S4 roll)

4.7 Table 3 below provides data on attainment in literacy and numeracy in S6 at SCQF Level 4 and Level 5.

Table 3 -% S6 Pupils Achieving Literacy & Numeracy					
	Year	% Achieved Level 4 Literacy	% Achieved Level 4 Numeracy	% Achieved Level 5 Literacy	% Achieved Level 5 Numeracy
Renfrewshire	2021	96%	94%	87%	78%
Virtual Comparator	2021	94%	92%	83%	72%
National	2021	93%	91%	81%	71%
Renfrewshire	2022	96%	94%	89%	78%
Virtual Comparator	2022	95%	93%	84%	74%
National	2022	94%	91%	82%	72%
Renfrewshire	2023	96%	93%	88%	75%
Virtual Comparator	2023	95%	92%	84%	72%
National	2023	93%	90%	81%	70%

4.8 In S6, Renfrewshire remains above its virtual comparator and the national level across all measures. This is consistent with previous years. Attainment in both literacy measures and Level 4 numeracy remains broadly in line with the previous year.

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5. Improving attainment for all

5.1 Each qualification on the Scottish Certificate and Qualifications Framework (SCQF) is attributed a number of tariff points. The higher level of qualification, the more tariff points are attributed. Each pupil gains a number of points that represents the number and level of qualifications they have gained. This report uses complementary tariff points, which measures a fixed volume of learning. Complementary tariff points allow for fair comparison across Scotland, regardless of differences in curricular models.

5.2 Within this measure, Insight breaks the data down into three groups: the average complementary tariff points for the lowest attaining 20%, the middle attaining 60% and the highest attaining 20% and compares these with the virtual comparator and the national figure.

S4

5.3 Graph 1 below shows the average complementary tariff points of S4 pupils by attainment cohort in the 2023 exam diet.

Graph 1- Renfrewshire S4 Complementary Tariff by Attainment Cohort 2023

Improving Attainment for All

Average Complementary Tariff Points
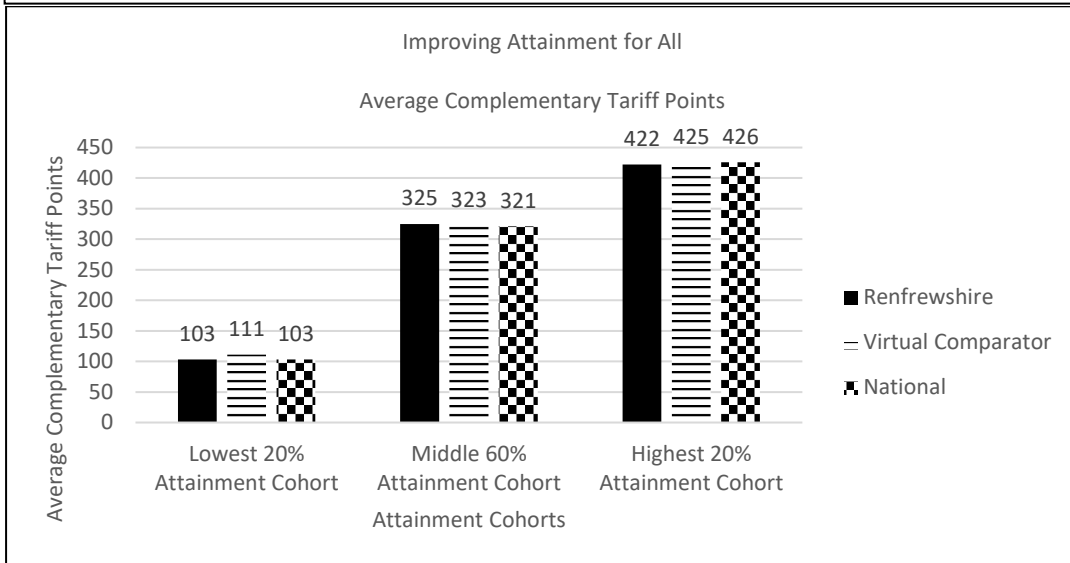
5.4 In S4, the average complementary tariff is below the virtual comparator and aligned to the national figure for the lowest 20%. Renfrewshire is slightly ahead of the virtual comparator and the national figure for the middle 60% attainment cohort. Renfrewshire is slightly behind both the virtual comparator and national figure for the highest 20% attainment cohort.

5.5 Table 4 shows the average complementary tariff of Renfrewshire S4 pupils over time.

Table 4- Renfrewshire S4 Complementary Tariff by Attainment Cohort	2019	2020	2021	2022	2023
Highest 20% Attainment Cohort	419	424	422	420	422
Middle 60% Attainment Cohort	331	341	343	332	325
Lowest 20% Attainment Cohort	145	139	146	134	103

5.6 The 2023 average complementary tariff is slightly higher than 2022 in the highest 20% cohort but lower in the middle 60% and lowest 20% attainment cohorts. Comparison to the last pre-pandemic exam diet year (2019) shows that the highest 20% attainment cohorts have improved slightly whilst the middle 60% and lowest 20% cohort has decreased.

S5

5.7 The graph below shows the average complementary tariff points of S5 pupils by attainment cohort in the 2023 exam diet.

Graph 2- Renfrewshire S5 Complementary Tariff by Attainment Cohort 2023

Improving Attainment for All

Average Complementary Tariff Points
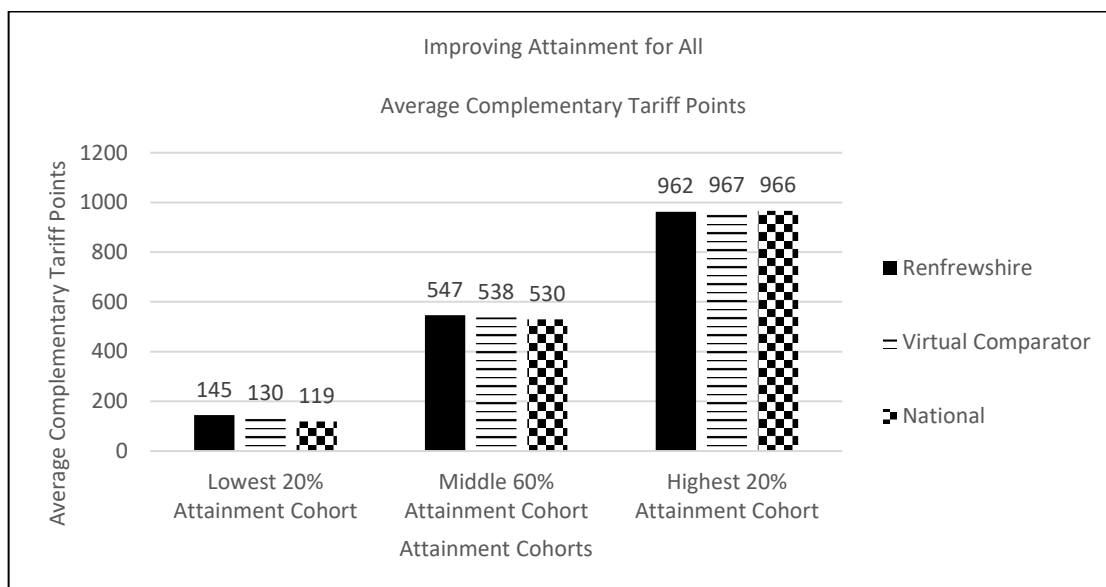
5.8 Graph 2 demonstrates that Renfrewshire is above the virtual comparator and national figures in the lowest 20% and the middle 60%. Renfrewshire is slightly behind the virtual comparator and national figure for the highest 20% attainment cohort.

5.9 Table 5 shows the average complementary tariff of Renfrewshire S5 pupils since 2019.

Table 5- Renfrewshire S5 Complementary Tariff by Attainment Cohort	2019	2020	2021	2022	2023
Highest 20% Attainment Cohort	954	981	991	975	962
Middle 60% Attainment Cohort	546	597	606	580	547
Lowest 20% Attainment Cohort	146	167	164	171	145

5.10 Attainment is lower than in 2022 for all cohorts. Attainment in 2023 is similar to the last pre-pandemic year of 2019, with the lowest 20% and middle 60% cohorts aligned to 2019 figures.

S6

5.11 Graph 3 shows the average complementary tariff points of S6 pupils by attainment cohort in the 2023 exam diet.

Graph 3- Renfrewshire S6 Complementary Tariff by Attainment Cohort 2023

Improving Attainment for All

Average Complementary Tariff Points

- Renfrewshire
- Virtual Comparator
- National
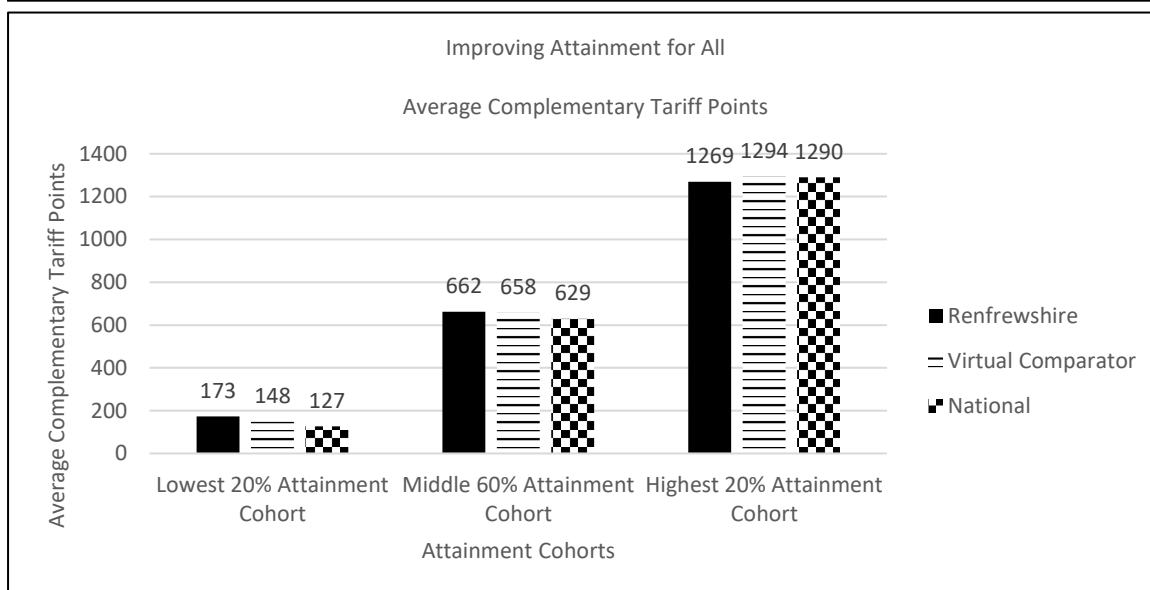
5.12 In graph 3, we can see that the average complementary tariff for the lowest 20% attainment cohort is above both the virtual comparator and national figures. Pupils in the middle 60% attainment cohort are also ahead of both comparators. The highest 20% attainment cohort is below both the virtual comparator and national figures.

5.13 Table 6 shows the average complementary tariff of Renfrewshire S6 pupils over 5 years.

Table 6 - Renfrewshire S6 Complementary Tariff by Attainment Cohort	2019	2020	2021	2022	2023
Highest 20% Attainment Cohort	1258	1261	1321	1275	1269
Middle 60% Attainment Cohort	653	660	718	700	662
Lowest 20% Attainment Cohort	175	152	173	167	173

5.14 The average complementary tariff is lower than in 2022 across the highest 20% and middle 60% attainment cohorts. However, the lowest 20% cohort has improved on the 2022 figure. The 2023 figures are in line with or above the last pre-pandemic diet in 2019.

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6. Attainment versus deprivation

6.1 The attainment versus deprivation measure provides the average complementary tariff of pupils by SIMD decile. This allows us to identify the attainment gap in Renfrewshire and compare it to both our virtual comparator and national data.

6.2 The following charts show SIMD deciles 1 -10 (most deprived to least deprived) plotted along the horizontal axis with the average complementary tariff points plotted on the vertical axis. The size of the circles represents the

percentage of pupils who live in each decile. The trend line which runs through the circles represents the difference in attainment between pupils living in the most deprived and the least deprived areas. The steeper the angle, the more pronounced the disparity between the most and least deprived deciles.

S4

Graph 4- S4 Complementary Tariff by SIMD Decile (Ren vs National) 2023
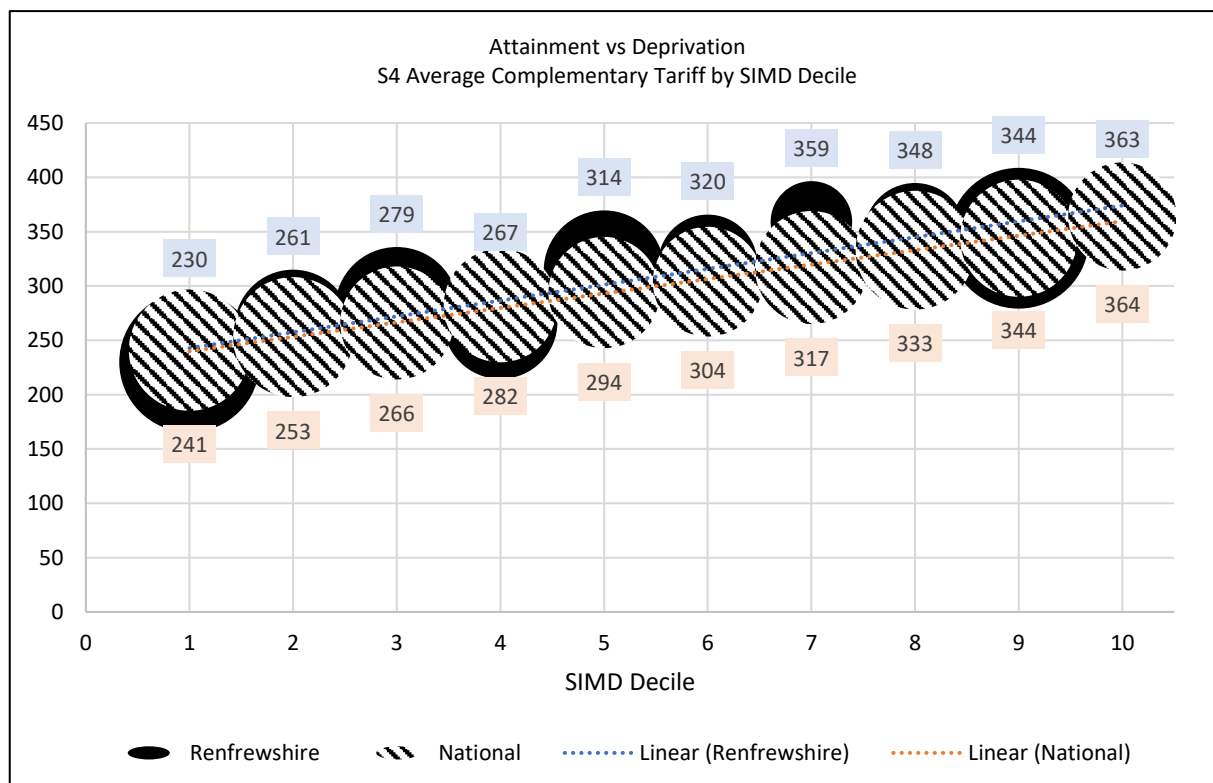
6.3 Renfrewshire's S4 average complementary tariff is above or in line with national figures in most deciles. The trendlines indicate that the size of the gap between most and least deprived pupils is very slightly larger in Renfrewshire than nationally due to lower attainment of Renfrewshire pupils living in decile 1.

Attainment vs Deprivation
S4 Average Complementary Tariff by SIMD Decile
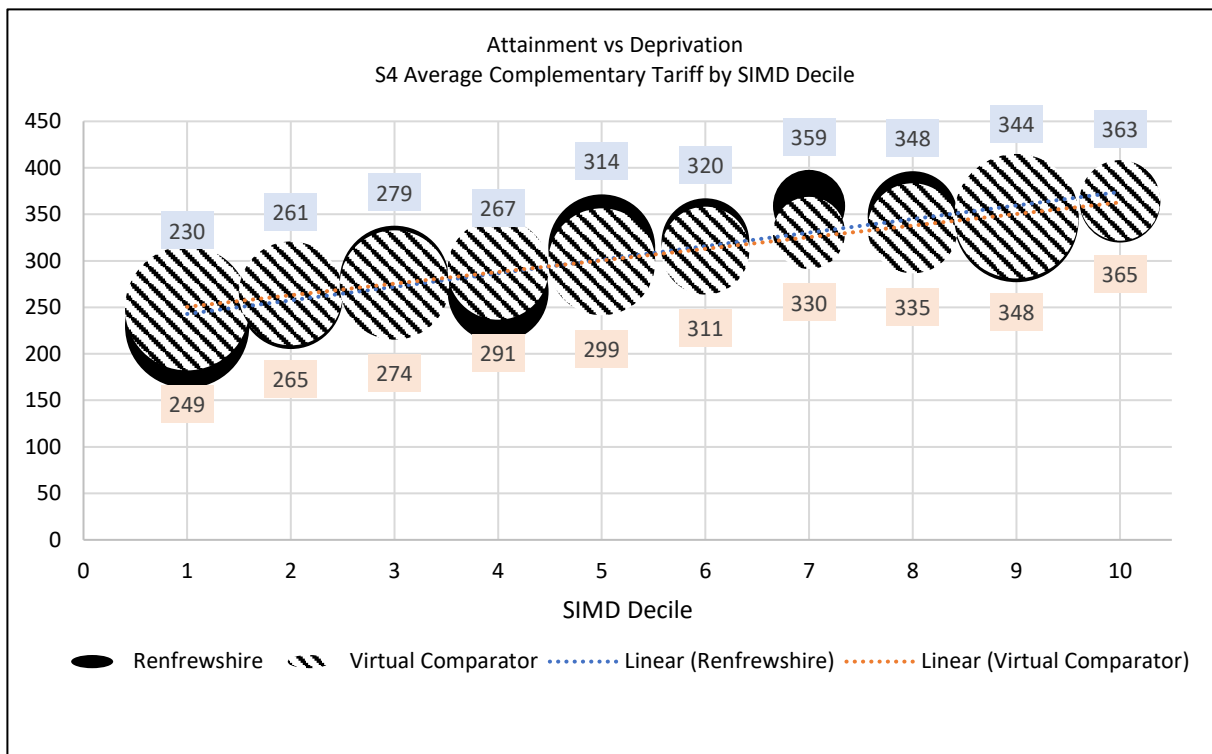
6.4 Renfrewshire's S4 average complementary tariff is behind the virtual comparator figure for SIMD deciles 1,2,4,9 and 10. Renfrewshire is ahead of the virtual comparator in SIMD deciles 3,5,6,7, and 8. The trendlines in graph 5 indicate that Renfrewshire has a slightly higher attainment gap due to lower performance in decile 1.

6.5 Table 7 shows the S4 average complementary tariff of pupils living in SIMD 1-3 (30% most deprived areas) and of pupils living in SIMD 4-10 (70% least deprived areas) over 5 years. It also shows the Tariff Point gap between these two figures.

Table 7- Renfrewshire S4 Average Complementary Tariff by SIMD Groupings					
	2019	**2020**	**2021**	**2022**	**2023**
Pupils Living in 30% Most Deprived Areas	266	280	277	269	254
Pupils Living in 70% Least Deprived Areas	338	339	341	332	327
Tariff Point Gap	72	59	64	73	73

6.6 The average complementary tariff of pupils living in 30% most and 70% least deprived areas has fallen against 2022 figures. Despite a decrease for both cohorts of pupils, the size of the gap remains unchanged and is in line with levels experienced in 2019.

S5

Graph 6- S5 Complementary Tariff by SIMD Decile (Ren vs National) 2023

Attainment vs Deprivation
S5 Average Complementary Tariff by SIMD Decile

Renfrewshire values: 411, 475, 424, 492, 532, 575, 586, 659, 699, 738

National values: 388, 413, 443, 474, 512, 540, 585, 618, 670, 741

Legend: ⬤ Renfrewshire   National   ·······Linear (Renfrewshire)   ·······Linear (National)
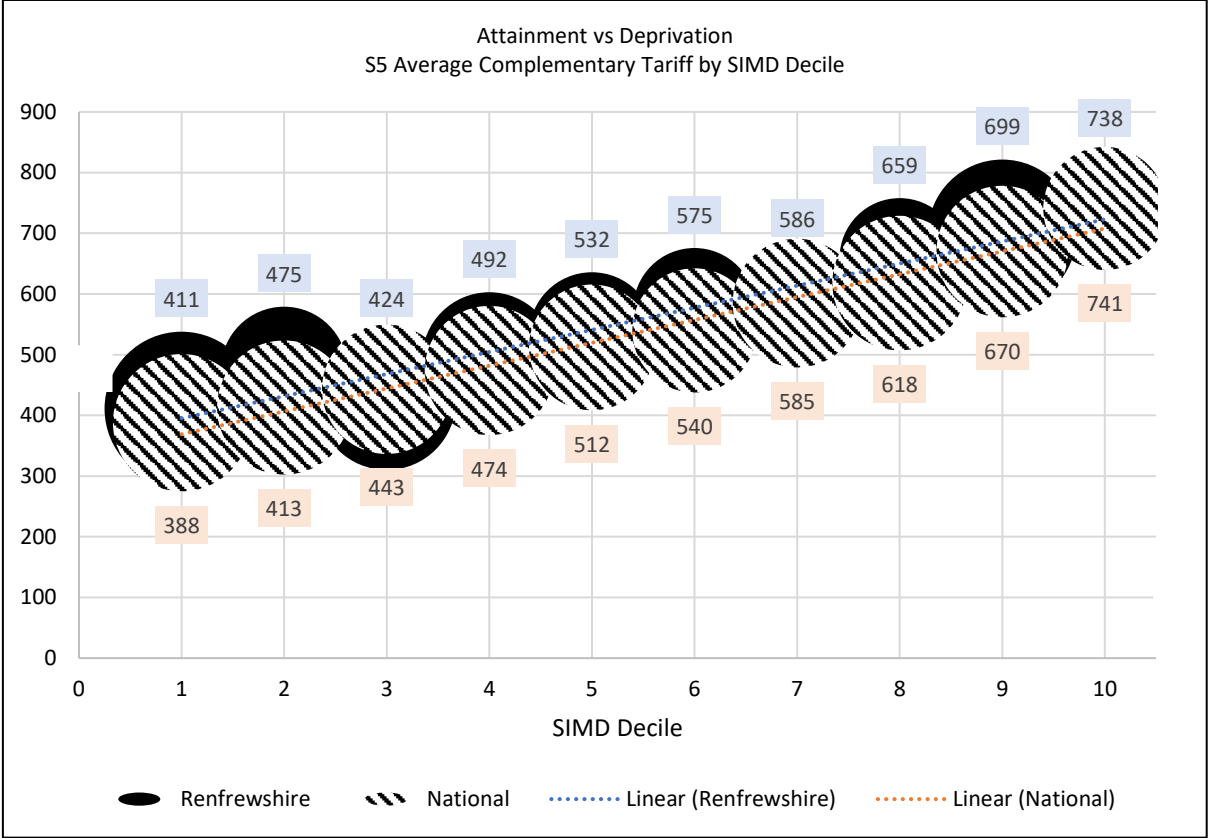
6.7 The S5 average complementary tariff for Renfrewshire is above national in all but two SIMD deciles (3 and 10). As Renfrewshire has higher performance at deciles 1 and 2, compared to the national picture, its attainment gap is smaller than the national gap.

Graph 7- S5 Complementary Tariff by SIMD Decile (Ren vs Virtual Comparator) 2023

Attainment vs Deprivation
S5 Average Complementary Tariff by SIMD Decile

Renfrewshire values: 411, 475, 424, 492, 532, 575, 586, 659, 699, 738

Virtual Comparator values: 411, 421, 464, 489, 518, 557, 602, 630, 672, 757

Legend: ⬤ Renfrewshire   Virtual Comparator   ·······Linear (Renfrewshire)   ·······Linear (Virtual Comparator)
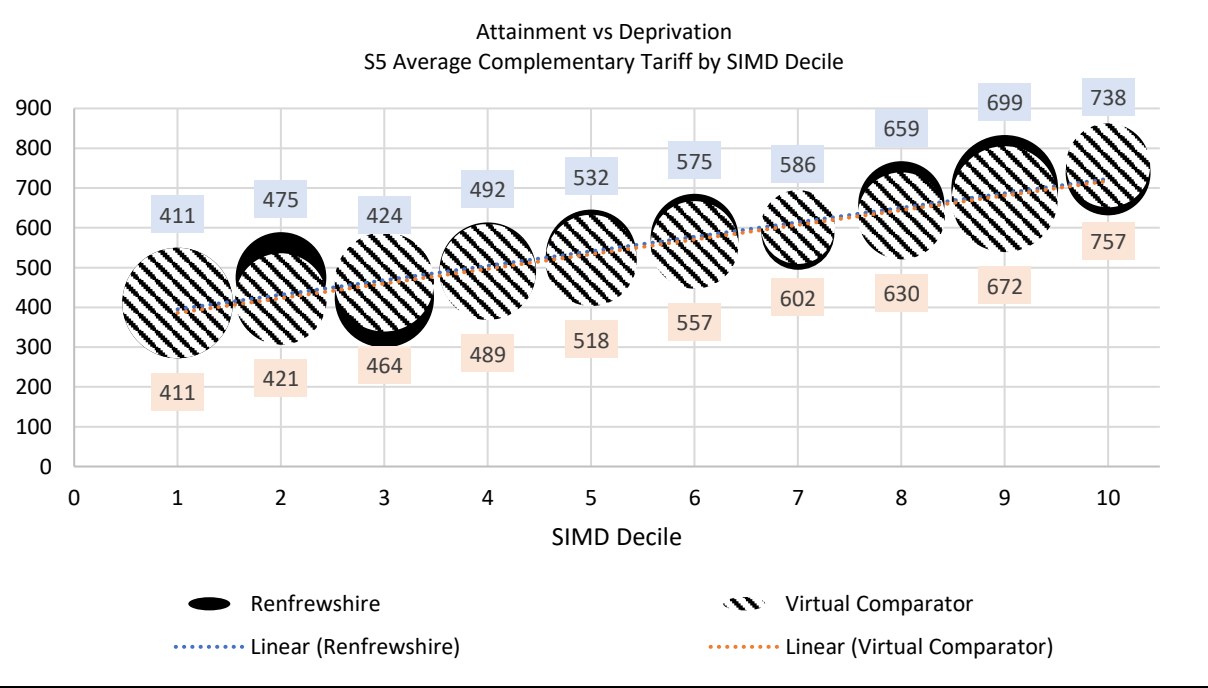
6.8 Graph 7 shows that Renfrewshire outperforms its Virtual Comparator at most deciles. The Virtual Comparator figure outperforms Renfrewshire figures at SIMD deciles 3,7, and 10. The trendlines suggest that attainment gaps are very similar between Renfrewshire and its Virtual Comparator.

6.9 Table 8 shows the S5 average complementary tariff of pupils living in SIMD 1-3 (30% most deprived areas) and of pupils living in SIMD 4-10 (70% least deprived areas) over 5 years. It also shows the Tariff Point gap between these two figures.

Table 8- Renfrewshire S5 Average Complementary Tariff by SIMD Groupings	2019	2020	2021	2022	2023
Pupils Living in 30% Most Deprived Areas	417	445	467	457	433
Pupils Living in 70% Least Deprived Areas	626	668	665	642	613
Tariff Point Gap	209	223	198	185	180

6.10 The average complementary tariff has decreased for both the 30% most deprived and the 70% least deprived groups in 2023. This has occurred within the National and Virtual Comparator figures also. The decrease of the 30% most deprived group is less than that of the 70% least deprived. As a result, the size of the attainment gap has decreased.

S6

Graph 8- S6 Complementary Tariff by SIMD Decile (Ren vs National) 2023

Attainment vs Deprivation
S6 Average Complementary Tariff by SIMD Decile
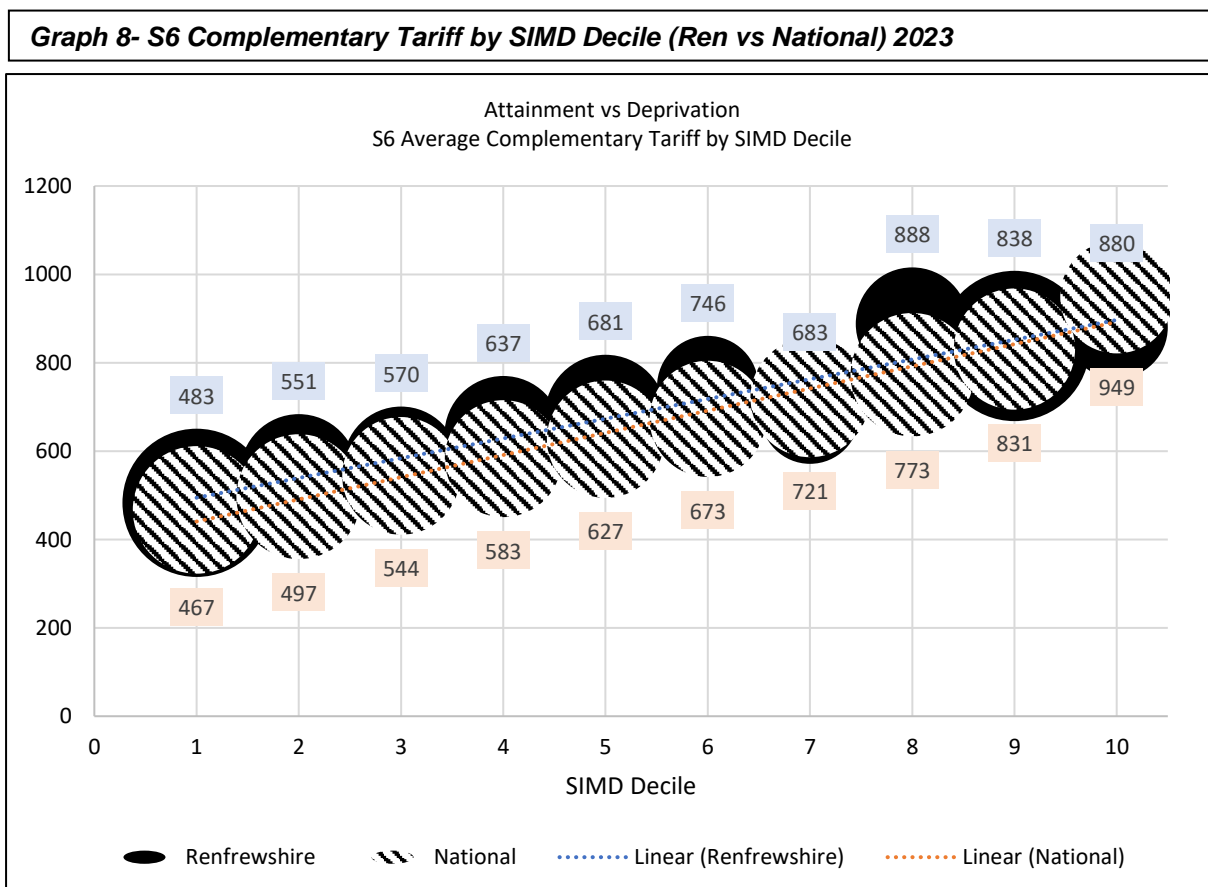
6.11 The S6 average complementary tariff is higher than national in all but two SIMD deciles (7 and 10). As Renfrewshire has a higher relative performance at decile 1 and a lower relative performance at decile 10, its trendline suggests a smaller attainment gap relative to the National picture.

Graph 9- S6 Complementary Tariff by SIMD Decile (Ren vs Virtual Comparator) 2023

Attainment vs Deprivation
S6 Average Complementary Tariff by SIMD Decile
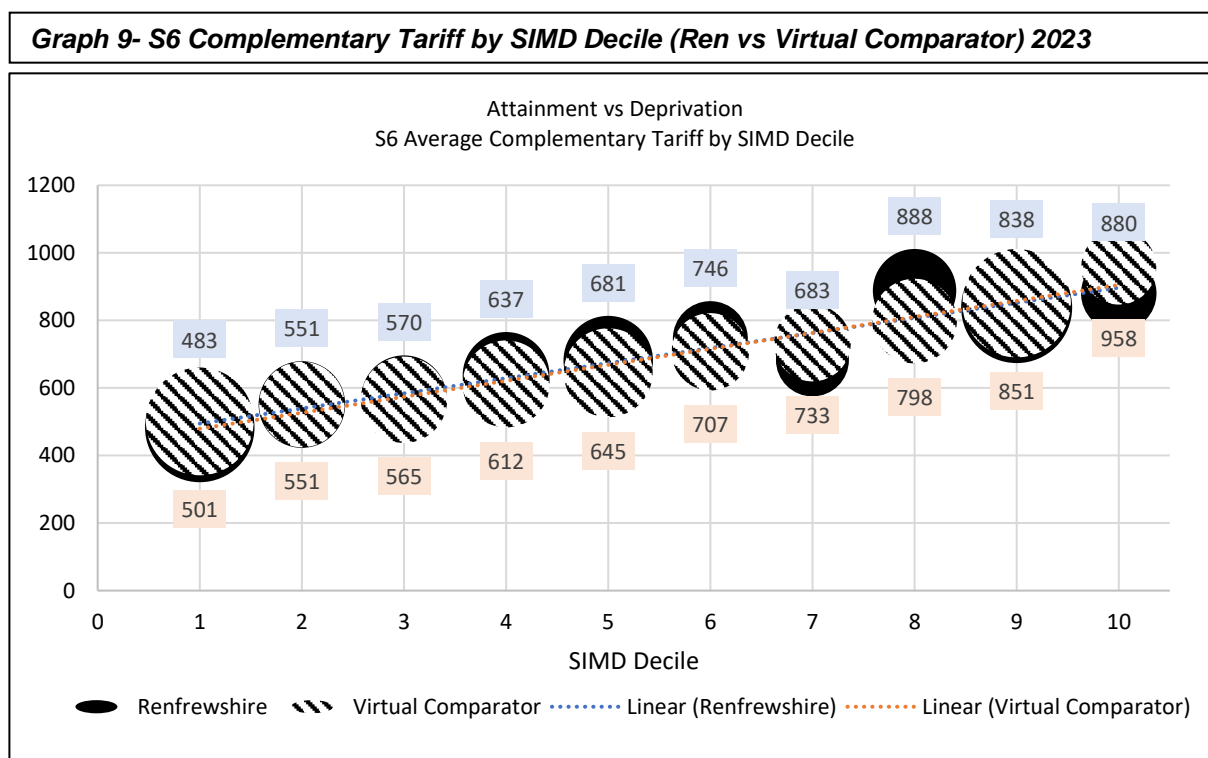
6.12 Renfrewshire is above the virtual comparator in deciles 3,4,5,6 and 8. The Virtual Comparator is ahead in deciles 1,7,9 and 10. Renfrewshire has a lower attainment gap compared to its Virtual Comparator at S6.

Table 9 – Renfrewshire S6 Average Complementary Tariff by SIMD Groupings					
	2019	**2020**	**2021**	**2022**	**2023**
Pupils Living in 30% Most Deprived Areas	512	507	537	548	526
Pupils Living in 70% Least Deprived Areas	774	780	830	798	769
Tariff Point Gap	262	273	293	247	243

6.13 The average complementary tariff for pupils living in the 30% most deprived and 70% least deprived group has decreased against 2022. Pupils from the 30% most deprived areas remain above the pre-pandemic figure of 2019. The tariff point gap has reduced because the 70% least deprived group decreased by a bigger amount than the 30% most deprived group. This is a pattern repeated with the national and virtual comparator figures.

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7.   Breadth and depth

7.1 In addition to the key measures available in Insight, the service also looks at the percentage of the cohort who achieved any number of awards at various SCQF levels. These are known as 'breadth and depth' measures. We look at

this data in conjunction with the Insight measures to allow us to gain a broader understanding of attainment across Renfrewshire and between schools.

7.2   The tables on the following pages show performance over time of some of the key breadth and depth measures and how we compare to the virtual comparator. SCQF 4 is National 4 or its equivalent, SCQF Level 5 is National 5 or its equivalent, SCQF Level 6 is Higher or its equivalent; and SCQF Level 7 is Advanced Higher or its equivalent.

S4

7.3   Table 10 includes data on the number of awards achieved for S4 pupils at SCQF Level 4 and Level 5 for Renfrewshire and the virtual comparator.

Table 10- S4 Breadth & Depth								
S4 A-C	3 or more awards at SCQF level 4 or better		5 or more awards at SCQF level 4 or better		3 or more awards at SCQF level 5 or better		5 or more awards at SCQF level 5 or better	
	Ren	VC	Ren	VC	Ren	VC	Ren	VC
2021	93%	92%	86%	83%	76%	73%	60%	56%
2022	93%	91%	86%	83%	74%	70%	59%	55%
2023	89%	91%	81%	82%	71%	70%	58%	55%

7.4   In S4, Renfrewshire is now behind the virtual comparator at SCQF Level 4. The proportion of pupils achieving 3 or more and 5 or more at Level 4 has fallen on previous years. At SCQF Level 5, Renfrewshire is ahead of the virtual comparator at 3 or more and 5 or more awards, but has also fallen against 2022 figures.

S5

7.5   Table 11 includes data on the number of awards achieved for S5 pupils at SCQF levels 5 and 6 for Renfrewshire and the virtual comparator.

Table 11- S5 Breadth & Depth (% of S4 Roll)												
S5 A-C	1 or more awards at SCQF level 5 or better		3 or more awards at SCQF level 5 or better		5 or more awards at SCQF level 5 or better		1 or more awards at SCQF level 6 or better		3 or more awards at SCQF level 6 or better		5 or more awards at SCQF level 6 or better	
	Ren	VC	Ren	VC	Ren	VC	Ren	VC	Ren	VC	Ren	VC
2021	91%	90%	82%	80%	71%	68%	71%	68%	51%	49%	28%	25%
2022	92%	90%	82%	80%	69%	68%	70%	66%	49%	48%	27%	25%
2023	90%	88%	80%	77%	68%	65%	68%	65%	47%	46%	28%	25%

7.6   At both SCQF Level 5 and Level 6, Renfrewshire is above the virtual comparator across all measures. Aside from 5+ awards at Level 6, all other measures decreased from 2022. This also occurred with the virtual comparator.

S6

7.7 Table 12 includes data on the number of awards achieved for S6 pupils at SCQF levels 5, 6 and 7 for Renfrewshire and the virtual comparator.

Table 12- S6 Breadth & Depth (% of S4 Roll)													
S6 A-C	**3 or more awards at SCQF level 5 or better**		**5 or more awards at SCQF level 5 or better**		**1 or more awards at SCQF level 6 or better**		**3 or more awards at SCQF level 6 or better**		**5 or more awards at SCQF level 6 or better**		**1 or more awards at SCQF level 7 or better**	
	Ren	**VC**	**Ren**	**VC**	**Ren**	**VC**	**Ren**	**VC**	**Ren**	**VC**	**Ren**	**VC**
2021	82%	79%	72%	69%	73%	69%	59%	56%	45%	42%	27%	28%
2022	82%	81%	74%	71%	75%	70%	60%	56%	45%	41%	27%	28%
2023	83%	81%	73%	70%	72%	69%	56%	54%	41%	40%	26%	27%

7.8 In S6, Renfrewshire has performed above the virtual comparator in all measures at SCQF Level 5 and Level 6. This is consistent with previous year's trends. Attainment at SCQF Level 7 is slightly behind the virtual comparator, which mimics previous years at this level. Most measures saw a decrease in comparison to the 2022 figures.

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8. Conclusion and next steps

8.1 The 2023 results need to be considered in the context of returning to a traditional exam diet after challenging circumstances and the never-before-used alternative certification model. Considered in this context, it would not be helpful to directly compare attainment to 2020-2022. Better comparisons are to be made with 2019 performance which used an assessment programme that more closely resembles what was implemented in the 22/23 session. What is clear is that young people across Renfrewshire have performed exceptionally well, and they should be congratulated for all that they have achieved.

8.2 A further report on finalised leavers' data and the attainment of our looked after children will be presented to this board in spring 2024 or as soon thereafter as the data becomes available.

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Implications of this report

1. Financial Implications
None.

2. HR and Organisational Development Implications
None.

3. Community Plan/Council Plan Implications

Children and Young People - High levels of attainment and achievement provide our children and young people with the best start in life

4.   Legal Implications
None.

5.   Property/Assets Implications
None.

6.   Information Technology Implications
None.

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

8.   Health and Safety Implications
None.

9.   Procurement Implications
None.

10.   Risk Implications
None.

11.   Privacy Impact
None.

12.   COSLA Policy Position
None.

13.   Climate Risk
None.

List of Background Papers

(a)   none

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Children's Services
October 2023

Author: James Bowness, Data and Evaluation Officer

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To: Education and Children's Service Policy Board

On: 2 November 2023

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Report by: Chief Social Work Officer and Interim Chief Education Officer

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Heading: Children's Services 2023/24 Service Improvement Plan Mid-Year Monitoring
Report

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1.   Summary

1.1.   The Service Improvement Plan for Children's Services is a three-year plan covering the period 2023-2026. The purpose of the Plan is to identify the priorities being addressed, the key tasks to be implemented, the implementation timetable and our measures of success.

1.2.   The Service Improvement Plan is part of a suite of documents which describe the strategic direction for the service and the Council, that also includes the Council Plan, Community Plan, Risk Management Plan, and the Workforce Plan. The service also makes a major contribution to the delivery of the Renfrewshire Children's Services Partnership Plan, the Education Improvement Plan, and Renfrewshire's Community Justice Outcomes Improvement Plan.

1.3.   This update reflects on the first six months of our Service Improvement Plan, highlighting areas where we are already making progress and some areas we want to focus on more, perhaps because performance is not moving in the direction we anticipated or because of other pressures or factors that makes this even more of a priority for us.

1.4.   Some of the achievements of Children's Services in the last six month include:

• Further implementation of Ren10, a multi-agency community-based family support service providing mental health and wellbeing support for children, young people and their families;

2

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

- Progressing with our local response to national aims and priorities via The Promise, delivering improved outcomes for individuals who are care experienced, keeping children within their families wherever possible;

- The Mentors in Violence Prevention peer-mentoring programme, which is providing young people across all Renfrewshire secondary schools with the skills to challenge attitudes to gender-based violence;

- Early development around Renfrewshire's approach to whole family support measures which promote early and preventative intervention;

- Implementing the practices of the Safe and Together model across Children's Social Work; and

- Continuing to embed the Alcohol and Substance Awareness Programme in education establishments to develop self-confidence and support the healthy and informed choices of children and young people – this has been recognised nationally, winning a COSLA Excellence Award in the 'Tackling Inequalities and Improving Health and Wellbeing' category.

1.5. At a service level, there is a stronger focus on some of the Council Plan Strategic Outcomes closely aligned with Children's Services. In the appendix to this report, you will find a full update against all the actions and performance indicators we use to measure progress.

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2. Recommendations

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

a) the contents of this report; and
b) the achievements of Children's Services during the first six months of 2023/24 which fall within the remit of this Board.

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3. Background

3.1. Children's Services are responsible for the delivery of early learning and childcare, universal services such as primary and secondary education, social work services to children and families, justice social work services, and targeted and specialist services for specific identified needs. These include child protection services, the provision of education to children and young people with additional support needs, mental health and addictions services for children and young people, and management and rehabilitation services for people who have committed offences.

3

3.2. The Service Improvement Plan (SIP) is a comprehensive statement of the outcomes the service aims to achieve, and the actions it will take to achieve these. It fits within the wider planning framework of the Council by taking account of Community Planning themes and Council priorities. The SIP enables elected members to have oversight of developments within the service and to consider and develop policy options which reflect customer need and resource availability.

3.3. The priority actions and performance indicators set out in the attached Mid-Year Service Improvement update details the specific actions the service has achieved and will continue to progress to support the Council's priorities and help deliver improved outcomes for Renfrewshire children, young people, and their families and communities. Progress towards actions and indicators will be reported in the annual outturn report in May 2024.

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4. Performance/data indicators on track

4.1. The most up to date Curriculum for Excellence attainment data shows that Renfrewshire remains above the national average across all stages and curricular areas. The service has already made good progress in responding with targeted and evidence-based interventions to support schools in literacy and numeracy. The achievements of Renfrewshire's young people in 2021/22 will be compared with 2022/23 examination data as it becomes available throughout late-2023 and in 2024.

4.2. The service has continued to exceed its target for ensuring that our looked after children are cared for in a community setting, with 90.4% cared for in this way. Although this number represents a drop in performance in comparison to previous reporting periods, this can be accounted for by the needs of a small number of young people who require to be placed in other settings better aligned to their current needs.

4.3. The percentage of new unpaid work orders completed by the required date has shown strong performance between April and June 2023, with 96% of orders completed against a target of 75%. Target continues to be exceeded, despite increases in the number of orders stemming from further court activity, highlighting the service's efforts to focus resource on areas of greatest priority.

4.4. The percentage of Stage 1 complaints responded to within timescales agreed with customers is 97%. This figure highlight the efforts of the service to improve performance in this area. The number of complaints received over the period increased compared to the previous quarter but remains relatively low. This means those not responded to on time can have a relatively large bearing on the overall percentage. On occasion this may require staff to liaise closely with the complainant to fully understand the scope of the issue and thereafter identify all pertinent information. Complainants are always kept fully informed of timescales and anything that might impact them.

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5. Performance/data indicators which did not meet target

5.1. Several justice performance measures have been unsuccessful in achieving their target for the quarter. This is due in part to the ongoing changes in some court activity which has disrupted justice service processes, challenging tight timescales for initial activity on orders. The service continues to adapt to progress high priority work for those individuals most in need, and in the coming months will focus on maximising available capacity though the effective utilisation of accommodation and deployment of staff resource.

5.2. The number of Renfrewshire school pupils starting a foundation apprenticeship in 2022/23 dropped by almost 75% compared to those accessed in 2021/22. This in part could be attributed to a greater number of pupils staying on to S5, with a richer curriculum offered which creates additional opportunities for our young people.

5.3. The percentage of care leavers participating in employment, training and education has fallen 9 percentage points to 41% against a target of 55%. Children's Services will work closely with partners involved in providing this support to establish if this is a sustained trend, and to establish the circumstances attributed to this recent reduction in performance.

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6. Key priorities over the next six months

6.1. The service has a number of priorities for the next six months and beyond. Significant detail is described within a range of planning documents including the Renfrewshire Children's Services Partnership Plan and the Education Improvement Plan. These include:

- Relentless focus on improving attainment for all children and young while narrowing the poverty-related attainment gap.

- Improving engagement with children and young people to ensure their voices are heard, their rights are respected, that the principles of UNCRC are embedded in all future policy and planning decision making, and that children are included in relation to decisions which affect them;

- Developing the whole family wellbeing model through strong partnership working and community engagement;

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

- Continuing to support vulnerable young people to achieve and sustain positive pathways after leaving school;

- Strengthening our service planning processes to enable children and young people to thrive, learn and achieve;

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- Completing the installation of Wi-Fi across the full school estate by the end of the current school term;

- Developing, designing and implementing an Early Interventions service within justice social work; and

- The design and delivery of a comprehensive programme of staff training and development, through the newly named Family Care and Protection portfolio (formerly Families and Communities).

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7.   Monitoring progress

7.1.   Progress on the implementation of the Service Improvement Plan is regularly monitored by the Extended Senior Leadership Team every quarter and will be reported to the Education and Children's Services Policy Board on a six-monthly basis. An outturn report will present a review of progress to this Board in the Spring of 2024.

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Implications of the Report

1.   **Financial** - The Service Improvement Plan highlights resourcing pressures arising from increasing demand for services and the current financial environment.

2.   **HR & Organisational Development** – None.

3.   **Community/Council Planning** – The report details a range of activities which reflect local council and community planning themes.

4.   **Legal** - None.

5.   **Property/Assets** – None.

6.   **Information Technology** – Service developments relating to information technology are key enablers of service improvement and modernisation and support service-level and corporate objectives.

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

8.   **Health & Safety** – None.

9.   **Procurement** – None.

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

11. **Privacy Impact** – None.

12. **COSLA Policy Position** – None.

13. **Climate Risk** – None.

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List of Background Papers

(a) Service Improvement Plan 2023 - 2026

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Children's Services

Service Improvement Plan 2023 - 26
Six-monthly progress update
November 2023

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Welcome to our six-monthly update

- This update reflects on the first six months of our Service Improvement Plan, highlighting areas where we are already making progress and some areas we want to focus on more, perhaps because performance isn't moving in the direction we anticipated or because of other pressures or factors that makes this even more of a priority for us.

- The following pages shine a spotlight on some great projects or practice, and highlight areas where we want to improve or develop further. At a service level, there is a stronger focus on the Council Plan Strategic Outcomes that are closely aligned with Children's Services. Towards the end of this document, you will find a full update against all the actions and performance indicators we use to measure progress.

- We report on 33 performance indicators, 19 which are reported annually and 14 reported quarterly. Some annual indicators are based on data that is one-year behind, owing to having no more recent comparable information. This will be updated as comprehensive data becomes available through subsequent data collections.

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Place: As part of the corporate roll-out of Wi-Fi, installation across the learning estate commenced in Secondary schools during the summer break. It is expected that this phase will be completed by the end of November 2023, with work concluded in Primary schools and Early Learning establishments by March 2024.

Economy: Working in partnership with Invest in Renfrewshire, Skills Development Scotland, and West College Scotland, there are now Developing the Young Workforce (DYW) co-ordinators in all Secondary and ASN schools.

Green: New heating controls have been installed in our schools, which offer a high degree of environmental sustainability and energy efficiency, optimising performance and providing remote connectivity.

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Fair: Nurturing bright, happy and healthy futures for all

Achievements

- Early years establishments and primary schools have been supported to deliver effective emotional literacy through coaching from Barnardo's. For secondary schools, HeadStrong designed a bespoke emotional literacy package.
- Our online, interactive, Alcohol and Substance Education Awareness programme is being implemented across most of our early years' establishments and schools. This resource received national recognition, winning a COSLA Excellence Award in the Tackling Inequalities and Improving Health and Wellbeing category.
- The Mentors in Violence Prevention (MVP) programme is providing young people across most Renfrewshire secondary schools with the skills to challenge attitudes to gender-based violence (GBV).
- We have successfully rolled out the Safe and Together model across Children's Services Social Work. The principles of Safe and Together have been embedded in practice and has been supported by multiagency training.

Areas for improvement and development

- The percentage point gap between the attainment in literacy of pupils living in the most and least deprived areas has increased.
- Performance in several justice social work indicators has declined, despite general improvements over the course of the previous year.

97% of our school leavers are in positive destinations

Attainment gap in numeracy decreased between pupils living in the most and least deprived SIMD areas

90% of our looked after children are cared for in the community

Low number of care leavers presenting as homeless in the past 6 months

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Living our Values: making a difference together

More opportunities to learn together, share practice and better inform children and young people and their families who need it.

We are focusing on understanding the impact of trauma and reflecting our learning in how we deliver our services, alongside the language we use to help tackle stigma.

97% Stage 1 complaints resolved within agreed timescales

88% Stage 2 complaints resolved within agreed timescales

85% of Freedom of Information requests were responded to on time

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Improving Outcomes for Children and Families

Across all of our work and all of our efforts, we hope for loving and happy lives for Renfrewshire's children – working together to get it right for children, families and communities – protecting, learning, achieving and nurturing.
Every priority of our Council Plan contributes to improving the lives of Renfrewshire's children and their families.

Achievements

- As part of our commitment to keeping The Promise in Renfrewshire, we have recruited over 100 Promise Keepers who act as local champions, helping to educate and improve services for care experienced people.
- Work is already underway to ensure that UNCRC is embedded in all future policy and planning decisions.
- Through the Children's Services Partnership, a range of services are working together to map out whole family support services that can best support families at the right time.
- Over 1,000 children and young people have accessed counselling through REN10 approaches and initiatives.

Areas for improvement and development

- The pandemic had a disproportionate effect on our most deprived areas, leading to an increase in the poverty-related attainment gap. We continue to target our work to support all children and young people to achieve.

Low number of children moving on and off the Child Protection Register in past 2 years.

We continue to welcome people to Renfrewshire that arrive through government humanitarian schemes.

Social work service redesign is progressing, with ongoing engagement and consultation with stakeholders.

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Actions and indicators

Full list
November 2023

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Performance Key

ACTION STATUS	
✖	CANCELLED
🛑	OVERDUE
⚠	CHECK PROGRESS
▶	IN PROGRESS
✔	COMPLETED

PERFORMANCE INDICATOR STATUS	
🛑	BELOW TARGET
⚠	CHECK PROGRESS
✔	ACHIEVING/ON COURSE TO ACHIEVE TARGET
❓	NOT COMPARABLE
📊	DATA ONLY
⬆	PERFORMANCE IMPROVING
➖	PERFORMANCE IN RANGE
⬇	PERFORMANCE GETTING WORSE

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Delivering the Council Plan – Place

What we will do	Due Date	Status	Progress update
Progress development work in relation to the priority schools identified in the School Estate Management Plan - Paisley Grammar School Community Campus (PGSCC)	31-Aug-2026	▶	The Learning Estate Project Board (LEPB) was advised that budget pressure on school construction projects is occurring on a national scale and that the PGSCC project was affected by this issue. Further to assessment of design development, inflation and appetite in the Sub-Contract market, the project team advised that the overall budget is at risk until contract close in March 2024. It should be noted however, that this risk is being considered by the LEPB in the context of the recent Scottish Ministerial decision to award an 11% uplift to the base funding provision on Scottish Futures Trust (SFT) funded projects reaching financial close by December 2023. The SFT advise that projects reaching financial close after December 2023 would be assessed to determine suitability for additional funding towards the end of this year with advice on the outcome anticipated in January 2024. To ensure this budgetary risk does not generate a further risk to programme delivery, the LEPB board endorsed progression of detailed design and tendering of the works during RIBA stage 4. The LEPB also supports the proposal to undertake an enabling works project to being forward elements of the main works contract to start early, thus de-risking the final delivery deadline for the project; agreement to this approach will be sought from the next Finance, Resources & Customer Services Policy Board meeting due to take place in November. Design development continues to achieve anticipated milestones for an August 2026 opening. At present the MDDT are developing information for market testing which will yield quotations for the work. As part of this development process the project team is holistically reviewing all elements of the project to deliver on Children's Services brief of providing a building that is flexible and adaptable to the needs of its users. The project team advise that this assessment will also aim to achieve best value on both capital and life cycle costings.

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Delivering the Council Plan – Place

What we will do	Due Date	Status	Progress update
Progress development work in relation to the priority schools identified in the School Estate Management Plan - Thorn Primary School	31-Mar-2026	▶	The decision on Learning Estate Investment Programme Phase 3 Funding was deferred by Scottish Government in December 2022. No update on this position has been received at this time.
Progress plans for the roll out of full Wi-Fi across the school estate, understanding the benefits that can be baselined and measured	31-Dec-2023	▶	The roll out for secondary schools will be completed in November 2023. Thereafter work will commence in Primary and ELCC's establishments with them all planned to be completed by the end of March next year.

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Delivering the Council Plan – Economy

What we will do	Due Date	Status	Progress update
Working in partnership with Skills Development Scotland, West College Scotland, Invest in Renfrewshire and Developing the Young Workforce West, we will ensure planned robust approaches to supporting our most vulnerable learners into positive destinations	31-Mar-2025	▷	The Economic Recovery Group continues to meet regularly with a robust focus on supporting vulnerable learners into positive destinations. All secondary schools and our 2 schools for pupils with additional support needs (ASN) have a Developing the Young Workforce (DYW) coordinator. The key priority of these staff is to ensure all young people, particularly the most vulnerable, are provided with opportunities to support them into positive destinations post school including bespoke work placements and alternative pathways as appropriate. Monthly meetings take place to review the progress of these young people and to ensure that the right supports are in place for them. The work placement programme continues to provide excellent opportunities for our young people. We have approximately 400 new employers this year who are offering a range of opportunities such as site visits, training and long-term work placements for young people in the senior phase.

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Delivering the Council Plan – Fair

What we will do	Due Date	Status	Progress update
Develop and extend bespoke pathways and programmes on literacy and numeracy to support all establishments through a differentiated approach	30-June-2023	✅	Across literacy and numeracy, schools were supported with aspects of learning and teaching including evidence-based pedagogy and assessment. A range of evaluations and case studies have been compiled to evaluate the effectiveness and impact of specific interventions. This is detailed in the Standards and Qualities report.
Ensure Renfrewshire is a "child friendly" place where children's rights are at the centre of policy decision making.	30-June-2023	✅	Work is ongoing to ensure that UNCRC as a corporate responsibility is embedded in all future policy and planning decision making in relation to children and young people. Schools continue to be involved in the Rights Respecting Schools award and ensure that children and young people are at the centre of decision making at a local level. Through the continued work of the inclusion portfolio, children's rights are front and centre of all GIRFEC approaches.
Roll out the Safe and Together model across Children's Services Social Work and embed the Safe and Together principles in practice	30-June-2023	✅	A further two cohorts of the intensive four day Safe and Together core training were delivered in 2023 and included practitioners from partner agencies in order to inform and progress the wider inter-agency roll out. A one-day inter-agency training took place earlier this year to positive feedback and a further two are planned before the end of 2023. The model is now embedded in Children's Services Social Work with 'champions' identified across the teams and regular 'champions' meetings and reflective practice sessions continuing to take place. The Safe and Together Steering Group is now focused on promoting the principles of the model on a wider inter-agency basis. Accordingly, this action is now complete in relation to the Children's Services Improvement Plan.

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Delivering the Council Plan – Fair

What we will do	Due Date	Status	Progress update
In collaboration with Health partners, the West Partnership and the voluntary sector, continue to develop consistent, effective & preventative approaches to support recovery and improve the mental, social and emotional wellbeing of children, young people	30-June-2023	✅	All year 1 and 2 PATHs early years and primary schools are being effectively supported to deliver effective emotional literacy through coaching from Barnardo's. For secondary schools, funding was secured to procure HeadStrong to design a bespoke emotional literacy resource for Renfrewshire which will be launched in August 2023. A comprehensive programme of professional learning (PL) was developed and delivered throughout the academic session to support effective implementation of the mental, social & emotional strands of wellbeing. Pre and post evaluations (including 6 months post-training) shows an increase in knowledge, skills and confidence in all staff who engaged with PL. Counselling services are in place to support all CYP from P1-S6 and parents where appropriate. 100% of CYP referred into counselling were screened within 5 days of referral and 82% have improved scores post-counselling. To promote staff wellbeing, Reflective Group Practices were adopted in 3 secondary schools with 80% of staff reporting that sessions helped support their own wellbeing. Our new online interactive Alcohol and Substance Education Awareness programme is being implemented across almost all of our early years' establishments and schools. A review has been undertaken with users and partners to identify gaps/improvements required. A report has been produced with. recommendations that will be addressed. The Mentors in Violence Prevention (MVP) peer mentoring programme is providing young people across almost all Renfrewshire secondary schools with the skills to challenge attitudes to gender-based violence (GBV). Teachers reported an increased confidence in recognising and dealing with GBV situations within their own schools. 95% of schools provided self-evaluation gradings of 'Good' or better for the Quality Indicator Ensuring Wellbeing, Equality and Inclusion. Since June 2022, an additional school has a self-evaluation grading of 'excellent' and the number of schools with a 'very good' grading has increased from 49% to 64%. A local authority analysis of the Warwick Edinburgh Mental Wellbeing Survey which was undertaken by Renfrewshire young people from S1-6 this academic session and last, suggests that wellbeing is improving, with average wellbeing scores increasing and the percentage of young people falling into the low wellbeing score category decreasing from 31% to 24%.

Delivering the Council Plan – Fair

What we will do	Due Date	Status	Progress update
Further embed the recommendations of The Promise in service delivery	31-Mar-2025	▷	The Childrens Services response to the implementation of The Promise in Renfrewshire has progressed against several priority areas identified in the Promise Plan 21-24. Through The Promise Governance mechanisms, reporting directly to Childrens Services Partnership, and captured through a mapping process we are evidencing Promise related activity across Childrens Services and from the wider Childrens Services Partners. This activity includes programmes of change and policy development in Education, Social Work, Youth Justice, Childrens Hearings, Cultural Regeneration, Employability, Health (including Mental Health, Sexual Health, Maternity Health), Housing Pathways, Whole Family Support and across the Workforce. Actions required to #KeepThePromise have informed the Inclusion Portfolio within Childrens Services. Renfrewshire's Promise Keeper Project, delivered by the Promise Ambassador, continues to progress and grow across Childrens Services, HSCP, the wider council and with our Community Planning Partners. This project has been shared across the national Promise network and has now been replicated in some areas. Renfrewshire's Promise Manager and Promise Ambassador are well connected to the Promise delivery mechanisms at COSLA, Promise Scotland and Scottish Government. This active involvement has led to involvement in projects/working groups including National Promise Mapping Development, COSLA Promise Data and Scotland's Promise Plan 24-30 Consultation.

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What we will do	Due Date	Status	Progress update
Development and implementation of the Learning, Teaching and Assessment Strategy that clearly articulates the vision for planning and delivering high quality learning, teaching and assessment	30-June-2024	▷	Feedback gathered from all sector heads around the vision and strategy. This will be collated and influence the next steps. We will continue to take this forward with senior leaders throughout the school session.
Building on the Ren10 interface, create a request for assistance referral system which ensures timely support across a variety of services for children, young people, parents and carers and staff	30-June-2023	✓	Requirements and options are being compiled to explore the most appropriate interface for the request for assistance process. Some services are piloting a new request for assistance process, and this is in early stages. This action will be merged with whole family wellbeing planning going forward.

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What we will do	Due Date	Status	Progress update
Finalise Parenting Strategy, launch and deliver on key actions through portfolio	31-Mar-2025	▶	Plans are in place for a soft launch of the parenting strategy, and this will include a showcase of all the approaches and support available for parenting. This work will merge with the whole family wellbeing strategy.
Where it is safe and appropriate to do so, families in need of support will be diverted away from social work and offered assessment and time-limited intervention from Barnardo's.	31-Jan-2024	▶	Since inception of the Early Help Pilot in Paisley North, 111 families have received a service form Barnardo's Early Help Team. These cases are diverted at the point of referral to duty and engagement offered by Barnardo's can last up to 12 weeks before being closed or referred back to the team. The main reasons for referrals have been incidences of domestic abuse, need for parenting support and breakdown of parent / child relationships some of which is exacerbated by family breakdown, poor attendance at school with underlying ASN for the child and wider family being identified as unmet need relating to poor mental health & wellbeing. From March 2023 the Early Help Team have been collocated part time at Abbey House and are now established as an integral part of the joint duty process. There is strong partnership working and professional relationships underpinned by robust interagency protocols & boundaries have been established. Co-location has fostered trust and a shared understanding across the interagency team. Families' improvement journey is scored using Barnardo's Outcomes Monitoring Framework to track progress against agreed outcomes linked to family support plans and interventions undertaken.

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What we will do	Due Date	Status	Progress update
Develop, design and implement an Early Interventions service within justice social work.	31-Mar-2024	▷	Electronic Monitoring (bail) commenced by Paisley Sheriff Court SW team on 15 March 2023, Structured Deferred Sentences (SDS) commenced in the fieldwork teams/women's service on the same date. Extended and more complex diversion is already underway. Five justice officer posts have been created and recruitment is progressing, with all successful candidates identified and recruitment checks underway; an equivalent post in the Whole Systems team in process. These are temporary until 31 March 2026 based on available funding. Recruitment is underway – these staff will undertake SDS, extended diversion and enable the development of bail supervision and voluntary throughcare.
To update and refresh the staged intervention framework through a shared vision & improved integrated working across all services including education, health, social work, voluntary sector & employment, and training.	31-Mar-2024	▷	The updated Staged Intervention Framework and associated processes, and protocols has been rolled out across all establishments in the Local Authority. Training for all Senior Leaders and Pupil Support Coordinators has been planned throughout the year to ensure successful implementation continues with a focus on quality assessment, planning and review at single agency level. Multi-agency training is also in place throughout the year to ensure all services are aware of and are using updated processes and procedures in line with the updated GIRFEC policy. A quality assurance framework has been established which will support the successful implementation of the Staged Intervention Framework which will include sampling of plans at various stages of intervention.

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What we will do	Due Date	Status	Progress update
The Promise Strategic Oversight Board and workstreams will progress and ensure Renfrewshire 'Keeps the Promise' and delivers improved outcomes for individuals who are care experienced, wherever possible keeping children within their families (CF)	31-Mar-2025	▷	Renfrewshire's Promise strategic planning and Governance Structure, incorporating The Promise Oversight Group and four workstreams, have been revisited and clearly aligned to Children's Services Partnership Plan and to the Council Plan. The Promise is now a high-level aim for Renfrewshire's Children's Services Partnership and the partnership has agreed that "There must be an urgency and demonstratable evidence of a collective understanding, commitment and activity in relation to The Promise." The Promise Strategic Oversight Group and workstreams active representation from different agencies and includes all key strategic corporate parent partners, frontline staff and Care Experienced people. The Promise Manager, started in post October 2022, manages the Children's Services Partnerships response to the implementation of The Promise in Renfrewshire. We will monitor the effectiveness of the Oversight Group and workstreams and our response to #KeepThePromise will be informed by emerging themes/priorities around The Promise Plan 21-24 and Plan 24-30.
Build local capacity for transformational whole systems change and to scale up and drive the delivery of holistic whole family support services (CF)	31-Mar-2025	▷	Good progress has been made with the development of the holistic whole family support services. Progress this session is detailed below: • In terms of third sector capacity, the 1st round grant funding process is underway and 17 applications were received to be scored and prioritised. • Scoping requirements for the request for assistance platform is underway and positive engagement with a provider is ongoing. • A pilot of the whole family wellbeing scale has commenced to explore the benefits of integrating a common evaluation framework to evidence the impact of whole family wellbeing supports. • In terms of service re-design, good progress has been made with services. Engagement and consultation is ongoing in relation to remits and service specifications. Partnership working continues to be strong through the steering group and RSCP.

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What we will do	Due Date	Status	Progress update
Progress the design and delivery of the Curriculum, Learning, Teaching and Assessment; the Families and Communities; and the Inclusion Portfolios within Children's Services (CF)	31-Mar-2025	▶	The benefits of the portfolio approach have been realised this session, particularly when producing the Education Improvement Plan and Standards and Qualities report. The process was more streamlined and there was improved collaboration around strategic planning. There has been an agreement to rename the 'Families and Communities' portfolio to 'Family Care and Protection' as this better reflects the priorities of the portfolio. The next steps for the approach will focus on the interface between the portfolios and cross-connections.
Deliver mental health and wellbeing support, including Ren10 mental health and wellbeing network to support children, young people and their families (CF)	31-Mar-2025	▶	A report was submitted to Scottish Government detailing the number of children, young people and parents benefitting from Ren10 approaches and interventions: • 1081 children and young people accessed counselling; • 806 reported a positive outcome; • 199 children and young people accessed a Ren10 support; • 93 parents were supported via EPEC or NVR; • 85% reported a positive outcome. This data demonstrates that the early intervention and prevention approaches available through Ren10 are having a positive impact on those who access. This work will continue to develop with appropriate links being made to the Whole Family Wellbeing plan.

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Indicator	Current Status	Short term trend	Long term trend	Q2 2022/23		Q3 2022/23		Q4 2022/23		Q1 2023/24		Explanation of performance
				Value	Target	Value	Target	Value	Target	Value	Target	
Percentage of Looked After Children cared for in the community	✅	▬	▬	91.6%	89.9%	91.2%	89.9%	90.0%	89.9%	90.4%	89.9%	The percentage of looked after children in the community has increased by 0.4pp in Q1 of 2023/24, compared with Q4 of 2022/23. The majority of all looked after children continue to live in a community setting either with their own family or with an alternative family. A residential house or school can be more suitable for a small number of children and young people based on their particular needs, but the service will always seek to have a child live in a family setting where appropriate. Please note, this indicator is also reported annually and the figure is derived from the Local Government Benchmarking Framework indicator CHN9 'Balance of care for 'looked after children': % of children being looked after in the community'. The last data published for this indicator is for 2020/21; the percentage of looked after children living with families in the community in Renfrewshire was 92.5%, above the Scotland average of 90%.

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Indicator	Current Status	Short term trend	Long term trend	Q2 2022/23		Q3 2022/23		Q4 2022/23		Q1 2023/24		Explanation of performance
				Value	Target	Value	Target	Value	Target	Value	Target	
The percentage of NEW clients subject to a new supervision order seen by a supervising officer within 1 week	🛑	⬇	⬇	77%	85%	86%	85%	76%	85%	64%	85%	Where the justice social worker recommends the court imposes a supervision order the criminal justice social work report details the first contact. Achieving this target is therefore dependent on the compliance of the person made the subject of the order attending as directed. Where the court defers sentence further before imposing the supervision order has a negative impact on performance. The justice team reviews performance regularly to identify issues.
% of NEW unpaid work orders/requirement complete by the required date	✅	▬	▬	97%	75%	94%	75%	96%	75%	96%	75%	Target continues to be exceeded. Court services recovering and the number of new orders imposed has continued to increase over recent months. The service continues to prioritise workloads and deliver unpaid work activity in accordance with safe working guidelines.

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Indicator	Current Status	Short term trend	Long term trend	Q2 2022/23		Q3 2022/23		Q4 2022/23		Q1 2023/24		Explanation of performance
				Value	Target	Value	Target	Value	Target	Value	Target	
Percentage of NEW unpaid work clients seen within 1 working day of the order	🛑	⬇	⬇	72%	70%	59%	70%	65%	70%	53%	70%	Despite significant recovery being achieved recently, performance in this area had declined compared to Q4 of 2022/23. Those made the subject of unpaid work orders should be seen at court on the day of sentence and directed to an appointment with unpaid work staff to allow this target to be achieved. At present there are vacancies within the court social work team which are compounded by operational issues within the Courts which are having a negative impact on performance. Orders imposed by courts outwith Renfrewshire also impact as there are delays in information sharing with Renfrewshire and a lack of contact details which then require postal contact, thus causing further delays.

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Indicator	Current Status	Short term trend	Long term trend	Q2 2022/23		Q3 2022/23		Q4 2022/23		Q1 2023/24		Explanation of performance
				Value	Target	Value	Target	Value	Target	Value	Target	
Percentage of NEW unpaid work clients receiving an induction within 5 working days of the order	🛑	⬇	⬇	83%	75%	75%	75%	71%	75%	62%	75%	Performance in Q1 of 2023/24 has significantly declined compared with Q4 of 2022/23. This is despite general improvements over the course of the previous year. These improvements reflected focussed efforts to prioritise health and safety inductions to ensure that service users are ready for available work placements. The impact on first appointments, then impacts on all later timescales.
Percentage of NEW unpaid work clients beginning work placement within 7 working days of the order	🛑	⬇	▬	61%	65%	82%	65%	71%	65%	58%	65%	Performance has missed the target in Q1, having exceeded it in the previous two quarters. The demand for weekend work placements remains high, and the service continues to adapt in response to this shift. Staff sickness and vacancies continue to impact workforce capacity and the impact on first appointments, then impacts on all later timescales.

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Indicator	Current Status	Short term trend	Long term trend	Q2 2022/23		Q3 2022/23		Q4 2022/23		Q1 2023/24		Explanation of performance
				Value	Target	Value	Target	Value	Target	Value	Target	
Percentage of accommodated Looked After Children placed with families	✅	▬	▬	88.9%	83%	88.1%	83%	86.9%	83%	88.1%	83%	The majority of accommodated children live in a family setting and this will continue to be the preferred option. There are times when it is more appropriate to support a looked after and accommodated child in a residential house or school, or times when a children's hearing considers this necessary.
Percentage of care leavers participating in employment, training or education	🛑	⬇	⬇	56%	55%	54%	55%	52%	55%	41%	55%	Performance in Q1 has decreased and is below the target of 55%. The figure of 41% reflects that 58 out of 142 care leavers with open Throughcare involvement are in employment, education or training.

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Indicator	Current Status	Short term trend	Long term trend	Q2 2022/23		Q3 2022/23		Q4 2022/23		Q1 2023/24		Explanation of performance
				Value	Target	Value	Target	Value	Target	Value	Target	
Percentage of care leavers who have had a period of homelessness in the last 6 months	⚠️	▬	▬	3%	0%	6%	0%	4%	0%	3%	0%	The figure of 3% equates to 4 young people. All individuals were either living with family members/friends or provided with temporary homeless accommodation either in Renfrewshire or in other local authority areas. Throughcare and Housing continue to work together to prevent homelessness and to support young people in sustaining tenancies. Reduced movement of housing stock in housing is resulting in young people remaining in placements longer. Homelessness can be a result of breakdown in other living arrangements whilst waiting on housing offers.

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Indicator	Current Status	Short term trend	Long term trend	2019/20		2020/21		2021/22		2022/23		Explanation of performance
				Value	Target	Value	Target	Value	Target	Value	Target	
% of Leavers attaining literacy SCQF Level 4	✅	▬	▬	97%	98%	97%	98%	96%	98%	n/a	98%	The percentage of leavers in Renfrewshire achieving literacy and SCQF level 4 or above has remained high over the previous three years. The 2021/22 figure of 96.1% is down on the 2020/21 figure of 97.0% but remains ahead of our virtual comparator, at 95.9%, and the national figure of 94.4%. The 2022/23 data will become available in early-2024 through the SQA Insight website.
% of Leavers attaining numeracy SCQF Level 4	✅	▬	▬	95%	93%	94%	94%	93%	94%	n/a	94%	The performance of Renfrewshire school leavers in numeracy at SCQF level 4 or above has decreased to 93.3% from the previous years figure of 94.5%. This is ahead of the virtual comparator which is 93.2%, and the national figure of 91.3%. The 2022/23 data will become available in early-2024 through the SQA Insight website.

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Indicator	Current Status	Short term trend	Long term trend	2019/20		2020/21		2021/22		2022/23		Explanation of performance
				Value	Target	Value	Target	Value	Target	Value	Target	
% of Leavers attaining literacy SCQF Level 5	✅	▬	▬	88%	86%	90%	86%	87%	88%	n/a	88%	Attainment of school leavers in literacy at SCQF level 5 or above has decreased to 87.1% from 90.2% in 2020/21. Renfrewshire has consistently been ahead of both the national average (82.0%) and its virtual comparator (85.9%) for the previous 3 years. The 2022/23 data will become available in early-2024 through the SQA Insight website.
% of Leavers attaining numeracy SCQF Level 5	✅	▬	▬	78%	75%	80%	75%	77%	77%	n/a	77%	The percentage of school leavers achieving SCQF level 5 or above in numeracy has decreased to 76.9% from 80.1% in 2020/21. Renfrewshire remains above the virtual comparator, which fell to 75.2%, and the national figure of 70.7%. The 2022/23 data will become available in early-2024 through the SQA Insight website.

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Indicator	Current Status	Short term trend	Long term trend	2019/20		2020/21		2021/22		2022/23		Explanation of performance
				Value	Target	Value	Target	Value	Target	Value	Target	
Average Total Tariff Score of Looked After Children (school leavers)	✅	⬇️	⬆️	218	310	471	320	328	330	n/a	330	The average total tariff of care-experienced school leavers decreased in 2021/22 to 328 from 471 in 2020/21. However, due to the small number of looked after pupils in each leavers cohort there can be considerable variation in the average tariff from year to year. The 2022/23 data will become available in early-2024 through the SQA Insight website.
Gap between the Average Total Tariff Score of Looked After Children (school leavers) and that of the total Renfrewshire leavers cohort	⚠️	⬇️	⬆️	78%	65%	58%	64%	67%	63%	n/a	63%	The percentage gap between the average total tariff between looked after school leavers and the general cohort increased in 2021/22 to 67.3% from 58% in 2020/21. The number of looked after pupils in each leaver's cohort is small therefore a high degree of variation is expected in these figures year on year. The 2022/23 data will become available in early-2024 through the SQA Insight website.

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Indicator	Current Status	Short term trend	Long term trend	2019/20		2020/21		2021/22		2022/23		Explanation of performance
				Value	Target	Value	Target	Value	Target	Value	Target	
Average Complementary Tariff (S4)	✅	▬	▬	318	313	320	316	311	320	n/a	320	The average complementary tariff score of S4 pupils in Renfrewshire is broadly within range, although there has been a slight drop over the previous year. The 2021/22 figure of 311 is down on the 2020/21 figure of 320. Renfrewshire's score remains greater than that of the national average and its virtual comparator. The 2022/23 data will become available later in 2023 through the SQA Insight website.
Average Complementary Tariff (S5)	✅	▬	⬆	588	560	628	565	604	570	n/a	570	The average complementary tariff score of S5 pupils in Renfrewshire has decreased slightly against the figure from 2020/21. Renfrewshire's score remains above the national average and its virtual comparator. The 2022/23 data will become available later in 2023 through the SQA Insight website.

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Indicator	Current Status	Short term trend	Long term trend	2019/20		2020/21		2021/22		2022/23		Explanation of performance
				Value	Target	Value	Target	Value	Target	Value	Target	
Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Literacy between pupils living in 30% Most Deprived areas and those living in 70% Least Deprived Areas (SIMD)	🔴	▬	⬇	12	9	12	8	15	7	16	10	The percentage point gap between the attainment in literacy of pupils living in the most and least deprived areas has increased to 16 percentage points, in comparison to 15.4 percentage points in 2021/22.
Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Numeracy between pupils living in 30% Most Deprived areas and those living in 70% Least Deprived Areas (SIMD)	🔴	▬	▬	10	8	10	7	13	6	11	9	The percentage point gap between the attainment in numeracy of pupils living in the most and least deprived areas has decreased to 11 percentage points, after a slight increase between 2021 and 2022.

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Indicator	Current Status	Short term trend	Long term trend	2019/20		2020/21		2021/22		2022/23		Explanation of performance
				Value	Target	Value	Target	Value	Target	Value	Target	
Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Literacy between pupils entitled to Free School Meals and pupils not entitled	🛑	❓	❓	18	16	18	15	21	14	22	15	The percentage point gap between the attainment in literacy of pupils entitled to free meals and those not entitled has increased for a second consecutive year, having remained at approximately 18 percentage points between 2019 and 2021. However, due to the expansion of universal entitlement to P4 and P5, these figures are not directly comparable to previous years.
Percentage Point Gap in % Pupils Achieving Expected Level for their stage in Numeracy between pupils entitled to Free School Meals and pupils not entitled	🛑	❓	❓	14	16	14	15	17	14	18	14	The percentage point gap between the attainment in numeracy of pupils entitled to free meals and those not entitled has increased for a second consecutive year, having remained at approximately 14 percentage points between 2019 and 2021. However, due to the expansion of universal entitlement to P4 and P5, these figures are not directly comparable to previous years.

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Indicator	Current Status	Short term trend	Long term trend	2019/20		2020/21		2021/22		2022/23		Explanation of performance
				Value	Target	Value	Target	Value	Target	Value	Target	
% of School leavers in a positive destination	✅	➖	⬆️	94%	95%	97%	95%	97%	95%	n/a	98%	The percentage of 2021/22 leavers entering a positive destination has remained similar to 20/21 figures (96.6 vs 96.5). Renfrewshire is ahead of both the national figure and the virtual comparator in this measure - both comparators have also remained similar to the previous year. Most of our school leavers went into higher education. The figure this year was 43%, above the national average of 41%. A further 25% of leavers went to further education, with 25% entering employment after a drop to 17% in 19/20. The 2022/23 data will become available in early-2024 through the SQA Insight website.

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Indicator	Current Status	Short term trend	Long term trend	2019/20		2020/21		2021/22		2022/23		Explanation of performance
				Value	Target	Value	Target	Value	Target	Value	Target	
No of foundation apprenticeships accessed by Renfrewshire school pupils	🛑	⬇️	⬇️	42	40	44	40	55	45	14	45	During 2022/23, 14 young people from Renfrewshire schools began Foundation Apprenticeships. More frameworks have been established in the area, but had to be cancelled due to no uptake. A richer curriculum is currently offered at school that includes a wide range of new courses, and creates additional opportunities for young people. We will continue to work with West College Scotland to provide attractive options for young people and intend to grow this number year after year as part of the wider goal of positive post-school destinations for all young people.

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Indicator	Current Status	Short term trend	Long term trend	2019/20		2020/21		2021/22		2022/23		Explanation of performance
				Value	Target	Value	Target	Value	Target	Value	Target	
Percentage of pupils satisfied with establishments Education Scotland Survey	⚠️	❓	❓	89%	100%	n/a	100%	n/a	100%	77%	100%	Figures for this indicator are taken from pupil responses to surveys sent out by inspectors; in this case, it is the proportion responding positively to the statement "I enjoy learning at my school". As such, they relate to a proportion of pupils in a small number of schools. Schools included in 2022/23 to date are Park Mains High School, St Benedict's High School, Auchenlodment Primary School and Early Learning Class, Barsail Primary School, Cochrane Castle Primary School, and West Primary School. This measure does not consider other statements which cover the broader aspects of school life, such as pastoral care, extracurricular activities, and the relationships between pupils and staff.

Delivering the Council Plan – Fair

Indicator	Current Status	Short term trend	Long term trend	2019/20		2020/21		2021/22		2022/23		Explanation of performance
				Value	Target	Value	Target	Value	Target	Value	Target	
% of children attending school (Primary)	✅	▬	▬	94.1%	95.5%	94.6%	95.5%	92.6%	95.5%	92.8%	95.5%	Renfrewshire primary schools have worked hard to maintain a strong level of attendance, with a slight increase from 2021/22. National comparator data for attendance is compiled biennially and will next be published in December 2023.
% of children attending school (Secondary)	✅	▬	▬	89.4%	91%	87.9%	91%	87.1%	91%	87.0%	91%	Renfrewshire secondary schools have worked hard to maintain attendance. However, challenges for some families has resulted in pockets of attendance falling. This is a picture which is being replicated across the country. Full National comparator data for attendance is compiled biennially and will next be published in December 2023.

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Delivering the Council Plan – Fair

Indicator	Current Status	Short term trend	Long term trend	2019/20		2020/21		2021/22		2022/23		Explanation of performance
				Value	Target	Value	Target	Value	Target	Value	Target	
% of young people choosing to stay onto S5 (as % of S4 roll at September previous year)	✅	⬆	▬	94%	92%	89%	92%	87%	92%	92%	92%	Stay-on rates remain high, and most pupils remain in school until at least S5. Initiatives such as foundation apprenticeships and the provision of vocational education provided by West College Scotland but delivered in-school give pupils a range of options in the senior phase.
% of young people choosing to stay onto S6 (as % of S4 roll at September two years before)	⚠	⬇	⬇	73%	68%	69%	69%	70%	70%	66%	71%	Stay on rates for young people choosing to stay on to S6 have fallen below target. Education for the senior phase has a strong focus on personal development and employability skills as well as on academic attainment, and support is offered to ensure positive post-school positive destinations for all.

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Delivering the Council Plan – Green

What we will do	Due Date	Status	Progress update
Continue to work with other council services to deliver improvements to the school estate which offer a high degree of environmental sustainability and energy efficiency.	31-Mar-2026	✅	A new learning estate management model has been developed to ensure robust governance of the learning estate decision making. This includes wider council chief officers.

Delivering the Council Plan – Living our Values

What we will do	Due Date	Status	Progress update
Staff will be supported to collaboratively learn and develop across Children's Services	31-Mar-2024	▷	Through the revised Family Care and Protection (Families and Communities) portfolio, there will be more opportunities to learn together, share practice and information to better support infants, children and young people and their families who need it.
Engage and participate in trauma informed and responsive Renfrewshire programme	31-Mar-2026	▷	Officers continue to attend the trauma informed and responsive working group and taking forward relevant actions associated with this programme.

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Delivering the Council Plan – Living our Values

Indicator	Current Status	Short term trend	Long term trend	Q2 2022/23		Q3 2022/23		Q4 2022/23		Q1 2023/24		Explanation of performance
				Value	Target	Value	Target	Value	Target	Value	Target	
% of Stage 1 complaints responded to within timescales agreed with customers	✅	➖	🔼	92%	95%	91%	95%	97%	95%	97%	95%	Children's Services received 36 Front Line (Stage 1) complaints; 34 Education and 2 Social Work. 35 were completed within target; 33 Education and 2 SW, with 1 Education complaint completed outwith timescales.
% of Stage 2 complaints responded to within timescales agreed with customers	⚠️	🔽	🔼	81%	95%	71%	95%	95%	95%	88%	95%	Children's Services received 24 Investigation (Stage 2) complaints; 14 Education and 10 Social Work. 21 were completed within target; 14 Education and 7 Social Work, with 3 Social Work complaints completed outwith timescales - in one case the customer agreed to an extension to the timescales. In two cases the delay was mainly availability of staff and the service is reviewing how to manage these issues in the future.

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Delivering the Council Plan – Living our Values

Indicator	Current Status	Short term trend	Long term trend	Q2 2022/23		Q3 2022/23		Q4 2022/23		Q1 2023/24		Explanation of performance
				Value	Target	Value	Target	Value	Target	Value	Target	
% of FOI requests completed within timescale by Children's Services	🔴	⬆️	⬇️	91%	100%	84%	100%	68%	100%	85%	100%	Children's Services has seen an improvement in performance for Q1 of 23/24, with 85% of FOI requests completed within timescale, compared to 68% in Q4 of 22/23. The increase in FOIs received in Q4 intimates this being a contributing factor in the slight decline in performance but is now back in line with previously reported quarters (Q3 of 22/23 was 84%). It should be noted that Children's Services are receiving an increased number of FOIs compared to this time last year, an increase of 22% from Q1 of 22/23 to Q1 of 23/24. For Q1, Children's Services had 54 FOI responses due in this quarter; 39 Education and 15 Social Work. 46 were completed within the required timescale; 31 Education and 15 Social Work and 8 ED FOIs were completed outwith timescales.

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Management Information

Indicator	Q2 2022/23	Q3 2022/23	Q4 2022/23	Q1 2023/24	Explanation of performance
	Value	Value	Value	Value	
Percentage of children registered in this period who have previously been on the Child Protection Register	0%	0%	3.2%	3.4%	There were 29 new CP registrations between April and June 2023. One child had previously been registered within the last 2 years. Re-registrations are monitored as part of the Renfrewshire Child Protection Committee's performance management to ensure that there have been no inappropriate de-registrations.
Number of children on the Child Protection Register at quarter end date	83	86	80	73	There were 73 children on the Child Protection Register as at the reporting period end date in Q1 of 2023/24, compared to 80 children as at the reporting period end date in Q4 of 2022/23. During Q1, there were 29 children newly registered and 38 were children de-registered. Trends in child protection activity are monitored by the Renfrewshire Child Protection Committee which receives a report on a range of performance measures.

Please note that there are no targets for these indicators

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Children's Services

Service Improvement Plan 2023 - 26
Six-monthly progress update
November 2023

For more information, please contact:
csdatapolicy@renfrewshire.gov.uk

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Renfrewshire Council

To:	Education and Children's Services Policy Board
On:	2 November 2023

Report by:	Interim Chief Education Officer

Heading:	Education Standards & Quality Report September 2023 Education Improvement Plan 2023/24

1.   Summary

1.1   Renfrewshire's annual Education Standards & Quality Report (September 2023) and Education Improvement Plan (2023/24) have been developed through consultation with a variety of stakeholders.

1.2   Both the report and plan align to the National Improvement Framework (NIF) for Scottish education. Self-evaluation information, a wide range of data and feedback from external partners was used to report on the progress and impact of our improvement priorities during session 2022/23 and to identify our priorities for improvement for the period 2023/24.

1.3   Significant progress was made during the last academic session as outlined in the Standards and Quality Report. The report sets out the progress made in achieving our improvement priorities for 2022/23 and focuses on the impact we have had. It also highlights a wide range of successes and achievements from across Renfrewshire schools and early years settings. In addition, the report demonstrates our commitment to The Promise and how we are shaping policy and practice to improve outcomes for our Care Experienced children and young people.

1.4   Our Education Improvement Plan sets out where we want to improve and how we want to do that, based on the evidence we have gathered on our current performance.

Our plan focuses on five main priority areas:

- Protecting the most vulnerable members of our communities
- Family supports and early intervention
- Mental health and wellbeing
- Learning and teaching
- Inclusion

As well as the five main priorities, there are overarching features of highly effective practice which will continue and evolve to support achievement of the priorities. These include our leadership programme, data analysis, quality improvement, professional learning, partnership working and the school estate management plan.

1.5   Delivery of the improvement plan priorities continues to be through a portfolio planning approach. Three portfolio plans have been developed by teams, each led by a Head of Service, and are detailed within the Education Improvement Plan.

- Inclusion
- Families and Communities
- Curriculum, learning, teaching and assessment

2.   Recommendations

2.1   Members of the Education and Children's Services Policy Board are asked to note the content of the Education Standards & Quality Report (September 2023) Appendix 1 and Education Improvement Plan (2023/24) Appendix 2.

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3.   Background

3.1.   The 'Statutory Guidance: Standards in Scotland etc. Act 2000' covers a series of local authority planning and reporting duties which took effect from 1 August 2017.

3.2.   This places a duty on education authorities to prepare and publish annual plans outlining the steps they intend to take during the planning period. In addition, education authorities are required to prepare and publish an annual report evaluating the progress and impact of the steps taken.

3.3.   The guidance states that both the plan and the report must seek to reduce inequalities of outcome experienced by pupils as a result of socio-economic disadvantage, in pursuance of the NIF for Scottish education.

3.4.   Copies of the plan and report are required to be submitted to Scottish Government.

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Implications of this report

1.   Financial Implications
None.

2.   HR and Organisational Development Implications
None.

3.   Community Plan/Council Plan Implications
The priorities within the Education Improvement Plan support delivery of the priorities contained within Renfrewshire's Community Plan, Council Plan and the Children's Services Improvement Plan.

4.   Legal Implications
None.

5.   Property/Assets Implications
None.

6.   Information Technology Implications
None.

7.   Equality and Human Rights Implications

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

8.   Health and Safety Implications
None.

9.   Procurement Implications
None.

10.   Risk Implications
None.

11.   Privacy Impact
None.

12.   Cosla Policy Position
None.

13.   Climate Risk
None.

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List of Background Papers

None

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Education Standards and Quality Report September 2023

Achieving Equity and Excellence in Renfrewshire

Contents

Introduction

On behalf of Children's Services, we are delighted to present to you our annual Standards and Quality report which demonstrates the enormous contribution and improvements made by our children, young people, staff and partners over the academic session 2022/23.

As a service, we have maintained our determination and commitment to provide the best possible service for our children, young people, and families. Part of our strength is our collaboration and teamwork. The collective efforts across schools, early years settings and the wider Children's Services has enabled us to deliver quality learning experiences for our children and young people and to achieve some notable successes. Through this teamwork, very good progress has been made.

This report highlights the progress and impact related to key portfolio themes: Curriculum, Learning, Teaching and Assessment; Inclusion; and Families and Communities. These themes have been underpinned by our commitment to equity and excellence and our continued determination to narrow the poverty-related attainment gap, while raising attainment for all.

We continue to value hugely our partnership with families and with our wider communities, all of whom play a vital role in ensuring our children and young people have the best start in life. We have much to be proud of and wish to thank everyone for their dedication and commitment to doing their very best for the children, young people and families in Renfrewshire.

We are confident that we can continue to progress and improve to ensure that we get it right for our children, young people and families.

Councillor Emma Rodden

Convener Education and Children's Services

Julie Calder

Chief Education Officer

About this report

Standards and Quality report

This report sets out the progress made towards achieving the outcomes set out in our Education Improvement Plan for 2022/23 and focuses on the impact we have had.

How have we gathered evidence for the Standards and Quality report?

A range of evidence, and consultation with stakeholders including external partners, was used to measure our progress. This included:

- Analysis of attainment and achievement data
- School and Early Learning and Childcare (ELC) Standards and Quality reports and annual improvement plans
- School and ELC self-evaluation returns on HGIOS/HGIOELC Quality Indicators 1.3, 2.3, 3.1 and 3.2
- Quality Improvement Visits to establishments and Education Manager reports
- Renfrewshire's GIRFEC review and refresh
- Development Officers' project impact reports
- Attainment Adviser tri annual reports
- Academic partner impact reports
- Survey information including Parental Involvement and Engagement and Warwick Edinburgh Mental Wellbeing Survey (WEMWBS)
- Care Inspectorate reports and feedback from Education Scotland inspections
- Professional learning evaluations
- Consultation on a variety of topics with Heads of establishment, staff, children and young people and partners
- Participation statistics related to aspiring leaders at all levels of the programme and analysis of their career progression
- Accredited and internal award statistics

Through our rigorous self-evaluation, we identify where we are performing well and areas that require further improvement. In this way we can target our priorities for improvement over the coming year.

Renfrewshire Council Plan Strategic Outcomes

Cross cutting theme: Improving outcomes for children and families

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Our Values

We are fair. We treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are helpful. We care about getting things right and are always approachable.

We are great collaborators. We work as one team and with people who care about this place.

We value learning to help us innovate, improve and deliver better services.

Renfrewshire Children's Services Vision

Working together to get it right for children, families and communities—protecting, learning, achieving and nurturing.

Renfrewshire's Education Improvement Plan Priorities

Protect the most vulnerable members of our communities including children and young people who are at risk. Ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible, children will be kept within their families and priority given to securing provision for kinship care.	Provide family supports and early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.	Enhance supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the network of staff and volunteers who provide early help services to those in need.	Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Raise attainment while ensuring equity for all. Deliver a curriculum that equips all children and young people to achieve success in life.	Through a shared vision and understanding of inclusion, ensure children and young people experience inclusive learning experiences and supportive relationships which lead to positive life outcomes

This report describes the progress made in taking forward our 5 strategic priorities above and the positive impact of this work on our children and young people. Our improvement priorities align to those outlined in the National Improvement Framework (NIF)

5 National Improvement Framework (NIF) Priorities

- Place the human rights and needs of every child and young person at the centre of education
- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Local Context

27,529

children and young people in early years, primary, secondary and additional support needs schools and centres

11 secondary schools

50 primary schools

23 early learning and childcare classes 9 of which are extended day and year provision and 1 class for children with additional support needs

15 early learning and childcare centres

4 children's houses and supported accommodation for young people leaving care.

45 early learning and childcare funded providers; 36 nurseries and 9 childminders

2 schools for children and young people with additional support needs

Scottish Index of Multiple Deprivation (SIMD)

Across Renfrewshire, of the 225 data zones, one quarter are in the 20% most deprived areas.

66 datazones are within the **20%** most deprived areas in the health domain.

56 datazones are within the **20%** most deprived areas in the income domain.

58 datazones are within the **20%** most deprived areas in the employment domain.

Successes and Achievements

We are very proud to celebrate the huge number of successes and achievements across Renfrewshire schools and early learning and childcare establishments. Some examples include:

Scottish Book Trust 'Reading Schools'

- Core Level—
  28 Primary and 6 Secondary Schools

- Silver Level—
  11 Primary and 1 Secondary School

- Gold Level—
  11 Primary and 1 Secondary School

Castlehead High School is one of only 15 Secondary Schools in Scotland to have achieved this and the first in Renfrewshire.

Summer Reading Challenge 2022

St. Anne's Primary School—highest performing Renfrewshire school.

Renfrewshire's Nurturing Relationships Approach (RNRA)

Schools' and ELCC's Accreditation Awards

- Jade (level 1)   52
- Ruby (level 2)   25
- Amethyst (level 3)   13
- Gold (level 4)   8

LGBT Charter Mark Gold Award

- Bridge of Weir Primary School
- Johnstone High School
- Castlehead High School
- Renfrew High School

UNICEF Rights Respecting Schools Awards

Gold

- Arkleston Primary School
- Bargarran Primary School
- Gryffe High School

Silver

- Thorn Primary School
- Howwood Primary School

Bronze

- Castlehead High School
- St Fillan's Primary School
- Ferguslie ELCC

Scottish Education Awards 2023

Finalist in the 'Making a Difference' category

West Johnstone Early Learning and Childcare Centre

PE, Physical Activity and Sport

Sports Scotland School Awards

Gold Award

- Arkleston Primary School
- Dargavel Primary School
- Fordbank Primary School
- Newmains Primary School
- Rashielea Primary School
- Renfrew High School

Bikeability Scotland 2022 School of the Year Award

Langcraigs Primary School

Eco Schools Scotland Green Flag Award

- 6 Early Learning and Childcare Centres/providers
- 16 Primary Schools
- 2 Secondary Schools

Euroquiz Regional Heat Winners

Pupils from Houston Primary School: winners

Pupils from West Primary School: runners up

'Nursery of the Year—Scotland' award—National Day Nurseries Association (NDNA) Awards

Most Nurturing Childcare Centre in Renfrewshire at the 2022 Scottish Enterprise Awards

Abbey Nursery

Mental and emotional wellbeing

SEL Worldwide Model School Status (PATHS awards)

in recognition of their outstanding commitment to social and emotional learning in their establishment.

- St. David's Primary School
- Langcraigs Primary School
- St. Margaret's ELCC

8 primary schools and 3 early learning and childcare classes/centres have now achieved this status.

Emotionworks Awards

- Lochfield Primary School: Bronze and Silver awards
- St. Paul's Primary School: Bronze and Silver awards
- Brediland Primary School: Bronze award

Successes and Achievements

STEM (Science, Technology, Engineering, Maths)

Young Engineers and Science Club (YESC) overall winners for Scotland
St James' Primary School Renfrew and St Benedict's High School

Education Scotland STEM Nation Award for Leadership
Todholm Primary School

First school in Renfrewshire to race a self-built electric car as part of STEM at a Fife racetrack and won all races.
Bridge of Weir Primary School

Accredited with the National Numeracy Kitemark June 2023
Brediland Primary School

Primary Engineer contest
St. Anthony's Primary School pupils.
Out of 40,000 entries they achieved the overall winner in the Scotland West Region with another 2 winners and 2 highly commended.

Maths Inside competition 'In the Wild' category
Langbank Primary School: P5 pupil won 'Second Level Commended'

Scottish Mathematical Challenge
Langbank Primary School:
P6/7 pupils achieved 9 silver awards and 8 bronze awards.

SCQF (Scottish Credit and Qualifications Framework)

School Ambassadors Programme

Recognising wider achievement, developing Senior Phase learning pathways in line with the Developing the Young Workforce strategy and giving equality between vocational and academic qualifications.

Gold Award

Johnstone High School (4th in Scotland)

Silver Award

Gleniffer High School

Bronze Award

- Trinity High School
- Park Mains High School
- Renfrew High School

Scottish Education Awards 2023

Finalist in the 'Making a Difference' category

West Johnstone Early Learning and Childcare Centre

We Make Music Schools Primary Music KiteMark

First school in Scotland to achieve the Gold Award

St. Anthony's Primary School

Education Scotland Inspections

2 secondary schools and 5 primary schools were inspected in session 22/23 and all inspections were positive.

21 Early Learning and Childcare settings were visited by the Care Inspectorate and most inspections were positive.

Gaelic Medium Education

Two winners in the 'Mother Tongue Other Tongue' national poetry competition—West Primary School.

Digital Schools Award

26 primary schools, 2 secondary schools and 1 ASN (ELC)

Cyber Resilience and Internet Safety Award

4 primary schools and 2 secondary schools

Dolly Parton's Imagination Library (DPIL)

Senior leaders and early years practitioners from across Renfrewshire were invited to meet with Jeff Conyers, President of the Dollywood Foundation, to share their innovative approaches to engaging with Dolly Parton's Imagination Library.

Linwood Community Childcare ELCC

Won 'best initiative of the year' from Renfrewshire Council for DPIL.

Scottish Young Enterprise Finals

Johnstone High School's Young Enterprise Group, Tee'd Up, were the second most successful team achieving:

- Best Digital Presence
- People's Choice Award
- Best Managing Director Owen McCarry
- Best Centre Lead Teacher Courtney Vernal

Winner

COSLA Excellence Award

Category 3: Tackling Inequalities and Improving Health and Wellbeing

Renfrewshire's 'Alcohol and Substance Awareness Education Programme'

Renfrewshire Schools' Pipe Band (senior) Novice B Grade

Achieved 1st place in:

- World Championships
- Scottish Championships
- North Berwick Games
- Cowal Games
- Gourock Games
- Lochore Games
- Renfrew Games

Successes and Achievements

Pupil Equity Funding (PEF)

What is PEF?

Pupil Equity Funding (PEF) is allocated directly to schools and targeted at closing the poverty related attainment gap, helping to achieve equity.

Renfrewshire has created a culture of school empowerment which encourages and enables leaders to make innovative decisions on available spend, based on sound self-evaluation information.

PEF Success

We have made very good progress in supporting schools to implement the refreshed national PEF guidance and framework. Local guidance was also developed for schools as well as a new PEF planning format created for session 2023–24. The new PEF plan for schools aligns planning and financial governance in one document. Refreshed local guidance around reporting on the impact of PEF has been issued, containing challenge questions related to equity and closing the poverty related attainment gap. PEF impact visits, involving the Attainment Adviser, feature in the updated Quality Improvement Framework. Evaluation

around the impact of these refreshed approaches began in the summer when PEF plans and reports were analysed by link Education Managers, Attainment Adviser and Heads of Service. There are many examples of interventions and approaches which have had a positive impact on the attainment, achievement and wellbeing of targeted groups.

Schools are supported by the Data Analysis team, the Attainment Adviser and Education Managers to plan effectively and to fully invest their PEF in targeted and additional interventions to improve the educational outcomes of children affected by poverty. In addition, the Data Analysis team support schools to demonstrate the impact of their PEF through case studies and by linking improvements to their school attainment targets.

Working together

In session 22/23, schools have been supported to take a cluster-based collaborative approach to PEF planning. The approach is based on system leadership and the use of cluster wide data to identify priorities. Head Teachers have reacted positively to the approach which will

allow for further development. Early Learning and Childcare (ELCC) Heads are also involved in this approach. Cluster level data has been shared which identifies cross-cluster areas for improvement in literacy, numeracy and health and wellbeing with the aim of approaches and interventions being jointly funded across schools within a cluster.

Clear advice has been provided by the central team, HR and the Procurement team regarding finances, procurement and staff deployment. These arrangements are further enhanced by a Pupil Equity Fund Coordinator, who has oversight of all PEF activity, and supports with the central coordination of these funds. A PEF Governance Board meets regularly to discuss issues related to planning, reporting, staffing, services and goods, and monitors risks associated with the fund.

The Promise

Across Renfrewshire's schools, early years settings and the wider Children's Services, we are ambitious for our Care Experienced children and The Promise is a key priority for us to ensure children who are Care Experienced have all they need to thrive, recognising that they may experience unique challenges.

For our Care Experienced children our schools are about much more than educational outcomes and are critical for our Care Experienced children to build relationships, friendships, and ambition. They provide day-to-day continuity and a safe, nurturing environment in the lives of Care Experienced children. Considerable progress has been made in supporting the implementation of The Promise in Renfrewshire and raising its profile throughout the Children's Services Partnership and to the wider council and partners.

Last year we appointed a Promise Manager, a senior role in Children's Services, with a lead role in the strategic planning activity relating to The Promise across Renfrewshire. The Promise Manager has a strong understanding of education's purpose, aims, objectives and planned outcomes contributing towards Renfrewshire's Promise activity and plans.

The Promise Manager works collaboratively with The Promise Governance structure in Renfrewshire and with the Promise Ambassador to continue to deliver the significant progress made in shaping policy and practice to improve outcomes for our Care Experienced children. The Promise Ambassador works closely with the Care Experienced community to ensure that their voice is embedded in the work that we do around The Promise.

Integral to all this work is ensuring that senior leaders recognise the importance of the Care Experienced Community in shaping our activity around The Promise. The Promise Manager is also the key link with Promise Scotland representatives, facilitating reflection and shared learning. The Promise Ambassador continues to engage with a wide range of staff teams and partners through awareness raising sessions to ensure all partners understand their role in ensuring that Care Experienced children and young people are appropriately supported.

The Promise—Highlights

The Renfrewshire Language Policy

Created in consultation with Care Experienced young people, to recognise the importance of using positive, non-stigmatising language around those who are Care Experienced.

Promise Education Self-Evaluation Toolkit

Circulated throughout our educational establishments in Renfrewshire to capture the fantastic work taking place and to identify key areas where education staff require further support to meet the recommendations outlined in The Promise.

Promise Keepers Network

A network of local champions for the Promise—15 in ELCC, 21 in Primary School, 10 in Secondary School , 5 in other educational roles

Communities That Care Curriculum Resource

Schools programme funded by Renfrewshire in partnership with Who Cares? Scotland creating inclusive school environments for Care Experienced children through a curriculum delivery programme. 24 schools (38%) of all schools in Renfrewshire have received at least Stage 1 Training.

Of the remaining 39 schools, 38 have committed to the programme for session 23–24.

Shaping Policy—The Right to Education

Care Experienced young people at Johnstone High worked with their Senior Leadership team to create the remit for a new role within the school to be known as Principal Teacher of the Promise. This is part of a project to secure care experienced young people's right to education and improved outcomes and to ensure that their voice shapes the policies and procedures of the future.

Portfolio Planning

This year we developed a portfolio management approach to service improvement planning to support prioritisation, integration and joint planning, reducing duplication and over-reporting.

We identified three portfolios in Children's Services, each led by a Head of Service. These are:

Inclusion	Families and Communities	Curriculum, Learning, Teaching and Assessment

Each portfolio was tasked with developing their own portfolio plan to deliver on our agreed service priorities. Portfolios are unique, delivering on clear actions related to their context, however they are also linked by cross-cutting actions and this is evident in each plan. Planning teams were established to support with the development and delivery of each portfolio plan. Teams are also responsible for evaluating and reporting at regular intervals throughout the year.

Features of highly effective practice that underpin all portfolios include:

- Leadership
Strong strategic leadership in Renfrewshire Council ensures that all decision-making and improvement planning is underpinned by the principles of empowerment. Current leaders and aspiring leaders are very well supported through high quality professional learning programmes.

- Data Analysis
Decision making and planning is centred around high-quality data and evidence. A data for improvement culture is embedded at all levels.

- Career Long Professional Learning
Creating a collaborative culture where all staff are empowered to fully participate in career long professional learning.

- Quality Improvement Framework
Supporting and challenging establishments to improve standards and quality; collaborate, empower, improve.

- Workforce Planning
Maximising the potential of new and existing staff to build capacity and improve outcomes for children and young people.

- School Estate Management Planning
Providing innovative and creative learning environments which are welcoming to all; learner focused; supportive and inclusive; sustainable; and agile enough to support the needs and aspirations of all users.

- Partnership working
Capitalising on partnership working to achieve collective impact and added value.

How well did we do?

The following sections summarise how well we are doing in achieving the outcomes set out in each Portfolio Plan. The Appendices contain a series of case studies/reports which have been developed to provide further evidence of progress and impact.

Inclusion

Renfrewshire's Children's Services planning partners are committed to improving outcomes for children and young people, with a particular focus on those who are most vulnerable. The Renfrewshire Children's Services Partnership promotes the Getting it Right for Every Child (GIFREC) approach to enable collective achievement of our vision for children and young people. Across Renfrewshire, Education staff have been leading a multi-agency refresh of GIRFEC in line with the national GIRFEC refresh.

The refresh firmly places the child or young person and their family at the centre, ensuring that they participate in decisions that affect them. Through this work and the Whole Family Wellbeing Fund, we will work better with families to enable a rights respecting, strengths-based, inclusive approach. In line with national policy, children and young people's voice and parent carer voice now explicitly feature in all planning and processes at single and multi-agency levels.

Key staff from all schools and early years centres have participated in the GIRFEC refresh professional learning and our next steps are to ensure there is a consistent roll out of the policy and associated procedures. This learning was delivered jointly by Education, Health and Social Care Partnership and Social Work.

356 Renfrewshire colleagues participated in this training from across Education, Health, Social Work, Third Sector and beyond. Evaluations show that on average, on a scale of 1 to 5, participants rated their knowledge and understanding of GIRFEC following training, 4.3 out of 5.

Evaluative statements included:

- 'Excellent course with knowledgeable instructors giving well researched information.'

- 'A really good opportunity to meet and discuss with colleagues across the sectors.'

- 'Very informative, great networking with colleagues from other agencies, and very relevant to our work currently—which echoes much of what you have talked about today.'

- 'Excellent training, provided me with the knowledge and understanding of the process and how to ensure you are completing it appropriately, ensuring all relevant information is included. Thank you, I found this an excellent training session.'

- 'Found today very informative, I feel more confident within a lead role to carry out the assessments and moving forward what to do. Course trainers were very knowledgeable and relatable.'

- 'Really enjoyed the session and found it useful. It was great to be working alongside multi agencies to be able to have professional dialogue and ask each other relevant questions. It was good to see things from a different agency's perspective.'

We are committed to

| ENSURING A KNOWLEDGEABLE AND SKILLED WORK FORCE WITH A STRONG ETHOS OF INCLUSION | REFRESHING OUR USE OF EFFECTIVE ASSESSMENT, PLANNING, EVALUATION, AND REVIEW PROCESSES AND PROCEDURES | EMPOWERING AND LISTENING TO THE VOICE OF PARENT/CARERS AND CYP WITH ASN | ESTABLISHING PRACTITIONER FORUMS TO SHARE AND DEVELOP PRACTICE AND QUALITY ASSURE | ENSURING EQUITY OF RESOURCE ALLOCATION FOR OUR CYP | EFFECTIVE PARTNERSHIP WORKING ACROSS AND BETWEEN ALL PARTNER AGENCIES |

GIRFEC (Getting it Right for Every Child) Refresh

To promote networking opportunities across all agencies we also introduced the Link-Up Initiative. This was an exciting opportunity for agencies including Education, Health, Social Work, Children's Reporter, Police and Third sector partners to share good practice and network. This was attended by 56 Renfrewshire colleagues.

Our updated GIRFEC policy clearly aligns with the articles from the United Nations Rights of the Child. We are fully committed to our role as corporate parents for our Care Experienced children and young people and as such we have also ensured that Renfrewshire's, #keepingthepromise, has been embedded in professional learning across all agencies.

Working Flexibly to Ensure Equity

Throughout this session we have worked with all stakeholders to start to design a locality model to provide a framework for inclusion. This is in line with the recommendations from the Additional Support for Learning Review 2021 (Morgan Report). We are ambitious for all of our children and as such we are working to ensure that our children with additional support needs have the same access to the range of experiences as mainstream children. We have therefore collegiately developed a model for our 'bases' now known as 'Flexible Learning Resources' (FLRs) aligned with our Staged Intervention Framework that will promote more effective and equitable allocation of resource.

There has been investment in the training of FLR staff, for example all staff have had access to a three-part training course covering Autistic Spectrum Disorder, Sensory Processing and Associated Presentations. They have attended training on Promoting Positive Behaviour, Mentors in Violence Prevention and an online Mental Health First Aid course. This flexible learning resource approach will not only enable our teachers and support staff to have a better understanding of how to support our children within our mainstream establishments, but it also promotes joint assessment,

planning, evaluation, and review between the mainstream referrer and FLR with clear lines of communication for parent/carers and children and young people. This professional learning for staff is being carried out through a coaching and modelling approach which is building on from the work that has already been successful through the Scottish Attainment Challenge.

250 of our mainstream practitioners also attended an online course, Supporting Autistic Spectrum Disorder in the mainstream classroom. Support staff are also vital to ensuring we get it right for our children and young people. As such we have invested in training specifically for support staff who have had access to a robust continual professional learning programme since December 2022. This has included in-person meetings and online courses along with input from our partners, Who Cares? Scotland. There is also access for all staff to training on De-escalation in the classroom and Restorative Approaches which will be continued next session.

In terms of mapping workforce roles and responsibilities across localities, including specialist resources, the introduction of Staged Intervention Support Panel Meetings will support allocation of specialist resources to ensure more robust monitoring processes are in place, increased capacity across the estate, and more equitable and transparent allocation of resource.

Parent and Pupil Engagement

As an authority, we are delighted to now have a Parent/Carer Additional Support Needs (ASN) Ambassador group. This group will work with us to shape friendlier versions of policies including our transition policy, support materials for parent/carers with children and young people with ASN, and most importantly, to ensure that parent voice is at the heart of the GIRFEC refresh. Universal Parent/Carer GIRFEC Refresh update sessions are also available throughout the year to ensure regular engagement with the wider community in relation to the work of the Inclusion Portfolio and GIRFEC Refresh.

We have engaged with a number of our children and young people through Children in Scotland to ensure rigorous consultation around what it looks and feels like to be a child, young person with additional support needs in Renfrewshire. This has ensured that the work of the GIRFEC Refresh is not only practitioner-led but informed by the voice of our children and young people with additional support needs. We have plans to establish Inclusion Ambassadors next session to ensure the work of the Inclusion Portfolio continues to be developed in collaboration with our children and young people.
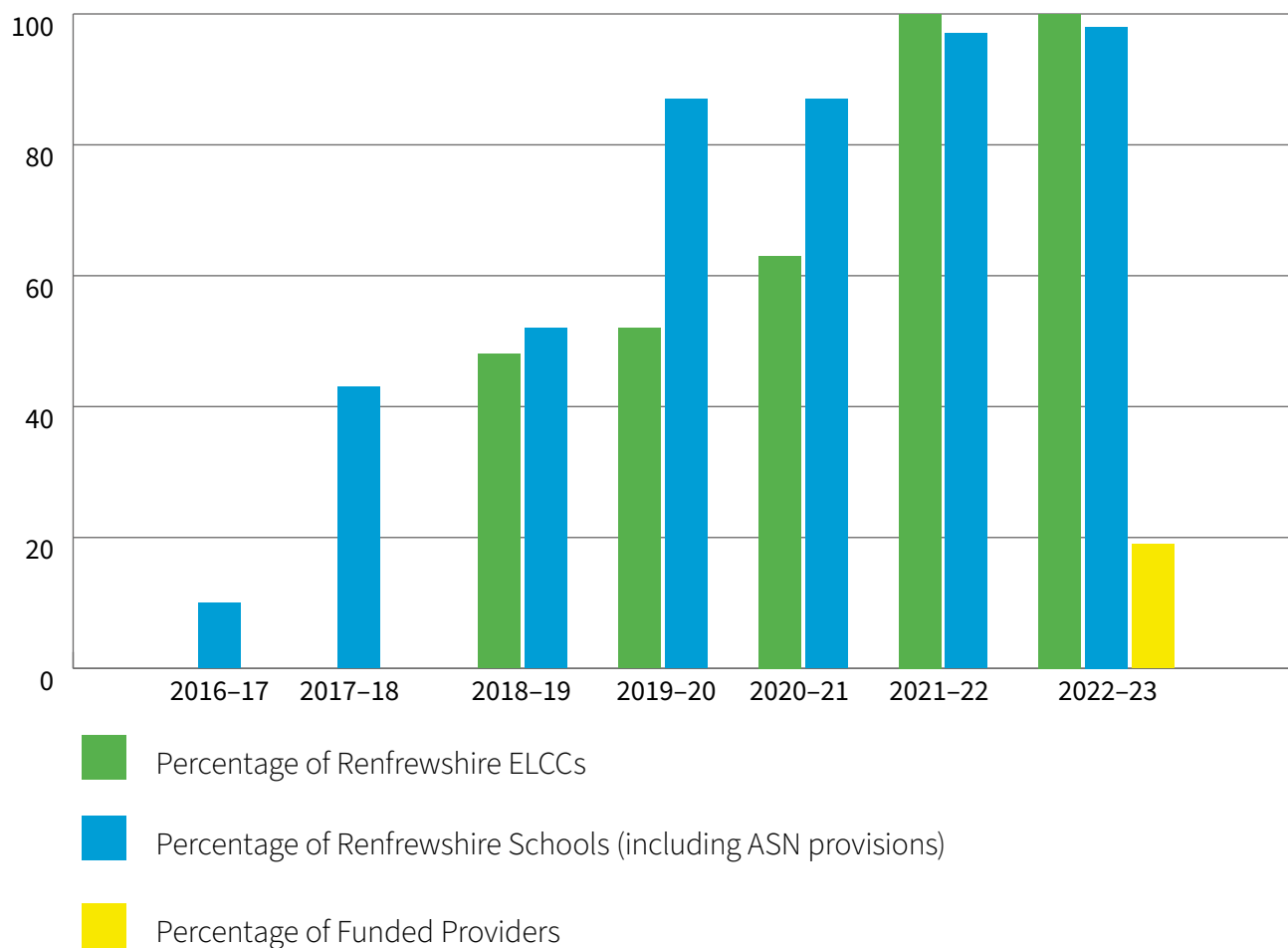
Universal Approaches to Inclusion

CIRCLE

Almost all schools are now trained in the Education Scotland CIRCLE Framework using a train the trainer model to ensure sustainability. This is an excellent resource that supports quality assessment and planning of interventions for children and young people. It provides support to set up an inclusive classroom environment, uses checklists and planning tools to support professional dialogue, and can be used to document strategies and record professional learning. Our evaluation of this approach will develop during session 2023/24 and will include case studies.

Renfrewshire's Nurturing Relationships Approach (RNRA)

RNRA is an authority wide, whole establishment, relational and trauma informed approach. It supports the wellbeing of all children, young people and staff. RNRA is based on enhancing practitioners' understanding of attachment theory and nurturing approaches and embedding practice based on the six principles of nurture.

98% of Renfrewshire establishments across all sectors and seven funded providers are currently engaged in RNRA. To continue with the roll-out and refresh of RNRA, a multi-agency steering group was formed in 2022. This group supported the development of RNRA, accreditation moderation and the 2023 Nurture Conference. Renfrewshire's Educational Psychologists (REPS) have produced a range of toolkits to support RNRA establishments in relation to pupil voice, parental engagement & quality improvement.

Growth of RNRA over time

Chart data (values approximate, read from bar heights):

Year	Percentage of Renfrewshire ELCCs	Percentage of Renfrewshire Schools (including ASN provisions)	Percentage of Funded Providers
2016–17		11	
2017–18		43	
2018–19	49	53	
2019–20	53	88	
2020–21	63	88	
2021–22	101	98	
2022–23	101	99	20

Legend:
- ■ Percentage of Renfrewshire ELCCs
- ■ Percentage of Renfrewshire Schools (including ASN provisions)
- ■ Percentage of Funded Providers

"The introduction of RNRA has allowed a shared message to be translated throughout the school and a shared goal to be achieved by both management and staff.'"

(Head Teacher)

Non-Violent Resistance (NVR)

NVR was developed to address distressed and distressing behaviour in children and young people. It has been successfully used and adapted in several different contexts (including kinship care, fostering and adoption) and age groups. Studies have shown its value in supporting children and young people with a variety of underlying neurodevelopmental differences. It has also been effective where child to adult violence is a concern. Being a systemic intervention model, NVR empowers the whole team around the child to take positive actions to end the cycle of escalation. NVR is a relationships-based approach with an emphasis on connection, repair, raising adult's presence and responding to children and young people's hidden needs. There are three strands to NVR within Renfrewshire: Parent groups; Whole school development embedded within Renfrewshire's Nurturing Relationships Approach (RNRA); and Renfrewshire staff training.

Initially NVR was part of the Care Experienced Attainment Challenge, recommending it as an evidence-based intervention to respond to distress and avoid placement breakdowns both in care and school settings. From this small Proof of Concept, REPS moved to online leadership and extension of the application during the pandemic, training schools, specialist teachers, Home Link staff and third sector. REPS has been invited to speak at national NVR and EPS conferences about the promising uptake, impact, and quality of the intervention but also its implementation as an effective intervention in the areas of violence and distress which are known to be exceptionally difficult to progress.

Since August 2022, we have facilitated approximately 20 parent groups across the four localities. We are also currently supporting a complex ASN parent group within one of our schools for children with additional support needs. Our processes for gathering evaluation data for the parent groups is still developing, however, survey data gathered from the last cohort indicates:

- 73% of parent/carers felt more confident in managing their child's distressed/ distressing behaviours

- 64% of parent/carers reported that the frequency of distressed/distressing behaviour at home had decreased

- 73% of parent/carers reported that the duration of distressed/ distressing behaviour had decreased

Across the authority there are now 15 establishments implementing the whole school NVR approach and we also know there are several more schools who have already identified NVR in their School Improvement Plan as a priority for session 2023-2024.
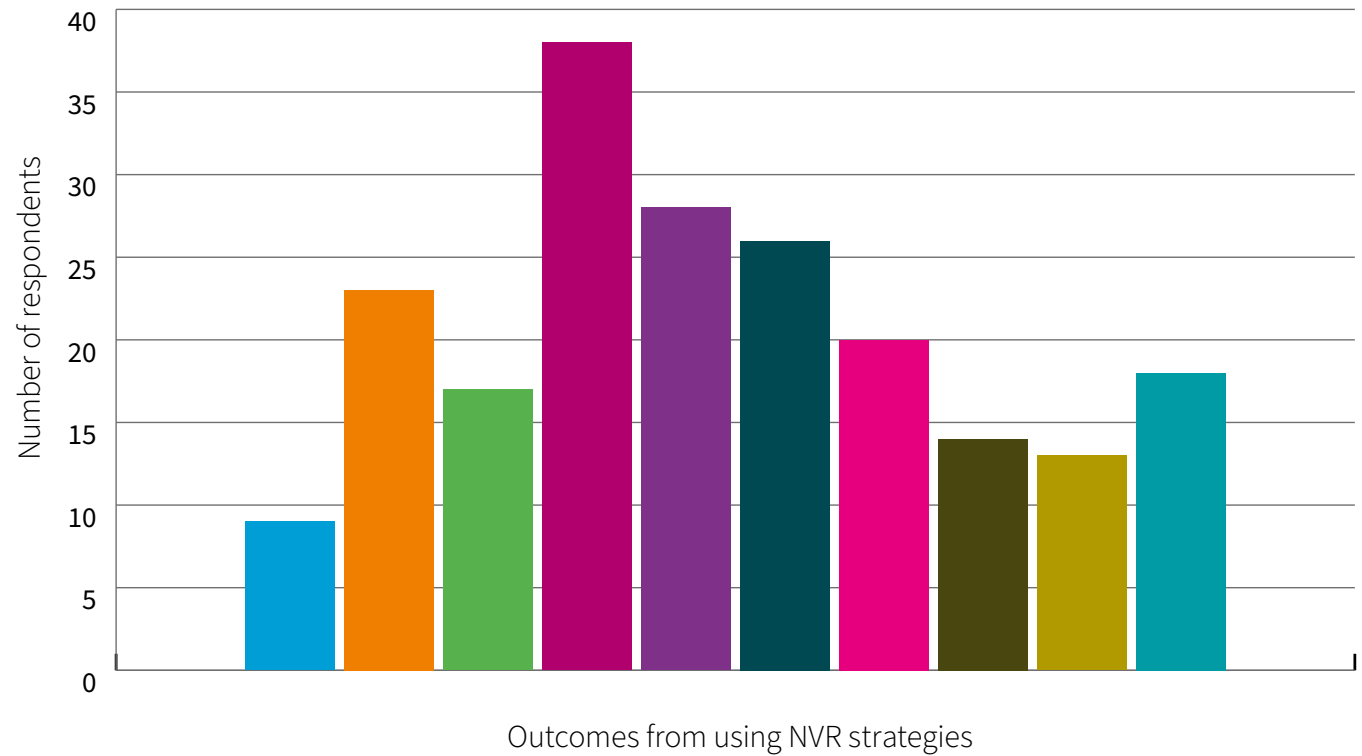
Impact of whole school implementation successes reported that the use of the NVR approach had reduced the length of escalated incidences, improved relationships between pupils and had supported inclusion/time in class. Our evaluation processes continue to develop alongside the implementation of NVR. We hope to gather further data from our parent groups using a focus group and thematic analysis approach.

Reported areas of success (NVR)

Key:

- 🔵 Supporting pupil school attendance
- 🟠 Supporting inclusion/time in class
- 🟢 Increasing engagement with the curriculum
- 🔴 Reducing instances of distressed/ distressing behaviour
- 🟣 Reducing length of escalated incidents (quicker de-escalation)
- 🔵 Improving relationships between pupils
- 🩷 Improving relationships with families
- 🟤 Improving relationships between pupils and staff
- 🟡 Increasing teacher confidence in managing distressed/distressing behaviour
- 🔵 Developing shared language and cohesion within the staff team

Bar chart showing Number of respondents (y-axis, 0–40) against Outcomes from using NVR strategies (x-axis).

ADES (Association of Directors of Education in Scotland) Collaborative Improvement

Collaborative Improvement (CI) is an approach to bring about improvement through shared work involving staff from the local authority, Education Scotland (ES) and the Association of Directors of Education in Scotland (ADES). All 32 local authorities in Scotland participate in this approach and Renfrewshire's Children's Services were selected to be involved in June 2023. Together, the collective members established the focus for the Collaborative Improvement Review and then undertook activities in Renfrewshire that resulted in an evaluative summary of where there are identified strengths and areas that required further focus. The key question that members of the collaborative were asked to consider was:

'With the number of children with additional support needs increasing, are we future proofing our universal approaches in order to improve outcomes for children and young people?'

The team reported that there is an extensive well-grounded knowledge base of the demographics of the local authority and the children and communities it serves, and the local authority is well resourced in terms of ASN provision. Leadership of ASN centrally is strong with a positive initiative-taking Educational Psychology team who together with schools and early years establishments are aiming to ensure that all children, young people, and families are at the heart of all considerations for multi-agency partnerships, processes, and enhanced practice. The team found that the GIRFEC refresh and overall inclusion strategy has moved towards a values based/rights-based approach. The report states that it is clear from discussions that the refresh involved significant multi-agency working and led to successful roll out and implementation of the policy.

Overall, the activities carried out during the Collaborative Improvement demonstrated the good progress made in Renfrewshire with ensuring mainstream education is inclusive for all. Practitioners across services and sectors have used Flexible Learning Resources, GIRFEC, RNRA/NVR and Circle to adapt individual plans and classrooms in ways that support all children and young people, but particularly for those with ASN or those from more disadvantaged backgrounds. The approaches to inclusion have the potential to reduce exclusions and improve outcomes for children and young people.

Next steps

The nine actions follow on from the actions in place in session 2022/23 with a focus on embedding the GIRFEC:

- Children and Young People Participation and Rights
- Parent and Carer Engagement, Participation and Rights
- Teacher and practitioner professionalism
- Leadership and Improvement

Action 1

To embed the refreshed staged intervention framework through a shared vision & improved integrated working across all services including education, health, social work, voluntary sector & employment, and training.

Action 2

We will embed an Assessment Framework that will enable practitioners to better identify barriers to learning and to strengthen decision making around the stage of intervention.

Action 3

To continue to work with partners from other work streams namely Community Mental Health and Wellbeing and Whole Family Wellbeing to identify/create appropriate interventions which will be accessible for parents/practitioners to access through a request for assistance process.

Action 4

To work with the newly created Parent Ambassador group to ensure the voice of parents with lived experience shapes our future policies and plans. This group will also help us to improve communication with parents/carers across the authority.

Action 5

To continue to work with all stakeholders including professional associations to embed the locality model to provide a framework for inclusion. This will particularly focus on ensuring all stakeholders know the purpose and benefit of working within a locality.

Action 6

Continue mapping of the workforce – particularly in line with developments relating to the whole family wellbeing fund and the 10 principles of family support.

Action 7

Building on the feedback from the Associate Directors of Education (ADES) and Education Scotland (ES)during our Collaborative Improvement, universal approaches, which are led by the Educational Psychology Service (EPS), will continue to be rolled out across localities. These will include and is not limited to CIRCLE, Non-Violent Resistance (NVR), Renfrewshire's Inclusive Communication Environment (RICE). These approaches will be underpinned by the principles of Renfrewshire's Nurturing Relationship Approaches and will interlink with each other.

Action 8

Through the implementation of a locality and staged intervention model, EPS along with the GIRFEC team will gather data and local information to develop a greater understanding of the professional learning (PL) needs in each locality which will inform service delivery, target professional learning and enhance collaborative working practices across establishments.

The Locality Inclusion Support Network (LISN) will be further developed to embed the refreshed multi-agency GIRFEC approach.

Action 9

Review practice and procedures within Mary Russell and Riverbrae to ensure quality of service and to support capacity building in terms of professional learning for mainstream schools.

Families and Communities

Health and Wellbeing

In collaboration with Health partners, the West Partnership and the voluntary sector, we continue to develop consistent, effective and preventative approaches to support and improve the mental, social and emotional wellbeing of children, young people and staff.

All primary schools and most early learning and childcare centres use an evidence-based programme to deliver emotional literacy. All year 1 and 2 early years and primary schools involved in the PATHs (Promoting Alternative Thinking Skills) programme are being well-supported to deliver effective emotional literacy through coaching from Barnardo's. Information sessions for parents as part of the schools' P1 induction programmes have ensured families have knowledge of the PATHs approaches to use at home. For secondary schools, funding was secured to design a bespoke emotional literacy resource for Renfrewshire. This will ensure that there are high quality progressive lessons and activities for use in the Personal, Social and Emotional (PSE) programmes across all secondary schools. To inform course design, focus groups of children and young people have been consulted as well as partners such as the Choose Life coordinator and Educational Psychology. This resource will be launched in September 2023.

Our new digital Alcohol and Substance Education Awareness programme was developed by Renfrewshire children and young people for Renfrewshire children and young people. It was launched in September 2022 and provides a relevant and interactive digital programme to support effective delivery of a vital element of the health and wellbeing curriculum—alcohol and substance use. The programme contains excellent age and stage-appropriate resources for use from Early Years to 5th year secondary school. It responds to local community and national need, addressing the recommendations of the national Personal and Social Education (PSE) review, Renfrewshire's PSE review and Renfrewshire's Alcohol and Drugs Commission. The voices and views of children and young people, and those with lived experience of substance use and addiction, are threaded throughout the programme in a meaningful way. We are confident that when embedded across all of Renfrewshire's education establishments, it will improve the knowledge and confidence of teachers to deliver alcohol and substance use education which in turn will lead to increased confidence and awareness of children and young people to be able to make informed choices related to alcohol and substance use.

'It is well researched, pupil-led resources which will allow us to focus on the teaching of this very important topic. It is a vital part of our curriculum.'
(Teacher)

'I learned about ways to say no to peer pressure and about the different categories of drugs.'
(Pupil)

Following development and circulation of a digital mental health and wellbeing policy for schools, an audit was carried out in January 2023. Almost all educational establishments now have an effective policy in place and most have used the authority template and adapted it for their own context. Establishments are supported to implement the policy by the Health and Wellbeing (HWB) Development Officer (DO) and colleagues from our Educational Psychology Service.

Our Health and Wellbeing DO chairs the West Partnership Strategic Personal and Social Education (PSE) group and ensures there is effective planning and collaboration across local authorities in meeting the recommendations of the Scottish Government's PSE Review. A comprehensive programme of professional learning (PL) was developed and delivered to improve staff knowledge, understanding and confidence to support effective implementation of the mental, social and emotional strands of HWB. Topics were identified through analysis of counselling and HWB Census data as well as feedback from education staff, parents, children and young people. Areas of focus included understanding self-harm and suicide, online safety (CEOPS), LGBT, Substance Misuse, Mentors in Violence Prevention (MVP), Sleep Scotland and understanding anxiety.

114 key staff across education establishments received self-harm training with 81 staff being trained in ASIST (Applied Suicide Intervention Skills). Almost all secondary Pupil Support teams now have ASIST trained staff and all have 'What's the Harm' (self-harm) trained staff. Pre and post evaluations (including 6 months post-training) show an increase in knowledge, skills and confidence in all staff who engaged with training – see Appendix B. For example, staff reported they felt more confident and equipped to cope with distressing behaviour, such as suicidal ideation, following ASIST training.

"When a young person has presented with behaviours that suggest low mood or suicidal thoughts, I have been more confident in asking direct questions and proceeding with the ASIST pathway of support."

(Secondary DHT)

"[I] felt more confident supporting young people, explaining behaviour to parents and how they can support."

(Secondary PT Pupil Support)

In October 2022, we successfully hosted our first PSE Conference for secondary Pupil Support teachers. Conference evaluations demonstrated that almost all (97%) attendees felt the event resulted in them feeling more informed to teach PSE; offered skilled inputs by presenters; provided time for discussion and input in relation to PSE; and provided information regarding lift and go materials.

The Mentors in Violence Prevention (MVP) peer mentoring programme is successfully providing young people across almost all Renfrewshire secondary schools with the skills to challenge attitudes to gender-based violence and to mentor their peers. All participating practitioners reported an increased awareness of issues relating to gender-based violence (GBV) and an increased confidence around recognising and dealing with GBV situations within their schools. All implementing schools are working towards a whole school approach with staff from all schools accessing capacity building training. All MVP schools have had young people participate in the initial development of the 'red flag' campaign as part of the Equally Safe in Renfrewshire project. This has included learning new skills in branding, podcasting and running a campaign.

Counselling services

Both The Exchange and Place2Be continue to provide very good school-based counselling services to support children and young people across our primary, secondary and ASN schools. Quarterly reports provide information on referral numbers and themes, impact data, case studies and analysis by gender and year groups. This evidence shows that the counselling services are supporting improvements in the emotional wellbeing of children, young people, staff and families. In addition, the services have been flexible and responsive in providing emotional support to groups of children, young people and staff to cope with critical incidents in school communities. The top referral theme each quarter continues to be 'anxiety'. Professional learning, information sessions and video support, and curricular resources have been provided for school staff and children and young people in coping with anxiety.

Since August 2022, Place2Be have supported over 845 children and young people in targeted schools; 126 children and young people participated in 1-1 therapeutic counselling and a further 719 children and young people were supported through Place2Talk drop-in sessions. In addition, 107 parents and families benefitted from parent partnership support and over 100 school staff were supported to reflect through Place2Think sessions.

In the last academic session, The Exchange have supported over 1813 children and young people through 1-1 therapeutic counselling as well as counselling for a small number of parents who accepted the offer. In 82% of cases, counselling resulted in improved outcome scores for children and young people. Data demonstrates that females continue to be 2 times more likely to seek counselling support in secondary schools than males. In response, The Exchange have gathered the views of young people about counselling services in an attempt to understand any barriers for males. This has led to additional online promotion of the service as well as plans for groupwork specifically targeting males. In order to work in collaboration with schools to meet the needs of Ukrainian refugees, The Exchange reviewed, adapted and updated their processes in collaboration with translation services.

"This is why I like it here; I get to put all my emotions out and have fun."
(Primary Pupil)

"The change in my son is second to none, he is now able to understand his grief and how to cope with the loss."
(Parent)

"I have no anxiety at all now asking the teacher for help in class."
(Secondary Pupil)

"Having the parent calls throughout felt really supportive to both myself and my child."
(Parent)

To promote Pupil Support staff wellbeing, Reflective Group Practices were adopted in 3 secondary schools with 80% of staff reporting that sessions helped promote their own wellbeing and 78% reporting sessions helped support their own learning and personal development.

"The process has allowed me to appreciate the importance of having time to talk and reflect."

(PT Pupil Support)

In line with Scottish Government's commitment to LGBTI (lesbian, gay, bisexual, transgender, intersex) Inclusive Education, some schools have been supported to build on existing practice through provision of professional learning from LGBT Scotland on tackling homophobic, bi-phobic and transphobic bullying. Currently 4 schools have achieved the LGBT Scotland Charter Gold Award and 1 school has achieved the Silver Award.

Health and Wellbeing Data

HWB data has been used very effectively throughout the session to inform strategic improvement planning and to determine the professional learning offer and support offered to establishments. Information has been shared via Pupil Support networks, Twitter, the HWB newsletter (averages over 1000 reads per newsletter) and the HWB blog which receives over 48,000 engagements per month. Renfrewshire HWB data is shared during all presentations and training events to raise awareness of local issues and needs.

It is important to us that we gather the views of children and young people at every opportunity. In Renfrewshire, there were 10,689 respondents to the national HWB Census 2022. Children and young people from P5 – S6 were asked questions on a wide variety of HWB topics. Data was analysed and gaps identified using categories such as gender, FME, care-experienced, SIMD grouping and ASN. This was presented to Head Teachers and added to the Data Dashboard to ensure the information is available in an accessible format to support improvement planning. To ensure that we have an up-to-date picture of how young people across Renfrewshire are feeling, we asked all young people from S1-6 to complete the Warwick Edinburgh Mental Wellbeing Survey

(WEMWBS) in March 2023, which was also undertaken last academic session. A local authority analysis of the results suggests that wellbeing is improving, with average wellbeing scores increasing and the percentage of young people falling into the low wellbeing score category decreasing from 31% to 24%.

Schools' self-evaluation gradings for QI 3.1 Ensuring Wellbeing, Inclusion and Equality (June 2023)

Excellent	2 schools
Very Good	40 schools
Good	18 schools
Satisfactory	3 schools

Since June 2022, an additional school has a self-evaluation grading of 'Excellent' and the number of schools with a 'Very Good' grading has increased by 15pp from 49% to 64%.

An online session was provided for Parent Council Chairs to raise awareness of the HWB work being undertaken across the authority and to gather any views and suggestions. This led to requests from parents for additional training sessions which were provided for individual school parent groups on a variety of topics.

Parenting Support and Parental Engagement Strategy

Our strategy sets out how Renfrewshire Children's Services Partnership will support parents and carers in their key role of nurturing and caring for Renfrewshire's children by outlining the vision, expectations and approaches to parenting across Renfrewshire. Information, advice and support will be made available to parents in their own communities and we will ensure that Renfrewshire parents will have access to the right support at the right time. Through the strategy we will support Renfrewshire's parents to become more confident and provide access to a range of resources to support them to flourish in their role. Good progress has been made in mapping out the different universal and targeted approaches being implemented across the authority and where there are gaps for specific groups. The strategy recognises the importance of family engagement in learning and our work with Professor Janet Goodall, Swansea University, has informed our improvement planning as well as that of schools and ELCCs. The strategy will underpin the plan for Whole Family Wellbeing and will be launched in session 23/24.

Tackling Poverty

Through the Fairer Renfrewshire group, a selection of officers met with a panel of people with lived experience of poverty with the aim of influencing the Council's policy and practice on addressing poverty. The panel focused on school holiday provision in the local area with a particular focus on understanding the experiences, needs and barriers of low-income households. Views and experiences were heard from the panel and incorporated into a programme of universal activities for children and young people from families on low-income, care experienced and those with Additional Support Needs being prioritised. When asked if the creative element of the project had been beneficial, 2 panel members provided the following responses.

'I've loved this. The discussions during [the] panel and then getting our ideas down on paper the next week. I feel like this is an opportunity for us to consider the council's input while expressing ourselves creatively. Like, if you don't listen to our voices, you will listen to our stories.'

(Panel Member)

'It's great to have the council work with us, not on us […] Do it with us, not for us. We are equal partners in this.'

(Panel Member)

The Cost of the School Day (COSD) funding is available to schools to remove financial barriers to education. An evaluation of the COSD fund concluded that the volume of need has increased and that the needs of children and young people have changed as a result of the cost of living crisis. The majority of schools have used their funding to ensure equity in school trips and uniforms. The fund continues to have a positive impact on attendance, self-esteem and sense of belonging.

"Supporting the P7 residential trip has had a significant impact on wellbeing through providing children with opportunities to develop social skills and resilience through shared outdoor learning experiences"

(Head Teacher)

Ren10

Ren10, our multi-agency service for community mental health and wellbeing support, is playing a key part in helping those in need access the right level of support at the right time. The platform is open and accessible to all in need and helps bridge the gap between universal services, that deal broadly with wellbeing, and the specialist support for severe mental health conditions. This year, Ren10 has received over 265 referrals. A range of support has been provided including Let's Introduce Anxiety Management (LIAM), Non-Violent Resistance (NVR) training, Empowering Parents, Empowering Communities (EPEC), Togetherall and Shout. As a result, we have seen improvements in relation to children and young people's mental health and wellbeing. For example, the average wellbeing scores for our secondary pupils increased. The percentage of respondents who said they have felt loved often or all of the time has increased and the percentage of respondents who said they feel confident often or all of the time has also improved.

Practitioners and parents have also shared the impact of professional learning accessed through Ren10:

'It really gave me time to self-reflect and consider how I handle difficult situations. It made me more aware of the impact my own behaviours and emotions can have on situations.

(Parent)

'It has been a turning point for me in my ASNA role. In my role, I use these useful tools every day. I regularly look back at my notes from the course and I feel it has helped me immensely in building relationships and knowing when to push back and when to leave the situation to unfold on its own.'

(Additional Support Needs Assistant)

Through Ren10, practitioners have the opportunity to engage in professional learning using Virtual Reality headsets which offers an immersive experience into a range of scenarios including trauma. This links with our Corporate work to develop a trauma-informed and responsive strategy. The training is having significant impact on practitioners.

'The VR section was very powerful and emotive. I felt it was incredibly valuable training experience which allowed for me to process the information better. I think it could be an incredibly powerful tool for parents who struggle to place themselves in their child's perspective.'

(Teacher)

'The training was extremely insightful and allowed you to fully immerse in the child's perspective. The VR scenarios were extremely helpful for group experience and allowed for further discussion as all experiencing same scenario.'

(Trainer)

Ren10 has helped connect teams and services across education, social work, health and the Third Sector which has meant the journey and outcome of those using Ren10 can be better understood.

Through Ren10, we realised how beneficial it is for families to have the services they need linked together to ease their journey. This learning is being applied in the development of our new model of Whole Family Wellbeing support. The aim of the Whole Family Wellbeing approach is to provide appropriate family supports, focussing on early intervention, and providing opportunities for children, young people, parents, and carers to shape the services that impact them. Local insight has presented a strong case that children and young people's needs are best understood and met within the context of their families. Through the Scottish Government's Whole Family Wellbeing Fund, Children's Services is engaging with partners to develop collaborative proposals to address the needs of Renfrewshire's families in a way that is non-stigmatising, community-based, and underpinned by children's rights. There is recognition of the benefit to have services linked and access to support being in one place. Positive learning from the successful implementation of the Ren10 mental health and wellbeing family support service is also being applied to the whole family wellbeing approach. This work is being delivered through the Children's Services Partnership.

In partnership with the HSCP, a CAMHS Education Advisor post has been created. This will support schools and GP surgeries with their commitment to deliver excellent provision for children and young people who present with behaviours that may be attributed to their mental health and wellbeing, by working closely with colleagues within CAMHS. The role will involve supporting those responsible for leading on mental health and wellbeing and children and young people with barriers to achieving positive outcomes.

Ukrainian pupils have been welcomed by our schools, and pupils were supplied with resources such as uniforms, and materials to support their inclusion. The resettlement has been supported by the Families First and Active Schools teams, and the children and young people have been able to access supports for wellbeing such as counselling. An opportunity has been provided for people from Ukraine to join the Council as trainees for a six-month period, to assist the Council to support Ukrainian refugees. Two people are participating in programmes located within schools to help Ukrainian children settle in their new school environment and to assist pupils and staff with barriers to learning such as language.

Next Steps

- Develop and deliver a comprehensive programme of professional learning and targeted interventions across all sectors to support effective implementation of the mental, social & emotional strands of Health and Wellbeing.

- In partnership with Headstrong, finalise, launch and implement Renfrewshire's new Mental Health and Wellbeing resource across secondary and ASN schools.

- Evaluate the impact of the new Alcohol and Substance Awareness Education Programme, to assess its reach, effectiveness and identify any gaps. Work with partners in the HSCP, to address any gaps.

- Establish further links with Parent Council Chairs to deliver a range of bespoke HWB information/training sessions.

- Support schools to make effective use of HWB data sets to identify priorities and bring about improvement.

- Coordinate implementation of counselling services across all establishments to ensure that children and young people receive timeous wellbeing support.

- Further develop Reflective Group Practices (supervision) as wellbeing interventions to pupil support staff.

- In partnership with an accredited CBT therapist, provide a 5-week professional learning course to 4 groups of teachers on skills and knowledge around Cognitive Behaviour Therapy (CBT).

- Provide the training and resources to extend Mentors in Violence Prevention programme across all mainstream secondary schools.

- Through Children's Service Partnership, continue to develop the Whole Family Wellbeing model and audit current Physical Education (PE) curriculum planners and practice across education establishments.

Curriculum, Learning , Teaching and Assessment

We are committed to delivering high quality professional learning. Learning opportunities have been cross-sectoral and aimed at all levels, from system leaders to practitioners and support staff. They have led to improvements in outcomes for children and young people living in the most deprived communities.

Numeracy

A refreshed numeracy and mathematics progression pathway was introduced at the beginning of session 2022-23. The refreshed pathway provides clear links to highly effective pedagogical approaches. Feedback on the pathway has been universally positive from all schools implementing it.

Training programmes on Concrete Pictorial Abstract (CPA) in First and Second Level, Playful SEAL in Early Level and Limitless Learning formed the universal offer within the authority. Almost all participants agreed or strongly agreed that the training had a positive impact on learners, was relevant to their professional needs, and increased their professional knowledge. Furthermore, 90% of participants gave a rating of 9 or 10 out of 10 when asked about the likelihood of recommending the training to a colleague.

24 establishments received bespoke training sessions (both target and request schools, over the course of 33 sessions in total). All participants in bespoke training agreed or strongly agreed that the training was relevant to their needs, increased their knowledge and would have a positive impact on attainment. All participants that completed the post evaluation agreed or strongly agreed that the training improved their confidence and knowledge, helped to better meet the needs of learners and to implement change which has increased attainment. All participants said they now used the methodologies in their practice.

This session, 4 establishments received Maths Recovery Training for all staff, while 3 schools that had previously completed the training received consolidation sessions.

Additionally, Modelling and Coaching Officers (MCOs) successfully introduced Maths Recovery assessments in the majority of their target schools and assisted teachers in implementing them. The data submitted by individual teachers indicates that almost all children demonstrated progress in the majority of screeners.

Modelling and Coaching Officers (MCOs)

The team of Modelling and Coaching Officers continued to impact positively on the numeracy attainment of children across primary schools. Using a range of data, 12 target schools were identified to receive weekly support from a Modelling and Coaching Officer. Focus group feedback and evaluations demonstrate that this support positively impacted on teachers' understanding of effective pedagogy, confidence levels, and engagement and achievement of children in numeracy and mathematics. Almost all agreed or strongly agreed with the above statements.

Across the 12 schools, as well as upskilling teachers, MCOs effectively supported 260 children who had been identified as not working at the expected level of attainment. As a result of this targeted intervention, data highlighted that 70% of the children progressed to being 'on track' to achieving expected levels of attainment. A further 19% of target children were said to have made accelerated progress towards getting back 'on track'.

Feedback from schools on the support provided by the Modelling and Coaching Officers has been overwhelmingly positive:

"MCO has provided excellent advice for structuring my numeracy lessons using both SEAL and the Renfrewshire planners which has been greatly appreciated….I feel that my practice has improved through professional dialogue with the MCO…"

(Primary Teacher)

"MCO is doing a fantastic job and the approach being used is ideal to boost staff confidence and skills as well as knowledge of the benchmarks and curricular coverage."

(Primary Head Teacher)

"It has been amazing to see the change in my class…children are now able to discuss, choose and explain their strategies."

(Primary Teacher)

"The children are taking a real joy in the games and these are being used to practice and consolidate key numeracy skills across first and second level."

(Primary Teacher)

See Appendix F for a Case Study with further impact information.

Literacy

Over 120 practitioners including early years teachers, graduates, practitioners, P1 teachers and peripatetic staff representing 57 establishments participated in career-long professional learning (CLPL) on phonics, specifically the Jolly Phonics approach. Feedback received highlighted:

- only 9% of participants had previously attended the CLPL specifically on phonics;

- 91% of attendees agreed that this CLPL increased their understanding of their responsibilities in relation to developing a phonics-based approach;

- 89% of participants reported that their understanding of effective literacy pedagogy increased as a result of this professional learning; and

- 85% of participants indicated that this CLPL would impact positively on their practice with a further 14% keen to implement learning prior to assessing impact.

In session 22/23, 43 primary schools, 2 ASN schools, 9 secondary schools and 34 early years establishments undertook professional learning relating to the Talk for Writing approach. Almost all schools participated in training on fiction and non-fiction writing with leadership training for identified Project Leads within each school. In total, over 950 teachers, early years practitioners and support staff attended professional learning.

Development of Talk for Writing is still in its infancy however feedback on training and implementation to date indicates that:

- 100% of early years Project Leads agreed that the CLPL had increased their knowledge of effective writing pedagogy for young children;

- 58% of primary Project Leads indicated that Talk for Writing is now their main approach to teaching writing. 32% outlined that Talk for Writing is being trialled at certain stages or being used alongside other writing pedagogies. 11% indicated that staff have undertaken training but the approach is not being used routinely as yet; and

- 100% of support staff who took part in professional learning indicated that this increased their knowledge of effective teaching and learning in writing. 89% agreed that Talk for Writing could support them to overcome the challenges they face when supporting writing lessons.

Our universal programme of Imagination Library in Renfrewshire was founded in March 2021. Jointly funded by Renfrewshire Council and the Dollywood Foundation, this book gifting programme provides high quality children's books to children across Renfrewshire on a monthly basis. The Council has funded Imagination Library for all children aged 2-5 for a 3 year period. For more information see Appendix E. Senior leaders and early years practitioners from across Renfrewshire were invited to meet with Jeff Conyers, President of the Dollywood Foundation, to share their innovative approaches to engaging with Dolly Parton's Imagination Library.

Language Learning in Scotland: a 1+2 Approach

Schools across Renfrewshire continued to benefit from Scottish Government funding to support the implementation of the 1+2 languages policy. Funding was used to purchase updated resources, provide opportunities to support language learning across transitions and to rebuild partnership working through cluster-based language and cultural activities. Cluster working and spending plans were coordinated by 11 Modern Foreign Language cluster leads appointed to lead on the 1+2 agenda and across their clusters. All schools were provided with an annual subscription to Linguascope to support language learning both in school and at home. We welcomed 5 German Educational Trainees who worked across 4 secondary schools and their cluster primaries. They undertook a range of duties to enhance learning in German including support to prepare for SQA oral examinations and sharing aspects of German culture.

The annual audit of Modern Foreign Language (MFL) provision and the implementation of the Scottish Government's 1+2 policy was undertaken in April 2022. This provided an overview of MFL across the authority and the data from this is being used to inform future planning and enabling us to direct funding to the areas in which it is required most, particularly staff training.

Gaelic

Commitment to providing sustainable support and learning opportunities to the Gaelic community in Renfrewshire has continued. The provision of Gaelic Medium Primary Education (GMPE) has been established and is located at West Primary School.

Play Pedagogy

National practice guidance, alongside curricular documentation, give prominence to play across the early level, identifying benefits of this towards children's transition into Primary 1. As such, 3 professional learning courses were developed in partnership with Strathclyde University and delivered within the 2022-23 session. These sessions aimed to support joint practice across the ELC and primary sector, building on the positive pedagogy developed before the pandemic altered the landscape.

Feedback received from participants demonstrated the CLPL had increased child-led opportunities which positively impacted the learning process. Staff knowledge led to children's enhanced independence and transferable skills, both indoors and out, including skill in managing risk and problem solving.

In addition, practitioners reported that the CLPL had expanded their knowledge of play pedagogy, including the key importance of their skill in observing, interacting, and reflecting on their approaches. Practitioners valued the opportunities to hear about the pedagogical journey of others and use their acquired knowledge to engage in collegiate dialogue within their own setting. Practitioners identified that the CLPL had empowered them to continue engaging in further learning to support play pedagogy. A Case Study was developed to provide more information about the CLPL and its impact—see Appendix D

Digital Pedagogies

This year a further 9 schools were awarded either the Digital Schools Award (DSAS) or the Digital Wellbeing Award—an increase of 33%. To date 30 schools have achieved the DSAS and a further 6 have achieved the Cyber Resilience in Schools (CRIS) award.

Following the launch of the Digital Literacy Progression Pathway, a series of training sessions were delivered to support its implementation. Over 100 teaching staff were trained with 19 schools taking part. Feedback from a focus group of schools demonstrated that engaging with the pathway had led to upskilling of staff and pedagogical changes in the classroom. From the implementation survey responses, we know that most primary schools implemented the pathway this session with the remaining 7 primaries intending to implement it in session 23/24. See Appendix G for additional impact information.

Schools were given the opportunity to complete a digital self-evaluation using Features of Highly Effective Digital Practice. 40 schools submitted them and the information is being used to plan support for next session.

Learning, Teaching, Assessment and Moderation

A Learning, Teaching and Assessment working party was set up consisting of 11 Secondary DHTs, 5 Primary HTs and one ASN DHT to develop and deliver a learning, teaching and assessment strategy as well as Renfrewshire's first learning festival.

Focus groups of learners from 13 out of the 17 establishments involved in the working party provided valuable feedback on what they felt were the most effective factors in their learning. Children and young people highlighted the importance of their rights, their voice, good lessons, and good teachers. Their feedback was collated into Word Clouds for a visual representation, which was shared with Head Teachers (HTs) as part of the consultation. Almost all HTs involved in the consultation agreed with the vision for planning and delivering high quality learning, teaching, and assessment.

The feedback from children and young people was overwhelmingly positive. They felt that their rights were respected, that their voice was heard, and that they were able to learn effectively in a supportive environment. They also appreciated the quality of the lessons and the expertise of the teachers. The Word Clouds provided a clear and concise visual representation of the feedback, which was easy for HTs to understand. The consultation was a valuable exercise that has helped to shape the final sketchnote and toolkit of support.

Schools' self-evaluation gradings for QI 2.3 Learning, Teaching and Assessment (June 2023)

Very Good	40 schools
Good	18 schools
Satisfactory	3 schools

95% of schools evaluate themselves as 'Good' or better with 64% grading themselves as 'Very Good'

Assessment and Moderation

The pandemic impacted the robust processes around moderation within the primary sector. There has been a renewed focus on re-establishing these processes at school and cluster level during this academic year. To this end, a cross-sectoral steering group was established, Renfrewshire assessment and moderation group (RAMG). This group was tasked with the strategic development of assessment and moderation using a train the trainer model. Primary schools have received bespoke support. The secondary focus has been on principal teachers (PTs). PT subject forums co-constructed and designed assessments. This has resulted in greater collaboration, increased confidence, and a more consistent approach in assessment in the BGE.

There are eight Quality Assurance and Moderation Support Officers (QAMSOs) in place. All have been trained in line with the national programme. Establishments have been involved in cluster/paired schools moderation activity across the session. The activity was agreed between schools depending on staff need and the journey of the school. There has been successful engagement with the West Partnership moderation event involving secondary English and Mathematics PTs. This

included a piece of work on assessment and moderation within the broad general education (BGE) and professional discussion among teachers.

Assessment is for Learning (AifL) support pack training was delivered by the Renfrewshire Assessment and Moderation Group which was well received by a number of Head Teachers. The support pack has been used effectively in individual establishments with practitioners and has increased teacher confidence in this assessment tool. The work of the West Partnership Assessment and Moderation Development Officer increased staff confidence in using a range of assessments. As a result, moderation is a regular process in establishments and this will lead to improved outcomes for our children and young people. The comprehensive training session delivered at the Renfrewshire Learning Festival enhanced practitioners' knowledge, encouraged collaboration, relevant to needs, and provided usable materials that are clear, straightforward and exemplified.

Within Early Years, collegiate discussion led to the production of guidance which will support practitioners when making assessments of children's progress. This provides clear information as to when a child would be deemed as being at 'early stages', 'making progress' or 'demonstrating consistently' in

their learning and development. Use of this guidance across the authority will lead to greater consistency in assessment approaches and further improve the reliability and robustness of data collected.

Education Managers engage in challenge and support conversations with Head Teachers around the alignment of professional judgement with standardised assessment data (via National Standardised Assessments). The data analysis team has produced data packs to support these conversations. This has supported planning and helped to build confidence around achievement of a level (ACEL) data.

Improving our Classroom

- In session 2022–23, 10 participants completed Improving Our Classrooms (IOC)—a year-long accredited programme for class teachers. The programme has a focus on high quality self-evaluation at classroom level, leading to:

- improved learning and teaching;

- use of data informed targeted interventions;

- improved attainment and achievement; and

- a relentless focus on equity and excellence for all children and young people.

All participants made reference to achieving each of the above within their Case Study of Improvement – a 5000 word case study about their practice and children with whom they work. Each academic assignment is accredited by Glasgow Caledonian University (GCU) and successful candidates are awarded 30 Masters Credits. We are extremely hopeful that all of this year's participants achieve this goal.

Mindset in Early Years

Winning Scotland partnered with Early Years Scotland, Renfrewshire Council and West Dunbartonshire Council to support early years practitioners to empower children and their parents and carers in deprived areas to develop a growth mindset outlook. The course was designed to improve practitioners'

understanding of growth mindset but also give an opportunity to collegiately engage with other early years professionals. 48 Early Years practitioners from Renfrewshire participated and 100% of them responded post-training that they were 'aware' or 'very aware' of growth mindset practices and principles to implement in their own settings. See Appendix C for more impact information.

STEM (Science, Technology, Engineering, Maths)

Renfrewshire Council is established as a partnership local authority with the RAiSE (Raising Attainment in Science Education) programme, a partnership of Education Scotland, The Wood Foundation, Scottish Government and participating local authorities which aims to enhance the confidence and skills of primary school practitioners to improve learning and teaching in STEM education.

Our Primary RAiSE Development Officer established a Renfrewshire STEM network, developed teacher confidence and skills and built STEM partnerships to enhance learning, teaching and assessment in science and STEM across the authority. Most primary schools have a STEM lead who participates in termly network meetings to share good practice and develop teacher leadership. An in-house programme of high quality professional learning was planned

and delivered for teachers, NQTs and support staff.

Through Renfrewshire Council's partnership with Glasgow Science Centre (GSC), almost all primary schools across the authority (over 9000 teachers and pupils) have taken part in at least one GSC Learning Lab during 2022/23, making Renfrewshire the most engaged local authority in Scotland.

Twenty schools delivered the Young STEM Leader Programme with 37 teachers trained and over 100 of P6 and P7 pupils achieving level 2 and level 3 certification, empowering them to lead STEM learning with peers. In partnership with SSERC (Scottish Schools Education Research Centre), primary schools from 2 clusters completed the Primary Science Cluster Programme, developing STEM mentors and leadership within these clusters. 121 teachers across 20 Renfrewshire primary schools successful participated in SSERC Professional Learning workshops.

Over the last session, we have seen a huge increase in the number of schools engaging with national STEM events and competitions leading to greater opportunities for children and young people to achieve. Through building relationships and collaboration, schools have had the benefit of many DYW (Developing the Young Workforce) opportunities with local employers and colleges.

Digital Learning

Almost all establishments have engaged with either bespoke or tailored support and/or digital professional learning (PL) supported by a range of partners including Education Scotland, Google Education and Microsoft Education. There were 33 PL sessions with over 350 staff taking part. In addition, 73 establishments accessed bespoke or tailored support. Feedback from participants evidenced that each PL session was rated 4 or more out of 5.

In partnership with Education Scotland, 2 series of training were provided—This is Digital and This is Cyber Resilience—Internet Safety. These provided opportunities for participants to discuss and share their own practice as well promoting a shared understanding of high-quality digital learning.

We were effectively supported by Tablet Academy to focus on how to use Google Workspace for Education to support learning and teaching. Professional learning sessions delivered by Microsoft and Barefoot Computing were also well-received with all participants reporting an increase in knowledge and confidence.

Learning Festival

In February, Renfrewshire hosted its first Learning Festival for secondary practitioners. This event was arranged by senior leaders from across all secondary schools in partnership with the Digital Learning Manager. 32 sessions were hosted across our secondary schools, providing opportunities for teachers to share examples of highly effective learning , teaching and assessment and learn from one another under the following themes:

- Metacognition;
- Collaboration; and
- Feedback

Teachers welcomed input from in internationally recognised educationists, Dylan Wiliam and Shirley Clarke, who provided key notes.

Of 844 participant evaluations, most said they would share what they learned with colleagues with 90% stating that they would implement the learning in practice.

"The feedback section made me reflect on my own practice and ways I can make feedback more valuable for pupils and to encourage them to take action on the feedback I give them."

(Secondary Teacher)

In relation to the 32 afternoon learning sessions, 335 evaluations were received with an overall average score of 4.53 out of 5. Participants reported that almost all presenters answered the questions well and explained things clearly. 96% said they would share the learning with their colleagues, 97% would implement the learning. Almost all participants felt their skills and knowledge had increased.

"The clarity of the explanation helped to contextualise a lot of my existing practice and gave great ideas on ways to improve."

(Secondary Teacher)

"Extraordinarily practical for the classroom practitioner. Also, delivered concisely and from someone with a real sense of what it is like to work in front of full classes. Splendid."

(Secondary Teacher)

Developing the Young Workforce

The Economic Recovery Group continues to meet regularly with a robust focus on supporting vulnerable learners into positive destinations. All secondary schools and our 2 schools for pupils with additional support needs (ASN) have a Developing the Young Workforce (DYW) coordinator. The key priority of these staff is to ensure all young people, particularly the most vulnerable, are provided with opportunities to support them into positive post-school destinations including bespoke work placements and alternative pathways as appropriate. Monthly meetings take place to review the progress of these young people and to ensure that the right supports are in place for them. Work in partnership with Skills Development Scotland, West College Scotland, Invest in Renfrewshire, and Developing the Young Workforce West continues to progress to ensure planned, robust approaches are in place to support the most vulnerable learners into positive destinations.

The work placement programme continues to provide excellent opportunities with approximately 400 new employers this year who are offering a range of opportunities such as site visits, training, and long-term work placements for our young people in the senior phase. The 'My Future Pathways' programme is running successfully again this session with almost 40 young people having embarked on the construction course from August 2022; 8 of these young people have now been offered places on the West College Scotland pre-apprentice construction course.

The number of young people entering a positive destination after leaving school has continued to show strong performance with 97% of 2022 school leavers entering a positive destination, exceeding the target of 95%.

Next Steps

- Deliver a comprehensive core programme of professional learning and targeted interventions across all sectors linked to professional standards and informed by local/national priorities.

- Ensure establishments have the necessary resources and support to develop a learning, teaching and assessment strategy that is aligned with the Renfrewshire vision—The Renfrewshire Way—We value learning, striving for excellence together.

- Establish a Renfrewshire QAMSO group to provide bespoke training for individual establishments in AIFL and improve teacher confidence in the use of ACEL data.

- Increase knowledge and improve the consistency of planning to support the delivery of high quality learning, teaching, assessment and moderation across all sectors.

- Deliver CLPL to ELC staff to support consistent judgements of children's progress at early level of CfE and further increase staff knowledge and confidence in how to raise attainment across Literacy, Numeracy and Health and Wellbeing.

- Introduce and implement an early years progression tool for children with additional support needs who are working at foundation stage or pre-early level of CfE.

- Develop a Renfrewshire Literacy Framework to support consistent planning, assessment and progression within and across establishments.

- Establish a Renfrewshire working party to raise awareness of whole school approaches to anti-racism across all sectors and develop a three year plan to support anti-racist learning and teaching across the curriculum.

- Provide opportunities for senior leaders to work collaboratively to explore implications of The Independent Review of Qualifications and Assessment (IRQA) and National Discussion.

- Implement refreshed work placement model across all secondary schools.

- Work with University of West of Scotland to increase the number of opportunities available to young people.

- Develop a strengthened framework of support with SDS and Invest Renfrewshire to ensure pupils are supported to enter and sustain positive destinations.

- Work with school leaders and SDS to support schools in embedding the Career Education Standard.

- Strengthen Senior Phase offer, to widen the range of opportunities available to young people.
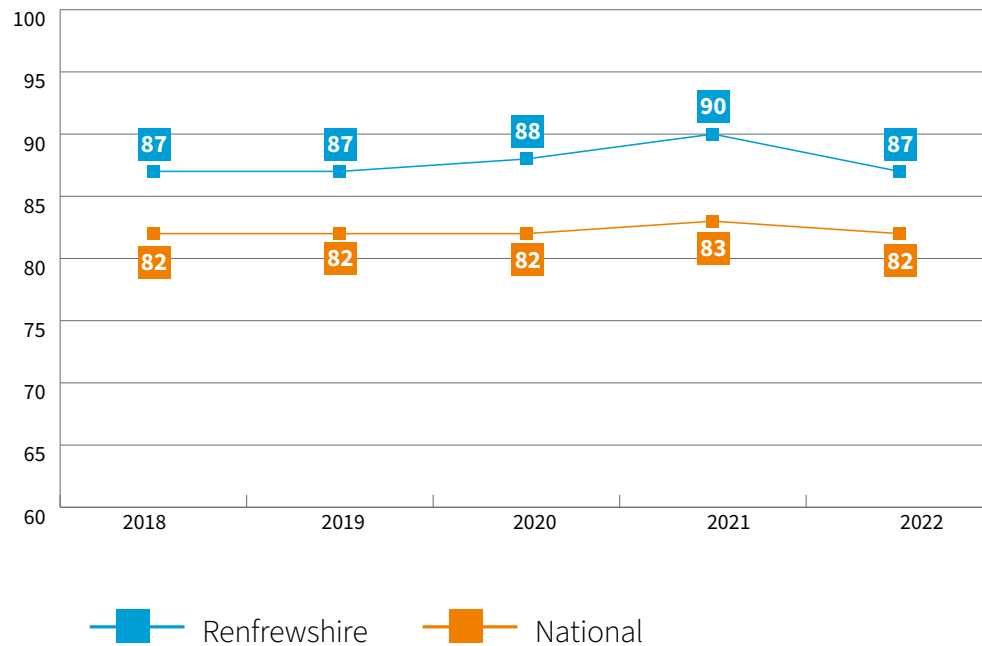
Performance information

The Data team, comprising the Management Information Officer (MIO) and the Data and Evaluation Officer, provide highly effective support to the central team and to school leaders. The Data team undertake analysis and provide data summaries at key points of the academic year. These summaries include data on themes such as senior phase (initial and leavers' data), broad general education (BGE), attendance and exclusions as well as analysis of large data sets such as parental involvement & engagement and HWB surveys.

Data is used very effectively to identify where Scottish Equity Fund (SEF) support and interventions are required. The process of data-informed self-evaluation led to the application of specific interventions in target areas with deployed central support from literacy and numeracy development officers.
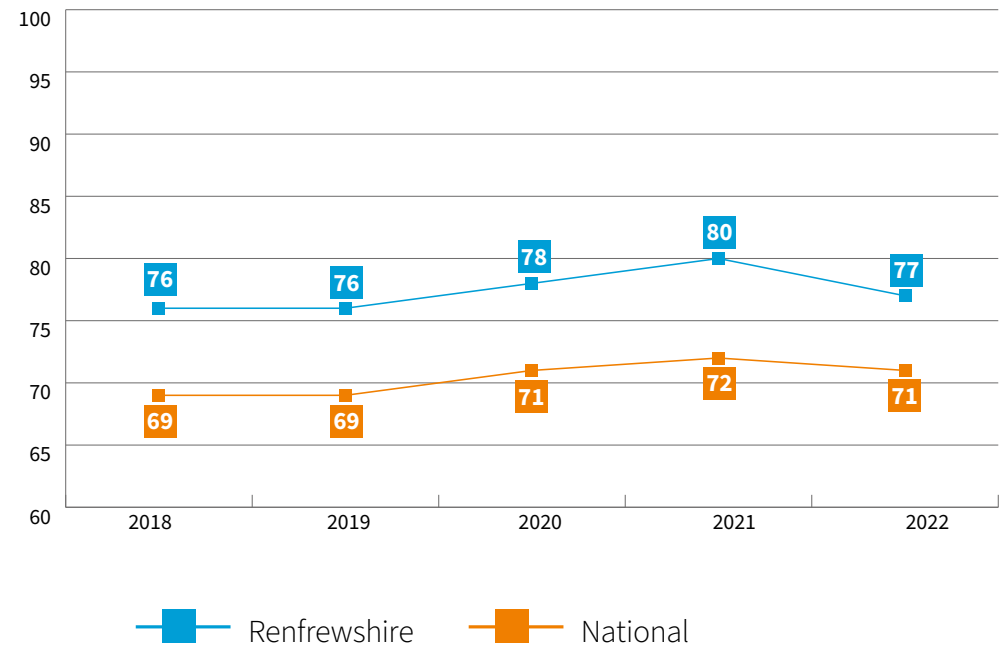
To support school leaders and practitioners, the Data team provide a range of universal and bespoke training and support throughout the session. An authority wide primary school tracking system has been developed and training has been provided on its use. Similarly, training has been delivered to secondary leaders around use of Seemis and Power BI. Professional learning has also been delivered to classroom practitioners on effective use of data. As a result of these offers and supports, almost all school leaders now express confidence in the use of data.

Attainment in Literacy & Numeracy –SCQF Level 5

Percentage of Leavers Achieving SCQF 5 Literacy

Renfrewshire:
- 2018: 87
- 2019: 87
- 2020: 88
- 2021: 90
- 2022: 87

National:
- 2018: 82
- 2019: 82
- 2020: 82
- 2021: 83
- 2022: 82

Legend: Renfrewshire, National

Percentage of Leavers Achieving SCQF 5 Numeracy

Renfrewshire:
- 2018: 76
- 2019: 76
- 2020: 78
- 2021: 80
- 2022: 77

National:
- 2018: 69
- 2019: 69
- 2020: 71
- 2021: 72
- 2022: 71

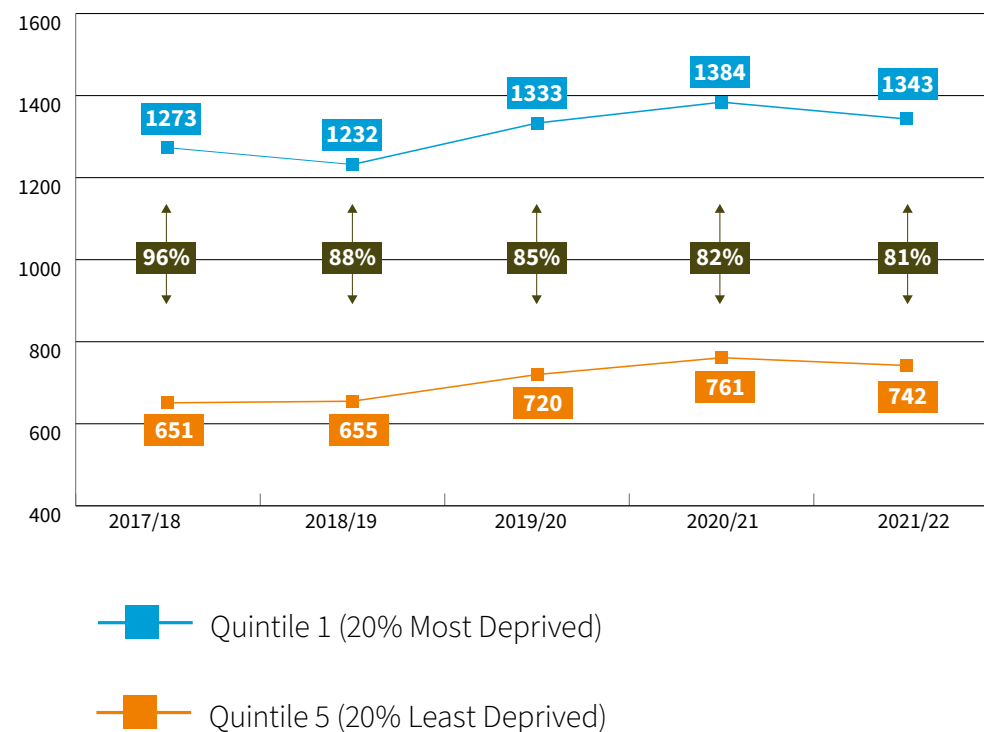Legend: Renfrewshire, National

Renfrewshire leavers consistently perform above national figures in literacy and numeracy

Average total tariff

Average total tariff points: All leavers

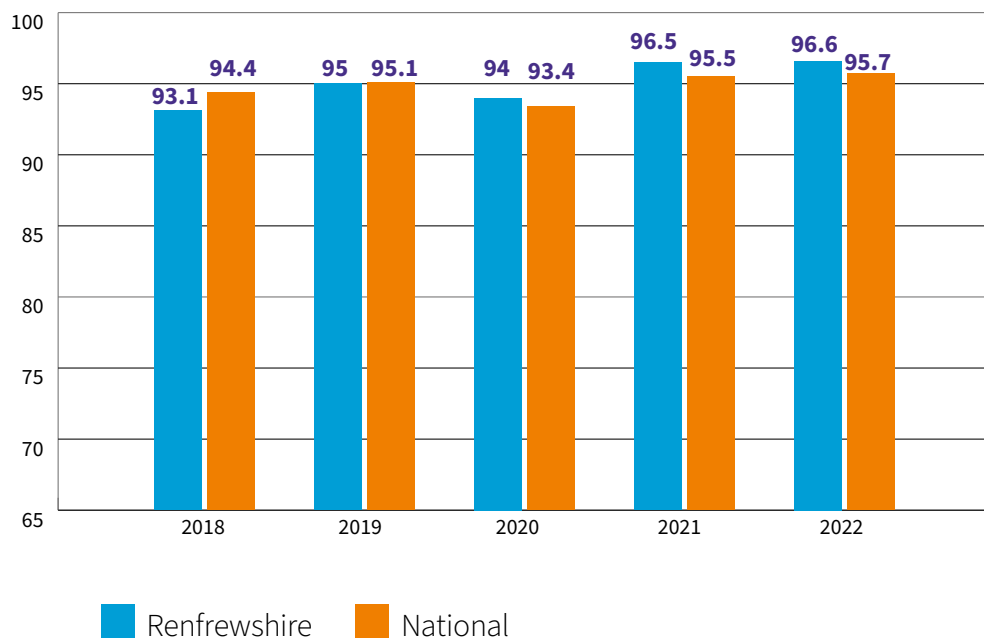|	Renfrewshire	National
2018	952	918
2019	923	889
2020	990	950
2021	1155	1006
2022	1005	957

Legend: Renfrewshire, National

The average total tariff measures school leavers' attainment across all subjects and qualifications. Renfrewshire leavers consistently have a higher average tariff than national, indicating that our pupils achieve more qualifications and at higher grades than their counterparts across the country.

Renfrewshire leavers: Average total tariff by SIMD Quintile

	2017/18	2018/19	2019/20	2020/21	2021/22
Quintile 1 (20% Most Deprived)	1273	1232	1333	1384	1343
	96%	88%	85%	82%	81%
Quintile 5 (20% Least Deprived)	651	655	720	761	742

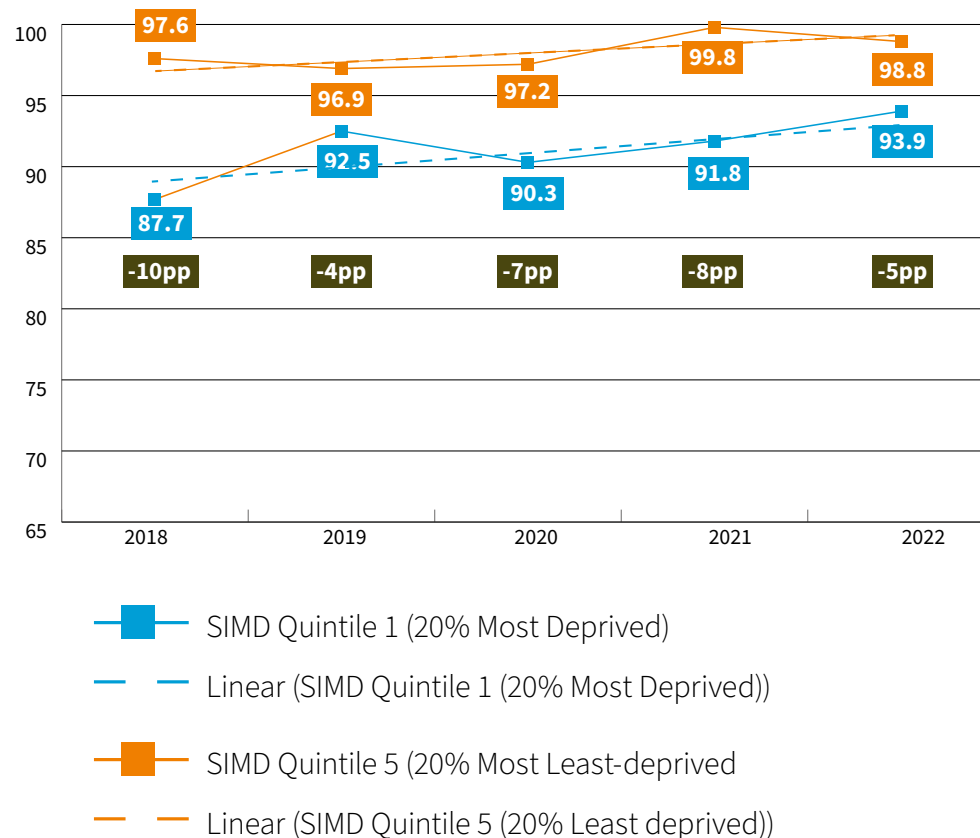Legend: Quintile 1 (20% Most Deprived), Quintile 5 (20% Least Deprived)

Attainment gaps between pupils living in most and least deprived areas have consistently decreased over 5 years, although remain significant.

School leavers destinations

Percentage of school leavers in positive initial destination

|	2018	2019	2020	2021	2022
Renfrewshire	93.1	95	94	96.5	96.6
National	94.4	95.1	93.4	95.5	95.7

- Renfrewshire
- National

The percentage of Renfrewshire school leavers in a positive initial destination has continued to increase and has been above the national figure for the previous 3 years.

Percentage of Renfrewshire school leavers in positive initial destination: SIMD Quintile 1 and 5

	2018	2019	2020	2021	2022
SIMD Quintile 5	97.6	96.9	97.2	99.8	98.8
SIMD Quintile 1	87.7	92.5	90.3	91.8	93.9
Gap	-10pp	-4pp	-7pp	-8pp	-5pp

- SIMD Quintile 1 (20% Most Deprived)
- Linear (SIMD Quintile 1 (20% Most Deprived))
- SIMD Quintile 5 (20% Most Least-deprived
- Linear (SIMD Quintile 5 (20% Least deprived))

The gap between leavers from most and least deprived areas has decreased over 5 years.

Destinations by Care Experienced

**Percentage of Renfrewshire School Leavers
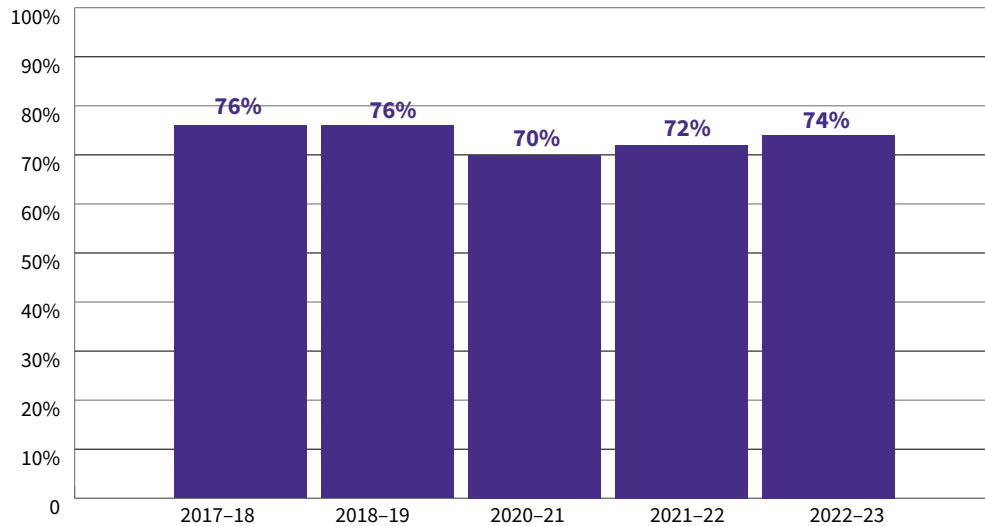in Positive Initial Destination who are Care Experienced**
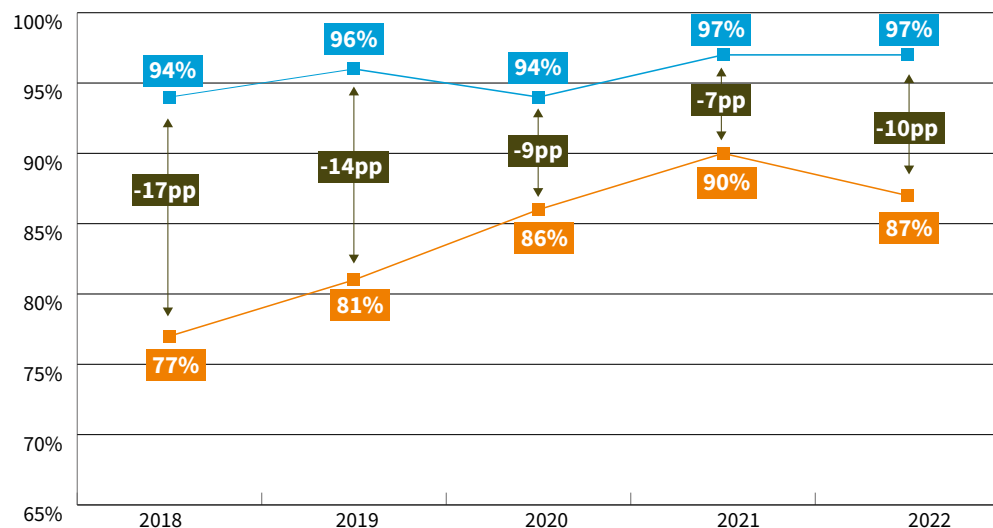
Leavers with Care Experience
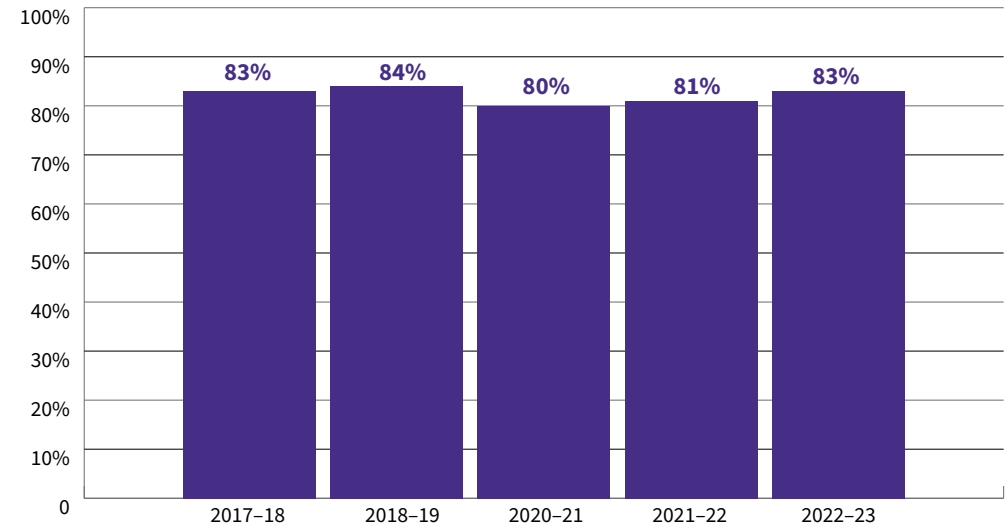
Leavers with No Care Experience

Despite a slight decrease in the latest cohort, the percentage of care experienced leavers entering a positive destination has increased over 5 years.

Primary Attainment in Literacy and Numeracy

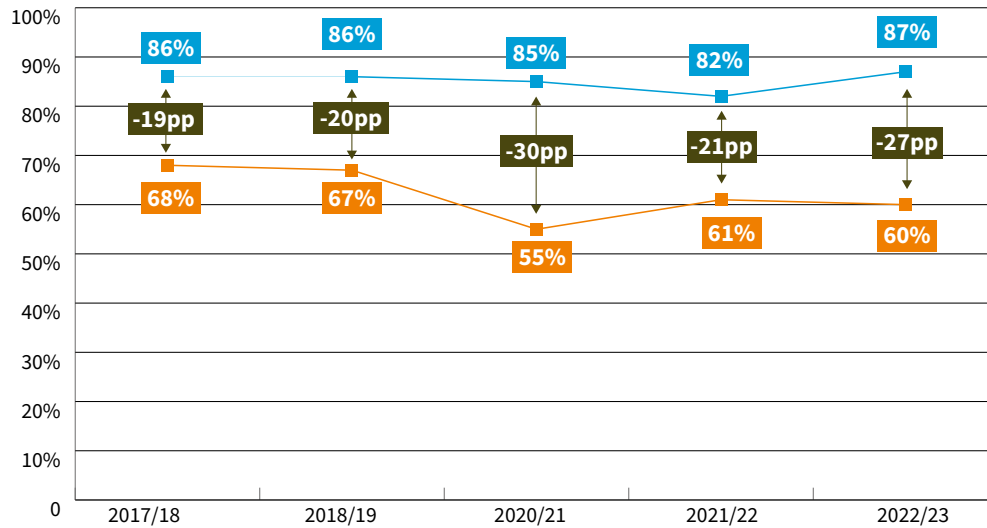## Primary Literacy: Percentage Achieved Expected Level

Year	Percentage
2017–18	76%
2018–19	76%
2020–21	70%
2021–22	72%
2022–23	74%

Primary Numeracy: Percentage Achieved Expected Level

Year	Percentage
2017–18	83%
2018–19	84%
2020–21	80%
2021–22	81%
2022–23	83%

Primary attainment in literacy and numeracy continues to increase but is not yet at pre-pandemic levels.

SIMD Attainment Gaps

Primary Literacy: Percentage Achieved Expected CfE Level by SIMD Quintile

- 2017/18: 86% / -19pp / 68%
- 2018/19: 86% / -20pp / 67%
- 2020/21: 85% / -30pp / 55%
- 2021/22: 82% / -21pp / 61%
- 2022/23: 87% / -27pp / 60%

— SIMD Quintile 1 (20% Most Deprived)

— SIMD Quintile 5 (20% Least Deprived)

Primary Numeracy: Percentage Achieved Expected CfE Level by SIMD Quintile

- 2017/18: 91% / -16pp / 75%
- 2018/19: 93% / -17pp / 76%
- 2020/21: 92% / -24pp / 67%
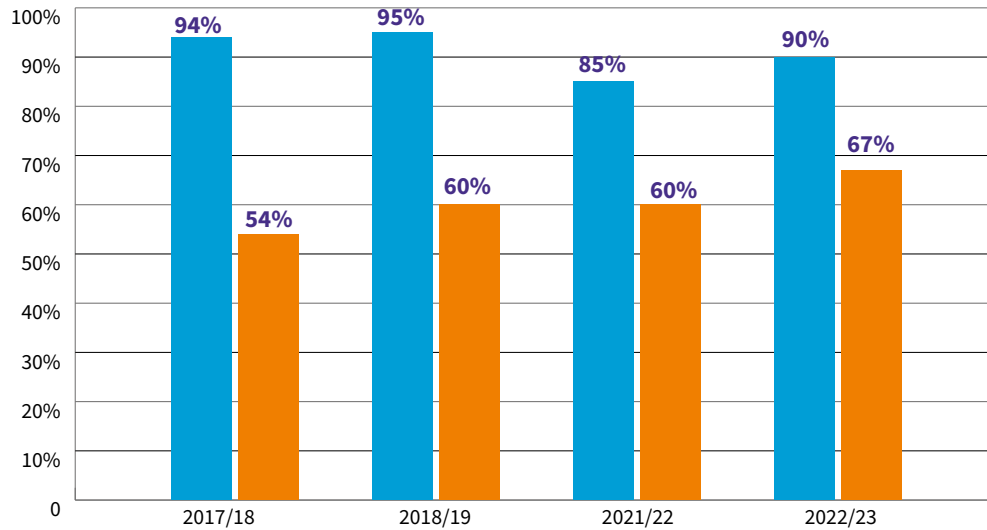- 2021/22: 91% / -19pp / 72%
- 2022/23: 93% / -19pp / 73%
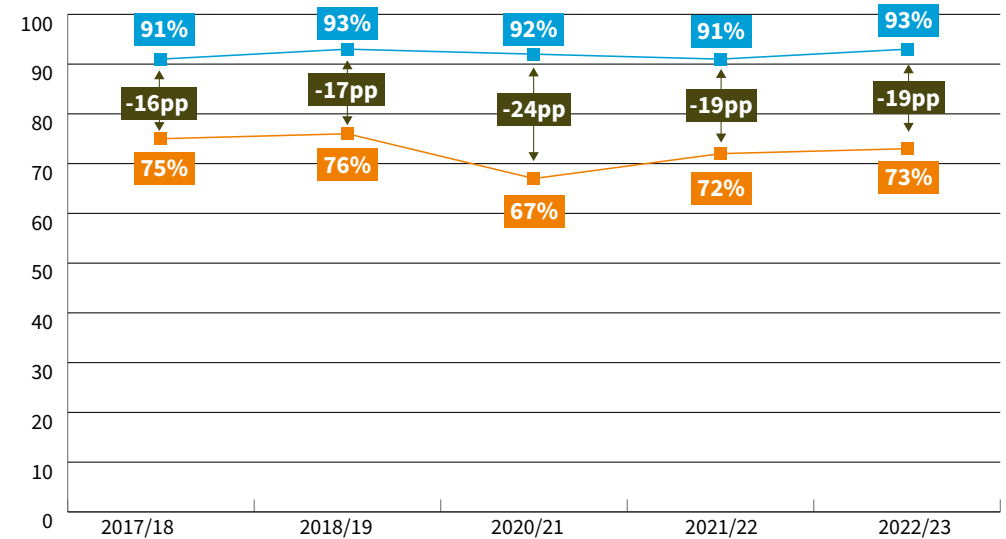
— SIMD Quintile 1 (20% Most Deprived)

— SIMD Quintile 5 (20% Least Deprived)

Pupils in most deprived areas were most significantly affected by the pandemic causing gaps to widen.
Some signs of recovery in 2021-22 and 2022-23, particularly in numeracy.

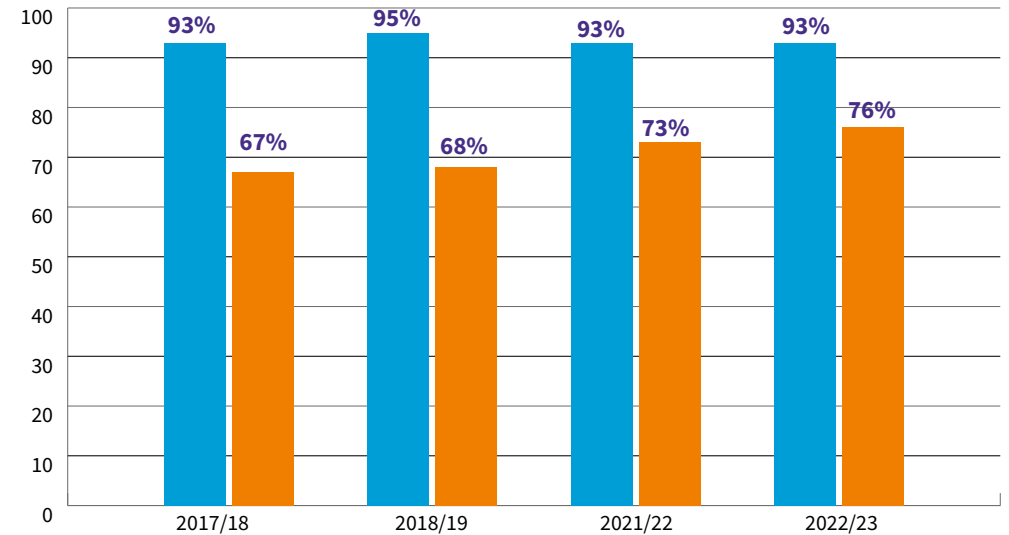## S3 Attainment

S3 Literacy Attainment

S3 Numeracy Attainment

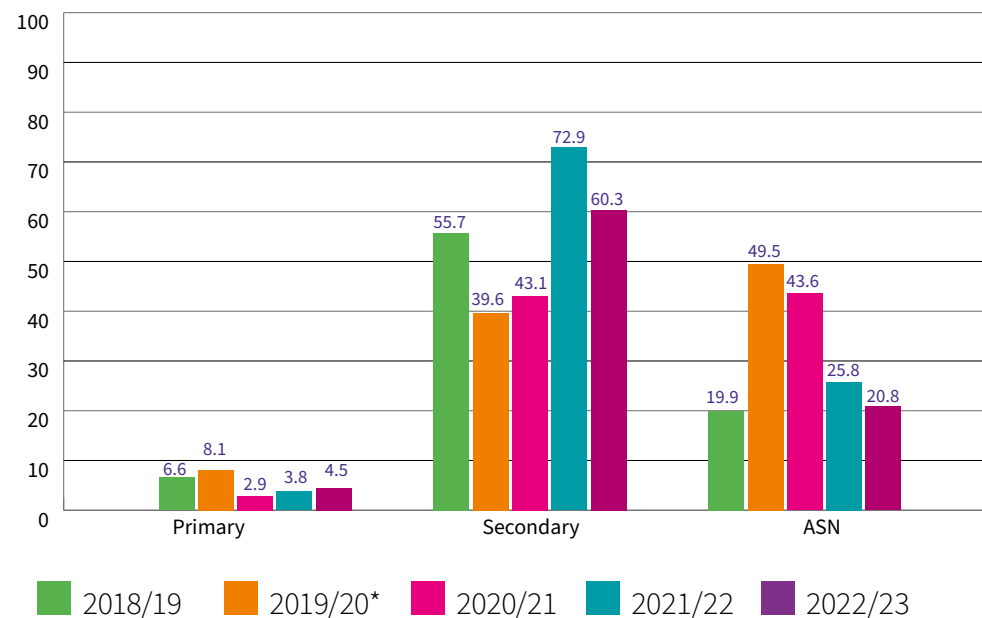**Achieved Third Level or above**   **Achieved Fourth Level**

Attainment at Curriculum for Excellence Fourth Level has continued to increase in both literacy and numeracy.

Attainment and Exclusions

Attendance rates by sector

Attendance rates by sector bar chart:

Sector	2018/19	2019/20*	2020/21	2021/22	2022/23
Primary	95.0	94.9	95.3	92.7	92.5
Secondary	90.4	90.1	91.4	86.5	86.9
ASN	91.4	91.1	91.0	89.7	89.7

Attendance rates have been impacted by the pandemic with primary and secondary attendance lower than in previous years.

Exclusion Rate per 1000 Pupils by Sector

Exclusion Rate per 1000 Pupils by Sector bar chart:

Sector	2018/19	2019/20*	2020/21	2021/22	2022/23
Primary	6.6	8.1	2.9	3.8	4.5
Secondary	55.7	39.6	43.1	72.9	60.3
ASN	19.9	49.5	43.6	25.8	20.8

Exclusion rates peaked in secondary following the pandemic. Then have since fallen but remain above pre-pandemic levels.

Appendices

Appendix A: Stretch Aims

The local authority's approach to setting stretch aims is based on recovery and acceleration: recovery to pre-pandemic levels of attainment during session 22/23 and then increase attainment beyond pre-pandemic levels from 2023 onwards. Schools were asked to set attainment targets following the same rationale. These annual school targets are intended to ensure that the approach is pupil centred and should lead to more effective tracking of progress across the broad general education, particularly in secondary schools.

Core plus aims are centred on Writing across the broad general education (BGE). This is a key improvement area for the authority and was selected based on performance at each stage. Evidence-based interventions are being used to support schools with improving Writing. As well as this, aims have been set for pupil subgroups. Subgroups include free school meal and clothing grant entitlement, additional support needs and children and young people with care experience. These additional plus aims are derived from the core aims and provide a rich set of data to inform future planning.

Stretch Aims: 2022/23 Update

Measure	Type	2016/17	2017/18	2018/19	2019/20	2020/21 (Baseline Year)	2021/22	Target 2022/23	Actual-2022/23	Difference to Target	Difference to Baseline
% primary pupils achieving expected level in literacy	Core	73%	76%	76%	-	70%	72%	76%	74%	-2%	4%
% primary pupils achieving expected level in numeracy	Core	80%	83%	84%	-	80%	81%	84%	83%	-1%	3%
% P1 pupils achieving expected level in writing	Core +	82%	83%	83%	-	78%	81%	83%	81%	-2%	3%
% P4 pupils achieving expected level in writing	Core +	73%	77%	76%	-	70%	69%	77%	74%	-3%	4%
% P7 pupils achieving expected level in writing	Core +	71%	76%	76%	-	70%	73%	76%	74%	-2%	4%
% leavers achieving 1 or more pass at SCQF level 5	Core	88.3%	88.2%	88.2%	89.7%	92.3%	89.2%	88.3%	n/a	-	-
% leavers achieving 1 or more pass at SCQF level 6	Core	65.6%	65.7%	63.1%	66.5%	73.1%	64.2%	65.7%	n/a	-	-
% 16-19 olds participating in education, employment, or training	Core	91.4%	91.6%	91.7%	92.4%	93.0%	93.3%	94%	94.7%	+0.7%	+1.7%

Appendix B: Health and Wellbeing Training Case Study Session 22/23

Across the last academic session, we have completed a wide range of professional development training offers aimed at practitioners across health and wellbeing roles as well as middle and senior leaders. Two key components of our training offer centre around self-harm (delivered via the 'What's the Harm' programme) and suicide intervention (delivered via ASIST – Applied Suicide Intervention Skills Training). Training evaluations for both programmes occur at the end of training. This allows us to understand the experience of participants which allows us to continually improve our training offer.

This session we were also interested in knowing more about how participants implement the knowledge, skills, and confidence that they develop in the training. As such, we asked training participants to offer feedback on how the training was impacting their practice months after completing it. Sixteen respondents completed our medium-term follow up survey. The shortest length of time between completing training and completing the follow up evaluation was 4 months. The longest length between training and evaluation was 12 months and the average across the 16 respondents was just over 8 months. Eleven respondents offered follow up impact evaluations on the ASIST programme they had participated in. Five respondents commented on the medium-term impact of the What's the Harm training they had received.

Evaluative Statement	Percentage strongly agree or agree with statement		
	ASIST	What's the Harm	All training
Following training I felt more confident supporting those who self-harm or have thoughts of self-harm	82%	100%	88%
Following training I felt more confident supporting those with thoughts of suicide	100%	80%	94%
I have taken more notice of possible signs of self-harming or suicidal behaviour	100%	100%	100%
I have been able to/know where to signpost someone who self-harms or has thoughts of suicide to the appropriate support services when required	100%	80%	94%
I have been mindful of how I respond if a person discloses to me that they self-harm or has thoughts of suicide, recognising how my own fears/beliefs may impact on any intervention	100%	100%	100%
I have kept myself safe at all times when supporting someone who is self-harming or has thoughts of suicide	100%	100%	100%
I have been aware of my limitations and ask for support of others if required	91%	100%	94%
I have informed my friends and colleagues of the importance of Self Harm Awareness Training and ASIST	64%	100%	75%

We also asked respondents if after returning to their workplace, their establishment's Mental Health Policy had been updated regarding staff with specific training. Half of all participants said that their establishments policies had been updated. Respondents also had a chance to offer qualitative feedback on the medium-term impact of their training. This qualitative feedback suggests that participants are more confident and better equipped at dealing with challenging scenarios:

I have referred to guidance and put it into practice on more than one occasion since completing training. I am more confident when discussing the issues and more familiar with what is required.

(ASIST Participant)

One of my pupils had attempted suicide and came straight to my office after the attempt. The training allowed me to use the correct language and helped me to feel comfortable speaking to the young person.

(ASIST Participant)

Recent S3 pupil who was having suicidal thoughts. I felt more at ease and confident in having this dialogue, which made the pupil feel less vulnerable and ultimately more emotionally open. Having a greater understanding has also helped me navigate around having to alert caregivers. Although I would have previously always managed the conversation, so the YP was fine with contacting home, I think the training has increased my confidence and knowledge of appropriate/empathic language used in allowing the YP to understand the importance of this.

(ASIST Participant)

More confident in approaching conversations and how best to support young people who disclose. Also, more aware of identifying when pupils may potentially be self-harming and supporting those difficult conversations. Confidence that I am taking all appropriate action.

(What's the Harm Participant)

Respondents were also given a chance to offer suggestions of how we could continue to meet their needs in the future. A few participants suggested that we build capacity by continuing to reach more and more practitioners. Two participants suggested that reminder or top-up sessions would be useful in keeping the skills and knowledge up to date:

I wonder if a one-hour online workshop covering the key aspects of the training (as a reminder) would be beneficial. I am aware that some staff may have not 'used' their new understanding/learning yet. Maybe an opportunity to discuss anything experienced after training or ask questions once a year would be good?

(ASIST Participant)

This medium-term evaluation suggests that our training participants continue to benefit from our offering after their engagement. The quantitative and qualitative data above suggest that practitioners are more confident, gain in knowledge and awareness and have used their new skills and knowledge in practice. Going forward, we will continue to assess our training offering to ensure that our practitioners are best placed to meet the needs of Renfrewshire's children and young people.

Appendix C: Mindset in Early Years Impact Report June 2023

Mindset in
Early Years

Impact Report: June 2023

CONTENTS

WINNING SCOTLAND

Winning Scotland is a charity that acts as a catalyst for change. Working with like-minded partners, we build confidence and resilience in all of Scotland's young people. We collaborate with a range of partners to develop innovative resources and practical solutions that improve outcomes for children in Scotland.

We engage and empower the individuals and groups who have the greatest influence on young people, giving them the tools and knowledge to create sustainable impact. For example, a school with a positive learning culture will impart crucial skills for life and learning to its pupils, year-after year. A community with healthy lifestyle habits is more likely to achieve and be aspirational and a child with confidence and resilience is more likely to be successful in life.

Since our inception in 2005, we have impacted many hundreds of thousands of young people in Scotland, working with partners across the public, private and third sectors, and operating in every corner of the country.

We have achieved this by customising proven approaches for a Scottish context, and collaborating with some of Scotland's largest organisations to create the biggest impact.

In everything we do, we're always:

- committed to young people
- collaborative in our delivery
- pioneering in our approach
- innovative in our solutions
- independent

Our mission is to empower all young people in Scotland to be ambitious, versatile and resilient. Whatever the circumstances, we want them to be full of confidence and prepared for the future.

Our approaches are based on robust evidence, developed to be effective in settings where children spend their time – like education, communities and sport.

Young people in Scotland deserve the best chance at achieving success in life. Being confident and resilient will set them on their way, whatever life throws at them.

We identify how to help children and young people by working with our partners. We collaborate to investigate, research and develop solutions that will work for young people in their own contexts – whether it's at home, school or in the community.

1

PARTNERSHIP WORKING

Winning Scotland are a charity that acts as a catalyst for change. Working with like-minded partners, we build confidence and resilience in all of Scotland's young people.

Children's brains develop connections faster in the first five years than at any other time in their lives.

This is the time when the foundations for learning, health and behaviour throughout life are laid down. It is arguably the most important time to influence a child's life chances.

In recognition of this powerful evidence, Winning Scotland partnered with Early Years Scotland, Renfrewshire Council and West Dunbartonshire Council to support early years practitioners – specialists who look after the social and educational development of babies and young children up to the age of five years old in settings like nursery schools – to empower children and their parents and carers in deprived areas to develop a growth mindset outlook.

Research tells us that the brain is most receptive – or plastic – in the first five years of life. That's why helping our youngest children - when their brains are more receptive than at any other stage in their lives - to develop a growth mindset is so crucial.

Early Years Settings

In October 2021, in partnership with Early Years Scotland , Winning Scotland conducted a survey with **123** early years practitioners, two-thirds of whom had more than 10 years' experience working in the profession.

This identified that early years practitioners consider themselves the 'poor cousins' of their peers in primary and secondary schools – with only 1 in 4 agreeing that their roles are seen as 'equal' to that of a school teacher.

The survey also showed evidence of 'fixed' mindset attitudes towards the developmental potential of young children in their care – a belief that there is an upper limit to what children can achieve.

1 in 4 practitioners do not believe that 'all children can improve at anything if they work hard for it', while 81% agreed that some children are simply 'born with natural ability'.

When asked for their feelings on the statement, 'There will always be times in a child's life when they feel they can't do something no matter what they do', 93% agreed.

These perceptions indicate a need to encourage a more 'growth mindset outlook' in the sector.

MINDSET IN EARLY YEARS CURRICULUM

The curriculum is based on increasingly clear research. The idea that we simply don't have or can't develop certain abilities (e.g., "I'll never be able to play the piano" or "I'm not a maths person") is, for most people, a myth. The reason some of us don't feel like a "maths person," isn't because of some fundamental difference in our brains.

Instead, it's because of our early life experiences, or our peers and mentors indicated it's okay or normal to feel this way. Research has shown that in most cases many of us never truly put in the time, and in particular, the struggle necessary to grow our abilities. This is the fundamental reasoning behind fixed and growth mindset theory. Recognising these issues, Mindset in Early Years identifies six key areas of learning and contextualises them to the Scottish curriculum.

1. Mindset	2. Brain Growth	3. Struggle
4. Attainment	5. Flexibility and depth	6. Collaboration
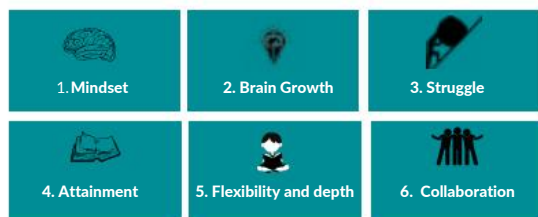
This course is for anyone who wishes to develop their practice. Split into six different units, the course is designed to improve your understanding of growth mindset but also give an opportunity to collegiately engage with other early years professionals.

This is facilitated through the following learning outcomes.

- **Learning Outcome 1:** Demonstrate an understanding of growth mindset principles, concepts and theories, and how we might apply them to ourselves, our colleagues, young people and families, and the systems we work in.

- **Learning Outcome 2**: Understanding of growth mindset principles, tools and techniques, discussing their relevance in an early years setting and relating these practices to themselves, colleagues, young people or families.

- **Learning Outcome 3**: A reflection on growth mindset applications in your own work context.

- **Learning Outcome 4**: Demonstrate an understanding of how to connect mindset theory to the context of an early years setting.

4

MINDSET IN EARLY YEARS: PROGRAMME REPORT

Mindset in Early Years
In total **168** learners registered on the course, with some terrific engagement both online and during the 'live' twilight sessions.

Commencing in September 2022 and completing in May 2023, engagement on the course was very good with **72%** of active learners completing all of the online learning and **68%*** learners attending the required number twilight sessions.

Online Completion Rate

72% of learners completed the required online learning content

*Not including module 6

Twilight attendance

68%* of learners attended at least 4 of the 6 twilight sessions

BREAKDOWN BY LEARNERS

During the recruitment phase of this course there was clearly a lot of interest in being able to join the course with registrations capped at **168**.

These learners were across 7 local authorities as detailed below:

- East Renfrewshire 6
- South Ayrshire Council 2
- Aberdeenshire Council 28
- East Ayrshire Council 3
- Renfrewshire Council 48
- North Lanarkshire Council 42
- West Dunbartonshire Council 39

5

LIMITLESS LEARNING EARLY YEARS SETTINGS
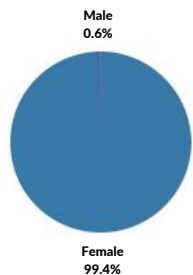
CHANGING ATTITUDES
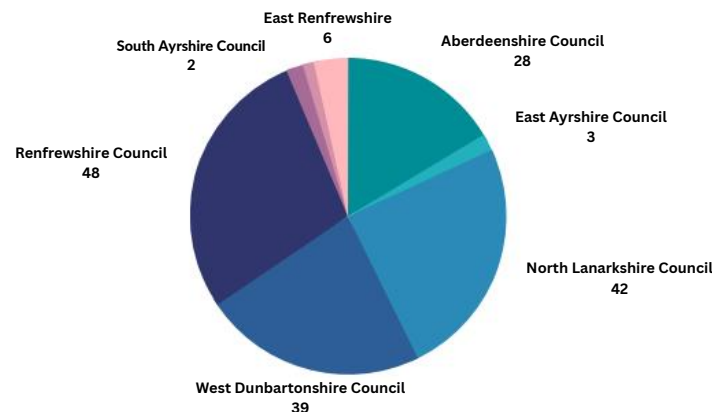
ABOUT OUR LEARNERS

A total of 168 learners registered on the course during 2022-23. A breakdown of these learners are shown below.

GENDER BREAKDOWN

The vast majority of course participants are female, making up 99% (n=167) of the learners with 1 male 0.6%.
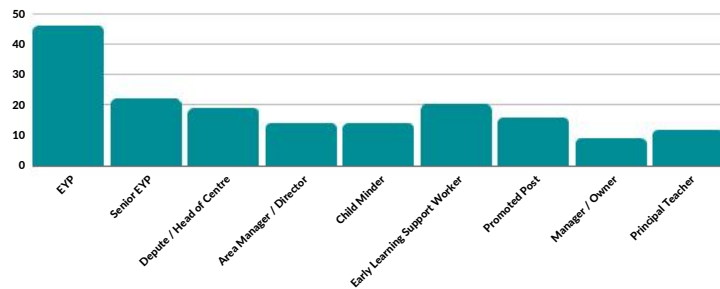
Male
0.6%

Female
99.4%

BREAKDOWN BY EXPERIENCE

The majority of early years practitioners registered on the course had 12 or more years experience as early years practitioners (59%) whilst 20% had less than 5 years 'experience.

Less than 1 year · 1-2 Years · 3-5 Years · 6-8 Years · 9-11 Years · 12-15 Years · >15 Years
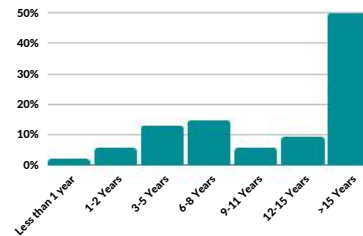
BREAKDOWN BY PRACTITIONER ROLE

The majority registered on the course were senior / early years practitioners, however 11% were senior management, whilst 12% early learning support workers.

EYP · Senior EYP · Depute / Head of Centre · Area Manager / Director · Child Minder · Early Learning Support Worker · Promoted Post · Manager / Owner · Principal Teacher

SURVEYS RESPONSES

To establish baseline attitudes, learners are asked to complete online surveys aiming to identify their thoughts about learning, their understanding of mindset and importantly their attitudes towards struggle, challenge, mistakes and the potential of the young people they support.

The pre course responses were collated from the 153 learners.

Each of the learners were allocated with a unique, randomly assigned ID code in order to compare responses given before, and after the learning content.

It is important to note that a blind methodology is assigned meaning whilst the ID codes allow individual pre- and post-responses to be compared, the individuals are unidentifiable.

INCREASING KNOWLEDGE AND AWARENESS

Increasing learners knowledge of growth mindset principles and practices is a key objective of the course. Prior to the course knowledge of growth mindset principles and practices is a key objective of the course.

Prior to the course 51% (n=77) were either 'Aware' or 'Very aware'.

Following completion of the course learning content, 100% (n=104) of the learners responded that they were 'Aware' or 'Very Aware' of growth mindset practices and principles.

What is your current awareness of the growth mindset?

Pre Course (n=88)
51% either 'Aware'
or 'Very aware'

What is your current awareness of the growth mindset?

Post Course (n=104)
100% either 'Aware'
or 'Very Aware'

6

7

WHAT PREVENTS A MINDSET APPROACH?

When asked to explain (if anything) what the main reason preventing learners from implementing a growth mindset culture in their setting, a wide range of responses were collated.

Time (**22%**), lack of specific knowledge (**64%**) and lack of confidence (**51%**) were the main factors.

BELIEFS ABOUT LEARNING

Having completed the Limitless Learning course, learners are asked to provide responses that identify any shift in opinion.

The following responses represent the views of teaching professionals that completed the Limitless Learning content.

For all the tables below the following key applies:
Pre course responses ▮   Post course responses ▮

**All of the young people i work with would improve their ability if they worked hard at it**
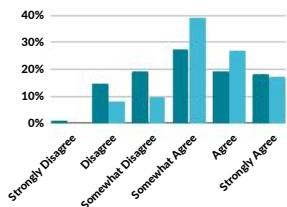
Figures show that prior to the course, **38%** of learners disagreed in some form, however post course this shows a drop to **13%.**

There will always be some young people who simply won't "get it" no matter what I do
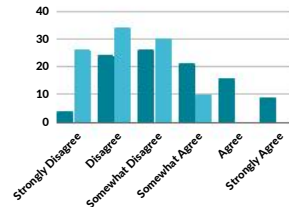

Prior to the course, **27%** of early years professionals agreed in some form with this statement. Encouragingly, only **9%** agreed from the post course responses

Intellectual ability is something that remains relatively fixed throughout a person's life
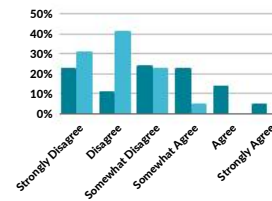
Fixed ability was questioned, pre course responses indicated that **58%** agreed that intellectual ability is fixed throughout life. Significantly, this drops to **5%** following course completion.

Learners who finish their work quickly understand the material better than those who take longer
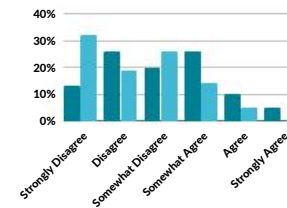
When asked if finishing work quickly signals better understanding of materials, pre course **59%** agreed with this, however post course responses do show a shift, dropping to **23%.**

There is usually only one way to solve a problem
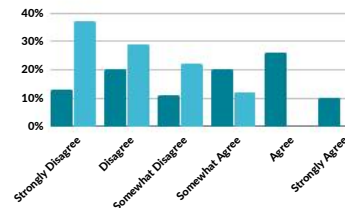
Differentiation in problem solving was put to the learners. Pre course responses show that **56%** agreed that there is only one way to solve a problem, however this drops significantly to **12%** post course.

Young people can improve their skills but not their basic level of ability
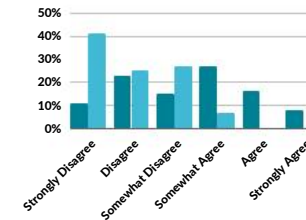
When asked if skills can improve, but not their ability, prior to the course, of the responses, **51%** agreed in some form, however post course results show a significant decrease to just **7%**

My setting is a mistake making zone

43%
Pre Course Responses

68%
Post Course Responses

8

9

WINNING SCOTLAND

Use 3 words to explain the Mindset Teams course

Knowledgeable
Thought-provoking
Important
Informative
Eye Engaging while
Great provoking Thought
Interesting
Challenging Excellent Sharing
opening
Reflecting Enjoyable
Inspiring
Worth Motivational
Valuable
Thinking

How likely are you to recommend the Limitless Learning course to a colleague?

91%

Do you feel the Limitless Learning course has improved your knowledge?

100%

Do you feel the Limitless Learning course will make you a better practitioner?

92%

Please rate the online learning element of the Limitless Learning course (1 star very poor - 5 stars excellent)

4.8 Stars

Please rate the Limitless Learning 'live' seminars (1 star very poor - 5 stars excellent)

4 Stars

WINNING SCOTLAND

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Appendix D: Learning Through Play case study

Context

In 2016 the council commissioned an 'Exploring Pedagogy in Primary 1' report which sought to raise the educational attainment of children through a targeted professional development project for primary one teachers. Between 2016 and 2020 98% of primary schools participated in the project, reaching 105 primary one teachers.

Additional training for primary two and three teachers was also made available.

Unfortunately, the Covid-19 pandemic in 2020 impacted the pedagogical approaches which had been adopted. Processes in place to limit the spread of the virus ultimately led to restrictions on children's free movement within the school day and to the resources and play opportunities available; many settings moved back to more traditional pedagogy within their classroom environments.

Intervention

National practice guidance, alongside curricular documentation, give prominence to play across the early level, with benefits of this towards children's transition into Primary one identified. As such, 3 professional learning courses were developed in partnership with Strathclyde University and delivered within the 2022-23 session. These sessions aimed to support joint practice across the ELC and primary sector, building on the positive pedagogy developed before Covid-19 altered the landscape.

'Being Me' acted as a precursor to the play in lower primary programmes, with an aim to support children's attainment and the smooth transitions from ELC to Primary one. 'Exploring Pedagogy in Primary 1' was designed to support schools with re-establishing and building further on their pre-pandemic practice. Due to staff turnover this training was also part of a request from headteachers in order to ensure continued development of play approaches.

'Further Developing Play Pedagogy' aimed to support staff who had implemented the initial play pedagogy training and were looking to further develop their practice.

Participants

Being Me

30 staff attended from 27 settings, including primary, local authority ELC and Funded Providers

Exploring Pedagogy in Primary 1

28 staff from 20 settings attended from the primary sector

Further Developing Play Pedagogy

23 staff from 19 settings attended from the primary sector

Todholm's Journey

> "I feel that the course has helped provide me with the most up to date information and research in order for me to make meaningful contributions towards our school policy. I feel like a more informed, confident practitioner."

Impact

Young learners

Feedback from practitioners across early level demonstrated that their learning from the CLPL had increased opportunities for children's voice to positively impact the learning process. With learners engaged in a range of opportunities to develop their independence and transferable skills, both indoors and out.

Changes to the learning environment appear to have facilitated an increased engagement across the curriculum, with freedom to explore and interpret resources in ways which were meaningful to children's own learning provided. In one instance, the use of outdoor environments was noted as having positively impacted opportunities for children to develop their skill in managing risk and problem solving. In another instance, children's use of digital technologies to document and evaluate their learning environment had led to positive child-led changes.

Children's engagement with sharing their learning in the class and at home, was identified by one participant as having taken place through children's freedom to use digital technology to document and share this.

> "I witnessed how much more creative and inventive my learners were by providing less direct instructions of how to use things."

Practitioners

Feedback from practitioners across early level demonstrated that their learning from the CLPL had expanded their knowledge of play pedagogy, including the importance of stepping back and observing, interacting sensitively to avoid interference in learning, reflecting on their approaches to documenting learning, and in the importance of regularly considering their learning environment.

Practitioners valued the opportunities to hear about the pedagogical journey of others. Additionally, several respondents identified the benefit of engaging in collegiate dialogue within their own setting, based from the learning topics of the course.

> "Having a more engaging classroom allows us to work with small groups of children and focus in on the learning. The rest of the children are on task and we can concentrate on ensuring support and challenge for our pupils individual needs."

Feedback from practitioners across early level demonstrated that their learning from the CLPL had expanded their knowledge of play pedagogy, including the importance of stepping back and observing, interacting sensitively to avoid interference in learning, reflecting on their approaches to documenting learning, and in the importance of regularly considering their learning environment.

Practitioners valued the opportunities to hear about the pedagogical journey of others. Additionally, several respondents identified the benefit of engaging in collegiate dialogue within their own setting, based from the learning topics of the course.

Practitioners identified that the training had empowered them to continue engaging in

further learning to support play pedagogy. Many were keen to engage further with others across the authority to observe and discuss different approaches to pedagogy.

One practitioner noted that through relinquishing some control to the children, they were now in a position to learn with, and from, the children. Some services were using the training as an opportunity to support the development of documentation across the school to convey their position on play.

"loved the course, learned something new each session and got me thinking about my own practice and methods of teaching"

Establishments

Practitioners identified that the training had provided time and space to reflect on their daily practice and the pedagogical approaches of their setting. Their increased consideration to the experiences and resources provided to children were identified as beneficial, alongside their increased focus on an enhanced learning environment.

Some settings chose to allocate time within their day for observations, demonstrating an increased awareness of the importance of children leading their own learning. Enhancements, and further use of the outdoor environment for learning was also identified by several participants as having benefitted children. Recognition to children's developing skills through play, and the transferable nature of these appeared to be highly important to some participants.

Development and use of planning approaches which demonstrated relevance for children demonstrated careful consideration to children's individual needs.

Some services had been prompted to further consider the balance of the child's day, with the use of a range of freely accessible resourcing alongside 'must do jobs' to support the learning experience.

"The children thoroughly enjoy their snack and chat area and this has helped many develop their communication skills and support them in building friendships amongst their peers."

Lessons Learned

Participants felt that it would have been beneficial to include peer visits during the training, while this hadn't been available due to Covid-19 and staffing, this is something that we could further consider when offering future training opportunities.

Supply staff who have not received training in play pedagogy were also identified as impacting on the consistency of approaches. This could be considered further by the local authority to upskill teachers who work within the supply pool.

Opportunities to see documentation that others have developed across the authority was also seen as something that services would have benefitted from during the training.

Some participants identified the challenges which exist as the only adult in the room supporting play.

Future Steps

- Opportunities will be provided to staff for engaging in professional dialogue through the lower primary play network.

- Opportunities facilitated to allow the sharing of documentation used across the authority (floorbooks, planning, observations etc.).

- Further planning of opportunities for practitioners to visit other settings (nursery and school).

- Consideration of training pack/resource to support supply staff who are placed in a play environment.

- Additional support available to schools from practitioners experienced in play within a lower primary context.

Appendix E: Imagination Library in Renfrewshire—Case Study, Session 2022/2023

Imagination Library in Renfrewshire

Our universal programme of Imagination Library in Renfrewshire was founded in March 2021. Jointly funded by Renfrewshire Council and the Dollywood Foundation, this book gifting programme provides high quality children's books to children across Renfrewshire on a monthly basis. The Council has funded Imagination Library for all children aged 2-5 for a 3 year period. Currently in our third year of implementation, funding is in place until March 2024.

The Story So Far...

Over 3400 children enjoy receiving books from Imagination Library via the post each month. Books received are age appropriate and explore a wide range of topics and genres.

Renfrewshire was the first and remains the only local authority in Scotland to offer this programme to all children aged 2-5. Our programme is open to all children living in or attending nursery in Renfrewshire to ensure a universal approach. Children on a deferred school year benefit from an additional year within the programme to further their developing literacy skills.

Our approach ensures the programme is inclusive and meets the needs of all learners as children can receive books that are age appropriate and/or suitable to their individual stage of development. Parents/carers are supported to register children in a number of ways including online, via paper registration forms, with support from their child's nursery or at local libraries. We are proud to offer Imagination Library to refugees and to families via the Unaccompanied Asylum Seeker Team to support early English and literacy development.

In total, 5796 children have benefitted from Imagination Library in Renfrewshire, through our universal programme, since March 2021.

Progress to Date

As of June 2023, 3,448 children are registered to receive books and 2348 children have graduated from the programme. The programme aims to get more books in to the hands of more children and in Renfrewshire, over 70,000 books have been gifted to date. In September 2023, in combination with our programme for looked after children, Renfrewshire will reach the milestone of gifting 100,000 books with Imagination Library.

We have formed a range of partnerships to enable the wider implementation of Imagination Library and to support the development of the programme. These partnerships include:

- local authority, partnership and private nurseries
- Health Visitors
- Barnardo's
- Home Start Renfrewshire
- Social Work
- OneRen Libraries
- Housing Associations
- HomeLink Service

Early years classes and centres have embraced the programme with enthusiasm and have used Imagination Library books as a context for learning, to engage families in learning and support pedagogy.

What's Worked Well?

- Establishing a network of key contacts and programme ambassadors from each early years setting along with early years teachers and graduates
- Use of social media to promote the programme, engage parents, to highlight the benefits of early reading and to share good practice from early years settings
- Having a variety of registration options and support to families to register children
- Programme of ambassador meetings and training as opportunities to share ideas/network
- Regular opportunities to highlight and share good practice
- Tailored support to establishments as required
- An annual celebration event to highlight successes and jointly plan/refocus for the year ahead
- Senior pupils gaining work experience and acting as positive reading role models by visiting local nurseries to read with children
- A close partnership with the Dollywood Foundation where support is given and received
- The range of partnerships formed including our relationship with OneRen libraries whose staff are incorporating Imagination Library books in to Bookbug sessions, supporting registration and linking librarian/Skoobmobile visits to Imagination Library

Impact to Date

We continually monitor the impact of Imagination Library in Renfrewshire to ensure we maximise the benefits of this programme for our children, families and early years practitioners.

Our last annual parent/carer survey (October 2022) gave the following feedback:

- 95% of parents/carers agreed that receiving books from Imagination Library motivates them to read more with their child
- 99% of parents/carers agreed that sharing Imagination Library books has impacted positively on family life and relationships
- parents/carers reported a 39% increase in their own reading time due to receiving monthly books from Imagination Library
- 58% of parents/carers said that reading with their child has increased since receiving books from Imagination Library

- 100% of parents/carers said their children enjoy receiving a book personally addressed to them each month
- 99% of children are excited to receive books from Imagination Library every month
- 99% of children are reading a greater variety of books thanks to Imagination Library
- 95% of parents/carers feel that Imagination Library in Renfrewshire should be extended to children from birth

We love receiving our book every month. It's so exciting to see which book it will be. I love that all the books help to teach my daughter somethings—kindness, compassion, friendships etc. The book choices are fantastic and great that they aren't all really popular authors so we don't already have the books gifted. An amazing initiative!

Being dyslexic I hated reading, but I feel that the excitement my child has for her books has given me the confidence to push myself. Now we love reading together and I'm starting to enjoy reading as well as our time together.

This is such a fantastic programme. My daughter got her absolute favourite book this way which opened up a series which I then bought. Our Imagination Library books have been read literally thousands of times now (several times a day!)

I am a Mum of 5 children. I have very severe dyslexia and find it hard to read books even children's books but my older children love the books and are excited to see what books my daughter will be getting.

Thank you for this wonderful experience. We are so grateful to receive a book monthly. It is lovely to receive the range of books we do and encourages us to read outwith the topics we are interested in. My little girls love of books is enhanced by this programme. I cannot believe how lucky we are to receive a brand new book every single month!

It's a fantastic programme and my son loves it when the book comes through with his name on the envelope. He likes to pick these books out of his bookshelves by looking for the Imagination Library logo at the back. The asks "is this the one from Dolly Parton?"

'Dolly and the Imagination Library books have not only touched and inspired our children and their families, but all the nursery staff too. We relish the opportunities they give us to create, enhance, enrich and challenge our children's learning and imagination.'
DPIL Ambassador

What Do Our Young People Think?

'It is kind to send us books, she is a nice lady. My dad loves Dolly Parton. His gran used to sing him Dolly songs.'

(Jordan age 4)

'She is a kind lady.'

(Lewis age 4)

'She gives us books because her daddy didn't have a lot of money to give her books when she was little, so she wants us to have them.'

(Caleb age 4)

'I feel happy when Dolly sends me a book. I like to get letters in the post, mum reads them to me.

(Isla age 4)

Next Steps

The future of Imagination Library in Renfrewshire will be dependent on securing continued funding but our plans for the year ahead include:

- expanding our programme of peer reading with senior pupils to involve more establishments and young people;

- providing specific CLPL for new ambassadors to ensure consistency of provision and key messages alongside our ongoing programme of meetings and professional learning;

- working in partnership with the Dollywood Foundation to plan and deliver an event to celebrate the gifting of 100,000 books across Renfrewshire;

- engaging in activities to promote and celebrate the gifting of 200,000,000 books across the world;

- linking with affiliates in England and Ireland to 'look outwards' and share examples of good practice with regards to programme implementation, management, sustainability and evaluation;

- introduce a 'graduation' survey for all parents/carers to complete when their child's Imagination Library journey comes to an end;

- utilising the option to collect donations for the Renfrewshire programme of DPIL online and promoting this at key points throughout the year

Appendix F: Numeracy and maths improvement case study

To evaluate the impact of our numeracy and maths improvement plan a focus group was conducted and a survey issued. We were particularly interested to know about the impact of three different interventions; 1) Modelling and Coaching Officers (MCOs); 2) use of a planner resource and 3) experiences of CLPL. We asked our focus group participants what impact these interventions had had on their professional knowledge, skills, and confidence and how this had fed through to impacts on pupil engagement and learning. Focus group participants identified several ways in which these interventions had supported their practice and their learners:

Theme and Description	Quote
Value of in-person modelling from MCOs Practitioners valued the level of learning that could be done in person with MCOs, which was seen as a more effective way of learning new techniques:	"see if I was to read that lesson or activity on paper, I don't think id quite understand actually what it would look like in practice – so just seeing her [MCO] just actually perform it and sort of demonstrate it, model it to the class, that was really beneficial".
Flexibility of resources from MCOs Practitioners valued the experience of MCOs who could advise on how to use techniques and resources flexibly:	"[The MCO's] knowledge is fabulous, so being able to see the flexibility in concrete resources, so for example, the Cuisenaire rods, she used them for fractions.. and for other things and I think it has been really good for her to be there and just say you can also use this for that.. it definitely extended my understanding of how to use some resources.
Supporting differentiation Practitioners appreciated the resources and activities that could be used across their classes where a range of abilities occurred. This allowed them to challenge those who were behind in their learning whilst also consolidating the progress of more advanced learners:	"So having [MCO] in the class has just made a huge difference – my class has got a complete range of abilities. But her showing me like how to use one kinda [resource] it was one of the games and showing how they can be pushed on and challenge themselves further, making it challenging for the wee ones but also pushing on the top ones further"
Enhancing practitioner confidence Practitioners enjoyed increasing the tools with which they could stimulate learning, which in turn enhanced their confidence:	"I just think it just made me more confident teaching the strategies that I'd done with [MCO1] before and felt like I knew what I was doing, but then [MCO2] came in and showed me things I hadn't heard of before around like division…so now I have got a definite range of strategies and I can solve the problems in more than one way"
Direct support to target children Practitioners noted how having the capacity of an MCO also helped them target specific children in their classes:	"When [MCO] was actually in the class, I've got 18 [pupils] it meant that when he was doing the main teaching, I was able to target the target children and same when we swapped, if I was teaching it was easy to target those children"

Theme and Description	Quote
Supporting rapid practice change Practitioners explained how working with the MCOs allowed them to make rapid changes to practice:	"When [MCO] is coming in there's like no wasted time, dead time, it straight ahead, straight on with everything that we've to do, anything that is needed is modelled and demonstrated and for the teachers they can see that they can observe, really soak in and take on board what has been shown and just run with it the next day… so they're able to implement that into their teaching – it's almost immediate – it has that immediate effect on the class"
Accessible planner resource Practitioners found the planners useful and accessible:	"They are fairly easy to use, I had a student [teacher] there, and she found them extremely easy to use, so if they're easy for them to use it then they're really easy for us [teachers] to use it, and the fact you've got such a good differentiation of the resources as well which is good and you know you can adapt it for those your high achievers or those who are behind"
Supporting transitions Practitioners noted that the planner resource had supported transitions, both within and between levels:	"with these [the planners] you've got the skills across the level, you've got all the information there, you can highlight you've managed to do these elements but you've not quite got this ticked off and you can see it really clearly, I think for moving on into other classes it's a really useful tool because the teacher for next year has it as a starting point for the next year as well"
Enhancing classroom assistants Practitioners referred to the CLPL that MCOs delivered to support staff such as classroom assistants and additional support need assistants:	"[MCO] has done an input with our support staff, erm which has been great to have another body in the class who knows how to do the different strategies, so we've kinda found that a huge benefit"
Engaging parents and carers Practitioners noted that MCOs had worked effectively with parents and carers to support parental engagement and involvement.	"[Maths Development Officer and MCO] came and did the maths family sessions as well, so that was really good … they were the exact target audience and they got their wee pack of cards to take away that was helpful for them to see the way we're teaching as well and a lot of the games you did are games that we are now using in our classes so it was good to model that cause it's what they can do at home which is really good"

Thirteen training participants completed a follow up evaluation survey which explored what pedagogical changes, if any, had occurred after engaging in our training. Of our 13 respondents, 2 were teaching at early level, 7 at first level and the remaining 4 at second level.

All respondents said that they had incorporated methodologies that they had learnt at the training in their classroom practice. Specific tasks that were modelled at training had been used in the classrooms by 92% of all respondents. Planners, which were incorporated into training, were also used by 85% of respondents. We also asked respondents to tell us what impact the training had had on a variety of measures. Collectively, the group answered as follows:100% strongly agreed (54%) or agreed (46%) that the training had improved their confidence, knowledge and had allowed them to better meet the needs of their learners.

- 100% strongly agreed (46%) or agreed (54%) that the training had allowed them to implement practice change which had positively impacted on the attainment of learners.

- 54% of respondents suggested that they had shared their learning with colleagues.

We also asked training participants to make suggestions of how we could improve our training offer in the future. Feedback here was positive and emphasised the need to continue offering training in a digestible manner which continues to meet the needs of practitioners:

The in-house training on using Cuisenaire rods was great as it was something most staff at the school were interested in and we wanted to make use of the resource. More similar short training sessions would be great.

A mixture of Teams Training and in person training has been great this year. Some topics good to do online.

Continue to offer CPD courses as I am moving from First level to Second level in August.

Appendix G: Digital Literacy Pathway Implementation Case Study

In January 2023, we conducted a focus group with four practitioners from four different primary schools who had been involved in the Digital Literacy progression pathway work. All participants had been involved in a leadership capacity and as such represented a leadership perspective on the impact of the digital literacy work to date. To assess the initial impact of this work, we were interested in understanding more about what changes had been made, what impacted these changes had had on learners and what enablers/barriers the participants could identify from their experience. Responses to these questions gave us an understanding of the short-term impact of the digital literacy pathway work as well as generating considerations for how we could better improve implementation in future iterations. An overview of key themes from the focus group is presented below.

What changes to practice had occurred?

Pedagogical changes

- Participants noted that engaging with the pathway had led to pedagogical changes in the classroom. These can broadly be divided into teacher led and pupil led practice changes.

"So in general the feedback was really really positive from most staff, and I had some staff who were able to share good practice—things that come from things that they maybe didn't know about and things that had went really well with the kids"

Upskilling of staff

- All of our participants noted that practice change led by staff required upskilling. There was a recognition of the unequal starting points that their colleagues were at prior to the intervention. That is, some practitioners had high levels of digital literacy and were confident users of technology whilst others were not confident and required more support.

"Again I think the training has been brilliant, I think the short clips that have been sent out, even the 12 days of Christmas and stuff, they're so good even just to spark that interest of maybe I could"

Impact on wider school processes

- Participants also noted how their focus on digital literacy had impacted wider school processes. The two key sub-themes here were 1) using digital learning to impact on parental/carer engagement and 2) using the enhanced digital offering as a tool to drive self-evaluation and school improvement.

"Erm we did some sharing of good practice with parents, because that again if you can get the parents on board then sometimes that helps to drive it, and we're looking for opportunities for families a little bit more and so we've had the children who have made movies we've put them on the school YouTube channel and we're looking at ways of how we can bring them [parents] in now"

What was the impact on learners?

Developing digital confidence and skill

- One key impact that all participants referred to was digital confidence – that is, the children they were working with had increased their confidence in using digital technology as a result of the enhancing way of working.

"I felt the major impact was probably confidence… there was a really great impact from young STEM leaders last year, who helped with some of those classes and they were able to lead the learning for the year group below this year, which was lovely, they were the current primary 4's…so lots of new skills for them this year and a real difference in their confidence"

Enhanced accessibility for ASN pupils

- One key element that was mentioned by a few participants was that pupils with Additional Support Needs were gaining significantly from enhanced accessibility as a result of their improved digital literacy.

"I forgot to say about support for learners and particular support for learners with additional support needs, so again, that kinda different ways of doing it, and those who have tried it and developed skills the children have recognised this will really help me with doing this (learning) so its given more accessibility to the curriculum"

'Hook' with personal interests/home learning

- Some participants also noted how what was being learned in the classroom was, in some cases, translating to personal interests that pupils were exploring at home. As such, this provided a bridge between school and home learning:

"so where they had the experience of working with a member of staff who was on board the level of engagement massively increased and I think this extends cause these kids are using these things outside of school all the time, for loads of them its personal interests as well and it goes with personal experience as well"

What were the enablers that supported practice change?

Dedicated time

- Dedicated time to implementing the practice change was a key part of making the intervention effective. Participants spoke about dedicated time in two ways, 1) as a necessary space for learning and embedding changes and 2) as a period in which good practice could be shared and learning gained.

"Having the staff share good practice, cause I think the staff get so sick of listening to me (laughs), I've had the digital clinics and we've had a few different people sharing good practice or identifying an area they weren't sure about to see if anyone else is using it so its not just me droning on and signposting where to find support"

Staff buy-in

- Participants noted that staff buy in, which they recognised was not universal, was a key enabler for practice change to be implemented successfully. Participants emphasised the role of staff themselves taking on implementation which involved their own self-development:

"So I started with staff willingness, so I'm lucky, I've got really positive staff, it's definitely over the years got better and better [their willingness] I think when they've seen success, so it was like getting buy in as {other participant} said"

Support from central team

- One key enabler mentioned by the participants referred to the support provided by the central team. This was presented in two ways, 1) in the relationships built up between schools and central staff and 2) resources and links that central staff provided that supported implementation of practice change.

"The tools that you (Digital Learning Manager) and the team working on them have taken a massive workload away and that's hugely significant for us and given us the ease of access to start somewhere without having to reinvent the wheel"

Self-evaluation/feedback loops

- Another key enabler that participants discussed related to reflecting on how the implementation process was going and completing feedback loops. These feedback loops came from pupils and teachers.

"Listening to feedback from staff, err that was really important to see what staff wanted and to say this is here to help..err the QR code for the staff training has been great that's really helped you know that's time to embed it so it wasn't like a here is your planner this is it and we're running with it now, it was like we'll look at one curriculum level, we'll look at two of the benchmarks and then when we collect the feedback from that we need to say right do we move onto the next benchmark, do we want to move onto a different organiser?"

What barriers limited the implementation?

Timing with other interventions

- One key barrier related to the way in which digital based practice change sat alongside other interventions that were being implemented at the same time. How digital interventions sat alongside literacy and numeracy interventions came up early in the focus group.

"I think for us, there's so much change going on in our school out with the whole talk for writing numeracy everything else that everyone else is going through as well, I suppose in hindsight it would have been a good idea to look at the digital literacy stuff and think how does this fit with talk for writing, how does this fit with numeracy, I don't know maybe that's something that could be done at the {local} authority"

Hardware issues

- Participants also noted that they had some issues with hardware. This involved issues with connectivity, with Wi-Fi access causing some challenges, and with hardware, with some devices either slow running or broken:

"and the only practical side is that the wifi sometimes, yeh it is a challenge"

Staff challenges

- Whilst participants noted that staff buy in had been a key enabler, others acknowledged that several implementation challenges from across the school staff did exist. These were broadly separated into two sub-themes; 1) buy in/willingness not being universal and 2) existing skills and, as a result, low confidence sometimes limiting the ease with which change could occur.

"Similar again eh lack of confidence for some staff, almost getting over that barrier of yknow giving things a go, yknow the internet might not work sometimes, but again, theres a lot of things you can do without the internet, it kind of just sometimes puts people off yknow and they don't try or they yknow set up something err I think it was maths weeks and they all had to be online and it didn't work and it was like I'm not trying that again"

Accessibility

- Some participants commented on some of the difficulties they had come across with accessing some digital platforms. There appeared to be a key barrier in accessing Glow, especially with young pupils:

" And young pupils logging in is a terrible issue (laughter from others in the group), we use your young STEM leaders to help with usernames and passwords, everyone else is trying to navigate using it (glow), as the year goes on they do get more use to it but its still a massive chunk of a lesson"

For further information, please contact

Children's Services
Renfrewshire Council
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Renfrewshire
Council

Education Improvement Plan

2023/24

Renfrewshire Council

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Introduction

Welcome to Renfrewshire Council's Education Improvement Plan for school session 2023/24.

This is a document we develop together each year to set out what specific work will be happening across Renfrewshire to ensure that we get it right for children, families and communities.

The plan is based on the Council's values; Fair, Helpful, Collaborative, Learning. It ensures that we deliver on the priorities for our services set out in the Council Plan as well as the nationally agreed priorities of the National Improvement Framework.

Our Education Improvement Plan sets out where we want to improve and how we want to do that, based on the evidence we have gathered on our current performance. The robust self-evaluation process undertaken has ensured that our plan reflects where our early learning and childcare providers, schools and families wish to see improvement, and is focussed on building on our existing track record of school empowerment and collaboration.

Our plan focuses on three main themes, and the document itself is structured around these themes:

- Inclusion
- Families and Communities
- Curriculum, Learning, Teaching and Assessment

At Renfrewshire Council we want every single child and young person to have the best opportunity to learn and to thrive. To support this, over the past year we have implemented a new inclusion strategy, and we want to continue to build on this.

We will have a relentless focus on delivering an inclusive and nurturing curriculum across all of our schools and early learning and childcare centres supported by high quality learning experiences. While our plan is ambitious for all children and young people, we have a particular focus on narrowing the poverty-related attainment gap.

We will deliver this through universal and targeted approaches to ensure that all children and young people are supported and equipped to be successful in their learning and their life beyond school.

We will continue to strive to deliver an excellent education service for our children, young people and families, and as a Children's Service will work hard every day across all of our establishments to support them to achieve their ambitions.

Councillor Emma Rodden
Convener Education and Children's Services

Julie Calder
Interim Chief Education Officer

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Renfrewshire's Education Improvement Plan

This Education Improvement Plan supports the delivery of the priorities contained within key plans such as Renfrewshire's Council Plan, Renfrewshire Children's Services Partnership and Children's Services Improvement Plan. It also allows us to deliver on the National Improvement Priorities for education as well as other relevant strategic and policy drivers such as:

- 'Delivering Excellence and Equity in Scottish Education: A Delivery Plan for Scotland'

- Getting it Right for Every Child (GIRFEC)

- The Promise Scotland—findings of the Independent Care Review

- Putting Learners at the Centre: Towards a Future Vision for Scottish Education – Professor Ken Muir

- Additional Support for Learning Review—'Support for learning: all our children and all their potential'

- United Nations Convention on the Rights of the Child (UNCRC) (Incorporation) (Scotland) Bill

- General Teaching Council for Scotland Professional Standards 2021

- Developing the Young Workforce

- The Expansion of Early Learning and Childcare in Scotland

- OECD report on 'Scotland's Curriculum for Excellence'

- Mental Health Strategy 2017–2027

Renfrewshire Council Plan Strategic Outcomes

Cross cutting theme: Improving outcomes for children and families

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

Our Values

We are fair, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are helpful, we care about getting things right and are always approachable.

We are great collaborators; we work as one team and with people who care about this place.

We value learning to help us innovate, improve and deliver better services.

Renfrewshire Children's Services Vision

Working together to get it right for children, families and communities—protecting, learning, achieving and nurturing.

Renfrewshire's Education Improvement Plan Priorities

Protect the most vulnerable members of our communities including children and young people who are at risk. Ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible, children will be kept within their families and priority given to securing provision forkinship care.	Provide family supports and early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents andcarers to shape the services that impact them.	Enhance supports around mental health and wellbeing, includingthe school-based mental health and wellbeing programme and the network of staff and volunteers who provide early help services to those in need.	Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Raise attainment while ensuring equity for all. Deliver a curriculum that equips all children and young people to achieve success in life.	Through a shared vision and understanding of inclusion, ensure children and young people experience inclusive learning experiences and supportive relationships which lead to positive life outcomes.

This plan outlines how the service will take forward our 5 strategic priorities. Our improvement priorities align to those outlined in the National Improvement Framework (NIF).

5 National Improvement Framework (NIF) Priorities

- Place the human rights and needs of every child and young person at the centre of education

- Improvement in attainment, particularly in literacy and numeracy

- Closing the attainment gap between the most and least disadvantaged children and young people

- Improvement in children and young people's health and wellbeing

- Improvement in employability skills and sustained, positive school-leaver destinations for all young people

Portfolio Planning

Children's Services has developed a portfolio management approach to service improvement planning to support with balancing new priorities, core business and moving beyond recovery. A portfolio is a collection of thematic projects and programmes which are defined by an organisation or service. The approach has strengthened our service planning processes, supported prioritisation and joint planning, enabling children and young people to thrive, learn and achieve.

We have three portfolios in Children's Services, each led by a Head of Service. These are:

Inclusion	Families and Communities	Curriculum, Learning, Teaching and Assessment
Tracy McGillivray	John Trainer	Julie Calder

Each portfolio team is tasked with developing their own portfolio plan to deliver on our agreed service priorities. Portfolios are unique, delivering on clear actions related to their context however they are also linked by cross-cutting actions and this is evident in each plan.

Portfolio planning teams have been established to support with the development and delivery of the portfolio plan. Teams are also responsible for evaluating and reporting at regular intervals throughout the year.

Stretch aims

The local authority's approach to setting stretch aims is based on recovery and acceleration: recovery to pre-pandemic levels of attainment and then increase attainment beyond pre-pandemic levels from 2023 onwards. This session, schools were asked to set attainment targets following the same rationale. These annual school targets are intended to ensure that the approach is pupil centred and should lead to more effective tracking of progress across the broad general education, particularly in secondary schools.

Core plus aims are centred on writing across the broad general education (BGE). This is a key improvement area for the authority and was selected based on performance at each stage. We continue to use evidence-based interventions to support schools with improving writing. As well as this, aims have been set for pupil subgroups. Subgroups include free school meal and clothing grant entitlement, additional support needs and children and young people with care experience. These additional plus aims are derived from the core aims and provide a rich set of data to inform future planning.

Please refer to appendix 1 for the local authority stretch aims.

Inclusion

What will we do collectively?	What difference will we make?	How will we measure success?
Embed the refreshed staged intervention framework through a shared vision & improved integrated working across all services including education, health, social work, voluntary sector & employment, and training.	By June 24, the Staged Intervention Framework will be used consistently by all sectors. Children and young people (CYP) are involved in decisions relating to the support needed to thrive in education. The use of language to describe a child's strengths and needs reflects the language policy. Children are better supported in schools by key adults working together to ensure the child's support is systematically reviewed and adapted as the child grows and develops. Improved teacher confidence in supporting children with ASN.	The number of enquiries/complaints received citing an issue with a child's needs being met will decrease as key adults become better at using the policy. Quality assurance framework includes sampling of plans, and we will use feedback from stakeholders to measure the success of using the STINT framework. At all stages on intervention and including our most vulnerable CYP e.g., CP register/Care experienced. The number of exclusions of children with ASN and who are Care Experienced will reduce as schools become better at identifying and meeting needs. Case studies will evidence the impact of supports put in place. A baseline will be gathered to measure CYP at Stage 1 of intervention and the number performing at nationally expected levels of attainment. This will be used to monitor impact.
	By September 24, school tracking system will begin to be used consistently alongside SEEMIS to start to provide a local authority overview. This allows for improved monitoring of the stages of intervention-(STINT) support for children and young people (CYP) with Additional Support Needs (ASN). Pupils who are receiving support at STINT level 1 will attain in line with their peers who do not have an ASN.	Baseline measurements will be gathered relevant to age and stage and will include: • Literacy • Numeracy • Wellbeing Scores • Attendance • Exclusions

What will we do collectively?	What difference will we make?	How will we measure success?
Embed an Assessment Framework that will enable practitioners to better identify barriers to learning and to strengthen decision making around the stage of intervention.	By June 24, EPS and Education Officers (inclusion) are included at the right time & place to influence discussions, decision, & planning. The greater clarity in the role of the Team Around the Child will ensure that practitioner involvement is appropriate, timely and leads to improved outcomes for CYP. All practice will be consistent across establishments. All staff involved in the use of the assessment framework have increased skill & confidence in collaborative assessment, analysis & planning to remove barriers to learning.	Stakeholder reference group feedback on clarity roles, impact on outcomes for young people and consistency of EP practice will provide baseline for improvement. Survey feedback on confidence in roles and implementation of the assessment framework will be baselined and then reviewed for improvement termly. All assessment framework paperwork will demonstrate clarity around: roles in the case, identification of barriers to learning, analysis of information and actions for all involved. These will be sampled from early adopter schools initially. All Assessment Framework paperwork will include impact statements.

What will we do collectively?	What difference will we make?	How will we measure success?
Continue to work with partners from other work streams namely Community Mental Health and Wellbeing and Whole Family Wellbeing to identify/create appropriate interventions which will be accessible for parents/practitioners to access through a request for assistance process.	By June 24, Team Around the Child process is used effectively to support CYP where appropriate. CYP benefit from access to appropriate needs-based supports and are more involved in decisions that affect them. Parents/carers are more involved in clear and transparent decision making. Early and effective interventions will be planned and supported by the staged intervention framework and professional learning (PL). Engagement with boards including Child Protection/Promise Strategic Oversight Group/Drug and there will be clear feedback loops in place to ensure sharing of knowledge and development. A clear data strategy will be developed that will help inform improvements.	Building on the Ren10 request for assistance we will have in place a simple referral process for families to access support (self-referral). Home Link and Family First roles and referral process will be understood by all. These roles and processes will be developed within a Whole Family Wellbeing Service. Data will be analysed and will be used to form decision making for Ren10 and for Whole Family Wellbeing. Through the Quality Improvement Framework single and multi-agency plans will be sampled and effectiveness of interventions will be reviewed. Data will be collected from local authority tracking systems and the local authority data dashboard for CYP with ASN including those CYP that are in and around the edges of care: • Attendance levels • Attainment • Transition supports at key stages • Participation/achievement • Formal and informal exclusion of Care Experienced young people will be reduced significantly

What will we do collectively?	What difference will we make?	How will we measure success?
Work with the newly created Parent Ambassador group to ensure the voice of parents with lived experience shapes our future policies and plans. This group will also help us to improve communication with parents/carers across the authority.	By June 24, communication and collaboration with parent groups lead to improvements in policy and practice. Parents and carers report their views are valued. Ensuring efforts are made to engage with kinship/ foster carers/ staff in Children's Houses and also parents who have Care Experience themselves. All policies will have a parent/carer friendly version. Training for staff is informed by lived experience.	The number of enquiries/complaints relating to poor communication/concerns about meeting children's needs will decrease. Improved accessibility of policies for parents / carers. Parental / carer engagement and participation in meetings (baseline).
Continue to work with all stakeholders to embed the locality model to provide a framework for inclusion. This will particularly focus on ensuring all stakeholders know the purpose and benefit of working within a locality.	By Aug 24, governance systems are clear, open, and transparent and ensure equity of approach, effective, efficient, and sustainable use of resources including the workforce, maximising funding across all localities. The inclusion offer through schools and specialist resources provide bespoke interventions to support CYP from Early Years to Senior Phase. Better joined up working from all sectors and agencies. Children and young people with ASN are supported at the right level and time.	Consultation responses. "You said, we did" reports/Impact reports. Staged Intervention Support Panel (SISP). Education Support Resource Group (ESRG) tracked and monitored centrally to ensure maximum capacity and equitable deployment of staff to support CYP with ASN. Number of referrals. Clear and transparent policy on deployment of staff to support CYP with ASN. CIRCLE audits of Flexible Learning Resources show improvements to environment and practice. Evaluation of processes analysed, and feedback given to stakeholders.

What will we do collectively?	What difference will we make?	How will we measure success?
Continue mapping of the workforce—particularly in line with developments relating to the whole family wellbeing fund and the 10 principles of family support.	Roles and responsibilities of support staff are clear to support the delivery of staged interventions. Support staff have been devolved to locality & are deployed equitably to support CYP.	Audit of permanency of support staff. Audit of roles and responsibilities of support staff. Staff confidence survey. Feedback from stakeholder groups.
Building on the feedback from the Associate Directors of Education (ADES) & Education Scotland (ES) universal approaches will continue to be developed and embedded in schools and early years centre. These will include, but are not limited to CIRCLE, Non-Violent Resistance (NVR), Renfrewshire's Inclusive Communication Environment (RICE). These approaches will be underpinned by the principles of Renfrewshire's Nurturing Relationship approaches and will interlink with each other.	As a result of the contribution and support from REPS all establishments will deliver on the Renfrewshire inclusion vision and agenda, so children and young people have equity of provision. Almost all staff working in educational establishments will feel confident in implementing policies and processes that support inclusion. All staff working in educational establishments know how to access professional learning (PL) to support their understanding and confidence in this area.	The evidence-based approach NVR will show a decrease in exclusion and placement moves where CYP exhibit distressed behaviour in the form of violence or aggression. Joint working plan includes all staff confidence rating in specific areas relating to inclusion (i.e., capturing the young person's voice; transition planning; parental engagement.) Staff training evaluations (including pre and post confidence rating). Local authority data on exclusions and use of part time timetables will be reviewed termly. Numbers of young people accessing support to meet their learning needs from within their locality area.

What will we do collectively?	What difference will we make?	How will we measure success?
Through the implementation of a locality and staged intervention model, EPS along with the GIRFEC team will gather data and local information to develop a greater understanding of the professional learning (PL) needs in each locality which will inform service delivery, target professional learning and enhance collaborative working practices across establishments. The Locality Inclusion Support Network (LISN) will be further developed to embed the refreshed multi-agency GIRFEC approach.	By Aug 24, all staff working in educational establishments know how to access PL to support their understanding and confidence in this area. PL will be more responsive to the needs of each locality. Our strengthened approach to PL equips leaders and practitioners with the knowledge, skills, and confidence to effect positive change for all learners. Delivery of a robust, accessible PL offer for all teaching staff, support staff, partners and families ensure a shared understanding and clarity of approach to supporting CYP. REPS along with the central team have a greater understanding of the needs in each locality which leads to improved joined up working and an efficient and informed delivery of service. There is a clear overview of all ASN training and whole school training from each establishment across the local authority. Networking opportunities across all services are built into PL calendar. Impact of PL will be evident across all services. There is an improvement in the quality and consistency of assessing, planning, recording, reporting, and reviewing processes including pastoral notes, chronology, and TAC meeting minutes.	Audit of all staff will provide us with information to inform future PL offers. Monitoring of key staff attendance at PL events across all services. Pre/post survey will show an improved confidence scale following PL. Senior EPs will gather locality specific information in relation to needs & data and record numbers of joint PL sessions delivered. Stakeholder reference group will feedback on service delivery. Evaluations from networking opportunities. Improved links with West Partnership. Streamline attendance at groups to ensure that key staff have a better understanding of decisions affecting CYP and families made at strategic and operational groups. Increased opportunities for moderation and sharing of good practice across establishments and localities. There will be an increase in joint working of EPs within each locality, which will give establishments increased access to the range of skills and experiences within REPS. The local authority quality assurance framework will be aligned to allow Education Managers to sample pupil support processes and procedures. Case studies will show case and celebrate good practice across the local authority. Case studies from all other services will showcase and celebrate good practice across the local authority.

What will we do collectively?	What difference will we make?	How will we measure success?
Review practice and procedures within Mary Russell and Riverbrae School to ensure quality of service and to support capacity building in terms of professional learning for mainstream schools.	By June 24, the expertise of the ASN workforce is utilised to model and coach in ASN and mainstream schools to upskill staff, improve the confidence and support delivery of effective interventions. Decision making to support interventions will be improved. Decision making at points of transition will be transparent and clear for all parents/staff and pupils. Utilisation of staff within Mary Russell and Riverbrae School has improved and there is reduction in staff turnover and absence in both schools. Increase the access of schools and service users to 'inclusion pathways' that see them have the coaching support for individualising approaches where children or young people have additional learning needs.	Staff training programme will be analysed and gaps identified will lead to improvements in PL offer. Quality Indicator 3.1 good to very good with a focus on the environment. Appropriateness and application of curriculum from early years to senior phase—this will be evidenced through curriculum rationale and associated plans. Evidence of improved multi-agency working where appropriate. Quality assurance measures associated with Learning, Teaching and Assessment, Improvement planning, and use of resources will show ambition for children and young people. Improved attainment for children with ASN.

Families and Communities: Health and Wellbeing

What will we do collectively?	What difference will we make?	How will we measure success?
Informed by local and national priorities, develop and deliver a comprehensive programme of professional learning (PL) & targeted interventions across all sectors to support effective implementation of the mental, social & emotional strands of Health and Wellbeing. PL will be aligned to national and international awareness days. Topics will include: • Understanding self-harm and suicide • Relationships & sexual health including LGBTI education • Alcohol & Substance Awareness • Online safety • Themes emerging from surveys, counselling statistics and feedback from children, young people and schools/centres Deliver bespoke PL to meet the needs of individual education establishments. Widen self-harm and suicide prevention training to Early Years and Primary.	By June 2024, almost all children and young people (CYP) in focus groups have increased knowledge and understanding of the mental and emotional wellbeing supports available to them and access these as required to improve mental health and wellbeing. Almost all participants have improved knowledge, confidence and practice across a range of mental, emotional and social wellbeing topics. Almost all participants understand and are clear about how to respond to the distressed behaviour of CYP. By June 2024, almost all practitioners access resources and up to date and relevant information around policy, training and developments in the area of wellbeing as required. All secondary school Pupil Support teams will have ASIST trained staff. CYP and staff participating in the LGBTI Charter Award are more inclusive and have the confidence to tackle homophobic, bi-phobic and transphobic bullying.	Qualitative feedback from young people will be gathered via Forms and focus groups to evaluate effectiveness of MHWB programmes and will evidence their awareness of available supports and how these are being accessed and used. Number of hits of the Renfrewshire digital signposting resources indicate that CYP, staff and parents/carers know where to access support information. Professional learning pre and post evaluations and focus groups demonstrate improved scores in knowledge and confidence. A target group of practitioners will provide feedback on the longer-term impact of their PL on CYP and case studies will be developed to evidence this. Professional learning participation statistics highlight the reach of the training across Renfrewshire. Case Studies evidence the longer-term impact of PL on the mental health and emotional wellbeing of CYP. All schools participating in the LGBT Charter Award for session 2023/24 will achieve their target level.

What will we do collectively?	What difference will we make?	How will we measure success?
In partnership with Barnardo's, additional Early Years and Primary establishments will be supported to implement evidence-based emotional literacy programme PATHs (Promoting Alternative Thinking Skills). In partnership with Headstrong, finalise, launch and implement Renfrewshire's new Mental Health and Wellbeing resource across secondary and ASN schools. Launch event will include all Pupil Support Teams across secondary schools and will also focus on suicide prevention skills. All secondary schools will deliver suicideTALK (90 mins) suicide awareness programme to young people in Senior Phase as part of National Suicide Prevention Week in September 2023.	By June 2024, evidence-based programmes/resources are in place to support the teaching of emotional literacy across all establishments from Early Years – Senior Phase. By September 2023, all participants are confident and knowledgeable about how to integrate the resource into their PSE programmes. By June 2024, the resource has been implemented in all schools and almost all young people have the knowledge and skills to maintain good mental health and wellbeing. By September 2023, all practitioners and YP involved in the suicideTALK training are more aware that suicide is a serious community health problem and know about suicide prevention opportunities in their community.	Audit of emotional literacy programmes across all establishments shows that almost all establishments are using an evidence-based programme. Launch event evaluations demonstrate the knowledge, understanding and confidence of secondary Pupil Support Staff to be able to support implementation of the programme in their own schools. Focus group of Pupil Support Staff in March 2024, will show that the resource has enhanced learning and teaching of mental health and wellbeing. Forms surveys and focus groups of young people evidence that the resource has supported their mental health and they know where to go for help and what that help looks like. Post training evaluations show that practitioners and young people know how to become involved in life protection, preservation and promotion activities in their community.
Evaluate the impact of the new Alcohol and Substance Awareness Education Programme, to assess its reach, effectiveness and identify any gaps. Work with partners in the HSCP, to address any gaps using up to date research e.g., enhance Vaping section.	By March 2024, the programme has been reviewed and gaps addressed to reflect up to date research and information from partners. By June 2024, almost all establishments are embedding the programme into the PSE curriculum and CYP have increased knowledge and understanding of how to keep themselves safe and healthy in relation to alcohol and substances.	Audit across all establishments provides evidence that the resource is embedded in PSE programmes. Platform analytics provide information about reach as well as feedback from users—practitioners and CYP.
Establish further links with Parent Council Chairs to deliver a range of bespoke HWB information/training sessions.	By June 2024, targeted parents/carers are more confident in supporting their child's wellbeing.	Pre and post evaluation data from parent/carers demonstrates improvement in knowledge, understanding and confidence.

What will we do collectively?	What difference will we make?	How will we measure success?
Support schools to make effective use of HWB data to identify priorities and bring about improvement. Data sets include HWB census, Warwick Edinburgh Mental Wellbeing Survey (WEMWBS), Counselling service data, emotional literacy programme measures and Glasgow Motivation and Wellbeing Profile. Repeat the WEMWBS with young people S1-6 across all secondary schools. Analyse results/trends and identify actions/strategic priorities. (3rd year of collecting this data) Consult with stakeholders re HWB census and develop an ongoing strategy for administering this extensive HWB survey.	By June 2024, almost all schools have engaged with HWB datasets to identify strategic priorities. By June 2024, improvements in ensuring wellbeing, equity and inclusion are such that all schools evaluate QI 3.1 as 'Good' or better and an increasing number of schools evaluate QI 3.1 as 'Very Good' or better from the June 2023 baseline. Views of stakeholders are sought and a strategy for administering the HWB census is in place to enable a wealth of HWB data to be gathered to inform improvement.	WEMWBS survey scores for 2024 show that wellbeing is improving and the % of young people S1-6 falling into the low wellbeing score decreases from the 2023 baseline of 24%. Baseline—schools' self-evaluation gradings for QI 3.1 at June 2023 • 2 schools Excellent • 64% (40 schools) VG • 29% (18 schools) Good • 3 schools Satisfactory All Education Scotland inspections grade QI 3.1 as 'Good' or better. Engagement statistics related to HWB blog, newsletter and Sway resources. Through QI Visits and scrutiny of school improvement plans it is evident that the rationale for HWB improvements is based on sound self-evaluation including use of data. Focus groups and Forms surveys will be used to gather views of stakeholders. A HWB data strategy is in place.

What will we do collectively?	What difference will we make?	How will we measure success?
Coordinate implementation of The Exchange counselling service to all establishments and Place2Be counselling service in targeted schools. Scrutinise termly reports from The Exchange and Place2Be and liaise with Area Managers and individual schools to ensure best value is achieved. Identify common referral themes across schools and plan ways to address these through staff professional learning and provision of supports. Further develop Reflective Group Practices (supervision) as wellbeing interventions to pupil support staff. Adopt a locality approach combining primary and secondary colleagues, targeting schools with new Pupil Support Teams and/or newly promoted staff within Pupil Support. In partnership with an accredited CBT therapist, provide a 5-week professional learning course to 4 groups of teachers on skills and knowledge around Cognitive Behaviour Therapy (CBT). Sessions will focus on the most common mental health presentations within young people in Renfrewshire e.g., anxiety.	By June 2024, all CYP requiring specialist Counselling, receive timeous support to cope with issues and build resilience. Staff benefit from consultancy support e.g., advice, guidance and strategies in relation to supporting targeted CYP as required. Participants in the Reflective Group Practices are supported through clinical supervision to reflect on their own feelings, focus on self-care and avoid burnout. Teachers participating in the CBT course are more confident and skilled in supporting YP in one-to-one discussion and benefit from the structure CBT provides.	Counselling service termly reports provide referral data and qualitative information (including CYP views, case studies and referral themes) to highlight the positive impact of the service on CYP's mental health and wellbeing. 100% CYP access counselling screening appointment within 5 days of referral. 85% CYP show improvement post counselling. Focus groups of practitioners evidence the effectiveness of the supervision structures. Qualitative data from CBT participants, including pre and post questionnaires, will be collated to demonstrate impact with an additional follow up impact questionnaire 6 months post training.

What will we do collectively?	What difference will we make?	How will we measure success?
Provide the training and resources to extend Mentors in Violence Prevention (MVP) programme across all mainstream secondary schools. Training will continue to focus on building capacity in existing and newly trained schools. Further focus will be on the primary sector where we will continue to build awareness of gender-based violence (GBV) issues and the role of MVP mentors. The Equally Safe in Renfrewshire project will continue to support primary schools who want to take an alternative look at positive relationships. Further roll out of the Mental Health Ambassador/MVP training will take place across secondary schools. The MVP 'red flag' campaign will be launched as part of 16 Days of Action (international campaign to end violence against women) in November 2023.	By June 2024, all secondary schools are implementing the MVP programme. All participating practitioners have an enhanced knowledge and understanding of the MVP programme and are better prepared for conversations relating to GBV. Staff confidently support young people in delivery of the programme. By June 2024, almost all participating young people are empowered and have the skills to challenge abusive, bullying and discriminatory behaviours which affect relationships within our schools and communities.	Pre and post professional learning questionnaires will demonstrate that all staff have increased knowledge and confidence. Focus groups of mentors and mentees evidence that young people confidently deliver lessons to their peers. Observation of MVP in action in a sample of schools by Renfrewshire training team at agreed points in the academic year. A pupil steering day provides a forum for young people to provide feedback on the short- and longer-term impact of their MVP mentor role. A summary paper will be produced. Number of MVP schools show that all secondaries are participating. The 'red flag' campaign is successfully delivered by young people across participating schools.
Through the Children's Service Partnership Plan, audit current PE curriculum planners and practice across ELC and schools. Identify gaps e.g., outdoor learning/community links, professional learning. Look outwards to what's working well elsewhere including research, evidence-based approaches. Engage with key partners and involve teachers, children and young people in development work. Develop an action plan to update the PE curriculum planners.	By June 2024, an audit has been completed, gaps identified and action plan developed to refresh the PE curriculum planners. Key partners are fully engaged in the audit and planning process.	Audit results and action plan evidence the work undertaken.

Curriculum, Learning, Teaching and Assessment

What will we do collectively?	What difference will we make?	How will we measure success?
Deliver a comprehensive programme of activities to enable senior leaders to evaluate and deliver a refreshed approach to raising attainment, ensuring that children and young people's potential is understood and appropriate interventions to improve attainment a carefully monitored. Deliver a comprehensive core programme of professional learning and targeted interventions across all sectors linked to professional standards and informed by national and local priorities: • Targeted support in early and first level numeracy and literacy pedagogy to secondary practitioners; • Support primary establishments to transition to the new maths planners and continue to offer training to support practitioners understanding of pedagogy involved.	Improve attainment for all while narrowing the poverty related attainment gap. Attainment will return to or exceed pre pandemic levels of attainment. By June 2024, our strengthened approach to professional learning will better equip leaders and practitioners across all sectors with the knowledge, skills and confidence to effect positive change for all learners. Almost all leaders and participants in professional learning will have a greater understanding of conditions required for successful implementation of L&T approaches/ interventions. A strengthened approach to implementing evidenced based approaches /targeted interventions in literacy and numeracy will contribute to improvements in almost all learners' experiences and progress. Stronger evaluation on the impact of professional learning on pupil progress will support practitioners in planning next steps for learners. Professional learning and targeted interventions will contribute to restoring attainment in literacy and numeracy to pre pandemic levels.	By September 2024 Insight data will demonstrate improved attainment at all levels in the senior phase By September 2024 insight data will demonstrate improvement in the attainment of disadvantaged children and young people By September 2024 Attainment data in the BGE will demonstrate a return to, as a minimum, pre pandemic levels. Post training surveys and a programme of ongoing evaluation with a target group will demonstrate that almost all participants feel training and subsequent collegiate working has • increased confidence in how to successfully apply their new skills, knowledge and understanding in their teaching and; • increased confidence in evaluating the impact of this teaching on pupil progress and using this to inform next steps in learning. Attainment and tracking data demonstrate that almost all targeted children and young people (CYP) are making progress in literacy and numeracy with a trend towards closing identified attainment gaps. 79% of children and young people will achieve expected CfE level in literacy. 87% of children and young people will achieve expected CfE level in Numeracy.

What will we do collectively?	What difference will we make?	How will we measure success?
Ensure establishments have the necessary resources and support to develop a Learning, Teaching and Assessment (LTA) Strategy that is aligned with the Renfrewshire vision—The Renfrewshire Way—We value learning, striving for excellence together.	By June, all staff will be aware of the Renfrewshire Vision for learning, teaching and assessment through the sketchnote and features of highly effective practice will be exemplified through use of the Toolkit. Staff will begin to use the toolkit in their practice.	Learning visits as part of the Quality Improvement Framework (QIF) will demonstrate the LTA strategy in practice.
	All staff will be empowered and supported to strengthen their practice through collaboration and professional learning.	Evaluation of planned early years and secondary learning festivals will highlight awareness and understanding of vision for learning, teaching and assessment and how they will take this forward in their playroom/classroom for secondary and ELC staff.
	Learners' experiences will improve as the vision for highly effective practice is realised in each establishment.	The vision and features of effective practice will be tested with a focus group of learners from across schools and a cross-sector group of senior leaders.
	Features of highly effective learning, teaching and assessment will be evident in almost all classes visited as part of the Renfrewshire's Quality Improvement Framework.	School standard and quality reports highlight that professional learning has led to sustained change and positive impact in the classroom.
	By September 2024, all schools will evaluate themselves as Good or better for Quality indicator 2.3: learning teaching and assessment.	Collation of the National Improvement Framework return self-evaluation statements (2.3).
	By June 2024, ACEL data will accurately reflect pupil progress in all schools.	Improved use of SNSA to support teacher professional judgement will be evident in the ACEL data.
		Evidence gathered as part of QIF visits.

What will we do collectively?	What difference will we make?	How will we measure success?
Establish a local authority QAMSO group to provide bespoke training for individual establishments in AiFL and improve teacher confidence in the use of ACEL data. Increase knowledge and improve the consistency of planning to support the delivery of high-quality learning, teaching, assessment and moderation across all sectors. Establish a local authority working party to raise awareness of whole school approaches to anti- racism across all sectors and develop a three-year plan to support anti- racist learning and teaching across the curriculum.	By June 2024, all head teachers will be more confident in the systems and processes that scaffold school improvement planning including attainment meetings with practitioners, self-evaluation and effective use of data. By June 2024, senior leaders will have a raised awareness of the importance of building racial literacy across establishments. By June 2024, 4 practitioners will be trained through the Education Scotland Professional Learning Programme to support the local authority plan.	Improved use of SNSA to support teacher professional judgement will be evident in the ACEL data. Evidence gathered as part of QIF visits. Focus groups to demonstrate increased awareness of the importance of building racial literacy across all sectors. Feedback from the working party on improvements in practitioner awareness and understanding of racial literacy.

What will we do collectively?	What difference will we make?	How will we measure success?
Deliver professional learning (PL) to ELC staff to support consistent judgements of children's progress at early level of CfE and further increase staff knowledge and confidence in how to raise attainment across literacy, numeracy and health and well-being. Introduce and implement an early year's progression tool for children with additional support needs who are working at foundation stage or pre-early level of CfE.	By June 2024, the early years workforce is better equipped to make accurate assessments of children's progress and provide a child-centred learning environment that will maximise learning and development. Data collected within the early year's progression tool will show increased levels of attainment across literacy, numeracy and health and wellbeing. Teachers will receive more robust data on children's progress as they transition to P1 enabling them to plan more effectively for children's next steps in learning. By June 2024, staff will be better supported to assess and record the progress of children with complex additional support needs and plan for their next steps in learning. This tool will enable the progress of all children with ASN to be celebrated and recorded and reported to all stakeholders as appropriate to the needs of the child. Data collected will support staff in making key decisions about interventions and resources required to meet the needs of the child. Data from the tool will support the enhanced transition that takes place when children with ASN move to P1. The school can be better prepared to meet the individual needs of the child.	Post-training evaluations will demonstrate that for almost all participants the training has: • Increased confidence and skill in assessing children's progress and being able to identify if children are at 'early stages' 'making progress' or 'demonstrating consistently' in their learning and development. • Increased knowledge of progression in skills and how to plan for children's next steps in learning in literacy, numeracy and health and well-being. Compare early years progression tool data from session 2023/24 to data collected in session 2022/23 to monitor the percentage of children who are demonstrating skills and knowledge consistently within the areas of literacy, numeracy and health and wellbeing. Evaluations carried out with P1 Teachers will provide information with regards to the validity and reliability of progress data received from ELC settings across the authority. Post training evaluations will demonstrate that for almost all participants the training has: • Increased understanding of foundation and pre-early level milestones in numeracy, literacy and health and wellbeing. • Increased knowledge and confidence in how to support the learning and development of children with additional support needs. • Increased knowledge and skill in the assessment and recording of children's progress at foundation sage or pre-early level of the CfE. Evaluations from the Ed. Psych Team that progression tool data contributes effectively to the assessment of a child and the compilation of their profile of need. Evaluations carried out with P1 Teachers will provide information with regards to the validity and reliability of progress data received for children with additional support needs.

What will we do collectively?	What difference will we make?	How will we measure success?
Development of a Renfrewshire Literacy Framework to support consistent planning, assessment and progression within and across establishments.	By June 2024, practitioners across all sectors will demonstrate greater skill, confidence and consistency in planning learning experiences for pupils and in making professional judgements in relation to pupil progress in literacy.	Attainment and tracking data will be more robust as evidenced via Q.A visits and school/cluster-based moderation activities. Evaluations with Head Teachers/Literacy Champions will demonstrate increased confidence of teaching staff in planning and assessing pupil progress in literacy.
Provide opportunities for senior leaders to work collaboratively to explore implications of The Independent Review of Qualifications and Assessment (IRQA) and National Discussion. Continue to work with school leaders and SDS to embed the Career Education Standard.	By June 2024, there will be an improved awareness and understanding in secondary schools of the IRQA and National Discussion. Senior leaders will be in a stronger position to develop and implement the recommendations of the national curriculum review. By June 2024, school curriculum rationales will be ambitious and reflect emerging national expectations.	The number of opportunities for HT to explore visions and principles for future practice will by increased. Evidence of increased awareness and forward planning gathered through QIF visits. Senior leaders will report improved confidence in understanding the implications of the IRQA and National discussion.

What will we do collectively?	What difference will we make?	How will we measure success?
Work in partnership with UWS/WCS to increase the number of opportunities available for young people to access appropriate curricular pathways. Strengthen the Senior Phase offer, to widen the range of opportunities available to young people including appropriate courses and work placement opportunities.	A strengthened senior phase curriculum will equip all young people with the confidence, knowledge, skills and experience to achieve their full potential. By June 2024, we will increase the range of awards and qualifications available in the senior phase to ensure a valuable learning experience for all young people.	98% of young people will enter a positive destination. Increased % of young people from quintile 1 will achieve a positive destination. 100% of care experienced young people will achieve a positive destination. 16–19 participation measure—95% of young people will sustain positive destination. Evaluation carried out with focused groups of learners across all secondary schools to ensure curricular pathways are appropriate. Analysis of school curriculum will evidence an increase in the range and number of qualifications young people are achieving. Improved levels of scrutiny and support is demonstrated in the quality of tracking and monitoring data related to school leavers and destinations. Monthly SDS data checks and use of the SDS 16+ Data Hub evidence the supports/interventions in place for senior phase YP and their intended post school pathway.
Develop a strengthened framework of support with SDS and Invest Renfrewshire to ensure pupils are supported to enter and sustain positive destinations. Implement a refreshed work placement model across all secondary schools.	By June 2024, we have ensured that young people will have the opportunity to access appropriate work placements in line with chosen career pathways and will be supported to secure and sustain a positive destination.	Work placement data on RUBI will be evaluated to evidence improved engagement with relevant opportunities.

Appendix 1—Renfrewshire Core Stretch Aims 23/24

Core

Annual Trajectory	ACEL P1, P4, P7 Combined- Literacy			
	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1–Q5)
2023/24	77%	61.1%	87.2%	26.1%
2024/25	79%	64.0%	87.3%	23.3%
2025/26 Stretch aim	82%	67.6%	87.6%	20.0%

Rationale:
2022-23 figures demonstrated improvement on previous year however remained below pre-pandemic levels. The aims above are based around a model of recovery and acceleration. The initial target is to return to pre-pandemic levels and the following years aim to surpass this level.

Annual Trajectory	ACEL P1, P4, P7 Combined- Numeracy			
	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1–Q5)
2023/24	85%	73.8%	92.7%	18.9%
2024/25	87%	75.7%	92.8%	17.1%
2025/26 Stretch aim	88%	77.9%	92.9%	15.0%

Rationale:
2022-23 figures demonstrated improvement on previous year; however, remained below pre-pandemic levels. The aims above are based around a model of recovery and acceleration. The initial target is to return to pre-pandemic levels and the following years aim to surpass this level.

Annual Trajectory	Proportion of school leavers attaining 1 or more passes at SCQF level 5			
	2023/24	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1–Q5)
2023/24	92.6%	86.6%	97.0%	10.4%
2024/25	93.3%	87.2%	97.1%	9.9%
2025/26 Stretch aim	94.0%	89.8%	97.2%	7.4%

Rationale:
Due to variation in assessment methods within the leaver's cohorts in recent year, the stretch aim baseline has included multiple years of data. The interim targets aim to surpass attainment within pre-pandemic exam diet period. The long-term target is highly ambitious and assumes linear progression year on year.

Annual Trajectory	Proportion of school leavers attaining 1 or more passes at SCQF level 6			
	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1–Q5)
2023/24	73.0%	60.1%	87.3%	27.2%
2024/25	75.0%	62.1%	87.4%	25.3%
2025/26 Stretch aim	76.0%	63.5%	87.5%	24.0%

Rationale:
Due to variation in assessment methods within the leaver's cohorts in recent year, the stretch aim baseline has included multiple years of data. The relative increases in this measure reflect an approach where greater ambition is assumed for areas where attainment is lower (e.g. SCQF 6 attainment is consistently lower than SCQF 5). The interim targets aim to surpass attainment within pre-pandemic exam diet period. The long-term target is highly ambitious and assumes linear progression year on year.

Annual Trajectory	Proportion of 16–19 years olds participating in education, employment, or training			
	Overall Levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1–Q5)
2023/24	95.0%	89.8%	98.6%	8.8%
2024/25	95.2%	90.0%	98.6%	8.6%
2025/26 Stretch aim	95.5%	90.3%	98.6%	8.3%

Rationale:
Performance in this measure over previous years has demonstrated consistently increases year on year. The stretch aims continue this progression.

Annual Trajectory	Attendance (all sectors)			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1–Q5)
2023/24	91.3%	87.5%	93.5%	6%
2024/25	92.2%	88.3%	93.6%	5.3%
2025/26 Stretch aim	93.6%	89.6%	93.7%	4.9%

Rationale:

Attendance rates have been significantly impacted by the pandemic with limited recovery in the 2022-23 session. Therefore, the stretch aims focus on recovery to pre-pandemic levels with a steady, consistent increase over 3 years.

Annual Trajectory	Exclusions Rate (Incidents per 1000 pupils, all sectors)			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1–Q5)
2023/24	26.3	48.2	10.1	38.1
2024/25	23.3	41.5	8.8	32.7
2025/26 Stretch aim	20.3	34.9	7.5	27.4

Rationale:

Exclusion rates significantly increased following the pandemic, however there was some recovery within the 2022-23 session. The stretch aims focus on progressing this recovery further and reaching a level below the pre-pandemic baseline. The level of ambition for pupils in SIMD quintile 1 is particularly high given the disproportionate number of exclusion incidents within this group.

Annual Trajectory	Percentage of pupils with low wellbeing (WEMWBS)			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1–Q5)
2023/24	21%	30%	22%	8%
2024/25	18%	28%	21%	7%
2025/26 Stretch aim	15%	26%	20%	6%

Rationale:

Wellbeing was widely reported as being negatively affected during the pandemic period. Data from the Health and Wellbeing census suggested that a significant number of pupils had low levels of wellbeing. Renfrewshire's local data collection in 22/23 suggested that wellbeing amongst our secondary pupils was improving. We will continue with annual collections of wellbeing data on a representative sample of our secondary pupils.

Core Plus

Annual Trajectory	Percentage of P1 pupils achieving expected level in writing			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1–Q5)
2023/24	83%	75.6%	86.0%	10.4%
2024/25	85%	77.5%	86.1%	8.6%
2025/26 Stretch aim	86%	78.4%	86.2%	7.8%

Rationale:

Writing remains a key focus for the authority and extensive work is underway to support schools in increasing attainment in this area. 2022-23 figures did not improve on the previous year and remained below pre-pandemic levels. The aims above are based around a model of recovery and acceleration. The initial target is to return to pre-pandemic levels and the following years aim to surpass this level.

Annual Trajectory	Percentage of P4 pupils achieving expected level in writing			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1–Q5)
2023/24	77%	65.6%	80.1%	14.5%
2024/25	79%	67.5%	80.2%	12.7%
2025/26 Stretch aim	81%	68.9%	80.3%	11.4%

Rationale:

Writing remains a key focus for the authority and extensive work is underway to support schools in increasing attainment in this area. 2022-23 figures showed strong recovery since the previous year and was in line with 2016/17 attainment. The aims above are based around a model of recovery and acceleration. The initial target is to return to pre-pandemic levels and the following years aim to surpass this level. Given the initial recover, the interim targets are ambitious for continued improvement.

Annual Trajectory	Percentage of P7 pupils achieving expected level in writing			
	Overall levels	SIMD Quintile 1	SIMD Quintile 5	Gap (Q1–Q5)
2023/24	76%	63.7%	81.7%	18%
2024/25	78%	65.6%	81.8%	16.2%
2025/26 Stretch aim	80%	67.5%	81.9%	14.6%

Rationale:

Writing remains a key focus for the authority and extensive work is underway to support schools in increasing attainment in this area. 2022-23 figures showed strong recovery since the previous year and was in line with 2016/17 attainment. The aims above are based around a model of recovery and acceleration. The initial target is to return to pre-pandemic levels and the following years aim to surpass this level. Given the initial recover, the interim targets are ambitious for continued improvement.

For further information, please contact

Children's Services
Renfrewshire Council
Email: education@renfrewshire.gov.uk

Renfrewshire
Council

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

On: **2 November 2023**

Report by: **Interim Chief Education Officer**

Heading: **West Partnership Improvement Plan and Evaluation Report**

1. Summary

1.1. Regional Improvement Collaboratives (RICs) were established in 2017 as a national initiative to bring about improvement for all schools in Scotland. They are intended to bring together local authorities and Education Scotland, facilitate collaborative working and provide educational support to practitioners.

1.2. The Glasgow City Region Education Improvement Collaboration, known as the West Partnership brings together authorities from across the Glasgow City Region; East Renfrewshire is a member of the West Partnership.

1.3. To purpose of this paper is to inform the Committee of the contents of the West Partnership's Improvement Plan 2023 – 2024 and Evaluation Report 2022 – 2023.

2. Recommendations

2.1. The Education and Children's Services Policy Board is asked: to note the contents of the Improvement Plan and Evaluation Report.

3. Background

3.1. The report was considered and endorsed at the last Glasgow City Region Education Committee on 12 September 2023.

4. Progress

4.1. The attached report (Appendix 1) details progress over the academic year 2022-2023 towards achieving each of the associated target outcomes and expected impacts as detailed in the West Partnership Improvement Plan for 2022-2023.

4.2. Each year, we see the growing benefit of working collaboratively and systematically across the West Partnership area, and the difference this is making to staff, children and young people. The report captures the very good progress made within the West Partnership across our three main workstreams. This is testament to the dedication and commitment of all staff who have worked to support our children and young people.

4.3. Throughout the report, there are strong examples of how the Partnership is supporting authorities to improve attainment and achievement for all, while closing the poverty related attainment gap. This focus on excellence and equity is underpinned by an approach with enables staff to take collective action and deliver improvement.

4.4. Included in this report is an overview of the strengthened evaluation model including the three drivers of improvement. The report showcases progress in enhancing collaboration, improving knowledge and confidence and changing practice. Three main illustrations which demonstrate impact in these three improvement areas have been included along with an overview of the work that has been completed in each workstream.

4.5. Critical indicators have been updated demonstrating progress across the region. The West Partnership continues to compare favourably against national figures across most measures.

4.6. Work has also been carried out to make a stronger link between the critical indicators and the values of excellence, equity and empowerment. Furthermore, some critical indicators have been added in recognition of our commitment to closing the poverty related attainment gap as well as the Promise.

4.7. The Partnership is also required to produce an annual improvement plan which outlines the vision, purpose and key activities of the collaborative for the year ahead. The West Partnership Improvement Plan 2023 – 2024 (Appendix 2) sets out the key areas for collaborative action to bring about improvement across the Glasgow City Region.

4.8. Education Committee should note that the plan captures those areas where collaboration between the partners will be beneficial. Not all schools or local authorities will participate in all activities, but the plan sets out the partnership's offer to schools, based on what stakeholders have indicated they would benefit from.

4.9. As such the plan does not replicate or duplicate the individual local improvement plans of each partner authority, but enhances our own efforts to support and challenge schools to improve.

4.10. Over the past session, a comprehensive range of engagements with key stakeholders took place, complementing the ongoing evaluation activity; giving a clearer set of qualitative and quantitative data to ensure the 2023-24

Improvement Plan meets the needs of practitioners and officers across the West Partnership.

4.11. The feedback gathered from the stakeholder engagements, recommendations from the Robert Owen Centre evaluation and consensus building conversations with workstream sponsors, workstream members, programme participants and Education Scotland colleagues, all contributed to the Improvement Plan 2023-24.

4.12. Taking account of all consultation to date, there is clear consensus that existing programmes and activity are broadly meeting the needs of officers and practitioners across the West Partnership. It is suggested most programmes continue, following review and in some cases, augmentation.

4.13. The three main workstreams will continue to be: Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment. The Partnership will work closely with local authorities, as well as with colleagues from Education Scotland and the Robert Owen Centre for Educational Change, to achieve key objectives set out for each workstream.

4.14. The approach towards Specialist Networks that was introduced last year will continue. These Specialist Networks meet with a common purpose to enhance the work of the local authorities in themed areas such as curriculum, additional support needs and digital learning. East Renfrewshire is benefitting from the collaboration and support from the networks.

4.15. A revised Plan on a Page has been included which attempts to more clearly articulate: vision, values, purpose and priorities of The West Partnership.

Implications of this report

1.   Financial
None.

2.   HR and Organisational Development
None.

3.   Community/Council Planning

None.

4.   Legal
None.

5.   Property/Assets
None.

6.   Information Technology
None.

7.   Equality and Human Rights

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

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

8.   Health and Safety
None.

9.   Procurement
None.

10.   Risk
None.

11.   Privacy Impact
None.

12.   Cosla Policy Position
Not applicable.

13.   Climate Risk
None.

List of Background Papers

(a)   Background Paper 1: None.

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

Author: Lauren Johnston

The West Partnership

EVALUATION REPORT 2022–2023

Equity, Excellence & Empowerment

GLASGOW
CITY REGION
Education

Contents.

Foreword

I am pleased to present the West partnership Regional Improvement Collaborative Evaluation Report 2022-23. This report details progress over the academic year towards achieving each of the outcomes and expected.

Impacts detailed in the West Partnership Improvement Plan. The West Partnership has a clear vision: we want to embed the values of equity, excellence and empowerment in everything we do. In doing so, we aim to establish a culture where working collaboratively across our eight local authority areas allows us to build a Networked Learning System and continually improve learning experiences and outcomes for every learner across the Glasgow City Region.

This year, we have reached further across the range of staff teams represented within the partnership: senior and middle leaders, teachers, practitioners, support staff, central teams, CLD colleague and more. We are more able to see the added value that the West Partnership Regional Improvement Collaborative brings and the impact our activities are having in classrooms and playrooms.

The report highlights some interesting illustrations which show significant and sustained impact in learning and teaching through the Improving Our Classrooms Programme; the impact on one participant of the professional support offered through the Thinking About Headship Programme and the methodology and progress made to date in the partnership's research into the impact of 1140 hours in early years. In addition, the voice of our children, young people and staff are captured and shared, allowing us to see practical applications and effects of working collaboratively with others across the West Partnership. We continue to have our work recognised by external evaluations carried out by the Robert Owen Centre for Educational Change, Glasgow University and use this information as part of our self-evaluation and planning process.

We continue to organise our work across three workstreams: Wellbeing for Learning; Leadership, Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment. Programmes are developed to ensure we are adding value to local and national offers and avoiding unnecessary duplication. Ensuring we are designing an offer which meets the need of colleagues, and in turn children and young people, is paramount. This report shows very good progress across all three workstreams again this year.

Face to face opportunities have increased this session as colleague tell us that collaboration takes place more easily when you are in the room together. However, our wide geographical reach also means we are sensitive to the time constraints of travel and make very effective use of digital technology in our delivery approach.

As I step down from my role as Regional Improvement Collaborative Lead, I do want to express my gratitude to colleagues across the partnership and beyond who have worked tirelessly, especially in the most trying of situations during the pandemic, to work together for the continued improvement of the experience we give our children and young people. Your commitment and passion are inspiring. I leave knowing the West Partnership will continue to flourish, adding a bespoke offer to the system and under the leadership of Mark Ratter, the new RIC Lead.

Tony McDaid, Regional Lead Officer West Partnership

Introduction

Our evaluation report provides an overview of the collective impact and added value of the West Partnership annual activity which is delivered through three core workstreams. These are:

❯ Curriculum, Learning, Teaching and Assessment

❯ Wellbeing for Learning

❯ Leadership, Empowerment, and Improvement

VISION

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

CONTEXT

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

❯ 35% of Scotland's school population attend a West Partnership school.

❯ Over 1000 nurseries, primary, secondary, and special schools.

❯ More than 246,000 children and young people.

❯ Over 50% of all West Partnership pupils reside in SIMD quintiles 1 and 2.

Quintile 5 17%
Quintile 1 35%
Quintile 4 16%
Quintile 3 12%
Quintile 2 20%
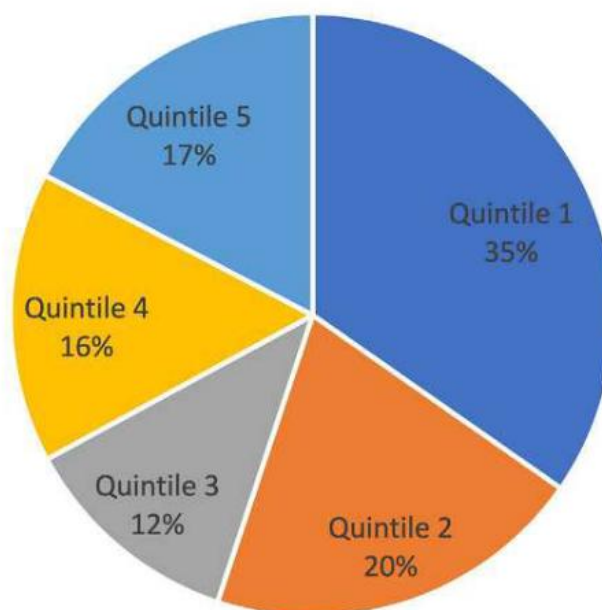
How does the West Partnership compare?

BROAD GENERAL EDUCATION

Percentage of pupils in P1, P4, P7 combined meeting the expected level for Literacy

● West Partnership   ● National
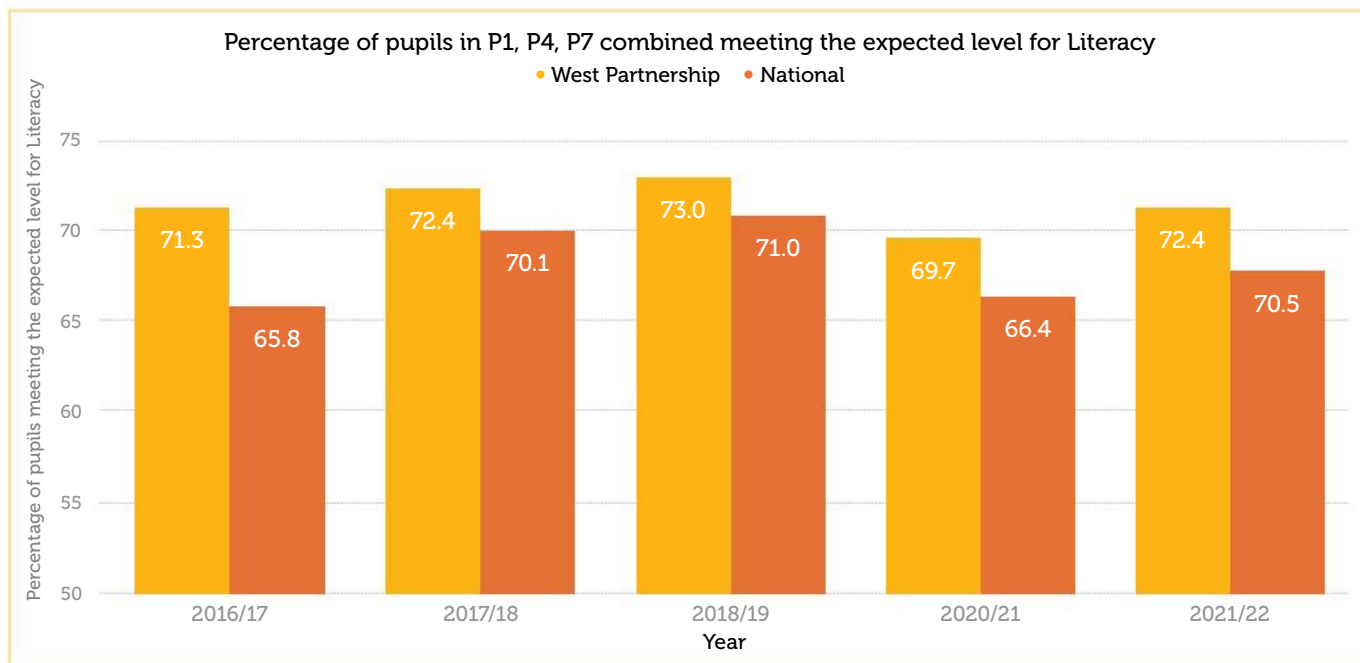
Data from 21/22 shows an increase in the number of primary pupils meeting their expected literacy levels at P1, P4 and P7. The percentage of West Partnership pupils meeting the expected level increased from 69.7% in 20/21 to 72.4% in 21/22. This figure is slightly below the last pre-pandemic session (18/19) but in line with the figures from 17/18. West Partnership primary pupils continue to be more likely than all Scottish pupils to meet the expected level for literacy.

Percentage of pupils in P1, P4, P7 combined meeting the expected level for Numeracy

● West Partnership   ● National
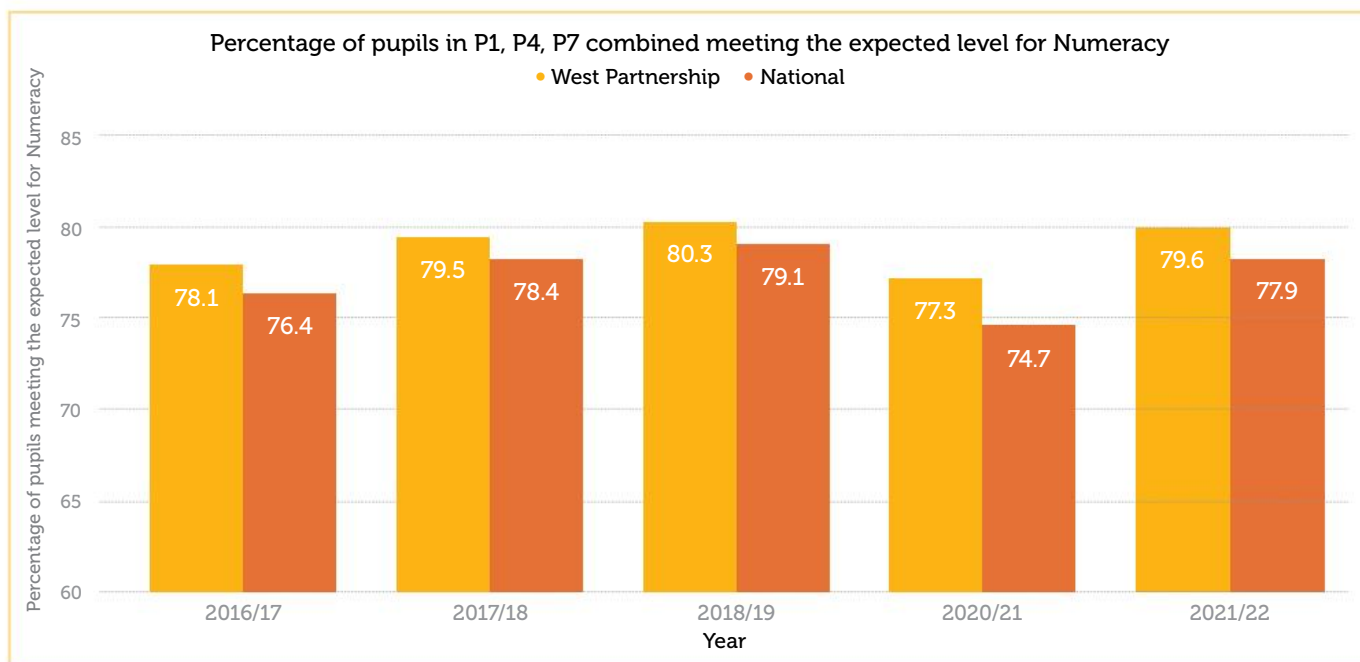
Data from 21/22 shows an increase in the number of primary pupils meeting their expected numeracy levels at P1, P4 and P7. The percentage of West Partnership pupils meeting the expected level increased from 77.3% in 20/21 to 79.6% in 21/22. This figure is slightly below the last pre-pandemic session (18/19) but in line with the figures from 17/18. West Partnership primary pupils continue to be more likely than all Scottish pupils to meet the expected level for numeracy.

How does the West Partnership compare?

SENIOR PHASE

At the senior phase level, a variety of assessment models have been used over the previous three academic sessions. As such, caution should be noted in making year on year comparisons.

Percentage of leavers achieving 1 or more passes at SCQF Level 5

● West Partnership   ● National

Year	West Partnership	National
2016/17	87.3	86.1
2017/18	87.0	86.0
2018/19	86.5	85.1
2019/20	88.8	88.0
2020/21	90.6	89.5
2021/22	89.4	88.9
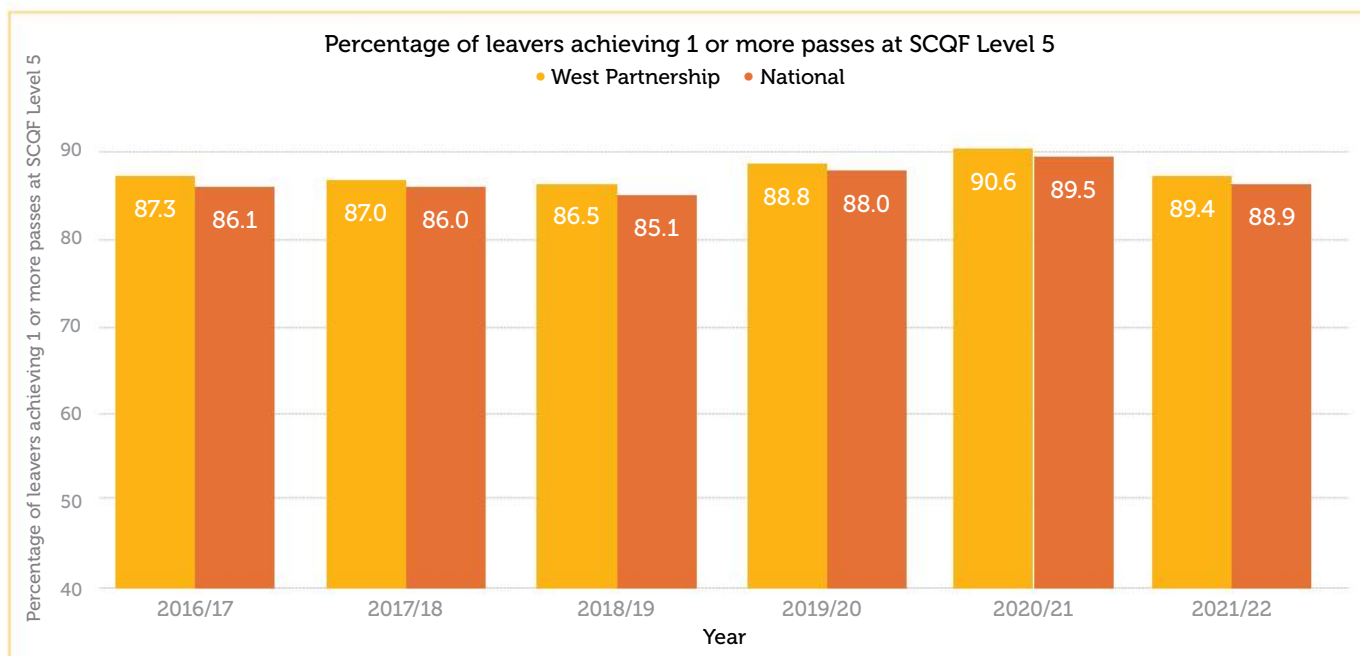
The percentage of leavers achieving 1 or more passes at SCQF Level 5 decreased by 1.2 percentage points to 89.4% from 90.6% in 20/21. Whilst a reduction on the previous year, the 21/22 figure remains higher than all other years since 2016/17. The West Partnership continues to have a higher percentage of leavers achieving 1 or more awards at this level compared to Scotland as a whole.
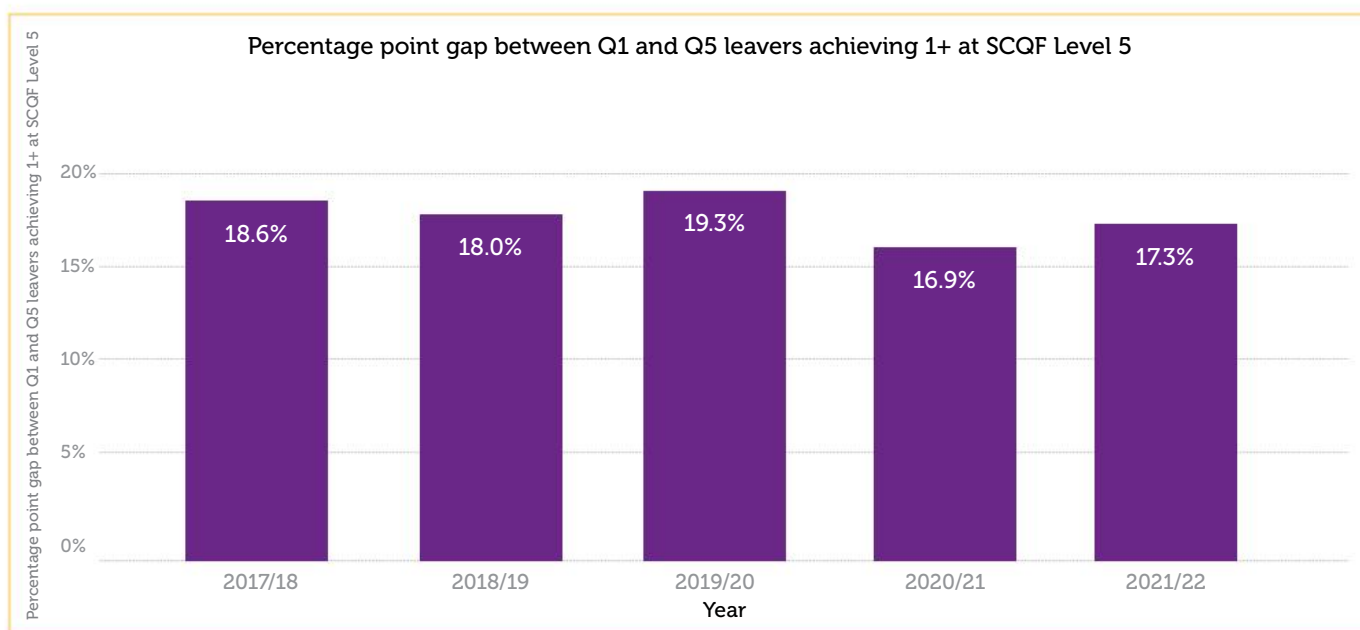
Percentage point gap between Q1 and Q5 leavers achieving 1+ at SCQF Level 5

Year	Percentage point gap
2017/18	18.6%
2018/19	18.0%
2019/20	19.3%
2020/21	16.9%
2021/22	17.3%

Progress towards closing the gap between SIMD quintiles 1 and 5 in relation to leavers achieving 1 or more passes at SCQF level 5 remains stable. Since 2018 the gap between quintiles 1 and 5 has decreased by 1.5 percentage points, moving from 18.6% in 2018 to 17.3% in 2022.

How does the West Partnership compare?

SENIOR PHASE

Percentage of leavers achieving 1 or more passes at SCQF Level 6

● West Partnership ● National

Year	West Partnership	National
2016/17	67.3	61.2
2017/18	68.7	62.2
2018/19	69.3	60.5
2019/20	70.4	68.2
2020/21	72.8	70.2
2021/22	69.4	67.1
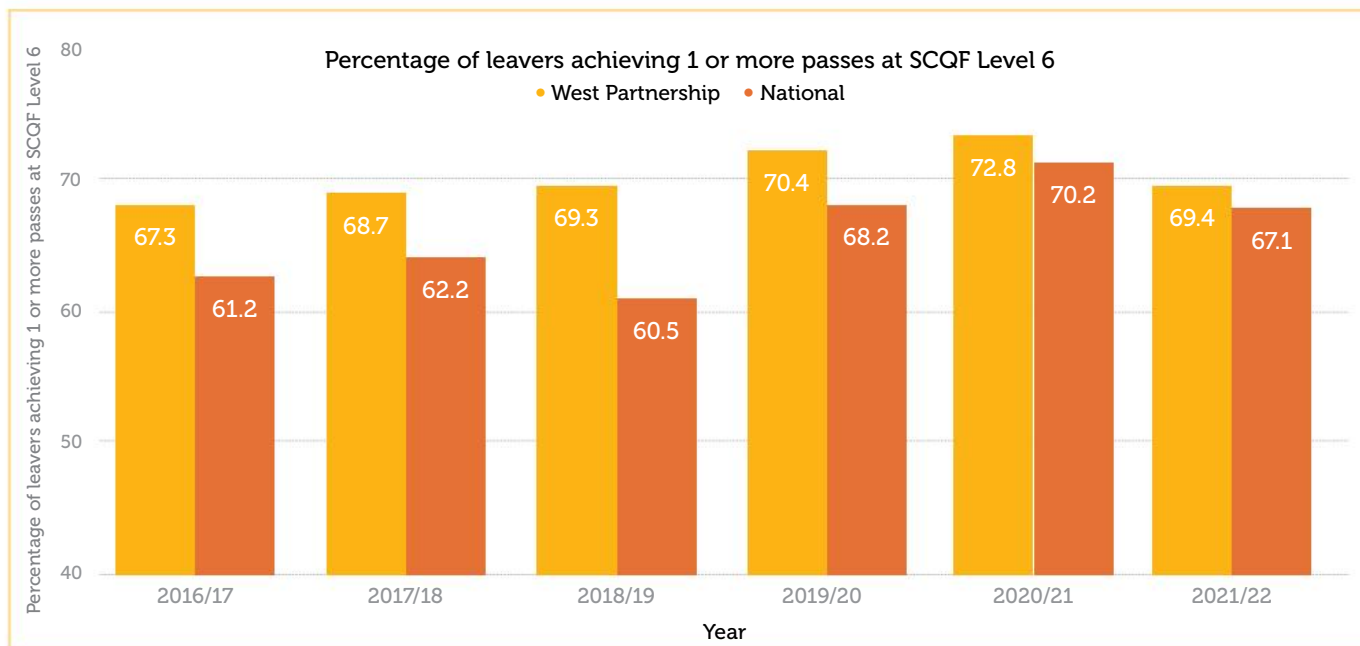
The percentage of leavers achieving 1 or more passes at SCQF Level 6 has fallen by 3.4 percentage points. The figure of 69.4% is now in line with the last session which had a traditional model of assessment (18/19). West Partnership pupils continue to outperform the national figure on this measure.

Percentage point gap between Q1 and Q5 leavers achieving 1+ at SCQF Level 6

Year	Percentage point gap
2017/18	37.9%
2018/19	37.6%
2019/20	37.0%
2020/21	34.8%
2021/22	36.5%

Progress towards closing the gap between SIMD quintiles 1 and 5 in relation to leavers achieving 1 or more passes at SCQF level 6 has reversed slightly from 2021. Since 2018 the gap between quintiles 1 and 5 has decreased by 1.4 percentage points, moving from 37.9% in 2018 to 36.5% in 2022.

How does the West Partnership compare?

SENIOR PHASE

Percentage of leavers achieving 5 or more passes at SCQF Level 6

● West Partnership   ● National
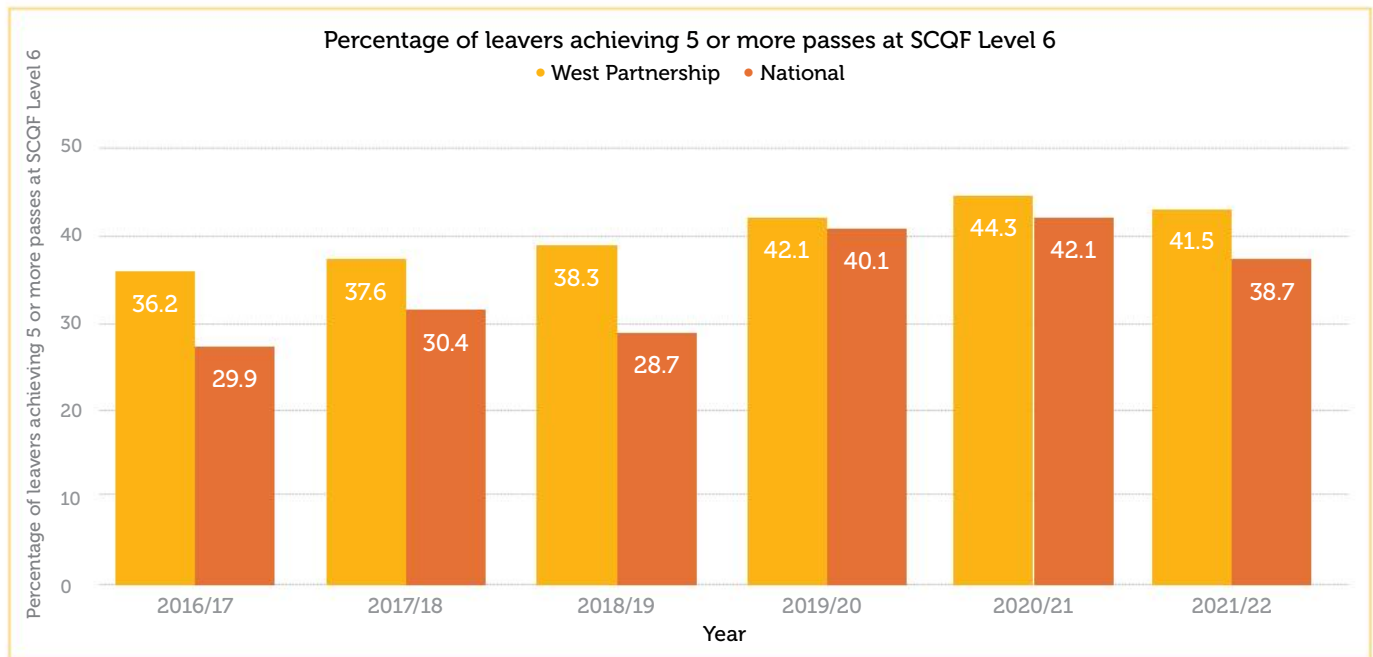
As in other measures at Level 6, the percentage of leavers achieving 5 or more passes has decreased against 20/21 figures. The figure of 41.5% for 21/22 is a 2.8 percentage point decrease from the high of 44.3% in 20/21. The 21/22 figure remains higher than the last non-disrupted session of 18/19. As in other senior phase attainment measures, a higher percentage of West Partnership leavers are achieving this standard than their national peers.

Percentage point gap between Q1 and Q5 leavers achieving 5+ at SCQF Level 6
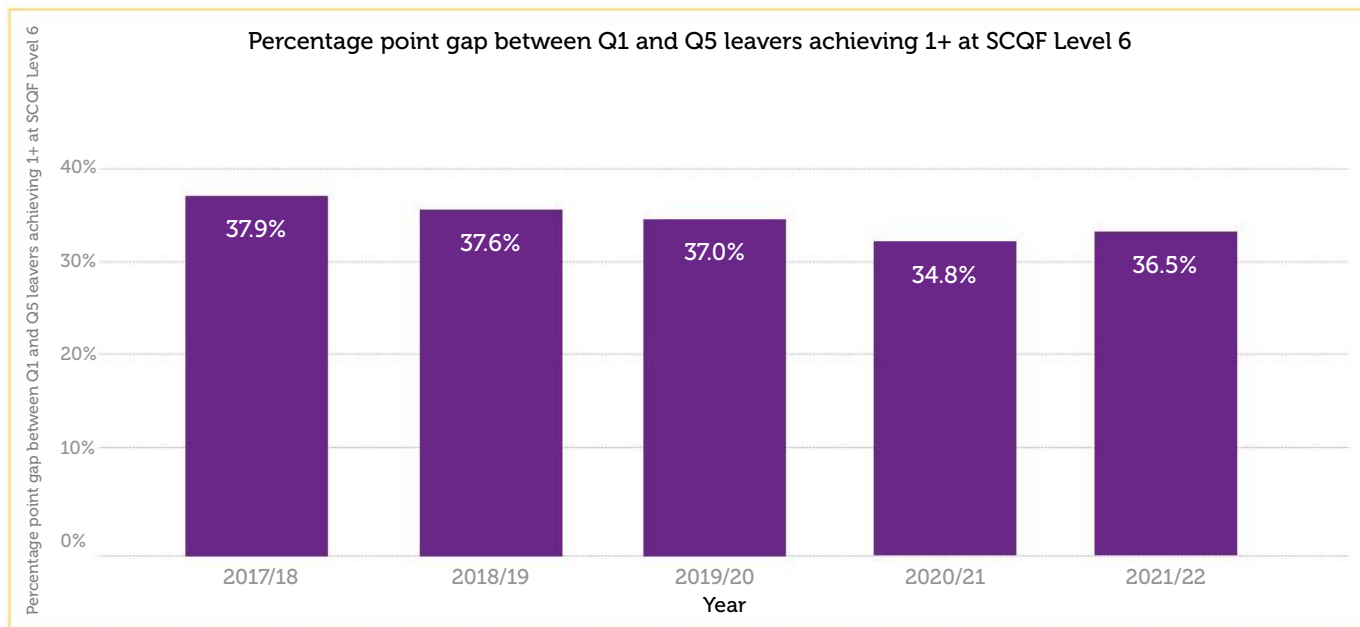

Progress towards closing the gap between SIMD quintiles 1 and 5 in relation to leavers achieving 5 or more passes at SCQF level 6 continues to slowly decrease. Data prior to 2019/20 is unavailable for this measure, but since 2020 the gap between quintiles 1 and 5 has decreased by 0.6 percentage points.
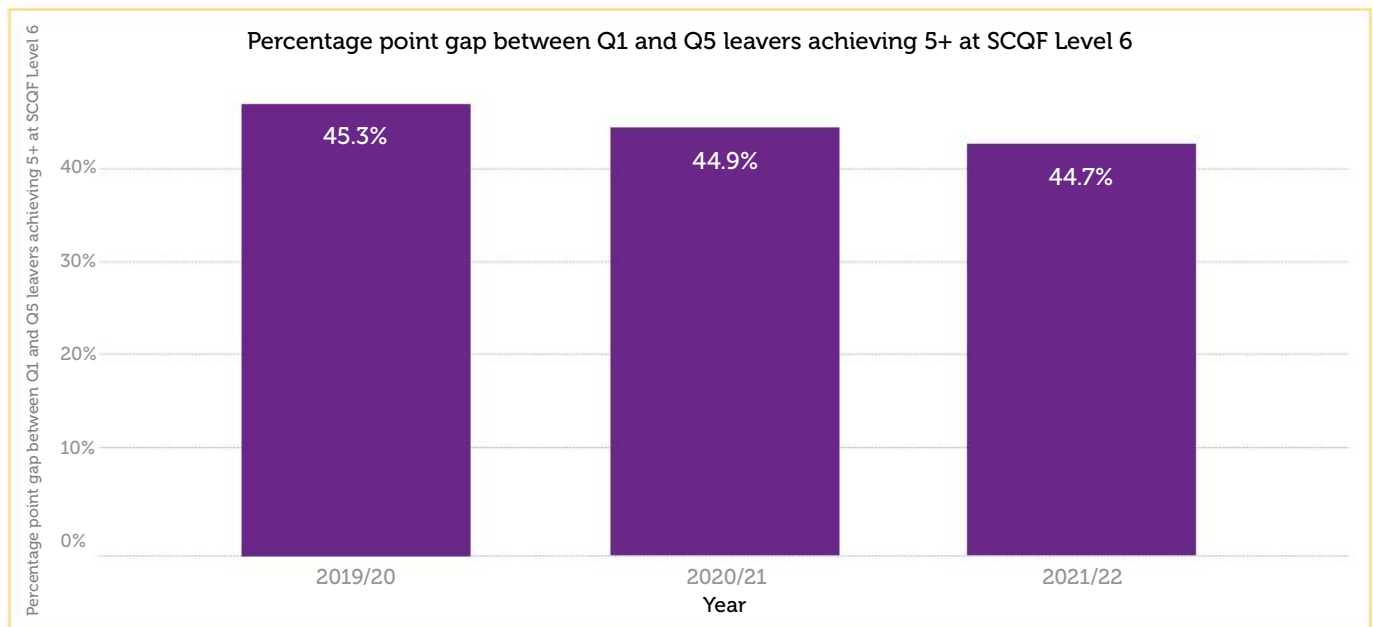
How does the West Partnership compare?

SENIOR PHASE

Percentage of school leavers in an initial positive destination (2009–2022)
● West Partnership ● National

West Partnership / National values by year:
- 2009/10: 88.3 / 87.7
- 2010/11: 88.5 / 89.3
- 2011/12: 89.9 / 90.3
- 2012/13: 91.2 / 91.9
- 2013/14: 92.1 / 92.6
- 2014/15: 92.6 / 93.2
- 2015/16: 92.9 / 93.5
- 2016/17: 93.7 / 93.7
- 2017/18: 94.4 / 94.6
- 2018/19: 95.2 / 95.0
- 2019/20: 93.6 / 93.4
- 2020/21: 95.8 / 95.5
- 2021/22: 96.3 / 95.7
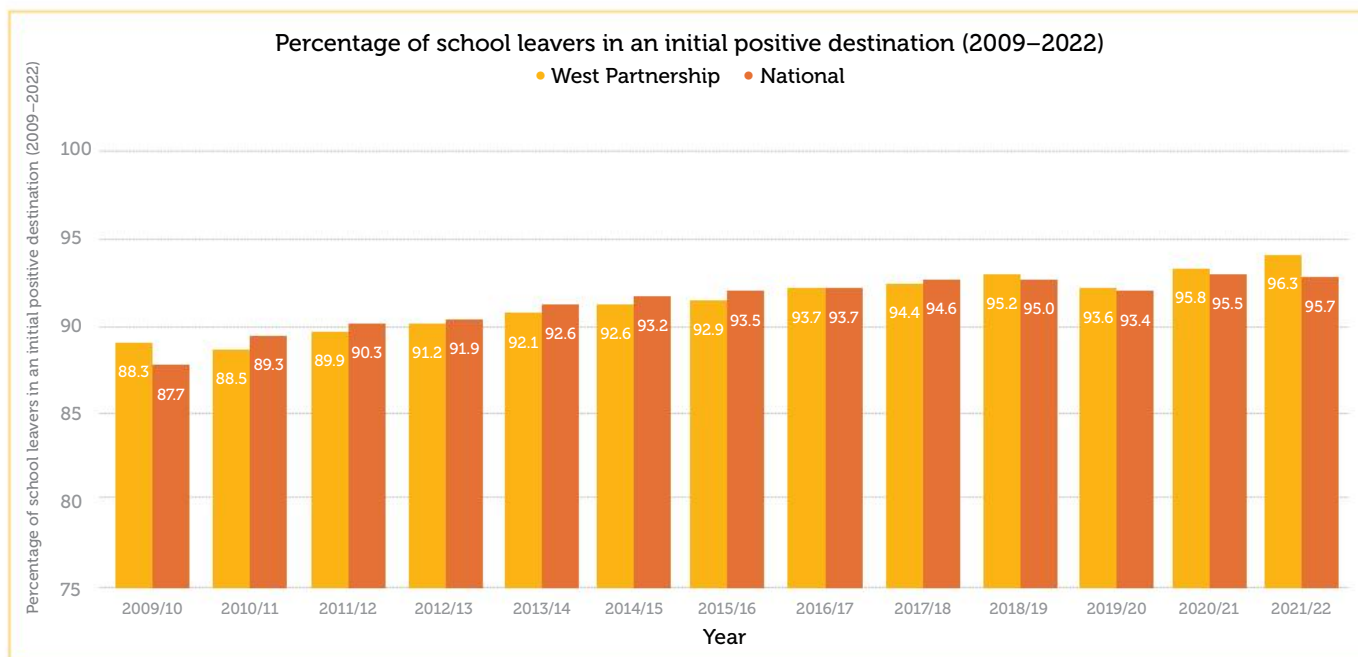
The percentage of West Partnership leavers entering initial positive destinations is at the highest it has been since records began. This continues a trend of year-on-year increases that was only interrupted in 19/20, when pandemic related disruption significantly reduced the percentage of leavers entering employment. The figure of 96.3% continues the progression from 88.3% in 2010. For the fourth year in a row, West Partnership leavers were more likely than their national peers to be in an initial positive destination.

Percentage of school leavers entering Higher Education (2009–2022)
● West Partnership ● National

West Partnership / National values by year:
- 2009/10: 38.0 / 36.2
- 2010/11: 38.0 / 36.3
- 2011/12: 40.8 / 37.8
- 2012/13: 39.2 / 37.1
- 2013/14: 41.4 / 39.0
- 2014/15: 41.8 / 38.8
- 2015/16: 42.9 / 40.3
- 2016/17: 44.9 / 40.7
- 2017/18: 45.1 / 41.1
- 2018/19: 44.7 / 40.3
- 2019/20: 48.6 / 44.2
- 2020/21: 49.3 / 45.1
- 2021/22: 46.1 / 41.3
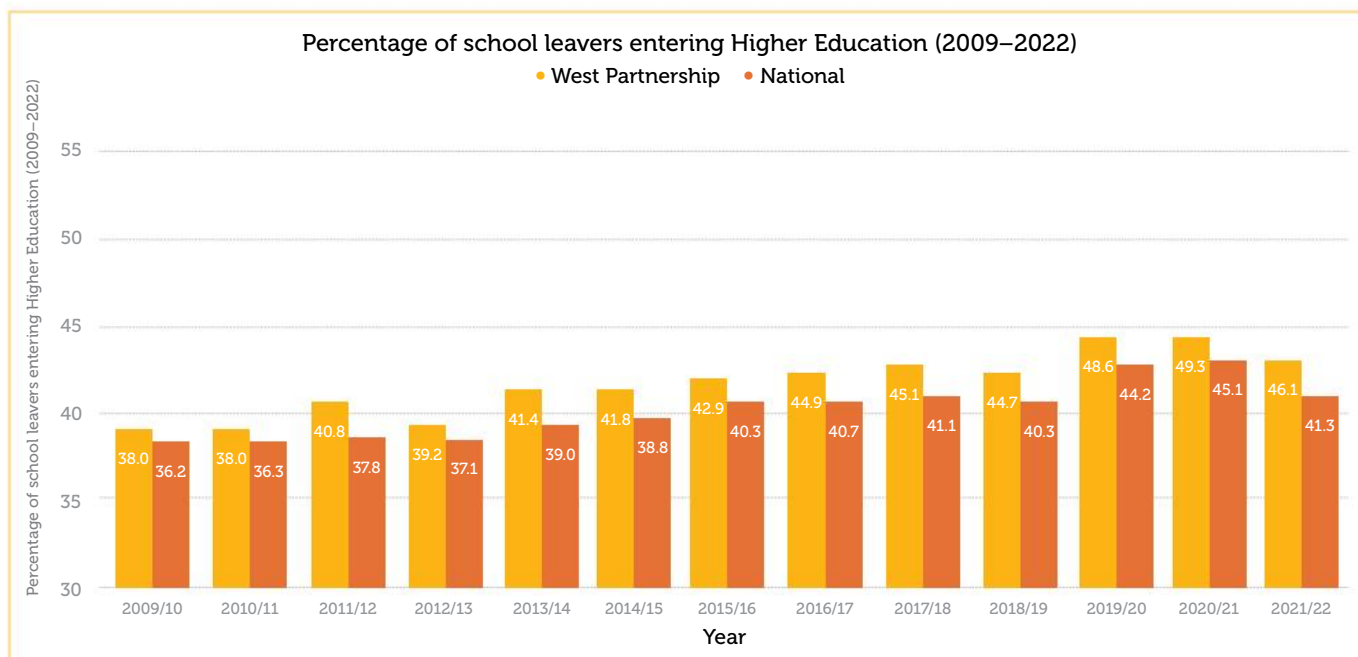
The percentage of West Partnership leavers entering Higher Education has fallen to 46.1% in 21/22, down from historic highs of 49.3 in 20/21. This figure is higher than the last non-pandemic-disrupted session in 18/19. West Partnership leavers have consistently been more likely to enter Higher Education when compared to their national peers, a trend that continued in 21/22.

How does the West Partnership compare?

SENIOR PHASE

Percentage gap between Q1 and Q5 leavers entering a positive destination

Chart — Percentage gap between Q1 and Q5 leavers entering a positive destination (y-axis: Percentage gap between Q1 and Q5 leavers entering a positive destination; x-axis: Year):

Year	Value
2017/18	7.9
2018/19	4.8
2019/20	6.6
2020/21	5.1
2021/22	4.2
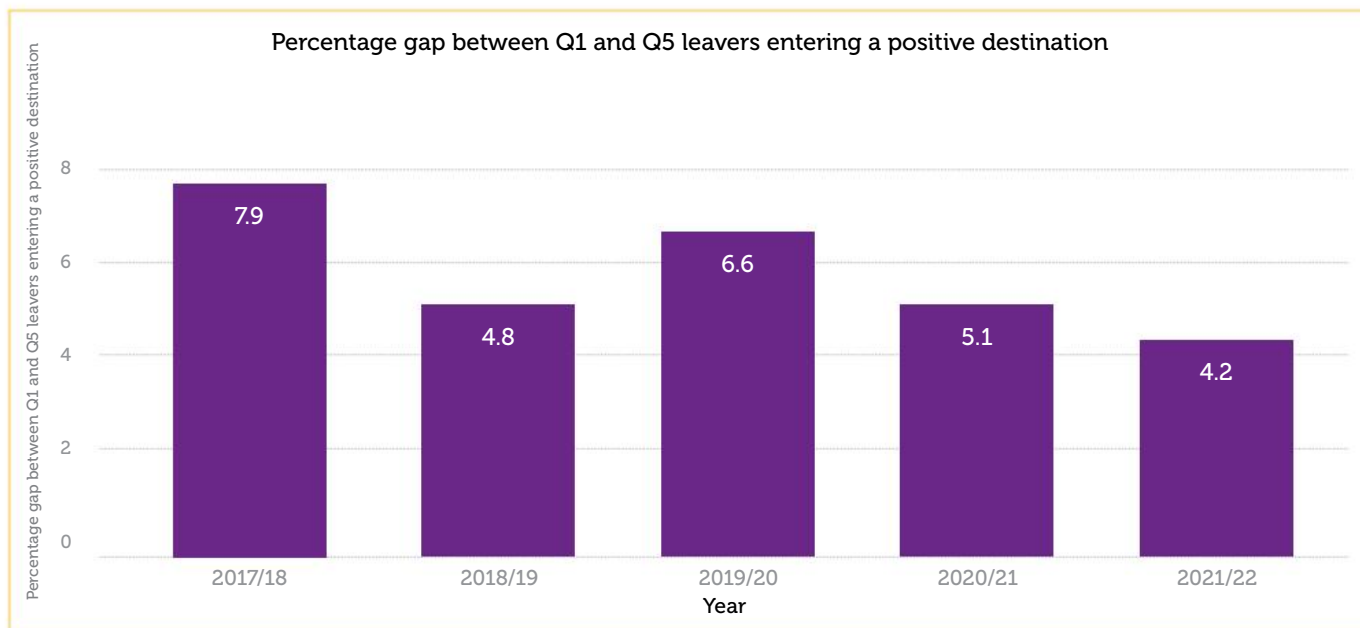
The percentage gap between SIMD Q1 and Q5 leavers entering a positive destination has decreased in comparison to 20/21 and is the lowest it has been in the last 5 years. Leavers in the 19/20 cohort were impacted by a lower number of leavers entering employment, a trend reversed in 2022 with 7.3 percentage point more leavers entering employment than in 2020.

Evaluation Framework: *Three Drivers of Improvement*

Our evaluation framework demonstrates the added value and collective impact of the partnership activity. Through the development of clear workstream outcomes and measures, three common themes have emerged from the evidence leading to the creation of the three drivers of improvement evaluation framework.

The three drivers of improvement are defined below and summarised in diagram 1.

DRIVER 1: FACILITATING VARIOUS FORMS OF COLLABORATION

We recognise that collaboration is desirable in our system but also that it is necessarily varied with regards to its form. Some collaboration may involve short-term interactions whilst others demand sustained collaborative working around areas of interest. This is necessary in meeting the needs of a range of practitioners, some of whom desire relatively light-touch association and networking opportunities whilst others require more hands-on sustained co-production activities on areas of shared importance.

DRIVER 2: ENHANCING PRACTITIONER KNOWLEDGE, UNDERSTANDING AND CONFIDENCE

Our region contains just over 19,000 practitioners, some 36% of all practitioners in Scotland. We see our work as enhancing practitioner knowledge, understanding and confidence at all levels, from those newly qualified to those at the most senior level. The enhancement of practitioner knowledge, understanding and confidence is inherently linked to our collaborative working. There is a great amount of expertise and experience across our 8 authorities and the exchange of knowledge and sharing of practice is a key role that the partnership plans for and supports

DRIVER 3: SUPPORTING PRACTICE CHANGE AT VARIOUS LEVELS

Our collaborative work and our aim to affect practice change is supported through partnership activity. Practice change at all levels of the system is a key aspiration for the West Partnership. This extends from the way in which our teachers deliver in the classroom to the ways in which local authority central teams interact across our region. As such, we envisage partnership activity as facilitating practice change as a consequence of a dynamic offering which targets all practitioners irrespective of their role.

West Partnership Drivers Model

Drivers of Improvement

Collaboration

Practitioner Development

Change to Practice

Knowledge and understanding

Confidence to implement/change

Association and networking

Knowledge exchange

Collaborative Working

Practitioner level

Senior Leadership Team level

Local Authority level

Access to expertise and knowledge

Space to share and learn

Contribution to work cross sector/ authority

Enhanced classrooms and playrooms

Enhanced school communities

Enhanced Partnership working

Mapping

In the section below we provide a map of work which has been completed in each workstream. These maps give an overview of the breadth of work which has been completed.

LEADERSHIP, EMPOWERMENT, AND IMPROVEMENT

Across the last session, the Leadership, Empowerment, and Improvement workstream has delivered 5 programmes involving practitioners from all West Partnership local authorities. Projects in this workstream aim to produce highly effective development opportunities which mean that leaders of learning and school leaders are best equipped to deliver successful practice change. In total, the workstream has engaged with approximately 900 practitioners. A breakdown is included in the visual below:

Improving Our Schools 40 practitioners (leaders and teachers) Primary Only

Improving Our Classrooms 143 teachers across all sectors

Leadership, Empowerment and Improvement Workstream

Thinking About Headship 40 DHTs and PTs across all sectors

Improving Our Department/Faculty 175 Practitioners (PTs and Teachers) Secondary only

Mudd Partnership Executive Coaching (20 HTs) Hexagon Coaching (20 HTs) Learning Sets (46 Leaders)
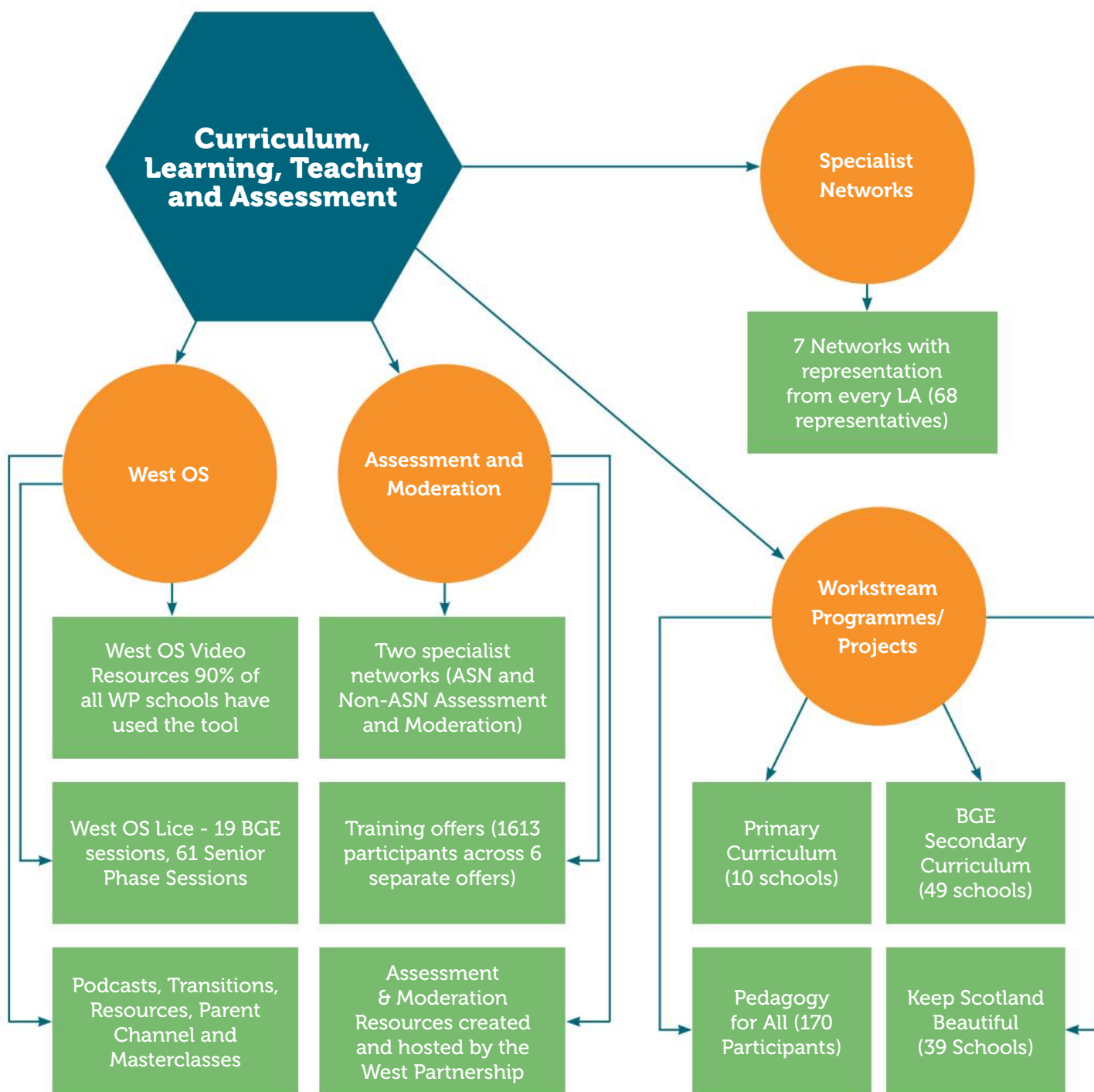
Mapping

CURRICULUM, LEARNING, TEACHING, AND ASSESSMENT

Across the last session, the workstream has delivered work across 4 broad areas. The workstream facilitates 7 specialist networks with 68 representatives from all 8 local authorities. Furthermore, Development Officers have delivered work specifically around West OS and Assessment and Moderation. Four workstream specific programmes have also been delivered.

In total, the workstream has engaged with approximately 1900 practitioners. A breakdown is included in the visual below:

Curriculum, Learning, Teaching and Assessment

Specialist Networks
→ 7 Networks with representation from every LA (68 representatives)

West OS
→ West OS Video Resources 90% of all WP schools have used the tool
→ West OS Lice - 19 BGE sessions, 61 Senior Phase Sessions
→ Podcasts, Transitions, Resources, Parent Channel and Masterclasses

Assessment and Moderation
→ Two specialist networks (ASN and Non-ASN Assessment and Moderation)
→ Training offers (1613 participants across 6 separate offers)
→ Assessment & Moderation Resources created and hosted by the West Partnership

Workstream Programmes/ Projects
→ Primary Curriculum (10 schools)
→ BGE Secondary Curriculum (49 schools)
→ Pedagogy for All (170 Participants)
→ Keep Scotland Beautiful (39 Schools)

Mapping

WELLBEING FOR LEARNING

Across the last session, the workstream has delivered work via specialist networks and also centrally. The workstream has 7 specialist networks with 56 members from across all West Partnership local authorities. Nine programmes of work have been delivered centrally by the workstream. In total, just under 1700 practitioners have engaged in workstream related work. A breakdown is included in the visual below:

Wellbeing For Learning Workstream

Specialist Networks

7 Networks with representation from all LAs (56 Network members)

Workstream Programmes/ Project

UNCRC
3 Sessions
205 participants

Circle Training
8 Sessions
334 participants

PSE
6 Sessions
202 participants

Inclusion in Mainstream
7 Sessions
217 participants

Keeping Trauma in Mind
4 Sessions
86 participants
9 CAR projects

Family Learning
5 Sessions
151 participants

Attendance Spotlight Event - 261 participants
FVWL Tool session - 163 participants

Youthlink Enquiry
8 partnerships

Young Leaders of Learning
6 LAs
68 school leads
408 CYP trained

Illustrations: *Improving our Classrooms*

Improving Our Classrooms (IOC) is part of the West Partnership's Improving Our... professional learning programmes. The others are Delivering Mentorship (Masters module), Improving Our Schools, Improving Our Departments and Faculties, and Leadership of Learning Groups. All have the same focus on high quality self-evaluation at classroom level, leading to:

- ○ improved learning and teaching
- ○ use of data informed targeted interventions
- ○ improved attainment and achievement
- ○ a relentless focus on equity and excellence for all children and young people; and
- ○ expanding the networks of participants across the West Partnership area.

IOC is a Masters level, year-long programme for teachers in all sectors. Those who successfully complete IOC are awarded 30 Masters Credits and GTCS Professional Recognition. In 2022-23, 100 teachers from eight local authorities submitted case studies. These are focused on their class data, the learners they work with and their own practice. Two examples of case studies are provided below:

QUESTION

Does active learning lead to improved attainment in National 5 Reading for Understanding, Analysis and Evaluation for a target group of S4 pupils?

IMPACT

Attainment increased in the target area for all young people. They were also more engaged and asking more questions. This approach is now being used across year groups and across the department.

QUESTION

Can the use of retrieval practice lead to improved strategy skills when adding and subtracting within 20 for a target group of EAL learners in P3?

IMPACT

All children could identify and use a greater number of strategies. This was the case in the target group and beyond in the class. The group's engagement and attendance also increased.

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Illustrations: *Improving our Classrooms*

Participating teachers were asked to evaluate the impact of their participation in IOC on both the learners they work with and their own practice. An overview of this data, based on 83 practitioners, is presented below.
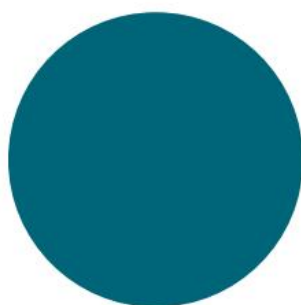
IMPACT ON CHILDREN AND YOUNG PEOPLE
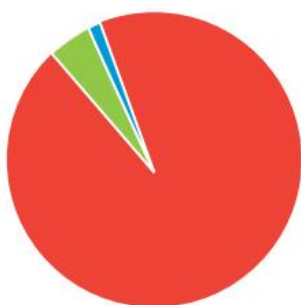
ATTAINMENT	CONFIDENCE	ENGAGEMENT	ATTITUDE TO LEARNING
95% saw an increase	100% saw an improvement	95% saw an improvement	94% saw an improvement
4% said they didn't yet have enough evidence		5% said it stayed the same	5% said it stayed the same
1% saw no increase			1% said it decreased
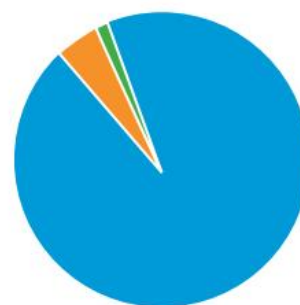
IMPACT ON TEACHERS
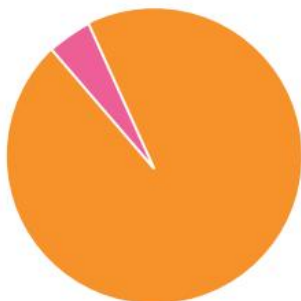
USE OF DATA	CONFIDENCE TO CHANGE PRACTICE	SKILLES AS A PRACTITIONER	UNDERSTANDING OF AREA OF IMPROVEMENT
94% said they were using data more	96% said they were more confident	96% said their skills had increased	98% said their understanding increased
6% said their use of data was the same	4% said this was unchanged	4% said this had stayed the same	2% said it stayed the same
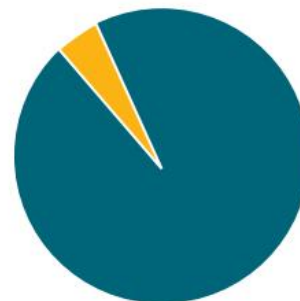
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My Thinking About Headship Journey

In addition to the Improving Our Classroom illustration, an insight from a Thinking About Headship participant from South Lanarkshire is shared below. The case study below was produced by DHT Hazel Buchanan and is an example of how work in the Leadership, Improvement, and Empowerment workstream can enhance practitioner knowledge, skills, and confidence.

My Thinking About Headship Journey

Hazel Buchanan
Crawforddyke Primary
DHT

This programme has truly been a useful and highly worthwhile preparatory step in my journey towards becoming a Headteacher. Working with colleagues in similar roles in other local authorities, has supported me to further develop my understanding of leadership from a strategic perspective. It has allowed me to see the bigger picture.

Understand Myself

It has encouraged me to look at my own practice and to identify the type of leadership qualities I hold and the leader I want to become.

Build Relationships

I have enjoyed working with colleagues from a variety of backgrounds. The professional dialogue has been superb and has allowed me to grow my network of support.

Learn from Others

I have enjoyed the many guest speakers and hearing about their journey and experience. It has filled me with hope and positivity. It has ignited something within me.

Develop a Clear Vision

It has helped me to clarify who I am as a leader and what my next steps will be. It has filled me with reassurance and clarity.

Next Steps

I have increased self-knowledge, leadership knowledge and system-change awareness. This programme has also helped me to further understand the impact of my leadership actions at a school, local and national level. It has made me question the decisions I make daily and has given me answers as to why I make these decisions. It has made me look more deeply at how these decisions/leadership actions impact myself, my staff and my pupils. Thanks to this programme I have secured a place on next year's Into Headship course. I am unbelievably grateful and excited. I can't wait to take this next step in my journey.

What have you learned about yourself and what does this mean for your leadership in relation to the role of headteacher?

I have learned:
- My Big 5-Learner, Discipline, Restorative, Responsibility, Developer
- More about myself as a person and leader-The type of leader I am and aspire to be
- I have more confidence when making decisions
- More confidence dealing with tricky situations and conversations
- I now have a bigger network of support and realise how important this is moving forward
- My emotional intelligence is not as strong as I thought, something I have really worked on this year
- I have a deeper understanding of Government policies and legislation and what this means for me in my current/future role
- I am more aware of my own personal values- (I believe these are ever changing as we grow and adapt to situations) Trust, Integrity, Honesty, Dependability, Self-Respect
- I am ready for the next step in my journey

What does this mean for me:
- I have increased knowledge of what it means to be a Headteacher and the weight of responsibility this brings (me eyes are wide open!)
- I have self reflection tools that I can use to help me process and reflect (professional learning/research, professional dialogue, situations). This is very important to me and has had the biggest impact on my practice. I will use this throughout my Into Headship journey
- I feel prepared and ready for the next step. The guest speakers and course leaders have truly been inspirational, a huge support
- I have the courage and self belief to face situations/conflict that I may have shied away from in the past
- I have a much better understanding of what makes a good leader and I am actively putting this into practice
- This has been an amazing opportunity, something that will stay with me forever. I will certainly call upon the things I have learned/knowledge I have gained to ensure I can be the best leader I can be

Evaluating the impact of 1140 Hours

In the 2022/23 session we also saw the commencement of research into the impact of the 1140 hours early years policy. The research aims to understand what impact the policy has had on children and families within our region. The research also aims to gather insight into the experience of practitioners in the area and central authority teams who are involved in the delivery of early learning at a local authority level. Excellent progress has been made so far. A taste of our initial findings can be found in the visual below:

1140 Hours Evaluation

The Evaluating and Reporting Team within the West Partnership are conducting an evaluation of the recent increase in funded early learning and childcare (ELC). This study aims to explore the impact of this policy for children's outcomes across the region.
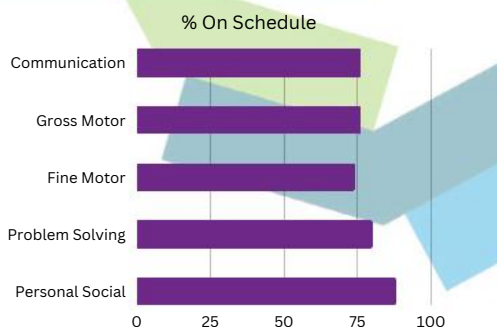
97 nurseries across the West Partnership have been participating in a range of research methods to gain a wider understanding of the impact of 1140. This includes:
- **The Ages and Stages Questionnaire**
- **Interviews and Focus Groups**
- **Surveys**
- **Child-led Tours**

Measuring Children's Outcomes

Nurseries have been completing the Ages and Stages Questionnaire (ASQ) with children in their setting as they turn four years of age. This questionnaire provides a snapshot of where a child sits across different domains, which can be compared with the average scores for their age group.

The current findings show that the majority of children are meeting their developmental milestones, with 74% to 88% of children being on schedule across each domain. However, time spent accessing 1140 did not have an effect on these outcomes, making it difficult to identify if these findings are a result of 1140. These findings may change as we continue to build a larger sample over time.

% On Schedule

Domain
Communication
Gross Motor
Fine Motor
Problem Solving
Personal Social

(Horizontal axis: 0, 25, 50, 75, 100)

Parent and Practitioner Views

Parents and practitioners completed online surveys, and participated in interviews and focus groups to understand their perceptions of 1140 hours.

Since accessing 1140 hours...

88% of parents perceive their child to be more enthusiastic and engaged with their learning

87% of parents perceive their child to be more independent

81% of parents feel more confident with supporting their child with their learning at home

Many parents and practitioners spoke of the increased opportunities for children to socialise and interact with their peers through the extended entitlement:
'I am grateful for the opportunity for our child to spend additional time in the company of other children, building both skills and confidence in social situations which were very restricted over the course of the pandemic.' **Parent, South Lanarkshire**

The increased hours have enabled practitioners to develop stronger relationships with the children they support, and better understand their needs and interests:
'It has allowed staff to track children's learning better and see what age and stage of development the children are at, it also gives staff and children better bonding time and gives staff better information of home life and where they need more support.' **Early Years Officer, Glasgow City**

With greater expectations placed on practitioners, staff highlighted the need for greater awareness of their work and the importance of ELC amongst parents and the wider community:
'A lot of people think its an easy job, and I think across even parents and other professionals, we need to raise our professionalism, and show that it's a worthwhile job, and all of the benefits and the hard work and dedication that staff put in to attract more people into the profession.' **Equity and Excellence Lead, East Dunbartonshire**

Child-led Tours

To ensure children's views were included in our analysis, child-led tours have taken place in nurseries across the West Partnership. This is an innovative approach where children can take control of the session, to talk about what this time in nursery means for them.
Children who have participated so far have discussed how much they enjoy the variety of experiences available in their nursery setting, and demonstrate a sense of belonging amongst their peers and staff.

Pupil and Practitioner Voice

This section provides a range of quotes from pupils and practitioners who have engaged in partnership activity this year. The quotes provide an insight into the impact that the activity has had on learning, improving practice, increasing knowledge and confidence as well as strengthening relationships and network through collaboration.

> "I really enjoyed making really great friendships in the STEM group.
> We have worked really well together through our whole project and are looking forward to doing more challenges together in the future."
>
> **(P7 PUPIL, KEEP SCOTLAND BEAUTIFUL)**

> "As a group we all agree that this challenge has been an extraordinary experience for all of us and it opened our eyes to how bad pollution is in Scotland and all over the world. It has helped us build up our communication and team working skills. We are happy to be part of a solution that is affecting our generation and making a better future for ourselves and generations to come."
>
> **(S3 PUPIL, KEEP SCOTLAND BEAUTIFUL)**

> "The STEM the Flow project has allowed me to see how small impacts locally can impact the planet on a bigger scale, and how we can take action and stop plastic damaging the environment and hurting wildlife."
>
> **(S3 PUPIL, KEEP SCOTLAND BEAUTIFUL)**

> "We loved the interviewing task where we had to interview pedestrians in the park, I enjoyed hearing their opinions and discussing the conditions of the park. Lots [of people] said litter was a problem and they want it to improve."
>
> **(S1 PUPIL, KEEP SCOTLAND BEAUTIFUL)**

> "Good to see how other schools do youth work"
>
> **(GLASGOW CITY COUNCIL, YOUTH WORK SCHOOL PARTNERSHIPS PARTICIPANT)**

> "Very interesting and detailed session. Answer to Q3 relates to needs of my own establishment"
>
> **(SOUTH LANARKSHIRE COUNCIL, YOUTH WORK SCHOOL PARTNERSHIPS PARTICIPANT)**

> "Develop additional ways to gather and evaluate impact of collaborative working."
>
> **(RENFREWSHIRE COUNCIL PARTICIPANT, YOUTH WORK SCHOOL PARTNERSHIPS PARTICIPANT)**

Critical Indicators

Our critical indicators below are used as benchmarks to assess the collective impact of the West Partnership. These should be thought of as measures which, if our work is effective, will improve because of our interventions. Our drivers of improvement explain the mechanisms by which we aspire to impact on our system – our critical indicators tell us if we are having an impact on the system. At the same time, we recognise that our critical indicators are influenced by a significant number of variables which makes it difficult to assign direct causality from our work to our indicators. Nevertheless, we see our work as a contributory factor which should influence these outcomes.

This session we made a number of small changes to better link our critical indicators to our values as a Regional Improvement Collaborative. Firstly, in this evaluation report we have themed our critical indicators around our values of excellence, equity, and empowerment. Secondly, we have strengthened our commitment to equity through the addition of a few key measures. These related primarily to the poverty-related attainment gap, which we had included in previous evaluation reports, but not formally through our critical indicators. To demonstrate our commitment to The Promise, a new measure has been included on looked after young people.

INDICATORS	EXCELLENCE, EQUITY OR EMPOWERMENT	2017-18 VALUE	2018-19 VALUE	2019-20 VALUE	2020-21 VALUE	2021-22 VALUE
% of primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy (based on reading, writing and talking and listening)	Excellence	72.4	73.0	**	69.7	72.4
% of primary pupils (p1, p4 and p7 combined) achieving expected levels or better in numeracy		79.5	80.3	**	77.3	79.6
% of leavers achieving 1 or more awards at SCQF Level 6 or better		68.7	69.3	70.4	72.8	69.4
% of leavers achieving 5 or more awards at SCQF Level 6 or better		37.6	38.3	42.1	44.3	41.5
% of leavers achieving SCQF Level 5 or better in literacy		82.8	82.6	83.1	84.6	82.7
% of leavers achieving SCQF Level 5 or better in numeracy		70.2	69.2	70.8	72.8	71.3
Primary Attendance Rates		N/A	94.2	N/A	93.4	N/A
Secondary Attendance Rates		N/A	90.3	N/A	88.4	N/A
Initial School Leaver Destinations (Positive)		94.4	95.2	93.6	95.8	96.3
% point gap between Quintile 1 and Quintile 5 primary pupils (P1, P4 and P7 combined) achieving expected levels or better in literacy	Equity	23.5	22.4	**	26.1	22.6
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% point gap between Quintile 1 and Quintile 5 leavers achieving 1 or more awards at SCQF Level 6 or better		N/A	39.6	36.9	34.8	33.4
% point gap between Quintile 1 and Quintile 5 leavers achieving 5 or more awards at SCQF Level 6 or better		N/A	48.1	42.5	44.0	44.7
% point gap between Quintile 1 and Quintile 5 leavers achieving SCQF Level 5 or better in numeracy and literacy		N/A	34.7	35.7	34.4	34.0
% point gap between Quintile 1 and Quintile 5 leavers entering initial positive destinations		N/A	4.8	6.6	5.1	4.2
% of looked after school leavers achieving 1 or more awards at SCQF Level 6 or better		N/A	N/A	N/A	29.8%	
% of looked after school leavers achieving 5 or more awards at SCQF Level 6 or better		N/A	N/A	N/A	8.9%	
Number of Practitioners accessing professional learning opportunities provided by the West Partnership	Empowerment	TBC	TBC	3185	3137	4467
Percentage of practitioners reporting an increase in their knowledge following participation in West Partnership activities		N/A	N/A	N/A	85.1	85.3
% of establishments evaluated as good or better for leadership of change		63	73	*	*	91
% of establishments evaluated as good or better for learning, teaching and assessment		66	71	*	*	88

Conclusion

The partnership continues to make very good progress in driving forward equity, excellence, and empowerment. The internal evaluation framework has enabled the partnership to build a bank of evidence to demonstrate the impact on children, young people, and practitioners. Our progress has been further recognised externally through research carried out by Glasgow University's Robert Owen Centre (ROC) for Educational Change. In their Phase 1 Defining and Understanding Impact report (2023) the ROC findings complement that of the internal evaluation providing a strong triangulated approach to evaluation.

The key findings included:

- Strengthened relationships across authorities

- Accelerated improvements across the system

- Grown capabilities' in and across the system, with school practitioners and LA officers working across multiple boundaries

- Increased opportunities for practitioners to learn and try new approaches to practice

- Collective agency being built

There is a collective commitment and relentless focus across the West Partnership to ensure that we are getting it right for every child and young person. We are achieving this through embedding a culture of equity, excellence, and empowerment and by enhancing the work of each local authority to improve our schools and outcomes for our learners continuously.

How to connect with us

WWW.WESTPARTNERSHIP.CO.UK

/ WP_EDUCATION

GLASGOW
CITY REGION
Education

The West Partnership

IMPROVEMENT PLAN 2022–23

Equity, Excellence & Empowerment

GLASGOW
CITY REGION
Education

Contents.

Introduction

As the new Regional Lead Officer, I am pleased to introduce the West Partnership Improvement Plan which sets out our priorities and key activities in 2023-24.

From the beginning of the West Partnership in 2017, we have recognised the fundamental importance of teachers and practitioners, local authority officers and communities working together to improve the experiences and outcomes of every learner across the City Region. The last two years have highlighted the importance of this as we continued to recover from the impacts of the Covid-19 pandemic.

Through our collaborative efforts, we have embraced the benefits of this partnership and our Evaluation Report 2022-23 highlights the very good progress we have made towards achieving our vision of a networked learning system. The report demonstrates the way we have…grown the reach of West Partnership activities whilst maintaining the effectiveness of each offering. We are now beginning to see positive signs of recovery and progress through our critical indicators. For example, over the last 18 months, 91% of West Partnership schools who were inspected were labelled as good or better for leadership of change – up from 73% in the year before the pandemic. Furthermore, 88% judged as good or better for learning, teaching and assessment – an improvement on the 71% achieved in 2018/19. The impact of these leadership and curricula achievements permeates into our pupil-focused indicators, with a record 96.3% of school leavers entering a positive destination. The percentage gap between our 20% most deprived and 20% least deprived school leavers who enter a positive destination is also at a record low of 4.2%.

As we look forward, we know there is more we can do as a partnership to strengthen our collaborative working and increase the number of staff and learners benefitting from our shared endeavours; ensuring impact in all of our playrooms and classrooms. In addition to the feedback from our stakeholders, it is essential we take account of the national context particularly the National Discussion and Professor Hayward's Review of Qualifications and Assessment.

The Improvement Plan is structured around our three main workstreams - Wellbeing for Learning; Leadership Empowerment and Improvement; and Curriculum, Learning, Teaching and Assessment. It is underpinned by our values of equity, excellence and empowerment and reflects three strategic drivers of improvement ensuring we:

1. fosters collaboration on a variety of levels;

2. provide professional learning and specialist network opportunities for practitioner which increase knowledge, understanding, confidence and deliver improvement; and,

3. stimulates changes to practice, impacting on children, young people and their families.

The West Partnership Improvement Plan enables each of us to look beyond our own establishment and local authority to foster a culture of collaboration, learning and innovation that empowers and enables our children and young people to achieve and flourish. In doing so, we will continue to work closely with our colleagues from Education Scotland, other Regional Improvement Collaboratives and the Robert Owen Centre for Educational Change to achieve our key objectives and continue to improve outcomes for all our staff and learners.

....

Mark Ratter, Regional Lead Officer, West Partnership
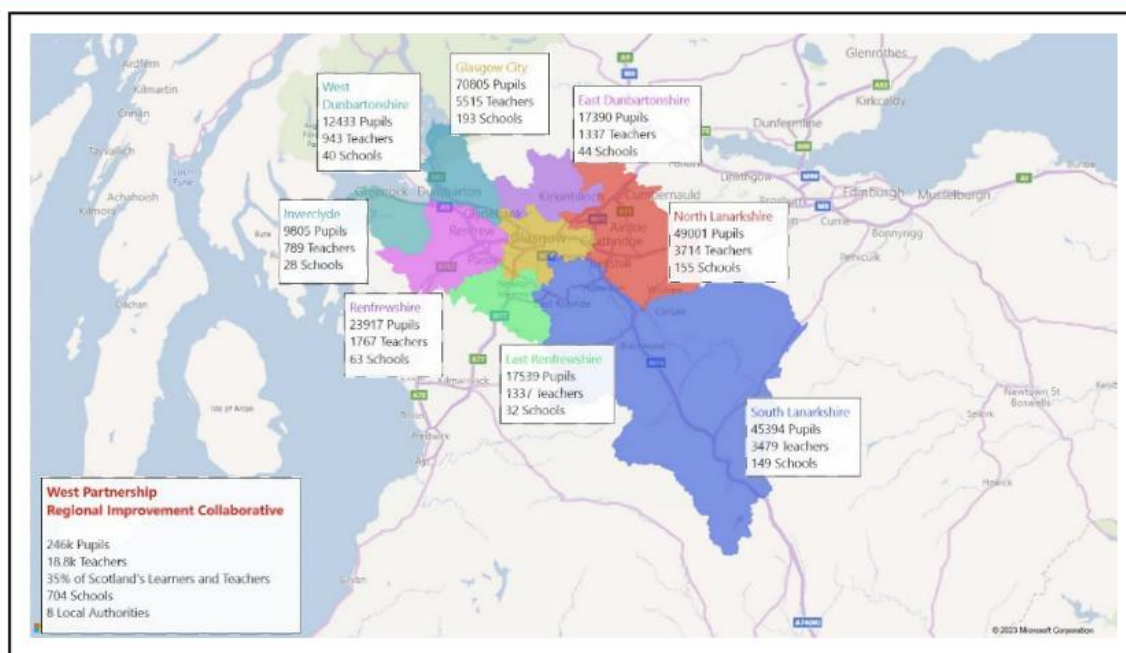
West Partnership Vision

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

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

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

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

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

Governance & Operational Structures

OVERVIEW

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

The structure has been recognised as a key strength of the West Partnership in our formative years, whilst seeking to strengthen the strategic role of senior leaders to maintain our ongoing successes.

GLASGOW CITY REGION EDUCATION COMMITTEE

WEST PARTNERSHIP BOARD

WEST PARTNERSHIP IMPLEMENTATION GROUP

EVALUATING & REPORTING

CURRICULUM, LEARNING, TEACHING, ASSESSMENT

DATA, INFORMATION & RESEARCH

LEADERSHIP, EMPOWERMENT, IMPROVEMENT

EQUITY

EXCELLENCE

EMPOWERMENT

WELLBEING FOR LEARNING

FINANCE SUB GROUP

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Governance & Operational Structures

REGIONAL EDUCATION COMMITTEE

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

Renfrewshire Council · **East Renfrewshire Council** · **Glasgow City Council** · **West Dunbartonshire Council** · **GLASGOW CITY REGION EDUCATION COMMITTEE** · **Inverclyde Council** · **East Dunbartonshire Council** · **South Lanarkshire Council** · **North Lanarkshire Council**

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

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

Governance & Operational Structures

WEST PARTNERSHIP BOARD

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

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

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

WEST PARTNERSHIP IMPLEMENTATION GROUP

This group is chaired by the Regional Improvement Collaborative Lead (RIC Lead) and attended by the Senior Partnership Officer, Senior Regional Advisor from Education Scotland and professorial representation from the University of Glasgow. Meeting quarterly, this provides an opportunity for rich professional discussion on the progress of the West Partnership Improvement Plan and the contributions of the core team and partners.

FINANCE SUBGROUP

The West Partnership Board continues to be supported very well by the Finance Sub-Group. The Finance Group meets quarterly and includes senior representatives from all eight local authorities, providing additional rigour and accountability, as well as streamlining financial procedures across the partnership. , They also provide advice on staffing and other resource issues, as required. The partnership is supported further by a finance officer who advises and assists with the operational management of the grant award from the Scottish Government.

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The West Partnership Delivery Model

THE WEST PARTNERSHIP APPROACH

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

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

For 2023-24, the three workstreams are:

- Wellbeing for Learning;
- Leadership, Empowerment and Improvement; and
- Curriculum and Learning, Teaching & Assessment

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

THE ROLE OF THE WEST PARTNERSHIP CORE TEAM

A small core team, led by the Senior Partnership Officer, has been appointed to lead and facilitate the operational aspects of the West Partnership Improvement Plan. They work collaboratively to ensure that the Improvement Plan is based on strong self-evaluation, implemented timeously, rigorously evaluated and reported upon to the Board and the Committee. They ensure that all activities and opportunities for colleagues across the collaborative, provide added value to what is on offer both locally and nationally.

The West Partnership Delivery Model

THE ROLE OF CENTRAL OFFICERS, TEACHERS AND PRACTITIONERS

There is clarity that all colleagues who support learning across the eight connected local authorities are defined as The West Partnership, and not simply the core team. As such, all central officers, teachers and practitioners networking & sharing, collaborating and changing practice together are working towards the values and purpose of The West Partnership. A primary function of the core team is to provide systematic and supported opportunities to work collaboratively with these colleagues. The West Partnership Improvement Plan provides opportunities for colleagues to co-create programmes and activities, such as the forthcoming Secondary BGE Curriculum Programme, as well as participate in those planned and delivered by the core team. This provides a unique setting for collaboration, builds capacity and grows connection, all leading to our vision of a networked learning system.

THE ROLE OF EDUCATION SCOTLAND'S REGIONAL IMPROVEMENT TEAM

The West Partnership values, collaborative work with colleagues from Education Scotland's Regional Improvement Team. This team provides a helpful external perspective drawn from good practice identified across the country. Education Scotland Workstream Links (WLs) meet regularly with West Partnership WLOs to discuss planning, evaluations and impact of various activities and programmes. They contribute to the delivery of some of these programmes, providing expertise from a national perspective. They also attend workstream meetings, providing a further opportunity to contribute to the strategic direction of the Improvement Plan. This year, a series of consensus-building conversations with WLs, provided a place to discuss both the 'what' and 'how' of Improvement Plan activities for the coming session.

The West Partnership Delivery Model

SPECIALIST NETWORKS

Specialist Networks, comprise of representatives from across the eight local authorities, and meet with a common purpose and remit.

Each Specialist Network creates its own short action plan containing 2-3 priorities which have been self-generated from existing local authority focus areas. This allows the work of the West Partnership to support ongoing local authority priorities, avoiding additional workload for central officers. The West Partnership core team support this collaborative approach to overtaking the action plan. The WLOs are responsible for supporting evaluation and reporting on progress and impact as part of governance procedures. This work will be supported by the WP's data officer in the coming session.

Specialist Networks have been reviewed and again been planned across all three workstreams with special consideration given to contribution made by Community Learning & Development colleagues, third sector staff and partners in each. Some additional networks have been requested from central officers which are already producing fruitful discussion and change.

The groups planned for 2023-24 include networks for:

Family & Community Officers	**Stand-alone ASN HT /Officers**	**Senior Inclusion Officers**
Community Learning & Development Officers	**Home Education Officers**	**English as an Additional Language Co-ordinators**
Literacy Officers	**Assessment Co-ordinators**	**Maths Officers**

The West Partnership core team recognises the high quality work undertaken by a small number of West Partnership Networks which pre-date the establishment of the Regional Improvement Collaborative. Most notable are the Early Years and the Senior Educational Psychologists Networks. WLOs liaise and work alongside these networks to support cohesion and add value.

Developing Through Consultation

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

As the largest of the Regional Improvement Collaboratives, the West Partnership is home to over one third of Scotland's school population, with more than 25,000 headteachers, teachers and support staff working in around 1000 schools and early learning centres, in some of Scotland's most diverse and challenged communities.

Taking account of the on-going pressures on stakeholders, the West Partnership has had to be flexible and agile in its approach to stakeholder engagement as part of the improvement planning process. While regular evaluations are undertaken at the end of professional learning sessions or programmes, it was agreed that a set of 'consensus-building conversations' would be undertaken this session to provide a more holistic review and reflection of the West Partnership's activity during the last session, and allow this feedback to inform the plan for session 2023-24.

The three Workstream Lead Officers, spoke with a wide range of stakeholders including: director sponsors, workstream members, Education Scotland WLs, programme and network participants. The conversations covered topics which included:

- Purpose of West Partnership;
- Motivation for engagement;
- Strengths of programme or network;
- Impact of provision (using the lexicon of the three newly-established drivers);
- Developments for improvement; and
- Communications.

Feedback has been synthesised and shared with the Board. It informs the plan for session 2023-24 and has served to produce a more co-created approach to the improvement planning process.

Evaluating The Impact of The Improvement Plan

The Evaluating and Reporting Lead Officer retains overall responsibility for evaluating and reporting on the progress and impact of the West Partnership's Improvement Plan.

This work, supported by the data officer, is crucial in supporting the West Partnership to evaluate its activities and programmes, as well as using the quantitative and qualitative evidence to identify future priorities. Regular highlight and evaluation reports include updates on the progress and impact of each workstream, as well as more holistic evaluations. Tools to systematically evaluate the quality of West Partnership professional learning events / programmes, and the important longer term impact on participants and learners allow us to gather evidence to demonstrate the added value of collaboration.
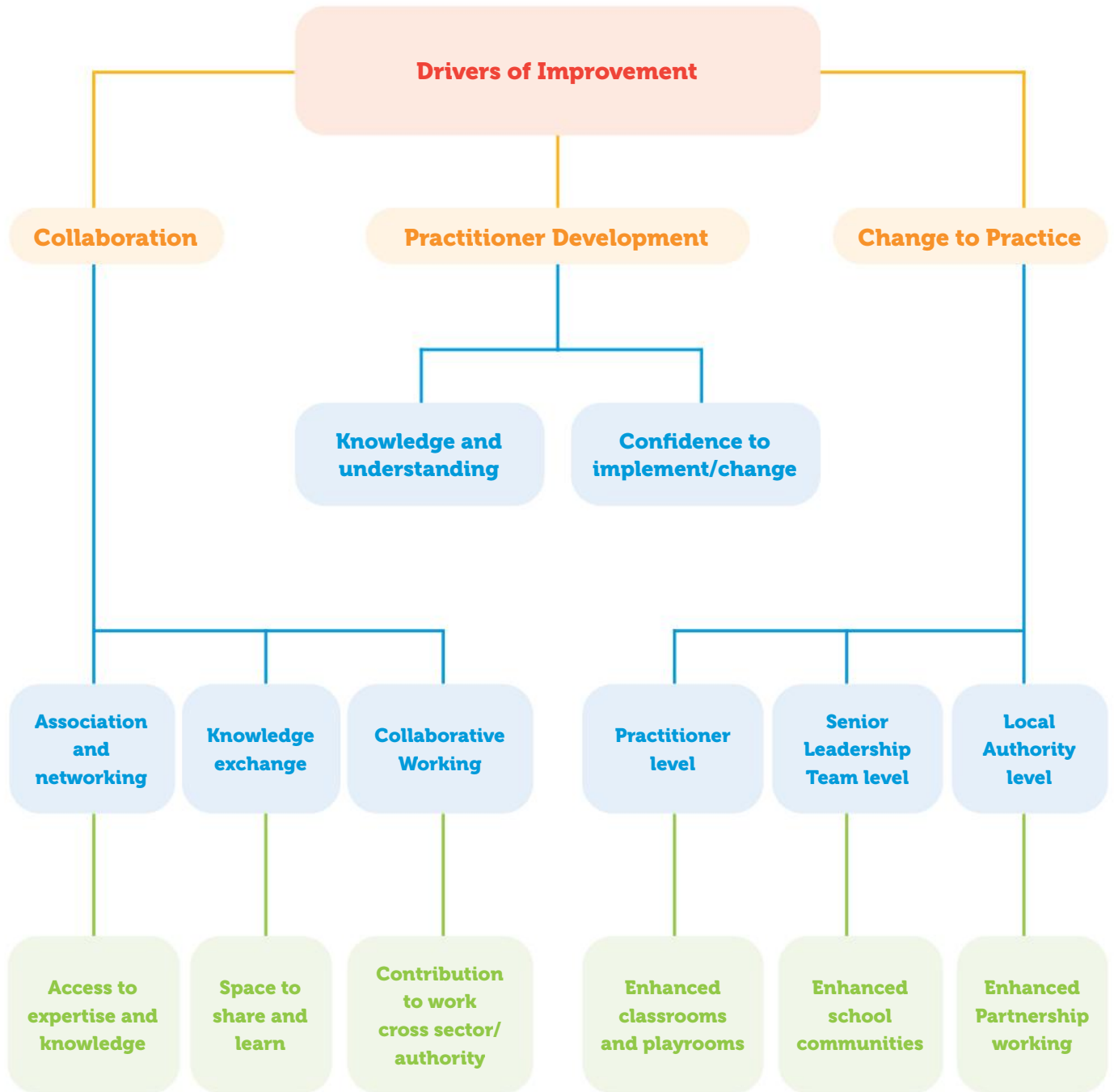
To assist in this process, workstream planning processes focus more acutely on outcome-based planning and reporting, not only on progress, but on impact in the classroom or playroom too. Evaluation strategies and approaches planned by the Workstream Lead Officers at the start of each professional learning session/ programme, ensure appropriate and robust evidence is gathered systematically and evaluated. This serves to strengthen the work done in this area by the Evaluating and Reporting Lead Officer.

From exploring qualitative feedback data from our professional learning, collaborative enquiry, and specialist networks this session, the Partnership's work is now conceptualised as being driven by three holistic drivers:

Evaluating The Impact of The Improvement Plan

Drivers of Improvement

Collaboration

Practitioner Development

Change to Practice

Knowledge and understanding

Confidence to implement/change

Association and networking

Knowledge exchange

Collaborative Working

Practitioner level

Senior Leadership Team level

Local Authority level

Access to expertise and knowledge

Space to share and learn

Contribution to work cross sector/ authority

Enhanced classrooms and playrooms

Enhanced school communities

Enhanced Partnership working

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Evaluating The Impact of The Improvement Plan

The first driver, collaboration, is at the heart of the Regional Improvement Collaborative's work. As such, collaborative working and the exchange of expertise and practice around our system is a key mechanism for improvement and also a broad term which captures interactions that differ in depth. From exploring our qualitative feedback data from our professional learning, collaborative enquiry, and specialist networks, the partnership's collaboration is conceptualised as occurring on a three-point continuum.

The continuum is based on the available data and is presented below:

ASSOCIATION AND NETWORKING → **KNOWLEDGE EXCHANGE** → **COLLABORATIVE WORKING**

The continuum, with three overlapping concepts, is designed to describe the different ways in which collaborators interact. The partnership provides a range of opportunities which differ in terms of how 'deep' collaboration is. As such, this continuum is not intended to be a scale from 'ineffective' to 'most effective', but instead one that recognises different levels of collaboration as a positive.

The development of these drivers allow the partnership to report more effectively, more holistically and to crystallise the key purposes of the West Partnership's work.

The West Partnership continues to engage the services of the Robert Owen Centre for Educational Change, University of Glasgow (ROC), as external evaluators. During last session, research was carried out by ROC. It offers insight into the progression of the West Partnership Regional Improvement Collaborative. Findings and recommendations in the interim report, have been discussed fully by the West Partnership core team and the Board and have influenced the Improvement Plan for session 2023-24.

Critical Indicators

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Secondly, we have strengthened our commitment to equity through the addition of a few key measures. These related primarily to the poverty related attainment gap, which we had included in previous evaluation reports but not formally through our critical indicators. To demonstrate our commitment to The Promise, we have also included new measures on looked after young people.

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Critical Indicators

REVIEW OF EVALUATION PROCESSES

A review of reporting and evaluation processes and paperwork was conducted ahead of the new session. Some improvements have been agreed to further strengthen the approach. This includes minor updates to templates, regular progress and impact meetings which will include discussions on progress towards achieving workstream outcomes and a tighter monitoring of data planners to ensure that all data is gathered and analysed as scheduled. A session will be conducted with workstream lead officers on the evaluation and reporting cycle focusing on planning, appropriate methodologies and support available from the data team.

SELF-EVALUATION FRAMEWORK

In order facilitate a shared focus on building confidence, clarity and coherence, a new self-evaluation framework has been developed. It makes use of Fullan and Quinn's 'Coherence Framework' (2016) and is organised around each of the four components:

- **Focusing Direction** – purpose driven goals that bring clarity of strategy and change leadership

- **Cultivating Collaborative Cultures** – Collaborating is not just about creating a place where people feel good but rather about cultivating the expertise of everyone to be focused on a collective purpose

- **Deepening Learning** – Shifting to a deeper understanding of the process of learning and how we can influence it. This requires knowledge building partnerships for everyone engaged

- **Securing Accountability** – Developing conditions that maximise 'internal accountability' and reinforce internal accountability with external accountability

The framework uses each of the four Coherence components listed above to evaluate RIC roles and responsibilities, with a clear focus on the Scottish education context in relation to policy, process and language.

Whilst the framework aims to build a shared understanding and expectations of the role of the RICs, it also facilitates local responses to the unique contexts and operating models within each of the regions. It is our intention to use the self- evaluation framework, when finalised, to support self and peer evaluation in the coming session.

The West Partnership
Plan on a Page 2022-23

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

OUR VALUES

EQUITY • EXCELLENCE • EMPOWERMENT

OUR PURPOSE

Provide support to practitioners

Facilitate collaborative working

Learn from each other

OUR PRIORITIES

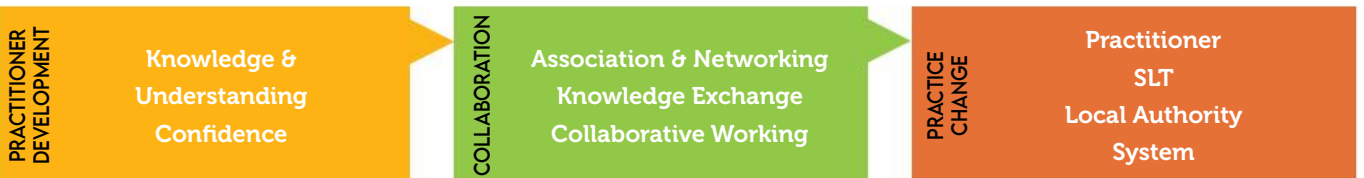To develop readiness for learning with learners and families

To build networks

To build capacity in leaders at all levels

To promote practice-based research and innovation

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

OUR DRIVERS:

PRACTITIONER DEVELOPMENT	COLLABORATION	PRACTICE CHANGE
Knowledge & Understanding Confidence	Association & Networking Knowledge Exchange Collaborative Working	Practitioner SLT Local Authority System

TO ACHIEVE OUR PRIORITIES, WE WILL:

SUPPORT • DEVELOP • FACILITATE • CONNECT • COLLABORATE • EMPOWER

17

West Partnership Delivery Model
Key activities & programmes 2023-24

WELLBEING FOR LEARNING

PROGRAMMES/ACTIVITIES

- ➔ **Supporting Learners:**
  - Keeping Trauma IN Mind –CAR
  - Inclusion in Mainstream – series
  - Attendance – CAR
  - Inclusive Practice in Early Learning and Childcare Settings
- ➔ **UNCRC (by sector)**
- ➔ **Youth Participation:**
  - Young Leaders of Learning
  - Youth Participation Training
- ➔ **Families and Communities**
  - Youthlink Scotland Enquiries
  - Family Learning

SPECIALIST NETWORKS

- ➔ Stand-alone ASN Headteachers*
- ➔ CLD Lead Officers*
- ➔ Senior Inclusion Lead Officers*
- ➔ PSHE EY/Primary/Secondary Officers*
- ➔ Home Education Officers*
- ➔ Attendance*
- ➔ The Promise*
- ➔ UNCRC Lead officers*

LEADERSHIP, EMPOWERMENT & IMPROVEMENT

PROGRAMMES/ACTIVITIES

- ➔ **Hexagon Coaching**
- ➔ **Thinking About Headship**
- ➔ **Improving Our Classrooms**
- ➔ **Improving Our Schools**
- ➔ **Improving Our Departments / Faculties**
- ➔ **FOCUS tool and CLPL**
- ➔ **Focus on Improvement***

SPECIALIST NETWORKS

- ➔ **SAC / Equity Lead Officers**
- ➔ **Digital Officers**

CURRICULUM & LEARNING, TEACHING & ASSESSMENT

PROGRAMMES/ACTIVITIES

- ➔ **Assessment & Moderation**
- ➔ **West OS**
- ➔ **Secondary BGE Curriculum**
- ➔ **Spotlight on Effective Practice**
- ➔ **Pedagogy Partnerships**
- ➔ **Primary Curriculum**
- ➔ **Keep Scotland Beautiful: STEM the flow**
- ➔ **Research on Impact of 1140 hours (lead by Evaluation Lead Officer)**

SPECIALIST NETWORKS

- ➔ **Assessment & Moderation Co-ordinators***
- ➔ **ASN Assessment & Moderation***
- ➔ **Maths Lead Officers***
- ➔ **Literacy Lead Officers***
- ➔ **Gaelic Lead officers***
- ➔ **BGE Curriculum***
- ➔ **English as an Additional Language Lead Officers***
- ➔ **Early Years Senior Officers***
- ➔ **Early Education Leads***
- ➔ **Tracking & Monitoring***
- ➔ **Digital Pedagogy***

How to connect with us

WWW.WESTPARTNERSHIP.CO.UK

🐦 / WP_EDUCATION

GLASGOW
CITY REGION
Education

To: Education and Children's Services Policy Board

On: 2 November 2023

Report by: Interim Chief Education Officer

Heading: Education Scotland Inspection of St Mary's Primary School

1. Summary

1.1 St Mary's Primary School was inspected by Education Scotland in February 2023 as part of a national sample of education. Education Scotland uses different models of inspection and at St Mary's Primary School the short model approach was deployed. Inspectors assessed the school with a focus on two quality indicators which are referenced in How Good is our School? 4.

Quality Indicator 2.3 Learning, teaching and assessment.

Quality Indicator 3.2 Raising attainment and achievement.

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

1.3 As part of the inspection model the following area was also reviewed:

Quality Indicator 2.1 Safeguarding

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

1.4 The inspection report in the form of a letter to parents, published by Education Scotland on 12 September 2023, is attached as an appendix to this report and is also available from the Director of Children's Services or from the Education Scotland website. Link to Inspection Report - Education Scotland

1

1.5   The letter to parents identified three key strengths of the school.

- Confident and happy children who are proud of their school and use their school values very well to shape their learning and relationships.

- The very effective senior leadership team who, together with all staff from across the school, have high aspirations for their children. They have created a nurturing and inclusive learning environment where children thrive and achieve.

- Challenging and interesting learning activities with high-quality support for children. As a result, children are making very good progress in their literacy and numeracy.

1.6   The inspection report also identified one area for further improvement:

- Continue to improve approaches to learning and teaching with a focus on planning activities that take account of the different strengths and needs of children.

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

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2.   Recommendations

2.1   Members of the Education and Children's Services Policy Board are asked to note and celebrate the key strengths and recognise the area for further improvement in the Education Scotland report on St Mary's Primary School.
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3.   Background

3.1   Following a pause to inspections due to the pandemic, Education Scotland's routine programme of inspection of schools and early years settings resumed in September 2022. Children's Services welcomes the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire's education establishments. The school team at St Mary's Primary School approached the inspection in a positive manner and embraced it as a professional learning opportunity in partnership with colleagues at Education Scotland.

3.2   The report includes one area for further improvement, and progress in addressing this will be monitored by Children's Services staff through the Quality Improvement Framework.

3.3   The inspection report will inform planned improvement activity, and will enable the school to build on the recognised strengths and focus further development on areas for improvement to enable the school to continue to deliver a quality educational provision.

Implications of the Report

1.   **Financial** - None

2.   **HR & Organisational Development** - None

3.   **Community/Council Planning –** engaging with, and learning from external inspection, ensures that our Renfrewshire is thriving. High standards of education provision ensure that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society. It also ensures our Renfrewshire is well – by providing an environment which encourages care, welfare and development, establishments play a crucial role in developing children and young people so that they become responsible citizens.

Economy

Equipping all children and young people to achieve success in life.

Fair

- Creating inclusive and supportive learning environments for children and young people.

- Embedding children's rights in our decision-making processes.

4.   **Legal** – None

5.   **Property/Assets -** None

6.   **Information Technology** - None

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

8.   **Health & Safety** - None

9.   **Procurement** – None

10.   **Risk** - None

3

11.   **Privacy Impact** - None

12.   **Cosla Policy Position** – N/A

13.   **Climate Risk** – None.

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List of Background Papers - The inspection report and additional evidence is published on the Education Scotland website and can be accessed via this LINK

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T McGillivray

29 September 2023

Author:
Tracy McGillivray, Head of Education (Inclusion and Quality Improvement)
tracy.mcgillivray@renfrewshire.gov.uk

4

To: Education and Children's Services Policy Board

On: 2 November 2023

Report by: Chief Social Work Officer

Heading: Children at Risk of Harm Inspection Process

1. Summary

1.1 The Care Inspectorate is the national regulator for care services in Scotland. They inspect the social work services provided by local authorities and carry out joint inspections with partner organisations. are responsible for inspecting Local Authority Community Planning Partnerships on behalf of the Scottish Government.

1.2 A joint inspection of children's services in Renfrewshire was last undertaken by the Care Inspectorate in 2015 and it is anticipated that notification of an inspection will be received in the near future.

1.3 Renfrewshire Child Protection Committee (RCPC) is the main multi-agency group which coordinates and leads the protection of children agenda in the local area. As part of the regular improvement work in the area of child protection RCPC encourages single and multi-agency quality assurance work. A multi-agency preparation for inspection group was established in Renfrewshire in March 2023 and meets regularly to consider the areas of good practice and areas for improvement.

1.4 This report provides members with information on the model of inspection which is utilised by the Care Inspectorate.

1

2. Recommendations

2.1 It is recommended that the Education and Children's Services Policy Board note the content of this report.

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3. Background

3.1 The Care Inspectorate, at the request of Scottish Ministers, lead joint inspections of services for children and young people at risk of ham. The remit of these joint inspections is to consider the effectiveness of services for children and young people up to the age of 18 at risk of harm.

3.2 The inspections look at the difference community planning partnerships are making to the lives of children and young people at risk of harm and their families. They take account of the full range of work including services provided by social workers, teachers, health visitors, police officers and the third sector.

3.3 Children at risk of harm are defined as children up to the age of 18 years who need urgent support due to being at risk of harm from abuse and/or neglect. This includes children who need urgent support due to being a significant risk to themselves and/or others or are at significant risk in the community. The Care Inspectorate identify young people as children aged 13 to 17 years old.

3.4 Joint Inspections include representatives from Healthcare Improvement Scotland (HIS), Education Scotland and His Majesty's Inspectorate of Constabulary in Scotland (HMICS) and volunteer Young Inspectors.

3.5 Joint inspections aim to provide assurance on the extent to which services, working together, can demonstrate the following:

- Children and young people are safer because risk have been identified and responded to effectively.
- Children and young people's lives improve with high-quality planning and support, ensuring they experience sustained loving and nurturing relationships to keep them safe from further harm.
- Children and young people and families are meaningfully and appropriately in decisions about their lives. They influence service, planning, delivery and improvement.
- Collaborative strategic leadership, planning and operational management ensure high standards of service delivery.

2

3.6   The Care Inspectorate will look at the cases of 60 children and young people in Renfrewshire who in the two years prior to the date of the notice of inspection have been involved in the processes below:

- 15 children or young people who have been subject to an Initial Referral Discussion (IRD), Child Protection Investigation or Child Protection Planning Meeting but has not led to their name being placed on the Child Protection Register.
- 30 children or young people whose names have been placed on the Child Protection Register.
- 15 young people who have been subject to the Vulnerable Young Person's process or Care and Risk Management Procedures (CARM).

3.7   The Care Inspectorate will provide four weeks' notice of an inspection. Following this a pre-inspection return must be completed and a list of cases identified and submitted to the Care Inspectorate for the 60 cases to be chosen for review.

3.8   A staff survey, a children and young people's survey and a parent and carers' survey will be undertaken. A position statement will also be provided, the content of which will be informed by the pre-inspection return and initial findings.

3.9   All information from the file reading, surveys and position statement will be triangulated through focus groups with staff and meetings with parents, carers and young people.

3.10   There will be focus groups held for frontline staff, managers and strategic leaders. The inspectors will also meet with Renfrewshire Children's Services Partnership (RCSP), Renfrewshire Child Protection Committee (RCPC) and Renfrewshire Public Protection Chief Officers Group.

3.11   The inspection will be completed within 22 weeks and the process and timings are set out below:

3

Phase 1	Phase 2	Reporting
•Notification •Pre-inspection return (week 3) •Professional discussions 1 and 2 (weeks 4 and 11) •Staff survey (weeks 4-6) •Record reading (week 9)	•Children and young people and parents/carers surveys (open for 3 weeks) •Position statement and written evidence (week 12) •Onsite engagement and focus groups (week 14) •Professional discussion 3 (week 17)	•Quality and consistency panel (week 18) •Draft report to partnership (week 18) •Report and video report published (week 22)

4.   Preparation for inspection in Renfrewshire

4.1   RCSP and RCPC have already completed a staff survey across the partnership this year which is based on the survey that will be sent by the Care Inspectorate to staff. The feedback from the survey was generally positive and individual services are looking at the data from the survey to inform service development.

4.2   The multi-agency preparation for inspection has reviewed the feedback and is developing a multi-agency action plan to inform areas for improvement within the partnership.

4.3   A multi-agency case file audit is due to take place in November 2023 which is based on the Care Inspectorate's inspection model. Renfrewshire's link Strategic Inspector from the Care Inspectorate will lead on providing training for those undertaking the audit.

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Implications of the Report

1.   **Financial**
          None

2.   **HR & Organisational Development**
          None

3.   **Community/Council Planning**

          Safer and Stronger - Children and families receive the right support to ensure they are safe at home and in the community.

4

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

13.   **Climate Risk**
        None

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List of Background Papers

None

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Author: John Trainer, Head of Child Care and Criminal Justice / Chief Social
                Work Officer

                John.trainer@renfrewshire.gov.uk

5

Renfrewshire Council

To:	**Education and Children's Services Policy Board**
On:	**2 November 2023**

Report by:	**Chief Social Work Officer**

Heading:	**Inspections of registered children's residential houses by the Care Inspectorate**

1. Summary

1.1. Renfrewshire children's services has 4 residential children's houses which are registered with the Care Inspectorate. The houses are registered to provide care for up to 22 children and young people. At the present time there are 21 children and young people living in our children's houses. The children's houses are subject to inspection by the Care Inspectorate on a regular basis.

1.2. The Care Inspectorate utilise a quality frameworks approach to evaluate the quality of care during inspections of registered care services. After an inspection the Care Inspectorate grades the service and promotes an improvement agenda.

1.3. A report on the inspection of our residential internal children's houses was presented to the Education and Children's Services Policy Board on 19 January 2023. Since that report, two of our children's houses have been subject to inspection. Beech and Barochan were both graded overall as adequate by the Care Inspectorate. The Care Inspectorate made a requirement in relation to Beech and three areas for improvement. Two areas for improvement were made in relation to Barochan.

1.4. The grading of adequate means that areas of strength were identified but these just outweighed areas of weakness. The inspection reports show that both Beech and Barochan provide many elements of good care to our children and young people, are showing areas of ongoing improvement but with further progress to be made. Individual improvement action plans are in place for Beech and Barochan and the progress against these is being led by the House Managers and overseen by the Acting Children's Services Manager and the Chief Social Work Officer.

2. Recommendations

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

[a] the outcome of the inspections at Beech and Barochan children's houses; and

[b] request an update on the improvement activity for the Board on 14 March 2024.

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3. Background

3.1 Social work and social care services are subject to a range of audit and scrutiny activities to ensure that they are undertaking all statutory duties and providing appropriate care and support to vulnerable individuals and groups. A number of social work and social care services are required to register with the Care Inspectorate. These registered services are subject to regular inspection by the Care Inspectorate. Typically, residential facilities will be subject to one inspection per year which will be unannounced.

3.2 Inspectors use quality frameworks to evaluate the quality of care during inspections and improvement planning. The frameworks reflect the Health and Social Care Standards and provides transparency about what is expected. The Care Inspectorate is currently focussing on "How well do we support children and young people's wellbeing".

3.3 The Care Inspectorate utilises the following gradings across each of the areas considered during each inspection:

- Unsatisfactory – major weaknesses, urgent remedial action is required.
- Weak – important weaknesses, priority action required.
- Adequate – strengths just outweigh weaknesses.
- Good – important strengths, with some areas for improvement.
- Very good – major strengths.
- Excellent – outstanding or sector leading.

3.4 The Care Inspectorate publishes the inspection reports on its website. In addition to awarding grades in each of the themes inspected, the Care Inspectorate can make a recommendation or put in place a requirement. A recommendation will set out an action that would improve or develop the quality of the service, but failure to meet a recommendation would not result in enforcement by the Care Inspectorate. Requirements are legally enforceable and set out what is required by a care service to comply with the Regulation of Care (Scotland) Act 2001 or with the conditions of registration.

3.5 Each of our 4 houses have a link inspector from the Care Inspectorate, there are systems of notification in pace and utilised by each house manager to notify of significant events and discuss where appropriate to do so out with the formal inspection period. Irrespective of the grade awarded by the Care Inspectorate, each of the 4 Renfrewshire children's houses has an improvement and development plan in place.

4.   Recent inspection activity in Children's Services

4.1   Renfrewshire children's services has four residential children's houses. At the present time there are 21 children and young people living in our children's houses. The children's houses are registered with, and subject to inspection by the Care Inspectorate. Two of the four houses, Beech and Barochan, have been inspected so far in 2023.

4.2   Beech Avenue was inspected on 17 and 18 May 2023. The Care Inspectorate awarded a grade of Adequate to Beech and published their report which is attached at appendix 1. The Care Inspectorate noted strengths as:
- Staff had developed warm and nurturing relationships with young people.
- The service was committed to least restrictive practice.
- Young people enjoyed family team.
- Young people were meaningfully involved in support planning.

4.3   The Care Inspectorate noted the following as weaknesses and requiring improvement:
- The service should ensure young people feel consistently safe.
- The service should increase the opportunities for independent advocacy.
- The service should improve the quality assurance and admissions processes.
- The service should ensure all staff complete required training.

4.4   The Care Inspectorate made one requirement and three areas for improvement in relation to Beech. The requirement states the service "must ensure that young people are living in the right environment, where their needs are being effectively met, including taking account of young people's views." The service is reviewing this recommendation and has already taken action to review the needs of all of the young people in the house.

4.5   The three areas for improvement relate to increasing young people's access to independent advocacy, improving the quality assurance processes, and ensuring all staff complete the appropriate training and this is recorded on their records. The manager of Beech and the Acting Children's Services Manager have developed an improvement plan and will report progress against this to the Board meeting on 14 March 2024.

4.6   Barochan children's house was inspected on 29 and 30 June 2023 and was graded as adequate. Members will recall that Barochan was inspected in September 2022 when the inspectors graded the service as weak. The report was published in October 2022. The Care Inspectorate indicated they would revisit for a further inspection within 3 months however did not return until June 2023.

4.7   The most recent Care Inspectorate for Barochan is attached at appendix 2. The Care Inspectorate found that improvements had been made within Barochan since the last inspection. Other areas of strength identified within Barochan were:
- The service had developed better processes to support young people and staff.

- Young people had good relationships with staff.
- Young people were encouraged to participate in decisions about the house.
- Staff felt supported by management.

4.8   The Care Inspectorate noted the following as weaknesses and requiring improvement:
- The service needs to develop further the quality assurance systems.
- Care plans and risk assessments need to be clearer.
- The service needs to further improve the prevention, monitoring and responses to bullying by young people within the house.

4.9   The Care Inspectorate has noted two areas for improvement relating to the risk assessments and finding the appropriate placement for young people, and the improvement of the care plans for the young people in the house. A new permanent manager has been appointed to Barochan. Along with the Acting Children's Services Manager, the new manager has developed an improvement plan and will report progress against this to the Board meeting on 14 March 2024.

4.10   The inspection report for Barochan published in October 2022 made five requirements in relation to the service. The current inspection reports notes the service met one of the requirements and hasn't met the remaining four. This doesn't fully reflect progress made within the service. The Care Inspectorate only has two options in this area to say the requirement is met or not met. Significant progress has been made in all of the requirements and the improvement plan continues to address the issues and will be brought back to Board on 14 March 2024.

4.11   The Care Inspectorate expresses concern over the placing of some young people within Beech and Barochan. They express concern over the matching of the young people to the children's houses to each other. The service is on occasions not able to secure a placement for a young person and as the responsible authority has no other option but to provide the placement within one of our houses. As a service we will work to show the matching is being managed and has the right plan in place to meet the young person's needs.

4.12   As a service we aim to achieve the best care for our young people in the children's houses. The service is aiming for excellence in the assessment of our care services from the Care Inspectorate. The last inspection for Arkleston and Brediland graded them as very good. It is anticipated that these two houses will be the subject of further inspection in the next few months, and we anticipate the grades remaining at very good with our improvement plan to take them to excellent in the next twelve months. The improvement plans for Beech and Barochan aims to show continued improvement over the next twelve months with the aim to get to get the grades to very good.

Implications of this report

1.   **Financial**
      None.

2. **HR and Organisational Development**
The service has seen improvement in the recruitment to residential workers in the residential children's houses.

3. **Community/Council Planning**
None.

4. **Legal**
None.

5. **Property/Assets**
None.

6. **Information Technology**
None.

7. **Equality and Human Rights**
The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report.

8. **Health and Safety**
None.

9. **Procurement**
None.

10. **Risk**
None.

11. **Privacy Impact**
None.

12. **Cosla Policy Position**
None.

13. **Climate Risk**
None.

List of Background Papers

(a) None

Children's Services
KS 30/11/22

Author: Kevin Smith, Acting Children's Services Manager, tel 0141 618 4575

20 Barochan Road
Care Home Service

Barochan Road
Johnstone
PA5 8FE

Telephone: 01416 185 080

Type of inspection:
Unannounced

Completed on:
3 July 2023

Service provided by:
Renfrewshire Council

Service provider number:
SP2003003388

Service no:
CS2003001265

About the service

20 Barochan Road is a residential children's house owned and managed by Renfrewshire Council. The house can accommodate up to six young people. The house is a purpose-built property located on the outskirts of Johnstone. It has a large garden and grounds, with local amenities in close proximity.

About the inspection

This was an unannounced inspection which took place on 29 and 30 June 2023. The inspection was carried out by one inspector from the Care Inspectorate.

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

In making our evaluations of the service we:

- spoke with three people using the service and four of their family/friends/representatives
- spoke with seven staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

- The service had developed better processes to support young people and staff.
- The service had made improvements since the last inspection.
- Young people had good relationships with staff.
- Staff felt supported by management.
- The service needed to develop effective quality assurance systems.
- Care plans and risk assessments needed to be clearer.
- Young people were encouraged to participate in decisions about the house.
- There needed to be better support and monitoring of bullying.

From this inspection we evaluated this service as:

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

How well do we support children and young people's rights and wellbeing?	3 - Adequate

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

How well do we support children and young people's rights and wellbeing? 3 – Adequate

We evaluated this key question as adequate. While the strengths had a positive impact, key areas need to improve.

We found that since the last inspection there were times where young people were not safe. During this time young people were at risk of harm in the service and in the community. However, we found that more recently young people felt safer and told us "Things are a lot quieter now and there is more opportunities to spend time with staff." The management was able to reflect on this time in the service and recognise the impact this had on the young people and their outcomes.

We found that new systems had been implemented to monitor any instances of bullying within the service. We found these were not effective in ensuring young people were kept safe. They identified the potential of escalation in instances, but did not always prevent this from occurring.

Staff had developed positive relationships with the young people. We were told "I really like the staff they care and spend time with me." Staff were proud of the achievements the young people had made, and recognised these were supported by the relationships they had developed. This had been an area of great progress for the service. This led to young people developing trusting relationships and accepting support to help them grow in confidence.

The staff team had not yet had the opportunity to undergo any training in relation to trauma informed practice. We recognised this was an area which would benefit the team to help develop a greater understanding of the young people's needs. We were reassured to hear that trauma training had been scheduled for the upcoming weeks, to develop the knowledge of the team. However, it would be beneficial for the service to introduce a quality assurance system to monitor training. This will help staff develop their skills and knowledge, helping to support young people grow and develop.

Staff were passionate about supporting young people to appointments. One young person told us, "I wouldn't have been able to attend my appointments without the help of staff." We were able to see how external agencies such as CAMHS (Child and Adolescent Mental Health Services) had been accessed to support young people. Staff were persistent in ensuring young people attended appointments where necessary. This led to young people having good mental health support.

Young people were supported to stay connected to their family and friends. The staff had a good understanding of the support families, and young people needed to help sustain positive relationships. Where possible young people were supported to spend extended periods at home, and go on holidays with their family.

Staff advocated for young people to ensure they were included in education or work. We were able to see how young people had been supported with education, and others had been successful in gaining employment. This led to young people feeling a sense of achievement and confidence.

There had been a change of manager since the last inspection. The staff team reflected positively on this change recognising, that there was clearer processes in place now. This helped the team be clearer in their decision making, and help develop a more consistent approach.

We found the admissions process was clear in identifying potential risks and the impact on young people. However we found that although these were identified, young people would continue to be placed in the service. At times this had led to poor outcomes for young people, which were identified prior to them moving into the service. We felt these instances could have been prevented through ensuring the correct placement was found for the young people. **(See area for improvement 1.)**

Staff and young people both reflected back to a period of time where there was not enough staff and did not feel safe. We were able to identify through reading incidents there was not enough staff to support the young people, and had identified this as a concern at our last inspection. We recognised there had been considerable efforts from senior managers to support the service through this time also. We were reassured that during the inspection staff and young people felt this had improved, with more staff being recruited in the last few months. On reviewing the recruitment process, we recognised the policy needed to be updated to reflect safer recruitment guidelines.

The service needed to develop effective quality assurance systems when auditing young people's files. We found there to be conflicting information in the different documents, which were vital in ensuring the safety of the young people. Risk assessments also were not clear on how to support risks which were identified and did not take into consideration risks which were shared with the service. This needs to be clear to ensure the safety of young people, and that they receive the right support.

The care plans for young people needed to be more informative to ensure staff can support young people. We found the care plans lacked information and were not regularly updated. The goals identified within these were not SMART (Specific, Measurable, Achievable, Realistic and time bound.) Further development would help ensure there is consistent care for young people. **(See area for improvement 2.)**

Supervision had not been consistent for staff, due to a period of low staffing within the service. This had appeared to have been more sustainable in the past few months, however, some staff still had not received regular supervision. Although staff felt management were approachable and available should they need support. Supervision needs to be conducted formally on a regular basis to ensure reflection on practice and development of the staff team.

We recognised that the service had been committed to ensuring improvements were developed within the service since the last inspection. This was reflected in the care young people were now receiving, and were reassured that even although quality assurance systems needed further development the service would work hard to ensure this would be developed.

Areas for improvement

1. To support children's wellbeing, learning and development, the provider should ensure that when impact assessments determine risks and safety concerns for young people. The appropriate placement is found.

This should include, but is not limited to, ensuring that if risks are identified in the assessment which impact the ability to keep a young person safe, then an appropriate placement is found.

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

'I am in the right place to experience the care and support I need and want' (HSCS 1.20).

2. To support children's wellbeing, learning and development, the provider should ensure that care plans are informative and accurate.

This should include, but is not limited to, ensuring that the information is consistent, and goals are SMART.

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

'My care and support is consistent and stable because people work together well' (HSCS 3.19).

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

By 31 October 2022, the provider must ensure that all staff have structure and support, to develop a consistent approach to the care provided. To do this, the provider must, at a minimum:

a) Ensure there is a clear leader within the service to implement structure and a clear approach to support the young people in the service.

b) Ensure that staff are debriefed following an incident and receive regular supervision to help them reflect on their practice and best support the young people.

c) Ensure that staff are supported to access trauma and care planning training to help them develop their skills and knowledge to best support young people.

This is to comply with Regulation 4(1)(a) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/ 210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice, and follow their professional and organisational codes' (HSCS 3.14).

This requirement was made on 7 November 2022.

Action taken on previous requirement
Part (a) of the requirement has been met, as the service had implemented a manager to provide structure to the team. However, the other aspects identified have not been met and are reflected in the report.

Not met

Requirement 2

By 1 October 2022, the provider must ensure that there is enough staff to support the young people in their care and support their needs. To do this, the provider must, at a minimum:

a) Ensure the emotional and mental health needs of the young people are taken into account when completing the staffing assessment. This is to ensure there is sufficient support to meet their needs and keep them safe.

b) Ensure there is the right number of staff on shift to support all young people in the service.

This is to comply with Regulation 4(1)(a) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/ 210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'My care and support meets my needs and is right for me' (HSCS 1.19); and 'My needs are met by the right number of people' (HSCS 3.15).

This requirement was made on 7 November 2022.

Action taken on previous requirement
There was no staffing needs assessment in place. There was also periods of time where there was not enough staff to support the young people. We recognised during this time the commitment and efforts from Senior Managers to support the service. However, we felt there was still evidence of there being not enough staff available to young people.

Not met

Requirement 3

By 10 October 2022, the provider must ensure that the risks young people present within the service are assessed. To do this, the provider must, at a minimum:

a) Ensure that the risks young people present are recorded accurately and include proactive strategies, along with primary and secondary strategies to support the young people.

b) Ensure that young people are supported and kept safe from the risks other young people may present to them in the service.

This is to comply with Regulation 4(1)(a) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/ 210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'If I might harm myself or others, I know that people have a duty to protect me and others, which may involve contacting relevant agencies' (HSCS 3.24).

This requirement was made on 7 November 2022.

Action taken on previous requirement
The risk assessments had been developed to detail pro-active measures in place. However, they did not identify how to support the young person should they present the risk, and some risks shared were not included in assessments. Therefore this was not fully met and requires further development to ensure clear documentation of how to respond to risks young people may present.

Not met

Requirement 4

By 31 October 2022, the provider must ensure that any bullying which arises within the service is monitored and responded to appropriately. To do this, the provider must, at a minimum, ensure that:

a) Risk assessments are updated to reflect the concerns and supports put in place.

b) Monitor each incident and review whether further action needs to be implemented.

c) Ensure that if the bullying continues, the young person is able to be kept safe and if not ensure action is taken.

This is to comply with Regulation 4(1)(a) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/ 210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am protected from harm, neglect, abuse, bullying, and exploitation by people who have a clear understanding of their responsibilities' (HSCS 3.20).

This requirement was made on 7 November 2022.

Action taken on previous requirement
There had been action taken to record instances of bullying. This was useful in creating a chronology, and had progressed from the systems which were not in place previously. However, this was not effective in preventing further instances of bullying and lacked information of how the young person was supported with this. Therefore we felt this was not met and needed to be developed further to ensure young people were supported and kept safe.

Not met

Requirement 5

By 31 October 2022, the provider must ensure that all staff have had the relevant training in restraint and there is a review of incidents looking at more proactive ways to respond when young people are distressed. To do this, the provider must, at a minimum, ensure that:

a) All staff have the relevant training in relation to restraint.

b) There is a review of incidents and more proactive responses are considered.

c) Staff are given a debrief after any incidents.

d) If restraint is identified as a method which may be needed to keep a young person safe, the details of this are specific and recorded within their risk assessment.

This is to comply with Regulation 4(1)(a) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/ 210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice, and follow their professional and organisational codes' (HSCS 3.14).

This requirement was made on 7 November 2022.

Action taken on previous requirement
Requirement met, introduction of debriefs to staff and training.

Met – within timescales

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How well do we support children and young people's rights and wellbeing?	3 – Adequate
7.1 Children and young people are safe, feel loved and get the most out of life	4 – Good
7.2 Leaders and staff have the capacity and resources to meet and champion children and young people's needs and rights	3 – Adequate

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Beech Avenue Childrens Home
Care Home Service

1-3 Beech Avenue
Hunterhill
Paisley
PA2 6XN

Telephone: 01418 897 375

Type of inspection:
Unannounced

Completed on:
25 May 2023

Service provided by:
Renfrewshire Council

Service provider number:
SP2003003388

Service no:
CS2003001245

About the service

Beech Avenue is a care home for children, registered to care for a maximum of six young people, up to and including age 20 years. The service is managed by Renfrewshire Council and provides care and accommodation on a short or long term basis for young people from the Renfrewshire area.

The property is a large house, with a substantial outdoor area, located in a residential area of Paisley.

Each young person has their own bedroom and there is a large kitchen with dining space, along with shared living room areas.

At the time of inspection, there were six young people living at Beech Avenue.

About the inspection

This was an unannounced inspection which took place on 17 May 2023 from 11:00 to 19:00 and 18 May 2023 from 08:45 to 18:00. The inspection was carried out by two inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information from the service. This included registration information, information submitted by the service, and intelligence. To inform the inspection, we:

- spent time with five young people living at Beech Avenue
- spoke with 11 members of staff including managers
- observed practice and daily life
- reviewed documents
- spoke with two external professionals and two parents
- accessed feedback questionnaires.

Key messages

- Staff had developed warm and nurturing relationships with young people.
- The service should ensure young people feel consistently safe.
- Beech Avenue was committed towards least restrictive practice.
- The service should increase the opportunities for independent advocacy.
- Young people enjoyed family time.
- The provider should review their quality assurance and admissions processes.
- Young people were meaningfully involved in support planning.
- The service should ensure staff have opportunities to complete required training.

From this inspection we evaluated this service as:

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

How well do we support children and young people's rights and wellbeing?	3 - Adequate

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

How well do we support children and young people's rights and wellbeing?   **3 – Adequate**

We evaluated this key question as adequate, as there were some strengths but these just outweigh weaknesses.

Staff spoke to, and about the young people respectfully. Young people benefitted from warm and nurturing relationships with staff, who skilfully responded through their knowledge, understanding and commitment to the young people. The strengths of these relationships encouraged young people to approach staff with concerns.

Young people felt listened to and respected most of the time, however we had serious concerns that not all young people were consistently emotionally and physically safe and protected from harm. Young people had reported a reduction in feeling safe and, although safety planning had been established, this had significantly impacted on all the young people at Beech Avenue (see Requirement 1).

There were positive examples of staff advocating on behalf of young people, however greater use of independent advocacy may have benefitted particular young people to ensure their concerns, views and rights were consistently being responded to sensitively (see Area for Improvement 1).

Beech Avenue had effective collaboration with numerous external agencies. Partnership working was in place to support safeguarding of young people, however a number of young people continued to experience high risk situations, compromising their safety at times. This was despite the commitment and best efforts of the staff team at Beech Avenue. Individual safeguarding assessments had been undertaken, however there was less confirmation that the young people's representatives were collectively satisfied that the dynamics and relationships in the house were safe (see Requirement 1).

There was strong dedication and focus within the service towards least restrictive practice and positive use of de-escalation strategies. This was supported by a stable staff team with relationships based on compassion, an understanding of trauma, alongside an environment that was warm and welcoming.

Some young people were more engaged than others in their care and support, but all were encouraged to participate meaningfully through the use of various formal and informal methods to gain their views.

Young people's mental health was given priority to support them make the most out of life. They also benefitted from specialist referrals being put in place promptly, with an example of a proactive and well planned multi agency approach to a complex health matter.

Where safe, connections to family were nurtured, ensuring that young people's identities were maintained. Not all young people were involved in their local community, some having less structure to their day, however the service was supporting young people to enjoy new experiences where possible; for example, holidays.

The majority of young people were participating in education, with one young person being actively supported to return to school after a significant period of absence. Education was flexible based on the needs of the young people, with staff supporting young people to maximise their attendance. Outwith school, the service could increase opportunities for young people to develop their independent life skills to support and build on individual strengths.

Mealtimes at Beech Avenue were nurturing, where young people and staff could enjoy spending time together, benefitting from a well balanced diet.

Managers were visible, approachable and familiar with the individual young people at Beech Avenue, seeking ways to promote improved outcomes for young people, and ensuring complaints were thoroughly considered. We were, however, particularly concerned regarding the admissions, matching and monitoring of young people's experiences by the provider, which had placed some young people at risk of potentially poor outcomes. As a result, we have made a Requirement for this area (Requirement 1).

The service had a number of quality assurance systems in place at various managerial levels, and there had been progress in developing their incident recording documents, including improved oversight by management. These systems could be strengthened by greater analysis and learning to more effectively support care planning, risk assessments and overall individual outcomes for young people (see Area for Improvement 2).

The service had worked hard to maintain a consistent staff team, enabling young people to develop trusting and long term relationships. There was also flexibility in terms of staff deployment. Specific guidance regarding formal staffing analysis will be shared with the service to support matching staff skills with young people's needs.

Staff were safely recruited, and there were good examples of therapeutic work and support with young people. Team meetings supported effective communication, with supervision, on the whole, providing opportunities for learning and reflection. However, improvements were necessary regarding the recording of training undertaken by staff. This is to ensure staff complete mandatory training, alongside training specifically relevant to meet the complex needs of the young people at Beech Avenue (see Area for Improvement 3).

Care planning and risk assessments were thorough, well presented and easily understood for young people. Young people's views were meaningfully included within the documents and at the time of inspection, discussion regarding further improving the care planning process took place.

Requirements

1.
By 1 December 2023, the provider must ensure that young people are living in the right environment, where their needs are being effectively met, including taking account of young people's views.

To do this, the provider must, as a minimum:

- ensure that the needs of the young people are closely and thoroughly matched to one another and to the skills and availability of staff
- review and document the suitability of the placements of the young people at Beech Avenue in collaboration with other relevant agencies and services
- undertake detailed impact risk assessments in a timely manner to support the matching, admissions and care planning processes.

This is to comply with Regulation 4(1)(a) and (d) (welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

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

My care and support meets my needs and is right for me (HSCS 1.19) and

I am listened to and taken seriously if I have a concern about the protection and safety of myself or others, with appropriate assessments and referrals made (HSCS 3.22) and

I am in the right place to experience the care and support I need and want (HSCS 1.20).

Areas for improvement

1. To ensure children and young people's rights, views and choices are supported, the provider should encourage greater use of independent advocacy service for the young people.

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

I am supported to use independent advocacy if I want or need this (HSCS 2.4).

2. To support continuous improvement and meet young people's changing needs, the provider should improve their quality assurance processes, including greater analysis of incidents.

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

I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes (HSCS 4.19).

3. To ensure young people are supported and cared for by staff with the appropriate skills and training for their role, the service should establish clear oversight of training to ensure mandatory and relevant key training is being undertaken.

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

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

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

Areas for improvement

Previous area for improvement 1

The service is to review the approach to the recording of medication to ensure daily clarity, and ensure it is clear to all staff how much medication should be issued.

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

I use a service and organisation that are well led and managed (HSCS 4.23).

This area for improvement was made on 14 October 2021.

Action taken since then
Medication was considered at this inspection – overall this was positive with additional suggestions made to the service, including strengthening the auditing process.

Previous area for improvement 2

Develop a policy and procedure for staff relating to the management of young people under the influence of substances whilst at Beech Avenue, incorporating procedures for searches and disposal of drugs on the premises.

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

I use a service and organisation that are well led and managed (HSCS 4.23)
I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities (HSCS 3.20).

This area for improvement was made on 14 October 2021.

Action taken since then
We note that this has not been developed since the last inspection but continues to be incorporated into the Development Plan with no specific date.

Previous area for improvement 3

Quality assurance and monitoring systems are to be developed to evaluate children and young people's outcomes and experiences to ensure they receive the best possible care and support.

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

I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes (HSCS 4.19).

This area for improvement was made on 14 October 2021.

Action taken since then
Systems have clearly been established to support this, however this inspection has made a further area for improvement including analysis of incidents.

Previous area for improvement 4

Review the service development plan to ensure this has specific outcomes, how these will be achieved and how progress will be measured. This should take into account the views of young people, families and stakeholders.

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

I use a service and organisation that are well led and managed (HSCS 4.23)
I am actively encouraged to be involved in improving the service I use, in the spirit of genuine partnership (HSCS 4.7).

This area for improvement was made on 14 October 2021.

Action taken since then
Beech Avenue has an updated development plan which includes the new Quality Indicator 7.1 which is specific to young people in Beech Avenue. It was also encouraging to see the development days/action plans for house managers and for seniors.

Previous area for improvement 5

It is essential that the service has a robust and rigorous assessment and matching process for admissions to ensure the best interests of all children and young people, taking into account the CI guidance - Matching Looked After Children and Young People: Admissions Guidance for Residential Services. This should include staff from the service taking an active role in this process.

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

I use a service and organisation that are well led and managed (HSCS 4.23)
I am in the right place to experience the care and support I need and want (HSCS 1.19).

This area for improvement was made on 14 October 2021.

Action taken since then

This inspection continued to identify concerns regarding the matching and admissions process and has made a Requirement.

Previous area for improvement 6

The service should ensure that there is a process to determine the number, experience, qualifications and skill mix of staff for each shift. This will take into account the specific needs of individual young people. This process will also benefit from the manager having a system in place that identifies individual training needs and achievements. Consideration should be given to the document: Guidance for providers on the assessment of staffing levels.

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

My care and support meets my needs and is right for me (HSCS 1.19)
My care and support is provided in a planned way, including if there is an emergency or unexpected event (HSCS 4.14).

This area for improvement was made on 14 October 2021.

Action taken since then

It continues to be unclear how this process was being effectively undertaken and further guidance will be shared.

Previous area for improvement 7

Care plans to be reviewed to ensure they comply with SMART principles. The service should take effective steps to engage young people in their care plan, and record actions to be taken to achieve positive outcomes, how they will be measured, how achievable they are and within what timeframe.

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

I am fully involved in assessing my emotional, psychological, social and physical needs at an early stage, regularly and when my needs change (HSCS 1.12)
My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices (HSCS 1.15)
I am fully involved in developing and reviewing my personal plan, which is always available to me (HSCS 2.17).

This area for improvement was made on 14 October 2021.

Action taken since then

We found care planning documents to be effective, and they encompassed the young people's views. Discussion regarding further improvement took place at the inspection.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How well do we support children and young people's rights and wellbeing?	3 - Adequate
7.1 Children and young people are safe, feel loved and get the most out of life	3 - Adequate
7.2 Leaders and staff have the capacity and resources to meet and champion children and young people's needs and rights	3 - Adequate

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

On: **2 November 2023**

Report by: **Chief Social Work Officer**

Heading: **Scottish Recommended Allowance for Foster Carers and Kinship Carers**

1.   Summary

1.1.   All local authorities in Scotland pay an allowance to kinship carers and to foster carers to support them to look after the child. Until recently each local authority decided on the level of the allowance meaning the rate payable across Scotland varied. Some local authorities paid an allowance based on the child's age whilst others paid a flat rate. Renfrewshire has paid a flat rate since 2015.

1.2.   On 29 August 2023, the Scottish Government and COSLA agreed a Scottish recommended maintenance allowance should be paid to foster carers and kinship carers for children in their care. The Scottish recommended allowance is based on the age of the child, splint into 3 age bands. The Scottish Government and COSLA agreed the new allowance should be paid from 1 April 2023.

1.3.   Local Authorities pay foster carers a fee in recognition with each local authority deciding on the level of fee to be paid. There is no national recommended amount for a fee. The fee is in recognition of the services foster cares provide, and that they are available 24/7 to take a child that they don't know into their care. Kinship carers do not receive a fee.

1.4.   The rate paid by Renfrewshire for our standard allowance was lower than the Scottish recommended allowance, resulting in all foster carers and kinship carers benefiting from an uplift. The Chief Social Work Officer following discussion with the Leader of the Council and the Convener of the Education and Children's Services Policy Board, and the Director of Finance agreed to implement the Scottish recommended allowance ensuring an uplift in the standard allowance.

1.5.   The total cost of implementing this policy will be in the region of £1,350,000 with £517,673 being provided by the Scottish Government. The new allowance rate is welcomed for foster and kinship carers, however is a significant additional in-year and recurring financial pressure for the authority.

2. Recommendations

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

a) Note the introduction of a National Scottish recommended allowance for a child to be paid to foster carers and kinship carers.

b) Homologate the decision of the Chief Social Work Officer to pay foster carers and kinship carers in Renfrewshire the Scottish recommended allowance backdated to 1st April 2023.

c) Agree Renfrewshire's foster carers and kinship carers will continue to be paid the Scottish recommended allowance for standard allowances.

_____

3. Background

3.1. The law regulating foster carers and kinship carers is set out in the Looked After Children (Scotland) Regulations 2009. Local Authorities must assess and support, (including financial), their kinship carers and foster carers. The financial and practical support provided to kinship carers and foster carers allows them to focus on the needs of the children in their care. Foster carers receive a fee for their services and an allowance for the child. Kinship carers do not receive a fee however receive an allowance for the child.

3.2. Prior to 2015, across the United Kingdom, kinship carers were paid a lower rate of allowance than foster carers. Following a challenge from the Equalities and Human Rights Commission (EHRC), Scottish Local Authorities, along with the Scottish Government, Social Work Scotland and other interested representatives agreed a consistent approach to the issue of how kinship carers should be paid. The Scottish Government were clear that parity needed to be achieved in respect of the allowances for the child which are paid to kinship and foster carers not the fee element which only foster carers are entitled to due to the unique role they fulfil for Councils.

3.3. In 2018 a National Review of Care Allowances for foster and kinship care was undertaken by COSLA, the Scottish Government and Social Work Scotland. The review intended to complement the work of the Independent Care Review, by looking at ways to improve the life chances and wellbeing of children in foster and kinship care. The Review was asked to consider the feasibility of a national scheme of kinship and foster care allowances.

3.4. The Review also agreed that the needs of children in foster and kinship care are often greater than for a child who is not care-experienced and that any allowance should reflect this. The Review recommended that the Scottish Government should agree a national minimum allowance. Following protracted discussions, the Scottish Government and COSLA agreed that a Scottish recommended allowance should be paid to foster carers and kinship carers across the county. On 29 August 2023, the Scottish Government and COSLA announced the Scottish recommended allowance for children in foster and kinship care.

3.5. Local authorities are required to ensure children in kinship care receive the same allowance from public bodies as children in foster care. Kinship carers are entitled to child benefit and as such this is deducted from their allowance to ensure they receive the same total allowance as foster carers.

3.6. Prior to the announcement of the Scottish recommended allowance, Renfrewshire paid a flat rate for children in foster care and kinship care. The allowance paid for a child in foster care was £138.45 per child per week. For a child in kinship care the carer receives an allowance of £123.38 per week, recognising their entitlement to child benefit which foster carers do not receive.

3.7. The Scottish recommended allowance for foster and kinship carers agreed by the Scottish Government and COSLA is based on an aged band rather than a flat rate. The new Scottish recommended allowance is as follows:

- 0–4-year-olds: £168.31 per week

- 5–15-year-olds: £195.81 per week

- 16/17-year-olds: £268.41 per week.

3.8. Kinship carers in Renfrewshire should receive child benefit of £15.90 per week for children in their care. As such to ensure they receive from the public sector the same total allowance as foster carers they will receive the following weekly allowances from the council:

- 0–4-year-olds: £152.41

- 5-15-year-olds: £179.91

- 16/17-year-olds: £252.51

3.9. The Chief Social Work Officer following discussion with the Leader of the Council and the Convener of the Education and Children's Services Policy Board, and the Director of Finance agreed to implement the Scottish recommended allowance. Arrangements were put in place and the new allowances and backdated payments to 1 April 2023, were made on 11 October 2023.

3.10. Renfrewshire Council also pays a fee per child to our foster carers in recognition of their services. This fee is currently £296.56 per child. Each local authority pays a fee of differing amounts to foster carers, with Renfrewshire's fee being the highest in Scotland.

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4.   Costs of implementing the policy

4.1. A review of all foster care and kinship care placements on 1 April 2023 to 11 October 2023 was carried out to ensure that all those entitled to the uplift in payment received it. Over the period specified, just over 500 children were either with a Renfrewshire foster carer or with a kinship carer approved by Renfrewshire Council.

4.2. The cost to backdate the allowance to the 1 April 2023 was in the region of £700,000 and the anticipated cost to pay the Scottish recommended allowance over the full financial year will be £1,350,000.

4.3. The Scottish Government has made a total of £16million available to support the implementation of the Scottish recommended allowance. Renfrewshire's allocation from this funding has been confirmed as £517,673. As a consequence, there is a significant additional financial pressure for the council, which is unlikely to be able to be absorbed within existing Children's Services total budget given ongoing cost pressures and anticipated overspends in relation to children's residential care. The Council will require to consider the further use of reserve balances to address this cost pressure in 2023/24, and also include this cost pressure in setting the 24/25 revenue budget.

Implications of this report

1.   Financial

The authority has received £517,673 from the Scottish Government to support the implementation of the Scottish recommended allowance. The implementation of this policy will add a significant financial pressure for the Council in the current and future financial years.

2.   HR and Organisational Development

None.

3.   Community/Council Planning

Our Renfrewshire is thriving	-	Paying the Scottish recommended allowance will ensure foster carers and kinship carers are supported to meet the needs of children in their care.
Our Renfrewshire is fair	-	The Scottish recommended allowance means that foster carers and kinship carers are able to provide for the children in their care with an allowance agreed at a level to cover regular costs of raising a child.
Building strong, safe and resilient communities	-	Children who require care outwith their parents are supported in a safe alternative.

4.   Legal

None.

5.   Property/Assets

None.

6.   Information Technology

None.

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

8. Health and Safety
None.

9. Procurement
None.

10. Risk
None.

11. Privacy Impact
None.

12. Cosla Policy Position
The payment of the Scottish recommended allowance for children in foster and kinship care by Renfrewshire makes the authority compliant with a COSLA policy area.

13. Climate Risk
None.

List of Background Papers

(a)   Background Paper 1: None

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Children's Services
20 October 2023

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