



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.



List of Background Papers

None



*Children's Services
JC/MT
5 September 2023*

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Education Standards and Quality Report September 2023



Achieving Equity and
Excellence in Renfrewshire



Renfrewshire
Council





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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

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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</p>
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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.



#Keep The Promise

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:



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 (GIRFEC) 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.’



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

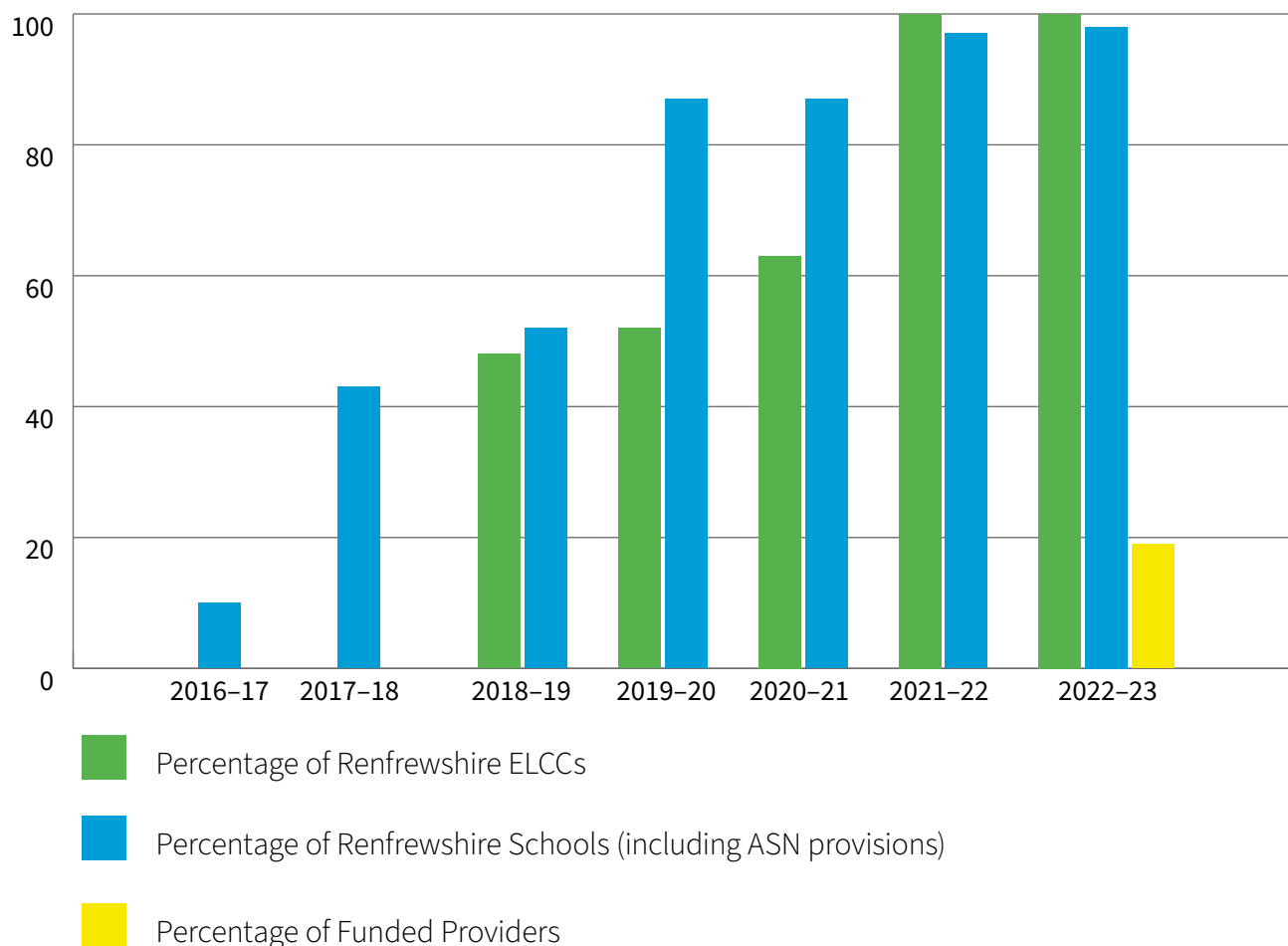
Almost all schools are now trained in the Education Scotland CIRCLE Framework using a train the trainer model to ensure sustainability. This is an excellent resource that supports quality assessment and planning of interventions for children and young people. It provides support to set up an inclusive 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



“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

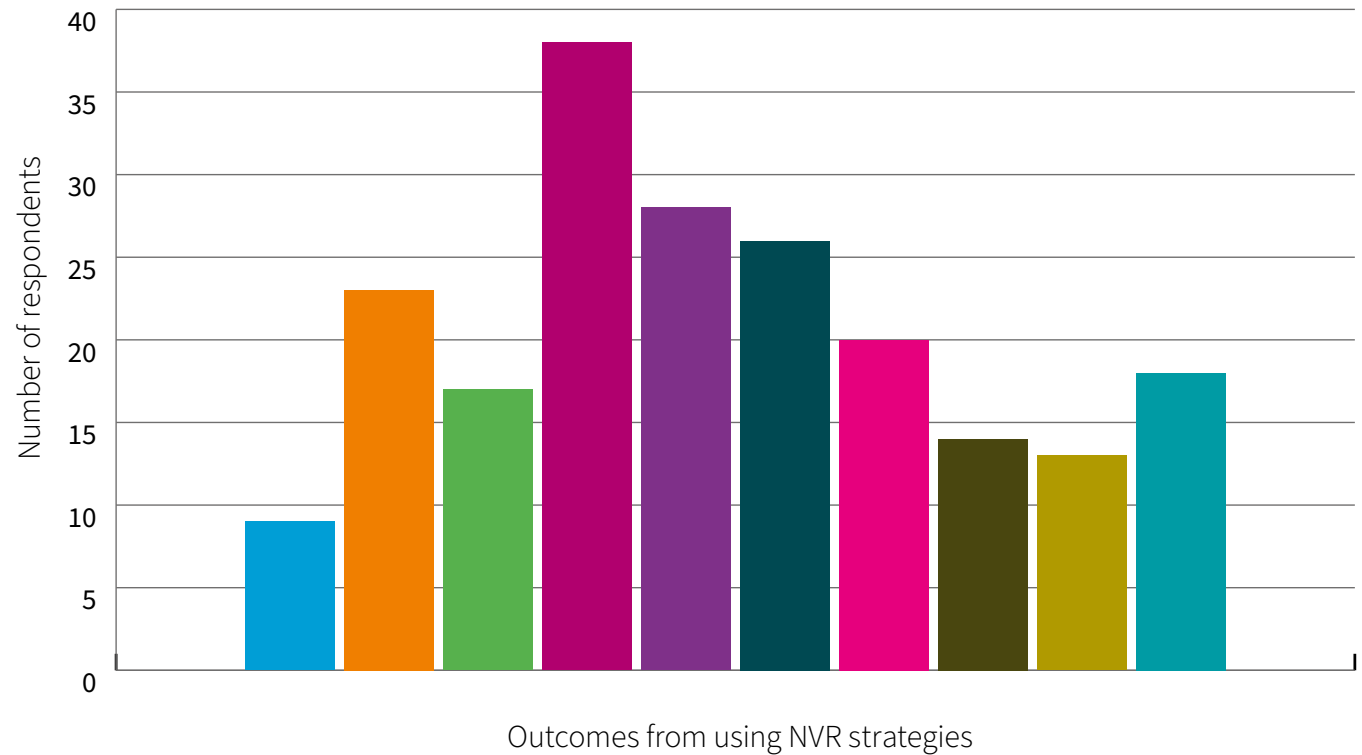
Across the authority there are now 15 establishments implementing the whole school NVR approach and we also know there are several more schools who have already identified NVR in their School Improvement Plan as a priority for session 2023-2024.

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



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 timely 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 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

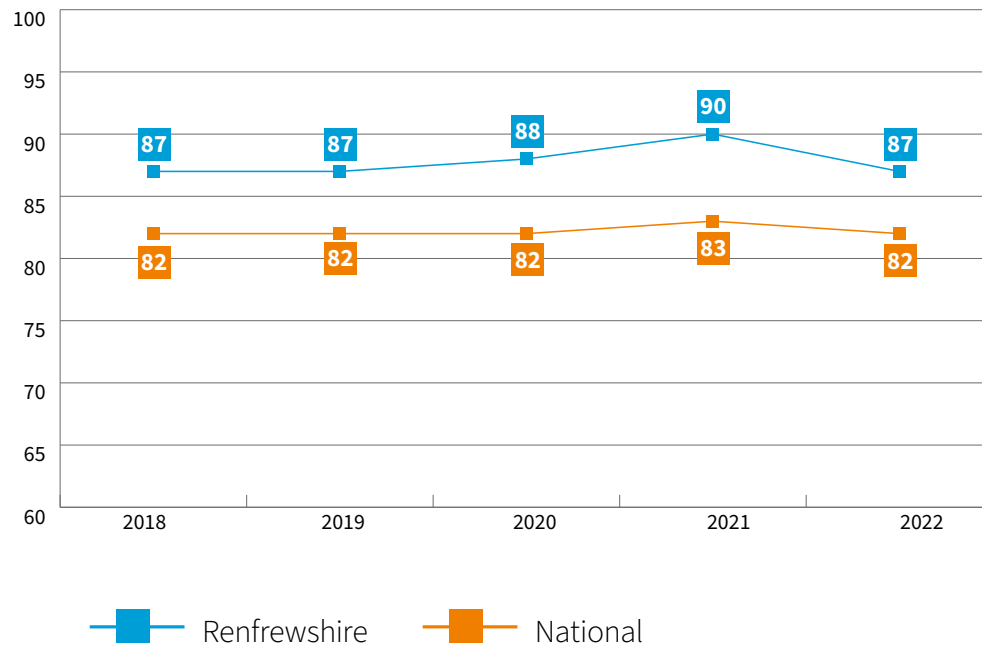
The Data team, comprising the Management Information Officer (MIO) and the Data and Evaluation Officer, provide highly effective support to the central team and to school leaders. The Data team undertake analysis and provide data summaries at key points of the academic year. These summaries include data 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.

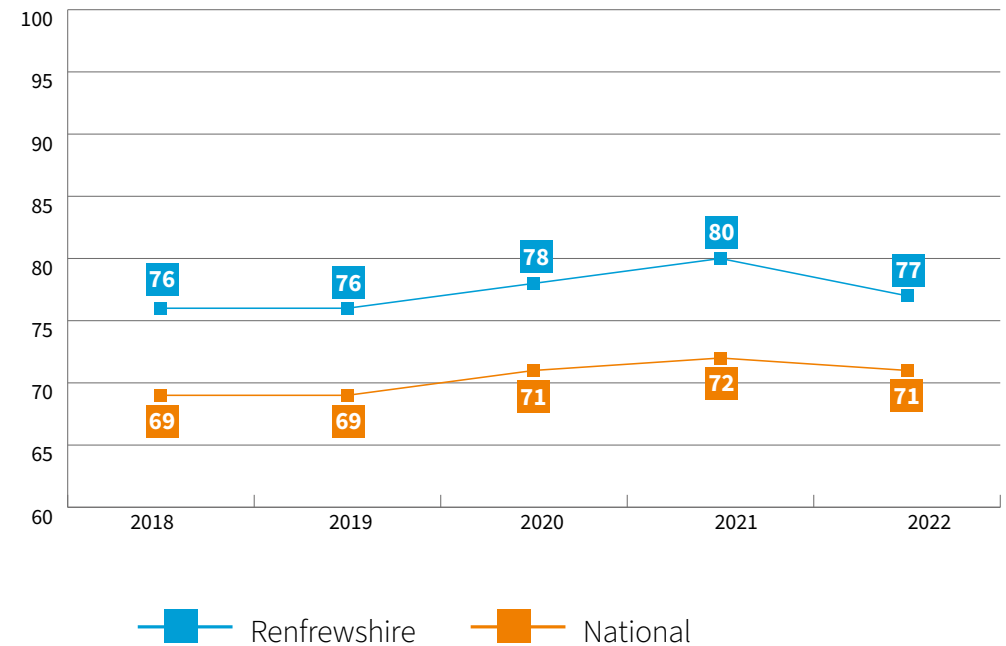
To support school leaders and practitioners, the Data team provide a range of universal and bespoke training and support throughout the session. An authority wide primary school tracking system has been developed and training has been provided on its use. Similarly, training has been delivered to secondary 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



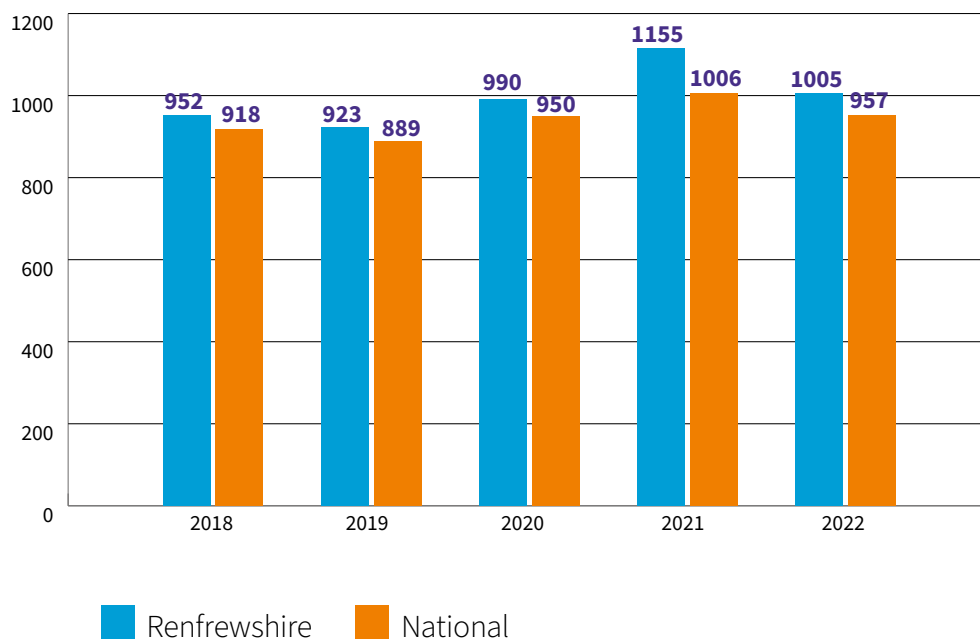
Percentage of Leavers Achieving SCQF 5 Numeracy



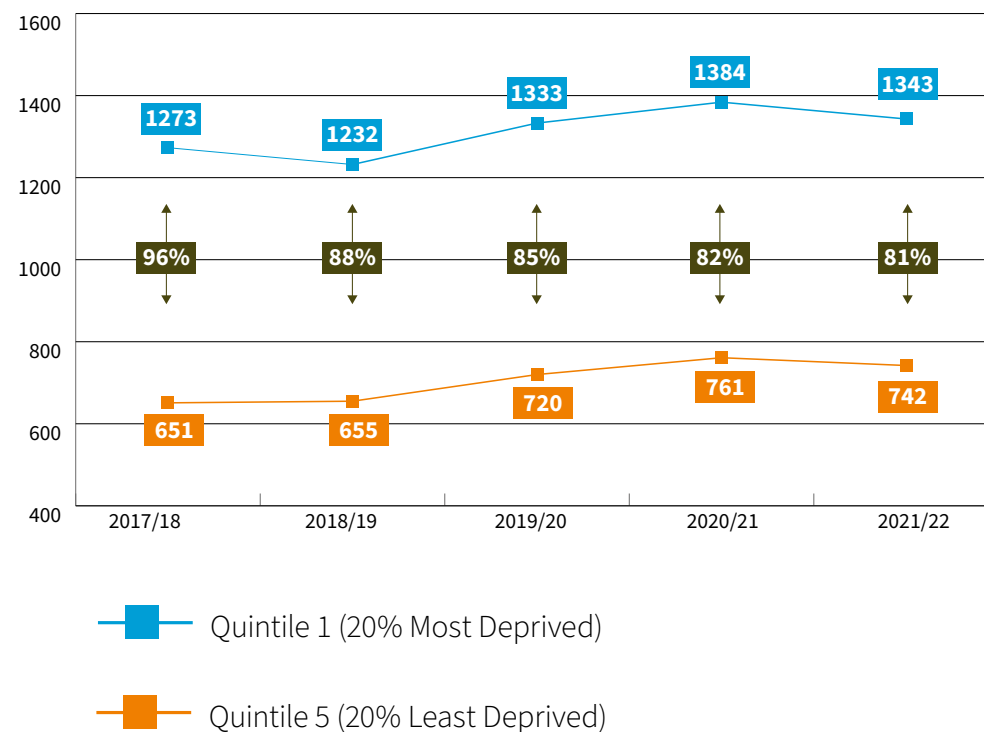
Renfrewshire leavers consistently perform above national figures in literacy and numeracy

Average total tariff

Average total tariff points: All leavers



Renfrewshire leavers: Average total tariff by SIMD Quintile

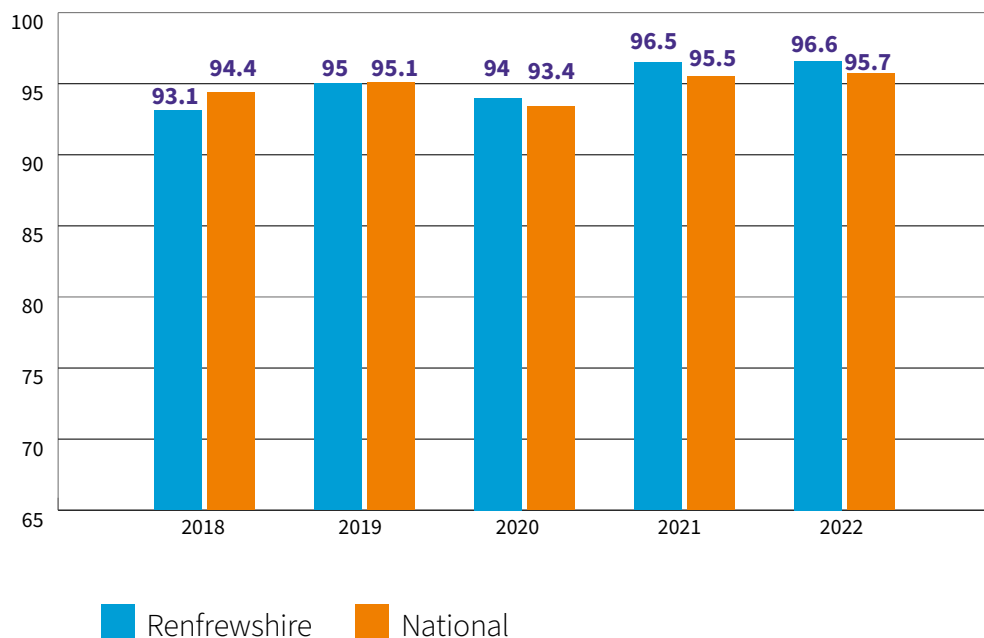


The average total tariff measures school leavers' attainment across all subjects and qualifications. Renfrewshire leavers consistently have a higher average tariff than national, indicating that our pupils achieve more qualifications and at higher grades than their counterparts across the country.

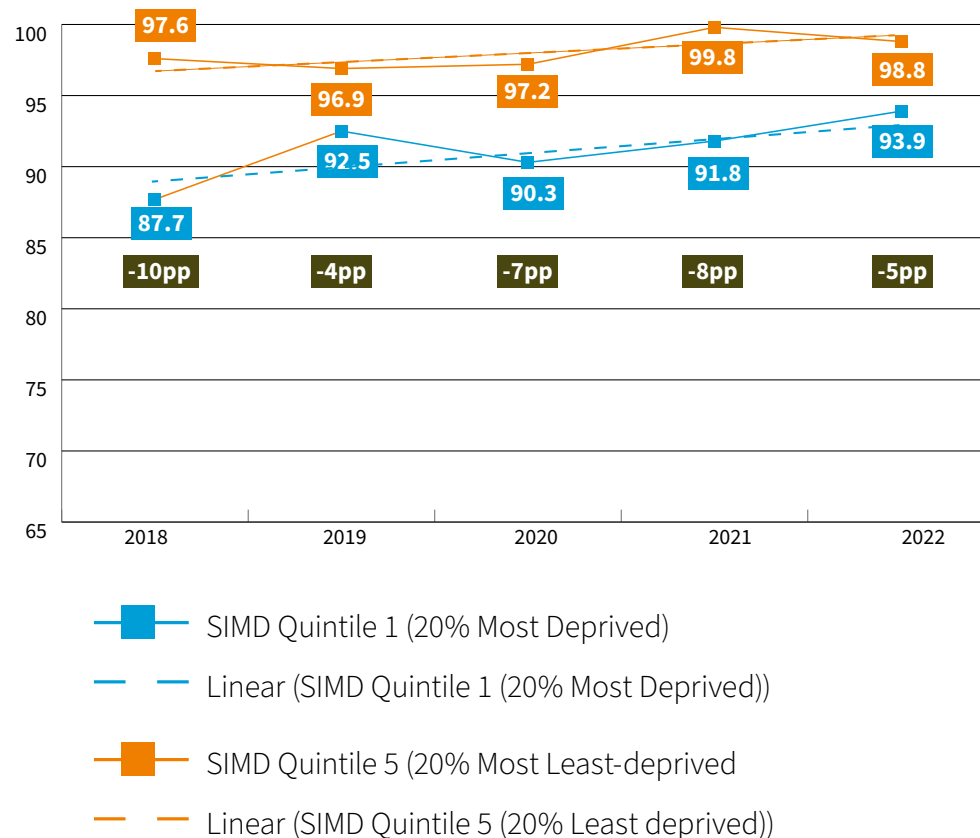
Attainment gaps between pupils living in most and least deprived areas have consistently decreased over 5 years, although remain significant.

School leavers destinations

Percentage of school leavers in positive initial destination



Percentage of Renfrewshire school leavers in positive initial destination: SIMD Quintile 1 and 5

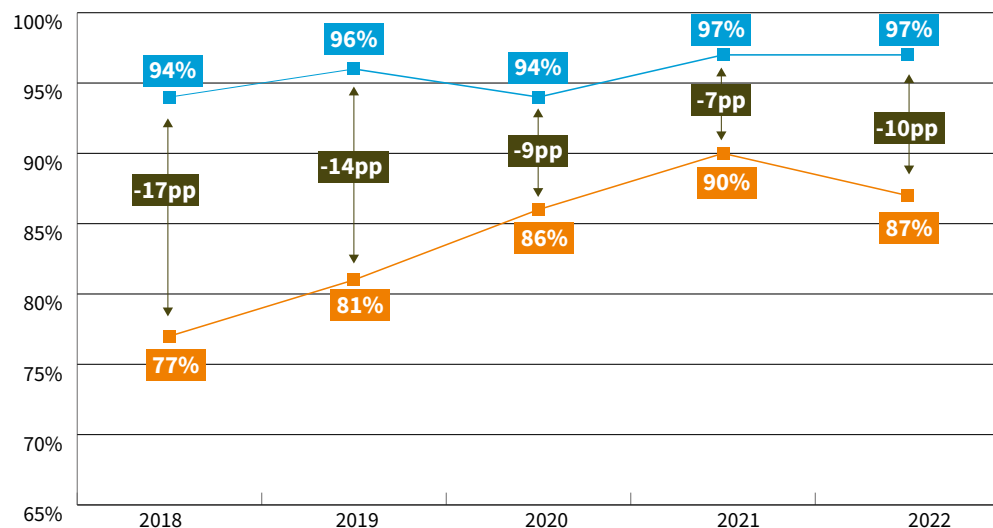


The percentage of Renfrewshire school leavers in a positive initial destination has continued to increase and has been above the national figure for the previous 3 years.

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



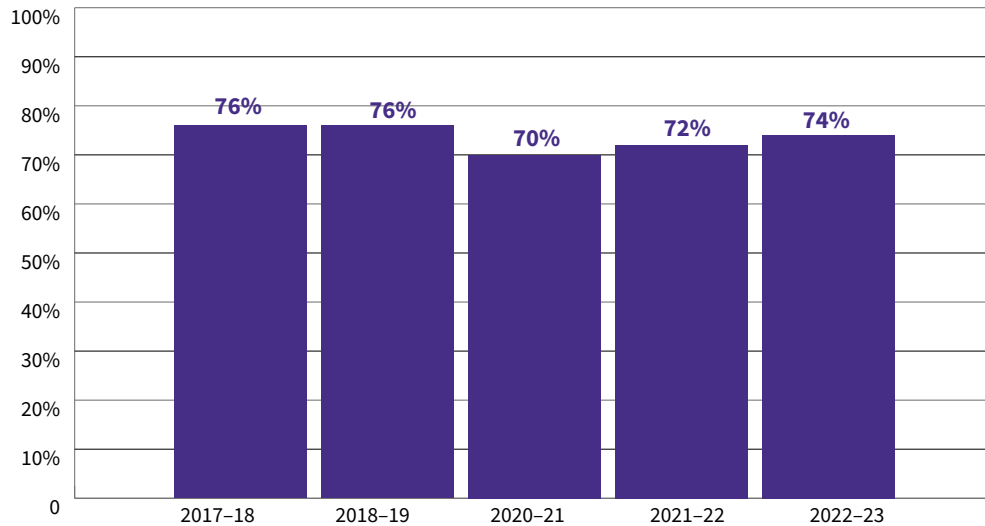
—■— Leavers with Care Experience

—■— Leavers with No Care Experience

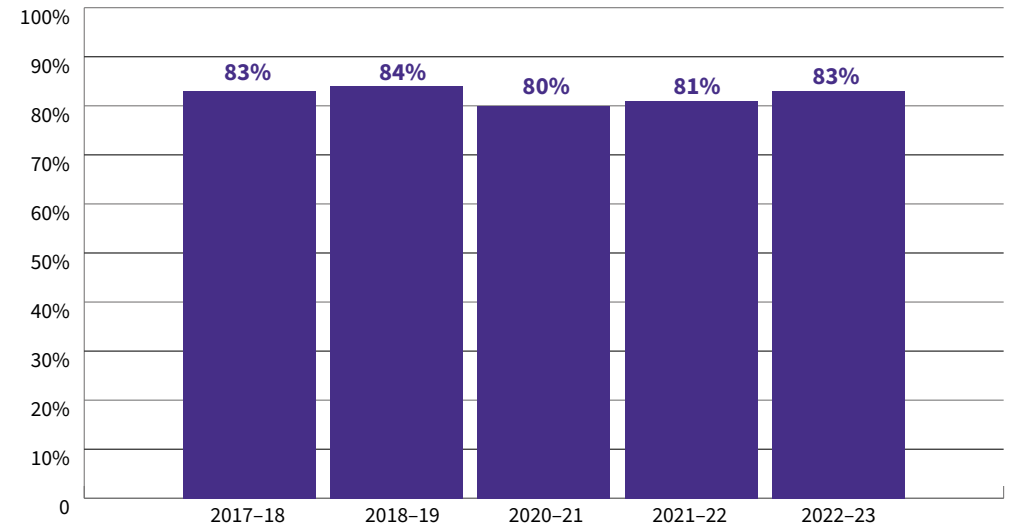
Despite a slight decrease in the latest cohort, the percentage of care experienced leavers entering a positive destination has increased over 5 years.

Primary Attainment in Literacy and Numeracy

Primary Literacy: Percentage Achieved Expected Level



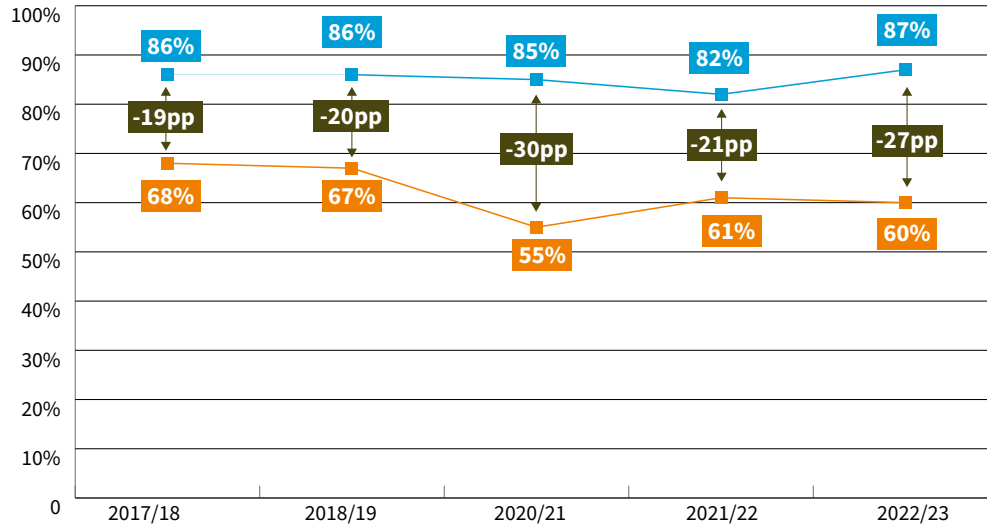
Primary Numeracy: Percentage Achieved Expected Level



Primary attainment in literacy and numeracy continues to increase but is not yet at pre-pandemic levels.

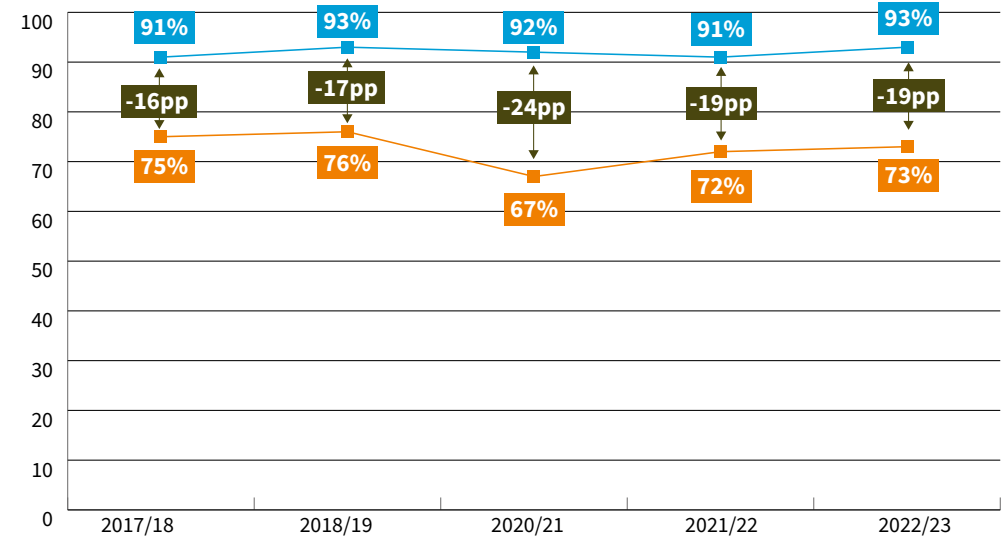
SIMD Attainment Gaps

Primary Literacy: Percentage Achieved Expected CfE Level by SIMD Quintile



- SIMD Quintile 1 (20% Most Deprived)
- SIMD Quintile 5 (20% Least Deprived)

Primary Numeracy: Percentage Achieved Expected CfE Level by SIMD Quintile

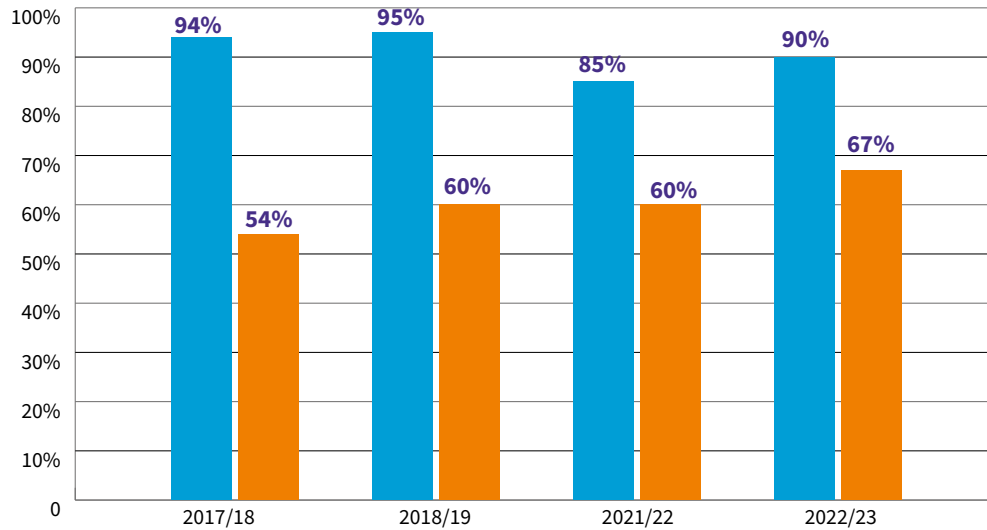


- SIMD Quintile 1 (20% Most Deprived)
- SIMD Quintile 5 (20% Least Deprived)

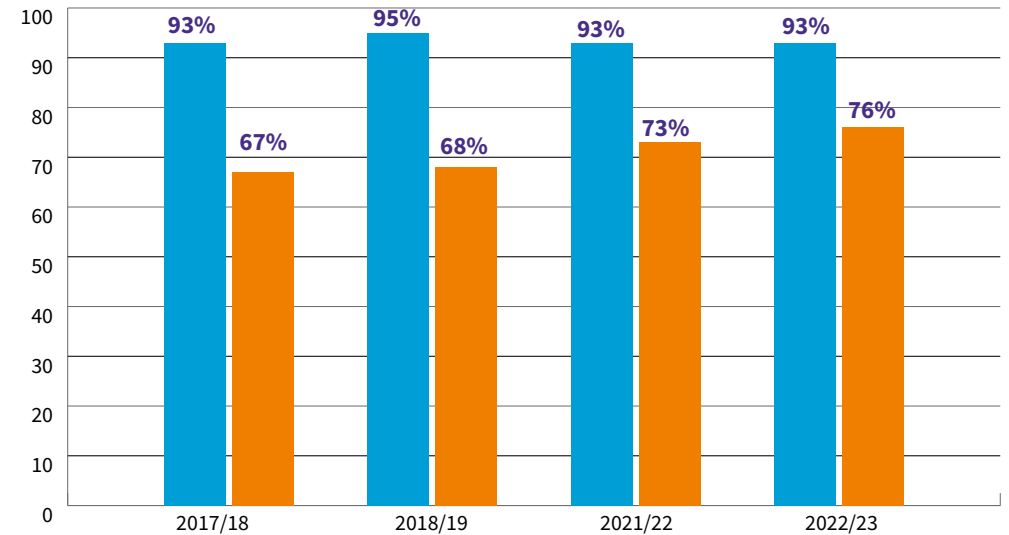
Pupils in most deprived areas were most significantly affected by the pandemic causing gaps to widen. Some signs of recovery in 2021-22 and 2022-23, particularly in numeracy.

S3 Attainment

S3 Literacy Attainment



S3 Numeracy Attainment



■ Achieved Third Level or above ■ Achieved Fourth Level

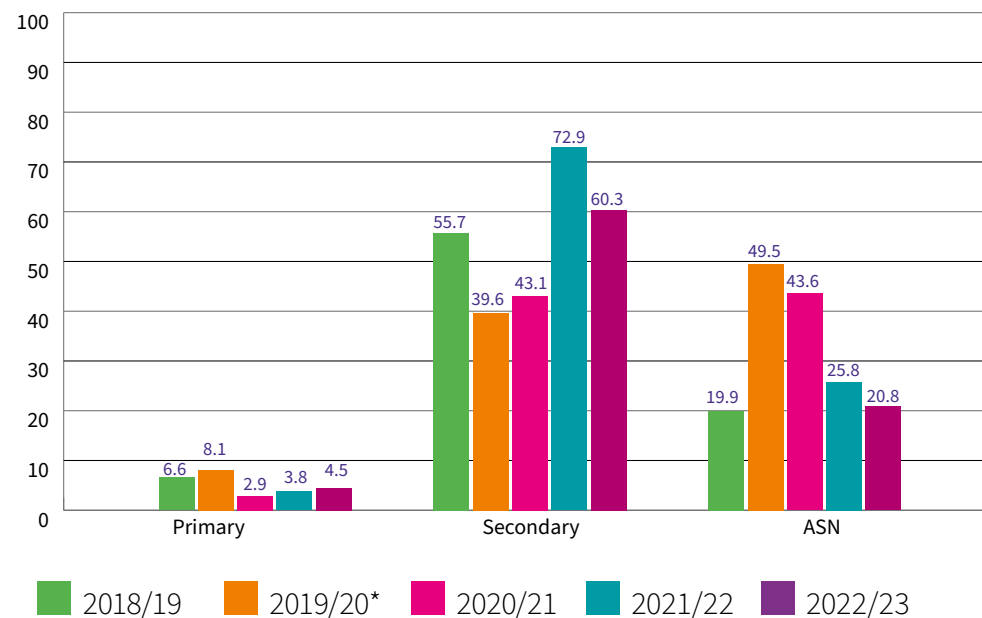
Attainment at Curriculum for Excellence Fourth Level has continued to increase in both literacy and numeracy.

Attainment and Exclusions

Attendance rates by sector



Exclusion Rate per 1000 Pupils by Sector



Attendance rates have been impacted by the pandemic with primary and secondary attendance lower than in previous years.

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

WINNING SCOTLAND

Mindset in Early Years

Impact Report: June 2023

Early Years Scotland
Investing in our youngest children

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03  Early Years Settings	04  Limitless Learning
05  About our Learners	07  Changing Attitudes
10  Learner Feedback	11  Winning Scotland Contact Details

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.

"I would most definitely rate this course 5. It was packed with useful information which I have been able to incorporate into my practise and importantly it has allowed me to reflect and improve my practise."

The twilight courses were a great way to speak to peers from all around the country, sharing good practice and also realising that we all experience the same difficulties, within early years and we are very much not on our own – great support network."

Early years practitioner
(East Renfrewshire)



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.



BUILDING CONFIDENCE AND RESILIENCE IN YOUNG PEOPLE 2

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.



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

Twilight attendance



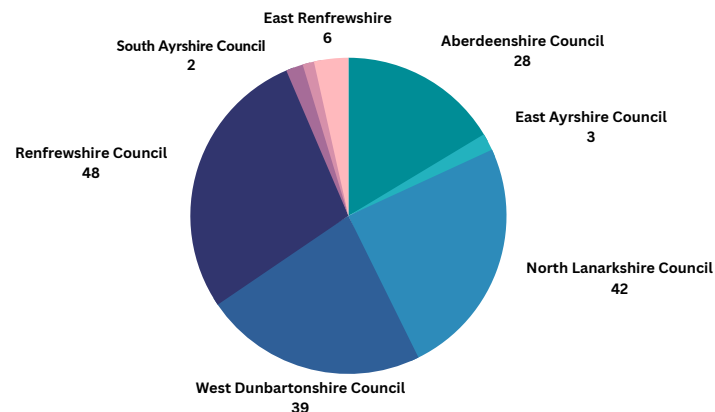
68%* of learners attended at least 4 of the 6 twilight sessions

*Not including module 6

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:



LIMITLESS LEARNING EARLY YEARS SETTINGS



CHANGING ATTITUDES

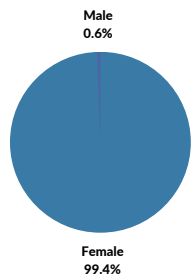


ABOUT OUR LEARNERS

A total of 168 learners registered on the course during 2022-23. A breakdown of these learners are shown below.

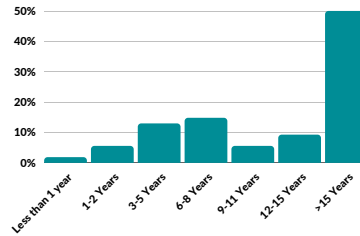
GENDER BREAKDOWN

The vast majority of course participants are female, making up 99% (n=167) of the learners with 1 male 0.6%.



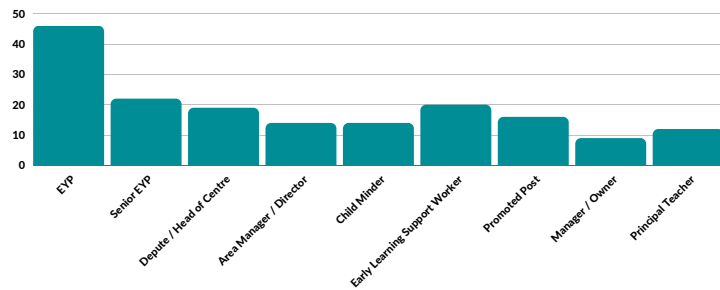
BREAKDOWN BY EXPERIENCE

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.



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.



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'

CHANGING ATTITUDES



CHANGING ATTITUDES



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

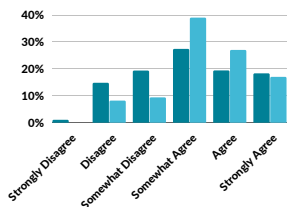
Having completed the Limitless Learning course, learners are asked to provide responses that identify any shift in opinion.

The following responses represent the views of teaching professionals that completed the Limitless Learning content.

For all the tables below the following key applies:

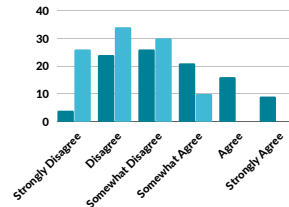
Pre course responses (light blue) Post course responses (dark blue)

All of the young people I work with would improve their ability if they worked hard at it



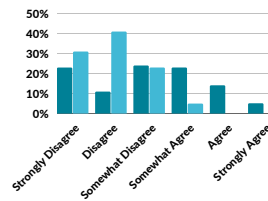
Figures show that prior to the course, 38% of learners disagreed in some form, however post course this shows a drop to 13%.

There will always be some young people who simply won't "get it" no matter what I do



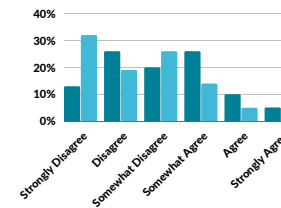
Prior to the course, 27% of early years professionals agreed in some form with this statement. Encouragingly, only 9% agreed from the post course responses

Intellectual ability is something that remains relatively fixed throughout a person's life



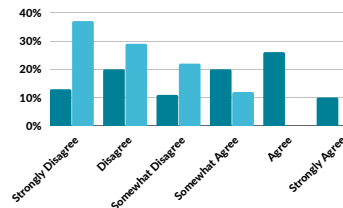
Fixed ability was questioned, pre course responses indicated that 58% agreed that intellectual ability is fixed throughout life. Significantly, this drops to 5% following course completion.

Learners who finish their work quickly understand the material better than those who take longer



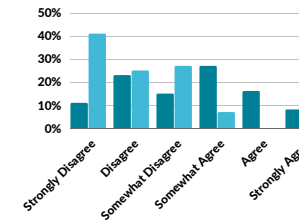
When asked if finishing work quickly signals better understanding of materials, pre course 59% agreed with this, however post course responses do show a shift, dropping to 23%.

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

LEARNER FEEDBACK



CONTACT US



Use 3 words to explain the Mindset Teams course



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



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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. He 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
<p>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:</p>	<p>“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”.</p>
<p>Flexibility of resources from MCOs Practitioners valued the experience of MCOs who could advise on how to use techniques and resources flexibly:</p>	<p>“[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.</p>
<p>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:</p>	<p>“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”</p>
<p>Enhancing practitioner confidence Practitioners enjoyed increasing the tools with which they could stimulate learning, which in turn enhanced their confidence:</p>	<p>“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”</p>
<p>Direct support to target children Practitioners noted how having the capacity of an MCO also helped them target specific children in their classes:</p>	<p>“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”</p>

Theme and Description	Quote
<p>Supporting rapid practice change Practitioners explained how working with the MCOs allowed them to make rapid changes to practice:</p>	<p>“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”</p>
<p>Accessible planner resource Practitioners found the planners useful and accessible:</p>	<p>“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”</p>
<p>Supporting transitions Practitioners noted that the planner resource had supported transitions, both within and between levels:</p>	<p>“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”</p>
<p>Enhancing classroom assistants Practitioners referred to the CLPL that MCOs delivered to support staff such as classroom assistants and additional support need assistants:</p>	<p>“[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”</p>
<p>Engaging parents and carers Practitioners noted that MCOs had worked effectively with parents and carers to support parental engagement and involvement.</p>	<p>“[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”</p>

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



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

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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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

The image features a solid teal background. In the upper left quadrant, the word "Inclusion" is written in a clean, white, sans-serif font. The bottom portion of the image is dominated by several overlapping, abstract geometric shapes. On the left, a large, dark purple semi-circle curves upwards. To its right, a bright pink triangle points upwards. Further right, another bright pink triangle points upwards, partially overlapping a darker purple shape. The overall composition is modern and minimalist.

What will we do collectively?	What difference will we make?	How will we measure success?
<p>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.</p>	<p>By June 24, the Staged Intervention Framework will be used consistently by all sectors.</p> <p>Children and young people (CYP) are involved in decisions relating to the support needed to thrive in education.</p> <p>The use of language to describe a child's strengths and needs reflects the language policy.</p> <p>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.</p> <p>Improved teacher confidence in supporting children with ASN.</p>	<p>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.</p> <p>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.</p> <p>The number of exclusions of children with ASN and who are Care Experienced will reduce as schools become better at identifying and meeting needs.</p> <p>Case studies will evidence the impact of supports put in place.</p> <p>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.</p>
	<p>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).</p> <p>Pupils who are receiving support at STINT level 1 will attain in line with their peers who do not have an ASN.</p>	<p>Baseline measurements will be gathered relevant to age and stage and will include:</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Wellbeing Scores • Attendance • Exclusions

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Embed an Assessment Framework that will enable practitioners to better identify barriers to learning and to strengthen decision making around the stage of intervention.</p>	<p>By June 24, EPS and Education Officers (inclusion) are included at the right time & place to influence discussions, decision, & planning.</p> <p>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.</p> <p>All practice will be consistent across establishments.</p> <p>All staff involved in the use of the assessment framework have increased skill & confidence in collaborative assessment, analysis & planning to remove barriers to learning.</p>	<p>Stakeholder reference group feedback on clarity roles, impact on outcomes for young people and consistency of EP practice will provide baseline for improvement.</p> <p>Survey feedback on confidence in roles and implementation of the assessment framework will be baselined and then reviewed for improvement termly.</p> <p>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.</p> <p>All Assessment Framework paperwork will include impact statements.</p>

What will we do collectively?	What difference will we make?	How will we measure success?
<p>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.</p>	<p>By June 24, Team Around the Child process is used effectively to support CYP where appropriate.</p> <p>CYP benefit from access to appropriate needs-based supports and are more involved in decisions that affect them.</p> <p>Parents/carers are more involved in clear and transparent decision making.</p> <p>Early and effective interventions will be planned and supported by the staged intervention framework and professional learning (PL).</p> <p>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.</p> <p>A clear data strategy will be developed that will help inform improvements.</p>	<p>Building on the Ren10 request for assistance we will have in place a simple referral process for families to access support (self-referral).</p> <p>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.</p> <p>Data will be analysed and will be used to form decision making for Ren10 and for Whole Family Wellbeing.</p> <p>Through the Quality Improvement Framework single and multi-agency plans will be sampled and effectiveness of interventions will be reviewed.</p> <p>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:</p> <ul style="list-style-type: none"> • 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?
<p>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.</p>	<p>By June 24, communication and collaboration with parent groups lead to improvements in policy and practice.</p> <p>Parents and carers report their views are valued.</p> <p>Ensuring efforts are made to engage with kinship/ foster carers/ staff in Children’s Houses and also parents who have Care Experience themselves.</p> <p>All policies will have a parent/carer friendly version.</p> <p>Training for staff is informed by lived experience.</p>	<p>The number of enquiries/complaints relating to poor communication/concerns about meeting children’s needs will decrease.</p> <p>Improved accessibility of policies for parents / carers.</p> <p>Parental / carer engagement and participation in meetings (baseline).</p>
<p>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.</p>	<p>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.</p> <p>The inclusion offer through schools and specialist resources provide bespoke interventions to support CYP from Early Years to Senior Phase.</p> <p>Better joined up working from all sectors and agencies.</p> <p>Children and young people with ASN are supported at the right level and time.</p>	<p>Consultation responses.</p> <p>“You said, we did” reports/Impact reports.</p> <p>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.</p> <p>Number of referrals.</p> <p>Clear and transparent policy on deployment of staff to support CYP with ASN.</p> <p>CIRCLE audits of Flexible Learning Resources show improvements to environment and practice.</p> <p>Evaluation of processes analysed, and feedback given to stakeholders.</p>

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Continue mapping of the workforce—particularly in line with developments relating to the whole family wellbeing fund and the 10 principles of family support.</p>	<p>Roles and responsibilities of support staff are clear to support the delivery of staged interventions.</p> <p>Support staff have been devolved to locality & are deployed equitably to support CYP.</p>	<p>Audit of permanency of support staff.</p> <p>Audit of roles and responsibilities of support staff.</p> <p>Staff confidence survey.</p> <p>Feedback from stakeholder groups.</p>
<p>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.</p> <p>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.</p>	<p>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.</p> <p>Almost all staff working in educational establishments will feel confident in implementing policies and processes that support inclusion.</p> <p>All staff working in educational establishments know how to access professional learning (PL) to support their understanding and confidence in this area.</p>	<p>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.</p> <p>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.)</p> <p>Staff training evaluations (including pre and post confidence rating).</p> <p>Local authority data on exclusions and use of part time timetables will be reviewed termly.</p> <p>Numbers of young people accessing support to meet their learning needs from within their locality area.</p>

What will we do collectively?	What difference will we make?	How will we measure success?
<p>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.</p> <p>The Locality Inclusion Support Network (LISN) will be further developed to embed the refreshed multi-agency GIRFEC approach.</p>	<p>By Aug 24, all staff working in educational establishments know how to access PL to support their understanding and confidence in this area.</p> <p>PL will be more responsive to the needs of each locality.</p> <p>Our strengthened approach to PL equips leaders and practitioners with the knowledge, skills, and confidence to effect positive change for all learners.</p> <p>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.</p> <p>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.</p> <p>There is a clear overview of all ASN training and whole school training from each establishment across the local authority.</p> <p>Networking opportunities across all services are built into PL calendar.</p> <p>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.</p>	<p>Audit of all staff will provide us with information to inform future PL offers.</p> <p>Monitoring of key staff attendance at PL events across all services.</p> <p>Pre/post survey will show an improved confidence scale following PL.</p> <p>Senior EPs will gather locality specific information in relation to needs & data and record numbers of joint PL sessions delivered.</p> <p>Stakeholder reference group will feedback on service delivery.</p> <p>Evaluations from networking opportunities.</p> <p>Improved links with West Partnership.</p> <p>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.</p> <p>Increased opportunities for moderation and sharing of good practice across establishments and localities.</p> <p>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.</p> <p>The local authority quality assurance framework will be aligned to allow Education Managers to sample pupil support processes and procedures.</p> <p>Case studies will show case and celebrate good practice across the local authority.</p> <p>Case studies from all other services will showcase and celebrate good practice across the local authority.</p>

What will we do collectively?	What difference will we make?	How will we measure success?
<p>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.</p>	<p>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.</p> <p>Decision making to support interventions will be improved.</p> <p>Decision making at points of transition will be transparent and clear for all parents/staff and pupils.</p> <p>Utilisation of staff within Mary Russell and Riverbrae School has improved and there is reduction in staff turnover and absence in both schools.</p> <p>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.</p>	<p>Staff training programme will be analysed and gaps identified will lead to improvements in PL offer.</p> <p>Quality Indicator 3.1 good to very good with a focus on the environment.</p> <p>Appropriateness and application of curriculum from early years to senior phase—this will be evidenced through curriculum rationale and associated plans.</p> <p>Evidence of improved multi-agency working where appropriate.</p> <p>Quality assurance measures associated with Learning, Teaching and Assessment, Improvement planning, and use of resources will show ambition for children and young people.</p> <p>Improved attainment for children with ASN.</p>

Families and Communities: Health and Wellbeing



What will we do collectively?	What difference will we make?	How will we measure success?
<p>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:</p> <ul style="list-style-type: none"> • 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 <p>Deliver bespoke PL to meet the needs of individual education establishments.</p> <p>Widen self-harm and suicide prevention training to Early Years and Primary.</p>	<p>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.</p> <p>Almost all participants have improved knowledge, confidence and practice across a range of mental, emotional and social wellbeing topics.</p> <p>Almost all participants understand and are clear about how to respond to the distressed behaviour of CYP.</p> <p>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.</p> <p>All secondary school Pupil Support teams will have ASIST trained staff.</p> <p>CYP and staff participating in the LGBTI Charter Award are more inclusive and have the confidence to tackle homophobic, bi-phobic and transphobic bullying.</p>	<p>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.</p> <p>Number of hits of the Renfrewshire digital signposting resources indicate that CYP, staff and parents/carers know where to access support information.</p> <p>Professional learning pre and post evaluations and focus groups demonstrate improved scores in knowledge and confidence.</p> <p>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.</p> <p>Professional learning participation statistics highlight the reach of the training across Renfrewshire.</p> <p>Case Studies evidence the longer-term impact of PL on the mental health and emotional wellbeing of CYP.</p> <p>All schools participating in the LGBT Charter Award for session 2023/24 will achieve their target level.</p>

What will we do collectively?	What difference will we make?	How will we measure success?
<p>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).</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>By September 2023, all participants are confident and knowledgeable about how to integrate the resource into their PSE programmes.</p> <p>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.</p> <p>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.</p>	<p>Audit of emotional literacy programmes across all establishments shows that almost all establishments are using an evidence-based programme.</p> <p>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.</p> <p>Focus group of Pupil Support Staff in March 2024, will show that the resource has enhanced learning and teaching of mental health and wellbeing.</p> <p>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.</p> <p>Post training evaluations show that practitioners and young people know how to become involved in life protection, preservation and promotion activities in their community.</p>
<p>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.</p>	<p>By March 2024, the programme has been reviewed and gaps addressed to reflect up to date research and information from partners.</p> <p>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.</p>	<p>Audit across all establishments provides evidence that the resource is embedded in PSE programmes.</p> <p>Platform analytics provide information about reach as well as feedback from users—practitioners and CYP.</p>
<p>Establish further links with Parent Council Chairs to deliver a range of bespoke HWB information/training sessions.</p>	<p>By June 2024, targeted parents/carers are more confident in supporting their child’s wellbeing.</p>	<p>Pre and post evaluation data from parent/carers demonstrates improvement in knowledge, understanding and confidence.</p>

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<p>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.</p> <p>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)</p> <p>Consult with stakeholders re HWB census and develop an ongoing strategy for administering this extensive HWB survey.</p>	<p>By June 2024, almost all schools have engaged with HWB datasets to identify strategic priorities.</p> <p>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.</p> <p>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.</p>	<p>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%.</p> <p>Baseline—schools' self-evaluation gradings for QI 3.1 at June 2023</p> <ul style="list-style-type: none"> • 2 schools Excellent • 64% (40 schools) VG • 29% (18 schools) Good • 3 schools Satisfactory <p>All Education Scotland inspections grade QI 3.1 as 'Good' or better.</p> <p>Engagement statistics related to HWB blog, newsletter and Sway resources.</p> <p>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.</p> <p>Focus groups and Forms surveys will be used to gather views of stakeholders. A HWB data strategy is in place.</p>

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<p>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.</p> <p>Identify common referral themes across schools and plan ways to address these through staff professional learning and provision of supports.</p> <p>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.</p> <p>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.</p>	<p>By June 2024, all CYP requiring specialist Counselling, receive timeous support to cope with issues and build resilience.</p> <p>Staff benefit from consultancy support e.g., advice, guidance and strategies in relation to supporting targeted CYP as required.</p> <p>Participants in the Reflective Group Practices are supported through clinical supervision to reflect on their own feelings, focus on self-care and avoid burnout.</p> <p>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.</p>	<p>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.</p> <p>100% CYP access counselling screening appointment within 5 days of referral.</p> <p>85% CYP show improvement post counselling.</p> <p>Focus groups of practitioners evidence the effectiveness of the supervision structures.</p> <p>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.</p>

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<p>Provide the training and resources to extend Mentors in Violence Prevention (MVP) programme across all mainstream secondary schools.</p> <p>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.</p> <p>The Equally Safe in Renfrewshire project will continue to support primary schools who want to take an alternative look at positive relationships.</p> <p>Further roll out of the Mental Health Ambassador/MVP training will take place across secondary schools.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>Pre and post professional learning questionnaires will demonstrate that all staff have increased knowledge and confidence.</p> <p>Focus groups of mentors and mentees evidence that young people confidently deliver lessons to their peers.</p> <p>Observation of MVP in action in a sample of schools by Renfrewshire training team at agreed points in the academic year.</p> <p>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.</p> <p>Number of MVP schools show that all secondaries are participating.</p> <p>The ‘red flag’ campaign is successfully delivered by young people across participating schools.</p>
<p>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.</p> <p>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.</p> <p>Develop an action plan to update the PE curriculum planners.</p>	<p>By June 2024, an audit has been completed, gaps identified and action plan developed to refresh the PE curriculum planners.</p> <p>Key partners are fully engaged in the audit and planning process.</p>	<p>Audit results and action plan evidence the work undertaken.</p>

Curriculum, Learning, Teaching and Assessment



What will we do collectively?	What difference will we make?	How will we measure success?
<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>Improve attainment for all while narrowing the poverty related attainment gap.</p> <p>Attainment will return to or exceed pre pandemic levels of attainment.</p> <p>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.</p> <p>Almost all leaders and participants in professional learning will have a greater understanding of conditions required for successful implementation of L&T approaches/ interventions.</p> <p>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.</p> <p>Stronger evaluation on the impact of professional learning on pupil progress will support practitioners in planning next steps for learners.</p> <p>Professional learning and targeted interventions will contribute to restoring attainment in literacy and numeracy to pre pandemic levels.</p>	<p>By September 2024 Insight data will demonstrate improved attainment at all levels in the senior phase</p> <p>By September 2024 insight data will demonstrate improvement in the attainment of disadvantaged children and young people</p> <p>By September 2024 Attainment data in the BGE will demonstrate a return to, as a minimum, pre pandemic levels.</p> <p>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</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>79% of children and young people will achieve expected CfE level in literacy.</p> <p>87% of children and young people will achieve expected CfE level in Numeracy.</p>

What will we do collectively?	What difference will we make?	How will we measure success?
<p>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.</p>	<p>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.</p> <p>All staff will be empowered and supported to strengthen their practice through collaboration and professional learning.</p> <p>Learners' experiences will improve as the vision for highly effective practice is realised in each establishment.</p> <p>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.</p> <p>By September 2024, all schools will evaluate themselves as Good or better for Quality indicator 2.3: learning teaching and assessment.</p> <p>By June 2024, ACEL data will accurately reflect pupil progress in all schools.</p>	<p>Learning visits as part of the Quality Improvement Framework (QIF) will demonstrate the LTA strategy in practice.</p> <p>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.</p> <p>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.</p> <p>School standard and quality reports highlight that professional learning has led to sustained change and positive impact in the classroom.</p> <p>Collation of the National Improvement Framework return self-evaluation statements (2.3).</p> <p>Improved use of SNSA to support teacher professional judgement will be evident in the ACEL data.</p> <p>Evidence gathered as part of QIF visits.</p>

What will we do collectively?	What difference will we make?	How will we measure success?
<p>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.</p> <p>Increase knowledge and improve the consistency of planning to support the delivery of high-quality learning, teaching, assessment and moderation across all sectors.</p> <p>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.</p>	<p>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.</p> <p>By June 2024, senior leaders will have a raised awareness of the importance of building racial literacy across establishments.</p> <p>By June 2024, 4 practitioners will be trained through the Education Scotland Professional Learning Programme to support the local authority plan.</p>	<p>Improved use of SNSA to support teacher professional judgement will be evident in the ACEL data.</p> <p>Evidence gathered as part of QIF visits.</p> <p>Focus groups to demonstrate increased awareness of the importance of building racial literacy across all sectors.</p> <p>Feedback from the working party on improvements in practitioner awareness and understanding of racial literacy.</p>

What will we do collectively?	What difference will we make?	How will we measure success?
<p>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.</p> <p>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.</p>	<p>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.</p> <p>Data collected within the early year’s progression tool will show increased levels of attainment across literacy, numeracy and health and wellbeing.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Data collected will support staff in making key decisions about interventions and resources required to meet the needs of the child.</p> <p>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.</p>	<p>Post-training evaluations will demonstrate that for almost all participants the training has:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <p>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.</p> <p>Post training evaluations will demonstrate that for almost all participants the training has:</p> <ul style="list-style-type: none"> • 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 stage or pre-early level of the CfE. <p>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.</p> <p>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.</p>

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Development of a Renfrewshire Literacy Framework to support consistent planning, assessment and progression within and across establishments.</p>	<p>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.</p>	<p>Attainment and tracking data will be more robust as evidenced via Q.A visits and school/cluster-based moderation activities.</p> <p>Evaluations with Head Teachers/Literacy Champions will demonstrate increased confidence of teaching staff in planning and assessing pupil progress in literacy.</p>
<p>Provide opportunities for senior leaders to work collaboratively to explore implications of The Independent Review of Qualifications and Assessment (IRQA) and National Discussion.</p> <p>Continue to work with school leaders and SDS to embed the Career Education Standard.</p>	<p>By June 2024, there will be an improved awareness and understanding in secondary schools of the IRQA and National Discussion.</p> <p>Senior leaders will be in a stronger position to develop and implement the recommendations of the national curriculum review.</p> <p>By June 2024, school curriculum rationales will be ambitious and reflect emerging national expectations.</p>	<p>The number of opportunities for HT to explore visions and principles for future practice will be increased.</p> <p>Evidence of increased awareness and forward planning gathered through QIF visits.</p> <p>Senior leaders will report improved confidence in understanding the implications of the IRQA and National discussion.</p>

What will we do collectively?	What difference will we make?	How will we measure success?
<p>Work in partnership with UWS/WCS to increase the number of opportunities available for young people to access appropriate curricular pathways.</p> <p>Strengthen the Senior Phase offer, to widen the range of opportunities available to young people including appropriate courses and work placement opportunities.</p>	<p>A strengthened senior phase curriculum will equip all young people with the confidence, knowledge, skills and experience to achieve their full potential.</p> <p>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.</p>	<p>98% of young people will enter a positive destination.</p> <p>Increased % of young people from quintile 1 will achieve a positive destination.</p> <p>100% of care experienced young people will achieve a positive destination.</p> <p>16–19 participation measure—95% of young people will sustain positive destination.</p> <p>Evaluation carried out with focused groups of learners across all secondary schools to ensure curricular pathways are appropriate.</p> <p>Analysis of school curriculum will evidence an increase in the range and number of qualifications young people are achieving.</p> <p>Improved levels of scrutiny and support is demonstrated in the quality of tracking and monitoring data related to school leavers and destinations.</p> <p>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.</p>
<p>Develop a strengthened framework of support with SDS and Invest Renfrewshire to ensure pupils are supported to enter and sustain positive destinations.</p> <p>Implement a refreshed work placement model across all secondary schools.</p>	<p>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.</p>	<p>Work placement data on RUBI will be evaluated to evidence improved engagement with relevant opportunities.</p>



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

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