

Notice of Meeting and Agenda Education and Children Policy Board

Date	Time	Venue
Thursday, 03 November 2016	13:00	Council Chambers (Renfrewshire), Council Headquarters, Renfrewshire House, Cotton Street, Paisley, PA1 1AN

KENNETH GRAHAM
Head of Corporate Governance

Membership

Councillor Bill Brown: Councillor Lorraine Cameron: Councillor Andy Doig: Councillor Roy Glen: Councillor Brian Lawson: Councillor Paul Mack: Councillor Mark Macmillan: Councillor Iain McMillan: Councillor James McQuade: Councillor Alexander Murrin: Councillor Will Mylet: Councillor Bill Perrie: Councillor Jim Sharkey: Councillor Maureen Sharkey: Councillor Tommy Williams: Reverend Graeme Clark: Mr Iain Keith: Mr Jack Nellaney

Councillor Jacqueline Henry (Convener):

Further Information

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

A copy of the agenda and reports for this meeting will be available for inspection prior to the meeting at the Customer Service Centre, Renfrewshire House, Cotton Street, Paisley and online at www.renfrewshire.cmis.uk.com/renfrewshire/CouncilandBoards.aspx

For further information, please either email democratic-services@renfrewshire.gov.uk or telephone 0141 618 7112.

Children's Services Service Improvement Plan 2016/17 - Mid-Year Monitoring Report

Members of the Press and Public

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

Items of business

Present

Chair

In Attendance

Sederunt

Apologies

Apologies from members.

Declarations of Interest

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

- | | | |
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| 1 | Revenue Budget Monitoring Report | 5 - 10 |
| | Joint report by Directors of Finance & Resources and Children's Services. | |
| 2 | Capital Budget Monitoring Report | 11 - 18 |
| | Report by Director of Finance & Resources. | |
| 3 | Families First Early Years Strategy Impact Evaluation Report May 2016 | 19 - 58 |
| | Report by Director of Children's Services. | |
| 4 | Expansion of Entitlement of Early Learning and Childcare | 59 - 64 |
| | Report by Director of Children's Services. | |
| 5 | Scottish Attainment Challenge | 65 - 102 |
| | Report by Director of Children's Services. | |

6	Consultation on Draft Statutory Guidance: Standards in Scotland's Schools etc. Act 2000	103 - 112
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	Report by Director of Children's Services.	
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	Report by Director of Children's Services.	



To: Education and Children Policy Board

On: 3 November 2016

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

Heading: Revenue Budget Monitoring to 16 September 2016

1. Summary

- 1.1 Gross expenditure is £41,000 (0.1%) over budget and income is £41,000 (1.2%) greater than anticipated which results in a **net breakeven position** for the services reporting to this Policy Board.

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

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

2. Recommendations

- 2.1 Members are requested to note the budget position.
- 2.2 Members are requested to note that since the budget was approved there have been a number of budget adjustments resulting in a net increase of £526,084 primarily relating to adjustments for rates realignments and transfer of grant income to Leisure Services. The increases are partially offset by procurement savings, the transfer of

budgets for Corporate Landlord maintenance and Policy and Commission team to Chief Executives.

3. **Children's Services**

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

3.1 **Central Admin:**

Current position:	Net overspend (£152,000)
<i>Previously reported:</i>	<i>Net overspend (£47,000)</i>

The overspend relates to additional staffing costs.

3.2 **Pre Five:**

Current position:	Net overspend (£106,000)
<i>Previously reported:</i>	<i>Net overspend (£68,000)</i>

The overspend relates to staffing costs and property costs.

3.3 **Primary Schools:**

Current position:	Net underspend £165,000
<i>Previously reported:</i>	<i>Net underspend £85,000</i>

The underspend relates to transport costs and teachers' salaries.

3.4 **Secondary Schools:**

Current position:	Net underspend £131,000
<i>Previously reported:</i>	<i>Net underspend £116,000</i>

The underspend relates to transport costs and teachers' salaries.

3.5 **Special Schools:**

Current position:	Net overspend (£99,000)
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Previously reported: ***Net overspend (£50,000)***

The overspend relates to teachers' salaries.

3.6 **Community Learning and Development**

Current Position: ***Net overspend (£24,000)***
Previously reported: ***Net overspend (16,000)***

The overspend relates to staffing costs.

3.7 **Additional Support for Learning:**

Current position: ***Net overspend (£115,000)***
Previously reported: ***Net overspend (£78,000)***

The overspend relates to staffing costs.

3.8 **Childcare Services**

Current position: ***Net underspend £200,000***
Previously reported: ***Net underspend £58,000***

The underspend relates to lower than anticipated expenditure on residential placements and Fostering and Adoption allowances.

3.9 **Projected Year End Position**

It is anticipated, at this stage, that Children's Services will achieve a break-even year-end position subject to any unforeseen demand pressures emerging over the rest of the year.

Implications of the Report

1. **Financial** – Net revenue expenditure will be contained within available resources.

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

List of Background Papers

None

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RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2016/2017
1st April 2016 to 16 September 2016

POLICY BOARD : CHILDREN'S SERVICES

Description (1)	Revised Annual Budget (2)	Revised Period Budget (3)	Actual (4)	Adjustments (5)	Revised Actual (6) = (4 + 5)	Budget Variance (7)		
	£000's	£000's	£000's	£000's	£000's	£000's	%	
Employee Costs	119,136	47,764	48,429	(421)	48,008	(244)	-0.5%	overspend
Property Costs	9,834	5,506	5,540	(1)	5,539	(33)	-0.6%	overspend
Supplies & Services	1,958	1,302	1,327	(25)	1,302	0	0.0%	breakeven
Contractors and Others	18,996	6,752	6,668	22	6,690	62	0.9%	underspend
Transport & Plant Costs	4,620	2,049	1,965	0	1,965	84	4.1%	underspend
Administration Costs	15,410	201	238	(17)	221	(20)	-10.0%	overspend
Payments to Other Bodies	24,772	10,491	10,290	91	10,381	110	1.0%	underspend
CFCR	0	6	6	0	6	0	0.0%	breakeven
Capital Charges	15,748	0	0	0	0	0	0.0%	breakeven
GROSS EXPENDITURE	210,474	74,071	74,463	(351)	74,112	(41)	-0.1%	overspend
Income	(8,073)	(3,547)	(4,981)	1,393	(3,588)	41	1.2%	over-recovery
NET EXPENDITURE	202,401	70,524	69,482	1,042	70,524	0	0.0%	breakeven

£000's

0
(0)

Bottom Line Position to 16 September 2016 is breakeven of
Anticipated Year End Budget Position is breakeven of

0.0%
0.0%

RENFREWSHIRE COUNCIL
REVENUE BUDGET MONITORING STATEMENT 2016/2017
1st April 2016 to 16 September 2016

POLICY BOARD : CHILDREN'S SERVICES

Description (1)	Revised Annual Budget (2)	Revised Period Budget (3)	Actual (4)	Adjustments (5)	Revised Actual (6) = (4 + 5)	Budget Variance (7)		
	£000's	£000's	£000's	£000's	£000's	£000's	%	
Central Administration	9,801	507	1,165	(506)	659	(152)	-30.0%	overspend
Pre-Five Service	15,919	6,318	6,424	0	6,424	(106)	-1.7%	overspend
Primary Schools	50,358	19,371	19,219	(13)	19,206	165	0.9%	underspend
Secondary Schools	74,037	27,729	27,598	0	27,598	131	0.5%	underspend
Special Schools	6,623	1,872	1,971	0	1,971	(99)	-5.3%	overspend
Schools Support Services	0	0	0	0	0	0	0.0%	breakeven
Community Learning & Dev	1,151	472	496	0	496	(24)	-5.1%	overspend
Healthy Lifestyles	19	1	1	0	1	0	0.0%	breakeven
Add Support for Learning (ASL)	6,622	2,287	2,401	1	2,402	(115)	-5.0%	overspend
Facilities Management	367	35	35	0	35	0	0.0%	breakeven
Educational Development	775	326	326	0	326	0	0.0%	breakeven
Psychological Services	687	284	284	0	284	0	0.0%	breakeven
Childcare	36,033	11,272	9,513	1,559	11,072	200	1.8%	underspend
Criminal Justice	9	50	49	1	50	0	0.0%	breakeven
NET EXPENDITURE	202,401	70,524	69,482	1,042	70,524	0	0.0%	breakeven

£000's

0
(0)

Bottom Line Position to 16 September 2016 is breakeven of
Anticipated Year End Budget Position is breakeven of

0.0%
0.0%



To: EDUCATION & CHILDREN POLICY BOARD

On: 3 NOVEMBER 2016

Report by: Director of Finance and Resources

Heading: Capital Budget Monitoring Report

1. Summary

- 1.1 Capital expenditure to 16th September 2016 totals £6.927m compared to anticipated expenditure of £6.903m for this time of year. This results in an over-spend position of £0.024m for those services reporting to this board, and is summarised in the table below:

Division	Current Reported Position	% Variance	Previously Reported Position	% Variance
Children Services	£0.024m o/spend	0% o/spend	£0.007m o/spend	0% o/spend
Total	£0.024m o/spend	0% o/spend	£0.007m o/spend	0% o/spend

- 1.2 The expenditure total of £6.927m represents 29% of the resources available to fund the projects being reported to this board. Appendix 1 provides further information on the budget monitoring position of the projects within the remit of this board.
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2. Recommendations

- 2.1 It is recommended that Members note this report.

3. **Background**

- 3.1 This report has been prepared by the Director of Finance and Resources.
- 3.2 This capital budget monitoring report details the performance of the Capital Programme to 16th September 2016, and is based on the Capital Investment Programme which was approved by members on 3rd March 2016, adjusted for movements since its approval.
- 3.3 The revised construction programme for the new Riverbrae school continues with expected completion for the summer of 2017. As previously intimated the delays in the project have resulted in a range of financial impacts that have been managed to date through the contractual process including the utilisation of the financial contingency element of the overall project budget.

Engagement with the contractor in relation to outstanding contractual claims and further claims that are anticipated to arise over the remaining build period are ongoing. The financial outcome that will arise from this process remains at this stage uncertain, and will be subject to due process under the terms of the contract and negotiation with the contractor. There also remains the potential for legal adjudication where agreement cannot be reached with the contractor. Notwithstanding this uncertainty, it is anticipated at this stage that the remaining contingency budget will be insufficient to meet these additional costs.

This being the case there will be a requirement to provide for additional costs in the current financial year arrangements. There is a possibility that the final cost won't be known this financial year and as such an appropriate estimate will be provided for the closure of the 2017/18 accounts. Updates will be provided to future meeting of this policy board.

4. **Budget Changes**

4.1 Since the last report budget changes totalling £5.552m have arisen which reflects the following:-

Budget re-profiled into 2017/18:

- Primary Schools Estate Programme (£6.327m) reflecting a revised cashflow based on the tenders received in the St John Bosco/Bargarran Primary Schools project.

New Funding in 2016/17:

- Close Support System (£0.750m) as approved by the Leadership Board on the 29th March 2016.

Budget transferred in 2016/17:

- Riverbrae School (£0.025m) reflecting a transfer from the Lifecycle Capital Maintenance Fund for energy measures which were part of the original funding package.

Implications of the Report

1. **Financial** – The programme will be continually monitored, in conjunction with other programmes, to ensure that the available resources are fully utilised and that approved limits are achieved.
2. **HR & Organisational Development** – none.
3. **Community Planning** –
Greener - Capital investment will make property assets more energy efficient.
4. **Legal** – none.
5. **Property/Assets** – none.
6. **Information Technology** – none.
7. **Equality & Human Rights** – The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health & Safety** – none.
9. **Procurement** – none.
10. **Risk** – none.
11. **Privacy Impact** – none.

List of Background Papers

- (a). Capital Investment Programme 2016/17 & 2017/18 – Council, 3rd March 2016.

The contact officers within the service are:

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

Author: *Geoff Borland, Principal Accountant, 0141 618 4786,
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Education & Children - Appendix 1

RENFREWSHIRE COUNCIL

CAPITAL INVESTMENT STRATEGY - NON-HOUSING SERVICES

BUDGET MONITORING REPORT

BOARD: EDUCATION & CHILDREN

Project Title	Approved Programme @03/03/16	Current Programme MR 6	Year To Date Budget to 16-Sep-16	Cash Spent to 16-Sep-16	Variance to 16-Sep-16	% Variance	Cash to be Spent by 31-Mar-16	% Cash Spent
EDUCATION & CHILDREN SERVICES								
Schools Investment Programme	0	347	15	15	0	0%	332	4%
Early Years Estate Programme	2,100	1,056	74	99	-24	-33%	957	9%
Primary Schools Estate Programme(SEMP)	17,737	10,508	3,475	3,475	0	0%	7,033	33%
Other Schools Investment Programmes	8,793	10,648	3,336	3,336	0	0%	7,312	31%
Technology Replacement Strategy ICT	400	400	0	0	0	0%	400	0%
Rowanlea/Arkleston Children's Units	0	0	0	0	0	0%	0	-
Close Support System	0	750	2	2	0	0%	748	0%
TOTAL EDUCATION & CHILDREN BOARD	29,030	23,709	6,903	6,927	-24	0%	16,782	29%



To: Education and Children Policy Board

On: 3 November 2016

Report by: Director of Children's Services

**Heading: Families First Early Years Strategy Impact Evaluation Report
May 2016**

1. Summary

- 1.1 The May 2016 early years strategy impact evaluation report is the third in a series of formative self-evaluations of the impact of Renfrewshire's "Families First" Early Years strategy. The evaluation commenced in December 2015 and was completed in April 2016, with a report to the Early Years Steering Board in May 2016. The evaluation was carried out by research assistants from the educational psychology service under the leadership of the principal educational psychologists and the early years strategy project manager.
- 1.2 The impact evaluation framework has been designed to obtain information about the wide range of activities and work underway throughout Renfrewshire, as a result of the early years strategy. The primary purpose of this evaluation is to capture the outcomes for children, families and communities and to determine the impact these actions are having in family, professional and community contexts.
- 1.3 Fifty-seven actions from the early years implementation plan were included in the evaluation and these actions are detailed in the appendix section of the May 2016 Impact Evaluation Report. Telephone interviews were conducted with lead officers for each action during which the following questions were considered:
 - what impact (if any) can be observed at this stage, in relation to families, services or the community? (If it is too early to report on impact, what do you expect the impact of this action will be?);
 - how are you measuring the impact of your action?;
 - have there been any key achievements or things that have worked particularly well?;
 - have you come across any unexpected difficulties, challenges or barriers to success?; and,
 - how can this action be sustained in the future?

- 1.4 The telephone interviews were conducted over a 4 week period, beginning in the first week of January 2016. A total of 22 lead officers were contacted as part of the evaluation. 18 took part in the interview giving a response rate of 85%.
- 1.5 The Impact Evaluation Report (circulated separately) has been able to detail the significant impact which the strategy is having on:
- parenting skills and wellbeing,
 - attachment and child wellbeing, and,
 - professional skills, structures and services.
- 1.6 The report also provides information about lead officers' views on the challenges or barriers to success which they had faced during the course of implementing their actions. These relate to operational issues, parental engagement and staffing. Lead officers' views on sustainability issues are also reported.

Key Impact Themes

- 1.7 The continued level of positive impact, reported by leads in the report, for families, services and in turn the community, is encouraging and suggests the broad aims of the strategy are being delivered effectively. The key impact areas appear to be positioned around :
- child and parental wellbeing;
 - attachment;
 - parenting skills; and,
 - professional skills and services.

Impact on child and parental wellbeing

- 1.8 Lead officers described this in relation to:
- increased confidence and self-esteem;
 - improved attachment relationships;
 - skills and knowledge;
 - health and wellbeing; and,
 - increased readiness and motivation to return to education or employment.

Impact on the community

- 1.9 Action leads found the concept of measuring the impact on the community challenging. The lead officers involved in the evaluation did not state the direct impact of their actions on the local community. However, impact on local communities may be inferred from some of the evidenced impact reported on parents and services. For example, the provision of flexible childcare enables parents to return to employment and giving young people the chance to volunteer with professional organisations, develop employability skills and build their curriculum vitae may increase their motivation and opportunities to move on to employment. As well as positive impact at an individual level, such actions may impact the community by increasing living standards and the potential to access community facilities.

Impact on staff and services

1.10 With regards to impact on staff and service, lead officers consistently commented on the opportunities for training and the continued development of staff skills and knowledge which in turn contributes to a highly professional, knowledgeable and skilled workforce who can deliver their work to a very high standard. The success of the multi-agency model of working was frequently reported by lead officers who feel this is an effective way of working. Staff confidence was another factor reported by several lead officers to have increased over this phase of the Early Years approach, and one area mentioned in particular was increased staff confidence in terms of evaluation.

1.11 The report concludes that:

“The continued level of positive impact, reported by leads at this time, for families, services and in turn the community, is encouraging and suggests the broad aims of the strategy are being delivered effectively”.
This is a very positive and significant conclusion which should be widely disseminated within Renfrewshire and across Scotland.

2 Recommendations

2.1 It is recommended that the Education and Children Policy Board notes the content and conclusions of the May 2016 Impact Evaluation Report.

3 Background

3.1 Please refer to the May 2016 Impact Evaluation Report (attached at appendix 1) for detailed findings. A summary report (attached at appendix 2) and leaflet are also available (attached at appendix 3).

3.2 Renfrewshire's Community Planning Partnership is committed to ensuring that all children and young people in Renfrewshire are given the best start in life. The Early Years Strategy was approved by the council's education policy board on 7 March 2013. This strategy commits the partnership to a family centred approach to improving outcomes for children and families.

3.3 The strategy consists of 3 approaches:
1) a family-centred approach within the locality;
2) a family-centred outreach approach;
3) support for families with older children.

3.4 An early years steering board was established in order to provide clear governance and accountability for the implementation of the strategy. This board reports to the Children and Young People Thematic Board and draws its membership from across the community planning partnership.

- 3.5 Following extensive consultation an implementation plan was developed prior to full implementation in the autumn of 2013. This “integrated operational plan” now runs to sixty-nine pages and comprises 60 broad action areas. This forms the totality of Renfrewshire’s “Families First” early years strategy. The impact evaluation which is the subject of the current report, reports on the impact of this strategy on children and families across Renfrewshire.
- 3.6 In order to determine the impact and effectiveness in achieving agreed outcomes an evaluation plan was developed. This comprises two strands:
- I. an outcome focussed self evaluation framework involving ongoing monitoring of the implementation plan by the evaluation team and
 - II. an external evaluation.

The first strand is assessed using the impact evaluation process. The second strand is being evaluated by a team from the University of Glasgow.

- 3.7 The family-centred approach within the locality includes the development of a ‘core team model’ after a period of consultation with families in each locality and partners across the Community Planning Partnership.

The Families First core teams were established in Linwood and Ferguslie localities in November 2013.

- 3.8 The external evaluation of the first two years of the family centred “core team” approach in Linwood and Ferguslie by Glasgow University reported in May 2015 and a summary of the final report is available on request. The key findings of the evaluation report were “overwhelmingly positive”.
- 3.9 The impact evaluation report which is presented at this board meeting provides evidence that in addition to the “core team approach”, the families first” strategy in general is having a significant impact on children and their families across Renfrewshire.
- 3.10 Three new Families First Core Teams have been established under the Tackling Poverty Commission. The new Core Teams cover the Foxbar, Gallowhill and Johnstone areas. The formal evaluation of these teams is ongoing however early reports indicate similar impact to those from the first two Core Teams are being achieved.
- 3.11 The number of families who have received targeted support from the 5 Families First core teams to date is 832. Referrals to the teams come mainly from self-referrals, schools, pre-5 centres, health and Social Work.

Locality	Total Referrals
Ferguslie	257
Linwood	294
Foxbar	59
Gallowhill	76
Johnstone	146
	832

- 3.12 Income advice offered to families has resulted in over £2.9 million of income generated and over £338,000 of debt managed.

	Total Income Generated	Total Debt Managed
Ferguslie	£918,574	£102,110
Linwood	£1,391,454	£147,020
Foxbar	£76,055	£5,776
Gallowhill	£154,198	£24,483
Johnstone	£366,805	£58,736
	£2,907,086	£338,126

Implications of this report

1. Financial Implications

None

2. HR and Organisational Development Implications

None

3. Community Plan/Council Plan Implications

Children and Young People

- Our children and young people will have the best start in life

Community Care, Health and Well-being

- Closer and stronger links are developing across all CPP partners.

Empowering our Communities

- Families will become more resilient and empowered to make positive choices.

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.

List of Background Papers

- (a) Renfrewshire Families First Early Years Strategy Impact Evaluation Report May 2016
- (b) Renfrewshire Families First Early Years Strategy Impact Evaluation Report May 2016; Summary
- (c) Renfrewshire Families First "Walking with Families" Leaflet.

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is John Trainer, Head of Early Learning and Inclusion, 0141 618 6860, john.trainer@renfrewshire.gsx.gov.uk.

Children's Services

MEH / JT

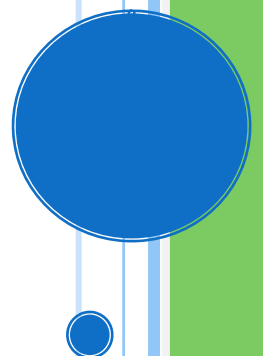
17 October 2016

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EARLY YEARS STRATEGY IMPACT EVALUATION REPORT

*Impact Evaluation #3
May 2016*

Sarah Lyall
Jennifer Greenhill
Michael Harker



Acknowledgements

The researchers would like to thank all those who provided the data necessary to produce this report.

Executive Summary

Renfrewshire's approach to the Early Years Strategy aims to improve outcomes for all children and young people within the local authority through working with parents, communities and professionals to reduce inequalities and give children a better start in life.

This Impact Evaluation, the third of which to be conducted sought to establish the impact of actions included in the Early Years Operational Plan. Lead officers responsible for the Operational Plan actions were asked to participate in a telephone interview to discuss the impact measures in use, impact of their actions, challenges they had faced and the sustainability of the actions in the future. In total, 18 lead officers participated in this evaluation and 57 actions were assessed.

Evidence of impact, as informed by lead officers, was obtained in relation to parental and child wellbeing; attachment relationships; parenting skills and knowledge; professional skills and knowledge; home environments; and, employability skills. The majority of lead officers also reported the use of indirect and direct impact measures, although a few lead officers felt this was an area requiring further work and improvement. For some actions it was too early to establish impact and under such circumstances these lead officers were asked to report the anticipated impact of these actions.

The most frequently reported challenges were operational issues such as; restrictions due to venue capacity; organising the correct license for the Skoobmobile in order to access different locations; and, setting up My Renfrewshire, although lead officers felt these had been overcome. Other reported challenges included; engaging and gaining the buy-in of third sector organisations; recruiting the appropriate staff; and, evaluating actions appropriately. With regards to the sustainability of actions, the majority of lead officers had given this some consideration which was a contrasting finding to the previous Impact Evaluation, completed in April 2015. Mixed responses were given by lead officers regarding sustainability; some felt there were aspects of the service they offered which could be embedded into existing practice; others felt actions and service could not be maintained to the same level; and some lead officers felt that without funding, their actions would not be sustainable.

The findings of this Impact Evaluation were largely positive and encouraging with significant levels of reported and anticipated positive impact on families, services and the community.

1 Introduction

- 1.1 By working with parents, communities, and professionals, Renfrewshire's Early Years Strategy aims to improve outcomes for all children and young people within the locality by giving them a better start in life and reducing inequalities. Renfrewshire's approach takes the form of a family centred, multi-agency style in both specific localities (key action 1), and across the local authority on an outreach basis (key action 2). The third aim of the strategy is to reduce exclusion rates and raise the attainment of older, vulnerable and looked after children (key action 3).
- 1.2 Since commencing the approach, Renfrewshire have acknowledged the importance of, and committed to, evaluative practice to ensure outcomes and impacts are appropriately evidenced. The locality model, key action 1, has and continues to be evaluated by an external research team from the Robert Owen Centre for Educational Change at the University of Glasgow. Key actions 2 and 3 are evaluated by a form of self-evaluation, the Impact Evaluation. The Impact Evaluation framework has been designed to capture information about the wide range of activities and work underway throughout Renfrewshire, as a result of the strategy. The primary purpose of this evaluation is to capture the outcomes for children, families and communities and to determine the impact these actions are having in family, professional and community contexts.
- 1.3 After considerations of the recommendations from the second impact evaluation, completed in April 2015, the following changes were made to the evaluation approach:
 - move to annual evaluation and reporting as opposed to every 6 months;
 - gaps and discrepancies in the operational plan would be addressed during impact interviews in order to improve clarity and consistency across the operational plan and impact evaluation; and,
 - the second Impact Evaluation to be compared with the current Impact Evaluation.
- 1.4 This is the third impact evaluation in a series of formative self-evaluations. It commenced in December 2016.

2. Methodology

2.1 Selection Criteria

2.2.1 The Operational Plan, upon which each Impact Evaluation is largely based, was condensed in autumn 2015 resulting in only current actions being subject to evaluation. In contrast to the April 2015 Impact Evaluation, it was not necessary to filter the Operational Plan for compliance and impact actions as those left in the plan after it was condensed were actions relevant to this evaluation. Compliance actions, although valuable markers of advancement and accomplishment, are not the focus of this evaluation which intends to look more in-depth at the impact actions are having. The actions excluded from this evaluation were those in relation to key action 1 due to the fact these are undergoing evaluation by the external research team from Glasgow University's Robert Owen Centre for Educational Change.

2.2 Evaluation Procedure

2.2.1 57 actions were included in the evaluation and these actions are detailed in the appendix section of the report. The researchers contacted the lead officers responsible for the actions to ensure that this was still the case. Emails were sent detailing the purpose of the evaluation, their role of participation and requesting that they nominate a suitable time and date within the specific time frame to complete a phone interview regarding their actions in the operational plan. Lead officers were also given the option to nominate another member of staff to take part in the telephone interview if they felt that this was more appropriate. They were also informed that the interviews were estimated to last between 10 and 25 minutes.

2.2.2 Lead officers were also notified of the specific actions they would be asked to discuss and the questions that would be raised in the telephone interview, as detailed below:

- *What impact (if any) can be observed at this stage, in relation to families, services or the community?*
 - *If it is too early to report on impact, what do you expect the impact of this action will be?*
- *How are you measuring the impact of your action?*
- *Have there been any key achievements or things that have worked particularly well?*
- *Have you come across any unexpected difficulties, challenges or barriers to success?*
- *How can this action be sustained in the future?*

2.2.3 In addition to these questions, the researchers notified lead officers that the intention was to address any discrepancies or gaps in the operational plan during the telephone interviews. This was done to ensure that all information about each action was up-to-date and as accurate as possible.

2.2.4 The telephone interviews were conducted over a 4 week period, beginning in the first week of January 2016. The table below details the number of lead officers contacted and response rate.

Number of Lead Officers Contacted	Number to Respond to First Contact	Number to Respond to Second Contact	Number to Respond to Third Contact	Final Number to Take Part in Interview	Final Response Rate
22	12	5	1	18	82%

2.2.5 In total, 23 lead officers were identified as having actions within the operational plan which were relevant to this Impact Evaluation. The researchers were informed that one lead officer was on maternity leave at the time of interviews and therefore, their actions were split between the members of staff noted as co-leads in the operational plan. 12 of the lead officers responded to the initial contact from the research assistants by either suggesting a suitable time and date or by nominating another staff member to partake on their behalf. Around one fifth of action officers responded to the second email requesting their participation and one further person responded to a third email invitation. A total of 4 lead officers felt that another member of staff was better suited to take part in the interview and deliver the appropriate information. A total of 3 lead officers did not respond to the invitations to participate in the Impact Evaluation.

2.2.6 Once a suitable date and time had been confirmed between the lead officers and the researcher, electronic meeting requests were sent to the lead officer to confirm this arrangement and act as a reminder for both individuals. Interview notes can be obtained upon request.

2.3 Analysis

2.3.1 Information obtained from telephone interviews with lead officers was collated and analysed using both quantitative and qualitative methods. Thematic analysis was used to identify recurring themes across the data.

3 Impact Measures

3.1 Lead officers were asked to give details about the methods they use, or intend to use, to evidence the impact their actions are having on families, services and communities. As identified in the previous impact evaluation report, both direct and indirect methods can be used to measure impact. Direct impact measures, for example, parent questionnaires, clearly demonstrate impact in terms of the difference the action or intervention created.

3.2 Direct Impact Measures

3.2.1 Frequently reported direct measures of impact included:

- evaluations and surveys conducted with parents, children and staff; and;
- interviews and focus groups with parents, children and staff.

3.2.2 Other methods reported to be used to directly measure impact included:

- pre and post measurements using standardised scales and tests, for example SDQ scores;
- Boxall Profiling for tracking social and emotional wellbeing;
- external inspections and evaluations; and
- the use of the PDSA approach to form robust evaluations.

3.3 Indirect Impact Measures

3.3.1 Indirect impact measures do not directly detail the difference the action or intervention made but can be useful markers of progress when utilized simultaneously with direct measures.

3.3.2 The indirect measures used to report outcomes or outputs included;

- number of hits to websites;
- referral and uptake rates; and
- attendance at sessions.

3.3.3 It should be noted that not all lead officers reported using impact measures for all actions and this is discussed further in the discussion section of this report.

4 Findings

4.1 Reported Evidence of Impact

4.1.1 This section of the report specifies the main themes to emerge following thematic analysis of the information provided by lead officers. Direct and indirect impact measures, and anticipated impact themes reported are all considered in this section.

4.1.2 During telephone interviews, lead officers were asked;
“What impact (if any) can be observed at this stage on families, services and the local community?”

4.1.3 The following themes arose in response to this question:

- impact on parenting skills and wellbeing;
- impact on attachment and child wellbeing;
- impact on professional skills, structures and services; and
- impact on the community.

4.2 Impact on Parenting Skills and Parental Wellbeing

4.2.1 Across many of the actions assessed as part of this Impact Evaluation, positive impact on parenting skills and parental wellbeing was reported. Evidence of impact on such factors is not only positive for the parents themselves, but often also has positive influences on children and young people. The main impacts reported in terms of parenting skills and parental wellbeing were:

- increased literacy, cooking and swimming skills;
- increased parental confidence and feeling of empowerment;
- improvements in child-parent relationship;
- increased knowledge and skills;
- improved health outcomes due to reduction or cessation of smoking; and
- increased likelihood of returning to work or education.

4.2.2 One lead officer described the effects of attending groups focused around reading for parents and children. Parental confidence in their own literacy skills, and consequently in their ability and level of motivation to read with their children, increased due to attendance at such groups. Lead officers involved with groups of a similar nature reported that parents and children were spending an increased amount of time together because of the groups, strengthening the parent-child relationship.

- 4.2.3 Another instance of increased confidence was noted by a lead officer who described the growing confidence of fathers who participated in Buddy's Hells Kitchen cooking classes, learning new cooking skills and how to make healthier meals. Engagement and confidence was so high, fathers even planned their own events after taking part in these classes, organising their own "DVD Curry Nights" on which they would cook dinner while mothers and children watched a film together. Several of these nights have taken place and fathers have reported a desire to organise further nights in the future.
- 4.2.4 Another project, called Ready, Steady, Swim, aimed to teach parents and children how to swim, left parents feeling more confident in the water and able to help their children with their own swimming skills, resulting in the project promoting both learning and bonding.
- 4.2.5 A health service, focusing on improving attachment and child development, reported to have succeeded in making parents more responsive to their infant as observed by staff and reported by parents during home visits. This demonstrates that the knowledge they gained from the service positively influenced their behavior towards their child. One action aiming to provide early support with attachment to parents at risk of difficulties also evidenced increased levels of attachment after a post-natal home visit, with mothers feeling more confident and happier around their babies and being more sensitive and likely to attend to their child's needs. One specific example of this was mothers being more likely to pick up their crying baby, circumventing the stereotype of "spoiling" a crying baby.
- 4.2.6 Another lead officer noted that parents were feeling more empowered due to the fact that they had developed new skills and knowledge through different classes, for example, breastfeeding groups. An increase in parental confidence, skill and knowledge was further demonstrated by lead officers who gave examples of two young people who had attended a cookery group and a group to promote breastfeeding. Both young people demonstrated the motivation and confidence in their own skills and knowledge to peer mentor the following groups on these topics. This involved training, for example, food hygiene training, in order to gain the necessary skills to peer mentor the next cookery group, and demonstrates parents' willingness to learn and the implications just attending such sessions can have. Several lead officers detailed positive impact on parents after home and environmental safety groups. Parents reportedly used safety equipment to make their homes safer and those who participated in fire safety demonstrations reported an increased knowledge of fire safety.
- 4.2.7 Parent and child health was also addressed with projects aimed at supporting pregnant mothers to reduce their smoking, with mothers reducing their levels of smoking and some quitting entirely.
- 4.2.8 Many lead officers also discussed;
- parent's ability to utilise childcare opportunities;
 - being made more aware of childcare information services so that parents could make informed choices regarding the childcare services available to them;
 - utilizing clubs taking place during school holidays;

- having greater choice in how they use their 600 hours of early learning and childcare; and
- allowing for more opportunities to enter employment.

4.2.9 A different service focusing on young mothers reported that with the support of this service, some of these young women were returning to education or employment.

4.3 Impact on Attachment and Child Wellbeing

4.3.1 Another key theme to emerge was that of impact on attachment and child wellbeing. The impact surrounding these actions was achieved through work focusing directly on improving child wellbeing and the relationship between parent and child, and also as a result of work completed with parents. The main impacts noted by lead officers include:

- increased attendance and attainment at school;
- increased confidence and sense of self-worth;
- increased literacy skills;
- increased communication and interaction;
- increased physical activity and play;
- increased knowledge regarding uses of technology;
- safer home environments;
- reduction in waiting time in adoption process and
- increased employability skills.

4.3.2 A number of actions included within Renfrewshire's approach to the Early Years Strategy involve early intervention with the aim of improving outcomes for children.

4.3.3 One lead officer reported that as an impact of the work their service undertakes young people were attending school more frequently. The lead officer provided an example of one young person who was not attending school at all and whose parents had concerns for his health and suspected bullying. A member of staff worked with the young person and their family to build up confidence and make the appropriate links with other professionals. As a result of this work, the young person went on to demonstrate increased attendance at school, complete national qualifications and secure a college place. This demonstrates that an increase in school attendance can consequently result in increased attainment, as well as have significant effects on the self-esteem and confidence levels of young people.

4.3.4 Changes in childcare and teaching techniques have had positive impacts for child wellbeing and parental involvement as well as learning, with one lead officer discussing how childcare with a focus on parental engagement has allowed parents to work with children on nursery activities and has built trust between parent and child. Several lead officers reported that an environment making use of open-ended resources led to more opportunities for creative play and exploration. Lead officers commented that such environments improve literacy, problem solving, creativity, engagement in learning, self-expression and self-confidence in children. One lead officer described a voluntary learning environment where a child, who would previously become disinterested and discouraged from learning, opted-in to name recognition and pencil control in their own time. This style of teaching resulted in

improved levels of name recognition and pencil control across the class as a whole.

- 4.3.5 The lead officer responsible for the Skoobmobile, involved in work to increase the literacy skills of parents and children, reported that impact included increased enthusiasm for reading, increased frequency of reading at home and use of library membership. As well as developing children's literacy skills, the act of reading together results in parents and children spending more time with each other, strengthening the parent-child bond and contributing to better wellbeing for the child. Another impact of this action was increased communication and interaction between children as a result of discussions centred around book borrowing. This action is comprised of several branches, another of which is to create story based play outdoors which the lead officer reported to increase physical activity and time spent playing, contributing to the health and wellbeing of the children involved. In addition to outdoor activities, the lead officer reports that technology, such as ipads, is used to demonstrate to children and adults the different ways in which technology can be used to promote imagination and storytelling. Ipads were used for animating objects and telling stories, the impact of which was increased knowledge of uses of technology and the provision of more opportunities for parents and children to spend time together interacting using imagination and gaining literacy skills. Other groups and classes focusing on increasing the skills of parents, such as cookery classes, home safety help, and swimming lessons, enabled parents to provide their children with healthier meals, safer home environments and to support them in learning other skills, like swimming. These parent groups and classes therefore have an impact on both the skills and knowledge of parents involved and the health and wellbeing of their children.
- 4.3.6 Holiday clubs allow exercise, play and socialisation opportunities for children. One lead officer reported a case of one boy who is currently unable to sustain full-time schooling, but was engaged and enthusiastic about holiday clubs. Another lead officer described how a pre-5 holiday club taking place during the Christmas holidays ensured that the area's most vulnerable children were fed, warm and safe during this period.
- 4.3.7 A significant impact was reported with regards to reducing the time taken to place children with adoptive families. Typically, the adoption process takes 18 months, but this lead officer reported now being able to complete this process in 11 months, potentially enabling infants to be placed in their adoptive homes significantly sooner, potentially even before they are a year old.
- 4.3.8 With regards to young people, one lead officer reported that their team has succeeded in making young people more aware of volunteering opportunities across the local authority. Several impacts were reported as a result of this action, for example, those who go on to access these opportunities gain work experience that can be difficult to obtain. To be considered for volunteer positions, young people often have to complete an interview which develops their interview skills and gives them experience of this situation. If successful, the individual is likely to undergo an induction week and training and therefore develops a range of different skills from this experience, such as organisational and time management skills which are valuable to employers and may be difficult to develop without experience. The chance to volunteer with a professional organisation may also have an impact on the choice young

people make in terms of their future career path, increase their sense of self-worth and provide them with the opportunity to obtain a reference for their curriculum vitae.

4.4 Impact on Professional Skills, Structures and Services

4.4.1 A number lead officers, including those responsible for Childcare First Family Forest Adventure, health services and early years staff, reported impact with regards to staff knowledge and skills, in-line with the aim of Renfrewshire's work on the Early Years strategy: to ensure staff are equipped with the appropriate knowledge and skill set to support families and aid multi-agency working. Examples of up-skilling included; training staff in post-natal support; offering all early years staff the opportunity to be trained in the Five to Thrive approach; and training health workers in implementing the Family Nurse Partnership. Impacts of actions influencing professional skills, structure and services include:

- consistency in methods, approaches and ethos across services and sectors;
- high levels of staff training and CPD;
- increased knowledge;
- increased confidence;
- increased sharing of information, knowledge and skills;
- positive and ongoing cross-partner and multi-agency working;
- effective application of quality and service improvement tools;
- contribution to increased funding of the approach; and
- strong, professional relationships.

4.4.2 Many lead officers described how changes made in relation to the Early Years strategy are now embedded as part of practice and have created a more coherent, communicative and united working environment. One example of embedment was that of the implementation of the Froebelian theory, with the lead officer commenting they felt the changes made to the environment according to this theory were embedded as part of practice. A second lead officer, responsible for teacher led learning, reported that this was now part of the school ethos.

4.4.3 Lead officers reported continued training of staff in areas in which they felt this was necessary or beneficial, resulting in highly effective staff with increased levels of confidence in their abilities and knowledge. Staff confidence was demonstrated further by lead officers who reported that their staff members were going on to train other individuals. Widespread implementation of evidence-based programmes was frequently reported by lead officers, with several programmes receiving frequent mention including Incredible Years, Triple P, Nurture approaches, Froebelian theory (Friedrich Froebel) PATHS, and FAST. Large numbers of staff are now trained in these programmes across Renfrewshire allowing for consistency, coherency and support across the authority. Lead officers also noted that the implementation of quality and service improvement tools, such as PDSA, have had evident impact on services. One lead officer described an evidenced reduction in the process time required to home children with adoptive families from 18 months to 11 months. Another lead officer stated that due to continued training, staff are more confident in applying this improvement methodology to evaluate actions.

- 4.4.4 With regards to the multi-agency style of working promoted by Renfrewshire's approach to the Early Years strategy, lead officers reported that third sector services have proven to be supportive and committed to working alongside local authority staff. Lead officers reported positive ongoing working relationships with partners and external agencies including the Scottish Forrester Commission, Scottish Fire and Rescue Service, Care and Repair, other local authorities and the Scottish Government. Several lead officers commented on the strength of multi-agency working and the robust professional relationships existing between staff members.
- 4.4.5 The lead officer responsible for the evaluation of the strategy stated that the impact of both the internal and external evaluations of Renfrewshire's approach to the Early Years strategy has contributed to the extended funding of the approach, extension of the Families First teams to three additional localities, and thus has itself had impact on the wellbeing of families and children. Additionally, the lead officer felt that the structure of the self-evaluation framework resulted in staff becoming more outcome focused in their work.

4.5 Impact on the Community

- 4.5.1 A significant aim of Renfrewshire's approach to the Early Years strategy is to ensure the ongoing actions positively impact local communities. Measuring the impact on local communities is more challenging than determining impact on families and staff and may take a longer period of time to come to light. When interviewed, lead officers did not provide specific examples of how their actions were impacting the community.

4.6 Anticipated Evidence of Impact

- 4.6.1 Some of the lead officers were asked to comment on the early stages of implementation and therefore it was too early for impact to be measured. In other cases, evaluation work was underway but had not yet concluded. In such cases, lead officers were asked;

"If it is too early to report on impact, what do you anticipate the impact of the action will be?"

- 4.6.2 The following examples of projected impact were provided:
- support parents whose children are affected by substance misuse;
 - identify and support domestic abuse survivors and highlight what domestic abuse is, challenge stereotypes and preconceptions about domestic abuse, to increase the wellbeing of children affected by domestic abuse by ensuring they are safer;
 - support parents to meet the dental health needs of their family which will result in increased registration with dentists and improved oral health;
 - reduce the number of referrals to services, like Home Start, resulting in the increased use of local services;
 - reduce isolation and lack of support for families with new babies;
 - establish successful language and communication support services which will act as a form of early intervention for those in need; and
 - create nurturing environments within educational establishments which will result in improved health and wellbeing for children.

5 Challenges and Sustainability

- 5.1 Lead officers were asked to comment on the challenges or barriers to success which they had faced during the course of implementing their actions. This section of the report will outline the key themes to arise regarding challenges, and sustainability will be summarized.

5.2 Challenges

- 5.2.1 The lead officers were asked:

“Have you come across any unexpected difficulties, challenges or barriers to success?”

Operational issues

- 5.2.2 The challenges most frequently reported by lead officers were operational issues, such as; problems surrounding information sharing; restrictions caused by venue capacity or lack of facilities; and, technicalities in setting up web pages. With regards to these difficulties, most lead officers felt that they had overcome such operational barriers with perseverance and did not feel the issue had been significantly problematic.

Engagement

- 5.2.3 Another common challenge mentioned by lead officers was the issue of engagement. In previous reports, the issues surrounding engagement have been concerning parental engagement, however, for the current evaluation, lead officers reported that engaging partners and obtaining their buy-in was a difficult aspect. The lead officer reporting this challenge felt it had been overcome by clear communication with third sector organisations and services.

Staffing

- 5.2.4 Staffing was described as being an issue by a number of lead officers who felt that staff changes meant it was difficult to ensure enough staff were trained in specific programmes, for example. A different lead officer reported that some staff were not evaluating and evidencing their work as required, and another lead officer felt that employing the appropriate staff with the relevant skills could be challenging.
- 5.2.5 With regards to evaluation, a few lead officers felt that selecting what to measure was an issue and another lead felt that coming to terms with the improvement methodology, itself, was challenging, although this lead officer was taking action to overcome this barrier by seeking further help and advice regarding the methodology.
- 5.2.6 Other reported challenges and barriers included:
- capacity issues with regards to over populated groups;
 - inappropriate use of services, for example, seasonal treat vouchers not being spent as advised;
 - service availability issues, for example, some private nurseries want access to Nurture Champions but this is not permitted;

- vandalism has interfered with actions, such as Family Forest Adventures, and resulted in time and resources being used to combat this; and
- mental health of parents.

5.3 Sustainability

- 5.3.1 The majority of lead officers have considered means of sustainability and have taken action to attempt to ensure sustainability, with only two lead officers (11.1%) having not yet considered sustainability and two lead officers (11.1%) reporting that it was too early to take action regarding sustainability. Many leads emphasized the importance of continued funding, which if discontinued would have implications on the level of service they could deliver. The most commonly reported sustainability method, reported by a third of lead officers, was the application and securement of external funding. This funding has come from various organisations including the Drug and Alcohol Partnership, BIG Lottery Fund and commercial banks. Other leads have looked into the possibility of community funding. Whilst funding remains a sustainability issue for many actions, some leads have endeavoured to circumvent these issues by exploring non-monetary means of sustainability.
- 5.3.2 The most popular method of non-monetary sustainability involves embedding the ethos of the action into the working environment, with this being utilized by five (27.7%) of the leads. One lead officer described the use of child development theories encouraging change in the environment which are now embedded as part of everyday practice. A lead officer responsible for providing early antenatal information and support suggested their action was sustainable because it was an extension of an existing service, delivered in a different way.
- 5.3.3 The continuation and growth of projects through staff training and sharing knowledge was reported by three lead officers (16.6%), with some leads even extending shared knowledge to people within the community in addition to staff. One lead officer has taken this idea of sustainability through community involvement further by allowing parents, initially supported by trained staff, to continue an action on staff's behalf. Another lead officer felt the Lagan system was largely self-sustainable. This action involved the creation on an electronic system that would require occasional, minimal maintenance, which could be provided by pre-existing staff.
- 5.3.4 Four leads (22.2%) felt their actions could be sustained without the same level of funding, but not in the same way or on the same scale, by encouraging multi-agency working or further involvement from parents to support staff. It was felt that reductions in funding would lead to less personalised services, which could not be as flexible to meet families' needs. In some cases, lead officers were of the opinion that some practices or support services offered could be embedded in practice whilst others felt that without further funding, it would not be possible to sustain their projects.

6 Discussion and Recommendations

6.1 Discussion

- 6.1.1 In this section of the report the overall impact of Renfrewshire's approach to the Early Years Strategy will be considered with regards to impact measures, key impact themes and sustainability.

6.2 Impact measures

- 6.2.1 It was evident that the majority of lead officers were using both direct and indirect measures to evidence impact. This finding was promising due to the fact that indirect impact measures, such as recording attendance at weekly sessions, alone are not sufficient to evidence impact. The wide variety of impact measures used is encouraging because it suggests staff are carefully considering the most relevant and effective ways to evaluate the difference, if any, their action is making. The majority of lead officers noted that they were using impact measures but a few lead officers did report difficulty in knowing what to measure and which evaluation tools to use, but commented that this was an area of improvement they were working on.
- 6.2.2 Similar issues to those described in the April 2015 Impact Evaluation arose with regards to measuring impact. The main challenge appears to be the lingering confusion surrounding the difference between an 'impact' and an 'outcome' with several lead officers reporting an 'outcome' when asked about the impact of their actions. Extensive discussion was had at an earlier point in the development of the strategy and the following definitions were proposed;
- an *outcome* is an end point, in other words, what an action achieved. For example, an outcome can be thought of as a specific aim, for example, to increase the uptake of a smoking cessation group; and,
 - an *impact* is the difference that the action made or the consequence of the action. For example, it is important to know whether attending the smoking cessation group resulted in individuals; reducing their smoking habits, ceasing smoking, feeling healthier, feeling happier, or feeling more confident.
- 6.2.3 It is recommended that lead officers are reminded of these definitions or that these definitions are revisited in order to improve the accuracy and content of the information collected in future Impact Evaluations.

6.3 Key Impact Themes

- 6.3.1 The continued level of positive impact, reported by leads at this time, for families, services and in turn the community, is encouraging and suggests the broad aims of the strategy are being delivered effectively. The key impact areas appear to be positioned around child and parental wellbeing, attachment, parenting skills, and professional skills and services. Regarding child and parental wellbeing, lead officers have described; increased confidence and self-esteem; improved attachment relationships, skills and knowledge, health and wellbeing; and increased readiness and motivation to return to education or employment. Although positive impact was reported for many actions, there were several actions that were still in the early stages of implementation and therefore it was too early to report on the evidenced impact of these. As in the previous Impact Evaluation, action leads found the concept of measuring the impact on the community challenging. The lead officers involved in the evaluation did not state the direct impact of their actions on the local community. However, impact on local communities may be inferred from some of the evidenced impact reported on parents and services. For example, the provision of flexible childcare enables parents to return to employment and giving young people the chance to volunteer with professional organisations, develop employability skills and build their curriculum vitae may increase their motivation and opportunities to move on to employment. As well as positive impact at an individual level, such actions may impact the community by increasing living standards and the potential to access community facilities.
- 6.3.2 With regards to impact on staff and services, lead officers consistently commented on the opportunities for training and the continued development of staff skills and knowledge which in turn contributes to a highly professional, knowledgeable and skilled workforce who can deliver their work to a very high standard. The success of the multi-agency model of working was frequently reported by lead officers who feel this is an effective way of working. Staff confidence was another factor reported by several lead officers to have increased over this phase of the Early Years approach, and one area mentioned in particular was increased staff confidence in terms of evaluation.

6.4 Sustainability

- 6.4.1 Sustainability had been considered by more lead officers than in previous Impact Evaluations, with 78% of leads considering the sustainability of their actions to some degree. However, similarly to the issues raised in the previous Impact Evaluation, lead officers felt that the personalised, flexible nature of their service would suffer if funding was reduced. Some lead officers noted that other sources of external funding had been considered, whilst a few lead officers felt that some of the actions could be embedded within the existing service, although others felt their actions would be unable to continue without funding. As the sustainability of actions is an important issue, this topic may warrant further discussion in order to plan for the delivery of services in the future.

6.5 Recommendations

6.5.1 The recommendations below are based on reflections on the process of the current Impact Evaluation and information received from leads. The following recommendations are for consideration by the groups and boards relating to the Early Years Strategy in Renfrewshire:

- discuss methods for measuring potential impact on the community;
- support lead officers to identify appropriate impact measures;
- work towards a shared understanding of the definition of 'impact'; and,
- continue to support lead officers to identify strategies to sustain their actions.

7. Appendices

Action Number	Action Description
Lead Officer 1	
1	Provision of P1-P3 Families First Clubs during summer, October, Christmas and Springs school holidays for children entitled to school clothing grant.
Lead Officer 2	
2	Preventative and early intervention is integral to all aspects of the service model. All staff and community partners will act to improve the health of our population and to do everything we can to address the wider social determinants of health which cause health inequalities
3	Build Capacity for Health Improvement
4	Provide a targeted intervention to reduce childhood accidents
5	Support Parenting
6	Implement Alcohol Focus Scotland learning resource 'Oh Lila'
7	Increase uptake and quit rate of pregnant smokers
8	Support initiation of breastfeeding at birth
9	Support maintenance of breastfeeding
Lead Officer 3	
10	Develop the role of the LAC teacher and mentoring team to include the additional resources identified
11	Additional support for looked after children in early years
12	Additional support for older looked after children with a focus on reducing exclusions and raising attainment
Lead Officer 4	
13	Implement the family-centred prioritisation of, and pathways for referrals to and from the Extended Core team
14	Develop online booking system (eForm) in Lagan of P1-P3 Families First Clubs
Lead Officer 5	
15	Extend the family centred approach into Gallowhill, Foxbar and Johnstone localities Recruit the core teams
16	Procurement of the 3 rd sector / independent sector services
17	Identify and set up office and meeting room spaces in each of the Gallowhill, Foxbar and Johnstone localities
18	Induction week for core teams
19	Develop opportunities for additional and flexible provision for nurseries Identify children / families of vulnerable children under 3 and match needs to appropriate services including parental support
20	Implement evidence based programmes such as: Incredible Years, Triple P, Nurture approaches, PATHS, FAST, Family Nurse Partnership
21	Prioritisation of and pathways for referral to staff trained in evidence based programmes
22	PDSA in partnership with Aberdeenshire to test reducing time to place children with adoptive family
23	Leadership of Early Years Collaborative

Lead Officer 6	
24	Community consultation in each of the Gallowhill, Foxbar and Johnstone localities
25	My Renfrewshire, Looking Local Digital Channel and promotion of appropriate Facebook information. Work with a range of partners to identify data sources and updating procedures of My Renfrewshire to be used by families, communities and professionals
26	Develop 'reach out' programmes to identify different types of volunteering opportunities and address any social barriers to volunteering
Lead Officer 7	
27	Froebelian Theory Approach in Ferguslie Pre-5 Centre
Lead Officer 8	
28	Plan for the implementation of 600 hours of early learning and childcare for 2 year old children from workless families
29	Develop the existing childcare information service into a family information service
30	Provide play opportunities for Renfrewshire where parents can also access information
31	Identify and provide a service for families with children in nursery and or p1-p3 who would be entitled and develop criteria for inclusion
Lead Officer 9	
32	Childcare First Family Forest Adventure
33	Childcare First to embrace the Nurture philosophy within our Health and Wellbeing programmes & Buddies Hell's Kitchen
34	Childcare First to work in partnership with Renfrewshire Leisure to take forward Ready, Steady Swim
Lead Officer 10	
35	Implement a Family Nurse Partnership
36	30 month assessment by health visitors. Take up and outcomes of the 30 month assessments being undertaken by health visitors
37	Speech and Language Communication Champions
Lead Officer 11	
38	Provide early support with attachment to parents at risk of difficulties.
39	Provide early antenatal information and support for parents who are in stressful situations •antenatal or at risk of attachment difficulties postnatally- highlighted via SNIPS service.
Lead Officer 12	
40	External research of family centred approach within the locality
41	Self evaluation framework
42	Nurture Approach Pre-5 Sector
43	Nurture in Primary and Secondary sectors
Lead Officer 13	
44	Impact of Dental Health Support Workers in the 30month clinic for children with a core Health Plan Indicator (HPI)

	Dental Health Support Workers based within Children and Families Health Visiting Team
45	Work collaboratively with Education Services in development of the Child's Ready to Learn Plan Shared understanding of language and information sharing
Lead Officer 14	
46	Establish a children's mobile service (skoobmobile)
Lead Officer 15	
47	Pre-5 Families First programme during summer, October, Christmas and Spring school holidays
48	Work collaboratively with Education Services in development of the Child's Ready to Learn Plan shared understanding of language and information sharing
49	Development of EYC Workstream 3 Reporting Documentation
Lead Officer 16	
50	Home Start Linwood Revised Programme Intended outcome - Establish programme of home visits to families in Linwood with new babies
Lead Officer 17	
51	Save The Children Stronger Communities Initiative in the Glenburn area Work in partnership with 6 charities (aberlour, action for children, barnardos, children 1ST, save the children and One parent families Scotland)
Lead Officer 18	
52	Build capacity for Health Improvement
53	Support Parenting - improve knowledge of parenting/caring - reduce impact parental substance misuse - more parents/pregnant women and their children who are survivors of domestic abuse are safer
54	Promotion of programmes to reduce family and child obesity -improved parental understanding of infant nutrition
55	Support initiation of breastfeeding at birth -increase breastfeeding
56	Support parents to meet the dental health needs of their families Improved knowledge of parenting/caring
57	Provide early support with attachment to parents at risk of difficulties • Improved knowledge of parenting/caring • Improved mental health and well being • Reduced impact of parental substance misuse • Reduction in level of risk/harm

Renfrewshire Families First Early Years Strategy Impact Evaluation May 2016

1. Introduction

Renfrewshire's approach to the Early Years Strategy aims to improve outcomes for all children and young people within the local authority through working with parents, communities and professionals to reduce inequalities and give children a better start in life.

The impact evaluation, the third of which to be conducted, sought to establish the impact of actions included in the Early Years operational plan. Lead officers responsible for the operational plan actions were asked to participate in a telephone interview to discuss the impact measures in use, impact of their actions, challenges faced, successes and the sustainability of the actions in the future. In total, 18 lead officers participated in this evaluation and 57 actions were assessed.

2. Impact Measures

Lead officers were asked to comment on their methods of evaluation, to which the majority reported using both indirect and direct impact measures. Direct measures of impact are those which clearly demonstrate the difference an action is making, for example, pre and post questionnaires issued to parents before and after a cooking programme. Indirect measures do not detail what difference the action made but can be useful markers of progress, for example, recording attendance at a cooking class can track uptake rates. A few of the lead officers contacted felt this was an area requiring further work and improvement.

3. Impact

Evidence of impact, as informed by lead officers, was obtained in relation to parental and child wellbeing; attachment relationships; parenting skills and knowledge; professional skills and knowledge; home environments; and, employability skills.

3.1 Parental Wellbeing and Skills

Impact on parental wellbeing and skills was reported by several lead officers, for example, one lead described the effects of attending groups, focused around reading for parents and children, as increasing parental confidence in their own literacy skills, and consequently in their ability and level of motivation to read with their children. Another lead officer, responsible for Buddy's Hell's Kitchen, reported increased parental confidence and feeling of empowerment in fathers who participated in a cooking group and learnt how to make healthier meals. In fact engagement in this group was so high that it led on to fathers planning their own cookery events. A health service, focusing on improving attachment and child development, reported to have succeeded in making parents more responsive to their infant as observed by staff and reported by parents during home visits. This demonstrates that the knowledge they gained from the service positively influenced their behaviour towards their child. Other impact on parental wellbeing and skills included:

- increased swimming skills and confidence in these skills;

- improved health outcomes due to reduction or cessation of smoking; and,
- increased likelihood of returning to work or education.

3.2 *Child Wellbeing*

One significant impact reported was the reduction in the time taken to place children with adoptive families. Typically, this process takes eighteen months but this lead officer reported completion of this process in eleven months, potentially meaning the child could be placed with an adoptive family before they are one-year old.

An impact on child wellbeing included increased attendance at school. One lead officer commented on a young person who was not attending school at all before a member of staff began working alongside the young person and their family. As a result of this work, the young person went on to attend school more frequently, complete national qualifications and secure a college place, also resulting in increased self-esteem and confidence.

An action delivering holiday clubs resulted in opportunities for exercise, play and socialization for children in attendance, as well as providing them with a healthy lunch.

In terms of older children, one lead officer reported that making young people aware of volunteering opportunities meant that they were able to complete an interview for this position, developing their interview skills and providing them with valuable experience of this situation, as well as undergoing an induction week and training. The chance to volunteer with a professional organisation may also have an impact on their choice of career in the future and provide them with the opportunity to obtain a reference for their curriculum vitae.

Other impact on children's wellbeing included:

- increased literacy skills;
- increased communication and interaction; and,
- increased knowledge regarding uses of technology.

3.3 *Attachment Relationships*

Positively impacting the attachment relationship affects both parent and child. The lead officer responsible for the Skoobmobile reported that actions surrounding increasing literacy skills of parents and children resulted in them spending more quality time together, strengthening the parent-child bond. Another lead officer reported that post-natal home visits succeeded in increasing parental responsiveness to their child, with one parent becoming increasingly likely to pick up their crying infant.

3.5 *Professional Skills and Knowledge*

Lead officers frequently reported continued training of staff in areas they felt this was required or beneficial meant that their staff were highly effective and demonstrated increased confidence in both their abilities and knowledge. Staff confidence was further demonstrated by leads who reported their staff to be delivering training to colleagues or other individuals.

Third sector agencies were reported by lead officers to be supportive and committed to working alongside local authority staff. Positive working relationships were reported with partners and external agencies such as, the Scottish Forest Commission, Scottish Fire and Rescue Service, Care and Repair, other local authorities and the Scottish Government. This demonstrates the continued promotion of multi-agency working.

Other impacts on professional skills, knowledge and services included:

- consistency in methods, approaches and ethos across services and sectors;
- increased sharing of information, knowledge and skills;
- effective application of quality and service improvement tools;
- contribution to increased funding of the approach; and,
- strong, professional relationships.

3.8. Examples of Anticipated Impact

For some actions it was too early to establish impact and under such circumstances these lead officers were asked to report the anticipated impact of these actions. The following examples of projected impact included:

- support parents whose children are affected by substance misuse;
- identify and support domestic abuse survivors and highlight what domestic abuse is, challenge stereotypes and preconceptions about domestic abuse, to increase the wellbeing of children affected by domestic abuse by ensuring they are safer;
- support parents to meet the dental health needs of their family which will result in increased registration with dentists and improved oral health;
- reduce the number of referrals to services, like Home Start, resulting in the increased use of local services;
- reduce isolation and lack of support for families with new babies;
- establish successful language and communication support services which will act as a form of early intervention for those in need; and,
- create nurturing environments within educational establishments which will result in improved health and wellbeing for children.

4. Challenges and Barriers

The most frequently reported challenges were operational issues such as: restrictions due to venue capacity; organising the correct license for the Skoobmobile in order to access different locations; and, setting up My Renfrewshire, although lead officers felt these had been overcome. Other reported challenges included; engaging and gaining the buy-in of third sector organisations; recruiting the appropriate staff; and, evaluating actions appropriately.

5. Sustainability

With regards to the sustainability of actions, the majority of lead officers (89%) had given this some consideration which was a contrasting finding to the previous Impact Evaluation, completed in April 2015. Those who had considered sustainability had explored monetary means of sustainability, such as the BIG Lottery Fund, and non-monetary methods of sustainability, for example, embedding ethos of the action into the working environment. Overall, mixed responses were given by lead officers regarding sustainability: some felt there were aspects of the service they offered which could be embedded into existing practice; others felt actions and service could not be maintained to the same level; and, some lead officers felt that without funding, their actions would not be sustainable.

6. Recommendations

The following points should be considered prior to the next Impact Evaluation:

- face-to-face interviews with lead officers in place of telephone interviews;
- clarification of the terms 'outcome' and 'impact';
- assist lead officers in choosing impact measures;
- discuss methods for measuring potential impact on the community; and,
- continue to support lead officers to identify strategies to sustain their actions.

7. Conclusion

The findings of this Impact Evaluation were largely positive and encouraging with significant levels of reported and anticipated positive impact on families, services and the community.

Making a Difference

familiesfirst

Walking with families in Renfrewshire

This leaflet reports on the most recent Impact Evaluation of the Families First Early Years Strategy. 57 lead officers reported on the aims, progress and impact made in Families First within the past year. The Evaluation reported positive impact in; parental wellbeing and skills, family attachments, child wellbeing, and professional skills and knowledge.

Families First core teams are located in **FIVE** areas in Renfrewshire



The teams offer practical help to families, including:

- energy and budget advice
- family groups
- personalised support
- wellbeing matters
- drop-in sessions

October, 2016

For more core teams information contact:

Frances Robertson (Ferguslie) 0141 889 2697
 Clare Dooris (Linwood) 01505 328 144
 Pamela McKechnie (Gallowhill) 0141 889 3450
 Kelly McGarvey (Johnstone) 01505 335 006
 Vicky Speirs (Foxbar) 01505 812 914

What difference does Families First make?

Parental Wellbeing and Skills

Buddy's Hell's Kitchen

Buddy's Hell's Kitchen is a cooking class designed for fathers to help them improve their cooking skills. Lead officers for this initiative reported increased parental confidence and feeling of empowerment in fathers who participated in a cooking group and learned how to make healthier meals. In fact, engagement in this group was so high that it led on to fathers planning their own cookery events, hosting several DVD curry nights, where fathers would cook a curry meal while mothers and children enjoyed a film.

For more information contact Kelly Hegarty: 0141 848 5848

Pizza Reading

Pizza Reading Club takes place each week at Linwood Community Childcare Centre, where parents bring their four-year-old children along to read a new book, practising their reading skills and enjoying literacy. During these sessions, the parents and children are provided with pizza. Pizza Reading provides a variety of different learning and teaching techniques and activities to encourage families to learn together, and support parents to develop confidence and self-belief whilst encouraging their children to learn. Lead officers for Pizza Reading have reported improved literacy and reading confidence with parents who attend the group.

For more information contact Andrew Givan: 0141 682 5428

Family Attachments

Family Nurse Partnership

A health partner lead officer reported that post-natal home visits succeeded in increasing parental responsiveness to their child. Young parents were supported in the early stages of parenting and were given guidance on how to soothe their baby. A common misconception that was challenged was the notion that picking up a crying infant “spoils” the baby and parents were given information about nurture. Lead officers reported that parents became increasingly likely to pick up their crying infant as a result of the programme.

For more information contact Jackie
Dougall: 0141 207 7448

Skoobmobile

The Skoobmobile is Renfrewshire’s mobile library service. Skoobmobile’s impact in the past year has included increased enthusiasm for reading, increased frequency of reading at home and use of library membership. As well as developing children’s literacy skills, the act of reading together results in parents and children spending more time with each other, strengthening the parent-child bond and contributing to better wellbeing for the child. Another impact of this action was increased communication and interaction between children as a result of discussions centred around book borrowing.

For more information contact Pauline
Simpson: 0300 300 1188

familiesfirst

Walking with families in Renfrewshire



Parents bring their four-year-old children along to read a new book each week

Families practice reading skills, enjoy literacy and eat pizza!

Encourages families to learn together and support parents to develop confidence and self-belief whilst encouraging their children to learn



- Increased confidence and feelings of empowerment in fathers
- Learned how to make healthy meals
- Fathers planned their own cookery events with



SKOOBMOBILE

Renfrewshire's mobile library service

Increased enthusiasm for reading and frequency of reading

Developing children's literacy skills
Parents and children spending more time with each other



OVER £2.4 MILLION
of income has been identified for
Renfrewshire families to date

Families First
Health Partners

familiesfirst HOLIDAY CLUBS

Reported success in
making parents more
responsive to their infant
and more likely to pick
up their crying baby

- Opportunities for exercise, play, healthy meals and socialisation for children
- Time created to increase employment opportunities for parents

A reduction in the time taken to place children with adoptive families

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18		

Typically this process takes eighteen months, but Renfrewshire staff have reported completion of this process in eleven months, meaning that potentially the child could be placed with an adoptive family before they are one-year old

Child Wellbeing

Families First Holiday Clubs

Families First Holiday clubs take place during every school holiday period for children in primaries one through three and their sibling. They participate in physical play activities and are provided with a healthy lunch. Holiday Clubs resulted in opportunities for exercise, play and socialization for children in attendance.

For more information contact Angela Conboy: 0141 618 5840

Increased Attendance

One lead officer commented on a young person who was not attending school at all before a member of staff began working alongside the young person and their family. As a result of this work, the young person went on to attend school more frequently, complete national qualifications and secure a college place, also resulting in increased self-esteem and confidence.

For more information contact Jean Brierley: 0141 618 6240

Engage Renfrewshire

Engage Renfrewshire provides volunteering opportunities for young people. The lead officer for this initiative reported that making young people aware of volunteering opportunities meant that they were able to complete an interview for this position, developing their interview skills and providing them with valuable experience. The chance to volunteer with a professional organisation may also have an impact on their choice of career in the future and provide them with the opportunity to obtain a reference for their CV.

For more information contact Karen Miller: 0141 887 7707

Adoption Placement Times

One significant impact reported was the reduction in the time taken to place children with adoptive families. Typically, this process takes eighteen months but this lead officer reported completion of this process in eleven months, potentially meaning the child could be placed with an adoptive family before they are one-year old.

For more information contact Michelle McCargo: 0141 618 6836

Professional Skills and Knowledge

Promotion of multi-agency working

Lead officers reported that third sector services have proven to be supportive and committed to working alongside local authority staff. Lead officers reported positive ongoing working relationships with partners and external agencies including the Scottish Forrest Commission, Scottish Fire and Rescue Service, Care and Repair, other local authorities and the Scottish Government. Several lead officers commented on the strength of multi-agency working and the robust professional relationships existing between staff members.

For more information contact Frances Robertson: 0141 889 2697

High levels of staff training and continued professional development (CPD)

Lead officers reported continued training of staff in areas in which they felt this was necessary or beneficial, resulting in highly effective staff with increased levels of confidence in their abilities and knowledge. Staff confidence was demonstrated further by lead officers who reported that their staff members were going on to train other individuals. Ever council nursery in Renfrewshire now has at least one staff member trained in nurture and development programme Five to Thrive and almost 200 primary and secondary school staff have now been trained in nurture as part of Renfrewshire's Nurturing Relationships Strategy.

For more information contact Janyce Graham: 0141 618 7183 / Michael Harker: 0141 840 8900

Anticipated Impact

Lead officers were asked:

“If it is too early to report on impact, what do you anticipate the impact of the action will be?”

The following examples of anticipated impact were provided:

- support parents whose children are affected by substance misuse
- identify and support domestic abuse survivors and highlight what domestic abuse is, challenge stereotypes and preconceptions about domestic abuse
- increase the wellbeing of children affected by domestic abuse by ensuring they are safer
- support parents to meet the dental health needs of their family which will result in increased registration with dentists and improved oral health
- reduce isolation and lack of support for families with new babies
- establish successful language and communication support services which will act as a form of early intervention for those in need
- create nurturing environments within educational establishments which will result in improved health and wellbeing for children.

The internal Evaluation of Families First is managed by Renfrewshire Educational Psychology Service

St Catherines Primary School
Brabloch Crescent Paisley,
PA3 4RG
0141 840 8900

The external Evaluation of Families First Core Teams is being carried out by The Robert Owen Centre for Educational Change

School of Education
St. Andrews Building
11 Eldon Street
Glasgow G3 6NH



To: Education and Children Policy Board

On: 3 November 2016

Report by: Director of Children's Services

Heading: Expansion of Free Early Learning and Childcare Entitlement

1. Summary

- 1.1. It is recognised that early years are a critical time in a child's life and that the provision of quality early learning and childcare services can contribute to improved life chances, particularly for those in the most disadvantaged families.
- 1.2. The Scottish Government has announced its intention to increase the entitlement to free early learning and child care by 2020. The Scottish Government is proposing that the entitlement be increased from the present 600 hours to 1140 hours on an annual basis.
- 1.3. The Scottish Government recognises that the proposed increase in entitlement to free early learning and childcare is a major challenge. There are challenges in ensuring adequate infrastructure (buildings), workforce and in ensuring that the entitlement is delivered in a flexible manner which meets the needs of the children and parents using the services.
- 1.4. The Scottish Government launched a consultation, A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland, on 15 October 2016. The Consultation ends on 9 January 2017. The consultation document indicates that there will be a need for additional revenue and capital costs to deliver the increased entitlement.
- 1.5. The Head of Early Years and Inclusion has established a working group to ensure that Renfrewshire can deliver the increased entitlement in a way which meets the needs of children and parents. The working group will also review the consultation document and prepare a response which will be submitted as a draft response (due to the timescale of the consultation period). The response will be brought to the next meeting of the Education and Children Policy Board for homologation.

2. Recommendations

- 2.1. It is recommended that the education and children policy board
- [a] note the proposed increase in free early learning and childcare entitlement from 600 hours to 1140 hours;
 - [b] note the increased entitlement is due to be implemented by 2020;
 - [c] note the launch of the Scottish Government consultation on how to deliver the increased entitlement; and
 - [d] agree that the Head of Early Years and Inclusion submit a draft response to the consultation and that the response be brought to the next meeting of this board for homologation.

3. Background

- 3.1. It is recognised that early years are a critical time in a child's life and that the provision of quality early learning and childcare services can contribute to improved life chances, particularly for those in the most disadvantaged families.
- 3.2. Local authorities were granted the power to make provision for pre-school education for children under the Education (Scotland) Act 1980. The Standards in Scottish Schools Act 2000 placed a duty on local authorities to secure a pre-school education for all 3 and 4 year olds. In 2002 the entitlement level for pre-school education was set at 412.5 hours. The entitlement level was increased to 475 hours in 2007.
- 3.3. The Children and Young People (Scotland) Act 2014 redefined the local authority responsibility for pre-school education to a broader early learning and childcare responsibility. The Act provided that all 3 and 4 year olds and vulnerable two year olds were entitled to 600 hours of free early learning and childcare on an annual basis. The Act also introduced the requirement that local authorities should provide a range of flexible provision to meet the needs of the children entitled to the provision and their families.
- 3.4. The Scottish Government has announced its intention to increase the entitlement to free early learning and child care by 2020. The Scottish Government is proposing that the entitlement be increased from the present 600 hours to 1140 hours on an annual basis.
- 3.5. The Scottish Government recognises that the proposed increase in entitlement to free early learning and childcare is a major challenge. There are challenges in ensuring adequate infrastructure (buildings), workforce and in ensuring that the entitlement is delivered in a flexible manner which meets the needs of the children and parents using the services.

- 3.6. Parents who responded to Renfrewshire's consultation on childcare provision indicated they wanted affordable, flexible, accessible and quality services. Whilst this report concerns the entitlement to free early learning and childcare many parents indicated that they require to purchase additional hours over and above the 600 hours. The issue of affordability will be addressed via the increase in entitlement however the other three issues will require to be the focus of plans to change the way in which services are provided and delivered
- 3.7. Children in Renfrewshire can access their present entitlement through attending one of the authority's early years centres, a nursery class or a partnership provider. 99% of 3 and 4 year olds and 17% of eligible 2 year olds in Renfrewshire take up their entitlement to free early learning and childcare. Renfrewshire compares positively to the Scottish average where 97% of 3 and 4 year olds and 7% of 2 years olds access their entitlement to free early learning and childcare.
- 3.8. Renfrewshire delivers our present service through 12 pre-five centres and 22 nursery classes. Children and parents can access their entitlement through the local authority provision or via one of our 35 partner nurseries in the independent sector. The ability of the Council to deliver the increased entitlement will offer opportunities to consider the present local authority provision and will also rely on continued partnership arrangements with the independent sector.
- 3.9. The proposed expansion will present a number of challenges including ensuring that the estate is available to meet the increased level of entitlement. At present an audit of the local authority provision is being conducted out to identify the need for refurbishment or extension to the present accommodation or the need for new build. The Scottish Government has indicated it will be making capital resource available to support the delivery of the increased entitlement.
- 3.10. The second area of challenge relates to ensuring that the workforce is available to deliver the increased entitlement. The Scottish Government has estimated that there will be a need for an additional 20,000 workers to deliver the new entitlement. The working group mentioned below will consider workforce development from a Renfrewshire perspective to ensure that we have sufficient confident and qualified staff to deliver our services. There will be some challenges for partnership providers in ensuring that they also have sufficient confident and qualified staff. This aspect will be picked up in the workforce development stream of the group mentioned below.
- 3.11. The planning for the expansion will also require a continued focus on the quality of provision. It is important that as the service grows that the child has access to quality learning and play experiences. The quality of provision will need to take account of child development and meet the requirements of curriculum for excellence. The focus on ensuring quality will have a positive impact on closing the attainment gap for the most vulnerable children. The Scottish Government consultation document recognises that the increase in the quantity of hours must not be at the expense of the quality of the experience.

- 3.12. Renfrewshire's Children's Services, through funding from the Tackling Poverty Commission, is working with Children in Scotland to explore alternative models of childcare. That work will assist in the local preparations to ensure that Renfrewshire is able to deliver the increased entitlement by 2020.
- 3.13. The Scottish Government launched a consultation, [A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland](#), on 15 October 2016. The Consultation ends on 9 January 2017 and work is progressing in the Early Years Team to provide a response from Renfrewshire Council. The consultation document indicates that there will be a need for additional revenue and capital costs to deliver the increased entitlement.
- 3.14. The Head of Early Years and Inclusion has established a working group to ensure that Renfrewshire can deliver the increased entitlement in a way which meets the needs of children and parents. The working group will also review the consultation document and prepare a response which will be submitted as a draft response (due to the timescale of the consultation period). The response will be brought to the next meeting of the Education and Children Policy Board for homologation.

Implications of this report

1. **Financial Implications**
None.
2. **HR and Organisational Development Implications**
The expansion of free early learning and childcare entitlement will have major workforce implications in terms of ensuring that we have sufficient staff and that they are confident and qualified to deliver the new offer to children and parents.
3. **Community Plan/Council Plan Implications**
None
4. **Legal Implications**
The increased free early learning and childcare entitlement is one which local authorities will have a legal duty to deliver.
5. **Property/Assets Implications**
The present early years estate is being audited to allow planning for refurbishment, extension or new build.
6. **Information Technology Implications**
None.
7. **Equality and Human Rights Implications**
None
8. **Health and Safety Implications**
None

9. Procurement Implications

None.

10. Risk Implications

None.

11. Privacy Impact

None.

12. COSLA Policy Position

None.

List of Background Papers

None.

Children's Services

JT

18 October 2016

Author: John Trainer, Head of Early Years and Inclusion, 0141 618 6860
john.trainer@renfrewshire.gscx.gov.uk



To: Education and Children Policy Board

On: 3 November 2016

Report by: Director of Children's Services

Heading: Scottish Attainment Challenge

1. Summary

- 1.1. The Scottish Attainment Challenge was announced by the Scottish Government in 2015. Its focus is to raise attainment for all children and young people and to close the attainment gap between those in the most affluent of backgrounds and those living in the most deprived. Seven local authorities were identified in the first phase of the government's £100m fund over a four year period. The selection of these local authorities was based on the percentage of primary school and children living in SIMD deciles 1 and 2. Renfrewshire was not included in this first phase of funding.
- 1.2. In October 2015 there was an extension of the attainment fund to 57 primary schools across Scotland where more than 70% of children were living in SIMD deciles 1 and 2. Five schools in Renfrewshire were included in this phase of funding. Each school has an agreed action plan and is making very good progress towards meeting their short term targets.
- 1.3. In June 2016 a further announcement was made which increased the fund to a total of £750m over the next five years and extended the scope to include secondary schools and two further local authorities: East Ayrshire and Renfrewshire. As a result of this announcement proposals for action have been developed involving a broad range of stakeholders.
- 1.4. Proposals were submitted to Scottish Government for review on 16 September 2016. These have now been agreed for 2016/17 and are attached as an appendix to this report. Future years funding will be agreed on an annual basis.
- 1.5. The purpose of this report is to provide elected members with an opportunity to consider and approve the proposals which are attached to this report.
- 1.6. Regular monitoring of the implementation of the proposals is a requirement of the funding. As such regular reports will be provided to this board on progress.

2. Recommendations

- 2.1. The education and children policy board is asked to agree implementation of the attached proposals.
-

3. Background

- 3.1. Renfrewshire Council has a strong track record in ensuring all our children get the best start in life. There is a significant evidence of inclusion, equity, empowerment and social justice across all services.
- 3.2. Three particularly ground breaking approaches highlight this very clearly and provide the basis for our bid as we move forward with the attainment challenge.
- 3.3. The council's early years strategy has demonstrated a clear understanding that children attain better in school when we support the whole child in the context of the whole family. This has been confirmed through external evaluation carried out by Glasgow University. This strategy has been gathering significant interest on a national level and very positive external evaluation.
- 3.4. Secondly, the council established a Tackling Poverty Commission in 2014, where experts were brought together from a range of fields to assess the evidence around poverty in Renfrewshire, and recommend a strategic and coordinated response. The commission was the first of its kind to specifically look at child poverty at a local level in Scotland, and received and continues to receive significant national interest. Following this, the Council made a £6million investment in kick starting the recommendations and this investment forms the basis of our ambitious Tackling Poverty Programme.
- 3.5. Finally, Paisley is bidding to be the UK City of Culture 2021 as part of ambitious plans to use the town's internationally-significant collection of heritage and cultural assets to transform its future. Social regeneration through culture is a significant driver for improvement and provides a very strong commitment to improving the life chances for all our children both in Paisley and the rest of Renfrewshire.
- 3.6. It is the intention of the Scottish Government that schools and local authorities involved in the Scottish Attainment Challenge will benefit from greater access to expertise and resources – such as additional teachers, materials for classrooms or resource to develop new out of school activities. National and local partners will work together to identify the specific work that can be implemented successfully in classrooms and which will have a significant impact on the attainment of children from deprived communities. A bespoke improvement plan, appropriate to local circumstances, will be agreed for each school or cluster of schools. This will include an agreement to gather, in a proportionate way, the data that will be required to measure the impact of the interventions supported.

Tackling Poverty and Challenge Authority Status

- 3.7. Renfrewshire Council has undertaken ground breaking development work through its Tackling Poverty Commission to develop strategies which seek to close the poverty attainment gap for children and young people in Renfrewshire. The partnership with Strathclyde University has been key to this work and the literacy development programme is already showing positive impact for our children.
- 3.8. Following the announcement by the Scottish Government on 9 June 2016, Renfrewshire Council will now be included in the Scottish attainment challenge and will benefit from additional resources for the next five financial years (including 2016/17). The focus of these resources will be to extend the scope of our existing good practice, raise attainment and to close the poverty attainment gap in primary schools and S1-3 of secondary schools.
- 3.9. The themes being developed focus on:
- Learning and teaching (literacy, numeracy and health and wellbeing);
 - Families and communities and
 - School leadership.
- 3.10. The proposals for action outlined in the appendix to this report provide detail of how the Scottish Attainment Challenge will be implemented in Renfrewshire. These proposals have been reviewed by an expert panel and will be subject to regular ongoing monitoring and evaluation.

Implications of this report

1. Financial Implications

It is expected that additional resources will support improvement in each of the next five years as a result of the Scottish Attainment Challenge.

2. HR and Organisational Development Implications

A number of posts will be created to support the implementation of the action plan.

3. Community Plan/Council Plan Implications

- | | |
|---------------------------------------|---|
| Children and Young People | - Improvement attainment and closing of the poverty related attainment gap for children living in SIMD 1 and 2. |
| Community Care, Health and Well-being | - All children will have access to a nurturing approach which will support their well being needs. The levels of physical and mental health of children in low income families will improve. |
| Empowering our Communities | - Teachers, nursery officers and classroom assistants will have access to high quality professional learning. Parents and communities will be engaged in activities which will support family learning. |

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.
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List of Background Papers

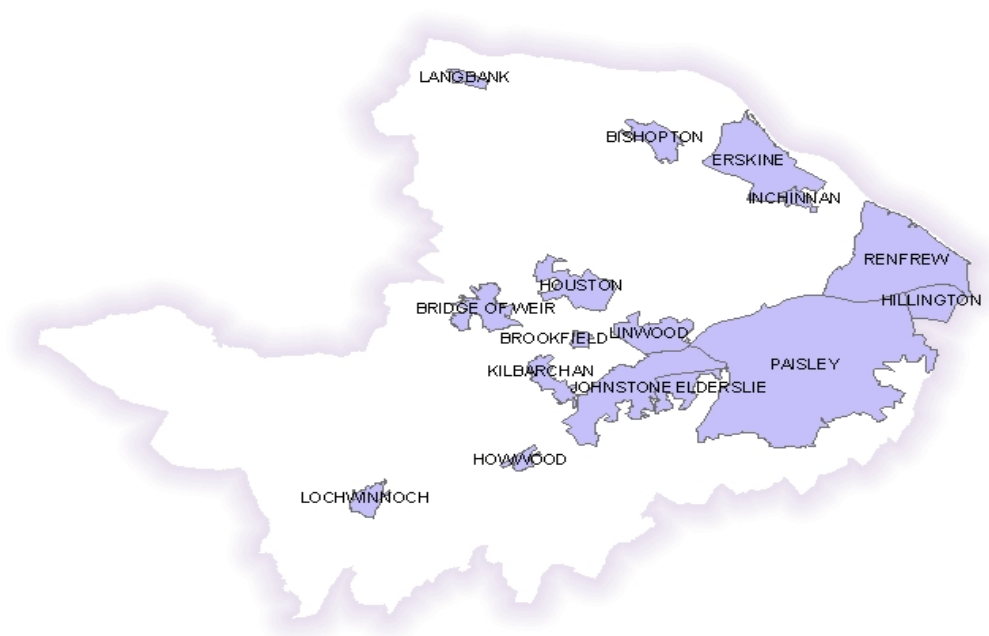
- (a) Scottish Attainment Challenge ECPB 18 August 2016

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Gordon McKinlay 0141 618 7194 / gordon.mckinlay@renfrewshire.gcsx.gov.uk

Children's Services
GMCK/LG
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Renfrewshire's Attainment Challenge



Proposals for Action

September 2016



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Introduction

Our vision for children and young people in Renfrewshire is summarised in our vision statement:

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

We have a long culture and history in weaving and thread making in Renfrewshire. In the following proposals, we share our vision of weaving a new pattern across Renfrewshire. We are highly aspirational and the council’s administration has made a strong commitment to tackling the effects of poverty on the outcomes of our pupils and their families. Over a number of years, highly effective leadership has focussed on putting in place policies and strategies which are evidence-based and make the biggest difference to outcomes for our children and young people.

We know that our workforce is our strongest asset. As such we have invested significantly in career- long professional learning, recognising that sustainable approaches to improvement must focus on those who deliver those services and support our children through their journey from birth to a sustained destination.

It is our aspiration to weave this new pattern through a cultural shift in how we mitigate the impact of poverty on attainment for our children and young people over the next ten years. Building on strong foundations, we welcome the opportunity of becoming a Challenge Authority within the Scottish Attainment Challenge and believe that the proposals contained in this report show a clear understanding of what we can and must do to make the positive, sustained difference we strive to achieve.

These proposals have been developed during the summer of 2016 for review and approval by Renfrewshire Council's education and children policy board and the Scottish Government. They reflect the current professional views of a range of stakeholders gathered across a series of workshops and discussions. It is recognised, however, that effective implementation will require much further engagement with the workforce, academic research, professional organisations, parents, children and other partners over the coming months. This engagement has been incorporated in to the timeline for implementation.

The learning experience of our children and young people is based on a number of threads being brought together to create a unique Renfrewshire pattern. As such our proposals will focus on:

- ensuring the quality of learning and teaching is central to improvement and professional learning in relation to pedagogy as a key component of these proposals;
- extending the scope and pace of our literacy development programme in partnership with the University of Strathclyde;
- developing effective approaches to improving outcomes in numeracy;
- further improving health and wellbeing through evidence-based programmes in resilience, emotional intelligence and nurture;

- extending approaches recognising the importance of families and communities in learning
- highlighting the key role of school leadership in facilitating cultural change in education; and
- developing partnerships for improvement within Renfrewshire through the recently established inter-authority partnership and with external partners such as the University of Strathclyde.

Our Story So Far

Over a number of years, we have demonstrated a strong commitment to ensuring all of our children and young people get the best start in life. Our record of inclusion, equity, empowerment and social justice is evident across all services.

The formation of Children's Services within Renfrewshire Council has been a strong signal of our intent to ensure the best outcomes for all young people - whatever their background or circumstances. The child's journey from birth to sustained destinations is key to our approach to all planning and service delivery.

Three of our groundbreaking approaches highlight this very clearly and provide the basis for our proposals as we progress with the Scottish Attainment Challenge.

Our Early Years Strategy has demonstrated an understanding that children's attainment in school is better when we support the whole child in the context of the whole family. This has been confirmed through external evaluation carried out by Glasgow University¹. By empowering parents to do the best for their own children through walking with them, this strategy has been gathering significant interest on a national level.

Secondly, the council administration established a Tackling Poverty Commission in 2014, which brought together experts from a range of fields to assess the evidence around poverty in Renfrewshire, and recommend a strategic and coordinated response. The Commission was the first of its kind in Scotland to specifically look at child poverty at a local level and continues to receive significant national interest.

Following this, the Council made a £6million investment to facilitate the recommendations of the Commission and this investment forms the basis of our Tackling Poverty Programme². This ambitious strategy, established since 2015 is due to conclude in 2017. This provides us with a robust evidence base of what really works in Renfrewshire.

Finally, Paisley is bidding to be the U.K City of Culture in 2021 as part of aspirational plans to use the town's internationally-significant collection of heritage and cultural assets to transform its future. Social regeneration through culture is a significant driver for improvement and provides a very strong commitment to improving the life chances for all of our children and young people, both in Paisley, and across Renfrewshire.

These threads are woven together across our service delivery and we believe we are able to build on these to deliver significant improvement for our communities by extending the scope and pace of current work throughout Renfrewshire. In addition, we know that the attainment gap has persisted for many years and, as a result, our bid must focus on making the biggest difference for children living in SIMD deciles 1 and 2. While we will continue to adopt a universal approach, where required, we also need to target intervention specifically where it is most needed.

¹ Renfrewshire Families First Evaluation, The Robert Owen Centre for Educational Change, April 2015

² Tackling Poverty in Renfrewshire Strategy 2015-2017, Renfrewshire Council, March 2015

Challenge Schools

Our five Challenge Schools have the highest proportion of children living in SIMD deciles 1 and 2. The individual action plans for these schools have already been agreed with the Scottish Government and their work will continue in conjunction with the proposals being developed within this authority action plan. Although these schools are at a very early stage of implementation, there are already signs of positive impact reported in each schools' end of year report.

The Challenge Schools will participate in the Tapestry 'Great Teaching - Great Learning' programme in order to further enhance their focus on improving learning and teaching strategies for pupils living in SIMD deciles 1 and 2. This professional learning will help us to transform the culture in a range of schools , ensuring transformation across Renfrewshire.

Innovation Funding

In June 2016, we were successful in our bid for Innovation Funding from the Scottish Attainment Fund. Two projects have been funded for financial year 2016/17. The first of these is allowing us to continue to build on innovative approaches already making a difference in Renfrewshire as a result of our Early Years and Tackling Poverty strategies. We are establishing and extending family learning projects in schools together with external partners. This project aims to have a positive impact on approximately half of our primary and ASN schools. School projects are focussed on raising attainment in Literacy, Numeracy and Health and Wellbeing through engagement with families utilising a range of evidence-based projects. Each of these strands is focusing on improving how we support parents to engage with their children's learning - both at school and at home.

Our second project aims to address key areas of difficulty that young people from low socio-economic backgrounds experience as they move through the early stages of secondary school. This is building on the innovative approaches to literacy development within our Tackling Poverty Strategy. A separate action plan for each secondary school is currently being developed outlining plans for taking the innovation project forward.

Like the Challenge Schools, we will ensure that the learning from these projects forms part of the cultural shift we wish to develop over the next ten years.

About Our Children

Renfrewshire is the ninth largest council area in Scotland, with a population of 174,310. Most of the population live in the three large urban areas of Paisley, Johnstone and Renfrew and the two smaller towns of Linwood and Erskine. There are also a number of more rural villages. Renfrewshire has a small, but growing, ethnic minority population - 2.7% of the population had a minority ethnic background at the time of the 2011 Census compared to 4.1% for Scotland.

One in five of Renfrewshire's children live in poverty. In some places in Renfrewshire this rises to more than 1 in 3 and this prevents young people from achieving their full potential. A boy born in Bishopton, one of our affluent villages, will live on average over 16 years longer than a boy born in Ferguslie Park – the most deprived datazone in Scotland. We know that most of the children living in poverty in Renfrewshire are living in working households and that poorly paid, insecure and low quality work with limited progression are becoming familiar features in our labour market.

As part of our analysis we have considered a range of data related to poverty as outlined below.

Scottish index of Multiple Deprivation (SIMD)

There are a variety of ways that we could use SIMD data in order to ensure appropriate targeting of resources available through the Scottish Attainment Challenge. Percentages are helpful but do not show the full picture. As we have reviewed this data, it has become apparent that the percentage of children living in SIMD deciles 1 and 2 does not always reflect the number of children in a particular school. For example, in 2015, 73% of children at St David's Primary - 45 children - were in SIMD deciles 1 and 2 and which qualified it as a Challenge School. By contrast, West Primary School had 46% of pupils in SIMD deciles 1 and 2 which meant that it did not qualify as a Challenge School, despite this equating to 222 children.

Therefore, our approach aims to ensure that, we have utilised the percentage of children within a school who reside in SIMD deciles 1 & 2 whilst ensuring that we target as many children as possible across Renfrewshire from these deciles.

To this end, our proposed approach is that we will split our primary schools in to three phases as shown in the tables below.

Phase 1	Total Number SIMD 1 & 2 Pupils	Percentage of SIMD 1 & 2 Pupils
Glencoats Primary School	235	95.92%
St Fergus' Primary School	128	93.43%
Gallowhill Primary School	200	78.13%
St David's Primary School	47	73.44%
St Catherine's Primary School	121	70.35%
St Paul's Primary School	106	63.86%
Cochrane Castle Primary School	116	63.39%
Heriot Primary School	156	61.18%
St Margaret's Primary School	129	60.56%
Woodlands Primary School	180	57.51%
Fordbank Primary School	103	53.37%
West Primary School	237	52.09%
St James' Primary School - Paisley	75	48.70%
Brediland Primary School	130	47.79%
Mossvale Primary School	94	47.00%
St Mary's Primary School - Paisley	108	45.00%
Williamsburgh Primary School	187	42.21%
Thorn Primary School	85	37.61%
Kirklandneuk Primary School	169	36.58%
St Charles' Primary School	139	35.82%
Todholm Primary School	127	31.59%
St James' Primary School - Renfrew	146	26.12%
Total	3018	

Phase 2	Total Number SIMD 1 & 2 Pupils	Percentage of SIMD 1 & 2 Pupils
Auchenlodment Primary School	56	31.64%
St Anthony's Primary School	60	30.15%
Our Lady of Peace Primary School	67	29.39%
St John Ogilvie Primary School	48	27.12%
Langcraigs Primary School	78	26.80%
St Peter's Primary School	55	25.23%
Lochfield Primary School	56	22.76%
Bushes Primary School	68	18.94%
Total	634	

Phase 3	Total number SIMD 1&2 pupils	Percentage of SIMD 1&2 pupils
East Fulton Primary School	33	14.47%
Kilbarchan Primary School	33	13.31%
Newmains Primary School	32	8.65%
Ralston Primary School	29	7.36%
Wallace Primary School	*	6.76%
Langbank Primary School	6	5.50%
Arkleston Primary School	15	4.98%
St Fillan's Primary School	16	4.75%
St John Bosco Primary School	*	3.97%
Howwood Primary School	*	2.69%
Barsail Primary School	*	1.57%
Inchinnan Primary School	*	1.27%
Houston Primary School	*	0.98%
Bargarran Primary School	*	0.91%
Bridge of Weir Primary School	*	0.72%
Lochwinnoch Primary School	*	0.41%
Bishopton Primary School	*	0.38%
Rashielea Primary School	*	0.00%
St Anne's Primary School	*	0.00%
Total	197	

(* denotes where there are five children or less)

The table below shows the secondary schools with the highest levels of deprivation which will be in scope for the attainment challenge. (Note that these figures are for the whole school population)

Phase 1	Total number SIMD 1&2 pupils	Percentage of SIMD 1&2 pupils
Castlehead High School	263	39.61%
St Andrew's Academy - Paisley	543	38.73%
Paisley Grammar School	321	37.90%
St Benedict's High School	220	33.85%
Trinity High School	231	31.64%
Linwood High School	127	30.31%
Gleniffer High School	341	29.76%
Johnstone High School	264	28.18%
Renfrew High School	142	18.21%
Total	2452	

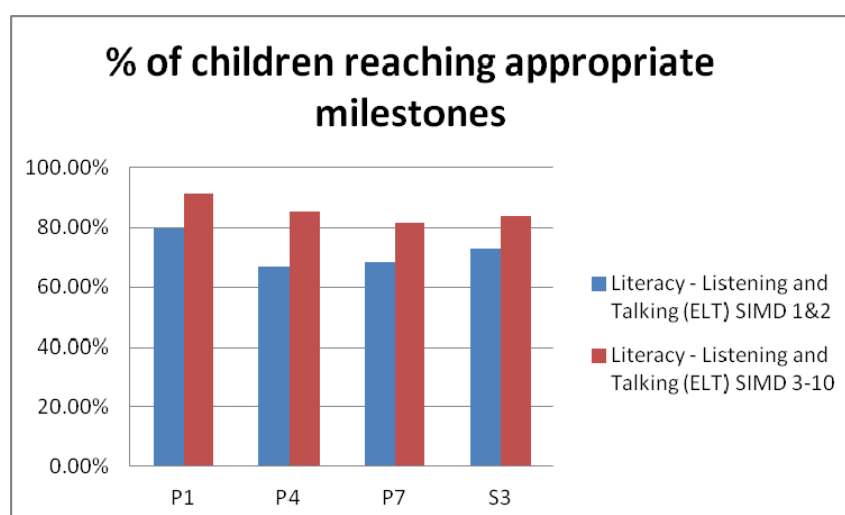
This leaves two of our secondary schools which although not part of the targeted support, will still benefit from the universal support from the authority.

	Total number SIMD 1&2 pupils	Percentage of SIMD 1&2 pupils
Park Mains High School	22	1.63%
Gryffe High School	14	1.49%
Total	36	

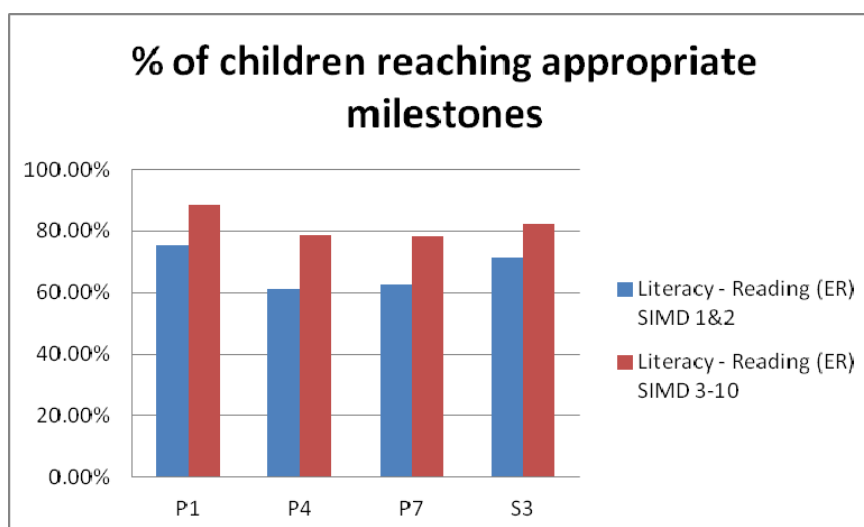
Attainment

Attainment data based on teacher judgement is now being collected on an annual basis in Literacy and Numeracy at P1, P4 and P7. The graphs below show the percentage of children reaching the appropriate milestones across all schools in June 2016.

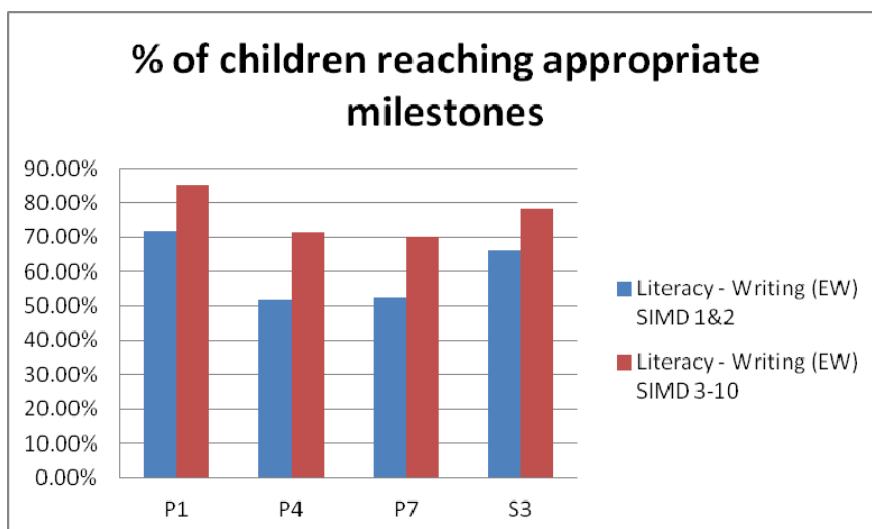
Graph 1 : Literacy – listening and talking



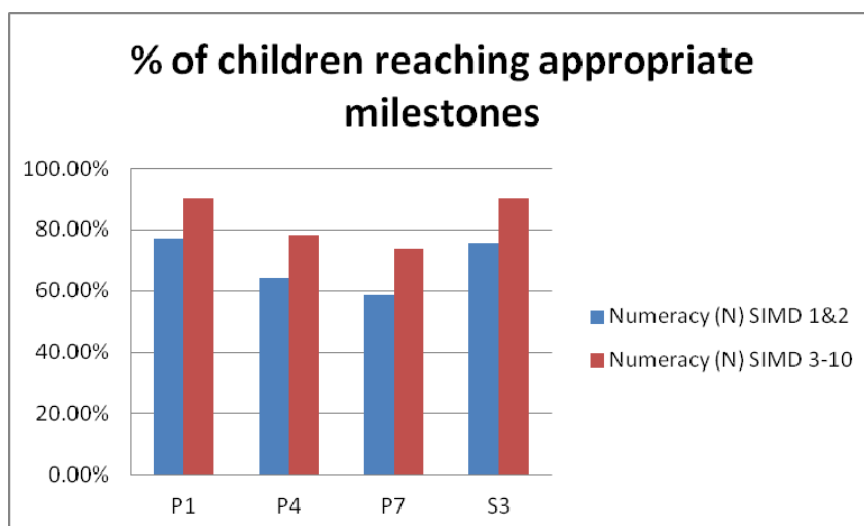
Graph 2 : Literacy – reading



Graph 3 - Literacy – writing



Graph 4 - Numeracy

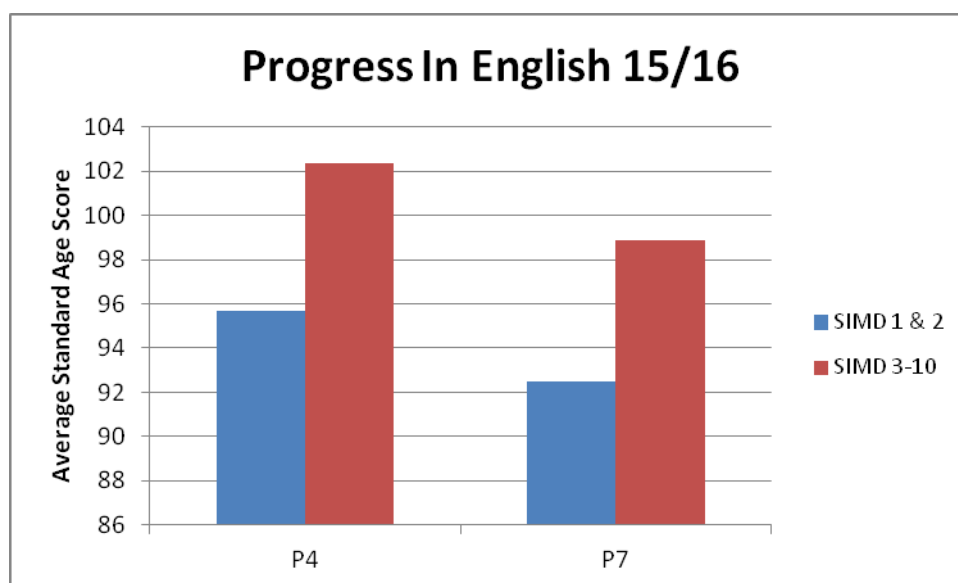


The graphs above show that a significant gap exists in the attainment of children in SIMD deciles 1 & 2 compared to SIMD deciles 3 to 10. This is particularly striking in relation to literacy at P4.

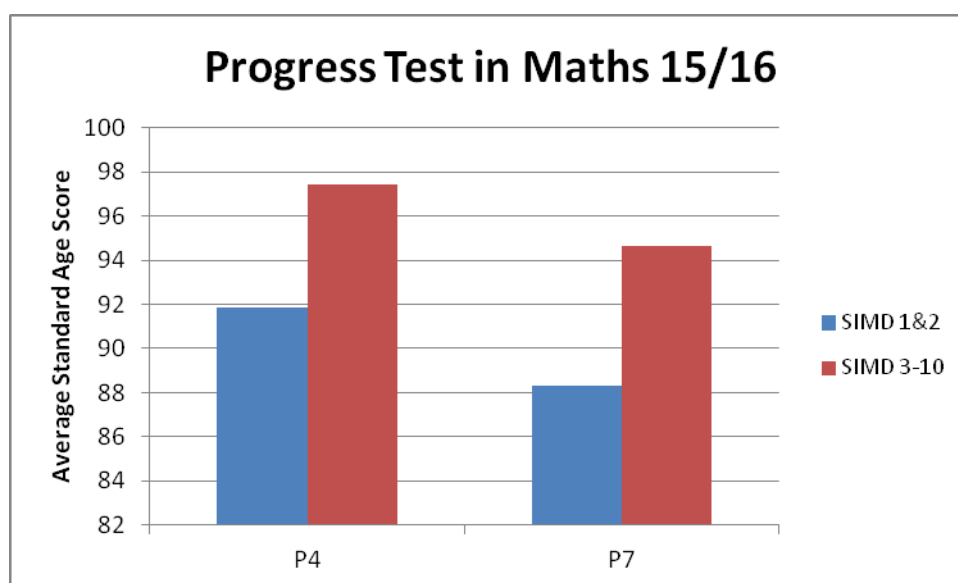
In academic session 2015/2016 we have strengthened our approach to the use of standardised assessment in primary schools. In May 2016, over 5,000 of our children undertook standardised assessments in English and Maths and we are currently analysing this by SIMD decile.

The graphs below show attainment in P4 and P7 for English and Maths.

Graph 5 – progress in English (standardised assessments)



Graph 6 – progress in mathematics



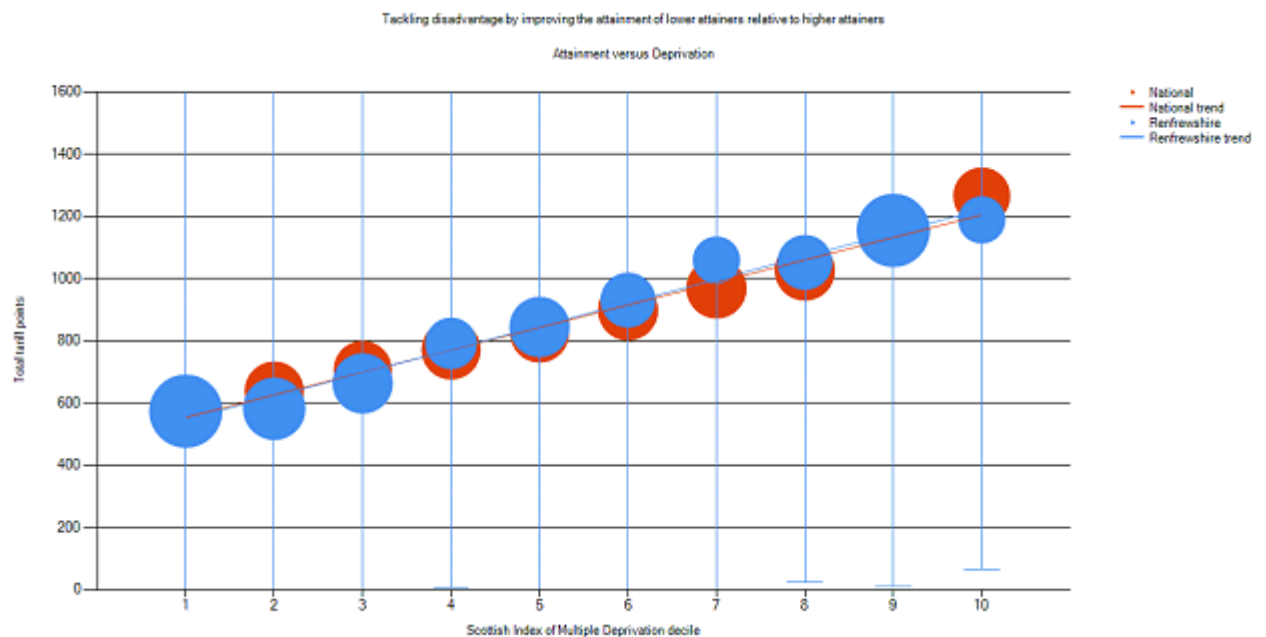
Initial analysis has shown that the most significant poverty attainment gap is in mathematics at P7.

- Overall, Renfrewshire was in line with the national average for English at P4 and slightly below average in English at P7;
- Attainment in mathematics was less positive with the overall Renfrewshire figure below average in P4 and P7;

- A poverty related attainment gap exists in both P4 and P7 in English and mathematics. The most significant gap is in P7 mathematics, between schools which have a high level of pupils in SIMD 1&2 and those who do not. Here there is a difference of 23.1 in the standardised age score.

It has recently been agreed that standardised assessment will also take place in S2 in order to allow tracking of progress over time, and in due course in S1 and S3 also.

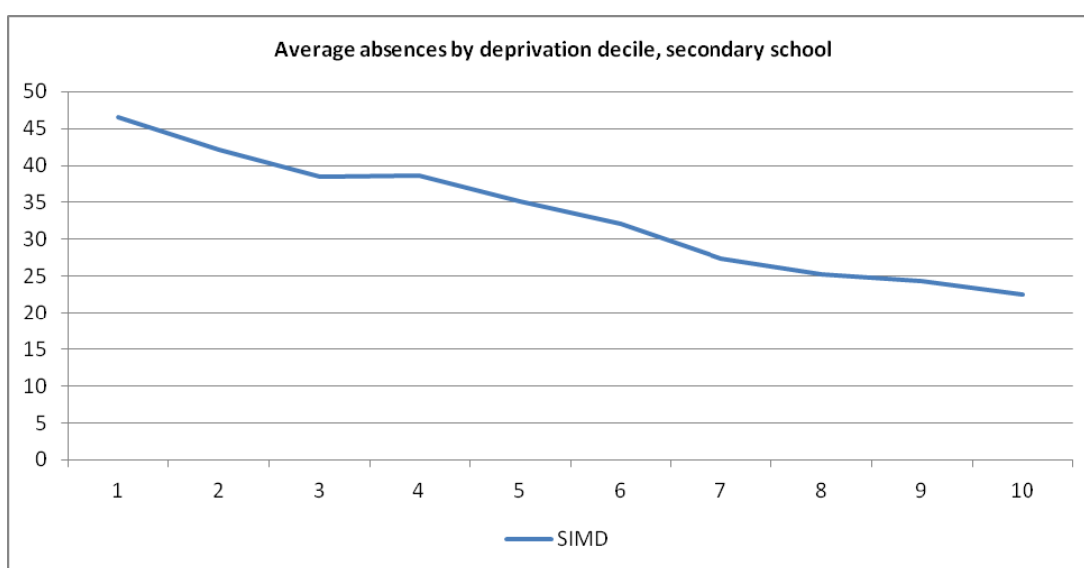
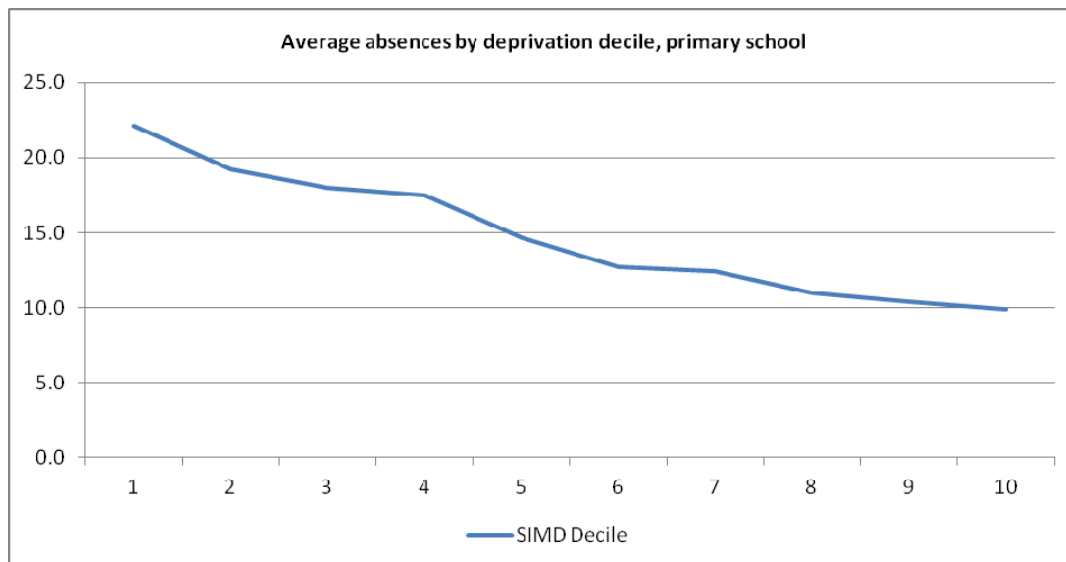
The following chart shows the national benchmark data from Insight as it relates to tariff scores for young people leaving school.



This chart shows that a significant gap exists between those young people in SIMD deciles 1 & 2 and SIMD deciles 9 & 10. However, we also note that the total tariff points of young people living in SIMD decile 1 in Renfrewshire has increased from 509 in 2014 to 573 in 2016. We want to continue to build on this improvement.

School Attendance

The charts below combine all the deprivation domains and shows the overall deprivation ranking. Our data clearly shows that absence from school is directly linked to living in poverty. There is a strong correlation between the level of deprivation and the average number of absences (half days) for all domains except geographic access (as would be expected given the more geographically remote communities in Renfrewshire tend to be more affluent).



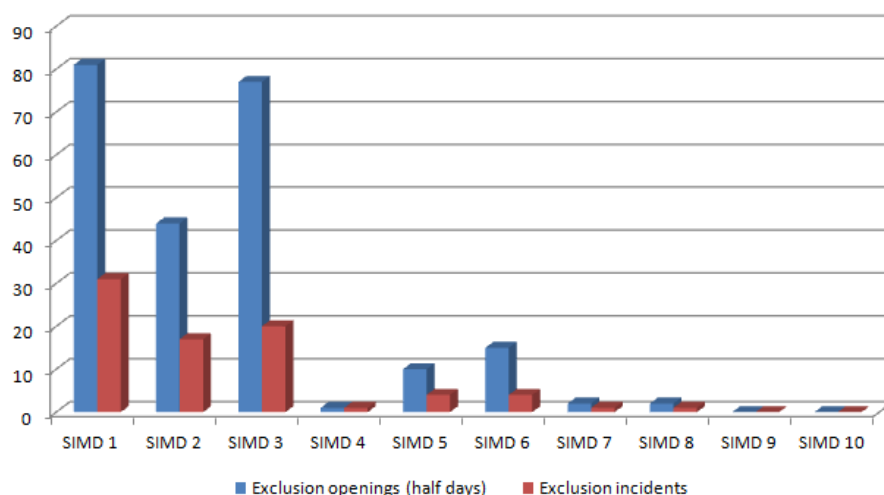
There is very little difference between the other domains but that which has the most impact on absence is the education, skills and training domain. No particular conclusions should be drawn from this but it may be a very crude indication that there is a link between the educational outcomes of families and attitudes towards, and engagement with, schools.

Equally valid, is the correlation between poor health and education, skills and training. Within Renfrewshire, 80% of people in the 10% most deprived EST decile are also within the most deprived 10% for health; the remaining 20% are in decile 2 for health. This is just one of many relationships which could be highlighted to demonstrate the complexity of deprivation.

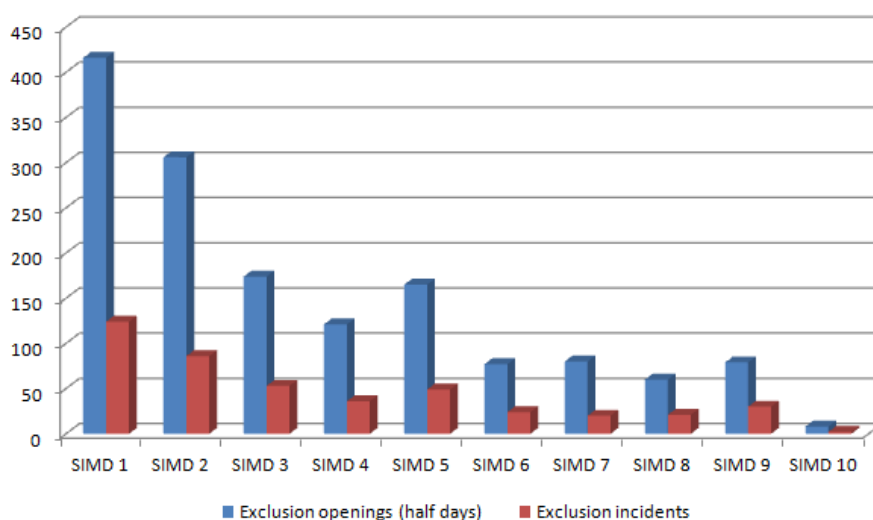
School Exclusions

Although we have been successful in significantly reducing the number of exclusions in primary and secondary schools over the past several years, our data shows that children and young people who live in SIMD deciles 1 to 3 are much more likely to be excluded from school than those who live in less deprived areas.

Primary school exclusions, by SIMD 2012 decile



Secondary school exclusions, by SIMD 2012 decile



Looked After Children

Looked After Children are predominantly from the poorest areas of Renfrewshire. As of July 2016, 67% of LAC (436 out of 652) have a home address in an area within SIMD deciles 1 & 2. This rises to 69% for employment deprivation and 73% for health deprivation. This equates to 447 and 473 children respectively. Only 5% of LAC live in SIMD deciles 6-10 for income, employment, health or housing.

Main Focus

As a local authority, we have demonstrated clear ambition in tackling the root causes of poverty and making the biggest impact on improving outcomes for all of our children and young people. Our approach has been to use the best evidence to inform our thinking and to focus on those things that will make the biggest difference.

It is our intention to continue with this relentless focus and to utilise the opportunity afforded by the Scottish Attainment Challenge to build on this work and to extend the scope and pace of these current priorities.

Research has clearly demonstrated that there are bigger differences between classes within a school than there are across schools. As a result our proposals as outlined in the following sections seek to ensure a universal approach across every classroom while targeting resources and support where they are needed the most.

Primary Schools

Within the primary sector we intend allocating schools into one of four groups for phased support:

- Our five challenge schools will continue with the targeted approaches already agreed while being supported with additional approaches being developed;
- Phase 1 schools (15 schools) will work alongside challenge schools in our first year of implementation (2016/17) to focus on Literacy development and gaining a clearer understanding of the leadership challenges being faced by schools;
- In our second year of implementation (2017/18) the phase 2 schools (10 schools) will each be partnered with a school from the first year cohort to further develop approaches and ensure collaboration; and
- As part of our universal approach the remaining schools will be matched to schools already involved to create leadership triads to ensure all children living in deciles 1 and 2 have improved outcomes.

Secondary Schools

We propose that 9 of our 11 secondary schools will be targeted due to the percentage and numbers of pupils living in SIMD deciles 1 & 2. Links will be maintained with the other two secondary schools to ensure this universal approach continues to support all children.

Practice over many years in Renfrewshire has sought to ensure learning and teaching is seen as a continuum from 3-18. As such the proposals specifically relating to secondary schools are embedded within the body of this plan.

Our Proposals

Our five Challenge Schools have the highest proportion of children living in SIMD deciles 1 and 2. The action plans for these schools have already been agreed with the Scottish Government and their work will continue in conjunction with the proposals currently being developed.

The following proposals will therefore focus on schools where there is a larger number of children living in SIMD deciles 1 and 2. We will extend the scope and pace of current innovative work, learn from the five Challenge Schools and ensuring the impact of each intervention can be measured.

In order to effectively manage this work, the phasing of schools outlined above will be used to ensure we implement and measure impact in a robust manner.

We have already invested extensively in evidence-based programmes and approaches that we know will make a difference in both raising attainment and closing the gap. We will continue to build on the strong foundations already in place. Although funding will be for five years, we consider the timeline a ten year approach to changing the culture of learning across all sectors. This will allow us to ensure sustainability.

Where appropriate, we have sought to weave the proposals for secondary schools in to each of the following sections. This ensures consistency of approach and will build on the importance we place in viewing education as a single continuum.

Learning and Teaching

We know that the quality of learning and teaching matters. The difference in the quality of learning between classes within schools is often greater than the differences between schools. We need all staff to believe that they can make a difference. To do this, we need to give staff direction, support and time to reflect. Over many years we have invested in supporting high quality professional learning for our workforce. In order to achieve the outcomes we wish to see, we will continue to focus on improving the quality of learning and teaching with a specific focus on literacy, numeracy and health and wellbeing.

Literacy

We will:

- ***extend the scope and pace of our primary literacy coaching programme;***
- ***develop professional learning in exploring pedagogy in primary 1;***
- ***design a writing curriculum in targeted schools;***
- ***extend locally written reading resources to develop our children's cultural capital; and***
- ***further develop disciplinary literacy in secondary schools.***

The literacy development programme³, operating in partnership with the University of Strathclyde, is about to move in to its second year of implementation. Our evaluation of year 1 clearly indicates positive impact on three areas:

- attainment
- curriculum and pedagogy
- staff development and leadership.

These developments present clear challenges for us if change is to be sustained and become deeply embedded. Actions must maintain the focus, actively promote depth and breadth in implementation and involve monitoring attainment to evidence cross-authority gains in Literacy and progress towards closing the gap. To this end, we propose to continue to work in partnership with the University of Strathclyde in order to further develop the teaching of literacy in both primary and secondary schools.

Our continued partnership with the University of Strathclyde will aim to extend the reach of the primary literacy coaching programme by providing high quality professional learning for an increased number of teachers in schools. To ensure a consistent and coherent approach across those schools, training of support staff will be included in this programme.

Strong collaborative, focussed networks of learning that have been established will continue and develop further to support full implementation of the literacy development programme and increase focused support and challenge discussions with senior management to encourage schools to use teacher-to-teacher learning, to use the coaching and reader response/engagement networks, the video material, classroom visits and head teacher-teacher progress meetings for staff development on literacy.

By identifying and addressing key areas of difficulty that young people from low socio-economic backgrounds experience as they move from primary school through lower secondary school, we will build on and up-scale the innovative approaches to literacy development that we have engaged in within the secondary sector. These have been well received and have shown early indications of having a positive impact. For example, the disciplinary learning approach to literacy which recognises that literacy requirements vary from subject to subject and supports subject specialists to integrate such literacy into their lessons so that young people are explicitly taught how to strategically and critically read a range of different texts. This would also see collaborative networks of staff established both within discrete subjects and on a whole school basis. Upscaling and extension of this aspect of our engagement with the University of Strathclyde would be facilitated by our secondary literacy coordinator.

Teachers in primary schools who have already been involved in the literacy coaching programme will be now undertake professional learning in exploring pedagogy in primary 1. This programme aims to continue to support the implementation of positive interventions that improve reading attainment, increase teacher confidence when planning a literacy rich curriculum in P1 and P2 and enhance the learning experiences of children as they move from early years in to primary school. Additional resources and materials will be purchased to support this programme and enhance existing library areas and classroom spaces making them more appealing and motivating for young children.

³ Literacy Development Programme – Additional Information

To support literacy development within the secondary sector, the key focus will be the provision of high quality professional learning opportunities for secondary subject staff around how young people learn to read. Following further consultation and guidance from our partners at the University of Strathclyde, decisions will be made on which research-based strategies are most likely to enhance staff capacity to assist struggling readers and ultimately improve literacy.

In targeted primary schools where interventions are showing early indications of impact on raising attainment in reading of our children in SIMD deciles 1 and 2, a programme will be developed to design a writing curriculum that makes better links with children's lives outside school, that makes teaching more responsive and that results in children who are writers, rather than just children who can write. The ultimate aim is to raise attainment by showing teachers how to teach writing well, while showing children that writing can be a social and enjoyable as well as a good way to get what you want/need.

We know that it can be very challenging to understand the implications of the cultural and social capital children bring from home. However, we know that children will improve their confidence in reading when they are able to access a broad and culturally rich range of reading material.

As part of our literacy programme and our City of Culture bid, we aspire to both extend the reading resources available to children and to commission local authors to develop an exciting range of accessible and age appropriate texts that will build on the experiences and cultural capital of our children. This range of books will contain pictures, language and references which will be familiar to our young people across all sectors and will enable them to engage more fully with more meaningful and relevant texts.

Numeracy

We will:

- ***explore and interrogate numeracy and mathematics related data;***
- ***conduct a review of numeracy and mathematics teaching approaches across Renfrewshire;***
- ***develop a numeracy action plan for Renfrewshire***

The completion of recent standardised assessments confirmed teacher judgement that attainment in numeracy is not as good as it should be. We see a significant gap in this curricular area. This is in line with the national picture from the recently published results of the Scottish Survey of Literacy and Numeracy (SSLN). An analysis of performance in SQA qualifications across the authority indicates a parallel situation. In response, it is recognised that an approach that mirrors the coherent steps already embarked upon in regard to literacy development within the authority is required for numeracy.

Accordingly our intention is to conduct a review of numeracy across the authority. The findings of this review will inform a numeracy action plan for Renfrewshire, with inter authority collaboration taking place, where possible. Resources would be allocated to support professional learning to extend the skill and expertise of all in delivering numeracy across the curriculum as well as providing planning guides and curriculum advice based on the recently published benchmarks.

We will, therefore, develop further evidence-based programmes, informed by academic research, in order to raise attainment in numeracy and mathematics for children and young people who live in SIMD deciles 1 and 2.

Currently, all primary schools have been supported through the introduction of a revised numeracy framework to develop strategies to ensure that all children develop high levels of progressive Numeracy skills. These numeracy skills are developed through learning across the curriculum and built upon a shared understanding amongst staff of how children and young people progress in numeracy and of good learning and teaching in numeracy.

We are committed to full participation in the national numeracy champion hub initiative which included a numeracy development action plan for session 2015/16 and 2016/17 along with the nomination of a numeracy champion in each school.

The provision of high quality professional learning opportunities and the support materials have resulted in early signs of positive impact on teachers attitudes and confidence in the implementation of new teaching approaches in numeracy and mathematics. We will review our existing Numeracy Framework in light of the best research evidence and observations from those schools which are making a significant difference in this area.

We will build on the significant progress already made in session 2015/16 through delivery of additional professional learning opportunities in assessment via the significant aspects of learning, numeracy /IDL approaches, mental agility and 'Number Talks'. In addition, following scrutiny of the GL numeracy assessment data, professional learning opportunities will be developed to address teacher attitudes and confidence. Stages of Early Arithmetic Learning (SEAL) training will also be provided for teachers within the targeted schools.

The key transition point of moving from primary to secondary school can be challenging for many young people, especially those from the most disadvantaged backgrounds. We recognise that specific focus is needed to ensure continuity of learning and progress at this juncture. Practitioners skilled in analysing pupil data, recognising difficulties and identifying appropriate strategies will be appointed to monitor and track the learning of young people and respond when necessary. Staff members appointed will work within their school clusters.

We will:

- ***extend evidence based approaches to the promotion of resilience and emotional intelligence;***
- ***extend our nurturing relationships strategy;***
- ***enhance the transition from primary to secondary for targeted young people;***
- ***provide a P4-7 music intervention for children in primary schools.***

Further work is being undertaken to analyse the SIMD health domain within deciles 1 and 2 in order to identify potential barriers to learning. The outcome of this may include further engagement with Speech and Language Therapy and other key partners.

As part of our Nurturing Relationships Strategy, and in partnership with Barnardos and Kate Cairns Associates, we have successfully developed and implemented the Five to Thrive programme in the early years. There is strong evidence that the programme has had a significant and positive impact on staff, parent and child relationships and a clear indication that parental involvement has increased in our nursery settings. This provides an opportunity to further develop positive parental engagement and ensure sustainable partnerships with parents into the primary school.

Recognising the importance of effective home school partnership, but also the challenge of achieving this with some of the young people we seek to support within the scope of this plan, in each of our targeted secondary school clusters we will appoint a health and wellbeing support worker. These key workers would focus on and work with families living in SIMD deciles 1 & 2 in order to overcome barriers that can prevent young people from disadvantaged backgrounds from attaining and achieving to the same degree as their better off peers. It is intended that this will address such trends as higher absence and exclusion rates amongst our targeted pupils. They would also help to enable parents to support their children's learning by supporting our secondary parents in partnership (PIP) project. This ambitious and exciting initiative is currently part of our tackling poverty programme. Following an initial pilot in one of our schools, it is being rolled out to others and we are working in partnership with the Centre for Excellence for Looked after Children in Scotland (CELCIS) to have the programme fully evaluated and short term impact monitored in three schools. Based on evidence from the earlier pilot of this model, it is evident that the approach has potential to effect positive change in our engagement with some of our most difficult to reach parents and building on this project can only be of advantage.

Emotional intelligence and resilience are key to a positive attitude to learning. We will provide an opportunity for further investment in equipping children and staff to develop an optimistic outlook on their learning e.g through developing a growth mindset. A number of schools in Renfrewshire have implemented evidence-based programmes to promote emotional intelligence and increase resilience in children and young people including PATHs and BounceBack. The Attainment Challenge offers the opportunity to extend these programmes to all targeted schools.

It is increasingly recognised that a nurturing approach within a school can have a positive impact on relationships, wellbeing and attainment. Renfrewshire's Nurturing Relationships Strategy has been developing nurture approaches in educational establishments since 2014. Many schools have nurture classes and have developed nurturing approaches. Every pre 5 establishment has a Nurture Champion and the impact of the approach has been greatly enhanced in partnership with Barnardo's '5 to Thrive' facilitators.

This session, the Educational Psychology Service is leading phase three of the strategy which involves the introduction of whole school nurture approaches in two secondary and three primary "pathfinder" schools using implementation science to ensure impact and sustainability.

The Nurturing Relationships Strategy is a universal approach which aims to improve outcomes for all children. We intend to extend the initiative and introduce a targeted support element for children and young people living in SIMD deciles 1 and 2. We plan to appoint four teachers to the posts of Nurturing Attainment Coach. These teachers will be part of the Attainment Challenge team and will work in primary and secondary schools who are developing whole school nurture. Their remit will be to work with staff to improve the attainment of children and young people living in SIMD deciles 1 and 2. They will be trained in attachment, nurture and evidence-based implementation of social and emotional resilience methods. They will adopt a 'coach-consult' model in their work with teachers and groups of staff to support effective learning and teaching with targeted pupils. They will be integral members of the schools' nurture implementation core group and will work closely with the Educational Psychology Service. Where appropriate, they will be able to support the school to introduce evidence-informed approaches to social and emotional learning and resilience for children and young people living in SIMD deciles 1 and 2.

Additionally, we will be involved in the pilot of the National Primary Nurturing Approaches Professional Learning Resource. The purpose of this pilot is to determine whether the resource is a good fit for the needs of primary schools and to give them an opportunity to offer constructive feedback on how it might be improved. In line with implementation science, schools will be invited who have already indicated an interest and readiness to develop nurturing approaches. Renfrewshire's inclusion in this additional initiative will add to the overall capacity of schools to develop nurturing approaches and enable Renfrewshire teachers and other professionals to shape national guidance in this area.

Studies in neuroscience show how music affects our mental and physical wellbeing. We plan to provide whole class intervention in primaries 4-7 in primary schools to increase their self esteem, cultural capital and confidence. We will employ a full time music teacher to deliver a programme which will offer a different musical discipline in each school; brass, woodwind, strings, guitar and voice.

Families and Communities

We will:

- ***extend the scope of our family learning project;***
- ***strengthen support for looked after children living in poverty; and***
- ***continue to develop the effectiveness of our cost of the school day fund***

Our experience with our early years strategy has provided very strong evidence of the impact of intervening early with families who are just coping. Having the right support in place for families is vital if we are to ensure positive outcomes for our children. We propose to carry on exploring how the work already ongoing in this area can be continued and extended to allow us to embed sustainable models for the future.

The Family Learning Project works with adults and children focussing on intervention methods around Reading, Writing, Numeracy, self esteem and life skills. Using a social practice approach helps to support parents to develop confidence and self belief while encouraging them to support their children to learn.

Creating a non-threatening learning environment enables families to interact and bond together. The pace of change in children's education means that parents often perceive that they lack the ability or knowledge to support their child to learn. Building capacity in families takes time; building trust between group workers and families is an essential component to the family learning experience, as families must feel supported and included for meaningful learning to take place.

We propose to further develop the Family Learning Project with those schools with the highest concentration of children living in SIMD 1 and 2. We will work with families with children in primaries 1 to 3 to support the development of early Literacy. Parents and children will learn and work together to identify and address individual learning needs in a fun, motivating and vibrant environment.

Family learning makes learning accessible and helps to shape attitudes towards learning. This initiative provides opportunities and experiences which strengthens the belief that learning is valuable and will benefit all of the family. Encouraging families to have a positive outlook on learning and attainment will create a cultural legacy that will enhance the life of children and the family unit as a whole.

Having the right support in place for families is vital if we are to ensure positive outcomes for our children. We propose to continue to explore how the work already ongoing in this area can be continued and extended to allow us to embed sustainable models for the future.

Children who are looked after at home often face particular challenges in relation to attainment. Our looked after children face specific challenges in relation to attainment and achievement. The vast majority of these children live in poverty, often face disjointed educational experiences and very poor attainment outcomes. As a result, we propose specific intervention in relation to this group in partnership with CELCIS.

Family learning is a key area which schools need to continue to develop. We propose to develop this further by deploying two family support workers to engage directly with these children and their families.

The Cost of the School Day funding initiative within our Tackling Poverty programme has provided a substantial focus for schools to ensure no child is excluded from vital learning opportunities. This funding ceases in March 2017. We propose to continue developing this approach with a clear focus on attainment in our targeted schools. The funding will be used to support children to access learning opportunities that otherwise they would not be able to access due to limited family income. We will ensure that our targeted children have access to a wide range of cultural experiences.

School Leadership

We will:

- **extend our Aspiring Leaders programme to include a wider range of staff, including aspiring secondary head teachers and aspiring deputy head teachers from all sectors;**
- **develop a head teacher development programme with Drummond International to support them in ‘stepping back to close the gap’;**
- **further develop leadership capacity within secondary schools;**
- **establish and facilitate head teacher Learning Sets;**
- **develop a programme of training to build confidence in leadership capacity of our support staff;**
- **extend coaching and mentoring professional learning to a much wider range of staff;**
- **extend and strengthen inter-authority partnership working to build leadership capacity.**

High quality school leadership is vital if we are to see the systemic changes we need to embed over the coming years. Our education workforce needs to understand the role that they play in closing the gap. Within Renfrewshire, we have developed a sustainable Leadership Strategy for staff at every level. ‘Leading and Learning Together’, July 2014, realises this and builds on our current strengths, expertise and skills. The strategy emphasises the impact of high quality professional learning at its centre. Professional learning opportunities provide a focus for ensuring all our staff understand the role they play in achieving our priorities. This then needs to lead to direct action in all classrooms. It has been recognised that part of the challenge for schools relates to the freeing up of time for professional learning and reflection. Our proposals will include an increase in capacity in targeted primary and secondary schools to allow staff the time they need to collaborate more effectively and to learn from others, based on research evidence, about effective interventions that contribute to closing the gap.

We know that we will have the longest lasting impact if we invest in the quality of our workforce. The approaches outlined in our proposals provide a framework for sustainable improvement.

Professional development can boost attainment but needs to be evidence-based, intensive, long-term, contextualised, and incorporate systematic monitoring of impact and continued support for teachers.

Ellis, S. and Sosu, E. (2014).

Closing the Attainment Gap in Scottish Education. York: Joseph Rowntree Foundation.

Our Aspiring Leaders programme currently provides scope for high quality professional learning for a large number of staff. We wish to extend this to ensure as many as possible are fully involved and capable of leading the learning which will address the attainment gap of our children and young people in SIMD 1 & 2. Our proposals will include developing a package of sustainable training and mentoring support, for a range of staff, including aspiring secondary head teachers and aspiring deputy head teachers from across all sectors. We will base this on our successful existing model used to support our primary head teachers and all sector principal teachers.

Following a highly successful programme with Drummond International, we would like to grow this work by developing a programme with head teachers and Drummond International to allow them to consider stepping back to close the gap. In addition, to allow our head teachers the time to learn from one another and engage with research evidence on strategies and programmes which positively address the attainment gap, we propose establishing and facilitating head teacher Learning Sets.

The five Challenge Schools, plus one additional school, Cochrane Castle, will take part in Tapestry's 'Great Teaching - Great Learning' programme. This programme will focus on improving learning and teaching and will feature master classes, by educationalists such as Tim Brighouse, and follow up support sessions.

The Tapestry programme complements and enhances current career-long professional learning (CLPL) opportunities such as the University of Strathclyde Literacy Development Programme and the Aspiring Leaders Programme. All of these programmes focus on improving the quality of learning and teaching, particularly for those children and young people who live in deprived communities.

In order to allow our support staff to effectively lead Literacy and Numeracy developments linked to those projects already outlined and, build confidence in leadership capacity, our proposals will develop a programme of training targeted specifically at this invaluable group of staff across all sectors.

Over the last two years, we have delivered a variety of training to promoted groups of staff focused on coaching and mentoring techniques. Our aim would be to make real and lasting changes to strategies linked to raising the attainment of our SIMD deciles 1 & 2 children by extending and embedding this approach to include a much wider group of staff.

To further support leaders to collaborate effectively and learn about effective interventions which contribute to closing the attainment gap, we propose strengthening our inter-authority partnership working. For example through working with East Renfrewshire, Glasgow and Inverclyde on assessment and moderation and with West Dunbartonshire and East Dunbartonshire to support our Into Headship participants.

Outcomes, Impact and Measurement

We will:

- ***use a theory of change methodology to ensure we are measuring the right things;***
- ***implement the new group reading test in each year group from P2-S3;***
- ***monitor attendance and exclusion data;***
- ***use the public sector improvement methodology to monitor the impact of small tests of change across each project;***
- ***ensure effective monitoring and tracking of individual pupil progress is in place for all children living in SIMD 1 & 2;***
- ***develop an overall impact strategy using action research managed by our Education Psychology Service.***

Across Scotland, the quality and quantity of attainment data for primary and early secondary school pupils vary widely. This makes data-driven project design and evaluation difficult. Many schools and local authorities pay for external assessments of literacy and numeracy, but sometimes results arrive too late to be useful.

These are major limitations. More reliable – and easily accessible – evidence is needed.

Ellis, S. and Sosu, E. (2014).

Closing the Attainment Gap in Scottish Education. York: Joseph Rowntree Foundation

The relationship between poverty and attainment is a complex one. We are developing a range of interventions which aim to extend the scope and pace of our relentless focus on closing the gap. As we do so we have to take cognisance of the fact that no single factor will result in the outcome we are seeking.

Outlined below is the proposed range of data we will gather to provide evidence of impact. We are mindful, however, of the fact that quantitative output data such as this only tells part of the story. This data should not be directly extrapolated to infer impact of outcomes for our young people.

To this end it is our intention to model the evidence of impact using a theory of change methodology. We will develop a collaborative model between academic research, data obtained and observation made through engagement with stakeholders. This will, therefore, include evidence which is both quantitative and qualitative in nature.

In order to ensure this model is developed appropriately, an initial half day workshop has been facilitated by the University of Strathclyde in partnership with Liz Todd of the Research Centre for Learning and teaching at Newcastle University. This will be developed further to ensure a fully comprehensive impact evaluation is carried out across this complex area.

The public sector improvement methodology as developed within the Early Years Collaborative (EYC) and Raising Attainment for All (RAfA) strategies provide an important mechanism for measuring the impact of small tests of change. This methodology is already well embedded in a number of schools through the work of our primary and secondary RAfA coordinators and will be developed further to ensure robust measurement of the impact made as a result of specific intervention.

Schools will be expected to have an effective monitoring and tracking system in place for all pupils with a focus on those pupils who live in deprived communities. This will enable class teachers and school leaders to maintain a sharp focus on those children and young people who are at risk of under-achieving and to ensure that resources and strategies are deployed effectively. There will be a specific member of staff in the school who is responsible for this with the extended leadership capacity within schools ensuring that there is rigorous, robust and routine monitoring and tracking and prompt action and intervention when expected targets are not met.

In addition to conducting baseline and follow-up assessments in P1 and progress tests in English and Maths in P4 and P7, we will also begin to use the New Group Reading Test (NGRT) in P2 and P3 to measure the impact of our interventions in improving the teaching of Literacy.

Overall, the impact of the attainment challenge interventions will be evaluated by the educational psychology service. 1 fte educational psychologist and 1 fte research assistant will be recruited to lead the evaluation. These staff will link closely with the project leader, attainment adviser and the delivery team to develop an evaluation strategy for the initiative. This will build on the theory of change methodology mentioned above. The aim will be to ensure a robust and fully comprehensive impact evaluation which will clearly report on the outcomes and impact of the initiative.

Through the engagement of our head teachers we have agreed that by 2026:

- all children in SIMD 1 & 2 will achieve the expected curriculum for excellence level in literacy and numeracy by the end of P4, P7 and S3;
- all young people will leave school with qualifications in literacy and numeracy at SCQF level 4;
- increase the average tariff score by 50% for young people living in SIMD 1 & 2;
- there will be no difference in levels of attendance between SIMD deciles;
- we will have reduced the number of exclusions by 50%, of those children who are living in SIMD areas 1 – 3; and
- All children from SIMD 1-2 will move on to a positive destination when they leave school.

Sustainability

We will reach for the tipping point when in all Renfrewshire schools the background that a child or young person comes from does not determine their educational outcomes.

We will achieve this by:

- ***improving the use of attainment information;***
- ***building capacity of our school communities;***
- ***collaborating with partners; and***
- ***Changing the culture.***

In order to ensure that the impact of our improvement strategies continue beyond the funding period we will:



Costs

The following tables provide details of the funding required to deliver the proposals outlined. These are highlighted for the remainder of financial year 2016/17 (October to March) and for the full financial year 2017/18.

Project Delivery Team

Proposal	Resources required	Cost (part year - 2016/17)	Cost (full year 2017/18)
Project support	1 x programme leader (QIO scale)	£32,304	£64,608
	1 x project manager (GRM)	£29,451	£58,901
	1 x educational psychologist	£29,340	£58,068
	1 x research assistant	£13,365	£26,929
	5 x development officer	£126,880	£253,765
	TOTAL	£231,340	£462,271

Learning and Teaching

Proposal	Resources required	Cost (part year - 2016/17)	Cost (full year 2017/18)
Delivering capacity in schools	Additional teaching resources to ensure professional development (5 fte in year 1, 7.5fte in year 2)	£210,000	£525,000
Extending the scope and pace of the Literacy Programme	Extended programme with the University of Strathclyde - 1. Primary Literacy Coaching Programme	£0	£85,000
	2. Exploring pedagogy in P1	£50,000	£100,000
	3. Design the writing curriculum	£80,000	£100,000
Extending the range and quality of reading materials in schools	Reading resources for 20 schools	£10,000	£20,000
Development of culturally sensitive and locally relevant banded reading material	Commissioning local author	£10,000	£20,000
Extending training in the numeracy framework	SEAL Training for teachers in 30 schools	£7,000	£10,000
Nurture strategy extension	4 fte teachers to support and develop programme	£86,000	£172,000

Extend PAThS programme	Additional resources and professional development	£30,000	£60,000
Music initiative	1fte teacher	£21,500	£43,000
	TOTAL	£504,500	£1,135,000

Families and Communities

Proposal	Resources required	Cost (part year - 2016/17)	Cost (full year 2017/18)
Looked After Children	2 fte family support workers	£37,500	£75,000
Family Learning	1fte Family Learning Coordinator Sessional Staff Family Learning Resources	£10,400 £ 3,000 £20,000	£41,500 £84,000 £10,000
Cost of the school Day	Allocation to support engagement activities	£25,000	£75,000
	TOTAL	£95,900	£285,500

School Leadership

Proposal	Resources required	Cost (part year - 2016/17)	Cost (full year 2017/18)
Step Back to Close the Gap	Professional Learning opportunity in partnership with Drummond International	£50,000	£0
Head teacher learning sets	Learning set coaching resource	£5,500	£40,000
Support staff training in literacy programme	Professional learning resources	£5,500	£25,000
Coaching and mentoring	Professional learning resources	£7,500	£10,000
Inter authority collaboration	Professional learning resources	£12,000	£20,000
	TOTAL	£80,500	£95,000

Secondary Schools ⁴

Proposal	Resources required	Cost (part year - 2016/17)	Cost (full year 2017/18)
Curricular transitions	4 FTE secondary teachers to work on a cluster basis focusing on curricular transition and pupil progress within the broad general education stage in secondary with specific attention to Literacy and numeracy	£ 91,787	£176,328
Leadership capacity	PT Attainment Challenge (4.5 FTE (PT Point 2) to provide enhanced leadership capacity to analyse data, monitor and track progress, and ensure prompt action and intervention when expected targets are not met.	£137,462	£274,923
Overcoming barriers to learning	HWB Support Workers (9 in total): key workers who will work in each of the 9 clusters of our targeted secondary schools to focus on families within SIMD 1 and 2 in order to overcome barriers to learning	£114,120	£ 228,240
Professional learning		£100,000	£200,000
Teaching resources		£67,500	£135,000
Parents in Partnership		£22,500	£45,000
TOTAL		£533,369	£1,059,491

⁴ Attainment Scotland Fund - Secondary Schools Programme - guidance and template for CA plans

Summary Costs

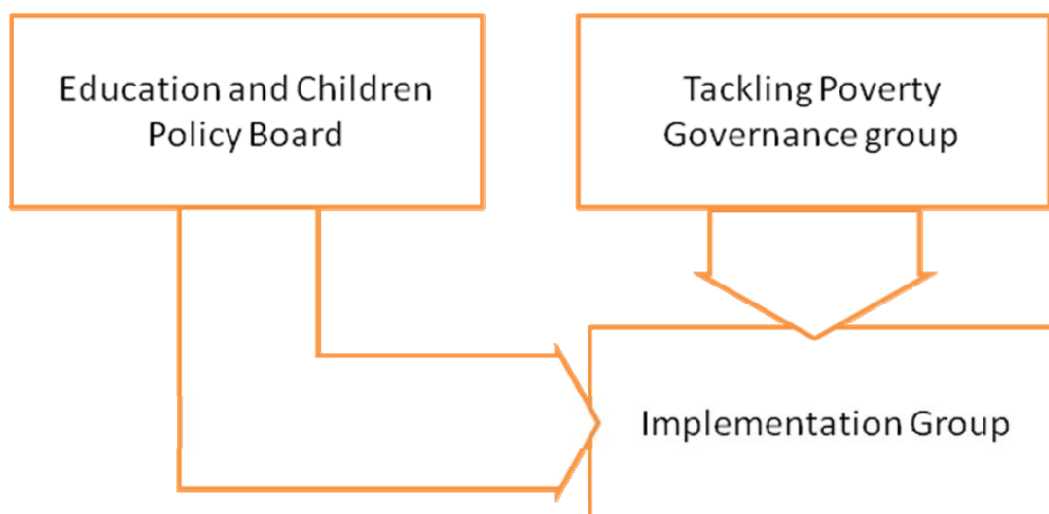
In summary, the total proposed costs are as follows:

It should be noted that costs associated with secondary schools is allocated separately for ease of

Area	Cost (part year - 2016/17)	Cost (full year 2017/18)
Project Delivery	£231,340	£462,271
Learning and Teaching	£504,500	£1,135,000
Families and Communities	£95,900	£285,500
School Leadership	£80,500	£95,000
Secondary schools	£533,369	£ 1,059,491
TOTAL	£1,445,609	£3,037,262

Governance

Project management approaches are very well developed within Renfrewshire. These ensure a well managed structure of support and challenge around major programmes of work.



The tackling poverty governance group currently has responsibility for monitoring the impact of the council's tackling poverty strategy. It is proposed that this group continues to undertake this role for the Scottish Attainment Challenge alongside our normal policy board..

Implementation Group

The implementation group will manage the ongoing work of the programme on a regular basis providing strategic direction for each of the workstreams.

Officer	Role
TBC	Assistant Director (chair)
Gordon McKinlay	Head of Schools
John Trainer	Acting Head of Early Years and Inclusion
Laura McAllister	Education Manager
Tony McEwan	Education Manager
Amilia Hall	Education Manager
Angela Conboy	Education Manager
Julie Colquhoun	Education Officer
Trevor Gray	Education Officer
Pat Scullion	Attainment Adviser
TBC	Programme Leader
TBC	Project Manager
TBC	Development Officers



To: **Education and Children Policy Board**

On: **3 November 2016**

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

Heading: **Consultation on Draft Statutory Guidance: Standards in Scotland's Schools etc. Act 2000**

1. Summary

- 1.1. The Scottish Government seeks views on statutory guidance for Part 1 of the Education (Scotland) Act 2016 ("the 2016 Act"). The statutory guidance covers those provisions which make amendments to various sections of the Standards in Scotland's Schools etc. Act 2000 ("the 2000 Act").
 - 1.2. The draft statutory guidance has been developed to support those who will have responsibility for various duties in relation to:
 - reducing inequalities of outcomes for pupils experiencing them as a result of socio-economic disadvantage;
 - the National Improvement Framework (NIF), and;
 - planning and reporting duties at school and education authority levels.
 - 1.3. Appendix 1 of this report provides the proposed response to the consultation questions for consideration by elected members.
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2. Recommendations

- 2.1. The education and children policy board is asked to approve Renfrewshire Council's Children's Services' response to the consultation on draft statutory guidance: Standards in Scotland's Schools etc. Act 2000 (see appendix 1).
-

3. Background

- 3.1. The Education (Scotland) Act 2016 was passed by the Scottish Parliament on 2 February 2016 and received Royal Assent on 8 March 2016.

- 3.2. This legislation is a key part of the Scottish Government's strategy to ensure that the life chances of children and young people are improved and that the education system delivers excellence and equity. Building on a range of key policies and reform, the legislation aims to help deliver an education system which continually improves and which effectively closes the attainment gap in order to deliver both excellence and equity.
- 3.3. Chapter 1 of the draft statutory guidance provides more information on the context of the legislation and the guidance itself. Chapter 2 deals with the duties and steps that might be taken by education authorities to reduce inequalities of outcome for pupils experiencing them as a result of socio-economic disadvantage. Chapter 3 then sets out the duties and steps that might be taken by education authorities in pursuance of the National Improvement Framework priorities. Finally, chapter 4 deals with the duties and steps that might be taken by education authorities in relation to their respective planning and reporting duties as to proposed steps/steps taken to reduce these inequalities.
- 3.4. The Scottish Government has worked with a group of external stakeholders to prepare a draft of this statutory guidance. This has been launched as a consultation aimed at those with responsibilities within schools and local authorities for fulfilling the duties within the legislation. This includes strategic leaders and senior planning managers in local authorities, particularly those for whom education functions are a responsibility, as well as head teachers within schools.
- 3.5. This consultation invites comments from 22 August until 11 November 2016. Full publication of the guidance is expected in March 2017. This proposed timing should enable those with responsibility to familiarise themselves with their new statutory duties prior to them taking effect from August 2017.

Implications of this report

1. **Financial Implications**
None
2. **HR and Organisational Development Implications**
None
3. **Community Plan/Council Plan Implications**

Children and Young People	- Consideration should be given to the current timelines regarding school improvement planning and reporting to ensure this is in line with the Council plan.
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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.

List of Background Papers

"Consultation on draft statutory guidance: Standards in Scotland's Schools etc. Act 2000"
(Scottish Government 2016)

"National Improvement Framework for Scottish Education"
(Scottish Government January 2016)

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is (Laura McAllister, Education Manager (Curriculum and Early Years)

Children's Services

LMcA/GMcK/LG

26 October 2016

Author: Laura McAllister, Education Manager, 0141 618 7301/ laura.mcallister@renfrewshire.gov.uk

Consultation on draft statutory guidance: Standards in Scotland's Schools etc. Act 2000

Pupils experiencing inequalities of outcome
National Improvement Framework
Planning and reporting

RESPONDENT INFORMATION FORM

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

Are you responding as an individual or an organisation?

- ☐ Individual
x Organisation

Full name or organisation's name

Renfrewshire Council - Children's Services

Phone number

01416187301

Address

Renfrewshire House, Cotton Street, Paisley

Postcode

PA1 1LE

Email

laura.mcallister@renfrewshire.gov.uk

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

- ☐ Publish response with name
x Publish response only (anonymous)
☐ Do not publish response

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

☒ Yes

☐ No

Consultation on draft statutory guidance: Standards in Scotland's Schools etc. Act 2000

Pupils experiencing inequalities of outcome
National Improvement Framework
Planning and reporting

Questions

Chapter 2

1. Do you have any comments on the definition of “decisions of a strategic nature”?

This is a straight forward definition and easily understood. The examples within the document are relevant. The definition is helpful as it is broad and allows education authorities to add in other specific areas relevant to local circumstances. However it may be helpful for the definition to appear earlier in the chapter for purposes of the reader and clarity and understanding.

2. Do you have any comments on the definition of “due regard”?

Our understanding of the definition is to ‘take account of’ and increasing the relevance of certain aspects of the act regarding reducing inequalities in educational outcomes for children. Clearly there is more weighting towards narrowing the gap but mindful of ensuring all children attain and achieve. A measured and appropriate response is ‘due regard’.

3. Do you have any comments on the definition of “inequalities of outcome”?

This definition is brief. However it does distinguish between attainment and achievement. We understand due regard must be given to achievement which is not measureable. We understand this is about ensuring every child is supported to maximise their potential in order to ensure life chances are enhanced.

4. Do you have any comments on the definition of “socio-economic disadvantage”?

This definition is clear.

Chapter 4

5. The legislation is intentionally silent on how education authorities should report on the fulfilment of their duties. The draft statutory guidance reflects the legislative position and leaves it open to education authorities to determine how best to report against their duties. Do you agree that education authorities should determine how they report? Would you find some form of template helpful?

Currently within our education authority, schools already use the NIF key drivers to plan for school improvement. Next session there will be an expectation that this is used as a reporting format. However we do feel it would be helpful for guidance on the information that will be requested from SG. Guidance across all education authorities would ensure consistent practice and the provision of a template may be helpful but we do not feel this should be mandatory. Exemplar templates would be helpful.

6. The draft statutory guidance sets out proposed planning period dates for the Scottish Ministers and education authorities: 1 January to 31 December; 1 September to 31 August for education authorities. The planning period for Ministers has been identified to align Ministers’ reporting with education authorities’ planning processes. This is designed to maximise the information available to education authorities, in particular the national priorities they will be expected to take account of and contribute to throughout their own planning period. The information that the Scottish Ministers will assess and that will be included in national reports will evolve over time as more sources of evidence become available. It is anticipated that future reports will include data and evidence which tells us how we are making progress against the four NIF priorities covering all of the six NIF driver areas.

Do you have any comments on the proposed planning period for the Scottish Ministers of 1 January to 31 December? Do you have any comments on how this proposed planning period timeframe will work with that proposed for education authorities (1 September to 31 August)?

Consideration should be given to extending the planning period beyond one year to take account of the differing planning timelines across education authorities. For example, if the SG sets out its review of the NIF in December, education authorities will be finalising their improvement plans Jan – Feb, and school improvement plans will be effective from August the following year this would only leave the education authority with a few months to report on progress before the NIF is reviewed again.

Renfrewshire Council's service improvement planning runs annually from April to March, which will be out of line with the proposed SG timeline. Cognisance needs to be given to existing planning arrangements to fit with our community plan, council plan which sets out the Council's priorities.

In terms of our engagement with head teachers our response is that it makes sense that schools begin their planning process earlier. The majority of our head teachers agree with the timings set out in the consultation. However, negotiations with teaching staff around working time agreements would need to be arranged earlier also.

7. Bearing in mind that the purpose of statutory guidance is to reflect legal provisions, do you find Chapter 4 clear in relation who it is aimed at and what its purpose is?

Yes this is clear. A flow diagram may be helpful.

General

8. Did you find the draft statutory guidance to be of assistance when read in the context of the relevant legal duties that will apply? Do you find it strikes a balance between offering flexibility and meaningful support? If not, how could it be improved?

Yes. The language used is flexible. The document is repetitive in places however reinforces the guidance and understanding for the reader. Within pages 58 – 61 the information shared needs to be simplified. It would be helpful to change the axis in annex B. A summary of this guidance would be helpful for staff and parents in schools.

9. Do you have any other comments about the draft statutory guidance?

No.



To: Education and Children Policy Board

On: 3 November 2016

Report by: Director of Children's Services

Heading: Review of Local Authorities Actions to Tackle Unnecessary Bureaucracy and Undue Workload in Schools

1. Summary

- 1.1. The review of local authorities' action to tackle unnecessary bureaucracy and undue workload in schools was published on 19 September 2016. This followed visits to all local authorities in Scotland with focus groups of council officers, head teachers, teachers and professional organisations.
 - 1.2. Inspectors judged that Renfrewshire has provided support and guidance that places reasonable demands on staff.
 - 1.3. Education Scotland has published a number of recommendations for consideration by all local authorities. In addition specific actions for each local authority have been shared. These are not part of the published report.
 - 1.4. Following publication of the review children's services have continued to work closely with teacher professional organisations through the Joint Negotiating Committee (JNC) to ensure the recommendations are acted upon.
-

2. Recommendations

- 2.1. The education and children policy board is asked to note the contents of this report.
-

3. Background

- 3.1. The review of local authorities' action to tackle unnecessary bureaucracy and undue workload in schools was published on 19 September 2016. This followed visits to all local authorities in Scotland with focus groups of council officers, head teachers, teachers and professional organisations.

- 3.2. In undertaking the review, inspectors sought to identify causes of unnecessary bureaucracy and undue workload across a range of aspects of curriculum for expectations. These themes were identified as:
- forward and curriculum planning;
 - assessment;
 - self evaluation and improvement planning;
 - tracking, monitoring and reporting; and
 - IT systems
- 3.3. Unnecessary bureaucracy was defined as excessive paperwork or form filling leading to unproductive workload for staff in schools. Children's services works to ensure that staff in schools are empowered to deliver high quality learning experiences for all our children and young people. As such, head teachers are empowered to make decisions that will support this overall aim. Expectations, therefore, are in line with this aspiration.
- 3.4. Inspectors judged that Renfrewshire has provided support and guidance that places reasonable demands on staff.
- 3.5. The main recommendations for all local authorities are that they should:
- working with LNCTs, take action to address the areas for improvement highlighted to them in the specific feedback they received through this review;
 - continue to monitor the impact of the support and guidance they have provided for schools to ensure it is supporting high-quality learning and teaching while also tackling bureaucracy and addressing issues of undue workload;
 - take account of the best practice identified in the report;
 - be proactive in ensuring schools take account of Education Scotland's statement on CfE, published in August 2016; and
 - ensure schools have access to sufficient broadband capacity and stable and reliable IT platforms.
- 3.6. The specific areas for improvement for Renfrewshire are:
- continue to ensure that local guidelines and agreements on tackling workload result in a focus on learning and teaching and improvement in all schools.
 - there is scope to work with schools to take a closer look at the impact of staffing constraints on tackling workload and bureaucracy.
 - there is scope for collective agreement from head teachers and teachers for IT systems to make a greater impact on tackling bureaucracy.
 - in partnership with Scottish Government and Education Scotland, continue to support schools to implement national policy within the context of tackling

- 3.7. It should be noted that workload associated with the undertaking of the SQA qualifications was identified as a concern in secondary schools. Following the publication of the review the cabinet secretary announced a review of assessment undertaken by teachers. It is expected that changes will be implemented from 2017.
- 3.8. To this end a JNC subgroup will meet again shortly in order to ensure swift progress is made. In addition there has already been a meeting of head teachers in order to highlight the report and the importance of tackling the issues identified.
- 3.9. Children's services works closely with teacher professional organisations. Workload in schools is monitored through a JNC sub group. Where issues arise these are addressed timeously and effectively. As a result of the publication of the review this sub group will develop an appropriate action plan in order to address the recommendations made.
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Implications of this report

- 1. Financial Implications**
None.
- 2. HR and Organisational Development Implications**
None.
- 3. Community Plan/Council Plan Implications**

Children and Young People	- Schools are empowered to ensure learning and teaching is prioritised above unnecessary paperwork.
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- 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.

List of Background Papers

None.

Children's Services

GMcK/LG

18 October 2016

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



To: Education and Children Policy Board

On: 3 November 2016

Report by: Director of Children's Services

Heading: Renfrewshire's Policy on Anti-Bullying

1. Summary

- 1.1. Bullying is never acceptable. Renfrewshire Council aims to ensure that children and young people are safe and protected and that adult confidence and capacity to respond to bullying situations is embedded within school culture. Schools in Renfrewshire take this duty seriously. Where any such circumstances are reported timely action is taken in order to ensure a child is safe and their wellbeing paramount.
 - 1.2. The existing anti-bullying policy was agreed on 14 May 2015. This reflected national guidance at the time. However, it is our understanding that national guidance will be updated shortly. In light of this an updated policy will be developed and reported to the education and children policy board in due course.
 - 1.3. This policy has been informed by 'A National Approach to Anti-Bullying for Scotland's Children and Young People' (The Scottish Government 2010) and sits alongside other Renfrewshire Council policies such as Getting it Right for Every Learner in Renfrewshire (August 2014); Promoting Positive Relationships (August 2014); and Protecting Children and Ensuring Their Wellbeing (Standard Circular 57 – August 2014).
 - 1.4. Extensive in-depth development work is currently being undertaken with respect to Scotland's Anti-Bullying Service. This has included consultation and development of our approach, presentations to parent council chairs and head teachers, an evaluation toolkit being utilised and training for parents and staff.
 - 1.5. We are continuing to monitor bullying incidents to ensure each individual child is treated with dignity and fairness at all times.
-

2. Recommendations

- 2.1. The education and children policy board is asked to note the progress being made to prevent, reduce and respond to bullying behaviour in Renfrewshire schools.

3. Background

- 3.1 Renfrewshire's policy on anti-bullying provides guidance to staff, parents, children and young people on the prevention, identification and management of bullying behaviour.

- 3.2 The context for the policy are informed by:

- Getting It Right for Every Child (GIRFEC, updated 2012);
- Curriculum for Excellence, in particular, the Health and Wellbeing Framework, (Scottish Government, 2004);
- The Equality Act, 2010;
- The Children and Young People Act, 2014;
- Education (Additional Support for Learning) (Scotland) Act, 2004 and 2009;
- The United Nations Convention on the Rights of the Child (UNCRC), 1989;
- The Human Rights Act, 1998;
- The Standards in Scotland's Schools etc. (Scotland) Act, 2000;
- Corporate Parenting Policy (Renfrewshire Council 2009), and
- Guidance on Developing Policies to Promote the Safe and Responsible Use of Mobile Technology In Schools (Scottish Government, 2013).

- 3.3 The policy provides information and guidance on:

- the definition of bullying and bullying behaviours;
- awareness raising and prevention;
- responsibilities for all staff, adults, children and young people;
- reporting, responding and recording of alleged bullying/bullying incidents;
- responsibilities of the local authority;
- data monitoring; and
- appendices to support implementation and consistency in practice.

- 3.4. In the context of the current policy schools have all been asked to review their own bullying policy as part of their school improvement process. A self evaluation toolkit has been provided by *respectme*. This toolkit provides schools with a simple set of questions to allow reflection on current practice. This then informs the school's standards and quality report and improvement objectives.

- 3.5. *respectme* is the national anti-bullying service which was launched in 2007. It is funded by the Scottish Government and managed by the Scottish Association for Mental Health (SAMH) in partnership with LGBT Youth Scotland. The work of *respectme* focuses on working with adults involved in the lives of children and young people in order to develop the practical skills and confidence they need to support children who are bullied as well as those who bully others.
 - 3.6. Children's Services is working closely with *respectme* in order to build capacity in our schools so that bullying is approached consistently, effectively and appropriately whenever it occurs.
 - 3.7. *respectme* have provided children's services with valuable support through the availability of a self evaluation toolkit. This supports schools to review their current provision and plan for the future. The outcome of this is evident in school standards and quality reports and future school improvement planning.
 - 3.8. A range of awareness raising activities have been undertaken with parent council chairs and head teachers. This has provided a valuable focus for parents and schools to consider the implication of current practices, and areas for improvement.
 - 3.9. As a result of this awareness raising a series of training events have now been scheduled for staff and parents. These will be facilitated by *respectme* and will focus on ensuring a shared understanding of best practice.
 - 3.10. Once updated national guidance has been published the work with *respectme* will result in an updated authority policy which will be presented to the education and children policy board in due course.
-

Implications of this report

1. **Financial Implications**
None.
2. **HR and Organisational Development Implications**
None.
3. **Community Plan/Council Plan Implications**

Children and Young People	- All children and young people should be safe and well. Issues of bullying will be addressed quickly and effectively.
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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.

List of Background Papers

- (a) Renfrewshire's Policy on Anti Bullying, ECPB 14 May 2015

The foregoing background papers will be retained within children's services for inspection by the public for the prescribed period of four years from the date of the meeting. The contact officer within the service is Gordon McKinlay 0141 618 7194 / gordon.mckinlay@renfrewshire.gcsx.gov.uk

Children's Services

GMcK/LG

26 October 2016

Author: Gordon McKinlay, 0141 618 [7194](tel:01416187194) / gordon.mckinlay@renfrewshire.gcsx.gov.uk



To: Education and Children Policy Board

On: 3 November 2016

Report by: Director of Children's Services

Heading: Further Inspection of Clippens School, Linwood

1. Summary

- 1.1. Clippens School was inspected by Education Scotland, in January 2016, as part of its continuing engagement with the school. The letter to parents published by Education Scotland on 4 October 2016 is attached as an appendix to this report. The letter to parents is also available from the director of children's services or from the Education Scotland website www.educationscotland.gov.uk
 - 1.2. The purpose of the school inspection was to evaluate the quality of education and see how the school had improved its work.
 - 1.3. Although the report notes that children and young people at the school continue to learn and achieve, Education Scotland did not feel that there had been any significant improvements since the last inspection. As a result, our area lead officer will maintain contact with Children's Services as the school merges with Kersland School and Hollybush pre-five centre.
 - 1.4. Children's services has an agreed set of procedures for responding to inspection reports. The school and the service has already undertaken a focused review of the school and prepared an action plan indicating how they will address the points for action in the report, and share this plan with parents. In addition, the school continues to be supported in its improvement by children's services.
-

2. Recommendations

- 2.1. Members of the education and children policy board are asked to note the Education Scotland further inspection report on Clippens School.
-

3. Background

- 3.1. Education Scotland undertook published its first inspection report on Clippens School in April 2014. A report on its further inspection was published in May 2015.

The most recent report, which was published in October 2016 and attached as an appendix to this report, was as a result of the further inspection in May 2016.

- 3.2. The report noted that children and young people continue to learn and achieve in the school and that they are praised and supported by staff in their achievements and development. Nevertheless, the school has been subject to a number of unavoidable changes in senior management and large-scale changes to teaching staff. This has had an impact on the pace of improvement in the school.
- 3.3. A new head teacher was appointed in Autumn 2015 to Clippens School to take forward the improvement actions from the last inspection and also to merge the school with Kersland School and Hollybush pre-five centre into Riverbrae School.
- 3.4. A focused review of the school was undertaken by Children's Services in June 2016 to further support the school in its improvement. An action plan was developed as a result of this focused review which is currently being implemented in the school and supported by Children's Services' staff.
- 3.5. Progress on the action plan is monitored by children's services on a regular basis.
- 3.6. Children's services welcomes the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire schools. The inspection report will be used by the school and the service in the context of supporting and developing the quality of educational provision.

Implications of this report

1. Financial Implications

None.

2. HR and Organisational Development Implications

None.

3. Community Plan/Council Plan Implications

Children and Young People

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

Community Care, Health and Well-being

- By providing an environment which encourages care, welfare and development, establishments play a crucial role in developing children and young people so that they become responsible citizens. The school and nursery's success in promoting healthy lifestyles is evaluated as part of the quality assurance process.

Empowering our Communities

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

Greener	- Participation in the eco-schools programme encourages young people to become environmentally aware.
Jobs and the Economy	- The quality assurance process contributes to our young people becoming successful learners, confident individuals, effective contributors and responsible citizens.

4. Legal Implications

Standards in Scotland's Schools etc Act 2000.

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 it is for noting only.

8. Health and Safety Implications

None.

9. Procurement Implications

None.

10. Risk Implications

None.

11. Privacy Impact

None.

List of Background Papers

None.

Children's Services

TMcE

25 October 2016

Author: Tony McEwan, Education Manager (planning and performance),
telephone no: 0141 618 7198



4 October 2016

Dear Parent/Carer

**Clippens School
Renfrewshire Council**

In April 2014, HM Inspectors published a letter on your child's school. We subsequently returned to the school to look at how it had continued to improve its work, and published another letter in May 2015. Recently, as you may know, we visited the school again. During our visit, we talked to children and young people and worked closely with the headteacher and staff. We heard from the headteacher and other staff how the school's context and practice has changed. We looked at particular areas that had been identified in the original inspection and at other aspects of the school's work.

Since the last inspection visit in March 2015 there have been major changes in the school which have had a disruptive effect on learning. The acting headteacher and both of the previous deputy headteachers left at the end of June 2015. The headteacher was appointed in September 2015, two acting deputy headteachers were appointed in August 2015 and seven teachers have been appointed since August 2015. Furthermore, the headteacher has had to spend considerable time preparing for the merger of two other establishments with Clippens and the move to new, purpose built premises. We were able to find out how well children and young people are now learning and achieving and how the school is continuing to support them to do their best. This letter sets out what we found.

How well do children and young people learn and achieve?

Children and young people continue to learn and achieve. However, teachers are not consistently sharing the purpose of lessons and as a result, children and young people do not always have a clear understanding of what they are trying to learn. Children and young people have few opportunities to make choices in lessons and in other aspects of school life. As a consequence, children and young people have not taken more responsibility for their own learning. The Pupil Forum and the Eco Committee provide opportunities for children and young people to express their views and make a contribution to the life of the school.

Teaching staff continue to praise children and young people in lessons for their achievements. These successes are recorded with school certificates and celebrated in weekly assemblies. Children and young people are continuing to make progress with their personal and social development and learning across the curriculum. The school continues to make use of Scottish Qualifications Awards, Saltire Awards and Royal Yaghting Association Awards to recognise young people's attainment and achievements. The school should improve their approaches to measuring how well learners have progressed with their attainment and achievement. Data on the National Qualifications unit awards taken by young people last session was not available.

How well does the school support children and young people to develop and learn?

Overall, teaching staff are using an appropriate range of tasks, activities and resources. They are continuing to develop a total communication approach with the children and young people. The school was aware of the need for more training in this area to enable staff to better meet the needs of pupils. A few teachers make very good use of the outdoor areas and technology to improve the quality of learning but there is still scope for further improvement. The wellbeing indicators are being used in reviews of children and young people and a number of parents have added to the profiles of their children. The school should take this information into account when setting individual targets.

Teachers plan learning across all aspects of school life and continue to make use of learning opportunities in the community. The school should ensure that programmes of learning are rigorous, challenging and progressive, and that children and young people receive the entitlements set out in Curriculum for Excellence. There is a need to introduce better approaches to help pupils recognise the skills they are learning or have achieved. The school should have clear programmes in literacy, numeracy, health and wellbeing and digital learning. The headteacher introduced daily physical activity sessions with a range of partners for most children and young people. These should now be reviewed to ensure that the activities are appropriate and that individuals' progress is recorded. The change in deployment of instructors and additional support needs assistants to largely class based roles has reduced the number of therapies for children and young people. The timetables of young people would be improved with better planned learning activities and targets.

How well does the school improve the quality of its work?

There have been no significant improvements in the school since the last inspection visit. The headteacher has carried out self-evaluation activities with each class. These have resulted in the identification of areas for further development but they have not prepared well the way for improvement and have impacted on staff morale. The majority of teaching staff feel that communication in the school could be improved and that they are not consulted sufficiently about all of the changes which take place. The prospect of merging with other colleagues was also a concern to a number of staff. The headteacher inherited an improvement plan but this has not been a strong driver for change. The school now needs a simple plan to help staff to build on their strengths and take the school forward. The acting deputy headteachers have provided support for the new staff. However, induction programmes need to be improved. A systematic programme of professional learning is also needed to help teaching staff to meet more effectively the complex needs of children and young people.

What happens next?

The school has been through a challenging period as a result of staff changes. It now has a permanent headteacher to take it forward and merge with the other two establishments. Our Area Lead Officer will maintain contact with Renfrewshire Council to monitor progress and we will work with the school to build capacity for improvement.

Terry Carr
HM Inspector

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0131 244 4330, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

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To: Education and Children Policy Board

On: 3 November 2016

Report by: Director of Children's Services

Heading: Joint inspection of Glenburn Pre-5 Centre, Paisley

1. Summary

- 1.1. Glenburn pre-five centre, was jointly inspected by Education Scotland and the Care Inspectorate, in June 2016, as part of a national sample of early education and childcare. The letter to parents and quality indicator evaluations, published by Education Scotland on 6 September 2016 are attached as appendices to this report. The letter to parents is also available from the director of children's services or from the Education Scotland website www.educationscotland.gov.uk
- 1.2. The purpose of the early learning and childcare inspection was to evaluate the quality of education. Inspectors assessed the pre-5 centre, with a focus on five quality indicators which were: improvements in performance; the quality of children's' experiences; meeting learning needs; the curriculum; and improvement through self-evaluation. In addition the Care Inspectorate evaluated the quality of care and support; the quality of environment; quality of staffing and quality of management and leadership
- 1.3. This was a positive inspection by Education Scotland and the letter to parents identified two key strengths of the pre-5 centre. These were:
 - Children who are motivated, engaged and enjoy their learning experiences
 - Welcoming, caring ethos within the setting and the positive relationships which all support children's learning
- 1.4. The report identified three areas for further improvement. These were:
 - Continue to develop children as learners so they know their next steps and how to progress.
 - Continue to review and develop the curriculum and provide increased opportunities for early literacy and numeracy.
 - Continue to establish effective and robust self-evaluation to improve the outcomes for children.

- 1.5. Children's services has an agreed set of procedures for responding to inspection reports. The pre-five centre and the service will prepare an action plan indicating how they will address the points for action in the report, and share this plan with parents. In addition, the pre-5 centre will be supported in its improvement by children's services. Within two years of the publication of the letter to parents, children's services will inform parents of the progress made by the school in addressing the main points for action.

2. Recommendations

- 2.1. Members of the education and children policy board are asked to note the key strengths and the areas for improvement in the Education Scotland and Care Inspectorate report on Glenburn pre-5 centre.

3. Background

- 3.1. Education Scotland reports are circulated to the local elected members, staff, parent council members and are made available on-line to the wider parent body. Copies are also sent to local and central libraries.
- 3.2. The report includes three recommendations for improvement. These recommendations will be addressed through an action plan, produced by the pre-5 centre and supported by children's services staff.
- 3.3. Progress on the action plan will be monitored by children's services staff on a proportionate basis. A report will be prepared within two years of the original inspection, detailing the progress made in implementing the action plan. This report will be made available to parents.
- 3.4. Children's services welcomes the process of audit undertaken by Education Scotland as supportive to continuous improvement in Renfrewshire education establishments. The inspection report will be used by the school and the service in the context of supporting and developing the quality of educational provision.

Implications of this report

1. Financial Implications

None.

2. HR and Organisational Development Implications

None.

3. Community Plan/Council Plan Implications

Children and Young People

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

Community Care, Health and Well-being	- By providing an environment which encourages care, welfare and development, establishments play a crucial role in developing children and young people so that they become responsible citizens. The school and nursery's success in promoting healthy lifestyles is evaluated as part of the quality assurance process.
Empowering our Communities	- High standards of education provision ensure that children and young people are given the best start in life so that they promote and contribute to a more prosperous, fairer society.
Greener	- Participation in the eco-schools programme encourages young people to become environmentally aware.
Jobs and the Economy	- The quality assurance process contributes to our young people becoming successful learners, confident individuals, effective contributors and responsible citizens.

4. **Legal Implications**

Standards in Scotland's Schools etc Act 2000.

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 it is for noting only.

8. **Health and Safety Implications**

None.

9. **Procurement Implications**

None.

10. **Risk Implications**

None.

11. Privacy Impact
None.

List of Background Papers

None.

Children's Services

TMcE

25 October 2016

Author: Tony McEwan, Education Manager (planning and performance),
Telephone no: 0141 618 7198



6 September 2016

Dear Parent/Carer

**Glenburn Pre-five Centre
Renfrewshire Council**

Recently, as you may know, my colleague and I visited and inspected your child's early learning and childcare (ELC) setting. Throughout our visit we talked to parents and children and we worked closely with the acting head of centre and staff. We wanted to find out how well children were learning and achieving and how well the ELC setting supported children to do their best. The acting head of centre shared with us the ELC setting's successes and priorities for improvement. We looked at some particular aspects of the ELC setting's recent work including forest adventures, play and outdoor learning. As a result, we were able to find out how good the ELC setting was at improving children's education. I would now like to tell you what we found.

How well do children learn and achieve?

Children are learning and achieving well. They enjoy their play and are happy and confident in their setting. Most settle quickly when they arrive in the morning. They are aware of the routines of the setting and are involved in discussing rules with staff. Children are treated fairly and with respect by staff, who are caring in their interactions with them. As a result, children are openly affectionate towards the staff. Babies enjoy looking at books and playing with the natural resources in the playroom. Toddlers play well together and spend time learning to complete simple jigsaws. Most older children are motivated by and are interested in their learning. Children spent good periods of time involved in mixing colours to make new colours, learning together using different board games and working with the big blocks in the construction area. Children particularly enjoyed their activities in their own outdoor areas, or their forest adventure experience. Through these outdoor learning experiences, children are also learning to take risks, cooperate with others and engage in extended play.

Staff should now ensure that the children are always involved in appropriate high quality learning experiences. All children have personal learning profiles which contain photos, comments about their learning and examples of their artwork. Staff should continue to work to improve the learning profiles. Staff encourage children to talk about their learning through discussion and the use of mind maps. We have asked staff to develop this further to provide children with more opportunities to talk about their learning and plan their next steps.

Children aged three to five years are making satisfactory progress in early literacy and numeracy. Most children enjoy sharing their thoughts and experiences with others and listen well in group activities. They like exploring books with staff where they discuss characters and their favourite part of the story. We have asked staff to encourage them to look at books independently. Most children are making positive attempts at early mark-making and writing. They now need to develop this interest through more experiences across their play. Children take part in various early mathematical activities, including sorting, matching, counting, weighing and measuring. Many children show an interest in volume and capacity. When playing with water at the outside water wall they use mathematical language such as, 'full and empty' appropriately. Children regularly count to ten and, a few beyond, in the course of their play activities. To improve children's progress, staff now need to extend the opportunities for children to develop early literacy and numeracy skills within the playroom and during trips in the community.

How well does the early learning and childcare setting support children to develop and learn?

Staff have regular contact with you, as parents, to ensure that the care needs of children are met. Staff need to ensure that all children's experiences, including routines, consistently meet the care needs of children. Parents who were involved in the inspection process told us they are happy with the care and attention their child receives. However, they would like to have more detail on the progress their children are making. We have asked staff to consult with you on the best way to provide this information. Where children may have barriers to their learning, staff work hard to ensure that children get the help they need from other professionals. Staff have recently undertaken a wide range of relevant training to ensure that they are able to support your children well. Since the acting head of centre was appointed, those working with children aged three to five years continue to develop their understanding and approach to delivering Curriculum for Excellence. They recognise the need to balance following children's interests alongside introducing new experiences to ensure children learn in all areas of the curriculum. Staff now need to ensure that the curriculum best meets the needs of all learners by providing the right amount of challenge. Visits in the local community such as to the local library and forest and visiting specialists enrich the curriculum. Staff recognise that the continued development of the outdoor learning area will further support children's learning across the curriculum. Staff have worked hard to develop links with local schools to support children as they move on to P1. They are keen to continue to develop these links further to ensure children build on what they have already experienced at the setting.

How well does the early learning and childcare setting improve the quality of its work?

As you are aware, since March, an acting head of centre has been appointed to cover the absence of the head. The acting head of centre has made a significant impact in leading and building the capacity of others to lead the improvements that have been made. Many of you have told us that you are happy with the changes, particularly the improvement in the physical learning environment. Staff now work together well as a team and there is a positive commitment to continued development and improvement. Processes have been put in place to evaluate the work of the setting. The senior management team needs to make sure that they continue to lead improvement in the quality of children's learning experiences in all playrooms. Parents and children are consulted and their views taken into account to improve the service. Staff now recognise that they need to find different, more creative ways to do this to ensure more opinions are captured. With continued support from the local authority and an enthusiasm to develop the work of the setting, management and staff are now well placed to continue to take improvement forward.

During the previous Care Inspectorate inspection, the setting had no requirements and four recommendations. From these, all recommendations have either been met or partially addressed. Outstanding issues relating to recommendations are carried forward in this inspection. As a result of this inspection, there are no requirements and two recommendations.

Our inspection of your ELC setting found the following key strengths.

- Children who are motivated, engaged and enjoy their learning experiences.
- Welcoming, caring ethos within the setting and the positive relationships which all support children's learning.

We discussed with staff and the education authority how they might continue to improve the ELC setting. This is what we agreed with them.

- Continue to develop children as learners so they know their next steps and how to progress.
- Continue to review and develop the curriculum and provide increased opportunities for early literacy and numeracy.
- Continue to establish effective and robust self-evaluation to improve the outcomes for children.

What happens at the end of the inspection?

We are satisfied with the overall quality of provision. We are confident that the ELC setting's self-evaluation processes are leading to improvements. As a result, we will make no further visits in connection with this inspection. As part of the arrangements for reporting to parents on the quality of the ELC, Renfrewshire Council will inform parents about the setting's progress.

Noreen Phillips
HM Inspector

Lynda O'Connell
Care Inspector

Additional inspection evidence, such as details of the quality indicator evaluations for your setting can be found on the Education Scotland website at <http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/GlenburnPrimaryFiveCentrePaisleyRenfrewshire.asp>.

If you would like to receive this letter in a different format, for example, in a translation please contact the administration team on the above telephone number.

If you want to give us feedback or make a complaint about our work, please contact us by telephone on 0131 244 4330, or e-mail: complaints@educationscotland.gsi.gov.uk or write to us addressing your letter to the Complaints Manager, Denholm House, Almondvale Business Park, Livingston EH54 6GA.

Quality indicators help early learning and childcare (ELC) settings, education authorities and inspectors to judge what is good and what needs to be improved in the work of the ELC setting. You can find these quality indicators in the publication *Child at the Centre(2)*¹. Following our inspection of each ELC setting, the Scottish Government gathers evaluations of three important quality indicators to keep track of how well all Scottish ELC settings are doing.

Here are the evaluations for **Glenburn Pre-five Centre**

Improvements in performance	satisfactory
Children's experiences	good
Meeting learning needs	satisfactory

We also evaluated the following aspects of the work of the ELC setting

The curriculum	satisfactory
Improvement through self-evaluation	satisfactory

Here are the Care Inspectorate's gradings for **Glenburn Pre-five Centre**

Quality of care and support	good
Quality of environment	good
Quality of staffing	very good
Quality of management and leadership	adequate

During the previous Care Inspectorate inspection, the setting had no requirements and four recommendations. From these, all recommendations have either been met or partially addressed. Outstanding issues relating to recommendations are carried forward in this inspection. As a result of this inspection, there are no requirements and two recommendations.

Recommendations

- Children's profiles should continue to be monitored to ensure that they clearly identify children's progress and next steps for learning. National Care Standards for Early Education and Childcare up to the age of 16: Standard 5 – Quality of experience.

¹ *The Child at the Centre, Self-Evaluation in the early years*, HM Inspectorate of Education, 2007, http://www.educationscotland.gov.uk/Images/TheChildattheCentreSelfevaluationintheEarlyYears_tcm4-684267.pdf

- The management team should continue to build on the more robust monitoring systems that have been introduced and implemented recently. National Care Standards for Early Education and Childcare up to the age of 16: Standard 14 – Quality of management.

A notification from the Care Inspectorate will be sent to the provider to complete an action plan to address the recommendations made as a result of this inspection.

A copy of the full letter is available on the Education Scotland website at **[http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/ GlenburnPreFiveCentrePaisleyRenfrewshire.asp](http://www.educationscotland.gov.uk/inspectionandreview/reports/school/eyc/GlenburnPreFiveCentrePaisleyRenfrewshire.asp)**.

http://www.careinspectorate.com/index.php?option=com_content&view=article&id=7644&Itemid=489



To: **Education and Children Policy Board**

On: **3 November 2016**

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

Heading: **Children's Services Service Improvement Plan 2016/17: Mid-Year Monitoring Report**

1. Summary

- 1.1 The Children's Services Service Improvement Plan 2016-17 was approved by the Education and Children Policy Board in March 2016. The plan sets out the priorities for the development of the service over a three year period and details the actions which will contribute to the implementation of the Council Plan and Community Plan. It also sets out the actions which will ensure continuous improvement across the service and the performance indicators which ensure the impact can be measured.
- 1.2 This report contains details of Children's Services performance over the period 1 April 2016 to 30 September 2016. The main purpose of the report is to provide:
- Details of the key achievements of the service over the period
 - A progress update on implementing the action plan linked to the 2016-17 Service Improvement Plan
 - An assessment of performance in relation to the service scorecard of core performance indicators
 - An overview of priorities for the service over the next six months
- 1.3 Over the past six months, the key achievements for the service have included:
- Implementing the Up2U intervention in Criminal Justice services to help address issues around gender-based violence
 - Expanding Families First into another three areas
 - Improving the teaching of reading as part of the Tackling Poverty Programme in partnership with the University of Strathclyde.

- Being chosen as a Scottish Attainment Challenge authority, a long term programme to address the links between deprivation and attainment
- Delivering anti-bullying training in partnership with RespectMe, Scotland's anti-bullying service
- Extending the Leadership Development Programme for teachers
- Winning a UK-wide award for the innovative and highly successful Functional Family Therapy service run in partnership with Action for Children

1.4 Over the next six months, the key actions to be delivered are:

- Implementing the first phase of the Scottish Attainment Challenge action plan
- Progressing the development of a close support unit for vulnerable young people
- Delivering the second Renfrewshire-wide epidemiology study of children and young people
- Continuing to expand provision of the PATHS programme in schools

2. Recommendations

2.1. The Education and Children Policy Board is asked to

- Note the progress that has been made on service performance
- Note the progress made on actions and performance in the action plan
- Note that an out-turn report will be provided to this Board in Spring 2017

3. Background

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

3.2 The Service Improvement Plan also provides a mechanism by which elected members can evaluate the performance of the service. The appendices to the plan contain an action plan and performance indicators against which progress can be measured. This mid-year monitoring report provides an update on progress against the 2016-17 Plan.

3.3 Section 4 of this report provides details of the service's achievements, aligned to Council Plan priorities, over the period April to October 2016. It highlights areas of significant progress and details of action to be taken to address any areas where performance is below target. Further detailed is provided in the Action Plan which forms Appendix 1 and the Performance Scorecard which forms Appendix 2.

3.4 An outturn report will be brought before Board in Spring 2017.

4. Service Update

4.1 Children's Services within Renfrewshire provides education services, social work services for children and families, and criminal justice social work services. Much of what the service does is statutory, that is, there is a legal requirement for the Council to provide that service. Some of these services, such as education for everyone up to the age of 16, are universally provided whilst others, such as acting as the corporate parent for looked after children, are provided on the basis of need.

4.2 Elected members will be aware from previous reports that the service is actively working to address a range of demand pressures and financial pressures. For children's services, these include high numbers of children requiring care and protection due to the significant issue of parental alcohol or substance misuse and increasing school rolls in some catchment areas. In addition, the service is preparing for the expansion of the free early years entitlement from 600 hours to 1140 hours by 2021.

4.3 Detailed below are some of the service's achievements over the last six months, aligned to council priorities. Full detail on the service's progress in terms of implementing the tasks outlined in the current Service Improvement Plan over this period is included as Appendix 1 to this report.

4.3.1 Council Plan Priority 3: Protecting the Public

- Implemented the Penal Policy Improvement Project focused on preventing remand for female offenders. The service is already contributing to a reduction in the female remand population.
- Established Initial Referral Discussion procedures in child protection and delivered training to key staff.
- Trained key Criminal Justice Social Work staff in the Up2U intervention on gender-based violence. All court assessments now include screening to identify service users for whom this intervention would be appropriate, and work with service users is underway.

4.3.2 Council Plan Priority 5: Reducing the Level and Impact of Poverty

- Expanded Families First into Gallowhill, Foxbar and Johnstone, building on the strong positive impact the service has already had in other communities.
- Delivered a range of interventions under the umbrella of the Tackling Poverty Strategy, including Year 2 of the Literacy Development Programme, the Cost of the School Day Fund and initial analysis of standardised assessment data in relation to deprivation in order to build on the service's understanding of needs and the impact of poverty.

4.3.3 Council Plan Priority 6: Raising Attainment and Closing the Attainment Gap

- Been chosen as one of Scotland's Attainment Challenge authorities. This programme has a particular focus on children in Scotland's 20% most deprived communities. A plan detailing the local approach has been submitted to the Scottish Government and is the subject of a separate paper to this Board. The Attainment Challenge programme will attract additional funding from the Scottish Government.
- Implemented standardised assessments in numeracy and literacy at P4 and P7. This was the first year in which the assessments have been undertaken and in addition to analysis of the results, council officers are evaluating the testing process and this will inform future testing.
- Completed the review of learning for pupils with social, emotional and behavioural needs in secondary schools. Flexible learning is now offered in 3 locations with outreach support being delivered in Renfrew pending the addition of an additional Flexible Learning Base.

4.3.4 Council Plan Priority 7: Supporting and Sustaining People into Employment

- Offered a range of employability training and opportunities at all stages of secondary school. The impact of this is evident from figures on positive destinations for school leavers, which has improved in Renfrewshire over recent years. Some of these opportunities are targeted at those with particular needs, including looked after children and care leavers.
- Continued to deliver adult learning opportunities in the community, with a current focus on family learning and on support for refugees and new Scots.

4.3.5 Council Plan Priority 8: Improving Care, Health and Wellbeing

- Linked with Respect Me, Scotland's national anti-bullying service, to offer anti-bullying training for parents and staff. The first events took place in October 2016 and further training days are planned
- Implemented the relevant elements of the Children and Young People (Scotland) Act 2014. Plans in relation to information sharing elements are on hold pending further guidance from the Scottish Government following the Supreme Court's decision in relation to Named Persons and information sharing.

4.3.6 Council Plan Priority 9: Supporting our Employees

- Extended the Leadership Development Programme to aspiring Principal Teachers and Depute Head Teachers in both primary and secondary schools.
- Delivered multi-agency training to support implementation of the Children and Young People (Scotland) Act 2014.

4.3.7 Council Plan Priority 10: Continuing to be a Well Run Council

- Begun planning for a new School Estates Management Plan which will take account of the condition of the current estate, the expansion of early learning provision and the projected increase in pupil numbers in the coming years.

- Established a working group to take forward a second study of children in Renfrewshire (building on the first study which produced findings in 2010) in order to measure the impact of services and supports from community planning partners on the outcomes for children and young people in Renfrewshire.

5 Areas where actions have been reviewed or delayed

- 5.1 Delays in relation to the completion of Riverbrae School have been documented in other Council reports.
- 5.2 The anti-bullying policy has been implemented but the service is awaiting updated national guidance which will indicate whether revisions are required. Training on this policy is being delivered in the meantime and any adjustments will be made as necessary.

6 The impact of Children's Services

- 6.1 Children's Services has a strong focus on early intervention and prevention and on delivering the best possible outcome for children and families in Renfrewshire. Examples of the positive impact that Children's Services has include:
- Improvements in positive destinations for school leavers, such that more young people are entering employment, taking up training opportunities or continuing their education.
 - Ongoing improvements in permanency planning for looked after children, resulting in long-term stable placements and better outcomes for children and young people.
 - Support for young people to achieve beyond academic subjects through involvement in awards schemes such as the Duke of Edinburgh's Award and the Saltire Award.

7 Progress against service scorecard

- 7.1 The Children's Services performance framework is aligned with the priorities set out in the Council Plan. Performance is reported quarterly to the Extended Senior Leadership Team and service areas within Children's Services each have their own arrangements for scrutinising management information.
- 7.2 The performance scorecard contains 35 indicators, of which 10 are for information only and have no target. Of those indicators with targets, 12 are performing strongly, 5 are slightly short of target and need monitoring and 6 are behind target. There is no data available for five remaining annual indicators, which are based on academic years (ending July) rather than financial years (ending March).
- 7.3 The performance scorecard is included as Appendix 2 to this report. Areas of strong performance include:
- The number of secondary school days lost due to exclusion – 11.8 days per 1000 pupils against a target of 22 days per 1000 pupils

- The number of new Community Payback Order clients seen by a supervising officer within 1 week of the order being made
- The number of school leavers who have attained at least SCQF Level 4 in literacy and numeracy, which is currently at 95.9%. The SQA appeals process is still ongoing so this figure may improve further.

7.4 There are several areas of performance which are behind target and in some of these cases, targets need to be reviewed for appropriateness. Areas for improvement or review include:

- Targets in relation to unpaid work services. The targets no longer reflect the scale of the service and will be revised.
- Targets in relation to the number of in-house foster placements. Almost all new foster placements are made with in-house carers and performance reflects current demand for placements. Children and young people in long-term fostering arrangements with external foster carers will remain in these placements for as long as required, as stability and security in placements is more important than a switch in the balance of service provision.
- The number of care leavers in sustainable accommodation for a minimum of six months is behind target. Although the number of young people is small and the percentages can therefore be misleading, the service is nonetheless undergoing a redesign and recruiting additional staff to strengthen the support with accommodation and economic activity.

8. Priorities over the next six months

- 8.1 Raising attainment and closing the attainment gap are key priorities for Renfrewshire Council, and implementation of the first phase of the Scottish Attainment Challenge action plan will begin during the next six months.
- 8.2 New community justice arrangements based on a community planning framework will come into force on 1 April 2017 and Children's Services will work with partners to ensure the transition plan is fully implemented by that date.
- 8.3 The second epidemiology study of children in Renfrewshire will take place during the second half of 2016/17 and will inform future service developments. The results of this survey will be reflected in the new Integrated Children's Services Plan and future Service Improvement Plans.

Implications of the Report






1. **Financial** – The report highlights resourcing pressures arising from increasing demand for services and the current financial environment.
2. **HR & Organisational Development** - none
3. **Community Planning** – the report details a range of activities which reflect local community planning themes.



4. **Legal** - none
5. **Property/Assets** – none
6. **Information Technology** – Service developments relating to mobile/remote working and information technology are key enablers of service improvement and modernisation and support service-level and corporate objectives
7. **Equality & Human Rights** - The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report because it is for noting only. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.
8. **Health & Safety** – None
9. **Procurement** – the report details the activities being undertaken to promote more efficient and effective commissioning and procurement
10. **Risk** – Risks related to the delivery and management of Social Work services are regularly monitored by the service and included in the Children's Services Risk Register.
11. **Privacy Impact** – none







List of Background Papers: None





Author: Lisa Fingland, Service Planning & Policy Development Manager



Children's Services Service Improvement Plan Action Plan 2016-19







Action Status	
	Cancelled
	Overdue
	Unassigned; Check Progress
	In Progress
	Completed






Status	Action Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
	CHSSIP1617.03a	Ensure all relevant employees have the training, awareness and skills to keep those people at risk of harm as safe as possible.	31-Mar-2017	<div><div>60%</div></div>	A range of training modules are available in a number of different formats, and the Council also offers training on adult and child protection to partners free of charge. The child protection training programme has been updated to include internet safety and child sexual exploitation. Preparation for the implementation of the Children and Young People (Scotland) Act 2014 has also been a focus for training. This work is ongoing throughout the year and progress reflects this.	Director of Children's Services
	CHSSIP1617.03b	Develop structures and approaches to support the transition of community justice services to a Community Planning Partnership model.	31-Mar-2017	<div><div>40%</div></div>	The Lead Officer Community Justice is now in post and work to prepare a strategic plan for community justice in Renfrewshire is underway. The Community Justice Steering Group reports on progress regularly to the Safer and Stronger Thematic Board. The draft national strategy and performance framework have recently been published and these will	Criminal Justice Service Manager







Status	Action Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
	CHSSIP1617.03c	Implement the Penal Policy Improvement Project in Renfrewshire.	31-Mar-2017	<div><div>75%</div></div>	inform local planning and priority setting. The project is underway. Renfrewshire's focus is prevention of remand for female offenders, through the introduction of a bail supervision service. This service was implemented on 30 March 2016 and is reducing the female remand population.	Criminal Justice Service Manager
	CHSSIP1617.03d	Implement, with partners, the improvement plan arising from the multi-agency inspection of integrated children's services in Renfrewshire.	31-Mar-2017	<div><div>75%</div></div>	IRD arrangements have been established. Interagency leadership event held addressing key funding. Training plans developed and being delivered to staff.	Heads of Service
	CHSSIP1617.03e	Implement the Up2U intervention on gender-based violence with criminal justice service users in Renfrewshire.	31-Mar-2017	<div><div>100%</div></div>	All appropriate criminal justice staff completed training in April 2016. All court assessments are screened for suitability and work is underway with service users assessed as appropriate. We are also exploring our role in the wider evaluation of the programme.	Criminal Justice Service Manager
	CHSSIP1617.05a	Expand the Families First approach to Gallowhill, Foxbar and Johnstone to ensure children have the best start in life.	30-Jun-2016	<div><div>100%</div></div>	Staff teams have been recruited and the service has now commenced. The first two projects, in Ferguslie and Linwood, have already been evaluated and has been shown to have a positive impact on families.	
	CHSSIP1617.05b	Implement the Children's Services actions from the Tackling Poverty Strategy.	31-Mar-2017	<div><div>65%</div></div>	Very good progress is being made across each of the tackling poverty work streams. Additional social work staff are in place to allow more targeted family support and the literacy development programme is having a positive impact on the teaching of reading. The cost of the school day fund has supported children to ensure they are included in all aspects of school life. The use of standardised assessment is providing important data in order to ensure improvement. The joint employability project is improving sustained destinations.	Heads of Service
	CHSSIP1617.05c	Extend provision of the Promoting Positive Thinking Strategies (PATHS) programme to a further 10 schools. (next 18 months).	31-Mar-2017	<div><div>40%</div></div>	An additional 3 schools have commenced training and delivery of PATHS. A negotiated contract with the provider is being pursued to extend the number of schools able to participate. A further group of 3 schools have been	Head of Early Years and Inclusion


Status	Action Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
					identified to commence training in the programme in January 2017. The remaining 4 schools will commence training in March 2017.	
	CHSSIP1617.06a	Close the educational attainment gap between children from low-income families and their better-off peers.	31-Mar-2017	<div><div>50%</div></div>	Renfrewshire has been chosen as one of Scotland's Attainment Challenge authorities and will attract significant additional funding from the Scottish Government to support this. A plan for how the work will be progressed has been submitted to the Scottish Government. Partnership work with the University of Strathclyde on literacy is ongoing. The first standardised assessments of numeracy and literacy at P4 and P7 have taken place and work is ongoing to evaluate the testing process and consider the results within that context.	Head of Schools
	CHSSIP1617.06b	Implement the use of standardised assessments at key stages to support teacher professional judgement and establish a baseline in the attainment of literacy and numeracy.	30-Jun-2016	<div><div>100%</div></div>	All primary schools undertook standardised assessments in literacy and numeracy at P4 and P7 in May 2016. The results of these are being considered alongside the Teacher Judgement Survey recently undertaken for P1, P4, P7 and S3. Work is also ongoing with schools to evaluate the testing process. This information will provide the service with a baseline position from which to measure future progress in relation to the attainment gap.	Education Manager (Planning & Performance)
	CHSSIP1617.06c	Review allocation of ASN support to schools through a staged intervention process.	31-Mar-2017	<div><div>65%</div></div>	Work is underway to ensure that processes for ASN support are in line with GIRFEC developments. Self evaluation questionnaires will be distributed to schools in October and follow up focus groups are planned to review and analyse the data.	Education Manager (GIRFEC)
	CHSSIP1617.06d	Review our social, emotional behavioural needs (SEBN) provision for secondary sector learners to reflect current curriculum structure including access to senior phase provision up to S6.	31-Mar-2017	<div><div>100%</div></div>	The review is complete and our plans for Flexible Learning in 3 locations are in operation. The implementation of the third Flexible learning base in Renfrew High school has been delayed due to procurement process and young people are being supported on an outreach basis.	Education Manager (GIRFEC)

Status	Action Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
	CHSSIP1617.06e	Implement the National Improvement Framework in our schools.	31-Aug-2016	<div><div>50%</div></div>	All establishments have produced a standards and quality report and establishment improvement plan in line with the requirements of the National Improvement Framework. The first year of the teacher judgement survey has now been collected by the Scottish Government with the expectation that results will be published in December 2016. Many of the planning requirements for schools and Councils will not take effect until the beginning of the school session 2017. We continue to monitor developments to legislation in the meantime.	Education Manager (Planning & Performance)
	CHSSIP1617.06f	Make better use of the data we hold to support the learning and teaching of young people.	31-Mar-2017	<div><div>60%</div></div>	<p>All secondary schools use 'Insight' to benchmark their attainment data and support school improvement. Progress is measured in literacy and numeracy, improving attainment for all, leavers destinations and closing the attainment gap. In 2015 and 2016, we provided secondary schools with more detailed data on attainment. Work is ongoing to improve the quality of benchmarking data to primary schools.</p> <p>The Scottish Government has implemented a Teacher Judgement Survey for all pupils in P1, P4, P7 and S3 and high-level data will be published in 2017. Work is underway locally to analyse the information from the survey and from the standardised assessments undertaken towards the end of 2015/16 session. Detailed analysis of attainment information is a key strand of the Council's proposed Scottish Attainment Challenge action plan.</p> <p>Preparation is ongoing for the delivery of a second large scale survey of children and young people in Renfrewshire (following on from the 2011 survey) and this will inform the future development of a range of services for children and young people.</p>	Education Manager (Planning & Performance)

Status	Action Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
	CHSSIP1617.06g	Improve the sharing of information on children's progress through increased parental engagement	31-Mar-2017	<div><div>70%</div></div>	Guidance on reporting has been shared with schools. Schools have been involved in the pilot. Final guidance will be issued Jan/Feb 2017	Education Manager (Curriculum & Early Years)
	CHSSIP1617.06h	Improve outcomes for young people in Renfrewshire through youth work, youth information, empowerment activities and outdoor learning.	31-Mar-2017	<div><div>50%</div></div>	The team continues to target youth work activities to young people in schools and communities and offers a comprehensive youth work programme in support of the action.	Education Manager (Policy & Strategy)
	CHSSIP1617.07a	Increase the focus on employability support at school to improve the number of young people going onto positive destinations.	31-Mar-2017	<div><div>60%</div></div>	The Joint Employability Project has 14 strands and offers a range of opportunities for S1 to S6, some universal and some targeted to address the key needs of our most vulnerable young people. Youth Services deliver a range of programmes targeted at school leavers, which help young people develop employability skills. Figures on positive destinations indicate that Renfrewshire is in line with national average. This work is ongoing throughout the year and progress reflects this.	Education Manager (Policy & Strategy)
	CHSSIP1617.07b	Work with partners to provide employment and training opportunities for looked after children and care leavers.	31-Mar-2017	<div><div>50%</div></div>	Discussions are ongoing with Invest in Renfrewshire and partner agencies to explore the possibilities of work placements for looked after children and care leavers.	Head of Early Years and Inclusion
	CHSSIP1617.07c	Improve outcomes for families through community based adult learning opportunities focused on literacies, ESOL and Work.	31-Mar-2017	<div><div>75%</div></div>	The team continues to support families and adult learners and has a particular focus on family learning initiatives centred on literacy, numeracy and support for refugees or new Scots.	Education Manager (Policy & Strategy)
	CHSSIP1617.08a	Roll out new approaches to permanency planning for looked after children to ensure children have the opportunity to reach their full potential from a safe and secure base.	31-Mar-2017	<div><div>60%</div></div>	Children's Services has been working with the Centre for Excellence for Looked after Children in Scotland (CELCIS) on tests of change in relation to long-term planning for looked after children. The focus on finding long-term stable placements has been very successful. Our emphasis is, and will continue to be, on ensuring that placements are sustainable, whether this is a permanent return home, a permanent arrangement to remain with kinship carers or foster carers, or in some cases, adoption. Changes within the service have reduced the time taken to put permanent	Children's Services Manager






Status	Action Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
					arrangements in place for children, and this has made a significant contribution to the reduction in the number of Looked After and Accommodated Children. However, all placement decisions will always prioritise the safety and needs of the individual child. This work is ongoing throughout the year and progress reflects this.	
	CHSSIP1617.08b	Contribute to the development of a new Carers Strategy for Renfrewshire.	31-Mar-2017	<div><div>45%</div></div>	The new strategy is in development. Engagement meetings with young carers and with services are planned.	Senior Officer (GIRFEC)
	CHSSIP1617.08c	Ensure compliance with the provisions of the Children & Young People (Scotland) Act 2014, in particular Named Person, Child's Plan and Information Sharing.	31-Mar-2017	<div><div>100%</div></div>	Arrangements were in place to ensure that Renfrewshire Council was ready to implement the provisions of the Act for the expected commencement date of August 2016. Following a decision of the Supreme Court the implementation of the Named Person scheme has been delayed. Renfrewshire will contribute to the Scottish Government consultation on addressing the concerns of the Supreme Court.	Director of Children's Services
	CHSSIP1617.08d	Develop a 'Nurturing Relationships' strategy for establishments across all sectors in line with the 'Nurturing Relationships Development Plan' in order promote attainment, wellbeing and resilience.	31-Mar-2017	<div><div>80%</div></div>	The Nurturing Relationships strategy is underway being led by psychological services. 4 primary and two secondary schools are working as nurture Pathfinder schools. By the October INSET day, these schools will have had whole staff training on attachment theory and nurturing approaches. The primary schools will also have received additional whole school training. Nearly 200 staff will have been trained and the evaluations have been very positive.	Education Manager (GIRFEC)
	CHSSIP1617.08e	Develop and implement a 'Community that Cares' approach based on the Good Care Concept for looked after children and young people in Renfrewshire.	31-Mar-2017	<div><div>35%</div></div>	Who Cares Scotland have recruited additional staff and awareness raising regarding project has taken place across Children's Service. Engagement with Looked After Children and other Stakeholders has begun	Children's Services Manager
	CHSSIP1617.08f	Implement the revised anti-bullying policy in our schools.	31-Mar-2017	<div><div>60%</div></div>	The revised anti-bullying policy has been approved by the Education and Children Policy Board. Further guidance is expected from the Scottish Government and the policy will be revised following publication of guidance should that be necessary. The first training	Education Manager (Planning & Performance)




Status	Action Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
					sessions, delivered by Respect Me, took place in October and more are planned. These are for both parents and teachers.	
	CHSSIP1617.08g	Prepare, with partners, a new Integrated Children's Services Plan for Renfrewshire.	31-Mar-2017	<div><div>40%</div></div>	Work has commenced on the programme of work to deliver the next Integrated Children's Services Plan. The broad approach to developing the plan has been agreed. Work will progress over the next three months on developing the draft plan for consultation during March 2017.	Head of Early Years and Inclusion
	CHSSIP1617.09a	Deliver the Literacy Development Programme in partnership with University of Strathclyde to provide high quality professional learning opportunities for teachers.	31-Mar-2017	<div><div>60%</div></div>	Literacy Development is a key focus of the Council's Tackling Poverty work and the service is targeting children in the 20% most deprived areas of Renfrewshire. Training for head teachers and class teachers has been developed in partnership with the University of Strathclyde to support this. The work is ongoing throughout the year and progress reflects this.	Education Manager (Curriculum & Early Years)
	CHSSIP1617.09b	Continue to develop the Leadership Strategy as part of the implementation of Teaching Scotland's Future.	31-Mar-2017	<div><div>95%</div></div>	Leadership Development Programme has been extended to aspiring PTs and DHTs in primary and secondary schools. A programme has been developed and delivered with early years heads and deputies.	Education Manager (Curriculum & Early Years)
	CHSSIP1617.09c	Implement and embed a new design and approach for children's social work services.	31-Mar-2017	<div><div>65%</div></div>	New teams have been established, recruitment has been completed and transfer of casework is near conclusion.	Children's Services Manager
	CHSSIP1617.09d	Develop and deliver multi-agency training in relation to the implementation of the Children & Young People Act.	31-Mar-2017	<div><div>60%</div></div>	A training strategy has been produced and approved. A range of training and learning events have taken place. More significant learning/ training programmes are now under development and the next phase of delivery will begin in October 17.	Training & Development Manager
	CHSSIP1617.10a	Continue to develop and improve the school estate.	31-Mar-2019	<div><div>66%</div></div>	Work is ongoing to ensure completion of the project by the revised due date of Summer 2017. The programme for Bargarra/St John Bosco now includes an element of redesign but the project remains on time and the additional spend can be accommodated within the school	Education Manager (Resources)










Status	Action Code	Action Title	Due Date	Progress Bar	Progress on actions	Assigned To
					estate funding package. Work at St Fergus and at St Paul's/Foxlea remains on time and on budget. Delivery of Phases 1 and 2 of the Mossvale/St James campus has been delayed due to unforeseen additional works having to be carried out. Consultation is underway to determine the scope of refurbishment and extension works at St Anthony's/Spateston.	
	CHSSIP1617.10b	Deliver and report on the second epidemiology study of children in Renfrewshire.	30-Sep-2017	<div><div>30%</div></div>	Preparatory work has commenced on this including the development of the questionnaire and the preparation of data which Renfrewshire will pre-populate to allow effective analysis of the outcomes. Children and young people will be supported to complete the questionnaire in school from mid-November 2017. The analysis of data and future planning of services will commence in January 2017 and be used to inform the development of the next Integrated Children's Services Plan. New target date for completion March 2017.	Head of Early Years and Inclusion










SIP Scorecard 2016-19







Generated on: 29 September 2016











PI Status	
	Alert
	Warning
	OK
	Unknown
	Data Only

PI code & name	Current Value	Current Target	Latest Note	Status
CHS/SCH/02 Number of days lost per 1,000 Primary School pupils through exclusion	8.2	32	Performance continues to be strong in relation to exclusions. The latest figure reflected a sustained and continuing downward trend.	
CHS/SCH/03 Number of days lost per 1,000 Secondary School pupils through exclusion	75.6	88	Performance continues to be strong in relation to exclusions. The latest figure reflected a sustained and continuing downward trend.	
CHS/LAC/CL/01 Percentage of care leavers under 19 participating in employment, training or education	21%	45%	<p>The 2015/16 year end position in relation to the indicator for care leavers under 19 participating in employment, training or education has decreased from 46% at the end of 2014/15 to 21% at the end of 2015/16 and is below the target of 45%. The numbers of young people who are care leavers is small as such there can be significant variances in performance.</p> <p>It is the experience of the Throughcare team that due to young people's support requirements they are often unable to engage with employability services until they are in their early 20's. The Throughcare service is currently undergoing a service redesign with additional staff being employed which will increase the capacity to support young people in education, employment and training.</p> <p>Whilst recognising the challenge the reported information is a snap shot on a particular date (31 July) and doesn't take account of young people who have successfully completed a training programme and are due to start another or commence an education placement in August.</p>	

PI code & name	Current Value	Current Target	Latest Note	Status
CHS/EBP/01 Number of children engaged in evidence based programmes	1,200	Not applicable	There are currently 1200 children throughout Renfrewshire participating in either Promoting Alternative Thinking Strategy (PATHS) or Functional Family Therapy programmes.	
CHS/EBP/02 Number of parents engaged in evidence based programmes	300	Not applicable	There are currently 300 families throughout Renfrewshire participating in either Triple P, Incredible Years or Functional Family Therapy programmes.	
CHS/CJ/CPO/02ARC Percentage of unpaid work orders/requirement completed by required date	42%	72%	Performance remains behind the target set. Whilst all clients may not meet the 3 or 6 month timescale due to issues/readiness, staff will request court extensions to ensure that timescales are agreed by the courts and all efforts are made to ensure that clients complete as required. There was significant supervisor absence during this period which impacted upon the availability of work, also workloads continue to increase substantially, with an increase in orders of 13% and hours imposed by 19% over the last year. All attempts have been made to increase sessional staffing during this period within recruitment timescales and within available budget.	
CHS/CJ/REP/01 Percentage of Criminal Justice Social Work Reports submitted by due date	100%	98%	Performance continues to exceed the target set, and this reflects the priority staff assign to meet this important deadline.	
CHS/CPR/01 Percentage of children registered in this period who have previously been on the Child Protection Register	17%	Not applicable	The percentage of children registered this quarter who have been previously placed on the child protection register has decreased from 38% in Q4 of 15/16 to 17% in Q1 of 2016/17. Of 23 new registrations in Q1, 4 were children previously registered. Three of the children had previously been registered more than three years previously.	
CHS/LAC/01 The percentage of children made subject to a supervision order that were seen by a supervising officer within 15 days	83%	100%	There were 23 new supervision requirements in Q1 2016/17 and the first visit was carried out within 15 days for 19 of these cases. The remainder were carried out in the week following.	
CHS/LAC/02 Percentage of accommodated Looked After Children placed with families	82%	83%	The percentage of children looked after and accommodated with families has decreased from 83% in Q4 of 2015/16 to 82% in Q1 of 2016/17 and is slightly below the target of 83%. We will always aim to place children within families where it is safe and appropriate to do so.	
CHS/LAC/03 Number of in-house foster placements over period, as a percentage of total fostering placements	70%	Not applicable	This indicator refers to new foster care placements in the period and the percentage is reflective of the low number of new placements. In Q1, 7 of the 10 new foster placements were with in-house providers. Whenever possible we will place children with in-house foster carers and work is ongoing with the Scottish Government to ensure that young children are placed with permanent carers and do not remain in temporary care.	
CHS/LAC/04 Percentage of Looked After Children at home rather than away from home	59%	65%	The percentage of children looked after at home has increased from 58% in Q4 of 2015/16 to 59% in Q1 of 2016/17. This is below the target of 65%, however we will continue to place children in settings most appropriate to their safety and ongoing needs.	

PI code & name	Current Value	Current Target	Latest Note	Status
CHS/LAC/05 The number of in house foster placements for Looked After Children (children placed)	143	150	The number of children placed with in-house foster carers as at 31 March 2016 was 143 and remains below the annual target of 150. However, this reflects demand and most new placements are with local authority carers. It is good practice for children and young people in long established placements with external carers to remain in a stable and settled placement. The use of external placements is expected to decrease over time as children reach adulthood. The fostering team continue to recruit, train and support foster carers within a competitive market. Future targets will be revised.	
CHS/LAC/CL/02 Percentage of care leavers living in sustainable accommodation who have been in sustainable accommodation for 6 months or longer	53%	65%	The 2015/16 year end position is below the target of 65%, although it should be noted that some of the young people who have not yet been in their current accommodation for six months may still be in sustainable accommodation. The Throughcare service is currently undergoing a service redesign with additional staff being employed which will help improve accommodation stability.	
CHS/LGBF/01 Percentage of Looked After Children cared for in the community	Not available	Not applicable	Local Government Benchmarking Framework figures are dependent on Local Government Finance Returns and will be available at the end of 2016.	
CHS/LGBF/02 Gross cost of "Children Looked After" in residential based services per child per week	Not available	Not applicable	Local Government Benchmarking Framework figures are dependent on Local Government Finance Returns and will be available at the end of 2016.	
CHS/LGBF/03 Gross cost of "Children Looked After" in community placements per child per week	Not available	Not applicable	Local Government Benchmarking Framework figures are dependent on Local Government Finance Returns and will be available at the end of 2016.	
CHS/ATT/01 % of Leavers attaining literacy and numeracy SCQF Level 4	95.9%	87%	The % achieving SCQF Level 4 in literacy and numeracy by the end of S6 is 95.90% This is a very slight improvement on the previous year. It should be noted that this data is pre-appeal and may be subject to change once all appeals have been processed.	
CHS/ATT/02 Attainment of Children at Higher Grade Level by all Children, by the end of S6	30.3%	26%	This indicator has exceeded the target range. Future year targets will be reviewed.	
CHS/ATT/03 The average tariff score of the lowest 20% of attainers in SIMD datazones 1,2 & 3	360	Not applicable	Performance is slightly behind the national average in relation to the lowest attainment levels for the most deprived 30% of the population. The average tariff score of 360 for this group compares with 382 nationally and an average tariff score of 443 for the lowest 20% of performers in Renfrewshire as a whole. Closing the attainment gap and raising attainment overall are key priorities for Renfrewshire Council. This work will be delivered through the Scottish Attainment Challenge.	
CHS/ATT/04 No. of	1,100	1,400	Performance indicator falls short of the target. Data includes accredited awards delivered by youth	

PI code & name	Current Value	Current Target	Latest Note	Status
opportunities for young people to achieve through accredited awards			services. Awards include the Duke of Edinburgh's Award, John Muir Award, Dynamic Youth Award, Youth Achievement Award, Heart Start, Saltire Award Bikeability, Go Mountain Bike and Sailability. Data does not include awards delivered by sport services which now reports through Renfrewshire leisure. Future year targets to be revised.	
CHS/CJ/CPO/01 The percentage of NEW clients subject to supervision seen by a supervising officer within 1 week	96%	92%	Performance has exceeded the target set. A new process has been established where initial interview dates are scheduled in advance for all service users made subject to CPO supervision orders. Unless the individual is in custody, or has a good reason for being unable to attend e.g. out of the country then this target should be met.	
CHS/CJ/CPO/03 Percentage of NEW unpaid work clients scheduled to be seen within 1 day of the order	85%	92%	Performance is behind the target set. All clients subject to court reports are scheduled to be seen where possible, directed to attend the court social work unit and then to the community service office that day or within 24 hours when appearing in courts outwith Renfrewshire. Even when scheduled given the short timescales it is dependent upon client compliance.	
CHS/CJ/CPO/04 Percentage of NEW unpaid work clients seen within 1 working day of the order	83%	65%	Performance continues to exceed the target set. All clients subject to court reports are scheduled to be seen, directed to attend the court social work unit and then to the community service office that day, or within 24 hours when appearing at courts outwith Renfrewshire. Even when scheduled given the short timescale it is then dependent upon client compliance.	
CHS/CJ/CPO/05 Percentage of NEW unpaid work clients receiving an induction within 5 working days of the order	67%	70%	Performance continues to be behind target, delays relate to significant workload increases and legislative change which means that social work are not aware of all potential orders as reports are not required. Where clients are not seen by court social work, or where there is a delay in providing orders by external courts, the capacity to meet timescales is limited. Where social work are undertaking reports appointments are scheduled for within 5 days, usually the day of the court, it is then dependent upon client compliance. Clients also have more than one order and thus a further induction is not required and is thus not recorded, the statistics are therefore undergoing review.	
CHS/CJ/CPO/06 Percentage of NEW unpaid work clients beginning work placement within 7 working days of the order	26%	50%	Practice remains below target. This reflects changes and increasing demands on the service since 2010/11 when GPOs were introduced. Unpaid work can be imposed without a court report, thus services can be unaware of clients where orders have been imposed until the service receives the order which are often delayed from external courts. Workloads have increased dramatically, with orders increasing by 120% since 2010/11 and hours imposed by 93% since 2010/11. Since 2014/15, increases have been 13% and 19% respectively. This impacts upon availability of work within required time periods. Clients also regularly also have more than one order and practice is to complete one prior to commencing the new order which affects the time periods recorded. Clients also fail to attend, are in custody, are breached or submit medical certificates which prevent them commencing. There has also been staff sickness over this period which has significantly reduced capacity. Overtime continues to be used where necessary, and new supervisory staff, including sessional staff, have been employed within available resources and recruitment timescales. Work is also continuing to maximise the use of other activity.	
CHS/CLD/01 Number of adults participating in literacy and numeracy classes	454	315	The continued growth in the number of adults participating in literacy and numeracy classes reflects the high level of demand for such services.	

PI code & name	Current Value	Current Target	Latest Note	Status
CHS/CLD/02 Percentage of adult education learners satisfied	Not available	100%	This figure is not yet available.	
CHS/LGBF/04 Cost per pupil for primary schools	Not available	Not applicable	This data is published by the Improvement Service on an annual basis as part of the LGBF Framework and is extracted from the LFR information from the Scottish Government website. The 2015/16 data is due to be published late in 2016.	
CHS/LGBF/05 Cost per pupil for secondary schools	Not available	Not applicable	This data is published by the Improvement Service on an annual basis as part of the LGBF Framework and is extracted from the LFR information from the Scottish Government website. The 2015/16 data is due to be published late in 2016.	
CHS/PD/01 % of School leavers in a positive destination	92%	92%	Our most recent leavers destinations data has shown that we have increased the percentage of school leavers who have gone on to a positive destination. Although we are marginally below our comparators, we are in line with the national average.	
CHS/SCH/01 Number of bullying incidents in our establishments	Not available	20	Bullying figures are currently being collated from schools and are still in draft form.	
CHS/SCH/04 Percentage of parents satisfied with establishments Education Scotland Survey	Not available	100%	This figure is not yet available.	
CHS/SCH/05 Percentage of pupils satisfied with establishments Education Scotland Survey	Not available	100%	This figure is not yet available.	
CHS/SCH/06 Percentage of adults satisfied with local schools	Not available	100%	This figure is not yet available.	
CHS/YOU/01 Numbers of pupils engaged through the music service	1,546	1,150	Demand for the music service continues to be high and the uptake reflects this.	
CHS/YOU/02 Number of young people taking part in school based projects and programmes run by Youth Services	742	700	Performance continues to exceed the target set. A wide range of provision is offered and includes work on life skills and health and wellbeing.	
CHS/YOU/03 Number of young people taking part in youth voice projects and programmes run by Youth Services	162	160	Performance has exceeded the target set.	